1911.

NEW ZEALAND.

EDUCATION:

PRIMARY EDUCATION.

[In continuation of E. 2, 1910.]

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

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I.

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

PRIMARY EDUCATION.

Public Schools.

Number of Schools.

The number of public schools open at the end of 1910 was 2,096, as against 2,057 for the year 1909, an increase of 39.

In Table A the schools are classified according to the yearly average attendance. In a number of cases schools maintained in grades under Schedule A of clause 2 of the staffs and salaries regulations are included in this table in such grades, although the average attendance of these schools respectively for 1909 was below the minimum of the grades as indicated in Table A. 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 attendance not exceeding 15, which in 1908 rose from 447 to 504, and in 1909 to 569, has fallen to 527, still slightly more than a quarter of the number of public schools in the Dominion. But the decrease in the number of Grade 0 and Grade I schools has been more than compensated by the increase in the next higher grades, Grades II and III, the former containing 31 schools more than last year, the latter 25.

Schools with an average attendance of 35 or under are sole-teacher schools. On referring to Table A it will be seen that there were 1,280 such schools in 1910. But, as already stated, in some cases schools are maintained in a higher grade than their average attendance would appear to warrant. Thus, in Grade IV there were in 1910 20 schools the average attendance of which did not warrant the appointment of an assistant teacher. There were therefore altogether in 1910 1,300 schools in charge of sole teachers, as against 1,266 in 1909. In other words, in 1909 sole-teacher schools formed 61·5 per cent. of the total number of public schools; in 1910 62 per cent. The aggregate average attendance of schools of this kind in 1909 was 22,859, or 17·1 per cent. of the total average attendance for the Dominion; in 1910 the aggregate was 22,793, or 16·7 per cent.

The number of schools with two or more teachers was, in 1909, 791. In 1910 the number was 796. Of these schools there were, both years, 28 schools with an average attendance exceeding 600.

During the year 1910, 76 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 114. 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	25	45	20	..
Taranaki	2	5	3	..
Wanganui	6	6	..	..
Wellington	4	6	2	..
Hawke's Bay	11	10	..	1
Marlborough	9	15	6	..
Nelson	6	8	2	..
Grey	2	1	..	1
Westland	1	2	1	..
North Canterbury ..	2	1	..	1
South Canterbury ..	2	3	1	..
Otago	4	7	3	..
Southland	2	5	3	..
	76	114		
		76		
Increase (1910) ..	..	38		

The net increase in the number of schools open at the end of the year is thus 38.

The total number of public schools in each grade is shown in Table A, the corresponding figures for the previous year being entered for purposes of comparison.

TABLE A.—NUMBER OF PUBLIC SCHOOLS IN EACH GRADE, 1909 AND 1910.

Grade (as in Education Amendment Act, 1908).	Number of Schools. 1909.	1910.	Grade (as in Education Amendment Act, 1908).	Number of Schools. 1909.	1910.
0. (1–8)	182	155	9. 9A. (451–500)	8	8
1. (9–15)	387	372	9B (501–550)	8	12
2. (16–25)	438	469	9C (551–600)	5	5
3. (26–35)	259	284	10A. (601–650)	9	9
4. (36–80)	434	443	10B (651–700)	6	8
5. (81–120)	118	126	10C (701–750)	3	2
6. 6A. (121–160)	55	51	10. 10D (751–800)	2	2
6B (161–200)	34	37	10E (801–850)	4	4
7. 7A. (201–250)	31	35	10F (851–900)	2	2
7B (251–300)	23	24	10G (901–950)	..	..
8A (301–350)	21	20	10H (951–1,000)	2	1
8. 8B (351–400)	14	15			
8C (401–450)	12	12	Totals	2,057	2,096

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

Roll Number.

The average weekly roll number for 1910 showed for each quarter an increase over that for the corresponding quarter of 1909. The mean of the average weekly roll for the four quarters was as follows:—

Mean of average weekly roll, 1909	151,142
,, 1910	154,756
Increase in 1910	3,614

As in previous years, the additions to the roll were most marked in the North Island, where settlement has been more rapid than in the South; but every district showed at least some increase. The increase was most evident in the last quarter of the year.

Number on roll at end of 1909	152,416
,, 1910	156,324
Increase in 1910	3,908

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
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	87·6	1,406	2,208	3,614	166	530	696
1910	2,096	154,756	135,738	87·7	1,456	2,252	3,708	174	526	§700

* Average of three quarters. † Strict average. ‡ Working average. § Exclusive of 32 male and 151 female probationers.

Details of these facts relating to the several districts are given in Tables B1, B2, and B3, on pages 25 and 26.

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:—

	1909.	1910.
Public schools	151,142	154,756
Maori village schools (Native schools)	4,308	4,325
Chatham Islands schools	92	93
	155,542	159,174

Attendance.

The average attendance for the year 1910 rose from 132,773 to 135,738, an increase of 2·2 per cent., as compared with an increase of 2·6 per cent. in the roll number. The increased attendance is manifest in every district except two—Wellington, where the attendance has fallen by 147, and Hawke's Bay, where it has remained stationary.

The standard of regularity of attendance is still very satisfactory, although it has slightly fallen since last year. The following are the figures for the last five years:—

	Attendance per Cent. of Roll.
1906	86·9
1907	84·6
1908	87·1
1909	87·8
1910	87·7

Otago again leads with the excellent percentage of 90·5, with Marlborough second with 89·2, Wellington (88·9) being the highest for the North Island. Under section 9 of the Education Amendment Act, 1910, which came into force on the 1st January, 1911, all children are required to attend the school whenever it is open, so it may be confidently anticipated that the percentage of attendance in future years will show a still further increase.

The following table shows the percentage of regularity in New Zealand as compared with those of countries in the Old World. The figures taken are in no case earlier than 1908 :—

	Attendance per Cent. of Roll.
Switzerland	97·1
Japan	92·0
England	89·1
Scotland	88·7
Ireland	71·1
New Zealand	87·7

Leaving out Switzerland (where the percentage of regularity, if we omit those who were absent by permission, reaches the remarkable figure of 99·7), New Zealand does not compare unfavourably with much older and infinitely more closely settled countries, a result which must be considered highly satisfactory when it is remembered that New Zealand is essentially a rural country, and that the conditions obtaining in many of the backblocks districts are such that anything like regularity of attendance is well-nigh impossible.

As the conditions in Australia and New Zealand are somewhat similar, it will be interesting to see how the various Australian States compare with this Dominion in the matter of attendance. Only rural schools have been taken into consideration, and for the purposes of the return rural schools are considered to be those having an average attendance of eighty or less.

	Number of Rural Schools.	Average Number on Roll.	Average Attendance.	Average Attendance as per Cent. of Roll.
New Zealand	1,725	30·06	25·72	85·5
Victoria	1,720	33·52	27·71	82·9
West Australia	381	26·95	21·95	81·4
Queensland	910	35·90	27·27	75·9
South Australia	501	36·50	27·20	74·5
New South Wales	309*	24·38	16·61	68·1
Tasmania	341	44·58	26·62	59·7

* In three selected districts viz., Kempsey (coastal), Mudgee (tableland), and Forbes (plains).

The districts having the lowest average are Grey, 84·7; Taranaki, 85·7; Wanganui, 86·0; and Nelson, 86·4.

In 1909 the North Island attained the same standard of regularity as the South, but owing to the exceptionally high average obtained by Otago, and to the fact that North Canterbury has shown great improvement in this respect during the year, the average for the South has risen, that for the North falling in about the same proportion. 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
1910	87·4	88·1

The average daily attendance, in actual numbers and as a percentage of the average weekly roll number, for each quarter of the years 1909 and 1910 was as follows :—

	Actual Attendance.		Per Cent. of Roll.	
	1909.	1910.	1909.	1910.
First quarter	131,438	134,636	87·9	87·9
Second quarter	131,837	134,438	87·7	87·3
Third quarter	132,376	133,984	87·4	86·7
Fourth quarter	135,442	139,895	88·2	88·9
Whole year	132,773	135,738	87·8	87·7

If to these numbers we add the average numbers in attendance at Native village schools and at the schools in the Chatham Islands, we find the total average attendance at all public primary schools for the years 1909 and 1910 in the Dominion to have been as follows :—

	1909.	1910.
Public schools	132,773	135,738
Native village schools	3,680	3,714
Chatham Islands schools	91	81
Total	136,544	139,533

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 1910, and the percentage of the roll for each age.

TABLE C.—Age and Sex of Pupils, December, 1910.

Ages.	1910.			Percentages for Five Years.				
	Boys.	Girls.	Total.	1906.	1907.	1908.	1909.	1910.
5 and under 6 years	6,914	6,177	13,091	8·3	8·0	8·2	8·7	8·4
6 „ 7 „	9,182	8,338	17,520	10·6	10·5	10·6	10·8	11·2
7 „ 8 „	9,362	8,608	17,970	11·1	11·6	11·7	11·6	11·5
8 „ 9 „	9,361	8,501	17,862	11·5	11·1	11·3	11·4	11·4
9 „ 10 „	9,128	8,545	17,673	11·4	11·4	11·0	11·2	11·3
10 „ 11 „	8,916	8,159	17,075	11·4	11·3	11·2	10·7	10·9
11 „ 12 „	8,268	7,643	15,911	11·1	11·0	10·9	10·6	10·2
12 „ 13 „	8,090	7,494	15,584	10·5	10·5	10·4	10·2	10·0
13 „ 14 „	6,984	6,318	13,302	8·3	8·7	8·4	8·5	8·5
14 „ 15 „	3,902	3,225	7,127	4·0	4·0	4·2	4·3	4·5
	80,107	73,008	153,115	98·2	98·1	97·9	98·0	97·9
15 and over	1,715	1,494	3,209	1·8	1·9	2·1	2·0	2·1
Totals	81,822	74,502	156,324	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 per cent. are over ten; the figures for 1909 are identical.

Sex.—The proportion of boys to girls remains about the same as in previous years—52·34 per cent. as against 47·66 per cent. In other words, for every 100 boys on the roll there are 91 girls. Last year it was pointed out that according to the census of 1906 there were, in New Zealand, between the ages of five and fifteen, 97 girls for every 100 boys Deducting the number of scholars over fifteen years of age, we find that in the New Zealand schools there are only 90 girls for every 100 boys. Using the same tests as were used in last year's report, we find that the proportion in the case of children between five and seven is 90 to 100, and that the proportion of children between twelve and fifteen is also 90 to 100. It would therefore appear that the discrepancy is evenly distributed over the whole school age, and that it arises chiefly from the fact that there are a certain number of parents who think that it is not so necessary for a girl to receive as sound an education as a boy. As was said in last 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." It may be said that more girls than boys go to private schools, but the number is by no means large enough to account for the difference referred to above.

In this connection it is interesting to note the proportion of girls to boys in the schools of the Australian States and of England.

England	98	girls to every	100 boys.
Victoria	95	„	100 „
Queensland	94	„	100 „
New South Wales	92	„	100 „
West Australia	91	„	100 „
Tasmania	90	„	100 „
New Zealand	91	„	100 „

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 1910.

Maori Children receiving Primary Education.

In addition to the Maoris on the rolls of the Native village schools, there was a still larger number on the rolls of public schools, and a few receiving primary education at Native mission schools; so that the total number of primary pupils of Maori race was 8,963, made up as follows:—

Attending Native schools	4,280
Attending public schools	4,462
Attending Native mission schools	221
Total	8,963

This number does not include Maoris receiving primary education at schools not under Government inspection; of these no separate return is made.

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 the 4,462 children on the rolls of the public schools:—

TABLE Ca.—Classification of Maori Children attending Public Schools, December, 1910.

By Ages.				By Standard Classes.				
Years.	Boys.	Girls.	Total.	Classes.	Boys.	Girls.	Total.	Average Age.
								Yrs. Mos.
5 and under 6 ...	189	122	311	Class P ...	1,346	1,172	2,518	7 5
6 „ 7 ...	223	206	429	„ S1	378	273	651	9 4
7 „ 8 ...	314	264	578	„ S2	292	210	502	10 6
8 „ 9 ...	317	288	605	„ S3	198	154	352	12 0
9 „ 10 ...	310	257	567	„ S4	147	94	241	12 10
10 „ 11 ...	337	258	595	„ S5	83	62	145	13 6
11 „ 12 ...	256	209	465	„ S6	23	20	43	14 2
12 „ 13 ...	237	173	410	„ S7	8	2	10	15 6
13 „ 14 ...	177	141	318					
14 „ 15 ...	76	47	123					
15 years and over ...	39	22	61					
Totals ...	2,475	1,987	4,462	Totals	2,475	1,987	4,462	11 11

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.

During the year no Native schools were handed over to the Education Boards, and the attendance has, partly on this account, remained practically stationary—4,467 as against 4,434 in 1909. The policy is 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 were 427 European children—232 boys and 195 girls—attending Native village schools at the end of the year. Under this head children who are intermediate in blood between half-caste and European are reckoned as European. The following table gives the classification of these scholars in ages and in standards:—

TABLE Cb.—Classification of European Children attending Native Schools, December, 1910.

By Ages.				By Standard Classes.			
Years.	Boys.	Girls.	Total.	Classes.	Boys.	Girls.	Total.
5 and under 6 ...	23	15	38	Class P	88	66	154
6 „ 7 ...	29	20	49	„ S1	28	32	60
7 „ 8 ...	31	22	53	„ S2	23	11	34
8 „ 9 ...	27	29	56	„ S3	23	16	39
9 „ 10 ...	19	19	38	„ S4	20	26	46
10 „ 11 ...	23	27	50	„ S5	26	27	53
11 „ 12 ...	22	15	37	„ S6	13	14	27
12 „ 13 ...	20	27	47	„ S7	11	3	14
13 „ 14 ...	21	11	32				
14 „ 15 ...	13	9	22				
15 years and over ...	4	1	5				
Totals ...	232	195	427	Totals ...	232	195	427

Private Schools.

Under section 170 of the Education Act, 1908, the teachers or managers of any private school may apply to have the school inspected, and the school becomes thereupon "subject to inspection." In general, if the school gives secondary instruction, it is, in accordance with the Act, inspected by an Inspector of the Education Department; in all other cases—that is, generally, in the case of primary schools—inspection is made by an Inspector of the Education Board. In 1911, the number of private primary schools so inspected was 131; the total number of pupils present on the day of inspection was 11,398.

TABLE Cc.—Inspection of Private Schools during 1910.

Education District.	Number of Schools inspected.	Number of Children present at Inspection.
Auckland	33	3,207
Taranaki	4	389
Wanganui	11	863
Wellington	11	1,384
Hawke's Bay	9	788
Marlborough	1	189
Nelson	8	552
Grey	3	403
Westland	5	293
North Canterbury	20	1,570
South Canterbury	5	462
Otago	10	830*
Southland	8	468
Totals	131	11,398

* For 1909; figures for 1910 not available.

From the 1st January, 1911, the fact of a school being subject to inspection has an important significance which it did not have before, inasmuch as by section 150, subsection (5), of the Education Act, no instruction given to a child between seven and fourteen is considered to be efficient, so as to be legal ground of exemption from attendance at a public school, unless it is "given to children in their own homes or in a school subject to inspection."

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 classes has still further increased—37·15 per cent. as against 36·66 per cent. for the year 1909.

TABLE D.—Classification of Pupils at Public Schools, December, 1910.

Classes.	Boys.	Girls.	Total.	Percentages for Five Years.				
				1906.	1907.	1908.	1909.	1910.
Class P	30,825	27,256	58,081	29·36	31·11	34·27	36·66	37·15
„ S1	9,830	9,203	19,033	12·08	12·05	11·96	12·25	12·17
„ S2	9,722	8,942	18,664	12·18	12·10	11·61	11·82	11·94
„ S3	9,334	8,552	17,886	12·17	12·04	11·98	11·34	11·44
„ S4	8,401	7,836	16,237	11·79	11·46	11·20	10·78	10·39
„ S5	7,433	6,787	14,220	10·59	10·24	9·65	9·08	9·10
„ S6	5,032	4,595	9,627	8·24	7·79	6·87	6·56	6·16
„ S7	1,245	1,331	2,576	3·59	3·21	2·46	1·51	1·65
Totals	81,822	74,502	156,324	100·00	100·00	100·00	100·00	100·00

The following is a summary of the examination statistics for 1910:—

Total roll at time of annual examination		157,333
Present at examination		150,552
Present in preparatory classes		55,506
Present in classes S6		9,454
Present in classes S7		1,901
Standard VI certificates gained, viz.,—		
Certificates of proficiency	6,499	8,440
„ competency	1,941	

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

S6 Certificates.—The percentage of pupils who gained certificates of proficiency and competency respectively for the three years 1908–10 are as follows :—

	1908. Per Cent.	1909. Per Cent.	1910. Per Cent.
Gained certificates of proficiency	61·96	67·54	68·74
,, competency	25·29	21·75	20·53
No certificate	12·75	10·71	10·73
	100·00	100·00	100·00

There has been a steady increase in the last four years in the number of certificates of proficiency issued, while the number of certificates of competency shows a corresponding, though by no means so marked, decline.

Average Age.—The average ages of the pupils in the several classes for the three years 1908–10 were as follows :—

	1908. Yrs.	Mo.	1909. Yrs.	Mo.	1910. Yrs.	Mo.
Preparatory classes	7	2	6	11	7	0
Class S1	9	3	9	2	9	2
,, S2	10	3	10	3	10	2
,, S3	11	3	11	4	11	3
,, S4	12	3	12	3	12	3
,, S5	13	1	13	0	13	1
,, S6	14	0	13	11	14	0
,, S7	14	9	15	0	15	0
Mean of average ages	11	6	11	5	11	6

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

The Inspector-General in his report again calls attention to the high average age in Standard VI, and to the still increasing proportion of children in the preparatory classes. He points out that while the percentage of children on the school-roll between five and eight years of age has risen in the years 1905–10 from 29·8 to 31·1, the percentage of the roll in the preparatory classes has risen from 28·3 to 37·2. On the average, therefore, a longer period is being spent in the infant classes without, in his opinion, any corresponding advantage, but with this obvious disadvantage —that boys and girls begin their secondary education nearly a year too late.

Table D4 shows the number of pupils in each education district receiving instruction in the various subjects set forth in the syllabus. All scholars received instruction in English, and practically all in arithmetic, drawing, and physical instruction. It may be of interest to compare the numbers doing nature-study, handwork, and elementary agriculture during the past five years. The total number doing handwork in 1910 is not available, as the number has been split up under the headings of the various subjects included under the general title of handwork—viz., cookery, woodwork, needlework, elementary agriculture, and other branches of handwork.

	Number of Pupils. 1906.	1907.	1908.	1909.	1910.
Roll	139,302	141,071	147,428	152,416	156,324
Nature-study	120,833	122,660	128,716	134,651	136,341
Handwork	98,465	105,514	112,952	116,588	..
Elementary agriculture and dairy-work (Comprising "Handwork.")	4,000	6,000	8,000	10,200	15,159
Cookery .. .. .. (Comprising "Handwork.")	..	..	..	..	5,155
Woodwork .. .. .. (Comprising "Handwork.")	..	..	..	..	5,532
Needlework .. .. .. (Comprising "Handwork.")	53,901	53,789	55,065	55,911	54,606
Other branches of handwork .. (Comprising "Handwork.")	..	..	..	..	100,772

It will be seen that, whereas the number taking handwork generally probably shows a very considerable increase, and the number receiving instruction in elementary agriculture and dairy work is half as much again as that for 1909, the number being instructed in needlework shows a decrease.

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 on this account for railway fares in the years 1909 and 1910 was as follows:—

	1909. £	1910. £
Primary pupils	5,769	4,961
Pupils attending—		
(*a.*) Secondary schools	2,199	2,323
(*b.*) District high schools	1,368	1,354
(*c.*) Technical schools	3,850	3,798
	£13,186	£12,436

Conveyance by Road and Water.—In cases where children live at a considerable distance from any school, grants are made to Education Boards under section 44 of the Act for their conveyance to school. No payment is made in the case of children under ten unless they live more than three miles away from the school by the nearest road, and in the case of children over ten unless they live more than four miles away. Riding-horses and bicycles are excluded from the means of conveyance on account of which the allowance is made. The amount allowed is 6d. for each return trip—that is, the conveyance of one child to and from school on one day. The Taranaki, Grey, and Westland Boards did not arrange for conveyance. In the North Canterbury, South Canterbury, Otago, and Southland districts, this plan for conveyance of children was very much more widely adopted than in any of the more northern districts. The total amount paid in 1910 to ten Education Boards for conveyance by road and water amounted to £3,322, as against £2,755 in 1909. The total amount paid for conveyance of pupils in 1910 was therefore £15,758, as against £15,941 for 1909.

Board of School-children.—In some cases it happens that, through local conditions such as, for instance, the absence of roads or the distance from the nearest school, it is found impossible to convey children to and from school daily. In such cases an allowance of 2s. 6d. per week is made, on the approval of the Minister, in aid of the board of any child who has to live away from home in order to attend a public school. In 1910, £269 was paid for the board of school-children, as against £138 in 1909.

Free School-books.

The system of supplying free school-books has now been in operation for three years, the preparatory classes and Standards I and II being supplied during 1909, Standard III during 1910, and last session a sum was included in the vote for elementary education to defray the cost of books to be supplied to Standard IV during the current year.

The payment to Boards for pupils in Standard IV was fixed at 5s. 3d. per pupil on the roll of Standard IV for the year ending 31st December, 1911. This sum is considered ample to provide miscellaneous (or non-continuous) readers, supplementary (or continuous) readers, arithmetic books, atlases, or geographical readers, and historical readers. These books having been supplied, the balance of the grant, if any, may be spent either in the purchase of some of the books for Standard V, or in the purchase of approved books for class-libraries suitable for the home reading of children in Standard IV.

The "School Journal" and other Publications, Charts, &c.

The *School Journal* has now completed its fourth year of issue, the first number being 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 the months of December and January, but the November number is enlarged to provide reading-matter until the schools close, about the middle of December. Public schools, Native schools, special schools (such as industrial schools), and certain other institutions more or less under departmental control or supervision are supplied free with

a number of copies sufficient to provide each pupil in the standard classes with a copy of the appropriate part. 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.

While the *School Journal* aims primarily at being instructive rather than recreative, there is ample evidence that each monthly number is eagerly looked for and welcomed by the children, and that its influence tends to the very desirable end of fostering the habit and love of reading, not in the school only, but also in the home. In their annual reports the Inspectors of Schools uniformly speak very favourably of the part played by the *Journal* in the school-work as helping to improve the quality of the reading and bringing more and more into favour the school and class libraries.

In addition to containing well-defined series of articles on geography, history, nature-knowledge, &c., the *Journal* gives due attention to current topics of more than local importance, to striking events in current history, to important developments in modern discovery and invention, as well as to the recurrent topics of Arbor Day, Empire Day, &c.

The *Journal* is regularly illustrated; but in addition to the illustrations appearing in its pages, pictures and prints illustrating geography, history, and nature-study are being issued separately on cards as aids to oral instruction on modern lines in these subjects. 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; twenty illustrating life on H.M.S. "New Zealand"; twenty-four dealing geographically, historically, and ethnologically with South Africa; and twenty-four which form the first issue of a comprehensive series dealing with British history; also a coloured wall-sheet illustrating the lives of Lord Nelson and Captain Cook.

During the year the Department has published "New Zealand Plants and their Story," by Dr. L. Cockayne, and a set of three temperance wall-sheets. Among the publications of general interest that are in the course of preparation are "A Manual of New Zealand Mollusca," by Mr. H. Suter; "Geology of New Zealand," by Dr. P. Marshall; plates of New Zealand flora published in connection with Cheeseman's "Manual of New Zealand Flora"; a chart showing a method of restoring animation to the apparently drowned (prepared by the Health Department); and a special report on the teaching of English in secondary schools (a reprint of a circular issued by the Board of Education, England).

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

Staffs of Public Schools.

The number of the teachers in the public schools, exclusive of those employed in the secondary departments of district high schools, in December, 1909, and December, 1910, respectively, was as follows:—

TABLE E.—Number of Teachers employed.

	1909.	1910.
Adults,—		
Men	1,406	1,456
Women	2,208	2,252
Total	3,614	3,708
Pupil-teachers,—		
Male	166	174
Female	530	526
Total	696*	700†
All teachers,—		
Male	1,572	1,630
Female	2,738	2,778
Total	4,310	4,408

* Exclusive of 25 male and 139 female probationers. † Exclusive of 32 male and 151 female probationers.

For the schools above Grade I—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 23·53, as against 24·13 for 1909. Taking all schools with two or more teachers—that is, schools of Grade IV and upwards—we find that the average number of pupils per adult teacher, reckoning two pupil-teachers as equivalent to one adult, was 39·28, as against 40·44 for 1909. With the same assumption the average for all schools of Grade II and upwards was 36·09.

The following figures show the ratio of male adult teachers to female adult teachers, and of male pupil teachers to female pupil-teachers. For purposes of comparison the figures for 1908 and 1909 are also given :—

	1908. Male. Female.	1909. Male. Female.	1910. Male. Female.
Ratio of adult male to adult female teachers, Grades 0 and I	100 : 610	100 : 359	100 : 325
Ratio of adult male to adult female teachers, Grade II and upwards ..	100 : 126	100 : 140	100 : 141
Ratio of adult male to adult female teachers, all grades..	100 : 152	100 : 157	100 : 155
Ratio of male pupil-teachers to female pupil-teachers	100 : 296	100 : 319	100 : 302
Ratio of male to female teachers, all grades	100 : 167	100 : 174	100 : 170

The increase in the proportion of women employed in the profession in 1909 and 1910 over the number for 1908 is fully accounted for by the number of assistant mistresses appointed in 1909 to schools having 36 to 40 in average attendance. If these are omitted, it will be found that the proportion of men to women in 1909 was slightly higher than that in 1908, and that the proportion in 1910 was considerably higher.

If we take into consideration the corresponding proportion for primary-school teachers, secondary teachers in district high schools, and secondary schools (exclusive of part-time teachers), and for students in training colleges respectively, we have :—

Number of Women Teachers or Students per Hundred Men Teachers or Students (omitting Teachers of Schools with 15 or less in Average Attendance).

	1906.	1907.	1908.	1909.	1910.
Adult primary teachers	125	124	126	140	141
Pupil-teachers	339	277	296	319	302
Secondary teachers	80	77	76	82	85
Training-college students	350	315	285	280	219
All teachers and students ..	148	142	144	158	156

In other words, out of a total of 4,675 persons engaged in the above-named branches of the teaching profession, there were, in 1910, 1,827 men and 2,848 women.

It will be interesting to see how these figures compare with those from other parts of the world. So far as can be gathered from the reports received from England, Scotland, and the United States, the following table shows the number of women teachers per hundred male teachers.

	England.*	Scotland.*	United States.	New Zealand.
Adult primary teachers	348	253	368	141
Pupil-teachers	304	407	†	302
Secondary teachers	94	†	121	85
Training-college students	231	389	365	219

Full details of the primary staffs of the public schools in the several education districts is given in Table E1. The relieving-teachers appointed by the several Education Boards are not included in this table, nor in the summary above, but will be found in Table F3 of the Appendix.

* Figures for 1908–9. † Not available.

Taking all grades of schools, the average number of pupils per teacher is 30·8. Table E1 gives details for the various Education Boards. The comparatively small number of pupils per teacher in Marlborough (18·5) and Westland (21·0) is accounted for by the large proportion of small schools in these two districts.

Although the Education Amendment Act, 1908, improved the staffing of the public schools very considerably, a comparison with some of the countries most advanced in matters of education will show that the staffing of our larger schools is not yet as good as it might be. In some cases the comparison made in the following table is not a fair one, as in New Zealand only the larger schools are taken into consideration, whereas in England, Wales, Scotland, and Switzerland all schools are counted. It must, however, be remembered that the rural school as known in New Zealand is a very different thing from the rural school in these other countries; in the latter cases a school is called a rural school which in New Zealand would rank at least equal to a suburban school.

Average Number of Children per Adult Teacher.

	Roll Number.	Average Attendance.
London (County Council schools)	42·6	38·4
England and Wales (Board of Education schools)	38·4	34·0
Scotland	43·4	38·1
New York City	42·9	34·6
Switzerland (including Geneva Canton)	44·0	42·7
Geneva Canton	25·7	25·0
New Zealand (in schools 201–700)..	50·5	44·4

At first glance it would appear as if the cost of education in Geneva, for instance, must be very much higher than in New Zealand. As a matter of fact, the cost per pupil is less, the reason being that, whereas the average salary for a New Zealand teacher (excluding very small schools) is £155, the average salary of a Swiss teacher is about £45.

Salaries of Teachers.

At the rate paid in December, 1910, the total amount of all salaries and allowances paid to teachers and pupil-teachers was £593,574 11s. 2d.; the average rate per teacher (including pupil-teachers) was therefore £134 8s. 8d., as compared with £132 6s. 2d. in December, 1909.

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 teachers for whom residences are not provided. We then find that the average net salaries of adult teachers (head teachers and assistants) in the last three years in December of each year have been as follows:—

	1908.	1909.	1910.
	£ s. d.	£ s. d.	£ s. d.
Men	195 1 0	201 10 7	201 2 8
Women	115 13 5	122 8 2	123 1 10
All adults	148 8 1	155 7 3	155 9 1

As will be seen from the above, the average salary of adult teachers is slightly higher than that for 1909. The very considerable increase of the averages for 1909 and 1910 over those for 1908 are due to the provisions of the Education Amendment Act of 1908. The same Act introduced the principle of annual increments to salaries, which operate in each grade until the maximum salary for the grade is reached.

In addition, every head teacher is provided either with a house or with house allowance in lieu thereof.

Status of Teachers in regard to Certificates.

Table E2, in the Appendix, gives the number of certificated and uncertificated teachers respectively on 31st December, 1910, exclusive of secondary schools and

secondary departments of district high schools. It is safe to say that the number of these latter holding certificates is very much larger now than in the past. The following summary of Table E2 shows the number of certificated and uncertificated teachers in each of the years 1905 to 1910 respectively :—

——	1905.	1906.	1907.	1908.	1909.	1910.
I. Certificated teachers,—						
Adults	2,460	2,412	2,422	2,451	2,593	2,663
Pupil-teachers	13	6	14	2	1	..
Total	2,473	2,418	2,436	2,453	2,594	2,663
II. Uncertificated teachers,—						
(*a.*) Holding partial qualifications,—						
(i.) Holders of licenses ..	270	227	178	99	68	56
(ii.) Others partially qualified ..	90	134	142	167	264	259
Total of (*a*)	360	361	320	266	332	315
(*b.*) Having no recognized examination status	320	428	545	635	689	730
Total number of uncertificated teachers	680	789	865	901	1,021	1,045
Total primary teachers ..	3,153	3,207	3,301	3,354	3,615	3,708

It will be seen from the above table that the number of teachers employed in primary-school work in December, 1910, was 93 more than in December, 1909. Of the total, 2,663 were certificated, while 1,045, or 28·1 per cent., had either not yet completed the necessary qualification or possessed no recognized examination status whatever. The corresponding percentage for 1909 was 28·2.

It was pointed out in several of the reports of Education Boards (reprinted n Appendix A of E.–2) that it is impossible to expect teachers of schools of Grades 0 and I to qualify for teachers' certificates. Whatever soundness there may be in this statement, it is certainly true that only about a quarter of such teachers are certificated. Omitting teachers of schools with average attendance of 15 or less, we get the following comparison :—

Primary Teachers in Public Schools with an Average Attendance of Sixteen and Upwards, 1910.

——	1905.	1908.	1909.	1910.
I. Certificated	2,460	2,411	2,524	2,608
II. Uncertificated,—				
(*a.*) Partially qualified	329	213	272	262
(*b.*) Without status	163	294	353	383
	— 492	— 507	— 625	— 645
Total	2,952	2,918	3,149	3,253
Percentages,—				
I. Certificated	83·3	82·6	80·2	80·2
II. (*a.*) Partially qualified	11·1	7·2	8·6	8·0
(*b.*) Without status	5·6	10·2	11·2	11·8
	— 16·7	— 17·4	— 19·8	— 19·8
Total	100	100	100	100

The above figures do not include teachers in the secondary departments of district high schools, the great majority of whom are fully certificated teachers. Below is printed a summary of Table E3, including all certificated teachers employed by Education Boards, whether engaged in primary work or in the secondary departments of district high schools, arranged according to sex and class of certificate held. It is to be noted that there is now no examination for E certificate.

Holders of Teachers' Certificates in the Service of Education Boards at 31st December, 1909, and at 31st December, 1910.

Class of Certificate.	1909.			1910.		
	M.	F.	Total.	M.	F.	Total.
A	26	10	36	29	11	40
B	148	56	204	154	62	216
C	354	188	542	405	227	632
D	555	798	1,353	532	837	1,369
E	106	425	531	95	393	488
Total	1,189	1,477	2,666	1,215	1,530	2,745

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.					
	1906.	1907.	1908.	1909.	1910.	1911.
A	86	87	94	99	105	116
B	201	208	232	266	300	352
C	197	294	415	544	648	761
D	1,650	1,593	1,479	1,442	1,420	1,486
E	721	642	595	555	522	480
Total, A, B, C, and D ..	2,134	2,182	2,220	2,351	2,473	2,715
„ A, B, C, D, and E ..	2,855	2,824	2,815	2,906	2,995	3,195

It is satisfactory to note that the total increase in the number of certificated teachers is entirely due to the increase in the number of certificates of the three higher classes, A, B, C.

Finances of Education Boards.

Table F contains an abstract of the accounts of the receipts and expenditure of Education Boards for the year 1910. These are shown in detail in Tables F1 and F2, and Appendix A of E2 contains the annual reports of the several Boards, with their statements of receipts and expenditure in full detail.

TABLE F.—Abstract of the Receipts and Expenditure of Education Boards for the Year 1910.

No.	Name of Account.	As at 1st January.		Cash Transactions during Year.				Transfers.		As at 31st December.	
				Receipts.							
		Balances.	Deficits.	From Government.	Reserves Revenue.	From other Sources.	Expenditure.	Debit.	Credit.	Balances.	Deficits.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Salaries of teachers (exclusive of secondary departments of district high schools), salaries and allowances of pupil-teachers, and half of the total cost of the training-college staff	..	3,519 4 11	531,046 1 10	53,562 5 11	110 15 9	582,287 11 9	8,006 5 4	..	6,918 12 2	..
2	Teachers' house allowances ..	..	523 12 11	14,484 8 0	..	10 0 0	14,434 1 2	334 11 3	..	..	133 14 10
3	Salaries of relieving-teachers ..	..	1,622 17 11	3,365 8 9	..	..	3,749 0 3	..	..	..	2,008 9 5
4	Conveyance of school-children ..	..	269 15 8	3,589 12 2	..	4 13 0	3,782 12 7	..	..	..	458 3 1
5	Board of school-children	..	328 5 3	3,369 5 1	..	15 15 7	3,487 5 6	..	..	..	430 10 1
6	Free school-books	..	..	79,453 13 1	..	..	..	3,124 3 1	540 10 4	32,101 1 1	..
7	General administration	28,076 18 5	..	..	..	310 14 5	37,394 3 5	..	..	..	..
	(*a.*) Incidental expenses of schools (cleaning, fuel, &c., in terms of the Board's regulations, but exclusive of cost of works paid for out of Government grant for maintenance of school buildings and included below under that heading)	..	..	..	..	..	27,776 11 2	..	..	..	..
	(*b.*) Office staff (including Secretary, Inspectors, &c.), salaries, and clerical assistance (see Table F3 in Appendix)	..	..	..	..	..	13,497 18 4	..	..	..	..
	(*c.*) Office contingencies ..	..	..	..	..	498 8 11	539 14 10	..	..	..	..
	(*d.*) Refunds and sundries ..	..	..	58 8 2	..	646 5 11	318 12 10	..	..	..	..
	(*e.*) Unclassified items (grouped) ..	..	..								
	Training colleges—										
8	Salaries of staff (half of the total cost)	7,519 0 11	..	6,428 13 1	..	..	6,570 15 6	12 2 6	9,080 10 10	..	2,197 7 7
9	Allowances for students ..			20,255 14 11	..	..	20,082 13 1				
10	Incidental expenses			131 10 10	..	2 12 0	813 2 5				
	Secondary education	49 4 11*	..	..	..	..	..	..	..	..	..
	Scholarships—										
11	Board	..	1,132 13 5	8,871 0 2	..	1 5 0	9,232 3 5	..	..	..	1,543 14 9
12	National	..	448 19 5	2,765 18 4	..	..	2,654 10 0	..	..	..	337 11 1
13	Special	313 16 10	..	..	..	225 0 0	270 0 0	..	..	268 16 10	..
	District High Schools—										
14	Salaries of staffs of secondary departments	..	395 16 8	14,038 11 9	..	10 0 0	14,782 13 10	..	..	..	408 0 6
	Other receipts :—										
15	(*a.*) Voluntary contributions, and subsidies			4,123 14 1	..	1,538 1 4	..				
16	(*b.*) Fees from pupils ..	1,665 9 0	..	..	..	141 10 0	..	781 19 3	1,000 0 11	1,187 5 10	..
17	(*c.*) High School Boards' grants			..	..	430 0 0	..				
	Expenditure on general purposes			..	..	..	5,871 16 8				

* This amount represents the balance in hand of the Taranaki Education Board on the whole class "Secondary Education."

	Manual and technical—																							
	School classes—																							
18	Capitation						17,487	14	10	..		966	15	2	18,147	7	1							
19	Voluntary contributions, and bequests and subsidies						206	18	5	..		549	2	3	175	0	5							
	Special and associated classes—																							
20	Capitation						22,934	0	2	..		482	11	8	23,312	7	7							
21	Material						1,503	10	6	..		72	13	9	1,565	8	4							
22	Voluntary contributions and bequests and subsidies	..		405	6	7	3,437	15	4	..		1,039	16	7	4,450	0	5	219	10	9	1,547	8	2	1,426	7	6	..	
23	Fees from pupils at special classes						..			..		3,275	8	7	6	6	0										
24	Free-place holders						5,133	7	9	..		..			3,711	16	4										
25	Training of teachers						1,952	13	5	..		31	6	10	1,397	8	10										
26	Direction and administration (school and special classes)						36	3	6	..		17	5	0	3,269	18	6										
26A	Unclassified items						..			..		81	1	3	20	0	0										
	Buildings: Maintenance, rebuilding, rent—																										
27	Maintenance (*a*), and small additions and ordinary rebuilding (*b*)	52,480	7	11	..		82,780	14	3	..		1,856	8	0	(*a*)38,965	14	1	653	15	9	3,266	16	4	89,724	2	10	..	
												76	10	10	(*b*) 5,891	3	6										
28	Rebuilding schools destroyed by fire	22	17	6	..		6,259	0	0	..		..			8,068	6	10	..			..			..			1,786	9	4
29	Rents of buildings and sites for school purposes	..			3,142	19	4	2,839	17	9	..		99	5	6	3,068	19	11	450	1	2	..			..			2,822	14	10
	New buildings, furniture, additions, sites—																										
30	Public schools	..			52,931	8	2	33,735	0	7	..		188	4	2	39,902	9	10	958	18	3	534	4	2	..			58,485	19	2
31	Manual instruction						6,283	18	6	..		711	10	0	6,719	16	10	1,409	0	0	77	3	4	..			..		
32	Technical instruction						7,182	11	7	..		697	10	8	13,417	19	6	21	0	6	..			..			..		
33	Rent of buildings for manual instruction purposes	10,775	14	6	..		32	10	0	..		..			82	10	0	3	0	0	..			6,682	18	7	..		
34	Rent of buildings for technical instruction purposes						598	7	9	..		9	0	0	762	12	9	18	17	6	..			..			..		
34A	Unclassified item						5	5	0	..		..			5	5	0	..			..			..			..		
35	Sites sales	..			6,098	4	9	4,025	0	0	..		2,687	12	7	5,341	9	11	..			42	8	3	..			4,769	10	4
36	Other separate accounts—																										
	Contractors' deposits	356	16	10	..		..			..		2,332	5	9	1,961	2	10	..			..			727	19	9	..		
37	Wanganui School site (Act of 1909)	..			..		..			..		467	5	0	26	13	6	..			..			440	11	6	..		
38	Rees Bequest Fund	2,584	9	10	..		..			..		122	17	10	0	10	0	..			..			2,706	17	8	..		
39	Book-room, Nelson	..			121	6	1	..			..		124	17	2	257	17	10	..			..			..			254	6	9
40	Other separate accounts ..	38	6	1	..		24	8	11	..		16	2	5	11	5	0	95	17	0	..			163	9	5	..		
	Totals	103,883	2	9	70,940	11	1	888,440	18	6	53,562	5	11	19,850	12	11	928,084	17	7	16,089	2	4	16,089	2	4	142,348	3	2	75,636	11	9

	£	s.	d.
Net bank balance at end of year 1910	29,997	0	9
Plus sundry small balances not hitherto shown—			
Contractors' deposits	356	16	10
Contractors' deposits estreated	2	0	0
Rees bequest, Wanganui	2,584	9	10
On account of special classes	2	4	3
	2,945	10	11
Net bank balance at beginning of year 1910, *Cr.*	£32,942	11	8
Net bank balance at end of year 1910, *Cr.*	£66,711	11	5

In the case of teachers' salaries, teachers' house allowances, free school-books, training colleges, scholarships, and district high schools, the totals of columns 4, 5, and 6 should balance with the figures in column 7. The discrepancy apparent in most cases is explained by the fact that some adjustments remained to be made at the end of the year between the Boards and the Department. The balances due to or by the Boards will be found entered as assets and liabilities respectively in Table F6, of which a summary is given below.

The unclassified items grouped under heading 7 (*e*) include the following items of income—Interest on fixed deposits (South Canterbury) £186 5s., rents (South Canterbury) £151 2s. 3d., and interest (Hawke's Bay) £146 16s. 2d.; and the following items of expenditure—Pupil-teacher classes (Auckland) £95, and truancy expenses (Marlborough) £65 3s. 6d.

Table FA shows how the total debit transfer to each account in Table F has been distributed—that is, the various amounts transferred by Education Boards from one account to another. It must always be borne in mind that all moneys received by Boards from any source whatever are, under section 50 of the Education Act, 1908, paid into one account. But although in a sense it might be argued that transfers from one class to another were merely book entries, it must be borne in mind that certain moneys are paid to the Boards by Government for specific purposes, and must be expended for those purposes. It is only reasonable that Boards should pay into their Administration Account a fair proportion of the money expended under, for instance, the Manual and Technical Account, for such a transfer might fairly be expected to cover the cost of administration in such a case. The transfer of over £8,000 from the Training College to the Teachers' Salaries Account is explained by the fact that one Board paid its training-college staff from the latter account instead of charging half the cost to each.

TABLE FA.—TABLE SHOWING HOW THE TRANSFERS SHOWN IN TABLE F WERE DISTRIBUTED.

Account from which Amount is transferred.		Account to which Amount is transferred.	
Name of Account. (1)	Amount transferred. (2)	Name of Account. (3)	Amount transferred. (4)
Training colleges	8,006 5 4	Salaries of teachers, &c.	8,006 5 4
Training colleges	334 11 3	Teachers' house-allowances ..	334 11 3
Secondary education	1,000 0 11		
Manual and technical instruction ..	475 16 6	General administration	3,124 3 1
Maintenance of buildings, &c. ..	1,648 5 8		
Manual and technical instruction ..	12 2 6	Training colleges	12 2 6
General administration	92 5 0		
Training colleges	689 14 3	Secondary education	781 19 3
,, ...	50 0 0		
Maintenance of buildings, &c. ..	169 10 9	Manual and technical instruction ..	219 10 9
New buildings—public schools ..	534 4 2		
,, manual instruction ..	77 3 4	Maintenance of buildings, &c. ..	653 15 9
Sites sales	42 8 3		
Maintenance of buildings, &c. ..	450 1 2	Rents of buildings, &c.	450 1 2
,, ...	958 18 3	New buildings—public schools ..	958 18 3
Manual and technical instruction ..	1,409 0 0	,, manual instruction ..	1,409 0 0
Maintenance of buildings, &c. ..	21 0 6	,, technical instruction	21 0 6
,, ...	3 0 0	Rent of buildings for manual purposes	3 0 0
Manual and technical instruction ..	2 17 6	Rent of buildings for technical purposes	18 17 6
Maintenance of buildings, &c. ..	16 0 0		
Manual and technical instruction ..	95 17 0	Other separate accounts	95 17 0
Totals	£16,089 2 4		£16,089 2 4

In the above table the figures in column 4 will be found to agree with the figures in column 8 of Table F. The figures in column 2 do not agree in all cases with those in column 9 of Table F, the reason being that in Table F the total amount of the transfer is entered, whereas in the Table FA it will be readily seen from column 1 that the various accounts have been considerably split up.

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 Education Boards from 1877 to 1910.

Excluding the expenditure on buildings, which is dealt with separately below, the following summary shows the chief items of expenditure for the past three years :—

	1908. £	1909. £	1910. £
Board's administration	39,730	42,392	41,396
Incidental expenses of schools	38,077	40,374	37,394
Teachers' salaries	489,042	554,012	582,288
Training colleges	19,949	22,425	27,467
Scholarships and district high schools ..	31,892	32,136	32,811
Manual and technical instruction	48,212	47,927	56,049

The increase in expenditure on teachers' salaries is due partly to the increase in the number of children under instruction, and partly to the £5 increment in salary provided by section 7 (3) of the Education Amendment Act, 1908; that of the training colleges to the fact that in 1910 the colleges had for the first time a full complement of students in training; while that of manual and technical instruction includes several payments which really fell due in the previous year: this latter explanation also accounts for the decrease in the expenditure for 1909 as compared with that for 1908.

The following table shows the proportion of expenditure on administration to the whole expenditure, and the corresponding proportion of the incidental expenses of schools (through the School Committees), the figures for the five years previous being also entered for purposes of comparison :—

	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
1910	4·5	4·0	8·5

It will be seen, therefore, that the tendency is for the proportion of expenditure on administration by both Boards and School Committees to decrease. As a matter of fact, the actual sums thus expended were greater in 1910 than in 1908, as will readily be seen by reference to the previous table; the chief cause of the decrease in percentage is due to the additional amounts paid by the Government, especially on teachers' salaries. The corresponding percentages for the several Education Boards will be found on page 32. As is to be expected, in the smallest district the percentage is found the highest (8·6), and in the largest lowest (3·9).

From Table F it will be seen that the total net bank balances of the Boards increased from £32,943 to £66,712. This improvement is due chiefly to the fact that in 1910 several payments were made by the Government towards the cost of maintenance and rebuilding of schools, the expenditure for which had been incurred in the previous year. At the end of 1909 six Boards had overdrafts; at the end of 1910 the number had been reduced to one.

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, 1910.

Liabilities.	£	*Assets.*	£
Overdrafts	110	Cash	34,494
Due to Government	16,835	Due from all sources	27,721
Other liabilities	14,983	Deficits	563
Balances	30,850		
	£62,778		£62,778

The General Account of every Education Board, with the exception of one, was in credit at the end of the year 1910; the Nelson Education Board had a deficit on its General Account of £563. The total net credit balance on these accounts for the last three years is shown as follows :—

	Balances. £	Deficits. £	Net Balances. £
1908..	29,389	Nil	29,389
1909..	28,167	Nil	28,167
1910..	31,413	563	30,850

The position of this account has therefore shown considerable improvement since the previous year. Only two Boards showed a decrease in their credit balance, and one, which at the beginning of the year was in credit, was in debit at the end. The total increases over last year amounted to £8,431, and the decreases to £6,311, a net increase of £2,120. The largest increase was shown by the Wanganui Board —£3,280. Auckland shows the largest credit balance—£7,261. The next in order are Wanganui, £5,371; Wellington, £3,976; Southland, £3,346; Otago, £3,080; and Hawke's Bay, £3,051.

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 1910 for the respective purposes named are shown in Tables F7, F8, and F9.

Table F10 shows the assets and liabilities of the Boards on the combined buildings accounts. The following is a summary:—

Combined Buildings Account (a) *and* (b), *all Boards, 31st December, 1910.*

Liabilities.	£	*Assets.*	£
Overdrafts	6,203	Cash	38,531
Other liabilities	60,709	Due from all sources	62,073
Balances	35,145	Deficits	1,453
	£102,057		£102,057
		Net balances 1st January, 1911	£33,692

The net balances on the 1st January, 1910, were stated in last year's report to be £4,149, a decrease of £34,000 on the net balances of twelve months earlier, and this decrease was accounted for by the fact that the grants distributed to the Boards were in 1909 very much less than the average amount previously distributed. It will be seen that during the year 1910 the Boards increased their credit balances by almost £30,000. The reason is not that building operations were curtailed, but that the grants paid by Government on account of the Combined Buildings Account were more than £40,000 in excess of those paid the previous year.

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, 1910.

	£		£
Liabilities	3,244	Assets	3,617
Net balance, 31st December, 1910	90,097	Balances	89,724
	£93,341		£93,341

Since the cost of maintenance and repairs of school buildings, as well as the cost of actual replacement, during the year 1910 has been taken into consideration in the above statement, it would appear that there was the sum of £90,097 available on the 1st January, 1911, for rebuilding worn-out schools, for replacement of worn-out furniture and fittings, and for maintenance of school buildings and residences.

But from the Combined Buildings Account it will be seen that the actual net balance is only £33,692. As the cost of building new schools and residences, and of additions to schools and residences already existing, should have been met by special grants already paid for that purpose, it is obvious that this balance of £33,692 represents the total amount available for the purposes of maintenance and rebuilding. Apparently, then, the Boards have diverted to other purposes over £56,000 voted by Parliament and distributed by the Government for the purpose of buildings maintenance grants. As pointed out in last year's report, 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 due provision had been made by the Boards for maintenance and rebuilding. During the six years 1905–10 the total maintenance grants have amounted to £333,866, and if, even on the most liberal interpretation, the Boards had expended 7 per cent. of this amount on "additions and alterations" the sum so expended would have amounted to only £23,370. It would appear then that, since the issue of the circular in 1905 referred to above, the Boards have diverted at least some £33,000 from the purpose for which it was originally granted. It is pleasing to note that this amount has been reduced in one year by £15,000, as there can be no room for doubt that in the next few years the Boards will have to expend a very large sum on the replacement of worn-out and dilapidated schools. As already pointed out, some relief might be obtained by transferring to the Maintenance Account part of the credit balances in hand on the General Administration Account, as provided by paragraph (*b*) of section 52 of the Education Act, 1908.

The above calculations have been made on the total of the buildings accounts of all Boards taken together. It must not be inferred by any means that these remarks refer to any Board in particular.

Considerable difficulty has been experienced in the endeavour to present a clear view of the state of the Boards' finances, due in great measure to the fact that in their statements of receipts and expenditure several Boards have grouped under a single heading a number of accounts which ought to have been shown separately. It is hoped that in the future Boards will arrange that the respective accounts shall be clearly set out.

Chatham Islands.

During the year 1910 there were four schools in operation in the Chatham Islands —viz., those at Te One, Te Roto, and Matarakau, on the main island, and a school on Pitt Island.

The total number of children on the rolls of these schools was 93, an increase of 1 on that of the previous year, the average attendance for the year being 81.

The annual visit to the schools took place in December, and the report of the Inspector shows that the schools are doing satisfactory work. Some ten years ago the system obtaining in the Chatham Island schools was reorganized so as to place them on the same basis as the public schools in New Zealand. It is interesting to note that since the reorganization several of the ex-pupils have been very successful in the outside world. Two have almost completed the course for the teachers' D certificate; of those who gained the Chatham Island Scholarship one is completing his university course in arts and another in medicine; another youth, also a scholarship-holder, took a high place in the Civil Service Junior Examination, and is now in the Government service; another is studying at Lincoln College; while yet another holds a good position in a remote part of the Empire. This record is very encouraging to the Department, and bears direct testimony to the ability of the young people of the Islands and to the success of the present scheme.

The total expenditure in the schools for the year 1910 was £868 6s. 9d., made up as follows: Salaries and allowance, £635; scholarships, £40; inspection, £17 17s. 2d.; buildings (additions and repairs, &c.), £165 18s. 1d.; other expenses, £9 11s. 6d.; total, £868 6s. 9d.

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

School.	Names of Teachers.		Salaries at End of 1910.	Allowance for Conveyance of Goods.	Attendance.	
					Mean of Average Attendance for Four Quarters of 1910.	Mean of Weekly Roll Number for Four Quarters of 1910.
			£ s. d.	£		
Te One	Guest, J. J. ..	H.M.	205 0 0	25	37	43
	Guest, Mrs. L. R. ..	S.	10 10 0	..	..	..
	Ritchie, Miss F. ..	Pt. 5	55 0 0	..	..	..
	Lanauze, Miss G. ..	Pt. 2	35 0 0	..	..	..
Pitt Island ..	Hutchinson, J. ..	M.	90 0 0	15	12	13
Te Roto	Silcock, H. S. ..	M.	108 0 0	15	23	30
Matarakau ..	Hough, Miss E. ..	F.	90 0 0	..	9	9
Total ..	..		593 10 0	55	81	95

II.

REPORT OF THE INSPECTOR-GENERAL OF SCHOOLS.

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

Sir,—

In my report last year I drew attention to the marked increase in recent years in the proportion of pupils in the preparatory classes, and suggested four possible causes which might account for this increase :—

(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.

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

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

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

The following table shows the percentages of the roll of public schools (*a*) in the preparatory classes, and (*b*) of ages five to seven inclusive :—

	1905.	1906.	1907.	1908.	1909.	1910.
Percentage of the roll of public schools in the P. classes	28·3	29·4	31·1	34·3	36·7	37·2
Percentage of the roll of age over five but not over eight	29·8	30·0	30·1	30·5	31·1	31·1

It will be seen that during the past year the percentage of children of ages five to seven remained stationary, whereas the marked increase already pointed out in the percentage of children in preparatory classes is going on.

If we examine each of the four causes above mentioned separately we get the following results : –

(1.) There has been a decrease in the proportion of young children in the population between the ages of five and eight. In 1905 the proportion of such children in the European population was 6·184 per cent ; in 1910 it was 5·894.

(2.) An examination of Table A will show that between the years 1905–10 there was a general increase in the percentages of young children five to eight years of age entering the public schools. The percentage of girls of seven to eight years of age slightly decreased ; and the largest increase is shown in the children of six to seven years of age. The average increase is about 3½ per cent. (During the year 1910 the percentage of the population between five and eight years of age attending public schools actually decreased.)

(3.) With regard to the suggestion that pupils of the upper classes are leaving school at an earlier age than formerly, a glance at the fourth and fifth lines of Table B will show that this is not the case : on the contrary, the percentage of both boys and girls attending these classes, especially the latter, has increased to a greater extent than that of the corresponding number of children in the Dominion.

(4.) That the children are spending a longer time than formerly in the preparatory classes is suggested by the fact that in the last five years the average age of children in Standard I classes has increased from eight years and eleven months to nine years and two months.

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, 1910.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.
(1.) Population	5–6	9,487	9,256	18,743	10,748	10,521	21,269
	6–7	9,300	8,841	18,141	10,508	10,051	20,559
	7–8	8,973	8,717	17,690	10,156	9,932	20,088
	5–8	27,760	26,814	54,574	31,412	30,504	61,916
(2.) Attending public schools	5–6	5,719	5,178	10,897	6,725	6,055	12,780
	6–7	7,193	6,539	13,732	8,959	8,132	17,091
	7–8	7,804	7,348	15,152	9,048	8,344	17,392
	5–8	20,716	19,065	39,781	24,732	22,531	47,263
(3.) Number attending public schools (2), expressed as percentage of population	5–6	60·3	55·8	58·1	62·6	57·5	60·1
	6–7	77·3	74·0	75·7	85·3	80·9	83·1
	7–8	87·0	84·3	85·7	89·1	84·0	86·6
	5–8	74·6	71·1	72·9	78·7	73·9	76·3

It is obvious, therefore, that we cannot look to the possible causes (1) and (3) for an explanation of the matter. No. (2) only partly accounts for the increases in the preparatory classes, and it remains to examine No. (4). In December, 1905, there were nearly 3,000 children less in the preparatory classes than there were children under eight years of age attending school (36,823, as against 39,781); whereas in 1910 the number of children in the preparatory classes exceeded the number under eight years of age attending school by over 8,000 (55,563, as against 47,263).

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, 1910.			Increase per cent., 1905–10.		
	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	31,412	30,504	61,916	13·2	13·8	13·5
(2.) Number of children attending public schools between five and eight years of age	20,716	19,065	39,781	24,732	22,531	47,263	19·4	18·2	18·8
(3.) Number of children in the preparatory classes of the public schools	19,580	17,243	36,823	29,479	26,084	55,563	50·5	51·3	50·9
(4.) Number of population between twelve and fifteen years of age	26,031	25,526	51,557	29,544	29,084	58,628	13·5	13·9	13·7
(5.) Number attending public schools between twelve and fifteen years of age	16,271	14,382	30,653	18,486	16,676	35,162	13·6	15·9	14·7

From the above table it will be seen that the increases are as follows:—

Population between five and eight .. .. .. 7,142, or 13·5 per cent.
On the rolls between five and eight .. .. .. 7,482, or 18·8 per cent.
In preparatory classes .. .. 18,740, or 50·9 per cent.

The average ages of the pupils in Standard I and Standard VI respectively in December of the last five years have been as follows (in years and months):—

	1906.	1907.	1908.	1909.	1910.
Standard I	9 0	9 1	9 3	9 2	9 2
Standard VI	13 9	13 10	14 0	13 11	14 0

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, 1910	10,748	10,521	21,269	10,508	10,051	20,559	10,156	9,932	20,088
(2.) Attending public schools, December, 1910	6,914	6,177	13,091	9,182	8,338	17,520	9,362	8,608	17,970
(3.) Maori children attending public schools	189	122	311	223	206	429	314	264	578
(4.) European children attending public schools	6,725	6,055	12,780	8,959	8,132	17,091	9,048	8,344	17,392
(5.) European children attending Native schools	23	15	38	29	20	49	31	22	53
(6.) Attending private schools (estimated from Registrar-General's returns)	754	920	1,674	1,000	1,240	2,240	694	887	1,581
(7.) European children attending public and private primary schools	7,502	6,990	14,492	9,988	9,392	19,380	9,773	9,253	19,026
(8.) Percentage of European children on rolls of public and private primary schools	69·8	66·4	68·1	95·0	93·4	94·2	96·3	93·2	94·7

The remarks made in my report of last year in reference to this matter have aroused criticism, and I am glad that it is so; the facts are sufficiently serious to demand very careful examination. It was not intended to attribute blame to any one—teachers, Inspectors, Boards, or Department; but the fact appears to be that we are drifting into a state of things that carries with it, among other grave consequences, the result of postponing the beginning of secondary courses of our boys and girls to a higher age than is desirable. The explanations given do not appear to me to be adequate to account for the facts. Brief reference may be made to some of these explanations:—

(*a.*) The Inspectors of Schools have found in the promotion of the children from the preparatory classes nothing to compel censure, or even to excite remark; since the slow promotion is general in all districts, this would have been done had the evil been serious. But the facts are there—manifest on the most cursory examination of the figures contained in the returns. It might not be out of place to remind ourselves that when the promotion of pupils was placed in the hands of the teachers a general cry was raised that many teachers would be anxious to promote their pupils too rapidly. The fear thus aroused has checked any such possible tendency, as the figures show, in the promotions from Standard I up to Standard VI; but it may have had the effect of delaying the promotions into Standard I from the infant classes.

(*b.*) Teachers are agreed as to the necessity and desirability of lengthening the time spent by pupils in the infant-room. No reason is given for this opinion; it seems to be fully met by the consideration that the more natural and concrete methods now fortunately in vogue in the preparatory classes should be continued throughout the whole school course; again, it does not answer the objection that, as regards English (the most important subject at this stage), the reading-books used in Standard I are far too elementary (as the experience of Great Britain and the United States shows) for children of eight to nine years of age.

(*c.*) The nature and amount of work prescribed for the various classes; increase in work prescribed, chiefly handwork; adoption of slower methods of work necessitated by the present syllabus, &c. The present syllabus, certainly, is intended to insist upon quality rather than quantity of work: the quantity of work, except in English and arithmetic, is in the hands of the teachers and Inspectors; and, finally, it is to the point that these objections are largely overcome by the fact that the interval of time spent in the standard classes from Standard I to Standard VI remains practically the same now as it was in 1905, before the introduction of the present syllabus.

(*d.*) The fixing of a definite time—the beginning of the school year—for the general promotion of pupils. This might have had some effect the first year it was introduced; but all the necessary adjustments should have been made at once, and it could not account for the continued increase in the proportion of the preparatory classes that has taken place this year. Neither could it account for the large increase that took place between the years 1905 and 1907, before the rule was introduced.

I trust the questions raised thus tentatively in my report last year, and emphasized still further by the returns of the past year, will continue to receive the serious attention of all concerned.

I have, &c.,

G. Hogben,

Inspector-General of Schools.

III.

DETAILED TABLES, ETC.

TABLE A1.—NUMBER OF PUBLIC SCHOOLS, DECEMBER, 1910.

[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, 1910.	Total Number of Schools, 1909.
0	1–8	39	6	7	6	12	34	16	7	9	2	2	7	8	155	182
I	9–15	110	13	27	26	18	21	29	8	11	25	15	44	25	372	387
II	16–25	135	17	47	31	22	12	27	6	8	47	22	57	38	469	438
III	26–35	79	21	21	24	13	4	9	3	..	30	15	28	37	284	259
IV	36–80	107	24	56	36	23	7	23	6	5	51	17	53	35	443	434
V	81–120	19	7	16	8	15	3	8	1	1	21	4	13	10	126	118
VI	VIA 121–160	9	..	6	9	6	1	4	..	..	5	..	7	4	51	55
	VIB 161–200	8	..	2	4	3	1	3	3	..	4	2	2	5	37	34
VII	VIIA 201–250	11	1	4	5	2	..	1	..	..	3	..	7	1	35	31
	VIIB 251–300	3	1	3	3	2	..	1	..	..	5	..	4	2	24	23
VIII	VIIIA 301–350	4	1	1	2	3	..	..	..	1	3	1	3	1	20	21
	VIIIB 351–400	3	..	2	2	..	1	..	..	..	2	2	3	..	15	14
	VIIIc 401–450	3	..	2	2	..	..	..	..	..	1	1	2	1	12	12
IX	IXA 451–500	1	..	..	2	..	..	..	1	..	1	..	3	..	8	8
	IXB 501–550	2	2	1	1	..	..	1	..	..	2	..	2	1	12	8
	IXC 551–600	2	..	..	1	..	..	..	..	..	1	..	1	..	5	5
X	XA 601–650	3	..	1	2	..	..	..	..	..	3	..	..	..	9	9
	XB 651–700	2	..	..	..	2	..	..	..	..	..	1	2	1	8	6
	XC 701–750	2	..	..	..	..	..	..	..	..	..	..	..	..	2	3
	XD 751–800	..	..	..	1	1	..	..	..	..	..	..	..	..	2	2
	XE 801–850	1	..	..	2	..	..	..	..	..	1	..	..	..	4	4
	XF 851–900	2	..	..	..	..	..	..	..	..	..	..	..	..	2	2
	XG 901–950	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	XH 951–1,000	..	..	..	..	..	..	..	..	..	1	..	..	..	1	2
Totals for 1910 ..		545	93	196	167	122	84	122	35	35	208	82	238	169	2,096	2,057
Totals for 1909 ..		525	90	196	165	123	78	120	35	34	209	81	235	166	2,057	..
Difference ..		20	3	..	2	−1	6	2	..	1	−1	1	3	3	39	..

TABLE B1.—SCHOOL ATTENDANCE AT PUBLIC SCHOOLS FOR 1910.

(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.	1910.	1909.
Auckland	34,172	18,559	13,143	39,588	39,040	18,020	16,120	34,140	87·5	87·5
Taranaki	5,318	2,615	1,912	6,021	6,022	2,712	2,452	5,164	85·7	86·9
Wanganui	12,419	7,002	5,152	14,269	14,275	6,595	5,686	12,281	86·0	86·8
Wellington ..	15,869	8,684	6,905	17,648	17,567	8,284	7,336	15,620	88·9	89·6
Hawke's Bay ..	8,982	4,451	3,143	10,290	10,135	4,701	4,193	8,894	87·8	88·5
Marlborough ..	2,072	902	730	2,244	2,266	1,070	951	2,021	89·2	88·7
Nelson	5,217	2,433	1,816	5,834	5,878	2,730	2,339	5,069	86·4	86 9
Grey	1,785	784	611	1,958	1,970	861	808	1,669	84·7	86·7
Westland	1,022	393	264	1,151	1,132	516	492	1,008	89·0	89 8
North Canterbury ..	18,907	7,970	5,892	20,985	20,764	9,512	8,524	18,036	86·9	86·0
South Canterbury ..	5,068	1,886	1,270	5,684	5,525	2,578	2,296	4,874	88·2	87·3
Otago	18,347	6,791	4,894	20,244	19,953	9,447	8,615	18,062	90·5	90·2
Southland	9,514	3,243	2,349	10,408	10,229	4,689	4,211	8,900	87·0	87·3
Totals for 1910 ..	138,692	65,713	48,081	156,324	154,756	71,715	64,023	135,738	87·7	87 8
Totals for 1909 ..	134,943	64,846	47,373	152,416	151,142	70,109	62,664	132,773	87·8	..
Difference ..	3,749	867	708	3,908	3,614	1,606	1,359	2,965	− 0·1	..

TABLE B2.—Comparison of School Attendance at Public Schools for 1909 and 1910, North Island and South Island.

Districts.	Average Attendance. 1909.	1910.	Difference.
Auckland	32,604	34,140	1,536
Taranaki	4,959	5,164	205
Wanganui	12,062	12,281	219
Wellington	15,767	15,620	147
Hawke's Bay	8,894	8,894	..
Totals, North Island	74,286	76,099	1,813
Marlborough	1,964	2,021	57
Nelson	4,992	5,069	77
Grey	1,657	1,669	12
Westland	986	1,008	22
North Canterbury	17,575	18,036	461
South Canterbury	4,767	4,874	107
Otago	17,768	18,062	294
Southland	8,778	8,900	122
Totals, South Island	58,487	59,639	1,152
Totals for Dominion	132,773	135,738	2,965

TABLE B3.—Average Attendance for the Year 1910 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 1910.	Totals for 1909.
0		1–8	266	37	41	31	26	166	81	29	36	7	10	34	50	814	1,113
I		9–15	1,384	208	317	318	223	229	350	73	125	280	189	508	300	4,504	4,924
II		16–25	2,598	332	878	616	393	228	510	89	161	921	414	1,162	748	9,050	8,884
III		26–35	2,435	647	674	664	377	111	258	68	..	857	441	798	1,095	8,425	7,938
IV		36–80	5,439	1,250	2,671	1,893	1,175	326	1,234	293	276	2,408	856	2,682	1,634	22,137	21,893
V		81–120	2,060	703	1,521	799	1,274	247	552	74	102	2,068	381	1,278	974	12,033	12,109
VI	VIA	121–160	1,296	..	869	1,288	806	129	554	..	..	689	..	926	562	7,119	8,516
	VIB	161–200	1,599	..	372	642	624	181	535	548	..	732	362	366	907	6,868	5,822
VII	VIIA	201–250	2,520	271	952	1,133	446	..	212	..	..	682	..	1,591	238	8,045	6,519
	VIIB	251–300	833	268	887	771	536	..	255	..	..	1,423	..	1,246	548	6,767	6,606
VIII	VIIIA	301–350	1,321	364	363	550	862	..	..	..	317	1,071	338	979	301	6,466	6,618
	VIIIB	351–400	1,194	..	786	704	..	406	..	..	..	734	781	1,184	..	5,789	5,016
	VIIIc	401–450	1,242	..	839	808	..	..	..	..	..	468	456	872	371	5,056	4,928
IX	IXA	451–500	499	..	..	865	..	..	..	491	..	473	..	1,529	..	3,857	4,140
	IXB	501–550	1,139	1,098	522	544	..	..	533	..	..	1,060	..	1,014	515	6,425	3,698
	IXc	551–600	1,2.6	..	..	..	..	..	..	..	..	584	..	602	..	2,402	3,703
X	XA	601–650	1,879	..	615	1,842	..	..	..	..	..	1,189	..	..	..	5,525	6,455
	XB	651–700	1,434	..	..	..	1,391	..	..	..	..	642	700	1,373	687	6,227	3,368
	Xc	701–750	1,442	..	..	..	..	..	..	..	..	..	..	..	..	1,442	2,799
	XD	751–800	..	..	..	767	772	..	..	..	..	..	..	..	..	1,539	2,219
	XE	801–850	884	..	..	1,458	..	..	..	..	..	792	..	..	..	3,134	3,226
	XF	851–900	1,684	..	..	..	..	..	..	..	..	..	..	..	..	1,684	2,155
	XG	901–950	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	XH	951–1,000	..	..	..	..	..	..	..	..	..	1,013	..	..	..	1,013	976
Totals, 1910 ..			34,364	5,178	12,307	15,693	8,905	2,023	5,074	1,665	1,017	18,093	4,928	18,144	8,930	136,321	133,625
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	..
Difference ..			1,608	209	87	– 279	– 105	40	74	– 8	30	383	141	292	124	2,696	..

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.

Also, the totals of this table are for the mean of the four quarters of each school taken separately, not the mean of the gross quarterly totals of all schools.

TABLE C1.—AGE AND SEX OF THE PUPILS ON THE SCHOOL-ROLLS IN THE SEVERAL EDUCATION DISTRICTS AT THE END OF 1910.

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	1,654	1,413	2,304	2,134	2,351	2,192	2,303	2,153	2,304	2,200	2,287	2,043	2,114	1,975	2,044	1,884	1,846	1,596	1,080	844	475	392	20,762	18,826	39,588
Taranaki	260	235	387	284	343	349	399	343	358	347	304	329	333	293	283	298	270	222	141	118	61	64	3,139	2,882	6,021
Wanganui	571	483	811	723	885	759	845	781	870	785	862	761	788	667	780	690	664	554	365	300	172	153	7,613	6,656	14,269
Wellington	787	693	1,048	896	1,059	1,005	1,142	941	1,005	910	1,002	940	911	834	952	889	741	735	427	364	191	176	9,265	8,383	17,648
Hawke's Bay	419	367	603	563	630	596	605	550	638	560	585	520	574	517	507	468	447	430	279	229	108	95	5,395	4,895	10,290
Marlborough	82	85	124	99	133	113	127	118	140	133	133	127	124	107	127	111	110	92	53	58	25	23	1,178	1,066	2,244
Nelson	271	245	383	316	377	335	323	313	354	316	357	295	311	295	291	282	254	219	93	112	41	51	3,055	2,779	5,834
Grey	105	106	115	117	121	111	123	132	115	90	99	105	97	73	88	91	62	65	53	38	27	25	1,005	953	1,958
Westland	56	64	70	73	56	55	70	69	60	61	63	43	48	55	58	53	46	46	43	24	22	16	592	559	1,151
North Canterbury ..	1,051	947	1,238	1,158	1,214	1,105	1,276	1,117	1,170	1,159	1,182	1,084	1,093	1,050	1,070	1,003	913	873	507	386	214	175	10,928	10,057	20,985
South Canterbury ..	245	263	319	310	332	276	352	323	310	299	339	289	275	255	301	265	260	246	161	115	80	69	2,974	2,710	5,684
Otago	951	889	1,186	1,108	1,211	1,128	1,182	1,103	1,196	1,114	1,136	1,066	1,047	986	1,016	957	866	810	458	427	214	193	10,463	9,781	20,244
Southland	462	387	594	557	650	584	614	558	608	571	567	557	553	536	573	503	505	430	242	210	85	62	5,453	4,955	10,408
Totals for 1910 ..	6,914	6,177	9,182	8,338	9,362	8,608	9,361	8,501	9,128	8,545	8,916	8,159	8,268	7,643	8,090	7,494	6,984	6,318	3,902	3,225	1,715	1,494	81,822	74,502	156,324
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
Difference ..	−160	11	580	449	119	104	370	170	226	267	376	397	−123	−96	29	56	71	231	206	332	141	152	1,835	2,073	3,908

TABLE D1.—Standard Classes of all Pupils on School-rolls at the End of 1910.

Education Districts.	Pupils in Preparatory Classes.			Pupils preparing for Standard I.			Pupils preparing for Standard II.			Pupils preparing for Standard III.			Pupils preparing for Standard IV.			Pupils preparing for Standard V.			Pupils preparing for Standard VI.			Pupils preparing for Standard 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 ...	8,318	7,356	15,674	2,499	2,384	4,883	2,439	2,302	4,741	2,326	2,082	4,408	2,039	1,911	3,950	1,754	1,579	3,333	1,164	1,002	2,166	223	210	433	20,762	18,826	39,588
Taranaki ...	1,251	1,084	2,335	374	354	728	380	345	725	350	324	674	322	300	622	253	248	501	150	157	307	59	70	129	3,139	2,882	6,021
Wanganui ...	2,854	2,355	5,209	931	829	1,760	879	830	1,709	838	782	1,620	801	702	1,503	673	594	1,267	499	424	923	138	140	278	7,613	6,656	14,269
Wellington ...	3,218	2,791	6,009	1,033	1,004	2,037	1,153	964	2,117	1,086	964	2,050	999	908	1,907	939	890	1,829	683	656	1,339	154	206	360	9,265	8,383	17,648
Hawke's Bay ...	2,012	1,769	3,781	714	629	1,343	674	584	1,258	615	595	1,210	514	521	1,035	517	440	957	292	295	587	57	62	119	5,395	4,895	10,290
Marlborough ...	431	373	804	130	133	263	143	122	265	148	136	284	135	110	245	104	102	206	78	76	154	9	14	23	1,178	1,066	2,244
Nelson	1,112	922	2,034	390	367	757	360	363	723	339	302	641	316	281	597	287	238	525	176	209	385	75	97	172	3,055	2,779	5,834
Grey	432	431	863	105	93	198	104	112	216	112	80	192	77	86	163	85	69	154	66	57	123	24	25	49	1,005	953	1,958
Westland ...	217	211	428	64	54	118	71	75	146	61	59	120	56	48	104	67	52	119	24	35	59	32	25	57	592	559	1,151
North Canterbury	4,056	3,609	7,665	1,305	1,228	2,533	1,289	1,170	2,459	1,282	1,192	2,474	1,168	1,160	2,328	994	953	1,947	651	570	1,221	183	175	358	10,928	10,057	20,985
South Canterbury	1,070	1,014	2,084	360	316	676	321	308	629	348	311	659	294	267	561	290	256	546	226	162	388	65	76	141	2,974	2,710	5,684
Otago	3,850	3,599	7,449	1,270	1,185	2,455	1,255	1,171	2,426	1,217	1,138	2,355	1,095	1,023	2,118	940	876	1,816	642	607	1,249	194	182	376	10,463	9,781	20,244
Southland ...	2,004	1,742	3,746	655	627	1,282	654	596	1,250	612	587	1,199	585	519	1,104	530	490	1,020	381	345	726	32	49	81	5,453	4,955	10,408
Totals for 1910	30,825	27,256	58,081	9,830	9,203	19,033	9,722	8,942	18,664	9,334	8,552	17,886	8,401	7,836	16,237	7,433	6,787	14,220	5,032	4,595	9,627	1,245	1,331	2,576	81,822	74,502	156 324
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
Difference...	1,156	1,053	2,209	152	213	365	283	362	645	403	202	605	−260	68	−192	142	227	369	−170	−203	−373	129	151	280	1,835	2,073	3,908

TABLE D2.—Examination Statistics for 1910.

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	39,627	37,624	14,661	2,066	130	1,548	315	1,863
Taranaki	6,067	5,785	2,192	319	120	208	74	282
Wanganui	14,401	13,724	4,959	911	237	552	230	782
Wellington	17,893	17,414	5,865	1,365	355	905	320	1,225
Hawke's Bay ..	10,303	9,901	3,639	561	104	386	114	500
Marlborough ..	2,293	2,163	743	173	23	93	43	136
Nelson	5,966	5,677	2,048	411	103	205	146	351
Grey	1,970	1,882	813	127	43	66	44	110
Westland	1,166	1,123	421	62	46	51	8	59
North Canterbury ..	21,159	20,159	7,323	1,240	251	944	312	1,256
South Canterbury ..	5,694	5,534	2,038	374	135	232	87	319
Otago	20,379	19,650	7,281	1,154	306	923	168	1,091
Southland	10,415	9,916	3,523	691	48	386	80	466
Totals for 1910 ..	157,333	150,552	55,506	9,454	1,901	6,499	1,941	8,440
Totals for 1909 ..	153,161	145,496	52,888	9,480	1,938	6,403	2,062	8,465
Difference ..	4,172	5,056	2,618	−26	−37	96	−121	−25

TABLE D3.—Average Age of Pupils in 1910 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.		1910.		1909.	
	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.
Auckland	7	2	9	5	10	5	11	6	12	5	13	3	14	1	14	11	11	8	11	6
Taranaki	7	1	9	4	10	1	11	6	12	5	13	4	14	0	15	3	11	8	11	4
Wanganui	7	2	9	3	10	1	11	3	12	3	13	0	14	0	15	0	11	6	11	6
Wellington	6	11	9	0	9	9	10	11	12	0	12	10	13	11	14	10	11	3	11	4
Hawke's Bay	7	1	9	2	10	3	11	5	12	4	13	2	14	0	15	5	11	7	11	5
Marlborough	7	1	9	3	10	3	11	4	12	4	13	1	14	1	14	9	11	6	11	6
Nelson	6	11	9	1	10	3	11	4	12	3	13	2	13	10	14	10	11	5	11	4
Grey	7	0	9	2	9	10	10	10	12	5	12	10	13	9	14	8	11	4	11	4
Westland	6	3	9	2	9	10	11	4	12	4	13	2	14	1	15	1	11	5	11	8
North Canterbury ..	6	11	9	0	10	2	11	3	12	3	13	2	13	11	15	2	11	6	11	6
South Canterbury ..	7	0	9	1	10	3	11	3	12	2	13	2	14	1	15	2	11	6	11	6
Otago	6	11	9	2	10	2	11	3	12	3	13	1	14	0	15	2	11	6	11	6
Southland	6	11	9	1	10	1	11	1	12	2	12	11	13	9	14	8	11	4	11	5
Average for Dominion, 1910	7	0	9	2	10	2	11	3	12	3	13	1	14	0	15	0	11	6	..	
Range (difference between highest and lowest)	0	11	0	5	0	8	0	8	0	5	0	6	0	4	0	9	0	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

TABLE D4.—Number of Pupils instructed in Separate Subjects, December, 1910

Education Districts.	Number of Pupils belonging at End of Year.	English.	Arithmetic.	Drawing.	Singing.	Geography.	History.	Physical Instruction.	Moral Instruction and Health.	Nature-study and Elementary Science.	Needlework	Handwork. Cookery.	Handwork. Woodwork.	Handwork. Elementary Agriculture.	Handwork. Other Branches of Handwork.
Auckland	39,588	39,588	39,566	39,441	36,907	18,044	14,913	38,593	36.148	31,776	11,590	1,099	1,242	2.315	25,724
Taranaki	6,021	6,021	6,021	6,021	6,021	3,091	2,099	6,021	6,021	5.250	2,545	158	218	637	3,364
Wanganui	14,269	14.269	14,269	14,269	13,207	7,497	4,678	14,015	12.336	12,858	4,498	489	547	2,783	11,334
Wellington	17,648	17,648	17,629	17,502	16,715	10,396	8,886	17,081	17.187	15.123	6,855	601	722	1.605	11,672
Hawke's Bay	10,290	10,290	10,290	10,290	9,548	5,226	3.748	10.152	10.290	9.731	3.636	276	395	1.879	5,979
Marlborough	2,244	2,244	2,244	2,244	2.173	1,236	951	2.232	2,147	1.792	955	167	133	383	1,266
Nelson	5,834	5,834	5.834	5,668	5,653	3,011	1.990	5,779	5.678	4.618	2.534	281	195	633	3,705
Grey	1,958	1,958	1,958	1,906	1,827	953	645	1,887	1,938	1.751	546	65	..	77	957
Westland	1.151	1,151	1,151	1,087	706	541	440	1.123	1.086	1.064	361	..	..	63	467
North Canterbury	20,985	20,985	20,985	20,781	19,959	10,719	8.234	20,619	20.049	20,001	8,952	965	1.045	2,215	12,844
South Canterbury	5,684	5,684	5,684	5,684	5,487	2,680	1,210	5.684	5,684	5,684	1.971	278	283	377	2,705
Otago	20,244	20,244	20,244	20,244	20,244	10,060	7,820	20.244	20.244	18,206	6,523	471	452	1,525	13,082
Southland	10,408	10,408	10,408	10,301	10,273	5,315	4,207	10,351	8.942	8,497	3,640	305	300	667	7,673
Totals for 1910	156,324	156,324	156,283	155.438	148,720	78,769	59,821	153.781	147.750	136.341	54.606	5,155	5,532	15,159	100,772
Totals for 1909	152,416	152,416	152,324	150,180	146,378	73.892	59,587	149.795	..	134.651	55,911	..	..	..	..
Difference	3,908	3,908	3,959	5,258	2.342	4.877	234	3.986	..	1,690	−1.305	..	..	..	..

TABLE E1.—School Staff, December, 1910.

Education Districts.	Number of Schools.	Heads of Schools.		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 Average of Four Quarters.)	Average Number of Pupils to One Teacher.
		M.	F.	M.	F.	M.	F.	M.	F.	Total.	M.	F.				
Auckland	545	168	7	172	145	74	330	414	482	896	45	145	190	1,086	34,140	31·4
Taranaki	93	23	14	11	43	12	43	46	100	146	5	21	26	172	5,164	30·0
Wanganui ..	196	81	8	60	45	25	123	166	176	342	16	54	70	412	12,281	29·8
Wellington ..	167	65	9	28	59	48	182	141	250	391	12	54	66	457	15,620	34·2
Hawke's Bay ..	122	49	6	21	45	19	92	89	143	232	14	46	60	292	8,894	30·5
Marlborough ..	84	12	..	13	59	2	17	27	76	103	1	5	6	109	2,021	18·5
Nelson	122	33	4	15	62	5	57	53	123	176	3	22	25	201	5,069	25·2
Grey	35	6	3	2	23	2	19	10	45	55	2	5	7	62	1,669	26·9
Westland	35	5	2	2	25	1	9	8	36	44	1	3	4	48	1,008	21·0
North Canterbury ..	208	97	3	23	85	39	185	159	273	432	35	87	122	554	18,086	32·6
South Canterbury ..	82	25	2	15	40	8	46	48	88	136	10	16	26	162	4,874	30·1
Otago	238	101	..	37	101	50	198	188	299	487	17	36	53	540	18,062	33·4
Southland ..	169	47	14	46	61	14	86	107	161	268	13	32	45	313	8,900	28·4
Totals for 1910..	2,096	712	72	445	793	299	1387	1,456	2,252	3,708	174	526	700	4,408	135,738	30·8
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
Difference..	39	5	−3	32	8	13	39	50	44	94	8	−4	4	98	2,965	..

Exclusive of 32 male and 151 female probationers.

TABLE E2.—Teachers, Certificated and Uncertificated, 31st December, 1910 (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	639	..	639	11	53	193	257	896
Taranaki	90	..	90	1	8	47	56	146
Wanganui	222	..	222	8	29	83	120	342
Wellington	318	..	318	8	28	37	73	391
Hawke's Bay	168	..	168	5	15	44	64	232
Marlborough	40	..	40	1	3	59	63	103
Nelson	109	..	109	3	13	51	67	176
Grey	26	..	26	..	10	19	29	55
Westland	16	..	16	..	4	24	28	44
North Canterbury ..	373	..	373	6	22	31	59	432
South Canterbury ..	117	..	117	..	12	7	19	136
Otago	388	..	388	8	43	48	99	487
Southland	157	..	157	5	19	87	111	268
Total for 1910 ..	2,663	..	2,663	56	259	730	1,045	3,708
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

TABLE E3.—HOLDERS OF TEACHERS' CERTIFICATES IN THE SERVICE OF EDUCATION BOARDS AT 31ST DECEMBER, 1910
(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	21	4	25	137	44	181	150	156	306	18	113	131	333 [7]	318 [5]	651 [12]
Taranaki ..	1	..	1	1	1	2	16	8	24	11	28	39	4	21	25	33 [1]	58	91 [1]
Wanganui ..	3	..	3	10	3	13	45	14	59	52	51	103	13	41	54	123 [7]	109 [3]	232 [10]
Wellington ..	3	3	6	19	9	28	26	23	49	73	122	195	6	49	55	127 [5]	206 [10]	333 [15]
Hawke's Bay	1	..	1	11	2	13	26	7	33	35	55	90	8	28	36	81 [3]	92 [2]	173 [5]
Marlborough	..	..	..	2	1	3	3	5	8	11	11	22	2	5	7	18	22	40
Nelson ..	2	..	2	4	5	9	16	12	28	14	33	47	6	21	27	42 [1]	71 [3]	113 [4]
Grey	..	..	..	1	..	1	2	1	3	4	14	18	1	5	6	8 [1]	20 [1]	28 [2]
Westland ..	..	1	1	1	..	1	2	..	2	4	9	13	..	1	1	7 [1]	11 [1]	18 [2]
N. Canterbury	4	1	5	31	12	43	55	42	97	57	136	193	10	36	46	157 [7]	227 [4]	384 [11]
S. Canterbury	1	..	1	16	3	19	10	12	22	18	45	63	3	14	17	48 [4]	74 [1]	122 [5]
Otago.. ..	4	4	8	32	17	49	49	50	99	71	130	201	7	36	43	163 [4]	237 [8]	400 [12]
Southland ..	3	1	4	5	5	10	18	9	27	32	47	79	17	23	40	75	85 [3]	160 [3]
Totals ..	29	11	40	154	62	216	405	227	632	532	837	1,369	95	393	488	1,215 [41]	1,530 [41]	2,745 [82]

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 expenditure by the several Education Boards on administration for the years 1908, 1909, and 1910 (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 1908–10 :—

Education District.	Percentage.			Mean of Percentages for Three Years, 1908–10.
	1908.	1909.	1910.	
Auckland	4·3	4·2	3·9	4·1
Taranaki	5·7	5·7	5·1	5·5
Wanganui	4·6	4·7	4·9	4·7
Wellington	4·4	4·4	4·0	4·3
Hawke's Bay	4·6	4·7	4·5	4·6
Marlborough	6·7	6·6	6·2	6·5
Nelson	5·8	5·9	5·3	5·7
Grey	7·4	8·1	7·8	7·8
Westland	7·9	7·7	8·6	8·1
North Canterbury	3·8	4·0	4·7	4·2
South Canterbury	4·8	4 9	4·7	4·8
Otago	4·3	4·2	4·0	4·2
Southland	5·2	5·1	5·0	5·1

TABLE F1.—Income of the several Education Boards for the Year 1910.

Education Districts.	Balances, 1st January, 1910.	Receipts from Government.						From Local Sources.				Refunds, Truancy Fines, &c.(2)	Overdrafts, 31st December, 1910.	Total.
		For Salaries and Allowances (including Receipts from Education Reserves).	Allowance of £250, and Capitation at 6d. and 12s. 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 ..	19,797 1 10	145,861 10 0	20,157 9 10	5,082 2 0	12,343 19 9	36,106 9 1	7,953 16 3	227,505 6 11	1,008 4 11	725 5 7	1,459 16 1	3,193 6 7	2,970 3 0	..	253,465 18 4
Taranaki ..	..	22,703 14 5	3,303 8 3	1,061 4 8	1,242 14 9	7,205 13 5	69 11 2	35,586 6 8	272 15 1	147 15 8	187 18 4	608 9 1	226 10 3	..	36,421 6 0
Wanganui ..	..	54,271 6 3	7,467 13 9	3,837 6 4	5,509 17 9	14,921 13 5	251 11 6	86,259 9 0	1,853 2 3	3,738 5 4	721 14 9	6,313 2 4	970 16 10	..	93,543 8 2
Wellington ..	..	64,006 12 4	9,432 8 1	4,518 9 7	9,561 7 1	20,659 15 5	7,782 5 0	115,951 17 6	54 19 4	692 17 3	194 7 0	942 3 7	518 8 3	966 7 5	118,378 16 9
Hawke's Bay ..	2,737 13 4	38,299 18 3	5,529 7 2	2,178 4 1	3,264 6 6	12,831 15 9	86 7 3	62,189 19 0	282 2 7	614 7 3	385 8 2	1,281 18 0	160 0 5	..	66,369 10 9
Marlborough ..	28 17 2	10,697 8 1	1,433 3 7	198 12 3	256 8 3	2,484 16 7	49 11 0	15,119 19 9	52 12 6	25 0 0	51 7 10	129 0 4	47 16 6	..	15,325 13 9
Nelson ..	..	24,157 14 6	3,230 11 10	1,641 12 11	2,763 10 7	6,181 14 5	182 19 6	38,158 3 9	322 2 9	291 7 2	87 0 0	700 9 11	26 4 0	..	38,884 17 8
Grey	..	7,621 2 9	1,245 5 6	532 0 0	266 11 3	2,024 7 5	48 14 0	11,738 0 11	..	237 0 0	..	237 0 0	15 11 0	..	11,990 11 11
Westland ..	..	5,016 19 7	850 14 2	519 0 0	166 4 1	1,969 17 0	24 10 5	8,547 5 3	..	130 0 0	57 0 0	187 0 0	28 13 6	..	8,762 18 9
North Canterbury	7,248 11 5	74,260 19 6	10,835 13 5	3,795 13 3	7,868 12 1	17,015 4 10	7,510 4 1	121,286 7 2	516 15 7	378 0 0	402 18 1	1,297 13 8	452 7 10	..	130,285 0 1
South Canterbury	2,799 8 7	22,195 2 5	3,097 2 0	1,551 15 5	1,851 1 7	5,769 2 7	661 16 10	35,126 0 10	45 17 0	146 12 2	364 17 3	557 6 5	2 17 0	..	38,485 12 10
Otago	3,099 19 7	74,294 0 6	10,815 4 3	3,440 16 8	5,483 9 4	20,322 1 9	8,599 17 6	122,955 10 0	251 3 3	32 5 0	142 7 11	425 16 2	456 1 11	..	126,937 7 8
Southland ..	3,812 9 5	41,221 19 2	5,479 8 2	1,442 7 2	2,114 0 11	10,743 1 9	578 0 6	61,578 17 8	254 16 3	581 11 4	88 3 9	924 11 4	122 15 11	..	66,438 14 4
Totals for 1910	39,524 1 4	584,608 7 9	82,877 10 0	29,799 4 4	52,692 3 11	158,226 13 5	33,799 5 0	942,003 4 5	4,914 11 6	7,740 6 9	4,142 19 2	16,797 17 5	5,998 6 5	966 7 5	1,005,289 17 0
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	852,032 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
Difference ..	-41,438 14 11	29,992 16 2	2,143 10 5	459 11 8	4,178 0 4	51,123 2 8	2,013 7 9	89,910 9 0	405 17 6	1,641 16 10	-194 19 1	1,852 15 3	2,002 19 0	-8,560 13 2	43,766 15 2

(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 1910.

Education Districts.	Overdrafts, 1st January, 1910.	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, 1910.	Totals.
			Teachers' and Pupil-teachers' Salaries, and Pupil-teachers' Allowances.	Incidental Expenses of Schools.	Salaries of Relieving-teachers.	Total for Maintenance.							
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Auckland	..	8,705 14 9	144,146 1 10	9,377 2 9	946 7 8	154,469 12 3	5,703 14 8	6,486 3 9	10,258 17 7	40,021 13 9	2,530 12 8	25,289 8 11	253,465 18 4
Taranaki	433 9 5	1,766 17 9	22,498 16 8	1,270 10 5	100 5 1	23,869 12 2	1,096 4 10	..	1,473 8 11	6,381 15 0	219 4 9	1,180 13 2	36,421 6 0
Wanganui	4,062 8 3	4,191 7 4	54,079 6 0	2,890 15 2	308 17 0	57,278 18 2	4,430 13 4	..	7,768 7 0	11,664 4 3	639 14 3	3,507 15 7	93,543 8 2
Wellington	3,417 0 5	4,601 12 5	63,526 0 4	3,326 0 7	317 0 4	67,169 1 3	5,246 11 6	7,447 19 6	9,886 8 2	19,563 1 7	1,047 1 11	..	118,378 16 9
Hawke's Bay	..	2,651 12 3	37,672 3 2	2,819 18 0	219 13 9	40,711 14 11	2,306 16 10	..	3,839 17 0	9,483 10 3	346 13 0	7,029 6 6	66,369 10 9
Marlborough	..	924 1 11	10,532 14 3	468 9 4	35 8 4	11,036 11 11	176 17 3	..	454 13 11	2,345 17 3	53 14 6	333 17 0	15,325 13 9
Nelson	590 3 0	1,983 1 10	24,432 14 6	1,192 6 4	218 8 2	25,843 9 0	1,575 5 0	..	3,281 15 9	4,289 14 9	445 16 0	875 12 4	38,884 17 8
Grey	701 8 5	865 12 10	7,572 12 9	292 18 2	4 8 10	7,869 19 9	701 16 4	..	235 3 7	1,346 5 0	94 16 11	175 9 1	11,990 11 11
Westland	322 11 1	677 11 11	5,004 14 10	183 8 2	38 18 8	5,227 1 8	643 12 6	..	79 11 11	1,243 11 11	46 14 7	522 3 2	8,762 18 9
North Canterbury ..	..	5,564 1 0	74,014 0 3	6,487 11 11	446 7 5	80,947 19 7	4,237 0 5	6,633 11 4	8,470 11 2	11,299 3 8	1,426 8 6	11,706 4 5	130,285 0 1
South Canterbury ..	..	1,619 4 2	22,095 19 8	1,236 18 0	135 15 1	23,468 12 9	1,757 17 0	..	2,306 1 11	4,753 14 2	626 14 11	3,953 7 11	38,485 12 10
Otago	..	4,835 4 2	75,554 13 7	5,416 14 9	803 4 8	81,774 13 0	3,495 8 4	6,898 16 5	5,995 11 1	15,377 1 0	2,158 10 10	6,402 2 10	126,937 7 8
Southland	..	3,009 15 2	41,157 13 11	2,431 9 10	176 5 3	43,765 9 0	1,439 5 11	..	1,998 5 6	8,946 14 4	577 6 6	6,701 17 11	66,438 14 4
Totals, 1910 ..	9,527 0 7	41,395 17 6	582,287 11 9	37,394 3 5	3,751 0 3	623,432 15 5	32,811 3 11	27,466 11 0	56,048 13 6	136,716 6 11	10,213 9 4	67,677 18 10	1,005,289 17 0
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
Difference	6,708 7 5	−996 2 6	28,275 9 3	2,980 1 9	201 19 10	25,497 7 4	675 13 9	5,041 8 4	8,122 2 8	−32,884 18 1	3,448 18 9	28,153 17 6	43,766 15 2

TABLE F3.—RETURN of OFFICERS of EDUCATION BOARDS not included in Table No. 8, as at 31st December, 1910.

	Annual Rate of Salary.		Remarks.
	£	s.	
Auckland,—			
Secretary and Treasurer	500	0	
Accountant	400	0	
Assistant Secretary	325	0	
Clerks, 9—1 at £200, 2 at £150	500	0	
1 at £125, 1 at £120, 1 at £105	350	0	
1 at £100, 2 at £70	240	0	
Inspectors, 8—2 at £600, 1 at £425	1,625	0	With travelling-allowance in each case of 17s. 6d. a day beyond certain radius.
5 at £400	2,000	0	
Principal of training college	600	0	
Relieving-teachers, 11—1 at £200	200	0	
1 at £180, 4 at £150, 3 at £120	1,140	0	
1 at £108, 1 at £90	198	0	
Architect	600	0	With actual travelling-expenses.
Draughtsmen, 2—1 at £2 10s. per week	130	0	
1 at £2 5s. per week	117	0	
Truant Officer	175	0	With £10 for town travelling and actual travelling-expenses in country.
Tutors, part time at training college—1 at £50, 1 at £45	95	0	
Total	8,195	0	
Taranaki,—			
Secretary and Treasurer	290	0	
Clerks, 3—1 at £70, 1 at £35, 1 at £30	135	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	1,463	0	
Wanganui,—			
Secretary	295	0	
Clerks, 5—1 at £265, 1 at £175	340	0	
1 at £77, 1 at £52, 1 at £30	159	0	
Inspectors, 3—1 at £550	550	0	With travelling-allowance, £100.
2 at £400	800	0	With travelling-allowance, £150 each.
Relieving-teachers, 6—1 at £155	155	0	
1 at £150, 1 at £128 5s., 1 at £100, 2 at £50	478	5	
Foreman of Works	208	0	With actual travelling-expenses.
Architect's Assistant	104	0	
Total	3,089	5	
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	500	0	
1 at £450, 1 at £425	875	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 £675, 1 at £500	1,175	0	Including travelling-allowance.
Foreman of Works	250	0	With actual travelling-expenses.
Total	2,082	0	
Marlborough,—			
Secretary and Treasurer	225	0	
Clerk	25	0	
Inspector	350	0	With travelling-allowance, £75.
Truant Officer	55	0	With actual travelling-expenses.
Truant Officer	10	0	
Architect	..		5 per cent. on contracts, and travelling-expenses.
Total	665	0	

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

—	Annual Rate of Salary.	Remarks.
	£ s.	
Nelson,—		
Secretary	250 0	
Clerks, 2—1 at £120 and 1 at £50	170 0	
Inspectors, 2—1 at £400	400 0	With travelling-allowance, £130.
1 at £300	300 0	With travelling-allowance, £100.
Architect	..	5 per cent. on contracts, and travelling-expenses.
Total	1,120 0	
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	500 0	
Treasurer	325 0	
Clerks, 5—1 at £225, 2 at £100	425 0	
1 at £65, 1 at £60	125 0	
Inspectors, 4—2 at £475, 2 at £450	1,850 0	With actual travelling-expenses.
Principal of training college	600 0	
Tutor, part time at training college	185 0	
Architect	300 0	With actual travelling-expenses.
Draughtsman	160 0	
Foreman of Works	175 0	4s. per day extra whilst away from home, and actual travelling-expenses.
Truant Officer	155 0	
Total	4,800 0	
South Canterbury,—		
Secretary and Inspector	270 0	With travelling-allowance £50.
Clerks, 2—1 at £180 and 1 at £100	280 0	
Inspector	600 0	Including travelling-allowance.
Architect	..	6½ per cent. commission.
Foreman of Works	182 0	
Truant Officer	40 0	
Total	1,372 0	
Otago,—		
Secretary and Treasurer	500 0	
Acting-Secretary	320 0	
Clerks, 4—1 at £240, 1 at £220	460 0	
1 at £160, 1 at £130	290 0	
Inspectors, 4—1 at £500, 3 at £450	1,850 0	Each with £150 travelling-allowance.
Principal of training college	600 0	
Architect	375 0	With actual travelling-expenses.
Truant Officer	195 0	
Gymnastic Instructor	110 0	
Total	4,700 0	
Southland,—		
Secretary and Treasurer	425 0	
Clerks, 3—1 at £260 10s., 1 at £90, 1 at £65	415 10	
Inspectors, 2—1 at £450, 1 at £400	850 0	Each with actual travelling-expenses.
Architect	325 0	With actual travelling-expenses.
Assistant Architect	175 0	With actual travelling-expenses.
Physical Instructor	110 0	With actual travelling-expenses.
Truant Officer and caretaker of offices	175 0	With actual travelling-expenses.
Total	2,475 10	
Grand total	**35,164 15**	

TABLE F4.—SUMMARY OF EDUCATION BOARDS' INCOME, 1877–1910.

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	44,608 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	38,857 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	64,738 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
1910	29,997 0 9	53,562 5 11	647,722 16 10	158,226 13 5	52,692 3 11	29,799 4 4	12,654 18 3	4,142 19 2	..	5,998 6 5	994,796 9 0

* 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, 1877-1910.

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
1910	41,395 17 6		650,899 6 5	136,716 6 11	32,811 3 11	56,048 13 6	..	10,213 9 4	66,711 11 5	994,796 9 0

* 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, 1910.

Education Districts.	1910.							1909.	
	Assets and Deficits.			Liabilities and Balances.					
	Cash.	Due from all Sources	Deficits.	Overdrafts.	Due to Government.	Other Liabilities.	Balances.	Deficits.	Balances.
	£	£	£	£	£	£	£	£	£
Auckland ..	6,557	4,145	..	..	2,813	628	7,261	..	4,737
Taranaki ..	676	1,711	..	..	676	918	793	..	746
Wanganui ..	5,765	3,910	..	..	713	3,591	5,371	..	2,091
Wellington ..	2,835	3,147	..	..	711	1,295	3,976	..	3,033
Hawke's Bay ..	2,869	2,937	..	..	1,188	1,567	3,051	..	2,779
Marlborough ..	..	712	..	110	..	221	381	..	174
Nelson	237	553	563	..	1,142	211	..	..	440
Grey	320	485	..	..	158	143	504	..	102
Westland ..	317	191	..	..	..	51	457	..	252
North Canterbury	5,452	4,901	..	..	4,901	4,019	1,433	..	3,617
South Canterbury	1,401	1,279	..	..	1,147	336	1,197	..	975
Otago	4,757	2,341	..	..	3,386	632	3,080	..	6,204
Southland ..	3,308	1,409	..	..	..	1,371	3,346	..	3,017
Totals ..	34,494	27,721	563	110	16,835	14,983	30,850	..	28,167

TABLE F7.—Maintenance Grants paid during the Year ending 31st March, 1911, to Education Boards out of Consolidated Fund for the General Maintenance of School Buildings and for Rent of Buildings.

Education Board.	Distribution of the Ordinary Maintenance Grant for 1910.	Payments towards Cost of replacing Old Buildings.	Rent of School Buildings and Sites.
	£	£ s. d.	£ s. d.
Auckland	16,115	..	869 8 0
Taranaki	2,409	..	95 14 0
Wanganui	5,788	..	65 8 9
Wellington	6,503	..	1,860 1 4
Hawke's Bay	4,700	425 0 0	197 7 1
Marlborough	1,051	397 15 6	25 3 4
Nelson	3,239	81 0 0	32 11 4
Grey	1,165	..	..
Westland	1,269	..	..
North Canterbury	9,274	110 0 0	55 0 0
South Canterbury	3,212	..	16 13 2
Otago	10,396	851 18 6	27 11 0
Southland	5,653	425 0 0	124 18 0
	70,774	2,290 14 0	3,369 16 0
Total	£73,064 14 0		

TABLE F8.—Grants paid to Education Boards out of Consolidated Fund in 1910 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	1,086 10 0	23 10 0
Wanganui	100 0 0	123 0 0
Wellington	405 0 0	13 0 0
Hawke's Bay	1,380 0 0	42 10 0
North Canterbury	1,977 10 0	198 9 8
Southland	875 11 2	99 11 4
	5,824 11 2	500 1 0
Total expenditure	£6,324 12 2	

TABLE F9.—Grants paid to Education Boards out of the Public Works Fund in 1910 for Additions to School Buildings, for New School Buildings, and Teachers' Residences.

Education Board.	New Schools.	Additions.	Residences.
	£ s. d.	£ s. d.	£ s. d.
Auckland	4,715 14 1	2,723 18 7	631 8 11
Taranaki	824 6 0	1,739 2 11	357 15 6
Wanganui	1,209 7 7	2,120 0 0	2,175 0 0
Wellington	2,005 5 8	2,287 0 0	784 0 0
Hawke's Bay	2,048 5 6	491 7 11	1,202 14 3
Marlborough	210 6 6	177 18 0	..
Nelson	678 10 0	35 0 0	..
Grey	43 8 8	516 0 0	..
Westland	150 0 0	254 17 0	..
North Canterbury	235 10 0	745 0 0	330 0 0
South Canterbury	500 0 0	540 0 0	..
Otago	881 10 7	1,150 0 0	..
Southland	580 0 0	150 0 0	..
	14,082 4 7	12,930 4 5	5,480 18 8
Total		32,493 7 8	

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, 1910.

Education Districts.	1910.						1909.	
	Assets and Deficits.			Liabilities and Balances.				
	Cash.	Due from all Sources	Deficits.	Over-drafts.	Other Liabilities.	Balances.	Deficits.	Balances.
	£	£	£	£	£	£	£	£
Auckland	18,732	21,840	..	..	26,820	13,752	..	5,293
Taranaki	505	906	..	..	600	811	..	813
Wanganui	..	2,242	1,192	2,257	1,177	..	4,442	..
Wellington	..	6,761	261	3,801	3,221	..	2,634	..
Hawke's Bay	4,160	4,780	..	..	3,719	5,221	..	3,868
Marlborough	444	872	..	..	543	773	..	788
Nelson	639	1,650	..	..	476	1,813	200	..
Grey	..	487	..	145	334	8	847	..
Westland	205	470	..	..	223	452	199	..
North Canterbury	6,254	4,847	..	..	6,070	5,031	..	1,701
South Canterbury	2,553	2,507	..	..	1,963	3,097	..	2,579
Otago	1,646	7,079	..	..	7,976	749	3,044	..
Southland	3,393	7,632	..	..	7,587	3,438	..	473
Totals	38,531	62,073	1,453	6,203	60,709	35,145	11,366	15,515

TABLE F11.—School Buildings Maintenance Account: Cash Assets and Liabilities at 31st December, 1910.

Education Districts.	1909.	1910.			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	13,038 0 10	19,341 7 7	..	1,228 17 0	18,112 10 7
Taranaki	1,847 2 0	2,294 1 10	338 11 2	..	2,632 13 0
Wanganui	7,667 3 3	11,056 13 4	556 0 1	..	11,612 13 5
Wellington	6,324 4 10	8,463 9 6	500 4 6	..	8,963 14 0
Hawke's Bay	8,403 0 4	9,737 8 5	350 0 0	..	10,087 8 5
Marlborough	2,000 12 2	1,949 0 6	156 0 0	..	2,105 0 6
Nelson	679 2 2	1,870 14 2	720 3 0	..	2,590 17 2
Grey	157 19 5	777 10 11	146 9 3	..	924 0 2
Westland	*Dr.* 224 15 3	223 19 6	17 11 0	..	241 10 6
North Canterbury	14,854 5 0	15,011 17 9	..	1,196 8 4	13,815 9 5
South Canterbury	2,633 0 3	2,884 11 2	140 3 3	..	3,024 14 5
Otago	5,918 8 5	8,318 0 7	..	818 18 9	7,499 1 10
Southland	6,699 1 10	7,795 7 7	691 12 9	..	8,487 0 4
Totals 1910	69,997 5 3	89,724 2 10	3,616 15 0	3,244 4 1	90,096 13 9
Totals 1909	..	..	..	..	69,997 5 3
Difference	..	..	..	..	20,099 8 6

APPENDIX A.

REPORTS OF EDUCATION BOARDS.

AUCKLAND.

SIR,— Auckland, March, 1911.

In accordance with the provisions 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 1910:—

BOARD.—The members now in office are: North Ward—Mr. A. R. Harris, Mr. G. W. Murray, and Mr. D. B. Wallace; East Ward—Mr. A. J. Farmer, Mr. H. J. Greenslade, M.P., and Mr. C. J. Parr; West Ward—Mr. C. T. Barriball, Mr. G. Edgecumbe, and Mr. G. J. Garland. At the annual election held in August, Messrs. Greenslade and Garland were re-elected to represent the East and West Wards respectively, and Mr. G. W. Murray was elected to represent the North Ward in place of Mr. McKenzie. The Board records its appreciation of the valuable services rendered by Mr. McKenzie as a member of the Board. Twenty-three meetings of the Board were held during the year, with an average attendance of seven members. Twenty-two meetings of a Committee of the whole Board were held to deal with matters of finance and general business, and with appointments and removals of teachers.

SCHOOLS.—The number of schools in operation at the end of the year was 543, including 104 part-time schools. During the year twenty-seven new schools were opened, and the following schools were closed: Oroville, Waipu Cave, Hakaru, Omanawa, Maungatautari No. 2, Tererenga, and the Whakapara side school.

TEACHERS.—The teachers employed in December, 1910, numbered 1,147, as follows: Adults—Males, 424; females, 498: total, 922. The pupil-teachers and probationers employed numbered 225—Males, 49; females, 176. The Board has continued to experience considerable difficulty in securing the services of teachers for the smaller country schools.

ATTENDANCE.—At the end of the year 20,762 boys and 18,826 girls, making a total of 39,588, were enrolled in the public schools of this district. The average attendance of scholars during the year was 34,141. There were 2,338 Maori and half-caste scholars in attendance at the end of last year.

FINANCE.—The receipts for the year totalled £233,633 16s. 6d., and the expenditure was £228,176 9s. 5d., that amount being made up as follows: Administration and teachers' salaries, £171,517 3s. 5d.; secondary education, £5,703 14s. 8d.; manual and technical instruction, £10,258 17s. 7d.; maintenance of buildings and teachers' house allowance, £17,564 4s. 10d. The amount expended upon new school buildings was £11,098 2s. 7d., the manual and technical buildings £11,010 17s. 10d., and the unclassified expenditure was £1,023 8s. 6d. The credit balance at the end of the year was £25,289 8s. 11d., including the sum of £9,105 lying on fixed deposit to the credit of the Seddon Memorial Technical College Building Account. The Board expresses the opinion that any proposal to impose on local rates any part of the cost of education is objectionable, education being essentially a State and not a local concern.

SCHOLARSHIPS.—The scholarships under tenure at the end of 1910 were—Junior National, 23; Senior District, 40; and Junior District, 62: making a total of 125.

DISTRICT HIGH SCHOOLS.—Eleven district high schools have been in operation during the year, at which 299 pupils were in attendance at the end of the year.

TRAINING COLLEGE.—There were 100 students in attendance during the year 1910. At the beginning of the current year forty-four students who had undergone a course of training were appointed to positions in various schools in the district.

PHYSICAL AND MILITARY DRILL.—The Board has to report that due attention is given in the various schools to the requirements of the Act in respect of physical and military drill.

MANUAL AND TECHNICAL INSTRUCTION.—During the year the erection of the Seddon Memorial Technical College was proceeded with. According to the contract the building should have been completed in November last. At the present time (March) it appears that the college is not likely to be ready for opening for at least three months. The number of individual students in attendance at the college last year was 1,357; and when the first portion of the college, now in course of erection, is completed, the accommodation will not be sufficient for this number of students without continuing the use of some other temporary buildings. During the year manual-training schools were erected at Cambridge and Hamilton, and these will shortly be opened. Handwork was taught in 164 public schools, agriculture in seventy-three, swimming in seventeen, and sewing in sixty-two schools below Grade IV taught by a male teacher. The Board has now under consideration a scheme for the establishment of an Associated Board of Governors to control and direct the work of technical education in Auckland.

BUILDINGS.—During the year nine new school buildings were built, and the schools at Ararimu, Maraetai, and Weymouth were reopened. Thirteen schools were enlarged, two new teachers' residences were erected, and three residences were enlarged. The painting and improvement of

school buildings, and the undertaking of extensive repairs, have been carried out by competent foremen under the direction of the Architect. Owing to the increase in price of labour and materials, considerable difficulty is often experienced in erecting buildings with the amount of funds available. During the year the growth of settlement, especially in the King-country district, has been phenomenal. In several districts where no building is available the Board is supplying marquee tents to afford temporary school accommodation until a building is erected.

GRADING OF TEACHERS.—All certificated teachers in the service were graded by the Inspectors during the year. The basis of grading was fixed by the allocation of marks under the different heads as follows: Teaching-skill (maximum 45 marks), discipline and personality (25 marks), attention to environment (5 marks), scholastic attainments (15 marks), service (10 marks). Marks for scholastic attainments were awarded as follows: Class A certificate, 15; B, 13; C, 11; D, 8; E, 4. For service, one mark was allotted for each two years of service in the public schools of New Zealand. Teachers have been notified of the details of their grading, but not of the numerical positions which their names occupy on the graded lists. In the matter of the promotion of teachers the Board has resolved that in the case of all appointments only one name—viz., that of the teacher standing highest on the graded list—be submitted to the School Committee concerned; and, further, that no teacher in future appointed to any position in a school of higher grade than 6A shall be eligible for promotion unless he or she has served for at least two years in a country school—*i.e.*, in a school having a staff of not more than two adult teachers. It has been further resolved that in making future appointments the Board consider only the applications of teachers who shall have been two years at least in their present positions; provided that in any particular case, if there be exceptional circumstances or hardship, the Board may relax the operation of this general rule.

WORKERS' COMPENSATION.—The Board has taken out a policy of insurance indemnifying School Committees from liability in the case of injury to any school-cleaner or casual employee of the Committee.

SCHOOL GROUNDS.—In view of the restricted area of grounds attached to many of the city and suburban schools, the Board has made application to the Minister for a grant of £5,000 to provide additional playground area in the most urgent cases.

AGRICULTURAL EDUCATION.—The Board has resolved to make agricultural science a special subject in the curricula of district high schools; and the establishment and care of school gardens have been encouraged by the offer of prizes. The Board is of opinion that the time has come when the Minister should favourably consider the advisableness of making a definite course of nature-study up to Standard IV, and a course of agricultural education in Standards V and VI, compulsory, some other less important subject to be omitted from the syllabus. Mr. J. Kalaugher has been appointed Agricultural Instructor, and he has already entered upon his duties.

TEACHERS' RESIDENCES.—The Board is pleased to report that the Minister has voted a grant to provide conveniences at eighteen residences. It is hoped that funds will shortly be available to provide bathrooms and properly equipped washhouses in all residences.

INSPECTORS.—Mr. E. K. Mulgan, M.A., has been appointed Chief Inspector of Schools in place of Mr. Donald Petrie, M.A., who has retired upon superannuation. The Board records its high appreciation of the long, faithful, and efficient services of Mr. Petrie in the cause of primary education not only in the Auckland Education District, but also throughout the whole Dominion. Mr. M. Priestley has been appointed Organizing Inspector of Schools.

The Board desires to thank the Education Department for the careful consideration of its recommendations, and the School Committees of the district for their cordial co-operation during the year.

I have, &c.,

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

TARANAKI.

SIR,— Education Board Office, New Plymouth, 21st March, 1911.

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 1910:—

At the beginning of the year the Board was comprised of the following members: Mr. James Wade (Chairman), Messrs. G. A. Adlam, A. H. Halcombe, W. L. Kennedy, J. D. Morison, Arthur Morton, William Rogers, Harold Trimble, and James Young. Mr. J. D. Morison having resigned his seat in December, 1909, an extraordinary election was held on the 25th January, 1910, resulting in the election of Mr. W. Clement Cargill. In the terms of the Education Act, 1908, the following members retired: North Ward—Harold Trimble; East Ward—W. L. Kennedy; West Ward—G. A. Adlam; and at the election held on the fourth Monday in July were re-elected. At the meeting held on the 30th August, Messrs. Halcombe, Kennedy, and Young were elected members of the Finance Committee, and the Board decided to abolish the remaining standing committees. The Board held twenty-four meetings during the year, the Finance Committee twelve, the Teachers' Selection Committee three, and the Reserves Committee two.

New schools have been opened at Kotare, Oeo, and Taurakawa. At the end of the year there were ninety-three schools open, including four half-time schools; and the number of teachers employed was 181, graded as follows: Sole teachers, 43 female and 11 male; head teachers, 13 female and 24 male; assistants, 44 female and 14 male; pupil-teachers, 21 female and 4 male; probationers, 6 female and 1 male.

At the annual examination for pupil-teachers nine pupil-teachers sat, and only two were successful in gaining passes. Five pupil-teachers passed the D examination, and five gained a partial pass.

Of the senior candidates for the Board's scholarships eighteen qualified, and of the junior, thirty-five. Senior scholarships were awarded to four candidates from the New Plymouth High School, seven from the Stratford District High School, and one from the Opunake School; and junior scholarships to six candidates from the Stratford District High School, three from the Central, two from the West End, one from the Inglewood, one from Fitzroy, and one from Omata.

The two National Scholarships allotted for the district were won by Gordon Frederick Saunders, of the Ngaere School, and Mary Elizabeth Rogers, of the Bird School.

Clause 79 (*d*) of the Taranaki Scholarships Act provides that "Not more than one scholarship shall be awarded in any one year to any one school.' In the Taranaki Provincial District at the present time there are only four secondary schools, and it is quite possible that in any one year all the pupils qualifying may belong to only one of these schools, and it would appear to the Board that in this event retention of this provision would act harshly and unjustly, and the Board hopes you will see your way to have it eliminated.

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

A new residence was erected at Tarata, and new schools at Newall and York. The Frankley School has been replaced by a new building, and additions made to the Awatuna, Hillsborough, Kaimiro, Stratford, Te Kiri, Waitara, and West End Schools. Application has been made for new schools at Ackland, Okau, and Whangamomona.

The receipts of the Board from all sources amounted to £36,392 4s., while the expenditure was as follows: Administration, £3,037 8s. 2d.; teachers' salaries, £23,181 11s. 9d.; secondary education, £1,096 4s. 10d.; manual and technical, £2,162 11s. 2d.; buildings, £5,068 15s.; leaving a credit balance of £1,180 13s. 2d. after providing for a debit balance of £404 7s. 5d. at the beginning of the year.

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 are 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.

During the year teachers' Saturday classes were again carried on at New Plymouth and Stratford, and the attendance both as regards numbers and regularity was a considerable improvement on that of previous years. The programme of work undertaken embraced courses in chemistry, dairy science, cardboard modelling, drawing, cookery, agriculture, and education. The rural classes held in connection with the Stratford District High School are now firmly established and doing very satisfactory work. The subjects of instruction comprised farm carpentry, cookery, botany, physical measurements, surveying, dairy science, drawing, agriculture, dressmaking, physiology, metal-work, millinery, and book-keeping.

Technical and continuation classes were conducted at New Plymouth, Stratford, and Inglewood. An innovation was made in the establishment of classes for wool-sorting, and this proved to be a step in the right direction, as all classes were largely attended. The total number of students enrolled at all classes was—New Plymouth 360, Stratford 230, and Inglewood 23, as compared with 317, 156, and 15 in 1909. With a view of bringing the benefits of technical education more prominently before the public the Board has appointed Mr. F. J. Heatley, M.A., M.Sc., as Technical Organizer.

Classes for instruction in elementary handwork were conducted at fifty 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, metal-work, and dairying was recognized in 104 cases.

As the Boards of School Commissioners will be abolished very shortly and their duties taken over by the Crown Lands Department, this Board is strongly of opinion that Education Boards should be represented on the Crown Lands Boards in future, to watch that suitable sections are set apart for school-sites and education reserves.

During the past year the Board has, in order to fully take advantage of the provisions of the 1908 Act for the transfer and appointment of teachers, adopted what is familiarly known as the "transfer system." It may be of interest to Committees, and remove certain misconceptions, to briefly outline the system. The Inspectors grade all teachers in the Board's employ in four sections—(1) Head teachers, certificated; (2) assistants, certificated; (3) head teachers, uncertificated; (4) assistants, uncertificated. In each grade marks are allotted as follows: Service, 10 (2 years=1 mark); academic attainment, 15; teaching proficiency, 40; personality and discipline, 20; organization, 10; environment, 5: total, 100 marks. From the marks awarded teachers will be classified in ranks as follows: Rank 1, 80 to 100; Rank 2, 70 to 79; Rank 3, 65 to 69; Rank 4, 60 to 64; Rank 5, 55 to 59; Rank 6, 50 to 54; Rank 7, 45 to 49; Rank 8, 40 to 44; Rank 9, 30 to 39; Rank 10, 20 to 29. On a vacancy occurring, a teacher is selected from the list of his grade and to whom the transfer would mean promotion. On the teacher's consent to the transfer being obtained, the name, with his testimonials and all particulars, is forwarded to the Committee with the notification that objections to the transfer must be sent to the Board prior to a certain date. At the next meeting of the Board any objections from any Committee are carefully considered, and if deemed to be reasonable and justified the transfer is not proceeded with. During the six months the system has been in operation nine transfers have been made. The advantages of the new system summed up briefly are: (1) Merit is the basis for the promotion of teachers; (2) teachers whose relations with their Committees become strained

may be transferred to other schools; (3) backblocks teachers who are doing good work can be brought into central positions, whereby the chance of securing promising young teachers is enhanced; (4) teachers who have special qualifications for certain subjects can be placed in positions where their talents can be used to the greatest advantage.

The following is an abstract showing the number of schools, teachers, and pupils attending the schools in the district, beginning with the year 1877, to the present time (table condensed into five-yearly periods from 1877 to 1905) :—

Year ending.	Schools.	Head Teachers.	Assistants.	Pupil-teachers and Probationers.	Total.	Roll Number.	Average.
1877	23	23	7	2	32	726	496
1882	37	37	11	6	54	1,985	1,290
1887	35	35	9	26	70	2,395	1,597
1892	46	46	12	27	85	3,148	2,351
1897	60	60	18	29	107	3,845	3,018
1902	71	70	38	22	130	4,706	3,904
1905	76	73	45	20	138	4,952	4,249
1906	80	77	42	24	143	5,040	4,346
1907	81	78	45	23	146	5,096	4,246
1908	88	85	48	19	152	5,370	4,653
1909	90	86	60	30	176	5,836	5,131
1910	93	91	58	32	181	6,021	5,177

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

I have, &c.,

The Hon. the Minister of Education, Wellington. James Wade, Chairman.

WANGANUI.

Sir,— Education Office, Wanganui, 31st March, 1911.

I have the honour to submit a report of the proceedings of this Board for the year 1910.

Board.—At the beginning of the year the Board consisted of Messrs. Fred. Pirani (Chairman), A. Fraser, and G. H. Bennett (Southern Ward), D. H. Guthrie, M.P., F. M. Spurdle, and F. Purnell (Middle Ward), P. O'Dea, J. P. Aldridge, and E. Dixon (Northern Ward). The retiring members were Messrs. O'Dea, Guthrie, and Fraser, all of whom were re-elected unopposed for their respective wards. Mr. Pirani was re-elected Chairman. Fifteen meetings were held during the year, the average attendance of members being eight.

Schools.—At the close of the year there were open 194 main schools and two side schools. During the year the schools at Pueroa, Pukekaha, Aratika, Middle Road, and Kaukatea were closed, the last-named being closed temporarily. New schools were opened at Kaitieke, Pukekaha, Main South Road, and Tangiwai, and the schools at Pipiriki and Manui were reopened. Eleven private schools with an attendance of 863 were under the supervision of the Board's Inspectors.

Attendance.—The roll-number on the 31st December was 14,269, and the average attendance for the last quarter 12,453. Compared with the year 1909 there was an increase in the roll-number of 420, and in the average attendance of 139. The average attendance for the year expressed as a percentage of the average weekly roll-number was 86, which is 0·8 lower than for the previous year. The attendance at many schools suffered owing to the prevalence of whooping-cough and other diseases to which children are prone, and there is no doubt also that many parents took advantage of the absence of a Truant Officer and failed to send their children to school regularly. The amendment to the Act, which requires that children not exempted shall attend on every half-day on which the school is open, together with the appointment of Mr. C. J. Skinner as Truant Officer, should have a beneficial effect on the attendance for the current year.

Teachers.—There were on the 31st December 195 male and 243 female teachers in the Board's service, excluding six relieving teachers. Of these, eighty-nine were head teachers, 105 sole teachers, 159 assistant teachers, fifteen probationers, and seventy pupil-teachers. 232 adult teachers were certificated, nine were holders of licenses to teach, and 112 were uncertificated. At the end of the year seven pupil-teachers and two probationers intimated their intention of proceeding to the training college. It will be seen from the above figures that, of the adult teachers, over 30 per cent. are uncertificated. The Board feels in duty bound to find positions for those teachers who return from the training college with a satisfactory record. It will therefore become necessary from time to time to dispense with the services of a number of uncertificated teachers. Four of such teachers were relieved of their duties at the close of the year and ex-training-college students appointed to the vacancies. A scheme for the instruction of uncertificated teachers by correspondence is now engaging the attention of the Board. The qualifications of the certificated teachers were as follows: Three with A certificates, twelve with B, fifty-nine with C, 105 with D, fifty-three with E.

SCHOLARSHIPS.—The following scholarships (summarized) were awarded at the commencement of the current year: Board's Junior, ten; one was extended for one year. Board's Senior, eight; one was extended for two years. Junior National, four. There are now in force seventeen Board's Junior, twenty-five Board's Senior, and nine Junior National Scholarships.

TRAINING OF TEACHERS.—Saturday classes for the training of teachers were held in art at Hawera, Palmerston North, Taihape, Wanganui, and Feilding; in vocal music at Hawera, Taihape, Wanganui, and Feilding; in handwork at Hawera and Palmerston North; in modelling in clay at Wanganui; in cookery at Palmerston North; in science, botany, agriculture, and dairy-work at Wanganui and Hawera; and in woodwork at Feilding.

PUPIL-TEACHERS AND PROBATIONERS.—The pupil-teachers and probationers in the Board's service on the 31st December were classed as follows: Pupil-teachers—first year, 21; second year, 27; third year, 12; fourth year, 8; fifth year, 2. Probationers—first year, 10; second year, 5.

BUILDINGS AND SITES.—During the year new schools were erected at Horopito, Main South Road, Kaitieke, and Pukekaha; new residences at Ohangai, Mangaonoho, Raumai, Rangataua, Makotuku, and Waituna West. Additions were made to the schools at Sedgebrook, Gonville, Mokoia, Hunterville, Kairanga, Terrace End, Ohakune, and Rangataua, and to the residences at Otakeho, Beaconsfield, Riverlea, and Mangarimu. The Taikorea School and residence were removed to a more convenient site. The site and residence at Longburn were sold, and the school removed to a new site. A quarter-acre section was purchased as an addition to the Wanganui St. John's site, and a new site of 4 acres was secured at Marton on which it is intended to erect a new school at some future date. In both cases half the cost was paid by the Government. A site of about 4½ acres in the western end of Palmerston North was transferred to the Board by the Wellington School Commissioners. A school is required in this locality, and it is the intention of the Board to apply for a grant for the erection of a building. The supply of furniture and various works, consisting chiefly of the erection of shelter-sheds, out-offices, fencing, metalling, repairs, repainting, installation of sewerage, &c., were carried out at the following schools (only those places are given at which the cost exceeded £10): Apiti, Aramoho, Ashhurst, Awahuri, Beaconsfield, Carnarvon, Colyton, Foxton, Fraser Road, Hautapu, Hawera, Halcombe, Hunterville, Hurleyville, Jackeytown, Kelvin Grove, Kimbolton, Longburn, Lytton Street, Mangaweka, Momohaki, Meremere, Manaia, Maxwell, Mount View, Marton, Matarawa, Manui, Newbury, Ohakea, Ohingaiti, Owhakura, Okoia, Ohangai, Campbell Street (Palmerston North), Patea, Parawanui, Porewa, Poukiore, Pipiriki, Raetihi, Rongotea, Rawhitiroa, Raurimu, Sanson, Stanway, Taikorea, Te Roti, Taonui, Taihape, Turakina, Upokongaro, Valley Road, Waverley, Queen's Park (Wanganui), Warrengate, Whakamara, Wanganui District High, Waitotara, Winiata Side, and Waitohi. Contracts for painting, totalling about £450, have just been entered into.

MAINTENANCE GRANT.—The maintenance grant for the year was £5,788, thus restoring the grant to the basis in vogue up to the year 1909. The payment has placed the Maintenance Account on a better footing. A number of very old schools and residences urgently require rebuilding, and careful management will be necessary if the Board is to meet the whole cost of these works out of its Maintenance Fund. The shifting of population in several districts necessitates considerable expense in the removal of school buildings and the purchase of new sites, for which no provision is made in the scale of grants.

WANGANUI SCHOOL SITES ACT.—This Act, which was passed last session of Parliament, empowered the Board to lease the site on which the Wanganui Technical and Infants' Schools stand, and to pledge the rent as security for a loan for the purpose of erecting a technical college, infants' school, and Board offices. The Board has been fortunate in securing the lease of about 6 acres of the industrial-school estate, and a start has been made with the erection of the technical-college buildings. The building of a new infants' school and Board offices will be taken in hand as soon as the necessary financial arrangements are completed. The technical-school site has been subdivided and leased at a total rental of £997 a year.

DESTRUCTION OF BUILDINGS BY FIRE.—It is with regret that the Board reports the destruction again by fire, early this year, of the greater portion of the Wanganui District High School building. The new portion to replace that previously destroyed by fire was completed only a few months ago. Plans have been submitted for the rebuilding of the school on up-to-date lines. The teacher's residence at Hiwinui was burned down in November last, but, so far, the Government has not made a grant for the reinstatement of the building, although the Board has erected it and saved the Department the payment of house allowance. In such localities it is impossible for married teachers to find accommodation, and claims for rebuilding should be dealt with at least as promptly as by insurance companies.

TEACHERS' RESIDENCES.—Although the Government has been fairly liberal in making grants for the erection of teachers' residences, there are still some places without residences, where the teachers find it a matter of impossibility to obtain suitable accommodation. In the case of a married teacher this is especially hard. The Board would again urge the Minister to favourably consider the applications in hand. Notification has been received of a grant for the erection of washhouses and bathrooms at six, a washhouse at one, bathrooms at seven, additions of one room at six, and two rooms at three residences. The amounts allowed will not be sufficient to carry out the proposed additions. Consequently, if the works are proceeded with, the Maintenance Fund—or that part of it supposed to be for reinstatement—must bear part of the cost.

SCHOOL COMMITTEES' ALLOWANCES.—The amendment to the Act whereby the Board is required to pay Committees a capitation allowance for incidental expenses, amounting in the aggregate for all the Committees taken together to not less than the total amount calculated at the rate of 5s. 6d. for each child in daily attendance in the district, necessitated the revision of the Board's regulations on the subject. The Board formerly paid, taking the average attendance for the whole district, at the rate of 4s. 5½d. per child, in addition to the cost of sanitary service, fumigation of school buildings, &c. The regulations under the Amendment Act provide that these charges

shall be borne by the Committees, so that, in cases where the school buildings are not connected with drainage systems—and such places are numerous—Committees will not benefit to any extent. A cry was raised that certain Boards—Wanganui amongst others—were not behaving so liberally in the matter of capitation to School Committees as they should, especially compared with some other Boards; but when the position is carefully analysed it is easily seen that a cast-iron system of grants is not always the best. Some localities favour much cheaper administration by Committees than others, and an inspection of the balances in hand throughout the district would show that it is only in isolated cases that funds are insufficient to meet requirements. Drainage troubles, exposure to the sea-air, water-supply, condition and situation of the school-site, supply of gravel available, and a dozen other things impossible to enumerate determine the local expenditure on a school. Then, again, encouragement is given to local effort in connection with a district high school by a Government subsidy of £1 for every voluntary contribution of £1, but no help of the sort is given to any other primary schools, yet district high schools are generally established in centres of population, while struggling settlements in widely scattered districts are surely just as deserving of help.

ELEMENTARY AGRICULTURAL AND DAIRYING SCIENCE.—Reference to a table given in the report* of the Superintendent of Technical Instruction will show that 130 of the schools now take agriculture or dairying or both. This is an advance of eight on last year's figures. The nature of the work done may be gathered from the technical section of the report. The Board has again to acknowledge the great support given to the school-garden movement by the agricultural and horticultural societies in the district, more especially to the Manawatu and Feilding Agricultural and Pastoral Associations. The interest shown in primary and technical education by the authorities of the Manawatu Agricultural and Pastoral Association's shows is of great value, and should be specially recognized.

HIGHER RURAL INSTRUCTION.—The Board has grappled with this problem with a very satisfactory measure of success. The obstacles to complete success are two: a rooted objection on the part of many parents to the suggestion that their children should undertake any study leading up to the casting of their coats, and a difficulty inherent in our system of public examinations, which put a premium on book-work. Meanwhile the Board is proceeding along the lines of compromise, making provision for both scholarship work and practical work. The practical syllabus forms an ideal course for the boys and girls of our rural district high schools. It is for the Department to reconcile the conflicting claims of the scholarship and vocational pupil by making the necessary modifications in the examination system of the Dominion.

MANUAL AND TECHNICAL.—It may be gathered from tables furnished in the Superintendent's report that during the year great progress was made in this important department of the Board's work. The principal classes taken may be grouped under the following heads: Classes for junior and senior free pupils, commercial, art, artisan, and primary-industries classes. To secure coherency in the commercial work, the Board has established a system of examinations, the first having been held in November last, when junior and senior certificates were awarded. The syllabus for examination is based on present-day commercial practice, and employers will find that certificates under the hand of the examiner, Mr. Anderson, may be depended on to represent their face value. Of the primary-industries classes, the principal were wool-classing, taken all over the district, and horticulture, bee-keeping, and poultry-raising, taken at Hawera. When the farmers realize the value of the instruction given at the schools they will not be slow to take full advantage of it. Since the date of the compilation of the last report, technical schools have, through the generosity of the residents and the Department's subsidy, been built at Pohangina and Apiti. Equipment is now being supplied, and the people are determined to make full use of the advantages that they have sacrificed so much to secure. In all the sum of £547 1s. 5d. was given as voluntary contributions during the year. In view of these contributions and those of previous years, the Board recognizes its responsibility to the people in the matter of providing efficient instruction at the schools. The question of compulsory attendance, as provided for by the Education Act Amendment Act of last year, has been discussed by eight of our Technical Committees in conference with the School Committees. No decisive steps have yet been taken, but it is understood that the matter is receiving the earnest attention of the Committees concerned, and that the opportunity offered for making the experiment is not likely to pass unseized. While admitting the necessity for some measure of compulsion if our youthful population is to receive the full advantage of our system of technical education, the Board recognizes that it is not advisable to compel girls to attend such classes at night; that there must be a considerable proportion of boys between the ages of fourteen and seventeen who do not attend our technical schools, and that the instruction best suited to them is available. Given these conditions, then the compulsory system is worthy of a trial.

MEDICAL INSPECTION OF SCHOOLS.—It has been repeatedly stated that the Department is about to take this matter in hand. Apart from the spasmodic examinations of the children's teeth by the local dentist, nothing has yet been done. The Board believes that a system of State medical inspection, backed by a reasonable probability of securing the carrying-out of the doctor's recommendations, would be of great and immediate benefit to the health of the children.

MILITARY TRAINING.—Now that the Defence Department has taken over control of the military training of our boys, it may be assumed that the Board's responsibility in the matter ceases. It is, however, reasonable to expect that the Board, through its officials, will be made cognizant of what is being done. To make this possible all cadet orders should be forwarded to the Inspectors, as well as to the teachers, else the former will be entirely in the dark regarding the nature of the training given, and of the demands made on the teachers' time.

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*Reprinted in E.–5 (Manual and Technical Instruction Report).

FREE BOOKS.—The Board has not altered its opinion as expressed last year respecting this gift. As the grant is not made in time to allow the books to be on hand at the beginning of the year, the teachers are at their wits' end to know how to provide the pupils with reading-matter. When the books do come to hand, there are serious difficulties in grouping to be faced. As the duration of the life of a school-book is limited, the question of reinstatement will presently be on the horizon.

SCHOOL BATHS.—The Board is gratified with the progress made by so many pupils in swimming and life-saving. The schools are affiliated with important life-saving societies. Baths have been built on the school grounds at Eltham, Wanganui District High School, and Sedgebrook. The Hawera, Queen's Park, and Feilding pupils attend at the town baths, and it is expected that bathing facilities will presently be provided for the children of the Marton, Taihape, and Palmerston schools. Full advantage is taken of the instruction and facilities thus afforded, and the number of certificates of proficiency issued is gratifying.

ARBOR DAY.—This was celebrated on the 20th July, the following being the programme: (1.) Assembly, National Anthem, saluting the flag. (2.) Addresses. (3.) Lessons—advantages of tree-planting. (4.) Lessons on practical tree-planting. (5.) Tree-planting by children; juniors present pictures for walls and hang them up under supervision of lady teachers. (6.) Half-holiday. The parents and general public attended these functions, and in some cases the occasion was signalized by a social evening.

SATURDAY CLASSES.—There seems to be a general indisposition on the part of our adult teachers to turn out to Saturday instruction classes. The pupil-teachers, of course, attend, and also teachers desirous of securing or improving their classification. But the great majority, even though the classes may be held at places quite convenient to them, prefer professional stagnation to attendance at such a subject as drawing taught by men of the first rank in their profession. It is their own affair, but sooner or later the pupils must suffer.

TEACHERS' CLASSIFICATION.—It is two full years since the Board initiated its system of classification and promotion of teachers, viz., giving a maximum of 100 marks—for service (10), teaching-skill (30), organizing (10), discipline (10), attention to environment (10), educational standing (20), and personality (10). It has proved in every way satisfactory, and, now that its operations are more fully understood and the impartiality of its administration recognized, both teachers and Committees find the change has been considerably for the better. In this connection there is an agitation afoot for a Dominion scheme of classification and promotion, but as only two Boards—Auckland and Taranaki—have followed Wanganui's example, it would perhaps be wiser to wait until all the Boards of the Dominion have recognized the wisdom of basing their appointments on scientific principles, instead of the clumsy methods formerly in vogue. Almost all the appointments are now made by transfer, although the Wanganui Board is still noted for the number of outside teachers who are appointed to schools under its control. There has been an agitation afoot for an alteration of the law to allow the aid of the Appeal Board to be invoked in cases of transfer where promotion is not given, but it is to be hoped that the Minister will not give way in a direction which would wreck the whole system established under the ægis of this method of dealing with teachers' appointments.

CANDIDATES FOR PUPIL-TEACHERSHIPS.—Candidates for these positions were examined in February at Hawera, Wanganui, Marton, Feilding, and Palmerston North. The total number of candidates was 53, made up as follows: Matriculated, 13; Civil Service Junior, 13; Senior Free Place, 2; secondary-school pupils, 13; proficiency-holders, 12. Last year the matriculated candidates were 5, and those who passed the Civil Service Junior examination 7. It will hence be seen that the positions are falling to the lot of highly qualified pupils. That every candidate should hold at least a Civil Service Junior pass were a consummation devoutly to be wished.

EDUCATION CONFERENCE.—At the instance of this Board, a conference of delegates from nearly every Education Board in the Dominion was held in Wellington, and from the report of the proceedings it will be seen that splendid work in the cause of education was done there.

INSPECTORIAL STAFF.—The statistics and other information given by the Inspectors in their report seem to indicate that on the whole the schools are in a satisfactory condition. The Board is still convinced that full power of classification should not have been given to all teachers alike. That the withdrawal of this regulation would be beneficial to many of the teachers and children is amply evidenced by the Inspectors' reports. Pupils in this district are examined for the proficiency certificate at their own schools. The Chairmen of Committees see to the supervision, and the duty, at once honorary and onerous, has been performed in a manner entirely satisfactory. Towards the end of the year it became evident that, owing to the increase in the number of schools, it would be necessary to make further provision for inspection. Again it is desirable to recognize the great work in the cause of education carried out by Chief Inspector Braik and his assistants, Messrs. Milne and Strong. They show that considerateness and desire to assist teachers in their work which is the true function of Inspectors, and all praise is due to them for it. Of Mr. Braik it is impossible to speak too highly. He is equal to every emergency, and displays a genius and foresight in educational work which is only equalled by his devotion to his duties. At the same time the Board believes that the work of Inspectors in future will develop more upon the lines laid down in the appointment of Mr. D. Stewart, head teacher of the Dunedin Model School, to the position of Assistant Inspector and Organizer of School Work, than upon the old-style method of an Inspector who is here to-day and gone to-morrow. The idea is only in its infancy at present, but its development is in the direction of an Inspector taking a group of schools in hand, spending as much or as little time at each school as its condition requires, organizing the school-work, assisting the teacher to attain the best ideals in school-work, giving ocular demonstrations of the latest methods employed, and heartening up the efforts to meet the exhaustive requirements of modern

education. When there are three Inspectors in the district engaged in that work, with a Chief Inspector as executive officer, there will be a possibility of securing a maximum of efficiency in our State-school system.

OFFICE STAFF.—Mr. W. Swanger, who has been appointed Secretary to the Board, has proved fully equal to the demands made upon him, and, with the rest of the office staff, deserves the thanks of the Board for the smooth working of the system in this district, under disadvantages of office accommodation to be realized only by actual experience.

I have, &c.,

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

WELLINGTON.

SIR,— Education Board Office, Wellington, 27th March, 1911.

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 1910.

BOARD.—At the annual election the retiring members were re-elected—namely, Messrs. R. Lee (city), W. H. Field, M.P. (Hutt-Horowhenua), A. W. Hogg, M.P. (Wairarapa). 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; Hutt-Horowhenua 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. Mr. J. R. Blair continued to represent the Board on the Wellington School Commissioners.

NUMBER OF SCHOOLS.—At the end of 1909, 160 schools were in operation. During 1910 there were opened new schools at Waihoki, Akitio, Kaiwaka, Pencarrow, Putara, and Pakowai; while small aided schools were closed at Pakowai, Pakaraka, Rangi Tamaiti, Stronvar, Homeburn, and Maku; leaving at the end of the year 160 in operation. It may be noted that the schools opened represent over sixty children, those closed less than forty.

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

	Average Roll.	Average Attendance.
March	17,445	15,512
June	17,517	15,497
September	17,541	15,404
December	17,771	16,067
Year	17,568	15,620

For comparison I quote also the numbers for the years—

	Roll.	Attendance.	Average Attendance as Percentage of Average Weekly Roll.
1894	12,572	10,166	80·9
1899	14,768	11,979	81·1
1904	15,886	13,462	84·7
1909	17,605	15,768	89·6
1910	17,568	15,620	88·9

In the December quarter the average for the first time exceeded 16,000. The percentage of the roll number in average attendance and the average attendance for the year both showed a slight decrease as compared with 1909, but are nevertheless much in advance of the corresponding numbers of the earlier years quoted. On the other hand, of the average number absent each day last year—amounting to 1,951—many were absent solely because the law allowed it. The Board approves the recent amendment of the law, which, with proper safeguards, requires the attendance of the pupil each time the school is open. The number of breaches of the law last year reported to the Board, and also the number of prosecutions, were less than in 1909. School Committees for the most part warmly support the efforts made to improve the attendance, but this is not invariably the case, and in one instance the prosecution of the Chairman of a country Committee was found necessary.

