1913.

NEW ZEALAND

EDUCATION:

PRIMARY EDUCATION.

[In continuation of E.–2, 1912.]

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

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I.—EXTRACT FROM THE THIRTY-SIXTH ANNUAL REPORT OF THE MINISTER OF EDUCATION.

PRIMARY EDUCATION.

Number of Public Schools.

The number of public schools open at the end of 1912 was 2,214, as against 2,166 for the year 1911. Thus there is an increase of 48.

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 1912 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 has increased since 1911 from 555 to 559. There has likewise been a marked increase in schools with an average attendance of 16 to 80—1,268 as compared with 1,225. Taking all the schools with not more than 80 in average attendance, we find an increase of 47 in the number of schools. Of schools with an average attendance of over 80 the number has increased by 1—387 as against 386. It will thus be seen that the total increase (48) has taken place almost entirely in the rural schools with one or two teachers only.

Schools with an average of 35 or under are sole-teacher schools. On referring to Table A it will be seen that there were 1,343 such schools. But, as already stated, schools are in some cases maintained in a higher grade than their average attendance would appear to warrant, while on the other hand a number of schools in charge of sole teachers at the beginning of the year had so risen in attendance as to be entitled to assistant teachers before the end of the year. Thus in Grade IV there were, in 1912, 26 schools the average attendance of which did not warrant the appointment of an assistant teacher, but in Grade III 9 schools had the services of an assistant teacher. There were therefore altogether 1,360 schools in 1912 in charge of sole teachers, an increase of 24 over last year. In other words, in 1912 sole-teacher schools formed 61·4 per cent. of the total number of public schools in the Dominion. The aggregate average attendance at these sole-teacher schools in 1911 was 24,759, or 17·1 per cent. of the total average attendance of the Dominion; in 1912 the aggregate was 24,113, or 16·4 per cent. The average per school was 17·7, or 23·2 omitting schools below 16 in average attendance.

The number of schools with two or more teachers was, in 1911, 830. In 1912 the number was 854, an increase of 24. Of these schools there were, in 1911, 31 with an average attendance exceeding 600, and 35 in 1912.

During the year 1912 85 schools were closed. Several of these schools, although reckoned as closed in their original form, were reopened in another: in some cases two schools were amalgamated: in some, half-time schools became separate full-

time schools; and so on. Including such reopened schools, the total number of schools opened during the year was 133. The following list shows the number of schools opened and closed in each of the various education districts:—

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	38	60	22	..
Taranaki	4	3	..	1
Wanganui	3	8	5	..
Wellington	9	3	..	6
Hawke's Bay	8	14	6	..
Marlborough	7	11	4	..
Nelson	7	6	..	1
Grey	2	3	1	..
Westland	2	..	..	2
North Canterbury ..	..	6	6	..
South Canterbury ..	1	1	..	..
Otago	3	10	7	..
Southland	1	8	7	..
	85	133		
		85		
Increase (1912) ..	..	48		

The net increase in the number of schools open at the end of the year is thus 48.

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

TABLE A.—NUMBER OF PUBLIC SCHOOLS IN EACH GRADE, 1911 AND 1912.

Grade (as in Education Amendment Act, 1908).	Number of Schools. 1911.	1912.	Grade (as in Education Amendment Act, 1908).	Number of Schools. 1911.	1912.
0. (1–8)	162	164	9. 9A (451–500)	7	12
1. (9–15)	393	395	9B (501–550)	12	9
2. (16–25)	480	472	9C (551–600)	4	7
3. (26–35)	283	312	10A (601–650)	12	13
4. (36–80)	462	484	10B (651–700)	5	3
5. (81–120)	127	122	10C (701–750)	6	8
6. 6A (121–160)	58	54	10D (751–800)	3	5
6B (161–200)	33	31	10. 10E (801–850)	2	3
7. 7A (201–250)	34	40	10F (851–900)	2	2
7B (251–300)	27	28	10G (901–950)	..	..
8. 8A (301–350)	24	24	10H (951–1,000)	..	..
8B (351–400)	13	17	10I (1,001–1,050)	1	1
8C (401–450)	16	8			
			Totals	2,166	2,214

For the number of schools in each education district, classified in grades, reference should be made to Table A1.

ROLL NUMBER.

The average weekly roll number for 1912 showed an increase for each quarter over that for the corresponding period of 1911. The mean of the average weekly roll for the four quarters was—

Mean of average weekly roll, 1911	159,299
,, ,, 1912	164,492
Increase in 1912	5,193
Increase per cent. in roll number, 1912	3·3

The additions to the roll were, as in previous years, greater in the North Island than in the South Island; but every education district, with the exception of South Canterbury, showed at least some increase. The increase was most noticeable in the September quarter.

Number on roll at end of 1911	161,648
,, 1912	166,264
Increase in 1912	4,616

Table B shows the numbers on the roll at the end of 1912 classified according to age and standards. Under the headings "Age and Sex of Pupils," page 7, and "Classification and Examination," page 7, reference is made to some of the main facts disclosed in this table.

TABLE B.—CLASSIFIED RETURN OF THE NUMBERS ON THE ROLLS OF PUBLIC SCHOOLS AT THE END OF 1912.

Ages.	Class P.		Standard I.		Standard II.		Standard III.		Standart IV.		Standard V.		Standard VI.		Standard VII*		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
5 and under 6 ..	6,917	6,229	4	6	..	..	..	..	..	..	..	..	..	..	..	..	6,921	6,235
6 ,, 7 ..	9,333	8,531	155	174	2	3	..	..	..	..	..	..	..	..	..	..	9,490	8,708
7 ,, 8 ..	8,787	7,799	1,440	1,494	168	193	9	8	..	1	..	..	..	..	..	..	10,404	9,495
8 ,, 9 ..	4,900	4,061	3,879	3,786	1,434	1,476	173	167	7	6	..	1	..	..	..	..	10,393	9,497
9 ,, 10 ..	1,681	1,323	3,231	2,797	3,414	3,468	1,177	1,312	127	147	5	4	..	..	..	..	9,635	9,051
10 ,, 11 ..	527	391	1,383	1,041	3,144	2,843	3,075	3,101	1,034	1,150	118	108	6	3	..	..	9,287	8,637
11 ,, 12 ..	166	119	470	337	1,513	1,257	3,066	2,902	2,866	2,819	959	1,031	107	103	3	3	9,150	8,571
12 ,, 13 ..	81	81	158	109	569	439	1,633	1,370	2,908	2,716	2,494	2,467	775	779	45	38	8,663	7,999
13 ,, 14 ..	26	34	64	44	208	138	634	495	1,622	1,344	2,550	2,321	1,960	1,828	216	211	7,280	6,415
14 ,, 15 ..	15	11	15	19	42	19	177	102	538	338	1,141	910	1,543	1,522	352	379	3,823	3,300
Above 15 ..	6	..	6	3	20	14	34	23	140	82	379	231	731	563	478	600	1,794	1,516
Total ..	32,439	28,579	10,805	9,810	10514	9,850	9,978	9,480	9,242	8,603	7,646	7,073	5,122	4,798	1,094	1,231	86,840	79,424

* Including secondary departments of district high schools.

Table BA shows the mean average roll number for every fifth year from 1878 to 1898, and for each of the last twelve 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 BA.—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
1901	1,715	132,868	111,797	84·1	1,222	1,446	2,668	184	771	955
1902	1,754	133,952	113,711	84·9	1,272	1,685	2,957	143	604	747
1903	1,786	134,748	113,047	83·9	1,270	1,726	2,996	147	552	699
1904	1,827	136,282	116,506	85·5	1,272	1,797	3,069	144	505	649
1905	1,851	138,471	120,265	86·9	1,302	1,835	3,137	151	528	679
1906	1,921	140,320	121,958	86·9	1,314	1,887	3,201	153	518	671
1907	1,963	141,946	120,026	84·6	1,332	1,955	3,287	172	478	650
1908	1,998	145,974	127,160	87·1	1,331	2,021	3,352	161	476	637
1909	2,057	151,142	132,773	87·8	1,406	2,208	3,614	166	530	696
1910	2,096	154,756	135,738	87·7	1,456	2,252	3,708	174	526	§700
1911	2,166	159,299	142,186	89·3	1,493	2,351	3,844	179	528	‖707
1912	2,214	164,492	146,282	88·9	1,555	2,550	4,105	162	476	¶638

* Average of three quarters. † Strict average. ‡ Working average. § Exclusive of 32 male and 151 female probationers.
‖ Exclusive of 41 male and 178 female probationers. ¶ Exclusive of 36 male and 186 female probationers.

Details of these facts relating to the several educational districts are given in Tables A1, B1, and E1.

The actual roll number of all children receiving primary education in schools subject to inspection can be estimated by taking into account children attending public schools, schools at the Chatham Islands, private primary schools subject to

inspection, and the lower departments of secondary schools, and by deducting children on the rolls of the secondary departments of district high schools. The figures will then be—

AVERAGE WEEKLY ROLL NUMBER.

	1911.	1912.
Public schools	159,299	164,492
Native village schools	4,621	4,644
Chatham Island schools	91	92
Private primary schools	15,914	13,677
Lower departments of secondary schools	256*	287*
	180,181	183,192
Less secondary departments of district high schools	2,090	2,048
Total average weekly roll of primary scholars	178,091	181,144

*Number on roll at end of year.

ATTENDANCE.

Average attendance for all districts in 1911	142,186
" " 1912	146,282
Increase per cent. in average attendance, 1912	2·9

The average attendance for the year 1912 increased by 2·9 per cent. as compared with an increase of 3·3 per cent. in the roll number. Increases of percentage were recorded in the Wellington, Hawke's Bay, Nelson, and Grey education districts. The percentage remained stationary in the Auckland district, while the remaining eight districts showed slight decreases. The decrease was most marked in the Marlborough, Otago, Wanganui, and Taranaki districts. Otago and Wellington, each with a percentage of 90·2, headed the list for regularity of attendance. Taranaki shows the lowest percentage of average attendance—87·1—a falling-off of 1·2 per cent. from last year.

The following figures indicate the attendance per cent. of roll for the last six years :—

	Attendance per Cent. of Roll.
1907	84·6
1908	87·1
1909	87·8
1910	87·7
1911	89·3
1912	88·9

The decrease is accounted for in the main by the fact that the prevalence of epidemic ailments was much greater than usual. Especially was this the case in the South Canterbury, Otago, and Southland districts. Although such epidemics affect the actual average attendance as given here, due allowance is made for them in accordance with the regulations in calculating the average attendance which is the basis of the grading of the schools.

The percentage of regularity of attendance is still greater in the South Island than in the North Island. For purposes of comparison the following figures are interesting :—

	Attendance per Cent. of Roll.	
	North Island.	South Island.
1908	86·7	87·6
1909	87·8	87·8
1910	87·4	88·1
1911	88·7	90·0
1912	88·7	89·2

It is pleasing to note that despite the fact that New Zealand's widely scattered population and lack of facilities for transit in the districts remote from centres render it difficult to secure regularity of attendance, the percentage of regularity is higher than that in some of the more closely settled English-speaking countries.

The following figures are taken from the latest reports in the possession of the Department :—

	Attendance per Cent. of Roll.
New Zealand	88·9
England	88·8
Scotland	89·4
United States	72·5
Ireland	70·8

Because of the fact that the conditions in the Australian States closely resemble those obtaining in New Zealand, the following comparison is of interest :—

	Attendance per Cent. of Roll.
New Zealand	88·9
Western Australia	85·0
New South Wales	79·0
Tasmania	78·3
Queensland	76·6
Victoria	73·6
South Australia	71·2

The provisions of the Education Amendment Act, 1910, require every child between the ages of seven and fourteen years (with certain exemptions) to attend a public school whenever it is open ; there are indications that the influence of this law, together with the increasing enlightenment of parents as to the need of securing for their children a full measure of education, will gradually raise still further the percentage of regularity of attendance.

The average daily attendance, in actual numbers and as a percentage of the average weekly roll number, for each quarter of the years 1911 and 1912 was as follows :—

	Actual Attendance.		Per Cent. of Roll.	
	1911.	1912.	1911.	1912.
First quarter	143,081	146,395	91·1	90·2
Second quarter	140,787	144,854	89·0	88·6
Third quarter	140,038	144,475	87·9	87·7
Fourth quarter	144,837	149,402	89·1	89·3
Whole year	142,186	146,282	89·3	88·9

The figures given above represent those in attendance at all public schools including district high schools. The attendance of all children receiving primary instruction at schools subject to inspection can be found by including also those in attendance at Native village schools, the Chatham Island schools, private primary schools, and the lower departments of secondary schools, and by subtracting the secondary pupils attending the district high schools. Here are the results :—

	1911.	1912.
Public schools	142,186	146,282
Native village schools	3,990	4,042
Chatham Island schools	80	79
Private primary schools	14,084	12,086
Lower departments of secondary schools	244	258
Totals	160,584	162,747
Less secondary departments of district high schools	1,889	1,851
Total average attendance of primary scholars	158,695	160,896

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 1912, and the percentage of the roll for each age.

Table C.—Age and Sex of Pupils, December, 1912.

Ages.	1912.			Percentages for Five Years.				
	Boys.	Girls.	Total.	1908.	1909.	1910.	1911.	1912.
5 and under 6 years	6,921	6,235	13,156	8·2	8·7	8·4	8·4	7·9
6 " 7 "	9,490	8,708	18,198	10·6	10·8	11·2	11·1	10·9
7 " 8 "	10,404	9,495	19,899	11·7	11·6	11·5	12·0	11·9
8 " 9 "	10,393	9,497	19,890	11·3	11·4	11·4	11·5	11·9
9 " 10 "	9,635	9,051	18,686	11·0	11·2	11·3	11·1	11·2
10 " 11 "	9,287	8,637	17,924	11·2	10·7	10 9	10·9	10·8
11 " 12 "	9,150	8,571	17,721	10·9	10·6	10·2	10·5	10·7
12 " 13 "	8,663	7,999	16,662	10·4	10·2	10·0	9·6	10·2
13 " 14 "	7,280	6,415	13,695	8·4	8·5	8·5	8·4	8·2
14 " 15 "	3,823	3,300	7,123	4·2	4 3	4·5	4·5	4·3
	85,046	77,908	162,954	97·9	98·0	97·9	98·0	98·0
15 and over	1,794	1,516	3,310	2·1	2·0	2·1	2·0	2·0
Totals	86,840	79,424	166,264	100·0	100·0	100·0	100·0	100·0

Fuller information in regard to age and sex is given in Table B on page 4.

Age.—54 per cent. of the children are under ten and 46 per cent. over that age. The proportion of pupils under ten years of age has increased by 0·2 per cent.

Sex.—The proportion of boys to girls in the public schools remains almost stationary; in December, 1912, for every 100 boys on the roll there were 91 girls. According to the census returns for 1911 there were 100 boys between the ages of five and fifteen for every 97 girls. The apparent reasons for this discrepancy, and some other questions suggested by a study of Tables B, C, and D were discussed in last year's report.

Table C1 shows the age and sex of the pupils on the rolls of the public schools in the several education districts at the end of 1912.

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 at the end of the year showed a slight decrease. In 1910 it was 37·15 per cent.; in 1911, 37·30 per cent.; in 1912, 36·70 per cent.

Table D.—Classification of Pupils at Public Schools, December, 1912.

(Including Secondary Departments of District High Schools.)

Classes.	Boys.	Girls.	Total.	Percentages for Five Years.				
				1908.	1909.	1910.	1911.	1912.
Class P	32,439	28,579	61,018	34·27	36·66	37·15	37·30	36·70
" S1	10,805	9,810	20,615	11·96	12·25	12·17	12·34	12·40
" S2	10,514	9,850	20,364	11·61	11·82	11·94	11·90	12·25
" S3	9,978	9,480	19,458	11·98	11·34	11·44	11·59	11·70
" S4	9,242	8,603	17,845	11·20	10·78	10·39	10·48	10·73
" S5	7,646	7,073	14,719	9·65	9·08	9·10	8·72	8·85
" S6	5,122	4,798	9,920	6·87	6·56	6·16	6·21	5·97
" S7	1,094	1,231	2,325	2·46	1·51	1·65	1·46	1·40
Totals	86,840	79,424	166,264	100·00	100·00	100·00	100·00	100·00

More detailed information in regard to the classification of pupils can be obtained by referring to Table B appearing on page 4.

The following is a summary of the examination statistics for 1912 as compared with the figures for 1911 :—

	1911.		1912.	
Total roll at time of annual examination ...	162,536		167,800	
Present at examination	155,244		160,687	
Present in preparatory classes	56,700		58,202	
Present in classes S6	9,742		9,903	
Present in classes S7	1,757		2,025	
Standard VI certificates gained, viz.,—				
Certificates of proficiency ...	7,212	9,020	7,644	9,254
,, competency ...	1,808		1,610	

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

Average Age.—The average ages of the pupils in the several classes for the two years 1911–12 were as follows :—

	1911.		1912.	
	Yrs.	mos.	Yrs.	mos.
Preparatory classes	7	1	7	0
Class S1	9	1	9	1
,, S2	10	2	10	3
,, S3	11	3	11	3
,, S4	12	2	12	3
,, S5	13	2	13	2
,, S6	13	11	14	0
,, S7	15	0	15	1
Mean of average ages	9	9	9	9

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

Private Primary Schools.

By section 170 of the Education Act, 1908, the teachers or managers of any private primary school may apply to have the school inspected, and the school thereupon becomes "subject to inspection," and no education given to children between the ages of seven and fourteen is deemed efficient, so as to be legal ground for exemption from attendance at a public school, unless it is given at home or in a school subject to inspection. There is therefore indirectly a compulsion on all private primary schools to become subject to inspection. Such private schools are inspected by officers of Education Boards. The following are the particulars in regard to these schools for the years 1911–12 :—

	1911.	1912.
Total number of schools subject to inspection	183	197
Total roll number	15,914	13,677
Average attendance	14,084	12,086
Total roll at annual examination	15,404	13,286
Number present at annual examination	14,233	12,322
Number present in preparatory classes	5,774	5,410
Number present in S6	928	811
Number present in S7	244	269
Number of proficiency certificates issued	581	473
Number of competency certificates issued	174	171

The standard of regularity of attendance was very satisfactory, being 88·4 per cent. of the total roll number.

See also Table D5.

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 1911 and 1912 was as follows :—

	1911. £	1912. £
Primary pupils	4,753	3,648
Pupils attending—		
(*a.*) Secondary schools	2,308	1,740
(*b.*) District high schools	1,426	1,223
(*c.*) Technical schools	4,359	3,604
	£12,846	£10,215

Conveyance by Road and Water.—By section 44 (*e*) of the Education Act Boards are empowered to arrange, where necessary, for the conveyance of children to and from school, and conveyance by road or water is accordingly arranged in districts where the population is widely scattered, and the necessary facilities for conveyance are obtainable. The Taranaki, Grey, and Westland Boards did not arrange for conveyance. In the more closely settled districts of the South Island — North Canterbury, South Canterbury, Otago, and Southland—this plan for conveyance was very much more widely adopted than in any other district in New Zealand. The total amount paid in 1912 to ten Education Boards for conveyance by road and water amounted to £4,466, as against £4,297 in the previous year.

The total amount paid for conveyance of pupils to public schools in 1912 by rail, road, and water was therefore £14,691, as against £17,143 in 1911.

Board of School-children.—In aid of the board of any child who, on account of distance or the absence of roads, has to live away from home in order to attend a public school, an allowance of 2s. 6d. per week is similarly made. In 1912 £442 was paid for the board of school-children, as against £354 in 1911.

Physical Education.

Recognizing that one of the highest aims of State education is to fit the child for a useful and active life of citizenship with a well-balanced personality in which the physical, mental, and moral qualities are equally developed and disciplined, the Government decided to introduce a sound system of physical education more complete than had been in existence before. Accordingly, last session it proposed and Parliament passed certain amendments in the Education Act designed to carry out this purpose.

The Junior Cadet organization, though excellent in some respects, was not suited to provide the desired physical training; moreover, it affected only some 29,000 boys, at a cost of about £8,000 per annum, and did not provide any training for girls.

The scheme of physical education which has been substituted for the Junior Cadet training is calculated to affect beneficially all children attending the primary, Native, and special schools in the Dominion, in all some 180,000 children of both sexes, at about the same total cost.

A Director of Physical Education was appointed in November, 1912, and he was instructed to proceed to Australia to inquire into the efficiency and working of a similar syllabus of training recently established in the Commonwealth.

During the present year (1913) ten instructors have been appointed, and they will also act as Inspectors of Physical Training under the Act. The first important part of the work has been the training of teachers; classes of instruction have already been held with marked success in several education districts; and before long the great majority of teachers will have received some degree of training in the new system, which is based, with some slight modifications, on the syllabus of physical-exercises for schools issued by the English Board of Education in 1909.

Medical Inspection of School-children

During the year the scheme for the medical inspection of schools and school children was brought into operation. It is under the joint control of the Education Department and the Department of Public Health. Four Medical Inspectors were appointed, one being stationed at each of the four chief centres. They began in September last the work of inspecting schools and school-children in the various education districts.

From the experience of older countries where systems of medical inspection have been in operation for some time it is not thought necessary to examine each child more than twice, or at the most three times, in the course of his primary school life, except in cases of suspected or proved abnormality. It was accordingly decided to begin by regular inspection of the children in class S2—that is, of children averaging ten to eleven years of age. As a rule, the Medical Inspector inspects these children in any school on the first day of his visit, and on the second day examines special cases from other classes brought under his notice by the head teacher or selected by himself.

An important part of the Inspectors' work is to train the teachers to do their share of medical inspection, for in those countries where the system is most successful the co-operation of the teachers has been found to be a most important factor. Accordingly, the Medical Inspector is always accompanied by a teacher, who in this way learns much as to the aims and methods of medical inspection.

This individual training is supplemented by courses of Saturday lectures given to the teachers residing in or near each important centre visited. More extensive courses of lectures are given to training-college students. Notices are sent to parents of children in cases where the inspection shows that medical or dental treatment is required; no cases are, however, treated by the Inspectors; parents are recommended to take their children to their own medical advisers. School authorities and parents generally appear to welcome the new departure. In a large number of cases it has been found that children with notified defects have received treatment accordingly.

Owing to the facts that the Medical Inspectors had to work out a common standard for the assessment of various defects, that the teachers were new to the work, and that the natural tendency at the outset was to bring only abnormal cases under the notice of the Inspectors, it would be misleading to publish even a summary of the reports of the work of the first few months. It is, however, already evident that even with the limitation of two inspections for each child in the eight years for the ages six to fourteen, the number of officers employed at present is too small, and it is proposed to increase their number very shortly.

Class-books and School and Class Libraries.

At the beginning of the year 1912 the system of free class-books was extended to S5 and S6, and for all classes the conditions were modified by giving Education Boards the option of (1) supplying miscellaneous readers free to pupils, or (2) requiring the pupils to provide miscellaneous readers (except in necessitous cases and in cases where newly entered pupils had already purchased miscellaneous readers different from those in use in the school). In the latter alternative the money not used for supplying miscellaneous readers was to be available under certain conditions for supplying paper to be used instead of slates. This option was given in deference to representations that some teachers considered that pupils should have a reading-book for home preparation.

With the close of the year the grants for the general free class-books were discontinued, and in lieu thereof provision was made for establishing and maintaining school and class libraries. These grants come under two heads:—

(*a.*) A capitation grant at the rate of 3d. per head on the average attendance is paid annually to Boards for the purpose of supplying schools with supplementary continuous readers in sufficient numbers for class-reading in P to S6 inclusive, and also for the free supply of class-books in necessitous cases or in cases where a newly entered pupil has already purchased elsewhere class-books different from those in use in the school. After provision has been made for the supply of such books, the balance of the grant, if any, is to be spent on approved books suitable for individual reading in school or at home.

(*b.*) Further to encourage school libraries provision has been made for the payment of subsidies of £1 for £1 on moneys raised by voluntary contributions for the purpose of establishing, maintaining, or increasing the utility of school libraries that contain books suitable for individual reading in school or at home. It was, of course, necessary to fix certain limits to the amounts of the subsidies. For the year ending 31st December, 1913, the subsidies on moneys so

raised for any school library during that year cannot exceed 9d. per head on the average attendance at the school for the year 1912, and in no case can the subsidy for any one school exceed £10. Similarly, for any subsequent year, the subsidy cannot exceed 3d. per head on the average attendance for the preceding year, and in no case can the subsidy for any one school exceed £5 in any year.

The books purchased are to be suitable for individual reading in school or at home, and are to be approved by the Board or its Inspector. Due attention is to be paid to providing books suitable for the individual reading of pupils in the lower classes.

It is felt that the establishment of school libraries should not only do much to encourage reading among pupils, but should also prove a great boon to parents and others—more particularly in sparsely settled rural districts—and consequently the conditions attached to the payment of subsidies on voluntary contributions provide that, under such conditions as a School Committee may impose, persons other than children attending school may receive on loan such books as are not for the time required by the pupils.

When notifying Boards that provision had been made for the payment of grants under the heads (*a*) and (*b*), the Department suggested that, to give wider utility to school libraries and to afford pupils greater variety of reading-matter, adjacent schools or schools between which communication is easy might purchase different books and that these should be passed on from one school to another at suitable intervals.

The "School Journal," other Publications, Charts, etc.

The *School Journal* has now completed its sixth year of issue. It is published monthly except that there are no issues for the months of December and January, when most of the schools are closed for the summer vacation. To provide reading-matter for the time the schools are open during the month of December, the November number is considerably enlarged. The *School Journal* is published in three parts suited to the varying capacities of the pupils; and to public schools, to Native schools, special schools, and certain other institutions more or less under departmental control or supervision, copies are sent in sufficient numbers to provide each pupil on the roll of the standard classes with a copy of the appropriate part. To the institutions just mentioned the *School Journal* is supplied free of cost, and to a very large number of private schools it is supplied at moderate rates.

In addition to the illustrations appearing in the pages of the *School Journal*, pictures and prints illustrating geography, history, and nature-study are issued separately on cards as aids to oral instruction on modern lines in these subjects. During the year a set of ninety-six pictures illustrating striking events in British history was completed, and a set of thirty-two dealing with Europe geographically and historically was issued. To public schools, Native schools, secondary schools, and technical schools at which elementary agriculture is taught copies of a chart "Vegetation Diseases and Insect Pests" were distributed. It contained pictures of the insects or pests in their natural colours, together with the effects of their ravages, and also approved methods of treatment. A pamphlet entitled "Meteorology of New Zealand"—an extract from the New Zealand Year-book with the addition of a map showing the distribution of rainfall—was distributed also.

"Geology of New Zealand," by Dr. Marshall, a text-book for teachers and other persons, was published during the year. "A Manual of New Zealand Mollusca," by Mr. Suter, is going through the press, and the plates of New Zealand flora published in connection with Mr. Cheeseman's "Manual of New Zealand Flora" have all been received, and the letterpress is being printed.

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, 1911, and December, 1912, respectively, was as follows:—

TABLE E.—NUMBER OF TEACHERS EMPLOYED IN PRIMARY DEPARTMENTS OF PUBLIC SCHOOLS.

	1911.			1912.		
	Men.	Women.	Total.	Men.	Women.	Total.
Adult teachers	1,493	2,351	3,844	1,555	2,550	4,105
Pupil-teachers	179	528	707*	162	476	638†
Total	1,672	2,879	4,551	1,717	3,026	4,743
Number of Adult Teachers (included above).						
Head teachers	728	85	813	733	107	840
Sole teachers	452	814	1,266	482	811	1,293
Assistants	313	1,452	1,765	340	1,632	1,972
Total	1,493	2,351	3,844	1,555	2,550	4,105

* Exclusive of 41 male and 178 female probationers.
† Exclusive of 36 male and 186 female probationers.

The number of pupils per teacher in the several grades or groups of schools is shown below, two pupil-teachers being counted as equivalent to one adult teacher, and probationers not being included on the staff.

	Average Number of Children per Teacher.
Grades 0 and I (1–15 in average attendance, one teacher)	9·64
Grades II and III (16–35, one teacher)	21·97
Grades IV–X (over 35, two or more teachers)	38·86
Grades VII–X (over 200, six or more teachers)	47·60
All schools	32·48
Grades II–X (over 15)	35·23

A comparison with the staffing of schools in countries considered to be advanced in educational progress bears out the opinion, expressed in the report for last year, that there is considerable room for improvement in the staffing of the larger schools of the Dominion.

AVERAGE NUMBER OF CHILDREN PER ADULT TEACHER (COUNTING TWO PUPIL-TEACHERS AS ONE ADULT).

London (County Council schools)	40·0
England (Board of Education schools)	33·2
Wales (Board of Education schools)	29·4
Scotland	37·7
New York State	26·3
Switzerland	42·7
,, (Canton of Geneva)	25·0
United States	25·0
New Zealand (in schools, 201–700)	47·6

The following figures show the ratio of males to females, adult teachers and pupil teachers being considered separately. For purposes of comparison the figures for the previous years are also given :—

	1910.		1911.		1912.	
	Male.	Female.	Male.	Female.	Male.	Female.
Ratio of adult male to adult female teachers, schools with one to fifteen scholars	100 : 325		100 : 362		100 : 356	
Ratio of adult male to adult female teachers, schools with more than fifteen scholars	100 : 141		100 : 142		100 : 151*	
Ratio of adult male to adult female teachers, all schools	100 : 155		100 : 157		100 : 164*	
Ratio of male pupil-teachers to female pupil-teachers	100 : 302		100 : 295		100 : 293	
Ratio of male to female teachers, all schools	100 : 170		100 : 172		100 : 177*	

* The increase is due to the appointment of additional assistant teachers in lieu of pupil-teachers (Grades V and VIA). Very few of the assistants so appointed were males.

From the above table it will be seen that with the exception of pupil-teachers and sole teachers of small schools the proportion of males to females is not small. As a matter of fact the ratio of adult males to adult females in schools in the Auckland District was as high as 100 : 125. The figures relating to pupil-teachers indicate that a very much larger percentage of females enter the service than males; but it is to be borne in mind that a number of these female pupil-teachers leave before completing their period of training. The large proportion of female teachers to males in schools having 1 to 15 scholars in attendance is readily explained, the maximum salary in these schools, £120 per annum, being too small to attract male teachers. It may be fairly argued, perhaps, that in districts not too remote women are more suitable than men for small schools of this type; there are at all events a sufficient number of other positions to absorb all the men in the profession at present.

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.	1911.	1912.
Adult primary teachers ..	125	124	126	140	141	142	151
Pupil-teachers	339	277	296	319	302	295	293
Secondary teachers ..	80	77	76	82	85	84	82
Training-college students ..	350	315	285	280	219	197	252
All teachers and students	148	142	144	158	156	155	161

In other words, out of a total of 5,028 persons engaged in the above-named branches of the teaching profession, there were, in 1912, 1,926 men and 3,102 women.

It will be interesting to see how these figures compare with those from other parts of the world—England, Scotland, and the United States, for instance. In comparing this Dominion with such old-established countries, it is necessary to bear in mind that in the latter, the population being comparatively dense and the facilities for transit more numerous, there are few schools corresponding to our Grade 0 or Grade I schools. Consequently such schools are omitted from the New Zealand figures.

NUMBER OF WOMEN TEACHERS PER HUNDRED MEN IN OTHER COUNTRIES.

	England.	Scotland.	United States.	New Zealand.
Adult primary teachers	303	245	426	151
Pupil-teachers	341	449	*	293
Secondary teachers	97	*	121	82
Training-college students	196	389	392	252

* Information not available.

There is a tendency nearly all over the world for women to replace men in scholastic positions formerly occupied by the latter alone; but the scarcity of male teachers is not nearly so marked in New Zealand as in most other countries. It does not necessarily follow that the tendency (in moderation at all events) is bad. Half the children in our public schools are under the age of ten, and women teachers are presumably most suitable for them; nearly half the remainder, or nearly a quarter of the whole number, are girls over ten, and it is generally conceded that they should be taught by women. So far as class-teaching is concerned there would be nothing to fear, therefore, if the proportion of women teachers to men teachers were three to one. No doubt the difficulty in directing certain mixed schools renders it desirable that the proportion of men should be greater than this: in New Zealand it is more than twice as great.

Salaries of Public-school Teachers.

The total amount of all salaries and allowances as at 31st December, 1912, was £667,419. This includes pupil-teachers' salaries and allowances, £32,160; probationers' salaries and allowances, £8,285; additional amounts paid to head teachers of district high schools, £1,620; and house allowances to head or sole teachers who had no residence provided. However, the total does not include the corresponding amounts saved in rent where houses are provided, estimated at £26,940. The average rates of salary for adult teachers in public primary schools were,—

	1911.*	1912.
(1.) All schools—	£ s. d.	£ s. d.
(*a.*) *Excluding* house allowances and amounts saved in rents where residences are provided	149 5 0	148 14 8
(*b.*) *Including* house allowances and amounts saved in rents ..	160 3 4	159 6 0
(2.) Schools with average attendance over fifteen—		
(*a.*) *Excluding* house allowances and amounts saved in rents ..	159 4 3	156 17 4
Namely, men	205 7 0	205 18 8
women	126 16 3	124 3 2
(*b.*) *Including* house allowances and amounts saved in rents ..	170 13 5	167 18 0
Namely, men	226 5 3	226 11 5
women	131 4 1	128 14 11

* The figures for 1911 have been amended. They now include the amounts paid to head teachers of district high schools.

An analysis discloses the fact that 783 male teachers, or 50·3 per cent. of the number of male teachers in primary schools, receive a salary of £200 per annum or over. Here are further details :—

Number of Adult Teachers in Public Schools, together with the Average Salaries and Total Expenditure on Salaries for the Year 1894 and for each Year since 1900.

Year.	Number of Teachers.*		Average Salary of Teachers.*†			Total Expenditure on Teachers' Salaries.*†‡
	Male.	Female.	Male.	Female.	Combined.	
			£ s. d.	£ s. d.	£ s. d.	£
1894	1,137	1,123	167 10 11§	90 17 8§	129 9 0§	292,559§
1900	1,216	1,415	163 12 8§	85 12 6§	121 13 7§	320,136§
1903	1,270	1,726	..	..	130 18 10§	392,310§
1904	1,272	1,797	170 4 2	93 8 8	125 5 10	384,520
1905	1,302	1,835	174 14 9	96 6 11	128 17 5	404,267
1906	1,314	1,887	184 13 1	107 2 1	139 2 2	445,285
1907	1,332	1,955	186 11 11	105 12 5	138 8 9	455,036
1908	1,331	2,021	189 9 3	106 0 5	159 3 1	466,448
1909	1,406	2,208	192 15 3	113 11 4	144 7 7	521,783
1910	1,456	2,252	192 8 10	115 6 6	145 12 2	539,909
1911	1,493	2,351	196 6 1	118 13 4	148 16 5	572,067
1912	1,555	2,550	197 7 8	118 8 5	148 14 8	610,550
			Excluding schools with average attendance of under 16.			
			205 18 8	124 3 2	156 17 4	

* Exclusive of pupil-teachers and sewing-mistress. † Exclusive of teachers' house allowances. ‡ Based on rate paid for month of December. § House allowances included.

For the year 1912 the average salary, including house allowances and amounts saved in rents, was—

	Male.	Female.	Combined.
	£ s. d.	£ s. d.	£ s. d.
(1.) All schools	218 6 4	123 6 1	159 6 0
(2.) Excluding schools with average attendance of under 16	226 11 5	128 14 11	167 18 0

The following Acts affecting public-school teachers' salaries have been passed since 1900—Public-school Teachers' Salaries Act, 1901; Education Act Amendment Act, 1904; Education Act Amendment Act, 1905; Education Amendment Act, 1908.

The following statement gives the average salaries of men and women in the several branches of the Education service in New Zealand :—

Average Salaries, Education Service, Men and Women.

Class.	Total Salaries of Men.	Total Salaries of Women.	Average Salary of Men.	Average Salary of Women.	Average Salary of All Men.	Average Salary of All Women.	Average Salary of All Men and Women.	Number in Education Service—Men only—receiving Salaries of		
								(a) £200–£300.	(b) £300–£400.	(c) £400 and over.
A. Primary-school teachers (excluding schools in Grade 0, Primary Schools)	£ s. d. *307,937 5 0	£ s. d. *297,747 0 0	£ s. d. 199 16 7 (1,541 men)	£ s. d. 122 18 8 (2,422 women)	£ s. d.	£ s. d.	£ s. d.	648	120	15
B District high schools—Staffs, secondary departments	7,135 12 8	7,952 15 0	187 15 7 (38 men)	169 4 2 (47 women)				14	1	..
C. Department (professional) ..	4,010 0 0	..	501 5 0 (8 in all)	..				..	..	8
D. Inspectors of Schools ..	16,580 0 0	..	436 6 4 (38 men)	..	225 13 0 (1,969 men)	126 17 8 (2,647 women)	169 0 3 (4,616 men and women)	3	14	21
E. Secondary schools staffs ..	44,818 0 0	21,027 0 0	274 19 2 (163 men)	178 3 1 (118 women)				82	31	15
F. Universities, staffs—										
Professors	26,233 0 0	..	709 0 0	..				Professors	..	37
Lecturers	4,452 0 0	..	318 0 0	..				Lecturers (14 in all)		
G. Technical Schools—Staffs ..	33,135 0 0	9,132 0 0	254 17 8 (130 men)	152 4 0 (60 women)				62	31	7
	444,300 17 8	335,858 15 0	..	..	..	..	..	809	197 14	103
									1,123	
Primary-school teachers (excluding schools in Grades 0 and I)	298,607 5 0	270,166 0 0	205 18 8 (1,450 men)	124 3 2 (2,176 women)	231 12 3 (1,678 men)	128 7 11 (2,401 women)	173 13 11 (4,279 men and women)	..	..	..

* Excluding house allowances.

Status of Teachers in regard to Certificates.

Table E2 gives the number of certificated and uncertificated teachers respectively on the 31st December, 1912, exclusive of secondary schools and secondary departments of district high schools. The following summary shows the numbers of certificated and uncertificated teachers in each of the years 1907 to 1912 respectively :—

Primary Teachers in all Public Schools (Secondary Departments of District High Schools excluded) at 31st December, 1912.

——	1907.	1908.	1909.	1910.	1911.	1912.
I. Certificated teachers—						
Adults	2,422	2,451	2,593	2,663	2,783	2,919
Pupil-teachers	14	2	1	..	..	..
Totals	2,436	2,453	2,594	2,663	2,783	2,919
II. Uncertificated teachers—						
(*a.*) Holding partial qualifications—						
(i.) Holders of licenses	178	99	68	56	71	87
(ii.) Others partially qualified ..	142	167	264	259	285	336
Total of (*a*)	320	266	332	315	356	423
(*b.*) Having no recognized examination status	545	635	689	730	705	763
Total number of uncertificated teachers	865	901	1,021	1,045	1,061	1,186
Total of I and II	3,301	3,354	3,615	3,708	3,844	4,105

It is interesting to note that the total increase of teachers during the year is 261, that the certificated teachers have increased by 136, the partially qualified by 67, and the uncertificated by only 58. (It must of course be remembered that a considerable number of these uncertificated teachers sat for examinations in January, 1913, but were unsuccessful). This preponderant increase of wholly or partially qualified teachers is distinctly gratifying, and is due in a large extent to the facilities now available to teachers to take classes with a view to improve their examination status. Further information in this connexion will be found under the heading "Training of Teachers," Appendix D. There are, however, other causes tending to induce teachers to improve their examination status when possible. Certain Education Boards, for instance, have decided to dispense, where possible, with the services of teachers who are making no effort to qualify for their positions by examination. Moreover, the additional monetary inducements offered in recent years to teachers in New Zealand schools has checked the outflow of competent teachers to more lucrative spheres of employment, and has proved an additional stimulus to the younger teachers to improve their status as quickly as possible. And, lastly, there must be taken into account the steady output of certificated teachers from the four training colleges.

Education Boards and others have submitted that it is impossible to expect teachers of schools with an average attendance of 15 or less (Grades 0 and I) to qualify for certificates. The fact that about 25 per cent. only of such teachers are certificated and that the proportion is not on the increase appears to bear out this contention. To obtain a fair comparison of the numbers of certificated and uncertificated teachers, therefore, it would be reasonable to omit teachers of schools in Grades 0 and I.

This is the result :—

PRIMARY TEACHERS IN PUBLIC SCHOOLS WITH AN AVERAGE ATTENDANCE OF 16 AND UPWARDS, AT 31ST DECEMBER, 1912.*

	1905.	1910.	1911.	1912.
I. Certificated	2,460	2,608	2,723	2,854
II. Uncertificated—				
(*a.*) Partially qualified	329	262	277	366
(*b.*) Without status	163	383	374	386
	— 492	— 645	— 651	— 752
Totals	2,952	3,253	3,374	3,606
Percentages—				
I. Certificated	83·3	80·2	80·7	79·1
II. (*a.*) Partially qualified	11·1	8·0	8·2	9·2
(*b.*) Without status	5·6	11·8	11·1	11·7
	— 16·7	— 19·8	— 19·3	— 20·9
Totals	100	100	100	100

* Secondary teachers of District High Schools are not included.

Below is printed a summary of Table E3. This shows all certificated teachers employed by Education Boards, whether they are engaged in primary work or in the secondary departments of district high schools, and it is arranged according to sex and class of certificate held. It is to be borne in mind that there is now no examination for E certificate.

HOLDERS OF TEACHERS CERTIFICATES IN THE SERVICE OF EDUCATION BOARDS AT 31ST DECEMBER, 1911, AND AT 31ST DECEMBER, 1912.

Class of Certificate.	1911.			1912.		
	M.	F.	Total.	M.	F.	Total.
A	20	3	23	24	4	28
B	172	47	219	181	51	232
C	419	280	699	492	378	870
D	505	887	1,392	487	892	1,379
E	84	366	450	71	339	410
Total	1,200	1,583	2,783	1,255	1,664	2,919

The following table gives a comparative view of the number of persons holding certificates who were employed in all forms of public instruction as at the 30th June, 1913 :—

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.	1912.	1913.
A	86	87	94	99	105	116	119	119
B	201	208	232	266	300	352	392	422
C	197	294	415	544	648	761	939	1,108
D	1,650	1,593	1,479	1,442	1,420	1,486	1,488	1,513
E	721	642	595	555	522	480	441	402
Total, A B, C, and D ..	2,134	2,182	2,220	2,351	2,473	2,715	2,938	3,162
,, A, B, C, D, and E..	2.855	2.824	2,815	2,906	2.995	3.195	3,379	3,564

It is satisfactory to note that the total increase in the number of certificated teachers is due to a great extent to the increase in the number of certificates of the higher classes. There is a very large increase in the number of certificated teachers of the three highest classes during the last seven years. Whereas the total number of teachers employed has increased in that time by only 24 per cent., the number holding A, B, or C certificates has increased tenfold, by 240 per cent. This increase is so far most marked in the case of C certificate holders, but it is anticipated that when the provision in the University bursary regulations, by which holders of C certificates may be awarded bursaries, becomes more widely known, there will be a steady increase in the number of graduates in the teaching profession, and incidentally in the number of holders of A and B certificates.

Finances of Education Boards.

1. *General Survey of the Finances of Education Boards.*

Table F is a summary of the income and expenditure, and of the assets and liabilities of the various Education Boards for the calendar year 1912. Full information for each district can be obtained on reference to Appendix A, or to Tables F1 and F2 appearing on pages 33 and 34.

TABLE F.—SUMMARY OF THE RECEIPTS AND EXPENDITURE AND ASSETS AND LIABILITIES OF EDUCATION BOARDS FOR THE YEAR 1912.

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.	Assets.	Liabilities.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
		£ s. d.	£ s. d.	£ 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	..	4,011 16 9	583,152 13 10	61,731 13 8	59 15 9	643,920 13 1	..	..	..	2,988 6 7	1,959 7 3	973 4 7
2	Teachers' house allowances	..	130 16 8	16,207 3 3	..	37 10 0	16,296 14 2	10 8 4	..	..	172 9 3	274 9 6	22 3 9
3	Salaries of relieving teachers ..	..	1,894 15 6	3,627 11 3	..	..	4,642 11 4	..	..	..	2,909 15 7	..	..
4	Free school-books	..	2,472 15 10	18,143 19 6	..	79 1 1	11,980 1 0	..	..	3,770 3 9	..	299 14 0	3,121 7 1
5	General administration	29,905 18 6	..	95,735 18 4	..	453 14 5	..	1,480 13 11	25 12 4				
	(*a.*) Incidental expenses of schools (in terms of the Order in Council of 13th February, 1911, but exclusive of cost of works paid for out of Government grant for maintenance and rebuilding of school buildings and included below under that heading)	..	..	..	..	38 17 2	44,722 13 11	..	..	31,797 9 11	..	1,121 15 1	5,092 7 4
	(*b.*) Conveyance of school-children ..	..	..	..	..	46 15 6	4,492 2 8	..	..				
	(*c.*) Board of school-children ..	..	..	..	..	25 5 0	433 15 0	..	..				
	(*d.*) Office staff (including Secretary, Inspectors, &c.), salaries and clerical assistance	..	..	..	..	..	29,718 8 4	..	..				
	(*e.*) Office contingencies	..	..	..	..	21 12 10	17,573 3 8	..	..				
	(*f.*) Refunds and sundries	..	..	..	..	2,086 14 1	1,032 3 11	..	..				
	Training colleges—												
6	Salaries of staff (half of the total cost)	..	248 15 2	7,198 2 8	..	..	6,941 19 2	..	..	7 8 4	..	31 5 0	24 17 6
7	Allowances for students	203 7 8	..	21,658 2 0	..	31 7 3	21,844 17 10	..	..	47 19 1	..	43 2 1	51 1 6
8	Incidental expenses	..	1,330 6 1	1,407 6 10	..	..	967 4 7	15 4 0	..	..	874 19 10	372 1 0	28 15 9
	Secondary education—												
9	Scholarships—Board's	..	1,314 0 6	9,583 6 10	..	13 15 0	9,975 17 1	0 10 0	..	..	1,692 5 9	1,535 4 9	20 4 0
10	Scholarships—National	..	541 10 9	3,336 10 0	..	..	3,412 0 4	..	..	..	617 1 1	642 7 10	25 0 0
11	Scholarships—Special	277 13 10	..	..	..	205 0 0	303 11 3	..	..	179 2 7	..	6 16 6	197 10 4
	District high schools—												
12	Salaries of staffs of secondary departments	100 18 9	..	15,963 10 7	..	..	16,471 13 2	216 6 10	..	..	190 17 0	178 13 7	76 12 6
	General purposes—												
13	(*a.*) Voluntary contributions and subsidies	1,365 1 5	..	1,199 5 8	..	1,261 8 11	2,817 6 6	..	40 0 0	748 15 4	..	266 11 2	724 19 0
14	(*b.*) Fees from pupils			..	..	105 14 2	27 11 11	..	62 17 6				
15	(*c.*) High School Boards' grants			..	..	345 0 0	353 2 1	..	226 16 10				

TABLE F.—SUMMARY OF THE RECEIPTS AND EXPENDITURE AND ASSETS AND LIABILITIES OF EDUCATION BOARDS FOR THE YEAR 1912—*continued*.

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.	Assets.	Liabilities.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
	Manual and technical—	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
	School classes—												
16	Capitation			25,413 9 3	..	1,352 18 11	28,733 5 4						
17	Voluntary contributions and bequests and subsidies			659 14 7	..	1,112 15 0	144 7 6						
	Special and associated classes—												
18	Capitation			23,424 15 10	..	59 17 0	30,803 11 9						
19	Material			1,822 3 2	..	354 14 2	2,615 8 10						
20	Voluntary contributions and bequests and subsidies	..	77 10 1	3,942 19 1	..	1,728 11 5	3,192 3 2	2,472 3 11	2,957 13 6	..	2,514 4 6	33,545 17 0	7,954 16 5
21	Fees from pupils at special classes			..	..	3,650 18 7	8 7 6						
22	Free-place holders			6,722 10 9	..	106 4 3	3,749 11 9						
23	Training of teachers			4,655 4 6	..	10 5 0	3,317 12 11						
24	Direction and administration (school and special classes)			11 17 0	..	151 3 10	4,566 18 5						
	Buildings: Maintenance, rebuilding, rent—												
25	(*a*) Maintenance and small additions, and (*b*) ordinary rebuilding			78,538 0 0	..	3,117 0 11	(*a*)58,535 10 1 (*b*)11,143 5 10	..	2,597 7 0				
26	Rebuilding schools destroyed by fire	80,132 13 3	..	4,925 14 3	..	0 17 6	4,099 11 10	..	..	89,817 1 9	..	22,949 8 8	22,006 15 0
27	Rents of buildings and sites for school purposes			2,483 18 4	..	3 8 0	3,008 15 9	..	..				
	New buildings, furniture, additions, sites—												
28	Public schools	..	38,734 12 3	61,505 8 7	..	262 16 10	59,693 13 2	1,565 16 3	..	..	35,094 3 9	26,023 14 11	17,815 1 8
29	Manual instruction			9,644 15 8	..	250 2 3	11,606 11 0	40 0 0	..				
30	Technical instruction			10,327 18 0	..	76 10 11	14,933 4 9	..	316 10 1				
31	Rent of buildings for manual-instruction purposes	..	6,975 7 9	41 12 6	..	..	37 0 0	..	..	..	13,569 10 3	10,625 16 10	9,628 0 2
32	Rent of buildings for technical-instruction purposes			344 0 0	..	9 0 0	689 7 10	254 11 10	..				
33	Sites sales	..	7,423 3 11	4,892 9 6	..	960 11 3	11,425 0 5	..	..	..	12,995 3 7	1,653 2 0	57 3 1
	Other separate accounts—												
	Contractors' deposits	804 3 9	..	..	..	2,203 11 11	2,404 9 11	..	20 0 0	583 5 9	..	..	583 5 9
	Jane E. McLeod bequest	..	..	..	..	..	..	58 5 9	..	58 5 9	..	..	58 5 9
	Wanganui School sites	..	8,774 5 2	..	..	15,703 19 4	9,813 10 5	20 0 0	..	..	2,863 16 3	..	..
	Rees Bequest Fund	2,589 15 9	..	..	..	59 2 2	1,600 18 0	..	..	1,047 19 11	..	..	..
	Sundry accounts	78 5 3	..	6 11 0	..	11 10 4	6 11 0	112 16 5	..	202 12 0	..	..	112 16 5
	Totals	115,457 18 2	73,929 16 5	1016576 12 9	61,731 13 8	35,997 10 9	1,104,056 8 2	6,246 17 3	6,246 17 3	128,260 4 2	76,482 13 5	101,529 7 2	68,574 7 7

	£	s.	d.
Net bank balance at 1st January, 1912	41,528	1	9
Net bank balance at 31st December, 1912	51,777	10	9

In the case of teachers' salaries, teachers' house allowances, and scholarships it will be seen that the balance or deficit, as the case may be, is practically covered by the corresponding liability or asset. For these items the Department makes grants to cover the actual cost.

The transfers made during the year amount to only £6,246 17s. 3d., as compared with £34,683 8s. 10d. for the previous year. The fall is due to the fact that Education Boards have adopted the method suggested by the Department of charging items directly to the account to which the receipts or expenditure relate. This has done away to a large extent with the necessity of making transfers to adjust accounts at the end of the year.

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 1912.

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

	1908.	1909.	1910.	1911.	1912.
	£	£	£	£	£
Board's administration	39,730	42,392	41,396	43,697	47,772
Incidental expenses of schools	38,077	40,374	37,394	42,831	44,723
Teachers' salaries*	489,042	554,012	582,288	608,958	643,921
Training colleges	19,949	22,425	27,467	28,992	29,756
Scholarships and district high schools ..	31,892	32,136	32,811	32,620	33,361
Manual and technical instruction ..	48,212	47,927	56,049	65,195	77,131

* Excluding house allowance.

The increase in the expenditure on teachers' salaries is due in the main to three causes—the increased number of children receiving instruction, the yearly increment of £5 in teachers' salaries provided by section 7 (3) of the Education Amendment Act, 1908, and the replacement of most of the pupil-teachers in schools with an average attendance of 81 to 160 by adult assistants.

In the case of manual and technical instruction the increase is mainly due to the increased number of classes for manual instruction (especially woodwork, agriculture, and cookery) in connection with public schools, and to an increase both in the number of and the attendance at day technical schools. The expenditure also includes several payments which fell due in the previous year but were not actually made until 1912.

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.
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
1911	4·3	4·2	8·5
1912	4·3	4·1	8·4

The corresponding percentages for the several Education Boards are printed in Table F12. As is to be expected, the ratio of expenses of administration to total expenditure is highest in the smallest district (9·4).

Out of the capitation paid to Education Boards for general administration purposes the Boards provide School Committees with funds according to scale to meet incidental expenses of schools, such as lighting, fuel, cleaning, &c.

The following calculation, which is based on the amounts shown under the heading "Incidental expenses of schools," in the general statements of receipts and expenditure of Education Boards for the year ended the 31st December, 1912, gives the amount per unit of average attendance paid to School Committees by each Board:—

Education District.	Average Attendance.	Amount.	Amount per Unit of Average Attendance.
		£	£
Auckland	38,714	11,639	0·301
Taranaki	5,362	1,506	0·281
Wanganui	13,370	3,675	0·275
Wellington	16,198	4,201	0·259
Hawke's Bay	9,724	3,235	0·333
Marlborough	2,117	496	0·234
Nelson	5,562	1,667	0·300
Grey	1,744	544	0·312
Westland	1,042	340	0·326
North Canterbury	19,127	6,900	0·361
South Canterbury	5,113	1,570	0·307
Otago	18,654	6,180	0·331
Southland	9,555	2,769	0·290

In other words, the average rates of allowances made by Education Boards to School Committees vary from 4s. 8d. in the Marlborough Education District to 7s. 2¾d. in the North Canterbury Education District. The legal minimum for the average in any district is 5s. 6d.

A reference to Table F shows that the bank balances of the Boards have increased from £41,528 to £51,777. The explanation is that the balance as at the end of 1911 was unduly small because of the fact that the Land Boards with whom in that year was placed the administration of education reserves and endowments did not follow the practice of their predecessors—the School Commissioners—of making the December quarter payments before the end of the calendar year.

As in the last two years, one Board only had an overdraft as at the 31st December last.

2. *General Account.*

For convenience, the funds of Education Boards may be divided into two classes—those granted for building purposes and those not so granted. The latter class may be regarded as the General Account, and it includes all items in Table F with the exception of Nos. 2, 25–33, and also contractors' deposits.

The following is a summary of the cash assets and liabilities of the Boards on the General Account, of which Table F6 shows the particulars.

General Account, all Boards, 31st December, 1912.

Liabilities.	£	*Assets.*	£
Overdrafts	3,470	Cash	29,254
Due to Government	402	Due from all sources	40,001
Other liabilities	17,946	Deficits	2,432
Balances	49,869		
	£71,687		£71,687

With two exceptions the general account of every Education Board was in credit at the end of the year 1912. The total net credit balance on these accounts for the last three years is shown as follows:—

	Balances.	Deficits.	Net Balances.
	£	£	£
1910	30,850	563	30,287
1911	48,957	126	48,831
1912	49,869	2,432	47,437

Auckland shows the largest credit balance—£11,076. The next in order are—Wanganui, £7,472; Southland, £6,065; Wellington, £5,889; Otago, £5,532; and North Canterbury, £4,234.

3. *Buildings Account.*

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 from the Consolidated Fund for the general maintenance and replacement of school buildings, and additional sums paid for the rebuilding of schools destroyed by fire, and for the rent of temporary premises during such rebuilding;

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

The moneys so granted in the year 1912 for the respective purposes named are shown in Tables F7, F8, and F9.

The grants under heading (*a*) are primarily for the following purposes:—

(1.) To provide for maintenance and repair of school buildings, furniture, fittings, &c.

(2.) To meet the cost of rebuilding worn-out schools, of replacing furniture, fittings, fencing, &c., and the Board's share of the cost of replacing schools destroyed by fire.*

(3.) To provide for all new furniture and fittings required by increase of attendance at existing schools, or by the establishment of small or temporary schools not provided for by special grant.

After due provision has been made for these requirements a Board may, if it so desires, transfer not more than 7 per cent. from this, its "Maintenance Account," to its "Buildings Account" to cover the cost of small additions and alterations coming within the meaning of the appropriation, which defines the maintenance grant as a grant "for general maintenance of school buildings and for additions to buildings, alterations, rebuilding, furniture, fittings, fencing, rents, additions and improvements of sites, &c."

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, 1912.

Liabilities.	£	*Assets.*	£
Overdrafts	10,162	Cash	36,156
Other liabilities	50,226	Due from all sources	61,526
Balances	46,520	Deficits	9,226
	£106,908		£106,908

Net balances 1st January, 1912.. £37,294

The net balance in the Buildings Account at the close of the year 1911 was £30,221. The above summary indicates that at the end of 1912 it had increased to £37,294.

An examination of the grants made to Boards under heading (*a*), referred to above, together with their returns of expenditure, discloses the fact that the School Buildings Maintenance Account should stand as shown in Table F11, of which the following is a summary:—

SCHOOL BUILDINGS MAINTENANCE ACCOUNT, ALL BOARDS, 31ST DECEMBER, 1912.

	£
Cash balances	89,930
Net excess of amounts due to Boards over amounts due by Boards	859
Net balance, 31st December, 1912	£90,789

* Special provision is made for payment of the Department's share of the cost of replacement of schools destroyed by fire.

It would appear, then, that at the 1st January, 1913, this net balance of £90,789 was available for the purposes indicated. However, the combined Buildings Account shows the actual balance to be £37,294, and obviously, therefore, a sum of £53,495 has been diverted from the Maintenance Fund to other purposes. This is far more than would be warranted by the provision allowing the Boards to spend up to 7 per cent. on such items as are indicated above.

Chatham Islands.

At the end of 1912 there were four schools in operation in the Chatham Islands —viz., those at Te One, Te Roto, Makarakau, and Owenga.

The average number of pupils on the roll was 92, the average attendance being 79.

The total expenditure on the schools for the year under review was made up as follows :—

	£	s.	d.
Salaries of teachers (including allowances and cost of removals)	732	4	5
Repairs, &c.	22	11	10
Scholarships	70	0	0
Inspection	16	16	0
Other expenses	59	14	9
Total	£901	7	0

In the table below is given the names of the teachers together with certain details of expenditure. The average roll number and average attendance for each school is also shown.

School.	Names of Teachers.		Salaries at End of 1912.	Allowance for Conveyance of Goods	Attendance.	
					Mean of Average Attendance for Four Quarters of 1912.	Mean of Weekly Roll Number for Four Quarters of 1912.
			£ s. d.	£		
Te One	Wentzel, E.	H.M.	200 0 0	25	39	47
	Seymour, Miss A.	Pt. 5	55 0 0	..	..	..
	Lanauze, Miss G.	Pt. 4	55 0 0	..	..	..
Te Roto	Seymour, Miss E.	F.	108 0 0	15	21	25
Owenga	Hutchinson, J.	M.	99 0 0	15	12	13
Matarakau	Russell, Mrs. E. A.	F.	94 10 0	..	7	7
Total	..		611 10 0	55	79	92

II.—REPORT OF DIRECTOR OF PHYSICAL EDUCATION.

The Director of Physical Education to the Inspector-General of Schools.

Changes of Junior Cadet Staff.—Captain A. C. C. Stevens, N.Z.S.C., lately Staff Officer in charge of Junior Cadets, was transferred to the Defence Department as from 31st August, 1912.

Junior Cadet Strength.—There were at the 31st December, 1912 (the date on which the Junior Cadets as an official organization ceased to exist), 573 primary schools in which the Junior Cadet Department had active interests, no new corps having been formed during the previous nine months. During that period 49 new appointments of Junior Cadet officers were made, and 15 resignations were accepted.

The estimated strength of the Junior Cadets at the same date was as under :—

	1912.	1910–11.	Increase.
Officers	1,349	1,315	34
Junior Cadets	29,308	29,308	Nil
Total, officers and cadets	30,657	30,623	34

Camp of Instruction for Junior Cadet Officers.—A winter camp of instruction was held at Hastings during the week from the 27th May to the 1st June, 1912, for which purpose the grounds of the Hawke's Bay Racing Club were very kindly put at the disposal of the Department. Eighty-three teachers, mostly from the Hawke's Bay Educational District, assembled for instruction. In addition to the ordinary training in drill and discipline, instruction was given in physical drill, and some useful work was done.

Visit of Lieut.-General Sir R. S. S. Baden-Powell.—Lieut.-General Sir R. S. S. Baden-Powell arrived at Auckland on the 26th May, 1912, with the intention of touring the Dominion, and this Department co-operated with the Defence Department and the Boy Scout Organization in arranging a suitable welcome. Parades were arranged respectively at Auckland, Wellington, Christchurch, and Dunedin, consisting of Senior and Junior Cadets and Boy Scouts, and General Baden-Powell spoke in terms of praise of what he saw in the course of his tour.

I have, &c.,

ROYD GARLICK,
Director of Physical Education.

APPENDIX.—RESULTS OF COMPETITIONS FOR TROPHIES.

CHAMPION BELT.

Private James White, Cobden School, Grey.

GOVERNMENT CHALLENGE SHIELDS.

No. 1 Shield.

Timaru Main School	65·2

No. 2 Shield.

Waihi South School	63·3

"WEEKLY PRESS" CHALLENGE SHIELDS.

No. 1 Shield.

Lower Hutt District High School	49·6

No. 2 Shield.

Paeroa District High School	50·9

WINCHESTER REPEATING ARMS COMPANY'S SHIELD.

Lyttelton District High School	49·08

WANGANUI NATIONAL DEFENCE LEAGUE'S SHIELD (10 yards Range).

Timaru South School	63·2

"STAR" AND "GRAPHIC" SHIELD AND MEDALS (10 yards Range).

Rotorua School	62·9

COLONIAL AMMUNITION COMPANY'S CUPS.

Auckland District	Private C. Drury, Cambridge District High School	77
Wellington District	Lance-Corporal W. Clout, Hutt District High School	86
South Canterbury District	Corporal W. Irwin, Timaru Main School	88
Otago District	Corporal P. Austin, Palmerston South School	86

DISTRICT PRIZE MEDALS.

Auckland District	Sergeant R. Morrison, Paeroa District High School	79
Taranaki District	Private K. Ward, West End School	71
Wellington District	Lance-Corporal W. Clout, Hutt District High School	86
Hawke's Bay District	Sergeant L. Brosnahan, Ormond School	70
Nelson District	Private K. Levick, Central School	81
Grey District	Private James White, Cobden School	91
North Canterbury District	Sergeant R. Kempthorne, Lyttelton District High School	86
South Canterbury District	Corporal W. Irwin, Timaru Main School	88
Otago District	Private H. Hull, Balclutha District High School	83

III.—DETAILED TABLES, ETC.

Table A1.—Number of Public Schools, December, 1912.

[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, 1912.	Total Number of Schools, 1911.
0	1–8	42	..	8	9	14	39	13	3	7	5	1	12	11	164	162
I	9–15	119	13	31	23	23	26	31	12	10	25	13	37	32	395	393
II	16–25	146	19	42	33	22	9	27	6	8	48	24	55	33	472	480
III	26–35	87	19	26	24	14	6	13	1	2	32	16	35	37	312	283
IV	36–80	118	32	60	36	28	8	24	6	4	53	18	57	40	484	462
V	81–120	20	5	14	10	12	2	6	1	2	23	4	13	10	122	127
VI	VIA 121–160	12	1	7	6	3	1	4	..	..	7	1	7	5	54	58
	VIB 161–200	8	..	1	4	4	..	3	2	..	2	1	2	4	31	33
VII	VIIA 201–250	8	..	5	7	5	1	1	1	..	4	1	4	3	40	34
	VIIB 251–300	7	2	3	2	4	..	1	..	..	4	..	4	1	28	27
VIII	VIIIA 301–350	5	..	2	4	1	..	1	..	1	4	..	4	2	24	24
	VIIIB 351–400	4	1	2	2	..	1	..	..	..	1	3	2	1	17	13
	VIIIC 401–450	1	..	1	3	..	..	..	..	..	1	..	2	..	8	16
IX	IXA 451–500	4	..	2	..	..	..	..	1	..	2	..	3	..	12	7
	IXB 501–550	1	..	..	..	..	..	..	..	..	1	1	5	1	9	12
	IXC 551–600	2	1	1	1	..	..	1	..	..	1	..	..	..	7	4
X	XA 601–650	4	1	..	2	..	..	..	..	..	5	..	1	..	13	12
	XB 651–700	1	..	1	1	..	..	..	..	..	..	..	..	..	3	5
	XC 701–750	3	..	..	..	2	..	..	..	..	..	1	2	..	8	6
	XD 751–800	1	..	..	2	1	..	..	..	..	..	..	..	1	5	3
	XE 801–850	1	..	..	1	..	..	..	..	..	1	..	..	..	3	2
	XF 851–900	2	..	..	..	..	..	..	..	..	..	..	..	..	2	2
	XG 901–950	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	XH 951–1,000	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	XI 1,001–1,050	..	..	..	..	..	..	..	..	..	1	..	..	..	1	1
Totals for 1912 ..		596	94	206	170	133	93	125	33	34	220	84	245	181	2,214	2,166
Totals for 1911 ..		574	95	201	176	127	89	126	32	36	214	84	238	174	2,166	..
Difference ..		22	−1	5	−6	6	4	−1	1	−2	6	..	7	7	48	..

Note.—Part-time schools, and main schools with side-schools attached, are counted separately, and are included in the respective grades determined by the separate average attendance of each school.

Table B1.—School Attendance at Public Schools for 1912.

(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.	1912.	1911.
Auckland ..	37,953	21,887	15,407	44,423	43,906	20,295	18,419	38,714	88·2	88·2
Taranaki ..	5,658	2,516	2,088	6,086	6,156	2,853	2,509	5,362	87·1	88·3
Wanganui ..	13,208	7,968	6,073	15,103	15,100	7,125	6,245	13,370	88·5	88·9
Wellington ..	16,002	8,771	6,668	18,105	17,954	8,537	7,661	16,198	90·2	90·1
Hawke's Bay ..	9,498	5,035	3,402	11,131	10,829	5,083	4,641	9,724	89·8	88·5
Marlborough ..	2,170	1,007	776	2,401	2,364	1,136	981	2,117	89·6	91·6
Nelson	5,530	2,694	1,974	6,250	6,244	2,986	2,576	5,562	89·1	88·6
Grey	1,802	800	651	1,951	1,969	920	824	1,744	88·6	87·1
Westland ..	1,055	407	263	1,199	1,163	542	500	1,042	89·6	90·1
North Canterbury ..	19,392	8,600	6,158	21,834	21,600	10,012	9,115	19,127	88·6	89·0
South Canterbury ..	5,259	1,947	1,279	5,927	5,740	2,661	2,452	5,113	89·1	90·0
Otago	18,834	7,057	5,090	20,801	20,677	9,817	8,837	18,654	90·2	91·7
Southland ..	9,805	3,839	2,591	11,053	10,790	5,011	4,544	9,555	88·6	89·5
Totals for 1912..	146,166	72,528	52,420	166,264	164,492	76,978	69,304	146,282	88·9	..
Totals for 1911..	141,103	70,512	49,967	161,648	159,299	74,953	67,233	142,186	89·3	..
Difference ..	5,063	2,016	2,453	4,616	5,193	2,025	2,071	4,096	−0·4	..

TABLE B2.—COMPARISON OF SCHOOL ATTENDANCE AT PUBLIC SCHOOLS FOR 1911 AND 1912, NORTH ISLAND AND SOUTH ISLAND.

Districts.	Average Attendance.		
	1911.	1912.	Difference.
Auckland	36,351	38,714	2,363
Taranaki	5,429	5,362	−67
Wanganui	13,048	13,370	322
Wellington	15,981	16,198	217
Hawke's Bay	9,222	9,724	502
Totals, North Island	80,031	83,368	3,337
Marlborough	2,070	2,117	47
Nelson	5,345	5,562	217
Grey	1,684	1,744	60
Westland	1,025	1,042	17
North Canterbury	18,847	19,127	280
South Canterbury	5,102	5,113	11
Otago	18,636	18,654	18
Southland	9,446	9,555	109
Totals, South Island	62,155	62,914	759
Totals for Dominion	142,186	146,282	4,096

TABLE B3.—AVERAGE ATTENDANCE FOR THE YEAR 1912 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 1912.	Totals for 1911.
0	1-8	277	..	47	37	60	165	74	16	37	18	2	72	63	868	929
I	9-15	1,477	161	339	264	257	301	363	123	97	315	151	401	402	4,651	4,708
II	16-25	2,933	371	725	593	437	183	530	116	157	900	444	1,045	651	9,085	9,685
III	26-35	2,615	548	775	661	429	161	419	30	53	934	455	1,015	1,049	9,144	8,448
IV	36-80	6,209	1,645	2,983	1,839	1,446	414	1,161	331	184	2,380	772	2,802	1,841	24,007	23,356
V	81-120	1,922	480	1,477	936	1,157	163	620	65	184	2,132	344	1,281	987	11,778	12,730
VI	VIA 121-160	1,898	144	1,003	868	385	136	556	..	..	957	124	1,012	675	7,758	7,856
	VIB 161-200	1,552	..	147	722	733	..	526	368	..	410	176	366	688	5,688	6,241
VII	VIIA 201-250	1,767	..	1,241	1,593	1,208	215	240	223	..	992	200	868	627	9,174	7,844
	VIIB 251-300	1,974	517	836	553	1,125	..	252	..	..	1,116	..	1,141	289	7,803	7,560
	VIIIA 301-350	1,693	..	639	1,261	364	..	211	..	334	1,400	..	1,326	632	7,860	7,177
VIII	VIIIB 351-400	1,744	357	777	713	..	410	..	..	..	357	1,264	729	405	6,756	5,043
	VIIIC 401-450	406	..	402	1,300	..	..	..	..	..	398	..	892	..	3,398	7,306
	IXA 451-500	1,881	..	989	..	..	..	..	471	..	943	..	1,461	..	5,745	3,435
IX	IXB 501-550	544	..	..	..	..	..	..	..	..	542	507	2,619	516	4,728	6,674
	IXC 551-600	1,173	558	343	555	..	..	631	..	..	593	..	..	..	3,853	2,445
	XA 601-650	2,553	629	..	1,259	..	..	..	..	..	3,123	..	623	..	8,187	7,562
	XB 651-700	627	..	689	669	..	..	..	..	..	..	..	..	..	1,985	3,561
	XC 701-750	2,240	..	..	..	1,482	..	..	..	..	..	713	1,364	..	5,799	4,380
	XD 751-800	798	..	..	1,612	718	..	..	..	..	..	..	..	783	3,911	2,363
X	XE 801-850	849	..	..	811	..	..	..	..	..	821	..	..	..	2,481	1,560
	XF 851-900	1,785	..	..	..	..	..	..	..	..	..	..	..	..	1,785	1,731
	XG 901-950	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	XH 951-1,000	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	XI 1,001-1,050	..	..	..	..	..	..	..	..	..	889	..	..	..	889	1,037
Totals, 1912 ..		38,917	5,410	13,412	16,246	9,801	2,148	5,583	1,743	1,046	19,250	5,152	19,017	9,608	147,333	143,631
Totals, 1911 ..		36,686	5,459	13,118	16,086	9,414	2,084	5,405	1,689	1,033	19,147	5,111	18,879	9,520	143,631	..
Difference ..		2,231	−49	294	160	387	64	178	54	13	103	41	138	88	3,702	..

The following notes are appended in explanation of this table :—

A.—The average attendance as given in Table B3 differs from that in Table B for the following reasons :—

(1.) 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 a 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.

(2.) 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.

(3.) New schools, many of which were open for only part of the year, are included as having an average attendance for the whole year ; whereas in Table B the average attendance is included only for those quarters during which the schools were open.

B.—This table shows the average attendance for determining the grades of schools. For determining the staffs of schools, however, the figures require to be reduced by the attendance in secondary departments of district high schools, viz. : Grade V, 61 ; VIA, 109 ; VIB, 133 ; VIIA, 217 ; VIIB, 132 ; VIIIA, 215 ; VIIIB, 79 ; VIIIC, 137 ; IXA, 81 ; IXB, 117 ; IXC, 116 ; XA, 113 ; XB, 49 ; XC, 46 ; XE, 239 : total, 1844.

TABLE C1.—AGE AND SEX OF THE PUPILS ON THE SCHOOL-ROLLS IN THE SEVERAL EDUCATION DISTRICTS AT THE END OF 1912.