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	65	9	74
Sole teachers	27	59	86
Assistants	49	181	230
Total adults	141	249	390
Pupil-teachers	12	54	66
	153	303	456
Probationers	5	20	25
Total, including pupil-teachers and probationers	158	323	481

Of the adult teachers 122 men and 197 women, total 319, possess certificates; seventy-one were uncertificated, eight of whom were holders of a license to teach. The Board's Inspectors are of opinion that the time has arrived when action should be taken in the case of those uncertificated teachers who are making no effort to improve their status.

INSTRUCTION OF TEACHERS.—Courses of instruction for teachers were held during the year at Wellington, Masterton, and Pahiatua. At Wellington classes in drawing and handwork were conducted by Miss Lee; in cookery by Miss MacIntosh; in woodwork and cardboard modelling by Mr. Howe; in singing by Mr. Parker. At Masterton Mr. Grant conducted a drawing class; Mr. Parker a class in singing; Miss Williams a class for women in physiology and hygiene; while instruction in military drill for men was provided by an officer of the Junior Cadets. At Pahiatua Mr. Cumming gave a course of lessons in nature-study and agriculture. The unsuitability of the railway time-table greatly militated against the success of the Wairarapa classes that were held, and prevented the establishment of others.

TRAINING COLLEGE.—The total number of students enrolled was 100—(1) From Wellington, 34, Wanganui 34, Hawke's Bay 14, Nelson 5, Taranaki 2, Marlborough 3, Grey 2, Westland 4, other districts 2; 49 were of the first, 51 of the second year; (2) Division A, 80; Division B, 18; Division C, 2; (3) Men 27, women 73. The proportion of men students shows a considerable increase. All B applicants, including several of great promise, were rejected by reason of the large number of A applicants. Recognizing the vital importance of a full and thorough course of training in the art of teaching, the Board now requires that all pupil-teachers and probationers shall in future enter the training college on completion of their apprenticeship. To the many questions affecting the efficiency of the institution the Committee of Advice of the college and the Principal gave most earnest consideration, and the Committee's recommendations, transmitted to the Board after each quarterly meeting, were in each case approved. The most important of the questions which engaged attention was the question of location of the college. Several years' trial of existing conditions has condemned the present establishment. Not even the large expenditure which appeared inevitable at Thorndon could have removed the essential defects of an institution that was not designed for the purpose it at present serves. The Board appreciates the consideration of the Minister in providing funds for the excellent site recently purchased at Kelburne, on which to build a college adequate to the rapidly growing needs of the eight education districts served by the college, and to the school which the rapid settlement of Kelburne would, at an early date, have rendered necessary.

DISTRICT HIGH SCHOOLS.—The average attendance of our nine district high schools fell from 374 to 337. The reports show a standard of high efficiency. The Board records with satisfaction the establishment of the rural course in connection with five country district high schools—Levin, Pahiatua, Masterton, Carterton, and Greytown—and at the Normal School under the Department's Regulations. This event marks a distinct advance in rural education. The measure of success which has attended the first year of its operations is strong evidence of the great care exercised in the initial arrangements, and of the hearty co-operation and the ability of the staffs engaged in the work. The grants made and capitation earned have enabled the Board to establish the course, as regards both equipment and instruction, on a footing which should insure its success. The Inspectors' suggestions for the improvement of the course will, no doubt, receive the attention their importance merits. In view of the large part rural pursuits must always play in the development of New Zealand, the educational results of this course of instruction will be watched with the keenest interest.

SCHOLARSHIPS.—At the December examinations there qualified for junior free places 124 candidates, and for senior 164. Junior Board Scholarships were awarded to 33 competitors and Senior to 12. Of the money devoted to Senior Scholarships a part was allotted to pupils who had undertaken the rural course. Four Junior National Scholarships were awarded.

MANUAL AND TECHNICAL INSTRUCTION.—During the year capitation under the Manual and Technical Regulations was earned by 118 schools, as compared with 116 in 1909. The following table shows the numbers under instruction during the year in the various manual and technical subjects (table not reprinted). Instruction in woodwork was extended to the five country district high schools which undertook the rural course. The Inspectors note a steady improvement in drawing and handwork; and a more intelligent grasp of the ends to be achieved by the school course in agriculture. As the schemes of work are more definitely systematized, and the actual work in the garden is more perfectly linked to suitable instruction in the underlying principles of plant-development, still greater educational results will follow. In the city the fitting of a cookery centre at Mount Cook Girls' School, and of a woodwork centre at Mount Cook Boys' School, will enable the work to be done with greater efficiency.

DRILL.—The report of the Inspectors shows that physical instruction is efficiently imparted in all our schools.

MEDICAL INSPECTION.—The intimation that shortly a scheme of medical inspection of school-children will be put into operation is approved by the Board.

BUILDINGS.—New schools were erected by grant at Eastern Hutt, Makerua, and Hinemoa; and additions were made to the schools at Muritai, Khandallah, Brooklyn (brick), and Maranui. The Board was so unfortunate as to lose by fire the fine new school at Pahiatua and the residence at Gladstone. The new structures to replace them, provided by grant, are nearing completion. Residences were also provided by grant at Hukanui, Mangamaire, Mangamahoe, and Ohau. New sanitary conveniences were provided at Greytown, Mount Cook Boys', and Waihakeke, and the existing structures improved at Clareville and Otaki. Woodwork rooms of plain design were erected at each of the five district high schools at which the rural course was carried out. The maintenance works included the overhaul of thirteen schools and two residences; the fencing at five schools; and the supply of tanks, shelter-sheds, and asphalt areas at eight. The drainage

system was reconstructed at five residences and four schools. It is to be noted here that the cost of connection of the sanitary conveniences with a public system of drainage, involving, as it often does, the construction of new buildings owing to the unsuitability of the old, is effected at a cost so very heavy that if prudent provision is to be made for future rebuilding the grant for maintenance of buildings is insufficient. This remark equally applies to payments required on account of new sites. The steady increase in the Board's liability, on account of rebuilding schools erected over twenty years ago, led the Board during the year to cover by insurance risks exceeding £100. The Board strongly approves the policy of improving such of the teachers' residences as are below a reasonable standard of comfort. In this district, largely by reason of the mode of settlement and the small funds available at the time, a large number of the residences require substantial expenditures to raise them to the standard desired.

Finance.—The year began with a debit balance of £3,397 12s. 2d.; the receipts were £117,393 1s. 1d., the disbursements £114,961 16s. 4d., leaving a debit balance of £966 7s. 5d.

Subsidies.—Subsidies were obtained by fifteen schools on account of donations to their funds in aid of manual and technical instruction—for the most part agriculture—and by nine district high schools on account of donations to district high school funds. By the grant of subsidies the Board has endeavoured to encourage the formation of school libraries. With a view to encouraging Committees in the improvement of their schools, the Board granted a large number of subsidies for other approved purposes.

I have, &c.,

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

HAWKE'S BAY.

Sir,— Education Office, Napier, 31st March, 1911.

In accordance with the provisions of section 174 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 Hawke's Bay for the year 1910:—

Board.—At the beginning of the year the members of the Board were: North Ward—Mr. W. Morgan, Mr. G. E. Darton, Mr. M. McLeod; Middle Ward—Sir. William Russell, Mr. C. M. Whittington, Mr. T. Tanner; South Ward—Rev. A. Grant, Mr. W. G. Hunter, Mr. O. Erickson. In April, Mr. G. F. Roach was elected in place of Sir William Russell, who resigned in view of an extended trip to England; in August, Messrs. Darton and Grant were re-elected for the North and South Wards respectively, and Mr. J. S. Sheath was elected to succeed Mr. Tanner, who did not offer himself for re-election. The Board records its appreciation of the valuable services rendered by Mr. Tanner as Chairman of the Board for many years, and as a member since 1878; also of the services of Sir William Russell as Chairman of the Board for the past three years. Pastor H. Ries, Rev. A. Grant, and Mr. W. Armstrong represented the Board on the Dannevirke High School Board of Governors, Messrs. 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 the year 1909 was 122. During 1910 five were opened and six were closed, leaving 121 (including eleven household schools) at the end of the year.

Teachers.—The teachers employed in December, 1910, numbered 306. Of these, sixty were pupil-teachers and nine were probationers. Forty-nine of the adult teachers were uncertificated. The Board regrets that it was unable to obtain the services of a sufficient number of young persons qualified for appointment as probationers; seven positions remained unfilled throughout the year.

Attendance.—The average weekly number of scholars on the roll was 10,135. The average attendance for the year was 8,894, and the percentage of attendances was 87·8. There were 658 Maori and half-caste scholars in attendance at forty-eight schools.

Physical Instruction.—Due attention has been given to the requirements of the Act in the matter of physical and military instruction. The cadets continue to increase in number and efficiency.

Manual and Technical Instruction.—During 1910 the numbers of schools in which special classes in manual and technical subjects were conducted were: Handwork, 76; elementary agriculture, 58; agriculture and dairying, 14; physical measurements, 4; elementary chemistry, 4; woodwork, 11; dressmaking, 12; cookery, 12. Special attention has this year been devoted to instruction in elementary agriculture, classes in which are carried on under the general supervision of Mr. E. Loten. At the beginning of the year the Board issued to the teachers a pamphlet containing Mr. Loten's general schemes of work for a two-years course in nature-study, agriculture, and dairying for primary schools. A continuation course for a further two years has also been prepared for the secondary classes of district high schools. It is estimated that during 1911 agriculture will form part of the syllabus of not less than three-fourths of the schools. Mr. Loten's report of the work of the agricultural classes is appended hereto.*

District High Schools.—The roll-numbers of pupils in attendance at the secondary classes of the district high schools at the end of the year were: Hastings, 38; Waipawa, 41; Woodville, 18. At the beginning of 1911 these classes will take up an approved scientific course. Mr.

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* Reprinted in E.–5 (Manual and Technical Instruction Report).

W. Morris, from the Hawkesbury College, has been engaged to take charge of the agriculture and science classes. Special instructors are also appointed for woodwork, drawing, and domestic science. The laboratories at Hastings and Waipawa have been equipped with modern fittings and apparatus, and it is expected that in a few months similar facilities will be provided in Woodville.

SCHOLARSHIPS.—The scholarships in tenure at the end of 1910 were: Junior National, 9; Board Junior, 53; Board Senior, 10. At the December (1909) examinations sixty-seven candidates qualified for Junior Board Scholarships and forty-eight for Senior Scholarships. Scholarships were awarded as follows: Junior National, 3; Board Junior, 23; Board Senior, 7.

TEACHERS' CLASSES.—Saturday training classes for teachers were held as follows, the average attendance being shown in parentheses: Gisborne—Cookery (9), agriculture (19), dressmaking (8), agricultural chemistry (29); Napier—Agriculture and chemistry (24), drawing (17), physiology and first aid (13); Waipawa—Agriculture and chemistry (13); Dannevirke—Drawing (19), agriculture (21). Good work has been accomplished in all classes. The several classes in agriculture have been excellently attended, and the enthusiasm of the students has been well maintained throughout.

BUILDINGS.—New schools were erected at Wairoa, Otoko, and Rua Roa; an addition was made to the Puha School, and a residence was erected at Mangatahi. At the end of the year buildings were in course of erection as follows: Schools—Te Hapara, Kanakanaia, Kaiteratahi, Opoutama, Wanstead, and Ti Tree; residences—Frasertown and Porangahau. Most of the buildings have been erected by the Board's workmen, but, though every effort has been made to get the work done as cheaply as is consistent with efficiency, the grants provided by the Department have in nearly every case proved insufficient to cover the cost of the buildings. The sum of £3,273 19s. 1d. has been expended in the maintenance and replacement of buildings and furniture; and the schools and residences are, as a whole, in good order. During the year ten schools and residences have been painted and thoroughly renovated inside and outside by the Board's painters.

FINANCE.—The credit balance on all accounts on the 31st December, 1910, was £7,029 6s. 6d., an increase of £4,291 13s. 2d. on that of the previous year. This increase is accounted for by the fact that, with the exception of about £1,000, the whole of the assets have been converted into cash. A detailed statement of receipts and expenditure is appended hereto.

I have, &c.,

The Hon. the Minister of Education, Wellington. C. M. WHITTINGTON, Chairman.

MARLBOROUGH.

SIR,— Education Office, Blenheim, 13th March, 1911.

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 1910:—

BOARD.—The members in office at the beginning of the year were: Eastern Ward—Mr. John Conolly, Mr. D'Arcy Chaytor, 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. Parker, McCallum, and Storey. Mr. John Smith resigned his seat owing to his departure from the district. At the election to fill the vacancies Mr. Charles Ferguson was returned for the Eastern Ward, Mr. McCallum and Mr. Storey were returned unopposed to represent the Central and Western Wards respectively, and Mr. James Fulton was elected unopposed to the extraordinary vacancy in the Western Ward caused by Mr. Smith's retirement. At the annual meeting Mr. McCallum was reappointed Chairman, being the fifth time in succession. Twelve meetings of the Board were held during the year.

SCHOOLS.—The number of schools in operation at the close of the year was 85, being an increase of 6 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 2,021, the figures for the four quarters being—March, 1,994; June, 2,020; September, 2,033; December, 2,038. The number on the roll at the close of the year was 2,244, being a decrease of 26 on the figures for 1909. The percentage for the year, 89·2, is a further improvement on the previous figures in this district. With the coming into operation of the amendment to the Education Act, which makes it compulsory for a child between the ages of seven and fourteen years to attend school every time it is open, the percentage of attendance should, under ordinary circumstances, easily exceed 90 per cent. In a few districts the attendance was not satisfactory, and the Truant Officers had difficulty in impressing some parents with a due sense of their responsibility in the matter of the education of their children. While welcoming the amendment referred to above, the Board regrets that the recommendations of the Education Conference to raise the standard of exemption were not also embodied in the Act. The Board now employs two Truant Officers, with centres at Blenheim and Havelock respectively, and the results obtained have been very satisfactory. The Court figures for the year are: Blenheim—Number of informations, 32; convictions recorded, 32. Havelock—Informations, 10; convictions, 10. The total amount of fines received by the Board during the year was £2 12s.

TEACHERS.—At the close of the year there were in the service of the Board twenty-seven male teachers, seventy-seven female teachers, one male pupil-teacher, five female pupil-teachers, and three female probationers, making a total of 113. Of the 104 teachers, eighteen males and twenty-two females are certificated, and one other holds a license to teach.

TRAINING OF TEACHERS.—Saturday classes for teachers were again conducted under the control of the Board, the subjects being cookery, woodwork, dairying, physical measurements, and vocal music. The attendance at the classes was, on the whole, satisfactory.

PHYSICAL INSTRUCTION.—The Inspector of Schools in his report for the year says: In fifty-three schools drill was considered satisfactory, and in twenty-one others was passable. In nine it was defective; the last mentioned are all very small schools. In some schools the drill might be more vigorous. Miniature-rifle ranges are either formed or under way at Havelock, Grovetown, Renwick, and Blenheim. There are two or three Scout troops or patrols in the district.

SCHOLARSHIPS.—There were in force at the close of the year sixteen 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 two private (Duncan) scholarships were awarded.

MANUAL AND TECHNICAL.—Classes in elementary agriculture were conducted at about twenty schools, and, in a few instances, swimming and elementary physical measurements were taught. Handwork continues to form a prominent part of the training of the pupils throughout this district. The school classes in woodwork, cookery, and advanced plain needlework conducted at the Blenheim Technical School were well attended.

BUILDINGS.—The expenditure under this head during 1910 totalled £2,051 18s. 3d. The more important works completed were the erection of new schools at Riverlands, Tahuahua, and Nopera Bay, additional class-room at Carluke, and a teacher's residence at Grovetown. The programme for 1911 at present provides for a new school at Onahuku, and additions to the schools at Ward and Rai Valley.

FINANCE.—The credit balance on all accounts at the 31st December was £333 17s. Details of the receipts and expenditure for the year are appended.

I have, &c.,

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

NELSON.

SIR,— Education Office, Nelson, May, 1911.

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, 1910.

THE BOARD.—The members of the Board are: Messrs. A. T. Maginnity (Chairman), W. Lock, and F. O. Smith (East Ward); W. N. Franklyn, J. D. Beuke, and L. D. Easton (Middle Ward); J. L. Munson, G. B. Shepherd, and J. W. Fair (West Ward). Mr. T. J. Baigent, who was a member of the Board for sixteen years, died in May last, and Mr. L. D. Easton was elected to fill the extraordinary vacancy. In July last the three retiring members, Messrs. Maginnity, Beuke, and Munson, were re-elected unopposed. The twenty-four meetings during the year were well attended.

PRIMARY SCHOOLS.—One hundred and sixteen schools were open during the year, including twenty-two schools each having an average attendance of under nine. The matter of providing an adequate teaching staff occasioned some serious consideration, a number of the smaller schools having to be closed for short periods through inability to secure teachers possessing some experience. In order to obviate as far as possible the insufficient supply, the Board, when revising the regulations for the appointment and service of pupil-teachers, included a provision whereby pupil-teachers complete their course at the end of the fourth year, instead of at the end of the fifth year, thus giving more opportunities for young people to enter the service. Several students from the Wellington Training College have entered the Board's service, but it is apparent that trained teachers are not offering themselves for positions as teachers of schools carrying salaries of less than £130, and the difficulty of providing efficient teachers for small schools is still with us As will be seen from the Inspectors' report, the number of uncertificated teachers employed is still large—sixty-six out of a total teaching staff of 186 (excluding pupil-teachers and probationers). The urgent necessity of qualifying for the certificate examination has been made known to all uncertificated teachers by special circulars, and the time is not far distant when steps will be taken to see that positions in Grade I and upwards are held only by qualified persons. The Inspectors in their report give details of the work accomplished in the schools.

DISTRICT HIGH SCHOOLS.—The secondary divisions at Motueka, Takaka, Reefton, and Westport have maintained satisfactory attendances, though the day Technical School at Westport, no doubt, has somewhat affected the attendance in the District High School at that place. Progress has been made in the direction of providing that the instruction in the Motueka and Takaka Schools shall more specially bear on rural pursuits, and the Instructor in Agriculture has given a good deal of attention to these schools. A laboratory has been erected and equipped at Motueka, and I am glad to report that Takaka School will soon be similarly provided for.

MANUAL AND TECHNICAL.—This department of instruction has greatly extended operations during the year. A day Technical School at Nelson was inaugurated under satisfactory con-

ditions, and the second year of the day Technical School, Westport, was conducted with an increased roll-number. At this latter place the school has specialized in engineering and metal work; its equipment in this direction compares very favourably with the technical schools in the larger centres. The Board has to express its warmest thanks to the Westport Harbour Board, Westport Borough Council, and Buller County Council for their generous financial assistance in aid of the Westport School, which has, in part, been the means of enabling this important branch of instruction to be so well catered for in the town and district. The evening classes in Nelson are splendidly supported, and an adequate and suitable curriculum is provided. It is unfortunate that up to the present the Nelson City Council have not been able to render any financial assistance to the institution; the Nelson School, apparently, is the only technical school of any size that does not receive an annual grant from the municipal authorities. In addition to the work carried on at these two technical schools, classes of instruction in various subjects have been regularly conducted at Reefton, Motueka, and Takaka, and instruction in wool-classing provided at a number of country places. The thanks of the Board is also due to the Inangahua County Council for the grant made to the Reefton Technical School, and to other associations and individuals who have contributed to the technical funds. The staff of instructors has been further augmented during the year, and additional accommodation provided at Nelson and Westport. The liberality of the Department in providing grants for additions and equipment is acknowledged, but in the opinion of the Board there is considerable room for improvement in the system of payments which go towards the upkeep of this branch of education. I am glad, however, to find that the amended regulations recently issued afford a partial improvement in the direction desired. Whilst anxious for the successful carrying-on of manual and technical instruction, the Board is firmly resolved that the interests of primary and secondary schools shall in no wise suffer, and the technical schools must be made self-supporting. The report* of the Director of Technical Schools gives details of what has been done during the year.

BUILDINGS.—With the limited amount placed at the Board's disposal last year any adequate attempt to rebuild some of the older schools was impossible. A comparatively large expenditure, however, was incurred under the heading of repairs and repainting, whilst the amount spent in school equipment—viz., desks, blackboards, maps, hyloplate, &c.—absorbed the sum of £453 4s. The Board finds that the cost of the upkeep of school buildings absorbs a larger sum than that allocated for that purpose by Parliament, and consequently the amount reserved for rebuilding of schools has perforce been partly utilized for general repairs. New schools were built during the year at Te Kuha and Tui, both schools being for the use of children of workmen employed on railway-construction works; a side school at Stoke was erected at Tahuna; the Neudorf School was rebuilt; and a residence was erected at Brooklyn. It is much regretted that the Department could not see its way to grant funds to enable the Board to provide the increased accommodation so much required in the Westport District High School. The brick school of ten rooms which was designed some years ago (of which six rooms are now completed) to replace some of the old wooden buildings will, with the present rate of attendance, be quite insufficient for the accommodation of scholars, whilst buildings which the rooms in the existing portion of the brick school were designed to replace have still to be utilized for the accommodation of classes. Application was made to the Department early last year for a special grant on the basis that the additional accommodation was rendered necessary owing to the increased number in attendance at the school, but as before stated the request was not complied with. It is imperative that the requirements of the Westport School should receive the favourable consideration of the Government at once. The Board is of opinion that special consideration should be shown in cases where large expenditure has to be incurred in sanitation and drainage of school buildings, more especially of those schools situated in boroughs. The constant repairing and renovation of teachers' residences is a considerable item too, and I doubt whether the maintenance grant allows for necessary expenditure under this heading. Certainly the basis of the allocation of the grants for maintenance of buildings by no means operates favourably so far as the Nelson District is concerned, and the Board would welcome a more equitable distribution of the grant.

FINANCE.—From the general statement of receipts and expenditure for the year it will be seen that the Board commenced the year with a debit balance of £590 3s., and ended the year with a credit balance of £875 12s. 4d., from which, however, must be deducted School Commissioners' reserves revenue, £1,142, making a debit balance at the end of the year of £266 7s. 8d. I am pleased to see that a form of balance-sheet has now been issued which satisfies both the Education and Audit Departments.

THANKS.—I wish to tender to the members of School Committees and to the teachers and office staff the Board's appreciation of the satisfactory manner in which the duties have been carried out.

I have, &c.,

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

GREY.

SIR,— Education Office, Greymouth, 19th May, 1911.

I have the honour to present the report of the Education Board of the District of Grey for the year ending 31st December, 1910.

BOARD.—At the beginning of the year the Board consisted of the following gentlemen: Messrs. W. R. Kettle (Chairman), H. J. Bignell (Treasurer), S. R. Harris, J. Noble, James Kerr, J. McCarthy, J. Ryall, J. Flynn, and Hon. J. Marshall, M.L.C. In connection with the July

* Reprinted in E.-5 (Manual and Technical Instruction Report).

elections Messrs. Kerr, McCarthy, and Kettle, representing the Northern, Eastern, and Western Wards respectively, retired from the Board, and on recandidature were returned again without opposition. At the annual meeting following, Messrs. Kettle and Bignell were re-elected Chairman and Treasurer respectively for the ensuing term.

SCHOOLS.—During the year there were in operation thirty-five schools, graded as follows: Grade 0, 9; Grade I, 7; Grade II, 5; Grade III, 4; Grade IV, 5; Grave V, 1; Grade VIB, 3; Grade IXB (inclusive of a side school), 1. During the last quarter of the year, Granville and Poerua, two Grade 0 schools, owing to falling attendance, were declared temporarily closed.

ATTENDANCE.—During 1910 the average roll-number of pupils was 1,970, and the average attendance 1,669. For the preceding year the numbers were 1,911 and 1,657 respectively.

TEACHERS.—On the 31st December, fifty-six adult teachers, seven pupil-teachers, and four probationers were in the employ of the Board. Of the adult teachers, eight males and eighteen females are holders of full certificates, and two males and twenty-eight females are uncertificated. Holders of licenses were nil.

SCHOLARSHIPS.—At the December examinations twenty candidates sat for Junior National and Board Junior Scholarships. Of these, five qualified for the Junior National and six others obtained over the 40 per cent. of marks necessary to qualify for Board Scholarships.

MANUAL AND TECHNICAL.—During the year handwork classes were held at Blackball and Cobden Schools and Greymouth D.H. School; a sewing class at Ahaura School; a first-aid class at Cobden School; elementary agricultural classes at Poerua Estate, Dobson, Hatters, and Blackball Schools; and cookery classes in connection with Runanga and Cobden Schools and Greymouth D.H. School. Special classes were held in cookery (Convent pupils), engineering (steam and mechanical drawing), carpentry, and woodwork; and teachers' training classes in connection with physical measurements, plasticine work, and drawing were also held. Including cost of administration, &c., the expenditure on school classes amounted to £23 12s 11d., on special classes £51 16s 8d., and on teachers' training classes £106 1s. 10d. A further sum of £59 12s. 11d. was expended in furniture, fittings, and apparatus in connection with special classes generally, a grant of £33 8s. being received for this purpose.

BUILDING ADDITIONS.—During the year much-needed additions to Cobden and Blackball Schools were completed out of special grants authorized for these purposes.

FINANCE.—The year opened with a debit balance of £701 8s. 5d., and closed with a credit balance of £175 9s. 1d. on all accounts. This result was achieved only by the exercise of the most drastic economy in all departments.

GENERAL.—The Board most heartily approves of the educational legislation of last session of Parliament, and is of opinion that, in the main part, it is a great forward step in the march of educational advancement. The Board also desires to express its most sincere thanks to yourself and the officers of your Department for the unvarying courtesy and consideration ever extended.

I have, &c.,

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

WESTLAND.

SIR,— Education Office, Hokitika, 6th February, 1911.

I have the honour to present the report of the Westland Education Board for the year ending 31st December, 1910.

THE BOARD.—The following members constituted the Board at the beginning of the year: North Ward—Messrs. T. W. Duff, T. T. Jones, and R. Rouse; Middle Ward—Messrs. T. W. Beare, J. J. Clarke, and G. A. Perry; South Ward—Messrs. A. Cumming, J. Grimmond, and H. L. Michel. In August Messrs. Duff, Clarke, and Grimmond retired and were re-elected. Mr. Perry was re-elected as Chairman and Mr. Clarke was reappointed as Treasurer. During the year Mr. Michel acted as representative of the Board on the Hokitika High School Board of Governors, and Mr. Grimmond as School Commissioner appointed by the Board. Twelve meetings have been held during the year.

SCHOOLS.—During the year thirty-five schools have been in operation, including the Rotokino Household School, opened in November. In addition, five private schools were under the Board's inspection. Of the public schools ten at the end of the year were in Grade 0 (1–8), eleven in Grade I (9–15), six in Grade II (16–25), five in Grade IV (36–80), one (including a side school) in Grade V (81–120), and one in Grade VIII (301–350). For the ensuing year eight schools—viz., one in Grade 0, three in Grade I, three in Grade II, and one in Grade IV—will be promoted to the next grade, while one will be reduced from the second to the first grade. The only alteration in the teaching staff as a result of these changes will be the appointment of one pupil-teacher. The number of pupils that have during the whole or part of the year attended the secondary classes was fifty-four. The number at the time of the annual examination was forty-one, and at the close of the year thirty-nine. Seven of these were holders of Board Scholarships and three of Junior National Scholarships. The Inspector's annual reports on these classes are presented separately.

ATTENDANCE.—The roll-number of the schools at the end of the year was 1,151, an increase of forty-six. The average attendance was 89·1 per cent. of the average roll-number. The regularity of attendance, of which this high percentage furnishes evidence, has been maintained with very little recourse to the compulsory clauses of the Education Act. Further evidence of

the appreciation of the value of school life is furnished by the recent issue for the second successive year of three special certificates to pupils that have attended for five years or more without missing a half-day.

TEACHERS.—The number of teachers under engagement during the year was fifty-three, including several head teachers, twelve assistants, twenty-seven sole teachers, five pupil-teachers, and two probationers. The teachers held qualifications as follows: Certificates—Seven head teachers, four sole teachers, and seven assistants; Junior Civil Service or Matriculation Examination—Ten sole teachers, five pupil-teachers, two probationers; Without special qualification—Thirteen sole teachers and five assistants (of these eight are in schools of Grade 0).

SCHOLARSHIPS.—The Board's Scholarships in force are seven—viz., four town, one suburban, and one country. Three Junior National Scholarships have been held—viz., two town and one country. At the examination held by the Education Department in December there were fifteen candidates. The scholarships awarded were one National, one country, one suburban, and one town.

MANUAL AND TECHNICAL INSTRUCTION.—(1.) Physical measurements: A teachers' special class was in operation for twenty weeks under the tuition of Mr. H. G. Wake, B.A.; twenty-two teachers attended. Three school classes were continued in Hokitika with the attendance of seventy-eight pupils. (2.) Elementary agriculture: School gardens were maintained in connection with four schools. (3.) Handwork: Thirteen recognized school classes.

PHYSICAL INSTRUCTION.—A cadet corps has been maintained in the Hokitika District High School. In a number of schools a programme of company drill has been prepared. In nearly every school of the district physical drill, including manual and breathing exercises, has been included in the course of instruction. In the larger towns the scout movement has been initiated under direction independent of the schools.

FINANCE.—The annual statement of accounts is presented. The recent enactment requiring the payment from the Administration Fund of a capitation of 5s. 6d. for the incidental expenses of schools will have a serious effect on this fund. The Board has already intimated that it cannot accept responsibility for the result. The expenditure in the Building Fund was, during the year, curtailed as much as possible, and the provision made by the Government enabled the operations to result in a credit balance.

I have, &c.,

The Hon. the Minister of Education, Wellington. G. A. PERRY, Chairman.

NORTH CANTERBURY.

SIR,— Education Office, Christchurch, 4th May, 1911.

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, 1910:—

THE BOARD.—The members whose term of office expired under the provisions of the Act were Mr. Boyd, Mr. Hardy, and Mr. Jamieson, representing the North, South, and Central Wards respectively. For the North Ward Mr. Boyd was re-elected unopposed, and, at an election held on the 25th July, Mr. C. A. C. Hardy and Dr. C. J. Russell were elected for the South and Central Wards respectively. At the Board's annual meeting, held on the 11th August, Mr. C. H. A. T. Opie was elected Chairman of the Board and *ex officio* member of each Committee. During the year the Board held eighteen meetings, the Buildings Committee nineteen, the Appointments Committee thirty-four, and the Normal School and Technical Committee nineteen. In the month of September the Board suffered a severe loss through the death of Mr. Peryman, who had been a member of the Board continuously since 1881. He had served on all Committees, and in the years 1890, 1896, and 1903 was Chairman. For many years Mr. Peryman was also Chairman of the Buildings Committee. The Board unanimously passed a resolution recording its high appreciation of the long and valuable service rendered by Mr. Peryman in the cause of education, and its deep regret at his death. At an election held on the 31st October, the vacancy in respect of the South Ward caused by the death of Mr. Peryman was filled by the election of Mr. George Rennie, who was also appointed a member of the Buildings Committee.

THE BOARD'S REPRESENTATIVES.—On the several Boards of Managers of Technical Classes the Board was represented as follows: Christchurch, Mr. C. H. A. T. Opie, Mr. H. Langford, Mr. E. K. Mulgan (on the resignation of Mr. Mulgan, owing to his leaving the district, Mr. T. S. Foster was appointed as one of the Board's representatives); Banks Peninsula (Akaroa), Mr. J. Bruce, Mr. J. S. Dodds; Ashburton, Mr. W. H. Collins, Mr. J. Tucker; Lyttelton, Mr. J. R. Webb; Rangiora, Mr. H. Boyd. The Board's representatives on the several High School Boards continued without alteration, 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.

BUILDINGS.—The total expenditure under the head of buildings during 1910 was £9,070 16s. 9d. New schools have been erected at Tuahiwi and Lakeside to replace the buildings destroyed by fire on 27th July, 1909, and 15th April, 1910, respectively. At the date of this report good progress has been made with the new and commodious school in Somerfield Street. Teachers' houses have been provided at Greendale and Hapuku, in the former case to replace the residence burnt down in the previous year. At Birdling's Flat the residents have erected a school building which will be taken over by the Board should the necessary attendance be maintained. The old infants' room at Burwood has been replaced by an up-to-date class-room, substantial additions have been made to the Phillipstown and Linwood Schools, and also to the teacher's residence at Hornby. In a large number of cases school buildings have received a thorough overhaul, involving a considerable expenditure, among them being Ashburton, Gloucester Street (Christchurch East), Culverden, Mount Somers, Southbridge, and Sydenham. During the

year the need of improvements to many of the teachers' houses has occupied the Board's attention. In response to inquiry made lists of requirements in this direction have been forwarded to the Department. In the majority of cases the chief needs were for bathrooms and washhouses, the residences erected many years since being for the most part deficient in these respects. The decision of the Department to grant the necessary relief only in the case of buildings not over twenty years old merely deals with the fringe of the trouble and leaves the main question untouched. This policy, too, seems unfortunate, seeing that it is chiefly the older structures, occupied by head teachers of long experience, that require modern conveniences, not only so that they shall be comfortably housed, but also in order that they shall be in possession of a consideration at least equivalent to the allowance they would receive if there were no house.

MAINTENANCE.—The expenditure on salaries and allowances to teachers engaged in primary departments was £75,389 11s. 8d., the grants to School Committees and other incidental expenses amounting to £6,487 11s. 11d., making a total of £81,877 3s. 7d. The expenditure on salaries, as compared with the previous year, showed an increase of £2,256 5s. 10d. The salaries paid to teachers in secondary departments amounted to £2,686 14s. 8d., being a decrease of £96 15s. 5d. as compared with the expenditure for 1909. Return No. 6* shows the amount spent in each school for salaries and incidentals during the year, and the following table gives the annual† totals under the two headings from 1878 to the present year :—

Year.	Salaries.	Incidental Expenses.	Totals.	Average Attendance Dec. Quarter.
	£ s. d.	£ s. d.	£ s. d.	
1878	31,919 0 0	6,276 6 9	38,195 6 9	10,076
1883	42,240 19 10	6,090 15 9	48,331 15 7	13,462
1888	50,749 14 6	6,400 7 5	57,150 6 3	16,395
1893	56,291 15 9	6,871 14 10	63,163 10 7	17,315
1898	55,390 3 11	5,933 11 1	62,323 15 0	17,152
1901	55,320 19 5	6,579 5 0	61,900 4 5	16,773
1902	57,117 16 2	6,046 14 2	63,164 10 4	16,527
1903	56,748 2 10	5,922 10 7	62,670 13 5	16,462
1904	55,579 11 2	6,027 5 8	61,606 16 10	16,808
1905	57,965 18 7	6,717 16 4	64,683 14 11	17,005
1906	62,939 2 10	6,759 16 3	69,698 19 1	16,759
1907	64,240 10 2	6,694 12 11	70,935 3 1	16,263
1908	65,218 15 9	6,825 12 1	72,044 7 10	17,688
1909	73,133 5 10	7,107 10 1	80,240 15 11	17,821
1910	75,389 11 8	6,487 11 11	81,877 3 7	18,922

There were 592 teachers in the Board's service at the end of 1910, being an increase of twenty-three as compared with the previous year. Of these, 207 (119 males and eighty-eight females) were heads of schools or departments, or in sole charge; 238 (forty-seven males and 191 females) were assistants; 122 (thirty-five males and eighty-seven females) were pupil-teachers; and twenty-five (six males and nineteen females) were probationers. The number of sewing mistresses was fourteen.

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 each year† since 1878. The percentage of attendance for the December quarter, 1910, rose to 90·12, showing a gratifying improvement on the previous year (85·51), and being the highest on record in this district, as also was the number in average attendance, 18,922.

Quarter ended 31st December.	District Schools.	Aided Schools.	Total of Schools.	On Roll.	Average Attendance, December Quarter.	Percentage.
1878	106	4	110	13,647	10,076	73·83
1883	139	4	143	17,797	13,462	75·64
1888	155	1	156	20,388	16,395	80·42
1893	175	4	179	21,229	17,315	81·51
1898	186	16	202	20,618	17,152	83·19
1901	185	20	205	19,638	16,773	85·41
1902	185	22	207	19,451	16,527	84·96
1903	183	22	205	19,579	16,462	84·79
1904	184	22	206	19,378	16,808	86·73
1905	187	23	210	19,385	17,005	87·72
1906	189	20	209	19,403	16,759	86·37
1907	192	14	206	19,282	16,263	84·34
1908	195	14	209	20,003	17,688	88·42
1909	196	14	210	20,842	17,821	85·51
1910	194	15	209	20,985	18,922	90·12

* See Appendix E of this Report. † Table condensed into five-yearly periods from 1878 to 1898.

SCHOOLS.—The number of schools in operation at the end of the year, including fifteen aided schools, was 209, classified as follows (table not reprinted).

TRAINING COLLEGE.—Full information as to the number of students admitted to the Training College during the year 1910, and other statistical information, will be found in the Director's report, which is appended.* Last year, in consequence of an adverse report received from the Department's Inspectors, the Board called upon the Director to draw up a scheme of work, the carrying-out of which should ensure that the college fully discharged its functions. The Board felt that the weaknesses disclosed were due in some measure to the difficulty experienced in arranging for students to attend Canterbury College without detriment to their work in the Training College. Early in the year the Director submitted details of scheme of work, making provision for teaching practice and observation and for students' studies, which, with some minor alterations, the Board approved. From the report presented by the Department's Examiners on their inspection of the college in November last, the Board is glad to notice that in their opinion the college is endeavouring in an earnest spirit to realize the purpose for which it was established. The Board would venture to express the opinion that good work is being done in the Christchurch Training College, and that its students receive a sound professional training. As was to be expected, the change in the plan of work, while increasing the opportunities for the professional equipment of the students, has lessened their opportunities for university study, and has had an unfortunate effect on the results of the university examinations. In order that the more favourable conditions previously existing may be restored, the Director seeks such discretionary power as will enable him to give the students an opportunity for university work equal to that enjoyed in the other training colleges. It appears to the Board that the Department should not hesitate to comply with the Director's implied request, the granting of which would at least enable the Board to determine on whom the responsibility for success or failure should be placed. Those not conversant with local difficulties met with at the Christchurch centre may be disposed to point out that in framing regulations to be applied in common at the four training colleges, the Department has already given all discretionary power necessary. To this the Board can only reply that the conditions under which classes at Canterbury College are held differ materially from the conditions obtaining at other centres.

INCIDENTAL EXPENSES OF SCHOOL COMMITTEES.—During the year considerable misapprehension has arisen respecting the incidental allowance to School Committees, and the special capitation grant of 9d. All School Committees in North Canterbury were paid the additional 9d. for the year 1909, and for all previous years in which the grant was available. The grant was not authorized by Parliament for the year 1910, and consequently the Board did not receive it. Under the Education Amendment Act, 1910, the capitation payable to Education Boards has been increased from 11s. 3d. to 12s., of which not less than 5s. 6d. (for all the Committees taken together) must be granted to School Committees for incidental expenses. By an Order in Council dated the 13th February, 1911, regulations have been gazetted defining the purposes for which the incidental grant to Committees shall be used. The Board, recognizing that the minimum sum (5s. 6d.) named in the Act would be insufficient, has informed Committees that it will endeavour to continue payment on its old scale—viz., slightly more than 7s. 3d. (for all Committees taken together) for each child in average attendance. Under the new regulations, however, all expenditure on repairs to school buildings, furniture, fences, and premises generally (other than those due to wilful or careless damage), and the cost of providing certain requisites previously supplied by Committees, must now be borne by the Board. A return covering the last six years shows that such expenditure by Committees in this district has exceeded 9d. per head. Consequently, should the Board be able to maintain an incidental payment of 7s. 3d., Committees will be slightly better off under the new arrangement than they have been in the past, when in receipt of the 9d. capitation grant now superseded. At the same time, the Board wishes it to be clearly understood that it would have preferred its own well-tried regulations, and a continuance of the payment of the extra 9d. to Committees. The Board is convinced that the taking of small repairs from Committees and placing them in the hands of the Board will prove cumbersome and expensive, and troublesome to all concerned. It appears to the Board absurd that School Committees should be unable to have a door-handle repaired, or a new picket put in a fence, without the matter being first reported and the sanction of the Board obtained; and yet this is the only logical interpretation of the effect of the new regulations, quite apart from the more serious question of the additional cost which the supervision of trivial matters at a distance by the Board's officers will necessarily entail. The allowances to School Committees in this district have always been on a generous scale, and this being so the Board cannot see that there was any good reason for the Department to alter the conditions which have obtained for so many years, and which have given such general satisfaction.

SCHOLARSHIPS.—There were twenty-six candidates for the Board's Senior Scholarships—viz., eighteen boys and eight girls—of whom eight were successful. In the Junior class there were 141 candidates (eighty boys and sixty-one girls): of these, two gained National Scholarships. Board Scholarships were awarded as follows: Group A, sixteen; Group B, four; Group C, one. One hundred and twenty candidates sat for the Junior National Scholarship examination, of whom sixty-two (thirty-four boys and twenty-eight girls) passed: five scholarships were awarded. For the Gammack Scholarships there were fourteen candidates. The first four in order of merit and the sixth and seventh in order of merit respectively found themselves, owing to various reasons, unable to accept scholarships. A Gammack Scholarship has therefore been awarded to a scholar who obtained credit in the examination, and was fifth in order of merit. During the year, after a good deal of consideration, and in order to encourage scholars to take up art and technical

* See Appendix D, "Training of Teachers."

subjects, the Board submitted proposals to the Department under which, if sanctioned, two Art Scholarships, two Technical Scholarships, and one Agricultural Scholarship (tenable at Lincoln College) would have been awarded in each year. It was with much regret that the Board learnt from the Department that no statutory authority existed enabling the Board to grant such scholarships. In view of the importance of the subjects mentioned, the Board trusts that the Minister will, at an early date, establish such scholarships, or authorize Education Boards to do so. During the parliamentary session of 1910 an important alteration has been made affecting the Board's Scholarship Regulations. Under the amending Act Junior Board Scholarships and Senior Board Scholarships shall be open to all children of the prescribed age, whether they have attended public or private schools. It appears to the Board to be wrong in principle that children attending private schools should be eligible to compete for Board Scholarships, unless the conditions as to their tuition are equal.

ATTENDANCE.—During the year the Board's attention has been drawn to the low average attendance obtaining in this district, that for the year 1909 having barely reached 86 per cent., the lowest throughout the Dominion. This unenviable position appeared to the Board to be extremely unsatisfactory, the more so seeing that generally speaking the roads are good, the weather and climate favourable, and the great majority of pupils within easy reach of school. The Board has brought the matter under the notice of all head teachers, who in future will be required to furnish lists of the names of absentees. Under the Education Act Amendment Act, 1910, children are now required to attend school whenever it is open. It is obvious that a strict compliance with this provision in all cases will inflict hardship. It will be necessary for the Board to use a careful discretion in this matter, so that while on the one hand careless or indifferent parents may be brought to realize their responsibilities, those who do their duty to their children by sending them to school with praiseworthy regularity shall not be unnecessarily penalized. That the low percentage of attendance for the year 1909 was due in some measure to the prevalence of epidemics finds confirmation in the fact that for 1910, a year almost free from illness, the percentage rose to 90·12,* as previously referred to in this report.

MANUAL AND TECHNICAL INSTRUCTION.—A further advance has to be recorded in the number of manual and technical classes held during the year, also in the number of subjects of instruction. School classes in cookery, laundry-work, and woodwork have been continued at the Christchurch centres with excellent results. Compared with the previous year as a whole, a considerable increase in the number of pupils in attendance has taken place, although for the later period of 1910 an undue falling-off is noticed, especially marked in the case of certain schools. The Board has already agreed that its Inspectors shall give due weight to manual training when awarding certificates of proficiency. With the completion of the centre at Sydenham it will be possible to make more satisfactory arrangements for the several schools, when the Board will expect all head teachers to take the fullest advantage of the opportunity their pupils have of receiving a training in subjects so useful to them in after-life. Classes in one or other of the several forms of handwork have been carried on in ninety-two schools during the year, while fifty-five classes in swimming and life-saving have been held. As was to be expected, the appointment of an instructor in agriculture, with an assistant to visit the country schools and advise teachers in practical work, has given a stimulus to elementary agriculture, in which subject no less than ninety-three classes have received the Department's recognition. At the Christchurch Technical College a very large number of classes in technical subjects have been held, the total number of individual students having been 913, as compared with 300 in 1906. These figures are exclusive of the 277 pupils on the roll of the day-school. In his report the Director refers to the important innovation in the trades department, where instruction has been given in machine-shearing and wool-classing, there having been no less than five classes in the latter subject. The movement in the direction of establishing a training-hostel in Christchurch at which girls may receive practical instruction in domestic science will be watched with great interest, and it augurs well for the ultimate success of the object in view that the Board of Managers have been able to raise, in so short a time, a substantial part of the necessary funds. At the Ashburton centre a healthy interest in both school and technical classes has been maintained, the commercial and industrial sides being well represented. At Rangiora classes in thirteen subjects have been held, as compared with five in the previous year, wool-classing having been added to the list, which it is confidently expected will continue to show a further increase, owing to the facilities offered by the very commodious and thoroughly equipped building the management now have at their disposal. At Kaiapoi the disadvantages under which the technical classes have been hitherto carried on will shortly disappear, the new building being, at the date of this report, ready for occupation. Appended to this report are the reports of the several centres, from which a general estimate of the work as a whole may be formed. (These are reprinted in E.–5, Manual and Technical Instruction Report.)

NEW REGULATIONS.—Last year the Board had occasion to protest against the action of the Department in formulating and putting new regulations into operation without due notice. This had reference to the regulations for staffs and salaries, gazetted on the 22nd December, 1909, and put into immediate operation. The same circumstance, the Board regrets to note, has again been in evidence, though on a more extended scale. New regulations affecting staffs, manual and technical instruction, and training colleges, have been issued at perhaps the most inconvenient time of the year, and without any previous notice whatever. In the opinion of the Board it would greatly conduce to the smooth working of the Act, so far as its administration by Education Boards is concerned, if all alterations in the regulations affecting the working of public or technical schools were gazetted not less than three months before being required to be put into operation.

* Based on average for last quarter of year.

PERSONAL.—About the middle of the year, owing to illness, Mr. T. Ritchie resigned as Inspector of Schools, a position he had filled for many years with much credit to himself and honour to his profession. It was with great regret that the Board heard of his death, which took place early in August. Towards the end of June the Board lost the services of Mr. E. K. Mulgan, in consequence of his appointment as Chief Inspector to the Auckland Board. During his comparatively short time of service under the Board, Mr. Mulgan carried out his duties with much ability, and showed himself ever ready to further the advancement of educational progress. The two vacancies on the inspectorate were filled by the appointment of Mr. T. Hughes and Mr. C. D. Hardie, both of whom as headmasters of important schools had already rendered the Board signal service.

I have, &c.,

The Hon. the Minister of Education, Wellington. C. H. A. T. OPIE, Chairman.

SOUTH CANTERBURY

SIR,— Education Office, Timaru, 1st March, 1911.

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, 1910.

THE BOARD.—At the beginning of the year the Board consisted of the following members: Messrs. W. M. Hamilton (Chairman), G. W. Armitage, C. S. Howard, William Lindsay, George Lyall, John Maze, J. S. Rutherford, G. J. Sealey, and Thomas Sherratt. Messrs. Hamilton, Sealey, and Rutherford retired in August, and all three were re-elected unopposed. Mr. Hamilton was re-elected Chairman of the Board. The Board held twenty-two meetings during the year, the average attendance of members being 7·6.

THE SCHOOLS.—There were eighty-three schools in operation at the end of the year, three more than in 1909. The new schools were Pareora East, which was opened as a separate school in November, and the two "household schools," Pusey and Bluecliffs. The Riverlands School was closed at the end of the year because the Inspector's report was unsatisfactory.

The Board experiences some difficulty in getting qualified teachers to fill vacancies in up-country schools. In view of the inferior quality of teaching in many of the smaller schools it is suggested that superintendent teachers might be appointed to undertake the supervision of and be responsible for an efficient method of teaching in certain groups of schools placed under their supervision. An intelligent application of the syllabus cannot be expected from teachers of inexperience or of inferior ability and qualifications, and as only such can usually be got for the smaller country schools some system of closer supervision seems necessary to maintain efficient instruction in those schools.

TEACHERS.—There were 176 teachers in the Board's service at the end of the year, 142 adult teachers, twenty-six pupil-teachers, and eight probationers. Of the adult teachers twenty were uncertificated, but of these twenty, five have since passed their certificate examinations, two have obtained partial passes, and four have retired from the service. As there are at the present a few certificated teachers out of work, the Board should consider the advisability of replacing the remaining uncertificated teachers by certificated ones as far as possible.

SCHOLARSHIPS.—The annual examinations were held in November and December, the number of candidates being thirty-nine for the junior examination and thirty for the senior examination. Twelve junior and eight senior Board Scholarships were awarded. The Junior National Scholarships were won by a scholar of the Waimate School and a scholar of the Milford School. During the year the sum of £225 collected by the School Committees was handed to the Board for the purpose of establishing a scholarship in memory of the late Rev. George Barclay, who was so long a leading enthusiast in educational matters in this district. The Board has decided to invest the money, and to devote the proceeds to scholarship purposes.

PHYSICAL DRILL.—Physical exercises continue to receive a satisfactory share of attention at the hands of the teachers, and, as it becomes recognized that children are developing their brain as much in the playground as in the schoolroom, more and more attention will be given to school games and physical training.

AGRICULTURE.—As stated in last report, the Board was fortunate in securing the services of Mr. Brown, of the West of Scotland Agricultural College, to take charge of the agricultural instruction in the district. Since arriving in New Zealand Mr. Brown has made a good beginning with classes in three district high schools and with teachers' training classes. The work in the district high schools is surrounded with some difficulty, because the majority of the pupils are preparing for the Civil Service and for professional examinations, and it is not easy with the present staff to provide for these and at the same time for pupils wishing a purely agricultural course. This year Mr. Brown purposes conducting classes for young farmers in different centres, and it is hoped that the instruction in these will not only benefit those attending, but will arouse an interest in what should be the most important technical subject in the district. The Board has to thank the Timaru and Waimate High School Boards, the agricultural and pastoral associations, and the County Councils for their liberal support promised to this branch of educational work.

FREE SCHOOL-BOOKS.—The free distribution of school-books is regarded as a mistake. Much better use might be made of the money now applied to this purpose—*e.g.*, if it were applied to

increase the salaries of such teachers as are at present inadequately remunerated, or towards providing for better instruction in country schools.

Attendance.—The following were the attendances for the year:—

Quarter.	Schools.	Teachers.	Roll.	Average Attendance.		
				M.	F.	Total.
March	81	176	5,436	2,532	2,263	4,795
June	82	176	5,470	2,525	2,230	4,755
September	82	176	5,576	2,545	2,239	4,784
December	83	176	5,684	2,711	2,453	5,164

The roll-number at the end of the year is 144 higher than at the end of 1909, and the yearly average attendance (4,875) is 108 higher, and constitutes another record for the district. The average attendance expressed as a percentage of the mean average weekly roll-number for the four quarters is 88·2. This is slightly higher than last year and equal to the previous highest in 1905, and shows that the children attended more regularly than during the previous two years. It remains to be seen what effect the provisions of the Education Amendment Act, 1910, requiring attendance every time a school is open will have upon the regularity of school attendance. The following table* shows the attendance at the schools of the district since the Board was established at the beginning of 1878:—

Year.	Number of Schools.	Number of Teachers.	Roll-numbers.					Yearly Average Attendance.			
			Beginning of Year.	Admitted during Year.	Left during Year.	End of Year.	Mean of Average Weekly Roll for Year.	Boys.	Girls.	Total.	Average for Year as Percentage of Mean of Average Roll.
1878	17	56	..	..	..	2,666	..	941	813	1,754	..
1883	39	95	3,644	1,797	1,521	3,920	3,907	1,535	1,417	2,952	75·0
1888	50	125	4,375	1,696	1,368	4,703	4,726	1,902	1,773	3,675	77·7
1893	60	143	4,096	1,755	684	5,167	5,169	2,120	1,996	4,116†	79·6
1898	67	144	4,914	1,493	1,210	5,197	5,182	2,351	2,141	4,492	86·7
1901	71	145	4,925	1,833	1,684	5,074	5,128	2,334	2,104	4,438	86·6
1902	71	148	5,075	1,506	1,453	5,128	5,129	2,347	2,108	4,455	86·9
1903	71	144	4,899	1,468	1,372	4,995	5,054	2,244	2,036	4,280	84·7
1904	74	144	4,787	1,648	1,321	5,114	5,077	2,331	2,113	4,444	87·5
1905	74	147	4,888	1,524	1,266	5,146	5,104	2,360	2,141	4,501	88·2
1906	77	152	4,884	1,700	1,389	5,195	5,176	2,396	2,169	4,565	88·2
1907	76	153	4,894	1,625	1,234	5,285	5,244	2,389	2,117	4,506	87·8
1908	76	156	4,888	1,741	1,241	5,388	5,350	2,475	2,181	4,656	87·0
1909	80	175	4,960	1,758	1,178	5,540	5,462	2,522	2,245	4,767	87·3
1910	83	176	5,068	1,886	1,270	5,684	5,525	2,578	2,296	4,874	88·2

Buildings.—The system of carrying out all repairs and painting to the Board's buildings by day-labour was continued during the past year, with results that gave the greatest satisfaction when the quality and thoroughness of the work are taken into consideration. The Board frequently receives letters from Committees speaking of the new system in terms of the highest praise. Often the cost is below former contract prices, and occasionally it may be greater, but on the average it may be taken as not exceeding the cost under the contract system. The following school buildings were thoroughly repaired and painted: Burke's Pass, Claremont, Esk Valley, Fairlie, Gapes's Valley, Hilton, Kakahu Bush, Kohika, Orari Bridge, Orari South, Otaio, Salisbury, Silverstream, Springbook, Timaru Main (residence and cottage), Waimataitai (residence), and Waituna Creek. During the past year the Board decided to build some additions and new schools by day-labour, and most of the work on the new schools at Pareora, Washdyke, and Orari Gorge, and on the addition at Albury, were carried out by the Board's men. The results more than justify the experiment, and reflect credit on the foreman and his staff. Besides the buildings already mentioned, the following are the principal works undertaken during the year: An addition to the secondary department at Temuka, a new infant-room at Waimataitai, and the removal of the Redcliff School to Ikawai.

Finance.—A statement of the Board's receipts and expenditure is sent herewith.

I have, &c.,

The Hon. the Minister of Education, Wellington. W. M. Hamilton, Chairman.

* Table condensed into five-yearly periods, from 1878 to 1898. † Strict average.

OTAGO.

SIR,— Education Office, Dunedin, 31st March, 1911.

I have the honour to present the following report of the Education Board of the District of Otago for the year 1910.

BOARD.—At the beginning of the year the Board consisted of the following members: Northern Ward—Messrs. Donald Borrie, Andrew McKerrow, and James Mitchell; Central Ward—Hon. Thomas Fergus (Chairman), Messrs. George C. Israel, and William Scott; Southern Ward—Rev. P. B. Fraser, M.A., Messrs. William Snow and D. T. Fleming. Of the members who retired in the ordinary course, Messrs. James Mitchell (Northern Ward) and William Scott (Central Ward) were duly re-elected, the latter without opposition; while Mr. William Snow, on account of failing health, did not offer himself for nomination. The election to fill the vacancy in the Southern Ward resulted in the election of Mr. Parker McKinlay, M.A. To the Board's regret, Mr. Snow, who had represented the Southern Ward for many years, died in the month of October. He has left behind him a fine record of service in the cause of education in this district. At the first meeting of the Board in August the Hon. Thomas Fergus was re-elected Chairman, a position he has now occupied for three consecutive years. Twenty-eight meetings of the Board were held during the year, the average attendance of members being eight. In addition, the Board met on twelve occasions as a Selection Committee to deal with the applications for the various vacancies for teachers. The following were the Board's representatives on various educational bodies: Otago High Schools Board—Hon. Thomas Fergus and Rev. P. B. Fraser, M.A.; Waitaki High Schools Board—Mr. James Mitchell; Otago School Commissioners—Mr. Donald Borrie; Boards of Management of Associated Classes—Dunedin, Rev. P. B. Fraser, M.A., Messrs. D. T. Fleming, George C. Israel, James Mitchell, William Scott, and P. Goyen; Oamaru, Messrs. James Mitchell and Frederick S. Aldred.

NUMBER OF SCHOOLS.—At the end of 1909 there were 235 schools in operation in the district. During 1910 the schools at Akatore Coast and Kuriwao, and the household school at Timaru Station, were closed, and new schools were opened at Kauroo, Puketiro, Tapui, Whareroa, and Waipori Falls, and a household school was started at Balruddery. The number of schools in operation in December, 1910, was 238, an increase of three for the year. The following table shows the classification of the schools in grades on their average attendance for the year 1909 (table not reprinted).

SCHOLARSHIPS.—Of the 182 candidates for the Junior National and the Board's Junior Scholarships, 129, or 71 per cent., passed the examination, and fifty-three, or 29 per cent., failed. Of the sixty-five competitors for the Senior Board Scholarships, fifty, or 77 per cent., passed the examination, and fifteen, or 23 per cent., failed. The introduction of the free-place system and its extension in recent years has not had the effect of diminishing the desire of pupils for scholarships. The number of competitors is increasing year by year, last year's entry being the highest ever recorded. The Junior National Scholarships were awarded as follows (five scholarships awarded; details omitted). With the funds available the Board was able to award sixteen Junior and fifteen Senior Board Scholarships, as follows: Junior—Division A (for pupils attending any school in the district): Three scholarships; Division B (for pupils from schools with only one teacher): Two scholarships; Division C (for pupils from any school in the district except secondary and technical schools): Eleven scholarships. Although the Board offers annually three scholarships in Division B (schools of only one teacher), it is rarely that the full number is awarded, owing to there not being qualified pupils. Last year only two candidates in this division qualified, and one of them declined the scholarship. Two of the Senior Scholarship winners had previously held Junior National Scholarships, and eight had held Junior Board Scholarships. The amount expended on scholarships for the year was: Board Scholarships (Junior and Senior), £1,217 10s.; Junior National Scholarships, £287 10s.: total, £1,505. The scholarships current at the end of the year were: Board's Junior—Males 24, females 11, total 35; Board's Senior—Males 25, females 8, total 33; Junior National—Males 9, females 4, total 13: totals—Males 58, females 23, total 81. The names of those who held scholarships in December, 1910, and particulars as to the marks obtained by those who passed the examination at the end of that year, are given in Appendix K (not reprinted), which also contains a complete list of those who have held Junior National Scholarships.

DRILL AND PHYSICAL EXERCISES.—The provisions of the Act in regard to the practice of drill and physical exercises has been given effect to in all the schools under the Board's control. These exercises (which include breathing-exercises) are taken daily, and the Inspectors report that generally they are satisfactorily performed. As in former years, Saturday classes in physical exercises, under Mr. Hanna's direction, have been held. At these classes the attendance of all pupil-teachers and probationers employed in the Dunedin and suburban schools is obligatory, while those employed in other schools are encouraged to attend.

ATTENDANCE.—The Board is pleased to report an increase both in the roll-numbers and in the average attendance for the year. The weekly roll-numbers for the four quarters as compared with those of the previous year were:—

	1909.	1910.
First quarter	19,518	19,695
Second quarter	19,608	19,857
Third quarter	19,695	19,964
Fourth quarter	19,957	20,296
Mean of the four quarters	19,694	19,953

The increase in the mean of the weekly roll-number for the four quarters is thus shown to be 259, or 1·3 per cent. The roll-number for Dunedin and suburbs for 1909 was 7,877: last year it was 8,038, an increase of 206, or 2·6 per cent.

The average daily attendance for each quarter of 1909 and 1910, and the percentages of those attendances to the weekly roll-number, are shown in the following table:—

	Average Attendance.		Percentage of Weekly Roll.	
	1909.	1910.	1909.	1910.
First quarter	17,670	17,943	90·5	91·2
Second quarter	17,587	17,869	89·6	89·9
Third quarter	17,746	17,828	90·1	89·3
Fourth quarter	18,071	18,608	90·5	91·6
Whole year	17,769	18,062	90·2	90·5

The increase in the mean of the average attendance for the four quarters is thus shown to be 298, or 1·6 per cent. The highest average attendance ever attained in this district (19,607) was in the year 1895. From that time it steadily declined till in the year 1906 it stood at 17,088—a fall of 2,519 in eleven years, the average annual rate of decrease being 229. Since 1906 the attendance has steadily increased to 18,067 at an average annual rate of recovery of 245. This average of 18,067 attained last year is the highest since the year 1898. The average attendance at the Dunedin and suburban schools for 1909 was 7,303: last year it was 7,477—an increase of 174, or 2·4 per cent. In regularity of attendance the pupils of the Otago schools have for many years excelled those of all the other districts in the Dominion. In 1909 the percentage of attendance to roll-number was 90·2; in 1910 it was 90·5, an increase of 0·3 per cent. For the schools in Dunedin and suburbs the percentage was 92·7 in 1909, and 92·5 in 1910. The recent amendment of the Act, by which all children between seven and fourteen not entitled to exemption are required to attend school on every day that the school is open, will no doubt have the effect of raising the high percentage already attained.

AGES OF PUPILS.—The average ages of the pupils in the various classes were: Preparatory, 6 years 11 months; S1, 9 years 2 months; S2, 10 years 2 months; S3, 11 years 3 months; S4, 12 years 3 months; S5, 13 years 1 month; S6, 14 years; S7, 15 years 2 months. The percentage of pupils under ten years of age was 54·4, and of those of ten years of age and upwards 45·6. These figures show very little difference from those of last year. The opinion has been authoritatively expressed that the average age of the pupils in S6 (13 years 11 months for the Dominion in 1909) is much too high, and in this connection comment has been made on the fact that, whereas the number of pupils between the ages of five and eight increased between 1905 and 1909 by 16 per cent., the number of pupils in Class P increased in the same period by 45 per cent. The conclusion has been drawn that there is a tendency to keep pupils too long in the infant-room, and that thus their progress through the standards is retarded. This disproportionate increase in the number of pupils in Class P, which the figures for the whole of the Dominion show, appears to have occurred in the Otago schools also, as the following table gives evidence:—

	1906.	1907.	1908.	1909.	1910.	Increase from 1905 to 1910
Pupils between five years and eight years	Number. 5,661	Number. 5,459	Number. 5,987	Number. 6,341	Number. 6,473	Number. 812
	Percentage. 29·8	Percentage. 28·7	Percentage. 30·8	Percentage. 32·1	Percentage. 31·8	Percentage. 2
Pupils in preparatory classes	Number. 4,996	Number. 5,579	Number. 7,132	Number. 7,313	Number. 7,449	Number. 2,453
	Percentage. 26·4	Percentage. 29·1	Percentage. 36·4	Percentage. 36·7	Percentage. 36·8	Percentage. 10·4

It is apparent therefore that, whereas the number of pupils in the Otago schools between five and eight years of age has increased since 1905 by 2 per cent., the number in the preparatory classes has increased by 10·4 per cent. In the same period the average age of the pupils in S1 has risen from 8 years 10 months to 9 years 2 months, and that of the pupils in S6 from 13 years 8 months to 14 years, in the latter case at an even rate of one month per year. The fact that the increase in the percentage of pupils in the preparatory classes has not been confined to one or two districts, but is general throughout the Dominion, and also the fact that the Boards' Inspectors of Schools have not deemed it necessary to advert to it, would seem to show (1) that the teachers are agreed as to the necessity and desirability of lengthening the time spent by pupils in the infant-room; (2) that the Inspectors of Schools have found in the practice referred to nothing to compel censure or even to excite remark. Probably the main contributing causes both of the increase in the average age of S6 pupils and the increase in the percentage of pupils in the preparatory classes are—(1) The raising of the standard of the certificate of proficiency; (2) the increase in the work prescribed, due chiefly to the introduction of handwork instruction; (3) the adoption of new and relatively slower methods of work necessitated by the present syllabus; (4) the fixing of a definite time—viz., the beginning of the school year—for the general promotion of the pupils. The Board is of opinion that no apprehension need be entertained regarding the changes here referred to, as these changes are, it believes, quite normal, and are due almost wholly to the nature and amount of work prescribed for the various classes, and to the stage of efficiency the teachers have attained in presenting the work by the new methods.

SEX OF PUPILS.—At the end of 1910 there were in our schools 10,463 boys and 8,781 girls. Stated in percentages, 51·7 per cent. were boys and 48·3 per cent. were girls; or, in another way, for every hundred boys there were 93 girls. There were fifty-two male and forty-two female Maori or half-caste children on the school-rolls at the end of 1910.

TEACHERS.—On the 31st December there were 615 teachers in the Board's service, classed as under:—

	Males.	Females.	Totals.
Head teachers	102	...	102
Sole teachers	36	101	137
Assistant teachers	56	205	261
Pupil-teachers	17	36	53
Probationers	6	23	29
Teachers of needlework	...	20	20
Manual and technical (special teachers)	8	4	12
Teacher of gymnastics	1	...	1
Totals for 1910...	226	389	615
Totals for 1909...	220	370	590
Increase for 1910	6	19	25

Exclusive of the special teachers and the assistants employed in the secondary departments of district high schools, and reckoning two pupil-teachers as equivalent to one adult, the average number of children per adult teacher was 35·1. In 1910 the ratio of adult men teachers to adult women teachers was 100 to 156; in 1909 it was 100 to 160. As regards pupil-teachers and probationers, the ratio of males to females was 100 to 256 in 1910; in 1909 it was 100 to 212.

The following table shows the number of certificated and uncertificated teachers in the Board's service for the years 1908, 1909, and 1910 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
1910	165	235	400	4	4	8	25	67	92
Difference for 1910	5	2	7	0	− 2	− 2	4	9	13

Excluding the teachers in the secondary departments of district high schools, there were 461 adult teachers in the service in 1909, and 490 in 1910. It appears, therefore, that while the number of teachers on the ordinary staffs of the schools increased by twenty-nine, the number of uncertificated teachers increased by thirteen. The actual state of matters is, however, not so bad as might be concluded from the foregoing table. Taking into account the results of the teachers' examinations held in January last, it is found that of the 100 uncertificated teachers in the Board's service at 31st December last twenty-four have since completed their examination and are now entitled to full certificates (eleven of Class D, twelve of Class C, and one of Class B); twenty-nine have obtained partial passes (nineteen partial D, nine partial C, and one partial B); leaving forty-seven teachers who have no recognized qualification. It is to be remembered, however, that of those in the last-mentioned category nine were employed in schools of Grade 0—positions the salary available for which seldom exceeds £48 per annum, an emolument that will not, and cannot be expected to, secure the services of qualified teachers.

INSPECTION OF SCHOOLS.—The Inspectors report that, although instances of too hasty promotion and also of undue slowness of promotion have been observed, the teachers generally are exercising with commendable discretion the powers of classification vested in them. The schemes of work have for the most part been carefully compiled, and bear evidence that the teachers are recognizing and are meeting the demands which the present syllabus makes for the presentation of the work by the most approved modern methods. Most of the small rural schools taught by uncertificated teachers are doing very creditable work. The Inspectors note with gratification the fact that a number of the teachers are devoting themselves to further study with the laudable desire to improve their professional status.

With respect to the efficiency of the schools, the Inspectors have classified them as follows: Good to very good, 70 per cent.; satisfactory, 21 per cent.; fair, 7 per cent.; inferior, 2 per cent. Seventy per cent. of the pupils presented for proficiency certificates were successful in passing the examination—an increase of 5 per cent. on the previous year. Though still weak in composition and geography, the candidates showed a decided advance in arithmetic and drawing—the improvement noticeable in the last-mentioned subject being attributed by the Inspectors to the influence of the School of Art. The Inspectors deprecate the tendency exhibited by some pupil-teachers and probationers to allow the prosecution of their university work to overshadow their professional training. Mention is also made of the fact that, owing to failure of duty on the part of some head teachers, a few pupil-teachers and probationers have been compelled to provide at their own expense tuition to prepare them for their examinations.

The Inspectors express their disapproval of the free-school-book scheme, and suggest that the grant would be much more advantageously employed in the purchase of stationery, drawing and copy books, and continuous readers.

A steady advance is reported in the efficiency of the instruction in most of the subjects, but the geography course B is stated to be still in an unsatisfactory condition. Complaint is made that singing is generally poorly taught, and that the instruction in military drill and physical exercises is not made to influence sufficiently the attitudes and deportment of the pupils. Considerable improvement in the two last-mentioned subjects will be looked for in the future. The order, discipline, and tone of the schools are reported to be very good.

The following table shows for each class the number of pupils on the roll at the time of the Inspectors' annual visit, the number present, and the average age of each class:—

Classes.	Number on Roll.	Present at Inspector's Annual Visit.	Average Age of Pupils in each Class.
			Yrs. mos.
Standard VII	337	306	15 2
" VI	1,219	1,154	14 0
" V	1,805	1,760	13 1
" IV	2,137	2,081	12 3
" III	2,336	2,299	11 3
" II	2,395	2,360	10 2
" I	2,445	2,409	9 2
Preparatory (infants)	7,705	7,281	6 11
Totals	20,379	19,650	11 6*

* Mean of average age.

TECHNICAL INSTRUCTION.—In December last there were 452 boys receiving instruction in woodwork, 471 girls in cookery, 6,523 girls in needlework, 1,525 pupils of both sexes were attending classes in agriculture, and 13,082 in other branches of handwork. The capitation received amounted to £2,035 4s. 4d., or £39 14s. 1d. more than for the previous year. The total number of pupils receiving instruction by means of the School of Art was 643, including 143 day students, 182 evening students, 128 teachers attending Saturday classes, fifty-three teachers attending week-day classes, twenty-five teachers at Oamaru special classes, fifty senior and forty-two junior Training College students, and twenty students at the South Dunedin centre. The Director reports an increase in the number of paying pupils, a higher average quality in the elementary work done in the school, and a marked improvement in the advanced drawing, both from the antique and from the life. He also reports that a growing interest has been manifested on the part of tradesmen, builders, and architects in the courses of study provided for them, and that the increased attendance at the drawing classes during the winter months has been most gratifying. Students of the school have been successful in gaining a number of important prizes, including first prize at the Otago Art Society's annual exhibition for a study of the head from life, and other prizes for painting from the life, still life, and landscape.

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 1910: Expenditure: Maintenance (salaries, material, &c.), £2,958 9s. 4d.; buildings, fittings, and apparatus, £2,141 5s. 8d.: total, £5,099 15s. Receipts: From Government—Capitation, £2,035 4s. 4d.; special grant for training of teachers, £300; buildings, fittings, and apparatus, £2,511 5s.; fees, £217 3s. 3d.: total, £5,063 12s. 7d. Debit balance for the year, £36 2s. 5d.

FINANCE.—A statement of the Board's income and expenditure for the year is given in Appendix B.* The following statement shows the sums expended under the various headings during the past three years: Teachers' salaries, including lodging-allowances—1908, £66,158 16s. 6d.; 1909, £72,542 19s. 9d.; 1910, £75,554 13s. 7d. Payments to School Committees for incidental expenses—1908, £5,798 9s. 9d.; 1909, £5,947 10s. 9d.; 1910, £5,416 14s. 9d. Erection, enlargement, and improvement of school buildings, purchase of sites, house allowances, manual and technical buildings and apparatus—1908, £22,252 10s. 1d.; 1909, £23,607 8s.; 1910, £15,576 1s. 6d. A detailed statement of these payments (except the payments for manual and technical instruction) appears in Appendix A.† The same table also shows the names of the teachers employed, their classification, and the annual salary of each at the rate paid during the last month of the year, the expenditure on school buildings, &c., and the amount paid to School Committees for incidental expenses.

The receipts for school buildings include—Grant for maintenance, £13,473 12s. 7d.; special grants for new buildings, £3,133 17s. 10d.; house allowances to teachers, £809 11s. 8d.; local contributions, £105 7s. 11d.; deposits on contracts, £251 15s. 3d.; special grants for technical-school buildings, and furniture, fittings, &c., for same, £2,511 5s.: total, £20,285 10s. 3d.

The main items of expenditure on buildings were: General maintenance (repairs, alterations, and small additions), £8,254 8s. 10d.; rebuilding, £215 15s. 6d.; new buildings, £3,529 17s.; house allowance, £803 6s. 8d.; manual and technical purposes, £2,141 5s. 8d. At the end of the year the Board's building account was in debit to the amount of £918 3s. 9d.

* Not reprinted. † Included in Appendix E.

TRUANCY.—Eight hundred and seventy-six notices were posted to parents and guardians for infringements of the Education Act, 1908, under section 153. Twenty-one notices were served on parents whose children were not on the roll of any school, under section 152. One hundred and twenty-eight cases of irregular attendance were investigated. Eighty-two penalty summonses were issued under section 153. Eighty-two convictions were obtained under the above summonses. The total fines for the year amounted to £18 2s.

TRAINING COLLEGE.—Thirty-two male and sixty-eight female students were enrolled at the Dunedin Training College. Of these, seventy-three were from Otago, twenty-six came from Southland, and one came from South Canterbury. Sixty-five of them had been either pupil-teachers or probationers. Their bursaries amounted to £2,191 7s. 4d., their lodging-allowances to £2,068 2s. 2d., their college fees to £841 11s. 6d., their travelling-expenses to £18 8s.: total, £5,119 9s.

Proficiency certificates were gained by 923 pupils, being twenty-five more than in the previous year. Competency certificates of Standard VI were gained by 168 pupils, being seventy-four less than in the previous year.

SCHOOL BUILDINGS.—New schools have been erected at Kauroo, Tapui, Wharetoa, Waitapeka, Wanaka, Greenfield, Ngapuna, Bendigo, and Puketiro; additions to schools at Kurow, Houipapa, Sawyer's Bay, Ranfurly, Evansdale, Musselburgh, and Inch Valley. Forty-two schools and teachers' residences have been painted, while repairs and renovations of a more or less extensive nature have been effected at 118 schools and teachers' residences. Eleven schools were conducted in buildings not belonging to the Board.

INCIDENTAL EXPENSES OF SCHOOLS.—The total sum paid to School Committees for incidental expenses was £5,416 14s. 7d., which was equal to 5s. 11¾d. per unit of the average attendance for the district.

SECONDARY CLASSES OF DISTRICT HIGH SCHOOLS.—At the end of 1910 the numbers in the secondary classes at these schools were: Tokomairiro, 50; Lawrence, 40; Normal, 36; Balclutha, 34; Palmerston, 31; Tapanui, 22; Mosgiel, 21; Port Chalmers, 17; Naseby, 12: total, 263.

SCHOOL LIBRARIES.—Fifty-seven School Committees took advantage of the Board's regulation granting a subsidy of 10s. for every £1 raised locally and expended on the purchase of books for school libraries. The subsidies claimed ranged in amount from £2 10s. to 10s., the total amount paid by the Board being £80 5s. 9d.

FREE SCHOOL-BOOKS.—The Board accepted with considerable hesitancy and reluctance the Department's scheme of free school-books, and after a year's experience of its working is compelled to concur in the almost unanimous disapproval of it expressed by Boards, School Committees, and teachers. It would probably be within the mark to say that from 75 to 80 per cent. of the pupils have provided their own books, and from this fact the conclusion must inevitably be drawn that there is no strong desire on the part of parents for the supply of the books by the State. In a number of the schools the books forwarded by the Board for some of the classes are lying in the cupboards unused. In this district the pupils have, so far, not been permitted to take the books to their homes, the Government having given no definite promise that a grant for the reinstatement of worn-out books would be provided whenever necessary. The Board coincides in the opinion generally expressed that if the grant is to be continued it should be devoted to the purchase of school requisites such as drawing, copy, and exercise books, and of stationery considered necessary for the pupils.

CONVEYANCE OF CHILDREN.—Capitation was paid at the rate of 6d. per child per day attendance in respect of 242 children attending thirty-three schools in the district, the total amount of capitation earned being £1,048 7s. 2d.

SUPERANNUATION.—The Board has resolved that male teachers and officers in its service shall retire on attaining the age of sixty-five years. In accordance with this decision two officers and four teachers retired on superannuation.

I have, &c.,

The Hon. the Minister of Education, Wellington. THOMAS FERGUS, Chairman.

SOUTHLAND.

SIR,— Education Office, Invercargill, 31st March, 1911.

In compliance with the provisions of section 174 of the Education Act, 1908, we have the honour to present the following report of the proceedings of the Southland Board of Education for the year 1910.

THE BOARD.—During the year to which this report refers the *personnel* of the Board has undergone no change. At the election held in July last the retiring members—viz., Messrs. Thomas MacGibbon (East Ward), J. C. Thomson, M.P. (West Ward), and W. N. Stirling (Central Ward)—were re-elected unopposed. At the ordinary meeting of the Board held on the 2nd September Mr. W. N. Stirling was unanimously elected Chairman for the ensuing year. Messrs W. Macalister and J. Crosby Smith were reappointed to represent the Board on the Southland High Schools Board of Governors; and Messrs. G. James Anderson, D. Gilchrist, and Thomas MacGibbon continued their services as members of the Gore High School Board. On the Trust of the School Commissioners of Otago Mr. MacGibbon continued to act as the Board's representative.

SCHOOLS.—At the close of the preceding year the schools in the education district numbered 166. This number was increased during the year by the establishment of new schools in the

districts of Etalvale, Te Waewae, Tuatapere, Birchwood, and Morton Mains Siding; while the household school at Little Waikaka was closed, its continued existence being no longer a necessity in consequence of the removal of the Waikaka School to a site more convenient to the settlers in that part of the school district. The total number of schools in the education district on the 31st December was thus 170. In each of the localities where new schools have been opened during the year no permanent school buildings have been erected. The residents of the respective districts provided suitable buildings or class-rooms in which the work of educating their families could be carried on till it was seen whether the attendance of pupils would warrant the Board in making application to the Department for special grants for the erection and equipment of proper buildings. It is quite safe to predict that, in at least three of the districts named, the demand for a regularly equipped school building will become increasingly urgent.

Attendance of Pupils.—As might be expected, the attendance of pupils at the schools of the district has increased with the establishment of four additional schools. The mean average weekly roll-number for the year was 10,229, and the average attendance 8,901. These figures, as compared with those of the year preceding, show an increase of 179 in roll-number and 123 in average attendance, and constitute an easy record for this education district. The percentage of average to weekly roll-number is 87, a slight decrease on that of the year 1909—a fact easily accounted for by the abnormal amount of sickness prevalent in many parts of the district during the year. The amendment of the Act passed during the last session of Parliament whereby it is now made compulsory for all children of school age to attend school on every day when the school is open, unless under an exemption certificate granted for good and sufficient cause, should result in a decided improvement in the regularity of attendance. Parents and guardians should note that there is now no provision whereby a child may absent himself from school on any one day of the week, as the law previously allowed. The increased stringency of the Act in this respect will undoubtedly result in increased efficiency.

Teachers, Pupil-teachers, and Probationers.—At the end of the preceding year there were 262 adult teachers in the Board's service. This number increased to 268 during the year 1910. The following table will show the distribution of the entire teaching staff in the schools under the control of the Board:—

	Males.	Females.	Total.
Head of schools	47	14	61
Sole teachers	46	61	107
Assistant teachers	15	85	100
	108	160	268
Pupil-teachers	13	31	44
Probationers	3	12	15
Totals	124	203	327

Of the adult teachers, 156 hold departmental certificates of competency, five have licenses to teach, and no less than 107 were uncertificated at the close of the year.

As was predicted in last year's report, the Board has now (March) under consideration the question of a more equitable distribution of positions amongst the certificated and uncertificated teachers in its employ, and it is more than probable that some definite action will be taken during the now current year to adjust the conditions of service so that those who, by energy, perseverance, and close application to study, have obtained the necessary literary qualifications for their profession may be adequately rewarded. The staffing of our schools by competent teachers, more especially in localities far removed from centres of population, is a serious problem. Notwithstanding the fact that our training colleges are now in full operation, and ostensibly contributing in great measure to the supply of fully qualified candidates for ordinary vacancies on the teaching staff, the actual results, so far as this Board is concerned, seems to be that the percentage of uncertificated teachers has not appreciably diminished. This unfortunate condition is doubtless due to the circumstance that so many, year by year, leave the service for other spheres of activity, their places being filled by less highly qualified successors. It must not be understood that the Board is altogether dissatisfied with the work of the uncertificated teachers in its service—on the contrary, many of them are doing very good work—but the fact remains that those who are not taking active measures to acquire the knowledge necessary to pass the prescribed examinations are generally those who secure but indifferent results in their daily school work, as tested by the visits of the Inspectors.

Scholarships.—The usual annual examination of competitors for National and Education Board Junior Scholarships was held under the auspices of the Department in the first week in December last, the competitive examination for Board's Senior Scholarships being held in the last week of the preceding month along with that for the Junior Civil Service. For the Junior competition there were eighty-eight candidates, and for the Senior twenty-nine. Of those in the Junior lists no fewer than forty-seven were disqualified by reason of failure to obtain the required minimum percentage of marks in one or more subjects, while of those who entered for the Senior competition only three came short of the requirements for a pass. The results in the Junior competition point clearly to the fact that many of the candidates who presented themselves were quite unprepared for the ordeal, and should never have been put forward. For this state of affairs the teachers are not wholly to blame. Parents, biased in their estimate of the abilities of their children, often insist that they be given a chance to pass, with the result that, against the better judgment of the teacher, the candidates go forward to almost certain failure. It is interesting to note that this year the Junior National Scholarships were awarded to the candidates who stood absolutely the highest on the list, notwithstanding the fact that these scholarships were

awarded to pupils from three different grades of schools. The successful competitors were a scholar of Lower Shotover (school with average below 40), a scholar of Waihopai (school with average of 40 to 200), and a scholar of Gore (school with average of over 200). As the successful candidates require to reside away from home while attending the prescribed secondary school, the value of the scholarship in each case is £10, with £30 lodging-allowance added. To those who stood next highest on the list the Board awarded eleven resident (value of £5 per annum) and eight non-resident (value £30 per annum) scholarships, all tenable for two years at an approved secondary school. Senior Scholarships were awarded to three scholars, all tenable for three years, the first two at the Southland Boys' High School, and the third at the Gore High School.

FREE TEXT-BOOKS.—The Board, after the experience of the past two years, has seen no reason to alter its opinion that the experiment of providing free text-books for the pupils of our public schools was a mistake. There is abundant evidence that this concession was not sought for, and is not appreciated by those for whose benefit the innovation was introduced. In the Board's opinion, if some such concession is required, it should take the form of supplying exercise-books, drawing and copy books, and stationery for the use of pupils. This suggestion, if acted on, would be absolutely free from many of the objections raised by parents to the indiscriminate use of text-books by all the pupils attending our schools. A diversion of the large sum annually spent on this service might now very reasonably be insisted on.

INSPECTION AND EXAMINATION OF SCHOOLS.—For details of the work connected with the inspection and examination of schools, and for information concerning the progress of education generally throughout the district, those interested are referred to the report of the Board's Inspectors. (This report is reprinted in Appendix C.)

MANUAL AND TECHNICAL INSTRUCTION.—A perusal of the report of the Director of Technical Instruction, with accompanying tabulated statements, will afford full information respecting that branch of the Board's operations—present and prospective. (This report is reprinted in E.–5.)

PHYSICAL CULTURE.—The Board has retained the services of Physical Instructor I. G. Galloway during the year. As has been previously mentioned, this officer devotes only a part of his time to the physical training of the teachers and pupils under the Board's jurisdiction. By arrangement with the Southland High Schools Board, he has also charge of the physical-culture classes in the Boys' and Girls' High Schools, Invercargill. The Board has reason to be well satisfied with the results achieved in a majority of the schools under its control in this important subject. Cadet companies have been established in connection with several schools in the district, and the military and other exercises are carried out with commendable regularity, to the great advantage of the boys enrolled.

SCHOOL BUILDINGS.—The amount standing to credit of the Building Account at the close of the preceding year, as shown by the Auditor-General's balance-sheet, was £977 14s. 6d. The receipts from Government for the year just closed amounted to £8,700 18s. 6d., which, with an additional sum of £88 3s. 9d. received from "other sources," constituted (including the credit balance) the total revenue available for building purposes during the year—viz., £9,766 16s. 9d. Of this amount £7,061 11s. 2d. was received from the Government for ordinary maintenance (£2,743 of this item represented arrears due for the preceding year); £300 for the reinstatement of a building destroyed by fire; £169 7s. 4d. as rents for buildings and sites used for school purposes; and, lastly, £1,170 for the erection of new buildings and additions. Against this, an expenditure of £7,270 11s. 9d. was incurred, the details of which are as follows: Maintenance of school buildings, £3,139 9s. 6d.; small additions and ordinary rebuilding, £873; rebuilding residence destroyed by fire, £300; new schools and additions, £2,774 9s. 10d.; rents of buildings and sites, £183 12s. 5d. The net credit balance to the Building Account at the close of the year thus stood at £2,496 5s. Departmental Return No. 6* shows in detail the expenditure as applicable to the respective school districts under the Board's control. Return No. 5, "Statement of Money Assets and Liabilities," shows that a sum of £1,413, balance of maintenance grant for the year, as also a sum of £4,460, approved grants for new school buildings and additions, were due by the Government to the Board, against which accounts there were liabilities actually incurred amounting to £721 7s. 3d. and £2,621 1s. respectively. Nearly all the ordinary repairs to school buildings and teachers' residences are now carried out by the Board's staff of workmen, acting under the supervision of the architect and his assistant. The Board believes that this system of providing for the maintenance of its buildings in proper repair is more efficient than, and quite as economical as under, the former method of carrying out such works by contract. Several works of more than ordinary importance were completed during or were in progress at the end of the year. The principal works (authorized by the Department) for which special grants in aid were promised were the erection of new infant-rooms at North Invercargill, Mataura, and Waihopai—these works are now in progress; additions to the school buildings at Nightcaps, Orepuki, and Wyndham; and the erection of new residences for the teachers at Edendale, Oraki, Benio, and Waikaka Siding.

FINANCE.—In its statement of accounts submitted this year for audit it will be noted that the Board has proposed several transfers of items—legacies of the past imperfect system. Referring in detail to these transfers, the following explanation is submitted. A sum of £448 5s. 4d., a deficit in respect of the purchase some years ago of a section which forms part of the Technical School site, is transferred to credit of the "General Administration" Account. Transfers also of (1) a sum of £53 15s. 7d. standing to credit of the Scholarship Account, and (2) of a sum of £92 5s., a deficit against the District High Schools Account, have been made to debit and credit respectively of the account for general administration. The other transfers are self explanatory—that in the Technical Account being altogether formal. It may be pointed out that the transfers

* Included in Appendix E.

from Scholarships and District High Schools Accounts are desirable from the fact that, under existing conditions, the receipts and expenditure in respect of each of those services should, under normal conditions, now balance each other. Referring further to the balance-sheet, the Board would direct attention to the very considerable debit balance against the New Schools Account, arising in consequence of the excess of expenditure over income on these works during past years. The deficit referred to will in part be met by considerable payments due, or to fall due, by the Department in respect of several important buildings now (March) completed, or in course of erection. It will be necessary—probably in the next year's statement of accounts—to provide for a transfer from this to the General Maintenance of Schools Account. It should be noted that, of the total sum—£6,701 17s. 11d.—standing to credit of the Board at the close of the year, a large proportion thereof represents the balance in favour of the Technical Building Account, and will be absorbed early in the current year to meet existing liabilities for works now in progress. In Departmental Return No. 5 particulars in detail are given of the money assets and liabilities of the Board as at the close of the year. From this return, in conjunction with the general statement of the Board's financial operations during the past year, it will be seen that the Board is in a sound position financially.

The Board, in conclusion, would place on record its appreciation of the valuable assistance willingly and cheerfully rendered by the School Committees throughout its district—services not always appraised at their true value, and often given at considerable personal inconvenience.

We have, &c.,

W. N. Stirling, Chairman.

The Hon. the Minister of Education, Wellington. John Neill, Secretary.

STATEMENT

OF

RECEIPTS AND EXPENDITURE

OF

EDUCATION BOARDS.

AUCKLAND.

GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDING 31ST DECEMBER, 1910.

No.	Name of Account.	As at 1st January.		Cash Transactions during Year.				Transfers.		As at 31st December.	
		Balances.	Deficits.	Receipts. From Government.	Receipts. Reserves Revenue.	Receipts. From other Sources.	Expenditure.	Debit.	Credit.	Balances.	Deficits.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Salaries of teachers (exclusive of secondary departments of district high schools), salaries and allowances of pupil-teachers, and half of the total cost of the training-college staff	..	483 3 1	141,174 0 0	4,687 10 0	..	144,146 1 10	..	..	1,232 5 1	..
2	Teachers' house allowances ..	..	104 1 8	5,204 4 10	..	..	5,193 4 1	..	..	..	93 0 11
3	Salaries of relieving teachers ..	..	1,429 8 6	842 14 1	..	..	946 7 8	..	..	..	1,533 2 1
4	Conveyance of school-children ..	..	236 3 8	257 11 2	..	..	315 1 10	..	..	..	293 14 4
5	Board of school-children										
6	Free school-books	..	..	1,367 8 5	..	..	1,445 10 10	..	..	..	78 2 5
7	General administration	8,772 18 0	..	19,314 15 9	..	..	..	..	..	10,013 15 3	..
	(*a.*) Incidental expenses of schools (cleaning, fuel, &c., in terms of the Board's regulations, but exclusive of cost of works paid for out of Government grant for maintenance of school buildings and included below under that heading)	..	..	..	..	..	9,377 2 9	..	..	..	..
	(*b.*) Office staff (including Secretary, Inspectors, &c.), salaries and clerical assistance	..	..	..	..	..	5,905 19 11	..	..	..	..
	(*c.*) Office contingencies ..	..	..	..	..	..	2,759 14 10	..	..	..	..
	(*d.*) Refunds and sundries ..	..	..	..	..	103 19 0	40 0 0	..	..	..	..
	(*e.*) Pupil-teachers' classes ..	..	..	..	..	..	95 0 0	..	..	..	..
	Training colleges..	..	1,332 7 1	..	..	..	..	..	..	..	1,507 13 1
8	Salaries of staff (half of the total cost)	..	..	1,704 1 8	..	..	1,705 8 4	..	..	..	..
9	Allowances for students ..	..	..	4,596 16 1	..	..	4,613 17 5	..	..	..	..
10	Incidental expenses	..	..	10 0 0	..	..	166 18 0	..	..	..	..
	Secondary education—										
11	Scholarships—Board's	..	105 3 1	1,849 2 11	..	..	2,413 6 5	..	..	..	669 6 7
12	Scholarships—National ..	3 6 8	..	614 3 4	..	..	617 10 0	..	..	..	..
13	Scholarships—Special	..	..	..	..	..	..	..	..	..	..
	District high schools	220 5 3	..	..	..	..	..	..	..	223 2 9	..
14	(*a.*) Salaries of staffs of secondary departments	..	..	2,618 15 9	..	..	2,672 18 3	..	..	..	..
16	(*b.*) Fees from pupils ..	..	..	..	..	57 0 0	..	..	..	..	..
17	(*c.*) High School Boards' grants	..	..	..	..	..	..	..	..	..	..
	Manual and Technical	..	3,880 3 8	..	..	..	..	..	..	..	929 7 7
	School classes—										
18	Capitation	..	..	3,783 11 7	..	74 2 11	3,431 4 0	..	..	..	..

19	Voluntary contributions, and bequests and subsidies	..	..	8 16 0	..	10 6 0	..	..	..	..	..	
20	Special classes, free-place holders, and training of teachers—Capitation	..	..	8,255 6 1	..	..	5,219 4 7	..	95 17 0	..	..	
	Special classes—											
21	Material	..	..	296 6 1	..	..	192 14 8	..	..	..	..	
22	Voluntary contributions, and bequests and subsidies	..	..	..	..	..	..	..	..	..	..	
23	Fees from pupils	..	..	..	..	877 2 0	..	..	..	..	..	
24	Free-place holders	..	..	..	..	..	..	..	..	..	..	
25	Training of teachers	..	..	..	..	..	..	..	..	..	..	
26	Direction and administration (school and special classes)	..	..	..	..	..	..	..	..	..	..	
26A	Office salaries	..	..	..	..	..	1,415 14 4	..	..	..	..	
	Buildings: Maintenance, rebuilding, rent—											
27	Maintenance, small additions, and ordinary rebuilding	9,868 11 3	..	17,437 5 6	..	718 9 5	8,682 18 7	..	..	19,341 7 7	..	
28	Rebuilding schools destroyed by fire	..	..	1,586 10 0	..	..	2,546 6 0	..	..	..	959 16 0	
29	Rents of buildings and sites for school purposes	..	677 1 4	887 12 6	..	99 5 6	1,141 16 2	..	..	..	831 19 6	
	New buildings, furniture, additions, sites—											
30	Public schools	..	10,232 17 9	7,437 11 9	..	3 0 0	11,098 2 7	..	..	..	13,890 8 7	
	Manual and technical	19,386 12 10	..	..	..	..	..	..	..	13,279 10 8	..	
31	Manual instruction	..	..	1,377 0 0	..	711 10 0	649 5 5	..	..	..	..	
32	Technical instruction ..	..	..	1,915 5 0	..	630 1 2	9,912 17 5	..	..	..	..	
33	Rent of buildings for manual instruction purposes	..	..	..	..	..	..	..	..	..	..	
34	Rent of buildings for technical instruction purposes	..	..	260 19 6	..	9 0 0	448 15 0	..	..	..	..	
35	Sites sales	43 16 7	..	..	..	1,987 14 0	348 8 6	..	..	1,683 2 1	..	
	Other separate accounts—											
36	Jane E. McLeod Memorial Account	..	..	..	..	3 9 7	..	95 17 0	..	99 6 7	..	
37	Examination tables	..	17 18 11	17 18 11	..	..	..	..	..	..	..	
38	Contractors' Deposit Account ..	35 0 0	..	..	..	843 10 0	675 0 0	..	..	203 10 0	..	
	Totals	38,330 10 7	18,498 8 9	222,817 16 11	4,687 10 0	6,128 9 7	228,176 9 5	95 17 0	95 17 0	46,076 0 0	20,786 11 1	

Auditor's certificate :—

	£ s. d.	£ s. d.
Bank balance at beginning of year, *Cr.*	.. ..	19,832 1 10
Bank balance at end of year, *Cr.*	14,688 17 11	
Less unpresented cheques	215 5 7	
	14,473 12 4	
On Contractor's Deposit Account	203 10 0	
On fixed deposit	10,612 6 7	
Total at end of year, *Cr.*	.. ..	£25,289 8 11

Education Office, Auckland, 24th January, 1911.

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

TARANAKI.

GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDING 31ST DECEMBER, 1910.

No.	Name of Account.	As at 1st January.		Cash Transactions during Year.				Transfers.		As at 31st December.	
				Receipts.							
		Balances.	Deficits.	From Government.	Reserves Revenue.	From other Sources.	Expenditure.	Debit.	Credit.	Balances.	Deficits.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Salaries of teachers (exclusive of secondary departments of district high schools), salaries and allowances of pupil-teachers, and half of the total cost of the training-college staff	9 15 6	..	20,203 18 2	2,499 16 3	..	22,498 16 8	..	..	214 13 3	..
2	Teachers' house allowances	..	76 3 0	600 16 8	..	..	582 10 0	..	..	..	57 16 4
3	Salaries of relieving-teachers	..	..	128 15 0	..	..	100 5 1	..	..	28 9 11	..
4	Conveyance of school-children	..	..	..	..	..	..	..	..	..	..
5	Board of school children	..	..	..	..	..	..	..	..	..	..
6	Free school-books	..	..	69 11 2	..	..	91 2 9	..	..	..	21 11 7
7	General administration	..	1,145 11 8	2,896 9 3	..	..	..	95 19 10	..	..	769 8 9
	(*a.*) Incidental expenses of schools (cleaning, fuel, &c., in terms of the Board's regulations, but exclusive of cost of works paid for out of Government grant for maintenance of school buildings and included below under that heading)	..	..	..	..	..	1,270 10 5	..	..	..	..
	(*b.*) Office staff (including Secretary, Inspectors, &c.), salaries and clerical assistance	..	..	250 0 0	..	..	1,050 1 8	..	..	..	..
	(*c.*) Office contingencies	..	..	..	..	..	716 16 1	..	..	..	..
	(*d.*) Refunds and sundries (rents, £129 17s. 3d.)	..	..	..	..	142 18 0	..	..	..	..	..
	(*e.*) Inspection of private schools	..	..	28 4 0	..	..	..	..	..	..	..
	Secondary education—										
	Balance, 1st January, 1910	49 4 11	..	..	..	..	..	..	49 4 11	..	..
	Scholarships —										
11	Board's	0 18 7	..	371 18 8	..	..	371 18 8	..	..	0 18 7	..
12	National	..	8 7 5	90 0 0	..	..	90 0 0	..	..	..	8 7 5
13	Special	..	..	..	..	..	..	..	..	..	..
	District high schools—										
14	Salaries of staffs of secondary departments	..	..	550 0 0	..	..	555 0 0	..	..	..	5 0 0
	General purposes—										
15	(*a.*) Voluntary contributions, and subsidies	14 0 6	..	49 6 0	..	10 19 8	10 19 8 63 6 6	..	..	..	..
16	(*b.*) Fees from pupils	41 19 6	..	..	..	3 0 0	5 0 0	..	..	39 19 6	..
17	(*c.*) High School Boards' grants	..	..	..	..	..	..	..	..	..	..
	Manual and Technical—										
	Balance, 1st January, 1910	771 4 10	..	..	..	..	..	169 10 9	..	1,196 0 0	..
	School classes—										
18	Capitation	..	..	725 9 1	..	..	..	..	..	..	..

19	Voluntary contributions and bequests and subsidies	..	..	3 13 3	..	6 0 0	..	..	..	..	..	..
	Special and associated classes—											
20	Capitation	..	..	138 13 10	..	..	..	..	..	..	..	..
21	Material	..	..	19 15 4	..	11 14 0	45 12 6	..	..	..	..	..
22	Voluntary contributions and bequests and subsidies	..	..	137 5 0	..	119 2 0	..	..	..	..	..	..
23	Fees from pupils at special classes	..	..	..	..	254 12 0 0 5 3	..	..	..	..	..	..
24	Free-place holders	..	..	25 7 3	..	..	..	..	..	..	..	..
25	Training of teachers	..	..	156 7 6	..	0 2 10	..	..	..	..	..	..
26	Direction and administration (school and special classes)	..	..	36 3 6	..	14 15 0	92 6 4 1,315 10 1	..	..	..	..	..
	Bonus to Director Stratford special classes	..	..	..	..	..	20 0 0	..	..	..	..	..
	Refund New Plymouth High School, of capitation earned	..	..	..	..	79 7 6	..	..	..	..	..	..
	Buildings: Maintenance, rebuilding, rent—											
27	Maintenance (*a*), and small additions and ordinary rebuilding (*b*)	1,728 1 8	..	3,148 0 0	..	58 1 1	41 7 9 (*a*) 1,683 19 7 (*b*) ..	67 14 4 ..	16 0 0 3 0 0 747 2 3 169 10 9 46 14 11	2,294 1 10	..	
28	Rebuilding schools destroyed by fire	..	..	..	..	..	..	..	..	..	..	
29	Rents of buildings and sites for school purposes	..	193 13 1	95 14 0	..	..	112 12 6 36 0 0	..	..	..	246 11 7	
	New buildings, furniture, additions, sites—											
30	Public schools	..	1,340 10 4	2,921 4 5	..	..	3,236 2 11	747 2 3	..	..	908 6 7	
31	Manual instruction ..	..	284 9 5	110 8 10	..	..	176 0 10	..	67 14 4	..	600 6 8	
32	Technical instruction ..	..		329 9 6	..	..	512 0 5	..	..	..		
33	Rent of buildings for manual instruction purposes	..	..	..	..	..	..	3 0 0	..	3 0 0	..	
34	Rent of buildings for technical instruction purposes	..	..	..	..	..	1 1 0	16 0 0	..	14 19 0	..	
35	Sites sales	..	..	..	..	..	..	..	..	..	..	
	Other separate accounts—											
	Contractors' deposits ..	29 2 0	..	..	..	105 0 0	128 2 0	..	..	6 0 0	..	
	Totals	2,644 7 6	3,048 14 11	33,086 10 5	2,499 16 3	805 17 4	34,807 3 5	1,099 7 2	1,099 7 2	3,798 2 1	2,617 8 11	

	£ s. d.	£ s. d.
Bank balance at beginning of year, *Dr.*...		404 7 5
Bank balance at end of year, *Cr.*	1,746 6 5	
Less unpresented cheques	565 13 9	
	£1,180 12 8	
On hand	0 0 6	
Total at end of year, *Cr.*		£1,180 13 2

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

WANGANUI.

General Statement of Receipts and Expenditure for the Year ending 31st December, 1910.

No.	Name of Account.	As at 1st January.		Cash Transactions during Year.				Transfers.		As at 31st December.	
		Balances.	Deficits.	Receipts. From Government.	Receipts. Reserves Revenue.	Receipts. From other Sources.	Expenditure.	Debit.	Credit.	Balances.	Deficits.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Salaries of teachers (exclusive of secondary departments of district high schools), salaries and allowances of pupil-teachers, and half of the total cost of the training-college staff	..	344 6 4	50,315 2 6	3,956 3 9	11 3 4	54,079 6 0	..	..	..	141 2 9
2	Teachers' house allowances ..	4 9 9	..	1,607 12 3	..	1 13 4	1,609 16 5	..	..	3 18 11	..
3	Salaries of relieving teachers ..	..	158 9 7	305 16 7	..	..	308 17 0	..	..	..	161 10 0
4	Conveyance of school-children ..	..	..	91 9 6	..	..	91 9 6	..	..	..	..
5	Board of school-children	..	..	..	..	..	..	..	..	..	..
6	Free school-books	..	0 6 8	160 2 0	..	12 8 11	188 4 7	..	..	..	16 0 4
7	General administration	2,142 10 0	..	7,161 17 2	..	..	..	1,168 4 8	..	3,272 2 7	..
	(*a.*) Incidental expenses of schools (cleaning, fuel, &c., in terms of the Board's regulations, but exclusive of cost of works paid for out of Government grant for maintenance of school buildings and included below under that heading)	..	..	..	..	..	2,890 15 2	..	..	..	..
	(*b.*) Office staff (including Secretary, Inspectors, &c.), salaries and clerical assistance	..	..	..	..	..	2,387 1 5	..	..	..	..
	(*c.*) Office contingencies.. ..	..	..	..	..	..	1,804 5 11	..	..	..	..
	(*d.*) Refunds and sundries ..	..	..	..	..	8 11 11	126 18 8	..	..	..	..
	Secondary education—										
11	Scholarships—Board's	..	211 2 6	883 17 3	..	..	911 19 1	..	..	..	239 4 4
12	Scholarships—National ..	..	63 4 2	221 5 0	..	..	209 0 0	..	..	..	50 19 2
13	Scholarships — Special (Hawera, Science)	10 0 0	..	..	..	..	..	..	..	10 0 0	..
	District high schools—										
14	Salaries of staffs of secondary departments	..	30 0 0	2,195 17 2	..	10 0 0	2,195 11 4	..	..	..	19 14 2
	General purposes :—										
15	(*a.*) Voluntary contributions, and subsidies	930 10 1	..	536 6 11	..	428 0 6	1,109 2 11	..	781 2 7	4 12 0	..
16	(*b.*) Fees from pupils ..	..	..	..	..	14 10 0	5 0 0	..	9 10 0	..	..
	Manual and technical—										
	School classes	..	438 19 9	..	..	..	..	..	256 14 0	..	974 9 6
18	Capitation	..	..	1,862 15 9	..	149 18 1	2,298 1 0	..	..	..	..
19	Voluntary contributions, and bequests and subsidies	..	..	17 3 0	..	4 0 0	14 11 7	..	..	..	..
	Special and associated classes ..	680 16 2	..	..	..	..	..	..	120 18 1	1,021 14 0	..
20	Capitation	..	..	2,146 7 1	..	161 16 1	5,184 10 5	..	..	..	..
21	Material	..	..	199 19 9	..	57 11 9	271 4 0	..	..	..	..

22	Voluntary contributions, and bequests and subsidies	..		..		560	4	7	..		541	5	5	..		..		..		..	
23	Fees from pupils at special classes	..		..		..			..		1,526	18	1	..		..		..		..	
24	Free-place holders	..		..		683	7	7	..		..			..		..		..		..	
25	Training of teachers (expenditure included in 20)	..		..		40	0	0	..		..			..		..		..		..	
	Buildings: Maintenance, rebuilding, rent—																				
27	Maintenance (*a*), and small additions and ordinary rebuilding (*b*)	7,608	2	4	..			5,775	0	0	..		253	0	3	(*a*) 2,522	4	9	..		11,056	13	4	..	
																(*b*) 57	4	6						
28	Rebuilding schools destroyed by fire	136	2	1	..			375	0	0	..		..			505	16	7	..		5	5	6	..	
29	Rents of buildings and sites for school purposes	..			652	9	1	188	8	9	..		..			193	12	6	..		..			657	12	10
	New buildings, furniture, additions, sites—																								
30	Public schools	..			8,573	10	4	5,359	7	7	..		..			5,501	8	10	..		..			8,715	11	7
	Manual and technical	..			5,055	12	9	..			..		..			..			..		..			4,151	13	2
31	Manual instruction	..			..			106	8	0	..		..			142	4	4	..		..			..		
32	Technical instruction	..			..			1,440	11	4	..		1	9	6	529	8	11	..		..			..		
34	Rent of buildings for technical instruction purposes	..			..			69	5	6	..		..			42	1	6	..		..			..		
35	Sites sales	..			51	12	6	..			..		567	17	4	560	5	11	..		..			44	1	1
	Other separate accounts—																								
36	Contractors' deposits ..	34	8	0	..			..			..		324	14	0	201	3	0	..		157	19	0	..	
37	Wanganui School site (Act of 1909)	..			..			..			..		467	5	0	26	13	6	..		440	11	6	..	
38	Rees Bequest Fund	2,584	9	10	..			..			..		122	17	10	0	10	0	..		2,706	17	8	..	
39	Miniature rifle ranges ..	4	15	0	..			..			..		..			4	15	0	..		..			..	
	Totals	14,136	3	3	15,579	13	8	82,303	5	3	3,956	3	9	4,665	1	4	85,973	4	4	1,168	4	8	1,168	4	8	18,679	14	6	15,171	18	11

	£	s.	d.	£	s.	d.
Balance at beginning of year, *Dr.*						1,443 10 5
Contractors' deposits						34 8 0
Rees bequest						2,584 9 10
						4,062 8 3
Bank balance at end of year, *Cr.*	1,105	11	8			
Less unpresented cheques	316	17	3			
	£788	14	5			
Cash on hand	12	3	6			
						800 17 11
Rees bequest, bank *Cr.*	£249	1	2			
On mortgage	2,457	16	6			
						2,706 17 8
Total at end of year, *Cr.*						£3,507 15 7

FRED PIRANI, Chairman.
W. H. SWANGER, Secretary.

WELLINGTON.

GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDING 31ST DECEMBER, 1910.

No.	Name of Account.	As at 1st January.		Cash Transactions during Year.				Transfers.		As at 31st December.	
		Balances.	Deficits.	Receipts. From Government.	Receipts. Reserves Revenue.	Receipts. From other Sources.	Expenditure.	Debit.	Credit.	Balances.	Deficits.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Salaries of teachers (exclusive of secondary departments of district high schools), salaries and allowances of pupil-teachers, and half of the total cost of the training-college staff	237 8 1	..	58,962 12 4	5,044 0 0	..	63,526 0 4	..	..	718 0 1	..
2	Teachers' house allowances ..	..	7 9 2	2,018 10 8	..	..	2,014 10 2	..	..	..	3 8 8
3	Salaries of relieving teachers ..	..	862 6 4	388 19 2	..	..	317 0 4	..	..	..	790 7 6
4	Conveyance of school children ..	33 11 9	..	220 2 3	..	..	266 5 3	..	..	..	12 11 3
5	Board of school-children	..	..	14 2 6	..	..	13 0 0	..	..	1 2 6	..
6	Free school-books	..	177 12 8	374 14 5	..	..	317 17 11	..	..	..	120 16 2
7	General administration	2,223 16 6	..	9,043 8 11	..	..	..	27 0 0	..	3,368 5 5	..
	(*a.*) Incidental expenses of schools (cleaning, fuel, &c., in terms of the Board's regulations, but exclusive of cost of works paid for out of Government grant for maintenance of school buildings and included below under that heading)	..	..	..	..	..	3,326 0 7	..	..	..	..
	(*b.*) Office staff (including Secretary, Inspectors, &c.), salaries and clerical assistance	..	..	..	..	..	3,112 7 11	..	..	..	..
	(*c.*) Office contingencies ..	..	..	..	..	..	1,489 4 6	..	..	..	..
	(*d.*) Refunds and sundries ..	..	..	..	..	23 6 9	..	..	..	..	..
	(*e.*) Chamber of Commerce prizes	..	..	..	..	25 4 0	46 17 9	..	..	..	..
	Training colleges—										
8	Salaries of staff (half of the total cost)	10 13 4	..	1,623 6 5	..	..	1,622 14 9	..	..	11 5 0	..
9	Allowances for students ..	29 2 3	..	5,465 16 9	..	..	5,425 2 1	..	..	69 16 11	..
10	Incidental expenses	..	345 3 8	84 2 8	..	..	400 2 8	12 2 6	50 0 0	..	699 1 2
	Secondary education—										
11	Scholarships—Board's	..	245 11 3	1,125 13 0	..	..	1,156 8 0	..	..	..	276 6 3
12	Scholarships—National	..	37 7 10	178 0 0	..	..	193 0 0	..	..	..	52 7 10
13	Scholarships—Special	..	..	..	..	..	..	..	..	..	..
14	District high schools— Salaries of staffs of secondary departments	161 5 7	..	2,694 11 5	..	..	2,851 3 11	..	..	4 13 1	..

	General purposes :—													
15	(*a.*) Voluntary contributions, and subsidies	45 0 0	..	520 5 2	..	532 19 3	1,039 19 5	..	..	58 5 0	..
16	(*b.*) Fees from pupils ..	19 8 0	..	..	..	4 0 0	6 0 2	..	..	17 7 10	..
	Manual and technical—										
	School classes—										
18	Capitation	534 3 2	..	2,734 1 6	..	46 14 7	3,044 10 9	199 7 3	..	469 15 9	..
19	Voluntary contributions, and bequests and subsidies	..	..	..	..	124 1 9	99 13 10	..	..	24 7 11	..
	Special and associated classes—										
20	Capitation	..	..	4,483 11 2	..	..	4,480 6 2	..	..	3 5 0	..
21	Material	2 13 11	..	418 8 9	..	..	418 8 9	..	9 7 9	..	6 13 10
22	Voluntary contributions, and bequests and subsidies	5 7 3	..	551 11 0	..	10 12 3	566 18 3	..	..	0 12 3	..
23	Fees from pupils at special classes	2 4 3	..	..	..	..	0 5 0	..	..	1 19 3	..
24	Free-place holders	..	..	1,040 18 3	..	..	1,040 18 3	..	..	..	..
25	Training of teachers	124 0 3	..	332 16 5	..	2 0 6	235 7 2	9 7 9	188 9 9	44 8 0	..
	Buildings: Maintenance, rebuilding, rent—										
27	Maintenance (*a*), and small additions and ordinary rebuilding (*b*)	5,651 2 3	..	6,632 0 0	..	167 18 3	(*a*)2,620 12 6 (*b*)1,366 18 6	..	..	8,463 9 6	..
28	Rebuilding schools destroyed by fire	..	..	350 0 0	..	..	1,218 6 5	..	..	..	868 6 5
29	Rents of buildings and sites for school purposes	..	547 12 5	949 17 4	..	..	943 19 6	..	..	..	541 14 7
	New buildings, furniture, additions, sites—										
30	Public schools	..	5,469 15 3	5,101 5 8	..	26 8 9	5,431 3 8	..	..	..	5,773 4 6
31	Manual instruction	..	69 17 4	1,376 17 11	..	..	1,620 7 0	..	..	..	313 6 5
32	Technical instruction	71 4 8	..	197 3 10	..	..	197 3 10	..	..	71 4 8	..
35	Sites sales	..	4,803 1 6	4,025 0 0	..	32 1 3	4,150 0 0	..	..	..	4,896 0 3
36	Other separate accounts — Contractors' deposits	17 4 0	..	..	..	445 16 3	403 1 0	..	..	59 19 3	..
	Totals	9,168 5 3	12,565 17 5	110,907 17 6	5,044 0 0	1,441 3 7	114,961 16 4	247 17 6	247 17 6	13,387 17 5	14,354 4 10

	£ s. d.	£ s. d.
Bank balance at beginning of year, *Dr.*	.. ..	3,397 12 2
Bank balance at end of year, *Cr.*	1,310 17 8	
Less unpresented cheques	2,279 4 4	
	£968 6 8	
On hand (Carterton Committee)	1 19 3	
Total at end of year, *Dr.*	.. ..	£966 7 5

Auditor's Certificate.

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

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

HAWKE'S BAY.

General Statement of Receipts and Expenditure for the Year ending 31st December, 1910.

No.	Name of Account.	As at 1st January.		Cash Transactions during Year.				Transfers.		As at 31st December.	
				Receipts.			Expenditure.	Debit.	Credit.		
		Balances.	Deficits.	From Government.	Reserves Revenue.	From other Sources.				Balances.	Deficits.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Salaries of teachers (exclusive of secondary departments of district high schools), salaries and allowances of pupil-teachers, and half of the total cost of the training-college staff	403 12 0	..	33,987 8 3	4,312 10 0	68 14 6	37,672 3 2	..	..	1,100 1 7	..
2	Teachers' house allowances ..	..	17 11 3	981 4 3	..	..	976 17 3	..	..	..	13 4 3
3	Salaries of relieving-teachers ..	283 10 10	..	221 17 5	..	..	219 13 9	..	..	285 14 6	..
4	Conveyance of school-children ..	..	39 2 6	86 7 3	..	..	170 10 7	..	..	..	123 5 10
5	Board of school-children	..	..	..	..	..	..	..	..	..	..
6	Free school-books	..	37 4 6	..	..	0 5 8	121 2 5	..	..	..	158 1 3
7	General administration	1,744 0 5	..	5,307 9 9	..	..	..	17 14 10	..	1,829 9 8	..
	(*a.*) Incidental expenses of schools (cleaning, fuel, &c., in terms of the Board's regulations, but exclusive of cost of works paid for out of Government grant for maintenance of school buildings and included below under that heading)	..	..	..	..	..	2,819 18 0	..	..	..	..
	(*b.*) Office staff (including Secretary, Inspectors, &c.), salaries and clerical assistance	..	..	..	..	..	1,740 6 8	..	..	..	..
	(*c.*) Office contingencies ..	..	..	..	..	..	911 5 7	..	..	..	..
	(*d.*) Refunds and sundries ..	..	..	..	..	5 12 9	..	..	..	..	..
	(*e.*) Rents of sites	..	..	..	..	78 18 6	..	..	..	..	..
	(*f.*) Interest	..	..	..	..	146 16 2	..	..	..	..	..
	(*g.*) Truancy fines	..	..	..	..	0 7 6	..	..	..	..	..
	Secondary education—										
	Scholarships—										
11	Board's	..	159 17 6	787 11 8	..	..	629 16 8	2 2 6	..	..	..
12	National	..	85 0 0	325 0 0	..	..	240 0 0	..	..	..	..
13	Special	..	..	..	..	..	..	..	..	..	..
	District high schools—										
14	Salaries of staffs of secondary departments	100 0 0	..	762 10 0	..	..	896 5 0	..	..	..	33 15 0

	General purposes—																
15	(*a.*) Voluntary contributions and subsidies	139	16	6	..		303	2	5	..	337	8	9	536	12	6	..	..	243	15	2	..
16	(*b.*) Fees from pupils ..	14	0	0	..		..			..	10	0	0	4	2	8	..	19	17	4	..		..
17	(*c.*) High School Boards' grants	..			..		..			..	..			..			..	..			..		..
	Manual and technical—																						
	School classes—																						
18	Capitation	..			290	6	6	1,074	18	11	..			1,480	11	10	..	..	..			409	15	3
19	Voluntary contributions, and bequests and subsidies							9	5	8	276	18	6	..			..	..	..				
	Special and associated classes—																						
20	Capitation	..			1	5	2	980	9	0	272	2	7	1,167	1	4	..	..	83	11	5	..	
21	Material	..			..			39	6	1	..			39	19	9	..	..	..			..	
22	Voluntary contributions, and bequests and subsidies	..			..			471	6	10	..			471	6	10	..	..	..			..	
23	Fees from pupils at special classes	..			..			..			..			..			..	..	..			..	
24	Free-place holders	..			..			450	0	0	..			450	0	0	..	..	..			..	
25	Training of teachers	43	11	8	..			239	0	0	..			230	17	3	..	..	51	14	5	..	
26	Direction and administration (school and special classes)	..			..			..			..			..			..	..	..			..	
	Buildings: Maintenance, rebuilding, rent—																						
27	Maintenance (*a*), and small additions and ordinary rebuilding (*b*)	6,666	0	4	..			5,727	0	0	116	6	0	(*a*) 2,761	19	4	502	1	2	..		9,737	8	5	..
														(*b*) 511	19	9							
28	Rebuilding schools destroyed by fire	..			113	4	7	1,370	0	0	..			1,256	15	5	..	..	..			..	
29	Rents of buildings and sites for school purposes	..			432	8	8	133	5	6	..			233	6	9	..	..	..			532	9	11
	New buildings, furniture, additions, sites—																						
30	Public schools	..			5,592	10	4	4,167	7	8	43	7	6	3,243	4	10	..	459	12	11	..	5,084	12	11
31	Manual instruction	69	4	4	..			5	0	0	..			492	16	11	..	..	29	5	9	..	
32	Technical instruction	..			..			447	18	4	..			..			..	..	..			..	
	Rent of buildings—																						
33	For manual instruction purposes	..			..			..			..			..			..	..	..			..	
34	For technical instruction purposes	..			..			..			..			6	10	0	..	..	..			6	10	0
35	Sites sales	42	8	3	..			..			..			..			..	42	8	3	..	..		
	Other separate accounts—																						
	Contractors' deposits accounts ..	20	0	0	..			..			..			55	0	0	..	..	30	0	0	..		
	Totals	9,526	4	4	6,768	11	0	57,877	9	0	4,312	10	0	1,421	18	5	59,340	4	3	521	18	6	521	18	6	13,391	0	11	6,361	14	5

	£	s.	d.
Bank balance at beginning of year, *Cr.*	2,757	13	4
Total at end of year, *Cr.*	£7,029	6	6

C. M. WHITTINGTON, Chairman.
G. CRAWSHAW, Secretary.

MARLBOROUGH.

GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDING 31ST DECEMBER, 1910.

No.	Name of Account.	As at 1st January.		Cash Transactions during Year.				Transfers.		As at 31st December.	
		Balances.	Deficits.	Receipts. From Government.	Receipts. Reserves Revenue.	Receipts. From other Sources.	Expenditure.	Debit.	Credit.	Balances.	Deficits.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Salaries of teachers (exclusive of secondary departments of district high schools), salaries and allowances of pupil-teachers, and half of the total cost of the training-college staff	..	247 19 6	10,447 8 1	250 0 0	4 0 0	10,532 14 3	..	..	..	79 5 8
2	Teachers' house allowances ..	6 14 5	..	300 3 3	..	..	293 19 0	..	..	12 18 8	..
3	Salaries of relieving-teachers ..	81 19 8	..	50 7 0	..	..	35 8 4	..	..	96 18 4	..
4	Conveyance of school-children ..	..	..	49 11 0	..	..	35 13 0	..	..	13 18 0	..
5	Board of school-children	..	..	..	..	..	..	..	..	..	..
6	Free school-books	6 0 9	..	..	..	3 1 0	..	..	..	9 1 9	..
7	General administration	..	92 3 9	1,382 16 7	..	..	..	101 5 10	..	4 1 5	..
	(*a.*) Incidental expenses of schools (cleaning, fuel, &c., in terms of the Board's regulations, but exclusive of cost of works paid for out of Government grant for maintenance of school buildings and included below under that heading)	..	..	..	..	..	468 9 4	..	..	..	..
	(*b.*) Office staff (including Secretary, Inspectors, &c.), salaries and clerical assistance	..	..	..	..	..	603 15 0	..	..	..	..
	(*c.*) Office contingencies.. ..	..	..	..	..	..	255 3 5	..	..	..	..
	(*d.*) Refunds and sundries ..	..	..	..	..	2 2 0	..	..	..	..	..
	(*e.*) Inspection of private schools	..	..	..	..	8 11 6	8 11 6	..	..	..	..
	(*f.*) Truancy	..	..	..	..	2 12 0	65 3 6	..	..	..	..
	Secondary education—										
	Scholarships—										
11	Board's	..	28 15 0	141 2 3	..	..	111 17 3	..	..	0 10 0	..
12	National	..	17 10 0	57 10 0	..	..	40 0 0	..	..	..	..
13	Special	..	..	..	..	25 0 0	25 0 0	..	..	..	..
	District high schools—										
14	Salaries of staffs of secondary departments	..	..	..	..	..	..	..	..	..	..
	General purposes—										
15	(*a.*) Voluntary contributions and subsidies	..	..	..	..	..	..	..	..	..	..
16	(*b.*) Fees from pupils ..	..	..	..	..	..	..	..	..	..	..
17	(*c.*) High School Boards' grants	..	..	..	..	..	..	..	..	..	..
	Manual and technical School classes—										
18	Capitation	..	77 13 3	248 7 3	..	52 12 6	259 1 6	..	30 2	..	65 16 6

19	Voluntary contributions, and bequests and subsidies	..	..	..	..	..	..	..	..	..	..
	Special and associated classes—										
20	Capitation			8 1 0	..	..	..	..	..	..	
21	Material			..	..	..	..	..	..	..	
22	Voluntary contributions, and bequests and subsidies	..	1 1 1	..	..	..	66 19 6	..	0 16 1	..	60 15 8
23	Fees from pupils at special classes			..	..	..	..	..	..	..	
24	Free-place holders			..	..	..	..	..	..	..	
25	Training of teachers	40 19 0	..	..	..	..	128 13 5	..	..	..	87 14 5
26	Direction and administration (school and special classes)	..	..	..	..	..	..	..	..	..	..
	Buildings: Maintenance, rebuilding, rent—										
27	Maintenance (*a*), and small additions and ordinary rebuilding (*b*)	1,560 19 1	..	1,379 0 0	..	28 15 0	(a) 949 5 10 (b) ..	..	70 7 9	1,949 0 6	..
28	Rebuilding schools destroyed by fire	..	..	..	..	..	..	..	..	..	..
29	Rents of buildings and sites for school purposes	..	19 13 4	19 13 4	..	..	..	..	..	..	..
	New buildings, furniture, additions, sites—										
30	Public schools	..	1,169 18 10	786 0 0	..	10 0 0	1,077 2 5	..	..	..	1,451 1 3
31	Manual instruction	..	59 7 0	..	..	..	..	..	..	..	84 17 0
32	Technical instruction			..	..	..	25 10 0	..	..	..	
	Rent of buildings—										
33	For manual instruction purposes	..	..	..	..	..	..	..	..	..	..
34	For technical instruction purposes	..	..	..	..	..	..	..	..	..	..
35	Sites sales	..	..	..	..	..	..	..	..	..	..
	Other separate accounts—										
36	Deposits	5 0 0	..	..	..	22 10 0	9 10 0	..	..	18 0 0	..
37	Interest	46 6 0	..	..	..	12 12 10	..	..	..	58 18 10	..
	Totals	1,747 18 11	1,714 1 9	14,869 19 9	250 0 0	171 16 10	14,991 16 9	101 5 10	101 5 10	2,163 7 6	1,829 10 6

	£ s. d.	£ s. d.
Bank balance at beginning of year, *Cr.*		33 17 2
Bank balance at end of year, *Cr.*	102 7 10	
Less unpresented cheques	238 10 7	
Dr.	£136 2 9	
On hand, Post-Office Savings-bank	469 19 9	
Total at end of year, *Cr.*		£333 17 0

R. McCALLUM, Chairman.
E. HYLTON, Secretary.

Auditor's Certificate.

Examined and found correct, except that—(1.) The payment of £2 2s. (charged in "Buildings Maintenance"), motor-car hire for members and secretary inspecting school at Okaramio is without authority of law, and is therefore disallowed. (2.) The transfers from the "Manual and Technical" and the "Buildings" Accounts to the General Account for administration charges are without authority of law.—R. J. COLLINS, Controller and Auditor-General.

NELSON.

GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDING 31ST DECEMBER, 1910.

No.	Name of Account.	As at 1st January.		Cash Transactions during Year.				Transfers.		As at 31st December.	
		Balances.	Deficits.	Receipts. From Government.	Receipts. Reserves Revenue.	Receipts. From other Sources.	Expenditure.	Debit.	Credit.	Balances.	Deficits.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Salaries of teachers (exclusive of secondary departments of district high schools), salaries and allowances of pupil-teachers, and half of the total cost of the training-college staff	1,027 15 6	..	23,015 14 6	1,142 0 0	..	24,432 14 6	..	..	752 15 6	..
2	Teachers' house allowances ..	..	14 1 10	765 2 8	..	..	761 3 6	..	..	..	10 2 8
3	Salaries of relieving-teachers ..	..	51 11 4	125 17 3	..	..	218 8 2	..	..	..	144 2 3
4	Conveyance of school-children ..	..	8 1 9	40 4 6	..	..	42 1 2	..	..	..	9 18 5
5	Board of school-children	0 15 0	..	52 15 0	..	..	54 12 6	..	..	..	1 2 6
6	Free school-books	..	5 13 6	90 0 0	..	..	81 4 6	..	..	3 2 0	..
7	General administration	200 3 6	..	3,104 14 7	..	..	..	..	..	135 13 11	..
	(*a.*) Incidental expenses of schools (cleaning, fuel, &c., in terms of the Board's regulations, but exclusive of cost of works paid for out of Government grant for maintenance of school buildings and included below under that heading)	..	..	..	..	..	1,192 6 4	..	..	..	..
	(*b.*) Office staff (including Secretary, Inspectors, &c.), salaries and clerical assistance	..	..	..	..	..	1,128 2 4	..	..	..	..
	(*c.*) Office contingencies ..	..	..	..	..	..	854 19 6	..	..	..	..
	(*d.*) Refunds and sundries ..	..	..	..	..	6 4 0	..	..	..	..	..
	Secondary education—										
	Scholarships—										
11	Board's	..	174 0 7	428 15 0	..	..	365 0 0	..	..	..	110 5 7
12	National	..	55 16 8	180 0 0	..	..	157 10 0	..	..	..	33 6 8
13	Special	..	..	..	..	..	..	..	..	..	..
	District high schools—										
14	Salaries of staffs of secondary departments	364 4 4	..	1,013 6 8	..	..	1,020 0 0	..	..	..	..
	General purposes—										
15	(*a.*) Voluntary contributions and subsidies	..	..	19 11 3	..	23 13 0	11 17 0	..	..	368 0 3	..
16	(*b.*) Fees from pupils ..	..	..	..	..	..	..	..	..		..
17	(*c.*) High School Boards' grants	..	..	..	..	..	..	..	..		..
	(*d.*) Special apparatus, &c. ..	..	..	..	..	..	20 18 0	..	..		..
	Manual and technical—										
	School classes—										
18	Capitation	..	..	1,210 11 0	..	154 7 0	..	..	..	..	346 16 3
19	Voluntary contributions and bequests and subsidies	..	400 19 2	30 0 0	..	23 0 0	1,363 15 1	..	..	..	

	Special and associated classes—											
20	Capitation			908 15 8	..	..	..	..	..	..		
21	Material			64 15 4	..	..	77 8 5	..	..	..		
22	Voluntary contributions, and bequests and subsidies			81 9 4	..	119 17 0	..	..	..	..		
23	Fees from pupils at special classes	..	15 19 10	..	..	167 15 9	1,840 12 3	..	..	..	123 8 2	
24	Free-place holders			467 19 3	..	..	..	..	..	..		
25	Training of teachers			..	..	..	..	..	..	..		
26	Direction and administration (school and special classes)			..	..	..	..	..	..	..		
	Buildings: Maintenance, rebuilding, rent—											
27	Maintenance (*a*), and small additions and ordinary rebuilding (*b*)	..	475 17 10	4,246 16 0	..	22 0 0	(*a*) 733 17 8 (*b*) 1,188 6 4	..	..	1,870 14 2	..	
28	Rebuilding schools destroyed by fire	..	..	..	..	..	..	..	..	..	..	
29	Rents of buildings and sites for school purposes	..	3 3 0	66 17 4	..	..	36 12 0	..	..	27 2 4	..	
	New buildings, furniture, additions, sites—											
30	Public schools	7 16 3	..	713 10 0	..	..	991 2 7	..	..	..	269 16 4	
31	Manual instruction	..	864 6 0	389 8 5	..	65 0 0	578 12 8	..	..	..	988 10 3	
32	Technical instruction											
	Rent of buildings—											
33	Manual instruction purposes ..	..	..	..	..	..	..	..	..	..	..	
34	Technical instruction purposes ..	..	..	..	..	..	..	..	..	..	..	
35	Sites sales	..	..	..	..	..	..	..	..	..	..	
	Other separate accounts—											
36	Book-room	..	121 6 1	..	..	124 17 2	257 17 10	..	..	..	254 6 9	
37	Contractors' deposits	..	..	..	..	20 0 0	10 0 0	..	..	10 0 0	..	
	Totals	1,600 14 7	2,190 17 7	37,016 3 9	1,142 0 0	726 13 11	37,419 2 4	..	..	3,167 8 2	2,291 15 10	

	£ s. d.	£ s. d.
Bank balance at beginning of year, *Dr.*		590 3 0
Bank balance at end of year, *Cr.*	1,239 19 0	
Less unpresented cheques	374 18 6	
	£865 0 6	
On hand	10 11 10	
Total at end of year, *Cr.*		£875 12 4

WILLIAM LOCK, *Pro* Chairman.
N. R. WILLIAMS, Secretary.

Auditor's Certificate.

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

GREY.

GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDING 31ST DECEMBER, 1910.

No.	Name of Account.	As at 1st January.		Cash Transactions during Year.				Transfers.		As at 31st December.	
		Balances.	Deficits.	Receipts. From Government.	Receipts. Reserves Revenue.	Receipts. From other Sources.	Expenditure.	Debit.	Credit.	Balances.	Deficits.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Salaries of teachers (exclusive of secondary departments of district high schools), salaries and allowances of pupil-teachers, and half of the total cost of the training-college staff	..	16 10 3	7,463 2 9	158 0 0	..	7,572 12 9	..	..	31 19 9	..
2	Teachers' house allowances ..	..	12 14 1	431 17 9	..	.	430 8 4	..	..	..	11 4 8
3	Salaries of relieving-teachers ..	2 17 3	..	41 15 8	..	..	4 8 10	..	..	40 4 1	..
4	Conveyance of school-children ..	..	..	..	..	..	..	..	..	..	..
5	Board of school-children	..	..	..	..	..	..	..	..	..	..
6	Free school-books	..	56 8 6	48 14 0	..	..	23 18 11	..	..	..	31 13 5
7	General administration	42 10 6	0 3 9	1,190 1 10	..	..	..	183 7 0	..	213 14 7	..
	(*a.*) Incidental expenses of schools (cleaning, fuel, &c., in terms of the Board's regulations, but exclusive of cost of works paid for out of Government grant for maintenance of school buildings and included below under that heading)	..	..	..	..	..	292 18 2	..	..	..	..
	(*b.*) Office staff (including Secretary, Inspectors, &c.), salaries and clerical assistance	..	..	..	..	..	571 1 3	..	..	..	..
	(*c.*) Office contingencies ..	..	..	..	..	..	294 11 7	..	..	..	..
	(*d.*) Refunds and sundries ..	..	..	..	..	4 0 0	47 10 0	..	..	..	..
	(*e.*) Inspection of private schools	..	..	13 8 0	..	..	13 8 0	..	..	..	..
	Secondary education—										
	Scholarships—										
11	Board's	..	..	83 10 0	..	..	83 10 0	..	..	..	..
12	National	..	..	90 0 0	..	..	90 0 0	..	..	..	..
13	Special	..	..	..	..	..	..	..	..	..	..
	District high schools—										
14	Salaries of staffs of secondary departments	..	..	337 10 0	..	..	425 0 0	..	..	..	..
	General purposes	102 4 1	..	..	..	..	103 6 4	..	58 3 0	97 6 9	..
15	(*a.*) Voluntary contributions and subsidies	..	..	21 0 0	..	23 2 0	..	..	..	..	..
16	(*b.*) Fees from pupils ..	..	..	..	..	..	..	..	..	..	..
17	(*c.*) High School Board's grants	..	..	..	..	200 0 0	..	..	..	..	..
	Manual and technical—										
	School classes—										
18	Capitation										
19	Voluntary contributions and bequests and subsidies	54 11 3	..	71 5 3	..	..	13 10 0	..	..	..	..

	Special and associated classes—													
20	Capitation				53 18 0	..	..	15 6 9	..	..	..			
21	Material				33 8 0	..	3 8 0	76 10 4	..	..	..			
22	Voluntary contributions, and bequests and subsidies				8 0 0	..	8 0 0	..	..	24 14 0	..		31 13 2	
23	Fees from pupils at special classes	..	106 16 1		..	..	..	..	..	..	..			
24	Free-place holders				..	..	..	..	..	..	..			
25	Training of teachers				100 0 0	..	..	82 6 0	..	..	..			
26	Direction and administration (school and special classes)				..	..	2 10 0	47 10 6	..	..	..			
	Buildings: Maintenance, rebuilding, rent—													
27	Maintenance (*a*) and small additions	56 8 6	..		1,005 0 0	..	..	407 18 4	..	100 10 0	777 10 11		..	
	and ordinary rebuilding(*b*)	224 10 9												
28	Rebuilding schools destroyed by fire	..	..		..	..	..	..	..	..	..		..	
29	Rents of buildings and sites for school purposes	..	41 0 6		28 1 0	..	..	18 13 6	..	..	..		..	
	New buildings, furniture, additions, sites—												31 13 0	
30	Public schools	..	689 6 5		559 8 8	..	..	489 4 10	..	..	..			
31	Manual instruction	..	261 11 2		..	..	..	..	..	..	..		619 2 7	
32	Technical instruction	..	..		..	..	..	..	..	..	..		261 11 2	
33	Rent of buildings for manual instruction purposes	..	..		..	..	..	..	..	..	..		..	
34	Rent of buildings for technical instruction purposes	..	..		..	..	..	..	..	..	..		..	
35	Sites sales	..	..		..	..	..	..	..	..	..		..	
	Other separate accounts—													
36	Contractors' deposits	..	..		..	..	11 11 0	10 0 0	..	..	1 11 0		..	
	Totals	483 2 4	1,184 10 9		11,580 0 11	158 0 0	252 11 0	11,113 14 5	183 7 0	183 7 0	1,162 7 1		986 18 0	

	£ s. d.	£ s. d.
Bank balance at beginning of year, *Dr.*...		701 8 5
Bank balance at end of year, *Cr.*	289 18 0	
Less unpresented cheques	114 8 11	
Total at end of year, *Cr.*		£175 9 1

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

Auditor's Certificate.

Examined and found correct, except that—(1.) The Board not being authorized by law to borrow, the payment of £10 3s. 6d. interest on overdraft is disallowed. (2.) The special payment of £47 10s. to Miss Bessie Batchelor is without authority of law, and is therefore disallowed. (3.) The payment of £6 8s. 11d. for technical classes material to Messrs. Kettle Bros., of which firm Mr. W. R. Kettle, Chairman of the Board, is a member, is a violation of section 8 of the Public Contracts and Local Bodies' Contractors Act, 1908. (4.) The transfers from "Secondary," "Manual and Technical," and "Building Maintenance" Accounts to the Administration Account are without authority of law.—R. J. COLLINS, Controller and Auditor-General.

WESTLAND.

GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDING 31ST DECEMBER, 1910.

No.	Name of Account.	As at 1st January.		Cash Transactions during Year.				Transfers.		As at 31st December.	
				Receipts.							
		Balances.	Deficits.	From Government.	Reserves Revenue.	From other Sources.	Expenditure.	Debit.	Credit.	Balances.	Deficits.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Salaries of teachers (exclusive of secondary departments of district high schools), salaries and allowances of pupil-teachers, and half of the total cost of the training-college staff	..	117 1 9	5,016 19 7	..	5 0 0	5,004 14 10	..	..	..	99 17 0
2	Teachers' house allowances ..	..	..	110 0 0	..	..	110 0 0	..	..	..	..
3	Salaries of relieving-teachers ..	14 7 5	..	25 2 0	..	..	38 18 8	..	..	0 10 9	..
4	Conveyance of school-children ..	..	..	..	..	..	..	..	..	..	..
5	Board of school-children	..	..	..	..	..	14 10 0	..	..	..	14 10 0
6	Free school-books	..	24 5 0	24 10 5	..	..	14 4 7	..	..	..	13 19 2
7	General administration	257 0 8	..	825 12 2	..	..	..	172 6 4	..	394 12 7	..
	(*a.*) Incidental expenses of schools (cleaning, fuel, &c., in terms of the Board's regulations, but exclusive of cost of works paid for out of Government grant for maintenance of school buildings and included below under that heading)	..	..	..	..	..	183 8 2	..	..	..	..
	(*b.*) Office staff (including Secretary, Inspectors, &c.), salaries and clerical assistance	..	..	..	..	..	519 15 4	..	..	..	..
	(*c.*) Office contingencies.. ..	..	..	..	..	..	157 16 7	..	..	..	..
	(*d.*) Refunds and sundries ..	..	..	..	..	12 13 6	12 0 0	..	..	..	..
	Secondary education—										
	Scholarships—										
11	Board's	..	..	71 10 0	..	..	72 0 0	0 10 0	..	..	..
12	National	..	7 10 0	52 10 0	..	..	60 0 0	..	..	..	15 0 0
13	Special	..	..	..	..	..	..	..	..	..	..
	District high schools—										
14	Salaries of staffs of secondary departments	..	..	375 0 0	..	..	485 0 0	110 0 0	..	..	..
	General purposes—										
15	(*a.*) Voluntary contributions and subsidies	..	..	..	..	..	..	..	..	..	..
16	(*b.*) Fees from pupils ..	..	..	..	..	..	..	..	..	..	..
17	(*c.*) High School Boards' grants	32 15 6	..	..	..	130 0 0	6 12 6	..	123 10 0	32 13 0	..

17A	(*d.*) Special Government subsidy for tennis-court	..	..	20 0 0	..	..	20 0 0	..	..	..	..	
	Manual and technical—											
	School classes—											
18	Capitation	..	23 4 7	50 19 1	..	..	28 9 3	..	4 1 10	..	4 16 7	
19	Voluntary contributions, and bequests and subsidies	..	..	..	..	..	..	..	..	..	..	
	Special and associated classes—											
20	Capitation	..	7 13 5	7 18 0	..	..	..	..	0 15 10	..	0 11 3	
21	Material	..	..	..	..	..	..	..	..	..	..	
22	Voluntary contributions, and bequests and subsidies	..	..	..	..	..	..	..	..	..	..	
23	Fees from pupils at special classes	..	..	..	..	..	..	..	..	..	..	
24	Free-place holders	..	..	..	..	..	..	..	..	..	..	
25	Training of teachers	..	7 12 4	107 7 0	..	..	51 2 8	..	10 14 8	37 17 4	..	
26	Direction and administration (school and special classes)	..	..	..	..	..	..	..	..	..	..	
	Buildings: Maintenance, rebuilding, rent—											
27	Maintenance (*a*), and small additions and ordinary rebuilding (*b*) ..	..	437 7 7	1,437 0 0	..	57 0 0	(*a*) 751 0 8 (*b*) 0 18 0	84 0 3	164 14 6	223 19 6	..	
28	Rebuilding schools destroyed by fire	..	..	..	..	..	..	..	..	..	..	
29	Rents of buildings and sites for school purposes	..	..	..	..	..	..	..	..	..	..	
	New buildings, furniture, additions, sites—											
30	Public schools	..	..	404 17 0	..	..	352 1 9	..	74 11 3	..	21 16 0	
31	Manual instruction	..	..	18 0 0	..	..	8 11 0	..	9 9 0	..	..	
32	Technical instruction	..	..	..	..	..	21 0 6	21 0 6	..	..	..	
	Rent of buildings—											
33	For manual instruction purposes	..	..	..	..	..	..	..	..	..	..	
34	For technical instruction purposes	..	..	..	..	..	..	..	..	..	..	
35	Sites sales	..	..	..	..	..	..	..	..	..	..	
	Other separate accounts—	..	..	..	..	9 0 0	6 0 0	..	..	3 0 0	..	
36	Contractor's deposit account ..											
	Totals	304 3 7	624 14 8	8,547 5 3	..	213 13 6	7,918 4 6	387 17 1	387 17 1	692 13 2	170 10 0	

	£ s. d.	£ s. d.
Bank balance at beginning of year, *Dr.*		320 11 1
Bank balance at end of year, *Cr.*	720 10 0	
Less unpresented cheques	198 6 10	
Total at end of year, *Cr.*		£522 3 2

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

Auditor's Certificate.

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

NORTH CANTERBURY.

General Statement of Receipts and Expenditure for the Year ending 31st December, 1910.

No.	Name of Account.	As at 1st January.		Cash Transactions during Year.				Transfers.		As at 31st December.	
				Receipts.							
		Balances.	Deficits.	From Government.	Reserves Revenue.	From other Sources.	Expenditure.	Debit.	Credit.	Balances.	Deficits.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Salaries of teachers (exclusive of secondary departments of district high schools), salaries and allowances of pupil-teachers, and half of the total cost of the training-college staff	..	8,006 5 4	58,844 7 0	15,416 12 6	..	74,014 0 3	8,006 5 4	..	246 19 3	..
2	Teachers' house allowances ..	..	334 11 3	931 16 11	..	..	929 4 0	334 11 3	..	2 12 11	..
3	Salaries of relieving-teachers ..	..	151 7 7	444 0 6	..	..	446 7 5	..	..	..	153 14 6
4	Conveyance of school-children ..	..	..	681 7 9	..	..	681 7 9	..	..	..	..
5	Board of school-children	..	..	64 2 6	..	..	64 2 6	..	..	..	..
6	Free school-books	..	..	392 19 8	..	..	392 19 8	..	..	..	..
7	General administration	5,992 7 8	..	10,391 12 11	..	..	..	1,304 9 0	..	5,709 6 11	..
	(*a.*) Incidental expenses of schools (cleaning, fuel, &c., in terms of the Board's regulations, but exclusive of cost of works paid for out of Government grant for maintenance of school buildings and included below under that heading)	..	..	..	..	..	6,487 11 11	..	..	..	..
	(*b.*) Office staff (including Secretary, Inspectors, architect, &c.), salaries and clerical assistance	..	..	..	..	..	4,050 8 4	..	..	..	..
	(*c.*) Office contingencies, including architect's travelling-expenses	..	..	..	..	..	1,497 8 2	..	..	..	..
	(*d.*) Refunds and sundries ..	..	..	..	..	72 0 0	1 2 3	..	..	..	..
	(*e.*) Medical examination of pupil-teachers and probationers	..	..	..	..	..	22 10 0	..	..	..	..
	(*f.*) Reserves	..	..	..	..	44 3 0	20 0 6	..	..	..	..
	(*g.*) Exchange	..	..	..	..	..	16 4 6	..	..	..	..
	Training colleges—										
8	Salaries of staff (half of the total cost), physical instructor and assistance laboratory	9,030 10 10	..	1,346 17 6	..	..	1,553 4 11	..	9,030 10 10	..	..
9	Allowances for students and college fees	..	..	4,987 8 6	..	..	4,924 4 7	..	..	..	..
10	Incidental expenses (apparatus, £4 3s. 4d.)	..	..	4 3 4	..	2 12 0	40 13 9 82 3 3	..	..	..	259 5 2
	Books for library	..	..	33 4 10	..	..	33 4 10	..	..	..	..
	Secondary education—										
	Scholarships—										
11	Board's	43 13 6	..	911 8 7	..	..	903 5 9	..	..	51 16 4	..
12	National	..	95 0 0	360 0 0	..	..	350 0 0	..	..	..	85 0 0
13	Special Gammack	303 16 10	..	..	..	200 0 0	245 0 0	..	..	258 16 10	..
	District high schools—										
14	Salaries of staffs of secondary departments	..	984 15 4	2,524 4 8	..	..	2,686 14 8	789 14 3	..	..	357 11 1

	General purposes—										
15	(*a*.) Voluntary contributions, and subsidies	..	..	..	..	52 0 0	52 0 0	..	..	..	..
16	(*b*.) Fees from pupils ..	..	..	..	..	17 10 0	..	..	17 10 0	..	..
17	(*c*.) High School Board's grants	..	..	..	..	100 0 0	..	..	100 0 0	..	..
	Manual and technical—										
	School classes—										
18	Capitation	446 18 7	..	2,089 5 1	..	421 9 1	2,610 11 4	..	446 18 7	..	99 17 2
19	Voluntary contributions, and bequests and subsidies	..	..	42 15 0	..	18 0 0	60 15 0	..	..	..	..
	Special and associated classes—										
20	Capitation	509 7 11	..	3,034 8 3	..	48 13 0	3,040 11 8	..	509 7 11	42 9 7	..
21	Material	..	..	245 17 7	..	..	245 17 7	..	..	..	..
22	Voluntary contributions and bequests and subsidies	..	..	840 17 6	..	8 0 0	848 17 6	..	..	..	..
23	Fees from pupils at special classes	..	..	..	..	..	..	..	..	..	..
24	Free-place holders	..	..	1,290 10 8	..	..	1,290 10 8	..	..	..	..
25	Training of teachers	..	..	324 18 0	..	29 3 6	373 7 5	..	..	..	19 5 11
26	Direction and administration (school and special classes)	..	..	..	..	..	..	..	..	..	..
	Sale of cookery-books	..	..	..	..	1 13 9	..	..	..	1 13 9	..
	Buildings: Maintenance, rebuilding, rent—										
27	Maintenance (*a*), and small additions and ordinary rebuilding (*b*)	10,523 5 0	..	11,366 0 0	..	282 4 3 76 10 10	(*a*)4,947 4 4 (*b*) 551 17 10	..	1,737 0 2	15,011 17 9	..
28	Rebuilding schools and houses destroyed by fire	..	..	2,277 10 0	..	..	2,241 2 5	..	..	36 7 7	..
29	Rents of buildings and sites for school purposes	..	450 1 2	253 9 8	..	..	116 18 1	450 1 2	..	136 11 7	..
	New buildings, furniture, additions, sites—										
30	Public schools	..	8,798 14 6	940 10 0	..	..	1,108 14 1	..	..	..	8,966 18 7
31	Manual instruction	..	985 17 9	305 4 0	..	..	284 16 11	956 6 6	..	..	9 4 2
32	Technical instruction	..	..	688 15 3	..	1 0 0	692 6 6	..	..	..	2 11 3
	Rent of buildings—										
33	Manual instruction purposes ..	..	..	..	..	..	50 0 0	..	..	..	50 0 0
34	Technical instruction purposes ..	..	..	246 14 0	..	..	246 14 0	..	..	..	..
	Technical buildings, Amberley (painting)	..	..	5 5 0	..	..	5 5 0	..	..	..	..
35	Sites sales	200 0 0	..	..	..	..	105 0 0	..	..	95 0 0	..
	Other separate accounts—										
	Contractors' deposits	141 12 10	..	..	..	233 9 3	264 6 4	..	..	110 15 9	..
	Sir John Hall's treat to school-children	5 4 0	..	..	..	..	..	..	..	5 4 0	..
	Totals	27,196 17 2	19,806 12 11	105,869 14 8	15,416 12 6	1,608 8 8	118,578 15 8	11,841 7 6	11,841 7 6	21,709 12 3	10,003 7 10

	£ s. d.	£ s. d.
Bank balance at beginning of year, *Cr.*		7,390 4 3
Bank balance at end of year, *Cr.*	12,700 6 9	
Less unpresented cheques	994 2 4	
Total at end of year, *Cr.*		£11,706 4 5

C. H. OPIE, Chairman.
H. C. LANE, Secretary.

SOUTH CANTERBURY.

General Statement of Receipts and Expenditure for the Year ending 31st December, 1910.

No.	Name of Account.	As at 1st January.		Cash Transactions during Year.				Transfers.		As at 31st December.	
				Receipts.							
		Balances.	Deficits.	From Government.	Reserves Revenue.	From other Sources.	Expenditure.	Debit.	Credit.	Balances.	Deficits.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Salaries of teachers (exclusive of secondary departments of district high schools), salaries and allowances of pupil-teachers, and half of the total cost of the training-college staff	1,090 16 10	..	18,563 14 11	3,631 7 6	..	22,095 19 8	..	..	1,189 19 7	..
2	Teachers' house allowances ..	..	4 2 0	233 8 0	..	..	231 16 5	..	..	..	2 10 5
3	Salaries of relieving-teachers ..	49 19 8	..	120 8 10	..	..	135 15 1	..	..	34 13 5	..
4	Conveyance of school-children ..	2 9 6	..	429 5 0	..	..	428 14 9	..	..	2 19 9	..
5	Board of school-children	..	..	98 10 0	..	..	98 10 0	..	..	..	..
6	Free school-books	..	32 15 2	134 1 10	..	..	99 10 2	..	..	1 16 6	..
7	General administration	706 15 7	..	2,959 17 0	..	..	..	..	..	1,136 13 9	..
	(*a.*) Incidental expenses of schools (cleaning, fuel, &c., in terms of the Board's regulations, but exclusive of cost of works paid for out of Government grant for maintenance of school buildings, and included below under that heading)	..	..	..	..	..	1,236 18 0	..	..	..	..
	(*b.*) Office staff (including Secretary, Inspectors, &c.), salaries and clerical assistance	..	..	..	..	..	1,218 1 0	..	..	..	..
	(*c.*) Office contingencies.. ..	..	..	..	..	..	401 3 2	..	..	..	..
	(*d.*) Refunds and sundries ..	..	..	..	..	0 11 0	..	..	..	..	..
	(*e.*) Rents	..	..	..	..	51 2 3	30 17 1	..	..	..	..
	(*f.*) Truancy fines	..	..	..	..	2 6 0	..	..	..	..	..
	(*g.*) Interest on fixed deposits ..	..	..	..	..	186 5 0	..	..	..	..	..
	(*h.*) Grants from Government—Inspection private schools, £16 3s. 6d.; postage, 12s. 8d.	..	..	16 16 2	..	..	..	..	..	..	..
	Secondary education—										
	Scholarships—										
11	Board's	..	11 11 2	349 0 10	..	..	339 6 7	..	..	..	1 16 11
12	National	..	20 0 0	87 10 0	..	..	90 0 0	..	..	..	22 10 0
13	Special	..	..	..	..	..	..	..	..	..	..
	District high schools—										
14	Salaries of staffs of secondary departments	46 13 4	..	1,079 18 0	..	..	1,124 9 8	..	..	2 1 8	..
	General purposes—										
15	(*a.*) Voluntary contributions and subsidies	50 9 7	..	35 6 7	..	129 18 2	204 0 9	..	..	11 13 7	..
16	(*b.*) Fees from pupils ..	..	..	..	..	1 10 0	..	..	..	1 10 0	..
17	(*c.*) High School Boards' grants	..	..	..	..	..	..	..	..	..	..

	Manual and technical—										
	School classes—										
18	Capitation	..	510 9 3	744 0 2	..	38 6 0	1,255 1 6	22 12 3	2 17 6	..	2 17 6
19	Voluntary contributions and bequests and subsidies	..	..	11 2 0	..	16 14 0		5 12 10			927 3 6
	Special and associated classes—										
20	Capitation	..	..	466 16 5	..	..	469 1 11	..	..	..	..
21	Material	..	..	64 5 2	..	..	64 5 2	..	..	..	..
22	Voluntary contributions and bequests and subsidies	5 13 3	..	326 7 1	..	..	326 7 1	..	..	3 7 9	..
23	Fees from pupils at special classes		..	..	..	6 1 0	6 1 0	..	..		..
24	Free-place holders	..	..	61 6 3	..	..	61 6 3	..	..		..
25	Training of teachers	164 3 4	..	177 4 6	..	..	123 19 0	..	5 12 10 22 12 3 4 8 2	184 15 7	..
26	Direction and administration (school and special classes)	..	..	..	..	..	..	..	..	..	..
	Buildings: Maintenance, rebuilding, rent—										
27	Maintenance (*a*), and small additions and ordinary rebuilding (*b*)	1,331 10 8	..	4,120 0 0	..	27 10 0	(*a*)1,469 6 5 (*b*)1,125 3 1	..	..	2,884 11 2	..
28	Rebuilding schools destroyed by fire	..	..	..	..	..	..	..	..	..	..
29	Rents of buildings and sites for school purposes	..	15 12 8	20 0 0	..	..	21 10 6	..	..	..	17 3 2
	New buildings, furniture, additions, sites—										
30	Public schools	..	..	1,040 0 0	..	..	1,069 14 6	..	..	..	29 14 6
31	Manual instruction—School classes	..	50 10 5	71 13 5	..	..	143 19 11	4 8 2	..	..	118 8 9
32	Technical instruction—										
	Special	..	1 5 0	6 5 0	..	..	5 0 0	..	..	..	..
	Teachers	..	..	..	..	..	270 18 4	..	..	..	270 18 4
	Associated	..	..	267 14 11	..	..	267 14 11	..	..	..	..
	Rent of buildings—										
33	For manual instruction purposes	..	..	..	..	..	..	..	..	..	..
34	For technical instruction purposes	..	2 17 6	10 1 3	..	..	10 1 3	2 17 6	..	..	..
35	Sites sales	..	..	..	..	..	107 11 9	..	..	..	107 11 9
	Totals	3,448 11 9	649 3 2	31,494 13 4	3,631 7 6	560 3 5	34,532 4 11	35 10 9	35 10 9	5,454 2 9	1,500 14 10

	£ s. d.	£ s. d.
Bank balance at beginning of year, *Cr.*		2,799 8 7
Bank balance at end of year, *Cr.*	1,669 13 3	
Less unpresented cheques	216 5 4	
	£1,453 7 11	
Fixed deposits	2,500 0 0	
Total at end of year, *Cr.*		£3,953 7 11

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

Auditor's Certificate.

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

OTAGO.

GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDING 31ST DECEMBER, 1910.

No.	Name of Account.	As at 1st January.		Cash Transactions during Year.				Transfers.		As at 31st December.	
		Balances.	Deficits.	Receipts. From Government.	Receipts. Reserves Revenue.	Receipts. From other Sources.	Expenditure.	Debit.	Credit.	Balances.	Deficits.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Salaries of teachers (exclusive of secondary departments of district high schools), salaries and allowances of pupil-teachers, and half of the total cost of the training-college staff	4,517 5 6	..	65,861 11 0	8,432 9 6	..	75,554 13 7	..	..	3,256 12 5	..
2	Teachers' house allowances ..	5 6 5	..	801 5 0	..	8 6 8	803 6 8	..	..	11 11 5	..
3	Salaries of relieving-teachers ..	417 4 1	..	448 4 3	..	..	803 4 8	..	..	62 3 8	..
4	Conveyance of school-children ..	..	16 14 6	1,015 7 8	..	..	1,019 12 2	..	..	..	20 19 0
5	Board of school-children	..	0 5 0	29 0 0	..	..	28 15 0	..	..	..	..
6	Free school-books	..	..	588 18 9	..	..	592 9 3	..	..	..	3 10 6
7	General administration	4,037 12 2	..	10,367 0 0	..	..	..	..	..	3,956 19 4	..
	(*a.*) Incidental expenses of schools (cleaning, fuel, &c., in terms of the Board's regulations, but exclusive of cost of works paid for out of Government grant for maintenance of school buildings and included below under that heading)	..	..	..	..	..	5,416 14 9	..	..	..	..
	(*b.*) Office staff (including Secretary, Inspectors, &c.), salaries and clerical assistance	..	..	..	..	..	3,600 0 0	..	..	..	..
	(*c.*) Office contingencies ..	..	..	..	..	..	1,235 4 2	..	..	..	..
						116 10 0	..	..	..	..	..
						..	135 17 3	..	..	..	..
	(*d.*) Refunds and sundries ..	..	..	..	..	..	38 15 6	..	..	..	..
						..	32 1 3	..	..	..	..
						..	25 4 2	..	..	..	..
						..	80 5 9	..	..	..	..
	Training colleges—										
8	Salaries of staff (half of the total cost)	..	67 10 0	1,754 7 6	..	..	1,689 7 6	..	..	..	2 10 0
9	Allowances for students ..	..	57 7 9	5,205 13 7	..	..	5,119 9 0	..	..	28 16 10	..
10	Incidental expenses	251 3 0	..	..	..	..	89 19 11	..	..	161 3 1	..
	Secondary education—										
	Scholarships—										
11	Board's	..	295 0 0	1,212 10 0	..	..	1,217 10 0	..	..	..	300 0 0
12	National	..	62 10 0	280 0 0	..	..	287 10 0	..	..	..	70 0 0
13	Special	..	..	..	..	..	..	..	..	..	..
	District high schools—										
14	Salaries of staffs of secondary departments	43 6 8	..	1,948 6 8	..	..	1,990 8 4	..	..	1 5 0	..

	General purposes—											
15	(*a.*) Voluntary contributions, and subsidies	..	..	..	..	..	..	..	..	..	..	..
16	(*b.*) Fees from pupils ..	55 0 0	..	..	..	34 0 0	..	..	..	89 0 0	..	..
17	(*c.*) High School Board's grants	..	..	..	..	..	..	..	..	..	..	..
	Manual and technical—											
	School classes—											
18	Capitation	..	..	1,674 9 4	..	..	1,493 9 5	..	..	..	..	..
19	Voluntary contributions and bequests and subsidies	..	..	..	..	32 5 0	..	..	..	..	..	..
	Special and associated classes—											
20	Capitation	..	..	2,133 7 6	..	..	2,980 11 7	..	..	..	..	..
21	Material	..	..	86 13 9	..	..	97 2 8	..	..	..	..	..
22	Voluntary contributions and bequests and subsidies	..	..	328 19 0	..	..	328 19 0	..	..	..	..	..
23	Fees from pupils at special classes	..	..	..	..	217 3 3	..	..	..	..	..	..
24	Free-place holders	..	..	959 19 9	..	..	869 1 2	..	..	..	..	..
25	Training of teachers	..	..	300 0 0	..	..	..	..	..	..	..	..
26	Direction and administration (school and special classes)	423 19 3	..	..	..	..	226 7 3	..	..	161 5 9	..	..
	Buildings: Maintenance, rebuilding, rent—											
27	Maintenance (*a*), and small additions and ordinary rebuilding(*b*)	3,516 19 4	..	13,446 1 7	..	37 0 0	(*a*)8,254 8 10 (*b*) 215 15 6	..	211 16 0	8,318 0 7	..	..
28	Rebuilding schools destroyed by fire	..	..	..	..	..	..	..	..	..	..	..
29	Rents of buildings and sites for school purposes	..	27 11 0	27 11 0	..	..	30 6 0	..	..	..	..	30 6 0
	New buildings, furniture, additions, sites—											
30	Public schools	..	7,686 15 10	3,133 17 10	..	105 7 11	3,529 17 0	211 16 0	..	..	..	7,765 11 1
31	Manual instruction	..	667 7 8	2,913 6 4	..	..	2,543 7 0	..	..	..	..	297 8 4
32	Technical instruction	..	..	..	..	..	..	..	..	..	..	..
33	Rent of buildings for manual instruction purposes	..	..	..	..	..	..	..	..	..	..	..
34	Rent of buildings for technical instruction purposes	..	..	..	..	..	..	..	..	..	..	..
35	Sites sales	..	1,286 15 1	..	..	5 0 0	..	..	..	..	..	1,281 15 1
	Other separate accounts—											
	Contractors' deposits	74 10 0	..	..	..	251 15 3	199 0 6	..	..	127 4 9	..	..
	Teachers' train fares	..	..	6 10 0	..	..	6 10 0	..	..	..	..	..
	Totals	13,242 6 5	10,167 16 10	114,523 0 6	8,432 9 6	807 8 1	120,535 4 10	211 16 0	211 16 0	16,174 2 10	9,772 0 0	

	£ s. d.	£ s. d.
Bank balance at beginning of year, *Cr.*		3,174 9 7
Bank balance at end of year, *Cr.*	7,255 13 8	
Less unpresented cheques	853 10 10	
Total at end of year, *Cr.*		£6,402 2 10

THOMAS FERGUS, Chairman.
S. M. PARK, Secretary.

Auditor's Certificate.

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

SOUTHLAND.

GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDING 31ST DECEMBER 1919.

No.	Name of Account.	As at 1st January.		Cash Transactions during Year.				Transfers.		As at 31st December.	
				Receipts.							
		Balances.	Deficits.	From Government.	Reserves Revenue.	From other Sources.	Expenditure.	Debit.	Credit.	Balances.	Deficits.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Salaries of teachers (exclusive of secondary departments of district high schools), salaries and allowances of pupil-teachers, and half of the total cost of the training-college staff	..	1,590 12 1	37,190 2 9	4,031 16 5	21 17 11	41,157 13 11	..	..	..	1,504 8 11
2	Teachers' house allowances ..	30 10 9	..	498 5 9	..	..	502 5 4	..	..	26 11 2	..
3	Salaries of relieving-teachers ..	180 6 6	..	221 11 0	..	..	176 5 3	..	..	225 12 3	..
4	Conveyance of school-children ..	..	6 4 6	457 11 1	..	4 13 0	456 1 7	..	..	..	0 2 0
5	Board of school-children	..	..	2 5 0	..	..	2 5 0	..	..	..	..
6	Free school-books	..	..	118 4 5	..	..	118 19 11	..	..	..	0 15 6
7	General administration	3,195 0 4	..	5,257 17 2	..	..	..	53 15 7 0 2 3	448 5 4 92 5 0	2,835 14 5	..
	(*a.*) Incidental expenses of schools (cleaning, fuel, &c., in terms of the Board's regulations, but exclusive of cost of works paid for out of Government grant for maintenance of school buildings and included below under that heading)	..	..	..	..	310 14 5	2,431 9 10	..	..	..	..
	(*b.*) Office staff (including Secretary, Inspectors, &c.), salaries and clerical assistance	..	..	..	..	..	1,889 10 4	..	..	..	..
	(*c.*) Office contingencies ..	..	..	..	..	..	1,120 4 10	..	..	..	..
	(*d.*) Refunds and sundries ..	..	..	..	..	..	..	..	..	..	..
	(*e.*) Special grant for school committees	0 2 3	..	..	..	..	..	..	0 2 3	..	..
	Secondary education—										
	Scholarships—										
11	Board's	53 15 7	..	655 0 0	..	1 5 0	656 5 0	..	53 15 7	..	..
12	National	..	..	230 0 0	..	..	230 0 0	..	..	..	..
13	Special	..	..	..	..	..	..	..	..	..	..
	District high schools—										
14	Salaries of staffs of secondary departments	..	96 11 3	557 7 2	..	..	553 0 11	92 5 0	..	..	..
	General purposes—										
15	(*a.*) Voluntary contributions and subsidies	..	..	..	..	..	..	..	..	..	..
16	(*b.*) Fees from pupils ..	..	..	..	..	..	..	..	..	..	..
17	(*c.*) High School Boards' grants	..	..	..	..	..	..	..	..	..	..
	Manual and technical—										
	School classes—										
18	Capitation	3,040 18 2	..	1,218 0 10	..	29 5 0	862 1 11	..	118 0 3	..	..
19	Voluntary contributions and bequests and subsidies	..	..	84 3 6	..	37 17 0	..	..	1,375 14 6	..	..

	Special and associated classes—										
20	Capitation	..	..	316 8 2	..	..	755 13 2	..	..	..	..
21	Material	..	..	34 14 8	..	..	36 4 6	..	..	..	..
22	Voluntary contributions, and bequests and subsidies	..	..	131 15 0	..	232 19 11	..	..	..	..	..
23	Fees from pupils at special classes	..	..	..	..	225 11 3	..	..	..	..	..
24	Free-place holders	..	..	153 18 9	..	..	..	..	..	..	..
25	Training of teachers	..	..	175 0 0	..	..	171 15 11	..	..	..	..
26	Direction and administration (school and special classes)	..	..	..	..	..	172 10 0	..	..	2,188 12 0	..
	Special grants, technical school buildings, &c.	..	118 0 3	..	..	..	..	118 0 3	..	..	..
	New buildings, additions, and furniture for manual and technical	..	1,375 14 6	..	..	..	..	1,375 14 6	..	..	..
	Buildings: Maintenance, rebuilding, rent—										
27	Maintenance (*a*), and small additions and ordinary rebuilding (*b*)	4,658 2 2	..	7,061 11 2	..	88 3 9	(*a*) 3,139 9 6 (*b*) 873 0 0	..	..	7,795 7 7	..
28	Rebuilding schools destroyed by fire	..	..	300 0 0	..	..	300 0 0	..	..	..	..
29	Rents of buildings and sites for school purposes	..	82 13 1	169 7 4	..	..	183 12 5	..	..	..	96 18 2
	New buildings, furniture, additions, sites—										
30	Public schools	..	3,385 4 10	1,170 0 0	..	..	2,774 9 10	..	..	..	4,989 14 8
31	Manual instruction	..	..	..	..	..	658 7 6	..	..	..	658 7 6
32	Technical instruction	..	..	1,500 0 0	..	..	405 6 0	..	..	1,094 14 0	..
	Rent of buildings—										
33	For manual instruction purposes	..	..	32 10 0	..	..	32 10 0	..	..	..	..
34	For technical instruction purposes	..	..	11 7 6	..	..	7 10 0	..	..	3 17 6	..
	Technical-school site	..	448 5 4	..	..	..	..	448 5 4	..	..	..
35	Sites sales	..	243 0 6	..	..	95 0 0	70 3 9	..	..	..	218 4 3
	Totals	11,158 15 9	7,346 6 4	57,547 1 3	4,031 16 5	1,047 7 3	59,736 16 5	2,088 2 11	2,088 2 11	14,170 8 11	7,468 11 0

	£ s. d.	£ s. d.
Bank balance at beginning of year, *Cr.*		3,812 9 5
Bank balance at end of year, *Cr.*	7,029 10 2	
Less unpresented cheques	327 12 3	
Total at end of year, *Cr.*		£6,701 17 11

W. N. STIRLING, Chairman.
JOHN NEILL.

Auditor's Certificate.

Examined and found correct, except that—(1.) The following payments have been made in violation of section 8 of the Public Contracts and Local Bodies' Contractors Act, 1908: Smith and Laing (of which firm Mr. J. Crosbie Smith, a member of the Board, is a partner), £72 13s. 5d.,; and Mr. W. N. Stirling, a member of the Board, £6 19s. 6d. (2.) The following payments, charged in item "£246 6s. 9d., General Administration on account of Members' Travelling-expenses," have no authority of law, and are therefore disallowed: Sundry motor-car hires for members visiting schools, £21 10s.; expenses of commission of seven members and Board's architect visiting schools in Lake District, £69 9s. 6d.; expenses of two members and secretary attending Education Conference in Wellington, £37 7s.—R. J. COLLINS, Controller and Auditor-General.

APPENDIX B.

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

EDUCATION RESERVES.

On the 31st March, 1911, the School Commissioners ceased to hold office, under the provisions of the Education Reserves Amendment Act, 1910, which provided, *inter alia*, that on the 1st April, 1911, the date on which the Act came into force, the School Commissioners appointed under the principal Act should cease to hold office, and that all reserves and endowments hitherto vested in them should be vested in the Crown and dealt with by the Land Board of the district in which they were situated. Accordingly in future years the statistics in regard to education reserves will be set out in this report in a somewhat different form.

The cordial thanks of all those interested in the progress and development of education in this Dominion are due to the gentlemen who have so ably and unselfishly carried out in the past the important work of administering the education reserves, primary and secondary, in the several districts.

Tables G1, G1A, and 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, 1910.*

Receipts.	£	*Expenditure.*	£
Balances, 1st January, 1910	14,002	Office expenses and salaries	2,273
Receipts—		Other expenses of management	2,439
Primary reserves	59,990	Paid for primary education	53,032
Secondary reserves	6,168	Paid for secondary education	4,198
Investments repaid	4,560	Investments and refunds	14,852
Interest	2,335	Balances, 31st December, 1910	10,647
Sundries	386		
Total	£87,441	Total	£87,441

(b.) *Cash Assets and Liabilities of School Commissioners, 31st December, 1910.*

Liabilities.	£	*Assets.*	£	£
Amounts due to Capital Account	1,292	Arrears of rent and interest due		7,830
Other liabilities	8,628	Balance at bank	£10,969	
Net balance, 31st December, 1910	48,227	On mortgage	39,348	
				50,317
Total	£58,147	Total		£58,147

Balance brought down, 1st January, 1911, £48,227.

The payments made to Education Boards for primary education out of proceeds from education reserves during the year amounted to £53,032, as compared with £55,367 for the previous year. The revenues of the Boards are not, however, increased by this amount, for the Government deducts a like amount from grants payable to the Boards.

The payments made by the School Commissioners to the governing bodies of the various secondary schools are shown in Table K7 of the secondary-education report (E.–6), and amounted during the year to £4,198, as against £4,628 in 1909. This sum was distributed to the various secondary schools within the district administered by the School Commissioners 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 during 1909 and 1910 is as follows:—

	1909. £	1910. £
Total net income	65,708	68,515
Cost of administration	4,522	4,712
Cost of administration per cent. of income	6·88	6·88

Table G2 shows the total income from education reserves for the several districts for the ten years 1901–10, and the cost of administration for the same period. Summarized, this appears as follows, the figures for the period 1900–9 being inserted for purposes of comparison:—

	1900–9. £	1901–10. £
Total income for ten years	587,003	608,005
Cost of administration for ten years	37,537	37,840
Cost of administration per cent. of income	6·39	6·22

As will be seen from these figures, the decrease in the cost of administration, which was noticed last year in connection with the figures for 1900–9, is this year still more marked. In one or two districts, however, the cost of administration was very high.

TABLE G1.—SUMMARY OF SCHOOL COMMISSIONERS' ACCOUNTS.

Provincial Districts.	Income for the Year 1910.				
	Balances on 1st January, 1910.	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	313 19 4	5,414 1 1	728 15 7	45 16 2	94 7 0	6,596 19 2
Taranaki	1,788 3 0	4,217 18 8	509 10 10	..	2 3 3	6,517 15 9
Wellington	1,614 13 3	7,892 13 6	2,447 8 5	126 13 3	29 17 0	12,111 5 5
Hawke's Bay ..	1,010 7 9	4,528 4 4	996 18 0	37 14 10	40 0 0	6,613 4 11
Marlborough ..	175 14 4	373 16 6	39 0 0	4 10 11	..	593 1 9
Nelson	622 16 8	1,221 4 5	434 8 6	..	..	2,278 9 7
Westland	551 12 10	208 13 9	94 11 6	..	..	854 18 1
Canterbury	4,421 2 10	20,053 18 0	..	76 8 7	..	24,551 9 5
Otago	3,503 8 4	16,079 19 3	916 17 6	2,044 1 0	4,779 17 0*	27,324 3 1
Totals for 1910 ..	14,001 18 4	59,990 9 6	6,167 10 4	2,335 4 9	4,946 4 3	87,441 7 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

* Including repayment of loan (£4,560) and net proceeds of land sales (£169 12s. 9d.).

TABLE G1A.—SUMMARY OF SCHOOL COMMISSIONERS' ACCOUNTS.

Provincial Districts.	Expenditure for the Year 1910.						
	Office Expenses and Salaries.	Other Expenses of Management	Paid for Primary Education.	Paid for Secondary Education.	Investments and Refunds.	Balances on 31st December, 1910.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Auckland ..	217 11 4	206 0 3	5,000 0 0	544 18 9	92 8 0	536 0 10	6,596 19 2
Taranaki	168 19 9	310 9 11	3,700 0 0	400 0 0	..	1,938 6 1	6,517 15 9
Wellington ..	412 5 0	416 17 8	7,800 0 0	800 0 0	2,050 0 0	632 2 9	12,111 5 5
Hawke's Bay ..	183 18 0	197 6 7	4,000 0 0	867 0 0	..	1,365 0 4	6,613 4 11
Marlborough ..	21 13 1	15 11 0	250 0 0	65 0 0	..	240 17 8	593 1 9
Nelson	65 9 6	20 8 2	1,348 0 0	520 0 0	..	324 11 11	2,278 9 7
Westland ..	47 19 5	10 15 0	..	100 0 0	10 0 0	686 3 8	854 18 1
Canterbury ..	555 5 5	21 3 6	19,000 0 0	..	143 11 6	4,831 9 0	24,551 9 5
Otago	599 10 7	1,240 7 6	11,933 16 11	901 5 6	12,556 15 0	92 7 7	27,324 3 1
Totals for 1910	2,272 12 1	2,438 19 7	53,031 16 11	4,198 4 3	14,852 14 6	10,646 19 10	87,441 7 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

TABLE G1B.—SUMMARY OF SCHOOL COMMISSIONERS' ACCOUNTS.

Provincial Districts.	Cash, Assets, and Liabilities, 31st December, 1910.						
	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 ..	1,871 9 9	1,370 3 10	3,241 13 7	..	20 14 0	3,220 19 7	..
Taranaki ..	1,939 2 8	393 1 5	2,332 4 1	..	57 12 5	2,274 11 8	..
Wellington ..	632 2 9	258 9 11	890 12 8	223 0 0	..	667 12 8	..
Hawke's Bay ..	1,465 0 4	240 2 0	1,705 2 4	770 4 6	100 0 0	834 17 10	..
Marlborough ..	240 17 8	178 18 6	419 16 2	..	..	419 16 2	..
Nelson ..	372 11 11	284 0 0	656 11 11	..	48 0 0	608 11 11	..
Westland ..	686 3 8	240 3 9	926 7 5	..	..	926 7 5	..
Canterbury ..	4,831 9 0	1,536 15 2	6,368 4 2	298 8 10	45 0 0	6,024 15 4	..
Otago	38,278 0 7	3,327 17 5	41,605 18 0	..	8,356 12 3	33,249 5 9	..
Totals for 1910	50,316 18 4	7,829 12 0	58,146 10 4	1,291 13 4	8,627 18 8	48,226 18 4	..
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	..

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

Provincial District.	Total Income for the Ten Years 1901-1910 inclusive.	Cost of Administration for the Ten Years 1901-1910.	Cost of Administration Per Cent. of Income.
	£	£	£
Auckland	54,142	2,253	4·16
Taranaki	41,025	4,481	10·92
Wellington	71,774	5,129	7·15
Hawke's Bay	47,937	2,993	6·24
Marlborough	3,136	298	9·50
Nelson	13,117	940	7·17
Westland	3,756	959	25·5
Canterbury	187,732	5,918	3·15
Otago	185,386	14,869	8·02
Totals for 1901-1910	608,005	37,840	6·22
Totals for 1900-1909	587,003	37,537	6·39

SCHOOL COMMISSIONERS' REPORTS, 1910.

AUCKLAND.

SIR,— School Commissioners' Office, Auckland, 29th March, 1911.

I have the honour to forward a statement of the Commissioners' accounts for the year 1910, which shows that the sum of £5,000 has been paid to Education Boards for primary education, and £544 18s. 9d. to secondary schools, the latter amount being considerably less than in previous years, owing to the fact that the most valuable of the reserves for secondary education in this district were handed over to the Governors of the Gisborne High School by the Gisborne High School Act, 1909.

The reserves let during the year were few in number, as since the passing of the National Endowments Act not many sections have been vested in the Commissioners. The increase in the annual rental will be £356 1s.

I have, &c.,
OLIVER NICHOLSON, Chairman.

The Hon. the Minister of Education, Wellington.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1910.

I. GENERAL ACCOUNT.

—	Primary.	Secondary.	Total.
	Receipts.		
	£ s. d.	£ s. d.	£ s. d.
Balance at 31st December, 1909	164 6 4	149 13 0	313 19 4
Rents received—			
Arrears of 1907	0 5 0	...	0 5 0
" 1908	57 7 10	7 19 8	65 7 6
" 1909	620 5 0	96 6 5	716 11 5
Due in 1910	4,736 3 3	591 4 9	5,327 8 0
Miscellaneous	10 5 0	...	10 5 0
Bank interests	40 5 2	5 11 0	45 16 2
Gisborne High School	...	33 4 9	33 4 9
Lease deposits	72 11 0	11 11 0	84 2 0
Total receipts	5,701 8 7	895 10 7	6,596 19 2
	Expenditure.		
	£ s. d.	£ s. d.	£ s. d.
Office salary	131 5 0	43 15 0	175 0 0
Office expenses	31 18 6	10 12 10	42 11 4
Crown-grant fees	26 17 0	3 7 8	30 4 8
Commissioners' travelling-expenses	3 0 0	1 0 0	4 0 0
Expenses of leasing	107 7 2	30 15 8	138 2 10
Expenditure on reserves	17 13 3	15 19 6	33 12 9
Payments to Boards—			
Auckland Education Board	4,687 10 0	...	5,000 0 0
Hawke's Bay Education Board	312 10 0	...	
Payments to secondary schools—			
Auckland Grammar School	...	380 1 0	544 18 9
Thames High School	...	42 18 0	
Whangarei High School	...	41 5 0	
Gisborne High School	...	80 14 9	
Lease deposits paid over	78 15 0	13 13 0	92 8 0
Balance in Bank New Zealand ... £544 4 7			
Less cheques outstanding ... 8 2 3			
Overbanked 0 1 6			
	304 12 8	231 8 2	536 0 10
Total expenditure	5,701 8 7	895 10 7	6,596 19 2

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1910 —*continued.*

II. ENDOWMENTS ACCOUNT.

	Primary.	Secondary.	Total.
Receipts.			
Balance at 31st December, 1909	£ s. d. 1,124 17 1	£ s. d. 185 11 10	£ s. d. 1,310 8 11
Received for gum rights	25 0 0	...	25 0 0
Total receipts	1,149 17 1	185 11 10	1,335 8 11
Liabilities.			
Balance, 31st December, 1910	£ s. d. 1,149 17 1	£ s. d. 185 11 10	£ s. d. 1,335 8 11
Total liabilities	1,149 17 1	185 11 10	1,335 8 11

III. STATEMENT OF ASSETS AND LIABILITIES.

Assets.

	£ s. d.	£ s. d.	£ s. d.
Bank balance (General Account)	304 12 8	231 8 2	536 0 10
„ (Endowments Account)	1,149 17 1	185 11 10	1,335 8 11
Rents unpaid, 1908	16 18 6	...	16 18 6
„ 1909	43 8 0	39 0 0	82 8 0
„ 1910	1,082 3 4	188 14 0	1,270 17 4
Total assets	2,596 19 7	644 14 0	3,241 13 7
Liabilities.			
Lease deposits	£ s. d. 17 11 0	£ s. d. 3 3 0	£ s. d. 20 14 0
Total liabilities	17 11 0	3 3 0	20 14 0

STATEMENT OF RENTS.

Arrears of Previous Years.	Rents falling due 1910.	Total Cash collected.	Amount written off.	Arrears at 31st December, 1910.	
				Previous Years.	Current Year.
Primary Account.					
£ s. d. 738 19 7	£ s. d. 5,858 12 4	£ s. d. 5,414 1 1	£ s. d. 41 1 0	£ s. d. 60 6 6	£ s. d. 1,082 3 4
Secondary Account.					
£ s. d. 148 6 1	£ s. d. 779 18 9	£ s. d. 695 10 10	£ s. d. Nil.	£ s. d. 39 0 0	£ s. d. 188 14 0

H. N. GARLAND,
Secretary and Treasurer.

TARANAKI.

SIR,— School Commissioners' Office, New Plymouth, 1st May, 1911.

The Board of School Commissioners having ceased to exist on 31st March last, the duty devolves upon me of handing you a copy of the statement of receipts and expenditure for the year 1910 and balance-sheet as at 31st December, the originals of which have just been returned to me from the Audit Office.

In doing so I venture to take exception to the disallowance by the Controller and Auditor-General of the £22 7s. 6d. shown as travelling-expenses of the Commissioners and Secretary. Of this sum, £7 7s. was spent by me, the Board's Secretary, in making necessary journeys on the business of the Board, and I am advised that this item clearly comes within the meaning of "Expenses of management and administration" referred to in section 27 (1) of the Education Reserves Act, 1908. The travelling-expenses of Commissioners from their homes in different parts of Taranaki for the purpose of attending the monthly meetings at New Plymouth amounted to £15 0s. 6d., and it has been the custom ever since the Board was created in 1877 to charge such expenses against income.

As the result of awards made under arbitration and renewal provisions of leases which expired on 30th June of last year, the rentals of the reserves affected are increased by £1,753 4s. 11d. per annum as from that date, the first payments falling due on the 1st January, 1911, and therefore not influencing the 1910 accounts. A final letting of lands took place on the 4th March of this year, and will produce an aggregate rental of £236 16s. 5d. per annum. The new administration will thus have about £2,000 per annum of an increased rent-roll to start with.

Having been identified with the management of the education reserves in Taranaki for twenty-one years, first as a Commissioner and then as Secretary and Treasurer, I cannot but regret the severance of the long and pleasant connection which has existed between myself and the lessees of these lands. I take this opportunity of expressing my thanks to the Secretary of Education and his officers for the courtesy at all times displayed during the period of our correspondence.

I have, &c.,
F. P. CORKILL,
Late Secretary, Taranaki Board of School Commissioners.

The Hon. the Minister of Education, Wellington.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1910.

	Primary.			Secondary.			Total.		
Receipts.									
	£	s.	d.	£	s.	d.	£	s.	d.
Balance at 31st December, 1909...	760	7	7	1,027	15	5	1,788	3	0
Rents from reserves	4,195	7	2	481	13	9	4,677	0	11
Interest on fixed deposits	22	11	6	27	17	1	50	8	7
Costs leases (part)	2	3	3	...			2	3	3
Total receipts	4,980	9	6	1,537	6	3	6,517	15	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, printing, advertising	15	15	11	2	13	10	18	9	9
Insurances—									
Guarantee, fire, and accident	8	2	1	2	14	0	10	16	1
Travelling-expenses, members	11	7	10	3	12	8	15	0	6
" secretary	6	11	3	0	15	9	7	7	0
Inspection of reserves	98	7	6	31	7	0	129	14	6
Labour on reserves	3	7	6	...			3	7	6
Law-costs, leases and arbitrations	89	15	8	22	13	2	112	8	10
Arbitration fees	11	0	6	3	3	0	14	3	6
Commission on sales, leases	9	1	6	...			9	1	6
Bank charges	0	7	6	0	2	6	0	10	0
Miscellaneous	7	5	6	1	5	0	8	10	6
Division of Revenue—									
Taranaki Education Board	2,499	16	3	...			2,499	16	3
Wanganui Education Board	1,200	3	9	...			1,200	3	9
New Plymouth High School Board	...			400	0	0	400	0	0
	4,073	12	9	505	16	11	4,579	9	8
Balance, 31st December, 1910	...			...			1,938	6	1
Total expenditure	...			...			6,517	15	9

Statement of Balances.

	£ s. d.		£ s. d.
Primary Education Account	278 16 8	Balance, 31st December, 1910—	
Secondary Education Account	235 5 2	Fixed deposits, Bank of New Zealand..	1,442 0 3
Land Fund—		Current account, Bank of New Zealand	358 3 5
Primary	628 0 1	Cash in hand and overdrawn ..	138 19 0
Secondary	796 4 2		1,939 2 8
		Outstanding cheques	0 16 7
	£1,938 6 1		£1,938 6 1

Statement of Assets and Liabilities.

Assets.

	£ s. d.
Cash in hand	138 19 0
Cash in bank (current)	358 3 5
„ (fixed deposits)	1,442 0 3
Rents in arrears	393 1 5
Office furniture (safe and two typewriters), say	40 0 0
Total assets	£2,372 4 1

Liabilities.

	£ s. d.
Outstanding cheques	0 16 7
Rents paid in advance	56 15 10
Total liabilities	£57 12 5

James Wade, Chairman.
New Plymouth, 11th April, 1911. F. P. Corkill, Secretary.

Examined and found correct, except that the payment of £15 0s. 6d. travelling-expenses of members, is without authority of law, and is therefore disallowed.—R. J. Collins, Controller and Auditor-General.

WELLINGTON.

Sir,— School Commissioners' Office, Wellington, 21st March, 1911.

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, 1910.

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 20 perches, of which 618 acres 3 roods 38 perches (consisting principally of rough and inferior country) were unlet at the end of the year.

The reserves let during the year numbered seven, containing 2,583 acres 3 roods, the annual rental realized being £155 13s. 5d.

The total number of leases now on the books is 491, comprising an area of 107,532 acres 2 roods 22 perches, on which is payable an annual rental of £11,539 10s. 11d., as against £10,672 1s. 11d. last year, the increase in the amount being mainly due to renewals of expiring leases at higher rentals fixed by arbitration.

I have, &c.,

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

General Statement of Receipts and Expenditure for the Year ending 31st December, 1910.

Receipts.

—	Primary.	Secondary.	Total.
	£ s. d.	£ s. d.	£ s. d.
Balance on 31st December, 1909	1,135 11 10	479 1 5	1,614 13 3
Rent paid on account of year 1908	0 0 7	...	0 0 7
Rent paid on account of year 1909	207 16 5	2 0 1	209 16 6
Rent paid on account of year 1910	7,493 18 8	2,445 7 11	9,939 6 7
Rent paid on account of year 1911	190 17 10	0 0 5	190 18 3
Interest and sinking fund on improvements ...	107 14 0	...	107 14 0
Agistment of stock	12 7 0	...	12 7 0
Interest on fixed deposit (Land Purchase Account) ...	18 19 3	...	18 19 3
Preparation and registration of leases	17 10 0	...	17 10 0
Total receipts	9,184 15 7	2,926 9 10	12,111 5 5

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1910 —*continued.*

—	Primary.	Secondary.	Total.
	Expenditure.		
Payments to educational bodies—	£ s. d.	£ s. d.	£ s. d.
Wellington Education Board	5,044 0 0	...	7,800 0 0
Wanganui Education Board	2,756 0 0	...	
Wellington College	...	350 9 4	800 0 0
Wellington Girls' High School...	...	149 14 8	
Wanganui Girls' High School	...	151 6 8	
Palmerston North High School	...	148 9 4	
Secretary's salary	232 18 8	67 1 4	300 0 0
Printing, stationery, and office expenses	87 3 2	25 1 10	112 5 0
Commission on sales of leases	14 8 3	...	14 8 3
Advertising	6 5 0	...	6 5 0
Crown grant fees	1 1 0	...	1 1 0
Preparation and registration of leases	27 10 0	5 0 0	32 10 0
Law-costs	38 19 0	...	38 19 0
Arbitration	144 7 4	...	144 7 4
Secretary's travelling-expenses	15 0 3	...	15 0 3
Survey	...	30 5 0	30 5 0
Part repayment of loan	...	1,750 0 0	1,750 0 0
Interest and bank charge on loan	...	134 1 10	134 1 10
Land Purchase Account	300 0 0	...	300 0 0
Balance on 31st December, 1910...	517 2 11	114 19 10	632 2 9
Total expenditure	9,184 15 7	2,926 9 10	12,111 5 5

STATEMENT of ASSETS and LIABILITIES.

Assets.

	£ s. d.	£ s. d.	£ s. d.
Cash in bank £429 17 3	317 2 11	114 19 10	432 2 9
Cash in hand 2 5 6			
Fixed deposit with Wellington Trust, Loan, and Investment Company (Limited)	200 0 0	...	200 0 0
Value of improvements on Section 151, Rangitumau (written down to)	...	2,250 0 0	2,250 0 0
Arrears of rent	258 9 11	...	258 9 11
Total assets	775 12 10	2,364 19 10	3,140 12 8

Liabilities.

	£ s. d.	£ s. d.	£ s. d.
Proceeds of freehold disposed of, awaiting appropriation in purchase of other lands	223 3 4	...	223 3 4
Balance of loan under the Education Reserves Leases Validation and Empowering Act, 1908	...	2,250 0 0	2,250 0 0
Total liabilities	223 3 4	2,250 0 0	2,473 3 4

SUMMARY OF RENTS.

Arrears at 1st January, 1910.	Charge for 1910.	Received during 1910 on account of 1911.	Brought forward from 1909.	Received during 1910.	Written off by Commissioners during 1910.	Arrears at 31st December, 1910.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
213 13 7	10,676 19 1	190 18 3	479 3 7	10,340 1 11	3 15 6	*0 1 0
						†258 8 11

* For 1909. † For 1910.

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 (Limited).—R. J. COLLINS, Controller and Auditor-General.

HAWKE'S BAY.

SIR,— Office of the School Commissioners, Napier, 20th March, 1911.

I have the honour to forward herewith statement of accounts for year ending 31st December, 1910.

During the year one auction sale took place, when the reserve offered realized a decided increase on the rent previously obtained.

Several sections were submitted to arbitration, the lessees having elected to accept their right of renewal, and in each case the increase in the rents were about four times the amount previously obtained.

With reference to the payment of travelling-expenses, taken exception to by the Audit Department, the Commissioners have been advised by their solicitors that the payment is a legal and a proper one.

I have, &c.,

The Hon. the Minister of Education, Wellington. C. R. POLLEN, Chairman.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1910.

—	Primary.	Secondary.	Total.
Receipts.			
	£ s. d.	£ s. d.	£ s. d.
Balances on 31st December, 1909	858 15 7	151 12 2	1,010 7 9
Rents received—			
Arrears of previous year	91 7 8	125 11 3	216 18 11
Current year	3,974 16 4	866 7 11	4,841 4 3
Collected by the Receiver of Land Revenue ...	462 0 4	...	462 0 4
Interests received—			
On overdue rents	9 14 6	3 10 11	13 5 5
On deposits at Post-Office Savings-Bank ...	19 8 7	5 0 10	24 9 5
Fire-insurance recovered	40 0 0	...	40 0 0
Royalty for metal taken	...	4 18 10	4 18 10
Total receipts	5,456 3 0	1,157 1 11	6,613 4 11
Expenditure.			
	£ s. d.	£ s. d.	£ s. d.
Secretary's Salary	121 15 0	26 5 0	148 0 0
Rent and Secretary's travelling-expenses	18 3 0	4 10 10	22 13 10
Printing, stationery, &c.	10 11 4	2 12 10	13 4 2
Auctioneer's charges	9 4 0	...	9 4 0
Valuation and arbitration fees	51 15 9	36 15 0	88 10 9
Advertising	9 6 0	...	9 6 0
Umpires' fees	3 13 6	8 18 6	12 12 0
Commissioners' travelling-expenses	10 9 0	2 12 4	13 1 4
Law charges	20 8 8	44 3 10	64 12 6
Payments for primary education, Hawke's Bay Education Board	4,000 0 0	...	4,000 0 0
Payments for secondary education—			
Napier High School	...	565 10 0	867 0 0
Dannevirke High School	...	301 10 0	
Balances 31st December, 1910—			
At Post-Office Savings-Bank	645 14 7	148 19 4	794 13 11
Union Bank, less outstanding cheque £100 ...	554 2 2	15 4 3	569 6 5
Cash in hand	1 0 0	...	1 0 0
Total expenditure	5,456 3 0	1,157 1 11	6,613 4 11

STATEMENT of ASSETS and LIABILITIES.

Assets.

	£ s. d.	£ s. d.	£ s. d.
Cash in hand	1 0 0	...	1 0 0
Balance at Union Bank and Post-Office Savings-Bank	1,199 16 9	264 3 7	1,464 0 4
Arrears of year 1909	0 5 0	...	0 5 0
Arrears of year 1910	237 16 0	2 1 0	239 17 0
Total assets	1,438 17 9	266 4 7	1,705 2 4

STATEMENT of ASSETS and LIABILITIES—*continued.*

Liabilities.

—	Primary.	Secondary.	Total.
	£ s. d.	£ s. d.	£ s. d.
Awaiting appropriation in purchase of land ...	626 6 0	143 18 6	770 4 6
Outstanding cheque	...	100 0 0	100 0 0
Total liabilities	626 6 0	243 18 6	870 4 6

STATEMENT of RENTS for Year ending 31st December, 1910.

—	Outstanding, 31st December, 1909.	Accrued during Year.	Paid during Year.	Outstanding, 31st December, 1910.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Primary	91 12 8	4,212 12 4	4,066 4 0	238 1 0
Secondary	125 11 3	868 8 11	991 19 2	2 1 0
Totals	217 3 11	5,081 1 3	5,058 3 2	240 2 0

C. R. POLLEN, Chairman.
W. J. PALLOT, Secretary.

Examined and found correct, except that the payment of £13 1s. 4d., Commissioners' travelling-expenses, is without authority of law, and is therefore disallowed.—R. J. COLLINS, Controller and Auditor-General.

MARLBOROUGH.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1910.

Receipts.

—	Primary.		Secondary.		Total.
	Arrears.	Current.	Arrears.	Current.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Balance on 31st December, 1909 ...	...	141 2 0	...	34 12 4	175 14 4
Rents, 1910	102 5 0	271 11 6	6 5 0	32 15 0	412 16 6
Interest, 1910	...	3 17 11	...	0 13 0	4 10 11
Total receipts	102 5 0	416 11 5	6 5 0	68 0 4	593 1 9

Expenditure.

—	Primary.	Secondary.	Total.
	£ s. d.	£ s. d.	£ s. d.
Marlborough Education Board	250 0 0	...	250 0 0
Marlborough High School Board...	...	65 0 0	65 0 0
Secretary's salary	17 17 2	2 19 6	20 16 8
Auctioneer's charges	14 8 6	...	14 8 6
Printing and advertising	0 19 4	0 3 2	1 2 6
Petty expenses	0 14 1	0 2 4	0 16 5
Balance, 31st December, 1910	234 17 9	5 19 11	240 17 8
Total expenditure	518 16 10	74 4 11	593 1 9

STATEMENT OF RENTS.

Reserves.	Outstanding, 1st January, 1910.	Payable, 1910.	Paid, 1910.	Outstanding at 31st December, 1910.	
				Previous Years.	Current Year.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Primary	144 10 6	404 9 6	373 16 6	42 5 6	132 18 0
Secondary	6 5 0	36 10 0	39 0 0	...	3 15 0
Totals ...	150 15 6	440 19 6	412 16 6	42 5 6	136 13 0

STATEMENT OF ARREARS OF RENT PAID AND RENTS OUTSTANDING, 1910.

Arrears paid, 1910.				Outstanding at 31st December, 1910.			
1907.	1908.	1909.	Total.	1908.	1909.	1910.	Total.
Primary.							
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1 0 0	9 7 6	91 17 6	102 5 0	0 13 0	41 12 6	132 18 0	175 3 6
Secondary.							
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Nil.	Nil.	6 5 0	6 5 0	Nil.	Nil.	3 15 0	3 15 0

STATEMENT OF ASSETS AND LIABILITIES.

Assets.

	£ s. d.
Balance in Post-Office Savings-Bank	240 17 8
Rents outstanding—	
Primary	175 3 6
Secondary	3 15 0
Total assets	£419 16 2

Liabilities.

Nil.

E. HYLTON, Secretary.

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

NELSON.

SIR,— School Commissioners' Office, Nelson, 31st March, 1911.

I have the honour to forward the annual report and balance-sheet of the Nelson School Commissioners for the year ended 31st December, 1910.

Commissioners.—The Commissioners holding office during the past year were—Mr. John Graham, M.P., Mr. R. T. Sadd (Commissioner of Crown Lands), Major Franklyn (Education Board), Mr. A. T. Maginnity (Chairman, Education Board), and Mr. J. Stuart Wratt (nominated in place of Hon. F. Trask, deceased).

Receipts.—The net receipts for the year were—For primary education, £1,221 4s. 5d.; for secondary education, £434 8s. 6d.; making a total of £1,655 12s. 11d.

Expenditure.—The following sums were paid out on account of primary and secondary education, namely: Nelson Education Board (primary), £1,142; Grey Education Board (primary), £158; North Canterbury Education Board (primary), £48; Nelson College (secondary), £520; making a total of £1,868: the balance of expenditure being ordinary administration expenses. With regard to the assets

and liabilities at the foot of the balance-sheet, owing to the main balance-sheet not having been received back from the Audit Office, I regret that I cannot supply all the figures for this.*

General.—The various reserves under the administration of the Commissioners are for the most part leased to desirable tenants at fair rentals.

The functions of the Commissioners ceased on the 31st March, 1911, by virtue of the Education Reserves Amendment Act, 1910. A supplementary return dealing with the receipts and expenditure for the period from the 31st December, 1910, to the 31st March, 1911, is appended hereto.†

The Commissioners desire to place on record the highly efficient and satisfactory services rendered by Mr. F. St. John, who has held the office of Secretary for a period of two years and four months.

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, 1910.

	Primary.	Secondary.	Total.
Receipts.			
	£ s. d.	£ s. d.	£ s. d.
Balance, 31st December, 1909	527 1 1	95 15 7	245 4 0
Balance due by late Secretary, 31st December, 1909	...	...	364 12 8
Cash in hand, 31st December, 1909	...	...	13 0 0
Rents from reserves—			
Arrears	201 17 10	74 17 0	276 14 10
Current	1,019 6 7	359 11 6	1,378 18 1
Total receipts	1,748 5 6	530 4 1	2,278 9 7
Expenditure.			
	£ s. d.	£ s. d.	£ s. d.
Nelson Education Board	1,142 0 0	...	1,142 0 0
Grey Education Board	158 0 0	...	158 0 0
North Canterbury Education Board	48 0 0	...	48 0 0
Nelson College	...	520 0 0	520 0 0
Travelling-expenses, Commissioners'	11 7 4	5 13 8	17 1 0
Printing, advertising, &c.	3 8 0	1 14 0	5 2 0
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
Law-costs	2 4 9	1 2 5	3 7 2
Office expenses	5 0 0	2 5 0	7 5 0
	1,405 8 5	548 9 3	1,953 17 8
Balances, 31st December, 1910	342 17 1	...	324 11 11
Less overpaid secondary account	...	18 5 2	...
Total expenditure	1,748 5 6	530 4 1	2,278 9 7

STATEMENT of ASSETS and LIABILITIES.

			£ s. d.
Assets.			
Balance in bank			143 13 8
Balance due by late Secretary			228 18 3
Rents outstanding—			
Primary	£232 0 0		
Secondary	52 0 0		
			284 0 0
Total assets			£656 11 11
Liabilities.			
Cheque unpresented			£48 0 0

F. ST. JOHN, Secretary.

* These figures have since been supplied by the Land Board, and entered in the statement of assets and liabilities.

† Not reprinted.

WESTLAND.

General Statement of Receipts and Expenditure for the Year ending 31st December, 1910.

—	Primary.	Secondary.	Total.
Receipts.			
Credit balance on 1st January, 1910	£ s. d. 411 13 8	£ s. d. 139 19 2	£ s. d. 551 12 10
Rents of reserves—			
Arrears	82 16 8	6 5 0	89 1 8
Current	75 17 1	56 10 0	132 7 1
Royalties on timber	50 0 0	10 0 0	60 0 0
Mining fees	...	21 16 6	21 16 6
Total receipts	620 7 5	234 10 8	854 18 1
Expenditure.			
Grant to Greymouth High School Board	...	50 0 0	50 0 0
„ Hokitika High School Board	...	50 0 0	50 0 0
Commissioners' travelling-expenses	8 8 0	...	8 8 0
Secretary's salary	40 0 0	...	40 0 0
Clerical assistance	5 5 0	...	5 5 0
Advertising and printing	0 15 0	...	0 15 0
Legal expenses	1 2 0	1 5 0	2 7 0
Refund—purchase of sections	...	10 0 0	10 0 0
Other expenses	1 17 5	0 2 0	1 19 5
Credit balance, 31st December, 1910	563 0 0	123 3 8	686 3 8
Total expenditure	620 7 5	234 10 8	854 18 1

Statement of Assets and Liabilities.

Assets.			
Credit balance at bank, 31st December, 1910 ...	£ s. d. 563 0 0	£ s. d. 123 3 8	£ s. d. 686 3 8
Rents due—			
Arrears	30 0 0	5 5 0	35 5 0
Current	81 3 9	11 5 0	92 8 9
Royalties due on timber-cutting	...	112 10 0	112 10 0
Total assets	674 3 9	252 3 8	926 7 5

Liabilities.

Nil.

Summary of Rents for 1910.

—	Arrears on 31st December, 1909.	Rental for 1910.	Receipts, 1910.	Outstanding on 31st December, 1910.	
				Arrears.	Current.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Primary	112 16 8	157 0 10	158 13 9	30 0 0	81 3 9
Secondary	11 10 0	67 15 0	62 15 0	5 5 0	11 5 0
Totals ...	124 6 8	224 15 10	221 8 9	35 5 0	92 8 9

H. L. Michel, Chairman.
A. J. Morton, Secretary.

Examined and found correct, except that the payment of £8 8s., Commissioners' travelling-expenses, is without authority of law, and is therefore disallowed.—R. J. Collins, Controller and Auditor-General.

CANTERBURY.

SIR,— Government Buildings, Christchurch, 21st January, 1911.

In accordance with Order in Council of date 17th September, 1878, I have the honour to forward the report of the School Commissioners for the Canterbury Provincial District for the year ending 31st December, 1910, together with a copy of its accounts duly audited.

The total area of the primary-education estate under lease on the 31st December, 1910, was 67,161 acres, producing an annual rent of £19,739 15s. 8d. 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 1908 from the sale of Opawa Township sections, Albury, £1,200 was invested on mortgage for three years from 16th February, 1909, at 5½ per cent., and the balance was added to the School Commissioners' fixed deposit with the Bank of New Zealand, which has been renewed for one year from 23rd December, 1910.

During the year the lease of only one reserve fell in, and that was relet by public tender for thirteen years and eleven months from the 1st May, 1910.

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, 1910.

	Primary.			Total.		
Receipts.						
	£	s.	d.	£	s.	d.
Balance brought down from 31st December, 1909	...			3,221	2	10
Arrears of rent from last account collected	...			1,807	7	4
Moneys payable within the year 1910, and collected—						
On account of half-year's rent payable in advance on the 1st May, 1910	9,908	5	3			
On account of half-year's rent payable in advance on the 1st November, 1910	8,338	5	5			
				18,246	10	8
Other receipts—						
Bank of New Zealand: Interest on £298 8s. 10d. placed on deposit for one year (see statement of 31st December, 1909)	...			10	8	7
One year's interest on mortgage for £1,200, to 16th August, 1910	...			66	0	0
Total receipts	...			23,351	9	5
Expenditure.						
	£	s.	d.	£	s.	d.
Office expenses and management—						
Salary of steward (inclusive of all travelling-expenses)	540	0	0			
Stationery and postage	7	15	0			
Fuel	2	3	4			
School Commissioners' railage and expenses	15	13	0			
Bank exchange on remittances to South Canterbury Education Board	4	12	3			
Bank exchange on cheques	0	14	10			
				570	18	5
Expenses of leasing—						
Advertising and printing	3	13	6			
Legal costs	1	17	0			
				5	10	6
Special expenditure—						
Half-share of cost of tree-planting done by lessee, Lot 2, of Reserve 1550	6	2	0			
Board's contribution towards cost of deepening canal drain, next Reserve 1400, and other drains on this reserve	23	8	9			
Cost of field-pipes supplied to Board's tenants	56	8	8			
Special rate levied by Sefton-Ashley Drainage Board on Reserve 119	57	12	1			
				143	11	6
Payments to Education Boards—				720	0	5
North Canterbury	15,368	12	6			
South Canterbury	3,631	7	6			
				19,000	0	0
Balance in Bank of New Zealand, 31st December, 1910—				19,720	0	5
At credit of current account	3,333	0	2			
On fixed deposit	298	8	10			
				3,631	9	0
Total expenditure	...			23,351	9	5

Statement of Assets and Liabilities.

—	Primary.	Total.
Assets.		
	£ s. d.	£ s. d.
Cash in bank, as above	...	3,631 9 0
Money lent on mortgage	...	1,200 0 0
Rents payable in advance, 1st May, 1910—Proportion uncollected ...	5 2 9	
" " 1st November, 1910—Proportion uncollected	1,531 12 5	1,536 15 2
Total assets	...	6,368 4 2
Liabilities.		
	£ s. d.	£ s. d.
Steward's salary, December, 1910	...	45 0 0
Awaiting investment	...	298 8 10
Total liabilities	...	343 8 10

John Rennie, Chairman.
H. H. Pitman, Steward.

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

OTAGO.

General Statement of Receipts and Expenditure for the Year ending 31st December, 1910.

—	Primary.	Secondary.	Total.
Receipts.			
	£ s. d.	£ s. d.	£ s. d.
Credit balances on the 1st January, 1910	3,503 8 4	...	3,503 8 4
Arrears of revenue for previous years, viz.—			
Rents of reserves	2,119 11 0	167 11 6	2,287 2 6
Interest on mortgages	68 10 1	...	68 10 1
Revenues, viz.—			
Rents of reserves for current year	10,914 17 10	749 6 0	11,664 3 10
Interest on mortgages	1,975 10 11	...	1,975 10 11
Other receipts, viz.—			
Net proceeds of land sales	169 12 9	...	169 12 9
Repayment of loans	4,560 0 0	...	4,560 0 0
Valuation for improvements collected from incoming tenants	36 13 0	...	36 13 0
Office-rent from Otago High Schools Board ...	10 0 0	...	10 0 0
Proceeds of sale of timber, flax, and gravel ...	60 15 6	...	60 15 6
Contribution for water-supply	20 0 0	...	20 0 0
Balance of judgment, Otokia Drainage Board ...	10 4 7	...	10 4 7
Royalties from coal-leases	128 12 8	...	128 12 8
Refund of expenditure on reserves	3 6 8	...	3 6 8
Goldfields revenue	95 2 3	...	95 2 3
Refund from Treasury of rents (primary) ...	2,731 0 0	...	2,731 0 0
Total receipts	26,407 5 7	916 17 6	27,324 3 1

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1910 —*continued.*

—	Primary.	Secondary.	Total.
	Expenditure.		
	£ s. d.	£ s. d.	£ s. d.
Salaries and allowances to officers—Secretary, £300; clerk, £165; Ranger, £243 15s.			708 15 0
School Commissioners' travelling-expenses attending meetings at Dunedin: W. Dallas—train fare £8 15s. 4d., hotel expenses £18 15s.; D. Borrie—train fare £12 5s. 8d., hotel expenses £21 15s.; T. MacGibbon — train fare £14 8s. 4d., hotel expenses £26 5s.; J. A. Hanan, M.P. — hotel expenses £17 16s.			120 0 4
Survey of reserves			227 16 6
Office-rent, cleaning, fuel, and light			57 13 6
Printing and stationery	1,877 13 5	...	24 12 6
Incidentals			12 18 7
Stamps and telegrams, £32 6s.; telephone, £7 ...			39 6 0
Legal expenses			185 16 1
Expenses of leasing—			
Auctioneer's commission, &c.			17 16 5
Advertising			60 14 9
Inspection of reserves — Travelling-expenses and valuation fees			204 18 4
Expenditure on reserves—Drainage and protection from river-encroachment			160 17 10
Insurance premiums			18 12 3
Interest, Public Trustee, account Elliott's mortgage			37 15 4
Payments of valuation for improvements to outgoing tenants	35 3 0	...	35 3 0
Amounts advanced on mortgage	2,668 8 6	...	2,668 8 6
Payments towards primary education—			
Otago Education Board	8,432 9 6		
Southland Education Board	3,501 7 5	...	11,933 16 11
Payments towards secondary education—			
Otago High Schools Board	...	374 11 2	
Southland High Schools Board	...	224 4 9	
Waitaki High Schools Board	...	219 2 4	901 5 6
Gore High School Board	...	83 7 3	
Payment of "thirds" to Southland County Council...	860 5 4	...	860 5 4
Payment of "thirds" to Southland County Council (received from Government)	2,743 14 8	...	2,743 14 8
Purchase of land	6,211 8 2	...	6,211 8 2
Credit balances on the 31st December, 1910 ...	76 15 7	15 12 0	92 7 7
Total expenditure	26,407 5 7	916 17 6	27,324 3 1

STATEMENT OF ASSETS AND LIABILITIES.

Assets.

	£ s. d.	£ s. d.	£ s. d.
Arrears on 31st December, 1910, viz.—			
Arrears of rent due in and prior to 1907 ...	18 0 0	...	18 0 0
" " 1908 ...	4 6 0	...	4 6 0
" " 1909 ...	78 17 5	0 10 0	79 7 5
Arrears of rent due in 1910	2,995 19 11	165 14 4	3,161 14 3
Arrears of interest due in 1910...	64 9 9	...	64 9 9
Amount of balance in bank and in hand	114 15 3	15 12 0	130 7 3
Amount advanced on mortgage	38,121 0 0	...	38,121 0 0
Amount advanced to tenant for protective work ...	26 13 4	...	26 13 4
Total assets	41,424 1 8	181 16 4	41,605 18 0

STATEMENT OF ASSETS AND LIABILITIES—*continued.*

Liabilities.

—	Primary.			Secondary.			Total.		
	£	s.	d.	£	s.	d.	£	s.	d.
Due primary apportionment to Education Boards ...	400	11	5	...			400	11	5
Due secondary apportionment to High Schools Board	...			15	12	0	15	12	0
Rents overpaid	1	14	2	0	15	0	2	9	2
Outstanding cheques	37	19	8	...			37	19	8
Amount due to Public Trustee, account Elliott's mortgage	7,900	0	0	...			7,900	0	0
Total liabilities	8,340	5	3	16	7	0	8,356	12	3

BALANCE ACCOUNT, 1909.

1910.	£	s.	d.	1910.	£	s.	d.
Jan. 1. To Balances brought down—				Jan. 1. By Balances brought down—			
Capital	43,838	19	7	Investments	40,012	11	6
Dec. 31. Balances carried forward—				Valuation Account	181	8	7
Investments	38,121	0	0	Primary rents over-apportioned	141	11	2
Cash in bank	92	7	7	Cash in bank	3,503	8	4
				Dec. 31. Balances carried forward—			
				Capital	37,797	4	2
				Primary rents under-apportioned	400	11	5
				Secondary rents under-apportioned	15	12	0
	£82,052	7	2		£82,052	7	2
1911.				1911.			
Jan. 1. Balances brought down—				Jan. 1. Balances brought down—			
Capital	37,797	4	2	Investments	38,121	0	0
Primary rents under-apportioned	400	11	5	Cash in bank	92	7	7
Secondary rents under-apportioned	15	12	0				
	£38,213	7	7		£38,213	7	7

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

Examined and found correct, except that the following payments have no authority of law, and are therefore disallowed : Members' travelling-expenses, attending meetings, £120 0s. 4d.; members' travelling-expenses, inspecting reserves, £37 1s. 6d.; motor-car and wagonette hire for members, £8 10s.—R. J. COLLINS, Controller and Auditor-General.

APPENDIX C.

REPORTS OF THE INSPECTORS OF SCHOOLS, 1910.

AUCKLAND.

SIR,— Education Office, Auckland, 3rd April, 1911.

We have the honour to submit our annual report on the public schools of the Auckland Education District for the year 1910.

At the close of the year the number of schools in operation was 543, being an increase of twenty-two since the end of 1910. Most of the new schools are small, and some of them are household schools.

With few exceptions, the schools were visited twice, the pressure of work, especially that arising towards the close of the year, preventing our paying a second visit in all cases, notwithstanding the able assistance rendered by Mr. H. G. Cousins, who came to our aid in September, and carried out his duties with an energy, enthusiasm, and thoroughness which won the approbation of all with whom he came in contact.

In addition to the above, twenty-seven Roman Catholic diocesan schools and the Anglican Orphan Home School were inspected, in nearly all cases a visit with notice being paid, and five other private schools were visited.

For the work in connection with the Roman Catholic schools, the services of Mr. John S. Goodwin were made available up to the time of his decease in November. Mr. Goodwin, prior to his retirement in 1907, had been in the service of the Board for upwards of thirty-three years, during the greater part of the time as Inspector, and was greatly esteemed and respected for his ability, high sense of duty, fair and impartial judgment, consideration for others, and genuine desire to further the cause of true education. The tidings of his sudden death was received throughout the service with very sincere regret.

The following table is a 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	170	130	14 11
„ VI	2,222	2,066	14 1
„ V	3,338	3,212	13 3
„ IV	4,018	3,889	12 5
„ III	4,441	4,335	11 6
„ II	4,735	4,600	10 5
„ I	4,898	4,731	9 5
Preparatory	15,805	14,661	7 2
Totals	39,627	37,624	11 7·7*

* Mean of average age.

This table shows an increase for the year of 1,850 on the roll-number and 2,095 on the number of pupils present at the annual examination. For years past the enrolment of pupils in this district has been steadily rising, until now it is practically double that of any other education district in the Dominion. Indeed, one of the most difficult phases of our work has arisen from the constant stream of applications for new schools and for enlargements of existing buildings which poured in during the year. This has been most pronounced in the King-country, where the lands thrown open have been eagerly competed for, and where settlement is making rapid strides.

Towards the close of the year 2,122 candidates from the public schools sat for Standard VI certificates. Of these, 1,548, or 72 per cent., obtained certificates of proficiency, and 315, or 15 per cent., obtained certificates of competency.

The enrolment of pupils in the Roman Catholic schools was 2,924, and 2,829 were present at the annual examination. From these schools 191 candidates sat for Standard VI certificates, and of these, 91, or 48 per cent., obtained certificates of proficiency, and 49, or 25 per cent., obtained certificates of competency.

The number of pupils on the rolls of the other private schools visited by us was 524.

About the middle of the year Mr. D. Petrie, who occupied the position of Chief Inspector of Schools in this district for upwards of sixteen years, retired from the service. Before coming to Auckland, Mr. Petrie, as Chief Inspector in the Otago District, had already made a name for himself as one of the foremost educationists in the Dominion: and since his advent here his wide

knowledge, ripe experience, and sound appreciation of teaching-aims acted as a stimulus to progress, and enabled him to introduce and successfully carry forward modifications and reforms demanded by changes in social and industrial conditions and in the intellectual outlook of our people. We realize and feel that our district owes much to Mr. Petrie, to his example, to his wide knowledge of educational requirements, to his untiring energy, and to his successful efforts in raising the standard of efficiency throughout our schools, and we trust that he may long continue to enjoy the well-earned rest with which his strenuous and useful life is now being crowned.

ORGANIZING INSPECTOR.—Acting on the suggestion of Mr. Plummer, the Board has made a new departure by appointing an Organizing Inspector, whose work will lie chiefly amongst the smaller schools, for which circumstances render it impossible to secure experienced teachers. The duration of the visits to these schools will obviously vary with local conditions and the special circumstances connected with each. In general, however, a visit will extend over several days, and may be prolonged to a fortnight or even more, so that the number of schools dealt with during the year must necessarily be small. The schools selected for these visits will be chosen not so much for their inefficiency, but because they appear to offer a reasonable prospect of improvement. To require the Organizing Inspector to visit schools whose teachers show but little likelihood of being able to acquire increased efficiency would obviously not be utilizing his services to the best advantage. During the last few years, owing to rapid spread of settlement and increased demand for schools, considerable difficulty has been found, notwithstanding the output of the Training College, in obtaining suitable teachers, and in quite a number of cases it has become necessary to employ those whose experience of teaching was practically nil. Amongst these, however, as also amongst our younger teachers in the country, is much promising material which only needs help and guidance to enable it to do commendable work. It is to the improvement of this type of teacher that our Organizing Inspector will devote himself, assisting in preparing schemes of instruction, in co-ordinating work generally, in drawing up teaching-notes, and offering guidance and direction as to aims and methods; and, more important still, it is hoped he will be successful in rousing enthusiasm for the work itself, and encouraging to further effort those whom force of circumstances has tended to dishearten or depress. It remains, of course, to be seen whether this is the best way to solve the problem of providing small, more or less isolated schools with suitable teachers. If it does not succeed, other means will have to be adopted, for, quite apart from the claims of backblock pioneers, and these are considerable, the State cannot afford to allow an important section of its young people to grow up without efficient training.

RURAL INSTRUCTION.—Realizing the importance of this phase of education in a land whose prosperity depends so largely on its agricultural and pastoral interests, we welcome the effort which is now being made to carry on in our district high schools instruction in elementary agriculture and in other subjects of manual training begun in the primary school. A considerable leakage takes place as pupils pass through the schools, and of those who reach Standard VI and obtain certificates of proficiency barely 40 per cent. continue their education further. All this is much to be regretted: so that any modification of curriculum likely to arrest the waste of the State's most precious raw material, her undeveloped children, should win the approbation and receive the hearty support of all interested in the true welfare and progress of the nation. We feel that one of the reasons why pupils do not remain longer at the primary school, and look forward to continuing their education at some higher school, is that, in the country at least, the kind of work undertaken by the higher school has but little direct bearing on the life and work immediately ahead, and, since pupils are unable to obtain the needed training in the school, they go to seek it in what appears to be the more attractive and profitable life outside. We hope before many months have passed to see a course of rural instruction in full operation in most of our district high schools, a course which, while providing for a training in such branches of elementary agriculture and handwork generally as are best adapted for a preparation for rural life, will not lose sight of the claims of other subjects, or the interests of pupils wishing to prepare for the public examinations. Such a course, we have hopes, will attract many who, under present conditions, drift away to work after obtaining a Standard VI certificate, and will have the effect of inducing some of those who now leave the primary school before reaching the upper classes to remain until they obtain a proficiency certificate, with the object of taking advantage of the training then open to them. Before closing this paragraph we should like to repeat what has been said so often before—viz., that the schools lay no claim to being able to turn out farmers: there will be much to learn beyond what the school can teach before the evolution of the farmer is complete; but what they do hope to accomplish is to direct the attention of young people towards rural pursuits, to bring home to them that work on the land is more efficient, more interesting, and more profitable, if directed by trained intelligence, and that the problems awaiting those who will eventually become farmers are sufficiently complex to tax the resources and ability of the brightest and most experienced.

AVERAGE AGE.—We would again call attention to the average age of pupils in Standard I, which we cannot help feeling could be materially reduced without in any way affecting the stability or the foundations of knowledge laid during the earlier stages of school life. This matter was dealt with by the Inspector-General of Schools in his report for the year 1909. He 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 during the last few years the average age of Standard I has risen by three months, and, moreover, that the interval between the average ages of the children in Standard I and Standard VI respectively has slightly fallen. The high average age of Standard VI therefore does not appear to him 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. We are of opinion that there is much justification for these remarks, and, moreover, that the age

at which pupils pass out of the schools would be appreciably increased were it not for the fact that a large proportion leave before reaching the higher standards. There seems good ground for believing that, in some schools at least, pupils are kept in the preparatory classes until they have overtaken much of the work of Standard I. It is true that some of these are promoted into Standard II, but this is quite exceptional. In most cases the pupils concerned are required to remain in Standard I for the normal year, if not merely marking time, at least making but little real progress in work in advance of what they have already overtaken. We are further of opinion that an average of two years should prove, in the absence of special circumstances, a sufficient time in which to prepare a child for promotion to Standard I.

EXAMINATION OF STANDARD VI PUPILS.—For the purpose of awarding Standard VI certificates a synchronous examination was held, as in former years, in convenient centres early in December. This was supervised by the head teachers of the schools concerned, who, at the close of the examination, forwarded to the Chief Inspector the papers worked by candidates. At each of the other centres an Inspector was present, and was able to supply results either at the close of or a few days after the examination. We should like to see an extension of this plan, and hope during the year to arrange for a larger number of centres being visited by Inspectors, as we feel sure that consultation with teacher and personal contact with pupil are of the greatest importance in enabling a just estimate to be formed of the merits and attainments of the latter. Much of the work, we may add, was highly commendable, and, though in some cases weakness of a more or less grave character appeared, the general level reached was creditable, and went to show that the teaching as indicated by the finished product of the school is for the most part intelligent and thorough, and that pupils are applying themselves with industry and success. And here we should like to give a word of warning to some who are apt to attach undue importance to the winning of Standard VI certificates, holding that thereby the efficiency of the school is gauged and the ability of the teacher estimated. Though we recognize the need for trained intelligence and accurate knowledge on the part of those who prepare pupils for these examinations, and though we think highly of the school whose upper class is able to give a good account of itself in the tests applied, we submit that other parts of the school have equal claims on the attention of the teacher, and that these must in no way be subordinated to preparing pupils for a leaving certificate. The efficiency of a school is estimated by the standard of work it is able to maintain throughout all classes, and no amount of proficiency in Standard VI can or will atone for backward conditions obtaining elsewhere.

PROMOTION OF PUPILS.—Closely connected with the question to which we have just referred is that of the promotion and classification of pupils throughout the school, and, though the matter has been dealt with before in annual reports from this and other districts, its importance is such as to warrant our again reverting to it. We are fully aware that in the great majority of our schools a wise and wholesome restraint is exercised when promoting pupils, and that only those who are able profitably to undertake advanced work are moved into higher classes. There are, however, still a number of schools where promotions are unduly rapid, and where, whether from outside pressure or want of experience, very serious and possibly lasting injury is done to the pupils concerned. It is not too much to say that to promote the average pupil to a higher class before the work of the lower class has been properly assimilated and mastered is to inflict on an innocent subject a cruel wrong, and seriously to jeopardize his or her chances of obtaining the maximum benefit from school training. Further, on the class into which the backward pupil is promoted the effect is most discouraging, in consequence of the teacher's efforts being largely occupied in the profitless task of endeavouring to give assistance where it can do but little good. We trust that those to whom these words apply will realize in future the importance of refusing promotion to all who have not worthily earned it.

SCHEMES OF WORK.—These are not always forthcoming in the form we would like to see in use. Some teachers seem to forget that clause 5 (*a*) of the Regulations for the Inspection and Examination of Schools requires a scheme to be prepared for each class, in which should appear the amount of work covered in each subject during the progress of each period, so that the whole may present the sum total of what it is proposed to overtake during the year. In quite a number of schools we found that such schemes were not prepared in the case of the preparatory classes, and that in others they lacked definition and point, and showed but little interdependence. In making out schemes of work each subject should be taken by itself, and its development carried forward, so that the work in any one class follows on from what has already been covered in the next lower class, and leads up to what awaits pupils in the next higher class. When this has been done the next step is to correlate work where possible, interweaving the various subjects in such a way that each may be an aid to the others, and that the whole may bear evidence of some definite and approved plan. Where classes are grouped for instruction it is essential in most cases that any special course should be divided into as many yearly programmes as there are classes in the group. If this be not done it means that the same work is undertaken by the same pupils in successive years, an arrangement that cannot be commended in the case of groups, the highest and lowest members of which are continually changing.

PERIODICAL EXAMINATIONS.—In the great majority of cases these are carefully conducted, and the results entered up in the registers provided with neatness and regularity. We must remind some of our teachers, however, that all written questions set for these examinations, and the pupils' answers thereto, must be kept in the school for reference for at least twelve months; this has not always been done: also, that it is quite useless setting questions for examination if the same are not carefully and systematically corrected. It might be well to bear in mind that all these matters are taken into consideration when determining grading marks, and when awarding efficiency marks for the information of the Department. We take this opportunity of expressing our regret that the demands of regulation do not permit us to sanction a reduction of the number

of periodical examinations, especially in the case of the larger schools, where the amount of clerical and other work involved imposes a very real and serious burden, and cannot fail to absorb a large portion of the head teacher's time and energies. Two examinations—one held about the middle of the year and one towards the end—in our opinion, would be quite sufficient to satisfy the head teacher as to the progress and attainments of each class-unit, and to enable him to gauge with accuracy the general condition of the school.

CLASS-LISTS AND ANNUAL RETURNS.—We again find it necessary to draw attention to the irregularity with which these returns have been forwarded to the office, and the incompleteness with which many of them have been filled up. Making all due allowance for the number of inexperienced teachers in the service, from whom mistakes in filling up and forwarding returns do not come as a surprise, we consider that the percentage of annual class-lists which we were obliged to send back to teachers as not being "complete and duly in order" was much too great, and points to careless reading of regulation. There seems no adequate reason why these inaccuracies should occur, seeing that the instructions appearing on both the forms used are so clear and explicit, and we cherish the hope that in future, by making themselves better acquainted with the letter and terms of regulations, teachers will be in a position to forward their class-lists fully and correctly entered up, and so lessen the troublesome and unnecessary labour which the irregularities of the past three years have caused.

MARKING AND KEEPING OF REGISTERS.—In spite of the trenchant remarks made in last year's report on the marking and keeping of registers, we still find schools where the instructions appearing on the back of the Register of Daily Attendances are not complied with. The importance of entering up the attendances with regularity, and at the proper and appointed hour, it is unnecessary to dwell on, and the need for complying with printed instructions in this matter is too obvious to require further comment. We trust that this additional warning which is hereby given will have a salutary effect, and obviate the necessity of our having to adopt more heroic measures to secure the end in view.

ENVIRONMENT.—We are glad to be able to report that this matter is receiving greater and more interested attention each year. In most of the larger schools and in many of the smaller ones the interior of the rooms is being made more attractive by the presence of suitable and appropriate pictures and pot plants, whilst the surrounding playgrounds show evidence of constant attention in their neat and well-cared-for appearance. A few of the larger schools have made use of the small space at their disposal, and formed a garden, from which we have no doubt pupils derive much genuine pleasure and profit. The term "environment," however, implies considerably more than this, and, as we are frequently asked to define its scope, we append herewith a definition submitted and approved during the course of the year: "By environment is meant the degree of attention bestowed on the school grounds, school gardens, and exterior and interior of buildings, with special reference to the efforts made to present cheerful and attractive class-rooms, and to the interest shown in the care of furniture, maps, and charts, in arranging cupboards, in promoting the formation and growth of suitable libraries and museums, in collecting pictures and apparatus likely to assist in the illustration of lessons, and in preserving all circulars and documents bearing on school-work. It also has reference to the organization of suitable activities and occupations, through which school traditions are largely fostered."

With respect to some of the subjects of instruction we beg to offer the following remarks:—

READING.—It is pleasing to note that this subject still continues to show improvement, and in most schools is a strong feature, pupils in general being able to read with ease and fluency from text previously unseen. These happy and altogether commendable results have been brought about largely by the additional attention given to the subject, and by the increased use of supplementary reading-books. In this connection, more gratifying still is that the reading habit is being fostered and encouraged by the use of school and class libraries, the latter, we are glad to find, growing more and more in favour. An important factor in the achievement of these results has been and is the *School Journal*, whose monthly advent is so eagerly looked forward to by both pupil and teacher. Its wisely chosen selections from gems of English literature, its well-written articles on current topics, its readable accounts of modern discoveries and inventions, of interesting and important international questions, of scenes of travel and adventure, and its contributions to the history and geography courses—to mention only a few of the matters treated in its pages — render it a very welcome, a very real, and a very valuable addition to the available reading-matter in our schools. We are obliged to add that there are still some schools where the importance of a wide course of reading in the preparatory classes is not sufficiently recognized, and where the supplementary reading-books suitable to this stage have seen but little service during the year. We are now referring not to half-time schools, or to those whose peculiar circumstances render it difficult if not impossible to overtake the amount of reading-matter deemed necessary, but to schools where no reason can be found for the omission to make use of facilities well within their reach, and we write this paragraph with the object of drawing attention to what we view as an injustice to junior classes.

RECITATION.—We wish briefly to draw attention to this subject, which frequently disappoints and but seldom satisfies the demands of reasonable test. The choice of poetry is not always judicious, a fact to be deplored seeing that the few poems learnt in class but seldom receive additions after the close of school life. Some of the poetical passages which have done duty in this district for so many years are devoid of human interest and unsuitable to child-nature, and many of them have been learnt and repeated so frequently that long ago they must have lost their freshness. The selection of passages from the wealth of beautiful poetry so readily available in this age of cheap classical literature should commend itself to all who wish to add to the interest and educative value of the poetry lesson. We must confess to a feeling of disappointment, moreover, at the meagre appreciation frequently shown by pupils of beauty of thought and setting in the selections studied, to say nothing of halting delivery or inaccurate knowledge

of the text itself. We consider that in the upper classes pupils should have some knowledge of the difference between prose and poetry, should be taught to appreciate some of the simpler and more obvious figures of speech, and should at least have their attention directed to the metre and rhythm of the passages committed to memory. These remarks are by no means intended to apply to all schools, in many of which teachers are fully alive to the possibilities presented by "recitation," and have been successful in making the subject one of great and enduring interest.

WRITING.—The quality of the writing has been and will continue to be interfered with for some time to come, owing to the change in copy-books introduced during the course of the year. On the whole, however, the subject may be characterized as satisfactory, though a word of warning is necessary to those schools where much of the work is being done on writing-blocks. Many of these consist of flimsy unruled paper, on which it is extremely difficult to secure neat, well arranged, methodical work. The substitute of paper for slate is to be commended and encouraged, but care should be taken to insure that no deterioration in penmanship follows the change, and this can be done only by refusing to tolerate careless scribbling and by insisting on a fair degree of neatness in setting forth all work attempted.

SPELLING AND WORD-BUILDING.—The appearance made in spelling when the tests applied were taken from the reading-books in use was generally creditable, and tends to show that the subject is receiving generous and successful treatment. At the central examinations for certificates of proficiency, however, much of the spelling was disappointing, though the tests were generally admitted to be reasonable, and should have been well within the reach of the highest class. The prevalence of error under these circumstances would seem to imply that though much has been done in the matter of widening the scope of reading, a good deal yet remains to be accomplished before pupils acquire that intimate knowledge of word-form which correct spelling demands. Word-building very properly plays a large part in the instruction given in the lower classes under the comprehensive term "English." Here it forms the groundwork of spelling lessons, and incidentally, when properly applied, is an important factor in developing power of verbal expression and in training pupils to collect and join together a number of short statements, forming thereby a most useful aid to oral composition. The formation of new words by the addition of prefix or suffix, by change of vowel, by insertion of letters, or by whatever means custom has decided should be employed, the tracing of an element or root through various parts of speech having a common origin, are all extremely useful exercises and might well be applied more frequently in the upper classes, whose instruction in spelling in some cases is confined mainly to preparing lists of words selected from the reading-book.

COMPOSITION.—No subject of the syllabus forms a more reliable index of the efficiency of the school than composition, for the power of being able to write with perspicuity, ease, and fullness demands the intelligent application of knowledge, which, in the case of the normal pupil, is the outcome of careful, methodical, and approved training. The exercises submitted at our visits with notice, or examined during the course of other visits, though varying considerably in quality, on the whole maintained a satisfactory level. In some of the schools, however, the appearance made was disappointing, no real grasp of the subject being shown, and the efforts even of upper-class pupils being short, incoherent, and lacking in elementary power of expression. These remarks apply more particularly to the smaller schools, where the time available for systematic teaching is often unduly limited. Still, much can be done even under these circumstances, when teachers realize the importance of the subject and the absolute necessity for a well-arranged course of instruction, having for its object certain definite aims, to be realized from stage to stage, and appreciating the advantage of co-ordinating with the composition lessons other subjects of the curriculum. Nothing is of greater assistance in enabling pupils to express with clearness their thoughts on paper than oral drill, which should be applied during all stages of composition-teaching. Many teachers have a mistaken idea that oral composition is a special perquisite of the lower classes, and that for older children an entirely different form of treatment is needed. Oral drill is necessary during all stages, and should constantly be employed in the upper as well as in the lower classes, not only at fixed times, when composition subjects are being dealt with, but during the progress of lessons in reading, geography, history, science, and other suitable subjects. It is the ability to clothe in fitting garb the thoughts and ideas that arise during the course of each day's work that leads ultimately to the power of being able to write with ease, fluency, and expression. In this connection we may add that oral answering still leaves much to be desired, for in too many cases it fails in fully and accurately conveying the speaker's meaning, and often, where reasonable fullness obtains, it is stilted, formal, and altogether wanting in ease and naturalness. It is difficult to understand why a teacher, after a year's intercourse, and in many country schools after several years of such intercourse, should be unable to train his pupils to speak freely, fully, and intelligently on subjects to which special attention has been directed. We have found that in some schools the writing of composition exercises is deferred until pupils have reached the Third Standard. Quite apart from the fact that it is contrary to regulation, such method does not in any way commend itself to us. Oral composition should be begun during the earlier stages of school life, and should quickly lead on to written expression of thought and observation. Pupils should be trained in the evolution and expression of ideas on simple subjects in the preparatory classes, where a beginning might well be made in self-reliance and independence through the medium of written speech. The goal to be aimed at here is not the exercise free from grammatical errors and faulty English, but the gradual evolution of power to think and remember, and ability to express simple ideas with some degree of accuracy. Closely allied with composition is what is commonly known as "English." The two subjects as we understand them in the schools ought never to be dissociated, the former being the objective to which the latter leads, or ought to lead. Though in some schools the need for a definite plan of English-teaching is recognized

and acted on, there are still a good number where the lessons appear to be lacking in correlation and continuity, and hence largely fail in securing the results aimed at. It is impossible to teach composition intelligently without some knowledge of functional grammar, as well as of analysis and synthesis of sentences. All this should be taught, and thoroughly taught, but always associated with and leading up to the writing of composition. In the days that come not again too much time undoubtedly was given to the abstruse subtleties of grammar, and the present syllabus very wisely discourages its excessive use as a subject of instruction. This, however, must not be taken to imply its banishment, which was never contemplated, and which cannot fail to be followed by results of a more or less disastrous nature. On the teaching of English and its practical application much useful information may be obtained from Marsh's "Preparatory Reading and Composition" (Blackie and Son), and from Hyde's "Lessons in the Use of English" (Harrap and Co.).

ARITHMETIC.—With the exception of those of Standards V and II, the results obtained in arithmetic were generally promising, though in several directions much yet remains to be done before the subject can be considered as sufficiently well advanced to warrant the application of the term "satisfactory." In the lower classes of those schools where the importance of smart mental work is recognized the appearance was creditable, whereas in cases where mental drill received but scant attention results, as might be expected, were disappointing. In all arithmetic-teaching oral work is of the first importance, and should be applied incessantly during the acquisition of a rule. Its use leads to clearness and rapidity of thought, tends to remove difficulties inseparable from the subject, and cannot under any circumstances afford to be overlooked. It is quite possible that too much reliance may be placed on the text-book, with the result that contact of mind between teacher and pupil, so essential to successful effort, to a large extent is lost. The perfunctory or even careful explanation of a rule, if followed on the part of the pupil merely by working out examples from the book with occasional aid from the teacher, cannot lead to anything but moderate success, if it does not end in actual failure. The main part of the work in every standard should be oral, and much of it should be mental. Taking interest as an example, before being allowed to use the text-book pupils should be required to work mentally and rapidly numerous simple examples in the rule, and should be able to find at sight easy percentages on any reasonable sum of money. This should be continued, moreover, until the class is familiar with the ideas of discount on the tradesman's bill, commission paid to an agent, &c., and can find at sight the answers to easy problems involving these and other similar transactions. In the junior classes—indeed, in all classes—actual objects mentioned in the questions should, if possible, be handled. This applies specially to the work of the preparatory classes and Standard I, where no training can be considered as satisfactory which does not insist on the use of counters—not dots or strokes or similar devices, but some tangible objects, such as marbles, or beans, or gunwads, which can actually be touched and moved about by the pupils. In Standards IV and V concrete objects are again required in dealing with reduction and fractions, whilst in the two upper classes no teaching of the metric system can lay claim to completeness when unaccompanied by the actual handling of metric units and the use of these in computing values.

GEOGRAPHY.—So much has been spoken and written on this subject during the last few years that we feel it would be labouring the obvious to refer to it in any great detail. One or two matters, however, we would like to emphasize. We submit that there is no such thing as a definite scheme of Course A geography prescribed by regulation. The syllabus appearing under the heading of Course A was and is meant to indicate the kind of work contemplated as suitable, and at no time was intended to serve as a mandatory course which all schools would be expected to follow. Teachers are expressly told that any suitable programme may be accepted by the Inspector, and are expected to make use of local conditions when framing courses of instruction. There is no obligation, moreover, to range through the numerous phases of the subject referred to with more or less fullness in the suggested course; the number and extent of the selections made would obviously depend on thoroughness of treatment and length of time available for teaching. It is to be regretted that so many schools accept as a course of instruction the full text of what appears in the syllabus as a suggested programme, and in their endeavour to cover the outlined scheme depend so largely on the Imperial Geography. If Course A is to fulfil the expectations even of its less sanguine supporters it must be made more practical in application than could possibly be the case by the use of a text-book such as the one to which we refer. Course B, it is pleasing to note, is gradually coming to its own, and we look forward with confidence to the time when the complaints levelled against the teaching of this phase of geography will largely, if not altogether, cease. There is much to show that instruction here has improved, and that the old plan of committing to memory lists of names, with brief tags of information attached, is giving place to more rational and useful methods. The geographical reading-book is a very real aid to teaching if properly used, for not only are its descriptions full and often interesting, but its contents, being always available, provide a source from which information can at any time be derived; hence its presence must tend to foster a spirit of self-effort and independence, so greatly to be desired. In all cases, however, the use of the reading-book should be supplemented by vivid personal teaching; if this is not done good results cannot be secured, for, after all, the power of application possessed by children is limited and their sense of proportion not always just. Here, again, there is much need for a definite and comprehensive course having its origin in Standard II or Standard III, and gradually increasing in depth and range until the highest class is reached. In a circular issued early in the year we set forth a skeleton course, intended primarily as a syllabus, in which pupils attending the synchronous examination for Standard VI certificates would be tested, but which, for those who adopt it, might well form the groundwork of a scheme to be covered in two or even in three years by the upper classes. This will obviously be necessary in all cases where classes are grouped for instruction.

HISTORY AND CIVICS.—These subjects in many schools are taught with enthusiasm and success, the knowledge shown of the latter being creditable to all concerned. Where, however, the historical reading-book has become a substitute for rather than an aid to teaching, results have been the reverse of favourable. The remarks in a preceding paragraph having reference to the use of Geographical Readers apply with even greater force to history, for the matters of human interest dealt with and the lessons to be learnt therefrom lose much of their force and value if unaccompanied by personal explanation and comment. It is voice, manner, and power of exposition which make of history a real living subject, and impress its lessons, whether of warning or encouragement.

DRAWING.—In no subject has the attitude of educationists experienced a greater change of late years than in this. The old freehand "line copy" and geometrical model are fast disappearing, and pupils are set to study the real object. The old plan of the teacher acting the part of director of operations by calling attention to peculiarities of structure and proportion, warning against pitfalls, and showing how difficulties can best be met, has given place to the more rational plan of allowing pupils, under guidance, to observe and find out for themselves, and hence of fostering habits of accuracy and self-reliance. Many teachers, under the able assistance of our art instructors, have realized the importance of the change, and have been successful in modifying their methods so as to harmonize with recent developments. There are still an appreciable number of schools where the old "line copy" plays an altogether too ambitious part, and where the possibilities of correlation fail to receive the attention they deserve. The natural object should be used in all stages of school-work, and the choice of subject should be influenced, as far as possible, by beauty of form and colour. The natural object, too, when modified into conventional forms, will supply material for design, the evolution of which should form an interesting and important branch of the subject under review. The success attending the efforts of so many of our schools in this matter should act as an incentive to those who are still on the old beaten track to break away from obsolete traditions and discover some of the possibilities underlying newer and more approved methods.

NATURE-STUDY.—Amongst the most popular subjects on the syllabus is nature-study, pupils and teachers deriving much pleasure and not a little profit from the investigation and experiment to which it so readily lends itself. Its value as a means of education and its possibilities in supplying a common fund from which other school subjects can draw are gradually being appreciated as they deserve, so that much of the work is characterized by thoughtful and efficient treatment. The last few years have brought home to the great majority of teachers the necessity of distinguishing between lessons of information and those whose objective is mainly or purely an appeal to faculties of observation. The development of intelligence is an outcome of each type of lesson, so that each has its utility value, and must be provided for in any comprehensive and approved scheme of instruction. The information lesson, however, is better suited for the more mature mind, and hence should tend to reach its climax in the higher classes. In the lower classes the main object of nature-study is, by arousing interest, to stimulate the observant faculties and gradually to encourage pupils to utilize their reasoning-powers in reaching simple conclusions, and incidentally to acquire facility and clearness in expressing their thoughts. Much of the work now undertaken in the preparatory classes is too formal, and for this reason largely fails to foster independence of thought and expression as it should. It is not unusual to find the structure of a flower studied with some fullness in these classes; occasionally the function is similarly treated. We cannot commend this selection of subject, for quite apart from the difficulty, not to say irksomeness, which little children must experience in remembering long and unfamiliar terms, the processes involved and questions discussed are beyond the intelligence-level of this stage of school life. Moreover, the pupils are almost entirely dependent on the teacher for the information supplied, and have but little opportunity for the exercise of independent observation, with the result that self-activity is checked and the free play of thought and imagination discouraged. In the preparatory classes lessons should consist mainly of informal talks on subjects within the knowledge-range of class-units, and formal teaching for the most part should be deferred until pupils reach Standard I. In the earlier standard-groups the courses, in the case of country schools, should lead up to the work of gardening, or whatever branch of rural or elementary science it is proposed to study.

SCHOOL GARDENS.—Closely connected with nature study is the school garden, now recognized as a necessary adjunct to primary education in all progressive communities where prosperity depends largely on the products of the soil. Some of the schools have already made a beginning in this direction, and possess well-cultivated and well-stocked plots, which cannot fail to be a source of pleasure and profit to all concerned. We hope to see very pronounced advance in this branch of school-work in the near future, consequent upon the recognition of its importance, as also upon the Board's action in appointing an Instructor in Rural Science, whose services will be available for the training of teachers, and for giving assistance and advice in the matter of preparing and setting out garden plots and in the preparation of suitable courses. The difficulties inseparable from the lot of the sole-charge teacher may prevent the lower-grade school from being credited with any large number of gardens, but all other schools in country districts, we have confidence, will make a determined effort, where circumstances are favourable, to give effect to the wishes of the Board and to the demands of modern progress in taking up a course of elementary horticulture. We would remind teachers of a circular on gardening forwarded to them towards the close of last year, in which the Board signified its intention of offering prizes to those schools which obtained the most satisfactory results in making the school garden a means of practical education.

HEALTH.—Some of our teachers still insist on giving instruction in detailed physiology of a more or less advanced character, whereas the syllabus intends merely that pupils shall acquire

some knowledge of the rules which must be observed if they are to grow up healthy and strong. To this end it may be necessary to deal with the build of the human body and the functions of certain of its organs in some detail, so that pupils may understand the reasons which underlie the rules to which they are asked to conform. But treatment of lesson should carefully guard against obscuring the main objective by the introduction of a mass of detail, difficult to remember, not always easily understood, and demanding considerably more time and attention than the framers of the syllabus intended. What is required is that teachers should impress on pupils that neglect of important matters of health will entail certain penalties, hence the rules of health to be emphasized should as far as possible be few and direct, and as little as possible encumbered with technical phraseology. Instruction should begin in a very simple way in the lower classes, and be continued throughout the school life of the pupils, in the upper classes taking the form of definite lessons, the details of which should appear on a programme so arranged that fresh aspects of the subjects come up for treatment each year.

MORAL INSTRUCTION.—It is sometimes forgotten that a distinction must be drawn between moral instruction and moral training, both being necessary to moral education. Moral training aims at fostering good habits; moral instruction at imparting ideas, ideals, and moral insight. "Moral training is secured by watchful care over conduct; by intimacy with good example; by wisely ordered physical discipline; by a due measure of organized school games; by the good influences in the corporate life of the school; by the responsibilities of self-government; and by the effect of honest, intellectual work upon the moral outlook and judgment. Moral instruction aims definitely at furnishing ideas which may help in giving a right direction to conduct. In the strict sense of the word, it is always direct. It may be indeed incidental, or it may be allusive, or it may be in the form of parable, or of an historical example, or of an illustration from poetry or fiction. It may appeal to the religious sanction as well as to the personal and social sanctions, or to the two latter alone. But however masked it may be in its incidence, it must in so far as it is moral instruction be direct."

Much difference of opinion exists as to the manner in which moral instruction should be given, whether there should be a time specially set apart for it or whether it should be taken incidentally during the progress of school-work, lessons in history, reading, poetry, and other subjects presenting opportunities for the teaching required. On this subject the English committee set up to inquire into moral instruction and training in schools make the following pronouncement: "After considering the whole subject with anxious care, we have reached the conclusion that in all public elementary schools at least one lesson a week should be devoted to instruction in the principles of personal, social, and civic duty."

Mr. M. E. Badler says, "There is a general agreement among experienced teachers that direct moral instruction, when given at the right time and in the right way, is a valuable element in moral education."

We are of opinion that a short programme of moral instruction should be prepared, so that the teaching may proceed on some definite plan, and that evidence may be forthcoming that the spirit and intention of the syllabus are being carried out. At present it is quite unusual to find any indication in the form of scheme or notes as to what is being done, and the impression left after visits to certain schools is that but little has been attempted in the way of direct moral teaching. We hope in future to see in all schools a short programme of systematic and graduated instruction, setting forth the various phases of the subject with which it is proposed to deal in the several classes or in successive years.

BUILDINGS.—School architecture is closely connected with school efficiency, affecting as it does the comfort and convenience of all concerned, and having a very direct and very important influence on the physical, mental, and moral well-being of pupils. It is with great pleasure we record our sincere appreciation of the good taste, sound judgment, wise use of materials, and just estimate of modern requirements which have been manifested of late in this branch of the Board's administration. Some of the buildings recently erected are a credit to both architect and builder, and, bearing in mind the somewhat limited funds on which the Board is permitted to draw, possess in a high degree the qualities for which one often so vainly looks in economically constructed buildings. We refer to the artistic and pleasing external and internal effect, and to the provisions made for lighting, ventilation, and sanitation generally.

TEACHERS.—We have found it necessary, alas, in the course of this report to refer with some frequency and at some length to acts of omission, and to imperfections of aim and method. Before closing, however, we should like to express our appreciation of the loyalty and devotion to duty shown at all times by the great majority of our teachers. Our district is fortunate in possessing a band of earnest workers, fully alive to the importance and far-reaching influence of their efforts, ever ready to respond to the call of duty, and to endeavour worthily to discharge the great and solemn trust committed to their keeping. We have found the utmost willingness to act on suggestion, to assist in giving effect to the aims of modified or new regulations, to examine afresh long-established educational tradition, and to become familiar with fresh developments and modern ideals. The zeal and earnestness shown, often under trying circumstances, and the resolute courage manifest in the face of difficulty and disappointment, are beyond all praise, and encourage the belief that future developments in this district will be far-reaching and sound.

We have, &c.,

E. K. MULGAN,
JAMES GRIERSON,
R. D. STEWART,
C. W. GARRARD,
WILLIAM BURNSIDE,
J. T. G. COX,
H. G. PLUMMER,
} Inspectors.

The Secretary, Education Board, Auckland.

TARANAKI.

SIR,— Education Office, New Plymouth, 31st March, 1911.

We have the honour to submit our annual report for the year ending the 31st December, 1910.

At the beginning of the year ninety-three schools (including four half-time schools) were in operation, and during the year new schools were established at Oeo, Kotare, and Taurakawa.

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	125	120	15 3
" VI	336	319	14 0
" V	491	475	13 4
" IV	629	609	12 5
" III	670	654	11 6
" II	706	694	10 1
" I	752	722	9 4
Preparatory	2,358	2,192	7 1
Totals	6,067	5,785	11 8*

* Mean of average age.

Compared with the return for 1908, the roll-number shows an increase of 261, while the increase in the number present at the Inspector's annual visit was 290.

There has been an increase in the roll-number of every standard except Standard III and Standard IV. In 1909 there was a slight decrease in Standard VII, but we are pleased to record an increase for this year of nineteen. Of the 125 pupils in Standard VII, 101 belong to the secondary classes of the Stratford District High School.

CATHOLIC SCHOOLS.—The Catholic schools in New Plymouth, Inglewood, Stratford, and Opunake still continue to do satisfactory work.

The following is a summary of examination-results for each of the Catholic schools examined and inspected by us [table not reprinted].

THE PRIMER CLASSES.

SIGHT-READING.—The practice of reading and rereading the school primers beyond the limit which separates necessary from wasteful repetition still prevails in many schools. In every school three or four sets of supplementary Readers should be kept, and a definite time set aside on the time-table for sight-reading, when these special reading-books might be used.

It must be manifest that a considerable benefit would be derived from this use of supplementary Readers in the direction of giving a greater facility in the mechanical part of reading and also in stimulating the child's love for interesting books.

Another gain will be that this additional reading will considerably enlarge the child's vocabulary, which will tend not only to create within the child the power to express itself with confidence on certain topics, but to so widen and enrich his experience that he will feel that he must speak. In this way one of the great difficulties of oral composition in the lower classes will be partly overcome.

INDIVIDUAL WORK.—There is a tendency in the infant department to minimize individual work. The answering is too often simultaneous. Not infrequently does it happen that teachers not only of the preparatory classes but also of the standards (being misled by the deceptive nature of the collective answering common in their classes) overestimate the general proficiency of their pupils' work. Each child as far as possible should feel that during any lesson he may be called upon at any moment to do some individual work.

Then, again, the answers should be clearly and definitely given, and pupils should not be allowed to answer out of turn and give unasked the answer *sotto voce*.

KILL-TIME WORK.—There is one phase of work done in the infant department that calls for strong condemnation. Not an inconsiderable amount of the slate work done by P1 and even P2, while the teacher is engaged with another class, is so indifferently supervised, so perfunctorily corrected, and so unsuitable to the stage of progress that the pupils are at what has been aptly termed "kill-time work."

PHYSICAL TRAINING.—This branch of instruction continues to receive a satisfactory amount of attention, and at least two of its objects—namely, the raising of the general standard of health and the making of the children alert and responsive—are kept fairly well in view. In a few schools, however, the exercises seem to be somewhat aimless in character and execution. Careful attention should be given to the physiological effect of each exercise. It is very easy to slip into a perfunctory manner of going through a number of exercises; this is particularly the case with those exercises which are framed with the object of increasing the breathing-capacity.

Unfortunately, one of the aims of physical instruction is almost entirely overlooked. Rarely do we see exercises specially given with the object of improving the carriage of the body and of imparting grace and ease to the pupils' general deportment.

The Standard Classes.

Geometrical Drawing.—There has been a general improvement in the manner in which the geometrical figures are entered in the drawing-books, more care being shown in the arrangement, neatness, and grading of the drawings.

Unfortunately there has not been a corresponding advance made by the pupils in the intelligent grasp of the problems done by them. The teacher should make a point of explaining in a systematic and thorough manner the different steps underlying the construction of the figures the pupils have drawn. If this were done the pupils would be in a position to apply more intelligently what has been taught. But more than this should be done. He should also require the pupils to memorize more thoroughly than is done now the work that should be memorized—for instance, a child in Standard II, after drawing a square in his drawing-book, should be able to tell why it is a square.

In a few schools much greater care should be given to the earlier stages of the work in free-hand drawing. It is obvious that without such care the subsequent work cannot be satisfactory. We find, however, that rarely in the upper standards is the full course in drawing completed.

In Standard V and Standard VI we should like to see a little more practice given in drawing from actual objects. Though in the lower classes, in order to teach care and accuracy, it has been necessary to adhere perhaps somewhat too rigidly to copying conventional forms from the flat, yet it is advisable, especially in the upper standards, to gradually and intelligently introduce drawing from objects themselves in order to cultivate originality and to develop more fully the latent artistic powers of the pupils.

While pointing out the necessity of drawing from natural objects, or nature-drawing, we do not wish to encourage that tendency which exists in some quarters to dispense with drawing from conventional forms—a class of drawing which demands from the pupil both exactness in observation and execution. No teacher can afford to fail to recognize the advantage to be derived from exercises which bring under wholesome discipline both the eye and the hand.

Let us have as much nature-drawing as possible as soon as we have trained the child's senses to readily see the form in a complex model, such as a flower, and have also given his hand the technical skill to express with reasonable accuracy what his trained eyes see.

Recitation.—We should like to see more progress made in this subject in Standards I and II. As a rule the lines are well known, but delivered with comparatively little expression. Every child can be trained to put a little life and feeling and colour into his recitation. Too many teachers seem to think that as the voice comes by nature, expression also comes in the same way. They forget that a man has nothing in perfection until he has it by culture. The Department requires a teacher to qualify in singing: it seems to us that there is as much need to require him to qualify also in elocution. In the preparatory classes the children are taught action recitations, but when they pass into the standards they are, with very few exceptions, never called upon to make use of appropriate actions when reciting. This is a retrograde step. There is no question that the actions themselves force the child to enter into the spirit of the verse and to express himself with a certain amount of elocutionary effect. The very action calls forth from him some change of the voice in harmony with the gesture. We have frequently remarked that in those schools where the pupils are encouraged to recite with actions we get far more expressive and brighter recitation than we do in schools where training is lacking in this respect. Even if the actions are overdone the exaggeration can be toned down in the upper standards. We would go further, and express the opinion that in a great many of the subjects taught in the lower classes the teacher might with advantage introduce a good deal of exaggeration in order to get the pupils out of the mechanical rut they are so ready to drop into.

Composition.—Compared with the essay-writing done in Standards II and III, that of Standards V and VI shows an absence of that advancement that might reasonably be looked for. In our opinion the explanation of this is that after the pupils leave Standards III and IV the instruction they receive in this subject is mainly a repetition of what they have had before. This should not be. The treatment should be fuller and more advanced. Frequent model lessons on the principles and construction of an essay and on the various forms of expression should be given.

We are afraid, too, that not a few teachers adopt a policy of drift by giving merely practice in essay-writing and making little or no effort to give regular and systematic lessons in this subject.

Writing.—As regards writing, the step in advance between Standards V and VI is not sufficiently great; in fact, in many cases there has been a backward movement, the general writing of Standard VI as a rule being less accurately and carefully done than is that of Standard V.

In our opinion this is due mainly to the fact that the teacher of Standard VI tends to rely too much on the practice in writing gained in the course of the ordinary written work. More regular and systematic set lessons should be given, and, moreover, in all of the writing the teachers should insist on a much closer adherence to the style adopted throughout the school and district.

Occasionally when attention has been drawn to the fact that the writing of Standard VI is not in accordance with the system adopted in the rest of the classes we are met with the remark that this departure is purposely allowed, as the teacher thinks that the pupils ought to show some originality in their writing; or, in other words, they should develop character and style. This would be all very well if our experience went to show that the latitude permitted resulted in good penmanship, but this is not the case. The pupils certainly develop an original style, but the least said about it the better.

In this connection we would again point out that a serious weakness in some of our schools is the want of a definite standard of method and treatment throughout every department of the school. The headmaster should certainly satisfy himself that from the lowest to the highest class the writing is so graded that no pupil 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 system of writing adopted.

It is useless to expect children to learn to write by simply giving them dictation, composition, and similar exercises; at such times the mind should be concentrated not on the writing but on the subject-matter of the lesson. Writing lessons—that is, lessons where the mind is guiding the hand to copy some model either printed or written—will, we fear, be always necessary not only in the lower, but also in the higher classes.

HISTORY.—It is doubtful whether there has been any progress made this year in the method of teaching history. There are, no doubt, a few schools where the treatment of this subject has been on educative lines and where the results are at all commensurate with the time devoted to it, but in many schools there has been no appreciable advance made either in the discrimination shown in the selection of the matter or in the effective presentation of it. The ignorance of history shown by some of the pupils who are just on the point of leaving school calls for a strenuous effort to raise this subject from the condition it now is in.

The aim of history-teaching is not infrequently either hazy and misunderstood, or is lost sight of altogether. The teaching wants directness, method, and vigour. There is no shutting our eyes to the fact that a proportion of our teachers are so handicapped by the lack of a thorough knowledge of the subject that they cannot discriminate between what is important and what of little value, with the result that their lessons are uninteresting, spiritless, and of comparatively little educative value.

How vain it is to expect from such treatment that the pupils' outlook will be enlarged, their sympathies broadened, and their prejudices become less insular.

GENERAL.

MANAGEMENT.—Every school should have what might be called a policy, and every one on the staff, from the headmaster to the youngest pupil-teacher, should know what it is and should be aiming to carry it out. Unfortunately, this common aim and undestanding are met with to only a moderate extent in our schools.

It is not an uncommon fault to find a comparatively inexperienced young teacher left in charge of several classes, and left, as far as the headmaster is concerned, to fight out his own salvation. He receives no direction, his work does not come under any regular supervision, and he is left wholly out of touch with the other classes.

Then, again, we often find, especially in some of the larger schools, a lack of continuity in the work of the different departments of the school. There should not be that cleavage between class and class which we often see. The head teacher should provide by well-graded and comprehensive schemes of work and by other means, that not only the matter taught, but also the methods adopted in each class, should as far as practicable merge almost imperceptibly into those of the class immediately above and below it. There must be no break or needless repetition. Each member of the staff should have a good knowledge of what his fellow-teachers are doing in order that the progress of the child may be as rapid and smooth as possible. It is part of the headmaster's management to devise some means of bringing his teachers into close relation.

While touching on the question of the policy of the school we feel compelled to take exception to that mistaken idea possessed by not a few of our teachers that their teaching is valueless in proportion as it fails to be interesting to the pupil. Misled by this theory they strive desperately to arouse interest, and are puzzled and disheartened by the meagreness of the results achieved. They fail because they put a wrong construction on the word "interest." It ought to mean that concentration which finds keen pleasure in solving a mental difficulty. Too often it means excitement, glamour, a fitful endeavour after something not worth having, the result being not intellectual strength, but mental inertness and weakness. Whenever spontaneous interest cannot be evoked the child should face the fact that even child-life is largely made up of task-work.

SCHOOL ENVIRONMENT.—There is in this district an increasing number of schools where the teachers and Committees are taking a keen and active interest in improving the appearance of the grounds and premises.

In the best-organized schools is drawn up a rota of supervision of the playground either by monitors or teachers, whose duty it is to see that the surroundings of the school are kept clean and tidy. The teachers should never forget that the influence of environment, though oftentimes invisible and difficult to gauge, is nevertheless far-reaching, and all the more potent if the pupils themselves take some part in creating or improving their surroundings.

THE LEAKAGE OF PUPILS.—A serious blot on our primary system of education is the great leakage of pupils before they have completed the full course of work. This leakage occurs principally between Standards IV and VI. Probably over one-fifth of our pupils drop out at the Fifth Standard. It is evident that many of these will go through life uneducated. It seems to us that the State should make it exceedingly difficult for a pupil to leave school before he has gained the full benefit of the education provided for him. The remedy undoubtedly lies in raising the age-limit to fifteen, and the standard of exemption from Standard V to Standard VI.

RESULTS.—The following table shows the State schools that gained the highest results in 1910 [table not reprinted].

We have, &c.,

W. A. BALLANTYNE, B.A.,
R. G. WHETTER, M.A., } Inspectors.

The Chairman, Education Board, New Plymouth.

WANGANUI.

SIR,— Education Office, Wanganui, 25th March, 1911.

We have the honour to present our report for the year ended 31st December, 1910.

We deal first with those phases of the subject that lend themselves to statistical treatment, not forgetting that, however illuminating statistics may appear to be, they point rather to presumptive than to unmistakable inferences.

The following table has been compiled from the returns furnished by the teachers in connection with their annual examinations:—

TABLE IA.

Classes.	Number on Roll at Annual Examination.	Present at the Annual Examination.	Average Ages of Pupils in each Class.
			Yrs. mos.
Standard VII (including secondary pupils in D.H.S.)...	266	237	15 0
" VI	947	911	14 0
" V	1,269	1,233	13 0
" IV	1,488	1,457	12 3
" III	1,592	1,544	11 3
" II	1,727	1,693	10 1
" I	1,749	1,690	9 3
Preparatory	5,863	4,959	7 2
Totals	14,401	13,724	11 6*

* Mean of average age.

TABLE IB.

The following are the numbers from the Roman Catholic schools:—

Classes.	Number on Roll at Annual Examination.	Present at the Annual Examination.	Average Ages of Pupils in each Class.
			Yrs. mos.
Standard VII	5	4	15 2
" VI	68	65	14 3
" V	61	57	13 3
" IV	123	115	12 5
" III	94	82	11 1
" II	111	107	10 1
" I	128	120	9 0
Preparatory	339	313	7 2
Totals	929	863	11 7*

* 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 15,330.

The proportion of the pupils in the various classes, and the average age of each class, are in the following table compared with those for the Dominion.

TABLE II.

Classes.	Dominion (1909).		Wanganui (1910).	
	Per Cent.	Average Age.	Per Cent.	Average Age.
		Yrs. mos.		Yrs. mos.
Preparatory...	36·66	·6 11	37·24	7 2
Standard I	12·25	9 2	12·15	9 3
" II	11·82	10 3	11·99	10 1
" III	11·34	11 4	11·06	11 3
" IV	10·78	12 3	10·33	12 3
" V	9·08	13 0	8·81	13 0
" VI	6·56	13 11	6·58	14 0
" VII	1·51	15 0	1·84	15 0

The above table shows no striking disparity between the numbers given for Wanganui and those for the Dominion, except in the case of the preparatory classes, where the average age is higher and the roll-number greater.

We are pleased to note that we have a higher percentage of pupils in Standard VII than holds for the Dominion.

In the following table a comparison is made with the numbers given in 1908 and 1909 for the schools of our district:—

TABLE III.

Classes.	Number on Roll, 1908.	Number on Roll, 1909.	Number on Roll, 1910.	Average Ages, 1908.	Average Ages, 1909.	Average Ages, 1910.
				Yrs. mos.	Yrs. mos.	Yrs. mos.
Standard VII	246	273	266	14 10	14 11	15 0
„ VI	851	912	947	13 11	13 11	14 0
„ V	1,231	1,242	1,269	13 1	13 2	13 0
„ IV	1,451	1,465	1,488	12 3	12 3	12 3
„ III	1,637	1,602	1,592	11 2	11 4	11 3
„ II	1,583	1,619	1,727	10 3	10 3	10 1
„ I	1,644	1,735	1,749	9 2	9 1	9 3
Preparatory	5,005	5,117	5,363	7 1	7 0	7 2
Totals	13,648	13,965	14,401	..	..	..
Catholic schools	778	912	929	..	..	..
Grand totals ..	14,426	14,877	15,330	..	..	..

From the above figures it will be seen that during the year 1910 there has been an increase of 453 pupils on the school-roll at the time of the teachers' annual examination. The chief increase is in the preparatory or infants' department, and the high average age of the pupils in this part of the school seems to indicate either that teachers are still inclined to keep their pupils too long in the preparatory classes, or that in the country schools a large proportion of the pupils begin their school life at a late age, or that the efficiency of the teaching is in too many cases not what it ought to be. Probably, however, all three causes have been active. Table IV shows that in at least six of the more important schools the average age in the preparatory classes is unusually high. The average age in Standard VI has also increased, and this no doubt accounts for the decrease in the number of pupils in Standard VII. It must be noted, however, that the secondary departments in the district high schools have not been affected, the total number of pupils there having increased. The country schools, therefore, have been losing Standard VII pupils, and Table IV indicates that the high average in Standard VI is also due to these schools.

[Table IV omitted.]

[Table V, of local interest, also omitted.]

TABLE VI.

Inspection of Schools.

Number of State schools inspected during 1910	196
Number of denominational schools inspected	11
Total number of schools inspected	207
Number of schools inspected during 1908	199
„ „ 1909	205

The numbers given above refer to the second inspectorial visit paid to the school.

Standard VI.—Proficiency Examination.

At this examination 939 pupils were presented, of whom 552 gained the proficiency certificate and 230 the competency certificate. Table VII tabulates the results for the last three years.

TABLE VII.

Year.	Proficiency Certificates.	Percentage of Passes.	Competency Certificates.	Percentage of Passes.	Total Percentage of Passes.
1908	517	59·0	240	27·4	86·4
1909	578	63·2	194	21·2	84·4
1910	552	58·8	230	24·5	83·3

The corresponding percentages for the Dominion in 1909 were—Proficiency, 67·54 per cent.; competency, 21·75 per cent.; total passes, 89·3 per cent.

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

Table VIII.

[Summary only reprinted for ten selected schools included in the table.]

——	High School.	Technical School.	Competency-holders remaining at School.	Home.	Farm.	Trade.	Office.	Shop.	Unskilled Labour.
Totals	108	31	34	38	10	18	10	10	11

From the above table it appears that nearly 60 per cent. of the pupils who left entered the secondary classes, and of those who gained only Standard VI competency certificates 41 per cent. are remaining at school to study for the higher certificate. Last year a similar return showed that about 43 per cent. entered the secondary classes. We are glad to note such a substantial increase this year.

With regard to pupils who left school before reaching Standard VI, we regret to note from a return furnished by the teachers that no less than fifty-three pupils under fourteen years of age left without obtaining the certificate of exemption (Standard V pass) required by the Education Act.

District High Schools.—Secondary Departments.

Table IX.

[Tables IX to XII, giving various statistics of secondary departments and of the scholarship competition, not reprinted in full: totals only given.]

——	Roll at End of 1910.	Average Roll during 1910.	Admitted at Beginning of 1910 from—		Number of Pupils who during 1910 were spending their—			
			Town Schools.	Country Schools.	First Year.	Second Year.	Third Year.	Fourth Year.
Totals (in eight schools).. ..	212	248	95	66	178	82	23	3

The following return shows the distances travelled by the scholars attending the secondary classes in the district high schools:—

Table X.

——	Number of Pupils who during 1910 were living at a distance from School of—			
	Not more than One Mile.	Between One and Three Miles.	Between Three and Five Miles.	Over Five Miles.
Totals	133	58	21	68

During the year two courses of instruction were open to secondary pupils in all the centres except Bull's and Eltham. The one course was a literary one, fitting pupils for professional careers; the other was of a more practical nature, fitting pupils to take up farming pursuits. Table XI shows the number of pupils choosing either of these courses:—

Table XI.

——	Average Number of Pupils who during 1910 took the—	
	Literary Course of Instruction.	Special Rural Course of Instruction.
Totals	158	110

TABLE XII.—DISTRICT HIGH SCHOOL EXAMINATION RESULTS

Qualified for Board's Junior, and Junior National Scholarship.	Qualified for Board's Senior Scholarship.	Passed Civil Service.	Passed Senior Free Place.	Passed Civil Service Senior.	Passed Matriculation.	Qualified for Senior National.
28	14	34	9	..	6	..

[Tables XIII and XIIIA, giving details of scholarship examination results, not reprinted.]

INSTRUCTION.—The subjects of our primary-school course may be divided into four groups: (1) English and arithmetic; (2) geography, history, and elementary science; (3) handwork; (4) singing and physical training. With respect to group 1, it is safe to say that considerable progress has been made. Rational methods of instruction are steadily gaining ground in the infant departments, though, with respect to the applications of the principles of phonics, a great deal yet remains to be done. In the upper classes much improvement was evident in the more formal phases of composition, and in reading, which was in all cases tested by the use of books that the pupils had not previously seen. In some schools the "nasal twang" and other perversions of standard English speech were all too much in evidence. It is to our teachers, more than to any one else, that we must look to preserve in their purity the noble sounds of the Mother-tongue. The best teacher of English is he who sets a good example to the pupils, who will then set a good example to each other. Though the criticism contained in the reports of recent years has not been altogether unheeded, shortcomings in the teaching of handwriting continue to be too frequently noted. With respect to arithmetic, the other member of group 1, we may note that, though the schools are not losing ground, they are not making the headway that might reasonably be expected. Intelligent methods certainly prevail in the infant classes, but the value of the methods is often lost for lack of judicious memorizing. Numbers are carefully analysed by the use of objects, but the results of the analysis are practically thrown to the winds, not having found permanent lodgment in the minds of the pupils. In very few schools is the apparatus supplied by the Board for the teaching of this subject really well used. It is sometimes put to unexpected uses. The measures of capacity have been used as drinking-vessels and as flower-pots, while the scales and weights have sometimes to be produced from the recesses of the residence kitchen. Regarding group 2—geography, history, and elementary science—we note that the schools are holding their own in the matter of geography by observation, a method of study that binds the pupils down to actual conditions, so affording a solid basis for further study. Both political geography and history have fallen on evil days in our schools, though the *School Journal* does much to keep interest in them alive. Separate reports on elementary agriculture and elementary dairy science are presented by the Supervisors, Messrs. Grant and Browne, the value of whose services we cordially recognize. In town schools the science subject is elementary physical measurements, dealing with which a study-scheme was sent to the teachers early in the year for the purpose of securing uniformity and efficiency of instruction. Handwork (group 3), in one or more of its forms, is taken in all our schools, and its value, as the material substratum of much of our primary-school work, is duly appreciated. Drawing, the most important of the handwork subjects, has gained somewhat in quality, but much better work could be done if the teachers of the larger schools were to respond more readily to the Board's invitation to the Saturday classes, classes taught by men of the standing of Messrs. Seaward, Watkin, and Elliott. The last group (4), singing and physical training, need not detain us long. With some brilliant exceptions, the quality of the singing is still at a low ebb. In this subject, as in drawing, the Board offers free tuition on Saturdays at four centres, but it seems as if the fruits of the instruction will not appear till our younger teachers return from the Training College. In most of our larger schools physical training is good; in some it is excellent. What the Defence Department is going to do for us is not yet apparent, but provision for the physical training of girls as a part of the ordinary school course has still to be made by the teachers.

ADMINISTRATION.—If the work of teaching requires knowledge, skill, system, and enthusiasm, the work of organization requires wisdom, tact, restraint, and a lofty conception of duty. That our head teachers possess these attributes in liberal measure may be inferred from the absence of friction in circumstances where friction is peculiarly liable to arise. But notwithstanding inevitable conflict of interests, relations of a uniformly pleasant nature exist between the head teachers, the children, the parents, and the Board's officials. There are, however, one or two administrative shortcomings that seem to call for notice. The first is the treatment that the bright pupil sometimes receives. He is recognized but not encouraged, admired but not given his due. If the administration of the school fails to provide exceptional facilities for exceptional merit it fails in a very serious respect. An idea has gained currency that the free-place system relieves teachers of all responsibility in this matter, and a very poor type of idea it is. The school should not be sacrificed in the interest of one or two promising pupils, but the head teacher who, in the interest of such pupils, cannot make some little self-sacrifice does not act in the best interests of his school. The Alf. Bayley and Taranaki Scholarships are cases in point. What has the northern part of our district done to secure its due share of honour in the matter of these scholarships? Another point of administration to which we must call attention has reference to the school schemes. During the year striking improvement was made in the methods of keeping these indispensable adjuncts

of school work. But in too many cases the endeavour to secure improvement strained almost to the breaking-point the good relations that should exist between the teacher and the Inspector. There were cases where the teachers remained indifferent or obdurate for years, though all the time their assistants and even pupil-teachers were keeping satisfactory schemes and lesson-books on their own account. We believe that we have seen the last of the ill-judged opposition to a departmental regulation, and of a species of neglect that has come so much into prominence as almost to put one's view of school work out of perspective.

SWIMMING AND LIFE-SAVING.—It may be recorded as a testimony to the energy of our Committees and head teachers that the number of children now receiving instruction in swimming is something to be proud of. Baths have been erected on the schoolgrounds at Eltham, Wanganui District High School, and Sedgebrook, while the pupils of the Hawera, Queen's Park, and Feilding Schools avail themselves of the facilities offered by the Corporation baths. It is understood that the pupils of the Taihape, Marton, and Campbell Street Schools will presently be provided with similar facilities.

DISTRICT HIGH SCHOOLS.—During the year, in addition to the scholarship course, a practical course of instruction was taken at Hawera, Patea, Marton, Taihape, and Feilding. Reference to Table XI will show the relative numbers of pupils taking each course [table not reprinted in full]. The same programme is being carried out at the same schools during the present year (1911). So much has recently been said of the advantages of the rural course that, beyond recognizing the good work done at the schools named, we content ourselves with an indorsement of an opinion elsewhere expressed that an extra special assistant should be provided in schools where the course is taken, and with the announcement of a further opinion that, if the Department is really in earnest in the matter, it should decline to recognize any district high school failing to supply a sufficient number of pupils to admit of the course being introduced.

EDUCATION BOARD'S LENDING LIBRARY.—The library continues to serve a useful purpose in bringing within reach of all the Board's teachers the most modern works on the science and art of teaching. This year seventy-five teachers obtained books, of which about two hundred were issued. Considering the fact that there are, with the exception of pupil-teachers and probationers, to whom the books are not issued, some 350 teachers in the Board's service, we do not think nearly as many avail themselves of the library as ought to. Here is an opportunity for the earnest teacher to keep in touch with modern educational thought, and at small cost to himself. We trust the Board's efforts to help the teachers in this direction will meet with more enthusiastic support during 1911.

ENVIRONMENT.—Environment is on the one hand the physical setting of the school, its attractiveness inside and out; on the other hand, it is the tone of the school, the absence of evil example, and the presence of good. On the whole, we have made considerable progress in school and schoolground beautification. Much has yet to be done, especially in the direction of making the grounds attractive by means of flower-plots and ornamental shrubs. Having aided in the establishment of school gardens throughout the district, the supervisors of agricultural training will now be in a position to devote more time to the improvement of the appearance of the schoolgrounds. The interest taken in the school gardens by the great majority of the teachers cannot be too heartily or too highly commended; and there is every reason to suppose that this interest will be extended to the schoolgrounds. The natural complement of well-kept grounds is hearty play, a phase of school life that receives general recognition at our schools. The Board's injunction that the teachers should initiate and supervise organized games for all pupils has been for the most part sympathetically received. It is not so very long ago since the main interest of the school was centred on the subjects taught, an interest which is at last being transferred to the children, who are clearly coming to their own.

ACKNOWLEDGMENTS.—We desire to place on record our appreciation of the good service done to the cause of education by—(1) the ladies who ably examined the candidates for the domestic arts certificate; (2) the head teachers of the observation schools; (3) the instructors of the school technical classes; (4) the teachers of all ranks. The timely assistance rendered by Mr. Grant in the work of inspection towards the close of the year should also be recognized. To Mr. Stewart, who comes to do a work of the first importance in our schools, we extend a cordial welcome.

We have, &c.,

GEO. D. BRAIK,
JAS. MILNE, } Inspectors.
T. B. STRONG,

The Chairman, Education Board, Wanganui.

WELLINGTON.

SIR,— Education Office, Wellington, February, 1911.

We have the honour to submit the following report on the condition of primary education in the Wellington District.

The number of schools in operation during the year was 163, an increase of one for the year. Two small aided schools were closed, and three new ones were opened.

In addition to the 163 State schools, eleven Catholic schools were visited and reported upon.

The following summary shows the number of classes and the 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	365	355	14 10
" VI	1,386	1,365	13 11
" V	1,855	1,831	12 10
" IV	1,906	1,880	12 0
" III	2,050	2,010	10 11
" II	2,041	2,013	9 9
" I	2,151	2,095	9 0
Preparatory	6,139	5,865	6 11
	17,893	17,414	11 3*
Eleven Catholic schools	1,442	1,384	...
Totals	19,335	18,798	...

* Mean of average age.

These figures show a total increase of 132, or, in detail, a slight increase in Classes P, S1, S3, S5, and S6, and a decrease in S2 and S7. Though on the aggregate number we have more than held our own, we regret to notice that the country schools (Grades 0–6) as a whole show a decided decrease in numbers—nearly 400. This is in part due to the fact that many of our small settlers have moved to the cheaper land along the Main Trunk line, but, unfortunately, the main cause has undoubtedly been the growing tendency towards aggregation in towns. We are pleased, however, to note that settlers in the backblocks are taking fuller advantage of the liberal allowances made to aided schools by the Education Department. The numbers in S6 and S7 have been practically stationary during the past two years. We had expected an increase this year in our district high school numbers, but this expectation has not been realized, a fact largely due to the alteration in the Wairarapa Railway time-table. In the Greytown District High School alone the new time-table entailed a loss of nearly 40 per cent. in the number of secondary pupils.

As the matter of accommodation receives more particular attention in the Chairman's report, we touch on the question only in so far as it affects general efficiency. Of our total of 163 schools, 150 are satisfactorily accommodated. This number includes ten aided schools, where the parents have provided accommodation quite suitable for the small numbers in attendance. Ten schools are housed, wholly or in part, in rented halls or churchrooms, and eight are in old and dilapidated or otherwise unsuitable buildings. In four instances this disability in the matter of accommodation has been such as seriously to affect the organization and efficiency of the school work. The matter of school residences has been referred to in previous reports, and it is satisfactory to know that both Department and Board have in hand a comprehensive scheme to afford our teachers a higher standard of comfort. During the year special accommodation has been provided for woodwork at the five high schools now taking the rural course. Woodwork and cookery centres have also been established at the Mount Cook Schools.

The matter of efficiency naturally receives detailed attention in our inspection and examination reports, and it is due to our teachers to say that a large measure of improvement has resulted from suggestions made in these reports. The following table summarizes our opinion of the schools as a whole :—

Satisfactory to good	135
Fair	18
Inferior	10

As in previous years, these unsatisfactory schools are for the most part in Grade 0 or in Grade 1, and, while in no way wishing to extenuate a decided weakness, we would point out the great difficulty experienced in finding suitable teachers to meet the frequent changes that occur in the management of the schools in these grades.

While still expressing general approval of the discretion exercised by our teachers as a body in the classification and promotion of their pupils, we would direct attention to our warnings in last year's report, relating to this matter, as we again noticed at the proficiency examination an appreciable number of candidates who gave indications of hasty and ill-judged promotion from S5. It has been contended that under the new regulations the small country school is suffering. An idea has gone abroad that the Inspectors' visits now mean merely a cursory examination of the teaching methods and an estimate of the general condition of the school as a whole. We take this opportunity of assuring the Board that the new order gives a decided advantage to the country school, and if responsibility is anywhere taken from the Inspectors it is in the larger city schools, where the individual examination of the pupils is—unless the circumstances are exceptional—confined to S6. The small country school is generally visited by an Inspector in March, and the teacher's classification of the pupils is then put to

an examination-test in every way as searching as the test that obtained in this district previous to the coming into force of the new regulations. In October or November the school is again visited, and, in addition to the ordinary inspection, S6 is examined, and the pass or fail for proficiency certificates practically determined, while at the same time the cases of other pupils about whose promotion the teacher may be doubtful are brought specially under the Inspector's notice. In practice, therefore, in the lower-grade schools the responsibility of promotion is still almost entirely assumed by the Inspectors.

The annual schedules and class lists, relating to the teachers' promotions, were, we regret to say, in many cases incomplete and incorrect; and, further, some did not come to hand till the middle of February. These are Government returns, and the greatest care should be taken to see that they are complete in every particular, and returned to the office by the date fixed.

In connection with this question of classification, we notice in the Department's E.–1 report of last year a decided expression of opinion that children are being kept an unduly long time in the preparatory classes. It is pointed out that within the last few years the proportion of children in these classes has risen from 28·28 to 36·66 per cent. of the total roll-number for the Dominion, and that the average age of children in S1 has in the same time risen from eight years eleven months to nine years two months (in this district the proportion is 34 per cent., and the average of S1 nine years). It is suggested by the Department that this average age might reasonably be reduced by a year, which would give a corresponding reduction in the average age of proficiency candidates, and thus enable them to enter on their secondary course earlier. Secondary education is concerned with some 40 per cent. only of our school population, while the primary system exists for the needs and requirements of the Dominion as a whole, and it is a question whether the latter should in this way be subordinated to the former for the purpose of enabling the proficiency candidate to begin his secondary course a year earlier, but that this object should be achieved by accelerating the child's progress through the preparatory classes is a matter for still more serious consideration. Though the average age of these classes is six years eleven months, a large proportion of children are not entered much before the age of six, and in the country districts, where the children have to travel any considerable distance, it is not the practice of parents to enter them on the school-roll until they reach the compulsory age of seven years. Now, to reduce the average of proficiency candidates to thirteen means that these children must pass out of the preparatory classes at the age of seven: under present conditions we do not think that this can be done, and, if it could be done, we doubt the wisdom of making the attempt. Without doubt a shortening of the preparatory course could be affected by more efficient teaching in these classes; but, unfortunately, the exigencies of staffing demand that the services of the inexperienced pupil-teacher should be confined mainly to this branch of school work, and, as we point out below, the first step towards an increase of efficiency must be an increase in the quantity of efficient teaching-power. This disability of age under which the proficiency pupil appears to labour would, we think, be largely discounted were the work of S6 correlated, or at least more in sympathy, with the junior work of the secondary school. At present in such subjects as English, science, and geometry there is frequently too little continuity in the matter of the methods (and text-books) of the primary school and those of the secondary school. In our opinion a reduction in the school age can only be effected by some corresponding modification in the requirements of the syllabus. Six months in the school life of the child could be saved by a different treatment of one subject alone—viz., arithmetic. We have all along contended that in the upper standards the demands in this subject are too exacting. Science, English, every other subject of the syllabus must "mark time" for arithmetic, and the progress of the primary pupil through the higher standards of the school course is steadily retarded in consequence. A four-years' course at a secondary school is now expected to fit a pupil for matriculation. During the whole of this course he will presumably be receiving instruction in arithmetic. Can it possibly be maintained that there is a difference of four years' instruction between the matriculation test in arithmetic and the test for junior free place, or even for proficiency? The Department lays down in the syllabus full directions for rational scientific instruction in arithmetic, but the benefits of an excellent course are being persistently sacrificed to examination tests and requirements.

Year by year we are more strongly impressed with the necessity for the more liberal staffing of our schools. It has always been our endeavour "to hold the balance even" between inefficiency due to weakness on the part of the teacher and inefficiency due to causes beyond his control, and we have no hesitation in saying that such inefficiency as exists in Grades 5 and over is due more to inadequate staffing than to any other cause. Rarely have we serious fault to find with the work of the school in which numbers and staff permit of an organization which does not impose on any teacher the control and instruction of more than, say, forty children. The Education Amendment Act of 1908 recognizes the necessity for this increase in staffing, and the granting of a certificated assistant in lieu of a pupil-teacher for schools in Grade 4 was one of the most beneficial of the many reforms instituted by the Department during the last ten years. But the extension of the benefits of the Act even to Grade 5 seems as far off as ever. We have instances of schools in this grade in which at the beginning of the year headmasters are called upon to organize the work of 130 and even of 140 children with a staff consisting of one certificated assistant and an inexperienced pupil-teacher; for it must be borne in mind that our pupil-teachers, being as a rule matriculated, are classified as third year, and after two years they are then either absorbed by the Training College or are retired owing to completion of service, so that the extreme limit of their experience is two years. We are not forgetful of the heavy charge on the revenues of the State imposed by primary education. We know that an apparently slight concession may largely increase that charge, but this question of staffing is vital to the efficiency of the whole system. The expert in woodwork, science, or elementary agriculture,

who deals with a single subject, is not permitted by the regulations to undertake the instruction of classes numbering more than six-and-twenty pupils, but the ordinary class teacher, who, it is unreasonable to suppose, is an expert in every one of the dozen subjects in which he has to give instruction, is expected to get satisfactory results with classes of sixty, and even seventy, pupils. Under different conditions it has perhaps been possible to drill these large classes in the mechanical requirements of "the three Rs," but the "fourth R" of the new education—the development of the reasoning-powers of the child—the cultivation of his mind and the formation of his character, demands an individual study and treatment which is only possible when the numbers of the class are kept within reasonable limits. The time for teaching children in battalions has gone by.

Though the position with regard to uncertificated teachers is not so acute in this district as it appears to be in other parts of the Dominion, it nevertheless calls for serious consideration. Omitting pupil-teachers and probationers, the number of uncertificated teachers in the Board's service out of a total of 415 in all is fifty-five: of these, six hold licenses to teach, sixteen are partially certificated, and thirty-three are returned as being without any qualification beyond the ordinary Standard VI certificate. Many of these teachers, we are pleased to report, are striving with commendable zeal, and under considerable disadvantages, to get teachers' certificates, and we think that the time has now come when the Board should take decided action in the case of others who are apparently quite content to let matters drift on year after year without making any effort to improve their professional status.