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.. ..	1,811	1,621	2,539	2,242	2,685	2,414	2,731	2,647	2,585	2,456	2,453	2,383	2,442	2,312	2,292	2,122	1,955	1,769	1,028	898	580	458	23,101	21,322	44,423
Taranaki	211	176	328	300	387	348	430	364	336	335	363	336	355	328	264	293	288	222	165	107	80	70	3,207	2,879	6,086
Wanganui ..	542	484	786	737	985	849	960	869	905	822	888	768	864	749	862	759	686	613	371	319	157	128	8,006	7,097	15,103
Wellington ..	767	665	1,003	965	1,196	1,104	1,140	1,036	1,074	1,014	1,014	877	991	895	914	889	769	676	403	376	175	162	9,446	8,659	18,105
Hawke's Bay ..	386	355	613	589	729	647	701	630	679	630	642	613	638	585	586	504	477	430	263	225	108	101	5,822	5,309	11,131
Marlborough ..	82	96	140	117	149	122	169	128	129	117	135	119	148	137	133	138	98	92	70	38	23	21	1,276	1,125	2,401
Nelson	312	280	358	320	410	379	393	339	384	326	326	332	334	304	335	284	284	234	128	98	38	52	3,302	2,948	6,250
Grey	119	91	137	111	109	119	111	111	107	109	110	109	108	77	87	88	74	62	39	35	19	19	1,020	931	1,951
Westland ..	74	72	85	61	58	75	76	54	56	57	67	55	53	49	47	47	48	38	34	40	32	21	630	569	1,199
North Canterbury ..	1,017	929	1,266	1,193	1,378	1,247	1,351	1,217	1,233	1,184	1,192	1,080	1,170	1,148	1,131	1,039	943	850	461	410	210	185	11,352	10,482	21,834
South Canterbury ..	256	225	342	346	348	362	365	320	295	302	352	303	292	322	339	290	268	207	126	123	80	64	3,063	2,864	5,927
Otago	891	810	1,249	1,138	1,258	1,179	1,279	1,162	1,198	1,097	1,094	1,092	1,173	1,089	1,117	1,007	896	778	476	428	214	176	10,845	9,956	20,801
Southland ..	453	431	644	589	712	650	687	620	654	602	651	570	582	576	556	539	494	444	259	203	78	59	5,770	5,283	11,053
Totals for 1912..	6,921	6,235	9,490	8,708	10,404	9,495	10,393	9,497	9,635	9,051	9,287	8,637	9,150	8,571	8,663	7,999	7,280	6,415	3,823	3,300	1,794	1,516	86,840	79,424	166,264
Totals for 1911..	7,131	6,408	9,307	8,556	10,094	9,246	9,587	8,977	9,300	8,638	9,114	8,575	8,799	8,101	8,346	7,417	7,132	6,420	3,997	3,270	1,755	1,478	84,562	77,086	161,648
Difference ..	−210	−173	183	152	310	249	806	520	335	413	173	62	351	470	317	582	148	−5	−174	30	39	38	2,278	2,338	4,616

Table D1.—Standard Classes of all Pupils on School-rolls at the end of 1912.

Education Districts.	Pupils in Preparatory Classes.			Pupils preparing for Standard																					Totals		
				I.			II.			III.			IV.			V.			VI.			VII.					
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Auckland ..	9,354	8,202	17,556	2,848	2,669	5,517	2,731	2,670	5,401	2,583	2,437	5,020	2,335	2,282	4,617	1,876	1,789	3,665	1,220	1,105	2,325	154	168	322	23,101	21,322	44,423
Taranaki ..	1,238	1,051	2,289	412	391	803	376	347	723	339	321	660	326	332	658	268	211	479	187	158	345	61	68	129	3,207	2,879	6,086
Wanganui ..	2,996	2,595	5,591	996	856	1,852	1,030	878	1,908	892	804	1,696	818	768	1,586	694	621	1,315	466	435	901	114	140	254	8,006	7,097	15,103
Wellington ..	3,345	2,990	6,335	1,044	1,021	2,065	1,152	977	2,129	1,147	1,097	2,244	1,026	951	1,977	912	804	1,716	686	656	1,342	134	163	297	9,446	8,659	18,105
Hawke's Bay ..	2,067	1,826	3,893	765	689	1,454	722	677	1,399	710	657	1,367	681	551	1,232	504	500	1,004	321	337	658	52	72	124	5,822	5,309	11,131
Marlborough ..	429	375	804	171	113	284	161	144	305	144	177	321	161	141	302	115	102	217	81	71	152	14	2	16	1,276	1,125	2,401
Nelson	1,156	950	2,106	403	355	758	411	373	784	402	408	810	366	321	687	270	282	552	221	182	403	73	77	150	3,302	2,948	6,250
Grey	415	347	762	105	114	219	126	126	252	106	105	211	98	91	189	93	66	159	57	60	117	20	22	42	1,020	931	1,951
Westland ..	258	220	478	66	59	125	61	60	121	72	60	132	54	55	109	54	54	108	31	37	68	34	24	58	630	569	1,199
North Canterbury	4,085	3,676	7,761	1,477	1,297	2,774	1,372	1,307	2,679	1,319	1,252	2,571	1,229	1,115	2,344	1,039	1,016	2,055	661	646	1,307	170	173	343	11,352	10,482	21,834
South Canterbury	1,090	1,026	2,116	413	374	787	333	351	684	355	312	667	320	312	632	298	255	553	184	158	342	70	76	146	3,063	2,864	5,927
Otago	3,917	3,482	7,399	1,349	1,209	2,558	1,320	1,262	2,582	1,259	1,212	2,471	1,168	1,098	2,266	1,009	867	1,876	648	619	1,267	175	207	382	10,845	9,956	20,801
Southland ..	2,089	1,839	3,928	756	663	1,419	719	678	1,397	650	638	1,288	660	586	1,246	514	506	1,020	359	334	693	23	39	62	5,770	5,283	11,053
Totals for 1912	32,439	28,579	61,018	10,805	9,810	20,615	10,514	9,850	20,364	9,978	9,480	19,458	9,242	8,603	17,845	7,646	7,073	14,719	5,122	4,798	9,920	1,094	1,231	2,325	86,840	79,424	166,264
Totals for 1911	32,034	28,266	60,300	10,334	9,610	19,944	9,895	9,340	19,235	9,715	9,019	18,734	8,899	8,044	16,943	7,344	6,756	14,100	5,223	4,809	10,032	1,118	1,242	2,360	84,562	77,086	161,648
Difference	405	313	718	471	200	671	619	510	1,129	263	461	724	343	559	902	302	317	619	-101	-11	-112	-24	-11	-35	2,278	2,338	4,616

Table D2.—Examination Statistics for 1912.

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	45,060	42,886	16,595	2,368	259	1,998	235	2,233
Taranaki	6,160	5,873	2,165	368	128	291	65	356
Wanganui	15,283	14,481	5,275	901	199	701	151	852
Wellington	18,379	17,714	5,985	1,445	290	1,061	301	1,362
Hawke's Bay ..	11,127	10,749	3,759	619	117	401	125	526
Marlborough ..	2,390	2,303	762	149	23	99	23	122
Nelson	6,311	6,138	2,166	395	112	228	158	386
Grey	1,947	1,857	732	107	43	45	20	65
Westland	1,206	1,158	456	62	53	49	15	64
North Canterbury ..	21,988	20,997	7,346	1,293	305	1,040	235	1,275
South Canterbury ..	5,946	5,746	2,013	358	143	248	72	320
Otago	20,934	20,113	7,120	1,179	314	1,015	148	1,163
Southland	11,069	10,672	3,828	659	39	468	62	530
Totals for 1912 ..	167,800	160,687	58,202	9,903	2,025	7,644	1,610	9,254
Totals for 1911 ..	162,536	155,244	56,770	9,742	1,757	7,212	1,808	9,020
Difference ..	5,264	5,443	1,432	161	268	432	−198	234

Table D3.—Average Age of Pupils in 1912 at the Time of Annual Examination.

Education Districts.	Average Ages of the Pupils in each Class.														Average Ages for all Districts.			
	P.		I.		II.		III.		IV.		V.		VI.		VII.		1912.		1911.	
	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.
Auckland	7	3	9	4	10	5	11	6	12	5	13	4	14	1	15	1	9	10	9	9
Taranaki	7	0	9	1	10	3	11	3	12	2	13	1	14	0	14	8	9	9	10	1
Wanganui	7	2	9	5	10	5	11	5	12	4	13	2	14	0	14	11	9	11	9	10
Wellington	6	11	8	10	9	10	11	0	12	0	12	11	13	10	15	1	9	9	9	9
Hawke's Bay ..	7	1	9	1	10	3	11	2	12	1	13	0	14	0	15	5	9	9	9	8
Marlborough ..	7	0	9	0	10	2	11	1	12	3	13	3	14	0	14	3	9	11	9	11
Nelson	6	10	9	1	10	1	11	3	12	3	13	2	13	11	14	11	9	9	9	9
Grey	6	9	9	3	9	9	11	4	12	2	13	0	13	10	14	10	9	6	9	5
Westland	6	8	8	10	10	0	11	0	12	0	12	9	14	2	15	3	9	7	9	9
North Canterbury ..	6	11	8	11	10	1	11	3	12	2	13	1	13	11	15	1	9	9	9	9
South Canterbury ..	6	11	9	0	10	2	11	2	12	2	13	1	14	0	15	3	9	9	9	10
Otago	6	10	9	0	10	2	11	4	12	3	13	2	14	1	15	2	9	9	9	8
Southland	6	11	8	11	10	2	11	0	12	1	13	1	13	11	14	8	9	8	9	8
Average for Dominion, 1912	7	0	9	1	10	3	11	3	12	3	13	2	14	0	15	1	9	9	..	
Range (difference between highest and lowest)	0	7	0	7	0	8	0	6	0	5	0	7	0	4	1	2	0	5	..	
Average for Dominion, 1911	7	1	9	1	10	2	11	3	12	2	13	2	13	11	15	0	..		9	9
Range (difference between highest and lowest)	1	2	0	9	0	8	0	7	0	9	0	5	0	5	1	3	..		0	8

TABLE D4.—STATISTICS IN REGARD TO PRIVATE SCHOOLS SUBJECT TO INSPECTION BY OFFICERS OF EDUCATION BOARDS FOR THE YEAR 1912

Education Districts.	Number of Schools.	Roll Number.	Average Attendance.	Total Roll at Annual Examination.	Number present at Annual Examination.	Number present in			Number of Standard VI Certificates issued	
						Preparatory Classes.	Standard VI Classes.	Standard VII Classes.	Proficiency.	Competency.
Auckland ..	34	3,921	3,521	3,802	3,618	1,598	188	91	93	33
Taranaki ..	55	473	436	465	445	194	15	5	5	7
Wanganui ..	22	1,401	1,281	1,375	1,214	645	100	41	54	15
Wellington ..	14	1,501	1,341	1,467	1,371	617	86	12	66	14
Hawke's Bay ..	11	946	841	971	929	355	83	5	36	31
Marlborough ..	4	189	168	187	173	55	17	..	16	1
Nelson	6	478	419	495	491	157	42	13	26	9
Grey	4	468	428	452	444	413	32	23	21	5
Westland ..	5	295	259	296	271	108	30	5	23	7
North Canterbury	18	1,781	1,477	1,695	1,554	565	87	51	57	21
South Canterbury	5	547	497	477	457	191	40	10	17	16
Otago	11	1,147	993	1,116	954	371	71	12	53	7
Southland ..	8	530	425	488	401	141	20	1	6	5
Totals for 1912	197	13,677	12,086	13,286	12,322	5,410	811	269	473	171
Totals for 1911	183	15,914	14,084	15,404	14,233	5,774	928	244	581	174
Difference ..	14	−2,237	−1,998	−2,118	−1,911	−364	−117	25	−108	−3

TABLE E1.—SCHOOL STAFF, DECEMBER, 1912 (EXCLUSIVE OF SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS).

Education Districts.	Number of Schools.	Heads of Schools.		Sole Teachers		Assistant Teachers.		Total Number of Adult Teachers.			Pupil-teachers.			Total Number of Adult Teachers and Pupil-teachers.	Percentage of Male to Female Adult Teachers.	Yearly Average Attendance (as in Table B3 less Secondary Depts. of D.H. Schools).	Average Number of Pupils to One Teacher, reckoning Two Pupil-teachers as One Adult.
		M.	F.	M.	F.	M.	F.	M.	F.	Total.	M.	F.	Total.				
Auckland	596	180	18	202	141	77	408	459	567	1,026	54	144	198	1,224	81·0	38,687	34·38
Taranaki	94	26	16	14	37	11	56	51	109	160	1	21	22	182	46·8	5,297	30·97
Wanganui ..	206	86	11	56	50	33	149	175	210	385	13	48	61	446	83·3	13,207	31·74
Wellington ..	170	66	11	30	60	52	198	148	269	417	14	40	54	471	55·0	15,949	35·94
Hawke's Bay ..	133	52	6	19	54	24	111	95	171	266	10	31	41	307	55·6	9,696	33·78
Marlborough ..	93	11	2	15	64	4	21	30	87	117	..	3	3	120	34·5	2,148	18·05
Nelson	125	32	6	20	59	6	66	58	131	189	1	24	25	214	44·3	5,500	27·22
Grey	33	5	5	4	18	2	21	11	44	55	2	5	7	62	25·0	1,705	28·90
Westland	34	5	2	2	24	..	10	7	36	43	2	3	5	48	19·4	993	21·59
North Canterbury ..	220	93	9	27	88	46	211	166	308	474	31	86	117	591	53·9	18,944	35·54
South Canterbury ..	84	25	4	12	43	10	56	47	103	150	9	15	24	174	45·6	5,016	30·96
Otago	245	104	..	38	102	56	222	198	324	522	13	31	44	566	61·1	18,764	34·49
Southland ..	181	48	17	43	71	19	103	110	191	301	12	25	37	338	57·6	9,583	29·91
Totals for 1912..	2,214	733	107	482	811	340	1632	1,555	2,550	4,105	162	476	638	4,743	60·1	145,489	32·89
Totals for 1911..	2,166	728	85	452	814	313	1452	1,493	2,351	3,844	179	528	707	4,551	63·5	141,770*	33·77*
Difference..	48	5	22	30	3	27	180	62	199	261	−17	−52	−69	192	−3·4	3,719	−0·88

* The figures for 1911 have been amended.

TABLE E2.—TEACHERS, CERTIFICATED AND UNCERTIFICATED, 31ST DECEMBER, 1912 (IN PUBLIC SCHOOLS, EXCLUSIVE OF TEACHERS IN SECONDARY SCHOOLS AND SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS).

Education 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	735	..	735	19	81	191	291	1,026
Taranaki	89	..	89	3	18	50	71	160
Wanganui	247	..	247	6	50	82	138	385
Wellington	337	..	337	11	25	44	80	417
Hawke's Bay	186	..	186	7	18	55	80	266
Marlborough	37	..	37	1	8	71	80	117
Nelson	118	..	118	6	25	40	71	189
Grey	22	..	22	4	3	26	33	55
Westland	16	..	16	..	6	21	27	43
North Canterbury ..	409	..	409	7	22	36	65	474
South Canterbury ..	123	..	123	3	15	9	27	150
Otago	422	..	422	12	39	49	100	522
Southland	178	..	178	8	26	89	123	301
Totals ..	2,919	..	2,919	87	336	763	1,186	4,105

TABLE E2.—AS ABOVE, BUT EXCLUDING GRADES 0 AND 1.

Auckland	724	..	724	18	72	126	216	940
Taranaki	82	..	82	2	14	32	48	130
Wanganui	245	..	245	5	46	50	101	346
Wellington	331	..	331	10	24	20	54	385
Hawke's Bay	183	..	183	6	17	23	46	229
Marlborough	34	..	34	1	6	11	18	52
Nelson	113	..	113	5	19	8	32	145
Grey	21	..	21	4	3	12	19	40
Westland	15	..	15	..	5	6	11	26
North Canterbury ..	397	..	397	7	21	19	47	444
South Canterbury ..	119	..	119	3	10	3	16	135
Otago	415	..	415	12	28	20	60	475
Southland	175	..	175	8	20	56	84	259
Totals ..	2,854	..	2,854	81	285	386	752	3,606

TABLE E3.—HOLDERS OF TEACHERS' CERTIFICATES IN THE SERVICE OF EDUCATION BOARDS AT 31ST DECEMBER, 1912.

(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 ..	4	..	4	30	1	31	178	83	261	145	177	322	12	105	117	369 [2]	366 [10]	735 [12]
Taranaki ..	..	..	..	1	1	2	19	11	30	13	28	41	3	13	16	36 [1]	53	89 [1]
Wanganui ..	3	..	3	14	7	21	56	19	75	49	56	105	8	35	43	130 [5]	117 [3]	247 [8]
Wellington ..	3	1	4	20	7	27	37	42	79	61	120	181	2	44	46	122 [6]	215 [6]	337 [12]
Hawke's Bay	..	..	..	13	2	15	31	18	49	29	61	90	7	25	32	81 [3]	105 [2]	186 [5]
Marlborough	..	..	..	1	..	1	5	7	12	9	10	19	1	4	5	16	21	37
Nelson ..	1	..	1	5	2	7	17	15	32	14	42	56	5	17	22	42 [1]	76 [3]	118 [4]
Grey	..	..	..	..	..	..	2	1	3	6	11	17	..	2	2	8 [1]	14 [1]	22 [2]
Westland ..	..	..	..	1	..	1	1	..	1	3	10	13	..	1	1	5 [1]	11 [1]	16 [2]
N. Canterbury	4	2	6	35	9	44	58	73	131	49	136	185	9	34	43	155 [7]	254 [6]	409 [13]
S. Canterbury	1	..	1	15	1	16	10	23	33	14	42	56	2	15	17	42 [4]	81 [2]	123 [6]
Otago	5	1	6	34	14	48	58	71	129	65	141	206	8	25	33	170 [4]	252 [9]	422 [13]
Southland ..	3	..	3	12	7	19	20	15	35	30	58	88	14	19	33	79	99 [2]	178 [2]
Totals ..	24	4	28	181	51	232	492	378	870	487	892	1,379	71	339	410	1,255 [35]	1,664 [45]	2,919 [80]

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

Table F1.—Income together with the Bank Balances of the several Education Boards for the Year 1912.

Education District.	Balances, 1st January, 1912.	Receipts from Government. For Salaries and Allowances (including Receipts from Education Reserves).	Administration, Capitation at 12s. per annum on average attendance. 6d. per annum for relieving Teachers. Special Grant £250.	For Scholarships and District High Schools.	For Manual and Technical Instruction.	For Buildings and Sites, and House Allowance.	Miscellaneous (1).	Total from Government.	From Local Sources. Fees for District High Schools, Technical Schools, Training, &c.	Donations, Subscriptions, and Interest on Bequests, and Payments for Services rendered, &c.	Interest, Rents, Sale of Old Buildings, Sites, &c.	Total from Local Sources.	Refunds, Truancy Fines, Contractors Deposits, &c. (2).	Overdrafts, 31st December, 1912.	Total.
	£ 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 ..	19,474 14 1	165,261 17 8	24,592 19 11	5,550 1 8	13,746 12 7	53,487 1 3	12,650 9 4	275,289 2 5	1,109 18 0	1,087 17 11	1,685 18 2	3,883 14 1	656 7 5	..	299,303 18 0
Taranaki ..	1,033 2 9	25,276 9 2	3,644 18 5	1,257 4 8	1,595 13 9	9,740 4 1	517 9 0	42,031 19 1	377 10 3	250 2 5	72 12 9	700 5 5	203 0 9		43,968 8 0
Wanganui ..	..	59,972 2 0	8,731 6 4	3,468 1 10	7,824 0 0	17,664 12 0	2,096 3 1	99,756 5 3	1,040 15 2	1,789 17 8	16,844 10 3	19,675 3 1	262 2 11	4,735 13 8	124,429 4 11
Wellington ..	3,568 13 9	68,228 5 3	10,781 5 3	4,167 16 6	11,215 8 9	19,899 6 6	9,917 18 1	124,210 0 4	3 0 0	536 5 0	507 5 2	1,046 10 2	700 16 5	..	129,526 0 8
Hawke's Bay ..	6,926 13 2	41,883 0 10	6,501 3 3	2,064 2 6	3,789 10 8	10,405 14 4	1,217 16 4	65,861 7 11	78 10 0	115 19 11	121 10 9	316 0 8	438 4 11	..	73,542 6 8
Marlborough ..	61 1 11	11,607 16 8	1,634 8 0	222 15 0	502 7 8	4,081 15 3	238 2 0	18,287 4 7	..	30 9 6	192 17 6	223 7 0	55 4 6	..	18,626 18 0
Nelson ..	162 5 7	26,709 4 3	3,767 18 3	1,656 0 4	1,986 0 11	6,956 9 0	590 0 8	41,665 13 5	153 19 11	261 7 0	49 2 5	464 9 4	182 10 6	..	42,474 18 10
Grey	194 7 3	8,044 4 2	1,339 14 4	575 5 0	244 2 10	2,140 1 3	171 8 4	12,514 15 11	15 2 6	197 0 3	35 19 8	248 2 5	47 0 0	..	13,004 5 7
Westland ..	812 17 9	5,573 4 1	958 3 4	555 16 6	15 13 3	1,415 16 8	118 3 4	8,636 17 2	..	125 0 0	..	125 0 0	157 7 6	..	9,732 2 5
North Canterbury	6,430 5 0	80,860 7 9	13,072 19 1	3,786 12 1	9,974 6 4	20,784 19 3	9,749 2 3	138,228 6 9	136 4 6	746 8 1	442 2 4	1,324 14 11	389 2 6	..	146,372 9 2
South Canterbury	1,507 11 5	24,337 5 3	4,022 8 6	1,817 8 4	2,484 1 7	9,996 3 7	707 14 6	43,365 1 9	8 5 0	356 7 3	631 2 10	995 15 1	128 6 11	..	45,996 15 2
Otago	2,003 1 11	81,616 10 5	13,332 12 7	3,521 8 8	8,662 8 11	22,219 12 3	9,486 8 7	138,839 1 5	541 3 2	907 3 1	417 3 7	1,865 9 10	505 5 0	..	143,212 18 2
Southland ..	5,216 11 0	45,514 0 0	6,921 0 6	1,440 0 0	4,547 6 11	10,119 4 8	1,080 18 4	69,622 10 5	300 14 3	418 12 0	385 15 5	1,105 1 8	298 7 9	..	76,242 10 10
Total for 1912	47,391 5 7	644,884 7 6	99,300 17 9	30,082 13 1	66,587 14 2	188,911 0 1	48,541 13 10	1,078,308 6 5	3,765 2 9	6,822 10 1	21,386 0 10	31,973 13 8	4,023 17 1	4,735 13 8	1,166,432 16 5
Total for 1911	67,677 18 10	590,692 15 11	91,895 11 2	31,344 13 7	56,691 7 11	163,219 16 6	35,751 10 3	969,595 15 4	3,831 3 6	9,959 17 3	613 14 1	14,404 14 10	3,879 5 5	5,863 3 10	1,061,420 18 3
Difference ..	−20,286 13 3	54,191 11 7	7,405 6 7	−1,262 0 6	9,896 6 3	25,691 3 7	12,790 3 7	108,712 11 1	−66 0 9	−3,137 7 2	20,772 6 9	17,568 18 10	144 11 8	−1,127 10 2	105,011 18 2

(1) Including grants for training colleges, training of teachers, drill-instruction, conveyance of school-children.

(2) Including proceeds of school-sites and recoveries from insurance.

Table F2.—Expenditure of the several Education Boards for the Year 1912.

Education Districts.	Overdrafts, 1st January, 1912.	Maintenance. Staff Salaries, Clerical Assistance, and Office Contingencies (including Inspection and Examination Expenses).	Teachers' and Pupil-teachers' Salaries, and Pupil-teachers' Allowances.	Incidental Expenses of Schools.	Salaries of Relieving-teachers.	Total for 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, 1912.	Totals.
	£ 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	..	10,733 9 6	165,367 7 7	11,638 9 8	1,285 9 0	178,291 6 3	5,564 11 7	7,174 16 1	15,921 9 6	47,688 2 9	4,117 5 4	29,812 17 0	299,303 18 0
Taranaki	..	2,021 2 4	25,093 15 7	1,505 13 8	191 3 1	26,790 12 4	1,168 13 2	..	2,034 1 0	10,603 16 9	489 4 2	860 18 3	43,968 8 0
Wanganui	5,863 3 10	6,070 3 8	60,043 15 6	3,674 17 10	628 7 3	64,347 0 7	4,427 15 4	..	9,660 16 5	30,667 6 10	3,392 18 3	..	124,429 4 11
Wellington	..	4,657 15 5	67,983 9 7	4,201 8 5	283 8 9	72,468 6 9	4,642 10 4	7,475 16 11	11,733 1 1	21,911 19 1	2,321 5 6	4,315 5 7	129,526 0 8
Hawke's Bay	..	2,935 14 6	41,650 17 6	3,235 4 6	146 17 7	45,032 19 7	2,173 17 8	..	4,444 14 11	12,014 8 1	1,415 13 2	5,524 18 9	73,542 6 8
Marlborough	..	965 17 8	11,572 9 10	495 15 0	142 2 1	12,210 6 11	174 16 3	..	588 5 6	4,331 19 8	280 12 9	74 19 3	18,626 18 0
Nelson	..	2,374 19 4	26,771 9 10	1,667 2 8	222 19 2	28,661 11 8	1,943 5 7	..	3,417 13 8	4,926 17 0	725 5 10	425 5 9	42,474 18 10
Grey	..	1,179 11 0	8,050 15 8	544 0 0	129 13 11	8,724 9 7	897 4 7	..	223 13 4	1,484 0 10	139 2 11	356 3 4	13,004 5 7
Westland	..	821 7 9	5,548 1 2	340 9 6	17 2 9	5,905 13 5	700 18 4	..	121 5 7	1,152 5 3	75 4 3	955 7 10	9,732 2 5
North Canterbury ..	..	6,060 11 11	80,568 19 3	6,900 3 7	482 6 5	87,951 9 3	4,231 12 9	7,408 6 9	10,133 17 5	23,628 14 4	2,796 2 7	4,161 14 2	146,372 9 2
South Canterbury ..	..	1,777 15 4	24,354 5 0	1,570 6 5	120 19 11	26,045 11 4	1,982 10 11	..	2,483 11 10	9,081 9 3	1,038 8 8	3,587 7 10	45,996 15 2
Otago	..	4,730 0 2	81,484 2 1	6,179 16 1	806 8 5	88,470 6 7	4,084 10 10	7,695 1 10	10,973 2 8	23,214 18 5	2,902 4 5	1,142 13 3	143,212 18 2
Southland	..	3,444 1 4	45,431 4 6	2,769 6 7	185 13 0	48,386 4 1	1,368 15 0	..	5,395 14 3	10,976 7 0	1,375 15 9	5,295 13 5	76,242 10 10
Total for 1912 ..	5,863 3 10	47,772 9 11	643,920 13 1	44,722 13 11	4,642 11 4	693,285 18 4	33,361 2 4	29,754 1 7	77,131 7 2	201,682 5 3	21,069 3 7	56,513 4 5	1,166,432 16 5
Total for 1911 ..	966 7 5	43,697 2 9	608,957 17 7	42,830 16 10	3,412 12 11	655,201 7 4	32,619 17 1	28,992 8 2	65,194 17 1	175,401 6 9	11,956 6 1	47,391 5 7	1,061,420 18 3
Difference ..	4,896 16 5	4,075 7 2	34,962 15 6	1,891 17 1	1,229 18 5	38,084 11 0	741 5 3	761 13 5	11,936 10 1	26,280 18 6	9,112 17 6	9,121 18 10	105,011 18 2

TABLE F3.—RETURN OF OFFICERS OF EDUCATION BOARDS NOT INCLUDED IN APPENDIX E, AS AT 31ST DECEMBER, 1912.

—	Annual Rate of Salary. £ s.	Remarks.
Auckland,—		
Secretary and Treasurer	550 0	
Assistant Secretary	375 0	
Accountant	300 0	
Clerks, 8—1 at £200, 1 at £165, 1 at £140, 1 at £130, 1 at £125, 1 at £105, 1 at £95, 1 at £75	1,035 0	
Inspectors, 9—1 at £600, 2 at £450, 1 at £440, 1 at £430	2,370 0	With travelling-allowance in each case of 17s. 6d. a day beyond a certain radius.
1 at £425 (resigned, 31/12/12)	425 0	
2 at £400	800 0	
1 at £350	350 0	With actual travelling-expenses.
Principal of training college	600 0	
Relieving-teachers, 7—2 at £180, 1 at £162, 1 at £108, 2 at £90, 1 at £30	840 0	
Architect	600 0	With actual travelling-expenses.
Draughtsmen, 2—1 at £3 per week, 1 at £2 5s. per week	273 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	
Foremen of Works, 4—2 at 12s. a day, 1 at £3 10s. a week, 1 at 10s. a day	712 8	With actual travelling-expenses in each case.
Total	9,500 8	
Taranaki,—		
Secretary and Treasurer	300 0	
Clerks, 3—1 at £80, 1 at £52, 1 at £35	167 0	
Inspectors, 2—1 at £375, 1 at £300	675 0	With travelling-allowance in each case.
Director of Technical Education	250 0	
Clerk of Works	340 0	With actual railway fares.
Truant Officer	113 0	
Total	1,845 0	
Wanganui,—		
Secretary and Treasurer	355 0	
Clerks, 7—1 at £225, 1 at £145, 1 at £125, 1 at £95, 1 at £80, 1 at £52, 1 at £40	762 0	
Inspectors, 4—1 at £550	550 0	With travelling-allowance, £100.
2 at £400	800 0	,, £150.
1 at £320	320 0	With actual travelling-allowance.
Relieving-teachers, 5—1 at £200, 4 at £100	600 0	
Clerk of Works	208 0	With actual travelling-expenses.
Draughtsman	145 0	
Truant Officer	260 0	With travelling-allowance, £40.
Total	4,000 0	
Wellington,—		
Secretary and Treasurer	500 0	
Clerks, 6—1 at £300, 1 at £260, 1 at £220, 1 at £190, 1 at £115, and 1 at £100	1,185 0	
Inspectors, 4—1 at £550, 1 at £500, and 2 at £400	1,850 0	With travelling-allowance in each case.
Principal of training college	600 0	
Clerk of Works	320 0	With travelling-allowance in each case.
Draughtsman	170 0	
Truant Officer	190 0	With travelling-allowance, £75.
Carpenter	180 0	With travelling-allowance.
Total	4,995 0	
Hawke's Bay,—		
Secretary and Treasurer	400 0	
Accountant	210 0	
Clerk—1 at £85	85 0	
Inspectors, 2—1 at £675, 1 at £550	1,225 0	Travelling-allowance included; Education Department.
Foreman of Works	250 0	With travelling-allowance, £50.
Truant Officer	90 0	With actual travelling-expenses.
	2,260 0	
arlborough,—		
Secretary and Treasurer	250 0	
Clerks, 2—1 at £36, 1 at £15 [part time only]	51 0	
Inspector	400 0	With travelling-allowance, £75
Truant Officers, 2—1 at £57, 1 at £10	67 0	
Total	768 0	

TABLE F3.—RETURN OF OFFICERS OF EDUCATION BOARDS NOT INCLUDED IN APPENDIX E, ETC —*continued.*

—	Annual Rate of Salary.	Remarks.
	£ s.	
Nelson,—		
Secretary and Treasurer	250 0	
Clerks, 2—1 at £90, and 1 at £52	142 0	
Inspectors, 2—1 at £400 and 1 at £300	700 0	Each with travelling-allowance, £130.
Architect	..	5 per cent. on contracts and travelling-expenses.
Total	1,092 0	
Grey,—		
Secretary and Clerk of Works	260 0	
Clerk	78 0	
Inspector and Director of Technical Education	380 0	
Truant Officer	50 0	
Physical Drill Instructor	10 0	
Total	778 0	
Westland,—		
Secretary and Inspector	360 0	With travelling-allowance, £60.
Clerk and Truant Officer	150 0	
Total	510 0	
North Canterbury,—		
Secretary	500 0	
Treasurer	350 0	
Clerks, 5—1 at £240, 1 at £120, 1 at £115, 1 at £80, 1 at £75 ..	630 0	
Inspectors, 4—1 at £500, 1 at £475, 2 at £450	1,875 0	Each with actual travelling-expenses.
Principal of training college	600 0	
Tutor, part time at training college	195 0	
Architect	325 0	With actual travelling-expenses.
Assistant Architect	175 0	
Cadet	75 0	
Truant Officers, 2—1 at £155, 1 at £52	207 0	
Total	4,932 0	
South Canterbury,—		
Secretary and Inspector	325 0	With travelling-allowance, £50.
Inspector	600 0	Travelling-allowance included.
Clerks, 3—1 at £200, 1 at £60, 1 at £26	286 0	
Architect	..	6½ per cent. commission on contracts.
Foreman of Works	200 0	
Truant Officer	40 0	With travelling-expenses.
Total	1,451 0	
Otago,—		
Secretary and Treasurer	475 0	
Clerks, 5—1 at £300, 1 at £250, 1 at £170, 1 at £140, 1 at £100	960 0	
Inspectors, 4—1 at £500, 2 at £450, 1 at £400	1,800 0	Each with travelling-allowance, £150.
Principal of training college	600 0	
Architect	400 0	With actual travelling-expenses.
Draughtsman	208 0	
Truant Officer	200 0	With actual travelling-expenses.
Gymnastic Instructor	110 0	
Total	4,753 0	
Southland,—		
Secretary and Treasurer	425 0	
Clerks, 3—1 at £260 10s., 1 at £125, 1 at £75	460 10	
Inspectors, 2—1 at £525, 1 at £475	1,000 0	With actual travelling-expenses.
Architect	325 0	With actual travelling-expenses.
Assistant Architect	200 0	,,
Physical Instructor	110 0	,,
Truant Officer and caretaker of offices	231 0	,,
Total	2,751 10	
Grand total	39,635 18	

Table F4.—Summary of Education Boards' Income, 1877–1912.

Year.	Balances, 1st January.	Maintenance.		Other Grants from Government.		Secondary Instruction.	Local Receipts.		Interest.	Deposits, Refunds, &c.	Total.
		From Education Reserves.	From Government.	Buildings.	Technical.		School Fees, &c.	Rents, &c.			
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1877	32,490 7 6	16,604 4 3	157,392 15 10	46,812 7 6	..	..	*41,955 11 4	1,190 7 1	..	†11,823 18 4	308,269 11 10
1878	23,323 0 9	8,862 3 9	216,666 4 0	101,257 2 11	..	..	3,005 0 6	1,284 14 3	..	‡6,361 1 4	360,759 7 6
1883	11,532 15 4	24,714 18 9	266,967 12 11	83,322 10 9	..	..	1,221 13 6	2,155 1 2	858 4 0	‡3,117 4 2	393,890 0 7
1888	25,118 3 0	31,882 3 1	318,273 0 3	46,783 10 0	..	..	1,805 6 3	220 1 2	378 17 2	802 1 6	425,263 2 5
1893	51,098 17 6	37,169 11 0	350,465 13 11	47,273 0 0	..	..	2,349 6 11	552 6 10	487 18 9	1,014 14 6	490,411 9 5
1894	50,709 13 7	34,761 17 5	362,388 10 8	45,079 5 10	..	..	2,271 14 3	522 11 3	563 5 7	352 12 0	496,649 10 7
1895	42,396 18 8	39,828 11 1	379,610 16 10	44,603 1 4	..	..	2,369 2 3	856 11 11	348 8 0	326 14 4	510,340 4 5
1896	53,240 6 3	37,196 6 7	388,702 0 8	§4,957 1 8	..	..	3,042 5 9	580 4 11	148 12 2	163 18 9	488,030 16 9
1897	12,005 13 3	36,857 1 9	393,358 14 3	57,527 1 3	1,153 9 0	..	3,859 0 3	859 14 4	175 2 8	386 14 8	508,182 11 5
1898	14,317 17 3	38,023 15 4	396,114 6 11	64,733 2 6	2,557 13 8	..	6,312 18 1	1,308 18 5	96 7 4	266 2 2	523,731 1 8
1899	25,047 19 11	40,803 16 7	386,143 2 5	49,118 4 6	857 17 11	..	4,933 16 8	1,384 12 10	108 13 7	208 0 1	508,606 4 6
1900	5,520 13 10	41,381 1 8	387,637 10 8	58,740 12 6	996 15 9	..	4,664 3 9	1,126 18 1	85 13 7	1,790 1 0	501,943 10 10
1901	11,565 8 8	40,969 0 2	413,381 2 11	55,049 7 3	4,948 0 7	..	4,989 19 3	1,552 17 11	..	645 14 8	533,101 11 5
1902	6,923 0 3	43,046 17 10	458,966 7 11	60,679 11 3	8,726 4 11	..	5,446 0 6	1,832 7 9	..	770 6 0	586,390 16 5
1903	17,892 15 5	44,506 4 2	432,897 7 1	¶ 78,406 13 11	8,461 2 4	a17,664 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	489,538 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	b86,458 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	b172,075 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	c127,610 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	c185,777 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
1911	66,711 11 5	46,776 16 7	671,563 0 9	163,219 16 6	56,691 7 11	31,344 13 7	13,791 0 9	613 14 1	..	3,879 5 5	1,054,591 7 0
1912	41,528 1 9	61,731 13 8	730,995 5 5	188,911 0 1	66,587 14 2	30,082 13 1	10,587 12 10	21,386 0 10	..	4,023 17 1	1,155,833 18 11

*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, 1877–1912.

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 2	..	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
1911	43,697 2 9		684,193 15 6	175,401 6 9	32,619 17 1	65,194 17 1	..	11,956 6 1	41,528 1 9	1,054,591 7 0
1912	47,772 9 11		723,039 19 11	201,682 5 3	33,361 2 4	77,131 7 2	..	21,069 3 7	51,777 10 9	1,155,833 18 11

* Maintenance includes teachers' and pupil-teachers' salaries and pupil-teachers lodging-allowances, 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, 1912.

Education Districts.	1912.							1911.	
	Assets and Deficits.			Liabilities and Balances.					
	Cash.	Due from all Sources	Deficits.	Overdrafts.	Due to Government.	Other Liabilities.	Balances.	Deficits.	Balances.
	£	£	£	£	£	£	£	£	£
Auckland ..	6,961	6,310	..	..	..	2,195	11,076	..	11,372
Taranaki ..	1,151	2,216	..	..	..	214	3,153	..	2,440
Wanganui ..	2,566	5,621	..	..	43	672	7,472	..	8,414
Wellington ..	5,463	3,540	..	..	..	3,114	5,889	..	5,284
Hawke's Bay ..	3,129	3,548	..	..	..	3,867	2,810	..	4,592
Marlborough ..	100	809	..	..	..	111	798	..	708
Nelson	..	1,893	1,774	3,138	359	170	..	126	..
Grey	..	308	658	332	..	634	..	..	201
Westland ..	183	195	..	..	..	31	347	..	407
North Canterbury	1,667	7,071	..	..	..	4,504	4,234	..	3,169
South Canterbury	1,382	1,379	..	..	..	268	2,493	..	2,260
Otago	2,540	4,037	..	..	..	1,045	5,532	..	4,831
Southland ..	4,112	3,074	..	..	..	1,121	6,065	..	5,279
Totals ..	29,254	40,001	2,432	3,470	402	17,946	49,869	126	48,957

TABLE F7.—MAINTENANCE GRANTS PAID DURING THE YEAR ENDING 31ST MARCH, 1913, 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 1912.	Payments towards Cost of replacing Old Buildings.	Rent of School Buildings and Sites.
	£	£	£ s. d.
Auckland	17,728	..	2,273 9 6
Taranaki	2,645	..	80 13 0
Wanganui	6,078	..	395 6 11
Wellington	7,594	..	822 17 0
Hawke's Bay	5,128	..	278 10 10
Marlborough	1,204	605 0 0	..
Nelson	3,697	..	..
Grey	1,281	..	49 7 0
Westland	1,289	..	..
North Canterbury	9,166	..	..
South Canterbury	3,392	..	..
Otago	11,360	375 0 0	15 6 0
Southland	5,996	150 0 0	125 11 6
	76,558	1,130 0 0	4,041 1 9
Total	£81,729 1 9		

TABLE F8.—GRANTS PAID TO EDUCATION BOARDS OUT OF CONSOLIDATED FUND DURING THE YEAR ENDING 31ST MARCH, 1913, 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	84 0 0	77 0 0
Taranaki	1,400 0 0	24 0 0
Wanganui	35 0 0	128 6 0
Wellington	149 15 2	21 0 0
Marlborough	15 18 3	..
Nelson	100 11 11	..
North Canterbury	138 0 0	..
	1,923 5 4	250 6 0
Total expenditure	£2,173 11 4	

TABLE F9.—GRANTS PAID TO EDUCATION BOARDS OUT OF THE PUBLIC WORKS FUND DURING THE YEAR ENDING 31ST MARCH, 1913, 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	9,541 1 1	5,996 7 2	1,590 17 1
Taranaki	1,170 0 0	..	1,506 11 2
Wanganui	3,075 14 5	3,437 19 7	1,316 0 0
Wellington	3,496 9 6	2,872 13 6	1,360 0 0
Hawke's Bay	1,778 0 0	845 0 0	744 0 0
Marlborough	1,111 8 2	755 0 0	287 17 0
Nelson	56 0 0	100 0 0	425 0 0
Grey	..	50 0 0	..
Westland	..	..	..
North Canterbury	1,364 6 4	1,671 7 6	1,042 17 0
South Canterbury	..	250 0 0	725 0 0
Otago	719 16 5	3,502 10 0	942 16 0
Southland	2,252 1 0	1,332 4 0	733 0 0
	24,564 16 11	20,813 1 9	10,673 18 3
Total		£56,051 16 11	

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, 1912.

Education Districts.	1912.						1911.	
	Assets and Deficits.			Liabilities and Balances.				
	Cash.	Due from all Sources	Deficits.	Overdrafts.	Other Liabilities.	Balances.	Deficits.	Balances.
	£	£	£	£	£	£	£	£
Auckland	22,852	21,853	..	..	21,947	22,738	..	18,547
Taranaki	..	1,496	..	290	277	929	..	1,668
Wanganui	..	3,940	5,960	7,301	2,599	..	9,619	..
Wellington	..	5,513	869	1,148	5,234	..	..	966
Hawke's Bay	2,396	5,343	..	..	3,892	3,847	..	4,768
Marlborough	..	479	..	26	297	156	..	269
Nelson	3,564	1,624	..	..	450	4,738	..	3,248
Grey	688	387	..	..	155	920	..	439
Westland	772	323	..	..	50	1,045	..	715
North Canterbury	2,495	6,728	..	..	4,204	5,019	..	5,842
South Canterbury	2,205	2,196	..	..	1,262	3,139	..	3,285
Otago	..	6,022	2,397	1,397	7,022	..	1,502	..
Southland	1,184	5,642	..	..	2,837	3,989	..	1,600
Totals	36,156	61,526	9,226	10,162	50,226	46,520	11,121	41,342

TABLE F11.—SCHOOL BUILDINGS MAINTENANCE ACCOUNT: CASH ASSETS AND LIABILITIES AT 31ST DECEMBER, 1912.

Education Districts.	1911.	1912.			
	Net Credit Balances at End of Year.	Cash Balances at End of Year.	Assets.	Liabilities.	Net Credit Balances at End of Year.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Auckland	14,750 18 8	23,182 0 0	..	1,741 15 8	21,440 4 4
Taranaki	3,663 10 8	2,434 16 11	788 19 3	..	3,223 16 2
Wanganui	14,602 4 4	12,130 19 11	..	8 9 1	12,122 10 10
Wellington	10,076 6 0	10,957 18 2	..	244 0 8	10,713 17 6
Hawke's Bay	16,220 6 7	11,728 8 8	251 8 4	..	11,979 17 0
Marlborough	1,632 13 3	1,727 18 2	167 17 2	..	1,895 15 4
Nelson	3,625 7 10	4,653 8 3	581 0 0	..	5,234 8 3
Grey	1,669 13 2	1,602 1 10	232 1 3	..	1,834 3 1
Westland	703 12 11	786 5 11	267 0 0	..	1,053 5 11
North Canterbury	5,936 19 1	5,424 11 0	515 0 11	..	5,939 11 11
South Canterbury	3,444 3 3	3,856 14 5	..	120 15 6	3,735 18 11
Otago	1,360 19 10	3,695 9 11	..	863 16 9	2,831 13 2
Southland	8,527 7 0	7,749 5 0	1,034 16 11	..	8,784 1 11
Total for 1912	86,214 2 7	89,929 18 2	3,838 3 10	2,978 17 8	90,789 4 4
Total for 1911	..	..	..	..	86,214 2 7
Difference	..	..	..	..	4,575 1 9

TABLE F12.

The following table shows the percentage of expenditure by the several Education Boards on administration for the years 1910, 1911, and 1912 (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 1910–12 :—

Education District.	Percentage.			Mean of Percentages for Three Years, 1910–12.
	1910.	1911.	1912.	
Auckland	3·9	3·7	4·0	3·9
Taranaki	5·1	5·2	4·7	5·0
Wanganui	4·9	4·6	5·1	4·9
Wellington	4·0	4·1	3·7	3·9
Hawke's Bay	4·5	4·4	4·3	4·4
Marlborough	6·2	6·1	5·2	5·8
Nelson	5·3	5·2	5·6	5·4
Grey	7·8	8·1	9·3	8·4
Westland	8·6	8·3	9·4	8·8
North Canterbury	4·7	4·0	4·3	4·3
South Canterbury	4·7	4·4	4·2	4·4
Otago	4·0	4·3	3·3	3·9
Southland	5·0	4·4	4·9	4·8

APPENDIX A.

REPORTS OF EDUCATION BOARDS.

AUCKLAND.

SIR,— Education Office, Auckland, 2nd April, 1913.

In accordance with section 174 of the Education Act, the Board presents the following report of its proceedings during last year:—

Board.—The members in office are: North Ward, Mr. A. R. Harris, Mr. G. W. Murray, and Mr. J. D. McKenzie; East Ward, Mr. E. C. Banks, Mr. A. Burns, and Mr. H. J. Greenslade; West Ward, Mr. C. T. Barriball, Mr. G. Edgecumbe, and Mr. G. J. Garland. At the election in August Mr. Burns was elected to succeed Mr. Farmer, who did not seek re-election. Mr. G. J. Garland was re-elected Chairman of the Board. Twenty-three meetings of the Board were held during the year, with an average attendance of seven members. The finance and teachers' committees held twenty-three meetings during the year.

Schools.—The number of schools open at the end of the December quarter was 594, being an increase of twenty-three during the year. One hundred and six part-time schools are in operation. (The reports of the work done in part-time schools are generally highly satisfactory.) During the year the following schools were permanently closed: Rangiuru, Te Maika, Otarewa, Motutapu, Tangihua No. 1, Blind Bay, Parahi, Matapouri, Te Pahi No. 1, Woodleigh, Taotaoroa No. 2, Ohiwa, Hoteo Valley.

The Board decided to close, at the end of last year, the Chapel Street School in Auckland, and the Baillie Street and Waiotahi Creek Schools at Thames. The closing of these schools will effect a considerable saving in teachers' salaries, &c., without inflicting hardship on the six hundred children who were in attendance at those schools.

Finance.—The total receipts for the year 1912 were £279,280 17s. 11d. The expenditure was £268,860 15s., made up as follows: Teachers' salaries and cost of administration, £199,889 19s. 10d.: secondary education, £5,564 11s. 7d.; manual and technical instruction (including buildings), £22,700 2s. 11d.; maintenance of buildings, £12,120 17s. 4d.; teachers' house allowances, £6,154 0s. 4d. The amount expended on new school buildings and sites was £22,431 3s. The balance at the end of the year was £29,773 17s., including the sum of £15,150 which has been placed on fixed deposit to provide for the future requirements in rebuilding worn-out schools. A further sum of £5,000 has recently been placed at fixed deposit.

Teachers.—The number of teachers employed at the end of the year was: Adults—Males, 464; females, 579: total, 1,043: being an increase of twenty males and fifty females.

The number of pupil-teachers and probationers employed was sixty-five males and 184 females, being a total of 249, an increase of six males and a decrease of seven females. The Board continues to experience very great difficulty in securing the services of competent teachers for the more remote rural schools. In many cases the Board has been obliged to employ persons with practically no experience. There is every prospect of this serious shortage continuing during the present year. There still appears to be a disinclination on the part of young people to enter the service as probationers. Under the regulations the Board was empowered to employ forty-nine probationers this year. So far only twenty-four qualified candidates have applied for employment. It is suggested that increased remuneration should be offered.

Attendance.—The number of scholars enrolled at the end of 1912 was 44,423, being an increase of 1,125 boys and 1,249 girls during the year. The average attendance for the December quarter was 40,141—*i.e.*, 21,015 boys and 19,126 girls. The yearly average for 1912 was 38,714, representing an increase of 2,364 over the figures for the preceding year. At the end of last year 2,720 Maori and half-caste scholars were enrolled.

District High Schools.—At the end of last year ten district high schools were in operation. The secondary department of the Onehunga District High School was closed at the beginning of this year. Great difficulty is experienced in obtaining the services of capable assistants for the secondary departments, especially those qualified to teach the various branches of science in connection with the rural course, owing to the small salaries allowed by the scale. The Board hopes that the Minister will be able to see his way to authorize an increase in the salaries of those assistants.

Scholarships.—The number of scholarships held at the end of last year was 127, viz.: Junior National, 25; Junior Board, 70; and Senior Board, 32. The Board has recently adhered to its decision not to allow scholarships to be tenable at private denominational schools.

Training College.—During the year 101 students were in attendance. Practically all those retiring at the end of the year (fifty-two in number) received employment in February. The reports of the school-work of the ex training-college students are in general highly satisfactory.

Buildings.—During the year seventeen new schools were built and nineteen schools were enlarged, and three new residences were erected. One building—the Hobsonville residence—was destroyed by fire.

At the end of 1912, school was held in 453 buildings belonging to the Board, and in 145 privately owned buildings.

The number of teachers' residences was 199. In several districts in the Waitomo and Ohura Counties shelter-shed schools have been built at a cost of from £80 to £100 each, in districts which are too inaccessible to admit of the timber for a standard school being conveyed into them, or in cases where the number of children is too small to warrant the Board in applying for a grant for a standard school.

The improvement, renovation, and larger repairs of schools continues to be undertaken by a competent staff of workmen, under the direction of the architect. It is found that this is the most economical and satisfactory method of carrying out the works.

Grading and Appointment of Teachers.—During the year the Board of Inspectors regraded the teachers. Marks were allotted under various heads, as follows: Scholastic attainments, 30 marks (*i.e.*, Class E, 8 marks; Class D, 16; Class C, 22; Class B, 26; Class A, 30); for service, 20 marks (*i.e.*, one mark for every full year of service in the public schools of New Zealand, and one mark for every two years of service in the public or State schools of other English-speaking countries); for teaching-efficiency, 90 marks; for discipline and personality, 50 marks; and for attention to environment, 10 marks: total, 200 marks.

Teachers have been supplied with the marks awarded to them under the various heads; but they have not been informed of the numerical position which their names occupy on the graded list.

Experience has demonstrated that, though the grading has given general satisfaction, improvements can be effected in it. This matter is now under the consideration of the Board. It is intended to regrade the teachers under an amended scheme during the present year.

The method adopted by the Board in making permanent appointments is to advertise the position and to submit to the School Committee concerned one name only—the name of the teacher whose name stands the highest of the applicants on the graded list of teachers. This ensures the best applicant obtaining the appointment, and removes from the Board and from School Committees all powers of patronage.

Manual and Technical Instruction.—Towards the end of the year a portion of the new Seddon Memorial Technical College, which had been in the course of erection since May, 1909, was occupied for classes, the number of individual students in attendance at classes in Auckland for 1912 being 1,519. The College is now fully occupied, but a considerable sum of money would be required to provide adequate equipment, whilst the additional two stories to complete the building are urgently required.

Manual-training and technical schools were opened during the year at Devonport, Helensville, Waihi, and Pukekohe. Local contributions were also made during the year towards the cost of the erection of manual-training schools at Te Kopuru, Dargaville, Waipu, Maungaturoto, Paparoa, and Te Aroha; and it is hoped the Department will find the necessary balance to allow these schools to be erected as soon as possible.

The number of schools in which elementary agriculture was taught during the year was 167, as compared with 140 of the previous year. Handwork was taught in 230 schools, being an increase of thirty-three over 1911. In fourteen schools instruction in swimming and life-saving was given during the year, and in schools below Grade IV taught by a male teacher seventy-two were recognized for sewing.

Inspectors.—Mr. James Grierson, Senior Inspector, retired on account of ill health at the end of last year. The Board records its appreciation of the faithful services rendered by Mr. Grierson as an Inspector of Schools. Mr. Norman R. McKenzie was appointed an Inspector of Schools from the beginning of February.

Physical and Military Drill.—The requirements of the Act in the matter of the instruction of pupils in physical and military drill have been duly complied with.

Relieving-teachers.—The grant for relieving-teachers has proved to be insufficient. During last year the receipts amounted to £951 18s. 1d., whereas the payments were £1,285 9s., showing a loss of £333 10s. 11d. during the year. The debit balance on account of relieving-teachers at the end of last year was £2,081 8s. 2d.

Medical Inspection.—The Medical Inspector has visited most of the schools in the City of Auckland and suburbs. He has also visited the principal schools in the Whangarei, Hamilton, Thames, and Waihi districts.

The thanks of the Board are due to the Education Department for the careful consideration of its recommendations; and to the School Committees of the district for their cordial co-operation during the year.

I have, &c.,

GEORGE J. GARLAND, Chairman.

The Hon. the Minister of Education, Wellington.

TARANAKI.

SIR,— Education Office, New Plymouth, 18th March, 1913.

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 1912:—

At the beginning of the year the Board was comprised of the following members: Mr. Harold Trimble (Chairman), Messrs. G. A. Adlam, A. H. Halcombe, W. L. Kennedy, Arthur Morton, John McArthur, William Rogers, and James Young. At a special election held on the 2nd January to fill the vacancy caused by Mr. Cargill's resignation, Mr. Robert Masters was elected a member for the East Ward; and at a special election held on the 3rd June to fill the vacancy caused by the retirement of

the Rev. John McArthur, Mr. Augustus McInnes Bradbury was elected a member for the West Ward. In terms of the Education Act, 1908, the following members retired, and were re-elected unopposed on the fourth Monday in July: East Ward, Robert Masters; West Ward, James Young; North Ward, Arthur Morton. At the meeting held on the 27th August Mr Harold Trimble was re-elected Chairman. For the first eight months of the year the Board met on the fourth Wednesday and the preceding Tuesday each month; but at the August meeting it was decided to meet on the fourth Wednesday only, and not on the Tuesday and Wednesday as previously.

New residences have been erected at Pukearuhe, Waihi, and Whangamomona, and new schools at Douglas, Ihaia, Oeo, Pukearuhe, and Waihi. An addition in the shape of a movable building has been erected at Whangamomona on account of the increase of pupils, and a new school was opened at the beginning of the year at Radnor; and the Puniwhakau and Taurakawa Schools were closed. That portion of the Stratford District High School destroyed by fire on the 18th May, 1911, has been reinstated in brick, and was reopened at the beginning of April. A ground-plan supplied by the Department was adopted, and the building has proved very suitable for teaching purposes not only from an organization point of view, but also in respect to lighting and acoustic properties. At the end of the year there were ninety-four schools open, including two half-time schools. Eighty-four were held in buildings the property of the Board, and the balance in buildings leased to the Board by settlers. Fifty-three of the head teachers have residences attached to their schools, and the others are in receipt of house allowance.

The number of teachers in the service of the Board was 193, graded as follows: Sole teachers, 37 female and 14 male; head teachers, 16 female and 26 male; assistants, 58 female and 13 male; pupil-teachers, 20 female and 1 male; probationers, 7 female and 1 male.

At the annual examinations one pupil-teacher gained a pass in the C and two in the D examination, and two gained a partial pass in the C and five in the D.

At the scholarship examination candidates from the following schools qualified:—

Bayly Memorial Scholarship.—New Plymouth High School, 2; Stratford District High School, 3. The scholarship was granted to a lad from the Stratford District High School.

Board's Senior Scholarship.—New Plymouth High School, 12; Stratford District High School, 6. The scholarships were granted to five from the New Plymouth High School and five from the Stratford District High School.

The National and Board's Junior Scholarships.—Central, 4; Egmont Village, 1; Fitzroy, 2, Hillsborough, 2; Kaimata, 1; New Plymouth High, 6; Omata, 1; Okato, 1; Opunake, 2; Stratford District High School, 20; Toko, 2; Waitara, 2; and West End, 2.

The National Scholarships were granted to one candidate from Fitzroy and one from the New Plymouth High School. The Board's Junior Scholarships were granted to two candidates from the Central, one from Egmont Village, one from Fitzroy, and two from Hillsborough, one from Kaimata, one from Omata, one from Okato, three from Stratford District High School, and one from West End.

The Taranaki Scholarships were won by a candidate from the Stratford District High School, and one from the New Plymouth High School. [Details of purely local interest have been omitted.]

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

The receipts of the Board from all sources, including £1,033 2s. 9d. credit balance from 1911, amounted to £40,520 16s., while the expenditure was as follows: Administration, £3,526 16s.; teachers' salaries, £25,975 11s. 10d.; secondary education, £1,177 0s. 7d.; manual and technical, £2,279 17s. 4d.; buildings, £10,156 11s. 11d.; leaving a credit balance of £860 17s. 9d.

In the month of May a conference of representatives of Education Boards was held in Wellington for the purpose of protesting against the provision in the Local Government Bill whereby it was proposed to hand over the administration of education to the Provincial Councils. Mr. Morton represented this Board.

In the interests of education the Board considers that this district should be enlarged so as to include at least the whole of the Taranaki Province.

The following is an abstract* showing the number of schools, teachers, and pupils attending schools in the district, beginning with the year 1877, to the present time:—

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
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
1911	95	93	63	33	189	6,199	5,487
1912	94	93	71	29	193	6,139	5,381

* Condensed into five-yearly periods from 1877 to 1907.

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.

HAROLD TRIMBLE, Chairman.

The Hon. the Minister of Education, Wellington.

WANGANUI.

SIR,— Education Office, Wanganui, 31st March, 1913.

I have the honour to submit a report of the proceedings of this Board for the year 1912.

Board.—At the end 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. Purnell, and J. P. Aldridge (Central Ward), and P. O'Dea, E. Dixon, and F. M. Spurdle (Northern Ward). There was no change in the *personnel* of the Board during the year, the retiring members—Messrs. Bennett, Purnell, and Dixon—all being re-elected. Mr. Pirani was elected Chairman for the seventh successive term. Fourteen meetings were held, the average attendance of members being seven.

Schools.—New schools were opened at Hiwi, Koeke, Mangoihe (Grade 0), Ngutuwera (Grade II), Te Ara Kura (Grade IV), Durie Hill (Grade V), and Central Infants', Wanganui (Grade VIIa). Pine Creek School (Grade 0) was reopened. The schools at Omoana and Mars Hill were closed, Durie Hill taking the place of the last-named school. There were open at the close of the year 203 main and three side schools. At the beginning of June the status of the Hunterville School was raised to that of a district high school, and there were twenty-three pupils in attendance in the secondary classes at the end of the year.

Private Schools.—During the year the Board's Inspectors visited fifteen private schools, the number of pupils present on the occasion of the visits being 1,085. The terms of the Education Act governing the conduct of these schools do not appear to be sufficiently exacting. From the point of view of modern education it is not enough that a pupil should be receiving efficient and regular instruction. The school environment, the apparatus, furniture, buildings, and sanitary arrangements, as well as the details of lighting, heating, and ventilation, should also be effective, and no certificate of general exemption should be given till the Board's Inspector is satisfied regarding each and all of these points. It is a question, too, whether persons desirous of conducting private schools should not be required to submit to educational tests evidencing qualifications adequate for the nature of the teaching undertaken. If efficiency be the ultimate test of the value of the institutions in an organized state, there should be no exceptions making inefficiency possible.

Wanganui Central Infants' School.—The completion of this school made it possible for the Board to place infant instruction on a higher plane than had previously been possible in this district. A kindergarten department for children under five has been added, the amount of the special teacher's salary being found partly by voluntary subscriptions subsidized by the Department and partly by the Board. The school is under the direction of Miss Alexander, one of the Board's teachers, who studied at the Froebel Institute, London, for two years, and every member of the staff has specialized in infant work. The school, as well as the building, will be the model for the district, and it is proposed that each of the infant-mistresses of the large schools in the district shall spend two weeks in observing how the school is conducted, by what methods the children are taught, and how a desirable infant-school atmosphere may be secured. The school is regularly visited by the parents, who take a great interest in the work and play of the children. The kindergarten room is supplied with pictures, toys, and live birds, and the little people enjoy a morning cup of milk with all the courtesy and ceremony that should attend an event so important. The Board has ordered a set of Montessori appliances, and hopes to have that branch of infant-teaching included in the course at this school.

Attendance.—The total roll number on the 31st December was 15,103, and the average attendance for the last quarter of the year 13,585. These figures show an increase of 308 in the roll number and 362 in the average attendance over the figures for the corresponding quarter of 1911. The average weekly roll number for the year was 15,045, and the average attendance 13,322. The average attendance expressed as a percentage of the average weekly roll was 88·5, as compared with 88·9 for the previous year. The Board's Truant Officer continues to do useful work in the direction of inducing parents to send their children to school regularly. The attendance may be considered satisfactory when the nature of the outlying parts of the district, the difficulty experienced by the children in these places in reaching school, and the fact that epidemics were prevalent during the winter months, are taken into account. In cases of irregular attendance summonses are issued only when other means of impressing on parents the necessity for sending their children to school regularly fail. During the year 1,250 notices were posted by the Truant Officer to parents and teachers in connexion with absentee pupils, and 300 visits were paid to schools; 242 summonses were issued, 183 convictions being recorded; fifty cases were withdrawn, four were struck out, four were dismissed, and one adjourned *sine die*. It is a remarkable fact that there is an increase in attendance of only 2·5 per cent. for the year as compared with the year 1910, although attendance on five days a week is now compulsory, as against four days a week hitherto prescribed. This must be taken as a proof that the attendance in the past has been very nearly as great as could be expected, when bad roads, epidemics, and unfavourable weather-conditions are taken into consideration.

Conveyance of Children to School.—The new regulations which were issued at the end of the year should help to popularize the system of conveying children to school. They are certainly an improvement on the conditions which previously obtained. The regulations provide a fair rate of capitation.

It is pleasing to note that the Boards are now intrusted with the carrying-out of the details in connexion with the system, and that the clerical work involved has been reduced to a minimum. The system is now in operation at six schools in this district.

Teachers.—The total number of teachers in the service on the 31st December, excluding relieving-teachers, pupil-teachers, and probationers, was 397. Of these, 180 were males and 217 were females, the number holding teachers' certificates being 216.

Uncertificated Teachers.—The number of uncertificated teachers in the district was 181, the proportion to the whole number of teachers in the service being approximately 23/50 or 45·6 per cent. With the annual overspill of the Training College, and the efforts of uncertificated teachers in the district to qualify, the proportion should steadily diminish, unless the number of schools increases in a still greater ratio. The Board offers every encouragement and every facility to uncertificated teachers to secure their certificates. If they are unsuccessful at their examinations, or do not make any effort to qualify, they understand that they must yield their positions to qualified teachers when such are available.

Pupil-teachers and Probationers.—At the recent examination for pupil-teachers and probationers forty-three young people presented themselves—thirty-six girls and seven boys. The educational qualifications were: Matriculation, 10; Civil Service Junior, 14; Senior Free Place, 6; Proficiency, 13. The positions are falling more and more to the pupils of the secondary schools and the secondary classes of the district high schools. The possibility of qualifying by the gaining of intermediate, or lower, or higher leaving-certificates, and the fact that certificates for practical work are a condition precedent to permission to sit for an elementary-science subject at the Civil Service Examination, still further restricts the area from which the supply of teachers may be drawn. The facilities for free secondary education are now so many that most young people can avail themselves of them. The position with respect to the supply of pupil-teachers seems to suggest justification for withdrawing money scholarships altogether from pupils within reach of secondary schools, and devoting the funds thus set free to the provision of resident scholarships for country pupils at the nearest secondary school. Owing to the difficulty experienced in getting qualified assistants for the schools, the Board has occasionally transferred pupil-teachers to such positions. The Department objects to this as an infraction of the regulations. If the regulation has been broken, the district has gained in efficiency, for it has been proved over and over again that qualified (not in the sense of certificated) assistants at £90 are unprocurable. As the transferred pupil-teachers do practically the same work as they would have undertaken had they not been transferred, it is not easy to see why the regulation prohibiting the admission to the Training College of young persons who, after spending two or more years as pupil-teachers, become, owing to the dearth of anything in the shape of qualified teachers, temporary assistants, should not be modified in certain cases in the interests of efficiency, especially as their courses of study were continued in view of the fact that they were under an obligation to go to the College as soon as their positions could be filled. There were sixty-one pupil-teachers and eighteen probationers in the Board's service at the end of the year.

Training of Teachers.—Saturday classes for the training of teachers and pupil-teachers were held at Hawera, Wanganui, Mangaweka, and Feilding. The adult teachers took agriculture and drawing, and the pupil-teachers drawing and singing. Correspondence classes were conducted by teachers in the Board's service, the subjects being English, Latin, arithmetic, mathematics, and school method. There are not wanting evidences that good work was done through these agencies. The classes in agriculture, judged by the results of the examination of teachers, were particularly successful.

Classification and Promotion of Teachers.—The Board has seen no reason for dissatisfaction with the system under which appointments of teachers are made. For over four years it has been subjected to the severest tests, and it is not too much to say that when the methods adopted are understood, Committees, teachers, and parents are thoroughly satisfied with it. Such a thing as the use of influence by teachers to secure valued appointments is unknown, and canvassing for positions is never met with. The only drawback to the success of the method adopted is the few avenues of promotion above Grade IV schools. In this district there are only thirty-nine schools of Grade V and upwards, while there are 164 schools below that grade. Some slight alterations will be made in 1913 in the details of the scheme, in the direction of reducing the number of marks for educational qualification from 20 to 15 per cent., and the increasing of the marks for teaching (apart from service, organization, discipline, personality, and influence on environment of 10 per cent. each) to 35 per cent. Then, instead of one list for head teachers and another for assistants, there will be three promotion-lists—one for those suitable for head teachers of the different grade schools, one for those specially qualified to be infant mistresses, and one for assistants. The inauguration of Dominion promotion for teachers would undoubtedly open a wider field for the most efficient; but while there is purely local control it would be very difficult to devise any system that could be so satisfactory as that in force, especially when it is compared with the obsolete haphazard method, with all its unfairness, its limitations, its drawbacks, its paltriness, and its inability to satisfy anybody.

It would be unfair to omit passing reference to the enthusiasm and whole-hearted interest shown in technical, secondary, and primary school-work by the instructors, head teachers, and assistants throughout the district; and increasing proof is evident of the wisdom of the appointment of an organizer of school-work to help the teachers by simplifying their methods and co-ordinating their work, especially in the small schools.

Official Publication.—A great amount of information has to be sent to the teachers by circulars and memoranda, and the supervisors of agricultural instruction as well as the Inspectors felt it incumbent on them to send information dealing with special phases of their work. It has accordingly been considered advisable to prepare and send out periodically an official pamphlet dealing with agricultural teaching and school-work generally. It is believed that such a record of current educational life and opinion cannot fail to enhance the value of the work of the schools.

Free Reading-matter.—It is believed that the new regulations governing the issue of free books will be entirely beneficial. Any step taken to foster the reading-habit in school or at home must react favourably on the minds of the children. It is but a truism to say that children who read on their own account are more intelligent than those who do not; but behind the truism there is a truth which, when perceived in all its force, should induce teachers, parents, and Committees to do all in their power to stimulate the reading-habit by the provision of worthy reading-matter. In the Department's offer of free continuous readers and subsidies on voluntary contributions towards school libraries, Committees have an example worthy of emulation. The Board is hopeful that under the new conditions new school libraries will be formed, and old ones restocked.

School Environment.—As will be seen from the reports of the supervisors, teachers and Committees continue to interest themselves in the environment of their schools. Hitherto the best of our schools have taken a legitimate pride in their scholarship and athletic achievements. Another source of legitimate pride is now added—delight in the appearance of the school-grounds. It may be difficult for small schools to make a name in athletics or scholarship, but it is quite possible for them to aim at having the neatest and most attractive school-grounds in their vicinity. Competitions for the best-kept school-grounds as well as for the best-kept school-gardens take place all over this district. The educative value of the attractive school-ground is not all appropriated by the pupils: it extends to other schools, and may be diffused over an entire district, as, for instance, where the pupils are found to take great interest in their gardens in their own homes. As Mr. Browne, supervisor for the northern district, says in his report, "Before long there will be few schools with gaunt buildings set in bare paddocks."

Health of the Pupils.—On the whole, the pupils enjoyed good health during the year. Great efforts are made to reduce the risk of disease and increase the material comfort of the pupils of the district. Breathing-exercises have been taken regularly at each school for many years. The pupils of no fewer than thirteen schools take swimming regularly at first-class baths, five of which are on the school-grounds. Not only so, but the pupils of several schools take swimming lessons regularly in adjacent rivers. We doubt whether there is any district in the Dominion where instruction in swimming is so largely given. The Committees, with few exceptions, see that the school paths are kept dry and the drains in good condition. In nearly all the town schools the closets are operated by the automatic-flush system, and a satisfactory beginning has been made in several country schools with the dry-earth system and concrete holding-tanks. The schools are using disinfectants before the commencement of sweeping operations, and each room is fumigated at the close of the week. The Board feels that the appointment of Medical Inspectors and physical instructors is in itself a wise step, but at the same time believes that had special grants been given in trust to the Board for sanitary improvement a greater amount of good could have been done. The school-sanitation problem is one of grave importance and great difficulty, and in the light of its recent experience the Board is in a position to say that it cannot be attacked successfully without a liberal expenditure of money and an enlightened view of the latest developments of sanitary science.

Scholarships.—For the scholarships examinations, fifty-six candidates presented themselves for the Junior Examination and forty-seven for the Senior. Of these, thirty-seven passed the Junior and thirty-five the Senior Examination. The following were awarded scholarships: Board's Junior—Five from Palmerston North High, one from Taihape District High School, two from Queen's Park, one from Wanganui East, one from College Street (Palmerston North), and one from Wanganui District High School. Board's Senior—Three from Palmerston North High, three from Wanganui Collegiate, two from Wanganui Girls' College, and one from Marton District High School. Junior National—One from Raetihi, one from Eltham District High School, one from Terrace End, and one from Marton District High School. There were in force at the close of the year twenty-two Board's Senior, eighteen Board's Junior, and ten Junior National Scholarships, of a total annual value of £1,233 8s. In addition to these, the Board, as controlling the Wanganui Girls' College, gives free tuition to scholarship pupils and those who qualify for a scholarship, without any compensation from the State. It is a question whether competitions for Junior Scholarships should not be confined to the pupils of primary schools pure and simple, and not include pupils of colleges and high schools.

Junior School Cadets.—The Board views with approval the abolition of the Junior School Cadet system in connexion with small schools. What cannot be done well in school should not be attempted at all, and there is no doubt but that military drill in the smaller schools of this district was an unqualified failure, besides being a burden that the teachers could neither divest themselves of nor carry with credit. The Board, on the advice of its Inspector, has decided that unless a company of fifty strong can be formed in connexion with a school there shall be no military drill. If a company of that minimum strength can be formed it is left to the head teacher and his staff to say what shall be done.

Education Commission.—Wanganui was fortunate in being given an opportunity to demonstrate to the Education Commission the great work being carried out in this education district in technical training and its localized control, model-school buildings and furniture, and scientific agricultural instruction, as well as the handicap the Board has been under in the enormous number of returns and the unnecessary labour involved in compiling them. It is satisfactory to be able to state that, with the exception of those relating to technical instruction, great improvements have since been made by the Education Department, but it is impossible to understand what useful purpose numbers of the returns even now required are likely to serve, and the expense to the Department and the Boards must be very considerable. The Board trusts that many of the important recommendations made by the Commission will be given effect to at an early date.

Appeal Court.—During the year the Board had to incur the trouble and expense of defending an appeal to the Teachers' Court of Appeal against the dismissal of a teacher. The Court was composed

of Mr. W. Kerr, S.M., Mr. Broad (Board's representative), and Mr. R. McNab, LL.B. (teachers' representative), and a unanimous judgment was given for the Board, with costs totalling over £200. Mr. R. Stewart conducted the case for the appellant, and Mr. Fred. Pirani for the Education Board. The Wanganui District Teachers' Institute formally guaranteed the costs, but as they were not in a position to provide the funds for the prosecution of the case, let alone costs of the other side, the executive of the New Zealand Educational Institute, without reference to the Board, assumed the conduct of the case. Their secretary stated on oath that all the costs would be paid by the executive, and their representative in Court specially asked that the order for costs should be made against the New Zealand Educational Institute. This was done, and, without any demand being made for costs by the Board, an attempt was made to reduce the amount awarded, by the use of the contention that the award was invalid as against the institute. Up to the end of the year no settlement had been arrived at. Surely a public body should not be in such a position. The law should be made clear as to what costs are allowable, the guarantee should be an effective one, and the winning side ought not to be placed in the humiliating position in which this Board has been placed.

Buildings and Sites.—The following were the principal works undertaken during the year: Additions to the schools at Utuwai, Ohangai, Gonville, Castlecliff, Taikorea, Okoia, Linton, Moutoa, Umutoi, Kai Iwi, Rangataua, and to the residences at Waverley, Mount View, Jackeytown, Ohakea, Moutoa, and Kiwitea; new schools at Valley Road, Umumuri, Te Arakura, Ngutuwera, Mangoihe, Orangimea, and new residences at Oroua Downs, Glen Oroua, Mangamingi, and Long Acre Valley. Brick buildings for district high schools were erected to replace those that did duty for a great many years at Marton and Patea. Taikorea School and residence were removed to new sites. A new brick school is now being erected at West End (Palmerston North), and also schools at Taumatatahi and Hinau. The repainting of the school buildings throughout the district is now carried out by the Board's own staff of painters. This method of having the work done has proved to be a great improvement on the contract system. The painting of the exterior of eleven schools, including all outbuildings, the Board's furniture-store, eight residences, the interior of seven schools, and the roof of the Technical College woodwork-room comprised the work undertaken since April last. A large portion of the grant for maintenance was expended on school furniture, repairs to buildings and fences, erection of new fences, shelter-sheds, and outoffices. Land for school purposes was purchased at Taikorea, Ngutuwera, Oroua Downs, and College Street (Palmerston North). Towards the cost of the addition to the College Street site the residents made a liberal donation. The settlers at Ngutuwera subscribed half the cost of the site for that school. Negotiations are now in progress for acquiring new sites at Silverhope, Upper Tutaenui, Raetihi, and Ohakune, and additional land at Upokongaro and Wanganui East. The teachers' residences at Crofton and Aramoho had long ceased to be fit for the purpose for which they were originally intended, and were disposed of.