There are now in the Wellington District nine district high schools, with an attendance of 330 pupils, and we are gratified to find that the highly satisfactory results obtained at our own examinations have been fully borne out by the reports of the Department's Inspectors, and by the results of the Civil Service Junior and Matriculation Examinations. Six of these schools—namely, Thorndon, Levin, Pahiatua, Masterton, Carterton, and Greytown—have adopted the extended "rural course" suggested by the Education Department; the other three continue to follow the ordinary Matriculation and Junior Civil Service courses. To the former group six special instructors (agriculture, 2; woodwork, 2; cookery and domestic economy, 2) are practically giving their whole time. Thanks to the Education Department's liberal treatment, both staffing and equipment are such as should make efficient work on the desired lines possible. Though the rural course has been in operation only a year, we do not think it premature to make the following suggestions, which would, in our opinion, add still more to its effectiveness: (1.) Closer correlation of the primary and secondary work. Much of the more elementary science, drawing, and handwork could be done in S5 and S6, thus giving more time for the special subjects in science, and thereby adding much to the interest of the pupils in their new work. (2.) As the retention of special instructors in such subjects as physics, botany, chemistry, hygiene, and domestic economy can only be considered as a temporary expedient, the regular staff will be expected in future to do most of this part of the work. In the case, however, of woodwork, cookery, and specialized agriculture, the itinerant instructor is still necessary. (3.) A closer correlation of the science subjects, in the case of the boys with agriculture, and in the case of the girls with domestic economy, is desirable, and could be more effectively done by extending the work of the permanent staff. (4.) In view of the amount of practical work in the course (at least six hours a week) the hours of the secondary pupils might reasonably be extended.

We look upon this adoption of the Department's extended rural course in our district high schools as the most important advance made in our educational system during the last decade. It has always been an anomaly that the Dominion, depending as it does almost entirely on agricultural pursuits, should have provided so little training specially designed to meet the needs of an agricultural community. We cannot say that the course has met with the approval that it has a right to expect in country districts. In more than one case considerable opposition on the part of the local Committees had to be overcome before the course was adopted. We found, moreover, the common fault of expecting too much from the primary school. It was never pretended for one moment that this course was going to turn out finished practical farmers. The intention, as expressly stated by the Department, was "to bring about a more intimate relation than, generally speaking, at present obtains between the course of instruction at district high schools and rural pursuits," and if the course accomplishes thus much, then it does all that it can be reasonably expected to do in our district high schools. Vocational training in agriculture is the function of the agricultural college or school specially established and equipped for that purpose.

ENGLISH.—In practically all our schools the time devoted to English subjects has been considerably increased, and a corresponding improvement has been effected. In reading we still think the ideal of many of our teachers is too low, especially in the case of the upper standards. The marks allotted for this subject in the teachers' examination register do not correspond, as they should, with those given by us at the proficiency examination. Spelling-tests as set by us are generally well done, better in some cases than we would expect from the pupils' general work. Very little formal teaching should be necessary if the child is taught to read intelligently. We would even go further and say that time spent in teaching spelling, apart from the treatment of the word in its natural connection in the sentence, is practically wasted. That is why we consider a dictation-test always superior to the usual list of words. Spelling reform would be welcome for this if for no other reason: that the time now devoted to learning how to spell a word might be more usefully spent in using that word. Written composition is satisfactory, though it seldom reaches a high standard. While recognizing the fact that we are constitutionally a people not prone to express ourselves at great length, still that can be no excuse for expressing our thoughts badly. The very bald—not to say cryptic—style of answers we often get must react on the written composition, and, furthermore, must argue some defect in the tone of the

school. We say this advisedly, for after making due allowance for the very natural reticence of the child in the presence of strangers, we find much the same relationship (so far as question and answer are concerned) existing between pupil and teacher. It is pedantic, if not ridiculous, to insist on a formal sentence every time a child answers a simple question, but there is a great difference between this and a sympathetic insistence on his expressing his opinions at reasonable length. The Inspector-General, in his valuable report on "Education in Europe and America," refers at some length to this point, and we commend his remarks to the special notice of our teachers.

ARITHMETIC is now receiving a more reasonable allocation of time on the time-table, though we cannot say that the requirements, judging from the test-cards issued by the Department, more particularly in S5, conform, as we think they should do, to the altered conditions. The test-cards give little encouragement to the children to place less reliance on the arithmetic-book, and more (in both mental and written arithmetic) on work based on matters connected with local industries, local markets, the school-garden, or the workshop. The home-made example is probably much more within the comprehension of the child, and it has the further advantage of possessing a living interest the book example will never have.

GEOGRAPHY.—The B course in geography is, on the whole, well treated, and so far as place-names are concerned, we find comparatively little to justify the criticism that boys are leaving school without knowing anything about the great and important geographical names of the world. The majority of teachers are now using a wider discretion in the selection of topics from the A geography course, with the result that much more satisfactory work is being done, but the very definite intention of the syllabus in the matter of personal observation is not receiving the attention it deserves. We are decidedly of opinion that no text-book in geography is required, except in so far as pupils may be induced to go to it for further information on subjects already dealt with in class. The money spent on such "geographical" labour-saving machinery would be better spent in providing good books of reference and books of travel. In many schools pictures are used systematically with the very best results. It should be borne in mind, however, that a child must be trained to interpret a picture just as he is trained to interpret the signs and symbols of arithmetic. The very young child's delight in the picture of a horse or a train is in large measure the result of many lessons (probably unconscious ones) received at his mother's knee. The S6 pupil must have some such apperceptive preparation before he can get the best from a picture of a cathedral or a glacier.

ELEMENTARY AGRICULTURE.—Not including small country schools, whose numbers are too small to earn capitation, there are forty-six schools holding recognized classes in elementary agriculture. On each of these Mr. Davies or Mr. Cumming has reported in terms that show increasing interest in the subject and a more intelligent grasp of the aims of this important development of school work. Two points that merit special attention are referred to by the instructors—(1) the necessity for more definite and systematic schemes, which will as far as possible unify the work from the P. classes to S6, and wherever practicable lead up to the rural course in the district high schools; (2) the garden operations in practically every case earn a much higher mark than the corresponding indoor work. Teachers require continual reminder that the garden, if not made an integral part of the school as a whole, is losing the larger part of its educational value. Many eminent authorities contend that the whole work of a rural school should centre round the garden. While recognizing the limitations that may prevent the realization of this condition of affairs, we feel that it is an ideal we may well strive to attain. Every operation in the garden is an experiment, and as such should lead to close observation on the spot. Facts noted provide material for discussion inside the school, and it should not be difficult to give such discussion a practical bearing on the composition, arithmetic, geography, handwork, and drawing. In its highest sense all nature-study is a "spirit infusing one's attitude of mind," not a "watertight compartment of knowledge." Complaints about an overburdened syllabus have their origin in large measure in this latter point of view.

In view of the fact that the new rural course is now established in practcially all our district high schools, we look to our teachers so to shape their schemes of work as to obviate as far as possible any break in the continuity of the pupil's progress. Much may be done materially to assist secondary work by keeping this point in view. In connection with this matter, we can recommend strongly a course in elementary physical measurements which, following on the nature-study of the lower standards, will fit in harmoniously with the arithmetic, drawing, and A geography; and, in fact, may be made to cover the entire ground of instrumental drawing, mensuration, and physical geography, and also to form the best introduction to the science and geometry of the secondary schools.

DRAWING AND HANDWORK.—There is a steady advance in drawing and handwork. In a few schools—mainly country schools—instrumental drawing is not receiving sufficient attention, and in nearly all schools object-drawing still leaves room for improvement. The aims of drawing in our schools appear to us to be—(1) A manual training in mechanical accuracy and neatness; (2) an æsthetic training in colour and proportion of form; (3) a mental training in expression based on observation. No teacher is likely to overlook the first two—it is the third and most important that is likely to be neglected. For this reason we feel that simple object-drawing is not yet receiving the attention it should. We do not look for an artist's representation, or even for a rigid conformity to all the complications of formal perspective, but we do expect the pupil to see that a hoop looked at obliquely is an ellipse, not a circle. Too much use is made of the flat copy, and, while the ideal plan of using no copies at all may in many cases be difficult to follow, the desirability of minimizing their use should be kept in mind. The treatment of brush drawing as a part of the whole scheme of drawing, in which the use of a brush as a real drawing-instrument is thoroughly recognized, is gradually replacing the old course in which

numerous and complicated exercises in brush-marks and "blobs" were considered necessary. Every year the value of handwork as an aid to teaching other subjects is receiving more recognition, and the cases where any branch is treated as an isolated subject are rare. Brushwork, modelling, and paper-folding are the favourite subjects in the lower classes. More cardboard-work is desirable, both as a preliminary to woodwork and also as a substitute for it in schools where the boys are unable to reach a woodwork centre. Grants were earned during the year for elementary agriculture, physical measurements, chemistry, botany, physiology and first aid, woodwork, cookery, dressmaking, swimming, and life-saving, and also for the usual school subjects in classes below S5. It is hoped that, as the rural and domestic courses are extended, dairying, laundry-work, and other subjects will be added to the list.*

DRILL.—We are satisfied with the attention given to physical instruction. Instead of, as formerly, taking one hour on one day in the week for this subject, many teachers have adopted the more satisfactory plan of devoting ten or fifteen minutes daily to the giving of deep-breathing exercises, in addition to a few free exercises. In some cases wands, clubs, and dumb-bells are also used, but in the use of special apparatus judgment is required, and a satisfactory course of exercise suitable for the harmonious development of all parts of the body may be effectively carried out without such apparatus. In some cases we found clubs in the hands of very young children, for whom a few simple free exercises would have been of much greater benefit. The new syllabus issued by the British authorities is mainly based on the Swedish system of educational gymnastics, which has been adopted in several European countries, and is now the basis of physical training in the British army and navy. The curriculum of the English code for 1910 links hygiene with physical training, and under this heading includes "exercises in proper breathing; instruction adapted to the ages and sexes of the scholars in the elementary rules of personal health, particularly in respect of food, drink (including alcohol), clothing, cleanliness, and fresh air, and careful cultivation of a correct posture at writing and other lessons," &c. This last point requires more attention from our teachers than it generally receives. Swimming is taught in a number of schools in the country, as well as in the chief towns. Military drill is taught in all our larger schools, with very good results. The decreeing of compulsory military training by the Legislature, the establishment of miniature rifle ranges, and the holding of training camps for teachers will undoubtedly give an impetus to the military drill of the schools. One danger of this impetus is that physical exercises, as distinct from military movements, may in the case of younger boys be neglected. The general conference on education held in February, 1910, noted this danger, and passed the following resolution: "That this Conference suggest to the Minister of Defence that in the case of boys under fourteen years of age systematic physical exercises may be substituted for military drill"; and we are pleased to learn from the Commandant of the Public School Cadets that his Cadet Orders will insure that physical exercises will receive their due share of attention. Great benefit has been derived from the visits of the staff sergeant-instructors to the schools in the larger centres, and we hope that their services will be available for teachers' classes. A series of very useful lessons was given to one class which met in Masterton on Saturdays during the latter part of last year.

Judging from a visit paid to the training camp in Artillery Bay during the summer holidays, we feel certain that teachers will derive great benefit from such training, and we hope that a suggestion of the Commandant's—that all male teachers, whether attached to a cadet company or not, be allowed to attend these camps—will be adopted.

The importance of organized games as an educational factor is recognized in our schools, more especially in those in the larger centres. Many assistant teachers are deserving of commendation for the extra time given by them to instruction in such sports as cricket, football, tennis, and swimming.

NEEDLEWORK.—In most cases the mark given for needlework is good. In a few small schools where a male teacher is in charge this subject has not been taught, mainly because of the inability of the School Committee to obtain the services of a lady competent to teach the subject.

SINGING.—The Board is undoubtedly reaping much benefit from Mr. Parker's Saturday classes in singing, held in Wellington during the first half of the year, and in Masterton from August to December. Mr. Parker says, "The work done in the various classes which have been held by me from time to time is, I am glad to know, showing good results in many schools. A properly conducted singing-lesson leaves its mark in many ways: in proper habits of breathing, in beauty of tone both in song and speech, in accuracy of ear, in appreciation of rhythm, and, by no means the least important, in improved pronunciation and enunciation. I have had opportunities of seeing and hearing some of these results, and I feel that the work of the teachers' classes has not been in vain." Mr. Parker has drawn up for the weekly singing-lesson some practical suggestions which would be very useful to all teachers, especially to those who were unable to attend the singing-classes. As these suggestions would also secure some uniformity of teaching throughout the district, we have much pleasure in recommending that they be printed, and copies forwarded to all the schools.

PUPIL-TEACHERS.—Only five pupil-teachers were required to present themselves for the pupil-teacher examination. Of these, one did not sit, one failed, and three passed. During the year the Board terminated the engagement of several probationers and pupil-teachers whose work was not giving promise.

SCHOLARSHIPS.—On the establishment of the rural course the Board divided the Senior Scholarships into two classes (A and B). In the former class the Civil Service Junior Examination papers alone determine the results; but in the latter, credit to the extent of one-fourth the maximum of

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*Some details omitted.

marks is given to the practical work of the laboratory and the workshop. The attendance, diligence, and progress of the scholars during the year is also taken into consideration. Each district high school was visited by an Inspector, who, in conjunction with the instructor and an assessor—in each case an instructor in the special subject examined—allotted marks to each of the candidates. Although some doubt had been expressed as to the feasibility of awarding marks for practical work in a competitive examination, we found that this method worked satisfactorily. As the rural course had not been in operation one year, no special preparation was made for the examination, and, as was expected, only a few candidates were presented. Next year, however, we hope to see the competition more keen. Details and particulars of all Board scholarships will be found in the appendix [Not printed.]

[Some notes on changes in syllabus omitted.]

Continuation Classes.—Under section 18 of the Education Amendment Act, 1910, on the application of a School Committee, the Education Board may, with the concurrence of the Minister, make regulations requiring the attendance at continuation or technical classes of young persons between fourteen and seventeen years of age who are not otherwise receiving a suitable education. This compulsory clause applies only to those persons living within two miles of the centre where such classes are to be held. In making such a provision for compulsory education beyond that of the primary school New Zealand is following in the wake of other countries in the desire to maintain a high standard of national efficiency. We ourselves, in previous reports, have deplored the popular tendency to regard primary education as the terminus, and not as merely a stage in the education of our young people, and we have always advocated the establishment of the technical or the continuation school not only as a means of providing specialization in those subjects required in everyday vocations, but more especially as a means of occupying, with advantage to himself and to the State, that critical period that too often intervenes between the boy's leaving the primary school and his taking up some permanent occupation in life. As there are at several centres in our district well-equipped technical and district high schools, we are strongly of opinion that the Board and Committee should make some effort to give effect to the intention of Parliament as expressed in the Act of last year.

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, 16th March, 1911.

I have the honour to submit my report on the schools of this district for the year 1910.

At the end of the year there were 121 Board schools in operation, in addition to which eight Catholic and two private schools were visited and examined, making a total of 132 schools.

During the year four new schools were opened and seven were closed. The schools closed were household schools, having a very small attendance.

There were 10,303 pupils on the roll of the Board schools, 9,901 of whom were present at the annual examination; 869 were returned as attending Catholic schools, of whom 798 were present, and 25 pupils of private schools, all of whom were present, making a grand total of 11,197 pupils attending school in the district, 10,724 of whom presented themselves for examination.

The following table shows the numbers, classes, and average age of the pupils in attendance at the schools:—

Class.	Board Schools.			Catholic Schools.			Other Private Schools.		
	Number on Roll.	Present at Annual Examination.	Average Age of Pupils in each Class.	Number on Roll.	Present at Annual Examination.	Average Age of Pupils in each Class.	Number on Roll.	Present at Annual Examination.	Average Age of Pupils in each Class.
Standard VII	111	104	15·5	8	7	15·6	...	...	...
" VI	568	561	14·0	69	65	14·7	2	2	14·6
" V	947	920	15·2	76	72	13·5	5	5	12·7
" IV	1,034	1,003	12·4	107	97	12·8	4	4	11·3
" III	1,194	1,160	11·5	117	114	11·3	3	3	12·4
" II	1,278	1,239	10·3	111	105	10·7	3	3	10·3
" I	1,322	1,275	9·2	85	81	9·1	...	...	...
Preparatory	3,894	3,639	7·1	296	257	6·11	8	8	6·11
1910 ...	10,303	9,901	11·7*	869	798	...	25	25	...
1909 ...	10,194	9,752	...	747	678	...	110	102	...

* Mean of average age.

CERTIFICATE EXAMINATION.—The annual synchronous examination of Standard VI pupils for certificates of proficiency took place on the 15th December, the candidates being examined at convenient centres under the supervision of teachers appointed by the Board. The following table shows the certificates awarded as the result of the examination :—

Board.		Catholic.		High School.		Private.		Totals.	
Proficiency.	Competency.	Proficiency.	Competency.	Proficiency.	Competency.	Proficiency.	Competency.	Proficiency.	Competency.
386	114	45	15	7	10	..	..	438	139

With reference to the various subjects of instruction, I beg to report as follows:—

ENGLISH.—The teaching of English, on the whole, shows improvement, and the general results are very gratifying. Reading is rendered with intelligence and fluency, and the pupils display commendable comprehension of the reading-matter. The reading, however, is in many schools marred by careless and slipshod enunciation, and by a perversion of vowel functions most unpleasing to the ear. Recitation is somewhat disappointing, the defect in quality being largely due to the selection of unsuitable pieces by the teacher, and to the faults referred to in reading being allowed to pass unchecked. Composition is much improved. The pupils display greater freedom of expression, a wider range of thought, and a larger vocabulary than ever previously. This gratifying result is due to a variety of causes. The *School Journal*, with its interesting monthly budget of current world-history, is not only read with interest, but it also stimulates further independent reading of a similar character. The school library is now an established institution, and the school which cannot provide suitable and ample home reading-matter is now the exception rather than the rule. And, lastly, the system of oral training in the lower classes and the development of the power of expression by language and observation lessons is now bearing fruit in the upper standards. Writing is generally satisfactory. The style usually adopted in this district is that of Vere Foster's "Medium" copy-book. The same style is carried out in all written work, and the result is a neat, clear, legible hand in the majority of the schools. Spelling is good, but somewhat narrow—that is, the pupils will write a passage from dictation from their own prepared reading-book correctly enough, but will make a poor attempt at an easier unseen passage. The present practice, however, of frequently giving "unseen" tests to the Fifth and Sixth Standards will soon correct this weakness.

ARITHMETIC.—This subject is carefully tested at the annual visit, both orally and by written tests, and due regard is paid to the methods of working and the style of expressing the solution of the problem. The results are generally satisfactory, and I am satisfied that the subject is taught intelligently, and with due regard to comprehension of principles involved and expression.

GEOGRAPHY.—This is, without doubt, the least satisfactory of the subjects taught in our schools. The reason is not far to seek. Insufficient use is made of the maps and the globe. The pupils can reproduce the contents of the text-book, but examined at the map they appear utterly lost. There is no excuse whatever for this style of teaching. Every school in the district is abundantly supplied with maps and globes, so that parrot-like repetition of non-assimilated matter receives the scantiest consideration. In the annual examination for certificates of proficiency this subject showed the poorest results of the entire syllabus.

DRAWING.—This subject continues to be well taught generally. There is, however, a tendency to overlook the requirements of Standard VI as indicated in the syllabus.

HISTORY AND CIVIC INSTRUCTION.—The teaching of history can hardly be considered satisfactory. In schools where a Historical Reader is used, and supplemented by oral instruction and composition, the best results are obtained; but these schools are not common. Civic instruction is given intelligently, the interesting nature of the matter rendering the subject popular with both teachers and pupils.

SINGING.—This subject is greatly neglected, and what ought to be the most enjoyable hour of the week is practically wasted. In the great majority of schools no attempt is made to produce a sweet natural tone. Voices are forced and strained, and possibly permanently injured. Songs are selected which are utterly unsuitable in range and character. In the few schools where singing is taught by competent teachers using correct methods it is a pleasure to listen to the singing, a pleasure which the singers share with the listener. The Napier Musical Competitions Society has taken great interest in school singing, and has made praiseworthy efforts to foster the correct teaching of singing in schools, but the benefit has not been so widely extended as it might have been.

HANDWORK.—The various branches of handwork still continue to receive a satisfactory amount of attention. Brush drawing, modelling, and paper-folding are taught in seventy-six schools; needlework (under Regulation 26 (*e*)), in fifteen schools; physical measurements, in four schools; elementary chemistry, in four schools; elementary agriculture, in fifty-eight schools; elementary agriculture and dairy work, in fourteen schools; dairy work, in two schools; woodwork, in eight schools (held at four centres); dressmaking, in nine schools (held at five centres); cookery, in nine schools (held at five centres). Teachers' classes for the following subjects are held at five centres: Drawing, cookery, agriculture, chemistry, dressmaking, physiology, and first aid.

AGRICULTURE AND NATURE-STUDY.—A special report dealing fully with these subjects has been made by Mr. E. Lotten, Instructor in Agriculture, and is appended hereto. [Not reprinted.]

NEEDLEWORK.—This subject is efficiently taught. In schools where there are one or more female teachers the results are highly satisfactory. In schools taught by a male teacher it is frequently very difficult to make arrangements for the efficient teaching of sewing.

DRILL AND PHYSICAL INSTRUCTION. — These subjects continue to be taught with care and thoroughness. Deep-breathing exercises are practised daily in the large majority of schools, while Indian clubs, dumb-bells, and the exercises prescribed in the Manual receive regular attention. One of the most pleasing features in this connection is the teaching of swimming. In the Gisborne and Hastings playgrounds are large swimming-baths, to which all the school-children within reasonable distance have access. In Napier and Woodville the town and suburban school children have the use of the Municipal baths, and the boy or girl who cannot swim is the exception rather than the rule.

REGULARITY.—The regularity of attendance is generally satisfactory. The roll-number shows a fair increase on last year, notwithstanding the fact that during the year an epidemic of measles and whooping-cough largely interfered with the attendance.

ORDER AND DISCIPLINE.—There is no cause for complaint on this head. The cadet drill continues to be practised, and the habitual prompt obedience of the cadet is carried into the class-room.

THE CHIEF INSPECTOR.—The indisposition of the Chief Inspector, Mr. H. Hill, during the earlier part of the year, and his absence on leave during the latter part, rendered it impossible for me to visit all the schools in the district. As many as possible were visited at least once during the year, and those which were left will be visited as early as possible in 1911. It is hoped that Mr. Hill will return to duty thoroughly reinvigorated, and the district and the Dominion will assuredly benefit greatly by the result of his observation of English, American, and European schools and educational methods.

OUR TEACHERS.—In conclusion, I desire to place on record my appreciation of the loyal and devoted service of the teachers in the employ of this Board. All have striven to keep in touch with modern methods and ideas, and no self-sacrifice has been begrudged in endeavouring to attain to the highest standard of efficiency.

I have, &c.,

The Chairman, Education Board, Napier. J. A. SMITH, Inspector.

MARLBOROUGH.

SIR,— Education Office, February, 1911.

I have the honour to present my seventh general report on the schools of Marlborough.

NUMBER OF SCHOOLS.—Ninety-one public schools have been in operation during some portion of the year. Eleven were open less than four quarters. Eighty-five were open at the close of the year, and from the contents of the schedules relating to these the table of ages and numbers in standards is compiled.

INSPECTION.—General notes on first visit: Eighty-eight public schools were visited in the first half of the year, in addition to the Technical School at Blenheim, and three under private control. The classification and the distribution of the staff were generally satisfactory. At eleven schools the registers were inaccurate. At thirty-four, chiefly the smallest ones, the records were more or less incomplete—*e.g.*, the scheme-of-work books were incomplete at sixteen; the missing subjects were, generally, singing, needlework, drill, handwork, moral instruction, and health. These subjects were usually taught, but no programme was shown. At nine schools the time-tables were either incomplete, unsatisfactory, or not followed. Some subjects—*e.g.*, model and geometric drawing and geography A and B, which should be taught regularly throughout the year—appear occasionally to receive special attention for shorter periods, a method that has been found to leave a less abiding impression.

BUILDINGS, GROUNDS, AND FENCES.—[Details partly given in Board's report, not here reprinted.]*

EXAMINATION.—The head teachers' examination of all the classes is held at the close of the year. There is still a tendency in small schools to imagine that because the year has come to an end all pupils should be promoted, irrespective of the quality of their work. The marking in reading, composition, and arithmetic is far too high. There is, however, little to criticize in the larger schools, especially when they are in the "good" or in the "satisfactory to good" class; their head teachers do not make promotion so monotonously regular; stronger teachers demand more from the candidate for promotion.

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* A number of references of purely local interest are not reprinted.

The following table summarizes statistics in respect of enrolment at the close of 1910:—

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in Each Class.
			Yrs. mos.
Standard VII	34	23	14 9
" VI	187	173	14 1
" V	210	204	13 1
" IV	247	238	12 4
" III	284	276	11 4
" II	255	240	10 3
" I	275	266	9 3
Preparatory	801	743	7 1
Totals for 1910	2,293	2,163	...
Totals for 1909	2,293	2,206	11 6*

* Mean of average age.

It will be observed that the total roll-number is the same for 1909 as for 1910. Some of the larger schools have fallen off, but small schools have increased. There is either more settlement in the country or the natural increase tends to remain there; but from the closer-settled districts there is much drifting-off to Wellington and other parts of the North Island. It is strange that a land so gifted with natural endowment as Marlborough is should be unable to retain its people. There is evidently a call for statesmanship to discover the causes operating, and their remedy. The following table shows the average roll-number since 1905: 1905, 1,913; 1906, 2,030; increase, 117: 1907, 2,065; increase, 37: 1908, 2,142; increase, 77: 1909, 2,293; increase, 151: 1910, 2,293; increase, 0.

Four private schools furnished returns, showing a total enrolment of 197, with 189 present.

The examination for leaving-certificates continues in the hands of the Inspector. Except in a few remote schools, Standard VI was examined in December. On the roll were 201 pupils; 190 were tested, and ninety-three certificates of proficiency and forty-three of competency awarded. In 1909 the totals were seventy-seven of proficiency and fifty of competency. Twelve certificates of proficiency and four of competency were awarded to pupils of private schools. The "good" schools of the year were: Picton, Waitohi, Ocean Bay, Renwick, Ugbrooke, Separation Inlet, Tua Marina, Marshlands, Spring Creek, Waitaria Bay, and St. Joseph's Girls'. Six schools were classed "weak"; all but one were in Grade 0; their total was thirty-seven.

ATTENDANCE.—For 1910 the standard of duty was 420 half-days. Only thirty schools reached the standard; fifty-two were open 410 half-days; fifty-eight were open 400 half-days. The following table shows the number of schools open 400 half-days: 1904, 34; 1905, 29 (teacher attended winter classes ten half-days this year); 1906, 39; 1907, 38; 1908, 51; 1909, 47 (jubilee year of Marlborough, one week's extra holiday); 1910, 58.

Twelve small schools operated less than four quarters, and a number of others lost time owing to change of teachers. Of schools open 400 half-days, forty-one reached 91 per cent. or upwards of attendance. There were only twenty-six in 1909.

The average attendance for the whole district during 1910 was 89·2 per cent. of the average roll, which is the highest yet recorded. The figures given hereunder summarize the results of the last eight years: 1903, 82·6 per cent.; 1904, 83·9 per cent.; 1905, 84·9 per cent.; 1906, 85·3 per cent.; 1907, 84·6 per cent. (epidemics prevalent); 1908, 87·5 per cent.; 1909, 88·6 per cent.; 1910, 89·2 per cent.

CLASSIFICATION OF TEACHERS.—In December, 1910, the staff were qualified as under:—

—	Certificated.	Licensed.	Uncertificated.	Total.
Head teachers	12	..	..	12
Sole teachers	16	1	57	74
Assistants	12	..	6	18
Totals	40	1	63	104
Pupil-teachers	..	..	..	6
Probationers	..	..	..	3
Cookery and woodwork instructors	..	..	..	2
Part-time instructors (agricultural, model-drawing, physical measurements, singing)	..	..	..	4
Grand totals	40	1	63	119

districts of Etalvale, Te Waewae, Tuatapere, Birchwood, and Morton Mains Siding; while the household school at Little Waikaka was closed, its continued existence being no longer a necessity in consequence of the removal of the Waikaka School to a site more convenient to the settlers in that part of the school district. The total number of schools in the education district on the 31st December was thus 170. In each of the localities where new schools have been opened during the year no permanent school buildings have been erected. The residents of the respective districts provided suitable buildings or class-rooms in which the work of educating their families could be carried on till it was seen whether the attendance of pupils would warrant the Board in making application to the Department for special grants for the erection and equipment of proper buildings. It is quite safe to predict that, in at least three of the districts named, the demand for a regularly equipped school building will become increasingly urgent.

Attendance of Pupils.—As might be expected, the attendance of pupils at the schools of the district has increased with the establishment of four additional schools. The mean average weekly roll-number for the year was 10,229, and the average attendance 8,901. These figures, as compared with those of the year preceding, show an increase of 179 in roll-number and 123 in average attendance, and constitute an easy record for this education district. The percentage of average to weekly roll-number is 87, a slight decrease on that of the year 1909—a fact easily accounted for by the abnormal amount of sickness prevalent in many parts of the district during the year. The amendment of the Act passed during the last session of Parliament whereby it is now made compulsory for all children of school age to attend school on every day when the school is open, unless under an exemption certificate granted for good and sufficient cause, should result in a decided improvement in the regularity of attendance. Parents and guardians should note that there is now no provision whereby a child may absent himself from school on any one day of the week, as the law previously allowed. The increased stringency of the Act in this respect will undoubtedly result in increased efficiency.

Teachers, Pupil-teachers, and Probationers.—At the end of the preceding year there were 262 adult teachers in the Board's service. This number increased to 268 during the year 1910. The following table will show the distribution of the entire teaching staff in the schools under the control of the Board:—

	Males.	Females.	Total.
Head of schools	47	14	61
Sole teachers	46	61	107
Assistant teachers	15	85	100
	108	160	268
Pupil-teachers	13	31	44
Probationers	3	12	15
Totals	124	203	327

Of the adult teachers, 156 hold departmental certificates of competency, five have licenses to teach, and no less than 107 were uncertificated at the close of the year.

As was predicted in last year's report, the Board has now (March) under consideration the question of a more equitable distribution of positions amongst the certificated and uncertificated teachers in its employ, and it is more than probable that some definite action will be taken during the now current year to adjust the conditions of service so that those who, by energy, perseverance, and close application to study, have obtained the necessary literary qualifications for their profession may be adequately rewarded. The staffing of our schools by competent teachers, more especially in localities far removed from centres of population, is a serious problem. Notwithstanding the fact that our training colleges are now in full operation, and ostensibly contributing in great measure to the supply of fully qualified candidates for ordinary vacancies on the teaching staff, the actual results, so far as this Board is concerned, seems to be that the percentage of uncertificated teachers has not appreciably diminished. This unfortunate condition is doubtless due to the circumstance that so many, year by year, leave the service for other spheres of activity, their places being filled by less highly qualified successors. It must not be understood that the Board is altogether dissatisfied with the work of the uncertificated teachers in its service—on the contrary, many of them are doing very good work—but the fact remains that those who are not taking active measures to acquire the knowledge necessary to pass the prescribed examinations are generally those who secure but indifferent results in their daily school work, as tested by the visits of the Inspectors.

Scholarships.—The usual annual examination of competitors for National and Education Board Junior Scholarships was held under the auspices of the Department in the first week in December last, the competitive examination for Board's Senior Scholarships being held in the last week of the preceding month along with that for the Junior Civil Service. For the Junior competition there were eighty-eight candidates, and for the Senior twenty-nine. Of those in the Junior lists no fewer than forty-seven were disqualified by reason of failure to obtain the required minimum percentage of marks in one or more subjects, while of those who entered for the Senior competition only three came short of the requirements for a pass. The results in the Junior competition point clearly to the fact that many of the candidates who presented themselves were quite unprepared for the ordeal, and should never have been put forward. For this state of affairs the teachers are not wholly to blame. Parents, biased in their estimate of the abilities of their children, often insist that they be given a chance to pass, with the result that, against the better judgment of the teacher, the candidates go forward to almost certain failure. It is interesting to note that this year the Junior National Scholarships were awarded to the candidates who stood absolutely the highest on the list, notwithstanding the fact that these scholarships were

emerge in the reading-lesson; they are more or less distasteful, and the study is dry when treated separately as a dictionary lesson. It is only when the teacher has a true perception of these matters that the pupil can rise to a sense of the beauty of language that flits iridescent over the pages of great authors.

Spelling is a useful discipline in accuracy as well as a common criterion of education. Set tests were for the most part well done. Sometimes the general spelling is very faulty, and, as above indicated, the character of the errors suggests that the reading is badly corrected. When at the end of a line the word is divided, but not in syllables, it is evident that something of the meaning of the word is lost.

Where teaching of letter-formation is weak the copy-book may be good, yet the general writing poor. The parts of the letters should be analysed, and their relation made clear. The average child is not able to distinguish the parts till they are shown. His analytic faculty is in embryo. The teacher sometimes trusts to the child's sense of what is right; he should remember that, in addition to cultivating the child's power of writing and reading, he has also to cultivate the child's sense—*e.g.*, his sense of difference, of similarity, of cause, &c. The fact that in these matters there is embryonic development must not be lost sight of; it has become to-day an elementary truth of psychology. In a few schools the external appearance of copy and other books was unsatisfactory; it should be the pupil's pleasure as well as his duty to keep his book as clean and beautiful as possible.

Composition still leaves much to be desired. In connection with its formal aspect the power to give a reason for corrections made requires cultivation; the correction of an error may be the most important matter in Standard IV. The reason is equally important in Standard V, and most so in Standard VI. School playground grammar is as much a matter for the teacher as school grammar, and errors should be carefully noted and corrected. When oral solecism is allowed to pass in the presence of the Inspector, he must think that the same occurs in his absence. This would explain many of the defects found in the essays. Here again, for the sake of younger teachers, I enumerate some faults discovered during the year. Sometimes the child uses inelegant or crude expressions that in a grammatical sense cannot be called wrong, yet which require refining at the hands of the teachers—*e.g.*, inelegancies: "There is a lot"; "See the sea." Contractions: "There are plenty hills." Omission of relative when subject. Misuse of apostrophe: "The boy's play games." Misuse of synonym: "Starting" for "beginning." Repetition of the same connective, especially "so," "then." Use of continuative for definitive pronouns, or of a cumulative for an adversative conjunction, or of a pronoun without a noun to refer to. Misuse of common words—*e.g.*, in-into (after a verb of motion), use-used ("We use to go to that school"); get, not after a verb of motion, but to denote simple possession, or in such uses as the following: "getting wounded," being wounded; "he is getting old now," becoming, &c.; "got frozen," was frozen; use of "like" as a conjunction; "right," duty—*e.g.*, "He had a right to do it"; "were," where; "to," too; "their," there; "as," has; "can," may—*e.g.*, "I hope it will be fine so that I can enjoy the picnic." Misplacing of "only," "merely," and phrases. False sequence of tenses—*e.g.*, "If it had not been for you the boy may have been hurt." Misspelling as noted above—a reflex of defective enunciation, &c.

At five or six schools paraphrasing was very weak. When the essay is short or unoriginal it is obvious that the object of the exercise has been misunderstood. Essay-writing is not primarily for teaching of morals, or geography, or history, or general knowledge, although occasional practice may be given in dealing with topics of each kind, because composition method (description, narration, exposition, &c.) and diction vary somewhat in practical application. What is wanted is a vigorous and virile and, if possible, a polished mode of giving expression to one's ideas. Essay-writing is not the art of putting into condensed form a mass of information the child does not possess; it is the art of putting into clear and even striking form matter that he does know, or things he has observed. The simpler the subject and the nearer to his interests the better. There are various devices—*e.g.*, logical sequence and connection, the principles of antithesis, climax, suspense, inversion, exclamation, interrogation, the use of synonym and figure of speech—by which what the child thinks can be given written expression in more or less clear or memorable form. The application of these to the actual thoughts of a child is the object of composition. In Standards III and IV it is sufficient to gain proper sequence and connection with power over the various forms of pronoun and verb. The other principles should be introduced warily in Standards V and VI.

If merely memorizing be taken into account, recitation is satisfactorily dealt with in the great majority of the schools, but really good modulation is rare. There is too often a horizontal monotone. Where slackness is found in reading it is usual that the recitation shows similar weakness—*e.g.*, clipped endings, the alteration of small relational words—showing that the thought is not followed—or such variation as "The rose's brief bright light of joy." Poetry is the jewellery of language, and it ought to be far removed from imperfect expression. It is our most purely oral subject; in it the primary school approaches nearest to the study of literature—the vivid interpretation of the author's mind. One seeks not merely the thought embodied—that is science; sound and sense frequently illustrate each other—the vowels clap hands, and the consonants rejoice together, and under all, like the beating of a heart, is the flow and movement of the rhythm. Even blank verse is a fiery trellis on which continually variegated patterns appear. If deficiencies are prevalent in a subject like recitation, where the matter is said over and over again, they are evidently due not only to the child's carelessness, but also to poor and careless teaching.

ARITHMETIC. — Only two of the twenty-six candidates for the Junior National Scholarship failed to obtain the minimum (25 per cent.) in arithmetic. In Standard VI, however, the pro-

portion who failed to obtain the minimum (40 per cent.) for proficiency was not quite so low as last year; 190 were tested in Standard VI, of whom eight were not presented in Standard VI arithmetic, and fifty-six failed to reach the minimum. Notwithstanding the above, the arithmetic in general had improved. Forty schools were satisfactory, as against thirty-four in the previous year. Exercises in mental arithmetic may, with profit, be more frequent, and the simple form of practice usual in shops also requires attention. In several places the arithmetic in Class P was found to halt considerably behind the standard of reading and spelling; easy multiplications were not ready enough; and on occasion the fingers were employed in addition. Some teachers fail in arithmetic through omission to analyse the errors in sums wrongly worked; they are content to mark the sums incorrect.

Geography.—This subject deals with the earth as the home of man. He is all his life swathed round with physical and chemical influences and materials that enter into his being, and largely make his life what it is. Geography Course A deals with external nature as the scene of physical forces that affect him, and the only satisfactory mode of treatment is one that calls observation and experiment into play. The child should go out to see and experiment, or else should experiment in the schoolroom, and also study there pictures showing the effects of natural forces—*e.g.*, the Department has issued a photograph of the Hochstetter Ice-fall; while the child looks at it he may be requested to compare the flow of water with that of oil, of thick oil, of honey, of thick honey, and so he may be brought to conceive a progressive viscidity, and the flow of ice over a steep hill-side. From that to imagining the more gentle flow of a glacier down a valley is only a step. Geography A is capable of much more elaboration than is usually found. Experiment may take various forms—work with the sand-tray, with plasticine, and with other apparatus fitted up as the ingenuity of the teacher may devise, within the limits of the syllabus. This part of geography is not different from nature-study or from science. The part of Geography A dealing with plans and scales is apt to be overlooked; it is necessary to the understanding of a map; so, too, are the methods of enlarging by means of proportional scales. Geography Course B deals with man in some aspects of his history (political, economic, sociological), his activities, and, in general, with his reaction on his environment. We are not yet altogether free from the teacher who sets the children a list of capes to learn. Capes are important for our purpose only if they enter into the lives of human beings: do trade-routes circle there, do any industries centre there, do they directly or indirectly affect the group of human beings assembled in New Zealand? If the answer to questions such as these is in the negative, the cape is unimportant, be it ever so big. And so with any other set of geographical facts. Notwithstanding a good deal of criticism of these tests from some quarters, the teachers have been considerably assisted in interpreting the syllabus by studying the character of the tests set by the Department in English and arithmetic. They may gain somewhat similar assistance by studying the Junior National Scholarship tests in geography. Whatever time is saved from learning useless lists of mountains, rivers, lakes, capes, islands should be given to the study of towns—*i.e.*, collections of people competing with us and affecting our life and trade, or that have attained interest by touching English history. There has been much more practice in quick mapping, but not yet enough. Too many are afraid to use the blackboard; yet the lesson, in its permanent effects, may be made or marred according to the use or non-use of the blackboard. Some teachers will give a lesson from an unsuitable map when they could make a perfectly satisfactory one on the board in two minutes. If the programme in geography be vague, the subject will be well taught only in schools where the teacher is enthusiastic concerning it. Here lies the weakness in dealing with geography only through a Reader or an atlas. At present this subject more than any other discovers the quality and vigour of the teacher. Two or three times the treatment of history and geography decided for or against placing a school in the "good" class.

History.—The merely reading method and the merely oral method of dealing with history have both proved of little value in respect of permanent impression. They are likely to be still less effective in future, since, as the Wellington Inspectors point out, history is not a compulsory subject for a teacher's certificate. A teacher may take up Latin, Spanish, shorthand, &c.—subjects he does not have to teach—and yet never have studied history and civics, a subject that he is supposed to teach, and to teach in modern ways that postulate much knowledge of history. A teacher who did not select history for his certificate is not likely to be very enthusiastic in the teaching of it, and both the above methods require enthusiasm. When an uncertificated teacher takes up the study of this subject an improved attitude to it is soon visible in the pupils. It is satisfactory to note that, in terms of the grant of free books for Standard IV, Historical Readers will be available in schools of all grades. Younger teachers are sometimes at a loss concerning civics; they should study the syllabus and the interpretation placed on it by the Department in the Junior National Scholarship tests.

Drawing.—A good many sets of geometric models have been issued, and improvement in model-drawing is expected to result. A teachers' Saturday class was formed, but was poorly attended, although some of the teachers within easy range of the class present unsatisfactory work in this branch. Several who attended found obvious benefit. The class will be continued in 1911, and it is hoped that as many of the younger teachers as possible will take advantage of the facilities offered. Model-drawing should be done in freehand, and not with the ruler.

While most schools present a very fair programme in object-drawing, some of the larger ones continue to exhibit in freehand too close an adherence to conventional figures, without much nature-study, or design, or originality. Where design is attempted it is usually small and finical instead of simple and bold. Drawing is sometimes labelled "nature-study" when it does not by any means merit the name—*e.g.*, no faithful study of a leaf would show the veins crossing the midrib, and very few leaves join their branches at right angles.

SINGING.—In seventy-two schools singing was taught, and in the better schools reached a high degree of excellence. In addition to modulator and other vocal exercises, songs in unison, rounds, and part songs are practised.

NEEDLEWORK was taught in sixty-nine schools; in fifty-nine the instruction was efficient.

DRILL.—In fifty-three schools drill was considered satisfactory, and in twenty-one others was passable; in nine it was defective; the last-mentioned are all very small schools. Under the Defence Act, 1909, the junior cadets must give fifty-two hours to drill. There are two or three scout troops or patrols in the district, and they seem to be doing good and useful educational work. Boys from the beginning of the year in which they became twelve years of age until they leave school are now obliged to be junior cadets or to be boy scouts. Regulations under the Defence Act, 1909, were published in March, 1910; according to them, where the number of boys of cadet age is under fifteen, scout patrols must be formed, with "Scouting for Boys," by Sir R. Baden-Powell, as text-book.

School games are usually keen; the grant of free footballs has given a great impetus to that game.

Order, discipline, diligence, and obedience are usually very satisfactory. The tone in respect of alacrity and honour varies more from school to school, and depends more largely on the personality of the teacher and on the manner in which some subjects—*e.g.*, history and moral instruction—are dealt with.

MORAL INSTRUCTION, HEALTH, ETC.—In addition to the ordinary moral and other disciplinary sanctions of school life, instruction in morality is given through song or recitation, or in set lessons through the *School Journal* and otherwise; school mottoes hold up constant ideals; a neat and well-ordered environment also furnishes many silent lessons. The most attractive schools are noticed elsewhere. The erection of a debating-room at Canvastown also marks an attempt fostered by the teacher, Mr. Hill, to lead the young people after school days to make the best use of their time. Some tuition in the principles of health is given in most schools. Elementary physiology appears as a subject on the programme of seven schools.

STANDARD VII.—At the close of the year there were thirty-four on the roll of Standard VII. The following subjects were taught in this standard at one or more schools: Latin, English, higher arithmetic, algebra, geometry, history, geography, agriculture, physiology, ambulance, botany, book-keeping, domestic economy, drawing, shorthand. Good work done in this standard in country schools deserves recognition from the Department. It is to be hoped that this is possible under section 17, subsection (2), of the Education Amendment Act, 1910.

SCHOLARSHIPS. — Twenty-six candidates, from ten schools, entered for the Junior National Scholarship test, and sixteen, from eight schools, were successful. Three sole-teacher schools were represented by those successful. Only two candidates fell below the minimum in arithmetic, and one in English. This is very creditable. It represents a higher percentage of success than the average for the Dominion. The marks in geography and drawing were low, especially in instrumental drawing. Teachers are recommended to study the syllabus in that branch of drawing. The following table indicates satisfactory progress—it relates to the Junior National Scholarship test:—

Year.	Number of Candidates.	Number who gained 400 Marks or more.
1903	17	3
1904	14	5
1905	22	5
1906	21	11
1907	16	8
1908	28	14
1909	23	10
1910	26	16

Consequent on the passing of the Education Amendment Act, 1910, some slight variation in the Board's scholarship regulations is proposed. The Amendment Act enables pupils from private schools to compete for Junior National Scholarships.

PUPIL-TEACHERS AND PROBATIONERS.—The programme of study has been that set for the D certificate, and in most schools training in the theory and practice of education is earnestly and conscientiously given by the head teachers. At the close of the year all pupil-teachers sat for D or C or some part of these certificates.

HANDWORK.—[Remarks on handwork reprinted in E.–5, "Manual and Technical Instruction."]

APPRECIATION.—The teacher is "the man behind the gun" in the education world. During another year the teaching staff has done its work faithfully, and the high position taken by the primary schools of this district has been recognized by outside critics. The staff therefore deserves the thanks of all interested in the advancement of our district.

I have, &c.,
D. A. STRACHAN, M.A., Inspector.

The Chairman, Education Board, Blenheim.

NELSON.

Sir,— Education Office, Nelson.

We have the honour to present our annual report on the schools of the Nelson Education District for the year 1910.

One hundred and sixteen schools were at work during the last quarter of the year. New schools have been established at Kaka and Nine-mile, the buildings having been erected by the Public Works Department, and household schools have been formed or reopened at Baton, Farewell Spit, Maori Pa, Moutere Bluffs, O'Rourke's, and Onekaka. Although five household schools —Awaiti, Farewell Spit, Nine-mile, O'Brien's, and Wairoa Gorge—were closed throughout the last quarter of the year, the total roll of schools has again increased by three. Pangatotara, a side school to Whakarewa, has also been closed.

With the exception of the addition of a small laboratory to Motueka High School, the erection of the Tahuna Side School, and the rebuilding on a new site of one room at Neudorf, no great improvements have been made in our school buildings. Last year we called the attention of the Board to the advisability of systematically rebuilding the oldest class-rooms, but probably the insufficiency of the Board's building grant prevented the adoption of such a policy, unless Neudorf may be quoted as a proof of its inception. In addition to our recommendations of last year, Longford should claim early attention. If a school is to be maintained there some suitable building is urgently required, as existing conditions should not be allowed to continue during the coming winter.

One hundred and eleven schools were inspected by us, and, as usual, all except some of the isolated household schools were visited twice. The inability of experienced teachers to correctly post up and utilize the examination registers issued last year was continually demonstrated, so that in many cases of low-grade schools under sole teachers we were constrained to enter our own classification, and the results of the individual examination held by the Inspector in place of those of the annual examination. To examine and classify correctly necessitates the exercise of a wise judgment, ripened by experience, but it is surprising to find that the mere tabulation of results in an intelligible manner should also prove a difficult task for many; consequently the young and untrained are more than ever dependent upon the Inspector for guidance in this department of school management. When a change of teachers takes place, or a certificate is to be issued according to the marks shown in the examination register, the necessity for an accurate and faithful record at once becomes apparent.

The following schools under other control than that of the Board have also been inspected by us:—

	Roll.	Present.
St. Mary's Boys', Nelson	61	56
St. Mary's Girls', Nelson	62	54
St. Mary's High, Nelson	66	63
Sacred Heart, Reefton	91	90
St. Canice's, Wesport	242	237
St. Canice's High, Westport	27	25
Cabragh House, Nelson	10	10
Zephyr Lodge, Nelson	18	17
Nelson College, Boys' preparatory	23	22
Nelson College, Girls' preparatory	16	16
Totals	616	590

Whilst these private schools, as a rule, have the advantage over those of the Board in being more fully staffed, very few of the teachers are certificated, and the progress of the scholars is more often retarded by irregularity of attendance. These private schools presented sixty-five candidates for the Sixth Standard examination, and obtained twenty-six proficiency and twenty-six competency certificates. The general work of these schools was summarized as follows: One good, two satisfactory to good, five satisfactory, one fair to satisfactory, one fair.

At different schools, when examinations for proficiency certificates were being held, twenty-one candidates from other schools presented themselves, and were awarded five proficiency and eight competency certificates. A second examination for Standard VI pupils was also held at each of the Westport, Takaka, and Reefton High Schools. Two of these were taken at our visits of inspection, but the last named was held under the supervision of the head teacher, who forwarded the written papers to us for examination. There were in all thirty candidates, who gained nine proficiency and ten competency certificates. The numbers given are in addition to those afterwards recorded in the summary of results for the district, the latter being those obtained at the regularly notified visits of the Inspector, formerly known as annual visits.

Two special examinations were also held at the Nelson Technical School, and the fifty-two candidates who presented themselves obtained thirty-six proficiency and eleven competency certificates.

The average weekly number on the rolls for September quarter was 5,897, an increase of 163 upon that for the corresponding quarter of last year, the roll-number having shown continuous improvement since 1904. The schools which have benefited most by an addition to their numbers are Granity, Nelson Boys', Karamea, Burnett's Face, and Westport, recently established schools being responsible for the remainder of the increase in the district roll.

The average attendance for the December quarter, 5,187, and that for the whole year, 5,069, are each the highest ever recorded in this district for any single quarter or year, although in 1898 the roll-number, 6,016, was much higher than at present. Though the attendance, represented as 86·2 per cent. of the weekly roll-number, thus shows that considerable improvement has taken place in regularity, yet even in this respect the district still appears in an unfavourable light when compared with the rest of the Dominion. Last year a better return, 86·9, obtained only the ninth place on the list of the thirteen educational districts, which were headed by Otago with 90·2 per cent. and Westland 89·6 per cent. We have previously pointed out that, on account of the irregularity induced by the intermittent fruit and hop picking that prevails over so large a proportion of this district, it will always be difficult, without interference with local industries, to compete with more favoured districts. An epidemic of whooping-cough in the first half of the year had a bad effect upon the attendance, especially in the infant schools, and only twenty-six, including side schools, attain to 90 per cent. With the exception of Grade 0, or household schools, the highest returns were given by Nelson Boys', Summerlea, and Gordon, each 94 per cent.; Hampden Street, 93 per cent.; Fairdown, 92 per cent.; Progress, Rahui (side), and Land of Promise, each 91 per cent.: so that very few individual schools have attained the high rate of attendance that prevails throughout the whole of the Otago District. Summerlea and Gordon, two of the highest in the above list, have also the credit of having kept school open constantly throughout the year, their returns showing 431 and 424 times respectively.

By the Education Amendment Act of 1910 attendance is now made compulsory at every meeting of a school, so that it will no longer be legally possible to keep a child away from school simply because the required minimum number of attendances has been recorded for the week, an opportunity of which some parents in the past have taken advantage. What is needed is a general enforcement of the compulsory clauses of the Education Act, and some improvement has been effected by placing some schools notorious for irregularity under the direct control of the Secretary of the Board, acting as Truant Officer. Yet in spite of this, and that our larger schools usually set a good example, we still find seventeen that record less than 80 per cent. of attendance, the worst offenders being Fern Flat, 66 per cent.; Landing and Glenroy, each 68 per cent.; and Globe Hill, 71 per cent.

Work was not maintained quite so continuously this year, as only twenty-nine schools were open the full number of times, 420; and in such cases as Upper Takaka, 390; Uruwhenua, 392; Karamea, 396; Little Grey, 398, some explanation should be forthcoming to account for the exceptional treatment of these school districts.

The number of teachers in the employ of the Board has increased by ten, and their classification is shown in the appended table, in which licenses are ranked as certificates:—

Grade.	Head Teachers.		Assistants.		Secondary Assistants.		Sole Teachers.		Total.
	Certificated.	Uncertificated.	Certificated.	Uncertificated.	Certificated.	Uncertificated.	Certificated.	Uncertificated.	
0	..	..	..	..	..	..	..	20	20
1	..	..	..	..	..	..	4	18	22
2	..	..	..	..	..	..	14	12	26
3	..	..	..	..	..	..	7	1	8
4	25	..	16	11	..	..	..	..	52
5	7	..	6	3	2	..	..	..	18
6	5	..	5	..	1	..	..	..	11
9	3	..	23	1	2	..	..	..	29
1910 ..	40	..	50	15	5	..	25	51	186
1909 ..	35	..	48	11	5	..	23	44	166

There were, in addition, employed twenty-four pupil-teachers, only two of whom are males, and ten female probationers. We are pleased to see that a large number of those who have just completed their term of engagement as pupil-teachers are now entering upon a course of instruction at the Training College.

The proportion of uncertificated teachers is still growing, a condition of affairs that has prevailed throughout the Dominion for the last five years. The increase in the number of small schools is a contributing factor, but last year we experienced an exceeding dearth of suitable teachers of any class, a difficulty which happily has been removed for the present by the retirement of a large number of pupil-teachers, and by the unusually large number of suitable applicants that have recently appeared to replace them.

We have repeatedly pointed out that legally an uncertificated teacher may be employed by the Board only till a fully qualified one is obtainable. Some, in spite of the best intentions on entrance to the service, come so far to regard their positions as permanent that they make no effort whatever to improve their status by sitting for the certificate examination. To those in Grade 2, or a higher grade, who are in this predicament, and have failed to present themselves for the last two years, notice of determination of engagement might well be given by the Board, with a view to advertising the vacancies thus produced.

In the report of the Minister of Education for 1909 the numbers of certificated and uncertificated teachers, omitting those employed in Grades 1 and 0 (very small schools in which uncertificated teachers are mainly employed), are represented as 80·2 and 19·8 per cent. respectively. If the numbers given above for this district are treated on the same basis, the proportion would show 83·4 per cent. of certificated to 16·6 per cent. of uncertificated, so that in this respect the district does not suffer by comparison with the rest of the Dominion.

Of late the teaching profession can hardly be described as highly popular with the "brainiest" of our youth, and the many advantages bestowed upon it by recent legislation have probably not yet rendered it sufficiently attractive, though present indications are towards a turn of the tide. An attraction that is still lacking would be afforded by the adoption of a definite scheme of promotion, which would guarantee to a capable teacher who has proved his ability and given every satisfaction in his professional work some certainty of advancement within a reasonable time. It would necessitate as keen a competition in matters pertaining to his profession, attach more value to the personality of the teacher, and altogether remove from him the temptation to gain favour by arts or qualifications that in no way increase his fitness or add to his dignity as a teacher.

The Inspectors' annual return for the year 1910 contains the following summary:—

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in each Class.	Average Age for the Dominion in 1909.
			Yrs. mos.	Yrs. mos.
Standard VII	117	103	14 10	15 0
" VI	425	411	13 10	13 11
" V	516	501	13 2	13 0
" IV	585	565	12 2½	12 3
" III	666	648	11 4	11 4
" II	704	685	10 2½	10 3
" I	740	716	9 1	9 2
Preparatory	2,213	2,048	6 11	6 11
Totals for 1910	5,966	5,671	11 5	...
Totals for 1909	5,795	5,540	11 4	...

The returns have been made out from the class-lists furnished us by head teachers on the completion of their annual examinations in December. In some instances these examinations were held prior to November, the classification and promotions being in many of the small sole-teacher schools revised, modified, or wholly determined by us. In all cases ages were computed as on 1st December, 1910. As many of the class-lists, of which so much complaint was made last year, came under our review while in the presence of the teachers, we more readily got the necessary alterations and amendments made, and so found less difficulty this year in compiling our return. A most common fault is that of inconsistency between the marking and the promotions determined by it. Scarcely any school return was entirely free from this. In arithmetic, for example, in which promotion is determined by the marks in that subject alone, instances were to be found, even among our leading schools, of a pupil with a mark below the general pass-mark being promoted, and that without a single word in explanation of such action. In English the regulation making composition as well as reading essential to promotion was often lost sight of, and so also was the provision that writing or spelling is necessary.

One hundred and three of the Standard VII pupils belong to the secondary classes of our district high schools. Standards VI, V, and IV are each somewhat smaller in numbers this year by about 35, but all the lower classes are larger, the preparatory by 172.

In his report to the Minister of Education the Inspector-General of Schools points out that the proportion that the children in the preparatory classes bear to the whole roll has steadily increased throughout the Dominion for five years back, till in 1909 it amounted to 36·4 per cent. In this district the percentage at the same time was 35·2 per cent., somewhat below the general average, but this year it has increased to 37 per cent. In his investigation into the causes of the increase the Inspector-General attributes it in part to a larger proportion of children between the ages of five and seven entering the schools, but mainly to the fact that the children are spending a longer time in preparatory classes than they formerly spent. He also remarks: "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 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 of 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."

The newer methods in the infant classes may justify the spending of a longer time in these 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 remedy for the present state of things is, we 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. We are 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 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.

In a good school the child of average ability can master one of the infant reading-books supplied in six months, and we fear that many of our teachers are not systematically making, as they should do, general promotions within the preparatory class itself every half-year.

The only gratifying feature in regard to the matter in this district is that the average age of the preparatory class remains the same, though the mean of average age of all standards—eleven years five months—is higher by one month.

As usual, we make a short reference to such of the subjects of instruction as appear to us to call for special comment.

ENGLISH.—Little difficulty is experienced with the reading from the prepared Readers, and, though few schools stand out as of special excellence, the great majority appear to make a satisfactory showing in this subject. In the larger schools it is often difficult to allow adequate time for sufficient individual practice, while even in many of the smaller schools satisfactory supervision cannot always be provided. We would again repeat the necessity for rigorously demanding distinct articulation and clear enunciation both in the oral answering and in the reading practice, as well as the cultivation of a natural style based upon the pupil's own intelligent conception and appreciation of the passage read.

The other side of the subject, the intelligent understanding of the subject-matter together with the knowledge of the meaning and application of the words used, was not always treated with such successful results as might be expected.

The time devoted to actual reading practice should not be curtailed by questions on the subject-matter and by explanations of difficult words. Each aspect of the subject undoubtedly requires a special period fully given up to its own treatment. We are pleased to notice that in many schools every facility is given to encourage a wider course of reading than can be obtained from the ordinary school Readers. The general use of the *School Journal* has likewise fostered this spirit in an admirable manner. In regard to the poetry, &c., to be memorized, we would recommend that, in the higher classes at any rate, some of the pieces should be selected by the pupils themselves. The final choice, of course, should rest with the teacher, who should retain as suitable only such selections as are worthy of being committed to memory. In this way many passages of prose from the Readers might be taken in addition to the usual verse.

In spelling, seventy-two schools were returned as efficient, and in writing seventy-nine. In the latter subject the preparatory classes in many cases suffered through the want of a uniformly graded scheme of work that would lead by suitable stages to the work of Standard I. In these classes we sometimes found very young pupils attempting to copy words and letters that presented difficulties of too advanced a character for mere beginners. While it is undesirable to make the exercises too easy of accomplishment, it is disheartening to the young pupil to find that after putting forth his maximum effort the result is comparative failure. The work asked for should be within the range of attainment of the pupil of average ability. There is much to be said in favour of a system of instruction that introduces the more difficult formations in some reasonable sequence, and that recognizes the various degrees of difficulty to be overcome. In the preparatory classes we hope to see some definite plan of work in the direction indicated. Another branch of the subject too often overlooked is the proper formation of figures. As inaccuracies in arithmetic are often the result of badly made figures, due attention should be given to insure their ready legibility.

In composition we would briefly call attention to two weaknesses observed by us—viz., (1) too little practice in essay-writing; (2) neglect of oral composition. From the work we have taken in this subject it would seem that the written exercises in composition have been confined in a great measure to mere reproduction, which has naturally to a large extent become simply memorizing. With the wider range of reading now in vogue in most schools the teacher might easily find abundance of very suitable subjects as theses well within the power of his pupils. The written composition might well include subjects arising out of the reading that require the child to draw upon his own personal experience and observation. To get the pupil to write his own ideas is indeed a constant difficulty, but a much greater freedom of expression might be developed by the teacher if the subjects were not only suitably varied, but were such as appealed to the pupils. Though the oral composition is more regularly taken in the lower standards, it rarely receives any definite treatment in the higher classes. There, in its place, we sometimes find merely the oral answering in some co-ordinate subject without such instruction as would allow us to regard it as a branch of composition. In spite of the above criticisms on some defects to which we necessarily call attention, it is very patent to us that there has been general all-round improvement in the quality of the composition since the introduction of the present syllabus and the consequent changes in the treatment of the subject.

Arithmetic.—The appended table shows the results in the various classes of the schools in which this subject was examined. The work in general is not by any means so strong as could be wished, Standard V again showing to least advantage.

	Number of Schools.						
	Standard VI.	Standard V.	Standard IV.	Standard III.	Standard II.	Standard I.	Preparatory.
Excellent ..	2	5	10	4	7	2	2
Good to excellent ..	2	2	3	2	5	3	2
Good	8	7	13	14	6	7	10
Satisfactory to good	9	2	6	11	9	5	18
Satisfactory ..	7	7	9	9	16	11	31
Efficient ..	28	23	41	40	43	28	63
Fair to satisfactory	11	10	9	14	5	10	16
Fair	12	10	8	10	13	16	11
Moderate to fair ..	3	7	1	..	4	5	3
Moderate ..	9	10	6	6	4	6	3
Inferior to moderate	3	4	3	2	5	6	..
Inferior	15	20	12	16	11	20	..
Non-efficient ..	53	61	39	48	42	63	33

We have this year made a more prominent feature of mental arithmetic by demanding set tests up to Standard IV. The results obtained have been fairly satisfactory, and we hope to extend the practice by setting definite questions in all classes. We look upon it as superfluous to enlarge here upon the advantages to be derived from a sound training in mental arithmetic, but certainly regard the absence of definite teaching in this direction as an outstanding defect in the method adopted. Reviewing the subject generally, it appears to us that in many cases the teacher, striving after an intelligent presentment of the work, does too much for the pupil. The major portion of the working period should be devoted to work by the pupils, who might themselves fittingly carry out much of the blackboard illustration.

Another point that has come under our notice is the tendency, as soon as promotion takes place, to regard the work of the lower standard as done with, and to separate the requirements of one standard from the demands of the next. We think that after every stage of advancement the work of the previous class might well be kept up, especially in the first three standards.

Drawing.—We have little to add to former criticisms on the teaching of drawing. In eighty-nine schools the general work of all classes was efficiently carried out, and nineteen of these were commended for especially good treatment of the subject. We reiterate our condemnation of the use of the ruler in model-drawing, or freehand, either from copy or from nature, and would again urge the necessity for system in the combination of the different branches of freehand. Mr. Stewart, of the Auckland Inspectorate, is very emphatic on one of these faults: "Many teachers make the mistake 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." In our larger infant schools excellent free-arm drawings in chalk are occasionally shown us, and in popularity this form of handwork is gaining ground, but it is by no means so common as it should be, the proper use of the hyloplate, which has been placed on the walls of our recently erected schoolrooms, being too often neglected. A comparison of the school drawing of to-day with that of, say, fifteen years ago shows a very marked contrast in the general character of the work. Drawing from flat copies has been largely replaced by drawing from nature or from objects, which again are redrawn from memory. The resourcefulness, skill, and taste of the teacher are taxed to secure or adapt suitable patterns or designs for reproduction, and to select suitable elements with which the children are to construct their original designs, when the underlying principles have been illustrated and appreciated. Improvement is just as strikingly indicated in the work of candidates for teachers' certificates as in that of school pupils. Yet the teacher's use of the chalk in pictorial illustration of important features of school lessons is not yet sufficiently practised, and for infant classes the depicting of scenes in the reading or story book is seldom attempted. Drawing either in pencil or chalk might easily be made a more general and more powerful teaching medium. In the last Wellington report we notice: "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 a means of every-day expression." To accomplish such an aim our teachers must set the example, and, while teaching, seize every opportunity to make drawing a common mode of expression.

Due attention is paid to PHYSICAL INSTRUCTION, the manual issued by the Education Department being now in very general use. It has proved a boon, especially to isolated teachers, its clear illustrations affording the inexperienced a means of readily following the directions given. The exercises with wands and Indian clubs are practised by some, but a few others still adhere to dumb-bells, Sandow exercises, or those detailed in the syllabus. It is necessary to take different exercises with children of different classes, ages, and strength, but it is also advisable to group the whole school together daily, if possible, for deep breathing and simple calisthenics, in which all may join for a few minutes, and work to one word of command. Enthusiasm, under the stimulus of numbers, may be engendered, discipline be strengthened, and the formation of a school *esprit de corps* be encouraged.

The clause of the Education Act Amendment Act of 1910 that authorizes any Inspector or State school-teacher to make certain medical or physical examination of the pupils marks the first legally appointed stage in the provision of a medical oversight of the children by the State, and one that may have an important bearing on their health and physical development.

By regulations issued 18th March, 1910, public-school cadets have now become junior cadets, of whom the boy scouts form another branch. Uniforms and accoutrements, but not capitation, are to be supplied at the public expense. The minimum establishment for a detachment is ten privates, and for a company forty-eight, while twelve years, reckoned at the end of the school year, is the minimum age. Where there are less than fifteen boys of the required age, a patrol of scouts must be formed in lieu of a squad of cadets. An arbitrary insistence on an age limit alone may greatly interfere with the movement, or disorganize the school by breaking up different classes. Another feature of the change that at present presents difficulty is obtaining a full complement of officers, as the boys are no longer allowed to act in that capacity.

MANUAL AND TECHNICAL INSTRUCTION.—Classes in elementary handwork have been recognized in forty-four schools, the different branches being—

	Classes formed.
Plasticine modelling	29
Brush drawing	13
Elementary design and colour-work	6
Paper-folding	10
Free-arm drawing	7
Bricklaying	3
Cardboard modelling	3
Needlework	6

Brush drawing and elementary design and colour-work, the latter branch of the subject being the one prescribed for the higher-standard classes, has been more generally taken this year. Complaint is still made by the Director of Technical Schools concerning the neglect of head teachers in forwarding in time the necessary forms, especially the claims for material and for capitation. A more serious trouble which in some schools greatly hampered the work of instruction during the first part of the year was caused by delay in supplying the material, although it had been requisitioned in good time. Prompt attention on the part of the officials will prevent any repetition of this annoyance.

Instruction in subjects of manual training has also been extended, fifty-five schools having taken one or more of the following branches:—

	Classes formed.
Ironwork	6
Woodwork	11
Cookery	15
Agriculture	42
Physiology and first aid	13
Swimming	17
Physical measurements	8
Botany, elementary	1
Dairy work	4

A large number of teachers have initiated classes in elementary agriculture or school gardening, those at Takaka District High School and Riwaka being conducted with marked success, and some of our sole teachers, too, make this a most attractive feature of the school course. In connection with this branch, classes in dairy work at Takaka and Motueka High Schools have been formed for the especial benefit of the secondary-class pupils. The lessons have been given by Mr. Bruce, the Instructor in Agriculture, and have awakened considerable interest, and been the means of introducing a much-desired branch of scientific training. It is hoped next year to combine in some instances agriculture with the dairy work, and, under the supervision of the same instructor, to extend the benefit of the lessons to other suitable centres.

As it forms the best possible introduction to a scientific course, we regret that the subject of physical measurements does not receive more attention in our larger schools.

Swimming, a subject upon which the district can pride itself, is more generally taught, but as neither of our two largest schools, Nelson Girls' and Westport High School, has been able to place this subject on the time-table, we cannot say that anything like the majority of our pupils ever have the opportunity afforded them of being taught, during school hours, to swim. That most of our pupils do learn to swim is very probable; that any ordinarily healthy boy or girl should not have the facility to acquire this useful accomplishment before leaving school is regrettable.

IRONWORK, WOODWORK, and COOKERY are taught at the four different centres, Nelson, Westport, Reefton, and Wakefield. The formation of additional centres at Motueka and Takaka is essential to the completion of a general scheme, which would place within the reach of each of our higher-grade schools—those above Grade 4—the opportunity of having its pupils trained in an art a knowledge of which is indispensable to the success of a settler or housewife. This is merely looking at the matter from a utilitarian point of view. If we consider the educational aspect—that the essential benefit lies in the training itself, the training of the mind to rightly direct the muscle, the training of the muscle to accurately obey the mind—even stronger argument can be found for extending as widely as possible some such system of manual training.

At special classes instruction to teachers was given in the following subjects: At Nelson, chemistry, woodwork, and drawing; at Westport, woodwork, cookery, and drawing; at Reefton, drawing. Teachers have also the right of attending free of cost any special class formed by the Board, a privilege of which many have availed themselves.

The working of other classes under the Manual and Technical Act is fully dealt with in the report of the Director of Technical Schools appended hereto. [Reprinted in E.–5, Manual and Technical Instruction Report.]

The last published reports of Inspectors of Schools, to which we have already referred, those for the year 1909, possess a peculiar interest in that therein the Chief Inspectors of the three largest New Zealand districts—Auckland, North Canterbury, and Otago—present their final reports. Since the issue of these, Mr. Ritchie, of North Canterbury, is deceased, and Messrs. Petrie and Goyen have retired on superannuation. All had a thorough acquaintance with and a long experience of schools in New Zealand, and their influence in educational matters has been felt far beyond the immediate confines of the districts over which they presided. Their last reports fully maintain the high reputation the authors have deservedly won, are rich in suggestion, and full of instruction to all who take an interest in education; and their clearly detailed references to certain methods of teaching we would especially commend to the earnest attention of every aspiring teacher.

The Education Amendment Act of 1910 introduces several changes that should prove of advantage when they come into operation. We would briefly call attention to some of the most important amendments. By the receipt of an increased capitation School Committees will now receive a larger annual allowance, provided that the school has not fallen much below its previous grade. A change is made in the scope of the Junior Board Scholarship, which will now be open under the usual conditions of age, &c., to all children in the school district. This and minor alterations make it necessary to recast the existing Scholarship Regulations of the Board. Junior National Scholarships, too, may now be competed for by pupils in any school subject to inspection under the Act. The condition as to the income of the parents no longer holds good.

From the clauses dealing with the medical inspection of school-children, it would appear that regulations dealing with the matter will be issued.

An important amendment that should affect the school attendance is the clause that makes it compulsory for every child between the ages of seven and fourteen years to attend a public school whenever open, unless, of course, duly exempted by regulation. Provision is made for the education of blind, deaf, and feeble-minded children. In this connection it is the duty of every parent, teacher of a school (public or private), constable, or officer of a charitable or kindred institution who is aware of the place of residence of such a child to send notification of the fact to the Minister, giving the name, age, and address of the child.

Some amendments are made in the Manual and Technical Act. It is not lawful to enter on the register for any special, associated, or college class, except as provided by regulations, the name of any person on the roll of any public school, district high school, or secondary school. Further, the School Committee may make regulations requiring the attendance at continuation or technical classes of young persons within the school district who are not otherwise receiving a suitable education.

We have briefly referred to the above amendments with a view to keeping before those interested in education recent advances in legislation that may have a direct bearing on the welfare of the district, but would remain unnoticed unless special attention were called to them.

The following table shows, in concise form, the estimate made in our inspection reports of the quality of instruction given in the schools under the Board's control:—

Good to excellent	1	efficient, 79.
Good	19	
Satisfactory to good	24	
Satisfactory	35	
Fair to satisfactory	19	non-efficient, 31.
Fair	9	
Moderate to fair	2	
Moderate	1	

All schools except one, with the conduct of which fault has been found, are schools under sole teachers, the great majority being in the lowest grades, 1 and 0—those for which it has hitherto been a difficult matter to obtain competent teachers. Trained teachers, as a rule, are unwilling, on account of the smallness of the salaries, to apply for such positions, and the untrained who show ability readily qualify for promotion. At present we do not feel justified in insisting upon only certificated teachers being appointed to schools lower than Grade 2, however desirable it might be in the interests of education to exceed that limit.

In our larger schools the *personnel* of our staffs has much improved, those in the highest and in several of the succeeding grades being controlled by able, vigorous, and earnest head teachers,

whose management inspires confidence, and whose influence is powerful for good, and especially in the training of pupil-teachers and probationers is one from which the whole educational district may reasonably expect benefit in the future.

We can again congratulate the district upon the distinction of having won the first place in the Junior National Scholarship examination, now for the second year in succession, the honour on this occasion falling to Westport District High School.

We have, &c.,
G. A. HARKNESS, M.A., } Inspectors.
A. CRAWFORD, B.A., }

The Chairman, Education Board, Nelson.

GREY.

SIR,— Education Office, Greymouth, 14th March, 1911.

I have the honour to submit my general report on the schools of the Grey District for the year 1910.

During the year inspection and examination visits were paid to thirty-five public and three private schools. In all, 127 pupils sat for the Sixth Standard examination, of whom sixty-six qualified for the proficiency certificate. In all the schools which were in charge of uncertificated teachers I have myself examined the pupils, and intimated to the teacher what pupils to promote. The following table shows the number of pupils on the roll, the number present at the Inspector's annual visit, and the average age of each class for the whole district:—

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in each Class.
			Yrs. mos.
Standard VII	48	43	14 8
" VI	137	127	13 9
" V	152	149	12 10
" IV	170	166	12 5
" III	195	189	10 10
" II	213	204	9 10
" I	195	191	9 2
Preparatory	860	813	7 0
Totals	1,970	1,882	11 4*

* Mean of average age.

Three Catholic schools were examined, and the results are summarized in the following table:—

[Separate schools omitted.]

—	Roll Number.	Present at Examination.	Presented in Standard VI.	Certificates gained.	
				Proficiency.	Competency.
Totals	406	403	32	31	1

Whilst making due allowance for the fact that a few former competency-holders find a place amongst those who were this year successful in qualifying for proficiency certificates, the above result must still be taken as indicating a high degree of general efficiency.

Speaking of the district generally, it may be said that most of the subjects are fairly well taught, and the work of the year has gone on smoothly and satisfactorily. One or two individual subjects call for brief remark.

HISTORY.—Though still figuring in time-tables and schemes of work, this subject is, owing chiefly to the freedom permitted to teachers by the syllabus regulations, practically disappearing from the curriculum of our schools. Every teacher may choose his own course of lessons; under certain conditions the subject may be taught from reading-books, or every alternate year, if the teacher so chooses, the whole subject may be dropped altogether. The result is that the teaching is scrappy, indefinite, and disjointed. The remedy would seem to be the introduction of a simple and judiciously graded class-book, a definite portion being assigned for each standard. At present it is certain that this subject is not receiving the adequate treatment which its growing importance demands.

GEOGRAPHY.—In spite of much honest effort on the part of teachers, geography still remains a weak subject, partly because of the drawbacks attendant on the multiplicity of courses available, but chiefly because of the excessive difficulty of the syllabus requirements. There seems to be little

hope of improvement until the mathematical element in the requirements is reduced and the programme brought within more clearly defined limits.

English.—Composition, on the whole, is good. The essays were quite satisfactory, but pupils this year scored more on the formal questions set. The improvement which I have already noted as resulting from attention to formal grammar continues.

Reading is generally good—not overfluent, perhaps, but correct and even.

Writing shows a marked improvement. The change made in the style of copybook in use in the district has resulted very beneficially.

Technical.—The following classes have been in operation at the Technical School during the year: Carpentry, Mr. W. Gardner; wood-carving, Mr. W. Gardner; steam and the steam-engine, Mr. J. W. Hambleton; mechanical drawing, Mr. J. W. Hambleton; physical measurements, Mr. A. Talbot, M.A.; plasticine moulding, Mr. W. Gardner; free-arm drawing, Miss Smith; cookery, Sisters of Mercy (Greymouth), Miss Duncan (Runanga), Miss Barnhill (Cobden), and Miss Blair (Grey District High School). Full details in connection with these classes have been already supplied in a special report on technical work. In addition to the foregoing classes, about eight hundred out of our two thousand children are receiving instruction in such technical subjects as carton-work, cardboard modelling, paper-folding, agriculture, first aid and ambulance, &c.

Secondary.—I have already presented a detailed report on the work of the Grey District High School for the year. [Details omitted.]

General.—In the large schools good work is being done, but in the smaller schools, with such a large number of untrained and uncertificated teachers, the quality of the work necessarily varies. The very small schools almost inevitably fall to the charge of beginners in the profession, and the demands on the Inspector's time are such as to make it difficult, if not impossible, for him to render such teachers the full measure of assistance which they require. Such a state of things—regrettable as it is—must always obtain, more or less, in a district which is being developed and opened up.

As a result of close observation for some time past of the relations of head teachers to their staffs, I find it necessary to point out that head teachers are guilty of a grave dereliction of duty who, from personal feeling of any kind or from sheer indifference, deliberately allow weak or faulty work on the part of their subordinates to go unchecked and unaltered throughout the year. As a mere matter of loyalty to his school, to the children, and to the Board, it is a head teacher's duty to support and assist his subordinate to the utmost, whatever their personal relations or personal feelings may happen to be. If any additional motive is needed, I would point out that unless—as rarely happens—they report any special weakness to the Board, under the regulations the head teachers are themselves directly responsible for the efficiency of the whole school over which they have control.

I have, &c.,

The Chairman, Education Board, Greymouth. E. A. Scott, Inspector.

WESTLAND.

Sir,— Education Board Office, Hokitika, 7th February, 1911.

I have the honour to present a report for the year 1910. The accompanying tables afford information relating to the public and private schools and their inspection. [Tables not reprinted.]

The following table furnishes a summary of the numbers and average age of the standard classes at the end of the school year. Of the pupils in standards, forty-one received instruction in a lower standard in arithmetic, and four in a higher class in the same subject. Of the former, twenty-four are in one school.

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in each Class.
			Yrs. mos.
Standard VII	47	46	15 1
" VI	63	62	14 1
" V	120	113	13 2
" IV	107	102	12 4
" III	126	122	11 4
" II	134	130	9 10
" I	129	127	9 2
Preparatory	440	421	6 3
Totals	1,166	1,123	11 5*

* Mean of average age.

A further slight increase in the roll-number of the schools is recorded. A very gratifying feature is the continued high degree of regularity in the attendance of the pupils. For a number of years Westland has in this respect held first or second place, and for the past year the percentage of the average attendance is again over 89 per cent. of the average roll. Another evidence

of the appreciation of the value of school life is the demand from the Board, on behalf of three pupils, for special certificates and prizes in recognition of their attendance for five or more years without a single absence. Three such cases were also recorded in the previous year, and the Board has granted during the past fifteen years twelve certificates to pupils that have shown their zeal to such an exceptional extent. In view of the infrequency with which the compulsory clauses of the Education Act have been enforced, and taking into account the adverse climatic conditions, the devotion to school duties indicated by the general regularity of attendance is a tribute to the method and efficiency of the instruction given by the teaching staff of the district.

In Table B* has been included a statement of the number of half-days each school has been open during the year. It will be seen that only five schools have reached 420 half-days, while seven, including the largest, have remained in operation for less than 400 half-days. The pupils of two zealous household schools applied themselves to study on 432 and 441 half-days respectively.

The same table shows that of the thirty-four schools twenty-one have been recorded as reaching a good or very good standard of efficiency in the instruction, nine as satisfactory, and four as fair or weak. The last are in Grades 0 or 1. The general result is very encouraging and gratifying. One feature has been emphasized that is significant. The schools examined in September and October, with few exceptions, had overtaken so much of the work of the year that the results would have been commendable if presented in December. A large proportion of the pupils of Standard VI of these schools presented at the same time results practically sufficient to satisfy the requirements of a proficiency certificate. While this achievement was more prominent than usual, it illustrates a tendency of the schools to regard the Inspector's annual visit and not the end of the school year as the time at which the whole course should be presented. His judgment and appreciation are desired for a complete and not a partial preparation. It has, in consequence, been necessary to indicate at the time of the annual visit the parts of the course to be revised and the studies set for the next standard that might suitably engage attention during the remainder of the school year. To put the position plainly, the uniform school year is not popular among the schools under sole teachers, where preference is held for a school year ending with the Inspector's visit. It is a question that may well be considered, whether this class of schools should not be placed on a footing different from that occupied by schools under head teachers, seeing that in those of the lower grades the Inspector's direction of the whole work of the classes is more intimate and necessary.

The work of this class of school does not demand skill in the control of large classes, and consequently teachers with little experience or training frequently reach a high measure of success that would not necessarily be obtained by them if placed in larger schools. A more individual knowledge of the capacity and daily progress of the pupils is naturally possible where the numbers are small. Earnestness and energy without special training are successful, therefore, provided the instruction in the subjects of the course follows satisfactory lines. Good text-books form important guides in this direction, but the chief element in the institution of good methods is the example and direction of the Inspector, whose work should very largely consist in suggestions as to the scope and other treatment of the various subjects, and in illustrative lessons by way of example. Fortunately, there is opportunity in this district, and the effect is evident.

In such schools the teachers ask not for vague directions and for scope for the assertion of individuality, but for a definite indication of what is required. A tendency is evinced by a number of teachers under existing conditions to follow the text-book minutely, whether or not the course presented coincides with that of the prescribed syllabus of instruction, and there is other evidence that the work of the small schools should be more clearly defined—that the matter should be arranged concisely and simply, and in such order as will indicate the proper gradation to be followed in its treatment. A great deal has been done to meet this difficulty by the issue of definite schemes and of a specimen time-table. These have been welcomed and adopted in a manner that is no way perfunctory. A completer system of direction of the sole teachers is intended when the revised syllabus of instruction is issued.

A separate report on the secondary classes indicates that their efficiency has been fully maintained. A difficulty that exists is the decision as to the course to be adopted, especially by the senior pupils. The extension of the requirements of the Matriculation examination to a four-years course, and the maintenance of success in that examination as a standard of attainment for entrance to various services, present an obligation either to compress the studies into three years, or to induce the students to remain for the full course of four years. Neither is very feasible. If, on the other hand, the Matriculation examination is to be rendered less necessary, an early intimation to that effect is urgent, so that only those who intend to proceed to the University will require to be specially considered. At present there exists an unsatisfactory uncertainty as to the scope of future operations.

The number of pupils, other than those of the secondary classes, that had previously obtained proficiency certificates was nine. Of these, only two prepared a special course, the remainder being content to revise the Sixth Standard course or to prepare for the Scholarship examination.

The number on the roll of Standard VI, either at the time of the annual visit or on the lists presented later, was sixty-six. Of these, fifty-one, or 77 per cent., obtained proficiency certificates, and eight were awarded competency certificates. The number of full passes is unusually high, and the result is especially commendable.

The instruction of all the private (Catholic) schools inspected was at least satisfactory, and the majority were recorded as good. Of twenty-three on the Sixth Standard lists, fifteen obtained proficiency certificates and two certificates of competency.

I have, &c.,

The Chairman, Education Board, Hokitika. A. J. MORTON, Inspector.

* Not reprinted.

NORTH CANTERBURY.

SIR,— Education Office, Christchurch, 31st March, 1911.

We have the honour to submit to you our annual report on the schools of this district for the year 1910.

VISITS PAID.—The number of public schools in operation at the end of the year was 209, showing a reduction of one on the record for the previous year. The small schools at Kyle and Ashburton Forks were closed, and a household school was opened at Heathstock. Eighteen private schools were also inspected. To almost every school two visits were paid, the exception being schools of the smallest size, or those that, for some reason or other, were found to be closed when an Inspector paid an unannounced visit. To several schools a third visit was paid when, owing to special circumstances, an additional visit was considered advisable.

ATTENDANCE.—The records of the annual examinations conducted by the teachers at the end of the year show an enrolment of 21,159 pupils, of whom 20,159 were present for examination. This return shows an increase of 313 and 711 respectively on the corresponding numbers for the previous year.

AGE OF PUPILS.—The average age of the pupils in each class of the Board's schools approximates very closely to the corresponding returns for last year. The mean of average age—eleven years five months—is one month lower than the record for 1909.

STANDARD VI CERTIFICATES.—The following tabular statement gives a brief form of the results of the examinations for Standard VI certificates:—

	Pupils examined.	Certificates of Proficiency.	Certificates of Competency.
Public schools	1,402	944	312
Private schools	86	44	26
Special examinations	51	21	13

DISTRICT HIGH SCHOOLS.—At the eight district high schools working in this district there was an enrolment of 283 pupils in the secondary departments at the end of the year, showing a slight increase on the return for 1909. The programmes of work attached hereto* show that liberal courses of study have been followed, and good use has been made of the opportunities afforded to pupils desirous of continuing their studies beyond the primary stage. It is to be hoped that during the coming year the programme of work outlined by the Education Department as suitable for rural schools will be more generally adopted by the country district high schools.

SCHEMES OF WORK.—With increased experience of the working of the present regulations, fewer cases occur where exception has to be taken to the form in which the schemes of work are presented. It is imperative, however, that these should be ready for inspection at the beginning of the school year. Occasionally we have found that their preparation has been deferred for weeks after the year's work has begun. In such cases we feel justified in suspecting that the teaching at the beginning of the year has been of an aimless and desultory character.

CHANGES IN THE INSPECTORATE.—In the month of July the *personnel* of the Inspectorate was materially affected by two events—the resignation, closely followed by the decease, of Mr. T. Ritchie, the Board's Senior Inspector; and the promotion of Mr. E. K. Mulgan to the position of Chief Inspector under the Auckland Education Board. By the teachers with whom he was associated the late Mr. Ritchie will be held in grateful remembrance for his wise and useful guidance, and his warm sympathy with them in the difficulties connected with their calling. Than his fellow-Inspectors no one is in a better position to testify to his unselfish industry, sound judgment, hearty co-operation, and loyalty to the best traditions of the service. Mr. Mulgan returned to the scene of his former labours with the best wishes of his fellow-workers for a successful career in the wider sphere of influence he had been selected to fill.

RURAL SCHOOLS.—During the past year difficulties experienced in conducting the smaller rural schools of the Dominion have been the theme of public discussion. The matter has been the subject of consideration by the Education Committee of Parliament, which expressed the opinion that the Inspectors should give an increased measure of attention to the smaller schools, should visit more frequently such as may require assistance, and should exercise a more immediate supervision over them if necessary. With such a recommendation we are in hearty accord. At the beginning of the year we planned our work with the view of acting on the lines indicated in the report. A third visit was paid to some of the smaller schools, and many more schools would have received additional visits with the object of assisting the teachers had no unforeseen interruptions interfered with the programme we had prepared. We hope to make further developments during the coming year in the direction desired, and to keep more closely in touch with the work of inexperienced teachers.

UNCERTIFICATED TEACHERS.—It is to be noted, however, that the number of such teachers in the service of the North Canterbury Board has not assumed alarming proportions. From the last available departmental reports we gather that while in the Dominion 689 teachers (19 per cent. of the whole) possessing no examination status whatever were employed, such total included only twenty-seven of the 429 teachers in the service of the North Canterbury Board. With the facilities for travelling available in this district, most of the teachers are easily accessible, and will receive such attention as time and opportunity permit.

CLASSIFICATION OF PUPILS.—In promoting and classifying their pupils the teachers, on the whole, have displayed an increased measure of consideration and discretion. The occasions have been comparatively rare when in this connection the judgment of the teacher has been adversely criticized. In a few schools, mainly taught by novices in the art of teaching, an Inspector has found it necessary to reclassify the pupils, more especially when a newly appointed teacher has

* Not reprinted.

succeeded one whose classification had been faulty; but in each of such schools the Inspector's action has affected the status of only a few of the pupils.

CENTRAL EXAMINATIONS.—In the more remote parts of the district candidates for certificates were examined in their own schools at the time of the notified visit of the Inspectors, held as late as possible in the school year. Most of the candidates, however, were examined as heretofore at convenient centres, of which this year a slight readjustment was made to suit the changed conditions of some of the schools. A special examination was also held early in March, and individual candidates, including several recent arrivals in the Dominion, desirous of entering the public service were dealt with as occasions arose.

ORGANIZATION. — The importance of an equitable distribution of responsibility among the individual members of the staffs of our schools is fully recognized by your Inspectors, and modifications of the proposed organization have been frequently made at our suggestion. In the larger schools our second, or notified, visit of inspection is paid in the winter or early spring. Later in the year, owing to the influx of new pupils, readjustment of the staff is at times necessary, and additional visits were paid to a considerable number of schools to see how this had been effected. In several instances temporary inconvenience was more or less acutely felt because the average attendance of the pupils had grown to be higher than that of the grade in which the school was classified. In most cases of this nature the pressure has been relieved by the appointment of an additional teacher after the Christmas vacation. As a rule, the headmasters display active sympathy with their assistants in dealing with the congestion at times experienced in the junior classes, but the erroneous idea that any person can teach infants, irrespective of the size of the class, has had to be combated occasionally in an unexpected quarter.

The following notes will serve to indicate in some measure our estimate of the quality of the work done in the various subjects of the syllabus:—

WRITING.—Under the English group of subjects are included reading, recitation, composition, writing, and spelling. Of these, writing and spelling are most even in point of merit—that is, taking the average of the schools visited. Depending, as it does, on accurate observation and habitually faithful reproduction, writing is an index not less to the efficiency of the instruction than to the value of the supervision and discipline of the school. There are still some schools, however, in which the teachers fail to realize the importance of attention to detail, and of unremitting care in supervising and directing individual effort in all the writing, on slate or paper, incidental to the school curriculum. The copy-book lesson will be of little use unless the principles therein taught are carried out in daily practice, for where shirking and carelessness are permitted, even in matters of detail, the moral fibre must become weakened.

SPELLING.—Spelling in a large number of our schools is distinctly good. This subject in the lower classes is often well taught by the systematic use of word-building, in which connection an intelligent use of the more common roots might more generally obtain among the senior pupils. Occasionally, however, it is found that, while formal lessons on word-building find a place on the programme, they are not based on a general phonic system, or on appreciation of the meanings of words, and are not applied in the ordinary spelling-lessons with the best educational results. Some of the younger teachers, with mistaken zeal, devote the bulk of their attention to the less common and more difficult words in the text-book, to the neglect of the simpler words of everyday speech.

READING.—In a goodly proportion of schools reading shows commendable fluency, and it is satisfactory to be able to record an improvement in the intelligent comprehension of the subject-matter and phraseology of the lessons read, associated in an increasing number of our schools with a corresponding improvement in expression. The importance of the more mechanical qualities of clearness and distinctness of utterance might be more generally recognized. Careful training in the use of the vocal organs — lips, teeth, &c. — is needed to secure clear and distinct articulation and enunciation. Correct phrasing, proper emphasis, and voice modulation are more difficult of attainment, for these are qualities that depend on the intelligent appreciation of the passage read. It is pleasing to note the widening range of reading of the child of to-day, and the stimulus thus given to his intellectual tastes and desires. To this end the *School Journal*, by providing fresh reading-matter on current topics of interest, has contributed in a very appreciable degree.

RECITATION.—With some notable exceptions, the quality of the recitation delivered on the occasion of our visits fails to command appreciative comment. In some instances we have noted that the required number of lines has been memorized, but little or no enthusiasm appears to have been evoked, and the choice of subject often leaves much to be desired. Learning poetry by heart should never be looked upon as a task, but as an emotional and intellectual pleasure. Too often, however, the subject fails to arouse the interest, to develop the imagination, or to mould the taste for good literature. The weakness is due to a lack of an intelligent comprehension of the scope and beauty of the passages set for recitation, and this can be remedied only by graphic teaching, such as would lead the pupils to see the inner meaning and spirit of the poems dealt with. Where interest is aroused the work undertaken can be done in the minimum of time, and with the minimum of conscious effort. Above all, care should be taken that the effect of the poem on the mind be not destroyed by too early a detailed and intensive study of the matter and form. But while submitting this criticism, we fully recognize that the claims of the more important subjects of the syllabus narrowly limits the amount of time available for instruction in recitation.

COMPOSITION.—In the majority of our schools the composition exercise, the best rough-and-ready test of his progress, shows that the pupil has acquired very fair power of expressing his own thoughts in his own words, and that his composition exercise is not now, as it frequently

was in former times, the artificial reproduction of another person's thoughts and expressions. Probably this is due in some measure to the higher value attached to English as a subject of instruction, and to the conviction that any education that leaves the pupil comparatively ignorant of his mother-tongue has failed in its purpose. Among the causes of the improvement noted may also be mentioned the generally more efficient employment of oral composition as an essential feature and the wider course of reading now followed, together with the correlation of English with the other subjects of the syllabus

In a good school, too, a no less important factor is operative. A comprehensive and carefully graduated scheme of instruction providing for continuity of study, teaching, recapitulation, and periodic revision is formulated for the whole school. In the infants' or lower department the child is encouraged to reproduce orally some of the simpler facts he has gleaned from short conversation lessons in nature-study, story-telling, or fairy-tales, in the telling of which he is incidentally taught "how to speak nicely." In the upper classes practice is given in expansion of outline essays, letters of various kinds, and the reproduction of passages of poetry and prose, while the direct instruction is of a more advanced character. Under such a scheme of study the teaching, if mentally stimulating, must be generally effective.

Though much has been accomplished, much remains to be done to place the teaching of this important subject on an entirely satisfactory plane. In few of our schools is there given the systematic instruction necessary to understand the "how" and the "why" of common grammatical constructions, and the presentation of the full programme of English outlined in the syllabus is the exception rather than the rule. Too often the teachers, whether through lack of experience or otherwise, appear to be working very much in the dark, with but hazy ideas of what to do and confused notions of how to do it. They submit full programmes of work in history, geography, nature-study, or science, but fail to systematize a scheme in English teaching such as would serve to carefully plan out its gradual and progressive development from the infants' classes to Standard VI. And yet no subject is of so vital importance; no subject lends itself to so wide and extended a correlation. Every lesson in the school, every occasion of intercourse between teacher and pupils, can be made a means to the understanding and use of speech.

ARITHMETIC.—The results in arithmetic were substantially in agreement with those of the previous year, Standard V showing considerable weakness, and suggesting that some adjustment of requirements would be welcomed. While giving credit for the very fine work presented in many schools, there is reason for feeling that the benefits and possibilities of shorter methods have not yet been fully realized. This is especially evident in schools where the results of mental tests showed that pupils recognized no "short cuts," but endeavoured by laboured calculations to arrive at solutions. A plea would be entered here for neat work, and the setting-forth of the various steps in orderly and logical sequence when working examples. Several of our schools present arithmetic papers that are models of neatness and orderly arrangement. But a tangled mass of figures is very puzzling to interpret, and too frequently leads to the undoing of the pupil and the disappointment of the teacher. More attention might be paid in lower classes to the correlation of paper-folding with arithmetic and elementary geometrical notions. Further, there is no reason why the agricultural plot should not be drawn upon for concrete examples in mensuration, associated with a new interest in areas and dimension.

GEOGRAPHY.—It is very pleasing to be able to report that a rational treatment of this subject is becoming more general. Wider recognition has been given to the humanistic aspect of the teaching of geography, and a more equitable adjustment has been arranged of the claims of Course A and Course B, with due regard to the relative importance of each. However, there are some schools in which the geography syllabus fails to provide the knowledge that should be possessed by every pupil passing through the primary curriculum. Too much time is devoted to the physical features and too little to the consideration of the earth as the abode of man. Unfortunately, some geography lessons are mere lectures, and fail to give lasting results. Sparing use is made of comparative methods and diagrammatic aids, and meagre demands are made upon the individual efforts of the children. In some schools a greater amount of correlation between the two courses might be attempted, with resulting conservation of time and energy.

DRAWING AND HANDWORK.—The importance of drawing in its various forms not only as a subject of æsthetic and practical value as the "shorthand of expression," but also as a means of mental development and a useful adjunct to the teaching of other subjects in the school curriculum, is gradually receiving greater recognition by our teachers. The method of treatment has undergone considerable change. The exclusive use of the old freehand and geometrical models is being gradually superseded by more modern methods, and pupils are now set to study objects at first hand, with a view to enable them to see correctly and to represent accurately what they see.

Without a doubt, drawing in conjunction with brushwork and plasticine modelling is doing much to provide effective hand-and-eye training in our best schools. But there are others less satisfactory. In not a few this freer and wider treatment of the subject has led to desultory teaching. Too often the exercises suggest that they have been selected without serious attempt to insure continuity of study or graduation or variety of treatment. To make our instruction in drawing effective the teaching should have a definite aim in view. After taking into account the circumstances of the school, its staff and equipment, there should be formulated a definite method of presentment of this subject for all classes, from the highest to the lowest, by means of a varied and graduated scheme of exercises involving the use of chalk, pencil, brush, or instruments. The course of drawing outlined in sections 44 to 46 of the syllabus is definite and clear enough to enable teachers to construct such a scheme which, in our opinion, will go far to insure in the teaching of drawing and handwork in our schools unity of purpose and efficiency of treatment.

In the infants' and lower department of our better schools drawing of simple objects and natural forms, with memory and imaginative drawing with chalk, pencil, and brush, testify as much to the intelligent interest aroused as to the skill and success of the teacher. Model and nature drawing, conventional ornament and design—the latter in combination with mechanical drawing and drawing to scale—are being taught with considerable success in the higher classes of many of our schools.

NATURE-STUDY AND AGRICULTURE. — We can speak in terms of warm commendation of the advance made in the teaching of nature-study in many of the schools in this district. There is a strong endeavour to teach correct and careful methods of observation, leading up to the exercise of judgment and reasoning to reach certain conclusions. Some of the courses submitted are needlessly elaborate, and we would suggest that in such cases a shorter programme, with more opportunity for observation, would give better and more lasting results. The children should be active workers, and not mere passive recipients. A spirit of independent effort can be cultivated, and the child induced to become an earnest seeker after knowledge. Occasionally we find that the periods assigned to nature-study have been devoted to purely botanical lessons, and the immature minds of young children have been loaded with technical terms that serve no good purpose at this stage, and often deaden the interest. It should be borne in mind that nature-study is not necessarily confined to the study of flowers and leaves, but may embrace "acquaintanceship with the earth and the sky, with the hill and the valley, with the river and lake, . . . with the birds and the insects, with animals, and with man."

Closely allied with nature-study is agriculture; indeed, much of the teaching and observation connected with the former subject should lay a sound foundation for instruction in the latter. During the year there has been a further advance in the treatment of agriculture in several of our schools. The tact and enthusiasm of Mr. Malcolm, the Board's instructor, has roused a renewed and more extended interest in this subject, and the attendance at Saturday lectures and the summer school shows that a considerable number of teachers are manifesting an active interest in the work. Of the importance of agriculture in this district there is no need to speak. It cannot be expected that fully equipped farmers can be turned out of our primary schools, but valuable training can be given in habits of careful observation, and much useful information (associated, as far as possible, with experiment) about soils, cultivation, and general farming operations can be imparted. "The children will also realize that work on the farm need not be all drudgery, that there is plenty of scope for intelligence; and, further, that there is a dignity about agriculture that has not been too widely recognized." In the arrangement and work of the school gardens teachers have received valuable direction and assistance from Mr. Moodie, the assistant instructor.

HISTORY.—This subject is dealt with in many of our schools by means of Historical Readers, which have been employed with the more successful results where direct instruction on the matter to be read has preceded such reading. In many of the courses presented in this subject the lessons are too detached, with but little regard to their continuity or connection, and so the story of the nation as a continuous growth is not realized. Instruction in the duties of citizenship has occupied a prominent position in most of the schemes submitted. The interesting series of lessons supplied by the New Zealand edition of the *Citizen Reader* and the *School Journal* have been used with highly satisfactory results.

SINGING.—In most of the larger and in several of the smaller schools singing forms a very pleasing feature of the school work. Too often, however, insufficient importance is attached to the opportunities afforded by the singing lesson as a natural means of expression, and as a healthy and attractive recreation. Especially in the lower classes, wherever the school arrangements permit, the rendering of bright and cheerful songs should form a pleasing feature of the daily routine.

HEALTH.—Instruction in this important subject is provided for more or less in practically all the schemes of work brought under our notice. The response given to the tests occasionally applied shows that much valuable knowledge is being assimilated that cannot fail to be of service to the individual and the community. Daily practice in physical exercises in the open air is given in the majority of our schools. The result is apparent in the improved carriage of many of the pupils, while their teachers often testify to the benefit they derive from participating in the class movements. More attention may profitably be bestowed on the correction of careless attitudes and ungainly postures at the school-desks, more especially when the pupils are engaged in writing.

NEEDLEWORK. — This subject has received, on the whole, its fair share of attention. The stimulating effect of local interest is apparent where prizes have been awarded on the result of examinations conducted by a committee of ladies at the close of the school year. Special credit is due to those mistresses of city schools who have claimed no exemption from needlework for their senior pupils who during school hours have attended central classes in domestic instruction.

REVISION.—The method of inspection adopted in this district makes revision especially important, and the majority of our teachers thoroughly recognize its value as a factor of success. A few, however, are content with the recapitulation of the subject-matter by the teacher, and fail to give the child the opportunity of revealing its individuality. To such, inspection-day is associated with disappointment, for the neglect of oral examination and of encouraged free response has left them in ignorance of the shortcomings of their pupils. No matter how well the lesson may be planned or delivered, there still remains the necessity for "driving home" the important points. Newer educational methods are so prolific in means of assistance that there is danger of sapping independence, and of presenting pupils lacking that vigour and self-reliance

that, under older and cruder methods, would have been developed. It is the duty of every teacher to see that his pupils acquire that moral backbone so necessary to success. Those who would send forth well-trained pupils should know how much those pupils can do, and see that they do it. By careful periodical revision they can keep themselves informed as to the exact amount of knowledge assimilated, and gauge the success of their methods. If the response gives evidence of weakness, the teacher can so direct his energies and change his plans as to remove the possibility of adverse criticism.

In several of the school districts, notably in those more recently established, a healthy local interest and a spirit of self-help have been manifested in the direction of raising funds for the improvements of the school grounds, and of contributing to the comfort and happiness of the pupils. School libraries are increasing in number, and a wider interest is being taken in the decoration of the walls of the class-rooms, but the educative value of neat and orderly surroundings, both in school and playground, is deserving of more general recognition.

TONE AND DISCIPLINE.—Notwithstanding any shortcomings referred to in the foregoing critical remarks, which have been submitted mainly for the instruction and guidance of the less experienced teachers, we gladly record our appreciation of the highly satisfactory work done in the large majority of the schools of the district, and of the healthy tone and good discipline that so generally prevail. The teachers, as a body, have a high sense of duty, and fully recognize their responsibilities with regard to the moral training of their pupils. The movement towards a quiet, well-regulated self-control is a progressive one, and in this respect the schools of to-day compare very favourably with those of a past generation. The greatest factor in this upward development is the personal influence and force of example of the teachers themselves. With the march of time the influence of the teacher is ever on the increase, and it is very gratifying to learn, as we so often do, of the growing public appreciation of their services, and of the support that is accorded them by the general community.

We have, &c.,
T. S. FOSTER,
WM. BROCK,
THOS. HUGHES,
CHAS. D. HARDIE,
Inspectors.

The Chairman, Education Board, Christchurch.

SOUTH CANTERBURY.

SIR,— Education Office, Timaru, 11th March, 1911.

We have the honour to submit our annual report on the schools of this district for the year 1910.

During most of the year there were eighty-three schools in operation, an increase of two from last year, being made by the establishment of household schools at Bluecliffs and Pusey. As the report on the household school at Riverlands showed that the children were not making satisfactory progress, this school was closed at the end of the year. The usual visits of inspection were paid to all the public schools, and to 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	141	135	15 2
,, VI	389	374	14 1
,, V	547	529	13 2
,, IV	549	535	12 2
,, III	669	653	11 3
,, II	633	622	10 3
,, I	668	648	9 1
Preparatory	2,098	2,038	7 0
Totals	5,694	5,534	11 6*

* Mean of average age.

The figures in this table show for the year an increase of 138 in the roll-number and of 178 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	19	19	15 10
„ VI	36	35	14 5
„ V	48	41	13 10
„ IV	58	55	12 7
„ III	64	63	11 4
„ II	72	67	10 8
„ I	49	47	9 2
Preparatory	139	135	7 1
Totals	485	462	11 10*

* Mean of average age.

In the year 1906 on the rolls of our public schools we had 5,149 pupils, of whom 3,536 were in Standards I to VII, and 1,613 were in the preparatory classes, the percentage of the roll in the preparatory classes being 31·3. Our roll-number for the past year is 5,794, Standards I to VII having 3,596 pupils and the preparatory classes 2,098, the percentage of the roll in the preparatory classes being 36·8. It is remarkable that the number of pupils in standard classes has increased by only ninety, while there is an increase of 485 in the preparatory classes. As the average age of pupils in the preparatory classes has risen only one month during the period in question—namely, from six years eleven months to seven years—it is apparent that, though the percentage of preparatory pupils has increased from 31·3 to 36·8, this large proportion of pupils in the infant classes is not the outcome of any recently developed disposition to prolong unduly the stay of the children in the preparatory stage of their school course. Taking the Timaru schools—viz., Timaru Main, Timaru South, and Waimataitai—we find the percentages of the roll-number in the preparatory classes are respectively 38·9, 48·4, and 45·5, the average age of the pupils in the Timaru Main infant room being seven years, and in Timaru South and Waimataitai seven years one month. The abnormally large proportion of preparatory pupils in these schools, the average age being about the same as that for the district as a whole, foreshows a great increase in the number of scholars to be provided for in Timaru in the near future.

Last year in his report the Inspector-General of Schools, dealing with the question of the age of pupils in Standard VI, expressed the opinion that the high average age was principally attributable to the unduly long time that pupils appeared to be kept in the preparatory classes. As the average age for the Dominion of the pupils in Standard VI was thirteen years eleven months, and as it was fourteen years one month in South Canterbury, the adverse criticism of the Inspector-General would seem to be specially applicable to our district, and to be a reflection on the management of our infant classes. Now, more than half the number of children of the preparatory classes are to be found in the seven largest schools, and the average age of the pupils in these classes is seven years, the same as for the district as a whole: and it is due to the members of the infant-room staffs in these schools to inquire if there are unfavourable conditions existing which will in any measure account for the length of time that children are kept in the infant classes. We are perfectly satisfied that no blame attaches to the infant-mistresses, who to great skill and long experience in teaching add the graces of enthusiasm in their calling, of brightness of disposition, and of real sympathy with child-nature, and are ever on the outlook for anything new that makes for efficiency and for the happiness of the children under their charge. Alert and willing though they are, they have two great disadvantages to contend with, the first of which is that, except in the Timaru Main School infant department (with 317 children), where one of the assistants is a trained teacher, the infant mistresses depend for assistance on pupil-teachers and probationers; and the second is that every teacher, whether infant-mistress, pupil-teacher, or probationer, has an average of over fifty little ones to teach. If every teacher in our infant schools were fully trained and specially adapted by nature for the management of little children, she would have her hands full with a class of fifty; and yet, making the best of the staff that is provided for the school as a whole, we are compelled to intrust the children, fifty at a time, for the most part to junior apprentices. Some may wonder why the children do not gain more rapid promotion, but after the explanation we have given this attitude of wonder may well change to one of sympathy with the infant-class teachers, whose strength is strained from day to day almost to the breaking-point.

In our estimate of their efficiency we group the schools as follows: Good to very good, 38 schools, with 4,427 pupils; satisfactory, 27 schools, with 885 pupils; fair, 11 schools, with 271 pupils; moderate or inferior, 5 schools, with 108 pupils. Of a total of 81 schools reported on, 65, with 5,312 pupils, are in a satisfactory condition, the remaining 16 schools, with 379 pupils, ranking below satisfactory. The corresponding figures last year were 60 schools, with 4,943 pupils, and 18 schools, with 508 pupils. In all the schools marked "moderate" or "inferior" changes have been made in the management, and only one of the five teachers concerned remains in our employment, her position being now that of an assistant instead of a teacher in sole charge.

The examination of the pupils of Standard VI was conducted by us in the beginning of December, the examination being held at eight centres. In the case of two or three outlying schools, from which it would have been inconvenient to convey the candidates to any of the centres, special arrangements were made to allow of our examining for certificates at the inspection visit. Of the 382 pupils who entered for the examination 374 were present, 234 gained certificates of proficiency, and 88 gained certificates of competency, the percentage of passes for the higher certificate being 62·5 and for the lower 23·5. The corresponding percentages last year were 61 and 24. From the Roman Catholic schools 36 were presented, 35 were present, 20 gained certificates of proficiency, and 10 gained certificates of competency.

From the inception of the system of the central examination of Standard VI candidates the teachers have been almost unanimous in its favour; the scholars themselves, although they were not asked for their opinion, seemed, so far as we could learn and observe, better pleased to undergo their trial at a centre than at their own schools, the nervousness naturally felt on such an occasion, and not infrequently intensified by the hovering anxiety of a highly-strung teacher, giving place in a large measure to the pleasurable excitement of the outing; and the few parents who at first protested against the innovation have altogether ceased to agitate for a return to the older system. In one respect only it is probable we may introduce a change. At Timaru, Waimate, and Temuka, which are the centres to which the largest number of candidates are drawn, we have found it too burdensome a task within the time allotted to hear all the candidates read, recite, and answer oral questions given to test the power of the pupils to give expression in their own words to the thought of a portion of the passage that has been read. In the case of pupils of the large schools this part of the test for the proficiency certificate we may arrange to take at a special visit at some time immediately preceding the examination in written work. With regard to the drawing-test, we have found the following plan a very satisfactory one: A week or so before the central examination the candidates do their freehand-drawing test in their own schools, the exercise set being sent out to every school from which entries have been received, and the drawings are returned to us with the teacher's certificate that they were done in the specified time, and completed by the pupil without aid and without previous trial of the exercise. In addition to this, each candidate brings to the centre for our inspection the drawing-books used during the year, showing the quantity and quality of the drawing other than freehand that had been overtaken, and the marks for this are added to the marks assigned for his freehand exercise. Our chief aim in respect of the central examinations is so to arrange matters that each candidate will have the opportunity of doing himself justice, since so much depends on his success or failure.

We find great differences in the quality of the reading as we pass from school to school. In some of the small schools local peculiarities of intonation and modulation prevail to such a degree that a new teacher finds the reading strikingly disagreeable to the ear, and at first makes a vigorous attempt to show the children a better way. In some cases, we regret to say, the children prove the stronger in the struggle, and in time it would appear as if the sensitiveness of the teacher's hearing had become blunted. The introduction to one of these schools of a new pupil who reads naturally and pleasantly has sometimes proved of the greatest advantage, for in some subtle way the children feel themselves impelled to try to do well what they see one of their own age can do, while they would have remained stolidly indifferent to the charm of the teacher's style. Out of school many of the children read so little that the free use of supplementary reading-books in school has been most helpful. We still find a large number of the scholars slow to comprehend the language of the reading-lessons, and halting in their attempts to tell in their own words what they have been reading about. In the Sixth Standard examination, where the pupils belonging to a large class were being examined, this was noticeable even with pupils whose fluency and correctness left little room for adverse criticism, and whose expression, though it seemed the outcome of their own appreciation of the author's meaning, must in reality have been an unconscious trick of the imitative faculty, a simple question or two from the examiner revealing an astounding absence of insight on the pupil's part.

Seldom, except in a few of our weakest schools, is the usual spelling test badly done; but there is need for constant watchfulness by the teacher to save his scholars from coming to grief in the spelling of certain words of common use that over and over again trip up the unwary. In a fair proportion of the schools handwriting is good, the copy-books in use being Vere Foster's Medium and Jackson's Upright; and it was from one of the large schools using the latter series that the best specimens in Standards V and VI were received, a result due, however, not to the style adopted, but to the care bestowed on the teaching. In several schools, that for some reason had fallen off in the quality of the writing, it has been clearly demonstrated that great improvement may soon be made when special and systematic effort is put forth, and care is taken to see that the pupils sit properly and hold their pens in the right way.

It is gratifying to report that in no subject has greater progress been made within the last few years than in English composition. Both in form and matter, many of the exercises done in the Sixth Standard are creditable in the highest degree, and right through the classes, from the lowest to the highest, there is abundant evidence of increased facility in narration and description.

In the popular estimate a primary-school teacher's reputation has been largely made or marred by his success or failure in the teaching of arithmetic. Throughout his training and career this has been so prominently in the teacher's thought that it is little wonder the subject has received so much attention; and, as a result, many have developed great skill in its treatment, and only a few fall short of doing work that is satisfactory. As in past years, the pupils of Standard V, as a general rule, have not done so well in arithmetic as those in the other classes.

Better work in commercial and political geography has been done during the past year than for some time past; and the treatment of physical and mathematical geography, making as it

does greater demands on the teacher's skill, is improving as teachers realize the importance of grounding their lessons mainly on the pupil's experience and observation of natural phenomena instead of slavishly trusting to a text-book.

Our experience of the treatment of history in nearly all our schools would appear to be similar to that of Inspectors in other parts of the Dominion, the general opinion being that it is far from satisfactory. The Historical Readers in use are most interesting and beautifully illustrated; but, notwithstanding their attractiveness, the scholars lay them aside at the end of the year with only very vague notions of the right sequence and relative importance of the events they have been reading about.

Interest in the various branches of handwork is well maintained, and the popularity of the lessons in cookery, woodwork, and gardening is unabated.

The system of supplying free books has not our approval. In the first instance, so far as this district is concerned, there was no call for the issue of free books; and now that the scheme has been tested for a few years there is a fairly general agreement that it is objectionable both from the economic and from the hygienic point of view.

For a little over two years now all the ordinary repairs and painting of school buildings have been carried out by the Board's staff of workmen, and we have much pleasure in recording our opinion that the policy of the Board in this matter has been a wise one. Single and dual desks, made in our own workshop, are being supplied to all new schools, and from time to time, as the funds of the Board permit, the newer pattern of desk is being sent out to other schools where the need for a change is most pressing.

Before closing we desire to assure the Board of Education and the people of South Canterbury that in the teaching staff of the district they have a body of loyal public servants devoted to the best interests of the children placed in their charge.

We have, &c.,

Jas. Gibson Gow, M.A., }
A. Bell, M.A., } Inspectors.

The Chairman, Education Board, Timaru.

OTAGO.

Sir,— Education Office, Dunedin, 31st March, 1911.

We have the honour to present our general report on the work for the year 1910.

In our report for 1909 we expressed the opinion that, if due care were exercised by head teachers in the classification of their pupils, at least 80 per cent. of the pupils presented for the proficiency examination should succeed in winning the certificate. This year we have to report that generally teachers have shown more discretion in the promotion of their pupils and have exacted more thorough mastery of the work from the several classes than formerly. Although several instances of undue promotion of individual scholars have been commented on, we have seldom had to report adversely on the classification of a school as a whole. On the other hand, we have not found teachers freely availing themselves of the opportunity to promote pupils who are considerably above the average of the class. In every large class there are a considerable number of pupils who cannot master the work in less than eighteen months, while there are a few who can be prepared for promotion in less than a year. Too often the rate of progress of the class is controlled by the attainments and mental power of the former, and the latter are for a considerable period kept marking time. Judicious promotions during the year or the working of the class in two divisions would obviate this, would act as an incentive to increased effort by the large middle section, would permit of the clever children being kept fully and profitably employed, and would afford the chance of gaining scholarships to some who, through age-restrictions, are precluded where the system of annual promotion alone is adopted. We are fully aware of the difficulties and dangers of mid-year promotions, but we are convinced that much more could be done in this connection than is being done, especially in classes below Standard III.

Wide discretion is now permitted to teachers in connection with the subject-matter and methods of instruction, and we are pleased to record that, with regard to their programmes of work, our teachers have, in most cases, deserved the confidence reposed in them. Most of the schemes have been well compiled, the aim being to make the work comprehensive and efficient. There are some teachers, however, who seem to forget that good teaching involves fresh thinking. They attempt to carry out schemes of work which were accepted as satisfactory some years ago, but which now bear no mark of the improvement that should result from greater experience and more intimate acquaintance with the trend of modern aims and methods. The compilation of fresh schemes each year demands from the teacher earnest thought, tends to keep him out of the slough of routine, and gives his work a brightness and freshness advantageous to himself and his pupils.

Several of our small rural schools are still taught by uncertificated teachers, most of whom are doing very creditable work. In proof of this we repeat the following information from a memorandum submitted to the Board in October last concerning the condition of the sixty one-teacher schools then taught by uncertificated teachers: "Twenty-nine of these schools were classified as good or very good, 23 as satisfactory, 3 as fair, and 5 as weak. Of the same schools, 10 were in Grade 0, and had an average attendance of 5·5; 32 were in Grade 1, and had an average attendance of 14; 15 were in Grade 2, and had an average attendance of 21; and 3 were in Grade 3, and had an average attendance of 26. The total average number of pupils taught in the sixty schools was 901—that is, 5 per cent. of the total average for the whole district; so that the sixty unclassified teachers taught only 5 per cent. of the pupils of the district, and 86 per cent. of them did the work satisfactorily, or well, or very well. The average attendance of the one-teacher schools taught by classified teachers is about 8 per cent. of the total average for the district, and the condition of two-thirds of these schools is good or very good, and that of most of the rest is satisfactory."

At the recent examination for teachers' certificates considerable advance was made in the status of our teachers. From the information we have so far been able to gather we find that 26 teachers have completed the examination for Class B or Class C, 14 have won their D certificate, 11 are credited with partial success towards C, 14 towards D, while 21 others have passed in from one to five subjects for Class C, sufficient proof that several of our teachers are strenuously exerting themselves to improve their professional standing. Side by side with this effort it is gratifying to record general improvement in the condition of the schools. The following table shows the grouping of the schools according to their efficiency: Good or very good, 70 per cent.; satisfactory, 21 per cent.; fair, 7 per cent.; inferior, 2 per cent.

Of the Standard VI pupils presented for examination at the end of the year, 70 per cent. succeeded in gaining the proficiency certificate—an advance of 5 per cent. on the results of the previous year. At this examination composition and geography were the weak subjects, but even in these a marked advance was noticeable. In arithmetic and drawing very material improvement had been made, due in the former subject, we think, to the teachers exacting greater accuracy, and in the latter to the influence of the School of Art.

In most cases head teachers are doing their duty by the pupil-teachers and probationers, but there is a growing tendency to allow University work to thrust the professional training of these young people into the background. It is the duty of the head teacher to instruct the pupil-teachers and probationers in his school; but we have reason to believe that in a few cases pupil-teachers, owing to the neglect or indifference of their head teachers, are compelled to have recourse, at their own expense, to private tuition in order to qualify themselves for examination. Reference to the log-books reveals the fact that in a few schools regular criticism lessons are not taken, and we would direct the attention of head teachers to No. 7 of the Pupil-teacher Regulations and to No. 10 of the Probationer Regulations dealing with this matter.

The school buildings in the district are in good condition, and in most instances are kept clean and tidy. During the year we have seldom had occasion to refer to neglect in this respect. In a few cases dilapidated fences and the prevalence of noxious weeds in the glebes have been the subject of comment, although the eradication of the weeds should be part of the training in agriculture that is being given in many of our rural schools.

By the Education Amendment Act of last session provision is made for continuing the education of the youth of the Dominion after they leave the primary school, a matter that was dealt with at length in our report for 1909. Such provision will, we feel sure, meet with universal approval; but it is a matter for regret that the inauguration of the work should rest with Committees instead of with the Boards. We look forward hopefully to the time when this part of the training of our young folk will be considered as essential as, if not more essential than, that which is provided for them up to the age of fourteen.

In the early part of the year the Board took advantage of the departmental grant to provide free books for the use of pupils in the classes below Standard IV. In our opinion the grant has not been beneficial to the educational well-being of the pupils, nor has it afforded much pecuniary relief to parents, for upwards of 90 per cent. of the pupils have obtained books for themselves. When the system was first introduced we suggested that the grant would be most advantageously employed in the purchase of stationery, drawing and copy books, and continuous Readers, and it is gratifying to note that teachers throughout the Dominion are now advocating the same procedure. Where the pupils are not allowed to take home the books, especially the Readers, there is distinct educational loss. The personal interest of ownership is not felt by the pupil, and parents are unable fully to co-operate in the child's education.

In all the large and in a considerable number of the small schools are to be found children requiring special treatment. Such pupils may not come under the category of defectives, but are unable to keep pace with their brighter and more fully developed fellows. In the primary schools teachers cannot afford the time, even if they were competent, to give the individual attention requisite for the efficient training of these pupils, for whose education specially staffed schools should be established in the large centres. We recognize the good work done in the Otekaike Home for defective boys, and note with pleasure the intention of the Department to make similar provision for defective girls; but it is imperative that steps should be taken to secure efficient training for the class of pupils here referred to.

In this district considerable advantage has been taken of the Department's provision for the conveyance of school-children, and in most instances with success; but the rigidity of the

departmental regulations has in some localities led to the breakdown of the system. While we are entirely in favour of conveyance as against increase in the number of small schools, we are utterly opposed to the basis of payment and the invidious restrictions as to age and distance imposed by the Department.

We proceed now to deal with some of the subjects taught in the schools.

Steady advance is being made in reading, and both teachers and pupils are finding themselves more at home with modern methods of dealing with this subject. The influence of the school library is being widely felt in this branch and in composition, and it is evident that the pupils, especially in the senior classes, are realizing that the school reading-lesson is only an introduction to a broad field of pleasure and profit in the books to which so many of them now have access. If this increasing interest is to continue, teachers and Committees should see to it that the school library receives a considerable yearly addition.

During the year we have frequently had occasion to comment on the faulty enunciation and impurity of vowel-sounds to be met with among our pupils and even among our teachers; but now that the services of an instructor in elocution are provided, we look for considerable improvement in this regard.

Writing and spelling continue to be well taught. The work in the former subject, however, moves too slowly, and figures receive too little attention. We would suggest that formal lessons in figuring be taken weekly.

Composition and grammar show a steady advance, attributable, we think, to the more intelligent treatment and the wider scope of the reading-matter available in the continuous Readers, the *School Journal*, and the libraries, and to the fuller treatment of the essential parts of functional grammar. The questions set in the latter branch were in most cases well answered, but perusal of the essays showed that the pupils are receiving too little training in right methods of collecting facts, in co-ordinating them, and in expressing them in well-chosen and well-placed terms—each in itself a difficult process requiring special treatment. In this work the aim should be to develop simultaneously the imagination and the critical sense of the individual pupil, and to secure at each point the appreciation and judgment of the class as a whole.

Arithmetic continues to be well taught in most of the schools, and pupils are receiving in this branch a good training in reasoning and in logical setting-out of their work. Most of the weakness noted is due to mechanical inaccuracy, resulting partly from inadequate memorizing of the tables and partly from the fact that too little use is made of mental calculation in connection with the work; in fact, mental arithmetic is too often treated as an isolated subject instead of being made part and parcel of every question worked during the course of instruction. It should be borne in mind that nearly all the calculations pupils will be called upon to make in after-life must be done mentally, and there is no reason why mental computation should not be insisted upon in all the arithmetic done in school.

Geography, Course A, is generally well treated on both observational and experimental lines, but it is not uncommon to find that, where meteorological instruments are supplied and observations and records are regularly made, little use is made of the information thus gained for instruction in other subjects. Geography, Course B, is in an unsatisfactory condition, and will continue so until teachers realize that mere reading will not suffice for the treatment of this important branch. In geography, as in history, vivid personal teaching by men and women thoroughly interested in the subject is necessary if pupils are to derive any lasting benefit from the work.

In many schools much good work is being accomplished in connection with object-drawing, but in others too much time is given to the copying of conventional forms. This is to be deprecated, for even a nearly perfect reproduction of a conventional design has little value in comparison with the attempt to reproduce, however imperfectly, the shape of simple natural objects. Geometrical drawing has received fuller attention during the year, and the teaching of design has been placed on a higher plane than formerly.

We are not satisfied with the treatment of singing in our schools. For the most part teachers content themselves with teaching a few songs—too often hackneyed and beyond the experience or appreciation of the pupils. Seldom do we find singing utilized as a means of healthful recreation, as a means of obtaining discipline, or as an aid to correct enunciation and purity of vocalization. Where it is so used its influence permeates, brightens, and lightens all the teacher's work, but this cannot be the result where singing occupies only half an hour a week, and that too often the last half-hour on Friday.

Elementary agriculture is carried on with much enthusiasm in many of our rural schools. Perhaps there is no other subject of the curriculum in which the pupils are so keenly interested as in this. No pretence is made to teach farming, as too many erroneously suppose. The gardens and experimental plots provide opportunities for observation of the workings of nature and of some of the principles underlying gardening operations, and are used as a means of creating a healthy, intelligent interest in the environment of the pupils. We hope that by "sowing acts we shall reap habits," and that elementary agriculture taught in connection with the other school subjects will produce in our youth such mental alertness and powers of discrimination as will conduce to success in their future spheres of activity.

Instruction in woodwork for boys and in cookery for girls has been carried on with marked success in the larger centres. In these classes the chief aim has been the inculcation of neat and cleanly manipulation, of systematic habits of work, of resourcefulness, and of adjustment of

means to ends, and of thrift—points of eminent educational value in the broad and vital sense of the term. In woodwork and cookery, as in all other branches of handwork, habits of attention and thoughtfulness are induced to such a degree that pupils return with increased power to grapple with the more abstract work of the school course.

Military drill and physical exercises are well taught, but, like singing, they are too often, especially in the large schools, treated as isolated branches, and are not made to influence the attitudes, bearing, and deportment of pupils to so great an extent as they should. In too many cases we find pupils sitting with drooping shoulders and arched backs, and standing and moving in a slovenly manner. Responsibility for these defects we place directly on the head teacher, whose duty it is to see that every member of the school is physically and mentally well braced to his work.

The order, discipline, and tone of the schools are very good.

We have, &c.,

P. GOYEN
C. R. RICHARDSON,
C. R. BOSSENCE,
J. R. DON,
} Inspectors.

The Secretary, Education Board, Dunedin.

SOUTHLAND.

SIR,— Education Office, Invercargill, 27th March, 1911.

We have the honour to present our report on the schools of the district for the year ended 31st December, 1910.

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	64	48	14 8
" VI	717	691	13 9
" V	1,025	988	12 11
" IV	1,110	1,070	12 2
" III	1,191	1,160	11 1
" II	1,255	1,211	10 1
" I	1,280	1,225	9 1
Preparatory	3,773	3,523	6 11
Totals	10,415	9,916	11 4*

* Mean of average age.

From the above summary, and from the annual return No. 2, the following interesting facts may be gathered (the figures in brackets are those referring to the Dominion as a whole):—

1. For every 100 boys attending our schools there are 91 (91) girls; for every 100 boys between five and seven years of age there are 89 (90) girls; for every 100 boys between twelve and fifteen there are 87 (88) girls. According to the census of 1906 there were in the Dominion 97 girls between the ages of five and fifteen for every 100 boys. It will thus be seen that in Southland, as elsewhere, home circumstances, and, to quote the words of the Minister's report for 1910, "the thoughtlessness of parents who consider education less important for girls than for boys," exert a prejudicial effect on the education of girls.

2. The percentage of the total school-roll in the infant classes is this year 36·2. Last year it was 36·3 (for the whole Dominion, 36·6). Though these results are not satisfactory, it may be held that Southland, considering the scattered nature of its population and the large proportion of small schools within its bounds, compares very well with other parts of the Dominion in this respect. In country districts there is a natural reluctance on the part of parents to send their children to school at a tender age—a reluctance sometimes excusable when climatic conditions and the state of country roads are taken into consideration.

3. As regards the average age of the pupils in each standard class, it may be noted that there is this year a downward tendency. In Standards I and V the age remains stationary, but in Class P, Standards II, III, IV, and VI there is a decrease of one month. The movement, though slight, is nevertheless encouraging. It is, no doubt, partly accounted for by the increased desire of parents to obtain for their children free secondary education. The same reason, doubtless, accounts for the decline in the numbers in Standard VII—from 94 in 1909 to 64 in 1910.

Out of a total roll-number of 717 pupils in Standard VI, 625 (or 87 per cent.) presented themselves at the examination for proficiency certificates, as compared with 665, 615 (92 per cent.) respectively last year. Two causes may be assigned for this decrease—greater caution on the part of teachers in sending up poorly prepared candidates, and greater indifference of parents to the direct value of the certificate. The results of the examination are appended:—

Candidates from—	Total Present.	Obtained Proficiency Certificate.	Obtained Competency Certificate.	Failed.
(*a.*) Public schools	625	387	80	158
(*b.*) Private schools	47	28	6	13
Totals	672	415	86	171
Percentage, all schools, 1910 ..	100	62	13	25
„ „ 1909 ..	100	59	14	27

During the year we paid unannounced visits to 112 out of 170 schools in our district, and announced visits to all schools save Birchwood (closed at time suitable for visit), Waikawa Valley (half-time), Manapouri, and Ruapuke (both small and remote). In addition to this, we visited many districts for the purpose of supplying the Board with reports on special subjects. More we could not well have done. Unfortunately, although it is evident that to conform to the Regulations for the Inspection and Examination of Schools is impossible without an increase of the inspectorial staff, it would seem that such an increase is precluded in the meantime by the stringency of the Board's financial position.

The buildings occupied as schools under the jurisdiction of the Board are, all things considered, in a satisfactory condition, and fairly suitable for the uses to which they are put. No doubt there is considerable room for improvement. We should like to see our pupils as comfortably accommodated in our schools as they would be in homes constructed on liberal hygienic principles. The difficulty in the way is a financial one—one, moreover, the magnitude of which is not appreciated by critics. After all, our Dominion is a comparatively new country, with innumerable calls on its public purse. Roads and railways necessary for the progress of public settlement make huge inroads on the exchequer, and are likely to do so for some considerable time to come. Other wants of a public nature are no less claimant. The large proportion of small schools, too, demanded with ever-increasing insistence, is a bar to improvement in this matter. Neither comfort nor commodiousness can be expected when a building grant, limited of necessity by the financial circumstances of the Dominion, has to be spread in large part, at least, over a vast number of petty schools. The application of the system of central schools, to which the children of outlying districts could be driven daily, would not only greatly increase the efficiency of the instruction in our schools, but would set free funds which would go far to render our schools much more acceptable than they are at present from a hygienic standpoint.

The general question of attendance at the Board's schools having been already dealt with in the Board's report, it remains with us to deal with two of its special aspects. During the year, chiefly at the instance of the local branch of the Education Institute, a new set of Holiday Regulations was drawn up for enforcement in the district. Though these regulations have met with some measure of opposition on the part of some School Committees, they have been found to work very satisfactorily, and have commended themselves, generally speaking, to the public as much by their fairness as by their liberality. We regret to state, therefore, that a considerable number of teachers have departed from them without, in some instances, the sanction of the Board. In the face of even the limited opposition mentioned, it is the clear duty of every teacher in the Board's service to support the new regulations with the most unfailing loyalty. If they fail to do so, there is reason to fear the Institute's efforts on their behalf may prove to have been unavailing. It is to be hoped that during the coming year some finality may be reached on this vexed question. It does not seem to us at all impossible to reconcile the interests of teachers and Committees in this matter with the interests of those most vitally concerned in it—the children attending our schools. With a little patience and forbearance on all hands, complete harmony on this subject should be easily attained.

It is a strange fact, to which reference has been made before, that on a day when the weather conditions are adverse one school may show a gratifyingly large attendance, while at an adjacent school, the circumstances of which may be almost precisely similar, the Inspector may find either a closed door or a mere handful of pupils, who will be kept at school for an hour or so and then dismissed to their homes. We cannot help thinking that teachers are very largely to blame for the conditions here indicated. The practice seems to be traditional from the days when the teacher's salary varied from quarter to quarter with the fluctuations of the local barometric curve, and to have had some reference to the maintenance of the teacher's salary on a reasonably uniform scale. Under present conditions, however, there is little or no justification for it. Most parents would have no scruple in sending out their children in inclement weather (the delicate ones excepted) if they had the assurance that an approximately full day's schooling would be given, and that adequate consideration would be made for securing the comfort of the little ones.

Statistics as to the number of uncertificated teachers in the Board's service are to be found in the annual report of the Board. Without wishing for a moment to minimize the gravity of the situation, we wish to state some facts which render the outlook less gloomy than the figures themselves seem to indicate. Of the 107 uncertificated teachers in the Board's service at the close of the year 1909, about 70 per cent. were in receipt of salaries averaging less than £100. It is almost unreasonable to expect to obtain certificated teachers for such positions as these. Again, it should be remembered that the 107 teachers referred to were not in sole charge of schools: about forty of them were employed as assistants under certificated teachers mostly of considerable experience, and were therefore, presumably, under competent supervision. Of the remainder (some sixty in number), fully half might be said to be doing work which could be described as satisfactory in the ordinary sense of the term; while of the rest, a fair number were showing considerable improvement in the management of their schools, and a corresponding number, because of the shortness of their tenure of office, could not be held responsible for the unsatisfactory condition in which their schools were found. Lastly, a fair proportion of our uncertificated teachers are young persons who have passed the D examination, but have not yet, on account of their youth, received actual classification.

Classes were organized during the year for the benefit of both certificated and uncertificated teachers. In the case of the former the instruction given was intended to popularize, to stimulate, and to render more efficient the teaching of certain manual and technical subjects, such as elementary physical measurements and elementary agriculture. In the case of the latter the courses adopted had as their objective the passing of the D examination. The zeal and ability displayed by the instructors are worthy of the highest commendation. In connection with this subject we may state that the results of the last certificate examination seem to be capable of two interpretations—one distinctly encouraging to your Board, the other somewhat disappointing. It is gratifying to find, on the one hand, that a large number of those who were but recently in your Board's service as probationers and as pupil-teachers attained either complete or partial success at the examination for the teacher's certificate, and that a fairly large proportion of these, not content with the ordinary qualification, aimed with some success at the C certificate. The regulation of the Board giving due weight to the literary qualifications of pupil-teacher candidates, promise of teaching ability being equal, has, no doubt, contributed largely to these desirable results. On the other hand, the number of adult uncertificated teachers in your Board's service who at the last examination reached certificated status was so small as to reduce only to a small extent the disproportionate number of uncertificated teachers at present in charge of schools in the district. These facts seem to indicate plainly that the time has now arrived when a vigorous policy of replacing uncertificated teachers by certificated can be carried out, in many cases at least, not only with justice, but also with success.

During the year several instances of negligence on the part of head teachers in the instruction of their pupil-teachers and probationers came to our knowledge. It appeared, for example, that a few pupil-teachers, who could ill afford the expense, were paying private tutors to prepare them for their professional examination. Every head teacher who has on his staff one or more pupil-teachers or probationers should clearly understand that he is held responsible by the Board for their efficient training and instruction; that he is required to provide systematic courses of work adapted to the needs of the trainees as future teachers, and as candidates for professional examinations; and that in his quarterly reports his certification as to the time spent in the tuition of pupil-teachers and probationers must refer only to the time during which they have been instructed by himself, an accredited assistant, or a teacher in one of the Board's training classes.

The practice of grouping classes, permitted under the regulations, is one of immense benefit to schools of the lower grades. By grouping, instead of six standard classes in reading, geography, history, &c., there may be only three; while, by the use of different Readers in alternate years, the same ground can be covered as formerly in instruction. Roughly speaking, there are three defects in grouping to be found in our schools. In some cases where it would be beneficial it is not employed at all. The consequence is that the time-table is unduly complicated and unworkable, the lessons short, scanty, and comparatively barren of results. The fear of parents is generally to blame for this. They cannot understand, for example, how a child who has been reading, we will say, Book 4 should, when promoted, be called upon to read Book 3. A moment's reflection should show them that the child has done the same amount of reading as in the ordinary course, but in a different order simply, and under conditions, moreover, much more conducive to sound progress than was formerly the case. It is the part of a discreet teacher to make such explanations to parents as will silence their clamour on this point. In the second place, unsuitable grouping is sometimes employed by teachers. The correct grouping in the subjects we have named is as follows: Group 1, Standards I and II: Group 2, Standards III and IV; Group 3, Standards V and VI. The children composing any one of these groups do not usually differ so materially in attainment as to make their instruction in common a matter of much difficulty. When, however, these classes are grouped otherwise, difficulties present themselves at once. And, in particular, when more than two classes in the subjects mentioned are grouped, it is evident that the difference of attainment between pupils of the lowest and those of the highest class is so great as to render the grouping indefensible. The most exasperating mistake in grouping, however, is the third, in which the teacher groups his classes in one manner one year and in another the following year. The reason generally alleged for this unmethodical proceeding is the smallness of some class in a particular year. Very slight consideration will show that in this way, for the sake of a mere temporary convenience, permanent injury is done to a certain proportion of the pupils. To sum up, grouping is beneficial in schools of lower grades; the classes should be grouped as shown above; and the grouping, once arranged, should not be altered unless in the most exceptional circumstances.

A few notes on the quality of the work done in the various school-subjects are appended.

Reasonably good progress has been made in the treatment of reading, the most pleasing feature being the more or less successful attempts of many teachers to get beyond the words to the thoughts of the author. Those thoughts are, in a good many cases, expressed with readiness and clearness. The chief mechanical defects are indistinctness of utterance and clipping of final consonants. The purpose of the supplementary Readers and of the *School Journal* is still to some extent misunderstood by some teachers, who treat them as ordinary Readers, and lessen interest in their subject-matter by unnecessary explanation and spelling exercises.

Writing is, on the whole, fairly well taught. Where faulty writing occurs it can be traced either to the bad example set by the teacher, to carelessness and lax supervision of exercise-books, examination work, note-books, &c., or to the adoption of a faulty and often unhygienic posture.

Spelling is extremely varied in quality. As in the case of writing, success is found to depend more upon thorough supervision than upon methods of instruction. In schools where the reading is marked by clear and distinct articulation, spelling is usually found to be good; in this case the ear assists the eye. Instruction in this branch of English would be facilitated by a more systematic treatment of word-building.

Steady improvement can be recorded in composition, due largely to a more modern view of the subject, to a wider range of reading, and to increased facility in oral expression. Pupils are being encouraged to express their opinions freely on all matters coming within their view. More attention, too, is being paid to continuous oral reproduction of the substance of books or extracts read, and to a continuous and connected restatement of oral lessons given by the teacher. Among the prevailing faults in the teaching of the subject we may mention—(1) Neglect of punctuation in the written composition; (2) adherence to one or two set beginnings and endings of letters; (3) failure to recognize the value of the small amount of formal grammar required in the higher classes; and (4) omission of suitable directive instruction introductory to the written exercise. We can cordially approve the practice, adopted in a few of our schools, of encouraging debates on current topics amongst the pupils of the higher classes. Keen interest is manifested in these debates; school work receives an added zest and attraction; whilst the range of knowledge and power of oral expression of those participating in them are greatly amplified.

In a large number of schools the instruction in arithmetic is satisfactory, and the treatment is on approved lines. There are, however, yet to be found schools where a great deal of the work done is of a mechanical and unpractical kind. Generally speaking, however, blind dependence on rules is giving place to the exercise of reasoning, and pupils now show more facility than formerly in arriving at the thought-content of a problem. In many preparatory classes good use is made of counters and mechanical contrivances in the teaching of tables and of the simple operations of arithmetic, and in enabling the pupils to realize the values of the numbers dealt with. A tendency was noted in some cases to continue the use of these counters beyond the stage at which they might be most properly and most effectively employed. A fruitful cause of failure in this subject amongst the pupils in classes above the preparatory is its isolation from kindred subjects, and the sparing use made of the yard-stick, the tape-line, the pint and the quart measure.

The practice of object-drawing is gaining ground slowly but surely. In this kind of drawing, however, there is great need for skilful grading. As far as geometrical drawing is concerned, the scales attempted are frequently of the most rudimentary sort, and are wretchedly executed. It would seem advisable, under the circumstances, to include scale-drawing in the proficiency examination as part of the drawing test.

The courses of lessons arranged for teachers in elementary science have borne good results. In a considerable number of schools the instruction now being given in this subject is thoroughly practical, well illustrated by experiment, and nicely adapted to the wants of pupils. Examination shows, however, that there is need for constant reference to the standards of measure and weight which form the basis of the whole course. It is rather disconcerting to find lads engaged in finding the specific gravity of various substances who have but the vaguest idea of what a decimeter really is.

The establishment of school gardens has in many cases necessitated a good deal of hard manual labour. It is pleasing to notice the vigour and good-will generally evident, and the strong interest the pupils themselves take in the work of the school garden. As yet, however, its educational value has not been fully grasped. "Besides being an example of good husbandry, a model of neatness and taste, and an exposition of the possibilities that lie hidden in the soil, the school garden should be a fruitful and pleasant field for observation and experiment, a valuable adjunct for the enforcement of ordinary school instruction, and a training-ground for habits of industry, carefulness, and self-reliance." Too little use has as yet been made of the little pamphlet issued by your Board on the subject; it is to be hoped that in the year to come teachers will avail themselves fully of its assistance. In certain places—*e.g.*, Riversdale, Balfour, Waikaia, and Wild Bush—the aims and purposes of the school garden have received very successful interpretation.

The very slender musical ability of many of our teachers renders progress in singing a matter of some difficulty. In a few instances we have found theoretical instruction being given without corresponding practical exercises. It cannot be too emphatically insisted on that such instruction is almost valueless. In a fair number of schools simple voice-training exercises are employed with good results. The use of a musical instrument to mark the rhythm of the marching movements is to be highly recommended; in physical exercises such an accompaniment is undesirable.

The improvement in physical exercises effected through the labours of our instructor deserves generous acknowledgment. In most of our schools the physical exercises are now performed with vigour, regularity, and good effect. In not a few instances, however, they fail in their effect through insufficient attention to the details of the simple movements involved in them.

In very few schools, indeed, is the subject of health neglected; in most a very satisfactory course is attempted, with very fair results. It is quite another matter to say how far the knowledge acquired at school is put into practice. It is advisable that all courses should include some simple ambulance practice, and (for the senior pupils) some lessons on the treatment of minor ailments.

So far as nature-study can be correlated with geography, it is receiving adequate attention; outside of this limit it is in a somewhat languishing condition. It would be a distinct gain if many of our country teachers realized that the scientific equipment necessary for successful work in this subject is not so formidable after all, and that the study of the wonders and beauties of nature which it involves would widen their own interests and materially increase their own enjoyment of life.

In handwork, the salient features are the extraordinary variation in the quality of the work done in some branches—*e.g.*, brushwork; the fairly general lack of appreciation of the value of handwork in the educational scheme; and the excellence of the results in woodwork attained by the classes conducted by Mr. Brownlie. In the technical report will be found particulars of the classes newly established at Gore: suffice it to say that this extension of manual training to scholars in rural centres has our heartiest sympathy and support.

In conclusion, we beg to acknowledge gratefully the uniform kindness and courtesy with which we have been treated in the performance of our official duties, and to express our satisfaction at the harmonious relations which prevail amongst all concerned in furthering the educational welfare of the district.

We have, &c.,

JAS. HENDRY, }
A. L. WYLLIE, } Inspectors.

The Chairman, Education Board, Invercargill.

APPENDIX D.

TRAINING OF TEACHERS.

No. 1.

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

THE training colleges in the four chief centres of population were in full working-order during the year, all having approximately their full complement of students.

Of the numbers in attendance about three-fourths had already completed their course as pupil-teachers or probationers before entering the college, the remaining one-fourth being made up mainly of students who had qualified for admission by passing the Matriculation or some other higher University examination, but were without previous teaching experience. Of the former class the number of students is considerably more and of the latter considerably less than in the year preceding. The difference is accounted for partly by the fact that in one of the centres special steps were taken by the Board concerned to make the attendance of ex-pupil-teachers compulsory, and partly by the fact that at another, established to serve the needs of an exceptionally wide field of school population, the number of ex-pupil-teachers and probationers presenting themselves for admission was so great as to leave no room for any fresh admissions of other qualified candidates, though among these a large number of eligible persons is reported to have applied. At the end of the year there were 380 students in all in attendance at the training colleges, as against 319 at the close of 1909. Of this total 119, or 31·32 per cent., were men, and 261, or 68·68 per cent., were women; the corresponding percentages for the previous year were 26·33 and 73·67 respectively.

Of adult teachers in active service in the public schools of the Dominion at the close of 1910 the proportions were 39·27 per cent. men and 60·73 per cent. women, so that in view of the fact that men on the average remain very much longer in the service than women, the relative number of the sexes within the training colleges is such as fully to secure an adequate proportion of men on the teaching staffs of the schools.

For the teaching practice of students the Normal practising schools, forming part of the training college in each case, are available. By regulation it is provided that each Normal School shall include (*a*) a main school, organized with a secondary department and having an average attendance of not more than 450 pupils, and (*b*) a "model school," arranged on the lines of a small rural school, with an average attendance of 35 to 40. For the secondary department of the main school a maximum attendance of not more than 50 is permitted. There is also a provision for the addition of a junior kindergarten division of not more than 40 children, between three and five years of age, to enable students to study child-life and teaching methods at an earlier stage. The following shows the actual average attendance at the Normal Schools in each case:—

	Main School (exclusive of Model School and Secondary Department).	Secondary Department.	Model School.
Auckland	378	35	30
Wellington	304	45	31
Christchurch	352	12	33
Dunedin	436	36	35

On the course of instruction pursued by students at the Training College and at the neighbouring University College respectively much information may be gathered from the various tables. At the University College, students are required to take at least a course in English in addition to the lectures on education given by the Principals of the Training College, who for this purpose are recognized as members of the University College staff. Any other university work undertaken varies greatly according to the aims and educational status of individual students, but is necessarily subordinated to the aims and requirements of their special professional training, and the due relation of the two claims (which at times appear to conflict with one another) constitutes one of the chief problems of organization with which the principals of training colleges have to deal. Table B shows the university subjects taken, with the number of students attending the classes in each case; Table C contains the parallel facts for special classes of professional training for which provision has been made within the Training College itself or in intimate connection therewith. From Table D and Table E, though these are unavoidably of a technical and somewhat complicated character, an interesting comparison may also be made of the educational status of students as analysed for the time of admission and at the end of the first and second year respectively, so far as this is indicated by the results of certificate examinations in which complete or partial success has been gained. The analysis has special significance at the present time in view of the projected abandonment of general certificate examination tests for training college students after their admission, and the substitution therefor of evidence otherwise furnished of the satisfactory completion of a training college course as prescribed by the regulations.

A revision of the Training College Regulations made at the beginning of the current year (1911) makes provision for the grant of training college certificates on the principle stated, and sets out in a more definite form the essential requirements of the course. Provision is also made for some increase to the staff, for the addition of a second "model school" of one or other of a variety of types with a view to improve the students' opportunities of observation and teaching, and for the admission on special terms of a certain number of graduate students who are prepared during one year of attendance to devote their whole attention to subjects of professional study and practice.

The following Table shows the number of male and female students in training in each of the four Training Colleges.

	1909.			1910.		
	Men.	Women.	Total.	Men.	Women.	Total.
Auckland	20	25	45	41	59	100
Wellington	21	70	91	26	70	96
Christchurch	19	70	89	20	66	86
Dunedin	24	70	94	32	66	98
Totals	84	235	319	119	261	380

The following is a summary of Table E :—

Number of Students in Attendance in 1910 who qualified by Examination for a Certificate of

First-year students—	Class B.	Class C.	Class D.
Division A	..	21	95
Division B	2	5	2
Second-year students—			
Division A	8	41	37
Division B	..	20	16
	10	87	150

The amounts paid to Education Boards in 1909 and 1910 for the training of teachers were as follows :—

	1909.		1910.	
	£	£	£	£
I. Training colleges,—				
Salaries of staffs (half charged to public-school salaries)	6,283		6,533	
Students' allowances	13,210		17,667	
University fees of students	2,776		2,589	
Libraries	92		43	
Apparatus	40		124	
Buildings	5,691		4,896	
		28,092		31,852
II. Other training,—				
Grants for special instruction in handwork, including agriculture, of teachers other than training-college students	2,340		1,735	
Railway fares of teachers and instructors ...	5,020		2,778	
		7,360		4,513
Totals		£35,452		£36,365

No. 2.

A.—MORE DETAILED TABLE SHOWING THE NUMBER OF STUDENTS IN THE FOUR TRAINING COLLEGES DURING LAST QUARTER OF 1910.

(*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	23	41	15	16	3	1	..	1	32	50	9	9	41	59	100
Wellington	21	55	5	14	..	1	..	..	16	33	10	37	26	70	96
Christchurch	17	59	3	7	..	..	..	..	8	39	12	27	20	66	86
Dunedin	26	39	5	26	1	1	..	..	19	23	13	43	32	66	98
Totals, 1910 ..	87	194	28	63	4	3	..	1	75	145	44	116	119	261	380
Totals, 1909 ..	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.—UNIVERSITY WORK UNDERTAKEN BY STUDENTS.

Subject.	Training College.			
	Auckland.	Wellington.	Christchurch.	Dunedin.
English	87	70	66	77
Latin	35	47	28	45
Mathematics	6	21	18	25
Education	37	48	45	50
Mental Science	1	33	26	14
Physics	...	4	...	3
Biology	51	4	9	...
Geology	45	4	2	3
Modern Languages	4	9	4	13
Economics	4	3	12	3
Chemistry	1	5	5	1
Mechanics	...	...	...	1
Constitutional or Economical History ...	...	...	2	...
Commercial Geography	1	...	16	
Jurisprudence	...	...	1	...
Electricity and Magnetism	...	...	1	...
Greek	...	...	...	1

C.—TRAINING COLLEGE WORK UNDERTAKEN BY STUDENTS WHO COMPLETED THEIR SECOND YEAR IN 1910.

Name of Subject.	Training College.							
	Auckland.		Wellington.		Christchurch.		Dunedin.	
	Subjects taken in 1909.	Subjects taken in 1910.	Subjects taken in 1909.	Subjects taken in 1910.	Subjects taken in 1909.	Subjects taken in 1910.	Subjects taken in 1909.	Subjects taken in 1910.
Methods of teaching	18	..	50	50	24	44	58	58
Elementary handwork and kindergarten ..	18	..	..	50	36	1	58	58
Public-school science	2	17	50	..	16	8	..	58
Physics	..	..	..	..	..	..	1	..
Agriculture	1	18	..	50	26	12	1	58
Physiology	18	..	..	..	31	4	58	58
Drill and physical culture	18	18	50	..	14	18	58	58
Vocal music	18	18	50	..	..	13	58	58
Drawing	18	18	50	..	26	42	58	58
Cookery	9	10	..	38	20	14	..	..
Woodwork	10	..	..	12	1	..	..	..
Sewing	9	7	..	38	14	4	42	..
Swimming	18	..	..	..	..	..	..	..
Reading	18	..	..	..	..	..	..	..
Writing	18	..	..	..	..	..	..	..
School hygiene	..	10	..	..	..	43	..	..
Geography	..	..	..	..	..	43	1	..
Education	..	4	..	50	..	..	..	..
Physiography	..	9	..	..	..	..	..	..
Shooting	9	..	..	..	..	..	..	..
Psychology	..	..	50	..	4	17	..	..
Logic	..	..	50	..	..	..	..	..
Elocution	..	..	..	..	18	..	..	..
Nature study	..	..	..	..	8	19	..	..
Number of students	18	18	50*	50	49	49	58	58

* Including two Division C students.

D.—Division A and Division B Students in Attendance in 1910, classified according to their Year of Attendance and Qualification at Admission.—Initial Status.

Division.		Training College attended.	I. Teachers' Certificate Examinations.									II. University Examinations.									
			Full Passes.				Partial Passes.						University Scholarship Examination.			Degree Examination.					
			1	Class D.			5	Partial C.		8	9	10	11	12	13	14	15	16	17	18	19
			Class C.	2 Alone or with Sec. of C.	3 With Partial C.	4 Total.	Partial B.	6 Alone.	7 Total (with Col. 3.)	Partial D.	Total with Certificate Examination Qualifications.	Ordinary Matriculation.	Matriculation.	Credit.	Scholarship.	1st B.A.	B.A.	M.A.	Total with University Examination Qualifications.	Total with both University and Certificate Examination Qualifications.	Total of all A and B Students.
First year	A	Auckland	..	13	1	14	..	..	1	20	34	40	..	1	..	..	..	..	41	16	59
		Wellington	1	17	..	17	..	1	1	13	32	46	..	1	..	..	..	..	47	29	50
		Christchurch ..	1	13	3	16	..	..	3	24	41	39	..	1	..	2	..	..	42	37	46
		Dunedin	..	7	..	7	..	..	..	11	18	37	..	2	..	..	..	..	39	18	39
		Totals	2	50	4	54	..	1	5	68	125	162	..	5	..	2	..	..	169	100	194
	B	Auckland	1	..	..	1	..	..	..	..	1	16	..	..	1	1	1	..	19	1	19
		Wellington	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		Christchurch ..	..	..	..	..	..	..	..	..	..	2	..	..	..	..	1	..	3	..	3
		Dunedin	..	..	..	..	..	..	..	1	1	1	..	..	..	..	..	..	1	1	1
		Totals	1	..	..	1	..	..	..	1	2	19	..	..	1	1	2	..	23	2	23
A and B ..		Totals first year ..	3	50	4	55	..	1	5	69	127	181	..	5	1	3	2	..	192	102	217
Second year	A	Auckland	..	1	..	1	..	..	..	2	3	4	..	..	..	..	..	..	4	2	5
		Wellington	..	12	1	13	1	..	1	10	24	24	..	1	..	1	..	1	27	21	30
		Christchurch ..	..	12	..	12	..	..	..	13	25	33	1	..	..	1	..	..	35	24	36
		Dunedin	..	6	..	6	..	1	1	7	14	23	1	..	..	1	..	..	25	13	26
		Totals	..	31	1	32	1	1	2	32	66	84	2	1	..	3	..	1	91	60	97
	B	Auckland	..	..	..	..	..	..	..	..	..	13	..	..	..	..	..	..	13	..	13
		Wellington	..	2	..	2	..	..	..	1	3	16	..	1	1	..	..	..	18	2	18
		Christchurch ..	..	1	..	1	..	..	..	1	2	10	1	1	..	1	..	..	13	2	13
		Dunedin	..	..	..	..	..	..	..	1	1	31	..	..	..	1	..	..	32	1	32
		Totals	..	3	..	3	..	..	..	3	6	70	1	2	1	2	..	..	76	5	76
A and B ..		Totals second year ..	..	34	1	35	1	1	2	35	72	154	3	3	1	5	..	1	167	65	173
All A and B		Auckland	1	14	1	16	..	..	1	22	38	73	..	1	1	1	1	..	77	19	96
		Wellington	1	31	1	32	1	1	2	24	59	86	..	3	1	1	..	1	92	52	98
		Christchurch ..	1	26	3	29	..	..	3	38	68	84	2	2	..	4	1	..	93	63	98
		Dunedin	..	13	..	13	..	1	1	20	34	92	1	2	..	2	..	..	97	33	98
		Grand totals ..	3	84	5	90	1	2	7	104	199	335	3	8	2	8	2	1	359	167	390

E.—Division A and Division B Students in Attendance in 1910, classified according to their Year of Attendance and Examination Status as revised after the Certificate Examinations of January, 1911.

Division.		Training College Attendance.	Full Passes. 1 Class B.	2 Class C.	Class D. 3 Alone.	4 With Partial C.	5 With Section of C.	6 Total.	Partial and Sectional Passes. 7 Partial B.	Partial C. 8 Alone.	9 Total (with Col. 4).	Sections of Class C. 10 Alone.	11 With Partial D.	12 Total (Columns 5, 10, 11).	Partial D. 13 Alone.	14 Total (with Col. 11).	Absentees, Failures, or Exempted Candidates.	Grand Total.
First year	A	Auckland	..	14	3	8	10	21	..	9	17	6	5	21	2	7	2	59
		Wellington	..	1	9	11	10	30	..	2	13	..	7	18	10	17	..	50
		Christchurch	..	5	3	11	11	25	..	1	12	1	9	21	3	12	2	46
		Dunedin	..	1	1	4	14	19	..	3	7	3	9	26	2	11	2	39
		Totals	..	21	16	34	45	95	..	15	49	10	30	86	17	47	6	194
	B	Auckland	2	5	1	..	..	1	..	4	4	1	3	4	..	3	3	19
		Wellington	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		Christchurch	..	..	..	..	..	..	..	1	1	..	1	1	..	1	1	3
		Dunedin	..	..	..	..	1	1	..	..	..	..	..	1	..	..	..	1
		Totals	..	2	5	1	..	1	2	..	5	5	1	4	6	..	4	4	23
A and B		Totals first year	..	2	26	17	34	46	97	..	20	54	11	34	92	17	51	10	217
Second year	A	Auckland	..	..	5	..	..	..	..	..	..	..	..	..	..	..	..	..	5
		Wellington	..	5	7	2	4	11	17	..	..	4	..	..	11	1	1	..	30
		Christchurch	..	1	17	1	3	8	12	..	4	7	..	1	9	1	2	..	36
		Dunedin	..	2	12	..	8	..	8	..	2	10	..	2	2	..	2	..	26
		Totals	..	8	41	3	15	19	37	..	6	21	..	3	22	2	5	..	97
	B	Auckland	..	..	6	..	..	1	1	..	3	3	..	2	3	1	3	..	13
		Wellington	..	..	5	1	2	..	3	1	1	3	1	2	2	2	4	3	18
		Christchurch	..	..	1	..	..	2	2	1	5	5	..	2	4	..	2	2	13
		Dunedin	..	..	8	..	4	6	10	..	4	8	3	5	14	2	7	..	32
		Totals	..	..	20	1	6	9	16	2	13	19	4	11	23	5	16	5	76
A and B		Totals second year	..	8	61	4	21	28	53	2	19	40	4	14	45	7	21	5	173
All	A and B	Auckland	..	2	30	4	8	11	23	..	16	24	7	10	28	3	13	5	96
		Wellington	..	5	13	12	17	21	50	1	3	20	1	9	31	13	22	3	98
		Christchurch	..	1	23	4	14	21	39	1	11	25	1	13	35	4	17	5	98
		Dunedin	..	2	21	1	16	21	38	..	9	25	6	16	43	4	20	2	98
		Grand totals	..	10	87	21	55	74	150	2	39	94	15	48	137	24	72	15	390

Success in all of the subjects, except one or two for any class (B, C, or D), is treated in the above table as "partial pass" for that class. By a "section of Class C" is meant a lower qualification than "partial C," individual successes in one or more subjects of the special Class C programme being so indicated.

E. (*a*.) Number of Students who were Successful at University Examinations in 1910.

	Final B.A.	1st Section B.A.	1st Section B.Sc.	M.A. with Honours.
First-year students—				
Division A	7	1	1	..
Division B	1	..	..	1
Second-year students—				
Division A	6	4	1	3
Division B	7	3	..	2
Totals	21	8	2	6

F.—NAMES AND SALARIES OF STAFFS OF TRAINING COLLEGES AS AT 31ST DECEMBER, 1910.

Name.	Position.	University Status.	Classification.	Salary per Annum. £ s. d.
AUCKLAND.				
Milnes, Herbert A. E.	Principal	B.Sc.	..	600 0 0
Cousins, Herbert G.	Headmaster, Normal School	M.A.	A 1	400 0 0*
Paterson, Robert H.	Assistant	..	C 1	280 0 0
Newman, Miss Margaret S.	Kindergarten mistress	..	D 1	250 0 0
Shrewsbury, Miss Elsie	Assistant	M.A.	A 1	250 0 0
Priestly, Maurice	Headmaster, Model School	..	C 1	240 0 0
Cottrell, Arthur J.	Assistant	M.A., M.Sc.	A 3	220 0 0
Walker, Spencely	,,	..	C 1	210 0 0
Lightband, Mrs. S. J.	,,	..	C 1	160 0 0
Green, Samuel	,,	..	D 2	150 0 0
Holloway, Miss Annie E.	,,	..	D 1	130 0 0
Toy, Miss Alice M.	,,	..	D 2	120 0 0
Craig, Miss Margaret	,,	..	B 3	90 0 0
Statham, Miss Mary	Kindergarten assistant	..	D 4	120 0 0
Part time,—				
Wallace, H.	Drawing instructor	..	..	30 0 0
Cockburn, H. J.	,,	..	..	30 0 0
Trendall, A. D.	Woodwork instructor, £30; instructor in photography, £7 10s.	..	..	37 10 0
Marsden, Miss A. F. C.	Cookery instructress	..	..	30 0 0
Brabant, Mrs. M. M.	Instructress in swimming, £9; instructress in physical culture, £43 10s.	..	..	52 10 0
McNamee, P.	Instructor in swimming	..	..	6 0 0
Sergeant Morgan	Rifle-range instructor	..	..	1 0 0
	* £400, and house allowance £50.			
WELLINGTON.				
Gray, William	Principal	M.A., B.Sc.	B 1	600 0 0
Webb, James C.	Headmaster, Normal School	B.A.	B 1	380 0 0*
Tamblyn, Joseph	Headmaster, Model School	..	B 1	300 0 0
Lancaster, T. L.	Temporary secondary assistant	..	D 4	120 0 0
Neilson, Miss F.	,,	M.A.	B 5	90 0 0
Cowles, Jabez A.	First assistant	B.A.	B 1	280 0 0
Fitch, Miss Dorothy	Kindergarten mistress	..	..	260 0 0
Edie, John K.	Assistant	..	C 1	220 0 0
Sinclair, Miss Mary A.	,,	B.A.	B 1	190 0 0
Hall, Miss Alice L.	,,	..	D 1	160 0 0
Hitchcock, Miss Maria	Kindergarten assistant	..	D 2	130 0 0
Thornton, Miss Marion G.	,,	..	C 3	125 0 0
Hind, Miss Edith M.	Secondary assistant	M.A.	A 4	125 0 0
Iorns, Miss Ivy P.	Assistant	..	..	110 0 0
Cray, Miss Agnes E.	,,	..	..	90 0 0
Part time,—				
Parker, R.	Singing instructor	..	..	50 0 0
Lee, Miss M.	Drawing and handwork instructress	..	..	55 0 0
Howe, E.	Woodwork instructor	..	..	25 0 0
McIntosh, Miss B.	Cookery instructress	..	..	25 0 0
Hamerton, Mrs. S. G.	Needlework instructress	..	..	30 0 0
	* £380, and house allowance £50.			
CHRISTCHURCH.				
Watkins, Edwin	Principal	B.A.	B 1	600 0 0
Aschman, Christopher T.	Headmaster, Normal School	..	C 1	380 0 0*
White, George H.	First assistant	..	C 1	285 0 0
Starkiss, Miss Harriet E.	Kindergarten mistress	..	D 1	250 0 0
McIlraith, James W.	First secondary assistant	..	A 1	275 0 0
Lynskey, Michael J.	Headmaster, Model School	..	C 1	250 0 0
Wagstaff, Mrs. Jessie W.	Second assistant	..	D 1	220 0 0
Vacant	Third assistant	..	..	.. ..
Grand, Miss Ellen	Fourth assistant	..	D 1	160 0 0
Ansley, Miss Annie	Fifth assistant	..	D 1	130 0 0
Bevin, Miss Elizabeth E.	Sixth assistant	..	D 2	130 0 0
Part time,—				
Wilson, Joseph H.	Lecturer	M.A.	B 2	110 0 0
Tankard, T.	Instructor in physical culture	..	..	25 0 0
Mottram, F. J.	Laboratory assistant	..	..	10 0 0
	* £380, and house allowance £50.			
DUNEDIN.				
White, David R.	Principal	M.A.	A 1	600 0 0
Pinder, Edward	Headmaster, Normal School	..	A 1	375 0 0
McMillan, Hugh	Assistant	..	D 1	280 0 0
Moore, John A.	Secondary assistant	..	..	240 0 0
Stewart, David	Headmaster, Model School	..	C 1	250 0 0
Maxwell, Miss Jessie	Kindergarten mistress	..	D 1	245 0 0
Ironside, John	Assistant	..	C 2	215 0 0
McMillan, Miss Mary S.	,,	..	E 1	190 0 0
Stevens, Miss Emma	,,	..	D 1	160 0 0
Scott, Miss Marjory T.	,,	..	D 1	120 0 0
Kenyon, Miss Helen M.	Secondary assistant	..	B 3	125 0 0
Alexander, Miss Ann C.	Kindergarten assistant	..	D 2	125 0 0
Greaves, Miss Alice	Assistant	..	D 2	120 0 0
Campbell, Miss Jessie	,,	..	D 2	100 0 0
Part time,—				
Hanna, John	Gymnastic instructor	..	..	40 0 0
Hutton, Miss N. L. D.	Drawing teacher	..	..	100 0 0
Braik, Alexander M.	Singing master	..	..	60 0 0

No. 3.

TRAINING COLLEGES.

AUCKLAND.

REPORT OF PRINCIPAL FOR THE YEAR 1910.

SIR,— 20th February, 1911.

I have the honour to present my report on the work of the Auckland Training College for the year 1910.

For the first time since the College was opened, the maximum number of students allowed by the regulations was admitted. This change was brought about by a new regulation issued by the Board requiring all probationers and pupil-teachers to attend the Training College for at least one year on the conclusion of their apprenticeship. There were 18 students of the second year, and this allowed 82 students to be admitted, in order to make up the full complement of 100. Of these 82, 27 entered for one year only, but I am pleased to say that 3 of these received the Board's permission to extend their period of training to two years. Very little can be done in one year to permanently influence character, and I regard two years as the minimum time that should be allowed. Indeed, it is the third-year students in England who do the colleges most credit; and if something could be done to allow a few picked students to complete their degrees by extending their courses to a third year, I am sure that the money would be well spent.

The students were classified as follows:—

64 Division A—*i.e.*, pupil-teachers or probationers.
31 Division B—*i.e.*, matriculated students without teaching-experience.
4 Division C.
1 Regulation II.

100

For the first time, a student holding a degree was admitted. Of the 100 students, 59 were women and 41 were men.

University-work.—In order to make sure that lecture fees would not be wasted, the students were carefully sifted before the term commenced as to their fitness for university work. As the Training College exists primarily to train teachers, only those students whose previous training had equipped them in such a way that they could well afford to make the dual effort were encouraged to attempt degree-work. Close examination showed that some 29 students had a reasonable chance of passing their terms examination, and so the rest were required to devote their energies to the C certificate requirements. Of the 29 who entered for the terms examination, 26 succeeded in passing; the other 3 failed in one of the three subjects required.

The subjects taken were as follows: English, 25; Latin, 25; education, 29; mathematics, 5; political economy, 4; mental science, 1.

Three of the 29 students took four subjects, instead of the required three. The wisdom of this has been questioned by the Department's officers in a previous year, so it is interesting to note that all three passed in the four subjects, two obtaining three first classes and one second, the other two first classes and two seconds.

In obedience to regulations all students took the course in English.

The 50 students of the first year took also a course in botany and nature-study, consisting of one lecture splendidly illustrated by specimens, and one laboratory meeting of an hour and a half per week. Very good work was done in this class. Forty-five students attended for a lecture in geology for one hour per week. This corelated with the physiography course taken at the College.

Next year the University College Council has arranged for a course of lectures on voice-production and elocution to be delivered by Dr. Thomas. This was done on the initiative of Mr. C. J. Parr, Chairman of the Board of Education, and I look forward with pleasure to all our students taking the course. The correct use and preservation of the voice is an essential of a teacher's training, hitherto, owing to circumstances, somewhat neglected here. Only last year one of our ex-students, an excellent teacher, was compelled to retire from the profession by doctor's orders after a few weeks' work in the schools, owing to a defective throat. The climate of Auckland, I am told by medical friends, is particularly bad for throat troubles, so it behoves us to do what we can to give training in the proper care of the voice. The ex-student above mentioned told me that, though he had been medically examined according to regulation on various occasions, not once had any attention been paid to his throat by the medical examiner. I think the Board would act wisely in directing the attention of their medical officer to the fact that candidates for probation and pupil-teacherships, and candidates for admission to the Training College, should invariably have their throats examined—serious defect to result in rejection. It is a waste of effort to find out after two years' expensive training that the condition of a student's throat requires that he shall leave the profession.

Curriculum.—The requirements of the teachers' C and D certificate examinations largely determine the curriculum. The aim put before students is the acquisition of a C certificate by the end of the two years' training. Students of ordinary ability who are diligent in their studies can easily accomplish this, and, in fact, do so, the inability to pass the practical music test being the hurdle at which most failures have stumbled. In addition to the subjects that the regulations render compulsory the time-table shows that the following receive attention: Physiography, hygiene, commercial geography, and first aid.

All the men students took the woodwork course of two hours per week on Saturday mornings. Very good work was done, but only some half-dozen attempted the examination held at the end of the year to qualify for the first half of the C examination in woodwork. The instructor holds that the examination is too difficult for the time at his disposal, and, as the examination is not to qualify special woodwork instructors, but merely to test the candidate's knowledge of woodwork as a handwork subject, there seems to be reason on his side. It is a pity that students who have worked conscientiously and well for two years (*i.e.*, giving about 120 hours to the subject) should be debarred from some examination benefit. In the case of the women students, a course in cookery, occupying sixty hours, enables them to get the certificate with ease, and so count one optional subject for the C certificate. I think the men students have a distinct grievance here.

In connection with gardening-work and practical agriculture, the plot of ground used in the Normal School playground has been found to be quite adequate. The soil is poor, but a requisition for ten loads of a better quality, and the application of manure asked for in the same requisition forwarded to the Department, will, if acceded to, remedy that. It has been suggested that a larger plot might be placed at our disposal. This would mean a plot situated some considerable distance from the school. Experience teaches that proximity to the College is an essential condition for effective work. Students should examine their specimens every other day at least. This would be practically impossible if the garden were at any considerable distance from the College.

A very important change was made in the time devoted to studies. During the year every other week was spent in school either in actual teaching or in preparing lessons or in observing the class-teachers. The alternate week was devoted to lecture-work or private study. This means that half of a student's time is given to practical teaching. The first-year students have lectures for a week while the second year's are in school, and the following week this is reversed. This throws the onus of getting a certificate more on the student, but it gives much more time for training in teaching. The scheme has been very satisfactory, and I propose to continue it.

Practice in Teaching.—As already stated, more time has been devoted to this side of our work. The "Methods of Teaching" lectures, which are not lectures in the sense of mere didactic work, but are really discussions and debates as to the how and why of procedure carried on in the American style, have been followed by the giving of lessons to Normal School classes on the lines agreed upon in the preceding discussion. No student has been required to give a lesson before fellow-students in a body, as in the old criticism lesson, but all lessons have been given by the Principal, the headmaster, or the assistants from the Normal School. In this way there has been close co-ordination between theory and practice, with very satisfactory results. For school-work the 50 students of either year are divided into two sections of 25 each. One section prepares lessons in the morning which are to be given in the afternoon, what time the morning section are at work giving lessons prepared the previous afternoon, and so on. The morning section one week becomes the afternoon section the next, and *vice versa*, so that all the lessons of the class are thus dealt with. The different classes, with the number of students attached to each at any one time, are appended.

	Students attached.
Primer department (two teachers)	6
Kindergarten room (one teacher)	2
Standard I	3
,, II	2
,, III	2
,, IV	2
,, V	2
,, VI	2
Model School	2
High School	2
	25

The first few weeks are spent in observation of the class-teacher, and after that the various classes are divided, so that each student takes a section in a drafting-room—a section usually means about 25 scholars. In some cases the students take turns with the whole class, according to the discretion of the class-teacher.

In the two years a student has experience with the different classes. He devotes a term to one class; so that he has six different classes in which to get experience, as there are three terms in each year. An average student would teach in the primers, in Standards I and II, in III or IV, in V or VI, and in the Model School. The class-teachers are present when lessons are given, and criticize and help as occasion arises. Regular staff meetings are held, and general faults noticed, and suggested remedies discussed.

Besides this actual teaching, all the second-year students pay five visits of observation to selected city schools. Half a day is spent at each visit. I wish to thank the headmasters for their kindly co-operation, many of them going to much personal inconvenience to make the visits profitable. About 30 women students paid a day's visit to the Mangere Bridge School, a typical two-teacher school. The visits were made on Wednesdays, and were spread over fifteen weeks. I take this opportunity of thanking Mr. Lambourne, the headmaster, for his kind help in making the visits a success.

In order to make the work of practical teaching more effective still, the Board's permission has been obtained to use a few selected teachers in certain city schools as models for observation by students. In this way students will be able to see at work the best teachers in the province. The hearty co-operation of the Chief Inspector has been secured, and I look forward to putting the scheme into practice during the coming year with every hope of success.

As in previous years, special reports have been received from the various Inspectors on the work of ex-students for the first two years after leaving the College. These give me an opportunity of seeing how ideas imbibed during the course are put into practice, and, on the whole, I am quite satisfied with them.

Physical Culture.—Strenuous efforts were made during the year to insure that each student took sufficient exercise to keep in good health. Having athletic teams usually means that the eleven or fifteen concerned get exercise, but that the rest are neglected. I have tried to avoid this by requiring the shirkers and those whose early training leads them to look on games as a waste of time to take their share in reasonable exercise. Fives and tennis are indulged in by all students, and swimming is compulsory. Life-saving courses were taken by all students, but as the long vacation comes during the hot season, when the weather is just suitable for swimming, certificates are not so numerous as they otherwise would be. This year Mr. William Henry, founder of the Royal Life-saving Society in England, toured the Dominion, and devoted a morning to us in the College bath early in November. As a result of the examinations, 5 students received bronze medallions, and 13 certificates of proficiency, while 2 received elementary certificates. Three hockey teams took part in the local competitions, two men's teams and one women's team, making a total of thirty-three actively engaged, though another twenty practised the game. Some half-dozen of the male students took part in the University football games.

Another new departure this year was the starting of a Cadet Officers' Training Corps, all the men students being enrolled as members. Regular drill was carried out by the officers, and a week's camp was held at Narrow Neck under the supervision of Major MacDonald, the Department's officer in command of the Dominion's cadets. He expressed himself as well satisfied with the work done. Some topographic work, surveying and mapping the district, carried out under his personal guidance, struck me as particularly suitable, co-ordinating as it did with the physiography course taken in the College. The uniforms supplied gave a smart effect to the general bearing of the men, and I am sure that this branch of our work is a valuable one.

The physical-culture courses were taken, as in previous years, by Mrs. Brabant and myself. It would be a good thing if we aimed more at the Rhodes-scholar type of student—not the mere book-worm, but the all-round man. Why not begin by making swimming compulsory for the D and C certificates? I look forward to the time when swimming will be a compulsory part of the school-leaving certificate of proficiency.

The College championships in the three main athletic exercises were won as follows: Women—Tennis, Miss Batkin; fives, Miss McElwain; swimming, Miss Hare. Men—Tennis, Mr. V. Johns; fives, Mr. O. Burton; swimming, Mr. V. Johns. No prizes are given, but the students learn—

To set the cause above renown,
To love the game beyond the prize.

Photographs of the winners are placed in the respective common rooms, so that a record is thus kept of a kind appreciated by past and present students.

General Humanizing-work.—Every student who has attended a college, of whatever kind, knows that his chief gain is not the result of his time-table work, but is rather the outcome of his general surroundings, the subtle spirit of the place. It cannot be tested by the winning of degrees and certificates, though in a good college these are won in the stride. It is so elusive that it is difficult to say exactly what it is; but the student knows that he is better for its presence—his character is strengthened; he scorns to be mean; he is not contented with the mediocre; his aim is "ever onward, ever upward"; his environment has improved him. I am pleased to say that I think the students of 1910 learned to "play the game" as well as their predecessors.

Schoolmasters are notoriously narrow and pedantic, and one way to remove this is to mix with men in other walks of life and to visit them at their work. To this end visits of observation were paid during the year to the following places: the gasworks, Plummer's hat-factory, Bycroft's biscuit-factory, the ostrich farm, the City Abattoirs, the Blind School, &c. Accounts of the visits are written out in special note-books, and I am sure these jaunts do much to remove the feeling students are apt to get that they are the only flowers in the garden.

Having a hobby is another thing which removes narrowness, so a good deal of attention was paid during the year to photography and lantern-slide making. A regular weekly lecture was given by Mr. Trendall, the instructor, and good progress was made, some thirty enthusiasts going through the course. All the male students taking up appointments at the end of the year have pledged themselves to introduce lantern-work, in order to illustrate their geography lessons. Seventeen lanterns have been ordered from England; these will be the property of the students, and most of them already have collections of slides made during the year. To help on the movement the Board granted £10 towards the cost of additional slides, so that in the near future children in the backblock schools will have some variety added to their lessons.

As the bulk of our students are from the country, and are so at a loose end on Saturday nights, regular social gatherings are held on alternate Saturdays. From 8 to 9 p.m. we have readings, lectures, debates, &c., then an interval for refreshments, followed by songs and dances. On the alternate Saturdays the Ruskin Society met. Some seventy students attended the meetings on the average, and extracts from Ruskin's works, with discussions following, occupied a couple of hours. One day-time gathering was held at Kauri Gully, appropriate extracts being read on clouds, trees, moss, grass, rivers, &c. The girls in the society kept the College brackets supplied with flowers during the year, their common room being well kept as a result of the efforts of members.

During the year a play, "Tom Cobb," was staged. Two casts were trained, so that twenty students received the benefit of the extra work involved. Four presentations took place, each to crowded houses. The reasons that actuate me in this work are best given from the programme issued

at the time. The preparation was done, of course, out of college hours, but the unqualified success well repaid all concerned for their hard work: "Charges are made frequently in the newspapers to the effect that the enunciation and pronunciation of both the scholars and teachers of our primary schools are unsatisfactory. This may or may not be true, but in either case it behoves us to set a high standard of speech, and to see that the rising generation thoroughly appreciates the importance of distinct utterance. It is with this object that the present play is staged—to give students an opportunity of facing an audience and speaking out their lines clearly and well. The theatrical part is, from our point of view, a secondary one, so we crave your indulgence for our shortcomings in this respect."

The Normal School has had another successful year, although there have been some changes in the staff. The last term of the year Mr. Cousins, the headmaster, was selected by the Board to do some inspectorial work. Mr. Paterson, the first assistant, took temporary charge, and Mr. Ormiston filled the vacancy thus created. Miss Purdie broke down in health, and obtained leave of absence to the end of the year, Miss A. Fraser acting as substitute.

The Principal's annual picnic, given for those children who have brought flowers for the school brackets all the year round, was held at Mangere Mountain, some eighty children being entitled to be present. A special tram-car was chartered, and an enjoyable outing resulted. A geography lesson was given on the top of the hill, this being followed by the usual games and tea.

The school gardens have been well kept, thanks largely to the persistent efforts of Mr. Priestley.

The parents' days are still well attended, and there is hearty co-operation between teachers and parents.

Two special events are worthy of being chronicled. The first was a swimming match between the Normal School and the Point Chevalier School. The latter school owns a fine bath, the gift of the Minister of Education, the Hon. Geo. Fowlds. Relay races were held between the different standards, five girls of Standard II, Normal School, racing five girls of the same standard of the Point Chevalier School, and so on. In this way Standards II, III, IV, V, and VI competed, both boys and girls. No prizes were given, the honour of the school being sufficient. Keen competition existed, and an excellent spirit pervaded the contest, the children taking defeat or victory in the proper sportsmanlike way. It is hoped to make the contest an annual one.

The second event worthy of note was the presentation to the school of a banner, worked in heavy gold. The school badge is represented on a rich silk background, the whole making a very handsome present. The cost, I understand, approached three figures; and I have no hesitation in stating that it must be unique for a banner of this value to be presented to a primary school by an anonymous donor. This gentleman refuses to have his name published; but he is the father of several children who have passed through the school, and who have, he is good enough to say, greatly benefited by their schooling.

In my last report I called attention to the fact that two of the assistants in the Normal School were of the lowest grade, having for a commencing salary £90 per annum, the irreducible minimum salary allowed for any teacher. Although recent conferences have condemned this unanimously, no change in the regulations has yet been issued. I again respectfully suggest that the Minister's attention be drawn to this matter. The assistants of the Normal School have to act as models for the students committed to their charge. How can we expect to get model teachers, capable of criticizing others, for such a salary? The very worst of the students leaving the College receives the same salary. The point need not be laboured; it is so obvious, and something might well be done.

In conclusion, I wish to say that the College has now been open for five years. During that time the number of students who have taken up work in the schools is as follows: 1906 (first year of work), none; 1907, 27; 1908, 25; 1909, 26; 1910, 44: total, 122. I find that of this number, 4 hold the B.A. degree. Of the 27 who left College in 1907, 3 hold the teachers' B certificate, 22 a C certificate, and the other 2 a D certificate with part of C. Of the 25 who left in 1908 (16 being one-year students only), 20 hold C certificates, and 5 D certificates and also partial C certificates. Of the 26 who left in 1909 (5 being one-year students only), 17 hold C certificates, the other 9 hold D and partial C certificates. Of the 44 who left in 1910 (26 being one-year students), 23 hold C certificates, the other 21 hold D certificates with part of the C certificate. Out of the total of 122 students, therefore, 85 hold the C certificate, showing that one function of the College has been fulfilled in some measure.

The chief function—that of turning out efficient practical teachers—will, I feel sure, be also fulfilled if we proceed on our present lines, provided that a reasonable selection be possible with regard to the admission of students. So far the College has welcomed all and sundry; no one has been rejected. If the time should ever come when there are more applicants than vacancies, then judicious weeding out would allow the Board to reject those not suited for the profession, and with suitable clay to work with even the Chief Potter might be faced with impunity.

I have, &c.,

HERBERT A. E. MILNES, B.Sc. (Lond.), Principal.

The Chairman, Education Board, Auckland.

WELLINGTON.

REPORT OF PRINCIPAL FOR THE YEAR 1910.

SIR,— Training College, February, 1911.

I have the honour to present my report on the work of the Training College for the year 1910.

College Terms.—The College reopened on the 22nd February and closed on the 2nd December. The session is divided into two terms, thus: First term, 22nd February till 30th June; second term, 26th July till 2nd December. This gives a session of thirty-eight weeks, or about nineteen weeks in each term. There is a break of three weeks at midwinter—the time of University short recess. The

practising school closes in May and September, at the time of the vacations of the other city schools; the students, however, continue their usual classes, part of the time being devoted to examination purposes. I have referred in detail to the question of terms, because I think it would be much better if the College working-year were divided into three, instead of two. We should then have three working-periods, each of thirteen or fourteen weeks, instead of two long periods of nineteen each—periods far too long for continued and unremitting mental work, such as our students are called upon to do. The present arrangement is necessitated by the University terms; as all our students attend lectures it is inexpedient to adopt an arrangement that would break in upon attendance at lectures. I hardly like to suggest that a similar arrangement would not be disadvantageous to the University. By starting a very little earlier in the year the same time could be given to lectures as at present, with the advantage of two breaks of two weeks each instead of one of three weeks. A three-term arrangement is adopted in the Sydney University. For last year the dates were: First term, 21st March to 28th May; ten weeks.: second term, 13th June to 20th August; ten weeks: third term, 26th September to 3rd December; ten weeks.

A complicating factor is introduced into the working of our University year by the "November examinations," which necessitates the closing of the session in the middle of October; but even with this obstructing factor it would be possible to work a three-term arrangement. For last year (1910) this would have been: 1st March to 6th May, ten weeks; 23rd May to 29th July, ten weeks; 15th August to 22nd October, ten weeks. The College term examinations would be conducted in the last week of the third term.

I have hesitated to put forward this suggestion, because it may seem to be outside my province; yet the interests of the students are paramount, and I feel that the present arrangements are not the most satisfactory that could be devised.

Admissions and Classifications.—The admissions were:—

	Men.	Women.	Total.
First year	15	34	49
Second year	12	39	51
Totals	27	73	100

Mr. Jordan, a very promising student, died suddenly early in the year; and two others, for health and family reasons, were obliged to withdraw, so that the net roll at the end of the year was 97.

The students were classified as follows:—

	Men.	Women.	Total.
Division A	21	59	80
Division B	6	12	18
Division C	..	2	2
Totals	27	73	100

Only Division A students were admitted as first-year students. A large number of very eligible B candidates applied; but as preference has to be given to ex-pupil teachers, and as the number of these brought the total up to the limit, no others could be admitted. The same seems likely to happen again this year. It is regrettable that in the circumstances some of the best among the applicants are thus necessarily excluded—it is to be hoped only temporarily—from training and from access to their university studies. This year graduate students are put on the same footing with regard to admission as the A students; they are admitted, however, only for a year. This concession, valuable and necessary though it is, hardly meets the case fully. The claims of those applying for a two-years course under Division B, who have gained the B.A. or the first section of the B.A., should be considered along with pupil-teachers. The best candidates offering should be secured—those who are likeliest to make the best use of their time alike in academic and professional study.

Districts represented.—Although we are still far from realizing the ideal that all those who enter the service of the various Boards as pupil-teachers should take advantage of the college course offered to them, and although the requests of the pupil-teachers and the needs of the district are still too often urged as valid reasons against entrance to a training college, it is at the same time true that there is a more general tendency on the part of Boards to make a course at a training college compulsory for all pupil-teachers and probationers who have qualified. In the two largest Boards it is so, and from the numbers of applicants coming forward from the other districts it is evident that the Boards concerned are endeavouring to secure for their future teachers the full available course of training. This matter should not be left to the will and wish of the young people themselves. All qualified pupil-teachers should be required to complete a training-college course, such a course being looked upon as an integral and necessary part of their preparation. The numbers sent forward by the various education districts were: Wanganui, 34; Wellington, 34; Hawke's Bay, 14; Nelson, 5; Marlborough, 3; Westland, 4; Grey, 2; Taranaki, 2; other districts, 2.

A difficulty crops up occasionally in the fact that students coming from the smaller districts show a disinclination to return on the completion of their course. When this happens, as it has in more than one instance, the Board concerned naturally raises the question, What advantage is it to us to send our students to Wellington? I have tried to counteract this tendency by asking each Board towards the end of the year to let me have a list of the vacancies in its district, and by endeavouring to secure applicants for these from their own or from other students. It would be better, however, if each Board kept watch over its own students, and made a point of offering situations to them on the completion of their term. All the circumstances attending admission to and going from the College point to the need of a more definite contract between Board and pupil-teacher—on the one hand that the whole course of training, including the college course, shall be undertaken and completed, and on the other that employment shall be offered in the district to which the student belongs.

Subjects taught at the College.—These include methods of teaching, science, drawing, music, handwork, and physical drill. There is little to report here, except to say that substantial work has been done in all subjects. Mr. Webb has this year undertaken the method-work of the first-year students, an arrangement that has worked well. A distinct advance has been made in science-work, and I am able to say that the students who finished in 1910 were much better equipped in this important subject than those of any previous year. They had regular work in the laboratory throughout the two years, and also systematic instruction by way of lecture, exposition of text-book, and discussion. In connection with physiography, botany, and zoology, a considerable amount of field-work was done—various excursions with a definite objective providing material for fresh observation and for illustration of previous work. In agriculture, too, practical work in the garden was systematically undertaken throughout the year. I am indebted to Mr. Cumming and Mr. Davies, the Board's organizing instructors, for advice and assistance in this department. In drawing, a new departure was made by Miss Lee, by the introduction of a short course of illustrated lectures on the history of art in Europe. These lectures brought the students into real contact with outstanding phases of European civilization, and formed one of the most instructive and broadening of the College courses. Drawing has considerably improved, and the majority of the outgoing students attained considerable readiness in effective blackboard illustration. Music continues to be one of the features of the College work, and I feel sure that the schools will gain richly through the opportunity that the students have in their two years' course under the able and experienced tuition of Mr. Parker. Handwork in its various branches occupies a considerable portion of the College curriculum—woodwork, cardboard modelling, paper and brick work, cookery, and needlework; in all these departments good work is being done, and a considerable percentage of students gain successes in one or other of the branches at the examinations held by the Education Department. In physical drill, daily instruction is given by Miss Fitch and Mr. Cowles. A cadet-training unit under the new Defence Regulations was formed during the year, with Mr. James Russell as captain. The corps is officered by students nominated by the Principal. Included in the work of the physical department is the taking of measurements of the scholars; the scholars present themselves on their birthday, are measured for height, weight, chest-expansion, and are subjected to tests for eyes and ears. The work is carried out in turns by the students, who record the results. A special course of five lectures on school hygiene was given by Dr. Begg.

University-work.—The numbers attending the various classes were: English, 70; Latin, 47; mathematics, 21; education, 48; mental science, 33; physics, 4; biology, 4; geology, 4; modern languages, 9; economics, 3; chemistry, 5. Forty-three students attended three classes, 53 students attended two classes, and 4 students attended one class. Average number of classes per student, 2·4. Twenty-two students presented themselves for the degree examination, 4 for the M.A. degree, 5 for the second section B.A., and 10 for the first section B.A. At present it is not possible for the majority of the students to take up the science courses at the University.

I have little to add by way of comment on the above figures. It may be assumed that the 43 students denoted as having attended three classes were aiming at a degree. These and the others, who were sitting for the M.A. and final B.A., would probably represent all who had the degree in view—that is, about 50 students, or half the number in the College. The remaining half use the subjects they take for the purposes of the teacher's certificate. The number taking mental science shows an increase, and it is in every way desirable that all education students should take this subject. A very few, not more than six students, were able to take the science courses. All of these had previously done considerable work in the subjects they took up. On the whole, the students tackled their university classes well; some did excellently. A minority always find themselves overweighted, and tend to drop behind towards the close of the session. "The danger that some of the students may subordinate their legitimate training as teachers to the object of taking a university degree" (to quote from the Minister's report, 1909), is always present, and has to be guarded against; but I generally find that the student who is conscientious about university-work is also very conscientious about the professional side as well. The difficulty of making some of the students realize their opportunities is a much greater one. There is nothing to fear from the student who presses hard on towards a degree; there is everything to fear from him who does not take his opportunities for study seriously, and of these, unfortunately, there are always some present.

Practical Work: Teaching and Observation.—The general plan here was much the same as in former years, except that first-year students were given regular teaching to do as well as observation, and that the old criticism lesson, which I had abandoned for two years, was reinstated. On the first of these points I have to say that the outgoing students of 1910 showed no inferiority at all in teaching-power, though they had had no regular teaching during their first year. It is still a very undecided point to what extent mere practice improves teaching; but I have reinstated the regular practice in the first year because it furnishes the necessary complement of the "demonstration-lessons" the students have observed. The criticism lessons have undoubtedly a value all their own in stimulating good effort, healthy rivalry, free and pointed criticism. In some form or other, with larger or smaller groups of students, they furnish an important factor in training. According to the latest calendar, the students in the Sydney Training College are taken in small groups for this work, "each group being in charge of a college lecturer, and each student being required to give at least one lesson each term; the lessons to form a complete series, and to be worked out at a preliminary meeting of the group." The time given by the second-year students to practice and observation amounts approximately to twelve weeks, of which nine are devoted to continuous practice in the class-room. In the Sydney Training College first-year students have four weeks, one week in each term; second-year students have three hours per day right through the third term of ten weeks. This gives a total of fourteen weeks for the two years, which is slightly in excess of our arrangement. I am satisfied that our students have undertaken sufficient during their course to enable them, in normal circumstances,

to give a good account of themselves. It must be borne in mind that the training-college course is, for the majority, but a part of the course of training. The preliminary probationership or pupil-teachership should serve to show whether the student has the qualities of a teacher; and the practice given then, reinforced by the fuller instruction and supplementary practice given at the college, should develop these qualities and make them available. At present all the practice and observational work is undertaken in connection with one school—a school of about 400 scholars. The question naturally arises: Could not advantage be taken to some extent of other city schools, so that the facilities for practice and observation might be enlarged. In connection with the work of the second-year students, it would be of advantage to spread the continuous practice over a number of schools, as is done in Sydney and Melbourne. These schools would require to be fully, though not specially, staffed; the students would work under the supervision of the headmaster, and would be subject to him; the Principal of the College would confer frequently with the headmasters, as is done with the headmaster of the Normal School at present, and regular reports would be given on the work of the students. If four city schools were set apart for this purpose it would mean that about four students would be present in each. These, spread over a large school, would not embarrass the work in any way; on the contrary, they should prove of valuable assistance in the class-rooms. Such a scheme, I think, could be worked with advantage to all concerned; it would certainly bring into the training of the student experience in the handling of larger classes than are available in a practising school of 400.

Certificate Examinations.—An important question discussed at one of the conferences last year was the substitution of an examination held in the College for the examination in January in determination of qualification for the teacher's certificate. The fitness of the candidate would be determined by these factors: (1) The record of his work throughout the year as shown by results gained in periodical examinations; and (2) ability to meet such tests—oral, practical, and written—as were given at the close of the year, and the work done during the year: such tests to be conducted by the Education Department. Of the advantages of such a change it is hardly necessary to speak. Besides affording a more accurate estimate of the candidate's fitness, it would have a very beneficial effect on the whole of the college-work throughout the year. A scheme could be devised whereby the training-college course would lead naturally to a certificate of the rank of the present C, or, in the case of those who could not reach this standard, to one of the rank of D. A course such as the following would meet the requirements of the teacher's C certificate:—

I. The admission requirements, the standard for which should be at least as high as the matriculation standard, and should include all the non-technical subjects in Group I (present regulations), with the substitution of history for physiology. It is a deplorable fact that not a few students in preparation for teaching have no knowledge whatever of history.

II. A course of science, not less than four hours each week, spread over two years, including physiography, botany, zoology, and agriculture—half the time to be devoted to practical work.

III. A two-years course in English or in another language.

IV. Education: Methods, principles, and history.

V. Drawing, music, handwork, hygiene.

University courses in science could be substituted for the college course.

Such would be a course whose aim would be to equip teachers for ordinary positions in primary schools. It would be elastic enough to allow of variations to suit the needs of those who wished to specialize in any one department of primary-school work, though in our present circumstances specialization to any great extent is inadvisable.

Teachers aiming at secondary work would, of course, go forward to a degree, either before or during their training-college course; preferably before, since the teachers-certificate course, such as I have outlined, is exacting enough to demand all the time and strength of the student.

Secondary Teachers' Course.—The new regulation, admitting for one year's training a limited number of university graduates on an equal footing with ex-pupil teachers, marks a new departure in the aim and work of the College. Although during the past five years a large number of graduates have been admitted, and their courses have in the main been adapted towards secondary-school teaching, it has not been possible to differentiate between these and the other students to any great extent. And, generally speaking, the education course in its main features must be the same for all. Those are likeliest to be the best secondary-school teachers who add to their secondary university training an experience in all stages of educational work. But some differentiation is necessary, and with students entering definitely for training towards secondary-school teaching, and giving their whole time to their professional studies, it will be possible to frame a course to meet their requirements. I propose the following course:—

A. Lecture courses: (1) Education course at the University; (2) psychology course at the University; (3) the college course in general method; (4) courses on the methods of teaching secondary subjects by the student, each course to extend to at least ten hours, and to embrace lectures, readings, and discussions. Special attention will be given to methods of teaching the subjects in which the student is most proficient. (5) course in school hygiene; (6) drawing and music.

B. Practical work: (1) Observational work in the secondary department, and in the upper primary classes; (2) continuous practice of from ten to twelve hours each week; (3) special lessons for criticism and discussion.

If it is possible to arrange it, some of the observational work should be taken at one of the secondary schools in the city.

Normal School (Mr. J. C. Webb, B.A., Headmaster).—The Normal School maintained an attendance in all departments of about 400 scholars. This is almost as many as the building can accommo-

date when the requirements of students for observation-work are taken into account. The numbers in the various departments at the close of the year were :—

Infant and kindergarten	117
Standards	234
Secondary	42
Rural	31

The following changes in the staff took place during the year: Mr. Caughley left in September to take charge of West Christchurch School, Mr. Edie to take charge of Martinborough, and Miss Hind, M.A., to take up a position in Nelson Girls' College. Mr. Caughley and Mr. Edie were connected with the College from its commencement five years ago. Their work all through was keyed to a high ideal, and marked by distinct success. Miss Fallows resigned her position to go to England, and Miss Ziman to take up a position in Masterton. Vacancies were filled by Miss I. Iorns, Miss Cray, Mr. Lomas, M.A., M.Sc., Mr. G. Morice, M.A. Miss Sinclair and Miss Hall were each promoted; so that Miss Sinclair will now take charge of the secondary department. Miss McRae was appointed to assist in the secondary department, her special work being to organize the domestic science programme for the senior girls.

The Board approved of my suggestion that the rural course intended for other district high schools should be tried in the Normal School. Over twenty scholars undertook the programme outlined. Looking at the matter entirely from the point of view of the students, it is in every way desirable that they should have opportunity of seeing and of taking part in every kind of teaching that they may be called upon afterwards to undertake. From the point of view of the scholars, both boys and girls, it is infinitely better that they should devote their time and attention to a programme which discards unnecessary subjects, while it retains at the same time those that both educate and train.

About the school, I would only say this further: that the difficulty of obtaining experienced teachers for the work of the lower standards clearly shows that the salaries attaching to these positions are not adequate. The positions are responsible, and experienced teachers must be procured for them. I see only one way to secure this end.

The school was examined in July by Mr. Fleming, M.A., Chief Inspector.

The New College.—The inadequacy and unsuitability, both in structure and in position, of the present college buildings induced the Board to make representations to the Department with a view, if possible, to securing a new site and a new well-equipped building. These representations have so far been successful, and a new site in a splendid position on Kelburne has been secured. The scope and requirements of the new college are now under consideration, and in due course Wellington will have a teachers' training college worthy of the town, and worthy of the great work which such a college represents. The new site is about seven minutes' walk from Victoria College.

Inspection.—At the close of the year, at the invitation of the Board, His Excellency honoured us with a visit. He made a complete round of inspection of both college and school. Illustrations of various classes of work done were displayed. After the inspection His Excellency distributed medals to the students who had gained the highest marks in music, science, and physical drill, and to the winners of the fives competitions. The medallists were: Science, Miss E. Hunt and Mr. F. Gaze; music, Miss C. Hill; physical drill, J. Russell, Miss F. Nielson, M.A.; fives, C. Phillips, Miss I. Kerslake.

The college and practising school were inspected during August by Dr. Anderson and Mr. T. H. Gill, M.A., of the Education Department.

Students' Association.—This association, of which nearly every student was last year a member, takes oversight of the internal affairs of the students, and supervises and directs all matters coming under the term "college life." Two or three social gatherings are held during the year, the one in midwinter being organized by ex-students. In a college whose students are for the most part drawn from outside the city, and which, being non-residential, provides no college life, the organizing of social activities becomes an important matter. I look to the Students' Association, acting in conjunction with myself and other members of the staff, so to organize and direct the social side of the College that it shall produce a healthy reaction on the serious side—the life of learning and of study. The president of the association for the year was Mr. George Morice, B.A., who has since been appointed to a position on the staff.

Ex-students' Association.—This association came into existence some four years ago; and, though its membership is not very large, it lends its assistance in various ways, and strengthens the bond of interest between present and former students. During the past year it donated the sum of £4 to the funds of the library. Books to this amount have been provided.

General.—From time to time I have opportunity of discussing aspects of the Training College with Inspectors and teachers who come face to face with the work of the students, when these take up responsible positions. One or two points that have been brought under my notice may fitly conclude my report. It is urged by some against the present course of training that the students do not have sufficient opportunity of dealing with large classes, and that they are consequently deficient at the outset in power of control. Much might be said in answer to this; but I will only say that the students receive adequate practice in handling classes of about forty scholars—not more; but always under supervision; and it is possibly true that some at first will fail in watchfulness and insistence when they have full responsibility thrust upon them. Some do; some do not. The fact is that what we have to develop first of all is "right point of view" and right attitude with a certain amount of confidence in undertaking instruction in an educative—not mechanical—way. This gained, the development of personality will come if it is there, in some soon, in some late; but it will come if there is earnestness of purpose to bring it out. It is unfortunate that large classes of sixty or seventy scholars are still in evidence, and more unfortunate that it should sometimes happen that inexperienced

teachers fresh from college are called upon to undertake the teaching of them. But I have no fear for the ultimate success of our students. They will soon adjust themselves.

Again, it is said that the training-college course does not do justice to the rural-school problem; that the training, such as it is, is chiefly for the city school, and that the needs of the country school are receiving but scant justice. Mr. P. B. Fraser, in a recently published pamphlet, makes a great deal of this point, and it is just as well that the college point of view should be given. What does the college do for the rural school? (1.) It gives instruction in those subjects that are likely to furnish material for the teacher's work—biology, botany, zoology, literature, and agriculture. It prepares him in a more special way than he has ever been prepared before. (2.) It gives him a course of lectures dealing with the rural-school problem in a practical manner—*i.e.*, it gives him a time-table, a plan of work, &c. (3.) It gives him at least two weeks in the rural school—most of the men of last year had four weeks. During this period he is in contact with this important department of work, and, under the guidance of an expert, he is attempting to solve it. In these three ways the college is doing much, perhaps not all it might, to prepare the teacher for his work in the country. The real seat of the problem raised by Mr. P. B. Fraser lies much deeper than the course of training. It has its roots in the fact that at present the supply of teachers is inadequate to the demand, and consequently the "small school," which outnumbers all others, suffers. It is quite possible, too, that our present scheme of training will never adequately meet this need. The small school—below, say, fifteen scholars—may after all be an insoluble problem so far as the fully trained teacher is concerned. I shall return to this question, if possible, at a future time.

The colleges are too ideal—not sufficiently practical. More practice is needed; less theory. Unless I am greatly mistaken, what is wanted always, and what is wanted especially at the present time among all classes of teachers, both secondary and primary, is just ideal and outlook—begotten of reading and thinking. Let me quote here a sentence or two written some years ago by Dr. F. H. Hayward, one of the foremost of English educators (p. 11, Preface to "Secret of Herbart"): "British education, above everything else, needs views of some sort; at present there are practically none, as is shown by the fact that no teacher dreams of calling himself a Herbartian or a Pestalozzian. . . . All talk about educational progress, whether at political caucuses or at teachers' conferences, is unmitigated nonsense until some definite views, theories, or ideals are possessed by the teachers of this country. Once these exist there is a basis for criticism and progress; a basis, too, for the establishment of professional dignity on firm foundations. But without views, teachers will ever be the catspaws of managers and officials no wiser than themselves, and such a thing as a unified and manageable curriculum will not exist." A college discusses theories and presents ideals; it presents also, as far as it can, the best of educational practice; it shows how these are related, and seeks to form in the mind of the student teacher a proper attitude of earnestness, enthusiasm, and intelligent outlook, joined to confidence in personal fitness and personal worthiness. In one sense, a college cannot be too ideal; in another sense, it cannot be too practical. Its outstanding value to the community is that it is both. If it cannot be, let it go. Mere apprenticeship will give better practice than it can give if that only is needed; the university will give the theory if that only is needed. The supreme reason for a training college—a professional school for teachers—is that it gives both, or supplements both, showing how they are related.

I have said these things not so much by way of defence of our present system, but in order, if possible, to stimulate thought and inquiry about subjects we are so apt in the course of time to take for granted.

My best thanks are due to those who have helped towards the work of the year in one way or another—to the staff, for willing and ready co-operation; to Mr. and Mrs. Lee, for continued hospitality; to those who contributed towards the College funds—Messrs. J. G. W. Aitken, J. Kebbel, H. R. Elder, W. H. Field, W. Allan, G. Wilson, S. Mackay, G. Wilton, R. Parker, Smith and Smith, Whitcombe and Tombs.

I have, &c.,

The Chairman, Education Board, Wellington. WM. GRAY.

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*Roll of Students, arranged according to Districts.**

Wellington, 33; Wanganui, 34; Hawke's Bay, 14; Nelson, 5; Marlborough, 3; Westland, 4; Grey, 2; Otago, 3; Taranaki, 2: total, 100.

* The number of students only is reprinted.

CANTERBURY.

REPORT OF PRINCIPAL FOR THE YEAR 1910.

SIR,— Training College, 21st February, 1911.

I have the honour to present my annual report on the Christchurch Training College for the year 1910.

At the beginning of the College year we had 49 students remaining for a second year of training, and we admitted 50 new ones, giving a total of 99. Of the 50 new ones 47 came in under Division A, and 3 under Division B; and of these 50, 40 were female and 10 male. Of the whole total of 99 we had 84 under Division A and 15 under Division B; and of this whole total, 78 were female and 21 male. Of the second-year students, 1 was absent on leave through illness for the whole year. One student of the first year was permitted to attend without allowances. Ten were permitted to withdraw before completing the year for one reason or another; of these, 6 were allowed to withdraw shortly after the beginning of the year in order to devote all their time to university study; 3 were allowed late

in the year to withdraw to take up work in schools, and some others were allowed to go out for a time to meet temporary emergencies in schools. This latter step was a new feature in the year's course, but I recommended it to the Board, feeling that in the recent shortage of teachers the Training College might well be looked to to help schools and teachers in the emergencies. In a few of these cases the students' preparation for their certificate examination was somewhat interfered with, and the experience of the year has shown that if the experiment is repeated care must be exercised in this respect.

Students' Professional Work.—In order to introduce into the students' course of training such features as the Department insisted on as positively necessary, I had to change largely the plan followed in previous years. The change was in the direction of giving more attention to matters of professional equipment. This necessitated a limitation being imposed on our students' university-work at Canterbury College. It must be well borne in mind that in Christchurch the University lectures at Canterbury College have been given in the early part of the day to a much greater extent than in the other three university centres, and this conflicted with the students' professional work during those hours of the school day when school classes are available for students' teaching-practice. A large number of the students resented this change. They argued that both the regulations for training colleges and the plan hitherto followed in the Christchurch Training College had led them to expect that they would be allowed full opportunities for keeping university terms. To many of the students the change was indeed a serious matter, and they naturally endeavoured to obtain some amelioration of their lot; but I must bear testimony to their restraint under the trying circumstances, and to the sincerity and earnestness they showed in the additional professional work they were called upon to undertake. Various checks and delays in the adjustment of the matter led to most of our students losing from two to three weeks' work in some subjects at the beginning of the Canterbury College first term. The students were informed by me that if any of them wished to be set free for university-work they would be allowed to withdraw from the Training College without prejudice, and be readmitted in a later year if they desired it. Necessary concessions were made by me as time went on whenever a good claim was urged, especially in the case of second-year students who had taken a university course for terms in their first year, with the prospect of completing a degree course. If these concessions had not been granted hardly any of our students of the second year would have been able to attend the lectures absolutely necessary to enable or entitle them even to attempt keeping terms; for Canterbury College refused to grant to our student teachers of the Training College the privilege of being "exempted" students, though it grants this privilege to the young teachers of the other educational institutions of Christchurch.

The position was made more acute by the fact (wholly unexpected and surprising to me) that our student teachers of the Training College were not recognized at Canterbury College as entitled to attend, with ordinary students' rights, the Latin class labelled "Teachers' Class."

The change in the plan of work unquestionably increased the opportunities for the professional equipment of the students, but at times during the year I regretted the loss of the stimulus to study formerly afforded to earnest students by the fuller prospect of securing university status enjoyed by students of previous years.

Students' Studies.—In consequence of the circumstances referred to above as lessening the opportunities for successful university study, fewer students than in recent years endeavoured to keep terms at Canterbury College, and, for the examinations necessary to keep terms, only 21 students presented themselves, of whom 15 passed. Many students who did not attempt to keep terms attended some classes at Canterbury College, as shown in the accompanying table of statistics.

Speaking on the matter of the university studies of training-college students, the annual report of the Department for 1909 says, "There is, of course, no desire to cut off suitable students from a university course," but unfortunately the report gives no clue as to what qualifications are to entitle a student to be considered a "suitable student" to receive consideration in the matter of not being cut off from a university course. It is possible that the expected new regulations may shed light on this point.

One factor which I cannot help thinking will militate against our students keeping first-year university terms to the same extent as students can in some other of the university colleges is the fact that Canterbury College requires three subjects for first-year terms, while some of the university colleges require only two. Excellent as this regulation of Canterbury College may be, looked at from the university standpoint as affecting a complete university course, I cannot but think that, in the case of students who may not be able to look forward with certainty to finishing a full university course, the responsibility of having three subjects on the mind weighs heavier than that of having only two.

As a result of conferences between representatives of the Board of Education and the Board of Governors of Canterbury College changes have been made in the times of lectures at Canterbury College, which will now give many of our students better opportunities of attending them. These changes, which have not yet been in force, will come into operation next term (*i.e.*, in the first term of 1911), but they do not completely remove the difficulty in the way of students attending satisfactorily to both university study and training-college duties.

In 1911 the students' vocal music will be taken at the Training College. In connection with this I may point to the desirability of all young teachers taking up singing during their pupil-teachership or probationership. If it is deferred till they are, say, twenty years of age, they are unable to prepare for the examination in music, and then, however good they may be in other subjects and as teachers, they go to swell the ranks of "uncertificated" teachers.

One-year Students.—This year we had a considerable number of students who only took a one-year course of training. If we are to have at one and the same time in the College some students

taking a one-year course only and others taking a two-year course, it is impossible to frame a time-table which will enable the one-year students to take the course of study called for by the Department, without sacrificing the interests of the two-year students. Various reasons are urged for which a one-year course should be sanctioned. Of these, the only valid one I have heard is the argument that a young man or woman of, say, twenty-two to twenty-five years of age cannot be expected to continue a training course on £30 a year, a much less salary than that received in the last year of the pupil-teachership, and of which about £5 may be required for books and incidentals. Some pupil-teachers do not enter upon their pupil-teachership till about nineteen or twenty years of age, and then are kept three or four years as pupil-teachers. If, as I gather from the Department's reports, it is thought that a two-years course of training is desirable, this condition deserves consideration. And the time should now be rapidly approaching when Boards might encourage the training scheme by giving preference of appointment to those who have taken a two-years course of training.

As a result of the past year's work I feel it will be a question requiring consideration in the coming year whether or not one-year students should be allowed to attempt terms at Canterbury College. The same question must be considered in relation to those who do not, at the end of their first year of training, make a substantial step towards their C certificate, including, of course, the compulsory subjects common to C and D. Except in cases where some particular line of work at the University by an undoubtedly earnest student justifies a departure from the general scheme, students ought to finish their C certificate examination in all subjects (or all but music) at the end of their second year of training.

As connected with the students' work, I may note that the number of examinations in the latter part of the year is often found trying by those who take both the departmental examinations and also the University ones. I endeavour after each of the term or examination crises of the year to give a short holiday, even if only a couple of days; but not enough rest is given for students to recover spring, and so it comes about that each year we look forward to doing certain work, either between or after Canterbury College terms, and each year fall short of what we hoped to do. Satisfactory arrangements for holidays cannot be made, because the school holidays of the district do not fall at the same time as Canterbury College vacations; and so, while the school is taking holiday, students attending Canterbury College lectures have to continue here at work, or go home and miss lectures for a time.

Staff.—The increase in the children's department now justifies an application for the second Grade I assistant, whom we have not hitherto felt we could claim. If we can secure permission to open a kindergarten department we shall also be entitled to a kindergarten assistant. I am still of opinion that a more liberal provision should be made for a tutor, one of whose duties it will be to take charge of great part, if not all, of the students' science work. If this science work is to include practical work (as it does in this institution) it makes great demands on the time of the teacher or teachers.

I may not inappropriately here refer to the loss the institution has sustained through the recent deaths of Miss Starkiss (kindergarten mistress) and Mr. Peacock (third assistant master). Both had identified themselves thoroughly with the interests and progress of the institution. Considering the great importance of the Infants' School work, our students lose much by the removal of Miss Starkiss's good influence and skilful guidance.

The Year's Work.—A review of the year's work leads me to venture the opinion that, though we have done our best to secure the dual aim of the institution—*i.e.*, both the intellectual and the professional equipment of our students—the cruxes of training-college schemes still remain with us to a large extent, and we can only work out such plans as thought and experience prove to be best for the particular conditions that have to be faced. A practical answer has to be found to the many questions that may be propounded on training-college work, an answer that will keep us progressing with the hope that solutions may finally come, and that in the meantime all will not be found barren from Dan to Beersheba.

I have, &c.,

The Secretary, Education Board, Christchurch. EDWIN WATKINS.

Statistics of the Training College for the Year 1910.

[Abridged.]

	Male.	Female.	Total.
Number of students remaining from 1909—			
Division A	10	27	37
Division B	1	11	12
Totals	11	38	49
Number who entered during 1910—			
Division A	9	38	47
Division B	1	2	3
Totals	10	40	50
Total number in attendance during 1910—			
Division A	19	65	84
Division B	2	13	15
Totals	21	78	99
Number remaining for the year 1911—			
Division A	5	31	36
Division B	1	1	2
Totals	6	32	38

Number of Training College Students who attended Lectures at Canterbury College during the Year 1910.

Latin	25	Zoology	2	Commercial geography	16
English	66	Geology	2	Economics	12
Mathematics	18	French	2	Mental science	26
Chemistry	5	German	2	Education	45
Electricity and magnetism	1	Jurisprudence	1		
Biology	9	Constitutional history	2		

OTAGO.

Report of Principal for the Year 1910.

Sir,— Training College, Dunedin, 14th December, 1910.

I have much pleasure in presenting the annual report of the College.

We began with the maximum number of students, 100—32 of whom are men and 68 women. The College is open to every education district, and we have 1 student from South Canterbury, 73 from Otago, and 26 from Southland; and I should just like to take this opportunity of saying that Southland students show great interest in their work. I think highly of the way in which the Southland pupil-teachers have been trained in the primary stages of their work. Sixty-five of our students were admitted under Division A—that is, had served some time as probationers or pupil-teachers; 33 were placed in Division B; and 2 in Division C. The attendance at classes has been most satisfactory, and the students have, on the whole, enjoyed very good health.

The Training College Regulations provide that all students shall attend at least one class at the University. The majority attended two or more classes, as follows: Six attended one class only, 13 attended one class and a half, 44 took two classes, and 37 three classes.

The numbers attending the various subjects are as under: English, 77; education, 50; Latin, 45; French, 13; mathematics, 25; mental science, 14; chemistry, 1; mechanics, 1; physics, 3; geology and palæontology, 3; political economy, 3; Greek, 1.

Some 65 students kept terms—*i.e.*, they passed in at least two classes of the University. Eleven of these were placed in the first class. In the junior Latin class only one first was received, and that honour fell to Miss Gwen Duncan, of the Training College. Miss McCorkindale obtained first in palæontology and mechanics; Miss Janet Fisher, first in junior mathematics; Mr. Colquhoun, a first in mental science, and also in junior physics. Mr. Partridge, Mr. Morrison, Miss Laycock, Miss McNaughton, and Miss White were placed in the first class in education. Miss D. C. Farnie gained a first in senior mathematics, a first in mechanics, and carried off the University prize (Navy League).

Of 49 Otago University students who passed the first or final section of the B.A. degree last year, 22 were students or ex-students of the Training College. This year we present 26 for the first section of the B.A. or B.Sc. and 1 for M.A.; this is the record number in the history of the College.

It is obvious that the College is a very important factor in the life of the University. We are laying the foundation of a work that may ultimately lead to a Faculty of Education, just as we have a Faculty in Law and a Faculty of Medicine. The course of learning at the College is of a twofold nature—first, a university course of teaching and instruction, to which I have referred; secondly, instruction in professional or technical subjects by the Training College staff, to prepare the students to pass the Department's examination for a teacher's certificate.

It is no exaggeration to say that our students have always been successful at the annual examination in the past, and there is no reason to suppose that they will not do well at the approaching examination. These examinations begin on the 5th January, and continue for some three weeks.

But, perhaps, more important than either university training or college classes is the daily practical class-teaching that is carried out in the auditorium in the practising school. How to apportion the time wisely and well to meet the claims of the University, the College, and the Normal School is not an easy matter. Practical training in the art and methods of teaching is not neglected. In the first year the training consists largely in observation and discussion of methods of teaching in the auditorium, followed by a certain amount of daily practice in method in the Normal School and in the kindergarten department. In the second year the conditions are different: there is less time given to observation, and more to practice and class-management. The practical course covers a period of thirty-six weeks, and every student who has had no previous training in teaching has to teach during the final year for at least nine weeks out of the thirty-six. When we consider that every student, in addition to this practical work, attends University or College classes, it will be readily admitted that a student's life is not an easy one. It is an arduous course of training, and every year makes wider demands upon their time. The field of training for the modern primary-school teacher is year by year becoming more varied and more extensive.

Fifty-seven students leave the College this year, having received a full two-years course of training. Most of them will secure a full teacher's certificate, and quite a number, I hope, the Training College certificate. The latter is given to those only who have spent two years at the College, have had a special training for competency certificate in gymnastics, have received at least seven satisfactory reports from members of the staff for their teaching in the practising school and in the auditorium of the College, and have taught for at least nine weeks in their final year. We are adding over fifty to the list of certificated teachers this year, and that is just about the number of uncertificated teachers at present in the service of the Board.

We have made a very good beginning in training our students in kindergarten methods; and I hope soon to make arrangements for a more complete training for those of our students who have special qualifications for this kind of work rather than for the more strenuous work of public-school

teaching. If the kindergarten schools are to continue to do good work, it seems to me that kindergartners must receive some of their training at the training college. On the other hand, the kindergarten scholars might be available for practice by those training-college students who desire to qualify for a diploma as a kindergartner. There would be a mutual advantage in this arrangement.

We appreciate the advantages in favour of good work implied in the commodious and well-arranged College building. We are adding to our stock of teaching apparatus. All the geographical and history models have been made by the students. I have to thank Professor Benham for a collection of birds and natural-history specimens. The Hon. Thomas Mackenzie (Minister of Agriculture) has kindly proposed to send us a mounted collection of insects useful to, and others injurious to, plant-life. These will be available for our class in agricultural botany.

In regard to admission to the Training College, the regulations have been altered in order to admit a certain number of University graduates on the same terms as students of Division A. These entrants will continue one year at the College, giving their whole time to practice in teaching, especially in the secondary department of the school. This reform is intended to emphasize the fact that all secondary-school teachers should have some training in primary-school methods and in the general principles underlying all educational work.

Training College Students' Association. — The executive did much good work this year. The executive—Mr. J. G. Stewart, president; Miss Bertha Woodhouse, vice-president; Mr. Nelson, secretary; Misses Hazlett, Laycock, Tough, and Messrs. Miller and Reid—gave much of their time to promoting the interest and welfare of the College. The social committee—Mr. Colin Lindsay, secretary—carried out their functions most successfully, and by means of several socials greatly added to the harmony and pleasure of college life. At the annual meeting there was some difference of opinion regarding the true place of social activities in the College. Some thought there was too much and some too little in this aspect of the students' life. The association resolved that not more than three functions should be held during the year—one to welcome the new students, another to farewell those leaving, and the annual College social, to which students have the privilege of inviting their friends. The library was under the supervision of Mr. Partridge, who made an excellent librarian. Perhaps the most popular of all the forms of physical recreation was the lawn-tennis club. Over sixty students joined, and great interest was displayed in the various contests and practices. To Mr. B. P. Moodie is entitled all the praise; he was the life and soul of the movement. The executive have not so far been successful in their efforts to secure a College song.

The Staff.—Mr. J. W. Hardy, who did excellent work on the staff for a number of years, has been promoted to the headmastership of the Caversham School. Mr. T. A. Moore, B.A. (his successor), comes to the College with a good reputation. I am sure the students appreciate the assistance and encouragement which they have received from Mr. Pinder, M.A., and his colleagues of the Normal School staff. We have an exceptionally able and experienced staff of teachers. My thanks are due to the visiting teachers—Mr. A. M. Braik, Mr. Hanna, and Mr. R. Hawcridge—for their services. I have to thank the staff, one and all, for their cheerful co-operation in the training of the students. No one knows better than I do how much the success of the College depends upon the influence, the example, the character, and professional skill of the teachers of the Normal School.

I have, &c.,

The Secretary, Education Board, Dunedin. D. R. WHITE, Principal.

APPENDIX E.

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 1910, and the Names, Classification, Status, and Emoluments of the Teachers as in December, 1910.

NOTE 1.—In the column for "Position in the School" (13) "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 2.—In the column for "Classification" (12) an asterisk signifies that the certificate is provisional.
NOTE 3.—In the column for "Salary" (14) an asterisk signifies that an addition is made to the teacher's salary out of the district high school grants. (See also E.-6, 1911.)

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Name of School. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year. Maintenance. Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Maintenance. Teachers' House Allowances.	Maintenance. Incidental Expenses of Schools.	School Buildings and Teachers' Residences. General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	School Buildings and Teachers' Residences. Rebuilding Worn-out Schools and Teachers' Residences.	School Buildings and Teachers' Residences. Rebuilding Schools destroyed by Fire.	School Buildings and Teachers' Residences. Rent.	School Buildings and Teachers' Residences. New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	Annual Rates of Payment during Last Month of Year. For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
GRADE 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Amodeo Bay ..	6	36 0 0	..	1 12 10	..	..	..	..	..	Anthony, Lois ..	..	F	36 0 0	..
Bickerstaffe No. 2 ..	5	37 10 0	..	..	..	..	..	..	..	Wharfe, Clara J. ..	..	F	36 0 0	..
Haylock's	6	37 10 0	..	..	..	..	..	..	..	Kilgour, Muriel A. ..	..	F	42 0 0	..
Kai Kine Kine ..	4	6 0 0	..	..	..	..	..	..	..	Lee, Mabel S. ..	..	F	24 0 0	..
Mangaotaki	8	36 0 0	..	0 15 8	10 19 6	..	..	..	..	Symonds, Mrs. Mary L.	E2	F	48 0 0	..
Marlow	8	43 10 0	..	1 5 5	16 12 4	..	..	..	..	Mitchell, Kate ..	..	F	48 0 0	..
Moerangi	4	30 0 0	..	..	..	..	..	..	..	Moloney, Hilda A. ..	..	F	30 0 0	..
Motutapu	4	21 1 5	..	..	..	..	..	..	..	Whitson, Sophia E. ..	..	F	24 0 0	..
Orere	6	39 0 0	..	1 15 2	..	..	..	..	..	McLeod, May ..	..	F	42 0 0	..
Otaikerangi ..	7	42 0 0	..	0 8 0	..	..	..	..	..	Simonsen, Edwin O. ..	..	M	42 0 0	..
Otunui	4	14 10 0	..	..	..	..	..	..	..	Cameron, Annie M. ..	..	F	24 0 0	..
Papamoa	7	39 0 0	..	3 9 0	..	..	..	..	..	Muir, Jane E. ..	..	F	48 0 0	..
Putake	7	14 0 0	..	..	11 6 3	..	..	..	..	Cowan, Agnes W. ..	..	F	42 0 0	..
Tapuwai	2	3 0 0	..	..	..	..	..	..	..	Lawson, Joseph M. ..	..	M	12 0 0	..
Te Koraha	4	18 0 0	..	..	..	..	..	..	..	Goldsworthy, Eulalie	..	F	24 0 0	..
Te Maika	6	33 0 0	..	..	..	..	..	..	..	Tanner, Adelaide ..	..	F	42 0 0	..
Turoto Road ..	7	36 0 0	..	0 4 8	..	..	..	..	..	Abbott, Richard ..	..	M	36 0 0	..
Waimai	6	23 10 0	..	1 1 11	2 0 0	..	..	..	..	Vining, Charles P. ..	..	M	24 0 0	..
Waitomo Caves ..	7	37 10 0	..	..	..	..	..	..	..	Clarke, Mary ..	..	F	42 0 0	..
Whangae	8	12 0 0	..	..	..	..	..	..	..	Goodwill, Charles S. ..	..	M	48 0 0	..
GRADE 1.														
Awakanae	13	90 0 0	10 0 0	4 10 3	..	..	..	..	..	Broadgate, Fredk. L. K.	..	M	90 0 0	10
Batley	9	19 10 0	3 6 8	..	5 1 0	..	..	..	..	Angove, Mrs. Lily M.	..	F	90 0 0	10
Bickerstaffe	10	95 0 0	10 0 0	4 11 6	..	..	..	13 0 0	..	Ariell, Janet I. ..	D3	F	95 0 0	10
Broadwood	14	90 0 0	10 0 0	6 4 0	..	..	..	..	..	Lawrence, Albert N.	..	M	90 0 0	10

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

AUCKLAND—*continued.*

Name of School. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year.								Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
		Maintenance.			School Buildings and Teachers' Residences.									
		Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Teachers' House Allowances.	Incidental Expenses of Schools.	General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	Rebuilding Worn-out Schools and Teachers' Residences.	Rebuilding Schools destroyed by Fire.	Rent.	New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Grade 1—*continued.*														
Geard's Bay .. Moehau ..	12	117 0 0	10 0 0	1 10 5	4 6 5	..	..	9 3 4	..	Geard, Louisa ..	..	F	117 0 0	10
Helena Bay	12	90 0 0	10 0 0	1 17 11	1 2 6	..	..	6 10 0	..	Shaw, Norman F. ..	..	M	90 0 0	10
Honikiwi	11	90 0 0	10 0 0	2 18 4	2 4 6	..	..	13 0 0	..	Leith, Frederick E. ..	..	M	90 0 0	10
Houto	15	96 15 0	10 0 0	2 18 6	4 4 6	..	..	..	..	Campbell, Dollina E.	..	F	99 0 0	10
Huarau	10	90 0 0	10 0 0	4 10 0	..	..	..	5 0 0	..	Fitz-Hannin, Drennan	..	M	90 0 0	10
Kaharoa	13	90 6 2	10 0 0	0 12 11	..	..	..	..	..	Wylie, Ada E. ..	..	F	90 0 0	10
Kaimamaku ..	12	90 0 0	10 0 0	5 10 6	..	..	..	..	..	Mackenzie, Rhoda S.	..	F	90 0 0	10
Kaimarama	10	90 0 0	10 0 0	4 7 0	..	..	..	..	..	Jones, Stanley C. ..	..	M	90 0 0	10
Kaimaumau	14	82 10 0	9 3 4	2 7 1	30 17 7	..	..	..	..	Henderson, Eugene S.	..	M	90 0 0	10
Karaka	15	108 0 0	10 0 0	6 8 6	..	..	..	..	..	Gordon, Forbes B. ..	..	M	108 0 0	10
Kare Kare .. Whatipu ..	14	106 10 0	10 0 0	3 15 6	14 5 5	..	..	..	..	Richardson, Alf. E. B.	..	M	108 0 0	10
Keri Keri Inlet ..	14	90 0 0	10 0 0	..	..	..	..	..	..	Empson, Mrs. Mary C.	..	F	90 0 0	10
Lichfield	13	99 0 0	10 0 0	5 18 0	..	..	..	..	..	Kells, Isabella F. R...	..	F	99 0 0	10
Limestone Island ..	18	90 0 0	..	7 2 0	..	..	..	..	..	Smith, Charles H. ..	..	M	90 0 0	..
Mahoenui	10	90 0 0	10 0 0	2 7 3	..	..	..	..	..	Ransbottom, Henry V.	..	M	90 0 0	10
Mairoa	9	82 10 0	9 3 4	4 15 6	..	..	..	..	..	Rogers, Daniel J. ..	..	M	90 0 0	10
Manukau Heads ..	15	108 0 0	..	5 15 6	1 10 4	..	..	..	..	Gaze, Julia A. M. ..	..	F	108 0 0	..
Mati	18	90 0 0	10 0 0	6 16 6	6 1 6	..	..	5 4 0	..	Meikle, Constance A. L.	..	F	90 0 0	10
Maungatawhiri Valley	16	120 0 0	..	6 8 6	0 7 0	..	..	..	..	Murrish, Charlotte ..	E2	F	120 0 0	..
Niho Niho	15	94 10 0	10 0 0	0 19 6	2 12 10	..	..	..	137 0 0	Thompson, Arthur W.	..	M	90 0 0	10
Ohiwa	15	86 7 5	9 11 11	0 11 3	..	..	..	..	..	Graham, Bruce ..	..	M	90 0 0	10
Okiwi	5	90 0 0	10 0 0	3 14 2	..	..	..	..	..	Stead, Edwin C. ..	..	M	90 0 0	10
Oparau	8	90 0 0	10 0 0	0 4 9	..	..	..	..	..	Hayes, Katie ..	..	F	90 0 0	10
Oropi	14	120 0 0	10 0 0	6 2 6	..	..	..	6 0 0	..	Leech, Grace C. ..	E3	F	120 0 0	10
Otarewa	8	90 0 0	10 0 0	0 6 11	..	..	..	..	..	Cowern, Caroline M. I.	..	F	90 0 0	10
Otau	10	90 0 0	10 0 0	4 14 6	0 17 0	..	..	..	..	Armour, Marion A. ..	..	F	90 0 0	10
Port Charles ..	10	90 0 0	10 0 0	0 18 3	..	..	..	..	..	Boswell, Stella E. ..	..	F	90 0 0	10
Pukekaroro	11	90 0 0	10 0 0	4 14 6	..	..	..	..	..	Howell, Constance M.	..	F	90 0 0	10
Pukekawa	15	90 0 0	10 0 0	6 4 0	0 8 2	..	..	..	..	Dean, Margaret ..	..	F	90 0 0	10
Pukemiro	15	94 10 0	10 0 0	3 16 0	..	..	..	6 0 0	..	Black, Annie C. ..	..	F	90 0 0	10
Puketui	14	37 10 0	4 3 4	1 1 9	13 15 4	..	..	..	..	Dufty, Helena V. ..	..	F	90 0 0	10
Pungaere	12	91 10 0	10 0 0	5 12 0	..	..	..	..	..	Allen, Frederick N. ..	..	M	90 0 0	10
Purerua	13	90 0 0	10 0 0	3 11 6	..	..	..	..	..	Berryman, Mabel ..	..	F	90 0 0	10
Rangiuru	11	90 0 0	10 0 0	..	..	..	..	..	..	Tanner, Ella R. ..	..	F	90 0 0	10
Raupo	13	108 0 0	10 0 0	5 2 0	..	..	..	..	..	Torr, Ivy J... ..	..	F	108 0 0	10
Rotorangi	15	120 0 0	10 0 0	5 18 0	..	..	..	..	..	McKinnon, Rodk. A...	D3	M	120 0 0	10

Ruakuri		16	45	0	0	5	0	0	1	15	0	3	16	7					Stillwell, Cherry M. M.		F	90	0	0	10
Ruapuke		12	75	0	0				5	6	0	4	3	4					Clench, Charles McD.		M	90	0	0	
Takahue		13	90	0	0	10	0	0	5	13	6	2	0	0					McKenzie, Olive M.		F	90	0	0	10
Taotaoroa No. 2		7	90	0	0	10	0	0	3	13	0								Lowe, Jessie L.		F	90	0	0	10
Tara Road		14	67	10	0	7	10	0	5	8	0								Wiggins, Minnie I.		F	90	0	0	10
Tawharanui		12	90	0	0	10	0	0	5	10	6	0	2	6					White, Kenneth R.		M	90	0	0	10
Te Akatea / Waingaro		19	127	16	0	10	0	0	1	16	0						11	0 0	Goodwin, Frank R.		M	127	16	0	10
Te Pahi No. 1		9	120	0	0	10	0	0	4	4	0								Barlow, Miriam V.	D2	F	120	0	0	10
Te Puna Point		16	90	0	0	10	0	0	5	16	0	0	9	0					Pile, Margaret M. H.		F	90	0	0	10
Te Rahu		13	90	0	0				5	16	6								Hamilton, Josephine	E3	F	90	0	0	
Te Tahi		15	92	5	0	10	0	0	3	16	5	3	12	7					Murphy, Ellen		F	99	0	0	10
Tryphena / Blind Bay		12	108	15	0				5	9	0								Smith, William		M	108	0	0	
Waiau		13	108	0	0	10	0	0	5	16	6	8	0	0					Hill, Isabel		F	108	0	0	10
Waima		9	90	0	0	10	0	0	4	5	6						0	15 0	Abbott, Josephine A.		F	90	0	0	10
Waimana Sawmill		11	90	0	0	10	0	0											Lynch, Lillian E.		F	90	0	0	10
Waingarara		11	90	0	0	10	0	0	4	16	0						13	15 0	McCowan, John T.		M	90	0	0	10
Wairere		13	90	0	0	10	0	0	5	13	6						5	0 0	Joyce, May F.		F	90	0	0	10
Waiwhiu		15	103	10	0	10	0	0	4	7	5								Bruford, Mary J.		F	103	10	0	10
Weymouth		11	75	0	0	8	6	8	3	10	6								Hewitt, Dorothy O.		F	90	0	0	10
Whangaparaoa		12	90	0	0	10	0	0	5	7	6						6	0 0	Sergeant, Alphonso W.		M	90	0	0	10
Whangapoua		14	71	5	0	8	15	0	6	19	3								Shirley, George E.		M	90	0	0	10
Wharehine		8	90	0	0	10	0	0	4	2	0	2	13	9					Diprose, Ivy A.		F	90	0	0	10
Whenuakite		8	90	0	0	10	0	0											Morris, Edith F.		F	90	0	0	10
GRADE 2.																									
Albertland North		11	111	0	0	15	0	0	5	18	0	0	5	10					McCambridge, Hugh	D3	M	120	0	0	15
Ararimu / Paparimu		18	37	10	0														Johnson, Minnie M.	D4	F	150	0	0	
Ardmore		22	160	0	0				8	7	6	1	4	10					Latimer, Mrs. Ella	D2	F	160	0	0	
Awatuna / Marlborough		18	135	0	0	15	0	0	6	18	0								Gerrand, Percy A.		M	135	0	0	15
Awitu Central		22	130	0	0				8	3	0								Lorking, Walter H.	E2	M	130	0	0	
Awitu No. 2		14	117	0	0	15	0	0	5	18	6								Louch, Isabella		F	117	0	0	15
Bowentown / Katikati No 1		24	112	10	0	12	10	0	5	0	6	11	16	11					Anderson, Elsa V.		F	135	0	0	15
Brooklynn / Huia		15	144	0	0	15	0	0	8	5	0	0	13	10					Harrison, R. J., LL.B		M	144	0	0	15
Brookside		26	125	0	0	15	0	0	8	18	6								Cooke, Jessie B.	E3	F	120	0	0	15
Brynderwyn		26	117	0	0	15	0	0	9	1	6								Sinclair, Marion M.		F	117	0	0	15
Cabbage Bay		30	116	10	8	15	0	0	10	18	6								Manktelow, M. G. T.		F	108	0	0	15
Churchill / Whangamarino		17	145	0	0	15	0	0	9	6	6	3	18	9					Hart, Ernest	C4	M	150	0	0	15
Elstow		21	120	0	0	15	0	0	8	12	0	0	2	6					Stephenson, M. A.	C4	F	120	0	0	15
Fairburn's Road		22	140	0	0	15	0	0	8	16	6								Carse, Harry	D2	M	140	0	0	15
Glen Murray / Woodleigh		23	180	10	0	15	0	0	8	16	6	1	19	0			5	0 0	Church, George P.	Lic.	M	180	10	0	15
Gordon		22	150	0	0				8	18	0								Downard, F. N. R.	C2	M	150	0	0	
Great Barrier / Katherine Bay		20	139	10	0	15	0	0	0	12	8	1	0	0					Hunter, Edward J.		M	139	10	0	15
Greenhithe / Long Bay		28	160	0	0	15	0	0	9	17	0	5	19	0					Mackay, Thos. E. A.	C3	M	160	0	0	15
Gumtown		17	117	0	0	15	0	0	7	9	6								Crickett, Atholl G.		M	117	0	0	15
Hangatiki		21	135	0	0	15	0	0	5	7	4								Perham, Ruth E.	D4	F	120	0	0	15
Hastings / Otakeo		21	155	0	0				9	14	6								Pratt, Edward	D4	M	155	0	0	
Hautapu		19	140	0	0	15	0	0	7	3	6	120	0	0					Edmiston, Jessie H.	E1	F	140	0	0	15
Henderson Point		22	108	0	0	15	0	0	8	2	0	1	2	5					McLoughlin, Elizth. M.		F	108	0	0	15
Hoteo North		17	130	0	0	15	0	0	7	0	6	0	13	6					Potter, Ethel M.	C2	F	130	0	0	15
Hoteo Valley		11	110	18	1	15	0	0	5	10	6	1	1	2					Lord, George H.	C4	M	120	0	0	15

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

AUCKLAND—*continued.*

Name of School. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year. Maintenance. Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Maintenance. Teachers' House Allowances.	Maintenance. Incidental Expenses of Schools.	School Buildings and Teachers' Residences. General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	School Buildings and Teachers' Residences. Rebuilding Worn-out Schools and Teachers' Residences.	School Buildings and Teachers' Residences. Rebuilding Schools destroyed by Fire.	School Buildings and Teachers' Residences. Rent.	School Buildings and Teachers' Residences. New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	Annual Rates of Payment during Last Month of Year. For Salary, including Lodging-allowances to Pupil-teachers.	Annual Rates of Payment during Last Month of Year. For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
Grade 2—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Huanui	19	108 0 0	15 0 0	7 14 0	4 5 0	..	..	..	..	Beasley, Charles J. ..	..	M	108 0 0	15
Hunua	28	150 0 0	..	10 0 6	5 12 0	..	..	..	..	McGee, Helen ..	E2	F	150 0 0	..
Hunua No. 2 ..	16	57 0 0	7 1 8	6 7 6	..	..	..	5 0 0	..	Leyland, Allan I. ..	..	M	108 0 0	15
Jordan	17	117 0 0	15 0 0	7 2 0	0 11 8	..	..	5 4 0	..	Hotson, Claud ..	..	M	117 0 0	15
Kaikohe	24	108 0 0	15 0 0	11 16 10	..	..	..	..	..	Patience, Frederick ..	..	M	108 0 0	15
Kaiwaka	33	140 0 0	..	10 3 6	0 10 6	..	..	..	..	Haeusler, Mrs. Emily M. L.	E2	F	140 0 0	..
Kakapuka	21	130 0 0	15 0 0	3 2 11	1 1 3	..	..	22 2 0	..	Kane, Jane ..	D4	F	130 0 0	15
Kauaeranga Valley ..	18	126 13 4	15 0 0	8 14 7	0 8 6	..	..	7 12 0	..	Gain, Annie ..	E2	F	120 0 0	15
Kaurihohore ..	23	140 0 0	..	8 15 0	5 0 0	..	..	..	..	Grigg, Albert E. ..	E3	M	140 0 0	..
Kauroa	22	101 16 2	13 15 10	7 19 6	3 14 9	..	..	13 0 0	..	Parry, Frederick A. ..	..	M	108 0 0	15
Kennedy Bay ..	20	132 0 0	15 0 0	2 17 11	..	..	..	5 0 0	..	Rendell, Alfred G. ..	..	M	108 0 0	15
Keri Keri	14	140 0 0	15 0 0	4 18 6	..	..	..	13 0 0	..	Upton, Frederick G. ..	D3	M	140 0 0	15
Kirikopuni	19	117 0 0	15 0 0	7 15 6	..	..	..	..	124 17 0	Beasley, Arthur ..	..	M	117 0 0	15
Kohe Kohe	18	140 0 0	..	7 2 6	..	..	..	..	..	Litchfield, Mrs. M. E.	D3	F	140 0 0	..
Komakorau	23	130 0 0	15 0 0	10 5 0	..	..	..	..	..	Shanahan, Margaret A.	C3	F	130 0 0	15
Komata North ..	18	125 0 0	15 0 0	7 2 6	..	..	..	..	..	Wilson, Sophia ..	E2	F	125 0 0	15
Koromatua .. Ngahinepouri	24	150 10 0	15 0 0	10 2 0	..	..	..	18 0 0	..	Benton, Arthur ..	..	M	135 0 0	15
Koutu	17	117 0 0	15 0 0	6 9 0	..	..	..	6 10 0	..	Denvers, Kathleen ..	..	F	108 0 0	15
Mahurangi Heads Mullet Point	21	166 0 0	15 0 0	8 6 0	..	..	..	..	..	McGrath, Francis ..	C3	M	166 0 0	15
Makarau .. Tahekeroa ..	21	156 5 0	15 0 0	8 15 0	..	..	..	..	..	Floyd, Alfred B. ..	D4	M	155 0 0	15
Mangaiti	23	160 0 0	15 0 0	4 19 3	..	..	..	..	..	Keaney, Annie ..	E2	F	160 0 0	15
Mangapiko	17	117 0 0	15 0 0	7 2 0	..	..	..	..	..	Woods, Alice ..	..	F	117 0 0	15
Mangaroa	25	120 0 0	15 0 0	8 19 6	22 2 1	..	..	..	..	Mooney, Thomas B. ..	D3	M	120 0 0	15
Mangawhara ..	22	121 13 4	15 0 0	8 10 6	..	..	..	..	..	Shannon, Catherine ..	E3	F	120 0 0	15
Marakopa	15	117 0 0	15 0 0	6 17 6	..	..	..	10 0 0	..	Honoré, Rudolph C. ..	..	M	117 0 0	15
Mareretu	18	125 0 0	15 0 0	7 5 0	..	..	..	..	..	Hamley, Florence E.	E3	F	125 0 0	15
Marsh Meadows ..	29	163 6 8	20 0 0	11 6 0	0 5 10	..	..	..	..	Wilson, Lucy I. ..	E3	F	120 0 0	15
Mata .. Ruakaka ..	24	180 0 0	15 0 0	9 4 0	..	..	..	..	..	Murdoch, Alfred J. ..	D3	M	180 0 0	15
Matakana	27	150 0 0	..	12 11 6	0 14 9	..	..	..	..	Dunning, Alec C. ..	C2	M	150 0 0	..
Matakohe No. 2 Parahi ..	23	145 0 0	..	8 5 0	..	..	..	..	..	Wood, Ernest A. ..	D3	M	150 0 0	..
Matapouri	20	108 15 0	15 0 0	7 14 6	4 0 0	..	..	..	..	Cooper, Hubert J. ..	..	M	108 0 0	15
Motukaraka	28	130 0 0	..	9 14 6	5 4 11	..	..	..	..	Rudall, John H. ..	D3	M	130 0 0	..

Muriwai	16	120	0	0	15	0	0	5	8	5	..		..	..		..		..	Brett, Reginald E. ..	D4	M	120	0	0	15
Okaihau No. 2 Utakura Valley	29	137	10	0	15	0	0	11	15	0	2	17	9	..		..	11	10	0	..	Murphy, Clarence J. ..	Lic.	M	142	10	0	15
Omaha, Little ..	22	133	0	0	..			8	7	6	..			..		..	..			..	Carr, Mrs. Jane H. W.	Lic.	F	133	0	0	..
Opua	27	117	0	0	..			9	17	6	7	14	11	..		..	..			..	Warin, Herbert B. ..	..	M	117	0	0	..
Orua Bay	13	120	0	0	15	0	0	5	9	6	4	2	8	..		..	..			..	Goss, Mrs. Esther M.	D2	F	120	0	0	15
Oruaiti	15	126	0	0	15	0	0	..			..			..		..	..			..	Ballance, Violet M. ..	..	F	126	0	0	15
Oruru	20	150	0	0	..			8	0	0	..			..		..	..			..	Berry, Mrs. Lavinia M.	E2	F	150	0	0	..
Otaika	22	150	0	0	15	0	0	8	12	0	..			..		..	..			..	Davis, Elizabeth ..	E2	F	150	0	0	15
Otaika Valley ..	24	117	0	0	15	0	0	8	3	6	2	18	6	..		..	12	10	0	..	Morgan, Mrs. Margt. V.	..	F	117	0	0	15
Otara	26	142	10	0	15	0	0	9	9	0	..			..		..	..			..	Kenny, Cyril B. ..	Lic.	M	142	10	0	15
Otonga .. Opuawhanga	23	137	8	0	..			10	11	0	9	3	11	..		..	..			..	Croker, Mrs. Ethel M.	..	F	135	0	0	..
Oue	19	90	0	0	12	10	0	5	18	6	34	2	8	..		..	1	13	4	..	Rothbury, Sara ..	..	F	108	0	0	15
Owhata	17	120	0	0	15	0	0	6	13	6	..			..	16	18	10	..		..	Bond, Enoch A. ..	C5	M	120	0	0	15
Paemako	14	112	10	0	15	0	0	6	8	6	1	18	1	..		..	..			..	Funkë, Ernest E. ..	..	M	112	10	0	15
Pah	15	132	0	0	15	0	0	6	13	6	..			..		..	..			..	Jackson, Edith S. A. ..	..	F	108	0	0	15
Pakiri	18	119	12	6	15	0	0	7	14	0	0	7	0	..		..	..			..	Walker, Lillie ..	..	F	108	0	0	15
Papakura Valley No. 2	23	125	0	0	15	0	0	7	17	6	4	7	1	..		..	..			..	Hewitt, Florence N. ..	E3	F	125	0	0	15
Paparata	31	150	0	0	..			10	14	0	36	11	5	..		..	..			..	Worsley, George A. ..	D2	M	150	0	0	..
Paradise	19	117	0	0	15	0	0	7	9	6	..			..		..	..			..	Fyers, Mrs. Christiania	..	F	108	0	0	15
Parkhurst	14	141	18	4	15	0	0	6	5	6	2	10	0	..		..	..			..	Monstedt, Martha E.	D3	F	145	0	0	15
Pio Pio	31	109	14	10	15	0	0	7	16	5	17	7	2	..		..	..			..	Le Gallais, Owen ..	..	M	108	0	0	15
Pouto	20	136	0	0	..			7	15	5	3	16	10	..		..	..			..	Claringbull, Jas. F. ..	..	M	108	0	0	..
Pukeatua .. Horseshoe Bush	20	143	6	8	19	3	4	8	16	6	5	2	10	..		..	..			..	Farnell, Wilfred J. A.	..	M	135	0	0	15
Pukerimu	28	142	10	0	..			9	14	6	0	13	6	..		..	..			..	Ryan, Elizabeth M. ..	Lic.	F	142	10	0	..
Puketo	28	108	0	0	..			7	9	6	3	9	4	..	5	1	9	15	10	0	Laxon, Eileen W. M.	..	F	108	0	0	..
Puketi	17	81	0	0	11	5	0	..			24	13	1	..	..			11	5	0	Johnson, Phyllis M. ..	..	F	108	0	0	15
Punakitere	16	108	0	0	15	0	0	7	2	0	..			..	..			..		..	Purnell, Herbert F. ..	..	M	108	0	0	15
Purua No. 1 .. Purua No. 2 ..	22	138	0	0	15	0	0	8	10	6	..			..	..			..		..	Collier, Henry R. ..	..	M	141	0	0	15
Rangiaohia	26	150	0	0	..			9	7	0	..			..	..			..		..	Phillips, John S. ..	D2	M	150	0	0	..
Rehia	19	150	0	0	15	0	0	7	14	6	7	14	0	..	..			10	0	0	Macrae, Murdoch ..	D4	M	150	0	0	15
Ruatangata East ..	16	122	13	4	15	0	0	6	9	0	0	3	6	..	..			..		..	Dean, Margt. A. I. G.	E2	F	130	0	0	15
Ruawai	26	117	0	0	15	0	0	9	14	6	2	18	5	..	..			..		..	McKinley, John E. ..	..	M	117	0	0	15
Rukuhia	17	117	0	0	15	0	0	7	3	6	..			..	..			..		..	Watt, Helen ..	..	F	117	0	0	15
Selwyn	19	103	0	0	15	0	0	4	8	3	7	19	4	..	..			10	0	0	Woodford, Maud W. ..	..	F	108	0	0	15
Tangaihi	17	111	15	0	15	0	0	7	0	6	..			..	..			..		..	Mackenna, Robert ..	..	M	108	0	0	15
Tangihua No. 2 ..	15	126	0	0	15	0	0	6	16	0	..			..	..			..		..	Mabbett, Arthur ..	..	M	126	0	0	15
Tangoao	18	103	10	0	14	7	11	7	2	6	..			..	..			..		..	Kime, Charles F. ..	..	M	108	0	0	15
Taotaoroa No. 1 ..	19	125	0	0	15	0	0	7	12	6	0	12	3	..	..			..		..	Bowen, Rosanna ..	C1	F	125	0	0	..
Tapapa	16	113	0	0	..			6	14	6	0	2	10	..	..			..		..	Foggin, Arthur H. ..	..	M	108	0	0	..
Tatarariki	29	150	0	0	..			9	19	6	1	17	6	..	..			..		..	Molloy, John J. ..	D3	M	150	0	0	15
Tatu	20	108	0	0	15	0	0	8	6	0	7	12	6	..	..			..	255	10	3	Crickett, Nellie ..	..	F	108	0	0	15
Tauhei	17	108	0	0	15	0	0	6	6	6	2	18	6	..	..			..		..	Nuttall, Harry ..	..	M	108	0	0	15
Te Arai North Te Arai South	20	117	16	8	11	5	0	7	18	6	3	14	6	..	..			..		..	Chipchase, William C.	D4	M	150	0	0	15
Te Matai	30	121	5	0	15	0	0	9	16	6	3	10	9	..	..			..		..	Benner, Maud C. ..	D2	F	120	0	0	15
Te Pahi No. 2 ..	17	111	10	0	15	0	0	7	2	0	..			..	..			..		..	Stretton, Ernest C. ..	..	M	108	0	0	15
Te Rau-a-moa ..	22	117	0	0	15	0	0	8	1	6	..			..	..			..		..	Ashby, Albina ..	..	F	117	0	0	15
Te Rore	14	140	0	0	15	0	0	6	13	0	3	7	6	..	..			..		..	Brooks, Jessie J. ..	C3	F	140	0	0	15
Te Uku	19	118	10	0	15	0	0	7	1	0	2	3	4	..	..			..		..	Harsant, Eliz. M. N.	D3	F	120	0	0	15
Tirobanga	13	117	0	0	15	0	0	5	9	6	4	3	0	..	..			..	1	4	0	White, Nellie ..	..	F	117	0	0	15
Titirangi	19	125	0	0	..			7	17	0	2	14	0	..	..			..		..	Richards, Nora ..	D2	F	125	0	0	..
Titoki	17	104	16	3	..			7	5	0	..			..	..			..		..	Ritchie, Percy C. ..	..	M	108	0	0	..
Toka Toka	17	140	0	0	..			7	2	0	..			..	..			..		..	Barton, Robert ..	D2	M	140	0	0	..
Tokorima Road ..	17	99	0	0	12	4	7	2	3	6	0	11	10	..	..			8	5	0	116	9	0	Brownlie, James A. ..	..	M	108	0	0	15
Turanga-o-moana ..	20	137	10	0	15	0	0	7	4	0	1	7	3	..	..			..		..	Usher, Agnes ..	E2	F	140	0	0	15
Union Collieries ..	19	119	0	0	15	0	0	7	15	6	..			..	..			13	0	0	Beilby, Edward P. ..	..	M	108	0	0	15

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

AUCKLAND—*continued.*

NAME OF SCHOOL. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year. — Maintenance. — Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Maintenance. — Teachers' House Allowances.	Maintenance. — Incidental Expenses of Schools.	School Buildings and Teachers' Residences. — General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	School Buildings and Teachers' Residences. — Rebuilding Worn-out Schools and Teachers' Residences.	School Buildings and Teachers' Residences. — Rebuilding Schools destroyed by Fire.	School Buildings and Teachers' Residences. — Rent.	School Buildings and Teachers' Residences. — New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. — Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	Annual Rates of Payment during Last Month of Year. — For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
GRADE 2—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Waiheke Central / Man-o'-war Bay	24	171 0 0	15 0 0	8 19 6	1 9 2	..	..	13 0 0	..	Grey, Alan S. ..	..	M	171 0 0	15
Waiomio	18	115 1 8	15 0 0	11 3 5	3 18 9	..	..	19 10 0	..	Mansell, Francis H. ..	..	M	108 0 0	15
Waiotahi	16	135 8 4	15 0 0	6 10 6	..	..	..	..	..	de Montalk, Alex. S.	..	M	108 0 0	15
Waiotemarama / Weka Weka	24	144 0 0	..	8 10 0	..	..	..	1 6 8	..	Walker, William ..	..	M	144 0 0	..
Wairoa South ..	22	130 0 0	15 0 0	8 6 0	9 19 9	..	..	..	..	Cooke, Violet M. ..	E3	F	130 0 0	15
Waitangi	21	140 0 0	15 0 0	8 0 6	0 14 0	..	..	..	..	Bishop, Stanley J. ..	C3	M	140 0 0	15
Waitetuna	20	117 0 6	15 0 0	7 15 6	..	..	..	..	..	McKinnon, Malcolm ..	..	M	117 0 0	15
Waiwera	16	117 0 0	15 0 0	6 7 6	..	..	..	..	238 8 0	Stevenson, Jane E. B.	..	F	117 0 0	15
Walton .. / Ngarua ..	22	152 8 4	15 0 0	8 5 4	..	..	..	13 0 0	..	Hannken, Wilfred P.	D4	M	155 0 0	15
Wellsford	15	140 0 0	15 0 0	7 8 0	0 19 7	..	..	..	..	Izod, Lionel ..	E3	M	140 0 0	15
Whangarei Heads ..	24	120 0 0	..	8 19 6	5 5 10	..	..	..	..	Rigby, Mrs. Eliza A.	E2	F	120 0 0	..
Whangaripo	19	114 0 0	15 0 0	7 15 6	1 4 0	..	..	..	..	Robertshaw, Mary A.	Lic.	F	114 0 0	15
Whangaroa North ..	13	120 0 0	..	6 4 0	5 16 6	..	..	..	..	Clay, George E. ..	C4	M	120 0 0	..
Whitford No. 2 ..	14	130 0 0	15 0 0	6 1 6	..	..	..	..	..	Piggot, Ellen M. ..	C3	F	130 0 0	15
Woodlands	26	140 0 0	15 0 0	9 10 0	..	..	..	..	..	Vincent, Louisa ..	E2	F	140 0 0	15
GRADE 3.														
Ahuroa	23	165 16 3	20 0 0	8 19 6	..	..	..	..	..	Hannah, Arthur ..	C3	M	160 0 0	20
Akaaka	34	160 0 0	20 0 0	16 3 6	..	..	..	..	..	Hoey, Reuben L. ..	D4	M	160 0 0	20
Albany	26	170 0 0	20 0 0	9 9 6	4 6 8	..	..	..	..	Flatt, Caroline J. ..	E1	F	170 0 0	20
Araparara .. / Mangakura ..	25	190 0 0	20 0 0	11 19 0	..	..	..	..	..	Bennett, John W. ..	C4	M	190 0 0	20
Avoca	32	155 0 0	20 0 0	11 10 6	..	..	..	..	..	Pendergrast, Harold E.	D3	M	150 0 0	20
Bream Tail .. / Waipu Cove ..	26	180 0 0	20 0 0	9 14 6	8 18 6	..	..	..	..	Fraser, Jessie A. ..	E2	F	180 0 0	20
Brynavon	20	141 0 0	20 0 0	12 10 3	..	..	..	..	..	McDonald, Ivon F. ..	..	M	135 0 0	20
Dome Valley ..	29	151 5 0	..	10 8 0	1 5 0	..	..	..	..	Walsh, Mrs. Elizabeth	E1	F	150 0 0	..
East Tamaki ..	31	170 0 0	..	11 9 0	..	..	..	..	..	Short, Arthur ..	D1	M	170 0 0	..
Flat Bush	29	170 0 0	..	9 14 6	16 19 5	..	..	..	..	Tidmarsh, Henry H.	D2	M	170 0 0	..
Goodwood	17	160 0 0	20 0 0	8 1 6	0 15 0	..	..	..	..	Nixon, Elizabeth A. ..	D2	F	160 0 0	20
Grahamsfern ..	32	150 0 0	20 0 0	11 9 0	..	..	..	..	..	Robertson, James ..	D2	M	150 0 0	20
Greerton	29	149 13 1	20 0 0	10 6 6	0 12 6	..	298 19 10	10 12 6	..	Hardy, Margaret M. ..	D2	F	150 0 0	20
Hukatere	28	150 0 0	20 0 0	10 11 0	2 9 6	..	..	..	..	Crispe, Colin R. R. ..	C3	M	150 0 0	20
Hukerenui North ..	42	150 16 8	..	13 9 6	2 17 9	..	..	..	..	Schmidt, William H.	D3	M	150 0 0	..
Kaipara Flats ..	29	150 0 0	20 0 0	10 6 6	0 16 8	..	..	..	..	Quinn, Elizabeth C. ..	E2	F	150 0 0	20

Kaitaia	31	135	0	0	..		11	18	0	112	17	0	..	..	..		..	Bannister, Harold ..	..	M	135	0	0	..
Kaitara	26	151	5	0	..		10	3	6	1	3	4	..	..	..		..	Brew, Frederick C. ..	C4	M	150	0	0	..
Kakahi	54	200	0	0	20	0 0	10	18	9	4	6	4	..	..	..		..	Lorking, Sidney E. ..	C4	HM	155	0	0	20
																		Wylie, Ellen W. ..	D4	AF	90	0	0	..
Karamu	27	150	0	0	..		9	13	0	57	11	2	..	..	..		..	McLean, Neil ..	D4	M	150	0	0	..
Kariaotahi	28	150	0	0	..		9	6	0	..			..	..	..		..	Windust, Mrs. Patience H.	E1	F	150	0	0	..
Kati Kati No. 3 ..	36	160	0	0	20	0 0	12	11	6	16	7	6	..	..	..		..	Leech, Joshua S. ..	D3	M	160	0	0	20
Katui ..	36	202	0	0	20	0 0	12	8	6	2	11	6	..	..	20	0 0	..	Boswell, Charles W.	C3	M	202	0	0	20
Aranga ..																								
Kimihia	31	190	0	0	20	0 0	11	16	6	4	11	0	..	..	..		..	Browne, Lilian M. ..	D2	F	190	0	0	20
Kutarere	26	144	0	0	20	0 0	7	11	0	2	12	7	..	..	..		..	Rouse, George ..	..	M	144	0	0	20
Mahurangi Heads W.	34	185	0	0	20	0 0	12	5	6	5	12	6	..	..	..		..	Hamilton, Gordon K.	C3	M	185	0	0	20
Huhue ..																								
Maketu	29	175	0	0	..		11	3	0	..			..	..	..		..	Kelly, Elizabeth ..	E2	F	175	0	0	..
Mangapai	38	155	0	0	20	0 0	12	16	0	..			..	..	..		..	McClune, Hugh F. ..	C3	M	155	0	0	20
Mangawai Beach ..	39	155	0	0	20	0 0	12	19	0	0	2	11	..	..	..		..	Mark, Louis J. ..	C3	M	155	0	0	20
Mangonui	30	170	0	0	..		11	4	6	12	10	6	..	..	..		..	Ballance, Alfred C. ..	E2	M	170	0	0	..
Maraetai, No. 1	28	42	15	0	..		5	19	6	23	14	7	..	..	..		..	Musgrove, Fredk. A.	Lic.	M	171	0	0	..
Maraetai, No. 2																								
Maramarua ..	30	190	0	0	20	0 0	12	8	6	..			..	..	..		..	McElroy, John ..	E2	M	190	0	0	20
Waitakaruru																								
Maropiu	24	153	0	0	20	0 0	9	13	0	..			..	..	..		..	Ingerson, William L.	..	M	153	0	0	20
Marua	28	170	0	0	..		10	6	6	2	16	9	..	..	..		..	Harris, Samuel ..	D2	M	170	0	0	..
Matahuru No. 1	29	180	0	0	20	0 0	10	17	0	..			..	..	..		..	Ansley, Arthur F. T.	D2	M	180	0	0	20
Matahuru No. 2																								
Matiere	27	150	0	0	..		9	12	0	2	10	2	..	..	..		..	Le Cocq, Walter A. ..	D2	M	150	0	0	..
Mauku West ..	38	205	6	10	..		12	17	6	3	0	0	..	..	..		..	Gutry, George A. ..	D4	M	190	0	0	..
Maunu	26	170	0	0	..		10	0	6	3	7	0	..	..	..		..	Millington, Edward ..	D2	M	170	0	0	..
Miranda ..	28	162	0	0	20	0 0	10	11	0	..			..	..	12	0 0	..	Hendry, George McI.	..	M	162	0	0	20
Kaiaua ..																								
Netherton	32	190	0	0	4	3 4	11	4	6	28	1	0	..	..	..		254 11 0	Mackay, Edward H...	C3	M	190	0	0	..
Ngunguru	16	160	0	0	..		7	8	0	..			..	..	..		..	Long, Edgar R. ..	D3	M	160	0	0	..
Ohaeawai	24	160	0	0	20	0 0	9	2	6	..			..	..	..		..	Meiklejohn, Lem. S. A.	D3	M	160	0	0	20
Ohinewai	33	150	0	0	..		11	9	0	..			..	..	..		..	Baston, Florence I. ..	E2	F	150	0	0	..
Okahu ..	32	202	0	0	20	0 0	12	2	6	..			..	..	..		..	Shepherd, Fredk. H. M.	C3	M	202	0	0	20
Rauawa ..																								
Okaihau	24	170	0	0	..		9	4	0	14	3	6	..	..	..		..	Gray, Daniel ..	C2	M	170	0	0	..
Okauia	39	150	0	0	20	0 0	13	5	0	5	17	2	..	..	..		..	Beeson, Charles B. ..	C3	M	150	0	0	20
Ongarue	33	160	0	0	20	0 0	14	2	0	6	16	8	..	..	..		..	Langdon, Arthur ..	D4	M	160	0	0	20
Otoroa ..	22	172	6	8	18	6 8	11	4	9	..			..	..	10	0 0	..	Jacobsen, Ethel G. ..	E3	F	180	0	0	20
Takou ..																								
Otumoetai	37	150	0	0	20	0 0	12	8	6	3	12	0	..	..	..		..	Badger, Hilda M. ..	D3	F	150	0	0	20
Oturoa	28	160	10	0	20	0 0	10	14	0	..			..	..	..		..	Lawton, Herbert W.	D3	M	166	0	0	20
Owhango	30	83	3	7	12	18 1	4	12	9	38	11	7	..	..	5	1 0	..	Weiss, William L. ..	..	M	135	0	0	20
Owhiwa ..	27	180	0	0	20	0 0	16	4	10	0	15	0	..	..	..		..	Coad, Emma M. ..	C2	F	180	0	0	20
Taraunui ..																								
Paengaroa ..	29	174	0	0	20	0 0	11	19	0	..			..	..	..		..	Jones, Albert L. ..	..	M	162	0	0	20
Pongakawa ..																								
Paiaka	25	154	3	4	20	0 0	13	12	11	0	13	0	..	..	..		..	Dowding, Frederick B.	C3	M	150	0	0	20
Pakanae	30	145	12	6	20	0 0	11	1	6	2	12	7	..	..	..		42 13 5	Tills, Ethel E. ..	E2	F	150	0	0	20
Pakaru ..	42	190	0	0	..		17	12	0	20	8	10	..	..	10	8 0	..	Harvey, John H. ..	C2	M	190	0	0	..
Scoria Flat ..																								
Papakura Valley ..	24	150	0	0	..		9	1	0	41	2	9	..	..	..		..	Blow, Harold I. ..	D2	M	150	0	0	..
Paterangi	36	160	0	0	..		12	1	0	8	0	0	..	..	..		..	Bates, Mrs. Agnes J.	D2	F	160	0	0	..
Pollock	31	150	0	0	..		10	17	0	5	6	0	..	..	..		46 17 11	Gledhill, Eunice A. ..	E2	F	150	0	0	..
Puketarata	25	150	0	0	20	0 0	9	14	6	..			..	..	..		..	McPherson, Donald A.	D3	M	150	0	0	20
Rangiahua	38	202	0	0	20	0 0	8	3	0	4	12	0	..	..	..		..	Downard, Henry J. F.	C3	M	202	0	0	20
Upper Waihou																								
Rangiriri	38	150	0	0	20	0 0	12	16	0	..			..	..	..		..	Udy, Annie	E2	F	150	0	0	20
Red Hill	17	170	0	0	20	0 0	7	3	6	0	4	4	..	..	6	0 0	..	Evans, Harrison ..	E1	M	170	0	0	20

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

AUCKLAND—*continued.*

Name of School. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year.								Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
		Maintenance.			School Buildings and Teachers' Residences.									
		Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Teachers' House Allowances.	Incidental Expenses of Schools.	General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	Rebuilding Worn-out Schools and Teachers' Residences.	Rebuilding Schools destroyed by Fire.	Rent.	New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Grade 3—*continued.*														
Riverhead	37	175 0 0	20 0 0	12 7 0	..	..	..	..	..	Maxwell, Marion ..	C2	F	160 0 0	20
Rototuna	31	160 0 0	..	11 6 0	13 16 1	..	..	..	..	Tisdall, Estelle A. ..	D2	F	160 0 0	..
Ruapekapeka East / Ruapekapeka West	27	185 0 0	20 0 0	10 9 6	6 0 0	..	..	..	..	Lough, Frederic ..	E2	M	185 0 0	20
Ruatangata West ..	27	150 0 0	20 0 0	10 11 0	0 14 3	..	..	..	..	Archibald, Margaret R	D3	F	150 0 0	20
Swanson	30	150 0 0	20 0 0	11 9 0	..	..	..	..	..	Duncan, Kate ..	E2	F	150 0 0	20
Tahuna	20	160 0 0	20 0 0	8 7 6	..	..	..	..	..	Braithwaite, Fredk. C.	C3	M	160 0 0	20
Tairua Block ..	28	166 13 4	20 0 0	10 14 0	2 17 6	..	..	..	..	Harvey, Roderick M.	D3	M	170 0 0	20
Tamahere	23	155 0 0	..	8 19 6	..	..	..	..	..	Totman, Leonard W.	C3	M	155 0 0	..
Tangowahine ..	27	150 0 0	20 0 0	10 6 6	..	..	..	..	..	Carter, Annie ..	E3	F	150 0 0	20
Tauhoa	23	160 0 0	..	9 2 6	49 11 6	..	..	..	..	Hudson, John H ..	C2	M	160 0 0	..
Taupo	29	155 0 0	20 0 0	11 0 0	..	..	..	..	..	Palmer, Gertrude ..	E2	F	150 0 0	20
Tawhare	39	155 0 0	20 0 0	13 6 0	2 19 10	..	..	..	..	Aubin, Lilian A. ..	D2	F	155 0 0	20
Te Hana	33	127 10 0	16 13 4	1 13 3	0 12 6	..	..	..	90 13 1	Smith, Frank H. ..	D2	M	150 0 0	20
Te Moari	24	160 0 0	..	8 12 6	..	..	..	..	..	Murray, James B. ..	D1	M	160 0 0	..
Te Puke, No. 2 ..	31	150 0 0	20 0 0	10 8 6	1 11 6	..	..	10 0 0	..	Findlay, Sylvia ..	C3	F	150 0 0	20
Te Rapa	29	170 0 0	20 0 0	11 0 0	..	..	..	..	72 19 7	Fielder, Elizabeth M.	E2	F	170 0 0	20
Upper Waiwera ..	26	160 0 0	..	9 10 0	..	..	..	..	..	Johns, William E. ..	E2	M	160 0 0	..
Waimamaku Valley ..	29	151 13 4	..	10 9 6	..	..	..	..	..	Marcroft, Mrs. L. F.	D2	F	150 0 0	..
Waimana	25	157 10 0	20 0 0	11 1 0	..	..	..	..	..	Large, George E. ..	B2	M	150 0 0	20
Waiorongomai ..	37	152 0 0	...	12 19 0	44 0 0	..	..	10 0 0	..	Allison, David A. B ..	Lic.	M	152 0 0	..
Waiotahi Creek ..	39	159 1 3	20 0 0	12 12 0	..	..	..	..	..	Pascoe, Ada ..	E2	F	160 0 0	20
Waipipi	38	170 0 0	..	13 2 0	11 12 10	..	..	..	..	Meiklejohn, J. T., M.A.	B2	M	170 0 0	..
Waipu North ..	24	163 6 8	..	9 16 0	10 16 6	..	..	..	..	Johnson, Joseph B. ..	D3	M	150 0 0	..
Waipu Upper ..	30	170 0 0	..	11 1 6	..	..	..	..	..	McKay, Donald A. ..	E2	M	170 0 0	..
Wairanga	33	160 0 0	20 0 0	11 12 0	6 0 9	..	..	..	..	Hill, Lydia M. ..	E1	F	160 0 0	20
Wayby	30	150 0 0	..	9 17 6	27 0 2	..	..	..	..	Mathieson, Mrs. M. J.	E2	F	150 0 0	..
Whangaparapara ..	33	123 15 0	18 6 8	7 2 1	17 2 9	..	..	10 0 0	..	Bottrill, Christopher G.	..	M	135 0 0	20
Grade 4.														
Alexandra	51	280 0 0	..	16 14 0	3 0 0	..	..	..	..	Arey, Sarah B. ..	E1	HF	190 0 0	..
										Hattaway, Martha ..	..	AF	90 0 0	..
Aoroa	62	306 15 0	..	23 7 3	6 14 3	..	..	..	..	Ellis, Howard J. S. ..	D1	HM	210 0 0	..
										Horneman, E. M. ..	..	AF	90 0 0	..
Arapohue	52	280 0 0	..	18 9 6	4 12 5	..	..	..	..	Finlayson, Mrs. J. M. M.	E1	HF	190 0 0	..
										Brown, Emma M. ..	..	AF	90 0 0	..
Ararua	38	280 0 0	..	13 14 0	..	..	..	..	..	Brownlee, James L. ..	D2	HM	190 0 0	..
										Phillips, Lucy ..	..	AF	90 0 0	..

Aria ..		32	189	0	0	25	0	0	4	15	4	67	16	7	..	..		..			244	16	10	Moore, Robert W. ..	..	M	189	0	0	25
Kaeaea ..																														
Awakino ..		31	210	0	0	25	0	0	12	4	0	0	5	0	..	..		9	2	0	..			Webster, Robert S. ..	D2	M	210	0	0	25
Mokau ..																														
Awanui ..	..	44	280	0	0	..			14	7	6	..			..	..		..			..			Bird, Mrs. Agnes G. ..	D1	HF	190	0	0	..
																								Hodkinson, Sarah ..	..	AF	90	0	0	..
Birkdale ..	..	71	295	0	0	..			22	5	3	..			..	..		..			..			Brook, Julian ..	D1	HM	195	0	0	..
																								Worsnop, Emily E. ..	D3	AF	100	0	0	..
Bombay ..	..	56	290	0	0	..			18	1	0	4	2	1	..	..		..			..			Cooper, Charles ..	D1	HM	190	0	0	..
																								Wootten, Jessie C. ..	D2	AF	100	0	0	..
Buckland ..	..	54	295	0	0	..			17	15	0	10	10	0	..	..		..			..			Wily, Harry H. D. ..	D1	HM	205	0	0	..
																								Bagnall, Alice M. G. ..	..	AF	90	0	0	..
Cambridge West ..		77	325	0	0	..			22	14	3	14	11	10	..	..		..			..			Dean, James ..	C1	HM	215	0	0	..
																								Duffus, Elizabeth P. ..	E2	AF	110	0	0	..
Clevedon ..	..	61	295	7	6	..			19	17	6	3	9	8	..	..		..			..			Ramsay, James B. ..	B1	HM	205	0	0	..
																								Anderson, Isabella C.	..	AF	90	0	0	..
Dacres ..		53	240	0	0	25	0	0	17	3	0	..			..	..		..			..			Elliott, Sydney J. ..	D2	M	240	0	0	25
Ti Point ..																														
Driving Creek ..		71	318	10	0	..			24	6	9	94	7	6	..	..		..			..			Jameson, Frank ..	D1	HM	215	0	0	..
																								Broadgate, Ruby E. ..	..	AF	103	10	0	..
Drury ..	..	51	290	0	0	..			16	18	6	1	8	10	..	..		..			..			McNaughton, Jas. D.	D1	HM	190	0	0	..
																								Smythe, M. E. C. ..	D3	AF	100	0	0	..
Eureka ..	..	42	280	0	0	25	0	0	14	12	0	7	19	0	..	..		..			..			Bell, Lucy	D3	HF	190	0	0	25
																								Walker, Ethel M. ..	..	AF	90	0	0	..
Grahamtown ..		46	270	0	0	25	0	0	15	13	0	4	7	0	..	..		..			66	0	6	Byles, Frank R. ..	D2	HM	180	0	0	25
																								Alderton, Ivy N. ..	..	AF	90	0	0	..
Harrisville ..	..	41	270	0	0	..			14	12	0	2	19	6	..	..		..			..			Hill, Alfred E. ..	D2	HM	180	0	0	..
																								Wilcox, Kate S. ..	..	AF	90	0	0	..
Herekino ..	..	40	228	15	11	20	5	11	13	15	6	0	12	6	..	442	0	5	8	15	8	..		Masson, William ..	C2	HM	190	0	0	25
																								Hawkins, Mrs. M. A.	..	AF	90	0	0	..
Hikutaia ..	..	46	280	0	0	..			15	1	0	4	0	0	..	..		..			..			Walters, Ernest J. ..	D2	HM	190	0	0	..
																								Bell, Nora A. ..	C4	AF	90	0	0	..
Hobsonville ..	..	69	290	0	0	..			21	7	3	3	4	4	..	..		..			..			Squire, Donald S. B.	C1	HM	190	0	0	..
																								Ross, Gertrude E. ..	D3	AF	100	0	0	..
Houhora ..	..	47	280	0	0	25	0	0	15	11	6	..			..	..		..			..			Reid, Robert T. ..	C2	HM	190	0	0	25
																								Gerrand, Kathleen L.	..	AF	90	0	0	..
Howick ..	..	54	285	0	0	..			18	10	0	13	10	0	..	..		..			..			Judkins, Alfred J. T.	C2	HM	190	0	0	..
																								Cooper, Lucy ..	C3	AF	95	0	0	..
Hukanui ..	..	53	270	0	0	25	0	0	17	0	0	..			..	..		..			..			Ryan, Arabella C. ..	E2	HF	180	0	0	25
																								Redgrave, Kath. G. ..	..	AF	90	0	0	..
Hukerenui South ..		47	280	0	0	..			16	9	6	0	18	4	..	..		..			..			Snell, Edgar F. ..	D2	HM	190	0	0	..
																								Goodyear, Cath. A. ..	..	AF	90	0	0	..
Kaeo ..	..	75	310	0	0	..			21	16	0	8	1	3	..	..		..			..			Broun, James S. ..	D2	HM	205	0	0	..
																								Lovatt, Mary ..	E2	AF	105	0	0	..
Kati Kati No. 2 ..		41	285	0	0	..			14	1	6	3	5	9	..	..		..			..			Boswell, James ..	C1	HM	190	0	0	..
																								Wilson, Louisa ..	E2	AF	95	0	0	..
Kaukapakapa ..		58	290	0	0	..			18	16	0	2	18	10	..	..		..			..			Jaffrey, Henry C. ..	C1	HM	190	0	0	..
																								Baird, Roberta E. A. ..	E3	AF	100	0	0	..
Kawa Kawa ..	..	68	301	11	11	..			21	11	9	40	13	6	..	..		..			..			Perkins, Edward ..	C1	HM	210	0	0	..
																								Wilkins, Elsie A. ..	..	AF	90	0	0	..
whia ..	..	34	190	0	0	..			11	16	6	1	14	3	..	..		..			..			Durham, Harry J. ..	A2	M	190	0	0	..
Kihi Kihi ..	..	65	304	0	0	..			20	17	6	2	0	0	..	..		..			225	0	0	Perry, Arthur M. ..	D1	HM	205	0	0	..
																								Ashby, Nina M. ..	..	AF	99	0	0	..
Kinohaku No. 1		44	198	0	0	25	0	0	..			2	0	3	..	..		15	0	0	..			McChesney, H. H. R.	..	M	198	0	0	25
Kinohaku No. 2																														
Kiripaka ..	..	58	280	0	0	25	0	0	26	6	0	4	11	6	..	..		..			..			Rodgers, Thomas ..	D2	HM	190	0	0	25
																								Young, Edith M. ..	..	AF	90	0	0	..
Komata ..	..	46	295	0	0	25	0	0	15	7	6	0	12	6	..	..		..			..			Gelling, William M. ..	C1	HM	205	0	0	25
																								Ganley, Hilda E. ..	..	AF	90	0	0	..
Kuaotunu ..	..	78	292	0	8	..			22	14	3	5	0	0	..	..		..			..			Dean, William F. ..	C2	HM	180	0	0	..
																								Fraser, Ethel M. ..	C3	AF	105	0	0	..

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

AUCKLAND—*continued.*

Name of School. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year.								Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
		Maintenance.			School Buildings and Teachers' Residences.									
		Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Teachers' House Allowances.	Incidental Expenses of Schools.	General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	Rebuilding Worn-out Schools and Teachers' Residences.	Rebuilding Schools destroyed by Fire.	Rent.	New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Grade 4—*continued.*														
Mamaku	55	281 13 4	..	17 9 0	2 6 0	..	..	..	297 1 11	Ramson, Frederick S.	C2	HM	190 0 0	..
										Macey, Winifred	..	AF	90 0 0	..
Manawaru	65	307 10 0	..	20 8 0	2 8 8	..	..	..	..	Keaney, John J.	D1	HM	205 0 0	..
										Weeks, Emily	D4	AF	90 0 0	..
Mangapehi	51	252 0 0	25 0 0	16 11 0	6 18 3	..	..	..	8 16 4	Hayson, Bertrand W.	..	HM	162 0 0	25
										Johnson, Winifred	..	AF	90 0 0	..
Mangatete	37	280 0 0	25 0 0	12 13 6	..	..	..	..	..	Cooper, Charles W.	D2	HM	190 0 0	25
										Chalmers, Helen M.	..	AF	90 0 0	..
Mangere	55	290 0 0	..	17 15 6	6 5 9	..	..	..	..	Clark, Charles W.	D2	HM	190 0 0	..
										Ferguson, E. M. C.	D3	AF	100 0 0	..
Manurewa	64	271 17 7	..	19 8 6	3 12 9	..	..	..	..	McNaughton, D. W.	C1	HM	190 0 0	..
										Menzies, Gladys E.	..	AF	90 0 0	..
Mataitai Ness Valley	32	211 13 4	25 0 0	11 6 6	..	..	..	5 0 0	..	Somerville, George A.	D2	M	210 0 0	25
Matakohe	47	280 0 0	..	15 11 6	10 0 0	..	..	..	..	Tooman, George	D1	HM	190 0 0	..
										Lyster, Ethel L.	..	AF	90 0 0	..
Mata Mata	75	295 0 0	..	22 9 0	7 7 0	..	..	..	..	Moore-Jones, H. J.	D2	HM	205 0 0	..
										Corbett, Kathleen	..	AF	90 0 0	..
Matangi	45	225 0 0	22 18 4	11 7 0	26 4 4	..	..	23 16 8	..	Robinson, Ernest T.	C2	HM	180 0 0	25
										Finlayson, A. M.	..	AF	90 0 0	..
Maungakaramea	58	280 0 0	..	19 5 0	12 0 0	..	..	..	..	Lamb, William O.	C1	HM	190 0 0	..
										King, Margaret	D3	AF	90 0 0	..
Maungatapere	36	258 9 11	..	13 14 0	25 9 9	..	..	..	..	Askew, Mrs. Laura L.	D2	F	180 0 0	..
Maungatautari	31	270 0 0	..	11 15 0	..	..	..	..	..	Atkins, Harry	D3	HM	180 0 0	..
										Evans, Evelyn B.	..	AF	90 0 0	..
Maungaturoto	50	328 6 8	..	17 15 0	..	..	..	..	..	Collins, William	D1	HM	205 0 0	..
										Grant, Annie J.	..	AF	90 0 0	..
Mayfield	54	279 3 4	..	17 19 6	5 1 3	..	..	..	..	Chappell, William	B1	HM	190 0 0	..
										Burnard, Evelyn C.	..	AF	90 0 0	..
Mercer	56	303 15 0	..	18 19 0	..	..	..	..	..	Edwards, Charles T.	D1	HM	205 0 0	..
										Macdonald, Edith D.	..	AF	90 0 0	..
Mokai	36	194 5 0	25 0 0	12 7 0	0 19 0	..	..	19 10 0	..	Brown, Martin G.	C3	M	180 0 0	25
Naumai	40	280 0 0	25 0 0	13 18 6	5 13 9	..	..	..	..	Stone, Alfred E.	D2	HM	190 0 0	25
										Jackson, Alice M.	..	AF	90 0 0	..
Ngararatunua	35	270 0 0	25 0 0	12 10 0	2 17 3	..	..	..	..	Laing, Arthur E.	C2	HM	180 0 0	25
										Mitchell, Maggie	D5	AF	90 0 0	..
Ohaupo	64	285 16 8	..	20 13 6	..	..	..	..	..	Colhoun, John S.	C1	HM	195 0 0	..
										Gilmour, Kathleen	..	AF	90 0 0	..

Onewhero	55	280	0	0	..		17	13	6	4	1	2	..	..	..		100	0	0	Miller, Alexander T. A.	D1	HM	190	0	0	..
																				Clark, Florence D. ..	..	AF	90	0	0	..
Opouriao North ..	81	307	10	0	..		23	3	3	..			..	..	..		..			Teesdale, Jacob T. ..	C2	HM	215	0	0	..
																				Joslin, Eliza C. ..	..	AF	90	0	0	..
Opouriao South ..	52	285	0	0	25	0	0	16	8	6	5	10	8	..	..	..		..		Rogers, Cornelius J. ..	C2	HM	190	0	0	25
																				Dalzell, Katherine R.	E3	AF	95	0	0	..
Oratia	56	280	0	0	25	0	0	18	16	0	6	0	0	..	..	..		..		Hosking, George F. C.	E1	HM	190	0	0	25
																				Smith, Eliza M. ..	..	AF	90	0	0	..
Otangiwai	41	247	10	0	..		14	0	0	..			..	..	..		..			Bicheno, Leonard ..	E3	HM	180	0	0	..
																				Evans, Dorothy, A. C.	..	AF	90	0	0	..
Otaua	51	280	0	0	..		16	14	0	20	5	2	..	..	..		65	0	0	Selby, Johnson ..	D1	HM	190	0	0	..
																				Rogers, Johanna ..	..	AF	90	0	0	..
Pakia	32	190	0	0	25	0	0	13	3	0	..			..	..	..		1	12	0	Young, Ida	D2	F	190	0	0	25
Pakotai	35	280	0	0	25	0	0	13	2	0	1	3	9	..	..	26	0	0	..	Howarth, Oswald J. ..	D3	HM	190	0	0	25
																				Lambert, Frank ..	..	AM	90	0	0	..
Pakuranga	48	284	18	7	..		16	9	6	..			..	..	..		..			Green, William ..	D1	HM	190	0	0	..
																				Crawford, Maud M. ..	D2	AF	100	0	0	..
Panmure	64	310	0	0	..		20	13	6	15	1	3	..	..	..		..			May, Thomas L. ..	D1	HM	205	0	0	..
																				Roberts, Inez M. ..	E3	AF	105	0	0	..
Paparoa	56	290	0	0	..		18	13	0	44	10	10	..	..	..		..			Stephenson, E. W. ..	C1	HM	190	0	0	..
																				Whitmore, Ella J. ..	D2	AF	100	0	0	..
Parua Bay No. 1 ..	33	220	0	0	25	0	0	12	5	6	5	0	0	..	..	..		..		Hogwood, Robert ..	E2	M	220	0	0	25
Parua Bay No. 2 ..																															
Patumahoe	56	290	0	0	..		18	2	6	6	3	8	..	..	..		..			Graham, James ..	C2	M	190	0	0	..
																				Sergeant, Blanche E.	D2	AF	100	0	0	..
Pokeno	39	298	0	0	..		14	3	0	24	0	0	..	..	..		..			Lippiatt, George, M.A.	A1	HM	190	0	0	..
																				Bates, Daisy M. ..	..	AF	108	0	0	..
Port Albert	42	280	0	0	..		15	5	6	25	15	5	..	..	..		..			Reid, George B. ..	E1	HM	190	0	0	..
																				Wilkinson, Dorothy ..	..	AF	90	0	0	..
Puhoi	39	273	6	8	..		13	17	0	0	4	6	..	..	..		..			Binsted, Henry ..	C3	HM	180	0	0	..
																				Sceats, Ethel F. A. ..	..	AF	90	0	0	..
Pukekohe East ..	47	282	10	0	..		16	8	0	77	2	10	..	..	..		..			Cahill, William J. ..	D1	HM	190	0	0	..
																				McElwain, Ivy ..	..	AF	90	0	0	..
Puni	35	270	0	0	..		11	16	6	..			..	..	..		..			Doull, John S. ..	C2	HM	180	0	0	..
																				Slade, Mabel H. ..	..	AF	90	0	0	..
Puriri	77	314	0	0	..		22	10	6	2	7	6	..	..	..		..			Vos, James A. ..	E1	HM	215	0	0	..
																				Sadler, Nora ..	..	AF	99	0	0	..
Putaruru	61	280	0	0	25	0	0	19	10	0	11	3	6	..	..	..		116	19	5	Cliffe, Albert S. ..	C2	HM	190	0	0	25
																				Cliffe, Mrs. Ruby M. ..	..	AF	90	0	0	..
Raglan	65	295	0	0	..		20	0	6	25	17	1	..	..	..		..			Blackett, George ..	D2	HM	205	0	0	..
																				Pilcher, Doris ..	..	AF	90	0	0	..
Ramarama	53	290	0	0	..		16	8	0	..			..	..	..		..			Maclaurin, Kenneth C.	B2	HM	190	0	0	..
																				Hawkes, Annie E. ..	C3	AF	100	0	0	..
Rawene	56	280	0	0	25	0	0	18	14	6	8	2	5	..	..	..		..		Gough, James T. ..	C2	HM	190	0	0	25
																				Hay, Mary C. ..	..	AF	90	0	0	..
Rawhia ..	35	210	0	0	25	0	0	11	17	5	..			..	..	11	0	0	..	Harrison, Rupert ..	C1	M	210	0	0	25
Umawera ..																															
Russell	47	280	0	0	..		17	0	0	1	5	0	..	..	..		..			Darby, Edward J. ..	D1	HM	190	0	0	..
																				Harty, Ruth ..	..	AF	90	0	0	..
St. Helier's	88	315	4	10	..		23	13	9	19	3	0	..	..	4	5	0	340	10	0	Brown, Daniel C. ..	C1	HM	205	0	0	..
																				Cooper, Muriel ..	D3	AF	105	0	0	..
																				Smith, Albert H. M. ..	..	MPt1	25	0	0	..
Tairua	49	287	10	0	..		17	3	0	..			..	..	..		..			Tooman, Francis ..	D3	HM	180	0	0	..
																				Barker, Mrs. Sarah ..	E3	AF	100	0	0	..
Tangiteroria ..	44	210	0	0	..		6	16	9	6	13	9	..	..	..		..			Mullins, Francis J. ..	D3	M	210	0	0	..
Tangihua ..																															
Taupaki	45	288	6	8	..		15	13	0	3	5	4	..	..	..		..			Brown, Mrs. Isa. M. K.	C1	HF	190	0	0	..
																				Norrish, Margaret E.	..	AF	90	0	0	..
Taupiri	54	305	8	4	..		17	18	0	18	0	0	..	..	..		..			Joll, William A. ..	C1	HM	210	0	0	..
																				McCarthy, Irene M. ..	..	AF	90	0	0	..
Te Aroha West ..	29	205	0	0	..		10	12	6	1	15	10	..	..	..		..			Bell, Alexander ..	C2	M	190	0	0	..