During the ensuing year the Board will be called upon to face a large expenditure on installation of up-to-date drainage-systems at a number of schools. The Board has always held that as this is new work, and its urgent importance cannot be gainsaid, special grants should be made by the Government for it.

Office Accommodation.—New office buildings, part of the scheme under the Wanganui School Sites Act, were completed during the year. The members of the staff are now able to carry out their duties with some degree of comfort. The old buildings and site were taken over by the Government, the Board only being allowed £600 for property worth more than double that sum. Indeed, the Lands Department served notice of instant ejectment on the Board, and was only prevented from following up that notice by an appeal to the Government.

Manual and Technical Instruction.—The organization of the district for the purposes of manual and technical instruction has now been completed, the subdistricts being the North, Centre, and South, each with a separate staff, and a resident supervisor at Hawera, Wanganui, and Feilding. The Wanganui Technical College, which supplies the needs of Wanganui and suburbs, is not included, being under the control of the Principal of the College. The effect of the organization is seen in the rapid strides made in the teaching of technical subjects, but especially in the teaching of agricultural science. No fewer than 238 pupils of our district high schools took the rural course last year. Laboratory-work was supplemented at each subcentre by field-work of such a nature as to greatly interest agriculturists, as well as the many pupils. The maintenance of the organization in an efficient condition entails a great financial burden, especially when it is remembered that no grant is made by the Department for insurance or upkeep of the technical buildings. Moreover, the alteration of the rates of capitation made from the beginning of last year has unquestionably reduced the income of the country centres, and, naturally, at the same time lessened their usefulness. It is difficult to see why the rates formerly allowed should not be paid in the case of single students taking single subjects. The reasonableness of requiring young people in towns to take courses of study appeals to every one; but that schools, through the substitution of one regulation for another, should be rendered unable to provide efficient instruction in individual subjects in country centres—or even in town—is surely outside of reason. In the opinion of those who are constantly engaged in the work of providing technical instruction in our three subcentres, the new rates have done much to destroy the interest of the people in a cause which, from every point of view, should be promoted. After the expenditure of much time and thought, and the clearing-away of obstacles apparently unsurmountable—thanks mainly to the Education Department—the Board has the satisfaction of seeing the Wanganui Technical College on a sound educational footing. Though the financial position of the College is not quite assured, there is every reason to expect that, through the able and energetic efforts of the Principal and local Committee, the College will surely redeem its position in this respect, as other technical schools in the district are doing. The Board desires to express its appreciation of the great services rendered to the cause of agricultural instruction by the supervisors of the three districts—Mr. Browne (Hawera),

Mr. Grant (Wanganui), and Mr. Banner (Feilding). The thanks of the Board are due to Mr. Short, of Pararangi, for the facilities for instruction that he places at the disposal of the instructors and pupils at his Almadale Farm, and for many acts of kindness done while they are in camp; and to Mr. J. G. Wilson, for the use of his land at Marton Junction for a school farm, and for liberal assistance in horses and implements to facilitate the work. Thanks are due also to the manager of the State farm at Moumahaki, and to the Agricultural Department for teaching-facilities, accommodation, and other considerate acts. One of the most satisfactory features of this department of educational work is the financial help given regularly by local bodies and societies from one end of the district to the other. In this connexion, donations received from the following towards the promotion of technical education in some of its forms are gladly acknowledged: Wanganui Borough Council, Wanganui Builders' Association, Oroua County Council, Marton Chamber of Commerce, Pohangina County Council, Manawatu County Council, Feilding Agricultural and Pastoral Association, Hawera Borough Council, Kiwitea County Council, Rangitikei County Council, Wanganui East Borough Council, Feilding Borough Council, Marton Borough Council, New Zealand Farmers' Union.

Day Technical Schools.—The action of the Board in recommending the disestablishment of the Wanganui District High School, on the ground that efficient instruction was being given in the Wanganui Technical College, opens up the question of the policy the Board desires to pursue in all cases of the kind. Where the same courses of study are given in the technical school by expert teachers, who are paid fairly good salaries it seems false economy to allow the hybrid district high schools, with their beggarly salaries, to drag out an existence in the same town. It should certainly be optional for the Board to make the change whenever it is considered advisable.

Staff.—The Board is deeply indebted to Mr. G. D. Braik, Director of Primary, Technical, and Secondary Education, for the energy and ability he has displayed in the particular work expected of him, as well as for the resourcefulness, foresight, and organizing-power he has exhibited in directions entirely outside of inspectorial duties. Whatever meed of success the Board has attained in educational effort is in no small degree owing to Mr. Braik's devotion to the cause he has so much at heart. It is hoped that Mr. Braik will visit Australia about the middle of this year, and while there will inquire specially into the questions of agricultural education and the Montessori system of infant-teaching. Mr. Milne and Mr. Strong, Assistant Inspectors, and Mr. D. Stewart, Organizer of School Work, continue the efficient and faithful service which has done so much to maintain the standard of primary education in this district. The Secretary (Mr. W. H. Swanger) and his office staff have all worked very hard in the interests of the Board, and must have welcomed the end of a strenuous year with pleasure. It is with regret the Board records the death in January last of Mr. Vereker-Bindon, M.A., headmaster of the Manaia School, and for years a most efficient Chief Inspector for this education district.

I have, &c.,

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

WELLINGTON.

SIR,— Education Office, Wellington, 31st March, 1913.

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 1912:—

Board.—At the annual election Messrs. W. Allan (City), W. C. Buchanan, M.P. (Wairarapa), and J. Kebbell (Hutt-Horowhenua) were re-elected. Towards the end of the year, Mr. A. H. Vile (Wairarapa) retired owing to pressure of private business, and the vacancy was filled by the election of Mr. T. Moss in January. At the August meeting, Mr. R. Lee was re-elected Chairman. The following was the membership of the Board at the end of the year: Wellington City Ward—Messrs. J. G. W. Aitken, W. Allan, R. Lee; Hutt-Horowhenua Ward—Messrs. H. Freeman, W. H. Field, J. Kebbell; Wairarapa Ward—Messrs. W. C. Buchanan, M.P., A. W. Hogg. The Board's representative managers of technical schools were: Wellington—Messrs. Aitken, Allan, and Field; Petone—Messrs. J. W. McEwan and D. McKenzie. The retiring members of the committee of advice were re-elected, viz.: Representing Middle University District South Island Boards, Mr. W. Lock; North Island Boards, Mr. G. Carson; Wellington Board, Mr. R. Lee and Chief Inspector Fleming; Professorial Board, Victoria College, Professor Brown; Mr. Lee was re-elected Chairman.

Number of Schools.—At the end of 1911 there were 169 schools in operation. During 1912, new schools, in each case household schools, were opened at Karapoti, Mona, Stronvar, and Weraiti. Schools were closed at Horokiwi, Kaikuri, Mona, Ngapopotu. Thus, at the end of the year there were 169 schools in operation.

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

	Average Roll.	Average Attendance.
March	17,828	16,304
June	17,967	16,031
September	17,971	16,011
December	18,247	16,445
Year	18,003	16,198

The average attendance was thus 90 per cent. of the average roll number, a result very satisfactory, considering that epidemics prevailed during more than half the year. The Truant Officer paid 766 visits to schools, dealt with over three thousand cases of irregular attendance, enrolled twenty non-

attenders, and took proceedings in the case of one hundred well-seasoned irregulars. In eighty-two cases convictions were recorded, and in the remaining eighteen proceedings were discontinued owing to improved attendance or other sufficient reason. It is suggested that the law as it relates to compulsory attendance may with advantage be amended in the following respects: (*a.*) The tradesman who employs a child of school age during school hours (*e.g.*, on a delivery-cart) should, equally with the parents, be liable to prosecution and fine. (*b.*) The parent who neglects to enrol his child should, by reason of his neglect, be immediately liable to action, just as the parent of an irregular child now is. (*c.*) The case of the uncontrollable or neglected child presents a real difficulty. At present, commitment to a training institution follows misdemeanour. The Board is of opinion that, on proper evidence that the child is uncontrollable or neglected, the Magistrate should be empowered to commit him to a training institution, even although he may not have been guilty of a breach of the law.* It can hardly be doubted that the sound discipline thus imposed at an earlier age would result not only in immediate moral and physical gain to the child, but also in ultimate gain to the State—moral, economic, and monetary.

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

	Men.	Women.	Total.
Heads of schools	66	11	77
Sole teachers	28	62	90
Assistants	58	204	262
Total adults	152	277	429
Pupil-teachers	17	38	55
	169	315	484
Probationers	3	24	27
Totals, including pupil-teachers and probationers	172	339	511

Of the adult teachers, 131 men and 231 women, total 362, possess certificates; seventy-seven are uncertificated, of whom ten are holders of a license to teach. The percentage of fully certificated teachers is stationary at 84·4.

Instruction of Teachers.—The following courses of instruction were held during the year, on Saturdays: Wellington—Art and handwork, the Technical staff; singing, Mr. R. Parker; physical measurements, Mr. Stuckey, M.A., B.Sc., Mr. D. Bedingfield, M.A.; cookery, Miss MacIntosh, with a course of lectures on the theory of cookery by Miss F. C. Kilroe, B.Sc.; woodwork and cardboard modelling, Mr. E. Howe. A Thursday class was also held in drawing for probationers. Masterton—Woodwork, drawing, and cardboard modelling, Mr. D. Grant; singing, Mr. R. Parker; physiology and hygiene, Miss Lazarus. Besides these there were given two very successful courses of continuous instruction: (1.) A spring school in agriculture, extending over a fortnight, was held in September at the District High School, Masterton, by Mr. C. Cumming. It was attended by twenty teachers, who evinced the keenest working-interest in the course. The course embraced a wide and useful variety of subjects relating to soil, plant-life, and fertilizers, treated in lecture and laboratory; microscopic work; and propagation by grafting, budding, cuttings. Mr. A. H. Cockayne, of the Agricultural Department, gave an interesting lecture on testing seeds and seed-impurities. Messrs. Howe and Grant gave useful lessons in woodwork as an aid to agricultural and nature study. (2.) For the assistance of twenty uncertificated and untrained teachers, selected half from Hawke's Bay and half from Wellington district, a course of lessons, lasting for four weeks, was held at the Training College during February. The instruction was designed to direct their studies in preparation for the certificate. The instruction was given by Messrs. Webb, Lomas, Pitkethley, and Parker, Misses Fitch, Kilroe, and McRae. Any difficulties that may arise will be dealt with by correspondence. Here again the reports indicate that excellent work was done, which should greatly assist these teachers to attain the efficiency they are striving for.

Training College.—There were enrolled ninety-seven students, three of whom withdrew before the end of the year. Of the ninety-four there were—Of first year, 10 men, 36 women; of second year, 15 men, 33 women. Of these, ninety were of A Division, two of B, and two graduates. The districts were thus represented: Wellington, 38; Hawke's Bay, 24; Wanganui, 15; Taranaki, 6; Nelson, 7; Marlborough, 3; Westland, 1. Mr. J. S. Tennant, M.A., B.Sc., the new Principal, assumed control at the beginning of the year. Full details of the year's work and an interesting discussion of the chief problems of the institution will be found in his report.† Largely owing to the friendly co-operation of the teachers, the plan, since embodied in regulations, of sending the students to selected schools in the city for increased teaching-practice under ordinary school conditions proved successful beyond expectation, and will be continued during the current year. It is the earnest desire of the Board to send out from the institution young teachers capable of taking charge of a small school; and, in order to devote sufficient time to necessary practical training, it is most desirable that the students should be relieved of much of the work devoted to preparation for certificate and university examinations. This relief should come about not so much by curtailing the hours of study as by large modifications of the present requirements for diplomas, and more especially by much-needed reform in university-work. As things are at present, students are face to face with the necessity of obtaining a high classification by examination, without which good appointments will not come their way. If the training college served no

* NOTE.—Under the Industrial Schools Act, 1908, the Magistrate already has this power.—EDUCATION DEPARTMENT. † See Appendix D.

other purpose than to assist students in this direction, then the intellectual advancement aimed at would be a laudable object; but, inasmuch as it is a training-ground in the art of teaching, and is a preparation-ground for the actual work in the life of a teacher, it fails in its function if it becomes mainly an institution of learning facts which will enable a suitable memory to satisfy a written examination. Doubtless, learning and teaching should go hand-in-hand; but the learning should be the natural but assisted growth of the teacher's mind, and the training should equip the student for his professional work. A new regulation permits principals of training colleges to recommend students for classification without other formal examination; and this is all that is necessary for the relief of training colleges, provided they are not handicapped with the work of preparation for higher classification. The more advanced students, especially those who aim at secondary work, should have access in a limited degree to university classes; but they will have plenty of time before them for completing their university course after their period of training has expired. With an increase of numbers quite beyond the capacity of the present institution to accommodate (they are over 110 for 1913), it becomes necessary, for the sake of that efficiency for which the College exists, that the Board should be furnished with funds to enable the remainder of the buildings at Kelburne to be proceeded with; and for these buildings competitive designs have been invited.

The number of district high schools was increased to nine by the opening of a secondary department at Eketahuna. Of the rural course undertaken at most of the district high schools, the Inspectors report: "In the carrying-out of this rural programme the teachers are becoming more efficient, and the practical work in the laboratory and in the garden is showing improvement year by year. The last competition for the Board's B Senior Scholarships—those reserved for scholars taking this course—was the keenest yet held, and the general average of marks given for practical work was very satisfactory." In connexion with the district-high-school staffing, it is to be noted that this Board has all along experienced difficulty in obtaining and retaining the services of teachers qualified for the special work, a difficulty which appears to call for an increase in remuneration.

Scholarships.—The following scholarships were awarded on the results of the Department's examination: Junior Board, 28; Senior Board A, 5; Senior Board B (rural scholarships), 5. Five Junior National Scholarships were awarded. The Board views with satisfaction the improvement in the candidates from small schools. At the same time, it desires to emphasize its opinion that in the best interests of education the work in our schools should be as little as possible concerned with preparation for examinations; nor is there, under the free-place system, the same need for Board scholarships as formerly.

Manual and Technical Instruction.—In the following list are shown the number of pupils under instruction in recognized manual and technical classes, the number of schools at which such classes are held, and the subjects of instruction:—

	No. of Schools.	No. of Pupils.
Handwork	104	12,264
Elementary agriculture	68	1,591
Needlework, with instructor when head teacher is a man	20	271
Elementary chemistry	11	439
Elementary physics	5	200
Physiology and first aid	15	678
Swimming and life-saving	11	800
Elementary physical measurements	10	810
Dairy-work	6	123
Botany	6	298
Dressmaking	8	194
Cookery, Wairarapa and Pahiatua centres	5	296
,, Wellington centre	14	567
,, Petone centre	2	120
,, Horowhenua centre	2	112
Woodwork, Wellington centre	14	778
,, Petone centre	2	130
,, Wairarapa and Pahiatua centres	5	279
,, Horowhenua centre	1	46
Building construction and drawing	6	128
Mensuration and surveying	3	50
		20,174

Drill, Physical Training, and Medical Inspection.—The Inspectors report that suitable physical exercises, including deep breathing, are given in practically all our schools, and military drill in all larger ones. The Board regards with approval the establishment of a system of medical inspection of school-children, which marks the most considerable advance recently made in educational administration in New Zealand. It welcomes also the prospect of a sound system of physical training. Provided these sister systems for the attainment of physical well-being are developed with discretion, they should result in untold benefit to the men and women of to-morrow. And as the earnest teacher is always on the outlook for what will benefit the child, the Board is assured that in the carrying-out of a wisely devised scheme, the hearty co-operation of its teachers may be relied on. The benefits of a medical-inspection scheme depend lastly and largely on the interest, sympathy, and action of the parent; and here the Board has knowledge of instances in which parents have, with benefit to the child, followed suggestions for treatment made by the Medical Inspector. It may be that the perfect development of the child in body and mind will become the passion of the many, as it now is of the few.

Buildings.—Grants were expended in the erection of new school buildings at Ngaio, Tablelands, Plimmerton, Whareama, Matahiwi, and Kaiwaiwai (after destruction by fire); and of additions at Masterton, Karori (infants), Reikiorangi, Rongokokako, Mungaroa, and Kahutara. The reconstruction of the Johnsonville School on the new site was completed, and that of Eketahuna School on the new site begun. Residences were provided at Kaiparoro, Wainuiomata (renewal), Alfredton, Waterfalls, Pongaroa, and additions to four others. The periodic overhaul was undertaken at eighteen schools and residences. Conveniences were renewed at six schools, and fencing at five, in addition to a large number of minor renewal works. In the course of the year the Board had the misfortune to lose by fire the old school at Greytown, which had again come into use for secondary and science purposes.

Subsidies.—The Board continued to assist by subsidy on local contributions for approved purposes the efforts of School Committees to improve the school premises or grounds, to establish and improve school libraries, and to purchase extra apparatus for use in schools. Thus subsidises on moneys locally raised were granted to twenty-eight school libraries; subsidies also assisted to provide a milk-tester, a good microscope, extra implements for agriculture, fittings and apparatus for science. The Board greatly appreciates the extension of library privileges by the City Council to an additional school in the city.

It is observed with pleasure that the number of schools is increasing at which efforts have been made to beautify and improve the school-grounds. In this connection the Board brought before School Committees and teachers the benefits arising from a faithful observance of Arbor Day. While in some districts the opportunity was neglected, in others well-considered plans were adopted and local enthusiasm aroused, with results highly creditable alike to Committees and teachers.

Pictures.—The Board has continued its policy of endeavouring to cultivate in the children attending its schools an appreciation of the beautiful in art. Copies of pictures, selected with care for artistic merit, have been framed and sent one each to our largest schools in and near the city, and others will soon be sent to the larger schools in the outlying parts of the district. Committees are also encouraged by subsidy to frame other good pictures and to provide fresh books for the school library.

Receipts and Expenditures.—The year began with a credit balance of £3,568 13s. 9d. The receipts were £125,957 6s. 11d., the disbursements £125,210 15s. 1d., leaving a credit balance of £4,315 5s. 7d.

Reports.—Reports of the Inspectors* and of the Principal of the Training College† are attached.

I have, &c.,

The Hon. the Minister of Education, Wellington. ROBERT LEE, Chairman.

HAWKE'S BAY.

SIR,— Education Office, Napier, 31st March, 1913.

In accordance with the provisions of the Education Act, the Education Board of the District of Hawke's Bay has the honour to submit the following report of its proceeding during the year 1912:—

Board.—At the annual election Messrs. M. McLeod (North), W. G. Hunter (South), and C. M. Whittington (Middle) were re-elected, the last-mentioned unopposed. In December, Mr. J. R. Kirk (North) was elected, vice Mr. G. Darton resigned. The following was the membership of the Board at the end of the year: North Ward, Messrs. W. Morgan, M. McLeod, and J. R. Kirk; Middle Ward, Messrs. C. M. Whittington, G. F. Roach, and J. H. Sheath; South Ward, Messrs. W. G. Hunter, R. B. Ross, and Rev. A. Grant. At the August meeting Mr. C. M. Whittington was re-elected Chairman. The Rev. Grant, Messrs. W. Armstrong, and W. G. Hunter represented the Board on the Dannevirke High School Board of Governors; Messrs. J. H. Sheath and S. McLernon on the Napier High School Board; Messrs. Sheath and McLernon on the Board of Managers of the Napier Technical Association; and Messrs. C. M. Whittington, W. G. Downes, and W. J. Pellow on the Board of Managers of the Waipawa Technical Association.

Number of Schools.—The number of schools in operation at the end of 1911 was 125. During 1912 new schools were opened at Glenbrook, Haupouri, Wharerata, Poututu, Kereru, Lower Hangaroa, Ahititi, Huanui, Pourerere, Omakere, Maraetotara, Port Awanui, and Twyford, while the schools at Totangi, Glenbrook, Eskmount, Poututu, Wharerata, and Morere were closed, leaving 132 schools in operation at the end of the year.

Attendance.—The average roll and attendance for the several quarters and for the year were:—

	Average Roll.	Average Attendance.	Percentage of Attendance.
March quarter	10,645	9,710	91·1
June quarter	10,726	9,616	89·6
September quarter	10,858	9,521	87·6
December quarter	11,077	10,048	90·7
Year 1912	10,829	9,724	89·7
Year 1911	10,423	9,223	88·4
Increase in 1912	406	501	1·3

Considering that severe epidemics of mumps, scarlet-fever, and influenza prevailed during practically the whole of the year, particularly during the June and September quarters, the Board is of opinion

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* See Appendix C. † See Appendix D.

that the regularity of attendance must be regarded as very satisfactory, and the appointment of the Attendance Officer, Mr. F. Bull, fully justified.

During the year informations have been laid against the parents of fifty-four of the most irregular attenders. Convictions were recorded in every case, and fines and expenses totalling £28 19s. inflicted. It is anticipated that in 1913 further improvement in the attendance will be shown.

Teachers.—The following table, giving particulars in respect of the teaching staff employed on the 31st December, 1912, may be of interest:—

	Male.	Female.	Total.	Certificated.	Licensed.	Uncertificated.
Head teachers	52	6	58	56	2	..
Sole teachers	19	54	73	31	4	38
Assistants	27	113	140	105	1	34
Pupil-teachers	10	31	41	..	..	..
Probationers	3	13	16	..	..	..
Totals	111	217	328	192	7	72

Of the adult teachers (including thirteen employed in household schools) 26·5 per cent. were uncertificated.

Instruction of Teachers.—During the year teachers' classes were held at Woodville, Dannevirke, Napier, and Gisborne. At Dannevirke, Napier, and Gisborne special classes in art and science were conducted throughout the year, primarily for the benefit of pupil-teachers and probationers; and classes in agriculture were conducted at Woodville and Hastings. The number of teachers who received instruction was 154. A class in physical culture, and extending over ten weeks, was held at Hastings, the instructor being Sergeant-major Just. Thirty-eight teachers (including eighteen females) were enrolled. The average attendance was thirty-two.

In June a camp of instruction in drill and physical exercises was held at Hastings, and was attended by fifty-one male teachers from this district. The camp was under the command of Lieut.-Colonel Hislop, the instructors being Captain Stevens and Sergeant-major Just, who gave the campers a strenuous week. The excellent results obtained were most gratifying to the Board and to the teachers who took part.

District High Schools.—The science (rural) course was introduced into the district high schools in 1910, so that the year just completed is the second since its inception. At the beginning of the year the number of pupils taking the course were: Woodville—Seniors 8, juniors 8; Waipawa—Juniors 30; Hastings—Seniors 19, juniors 33. At the end of the year there were at Woodville 5 seniors and 6 juniors, at Waipawa 26 juniors, and at Hastings 16 seniors and 26 juniors. The pupils taking the course now take one or two science subjects for examination purposes. The following examination results clearly show that the instruction given in the district high schools is thorough: Hastings—Matriculation, 4 entered, 2 passed; Civil Service Junior, 11 entered, 10 passed; Civil Service Senior, 2 entered, 1 passed (the other passed in four subjects); teachers' D, 2 entered, 2 partials. Waipawa—Matriculation, 6 entered, 3 passed; Civil Service Junior, 18 entered, 15 passed (3 with credit); Woodville—Matriculation, 1 entered, 1 passed; Civil Service Junior, 5 entered, 5 passed.

Manual and Technical Instruction.—The following table shows the subjects of instruction, the number of schools in which such instruction was given, and the number of children receiving instruction in each subject:—

	No. of Schools.	Roll Numbers.
Handwork	77	7,512
Needlework	11	122
Elementary agriculture (primary)	63	1,157
Agriculture (secondary)	3	98
Elementary agriculture and dairying (primary)	23	619
,, ,, (secondary)	1	30
Dairy-work (secondary)	2	68
Elementary chemistry (primary)	1	135
Chemistry (secondary)	3	98
Physical measurements (primary)	3	269
,, (secondary)	3	98
Swimming and life-saving	4	751
Woodwork	16	615
Cookery	15	590
Dressmaking	15	456
Total		12,611

In addition to the eighty-six schools shown as taking agriculture and agriculture and dairying, there are over twenty schools in which the subject is taken, but not in accordance with the regulations.

Special evening classes were held at Hastings and Woodville. At Hastings instruction was given in wood-carving, wool-classing, and plumbing. The attendance and work were so satisfactory that additional subjects will be offered in 1913. At Woodville classes in shorthand, book-keeping, and

dressmaking were inaugurated. The attendance here was not so encouraging, the dressmaking classes being terminated at the end of the first term.

Further and full information regarding the work done in the district under the Manual and Technical Instruction Act will be found in the Director's annual report,* which is attached hereto.

Physical Instruction.—During the year the work done in military drill, physical and breathing exercises, showed considerable improvement. This was largely due to the improved instruction given by teachers who had attended the Saturday classes in physical culture and the Cadet officers' camp. Great service was rendered by Sergeant-major Just, of the Cadet Department, who visited many of the country and town schools, and gave valuable assistance in this branch of school-work.

Scholarships.—The scholarships in tenure at the end of 1912 were twelve Junior National, forty Junior Board, and fifteen Senior Board. The Board regrets that it was unable to obtain the Department's approval of the regulations *re* the proposed agricultural scholarships; but it is hoped that the obstacles will shortly be overcome, and the scholarships be open for competition in 1913.

Buildings.—During the year new schools were erected at Makaretu South, Omakere, Marakeke, Maraetotara, and Twyford, and the hall at Kaitaratahi was converted into a school. Additions were made to the schools at Te Hapara, Havelock, Mahora, Mangapapa, Mangateretere, and Waipukurau; those at Te Arai, Waipiro Bay, and Mangapapa are incomplete. A teacher's residence was erected at Wanstead, and others are in course of erection at Ruahine, Opoutama, Te Rehunga, and Kaitaratahi. The whole of the school buildings at Woodville, Kumeroa, Hopelands, Paptawa, Tipapakuku, Waipukurau, Ruataniwha, Ongaonga, Ruahine, Blackburn, Wakarara, Argyll, Wallingford, Hatuma North, and Hatuma South have been renovated inside and out. The oldest of the school furniture is gradually being replaced by dual desks. This replacement will be more vigorously continued as soon as the Board's workshop is completed—probably in April next.

Finance.—The year began with a credit balance of £6,986 13s. 2d. The receipts were £66,615 13s. 6d., the disbursements £68,017 7s. 11d., leaving a credit balance of £5,524 18s. 9d.

I have, &c.,

C. E. WHITTINGTON, Chairman.

The Hon. the Minister of Education, Wellington.

MARLBOROUGH.

SIR,— Education Office, Blenheim, 25th February, 1913.

In accordance with the requirements of the Education Act, the Marlborough Education Board has the honour to present the following report of the proceedings for the year ended 31st December, 1912:—

Board.—At the beginning of the year the Board was constituted as follows: Eastern Ward, Mr. John Conolly, Mr. D'Arcy Chaytor, and Mr. Chas. Ferguson; Central Ward, Mr. R. McCallum, M.P., Mr. E. H. Penny, and Mr. J. J. W. White; Western Ward, Mr. H. M. Reader, Mr. John S. Storey, and Mr. James Fulton. The members who retired in accordance with section 11 of the Education Act were Messrs. Chaytor, White, and Reader. Mr. White was returned unopposed. The contested elections in the Eastern and Western Wards respectively resulted in the return of Mr. Robert A. Storey and Mr. Chas. Nees. Mr. Chaytor did not offer himself for re-election. Mr. Robert A. Storey subsequently resigned, and his place was filled by the election of Mr. Alex. Mackay. At the annual meeting Mr. McCallum was unanimously reappointed Chairman. Twelve ordinary meetings of the Board were held during the year [details not printed.]

Schools.—The number of schools open at the close of the year was ninety-six, being an increase of three on the figures of the previous year. Four private schools were visited by the Board's Inspector.

Attendance.—The average attendance for the year was 2,117, the figures for the four quarters being—March, 2,120; June, 2,072; September, 2,126; December, 2,149. The number on the roll at the close of the year was 2,401, being an increase of fifty-six on the figures for 1911. The percentage of attendance for the year was 89·59, being 2·01 per cent. lower than in 1911. Epidemics were prevalent during several months of 1912, and this seriously affected the attendance at many of the larger schools. The number of children attending the four private schools inspected was 190. The Truant Officers in their reports to the Board show that fourteen informations were laid against parents for failing to comply with the requirements of the School Attendance Act. The convictions numbered ten, the remaining cases being withdrawn. The total amount of fines received by the Board during the year was £4 10s.

Teachers.—At the close of the year there were in the service of the Board thirty male teachers, ninety female teachers, three female pupil-teachers, and four female probationers, making a total of 127. Of the 120 teachers, forty are certificated, and two others hold licenses to teach.

Instruction of Teachers.—The courses of instruction held during the year were as follows: Cookery, by Miss M. Grace; dairy-work, by Mr. James Bruce and Mr. L. J. Wild; hygiene, by Dr. Adams; singing, by Mr. A. A. Wedde. With the aid of the Department's special grant for the purpose, the Board inaugurated training classes in Blenheim for its uncertificated teachers, under the direction of Mr. A. A. Wedde. Those who, by reason of distance, are unable to come to Blenheim receive instruction by correspondence. The scheme was welcomed by the teachers, and the results so far obtained are highly satisfactory.

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* See E.–5, Report on Manual and Technical Training.

Physical Instruction.—The Inspector of Schools in his report to the Board states that for the most part the physical exercises are of the Swedish type. Breathing-exercises are regularly practised. Various schools exhibit wand, dumb-bell, and club drill. Military drill was well taught in all the larger schools. The Board commends the proposal to exclude military drill from the primary schools, firmly believing that simple physical and breathing exercises will prove more beneficial in every way.

Scholarships.—The scholarships in force at the close of the year were: Board, 17; Junior National, 3; private, 1. On the results of the Junior National Scholarship Examination, held in November, five Board Scholarships and one Junior National Scholarship were awarded.

Free Books.—The Board begs to express its approval of the Department's action in withdrawing the grant for free school-books. We are strongly of opinion that in future, before introducing schemes of this kind, the Department would be wise to consult the various Education Boards, who should, to say the least, be able to tender sound advice on such questions. Had the Boards been consulted in the first place in connexion with this matter many thousands of pounds sterling might have been saved the country. This Board considers that good use can be made of the small grants available for the purchase of continuous readers, and also of the subsidy for school libraries. In this latter connexion a revision of the scale appears desirable, the rate of 9d. per head being too low in the case of small schools.

Manual and Technical.—Practically all schools are receiving instruction in some branch of handwork. Recognized classes were conducted at fifty-eight schools, the following subjects being taught: Elementary agriculture, dairy-work, physiology, first aid and ambulance, swimming and life-saving, and various branches of handwork. School classes in woodwork, cookery, and advanced plain needlework were continued at the Blenheim Technical School [details not printed.]

Buildings.—The expenditure under this head during 1912 was £3,798 5s. 6d., comprising £2,181 4s. 1d. for new works, £1,103 13s. 5d. for maintenance, £453 10s. 11d. for rebuilding, £15 18s. 3d. on account of damage done by fire, and £43 18s. 10d. in rents. During the year the Board completed the rebuilding of the Kaituna schoolroom, and the old class-room at Marlboroughtown. New schools were completed at Redwoodtown (Blenheim Side School), Picton (infants' room), Jordan, Deep Creek, and Pelorus Bridge; new residences at Koromiko, Te Rou, and Opouri Valley. The latter building was provided by the Marlborough Timber Company free of cost to the Board. During the current year the Board contemplates rebuilding the Fairhall schoolroom, and one of the class-rooms at Grovetown.

School-sites.—The Board again enters its protest at the practice of the Department in not paying the full cost of new sites and additional ground found necessary. It simply means that where Boards have to devote a portion of their funds to the above purpose, their Maintenance and Rebuilding Fund is being unwisely impoverished. Throughout New Zealand a large number of school buildings must be reaching that stage when it is no longer possible to repair them, and it is absolutely certain that the Boards will need every spare penny for rebuilding purposes, seeing that the whole cost of this work must be borne by them. If the Department continues its present policy it means that rebuilding must necessarily be delayed, thereby involving the teaching of children in rooms which are in most cases rapidly reaching a very insanitary stage. In its endeavour to save a few pounds the Department is overlooking the necessity of safeguarding the health of hundreds of young children.

Finance.—The balance-sheet shows a credit balance of £74 19s. 3d. Details of the receipts and expenditure for the year are appended.

Returns, &c.—The Board desires to express its appreciation of what has so far been done by the Department in the matter of abolishing unnecessary forms and returns, and the simplification of others. It is to be hoped that full effect will be given to the recommendations of the Education Commission in this direction.

Thanks.—Friendly relations between the Board and its servants have characterized the year's working; and once again we desire to place on record the good work done by the School Committees and teachers for the welfare of education in this part of the Dominion.

I have, &c.,

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

NELSON.

Sir,— Education Office, Nelson, May, 1913.

In accordance with the provisions of the Education Act, the Nelson Education Board has the honour to submit the following report of its proceedings for the year 1912:—

The Board.—The members of the Board are: Messrs. A. T. Maginnity, F. W. O. Smith, and W. Lock (East Ward); J. D. Beuke, L. D. Easton (Chairman), and W. N. Franklyn (Middle Ward); and J. L. Munson, G. B. Shepherd, and J. W. Fair (West Ward). At the annual election held in July Messrs. Lock, Franklyn, and Fair were re-elected, whilst Mr. Easton succeeded Major Franklyn as Chairman in August last. During the year twenty-four meetings were held; the meetings in February were held in Reefton and Westport, and the November meetings at Motueka and Takaka. The average attendance of members was seven.

Primary Schools.—On the 31st December there were 116 schools under the Board's control. Of these, twelve were household schools—*i.e.*, schools having less than nine children in average attendance. The Board continues to be faced with the difficulty of securing suitable applicants as teachers for the large number of shall schools which the district contains, and in the case of several household schools children were denied facilities for education, owing to an inadequate staff. The Board is of the opinion that greater inducements must be offered to secure an efficient and effective teaching staff.

District High Schools.—There are four district high schools—namely, at Westport, Reefton, Motueka, and Takaka. The number of students in attendance at the secondary classes in each of these schools can only be termed satisfactory. Considering the facilities provided, it seems a pity that more support is not accorded to the special departments. A matter which will require the early attention of the Government is the grade of salaries of secondary assistants, which should be substantially raised if the services of able teachers are to be retained.

Private Schools.—The majority of private schools have been inspected by the Board's Inspectors. The issue of a general certificate of exemption for the pupils attending one private school was declined.

Attendance.—The number of scholars on the roll on the 31st December was 6,250. The average attendance for the year was 5,562, being an increase of 216 on the average for the year preceding. The percentage of average attendance to average weekly roll number was 89·07. It is admitted that a somewhat better percentage should be secured. School-work in several portions of the district is considerably interfered with by the requirements of agricultural pursuits, labour being required for gathering hops, peas, and fruit generally. The Board has endeavoured to arrange school vacations at convenient periods, so that children may be free to assist in the gathering of crops, but the holiday periods cannot possibly cover the whole time the labour is required; and it is a difficult matter to insist on the prompt return to school of all children of school age when their services in the field are so urgently required. The Board has under serious consideration the matter of improving the regularity in attendance by the appointment of Truant Officers, and it is probable that such appointments will be made this year.

Scholarships.—There were seven Junior National, one Senior Board, and fifteen Junior Board Scholarships held during the year. The Senior Scholarship is provided by the Nelson College Governors. The Tinline Scholarship will be open for competition this year.

Conveyance and Board of Children.—The more liberal arrangements allowed by the Department during the year for providing grants in aid of board of children who have to live away from home in order to attend school, and for conveyance or ferrying of children to school, is appreciated. The number of families availing themselves of the assistance provided has increased; in two cases it obviated the necessity for establishing household schools.

Free Text-books.—Satisfaction is also expressed at the arrangements made to provide grants for the purchase of continuous readers for class-teaching, and subsidizing school libraries, in lieu of grants for free text-books. The Board especially welcomes the encouragement now given for the establishment and maintenance of school libraries.

Physical and Military Drill.—The Board has to report that attention was given in the various schools to the requirements of the Act in respect to physical and military drill. The appointment of special instructors for physical training of children is to be commended.

Manual and Technical.—As usual, there are a large number of handwork and manual-training classes conducted in the primary schools. Agriculture and dairy-work are carried out under the supervision of a special instructor, and woodwork, cookery, and ironwork are also taught by a special staff. Instruction in cookery has been extended to Motueka. The technical schools at Nelson and Westport have been well supported in the matter of attendance, but the Board much regrets that more assured provision is not made for the finances of these institutions. The liberality of the local bodies in the matter of donations for the manual-training school at Reefton, and for the Westport Technical School, is gratefully acknowledged; but to the present but little assistance has been afforded by local bodies and the general public to the Nelson Technical School. The method of payment of capitation grants requires to be much improved, the delay in settling claims forcing the issue of temporary advances from the General Account. Towards the close of the year, the Director (Mr. A. A. Hintz) resigned, and the Board temporarily appointed Mr. F. C. J. Cockburn to undertake the Director's duties in conjunction with his own position as art master at Nelson. There is every reason to believe that the arrangement made will prove most satisfactory.

Buildings.—A substantial amount was expended on the repair and upkeep of school buildings generally, and new schools were erected at Glenhope and Tui. A side school to Rockville was erected at Dall's Creek, an addition made to the Takaka District High School, and the new school at Neudorf was enlarged. A residence was provided for the teacher at Summerlea. The Board is faced with the rebuilding of several schools, including the school at Motueka; and, although special representations were made to the Department and to Parliament for assistance in rebuilding the last-named school, the Board was only successful in securing the usual allowance made for the difference in the cost of erection as between brick and wood. It is probable that the school will be rebuilt in brick during the present year. Another pressing work the Board was faced with during the year was the completion of the brick school at Westport, and the necessity for making provision for further accommodation. The matter of obtaining a grant for the increased accommodation required was placed before the Department early in the year, but a definite reply was not received until after the close of the year. The urgency of providing more accommodation at the schools at Seddonville, Granity, Millerton, and Nelson Girls was also represented, but no grants were made available.

Finances.—At the close of the year there was a net credit balance of £425 5s. 9d. An instalment of the buildings-maintenance grant was due, amounting to £900; also technical-capitation grants, subsidies, &c., amounting to £1,200. The expenditure on technical education is of necessity being considerably curtailed, as this department cannot continue to be provided for at the expense of the general funds of the Board.

Thanks.—The relations with the various School Committees have been most cordial, and the Board desires to thank them for the help accorded in the management of the educational affairs of the district.

I have, &c.,

The Hon. the Minister of Education, Wellington. L. D. EASTON, Chairman.

WESTLAND.

SIR,— Education Office, Hokitika, 14th January, 1913.

I have the honour to present the report of the Westland Education Board for the year ended the 31st December, 1912.

The Board.—The arrangement of wards remained the same as in the previous year. The representation was: 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. Bruce, Rouse, and Cumming retired. The two latter were returned unopposed, and Mr. Linklater was elected in place of Mr. Rouse. In October Mr. R. Wells was elected to fill the vacancy caused by the resignation of Mr. T. W. Beare. Appreciation of the services of both retiring members was recorded. Messrs. G. A. Perry and J. J. Clarke were reappointed as Chairman and Treasurer respectively. During the year Mr. Michel acted as representative on the High School Board of Governors. Twelve meetings have been held during the year, and the attendance of members has been as follows: Mr. Perry, 12; Messrs. Clark and Duff, 11; Messrs. Cumming and Michel, 10; Messrs. Grimmond and Jones, 8; Mr. Beare, 6; Messrs. Rouse and Linklater, 5; Mr. Wells, 3.

Schools.—At the beginning of the year thirty-six schools were in operation. Owing to the closing of the Kawhaka and Waitangi Schools the number was reduced to thirty-four at the end of the year. In addition, five private schools were submitted to inspection. Of the public schools at the end of the year, six were in Grade 0 (1–8), twelve in Grade I (9–15), six in Grade II (16–25); two in Grade III (26–35), four in Grade IV (36–80), two (including a side school) in Grade V (81–120), and one in Grade VIIIA (301–350). In the secondary classes sixty-two pupils have attended, and the roll number at the end of the year was fifty-one. Five pupils were holders of Board Scholarships and four of National Scholarships.

Attendance.—The roll number at the end of the year was 1,199, an increase of sixty-three. The average attendance was 89·6 per cent. of the average roll number. Four pupils received special recognition for attendance for at least five years without missing a half-day.

Teachers.—The number of teachers under permanent engagement during the year was fifty-three, including seven head teachers, twenty-six sole teachers, twelve assistants, six pupil-teachers, and two probationers. The qualifications of the teachers were: Certificates—Seven head teachers, seven assistants, one pupil-teacher, and five sole teachers; Matriculation or Junior Civil Service—Ten sole teachers, four pupil-teachers, and two probationers; No special qualification—Fifteen sole teachers, four assistants, and one pupil-teacher.

Manual and Technical Instruction.—The following recognized classes have been in operation: (1.) Physiology and hygiene—A teachers' class was in operation for thirteen weeks, under the instruction of Miss Olliver, M.A., M.Sc., and Dr. Macandrew; thirty-seven teachers attended. (2.) Correlation of handwork with other subjects—A teachers' class conducted for thirteen weeks, under the instruction of Mr. L. F. de Berry, M.A. (3.) Elementary agriculture—Three schools. (4.) Physical measurements—Hokitika secondary class (boys). (5.) Physiology—Hokitika secondary class (girls). (6.) Handwork classes—Thirteen schools.

Physical Instruction.—In addition to the course followed by a Cadet corps and a Cadet detachment, practically all pupils receive training in manual and breathing exercises.

Finance.—The annual statement of accounts shows a credit balance in the Administration and Building Accounts, but a debtor balance in the Secondary and Technical Accounts. Grants due will increase the balance in the Administration Account, and will remove the debtor balances.

I have, &c.,

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

GREY.

SIR,— Education Office, Greymouth, 22nd May, 1913.

I have the honour to present the report of the Education Board of the District of Grey for the year ending the 31st December, 1912.

Board.—At the beginning of the year the Board consisted of Messrs. H. J. Bignell (Chairman), F. H. Kilgour (Treasurer), Jas. Kerr, J. Noble, J. Ryall, J. Flynn, W. R. Kettle, J. McCarthy, and the Hon. Jas. Marshall. In connexion with the statutory elections held in July, Messrs. Noble, Flynn, and Bignell retired as members for the Northern, Eastern, and Western Wards respectively, and all were candidates for re-election. Messrs. Noble and Bignell were re-elected, and for the Eastern Ward Mr. E. W. Penhalluriack defeated Mr. Flynn by a narrow majority. At the annual meeting following the elections Messrs. H. J. Bignell and F. H. Kilgour were reappointed Chairman and Treasurer respectively. Later in the year Mr. Jas. Kerr (an ex-Chairman of the Board) resigned, having purchased the *Petone Chronicle* newspaper; and in September Mr. Louis D. Williams was elected for the Northern Ward for Mr. Kerr's unexpired term of office. In October the Board lost a valued member and ex-Chairman through the death of the Hon. James Marshall, M.L.C., who had been continuously a member since the inception of the Board, and ever took a keen and active interest in educational affairs. At an election held in November Mr. James Creagh was elected to fill the extraordinary vacancy thereby created.

Schools.—At the 31st December in the Board's district there were in active operation thirty-two schools, graded as follows: Grade 0, 3; Grade I, 12; Grade II, 6; Grade III, 1; Grade IV, 5; Grade V, 1; Grade VIB, 2; Grade VIIA, 1; Grade IXc (including a side school), 1. In February the Inchbonnie Schoolhouse was destroyed by a bush-fire, and the school has since been conducted

in the Poerua School building. During the year a new school (Grade I) was opened at Ryder's Mill, the Taramakau School (Grade 0) was reopened, and the Orwell Creek and Twelve-mile (Grade 0) Schools were temporarily closed.

Attendance.—For the year the average attendance was 1,750, out of a roll number of 1,968, as against 1,695 and 1,934 respectively, the corresponding figures for the previous year. The percentage of attendance was 88·6, as against 87·1 in 1911.

Teachers.—At the 31st December fifty-seven adult teachers, seven pupil-teachers, and three probationers were in the employ of the Board. Of the adult teachers, nine males and fifteen females are certificated, no males and four females hold licenses, and three males and twenty-six females are uncertificated. Among the last division many of the teachers possess considerable teaching experience, and have passed Partial D, Matriculation, or Civil Service Junior Examinations.

Staff Changes.—In September Mr. E. A. Scott, who for seven years had been Inspector of Schools and Director of Technical Education for the Grey Education District, and who prior to these appointments had been the certificated teacher longest in the Board's employ, was compelled through ill health to retire on superannuation. His resignation was received with much regret by the Board. Applications were invited for the vacant positions, and resulted in the appointment of Mr. William S. Austin, formerly a valued teacher in the Board's service, and at the time of his appointment rector of the Reefton District High School.

Scholarships, Seddon Medals, &c.—At the December examinations thirty-six candidates sat for Scholarship, Free Place, and Seddon Memorial Medals. Of these, eight candidates qualified; Miss Emily Stephens, a pupil of the Greymouth District High School, obtained the highest number of marks (534), and was awarded by the Board the Junior National Scholarship for the Grey Education District. It appears, however, that, being a resident of Kumara, in the Westland District, the scholarship cannot be retained by her. Board Junior Scholarships have been awarded to John Coates (523), Kathleen Waterhouse (523), Edward Malloch (515), Margaret Bush (429), William Smith (417), and Florence Smith (408). The country scholarship for schools under thirty-five in average attendance was won by George Woods, of the Swede's Mill School. The Seddon Memorial Medals were awarded to Kathleen Waterhouse and Edward Malloch, pupils of the Cobden School and Grey District High School respectively. The Junior National Scholarship held by Master John Cairney (a pupil of the Grey District High School) has been extended for another year. When only eleven years two months old he won the Junior National Scholarship, being then a Fifth Standard pupil. While holding the scholarship he has twice passed the Civil Service Junior Examination, obtaining third and thirteenth place respectively for the Dominion, and last year (age fourteen years two months) he matriculated with Solicitor's General Knowledge.

Manual and Technical.—During 1912, school classes were held as follows: Handwork at Greymouth, Cobden, and Blackball; agriculture at Dobson, Blackball, Poerua Settlement, and Moana; cookery (at the Technical School) by pupils of Greymouth, Runanga, and Cobden; physical measurements (primary and secondary) at Grey District High School and at Cobden School. Special classes were held in connexion with cookery (Greymouth Convent), engineering, mechanical drawing, and wool-classing, and a continuation class was conducted at Blackball. The Saturday classes for teachers were well attended, the subjects taken being brush drawing and carton work. During the present year the Board is making strong and persistent efforts to establish manual and technical special classes in every centre of its education district, and it is confidently expected that good results will shortly be apparent.

Physical Instruction.—In all the schools manual and breathing exercises and physical drill is receiving due attention. Cadet matters and the boy-scout and girls' peace-scout movements have also been encouraged. At the last competition the Dominion Championship Belt was won by Private James White, of the Cobden School Junior Cadets.

Building.—In December the Inspector-General of Schools visited Greymouth in connexion with the Board's application for a grant for a new district-high-school building. As a result, a conditional grant has been authorized by the Government, and in many ways the Board has directly and indirectly benefited from the wide knowledge and experience of Mr. Hogben.

Education Commission and Local Bodies' Conference.—Although now subjects of history, these institutions have produced much good, and the results of their labours will long beneficially affect the educational work of the Dominion.

Finance.—The year opened with a credit balance on all accounts of £194 7s. 3d., and closed with a credit balance of £356 3s. 4d.

General.—As on former occasions, I have again to express the thanks of the Board and its officers to yourself and the officers of your Department for numerous courtesies extended.

I have, &c.,

The Hon. the Minister of Education, Wellington. H. J. BIGNELL, Chairman.

NORTH CANTERBURY.

SIR,— Education Office, Christchurch, 26th April, 1913.

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 the 31st December, 1912:—

The Board.—The members whose term of office expired under the provisions of the Act were Mr. Dalziel, Mr. Smith, and Mr. Langford, representing the North, South, and Central Wards respectively. At an election held on the 22nd July, Mr. W. A. Banks, Mr. J. Studholme, and Mr. E. H. Andrews were elected for the North, South, and Central Wards respectively. At the Board's annual meeting, held on the 24th August, Mr. H. Boyd was elected Chairman of the Board and *ex*

officio member of each committee. The following standing committees were elected: Buildings—Mr. Hardy, Mr. Banks, Mr. Rennie, Dr. Russell, Mr. Studholme; Appointments—Mr. Adams, Mr. Andrews, Mr. Banks, Mr. Hardy, Mr. Opie; Normal School and Technical—Mr. Opie, Mr. Adams, Mr. Andrews, Mr. Rennie, Dr. Russell, Mr. Studholme. The Board held nineteen meetings during the year, including two special meetings; the Buildings Committee met nineteen times, the Appointments Committee thirty-four times, while the Normal School and Technical College held sixteen meetings.

The Board's Representatives.—On the several Boards of Managers of Technical Classes the Board was represented as follows: Christchurch—Mr. C. H. Opie, Mr. H. Langford, Mr. T. S. Foster; Banks Peninsula (Akaroa)—Mr. J. D. Bruce; Ashburton—Mr. W. H. Collins, Mr. J. Tucker; Kaiapoi—Mr. J. H. Blackwell, Mr. W. D. Bean. For Lyttelton and Rangiora no local Boards of Managers were elected, the work at Lyttelton during the year being confined to school classes, and in the case of Rangiora the control having been transferred to the Rangiora High School Board. Several changes took place as regards the Board's representatives on the several High School Boards. In the case of Akaroa, Mr. W. H. Montgomery having resigned, Mr. H. W. Piper was elected in his stead, while Mr. R. Latter, the retiring member, was re-elected to fill the ordinary vacancy. Ashburton—Mr. W. B. Denshire and Mr. J. Tucker were re-elected; Rangiora—Mr. H. Boyd and Mr. A. S. Bruce continued to represent the Board until towards the close of the year, when Mr. E. R. Good was elected to fill the vacancy caused by the retirement of Mr. Bruce.

Buildings.—The total expenditure under the heading of buildings during 1912, exclusive of cost on technical buildings, was £16,910 12s. 8d., made up as follows: Maintenance, £10,405 9s. 4d. (including architect's office expenses and salaries); replacing worn-out schools, £1,947 2s. 1d.; new buildings, £2,745 9s. 8d.; sites, £1,812 11s. 7d. New schools have been erected at Glen Kowhai, Scargill, and Te Pirita, and the unused school at Huntingdon has been removed to Lynnford (near Hinds). The building previously in use at Scargill is now used for school purposes at Leader (Mount Parnassus). In the following cases substantial additions to schools have been made: Burwood, Cashmere, Horsley Downs, Le Bon's Bay, Mead, Templeton, Sumner, Spreydon, and Woolston. In the latter case the new building takes the place of two large rooms erected many years ago, and no longer suitable for school purposes. A teacher's house has been provided at Puaha, and the residences at Gebbie's Valley and Le Bon's Bay have been enlarged and improved. A large expenditure on repairs and improvements has also been incurred, notably in connexion with the following schools: Addington, Akaroa, Ashburton, Christchurch East, Hampstead, and Woolston. The Elmwood School being overcrowded, and the Board being of opinion that no further additions should be made, a site in the vicinity of Bligh's Road has been secured for a new school, and the Department has been applied to for the necessary grant with which to proceed with the work. A new site has also been purchased in the Beckenham locality, where a new school will be required in the near future.

A statement showing the amount spent in each school district is appended (Table No. 1) [table not reprinted]. The very large expenditure on maintenance, having regard to the sum granted by the Department for this purpose, is a matter for the Board's careful consideration. On the other hand, the expenditure on rebuilding was approximately £2,500 less than the amount provided by the Government for this purpose,

Schools.—The number of schools in operation at the end of the year, including twenty-two aided schools, was 218, classified as follows: 1 to 8, five (all of which were aided schools); 9 to 15, twenty-five (of which seven were aided schools); 16 to 25, forty-nine (of which six were aided schools); 26 to 35, thirty-two (of which three were aided schools); 36 to 80, fifty-three (one of which—Midland Railway—was an aided school); 81 to 120, eighteen; 121 to 160, eight; 161 to 200, two; 201 to 250, five; 251 to 300, four; 301 to 350, three; 351 to 400, one; 401 to 450, one; 451 to 500, three; 501 to 550, one; 551 to 600, one; 601 to 650, four; above 650, three.

The following table* shows the number of schools, the number of children on the rolls, the number in average attendance, and the percentage of attendance for each year since 1878. As was the case last year, in calculating the percentage of attendance the mean average roll number and the mean average attendance for the year have been taken.

Quarter ended 31st December.	District Schools.	Aided Schools.	Total of Schools.	On Roll.	Average Attendance.	Percentage.
1878	106	4	110	13,781	9,641	69·96
1883	139	4	143	17,475	12,844	73·50
1888	155	1	156	20,301	15,920	78·41
1893	175	4	179	21,279	17,543	82·44
1898	186	16	202	20,836	17,580	84·37
1903	183	22	205	19,569	16,227	82·92
1904	184	22	206	19,440	16,712	85·97
1905	187	23	210	19,492	16,923	86·82
1906	189	20	209	19,472	16,876	86·67
1907	192	14	206	19,252	16,232	84·31
1908	195	14	209	19,942	17,536	87·94
1909	196	14	210	20,427	17,634	86·33
1910	194	15	209	20,755	18,063	87·03
1911	193	19	212	21,196	18,847	88·99
1912	196	22	218	21,616	19,205	88·85

School Staffs.—The number of teachers at the end of 1912 shows an increase of sixteen over the previous year, there being 635 teachers in the Board's service at that time. The number of

* Condensed into five-yearly periods from 1878 to 1903.

uncertificated teachers fell from fifty-seven to fifty-one, and of the latter number eleven held partial qualification.

Maintenance.—The expenditure on salaries and allowances to teachers engaged in primary departments was £81,722 16s. 4d., the grants to School Committees and other incidental expenses amounting to £6,900 3s. 7d., making a total of £88,622 19s. 11d. The expenditure on salaries, as compared with the previous year, showed a further increase of £4,229 9s. 4d. The salaries paid to teachers in secondary departments amounted to £2,551 13s. 2d., showing what appears to be a decrease of £222 0s. 2d. The apparent decrease, however, is accounted for by the fact that the salary paid to the teacher in the department of the Normal School is now included in the expenditure under Training College.

The following table* gives the annual totals under the two headings from 1878 to the present year :—

Year.	Salaries.	Incidental Expenses.	Totals.	Average Attendance.
	£ s. d.	£ s. d.	£ s. d.	
1878	31,919 0 0	6,276 6 9	38,195 6 9	9,641
1883	42,240 19 10	6,090 15 9	48,331 15 7	12,844
1888	50,749 14 6	6,400 7 5	57,150 6 3	15,920
1893	56,291 15 9	6,871 14 10	63,163 10 7	17,543
1898	55,390 3 11	5,933 11 1	62,323 15 0	17,580
1903	56,748 2 10	5,922 10 7	62,670 13 5	16,227
1904	55,579 11 2	6,027 5 8	61,606 16 10	16,712
1905	57,965 18 7	6,717 16 4	64,683 14 11	16,923
1906	62,939 2 10	6,759 16 3	69,698 19 1	16,876
1907	64,240 10 2	6,694 12 11	70,935 3 1	16,232
1908	65,218 15 9	6,825 12 1	72,044 7 10	17,536
1909	73,133 5 10	7,107 10 1	80,240 15 11	17,634
1910	75,389 11 8	6,487 11 11	81,877 3 7	18,063
1911	77,493 7 0	6,693 7 7	84,186 14 7	18,847
1912	81,722 16 4	6,900 3 7	88,622 19 11	19,205

Training College.—At a meeting of the Board, held on the 12th June, Mr. T. S. Foster, M.A., was appointed Principal of the Training College. As Mr. Foster had then been carrying on the duties for some months owing to the illness of his predecessor, little interruption was caused to the work of the institution. In his report,† which is appended, the Principal gives information as to the number of students enrolled during the year, and the degree of success attained by those who sat for examination; and interesting reference is also made to the arrangements for teaching-practice and observation, additional subjects taken during the year, the general health of the students, and the social side of their life. In view of the large increase that has taken place within recent years of the number of students, the working-conditions of the institution cannot be regarded as satisfactory. With this in mind, and with the approval of the Department, the Board has taken steps to acquire a site for a new training college. The training of the teachers has hitherto been carried on in the building originally erected as a Normal School, which not only affords inadequate accommodation, but is unsuitable in many ways for the successful discharge of the important functions rightly ascribed to training colleges.

Scholarships.—Of the candidates that entered for the Board's Junior Scholarships, ninety-eight sat for examination (fifty-three boys and forty-five girls). Forty-nine succeeded in qualifying, while a similar number failed. For the Junior National Scholarships there were 171 candidates. Of these, 101 passed the examination, and seventy failed to qualify. Twenty-eight candidates (eighteen boys and ten girls) sat for the Board's Senior Scholarships, of whom twenty-five qualified. Mr. S. P. McCallum (Boys' High School), Miss H. C. W. Gunn (Girls' High School), and Mr. L. R. de Roo (Boys' High School), the first, second, and fourth candidates in order of merit respectively, having elected to forego their claims, Gammack Scholarships have been awarded to the candidates third and fifth in order of merit, as shown in Return No. 5,‡ which also contains a list of the candidates to whom scholarships in the several classes have been awarded, and of all scholarship holders as at the end of the year 1912.

Attendance.—It will be seen from the printed table contained in this report that the percentage of attendance (88·85) for the year 1912 is almost identical with that of the previous year (88·99). The Truant Officer reports that for the year 1912 the attendance, generally speaking, has been well maintained, owing, in a measure, to good weather and the absence of epidemics. Notwithstanding these favourable conditions, however, a very large number of children were reported as being irregular in attendance, while the names of others have been taken by Mr. Blank himself from the school registers. Of the 165 cases taken into Court, fines were inflicted in ninety-three instances. Fifty-nine cases were either withdrawn or held over for a month in order to give parents another opportunity of sending their children to school regularly, or, as the alternative, of being fined. In his report Mr. Blank points out that his object has always been to take Court proceedings as a last resource only, of which the Board entirely approves, being of opinion that, while the Act exercises a beneficial effect generally, the operation of its penal provisions should be reserved for parents and guardians who show themselves quite indifferent or grossly careless as regards their duty to their children. It appears that a serious trouble to be contended with is the demand for employment of children of school age. The closing of school for the longer holidays induces parents to put their children to work, and in many cases valuable time

* Condensed into five-yearly periods from 1878 to 1903. † See Appendix D of this report. ‡ As the return is mainly of local interest it has not been printed.

is lost before they return to school. Unfortunately, some employers appear to be indifferent in this respect, and readily take advantage of the labour offering, without regard to the welfare of the children. It should not be a difficult matter for the Legislature to devise means to prevent the employment of those children who, being under fourteen years of age, have not passed the Sixth Standard.

Manual and Technical Instruction.—The report of the Director of Manual Training* on the classes attended by pupils from Christchurch and surrounding schools is appended, as are also the reports from the several outlying centres. As information regarding the subjects of instruction and the number of pupils in attendance is presented in detail in these reports, it is unnecessary to recapitulate the facts at any length. The average attendance of pupils at the Christchurch centres has increased from 772 to 832 in the case of woodwork, and from 778 to 829 in cookery, while in laundry-work the numbers have been more than maintained. The new centre at Sydenham has greatly facilitated the arrangement of classes—a matter previously of great difficulty—and made it possible to extend the benefits of manual training to schools outside the immediate district. The establishment of an additional up-to-date centre in the east of the city is urgently needed in order to provide for the large schools in or adjacent to that locality, whose pupils at present are accommodated in an unsuitable building at the Normal School.

From a perusal of the report of the Director of the Christchurch Technical College,* which is also appended, it will be seen that the steady growth shown during recent years has been maintained, provision having been made for instruction in a large number of subjects. The additional accommodation available has contributed greatly to the convenient working of the institution, which is deservedly well supported by the several public bodies, as well as by trade organizations representative of many important industries. The Board notes that the public examinations held in connexion with the City and Guilds of London Institute are regarded as unsuitable, and that in future, so far as some subjects are concerned, no special provision will be made for the students to prepare for such examination. The Board would draw the Minister's attention to the hope expressed in the report that the Department will itself eventually carry out the necessary examinations in New Zealand.

In reviewing the work done at the several country centres it is convenient to include reference to technical classes, the two forms of training—manual and technical—being closely associated in the Committees' reports. At Ashburton a very satisfactory development has taken place under the supervision of Mr. A. Moore, the new Director. Not only has there been a considerable increase in the roll numbers of the several classes, but new subjects of instruction have been added. This improvement is due in a large measure to the completion of the new Technical School building, whereby the management is enabled to offer much greater facilities than had been possible in the past. At Kaiapoi, too, the scope of the work has been enlarged, and classes placed on a more satisfactory footing—again the natural result of the improved conditions obtaining, owing to the locality now having a commodious and well-appointed Technical School building. At Rangiora, as indicated in the Board's previous report, the control of manual and technical classes has been transferred from the Board of Managers to the Rangiora High School Board, except that as regards the supervision of school classes the local Committee act for the Education Board. At some of the smaller centres some diminution in the interest previously evinced in the work appears to have taken place. This is a matter for regret; and the Board trusts that as the true value of technical training becomes more generally recognized, the interest taken in the subject when classes were first established will be revived, and that the authorities to whom the work has been intrusted will not rest content until every facility is given for young people to obtain instruction in some at least of the subjects comprising vocational education. The number of classes in some form of handwork and in swimming and life-saving is approximately the same as in the previous year—viz., ninety-nine and fifty-seven respectively, as compared with ninety-six and fifty-five in 1911. A still further increase is shown in the number of classes in elementary agriculture, there being no fewer than 128 schools at which this work is now carried on, under the fostering care and supervision of the chief instructor, Mr. T. G. Malcolm, and his assistant.

Personal.—Following on Mr. T. S. Foster's acceptance of the position of Principal of the Christchurch Training College (referred to elsewhere), the Board appointed Mr. W. Brock its Chief Inspector. The vacancy on the Inspectorate was filled by the appointment of Mr. J. B. Mayne, headmaster of the Sydenham School. During the year the Board lost the active services of its Treasurer and Chief Clerk, Mr. C. Allard, whose engagement, however, did not terminate until the 31st January of the present year, on completion of forty years' faithful service, on which the Board desires to offer its congratulations, while at the same time expressing its regret that illness should have overtaken Mr. Allard towards the close of his long connexion with the Board.

I have, &c.,

The Hon. the Minister of Education, Wellington. HUGH BOYD, Chairman.

SOUTH CANTERBURY.

SIR,— Education Office, Timaru, 1st April, 1913.

I have the honour, in accordance with the provisions of section 174 of the Education Act, 1908, to submit the annual report of the Education Board of the District of South Canterbury for the year ended the 31st December, 1912.

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. Maze and Lindsay, whose term of office expired in August, were re-elected unopposed, and Mr. Sherratt was re-elected with a majority of sixty-one over his opponent, Mr. Matteo Vucetich. Mr. W. M. Hamilton was re-elected Chairman at the annual meeting of the Board in August. The Board held twenty-two meetings during the year, the average attendance of members being 7·8.

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* See E.–5, Report on Manual and Technical Training.

The Schools.—There were eighty-four schools in operation at the end of the year, the same as for the previous year. The Little Roderick School was closed and Douglas School was opened.

Teachers. — On the 31st December there were 188 teachers in the Board's service, 156 adult teachers, 23 pupil-teachers, and 9 probationers. Of the adult teachers, twenty-four were uncertificated and three held licenses to teach, but eleven of these have since passed their certificate examinations, and some others have gained partial success, so that the number of inefficient teachers in this district is gradually diminishing. It is gratifying to find that the Department and Boards are succeeding in improving the educational status of the teachers, and no doubt the quality of the instruction will be greatly improved at the same time. It remains only for the Government to devise some means of securing to teachers who perform their duties satisfactorily assured promotion and increase of pay. The opinion is gradually gaining ground that the solution of the difficulty will be found in abolishing the present system of making appointments, except for the very highest positions when special merit is required, and in substituting a system similar to that in force in other branches of the Public Service, under which teachers' salaries will commence at a minimum, and will rise by regular increments to a maximum. One thing that was made very plain by witnesses before the Education Commission was that the pay of probationers and pupil-teachers is absurdly inadequate. Another point that affects the interests of South Canterbury district high schools is that it is impossible to get suitable teachers to remain on the staffs of the secondary departments at the present absurdly low salaries.

Scholarships.—The usual scholarship examinations were held in November and December, the numbers of candidates being fifty-eight for Junior Scholarships and twenty-seven for Senior Scholarships. Five Senior and eight Junior Board Scholarships were awarded, and the Junior National Scholarships were won by Herrick Borrell, of Belfield School, and Ronald Shackleton, of Waimate District High School. The Barclay Prizes, which are open to pupils from public and primary schools only, were awarded as follows: First prizes, of £3 each—Herrick Borrell and Ronald Shackleton; second prizes, of £1 10s. each—Ronald McMillan and William Bennett.

Physical Drill.—Generally this subject receives due attention from the teachers. In most of the larger schools, military drill, physical and breathing exercises, are very well taught, and satisfactory attention is given to organized school games under the encouraging supervision of the teachers.

Attendance.—The following were the attendances, &c., for the year:—

Quarter.	Schools.	Teachers.	Roll.	Average Attendance.		
				Males.	Females.	Total.
March	84	189	5,649	2,616	2,452	5,068
June	84	188	5,666	2,680	2,466	5,146
September	84	188	5,795	2,646	2,420	5,066
December	84	188	5,927	2,701	2,470	5,171

Yearly average attendance, 5,113.

The roll number at the end of the year was 174 higher than at the end of 1911, and the yearly average attendance was eleven higher. The mean average weekly roll was 5,741, and the average attendance was 89·06 per cent. of this. This is the measure of the regularity of attendance, and it is lower by 1 per cent. than that of the previous year. The falling-off in regularity, however, can easily be accounted for by the prevalence of epidemics throughout the district during the year and by the larger number of wet days than usual.

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.				Average for Year as Percentage of Mean of Average Roll.
			Beginning of Year.	Admitted during Year.	Left during Year.	End of Year.	Mean of Average Weekly Roll for Year.	Boys.	Girls.	Total.	
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
1903	71	144	4,899	1,468	1,372	4,995	5,054	2,244	2,036	4,280	84·7
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	2,297	4,875	88·2
1911	84	182	5,180	1,764	1,191	5,753	5,670	2,643	2,459	5,102	90·0
1912	84	188	5,259	1,947	1,279	5,927	5,741	2,661	2,452	5,113	89·1

* Strict average.

Buildings.—During 1912 new schools were built at Clandeboye, Douglas, and Monavale, a new teacher's residence was built at Lyalldale, and Fairlie School and the Temuka Technical School were enlarged. The following school buildings were repaired and painted: Belfield, Clandeboye, Glen-iti, Gray's Corner, Hazelburn, Opihi, Redcliff, Rosewill, Seadown, Sutherlands, Timaru South, Totara Valley, Tycho, and Waikakahi; and the following residences were improved by adding bathrooms or other rooms: Ashwick Flat, Cave, Chamberlain, Cricklewood, Glenavy, Springbrook, Te Ngawai, and Waihaorunga.

The Board, by way of experiment, has installed a hot-water heating-system in the Fairlie School. The initial cost is much greater than that of the building of chimneys, but it is hoped that the rooms will be heated more efficiently and at much less cost by the hot-water radiators than by coal fires. Slow-combustion stoves have been tried in the Timaru South School, but so far they have not been a success.

Finance.—A statement of the receipts and expenditure for the year is appended. In April the Board adopted the system of payment of salaries to the credit of teachers, free of exchange, into banks at the different centres of the district, instead of the previous system of payment by cheque. The change, which has meant a considerable saving of clerical work to the office staff, has worked without difficulty of any kind.

Education Commission.—Reference has already been made to the Education Commission's report. There is much in that report with which the Board entirely agrees; but the Board must enter its emphatic protest against the proposal to reduce the number of education districts to five. There would be no saving in the cost of administration if South Canterbury were added to North Canterbury, and there would be a distinct loss in efficiency, because in a large district the same attention cannot be paid to detail as in a small one. The desire to create large districts in order to provide more comprehensive schemes of promotion for teachers seems to be the only reason for the abolition of the smaller districts; and it has not been shown that a fairer system of promotion cannot be provided without interfering with the present districts.

Free School-books.—The Board is pleased that the Government has practically abolished the free-book system, and has substituted subsidies for school libraries. Though so far no School Committee has applied for a subsidy, it is hoped that school authorities will take advantage of the money now offered to assist a worthy object.

I have, &c.,
J. S. Rutherford, Acting-Chairman.

The Hon. the Minister of Education, Wellington.

OTAGO.

Sir,— Education Office, Dunedin, 31st March, 1913.

In accordance with the provisions of section 174 of the Education Act, 1908, the Education Board of the District of Otago has the honour to present the following report of its proceedings for the year 1912:—

Board.—There has been no change in the *personnel* of the Board during the year, the retiring members, Messrs. Borrie, Israel, and Fleming, having been re-elected unopposed. The following are the names of the members: Northern Ward—Messrs. Donald Borrie, James Mitchell, and Andrew McKerrow; Central Ward—Hon. Thomas Fergus, Messrs. William Scott and George C. Israel; Southern Ward—Messrs. D. T. Fleming, Parker McKinlay, M.A., and James Smith. Mr. James Mitchell, who has been a member of the Board for the past fourteen years, was elected Chairman in the month of August. Forty-two meetings of the Board were held, the average attendance of members being eight. The following were the Board's representatives on various educational bodies: Council of University of Otago—Hon. Thomas Fergus; Otago High Schools' Board—Hon. Thomas Fergus and Mr. G. C. Israel; Waitaki High Schools' Board—Mr. James Mitchell; Boards of Management of Associated (Technical) Classes—Dunedin, Messrs. William Scott (to 30th September), G. C. Israel, P. McKinlay, M.A. (from 1st November), and C. R. D. Richardson; Oamaru, Messrs. James Mitchell and F. S. Aldred; Balclutha, Messrs. D. T. Fleming and William McElrea; Milton, Messrs. Parker McKinlay, M.A., and W. B. Graham.

Number of Schools.—The schools at Springvale and Stoneburn were closed; the schools at Glenledi, Kuriwao, and Nugget Point were reopened; and new schools were opened at Big Hill, Conical Hills, Galloway, Hinahina, Maruakoa, Papatowai, and Pounawea. The number of schools in operation at the 31st December, 1912, was 247, the net increase for the year being eight. Eleven Roman Catholic schools, with a total attendance of 954 pupils, were visited and reported upon by the Board's Inspectors. The following table shows the classification of the schools in grades on their average attendance for the year 1912, in accordance with the Act and regulations thereunder:—

Grade of Schools.	Range of Attendance.	Number of Schools.	Aggregate of the Average Attendance.
Grade 0	1 to 8	12	65
„ I	9 „ 15	37	377
„ II	16 „ 25	56	1,061
„ III	26 „ 35	34	938
„ IV	36 „ 80	57	2,735
„ V	81 „ 120	14	1,333
„ VI	121 „ 200	11	1,689
„ VII	201 „ 300	6	1,516
„ VIII	301 „ 450	8	2,757
„ IX	451 „ 600	9	4,573
„ X	Over 600	3	1,987
		247*	19,031

* Two half-time schools reckoned as one school in Grade II. Normal School and Model School reckoned as one school in Grade IX.

Teachers.—On the 31st December there were in the Board's service 652 teachers, classed as under :—

	Males.	Females.	Total.
Head teachers	105	..	105
Sole teachers	38	104	142
Assistant teachers	61	230	291
Total of adult teachers	204	334	538
Pupil-teachers	13	31	44
Probationers	6	24	30
Teachers of needlework	..	20	20
Manual and technical (special teachers)	10	7	17
Teacher of gymnastics	1	..	1
,, elocution	1	..	1
,, vocal music	1	..	1
Totals for 1912	236	416	652
Totals for 1911	225	399	624
Increase for 1912	11	17	28

The following table shows the ratio of male to female teachers for the past four years :—

	Adult Teachers.		Pupil-teachers and Probationers.	
1909	100 males to 160 females.		100 males to 212 females.	
1910	100 ,, 156 ,,		100 ,, 256 ,,	
1911	100 ,, 164 ,,		100 ,, 264 ,,	
1912	100 ,, 163 ,,		100 ,, 289 ,,	

The excess of females over males joining the teaching profession in this district through the channels of pupil-teacherships and probationerships were even more marked than in the previous year. Of the twenty-eight young people appointed to these positions at the beginning of the year, seven were males and twenty-one were females. There is, however, solid ground for satisfaction in the knowledge that the educational qualifications of all of them were of a high order, no less than twenty-six having at date of entry passed the Matriculation Examination and two the Civil Service Junior Examination. So long as this standard can be maintained no fear need be entertained that the professional prestige which this district has for years enjoyed will be endangered. As a background to this picture it should be stated that during the year there were appointed, principally to small country schools, thirty-seven adult teachers who were only partially certificated, and nineteen adult teachers who had gained no success towards a certificate, a total of fifty-six teachers admitted to the service without possession of the full qualification.