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

AUCKLAND—*continued.*

Name of School. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year.								Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
		Maintenance.			School Buildings and Teachers' Residences.									
		Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Teachers' House Allowances.	Incidental Expenses of Schools.	General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	Rebuilding Worn-out Schools and Teachers' Residences.	Rebuilding Schools destroyed by Fire.	Rent.	New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
Grade 4—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Te Kowhai	60	285 0 0	..	20 0 6	..	..	..	..	..	Gillespie, William R.	C2	HM	195 0 0	..
										Barton, Mary V. ..	..	AF	90 0 0	..
Te Mata	44	280 0 0	..	15 1 0	24 10 3	..	76 10 0	..	..	Roberts, William P. ..	C2	HM	190 0 0	..
										Hill, Marianne E. ..	..	AF	90 0 0	..
Te Pua	36	272 10 0	25 0 0	13 5 0	2 17 0	..	..	1 0 0	..	Miller, James ..	C3	HM	190 0 0	25
										Ross, May A. ..	..	AF	90 0 0	..
Te Puna	41	280 0 0	25 0 0	14 1 6	..	..	..	..	..	Cooney, Hugh O. ..	C2	HM	190 0 0	25
										Ferguson, Mary I. ..	D3	AF	90 0 0	..
Tirau	43	280 0 0	..	15 1 0	3 13 10	..	..	..	..	Tomlinson, Mrs. Esther	D2	HF	190 0 0	..
										May, Muriel I. ..	..	AF	90 0 0	..
Tiroa ..														
Parikura ..	39	193 10 0	25 0 0	8 7 0	2 12 6	..	..	10 0 0	..	Gilbert, John ..	..	M	193 10 0	25
Totara	51	280 0 0	..	17 15 0	9 5 6	..	..	..	..	Read, Thomas ..	D1	HM	190 0 0	..
										Douglas, Effie ..	..	AF	90 0 0	..
Tuakau	42	280 0 0	..	14 4 6	..	..	..	..	..	Graham, William G. ..	C1	HM	190 0 0	..
										Westwood, Millicent ..	..	AF	90 0 0	..
Turua	55	295 0 0	25 0 0	18 11 6	4 16 0	..	..	..	..	Wernham, William J.	C1	HM	205 0 0	25
										Vialoux, Elizabeth M.	..	AF	90 0 0	..
Victoria Valley ..	39	287 10 0	25 0 0	13 12 6	..	..	..	..	..	Hook, Alfred C. ..	C2	HM	190 0 0	25
										Dunlop, Mabel S. ..	..	AF	90 0 0	..
Wade	40	280 0 0	..	13 17 0	0 17 6	..	..	..	..	Koller, Frederick R. ..	C2	HM	180 0 0	..
										Ford, Barbara ..	D3	AF	100 0 0	..
Waharoa	41	280 0 0	..	14 3 0	20 5 0	..	..	..	..	Johns, William F. ..	D2	HM	190 0 0	..
										Foster, Olive C. ..	..	AF	90 0 0	..
Waiharara	47	263 10 0	25 0 0	15 1 0	5 4 4	..	..	..	..	Ridling, Randolph G.	C3	HM	180 0 0	25
										Lacey, Emma ..	..	AF	90 0 0	..
Waihopo	39	257 10 0	25 0 0	16 14 0	..	..	..	..	..	Collis, William F. ..	D2	HM	190 0 0	25
										Lloyd, Alice ..	..	AF	90 0 0	..
Waihou	75	328 6 8	..	22 9 9	2 1 4	..	..	..	..	Rice, Thomas D. ..	D1	HM	205 0 0	..
										King, Emily M. ..	D3	AF	105 0 0	..
										Burton, Ruby C. ..	..	FPr1	20 0 0	..
Waikiekie East														
Waikiekie West	48	209 1 8	..	16 6 6	8 11 3	..	..	..	..	Smith, George H. ..	C2	M	210 0 0	..
Waimate	39	270 0 0	..	13 8 0	4 2 6	..	..	..	..	Mav, William J. ..	D2	HM	180 0 0	..
										Smith, Stella I. ..	..	AF	90 0 0	..
Wainui ..														
White Hills ..	28	220 0 0	..	11 1 6	..	..	..	6 0 0	..	Harris, Norman R. ..	C2	M	220 0 0	..

Waipu Central ..	..	41	316 13 4	..		14 7 6	..		..	..	..	..		Ingram, William N. ..	C2	HM	185 0 0	..	
														Waddell, Myra B. ..	..	AF	90 0 0	..	
														Lang, Mary C. ..	..	FPr1	50 0 0	..	
Waitekauri ..	..	46	287 10 0	..		22 10 0	5 18 10		..	..	..	..		Attwood, Frederick C.	C2	HM	190 0 0	..	
														Barran, Flor. M. D.	..	AF	90 0 0	..	
Waitoa ..	..	34	232 10 0	25 0 0		12 1 0	0 12 7		..	..	..	..		Maclean, Charles ..	D2	M	180 0 0	25	
Waiuku ..	..	89	327 10 0	..		24 8 9	..		..	..	..	..		Harris, Richard J. ..	C1	HM	215 0 0	..	
														Ashby, Millicent M. ..	..	AF	90 0 0	..	
														Barriball, Ada J. W. ..	..	FPt3	45 0 0	..	
Whakapara ..	..	44	322 10 0	..		17 12 9	..		..	..	..	..		Kysh, Frederick W. ..	D1	HM	205 0 0	..	
														Bell, Alice ..	D3	AF	95 0 0	..	
Whakatane ..	..	69	295 0 0	..		27 0 0	0 4 0		..	..	..	..		Booth, Frederick ..	E1	HM	205 0 0	..	
														Woodford, Alice O. M.	..	AF	90 0 0	..	
Whananaki ..	..	40	285 0 0	..		14 1 6	..		..	..	..	..		Walker, Theodore H. A.	D2	HM	190 0 0	..	
														Buxton, Alice M. ..	D2	AF	95 0 0	..	
Whangarata ..	..	44	280 0 0	..		14 13 6	27 13 10		..	..	..	..		Rapson, George W. ..	D2	HM	190 0 0	..	
														Dean, Ivy M. ..	..	AF	90 0 0	..	
Wharepoa ..	..	60	295 0 0	25 0 0		20 16 6	1 16 11		..	..	..	259 10 8		Moon, Mark H. ..	D2	HM	195 0 0	25	
														Forrest, Susan B. ..	D3	AF	100 0 0	..	
Whatawhata ..		64	270 0 0	..		20 13 6	67 2 6		..	..	..	..		Sutton, James ..	C1	HM	180 0 0	..	
														Cartwright, Jessie M.	..	AF	90 0 0	..	
Whitford No. 1 ..		33	277 11 7	..		12 13 0	5 0 0		..	..	..	..		Catran, James G. ..	D2	HM	190 0 0	..	
														Jones, Florence M. D.	..	AF	90 0 0	..	
Woodhill ..	..	46	285 0 0	..		16 2 0	1 0 2		..	..	..	..		Roberts, John F. ..	C1	HM	185 0 0	..	
														Currie, Mrs. Blanche B.	E4	AF	100 0 0	..	
GRADE 5.																			
Henderson ..	..	89	401 13 4	..		25 0 0	..		..	..	..	..		Innes, Joseph L. ..	C1	HM	235 0 0	..	
														Casey, Clara E. ..	E2	AF	115 0 0	..	
														McDougall, Alfred ..	..	MPt2	50 0 0	..	
Kaihu ..	..	92	407 18 4	..		25 2 3	7 6 11		..	..	..	..		Hamilton, Robert J., M.A., B.SC.	A1	HM	235 0 0	..	
														Fraser, Lucy St. M. ..	D2	AF	115 0 0	..	
														Webb, Henrietta ..	..	FPt3	55 0 0	..	
Kamo ..	..	85	427 3 6	..		29 5 9	37 8 0		..	..	..	..		Heward, Humphrey ..	D1	HM	235 0 0	..	
														Hogwood, Alice W. ..	D3	AF	115 0 0	..	
														Rogers, Amy C. ..	..	FPt2	50 0 0	..	
														Grigg, Hilda M. ..	..	FPr2	25 0 0	..	
Kohukohu ..	..	101	394 15 0	..		26 12 0	..		..	..	..	..		Cox, William L. ..	C1	HM	235 0 0	..	
														Yarborough, Mabel C. M. C.	..	AF	126 0 0	..	
														McMillan, Hugh N. ..	..	MPt1	45 0 0	..	
Kopu ..	..	94	385 0 0	..		25 9 9	1 9 3		..	..	..	..		Rennick, James W. ..	D1	HM	225 0 0	..	
														Wishart, Alice E. ..	D3	AF	110 0 0	..	
														O'Hara, Maretta M. ..	..	FPt2	50 0 0	..	
Mangere Bridge ..		107	443 6 8	30 0 0		28 1 0	..		..	..	..	..		Lambourne, N. T., M.A.	B1	HM	225 0 0	30	
														Pitt, Nora V. ..	D4	AF	105 0 0	..	
														Anderson, Mary ..	..	FPt3	55 0 0	..	
														Phillips, Eliz. M. ..	..	FPr2	55 0 0	..	
Manunui ..	..	139	423 17 3	..		33 3 0	2 17 3		..	..	..	4 3 1		Wilson, William C. ..	C2	HM	225 0 0	..	
														Joll, Emily S. L. ..	..	AF	94 10 0	..	
														Aickin, Thomas W. ..	..	MPt3	55 0 0	..	
														O'Donoghue, M. A. ..	..	FPt3	55 0 0	..	
Mercury Bay ..		104	374 10 0	..		32 10 0	1 12 11		..	..	..	..		Warn, John M. ..	C1	HM	225 0 0	..	
														Walker, Ellen L. ..	..	AF	94 10 0	..	
														Stephenson, Edna L. ..	..	FPt3	55 0 0	..	
Morrinsville ..	..	115	415 8 4	..		28 9 0	12 17 6		..	..	..	348 15 9		Campbell, D. R. F. ..	C1	HM	225 0 0	..	
														Lawry, Nora E. ..	D4	AF	105 0 0	..	
														Coomer, Rhoda E. ..	..	FPt2	50 0 0	..	
														Mayo, Gertrude M. ..	..	FPr1	50 0 0	..	

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

AUCKLAND—*continued.*

Name of School. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year. Maintenance. Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Maintenance. Teachers' House Allowances.	Maintenance. Incidental Expenses of Schools.	School Buildings and Teachers' Residences. General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	School Buildings and Teachers' Residences. Rebuilding Worn-out Schools and Teachers' Residences.	School Buildings and Teachers' Residences. Rebuilding Schools destroyed by Fire.	School Buildings and Teachers' Residences. Rent.	School Buildings and Teachers' Residences. New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	Annual Rates of Payment during Last Month of Year. For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Grade 5—*continued.*														
Mount Roskill ..	96	423 6 8	..	34 2 0	5 11 6	..	..	..	..	O'Donoghue, D., B.A.	B1	HM	235 0 0	..
										Robinson, Eliz. A. ..	C1	AF	115 0 0	..
										Briggs, Charles R. ..	..	MPt4	55 0 0	..
										Barr, Evelyn J. ..	..	FPr1	20 0 0	..
New Lynn	117	400 0 0	..	29 9 0	7 0 4	..	..	..	..	Waygood, James E. ..	D2	HM	235 0 0	..
										Wilson, Mary J. K. ..	D2	AF	115 0 0	..
										Stirling, Linda M. ..	..	FPt2	50 0 0	..
Otorohanga	123	390 8 4	..	30 6 0	0 10 6	..	..	..	..	Lowe, Francis E. ..	D1	HM	235 0 0	..
										Joyce, Amie E. ..	E3	AF	105 0 0	..
										Broad, Amelia A. ..	..	FPt2	50 0 0	..
Papakura	122	405 0 0	..	30 10 0	..	..	..	..	..	Jones, David W. ..	D1	HM	235 0 0	..
										Chapman, E. N. I. M.	E2	AF	115 0 0	..
										Sutton, Margaret B...	..	FPt3	55 0 0	..
Papatoitoi	93	380 0 0	..	24 9 3	10 14 9	..	..	..	..	Sumner, John W. ..	D1	HM	225 0 0	..
										Johnston, Annie C. ..	D3	AF	105 0 0	..
										Jack, Catherine ..	..	FPt2	50 0 0	..
Stanley Bay.. ..	114	273 15 0	22 10 0	21 15 0	277 13 10	..	..	..	943 4 2	Wilson, George ..	C1	HM	210 0 0	30
										Barr, Muriel L. ..	D2	AF	110 0 0	..
										Burton, Ella ..	..	FPt3	45 0 0	..
Takapuna	101	405 0 0	..	32 6 9	1 2 0	..	..	..	..	Hames, Luther ..	D1	HM	235 0 0	..
										Tidd, Emily E. ..	E2	AF	115 0 0	..
										Tuthill, Mary H. ..	..	FPt3	55 0 0	..
Tararu	94	398 10 0	30 0 0	36 13 9	3 19 9	..	..	..	..	Russell, David ..	D1	HM	235 0 0	30
										Cussen, Eily B. ..	..	AF	103 10 0	..
										Vos, Victor R. ..	..	MPt4	60 0 0	..
Te Awamutu ..	128	407 6 9	..	31 5 0	10 14 7	..	..	..	..	Woods, Francis D. ..	D1	HM	235 0 0	..
										Mitchell, M. G. F. ..	D1	AF	115 0 0	..
										Johnstone, Lilla J. M.	..	FPt2	50 0 0	..
										Jones, Eunice R. ..	..	FPt2	35 0 0	..
Te Puke	89	378 15 0	..	24 14 9	..	..	..	..	..	Bishoprick, Charles ..	C1	HM	215 0 0	..
										Seddon, Dorothy M...	C4	AF	110 0 0	..
										Goodyear, Lucy E. ..	..	FPt3	55 0 0	..
Grade 6A.														
Aratapu D.H.S. ..	149	456 13 4	..	35 3 0	7 13 0	..	..	..	..	Hockin, Harry ..	D1	HM	*250 0 0	..
										Smith, Coralie F. ..	D4	AF	125 0 0	..
										Clark, Gertrude ..	..	FPt4	60 0 0	..
										Stevens, John J. ..	..	MPr1	20 0 0	..
										Killen, John G. ..	C3	Sec.	..	..

Dargaville	128	475	16	8	..	32	2	0	10	4	6	..	..	..	..	Lloyd, William ..	D1	HM	260	0	0	..
																Brockliss, Alice M. ..	D3	AF	120	0	0	..
																Lambert, Beryl M. ..	..	FPt3	45	0	0	..
																Thomson, Isabel E. ..	..	FPt2	50	0	0	..
Helensville	133	467	6	8	..	32	19	0	10	2	0	..	..	..	..	Hill, Arthur J. ..	D1	HM	250	0	0	..
																Cragg, Bertha ..	D2	AF	130	0	0	..
																Short, Violet ..	..	AF	90	0	0	..
Hikurangi	124	470	0	0	..	31	16	0	5	15	3	..	..	..	..	Rust, Alexander M. ..	D1	HM	240	0	0	..
																Lloyd, Mrs. Margaret	D3	AF	120	0	0	..
																Hayter, Reuben ..	..	MPt4	60	0	0	..
																Macbeth, Arabella ..	..	FPt2	50	0	0	..
Pukekohe D.H.S ..	147	460	0	0	..	35	3	0	4	10	0	..	1,668	10	7	85 0 0	..	Flavell, Dennis R. ..	D1	HM	*250	0	0	..
																		Hamlin, Alethea S. O.	E2	AF	130	0	0	..
																		Martin, Robert F. ..	..	MPt3	55	0	0	..
																		Carley, Hilda B. ..	..	FPt2	50	0	0	..
																		Dromgool, J. C., B.Sc.	A2	Sec.	..			..
Taumarunui ..	163	473	14	11	..	37	12	0	10	9	2	..	..	..	..	295 8 6	Davidson, George A...	D1	HM	240	0	0	..
																	Harper, Mary M. ..	D3	AF	120	0	0	..
																	Keane, Eva.. ..	..	AF	90	0	0	..
																	Ogden, Mary ..	..	FPt2	50	0	0	..
																	Cronin, Thomas M. ..	..	MPt1	45	0	0	..
Waihi South ..	173	501	11	10	35 0 0	46	6	0	..			..	..	..	..	701 9 4	Gibson, Henry T. ..	C1	HM	245	0	0	35
																	George, Charlotte ..	D3	AF	125	0	0	..
																	Johnson, May O. ..	..	AF	108	0	0	..
																	Sykes, Elsie B. ..	..	FPt3	55	0	0	..
																	Carrick, Margaret C.	..	FPt2	50	0	0	..
Waikino	128	470	0	0	..	35	11	0	3	0	9	..	..	..	..	..	Elmsly, Frederick ..	E2	HM	240	0	0	..
																	Carson, Margaret E.	E1	AF	120	0	0	..
																	Kimber, Ella F. ..	..	FPt4	60	0	0	..
																	McCaskill, Collina J.H.	..	FPt2	50	0	0	..
Warkworth	151	470	0	0	..	35	18	0	1	19	6	..	..	..	..	..	Philips, Henry W. C.	D1	HM	250	0	0	..
																	Goldsworthy, Eliz. M.	D2	AF	130	0	0	..
																	May, Ruth M. ..	..	AF	90	0	0	..
GRADE 6B.																						
Coromandel D.H.S. ..	178	631	13	4	..	56	17	0	21	6	4	..	..	..	..	..	Tanner, Thomas B. ..	D1	HM	*270	0	0	..
																	Jamieson, Robert E...	D2	AM	150	0	0	..
																	Vialoux, Kate V. ..	..	AF	90	0	0	..
																	Lockhead, Margry. M.	..	FPt3	55	0	0	..
																	Frost, Florence H. ..	..	FPt3	55	0	0	..
																	Gatland, Alfred H. ..	D2	Sec.	..			..
Edendale	257	712	1	11	35 0 0	79	16	0	25	10	6	..	..	..	..	52 4 9	Semadeni, Casper A.	C1	HM	285	0	0	35
																	Rowe, Adrian M. ..	C2	AM	125	0	0	..
																	Mabon, Rose M. ..	D2	AF	120	0	0	..
																	Wilson, Mrs. Janet ..	..	AF	94	10	0	..
																	Foley, Veronica M. ..	..	FPt4	55	0	0	..
																	Earle, Wm. J. ..	..	MPt3	45	0	0	..
																	Hiddleston, Bernice G.	..	FPr1	20	0	0	..
Hamilton East ..	221	699	14	2	..	49	1	0	16	19	8	..	..	5	0 0	..	Stevens, Percy E. ..	D1	HM	260	0	0	..
																	Roche, Emily ..	D2	AF	140	0	0	..
																	McCallum, Adina ..	C2	AF	130	0	0	..
																	Pirrit, Barbara M. ..	..	AF	94	10	0	..
																	Robson, Olive ..	..	FPt4	60	0	0	..
																	Dougherty, Eliz. P. ..	..	FPt1	45	0	0	..
																	Furze, Nancy ..	..	FPr1	20	0	0	..
Hora Hora ..	179	615	0	0	35 0 0	40	14	0	0	5	0	..	..	..	..	200 0 0	Higginson, Frank ..	C1	HM	260	0	0	35
																	Harden, Cecil J. ..	D4	AM	120	0	0	..
																	Wells, Florence M. ..	D2	AF	120	0	0	..
																	Pegler, Amy B. A. ..	..	AF	90	0	0	..
																	Grice, Lionel L. ..	..	MPr1	20	0	0	..

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

AUCKLAND—*continued.*

Name of School. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year. Maintenance. Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Maintenance. Teachers' House Allowances.	Maintenance. Incidental Expenses of Schools.	School Buildings and Teachers' Residences. General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	School Buildings and Teachers' Residences. Rebuilding Worn-out Schools and Teachers' Residences.	School Buildings and Teachers' Residences. Rebuilding Schools destroyed by Fire.	School Buildings and Teachers' Residences. Rent.	School Buildings and Teachers' Residences. New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	Annual Rates of Payment during Last Month of Year. For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
Grade 6b—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Ngaruawahia ..	170	588 14 8	..	40 10 0	9 4 11	..	..	..	..	Hall, William H. V. ..	D1	HM	245 0 0	..
										Cormack, Henrietta ..	D2	AF	120 0 0	..
										Graham, Jane A. ..	D4	AF	120 0 0	..
										Jeffs, Arthur H. ..	..	MPt4	60 0 0	..
										Waring, Harry ..	..	MPt4	55 0 0	..
Opotiki	184	610 0 0	..	42 5 0	1 19 0	..	..	..	..	Wilson, Henry B. ..	C1	HM	260 0 0	..
										Browne, Edith B. ..	D3	AF	140 0 0	..
										Melville, Isabelle ..	D3	AF	120 0 0	..
										Calder, Roberta J. ..	..	AF	90 0 0	..
Rotorua	220	660 2 2	..	58 13 0	2 2 6	..	..	..	326 2 1	Webber, Joseph W. ..	D2	HM	260 0 0	..
										Algie, Colvin S. ..	Lic.	AM	118 15 0	..
										Garrett, Frances J. ..	D2	AF	135 0 0	..
										Halls, Winifred E. ..	D4	AF	105 0 0	..
										Peters, Valaporia A. ..	..	FPt1	45 0 0	..
										Hardy, Winifred ..	..	FPt5	60 0 0	..
Te Kuiti	190	590 0 0	..	43 3 0	2 11 6	..	..	..	..	Power, Edward A. ..	D1	HM	250 0 0	..
										Grattan, Ida V. C. ..	C2	AF	130 0 0	..
										Day, Florence M. ..	E2	AF	120 0 0	..
Grade 7a.										Parkes, Margt. D. B.	..	AF	90 0 0	..
Cambridge D.H.S. ..	229	820 12 6	..	51 12 0	20 2 4	..	..	..	..	Walker, Wm. R. C., B.A.	B1	HM	*285 0 0	..
										Caddy, Edward W. B.	C2	AM	190 0 0	..
										Keesing, Kate ..	E1	AF	145 0 0	..
										Bull, Evelyn F. ..	C4	AF	105 0 0	..
										O'Neill, Blanche E. ..	..	FPt4	55 0 0	..
										Webb, Marjorie ..	..	FPt3	45 0 0	..
										Gavey, Annie L. ..	C2	Sec.	..	..
Chapel Street (Auckland)	208	822 10 0	40 0 0	53 9 4	..	..	..	44 0 0	..	Draffin, William H. ..	D1	HM	285 0 0	40
										Eastgate, Florence T.	D1	AF	190 0 0	..
										Hosking, Amelia T. V. D.	D3	AF	140 0 0	..
										Eslick, Violet I. ..	D3	AF	115 0 0	..
										Rose, Amy E. ..	..	FPt3	45 0 0	..
										Massey, Edith F. ..	..	FPt3	45 0 0	..
Ellerslie	242	845 0 0	..	59 19 4	12 17 0	..	..	..	..	Wooller, Joseph ..	C1	HM	280 0 0	..
										Fenwick, Herbert ..	B2	AM	180 0 0	..
										Astley, Ellen ..	E1	AF	145 0 0	..
										McElwain, Olive N. ..	C3	AF	105 0 0	..
										Darby, Annie E. M. ..	..	FPt2	50 0 0	..
										Smith, Ida J. ..	..	FPt1	45 0 0	..
										McCaskill, Margt. de L.	..	FPr2	55 0 0	..

Grey Lynn	256	855	10	2	40	0	0	54	8	0	2,001	18	0	..	..	239	0	0	4,142	10	0	Campbell, John ..	C1	HM	270	0	0	40
																						Matthews, George H.	C1	AM	190	0	0	..
																						Gillibrand, Winifred ..	E2	AF	135	0	0	..
																						Fuller, Mary M. ..	D2	AF	105	0	0	..
																						Gordon, Martha E. ..	..	FPt4	55	0	0	..
																						Boswell, George ..	..	MPt3	45	0	0	..
																						Dormant, Mildred A.	..	FPr1	20	0	0	..
																						Wilkins, Harry H. ..	..	MPr2	25	0	0	..
Huntly	269	812	4	0	..			57	1	0	35	18	4	..	..	..			..			Elliot, James ..	C1	HM	270		0	..
																						Garland, Frank W. ..	D2	AM	190	0	0	..
																						Millington, Ellen ..	C1	AF	140	0	0	..
																						Jory, Constance M. ..	D4	AF	105	0	0	..
																						Ranby, Olive M. ..	..	FPt3	55	0	0	..
																						Wilcox, John S. ..	..	MPt2	50	0	0	..
																						Exon, Nellie M. ..	..	FPt1	25	0	0	..
Otahuhu	241	816	13	4	..			52	4	0	45	8	9	..	..	..			..			Wilson, Tom ..	D1	HM	280	0	0	..
																						Bullen, Frederick R. S.	C2	AM	190	0	0	..
																						Somerville, Frances A.	E1	AF	145	0	0	..
																						Muir, Margaret M. ..	D3	AF	115	0	0	..
																						Lussich, Franucha M.	..	FPt1	45	0	0	..
																						Thurston, Mary D. ..	..	FPt1	25	0	0	..
Parawai	202	822	6	8	40	0	0	51	14	0	3	12	2	..	..	15	0	0	..			Fisher, John ..	D1	HM	280	0	0	40
																						Trimmer, John H. ..	E2	AM	190	0	0	..
																						Truscott, Kate ..	E1	AF	145	0	0	..
																						Daldy, Helen J. ..	..	AF	99	0	0	..
																						Dare, Eliza A. ..	..	FPt3	45	0	0	..
																						Harper, Ellen M. ..	..	FPt2	50	0	0	..
																						Williams, Eileen L. ..	..	FPr1	20	0	0	..
Point Chevalier ..	223	817	17	6	..			49	13	0	80	4	7	..	..	..			..			Parry, Robert J. ..	C1	HM	270	0	0	..
																						Burton, Percy R. ..	C2	HM	180	0	0	..
																						Gillibrand, Emma ..	D1	AF	140	0	0	..
																						Angove, Alice H. ..	E2	AF	130	0	0	..
																						Bollard, Marion B. ..	E2	AF	100	0	0	..
Tauranga D.H.S. ..	223	786	13	4	..			50	11	0	61	0	9	..	..	..			..			Bowden, Alfred N. ..	C1	HM	*270	0	0	..
																						Waddell, William H.	D3	AM	180	0	0	..
																						Coombe, Jessie W. ..	D2	AF	135	0	0	..
																						Litten, Alice I. ..	C4	AF	105	0	0	..
																						Taylor, Elizabeth S. M.	..	FPt3	45	0	0	..
																						Falwell, Ivan T. ..	..	MPt1	25	0	0	..
																						Fooks, Alice C. ..	..	FPr1	20	0	0	..
																						Taylor, Fanny J., B.A.	B4	Sec.	..			..
Te Aroha D.H.S. ..	229	891	8	4	..			54	16	0	87	3	4	..	..	..			292	13	11	Burton, Alfred F. ..	D1	HM	*280	0	0	..
																						Scott, Charles E. ..	C3	AM	190	0	0	..
																						Fawcett, Frances H.	E2	AF	145	0	0	..
																						Taylor, Susan Isabella	D3	AF	105	0	0	..
																						Fawcett, Elizabeth M.	..	AF	90	0	0	..
																						Scherer, Hilda A. ..	..	FPr1	50	0	0	..
																						Neve, F., M.A., LL.B.	B1	AM	..			..
Te Kopuru	198	823	6	8	..			46	6	0	5	17	1	..	..	..			..			Elliott, Joseph E. ..	C1	HM	280	0	0	..
																						Finch, Thomas ..	D2	AM	190	0	0	..
																						Findlay, Mary M. ..	E2	AF	140	0	0	..
																						Potter, Nellie H. M. ..	C3	AF	110	0	0	..
																						Kidd, Ivy B. ..	..	FPt3	45	0	0	..
GRADE 7B																						Simpkin, Charles H. ..	..	MPt2	50	0	0	..
Newmarket	304	953	19	4	40	0	0	82	8	6	37	18	11	..	..	..			..			Ohlson, Frederick J. ..	D1	HM	285	0	0	40
																						Edgerley, William W.	D2	AM	190	0	0	..
																						Sinclair, Ellen E. ..	C2	AF	145	0	0	..
																						Lysaght, Annie E. ..	E2	AF	125	0	0	..
																						Cleveland, Rita V. ..	D4	AF	105	0	0	..
																						Cassrels, Olga S. ..	..	FPt4	55	0	0	..
																						Nairn, Lucy A. ..	..	FPt4	55	0	0	..
																						Johnston, Henry G. ..	..	MPt3	45	0	0	..
																						Barker, Gladys C. D.	..	FPr1	20	0	0	..

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

AUCKLAND—*continued.*

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(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
Grade 7B—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Waihi East	275	903 10 9	40 0 0	59 18 0	30 14 10	..	..	..	..	Macky, Samuel H. ..	C1	HM	280 0 0	40
										Turbott, Thomas ..	C2	AM	202 0 0	..
										Wilson, Evelyn ..	E1	AF	145 0 0	..
										Pirrit, Agnes B. ..	..	AF	99 0 0	..
										Gledstanes, Helen ..	..	FPt4	60 0 0	..
										Steele, Robert B. ..	..	MPt4	60 0 0	..
										Slevin, Franz R. ..	..	MPt2	35 0 0	..
Grade 8A														
Karangahake ..	311	1,132 10 11	..	79 18 0	144 0 3	..	..	..	113 15 6	Scott, Augustus N. ..	B1	HM	310 0 0	..
										Corbett, Robert J. ..	D2	AM	210 0 0	..
										Simpson, Mrs. M. J. M.	E2	AF	150 0 0	..
										Miller, Margaret V. ..	C3	AF	135 0 0	..
										Clulee, Grace ..	D3	AF	120 0 0	..
										Blonquist, Henriet V.	C4	AF	95 0 0	..
										McClean, Alex. H. ..	..	MPt2	35 0 0	..
										Croft, Violet I. ..	..	FPt2	35 0 0	..
										Jenkins, Clifford E. ..	..	MPt1	25 0 0	..
Kauaeranga	336	1,189 4 3	45 0 0	86 9 6	6 10 0	..	..	..	..	Burns, Hector K., B.A.	B1	HM	310 0 0	45
										Hammond, T. W. G. H.	D1	AM	220 0 0	..
										Smith, Sylvia G. ..	E1	AF	160 0 0	..
										Ashman, Eva M. ..	E2	AF	145 0 0	..
										Worrall, Louisa ..	D3	AF	125 0 0	..
										Murray, Clarice A. F.	D3	AF	90 0 0	..
										Lowe, Rosina F. ..	..	FPt4	55 0 0	..
										Moyle, Harold L. ..	..	MPt2	35 0 0	..
										Gemming, Theoph. J.	..	MPt2	35 0 0	..
										O'Callaghan, Esther M.	..	FPr1	20 0 0	..
Paeroa D.H.S. ..	314	1,118 15 0	..	86 10 4	1 12 8	..	38 4 7	..	..	Murphy, Francis ..	C1	HM	*320 0 0	..
										Pocock, George H. ..	C1	AM	220 0 0	..
										Shaw, Minnie ..	E1	AF	160 0 0	..
										Fawcett, Anna J. ..	D3	AF	140 0 0	..
										Benge, Lorna R. ..	D4	AF	105 0 0	..
										Black, John F. T. ..	..	MPt4	60 0 0	..
										Thorp, Lucy S. ..	..	FPt4	55 0 0	..
										Gibb, Christina C. ..	..	FPt4	60 0 0	..
										Meredith, Charles ..	C2	Sec.	..	..
										Gibbons, N. I., B.A. ..	..	Sec.	..	..

Whangarei	316	1,107 13 0	..	70 15 0	33 3·3	..	..	..	..	Purdie, Edmund C. ..	D1	HM	310 0 0	..
										Crawford, Hugh W. ..	C2	AM	210 0 0	..
										Hardwicke, Eva V. ..	E1	AF	150 0 0	..
										Cottingham, Edith M.	..	AF	121 10 0	..
										Fergusson, Alethea ..	D3	AF	120 0 0	..
										Kelly, Roy D. ..	..	MPt4	55 0 0	..
										Connell, Marg. E. I...	..	FPt3	55 0 0	..
										Crawshaw, Emma H.	..	FPt3	55 0 0	..
										Robertshaw, Allan K.	..	MPr1	20 0 0	..
										Wilkinson, Ethel G. ..	..	FPr1	20 0 0	..
GRADE 8B.																	
Avondale	389	1,465 5 5	..	85 10 6	34 8 6	..	..	1 0 0	..	Darrow, Harry A. ..	B1	HM	310 0 0	..
										Hare, Frederick W. ..	C1	AM	210 0 0	..
										Newton, Edith M. ..	D1	AF	160 0 0	..
										Ingram, Dorothea R...	E2	AF	135 0 0	..
										Brace, Ethel N. S. ..	D3	AF	120 0 0	..
										Small, Annie T. ..	E3	AF	100 0 0	..
										Greenslade, Mary G.	D2	AF	100 0 0	..
										McIntyre, Davina R.	D4	AF	90 0 0	..
										Pirrit, Bella ..	..	FPt4	60 0 0	..
										Snodgrass, Barb. G...	..	FPt2	50 0 0	..
										Dunning, Alice M. C.	..	FPt1	45 0 0	..
										Armstrong, Edith C...	..	FPr1	50 0 0	..
Hamilton West D.H.S.	407	1,233 15 0	..	84 12 0	5 15 10	..	..	46 0 0	24 5 4	Worsley, William H...	D1	HM	*325 0 0	..
										Shepherd, Arthur J. ..	C1	AM	220 0 0	..
										Nixon, Amelia M. ..	D1	AF	160 0 0	..
										Jones, Ruth B. ..	D2	AF	145 0 0	..
										Thorne, Jessie L. ..	C3	AF	130 0 0	..
										Schofield, Laura ..	..	AF	90 0 0	..
										Soppet, Margaret E. T.	..	FPt4	60 0 0	..
										Barkley, Mabel ..	..	FPt3	55 0 0	..
										Pickering, Ida ..	..	FPt3	55 0 0	..
										Stevens, Gladys M. ..	..	FPr1	20 0 0	..
										Wilson, Ebenezer, M.A.	A1	Sec.	..	..
										Collins, Edith C., B.A.	B3	Sec.	..	..
Northcote	421	1,302 10 0	..	94 14 7	26 2 6	..	..	..	..	Taylor, Alfred ..	D1	HM	320 0 0	..
										Braithwaite, James H.	C1	AM	220 0 0	..
										Wilson, Estelle R. ..	E1	AF	160 0 0	..
										Turnbull, Kath. A. ..	D2	AF	145 0 0	..
										Newbegin, Martha A.	E2	AF	130 0 0	..
										Mackay, Frieda M. ..	D3	AF	100 0 0	..
										Shaw, Mrs. Ada ..	..	AF	90 0 0	..
										McKay, Helen M. ..	..	FPt3	45 0 0	..
										Patterson, Lavinia C.	..	FPt3	45 0 0	..
										Ogilvie, Wilfred M. ..	..	MPt2	35 0 0	..
										Cobbald, Ellen E. L...	..	FPt2	50 0 0	..
Waiokaraka (Thames)	366	1,215 16 8	45 0 0	92 5 9	4 15 0	..	..	..	..	Newton, William H...	D1	HM	320 0 0	45
										Ferguson, Samuel H...	C1	AM	220 0 0	..
										Macky, Mrs. M. A. F...	E1	AF	160 0 0	..
										Campbell, Mary I. ..	E3	AF	135 0 0	..
										Fisher, Nellie W. ..	D2	AF	130 0 0	..
										Rae, Emily E. ..	E3	AF	95 0 0	..
										Paltridge, Elizabeth ..	..	FPt3	45 0 0	..
										Corbett, Julia ..	..	FPt2	50 0 0	..
										Robson, Ida A. ..	..	FPt1	45 0 0	..
										Russell, Eva E. I. ..	..	FPr1	20 0 0	..

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

AUCKLAND—*continued.*

Name of School. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year. Maintenance. Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Maintenance. Teachers' House Allowances.	Maintenance. Incidental Expenses of Schools.	School Buildings and Teachers' Residences. General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	School Buildings and Teachers' Residences. Rebuilding Worn-out Schools and Teachers' Residences.	School Buildings and Teachers' Residences. Rebuilding Schools destroyed by Fire.	School Buildings and Teachers' Residences. Rent.	School Buildings and Teachers' Residences. New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	Annual Rates of Payment during Last Month of Year. For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
Grade 8c.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Epsom	410	1,324 3 4	45 0 0	97 19 0	8 15 6	..	..	..	..	Isemonger, Thomas ..	D1	HM	320 0 0	45
										Wilson, Charles ..	C1	AM	220 0 0	..
										Gillibrand, Margt. E.	D1	AF	160 0 0	..
										McCowan, Margaret ..	D2	AF	135 0 0	..
										Fordyce, Johanna C...	C3	AF	130 0 0	..
										Gant, Albert H. ..	..	AM	90 0 0	..
										Christie, Alice J. ..	..	AF	90 0 0	..
										Harrison, Minnie G...	..	FPt3	45 0 0	..
										Nairn, Euphemia E...	..	FPt2	35 0 0	..
										Sanderson, Dorothy ..	..	FPt2	50 0 0	..
										Stewart, Georgina F.	..	FPt1	45 0 0	..
Nelson Street (Auckland)	419	1,389 11 8	45 0 0	96 9 0	3 15 0	..	..	..	..	Cronin, Bart., B.A. ..	B1	HM	330 0 0	45
										Hall, Alfred J. C. ..	D1	AM	235 0 0	..
										Masefield, John ..	B3	AM	150 0 0	..
										Coghill, Margaret ..	E1	AF	150 0 0	..
										Burns, Jessie A. ..	E1	AF	135 0 0	..
										Marsdon, Mrs. A. M.	E2	AF	90 0 0	..
										Goldsworthy, Clara G.	E1	AF	90 0 0	..
										Ross, Hazel E. ..	..	FPt4	60 0 0	..
										Boag, Lily M. ..	..	FPt2	35 0 0	..
										Morgan, Elizabeth E.	..	FPt2	35 0 0	..
										Blair, Thomas M. R...	..	MPt2	50 0 0	..
										Snell, Amelia A. ..	..	FPr1	20 0 0	..
Normal School and Model School (at Training College)	443	1,705 8 4	50 0 0	187 9 7	32 2 1	..	..	..	140 0 1	Cousins, Herbert G., M.A.	A1	HM	400 0 0	50
										Paterson, Robert H...	C1	AM	280 0 0	..
										Newman, Margaret S.	D1	AF	250 0 0	..
										Cottrell, Arthur J., M.A., M.Sc.	A3	AM	220 0 0	..
										Walker, Spenceley ..	C1	AM	210 0 0	..
										Purdie, Sara J. ..	C1	AF	160 0 0	..
										Holloway, Annie E. ..	D1	AF	130 0 0	..
										Green, Samuel ..	D2	AM	150 0 0	..
										Toy, Alice M. ..	D2	AF	120 0 0	..
										Craig, Margaret ..	D3	AF	90 0 0	..
										Statham, Isabella M.	D4	AF	120 0 0	..
										Shrewsbury, Elsie, M.A.	A1	Sec.	..	..
										Priestley, Maurice ..	C1	M	240 0 0	..

GRADE 9A.																									
Bayfield	499	1,503	6	8	50	0	0	110	2	6	9	18	6	..	..	37	0	0	49	19	6	Christie, James ..	D1	HM	340	0	0	50
																						Jones, Thomas R. ..	D1	AM	240	0	0	..
																						Thompson, F. E. ..	D1	AF	180	0	0	..
																						Caldwell, Alice M. ..	D1	AF	150	0	0	..
																						Stewart, Mary A. ..	D2	AF	135	0	0	..
																						Cole, Adelaide A. M. ..	D2	AF	120	0	0	..
																						Webster, Harold E. ..	B3	AM	120	0	0	..
																						Crook, Harold L. ..	..	MPt4	55	0	0	..
																						Sissons, Barbara M. ..	..	FPt3	55	0	0	..
																						Murray, Kathleen B.	..	FPt3	45	0	0	..
																						Robertson, Mary L. ..	..	FPt2	50	0	0	..
																						Matthews, Ruby I. ..	..	FPr1	50	0	0	..
GRADE 9B.																									
Mount Albert ...	549	1,606	17	9	..			127	4	9	21	17	3	..	..	..			..			Whitaker, Joseph R. ..	D1	HM	340	0	0	..
																						Campbell, Robert ..	C1	AM	240	0	0	..
																						Barber, George ..	E1	AM	190	0	0	..
																						de Montalk, Emily L.	D1	AF	155	0	0	..
																						Conway, Mabel E. ..	D2	AF	135	0	0	..
																						Fawcett, Jacob ..	C4	AM	120	0	0	..
																						Hill, Winifred M. ..	D3	AF	120	0	0	..
																						Newick, Mrs. Florence	D2	AF	90	0	0	..
																						Bell, Ivy E. ..	..	FPt3	45	0	0	..
																						Bond, Alice ..	..	FPt3	45	0	0	..
																						Holm, Eleanora F. M.	..	FPt3	45	0	0	..
																						Widdup, Florence G.	..	FPt2	50	0	0	..
																						McNaughton, Mary R.	..	FPt2	35	0	0	..
																						Burns, Irene C. ..	..	FPr1	20	0	0	..
Remuera	590	1,675	3	4	55	12	6	121	8	0	188	13	6	..	..	..			325	0	0	Munro, Colin R. ..	C1	HM	340	0	0	50
																						McInness, Donald ..	C1	AM	240	0	0	..
																						Grant, Elsie D. ..	D1	AF	180	0	0	..
																						Herbert, Mary E. ..	D1	AF	155	0	0	..
																						Davis, Ethel W. B. ..	D1	AF	135	0	0	..
																						Tatton, Joseph A. ..	Lic.	AM	114	0	0	..
																						Metge, Winifred T. ..	E2	AF	120	0	0	..
																						Hogwood, Ann. I. M. ..	D4	AF	100	0	0	..
																						Sealy, Alfred D. ..	..	MPt4	55	0	0	..
																						Fordyce, Andrew B. ..	..	MPt4	55	0	0	..
																						Butcher, Elizab. G. ..	..	FPt2	50	0	0	..
																						Bass, Elsa	..	FPt3	45	0	0	..
																						Ross, Nellie ..	..	FPt3	55	0	0	..
																						Haszard, Miriam K. ..	..	FPt2	35	0	0	..
																						Hale, Dorothy B. ..	..	FPr1	20	0	0	..
																						Nutsford, Enid ..	..	FPr1	20	0	0	..
GRADE 9C.																									
Napier Street (Auckland)	639	1,959	3	4	50	0	0	134	4	6	50	13	0	..	..	..			..			Carter, Charles M. ..	D1	HM	350	0	0	50
																						Dunlop, David W. ..	D1	AM	250	0	0	..
																						Menzies, Albert G. ..	C2	AM	190	0	0	..
																						Arey, Alice M. ..	E1	AF	165	0	0	..
																						Forsyth, Mrs. C. C. ..	D1	AF	155	0	0	..
																						Stubbs, Margaret M. ..	D2	AF	130	0	0	..
																						Clark, Ada	C3	AF	130	0	0	..
																						Riddell, Edith R. ..	D3	AF	100	0	0	..
																						Duffin, Mrs. Annie ..	E3	AF	120	0	0	..
																						Krause, Mrs. Yetta ..	..	AF	90	0	0	..
																						Campbell, Willa E. ..	..	FPt4	60	0	0	..
																						Glasgow, Ellen E. ..	..	FPt4	55	0	0	..
																						Lake, Lulu A. ..	..	FPt4	55	0	0	..
																						Fenton, Mattie ..	..	FPt3	45	0	0	..
																						Massam, Joseph A. ..	..	MPt3	45	0	0	..
																						McMillan, Georgina H.	..	FPt1	25	0	0	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued*.

AUCKLAND—*continued*.

Name of School. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year.								Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
		Maintenance.			School Buildings and Teachers' Residences.									
		Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Teachers' House Allowances.	Incidental Expenses of Schools.	General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	Rebuilding Worn-out Schools and Teachers' Residences.	Rebuilding Schools destroyed by Fire.	Rent.	New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
GRADE 9C—*continued*.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Waihi D.H.S. ..	577	1,937 13 4	..	117 15 9	4 8 5	..	..	..	..	Benge, Alfred ..	D1	HM	*380 0 0	..
										Wooller, Harold J. ..	C1	AM	280 0 0	..
										Moor, William J. ..	D2	AM	220 0 0	..
										Roberts, Laura A. ..	E1	AF	195 0 0	..
										Hume, Jane H. ..	E1	AF	175 0 0	..
										Gibson, Elizabeth M.	E2	AF	160 0 0	..
										Brain, Eleanor E. ..	E3	AF	160 0 0	..
										De Renzy, Elizabeth	..	AF	90 0 0	..
										Boswell, Mary M. ..	..	FPt4	55 0 0	..
										Vickery, Kate E. ..	..	FPt3	55 0 0	..
										Mitchell, Alexandrina B.	..	FPt3	55 0 0	..
										McGeehan, Thomas M.	..	MPt2	50 0 0	..
										Thorp, Muriel E. ..	..	FPt2	50 0 0	..
										Robertson, May B., B.A.	..	Sec.	..	..
										Metcalfe, Marion A., B.A.	..	Sec.	..	..
GRADE 10A.														
Beresford Street ..	620	2,226 5 0	50 0 0	133 14 3	41 17 3	..	..	75 0 0	..	Hart, Edwin T. ..	D1	HM	380 0 0	50
										Kay, William ..	D1	AM	280 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	..
										Mathieson, Joann ..	E1	AF	165 0 0	..
										Davison, Mary E. ..	D2	AF	160 0 0	..
										Smith, Gertrude I. ..	D3	AF	130 0 0	..
										Webster, Arthur ..	C3	AM	120 0 0	..
										Porter, Linda ..	C4	AF	95 0 0	..
										Eckley, Jessie ..	..	FPt4	55 0 0	..
										McCarroll, Sarah A. ..	..	FPt4	60 0 0	..
										McPherson, Delia H.	..	FPt4	60 0 0	..
										Onions, Hilda G. ..	..	FPt4	60 0 0	..
										Revell, George C. ..	..	MPt4	60 0 0	..
										Timewell, Dorothy E.	..	FPt3	45 0 0	..

Grafton	632	2,147	1	8	50	0	0	138	18	3	55	9	2	..	..	..	..	Hill, William W. ..	D1	HM	370	0	0	50
																		Carnachan, Robert ..	C1	AM	270	0	0	..
																		Boden, William J. ..	C2	AM	210	0	0	..
																		Lane, Mary J. ..	D1	AF	180	0	0	..
																		Jackson, Mary B. ..	E1	AF	165	0	0	..
																		Robinson, Florence K.	D1	AF	150	0	0	..
																		Egan, Mary F. ..	E1	AF	150	0	0	..
																		Gilmore, Nellie ..	D3	AF	120	0	0	..
																		Hall, Evelina M. ..	D3	AF	120	0	0	..
																		Emerson, Annie J. ..	E3	AF	100	0	0	..
																		Lowrie, Annie W. ..	..	FPt4	60	0	0	..
																		Rotherham, Hazel ..	..	FPt4	55	0	0	..
																		Hawkins, Winifred I.	..	FPt2	35	0	0	..
																		Farrell, James P. ..	..	MPt2	50	0	0	..
																		Norris, Mabel S. ..	..	FPt2	50	0	0	..
																		Ward, Leslie M. ..	..	FPt1	25	0	0	..
																		Smith, Violet M. ..	..	FPr2	25	0	0	..
Parnell	627	2,083	15	0	50	0	0	134	10	4	33	18	0	..	..	..	..	Scott, John L. ..	D1	HM	370	0	0	50
																		Warren, Thomas F., B.A.	B1	AM	270	0	0	..
																		Blakey, Frank E. ..	C1	AM	210	0	0	..
																		Astley, Hannah ..	D1	AF	180	0	0	..
																		Carnachan, Blanche E.	E1	AF	165	0	0	..
																		Johnston, Susannah ..	D1	AF	150	0	0	..
																		Cardno, Elizabeth ..	E2	AF	150	0	0	..
																		Macindoe, Janet G. ..	D3	AF	120	0	0	..
																		Donovan, Mary E. ..	D4	AF	120	0	0	..
																		Bond, Ethel E. ..	D2	AF	100	0	0	..
																		Hedges, Ivy L. ..	..	FPt4	55	0	0	..
																		McCarthy, Veronica ..	..	FPt3	45	0	0	..
																		Neeley, Margaret ..	..	FPt2	50	0	0	..
																		Kendon, Cecil W. ..	..	MPt3	45	0	0	..
																		Dewes, Phyllis M. ..	..	FPt1	25	0	0	..
																		Menzies, Agnes B. ..	..	FPt1	25	0	0	..
GRADE 10B.																								
Onehunga D.H.S. ..	730	2,313	15	0	..			137	13	3	95	7	6	..	..	..	..	McIntosh, William N.	D1	HM	*390	0	0	..
																		Robb, James ..	D1	AM	280	0	0	..
																		Hutton, Robert G. ..	C2	AM	220	0	0	..
																		French, Agnes S. ..	E1	AF	190	0	0	..
																		Bull, Effie S. ..	D1	AF	175	0	0	..
																		Robb, Helen ..	D1	AF	160	0	0	..
																		Bower, Jessie ..	E2	AF	160	0	0	..
																		Bower, Eva ..	D2	AF	130	0	0	..
																		Kendon, Eleanor G. ..	D2	AF	120	0	0	..
																		Matthews, Bertha K. G.	D3	AF	100	0	0	..
																		McDonogh, Aimie M.	E2	AF	90	0	0	..
																		Bell, Lilian A. ..	..	FPt4	60	0	0	..
																		McConaughy, May A.	..	FPt4	60	0	0	..
																		Cooper, Blanche I. ..	..	FPt3	55	0	0	..
																		Game, Horace ..	..	MPt3	55	0	0	..
																		Moore, Isabella ..	..	FPt3	45	0	0	..
																		Turner, Josephine C...	..	FPt2	50	0	0	..
																		Kenny, Arthur A. ..	D1	Sec.	..			..
																		Patterson, Florence I., M.A.	B3	Sec.	..			..

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

AUCKLAND—*continued.*

Name of School. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year. Maintenance. Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Maintenance. Teachers' House Allowances.	Maintenance. Incidental Expenses of Schools.	School Buildings and Teachers' Residences. General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	School Buildings and Teachers' Residences. Rebuilding Worn-out Schools and Teachers' Residences.	School Buildings and Teachers' Residences. Rebuilding Schools destroyed by Fire.	School Buildings and Teachers' Residences. Rent.	School Buildings and Teachers' Residences. New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	Annual Rates of Payment during Last Month of Year. For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
Grade 10B—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Richmond Road (Auckland)	704	2,328 15 0	50 0 0	143 15 3	7 11 2	..	..	..	..	Wells, Tom U. ..	B1	HM	380 0 0	50
										Law, Norman H. S. ..	C1	AM	275 0 0	..
										Green, Bertram M. ..	C2	AM	220 0 0	..
										McGibbon, Helen M. S.	D1	AF	195 0 0	..
										Skinner, Percy F. ..	C3	AM	170 0 0	..
										Eastgate, Mildred M.	D1	AF	160 0 0	..
										Holloway, Eveline M.	D1	AF	160 0 0	..
										Smith, William H. ..	D2	AM	120 0 0	..
										Morley, Sylvia W. ..	C2	AF	130 0 0	..
										Barriball, Ina F. ..	D4	AF	95 0 0	..
										Crellin, Muriel L. ..	D4	AF	95 0 0	..
										Jeffs, Maud C. A. ..	..	FPt4	60 0 0	..
										Stephenson, George F.	..	MPt4	60 0 0	..
										Worthington, Minna L.	..	FPt4	55 0 0	..
										Howard, Winifred E.	..	FPt3	45 0 0	..
										Beamish, Mabel ..	..	FPt2	50 0 0	..
										Griffin, George H. ..	..	MPt1	45 0 0	..
Grade 10c.														
Newton West ..	733	2,369 3 4	50 0 0	161 0 6	14 3 0	..	..	..	..	Webber, Alfred S. ..	C1	HM	380 0 0	50
										Andrew, Henry P. ..	C1	AM	270 0 0	..
										Hill, John H. ..	B2	AM	220 0 0	..
										Cato, Eva P. ..	D1	AF	195 0 0	..
										Crosby, Edward ..	C2	AM	165 0 0	..
										Bayly, Jessie J. ..	D1	AF	160 0 0	..
										Shroff, Maud A. ..	C1	AF	155 0 0	..
										Ponsford, Mary E. ..	D2	AF	130 0 0	..
										Young, Lilian ..	E2	AF	130 0 0	..
										Speight, Mary V. ..	D4	AF	100 0 0	..
										Worrall, Edith I. ..	C4	AF	95 0 0	..
										Monro, Agnes S. ..	D3	AF	90 0 0	..
										Daines, Susan R. ..	..	FPt4	60 0 0	..
										Wood, Amy E. ..	..	FPt4	60 0 0	..
										Ohlson, Atholl W. M.	..	MPt3	45 0 0	..
										Grant, Jessie M. ..	..	FPt2	35 0 0	..
										Dacey, Kathleen C. ..	..	FPt1	25 0 0	..
										Ellis, Melina ..	..	FPt1	45 0 0	..

Ponsonby	709	2,471	5	0	50	0	0	169	5	6	19	18	8	..	..	..	..	Dickinson, James C...	D1	HM	380	0	0	50
																		Trayes, Alfred E. ..	D1	AM	280	0	0	..
																		Vuglar, James ..	C1	AM	220	0	0	..
																		Ingall, Eva K. M. ..	D1	AF	195	0	0	..
																		Birss, William ..	C1	AM	175	0	0	..
																		Nolan, Bessie M. ..	C1	AF	150	0	0	..
																		Ramson, May ..	D2	AF	160	0	0	..
																		Holder, Marion C. ..	E3	AF	130	0	0	..
																		Bryant, Catherine A...	E2	AF	130	0	0	..
																		Clark, Margaret ..	D4	AF	100	0	0	..
																		Earle, Jane M. ..	D4	AF	95	0	0	..
																		Algie, Ronald M. ..	..	AM	90	0	0	..
																		Christie, Jane B. ..	..	FPt4	60	0	0	..
																		Turner, Margaret W...	..	FPt4	60	0	0	..
																		Stewart, Daisy C. ..	..	FPt3	55	0	0	..
																		Philpot, Owen J. ..	..	MPt3	45	0	0	..
																		Salmon, Edith J. ..	..	FPt3	45	0	0	..
																		Darroch, Bertha H. ..	..	FPt2	50	0	0	..
GRADE 10E.																		Finlayson, Agnes S. ..	..	FPr2	55	0	0	..
Mount Eden ..	884	2,717	14	2	..			172	5	2	120	10	9	..	..	..	..	McKenzie, Norman R.	B1	HM	370	0	0	..
																		Gatenby, Wm. J., B.A.	B1	AM	280	0	0	..
																		Murdoch, Albert ..	C1	AM	215	0	0	..
																		Hawkins, Elizabeth F.	E1	AF	205	0	0	..
																		Moore, Rupert C. ..	C2	AM	165	0	0	..
																		Russell, Magdalen L...	D1	AF	160	0	0	..
																		Daniels, Caroline G...	E1	AF	160	0	0	..
																		Brett, Evelyn L. ..	E2	AF	135	0	0	..
																		Allen, Harriette M. ..	E3	AF	130	0	0	..
																		Walker, Hilda M. ..	D3	AF	110	0	0	..
																		Scott, Margaret R. ..	C3	AF	100	0	0	..
																		Gallery, Ethel U. ..	..	AF	90	0	0	..
																		Herrich, Daisy W. ..	D3	AF	95	0	0	..
																		Hogwood, Edw. J. L.	..	AM	90	0	0	..
																		Reynolds, Emma I. ..	D4	AF	95	0	0	..
																		Clark, Ethel M. ..	..	FPt4	55	0	0	..
																		Hayter, Ernest ..	..	MPt4	60	0	0	..
																		French, Winifred M.	..	FPt4	55	0	0	..
																		Barriball, Gertrude E.	..	FPt3	55	0	0	..
																		Heather, Winifred M.	..	FPt3	45	0	0	..
																		Forsdick, Olive I. ..	..	FPt1	25	0	0	..
																		Sullivan, Phyllis W.A.	..	FPr2	25	0	0	..
GRADE 10F.																		Woods, Eileen I. ..	..	FPr1	50	0	0	..
Devonport	820	2,635	0	0	50	0	0	181	8	3	18	11	5	..	..	..	..	Armstrong, James ..	D1	HM	390	0	0	50
																		Macgregor, Alexander	C1	AM	280	0	0	..
																		Jones, Griffith R. ..	C1	AM	220	0	0	..
																		Stewart, Agnes G. ..	D1	AF	185	0	0	..
																		Grant, Jane D. ..	B1	AF	180	0	0	..
																		Wildman, Mrs. E. J...	E1	AF	160	0	0	..
																		Robertson, Evelyn M.	E3	AF	160	0	0	..
																		Moodie, Agatha G. ..	D1	AF	135	0	0	..
																		Bongard, Emily ..	D2	AF	130	0	0	..
																		Caldwell, Florence A.	D4	AF	100	0	0	..
																		Kelly, John A. ..	..	AM	90	0	0	..
																		Tanner, Eliz. H. L. ..	..	AF	90	0	0	..
																		Ince, Eleanor W. ..	D3	AF	100	0	0	..
																		Anderson, Marg. F. L.	..	FPt4	60	0	0	..
																		Ward, Dorothy I. ..	..	FPt3	45	0	0	..
																		Quinn, Annie ..	..	FPt3	55	0	0	..
																		Worthington, F. D. ..	..	FPt2	35	0	0	..
																		Bell, Muriel F. ..	..	FPt3	45	0	0	..
																		Clark, Thomas H. ..	..	MPt2	50	0	0	..
																		Rogerson, Fanny M...	..	FPr2	25	0	0	..
																		Killen, Thomas Y. ..	..	MPr1	50	0	0	..

List of the Public Schools, the Expenditure, Staff, &c.—*continued*.

AUCKLAND—*continued*.

Name of School. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year. Maintenance. Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Maintenance. Teachers' House Allowances.	Maintenance. Incidental Expenses of Schools.	School Buildings and Teachers' Residences. General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	School Buildings and Teachers' Residences. Rebuilding Worn-out Schools and Teachers' Residences.	School Buildings and Teachers' Residences. Rebuilding Schools destroyed by Fire.	School Buildings and Teachers' Residences. Rent.	School Buildings and Teachers' Residences. New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	Annual Rates of Payment during Last Month of Year. For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Grade 10F—*continued*.														
Newton East ..	864	2,739 3 4	50 0 0	195 3 6	72 4 2	..	..	..	..	Metge, Daniel D. ..	D1	HM	395 0 0	50
										Brown, Francis H. ..	C1	AM	230 0 0	..
										Sheppard, Albert L. ..	C1	AM	220 0 0	..
										Wright, Lydia ..	E1	AF	205 0 0	..
										Simpson, Euphemia ..	C1	AF	180 0 0	..
										Wilson, Janet ..	D1	AF	165 0 0	..
										Wilson, Frank R. ..	C3	AM	160 0 0	..
										Waddingham, F. M. ..	C2	AF	130 0 0	..
										Vellenoweth, Jessie ..	C2	AF	120 0 0	..
										York, Mrs. Rachel W.	E2	AF	90 0 0	..
										Mahon, Eileen A. ..	C2	AF	100 0 0	..
										Strong, Lavinia J. ..	C4	AF	95 0 0	..
										Longdill, Kate W. ..	..	AF	90 0 0	..
										Anderson, M. C. M. ..	Lic.	AF	90 0 0	..
										MacLennan, Effie W.	..	AF	90 0 0	..
										Armstrong, Wm. T. ..	..	MPt4	60 0 0	..
										Heywood, Edith M. ..	..	FPt3	55 0 0	..
										Worrall, Hilda A. ..	..	FPt3	45 0 0	..
										Stanton, John A. ..	..	MPt2	35 0 0	..
										McCowan, Henry ..	..	MPt2	35 0 0	..
										Dixon, Elsie A. ..	..	FPt2	50 0 0	..
										Teesdale, William D.	..	MPr1	50 0 0	..
Expenditure on schools not open in December, 1910—														
Ararimu ..	..	56 5 0	..	..	..	..	..	..	..	..	..	..	..	..
Hunua No. 2														
Hakaru ..	..	63 0 0	6 5 0	2 3 6	..	..	..	..	..	..	..	..	..	..
Tara Road														
Maraetai	..	87 13 4	11 5 0	..	..	..	..	..	..	..	..	..	..	..
Maungatautari No. 2	..	80 11 3	8 19 0	4 16 0	..	..	..	..	..	..	..	..	..	..
Omanawa	..	28 0 0	..	..	..	..	..	..	..	..	..	..	..	..
Oroville	..	8 12 6	0 16 8	0 10 0	..	..	..	..	..	..	..	..	..	..
Paparimu	..	90 0 0	7 10 0	5 1 6	..	..	..	..	..	..	..	..	..	..
Tererenga ..														
Whangapoua	..	76 10 0	7 10 0	4 13 6	0 16 1	..	..	..	..	..	..	..	..	..
Waipu Cave ..	..	7 10 0	..	..	..	..	..	..	..	..	..	..	..	..
Frankton	..	..	..	..	6 8 6	..	..	..	..	..	..	..	..	..

Expenditure not classified—																		
Furniture unclassified	..	..	..	..	76 0 6	..	..	..	..	..	..	..	..	..	..	..	..	..
Painting	..	..	..	..	689 10 11	..	..	..	..	..	..	..	..	..	..	..	..	..
Plans and supervision	..	..	..	..	1,143 14 0	..	..	..	..	..	..	..	..	..	..	..	..	..
Tarring and sanding	..	..	..	..	267 19 3	..	..	..	..	..	..	..	..	..	..	..	..	..
Training College ..	..	..	..	..	52 6 8	..	..	..	..	31 19 8	..	..	..	..	..	..	..	..
Totals ..	..	144,146 1 10	5,193 4 1	9,377 2 9	8,469 18 7	..	2,546 6 0	1,141 16 2	11,098 2 7	..	..	..	..	..	..	..	..	..

TARANAKI.

		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d				£ s. d.	£
GRADE 0.														
Kotare	4	14 8 0	..	..	0 12 6	..	..	..	..	Crichton, Ethel ..	..	F	24 0 0	..
Opua	8	48 0 0	..	3 0 0	0 3 6	..	..	13 0 0	..	Buchler, Lancelot ..	..	M	48 0 0	..
Piko	8	50 0 0	..	3 0 0	0 15 6	..	..	..	..	Ross, Louise ..	..	F	48 0 0	..
Taurakawa	5	17 0 0	..	..	8 8 11	..	..	..	..	Brickell, Eileen ..	..	F	30 0 0	..
GRADE 1.														
Hurimoana .. Tahora ..	12	108 0 0	10 0 0	4 17 5	9 15 7	..	..	1 15 0	..	Catton, Henry ..	..	M	108 0 0	10
Kohuratahi	7	90 0 0	10 0 0	3 7 6	..	..	..	6 10 0	..	McCartie, Frances ..	..	F	90 0 0	10
Mangorei, Upper ..	16	105 0 0	10 0 0	5 5 0	4 0 0	..	..	..	..	Vickers, Mabel ..	..	F	90 0 0	10
Mangaehu	12	90 0 0	10 0 0	5 5 0	..	..	..	6 10 0	..	Nally, Delia ..	..	F	90 0 0	10
Mangahume ..	15	120 0 0	..	4 2 6	..	..	..	..	..	Birkett, Emma ..	E2	F	120 0 0	..
Mohakau	12	90 0 0	10 0 0	5 5 0	0 18 6	..	..	..	..	Watkin, Myra ..	..	F	90 0 0	10
Musker's	11	81 0 0	7 10 0	3 0 0	..	..	..	..	..	Mills, Violet ..	..	F	90 0 0	10
Newall	17	90 0 0	10 0 0	5 5 0	6 18 6	..	..	..	268 3 0	Cassie, Jane ..	..	F	90 0 0	10
Okoke	15	90 0 0	10 0 0	3 15 0	12 11 4	..	..	..	..	McDonald, H. May ..	..	F	90 0 0	10
Pohokura	27	95 0 0	10 0 0	5 5 0	10 2 11	..	..	..	..	Clark, Olive M. ..	..	F	90 0 0	10
Pukearuhe	21	90 0 0	..	7 6 3	9 11 7	..	..	5 0 0	..	Cartwright, Grace ..	..	F	90 0 0	..
Puniwhakau ..	10	90 0 0	10 0 0	3 15 0	0 19 5	..	..	..	..	McMillan, Mrs. A G.	E3	F	90 0 0	10
Whangamomona ..	18	90 0 0	10 0 0	4 10 0	7 4 9	..	..	..	..	Breen, Mary ..	..	F	90 0 0	10
GRADE 2.														
Albert	17	120 0 0	15 0 0	6 7 6	0 14 6	..	..	..	..	Henderson, Mrs. A. H.	E2	F	120 0 0	15
Carrington	28	140 0 0	15 0 0	9 0 0	3 9 11	..	..	..	..	Ullmer, Frederica ..	D3	F	140 0 0	15
Denbigh	21	124 2 6	15 0 0	7 17 6	2 3 1	..	..	..	..	Olausen, Bertha ..	D5	F	125 0 0	15
Douglas	24	120 6 8	15 0 0	8 12 6	4 11 8	..	..	13 0 0	..	Hickey, Stella ..	D5	F	120 0 0	15
Hurford	22	126 0 0	15 0 0	6 0 0	16 10 0	..	..	..	..	Adamson, Jane ..	..	F	126 0 0	15
Kahui	18	124 4 8	15 0 0	7 10 0	5 0 0	..	..	..	..	Mackay, Annie I. ..	E2	F	120 0 0	15
Kent	19	140 0 0	15 0 0	7 17 6	2 3 3	..	..	..	..	Smith, Kate E. ..	E2	F	140 0 0	15
Kina	13	113 15 0	15 0 0	11 3 1	5 5 0	..	..	10 10 0	..	Curtis, Mrs. Emmeline	D3	F	120 0 0	15
Makahu	17	130 0 0	..	6 7 6	8 6 8	..	..	..	..	Cameron, Mrs. Sarah	E3	F	130 0 0	..
Mangorei Lower ..	20	125 0 0	15 0 0	7 10 0	..	..	..	..	..	Mead, Beatrix ..	E3	F	125 0 0	15
Matau	18	110 10 0	..	6 15 0	8 18 5	..	..	..	..	Winthrop, Mrs Alice E.	D4	F	120 0 0	..
Oeo..	17	99 0 0	13 15 0	6 1 0	25 17 3	..	..	5 5 0	..	Brereton, Mrs. Maud A.	..	F	108 0 0	15
Pukeho	23	112 10 0	15 0 0	8 5 0	15 5 2	..	..	..	..	Finnerty, Lilla ..	..	F	112 10 0	15
Purangi	15	110 10 0	7 10 0	6 15 0	13 18 8	..	..	13 0 0	..	Hamerton, Annis E...	E3	F	120 0 0	15
Rowan	22	125 0 0	15 0 0	7 17 6	3 9 10	..	..	..	..	Jamieson, Mary E. I...	D4	F	125 0 0	15
Tataraimaka ..	24	145 8 4	..	7 2 6	13 6 9	..	..	..	41 11 5	Turner, Edgar ..	..	M	112 10 0	..
Tututawa	14	125 0 0	..	7 2 6	0 16 0	..	..	..	..	Templer, Reginald C.	E4	M	125 0 0	..

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

TARANAKI—*continued.*

Name of School. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1909, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year. — Maintenance. — Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Maintenance. — Teachers' House Allowances.	Maintenance. — Incidental Expenses of Schools.	School Buildings and Teachers' Residences. — General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	School Buildings and Teachers' Residences. — Rebuilding Worn-out Schools and Teachers' Residences.	School Buildings and Teachers' Residences. — Rebuilding Schools destroyed by Fire.	School Buildings and Teachers' Residences. — Rent.	School Buildings and Teachers' Residences. — New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. — Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	Annual Rates of Payment during Last Month of Year. — For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
Grade 3.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Bird	28	193 10 0	20 0 0	11 16 3	1 8 6	..	..	..	..	Berry, Mildred	..	F	171 0 0	20
Dudley	33	170 0 0	20 0 0	11 12 6	8 13 0	..	..	..	..	Lewis, Adelaide	D5	F	170 0 0	20
Durham	35	155 0 0	..	10 10 0	1 7 1	..	..	..	..	Foster, Ivy A.	D4	F	155 0 0	..
Huirangi	33	147 1 8	..	12 3 9	22 16 7	..	..	..	25 0 0	Bullians, Andrew	D2	M	150 0 0	..
Korito	32	170 0 0	20 0 0	11 5 0	7 2 0	..	..	..	..	Stewart, Lily	D3	F	170 0 0	20
Koru	26	155 5 0	..	11 12 6	49 13 4	..	..	..	..	Warner, Mrs. Margaret	D3	F	170 0 0	..
Lincoln	24	198 6 8	..	10 2 6	3 0 0	..	..	..	..	Ballantyne, Agnes J.	E2	F	150 0 0	..
Marco	35	135 0 0	..	11 8 9	84 11 8	..	..	..	..	Wilson, Mabel	D5	F	150 0 0	..
Oakura	30	160 0 0	..	10 2 6	14 5 0	..	..	..	..	Montgomery, Kath. M.	E3	F	160 0 0	..
Okau Tongaporutu	26	164 16 1	20 0 0	10 17 6	2 8 0	..	..	15 12 0	..	Eggleton, Francis J.	..	M	162 0 0	20
Pembroke	34	144 0 0	20 0 0	11 12 6	20 19 8	..	..	..	..	Boyle, Thomas	..	M	144 0 0	20
Pungarehu	37	170 0 0	20 0 0	11 12 6	20 19 6	..	..	..	..	Harrison, Mrs. Jessie I.	D3	F	170 0 0	20
Punihe	33	144 0 0	..	11 12 6	13 5 3	..	..	..	..	Thomas, Arthur	..	M	144 0 0	..
Ratapiko	45	202 11 7	..	11 12 6	11 2 4	..	..	..	..	Wilson, Mrs. Oney E.	D2	HF	160 0 0	..
										Wells, Alice	..	AF	90 0 0	..
Raupuha	28	155 8 4	20 0 0	11 16 3	..	..	..	..	..	Scammell, William	..	M	135 0 0	20
Tarurutangi	31	160 0 0	..	12 0 0	1 10 7	..	..	..	..	Moss, Mrs. Elizabeth M.	E3	F	160 0 0	..
Uruti	31	160 0 0	..	11 12 6	4 7 6	..	..	..	..	Bicheno, Eva	E2	F	160 0 0	..
Waihi	45	200 17 9	20 0 0	11 12 6	3 6 10	..	..	..	..	Cowles, Sarah A.	D2	F	160 0 0	20
										Wagstaff, Wilfred	..	AM	90 0 0	..
Waiongona	24	191 11 8	..	8 5 0	0 17 9	..	..	..	..	Hughes, Wilfred L.	D3	M	180 0 0	..
Waitui	26	142 10 0	20 0 0	10 2 6	5 5 1	..	..	..	..	Black, Hilda	..	F	135 0 0	20
York	37	150 0 0	20 0 0	10 2 6	25 6 4	..	..	16 16 0	301 10 0	Strachan, Mary A.	D1	F	150 0 0	20
Grade 4.														
Awatuna	44	280 0 0	..	14 16 3	18 19 4	..	..	1 10 0	237 0 0	Powell, Ada M	C3	HF	190 0 0	..
										Cooper, Ethel	..	AF	90 0 0	..
Bell Block	57	270 0 0	..	13 10 0	4 19 6	..	..	..	..	Potts, Mary I.	E3	HF	180 0 0	..
										Rice, Hilda	..	AF	90 0 0	..
Cardiff	52	280 0 0	..	14 16 3	0 4 6	..	..	..	..	McCarty, Catharine M.	D2	HF	190 0 0	..
										Smith, Daisy	..	AF	90 0 0	..
Egmont Village	45	280 0 0	..	13 17 6	11 10 0	..	..	..	..	Dewhirst, Mrs. Eliza E.	E1	HF	190 0 0	..
										Fenton, Henry C.	..	AM	90 0 0	..
Frankley	72	352 11 3	..	18 15 0	66 11 8	550 4 6	..	..	..	Winfield, Thomas B.	C2	HM	205 0 0	..
										McDermid, R. G. M.	Lic.	AF	99 15 0	..
										O'Rorke, Mary E.	..	FPr1	50 0 0	..

Hillsborough	..	48	280	0	0	..		14	8	9	55	6	9	..	..	0	17	0	158	12	11	Stephen, Mary W.	..	D1	HF	190	0	0	..
																						Mills, Stanley M.	..	..	AM	90	0	0	..
Huiakama	..	52	274	8	4	..		13	17	6	2	12	11	..	..	..			..			Turkington, Samuel	..	C2	HM	190	0	0	..
																						Hoby, Dora	..	..	AF	90	0	0	..
Huiroa	..	39	263	4	11	..		13	10	0	15	7	9	..	..	..			74	5	4	Worm, Louisa F.	..	..	HF	162	0	0	..
																						Bollinger, Mary	..	..	AF	90	0	0	..
Kaimata	..	54	280	0	0	..		15	18	0	6	16	2	..	..	..			46	13	7	Livingstone, Hugh A.		C1	HM	190	0	0	..
																						Tavendale, Julia	..	..	AF	90	0	0	..
Kaimiro	..	57	281	17	4	..		14	8	9	22	9	5	..	..	2	7	6	214	18	0	Smith, Fanny L.	..	B3	HF	190	0	0	..
																						Fowler, Monica	..	..	AF	90	0	0	..
Lepperton	..	63	280	0	0	..		16	4	0	9	1	10	..	..	..			..			Brown, William A.	..	C3	HM	190	0	0	..
																						Nisbet, Cora	..	..	AF	90	0	0	..
Mahoe	..	38	277	1	8	..		12	15	0	..			..	..	..			..			Cumberworth, Fred J.		D1	HM	185	0	0	..
																						Haddrell, Mary	..	..	AF	90	0	0	..
Norfolk	..	68	340	0	0	..		16	16	0	8	8	1	..	..	..			..			Thomas, Richard E.	..	C1	HM	195	0	0	..
																						Knox, Ellie	..	..	AF	90	0	0	..
																						Franklyn, Violet	..	..	FPr2	55	0	0	..
Oaonui	..	61	283	15	0	..		16	19	0	5	11	6	..	..	1	0	0	..			McArthur, Grace C.	..	C1	HF	180	0	0	..
																						Williams, Kathleen	..	..	AF	90	0	0	..
Okato	..	66	285	0	0	..		17	2	0	2	7	1	..	..	..			..			Evans, Daffyd P.	..	E1	HM	195	0	0	..
																						Bartlett, Ivy	..	..	AF	90	0	0	..
Omata	..	60	280	6	0	..		16	10	0	9	16	2	..	..	..			..			Meyenberg, Arthur M.		D3	HM	185	0	0	..
																						O'Brien, Florence	..	D5	AF	100	0	0	..
Pibama	..	41	280	0	0	..		13	4	6	0	12	0	..	..	..			..			Mason, Frederick W.		E2	HM	190	0	0	..
																						Cameron, Jessie	..	..	AF	90	0	0	..
Rabotu	..	76	299	10	0	..		18	18	0	3	3	6	..	..	..			..			Campbell, John T.	..	D1	HM	215	0	0	..
																						Lewis, Edith	..	..	AF	94	10	0	..
Stanley	..	53	283	13	4	25	0	0	15	6	0	0	15	0	..	..	..		..			Lilley, Helen	..	E1	HF	205	0	0	25
																						Richmond, Bertha	..	..	AF	94	10	0	..
Tarata	..	25	195	13	4	18	15	0	12	0	0	8	4	3	..	..	..		357	15	6	Day, Norman D.	..	..	M	162	0	0	..
Te Kiri	..	45	280	0	0	..			13	2	6	13	11	11	..	..	..		243	7	0	Buchler, Arthur O.	..	C2	HF	190	0	0	..
																						Buchler, Mrs. Sarah		..	AF	90	0	0	..
Tikorangi	..	57	280	1	1	..			15	6	0	..			..	..	..		..			West, Isaac M.	..	C2	HM	190	0	0	..
																						Andrews, Elsie E.	..	..	AF	90	0	0	..
Tuna	..	39	280	0	0	..			13	17	6	13	13	6	..	..	..		..			Auld, James A.	..	C2	HM	190	0	0	..
																						Blake, Margaret	..	..	AF	90	0	0	..
Warea	..	38	274	3	4	..			12	15	0	13	13	0	..	..	..		..			Barak, Mrs. Mary C.		C2	HF	180	0	0	..
																						Andrews, Ivy	..	..	AF	90	0	0	..
GRADE 5.																													
Fitzroy	..	131	455	9	0	..		28	2	0	21	14	2	..	..	..			..			Johnson, Oscar	..	D1	HM	235	0	0	..
																						Riordan, Margaret	..	E3	AF	110	0	0	..
																						McGregor, Eva	..	..	FPt2	50	0	0	..
																						Craig, Isabella	..	..	FPt1	45	0	0	..
Midhirst	..	112	439	17	6	..		24	10	0	15	17	11	..	..	..			3	11	3	Mail, James W.	..	C2	HM	235	0	0	..
																						Hutcheson, Margaret		D4	AF	115	0	0	..
																						Hall, Helen	..	..	FPt3	45	0	0	..
																						Vickers, Ethel	..	..	FPr1	50	0	0	..
Ngaere	..	80	373	15	0	..		20	8	0	3	0	0	..	..	..			..			Sims, Arthur V.	..	D2	HM	210	0	0	..
																						Mills, Sarah A.	..	E1	AF	115	0	0	..
																						Pennington John L.		..	MPt1	45	0	0	..
Opunake	..	96	395	0	0	..		22	18	0	35	11	0	..	..	..			..			Gray, Alfred	..	C2	HM	225	0	0	..
																						Bent, Ethel	..	D4	AF	115	0	0	..
																						Stitt, Isabella	..	..	FPt4	55	0	0	..
Tariki	..	77	398	6	8	..		20	11	0	2	18	6	..	..	..			..			Eason, Harry A.	..	D2	HM	235	0	0	..
																						Mackay, Mary C.	..	D5	AF	105	0	0	..
																						Jemison, Winifred J.		..	FPt4	55	0	0	..
Toko	..	104	383	15	3	..		24	6	0	8	2	0	..	..	..			..			Allan, Orlanno L.	..	D1	HM	240	0	0	..
																						Mace, Eliza	..	..	AF	94	10	0	..
																						Cameron, Ida	..	..	FPt1	45	0	0	..
Urenui	..	103	365	0	0	..		22	10	0	32	10	9	..	..	..			..			Pope, George H.	..	D2	HM	225	0	0	..
																						Henderson, Beattie M.		D3	AF	105	0	0	..
																						Julian, Gladys	..	..	FPt2	35	0	0	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

TARANAKI—*continued.*

NAME OF SCHOOL. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year. — Maintenance. — Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Maintenance. — Teachers' House Allowances.	Maintenance. — Incidental Expenses of Schools.	School Buildings and Teachers' Residences. — General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	School Buildings and Teachers' Residences. — Rebuilding Worn-out Schools and Teachers' Residences.	School Buildings and Teachers' Residences. — Rebuilding Schools destroyed by Fire.	School Buildings and Teachers' Residences. — Rent.	School Buildings and Teachers' Residences. — New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. — Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	Annual Rates of Payment during Last Month of Year. — For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
GRADE 7A.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Waitara	271	829 3 4	..	50 10 0	57 6 1	..	..	..	200 0 0	Wyllie, Samuel ..	C1	HM	280 0 0	..
										Moore, Frederick W.	C5	AM	180 0 0	..
										Pearce, Elsie M. ..	C3	AF	140 0 0	..
										Ford, Norah B. I. ..	D5	AF	105 0 0	..
										Berntsen, Alberta ..	..	FPt3	45 0 0	..
										Partridge, Thomas H.	..	MPt2	50 0 0	..
										Mackie, Jane ..	..	FPr2	25 0 0	..
GRADE 7B.														
Inglewood	268	855 7 6	..	43 18 10	26 1 5	..	..	..	..	Stratford, Herbert A.	C1	HM	275 0 0	..
										Gow, Alexander ..	C2	AM	190 0 0	..
										Papps, Mary M. ..	C3	AF	140 0 0	..
										Martin, Minnie ..	..	AF	103 10 0	..
										Bunyan, Isabella ..	..	FPt4	55 0 0	..
										O'Rorke, Margaret ..	..	FPt2	50 0 0	..
										Haworth, Lawrence ..	..	MPt3	45 0 0	..
GRADE 8A.														
New Plymouth (West End)	364	1,111 19 1	45 0 0	56 17 10	32 10 1	..	..	..	231 15 5	Dowling, Mrs. Mary ..	C1	HF	320 0 0	45
										Bary, Edward ..	C3	AM	220 0 0	..
										Mynott, Laura E. ..	E2	AF	155 0 0	..
										Evetts, Carvell ..	..	AM	126 0 0	..
										Westrup, Agnes C. I.	C5	AF	125 0 0	..
										McIsaac, Catharine ..	..	FPt4	55 0 0	..
										Fleming, Elizabeth ..	..	FPt2	50 0 0	..
										Bayly, Gladys ..	..	FPt1	45 0 0	..
										Mackie, Howard ..	..	MPt1	50 0 0	..
GRADE 9B.														
Stratford D.H.S. ..	559	1,587 13 2	..	85 4 2	43 19 2	..	..	..	281 15 0	Tyrer, Florence A. R.	D1	HM	*360 0 0	..
										Thomas, Joseph W. ..	C3	AM	245 0 0	..
										Dyson, Stanley W. ..	..	AM	171 0 0	..
										Hogg, Susan ..	E1	AF	160 0 0	..
										Beedie, Jeanie A. J. ..	E2	AF	145 0 0	..
										Bollinger, Elsie M., M.A	..	Sec.	..	..
										King, Eleanor M. ..	D4	AF	130 0 0	..
										Hart, Lilian A. ..	D5	AF	125 0 0	..
										Cuthbert, John ..	..	MPt4	60 0 0	..
										Lawrence, Agnes ..	..	FPt2	50 0 0	..
										Parli, Elsie	..	FPt2	50 0 0	..
										Cuthbert, Florence ..	..	FPt1	45 0 0	..
										Dewhirst, Irene ..	..	FPr1	50 0 0	..
										Heatley, Fred. J., M.A.	A2	Sec.	..	..
										Bowler, Frederick, B.A.	..	Sec.	..	..

New Plymouth (Central)	539	1,633	15	0	..	83	5	10	89	1	7	..	..	..	..	Dempsey, Hector ..	C1	HM	350	0	0	..
																McIlroy, Robert L.	B2	AM	250	0	0	..
																Bocock, James H. ..	E3	AM	190	0	0	..
																Martin, Mrs. Gertr. E.	E1	AF	160	0	0	..
																Dempsey, Hectorine E.	D4	AF	140	0	0	..
																Rowntree, Ethel ..	D4	AF	125	0	0	..
																Sullivan, Joseph ..	..	AM	112	10	0	..
																Crawford, Amy F. ..	D4	AF	100	0	0	..
																Stott, Mary	..	FPt3	55	0	0	..
																Gleeson, Alice ..	..	FPt3	45	0	0	..
																Doile, Gladys ..	..	FPt1	25	0	0	..
																Blyth, Miro ..	..	FPt1	25	0	0	..
																Weston, Christina ..	..	FPt2	35	0	0	..
																Arthur, Edith ..	..	FPr1	20	0	0	..
Expenditure on school not open in December, 1910—																						
Ackland ..	..	..			..	..			0	8	0	..	..	..	..	..	..	..	..	..	..	..
Expenditure not classified—																						
Architect ..	..	..			..	..			197	16	8	..	..	..	..	..	..	..	..	..	..	..
Overseer	..	..			..	..			239	11	8	..	..	..	..	..	..	..	..	..	..	..
Apparatus	..	..			..	..			26	11	1	..	..	..	..	..	..	..	..	..	..	..
Advertising ..	..	..			..	..			25	17	5	..	..	..	..	..	..	..	..	..	..	..
Furniture ..	..	..			..	..			44	4	0	..	..	..	..	..	..	..	..	..	..	..
School-sites purchased	..	..			..	..			43	11	0	..	..	..	..	..	..	..	..	..	..	..
Sundries	..	..			..	..			16	13	10	..	..	..	..	..	..	..	..	..	..	..
Totals	..	22,510	1	0	582	10	0	1,270	10	5	1,761	7	4	550	4	6	..	112	12	6	2,685	18	5	..	..	..	22,518	5	0	575

WANGANUI.

GRADE 0.																												
Ngaturi	8	34	10	4	..			1	3	4	..			..			..			..			Cameron, Annie	F	48	0	0	..
Omoana	2	16	10	3	..			..			..			..			..			..			Browning, Lily	F	18	0	0	..
Orangimea	7	36	0	0	..			..			..			..			..			..			Blennerhassett, Annie ..	F	48	0	0	..
Pine Creek	7	39	17	2	..			..			..			..			..			..			Birchley, K.	F	42	0	0	..
Tauangatutu ..	5	26	16	8	..			..			..			..			..			..			Colyer, Annie	F	30	0	0	..
Te Awa	5	36	0	0	..			..			..			..			..			..			Wildbore, Kathleen ..	F	30	0	0	..
Watershed Road ..	7	41	15	6	..			2	8	4	..			..			..			..			Oliver, Selina R. ..	C5	F	42	0	0	..
GRADE 1.																												
Coal Creek	11	90	0	0	10	0	0	3	10	0	..			..			..			..			Buchler, John W.	M	90	0	0	10
Karewarewa	10	90	0	0	10	0	0	3	5	0	..			..			..			..			Cameron, Rae C.	M	90	0	0	10
Komako	9	100	10	0	10	0	0	2	16	8	..			..			..			..			Blake, Adelaide	F	90	0	0	10
Long Acre Valley ..	12	95	0	0	10	0	0	3	18	4	7	3	6	..			..			..			McCarthy, Adelaide ..	D4	F	100	0	0	10
Main South Road ..	11	82	10	0	9	3	4	2	8	11	2	10	0	..			..			129	18	0	Bowler, Daniel C. V...	..	M	90	0	0	10
Makaka	15	89	10	0	9	18	10	4	13	4	..			..			..			4	7	6	Benton, Charlotte	F	90	0	0	10
Makohau	11	91	9	9	10	0	0	4	5	0	..			..			..			..			Davie, Frederick W...	..	M	90	0	0	10
Mangaeturoa ..	6	92	5	0	11	5	0	4	18	4	..			..			..			..			Punch, Joseph Pierce ..	M	90	0	0	10

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

WANGANUI—*continued.*

Name of School. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year. Maintenance. Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Teachers' House Allowances.	Incidental Expenses of Schools.	School Buildings and Teachers' Residences. General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	Rebuilding Worn-out Schools and Teachers' Residences.	Rebuilding Schools destroyed by Fire.	Rent.	New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	Annual Rates of Payment during Last Month of Year. For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
Grade 1—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Mangara	9	70 10 0	5 0 0	2 0 0	..	..	..	..	..	Simpson, Joan	..	F	90 0 0	10
Mangawhio	11	90 0 0	10 0 0	3 10 0	..	..	..	..	..	Perry, Florence E.	..	F	90 0 0	10
Manui	10	79 0 4	8 15 7	2 6 0	13 11 0	..	..	..	..	McLean, Olive C.	..	F	90 0 0	10
Marohema	9	90 0 0	10 0 0	..	..	..	..	..	..	Annabell, Violet	..	F	90 0 0	10
Moawhango	7	90 0 0	10 0 0	4 8 4	..	..	..	..	..	Jarrett, Harry P.	..	M	90 0 0	10
Moturimu	11	88 5 0	9 16 2	4 0 0	0 6 0	..	..	..	..	McKenzie, John B.	..	M	90 0 0	10
Mount Curl	12	90 0 0	10 0 0	3 8 4	..	..	..	..	..	Andrew, Sarah T.	..	F	90 0 0	10
Otairi	11	90 0 0	10 0 0	3 13 4	..	..	..	..	..	Flyger, Doris I.	..	F	90 0 0	10
Pakihikura	17	90 0 0	10 0 0	4 11 8	..	..	..	..	..	Brown, Alice M.	..	F	90 0 0	10
Pohonui	16	95 0 0	9 14 5	5 0 0	..	..	..	..	..	Gilligan, William F.	..	M	90 0 0	10
Porewa	9	90 0 0	..	3 16 8	12 5 9	..	..	..	..	Williamson, Rod. J.	..	M	90 0 0	..
Pukekaha	15	68 7 5	6 5 3	1 17 6	..	..	..	1 0 0	215 13 7	White, Samuel	..	M	90 0 0	10
Rata-iti	10	79 10 0	7 10 0	2 11 8	..	..	..	..	..	Earle, Margaret	..	F	90 0 0	10
Spur Road	19	90 0 0	..	4 15 0	5 14 3	..	..	..	..	Harper, Arthur S.	..	M	90 0 0	..
Tangiwai	11	52 19 8	5 17 9	1 4 6	2 17 10	..	..	..	..	Nicol, Albert C.	..	M	90 0 0	10
Tararua	11	90 0 0	10 0 0	4 18 4	0 1 6	..	..	..	..	Macrae, Roderick	..	M	90 0 0	10
Taumatatahi	12	90 0 0	10 0 0	7 6 8	..	..	..	..	..	Smith, Ida D. T.	..	F	90 0 0	10
Upper Kawhatau	12	108 0 0	10 0 0	4 10 0	..	..	..	..	..	Deighton, Emily S.	..	F	108 0 0	10
Whakamara	11	69 0 0	..	2 0 0	19 18 1	..	..	..	..	Anthony, Annie	..	F	90 0 0	..
Grade 2.														
Ararata	13	111 15 10	..	5 1 8	0 6 0	..	..	..	..	Rockel, Felix E. S.	Lic.	M	114 0 0	..
Awahou	24	140 0 0	..	9 2 11	..	..	..	..	..	Ewart, Edmund O.	D3	M	140 0 0	..
Awahou South	20	138 6 8	15 0 0	8 8 9	..	..	..	..	..	Scott, Ellen I. S.	D4	F	130 0 0	15
Brownlee	18	110 14 2	15 0 0	5 10 0	..	..	..	..	..	Berry, Laxton G.	..	M	108 0 0	15
Clydesdale	19	112 10 0	15 0 0	6 10 0	..	..	..	25 0 0	..	Russell, John W.	..	M	112 10 0	15
Denlair	16	130 0 0	..	6 1 8	..	..	..	..	..	Christie, Elizabeth	E3	F	130 0 0	..
Dunolly	18	140 0 0	15 0 0	6 11 8	..	..	..	..	16 10 0	McMeckin, Emma	E2	F	140 0 0	15
Greatford	20	140 0 0	..	8 3 9	..	..	..	..	..	Laird, Emma P.	E2	F	140 0 0	..
Hinau	17	115 6 8	15 0 0	5 6 8	..	..	..	..	..	O'Donnell, Ada R.	..	F	108 0 0	15
Horopito	30	110 12 6	15 0 0	5 16 8	..	..	..	28 5 0	244 15 3	Harre, Horace R.	..	M	108 0 0	15
Kaheke	19	140 0 0	15 0 0	6 16 8	..	..	..	..	..	Powle, Una W.	E3	F	140 0 0	15
Kaitieke	18	91 18 7	12 15 4	3 16 2	..	..	..	..	180 10 6	Ratliff, A. J.	..	M	108 0 0	15
Kakariki	19	125 0 0	15 0 0	9 4 7	3 15 0	..	..	..	..	Shepherd, Ellen M. J.	D4	F	125 0 0	15
Kawhatau	14	150 0 0	..	7 1 8	0 3 3	..	..	..	..	Kendall, Gertrude	E2	F	150 0 0	..
Kohi	19	112 10 0	..	5 15 0	..	..	..	..	..	Murray, Norman H.	..	M	112 10 0	..
Livingstone	12	108 0 0	15 0 0	5 3 4	..	..	..	..	..	Booth, Atwood W.	..	M	108 0 0	15
Makotuku	22	117 0 0	..	6 5 0	..	..	..	..	203 12 7	Lock, Albert D.	..	M	117 0 0	..

Mangamahu	..	11	111	12	6	..			5	15	0	8	0	0	..	..	..	..	Armstrong, Robert	..	Lic.	M	114	0	0	..
Mangamingi	..	23	112	10	0	15	0	0	6	11	8	0	13	11	..	..	..	..	Broad, Rowland P.	..	..	M	112	10	0	15
Mangarimu	..	18	111	0	0	..			6	3	4	5	13	6	..	..	..	164	13	0	Carson, Frederick G.	..	M	108	0	0	..
Mars Hill	..	22	120	0	0	15	0	0	7	5	0	..			..	..	..	..			Lassen, Mary	..	C3	F	120	0	0	15
Matarawa	..	14	133	0	0	..			6	1	8	11	1	9	..	..	..	..			Menzies, Edward M.	..	Lic.	M	133	0	0	..
Mere Mere	..	22	120	0	10	15	0	0	6	18	4	20	0	0	..	..	..	..			Haslett, Esther B.	..	Lic.	F	114	0	0	15
Ngawaka	..	22	126	0	0	..			7	6	8	13	0	0	..	..	..	..			Harris, William H.	..	..	M	126	0	0	..
Ohutu	..	13	108	0	0	15	0	0	5	3	4	..			..	..	..	..			Macfadzean, John	..	..	M	108	0	0	15
Opaku	..	17	120	0	0	..			5	5	0	..			..	..	..	4	11	6	Gilbert, Eliz. A. J.		E3	F	120	0	0	..
Orautoha	..	17	108	0	0	15	0	0	5	10	0	6	3	11	..	..	..	..			Ritchie, Erwin	..	..	M	108	0	0	15
Owhakura	..	23	133	0	0	..			7	11	8	18	1	11	..	..	..	20	7	4	Jarratt, Herbert	..	Lic.	M	133	0	0	..
Pipiriki	..	16	91	10	0	11	13	4	3	6	8	15	14	7	..	..	..	..			Brewer, Louisa F.	..	..	F	108	0	0	15
Poukiore	..	19	121	13	4	..			7	3	4	12	0	0	..	..	..	..			Rockel, Max E. C.	..	C4	M	120	0	0	..
Pukeokahu	..	17	130	0	0	..			5	13	4	..			..	..	..	..			Sunaway, Edith H.	..	E3	F	130	0	0	..
Pukeroa	..	11	108	0	0	15	0	0	4	16	8	..			..	..	..	..			Maclean, Annie H.	..	..	F	108	0	0	15
Raukura	..	19	150	0	0	15	0	0	5	18	4	..			..	..	..	..			McColl, Anne C.	..	E3	F	150	0	0	15
Rewa	..	26	112	8	8	15	2	6	7	8	4	5	11	0	..	..	..	..			O'Donnell, Edward P.		..	M	108	0	0	15
Riverlea	..	21	140	0	0	..			7	1	8	..			..	..	..	74	12	1	Armstrong, Rich. E.	..	E3	M	140	0	0	..
Rongoiti	..	15	109	5	0	15	0	0	5	6	8	..			..	..	..	..			Maclean, Allan H.	..	..	M	108	0	0	15
Rotokare	..	13	122	3	10	15	0	0	5	3	4	0	2	3	..	..	..	..			Wrightson, Richard W.		..	M	108	0	0	15
Ruahine	..	21	117	0	0	..			6	15	0	..			..	..	..	..			McCann, Thomas J.	..	..	M	117	0	0	..
Table Flat	..	17	126	0	0	..			7	15	0	5	0	0	..	..	..	..			Bousfield, Arthur M.	..	..	M	126	0	0	..
Tapuae	..	19	111	5	0	14	11	8	8	3	9	4	0	0	..	..	..	..			Braik, Peter	..	..	M	112	10	0	15
Tiriraukawa	..	21	108	0	0	15	0	0	5	10	0	..			..	..	..	..			Coddington, Edward G.		..	M	108	0	0	15
Tokaora	..	17	117	0	0	..			5	8	4	..			..	..	..	4	9	0	Bretherton, Joseph E.		..	M	117	0	0	..
Umutoi	..	22	108	0	0	15	0	0	5	10	0	3	1	6	..	..	..	..			Lock, Henry W.	..	..	M	108	0	0	15
Utuwai	..	26	112	10	0	15	0	0	7	8	4	..			..	..	..	..			Browning, Claude A.		..	M	112	10	0	15
Valley Road	..	23	108	0	0	15	0	0	6	13	4	11	10	11	..	..	5	5	0		Crandle, Henry E.	..	..	M	108	0	0	15
Waiata	..	19	109	16	8	15	0	0	5	16	8	..			..	..	..	..			Aitken, James D.	..	..	M	108	0	0	15
Waitohi	..	16	140	0	0	15	0	0	5	15	0	12	17	0	..	..	..	..			Baron, Alice M. M., M.A.		B2	F	140	0	0	15
GRADE 3.																											
Beaconsfield	..	29	155	0	0	..			9	15	0	72	19	0	..	..	..	228	10	7	Stables, Mary	..	E3	F	155	0	0	..
Brunswick	..	36	155	0	0	..			9	15	0	2	14	6	..	..	..	..			Ritchie, Thomas R.	..	D4	M	155	0	0	..
Fraser Road	..	32	170	0	0	..			9	15	0	21	3	0	..	..	..	..			Henn, Elvira I.	..	D3	F	170	0	0	..
Jackeytown	..	31	155	0	0	..			9	15	0	12	10	2	..	..	..	..			Best, Thornton R.	..	E3	M	155	0	0	..
Kiwitea	..	27	154	19	11	..			9	15	0	4	18	7	..	..	..	..			Ritchie, Annie M.	..	D3	F	155	0	0	..
Manutahi	..	31	148	5	0	..			8	19	7	5	11	0	..	..	..	..			Bell, George M.	..	D3	M	150	0	0	..
Mata	..	30	160	0	0	20	0	0	9	15	0	..			..	..	..	..			Belton, Joseph	..	D4	M	160	0	0	20
Mount View	..	30	135	0	0	..			9	1	3	17	11	5	..	..	..	..			Howell, Frank G.	..	..	M	135	0	0	..
Newbury	..	32	175	0	0	..			9	15	0	53	6	4	..	..	..	..			Howie, Elizabeth A.		E2	F	175	0	0	..
Parawanui	..	25	157	10	0	..			9	15	0	12	0	6	..	..	..	..			Small, Gilbert J.	..	D3	M	150	0	0	..
Raumai	..	31	135	0	0	20	0	0	9	4	7	..			..	..	..	375	12	3	Smith, Gerald D.	..	..	M	135	0	0	..
Rawhitiroa	..	37	149	12	10	..			9	15	0	32	10	9	..	..	..	..			Stewart, Alexander A.		..	M	135	0	0	..
Riverton	..	14	135	0	0	20	0	0	9	15	0	..			..	..	..	..			Gibbons, John M.	..	..	M	135	0	0	20
Stanway	..	31	170	0	0	..			15	13	0	11	10	5	..	..	..	..			Goldsbury, Montague		D3	M	170	0	0	..
Te Roti	..	31	150	16	8	..			9	15	0	91	5	8	..	..	..	..			Hansen, Mary	..	D3	F	150	0	0	..
Tiritea	..	26	150	0	0	20	0	0	9	15	0	0	12	0	..	..	..	..			Grant, Mary A.	..	C2	F	150	0	0	20
Tokorangi	..	31	150	0	0	20	0	0	9	15	0	2	9	9	..	..	..	59	15	0	Overton, George E.	..	C3	M	150	0	0	20
Torere	..	47	233	6	5	20	0	0	13	0	0	6	4	8	..	..	..	..			Watts, Walter J.	..	D3	HM	160	0	0	20
Turangarere	..	40	160	0	0	20	0	0	12	3	9	4	6	0	..	..	2	0	0		Barnard, Daisy	..	..	AF	94	10	0	..
Upokongaro	..	30	170	0	0	..			9	15	0	20	17	3	..	..	..	..			Kelly, Elizabeth J.	..	E3	F	160	0	0	20
Waipuru	..	27	150	0	0	20	0	0	9	15	0	..			..	..	..	..			McCosh, Samuel D.	..	E2	M	170	0	0	..
GRADE 4.																					Honore, Abraham T.		D4	M	150	0	0	20
Alton	..	32	280	0	0	..			13	0	0	..			..	..	..	..			Swinbourne, Wm. A.		C2	HM	190	0	0	..
																					Gibson, Helen F.	..	D5	AF	90	0	0	..
Auroa	..	47	270	0	0	..			13	0	0	24	0	0	..	..	..	..			Barrowclough, Alfred E., M.A.		A2	HM	180	0	0	..
																					Harris, Margaret	..	..	AF	90	0	0	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

WANGANUI—*continued.*

NAME OF SCHOOL. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year. — Maintenance. — Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Maintenance. — Teachers' House Allowances.	Maintenance. — Incidental Expenses of Schools.	School Buildings and Teachers' Residences. — General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	School Buildings and Teachers' Residences. — Rebuilding Worn-out Schools and Teachers' Residences.	School Buildings and Teachers' Residences. — Rebuilding Schools destroyed by Fire.	School Buildings and Teachers' Residences. — Rent.	School Buildings and Teachers' Residences. — New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. — Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	Annual Rates of Payment during Last Month of Year. — For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
GRADE 4—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Carnarvon	32	185 0 0	25 0 0	13 19 6	11 19 4	..	..	..	..	McEwen, Malcolm R.	C2	M	185 0 0	25
Cheltenham	42	280 0 0	..	19 13 6	0 3 6	..	..	..	..	Harre, John ..	D1	HM	190 0 0	..
										Campion, Mary E. ..	..	AF	90 0 0	.
Colyton	37	290 0 0	..	13 19 6	17 11 5	..	..	..	..	Shortall, Mary R. ..	E1	HF	190 0 0	..
										Smith, Elizabeth C. L.	D4	AF	100 0 0	..
Crofton	69	280 0 0	..	13 0 0	8 6 6	..	..	..	..	McCreedy, William ..	E2	HM	190 0 0	..
										Bailey, Wenonah ..	D5	AF	90 0 0	..
Fitzherbert East ..	45	280 0 0	25 0 0	13 0 0	0 1 10	..	..	..	..	Relling, Thorsten F...	D2	HM	190 0 0	25
										McKenzie, Florence ..	..	AF	90 0 0	..
Glen Oroua	47	280 0 0	25 0 0	15 18 6	1 1 0	..	..	..	..	Gibbs, George W ..	D3	HM	190 0 0	25
										Brooke, Una M. ..	..	AF	90 0 0	..
Himatangi	53	272 6 3	25 0 0	16 18 0	..	..	..	..	..	Raikes, Francis C. ..	D2	HM	190 0 0	25
										Greenaway, Gertrude ..	..	AF	90 0 0	..
Hiwinui	23	205 0 0	2 18 4	19 5 0	5 12 6	..	..	..	0 13 4	Thurston, Daniel P...	C2	M	190 0 0	25
Hurleyville	43	270 0 0	..	13 19 6	28 19 8	..	..	..	..	Bailie, James ..	E1	HM	180 0 0	..
										Kerrisk, Ellen ..	..	AF	90 0 0	..
Kai Iwi	39	281 19 3	25 0 0	13 0 0	1 10 0	..	..	..	..	Mackay, Duncan H...	D2	HM	190 0 0	25
										Mahony, Florence N.	..	AF	90 0 0	..
Kairanga	62	280 0 0	..	15 18 6	8 14 8	..	..	..	152 11 10	Martin, Donald ..	E1	HM	190 0 0	..
										Lynch, Elizabeth ..	..	AF	90 0 0	..
Kaitoke	48	293 15 0	..	13 19 6	2 0 0	..	..	..	..	Lyall, George A. ..	D1	HM	190 0 0	..
										Sarten, Lilias G. ..	C3	AF	105 0 0	..
Kakaramea	47	293 13 10	..	13 0 0	6 0 0	..	..	..	..	Curteis, William A. ..	C2	HM	190 0 0	..
										McClure, Bertha C. ..	..	AF	90 0 0	..
										Wybourne, Kathleen	Pr1	..	50 0 0	..
Kapuni	64	295 0 0	..	16 18 0	..	..	..	..	..	Liggins, Charles W. ..	C2	HM	205 0 0	..
										Tolme, Mary F. ..	..	AF	90 0 0	..
Kelvin Grove ..	48	283 14 2	..	13 0 0	34 5 6	..	..	..	..	Fox, Norman S. ..	C2	HM	190 0 0	..
										Piercy, Mabel H. ..	..	AF	90 0 0	..
Linton	53	280 0 0	..	16 18 0	0 8 9	..	..	..	..	Goldsbury, Alfred ..	E2	HM	190 0 0	..
										Molloy, Ellen C. ..	..	AF	90 0 0	..
Makino Road ..	48	280 0 0	..	13 0 0	2 6 0	..	..	..	..	Whalley, George E. ..	C2	HM	190 0 0	..
										Cody, Ellen M. ..	..	AF	90 0 0	..
Makowhai	38	273 7 9	25 0 0	13 0 0	3 17 8	..	..	..	..	Browning, Joseph ..	D4	HM	180 0 0	25
										King, Johanna ..	E3	AF	90 0 0	..
Mangaonoho ..	36	278 6 8	25 0 0	18 8 0	..	..	..	..	337 4 7	McConnachie, C., M.A.	B2	HM	185 0 0	25
										Pitcher, Susan M. ..	Lic.	AF	95 0 0	..
Matapu	43	295 0 0	..	16 18 0	8 0 0	..	..	..	..	Crabbe, Norman J. ..	D1	HM	205 0 0	..
										Huston, Grace L. ..	..	AF	90 0 0	..

Mataroa	34	209	17	6	..		13	19	6	..		..	..		..		..	Kennedy, Aileen J. ..	D4	F	180	0	0	..
Maxwell	58	280	16	8	..		16	18	0	23	1	11	..		..		..	Hills, Charles C. ..	C2	HM	185	0	0	..
																		Piercy, Florence M. S.	E3	AF	105	0	0	..
Mokoia	45	280	0	0	..		13	0	0	..			..		..		116	15	11	Williams, Henty M...	D2	HF	190	0	0	..
																		Walsh, Mary ..	..	AF	90	0	0	..
Momohaki	48	290	0	0	..		13	0	0	33	19	6	..		..		..	Bartlett, Alice G. ..	C1	HF	190	0	0	..
																		Hamerton, Isabella D.	D4	AF	100	0	0	..
Mosston	84	325	0	0	25	0	0	23	7	0	1	0	9	..	..	..	..	Slipper, Thomas B. ..	D1	HM	215	0	0	25
																		Horneman, Flora M.	D3	AF	110	0	0	..
Moutoa	42	267	2	9	..		13	0	0	9	18	0	..		..		..	Galland, James ..	C2	HM	185	0	0	..
																		Beer, Etnel C. ..	..	AF	90	0	0	..
Ohakea	45	290	0	0	..		13	0	0	25	4	0	..		..		..	Gabites, Frederick G.	C2	HM	190	0	0	..
																		Bailey, Mary M. ..	D3	AF	100	0	0	..
Ohangai	41	270	9	2	17	15	7	12	3	9	10	7	4	..	..	..	394	7	7	Lewis, Percy G. ..	D2	HM	180	0	0	..
																		Murphy, Nellie ..	..	AF	90	0	0	..
Ohingaiti	67	296	5	0	..		22	5	0	19	6	9	..		..		..	Stansell, William F...	C1	HM	205	0	0	..
																		McDonald, Christina	D4	AF	90	0	0	..
Okoia	47	280	0	0	..		13	0	0	14	16	7	..		..		..	Clayton, John C. ..	D2	HM	190	0	0	..
																		Manson, Alice F. ..	..	AF	90	0	0	..
Oroua Bridge ..	60	317	10	0	..		16	18	0	9	13	6	..		..		..	Lyall, Henry ..	D1	HM	205	0	0	..
																		Lyall, Esther ..	E1	AF	105	0	0	..
Otakeho	60	280	0	0	..		16	18	0	5	0	0	..		..		102	12	6	Honore, Jacob ..	E1	HM	190	0	0	..
																		Johnstone, Annie ..	..	AF	90	0	0	..
Pohangina	58	308	15	0	..		16	18	0	7	2	10	..		..		..	Murdoch, James M...	C1	HM	205	0	0	..
																		Crawford, Evelyn H.M.	..	AF	90	0	0	..
Rangataua	78	300	0	0	25	0	0	12	3	9	..			..	..	3	10	0	430	13	5	McKay, Farquhar J.	C3	HM	210	0	0	..
																		Mackay, Gladys D. I.	D4	AF	90	0	0	..
Rangiwahia ..	46	275	0	0	..		13	0	0	6	2	9	..	..	..		..	Campbell, Fernly C.	C2	HM	185	0	0	..
																		Doull, Euphemia ..	..	AF	90	0	0	..
Rata	61	280	0	0	..		21	6	0	3	8	6	..		..		..	Roache, Patrick H. ..	C1	HM	190	0	0	..
																		Findlay, Ida ..	..	AF	90	0	0	..
Raurimu	34	162	0	0	25	0	0	13	0	0	13	7	11	..	..	..		..	Prentice, George S. ..	..	HM	162	0	0	25
Sanson	56	298	15	0	..		22	2	0	46	4	11	..	..	21	0	0	..	Walters, Edward H...	C2	HM	205	0	0	..
																		Pinches, Rhoda A. G.	..	AF	90	0	0	..
Silverhope	39	280	0	0	..		13	0	0	3	1	2	..	..	..		..	Lanyon, Harriet B. ..	D1	HF	190	0	0	..
																		Palmer, Catherine D.	..	AF	90	0	0	..
South Makirikiri ..	33	280	0	0	..		13	0	0	1	12	9	..	..	..		..	McDonnell, Joha. M.	D2	HF	190	0	0	..
																		McDonnell, Lena J...	..	AF	90	0	0	..
Stoney Creek ..	39	282	10	0	25	0	0	13	19	6	8	0	0	..	..	..	..	Stagpoole, Thomas ..	D2	HM	190	0	0	25
																		Wilson. Kathleen C...	..	AF	90	0	0	..
Taikorea	41	270	0	0	..		12	3	9	32	5	11	..	..	..		73	8	6	Evans, Albert H. ..	E2	HM	180	0	0	..
																		May, Hilda	..	AF	90	0	0	..
Taonui	58	295	0	0	..		16	18	0	39	3	9	..	..	..		..	Bowater, Harold R. ..	C2	HM	205	0	0	..
																		Mahony, Ella M. ..	..	AF	90	0	0	..
Taoroa	24	272	18	4	..		13	0	0	..			..	..	..		..	Jenks, Francis L. ..	C4	HM	180	0	0	..
																		Tylee, Olive L. L. ..	..	AF	90	0	0	..
Turakina	73	312	18	1	..		20	15	0	19	17	6	..	..	..		..	Hewlett, Henry C. ..	A2	HM	215	0	0	..
																		West, Anita M. ..	..	AF	90	0	0	..
Upper Tutaenui ..	46	283	15	4	..		13	0	0	5	5	0	..	..	..		..	Parkinson, Johan J...	E1	HF	190	0	0	..
																		Dowling, Nina A. ..	D4	AF	95	0	0	..
Waitotara	69	285	0	0	..		16	18	0	14	13	6	..	..	..		..	Matthews, Howard ..	D2	HM	195	0	0	..
																		Hogan, Gertrude M...	..	AF	90	0	0	..
Waituna West ..	40	280	0	0	25	0	0	13	0	0	0	1	6	..	..	..	206	4	4	Haydon, Thomas B...	D3	HM	190	0	0	25
																		Sinclair, Jessie ..	..	AF	90	0	0	..
Wangaehu	39	280	0	0	..		13	0	0	1	13	4	..	..	..		..	Walker, Louis J. ..	D2	HM	190	0	0	..
																		McLachlan, Alice A.	..	AF	90	0	0	..
Warrengate	56	280	0	0	..		13	0	0	14	6	6	..	..	..		..	Anderson, Roy ..	C2	HM	190	0	0	..
																		Coomber, Olive M. ..	..	AF	90	0	0	..

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

WANGANUI—*continued.*

Name of School. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year.								Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
		Maintenance.			School Buildings and Teachers' Residences.									
		Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Teachers' House Allowances.	Incidental Expenses of Schools.	General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	Rebuilding Worn-out Schools and Teachers' Residences.	Rebuilding Schools destroyed by Fire.	Rent.	New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
Grade 4—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Westmere	63	300 0 0	25 0 0	16 18 0	..	..	..	..	..	O'Reilly, John J. ..	D1	HM	205 0 0	25
										McCulloch, Margt. M.	D4	AF	95 0 0	..
Whenuakura ..	42	291 13 7	..	13 0 0	..	..	..	..	..	Sparrow, Agatha ..	D3	HF	180 0 0	..
										Cleary, Ethel M. ..	D5	AF	95 0 0	..
Grade 5.														
Apiti	88	385 0 0	..	20 14 0	25 0 6	..	..	..	..	Matthews, James ..	D1	HM	225 0 0	..
										Jamieson, Laura ..	D4	AF	105 0 0	..
										Duncan, Emily L. ..	..	FPt4	55 0 0	..
Awahuri	75	390 0 0	..	24 9 0	58 16 7	..	..	..	..	Rogers, Edward H. ..	E1	HM	225 0 0	..
										Robertson, Annie G. ..	E2	AF	115 0 0	..
										Broughton, Sydney ..	..	FPt2	50 0 0	..
Bunnythorpe ..	105	416 11 5	..	23 14 0	4 1 9	..	..	..	..	Espiner, George H. ..	C1	HM	235 0 0	..
										Scheidt, Elizabetha ..	C3	AF	120 0 0	..
										Crabb, Edna ..	..	FPt1	45 0 0	..
Castlecliff	103	382 10 0	30 0 0	20 14 0	7 0 0	..	..	..	..	Smith, William ..	D1	HM	225 0 0	30
										Gebbie, Margaret E. ..	D3	AF	105 0 0	..
										Jones, Ivy A. ..	..	FPt2	50 0 0	..
Halcombe	86	396 5 0	..	20 14 0	16 10 11	..	..	..	..	Robson, John T. ..	C2	HM	235 0 0	..
										Cartwright, Eliz. J. ..	C4	AF	110 0 0	..
										Henderson, Aileen M.	..	FPt2	50 0 0	..
Kaponga	112	378 13 4	..	32 5 0	..	..	..	..	0 10 0	Matheson, Peter ..	D1	HM	235 0 0	..
										Murtagh, Emma J. ..	..	AF	99 0 0	..
										King, Eileen ..	..	FPt1	45 0 0	..
Kimbolton	75	389 18 9	..	20 14 0	47 10 6	..	..	..	..	Astbury, Henry E. ..	D2	HM	235 0 0	..
										Brown, Alexandra M.	Lic.	AF	104 10 0	..
										Gould, Sidney H. ..	..	MPt2	50 0 0	..
Longburn	79	381 12 6	..	20 14 0	133 16 10	..	..	15 0 0	178 17 0	Hankin, Fredk. S. M.	D1	HM	225 0 0	..
										Billens, Emmie ..	..	AF	94 10 0	..
										Speight, Irene ..	..	FPt1	45 0 0	..
Manaia	118	419 13 4	..	30 17 6	43 0 0	..	..	7 5 0	..	Bindon, William H. V., M.A.	B1	HM	210 0 0	..
										Loudon, Mary ..	E1	AF	115 0 0	..
										Hall, Amy ..	..	FPr2	55 0 0	..
										Barleyman, Edythe M.	..	FPt1	25 0 0	..
Mangatoki	94	387 10 0	..	20 14 0	3 9 0	..	..	..	..	Nairn, James ..	C1	HM	235 0 0	..
										Griffiths, Williamina	D3	AF	105 0 0	..
										Hilles, Agneta ..	..	FPt1	45 0 0	..

Normanby	104	386	11	4	..		24	14	0	5	15	0	..	..	..		..	Mitchell, George W.	C1	HM	235	0	0	..
																		Gillanders, Anne ..	D4	AF	115	0	0	..
																		King, Nora ..	..	FPt1	25	0	0	..
Okaiawa	84	380	16	8	..		20	14	0	..			..	..	..		..	Innes, Thomas ..	C1	HM	215	0	0	..
																		Hunger, Mary A. ..	C2	AF	115	0	0	..
																		Graham, Alan ..	..	MPt2	50	0	0	..
Raetihi	116	379	0	1	..		20	14	0	10	13	2	..	..	..		..	Hird, William E. ..	C1	HM	235	0	0	..
																		West, Martha C. ..	D4	AF	105	0	0	..
																		Shaw, Lilian ..	..	FPt2	35	0	0	..
Rongotea	104	432	13	4	..		32	14	0	22	12	5	..	..	..		..	Bowater, Charles H. T.	D1	HM	240	0	0	..
																		Frayne, Lenora J. ..	D4	AF	105	0	0	..
																		Fletcher, Lilian H. ..	..	FPt1	45	0	0	..
																		Evans, Edna A. ..	.	FPr1	50	0	0	..
Utiku	68	383	15	7	..		21	14	0	8	0	8	..	..	..		..	Anderson, Bonifacius	D2	HM	235	0	0	..
																		Northover, Annie ..	..	AF	94	10	0	..
																		Williams, Mary E. ..	..	FPt2	50	0	0	..
GRADE 6A.																									
Ashburst	141	498	8	1	..		31	0	0	49	5	6	..	..	..		..	Buchler, Arthur O. ..	C1	HM	245	0	0	..
																		McDonnell, Bedelia M.	E1	AF	120	0	0	..
																		Bauckham, Fannie ..	..	AF	90	0	0	..
																		Sorensen, Ivy ..	..	FPr1	50	0	0	..
Bull's D.H.S. ..	132	440	0	0	..		30	4	0	2	2	0	..	..	4	10	0	Gray, Joseph H. ..	D1	HM	*250	0	0	..
																		McEwen, A. H. A. ..	E2	AF	130	0	0	..
																		King, Gwendoline ..	..	FPt2	35	0	0	..
																		Carter, Rosa ..	..	FPr2	25	0	0	..
																		Thomas, William W.	C5	Sec.	..			..
Gonville	151	468	16	2	35	0	0	24	14	0	6	0	0	..	..	11	8	0	304	11	9	Kime, Percy, M.A. ..	A1	HM	245	0	0	35
																		Tuffin, Margaret S. ..	D2	AF	120	0	0	.
																		Field, Margaret ..	..	FPt2	35	0	0	..
																		Prideaux, Lucy H. ..	..	FPt2	50	0	0	..
																		Olberg, Olive G. ..	..	FPr1	20	0	0	..
Hunterville	146	469	5	0	..		36	4	0	106	12	6	..	..	..			54	11	5	Ironmonger, Ed. L. ..	D1	HM	250	0	0	..
																		Yortt, Caroline E. ..	D3	AF	130	0	0	..
																		Tremewan, Maur. A. ..	..	AM	90	0	0	..
Mangaweka	138	630	18	4	..		43	6	0	27	4	6	..	..	..		..	Adams, William ..	D1	HM	240	0	0	..
																		Edwards, Ernest ..	E3	AM	140	0	0	..
																		Gillman, Winifred M.	D4	AF	90	0	0	..
																		Ker, Grace D. ..	..	FPt2	50	0	0	..
																		Tansey, Olla C. ..	..	FPt2	35	0	0	..
																		McCormick, May ..	..	FPr1	50	0	0	..
Ohakune and Ohakune Side	159	592	10	0	35	0	0	22	15	0	18	13	8	..	..	..		301	3	1	Blyth, Thomas A. ..	E2	HM	240	0	0	35
																		Seater, Hilda M. ..	D4	AF	120	0	0	..
																		Carmody, William ..	..	MPt2	50	0	0	..
																		Carmody, Margaret ..	..	AF	90	0	0	..
																		Young, Isabella ..	..	AF	94	10	0	..
Patea D.H.S. ..	161	476	5	0	..		30	2	0	98	19	5	..	..	..		..	Robbie, George A. ..	B1	HM	*240	0	0	..
																		Lavery, Catherine ..	D2	AF	130	0	0	..
																		Russell, Janet I. ..	..	FPt4	60	0	0	..
																		Beamish, Olive M. ..	..	FPt3	45	0	0	..
																		Beamish, Marion G...	..	FPr1	20	0	0	..
GRADE 6B.																		Martin, Frederick W.	B3	Sec.	..			..
Sedgebrook	222	680	5	4	35	0	0	29	18	0	0	3	0	..	..	43	2	6	446	6	0	Andrew, William J., M.A.	B1	HM	260	0	0	35
																		Carson, Annie M. ..	D2	AF	125	0	0	..
																		Siddells, Ethel M. ..	D4	AF	120	0	0	..
																		Neilson, Leslie R. ..	..	AM	90	0	0	..
																		Andrew, Hazel J. ..	..	FPt3	45	0	0	..
																		Ferguson, Catherine..	..	FPt1	45	0	0	..
																		Morecraft, Mabel ..	..	FPr2	55	0	0	..
Waverley	150	584	16	8	..		29	18	0	48	8	0	..	..	..		..	Banks, James ..	D1	HM	260	0	0	..
																		Thompson, Lydia C...	C3	AF	120	0	0	..
																		Ray, Lydia M. ..	Lic.	AF	114	0	0	..
																		Clemance, Alice E. ..	..	FPt3	55	0	0	..
																		Cleary, Winifred ..	..	FPt2	35	0	0	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

WANGANUI—*continued.*

NAME OF SCHOOL. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year.								Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
		Maintenance.			School Buildings and Teachers' Residences.									
		Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Teachers' House Allowances.	Incidental Expenses of Schools.	General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	Rebuilding Worn-out Schools and Teachers' Residences.	Rebuilding Schools destroyed by Fire.	Rent.	New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Teachers on the Staff at the End of the Year.	Classification	Position in the School.	For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
GRADE 7A.														
Aramoho	201	864 15 0	..	37 15 10	19 3 7	..	..	..	..	Law, James K. ..	C1	HM	270 0 0	..
										Marshall, James E. ..	C2	AM	200 0 0	..
										Barkley, Ethel I. M. M.	E2	AF	145 0 0	..
										Lock, Gertrude J. ..	E3	AF	135 0 0	..
										Calman, Gordon J. ..	..	MPt3	45 0 0	..
										Arthur, May ..	..	FPt5	60 0 0	..
Feilding (Lytton Street)	223	813 13 6	40 0 0	45 10 0	139 13 8	..	..	..	..	Stewart, Henry C. ..	D1	HM	280 0 0	40
										Trevena, Albert J. ..	D2	AM	190 0 0	..
										Ewing, Ellen ..	E1	AF	135 0 0	..
										Carthew, Evelyn M. ..	D4	AF	105 0 0	..
										Gray, Laura ..	..	FPt3	55 0 0	..
										Deroles, Violet ..	..	FPt1	45 0 0	..
Wanganui (St. John's)	251	697 10 0	40 0 0	..	6 8 0	..	..	..	..	O'Brien, Lucy M. ..	E1	HF	220 0 0	40
										Blennerhassett, Emily	E2	AF	140 0 0	..
										Clemence, Winifred M.	C3	AF	120 0 0	..
										Gage, Bessie ..	D3	AF	115 0 0	..
										Williams, Margaret A.	..	FPt1	45 0 0	..
										Miles, May	..	FPt2	50 0 0	..
GRADE 7B.														
Eltham D.H.S. ..	305	953 13 10	..	46 8 9	2 17 5	..	..	..	15 12 9	Thomas, Taliesen ..	D1	HM	*300 0 0	..
										Lightbourne, R. C. D.	D2	AM	205 0 0	..
										Jenkinson, Margaret B.	E2	AF	145 0 0	..
										Rockell, Dulcia M. ..	D3	AF	125 0 0	..
										Mahony, Gerald ..	..	MPt2	50 0 0	..
										McLeod, George M. ..	..	MPt1	25 0 0	..
										Smith, Jemima ..	..	FPt2	50 0 0	..
										Barkla, Beatrice M. ..	..	FPr1	50 0 0	..
										Jackson, Herbert W. ..	C4	Sec.	..	..
Foxton	318	921 9 5	..	49 13 3	78 1 2	..	..	..	..	Jackson, Percy G. ..	C1	HM	270 0 0	..
										Gabites, Herbert F. ..	C2	AM	180 0 0	..
										Wanklyn, Grace ..	E2	AF	145 0 0	..
										Slattery, Julia C. ..	E3	AF	130 0 0	..
										Cowie, Alfred C. ..	..	MPt3	55 0 0	..
										Davie, George H. ..	..	MPt3	55 0 0	..
										Bartlett, Eileen ..	..	FPt1	45 0 0	..
										Flavell, Lucy ..	..	FPr2	55 0 0	..

Marton D.H.S. ..	264	816	19	0	..		50	9	4	10	16	0	..	..	..		300	0	0	Mossman, Edwin ..	C1	HM	*285	0	0	..
																				Train, Arthur D. N...	E3	AM	190	0	0	..
																				McDonald, Alison ..	E1	AF	145	0	0	..
																				Gordon, Jane Y. ..	D2	AF	125	0	0	..
																				MacDonald, John A...	..	MPt1	25	0	0	..
																				Baskin, Martha G. ..	..	FPt2	50	0	0	..
																				Lyne, Chris. J., B.A...	B3	Sec.	..			..
Taihape D.H.S. and Winiata Side	308	1,026	5	10	..		63	1	9	22	5	5	..	..	15	12	0	2	11	4 Thurston, James F. ..	D1	HM	*280	0	0	..
																				Thompson, Alfred W.	D2	AM	190	0	0	..
																				Day, Esther M. ..	..	AF	121	10	0	..
																				Voysey, Alice ..	E3	AF	115	0	0	..
																				Aris, May F. ..	..	FPt3	55	0	0	..
																				Anderson, Caroline G.	..	FPt2	50	0	0	..
																				McAuliffe, Ethel M...	..	FPr1	20	0	0	..
																				Edwards, Bernice E...	..	AF	90	0	0	..
																				Carmody, James ..	..	AM	90	0	0	..
																				Poole, Samuel J. ..	C3	Sec.	..			..
GRADE 8A.																										
Palmerston North (Terrace End)	363	1,189	9	2	45	0	0	55	17	1	9	16	0	..	..	0	15	0	152	17	4 Fairbrother, Thos. F.	D1	HM	320	0	0	45
																				Powell, Albert H. ..	D1	AM	220	0	0	..
																				O'Donnell, Mary E...	E2	AF	150	0	0	..
																				Bryce, Maggie J. ..	D4	AF	135	0	0	..
																				Chapman, Jessie M...	D3	AF	120	0	0	..
																				Billens, Kathleen ..	D5	AF	95	0	0	..
																				Harris, Margaret A...	..	FPt4	60	0	0	..
																				Wilson, Kate ..	..	FPt1	45	0	0	..
																				Guy, Lily	..	FPt1	45	0	0	..
GRADE 8B.																										
Feilding D.H.S. ..	381	1,139	3	4	..		56	14	6	5	17	6	..	..	..			..		Hill, John D. C. ..	C1	HM	*320	0	0	..
																				McLean, William H...	D2	AM	220	0	0	..
																				Brennand, Basil ..	D4	AM	160	0	0	..
																				Watts, Gertrude E. ..	E2	AF	145	0	0	..
																				Watts, Amy E. ..	C3	AF	120	0	0	..
																				Mountfort, Janie M...	..	FPt4	55	0	0	..
																				Crabb, Janet L. ..	..	FPt3	45	0	0	..
																				Morgan, Alexander H.	..	FPt2	50	0	0	..
																				Long, Arthur T. D. ..	..	MPr2	25	0	0	..
																				Bates, Frederic A. ..	B2	Sec.	..			..
																				Wyatt, Gladys M. ..	C3	Sec.	..			..
Wanganui D.H.S. ..	405	1,284	1	3	45	0	0	188	18	9	64	2	9	..	505	16	7	10	0	0 ..	Aitken, James, B.A. ..	B1	HM	*335	0	0	45
																				Furrie, Leonard J. ..	C1	AM	225	0	0	..
																				Gordon, Maria M. ..	D1	AF	160	0	0	..
																				McNeill, Elizabeth A.	E1	AF	150	0	0	..
																				Miller, Margaret ..	D1	AF	130	0	0	..
																				Jannings, Frederick C.	C2	AM	150	0	0	..
																				McMurray, Daisy ..	..	FPt2	35	0	0	..
																				Bathgate, Charles M.	..	MPt2	35	0	0	..
																				Palmer, Charles A. P.	..	MPr1	50	0	0	..
																				Barton, Frazer B. ..	B5	Sec.	..			..
GRADE 8C.																				Gordon, Jessie, B.A. ..	Lic.	Sec.	..			..
Palmerston North (College Street)	407	1,386	17	0	45	0	0	64	5	8	7	19	9	..	..			..		1	18	0 Low, David W. ..	C1	HM	320	0	0	45
																				Lyon, William A. ..	B2	AM	220	0	0	..
																				McKenzie, T. D. O. ..	C3	AM	155	0	0	..
																				Mowbray, Lucy O. ..	D2	AF	135	0	0	..
																				Govan, Frances ..	D2	AF	130	0	0	..
																				Staite, Florence M. ..	E3	AF	115	0	0	..
																				Squire, Annie ..	..	AF	90	0	0	..
																				Burgess, Conway H...	..	FPt4	60	0	0	..
																				Gills, Evelyn ..	..	FPt2	50	0	0	..
																				Taylor, David ..	..	MPt1	45	0	0	..
																				Hostick, John B. ..	..	MPt1	45	0	0	..

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

WANGANUI—*continued.*

Name of School. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance. (1.)	Average for the Year 1910 (2.)	Expenditure for the Year. Maintenance. Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools. (3.)	Teachers' House Allowances. (4.)	Incidental Expenses of Schools. (5.)	School Buildings and Teachers' Residences. General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c. (6.)	Rebuilding Worn-out Schools and Teachers' Residences. (7.)	Rebuilding Schools destroyed by Fire. (8.)	Rent. (9.)	New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites. (10.)	Names, Classification, and Status of Teachers. Teachers on the Staff at the End of the Year. (11.)	Classification. (12.)	Position in the School. (13.)	Annual Rates of Payment during Last Month of Year. For Salary, including Lodging-allowances to Pupil-teachers. (14.)	For Teachers' House Allowances. (15.)
Grade 8c—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Hawera D.H.S. ..	432	1,410 13 1	..	69 8 9	17 9 3	..	..	..	..	Strack, Conrad A. ..	D1	HM	*340 0 0	..
										Nairn, John R. ..	D1	AM	235 0 0	..
										Mowbray, Edith ..	E1	AF	150 0 0	..
										Williams, William P.	D4	AM	135 0 0	..
										Black, Elsie V. ..	D2	AF	135 0 0	..
										Bourke, Mary ..	D2	AF	120 0 0	..
										Wilson, Arthur L. C...	..	AM	90 0 0	..
										Roache, Honora M. ..	..	FPt3	45 0 0	..
										Mills, Alice ..	..	FPt4	55 0 0	..
										Tait, Robina ..	..	FPt3	45 0 0	..
										Bates, Winifred R. ..	..	FPt2	35 0 0	..
										Foden, Norman A. ..	..	MPr1	20 0 0	..
										Strack, Constance T...	B4	Sec.	..	..
										Reid, Jessie B., B.A...	B3	Sec.	..	..
Grade 9b.														
Queen's Park ..	522	1,953 11 11	50 0 0	..	22 4 0	..	..	..	..	Payne, Henry M. ..	C1	HM	380 0 0	50
										Richardson, Henry H.	C1	AM	280 0 0	..
										Marshall, George H...	C2	AM	215 0 0	..
										McDonald, Isabella ..	E1	AF	190 0 0	..
										Thomson, Ellen ..	E1	AF	165 0 0	..
										Ross, Jane W. M. ..	C2	AF	155 0 0	..
										Wilton, Isabel A. ..	C3	AF	135 0 0	..
										Meads, Zenobia ..	D2	AF	125 0 0	..
										Stevenson, William H.	..	MPt2	50 0 0	..
										Chatwin, Georgina ..	..	FPt4	55 0 0	..
										Curham, Frances M...	..	FPt2	35 0 0	..
										Sutherland, Kenneth	..	MPt1	45 0 0	..
										Finlayson, Christina..	..	FPt1	25 0 0	..
Grade 10a.														
Campbell Street ..	615	2,156 0 3	50 0 0	93 15 7	55 7 11	..	..	..	..	Watson, Francis E. ..	D1	HM	370 0 0	50
										Warden, Charles H. ..	D1	AM	270 0 0	..
										Gray, James H. ..	C2	AM	210 0 0	..
										Hanna, Sarah F. ..	E1	AF	190 0 0	..
										Reed, Amelia D. ..	E2	AF	165 0 0	..
										Mellish, Marion ..	E1	AF	155 0 0	..
										Holland, Francis G. L.	D3	AM	150 0 0	..
										Kingett, Emily A. ..	D3	AF	120 0 0	..
										Kuhtze, Miriam ..	E2	AF	140 0 0	..

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List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

WELLINGTON—*continued.*

Name of School. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year. Maintenance. Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Maintenance. Teachers' House Allowances.	Maintenance. Incidental Expenses of Schools.	School Buildings and Teachers' Residences. General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	School Buildings and Teachers' Residences. Rebuilding Worn-out Schools and Teachers' Residences.	School Buildings and Teachers' Residences. Rebuilding Schools destroyed by Fire.	School Buildings and Teachers' Residences. Rent.	School Buildings and Teachers' Residences. New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	Annual Rates of Payment during Last Month of Year. For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
Grade 1—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Waingawa	14	90 0 0	10 0 0	8 10 0	..	..	..	..	..	Harvey, Charlotte T...	..	F	90 0 0	..
Wangaehu	8	90 0 0	10 0 0	7 10 0	..	..	..	..	..	Lock, Francis L. ..	..	F	90 0 0	10
Waterfalls	13	90 0 0	10 0 0	8 13 0	2 0 0	..	..	..	..	Robbie, Mrs. Annie ..	..	F	90 0 0	10
Whareama	15	90 0 0	..	8 12 3	..	..	..	..	..	Chapman, Blanche ..	..	F	90 0 0	10
Whiteman's Valley ..	14	105 0 0	..	8 10 0	..	..	..	..	..	Harrison, Ada ..	E1	F	90 0 0	..
Grade 2.														
Akatarawa	21	120 0 0	15 0 0	9 5 0	..	..	..	..	..	Johnson, Edith M. ..	D3	F	120 0 0	15
Bideford	18	118 0 0	..	8 19 6	12 9 2	..	..	..	..	Wilkinson, Mrs. I. A.	Lic.	F	114 0 0	..
Horoeka	20	108 0 0	..	10 1 6	5 18 6	..	..	..	31 2 6	Bowie, William S. ..	..	M	108 0 0	..
Judgeford	17	116 17 6	15 0 0	8 15 10	0 4 7	..	..	..	..	Pinhey, Ellen G. ..	C4	F	120 0 0	15
Kahautara	26	140 0 0	15 0 0	9 2 0	..	..	..	..	..	Fellingham, Majorie	E2	F	140 0 0	15
Kaitoke	18	120 0 0	15 0 0	8 10 0	0 1 0	..	..	..	..	McGregor, Grace E...	D2	F	120 0 0	15
Kaituna	19	140 0 0	15 0 0	8 10 0	..	..	..	..	..	Kelleher, Caroline H.	D2	F	140 0 0	15
Kakariki	10	121 13 4	15 0 0	8 10 0	..	..	..	..	..	Robinson, Lillie I. F.	D3	F	120 0 0	15
Kohinui	16	126 5 6	..	8 10 0	4 3 0	..	..	..	..	Ritchie, Elizabeth M.	D5	F	120 0 0	..
Longbush	23	126 0 0	..	9 0 0	..	..	..	..	17 10 10	Tattle, Philip G. ..	..	M	126 0 0	..
Makairo	15	120 0 0	15 0 0	8 10 0	..	..	..	20 16 0	..	Warwick, Robert S. ..	D4	M	120 0 0	15
Mangahao	16	118 0 0	15 0 0	8 10 0	1 3 9	..	..	..	..	Whibley, Mrs. Agnes E.	D1	F	120 0 0	15
Mangamahoe ..	18	140 0 0	3 15 0	9 0 0	..	..	..	..	305 0 0	Harrison, Jane M. ..	E2	F	140 0 0	..
Marima	22	136 13 11	15 0 0	9 0 0	..	..	..	15 12 0	..	Ham, E. Violet ..	D4	F	120 0 0	15
Matahiwi	11	117 2 0	15 0 0	8 10 0	..	..	..	..	..	Messenger, Ern. R. G.	C4	F	120 0 0	15
Matarawa	17	123 6 8	..	8 10 0	..	..	..	..	..	Merlet, Isabella A. ..	E2	F	120 0 0	..
Mungaroa	27	150 0 0	..	10 10 0	..	..	..	..	..	Evans, Mrs. Eliza H.	E1	F	150 0 0	..
Ngaturi	17	117 0 0	15 0 0	8 10 0	..	..	..	..	..	Wallis, William A. ..	..	M	117 0 0	15
Opaki	28	140 0 0	..	11 5 9	3 13 0	..	..	..	..	Marryatt, Florence M.	D1	F	140 0 0	..
Pirinoa	13	117 19 1	..	8 10 0	..	..	..	..	..	Gilmour, Richard S...	C5	M	120 0 0	..
Plimmerton	22	140 0 0	15 0 0	9 0 0	1 17 8	..	..	13 0 0	..	Cooper, Emily M. ..	D2	F	140 0 0	15
Pukehinau	24	120 0 0	..	10 10 5	2 3 2	..	..	..	72 9 5	Rose, Arthur W. ..	D2	M	120 0 0	..
Putara	19	120 0 0	15 0 0	6 10 0	14 14 9	..	..	..	96 5 4	Stace, Ivy M. ..	D5	F	120 0 0	15
Rakaunui	15	122 10 0	15 0 0	8 10 0	..	..	..	..	..	Ainsworth, Lilian A. J.	D3	F	120 0 0	15
Stokes Valley ..	16	120 0 0	15 0 0	8 10 0	..	..	..	..	..	Prendeville, Phoebe M.	D3	F	120 0 0	15
Tauherenikau ..	14	125 0 0	..	8 10 0	16 0 0	..	..	..	..	Pattle, Kate Alice ..	D4	F	120 0 0	..
Te Nui	28	160 0 0	..	10 4 5	38 17 7	..	..	..	..	Sutton, Henry ..	D2	M	160 0 0	..
Wallaceville	22	126 19 5	..	9 10 0	1 5 11	..	..	..	..	Thomson, Florence M.	D4	F	120 0 0	..
Whakataki	18	130 0 0	..	8 10 0	4 17 10	..	..	..	..	Williams, Mrs. Mary A.	E2	F	130 0 0	..
Wharau	16	108 0 0	15 0 0	8 15 3	1 0 11	..	..	..	..	Grant, John ..	..	M	108 0 0	15

Grade 3.																									
Alfredton	24	150	0	0	20	0	0	11	2	9	..			..			..			..			Manson, Nedby M. ..	D3	M	150	0	0	20
Cross Creek	35	155	0	0	..			11	0	0	10	5	0	..			..			..			Fieldhouse, Joseph H.	D4	M	155	0	0	..
Dyer	32	150	0	0	20	0	0	11	0	0	1	6	0	..			..			..			Iorns, Olive Evelyn ..	D3	F	150	0	0	20
Featherston South ..	27	160	0	0	20	0	0	10	10	0	..			..			..			..			Oswin, Mabel E. ..	B2	F	160	0	0	20
Ihuraua	28	154	19	2	20	0	0	10	10	0	..			..			..			..			Pattle, Olive Emma ..	C4	F	155	0	0	20
Kaitara	30	161	5	0	..			10	16	7	5	10	0	..			..			..			Ussher, Martha J. ..	E1	F	160	0	0	..
Kopuaranga ..	33	175	0	0	..			11	0	0	..			..			..			..			Nightingale, Henry J.	C1	M	175	0	0	..
Makara	18	160	0	0	..			9	0	0	0	8	4	..			..			..			Smith, John A. ..	D1	M	160	0	0	..
Makuri	30	190	0	0	..			10	10	0	1	0	6	..			..			..			Wilson, Mary H. ..	D1	F	190	0	0	..
Mangamaire ..	29	150	0	0	20	0	0	10	11	3	1	0	0	..			..			331	0	0	Mackellar, Jean Logan	D3	F	150	0	0	20
Mangarama	26	150	0	0	20	0	0	10	10	0	0	1	6	..			..			..			McAdam, Charles C...	C3	M	150	0	0	20
Mauriceville	27	144	0	0	20	0	0	10	11	6	1	6	0	..			..			..			Barnett, John ..	..	M	144	0	0	20
Mikimiki	32	160	2	1	20	0	0	11	0	0	..			..			..			..			Bright, Aimée D. ..	E1	F	150	0	0	20
Ngaio	37	160	0	0	20	0	0	13	9	2	7	16	9	..			..	26	0	0	..		Page, Margaret ..	D1	F	160	0	0	20
Paekakariki	28	160	0	0	..			10	10	0	8	12	11	..			..			..			Cooper, Henry T. ..	D1	M	160	0	0	..
Pahautanui	36	160	0	0	..			11	0	0	5	0	0	..			..			..			Lea, Sarah E. B. ..	D3	F	160	0	0	..
Puketoi	29	150	0	0	..			10	10	0	5	0	3	..			..			..			Leighton, Mary J. ..	E2	F	150	0	0	..
Rangitumau ..	26	156	13	4	..			10	18	9	1	19	0	..			..			..			Atkinson, Mary E. ..	D3	F	150	0	0	..
Rongomai	19	170	0	0	20	0	0	8	16	5	..			..			..			..			McLauchlan, Mary ..	E1	F	170	0	0	20
Taueru	36	155	0	0	..			11	16	5	11	9	11	..			..			..			Brockett, Frederick C.	D3	M	155	0	0	..
Tawa Flat	32	160	0	0	..			11	2	6	0	15	0	..			..			..			Coneys, Jessie T. ..	E2	F	160	0	0	..
Waihakeke	28	155	0	0	..			10	10	0	4	17	6	33	6	6	..			..			Matthews, Laura ..	D1	F	155	0	0	..
Waione	22	152	8	1	..			9	10	0	..			..			..			..			Jenkins, Charles G. ..	Lic.	M	142	10	0	..
Grade 4.																									
Ballance	53	296	5	0	25	0	0	13	10	0	3	2	0	..			..			..			Thompson, Fred. G...	D2	HM	205	0	0	25
																							Kerr, Kate	..	AF	90	0	0	..
Belvedere	47	270	0	0	..			13	4	3	3	14	6	..			..			..			Stout, Robert ..	D3	HM	180	0	0	..
																							Bodell, Florence A. ..	D3	AF	90	0	0	..
Dalefield	52	295	0	0	..			13	10	0	3	7	0	..			..			..			Brewer, Lottie M. ..	C1	HF	180	0	0	..
																							Kilmartin, Kate ..	..	AF	90	0	0	..
																							Gordon, Charles S. ..	..	MPr2	25	0	0	..
Fernridge	86	327	12	5	..			19	2	6	9	4	3	..			..			..			Foss, Reginald J. ..	B1	HM	215	0	0	..
																							Clarke, Mary A. C. ..	D4	AF	105	0	0	..
																							Andrews, Honoria ..	..	FPt1	45	0	0	..
Gladstone	43	280	8	1	22	18	4	13	2	8	1	10	0	..			400	10	0	..			Piggford, Mary H. ..	E1	HF	190	0	0	25
																							McBeth, Margaret ..	..	AF	90	0	0	..
Hamua	55	273	12	11	25	0	0	14	14	0	3	11	10	..			..			..			Miekle, Paul A. D. ..	C3	HM	190	0	0	25
																							Lees, Eliza A. ..	..	AF	90	0	0	..
Hastwell	46	280	0	0	..			13	0	0	4	0	0	..			..			6	0	0	Gregory, Fredk. W. ..	D2	HM	190	0	0	..
																							Bannister, Edna M. ..	..	AF	90	0	0	..
Hukanui	67	280	0	0	14	11	8	16	10	0	..			..			..			298	15	9	Anderson, Wigo ..	E1	HM	190	0	0	..
																							Simmons, Olive L. ..	..	AF	90	0	0	..
Kaiparoro	39	280	0	0	25	0	0	12	0	0	3	12	0	..			..			..			Campbell, Kathleen ..	D1	HF	190	0	0	25
																							Thompson, Ethel ..	D4	AF	90	0	0	..
Kaitawa	40	270	0	0	..			12	0	0	3	15	0	..			..			..			Bland, Mrs. Eliza Jane	D2	HF	180	0	0	..
																							Mallabar, Sophia ..	..	AF	90	0	0	..
Kaiwaiwai	43	268	7	9	..			12	10	6	8	17	4	..			..			..			King, Edmund A. ..	C2	HM	180	0	0	..
																							Healy, Annie ..	..	AF	90	0	0	..
Koputaroa	61	281	5	0	..			14	10	0	11	0	0	..			..			..			Clark, William H. ..	D1	HM	190	0	0	..
																							Hall, Lily E. ..	D5	AF	90	0	0	..
Konini	61	290	0	0	..			15	10	0	1	5	6	..			..			..			Britland, Walter ..	D1	HM	190	0	0	..
																							Warren, Minnow F. I.	E2	AF	100	0	0	..
Korokoro	42	280	0	0	25	0	0	13	5	6	..			..			..			..			Johnston, Tris. E. N.	D1	HF	190	0	0	25
																							Gaudin, Grace B. ..	..	AF	90	0	0	..
Makomako	42	270	0	0	25	0	0	12	5	3	0	2	6	..			..			..			Larsen, Christian R...	D3	HM	180	0	0	25
																							Hill, Constance ..	D4	AF	90	0	0	..
Mauriceville West ..	38	280	0	0	..			12	12	9	17	10	0	..			..			..			Combs, Frank L. ..	C2	HM	190	0	0	..
																							Jensen, Emma H. ..	..	AF	90	0	0	..
Muhunoa	28	200	2	5	..			10	12	0	1	0	0	..			..			..			Blake, Bertie N. T. ..	C1	M	190	0	0	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

WELLINGTON—*continued.*

NAME OF SCHOOL. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year. — Maintenance. — Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Maintenance. — Teachers' House Allowances.	Maintenance. — Incidental Expenses of Schools.	School Buildings and Teachers' Residences. — General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	School Buildings and Teachers' Residences. — Rebuilding Worn-out Schools and Teachers' Residences.	School Buildings and Teachers' Residences. — Rebuilding Schools destroyed by Fire.	School Buildings and Teachers' Residences. — Rent.	School Buildings and Teachers' Residences. — New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. — Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	Annual Rates of Payment during Last Month of Year. — For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
GRADE 4—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Muritai	61	315 0 0	25 0 0	21 17 6	0 5 0	..	..	7 12 6	334 12 1	Sanson, Herbert ..	D1	HM	215 0 0	25
										Haslam, Emma Jessie	D3	AF	100 0 0	..
Newman	53	280 0 0	25 0 0	13 12 6	5 14 0	..	..	..	..	Anderson, Andrew ..	D1	HM	190 0 0	25
										Hughes, Maggie M. ..	..	AF	90 0 0	..
Nireaha	65	295 0 0	..	17 2 3	4 1 3	..	..	..	..	Hutchens, Emmeline E. R.	E1	HF	205 0 0	..
										O'Sullivan, Elmyra ..	..	AF	90 0 0	..
Ohariu	38	273 6 8	..	11 1 0	10 2 0	..	..	..	..	Dallaston Charles W.	D2	HM	180 0 0	..
										Spence, Bessie P. ..	..	AF	90 0 0	..
Ohau	76	310 0 0	8 6 8	17 0 0	6 1 6	..	..	225 0 0	..	Henderson, George M.	B2	HM	195 0 0	..
										Tew, Winifred E. H...	D2	AF	115 0 0	..
Paraparaumu ..	62	280 0 0	..	15 12 0	..	..	..	..	228 15 6	Vaughan, Frederick T	D1	HM	190 0 0	..
										Skelley, Harriet M. ..	..	AF	90 0 0	..
Parkvale	50	295 0 0	..	13 0 0	3 5 6	..	..	..	..	Davidson, James ..	D1	HM	190 0 0	..
										Armstrong, Mary C. ..	C4	AF	105 0 0	..
Pongaroa	50	280 0 0	25 0 0	14 9 4	7 17 0	..	..	..	..	Murray, William T. ..	D2	HM	185 0 0	25
										Magill, Maggie E. ..	D4	AF	95 0 0	..
Porirua	66	310 0 0	..	16 10 0	1 1 0	..	..	..	..	Pilkington, John J. ..	C1	HM	205 0 0	..
										Whitcombe, Minnie A.	D2	AF	105 0 0	..
Reikiorangi ..	38	280 0 0	..	11 0 0	6 1 0	..	..	..	17 11 11	Bennett, William D...	D2	HM	190 0 0	..
										Jamieson, Catherine..	..	AF	90 0 0	..
Rongokokako ..	41	270 8 1	..	12 18 0	3 9 0	..	..	..	..	Bradstock, Leonard B.	Lic.	HM	171 0 0	..
										Bell, Ruth A. ..	D4	AF	100 0 0	..
Scarborough.. ..	59	283 5 0	..	14 15 6	..	..	..	..	..	Bringans, John ..	D1	HM	190 0 0	..
										Burge, Agnes Hilda ..	..	AF	94 10 0	..
Taita	59	313 6 8	25 0 0	16 13 6	35 2 3	..	..	7 10 0	..	Philip, William H. ..	D1	HM	190 0 0	25
										Tuely, Catherine B. ..	D2	AF	105 0 0	..
										Yeats, Douglas D. M.	..	MPr1	20 0 0	..
Te Horo	62	287 1 8	..	16 19 6	12 16 0	..	..	..	..	Kirk, George W. ..	D1	HM	195 0 0	..
										Gibb, Muriel B. ..	..	AF	90 0 0	..
Te Ore Ore	37	220 11 2	25 0 0	11 0 0	..	..	..	..	..	Jones, George A. ..	C1	M	190 0 0	25
Waikanae	58	296 5 0	..	14 10 0	0 15 1	..	..	..	188 16 8	Duncan, Stuart ..	D1	HM	205 0 0	..
										Temple, Hilda A. ..	D1	AF	90 0 0	..
Wainuiomata ..	37	285 0 0	..	11 0 0	0 2 9	..	..	..	..	Letham, Sara ..	E1	HF	190 0 0	..
										Newton, Mary ..	E2	AF	95 0 0	..
GRADE 5.														
Clareville	83	365 0 0	..	20 0 0	10 0 0	..	..	..	..	Beechey, James M. ..	D1	HM	215 0 0	..
										Moncrieff, Janet ..	E2	AF	115 0 0	..
										Butler, Fenton ..	..	FPt2	35 0 0	..

Eketahuna	113	402	3	4	..		24	10	3	32	18		..		..		..		Dempsey, Walter N...	D1	HM	235	0	0	..
																			Toohill, Maria H. ..	Lic.	AF	109	5	0	..
																			Grey, Muriel P. ..	..	FPt2	35	0	0	..
Kaiwarra and side school	94	465	11	3	30	0	0	27	9	0	96	3	3	..		..	16	0	..	Pope, Robert J. ..	D1	HM	235	0	0	30
																			Cook, Amelia A. ..	E2	AF	115	0	0	..
																			Strong, Florence M...	..	AF	90	0	0	..
																			Coulter, Edith M. ..	..	FPr2	25	0	0	..
Khandallah	91	383	17	6	30	0	0	21	10	0	11	16	3	..		..			82 14 10 Jenkins, David H. ..	D2	HM	235	0	0	30
																			Graves, Clara ..	D3	AF	105	0	0	..
																			Munro, Martha C. ..	..	FPt2	50	0	0	..
Lansdowne	144	437	16	8	30	0	0	28	12	5	9	0	0	..		..			.. Drummond, Robert ..	D1	HM	235	0	0	30
																			Haggett, Gladys E. E.	D2	AF	140	0	0	..
																			Thompson, Andrew ..	..	MPt2	50	0	0	..
																			Morrison Margaret ..	..	FPt1	45	0	0	..
Manakau	93	410	6	5	..		21	10	0	29	16	6	..		..		..		.. McBain, Alexander ..	D1	HM	235	0	0	..
																			Fellingham, Rebecca	E2	AF	115	0	0	..
																			Lee, Mary E. ..	..	FPt4	60	0	0	..
Northland	95	422	1	3	30	0	0	21	10	0	7	10	0	..		..			.. Polson, Donald ..	D1	HM	235	0	0	30
																			Benzoni, Frances E. S.	D3	AF	115	0	0	..
																			Parker, Hildred A. ..	..	FPt3	45	0	0	..
																			Tonks, Ida M. ..	..	FPr2	25	0	0	..
Tokomaru	96	365	6	11	..		27	3	11	31	17	6	..		..		..		7 2 9 Webb, James S. ..	D1	HM	225	0	0	..
																			Hayes, Ellen V. ..	..	AF	94	10	0	..
																			Clifford, Olive ..	..	FPt1	45	0	0	..
GRADE 6A.																									
Epuni	129	450	0	0	35	0	0	26	0	0	1	6	0	..		..			.. Williamson, Alex. W.	B1	HM	240	0	0	35
																			Meager, Ellen A. ..	D2	AF	120	0	0	..
																			Connell, Mrs. Eliz. E.	E2	AF	90	0	0	..
Featherston ..	137	520	0	0	..		26	11	0	4	0	0	..		..		..		.. Everton, Frederick C.	C1	HM	250	0	0	..
																			Stanton, Cath. M. ..	D2	AF	130	0	0	..
																			Hughan, Mrs. Jessie..	E1	AF	90	0	0	..
																			Smylie, Wilhelmina ..	..	FPr1	50	0	0	..
Mangatainoka ..	145	470	0	0	..		28	10	0	11	5	0	..		..		..		.. Chatwin, George W. ..	C1	HM	260	0	0	..
																			Jackson, Patrick M. ..	D3	AM	120	0	0	..
																			Cade, Katherine ..	..	AF	90	0	0	..
Martinborough ..	115	470	0	0	..		29	5	0	4	11	0	..		..		6	0 0	.. Lee, Clement W. ..	E1	HM	250	0	0	..
																			Gray, Catherine ..	D2	AF	120	0	0	..
																			Jacobsen, Alice G. ..	D3	AF	100	0	0	..
Shannon	179	520	19	11	..		29	13	9	45	15	6	..		..		..		.. Voysey, William ..	D1	HM	250	0	0	..
																			Duggan, John ..	..	AM	108	0	0	..
																			Silvester, Evelyn ..	D3	AF	130	0	0	..
																			Mason, Henrietta R...	C4	AF	95	0	0	..
Wadestown	138	502	5	0	35	0	0	38	17	6	8	8	4	..		..	27	10 0	.. Joplin, Charles R. ..	D1	HM	240	0	0	35
																			Battersby, Margaret N.	D4	AF	120	0	0	..
																			Aitchison, Evelyn R.	..	FPt5	60	0	0	..
																			McManus, Mary E. ..	..	FPt2	50	0	0	..
																			Lea, Norah	..	FPr2	25	0	0	..
GRADE 6B.																									
Mitchelltown ..	180	630	16	8	35	0	0	32	2	3	31	14	11	..		..			.. Malcolm, John H. ..	D1	HM	240	0	0	35
																			Woodward, Elizabeth	D2	AF	130	0	0	..
																			Taylor, Helen Anne ..	D3	AF	120	0	0	..
																			Bisset, Caroline A. B.	D4	AF	90	0	0	..
																			Mackersey, Errol M...	..	FPr1	50	0	0	..
Otaki	163	665	0	0	..		30	10	0	6	2	11	7	12	0	..	..		.. Smith, William B. ..	D1	HM	260	0	0	..
																			Bannister, Matilda E.	E2	AF	140	0	0	..
																			Jacob, Margaret H. ..	E2	AF	120	0	0	..
																			Foster, Kate ..	D4	AF	90	0	0	..
																			Kerrigan, Margaret ..	..	FPr2	55	0	0	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

WELLINGTON—*continued.*

NAME OF SCHOOL. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year. Maintenance. Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Teachers' House Allowances.	Incidental Expenses of Schools.	School Buildings and Teachers' Residences. General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	Rebuilding Worn-out Schools and Teachers' Residences.	Rebuilding Schools destroyed by Fire.	Rent.	New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	Annual Rates of Payment during Last Month of Year. For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
GRADE 6B—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Roseneath	141	662 0 3	35 0 0	29 7 6	205 17 0	..	..	10 0 0	..	Darroch, Robert ..	D1	HM	250 0 0	35
										Davidson, Jessie L. ..	D2	AF	140 0 0	..
										Bird, Florence R. ..	E2	AF	130 0 0	..
										Kay, Florence E. ..	D4	AF	95 0 0	..
										Stainton, William H. ..		MPr1	50 0 0	..
Worser Bay	158	637 10 0	35 0 0	30 4 0	27 3 9	..	..	..	..	Rowntree, Wm. W. ..	D1	HM	250 0 0	35
										Smith, Mrs. Sarah E.	D2	AF	120 0 0	..
										McFarlane, Olive V...	D3	AF	120 0 0	..
										Armitage, Rose E. ..	D3	AF	90 0 0	..
										Fitt, William ..	..	MPr1	50 0 0	..
GRADE 7A.														
Greytown D.H.S and Side School	227	866 19 5	..	44 17 0	19 0 0	78 15 0	..	..	..	Charters, Alex. B. ..	B1	HM	*280 0 0	..
										Goldsman, George J.	B3	AM	180 0 0	..
										Davis, Amy G. ..	E1	AF	145 0 0	..
										Butler, Phœbe ..	D4	AF	115 0 0	..
										Freeman, Emily A. ..	..	AF	90 0 0	..
										Kay, Winnie ..	..	FPt2	50 0 0	..
										Kidson, George R. ..	C3	Sec.	..	..
										McLandress, I., M.A.	B2	Sec.	..	..
Johnsonville and Side School	237	981 13 0	40 0 0	10 0	24 13 9	..	..	26 0 0	..	Bethune, Finlay ..	D1	HM	280 0 0	40
										Eagar, Edward F. ..	E3	AM	190 0 0	..
										Evans, Ada H. ..	E2	AF	145 0 0	..
										Baker, Sybil E. ..	D2	AF	115 0 0	..
										Hanron, Clara ..	D3	AF	90 0 0	..
										Renner, Charlotte F.	C4	AF	95 0 0	..
										Earp, Alice L. ..	..	FPt1	45 0 0	..
Karori	201	865 0 6	..	34 14 6	40 0 8	..	..	..	..	Bennett, Francis ..	D1	HM	270 0 0	..
										Sutton, Howard H. ..	D3	AM	180 0 0	..
										Edwards, Dorothy L.	D3	AF	135 0 0	..
										Cooper, Ethel R. ..	D2	AF	105 0 0	..
										Gavin, Doris M. H. ..	C5	AF	90 0 0	..
										Paine, Ivy	..	FPr2	25 0 0	..
										McKenzie, Mary B. ..	..	FPr1	50 0 0	..
Maranui	262	814 10 5	0 0	48 19 6	21 7 6	..	..	33 0 0	594 10 4	Blake, Alexander C. ..	C1	HM	280 0 0	40
										Arcus, Lawrence H. ..	D2	AM	185 0 0	..
										Roberts, Florence G...	B2	AF	145 0 0	..
										Scott, Mary ..	D2	AF	110 0 0	..
										Mackellar, Lena M. ..	Lic.	AF	90 5 0	..

Pahiatua D.H.S	..	238	861	13	4	..		51	14	0	18	15	4	..		817	16	5	32	10	0	..	Thomas, Joseph ..	C1	HM	*285	0	0	..
																							Scott, William W. ..	E2	AM	190	0	0	..
																							Stormont, Flor. M. ..	E2	AF	145	0	0	..
																							Stone, Blanche ..	D4	AF	105	0	0	..
																							Burgess, Emily M. ..	..	AF	90	0	0	..
																							Crow, Gladys ..	..	FPr2	55	0	0	..
																							Baker-Gabb, Mrs. M. B.A.	B1	Sec.	..			..
Upper Hutt ..	..	219	802	10	0	3	6	8	36	8	0	16	5	9	..	..			..			..	Connell, Frederick W.	D1	HM	270	0	0	40
																							Rodgers, John ..	D3	AM	180	0	0	..
																							Paul, Ellen ..	E2	AF	135	0	0	..
																							Sicely, Mabel H. ..	E2	AF	125	0	0	..
																							Brown, Winifred E. ..	D3	AF	100	0	0	..
GRADE 7B.																													
Carterton D.H.S.	..	269	955	0	0	..		44	11	2	37	18	7	..		..			..			..	Burns, Andrew N. ..	B1	HM	*310	0	0	..
																							Higgins, Vivian ..	C2	AM	200	0	0	..
																							Broadbent, Mary A. ..	E1	AF	145	0	0	..
																							Braithwaite, Lillian B.	E2	AF	135	0	0	..
																							Armstrong, Doris G. ..	..	FPt4	55	0	0	..
																							Herdman, Eleanor J.	..	FPt4	55	0	0	..
																							Johnston, Mary G. ..	..	FPr2	55	0	0	..
																							Morgan, Fred. J., M.SC.	A4	Sec.	..			..
																							Morton, Lucy S. ..	B4	Sec.	..			..
Island Bay ..	..	230	893	15	10	40	0	0	38	15	8	114	0	9	..	..			..			..	Stuckey, Fred. G. A.	B1	HM	280	0	0	40
																							Finlayson, Janet A. ..	C1	AF	190	0	0	..
																							McCaul, Enid I. ..	C2	AF	145	0	0	..
																							Brown, William B. ..	..	AM	94	10	0	..
																							Thompson, Winifred V.	D5	AF	90	0	0	..
																							Ross, Kenneth ..	..	MPt3	55	0	0	..
																							Greville, Alice J. ..	..	FPr2	25	0	0	..
Kilbirnie ..	..	272	1,008	6	8	..		50	0	0	48	12	2	157	10	0	..		66	5	0	..	Worboys, Joseph H. ..	D1	HM	320	0	0	..
																							Feltham, Edgar C. ..	D2	AM	210	0	0	..
																							Marchbanks, Dav. V.	D1	AF	160	0	0	..
																							Williams, Enid ..	D2	AF	140	0	0	..
																							Longhurst, Ger. E. F. A.	..	FPt5	55	0	0	..
																							Thornton, Agnes ..	..	FPt4	45	0	0	..
GRADE 8A.																							Duff, Minnie ..	..	FPt4	55	0	0	..
Mount Cook Boys	..	285	1,221	13	4	45	0	0	54	8	1	139	7	9	201	0	6	..		..		..	Bary, Charles ..	D1	HM	310	0	0	45
																							Burns, John C. ..	C1	AM	225	0	0	..
																							Wilson, Frank A. ..	D2	AM	190	0	0	..
																							Cook, Eleanor N. ..	D2	AF	160	0	0	..
																							Rothenberg, Annie ..	E1	AF	130	0	0	..
																							Menzies, James L. ..	..	MPt4	60	0	0	..
																							Pallant, Donald ..	..	MPt4	60	0	0	..
																							Henderson, Cath. N. ..	..	FPt4	55	0	0	..
Mount Cook Girls	..	265	1,032	9	10	45	0	0	53	0	0	57	12	0	..			..		..		..	Helyer, Elizabeth ..	D1	HF	260	0	0	45
																							Banks, Annie L. ..	D2	AF	190	0	0	..
																							Holm, Annie A. ..	D2	AF	160	0	0	..
																							Halley, Isabel M. ..	E2	AF	130	0	0	..
																							Stevens, Winifred L. ..	D2	AF	115	0	0	..
																							Kean, Euphemia ..	D3	AF	100	0	0	..
																							Ashworth, Nina E. ..	..	FPt3	45	0	0	..
																							Edmonds, Florrie ..	..	FPr2	25	0	0	..
Mount Cook Infants	..	347	1,020	0	0	45	0	0	59	10	0	61	2	4	..			..		..		..	Craig, Margaret H. ..	D1	HF	250	0	0	45
																							Watson, Phœbe ..	E1	AF	160	0	0	..
																							Wallace, Ellen ..	D1	AF	130	0	0	..
																							Howden, Jessie E. ..	D3	AF	130	0	0	..
																							Lambert, Alice G. ..	D3	AF	115	0	0	..
																							Feist, Hannah ..	D3	AF	100	0	0	..
																							O'Sullivan, Kate ..	..	FPt3	45	0	0	..
																							Hurrell, Elsie ..	..	FPt4	55	0	0	..
																							Beetham, Naomi ..	..	FPt2	35	0	0	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

WELLINGTON—*continued.*

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		Maintenance.			School Buildings and Teachers' Residences.									
		Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Teachers' House Allowances.	Incidental Expenses of Schools.	General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	Rebuilding Worn-out Schools and Teachers' Residences.	Rebuilding Schools destroyed by Fire.	Rent.	New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
GRADE 8A—*continued.*														
Petone West ..	357	1,161 11 3	45 0 0	47 7 0	22 6 6	..	..	..	..	Bedingfield, Douglas S.	B1	HM	310 0 0	45
										Robertson, David ..	C1	AM	220 0 0	..
										Carter, Elsie ..	C2	AF	160 0 0	..
										Ogg, James	Lic.	AM	128 5 0	..
										Cook, Ada M. ..	D2	AF	120 0 0	..
										Skelley, Mary E. C. ..	..	AF	90 0 0	..
										Wright, Madge H. ..	..	AF	90 0 0	..
										Braddock, Catherine..	..	FPt3	45 0 0	..
GRADE 8C.														
Levin D.H.S. ..	428	1,352 12 8	..	73 9 6	4 14 5	..	..	..	..	McIntyre, James ..	D1	HM	*330 0 0	..
										Harding, Albert J. ..	C2	AM	210 0 0	..
										Scott, Elizabeth A. ..	..	AF	160 0 0	..
										Williams, John F. ..	D3	AM	140 0 0	..
										McKinnon, Jessie H.	D3	AF	130 0 0	..
										Stuckey, Dorothy E...	D3	AF	95 0 0	..
										Tonkinson, Lizzie G.	D4	AF	90 0 0	..
										Von Keisenberg, Ern.	..	FPt4	90 0 0	..
										Weitzel, Maria H. ..	..	FPt2	60 0 0	..
										Stevens, Flora ..	..	FPt2	50 0 0	..
										Rockel, Cecil Ferdinand	Lic.	Sec.	..	..
										Livingstone, F. R., B.A.	..	Sec.	..	..
Normal School and Model (at Training College)	380	1,622 14 8	50 0	55 6 6	26 10 1	..	..	54 0 0	..	Webb, James C., B.A.	B1	HM	380 0 0	50
										Cowles, Jabez A., B.A.	B1	AM	280 0 0	..
										Fitch, Dorothy ..	..	AF	260 0 0	..
										Hitchcock, Maria ..	D2	AF	130 0 0	..
										Thornton, Marion G.	C3	AF	125 0 0	..
										Hind, Edith M., M.A.	A4	AF	125 0 0	..
										Edie, John K. ..	C1	AM	220 0 0	..
										Sinclair, Mary A., B.A.	B1	AF	190 0 0	..
										Hall, Alice Louise ..	D1	AF	160 0 0	..
										Iorns, Ivy P. ..	D3	AF	110 0 0	..
										Cray, Agnes E. ..	D4	AF	90 0 0	..
										Lancaster, Thos. L. ..	D4	Sec.	..	..
										Neilson, Florence ..	B5	Sec.	..	..
										McRae, Rebecca F. ..	D5	Sec.	..	..
										Tamblyn, Joseph, M.A.	B1	M	300 0 0	..

GRADE 9A.																							
Hutt D.H.S. and Side School (Eastern Hutt)	516	1,622	18	3	50	0	0	3	3	0	119	8	6	..	..	104	0	0	1,202	5	1	Yeats, Duncan M. ..	D1	HM	*350	0	0	50
																						Ballachey, Ernest H.	B1	AM	250	0	0	..
																						Stuart-Forbes, Emma L.	E1	AF	190	0	0	..
																						Meager, Clara ..	E2	AF	160	0	0	..
																						Olson, Walter H. ..	D4	AM	135	0	0	..
																						Macey, Nellie M. S. ..	E2	AF	130	0	0	..
																						Caigou, Charles A. ..	D4	AM	125	0	0	..
																						Feist, Lois M. ..	E1	AF	90	0	0	..
																						Stansell, Florence E.	..	AF	90	0	0	..
																						Caverhill, Kathleen L.	..	FPt5	55	0	0	..
																						Rothwell, Leah E. ..	..	FPt3	45	0	0	..
																						Speedy, Margaret ..	..	FPt5	55	0	0	..
																						Castle, Arthur P. ..	..	MPt4	55	0	0	..
																						McCaw, William T. ..	..	FPr1	20	0	0	..
																						Box, Lucy E. ..	..	FPr1	20	0	0	..
																						Myers, Phœbe, B.A. ..	B2	Sec.	..			..
GRADE 9B.																							
Brooklyn	544	1,620	0	0	50	0	0	81	10	0	225	0	6	..	..	60	0	0	1,051	9	8	Hopkirk, John B. ..	D1	HM	340	0	0	50
																						Hempleman, Fredk. A.	D1	AM	240	0	0	..
																						Fitchett, Jessie H. ..	D1	AF	180	0	0	..
																						Thompson, Annie L. ..	D2	AF	155	0	0	..
																						Proctor, Francis J. ..	E3	AM	135	0	0	..
																						Holm, Eva M. ..	D2	AF	120	0	0	..
																						Carter, Lena P. S. ..	D3	AF	120	0	0	..
																						Steedman, Mary M. J.	D4	AF	95	0	0	..
																						Look, Mrs. Bertha ..	Lic.	AF	90	0	0	..
																						Rowntree, Ernest H.	..	MPt4	55	0	0	..
																						Sievwright, Mary Helen	..	FPt4	55	0	0	..
																						Clachan, William J. ..	..	MPt2	35	0	0	..
GRADE 10A.																							
Te Aro and Side School	574	2,094	19	10	50	0	0	99	2	0	161	3	4	..	..	60	0	0	..			Watson, Clement ..	B1	HM	380	0	0	50
																						Gould, William H. ..	C1	AM	275	0	0	..
																						Chatwin, Georgina E.	D1	AF	220	0	0	..
																						Bright, Alice M. ..	D1	AF	180	0	0	..
																						Leighton, Lucy ..	D1	AF	165	0	0	..
																						Taylor, Cuth. H., M.A.	A4	AM	150	0	0	..
																						Ranwell, Annie P. ..	D2	AF	160	0	0	..
																						Mitchell, Janet ..	E2	AF	130	0	0	..
																						Martin, Edith ..	D3	AF	100	0	0	..
																						Pritchard, Florence ..	D1	AF	90	0	0	..
																						O'Shea, Mary ..	D4	AF	95	0	0	..
																						Melody, William J. ..	..	AM	90	0	0	..
																						Matheson, Graham ..	..	MPr1	50	0	0	..
Terrace	597	2,176	5	10	50	0	0	88	7	6	91	13	10	..	..	..			..			Macmorran, George ..	D1	HM	415	0	0	50
																						Erskine, Albert ..	C1	AM	280	0	0	..
																						Hutton, James ..	B2	AM	220	0	0	..
																						Fraser, Sara ..	E1	AF	190	0	0	..
																						Williams, Mary ..	E1	AF	175	0	0	..
																						Baskiville, Walter C.	D3	AM	160	0	0	..
																						Van Staveren, Lena ..	C2	AF	160	0	0	..
																						Gibson, Fanny ..	D2	AF	130	0	0	..
																						Robertson, Charles ..	C4	AM	120	0	0	..
																						Coady, Ellen ..	E3	AF	90	0	0	..
																						Morcom, Annie E. ..	C4	AF	90	0	0	..
																						Gooder, Hazel ..	..	FPt2	35	0	0	..
																						Moore, Kathleen M. ..	..	FPt2	50	0	0	..
																						Edwards, Ralph ..	..	MPt2	35	0	0	..
																						Shevnan, Nora ..	..	FPt2	35	0	0	..

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

WELLINGTON—*continued.*

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		Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Teachers' House Allowances.	Incidental Expenses of Schools.	General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	Rebuilding Worn-out Schools and Teachers' Residences.	Rebuilding Schools destroyed by Fire.	Rent.	New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Grade 10A—*continued.*														
Clyde Quay.. ..	631	2,195 1 8	50 0 0	98 10 0	92 9 1	..	..	150 0 0	..	Grundy, William T. ..	D1	HM	380 0 0	50
										Thwaites, John E. ..	B1	AM	280 0 0	..
										Evans, Fanny ..	D1	AF	220 0 0	..
										Dempsey, Sidney W...	D2	AM	180 0 0	..
										East, Alfred F. D. ..	C3	AM	165 0 0	..
										Robinson, Alice ..	E2	AF	160 0 0	..
										Howden, Ada L. ..	D2	AF	155 0 0	..
										Caddick, Alfred E. ..	D4	AM	130 0 0	..
										Bissett, Elizabeth A...	D3	AF	130 0 0	..
										Stanton, Alice J. ..	D3	AF	105 0 0	..
										Webb, Hilda M. ..	C4	AF	95 0 0	..
										Garnham, Grace ..	D4	AF	90 0 0	..
										Reyling, Kathleen R.	..	FPt4	55 0 0	..
Grade 10D.										Duncan, Eliza B. ..	..	FPt2	35 0 0	..
South Wellington ..	767	2,523 12 3	50 0 0	106 4 6	46 19 3	..	..	90 0 0	..	Flux, George ..	D1	HM	385 0 0	50
										McKenzie, Alexander	D1	AM	280 0 0	..
										Petrie, Flora ..	D1	AF	220 0 0	..
										Fanning, James F. ..	D2	AM	190 0 0	..
										Baird, Laura E. ..	D2	AF	180 0 0	..
										Haigh, Edith ..	D2	AF	160 0 0	..
										Davies, Annie ..	..	AF	144 0 0	..
										Watson, Florence ..	E2	AF	130 0 0	..
										Scott, Margaret C. ..	D2	AF	130 0 0	..
										Callum, Mabel A. ..	D3	AF	105 0 0	..
										Bairstow, Jane ..	D3	AF	100 0 0	..
										Hitchcock, Mary L. ..	C3	AF	95 0 0	..
										Williamson, Grace A.	C4	AF	95 0 0	..
										McColl, Rita M. ..	..	FPt4	55 0 0	..
										Chatwin, Cicely ..	..	FPt5	60 0 0	..
										Lauchlan, Winifred ..	..	FPt4	55 0 0	..
										Watson, Gordon ..	..	MPt4	55 0 0	..
										Fogelberg, Hilma ..	..	FPt3	45 0 0	..
Grade 10E.										Andrew, Florence ..	..	FPt3	45 0 0	..
Masterton D.H.S. and Side School	775	2,562 3 8	50 0 0	114 1 0	109 1 3	..	..	..	5 17 0	Jackson, William H...	D1	HM	*400 0 0	50
										Haslam, Charles N. ..	C1	AM	280 0 0	..
										Wolff, Rosabel ..	E1	AF	220 0 0	..
										Miller, Hymen ..	D3	AM	180 0 0	..
										Murphy, Arthur P. ..	D3	AM	165 0 0	..

																		Munro, Isabella	..	E1	AF	160	0	0	..
																		McGregor, Lois	..	D2	AF	160	0	0	..
																		York, Mary	..	..	AF	121	10	0	..
																		Bunting, Elizabeth	..	E2	AF	130	0	0	..
																		Hogg, Ellen C.	..	E2	AF	110	0	0	..
																		Bland, Elsie M.	..	D4	AF	90	0	0	..
																		Lazarus, Frances	..	..	AF	90	0	0	..
																		Compton, Winifred	..	..	FPt4	60	0	0	..
																		McKenzie, Ivy V.	..	..	FPt4	55	0	0	..
																		Campbell, Alice	..	..	FPt4	55	0	0	..
																		Wilton, Rubina	..	..	FPt4	60	0	0	..
																		Hare, Minnie K.	..	..	FPt4	60	0	0	..
																		Turner, Ethel	..	..	FPt1	45	0	0	..
																		Dagg, Evaline	..	..	FPr1	50	0	0	..
																		Evans, Constance	..	..	FPr1	20	0	0	..
																		Bee, John G., M.A., M.Sc.		A1	Sec.	..			..
																		Williams, Ethel, B.A.	..	B2	Sec.	..			..
																		Ziman, Rachel L. L.	..	C4	Sec.	..			..
Newtown D.H.S.	..	804	2,659	0	6	50	0	0	121	10	0	237	12	6	..	..	..	Parkinson, Henry A.	..	B1	HM	*400	0	0	50
																		Low, Benjamin H.	..	B1	AM	275	0	0	..
																		Dowdeswell, Adel. A.		D1	AF	210	0	0	..
																		Ward, Edward H.	..	D1	AM	210	0	0	..
																		Ryder, Maud H.	..	D1	AF	180	0	0	..
																		Griffiths, John H.	..	D2	AM	165	0	0	..
																		Hutchen, Jessie K.	..	E2	AF	160	0	0	..
																		McKenzie, Christina	..	D1	AF	135	0	0	..
																		Hayes, Lucy	..	D2	AF	130	0	0	..
																		McGowan, Mary	..	C2	AF	115	0	0	..
																		Finlayson, Cath. H.	..	C4	AF	95	0	0	..
																		Coad, Nellie	..	C4	AF	95	0	0	..
																		Strack, George S.	..	..	AM	90	0	0	..
																		Eagar, Olive	..	..	FPt5	55	0	0	..
																		Cederholm, Myra R.	..	..	FPt4	55	0	0	..
																		Woodward, Elsie M.	..	..	FPt3	45	0	0	..
																		Dudson, Walter F.	..	..	MPt4	60	0	0	..
																		McCarrison, Helen	..	..	FPt3	45	0	0	..
																		d'Emden, Amy	..	..	FPt2	35	0	0	..
																		McDonnell, Mary	..	..	FPr2	55	0	0	..
																		Hopkirk, Susanna	..	..	FPr1	50	0	0	..
																		Rowley, Eliz. M., M.A.		A1	Sec.	..			..
																		Wilson, Mar. K., M.A.		A1	Sec.	..			..
etone D.H.S.	..	654	2,349	13	7	50	0	0	93	11	0	109	16	6	..	..	100	0	0	..	Foster, William H. L.		B1	HM	*370	0	0	50
																		King, Eustace	..	B1	AM	270	0	0	..
																		Slater, Jemima	..	D1	AF	220	0	0	..
																		Kean, Balfour	..	C2	AM	210	0	0	..
																		Mason, Francis A.	..	D2	AM	180	0	0	..
																		Stanton, Elizabeth A.		D2	AF	165	0	0	..
																		Mothes, Frederick W.		D4	AM	150	0	0	..
																		Armit, Katherine N.	..	C2	AF	130	0	0	..
																		Thomson, Isabel S. M.		D3	AF	120	0	0	..
																		Ross, Fanny L.	..	C4	AF	95	0	0	..
																		Young, Mabel F.	..	D3	AF	90	0	0	..
																		Kydd, Maud	..	..	FPt3	45	0	0	..
																		Marsden, Joseph S.	..	..	MPt5	55	0	0	..
																		Udy, Linda A.	..	..	FPt3	45	0	0	..
																		Mills, John E.	..	..	MPt4	55	0	0	..
																		Curtis, Vera	..	..	FPt2	35	0	0	..
																		Martin, A. Muriel	..	..	FPt3	45	0	0	..
																		Hitchings, Gladys	..	..	FPr1	20	0	0	..
																		Maynard, Leta	..	..	FPr1	20	0	0	..
																		Lynskey, James H.	..	C1	Sec.	..			..
																		Rose, Christina, B.A.	..	..	Sec.	..			..

OTAGO.

GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDING 31ST DECEMBER, 1910.

No.	Name of Account.	As at 1st January.		Cash Transactions during Year.				Transfers.		As at 31st December.	
				Receipts.							
		Balances.	Deficits.	From Government.	Reserves Revenue.	From other Sources.	Expenditure.	Debit.	Credit.	Balances.	Deficits.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Salaries of teachers (exclusive of secondary departments of district high schools), salaries and allowances of pupil-teachers, and half of the total cost of the training-college staff	4,517 5 6	..	65,861 11 0	8,432 9 6	..	75,554 13 7	..	..	3,256 12 5	..
2	Teachers' house allowances ..	5 6 5	..	801 5 0	..	8 6 8	803 6 8	..	..	11 11 5	..
3	Salaries of relieving-teachers ..	417 4 1	..	448 4 3	..	..	803 4 8	..	..	62 3 8	..
4	Conveyance of school-children ..	..	16 14 6	1,015 7 8	..	..	1,019 12 2	..	..	..	20 19 0
5	Board of school-children	..	0 5 0	29 0 0	..	..	28 15 0	..	..	..	..
6	Free school-books	..	..	588 18 9	..	..	592 9 3	..	..	..	3 10 6
7	General administration	4,037 12 2	..	10,367 0 0	..	..	..	..	..	3,956 19 4	..
	(*a.*) Incidental expenses of schools (cleaning, fuel, &c., in terms of the Board's regulations, but exclusive of cost of works paid for out of Government grant for maintenance of school buildings and included below under that heading)	..	..	..	..	..	5,416 14 9	..	..	..	..
	(*b.*) Office staff (including Secretary, Inspectors, &c.), salaries and clerical assistance	..	..	..	..	..	3,600 0 0	..	..	..	..
	(*c.*) Office contingencies ..	..	..	..	..	..	1,235 4 2	..	..	..	..
						116 10 0	..	..	..	..	..
						..	135 17 3	..	..	..	..
	(*d.*) Refunds and sundries ..	..	..	..	..	..	38 15 6	..	..	..	..
						..	32 1 3	..	..	..	..
						..	25 4 2	..	..	..	..
						..	80 5 9	..	..	..	..
	Training colleges—										
8	Salaries of staff (half of the total cost)	..	67 10 0	1,754 7 6	..	..	1,689 7 6	..	..	..	2 10 0
9	Allowances for students ..	..	57 7 9	5,205 13 7	..	..	5,119 9 0	..	..	28 16 10	..
10	Incidental expenses	251 3 0	..	..	..	..	89 19 11	..	..	161 3 1	..
	Secondary education—										
	Scholarships—										
11	Board's	..	295 0 0	1,212 10 0	..	..	1,217 10 0	..	..	..	300 0 0
12	National	..	62 10 0	280 0 0	..	..	287 10 0	..	..	..	70 0 0
13	Special	..	..	..	..	..	..	..	..	..	..
	District high schools—										
14	Salaries of staffs of secondary departments	43 6 8	..	1,948 6 8	..	..	1,990 8 4	..	..	1 5 0	..

Grade 1.																							
Hatuma South	..	9	90	0	0	10	0	0	3	7	6	5	11	6	..	..	..		..	Brann, Grace L.	..	E2	F	90	0	0	10
Kanakanaia	..	12	37	10	0	4	3	4	..			0	4	6	..	..	..	184	5	7	Woodward, Evelyn M.	..	F	90	0	0	10
Makaretu South	..	16	90	0	0	10	0	0	7	0	9	4	9	6	..	..	..	..			Woodward, Guy F.	..	M	90	0	0	10
Mangahe	..	12	126	15	0	..			6	5	0	5	0	0	..	..	..	..			Patrick, James E.	C4	M	130	0	0	..
Mangaone	..	14	85	15	0	9	10	6	6	0	0	0	16	2	..	..	0	3	9	3	0 10	Burgess, Christina M.	..	F	90	0	0	10
Mangatuna	..	11	94	17	9	9	15	2	5	10	0	49	15	11	..	..	..	50	0	0	Williams, Ethel F. E.	..	F	108	0	0	10
Matawai	..	10	60	12	0	5	12	3	2	5	0	1	13	3	..	..	3	5	0	..		Redpath, Elizabeth M.	..	F	108	0	0	10
Morere	..	9	85	10	0	9	10	0	4	15	0	..			..	..	14	0	0	..		Wilson, Mrs. Ruby H.	..	F	90	0	0	10
Motu	..	13	90	0	0	..			6	7	6	1	8	6	..	..	..			..		Blackford, Arthur F.	..	M	90	0	0	..
Port Awanui	..	13	90	0	0	10	0	0	..			..			..	..	..			..		Orr, Chorlotte E.	E4	F	90	0	0	10
Raumati East	..	9	53	4	7	5	18	3	..			..			..	..	..			..		Avery, Winifred	..	F	90	0	0	10
Rua Roa	..	18	90	0	0	10	0	0	7	10	9	35	13	6	..	..	4	19	0	281	5 11	Carswell, Janet	..	F	90	0	0	10
Tamumu	..	11	90	0	0	10	0	0	5	17	6	..			..	..	10	0	0	..		Taylor, Frederick H.	..	M	90	0	0	10
Tiniroto	..	14	108	0	0	..			6	17	6	5	0	0	..	..	..			..		U'Ren, Winifred	..	F	108	0	0	..
Ti Tree Point	..	14	90	0	0	10	0	0	6	17	6	..			..	..	..			..		Douglas, John E.	..	M	90	0	0	10
Viewfield	..	5	90	0	0	10	0	0	..			..			..	..	..			..		Tuohy, Mary	..	F	90	0	0	10
Wallingford	..	14	88	2	3	..			6	17	6	..			..	..	..			..		Bennett, Jane E.	..	F	90	0	0	..
Whakarau	..	10	90	0	0	10	16	8	5	2	6	1	8	0	..	..	..			..		Price, Clara	..	F	90	0	0	10
Grade 2.																							
Anaroa	..	14	108	0	0	15	0	0	6	17	6	..			..	..	13	0	0	..		Tuohy, Nora	..	F	108	0	0	15
Argyll East	..	20	126	0	0	..			9	1	0	7	5	6	..	..	..			..		Morrison, Annie B. S.	..	F	126	0	0	..
Ashley Clinton	..	25	160	0	0	..			10	18	6	30	11	9	..	..	..			..		Parkinson, Minnie M.	D1	F	160	0	0	..
Blackburn	..	17	120	0	0	..			7	16	0	..			..	..	..			..		McNaughton, Daisy E.	D4	F	120	0	0	..
Herbertville	..	8	121	10	0	..			4	10	0	2	14	6	..	..	..			..		Hooper, John E.	C4	M	120	0	0	..
Heretaunga	..	13	121	13	4	..			6	10	0	..			..	..	..			..		White, Janet A.	D2	F	120	0	0	..
Hopelands	..	11	125	0	0	15	0	0	5	15	0	0	4	8	..	..	..			..		Lindauer, Victor W.	C4	M	120	0	0	15
Maharahara West	..	21	140	0	0	15	0	0	9	11	0	7	15	10	..	..	..			..		Smith, Isabel	E1	F	140	0	0	15
Mangatahi	..	22	125	0	0	15	0	0	9	6	0	..			..	..	..	370	9	9	Harris, Mrs. Rose E.	E2	F	125	0	0	15
Mangatoro	..	18	140	0	0	..			7	16	0	10	2	6	..	..	..	26	12	0	Humphrey, Ernest J.	D3	M	140	0	0	..
Nuhaka	..	12	120	0	0	15	0	0	6	5	3	3	12	10	..	..	10	0	0	..		Campbell, James B. I.	D2	M	120	0	0	15
Opoutama	..	19	108	0	0	15	0	0	7	18	6	..			..	..	..	2	4	6	O'Donnell, Wm. F.	..	M	108	0	0	15
Pohui	..	20	120	0	0	15	0	0	8	3	6	2	2	6	..	..	..			..		Tucker, Edith C. M.	D3	F	120	0	0	15
Puketitiri	..	20	116	17	6	..			8	5	9	..			..	..	..			..		Kennedy, Mrs. Mary	D3	F	120	0	0	..
Rakauroa	..	24	60	12	0	8	8	4	8	0	6	1	15	3	..	..	..			..		Martelli, Irene	..	F	108	0	0	15
Rissington	..	19	120	0	0	..			8	6	0	34	10	3	..	..	..			..		Symes, Adelaide L.	D3	F	120	0	0	..
Ruahine	..	23	122	13	5	15	0	0	10	8	6	5	6	0	..	..	..			..		Moore, Elizabeth	D2	F	120	0	0	15
Te Puia	..	13	109	0	0	15	0	0	5	17	6	0	14	0	..	..	..	72	2	6	Piper, George M.	..	M	108	0	0	15
Waipatiki	..	16	117	0	0	15	0	0	6	13	0	0	10	6	..	..	..			..		Cooper, Ruth E.	D4	F	120	0	0	15
Wanstead	..	20	114	0	0	15	0	0	8	13	6	0	15	10	..	..	16	0	0	18	8 6	Bedingfield, Mad. E. A.	Lic.	F	114	0	0	15
Whatatutu	..	21	150	0	0	15	0	0	9	3	6	..			..	..	..			..		Baker, Harriet E.	D2	F	150	0	0	15
Wimbledon	..	16	140	0	0	..			7	5	9	..			..	..	..			..		Longley, Arthur W. S.	D3	M	140	0	0	..
Grade 3.																							
Elsthorpe	..	34	160	0	0	..			15	8	6	12	0	0	..	..	..			..		Burns, Evelyn H. M.	D3	F	160	0	0	..
Kaitaratahi	..	29	150	16	8	20	0	0	12	10	9	2	6	0	..	..	29	11	6	255	9 3	Kay, John	..	D1	M	150	0	0	20
Lindsay	..	24	150	0	0	20	0	0	11	6	0	3	10	0	..	..	..			..		McLellan, Grace Y.	D2	F	150	0	0	20
Makaretu	..	25	160	0	0	..			11	11	0	75	17	7	..	..	..			..		Andersen, Ellen A.	D1	F	160	0	0	..
Maraekakaho	..	18	170	0	0	..			8	15	9	..			..	..	..			..		Dugleby, Enid A.	D1	F	170	0	0	..
Ngamoko	..	31	160	0	0	..			13	16	0	..			..	..	..			..		Woodham, Herbert	E1	M	160	0	0	..
Omahu	..	28	170	0	0	20	0	0	13	8	6	..			..	..	..			..		Dugleby, Ethel G.	E1	F	170	0	0	20
Otoko	..	37	150	0	0	20	0	0	15	18	6	5	16	6	..	..	..	172	9	11	Shaw, Norman H.	E1	M	150	0	0	20
Papatawa	..	37	155	0	0	..			16	18	6	1	18	0	..	..	..			..		Mayo, Ernest	D2	M	155	0	0	..
Raumati	..	28	150	0	0	20	0	0	13	1	0	..			..	..	..	37	2	7	Finlayson, John H. M.	C4	M	150	0	0	20
Tokomaru Bay	..	40	135	0	0	20	0	0	18	8	6	..			..	..	5	17	6	..		Burness, Jane M.	..	F	135	0	0	20
Whakarara	..	18	135	0	0	..			9	10	9	5	10	0	..	..	..			..		Barnby, Fredk. G.	..	M	135	0	0	..
Whetukura	..	28	170	0	0	..			12	16	0	4	13	0	..	..	..			..		King, Walter J.	D1	M	170	0	0	..

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

HAWKE'S BAY—*continued.*

Name of School. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year. — Maintenance. — Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Maintenance. — Teachers' House Allowances.	Maintenance. — Incidental Expenses of Schools.	School Buildings and Teachers' Residences. — General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	School Buildings and Teachers' Residences. — Rebuilding Worn-out Schools and Teachers' Residences.	School Buildings and Teachers' Residences. — Rebuilding Schools destroyed by Fire.	School Buildings and Teachers' Residences. — Rent.	School Buildings and Teachers' Residences. — New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. — Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	Annual Rates of Payment during Last Month of Year. — For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
Grade 4.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Frasertown	56	273 15 0	25 0 0	23 15 6	..	..	..	..	223 7 0	Warburton, Abel ..	D2	HM	180 0 0	25
										McAllister, Ruby E...	..	AF	90 0 0	..
Hatuma	53	280 0 0	..	22 19 9	28 10 0	..	..	..	..	Cole, Lilian S. ..	E1	HF	190 0 0	..
										Murphy, Elizabeth M.	..	AF	90 0 0	..
Kiritaki	42	285 16 8	..	19 15 0	36 16 2	..	..	..	..	Davidson, William ..	C2	HM	190 0 0	..
										Fletcher, Mrs. Lilian R.	..	AF	90 0 0	..
Kumeroa	33	295 0 0	..	16 18 6	12 0 0	..	..	..	..	Plank, Louis J. ..	D2	HM	205 0 0	..
										Waters, Margaret S...	..	AF	90 0 0	..
Matahiwi	36	280 0 0	25 0 0	17 9 6	..	..	..	..	..	McClure, Jane E. ..	E3	HF	190 0 0	25
										Gregory, Emily F. ..	..	AF	90 0 0	..
Matamau	82	365 16 8	..	34 2 9	12 6 0	..	..	..	..	Brown, James F. ..	C1	HM	215 0 0	..
										Brewer, Ella M. ..	D3	AF	105 0 0	..
										Moloney, Margaret ..	..	FPr1	50 0 0	..
Maungaterepere ..	48	280 0 0	25 0 0	21 15 3	7 18 6	..	..	..	..	Balfour, Margaret A.	D1	HF	190 0 0	25
										Noble, Annie C. ..	..	AF	90 0 0	..
Meeanee	45	276 14 2	..	21 3 0	31 14 4	..	..	..	..	Menzies, W. G., B.A...	B2	HM	185 0 0	..
										Ellingham, Ida M. ..	..	AF	90 0 0	..
Mohaka	51	295 0 0	..	23 13 9	78 12 0	..	..	..	202 12 3	Nelson, John M. ..	E2	HM	205 0 0	..
										Thompson, Linda O...	..	AF	90 0 0	..
Murewai	30	212 10 0	..	14 13 6	7 8 6	..	..	..	..	Parlane, Andrew ..	D2	M	190 0 0	..
Paki Paki	69	310 0 0	..	29 1 9	..	..	..	..	29 4 0	Smith, William, B.A.	B1	HM	205 0 0	..
										Wellwood, Susan K...	E2	AF	105 0 0	..
Pakowhai	44	279 3 4	..	20 9 0	11 10 9	..	..	..	..	Brown, Jonathan ..	D2	HM	190 0 0	..
										Westmoreland, G. M.	..	AF	90 0 0	..
Petane	53	280 0 0	..	24 6 0	..	..	..	..	..	Speight, Hubert ..	C1	HM	190 0 0	..
										Shugar, Matilda ..	..	AF	90 0 0	..
Porangahau	42	272 5 0	23 15 0	19 6 6	0 2 3	..	..	..	0 18 0	Kemp, Stanley M. ..	C3	HM	180 0 0	25
										Davis, Beatrice M. ..	Lic.	AF	99 15 0	..
Puha	48	270 0 0	25 0 0	22 4 0	24 9 0	..	..	..	287 14 8	Morgan, Louisa ..	C1	HF	180 0 0	25
										Lee, Alice F. ..	..	AF	90 0 0	..
Pukahu	42	280 0 0	..	19 9 9	23 11 9	..	..	..	..	McCutcheon, Ecc. A.	D1	HM	190 0 0	..
										Anderson, Ethel G. ..	D5	AF	100 0 0	..
Puketapu	39	280 5 0	..	18 5 3	..	..	..	..	..	Andrews, Helen B. ..	D1	HF	190 0 0	..
										Earl, Charlotte M. ..	Lic.	AF	90 5 0	..
Rangitane	61	261 0 0	25 0 0	25 7 0	3 0 2	..	..	..	..	Robson, Harry ..	Lic.	HM	171 0 0	25
										Manton, Catherine K.	..	AF	90 0 0	..
Te Aute	38	280 0 0	..	18 1 0	69 17 7	..	..	..	..	Caughley, Christina J.	E1	HF	190 0 0	..
										Humphreys, G. F. ..	..	AF	90 0 0	..

Umutaoroa ..	..	37	295	0	0	..		18	1	6	14	18	10	..		..	..		..	Ferguson, Richard H.	D1	HM	205	0	0	..
																				Walshe, Elizabeth A.	..	FPt4	55	0	0	..
																				Larsen, Albert J. ..	..	MPt2	35	0	0	..
Waipiro Bay ..	..	68	310	0	0	..		29	19	9	11	9	0	..		..	..		..	Pole, Leonard E. ..	D2	HM	205	0	0	..
																				McBratney, Minnie ..	E4	AF	105	0	0	..
Weber ..	..	51	279	0	0	..		22	11	0	..			..		..	..		..	Stephens, Thos. J. O.	..	HM	189	0	0	..
																				Mowe, Miriam ..	..	AF	90	0	0	..
Woodlands ..	..	41	280	0	0	25	0	0	20	6	6	..		..		..	..		..	Eves, Charles A. ..	C1	HM	190	0	0	25
																				Russell, Lilly ..	..	AF	90	0	0	..
GRADE 5.																										
Olive ..	..	106	441	12	6	..		40	6	0	..			..		..	..		..	Sinclair, George K. ..	C1	HM	235	0	0	..
																				Bradbury, Annie E. ..	D2	AF	105	0	0	..
																				Sinclair, Bertha M. ..	..	FPt3	45	0	0	..
																				Pinder, Fanny ..	..	FPt2	55	0	0	..
Kaikora North ..	..	84	385	0	0	..		34	17	9	112	9	3	..		..	..		..	Garry, Francis A. ..	C1	HM	235	0	0	..
																				Woodhouse, Maud E.	D4	AF	115	0	0	..
																				Burgess, Dorothy ..	..	FPt2	35	0	0	..
Makauri ..	..	84	400	0	0	..		34	5	6	0	12	0	..		..	..		..	Wauchop, John S. ..	D1	HM	235	0	0	..
																				Thompson, Bertha H.	D4	AF	110	0	0	..
																				Brooking, Lily ..	..	FPt5	55	0	0	..
Makotuku ..	..	87	393	12	10	..		33	15	9	102	14	8	..		..	..		..	Benson, Herbert N. ..	C1	HM	210	0	0	..
																				Soundy, Carrie A. ..	E3	AF	115	0	0	..
																				Hull, Eva	..	FPt4	55	0	0	..
Onga Onga ..	..	84	361	11	2	..		32	17	6	..			..		..	..		..	Bissell, Edward ..	D1	HM	215	0	0	..
																				Lyall, Ethel A. ..	..	AF	94	10	0	..
																				Palmer, Frederick C.	..	MPt2	50	0	0	..
Ormond ..	..	109	405	0	0	..		41	13	6	13	7	6	..		..	..		..	McLeod, John ..	D1	HM	235	0	0	..
																				Craighead, Helen ..	D1	AF	115	0	0	..
																				Roe, William B. ..	..	MPt5	55	0	0	..
Ormondville..	..	94	390	2	0	..		37	4	3	146	17	2	..		..	..		..	Curd, Frank B. ..	D1	HM	235	0	0	..
																				Smale, Lily A. ..	..	AF	94	10	0	..
																				Wilson, Jessie ..	..	FPt4	55	0	0	..
Patutahi ..	..	113	435	16	8	..		41	19	9	2	11	0	..		..	..		..	Woodward, John C. ..	E1	HM	235	0	0	..
																				Wilkinson, Mrs. Mary	E2	AF	110	0	0	..
																				Tuohy, Catherine ..	..	FPt3	45	0	0	..
																				Harper, Nora ..	..	FPr1	50	0	0	..
Takapau ..	..	88	390	18	4	..		36	5	0	..			3	6	2	..		..	Caughley, James ..	C1	HM	225	0	0	..
																				Dagg, Lucinda R. ..	D4	AF	115	0	0	..
																				Taylor, Benjamin W.	..	MPt2	50	0	0	..
Te Arai ..	..	98	370	5	0	..		38	8	6	17	1	9	21	10	0	..		..	Faram, Frederick T...	E1	HM	225	0	0	..
																				Hutton, Janet C. ..	..	AF	94	10	0	..
																				Sadler, Dorothea ..	..	FPt2	50	0	0	..
Tikokino ..	..	72	386	0	0	..		31	13	0	39	12	6	..		..	2	10	0	Faram, Frank C. ..	C1	HM	235	0	0	..
																				Stewart, Bessy ..	E3	AF	115	0	0	..
																				Quigley, Middleton S.	..	MPt1	45	0	0	..
Tipapakuku ..	..	102	435	16	8	30	0	0	37	8	9	..		..		..	..		5	10	9	Quigley, Sydney H. M.	E1	HM	235	0	0	30
																				McClure, Vida E. A.	D5	AF	110	0	0	..
																				Benton, Cora C. ..	..	FPt3	45	0	0	..
																				Taylor, Muriel E. ..	..	FPr1	50	0	0	..
Tologa Bay ..	..	100	340	0	0	..		38	14	9	..			..		..	..		..	Miller, James ..	E1	HM	210	0	0	..
																				McKeown, Emily M.	D2	AF	105	0	0	..
																				Holder, Robert P. ..	..	MPt1	25	0	0	..
Waerenga-ahika ..	..	75	372	12	6	..		32	10	6	..			..		..	4	0	0	Ellis, Harold L. ..	D1	HM	235	0	0	..
																				Meyer, Frances I. ..	D4	AF	105	0	0	..
																				Hyland, Dorothy ..	..	FPt2	35	0	0	..
GRADE 6A.																										
Havelook North ..	..	135	480	0	0	..		46	8	6	..			..		..	..		..	Holmes, Robert B. ..	D1	HM	250	0	0	..
																				Martin, Ethel E. ..	D1	AF	130	0	0	..
																				Rich, Florence V. ..	..	FPt4	55	0	0	..
																				McEwan, Edith C. ..	..	FPt3	45	0	0	..

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

HAWKE'S BAY—*continued.*

Name of School. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year. Maintenance. Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Maintenance. Teachers' House Allowances.	Maintenance. Incidental Expenses of Schools.	School Buildings and Teachers' Residences. General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	School Buildings and Teachers' Residences. Rebuilding Worn-out Schools and Teachers' Residences.	School Buildings and Teachers' Residences. Rebuilding Schools destroyed by Fire.	School Buildings and Teachers' Residences. Rent.	School Buildings and Teachers' Residences. New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	Annual Rates of Payment during Last Month of Year. For Salary, including Lodging-allowances to Pupil-teachers.	Annual Rates of Payment during Last Month of Year. For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
Grade 6A—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Kaiti	178	580 0 0	35 0 0	55 17 7	43 7 10	..	..	..	..	Bull, John H. ..	D1	HM	250 0 0	35
										Fawbert, Emma L. ..	E1	AF	130 0 0	..
										Morgan, Kathleen ..	..	AF	90 0 0	..
										Hogg, John B. ..	..	MPt5	55 0 0	..
										Fyson, Dorothy ..	..	FPt4	55 0 0	..
Makaraka	110	445 5 4	35 0 0	39 3 3	101 18 3	..	..	..	..	Marshall, John ..	D1	HM	240 0 0	35
										Stephenson, Louisa J.	D1	AF	120 0 0	..
										Lange, Olive B. ..	..	AF	90 0 0	..
Norsewood	153	595 0 0	..	51 4 2	61 12 4	..	..	..	..	Bagley, Benjamin ..	D1	HM	260 0 0	..
										Kidd, Henry L., B.Sc.	B4	AM	140 0 0	..
										Woodham, Ailé, B.A...	B3	AF	115 0 0	..
										Parsons, Vivian ..	..	MPt3	45 0 0	..
										Ericksen, Julia E. ..	..	FPt2	35 0 0	..
Taradale	147	543 18 1	..	49 6 0	61 15 1	..	..	..	..	Williamson, John, B.A.	B1	HM	250 0 0	..
										Smart, Elsie G. ..	D4	AF	120 0 0	..
										McCartney, Eliz. J. M.	..	AF	90 0 0	..
										Monaghan, Lucy ..	..	FPt3	45 0 0	..
										Rundle, Mary A. ..	..	FPt3	45 0 0	..
Te Karaka	102	456 5 0	..	39 17 3	65 17 10	..	..	..	..	Sefton, Percy J. ..	D1	HM	250 0 0	..
										Pickering, Esther E.	E2	AF	130 0 0	..
Grade 6B.										Seamons, Violet ..	..	FPt2	35 0 0	..
Mangapapa	210	646 10 7	35 0 0	60 15 7	2 7 0	..	..	..	..	Cole, Robert ..	D1	HM	260 0 0	35
										Cussen, Kathleen ..	D3	AF	140 0 0	..
										Ambridge, Edith E. ..	C3	AF	125 0 0	..
										Brodie, Mrs. Joanna ..	E3	AF	95 0 0	..
										Cammock, William R.	..	MPr1	50 0 0	..
Waipukurau ..	203	635 0 10	..	59 7 7	17 5 6	..	..	..	..	Cooke, Chas. J., B.A.	B1	HM	260 0 0	..
										Murphy, William J. ..	Lic.	AM	114 0 0	..
										Murray, Elizabeth H.	E1	AF	130 0 0	..
										Enting, Zelma A. E.	..	FPt4	55 0 0	..
										Allan, Arthur P. ..	..	MPt2	50 0 0	..
										Smith, Jane ..	..	FPr1	20 0 0	..
Wairoa	211	618 8 4	..	60 11 8	39 12 2	487 3 6	1,256 15 5	100 0 0	..	Bowie, John, B.A. ..	B1	HM	260 0 0	..
										Torr, Grace M. ..	D4	AF	120 0 0	..
										Sargisson, Eliz. L. ..	E1	AF	130 0 0	..
										Rigby, Norman F. ..	..	MPt5	60 0 0	..
										Mackenzie, Jennie R.	..	FPt2	35 0 0	..
										Torr, Eva	..	FPr1	20 0 0	..

Grade 7A.																							
Mahora	225	800	0	0	40	0	0	63	18	7	169	10	2	..	..	..	..	..	Chaplin, Wilfred T. ..	C1	HM	270	0	0	40
																			Clapham, James W. ..	D3	AM	180	0	0	..
																			Gray, Maggie I. ..	E1	AF	140	0	0	..
																			Ross, Margaret E. ..	C3	AF	105	0	0	..
																			Ramsay, Jane G. ..	..	FPt4	55	0	0	..
																			Brogan, Agnes P. ..	..	FPt2	50	0	0	..
Waipawa D.H.S. ..	221	688	6	8	..			74	6	6	337	17	3	..	..	..	..	..	Watson, John D., M.A.	B1	HM	*270	0	0	..
																			Wilson, Henry L. ..	D2	AM	190	0	0	..
																			Marsh, Louise M. ..	E1	AF	140	0	0	..
																			Baker, Frances M. ..	..	AF	90	0	0	..
																			Keane, Jeremiah ..	C3	Sec.	..			..
																			Smith, Rose M. ..	C1	Sec.	..			..
Grade 7B.																							
Woodville D.H.S. ..	283	930	16	8	..			75	2	11	48	10	0	..	..	..	..	..	Stevenson, Andrew ..	C1	HM	*300	0	0	..
																			Cartwright, James ..	C1	AM	200	0	0	..
																			Glanville, Emily H. ..	D1	AF	145	0	0	..
																			Cook, Jessie ..	D3	AF	105	0	0	..
																			Coward, Alice ..	..	FPt3	45	0	0	..
																			O'Brien, Mary E. ..	..	FPt3	45	0	0	..
																			Dagg, Olive.. ..	..	FPt2	50	0	0	..
																			Hind, Charles A. S. ..	..	MPr1	50	0	0	..
																			Hoult, Wm. H., M.A.	A4	Sec.	..			..
Grade 8A.																							
Dannevirke North ..	279	1,159	1	8	..			75	7	9	..			..	..	..	..	..	Soundy, Richard P. ..	E1	HM	320	0	0	..
																			McLennan, Duncan ..	D1	AM	220	0	0	..
																			Moore, Marion ..	D1	AF	160	0	0	..
																			Nielson, Albert ..	D2	AM	145	0	0	..
																			Cross, Alice M. ..	D2	AF	130	0	0	..
																			McPherson, Jeanie C.	..	FPt4	55	0	0	..
																			Baldwin, Ilma M. ..	..	FPt2	50	0	0	..
																			Cockerill, Wm. S. M.	..	MPt1	45	0	0	..
																			Ross, Hilda.. ..	..	FPr1	50	0	0	..
Dannevirke South ..	274	1,100	0	0	45	0	0	73	9	8	..			..	..	..	..	..	Harvey, George ..	D1	HM	310	0	0	45
																			Soundy, Arthur W. ..	D1	AM	210	0	0	..
																			Campbell, Isabella ..	D4	AF	150	0	0	..
																			Robertson, Isabella M.	D1	AF	140	0	0	..
																			Keys, May	D3	AF	120	0	0	..
																			Brewer, Elsie H. T. ..	..	FPt4	55	0	0	..
																			Smith, Mabel E. ..	..	FPt4	60	0	0	..
																			Whibley, John C. ..	..	MPt3	55	0	0	..
Napier South ..	309	1,045	1	5	45	0	0	78	1	5	17	14	0	..	..	..	..	..	Dodds, James N., M.A.	B1	HM	310	0	0	45
																			Driller, William J. ..	D2	AM	210	0	0	..
																			Riley, Emma J. ..	D1	AF	150	0	0	..
																			Mitchell, Georgina M.	D1	AF	135	0	0	..
																			Christy, Agnes C. M.	E2	AF	120	0	0	..
																			Anderson, Helen M. ..	D2	AF	95	0	0	..
																			Earl, Florence ..	..	FPt1	25	0	0	..
Port Ahuriri and West Shore	319	1,200	0	0	..			79	9	7	84	13	7	..	..	20	0	0	Martin, William G. ..	C1	HM	320	0	0	..
																			Cockroft, George W...	C1	AM	220	0	0	..
																			Anderson, Mrs. Helen	E1	AF	160	0	0	..
																			Cooke, Alice B. ..	D2	AF	135	0	0	..
																			Magill, Elizabeth ..	D2	AF	130	0	0	..
																			Puflett, Annie L. ..	D3	AF	100	0	0	..
																			Pederson, Anna D. ..	..	FPt3	45	0	0	..
																			Pinder, Constance M.	..	FPt3	55	0	0	..
																			Forne, Kate ..	..	FPt2	35	0	0	..

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

HAWKE'S BAY—*continued.*

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(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
Grade 10B.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Hastings D.H.S. ..	683	2,216 1 1	..	135 17 0	98 1 4	..	..	..	..	Pegler, Leonard F., B.A.	B1	HM	*385 0 0	..
										Hudson, Edward V. ..	B1	AM	280 0 0	..
										Rosie, Wilhelmina J.	E1	AF	220 0 0	..
										Cullen, Arthur R. ..	C1	AM	190 0 0	..
										Daly, John T. ..	C3	AM	175 0 0	..
										McCarthy, Ellen ..	D1	AF	160 0 0	..
										Gray, Georgina ..	D1	AF	160 0 0	..
										Harper, Amy R. ..	D1	AF	130 0 0	..
										Turnbull, Elizabeth ..	E1	AF	130 0 0	..
										Joll, Ethel S. ..	D4	AF	110 0 0	..
										Epps, Fanny A. ..	..	FPt4	55 0 0	..
										Taylor, Florence T. ..	..	FPt4	55 0 0	..
										Chambers, Clara J. ..	..	FPt3	45 0 0	..
										Donnelly, Sarah ..	..	FPt3	45 0 0	..
										Frude, Annie D. ..	..	FPt3	45 0 0	..
										Barnard, Stanley ..	..	MPt2	35 0 0	..
										Atkinson, Thomas S.	C3	Sec.	..	..
										Hodgson, Ruth J. ..	C2	Sec.	..	..
Napier	708	2,290 16 9	50 0 0	121 10 0	104 18 1	..	..	..	..	Hislop, James ..	C1	HM	380 0 0	50
										Grant, Milton R. ..	D1	AM	280 0 0	..
										Jones, William H. ..	C3	AM	210 0 0	..
										Barnett, Annie H. ..	D1	AF	180 0 0	..
										Florance, Robert H. ..	D4	AM	165 0 0	..
										Palmer, Mary .	E1	AF	160 0 0	..
										McVay, Ella M. ..	E1	AF	160 0 0	..
										Higgins, Jessie ..	D2	AF	120 0 0	..
										Davis, Lucy A. ..	D4	AF	130 0 0	..
										Hannay, Amelia W. ..	C4	AF	95 0 0	..
										McDonald, Isabella C.	D4	AF	95 0 0	..
										Campbell, Mary J. ..	..	FPt4	55 0 0	..
										Crawford, Ruby M. ..	..	FPt4	60 0 0	..
										Gibb, Annie H. ..	..	FPt4	60 0 0	..
										Anderson, Lillie R. ..	..	FPt3	45 0 0	..
										Murphy, Fanny .	..	FPt3	45 0 0	..
										Reid, Kathleen I. ..	..	FPt3	45 0 0	..
Grade 10D.														
Gisborne	772	2,536 4 0	50 0 0	127 15 0	18 19 4	..	..	..	..	Rowley, Francis J., B.A.	B1	HM	430 0 0	50
										Leslie, David E. ..	C1	AM	280 0 0	..
										Cumming, Margaret ..	D1	AF	210 0 0	..

| | | |

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued*.

MARLBOROUGH—*continued*.

NAME OF SCHOOL. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year. — Maintenance. — Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Maintenance. — Teachers' House Allowances.	Maintenance. — Incidental Expenses of Schools.	School Buildings and Teachers' Residences. — General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	School Buildings and Teachers' Residences. — Rebuilding Worn-out Schools and Teachers' Residences.	School Buildings and Teachers' Residences. — Rebuilding Schools destroyed by Fire.	School Buildings and Teachers' Residences. — Rent.	School Buildings and Teachers' Residences. — New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. — Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	Annual Rates of Payment during Last Month of Year. — For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
GRADE 0—*continued*.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Kakapou Bay ..	5	30 0 0	..	..	..	..	..	..	..	Guard, Daisy		F	30 0 0	..
Laverique Bay ..	3	12 7 6	..	..	..	..	..	..	..	Johns, Arthur		M	18 0 0	..
Leefield	3	18 0 0	..	..	..	..	..	..	..	McIsaac, Ella		F	18 0 0	..
Mahau	6	34 10 0	..	3 0 0	1 0 0	..	..	..	..	Schenkel, Ella		F	48 0 0	..
Maori Bay	2	12 0 0	..	..	..	..	..	..	..	Hood, Lilian A.		F	12 0 0	..
Ohana	3	18 0 0	..	..	..	..	..	..	..	Greville, Lilian		F	18 0 0	..
Okukari	5	17 0 0	..	..	..	..	..	..	..	Kirk, C. E.		F	30 0 0	..
Onapua	5	27 0 0	..	..	..	..	..	..	..	Johnson, Maude M.		F	30 0 0	..
Pines	3	10 10 0	..	..	..	..	..	..	..	Rashleigh, Clara		F	18 0 0	..
St. Lawrence ..	7	32 10 0	..	..	..	..	..	..	..	Young, Grace		F	36 0 0	..
Separation Inlet ..	4	21 0 0	..	..	..	..	..	..	..	Burgess, Ida I.		F	30 0 0	..
Tetley Brook ..	6	36 0 0	..	..	..	..	..	..	..	Bell, Susie C.		F	36 0 0	..
Vernon	5	30 0 0	..	..	..	..	..	..	..	Waters, Alice C. B.		F	30 0 0	..
Waihohonu	5	29 0 0	..	..	0 10 0	..	..	..	..	Cook, Winifred M.		F	30 0 0	..
Waikakaho	7	39 0 0	..	..	..	..	..	..	..	Wilson, Elizabeth R. ..		F	42 0 0	..
Waikawa Bay ..	4	24 0 0	..	..	..	..	..	..	..	Barnes, Mrs. Louise		F	24 0 0	..
Waireka	7	36 0 0	..	..	..	..	..	..	..	Cheek, Eva		F	36 0 0	..
Waitata	3	15 10 8	..	..	..	..	..	..	..	Hunter, Madge		F	18 0 0	..
Waterfalls	7	39 0 0	..	..	..	..	..	..	..	O'Leary, Kathleen		F	42 0 0	..
Wilson's Bay ..	5	22 10 0	..	..	..	..	..	..	..	Howard, Mrs. Kate		F	18 0 0	..
Wynen's Bay ..	5	26 12 11	..	..	..	..	..	..	..	Morrison, Mary		F	24 0 0	..
GRADE 1.														
Blind River	11	90 0 0	..	3 15 0	8 0 3	..	..	..	..	Waters, Janet F.		F	90 0 0	..
Deep Creek	11	81 0 0	7 10 0	..	..	..	..	..	..	Morrison, Austin E.		M	90 0 0	10
Eli Bay	8	75 0 0	8 6 8	..	1 12 0	..	..	..	..	Browne, Ivy M.		F	90 0 0	10
Fabian's Valley ..	9	95 0 0	..	3 0 0	13 0 0	..	..	..	..	Bonser, Mrs. Ellen M.	D4	F	95 0 0	..
Head	7	90 0 0	10 0 0	..	..	..	..	..	..	Robson, Florence		F	90 0 0	10
Kaituna	18	90 0 0	..	5 12 8	24 11 4	..	..	..	..	Brydon, Edith		F	90 0 0	..
Kekerangu	10	90 0 0	10 0 0	3 7 8	1 2 4	..	..	..	..	Hutchison, Sara		F	90 0 0	10
Nopera Bay	13	90 0 0	10 0 0	..	..	..	..	..	1 17 6	Murphy, Christine		F	90 0 0	10
Ocean Bay	23	90 0 0	10 0 0	..	..	..	..	..	..	Skelly, Claude H. T.		M	90 0 0	10
Okoha	7	95 0 0	10 0 0	..	..	..	..	..	..	Opie, Winifred L., M.A.	B3	F	95 0 0	10
Onahau	8	90 0 0	10 0 0	..	..	..	..	..	..	Hebberd, Ruth		F	90 0 0	10
Onahuku	16	90 0 0	10 0 0	..	..	..	..	..	10 6 6	Binley, Jessie		F	90 0 0	10
Otonga	10	90 0 0	10 0 0	..	..	..	..	..	..	Higgie, Gordon		M	90 0 0	10
Robin Hood Bay ..	9	112 10 0	10 0 0	..	..	..	..	..	..	Fawcett, Joseph		M	112 10 0	10

Sea View	9	90	0	0	10	0	0	4	2	8	1	7	4	..	..	..	..		Farnell, Florence M.	..	F	90	0	0	10
Tahuahua	12	108	0	0	10	0	0	4	10	0	1	10	0	..	..	..	126	6	11	Budge, Sylvanus B. R.	..	M	108	0	0	10
Te Awaite	7	90	0	0	..			3	7	8	1	2	4	..	..	..	..			Kelleher, Marguerite M.	..	F	90	0	0	..
Te Puru	5	90	0	0	10	0	0	..			..			..	..	..	..			Reilly, Rose M. ..	..	F	90	0	0	10
Ugbrooke	10	90	0	0	10	0	0	..			..			..	..	..	..			Robinson, Alice M. ..	..	F	90	0	0	10
Waikawa Pah ..	10	90	0	0	10	0	0	4	17	8	5	0	4	..	..	..	..			Storey, Mabel ..	..	F	90	0	0	10
Wairau Pah ..	16	90	0	0	..			4	2	8	8	16	4	..	..	..	..			Weaver, Helena ..	..	F	90	0	0	..
GRADE 2.																									
Grassmere	20	120	0	0	..			7	10	0	2	10	0	..	..	..	..			Cameron, Lilly I. ..	C4	F	120	0	0	..
Linkwater	19	140	0	0	15	0	0	7	10	0	31	5	0	..	..	..	..			Allen, Constance M. ..	C4	F	140	0	0	15
Marshlands	22	150	0	0	15	0	0	7	15	4	3	0	2	..	..	..	..			Jones, Mrs. Sarah J. ..	D2	F	150	0	0	15
North Bank	14	117	0	0	15	0	0	6	0	0	2	0	0	..	..	..	..			Robinson, Frank ..	..	M	117	0	0	15
Nydia Bay	14	113	2	10	14	6	7	6	7	8	30	19	10	..	..	..	2	1	0	Jeffries, Emily V. ..	E4	F	120	0	0	15
Omaka	18	130	0	0	..			7	2	8	5	7	4	..	..	..	..			O'Sullivan, Frances ..	D4	F	130	0	0	..
Onamalutu	24	132	1	6	..			7	15	4	28	18	2	..	..	..	..			Gayne, Violet E. ..	C3	F	140	0	0	..
Rai Valley	26	133	0	0	..			8	2	0	17	4	0	..	..	..	..			Thorpe, Mrs. Car. E. ..	Lic.	F	133	0	0	..
Richmond Brook ..	28	138	0	0	..			8	8	8	10	0	10	..	..	..	..			Greig, Arthur G. ..	C4	M	150	0	0	..
Riverlands	16	114	16	8	15	0	0	7	10	0	2	10	0	..	..	..	161	17	6	Chapman, Florence M.	C4	F	120	0	0	15
Wairau Valley ..	15	110	8	4	..			5	12	8	5	17	4	..	..	..	..			Brooks, Gordon ..	..	M	108	0	0	..
Waitaria	12	117	0	0	15	0	0	5	12	8	1	17	4	..	..	..	..			Simpson, Lily P. ..	..	F	117	0	0	15
GRADE 3.																									
Fairhall	24	155	0	0	..			9	15	8	12	5	4	..	..	..	..			Packard, Frances M. B.	E1	F	155	0	0	..
Havelock Suburban ..	20	152	10	0	..			8	2	0	9	11	0	..	..	..	..			Reaks, Henry J. ..	E2	M	150	0	0	..
Okaramio	28	175	0	0	..			9	9	0	9	4	6	..	..	..	..			Best, Frank D. ..	D3	M	175	0	0	..
Ward	39	160	0	0	..			10	10	4	41	2	11	..	..	..	7	0	0	Wallace, Elizabeth A.	E2	F	160	0	0	..
GRADE 4.																									
Canvastown	52	295	0	0	..			14	14	0	25	19	6	..	..	..	..			Hill, Hollis ..	C2	HM	205	0	0	..
																				Wadsworth, B. E. ..	..	AF	90	0	0	..
Carluke	48	270	0	0	25	0	0	13	10	0	4	10	0	..	..	..	150	14	0	Foley, Hugh M. ..	B4	HM	180	0	0	25
																				Scott, Mary ..	..	AF	90	0	0	..
Havelock	60	314	18	9	..			17	8	8	11	15	4	..	..	..	..			Gifford, James R. A.	D3	HM	180	0	0	..
																				Hanron, Alice ..	..	AF	90	0	0	..
Marlborough Town ..	46	288	6	8	..			15	0	0	7	2	0	..	..	..				Neumann, Monica ..	..	FPr1	50	0	0	..
																	204	16	0	O'Connor, Maurice J.	D5	HM	180	0	0	..
Seddon	50	280	0	0	..			15	0	0	9	0	0	..	..	..				Macalister, Itta ..	D4	AF	105	0	0	..
																	0	10	6	Humphreys, Jos. W.	E2	HM	190	0	0	..
Spring Creek ..	28	190	0	0	..			11	3	0	24	17	6	..	..	..				Young, Esther ..	..	AF	90	0	0	..
Waitohi	42	287	10	0	..			13	4	0	49	1	5	..	..	..	..			Oldham, Hedley ..	D2	M	190	0	0	..
																	..			Haughey, James ..	D1	HM	190	0	0	..
																				Stratford, Nea ..	..	AF	90	0	0	..
GRADE 5.																									
Grovetown	91	370	0	0	23	15	9	23	12	8	46	12	4	..	..	..	411	12	6	Smith, William C. ..	C2	HM	210	0	0	..
																				Ladley, Blanche ..	D2	AF	115	0	0	..
Renwick	79	415	0	0	..			23	12	8	7	17	4	..	..	..				Campbell, Frances E. S.	..	FPt3	45	0	0	..
																	..			Cook, William R. ..	D2	HM	235	0	0	..
																				Williams, Agnes M. T.	D2	AF	115	0	0	..
Tua Marina	77	395	0	0	..			21	12	8	36	19	9	..	..	..				Fraser, Ernest M. ..	..	MPt5	55	0	0	..
																	..			Fisher, Horace R. ..	D2	HM	225	0	0	..
																				Lucas, Ella ..	C4	AF	115	0	0	..
																				Duggan, Evelyn ..	..	FPt4	55	0	0	..
GRADE 6A.																									
Springlands	129	460	8	4	..			29	5	0	67	2	0	..	..	..	..			Howard, Harry J. ..	D1	HM	245	0	0	..
																				Millington, Emily ..	D2	AF	120	0	0	..
																				Fraser, Christina ..	D4	AF	95	0	0	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued*.

MARLBOROUGH—*continued*.

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(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
GRADE 6B.														
Picton	181	605 0 0	..	33 16 8	41 5 4	..	..	..	..	Robinson, Herbert J.	D1	HM	260 0 0	..
										Fuller, Violet ..	E2	AF	120 0 0	..
										Macalister, Ria ..	D4	AF	120 0 0	..
										Storey, Elsie ..	..	AF	90 0 0	..
GRADE 8B.														
Blenheim	406	1,251 10 0	..	73 10 0	125 15 5	..	..	..	..	Sturrock, David A. ..	D1	HM	320 0 0	..
										Wedde, Albert A. ..	D2	AM	215 0 0	..
										Brown, Mary M. ..	D1	AF	150 0 0	..
										Mortimore, Archer E.	..	AM	121 10 0	..
										Wanden, Elizabeth W.	E2	AF	130 0 0	..
										Hilliard, Evelyn E. ..	D4	AF	100 0 0	..
										Hilliard, Josephine ..	..	FPt5	55 0 0	..
										Brewer, Faith ..	..	FPt4	55 0 0	..
										McCallum, Margaret R.	..	FPt4	55 0 0	..
										Gallop, Elizabeth ..	..	FPr2	25 0 0	..
										McCallum, Martha ..	..	FPr2	25 0 0	..
Expenditure on schools not open in December, 1910—														
Cape Campbell	..	8 15 0	..	..	..	..	..	..	..	..	..	..	..	..
Garne's Bay	..	18 3 7	..	..	..	..	..	..	..	..	..	..	..	..
Kaiuma	..	23 0 0	..	..	..	..	..	..	..	..	..	..	..	..
Peach Bay ..	..	22 5 0	..	..	..	..	..	..	..	..	..	..	..	..
Stephen's Island ..	..	1 10 0	..	..	..	..	..	..	..	..	..	..	..	..
Tennyson Inlet ..	..	13 11 0	..	..	..	..	..	..	..	..	..	..	..	..
Tira Ora	..	6 0 0	..	..	..	..	..	..	..	..	..	..	..	..
Weld's Hill ..	..	27 0 0	..	..	..	..	..	..	..	..	..	..	..	..
Yncyca Bay ..	..	6 15 6	..	..	..	..	..	..	..	..	..	..	..	..
Expenditure not classified—														
Miscellaneous expenditure (furniture, fittings, appliances, freights, &c.)	..	..	..	..	208 19 2	..	..	..	..	..	..	..	..	..
Totals ..	..	10,532 14 3	293 19 0	468 9 4	949 5 10	..	..	..	1,077 2 5	..	..	..	10,561 0 0	275

		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Grade 0.												
Anatimo	5	24 0 0	..	..	..	..	..	Robertson, May ..	..	F	24 0 0	..
Aniseed Valley ..	6	42 0 0	..	2 0 0	..	..	..	Small, Leila ..	..	F	42 0 0	..
Brighton	6	90 0 0	5 16 8	2 0 0	..	..	..	McCarthy, Annie W.	..	F	90 0 0	..
Drummond's ..	4	22 0 0	..	..	..	..	..	Peart, Elvira ..	..	F	24 0 0	..
Kongahu	6	43 10 0	..	2 0 0	..	..	..	Matthews, Gladys ..	..	F	48 0 0	..
Maitai	6	36 0 0	..	..	..	..	..	Brewerton, Annie ..	..	F	36 0 0	..
Maori Pah	7	10 10 0	..	..	..	..	..	Inwood, Keith ..	..	M	42 0 0	..
Matakitaki	4	30 0 0	..	..	..	..	..	Anderson, May ..	..	F	30 0 0	..
Moutere Bluffs ..	4	20 0 0	..	..	..	..	..	Nuttall, Edith F. ..	..	F	24 0 0	..
Onakaka	6	15 0 0	..	..	..	..	..	Hayes, Margaret ..	..	F	36 0 0	..
O'Rourke's Six Mile ..	4	20 0 0	..	..	..	..	..	Dement, Ida M. ..	..	F	24 0 0	..
Six Mile	7	39 0 0	..	2 0 0	4 0 6	..	..	Palmer, Ella ..	..	F	42 0 0	..
Stanley Brook, Upper	6	37 10 0	..	..	..	..	..	Mead, Irene W. ..	..	F	36 0 0	..
Torrent Bay.. ..	3	30 0 0	..	..	..	..	..	Tizard, Annie ..	..	F	36 0 0	..
Waiharakeke ..	2	18 0 0	..	..	..	..	..	Thompson, Ivy ..	..	F	18 0 0	..
Warwick Junction ..	5	26 10 0	..	..	..	..	..	Ching, Harold L. ..	..	M	24 0 0	..
Grade 1.												
Addison's Flat ..	12	90 0 0	..	4 12 2	0 15 0	..	..	Cartner, Robert E. ..	..	M	90 0 0	..
Baton	9	6 0 0	..	..	..	..	..	Worley, Catherine M.	..	F	90 0 0	10
Blackwater, Upper ..	10	94 3 4	10 0 0	2 17 10	..	..	..	Scarlett, Maggie ..	..	F	90 0 0	10
Church Hill ..	9	92 10 0	..	2 0 0	3 17 2	..	..	Taylor, Blanche 1. ..	..	F	90 0 0	..
Eighty-eight Valley ..	13	82 10 0	7 10 0	3 0 8	..	1 12 6	..	Neumann, Alice M. ..	..	F	90 0 0	10
Fairdown	13	115 0 0	10 0 0	5 12 10	..	..	..	Doyle, Theresa ..	D3	F	115 0 0	10
Fern Flat	6	72 10 0	..	5 1 6	10 0 0	..	..	Hayes, Frank E. ..	..	M	90 0 0	..
Gordon	8	97 7 6	10 0 0	2 0 0	7 0 0	..	..	Jones, Constance E. ..	Lic.	F	95 0 0	10
Inangahua Landing ..	12	90 0 0	10 0 0	3 14 4	0 16 6	..	..	Nalder, Amy I. ..	..	F	90 0 0	10
Korere	10	90 8 4	..	2 0 0	1 0 0	..	..	Watson, Catherine A.	..	F	90 0 0	..
Land of Promise ..	13	96 13 4	10 0 0	5 10 0	1 3 0	..	..	Manson, Grace ..	..	F	90 0 0	10
Longford	13	90 0 0	10 0 0	4 12 2	0 10 0	..	..	Goodyer, John ..	..	M	90 0 0	10
Mangarakau.. ..	11	73 10 0	5 0 0	2 0 0	..	..	..	Flowers, Clara ..	..	F	90 0 0	10
Marahau	12	90 0 0	10 0 0	4 12 2	..	..	..	Allan, Janet B. ..	..	F	90 0 0	10
Pakawau	9	51 0 0	..	..	..	..	..	Lewis, Dorothy ..	..	F	90 0 0	10
Pariwhakaho ..	9	90 0 0	10 0 0	2 0 0	3 4 2	..	..	Scott, Iris Oriel ..	..	F	90 0 0	10
Puponga	17	90 0 0	10 0 0	5 2 7	2 9 0	..	..	Snadden, George ..	..	M	90 0 0	10
Redwood's Valley ..	11	100 0 0	10 0 0	0 17 10	11 11 0	..	..	Hewlett, Edith Maudie	C3	F	100 0 0	10
Rocky River.. ..	11	90 0 0	10 0 0	2 16 6	7 18 3	..	..	Condell, Kate Z. ..	..	F	90 0 0	10
Sergeant's Hill ..	19	127 1 8	12 10 0	4 16 2	7 19 5	..	..	Radford, Mary E. ..	D5	F	130 0 0	10
Takaka, Upper ..	13	90 0 0	10 0 0	5 8 9	..	2 19 0	..	Emms, Hilda ..	..	F	90 0 0	10
Three Channel Flat ..	7	90 0 0	10 0 0	2 0 0	8 10 0	..	..	Ash, Frederick ..	..	M	90 0 0	10
Uruwhenua	19	90 0 0	10 0 0	4 18 11	6 17 6	..	..	Shain, Mildred ..	..	F	90 0 0	10
Waingaro	9	90 0 0	10 0 0	2 16 6	..	..	..	Eyles, Robert E. ..	..	M	90 0 0	10
Waitahu	10	60 0 0	2 10 0	2 0 0	..	..	..	McBeth, Helen A. ..	..	F	90 0 0	10
Wai-uta	20	90 0 0	10 0 0	6 14 11	..	1 5 0	..	Parkinson, Sarah J. ..	..	F	90 0 0	10
Whangarae	17	95 0 0	10 0 0	4 7 11	..	..	..	Williams, Lily C.. B.A.	B4	F	95 0 0	10
Grade 2.												
Capleston	12	129 0 0	..	1 17 1	..	..	..	McCarthy, Madge ..	..	F	108 0 0	..
Clifton Terrace ..	24	140 0 0	..	6 6 0	2 17 0	..	..	Bolton, Pamela E. ..	E1	F	140 0 0	..
Cronadun	25	120 0 0	15 0 0	5 17 8	3 0 0	..	..	Gannon, Julia Agnes..	D4	F	120 0 0	15
Ferntown	18	112 10 0	15 0 0	4 19 0	2 19 10	..	..	Thorp, Charles W. ..	..	M	108 0 0	15
Glenroy	10	121 6 8	15 0 0	3 19 10	..	..	..	Tunnicliffe, Norris H.	..	M	108 0 0	15
Globe Hill	17	111 0 0	15 0 0	5 0 4	..	..	7 0 6	Gibson, Ellen H. ..	..	F	108 0 0	15
Happy Valley ..	18	115 15 0	..	5 9 11	..	..	..	Woollett, Ethel J. ..	Lic.	F	114 0 0	..
Hillside	19	126 13 4	..	5 5 11	..	..	..	Bond, Elson W. ..	..	M	108 0 0	..
Inangahua Junction ..	14	113 9 6	15 0 0	3 19 9	..	15 0 0	..	Dempsey, May J. ..	..	F	108 0 0	15
Kaituna	22	108 15 0	15 0 0	5 18 3	3 0 0	..	..	Barker, Alice ..	..	F	108 0 0	15

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued*.

NELSON—*continued*.

NAME OF SCHOOL. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year. — Maintenance. — Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Maintenance. — Teachers' House Allowances.	Maintenance. — Incidental Expenses of Schools.	School Buildings and Teachers' Residences. — General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	School Buildings and Teachers' Residences. — Rebuilding Worn-out Schools and Teachers' Residences.	School Buildings and Teachers' Residences. — Rebuilding Schools destroyed by Fire.	School Buildings and Teachers' Residences. — Rent.	School Buildings and Teachers' Residences. — New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. — Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	Annual Rates of Payment during Last Month of Year. — For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
GRADE 2—*continued*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Kiwi	25	150 0 0	15 0 0	6 10 1	0 8 11	..	..	..	..	Laird, Annie ..	D2	F	150 0 0	15
Little Grey	19	142 18 4	..	3 19 9	31 13 3	..	..	..	..	Lewis, Annie M. L. ..	C3	F	140 0 0	..
Little Wanganui ..	14	115 15 0	15 0 0	5 14 3	..	..	..	..	..	Bastin, Ida Elvina ..	Lic.	F	114 0 0	15
Long Plain	15	150 0 0	..	4 8 0	..	..	..	..	..	Molloy, Jane A. ..	E2	F	150 0 0	..
Ngatimoti	20	120 0 0	..	7 11 5	0 10 0	..	..	..	..	Hewetson, Kath. M., B.A.	B4	F	120 0 0	..
Orinoco	17	130 0 0	15 0 0	3 12 11	3 9 0	..	..	..	..	Griffin, Ethel C. ..	C4	F	130 0 0	15
Pigeon Valley ..	22	135 0 0	15 0 0	6 5 1	9 0 0	..	..	..	..	Martin, Cora ..	..	F	135 0 0	15
Pokororo	19	108 0 0	15 0 0	5 4 6	..	..	..	..	..	Win, Gertrude ..	..	F	108 0 0	15
Progress	23	140 0 0	..	5 12 9	6 5 0	3 3 4	..	..	..	Walshe, Elizabeth M.	D3	F	140 0 0	..
Ranzau	23	125 0 0	..	5 14 10	11 16 0	..	..	..	..	Davies, Constance E.	C4	F	125 0 0	..
Takaka East ..	14	105 15 0	..	4 1 2	6 0 0	..	..	..	..	Dwyer, Evelyn ..	..	F	117 0 0	..
Tapawera	27	134 13 4	15 0 0	6 10 1	0 4 9	..	..	..	..	Dennehy, Ellen ..	..	F	108 0 0	15
Wangapeka	19	120 0 0	..	6 4 7	..	27 12 5	..	..	0 12 6	MacPherson, Mrs. R.	E2	F	120 0 0	..
Will's Road ..	16	140 0 0	15 0 0	4 10 8	1 12 6	..	..	..	..	Holdaway, Helen F...	C3	F	140 0 0	15
GRADE 3.														
Appleby	33	170 0 0	..	8 6 3	3 0 0	..	..	..	..	Forsyth, Donald E. ..	C1	M	170 0 0	..
Arapito	29	148 9 8	..	6 17 6	1 17 6	..	..	..	..	Higgins, Florence J...	D3	F	150 0 0	..
Bainham	36	160 0 0	20 0 0	9 0 0	..	..	..	..	..	Gibbs, Betsy A. H. ..	D4	F	160 0 0	20
Lyell	16	138 6 8	..	5 13 7	..	..	..	..	..	Hewlett, Theophilus N.	..	M	135 0 0	..
Rockville	33	148 15 0	..	8 1 3	22 1 6	..	..	..	..	Manson, Janette C. ..	D1	F	150 0 0	..
Stanley Brook ..	23	155 0 0	..	6 12 0	0 10 6	..	..	..	..	Mackenzie, Janet C. M.	C2	F	150 0 0	..
Tadmor	24	150 0 0	..	6 11 6	..	..	..	..	..	Quinton, Ellen H. ..	E2	F	150 0 0	..
Tui	25	119 15 2	15 19 4	11 4 7	..	..	..	..	138 9 7	Rasmussen, Mary C...	D4	F	150 0 0	20
Waimea West ..	39	215 0 0	..	9 5 7	..	..	..	..	..	Coleman, Bern'd F. P.	D1	HM	170 0 0	..
										Lewis, Phyllis ..	..	AF	90 0 0	..
GRADE 4.														
Birchfield	39	271 5 0	25 0 0	9 4 10	25 10 0	..	..	..	..	Harrison, Robert ..	D3	HM	180 0 0	25
										Smith, Ellen ..	..	AF	90 0 0	..
Black's Point ..	58	308 6 8	25 0 0	13 2 1	..	42 0 0	..	..	..	Green, Richard E. ..	E1	HM	190 0 0	25
										Moore, Euphemia J...	E2	AF	100 0 0	..
										Rivers, Adela ..	..	FPrl	20 0 0	..
Brightwater and River Terrace (side)	61	380 0 0	..	13 8 11	5 3 0	..	..	..	..	Bryant, William H. ..	B1	HM	190 0 0	..
										Morrison, Cath. A. ..	E2	AF	100 0 0	..
										O'Brien, Maud M. ..	C4	AF	100 0 0	..
Brooklyn	53	305 0 0	21 17 6	12 0 2	8 15 0	0 12 6	..	..	368 5 1	Trevella, Arthur ..	D1	HM	205 0 0	..
										Turner, Fanny M. ..	D3	AF	100 0 0	..

Burnett's Face ..	67	278	6	8	25	0	0	15	18	6	..			2	12	10	..	..		..	Kane, Thomas ..	C4	HM	190	0	0	25
																					Spillane, Mary C. ..	..	AF	90	0	0	..
Cape Foulwind ..	58	288	6	8	..			13	0	11	41	10	6	..			..	..		..	Kelpe, Caroline ..	C2	HF	190	0	0	..
																					O'Brien, Grace ..	..	AF	90	0	0	..
Charleston and Rahui (side)	33	279	3	4	..			8	6	3	5	0	0	..			..	7	10	0	Bryan, Elizabeth E.	D4	HF	180	0	0	..
																					Maloney, Grace G. ..	..	AF	90	0	0	..
Collingwood ..	35	280	0	0	..			9	4	6	..			2	0	10	..	..		..	Sanders, Herbert B. S.	D2	HM	190	0	0	..
																					Malloy, Carita ..	..	AF	90	0	0	..
Dovedale	30	190	0	0	..			7	10	0	19	9	3	..			..			..	Gapper, Bernard R. ..	E2	M	190	0	0	..
Foxhill	48	282	10	0	..			10	10	5	3	10	0	..			..			..	Mayo, Egbert J. ..	E2	HM	190	0	0	..
																					Pettit, Jessie H. ..	D4	AF	90	0	0	..
Hope	41	280	0	0	25	0	0	9	14	4	8	9	6	2	12	0	..	..		..	Hall, William A. ..	C1	HM	180	0	0	25
																					Shirtliff, Kate V. ..	D4	AF	100	0	0	..
Karamea	59	284	3	4	..			12	6	5	17	5	0	11	10	0	..	..		..	Gilmor, Edward J. ..	C2	HM	190	0	0	..
																					Snook, Ada J. ..	E3	AF	100	0	0	..
Motupiko	31	255	0	0	..			8	6	3	1	10	3	..			..	..		..	Rogers, Marmaduke ..	C3	M	180	0	0	..
Motupipi	52	290	0	0	..			11	2	9	..			..			..	..		..	Manson, Mrs. Lydia M.	E1	HF	190	0	0	..
																					Ladley, Olive M. ..	D3	AF	100	0	0	..
Moutere, Lower ..	47	290	0	0	..			10	18	6	7	7	0	..			..	1	0	0	Boyce, Charles G. M.	C1	HM	190	0	0	..
																					Demment, M. C., B.A.	B3	AF	100	0	0	..
Murchison	51	270	0	0	..			18	9	6	20	8	6	..			..	..		..	Horner, Hugh H. ..	D3	HM	180	0	0	..
																					Nock, Clara ..	..	AF	90	0	0	..
Neudorf	36	279	13	4	..			8	10	0	2	19	0	235	0	9	..	..		..	Baigent, Lewis O. ..	D2	HM	180	0	0	..
																					Jordan, Fanny S. ..	D2	AF	100	0	0	..
Sarau	40	285	0	0	..			11	18	3	5	15	0	..			..	..		..	Fair, George O. ..	C1	HM	190	0	0	..
																					Hill, Charlotte H. ..	D4	AF	95	0	0	..
Spring Grove ..	59	290	0	0	..			13	2	0	33	7	0	..			..	..		..	White, Alfred T. ..	C1	HM	190	0	0	..
																					Lewis, Ruth ..	D3	AF	100	0	0	..
Summerlea	44	266	10	0	..			9	13	5	..			..			..	..		3	8	3	Jordan, James G. ..	D4	HM	180	0	0	..
																							Horner, Lilian ..	..	AF	90	0	0	..
Takaka Central ..	39	262	10	0	..			9	12	6	..			..			..	..		..	Page, May	E1	HF	180	0	0	..
																					Robb, William-mina ..	..	AF	90	0	0	..
Wai-iti	46	290	8	4	..			9	10	2	..			..			..	..		..	Edridge, Edward ..	E1	HM	190	0	0	..
																					Lammas, Louisa ..	D2	AF	100	0	0	..
Waimangaroa ..	51	275	0	0	..			11	18	6	3	12	6	..			..	..		..	Stanton, Harold E. ..	D3	HM	185	0	0	..
																					Eden, Hilda G. ..	..	AF	90	0	0	..
Whakarewa	58	342	10	0	25	0	0	12	15	4	..			..			..	..		..	Poole, William E. ..	C2	HM	190	0	0	25
																					Alexander, Elizabeth M.	E2	AF	100	0	0	..
GRADE 5.																												
Granity and Hector (side)	134	521	5	0	30	0	0	27	8	6	42	7	2	2	2	6	..	..		..	Rumbold, William A.	C1	HM	230	0	0	30
																					Hill, Jessie A. ..	D4	AF	135	0	0	..
																					Mouat, Marion ..	..	AF	90	0	0	..
																					Satchell, Ethel F. ..	..	FPt1	25	0	0	..
Millerton	81	346	4	2	..			18	9	2	2	11	0	..			..	..		..	Lawn, George ..	C2	HM	210	0	0	..
																					Bayfeild, Mary D'O. ..	..	AF	94	10	0	..
																					Mayo, Alice ..	..	FPr1	50	0	0	..
Riwaka	77	389	1	8	..			17	5	4	2	10	0	26	9	6	..	..		..	Irwin, Robert ..	D1	HM	225	0	0	..
																					Salmond, Jessie ..	E1	AF	115	0	0	..
																					Jordan, Gladys N. ..	..	FPt4	55	0	0	..
Seddonville	86	378	13	4	..			19	5	10	39	11	6	2	2	6	..	..		20	0	0	Street, Samuel W. ..	C2	HM	225	0	0	..
																							Ingram, Annie M. ..	D4	AF	105	0	0	..
																					Gibson, Joseph F. ..	..	MPt3	55	0	0	..
Stoke and Tahuna (side)	92	440	8	4	..			18	17	6	0	9	8	7	16	8	..	15	12	0	255	17	3	Wilmot, David H. ..	C1	HM	235	0	0	..
																							Hill, Ethel I. ..	D4	AF	115	0	0	..
																							Jeffries, Alice ..	..	AF	90	0	0	..
Takaka, Lower D.H.S.	110	398	6	8	..			21	2	0	..			1	13	0	..	..		..	Boyes, William H. ..	D1	HM	*235	0	0	..
																					Easdale, Mildred J. N.	C3	AF	115	0	0	..
																					Hunter, Isabel ..	..	FPt3	45	0	0	..
																					Ainsworth, E. F., B.A.	B2	Sec.	..			..
Wakefield, Lower ..	90	405	0	0	..			19	9	2	12	15	0	30	16	0	..	..		..	Peart, Frederick B. ..	E1	HM	235	0	0	..
																					Bird, Kate B. ..	E2	AF	115	0	0	..
																					Hewlett, Mary E. ..	..	FPt4	55	0	0	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued*.

NELSON—*continued*.

NAME OF SCHOOL. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance. (1.)	Average for the Year 1910 (2.)	Expenditure for the Year. Maintenance. Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools. (3.)	Teachers' House Allowances. (4.)	Incidental Expenses of Schools. (5.)	School Buildings and Teachers' Residences. General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c. (6.)	Rebuilding Worn-out Schools and Teachers' Residences. (7.)	Rebuilding Schools destroyed by Fire. (8.)	Rent. (9.)	New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites. (10.)	Names, Classification, and Status of Teachers. Teachers on the Staff at the End of the Year. (11.)	Classification. (12.)	Position in the School. (13.)	Annual Rates of Payment during Last Month of Year. For Salary, including Lodging-allowances to Pupil-teachers. (14.)	For Teachers' House Allowances. (15.)
GRADE 6A.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Denniston	136	468 4 4	..	27 3 0	21 10 6	8 0 0	..	..	..	Douglas, Arthur ..	C1	HM	250 0 0	..
										Rasmussen, Teresa ..	D4	AF	120 0 0	..
										Rasmussen, Henry ..	..	MPt3	55 0 0	..
										Power, Catherine ..	..	FPt3	45 0 0	..
Motueka D.H.S. ..	122	427 3 4	..	24 12 0	15 8 7	3 14 6	..	..	..	Griffen, Thomas J., B.A.	C1	HM	*250 0 0	..
										White, Kate L. ..	..	AF	108 0 0	..
										Boundy, Constance ..	..	FPt2	35 0 0	..
										Fowler, Gwendoline ..	..	FPr2	25 0 0	..
										Stoddart, Frances, B.A.	B1	Sec.	..	..
Richmond	139	536 13 4	..	28 6 8	17 11 10	..	..	..	..	Cowles, Edward ..	D1	HM	250 0 0	..
										Thompson, Katie E...	E2	AF	130 0 0	..
										Davies, Hilda V. ..	..	FPt4	60 0 0	..
										Bartlett, Constance ..	..	FPt3	45 0 0	..
										Wills, Elsie J. ..	..	FPr2	55 0 0	..
GRADE 6B.														
Reefton D.H.S. ..	190	599 7 6	..	38 0 0	2 0 0	..	..	..	..	Austin, William S. ..	B1	HM	*250 0 0	..
										Williams, Sophia B...	D4	AF	120 0 0	..
										Galloway, Helen ..	E2	AF	130 0 0	..
										Garth, Isobelle O. ..	E3	AF	100 0 0	..
										Noble, Ethel ..	..	FPr2	25 0 0	..
										Ironside, Anne F., M.A.	Lic.	Sec.	..	
GRADE 9A.														
Nelson Boys' and Side Schools (Tasman Street and Brook Street)	494	1,858 15 0	50 0 0	98 5 0	27 7 7	143 0 5	..	..	..	Gibbs, Fredk. G., M.A.	A1	HM	350 0 0	50
										Worley, William F. ..	D1	AM	250 0 0	..
										Veysey, John T. ..	E1	AM	220 0 0	..
										Hughes, Margaret ..	C1	AF	175 0 0	..
										Scott, Thomas C. C...	D2	AM	145 0 0	..
										Hood, Marion C. ..	E1	AF	145 0 0	..
										Kidson, Mrs. Kitty E.	C2	AF	135 0 0	..
										Wright, Julia C. ..	D2	AF	100 0 0	..
										Graham, A. S. F. de L.	D1	AF	90 0 0	..
										Small, Hilda ..	..	FPt4	55 0 0	..
										Huffam, Dorothy A. J.	..	FPt5	55 0 0	..
										Mackenzie, Elsie C. ..	..	FPt4	55 0 0	..
										Boyes, Ernest E. ..	..	MPt2	35 0 0	..
										Smith, Vera ..	..	FPr1	20 0 0	..
										Trott, Jessie ..	..	FPr1	20 0 0	..

GRADE 9B.																		
Westport D.H.S. ..	533	1,687 18 4	50 0 0	105 0 0	20 1 0	0 5 10	..	..	..	Harkness, J. H., B.A.	B1	HM	*345 0 0	50
										Boswell, Edward B. B.	C1	AM	250 0 0	..
										Kirby, Alban Michael	D4	AM	180 0 0	..
										Martin, Annie ..	E2	AF	160 0 0	..
										Marris, Amelia ..	D1	AF	145 0 0	..
										Webb, Mrs. Frances E.	E2	AF	130 0 0	..
										Suisted, Florence M. A.	D4	AF	120 0 0	..
										Findlay, Elspeth ..	..	FPt4	55 0 0	..
										McKay, Mabel C. ..	..	FPt4	55 0 0	..
										Hargreaves, Alice ..	..	FPt4	55 0 0	..
										Risk, Clara ..	..	FPt3	55 0 0	..
										Harney, Myrtle ..	..	FPt3	45 0 0	..
										Mills, Eva B. ..	..	FPr2	25 0 0	..
										Satchell, Winifred ..	..	FPr1	50 0 0	..
										Gifford, Arthur J., M.A.	A1	Sec.	..	..
										McElwee, Elizabeth ..	D3	Sec.	..	..
GRADE 9C.																		
Nelson Girls and Side Schools (Hamden Street, and Haven Road)	558	1,820 16 8	50 0 0	111 0 0	32 13 9	39 18 6	..	..	..	Knapp, Frederick V...	B1	HM	310 0 0	50
										Bond, Jane A. ..	D1	AF	210 0 0	..
										Kitching, Lucy H. ..	E1	AF	165 0 0	..
										Johnson, Amy F. ..	C2	AF	145 0 0	..
										Kitching, Mary E. ..	E1	AF	130 0 0	..
										Gilbert, Esther E. ..	D2	AF	110 0 0	..
										Wright, Gwendoline F.	E2	AF	100 0 0	..
										Shone, Eva E. ..	D3	AF	100 0 0	..
										Johnston, Janet ..	D4	AF	95 0 0	..
										Baigent, Beatrice ..	D4	AF	90 0 0	..
										Easton, Louisa N. ..	..	FPt2	50 0 0	..
										Hill, Mabel ..	..	FPt5	60 0 0	..
										Raikes, Olive ..	..	FPt4	60 0 0	..
										Cooke, Gertrude M. ..	..	FPt4	55 0 0	..
										Wadsworth, Mabel I.	..	FPt5	55 0 0	..
										Smith, Frances N. O'H	..	FPt5	55 0 0	..
										Shone, Florence ..	..	FPr2	25 0 0	..
Expenditure on schools not open in December, 1910—																		
Awa-iti	..	14 0 0	..	..	..	..	..	..	..	..	..	..	..	..
Lesters	..	20 0 0	..	..	..	..	..	..	..	..	..	..	..	..
Whangapeka, Upper	..	26 5 0	..	..	..	..	..	..	..	..	..	..	..	..
Farewell Spit ..	..	4 0 0	..	..	..	..	..	..	..	..	..	..	..	..
Nine Mile.. ..	..	8 6 8	..	1 0 0	..	..	..	..	124 0 1	..	..	..	..	..
Expenditure not classified—																		
Office	..	..	..	..	25 13 4	6 5 0	..	..	..	..	..	..	..	..
Suter Art Gallery ..	..	..	..	..	..	..	..	12 10 0	..	..	..	..	..	..
Freights	..	..	..	..	8 17 9	47 8 10	..	..	1 19 4	..	..	..	..	..
School furniture ..	..	..	..	..	64 15 3	453 4 0	..	..	..	..	..	..	..	..
Woodstock ..	..	..	..	..	0 14 0	..	..	..	..	..	..	..	..	..
Bank charges ..	..	..	..	47 16 0	..	..	..	..	..	..	..	..	..	..
Exchanges ..	..	..	..	3 1 10	..	..	..	..	..	..	..	..	..	..
Legal expenses and insurance	..	..	..	..	..	67 7 11	..	..	..	..	..	..	..	..
Totals	..	24,432 14 6	761 3 6	1,192 6 4	733 17 8	1,188 6 4	..	36 12 0	921 2 7	..	..	..	24,440 10 0	770

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

GREY.

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(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
Grade 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Granville	5	36 0 0	..	1 14 2	1 10 0	..	..	..	..	Parkinson, Rose	..	F	36 0 0	..
Johnston's	3	18 0 0	..	1 12 6	1 10 0	..	..	..	..	Rooney, Veronica	..	F	18 0 0	..
Mitchell's	4	30 0 0	..	2 13 4	1 17 9	..	..	..	..	Martyn, Edward	..	M	30 0 0	..
Moonlight	5	34 10 0	..	1 14 2	2 15 0	..	..	..	..	Turner, Dorothy	..	F	30 0 0	..
Slatey Creek	7	40 10 0	..	1 17 6	2 4 0	..	..	..	..	King, Margaret	..	F	54 0 0	..
Twelve-mile	7	40 10 0	..	1 15 10	21 19 9	..	..	..	..	Mullins, Margaret	..	F	36 0 0	..
Upper Moonlight	3	18 0 0	..	1 12 6	1 10 0	..	..	..	..	Anderson, Annie	..	F	18 0 0	..
Grade 1.														
Barrytown	9	90 0 0	10 0 0	1 17 6	18 14 0	..	..	..	..	Ryall, Jane	..	F	90 0 0	10
Dunganville	16	100 0 0	..	2 1 8	7 14 4	..	..	..	..	Doms, Clara F.	D4	F	100 0 0	..
Greenstone	3	108 0 0	..	1 13 4	1 10 0	..	..	..	..	Corbett, Margaret	..	F	108 0 0	..
Inchbonnie	9	72 0 0	5 0 0	1 17 6	1 10 0	..	..	..	..	Larkin, Ellen	..	F	90 0 0	10
Jack's Mill	9	90 0 0	10 0 0	2 7 6	12 9 3	..	..	..	..	Harris, Lily	..	F	90 0 0	10
Kaimata	11	90 0 0	10 0 0	1 18 4	1 10 0	..	..	..	14 8 3	Blair, Norah	..	F	90 0 0	10
Marsden	8	90 0 0	..	1 16 8	3 1 0	..	..	..	..	O'Donnell, Norah	..	F	90 0 0	..
Westbrook	8	90 0 0	..	1 17 6	1 10 0	..	..	..	..	O'Donnell, Catherine	..	F	90 0 0	..
Grade 2.														
Kotuku	9	113 10 0	15 0 0	1 17 6	8 0 9	..	..	..	..	O'Donnell, Mary	..	F	108 0 0	15
Moana	18	108 0 0	15 0 0	2 15 10	4 4 4	..	..	..	..	Cornwall, Ivy	..	F	108 0 0	15
Poerua Estate	15	117 0 0	15 0 0	2 11 8	21 17 6	..	..	..	..	Garland, Rachel	..	F	117 0 0	15
Roa	17	90 0 0	10 8 4	0 15 10	2 0 0	..	..	..	40 6 10	Sampson, E. Norah	C5	F	120 0 0	15
Te Kinga	14	112 5 0	15 0 0	2 13 4	1 10 0	..	..	..	..	Fahey, Mary	..	F	108 0 0	15
Totara Flat	16	160 0 0	..	2 14 2	23 14 0	..	..	..	..	O'Connell, Catherine	D1	F	160 0 0	..
Grade 3.														
Ahaura	15	170 0 0	..	3 1 8	10 15 2	..	..	..	..	Maloney, John W.	D1	M	170 0 0	..
Stillwater	22	170 0 0	20 0 0	3 8 4	40 19 0	..	..	..	..	Crowley, Johanna	D2	F	170 0 0	20
Swede's Mill	31	179 5 0	20 0 0	3 13 4	5 1 1	..	..	..	..	Dixon, Dorothy S.	D3	F	150 0 0	20
Grade 4.														
Dobson	38	280 0 0	25 0 0	5 4 2	9 10 6	..	..	..	..	Crowley, Annie M. J.	D1	HF	190 0 0	25
										Woods, Elsie M.	..	AF	90 0 0	..
Hatter's	56	299 10 0	25 0 0	6 7 6	10 10 3	..	..	..	..	Malone, Michael	E1	HM	205 0 0	25
										Malone, Theresa	..	AF	94 10 0	..

Kokiri	28	212	10	0	25	0	0	3	11	8	14	10	8	..	..	..	..	Griffiths, Elizabeth ..	D1	F	190	0	0	25
Ngahere	58	280	0	0	25	0	0	6	15	10	17	2	6	..	..	..	..	Owens, Edith ..	E1	HF	190	0	0	25
																		Kelly, Norah ..	..	AF	90	0	0	..
Paroa	46	280	0	0	..			5	7	6	8	16	1	..	..	..	..	Kemple, Frances ..	E1	HF	190	0	0	..
																		Dowling, Johanna ..	..	AF	90	0	0	..
GRADE 5.																								
Taylorville	74	126	15	0	30	0	0	8	1	8	13	16	9	..	..	..	..	Noble, John	D1	HF	240	0	0	30
																		Hargreaves, Alice ..	..	AF	108	0	0	..
																		Newlands, Susan ..	..	FPt2	35	0	0	..
																		Elliott, Mary ..	..	FPr1	50	0	0	..
GRADE 6B.																								
Blackball	180	653	0	0	35	0	0	31	5	0	6	14	3	..	..	6	0	0	402	2	3	Wickes, Arthur J. ..	C1	HM	260	0	0	35
																						Wilson, Maud E. ..	D3	AF	140	0	0	..
																						Rogers, Rose ..	..	AF	108	0	0	..
																						Dempsey, Mabel ..	..	AF	90	0	0	..
																						O'Leary, Ellen ..	..	FPr2	55	0	0	..
Cobden	183	655	0	0	35	0	0	31	7	6	23	3	6	..	..	..			32	7	6	de Berry, L. F., M.A. ..	B1	HM	260	0	0	35
																						Sotheran, Jane ..	E1	AF	140	0	0	..
																						Moore, Isabel ..	D2	AF	130	0	0	..
																						Barnhill, Margaret ..	E2	AF	100	0	0	..
																						Williams, Louisa ..	..	FPr2	25	0	0	..
Runanga	185	554	3	6	35	0	0	31	9	2	29	15	0	..	..	..	..					O'Flynn, Francis E. ..	D1	HM	250	0	0	35
																						Crowley, Elizabeth ..	D2	AF	130	0	0	..
																						Duncan, Margaret ..	..	AF	108	0	0	..
																						Millar, Winifred ..	..	FPt3	45	0	0	..
																						Ward, Rose ..	..	FPt2	35	0	0	..
GRADE 9B.																								
Grey D. H. and Blaketown Side School	558	1,737	4	3	50	0	0	103	15	10	51	9	2	..	..	12	13	6	..			Adams, Alan A. ..	D1	HM	*360	0	0	50
																						Wilson, James F. ..	C1	AM	240	0	0	..
																						Batchelor, Bessie ..	E1	AF	190	0	0	..
																						Blair, Christina ..	D1	AF	165	0	0	..
																						Skoglund, Whilemina	D1	AF	155	0	0	..
																						Warren, Nellie ..	D2	AF	130	0	0	..
																						Hargreaves, Hilda ..	..	AF	117	0	0	..
																						Moriarty, Michael ..	..	AM	90	0	0	..
																						Robinson, Barbara ..	..	AF	90	0	0	..
																						Moore, Ellen ..	..	FPt5	60	0	0	..
																						Jones, John W. ..	..	MPt3	55	0	0	..
																						Foord, Frederick ..	..	MPt3	45	0	0	..
																						Keddell, Katherine ..	..	FPt1	25	0	0	..
																						Higgins, Helena ..	..	FPr1	20	0	0	..
																						Talbot, Arthur ..	D2	Sec.	..			..
																						Thompson, Marion ..	D1	Sec.	..			..
Expenditure on school not opened in December, 1910—																								
Poerua		27	0	0	..			1	14	2	3	3	3	..	..	..	..	..	..	..	..	..	..	..	..	..
Expenditure not classified—																								
Manual Instruction—Building		..			..			..			19	19	6	..	..	..	..	..	..	..	..	..	..	..	..	..
Examination stationery ..		..			..			5	16	6	..			..	..	..	..	..	..	..	..	..	..	..	..	..
Totals		7,572	12	9	430	8	4	292	18	2	407	18	4	..	..	18	13	6	489	4	10	..	..	..	7,561	10	0	440

List of the Public Schools, the Expenditure, Staff, &c.—*continued*.

WESTLAND.

Name of School. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year. — Maintenance. — Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Maintenance. — Teachers' House Allowances.	Maintenance. — Incidental Expenses of Schools.	School Buildings and Teachers' Residences. — General Maintenance. Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	School Buildings and Teachers' Residences. — Rebuilding Worn-out Schools and Teachers' Residences.	School Buildings and Teachers' Residences. — Rebuilding Schools destroyed by Fire.	School Buildings and Teachers' Residences. — Rent.	School Buildings and Teachers' Residences. — New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. — Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	Annual Rates of Payment during Last Month of Year. — For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
Grade 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Cook's River ..	6	42 0 0	..	..	..	..	..	..	..	Walsh, Kate M. ..	..	F	42 0 0	..
Karangarua	2	12 0 0	..	..	..	..	..	..	..	Scott, Jane	..	F	12 0 0	..
Kawhaka	4	30 0 0	..	..	..	..	..	..	..	Newton, Margaret ..	..	F	30 0 0	..
Mount Doughboy ..	5	17 10 0	..	..	..	..	..	..	..	Campbell, Vera G. ..	..	F	30 0 0	..
Otira, Lower ..	2	24 0 0	..	..	..	..	..	..	..	Aicken, Jessie ..	..	F	24 0 0	..
Rangiriri	6	40 10 0	..	..	5 7 6	0 18 0	..	..	..	Askenbeck, Lucrezia J.	..	F	42 0 0	..
Rotokino	5	2 10 0	..	..	..	..	..	..	..	Park, Grace G. ..	..	F	30 0 0	..
Waiho	4	24 0 0	..	..	..	..	..	..	..	Donovan, Ellen J. ..	..	F	24 0 0	..
Waitangi	2	26 10 0	..	..	3 3 0	..	..	..	..	Butler, Annie M. ..	..	F	24 0 0	..
Grade 1.														
Blue Spur	6	90 0 0	..	0 15 0	21 2 6	..	..	..	..	Hogan, Catherine ..	..	F	90 0 0	..
Bruce Bay	8	90 0 0	10 0 0	3 0 0	1 10 0	..	..	..	..	Bannister, John Wm.	..	M	90 0 0	10
Callaghan's	9	90 0 0	..	3 0 0	28 1 6	..	..	..	..	Campbell, Irene de V.	..	F	90 0 0	..
Humphrey's	20	90 0 0	..	3 0 0	23 15 6	..	..	..	..	Simpson, Sophia J. ..	..	F	90 0 0	..
Jackson	10	90 0 0	10 0 0	3 1 6	1 10 0	..	..	..	..	Leamy, Mary M. ..	..	F	90 0 0	10
Kokatahi, Lower ..	16	120 0 0	10 0 0	3 0 0	6 13 6	..	..	..	..	Mackinnon, Maude ..	E2	F	120 0 0	10
Kokatahi, Upper ..	12	90 0 0	10 0 0	3 0 0	1 10 0	..	..	..	..	Baird, Jane	..	F	90 0 0	10
Mahitahi	9	70 10 0	5 0 0	3 0 0	1 10 0	..	..	..	..	Condon, Ellen J. ..	..	F	90 0 0	10
Okarito	9	90 0 0	..	3 0 0	5 17 6	..	..	..	..	M'Bride, Kate ..	..	F	90 0 0	..
Okuru	12	90 0 0	..	3 0 0	1 10 0	..	..	..	..	Saville, Alfred J. ..	..	M	90 0 0	..
Ruatapu	14	117 0 0	10 0 0	3 0 0	1 10 0	..	..	..	..	Hogan, Teresa M. ..	..	F	117 0 0	10
Grade 2.														
Awatuna	17	108 0 0	..	3 0 0	4 12 0	..	..	..	..	Turner, Georgina M.	..	F	108 0 0	..
Goldsborough ..	12	108 0 0	..	3 0 0	7 2 6	..	..	..	..	Mitchell, Rose A. ..	..	F	108 0 0	..
Interwanganui ..	20	108 0 0	15 0 0	3 10 0	9 18 6	..	..	..	..	Nancekivell, Alice ..	..	F	108 0 0	15
Koiterangi	28	150 0 0	..	4 1 0	11 11 3	..	..	..	..	Martyn, Laura ..	D3	F	150 0 0	..
Kumara Junction ..	17	108 0 0	15 0 0	3 0 0	6 10 0	..	..	..	..	Wallace, Elizabeth M.	..	F	108 0 0	15
South Beach ..	27	120 0 0	..	4 0 0	32 9 8	..	..	..	..	Dixon, Ellenor ..	D4	F	120 0 0	..
Stafford	27	140 0 0	..	4 0 0	40 15 2	..	..	..	..	Stark, Elizabeth M. ..	D2	F	140 0 0	..
Grade 4.														
Arahura Road ..	45	280 0 0	..	8 3 0	3 11 6	..	..	..	..	Henderson, John J. ..	D1	HM	190 0 0	..
										Henderson, Margaret	..	AF	90 0 0	..
Kanieri	42	280 0 0	..	6 1 0	37 16 8	..	..	..	..	Potts, Mary Jardine ..	D1	HF	190 0 0	..
										Thomson, Alice L. ..	..	AF	90 0 0	..

Otira, Upper ..	60	280 0 0	25 0 0	8 16 0	4 7 6	..	..	..	180 5 9	Thomson, Mary M. ..	D2	HF	190 0 0	25
Ross	83	305 17 6	..	11 16 0	45 10 3	..	..	..	..	Murphy, Theresa M...	..	AF	90 0 0	..
										Winchester, William	C1	HM	195 0 0	..
Woodstock	46	282 10 0	..	8 7 9	5 19 9	..	..	..	..	Patrick, Anna ..	..	AF	90 0 0	..
										Bruce, Bessie ..	..	FPr1	20 0 0	..
										Mackay, William D...	D1	HM	190 0 0	..
GRADE 5.										Potts, Wilhemina S...	D3	AF	90 0 0	..
Kumara and Dillman's Side School	115	496 4 0	..	17 14 6	70 0 3	..	..	..	..	Seebeck, Albert H. ..	D1	HM	240 0 0	..
										Bell, Mary J. ..	D3	AF	120 0 0	..
										Boucher, Alice G. ..	..	AF	90 0 0	..
										Rudkin, Alfred R. ..	...	MPt3	45 0 0	..
GRADE 8A.														
Hokitika D.H.S. ..	317	991 13 4	..	31 6 6	134 19 9	..	..	..	150 0 0	Wake, Hugh Godfrey	B1	HM	*310 0 0	..
										Barrett, Henry R. ..	D2	AM	210 0 0	..
										Ward, Esther ..	D1	AF	150 0 0	..
										Goudie, Elizabeth M.	D3	AF	135 0 0	..
										Wilson, Mary E. ..	..	FPt4	55 0 0	..
										Renton, Phyllis A. ..	..	FPt3	45 0 0	..
										Leamy, Agnes W. ..	..	FPt2	50 0 0	..
										Williams, Henry ..	C1	Sec.	..	..
										Olliver, Margt. F. L.	A4	Sec.	..	..
Expenditure on school not open in December, 1910—														
Mananui	..	..	..	..	..	..	..	..	21 16 0	..	..	..	..	..
Expenditure not classified—														
Board's office	..	..	..	..	72 19 0	..	..	..	..	..	..	..	..	..
Unclassified	..	..	..	..	159 15 11	..	..	..	..	..	..	..	..	..
School requisites	..	..	..	35 15 11	..	..	..	..	..	..	..	..	..	..
Totals		5,004 14 10	110 0 0	183 8 2	751 0 8	0 18 0	..	..	352 1 9	..	..	..	5,022 0 0	115

NORTH CANTERBURY.

		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	
GRADE 0.									Paine, Edith F. H. ..	D3	F	18 0 0	..
Bealey	3	18 0 0	..	..	0 2 3	..	..	..	Nicholls, Alfred ..	D1	M	24 0 0	..
Heathstock	4	22 0 0	..	..	1 16 4	..	..	..					
GRADE 1.													
Ataahua	9	102 11 0	..	9 15 3	16 8 1	..	..	..	Tod, Winifred J. ..	..	F	90 0 0	..
Camia	17	90 0 0	10 0 0	12 0 0	..	..	..	..	Arthurson, Henrietta B.	..	F	90 0 0	10
Charing Cross ..	13	102 19 1	..	10 17 6	1 9 9	..	..	..	Scott, Mary.. ..	C4	F	100 0 0	..
Clarence Bridge ..	5	90 0 0	10 0 0	8 0 0	..	..	..	..	Hunter, Susannah ..	..	F	90 0 0	10
Conway Flat ..	7	90 0 0	10 0 0	8 0 0	0 4 0	..	..	..	McAllister, Margaret	..	F	90 0 0	10
Courtenay	14	90 0 0	..	11 0 0	..	..	..	..	Philpott, Sarah ..	..	F	90 0 0	..
Ealing	11	97 2 2	..	9 17 6	..	..	..	..	White, Kate R. ..	..	F	90 0 0	..
Elgin	17	95 0 0	..	12 2 6	1 5 3	..	..	..	Donald, Eliza N. ..	D2	F	95 0 0	..
Flemington	12	90 0 0	..	10 0 0	2 1 0	..	..	..	Falconer, Elizabeth A.	..	F	90 0 0	..
Greenstreet	11	130 0 0	..	9 12 6	..	..	..	..	Barton, Mary E. ..	D3	F	130 0 0	..
Hundalee	10	87 10 0	..	9 5 0	..	..	..	..	Lancaster, Thomas A.	..	M	90 0 0	..
Hurunui	11	90 0 0	..	10 0 0	4 14 10	..	..	..	Jackman, Sarah E. G.	..	F	90 0 0	..
Kaiapoi Island ..	13	90 0 0	..	10 5 0	..	..	..	..	Moir, Margaret W. ..	..	F	90 0 0	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued*.

NORTH CANTERBURY—*continued*.

NAME OF SCHOOL. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year. — Maintenance. — Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Maintenance. — Teachers' House Allowances.	Maintenance. — Incidental Expenses of Schools.	School Buildings and Teachers' Residences. — General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	School Buildings and Teachers' Residences. — Rebuilding Worn-out Schools and Teachers' Residences.	School Buildings and Teachers' Residences. — Rebuilding Schools destroyed by Fire.	School Buildings and Teachers' Residences. — Rent.	School Buildings and Teachers' Residences. — New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. — Teachers on the Staff at the End of the Year.	Classification	Position in the School.	Annual Rates of Payment during Last Month of Year. — For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
GRADE 1—*continued*.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Kaituna	13	90 0 0	10 0 0	10 7 6	21 19 1	..	..	..	..	Dalby, Margaret G. ..	..	F	90 0 0	10
Kukupa	11	90 0 0	..	10 0 0	7 3 3	..	..	..	..	Broadhurst, Christine S.	..	F	90 0 0	..
Newland	8	90 0 0	..	8 12 6	..	..	..	..	..	Whiteside, Edith J. ..	..	F	90 0 0	..
Pendarves	9	120 0 0	..	9 0 0	..	..	..	..	..	McMillan, Margaret ..	D2	F	120 0 0	..
Pigeon Bay	14	101 5 0	10 0 0	11 0 0	..	..	..	..	..	Jeffries, Laura ..	E2	F	100 0 0	10
Port Robinson ..	12	100 0 0	..	10 5 8	29 18 5	..	..	..	..	Wilkinson, Caroline M.	D3	F	90 0 0	..
Robinson's Bay ..	6	90 0 0	..	8 10 0	..	..	..	..	..	Holmes, Maude E. ..	..	F	90 0 0	..
Russell's Flat ..	12	102 14 6	..	11 17 11	7 9 1	..	..	..	..	Allan, Evaline H. F.	C4	F	90 0 0	..
Seafield	10	61 10 0	..	10 10 0	..	..	..	..	..	Mulligan, Thomas ..	E1	M	90 0 0	..
Seaview	11	90 0 0	10 0 0	3 10 0	..	..	..	..	..	Cassidy, Mary C. ..	..	F	90 0 0	10
Spencerville	14	90 0 0	10 0 0	10 12 6	..	..	..	..	..	Smith, Annabella P...	..	F	90 0 0	10
Teddington	10	90 3 7	..	9 10 0	30 9 5	..	..	..	..	McNally, May R. ..	D5	F	90 0 0	..
GRADE 2.														
Alford Forest ..	19	131 1 9	..	14 0 10	0 10 8	..	..	..	..	Sloan, Caroline ..	E3	F	120 0 0	..
Anama	10	130 0 0	15 0 0	10 7 6	12 2 6	..	..	..	..	Cameron, Mary ..	D2	F	130 0 0	15
Ashley Gorge ..	23	140 0 0	15 0 0	15 3 1	..	..	..	..	..	McMeekan, Cath. A...	D2	F	140 0 0	15
Awaroa	9	126 7 7	15 0 0	9 2 6	0 17 7	..	..	..	..	Hewitt, Lily M. ..	D3	F	125 0 0	15
Aylesbury	15	140 0 0	..	11 15 0	2 8 8	..	..	..	..	Thompson, Emma E.	E3	F	140 0 0	..
Barry's Bay	18	130 0 0	..	13 10 0	1 6 1	..	..	..	..	Duxbury, Caroline ..	D2	F	130 0 0	..
Broadfield	25	150 0 0	..	15 19 11	33 10 2	..	..	..	..	Eagan, Victoria H. W.	D2	F	150 0 0	..
Broomfield	20	150 18 10	..	14 6 10	..	..	..	..	..	Townsend, Ethel M...	E2	F	140 0 0	..
Burnham	17	140 0 0	15 0 0	12 5 0	0 15 2	..	..	..	..	Wright, Emily H. A...	D4	F	140 0 0	15
Carew	18	108 0 0	15 0 0	13 5 0	..	..	..	..	..	Minnis, Emily ..	..	F	108 0 0	15
Chorlton	19	143 3 3	15 0 0	13 7 6	8 7 2	..	..	15 0 0	..	Duncan, Agnes ..	D2	F	140 0 0	15
Culverden	26	130 0 0	3 15 0	16 1 9	3 11 6	..	..	..	84 4 6	Chapman, Lucy ..	D2	F	130 0 0	..
Dorie	13	107 9 10	14 14 8	12 9 2	5 14 2	..	..	..	..	Minnis, Lucy K. ..	..	F	108 0 0	15
Eiffelton	16	140 0 0	..	13 4 4	1 10 3	..	..	..	..	Meyenberg, Doretta J.	E3	F	140 0 0	..
French Farm ..	20	126 0 0	..	14 8 8	..	..	..	..	..	Stanley, Mary E. ..	..	F	126 0 0	..
Glenroy	16	111 0 0	..	12 5 8	22 12 3	..	..	..	..	Beattie, Helen L. ..	..	F	108 0 0	..
Governor's Bay ..	24	133 0 0	..	16 3 9	49 12 11	..	..	..	..	Calvert, Sarah S. ..	..	F	126 0 0	..
Greta Valley ..	17	120 0 0	15 0 0	12 17 6	33 6 1	..	..	..	..	Cross, Ada M. ..	D2	F	120 0 0	15
Halkett	22	140 0 0	..	15 6 10	3 3 0	..	..	..	..	Cooper, Edith M. ..	D3	F	140 0 0	..
Hapuku	30	118 15 0	10 10 0	17 19 3	0 17 2	..	..	..	271 9 4	Pitt, Alfred W. ..	Lic.	M	118 15 0	..
Homebush	16	120 0 0	15 0 0	13 0 0	14 11 1	..	..	..	..	Sloan, Emily ..	E3	F	120 0 0	15
Horsley Down ..	27	140 0 0	15 0 0	16 14 11	25 3 0	..	..	..	..	Hampton, Elizab. A.	D5	F	140 0 0	15
Kimberley	20	111 1 9	..	14 8 3	4 14 2	..	..	..	..	Morgan, Alice F. ..	..	F	108 0 0	..
Kowai Bush ..	23	140 0 0	..	15 12 5	5 8 9	..	..	..	..	Savill, Harriet ..	D1	F	140 0 0	..