As the following table shows, there were in the service in December last ninety teachers who did not hold full certificates or licenses to teach, an increase of eleven for the year :—

—	Certificated.			Uncertificated.					
				Holders of Licenses.			Other Teachers.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.
1909	160	233	393	4	6	10	21	58	79
1910	165	235	400	4	4	8	25	67	92
1911	168	252	420	3	3	6	20	59	79
1912	174	260	434	6	6	12	21	69	90
Increase for 1912	6	8	14	3	3	6	1	10	11

Attendance of Pupils.—Roll number : As the following table discloses, the roll number for each quarter again showed a substantial increase over the corresponding quarter of the previous year, the mean increase being 368, or 1·7 per cent. :—

	1910.	1911.	1912.
First quarter	19,695	20,065	20,515
Second quarter	19,875	20,193	20,622
Third quarter	19,964	20,281	20,703
Fourth quarter	20,296	20,697	20,869
Mean of the four quarters	19,953	20,309	20,679

Average attendance: The average daily attendance for each quarter of the last three years, and the percentages of those attendances to the weekly roll number, are shown below:—

	Average Attendance.			Percentage Weekly Roll.		
	1910.	1911.	1912.	1910.	1911.	1912.
First quarter	17,963	18,784	18,992	91·2	93·6	92·6
Second quarter	17,869	18,434	18,647	89·9	91·3	90·4
Third quarter	17,828	18,328	18,219	89·3	90·3	88·0
Fourth quarter	18,608	18,988	18,758	91·6	91·2	89·9
	18,067	18,634	18,654	90·5	91·7	90·2

During the March, June, and September quarters almost the entire district was visited by a severe epidemic of measles, while in many localities scarlet-fever and throat troubles were also prevalent. To these causes are to be attributed the small increase (twenty) in the average over the whole district for the year, and the fall of 1·5 in the percentage of average attendance to weekly roll number, the latter being for the year 90·2.

During the prevalence of epidemics a great number of the schools are closed until at least a considerable abatement of the disease is manifested. As a preventive measure, this closing of the schools is not supported by medical opinion, and it probably has little effect in checking the progress of the disease. It cannot, however, in many cases be avoided, owing to the small proportion of the pupils who attend during the epidemic period. In this connexion it is to be noted that the grading of a school being contingent on the average attendance, the positions of teachers are seriously menaced by these epidemics, and the Board is of opinion that the interests of schools and teachers are not sufficiently safeguarded by the existing provisions of the Act and regulations. Instead of the substitution of the average of only two quarters of the previous year, it should be permissible to make such a substitution for any quarter the average of which has been detrimentally affected by the prevalence of disease.

Ages of pupils: The average ages of the pupils in the various classes were: Preparatory, 6 years 10 months; Standard I, 9 years; Standard II, 10 years 2 months; Standard III, 11 years 3½ months; Standard IV, 12 years 3 months; Standard V, 13 years 2½ months; Standard VI, 14 years 0½ month; Standard VII, 15 years 1½ months. The only changes in these figures from those of the previous year are an increase of a half-month in Standard III, Standard V, and Standard VII, and an increase of one month in Standard VI.

The number of pupils between five and eight years was 6,525, or 31·3 per cent. of the total roll. The number of pupils in the preparatory classes was 7,399, or 36·6 per cent. of the total roll. These figures show very little variation from those of the previous year. There is certainly no marked tendency towards the curtailment of the time the pupils spend in the infant room. The figures relating to number of pupils under eight, and number of pupils in preparatory classes, are given below in comparison with those for the two previous years and for the year 1906:—

	1906.	1910.	1911.	1912.
Pupils between five and eight ..	5,661	6,473	6,566	6,525
Percentage of roll number ..	29.8	31·8	31·8	31·3
Pupils in preparatory classes ..	4,996	7,449	7,494	7,399
Percentage of roll number ..	26·4	36·8	36·3	35·3

Sex of the pupils: The number of boys on the school-rolls at the end of the year was 10,845 (52·1 per cent.), and of girls 9,956 (47·9 per cent.); the ratio of boys to girls being 100 to 92 girls, practically the same as in the previous year. There were forty-six male and forty female Maori or half-caste children on the rolls at the end of the year.

Scholarships.—For the five Junior National Scholarships provided under the Act, and the ten Junior Board Scholarships, there were 180 competitors. Of these, 117, or 65 per cent., passed the examination, and sixty-three, or 35 per cent., failed. For the ten Senior Board Scholarships there were seventy-three competitors, of whom sixty-seven, or 92 per cent., passed the examination, and six, or 8 per cent., failed. The number of competitors shows a slight increase as compared with the previous year. The five Junior National Scholarships were awarded as follows: For schools with an average attendance not exceeding thirty-five, Eleanor Darton Fyfe, Kartigi; for schools with an average attendance between thirty-six and 200, Vera Kate Harrison, Romahapa. All schools—Howard Keddell Sumpter, Oamaru North; Elizabeth Margery Dowden, George Street; Sydney Robert Crimp, Green Island.

With the funds available the Board was able to award seventeen Junior and thirteen Senior Board Scholarships, as follows:—*Junior*—Division A (for pupils from schools with an average attendance below thirty-six): Amelia Isabella McGill, Ettrick; Catherine Landreth, Sandymount; Rachel Muriel McLay, Katea. Division B (for pupils from schools with an average attendance between thirty-six and 160): Mona Sutcliffe Woodhead, Hampden; William Urquhart Mathieson, Hampden; George Andrew Holmes, Waikari; Hazel Ella Nicolson, Hampden. Division C (for pupils who have made the highest aggregate of marks): D'Arcy Harper Moir, Mosgiel District High; Sydney Noel Gillman, Otago Boys' High; Margaret Theodocia McDougall, Kaikorai; Gilbert Eric McAhan, Green Island; Albert Robertson, Oamaru North; Alice Margaret Shelton, Alexandra District High; Airini Isabel

Somerville, Tokomairiro District High: Alexander Ritchie, North-east Valley; Oliver Edmund Sawers, North-east Valley; Rolfe Latimer, Kaitangata. *Senior*—Division D: William Parker Morrell, Otago Boys' High; Moana Maru Anderson, Balclutha District High; Agnes Randall Blackie, Otago Girls' High; Phyllis Jean H. Turnbull, Otago Girls' High; Stuart Henry J. Wilson, Otago Boys' High; Robert Faulks Landreth, Otago Boys' High; Marion Liddell Fyfe, Waitaki Girls' High; Dorothy Elleanor E. V. Clarke, Otago Girls' High; Gordon Sidney Crimp, Otago Boys' High. Division E (rural-course candidates): John Ferguson E. Jack, Balclutha District High; Rawiri Henry V. Coghill, Balclutha District High; Eric William Thomson, Waitaki Boys' High; Henry Albert Vezey, Balclutha District High.

Three of the Senior Scholarship winners had previously held Junior National Scholarships, and one had held a Junior Board Scholarship.

The amount expended on scholarships for the year was—Board Scholarships (Junior and Senior), £1,352 10s.; Junior National Scholarships, £337 10s.: total, £1,690.

The scholarships current at the end of the year were: Junior National—Males, 8; females, 5: total, 13. Board Senior—male, 27; females, 12: total, 39. Board Junior—males, 23; females, 11: total, 34. Totals—Males, 58; females, 28: total, 86.

These figures show that for some years past the boys have won over twice the number of scholarships that the girls have. The Board has now decided to make it obligatory on holders of Senior Scholarships (Division E) to take the rural course at a high school or district high school. The names of those who held scholarships in December, 1912, and particulars as to the marks obtained by those who passed the examination at the end of that year, are given in Appendix K, which also contains a complete list of all those who have held Junior National Scholarships. [As the particulars are of purely local interest, they are not reprinted.]

Manual and Technical Instruction.—Elementary handwork (paperwork, brushwork, cardboard and plasticine modelling, &c.) now forms part of the ordinary school curriculum, and is regularly practised in all schools in the district, though in some of the schools the time devoted to it is not sufficient to earn capitation. School classes of cookery and woodwork on the Central School system have been carried on as in previous years at North Dunedin, South Dunedin, and Oamaru. Capitation for cookery was earned by 870 girls, and for woodwork by 585 boys, forty-three schools participating in the instruction. Elementary agricultural instruction was given in connexion with 143 schools, the pupils numbering 1,925.

The past year has seen the scheme of rural instruction at district high schools fairly launched. The teachers responsible for the work have entered into it with loyalty and enthusiasm, and the Board has every reason to feel satisfied with the results so far obtained. The full course has been carried on in connexion with the district high schools at Balclutha, Tokomairiro, Mosgiel, Lawrence, and Tapanui, and partial courses at Palmerston and Alexandra. As a grant for the necessary buildings at Palmerston has now been sanctioned, the full course will be taken there during the current year.

School dressmaking classes were carried on at Owaka. In order to give definiteness to and arouse increased interest in the work of elementary agriculture in the schools, a potato-growing competition has been arranged amongst the pupils of the schools in which that subject is taken. The Otago Agricultural and Pastoral Association has donated the sum of £5 for four prizes for the contest. The crop is to be harvested and weighed by the 18th April next, and the results, certified to by the head teacher and a member of the School Committee, are to be in the hands of the Board's Secretary by the 30th of that month. The area of the school-garden plots to be used for the purposes of the contest has been fixed at one square pole.

Special classes for adults were held as follows: Dressmaking—Owaka, Clinton, Tapanui, Waiwera, Warepa, and Lawrence. Wool-classing—Alexandra, Oturehua, Ranfurly, Waipiata, Middlemarch, Clydevale, Waiwera, Clinton, Palmerston, Balclutha, Warepa, Hyde, Heriot, Tapanui, Lauder, Lawrence. Woodwork, cookery, typewriting, and book-keeping at Tapanui, and woodwork at Lawrence.

The total number of students receiving instruction by means of the Dunedin School of Art teachers was 706, including 100 day students, 183 evening students, 100 Training College students, forty-six pupil-teachers and probationers from Dunedin and suburbs, thirty country pupil-teachers and probationers, seventy-six adult country teachers, forty-one teachers from Oamaru district, eight uncertificated teachers (special course), and 116 day students of the Dunedin Technical School. The report of the Director of the Dunedin School of Art* will be found in Appendix H.

The total expenditure on manual and technical instruction was £11,448 7s. 9d., as follows: Maintenance (salaries, material, &c.)—School classes, £3,520 14s. 3d.; special classes, £1,761 15s. 6d. Buildings (furniture, fittings, &c.)—School classes, £5,683 7s. 5d.; special classes, £206 0s. 7d. The increase in expenditure for the year has been £7,605 16s. 7d.

Training-classes for Teachers.—Besides the drawing and handwork classes held at the Dunedin School of Art on two evenings per week and on Saturday forenoons, the following instruction classes for teachers have been carried on for varying periods during the year: At Dunedin—Cookery, dressmaking, vocal music, hygiene, elocution, physiology, and ambulance; Oamaru—Agriculture and elocution; Alexandra and Ranfurly—Agriculture. Special week-end classes for uncertificated and partially certificated teachers were held in physiology, English, mathematics, geography, arithmetic, methods of teaching, drawing, and practical agriculture. A summer school for uncertificated teachers was held in Dunedin for three weeks towards the end of the year, the number of teachers enrolled being twenty-three. The Board believes that the Government grant with which it was intrusted has been wisely and economically disbursed, and that the classes and instruction it was able to provide have contributed to the advance in scholarship of a large number of teachers who, through their remoteness

*This report will be found in E.–5.

from Dunedin, have had few facilities for improving their educational status. It is quite certain that the classes have been appreciated by the teachers concerned.

Finance.—A statement of the Board's income and expenditure for the year is appended. The following statement shows the sums expended under the various headings during the past three years: Teachers' salaries and lodging-allowances—1910, £75,554 13s. 7d.; 1911, £78,048 10s. 5d.: 1912, £81,484 2s. 1d. Payments to School Committees for incidental expenses—1910, £5,416 14s. 9d.; 1911, £6,220 12s. 5d.; 1912, £6,179 16s. 1d. Erection, enlargement, and improvement of school buildings, purchase of sites, house allowances, manual and technical buildings and apparatus—1910, £15,576 1s. 6d.; 1911, £16,302 13s. 2d.; 1912, £18,243 1s. 6d. The receipts for school buildings include grant for maintenance, £12,426; special grants for new buildings, £4,561 1s. 6d.; house allowances to teachers, £948 2s. 3d.; rents, £20 11s.; local contributions, £417 3s. 7d.; deposits on contracts, £380 14s. 6d.; special grants for technical-school buildings, and furniture, fittings, &c., for same, £4,256 9s. 6d.: total, £23,010 2s. 4d. The main items of expenditure on buildings were: General maintenance (repairs, alterations, and small additions), £10,028 2s. 9d.; rebuilding, £680 10s.; new buildings, £5,048 4s. 9d.: house allowances, £945 12s. 3d.; manual and technical purposes, £5,794 9s. 2d.; rents of buildings, &c., £18 11s.; refund of contractors' deposits. £310 18s. 6d. At the end of the year the Board's Building Account was in credit to the amount of £539 7s. 8d.

Drill and Physical Exercises.—Due attention has been given to the requirements of the Act in respect of the teaching of military drill and physical exercises (including breathing-exercises). Believing, as it does, that physical instruction should be regarded as an essential part of the curriculum for primary schools, the Board is in accord with the Government in its intention to extend this instruction throughout the Dominion. For the past twenty-nine years the Board has employed a very competent gymnastic instructor to train the Normal School students, and for the past twelve years systematic, and what it believes to be most beneficial, physical exercises have been introduced into the schools of this district, and practised daily. These exercises have been altered from time to time as improvements suggested themselves, and for the past six years have included suitable breathing-exercises. Pupil-teachers and probationers attend in Dunedin every Saturday throughout the year for training in the prescribed course of physical instruction. In view of the attention that has been given to the subject in this district, the Board assumed that when the Department was prepared to introduce a Dominion scheme inquiry would have been made as to the degree of efficiency attained before superseding or altering the system now in vogue in Otago. The Board's disappointment that this course was not adopted by the Department will not, however, prevent it from attentively considering the merits of the proposed new system, and, if possible, giving it cordial support.

Buildings.—The calls upon the Board for the maintenance and improvement of school buildings throughout the district have been very numerous and costly. It had, in addition, to expend nearly £1,500 for the acquisition of land to extend school-grounds seriously restricted in area, and for the erection and equipment of workshop. Owing to these causes, and the greatly increased cost of all building-work, the Board has not felt warranted in setting aside for the rebuilding of worn-out schools any portion of its annual grant for maintenance. The hope is expressed that the grants formerly made for providing bathrooms and washhouses for teachers' residences, and which, owing to financial stringency, have been stopped for some time, will shortly be resumed, so as to enable the Board to effect urgently needed additions to the comfort and convenience of a number of teachers. The following is a general summary of the building operations carried out during the year: New schools erected, 2: schools added to, 7; residences added to, 2; schools and residences repaired, 8; furniture of schools improved, 6; shelter-sheds erected, 9; septic tanks constructed, 1; school-porches erected, 2; technical-school buildings erected, 5; large schools painted outside, 4; schools and residences painted inside, 26; residences provided with domestic conveniences (washhouses, tubs, boilers, baths, &c.), 20. Almost the whole of the additions, repairs, renovations, and painting have been carried out by the Board's own staff of workmen, of whom about thirty have been continuously employed throughout the year.

Truancy.—Eight hundred and eighty-six notices were posted to or served on parents and guardians for infringements of section 153 of the Education Act; sixteen notices were served on parents whose children were not on the roll of any school; 243 cases of irregular attendance were investigated; fifty-two penalty summonses were issued under section 153. Under the above fifty-two summonses, forty-eight convictions were obtained. Two cases were withdrawn owing to the production of medical certificates, and in two other cases the children were committed to the industrial school. The total fines inflicted for the year amounted to £11 7s.

When the schools resumed after last Christmas vacation, returns received from the head teachers of the twenty-four schools in Dunedin and suburbs showed that 268 children in Standards III, IV, and V had not returned to the schools they were attending in the previous December. From investigations made by the Truant Officer it was found that of these, 177 had been transferred to other schools and ninety-one had left school. Of these ninety-one whose primary-school course was thus terminated, ten left at the end of their Standard III course, thirty-two left at the end of their Standard IV course, and forty-nine left at the end of their Standard V course. Stated in percentages, the leakages of pupils belonging to the schools dealt with was: Between Standards III and IV, 11 per cent.; between Standards IV and V, 35 per cent.; and between Standards V and VI, 54 per cent. In all the cases under review the children withdrawn had reached the exemption age.

Training College.—During the year 106 students were in attendance, thirty-eight being males and sixty-eight females. Of these, sixty-two were from Otago, twenty-eight from Southland, thirteen from South Canterbury, two from Hawke's Bay, and one from Wellington. Eighty-six of them had been either pupil-teachers or probationers. The allowances paid to them or on their behalf were: Bursaries, lodging-allowances, and travelling-expenses, £4,986 16s. 7d.; College fees, £864 3s.: total,

£5,850 19s. 7d., or £556 18s. 3d. more than in 1911. The report of the Principal will be found in Appendix G.*

In June, 1912, the time arrived for the retirement of Professor David Renfrew White, M.A., the Principal of the College, in conformity with the Board's regulations. In view, however, of the importance of his position, the Board requested him to continue in office till the end of the Training College year. This he consented to do, and consequently his connexion with the institution over which, as Principal, he has presided with conspicuous ability and faithfulness for the past eighteen years was not terminated till the 28th February, 1913. The retiring Principal's period of service under the Board exetnds over forty-one years, and he leaves behind him a fine record in various departments of educational work.

Certificates.—Proficiency certificates were gained by 1,015 pupils (thirty-eight more than in the previous year), and competency certificates by 148 pupils (sixteen less than in the previous year).

Incidental Expenses of Schools.—The sum paid to School Committees to meet incidental expenses was £6,179 16s. 1d., equal to 6s. 5¾d. per unit of the average attendance, and nearly 1s. per unit more than the minimum the Board is required to pay. During the year a new scale of payments was introduced, which practically absorbed the whole of the extra statutory grant of 9d. per head. From the incidental allowance of all Committees whose schools are connected with a sewerage-system or provided with a septic tank, and thus freed from sanitary rates, a deduction is made according to a graduated scale based upon the average attendance of each school for the preceding quarter.

Secondary Classes at District High Schools.—In December last the numbers in the secondary classes at these schools were as follows: Balclutha, 48; Tokomairiro, 44; Lawrence, 40; Normal, 32; Tapanui, 27; Palmerston, 18; Mosgiel, 16; Port Chalmers, 15; Naseby, 9: total, 249, or three more than in December, 1911.

School Libraries.—Subsidies ranging in amount from 10s. to £2 10s., and totalling £42 17s. 2d., were paid to twenty-six School Committees to assist in providing books for school libraries.

Conveyance of Children.—The capitation allowance for these services was claimed in respect of fifty-one schools, or thirteen more than in the previous year, the total payment being £1,334 9s. 9d., an increase of £241 3s. The capitation-payments of 2s. 6d. per head for the board of children who have to live away from home to attend school amounted to £40 12s. 6d. While hoping that the new provision made for the conveyance of children will relieve the position, the Board cannot refrain from expressing its regret that the Department has not seen fit to adopt the suggestion previously made that the Boards should be given a free hand to deal with each individual case upon its own merits. The conditions under which children have to be conveyed are so widely divergent that it is impossible for any inelastic regulation to provide the means of meeting the varying requirements.

Inspection of Schools.—The Inspectors group the schools according to their efficiency, as follows: Excellent, very good, or good, 60 per cent.; satisfactory, 34 per cent.; fair to inferior, 6 per cent. These figures show a material decline in efficiency, which the Inspectors attribute mainly to the prevalence of diseases throughout the district during the year. The report of the Inspectors will be found in Appendix E.†

Superannuation.—The Board is strongly of opinion that as a matter of simple justice an amendment in the Teachers' Superannuation Act should be made, to provide for a contributor's retiring-allowance being calculated on the salary of the three highest consecutive years of service.

School Committees.—The Board desires to record its appreciation of the interest and enthusiasm manifested by the members of School Committees throughout the district and the valuable assistance they continue to render to the cause of education.

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

The Hon. the Minister of Education, Wellington.

SOUTHLAND.

SIR,— Education Office, Invercargill, 26th March, 1913.

In compliance with the requirements of section 174 of the Education Act, 1908, the Education Board of the District of Southland has the honour to present the following report of its proceedings for the year 1912:—

The Board.—During the year to which this report has reference the constitution of the Board's membership underwent no change. At the annual election held in July last the retiring members—Messrs. D. Gilchrist (East Ward), W. Macalister (Central Ward), and H. A. Archdall (West Ward)—were re-elected, the two first mentioned being unopposed. The following were the Board's representatives on various educational bodies: Southland Boys' and Girls' High Schools Board—Messrs. William Macalister, B.A., LL.B., and J. Crosby Smith, F.L.S.; Gore High School Board—Messrs. Thomas MacGibbon, Duncan Gilchrist, and John MacGibbon, the last mentioned being elected to fill the most recent vacancy. During the year the Board met twelve times (the first Friday of each month) for ordinary and once for special business. The Executive Committee met twenty-four times, at regular intervals in each month, and at these meetings the major portion of the Board's ordinary business was considered.

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*The report referred to is printed in Appendix D. †The report referred to is printed in Appendix C.

Schools.—New schools were established during the year in the Districts of North Makarewa, North Chatton, Five Rivers Siding, Raymond's Gap, Ferndunlaw, Granity, Kapuka South, and Dog Island, the last mentioned being a household school. Schools previously in operation at Benmore, Forest Vale, and Ruapuke were closed during the same period owing to decreased attendance. There were at the close of the year 180 schools in operation. In the case of the schools closed at Benmore and Forest Vale no sacrifice in buildings expenditure required to be made, as the schools were originally established as an experiment, the residents interested providing suitable buildings in which the work was for the time being carried on. As new settlement progresses in the western portion of this education district it is expected that increased school facilities will require to be provided in the immediate future.

School Attendance.—During the year there has been an increase in the attendance. The average weekly roll number for 1911 was 10,556, and for 1912 it has risen to 10,792; while the mean average attendance for corresponding years was 9,449 and 9,552—an increase of 234 in roll number and 103 in average attendance not accounted for altogether by the opening of the new schools referred to in the preceding paragraph, but partly due to closer settlement in districts where schools had previously been established. It may be of interest to note that the average attendance of 9,552 was composed of 5,010 boys and 4,542 girls—that is, in the ratio, roughly, of 52·4 and 47·6 per cent. for the respective sexes. The percentage of average attendance to average weekly roll number is thus 88·5, a decrease of 1 per cent. on that recorded in the previous year, and doubtless due to a greater prevalence of the usual ailments which periodically afflict our juvenile population.

To check truancy the measures adopted for some years past were continued, and but for the operation of the truancy clauses of the Act it is safe to say that the average attendance would not be maintained at so high a level.

Junior Scholarships.—Of the eighty-two candidates who presented themselves for the Junior National and Educational Board's Junior Scholarships, fifty obtained sufficient marks to qualify. The successful competitors held their own with the other education districts throughout the Dominion, as evidenced by the published official lists.

It is interesting to note that the three National Scholarship winners stood first, thirteenth, and fourteenth on the list, the disparity in attainments being caused by the grades of the schools from which the respective candidates, in terms of the Department's regulations, had to be selected. The parents of the successful pupils were able to make the statutory declaration as to compliance with the regulations governing the award of National Scholarships; and non-resident scholarships of the value of £10 per annum, tenable for three years (with £30 lodging-allowance added), were awarded to Robert George Stevens, of Riverton; Patrick D. Cody, of Heddon Bush; and Ina B. Romans, of Arrowtown. Nine non-resident Board Scholarships of the value of £30 each, and fifteen resident scholarships of the value of £5 each, all tenable for two years, were awarded in terms of the Board's regulations, which provide, *inter alia*, that "in each year two Junior Scholarships shall be awarded to qualified candidates from schools not having more than thirty-five pupils in average attendance; and, further, two Junior Scholarships to qualified candidates from schools having more than thirty-five, but not more than 200, in average attendance. The remaining scholarships available shall be awarded to candidates from all classes of schools in order of merit."

Senior Scholarships.—For the Senior Scholarships twenty-eight competitors presented themselves, all of whom gained the necessary marks to qualify. One non-resident and four resident scholarships, of value equal to the Junior Scholarships, but tenable for three years instead of for two years, were awarded to Edna I. J. Sutherland, Wyndham; Eric Marshall, Geoffrey Wild, William H. Jackson, all of Invercargill; and Hughina McLean, of Gore: these being first in order of merit. Every holder of a scholarship is required by the regulations to "attend an approved secondary school or its equivalent" during the tenure thereof.

Free Class-books.—The Board, as indicated in previous reports, has, ever since its introduction, disapproved of the principle of free text-books being supplied by the State to pupils of public schools. The intimation that the grants for such supplies had been discontinued was consequently received with satisfaction. The proposal to devote the money thus set free to aid in the establishment of school libraries meets with the Board's approval, and steps have already been taken to create an interest in this matter by enlisting the sympathy of School Committees and teachers throughout the district in the Department's proposals. By this means it is hoped to encourage the study of good and wholesome literature among the young people.

Conveyance and Board of Pupils.—The Board welcomes the new and simplified regulations controlling the conveyance and board of pupils attending its schools. The system of facilitating the conveyance of children living in localities remote from public schools has much to commend it. From the point of view of economy, it would be advantageous to encourage the system of conveyance by a more liberal allowance for such service than is now paid. It is quite safe to assert that with more encouraging conditions the conveyance and board of pupils attending central and efficiently conducted schools will obviate the undue multiplication of small schools, for which the services of efficient teachers cannot possibly be secured. The recently issued regulations are an improvement on those they superseded, if only for the greater freedom which Boards may now exercise in dealing with this service. Parents interested have experienced considerable difficulty in organizing this service, more especially in localities where the number of children to be conveyed (and the payment) has not been sufficient to secure the services of a competent and responsible person as driver.

The general practice is for the oldest boy or girl to take charge of the conveyance, and it is difficult to suggest a more efficient arrangement, having in view the small remuneration which is offered. Now that the age-limit of those eligible for conveyance has been increased to seven years the hardship is accentuated, inasmuch as the younger children (five to seven years of age) must either remain at home or be conveyed free of charge. Another aspect of this service is not yet, in the opinion of this Board,

satisfactory. The Board is aware that in some outlying districts the roads, especially in winter, are not fit for vehicular traffic; and it is suggested that provision should be made in such cases for payment of the allowance to those who ride on horseback to school, such being the only practicable means of transport. The Board has in its office a photographic and striking illustration of the benefit of this method of conveyance.

Teachers.—There were on the 31st December last 352 teachers in the service of the Board, classified according to rank, sex, and certificate qualification, as shown in the following tabular statement:—

Rank.	Male.	Female.	Total.	Certificated.	Licensed.	Uncertificated.	Total.
Heads of schools	50	18	68	67	..	1	68
Sole teachers	41	70	111	44	5	62	111
Assistants	19	103	122	68	2	52	122
Pupil-teachers	12	24	36	..	..	..	..
Probationers	..	15	15	..	..	..	..
	122	230	352	179	7	115	301

These figures, taken in comparison with those of the preceding year, show that, while the number of male teachers remains exactly stationary, the female teachers in the service have increased by nineteen, thus accentuating the disparity in the sexes as referred to in consecutive reports for many years past.

The Board notes with satisfaction the fact that a large and increasing proportion of the uncertificated teachers in its service are making an honest endeavour to attain to certificated rank, and, while it has framed regulations to compel uncertificated teachers to strive to improve their status, these regulations are partly nullified by the fact that till more certificated teachers are available from our training colleges, and the demand for teachers exceeds the supply of those who are so trained, the Board is continuously forced to appoint untrained and uncertificated teachers to its schools. No arbitrary or drastic compelling regulation can be successfully applied, but the Board believes that in view of the increasing numbers who are passing out from the training colleges of the Dominion fully qualified, both by certificate and experience, to accept permanent service in the various education districts, the outlook for those "resting on their oars" in respect to classification is not too promising. From a considerable number of the uncertificated teachers in its employ the Board is receiving useful and, in some instances, meritorious service, but this is unfortunately not true in respect to a lesser number holding minor positions on the teaching staff. On the principle that "half a loaf is better than no bread," the pupils attending the schools in many country districts have to suffer to a greater or less degree from inefficient instruction. For this state of affairs there is no apparent remedy till the supply of teachers from our training institutions equals the demand: and then only if more liberal salaries are provided for the teachers of backblock schools. An increase in the education vote in this direction seems to be inevitable, if remote country districts are to receive a larger share of the benefits conferred by our education system. It is not reasonable to expect that capable and trained teachers will accept service in localities where they are deprived of many social and other advantages unless they are adequately remunerated for their services.

The minimum salary for sole teachers in small country schools will, the Board believes, require to be increased within certain limits, irrespective of the average attendance; thus only will the service be made attractive to young teachers possessing the necessary educational and other qualifications for this important work.

School Buildings.—The Board acknowledges with satisfaction the increased departmental grants for the maintenance of school buildings. In this district, where nearly all the school buildings and teachers' residences are erected of wood, the matter of making provision for repairs, renovation, and reinstatement is a serious problem which will in the future become increasingly difficult to solve. The Board some years ago adopted the system of executing repairs with a staff of carpenters working under the direct supervision of its architect, and has good reason to be satisfied with the results as compared with the system of tendering for repairs previously in operation; and, indeed, the Board is so well satisfied with the result that its extension is contemplated, so that ultimately all repairs may be carried out on this principle. For the erection of new school buildings and additions, however, where definite specification of the work required to be carried out can be made, tenders are invited.

During the past year new schools have been erected in the Districts of Chatton North, Waikawa, Kapuka South, and Birchwood; and additions made to the existing buildings at Bluff, Waikiwi, and Edendale. New residences for the teachers at Kennington (the old residence and glebe being sold), South Wyndham, and Clifden have also been provided. Special grants to cover the whole or partial cost of these new works have been provided by the Department, the total expenditure on which amounted to £2,628 2s. 9d., as shown in the Board's balance-sheet. The Board has in contemplation for the coming year (1913) several very important undertakings, the principal of which is the erection of a new school building at Waihopai (Gladstone) to provide for the requirements of that district, and also for a section of the pupils at present in attendance at the Invercargill Park School, which it has been resolved to close when the new building is ready for occupation. The Board also has in view the erection of a modern building to serve the purposes of an infant department in connexion with the Winton School, and which, when erected, will supersede the present somewhat obsolete structure. To enable these works to be successfully accomplished application has been made to the Department for special grants to cover the cost, and the Board anticipates a favourable response to its appeal in both cases.

Financial.—At the close of another year's administration the Board is gratified to be able to report that its financial position, as compared with preceding years, is quite satisfactory. The Board, it must be remembered, is only an administrative body having no rating-powers, and cannot therefore increase its revenue by extraneous effort. It is in consequence compelled to keep its expenditure within fixed limits. The general statement of receipts and expenditure (Annual Return No. 3) for the past year has been approved by the Audit Inspector, and a copy thereof forwarded to your Department. This document, studied in conjunction with Returns No. 3B (Details of Expenditure) and 3C (Statement of Money Assets and Liabilities for the Year 1912), reveals approximately the Board's financial position at the close of the year to which this report refers. The credit balance on the 31st December was £5,295 13s. 5d., as against £5,216 11s. for the preceding year. Reference to the statement of assets and liabilities, however, will show that the credit balance is more apparent than real. Your Department last year disallowed a proposed transfer of a sum of £3,345 18s. 8d. from maintenance to Public Schools Account; but in this year's statement (with the approval of your Department) a portion (£1,278 6s.) of the sum disallowed last year appears as a transfer from maintenance (item 25) to public schools (item 28). This latter account still stands in debit to the extent of £2,261 5s. 5d. Sums due for works completed after the close of the year will, however, considerably reduce this liability.

In conclusion, the Board desires to express its appreciation of the assistance received from School Committees throughout the district in the administration of the Act and regulations under which the work of education is carried on; as also of the courtesy and consideration shown by the officers of the central Department in all matters affecting the interests of the district under the Board's jurisdiction.

John Fisher, Chairman.

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

STATEMENT

OF

RECEIPTS AND EXPENDITURE

OF

EDUCATION BOARDS.

STATEMENT OF RECEIPTS AND EXPENDITURE OF EDUCATION BOARDS.

AUCKLAND.

GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDING 31ST DECEMBER, 1912.

NOTE.—The Auditor's certificate does not cover columns (12) and (13). The figures in those columns have been added to the statement by the Education Department from returns supplied by Education Boards.

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.	Assets.	Liabilities.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Salaries of teachers*	..	1,310 12 1	159,216 2 0	6,045 15 8	..	165,367 7 7	..	..	..	1,416 2 0	1,411 7 10	7 0 0
2	Teachers' house allowances	..	117 1 8	6,144 7 4	..	4 3 4	6,154 0 4	..	..	..	122 11 4	120 1 4	..
3	Salaries of relieving-teachers	..	1,747 17 3	951 18 1	..	..	1,285 9 0	..	..	..	2,081 8 2	..	..
4	Free school-books	..	1,477 15 4	5,281 5 2	..	..	3,056 2 0	..	..	747 7 10	..	..	747 7 10
5	General administration	†9,702 13 0	..	23,641 1 10	..	..	..	16 0 0	15 4 0	10,763 12 4	..	220 17 8	..
	(*a.*) Incidental expenses of schools‡	..	..	..	..	..	11,638 9 8	..	..	..	..	..	..
	(*b.*) Conveyance of school-children	..	..	..	..	..	399 17 4	..	..	..	..	..	..
	(*c.*) Board of school-children	..	..	..	..	..	31 0 0	..	..	..	..	..	..
	(*d.*) Office staff (including Secretary, Inspectors, &c.): salaries and clerical assistance	..	..	..	..	..	6,569 17 9	..	..	..	..	..	..
	(*e.*) Office contingencies	..	..	..	..	..	3,969 11 3	..	..	..	..	..	..
	(*f.*) Refunds and sundries	..	..	..	..	108 1 5	194 0 6	..	..	..	..	..	..
	(*g.*) Rents from school site reserves	..	..	..	..	113 16 7	..	..	..	..	..	..	..
	Training colleges—												
6	Salaries of staff (half of the total cost)	..	216 14 0	2,100 6 5	..	..	1,874 17 5	..	..	8 15 0	..	..	8 15 0
7	Allowances for students	..	24 10 8	5,160 17 9	..	..	5,168 14 8	..	..	..	32 7 7	32 7 7	..
8	Incidental expenses	..	100 0 0	108 0 0	..	..	131 4 0	15 4 0	..	..	108 0 0	108 0 0	..
	Secondary education—												
	Scholarships—												
9	Board's	..	79 7 7	2,784 1 2	..	..	2,704 13 7	..	..	..	..	..	..
10	National	..	..	650 0 0	..	..	650 0 0	..	..	..	..	..	..
11	Special	..	..	..	..	..	..	..	..	..	..	..	..
	District high schools—												
12	Salaries of staffs of secondary departments	117 2 6	..	2,069 0 6	..	..	2,115 18 0	..	..	70 5 0	..	..	70 5 0
	General purposes—												
13	(*a.*) Voluntary contributions and subsidies	..	..	47 0 0	..	47 0 0	94 0 0	..	..	..	..	9 10 0	..
14	(*b.*) Fees from pupils			..	..	16 0 0	..	..	16 0 0				
15	(*c.*) High School Boards' grants			..	..	..	..	..	..				
	Manual and technical—												
	School classes—												
16	Capitation	..	846 15 7	4,813 5 8	..	574 10 7	5,992 0 8	..	694 19 2	..	1,577 14 6	1,559 13 4	461 19 5
17	Voluntary contributions and bequests and subsidies			328 18 2	..	239 6 6	..					50 0 0	17 14 10
	Special classes—												
18	Capitation	358 0 8	..	5,702 5 0	..	32 19 6	5,962 8 5	..	1,671 17 6	797 14 6	..	2,568 10 0	551 6 10
19	Material			430 8 7	..	187 8 7	540 5 8						
20	Voluntary contributions and bequests and subsidies			..	..	1 8 3	45 0 0						
21	Fees from pupils at special classes			..	..	1,093 18 0	..						
22	Free-place holders			1,210 17 6	..	..	..						

23	Training of teachers	..		462 6 2		1,035 17 8		..		5 4 6		819 15 2		..		50 0 0		..		290 19 2		125 0 0		10 15 0	
24	Direction and administration (school and special classes)	..		..		..		..		..		2,358 10 11		2,358 10 11		..		..		..		..		45 7 2	
	Buildings: Maintenance, rebuilding, rent—																						
25	(*a*) Maintenance and small additions and (*b*) ordinary rebuilding	15,343 17 6				17,843 0 0		..		794 10 6	(*a*)	10,448 9 4		..		..		24,555 18 11		..		4,404 0 0		7,490 10 0	
26	Rebuilding schools destroyed by fire					1,284 0 0		..		..	(*b*)	230 13 9		..		..									
												30 6 0		..		..									
27	Rents of buildings and sites for school purposes	..		914 15 7		952 4 11		..		..		1,411 8 3		..		..		..		1,373 18 11		1,369 0 0		24 5 8	
	New buildings, furniture, additions, sites—																						
28	Public schools	..		4,741 14 3		23,775 13 4		..		..		20,701 8 9		61 18 3		..		..		1,605 11 5		10,241 12 2		9,033 14 6	
29	Manual instruction	382 3 6		..		2,877 10 0		..		250 2 3		3,914 7 11		..		..		..		404 12 2		306 0 0		310 0 0	
30	Technical instruction	5,376 7 11		..		596 10 8		..		38 4 6		2,587 13 10		..		316 10 1		3,106 19 2		..		3,591 12 1		5,003 14 7	
31	Rent of buildings for manual-instruction purposes	..		..		..		..		..		..		..		..		..		..		..		..	
32	Rent of buildings for technical-instruction purposes	..		8 7 6		13 15 0		..		9 0 0		480 0 4		254 11 10		..		..		211 1 0		211 1 0		45 15 0	
33	Sites-sales	121 6 8		..		..		..		476 1 0		1,729 14 3		..		..		..		1,132 6 7		1,590 0 0		..	
	Other separate accounts—																						
34	Correspondence classes for uncertificated teachers	..		..		225 0 0		..		..		203 8 8		..		..		21 11 4		..		225 0 0		216 10 0	
35	Jane E. McLeod, memorial account	..		..		..		..		..		..		58 5 9		..		58 5 9		..		..		58 5 9	
36	Contractors' deposits	121 0 0		..		..		..		548 6 0		630 6 0		..		..		39 0 0		..		..		39 0 0	
	Totals	31,522 11 9		12,047 17 8		269,243 6 9		6,045 15 8		4,540 1 6		269,491 1 0		2,764 10 9		2,764 10 9		40,169 9 10		10,356 12 10		28,143 13 0		24,142 6 7	

* (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.

† In terms of the Order in Council of 13th February, 1911, but exclusive of cost of works paid for out of Government grant for maintenance and rebuilding of school buildings and included below under that heading.

	£ s. d.
† Balance 31st December, 1911	9,704 10 6
Less deficit, board of school-children at 31st December, 1911	1 17 6
	9,702 13 0

	£ s. d.	£ s. d.
Bank balance at 1st January, 1912, *Cr.*	.. ..	19,474 14 1
Bank balance at 31st December, 1912, *Cr.*	14,749 9 5	
Less unpresented cheques	183 18 2	
	14,565 11 3	
On Contractors' Deposit Account	39 0 0	
On fixed deposit—		
Bank of New Zealand £15,150 0 0		
Auckland Savings-bank 58 5 9		
	15,208 5 9	
Total at end of 31st December, 1912, *Cr.* ..		£29,812 17 0

Education Office, Auckland, 15th January, 1913.

GEORGE J. GARLAND, Chairman.
R. CROWE, Secretary.

Auditor's Certificate.

Examined and found correct, except that—(1) the transfer from the Secondary Administration Account to the General Administration Account is without authority of law; (2) the payment of allowances to members contravenes section 3 of the Education Amendment Act, 1910.—R. J. COLLINS, Controller and Auditor-General.

TARANAKI.

GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDING 31ST DECEMBER, 1912.

NOTE.—The Auditor's certificate does not cover columns (12) and (13). The figures in those columns have been added to the statement by the Education Department from returns supplied by Education Boards.

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.	Assets.	Liabilities.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Salaries of teachers*	..	433 15 6	21,874 19 0	3,401 10 2	..	25,093 15 7	..	..	..	251 1 11	..	113 1 6
2	Teachers' house allowances	..	64 18 0	702 10 0	..	..	690 12 8	..	..	..	53 0 8	..	2 5 1
3	Salaries of relieving-teachers	55 10 9	..	135 2 11	..	..	191 3 1	..	..	..	0 9 5	..	..
4	Free school-books	3 0 5	..	517 9 0	..	..	413 1 2	..	..	107 8 3	..	61 12 0	..
5	General administration	..	466 13 0	3,509 15 6	..	203 0 9	..	..	..	..	280 12 9	39 10 0	23 7 2
	(*a.*) Incidental expenses of schools†	..	..	..	..	..	1,505 13 8	..	..	..	..	..	..
	(*b.*) Conveyance of school-children	..	..	..	..	..	..	..	..	..	..	..	..
	(*c.*) Board of school-children	..	..	..	..	..	..	..	..	..	..	..	..
	(*d.*) Office staff (including Secretary, Inspectors, &c.): salaries and clerical assistance	..	..	..	..	..	1,077 11 1	..	..	..	..	..	..
	(*e.*) Office contingencies	..	..	..	..	..	943 11 3	..	..	..	..	..	..
	(*f.*) Refunds and sundries	..	..	..	..	..	..	..	..	..	..	..	..
	Secondary education—												
	Scholarships—												
9	Board's	..	93 10 9	455 11 4	..	7 10 0	362 0 0	..	..	7 10 7	..	3 15 0	..
10	National	..	48 7 5	207 6 8	..	..	167 6 8	..	..	..	8 7 5	..	..
11	Special	..	..	..	..	..	..	..	..	..	..	..	..
	District high schools—												
12	Salaries of staffs of secondary departments	..	3 12 7	556 16 10	..	..	559 6 10	..	..	..	6 2 7	9 4 2	..
	General purposes—												
13	(*a.*) Voluntary contributions and subsidies	40 9 6	..	37 9 10	..	37 9 10	74 19 8	..	..	42 9 6	..	..	..
14	(*b.*) Fees from pupils			..	..	7 0 0	5 0 0	..	..				
15	(*c.*) High School Boards' grants			..	..	..	..	..	..				
	Manual and technical—												
	School classes—												
16	Capitation			1,189 2 10	..	..	..						
17	Voluntary contributions and bequests and subsidies			42 5 6	..	10 5 3	..						
	Special and associated classes—												
18	Capitation			156 5 7	..	..	..						
19	Material			10 12 0	..	..	72 13 1						
20	Voluntary contributions and bequests and subsidies	1,403 5 3	..	62 4 1	..	53 13 6	..	..	..	1,572 0 10	..	2,101 9 2	77 18 3
21	Fees from pupils at special classes			..	..	363 0 3	..						
22	Free-place holders			33 1 0	..	..	..						
23	Training of teachers			40 5 9	..	..	128 10 8						
24	Direction and administration (school and special classes)			11 17 0	..	148 13 10	1,751 7 3						

24A	Training of uncertificated teachers	..	..	50 0 0	..	..	81 10 0	..	..	..	31 10 0	..	..
	Buildings: Maintenance, rebuilding, rent—																			
25	(*a*) Maintenance and small additions and (*b*) ordinary rebuilding	3,145 0 9	..	2,637 0 0	..	63 0 11	(*a*) 2,924 17 2 (*b*) 277 18 4	..	..	2,434 16 11	..	788 19 3	..
26	Rebuilding schools destroyed by fire	80 7 3	..	2,950 0 0	..	..	2,936 8 0	..	..				
27	Rents of buildings and sites for school purposes	..	298 12 3	104 13 0	..	..	107 9 3	..	..				
	New buildings, furniture, additions, sites—																			
28	Public schools	..	1,507 14 0	3,007 0 0	..	9 11 10	3,420 15 0	..	..	..	1,911 17 2	591 11 2	268 6 6
29	Manual instruction	..	888 4 8	79 4 3	..	..	81 3 3	..	..	..	798 10 11	101 0 7	..
30	Technical instruction	..		253 15 10	..	..	162 3 1	..	..				
31	Rent of buildings for manual-instruction purposes	3 0 0	..	..	..	..	..	..	..	3 0 0	..	..	..
32	Rent of buildings for technical-instruction purposes	25 14 0	..	6 1 0	..	..	2 10 0	..	..	29 5 0	..	14 10 0	..
33	Sites-sales	..	..	..	..	..	..	..	..	..	..	..	..
	Other separate accounts—												
	Contractors' deposits	82 3 0	..	..	..	..	76 3 0	..	..	6 0 0	..	..	6 0 0
	Totals	4,838 10 11	3,805 8 2	38,630 8 11	3,401 10 2	903 6 2	43,107 9 9	..	..	4,202 11 1	3,341 12 10	3,711 11 4	490 18 6

* (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.
† In terms of the Order in Council of 13th February, 1911, but exclusive of cost of works paid for out of Government grant for maintenance and rebuilding of school buildings and included below under that heading.

	£ s. d.	£ s. d.
Bank balance at 1st January, 1912, *Cr.*		1,033 2 9
Bank balance at 31st December 1912, *Cr.*	977 10 0	
Less unpresented cheques	116 12 3	
	860 17 9	
On hand	0 0 6	
Total at 31st December, 1912, *Cr.*		£860 18 3

HAROLD TRIMBLE, Chairman.
P. S. WHITCOMBE, Secretary.

Education Office, New Plymouth, 15th April, 1913.

Auditor's Certificate.

Examined and found correct, except that the following payments are without authority of law: Mr. Morton, £7 7s. (expenses attending Conference, Wellington); Mr. Trimble, £1 15s. (expenses attending Royal Commission, Wanganui; and they are, therefore, disallowed.—R. J. COLLINS, Controller and Auditor-General.

WANGANUI.

General Statement of Receipts and Expenditure for the Year ending 31st December, 1912.

Note.—The Auditor's certificate does not cover columns (12) and (13). The figures in those columns have been added to the statement by the Education Department from returns supplied by Education Boards.

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.	Assets.	Liabilities.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Salaries of teachers*	..	1,015 4 9	55,233 12 10	4,738 9 2	..	60,043 15 6	..	..	..	1,086 18 3	329 10 11	..
2	Teachers' house allowances	10 3 4	..	1,677 4 6	..	0 16 8	1,698 0 2	..	..	..	9 15 8	33 8 1	..
3	Salaries of relieving-teachers	..	41 15 3	330 8 4	..	..	628 7 3	..	..	..	339 14 2	..	..
4	Free school-books	..	701 6 6	2,096 3 1	..	0 4 8	1,365 18 6	..	..	29 2 9	..	..	29 2 9
5	General administration	3,352 16 3	..	8,400 18 0	..	..	..	397 16 10	..	2,897 14 10	..	..	..
	(*a.*) Incidental expenses of schools†	..	..	..	..	2 17 6	3,674 17 10	..	..	..	..	..	..
	(*b.*) Conveyance of school-children	..	0 2 6	..	..	..	168 12 6	..	..	..	..	..	..
	(*c.*) Board of school-children	..	..	..	..	..	12 10 0	..	..	..	..	..	..
	(*d.*) Office staff (including Secretary, Inspectors, &c.): salaries and clerical assistance	..	..	..	..	..	3,144 15 3	..	..	..	..	..	..
	(*e.*) Office contingencies	..	..	..	..	2 9 4	2,867 10 0	..	..	..	..	..	..
	(*f.*) Refunds and sundries	..	..	..	..	66 11 8	57 18 5	..	..	..	..	..	..
	(*g.*) Office buildings and furniture sold	..	..	..	..	600 11 9	..	..	..	..	..	..	..
	Secondary education—												
	Scholarships—												
9	Board's	..	4 13 2	752 19 0	..	..	1,002 13 4	..	..	..	254 7 6	254 7 6	..
10	National	..	49 19 10	218 7 8	..	..	236 2 8	..	..	..	67 14 10	67 14 10	..
11	Special	20 0 0	..	..	..	5 0 0	41 5 0	..	..	..	16 5 0	..	..
	District High Schools—												
12	Salaries of staffs of secondary departments	11 1 8	..	2,104 18 5	..	..	2,145 12 2	..	..	..	29 12 1	33 3 9	..
	General purposes—												
13	(*a.*) Voluntary contributions and subsidies	628 15 9	..	391 16 9	..	431 12 2	1,002 2 2	..	..	463 12 6	..	79 17 11	310 10 11
14	(*b.*) Fees from pupils			..	..	13 10 0	..	..	..				
15	(*c.*) High School Boards' grants			..	..	..	..	..	..				
	Manual and technical—												
	School classes—												
16	Capitation	..	1,279 5 8	3,336 16 0	..	52 12 9	3,055 11 3	..	300 0 0	..	1,239 2 0	2,294 13 6	305 10 8
17	Voluntary contributions and bequests and subsidies			33 17 1	..	12 19 0	40 9 11						
	Special and associated classes—												
18	Capitation and Instructors' coach-fares			2,789 9 0	..	26 17 6	6,340 2 5						
19	Material			72 3 8	..	90 7 7	223 10 4						
20	Voluntary contributions and bequests and subsidies	2,226 15 3	64 10 6	748 16 9	..	1,111 6 6	..	..	97 16 10	2,208 16 4	..	2,561 10 2	69 11 0
21	Fees from pupils at special classes			..	..	1,027 5 2	1 2 6						
22	Free-place holders			392 17 6	..	..	..						
23	Training of teachers, including uncertificated teachers (expenditure included in No. 18)			450 0 0	..	..	..						

	Buildings: Maintenance, rebuilding, rent—																		
25	(*a*) Maintenance and small additions) and (*b*) ordinary rebuilding	13,024 16 6		..		6,185 0 0		..	521 4 9		(*a*)3,825 9 11 (*b*)3,582 12 11		..		..		12,130 19 11	..	2,010 4 9		2,018 13 10
26	Rebuilding schools destroyed by fire					..		..	0 17 6		266 17 11		..		..						
27	Rents of buildings and sites for school purposes					323 12 0		..	..		249 10 1		..		..						
	New buildings, furniture, additions, sites—																		
28	Public schools	..		8,868 16 8		7,538 5 10		..	2 10 0		7,650 14 11		..		..		..	8,978 15 9	881 5 7		542 16 0
29	Manual instruction (including initial capitation)					284 16 7		..	..		356 3 4		..		..						
30	Technical instruction					1,650 14 1		..	..		2,613 12 0		..		..						
31	Rent of buildings for manual-instruction purposes	..		6,356 11 1		..		..	..		..		..		..		..	7,412 9 3	1,015 7 6		7 10 0
32	Rent of buildings for technical-instruction purposes					4 19 0		..	..		26 12 6		..		..						
33	Sites-sales	..		675 16 9		..		..	14 10 3		584 2 8		..		..		..	1,245 9 2	..		..
	Other separate accounts—																		
36	Contractors' deposits	104 19 6		..		..		..	189 19 9		244 19 3		..		20 0 0		30 0 0	..	..		30 0 0
37	Wanganui school-sites	..		8,774 5 2		..		..	15,703 19 4		9,813 10 5		20 0 0		..		..	2,863 16 3	..		..
38	Rees Bequest Fund	2,589 15 9		..		..		..	59 2 2		1,600 18 0		..		..		1,047 19 11	..	..		..
	Totals	21,969 4 0		27,832 7 10		95,017 16 1		4,738 9 2	19,937 6 0		118,566 1 1		417 16 10		417 16 10		18,808 6 3	23,543 19 11	9,561 4 6		3,313 15 2

* (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.
† In terms of the Order in Council of 13th February, 1911, but exclusive of cost of works paid for out of Government grant for maintenance and rebuilding of school buildings and included below under that heading.

	£ s. d.	£ s. d.
Balance at 1st January, 1912, *Dr.*		5,863 3 10
Bank balance at 31st December, 1912, *Dr.*	5,504 6 5	
Plus unpresented cheques	279 7 2	
	5,783 13 7	
Rees Bequest—		
Bank *Cr.*	47 19 11	
On mortgage	1,000 0 0	
	1,047 19 11	
Total at end of year, *Dr.*		£4,735 13 8

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

Education Office, Wanganui, 17th April, 1913.

Auditor's Certificate.

Examined and found correct, except that—(1) the transfers from the Manual and Technical Classes to the General Administration Account are without authority of law; (2) there is no authority for the expenditure of £20 4s. interest on unpaid purchase-money; (3) the practice of handing capitation-moneys to teachers, in respect of classes such as swimming, dressmaking and first aid, without obtaining evidence as to how the moneys are expended, is improper.

R. J. COLLINS, Controller and Auditor-General.

WELLINGTON.

General Statement of Receipts and Expenditure for the Year ending 31st December, 1912.

Note.—The Auditor's certificate does not cover columns (12) and (13). The figures in those columns have been added to the statement by the Education Department from returns supplied by Education Boards.

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.	Assets.	Liabilities.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Salaries of teachers*	..	114 19 2	62,781 7 2	5,446 18 1	..	67,983 9 7	..	..	129 16 6	..	22 10 0	161 19 7
2	Teachers' house allowances ..	..	12 3 11	2,074 19 11	..	..	2,044 2 5	..	..	18 13 7	..	..	17 8 8
3	Salaries of relieving-teachers ..	..	783 3 6	404 7 0	..	..	283 8 9	..	..	..	662 5 3	..	..
4	Free school-books	..	29 7 2	1,965 8 5	..	..	1,408 13 3	..	..	527 8 0	..	..	795 14 0
5	General administration	4,354 14 6	..	10,376 18 3	..	..	..	..	..	5,659 9 1	..	173 15 0	1,091 10 4
	(*a.*) Incidental expenses of schools†	..	..	..	..	..	4,201 8 5	..	..	..	..	..	..
	(*b.*) Conveyance of school-children	..	..	..	..	..	272 19 1	..	..	..	..	..	..
	(*c.*) Board of school-children ..	..	..	..	..	..	19 12 6	..	..	..	..	..	..
	(*d.*) Office staff (including Secretary, Inspectors, &c.): salaries and clerical assistance	..	..	..	..	..	3,120 11 6	..	..	..	..	..	..
	(*e.*) Office contingencies	..	..	..	..	..	1,466 4 7	..	..	..	..	..	..
	(*f.*) Refunds and sundries ..	..	..	..	..	170 6 3	..	..	..	..	..	..	..
	(*g.*) Chamber of Commerce prizes..	..	..	..	..	..	25 14 6	..	..	..	..	..	..
	(*h.*) Training of uncertificated teachers	..	..	..	..	..	65 0 0	..	..	..	..	..	..
	(*i.*) Travelling-allowances to members of Board	..	..	..	..	..	70 19 4	..	..	..	..	..	..
	Training colleges—												
6	Salaries of staff (half of the total cost)	8 5 10	..	1,680 16 2	..	..	1,632 6 2	..	..	56 15 10	..	..	11 15 0
7	Allowances for students.. ..	57 11 9	..	5,408 9 2	..	31 7 3	5,406 7 0	..	..	91 1 2	..	..	51 11 6
8	Incidental expenses	..	1,057 6 0	863 4 4	..	..	437 3 9	..	..	..	631 5 5	134 1 6	16 5 9
	Secondary education—												
	Scholarships—												
9	Board's	..	261 9 1	1,142 19 6	..	..	1,152 10 2	..	..	..	270 19 9	287 8 6	..
10	National	..	69 7 10	275 1 8	..	..	276 6 8	..	..	..	70 12 10	68 15 0	..
11	Special	..	..	..	..	..	..	..	..	..	..	..	..
	District high schools—												
12	Salaries of staffs of secondary departments	28 13 1	..	2,420 10 4	..	..	2,521 6 7	..	..	..	72 3 2	61 16 3	..
	General purposes—												
13	(*a.*) Voluntary contributions and subsidies	66 5 4	..	329 5 0	..	329 1 9	669 15 0	..	..	35 5 2	..	..	29 5 5
14	(*b.*) Fees from pupils ..			..	..	3 0 0	22 11 11						
15	(*c.*) High School Boards' grants			..	..	..	..						
	Manual and technical—												
	School classes—												
16	Capitation	660 0 1	..	3,191 0 8	..	103 10 7	3,999 2 11	..	..	..	2 3 1	2,465 4 8	251 19 3
17	Voluntary contributions and bequests and subsidies			58 12 11	..	72 5 5	88 9 10						

	Special and associated classes—																							
18	Capitation							2,998	17	6	..		..		2,964	17	6							
19	Material							543	17	10	..		..		829	11	10							
20	Voluntary contributions and bequests and subsidies	284	16	8	..			420	3	0	..		..		420	1	6	..	..	699	4	2	..	1	19	3	699	0	0
21	Fees from pupils at special classes							..			..		..		..													
22	Free-place holders							3,636	9	9	..		..		2,970	9	9											
23	Training of teachers	3	1	6	..			366	7	1	..		..		395	7	9	..	..	..			25	19	2	325	0	0	5	7	10
24	Direction and administration (school and special classes)	..			..			..			..		..		..			..	..	..			..			..					
	Buildings: Maintenance, rebuilding, rent—																													
25	(*a*)Maintenance and small additions and (*b*) ordinary rebuilding	9	930	8	9	..		7,697	0	0	..		442	5	2	(*a*)5527	2	0	..	..	10,957	18	2	..	2,634	19	6	2,879	0	2
																(*b*)1537	5	7												
26	Rebuilding schools destroyed by fire							537	16	0	..		..			712	1	8												
27	Rents of buildings and sites for school purposes							843	17	0	..		..			716	19	6												
	New buildings, furniture, additions, sites—																													
28	Public schools	..			4,694	8	3	5,650	4	0	..		65	0	0	6,630	4	8	..	..	..			5,609	3	11	2,489	11	6	1,787	6	10
29	Manual instruction	72	2	9	..			140	13	6	..		..			165	2	1	..	..	47	14	2	..			335	11	8	275	0	5
30	Technical instruction	71	4	8	..			587	14	7	..		..			576	18	6	..	..	82	0	9	..			..			10	16	10
31	Rent of buildings for manual-instruction purposes	..			..			..			..		..			..			..	..	..			..			..			..		
32	Rent of buildings for technical-instruction purposes	..			..			267	0	0	..		..			128	0	0	..	..	139	0	0	..			..			139	0	0
33	Sites-sales	..			5,135	5	0	2,100	1	6	..		..			3,874	2	8	..	..	..			6,909	6	2	53	2	0	..		
	Other separate accounts—																													
34	Contractors' deposits	188	18	9	..			..			..		530	10	2	594	6	2	..	..	125	2	9	..			..			125	2	9
	Totals	15,726	3	8	12,157	9	11	118,763	2	3	5,446	18	1	1,747	6	7	125,210	15	1	..	..	18,569	9	4	14,254	3	9	9,053	14	10	8,347	14	4

* (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.
† In terms of the Order in Council of 13th February, 1911, but exclusive of cost of works paid for out of Government grant for maintenance and rebuilding of school buildings and included below under that heading.

	£	s.	d.	£	s.	d.
Bank balance at 1st January, 1912. *Cr.*	..		..	3,568	13	9
Bank balance at 31st December, 1912. *Cr.*	4,548	12	0			
Less unpresented cheques	235	5	8			
	4,313	6	4			
On hand (Carterton School Committee)	1	19	3			
Total at 31st December, 1912, *Cr.*	..		..	£4,315	5	7

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

Education Office, Wellington, 13th May, 1913.

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

HAWKE'S BAY.

General Statement of Receipts and Expenditure for the Year ending 31st December, 1912.

Note.—The Auditor's certificate does not cover columns (12) and (13). The figures in those columns have been added to the statement by the Education Department from returns supplied by Education Boards.

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.	Assets.	Liabilities.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Salaries of teachers*	..	243 0 2	36,866 13 2	5,016 7 8	10 1 8	41,650 17 6	..	..	..	0 15 2	1 5 2	0 10 0
2	Teachers' house allowances	..	7 5 5	1,025 1 2	..	..	1,034 5 7	..	..	..	16 9 10	16 9 10	..
3	Salaries of relieving teachers	335 13 10	..	239 14 0	..	..	146 17 7	..	..	428 10 3	..	..	..
4	Free school-books	..	..	1,217 16 4	..	..	930 12 5	..	..	287 3 11	..	..	96 11 4
5	General administration	2,765 17 6	..	6,261 9 3	..	..	..	10 0 0	..	2,429 11 11	..	107 4 6	2,539 19 0
	(*a.*) Incidental expenses of schools†	..	..	..	..	..	3,235 4 6	..	..	..	..	..	..
	(*b.*) Conveyance of school children	..	..	..	..	..	238 10 9	..	..	..	..	..	..
	(*c.*) Board of school-children	..	..	..	..	..	47 10 0	..	..	..	..	..	..
	(*d.*) Office staff (including Secretary, Inspectors, &c.): salaries and and clerical assistance	..	..	..	..	..	2,004 13 4	..	..	..	..	..	..
	(*e.*) Office contingencies	..	..	..	..	..	931 1 2	..	..	..	..	..	..
	(*f.*) Refunds and sundries	..	..	..	..	249 4 11	..	..	..	..	..	..	..
	(*g.*) Board offices building account	..	..	..	..	..	400 0 0	..	..	..	..	..	..
	Secondary education—												
	Scholarships—												
9	Board's	..	..	667 17 6	..	..	667 17 6	..	..	..	..	..	..
10	National	..	80 0 0	290 0 0	..	..	280 0 0	..	..	..	70 0 0	70 0 0	..
11	Special	..	..	..	..	..	..	..	..	..	..	..	..
	District high schools—												
12	Salaries of staffs of secondary departments	..	6 5 0	1,006 5 0	..	..	1,000 0 0	.	..	..	..	..	..
	General purposes—												
13	(*a.*) Voluntary contributions and subsidies	229 19 4	..	100 0 0	..	..	226 0 2	..	..	103 19 2	..	.	103 19 2
14	(*b.*) Fees from pupils			..	..	10 0 0	..	..	10 0 0				
15	(*c.*) High School Boards' grants			..	..	..	..	..	..				
	Manual and technical—												
	School classes—												
16	Capitation	..	634 1 1	1,823 13 9	..	73 8 3	2,394 7 6	..	..	..	1,131 6 7	1,991 2 10	61 18 9
17	Voluntary contributions and bequests and subsidies			..	..	..	..						

	Special and associated classes—																			
18	Capitation						1,250 4 4		..		..		1,350 4 6							
19	Material						85 16 6		..		..		116 11 2							
20	Voluntary contributions and bequests and subsidies	334 6 1		..			198 2 6		..		32 10 0		198 2 6		..		304 11 3		1,133 13 6	995 1 3
21	Fees from pupils at special classes						..		..		68 10 0		..							
22	Free-place holders						103 12 10		..		..		103 12 10							
23	Training of teachers	..		1 17 4			328 0 9		..		..		281 16 5		..		44 7 0		245 4 9	68 17 0
24	Direction and administration (school and special classes)	..		..			..		..		..		..		..		..		..	..
	Buildings: Maintenance, rebuilding, rent—																			
25	(*a*) Maintenance and small additions and (*b*) ordinary rebuilding	10,665 11 10		..			5,148 0 0		..		23 13 9		(*a*) 3,994 6 1		..		11,728 8 8		1,478 0 4	1,226 12 0
26	Rebuilding schools destroyed by fire						..		..		..		(*b*) ..		..					
27	Rents of buildings and sites for school purposes						99 3 6		..		3 8 0		217 2 4		..					
	New buildings, furniture, additions, sites—																			
28	Public schools	..		6,197 16 6			3,262 13 10		..		94 9 0		5,176 10 4		.		..		8,017 4 0	3,580 16 2	2,396 2 0
29	Manual instruction	..		274 19 11			388 7 10		..		..		434 3 0		.		..		606 12 10	267 11 1	199 10 5
30	Technical instruction						468 18 0		..		..		754 15 9		..					
31	Rent of buildings for manual-instruction purposes	..		39 10 0			13 10 0		..		..		3 5 0		..		..		29 5 0	..	..
32	Rent of buildings for technical-instruction purposes	..		..			..		..		..		..		..		..		..	..	..
33	Sites-sales	..		..			..		..		..		..		..		..		..	..	..
	Other separate accounts—																			
	Contractors' deposits	80 0 0		..			..		..		189 0 0		199 0 0		..		70 0 0		..	70 0 0
	Totals	14,411 8 7		7,484 15 5			60,845 0 3		5,016 7 8		754 5 7		68,017 7 11		10 0 0		15,206 12 2		9,871 13 5	8,891 8 2	7,759 0 11

* (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.
† In terms of the Order in Council of 13th February, 1911, but exclusive of cost of works paid for out of Government grant for maintenance and rebuilding of school buildings and included below under that heading.

	£ s. d.	£ s. d.
Bank balance at 1st January, 1912, *Cr.*	.. ..	6,926 13 2
Bank balance at 31st December, 1912, *Cr.*	6,466 0 5	
Less unpresented cheques	941 1 8	
Total at 31st December, 1912, *Cr.*	.. ..	£5,524 18 9

Education Office, Napier, 28th February, 1913.

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

Auditor's Certificate.

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

MARLBOROUGH.

General Statement of Receipts and Expenditure for the Year ending 31st December, 1912.

Note.—The Auditor's certificate does not cover columns (12) and (13). The figures in those columns have been added to the statement by the Education Department from returns supplied by Education Boards.

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.	Assets.	Liabilities.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Salaries of teachers*	..	58 14 0	11,198 13 4	409 3 4	..	11,572 9 10	..	..	..	23 7 2	30 9 7	..
2	Teachers' house allowances	7 11 1	..	310 0 0	..	..	331 16 1	..	..	..	14 5 0	15 16 8	..
3	Salaries of relieving-teachers	114 5 3	..	52 15 3	..	..	142 2 1	..	..	24 18 5	..	..	..
4	Free school-books	..	81 18 6	238 2 0	..	28 15 6	172 3 0	..	..	12 16 0	..	238 2 0	..
5	General administration	189 15 8	..	1,581 12 9	..	..	..	..	..	263 10 6	..	46 7 9	53 10 3
	(*a.*) Incidental expenses of schools†	..	..	..	..	..	495 15 0	..	..	..	..	..	..
	(*b.*) Conveyance of school-children	..	..	..	..	..	35 7 3	..	..		..	..	..
	(*c.*) Board of school-children	..	..	..	..	..	30 2 6	..	..	..	..	..	..
	(*d.*) Office staff (including Secretary, Inspectors, &c.): salaries and clerical assistance	..	..	..	..	..	700 15 0	..	..	..	..	..	..
	(*e.*) Office contingencies	..	..	..	..	19 3 6	265 2 8	..	..	..	..	..	..
	(*f.*) Refunds and sundries	..	..	..	..	0 1 0	..	..	..	..	..	..	..
	Secondary education—												
	Scholarships—												
9	Board's	..	40 5 0	177 15 0	..	..	129 10 0	..	..	8 0 0	..	..	..
10	National	..	7 10 0	45 0 0	..	..	37 10 0	..	..	..	..	..	..
11	Special	12 10 0	..	..	..	..	7 16 3	..	..	4 13 9	..	..	..
	District high schools—												
12	Salaries of staffs of secondary departments	..	..	..	..	..	..	..	..	..	..	..	..
	General purposes—												
13	(*a.*) Voluntary contributions and subsidies	..	..	..	..	..	..	..	..	..	..	..	..
14	(*b.*) Fees from pupils	..	..	..	..	..	..	..	..	..	..	..	..
15	(*c.*) High School Boards' grants	..	..	..	..	..	..	..	..	..	..	..	..
	Manual and technical—												
	School classes—												
16	Capitation	..	19 0 4	280 15 8	..	1 14 0	354 9 8	..	..	..	91 0 4	295 16 11	49 3 9
17	Voluntary contributions and bequests and subsidies			..	..	..	..						
	Special and associated classes—												
18	Capitation	..	78 14 10	..	..	..	16 7 8	..	..	..	103 0 2	60 4 9	..
19	Material			..	..	..	7 17 8						
20	Voluntary contributions and bequests and subsidies			..	..	..	..						
21	Fees from pupils at special classes			..	..	..	..						
22	Free-place holders			..	..	..	..						
23	Training of teachers	..	97 18 3	221 12 0	..	..	209 10 6	..	..	..	85 16 9	137 9 0	8 10 0
24	Direction and administration (school and special classes)	..	..	..	..	..	..	..	..	..	..	..	..

	Buildings: Maintenance, rebuilding, rent—																			
25	(*a*)Maintenance and small additions and (*b*) ordinary rebuilding	2,070	10	2				1,214	0	0	..	44	11	2	(*a*)1103 13 5 (*b*) 453 10 11	..	..	1,727	18	2	..	324	0	0	156	2	10
26	Rebuilding schools destroyed by fire							15	18	3	..	..			15 18 3	..	..										
27	Rents of buildings and sites for school purposes							..			..	..			43 18 10	..	..										
	New buildings, furniture, additions, sites—																										
28	Public schools	..			1,952	17	7	2,541	17	0	..	..			2,181 4 1	..	..	..			1,592	4	8	93	8	2	138	2	10
29	Manual instruction	..			..			..			..	..			..	..	..	..			..			..			..		
30	Technical instruction	..			84	17	0	..			..	..			65 2 1	..	..	..			149	19	1	35	9	0	..		
31	Rent of buildings for manual-instruction purposes	..			..			..			..	..			..	..	..	..			..			..			..		
32	Rent of buildings for technical-instruction purposes	..			..			..			..	..			..	..	..	..			..			..			..		
33	Sites-sales	..			..			..			..	75	0	0	75 0 0	..	..	..			..			10	0	0	..		
	Other separate accounts—																												
34	Deposits	10	0	0	..			..			..	36	0	0	43 0 0	..	..	3	0	0	..			..			3	0	0
35	Interest	78	5	3	..			..			..	11	10	4	..	..	..	89	15	7	..			..			..		
36	Sale, Seddon residence	..			..			..			..	61	16	0	61 16 0	..	..	..			..			..			..		
	Totals	2,482	17	5	2,421	15	6	17,878	1	3	409	3	4	278	11 6	18,551	18 9	..		..	2,134	12	5	2,059	13	2	1,287	3	10	408	9	8

* (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.
† In terms of the Order in Council of 13th February, 1911, but exclusive of cost of works paid for out of Government grant for maintenance and rebuilding of school buildings and included below under that heading.

	£	s.	d.	£	s.	d.
Balance at 1st January, 1912, *Cr.*						61 1 11
Bank balance at 31st December, 1912, *Cr.*	402	1	3			
Less unpresented cheques	388	12	4			
				13	8	11
On hand, Post Office Savings-bank				61	10	4
Total at 31st December, 1912, *Cr.*						£74 19 3

Education Office, Blenheim, 8th February, 1913.

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

Auditor's Certificate.
Examined and found correct.—R. J. COLLINS, Contr ller and Auditor-General.

NELSON.

General Statement of Receipts and Expenditure for the Year ending 31st December, 1912.

Note.—The Auditor's certificate does not cover columns (12) and (13). The figures in those columns have been added to the statement by the Education Department from returns supplied by Education Boards.

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.	Assets.	Liabilities.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Salaries of teachers*	..	253 9 0	26,075 15 2	633 9 1	2 0 0	26,771 9 10	..	..	..	313 14 7	108 6 3	359 11 0
2	Teachers' house allowances	..	13 6 7	878 16 1	..	..	887 4 7	..	..	..	21 15 1	7 18 4	..
3	Salaries of relieving-teachers	..	202 18 9	137 6 3	..	..	222 19 2	..	..	..	288 11 8	..	..
4	Free school-books	12 13 4	..	590 0 8	..	..	611 8 10	..	..	..	8 14 10	..	..
5	General administration	..	14 10 6	3,630 12 0	..	..	..	..	..	..	359 7 0	21 3 0	31 6 5
	(*a.*) Incidental expenses of schools†	..	..	..	..	..	1,667 2 8	..	..	..	..	..	..
	(*b.*) Conveyance of school-children	..	..	..	..	46 15 6	48 9 6	..	..	..	..	..	..
	(*c.*) Board of school-children	..	..	..	..	25 5 0	25 7 6	..	..	..	..	..	..
	(*d.*) Office staff (including Secretary, Inspectors, &c.): salaries and clerical assistance	..	..	..	..	..	1,130 18 0	..	..	..	..	..	..
	(*e.*) Office contingencies	..	..	..	..	..	1,244 1 4	..	..	..	..	..	..
	(*f.*) Refunds and sundries	..	..	..	..	68 10 0	..	..	..	..	..	..	..
	Secondary education—												
	Scholarships—												
9	Board's	..	93 18 11	346 0 0	..	..	485 6 8	..	..	..	233 5 7	..	..
10	National	26 13 4	..	263 2 0	..	..	349 3 4	..	..	..	59 8 0	70 0 0	..
11	Special	..	..	..	..	..	..	..	..	..	..	..	..
	District high schools—												
12	Salaries of staffs of secondary departments	..	3 8 4	1,046 18 4	..	..	1,026 13 4	..	..	16 16 8	..	..	5 2 6
	General purposes—												
13	(*a.*) Voluntary contributions and subsidies	86 0 3	..	..	..	11 12 0	82 2 3	..	..	15 10 0	..	..	..
14	(*b.*) Fees from pupils			..	..	..	..						
15	(*c.*) High School Boards' grants			..	..	..	..						
	Manual and technical—												
	School classes—												
16	Capitation	..	609 19 5	815 6 2	..	..	1,282 5 5	..	..	..	1,011 18 8	605 11 9	34 0 0
17	Voluntary contributions and bequests and subsidies			..	..	65 0 0							
	Special and associated classes—												
18	Capitation	..		815 3 9	..	..	1,786 6 10						
19	Material	..		28 1 0	..	2 15 0	161 1 5						
20	Voluntary contributions and bequests and subsidies	..	273 0 7	..	..	182 0 0	..	..	..	..	891 19 2	1,088 3 10	98 14 2
21	Fees from pupils at special classes	..		..	..	152 19 11	..						
22	Free-place holders	..		147 10 0	..	..	..						
23	Training of teachers	3 7 0		180 0 0	..	1 0 0	188 0 0	..	..	..	3 13 0		

24	Direction and administration (school and special classes)	..		..		..		..		..		..		..		..		..	
	Buildings: Maintenance, rebuilding, rent—																		
25	(*a*) Maintenance and small additions and (*b*) ordinary rebuilding					4,065	0 0	..		..		(*a*)1,282	0 9	..					
26	Rebuilding schools destroyed by fire	2,833	10 2	..		..		..		..		(*b*) 947	11 2	..		4,653	8 3	..	941 0 0	360	0 0
27	Rents of buildings and sites for school purposes					..		..		..		15	10 0	..					
	New buildings, furniture, additions, sites—																		
28	Public schools	..		760	19 10	1,461	11 11	..		10	16 0	1,090	7 0	..		..		378	18 11	75 0 0	..	
29	Manual instruction	..		..		..		..		..		..		..		..		..		..		
30	Technical instruction	..		584	6 7	551	1 0	..		38	6 5	704	3 6	..		..		699	2 8	600 0 0	79	12 4
31	Rent of buildings for manual-instruction purposes	..		..		..		..		..		..		..		..		..		..		
32	Rent of buildings for technical-instruction purposes	..		..		..		..		..		..		..		..		..		..		
33	Sites-sales	..		..		..		..		..		..		..		..		..		..		
	Other separate accounts—																		
	Contractors' deposits	10	0 0	..		..		..		40	0 0	40	0 0	..		10	0 0	..		..	10	0 0
	Totals	2,972	4 1	2,809	18 6	41,032	4 4	633	9 1	646	19 10	42,049	13 1	..		4,695	14 11	4,270	9 2	3,517 3 2	978	6 5

* (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.
† In terms of the Order in Council of 13th February, 1911, but exclusive of cost of works paid for out of Government grant for maintenance and rebuilding of school buildings and included below under that heading.