Lismore	22	130	0	0	..		15	10	6	2	6	4	..	..	..	..	Smith, Edward ..	E4	M	130	0	0	..
Little Akaloa ..	19	130	0	0	..		14	1	2	1	2	4	..	..	..	..	Wills, Kathleen P. ..	B3	F	130	0	0	..
Little River No. 2 ..	21	150	0	0	..		2	5	0	5	14	0	..	..	..	..	Everiss, Andrew ..	E1	M	150	0	0	..
Lowcliffe	22	126	0	0	..		15	4	11	19	17	1	..	..	..	..	McIver, Sarah ..	..	F	126	0	0	..
Mead	24	140	0	0	15	0 0	16	11	3	3	2	2	..	..	..	..	Cooper, Arthur ..	D2	M	140	0	0	15
Medbury	27	125	7	3	..		17	4	4	3	19	8	..	..	..	..	Gillespie, Hilda W. ..	D3	F	125	0	0	..
Mount Grey Downs ..	19	140	0	0	..		13	7	6	2	7	2	..	..	..	..	Armstrong, Chris. M.	E2	F	140	0	0	..
Overdale	14	130	0	0	..		11	0	0	..			..	..	..	..	Halliburton, M. P. ..	D3	F	130	0	0	..
Port Levy	16	108	0	0	..		12	7	6	17	16	3	..	..	..	..	Handley, Agnes E. ..	..	F	108	0	0	..
Rapaki	19	126	0	0	..		6	15	10	0	4	0	..	..	..	..	Hastings, Evelyn A. ..	..	M	126	0	0	..
Riverside	17	130	0	0	..		12	17	6	2	18	0	..	..	..	..	Anderson, Isabella ..	D2	F	130	0	0	..
Rokeby	18	130	0	0	15	0 0	13	12	6	..			..	..	..	..	Doherty, Kate ..	E3	F	130	0	0	15
Saltwater Creek ..	21	140	0	0	..		15	4	11	33	1	6	..	..	..	..	Osborne, Fanny M. ..	C3	F	140	0	0	..
Scargill	15	108	0	0	15	0 0	12	7	6	13	2	1	..	..	..	..	Cameron, Duncan ..	..	M	108	0	0	15
Sedgemere	19	125	6	8	..		14	0	3	29	14	0	..	..	..	..	Anderson, Caroline V.	D3	F	120	0	0	..
Selwyn	19	130	0	0	..		13	12	6	..			..	..	..	..	Christian, Amy J. ..	D2	F	130	0	0	..
Stoke	23	129	18	1	..		15	1	10	60	14	6	..	..	..	..	Baker, Minnie F. ..	D3	F	130	0	0	..
Summerhill	13	118	2	6	..		10	17	6	10	0	6	..	..	..	..	Wake, Mary F. ..	E4	F	120	0	0	..
The Peaks	18	124	6	8	15	0 0	14	0	7	19	15	6	..	..	..	..	Hewett, Olive M. ..	Lic.	F	114	0	0	15
Wainui	26	133	0	0	..		16	14	10	30	17	10	..	..	..	..	Peele, Mildred E. ..	Lic.	F	133	0	0	..
Wakanui	20	122	5	1	..		14	10	7	..			..	..	..	..	Davidson, May ..	D2	F	130	0	0	..
Westerfield	28	120	0	0	..		17	2	4	..			..	..	..	..	Murdoch, Sarah ..	D3	F	120	0	0	..
Woodstock	18	112	10	0	15	0 0	13	17	6	0	15	2	..	..	..	..	Chambers, Edwin S. ..	..	M	112	10	0	15
GRADE 3.																									
Ashton	29	155	9	2	..		17	11	10	46	15	11	..	..	..	..	Le Fleming, Jeanette	D2	F	155	0	0	..
Barr Hill	29	170	0	0	..		17	8	0	7	10	6	..	..	..	..	Sayers, Mary A. ..	D3	F	170	0	0	..
Bushside	16	160	0	0	..		12	12	6	0	11	11	..	..	..	..	Wilkinson, Catherine	C2	F	160	0	0	..
Carleton	32	152	10	0	..		18	15	6	2	4	10	..	..	..	..	Dickie, William ..	D2	M	160	0	0	..
Cashmere	47	182	10	0	20	0 0	21	14	4	10	13	11	..	..	..	..	Hodgson, Adèle ..	D2	HF	160	0	0	20
																	Marriott, Gladys E. ..	C4	AF	90	0	0	..
Cooper's Creek ..	27	175	0	0	..		16	16	10	..			..	..	..	..	Rundle, Frederick T.	D2	M	175	0	0	..
Darfield	25	190	0	0	..		15	16	2	0	1	6	..	..	..	..	Wilson, James R. ..	D2	M	190	0	0	..
Domett	27	150	0	0	..		18	5	6	45	16	6	..	..	..	..	Keys-Wells, Arthur P.	C4	M	150	0	0	..
Dromore	27	163	16	5	..		17	14	10	15	4	2	..	..	..	..	Kircher, Marcelly ..	E3	F	150	0	0	..
Duvauchelle's Bay ..	30	170	0	0	..		18	5	0	..			..	..	..	..	Tosswill, Ellen M. ..	C1	F	170	0	0	..
Eyreton	28	160	0	0	..		17	10	9	14	11	10	..	..	..	..	Ladbrooke, Charlotte J.	D2	F	160	0	0	..
Fairton	25	146	9	4	19	18 11	16	2	8	..			..	..	..	..	Andrews, Ada H. ..	E2	F	150	0	0	20
Hanmer Plains ..	25	160	0	0	20	0 0	16	16	10	21	18	4	..	..	..	..	Killner, Elizabeth D.	D3	F	160	0	0	20
Kirikiri	24	160	0	0	20	0 0	16	3	8	1	0	6	..	..	..	..	Callaghan, Margaret M.	D2	F	160	0	0	20
Kirwee	24	160	0	0	..		16	1	9	1	4	11	..	..	..	..	Sloane, William J. ..	D2	M	160	0	0	..
Lauriston	32	160	0	0	..		18	10	6	22	17	6	..	..	..	..	Comer, Edith R. ..	D3	F	160	0	0	..
Leithfield	26	155	0	0	..		16	9	3	0	17	8	..	..	..	..	Wild, Cyril T. ..	B4	M	155	0	0	..
Loburn	33	170	0	0	..		19	9	4	..			..	..	..	..	Pavitt, Norman W. ..	D2	M	170	0	0	..
Loburn North ..	29	141	5	0	..		17	13	7	0	1	0	..	..	..	..	McKeown, Blaikley A.	C3	M	150	0	0	..
Lyndhurst	38	160	0	0	20	0 0	20	19	3	4	18	11	..	..	..	..	Hight, Maud L. ..	D2	F	160	0	0	20
Mason's Flat ..	20	150	0	0	..		14	11	2	4	11	5	..	..	..	..	Charles, Mary J. ..	D3	F	150	0	0	..
Puaha	37	160	0	0	20	0 0	23	9	11	2	1	3	..	..	1	0 10	Bell, Matilda ..	E2	F	160	0	0	20
Rotherham	31	153	15	4	..		19	10	1	60	15	7	..	..	..	..	Fraser, Johanna ..	E1	F	170	0	0	..
Ruapuna	28	160	0	0	..		16	15	0	28	14	8	..	..	..	..	Miller, Nicolaus L. F.	E2	M	160	0	0	..
South Malvern ..	30	170	0	0	..		18	3	0	45	12	5	..	..	..	..	Riordan, Annie W. ..	D2	F	170	0	0	..
Swannanoa	31	159	16	5	..		19	12	3	18	13	1	..	..	..	..	Craig, Sarah M. ..	D1	F	170	0	0	..
View Hill	22	152	19	0	..		15	15	6	0	4	6	..	..	..	..	Dingwall, Elizabeth ..	D3	F	150	0	0	..
Waikuku	29	139	10	0	..		17	17	4	23	2	0	..	..	..	..	Adamson, David ..	..	M	139	10	0	..
Weedon	31	221	13	4	..		19	9	3	14	17	6	..	..	..	..	Ellis, Leonard R. ..	E3	M	190	0	0	..
West Melton ..	26	160	0	0	..		17	0	7	0	1	0	..	..	..	..	Ormandy, Elsie M. ..	D3	F	160	0	0	..
Winchmore	24	154	17	1	20	0 0	16	13	5	1	10	3	..	..	..	..	Rosewarne, Elizabeth	D2	F	150	0	0	20
GRADE 4.																									
Annat	48	290	0	0	..		24	0	0	1	19	10	..	..	..	..	Dawe, James ..	B1	HM	190	0	0	..
																	Hughes, Edith J. ..	D2	AF	100	0	0	..

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

NORTH CANTERBURY—*continued.*

Name of School. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year. — Maintenance. — Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Maintenance. — Teachers' House Allowances.	Maintenance. — Incidental Expenses of Schools.	School Buildings and Teachers' Residences. — General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	School Buildings and Teachers' Residences. — Rebuilding Worn-out Schools and Teachers' Residences.	School Buildings and Teachers' Residences. — Rebuilding Schools destroyed by Fire.	School Buildings and Teachers' Residences. — Rent.	School Buildings and Teachers' Residences. — New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. — Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	Annual Rates of Payment during Last Month of Year. — For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
Grade 4—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Ashley	40	280 0 0	..	22 5 0	..	..	..	..	..	Grant, Henry A. ..	D2	HM	190 0 0	..
										Kearon, Anna M. ..	D3	AF	90 0 0	..
Balcairn	44	283 1 8	..	22 16 3	9 6 2	..	..	..	..	Osborn, Frank E. ..	C4	HM	190 0 0	..
										Rogers, Lily A. C. ..	C4	AF	95 0 0	..
Brookside	47	280 4 9	..	26 3 3	5 0 0	..	..	..	..	Brown, John B. ..	B3	HM	190 0 0	..
										Morland, Mildred G...	..	AF	90 0 0	..
Chertsey	36	280 0 0	..	19 18 0	4 13 5	..	..	..	..	Campbell, John ..	D3	HM	190 0 0	..
										Wood, Lily M. ..	..	AF	90 0 0	..
Clarkville	42	289 3 4	..	22 17 6	0 2 6	..	..	..	..	McCullough, Samuel	C1	HM	180 0 0	..
										Hiatt, Fanny C. ..	D2	AF	100 0 0	..
Cust	61	343 4 6	..	27 11 4	24 8 7	..	..	..	..	Arnott, David ..	D2	HM	215 0 0	..
										McKelvy, Mary ..	..	AF	90 0 0	..
										Ross, Evelyn C. ..	..	FPr1	50 0 0	..
Dunsandel	59	300 0 0	..	25 16 3	..	..	..	..	..	Irvine, Thomas ..	B1	HM	205 0 0	..
										Thornton, Edith M...	C3	AF	95 0 0	..
Ellesmere	41	266 0 0	..	21 19 4	1 17 0	..	..	..	..	Hawke, Ernest ..	..	HM	171 0 0	..
										Smith, Ethelwyn M.	D4	AF	95 0 0	..
Eyreton West ..	48	287 10 0	..	24 3 3	0 10 10	..	..	..	..	Silcock, Frederick A.	D3	HM	190 0 0	..
										Horrell, Helen A. ..	D3	AF	90 0 0	..
Fernside	55	284 3 4	..	25 12 6	0 0 6	..	..	..	..	Charles, Robert ..	D3	HM	180 0 0	..
										Horrell, Elsie M. ..	D4	AF	95 0 0	..
German Bay ..	44	275 0 0	..	23 0 0	0 4 0	..	..	..	..	Barrell, Arthur F. ..	B4	HM	185 0 0	..
										Tobin, Freda M. ..	..	AF	90 0 0	..
Glentunnel	84	289 13 5	..	32 12 9	53 10 2	..	..	..	..	Allard, Charles W. ..	C2	HM	180 0 0	..
										Barlow, Janet B. ..	..	AF	94 10 0	..
Greendale	40	285 0 0	10 8 4	21 13 1	12 11 6	..	442 5 6	..	..	North, Robert H. ..	D3	HM	190 0 0	..
										Ingley, Mary ..	E3	AF	95 0 0	..
Greenpark	47	280 0 0	..	23 15 0	0 15 2	..	..	..	..	Whitelaw, George ..	D2	HM	190 0 0	..
										Rattray, Joan ..	..	AF	90 0 0	..
Halswell	60	310 0 0	..	27 6 3	64 15 9	..	..	..	..	Guiney, Samuel P. ..	D2	HM	205 0 0	..
										Guiney, Margaret A...	E3	AF	105 0 0	..
Highbank	41	290 0 0	..	23 4 0	..	..	..	..	..	Graham, Chas. H. E.	C1	HM	190 0 0	..
										Graham, Julia A. ..	D3	AF	100 0 0	..
Hind's	74	295 0 0	..	30 8 9	4 6 1	..	..	..	..	Cook, John	D2	HM	195 0 0	..
										Kent, Florence E. ..	C3	AF	100 0 0	..
Hororata	39	280 0 0	..	21 0 3	0 18 6	..	..	..	..	Quartermain, George	D2	HM	190 0 0	..
										McLean, Annie J. ..	..	AF	90 0 0	..

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List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

NORTH CANTERBURY—*continued.*

Name of School. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year. Maintenance. 'Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Teachers' House Allowances.	Incidental Expenses of Schools.	School Buildings and Teachers' Residences. General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	Rebuilding Worn-out Schools and Teachers' Residences.	Rebuilding Schools destroyed by Fire.	Rent.	New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	Annual Rates of Payment during Last Month of Year. For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
Grade 5.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Akaroa D.H.S. ..	110	400 0 0	..	40 17 2	19 1 10	..	..	..	..	Hall, Charles ..	C2	HM	*235 0 0	..
										Martin, Mary J. ..	C3	AF	110 0 0	..
										Bruce, Edith M. ..	..	FPt4	55 0 0	..
										Gray, Alexander ..	A1	Sec.	..	..
Amberley	93	430 0 0	..	34 18 9	4 3 2	..	..	..	..	Anderson, John ..	C1	HM	240 0 0	..
										Stanton, Edith E. F.	E2	AF	115 0 0	..
										Dalziel, Ida M. ..	..	FPt4	55 0 0	..
Bromley	82	405 7 8	..	33 11 8	2 17 11	..	..	..	..	Wilkinson, Henry R.	D2	HM	225 0 0	..
										Gilmour, Lily ..	D2	AF	115 0 0	..
										White, Dorothy H. ..	..	FPt4	55 0 0	..
Burwood	122	410 12 3	..	42 19 2	28 18 0	551 17 10	..	7 10 0	..	Davidson, George ..	D1	HM	235 0 0	..
										Spence, Mary L. ..	E2	AF	115 0 0	..
										Horrell, Elizabeth D. H.	..	FPt4	60 0 0	..
Doyleston	81	382 10 0	..	33 4 6	8 7 5	..	..	..	..	Pearson, Robert S. ..	D2	HM	210 0 0	..
										Metherell, Flo. R. S.	D3	AF	110 0 0	..
										Greenwood, Fredk. W.	..	MPr2	55 0 0	..
Harewood	99	400 0 0	..	37 0 3	11 9 5	..	..	..	..	Twose, Richard J. H.	D1	HM	235 0 0	..
										Lockwood, Mabel F. ..	C3	AF	115 0 0	..
Heathcote Valley ..	113	391 12 2	..	41 3 4	28 11 3	..	..	..	..	Hempleman, D. J. C.	Lic.	AF	(1)50 0 0	..
										Stout, William ..	C1	HM	235 0 0	..
										Roberts, Georgina ..	E2	AF	105 0 0	..
										Odgers, Helen ..	..	FPt2	50 0 0	..
Leeston	96	424 9 0	..	35 17 3	54 4 7	..	..	..	..	Penlington, Henry F.	C1	HM	235 0 0	..
										Coleman, Frances ..	D4	AF	105 0 0	..
										McIlwraith, Helen E.	..	FPt1	45 0 0	..
										Allen, Cecelia M. ..	..	FPr1	50 0 0	..
Mackenzie	87	337 10 0	..	34 8 1	73 4 6	..	..	..	..	Cutler, Thomas E. ..	D1	HM	215 0 0	..
										Dare, Constance H. ..	..	AF	94 10 0	..
										Bosomworth, Vida ..	..	FPt1	25 0 0	..
Marshland	87	375 0 0	..	33 18 9	15 11 10	..	..	..	..	Polson, John G. ..	D1	HM	210 0 0	..
										Rogers, Emma M. W.	D4	AF	110 0 0	..
										O'Connor, Cath. M. ..	..	FPt3	55 0 0	..
Methven	107	400 0 0	..	39 1 11	..	..	..	..	..	Gillanders, James ..	D1	HM	235 0 0	..
										Willis, Eliza M. ..	E1	AF	115 0 0	..
										Doak, Annie A. ..	..	FPt2	50 0 0	..

(1) Also receives £40 from the Headmaster by special arrangement.

Ohaka	88	356	10	0	..		33	15	0	1	3	10	..	..	..		Gilling, George ..	D2	HM	220	0	0	..
																	Parkin, Alice M. ..	..	AF	99	0	0	..
																	Gilling, Clarence D. ..	..	MPt3	45	0	0	..
Prebbleton	91	391	5	0	..		35	6	3	0	2	3	..	..	..	..	Kippenberger, Karl ..	C2	HM	235	0	0	..
																	Lowe, Constance M. ..	D3	AF	115	0	0	..
																	Kinross, Ethel M. ..	..	FPt3	45	0	0	..
Rakaia South ..	121	471	5	6	..		41	0	0	3	14	2	..	..	..	..	Burns, Trevethan ..	D1	HM	240	0	0	..
																	McEwen, Hilda M. ..	..	AF	94	10	0	..
																	Liddy, Ann M. ..	..	FPt4	55	0	0	..
																	Smith, Frances H. ..	..	FPr2	55	0	0	..
Sumner	107	459	12	11	..		51	19	4	9	16	0	..	..	..	..	Allen, George F. ..	C1	HM	235	0	0	..
																	Budden, Amy H. ..	D2	AF	120	0	0	..
																	Gainsford, Mabel E. ..	..	FPt4	60	0	0	..
																	Regnault, Leonard F. ..	..	MPr1	50	0	0	..
Tai Tapu	91	328	10	2	..		33	17	6	57	3	1	..	..	..	..	Penlington, Benjamin	C1	HM	215	0	0	..
																	Picken, Jessie M. D. ..	D2	AF	110	0	0	..
																	Griffith, William S. C. ..	..	MPt1	45	0	0	..
Templeton	99	410	0	0	..		35	1	3	1	0	0	..	..	..	..	Sinclair, David ..	E1	HM	235	0	0	..
																	Woodford, Kate S. ..	E2	AF	115	0	0	..
																	Abernethy, Rex C. ..	..	MPt5	60	0	0	..
Tinwald	100	420	14	9	..		36	7	10	17	14	5	..	..	..	..	Watson, Harold C. N.	B2	HM	210	0	0	..
																	Bonnington, Rosamond	D2	AF	115	0	0	..
																	Miller, Audrey ..	..	FPt5	60	0	0	..
Woodend	106	412	18	3	..		39	0	0	..			..	..	..	..	Glanville, James E. ..	D1	HM	235	0	0	..
																	Glanville, Theresa ..	D3	AF	115	0	0	..
																	Nimmo, Mary ..	..	FPt3	55	0	0	..
GRADE 6A.																							
Hornby	147	485	0	0	..		48	15	0	186	2	2	..	..	..	..	Bowbyes, Alfred C. ..	C1	HM	240	0	0	..
																	Menzies, Catherine ..	D2	AF	130	0	0	..
																	Berg, Frederick R. ..	..	MPt4	60	0	0	..
																	Prebble, Jane W. ..	..	FPt4	55	0	0	..
Kaikoura Town D.H.S.	124	421	5	0	..		41	10	1	25	0	5	..	..	..	..	Allison, Herbert H. ..	D1	HM	*250	0	0	..
																	McLauchlan, M. J. R.	D3	AF	130	0	0	..
																	Boyd, Arthur A. ..	..	MPt3	45	0	0	..
																	Herriott, Maud, M.A. ..	..	Sec.	..			..
Oxford East ..	124	477	9	10	..		42	17	4	8	11	2	..	..	..	..	Watson, Lancelot ..	C1	HM	240	0	0	..
																	Dalziel, Catherine A.	C3	AF	120	0	0	..
																	Burrows, William M.	..	MPt2	35	0	0	..
																	Parr, Esther A. ..	..	FPt3	55	0	0	..
																	Leahy, Gertrude M. ..	..	FPr2	25	0	0	..
Southbridge D.H.S. ..	157	556	4	2	..		51	0	6	101	7	10	..	..	..	..	Walker, Joseph W. A.	C1	HM	*240	0	0	..
																	Taylor, Elizabeth ..	D1	AF	140	0	0	..
																	Tulloch, Elizabeth ..	D2	AF	100	0	0	..
																	Costello, Mary K. A. ..	..	FPr2	55	0	0	..
																	Glanville, Gertrude M.	C1	Sec.	..			..
Southbrook	137	485	7	1	2	7	1	46	1	3	0	12	3	..	..	..	Borthwick, James B. ..	C1	HM	250	0	0	35
																	Wilson, Grace E. ..	D3	AF	130	0	0	..
																	Buckley, Maud ..	..	FPt4	55	0	0	..
																	Marshall, Edith E. ..	..	FPt3	45	0	0	..
GRADE 6B.																							
Fendalton	151	671	5	0	23	6	8	49	19	3	14	8	9	..	..	..	West, William M. ..	C1	HM	260	0	0	35
																	Tulley, Catherine M.	E2	AF	140	0	0	..
																	Rankin, Elizabeth E.	D2	AF	120	0	0	..
																	Hay, Ruth	..	FPt4	55	0	0	..
																	Thornton, Margaret ..	..	FPt3	45	0	0	..
																	Mason, Alice M. ..	..	FPr2	55	0	0	..
Lyttelton West ..	164	654	4	0	..		52	12	6	14	15	2	..	..	..	..	Benjamin, Frank ..	C1	HM	240	0	0	..
																	Meddins, Oliva M. ..	B1	AF	130	0	0	..
																	Wilson, Ruth ..	D3	AF	125	0	0	..
																	Donnell, Agnes ..	..	FPt3	45	0	0	..
																	Walker, Dorothy ..	..	FPt3	55	0	0	..
																	Kempthorne, Gladys E.	..	FPr1	20	0	0	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

NORTH CANTERBURY—*continued.*

NAME OF SCHOOL. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year. — Maintenance. — Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Teachers' House Allowances.	Incidental Expenses of Schools.	School Buildings and Teachers' Residences. — General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	Rebuilding Worn-out Schools and Teachers' Residences.	Rebuilding Schools destroyed by Fire.	Rent.	New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. — Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	Annual Rates of Payment during Last Month of Year. — For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
GRADE 6B—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Riccarton	209	671 13 4	..	60 6 6	65 16 7	..	..	..	..	English, Henry ..	E1	HM	260 0 0	..
										Joyce, Blanche ..	D2	AF	140 0 0	..
										Dynes, Arabella ..	D2	AF	130 0 0	..
										Pulley, Letitia ..	..	FPt4	60 0 0	..
										Grieve, William ..	..	MPt4	60 0 0	..
Spreydon	208	633 9 2	..	59 2 6	19 7 3	..	..	..	..	Hunnibell, Fred. W. ..	D1	HM	260 0 0	..
										Watson, Mary H. C. ..	D3	AF	120 0 0	..
										Dash, Lucie ..	C3	AF	130 0 0	..
										Brown, Lillian A. ..	..	FPt5	60 0 0	..
										Guiney, Lester W. ..	..	MPt2	35 0 0	..
										Nicholl, Harrietta A.	..	FPr1	20 0 0	..
GRADE 7A.														
Belfast	198	866 11 6	..	72 19 5	1 15 1	..	..	..	..	Balch, William ..	C1	HM	280 0 0	..
										Ritchie, Eliza J. ..	D1	AF	190 0 0	..
										Cook, Alice J. ..	E2	AF	135 0 0	..
										Steele, Elizabeth ..	D3	AF	105 0 0	..
										White, Clara G. ..	..	FPt3	55 0 0	..
										Bastion, Ernest H. ..	..	MPt2	50 0 0	..
										Collins, Johanna ..	..	FPr2	55 0 0	..
Phillipstown ..	272	758 15 8	40 0 0	70 1 0	24 4 1	..	..	19 10 0	367 15 3	Robinson, Sarah L. ..	D1	HF	220 0 0	40
										Menzies, Agnes ..	B1	AF	150 0 0	..
										Gilling, Julia ..	E3	AF	130 0 0	..
										Rowley, Elizabeth M.	E1	AF	115 0 0	..
										Keith, Lilac G. ..	..	FPt4	55 0 0	..
										Baker, Elizabeth E. ..	..	FPt3	45 0 0	..
										Pratt, Elsie	..	FPt4	55 0 0	..
Wharenui	212	798 9 2	40 0 0	61 0	41 14 10	..	..	..	..	Alley, Frederic J. ..	B1	HM	270 0 0	40
										Mounsey, Robert ..	D2	AM	180 0 0	..
										Harvey, Matilda E. ..	C2	AF	140 0 0	..
										Lyons, Esther D. E. ..	C3	AF	130 0 0	..
										Brooker, Nellie F. H.	..	FPt3	55 0 0	..
										Williams, Owen W. ..	..	MPt3	55 0 0	..
GRADE 7B.														
Hampstead	307	1,067 15 0	..	80 4 0	1 9 9	..	..	..	..	McLeod, John ..	B1	HM	300 0 0	..
										Chapman, Henry J. ..	D2	AM	200 0 0	..
										Fawcett, Lucy ..	D1	AF	145 0 0	..
										Rogers, Mary H. ..	C4	AF	105 0 0	..
										Kenna, Mona R. ..	E4	AF	95 0 0	..

New Brighton	..	309	1,021	9	4	..		78	2	0	16	17	1	..	..	..	..	White, Edith E.	..	..	FPt4	55	0	0	..						
																		Hayes, Mary C.	..	..	FPt5	55	0	0	..						
																		Kelly, Elizabeth	..	..	FPt3	45	0	0	..						
																		Mills, David C.	..	..	MPr1	50	0	0	..						
																		Bishop, George W.	..	D1	HM	300	0	0	..						
																		Boyce, William J.	..	D2	AM	200	0	0	..						
																		Ormandy, Dora B.	..	E1	AF	145	0	0	..						
																		Pattrick, Cherrie L.	..	D2	AF	135	0	0	..						
																		Jamieson, Isabella M.		D2	AF	95	0	0	..						
																		McKinney, Charles	..	..	MPt4	55	0	0	..						
																		Curtis, Olive I.	..	..	FPt3	45	0	0	..						
																		Musgrave, Ethel M.	..	..	FPt3	45	0	0	..						
Opawa	..	..	283	903	1	0	..		74	5	6	49	12	10	..	..	..	80	0	0	Petrie, George	..	C1	HM	285	0	0	..						
																		Morgan, Richard W.	..	D2	AM	185	0	0	..						
																		Banks, Charlotte M.	..	D2	AF	145	0	0	..						
																		Cradock, Mary A.	..	D2	AF	125	0	0	..						
																		Felton, Eva M.	..	..	FPt4	60	0	0	..						
																		Napier, William G.	..	..	MPt3	45	0	0	..						
																		Morgan, Gladys R.	..	..	FPt3	45	0	0	..						
																		Gudsell, Dora A.	..	..	FPr1	20	0	0	..						
Papanui	..	..	273	896	13	4	..		74	8	7	47	10	8	..	..	..	..			Bourke, Charles	..	C1	HM	270	0	0	..						
																		Ormandy, Guy N.	..	D2	AM	190	0	0	..						
																		Duncan, Mary	..	D2	AF	145	0	0	..						
																		Maindonald, Henri. L.		C3	AF	105	0	0	..						
																		Williamson, Ernest A.		..	MPt5	60	0	0	..						
																		Pearce, Elsie M.	..	..	FPt5	55	0	0	..						
																		Merton, Sybil M.	..	..	FPt4	55	0	0	..						
Rangiora	..	..	251	996	11	0	..		69	13	2	8	19	11	..	..	..	..			Ambrose, Thomas W.		B1	HM	300	0	0	..						
																		Thompson, Robert J.		C2	AM	200	0	0	..						
																		Buchanan, Margaret		D2	AF	135	0	0	..						
																		Ambrose, Clarice	..	D5	AF	105	0	0	..						
																		Walker, Annie E. W.		..	FPt5	55	0	0	..						
																		Withers, Arthur J. T.		..	MPt4	55	0	0	..						
																		Tutton, Fanny R.	..	..	FPt3	45	0	0	..						
GRADE 8A.																		Foster, Eileen M.	..	..	FPr1	50	0	0	..						
Christchurch East Infants'		329	928	14	7	45	0	0	84	6	0	..			..	..	..	..			Menzies, Annie J.	..	D1	HF	245	0	0	45						
																		Wauchop, Elizabeth L.		D1	AF	155	0	0	..						
																		Hannam, Lilian C.	..	D2	AF	125	0	0	..						
																		Kent, Helen M.	..	D3	AF	125	0	0	..						
																		Williams, Verona	..	D4	AF	105	0	0	..						
																		Miles, Melvina A.	..	..	FPt4	55	0	0	..						
																		Callaghan, Alice C.	..	..	FPt3	55	0	0	..						
																		Moyna, Emily	..	..	FPt3	55	0	0	..						
Linwood North	..	345	1,077	10	5	45	0	0	87	3	10	75	0	8	..	..	13	10	0	360	5	0	Evans, Francis T.	..	B1	HM	310	0	0	45						
																		Shirlaw, David M.	..	B2	AM	210	0	0	..						
																		Wills, Mabel S. M. J.		D2	AF	150	0	0	..						
																		Inkpen, Agnes F. R.	..	D2	AF	135	0	0	..						
																		Taylor, Mabel V.	..	C2	AF	125	0	0	..						
																		Foster, William A.	..	..	MPt4	55	0	0	..						
																		Fitch, Gladys	..	..	FPt4	55	0	0	..						
GRADE 8B.																		Pointon, Monica C.	..	..	FPt4	55	0	0	..						
Kaiapoi D.H.S.	..	372	1,264	6	9	..		93	2	6	32	7	3	..	..	..	..	Bean, William D.	..	B1	HM	*320	0	0	..						
																		Gates, Thomas A., jun.		D2	AM	220	0	0	..						
																		Pavitt, Marie A.	..	D2	AF	150	0	0	..						
																		Oram, Harry	..	C2	AM	145	0	0	..						
																		Luxton, Lucy B.	..	D2	AF	125	0	0	..						
																		Miles, Iris H. L.	..	C4	AF	90	0	0	..						
																		Dalzell, Flora	..	..	FPt5	60	0	0	..						
																		Hickman, Nora M.	..	..	FPt4	60	0	0	..						
																		Topp, Edgar C.	..	..	MPt3	55	0	0	..						
																		Beattie, James	..	..	MPr1	20	0	0	..						
																		Mayne, Arthur J.	..	B2	Sec.	..			..						

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

NORTH CANTERBURY—*continued.*

Name of School. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year. Maintenance. Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Teachers' House Allowances.	Incidental Expenses of Schools.	School Buildings and Teachers' Residences. General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	Rebuilding Worn-out Schools and Teachers' Residences.	Rebuilding Schools destroyed by Fire.	Rent.	New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	Annual Rates of Payment during Last Month of Year. For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
Grade 8B—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Normal School and Model School (at Training College)	397	†1,988 5 5	50 0 0	272 11 7	53 8 8	..	..	..	..	Aschman, Christo. T.	C1	HM	380 0 0	50
										White, George H. ..	C1	AM	285 0 0	..
										Starkiss, Harriet E. ..	D1	AF	250 0 0	..
										Wagstaff, Jessie W. ..	D1	AF	220 0 0	..
										Grand, Ellen ..	D1	AF	160 0 0	..
										Ansley, Annie ..	D1	AF	130 0 0	..
										Bevin, Elizabeth E. ..	D2	AF	130 0 0	..
										McIlwraith, James W.	A1	Sec.	..	..
										Lynskey, Michael J. ..	C1	M	250 0 0	..
										Wilson, Joseph W. ..	..	M	110 0 0	..
Grade 8C.														
Ashburton Main and Side Schools	459	1,547 2 11	..	124 9 10	145 17 7	..	..	..	..	Schneider, George ..	B1	HM	330 0 0	..
										Baird, Samuel ..	D1	AM	235 0 0	..
										Willis, Effie ..	E1	AF	165 0 0	..
										Trezise, Mabel ..	D1	AF	150 0 0	..
										Macfarlane, Samuel G.	Lic.	AM	128 5 0	..
										Foster, Frances H. H.	..	AF	90 0 0	..
										Thwaites, Alice G. ..	..	AF	90 0 0	..
										Makeig, Grace H. ..	..	AF	90 0 0	..
										Hayes, Edith M. ..	..	FPt4	55 0 0	..
										Knox, Eliza ..	..	FPt5	55 0 0	..
										Turner, Marian J. ..	..	FPt4	55 0 0	..
										Jones, Major H. R. ..	..	MPt3	45 0 0	..
										Saunders, Lilian K. ..	..	FPr2	55 0 0	..
Elmwood	468	1,412 19 2	45 0 0	110 3 6	142 17 2	..	..	..	..	Sinclair, John R. ..	C1	HM	320 0 0	45
										Garton, Wilfred W. ..	A1	AM	210 0 0	..
										Smith, Sarah E. ..	E1	AF	155 0 0	..
										Hodgson, Mabel E. ..	D2	AF	145 0 0	..
										Durose, Florence M.	D2	AF	130 0 0	..
										Saunders, Ann ..	D2	AF	115 0 0	..
										Williamson, Alice G.	D3	AF	90 0 0	..
										Whitcombe, Edna M.	..	FPt5	55 0 0	..
										Lawry, Raymond A. R.	..	MPt3	45 0 0	..
										McArthur, S. A. W. ..	..	FPt3	45 0 0	..
										Turner, Gert. M. D. ..	..	FPt3	45 0 0	..
										Durward, John W. ..	..	MPr1	50 0 0	..

† £748 4s. 11d. of this amount is charged by the Board against the "Training College" Account.

GRADE 9A.																							
Lyttelton D.H.S.	..	473	1,585	4	0	..		113	1	1	67	7	7	..	..		..		..	Just, Emile U.	..	D1	HM	*350	0	0	..
																				Voss, Johann	..	C1	AM	250	0	0	..
																				Olliver, Mary E.	..	D2	AF	190	0	0	..
																				Warner, Fredk. S. H		C2	AM	160	0	0	..
																				Hunter, Margaret	..	D1	AF	145	0	0	..
																				Just, Leonie C. B.	..	D2	AF	130	0	0	..
																				Manifold, Dorothy	..	D3	AF	130	0	0	..
																				Willcox, Dorothy M.		..	FPt5	55	0	0	..
																				Nightingale, Emily M.		..	FPt4	55	0	0	..
																				Traynor, Jean	..	..	FPt3	45	0	0	..
																				Norton, Maude E.	..	..	FPt3	45	0	0	..
																				Strong, Edward A.	..	..	MPr1	50	0	0	..
																				Burley, William E.	..	B2	Sec.	..			..
GRADE 9B.																							
Addington	..	549	1,676	14	9	50	0	0	124	16	7	170	18	7	..	989	0	1	9 13 0	..	Seay, William N.	..	D1	HM	350	0	0	50
																				Kennedy, Hans	..	C1	AM	250	0	0	..
																				Shirtcliffe, Mary S.	..	E1	AF	190	0	0	..
																				Blank, Albert R.	..	C4	AM	155	0	0	..
																				Beck, Elizabeth	..	D1	AF	145	0	0	..
																				Foster, Margaret G.	..	C3	AF	120	0	0	..
																				Bowden, Bessie	..	D2	AF	130	0	0	..
																				Slocombe, Mary A.	..	B3	AF	95	0	0	..
																				Hulston, Clara A. M.	..	..	FPt4	60	0	0	..
																				Garland, Violet	..	..	FPt3	45	0	0	..
																				Freeman, Hilda F.	..	..	FPt3	45	0	0	..
																				Moor, Carolus T.	..	..	MPt2	35	0	0	..
																				Colville, Victor W.	..	..	MPt3	50	0	0	..
																				Whitehead, Marjory M.		..	FPr1	20	0	0	..
Woolston	..	511	1,750	19	0	..		120	9	6	127	1	1	..	..		..		..	Binnie, Archibald	..	C1	HM	350	0	0	..
																				Kennedy, William A.		C1	AM	250	0	0	..
																				Barker, Annie E.	..	E1	AF	190	0	0	..
																				Goldstone, Charles J.		C1	AM	150	0	0	..
																				Mills, Mahala C.	..	B2	AF	155	0	0	..
																				Wardle, Charlotte E.		D2	AF	130	0	0	..
																				Wood, Elizabeth A.	..	B3	AF	130	0	0	..
																				Cullen, Gladys	..	C4	AF	100	0	0	..
																				Borthwick, Phœbe F.		..	FPt5	60	0	0	..
																				Clarke, Mildred	..	..	FPt5	55	0	0	..
																				Yates, Edith F.	..	..	FPt4	55	0	0	..
																				Pratt, William S.	..	..	MPt4	55	0	0	..
																				Wade, Eliza R.	..	..	FPt2	35	0	0	..
																				Wilkinson, Annie E.		..	FPr1	50	0	0	..
GRADE 9C.																							
St. Albans	..	584	1,798	4	2	..		130	15	3	156	10	8	..	..		..		..	Sutherland, James	..	B1	HM	360	0	0	..
																				Colee, Walter C.	..	A1	AM	250	0	0	..
																				Douds, Martha	..	D1	AF	205	0	0	..
																				Wilkinson, Henry F.		B3	AM	155	0	0	..
																				Lawrence, Grace	..	D2	AF	160	0	0	..
																				Newman, Mabel M.	..	D2	AF	135	0	0	..
																				Morrow, Fanny E.	..	D2	AF	120	0	0	..
																				Rugstead, Dorothea L.		D3	AF	110	0	0	..
																				Gamble, Victor J.	..	..	MPt5	60	0	0	..
																				Loughlin, Gertrude M.		..	FPt4	60	0	0	..
																				Stevenson, Elsie M.	..	..	FPt4	55	0	0	..
																				Lucas, Herbert N.	..	..	MPt3	45	0	0	..
																				Satchell, Ruth H.	..	..	FPt3	45	0	0	..
																				Joughin, Annie E.	..	..	FPt2	50	0	0	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

NORTH CANTERBURY—*continued.*

NAME OF SCHOOL. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year. — Maintenance. — Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Maintenance. — Teachers' House Allowances.	Maintenance. — Incidental Expenses of Schools.	School Buildings and Teachers' Residences. — General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	School Buildings and Teachers' Residences. — Rebuilding Worn-out Schools and Teachers' Residences.	School Buildings and Teachers' Residences. — Rebuilding Schools destroyed by Fire.	School Buildings and Teachers' Residences. — Rent.	School Buildings and Teachers' Residences. — New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. — Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	Annual Rates of Payment during Last Month of Year. — For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
GRADE 10A.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.					£
Richmond	594	2,206 3 7	..	134 6 6	345 11 6	..	..	..	..	McGregor, John W. ..	B1	HM	380 0 0	..
										Purchase, John E. ..	C1	AM	275 0 0	..
										Spence, Annie W. ..	D1	AF	220 0 0	..
										McGregor, Eliz. J. ..	E1	AF	180 0 0	..
										Wilkins, Thomas J. C.	C4	AM	165 0 0	..
										Smith, Mabel ..	C1	AF	160 0 0	..
										Sherrard, William ..	C5	AM	150 0 0	..
										Newton, Kate E. ..	D2	AF	130 0 0	..
										Nicholls, Dora ..	E3	AF	120 0 0	..
										Wauchop, Margaret ..	D4	AF	90 0 0	..
										Blank, Myrtle J. ..	..	FPt5	55 0 0	..
										King, Lilian E. ..	..	FPt4	55 0 0	..
										Wright, Madge W. ..	..	FPt4	55 0 0	..
										Feron, Joseph F. ..	..	MPt3	45 0 0	..
										Sneesby, Myrtle G. ..	..	FPt3	45 0 0	..
										Maguiness, Stanley M.	..	MPt3	55 0 0	..
										Hunt, Olive E. ..	..	FPr2	25 0 0	..
Waltham	595	2,237 9 7	..	132 18 6	17 10 0	..	..	..	..	Adams, John J. ..	B1	HM	370 0 0	..
										Douds, Thomas ..	B1	AM	280 0 0	..
										King, Ann D. ..	E1	AF	220 0 0	..
										Pratt, Colonel F. ..	D2	AM	190 0 0	..
										Morrison, Margaret P.	C1	AF	170 0 0	..
										Pilliet, Francesca A.	D2	AF	150 0 0	..
										Sutcliffe, William ..	D3	AM	150 0 0	..
										Hardey, Mary I. ..	C3	AF	125 0 0	..
										Allen, Ada M. ..	C3	AF	120 0 0	..
										Robertson, Hilda B. ..	C4	AF	90 0 0	..
										Hoare, George H. ..	..	MPt5	55 0 0	..
										Harvey, Frederick D.	..	MPt5	55 0 0	..
										Ditfort, Mabel ..	..	FPt4	55 0 0	..
										Watkins, Beatrice J. ..	..	FPt4	55 0 0	..
										Ensor, Edna ..	..	FPt4	55 0 0	..
										Gurnsey, Fredk. W. ..	..	MPt2	35 0 0	..
GRADE 10D.														
Christchurch East and Scuth Belt	733	2,515 5 7	50 0 0	177 11 3	326 4 9	..	..	..	..	Owen, Sidney C. ..	B1	HM	400 0 0	50
										Maxwell, Alfred C. ..	C1	AM	275 0 0	..
										Chaplin, Emily A. ..	B1	AF	220 0 0	..
										Kennedy, John S. ..	C1	AM	210 0 0	..
										Cookson, Walter G. ..	C2	AM	175 0 0	..

																		Gilmour, Ruth ..	D1	AF	160	0	0
																		Thompson, Ethel ..	D1	AF	160	0	0
																		Wauchop, William S.	C4	AM	108	0	0
																		Aiken, Janet M. ..	C2	AF	130	0	0
																		Webster, Elizabeth N.	D3	AF	105	0	0
																		McKeown, Mary J. ..	D3	AF	95	0	0
																		Lynskey, Agnes A. ..	D3	AF	95	0	0
																		Andrews, Agnes C. ..	C4	AF	95	0	0
																		Ryland, Florence H.	..	FPt5	55	0	0
																		McCullough, Dor. L.	..	FPt5	55	0	0
																		Gordon, James A. ..	..	MPt4	55	0	0
																		Walsh, James J. ..	..	MPt3	45	0	0
																		Marsden, Grace E. ..	..	FPt2	35	0	0
																		Strachan, Leslie E. ..	..	MPt1	25	0	0
																		Croasdale, Ivy K. A.	..	FPt2	35	0	0
																		Trunk, Annie D. ..	..	FPr1	20	0	0
Christchurch West D.H.S.	792	2,368	15	5	..	164	7	7	80	5	9	..	..	..	..			Caughley, John ..	B1	HM	*370	0	0
																		Menzies, Peter ..	B1	AM	280	0	0
																		Menzies, Jean B. ..	D1	AF	210	0	0
																		Smith, James E. R. ..	C1	AM	210	0	0
																		Menzies, Margaret ..	C1	AF	180	0	0
																		Hunnibell, Arthur ..	D2	AM	150	0	0
																		Rutledge, Mary W. ..	D1	AF	150	0	0
																		Cross, Alexander J. M.	C4	AM	125	0	0
																		Webster, Isabella ..	D1	AF	135	0	0
																		Vallance, Nellie M. ..	C3	AF	95	0	0
																		Foster, Sylvia M. ..	C4	AF	90	0	0
																		Jones, Lina M. ..	..	FPt5	55	0	0
																		Wenmoth, Ellen E. ..	..	FPt4	55	0	0
																		Miles, Lilian N. ..	..	FPt4	55	0	0
																		Foster, Rhoda L. ..	..	FPt4	55	0	0
																		Bean, Louisa L. ..	..	FPt3	45	0	0
																		Barnett, Arthur J. ..	..	MPt3	55	0	0
																		Lowe, Bertha F. ..	..	FPr2	55	0	0
																		Waller, Francis D. ..	B1	Sec.	..		
																		Irwin, James W. ..	C1	Sec.	..		
																		Finlayson, Annie C. ..	A3	Sec.	..		
																		Hansard, George A. ..	C3	Sec.	..		
GRADE 10H.																		Hassall, Edith G. ..	B3	Sec.	..		
Sydenham	1013	3,012	4	0	..	195	10	4	255	1	4	..	..	..	..			Mayne, James B. ..	B1	HM	400	0	0
																		McGallan, Thos. G. ..	C1	AM	280	0	0
																		Alley, Amy J. ..	E1	AF	210	0	0
																		Malcolm, Robert A. ..	C1	AM	210	0	0
																		Harrison, Nellie ..	D1	AF	180	0	0
																		Irwin, Samuel J. ..	C2	AM	165	0	0
																		Morrison, Mary J. ..	D1	AF	160	0	0
																		Denne, Archibald H.	C5	AM	120	0	0
																		Duncan, Robena ..	D2	AF	130	0	0
																		Seay, Alexandrina ..	..	AF	90	0	0
																		Adams, Mary A. ..	D2	AF	105	0	0
																		Pearson, Florence ..	C2	AF	100	0	0
																		Ormandy, Florence E.	C3	AF	100	0	0
																		Warner, Helen A. ..	D3	AF	95	0	0
																		Jameson, Esther D. ..	D4	AF	90	0	0
																		Paterson, Lily ..	C4	AF	95	0	0
																		Morrison, Isabella ..	C4	AF	95	0	0
																		Maxwell, Robert W...	..	MPt5	55	0	0
																		Kininmonth, Flora E.	..	FPt5	55	0	0
																		Parsonson, Dorothy G.	..	FPt5	55	0	0
																		Clarke, Rose L. ..	..	FPt3	45	0	0
																		Adams, Robert W. ..	..	MPt3	55	0	0
																		Kirby, James R. ..	..	MPt2	50	0	0
																		Burley, Renée M. A. ..	..	FPr2	25	0	0

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued*.

NORTH CANTERBURY—*continued*.

NAME OF SCHOOL. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year. — Maintenance. — Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Maintenance. — Teachers' House Allowances.	Maintenance. — Incidental Expenses of Schools.	School Buildings and Teachers' Residences. — General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	School Buildings and Teachers' Residences. — Rebuilding Worn-out Schools and Teachers' Residences.	School Buildings and Teachers' Residences. — Rebuilding Schools destroyed by Fire.	School Buildings and Teachers' Residences. — Rent.	School Buildings and Teachers' Residences. — New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. — Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	Annual Rates of Payment during Last Month of Year. — For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
Expenditure on schools not open in December, 1910—		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Ashburton Forks		25 0 0	..	2 5 0	7 16 8	..	..	..	..	..	..	..	..	..
Birdling's Flat		..	..	..	2 17 0	..	..	..	..	..	..	..	..	..
Huntingdon		..	..	0 0 6	..	..	..	..	..	..	..	..	..	..
Kyle		37 10 0	4 3 4	5 12 6	..	..	..	..	..	..	..	..	..	..
Okuku		..	..	..	3 16 6	..	..	..	..	..	..	..	..	..
Somerfield		..	..	1 0 0	14 0 3	..	..	..	..	..	..	..	..	..
Expenditure not classified—														
Auditing School Committees' accounts	..	..	..	30 0 0	..	..	..	..	..	..	..	..	..	..
Insurance on casual labour	..	..	..	..	8 14 6	..	..	..	..	..	..	..	..	..
School apparatus ..	..	..	..	..	137 5 6	..	..	..	..	..	..	..	..	..
Interest on overdraft	..	..	..	..	0 2 6	..	..	..	..	..	..	..	..	..
Totals ..	..	†75,208 12 7	929 4 0	6,487 11 11	4,947 4 4	551 17 10	2,241 2 5	116 18 1	1,213 14 1	..	..	..	74,768 10 0	945

† £748 4s. 11d. of this amount is charged by the Board against the "Training College" Account.

SOUTH CANTERBURY.

GRADE 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Bluecliffs	7	21 14 0	..	..	..	..	..	..	..	Symons, S. H. B. ..	..	F	42 0 0	..
Pusey	3	16 10 0	..	..	..	..	..	..	..	Gardiner, Ada ..	..	F	18 0 0	..
GRADE 1.														
Allandale	9	90 0 0	10 0 0	5 10 0	19 5 0	..	..	..	..	Sullivan, Samuel H. ..	..	M	90 0 0	10
Arundel	13	90 0 0	10 0 0	6 0 0	1 5 4	..	..	..	..	Edmonston, Elizabeth	..	F	90 0 0	10
Gray's Corner ..	12	90 0 0	10 0 0	6 10 0	..	..	..	..	..	Waldie, Annie ..	..	F	90 0 0	10
Kakahu Bush ..	13	90 0 0	..	7 0 0	17 7 10	..	..	..	..	O'Connor, Daniel M.	..	M	90 0 0	..
Kohika	6	84 3 4	9 3 4	4 10 0	8 13 0	..	..	..	..	Copland, Helen S. ..	..	F	90 0 0	10

Orton			11	92	7	5			5	0	0														
Pleasant Valley			18	101	13	4			5	10	0	29	2	6											
Rangatira Valley			9	90	0	0	10	0	0	6	10	0	2	17	0										
Rangitata Island			14	95	0	0	10	0	0	6	10	0	1	0	7										
Salisbury			15	120	0	0	10	0	0	7	10	0	12	7	7										
Scotsburn			18	90	0	0				7	10	0													
Skipton			11	90	0	0	10	0	0	5	0	0													
Te Moana			15	93	6	8	10	0	0	6	0	0													
Totara Valley			12	90	0	0	10	0	0	5	0	0													
Waitohi Upper			13	95	0	0				6	0	0													
Grade 2.																									
Ashwick Flat			17	140	0	0				9	0	0													
Belfield			23	140	0	0				11	0	0	7	0	0										
Burke's Pass			15	121	18	9				9	0	0	60	13	3										
Cannington			16	125	0	0	15	0	0	9	0	0	7	9	0										
Cave			24	150	0	0				11	0	0													
Chamberlain			15	130	0	0				7	10	0	4	0	0										
Clandeboye			20	123	19	2				9	0	0	3	10	0										
Esk Valley			18	140	0	0				11	0	0	37	12	7										
Gape's Valley			22	109	0	0	15	0	0	9	0	0	17	19	1										
Hakataramea Valley			16	125	0	0				9	0	0													
Hazelburn			27	150	0	0				11	0	0													
Kapua			19	108	0	0				9	0	0													
Lyalldale			26	150	0	0	15	0	0	11	0	0	0	9	0										
Orari Bridge			18	120	0	0				9	0	0	55	17	2										
Orari Gorge			19	108	0	0	15	0	0	9	0	0													
Otaio			17	140	0	0				9	0	0	36	13	3										
Rangitata Station			17	121	13	4				7	10	0	10	0	0										
Rosewill			20	128	6	8	15	0	0	9	0	0	4	1	8										
Sutherland's			15	137	10	0				9	0	0													
Tycho			21	130	6	8	15	0	0	11	0	0													
Waihaorunga			13	119	4	5				9	0	0	1	3	0										
Waitohi Flat			16	140	0	0				7	10	0													
Grade 3.																									
Adair			19	162	14	3	19	18	11	14	0	0	0	3	9										
Cricklewood			28	170	0	0				12	10	0													
Fairview			32	160	0	0				14	0	0													
Hakataramea			31	150	0	0				12	10	0													
Hilton			30	175	0	0				12	10	0	45	17	4										
Hook			33	170	0	0				12	10	0	2	11	0										
Hunters			26	175	0	0				12	10	0	10	0	0										
Opihi			27	150	0	0				12	10	0	4	2	6										
Pareora			37	155	0	0				12	10	0	1	5	11										
Redcliff			27	160	0	0				12	10	0													
Silverstream			32	197	10	0				14	0	0	67	2	6										
Southburn			32	160	0	0				12	10	0	2	4	10										
Te Ngawai			26	150	0	0				12	10	0	0	6	0										
Waikakahi			24	144	0	0				12	10	0													
Willowbridge			37	155	0	0	20	0	0	12	10	0	1	5	0										
Grade 4.																									
Claremont			50	285	0	0				15	10	0	68	11	4										
Glenavy			42	290	0	0				14	0	0													
Gleniti			60	370	0	0				18	0	0	2	0	6										

Mann, Ida																	B5	F	90	0	0				
Brunton, Mrs. Jane M.																	E3	F	95	0	0				
McGill, Robina L.																	D3	F	90	0	0	10			
Gavey, Francis																	E4	M	95	0	0	10			
Ray, Mabel A.																	D3	F	120	0	0	10			
Dick, David																	..	M	90	0	0				
Farnie, Thomas C.																	B1	M	90	0	0	10			
Leddy, Teresa																	..	F	90	0	0	10			
Balfour, Isabel																	..	F	90	0	0	10			
Ferguson, Cath. A. W.																	E4	F	95	0	0				
Matheson, Dorothy E.																	D3	F	140	0	0				
McIlroy, Annie L.																	D1	F	140	0	0				
Stevenson, Jane																	C4	F	120	0	0				
Crombie, Jane McC.																	D4	F	125	0	0	15			
Foster, Mrs. Frances																	E2	F	150	0	0				
Stevenson, Eliz. M.																	E4	F	130	0	0				
Bannerman, William																	D2	M	120	0	0				
Renton, William																	D2	M	140	0	0				
Glanville, Ellen																	..	F	108	0	0	15			
Tomlinson, Thomas E.																	C2	M	125	0	0				
Waugh, Agnes																	D3	F	150	0	0				
Treacy, Kathleen																	..	F	108	0	0				
Oxby, Annie E.																	D2	F	150	0	0	15			
Hill, Charlotte J.																	D3	F	120	0	0				
Burnard, Florence L.																	..	F	108	0	0	15			
Mackay, Christina F.																	E2	F	140	0	0				
Yates, William M.																	D2	M	120	0	0				
Scully, Rachael B.																	D4	F	120	0	0	15			
Stewart, Jean D.																	D4	F	120	0	0				
Steel, Annie																	..	F	108	0	0	15			
Knight, Mary																	D4	F	140	0	0				
Moriarty, Minnie F. I.																	D3	F	140	0	0				
Thompson, Agnes																	D3	F	150	0	0	20			
Todd, David T.																	D2	M	170	0	0				
Johnson, Helen C. W.																	D2	F	160	0	0				
Dewar, Janet																	C1	F	150	0	0				
Morris, Gerald																	D2	M	175	0	0				
Ford, Margaret																	D2	F	170	0	0				
McIntyre, Isabella																	D2	F	175	0	0				
McKenzie, Ida B.																	D3	F	150	0	0				
Glanville, William J.																	E2	M	155	0	0				
Goodeve, Henry E.																179	16	0	C1	M	160	0	0		
Jones, Mrs. Marion F.																	D2	F	190	0	0				
Cumming, Eliza																	E2	F	160	0	0				
Sheard, Fanny																	C2	F	150	0	0				
Bannerman, Edward																	..	M	144	0	0				
Ure, Rose																	C3	F	155	0	0	20			
Black, Flora L.																	D1	HF	190	0	0				
Boyd, Annie S.																	E3	AF	95	0	0				
McIntyre, Hugh																	D1	HM	190	0	0				
Alexander, Anne Eliz.																	D3	AF	100	0	0				
Bannerman, Herbert D.																	B3	HM	205	0	0				
Ziesler, Freja L.																	D4	AF	110	0	0				
Hodges, Muriel																	..	FPr2	55	0	0				

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

SOUTH CANTERBURY—*continued.*

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(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Grade 4—*continued.*														
Hannaton	45	280 0 0	..	15 10 0	..	..	..	..	..	Ferguson, Daniel ..	B1	HM	190 0 0	..
										Evans, Daisy A. ..	..	AF	90 0 0	..
Kingsdown	47	290 0 0	..	15 10 0	9 2 6	..	..	..	..	Stewart, Robert ..	B2	HM	190 0 0	..
										Stewart, Mrs. Helen T.	D2	AF	100 0 0	..
Makikihi	40	280 16 8	..	15 10 0	2 0 0	..	..	..	..	Goodall, Alexander ..	D1	HM	190 0 0	..
										Yesberg, Sarah ..	C4	AF	90 0 0	..
Milford	35	210 0 0	..	14 0 0	0 15 0	..	..	..	..	Webber, John O. ..	D3	M	185 0 0	..
Orari South	78	355 0 0	..	18 0 0	51 5 4	..	..	..	..	Corbet, William ..	D2	HM	215 0 0	..
										Shiers, Mary ..	D4	AF	90 0 0	..
										Muir, Grace C. ..	..	FPr1	50 0 0	..
Pareora East ..	50	27 19 2	2 14 2	12 10 0	33 7 9	..	..	21 10 6	600 0 0	Methven, James ..	B1	HM	185 0 0	25
										Hunt, Lorna A. ..	C5	AF	95 0 0	..
Seadown	40	285 16 8	..	15 10 0	..	..	..	..	..	Schmedes, Cornelius F.	D1	HM	190 0 0	..
										Wix, Agnes C. ..	B5	AF	90 0 0	..
Springbrook	71	382 1 8	..	15 10 0	27 14 4	..	..	..	..	Browne, William ..	D2	HM	205 0 0	..
										Harris, Rosa ..	..	AF	90 0 0	..
Tawai	35	276 5 0	..	14 0 0	0 9 6	..	..	..	..	McMurtrie, Alex. F. ..	B4	HM	180 0 0	..
										Bannerman, Henrietta ..	..	AF	90 0 0	..
Waihao Downs ..	37	268 10 0	..	15 10 0	5 2 6	..	..	..	..	McCarthy, Mary A. R.	C2	HF	180 0 0	..
										Moore, Lily C. ..	..	AF	90 0 0	..
Waituna Creek ..	42	284 6 7	..	15 10 0	51 7 4	..	..	..	..	Menzies, John ..	E2	HM	190 0 0	..
										Bruce, Anne ..	D2	AF	100 0 0	..
Washdyke	65	295 0 0	..	18 0 0	14 12 6	784 1 5	..	..	2 14 0	Cooke, Montague P. ..	C1	HM	195 0 0	..
										Cormack, Isabella ..	C4	AF	100 0 0	..
Winchester	71	322 8 4	..	20 0 0	1 19 6	..	..	..	..	Kalaugher, James P.	C1	HM	225 0 0	..
										Malling, Francesca ..	D5	AF	90 0 0	..
Woodbury	49	290 0 0	..	16 10 0	..	..	..	..	..	Pilkington, Geo. M. ..	D2	HM	190 0 0	..
										Fifield, Amy E. ..	C3	AF	100 0 0	..
Grade 5.														
Albury	90	370 0 0	..	20 0 0	34 4 2	..	..	..	100 0 0	Lindsay, Alexander ..	D1	HM	210 0 0	..
										Lindsay, Mrs. Jean G.	E1	AF	105 0 0	..
										Cartwright, Arletta ..	..	FPt3	55 0 0	..
Fairlie	102	388 6 8	..	23 0 0	63 4 3	..	..	..	..	McCaskill, Donald ..	B1	HM	235 0 0	..
										Gray, Louie ..	D5	AF	105 0 0	..
										Kennedy, Margaret ..	..	FPt3	45 0 0	..
Morven	102	400 0 0	..	20 0 0	21 15 5	..	..	..	..	Clarke, Robert B. ..	B1	HM	225 0 0	..
										Smart, Alice R. ..	C2	AF	115 0 0	..
										Connell, Richard P. ..	..	MPt4	60 0 0	..

St. Andrew's ..	87	385	0	0	..	20	0	0	58	8	0	..	..	..	..	Hawkes, Richard N. ..	D1	HM	225	0	0	..
																Ker, Marion M. A. ..	D4	AF	115	0	0	..
																Chapple, Leonard B. ..	..	MPt3	45	0	0	..
GRADE 6B.																							
Geraldine	178	665	0	0	..	34	0	0	14	14	2	..	..	..	..	Montgomery, John R.	B1	HM	285	0	0	..
																Hughes, Alice M. ..	C2	AF	140	0	0	..
																Pearson, Mia O. ..	E2	AF	130	0	0	..
																Cartwright, Walter H.	..	MPt3	55	0	0	..
																Gibson, Catherine ..	..	FPt3	55	0	0	..
Pleasant Point D.H.S.	184	607	10	0	..	34	0	0	80	8	9	0	17	7	..	Palmer, George T. ..	B1	HM	*240	0	0	..
																Oliver, Eleanor A. E.	D2	AF	140	0	0	..
																Haskell, Amy E. ..	E2	AF	115	0	0	..
																Geaney, Anna ..	..	FPt4	55	0	0	..
																Dunn, Minnie ..	..	FPt4	55	0	0	..
																Tait, Allan G. ..	C3	Sec.	..			..
																Watt, Alice.. ..	B4	Sec.	..			..
GRADE 8A.																							
Timaru South ..	338	1,257	10	0	..	49	19	0	36	0	6	162	2	11	..	Valentine, James A. ..	B1	HM	320	0	0	..
																Marriott, William G.	D2	AM	220	0	0	..
																Fyfe, Jessie ..	D1	AF	160	0	0	..
																Campbell, Alice E. ..	D2	AF	145	0	0	..
																Lindsay, Catherine ..	D3	AF	130	0	0	..
																Caskey, Margaret ..	D4	AF	90	0	0	..
																Ronaldson, Frances ..	..	FPt3	45	0	0	..
																Hardcastle, Alan ..	..	MPt3	45	0	0	..
																McSweeney, Morgan..	..	MPt3	55	0	0	..
GRADE 8B.																Alymer, Dorothy ..	..	FPr2	55	0	0	..
Temuka D.H.S. ..	398	1,322	1	0	..	58	4	0	49	6	7	..			..	McLeod, Murdoch ..	B1	HM	*357	1	0	..
																Smart, John T. ..	D1	AM	220	0	0	..
																Phillipps, Leonora M.	E1	AF	160	0	0	..
																Scott, Annie ..	D2	AF	145	0	0	..
																Gorman, Annie ..	D2	AF	130	0	0	..
																McLean, Elizabeth ..	D2	AF	100	0	0	..
																Simpson, Annie ..	..	FPt4	55	0	0	..
																Hancox, George ..	..	MPt4	55	0	0	..
																Iverach, Jean T. ..	..	FPt3	45	0	0	..
																Jessep, Violet E. ..	..	FPr2	55	0	0	..
																Gilmour, William O...	C2	Sec.	..			..
																Walton, W. ..	..	Sec.	..			..
Waimataitai ..	383	1,256	0	9	..	53	8	0	103	11	0	178	1	2	..	Thomas, William ..	A1	HM	310	0	0	..
																Werry, Alfred E. ..	C1	AM	220	0	0	..
																Fyfe, Evelyn ..	D1	AF	160	0	0	..
																Byers, Mary H. ..	D2	AF	145	0	0	..
																Pearson, Agnes A. ..	D2	AF	130	0	0	..
																Sutherland, Eliz. J...	C4	AF	90	0	0	..
																Sutherland, Veda ..	..	FPt4	55	0	0	..
																O'Connor, Eugene ..	..	MPt3	55	0	0	..
																Lawry, Bertha ..	..	FPt4	55	0	0	..
GRADE 8C.																O'Connor, Mary ..	..	FPr1	50	0	0	..
Waimate D.H.S. ..	456	1,445	18	0	..	66	15	0	132	2	6	..			..	Pitcaithly, George ..	B1	HM	*470	18	8	..
																Foweraker, Charles E.	C3	AM	210	0	0	..
																Crawford, Mary H. ..	D1	AF	165	0	0	..
																Henderson, Alexander	C3	AM	150	0	0	..
																Smart, Margaret A. ..	D2	AF	135	0	0	..
																Bruce, Sarah ..	E2	AF	120	0	0	..
																Beckett, Shirley ..	..	MPt4	55	0	0	..
																Bird, John	..	MPt4	55	0	0	..
																Turnbull, Margaret ..	..	FPt4	60	0	0	..
																Hunter, Annie ..	..	FPr2	25	0	0	..
																Laing, Thomas M. M.	B1	Sec.	..			..
																Metson, James ..	B5	Sec.	..			..

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

SOUTH CANTERBURY—*continued.*

Name of School. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year. — Maintenance. — Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Maintenance. — Teachers' House Allowances.	Maintenance. — Incidental Expenses of Schools.	School Buildings and Teachers' Residences. — General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	School Buildings and Teachers' Residences. — Rebuilding Worn-out Schools and Teachers' Residences.	School Buildings and Teachers' Residences. — Rebuilding Schools destroyed by Fire.	School Buildings and Teachers' Residences. — Rent.	School Buildings and Teachers' Residences. — New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. — Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	Annual Rates of Payment during Last Month of Year. — For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
Grade 10B.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Timaru Main ..	700	2,448 11 2	..	101 2 0	113 10 1	..	..	..	..	Dalglish, Gilbert ..	B1	HM	380 0 0	..
										Collins, Charles F. ..	D1	AM	280 0 0	..
										Avison, Martha ..	E1	AF	220 0 0	..
										Park, William F. ..	C1	AM	180 0 0	..
										Shirtcliffe, Clara I. ..	E2	AF	160 0 0	..
										O'Donoghoe, Edward	D2	AM	175 0 0	..
										Aimers, Amelia ..	D1	AF	150 0 0	..
										Smith, Ellen C. ..	D2	AF	130 0 0	..
										Allan, Isabella C. ..	D2	AF	125 0 0	..
										Baird, Mary L. ..	D4	AF	100 0 0	..
										Williamson, Agnes S.	D4	AF	95 0 0	..
										Hunt, Winifred ..	..	FPt4	55 0 0	..
										Moyle, Mary ..	..	FPt4	60 0 0	..
										Joyce, Neville ..	..	MPt3	45 0 0	..
										Chapple, Dora ..	..	FPt4	55 0 0	..
										Black, Mary ..	..	FPt4	60 0 0	..
										Iverach, Isabel ..	..	FPt4	60 0 0	..
										Cuthbertson, George J.	..	MPr1	50 0 0	..
										Berry, Sarah ..	..	FPr1	50 0 0	..
Expenditure on school not open in December, 1910—														
Riverlands	..	25 0 0	..	..	..	..	..	..	..	..	..	..	..	..
Expenditure not classified—														
Small repairs to school and furniture	..	..	..	..	224 8 0	..	..	..	..	..	..	..	..	..
Totals	..	22,095 19 8	231 16 5	1,236 18 0	†1,673 7 2	1,125 3 1	..	21 10 6	1,177 6 3	..	..	..	22,153 19 8	255

† Including voluntary contributions and subsidies amounting to £204 0s. 9d.

		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Grade 0.													
Balruddery	3	6 0 0	..	..	..	..	..	..	..	Emms, Hannah Gert. ..	F	18 0 0	..
Bendigo	7	58 10 0	..	6 0 0	..	..	..	..	30 3 8	Oliver, Ellen	F	48 0 0	..
Nugget Point ..	5	33 0 0	..	..	..	..	..	..	..	Bonnin, Winifred	F	30 0 0	..
Springfield	3	15 5 10	..	..	..	..	..	..	..	Hotop, Kathleen M.	F	18 0 0	..
Tarras	10	70 10 0	..	8 0 0	..	..	..	..	..	Traynor, Margaret	F	90 0 0	..
Waihemo	5	24 0 0	..	..	..	..	..	..	..	Argue, Elizabeth	F	30 0 0	..
Waipori Falls ..	10	28 13 11	2 10 0	4 0 0	2 19 4	..	..	..	..	Hallinan, Clarice M. ..	F	90 0 0	10
Wanaka Road ..	4	24 0 0	..	..	..	..	..	..	..	Foster, Helen	F	24 0 0	..
Wharetoa	7	12 0 0	..	2 0 0	0 5 0	..	..	..	300 19 4	Kean, Mary.. ..	F	42 0 0	..
Grade 1.													
Ahuriri Flat.. ..	10	90 0 0	10 0 0	8 0 0	7 19 0	..	..	..	..	Mackenzie, Mary	F	90 0 0	10
Arthurton	10	90 0 0	..	8 0 0	0 9 0	..	..	..	..	Taylor, Annie	F	90 0 0	..
Barewood	11	90 0 0	10 0 0	8 0 0	1 19 0	..	..	5 0 0	..	Burnside, Elizabeth ..	F	90 0 0	10
Chasland's	13	90 0 0	..	8 0 0	13 2 0	..	..	..	..	Barnett, David	M	90 0 0	..
Circle Hill	10	90 0 0	..	8 0 0	16 7 6	..	..	..	..	Wallace, John H.	M	90 0 0	..
Goodwood	11	102 10 0	..	8 0 0	..	..	..	..	..	Buchan, John	M	90 0 0	..
Hindon	14	90 0 0	10 0 0	8 10 0	6 10 11	..	..	..	..	McIntyre, Sophie	F	90 0 0	10
Ida Valley	13	103 15 0	10 0 0	8 0 0	2 0 0	..	..	..	..	Connor, James	M	90 0 0	10
Inch Valley	13	90 0 0	10 0 0	8 0 0	..	..	..	..	70 0 0	Jeans, Edna Blyth	F	90 0 0	10
Kartigi	18	120 0 0	..	10 0 0	41 3 9	..	..	..	..	Fyfe, Mrs. Harriet ..	E1 F	120 0 0	..
Kauroo Hills ..	11	30 0 0	3 6 8	4 0 0	..	..	..	..	276 11 11	O'Donnell, Aileen	F	90 0 0	10
Kokoamo	8	95 0 0	..	8 0 0	..	..	..	..	..	Hayes, Mahala Lily ..	C3 F	95 0 0	..
Kokonga	12	90 0 0	..	8 0 0	..	..	..	..	..	Swan, George	M	90 0 0	..
Kuri Bush	6	90 0 0	..	6 0 0	16 16 6	..	..	..	..	Ross, Sophia	F	90 0 0	..
Kyeburn	14	95 0 0	..	9 0 0	15 2 4	..	..	..	..	Rishworth, Jane G. S.	D5 F	95 0 0	..
Kyeburn Diggings ..	8	100 0 0	..	8 0 0	..	..	..	..	..	Dillon, Mrs. F. L. ..	E2 F	100 0 0	..
Lauder	13	95 0 0	..	8 0 0	4 12 5	..	..	..	..	Townshend, Edith M.	E2 F	95 0 0	..
Macrae's	17	108 0 0	..	9 10 0	4 18 1	..	..	..	..	Bremner, Andrew H. ..	M	108 0 0	..
Makarora	9	90 0 0	..	8 0 0	..	..	..	..	..	Beattie, Helen M.	F	90 0 0	..
Manuka Creek ..	9	123 10 0	..	8 0 0	..	..	..	..	..	Sutherland, M. A. ..	Lic. F	123 10 0	..
Merino Downs ..	7	82 10 0	..	4 0 0	..	..	..	..	..	Clulee, Marion H. ..	D5 F	90 0 0	..
Moa Flat	15	90 0 0	..	9 10 0	0 9 0	..	..	..	..	Harris, Jane Bridget..	.. F	90 0 0	..
Mount Cargill ..	13	90 0 0	..	8 10 0	44 5 0	..	..	..	..	Gillespie, Margaret ..	.. F	90 0 0	..
Mount Stuart ..	12	90 0 0	..	8 0 0	..	..	..	..	..	Crozier, Violet	F	90 0 0	..
Nevis	12	90 0 0	..	8 0 0	8 0 2	..	..	..	..	Hawkes, Mrs. Helen ..	.. F	90 0 0	..
Purakauiti	14	90 0 0	..	8 10 0	..	..	..	..	..	Johnston, John G. ..	.. M	90 0 0	..
Springvale	12	108 0 0	10 0 0	8 0 0	..	..	..	..	..	Hetherington, Sarah ..	F	108 0 0	10
Stoneburn	9	90 0 0	..	8 0 0	..	..	..	..	..	Smith, Betsy Harley..	.. F	90 0 0	..
Stony Creek	9	95 0 0	..	8 0 0	5 12 6	..	..	..	..	Bradfield, Jessie ..	D5 F	90 0 0	..
Table Hill	8	90 0 0	..	6 0 0	27 9 6	..	..	..	..	Monfries, Abigail ..	.. F	90 0 0	..
Tahakopa	19	100 0 0	..	10 0 0	9 7 8	..	..	..	..	Brand, Robert	M	90 0 0	..
Tahora	9	90 0 0	..	8 0 0	14 18 2	..	..	..	..	Harrison, Annie	F	90 0 0	..
Taiaroa Head ..	8	97 10 0	..	8 0 0	..	..	..	..	..	Beattie, John W. G...	M	90 0 0	..
Taieri Beach ..	12	102 0 0	..	8 0 0	24 3 8	..	..	..	..	McIntosh, Gordon ..	M	90 0 0	..
Tapui	13	30 0 0	3 6 8	4 0 0	0 4 0	..	..	..	297 0 1	Roche, Augustine D. ..	F	90 0 0	10
Tarara	15	90 0 0	..	9 0 0	21 19 0	..	..	..	..	Blackwood, George A. ..	M	90 0 0	..
Tuapeka Flat ..	12	104 11 8	..	8 0 0	..	..	..	..	..	Williams, Ethel D. ..	D4 F	100 0 0	..
Waipori	17	108 0 0	..	9 0 0	..	..	..	..	..	Heward, Edwin H. ..	.. M	108 0 0	..
Waitahuna West ..	9	90 0 0	..	8 0 0	..	..	..	..	..	Craig, Beatrice ..	.. F	90 0 0	..
Wangaloa	10	92 10 0	..	8 0 0	13 1 0	..	..	..	..	Dale, Mary	.. F	90 0 0	..
Whare Flat	13	90 0 0	..	8 0 0	9 17 11	..	..	..	..	Garrett, Rosie ..	.. F	90 0 0	..
Whare Kuri	10	90 0 0	..	8 0 0	13 4 5	..	..	..	..	Smart, Ethel Eliz. M.	.. F	90 0 0	..
Grade 2.													
Akatore	15	126 1 8	..	9 0 0	1 13 0	..	..	..	..	Shaw, Margaret Jane	C4 F	125 0 0	..
Ardgowan	15	125 0 0	15 0 0	8 10 0	..	..	..	..	..	Maule, Mrs. A. B. C. ..	E3 F	125 0 0	15

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

OTAGO—*continued.*

Name of School. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year.								Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
		Maintenance.			School Buildings and Teachers' Residences.									
		Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Teachers' House Allowances.	Incidental Expenses of Schools.	General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	Rebuilding Worn-out Schools and Teachers' Residences.	Rebuilding Schools destroyed by Fire.	Rent.	New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.					£
Grade 2—*continued.*														
Benhar	28	125 0 0	15 0 0	13 15 0	9 6 4	..	..	..	..	Gow, Harriet, M.A. ..	A3	F	125 0 0	15
Blackstone	20	120 18 4	..	11 10 0	19 13 0	..	..	..	..	McIvor, Georgina ..	D4	F	120 0 0	..
Broad Bay	21	126 5 4	..	11 10 0	21 3 11	..	..	..	..	Anderson, Agnes ..	D3	F	135 0 0	..
Cambrians	20	120 0 0	..	10 15 0	2 14 10	..	..	..	..	Rutherford, Donald A.J.	D4	M	120 0 0	..
Chatto Creek ..	19	108 0 0	15 0 0	10 0 0	..	..	..	..	..	Burke, Richard Jas. J.	..	M	108 0 0	15
Clark's Flat	16	130 0 0	..	10 0 0	..	..	..	..	..	Craik, Mabel Rose K.	D3	F	130 0 0	..
Clydevale	15	130 0 0	15 0 0	9 10 0	4 12 6	..	..	..	..	Manson, Jessie ..	B4	F	130 0 0	15
Dunrobin	22	140 0 0	..	10 15 0	..	..	..	..	..	Pretsch, Annie Mary ..	D2	F	140 0 0	..
Ettrick	20	117 0 0	11 5 0	10 15 0	7 5 0	..	..	..	..	Eggleton, Thomas ..	..	M	117 0 0	15
Gimmerburn ..	15	123 6 8	..	10 0 0	..	..	..	..	..	Roseveare, Ethel Ann	D4	F	120 0 0	..
Glenkenich	16	140 0 0	..	10 0 0	11 2 1	..	..	..	..	White, Eliza ..	D1	F	140 0 0	..
Glenore	18	117 0 0	..	9 10 0	23 1 0	..	..	..	..	Bremner, Fanny M. J.	..	F	117 0 0	..
Greenfield	19	108 0 0	15 0 0	10 0 0	..	..	..	..	60 10 0	Gibson, Grace S. ..	..	F	108 0 0	15
Hamilton	15	125 0 0	..	10 0 0	4 18 4	..	..	..	..	McKenzie, Isabella M.	D4	F	120 0 0	..
Hillend	16	108 10 0	15 0 0	10 0 0	7 16 4	..	..	..	..	White, Percy ..	Lic.	M	114 0 0	15
Hooper's Inlet ..	30	141 10 0	..	13 0 0	0 12 0	..	..	..	..	Hunter, Helen Mary	D3	F	120 0 0	..
Incholme	22	140 0 0	..	13 0 0	8 16 0	..	..	..	..	Broome, Anabella ..	E1	F	140 0 0	..
Island Cliff	19	120 0 0	..	10 0 0	0 9 0	..	..	..	..	Allan, Flora MacD. ..	C3	F	120 0 0	..
Kahuika	21	115 10 0	..	11 10 0	4 13 3	..	..	..	..	Gray, Margaret ..	..	F	108 0 0	..
Kaihiku	19	118 5 6	..	10 0 0	13 6 7	..	..	..	..	Hammond, Dina L. ..	D4	F	120 0 0	..
Kakapuaka	22	120 0 0	..	13 0 0	4 9 4	..	..	..	..	Hartstonge, Annie F.	C4	F	120 0 0	..
Kia Ora	25	124 13 2	15 0 0	13 0 0	26 11 6	..	..	..	..	Slater, William T. ..	D5	M	125 0 0	15
Lauder Railway ..	23	108 0 0	15 0 0	12 5 0	..	..	..	..	..	Macdonald, H. G. B.	..	M	108 0 0	15
Luggate	22	108 0 0	..	13 0 0	13 5 6	..	..	..	..	Tizard, Florence L. J.	..	F	108 0 0	..
Maerewhenua ..	24	150 0 0	..	13 0 0	0 5 11	..	..	..	..	McKenzie, Georgina ..	D2	F	150 0 0	..
Maruimato	27	120 0 0	..	12 5 0	72 16 9	..	..	..	..	Griffen, Mrs. Isabella	E3	F	120 0 0	..
Matau	19	125 0 0	..	10 15 0	2 12 7	..	..	..	..	Wilson, Janet C. ..	C3	F	125 0 0	..
Merton	13	130 0 0	..	8 10 0	41 13 9	..	..	..	..	Campbell, Christina ..	C3	F	130 0 0	..
Moa Creek	22	128 4 6	15 0 0	13 0 0	..	..	..	..	..	Young, Mary Isabella	..	F	108 0 0	15
Moonlight	19	140 0 0	..	11 10 0	0 7 2	..	..	..	..	Waddell, Joseph A. ..	Lic.	M	142 10 0	..
North Taieri ..	25	140 0 0	..	13 0 0	..	..	..	..	..	Pretsch, Maria S. ..	D2	F	140 0 0	..
Otiake	19	134 0 0	..	10 15 0	13 0 0	..	..	..	..	McLean, Agnes ..	D5	F	130 0 0	..
Oturehua	21	120 0 0	..	13 0 0	..	..	..	..	..	Bradfield, Rosetta A.	C4	F	120 0 0	..
Popotunoa	16	148 0 0	..	10 0 0	10 0 0	..	..	..	..	Cairney, Thomas ..	..	M	108 0 0	..
Port Molyneux ..	24	117 0 0	..	13 0 0	11 10 11	..	..	..	..	Grono, Violet A. R. ..	..	F	117 0 0	..
Pukepito	12	140 0 0	..	8 0 0	..	..	..	..	..	Rooney, Mrs. C. ..	E2	F	140 0 0	..
Puketiro	26	36 0 0	5 0 0	6 10 0	15 1 6	..	..	..	41 10 7	Christie, James ..	..	M	108 0 0	15
Purekireki	23	123 15 5	..	13 0 0	4 5 0	..	..	..	..	Green, Alice Mary ..	D4	F	125 0 0	..

Reomoana	..	..	13	118	10	0	..			8	0	0	10	11	3	..		..	..		..	Spence, Jean J.	..	..	F	108	0	0	..
Rongahere	..	..	18	140	0	0	..			10	0	0	..			..		..	..		..	Woodhouse, M. A.	..	D3	F	140	0	0	..
Saddle Hill	..	..	23	119	0	0	..			13	0	0	..			..		..	..		..	McLellan, Ellen	..	D3	F	120	0	0	..
Tahatika	..	..	17	108	0	0	15	0	0	9	10	0	..			..		..	..		..	Marshall, Caroline S.	..	..	F	108	0	0	15
Taieri Ferry	..	..	29	120	0	0	..			13	0	0	29	0	1	..		..	..		..	Smith, Janet McG.	..	B4	F	120	0	0	..
Taumata	..	..	23	126	6	8	..			13	0	0	..			..		..	..		..	Hastings, Margt. E.	..	C4	F	130	0	0	..
Te Houka	..	..	26	140	0	0	15	0	0	13	0	0	..			..		..	..		..	Clapperton, Catherine		B3	F	140	0	0	15
Tokarahi	..	..	27	125	0	0	..			13	0	0	27	3	7	..		..	..		..	Burnside, Margaret	..	C3	F	125	0	0	..
Tuapeka West	..	..	12	134	13	4	..			8	0	0	..			..		..	..		..	Renshaw, Mary E.	..	..	F	108	0	0	..
Upper Junction	..	..	22	150	0	0	..			11	10	0	32	11	10	..		..	..		..	Dippie, Margaret	..	E1	F	150	0	0	..
Waianakarua	..	..	32	125	0	0	..			15	5	0	..			..		..	..		..	Marshall, Mrs. Eliza		D2	F	125	0	0	..
Waipiata	..	..	22	120	0	0	..			12	5	0	0	5	1	..		..	..		..	Hale, Lily Gertrude	..	D4	F	120	0	0	..
Waitaki Bridge		..	20	122	5	6	15	0	0	12	5	0	..			..		..	..		..	Marwick, Ethel	..	C4	F	125	0	0	15
Waitapeka	..	..	23	120	0	0	..			13	0	0	..			215	15	6	..		..	Long, Mary Ann	..	C3	F	120	0	0	..
Wanaka	..	..	15	109	10	0	11	5	0	10	0	0	2	0	0	..		..	13	0	0	8	2	2	McKenzie, Alex. J.	..	..	M	108	0	0	15
Waronui	..	..	20	111	2	6	15	0	0	10	0	0	..			..		..	..		..	Main, Agnes	..	Lic.	F	114	0	0	15
Wetherstone		..	17	140	0	0	..			10	0	0	5	11	7	..		..	..		..	Pope, Josephine M. J.		E2	F	140	0	0	..
GRADE 3.																																	
Awamangu	..	..	32	160	0	0	20	0	0	15	5	0	2	11	4	..		..	..		..	Murray, Mrs. Ellen J.		D2	F	160	0	0	20
Bald Hill	..	..	30	160	0	0	..			15	5	0	15	3	9	..		..	..		..	Williamson, Geo. W.		D1	M	160	0	0	..
Black's	..	..	25	158	15	0	..			12	5	0	..			..		..	..		..	Dallas, Thomas W.	..	D5	M	155	0	0	..
Brighton	..	..	30	150	0	0	..			13	15	0	6	9	8	..		..	..		..	Bonnin, Fannie	..	D2	F	150	0	0	..
Coal Creek	..	..	33	158	6	8	..			16	0	0	10	16	4	..		..	..		..	Geddes, Emilie Sophie		E2	F	150	0	0	..
Crookston	..	..	34	167	1	8	..			16	0	0	10	14	8	..		..	..		..	McDonald, Agnes	..	..	F	135	0	0	..
Earnscleugh		..	27	137	5	0	..			13	0	0	0	17	9	..		..	..		..	Botting, Robert W. S.		..	M	135	0	0	..
Evan's Flat	..	..	25	186	8	5	..			13	0	0	2	12	0	..		..	..		..	Woodhill, Ellen	..	D3	F	190	0	0	..
Glenomaru	..	..	31	155	16	8	..			13	15	0	54	1	4	..		..	..		..	Dempster, Norman H.		..	M	135	0	0	..
Henley	..	..	28	150	16	8	..			13	0	0	30	13	3	..		..	..		..	Drummey, Agnes J.	..	D2	F	150	0	0	..
Houipapa	..	..	39	195	18	7	..			18	0	0	6	1	2	..		..	..		..	McCarthy, Claude	..	B5	HM	150	0	0	..
Katea	..	..	29	150	0	0	..			13	0	0	..			..		..	..		..	Anderson, Peter Johan		D3	M	150	0	0	..
Kelso	..	..	31	148	10	5	..			13	15	0	10	1	11	..		..	..		..	Steel, Marion Dent	..	B1	F	150	0	0	..
Maungatua	..	..	32	170	0	0	..			15	5	0	25	10	5	..		..	..		..	Harrison, Thomas	..	C3	M	170	0	0	..
Otakau	..	..	29	170	0	0	..			15	5	0	10	10	8	..		..	..		..	Firth, Elizabeth H.	..	D1	F	170	0	0	..
Otekaike	..	..	31	135	0	0	20	0	0	14	10	0	12	8	4	..		..	..		..	Eason, Minnie	..	..	F	135	0	0	20
Otokia	..	..	29	160	0	0	..			14	10	0	1	1	0	..		..	..		..	McLeod, Margaret	..	D1	F	160	0	0	..
Owaka Valley		..	22	160	0	0	..			12	5	0	7	16	4	..		..	..		..	Sinclair, Violet B.	..	D3	F	160	0	0	..
Pine Hill	..	..	27	160	0	0	..			13	0	0	1	9	1	..		..	..		..	Healey, Ernest J.	..	B2	M	160	0	0	..
Poolburn	..	..	25	160	0	0	..			13	0	0	..			..		..	..		..	Young, Margaret C.	..	E2	F	160	0	0	..
Rae's Junction		..	21	143	16	8	..			12	5	0	3	10	0	..		..	..		..	Waddell, David B.	..	..	M	135	0	0	..
Sandymount		..	23	150	0	0	..			13	0	0	18	8	7	..		..	..		..	Landreth, Mrs. Eliz.	..	D1	F	150	0	0	..
Southbridge	..	..	25	152	10	0	..			13	15	0	0	7	6	..		..	1	12	0	Graham, C. A. C. de G.		C3	F	150	0	0	..
Sutton	..	..	24	156	13	4	..			13	0	0	23	19	7	..		..	..		..	French, Henrietta A.		D2	F	150	0	0	..
Waipori Lake		..	28	136	0	0	15	0	0	13	0	0	26	13	10	..		..	..		..	Hawke, John Peter	..	..	M	135	0	0	20
Wairuna	..	..	30	194	11	8	..			15	5	0	..			..		..	..		..	Murray, David	..	D1	M	150	0	0	..
Waitahuna Gully		..	23	147	18	4	..			13	0	0	30	5	8	..		..	..		..	Walker, David A. S.	..	D4	M	150	0	0	..
Wylie's Crossing		..	35	150	0	0	..			14	10	0	..			..		..	..		..	Blair, Robert	..	E1	M	150	0	0	..
GRADE 4.																																	
Allanton	..	..	57	285	8	4	..			22	10	0	53	13	0	..		..	..		..	Clark, George B.	..	E1	HM	190	0	0	..
																						Farquharson, M. G.	..	B4	AF	95	0	0	..
Awamoko	..	..	49	290	0	0	..			20	10	0	6	13	11	..		..	..		..	Burnard, John Duffy		D2	HM	190	0	0	..
																						Pryde, Alice	..	D4	AF	100	0	0	..
Bannockburn		..	51	270	8	4	..			21	0	0	8	3	10	..		..	..		..	Blair, Robert L. D.	..	D4	HM	180	0	0	..
																						Lynn, Ruth	..	..	AF	90	0	0	..
Beaumont	..	..	39	263	13	4	..			16	0	0	3	4	2	..		..	..		..	Thomson, Archibald	..	Lic.	HM	171	0	0	..
																						Fisher, Mary S.	..	..	AF	90	0	0	..
Bluespur	..	..	44	285	0	0	..			19	0	0	26	16	0	..		..	..		..	Miller, James McK.	..	C3	HM	190	0	0	..
																						Brown, Mary	..	C3	AF	95	0	0	..
Dunback	..	..	47	292	18	4	..			20	0	0	42	0	0	..		..	..		..	Gray, John Anderson		E2	HM	190	0	0	..
																						Mitchell, Jessie McF.		C4	AF	100	0	0	..

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

OTAGO—*continued.*

Name of School. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year. Maintenance. Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Teachers' House Allowances.	Incidental Expenses of Schools.	School Buildings and Teachers' Residences. General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	Rebuilding Worn-out Schools and Teachers' Residences.	Rebuilding Schools destroyed by Fire.	Rent.	New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	Annual Rates of Payment during Last Month of Year. For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
Grade 4—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Duntroon	68	310 0 0	..	24 0 0	35 7 11	..	..	..	..	Rodger, William ..	C2	HM	205 0 0	..
										Weir, Christina ..	C3	AF	105 0 0	..
Evansdale	39	262 10 0	..	18 0 0	..	..	..	..	269 12 1	Percy, David McIntosh	D2	HM	180 0 0	..
										Ellis, Frances ..	..	AF	90 0 0	..
Fairfax	72	305 0 0	..	26 0 0	57 17 11	..	..	..	..	Grant, John B. ..	D1	HM	215 0 0	..
										Elder, Violet ..	B3	AF	90 0 0	..
Flag Swamp ..	44	280 0 0	..	19 0 0	2 13 4	..	..	..	..	Bremner, Philip ..	D2	HM	190 0 0	..
										Newlands, Margaret ..	D4	AF	90 0 0	..
Hawea	43	256 13 4	..	19 10 0	23 6 4	..	..	..	..	MacArthur, Arthur D.	..	HM	162 0 0	..
										Ewart, Emma ..	..	AF	90 0 0	..
Heriot	72	311 5 0	..	25 0 0	0 4 2	..	..	..	..	Williamson, Alex. H.	C1	HM	205 0 0	..
										Sinclair, Constance ..	D4	AF	105 0 0	..
Highcliff	39	280 0 0	..	16 0 0	6 7 8	..	..	..	..	Whyte, John ..	D1	HM	190 0 0	..
										Skinner, Marion Y. ..	..	AF	90 0 0	..
Hyde	35	270 10 0	..	16 0 0	..	..	..	..	..	Nesbit, James W. ..	Lic.	HM	180 10 0	..
										Harrison, Emily V. F.	..	AF	90 0 0	..
Kakanui	59	310 0 0	..	22 10 0	2 2 8	..	..	..	..	Barnett, Abraham M.	D1	HM	205 0 0	..
										Lyders, Marie Johanne	C4	AF	105 0 0	..
Kurow	76	278 6 8	..	26 0 0	126 19 2	..	..	..	..	Allan, John Morrison	C1	HM	185 0 0	..
										Kinder, Jessie ..	D3	AF	90 0 0	..
Leith Valley ..	38	290 0 0	..	17 0 0	31 16 0	..	..	..	..	Marryatt, Ernest ..	C2	HM	190 0 0	..
										Henderson, Jessie ..	D2	AF	100 0 0	..
Livingstone	51	284 3 4	..	20 10 0	5 12 5	..	..	..	..	McLay, James ..	B3	HM	190 0 0	..
										Alexander, Mrs. R. ..	D1	AF	90 0 0	..
Lovell's Flat ..	54	275 8 4	..	21 10 0	6 18 11	..	..	..	..	Hunter, Robert R. ..	C3	HM	185 0 0	..
										Gow, Beatrice ..	B4	AF	90 0 0	..
Lowburn	33	267 6 8	..	16 0 0	21 16 6	..	..	..	..	Woods, Llewellyn ..	D4	HM	180 0 0	..
										Campbell, Annie ..	..	AF	90 0 0	..
Lower Harbour ..	42	287 11 8	..	20 0 0	2 18 4	..	..	..	..	Labes, Albert August	C4	HM	190 0 0	..
										Morris, Thirza Sarah ..	D3	AF	100 0 0	..
Matakanui	43	268 10 0	..	20 0 0	..	..	..	..	..	Lockhart, John W. ..	E3	HM	180 0 0	..
										Wilson, Elizabeth ..	..	AF	90 0 0	..
Milburn	52	304 3 4	..	20 10 0	171 2 1	..	..	..	..	Pilling, Ewen ..	E1	HM	215 0 0	..
										Anderson, Anne C. ..	D3	AF	90 0 0	..
Miller's Flat ..	77	295 16 8	..	26 0 0	25 14 0	..	..	..	..	Smith, James ..	C2	HM	205 0 0	..
										Cornish, Lily Maude ..	B4	AF	90 0 0	..
Moeraki	45	285 0 0	..	20 10 0	27 11 9	..	..	..	..	Rogers, Walter John ..	C1	HM	190 0 0	..
										Davie, Victoria R. ..	C4	AF	95 0 0	..

Momona	..	..	45	280	0	0	..		19	0	0	33	4	8	..	..	..	..	Melville, John	..	D2	HM	190	0	0	..
																			Mitchell, Emily	..	D4	AF	90	0	0	..
Ngapara	..	..	59	320	0	0	..		22	10	0	5	1	1	..	..	..	..	Stenhouse, Robert A.		C1	HM	210	0	0	..
																			Nicol, Vera	.. ..	C4	AF	110	0	0	..
North-east Harbour		..	41	308	8	4	..		20	0	0	6	4	10	..	..	..	..	Alexander, William	..	C3	HM	190	0	0	..
																			Mathieson, Wilh. B.	..	D3	AF	120	0	0	..
Papakaio	..	..	67	274	3	4	..		23	10	0	..			..	..	..	..	Lawless, Cyril N.	..	C3	HM	180	0	0	..
																			Pollard, Mrs. Sarah	..	..	AF	90	0	0	..
Pateroa	..	..	37	270	1	8	..		16	0	0	15	19	1	..	..	..	..	Taylor, Robert M.	..	D5	HM	180	0	0	..
																			McIvor, Margaret	..	..	AF	90	0	0	..
Portobello	..	..	59	308	15	0	..		22	0	0	57	6	1	..	..	..	..	Fergus, Robert	..	D1	HM	205	0	0	..
																			Masters, Jemima Ellen		D2	AF	90	0	0	..
Pukeiwitahi	..	..	47	290	0	0	..		19	0	0	39	9	8	..	..	..	..	Botting, John Francis		D1	HM	185	0	0	..
																			Fleming, Janet	..	E1	AF	105	0	0	..
Pukeuri	..	..	50	305	16	8	..		20	10	0	6	14	10	..	..	..	..	Nelson, James	..	C1	HM	205	0	0	..
																			Marwick, Jane	..	C4	AF	100	0	0	..
Purakanui	..	..	38	281	15	0	..		17	0	0	..			..	..	..	..	Williamson, John	..	D2	HM	180	0	0	..
																			Milne, Annie Jane	..	D4	AF	100	0	0	..
Ranfurly	..	..	42	272	8	4	..		19	0	0	40	6	0	..	..	..	382 8 10	Fawcett, Horace	..	C4	HM	190	0	0	..
																			Barth, Irene	..	..	AF	90	0	0	..
Ratanui	..	..	44	280	0	0	..		20	0	0	3	0	0	..	..	..	..	Davis, Edward	..	D2	HM	190	0	0	..
																			Gillespie, Sarah	..	..	AF	90	0	0	..
Romahapa	..	..	63	280	0	0	..		23	10	0	7	6	9	..	..	..	..	Harrison, Samuel J.	..	D1	HM	190	0	0	..
																			McNeill, Mary	..	..	AF	90	0	0	..
Seacliff	..	..	71	360	0	0	..		25	0	0	3	6	0	..	..	..	..	Marshall, Hugh	..	C2	HM	205	0	0	..
																			Nelson, Hannah C.	..	D3	AF	90	0	0	..
																			Bremner, Ruby H.	..	..	FPr2	55	0	0	..
St. Bathan's	..		48	280	0	0	..		20	0	0	34	2	9	..	..	..	..	Cowan, Robert	..	D1	HM	190	0	0	..
																			Wade, Ann Catherine		..	AF	90	0	0	..
St. Leonards	..		51	290	0	0	..		20	10	0	15	4	11	..	..	..	..	Carrington, George W.		D1	HM	190	0	0	..
																			Lothian, Jeanie M.	..	D2	AF	100	0	0	..
Tawanui	..	..	40	162	0	0	25	0 0	18	10	0	..			..	..	..	..	O'Connell, Thomas F.		..	M	162	0	0	25
Teaneraki	..	..	63	295	0	0	..		23	10	0	35	19	3	..	..	..	..	Calder, George A.	..	D2	HM	190	0	0	..
																			Guffie, Selina	..	D3	AF	105	0	0	..
Tuapeka Mouth		..	46	273	10	5	..		20	0	0	51	18	3	..	..	..	..	Purves, Thomas B.	..	..	HM	162	0	0	..
																			Weir, Helen Loraine		..	AF	90	0	0	..
Waihola	..	..	46	270	0	0	..		20	0	0	..			..	..	..	..	Paterson, William A.		D2	HM	180	0	0	..
																			Mitchell, Janet L.	..	D4	AF	100	0	0	..
Waikoikoi	..	..	46	280	0	0	..		20	0	0	14	19	6	..	..	..	..	Closs, William O.	..	C3	HM	185	0	0	..
																			Smith, Annie Fisher	..	C4	AF	95	0	0	..
Waipahi	..	..	40	285	0	0	..		17	0	0	137	0	6	..	..	..	..	Burn, Edgar Huie	..	C3	HM	190	0	0	..
																			Rennie, Jessie G.	..	D4	AF	95	0	0	..
Waitati	..	..	69	310	0	0	..		24	10	0	34	3	8	..	..	..	..	Hilgendorf, Francis	..	C1	HM	205	0	0	..
																			Smith, Lucy E. D.	..	D2	AF	105	0	0	..
Waiwera	..	..	43	284	3	4	..		19	10	0	7	17	3	..	..	..	..	Appleby, William B.	..	D2	HM	190	0	0	..
																			Arnold, Margaret P.		..	AF	90	0	0	..
Walton	..	..	69	310	0	0	..		24	10	0	..			..	..	..	..	Ellisson, Lionel Edwin		C1	HM	205	0	0	..
																			Mills, Jessie Gibson	..	E1	AF	105	0	0	..
Warepa	..	..	44	300	0	0	..		20	10	0	1	8	8	..	..	..	..	Wilson, John	..	D1	HM	205	0	0	..
																			Frazer, Ellen Frances		C3	AF	95	0	0	..
Weston	..	..	53	300	0	0	..		21	0	0	27	9	3	..	..	..	..	Kelly, John	.. ..	D1	HM	205	0	0	..
																			de Lambert, Gert. E.		C3	AF	95	0	0	..
West Taieri	..	..	37	289	3	4	..		16	0	0	52	13	7	..	..	..	..	Sargison, James Henry		C5	HM	190	0	0	..
																			McKellar, Ethel E.	..	D3	AF	100	0	0	..
Windsor	..	..	55	310	0	0	..		22	0	0	13	14	8	..	..	..	..	Duggan, Patrick J.	..	D2	HM	205	0	0	..
																			Paul, Eliza F. M. H.	..	D1	AF	105	0	0	..
GRADE 5.																									
Clinton	..	..	107	364	3	4	..		30	5	0	55	10	4	..	..	..	..	Beattie, John	..	D1	HM	215	0	0	..
																			King, Rosetta Ralston		D2	AF	110	0	0	..
																			Treacy, Eileen	..	..	FPt2	35	0	0	..

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

OTAGO—*continued.*

Name of School. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance. (1.)	Average for the Year 1910 (2.)	Expenditure for the Year. Maintenance. Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools. (3.)	Teachers' House Allowances. (4.)	Incidental Expenses of Schools. (5.)	School Buildings and Teachers' Residences. General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c. (6.)	Rebuilding Worn-out Schools and Teachers' Residences. (7.)	Rebuilding Schools destroyed by Fire. (8.)	Rent. (9.)	New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites. (10.)	Names, Classification, and Status of Teachers. Teachers on the Staff at the End of the Year. (11.)	Classification. (12.)	Position in the School. (13.)	Annual Rates of Payment during Last Month of Year. For Salary, including Lodging-allowances to Pupil-teachers. (14.)	For Teachers' House Allowances. (15.)
Grade 5—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Clyde	97	385 8 4	..	28 15 0	97 12 9	..	..	..	..	Bringans, Robert ..	C3	HM	210 0 0	..
										McIntosh, Margaret E.	D3	AF	105 0 0	..
										Botting, Amy ..	..	FPt4	60 0 0	..
Cromwell	97	398 6 8	..	29 5 0	13 2 9	..	..	..	..	Abel, William Fulton	D1	HM	235 0 0	..
										Gordon, Mary H. E. ..	C5	AF	105 0 0	..
										McMillan, Jessie Gert.	..	FPt3	55 0 0	..
East Taieri	105	435 7 3	..	30 10 0	29 14 1	..	..	..	..	Waddell, James N., B.A.	B1	HM	235 0 0	..
										Little, Mrs. Donella C.	D1	AF	115 0 0	..
										Gibb, Elizabeth ..	..	FPt3	55 0 0	..
										Allan, Reginald ..	..	MPr2	25 0 0	..
Hampden	86	395 0 0	..	28 10 0	44 7 6	..	..	..	..	Robertson, Alex. G. ..	D1	HM	235 0 0	..
										Watt, Mrs. Margaret..	E1	AF	115 0 0	..
										Duncan, Jessie Agnes	..	FPt3	45 0 0	..
Maheno	118	426 13 4	..	36 0 0	113 6 3	..	..	..	..	Nicolson, John McN.	D1	HM	235 0 0	..
										Christie, Elizabeth G.	D1	AF	115 0 0	..
										Henderson, Eliz. O. ..	..	FPt4	60 0 0	..
										Wilson, Sarah ..	..	FPr1	20 0 0	..
Otepopo	81	400 0 0	..	27 10 0	4 0 0	..	..	..	..	Fleming, James ..	C1	HM	225 0 0	..
										Campbell, Jane ..	D2	AF	115 0 0	..
										Doak, Mary Frame ..	..	FPt4	60 0 0	..
Owaka	86	381 5 0	..	26 10 0	78 1 5	..	..	..	..	Chesney, Andrew ..	D1	HM	210 0 0	..
										McDiarmid, Norah G.	D4	AF	115 0 0	..
										White, David ..	..	MPt3	55 0 0	..
Sawyer's Bay ..	106	393 14 2	..	30 0 0	26 11 7	..	..	8 6 0	306 8 10	Finlay, Thomas A. ..	D1	HM	210 0 0	..
										Johnstone, Cecilia ..	E1	AF	115 0 0	..
										Kilgour, Jean ..	..	FPt4	55 0 0	..
Stirling	100	469 13 2	..	29 0 0	13 17 2	..	..	..	..	Jones, Herbert C. ..	B1	HM	250 0 0	..
										Tregoning, Mary ..	E1	AF	130 0 0	..
										Smith, Ethel Bayne ..	..	FPt2	35 0 0	..
										Bradfield, Mary Ann	..	FPr1	50 0 0	..
Totara	85	377 16 8	..	27 0 0	16 0 0	..	..	..	..	Reid, John	C1	HM	210 0 0	..
										Noone, Isabella ..	Lic.	AF	114 0 0	..
										Finlay, John ..	..	MPt3	55 0 0	..
Waitahuna	91	385 0 0	..	28 15 0	96 6 11	..	..	..	586 17 0	Patrick, John H. ..	E1	HM	225 0 0	..
										Harrison, Eliz. M. ..	D2	AF	115 0 0	..
										Lake, Alexander ..	..	MPt3	45 0 0	..
Wakari	119	400 8 4	..	34 0 0	55 11 2	..	..	..	14 11 1	Moir, James ..	D1	HM	235 0 0	..
										Christie, Jessie C. ..	D1	AF	115 0 0	..
										Kirk, Christina ..	..	FPt3	55 0 0	..

GRADE 6A.																									
Anderson's Bay ..	..	138	535	0	0	..		41	0	0	..		..	..	..	..		Jeffery, James ..	D1	HM	250	0	0	..
																		Gunn, Elizabeth J. ..	D1	AF	130	0	0	..
																		O'Shea, Eliza A. ..	D3	AF	100	0	0	..
																		Weir, Mary Olive ..	..	FPr2	55	0	0	..
Naseby D.H.S. ..	..	127	501	13	4	..		45	0	0	3	4	0	..	..	..		Jack, James A. ..	B1	HM	*240	0	0	..
																		Thomson, Jane H. ..	D1	AF	130	0	0	..
																		Hughes, Margaret G.	..	AF	90	0	0	..
																		Rowlands, Cicely ..	..	FPr1	50	0	0	..
																		Jennings, M. A., B.A.	B4	Sec.	..			..
Outram ..	..	108	527	10	0	..		31	0	0	80	16	6	..	..	..		Strong, William J. ..	D2	HM	250	0	0	..
																		Paterson, Jessie R. A.	D2	AF	130	0	0	..
																		Jackson, Mary Joan ..	D4	AF	90	0	0	..
																		Edgar, Mary Etta ..	..	FPr2	55	0	0	..
Roxburgh ..	..	157	602	10	0	..		42	0	0	88	12	4	..	..	..	85	5 0 Coutts, T. R. W., B.A.	B1	HM	250	0	0	..
																		Newlands, M.S.S., B.A.	B2	AF	120	0	0	..
																		Harrison, Char. G., B.A.	B4	AF	95	0	0	..
																		Ryan, Ruby Louisa ..	..	AF	90	0	0	..
																		Wix, Alice Mary ..	..	FPr2	55	0	0	..
St. Clair ..	..	134	501	13	4	..		40	0	0	27	16	8	..	..	..		Pope, Langley ..	C1	HM	250	0	0	..
																		Cooper, Isabella Orr ..	D1	AF	130	0	0	..
																		Thomas, Minnie A. ..	C3	AF	105	0	0	..
																		Inglis, Agnes ..	..	FPr1	20	0	0	..
Strath Taieri ..	..	121	484	3	4	..		38	0	0	30	7	0	..	..	..		Tindall, Arthur W. ..	C1	HM	240	0	0	..
																		Sim, Jane Cathcart ..	C3	AF	120	0	0	..
																		Marryatt, Ivy Annie ..	..	AF	90	0	0	..
																		McLeod, Catherine ..	..	FPr1	50	0	0	..
Waikouaiti ..	..	141	535	0	0	..		40	10	0	14	12	9	..	..	..		Bastings, William E.	B1	HM	250	0	0	..
																		Kirby, Christiana E. ..	D1	AF	130	0	0	..
																		Cairns, Jessie ..	E1	AF	100	0	0	..
GRADE 6B.																		Gow, Lizzie ..	..	FPr2	55	0	0	..
Ravensbourne ..	..	181	652	12	1	35	0 0	46	0	0	56	12	6	..	..	..		Grant, John Black ..	D1	HM	260	0	0	35
																		Roulston, James David	D3	AM	120	0	0	..
																		Mackenzie, Margaret	D1	AF	120	0	0	..
																		Hutton, Ella B. ..	C4	AF	100	0	0	..
																		Barton, Oke ..	..	MPr1	50	0	0	..
Tapanui D.H.S. ..	..	185	611	8	4	..		49	10	0	37	18	8	..	..	..		Mackie, William W. ..	C1	HM	*245	0	0	..
																		Todd, Beatrice E. O. ..	C3	AF	140	0	0	..
																		Grigor, Janet Panton	B2	AF	115	0	0	..
																		Turner, Beatrice E. ..	D5	AF	90	0	0	..
																		Quin, Myra	..	FPr1	20	0	0	..
GRADE 7A.																		Campbell, Eliza, M.A. ..	A2	Sec.	..			..
Alexandra ..	..	231	815	0	5	..		52	5	0	12	4	7	..	..	..		McLean, Alexander ..	C1	HM	275	0	0	..
																		Reilly, Louis Gilbert ..	D3	AM	190	0	0	..
																		Kyle, Eleanor ..	C2	AF	145	0	0	..
																		Broom, Lavinia Edith	..	AF	94	10	0	..
																		Dumsday, Marjorie G.	..	FPt3	45	0	0	..
																		McLay, Morton ..	..	MPt1	25	0	0	..
Kensington ..	..	182	845	7	6	40	0 0	45	3	0	118	0	6	..	..	4	0 0	Stewart, Peter G. ..	D1	HM	270	0	0	40
																		Burn, David W. M. ..	B2	AM	190	0	0	..
																		Farquharson, Eliz. ..	E1	AF	145	0	0	..
																		Aitchison, Louisa M.	E2	AF	115	0	0	..
																		Graham, Jane S. B. ..	D2	AF	100	0	0	..
																		Aitchison, Eliz. Daisy	..	FPr2	25	0	0	..
Lawrence D.H.S. ..	..	213	846	16	4	..		54	4	0	254	8	7	..	..	..		Robertson, John, B.A.	B1	HM	*270	0	0	..
																		Darton, Henry L. ..	D1	AM	256	6	6	..
																		Fowler, Jane B. ..	E1	AF	163	3	6	..
																		Dallaston, Naomi ..	..	AF	90	0	0	..
																		Nichols, Margareta ..	..	FPr2	25	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.*

Name of School. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year. Maintenance. Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Teachers' House Allowances.	Incidental Expenses of Schools.	School Buildings and Teachers' Residences. General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	Rebuilding Worn-out Schools and Teachers' Residences.	Rebuilding Schools destroyed by Fire.	Rent.	New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. Teachers on the Staff at the End of the Year.	Classification	Position in the School.	Annual Rates of Payment during Last Month of Year. For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
Grade 7A—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Moray Place (Dunedin)	246	893 1 10	40 0 0	56 6 0	490 9 8	..	..	..	..	Stewart, John Neil ..	C1	HM	315 0 0	40
										Martin, William ..	B3	AM	180 0 0	..
										Parr, Cuthbert ..	B5	AM	135 0 0	..
										Rodger, Agnes Walker	D1	AF	140 0 0	..
										Hodges, Bithia L. C. ..	D2	AF	95 0 0	..
Oamaru Middle ..	207	859 3 4	..	47 18 0	80 0 3	..	..	..	..	Earl, Edwin T., B.A. ..	B1	HM	285 0 0	..
										Menzies, James Kerr	D1	AM	180 0 0	..
										King, Mary	D1	AF	145 0 0	..
										Wilding, Mary Jane ..	E1	AF	125 0 0	..
										Kay, Margaret ..	D3	AF	100 0 0	..
										Swinard, Bertha ..	..	FPr1	20 0 0	..
Palmerston D.H.S. ..	246	844 11 8	..	58 18 0	50 13 2	..	..	..	..	Rutherford, J. R., M.A.	A1	HM	*270 0 0	..
										Newland, Edwin J. ..	D3	AM	190 0 0	..
										Heckler, Louisa A. ..	D2	AF	145 0 0	..
										Beckingsale, Lucy ..	B3	AF	110 0 0	..
										Bagley, Leith V. ..	C3	AF	95 0 0	..
										Bastings, Alma I. ..	..	FPr2	25 0 0	..
										Cox, Annie H., M.A. ..	A3	Sec.	..	..
Tokomairiro D.H.S. ..	266	862 0 8	..	63 8 0	24 9 9	..	..	..	..	Graham, Walter B. ..	C1	HM	*295 0 0	..
										Hoggans, Alexander ..	D2	AM	180 0 0	..
										McLaren, Mary ..	E1	AF	145 0 0	..
										Nelson, Jessie R. ..	D1	AF	125 0 0	..
										Grey, Eva Ellen ..	..	FPt4	55 0 0	..
										Currie, Isabella Todd	..	FPt4	60 0 0	..
										Ferguson, A. J., M.A.	B1	Sec.	..	..
Grade 7B.														
Maori Hill	293	908 6 8	40 0 0	63 7 0	72 0 2	..	..	..	..	Fitzgerald, John A ..	D1	HM	280 0 0	40
										Borrie, John Arthur ..	D3	AM	190 0 0	..
										Andrew, Kate ..	D1	AF	145 0 0	..
										Brown, Jane Kath. ..	D2	AF	115 0 0	..
										Valentine, Winifred A.	D3	AF	100 0 0	..
										Scrymgeour, David ..	..	MPt3	45 0 0	..
										Brunton, Annie ..	..	FPr1	50 0 0	..
Mosgiel D.H.S. ..	323	888 6 8	..	73 9 3	14 5 8	..	..	..	69 3 0	Moir, John H., B.A. ..	B1	HM	*275 0 0	..
										Graham, Geo. P., B.A.	B1	AM	190 0 0	..
										Scott, Mary ..	D1	AF	145 0 0	..
										Hogg, Sarah Jane ..	D2	AF	105 0 0	..

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LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued*.

OTAGO—*continued*.

NAME OF SCHOOL. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year. — Maintenance. — Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Maintenance. — Teachers' House Allowances.	Maintenance. — Incidental Expenses of Schools.	School Buildings and Teachers' Residences. — General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	School Buildings and Teachers' Residences. — Rebuilding Worn-out Schools and Teachers' Residences.	School Buildings and Teachers' Residences. — Rebuilding Schools destroyed by Fire.	School Buildings and Teachers' Residences. — Rent.	School Buildings and Teachers' Residences. — New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. — Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	Annual Rates of Payment during Last Month of Year. — For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
GRADE 8B—*continued*.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Oamaru North ..	361	1,189 3 4	..	73 8 0	86 1 7	..	..	..	..	Barrett, Richard J. ..	C1	HM	315 0 0	..
										Service, William A. ..	D2	AM	220 0 0	..
										Thompson, Alicia M.	D1	AF	160 0 0	..
										Wade, Robert Hunter	B5	AM	135 0 0	..
										Kibblewhite, Kate E.	C3	AF	120 0 0	..
										White, Dora ..	C3	AF	90 0 0	..
										Edwards, Isabella ..	C4	AF	90 0 0	..
										Jones, Eliza Jane ..	..	FPt2	35 0 0	..
										Ongley, Dorothea ..	..	FPr1	20 0 0	..
Port Chalmers D.H.S.	401	1,290 13 2	..	83 4 4	92 14 2	..	..	..	..	Booth, George F., B.A.	B1	HM	*320 0 0	..
										Gray, James H., B.A.	B1	AM	240 0 0	..
										Kaye, William T. O. ..	C3	AM	150 0 0	..
										Orkney, Eva Marion ..	C1	AF	151 0 0	..
										Murray, Hannah B. ..	E1	AF	130 0 0	..
										McCallum, Maria M.	D2	AF	115 0 0	..
										Bott, Amelia ..	E2	AF	100 0 0	..
										Crawford, Elsie Jane	..	FPt3	55 0 0	..
										Hubbard, Ivan B. ..	..	MPr2	25 0 0	..
										Sinclair, Agnes ..	C3	Sec.	..	..
GRADE 8C.														
Arthur Street (Dunedin)	435	1,417 10 0	..	83 1 2	58 9 6	..	..	..	..	Chapman, John H. ..	D1	HM	340 0 0	..
										Begg, Thomas ..	D1	AM	215 0 0	..
										Davidson, Andrew ..	D2	AM	175 0 0	..
										Sheriff, Eliza Grant ..	C1	AF	150 0 0	..
										Ritchie, Thomas R. ..	D4	AM	135 0 0	..
										Pilkington, Jane ..	D2	AF	90 0 0	..
										Orkney, Daisy Mary ..	D2	AF	105 0 0	..
										Hopcraft, Flora L. ..	D2	AF	105 0 0	..
										Thomson, Arthur A. ..	..	MPt3	45 0 0	..
										Bodkin, Evelyn ..	..	FPt3	55 0 0	..
Mornington	437	1,439 16 8	..	81 6 2	75 19 6	..	..	..	..	Davidson, William ..	D1	HM	320 0 0	..
										Mathews, Alfred ..	C1	AM	225 0 0	..
										Urquhart, H. R., B.A.	B2	AM	160 0 0	..
										McIntosh, Janet ..	E1	AF	150 0 0	..
										Paterson, Jessie ..	C2	AF	120 0 0	..
										Calder, Elizabeth M. ..	D2	AF	115 0 0	..

																	Wilson, Jessie Banks	C3	AF	100	0 0 ..
																	Allan, Janet ..	D3	AF	90	0 0 ..
																	Mackisack, Eleanor W.	C3	AF	100	0 0 ..
																	Smith, Grace M. ..	..	FPr1	50	0 0 ..
																	Hall, Harold Chelsea..	..	MPr2	25	0 0 ..
GRADE 9A.																					
George Street (Dunedin)	507	1,605	16	8	50	0	0	89	14	4	197	15	3	..	..	..	..	Patterson, T. A., B.A.	B1	HM	340	0 0 50
																	Bell, Cecil Fred. J. ..	C1	AM	245	0 0 ..
																	McPhee, John H. A. ..	B1	AM	190	0 0 ..
																	Turnbull, Isabella ..	D1	AF	165	0 0 ..
																	Thomson, Magnus ..	D2	AM	155	0 0 ..
																	Campbell, V. H. D. ..	E1	AF	130	0 0 ..
																	Luscombe, Blanche ..	D1	AF	130	0 0 ..
																	Ford, Margaret O. T.	C4	AF	90	0 0 ..
																	Rishworth, Margt. R.	..	FPt3	45	0 0 ..
																	Fraser, Olga ..	..	FPt1	45	0 0 ..
																	Carey, Vera Blanche..	..	FPr2	25	0 0 ..
																	Stevenson, Coila R. ..	..	FPt3	45	0 0 ..
High Street (Dunedin)	496	1,599	11	2	..			89	15	7	325	16	11	..	..	..	..	Smith, James W. ..	C1	HM	350	0 0 ..
																	Robertson, John A. ..	C1	AM	250	0 0 ..
																	Davis, Thomas B. ..	C3	AM	180	0 0 ..
																	Anderson, Annie C. ..	E1	AF	165	0 0 ..
																	Partridge, Ernest ..	D4	AM	135	0 0 ..
																	Tayler, Mabel A. ..	D2	AF	130	0 0 ..
																	Sullivan, Lily, M.A. ..	B2	AF	120	0 0 ..
																	Farnie, Grace M. ..	D2	AF	100	0 0 ..
																	Bayley, Stella ..	..	FPt4	55	0 0 ..
																	McMullan, John J. M.	..	MPt3	45	0 0 ..
																	Mackisack, Kath. E...	..	FPt3	45	0 0 ..
North-east Valley ..	526	1,614	2	6	..			92	8	1	425	2	10	..	..	..	..	Flamank, Oscar Davis	C1	HM	340	0 0 ..
																	Rawlinson, Chas. C...	C1	AM	250	0 0 ..
																	Kennedy, Alex. S. ..	C2	AM	180	0 0 ..
																	Andrew, Alice Mary ..	D1	AF	155	0 0 ..
																	Arnold, Cuthbert F. ..	..	AM	121	10 0 ..
																	Paterson, Elizabeth S.	D2	AF	130	0 0 ..
																	Jones, Florence Alice .	D2	AF	120	0 0 ..
																	McCallum, Louisa M.	C2	AF	95	0 0 ..
																	Colquhoun, Mary H. ..	C3	AF	90	0 0 ..
																	Blair, Gertrude Lois ..	C3	AF	105	0 0 ..
																	George, William K. ..	..	MPt4	50	0 0 ..
																	Green, Jessie Agnes ..	..	FPr2	25	0 0 ..
GRADE 9B.																					
Normal School and Model School (at Training College)	507	1,689	7	6	..			184	9	1	283	12	3	..	..	..	64	7	4	Pinder, Edward, M.A.	A1	HM	375	0 0 ..
																				McMillan, Hugh ..	D1	AM	280	0 0 ..
																				Maxwell, Jessie ..	D1	AF	245	0 0 ..
																				Ironside, John ..	C2	AM	215	0 0 ..
																				McMillan, Mary S. ..	E1	AF	190	0 0 ..
																				Stevens, Emma ..	D1	AF	160	0 0 ..
																				Scott, Marjory T. ..	D1	AF	120	0 0 ..
																				Campbell, Jessie ..	D2	AF	100	0 0 ..
																				Alexander, Ann C. ..	D2	AF	125	0 0 ..
																				Greaves, Alice ..	D2	AF	120	0 0 ..
																				Moore, John A., B.A...	B2	Sec.	..	..
																				Kenyon, Helen M., B.A	B3	Sec.	..	..
																				Stewart, David ..	C1	M	250	0 0 ..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued*.

OTAGO—*continued*.

NAME OF SCHOOL. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year.								Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
		Maintenance.			School Buildings and Teachers' Residences.									
		Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Teachers' House Allowances.	Incidental Expenses of Schools.	General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	Rebuilding Worn-out Schools and Teachers' Residences.	Rebuilding Schools destroyed by Fire.	Rent.	New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
GRADE 9B—*continued*.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Kaikorai	507	1,779 3 4	..	91 10 0	706 13 2	..	..	..	..	Allnutt, William C. ..	D1	HM	370 0 0	..
										Matheson, John ..	D1	AM	240 0 0	..
										Kelk, Henry P. ..	D1	AM	200 0 0	..
										McEwan, Mary ..	E1	AF	180 0 0	..
										Murphy, Frank G. ..	D3	AM	165 0 0	..
										Dow, Annie Cecilia ..	D2	AF	125 0 0	..
										Callender, Mary ..	E1	AF	130 0 0	..
										Reid, Wilhelmina R.	D2	AF	100 0 0	..
										Darling, Rose ..	D3	AF	105 0 0	..
										Littlejohn, Elsie S. ..	..	FPt4	60 0 0	..
										Sawell, Robert G. A.	..	MPt4	55 0 0	..
										Alloo, Arthur Wm. ..	..	MPt3	45 0 0	..
GRADE 9C.														
Caversham	602	1,814 13 7	41 13 4	103 2 6	112 19 4	..	..	..	..	Hardy, James Wm. ..	B1	HM	340 0 0	50
										Wilson, Robert ..	D1	AM	250 0 0	..
										Renton, William ..	B2	AM	180 0 0	..
										Donald, Elizabeth L.	E1	AF	170 0 0	..
										Robinson, Arthur H...	C4	AM	135 0 0	..
										Ross, Annie Murray ..	D1	AF	135 0 0	..
										McPherson, Gert. C...	D1	AF	130 0 0	..
										Low, Jessie ..	D1	AF	105 0 0	..
										McGregor, Isabella ..	D2	AF	100 0 0	..
										Walton, Margt. A. S.	C2	AF	100 0 0	..
										McNeill, William ..	..	MPt4	55 0 0	..
										Taylor, Helen ..	..	FPt4	55 0 0	..
										Macdonald, Linda ..	..	FPr2	25 0 0	..
GRADE 10A.														
Albany Street (Dunedin)	701	2,303 15 0	50 0 0	116 9 4	27 14 9	..	..	..	..	Rennie, J., B.A., B.Sc.	B1	HM	380 0 0	50
										McLaren, William ..	D1	AM	280 0 0	..
										Phillips, William ..	B1	AM	220 0 0	..
										Little, Caroline Eliza	D1	AF	185 0 0	..
										Burns, William G. ..	D2	AM	165 0 0	..
										Fowler, Lillias A. ..	E1	AF	160 0 0	..
										Given, Jessie Isabel ..	D1	AF	160 0 0	..
										Livingstone, Catherine	D1	AF	130 0 0	..
										Crawley, Janet Lucy	D2	AF	130 0 0	..
										Meston, Jane M. ..	C3	AF	100 0 0	..
										Nicolson, Mrs. Ada ..	D3	AF	90 0 0	..

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LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

SOUTHLAND—*continued.*

NAME OF SCHOOL. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year. — Maintenance. — Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Maintenance. — Teachers' House Allowances.	Maintenance. — Incidental Expenses of Schools.	School Buildings and Teachers' Residences. — General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	School Buildings and Teachers' Residences. — Rebuilding Worn-out Schools and Teachers' Residences.	School Buildings and Teachers' Residences. — Rebuilding Schools destroyed by Fire.	School Buildings and Teachers' Residences. — Rent.	School Buildings and Teachers' Residences. — New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. — Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	Annual Rates of Payment during Last Month of Year. — For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
GRADE 1—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Gibbston	14	90 0 0	..	6 15 0	..	..	..	..	..	Kinross, Andrew	..	M	90 0 0	..
Greenvale	10	90 0 0	..	5 15 0	3 18 3	..	..	..	..	Griffiths, Georgina	..	F	90 0 0	..
Hamilton Burn	14	86 12 3	9 12 5	6 7 6	15 15 0	..	..	..	..	Galt, Herbert	..	M	90 0 0	10
Holmesdale	11	93 12 7	10 0 0	5 5 0	..	..	..	..	..	McDonald, Flossy	..	F	90 0 0	10
Mokoreta	10	90 0 0	..	5 12 6	..	..	..	..	..	Potts, Jane H.	..	F	90 0 0	..
Morton Mains Siding	11	9 18 0	..	..	..	..	..	..	..	Brown, Isabella	..	F	90 0 0	10
New River Ferry	14	108 0 0	10 0 0	7 5 0	..	..	..	..	..	Boyce, May	..	F	108 0 0	10
Pine Bush	14	90 0 0	..	6 7 6	1 1 4	..	..	..	..	McGlashan, Peter	..	M	90 0 0	..
Pyramid Siding	12	90 0 0	..	5 10 0	40 2 0	..	..	..	..	Orr, Margaret F. M.	..	F	90 0 0	..
Quarry Hills and Waikawa Valley	16	108 0 0	10 0 0	8 2 6	51 14 6	..	..	..	..	Barker, Robert C.	..	M	108 0 0	10
Ruapuke	9	82 16 1	..	3 6 3	..	..	..	..	..	Macdonald, John	..	M	90 0 0	..
Sandstone	15	104 14 0	0 16 8	7 15 0	..	..	..	..	65 10 0	Stephens, Miriam	..	F	90 0 0	..
Springbank	8	79 5 0	..	5 0 0	..	..	..	..	..	Walker, David G.	..	M	90 0 0	..
The Neck	11	90 0 0	..	5 7 6	44 11 4	..	..	..	..	Spencer, Rebecca	..	F	90 0 0	..
Titipua	12	87 15 0	9 15 0	6 5 0	..	..	..	..	..	Higgins, George E.	..	M	90 0 0	10
Waimumu	18	94 10 0	..	7 17 6	2 0 0	..	..	..	..	Barber, Ada	..	F	90 0 0	..
Wairaki	11	82 3 8	9 2 7	5 10 0	0 15 0	..	..	20 0 0	..	Cameron, George	..	M	90 0 0	10
Wairekiki	17	90 0 0	..	7 15 0	..	..	..	..	..	Peters, Ann S.	..	F	90 0 0	..
Waituna	13	90 0 0	..	6 0 0	..	..	..	..	..	Chisholm, Annabelle	..	F	90 0 0	..
Wendon Valley	12	90 0 0	..	6 0 0	..	..	..	..	..	Ross, Grace	..	F	90 0 0	..
GRADE 2.														
Ardlussa	21	116 13 4	..	9 12 6	4 15 0	..	..	..	..	Rowe, Alfred C.	Lic.	M	118 15 0	..
Awarua Plains	10	118 15 0	..	4 17 6	3 0 0	..	..	..	..	McArthur, Grace	Lic.	F	118 15 0	..
Benio	21	108 0 0	13 15 0	9 17 6	..	..	..	..	213 2 0	Johnston, George A.	..	M	108 0 0	..
Benmore	14	118 0 0	15 0 0	7 7 6	1 0 9	..	..	..	..	Garrey, Phœbe	D4	F	120 0 0	15
Cardrona	13	126 0 0	..	7 2 6	..	..	..	..	..	Barker, Caroline	..	F	126 0 0	..
Chatton	20	111 1 8	..	9 2 6	2 17 0	..	..	..	..	Williams, Emma	D1	F	120 0 0	..
Dacre	19	112 10 0	15 0 0	9 2 6	..	..	..	..	..	Maider, Sophia	..	F	112 10 0	15
Eastern Bush	19	115 2 2	..	9 15 0	..	..	..	..	..	Mehaffey, William G.	..	M	108 0 0	..
Ferndale	15	120 0 0	15 0 0	7 7 6	..	..	..	..	..	Beilby, George H.	C5	M	120 0 0	15
Flint's Bush	17	118 11 8	..	8 12 6	30 12 7	..	..	..	..	Simpson, Henry G.	D4	M	120 0 0	..
Forest Hill, South	15	113 12 3	..	8 2 6	3 14 0	..	..	..	..	Orr, Marion	..	F	108 0 0	..
Forest Vale	16	126 0 0	15 0 0	7 5 0	..	..	..	..	..	Dallas, Isabella	..	F	126 0 0	15
Glenorchy	21	117 0 0	15 0 0	9 12 6	..	..	..	..	..	Golden, Agnes	..	F	117 0 0	15
Grove Bush	27	128 6 8	..	10 0 0	..	..	..	..	..	McKenzie, Alexander	Lic.	M	133 0 0	..
Haldane	18	112 10 0	..	8 10 0	2 10 0	..	..	..	..	Lopdell, James	..	M	112 10 0	..

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List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

SOUTHLAND—*continued.*

Name of School. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year. — Maintenance. — Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Maintenance. — Teachers' House Allowances.	Maintenance. — Incidental Expenses of Schools.	School Buildings and Teachers' Residences. — General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	School Buildings and Teachers' Residences. — Rebuilding Worn-out Schools and Teachers' Residences.	School Buildings and Teachers' Residences. — Rebuilding Schools destroyed by Fire.	School Buildings and Teachers' Residences. — Rent.	School Buildings and Teachers' Residences. — New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. — Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	Annual Rates of Payment during Last Month of Year. — For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Grade 3—*continued.*														
Wairio	24	170 0 0	..	10 5 2	1 3 9	..	..	..	..	McDonald, Christina	E2	F	170 0 0	..
Wild Bush	37	153 4 3	..	11 9 8	20 12 3	..	..	..	..	Griffiths, George F. ..	D5	M	150 0 0	..
Wyndham South ..	34	137 11 0	..	11 7 11	10 3 10	..	..	..	..	White, James ..	D5	M	135 0 0	..
Grade 4.														
Aparima	35	280 0 0	..	12 4 6	..	..	..	..	..	McInman, Emily ..	D3	HF	190 0 0	..
										Hamilton, Lilla R. ..	..	AF	90 0 0	..
Athol	44	255 0 0	..	12 18 7	4 10 0	..	..	..	..	Gilfeidder, Thomas ..	D3	HM	180 0 0	..
										McKenzie, Agnes ..	..	AF	90 0 0	..
Balfour	75	375 0 0	..	19 14 2	86 2 4	..	..	..	..	Learmonth, Robert ..	D1	HM	215 0 0	..
										Gordon, Elizabeth ..	C2	AF	105 0 0	..
										Fraser, Mary E. ..	..	FPr2	55 0 0	..
Brydone	38	280 0 0	..	12 15 1	6 0 0	..	..	..	..	Kelly, Thomas ..	D2	HM	190 0 0	..
										Daplyn, Clarissa ..	..	AF	90 0 0	..
Clifton	62	295 0 0	..	16 6 9	..	..	..	..	..	Robertson, George E.	C1	HM	195 0 0	..
										Hannan, Cecilia ..	E3	AF	100 0 0	..
Dipton	44	294 14 1	..	13 5 7	..	..	..	..	..	Millar, William ..	E2	HM	205 0 0	..
										McKenzie, Nellie ..	..	AF	90 0 0	..
Drummond	62	354 10 0	..	16 9 5	1 16 1	..	..	..	..	Sproat, William ..	D1	HM	205 0 0	..
										Murray, Jessie E. ..	..	AF	94 10 0	..
										Irwin, Mary ..	..	FPr2	55 0 0	..
Fairfax	42	282 18 4	..	13 5 6	1 11 6	..	..	..	..	Meek, Ada M. ..	E2	HF	190 0 0	..
										Saunders, Mary ..	D5	AF	95 0 0	..
Forest Hill North ..	42	280 0 0	..	12 19 5	..	..	..	..	..	Cameron, Jessie ..	D3	HF	190 0 0	..
										Hayward, Myrtle ..	..	AF	90 0 0	..
Garston	39	280 0 0	..	12 15 1	4 4 7	..	..	..	120 0 0	Lea, William ..	E2	HM	190 0 0	..
										Herlihy, Mary ..	..	AF	90 0 0	..
Greenhills	47	280 0 0	..	13 14 4	2 6 7	..	..	..	..	Ward, Agnes ..	D3	HF	190 0 0	..
										Mackay, Jessie ..	..	AF	90 0 0	..
Gummie's Bush ..	54	285 0 0	..	14 14 5	..	..	..	..	..	Carnahan, Jessie ..	E1	HF	190 0 0	..
										Cavell, Marion ..	D4	AF	95 0 0	..
Half-moon Bay ..	29	257 15 0	23 9 5	11 14 11	32 9 5	..	..	..	..	Smith, Frances H. ..	D3	HF	180 0 0	25
										Simon, Maria E. D. ..	..	AF	90 0 0	..
Knapdale	41	275 0 0	..	12 14 2	2 5 0	..	..	..	..	Fraser, Robert ..	D2	HM	185 0 0	..
										Peters, Mary ..	..	AF	90 0 0	..
Limehills	62	325 19 9	..	17 1 9	8 14 6	..	..	..	..	Murray, Henry E. ..	D1	HM	205 0 0	..
										Swap, Josephine ..	..	AF	90 0 0	..
										McClymont, Grace ..	..	FPt2	25 0 0	..

| | | |

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued*.

SOUTHLAND—*continued*.

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(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
GRADE 5—*continued*.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Riversdale	73	347 16 8	..	18 16 8	20 11 10	..	..	..	..	Sutherland, Fredk. R.	D1	HM	235 0 0	..
										Hunter, Elizabeth ..	..	AF	94 10 0	..
Waikaia	123	414 5 8	..	25 13 2	2 0 4	..	..	..	..	Steadman, David D. ..	C1	HM	235 0 0	..
										Duncan, Jane ..	..	AF	94 10 0	..
										Sproat, Hugh G. ..	..	MPt3	45 0 0	..
										Taylor, M.	..	FPr1	50 0 0	..
Waikiwi	106	396 13 4	..	24 13 0	5 16 8	..	..	..	..	Greig, David M. ..	C1	HM	235 0 0	..
										Hardie, Margaret ..	E2	AF	115 0 0	..
										Edginton, Elizabeth ..	..	FPt2	35 0 0	..
Woodlands	96	394 11 1	..	22 11 1	..	..	..	..	..	Donald, James ..	C1	HM	215 0 0	..
										Wallace, Elizabeth ..	..	AF	94 10 0	..
										Milne, Alexander ..	..	MPr1	20 0 0	..
GRADE 6A.										Nuttall, Elsie .	..	FPt3	55 0 0	..
Nightcaps	121	458 8 4	..	27 14 4	..	..	..	..	..	Gray, John	D1	HM	240 0 0	..
										Wright, Bridget ..	..	AF	108 0 0	..
										Ritchie, Christina ..	..	FPt5	60 0 0	..
										Langford, Katherine A.	..	FPt3	55 0 0	..
Otautau	173	580 10 0	..	35 4 9	6 3 8	..	..	..	..	McNeil, Angus ..	A1	HM	250 0 0	..
										Daplyn, Rosina ..	B4	AF	125 0 0	..
										Donnan, Mary ..	C3	AF	120 0 0	..
										McIntyre, Hugh ..	..	AM	90 0 0	..
										King, Emily ..	..	FPr2	25 0 0	..
Tisbury	125	480 0 0	35 0 0	29 5 10	8 8 4	..	..	..	..	Hamilton, Martha ..	D1	HF	250 0 0	35
										Macdonald, Sarah ..	E2	AF	130 0 0	..
										Stobo, James ..	..	MPt4	55 0 0	..
										Agnew, George ..	..	MPt3	45 0 0	..
Wyndham	143	476 13 4	..	30 15 7	19 16 5	..	.	..	237 17 0	Golding, Jabez ..	D2	HM	250 0 0	..
										Hamilton, Margaret ..	E1	AF	120 0 0	..
										Cosgriff, Margaret ..	..	FPt5	60 0 0	..
										McLauchlan, Margaret ..	..	FPt3	45 0 0	..
GRADE 6B.														
East Gore	200	641 0 0	..	40 1 1	1 11 6	..	..	..	..	Gilchrist, William ..	C1	HM	260 0 0	..
										Salmond, Mary ..	C3	AF	140 0 0	..
										Kennedy, Mary Jane ..	C2	AF	130 0 0	..
										Robertson, Harriet ..	C3	AF	100 0 0	..
North Invercargill ..	184	630 0 0	..	36 3 2	42 9 0	..	..	27 6 0	75 0 0	Inglis, Alexander ..	A1	HM	250 0 0	..
										Hardie, Mary ..	E1	AF	130 0 0	..
										Dale, Annabella S. ..	C4	AF	120 0 0	..
										Fraser, Elizabeth ..	..	FPt4	60 0 0	..
										Gilchrist, Norman ..	..	MPt4	55 0 0	..
										Harper, Mary ..	..	FPr2	25 0 0	..

Orepuki	155	633	0	0	..	84	2	1	117	0	9	..	..	37	8	0	240	0	0	Young, Henry P. ..	D1	HM	260	0	0	..
																				Traynor, Mary ..	..	AF	108	0	0	..
																				Barron, Isabella F. ..	D4	AF	120	0	0	..
																				Hall, Norman ..	..	AM	90	0	0	..
																				Fletcher, George ..	..	MPr2	55	0	0	..
Waihopai	185	612	8	3	..	36	4	11	..			..	..	..			50	0	0	McNeill, Duncan ..	B1	HM	260	0	0	..
																				Perrin, Margaret ..	B1	AF	140	0	0	..
																				Baird, Mary ..	C3	AF	120	0	0	..
																				Baird, Thomas ..	..	MPt3	45	0	0	..
																				Gray, Evelyn ..	..	FPt3	45	0	0	..
Winton	183	601	16	11	..	36	17	2	..			..	..	..			..			McKillop, David ..	C1	HM	245	0	0	..
																				Blathwayt, Murray ..	..	AM	126	0	0	..
																				McKenzie, Mary S. ..	D2	AF	130	0	0	..
																				Cody, George ..	..	MPt3	55	0	0	..
																				Gallagher, Mary ..	..	FPt3	55	0	0	..
GRADE 7A.																									
Riverton D.H.S. ..	238	830	0	0	..	48	3	10	142	5		..	..	31	11	4	1,184	0	10	Hewat, Ebenezer C. ..	B1	HM	*280	0	0	..
																				Acheson, Catherine E.	D2	AF	190	0	0	..
																				Ash, Eva M. ..	D2	AF	145	0	0	..
																				Lucas, Evelyn M. ..	D3	AF	115	0	0	..
																				Crawford, Robert ..	..	MPt3	55	0	0	..
																				Thomson, Marie M. ..	..	FPt3	45	0	0	..
																				Hamilton, Janet A. ..	D2	Sec.	..			..
GRADE 7B.																									
Bluff	276	916	15	5	..	53	15	9	9	15	0	..	..	..			..			Young, Andrew ..	E1	HM	285	0	0	..
																				Smith, Edward ..	D2	AM	190	0	0	..
																				Todd, Eliza ..	D2	AF	145	0	0	..
																				McLeod, Catherine ..	D3	AF	125	0	0	..
																				Miller, John ..	..	AF	90	0	0	..
																				Long, Gladys ..	..	FPt2	35	0	0	..
																				Welsh, Annie ..	..	FPr1	50	0	0	..
Invercargill Park ..	272	919	8	9	..	53	9	1	..			..	..	..			..			Hain, James ..	D1	HM	285	0	0	..
																				Nicoll, Jessie ..	..	AF	162	0	0	..
																				Drybugh, Isabella ..	E1	AF	145	0	0	..
																				Harkness, Jessie ..	D3	AF	125	0	0	..
																				Garmson, Jean ..	..	FPt4	55	0	0	..
																				Wyeth, Nora ..	..	FPt2	50	0	0	..
																				Sutherland, Ruby ..	..	FPt3	55	0	0	..
																				Stevenson, Lily ..	..	FPr1	20	0	0	..
GRADE 8A.																									
Mataura	301	1,091	5	11	45	0	0	59	5	5	0	14	0	..	..		150	0	0	Macandrew, William ..	D1	HM	310	0	0	45
																				Evison, John C. ..	D1	AM	210	0	0	..
																				Fowler, Lilian E. ..	D1	AF	150	0	0	..
																				Brown, Caroline F. ..	..	AF	121	10	0	..
																				Rae, Elizabeth ..	D4	AF	120	0	0	..
																				Mabson, Maud ..	..	FPt3	55	0	0	..
																				Cockroft, Eric A. P. ..	..	MPt4	60	0	0	..
																				Winning, Elizabeth ..	..	FPt3	45	0	0	..
																				Bogue, Margaret ..	..	FPr1	50	0	0	..
GRADE 8C.																									
Gore	371	1,588	16	2	..	73	17	5	230	19	6	..	..	..			..			Golding, Jonathan ..	B1	HM	370	0	0	..
																				Grenfell, Alfred F. ..	D1	AM	250	0	0	..
																				Howes, Edith A. ..	D1	AF	190	0	0	..
																				Wilson, Elizabeth M.	D2	AF	160	0	0	..
																				Lyttle, Albert D. J. ..	D4	AM	145	0	0	..
																				Stenhouse, Christina	D3	AF	130	0	0	..
																				Miller, Jessie R. ..	D3	AF	140	0	0	..
																				Steel, Christina E. ..	..	FPt3	45	0	0	..
																				Hamilton, Violet ..	..	FPt3	55	0	0	..
																				Ryan, Sarah C. ..	..	FPt2	50	0	0	..
																				Calder, Walter ..	..	MPt2	35	0	0	..
																				McKenzie, E. V. M. ..	..	FPr1	20	0	0	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued*.

SOUTHLAND—*continued*.

NAME OF SCHOOL. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1910	Expenditure for the Year.								Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
		Maintenance.			School Buildings and Teachers' Residences.									
		Teachers' Salaries, including Pupil-teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Teachers' House Allowances.	Incidental Expenses of Schools.	General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	Rebuilding Worn-out Schools and Teachers' Residences.	Rebuilding Schools destroyed by Fire.	Rent.	New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	For Salary, including Lodging-allowances to Pupil-teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
GRADE 9B.														
Invercargill Middle ..	515	1,685 10 11	..	98 7 1	81 18 4	..	..	..	..	Mehaffey, William G.	D1	HM	350 0 0	..
										Greig, Alexander ..	C2	AM	250 0 0	..
										Birss, Hellen L. ..	D1	AF	190 0 0	..
										Rae, Duncan ..	D4	AM	150 0 0	..
										Lopdell, Frank ..	..	AM	121 10 0	..
										Thomson, Annie ..	E2	AF	130 0 0	..
										Dundas, Jessie ..	D2	AF	130 0 0	..
										Harrington, Ethel ..	D4	AF	95 0 0	..
										Howie, Helen M. ..	..	FPt3	45 0 0	..
										McHutcheson, Monica	..	FPt4	55 0 0	..
										Browne, Mary A. ..	..	FPt2	50 0 0	..
										Tapper, Robert ..	..	MPt3	55 0 0	..
GRADE 10B.										Dewe, Mabel ..	..	FPt1	25 0 0	..
Invercargill South ..	687	2,267 13 1	..	126 14 0	6 12 6	..	..	..	..	Webber, Edmund ..	C1	HM	380 0 0	..
										Bain, Andrew ..	C2	AM	280 0 0	..
										McLeod, Caroline ..	B1	AF	220 0 0	..
										Sebo, William H. ..	E1	AM	190 0 0	..
										Prichard, Herbert D. ..	D4	AM	165 0 0	..
										Joyce, Lucy J. ..	E1	AF	160 0 0	..
										Bellamy, Elizabeth ..	D1	AF	160 0 0	..
										Ramsay, Wilhelmina	D2	AF	130 0 0	..
										Murray, Irene J. ..	C4	AF	120 0 0	..
										Yardley, Agnes ..	..	AF	90 0 0	..
										Hall, Andrew ..	..	AM	90 0 0	..
										McKie, Lillie ..	..	FPt5	55 0 0	..
										Burt, John M. ..	..	MPt4	55 0 0	..
										Sproat, Olive ..	..	FPt3	60 0 0	..
Expenditure on schools not open in December, 1910—										Keenan, Mary E. ..	..	FPt3	55 0 0	..
										Pay, William ..	..	MPt3	45 0 0	..
										Petrie, Arnold J. ..	..	MPt3	45 0 0	..
Birchwood	..	12 11 1	..	..	3 10 1	..	..	..	..	..	..	..	..	..
Redan	..	..	..	..	48 0 11	..	..	..	..	..	..	..	..	..
Expenditure not classified—														
Plans: Supervision and fees	..	..	..	..	626 8 0	..	..	..	..	..	..	..	..	..
Furniture and appliances	..	..	..	..	797 7 9	..	..	..	..	..	..	..	..	.
Advertising tenders..	..	..	..	..	35 10 0	..	..	..	..	..	..	..	..	..
Freights and railages	..	..	..	..	110 6 11	..	..	..	..	..	..	..	..	..
Insurance of employees	..	..	..	..	10 0 0	..	..	..	..	..	..	..	..	..
Refund	..	..	..	..	1 10 0	..	..	..	..	..	..	..	..	..
	..	41,333 19 2	502 5 4	2,431 9 10	3,507 9 6	505 0 0	300 0 0	183 12 5	2,774 9 10	..	..	..	41,408 0 0	480

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