	£ s. d.	£ s. d.
Bank balance at 1st January, 1912, *Cr.*		162 5 7
Bank balance at 31st December, 1912, *Cr.*	479 10 4	
Less unpresented cheques	85 15 6	
	393 14 10	
On hand	31 10 11	
Total at 31st December, 1912, *Cr.*		£425 5 9

Education Office, Nelson, 3rd April, 1913.

L. D. EASTON, Chairman.
N. R. WILLIAMS, Secretary.

Auditor's Certificate.

Audited and found correct, except that the payment of certain allowances and charges, which have been detailed in correspondence with Board, are without authority of law.—R. J. COLLINS, Controller and Auditor-General.

GREY.

General Statement of Receipts and Expenditure for the Year ending 31st December, 1912.

Note.—The Auditor's certificate does not cover columns (12) and (13). The figures in those columns have been added to the statement by the Education Department from returns supplied by Education Boards.

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.	Assets.	Liabilities.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Salaries of teachers*	..	94 11 3	7,884 11 0	159 13 2	..	8,050 15 8	..	..	..	101 2 9	23 15 0	23 15 0
2	Teachers' house allowances	..	7 9 8	445 7 9	..	..	445 7 9	..	..	..	7 9 8	2 10 0	2 10 0
3	Salaries of relieving-teachers	32 16 8	..	42 17 10	..	..	129 13 11	..	..	..	53 19 5	..	..
4	Free school-books	..	24 2 11	171 8 4	..	..	135 12 11	..	..	11 12 6	..	..	..
5	General administration	133 16 4	..	1,278 17 0	..	..	..	175 7 0	..	..	38 1 6	52 2 6	302 2 8
	(*a.*) Incidental expenses of schools†	..	..	..	..	35 19 8	544 0 0	..	..	..	..	..	..
	(*b.*) Conveyance of school-children	..	..	..	..	..	..	..	..	..	..	..	..
	(*c.*) Board of school-children	..	..	3 10 0	..	..	3 10 0	..	..	..	..	..	..
	(*d.*) Office staff (including Secretary, Inspectors, &c.): salaries and clerical assistance	..	..	..	..	..	718 16 8	..	..	..	..	..	..
	(*e.*) Office contingencies	..	..	..	..	..	446 4 10	..	..	..	..	..	..
	(*f.*) Refunds and sundries	..	..	..	..	47 0 0	..	..	..	..	..	..	..
	(*g.*) Inspection of private schools	..	..	14 9 6	..	..	14 9 6	..	..	..	..	..	..
	Secondary education—												
	Scholarships—												
9	Board's	..	..	90 5 0	..	..	90 5 0	..	..	..	..	19 15 0	19 15 0
10	National	..	..	90 0 0	..	..	90 0 0	..	..	..	..	25 0 0	25 0 0
11	Special	..	..	..	..	..	..	..	..	..	..	..	..
	District high schools—												
12	Salaries of staffs of secondary departments	..	13 15 0	395 0 0	..	..	445 0 0	..	..	..	63 15 0	..	..
	General purposes—												
13	(*a.*) Voluntary contributions and subsidies	..	11 16 4	..	..	57 2 6	57 2 6	..	..	..	134 13 5	77 3 3	256 19 7
14	(*b.*) Fees from pupils			..	..	2 0 0	..	..	..				
15	(*c.*) High School Boards' grants			..	..	100 0 0	214 17 1	..	10 0 0				
	Manual and technical—												
	School and associated classes—												
16	Capitation	192 17 2	..	79 1 4	..	5 16 3	90 11 6	..	8 9 0	178 14 3	..	84 16 11	6 6 0
17	Voluntary contributions and bequests and subsidies			..	..	..	..						
	Special classes—												
18	Capitation	..	212 11 8	25 1 6	..	..	53 19 9	..	6 18 0	..	218 18 1	22 15 0	..
19	Material			..	..	23 11 6	15 4 2						
20	Voluntary contributions and bequests and subsidies			..	..	8 0 0	..						
21	Fees from pupils at special classes			..	..	13 2 6	..						
22	Free-place holders			..	..	..	..						

	Special classes—														
23	Training of teachers .. .	23 7 7	..	140 0 0	..	..	63 17 11	..	14 0 0	85 9 8	..	..	..
24	Direction and administration (school and special classes)	..	..	..	..	2 10 0	..	..	..	2 10 0	..	2 10 0	..
	Buildings: Maintenance, rebuilding, rent—														
25	(*a*) Maintenance and small additions and (*b*) ordinary rebuilding	1,344 7 8	..	1,360 0 0	..	..	(*a*) 966 5 10 (*b*) ..	..	136 0 0	1,602 1 10	..	339 13 6	107 15 3
26	Rebuilding schools destroyed by fire			..	..	..	..	..	..				
27	Rents of buildings and sites for school purposes			24 13 6	..	..	24 13 6	..	..				
	New buildings, furniture, additions, sites—												
28	Public schools	..	838 10 4	250 0 0	..	..	47 13 9	..	..	..	636 4 1	41 11 4	41 11 4
29	Manual instruction	..	330 1 0	..	..	..	..	..	..	..	270 1 0	3 10 9	3 10 9
30	Technical instruction			60 0 0									
31	Rent of buildings for manual-instruction purposes	..	..	..	..	..	..	..	..	..	..	..	..
32	Rent of buildings for technical-instruction purposes	..	..	..	..	..	..	..	..	..	..	..	..
33	Sites sales	..	..	..	..	..	..	..	..	..	..	..	..
	Totals	1,727 5 5	1,532 18 2	12,355 2 9	159 13 2	295 2 5	12,648 2 3	175 7 0	175 7 0	1,880 8 3	1,524 4 11	695 3 3	789 2 7

* 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.
† In terms of the Order in Council of 13th February, 1911, but exclusive of cost of works paid for out of Government grant for maintenance and rebuilding of school buildings and included below under that heading.

	£ s. d.	£ s. d.
Bank balance at 1st January, 1912, *Cr.*		194 7 3
Bank balance at 31st December, 1912, *Cr.*	580 14 7	
Less unpresented cheques	224 11 3	
Total at 31st December, 1912, *Cr.*		£356 3 4

Education Office, Greymouth, 3rd March, 1913.

H. J. BIGNELL, Chairman.
P. F. DANIEL, Secretary.

Auditor's Certificate.

The balance-sheet has been duly examined by the Audit Office, but cannot be certified as correct inasmuch as various transfers therein, together with the payment of allowances to members in lieu of actual travelling-expenses 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, 1912.

Note.—The Auditor's certificate does not cover columns (12) and (13). The figures in those columns have been added to the statement by the Education Department from returns supplied by Education Boards.

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.	Assets.	Liabilities.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Salaries of teachers*	..	133 8 2	5,459 4 11	113 19 2	..	5,548 1 2	..	..	..	108 5 3	0 17 6	..
2	Teachers' house allowances	2 10 0	..	120 16 8	..	..	126 5 0	..	..	..	2 18 4	6 5 0	..
3	Salaries of relieving-teachers	..	19 13 7	25 12 4	..	..	17 2 9	..	..	..	11 4 0	..	..
4	Free school-books	..	29 1 2	118 3 4	..	..	59 14 3	..	..	29 7 11	..	..	1 2 9
5	General administration	407 3 3	..	877 1 0	..	..	..	..	..	314 19 6	..	14 15 0	28 12 0
	(*a.*) Incidental expenses of schools†	..	..	..	..	..	340 9 6	..	..	..	..	..	..
	(*b.*) Conveyance of school-children	..	..	..	..	..	..	..	..	..	..	..	..
	(*c.*) Board of school-children	..	4 15 0	15 10 0	..	..	15 10 0	..	..	..	..	..	..
	(*d.*) Office staff (including Secretary, Inspectors, &c.): salaries and clerical assistance	..	..	..	..	..	510 0 0	..	..	..	..	..	..
	(*e.*) Office contingencies	..	..	..	..	..	213 1 2	..	..	..	..	..	..
	(*f.*) Refunds and sundries	..	..	40 0 0	..	157 7 6	98 6 7	..	..	..	..	..	..
	Secondary education—												
	Scholarships—												
9	Board's	..	..	75 10 0	..	..	76 0 0	0 10 0	..	..	..	19 0 0	..
10	National	..	15 0 0	90 0 0	..	..	100 0 0	..	..	..	25 0 0	25 0 0	..
11	Special	..	..	..	..	..	..	..	..	..	..	..	..
	District high schools—												
12	Salaries of staffs of secondary departments	..	..	390 6 6	..	..	506 13 4	116 6 10	..	..	..	..	..
	General purposes—												
13	(*a.*) Voluntary contributions and subsidies	26 11 4	..	..	..	..	..	..	..	16 9 6	..	..	..
14	(*b.*) Fees from pupils			..	..	..	..	..	..				
15	(*c.*) High School Boards' grants			..	..	125 0 0	18 5 0	..	116 16 10				
	Manual and technical—												
	School classes—												
16	Capitation	11 13 3	..	15 13 3	..	..	11 9 8	..	..	15 16 10	..	22 0 3	1 13 9
17	Voluntary contributions and bequests and subsidies			..	..	..	..						
	Special and associated classes—												
18	Capitation	..	0 11 3	..	..	..	..	..	..	..	0 11 3	..	..
19	Material												
20	Voluntary contributions and bequests and subsidies												
21	Fees from pupils at special classes												
22	Free-place holders												
23	Training of teachers	61 12 5	..	..	..	..	109 15 11	..	..	..	48 3 6	112 16 10	..

24	Direction and administration (school and special classes)	..	..	..	..	..	..	..	..	..	..	..	..
	Buildings: Maintenance, rebuilding, rent—												
25	(*a*)Maintenance and small additions and (*b*) ordinary rebuilding	497 12 11	..	1,295 0 0	..	..	(*a*)776 19 2 (*b*)229 7 10	..	..	786 5 11	..	317 0 0	50 0 0
26	Rebuilding schools destroyed by fire			..	..	..	..	..	..				
27	Rents of buildings and sites for school purposes			..	..	..	..	..	..				
	New buildings, furniture, additions, sites—												
28	Public schools	..	..	..	..	..	..	..	..	..	..	..	..
29	Manual instruction	..	..	..	..	..	..	..	..	..	..	..	..
30	Technical instruction	8 3 9	..	..	..	..	19 13 3	..	..	..	11 9 6	..	..
31	Rent of buildings for manual-instruction purposes	..	..	..	..	..	..	..	..	..	..	..	..
32	Rent of buildings for technical-instruction purposes	..	..	..	..	..	..	..	..	..	..	..	..
33	Sites-sales	..	..	..	..	..	..	..	..	..	..	..	..
	Totals	1,015 6 11	202 9 2	8,522 18 0	113 19 2	282 7 6	8,776 14 7	116 16 10	116 16 10	1,162 19 8	207 11 10	517 14 7	81 8 6

* (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.
† In terms of the Order in Council of 13th February, 1911, but exclusive of cost of works paid for out of Government grant for maintenance and rebuilding of school buildings and included below under that heading.

	£ s. d.	£ s. d.
Bank balance at 1st January, 1912, *Cr.*...		812 17 9
Bank balance at 31st December, 1912, *Cr.*	1,129 14 6	
Less unpresented cheques	174 6 8	
Total at 31st December, 1912, *Cr.*		£955 7 10

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

Education Office, Hokitika, 13th March, 1913.

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, 1912.

Note.—The Auditor's certificate does not cover columns (12) and (13). The figures in those columns have been added to the statement by the Education Department from returns supplied by Education Boards.

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.	Assets.	Liabilities.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Salaries of teachers*	..	213 6 9	66,739 16 7	14,120 11 2	..	80,568 19 3	..	..	78 1 9	..	..	78 1 9
2	Teachers' house allowances	..	22 5 2	1,139 1 2	..	..	1,153 17 1	10 8 4	..	..	26 12 9	26 12 9	..
3	Salaries of relieving-teachers	23 16 11	..	474 2 4	..	..	482 6 5	..	..	15 12 10	..	..	..
4	Free school-books	..	..	2,173 12 5	..	..	1,559 16 10	..	..	613 15 7	..	..	441 16 7
5	General administration	..	..	..	..	..	..	..	..	..	..	..	..
	(*a.*) Incidental expenses of schools†			11,628 8 0	..	..	6,900 3 7	..	..				
	(*b.*) Conveyance of school-children			896 18 9	..	..	896 18 9	..	..				
	(*c.*) Board of school-children			73 10 0	..	..	73 10 0	..	..				
	(*d.*) Office staff (including Secretary, Inspectors, &c.): salaries and clerical assistance	2,320 18 6	..	..	..	..	4,115 8 11	499 0 8	10 8 4	2,087 5 7	..	125 19 6	92 16 7
	(*e.*) Office contingencies			..	..	..	1,945 3 0	345 11 11	..				
	(*f.*) Refunds and sundries			127 11 10	..	100 1 0	..	36 17 6	..				
	Training colleges—												
6	Salaries of staff (half of the total cost)	..	29 2 0	1,734 5 11	..	..	1,700 16 5	..	..	4 7 6	..	..	4 7 6
7	Allowances for students' college fees	76 19 6	..	4,551 0 7	..	..	4,632 7 7	..	..	..	4 7 6	4 7 6	..
8	Incidental expenses	..	204 18 3	376 2 6	..	..	288 13 9	..	..	..	117 9 6	129 19 6	12 10 0
	College fees	..	..	786 9 0	..	..	786 9 0	..	..	..	..	..	..
	Secondary education—												
	Scholarships—												
9	Board's	..	272 14 0	861 7 8	..	..	859 3 5	..	..	..	270 9 9	270 18 9	0 9 0
10	National	..	102 19 0	390 2 0	..	..	383 1 0	..	..	..	95 18 0	95 18 0	..
11	Special	245 3 10	..	..	..	200 0 0	247 13 6	..	..	197 10 4	..	..	197 10 4
	District high schools—												
12	Salaries of staffs of secondary departments	..	20 18 5	2,440 1 7	..	..	2,551 13 2	100 0 0	..	..	32 10 0	32 10 0	..
	General purposes—												
13	(*a.*) Voluntary contributions and subsidies	30 8 1	..	95 0 10	..	64 12 9	190 1 8	..	..	..	100 0 0	100 0 0	..
14	(*b.*) Fees from pupils			..	..	36 17 6	..	..	36 17 6				
15	(*c.*) High School Boards' grants			..	..	..	..	..	100 0 0				
	Manual and technical—												
	School classes—												
16	Capitation	..	833 18 4	2,761 9 7	..	472 9 10	2,666 1 2	..	113 13 0	..	379 13 1	2,448 11 6	140 9 0
17	Voluntary contributions and bequests and subsidies			..	..	..	..						

	Special and associated classes—															
18	Capitation			4,860 9 10	..	..	4,961 9 0									
19	Material			386 13 9	..	..	386 13 9									
20	Voluntary contributions and bequests and subsidies	35 4 0	..	1,061 15 0	..	5 5 0	1,104 4 0	..	..	..	3 12 2	3,539 3 9	3,508 16 3			
21	Fees from pupils at special classes			..	..	99 7 0	..									
22	Free-place holders			510 16 11	..	..	510 16 11									
23	Training of teachers	..	331 13 0	393 1 3	..	4 0 6	390 19 7	..	..	..	325 10 10	323 19 3	26 11 0			
24	Direction and administration (school and special classes)	..	..	..	..	..	113 13 0	113 13 0	..	..	..	..	..			
	Buildings: Maintenance, rebuilding, rent—															
25	(*a*) Maintenance and small additions and (*b*) ordinary rebuilding			9,222 0 0	..	261 12 4	(*a*)9,560 16 9	..	957 9 0							
26	Rebuilding schools destroyed by fire	8,222 17 7	..	138 0 0	..	..	(*b*)1,809 2 1	..	..	5,311 14 7	..	2,995 5 10	2,412 17 5			
27	Rents of buildings and sites for school purposes			..	..	..	138 0 0	..	..							
	New buildings, furniture, additions, sites—						67 7 6	..	..							
28	Public schools	..	1,787 5 9	2,529 1 2	..	80 10 0	2,745 9 8	..	..	..	1,923 4 3	2,180 19 7	257 15 4			
29	Manual instruction	..	669 15 5	1,039 9 7	..	..	738 12 8	..	..	..	368 18 6	307 5 8	..			
30	Technical instruction	..	173 2 10	5,760 2 4	..	..	5,602 19 6	..	..	..	16 0 0	1,154 7 6	1,154 7 6			
31	Rent of buildings for manual-instruction purposes	..	..	..	..	..	15 0 0	..	..	..	15 0 0	15 0 0	..			
32	Rent of buildings for technical-instruction purposes	..	..	52 5 0	..	..	52 5 0	..	..	..	..	48 15 0	48 15 0			
33	Sites-sales	..	..	905 0 0	..	100 0 0	1,745 4 1	..	..	..	740 4 1	..	57 3 1			
	Other separate accounts—															
	Contractors' deposits	136 15 6	..	..	..	289 1 6	265 17 0	..	..	160 0 0	..	..	160 0 0			
	Hororata bath	..	..	..	..	..	..	112 16 5	..	112 16 5	..	..	112 16 5			
	Totals	11,092 3 11	4,661 18 11	124,107 15 7	14,120 11 2	1,713 17 5	142,210 15 0	1,218 7 10	1,218 7 10	8,581 4 7	4,419 10 5	13,799 14 1	8,707 2 9			

* (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.
† In terms of the Order in Council of 13th February, 1911, but exclusive of cost of works paid for out of Government grant for maintenance and rebuilding of school buildings, and included below under that heading.

	£ s. d.	£ s. d.
Bank balance at 1st January, 1912, *Cr.*		6,430 5 0
Bank balance at 31st December, 1912, *Cr.*	4,841 0 4	
Less unpresented cheques	709 6 2	
	4,131 14 2	
On hand	30 0 0	
Total at 31st December, 1912, *Cr.*		£4,161 14 2

HUGH BOYD, Chairman.
H. C. LANE, Secretary.

Education Office, Christchurch, 1st April, 1913.

Auditor's Certificate.

The balance-sheet has been duly examined by the Audit Office, but cannot be certified as correct inasmuch as various transfers therein are without authority of law.—R. J. COLLINS, Controller and Auditor-General.

SOUTH CANTERBURY.

GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDING 31ST DECEMBER, 1912.

NOTE.—The Auditor's certificate does not cover columns (12) and (13). The figures in those columns have been added to the statement by the Education Department from returns supplied by Education Boards.

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.	Assets.	Liabilities.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Salaries of teachers*	35 14 8	..	20,623 3 7	3,71- 1 8	..	24,354 5 0	..	..	18 14 11	..	..	6 4 10
2	Teachers house allowances	..	3 17 4	262 6 1	..	..	262 6 1	..	..	..	3 17 4	3 17 4	..
3	Salaries of relieving-teachers	22 15 4	..	127 15 3	..	..	120 19 11	..	..	29 10 8	..	..	..
4	Free school-books	..	130 2 11	707 14 6	..	50 0 11	515 11 2	..	..	112 1 4	..	..	112 1 4
5	General administration	1,538 10 2	..	3,894 13 3	..	..	..	..	..	1,860 9 8	..	..	70 0 0
	(*a.*) Incidental expenses of schools†	..	..	..	..	..	1,570 6 5	..	..	..	..	..	..
	(*b.*) Conveyance of school-children	..	..	..	..	..	437 0 0	..	..	..	..	..	..
	(*c.*) Board of school-children	..	..	..	..	..	85 17 6	..	..	..	..	..	..
	(*d.*) Office staff (including Secretary, Inspectors, &c.): salaries and clerical assistance	..	..	..	..	..	1,293 14 2	..	..		..	..	..
	(*e.*) Office contingencies	..	..	..	..	..	448 16 11	..	..	..	..	..	..
	(*f.*) Refunds and sundries	..	..	..	..	..	..	..	..	..	..	..	..
	(*g.*) Rents	..	..	..	..	167 5 6	35 4 3	..	..	..	..	..	..
	(*h.*) Interest on fixed deposits	..	..	..	..	35 0 0	..	..	..	..	..	..	..
	(*i.*) Training uncertificated teachers	..	..	35 0 0	..	..	17 6 0	..	..	..	..	..	..
	(*j.*) Miscellaneous	..	..	..	..	78 6 0	..	..	..	..	..	..	..
	Secondary education—												
	Scholarships—												
9	Board's	..	164 18 6	539 12 2	..	6 5 0	379 12 5	..	..	1 6 3	..	..	..
10	National	..	35 0 0	200 0 0	..	..	215 0 0	..	..	..	50 0 0	50 0 0	..
11	Special (Barclay prize)	..	..	..	..	..	6 16 6	..	..	..	6 16 6	6 16 6	..
	District high schools—												
12	Salaries of staffs of secondary departments	6 15 7	..	966 16 5	..	..	1,015 11 5	..	..	..	41 19 5	41 19 5	..
	General purposes—												
13	(*a.*) Voluntary contributions and subsidies	113 8 2	..	110 19 9	..	130 15 0	245 10 7	..	..	110 12 4	..	..	..
14	(*b.*) Fees from pupils			..	..	1 0 0	..	..	..				
15	(*c.*) High School Boards' grants			..	..	120 0 0	120 0 0	..	..				
	Manual and technical—												
	School classes—												
16	Capitation	..	995 8 11	1230 11 3	..	33 16 8	1,266 14 8	..	..	..	997 15 8	1,280 11 5	80 0 0
17	Voluntary contributions and bequests and subsidies			..	..	13 5 0	13 5 0	..	..				

	Special and associated classes—																							
18	Capitation							644	18	3	..		..			640	9	2							
19	Material							72	9	10	..		..			72	9	10							
	Superannuation							..			..	17	5	7		17	5	7							
20	Voluntary contributions and bequests and subsidies	..			6	18	5	186	10	0	..	..				186	10	0	..	..	..	2	9	4	..	..
21	Fees from pupils at special classes							..			..	7	5	0		7	5	0							
22	Free-place holders							164	12	3	..	..				164	12	3							
23	Training of teachers	261	3	7	..			150	0	0	..	..				62	14	4	..	..	348	9	3	..	..	..
24	Direction and administration (school and special classes)	..			..			..			..	..				..			..	..	..			..	..	..
	Contribution from Timaru High School Board towards salaries of Instructors	..			..			..			..	35	0	0		35	0	0	..	..	..			..	..	..
	Buildings: Maintenance, rebuilding, rent—																									
25	(*a*) Maintenance and small additions and (*b*) ordinary rebuilding							3,360	0	0	..	228	17	4		(*a*)2,425	15	10	..	..						
																(*b*) 895	11	3								
26	Rebuilding schools destroyed by fire	3,591	19	2	..			..			..	..				..			..	..	3,856	14	5	..	865	15	0	986	10	6
27	Rents of buildings and sites for school purposes							..			..	..				2	15	0	..	..						
	New buildings, furniture, additions, sites—																									
28	Public schools	..			2,567	17	5	3,985	0	0	..	..				2,372	17	6	..	..	..			955	14	11	1,300	0	0	249	5	1
29	Manual instruction	..			52	11	2	109	16	0	..	..				141	4	7	..	..	..			83	19	9	..			..		
30	Technical instruction	..			20	4	7	399	1	6	..	..				399	1	6	..	..	..			20	4	7	26	0	0	26	0	0
31	Rent of buildings for manual-instruction purposes	..			..			..			..	..				..			..	..	..			..			..			..		
32	Rent of buildings for technical-instruction purposes	..			..			..			..	..				..			..	..	..			..			..			..		
33	Sites-sales	..			85	16	0	1,880	0	0	..	200	0	0		2,581	17	6	..	..	..			587	13	6	..			..		
	Totals	£5,570	6	8	4,062	15	3	39,651	0	1	3,714	1	8	1,124	2	0	42,409	7	4	..	..	6,337	18	10	2,750	11	0	3,574	19	8	1,530	1	9

* (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.
† In terms of the Order in Council of 13th February, 1911, but exclusive of cost of works paid for out of Government grant for maintenance and rebuilding of school buildings and included below under that heading.

	£	s.	d.
Bank balance at 1st January, 1912, *Cr.*	1,507	11	5
Bank balance at 31st December, 1912 *Cr.* 3,863 3 3			
Less unpresented cheques—Building Account, £60; Maintenance Account, £215 15s. 5d. 275 15 5			
Total at 31st December, 1912, *Cr.*	£3,587	7	10

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

Education Office, Timaru, 4th February, 1913.

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, 1912.

Note.—The Auditor's certificate does not cover columns (12) and (13). The figures in those columns have been added to the statement by the Education Department from returns supplied by Education Boards.

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.	Assets.	Liabilities.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Salaries of teachers*	..	76 0 3	69,422 18 4	12,193 12 1	..	81,484 2 1	..	..	56 8 1	..	31 5 0	122 16 7
2	Teachers' house allowances	34 18 1	..	948 2 3	..	..	945 12 3	..	..	37 8 1	..	3 15 0	..
3	Salaries of relieving-teachers	62 5 4	..	467 15 11	..	..	806 8 5	..	..	..	276 7 2	..	..
4	Free school-books	..	4 6 3	1,985 17 11	..	..	1,084 1 2	..	..	897 10 6	..	..	897 10 6
5	General administration	3,739 5 4	..	12,864 16 8	..	..	..	..	..	4,318 2 6	..	..	..
	(*a.*) Incidental expenses of schools†	..	..	..	..	..	6,179 16 1	..	..	..	..	..	..
	(*b.*) Conveyance of school-children	..	..	..	..	..	1,334 9 9	..	..	..	..	..	..
	(*c.*) Board of school-children	..	..	..	..	..	40 12 6	..	..	..	..	..	..
	(*d.*) Office staff (including Secretary, Inspectors, &c.): salaries and clerical assistance	..	..	..	..	..	3,350 8 4	..	..	..	..	..	..
	(*e.*) Office contingencies	..	..	..	..	..	1,298 13 2	..	..	..	..	..	..
	(*f.*) Refunds and sundries	..	..	..	..	124 10 6	..	..	..	..	..	..	..
	(*g.*) Gymnastic Instructor	..	..	..	..	..	125 11 6	..	..	..	..	..	..
	(*h.*) Exchange on teachers' salaries	..	..	..	..	..	39 13 11	..	..	..	..	..	..
	(*i.*) Proficiency examinations	..	..	..	..	..	41 4 9	..	..	..	..	..	..
	Training colleges—												
6	Salaries of staff (half of the total cost)	..	11 5 0	1,682 14 2	..	..	1,733 19 2	..	..	..	62 10 0	31 5 0	..
7	Allowances for students	93 7 1	..	5,751 5 6	..	..	5,850 19 7	..	..	..	6 7 0	6 7 0	..
8	Incidental expenses	31 18 2	..	60 0 0	..	..	110 3 1	..	..	..	18 4 11	..	..
8A	Grant for instruction in special subject	..	..	300 0 0	..	..	300 0 0	..	..	..	..	..	..
	Secondary education—												
	Scholarships—												
9	Board's	..	303 3 6	975 13 6	..	..	1,352 10 0	..	..	..	680 0 0	680 0 0	..
10	National	..	82 10 0	250 0 0	..	..	337 10 0	..	..	..	170 0 0	170 0 0	..
11	Special	..	..	..	..	..	..	..	..	..	..	..	..
	District high schools—												
12	Salaries of staffs of secondary departments	12 1 8	..	2,208 1 8	..	..	2,218 18 4	..	..	1 5 0	..	..	1 5 0
	General purposes—												
13	(*a.*) Voluntary contributions and subsidies	155 0 0	..	87 13 6	..	152 2 11	175 12 6	..	40 0 0	195 10 7	..	..	24 3 11
14	(*b.*) Fees from pupils			..	..	16 6 8	..	..	..				
15	(*c.*) High School Boards' grants			..	..	..	..	..	..				

	Manual and technical—																		
	School classes—																		
16	Capitation				2,071 16 7	..	..	3,520 14 3											
17	Voluntary contributions and bequests and subsidies				160 8 0	..	426 17 3	2 2 9											
	Special and associated classes—																		
18	Capitation				3,876 2 6	..	..	5,557 17 3											
19	Material				149 15 7	..	50 11 6	94 18 10											
20	Voluntary contributions and bequests and subsidies	..	825 0 5		1,259 19 3	..	171 7 2	1,220 19 7	..	..	..	1,855 17 6	3,118 14 3	..					
21	Fees from pupils at special classes				..	..	524 16 6	..											
22	Free-place holders				444 7 0	..	106 4 3	..											
23	Training of teachers				400 0 0	..	..	..											
24	Direction and administration (school and special classes)				..	..	..	276 10 0											
	Buildings: Maintenance, rebuilding, rent—																		
25	(*a*) Maintenance and small additions and (*b*) ordinary rebuilding				12,426 0 0	..	417 3 7	(*a*) 10,028 2 9	..	225 12 0									
								(*b*) 680 10 0	..	..									
26	Rebuilding schools destroyed by fire	1,784 11 1	..		..	..	..	..	..	..	3,695 9 11	..	2,861 11 0	3,725 7 9					
27	Rents of buildings and sites for school purposes				20 11 0	..	..	18 11 0	..	..									
	New buildings, furniture, additions, sites—																		
28	Public schools	..	962 3 0		4,561 1 6	..	..	5,048 4 9	225 12 0	..	..	1,223 14 3	1,223 14 3	1,223 14 3					
29	Manual instruction	..	425 0 10		4,228 7 0	..	..	5,775 14 2	40 0 0	..	..	1,932 8 0	1,932 8 0	1,932 8 0					
30	Technical instruction	..	..		..	..	..	..	..	..	..	..	..	..					
31	Rent of buildings for manual-instruction purposes	..	9 7 6		28 2 6	..	..	18 15 0	..	..	..	..	..	..					
33	Sites-sales	..	1,281 15 1		7 8 0	..	..	699 8 6	..	..	..	1,973 15 7	..	..					
	Other separate accounts—																		
	Contractors' deposits	70 7 0	..		..	..	380 14 6	310 18 6	..	..	140 3 0	..	..	140 3 0					
	Train fares	..	..		6 11 0	..	..	6 11 0	..	..	..	..	..	..					
	Totals	5,983 13 9	3,980 11 10		126,645 9 4	12,193 12 1	2,370 14 10	142,070 4 11	265 12 0	265 12 0	9,341 17 8	8,199 4 5	10,058 19 6	8,067 9 0					

* (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.
† In terms of the Order in Council of 13th February, 1911, but exclusive of cost of works paid for out of Government grant for maintenance and rebuilding of school buildings and included below under that heading.

	£	s.	d.	£	s.	d.
Bank balance at 1st January, 1912, *Cr.*						2,003 1 11
Bank balance at 31st December, 1912, *Cr.*	2,180	7	6			
Less unpresented cheques	1,037	14	9			
	1,142	12	9			
On hand	0	0	6			
Total at 31st December, 1912, *Cr.*						£1,142 13 3

Education Office, Dunedin, 5th March, 1913.

J. MITCHELL, Chairman.
S. M. PARK, Secretary.

Auditor's Certificate.

Examined and found correct, except that the transfer of £225 12s. from the Maintenance Account to the New Building Account is without authority of law.—R. J. COLLINS, Controller and Auditor-General.

SOUTHLAND.

GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDING 31ST DECEMBER, 1912.

NOTE.—The Auditor's certificate does not cover columns (12) and (13). The figures in those columns have been added to the statement by the Education Department from returns supplied by Education Boards.

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.	Assets.	Liabilities.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Salaries of teachers*	..	100 10 4	39,775 16 9	5,738 3 3	47 14 1	45,431 4 6	..	..	29 19 3	..	..	100 4 4
2	Teachers' house allowances	62 8 7	..	478 10 4	..	32 10 0	523 4 2	..	..	50 4 9	..	37 15 2	..
3	Salaries of relieving-teachers	253 8 9	..	237 15 9	..	..	185 13 0	..	..	305 11 6	..	..	..
4	Free school-books	..	10 8 10	1,080 18 4	..	..	667 5 6	..	..	403 4 0	..	..	..
5	General administration	1,886 11 0	0 2 0	5,975 11 0	..	250 13 8	..	..	..	1,898 9 3	..	320 0 2	859 2 11
	(*a.*) Incidental expenses of schools†	..	..	..	..	..	2,769 6 7	..	..	..	..	..	..
	(*b.*) Conveyance of school-children	..	..	659 1 3	..	..	659 17 9	..	..	..	..	..	..
	(*c.*) Board of school-children	..	..	48 12 6	..	..	48 12 6	..	..	..	..	..	..
	(*d.*) Office staff (including Secretary, Inspectors, &c.): salaries and clerical assistance	..	..	..	..	..	1,980 18 4	..	..	..	..	..	..
	(*e.*) Office contingencies	..	..	..	..	..	1,463 3 0	..	..	..	..	..	..
	(*f.*) Refunds and sundries	..	..	..	..	..	..	..	..	..	..	..	..
	Secondary education—												
	Scholarships—												
9	Board's	..	..	713 15 0	..	..	713 15 0	..	..	..	..	..	..
10	National	..	77 10 0	367 10 0	..	..	290 0 0	..	..	..	..	..	..
11	Special	..	..	..	..	..	..	..	..	..	..	..	..
	District high schools—												
12	Salaries of staffs of secondary departments	..	26 16 5	358 15 0	..	..	365 0 0	..	..	..	33 1 5	..	..
	General purposes—												
13	(*a.*) Voluntary contributions and subsidies	..	..	..	..	..	..	..	..	..	..	..	..
14	(*b.*) Fees from pupils			..	..	..	..	..	..				
15	(*c.*) High School Boards' grants			..	..	..	..	..	..				
	Manual and technical—												
	School classes—												
16	Capitation	1,538 2 11	..	3,804 16 6	..	..	4,064 16 8	..	..	1,586 12 3	..	1,782 19 0	155 14 3
17	Voluntary contributions and bequests and subsidies			35 12 11	..	272 16 7	..						
	Special and associated classes—												
18	Capitation			305 18 7	..	..	1,169 9 3						
19	Material			42 4 5	..	..	94 11 1						
20	Voluntary contributions and bequests and subsidies	54 16 8	..	5 8 6	..	145 15 5	..	..	..	..	330 16 6	653 3 11	6 1 0
21	Fees from pupils at special classes			..	..	300 14 3	..						
22	Free-place holders			78 6 0	..	..	..						

23	Training of teachers	43	11	7	..		275	0	0	..		.		..		..	..	318	11	7	..		318	7	6	..	
24	Direction and administration (school and special classes)	..			..		..			..		..		66	17	3	..	..			66	17	3	..		..	
	Buildings: Maintenance, rebuilding, rent—																										
25	(*a*) Maintenance and small additions												(*a*)	5,192	9	5	..	1,278	6	0							
	(*b*) ordinary rebuilding and						6,086	0	0	..		258	5	5 (*b*)	437	6	0	..	..								
	(*c*) bath-rooms and wash-houses	8,810	9	9										(*c*)	479	1	8	..	..		7,749	5	0					
26	Rebuilding schools destroyed by fire				..		..			..		..			..			..	..					1,619	19	6	569	2	7
27	Rents of buildings and sites for school purposes						115	3	5	..		..			133	10	6	..	..									
	New buildings, furniture, additions, sites—																										
28	Public schools	..			3,854	8	8	2,943	0	0	..		..		2,628	2	9	1,278	6	0	..	..		2,261	5	5	3,324	5	0	1,87	7	0
29	Manual instruction	..			1,991	5	10	496	10	11	..		..		..			..			..	..		1,494	14	11	..		..			
30	Technical instruction	..			1,004	15	11	..			..		..		1,447	1	9	..	..		..	..		2,451	17	8	660	7	0	391	19	4
31	Rent of buildings for manual-instruction purposes	..			..			..			..		..		..			..	..		..	..		..			..			..		
32	Rent of buildings for technical-instruction purposes	..			1	2	6	..			..		..		..			..	..		..	..		1	2	6	..			..		
33	Sites-sales	..			365	17	9	..			..		95	0	0	135	10	9	..	..		..	..		406	8	6	..			..		
	Totals	12,649	9	3	7,432	18	3	63,884	7	2	5,738	3	3	1,403	9	5	70,946	17	5	1,278	6	0	1,278	6	0	12,341	17	7	7,046	4	2	8,716	17	3	3,958	11	5

* (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.
† In terms of the Order in Council of 13th February, 1911, but exclusive of cost of works paid for out of Government grant for maintenance and rebuilding of school buildings and included below under that heading.

	£	s.	d.	£	s.	d.
Bank balance at 1st January, 1912, *Cr.*				5,216	11	0
Bank balance at 31st December, 1912, *Cr.*	5,560	2	0			
Less unpresented cheques	271	4	4			
	5,288	17	8			
On hand (Ferndale cheque)	6	15	9			
Total at 31st December, 1912, *Cr.*				£5,295	13	5

JOHN FISHER, Chairman.
JOHN NEILL, Secretary.

Education Office, Invercargill, 19th March, 1913.

Auditor's Certificate.

Examined and found correct, except that there is no authority of law for the transfer of £1,278 6s. from the Maintenance Account to the New Buildings Account.—R. J. COLLINS, Controller and Auditor-General.

APPENDIX B.

I. EXTRACT FROM THE THIRTY-SIXTH ANNUAL REPORT OF THE MINISTER OF EDUCATION.

EDUCATION RESERVES.

By the provisions of the Education Reserves Amendment Act, 1910, these reserves are vested in the Crown, and are placed under the administration of the several Land Boards. The revenues derived from these reserves, subject to a charge for expenses of administration, are paid by the Receivers of Land Revenue into the Public Account to the credit of a separate account for each provincial district.

The above provisions of the Act apply only to revenue derived from reserves since the date of the Act coming into force.

All funds, mortgages, and investments which were at that date vested in the School Commissioners the Act provided should be taken over by the Public Trustee, the revenue to be dealt with similarly to that received by Land Boards.

The revenue is distributed quarterly by the Minister of Finance on a basis provided by statute. Sums equal to the amounts paid to Education Boards are deducted from sums due by this Department to the Boards.

In this report the transactions of the Education Department only are given.

(*a.*) Primary.

The revenue from all sources received during the year 1912 was £58,182 3s. 7d. This was the total amount received by Education Boards for the year ended the 31st December, 1912.

The interest on mortgages and investments received from the Public Trustee for the financial year 1912–13 was £1,714 1s. 10d.

Table G shows the reserves revenue and interest on mortgages and investments received on account of primary education, together with the distribution to Education Boards.

(*b.*) Secondary.

The total amount received by High School Boards during the year 1912 was £5,991 8s. 7d. Details of the distribution are shown in Table K10 of E.–6.

II. DETAILED TABLES.

TABLE G. — SHOWING RESERVES REVENUE AND INTEREST ON MORTGAGES AND INVESTMENTS, TOGETHER WITH DISTRIBUTION TO EDUCATION BOARDS FOR YEAR 1912.

PRIMARY EDUCATION.

Provincial District.	Revenue received.	Distribution of Revenue.	
		Education Board.	Amount paid to each Board.
	£ s. d.		£ s. d.
Auckland	6,507 8 9	Auckland	5,986 16 10
		Hawke's Bay	520 11 11
Taranaki	5,482 0 6	Auckland	164 9 2
		Taranaki	3,563 6 5
		Wanganui	1,754 4 11
Wellington	8,283 6 5	Wanganui	2,981 19 9
		Wellington	5,301 6 8
Hawke's Bay	4,606 18 2	Hawke's Bay	4,606 18 2
Marlborough	419 6 10	Marlborough	369 0 4
		North Canterbury	50 6 6
Nelson	735 16 5	Nelson	603 7 5
		Grey	44 3 0
		North Canterbury	88 6 0
Westland	182 7 6	Grey	89 7 3
		Westland	93 0 3
Canterbury	17,773 8 3	North Canterbury	14,040 19 11
		South Canterbury	3,732 8 4
Otago	14,191 10 9	Otago	9,650 5 0
		Southland	4,541 5 9
	58,182 3 7		58,182 3 7

SUMMARY.

AMOUNT PAID TO EACH EDUCATION BOARD.

	£ s. d.		£ s. d.
Auckland	6,151 6 0	Brought forward	25,852 1 7
Taranaki	3,563 6 5	Grey	133 10 3
Wanganui	4,736 4 8	Westland	93 0 3
Wellington	5,301 6 8	North Canterbury	14,179 12 5
Hawke's Bay	5,127 10 1	South Canterbury	3,732 8 4
Marlborough	369 0 4	Otago	9,650 5 0
Nelson	603 7 5	Southland	4,541 5 9
Carried forward	25,852 1 7		58,182 3 7

APPENDIX C.

REPORTS OF INSPECTORS OF SCHOOLS, 1912.

AUCKLAND.

SIR,— Education Office, Auckland, 31st March, 1913.

We have the honour to submit for the year 1912 our annual report on the public schools of the Auckland Education District, as well as on those private schools whose inspection was undertaken by the Board in compliance with clause 170 of the Education Act.

At the close of the year the number of public schools in operation was 594, being an increase of twenty-three since the previous year. Twenty-four Roman Catholic diocesan schools, seven other private schools, and the Anglican Orphan Home were also inspected.

The following 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	321	259	15 1
" VI	2,545	2,368	14 1
" V	3,722	3,616	13 4
" IV	4,580	4,476	12 5
" III	5,101	4,950	11 6
" II	5,370	5,201	10 5
" I	5,658	5,421	9 4
Preparatory	17,763	16,595	7 3
Totals	45,060	42,886	9 10

This table shows an increase for the year of 2,676 on the roll number, and 2,649 on the number present at the annual examination. The total enrolment in the Roman Catholic diocesan schools and the Anglican Orphan Home was 3,140; of these, 2,997 were present at the annual examination. The number of pupils on the roll of other private schools inspected was 533.

Toward the close of the year, 2,452 candidates from the public schools, exclusive of absentees, sat for Standard VI certificates. Of these, 1,998, or 81 per cent., obtained certificates of proficiency, and 235, or 9 per cent., certificates of competency. From the Roman Catholic schools 158 candidates were presented for Standard VI certificates, ninety-five (60 per cent.) obtaining certificates of proficiency, and thirty (19 per cent.) certificates of competency.

With few exceptions, all schools were visited twice during the year. Pressure of work, arising largely through the general advance made by the district, prevented our paying the customary visits in every case. About the middle of the year Mr. T. F. Warren and Mr. F. H. Brown came to our assistance, and towards the close of the year the services of Mr. N. R. McKenzie, who has since joined the inspectorial staff, were gladly accepted. These gentlemen carried out the responsible and arduous duties with which they were entrusted to the entire satisfaction of all concerned.

Standard of Attainments.—Notwithstanding all that has been said about our primary-school system and its products, we are of opinion that the general level of attainments reached by pupils in the various classes has steadily risen; and that the finished primary-school product has been trained in habits of industry and steady application, has had his intelligence and his powers of observation strengthened and quickened, has been taught how to extend and amplify his knowledge, and, in general, has been carefully prepared for the work that awaits his coming.

Children in Dairying Districts.—We would again draw attention to the very serious disadvantages under which many children suffer that live in dairying districts. It not infrequently happens that such children are obliged to work so hard, both before and after school, that they are quite unfitted to undertake profitably the work demanded in the school, with the result that their physical as well as their intellectual development is grievously retarded. It is to be regretted that parents, and the community generally, do not recognize these facts, and are not more fully alive to their duties and responsibilities. To exact from children labour so continuous that the bloom and vivacity of childhood lingers but a few short years, and leaves behind it prematurely tired little men and women—a sight unpleasant to behold in so young and promising a country—is an irremediable wrong to the children and a menace to the welfare of the State.

Promotion of Pupils.—The classification and promotion of pupils is, in general, carefully determined. In the larger schools especially the degree of discretion shown in this direction is most gratifying. In the smaller schools, however, the same careful selection is not always shown. To promote pupils before they have thoroughly mastered the work of the class in which they have spent the year is obviously to the detriment of the pupils themselves, and may very seriously affect their future progress. Attention is again drawn to the remarks which were made under this heading in our report for 1910.

Schemes of Work.—The schemes of work submitted did not always meet with approval; while in many schools, notably the larger ones, suitable schemes were fully set out, in others neither the correlation of subject with subject, nor the grouping of class with class, nor the course selected for treatment was satisfactorily described. Some of the subjects, moreover, were hardly mentioned at all —drawing, for instance, being frequently omitted. In setting out schemes of instruction in the scheme-book, it would be better in all cases that the entire course in each subject should appear in the same portion of the book: *i.e.*, in reading, the complete school course (from Class P to Standard VII) should be set down as a whole, and should not be interspersed with portions of schemes of work in other subjects. This plan, which has already been adopted in some schools, shows at once the complete scheme it is proposed to follow in any given subject, and more readily enables an estimate to be formed of the general suitability of the course.

Periodical Examinations.—It is found necessary again to draw attention to the need for compliance with the terms of clause 5 of the Regulations for the Inspection and Examination of Schools, and more particularly with that portion of the clause having reference to the questions set at the periodical examinations and the pupils' answers thereto. It is of utmost importance that work done by pupils at these periodical tests should be carefully marked and kept in the school until after the Inspector's visit. In several cases we have been unable to find any satisfactory evidence that an adequate amount of work has been covered, or that adequate tests had been applied.

Observation Schools.—In this district, as in other educational districts throughout the Dominion, there are unfortunately a considerable number of uncertificated teachers, some of whom are practically without experience, and hence are incapable of discharging efficiently the important duties of their profession. Many of them are without knowledge of the standard of attainment and effort reached by the best schools, and so are unable to realize their own limitations. Most of them, moreover, are so far removed from centres where the more efficient schools are in operation that it would be both costly and inconvenient to require them to make use of such schools for purposes of observation. It is from a visit to the small sole-charge school that they would derive most benefit; but this type of school, owing to its isolation and the small salary it carries, does not, as a rule, attract the kind of teacher likely to act as a model and an inspiration to the inexperienced. A few small schools scattered about the district in convenient centres and staffed by specially selected and highly efficient teachers would afford the facilities required. To these "observation schools" the most promising amongst the inexperienced teachers could from time to time be sent, much to the advantage of themselves and the community amongst whom they are to work. The teachers in charge would require to be specially efficient, so that their schools and methods might be regarded as models, and any detriment to the pupils' progress, caused by the presence of visiting teachers, minimized. To secure the type of teacher needed for this work it would be necessary to provide salaries considerably higher than present scale conditions allow. Half a dozen such schools in suitable localities would be of very great assistance to the authorities here in their efforts to improve the status and efficiency of inexperienced teachers.

Organized Activities.—A good deal of attention has of late been directed to the importance of organized games as a factor of school life, and it is gratifying to know that a large body of our teachers have come to recognize the true educative significance of these activities in so far as they affect the school community. There is no better work in the field of education than the inculcation of a love of wholesome outdoor games. By such means habits of obedience and manliness, of unselfishness and co-operation, of fortitude and endurance, and many other desirable qualities are encouraged and strengthened. To quote from the English Code: "Self-reliance, decision, and a power to obey as well as to command will be cultivated by means of organized games as freely as they can be cultivated in the schoolroom; and it seems clear that unless the school in some way recognizes this type of work it does not perform to the highest possible degree its full duty to the children, not merely in respect to their physical training, but in regard to the equally important aim of the development of that generous and cheerful temper which is so serviceable in after-life." Closely connected with this matter—indeed, forming part of it—is the question of swimming and life-saving. All people will agree that every boy and girl should know how to swim. The exercise itself is pleasant, invigorating, and healthy, and the ability to swim frequently means the difference between life and death. And yet a considerable number of boys and girls are yearly passing through our schools without having been taught this most necessary accomplishment. Instruction both in swimming and in life-saving should be given to pupils in all schools within reach of bathing facilities, and it is to be hoped that, with the improved bathing-accommodation already to some extent provided by the city, greater attention may be given to this matter. The contention that there is no time to teach swimming is an idle one. If it be recognized as an essential subject of instruction time must be found for it, and some other subject or subjects must receive somewhat less attention during that period of the year when swimming-lessons are given. During the course of their visits Inspectors will be prepared to consider such proposals on the part of teachers as will enable instruction in swimming and life-saving to be included in the schemes of work submitted.

Rural Course in District High Schools.—The rural course has been in operation in some of our district high schools during the past year, but, owing to a variety of causes, can hardly yet be considered as firmly established, owing mainly to the small salaries offered. The difficulty of obtaining suitable teachers has been considerable; while, in addition, several of the centres are still unprovided with such facilities for manual training as the course demands. This is much to be regretted, in view of the importance of the rural course, and we look forward to the time when the difficulties in the way of extending more widely the benefits to be derived from this form of instruction may be removed. At present the rural course is in operation only in the Cambridge, Waihi, Pukekohe, and Paeroa District High Schools.

School-gardening.—The gardening movement still continues to grow—a considerable number of schools having qualified for recognition under the Regulations for Manual and Technical Instruction, and others, though not applying for recognition, have done much towards adding to the attractive appearance of the school-grounds, and providing material and opportunity for nature-study. We cannot say, however, that we are altogether satisfied with the progress made in this direction, or that the utmost benefit has been derived from the courses undertaken. Some schools have done really well, utilizing the schemes adopted for highly educative purposes; but in others the important matters at issue have to some extent been lost sight of. It is of the utmost importance that definite courses providing for both outdoor and indoor work and experiment be prepared, and that these be arranged in such a way as to provide for regular and systematic work throughout the year. A carefully dated calendar-record of operations and experiments should be kept, and in the pupils' note-books a summary of the work dealt with, as well as an account of each experiment and what it teaches, should appear. As an attractive feature of school environment a garden has its undoubted value; but under skilful direction it becomes of even greater utility, affording opportunities for acquiring knowledge and experience which cannot fail to be helpful in future years. If this is to be the outcome of gardening operations the efforts on the part of the teacher and pupil must not be confined to the actual work in the garden, but should have close connexion with indoor lessons, where the principles underlying operations should be carefully and systematically studied. Practical operations are altogether essential, and under no circumstances should they be omitted—indeed, in all cases they should comprise the larger part of whatever course it is decided to adopt; but what are commonly known as theoretical considerations should by no means be abandoned, these being necessary if the full meaning and significance of the operations in question are to be thoroughly grasped.

Reading.—In the majority of schools this subject continues to be well taught, and, on the whole, is steadily improving. In the larger schools it is quite unusual to find pupils that are unable to read with some degree of fluency suitable passages previously unseen. This gratifying result is the outcome of the wider course of reading adopted, which has been fostered to some extent by the issue of the *School Journal*, by the supply of free books, and by the greater use of school and class libraries. In an appreciable number of schools, however, there is still much to be done in the matter of improving this subject, and in stimulating the reading-habit. In the preparatory classes the more approved methods of teaching are not always adopted, the alphabetic method being still in use, with but little or no attempt to teach the sound of letters. More attention is needed in the matter of associating new words with the objects or actions for which they are symbols, and in the direction of accustoming pupils to group certain words together, and so learn to apply the principles of phrasing. Here, too, the reading-lesson is not always utilized as fully as might be in affording opportunities for oral composition. From the very outset the child should be led to discuss the subject-matter of the lesson, a process which he gradually learns thoroughly to enjoy, and one which cannot fail to arouse his interest, increase his intelligence, and develop his power of expression. Although much has been already accomplished in the upper classes, there yet remains a good deal to be done in improving the expression and sympathy of the pupils' efforts. In very many cases, although the words are correctly enunciated, the entire want of expression that characterizes the oral rendering of a passage would appear to imply that its spirit and meaning were either overlooked or misunderstood. This, it need hardly be added, is a matter for regret; for, although it is neither possible nor desirable to produce a nation of elocutionists, it is both possible and desirable to train young people so that they may be able to read with sympathetic and intelligent expression. As the result of an efficient training in reading, a child should be able to read aloud in such a way that both teacher and pupils sitting with closed books may be able to follow and appreciate the passage selected. It is pleasing to note that the true significance of silent reading is gradually being recognized, and that teachers are beginning to utilize its possibilities. One of the chief purposes of teaching people to read is to enable them to interpret written and printed matter for their own information, and for this there can be no better preparation than silent reading. Moreover, the process is one in which concentration of effort and steady application play a conspicuous part, thus supplying a valuable training in the art of investigation and in self-reliance. We feel it necessary to draw attention to the use, or want of use, of the free reading-books supplied to the schools. Time after time have we found a great number of these still untouched at the end of the year. This is to be regretted in view of the importance of the subject itself, and in view, moreover, of the educative value of the contents of some of these books. We feel that a strong and persistent effort should be made to get through a number of reading-books in every standard and class during the year, and that any course which does not provide at least as much reading-matter as that contained in the free books supplied should not be deemed satisfactory. This, indeed, should be an irreducible minimum, with which only in isolated or special cases should the teacher be satisfied. We are disposed to think, moreover, that an undue amount of time is often given to what is commonly known as "comprehension." When we say this, however, it is not to be supposed that we attach little importance to this phase of the reading-lesson. We freely recognize that if reading is to become a subject of utility its teaching must result in pupils being able to discover the thought-content in the passage read. Teaching that fails to secure this cannot be regarded as sound. What we deprecate, however, is the devotion of too much time merely to the meaning of words isolated from their context, with the result that the effort becomes one of memory rather than of intelligence, and that the reading-lesson, with its immense possibilities, degenerates into something dreary and depressing, apt to be regarded by pupils as one of the hardships to which all young people must submit. An intelligent grasp of the paragraph and of the lesson as a whole is all that is needed, and this can be secured without the minute and searching analysis to which isolated words are sometimes subjected. The time that is too often devoted to this special task could more profitably be spent in getting into closer touch with the aim of the writer and in extending the scope of the pupils' reading.

Recitation.—In spite of all that has been said in recent years, recitation still remains one of the least satisfactory subjects in many of our schools; indeed, it is sometimes difficult to understand why the subject appears on the time-table at all, so perfunctorily is it taught. In recitation the psychological difficulty of translating the written symbol into terms of sound is absent; the quality of recitation, therefore, should be considerably higher than that of reading, yet in many schools it is much lower. Moreover, here is the lesson in which control of the vocal organs can best be secured: here, too, the pupils may acquire some knowledge of that quiet self-control, that art of correct breathing, that modulation of tone, that speed of utterance, which will become of such service to them in their efforts to read and to speak with force and expression. It is quite depressing at times to be obliged to listen to the mutilation of beautiful thoughts expressed in beautiful words; and one finds it difficult to escape from the conviction that many teachers have in some way failed to appreciate the significance and importance of recitation, and so have lost and are still losing valuable opportunities for child-training.

Composition and English.—We have written at some length on this subject in recent reports, and have but little further to add. In the large schools written exercises in composition are highly creditable, and give evidence of careful and sympathetic teaching. In many of the country schools, however, the results are disappointing, and point to faulty and deficient treatment. We have frequently noticed that the quality of the exercises submitted does not rise appreciably through the standards: for instance, commendable work presented by Standard II or Standard III is not followed by equally commendable work in the three upper classes; and exercises submitted by Standard VI show but little advance on those submitted by Standard IV in matter, arrangement, and vocabulary. There seems no adequate reason why these conditions should obtain, and we attribute their appearance to want of efficient guidance on the part of the teachers when pupils leave the lower classes. In these classes oral composition is the rule; in the upper classes we fear it becomes the exception Composition, moreover, is a subject that demands careful teaching, and yet in the upper classes of many of our schools but little time is devoted to showing the senior pupils how to set about dealing systematically and adequately with the subjects under review. More use in these schools should be made of the blackboard in leading pupils to realize how the evolution of thought can be encouraged, its arrangement improved, and its expression acquired. To this end model compositions worked out on the blackboard by teacher and class should be of frequent occurrence, and oral composition should form part of every lesson in all parts of the school. That portion of the subject coming under the head of English shows but little improvement; the defects to which we drew attention in our last report still continue. We can only hope that the causes which give rise to the undesirable effects noted may gradually be removed, and that teachers may come to realize that English is merely a means to an end—the end being the ability to express one's thoughts in spoken or written words with fluency and clearness, and, if possible, with some approach to elegance of diction.

Arithmetic.—This subject remains practically in the condition noted during the previous year, a result attributable probably to the course outlined in the syllabus, a course so wide that it is difficult to do justice to it except at the expense of other subjects. It is hoped that the changes foreshadowed in the amended regulations will afford much-needed relief. Number-work in the preparatory classes was frequently disappointing. In some cases the numbers dealt with were quite beyond the comprehension of pupils; in others the knowledge of the composition of numbers was meagre in the extreme; in others again an altogether insufficient time had been devoted to impressing the results derived from the manipulation of concrete objects. In the standard classes mental arithmetic was not always a pleasing feature, in that calculations were lacking in rapidity and were frequently inaccurate. Though it is highly desirable that mental work should precede and accompany instruction in all operations dealing with new rules, a certain amount of time should be regularly devoted to revision (mental revision) of rules already mastered. To this omission may be attributed some at least of the inability to deal readily and effectively with the simple mental tests applied during the course of our visits. In some schools the courses in arithmetic have been too hurriedly covered, with the result that towards the end of the year constant revision has robbed the subject of all stimulating interest. The method, or want of method, in setting out the solution of simple problems calls for special attention. Some teachers appear to forget that the method of solution is quite as important as the answer, and that the training in expressing in clear and logical sequence the successive steps in a chain of reasoning is an all-important matter. The corollary of careful statement and neat working is accuracy and rapidity.

Geography.—The remarks made in recent reports still apply to the teaching of this subject: Course A is gradually receiving somewhat less and Course B somewhat greater attention. We still find teachers that are unable to deal with physical geography, even in its elementary stages, without the aid of the text-book, who ignore the possibilities of practical treatment which nature in many cases has so lavishly placed at their very doors. It is not unusual to find children able to give formal definitions of "basin," "erosion," &c., as applied to rivers, and yet unable to give an intelligent account of the action of the stream flowing past the school. We would again repeat what has so often been said—that much of this subject should be regarded as a form of nature-study, which loses greatly in value as a means of training if not treated in such a way as to lead pupils to realize that it deals with changes in operation around them, that they themselves can observe and interpret. We rarely find, moreover, that the relations between physical, political, and commercial geography have been sufficiently emphasized, or that the principle of cause and effect has been sufficiently applied to explain such matters as the presence of certain products, the existence of certain industries, the development of commerce, and the origin and growth of towns and ports. No hard-and-fast line should be drawn between much of the geography included in the two courses appearing in the syllabus, and it is to be hoped that in the amended Regulations for the Organization and Inspection of Schools this phase of the subject will not be overlooked.

Drawing.—Speaking generally, this subject is well taught, and in many cases highly commendable results have been obtained. Drawing is a natural means of education, and under proper guidance may be developed in such a way as to be a lifelong source of enjoyment and means of self-improvement.

It has a high utility value as well, being "the shorthand of expression," and it often becomes indispensable in the occupation chosen by the child after leaving school. Its importance is so obvious and so universally recognized that no course of instruction can lay claim to completeness which does not make ample room for its inclusion. In quite a number of schools, however, the possibilities of the subject appear to be but imperfectly recognized. For instance, it is not an uncommon occurrence to find freehand drawing done entirely from line copies, and but little attempt made at applying the principle of co-ordination. The ideal plan would be to dispense with copies altogether, and do all work from real things; but in many cases it would be difficult to follow this method, so that a certain amount of drawing from copies may be indispensable. The value of a training in expressing in form and colour the impressions obtained from an examination of suitable objects must not be overlooked; hence all courses in drawing should provide for utilizing common objects as copies, not occasionally, but frequently—indeed, the real object should be the rule, the line copy the exception. The correlation of drawing with other subjects of instruction should be constant, a matter which calls for the thoughtful attention of many teachers. Nature-study, science, geography, and arithmetic can all be linked with the drawing-lesson. Memory drawing—if care be taken that the images of objects are properly visualized and correctly drawn—becomes a highly useful exercise. By memorizing the proportions and shapes of objects and studying the function of their parts, the powers of observation and reasoning are sharpened; and, further, "the scholar's vocabulary of form is gradually increased until he is able to represent objects once seen with comparative ease, and express his ideas as readily with the pencil as with the pen." We are glad to notice that the advantages of free-arm drawing are being recognized, and that this form of drawing is being taught in the lower classes in a large number of schools. A child obtains command of the muscles of shoulder and arm sooner than those of wrist and fingers, hence the need for providing him in his earlier years with some form of drawing-exercise by which freedom of movement is secured and in which control of wrist and finger muscles is not essential. Experience goes to show, moreover, that free-arm drawing should not be confined to the lower classes, but should be continued throughout the school life of the pupil, gradually lessening in amount as the higher standards are reached.

Voice-training.—A good deal of attention has of late been directed to this subject, here and elsewhere, as its importance both to the teacher and to the entire community is now generally recognized. The training of the voice is the tuning of the vocal organs, and the removal of defects, whereby the instrument is enabled to do its work efficiently and easily. Voice-production, as the name implies, is the producing or making of the voice; singing or elocution is the art of playing upon it. The object of voice-training is the acquisition of the perfectly healthy action of that part of the body which is engaged in the production of voice, and as teachers are amongst the greatest voice-users the need for training in their case is at once apparent. There seems but little doubt that the reason why so many teachers lose their voices or suffer from "weak throats" is that, having so much voice work to do and being unaware of the complex nature of the mechanism of speech, they unconsciously make improper use of their vocal organ, and sooner or later damage its more delicate parts. Voice-training, however, aims at more than merely enabling a teacher to preserve his power of effective speech and avoid throat troubles; by the control of the vocal organs a habit of clear utterance and pleasant intonation can be acquired, whereby the speaker will have little or no difficulty in obtaining the power of expressing what he feels. In other words, voice-training tends to remove faulty expression, faulty pronunciation, faulty accent, and helps to develop that complete power over the organ of speech which enables its possessor to convey his meaning readily and with pleasing effect. "A pleasant, musical, conversational voice is a most valuable asset, but however richly the speaker may be endowed by nature it is possible to improve the voice by bringing into prominence the good qualities and improving the defective. How many possessing pleasant conversational voices are able to preserve that pleasantness when using the more dramatic voice in teaching, lecturing, or acting?" We regard voice-training as a special and highly important form of physical education, and trust that ere long the necessary steps may be taken to enable all teachers to reap the benefits by which a course of training in this subject would undoubtedly be followed.

The Service.—We have been obliged during the course of our report to speak somewhat freely and disapprovingly of certain matters connected with the work in the schools, to express disappointment at conditions we found obtaining during the course of some of our visits, to find fault with methods, and to complain of inattention to needed details. Though all this has become necessary in our review of the year's work and in our efforts to point out the better way, we are fully alive to the fine spirit of earnest enthusiasm which permeates the service and finds expression in the resolute effort and splendid work so frequently met with. We feel more strongly as each year passes how much we all owe to those men and women in our service who labour so cheerfully, so persistently, so earnestly, so successfully—often in the face of difficulty, disappointment, discouragement, opposition—to train and educate our young people, and so prepare them for the responsible duties of citizenship by developing that sense of service on which the welfare of the community ultimately depends. We would take the opportunity of conveying to the service our warm appreciation of the loyal and whole-hearted support we have received in our efforts to deal with the many difficult problems inseparable from the work in which all have a common interest.

E. K. MULGAN,
CHAS. W. GARRARD,
WILLIAM BURNSIDE,
JAMES T. G. COX,
G. H. PLUMMER,
MAURICE PRIESTLEY,
N. T. LAMBOURNE,
JAMES W. McILRAITH.
N. R. McKENZIE,
} Inspectors.

The Secretary, Auckland Education Board.

TARANAKI.

SIR,— Education Office, New Plymouth, 14th January, 1913.

We have the honour to submit our annual report for the year ending the 31st December, 1912.

At the beginning of the year ninety-five schools (including four half-time schools) were in operation, and during the year a new school was established at Radnor, and the school at Taurakawa was closed.

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	129	128	14 8
" VI	385	368	14 0
" V	473	456	13 1
" IV	661	646	12 2
" III	663	646	11 3
" II	723	699	10 3
" I	786	765	9 1
Preparatory	2,340	2,165	7 0
Totals	6,160	5,873	9 9

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

Convent Schools.	Number on Roll.	Present at Annual Examination.	Standard VI Certificates granted.		Quality of the Instruction.	Order, Discipline, and Tone of the School.
			Proficiency.	Competency.		
New Plymouth ...	105	101	...	1	Good... ...	Very good.
Inglewood ...	117	108	2	3	Very satisfactory	Good.
Stratford	122	119	1	2	Satisfactory ...	Very good.
Opunake	58	56	2	...	" ...	"
Waitara	63	61	...	1	Very satisfactory	Good.

Compared with the return for 1911 the roll number shows a decrease of sixty-three, while there has been also a decrease of 101 in the number present at the Inspectors' annual visit. This decrease has taken place principally in the preparatory classes. For several years past there has been a steady increase in the yearly roll number, and it is difficult to account for the sudden falling-away in the attendance that has taken place.

Punctuality and Regularity of Attendance.—In many cases the attendance at the smaller schools in country districts has been both irregular and unpunctual. Many of our teachers have adopted various devices to remedy this evil, but the apathy of the parents frequently render all efforts futile. The present system of inflicting a small fine to secure the statutory minimum of attendance has not proved the deterrent that it was expected it would, as parents that place very little value on the education of their children, and that think only of their earning-power, are not deterred from keeping them at home by the small fine inflicted. We are, however, convinced that the personality, tact, and methods adopted by the teacher will ever be an all-important factor in securing regularity of attendance.

Private Schools.—Section 151 provides that "if ten or more children resident in any school district are on the roll of any school other than a public school, the head teacher of such school may apply for and receive from the Education Board a general certificate of exemption from attendance at a public school for such children upon satisfying the Board that efficient and regular instruction is given at such school." This certificate of exemption holds good for only one year. We are strongly of opinion that no exemption should be granted unless a school is visited regularly by the Board's Inspectors, as is the practice in some districts.

Observation Schools.—There are in this district over seventy uncertificated teachers, exclusive of pupil-teachers and probationers, and about forty of these have had little or no experience in the management of a school. Under present conditions this experience must be gained at the expense of the children, and we feel that it is imperative that some provision should be made whereby these untrained teachers could gain the necessary practical knowledge to enable them to carry on their work with some prospect of success, and thereby minimize the disabilities under which the children they are instructing now labour. With this object in view we have submitted the following scheme to the Department: (1.) That three of the schools in this district be converted into special schools for the practical training of inexperienced teachers, who would be required to attend for a few weeks at a time for the purpose of gaining an insight into the working of an efficiently conducted school, and acquiring

experience in up-to-date methods of teaching. Here they would see the best work of the pupils, and thus have set before them an ideal or standard to be aimed at. They would also at the same time see the pupils at work, and have an opportunity of observing the best methods of organization, and the means by which the high standard or results were obtained. (2.) That the schools set apart for this purpose should be of Grades II, III, and IV respectively, as it is in these grades of schools that the majority of our inexperienced teachers will ultimately be placed, either as assistants or head teachers. (3.) These schools should be so situated—(*a*) That they are in a neighbourhood where accommodation may be easily obtained by the trainees; (*b*) that they are within reasonable distance of the Education Office, so that the Inspectors may be in close touch with the work going on. In our district these conditions would be best met by establishing special schools at Norfolk, Waiongona, and Lower Mangorei. (4.) That all the needs of this district would be met by sending one trainee to each of these schools per month. By this arrangement we would in the course of a year be able to give increased experience in the practice of teaching to at least thirty teachers. (5.) So as to retain in these schools the services of the very best teachers available, the Department should recognize these schools as special schools, and grant a salary commensurate with the importance of the school and the responsibility placed on the shoulders of the teachers. (6.) It might also be arranged that a portion of the grant now given by the Department for the instruction of uncertificated teachers should be paid to the head teachers of these schools should they be willing to instruct and direct the trainees in their literary studies for the teachers' certificate. If this system were adopted it would be a benefit not only to inexperienced teachers, but to other teachers who, on the recommendation of the Inspector, would be granted a few days' leave of absence to visit the special schools. The vacancy caused by the withdrawal of a teacher from a school would necessarily have to be filled by a relieving-teacher. It will be evident that the extra cost to the Department if this system were introduced throughout the whole of the Dominion would be little, compared with the advantages derived from it.

The Tisch Shield.—The shield presented in 1909 by the late Mr. Tisch to encourage schools to improve their surroundings was this year secured by the Korito and Norfolk Schools, which each obtained 181 marks out of a maximum of 200. The following schools were also highly commended for the efforts put forth to beautify the school grounds and premises: Bird, Kaimiro, Huiroa, Toko, Pihama, Marco, Huiakama, Raupuha, York, Egmont Village, Ngaere, and Oaonui. In connexion with the improvement of the school-grounds, it is now quite a common occurrence to hear of a "working-bee," when parents assemble at the school, and, under the teacher's direction, set about improving the grounds.

Returns.—As many of the returns sent in by teachers continue to be incompletely or inaccurately filled in, we think it wise to again quote the pertinent remarks made by an Inspector of Schools on the returns furnished by the teachers in his district: "I cannot report favourably on the manner in which returns are compiled. I have not in any year known so many errors in the returns sent in at the end of each quarter. Ten only of my thirty-seven schools succeeded in furnishing, at first try, four correct quarterly returns during the past year; whilst two teachers each had to have their returns sent back for correction four times, another two had to make a second try on three separate occasions. If teachers fully recognized the inconvenience and additional work caused by their sending in inaccurate returns, no doubt they would exercise more care in their compilation. A return has little value unless it is absolutely correct; and the teacher who averred that the Inspector who had sent back a return for ad ustment 'seemed to have a passion for accuracy' indicated, in a crude way, an attitude of mind which one hopes is not very general."

General Efficiency.—Each school has been visited by us twice during the year, and we are pleased to report that the standard of efficiency has been well maintained. The teachers generally have shown an earnest desire to carry out as efficiently as possible the important work entrusted to them. There are, however, a few suggestions we think it advisable to make regarding the treatment of some of the subjects of instruction.

Written Work.—Writing, as a rule, is very satisfactory. In some schools, however, there is ample scope for improvement. Our experience goes to show that in the latter class of schools the children are allowed to occupy thirty minutes or so with their pens whilst the teacher is in charge of another class. Where the best results are secured it is not owing altogether to the system adopted: any system will probably produce good writing if the teacher exercises a close supervision, and insists upon care and attention to detail. Excellence in the formation of the letters is often sacrificed to speed. The whole of the written exercises in some schools are characterized by neatness and accuracy. Nothing reveals more unerringly the earnestness of the teacher and the merits of the teaching than the manner in which corrections of the written exercises (home and school) are attended to. We would again remind teachers that we expect them to keep for our inspection the dictation exercises, composition, notes of lessons, &c.; and all such work should be dated. It is expected that books will be presented written by the pupils which contain work which will be of value to pupils after they leave school. Too much work is committed to loose sheets of paper, ostensibly chiefly for the convenience of correction. There is, however, need that a more permanent record of the pen and pencil work should be kept.

Spelling.—Some teachers negligently allow errors of spelling in the written work to pass unchecked, and apparently fail to recognize that the words selected by the pupil are of far more importance than words culled from the spelling and dictation exercises. At our visits it is commonly found that children who have no mistakes in the spelling and dictation test misspell simple words in the other written work.

Recitation.—In too many schools the poetry prepared for recitation is not thoroughly memorized. Poetry only half-learned is but of little use. Thoroughness in word-accuracy should be scrupulously insisted upon. The delivery, moreover, is often mechanical, droning, and depressive, whilst the

enunciation is often indistinct. We regret to report that expressive soulful recitation is the exception, while the subject-matter of the recitation often calls for attention. We have been pleased to note that in Standard VI in some of our schools attention has been given to some of the more important means whereby the author of the poem which is being studied has achieved his most striking effects—*i.e.*, the value of the rhythm, rhyme, alliteration, and figures of speech.

Nature-study.—A study of the scheme of work frequently gives evidence that the ground covered in this subject is very limited, and that consequently there is unnecessary repetition. It is not an uncommon practice for a class to merely revise the course it followed in the previous year. The subject is thus robbed of that freshness, that living interest, which it should possess. If the teacher considers it advisable to repeat the course for another year he should see that the subjects are treated more fully and extensively. Teachers when planning out their experimental work in nature-study would find useful a small text-book called "Botanical Experiments for Schools," by Ida H. Jackson, M.A., which is published by Blackie and Son, London.

Composition.—A gradual improvement has been shown in this subject; but letter-writing is too often weak and wanting both in quantity and quality. The writing of business letters seems to be neglected in many schools, and more practice in this work is essential.

Discipline.—In not a few of our schools where the order is good the discipline is not sufficiently forceful and stimulating to secure satisfactory results. The self-activity of the child should be wisely directed. Children, as a rule, tend to follow the line of least resistance, and must be constrained to exert themselves mentally until industrious habits are acquired. Again, many teachers do not realize the importance of checking habits that tend to militate against the work of the school. As an indication of habits to be eliminated may be mentioned the following: (*a*) The snapping of fingers to call attention to the fact that the pupil is prepared to answer; (*b*) prompting a child when reading; (*c*) calling out answers when not called upon to do so; (*d*) slovenly attitudes when sitting or standing.

Teachers' Saturday Classes.—Saturday classes for the instruction of teachers under the Manual and Technical Regulations were held during the past year at New Plymouth and Stratford. The courses undertaken comprised the following subjects: Drawing, cardboard and plasticine modelling, cookery, hygiene, and dairy-work. In all, sixty-six teachers attended the classes—thirty-four at New Plymouth and thirty-two at Stratford. The regularity of attendance has been far from satisfactory, and it seems to us that some steps should be taken by the Board to require a deposit from each teacher attending these classes, this deposit to be refunded if the attendance has been satisfactory. This appears necessary, as some of the teachers, if we are to judge by their attendance, are simply playing with the work, and do not seem to appreciate the efforts made to enable them to qualify themselves for their profession. At the beginning of last year the Department made a grant for the training of uncertificated teachers other than pupil-teachers and probationers. Accordingly, classes were established for this purpose at Stratford, Opunake, and Urenui, the roll numbers being respectively twenty-eight, five, and four. The regularity of attendance at these classes was also very disappointing.

School Manual Classes.—During the year there were 100 schools in operation in the district, and the greater number of these took up handwork in some form or other. In addition to the ordinary handwork subjects, instruction in woodwork, cookery, agriculture, dairy-work, chemistry, physiology, and first aid, physical measurements, advanced needlework, botany, swimming, dressmaking, surveying, ironwork, &c., was recognized in 151 cases. Instruction in agriculture and dairy-work has been made a special feature. Forty-one schools have taken up agriculture. In each of the school-gardens a plot is usually set aside for experimental work, and each child is required to have a plan of the ground and keep a record of the gardening operations, showing the various manures used and the weights of the crops, &c. In addition, a course of instruction is given in elementary chemistry bearing on the work done. Twenty-five schools have covered a comprehensive course in dairy-work. Most of the schools taking up this subject are now well equipped with the apparatus for carrying on the necessary experimental work, and the pupils have had practical instruction in the chemical and physical properties of milk and of milk-testing by means of the Babcock tester. A special agriculture and dairy-work instructor visited the schools several times during the course of the year.

Rural Classes at Stratford District High School.—The following report by the headmaster of the District High School, Stratford, will give some indication of the course of instruction in rural subjects that has been carried out for several years in that institution. The number of pupils attending the rural classes in the secondary department of this school has again increased during the year. The progress of the scholars has been satisfactory: the second-year class, particularly, has done good work. In all subjects of their science course the pupils have evinced keen interest. In the cognate subjects—chemistry, physics, dairy science, and agriculture—the interest taken was very keen indeed. This was due, in my opinion, to a certain extent at least, to the fact that the instruction given was mainly practical. The laboratory work in agriculture was chiefly confined to the analysis of soils and manures, and the knowledge so gained was applied to the manuring of the soil in the experimental plots. The greenhouse has again proved of great utility. Early plants—tomatoes, cabbages, cauliflowers—were grown in it, and when these were removed tomatoes for the season's crop were planted out. Unfortunately, blight soon made its appearance among them, and the plants were for the most part badly affected. The experience gained by the boys in dealing with the pest must be of great value to them. Pruning, spraying, &c., were all done by the boys. Experiments were continued on the growing of lucerne, with special reference to the value of soil-inoculation both by transference of soil from an inoculated plot and by green manuring with clover. Fairly extensive experiments have recently been started on the comparative values of various manures applied to the growing carrots, swedes, mangolds, and potatoes, and the results of these will be available next year. Orchard-work was introduced during the year. In the early spring eighteen fruit-trees were purchased, and Mr. R. McK. Morison gave a demonstration on the planting

and pruning of fruit-trees. Since then the boys have received lessons on spraying, and have themselves sprayed the young trees. Grape-vines have been purchased and planted out, and it is intended next year to place these vines in the greenhouse, and commence the study of viticulture. Next year's scheme will also provide for a course of instruction in budding, grafting, pruning, and spraying of fruit-trees. An expert's services will be utilized in dealing with all orchard-work. Bee-keeping will also be taken as a subject next year. In connexion with agriculture, it is interesting to note that arrangements have been made whereby an officer of the Agricultural Department will be available at times to give instruction to the students of secondary schools in which agriculture is taught. This innovation was advocated by this school many years ago, and its adoption will be the means of standardizing the instruction in practical work in the subject and ultimately in raising the standard. The ideals of the Education and Agricultural Departments, however, differ somewhat—their outlook on agriculture is from different standpoints—and it remains to be seen how far the course of work recommended by the expert is suitable for adoption in school classes. Dairy-science classes have been carried on throughout the year. It is the first time this important subject has been placed among those optional for the Civil Service Junior Examination, and eighteen of our pupils selected it as one of their subjects. The students of the second year gave, at the Stratford Agricultural and Pastoral Show, a demonstration in the methods of estimating the butter-fat content of milk, and the amount of moisture in butter. Next year it is intended to give instruction in the use of the Gerber tester, and it is hoped that results will be obtained to enable comparisons to be made between this method and that of the Babcock. As in the past, all pupils who have been two years in the school sat for examination in December either for Senior Free Places or for the Civil Service Junior; boys and girls took in common as subjects for examination dairy science and elementary physical measurements. The boys took also agriculture and the girls botany.

Results.—The following table shows the State schools that gained the highest results in 1912 [the table, being mainly of local interest, is not reprinted].

It is gratifying to note that this year there are twenty schools that have received "good" or a higher mark for efficiency, order, discipline, and tone as against ten for 1910 and eighteen for 1911.

We are, &c.,

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

The Chairman, Taranaki Education Board.

WANGANUI.

SIR,— Education Office, Wanganui, 26th March, 1913.

We have the honour to present our annual report for the year ended the 31st December, 1912. Interesting information is disclosed by a study of the statistics submitted, the compilation of which will not have been in vain if each teacher will take the trouble to orientate the position of his school according to the data given and the deductions drawn.

The year did not pass without its increment of progress. While faithfully discharging their onerous and responsible duties, the teachers uniformly preserved an attitude of open-mindedness to the prevailing influences making for educational advancement. On the whole, the Saturday training-classes were well attended, and, though there were some exceptions, the students acquitted themselves creditably. A goodly proportion of uncertificated teachers took advantage of the Board's correspondence classes, and the instructors had the satisfaction of knowing that in each subject keen and earnest students kept doing their utmost during the whole of the tuition period. The opening of the Central Infants' School in Wanganui and the appointment of Mr. Watkin as instructor in drawing mark notable stages in the history of education in the district. A word now with respect to the pupils of our schools. In the wide bounds of our district not one case has come under our observation where the discipline is inferior, but, on the other hand, schools in which it could hardly be bettered are quite common. It is to the tone of our schools that we attribute the best part of their success.

Referring briefly to some of the subjects of instruction, we note that English continues to improve. Reading is becoming less mechanical, fuller in tone and more vivacious, the improvement being no doubt due in great measure to the greater choice of reading-matter now available. Extensive reading gives the language-sense, the sense of balance, rhythm, and word-value; but it should be pointed out that there is a tendency to forget that words are but the servants of thought, which is the chief thing. There should accordingly be some intensive study, with a view to leading young minds to grasp the substance of the thought and meaning of a writer. Not only should this be done in the case of selected prose, but also in connexion with school recitation. Unfortunately, the poetry often chosen lends itself but ill to this purpose, being but tinsel stuff, devoid alike of excellence of thought and beauty of language. We cannot say that we are yet satisfied with the teaching or the learning of either spelling or handwriting. Success here depends on the capacity for taking pains, which in all ordinary walks of life is the supreme capacity. It is to be hoped that teachers will not fail to make use of the little handbook, "Practical Hints on Systematic Handwriting," kindly sent them by Messrs. Blackie and Son. We should add that the handwriting of the pupils that sat for the Proficiency Examination was, in the great majority of cases, creditable. The standard of proficiency in composition was more than maintained. It would have been better still had more attention been paid to the syntactical relations of words in sentences. The inverting, converting, and obverting of the members of sentences, encouraged of later years by the proficiency tests, tend to withdraw the attention of teachers from their real relationships, and also, it is to be feared, to encourage in not a few

instances a species of verbal legerdemain on the part of the pupils. There is one time-honoured exercise in English that does not appeal to the average Standard VI pupil of this district, and that is word-analysis. The anatomical part he manages not ill, but he leaves the prefixes, roots, and affixes as *disjecta membra*, failing hopelessly in the physiological part, the reconstruction of the word-elements in such a way as to show that he understands their force and the force of the resultant words. Before we leave this subject we must allude, in a word, to current opinion regarding the degeneracy of spoken English. That there is some ground for complaint he that has ears to hear may hear in passing along any of our thoroughfares. It is not because the spoken language of the pupils now in school is so terribly decadent that we need to be so watchful: it is the danger lest, after a few generations, the young people of the Dominion may be swept into a flood of faulty and impure vocalization, and the pristine purity of the sounds of the English tongue be for ever lost, that has to be guarded against. We intend, with the co-operation of the teachers, to fortify the pupils' minds against this danger by the frequent practice by the pupils of a series of exercises that will be drawn up in connexion with reading, singing, recitation, and physical exercises.

To turn to arithmetic: the results obtained at the Proficiency Examinations were satisfactory. Notwithstanding this, the teaching of the subject still leaves not a little to be desired. There is, as a rule, little evidence that principles are, as they should be, developed in logical sequence from principles previously taught, and in anticipation of principles that are to follow. As might be surmised, this method of treatment does not receive adequate recognition in the schemes of work. In comparatively few schools does mental arithmetic receive systematic teaching, and in fewer still is the value of short compact methods of calculation recognized. Turning next to the group of subjects in which real elements are more important than formal—to geography, nature-study, handwork, elementary physics, and elementary agriculture—we believe that in their methods of instruction the teachers are steadily gaining ground. There is always a danger of real instruction degenerating into formal; the latter is so much easier, speedier, and more expansive, that none but the strongest teachers are able on all occasions to confine it to its proper sphere. A teacher can in a breath tell his pupils that insects appear in the egg, chrysalis, pupa, and imago stages; that the sun's elevation varies from day to day; that warmth, air, and moisture are necessary to the germination of seeds; and that a substance weighed in water loses weight equal to the weight of the water displaced by it: but it takes a man of some calibre to lead the pupils to find out all such things for themselves. As to singing and drawing, we must repeat, with respect to the former, that our district is essentially unmusical, the loss in pleasure and elevation to the schools and the people being beyond assessment. To this general statement there are, of course, a few exceptions, and some effort is made in schools previously not vocal to secure passable singing in all classes. In this subject the infant departments give some promise, but the promise is unfulfilled in the upper departments. In country schools we get the best singing where Murdoch's collection of school songs is used.

Respecting drawing, Mr. Watkin, the Board's instructor, may be left to put the case: "During the latter half of the year just ended I visited a number of our schools in my capacity of drawing instructor. I have carefully noted the methods of teaching drawing, and have inspected the work of the pupils. While drawing is well taught in some schools, I find that among teachers in general there is a want of a better understanding of how best the subject may be handled. There is need of a simpler and a more definite scheme of work, with more attention to the aims and objects of the teaching of drawing. It is very evident that many teachers attempt too much in teaching drawing, with the inevitable result of a lack of thoroughness of work; this is especially so as regards brushwork and design, where the work could be vastly improved by doing simpler exercises in a more thorough manner. The neglect of freehand drawing by some teachers is, I feel certain, a grave mistake, Freehand is the foundation of all art training, and without it brushwork and design are impossible. Freehand drawing, which is meant to include drawing from simple objects, affords the pupils the best means of training the eye to the appreciation of form—a matter which, by the way, seems in general to receive but scant attention. There is a mistaken notion abroad that the drawing-copy should be totally abolished, and that all drawing should be taught from the actual object. It has been the practice of all the great schools of art in all ages to begin by teaching the pupil at first how to copy the drawings of others, so as to master the means by which imitation is effected, and then to apply these modes of imitation to the representation of the real object. Drawing from the real object is a process of interpretation, and can no more precede the imitative process of drawing from a copy than can vulgar fractions be taught before simple addition. Much of the so-called nature-drawing is positively harmful, tending only to careless observation and slipshod work. In brushwork and design there is room for much improvement, which can obtain only when the teacher gains a better conception of some of the simple, fundamental, and common-sense principles which govern decorative art. Model drawing—apparently on account of its great difficulty—seems to be very little taught in our schools. There is no question as to its usefulness, but the teacher must know his subject to teach it successfully. Instrumental drawing is not receiving the attention it merits as a training in habits of neatness and accuracy. Here, too, it would be better if less were attempted, and that more thoroughly done. I feel that as soon as teachers have a better notion as to how drawing should be taught there is bound to be improvement all through. I would here like to express my appreciation of the courtesy shown me by the teachers of the various schools I have visited, and of their great willingness to avail themselves of any assistance I may have been able to afford them in the teaching of a subject which I have so much at heart."

With respect to the application of the major principles by which the schools are governed, as well as with respect to the principles themselves—the principles, namely, of school organization, school discipline, and school environment—our testimony would be that the teachers deserve almost unqualified commendation. Our requirements have been exacting, but there has been a brave response. Head teachers have undertaken continuous class-teaching in order that there might be experienced assistance available in large infant departments; they have prepared thoughtful and ample schemes of work,

and have made a point of seeing that the provisions of the schemes have been carried out in every department of the school. Many of the assistant teachers prepare excellent schemes of work, by which, after the contents are brought by the head teachers into harmony with the recognized ideals of the school, their own initiative and originality are preserved. Head teachers, assistants, and pupil-teachers have prepared daily lesson-books that would pass muster anywhere. Many of the schemes of work are now so good that the Inspectors are willing to indorse them as being of permanent worth, provided that at the close of each year notes are appended indicating how, in the light of experience, they might be amplified or modified to secure their greater usefulness. The problems of school discipline are to a great extent solved by the school organization and the school environment, the former providing for the playing of organized games, and the latter inviting attention to the school-garden, the school-grounds, and the school-interior. The pupils are so well occupied that they have no time to get out of hand.

We have some misgivings regarding the teachers' treatment of the legitimate claims of scholarship. In our schools there is to be found all the year round in one or more of the classes a varying number of more or less brilliant pupils. We have reason to fear that the claims of these pupils to special attention and special advancement are often overlooked. Take, for instance, the Alf. Bayly Scholarship: the number of pupils presented for it in south Taranaki is entirely disproportionate to the number of pupils in the schools. Nor do the Board and National Scholarships fare much better in schools of Grade IV and under. Some of the candidates qualify by the skin of their teeth, so to speak, or fail altogether; and so scholarship-money, and the reward of scholarship, which is better than money, are lost to the district. It is a question whether it would not be in the best interests of education that the proficiency certificate and the Junior Scholarships, Board and National, should be awarded on the results of the Junior Free Place Examination. The inducement to "cram" would thus be minimized, as would also the overlapping evil.

It is not often that teachers find time for original research in connexion with their daily work, but Mr. Adams, head teacher of the Mangaweka School, carried out during the year some interesting experiments in connexion with his school classes and the Saturday training-classes held at that centre. The investigations involved a vast amount of patient labour, and the results are extremely interesting. We trust that Mr. Adams will see his way clear to let us have a complete account of the experiments, so that it may be placed in the hands of every teacher.

As in former years, we gladly recognize the hard work and honesty of purpose of our teachers, many of whom render to the State services very inadequately requited.

STATISTICAL APPENDIX.

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	227	199	14 11
" VI	954	901	14 0
" V	1,311	1,276	13 2
" IV	1,588	1,555	12 4
" III	1,691	1,647	11 5
" II	1,877	1,814	10 5
" I	1,893	1,814	9 5
Preparatory	5,742	5,275	7 2
Totals	15,283	14,481	9 11

TABLE IB.

The following are the numbers from the eleven 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	13	11	14 11
" VI	93	88	14 1
" V	69	65	13 6
" IV	102	98	12 5
" III	117	109	11 5
" II	112	108	10 3
" I	117	105	9 2
Preparatory	432	386	6 11
Totals	1,055	970	9 10

TABLE II.

In this table are shown the proportion of pupils in the various classes and the average age, both being compared with those for the Dominion.

Classes.	Dominion (1911).		Wanganui (1912).	
	Per Cent.	Average Age.	Per Cent.	Average Age.
		Yrs. mos.		Yrs. mos.
Preparatory	37·30	7 1	37·57	7 2
Standard I	12·34	9 1	12·39	9 5
" II	11·90	10 2	12·28	10 5
" III	11·59	11 3	11·06	11 5
" IV	10·48	12 2	10·39	12 4
" V	8·72	13 2	8·58	13 2
" VI	6·21	13 11	6·24	14 0
" VII	1·46	15 0	1·49	14 11

A comparison with the figures given last year shows that the percentage of pupils in the preparatory classes is still on the increase, not only in our own district, but throughout the Dominion. In both cases, too, the average age of the preparatory pupils has increased by one month. These increases have given rise to much discussion among the teachers themselves, as well as among the Inspectors. The explanation offered by the Education Department is that the preparatory-class pupils are not being advanced rapidly enough. With respect to our own district, we do not think this is a sufficient explanation. In this district at the present time, when settlement is so widespread, a large number of children live long distances from school, and so are not sent until they are seven or eight years of age. It must also be remembered that many settlers have for years lived beyond the reach of a school, and their children, when eventually a school is established, are much above the usual age for preparatory-class pupils. Again, where, as is common in remote districts in the North Island, the roads are bad, children not only enter school at a late age, but attend very irregularly, and so take longer than the average time to reach Standard I. No doubt, too, the advice of medical men and others that children should not begin school-work before they are seven is often followed by parents, and this contributes to a higher average age. The high percentage of pupils in the preparatory division is to some extent a natural consequence of children entering school at a late age, for in many cases they leave as soon as they reach the age of fourteen, and before they have gone through the complete primary course. Table VIII, below, shows that about 5 per cent. do not reach Standard VI.

With further reference to the question of the average age of the preparatory-class pupils, we submit the following facts, derived from a special return furnished by the teachers at the beginning of this year (1913): In 185 schools 1,059 pupils were admitted to the lowest preparatory class, and the average age of these pupils was five years nine months. This age bears out our contention stated above—that in a district such as ours, where much pioneering in the way of settlement is being done, the average age of the pupils on entering school is somewhat high. In the highest preparatory class there were (March, 1913) 1,523 pupils, with an average age of seven years six months. A proportion of these pupils will, the teachers inform us, be promoted to Standard I at the end of the first school term. Consequently the average age at the end of the year will be but little, if at all, in advance of what it is now. Again, if the 1,059 pupils noted above be followed through the usual two-year period in the preparatory department, it will be found that the average age over the whole department at the end of the second year is seven years, which is very little less than the actual average age in our district—viz., seven years two months—the difference being accounted for by the few cases in which the pupils are either naturally backward or have been detained too long in the preparatory classes.

TABLE III.

[Table III, being of purely local interest, is not reprinted.]

TABLE IV.

Here a comparison is made with the numbers given in 1910 and 1911 for the State schools of the district:—

Classes.	Number on Roll, 1910.	Number on Roll, 1911.	Number on Roll, 1912.	Average Age, 1910.	Average Age, 1911.	Average Age, 1912.
				Yrs. mos.	Yrs. mos.	Yrs. mos.
Standard VII	266	254	227	15 0	15 0	14 11
" VI ...	947	919	954	14 0	14 0	14 0
" V	1,269	1,261	1,311	13 0	13 2	13 2
" IV	1,488	1,488	1,588	12 3	12 2	12 4
" III	1,592	1,774	1,691	11 3	11 3	11 5
" II	1,727	1,656	1,877	10 1	10 4	10 5
" I	1,749	1,923	1,893	9 3	9 3	9 5
Preparatory	5,363	5,552	5,742	7 2	7 1	7 2
Totals	14,401	14,827	15,283	...	...	...

The above shows an increase of 356 pupils on the rolls of the public schools at the time of the teachers' annual examination; in the previous year the increase was 426. The slight decrease in the number of pupils in Standard VII is accounted for by the depletion of the secondary department in the Wanganui District High School, consequent on the opening of the Technical College to secondary pupils. As the above numbers include district high schools, a comparison with Tables VII and X will prove interesting. There is no other noteworthy difference, either in the roll numbers or in the average ages.

Fluctuation in School Population.

From time to time the Inspectors have, in the case of individual schools, drawn attention to the extraordinary extent to which in our district families come and go in the course of the year. An examination of the returns shows that this holds throughout the district, and also throughout the North Island. In Otago in 1911 the number of pupils admitted, expressed as a percentage of the roll at the beginning of the year, was 38 per cent., while in Wanganui 56 per cent. were admitted. In 1912 the number of admissions reached 60 per cent. of the roll with which the year began. Even if the normal increase as from year to year (2 to 3 per cent.), and also the infants admitted to preparatory, be left out of consideration, there still remains a large percentage to indicate that during the year a large number of pupils float from school to school and from district to district. Such frequent changes cannot but retard the progress not only of the new pupils themselves, but also of their companions in class; and this obstacle to progress ought, we think, to be considered when one attempts to estimate the quality of the work done by the teachers of our district. If in the course of the year about half his class changes, the teacher's task is greatly increased in difficulty, and the excellent results he looked for become increasingly difficult to achieve.

TABLE V.—INSPECTION OF SCHOOLS.

Number of State schools inspected during 1912	204
Number of Roman Catholic schools inspected	11
Number of private schools inspected	11
Total number of schools inspected	226
Number of schools inspected during 1909	205
" " 1910	207
" " 1911	218

TABLE VI.—STANDARD VI: PROFICIENCY EXAMINATION.

At this examination 974 pupils from the State schools and 110 from the Roman Catholic and other private schools were presented, making a total of 1,084 candidates; last year there were 1,002. The numbers given below refer only to the State schools.

Year.	Proficiency Certificates.	Percentage of Passes.	Competency Certificates.	Percentage of Passes.	Total Percentage of Passes.
1910	552	58·8	230	24·5	83·3
1911	639	68·6	193	20·7	89·3
1912	701	71·9	151	15·5	87·4

The 1911 percentages of passes for the Dominion were as follows: Proficiency, 71·8 per cent.; competency, 18 per cent.: total passes, 89·8 per cent.

TABLE VII.—EMPLOYMENT OF PUPILS AFTER PASSING STANDARD VI.

This table is intended to show what becomes of the pupils who leave school after passing Standard VI. Only the larger schools—that is, those above Grade IV—have been counted. It is gratifying to note the large percentage of pupils who continue their education in the secondary or in the technical classes.

	Per Cent.
High school or college	19
District high school (secondary department)	23
Technical day school	10
Home (mostly girls)	22
Farm	7
Trade	6
Office	7
Shop	4
Unskilled labour	2

It is satisfactory to note that of those who gained only competency certificates 30 per cent. remained at school to gain the higher certificate.

TABLE VIII.

The information contained in the following table is, we think, of particular interest, as showing that really a very small percentage of our pupils fail to reach or to pass Standard VI. The figures given were obtained directly from the schools, and not by deduction from other returns :—

Number of pupils who during 1912 left school—	Pupils.
(*a.*) Without passing Standard IV	124
(*b.*) After passing Standard IV, but without passing Standard V ..	159
(*c.*) After passing Standard V, but without passing Standard VI ..	186

These figures do not indicate that the provisions of the Truancy Act are being evaded. In only a few cases, invalid children for the most part, did pupils leave before reaching the age of fourteen years. The figures show that approximately 7 per cent. of the pupils who entered Standard I left before passing Standard IV, 9 per cent. before passing Standard V, and 11 per cent. before passing Standard VI. The last percentage includes those who presented themselves at, but failed to pass, the examination ; if these be excluded, we find that about 5 per cent. pass Standard V, but do not spend a full year in Standard VI.

SCHOLARSHIP EXAMINATIONS.

Eighty-seven candidates presented themselves at the Junior Scholarship Examination, and of these, fifty-eight, or 66·6 per cent., passed, and twenty-two, or nearly 40 per cent. of those who qualified, passed with credit—that is, gained at least 60 per cent. of the total possible marks. The latter result is satisfactory, inasmuch as it shows that in this department of work Wanganui holds its own among the larger education districts. It is, however, hardly satisfactory that only twenty-five schools entered the lists, and still less satisfactory that of these only two were below Grade IV. It is very disappointing that the small schools, with a Standard VI roll of approximately 133, can produce not a single qualified candidate. Had there been one such candidate he would have secured a Junior National Scholarship.

[Tables IX and IXA, being of purely local interest, are not reprinted.]

DISTRICT HIGH SCHOOLS.—SECONDARY DEPARTMENTS.

TABLE X.

[Summary only reprinted.]

Average Roll, 1912.	Admitted during 1912 from		Number of Pupils who during 1912 were spending their				Number wh spent less than One Year.
	Town Schools.	Country Schools.	First Year.	Second Year.	Third Year.	Fourth Year.	
227·8	147	65	170	77	29	10	72

From the above table it appears that 286 pupils in all attended the secondary classes in the district high schools, but of this number about 25 per cent. used the classes merely as a stop-gap, and with no earnest intention. This is not as it should be, and it is a question whether parents sending pupils to these classes should not be required to enter into some sort of bond to keep their children at least a year in the department. It is, however, noteworthy that about 33 per cent. of those who gained proficiency certificates at the end of 1911 elected to spend a year or more in the District High School secondary department, and Table VIII shows that at least 30 per cent. enter high schools and technical schools. It follows, therefore, that fully 63 per cent., and probably more, of the pupils passing Standard VI move into the secondary classes. It is to be remembered, too, that these are for the most part the best pupils ; no wonder, therefore, merchants and others who employ the rest are not well pleased with their share.

TABLE XI.—COURSES OF INSTRUCTION.

[Summary only reprinted.]

—	Number of Pupils who during 1912 took the		Number of Pupils who did not complete a Year in the	
	Matriculation and Civil Service Junior Course.	Farm or Domestic Course.	Examination Course.	Practical Course.
Totals	129	162	39	50

A comparison with the corresponding table given the previous year shows that the practical course (rural and domestic) is gaining in popularity.

TABLE XII.—DISTANCES SECONDARY PUPILS TRAVEL TO SCHOOL.

[Summary only reprinted.]

	Number of Pupils who during 1912 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	157	58	23	64

The table shows that one-third of the secondary pupils journey more than three miles to attend the classes.

TABLE XIII.—OCCUPATIONS OF PUPILS LEAVING SECONDARY CLASSES.

The following table shows the occupations of the 156 pupils who left the District High School secondary classes during 1912. It will be noticed that the largest number leaving were girls who left to remain at home; 17 per cent., mostly boys, entered business in an office or shop; 14 per cent. took to farm-work; and 12 per cent. to teaching.

	Pupils.
Business (office or shop)	27
Domestic duties	40
Post Office	6
Teaching	19
Farming	23
Railway	1
Trade	5
Profession (other than teaching)	4
Secondary school or technical college	31

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

Year.	Total* Number of Candidates.	From Secondary or District High Schools.	From Primary Schools.	Scholarship.			
				Passed Matriculation.	Passed Civil Service Junior.	Passed Senior Free Place.	Passed Standard VI only.
1910	42	29	13	17	5	..	20
1911	55	36	19	5	7	6	37
1912	44	38	6	7	13	10	14
1913	43	35	8	10	14	6	13

* The numbers given include only those candidates who presented themselves for examination by the Inspector.

[Appendix I, being of purely local interest, is not reprinted.]

We are, &c.,

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

The Chairman, Wanganui Education Board.

WELLINGTON.

SIR,— Education Office, Wellington, March, 1913.

We have the honour to submit our annual report on the work of the primary schools in this district for the year 1912.

Statistics.—The total number of public schools in operation and inspected during the year was 170, as compared with 169 in 1911. In addition, fourteen Catholic schools were inspected.

The numbers on the rolls in the various classes, the numbers present at the annual examination, and the average ages of the pupils in attendance were as follows :—

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in each Class.
			Yrs. mos.
170 Public Schools—			
Standard VII	301	290	15 1
„ VI	1,464	1,445	13 10
„ V	1,746	1,699	12 11
„ IV	1,932	1,879	12 0
„ III	2,293	2,252	11 0
„ II	2,081	2,089	9 10
„ I	2,202	2,135	8 10
Preparatory	6,360	5,985	6 11
Totals	18,379	17,714	9 9
Fourteen Catholic Schools—			
Standard VII	40	40	14 5
„ VI	81	78	14 1
„ V	115	112	13 4
„ IV	191	183	12 5
„ III	174	168	11 7
„ II	156	154	10 5
„ I	189	181	9 3
Preparatory	529	492	6 4
Totals	1,475	1,408	9 9

Making a grand total of 184 schools in operation during the year, with 19,854 pupils on the roll, and 19,122 present at the annual examination.

The following tables give particulars of the increase or decrease in each standard of the public schools taken as a whole and compared with 1911 ; also a comparison of the average ages of the pupils of the Wellington District and of the Dominion :—

Year.	Schools.	Preparatory.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Total.
1912 ..	170	6,360	2,202	2,081	2,293	1,932	1,746	1,464	301	18,379
1911 ..	169	6,262	2,082	2,199	2,034	1,979	1,749	1,478	306	18,089
	+1	+98	+120	−118	+259	−47	−3	−14	−5	+290

Average Ages.	Preparatory.		Standard I.		Standard II.		Standard III.		Standard IV.		Standard V.		Standard VI.		Standard VII.	
	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.
Dominion, 1911	7	1	9	1	10	2	11	3	12	2	13	2	13	11	15	0
Wellington, 1912	6	11	8	10	9	10	11	0	12	0	12	11	13	10	15	1

Percentage of children in preparatory classes—Dominion, 37·3 ; Wellington, 34·6.

The increase in the roll number of the district, though very gradual, is consistent, as the figures for the last five years will show,—

Year.	Roll.	Increase.
1907	16,936	..
1908	17,416	480
1909	17,761	345
1910	17,893	132
1911	18,089	196
1912	18,379	290
Total for five years		1,443

Efficiency.—Our estimate of the efficiency of the schools, summarized from details in the inspection and examination reports, is as follows:—

	Schools.
Satisfactory to good	149
Fair	16
Inferior	5
	170

These results indicate a generally satisfactory condition of efficiency, the 12 per cent. of really inefficient schools being, as usual, with a few exceptions, in Grades 0 and I, the grades for which such great difficulty is experienced in finding suitable teachers. The Board has in this matter taken full advantage of the grant made by the Department for the purpose of providing some measure of training and instruction for the teachers in these outlying schools. Classes have been held for their benefit at the Training College, and gratifying results have been obtained, but, unfortunately, without much appreciable reduction in the number of unqualified teachers, inasmuch as no sooner do such teachers become wholly or even partially certificated than they are attracted to better-paid positions, and the Board is again compelled to fill their places with raw material. It would appear that, with the low salaries and the unavoidable disadvantages of the environment of our backblock schools, the problem of suitably staffing them is as far from solution as ever.

Syllabus.—Compulsory subjects: With regard to the English subjects, we have no reason for qualifying the statement in last year's report as to our general satisfaction with this department of the syllabus. Though the benefits of silent reading, more especially in the upper standards, have not been as fully appreciated as we could wish, the introduction of additional continuous readers in practically all classes and the free use of the *School Journal* have distinctly raised the tone of the reading from the points of view of intelligent expression, comprehension, and general accuracy. Some weaknesses in the matter of the vowel-sounds and some slovenliness in enunciation come under our notice, but glaring instances of these faults are now rare—that is, so far as the language spoken inside the school is concerned—certainly, they do not exist to the extent that some of the sweeping assertions made before the Education Commission would lead people to suppose. We are, in regard to this matter, quite in agreement with the Nelson Inspectors, who consider "that critics are too prone to dilate upon and exaggerate the prevalence of these defects"; and our experience is precisely similar to theirs—viz., that the spoken language of the children in our primary schools compares more than favourably with that of importations from other parts of the Empire. It is almost invariably the case that the presence in a class of these newcomers can be unmistakably detected by their strong provincialisms. We do not say that there is not room for improvement, and, as a matter of fact, we are most insistent in our demands that teachers relax no effort in striving for improvement; but there is too great a tendency to saddle the unfortunate primary teacher with the sole responsibility for each and every failing in our social system. The feverish hustle of modern social and business intercourse is, in our opinion, much more to blame than primary teaching for the deterioration in the spoken language. In only a small proportion of schools is the treatment of recitation really satisfactory. We have not exacted any high standard of elocution, still less do we wish to encourage the exaggerated declamation and gesture that frequently do duty for elocution; but we are disappointed at the failure of so many teachers to make the poetry lesson what it is really intended to be—that is, a means of cultivating in the child some appreciation of and taste for what is beautiful in literary form and expression. Poor judgment is shown in the selection of pieces; in fact, they are evidently often made merely to satisfy the regulation "Not less than 200 lines," &c. Whole classes are drilled and ground in these minimum requirements; and what should be to the child a labour of love, something that he should take a real delight in, is converted into a disagreeable and wearisome task. More real educational benefit would, in our opinion, result from the proper appreciation of a dozen lines of true poetry than from the mechanical repetition of 200 or any number of lines unintelligently memorized. The efficiency mark for composition ranges from satisfactory to good, and we are pleased to note that the development continues more on the lines of freedom of expression, and less on those of stilted mechanical formulæ. We have noticed, however, some slackness in the matter of punctuation, due mainly to the lack of proper co-ordination of oral with written composition, and we have had to remind some teachers that certainly reasonable accuracy in the placing of the period should be insisted on in practically all stages of instruction in this subject. Functional grammar is not a prominent feature of the present syllabus, but in view of certain changes in the regulations already foreshadowed teachers will be asked to make provision in their schemes of work for a more definite treatment of the subject than has hitherto been required. Spelling and writing, taking the district as a whole, are satisfactory, and in quite 50 per cent. of the schools the efficiency mark ranges from good to excellent. With regard to spelling, as we have often pointed out before, the subject presents few difficulties with teachers who place less reliance on interminable spelling-lists and elaborate word-building, and more on intelligent, accurate reading and correct pronunciation and enunciation. Good readers are invariably good spellers. The question of arithmetic was very fully dealt with in our last report, and we shall confine ourselves to expressing satisfaction that the recommendations of the Royal Commission on Education are in the direction of reforms which we have always strongly advocated—viz., a reduction in the requirements in certain standards, the prescribed work to be on more practical and businesslike lines, and the style of the examination tests to encourage more oral and mental treatment of the subject. Reform on these lines, by enabling the arithmetic of our schools to adapt itself more readily to the requirements of everyday life, will go far to remove the long-standing grievance of the business man in regard to the deficiencies of our primary pupils in the matter of mental and practical arithmetic. Improvement is shown in the treatment of commercial and political geography, more especially in those schools in which teachers, discarding the old text-book methods, have in their schemes of work brought out

clearly and intelligently the proper relation between cause and effect in the formation and growth of the various trade and industrial centres of the world. The commercial side of geography has suffered in the past from the greater prominence given in the syllabus to mathematical and astronomical requirements; but the rapid development of the means of communication between different parts of the world, and the marvellous increase of transport trade and of interchange of commodities between one country and another, now more than ever demand that our schools provide ample instruction in this branch of geography, and we shall gladly welcome any modifications of the regulations which will enable the subject to receive the attention that its importance deserves. In our last report we expressed our dissatisfaction with the method, or, rather, lack of method, of the instruction in history and civics, and the scheme for an improved course which we then outlined was based on a system of familiarizing the pupil with the history of the Empire by aid of the biographies of great men, and of simple narratives of historical events and movements. Schools are now supplied with a series of reading-books treating the subject on the above lines, and these supplemented, and with the important features emphasized, by intelligent teaching are already giving promise of improved results. We hope that effect will be given to the strong recommendations in this matter made by the Education Commission, and also that history will again take its place as a compulsory subject in the requirements of the teacher's certificate.

Elementary Science.—This subject in some form has been studied in practically all the schools of the district, and, as the following table will show, a majority of the schools have earned capitation in one or other of its branches:—

	Schools.
Elementary agriculture	68
Physiology and first aid	10
Physical measurements	10
Chemistry and physics (together or separately)	7
Dairy-work	3
Botany	1

Nature-study continues to be taken in most schools, and where the subject is treated on broad lines based on observation very creditable work is being done. Since the main aim, however, of this work should be the awakening in the mind of the pupil an intelligent interest in his surroundings, rather than the imparting of knowledge of facts, it follows that in drawing up schemes of work prominence must be given to the local features and circumstances of the school district as well as the possibility of arranging excursions and of carrying out experiments in the class-room, the playground, and the school-garden. In view of correlation with geography and composition, teachers cannot afford to neglect the opportunities presented by visits to the sea-beach, to rivers or lakes, to the bush, to zoological and botanical institutions and museums, and to such industrial establishments as deal more or less directly with the natural products of the land. At the schools which take elementary agriculture, practical cultivation is in general well done where conditions are fairly suitable, though there seems to be in a few cases a tendency to neglect the garden during the period from late autumn to early summer. With this reservation, it may be said that the work is generally satisfactory, and in some instances very good. In schools below Grade IV little is expected, except cottage gardening correlated with a simple course of nature-study. In schools of Grade IV and upwards the garden-work should be supplemented by a course of nature-study and outdoor work such as is outlined in the pamphlet issued by the Board. Where circumstances permit, individual work should be done by the pupils under the teacher's direction. By this means the teacher may encourage that spirit of inquiry which is the true basis of all scientific work.

Singing.—Although Mr. Parker has decided to discontinue some of the excellent work he is doing in encouraging the appreciation and knowledge of music in the Wellington District, we are pleased to be able to state that he is willing to continue the classes he has been holding for the instruction of teachers in singing. These classes are much appreciated, and the benefit of instruction from an expert of his experience and ability is seen in the improvement in the singing of our schools. "With even my own very limited opportunities for observation," he says, "I am convinced that in this district great and general improvement is being made in the school-singing, a subject the importance of which has long been recognized in Great Britain and other countries, but which has hitherto received but tardy and scant attention in New Zealand, music being regarded by many not as an important element in education, but as a mere 'frill' of no practical value." There is at present before the Board a proposal to extend Mr. Parker's work by enabling him to visit periodically as many schools as possible, in order to advise and help those who—often with inadequate personal equipment—are teaching the subject. On this point Mr. Parker says, "I am quite convinced that the teaching itself should be done in every case by the school staff, and not by so-called 'experts' from outside; but I am equally convinced that some supervision (of the right kind) is necessary, and would be welcomed by the teachers themselves." We have much pleasure in recommending this proposal to the favourable consideration of the Board.

Physical Training.—In practically all our schools instruction in some form of deep-breathing exercises and simple extension movements is given daily, and those of our teachers who have made a special study of the subject are doing excellent work. In the larger schools military drill continues to be given. The system of organized school games does not yet receive among teachers the recognition, as a factor of physical training, that it should do. No doubt the lack of suitable playground facilities and the number of female teachers in charge of sole schools are largely responsible for this. The recent appointment of a Director of Physical Instruction, to be assisted by a staff of expert instructors, we hope will result in a uniform and comprehensive treatment of this important branch of education.

Drawing.—In freehand, free-arm drawing with pencil and crayon, and brush drawing, mainly from natural objects, the results are satisfactory to good, much of the original design in brush drawing

being excellent. Instrumental drawing is not so satisfactory: carelessness and want of accuracy in execution are too often apparent. In such a simple problem as that of bisecting a straight line it is not uncommon to find the bisecting-line drawn outside the intersection of the arcs. Badly sharpened and unsuitable pencils, as well as loose compasses, are also responsible for a good deal of slovenly work in this subject.

Additional Subjects.—In handwork over 70 per cent. of the schools, or practically all schools in Grade II and over, are earning capitation in one or more of the subjects—modelling, paper-folding, or brushwork. We have recommended that paper-folding should always form one of the subjects, for though modelling and brushwork are excellent means of encouraging in the child powers of expression and arrangement of form, they do not tend to that accuracy in measurement or close attention to detail which are characteristics of paper-folding. This occupation should, wherever possible, lead up to cardboard modelling, in which accuracy and neatness are essential, and which also can be utilized as an aid to the study of other subjects, such as arithmetic, mensuration, and physical measurements, and at the same time form a good preparation for the woodwork of the upper standards. The primary classes in woodwork under Mr. Howe are increasing in number, and showing a steady advance in efficiency. The practical work in cookery has been generally satisfactory, and, judging from the short time Miss Kilroe has been in charge of the domestic course, we have every reason to look forward to a steady advance in the theoretical side of this work, which provides excellent opportunities for attaining accuracy in experimental and in written work. In fact, with a carefully prepared programme there is no reason why girls should not receive as good a training in scientific method in a domestic course including cookery, domestic economy, hygiene, dressmaking, and laundry-work as in any other branch of science, and at the same time the practical knowledge gained should be invaluable, more especially in these times, when the unreliability and scarcity of domestic help render some knowledge of housewifery absolutely essential. With the Education Commission's recommendation that great prominence should be given to the domestic course we are in hearty sympathy, but to do this effectively less prominence would have to be given to examinations as conducted at present, and the competitive examinations for scholarships would have to be abolished. While there is a great deal of exaggerated talk about overpressure in our schools, we believe that the Commission's finding that "the present primary and secondary education-system presses with undue severity on girls" is correct, and the suggestions made for improvement are worthy of consideration. If in Standard V and Standard VI arithmetic were simplified and kept in close relation to the practical problems of a domestic course drawing correlated with needlework, and science and handwork taken as part of the domestic course itself, there need be no further differentiation of work between boys and girls in such subjects as English, history, geography, and singing; and the requirements of the syllabus, with the exception perhaps of physical instruction, would thus be fully met by a programme very suitable for girls. It might be practically impossible at first to carry out such a programme in the smaller schools, but if to each of the largest schools a room for the practical and experimental work were attached, and a qualified teacher specially added to the staff, this programme might very well be adopted in the two upper standards. The extra expense would not be as much as appears at first sight, for at present the itinerant teachers employed are not on the school staffs, and in the cases of such schools their services would be no longer required. The Commission expressed surprise at the fact that while so many teachers had qualified by examination to give practical instruction in woodwork and cookery, the services of so few of them were utilized for this purpose. Had the members given further consideration to the question they might very easily have discerned the reason. Under the present scale of staffing, a teacher in a large school has to take a class ranging from fifty to sixty pupils at least, sometimes more. The regulations do not in general allow of more than twenty-four scholars in a manual class—a very necessary limitation in the case of practical work—and a headmaster finds it practically impossible to dispose of the remainder of the class satisfactorily if his staff teacher has to take the practical work, but an additional teacher added to the staff for the special purpose of teaching domestic science would remove the difficulty. This solution applies only to the largest schools, but the experiment of differentiation might be tried first in such schools, and if successful there the benefits might be extended to the smaller schools by means of itinerant teachers or by concentration of classes at centres.

District High Schools.—Nine district high schools were in operation during the year, and in the majority of them the programme of work for the first two years was based on approved rural and domestic schemes. In the carrying-out of this rural programme the teachers are becoming more efficient, and the practical work in the laboratory and in the garden is showing improvement year by year. The last competition for the Board's B Senior Scholarships—those reserved for scholars taking this course—was the keenest yet held, and the general average of marks given for practical work was very satisfactory. This course, however, labours under several disadvantages, one of which is the difficulty of obtaining teachers properly equipped for this particular work. In answer to the Board's last advertisement for vacancies in the secondary departments of these schools, only a few applications from graduates were received, and, while the literary attainments of some of the applicants were satisfactory, their knowledge of science was not such as to qualify them to give efficient instruction in a course largely scientific. A remedy for this is an increase in the salaries offered for this branch of the work; but until the training colleges and the university colleges train more students in science, even this remedy will be only partial. Another disadvantage under which rural scholars labour is that in competitive examinations, such as that for positions in the Civil Service, many of the science subjects of the course are not marked as highly as some of the literary subjects, which scholars from institutions adopting mainly a literary or grammar-school programme can take in place of these science subjects in the competition. In the programme lately issued for the Civil Service Junior Examination, agriculture, a subject which should receive especial encouragement in a country like New Zealand, carries fewer marks than some languages, the teaching of which would be of little value to many of the scholars in

our country districts. In spite of these disadvantages, the results of the examinations, both Civil Service and Matriculation, show that our secondary teachers are doing very good work. One school presented six candidates for matriculation, with a result—gratifying alike to both teachers and scholars—that all passed, the majority of them with credit. Of the secondary pupils in the district high schools, altogether about fifty either passed the Civil Service Junior Examination or obtained the right to Senior Free Places. This result is very satisfactory, more especially as the best of the primary pupils, such as the scholarship winners, are encouraged to go to the secondary schools. Further encouragement would be given to the rural course if specialized schools of agriculture were established; but at present, as far as the North Island is concerned, there is no higher institution where a student of agriculture can receive the training he requires. The itinerant teachers in these schools—Mr. Davies and Mr. Cumming in agricultural science, Mr. Grant in drawing and woodwork, and Misses Talbot, MacIntosh, and Alexander in cookery and dressmaking—have done good work; and it is to their untiring efforts that much of the improvement in the practical part of the programme is due. At the end of the March quarter the roll number of the secondary pupils of the district high schools was 347, but at the end of December it had fallen to 276, a drop of seventy-one, or about 20 per cent. during the year. Our inquiries lead us to believe that all or nearly all of the scholars leaving after only a short period in the secondary department do so in order to accept employment of some kind, and that most of them have accepted the privilege of free secondary education without any intention of taking full advantage of such privilege. As the same complaint also comes from secondary schools with both grammar-school and commercial courses, the programme of work cannot be held to be the main cause of this want of appreciation of the benefits of free secondary education. It is difficult to propose an effective remedy. One suggestion—namely, to raise the standard of proficiency—might be partly effective. It would certainly benefit those secondary schools whose main aim is a preparation for the Civil Service and Matriculation Examinations as a preliminary to some professional course, by making a better selection of material for them to work on for this purpose, but under the present system of examinations it might exclude from a technical school a scholar who would benefit both himself and the State by undergoing a course of industrial training.

School Libraries.—A gratifying response to the encouragement given by the Board in granting a subsidy on local contributions, and in publishing a suitable list of books in order to assist Committees and headmasters in making a selection, is to be seen in the general improvement in the school libraries of the district. While on the matter of libraries, we wish to remind Committees that the Department has decided to withdraw the grant previously given for free books, and to substitute instead a subsidy for school libraries, the subsidy being at the rate of 9d. per pupil for this year, to be reduced to 3d. per pupil in subsequent years.

Pictures, &c.—"You care for pictures absolutely no more than you do for the bills pasted on your dead walls. There is always room on the walls for bills to be read—never for the pictures to be seen," said Ruskin to the British public; and his advice on the education of women was "in art to keep the finest models before her." As a part of school training, the beautiful has not received with us the attention it deserves, and in this respect the British nation has been far behind the Greeks, to whom "the beautiful" and "the good" were almost synonymous terms. We cannot, perhaps, place the finest models before our children, but the Board has endeavoured to do the next best thing by forwarding copies of good pictures to many of our schools, and encouraging the Committees to frame them. An excellent choice of pictures, many of them copies of the old masters, was made in England by Mr. Lee and Mr. Tennant, and these have been framed and forwarded to different schools, with the object of familiarizing the children with certain aspects of the beautiful, and giving them some conception of human achievement in art. The result is that the walls of many of our schools now present a better appearance than formerly, but much still remains to be done. Encouragement has also been given to beautify school surroundings, and, while there is a satisfactory improvement in the general appearance of many of our country grounds, progress in this respect is not as marked as it should be.

At the beginning of the year Mr. J. S. Tennant, M.A., B.Sc., was appointed Principal of the Training College. While congratulating him on his promotion to so responsible a post, we have to express sincere regret at the severance of our long association with a colleague whose energetic and skilful co-operation and unvarying courtesy we have always highly appreciated.

We have great pleasure in welcoming to the Inspectorate Mr. F. G. Stuckey, M.A., and Mr. A. B. Charters, M.A., appointed by the Board in May. Both these gentlemen, in attainments and practical experience of primary work, are specially qualified to render valuable assistance in maintaining the educational efficiency of the district. We have, &c.

T. R. Fleming.
F. H. Bakewell.

The Chairman, Education Board, Wellington.

HAWKE'S BAY.

Sir,— Education Office, Napier, 24th March, 1913.

Although the school year ended on the 31st December the work connected with the examination for certificates of proficiency was not completed until late in January. The system of examining pupils immediately preceding the midsummer vacation has the advantage of keeping the senior classes at school as long as possible, but the results are necessarily delayed longer than was customary under the old plan of examination. A report on the work of the proficiency candidates has already been submitted to the Board.

The past year has been one of increasing activity in educational work throughout the whole of the district. Applications for new schools have been frequent, and five new schools have been completed during the year—viz., Maraetotara, Twyford, Marakeke, Omakere, and South Makaretu. A new building has been completed at Woodville for the secondary department of the school, in which provision is made for manual and technical classes, and several contracts are now in progress for the erection of teachers' residences. At the present time the most pressing needs for school accommodation are at Hastings and Napier. The schools in each district are quite full, and the rapid extension of settlement in Napier South and Mahora West will necessitate provision being made for nearly six hundred children. Marumaru and several other places in the Wairoa country are pressing for school buildings, and, judging by the rapid settlement now going on along the railway routes from Gisborne to Motu and from Gisborne to Napier, a large increase in school accommodation will shortly be required.

At the close of the year 134 schools, including eighteen household schools, were in active operation. This represents an increase of six household and three Board schools compared with the schools for the previous year.

All the schools, other than those purely household schools, were visited twice during the year with a single exception, and much extra time has been given to teaching and inspection in the smaller schools, but more particularly in those schools where untrained teachers are in charge.

Of the 328 teachers in the service of the Board, 131 occupied the position of head or sole teacher, a head teacher being one having charge of an assistant or assistants; forty-two of the seventy-three sole teachers possess no certificate of qualification, and thirty-five assistants out of 140 are also without qualification. In addition, there are forty-one pupil-teachers and sixteen probationers, who are equally untrained and inexperienced; so that of the total number of teachers in the Board's service 134 are to be classed as "inefficients," and 194 as "efficients." The latter hold departmental certificates certifying to their teaching and academic qualifications.

It will be apparent from the foregoing statement that two distinct classes of schools exist in this district, one where schools are controlled by trained teachers and one where the teachers are untrained and mostly inexperienced. Clearly, the plan of supervising the work in the two classes of schools ought to be different. The Department regulations assume the necessity of examining and inspecting each class of school year by year, but to do so the schools that really need careful supervision and guidance cannot get the attention they need. Many schools in this district are in charge of highly qualified teachers, and are in such good working-condition that they can be reasonably left without examination, an occasional visit from the Inspector being ample, unless special circumstances should require closer inspection. Were this possible under the regulations, attention could be given to the improvement of the small country schools, where the teachers, from lack of training, great isolation, and absence of competition, find their work difficult, and make success well-nigh hopeless. Attention has been called to this important aspect of training on several occasions. It is quite useless to expect teachers who have had no training, and in many cases are totally ignorant of the school requirement, to train children along the lines set down for use in the schools. Visit after visit, inspection after inspection, go on, and teachers are seen to flounder hopelessly, but a visit of two or three hours to a school does not suffice to bring things out of chaos. Yet such schools are left so that other schools that are really efficient may be visited in order to conform with regulations! To show how the small schools are handicapped, it is only necessary to point to the fact that not a step has been possible to extend the benefits of manual and technical instruction beyond the limits of the larger and more efficient schools. The small country school where manual and technical instruction would really be of value is out of the reach of trained instructors, just as it is of trained teachers.

The number of children attending the Board schools shows a satisfactory increase for the year. Returns of school attendances are regularly made by Cathloic and two other schools equally with Board schools, and are of much value as showing the number of children who are attending school throughout the district. It is to be regretted that all schools do not send in similar returns, as by so doing the actual school population could be compared with the total population of the district.

The following table gives the number of pupils in the Board, Catholic, and other schools that were on the roll and were present at school on the days of examination. The roll numbers for the previous year are also given :—

Board Schools.

1912.	Roll.	Present.	Average Age.	1911 Roll.
Standard VII	122	117	15·5	105
,, VI	624	620	14·0	646
,, V	953	932	13·0	836
,, IV	1,229	1,205	12·1	1,114
,, III	1,360	1,334	11·2	1,241
,, II	1,405	1,375	10·3	1,404
,, I	1,456	1,422	9·1	1,376
Totals	7,149	7,005	..	6,722
Preparatory	3,994	3,760	7·1	3,873
Grand totals	11,143	10,765	9 yrs. 9 mos.	10,595

Catholic Schools.

1912.	Roll.	Present.	Average Age.	1911 Roll.
Standard VII	4	4	14·7	2
,, VI	70	65	14·7	54
,, V	85	81	13·3	100
,, IV	103	95	12·8	101
,, III	98	92	11·8	124
,, II	113	108	10·1	98
,, I	108	105	9·0	99
Totals	581	550	..	578
Preparatory	350	321	7·1	334
Grand totals	932	871	10 yrs.	912

Private Schools.

1912.	Roll.	Present.	Average Age.	1911 Roll.
Standard VII	..	..	..	..
,, VI	7	7	14.0	7
,, V	2	2	14·9	9
,, IV	4	4	12·8	4
,, III	5	5	12·6	6
,, II	8	8	9·11	4
,, I	8	8	7·8	14
Totals	34	34	..	44
Preparatory	16	16	6·4	20
Grand totals	50	50	9 yrs. 7 mos.	64

These results very nearly correspond with the quarterly returns sent in by teachers. The average number of pupils attending the Board schools for the year was 10,829, whilst on examination-day the roll showed 11,143 as attending. The average attendance for the year was 9,724. This gives an increase of 406 children for the year, compared with 1911. The school regularity for the year was 89·7 per cent. of the roll. This is the highest regularity shown for the whole district since 1878 for which records are available. Even this high percentage would have been increased but for various forms of sickness that continued to appear among many children in quite a number of districts. It is always encouraging when visiting schools to find a full attendance of pupils, and teachers and Committees have done a good deal to foster regularity at school. The honours-board is a strong incentive, but gold and silver medals and books are given without stint by many of the School Committees as an encouragement to the children. A word of praise is also due to the school-attendance officer, who has carried out his duties with considerable tact and success. Truancy and irregularity are surely disappearing from the schools. Parents are beginning to realize and appreciate the value of the public school, and many instances are brought under one's notice of the long distances travelled daily by some of the children.

A reference to the table given above will show that there has been an increase of pupils in each of the standard classes, with one exception—viz., Standard VI. The strength of a school is to be measured by the proportion of pupils that pass through the highest class compared with the number in the lowest. The Fifth and Sixth Standard pupils are supposed to represent children so trained as to be ready to leave school to enter on life's work. Of the 646 pupils who completed the Standard VI course in 1911, only 122, or 18·8 per cent., are shown to have proceeded to Standard VII last year. Some pupils may have entered at the secondary or technical schools, but the number that did so was probably balanced by those pupils who failed for promotion, and remained another year at school. In 1911, Standard V pupils numbered 836. As Standard VI pupils they dwindled to 624, or to 74·6 per cent. of the total. So also the 1,114 pupils in Standard IV in 1911 dwindled last year to 953 as Standard V pupils. Thus the facts stated above lead to the inference that 81·2 per cent. of Standard VI pupils left school following the December examinations, that 25·4 per cent. of Standard V children left school without completing their Sixth Standard course, and that 14·5 per cent. of Standard IV children left school without finishing their Fifth Standard course. Such results cannot be deemed satisfactory. This early leaving is not special to Hawke's Bay, for in the Minister's report on education the Inspector-General of Schools calls attention to the serious leakage in the upper classes throughout the schools of the Dominion. In England and Scotland pupils are not permitted to leave school, nor can they be employed, without an official certificate issued by a Board of Education or education authority. For the sake of the children it would be well if similar conditions were operative in this country. Nominally, children are required to remain at school until they have passed a standard not lower than the fifth. The facts available

show that such is not the case. In the interests of education generally, the Inspectors consider that it would be a great advantage to education were young children to begin life in a public school not earlier than the completion of their sixth year, and continuing to the completion of the fifteenth or even the sixteenth year. Assuming the staffing of the schools to remain as it is at present, school progress and general efficiency would be immensely improved, and home kindergartens would then become a proper place in the training of young children.

Attention has already been drawn to the high standard of efficiency reached by a large majority of the schools under the trained teachers. The annual examination results in various directions point to the satisfactory character of the teaching.

As the Inspectors' reports usually deal with the quality and general character of the instruction in the schools, it is hardly necessary to refer in any detail to the subjects of instruction. The methods adopted in teaching subjects like reading, arithmetic, geography, history, composition, and even nature-study are usually satisfactory, but the tendency to run in ruts quickly becomes apparent unless the principal teachers deal critically with their assistants, as suggested in the Board's regulations.

The Board's approval of a scheme of classification and promotion for the teachers in its employ will tend to encourage the teachers to become proficient in skill as well as in their studies, and if a plan for the training of the uncertificated teachers should be adopted many of the defects and weaknesses at present existing in the smaller schools would soon disappear. My experience is that almost without exception the untrained teachers are anxious to improve themselves. This was well shown in the case of those who were chosen by the Board to proceed to Wellington for a month's training in February last. Although the work was somewhat different from what they had expected, each lady student from whom information has been received has expressed herself as being highly pleased with her month's training.

The manual and technical school classes are now well organized, and much useful and experimental work is being done by a body of excellent workers under Mr. Loten's guidance. Although no special prominence is given in the scheme of classification and promotion to technical skill and scientific training as applied to agriculture, &c., the question merely stands in abeyance pending comparison of equivalents in value as between university status and scientific status. For all modern industrial needs science is becoming indispensable, and the possessor, whether man or woman, should receive the fullest recognition if scientific teaching is to be fostered as a part of the school course.

The teachers' Saturday classes continue to be fairly attended, but a widening of the scope of the work appears to me as desirable. Unfortunately, the classes must be limited to such as are required for examinations. In the case of teachers of capacity, the mind needs to explore fields other than those leading to an examination-room. It is the weakness of a system that requires uniformity of plan and method in order to satisfy departmental needs. The wider the educational survey of the teacher the greater will be the knowledge bearing on his work. Teachers need something more than mere grant-earning subjects; and were classes started to include singing, nature-study, drawing, psychology, and field botany the benefits would naturally pass into the schools. Such classes are carried on by the London and other educational authorities at Home, and although the cost is relatively small, the benefit to education is considerable.

It is refreshing to find among teachers a growing desire to be free from trammels that limit one's own ideals with respect to the work it is possible to do under a formal syllabus. The departmental examinations, desire otherwise as one may, compel unification of plan instead of differentiation and adaptation. Thirty-four years ago my first report to the Education Board stated, "The future bushman, ploughman, and mechanic are provided with the same tools to perform entirely different functions in life, with the result that words are now an equivalent for ideas, memory for mind, and instruction for education." Both schools and teachers have advanced since then, but Inspectors and teachers are still bound in examination shackles. Individuality and originality become deadened where every child, no matter where he may dwell or what trade or calling he may desire to follow, has to do identical work to gain a National or Board Scholarship or to obtain free admission to a secondary school.

To-day the majority of the more capable teachers yearn for freedom to draw up a syllabus of their own. The examination fetish compels unification instead of differentiation and adaptation. It is refreshing to know that there is now a chance of a school library being established in every school district, and it would be well if the public libraries that receive subsidies from the Government were required to provide a certain proportion of suitable books for children. In Canada, as at Vancouver, Winnipeg, and Toronto, special rooms attached to the public library are provided for children, and those visited by me sufficed to show that such provision must have an important bearing on the future lives of the children.

In those schools where the individuality of the teacher is strong, several attempts have been made to introduce new methods of teaching. Interesting work has been done at schools like Te Ongaonga, Waipawa, Otane, Gisborne, Pakipaki, Matamau, Te Puia, Ruahine, Petane, Te Arai, Tolaga Bay, Puha, Tipapakuku, Woodville, Ormondville, and several others, in special aspects of nature-study, the chemistry of agriculture, and the teaching of English. The results have been so satisfactory that I should be glad to see all the trained teachers launch out for themselves along lines that are likely to foster observation, encourage inquiry, and lead to the keeping of daily records of things seen by the way.

It is pleasing to report some real advantage in the general appearance of the school buildings, both internal and external, and in the arrangement and neatness of school grounds and gardens. A good deal of hard work has been necessary in most of the country districts to bring the grounds into their present working-order. The institution of the flower and vegetable gardens has fostered a desire among the senior children to keep the school surroundings neat and tidy. School Committees and parents have done much to encourage the children in the smaller districts. Garden-tools and seeds

have been provided without stint and without help from the Board; and were a general grant made to the district by the Government for the promotion of manual and technical work it would be easy for every school to receive some form of technical instruction. In quite a number of schools everything partakes of method and arrangement. The grounds are neat, the gardens in admirable order, the shrubs are named, and dried specimens of weeds, or grasses or flowers, or collections of insects are ready for inspection and remark. But whilst it is possible to praise the general state of the buildings and the neatness of the school surroundings, it is necessary to point out that the desks and blackboards in use continue to give trouble. It is too often forgotten that boards and desks have been in constant use for twenty and in some cases for thirty or more years. They have not been painted, or planed, or repaired, and in some places the beetle-borer has attacked the wood. Then, again, the flooring in many of the schools requires attention. In Canada, England, and Scotland all school-floors are made of wooden blocks like ordinary bricks, so that there is no noise when class movements are taking place, and with the single desk the rooms fulfil all modern hygienic conditions. The Board's buildings are perhaps better lighted and ventilated, but in all new buildings it would be well to equip them on modern lines, and in a way that experience shows is necessary.

The three district high schools—viz., Hastings, Waipawa, and Woodville—continue to prosper. The successes gained by the pupils in the Civil Service and Matriculation Examinations were numerous and highly satisfactory. Waipawa deserves special mention in this connexion. At each school excellent provision has been made for instruction in science, including chemistry, physics, and the chemistry of agriculture, and it is gratifying to know that the provision made has met with the hearty approval of local governing bodies throughout the district.

The Catholic teachers continue to deserve words of praise for their constant efforts to maintain their schools in fair working-condition. It is to be regretted that all the private schools in the district are not subject to examination or inspection. To the credit of the Catholic authorities it must be said that the schools continue to be carefully managed and to show satisfactory improvement. Last year the number of pupils examined in the eight schools established in the Hawke's Bay District was a little over a thousand. The Sisters are ever alive to the study of modern teaching-methods, and they excel in training the children in good manners and deportment—an aspect of training that might well be improved in some of the Board schools. Two other private schools were examined—viz., Mrs. Hogg's in Gisborne, and a station school at Mangatokerau, inland from Tolaga Bay. Both schools are doing very well, and the results of my examinations in each case were satisfactory.

As this is probably my final annual report to the Board, and as Mr. Smith, my *confrère*, is retiring from the service at the end of April next, a brief *résumé* of the educational changes that have taken place in the district during the period of our service may fitly close the general report. It should be mentioned that Mr. Smith has been closely connected with the educational work of Hawke's Bay for many years, and, although he has spent but few years as an Inspector, he has played an important part in the educational advancement of the district. By the passing of the Education Act (1877) the new educational district of Hawke's Bay was enlarged by the addition of the Cook County, which reached from Frasertown near Wairoa, to Cape Runaway in the Bay of Plenty, a distance of about two hundred miles. By this extension of district five schools—viz., Frasertown, Gisborne, Matawhero, Ormond, and Tolaga Bay—were added to the twenty-six schools in the old Provincial District of Hawke's Bay, making a total of thirty-one schools, containing 1,854 pupils, and an average attendance of 1,580. The European population of the district between Woodville and Cape Runaway was, according to the census of 1878, nineteen thousand. The school accommodation only sufficed for nine hundred children, so that the entire business of reorganizing the educational work had to be taken in hand. There were schools to build, districts to be constituted, teachers to train, regulations to prepare, School Committees to organize, a teachers' salary scale to arrange, and many other matters dealing with pupil-teachers, schemes of work, and so on. Everything was new, communication was difficult, and settlement so scattered that three long days, for instance, were necessary to get from Dannevirke to Porangahau! Southward from Napier the railway terminus was Takapau, and coaching was necessary to reach the three small schools at Norsewood (54), Dannevirke (33), and Woodville (43), which provided for all the school needs of that extensive district in 1878. School was carried on at Norsewood and Dannevirke in the dining-room of the small residence occupied by each teacher. At Woodville there was a small building which was reached by a sort of causeway made up of the stumps of tree-ferns. There was a small school at Ashley Clinton of 22 pupils and another at Porangahau (23). With the three bush schools these were the only schools south of Waipukurau, which then had a school of 41 pupils. South of Hastings the only other schools were Te Aute (31), Kaikora (29), Patangata (17), Tamumu (15), Waipawa (51), and Hampden (26). Napier had two schools, both in hired rooms, one being the present Protestant Hall (147) and another in a room in Emerson Street (236). Port Ahuriri had a school of 51 pupils. Then there were Clive East (43), Clive West (22), Hastings (45), Havelock (53), Meanee (37), Taradale (99), Puketapu (21), Petane (27), and Wairoa (63). These were all the schools in September, 1878, and with the five schools in the Cook County made up an attendance of 1,580 pupils. As at present, the Catholics had their own school in Napier and Meanee. The Education Board held their meeting monthly. In those days there were no manual and instruction regulations, no departmental examinations, no salary returns and a hundred of other non-essentials for efficient education such as now deemed to be necessary. A day sufficed for correspondence and minutes of the Board's meeting, and I started away on official duty, the late Mr. Fannin, who was County Clerk, doing the work of Treasurer and Assistant Secretary in a most efficient manner during my absence. In those days most of the country was unfenced and without proper roads. There were innumerable tracks, and several times I had to spend the night out in the open in consequence of losing my way, or other causes; but there were pleasures that compensated for all the disadvantages. Winter schools for teachers were established, and the best teachers from Home were obtained. In 1878 five counties constituted the whole of the present

educational district. Cook and Waipawa have since been so divided that now there are eleven counties, with a population of 36,784. Within the counties there are seven boroughs, containing a population of 31,732. Thus the education district has increased from 19,000 in 1878 to 68,516 in 1911. The five schools in the Cook County in 1878 now number thirty-eight, irrespective of Catholic and private schools, and the 304 children belonging to the schools in 1878 had increased to 3,300 in December, 1912! In every school district new buildings have been provided, and in addition there is a highly endowed high school and rooms for manual and technical training. The population of Cook, Waikohu, and Waiapu Counties, including the Borough of Gisborne, was 19,343 in 1911, or greater than the total population of the educational district in 1878! Wairoa County increased its population, including the Borough of Wairoa, from 375 to 2,973, and its school population, exclusive of the Catholic school, from 63 in 1878 to 370 in 1912. There are, I regret to say, no facilities yet provided for secondary-school work nor for manual and technical training in the county, but provision cannot be much longer delayed, as the district, being an isolated one, is entitled to special consideration. The Hawke's Bay County contains thirty-three Board schools, four Catholic schools, two high schools, and a technical school, a district high school, and a number of important private schools. The attendance at the Board schools is nearly four thousand. The population of the county, including the Boroughs of Napier and Hastings, was 26,937 in 1911, or about eight thousand more than were in the whole of the east coast in 1878. Some idea of the difficulties that the Education Board had to contend against in making school provision even in Napier may be gathered from the following quotation taken from the annual report in December, 1878: Owing to the want of funds "one of the hired buildings, with an average attendance of nearly two hundred and fifty children, had to manage for more than seven months with a single desk capable of accommodating fifteen children! A class-room 11 ft. by 11 ft. belonging to the same school was used for the instruction of between forty and fifty infants." The Waipawa County of 1878 now consists of six counties. The thirteen schools of that date have increased to fifty-seven, and the school attendance has risen from 412 to 3,500 pupils. There is one high school and two district high schools in the counties, and provision is made in three schools for special instruction in science and manual training. The total population of the counties is 19,263, which includes the three borough towns of Waipawa, Dannevirke, and Woodville.

From this necessarily brief review of the progress of education in the district since the year 1878 it will be seen that a good deal of real and permanent progress has been made throughout the whole district. There is not a school in the district but has been built or enlarged during the past thirty years, and School Committees, parents, and teachers have unitedly assisted the Board's efforts to foster the spread of education. The district controlled by the Board contains seven-hundredths of the population of the Dominion. In 1878 the density of the population was 3·258 persons to the square mile. At the end of 1912 the density had increased to over eleven to the square mile, a number of important inland towns having sprung up in the meantime. The education district now stands fourth in the Dominion for density of population, and certainly first in the value of its productions. Compared with the population of New Zealand, the North Island contains 55·93 per cent. of the total, while the exports are 59·79 per cent. This district exports 20·2 per cent. of the gross exports of the North Island, whilst the population is 12·4 per cent. of that of the North Island. No district has a greater future, and one's fervent hope is that education—primary, secondary, and technical—will keep even a little ahead of its material progress, so that its citizens may be duly trained to fulfil their duties in a manner befitting their country and their origin.

I have, &c.,

H. HILL,

The Chairman, Hawke's Bay Education Board. Chief Inspector of Schools.

MARLBOROUGH.

SIR,— Education Office, Blenheim, 25th February, 1913.

I have the honour to present my general report on the schools of Marlborough for the year 1912.*

Number of Schools.—Including one side school, ninety-nine public schools were in operation during the year. Seven of them were closed at the time of the annual examination in December. The schedules of ages and numbers in attendance refer to the remaining ninety-two.

Inspection.—Ninety-seven schools were visited, with a few exceptions, twice during the year; the other two—Pinohia and Cowslip Valley—were open only for brief periods. Additional visits were made to observe teachers' Saturday classes, and classes of special session, to test the progress in class-management of pupil-teachers and probationers, and to examine Standard VI at various centres.

Observations made at First Visit.—Schemes of work: In several schools the schemes of the previous year continued in use; this is never found where the teacher is progressive: each year brings a fresh outlook on the subjects, and new methods are adopted to suit added experience. In some subjects, such as geography and history, teachers do not lay sufficient emphasis on definite courses. The Department has contented itself with suggestions, and has not laid out a definite course to be followed in all schools; but this simply leaves each teacher to draw up, and that early in the year, a clear and precise line of advance, so that the work culminating in Standard VI may be adequate. He is given liberty of choice within a certain range, but he must make that choice and adhere to it, and show by the outcome that the choice was good. In these subjects there is frequently much diffuse teaching. Any lesson in history and geography that does not leave in the mind a clear grasp of some important topic—a clear advance on past achievement—is ineffective. The teachers are therefore enjoined to give much thought to the drafting of their programmes. Seven schools were specially commended for

* Reference to individual schools have in most instances been omitted as of purely local interest.

progressive improvement noticed in the schemes. An incoming teacher is sometimes seriously hampered by the omission of his predecessor to leave the scheme behind. A considerable number of teachers showed evident interest in creating an attractive environment for the pupils—some by wall-decoration and tastefully arranged collections of natural objects within, and others by ground-improvement without. Three schools were found with a shorter school-day than that provided for in the regulations of the Board. In very few cases were the registers inaccurate.

Buildings, Grounds, and Fences.—A few of the household schools are very cold in winter, some are damp and some are dark. The Board has introduced stoves into several of its own schools as a more efficient method of heating. Improved teaching-conditions have been furnished by the new buildings erected at Kaituna, Jordan, Deep Creek, Redwoodtown, Pelorus Bridge, and the additions to Picton and Marlboroughtown. It is probable that some of the hesitation on the part of teachers to go into country places has been due to the unsuitable residences provided, or to uncomfortable conditions where there was no official residence. It is therefore very satisfactory to find that the Department is now pursuing a more liberal policy. A large number of dual desks have been issued during the past year.

Attendance.—There were relatively few epidemics during 1912, the chief trouble being mumps. The average attendance was not quite so high as for the previous year, but there were fewer "excepted" half-days. The good attendance was attained with practically no compulsion. There were during the year only fourteen informations laid by the Truant Officers.

Twenty-seven schools registered 420 half-days or more; forty-seven attained 410; and sixty reached 400. There is probably some explanation for the failure of the following schools to register 400 half-days: Black Rock (398), Endeavour Inlet (389), Hakahaka (388), Linkwater (399), Tetley Brook (394), Wairau Pa (371), Waireka (379).

Examination and Classification.—The following summary is taken from my report to the Education Department:—

Classes.	Number on Roll.	Present at Annual Examination.	Average Age of Pupils in each Class.
			Yrs. mos.
Standard VII	25	23	14 3
„ VI	153	149	14 0
„ V	207	199	13 3
„ IV	302	293	12 3
„ III	317	307	11 1
„ II	298	286	10 2
„ I	293	284	9 0
Preparatory	795	762	7 0
Totals for 1912	2,390	2,303	9 11
„ 1911	2,335	2,259	9 11

There is a steady though small increase in the total roll.

The Standard VI pupils in remote schools were tested during the inspection visit. 175 pupils were found on the roll of Standard VI during the year. Of these, 173 were examined, ninety-nine gained proficiency certificates, and twenty-three gained competency. The number of certificates awarded to 171 candidates in 1911 were ninety-seven proficiency, twenty-eight competency. Twelve schools were place in the "good" class last year; eight schools, two of them graded, were classed "weak."

The head teachers promote the pupils from class to class, but leaving-certificates are awarded by the Inspector. The examination of the head teachers is held at the close of the school year in December; after it duplicate schedules are forwarded to the Board. Those responsible should note that each year much time is occupied in the office in repairing errors and omissions in the schedules.

Classification of Teachers.

—	Certificated.	Licensed.	Uncertificated.	Total.
Head teachers	13	..	..	13
Sole teachers	14	1	67	82
Assistants	13	1	11	25
Totals	40	2	78	120
Pupil-teachers	..	..	..	3
Probationers	..	..	..	4
Cookery and woodwork instructors	..	..	..	2
Part-time instructors (dairy science, hygiene) ..	..	..	..	2
Grand totals	40	2	78	131

Teachers' Certificate Classes.—The Education Department made a grant in aid of classes for such uncertificated teachers as could come to a convenient centre for tuition, and of correspondence classes

for those more remote. Mr. A. A. Wedde was placed in charge, and a considerable number of teachers were enrolled. The full effect of the innovation will probably not be felt till the end of the present year. The Department has renewed the grant, so that this method of meeting the needs of uncertificated teachers may be given a fair trial. In the meantime it is of good augury that there has been a very fair increase in the number of candidates for certificates. Further on in this report will be found more detailed reference to the above classes.

Remarks on Special Subjects.—English: Reading is, in general, satisfactory; seventy-three public schools were classed as efficient, thirteen passable, and six inefficient. Comprehension is still inclined to be weak, especially in those schools in which explanation is not systematically based on derivation. The *School Journal* is read and studied. Libraries have increased both in number and in size [details not printed], and as a rule the schools where ground is being broken in this direction give one the impression that the pupils possess a quicker and more lively intelligence. The latest proposals of the Department should assist greatly in developing the school library, by providing the means to place in every school some of the many tempting supplementary readers that the publishers are to-day pouring forth. These books are not intended for close study; the child should read them for the pleasure of the story, and it is hoped thus to produce an early facility in the art of reading, which is the key to all knowledge. A child unable to proceed without stumbling, and halting to spell the words, is like a soldier encumbered with a weapon he has not learned to use. By-and-by, when he has learnt the art, he will no more consciously think of the weapon, even when he is finding it an indispensable aid to further conquests of a different and higher kind. The adoption of the Pacific Readers in the upper standards has also increased the interest of the ordinary reading-lesson by rendering the treatment less mechanical for the teacher. In senior classes reading is no longer mainly a formal study: it is the means of assisting the march and development of the child's intelligence. When the teacher clearly distinguishes the objective of "reading as an art" from that of "reading as a means" there will be less trouble with the problem of retardation in the lower classes. In the upper classes the aims of "reading as an art"—good tone, pronunciation, enunciation, use of the aspirate, &c.—should be largely met during the periods of work in oral composition and in recitation. "Literary Reading and Composition," by Lewis Marsh (Blackie and Son, 2s.), gives valuable suggestions for a correlated course, which should be very useful to teachers of smaller country schools with grouped classes.

Composition: What is the aim of this part of primary-school endeavour? Is it not the production of an active association of ideas so that there may be a sufficient flow of thought logically, grammatically, and effectively expressed? If there is to be anything more than useless thinning in a circle, the treatment must be based on nature-study—whether it be the natural history of a piece of literature or of any other object. Productive thought is based on the conscious observation of cause, effect, and purpose; whatever brightens the child's faculties of observation and interpretation tends to increase his powers of composition. If we can only produce an essay of good length we shall have something that we may model logically, conventionalize grammatically, or cast into striking and attractive moulds. If, then, we have a right idea of all that the term "nature-study" includes, and use right methods, the results are likely to be far-reaching. We should then know when to be brief and concise, when to be full and explicit; we should know what grammar is really necessary; we should not be likely to slur or neglect that part of composition which relates to beauty of form—*e.g.*, in the production of a business letter there is a situation to be seised: it is to be studied as a natural object is studied. Thought will begin to flow in framing the answer. If the situation is fully seised the thought will sort itself into logical form. It may have to be improved grammatically and thrown into attractive or courteous form. It is then ready for use. Such training is the object of this part of primary-school endeavour. Schools, therefore, have not done efficient service in respect of composition if the essay is inadequate in length or defective in the other two respects mentioned. Most schools seem to centre their attention on the grammar; fewer produce essays of satisfactory length, and still fewer of a good form. Exercises in analysis, placement of words and phrases, use of synonyms, &c., are really studies under the first heading—the teacher is here seeking to give to thought a logical form or to see the form in which the thought of others has been expressed in order to follow good usage and avoid bad. A proper scheme of work will arrange the exercises in progressive order.

The prevalent small error so noticeable some years ago has been greatly reduced. Punctuation should not be overlooked; exercises are easily improvised, so that weakness should not be common. Exercises are also easily improvised showing the use of rhetorical questions, antithesis, climax, &c., and lessons in these are generally very interesting to children of Standards V and VI, who like to study the gymnastics of the mind as well as to practise those of the body. Some of the questions in the Department's card issue for Standards V and VI required pupils to explain the meaning of passages containing words of somewhat obsolete usage. Surely this is to be deprecated, seeing that children in primary schools have their hands full in learning the mastery of modern English. None of the candidates for Junior National Scholarship failed to attain the minimum in English. Fifty-three schools were efficient, twenty-seven passable, and twelve weak in spelling [details not printed]. This continues to be a relatively strong subject, but some teachers appear unable to make progress with it; in their schools errors are frequently allowed to escape in the general work—geography, history, &c.; where mistakes are not corrected they are virtually stated not to be errors. Some of the weakness again appeared to be due to faulty supervision of the pronunciation. The best results are attained with least expenditure of nerve force in those schools where each pupil carefully keeps in a note-book the words he himself finds difficult; there is then no time wasted in memorizing words the pupil already knows how to spell.

Writing, both in copy-books and in general practice, improved greatly. Judged by the copy-books seventy-two schools were efficient, sixteen passable, and five weak. Twenty-one schools were specially commended for very neat general work; ten were noted as weak. There was a considerable improvement in three large schools which had been adversely commented on in the previous year. In the weak schools pen-drill is neglected. In two or three cases the period set apart for the

conscious practise of writing as an end in itself was too short. In two schools the external appearance of the books was disreputable.

Recitation: There were fewer cases where the ear was offended by weak enunciation or slack pronunciation, or where one was met by neglect of this subject, but the selection of passages for memorization still left something to be desired. Some young teachers do not feel the gap that lies between a "coon" melody and the poems of Blake or Stevenson; emotional insight is strong in them, intellectual insight comes with the years—that insight which finds in "Tiger, tiger shining bright," or in "Foreign Lands" an ideal expression of deep-rooted instincts—rendering them adapted to periods of psychological development of the child when imagination is vivid and curiosity tireless.

Arithmetic: This year the results in the Junior National Scholarship test did not accord with those obtained in Standard VI from the Department's cards. The latter were relatively good, the former poor. Only 22 per cent. of the candidates for proficiency certificates failed to attain the minimum in arithmetic. The Junior National Scholarship test was somewhat dominated by a geometric conception of arithmetic, and the decimal idea was strong in it. Both of these ideas are, to a certain extent, modern grafts on the arithmetic of practical life. In two schools the syllabus was not followed. The weaker schools were those in which the tables were neglected in the lower standards, and finger-counting was noticeable.

History and geography: Geography continues to give the teachers trouble. The chief reason is the tendency to treat Course A as a book subject instead of making it a study in practical science. In many, especially of the smaller, schools a strong effort has been made to improve the standard in Course B; to this end there has been more evidence of mapping. It is very necessary to keep the Course B work up to date. A suggestive book is McDougall's "Our Own and Other Lands—The World," price 2s., which correlates history and geography, and is remarkably freshly written. A new small geography of New Zealand (Shrimpton and Hight) has also been published this year by Messrs. Whitcombe and Tombs. Every teacher should obtain each of these books. Comparatively few schools excelled in both geography and history. It is satisfactory that history again appears on the list of subjects that must be taken by candidates for teachers' certificates. The change is sure to produce good results in the schools. Notwithstanding the number of excellent histories that are produced nowadays, it is difficult to find one to take the place of the old "Brief History." In the hands of a teacher able to dramatize history, it was an excellent manual; the facts lay there handy for the children as soon as the drama was over; they needed only some selection and the ability to follow a topic from reign to reign. Those wishing to see the possibilities of the dramatic method will find a good presentment in Miss Findlay-Johnston's book published by Nisbet and Co. Oman's "England in the Nineteenth Century" gives much information on recent history in a compact form. Some teachers hide away the cards issued by the Department to illustrate geography and history, others keep them on the table for constant reference. A number give increasing prominence to topics chosen from the history of New Zealand; the schemes of work should be still more liberalized in this direction. A few schools had programmes much too limited, and one or two which treated of more topics had evidently dealt with them on very narrow and inflexible lines. There are still some who emphasize history and geography at irregular intervals during the year, and others who by placing the single history period very late in the day suggest perfunctory treatment and a defective idea of the importance of the subject. "Art, literature, and history," says a great American writer, "are the school subjects that specially stimulate and train the feelings." Without history there is no such thing as "fame," which Milton describes as "the spur" to noble minds. It is desirable therefore that the value of this subject in moulding ideals should be highly esteemed. Ideals are not far-off things: they accompany the growing youth through all the common ways of life. The *School Journal* continues to perform a useful part in the teaching of geography and history.

Singing: The lessons given by Mr. Robert Parker, of Wellington, at the summer school bore good fruit in an increased interest in the singing. Many of the smaller schools presented a better class of song, and the rendering was usually tuneful and carefully modulated. Mr. Wedde's efforts also doubtless stirred up those uncertificated teachers who followed his course and maintained the interest that had been excited.

Physical Instruction.—There is probably no part of the curriculum which is subject so much as this to change according to the whims and fashions of the day. For the most part the physical exercises are of the Swedish type. Many teachers were aided in developing their programme in physical drill by the very useful lessons given by Sergeant-major Routledge at the summer school. Breathing-exercises are regularly practised. Various schools exhibit wand, dumb-bell, and club drill. Military drill was well taught in all the larger schools. It is now decided that the Cadets are to be demilitarized, and, save in exceptional cases, drill is to be of a physical-training nature. Following on legislation of the past year, a Director and special instructors are appointed to organize this work. Any one who has read the first few chapters of such a book as Oppenheim's "The Development of the Child" will understand how necessary it is to use caution in applying exercises to bodies in a rapid state of evolution, when every organ of the body is year by year changing its relative proportions, its chemical composition, and its shape. Moreover, since the muscles do not take on training till about the twelfth year—a year near the end of the primary course—the object of drill in the lower standards appears to be, to a large extent, disciplinary; it is of the highest importance that those entrusted with the drawing-up of a programme in physical instruction should have a full understanding of the import of these facts.

During the past year in some cases the rifles on issue were called in, and in others there were new conditions, so the Chaytor prize contest has been suspended till new regulations are drafted.

Drawing.—Taken generally, the pencil drawing was of a very satisfactory nature. Brush drawing was taught in forty-seven schools; many of the small ones teach it with success, and with growing freedom from the pencil. With lower classes crayon takes the place of water-colour (fourteen schools). Quite a number of schools are making advance in teaching of design based on nature-study. Geometric drawing appears in four ways—plane, scale, solid, and design. It would be well if more country

schools took up solid geometry in lieu of model; ordinary studies in freehand object-drawing should give sufficient practice in the principles of model drawing. In twenty-nine schools plasticine modelling was adopted as a means of self-expression in nature-study, design, and in correlation with other subjects. The standard of former years was well maintained.

Needlework.—Sixty-four schools were classed as efficient. Six classes, with a total enrolment of 105, were instructed at the Blenheim manual-training rooms. At six schools in charge of sole male teachers special provision was made under the Manual and Technical Regulations.

Subjects under Manual-training Regulations.—Seventy-five schools used manual methods in subjects other than needlework, writing, and pencil drawing. Forty-seven adopted two or more media.

Blenheim manual-training rooms (Miss M. Grace and Mr. F. Course). Roll 1912 :—

——	Cookery.	Woodwork and Drawing.	Needlework.
Marlborough High School	18	32	..
Blenheim, Standard VI	17	29	15
Blenheim, Standard V	22	29	23
Grovetown	21	14	17
Renwick	23	14	16
Fairhall	..	4	..
Koromiko and Tuamarina	10	21	9
Picton	30	28	25
Springlands	10	30	..
St. Mary's Boys	..	10	..
St. Joseph's Girls	14	..	..
Totals	165	211	105

If the teachers' class in cookery (twenty) and the nurses' class (five) be added, the gross number benefited by these rooms is found to be 401 different students for the year.

Agriculture and School-gardening.—Gardening was practised at fifty public and two private schools. A number of gardens indicated real enthusiasm, even where the science was not so observable. Some teachers are taking up the study of insect-pests; the Department's sheet treating of this subject is a valuable aid. Section 56 of the syllabus should not be overlooked by teachers looking for correlation between gardening and science. School exhibits at shows are frequently wonderfully attractive and significant of varied interests—flower, vegetable, cookery, &c.

Arbor Day and School Improvement.—The following may be mentioned: Crail Bay (18 trees), Havelock Suburban (22), Ocean Bay (200), Rapaura (84), Ugbrooke (26), Marlboroughtown (new grounds planted). In the last case the community, headed by the School Committee, formed a working-bee, and displayed a practical interest in the endeavour to create a beautiful environment. So, too, at Nopera Bay the settlers gave their time and labour, and succeeded admirably in improving the surroundings of the school.

Dairy Science.—Practical work was undertaken at three schools. This was a new departure. All three schools will in this way do valuable service in their respective communities. It is a branch of science that should be more widely adopted. Some teachers are inclined to keep the lessons learned at the summer school, like Masonic secrets, religiously hidden from their pupils. Every opportunity should be taken to present to the notice of the children subjects so interesting, both from an educative and from a practical point of view.

Swimming and Life-saving (Seven Schools).—Very good use has been made of the municipal baths at Blenheim, where those in office have made a feature of contests that won the interest of the pupils.

First Aid and Physiology (Four Schools).—In view of the new regulations for teachers' certificates, this should be taken up more widely. No school is too small for practical treatment of the subject. The course need not be long nor very elaborate, unless it is chosen as the manual-training subject of the year.

Other Subjects.—Good work was noticed at the schools mentioned: Sand-tray (1), Scarborough Run; tablet (1), Picton; paper folding, cutting, design, and weaving (5), Blenheim, Springlands, St. Joseph's Infants; stick-laying (1); carton (1), Blenheim; botany (2), Apple Bay; blackboard drawing (2), Marshlands and Blenheim; embroidery (1), St. Joseph's Infants; natural collections (14), greatest improvement was noticed at Eli Bay, the Pines, St. Lawrence, Waitaria, Endeavour Inlet.

Tone, Moral Instruction, Discipline.—These are generally of a very satisfactory nature. Teachers may, however, be advised to refresh their memory by reading at intervals the programme set in "Moral Instruction." This will keep the mind more on the alert for opportunities to derive moral benefit from ordinary school incidents. A number of schemes of work continue to omit reference to this important topic. Carefully detailed courses were noted at Blenheim.

Standard VII.—Two pupils from the Canvastown School succeeded in passing the Civil Service Junior Examination. The following subjects were taught in Standard VII at one or more schools: Geometry, algebra, arithmetic, English, French, geography, history, book-keeping, dairy-work, agriculture, physiology, botany, drawing.

Scholarships.—Of seventeen candidates, six were successful. Nine schools presented candidates, and five schools were represented by those that qualified. Four of the scholarships fell to schools of twenty-five to fifty-four in average attendance (Grades II–III). The test in instrumental drawing appears unreasonable when offered as a compulsory subject, especially in the case of girls. When

subjects outside the syllabus of Standard VI are set in examinations of this character cramming is induced, and teachers are practically forced to take their candidates out of school hours.

Pupil-teachers and Probationers.—Since the raising of the matriculation standard it is difficult to obtain candidates with that qualification, for only the brightest attain success, and they generally wish to pursue higher studies, so that they are not always available at the pupil-teacher stage.

Teachers' Classes.—Cookery (Miss M. Grace); roll, 20. Seven candidates entered for the examination of the London Institute, and all were successful. Three gained first-class certificates, and four gained second-class. The teachers were somewhat dismayed to find that cookery is no longer to be recognized as a subject for the D certificate. Work under this head is relegated to a rather insignificant place under the heading "Home Science." The latter appears to be an overburdened subject. Considering the amount of valuable science of a practical kind connected with the cookery, it is to be regretted that the subject is no longer treated as a separate one.

Hygiene: During the midwinter holidays Dr. R. G. Adams conducted a very useful class in the practical work (anatomy and first aid) required for the D certificate under the heading "Hygiene." This class was instituted for the uncertificated teachers.

Dairy science had been taught in the summer school held in January of last year. Mr. Bruce continued the classes for a time on Saturdays, and they were then taken up by Mr. L. J. Wild, M.A. The latter held two classes on Saturdays, one for uncertificated teachers and one for teachers desirous of improving their certificates; he also held a special session during the midwinter holidays for the benefit of Mr. Wedde's correspondence class.

Certificate classes: These were taught by Mr. A. A. Wedde. (*a.*) Saturday class (for those able to come to Blenheim on Saturdays)—The subjects undertaken were English, arithmetic, geography, history, school method, theory and practice of vocal music, hygiene for the D certificate. (*b.*) Correspondence class—The book-work subjects were as for the Saturday class. The practical requirements were met by the summer school, a special session at midwinter and at the end of the year (hygiene, dairy science, vocal music, drawing).

Classes for Nurses.—Classes were conducted by Miss M. Grace in Blenheim (roll, 5), and at Picton (8). The subject was "Invalid cookery," as required by the nurses at the two hospitals.

Mr. James Bruce.—By the arrangement entered into with the Nelson Board, the two Boards shared the services of Mr. Bruce. The latter had been able to visit Marlborough for only three months of the year. It was found that the Nelson authorities required the whole time of Mr. Bruce; and the appointment of a science master at Marlborough High School enabled this Board to provide locally for continuous instruction of the teachers. The former arrangement was therefore terminated. Mr. Bruce gave valuable service in connection with gardening, agriculture, chemistry, and dairy-work

RECENT ENACTMENTS AND REGULATIONS.

New Certificate Regulations.—At first the requirements in practical science were somewhat dismaying; but better acquaintance with the regulations, and the endeavours of the Department to make suitable financial arrangements, lead one to approve of the change. The teachers have now what they long desired—the opportunity to gain D by easy sections. History is restored as a compulsory subject. The definition of English minimizes grammar; it is doubtful whether this is advisable in the case of teachers; in the last D examination the question on analysis and parsing was alternative with one in paraphrazing. Phonetics is emphasized. Home science is referred to elsewhere.

Medical Inspection of Schools.—The organization is gradually taking form; already the statistical forms and measuring-machines foreshadow progress in this direction.

The Education Amendment Act.—The Act directs—(1.) The demilitarizing of the Junior Cadets: Military drill of boys from twelve to fourteen years of age is provided for in schools having qualified instructors. Teachers qualified to teach military drill are requested to apply for recognition as instructors. (2.) The appointment of a Director, inspectors, and instructors in physical training. (3.) Revives the right of certain teachers to elect, under suitable conditions, to become contributors to the Superannuation Fund. The right of election lasts until the 30th June, 1913. The grant for free class-books has been withdrawn, and grants for supplementary readers and subsidies to school libraries made in lieu thereof.

Probationers.—Three will be required each year instead of two. The increase is intended to give country pupils a better opportunity to become teachers, and it is hoped in this manner to reduce the present shortage of certificated teachers.

During the past year a Commission of Education toured the Dominion, and gathered a mass of evidence. The chief proposal affecting Marlborough is the suggested reduction in the number of education districts.

D. A. STRACHAN, M.A., Inspector.

The Chairman, Marlborough Education Board.

NELSON.

SIR,— Education Office, Nelson, April, 1913.

We have the honour to present our annual report on the schools of the Nelson Education District for the year 1912.

One hundred and seventeen schools were at work during the last quarter of the year. There were, in addition, nine side schools, and, as hitherto, at district high schools four secondary classes. The household schools at Awaroa Bay, Maori Pa, Norriss' (Maruia), Okiwi Bay, Waiharakeke, Warwick Junction, and Kaka have during the year been closed, but new schools have been established at Glenhope, Tarakohe, Tui, Turakiwaru, Tutaki, and Wangamoa, the first-named building having

been erected by the Public Works Department. Tui and Tarakohe are Grade II schools, and Glenhope in Grade III, the average attendance at the latter having increased to forty during the last quarter. The others are schools in Grades I or 0, having less than sixteen in average attendance. A new side school, Dall's Creek, attached to Rockville, has also been established.

One hundred and seventeen schools were inspected by us, in most cases more than once. Two small household schools recently established have not yet been inspected.

The following private schools have also been subject to inspection :—

	Roll.	Present.
1. St. Mary's Boys', Nelson	37	34
2. St. Mary's Girls', Nelson	81	78
3. Sacred Heart High, Nelson	63	58
4. Cabragh House, Nelson	20	19
5. Miss Rankin's, Motueka	12	10
6. St. Canice's, Westport	245	236
7. Sacred Heart, Reefton	83	83
Totals	541	518

From the private schools forty-seven candidates were presented for the Sixth Standard examination, and received the following awards: Proficiency certificates, 28; competency, 11. An improvement is to be noted in the efficiency of these schools, our estimate of the quality of the work being briefly summarized as follows: Good, 1; satisfactory to good, 3; satisfactory, 2; fair to satisfactory, 1.

A special examination for proficiency certificates was also held in Nelson in December, when thirty-two candidates presented themselves, gaining twelve proficiency and twelve competency certificates.

The average weekly number on the rolls for September quarter, 6,239, is again higher by eighty-nine than for the corresponding term of last year; and the return for December quarter, 6,373, shows the highest roll number yet recorded in the history of the district. The increase in the number of children attending our public schools has been noticeable of late, the figures showing a growth of 658 in the last five years. Westport's roll number in particular is 145 higher than five years ago, and is still increasing, being forty above that of last year. The following also show increases this year: Nelson Girls', 28; Millerton, 21; Denniston, 16; Reefton, 14; Richmond, 13; Granity, 12; and Wakefield, 10. The largest decreases are shown at Cape Foulwind, 11, and Takaka Central, 10. It is a matter for regret that no additional accommodation has yet been provided for the large addition to the roll of Westport High School.

Marked improvement is again to be noted in the regularity of attendance, the percentage that the attendance bears to the average weekly roll number having increased to 89, the percentage for the Dominion in 1911 being 89·3. Considering the special disadvantages in a district such as this, especially the almost total absence of compulsory measures, the results attained are remarkably good, representing, as they do, a degree of regularity which ten years ago we were apt to consider unattainable. Sixty-one schools, as opposed to forty-five last year, have exceeded 90 per cent. Several of the household schools in Grade 0 again show 100 per cent.; and at some in Grade I—such as Westhaven, 100 per cent.; Fairdown, 98 per cent.; Turakiwaru, 97 per cent.; Pakawau, 96 per cent.—the attendance has been exceedingly good. Of others, the most deserving of mention are Arapito, 97 per cent.; Kiwi, 95 per cent.; Nelson Boys', 93 per cent.

The irregularity still prevailing—at Glenroy, 72 per cent.; Rocky River, 74 per cent.; Landing, 76 per cent.; Takaka Secondary, 79 per cent.—is inexcusable. This year Waingaro and Ngatimoti, each 75 per cent.; Hillside, 76 per cent.; and Brighton, 77 per cent.—eight schools in all—have averaged less than 80 per cent. This means that at such schools, on the average, every child suffers the disadvantage of missing school at least one day every week, or, in other words, the school is not working fully four days a week.

An improvement is to be noted, too, in the regularity with which school has been conducted, the great proportion of our schools, 112, having been in operation for a full forty weeks' course, though eleven, from whom more constant work should be expected, failed to attain that minimum. Seventy schools, however—more than double the number recorded last year—were open at least 420 times.

The substitution of assistants for pupil-teachers in schools of Grades V and VIA has increased the number o. teachers in the Board's employ to 193. Their classification is shown in the appended table :—

Grade of School.	Head Teachers.		Assistants.		Sole Teachers.		Totals.
	Certificated.	Uncertificated.	Certificated.	Uncertificated.	Certificated.	Uncertificated.	
0	...	...	...	...	...	12	12
1	...	...	...	...	6	26	32
2	...	...	...	...	15	9	24
3	...	...	...	...	12	...	12
4	24	...	17	5	...	..	46
5	5	...	5	4	...	...	14
6	6	...	8	4	...	...	18
7	1	...	4	...	...	...	5
9	3	...	27	...	...	...	30
1912 ...	39	...	61	13	33	47	193
1911 ...	38	...	52	15	40	40	185

There were, in addition, twenty-four pupil-teachers and ten probationers. The number of the latter class has by regulation been slightly increased for the coming year. The status of our assistant teachers has somewhat improved, but the proportion of uncertificated teachers in the low-grade schools has increased, the difficulty of obtaining certificated teachers being most felt in regard to the smaller country schools. As by the Act the employment of uncertificated teachers is temporary only till certificated teachers can be obtained, those in Grade II schools are there only on sufferance, as most of their positions could be filled by certificated teachers from Grade I.

The examinations for proficiency certificates at the various centres were again conducted under the personal supervision of the Inspectors. The local centres were the same as those taken last year —namely, Nelson, Westport, Wakefield, Motueka, and Granity. In outlying and remote schools, many of which occur in this district, we usually held this examination on the occasion of our latest visit to the school. Many of the candidates sent forward very commendable papers that were evidently the outcome of sound teaching. The chief cause of failure was weakness in English or arithmetic, that often prevented the candidates from attaining the qualifying total mark.

Of 411 candidates, 228 gained proficiency and 158 competency certificates, these figures showing a better result than the return for 1911. In addition to these numbers, sixty-three candidates presented themselves at special examinations, twenty-four of whom gained proficiency certificates and twenty-four competency.

Most of the items in the following summary for the public schools of the district form part of the Inspectors' annual return :—

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in each Class.	Average Age for the Dominion in 1911.
			Yrs. mos.	Yrs. mos.
Standard VII	114	112	14 11	15 0
„ VI	411	395	13 11	13 11
„ V	526	514	13 2	13 2
„ IV	651	643	12 3	12 2
„ III	772	755	11 3	11 3
„ II	773	762	10 1	10 2
„ I	815	791	9 1	9 1
Preparatory	2,249	2,166	6 10	7 1
Totals for 1912	6,311	6,138	9 9	...
Totals for 1911	6,151	5,847	9 9	9 9

As we have already pointed out, the total roll is now higher than it has ever been, an increase being noticeable in every standard class except Standard VII, which is lower by twenty-three. Of the 114 pupils in this standard, eighty-nine were in the secondary classes of the district high schools. The preparatory division is also less by 100 than last year, so that the proportion that it bears to the whole—35 per cent.—has fallen 3 per cent. The Inspector-General has for the last three years been raising a strong protest against the disproportionate growth of the preparatory class throughout the Dominion, concluding that teachers were now retaining their pupils too long in infant work when they might be advanced to that of Standard I. There were evidently good grounds for such a complaint, and good service has been done in calling attention to the defect. The percentage has grown persistently and rapidly from 1905 to 1910, till in 1911, the further increase having been but slight, it was for the Dominion 37 per cent. The Inspector-General evidently estimates the normal life of a child in the preparatory division as two years, and 30 per cent. a maximum proportion of children for the preparatory classes. But the preparatory time is generally nearer three years than two years, or nearly one-third of the child's school life, so that when we consider that the returns are estimated at the end of the school year, when the preparatory class is fullest, and Standards V and VI, through the year's leakage, at their lowest, 33⅓ per cent. or even 35 per cent. does not appear to us abnormal. At the same time, no satisfactory explanation has been given for the rapid increase of late years—that is, for the fact that seven years ago many of our children at the same age were apparently further advanced than those of to-day.

At inspection visits we have in several schools found in the upper preparatory classes children that were, in our opinion, able to undertake Standard I work; and our complaints *re* this faulty classification have usually met with prompt attention at the hands of head teachers, and possibly their action may have had some appreciable effect in reducing the number of pupils in the infant classes. The subdivisions of the preparatory class even in our largest schools do not exceed five, so that the schemes of work for them should be drawn up on the assumption that promotions are to be made at least every six months. Some of our largest schools have been working upon this plan, and one has not only quickly reduced both its undue proportion of preparatory class and their high average age to normal conditions, without any ill effects on the lower-standard classes, but has also succeeded in putting some of the brighter of these latter through two classes in the one year.

The average age of the different classes shows little variation, except that in the preparatory it has fallen three months, possibly a result of the promotion of the elder children referred to above.

As usual, we append notes upon the treatment which certain subjects of instruction receive.

Reading.—We have again to report satisfactorily on this branch of English, and though only isolated cases of outstanding excellence occur, still it is a matter for congratulation that some 90 per cent. of our schools are recorded as doing satisfactory work in this subject. As we have before pointed

out, we do not observe any common defect general throughout the whole district, though noticeable weaknesses are peculiar to certain localities. In one part there may be difficulty with the aspirate, in another a tendency to overemphasize unimportant or merely connective words, while in a third locality indistinct enunciation may predominate. As a matter of experience, we have found common errors associated in this way, and in many of these instances we believe that the corrective influence of the schoolroom is largely counteracted by outside factors. One point in the teaching of the reading-lesson in the lower classes of the school we would again lay stress on—namely, correct phrazing in the early stages of learning to read. The habit of pointing out the words by the pupils seems to us to act in direct opposition to this end. This practice, if allowable at all, should be used only in the initial stages, and should be discontinued as soon as possible. In quite a number of schools we are pleased to record an improvement in the progress of the preparatory pupils in reading, particularly in their promotion to more advanced work, instead of wearily marking time in a reader which they are quite fitted to leave behind.

With the incoming year the old issue of free text-books comes to an end, and, in place of the miscellaneous readers previously supplied, free continuous readers will be provided for all classes in the school. These readers, together with the *School Journal*, should do much to stimulate the reading-habit; but we do not think that they can entirely supplant a well-graded miscellaneous reader in those stages of a child's school life where reading aloud is the best test by which the teacher is able to measure the progress of the pupil in gaining a knowledge of his mother-tongue. Nevertheless, we hope to see the fullest use made of these admirable readers, and as they are specially suitable for silent reading we would urge a definite treatment under due supervision of this phase of the work.

Spelling.—The results in this subject were not quite up to the standard reached last year. This fact is perhaps to some extent accounted for by the conditions under which it was necessary to issue the free readers. The inability of the pupil to take home the reader removes a ready means of familiarizing himself with many words that are necessarily new to him. We are fully aware that the teaching of spelling is nowadays looked upon by many as of minor importance. The incidental learning of spelling, however, has in practice proved to be a failure, and we cannot see any objection to regular preparation on the part of the pupil, so long as it is wisely directed by the teacher. It is not only with difficult words that errors occur, but frequently in the composition of the upper standards the simplest words are carelessly misspelt.

Composition we have found to be satisfactory in 79 per cent. of our schools. In Standards V and VI the quality of the work was not equal to that of the other classes. Oral composition does not receive the amount of attention its importance demands. It is usually regularly taken in the junior classes, not specially considered in the middle division of the school, and receives but little definite treatment in the highest standards. Frequent practice in oral composition is regarded as the best foundation for all instruction in composition. In the teaching of written composition too much time is devoted to mere tinkering with phrases, clauses, and sentences. A knowledge of phrases and clauses and of their functions is certainly necessary, but a much greater part of the time might be given to written work, and to dealing with errors that actually occur in the experience of the pupils. It is routine drill in detail that robs the exercise of interest. Ease in writing comes from writing, not from the close study of formal text-books. A too brief perusal of many schemes of work on this subject convinces us that the teaching lacked method, and that the schemes were drawn up without the necessary reflective study on the part of the teacher. Difficulties again presented themselves in the form of some of the questions set in the tests for Standard VI. In many cases they were barren of result in obtaining any estimate of the pupil's knowledge of English at this the final stage of his primary-school career. The general adoption of a wider programme of reading should in time make a marked improvement in the written composition.

In this connexion it is pleasing to notice that during the year several schools have given particular attention to the school library. This interest has been largely stimulated by the policy of the Board in subsidizing moneys locally raised for library purposes. Not only has the number of libraries increased, but many already in existence have been enabled to have material additions made to the books already on hand. Provision has now been made by the Education Department for paying subsidies on voluntary contributions for the purpose of establishing, maintaining, or increasing the utility of school and class libraries. We hope to see the time when every school will have its library, and the pupils in the higher classes at least devote a regular period of time to the study of standard works. The present age has to some extent fallen into a state of neglect in this respect, and in its devotion to newer amusements and lighter pastimes tends to become at least less well informed on subjects of general importance than would be the case if the course we advocate were more generally adopted.

Writing.—In general the writing presented to us was of a satisfactory nature, though in a few cases where the discipline of the school was not what it ought to be, or where lax supervision predominated, the result was poor. In this subject there is no excuse for any school falling below a satisfactory standard, for up to this point at least the writing should be just as good as the teacher likes to make it by regular practice, careful oversight, and uniform discipline. In the preparatory classes of some schools we have had to call attention to the inordinate amount of time devoted to writing on slates. Where this habit maintains, the exercise would seem to be repeated not for its utility as practice in writing, but really to occupy the time of the pupil. It is unnecessary to point out the obvious evils of such a practice, nor the wisdom of varying the exercises for these young pupils as much as possible, where any fixed occupation very quickly becomes irksome, and so of little educational benefit. Considerable attention should at all convenient times be given to the proper formation of figures.

Geography.—We believe that the intent of the geography scheme is beginning to be more fully appreciated. In many schools admirable lessons are given on various topics included under the

A course, while the adoption of our suggestions in regard to Course B provides for a satisfactory amount of political and commercial geography. The written answers in Standard VI were not always to the point, but this aspect of the subject we fully recognize as beset with difficulties in the case of many pupils.

History.—This subject should receive more teaching than is often the case. It has now been made a compulsory subject for the teacher's D certificate examination. This, we think, should lead to good results, for there is no doubt that history was not looked upon with much favour by a large number of teachers, and as a school subject it was often relegated to some gap in the time-table, apparently to fill in what would otherwise be a blank. The schemes of work should show some sequence in the events taken, or some connection between the various topics set out in the programme of instruction. Disconnected and detached lessons call forth stronger teaching-power on account of the greater difficulty to sustain interest. Pupils do not study history to acquire mere names and dates, but to learn causes and effects. The causes of the wars, and principles fought for, and the victories won should be understood. Historical readers might well be used to supplement the teaching; while the historical pictures issued by the Education Department form most helpful adjuncts to instruction in this subject.

Arithmetic.—The appended table shows our estimate of the efficiency of the instruction imparted to each class [details not printed]. Efficient—Standard VI, 36; Standard V, 31; Standard IV, 54; Standard III, 62; Standard II, 62; Standard I, 53; Preparatory, 92. Non-efficient—Standard VI, 47; Standard V, 56; Standard IV, 39; Standard III, 38; Standard II, 32; Standard I, 41; Preparatory, 10. Except in Standard V, improvement is shown in the work of every class, and, in all, sixty-six schools were characterized by efficiency in arithmetic, as compared with forty-nine that were classed non-efficient. We note that forty-five of these forty-nine were in charge of sole teachers, a clear indication of the locality in which poor staffing and inferior teaching most prevail.

In the Sixth Standard candidates have found the departmental cards less difficult, for, although they are, in our opinion, still sufficienty exacting to test the pupil's intelligence and training, the omission of useless verbiage now enables the child to obtain a more ready comprehension of the question. The proportion of schools efficient in Standard VI arithmetic is higher this year, though not yet so high as it should be. Of 416 candidates who sat for examination, 323 succeeded in obtaining the minimum mark required for a pass in the subject, leaving 22 per cent. of failures.

The pass mark, 40 per cent., is necessarily low, since the failure to obtain it makes the proficiency certificate unattainable; hence we do not consider that a child who barely obtains a pass shows a satisfactory knowledge of Standard VI arithmetic; and our estimate of the efficiency of a class or school is also based on a higher average. Thirty-two Sixth Standard pupils were examined in lower-standard arithmetic, and of these only thirteen passed, so that in classifying them in Standard V for arithmetic the teachers have in most cases certainly not overestimated their ability.

There were, in all, 301 pupils taking the arithmetic of a lower-standard class, and distributed as follows: Standard VI, 32; Standard V, 73; Standard IV, 65; Standard III, 67; Standard II, 49; Standard I, 12. In only two instances was a child's arithmetic two standards below his English. Twenty-seven pupils in all classes were, on the other hand, classified in a higher standard for arithmetic than English. The numbers given above are almost identical with those recorded three years ago. Evidently there is no undue complexity in the dual classification adopted, which, we should judge, is taken advantage of by head teachers only in justifiable cases.

In the face of improvement in all other directions the arithmetic of Standard V is the more disappointing. In only ten such classes throughout the whole district were we able to commend the good quality of the work submitted to us. The necessity for dealing and reasoning with numbers in the abstract, a stage apparently beyond the reach of the mechanical worker, may be as much responsible for the poor results as defective teaching. Probably the use of concrete examples is not carried far enough, for what better illustrations of simple fractions and their equivalents can be found than those afforded by paper and carton work? Such a branch of handwork, with as accessory geometric drawing and the actual measurement of a few distances and areas, would enable a child by personal contact to clearly distinguish between lengths, surfaces, and solids, and a grasp of the principles of mensuration should readily follow. The higher-standard work frequently fails from lack of clearness in setting out—the signs of multiplication and equality are omitted, successive stages are not shown, and apparently the worker loses himself, for it is impossible to follow the course taken. The passing of the misnamed rule of three, with its graphic arrangement of terms, and the thorough appreciation required by the pupil before a statement of the reason for their respective positions could be given, has been succeeded by less systematic methods, with little or no statement and often no sequence, resulting, in such cases, in reasoning as slipshod as the method adopted.

The reports of fellow-Inspectors concerning arithmetic vary greatly, from "The best-taught subject in the whole curriculum," to "No subject receives so much attention in our primary system as arithmetic; at least 20 per cent. of the child's school life is devoted to it, and it cannot be pretended that the results are in any way commensurate with this expenditure of time and teaching-energy." The reports, as a rule, furnish too little data to enable us to judge the condition of affairs in all districts, but it would seem that the results obtained here in different standard classes are closely approximated by those of Wellington, though we do not indorse the form of the suggested remedy—an abridgment and recast of the arithmetic syllabus. The present syllabus, in itself a curtailment of the previous one, has now been in force eight years, so that in Standard V we have those that have been trained solely under it. May not the comparative failure of the upper-standard children in arithmetic be an indication that the present-day child, though trained on wider and more varied lines than formerly, is through the multiplicity of subjects more superficial, has less concentration, is more dependent, less resourceful, and displays less reasoning-power?

The different Inspectors are more in accord upon one point—that is, the need, especially in the lower standards, for the careful memorizing of tables, addition, multiplication, and weights and

measures, and in all classes repeated exercise in long tots till mechanical accuracy is secured. Partly as a test of accuracy, exercises in mental arithmetic have been again applied in Standard IV and the lower classes, and the greater attention now paid to this branch has probably had a beneficial effect upon the general arithmetic. At least half the tests given were readily solved in all classes except Standard III. Next to Standard III, the First Standard found the greatest difficulty with the oral work. The exercises were also selected to test, without laying an undue stress upon the memory, the child's knowledge of the year's work, and some curious results were noted. Several who worked similar exercises on slate or paper readily enough, failed completely at mental work, but the converse also held true, for some did the mental tests well, though they had been altogether unsuccessful with the written work.

Handwork and Manual-training Classes.—The following list shows the number of classes that have been recognized in the various branches of elementary handwork, which has this year been taken in forty-eight schools, as compared with thirty-seven in our last return :—

Plasticine modelling	38
Brush drawing	15
Paper-folding	12
Free-arm drawing	10
Bricklaying	10
Cardboard modelling	5
Needlework	8

Fifty-one schools have received instruction in manual training. A special centre for cookery was established at Motueka, and classes for instruction were instituted for Motueka District High School, Riwaka, Brooklyn, Lower Moutere, and Whakarewa. The number of classes taking the various branches of work was as follows :—

	Classes.
Ironwork	7
Woodwork	11
Cookery	21
Elementary agriculture	36
Physiology and first aid	18
Swimming	17
Physical measurements	8
Elementary chemistry	2
Dairy-work	11

These numbers show an increase of ten classes over those in operation during the previous year. Good work continues to be done at the special centres—in ironwork at Westport ; woodwork at Nelson, Wakefield, and Reefton ; and cookery at Nelson, Westport, Reefton, Wakefield, and Motueka. In some of the handwork subjects the tendency is still to regard them as independent subjects. While this continues their full benefit on the general school-work will be minimized. Our experience in this matter has been similar to that of some other districts—namely, that the conditions laid down for taking up these subjects in a school—chiefly the specific time that has to be devoted to them—made them come to be regarded as distinct in themselves. Until they are looked upon mainly as methods of instruction, useful as aids in the teaching of many of the primary subjects, their true value will not be appreciated.

Military drill in schools has hitherto been conducted with good results upon the bearing of the lads, and upon the discipline and tone of the schools. Under the direction of Colonel Loveday, the organizing officer, the course of work, though from the first too ambitious in scope, was carried on with a zest and enthusiasm that infected the lads, created a healthy *esprit de corps*, and stimulated and enlivened many departments of school life. As to the continuance of military drill in schools, considerable uncertainty appears to exist in the minds of teachers, arrangements hitherto in force having terminated at the end of December. The Education Amendment Act of 1912 makes military drill in schools no longer compulsory for boys, but those between the ages of twelve and fourteen may receive such instruction where there is an approved instructor on the staff—that is, an officer of the Territorials or Senior Cadets, or one who held under the regulations in force last year an appointment as an officer of Junior Cadets. The Board has accordingly recognized eighteen of its larger schools, in which an equipped company or detachment existed, as schools in which military drill is to be continued. The drill is to be subject to the inspection of an officer appointed by the Commandant, but matters pertaining to military drill will still be under the control of the Education Department, who will issue regulations, corresponding directly with the Board and not with Cadet officers as hitherto.

As usual, we make brief references to changes brought about by amending legislation during the year. From the Education Amendment Act of 1912 we note the following : (1.) A Senior National Scholarship may be held at any affiliated university college, and not merely at the college of the university district to which the scholar belongs. (2.) The Minister may disestablish any district high school in which there are less than twelve pupils holding proficiency certificates, or disestablish any district high school if he considers that sufficient means of secondary instruction are already provided in the same district by another district high school, or by a day technical school, or by a secondary school providing free places under the regulations. (3.) The Minister may disestablish any day technical school in which there are less than forty pupils, or if he considers that sufficient means of similar instruction are already provided. (4.) Provision is made for physical drill according to regulations, and for the appointment of a Director and Inspector of Physical Training. (5.) In the case of an appeal by a teacher in a secondary school against dismissal or suspension, the Teachers' Court of Appeal is constituted. (6.) Provision is made for Medical Inspectors to enter any public school

building, examine the children attending the school, and notify parents or guardians of any disease or bodily defect from which the child is suffering.

A Director of and instructors for physical training, as well as medical officers, have been appointed. The latter have already taken up their duties, and have notified us that they will shortly be visiting this district.

The Education Department renewed the grant that had been made late in the previous year for the instruction of uncertificated teachers. A class or direct personal tuition was conducted at Murchison, and teachers taking recognized correspondence classes were assisted in the payment of their fees. As we stated last year, the great majority of our uncertificated teachers are too remote from any convenient centre to attend regular classes, so that in this district we have to rely, in the main, on the assistance offered by correspondence classes. In all, fourteen teachers availed themselves of the classes, of whom four qualified for certificates and three gained partial success. For the coming year the allocation of the grant will enable the Board to pay half-fees, up to a maximum of £4, of teachers taking approved correspondence classes. It is to be noted that no part of the grant is available for those who have been probationers or pupil-teachers, nor can it be used for any but Class D subjects.

No very unusual features have characterized school routine during the past year. In the early part of this and of the previous year considerable difficulty was found in supplying temporarily the places of teachers who were absent from duty on account of illness or other serious cause. In one month twenty-seven relieving-teachers were employed. Before the end of the year the trouble had largely disappeared, and in spite of it teaching has been given regularly and systematically, with very little break or hindrance from childish epidemics or any other cause.

The efforts, especially of the regular staffs of our larger schools, have been accompanied by that zeal, enthusiasm, and uncomplaining devotion to duty that usually characterize the earnest teacher, and the result has been a further gain in the general efficiency of the schools, as is shown in the tabulated form given below :—

Efficiency of Schools.

		1912.	1911.
Good to excellent 1			
Good 21	Efficient	96 ..	90
Satisfactory to good 29			
Satisfactory 45			
Fair to satisfactory 10			
Fair 8	Non-efficient.. ..	20 ..	23
Moderate to fair 2			

Sixteen of the non-efficient schools are in Grades 0 or I, positions which we cannot expect to fill with qualified teachers, so that it is gratifying to find such a large proportion of our schools in a satisfactory state of efficiency. The majority deserve much higher commendation, and we desire to express our appreciation of the earnest efforts of all, and especially of the good service rendered by so many of our teaching staff.

We have, &c.,

G. A. Harkness, M.A.,
A. Crawford, B.A., } Inspectors.

The Chairman, Nelson Education Board.

GREY.

Sir,— Education Office, Greymouth, 27th February, 1913.

I have the honour to present the annual report on the schools of this district for the year 1912.

As I commenced duty as Inspector so late as the beginning of October, my report must necessarily be somewhat brief. I have had no opportunity of seeing the actual work of the teachers, and any remarks I may make in connexion therewith are based on the results as observed in the conduct of my examination of the classes, observation of the general behaviour of the children, and the unavoidably brief examination of premises, appointments, registers, schemes of work, and so forth.

Between the 4th October and the 18th December I was able to visit all the schools in operation in the district—viz., thirty-two public and four private (Roman Catholic) schools. Practically every class was examined in all subjects, as only by this means was any approximately satisfactory estimate of the nature of the instruction to be arrived at in the circumstances. So close a scrutiny of individual pupil's work at the annual visit will not, it is hoped, be necessary in future, as I expect to have opportunities for observing teachers' methods, and noting their results from time to time.

The schemes of work were by no means uniformly satisfactory. In some schools they were entered in the examination registers on the pages that are better reserved for memoranda concerning the successive periodical examinations. The schemes should be fully set out in detail in a work-book, and then in the memoranda reference to these may be made where necessary. A portion of the work-book should be set apart for standing schemes for such subjects as geography B, nature-study, history, &c., where selection is largely in the hands of the head teacher. By reference to these the Inspector is able to see at a glance how the particular subject is to be dealt with so far as concerns the grouping of the classes, and the number of years over which the work is spread. In some cases there was given for certain subjects a mere copy of the syllabus, without any indication of the method of treatment. A very large proportion of the schools altogether omitted from their schemes any reference to certain subjects, such as health and moral instruction, which, though not necessarily receiving a place on the time-table, are nevertheless expected to be dealt with in the course of each year's work. Frequently it was found that other subjects, for some reason looked upon as unimportant, had been very superficially treated, or entirely neglected; hence some schools that have gained the mark "very good" or "excellent" in a number of subjects are shown in the general result as only "satisfactory" on all the subjects taken together.

Reading was generally very satisfactory. In the higher standards the comprehension of the lesson and knowledge of meanings were not strong; and in some preparatory classes the children, through being kept too long at the same book, repeated rather than read the lessons. The misplacing of the aspirate and the dropping of the final "g" were hardly ever met with; but there seems to be need for more systematic drill in giving consonants their due value. In two or three schools it would appear that this drill is regularly carried out, with excellent results. Generally, phrazing is not begun early enough in the preparatory classes. The passages for recitation were in many cases wisely selected and effectively rendered; but too often the repetition was merely a perfunctory treatment of pieces of poetry from the reading-books, good enough in their way for reading-practice, but not always worth the trouble of committing to memory. In the highest classes the recitation of selections of prose does not receive sufficient attention.

In *composition* very good work was done in the junior classes throughout the district, the younger children being well up to standard requirements in oral work whatever the nature of the test. In the middle classes very satisfactory general progress was shown, though the sentence-making in connected composition often failed to show any practical gain from formal exercises, such as analysis and synthesis, and correction of common errors. The pupils of the upper classes were able to supply much information on almost any kind of subject about which they were asked to write, but in their haste to display their knowledge of the matter they too often forgot the more important side—the method of communicating their ideas. The language used was in the simple style of their younger days, but often marred by carelessness in arrangement, punctuation, and spelling. It would appear that the demands made in the tests of late years are somewhat beyond the ability of the average child of thirteen or fourteen to satisfy, and that teachers, in their endeavour to prepare their pupils to cope with the difficulties of the common set questions, are compelled to shorten the time necessary for the acquirement of a free and correct style in essay and letter writing.

Writing is a subject that needs more actual teaching than it seems to receive. Each style of writing has certain characteristics that persist, however the hand may be modified by individuality; and where these are entirely lacking there is evidence that the instruction is unsatisfactory, and the supervision weak. In a large number of schools the pupils have filled in only a portion of one copy-book in the course of the year, though this has been supplemented by a certain amount of transcription in exercise-books. I have not been able to observe the methods of instruction in this subject; but from what I have seen of the results I should advise more copy-book work, less transcription from script on the blackboard, and closer supervision of all writing-exercises. The copy-book has at least one merit—the headlines are accurately executed; and where a teacher's set of questions written up on the blackboard is utterly devoid of stops of any kind, and has not an "i" dotted or a "t" crossed, one cannot be surprised if the pupils are habitually careless. Smudged and blotted written work of whatever nature is one of the indications of poor discipline; neat and clean copy-books were the exception rather than the rule.

On the whole, *spelling* was very good. At the annual visit no test was given in word-building, but this will form an important part of the work at the next examination. It is necessary to give a word of caution as to the proper formation of letters. At certain public examinations at which a test in spelling is given, candidates receive this warning: "No marks will be given for a word that contains a doubtful letter. The letter 'e' must be looped, the letter 'i' dotted, and the letter 't' crossed."

The *arithmetic* of the higher standards was somewhat disappointing, the principal points of weakness being careless slips in simple calculations, and lack of system in setting out. Where much work is packed into a small space it is difficult to avoid errors, and still more difficult to detect them in revising; and the absence of wording in an ordinary solution indicates that one of the principal objects of the teaching of arithmetic—the development of the reasoning-powers—is being lost sight of. The use of the term "answer," which is often meaningless, and in well-arranged work always unnecessary, might with advantage be dispensed with.

In only a very few schools is *drawing* carried out strictly in accordance with the regulations. Instrumental or geometrical drawing of some kind is required in every standard, or in every standard but the sixth, where model-drawing is taken in that class. Practice in design affords excellent training in observation, besides giving some idea of a connexion between everyday school-work and the arts and crafts. Drawing from copies has a certain value, but it should be entirely subsidiary to the drawing from objects, an abundant and varied supply of which usually lies ready to hand in the schoolroom, the home, and the field. The colouring of such drawings adds interest to the work, and, what is more important, gives a definite idea of mass, and relegates the line-work to its proper place. I find that there has been a lack of instruction in the methods of securing balance and proportion, in many cases the drawing of a simple symmetrical object being executed in one continuous stroke, and with no preparatory steps in the way of mapping out. It should be pointed out that object-drawing does not necessarily mean model-drawing. The kinds of objects that should be used are referred to in the syllabus; and model-drawing should not be attempted unless the seats and models can be arranged so as to give easy views of the latter.

Singing deserves much more definite treatment than it appears to be receiving. The learning of one or two songs in a year does not by any means fulfil the requirements of the syllabus, and when those songs are doleful and oft-repeated singing must become a weariness to the flesh. The songs selected for general work should be fairly numerous, generally bright and cheerful, as far as possible suited to the mental and physical development of the child, and always worth remembering. As songs become well known they could with advantage be taken at irregular intervals as convenient opportunities present themselves, especially at those peculiar times when the feeling of tension, which all teachers know so well, indicates a possible disturbance of the even tenor of the way. Inexperienced teachers should be particularly careful to remember that not quantity but quality is what they should strive for in the singing-lesson, and that this cannot be secured if the pupils are allowed to shout; the voices must be subdued, and the children taught to listen as they sing.

Here and there I have found *physical drill* performed very well indeed, but generally it is carried out in a perfunctory manner, or entirely neglected. Teachers throughout the district have been advised to take their classes in breathing-exercises and physical drill daily, to have the work performed with vigour, and always, when possible, in the open air. The necessity for physical training in the schools is becoming more and more fully recognized, and the Department is appointing trained instructors who will visit the different districts for the purpose of teaching this important subject on scientific lines. These instructors, however, will probably have to confine their attention for some time to come to the larger centres. In the meantime, teachers who have no opportunity of learning the work under the permanent instructors of the Defence Department or otherwise cannot do better than carry on along the lines of the drill-book on issue to the schools, or obtainable at the Board's office. This book is fully illustrated, and no difficulty should be experienced in arranging a suitable varied course of exercises.

In consequence of the inauguration of the wider scheme of universal military training, the authorities have found it advisable to demilitarize the Public School Cadets. For many reasons this is to be regretted. Only those who have been able from personal experience to note the effects of the Cadet system can appreciate the fine general influence the special training had upon the schools. In particular, most teachers will acknowledge a debt of gratitude to the past and present boy non-commissioned officers for the splendid work they have done under that system. Cadet companies and detachments may, if teachers choose, still continue to carry on as such; the Cadets may wear the uniform, but not so the officers unless they are commissioned; and a certain amount of company drill and rifle shooting may be done. At the Inspector's annual visit Cadets were inspected at Greymouth, Cobden, Runanga, and Blackball Schools. Private James White, of the Cobden detachment, is to be congratulated on winning the "Wanganui" Challenge Belt, the competition being open to all primary departments throughout the Dominion. The Rev. T. F. Taylor, the Scout Commissioner for the West Coast, acted as the Board's instructor in physical drill at some of the more distant schools, and no doubt the boys there have derived considerable benefit from his tuition.

The schemes of work in *geography* are not generally in accordance with the syllabus requirements. Each of the three branches—physical, mathematical, and political—requires due attention; but in many programmes of work one or more divisions are practically unprovided-for. It is quite possible in a suitable scheme of work to combine the three branches, and to lighten the work by spreading it over two or more years. No use appears to have been made of modelling in plasticine or clay as an aid to the study of geography. I am not prepared to say to what extent local natural features have been studied, but there is at least one instance of a school in a most favourable situation where no reference seems to have been made to the many fine natural examples with which the locality is blessed.

History has received very scanty treatment. The Historical Reader is in general use, but if the reading is not supplemented by oral instruction the results must necessarily be somewhat meagre. Teachers are advised to arrange their schemes on the concentric system; but, in any case, they should show how the programme of work as suggested in the syllabus is spread over the different classes for two or more years. It is probable that history would not prove so irksome if it were correlated more intimately with composition, geography, and drawing. Usually the pupils have a very fair knowledge of elementary civics.

In the larger schools *elementary science* is well done. As a rule, however, nature-study is not effectively treated, and in many cases there is no indication that it receives any attention whatever. Some form of nature-study is required in every school. In certain grades no definite course is demanded; but though it may have no place in the time-table, it nevertheless should be dealt with in a general way, and the scheme of work should show how this is done. This branch of study can be satisfactorily treated in conjunction with handwork, drawing, geography, and composition.

Moral instruction must be given in all classes, and instruction in *health* in Standards III to VII. In every well-conducted school these subjects will necessarily receive full attention, whether they are provided for by regulation or not, and there is abundant evidence that they have been faithfully dealt with throughout this district. It would be well, however, if some indication of the nature and mode of instruction were set out in the schemes of work.

The *needlework* inspected was almost invariably good, and in one or two of the schools the girls have gone well beyond the requirements of the syllabus. Teachers have been recommended to have the work of the very young children carried out with large needles, thick coloured thread, and very coarse material, such as forfar or art canvas. If this were done, the danger of straining the muscles of eye and hand would be avoided, and even children below Standard I could receive elementary training in this most useful subject.

The value of *handwork* in correlation with other subjects is not fully appreciated, and the district as a whole compares rather unfavourably with others in this connexion. It does not seem to be understood generally that handwork need not be taken as a separate subject, but should be used as a means of supplementing the general teaching. When classes are recognized the necessary material is supplied, and there is at once available a valuable aid towards making the ordinary work more interesting and definite. Thus, a good deal of the arithmetic and drawing may be mastered by the intelligent application of stick-laying and brick-laying; modelling in plasticine may be used in conjunction with drawing, nature-study, and geography; and paper-folding, carton-work, and cardboard modelling are similarly valuable in connexion with arithmetic, mensuration, and geometrical drawing.

General.

The percentage of attendance for the district was 87·1 in 1911, and 88·6 in 1912. The percentage for the whole Dominion in 1911 was 89·3, and for the Otago District 91·7. I have not been able to investigate the general conditions affecting attendance, but from information gained in the course of conversation with teachers I am of opinion that a decided improvement would be brought about if the compulsory clauses of the Education Act were more rigidly enforced.

In his annual reports to the Minister of Education the Inspector-General has repeatedly commented upon the undue length of time spent by pupils in the preparatory classes. In the report for 1911 he gives a table showing that while the percentage of children between the ages of five and eight years has increased from 29·8 in 1905 to 31·5 in 1911, the percentage of pupils in the preparatory classes has advanced from 28·3 to 37·3 in the same period. In our own district, in 1911, 35·1 per cent. were not over eight, but 43 per cent. were in the preparatory classes. The corresponding figures for 1912 were 35·2 per cent. and 39·1 per cent., showing that some improvement has been effected in this district. Referring to the matter generally, the Inspector-General, after dealing with the possible causes, goes on to say, "I have therefore been forced to the conclusion that pupils are kept unduly long in preparatory classes, and consequently are retarded throughout their whole school course."

The buildings generally are in fair state of repair, but more frequent applications of paint are needed, owing to the severe climatic conditions that are characteristic of the West Coast. The supply of hyloplate for wall-boards could with advantage be increased and hastened. Where schoolrooms are used for dances, concerts, and other public entertainments it is found that often the furniture is not removed and replaced with sufficient care.

The Junior National Scholarship was won by a pupil of the Greymouth District High School.

Board Scholarships have been awarded to six scholars of schools with an average attendance of over thirty-five, and to one scholar of a school with an average attendance of thirty-five or less.*

Technical.—School classes in paper-folding and carton-work were held at Greymouth, Cobden, and Blackball; in agriculture, at Dobson, Poerua, Blackball, and Moana; in cookery, at the Greymouth Technical School, by the Greymouth, Cobden, and Runanga Schools; in physical measurements, at Greymouth (primary and secondary classes) and Cobden. The special classes comprised cookery classes conducted by the Sisters of Mercy, engineering and mechanical drawing, and wool-classing. Special classes in sewing were held at Moana and Ahaura Schools, where there were no women teachers, and a continuation class was conducted at Blackball. At the Saturday class for teachers the subjects taken were brush drawing and carton-work, as for the D and C examinations. This class was well attended by teachers of distant schools, and it is hoped that not only the teachers themselves, but also the children under their care, will derive considerable benefit from the work done. A word of praise is due to those who, at considerable self-sacrifice, have undertaken the conduct of special classes, for any remuneration they have received is very slight compensation for the labour and loss of time entailed.

Thanks.—I wish to place on record my thanks to the teachers of the district for the courtesy extended to me on my first visit to the schools, and for the readiness with which any suggestions I have made were received; to the many kind people in the more-distant settlements for their hospitality; and to yourself, the late Inspector, and the other members of the Board's executive staff for much assistance generally.

I have, &c.,

The Chairman, Grey Education Board. WM. S. AUSTIN, Inspector.

* Details of purely local interest have been omitted.

WESTLAND.

SIR,— Education Office, Hokitika, 20th January, 1913.

I have the honour to present a report on the work of the schools of the district for the year 1912.

A summary of the numbers and average age of the pupils at the end of the school year is given in the following table. It may be added that of the pupils in standards, twenty-three received instruction in a lower standard in arithmetic.

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in each Class.
			Yrs. mos.
Standard VII	62	53	15 3
" VI	65	62	14 2
" V	109	106	12 9
" IV	107	106	12 0
" III	131	129	11 0
" II	125	123	10 0
" I	125	123	8 10
Preparatory	482	456	6 8
Totals	1,206	1,158	9 7

The conditions under which the scholars have worked were, with one exception, similar to those of previous years. The attendance continued regular, and the Board had again to provide several special prizes and certificates for pupils that during their school career had attended for five or more years without a single absence. The number of uncertificated teachers is still a noticeable feature. Correspondence classes have been conducted with a view to granting opportunity for advancement, and it is intended to continue the courses during the coming year. An improvement in the conditions appears in the increase in the number of half-days the schools have been open. In seven schools the number was 430 or more, and in nine others the school year was 420 or more. Eleven others exceeded 410, and only seven failed to reach this number, two being below 400. These figures are the highest presented for several years.

Secondary education has practically been confined to the work of the secondary classes of the District High School. Six other pupils remained a year after obtaining a proficiency certificate, but their aim was mainly revisal and completion. The students of the secondary classes prepared, in the third year, a course covered by the Matriculation Examination.

The primary schools, with three exceptions, obtained a record for the year ranging from satisfactory to very good, and the general standard of efficiency is high. A feature of the year's operations was the adoption of a new method of formulating and testing the work of scholars under sole teachers. Many of such teachers are without special qualification or experience, and they welcome direction and assistance. At the beginning of each half-year a detailed course was prescribed, and in June and December tests were supplied. The teachers were at liberty to modify such tests when circumstances required this, but it was rarely necessary. All the work of the pupils was corrected and marked by the teachers, and the results recorded. In addition, all the written answers in June were forwarded for inspection, and in December those in geography and drawing. In geography the programme provided for a free use of nature-study, maps, and diagrams, and as little as possible of text-books. The physical, mathematical, and commercial branches were so correlated that they formed a consecutive course, which proved acceptable and effective. While other tests were made and recorded by the teachers, the provision of a special biannual uniform test served its purpose in securing greater efficiency and in offering a valuable opportunity for advice and direction, apart from that afforded by inspection visits. Several schools of higher grades, at the request of the head teachers, were included in the scheme.

With reference to the general work of the schools, the instruction in English subjects in a very few instances failed to merit commendation. Reading and composition occasionally showed defects, due to the lack of skill and knowledge on the part of the teachers and from the adoption of too low a standard of expression. Writing frequently suffered from the acceptance of inaccurate exercises. The general achievement, however, was creditable and encouraging.

The average attainment in arithmetic was commendable, and was the result of the application of good methods of instruction. Where weakness appeared it was due to the neglect of oral practice, clear statement, and understanding based on the study of concrete illustration.

The adoption of a uniform programme in geography brings into prominence the consideration of the result of the tests in geography. Evidence was produced that the practical nature of the instruction and the rearrangement of the course have stimulated interest in both teachers and pupils. Certainly the response to the tests has advanced in clearness and fullness.

The results in drawing have not been so generally satisfactory. With numerous exceptions, the study and practice fail in initiative and understanding. Neatness in outline, perception in the drawing of simple objects, the notion of design, and practical application of geometrical exercises are too frequently insufficiently appreciated as essential features in the value of the course.

The additional subjects are practically all included in schools staffed with more than one teacher, and the majority are undertaken in all schools. To some of these brief reference is made. Physical instruction was included in the syllabus of practically all schools. Its scope varied from a few manual and breathing exercises to the more elaborate course of the school Cadets. Usually the exercises were performed with smartness and enthusiasm. Singing is, unfortunately, omitted in the majority of the schools, being confined to one school of Grade III and to five of the seven schools of higher grades. The reason for such omission is the lack of knowledge on the part of teachers, many of whom have not had an opportunity to obtain the necessary training and instruction. Where the subject was included a good standard of vocal music was attained. Needlework was taught in all schools in which there were girls in standard classes. It was unusual to meet with a weak specimen of work, and the general result is worthy of the importance of the subject.

In history it is necessary in all the schools to group classes. During the year a plan has been adopted according to which the Fourth and Sixth Standards prepare a course for written examination, while the Third and Fifth read with the next higher class the same respective courses, but are not expected to qualify for a written test. It follows, therefore, that the pupils devote two years to the preparation of either course. This arrangement allows the grouping of classes, and renders feasible the achievement of definite results. Although in the last year only a beginning in the scheme was made, a great improvement has already appeared.

A suitable programme of nature-study was presented in all schools above Grade III, and this was also done in a number of schools under sole teachers. In the latter this is not compulsory, but in all there is required an indication of the extent in which the methods of nature-study have been applied to the instruction in other subjects. Similarly, while at least a short course of handwork is usually presented, its service in connexion with other branches of study is also recognized. To inculcate an appreciation of the importance of such application of method, a class was in operation during part of the year for the instruction of teachers in the correlation of nature-study and handwork with the remaining subjects of the primary course. In a few schools a limited amount of work was devoted to school-gardens, but during the past year the climatic conditions were unfavourable.

Of seventy-one pupils on the roll of the Sixth Standard, forty-nine obtained proficiency certificates and fifteen competency certificates. The respective percentages are sixty-nine and twenty-one. Of the 10 per cent. that failed to obtain the official recognition, several were working in a lower standard in arithmetic. The high percentage of proficiency certificates is partly due to close supervision of methods and classification, and partly to the absence of special causes of irregularity in the attendance. Where, as in this district, nearly every pupil applies himself for a full school year, without interruption through change of school, the failures should be comparatively few.

It is pleasing to recognize the uniformity with which discipline and an earnest spirit of work are maintained in the schools of the district; and it is proper that the influence of the teachers should receive its tribute. Moral training is not so much an individual branch of study as a force acting through all the teaching. Direct instruction in morality may be of value, but it cannot take the place of the indirect influence of parents and teachers. Ethical training is best accomplished under conditions of effective discipline; the spirit of voluntary endeavour and self-respect is the best atmosphere in which it can succeed. No one with any knowledge of child-life will deny the great moral benefit bestowed by school training, or withhold the respect due to the members of the teaching staff for their earnestness, zeal, and integrity.

The five Roman Catholic schools of the district are subject to the same inspection and system of classification as are the public schools. Each has followed the detailed course issued during the year, and has applied the same tests. The result of the efforts of the teachers ranges from satisfactory to very good, and has been accompanied by valuable moral training and discipline.

I have, &c.,

The Chairman, Westland Education Board. A. J. MORTON, Inspector.

NORTH CANTERBURY.

SIR,— Education Office, Christchurch, 8th March, 1913.

We have the honour to present our annual report on the schools of the district for the year 1912.

Visits paid.—The number of public schools open at the end of the year was 218. To each of these, with the exception of three small household schools, two visits were paid. For the purpose of the announced visit the pupils of two of the household schools presented themselves at the nearest public school. Two visits were also paid to each of twenty-one private schools enumerated in the appendix to this report. One private school was opened late in the year, and accordingly only received an announced visit. The examinations held for the purpose of awarding certificates of proficiency are not included in the above statement. In addition to the central examination for this purpose, a special examination was held early in the year, and from time to time on Saturdays opportunities of presenting themselves were given to candidates desiring to obtain competency certificates.

Attendance.—The annual examination lists submitted at the close of the year show an enrolment of 21,988 pupils in the Board's schools, with an attendance of 20,997 at the annual examination, an increase of 322 on the rolls and 855 on those present at examination. Similar returns from the private schools showed 1,878 on the roll, with 1,732 present at the promotion examination.

Age of Pupils.—In Standard I the average is one month lower, but in the other classes the average for 1911 is maintained. In private schools the average age of preparatory pupils is five months, Standard I one month, and Standard II two months lower than corresponding classes in the public schools, but this is accounted for by the fact that pupils under five years of age are admitted. This advantage in age, however, is not maintained in the upper classes, as the private pupils in these classes range from one to eight months higher than those of the public schools.

Standard VI Certificates.—The following is a summary of the results of examination held for the purpose of awarding certificates of proficiency and competency:—

	Pupils examined.	Proficiency Certificates.	Competency Certificates.
Public schools	1,404	1,040	235
Private schools	92	57	23
Special examinations	96	62	21
Totals	1,592	1,159	279

This shows that 73 per cent. of those presenting themselves obtained proficiency certificates, and 17 per cent. competency, a slight improvement on the results of the previous year.

District High Schools.—The returns show 297 pupils on the roll, which is an increase of two on the numbers of the previous year. Lincoln and Kaikoura have made a very promising beginning with rural courses of study, and several of the other centres have modified their programmes of instruction in the direction of giving greater prominence to agriculture. All of our district high schools are giving evidence of highly satisfactory work, and the local interest manifested is very gratifying, and augurs well for future success.

Schemes of Work.—In the majority of our schools the schemes are well drawn, and provide a liberal interpretation of the requirements of the syllabus. We still occasionally find isolated cases of teachers delaying the preparation of their courses, or presenting them in incomplete form. Such irregularities can only be regarded as a serious dereliction of duty.

Classification.—In comparatively few schools has there been evidence of premature promotion of pupils, and it is exceedingly satisfactory to find that teachers are not allowing their judgment to be

affected by the pressure of parents. Although, in consequence of frequent promotions in the lower classes, the average age in Standard I has slightly decreased, that of the preparatory classes remains stationary. We would urge upon teachers the sympathetic consideration of the claims of children somewhat above the usual age who are found from time to time in infant classes. Little mental progress is being made by such pupils in their present surroundings, and there seems every reason for accepting a somewhat lower standard for promotion to test the effect of working in a class more nearly corresponding to the age of the pupils.

Central Examinations.—These were conducted on similar lines, and mostly at the same centres as in the previous year. It is now generally recognized that the candidates at these examinations suffer little or no inconvenience, and teachers welcome the opportunities of ascertaining how the attainments of their pupils compare with those from neighbouring schools. Teachers, too, are enabled to discuss methods, to give and to receive helpful information, to hear new ideas, and to learn from united experience. In districts where there would be difficulty in reaching a centre the proficiency candidates were examined on the occasion of the announced visit, which in such cases was made during the last quarter of the year.

Methods.—It is exceedingly gratifying to note the increasing number of our teachers, both in town and country, who have broken away from the shackles of the old *régime*, and are now eagerly seeking better all-round methods of reaching the heart and intelligence of the pupils. Unity of aim, continuity of instruction, the place of purely formal work, the proper amount of necessary "drill" in subjects, the variety which conduces to understanding and remembrance, the use to which illustrative material within the child's experience may be put have all received pleasing attention. "Rule-of-thumb" methods are fast disappearing, and the wide adoption of intelligent and educative teaching has become the characteristic of the instruction in the majority of our schools. There is sympathetic study of the child, with a setting-forth of the material of knowledge in such a form that its true inherent relations may be grasped, and a real love of learning awakened.

Of the quality of the instruction given in the several subjects of the syllabus, the following brief estimate is submitted :—

Reading.—This subject varies much in quality. In a number of schools it is distinctly good, in some stilted and artificial, and in others marred by defects of enunciation and expression, due partly to local causes and partly to want of proper training on the part of the teachers. Special importance should be attached to this subject during every teacher's training-course; and lessons in elocution, in reading aloud sympathetically and intelligently, and in the management of the speaking voice should form an integral part of every teacher's training, both as a pupil-teacher and as a student. Teachers should bear in mind that by no other means can the general intelligence of a school be so easily and effectively tested as by hearing the reading of the pupils. Dull and monotonous reading is a sure indication that the intelligence of the pupils is not of a high order. Mechanical reading "drill" will never make good readers, and we would emphasize the necessity for more attention to training the pupils to grasp the thought of the passage read, to oral composition, which, if extended to all subjects, must tend to naturalness of expression, to the encouragement of libraries as powerful aids in awakening the mental activities in children, and to more frequent and appreciative use of the continuous readers. Such readers and the *School Journal* should be read for pleasure, and difficulties met with passed over lightly so as not to interfere with the continuity of thought. Silent reading on correct lines has proved a source of strength in schools where teachers have exercised a healthy supervision.

Spelling.—This is generally very satisfactory, but the time devoted to this subject in many schools is greater than the limited allowance at the teacher's disposal seems to warrant. We would again emphatically condemn the practice (found, we are pleased to state, only in a few cases) of attempting to teach spelling by learning groups of isolated words. What is really wanted is closer attention to words occurring in their natural context.

Writing.—Although writing is generally creditable, there are some teachers who do not make sufficient use of the blackboard in demonstrating weaknesses, in correcting faulty formations, and in encouraging the children to find out what is wrong in their writing. The infant schools continue to reach an excellent standard, but it is to be regretted that equally successful work is not obtained in some of the upper classes, the holding of the pen and posture at the desk evidently receiving little or no attention. Copy-books are carefully done, but we are anxious that all written exercises should show legibility, satisfactory speed, and pleasing form. The careful overlooking of all manuscript work should be regarded as of paramount importance, as any evidence of perfunctory treatment quickly leads to carelessness on the part of the pupil. It may be taken as axiomatic that no detail of the pupil's work should escape the personal observation of the teacher.

Composition.—The study of formal English shows improving tendencies, due largely to better methods of treatment and the fuller recognition that "applied grammar" should be taught through sentence-structure, grammatical rules and composition going hand-in-hand. The introduction into our schools of Lewis Marsh's excellent series of "Picture Composition" books has done much to bring about the desired improvement. Taken as a whole, composition is one of the most successfully handled subjects. The prominence given to free oral expression and the use of continuous and supplementary readers have widened the pupils' vocabulary, and enabled them to put their thoughts into shape, and tell their little story in interesting and pleasing form. The sentence-answering of the younger children might well be developed into continuous speech in the upper classes. Ordinary business or social correspondence, although showing that pupils were conversant with the formal methods of beginning and ending letters, was disappointing, in that there was in evidence a great lack of the little courtesies incident to such correspondence. In the Standard VI examinations some of the candidates failed to show much knowledge of paragraphing, and also considered that periods were quite sufficient to meet punctuation demands. We feel, too, that in the infant classes more use might be made of conversational methods as a means of securing freer and fuller verbal expression.

Recitation.—This subject ranges from excellent in our best schools to very poor in a few. It is unfortunate that in the attempt to carry out the wording of the syllabus as regards quantity, quality should in so many cases be neglected. To memorize a piece merely for the sake of conforming to regulations is not only valueless, but is pernicious in its tendency. Both teacher and pupils must feel the inner beauty and the inspiration of the poetry selected. Treated as an organic whole with appreciative interest, the committing of the lines to memory should be a labour of love, and the recitation period looked forward to as one of the most enjoyable in the school week, and not, as in so many cases, with shrinking and distaste. A child's natural instincts are towards poetry, but the choice of material should be good, and teaching sympathetic and inspiring. In choice of material there is no limit, and although there are a few teachers who slavishly adhere to the pieces in their reading-book, the majority exercise a wise discretion, laying under contribution the masterpieces of our great poets.

Arithmetic.—The satisfactory level of recent years was generally maintained, although Standard V displayed considerable weakness. Standard VI candidates, on the whole, were remarkably successful in dealing with departmental tests. We were disappointed with the results of questions which were set to test the pupils' knowledge of shorter methods, and the answering in mental arithmetic fell so far short of expectations that we are convinced that the attention paid to this subject is not commensurate with its claims. Frequent mental exercises and employment of shorter methods would save time, and increase accuracy by dispensing with the fruitful sources of error—minute mechanical processes. How to read a question so as to ascertain what the approximate answer will be should receive greater consideration, for answers are often so absurdly incorrect that there is every indication that the pupil had no idea as to the amount and nature of the result. It is pleasing to record that the treatment given to numbers in the lower classes is very satisfactory, but we would again emphasize our often-expressed opinion that revision, drill, and graphic treatment cannot be overdone. Thoroughness at every step should be our constant aim.

Geography.—The treatment of geography is, in the main, satisfactory, the improved methods of teaching this subject, which we referred to in our last report, having been fruitful of good results. The majority of our teachers present excellent schemes, and, what is still more important, carry them out faithfully. Our most successful teachers place their faith in sound oral teaching, and have relegated the Geographical Reader to a secondary position. Course A generally revealed successful treatment on right lines, and showed a satisfactory appreciation of the spirit of the syllabus. There is, however, too often a lack of connexion between the two courses, and thus excellent opportunities of correlation are unfortunately sacrificed. A clear conception should be given of the conditions under which various modes of life and industries are possible, and in dealing with towns the aim should be to work out the causes for their situation and importance, and generally to encourage intelligent reflection rather than mere verbal memory.

History.—In our last report a hope was expressed that with the aid of new and attractive historical readers an improvement would be shown in the teaching of this subject. We regret that our hope has not been realized as fully as we could desire. In some cases this is due to a lack of interest on the part of the teachers, while in others it may be traced to the choice of unsuitable subjects. History is not an easy subject to handle well. It calls for special qualifications on the part of the teacher, and demands considerable effort and thought not only in the presentation of the lessons, but also in the selection of the subjects to be taught. In this connexion it is well to remember that too much should not be attempted, and that history is most intelligible and interesting to children when it is most biographical, and that incidentally it may be made a means of purifying the sympathies and stirring a wholesome patriotism and a true sense of civic duty.

Nature-study and Agriculture.—In regard to nature-study and agriculture, it is gratifying to find that many of our teachers are making enthusiastic efforts to acquaint themselves with better and truer methods of dealing with these subjects. This means, no doubt, much work and self-denial, but nature-study can be efficiently treated only by those who possess a varied knowledge and a loving interest in nature and her ways.

In many of our schools we have noticed that the teachers have been successful in securing the active co-operation of their pupils—a true sign that the general treatment has been intelligently directed. The development of the powers of true observation of natural phenomena can be possible only when the interest and curiosity of the children have been thoroughly aroused. They must become active participants in the work, and not mere recipients of information; in fact, they must be induced to talk, examine, and experiment, the teacher's share being that of guidance and help. Thus they are led to seek first-hand knowledge, and new and permanent intellectual habits are gradually acquired. But it must not be thought that this is the sole aim of nature-study. Of equal importance is the cultivation of the sympathies of the child, the development of his æsthetic senses, and the appreciation of the beauty of his environment.

As much of the work as possible should be done in the field, and if treated in this way it forms an excellent preparation for an intelligent study of geography and agriculture, and for this very reason it is desirable that the lines followed should be most definite in aim.

In the upper classes and in those district high schools taking a rural course the elementary principles of agriculture are being taught with gratifying success, both experimentally and practically. The school-garden has now become a much-valued adjunct of our country schools. A measure of praise is due to those teachers who have willingly surrendered a portion of their holidays in order to attend the summer school for instruction in the practical methods of teaching agriculture. We hope that they will catch some of the enthusiasm of the agricultural instructor, Mr. Malcolm, to whose untiring zeal and devotion to his work is largely due the present healthy condition of elementary agriculture.

Needlework.—This subject gives evidence of careful oversight, and generally ranges from good to excellent. In country districts garments are the most popular form of specimens. In addition to syllabus requirements, in many schools the older girls make blouses and other garments for their own

wear. The keeping of records of quantities and prices of materials should be a useful training for future domestic duties. The present needlework syllabus requires amendment, and we trust that at an early date requirements will be more in accord with present-day ideas.

Singing.—Singing is the least satisfactory of our school subjects. In too many of our schools little or no progress seems to be made—a great many teachers being content to repeat the same three or four songs year after year. Instruction is of a most perfunctory kind; theory receives very little consideration; and there is no attempt at gradation, the pupils in the senior classes taking exactly the same exercises as taken by the infants. Teachers do not seem to realize the relief afforded by five minutes' singing-practice. With the advent of a new syllabus we shall look for better results.

Drawing and Handwork.—There has been steady progress during the year, with a continually widening scope of work. The educational results of these subjects have been kept prominently in the foreground. We would again impress upon teachers the importance of object-drawing, and trust that more attention will be given to mass drawing in pencil and brush.

During the year there has been considerable extension of the opportunities for taking *cookery*, and we hope that the instruction at the various centres will be on such lines as to avoid overlapping, and break sufficient new ground each year to maintain unabated interest.

Health and Morals.—Tone and discipline throughout the district are distinctly good, and in an increasingly large number of schools the manners and general deportment of the pupils are well looked after. An occasional school is still found, however, in which the teachers fail to realize the importance of the little courtesies and proprieties of conduct and of manner as means for moral training and the upbuilding of character—

> Manners are not idle, but the fruit
> Of loyal nature and of noble mind.

Truism as it is, the statement will bear repetition that "Knowledge is of less importance than the child." Accordingly, we recognize with deepest gratitude that care for the children's welfare, morally and physically, is a pronounced feature of the general government of our schools. We hail, too, with pleasure the frequent presence of the teachers in the playground, and the interest shown in the games and amusements of their pupils. Open-air calisthenics and deep-breathing exercises are given in all schools, while the newer school buildings erected are a great improvement on the old with regard to sanitary and cheerful surroundings. "Moral development is conditional on bodily health," says Professor MacMunn, and it must be conceded by all that good health is a prime condition of practical energy.

Looking back over the work done in our schools during the past twelve months, there is much to be thankful for. The men and women employed in our schools are, with few exceptions, fully conscious of their great responsibilities, and give of their best freely and ungrudgingly in their efforts to promote the well-being and mould aright the future lives of their charges. Indeed, the majority of our teachers seem to have in view the high standard set forth by Ruskin, "The entire object of education is to make people not merely do the right things, but enjoy doing them; not merely industrious, but to love industry; not merely learners, but to love knowledge; not merely pure, but to love purity; not merely just, but to hunger and thirst after justice."

We cannot conclude our report without congratulating our late chief and colleague, Mr. T. S. Foster, on his well-deserved promotion to the position of Director of the Normal Training College. We shall miss his excellent advice, kindly criticism, marvellous tact, and genial comradeship; but the district will still have the benefit of his ripe scholarship and long experience. Under his guidance and direction our young teachers will be inspired with the highest ideals, and sent forth well equipped to discharge their professional duties.

We have, &c.,

W. BROCK,
C. D. HARDIE,
S. C. OWEN,
J. B. MAYNE,
Inspectors.

The Chairman, North Canterbury Education Board.

APPENDIX I.

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	321	305	15 1
" VI	1,371	1,293	13 11
" V	2,031	1,934	13 1
" IV	2,369	2,302	12 2
" III	2,568	2,493	11 3
" II	2,677	2,615	10 1
" I	2,795	2,709	8 11
Preparatory	7,856	7,346	6 11
Totals	21,988	20,997	9 8

PRIVATE SCHOOLS.—SUMMARY FOR THE DISTRICT.

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in each Class.
			Yrs. mos.
Standard VII	45	40	15 9
" VI	90	88	14 7
" V	164	153	13 4
" IV	187	170	12 3
" III	230	202	11 3
" II	196	189	9 11
" I	209	195	8 10
Preparatory (including those from three years old and upwards)	757	695	6 6
Totals	1,878	1,732	9 6

STANDARD VI EXAMINATIONS, 1912.—GENERAL SUMMARY OF RESULTS.

—	Present at Examination.	Certificates gained.	
		Proficiency.	Competency.
Public schools	1,404	1,040	235
Private schools	92	57	23
Special examinations	96	62	21
Totals	1,592	1,159	279

DISTRICT HIGH SCHOOLS.—NUMBER OF PUPILS IN ATTENDANCE.

School.	On Roll at Time of Annual Examination.			Present at Annual Examination.
	Boys.	Girls.	Total.	
Akaroa	8	12	20	19
Christchurch West	99	65	164	164
Kaiapoi...	2	12	14	10
Kaikoura Town	5	12	17	14
Lincoln	9	14	23	23
Lyttelton	13	7	20	20
Southbridge	12	12	24	24
Normal Training College	3	12	15	13
Totals	151	146	297	287

SOUTH CANTERBURY.

SIR,— Education Office, Timaru, 31st March, 1913.

We have the honour to submit our annual report on the schools of this district for the year 1912.

At the beginning of the year eighty-three schools were in operation, and during the year a new school was established at the Douglas Settlement. At least two visits were paid to each school during the year, and reports submitted to the Board. In addition to the public schools, we have also examined and reported on 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 the Annual Examination.	Average Age of the Pupils in each Class.
			Yrs. mos.
Standard VII	144	143	15 3
" VI	363	358	14 0
" V	560	547	13 1
" IV	619	597	12 2
" III	668	648	11 2
" II	692	676	10 2
" I	787	764	9 0
Preparatory	2,113	2,013	6 11
Totals	5,946	5,746	9 9

The figures in this table show for the year an increase of 177 in the roll number. There is a decrease of eighty-one in the Sixth Standard and of twelve in the Fourth Standard, but there is an increase in all the other classes.

The following is the summary for the Roman Catholic schools:—

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of the Pupils in each Class.
			Yrs. mos.
Standard VII	10	10	15 2
" VI	41	38	14 4
" V	40	39	13 4
" IV	56	56	12 8
" III	62	60	11 9
" II	57	55	9 11
" I	64	59	8 11
Preparatory	143	128	6 9
Totals	473	445	10 1

In 1911 the roll number of our public schools was 5,769, Standards I to VII having 3,673 pupils, and the preparatory classes 2,096, the percentage of the roll in the preparatory classes being 36·3 as compared with 37·3 for the schools of the Dominion as a whole. For the year just ended the roll number is 5,946, Standards I to VII having 3,833 pupils, and the preparatory classes 2,113, the percentage of the roll in the preparatory classes being 35·5. In view of the fact that the Inspector-General has directed attention to the astonishing increase in the percentage of pupils in the preparatory classes during recent years, it is some satisfaction to find that in this district this percentage shows a decrease during the past three years, the percentages being 36·8 in 1910, 36·3 in 1911, and 35·5 in 1912.

It should be known as widely as possible that the standard of exemption is now Standard VI, and that unless a pupil has passed Standard VI it is compulsory that he shall attend school until he reaches the age of fourteen years. We have warned teachers to keep a sharp look-out for cases of the withdrawal of children before they have reached the requisite age or the requisite standard, the need for the warning being evident when we note how the roll number diminishes from Standards IV to V and from Standards V to VI.

In our estimate of their efficiency we group the schools as follows: Good to very good, fifty schools, with 5,097 pupils; satisfactory, twenty-one schools, with 495 pupils; fair, nine schools, with 313 pupils; inferior to moderate, four schools, with forty-one pupils. Of a total of eighty-four schools reported on, seventy-one, with 5,592 pupils, are to be considered as conducted with efficiency; while the remaining thirteen schools, with 354 pupils, must be declared unsatisfactory. The corresponding figures last year were seventy-two schools, with 5,417 pupils, and eleven schools, with 352 pupils. The schools that have been reported as inefficient are sole-teacher schools, with the exception of three that belong to Grade IV—that is, schools taught by a master and an assistant—and it is disappointing to find that two of those three schools were in this unenviable position last year.

The examination of the pupils of Standard VI was conducted by us at the beginning of December, the examination being held at nine centres. The candidates at Hakateramea and at Hakateramea Valley were examined by the Inspector in their own schools at the time of his annual visit. Of the 354 candidates who entered for the examination, 349 were present, 248 gained certificates of proficiency, and seventy-two gained certificates of competency, the percentage of passes for the higher certificates being 71, and for the lower 20·6. The corresponding percentages last year were 62·8 and 22·5. The striking increase in the percentage of those that gained certificates of proficiency was mainly due to the tests in arithmetic being less severe in character than those of previous years. We are of opinion that it would be in the best interests of our schools still further to reduce the demands in arithmetic, and we should then feel justified in asking for a higher level of attainment to be reached by the candidates in their English composition. From the Roman Catholic schools thirty-nine candidates were presented for the Sixth Standard examination, and all were present; seventeen gained certificates of proficiency, and sixteen gained certificates of competency. The average age of candidates from the public schools was fourteen years, and from the Roman Catholic schools fourteen years and four months.

A review of the notes taken during our visits to the schools and of our reports submitted to the Board enables us to make some general remarks on the subjects of instruction. With regard to reading, steady improvement continues to be made. Greater facility in oral reading has resulted from the wider use of supplementary reading-books; but with this facility there has not always been a corresponding development of clearness of articulation and enunciation. Not only in the formal reading-lesson, but on every occasion of oral answering, distinctness of utterance should be insisted on; and the utmost care should be taken to guard against the slovenly use of the organs of speech. The attention given to these points will have a very appreciable effect in improving the children's spelling, which, as a rule, is very good in the dictation tests, but shows to less advantage when the pupils come to write their composition exercises, in which the words they have used glibly enough in oral speech prove serious stumbling-blocks in their written form.

In the majority of our schools the pupils show very good specimens of writing, the copy-books in most general use being Vere Foster's Medium. In the Fifth and Sixth Standards, when the pupils should be expected to have attained a reasonable correctness of letter formation, it should be the teacher's aim to train his pupils to write with greater freedom and rapidity while they are still under his supervision.

The advance made in written composition during recent years is still maintained. Many of our teachers have found the "Picture Composition" books of Lewis Marsh most suggestive and helpful. But so far as these aids to the teaching of composition are concerned, it will not be out of place to give warning that these books, excellent as they are, can be used with success only by those teachers who give diligent study to the method of instruction set forth in them, and who, having imbibed the spirit and aim of that method, throw themselves into its practical application with all the resource and enthusiasm at their command. Marsh's books are neither for the lazy teacher nor for the incompetent.

Arithmetic holds its place as one of the best-taught subjects. There is one defect which we have had to refer to somewhat frequently during the year—namely, the insufficient practice in mental work in the middle and higher standards. It should be the rule that the first portion of the time set apart for the arithmetic lessons should be devoted to oral work bearing on the sums for the day, so that the pupil may become familiar with the methods by questions which come out easily before he attempts examples involving much computation that can only be done with the aid of pen and paper. In some of the schools in Scotland it was the custom of the headmaster to group the higher standards for a weekly contest in rapid calculation in the simple money rules, the pupil-teachers also being brought into the competition, and so put on their mettle to hold their own against the brightest scholars. The training thus given was a most valuable one, and we should be pleased to see the old custom adopted here.

In many of our schools geography is taught on right lines, with very satisfactory results. Much of the work is based on the observation of their surroundings and of actual phenomena by the pupils, and may very fairly claim to be nature-study in some of its most interesting aspects. Many of the teachers make most excellent use of the illustrations from our weekly papers, and of the sets of stereoscopic views which have been supplied by the Board as aids to the teaching of geography, both commercial and physical. Some of our best teachers make the lessons in mathematical geography really interesting and educative, the ready co-operation of the pupils in calculations and experiments indicating their grasp of the matter with which they are dealing; but teaching of this kind is not general.

In previous reports we have pointed out the need for more systematic treatment of history. As a general rule, lessons from the historical reading-books are read and explained in class, but the lessons are not sufficiently impressed by vivid oral teaching.

We have been much pleased with the action of the Department in publishing suitable songs for the children in the *School Journal*. In our large schools singing generally shows great improvement, and in some of the small schools it is quite a pleasing feature of the school-work.

The Technical Director's report shows that handwork, both elementary and advanced, is very general throughout the district. In the beginning of the year the Board lost the valuable services of their agricultural instructor, Mr. J. Brown, B.Sc., who is now Principal of the Queensland Agricultural College. His place has been taken by Mr. W. Martin, B.Sc., who is showing great enthusiasm in his work.

The district has been unfortunate in losing at one time our teachers of cookery. Miss Wilson (now Mrs. McLeod) and Miss Rennie (now in the service of the Wellington Education Board) had proved themselves most capable teachers, and in many of the homes of South Canterbury their names will be long remembered; and the skill which they imparted to hundreds of our girls will be contributing to the health and happiness of the community when fractions, vulgar and decimal, and other school-girl vexations have long since vanished to the limbo of things foolish and forgotten.

Whilst much has been accomplished in recent years towards the beautifying of school-grounds, there still remains much to be done within the schools in the adornment of the rooms. It should be the aim of every teacher to make his school a beautiful place within and without. Maps hung awry or stacked in corners, and cupboards with an overflow of miscellaneous articles on top, are neither hygienic nor pleasing to look at.

We desire to put on record our appreciation of the practical interest shown by School Committees in everything pertaining to educational matters in their own neighbourhood and in the district as a whole. We would also express our appreciation of the zeal and professional skill of the teachers of South Canterbury as a body; and we have much pleasure in reporting favourably on the order and discipline of the schools and on the manners and general behaviour of the scholars.

We have, &c.,

JAS. GIBSON GOW, M.A.,
A. BELL, M.A., } Inspectors.

The Chairman, South Canterbury Education Board.

OTAGO.

Sir,— Education Office, Dunedin, 31st March, 1913.

We have the honour to submit our annual report on the work of the schools of this district for the year 1912.

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

Summary of Inspection Results for the Whole District.

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in each Class.
			Yrs. mos.
Standard VII	332	314	15 1½
" VI	1,226	1,179	14 0½
" V	1,850	1,796	13 2½
" IV	2,279	2,229	12 3
" III	2,436	2,390	11 3½
" II	2,636	2,581	10 2
" I	2,559	2,504	9 0
Preparatory	7,616	7,120	6 10
Totals	20,934	20,113	9 9

From this table it will be seen that the roll number has decreased in Standards VII and I and increased in the remaining classes, while the average ages have increased slightly in Standards III, V, VI, and VII. The average ages in these classes are slightly above the averages for the Dominion as shown in the Minister's annual report for 1911. We do not feel much concerned about this slight increase in Standard VI, for we believe it is due to two causes—(*a*) The improved material condition of the community, which enables many parents to keep their children at school to a later age than formerly; and (*b*) the fact that the advantage of obtaining the proficiency certificate is more fully realized than previously.

During a considerable part of the year epidemics were rife throughout the district, necessitating in many cases the closing of schools for more or less lengthy periods. The staffing of schools and the teachers' salaries depend on average attendance, and both Committees and teachers may be excused if they show considerable or even undue anxiety to keep their averages up by closing schools during epidemics. We are of opinion, however, that there is much need for reflection in this matter. So long as pupils are allowed to mingle on the streets, in picture-shows, and even in infected homes, closing of schools will not do much in the way of preventing the spread of epidemics until parents are roused to a sense of their responsibilities with regard to infected pupils. So long, however, as Committees' finances, teachers' salaries, and the staffing of schools are so closely connected with average attendance it appears to us that the practice of closing schools, futile as it is to prevent the spread of epidemics, will be continued.

Throughout the district the School Committees as a whole are discharging their duties satisfactorily with regard to the care of buildings, grounds, and fences. In several cases considerable local interest has been shown in the plantation of trees for shelter and ornament; but there are still too many districts where the absence of shelter-belts and the bare appearance of the grounds testify to the indifference of Committees and parents to the well-being and comfort of their children while at school.

Under regulations recently issued by the Department regarding free books, Committees will be enabled to establish school libraries at reasonable local cost, while Committees that have already provided books will be enabled to add considerably to the stock. The conditions under which departmental assistance may be obtained will shortly be issued to Committees.

During the year considerable difficulty was experienced in securing certificated teachers for vacancies, and the Board was compelled to utilize the services of a number of men and women who had no recognized status. In most cases they were employed in small or remote schools, and we are pleased to record that the majority of them are doing satisfactory work. At the end of the year there were about ninety teachers uncertificated, and twelve who held licenses. Of these, upwards of fifty have improved their educational standing, and have achieved whole or partial success towards their teacher's certificate. There are a few, however, who have taken no steps in this direction, and it is undesirable that these should be allowed to continue in their positions. The Board, with the grant placed at its disposal by the Department for the tuition of this class of teachers, provided for tuition by correspondence for those in remote centres who expressed a desire for assistance, and in other cases provided for personal tuition where possible, while those who could be brought into Dunedin or Oamaru were grouped for instruction. In all cases except one the industry of the students was satisfactory. As soon as the detailed results of the January examination are to hand we purpose asking the Board to establish similar classes this year.

At the beginning of the year new regulations for certificate examination of teachers were issued, and, in order to prepare pupil-teachers and probationers for examination, arrangements were made to group pupil-teachers and probationers for instruction in vocal music, physiology and hygiene, and first aid in Dunedin, and in methods of teaching and agriculture in Oamaru. The attendance and industry of these young people were most exemplary, and the courses found favour with the head teachers of the schools from which the students came. We are hopeful of being able to continue this phase of the work again this year.

During the year the curriculum of the rural course has been adopted in five of our district high schools; but owing to the difficulty regarding buildings the work has been carried on under considerable disadvantage. At four of the schools the buildings are now complete, and the necessary grants have been authorized in the case of the fifth. In the course of a few days we shall have the necessary equipment landing from Home. The course has proved popular with the pupils, the staffs of the schools have thrown themselves cordially into the work, and the visiting teachers have proved themselves capable, earnest, and enthusiastic workers. The harmonious relations existing among the teachers in this scheme justify us in predicting that the course will prove successful. In this connexion we have to express our indebtedness and gratitude to the Managers and the Director of the Dunedin Technical School for the consideration shown by them in granting us the free use of their chemical laboratory and appliances. Without such assistance it would have been almost impossible to carry on the work during the year. Our thanks are also due to Messrs. Speight and Co. for a supply of seed-barley; to Messrs. Donald Reid and Co. for supplies of varieties of seed oats and wheat for the experimental plots at the various schools; and to the Agricultural Department for supplies of seed, and for assistance in spraying the potato plots. In the same connexion we have also to express our appreciation of the generosity shown by the Otago Agricultural and Pastoral Association for donating four prizes for the potato-growing competition in the school-gardens.

The garden-work in the primary schools has materially improved during the year. This is due to the keen interest shown in the work by Messrs. Green, Healey, and Ridley, the Board's agricultural instructors. Besides weekly visiting the district high schools, these gentlemen have visited all the primary schools at which garden-work is taken up, and by their example, instruction, and advice have assisted and encouraged the teachers to place this branch of school-work on a sound footing. In addition to the work in the schools, these instructors conducted courses of instruction for teachers at Alexandra, Ranfurly, Dunedin, and Oamaru, and their lectures were much appreciated by those attending. It is largely due to the efforts of these gentlemen that so many of our young teachers have been successful in the recent departmental examinations.

During the early and middle parts of the year classes of instruction in wool-sorting for farmers were conducted at Alexandra, Oturehua, Ranfurly, Waipiata, Middlemarch, Clydevale, Waiwera, Balclutha, Tapanui, Heriot, Clinton, Hyde, Palmerston, Lauder, Warepa, and Lawrence by Mr. J. McGregor. These classes were well attended, and the instruction was thoroughly appreciated by the students.

Miss Burgess, the Board's instructor in dressmaking, held classes for instruction in this subject at several country centres; Mr. Jackson, one of the instructors in woodwork, conducted classes in carpentry at Lawrence and Tapanui; and Miss Allen had charge of a class in cookery at Tapanui. All these courses were well attended, and students have freely expressed their appreciation of the benefits they have received. Hence it will be seen that, besides controlling the work in the primary schools, the Board has rendered considerable assistance to the cause of general education throughout the district.

The following figures show the grouping of the schools according to their efficiency: Excellent, very good, or good, 60 per cent.; satisfactory, 34 per cent.; fair to inferior, 6 per cent. These figures show material falling-off in the first group and an increase in the second and third groups. The decline in group 1 is attributed to the serious effect of the epidemics previously referred to, while the increase in the number of unsatisfactory schools is due in part to the same cause, and in part to the fact that in these schools are to be found untrained, and in several cases ill-educated, teachers.

We are pleased to have to record material improvement in the compilation of schemes of work: but we again found that in several schools these were not complete at the time of our first visit. Under the regulation issued by the Board towards the end of the year, teachers are now required to have their schemes fully compiled a fortnight after the commencement of the year's work.

Following the practice adopted in previous years, we examined candidates for the proficiency certificate as far as possible in their own schools, and in the larger centres only did we adopt a modified form of central examination. The results of the proficiency examination are considerably higher than those of the previous year. A careful scrutiny of the papers shows that this is due to improvement in arithmetic, in composition, and in general geography. In our opinion, the departmental tests in arithmetic were somewhat easier than those of previous years, while the systematic long-tot work carried on during the year had materially increased mechanical accuracy. In every case a long-tot test was given in addition to the Department's card, and the result was most gratifying. For the last two years teachers have been devoting more attention to topographical and economic geography, and less to mathematical, and the pupils sitting for proficiency certificates have benefited largely by the change. At the beginning of the year arrangements were made by which, in those schools the Standard VI pupils of which were taking woodwork and cookery, the geometrical drawing for the class would be taken at the manual-training centres. This afforded considerable relief to the class-teachers, and had the advantage of placing the drawing in direct relation to the work of the centre. The result has been most satisfactory, and we intend to continue the practice.

The following results in subjects at the proficiency examination of twenty-seven large schools the pupils of which were examined in centres may prove of interest at the present stage:—

Percentage for the School.	Arithmetic.	Composition.	Geography.	Drawing.
80 to 100	2	1	..	..
70 to 79	10	3	5	8
60 to 69	6	18	15	14
50 to 59	9	5	7	5

The high results gained in this examination are very gratifying, and bear eloquent testimony to the industry and skill of the teachers.

In the case of teachers of experience and high ideals we usually find the pupils classified with a discretion that ensures the best condition for progress; but to prevent the mischief that inevitably

results from freedom of classification falling into the hands of the incompetent or of those who, through want of familiarity with a high standard, are prone to obey the dictate of their hearts, we impose our own classification in those schools where we find, as an outcome of careful testing, that the teacher's judgment is at fault. On the whole, we find that the teachers have risen well to their responsibility, and are exercising a wise discretion in the discharge of this most important branch of their work.

The methods of teaching continue to improve steadily, with the result that the educational aspect has due prominence, and, as a consequence of the teacher's closer intimacy with educational literature and the scientific principles underlying the art of teaching, we generally find a definiteness of aim and an economy of effort that are productive of good result. But there are exceptions—namely, teachers who continue to treat subjects in isolation, who divorce spelling from the use of the word spelt, who do not insist on the application of mental arithmetic to the written problems, or who do not insist on every written exercise being considered a writing-lesson. Others, again, do not apply the rules taught in the reading and recitation to the ordinary speech and oral answering of their pupils. With these, who fortunately are in the minority, the teaching is wanting in fertility, and lacks satisfactory educative effect.

One of the most striking features of modern education is the introduction of manipulative exercises which not only develop manual dexterity at an age when it must be developed if it is to reach a high pitch in later years, but also keep the child in touch with his environment. By giving him something to do which he recognizes as definitely useful, these exercises implant in him the germ of the idea of utility which will eventually fructify in social service, the very condition of the existence of civilization. Most of our teachers have shown a fine appreciation of the scope and aim of this practical education; but others, by not counteracting the tendency to routine, have failed to regard the fact that the limit of the manual side is reached when, through the absence of interest, it ceases to develop the intellectual as well as the physical powers of the pupils. In this connexion we are pleased to note a large increase in the number of gardens as adjuncts to our small schools where the zeal and industry of our young teachers—mostly women—are doing much to invest the school subjects with reality, and, incidentally, are arousing such an interest in horticulture as cannot fail to advance a profitable domestic industry and to provide a delightful hobby for maturer years. In all our educational arrangements we should endeavour to realize clearly what is to be the life of the average pupil when he leaves school; and so far as a school will have helped him to occupy his spare time profitably and pleasurably, to that extent will it have been valuable to him and to the community of which he is a member.

In the majority of our schools reading is fluent and accurate in the middle and senior classes. Teachers recognize that in this subject the chief aims should be the early acquirement of ready association between sign and sound, the intelligent study of printed matter, and the cultivation of the taste for books. The first of these aims is being well achieved in our junior classes, and we note with approval the increasing use of lip and tongue exercises; but we regret that exercises in phonics are not systematically continued in the middle classes. It is in these classes that the impurity of speech to which we have year by year referred sets in, and it is just in these classes that the defect can be most easily eradicated. While teachers are very solicitous about the correctness of the matter of the pupils' answers, with some the niceties of oral expression do not receive the attention necessary for forming a style of delivery which, while expressing fully the sense of the passage, gives the oral composition all the power, grace, and beauty of which it is susceptible. In this connexion it is pleasing to be able to refer to the stimulating effect produced by those teachers who train their pupils to ask questions. In the past the pupil has been either the passive recipient or the obedient responder; but, by an inversion of this order through a systematic training of the pupil to question his teacher or his classmates, there have resulted, on the part of the pupil, a mental alertness, and, on the part of the teacher, a familiarity with the child's mental attitude towards the subject that could not have been produced as readily by any other means.

Inquiry as to the use of the school and other libraries by pupils convinces us that the reading-habit is on the increase, and that pupils are utilizing some of their spare time with pleasure and profit. In composition exercises the influence of general reading is frequently shown by the fairly wide knowledge of the subject-matter, and by the free and natural expression of the pupils' ideas. These exercises are remarkably free from grammatical errors, but too frequently we have to find fault with the arrangement of both sentence and paragraph. We again commend to teachers the desirability of insisting that every essay should be preceded by a plan or scheme, and that the exercise should be written in accordance with that plan. In schools where this system is followed the composition is invariably good. Formal grammar continues to receive satisfactory attention; analysis and synthesis are well done; but in many instances the functions of words do not receive adequate attention, while punctuation is of poor quality.

Spelling is very good throughout the district; in the lower and senior classes writing is good, but in the middle classes it is of uneven quality.

By a free use of concrete methods in the junior classes a good foundation is being laid for the arithmetic of the middle and senior classes. In many schools, however, the use of counters is too long continued, with the result that the drill in number-work so requisite for rapid and accurate calculation is not commenced as early as it should be. In the middle and senior classes the methods of presentation are good; but we still find too much reliance placed on what may be called "type" work, with the result that when pupils meet with a question in a setting somewhat different from the "type" setting they find difficulty in dealing with it. Many of the problems chosen necessitate long arithmetical calculations, which tend to obscure the principle involved in the question. This, besides arousing in the pupil a distaste for the subject, materially interferes with the educative effect that should be the aim of the teacher. In schools where this subject is most successfully treated it will be found that tables are well taught and well memorized, systematic work in mental arithmetic introductory to written work is carried on, problems involving short calculations are used, and oral explanation of processes is insisted on. Notwithstanding the weaknesses we have referred to, the subject is one of the best in our schools.

History has for the most part been treated as a reading-subject; but teachers are realizing that if this subject is to receive adequate treatment the reading must be directed and supplemented by vivid and realistic teaching. Elementary civics has been satisfactorily treated in most of the schools above Grade IV.

In their schemes of work in geography teachers have given more prominence to physical, social, and commercial geography than to the mathematical section. Of this action we thoroughly approve, holding as we do that intensive teaching in mathematical geography should be relegated to the secondary schools. Commercial movements and trade relations have been satisfactorily followed, and the treatment of the connexion between climate, products, and industries has been such as to develop the reasoning-powers without unduly burdening the memory.

The drawing for the proficiency certificate was set and examined by Mr. Hawcridge, whose report shows that considerable advance has been made, especially in the scale and design branches. We should like to see more use made of this subject as a means of expression in other branches of school-work.

In an increasing number of schools nature-study, instead of being treated in formal lessons, has been dealt with by means of short daily talks on what the pupils have observed in connexion with matters previously suggested by the teacher. This has called forth personal investigation, led to a closer acquaintance with the plant and animal life of the district, and stimulated the curiosity and sympathy of the pupils.

The recent appointment by the Department of specialists in connexion with physical culture is a practical recognition of the importance of the sound body in any scheme of education. Physical culture has long received special attention in the Otago schools; and the success that has been achieved is largely due to the excellent training received by our teachers at the hands of Mr. Hanna, whose enthusiasm, skilful teaching, and tactful management have been highly beneficial to all who have passed through his hands. In schools in which military drill has been taught the work has reached a high state of efficiency.

Throughout the district the order, discipline, and tone of the schools are good.

Of the work of our teachers, it has been our pleasing duty to report approvingly. The requirements of the syllabus make great demands on their patience, energy, skill, and time. Outside of their ordinary work, teachers have been called upon during the year to take part in movements entailing much labour and self-sacrifice, and they have come forward with ungrudging response and intelligent effort. Our ideals have seldom been reached, but in striving to attain them we have met with such honest service and exemplary conduct as to convince us that, true to their trust, our teachers are endeavouring by precept and example to train their pupils to become honest, intelligent, and self-reliant workers who will do the best their circumstances permit.

We have again to express our high appreciation of the fine response made by teachers to our appeal for assistance at the manual-training centres and the teachers' training-classes. In this connexion we are deeply indebted to Dr. Church for once more coming forward and devoting so large a portion of his time to the training of our teachers in first aid and ambulance. To him we tender our congratulations on the fine result attained by his classes.

We have, &c.,

C. R. RICHARDSON,
C. R. BOSSENCE,
J. R. DON,
J. ROBERTSON,
} Inspectors.

The Secretary, Otago Education Board.

SOUTHLAND.

SIR,— Education Office, Invercargill, 25th March, 1913.

We have the honour to submit our report on the schools of the district for 1912.

During the year the number of schools under our supervision has increased by six, from 174 in 1911 to 180 in 1912. In connexion with this increase we venture to hope that some relief will be afforded us at an early period by the appointment of an additional Inspector. This would enable us to visit every school twice in the school year, to spend more time in inspection as opposed to examination, and to gain a fuller knowledge of the young people employed by the Board than we can at present.

The following extract from Form 23 gives particulars as to the 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	44	39	14 8
" VI	673	659	13 11
" V	1,018	979	13 1
" IV	1,239	1,206	12 1
" III	1,290	1,241	11 0
" II	1,407	1,362	10 2
" I	1,399	1,358	8 11
Preparatory	3,999	3,828	6 11
Totals	11,069	10,672	9 8

This table shows an increase in roll number of 250 over last year. The decrease in Standard VI (nineteen) is a feature common to all our reports of recent years. The average age of pupils in Class P and the percentage of the whole roll number in the preparatory classes remain practically the same as in last year's report.

The year 1912 will remain memorable as one in which the effects of epidemics on the average attendance were of almost unparalleled extent. From every quarter of our extensive district came the wail of distracted teachers whose work had been disorganized by the subtle agency of mumps and measles. Your Inspectors, too, will long remember this year as one in which the discomforts of travelling reached, from time to time over a long period, an almost intolerable pitch. Under such circumstances it is gratifying to record that our schools have fully maintained the efficiency of previous years, and that damp and disease have been impotent to stem the progress of education in our district.

The central examinations for the proficiency certificate were held in the month of December, many pupils in schools remote from centres having been previously examined in their own schools. At some of the smaller centres, Mr. Gray, of Nightcaps, a teacher whose honourable record is well known, presided as supervisor. The following statement gives in tabular form the results, and also, for purposes of comparison, those for 1911.

——	Number examined.	Proficiency.	Competency.	Failed.
1911	704	522	60	122
Percentage	..	74·2	8·5	17·3
1912	636	469	63	104
Percentage	..	73·7	9·8	16·5

The percentage of candidates gaining certificates is substantially the same in each year, but there is for 1912 a somewhat marked decrease in the total number examined.

In connexion with these examinations, a word of praise is due to some of our uncertificated teachers in the backblocks, who, though poorly qualified by education and experience, showed energy and determination coupled with not a little self-sacrifice in the preparation of their candidates. Considering the burden of study which they have to bear after the labours of the day, no one can grudge them the success with which their efforts were crowned at the Proficiency Examinations.

The changes announced in the expenditure of the free school-books grant will meet with very general acceptance. We must confess to a feeling of disappointment at the comparatively large proportion of schools which made no claim for continuous readers out of the grant for 1912. We trust that early in 1913 we may find readers of this description available for the use of all the pupils of the district. The new proposals will also do much to bring the usefulness of school libraries before progressive Committees, and thus greatly forward the cause of these indispensable adjuncts to education. During the year the Board resolved that each pupil should purchase and possess his own miscellaneous reader. The ease with which this change of policy was effected seems to indicate that the withdrawal of the grant for class-books generally will meet with little or no opposition.

During the year our agricultural instructor has met with much success in the prosecution of his special work. Approaching local bodies with much tact and discretion, he has been enabled to break down the prejudice against school-gardens which existed in many quarters, and to establish instead a disposition to sympathetic co-operation in the matter. The experimental plot at Gladstone is of great service not only to the Technical College pupils taking an agricultural course, but also to the teachers attending the Saturday classes and to those undertaking school-garden work in their own districts. There is some necessity for teachers to remember that, when unseasonable weather puts a stop to garden operations, opportunities still remain for outdoor observation or for experimental work in the schoolroom.

We trust that the establishment of school-gardens will lead before long to a general movement for the beautifying of school-grounds. Many of these, at present distinguished from surrounding holdings only by their utterly desolate appearance, could be improved out of recognition by the introduction of one or two groups or belts of ornamental shrubs or trees. The first cost would be inconsiderable, and would be seen in a few years to have been very fully justified. Mr. Moodie, we feel sure, would be delighted to place his expert services at the disposal of any Committee interested in this matter.

The success which attended the establishment of the Technical College proved abundantly the need for such an institution. Under the able direction of Dr. Hansen it will, we believe, still more firmly establish itself in the good opinion of the public.

The vast majority of parents are now convinced of the value of the instruction given at the manual-training centres throughout the district. A great deal was accomplished towards this end during the year by inviting parents to come to the various centres where woodwork and cookery are taught, to see for themselves the operation of the scheme. We feel sure that in this way prejudice against manual training was largely replaced by warm appreciation of its advantages.

The interest shown by the present Administration in the physical welfare of school-children gives us much pleasure. The new regulations for physical instruction will do good by bringing home both to teachers and the public the fact that physical education is not a mere ornamental fringe of education proper, but a most important aspect of education, without serious consideration of which the interests of the nation must inevitably suffer.

The difficulty in filling minor positions in the Board's service has been keenly felt this year. While anxious to keep the minimum qualifications of teachers of small schools as high as possible, we have,

by force of circumstances, been obliged occasionally to acquiesce in appointments of somewhat dubious wisdom. The necessity, therefore, for making suitable arrangements for the training of such teachers is urgent, while the fact is borne home to us strongly that if the efficiency of these schools is to be maintained higher salaries for the lower-grade schools must be offered than obtain at present. In connexion with the training of these teachers, it seems to us feasible that the Department should guarantee the value of the correspondence classes by which teachers in the more remote centres are trained, by taking the arrangement of these classes in its own hands. Suitable instructors could doubtless be selected for the work from the existing training-college staffs.

Considering the difficulty just discussed, it is a question whether the Department should yet authorize the appointment of additional assistants beyond the limits already arranged. The substitution of an assistant for two pupil-teachers, where allowed by the regulations, is not in every case practicable; the assistants available are not, in some cases, at all equal in usefulness to the pupil-teachers displaced.

Unless the remuneration of probationers is made more liberal than at present, it is certain that a considerable number of those appointed will be possessed of the lower qualification for entry—a pass in the Junior Civil Service Examination or a Junior Free Place. Experience has taught us that such probationers find great difficulty in passing, at the end of their two years' course, the examination prescribed—Matriculation or teachers' D. They are thus debarred from entrance to the training college, and either drift out of the service or are appointed to positions where there is little hope of their improving their status. In either case the purpose of the Probationer Regulations is defeated.

We are in sympathy with teachers in wishing to see their clerical work cut down to the narrowest limits consistent with efficient management, and we are pleased to hear that considerable relief will be granted in this respect during the year. Certain records, however, must remain, and it is our duty to see that these are carefully prepared and kept. Chief among these is the annual scheme, which should be ready for inspection early in the year in a complete state, not only for the satisfaction of the Inspectors, but for the benefit of the teacher himself and his school.

We append a few notes on the quality of the instruction in certain subjects.

So far as the mechanical art of reading is concerned, there is little to complain of. The study of phrasing should begin in the lowest classes, in which, too, the method should be markedly phonetic. Pupils in all classes should be constantly called on to give the complete sense of passages read. Even in Standard VI this was done during the past year very haltingly at times. In recitation we too frequently found the exercise had degenerated into a mere memorizing of the lines; unless it appeals to the understanding and feeling of the reciter, its value is very trivial.

Though the processes in arithmetic are set down clearly, there is still a tendency to refer problems to a type in the class-book. Greater accuracy would result from the free employment of mental work in all standards, and from a more thorough knowledge of the tables required. Decimals still constitute a stumbling-block in Standard V work.

The results in drawing vary much in quality, but are, on the whole, satisfactory. There is reason to believe that where object-drawing is practised the teacher sometimes renders too obvious assistance. Unless in the case of handwork and arithmetic, there is too little correlation between drawing and other subjects.

As regards composition, we believe that the grouping of Standards III and IV has had very beneficial results. The essays in the two upper classes are more fluent than formerly, and contain comparatively few syntactical errors. Oral composition does not yet receive the attention it deserves. In some of our infant classes it is almost wholly neglected, though there are abundant opportunities of cultivating it. In the higher classes the pupils in many cases find much difficulty in expressing themselves in continuous answers of any length. It is notable that in a good many cases where formal grammar had received thorough treatment, the essays were not of a high quality. This seems to prove that in these cases the importance of formal grammar in the teaching of composition had been overestimated, and that composition *per se* had not received sufficient attention.

There is a slight but distinct improvement in the teaching of geography, due to some extent, we believe, to a better appreciation of the spirit of the syllabus. In physical geography, however, there is still a strong tendency to rely too much on book-work; the valuable training to be gained by direct appeal to the facts of nature is thus lost. In Standard VI the political geography of New Zealand was in many cases very indifferently known; this points either to slipshod work in the lower standards or insufficient revisal in the upper.

Though there are a few schools in which singing is well taught, the results, generally speaking, are only fair. Where voice-training exercises are taken, downward scales should be largely employed to counteract the upward forcing of the chest-voice. Where part-singing is taught, it is, as a rule, wise to choose two-part songs for equal voices.

We cannot close this report without some reference to the contemplated retirement of Mr. Neill after twenty-eight years' able and faithful service as Secretary to the Board. During our long association with him we have invariably found him sympathetic and helpful, and we are doing him only bare justice in here acknowledging his unfailing and cheerful readiness to facilitate our work by all means in his power.

We have, &c.,

JAS. HENDRY, }
A. L. WYLLIE, } Inspectors.

The Chairman, Southland Education Board.

APPENDIX D.

TRAINING OF TEACHERS.

No. 1.

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

THE four training colleges in the four centres of population had their full complement of students in attendance during the year.

Of the 398 students in attendance during the last quarter, 357 (Division A students) had completed their course as pupil-teachers or probationers before entrance to the colleges, and eight had obtained University degrees. Of the remainder, twenty-nine had qualified for admission by passing the Matriculation or some higher University examination, but were without previous teaching experience (Division B students), and four were admitted under the special provisions for teachers of small schools whose qualification is incomplete. These numbers show an increase of 7·7 per cent. in the number of Division A students admitted during the year. Of the Division B students the number for whom room has been found is still notably small, and probably those asking admission who are not already provided for by means of a pupil-teacher or probationer course must in any case necessarily be few.

Of the total of 398 students, 113 were men and 258 were women. The following table indicates the percentages for the past three years:—

Percentages of Male and Female Students.

	Males.	Females.
For the year 1910	31·32	68·68
.. 1911	33·67	66·33
.. 1912	28·39	71·61

The ordinary course of training is for two years, so that approximately 200 students annually complete their training and pass into the schools. Most of these are very quickly absorbed, and later in the year new vacancies still continue to exceed the supply. To meet the demand an amendment in the regulations for training colleges has now been made, raising the limit of attendance from 100 to 125 students in each case, while a further step has been taken in the extension of probationer appointments—the main source of future supply. The increase gives better opportunities for those to come in who have not served as pupil-teachers or probationers, but who are otherwise eligible as students. At the same time, but

as a purely temporary measure only to meet immediate needs, permission has been given by regulation to the education authorities controlling the training colleges to admit at their discretion a certain proportion of the students for a course of training of one year only. Except in the case of graduates or persons of similar status so short a course as one year cannot be recommended, nor can it in any sense be considered complete; but as the permission is confined to a limited number of entrants who have already served in the school as pupil-teachers or probationers, many of whom doubtless are only too anxious to enter upon permanent positions as teachers with as little delay as possible, circumstances appear to warrant recourse to the expedient. So far, only one of the colleges appears to have made use of the permission, and that it should have a much wider application is not particularly desired. The more regular outflow from the colleges of two-year students out of the increased number for which provision is now made, together with the customary supplementary accessions from other sources to the ranks of teachers in the Dominion, must soon prove sufficient to meet ordinary requirements. That the supply would be sufficient, however, to meet exceptional demands arising out of the increased staffing of schools for which statutory authority has already been obtained is not so clear. Obviously, if competent assistants are to be secured, the steps of the process by which adult teachers are being substituted for pupil-teachers must be made very gradual.

For the teaching practice of students the normal practising schools forming part of the training college in each case are available, and by a recent amendment opportunities of observation are now extended so as to embrace specially selected classes or teachers in neighbouring schools. By regulation it is provided that each normal school shall include (*a*) a main school, organized as a district high school, 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 thirty-five to forty. If the Minister approves, there may be also (*c*) a second "model school," organized as a rural school of two teachers, with an average attendance of seventy to eighty, or as a junior school with thirty-five to forty children of a standard not higher than S2, or as a rural school with thirty-five to forty children in attendance and under the charge of a sole teacher; and (*d*) a junior kindergarten class containing not more than forty children between the ages of three and five. For the secondary department of the main school a maximum attendance of not more than fifty is permitted. The following gives the actual average attendance at each of the normal schools, the main schools and their adjuncts being separately given:—

—	Main School (exclusive of Model Schools and Secondary Department).	Secondary Department.	Model School.	Junior Model School (P to S2).
Auckland	379	30	29	31
Wellington	277	17	29	37
Christchurch	429	15	34	..
Dunedin	402	28	37	36

In each of the normal schools a junior kindergarten class with a special teacher in charge has also been provided in terms of the regulations.

Much information in regard to the courses of instruction taken by students at the training colleges may be obtained from the tables attached. The following matter is summarized from the tables:—

Table P2 shows the University work undertaken by students. 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 colleges, 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 constitutes one of the chief problems of organization with which the Principals of training colleges have to deal. Of such work mental science, as bearing directly on education, has been generally taken at one of the centres, and at the second centre it is also taken by a substantial proportion, but few take it elsewhere. Of other subjects, about one-third of the students take Latin, and mathematics, with much fewer attendants, appears next in order. At one centre the University College, apart from English and education, is represented specially by botany, and by a course of voice-production, the latter being attended by the whole of the students.

Table P3 contains parallel facts for special classes of professional training for which provision has been made within the training college itself or in intimate connexion with it. It deals only with students who are in their second year of training. The subjects are largely more or less compulsory in character, though not of necessity for the second year, and include methods of teaching, elementary hygiene, elementary handwork and kindergarten study, physical (including agricultural and domestic) science, physical exercises, vocal music, and drawing.

In most cases there is still much to be desired in the training in natural and experimental science that is given to young teachers. It must be regarded as an absolute essential for every teacher that he or she should have at least an elementary knowledge (complete as far as it goes) of scientific method, and this can be got only by a course of individual practical work. The two to four hours' work per week assigned to this course, under the Training College Regulations, is by no means too much. If the student cannot take such work at the University College he should take it at the Training College. For men the course in agriculture, and for women the course in home science, properly carried out, will give opportunities for much that is wanted in this respect.

From Table P4 may be learnt the initial status of the students at admission as set out in terms of the Department's certificate provisions, or with respect to the University qualifications on which they were admitted to the training college. Table P5 shows the certificate status as revised after the examinations of January, 1913, but including those to whom trained teachers' certificates were granted at the close of their training course without further examination. The analysis is of special interest at the present time, in view of the 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. Eight students at admission held Class C certificates, and 166 Class D. By the end of the year three students held a Class A certificate, ten a Class B, 148 a Class C, and 182 a Class D.

The number of male and female students receiving training in the four training colleges during the last quarter, 1911 and 1912, is indicated in the following table :—

	1911.			1912.		
	Men.	Women.	Total.	Men.	Women.	Total.
Auckland	37	64	101	29	72	101
Wellington	31	65	96	25	69	94
Christchurch	23	72	95	21	76	97
Dunedin	40	57	97	38	68	106
Totals	131	258	389	113	285	398

The following is a summary of Table P5 :—

	Number of Students in Attendance during 1912 who qualified by Attainments for a Certificate of			
First-year students—	Class A.	Class B.	Class C.	Class D.
Division A	3	1	40	126
Division B		...	1	1
Second-year students—				
Division A		8	98	47
Division B		1	9	8

The amounts paid to Education Boards in 1911 and 1912 for the training of teachers were as follows :—

	1911.		1912.	
I. Training colleges—	£	£	£	£
Salaries of staffs (half charged to public-school salaries)	6,723		6,752	
Students' allowances	18,495		18,872	
University fees of students	2,903		2,786	
Special instruction—Clause 6 (2) of Regulations	39		2,206	
Buildings—Alterations and equipment ...	900		471	
		29,060		31,087
II. Other training—				
Grants for special instruction in handwork, including agriculture, of teachers other than training-college students	2,115		3,865	
Railway fares of teachers and instructors ...	3,477		2,501	
		5,592		6,366
Totals		£34,652		£37,453

No. 2.

DETAILED TABLES.

TABLE P1.—MORE DETAILED TABLE SHOWING THE NUMBER OF STUDENTS IN THE FOUR TRAINING COLLEGES DURING LAST QUARTER OF 1912.

(*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.		Division D.		First Year.		Second Year.		Totals.		
	M.	F.	M.	F.	M	F.	M.	F.	M.	F.	M.	F.	M.	F.	Total
Auckland	22	69	5	3	2	..	..	..	17	50	12	22	29	72	101
Wellington	25	67	..	2	..	..	..	..	10	36	15	33	25	69	94
Christchurch	20	74	1	2	..	..	..	..	10	40	11	36	21	76	97
Dunedin	28	60	9	7	1	1	..	..	15	33	23	35	38	68	106
Totals, 1912 ..	95	270	15	14	3	1	..	..	52	159	61	126	113	285	398
Totals, 1911 ..	104	235	22	21	5	2	..	..	69	147	62	111	131	258	389

NOTE.—The number of University graduate students (under clause 14) included in Division A is 8: Auckland 1 female; Wellington, 1 male, 4 females; Christchurch, 1 male: Otago, 1 female.

Division A.—Ex-pupil-teachers, also University graduates admitted for one year of training.

Division B.—Students other than ex-pupil-teachers who have passed Matriculation or some higher University examination.

Division C.—Uncertificated teachers from small schools.

Division D.—Other teachers admitted without allowances.

TABLE P2.—UNIVERSITY WORK UNDERTAKEN BY STUDENTS.

Subject.	Training College.			
	Auckland.	Wellington.	Christchurch.	Dunedin.
English	91	76	68	64
Latin	16	38	38	41
Greek	...	1	...	...
Mathematics	10	11	5	25
Education	65	43	58	45
Mental science	...	42	8	21
Physics	...	3	2	9
Biology	5	8	...	...
Geology	...	...	1	5
Modern languages	2	15	11	12
Economics	11	2	11	10
Chemistry	1	1	4	3
Mechanics	...	...	...	2
Constitutional or economical history ...	...	4	1	...
Commercial geography	6	1	10	...
Jurisprudence	...	...	1	...
Electricity and magnetism	...	...	...	2
Voice-production	101	...	...	...
Botany	59	4	14	...
Psychology	...	...	4	...
Zoology	...	1	8	...
Dramatic science	...	...	...	1

TABLE P3.—TRAINING-COLLEGE WORK UNDERTAKEN BY STUDENTS WHO COMPLETED THEIR SECOND YEAR IN 1911.

Name of Subject.	Training College.							
	Auckland.		Wellington.		Christchurch.		Dunedin.	
	Subjects taken in 1911.	Subjects taken in 1912.	Subjects taken in 1911.	Subjects taken in 1912.	Subjects taken in 1911.	Subjects taken in 1912.	Subjects taken in 1911.	Subjects taken in 1912.
Methods of teaching	56	34	47	48	38	47	39	59
Elementary handwork and kindergarten..	31	34	47	48	23	..	39	59
Public-school science	..	34	..	..	4	4	39	59
Agriculture	56	12	47	48	37	7	17	59
Physiology	..	..	..	..	..	3	39	59
Drill and physical culture	56	34	..	48	36	10	17	59
Vocal music	56	33	47	48	..	2	39	59
Drawing	56	34	47	48	2	43	39	..
Cookery	..	..	..	..	..	10	..	39
Woodwork	5	..	..	..	1	..	..	20
Sewing	31	22	..	33	1	13	..	..
Swimming	..	..	..	48	..	..	39	..
Reading	..	..	..	..	..	..	..	..
Writing	..	..	..	..	..	..	..	..
School hygiene	56	34	..	..	30	45	..	..
Geography	..	..	..	..	..	..	..	..
Education	..	..	20	48	..	..	..	59
Physiography	8	..	..	..	..	..	..	..
Elocution	..	..	..	..	..	..	39	..
Nature study	..	..	..	..	34	35	..	..
Military drill	25	..	..	..	..	..	..	..
Elementary science	56	..	..	..	..	..	..	..
Domestic science	..	21	30	..	..	..	..	..
Dress-cutting	..	..	..	..	11	..	..	..
Composition	..	..	..	..	..	..	..	..
Ambulance work	..	34	..	..	..	..	..	..
Number of students ..	56	34	47	48	38	47	39	59

TABLE P4.—DIVISION A AND DIVISION B STUDENTS IN ATTENDANCE DURING 1912, 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.						
				Class D.				Partial C.															
			Class C.	Alone or with Sec. of C.	With Partial C.	Total.	Partial B.	Alone.	Total (with Col. 3).	Partial D.	Partial Pass for 1st Sec. of D.	Total with Certificate Examination Qualifications.	Ordinary Matriculation.	Matriculation.	Credit.	Scholarship.	1st B.A.	B.A.	B.Sc.	M.A.	Total with University Examination Qualifications.	Total with both University and Certificate Examination Qualifications.	Total of all A and B Students.
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
First year—admission, 1912	A	Auckland	4	22	3	25	..	1	4	19	1	50	31	..	..	..	..	..	..	1	32	23	59
		Wellington	2	22	2	24	..	2	4	14	..	42	37	..	..	..	2	..	..	3	42	36	48
		Christchurch ..	1	26	4	30	..	1	5	16	..	48	42	..	..	..	1	..	..	1	44	43	49
		Dunedin	..	19	1	20	..	..	..	20	1	41	41	..	2	..	..	..	..	1	44	38	47
		Totals	7	89	10	99	..	4	13	69	2	181	151	..	2	..	3	..	..	6	162	140	203
	B	Auckland	..	..	..	..	..	..	..	..	..	..	6	..	..	..	..	..	..	..	6	..	6
		Wellington	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		Christchurch ..	..	1	..	1	..	..	..	..	..	1	1	..	..	..	..	..	..	..	1	..	2
		Dunedin	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		Totals	..	1	..	1	..	..	..	..	..	1	7	..	..	..	..	..	..	..	7	..	8
A and B	..	Totals first year ..	7	90	10	100	..	4	13	69	2	182	158	..	2	..	3	..	..	6	169	140	211
Second year—admission, 1911	A	Auckland	..	14	..	14	..	1	1	13	..	28	11	..	..	..	..	..	..	..	11	7	32
		Wellington	..	14	..	14	..	..	..	10	..	24	39	..	..	..	..	..	..	..	39	17	46
		Christchurch ..	1	19	2	21	..	4	6	13	..	39	42	..	..	..	..	..	..	..	42	36	45
		Dunedin	..	14	1	15	..	1	2	16	..	32	37	..	1	..	1	..	..	..	39	30	41
		Totals	1	61	3	64	..	6	9	52	..	123	129	..	1	..	1	..	..	..	131	90	164
	B	Auckland	..	..	..	..	..	..	..	..	..	..	2	..	..	..	..	..	..	..	2	..	2
		Wellington	..	..	..	..	..	..	..	..	..	..	1	..	1	..	..	..	..	..	2	..	2
		Christchurch ..	..	..	..	..	..	..	..	..	..	..	2	..	..	..	..	..	..	..	2	..	2
		Dunedin	..	2	..	2	..	1	1	2	..	5	14	..	..	1	1	..	..	..	16	5	16
		Totals	..	2	..	2	..	1	1	2	..	5	19	..	1	1	1	..	..	..	22	5	22
A and B	..	Totals second year	1	63	3	66	..	7	10	54	..	128	148	..	2	1	2	..	..	..	153	95	186

TABLE P5.—DIVISION A AND DIVISION B STUDENTS IN ATTENDANCE DURING 1912, CLASSIFIED ACCORDING TO THEIR YEAR OF ATTENDANCE AND EXAMINATION STATUS AS REVISED AFTER THE CERTIFICATE EXAMINATIONS OF JANUARY, 1913.

Division.		Training College attended.	Full Passes.								Partial and Sectional Passes.										Students with no Certificate Qualification.	Grand Totals.
							Class D.					Partial C.		Sections of Class C.				Partial D.		Partial Pass in 1st Section of Class D.			
			Class A.	Class B.	Class C.	Alone.	With Partial C.	With Section of C.	Total.	Partial A.	Partial B.	Alone.	With Col. 5.	Alone.	With Partial D.	With Prtl. Pass in 1st Sec. of D.	Total (with Cols. 6, 12, 13, 14).	Alone.	Total (with Col. 13).	Alone.	With Column 14		
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
First year—admission, 1912	A	Auckland ..	1	..	22	7	6	15	28	..	..	2	8	1	2	1	19	2	4	..	1	..	59
		Wellington ..	1	1	7	17	6	4	27	..	..	2	8	1	2	..	7	5	7	..	..	2	48
		Christchurch ..	..	..	10	1	12	21	34	1	..	..	12	1	3	..	25	..	3	..	..	..	49
		Dunedin	1	..	1	5	7	25	37	..	..	2	9	..	2	1	28	2	4	..	1	1	47
		Totals ..	3	1	40	30	31	65	126	1	..	6	37	3	9	2	79	9	18	..	2	3	203
	B	Auckland ..	..	..	1	..	..	..	..	..	..	4	4	..	..	..	..	..	..	..	..	1	6
		Wellington ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		Christchurch ..	..	..	..	..	..	1	1	..	..	1	1	..	..	..	1	..	..	..	..	..	2
		Dunedin	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		Totals ..	..	..	1	..	..	1	1	..	..	5	5	..	..	..	1	..	..	..	..	1	8
A and B	..	Totals first year..	3	1	41	30	31	66	127	1	..	11	42	3	9	2	80	9	18	..	2	4	211
Second year—admission, 1911	A	Auckland ..	..	..	21	2	4	3	9	..	..	..	4	..	..	..	3	2	2	..	..	..	32
		Wellington ..	..	4	25	3	1	9	13	..	..	..	1	..	1	..	10	1	2	..	..	2	46
		Christchurch ..	..	2	26	2	8	4	14	..	..	2	10	..	1	..	5	..	1	..	..	..	45
		Dunedin	..	2	26	..	8	3	11	..	..	..	8	..	..	..	3	1	1	..	..	1	41
		Totals ..	..	8	98	7	21	19	47	..	..	2	23	..	2	..	21	4	6	..	..	3	164
	B	Auckland ..	..	..	1	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	2
		Wellington ..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2
		Christchurch ..	..	..	1	..	1	..	1	..	..	..	1	..	..	..	..	..	..	..	..	..	2
		Dunedin	..	..	6	..	6	1	7	..	1	..	6	..	2	..	3	..	2	..	..	..	16
		Totals ..	..	1	9	..	7	1	8	..	1	1	8	..	2	..	3	..	2	..	..	..	22
A and B	..	Totals second year	..	9	107	7	28	20	55	..	1	3	31	..	4	..	24	4	8	..	..	3	186

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.

TABLE P6.—NAMES AND SALARIES OF STAFFS OF TRAINING COLLEGES AS AT 31ST DECEMBER, 1912.

Name. 1	Position. 2	University Status. 3	Classification. 4	Salary per Annum. 5 £ 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	290 0 0
Newman, Miss Margaret S.	Kindergarten mistress	..	D 1	260 0 0
Shrewsbury, Miss Elsie	Assistant, secondary department	M.A.	A 1	260 0 0
Harrison, Rupert P. C.	Headmaster, Model School	..	C 1	245 0 0
Cottrell, Arthur J.	Assistant	M.A., M.Sc.	A 3	230 0 0
Walker, Spencely	,,	..	C 1	210 0 0
Toy, Alice M.	,,	..	D 1	150 0 0
Holloway, Miss Annie E.	,,	..	D 1	155 0 0
Monstedt, Miss Anna M.	Teacher, Junior Model School	..	C 2	155 0 0
Green, Samuel	Assistant	..	D 2	150 0 0
Statham, Miss Isabella Mary	Kindergarten assistant	..	C 3	130 0 0
Newick, Mrs. Florence	Assistant	..	D 2	125 0 0
Foster, Mabel K.	,,	..	D 4	105 0 0
Bayliss, Miss Margaretta A.	,,	..	..	90 0 0
Part time,—				
Wallace, Harry	Art instructor	..	..	30 0 0
Trendall, Arthur D.	Woodwork instructor, £30; instructor in photography, £7 10s.	..	..	37 10 0
Renwick, Miss Margaret C.	Instructress, domestic science	..	..	60 0 0
Heap, Mrs. Sarah	Instructress in swimming, £14; instructress in physical culture, £49 10s.	..	..	63 10 0
Sergeant Morgan	Rifle-range instructor	..	..	1 0 0

* £400, and house allowance £50.

WELLINGTON.				
Tennant, John S.	Principal	M.A., B.Sc.	B 1	600 0 0
Webb, James C.	Headmaster, Normal School	B.A.	B 1	390 0 0*
Tamblyn, Joseph	Headmaster, Model School	M.A.	B 1	300 0 0
Cowles, Jabez A.	First assistant	B.A.	B 1	290 0 0
Fitch, Miss Dorothy	Kindergarten mistress	..	..	270 0 0
Lomas, Edmund K.	Assistant	M.A., M.Sc.	A 2	215 0 0
Sinclair, Miss Mary A.	Secondary assistant	B.A.	B 1	245 0 0
Hall, Miss Alice L.	Assistant	..	D 1	185 0 0
Hitchcock, Miss Maria	Kindergarten assistant	..	D 1	155 0 0
Iorns, Miss Ivy P.	Teacher, Junior Model School	..	D 2	155 0 0
Robertson, Chas.	Assistant	..	C 3	150 0 0
Thornton, Miss Marion G.	Kindergarten assistant	..	C 3	135 0 0
Fallows, Miss Mary R. E.	Assistant	..	D 2	125 0 0
Bowler, Daniel C.	,,	..	..	108 0 0
Part time,—				
Parker, R.	Singing instructor	..	..	50 0 0
Wellington Technical School	Drawing and handwork	..	..	60 0 0
Howe, E.	Woodwork instructor	..	..	25 0 0
McRae, Miss R.	Cookery and needlework instructress	..	..	55 0 0

* £390, and house allowance £50.

CHRISTCHURCH.				
Foster, T. S.	Principal	M.A.	A 1	600 0 0
Aschman, Christopher T.	Headmaster, Normal School	..	C 1	390 0 0*
White, George H.	First assistant	..	C 1	295 0 0
Inkpen, Miss Agnes F. R.	Kindergarten mistress	..	D 1	245 0 0
Lynskey, Michael J.	Headmaster, Model School	..	C 1	260 0 0
Irwin, James W.	Secondary assistant	..	C 1	240 0 0
Wagstaff, Mrs. Jessie W.	Assistant	..	D 1	230 0 0
Graham, Charles H. E.	,,	..	C 1	200 0 0
Grand, Miss Ellen	,,	..	D 1	170 0 0
McCullough, Samuel	,,	..	C 1	155 0 0
Ansley, Miss Annie	,,	..	D 1	140 0 0
Bevin, Miss Elizabeth E.	,,	..	D 1	140 0 0
Schmidt, Miss Helene G.	Assistant kindergarten mistress	..	C 4	120 0 0
Part time,—				
Wilson, Joseph H.	Lecturer	M.A.	B 2	185 0 0
Billson, G. E.	Instructor in swimming	..	..	10 10 0
Williamson, S.	Teacher of Music	..	..	50 0 0
Cowan, L.	Teacher of elocution	..	..	6 10 0
Canterbury College	Drawing, School of Art	..	..	90 0 0
St. John's Ambulance	Lectures	..	..	10 12 0

* £390, and house allowance £50.

TABLE P6.—NAMES AND SALARIES OF STAFFS OF TRAINING COLLEGES AT 31ST DECEMBER, 1912 —*continued.*

Name. 1	Position. 2	University Status. 3	Classification. 4	Salary per Annum. 5
	DUNEDIN.			£ s. d.
White, David R.	Principal	M.A.	A 1	600 0 0
Pinder, Edward	Headmaster, Normal School	M.A.	A 1	385 0 0
McMillan, Hugh	Assistant	..	D 1	290 0 0
Maxwell, Miss Jessie	Kindergarten mistress	..	D 1	255 0 0
Moore, John A.	Secondary assistant	M.A.	A 2	245 0 0
Marryatt, Ernest	Headmaster, Model School	..	C 2	245 0 0
Ironside, John	Assistant	..	C 2	225 0 0
McMillan, Miss Mary S.	„	..	E 1	200 0 0
McPherson, Gertrude C.	Teacher, Junior Model School	..	D 1	155 0 0
Colquhoun, John A.	Assistant	..	B 4	150 9 0
Faulks, Kate	„	..	D 2	150 0 0
Kenyon, Miss Helen M.	Secondary assistant	B.A.	B 3	135 0 0
Alexander, Miss Ann C.	Kindergarten assistant	..	D 1	135 0 0
Greaves, Miss Alice	Assistant	..	D 1	120 0 0
Firth, Elizabeth H.	„	..	D 1	120 0 0
White, Dora	„	..	C 3	95 0 0
Part time,—				
Hanna, John	Gymnastic instructor	..	..	40 0 0
Hutton, Miss N. L. D.	Drawing teacher	..	..	120 0 0
Braik, Alexander M.	Singing master	..	..	60 0 0
de Spong, T.	Teacher of elocution	..	..	50 0 0
Crawley, Miss M. E.	Cookery instructress	..	..	15 0 0
Wakelin, W. C.	Woodwork instructor	..	..	15 0 0

No. 3.

TRAINING COLLEGES.

AUCKLAND.

REPORT OF PRINCIPAL FOR THE YEAR 1912.

SIR,— Training College, 18th March, 1913.

I have the honour to present my report on the work of the Auckland Training College for the year 1912.

There were 101 students in training, seventy-two being women and twenty-nine men. All had had some previous experience in teaching except nine, eight of these being matriculated Division B students, and one a graduate under Regulation 14.

Seventeen of the women students received permission to attend for one year only. It may be expedient to allow this as a temporary measure, owing to the shortage of teachers, but as soon as possible I trust that a minimum course of two years will be made compulsory. It takes a student a year to get used to the University classes and to his surroundings, and it is the second year from which results may be expected, so that to lose almost 20 per cent. of the students just when you have found out their capabilities is disappointing. The one-year student is not here long enough to be permanently impressed with the College ideals. This was brought home to me at the last Easter reunion. Of the 187 old students who were invited to be present at the various social functions held during the week, 162 attended, and of the twenty-five who were absent, allowing for those whose schools were not closed (seven), 92 per cent. were one-year students. This is only one of many ways in which it is made clear to me that one year is not a sufficiently long period to mould character; indeed, the tendency in the enlightened portions of the world is to raise the period of training to three years. Now that half of a student's time is spent in actual teaching-work, I am inclined to think that the ideal to aim at is one year on probation to test the capacity for control, and three years in the training colleges. I think this would give better results than the present scheme of two years on probation and two years in the colleges. Very few students enter the college who do not admit that they have much to unlearn; it is difficult to eradicate habits that have unconsciously grown from lack of intelligent criticism, and the education of a student in daily contact with others of a like age must proceed more satisfactorily than it could possibly do in some isolated school. If the College course were followed by a year's probation in the schools, and a certificate were issued to those only doing satisfactory work, I should feel surer that the College was really doing the work it is intended to do—turning out capable teachers.

In order to find out how the students manage when they leave the College, special reports are sent in by the Inspectors on their work for the first two years after leaving. This has been done for some years now, so that I know how far College ideals are being put into practice. The reports confirm in the main the estimate of the staff—namely, that about 10 per cent. of

our students are not fitted for the profession. Until there is some competition to enter the College I can see no way of remedying this. Half a loaf is better than no bread; but critics of the College might well bear the fact in mind when finding fault with our short-weight loaves. No one knows better than the staff that they are short-weight, but we have to admit them, and do our best in the short time at our disposal.

I have been struck during the year, over and over again, with the lamentable lack of a knowledge of English literature displayed by the students. Standard novels which should be read by every teacher are unknown, and the mental glow one feels when a reference is understood is evidently seldom felt by them. As a test I asked the students who entered the College to give any associations they had with (*a*) Dominie Sampson, (*b*) Mr. Squeers. I selected these characters because they are referred to in a school-method book we read. Out of fifty students two knew that the first referred to Scott's "Guy Mannering," and five connected the latter with Dickens. This is only typical of a general ignorance that prevails. The excuse always given is that in the secondary schools there are so many home lessons set that there is no time for general reading. I certainly think that something might be done with the probationers in the direction of supervising their reading. At present quite a number of them matriculate from the Grammar School, and then for two years, while their probation period lasts, allow their studies to lapse. If during this period a good course of reading were enjoined, and steps taken to see that this be followed out, they would enter the College subsequently with a far better preparation than they have at present.

When the results of the D examination are published each year it is found that a number of pupil-teachers have failed to qualify for entrance to the College. The scarcity of teachers is such that many of these are appointed as assistants at £90 per year. Their fellow pupil-teachers who enter the College spend two years in further training, and at the end of the period can only look forward to £90 per annum, the rejected ones by that time having reached £100. This is not satisfactory, and I think it would be advisable to admit to the College all pupil-teachers and probationers at the conclusion of their course. The ones who have failed in their examinations need the training most, and if it he held that they are not worth training, then some difference should be made in the salaries of those who follow the proper course, otherwise they are in reality penalized for their good work.

All the men students in the College were able to swim at the conclusion of their course, and the bulk of them qualified in life-saving. Of the women some 10 per cent. left still unable to swim. The swimming-bath is not heated in any way, so that there is only the month of March available for lessons, as it is too cold at other times for any but the hardy ones. The headmaster of the Normal School has compiled some interesting figures relative to swimming in connexion with the Normal School children. These are as follows:—

Class.	Percentage of Swimmers. Boys.	Girls.
Primer 2	6	0
Standard I	22	26
Standard II	53	30
Standard III	56	59
Standard IV	45	50
Standard V	80	85
Standard VI	89	76
High School	92	78

Taking the whole school, Kindergarten children included, 42 per cent. of the boys and 38 per cent. of the girls can swim. It would be very instructive to find out how these figures compare with the corresponding figures at schools to which no bath is attached. May I suggest that amongst the statistics now being obtained in connexion with medical inspection of school-children room should be found for a statement as to ability to swim. It is only when accurate statistics are compiled that the full force of the need of swimming-lessons is appreciated.

The various College activities referred to in past reports have been in full swing. The social side of the College has received its due share of attention, and I think has been as well appreciated as in past years. The annual picnic given by the Principal and Mrs. Milnes to students leaving the College was held at Motuihi by the courtesy of the Minister in charge. The Chairman of the Board of Education, several of the members, and the Secretary joined us, and, despite the unfavourable weather, a memorable day was passed.

The women students for the second year in succession won the hockey banner in the senior-grade competition, and two College quartettes obtained places in the Auckland musical competitions. For the first time the glee club gave a concert, the proceeds being devoted to buying cricket and tennis material for the children at the Orphan Home. The debating team took first place in the junior section for the Athæneum Cup. Four large engravings were presented by old students of the year 1911, so that now we have eleven reproductions of famous pictures round the walls of the central hall.

There have been several changes in the staff of the Normal School during the year. The work is very trying, and two of the changes were due to overwork. There seems to be no difficulty in keeping the numbers up to the fifty per class aimed at, and I think I am fortunate in having such a willing staff to work with.

I should like to put on record, in conclusion, the great help that the Advisory Committee is to the College. Many small alterations and improvements have been effected on its recommendation, and the executive officials, Mr. Crowe and Mr. Farrell, have had these carried out with a despatch that is refreshing.

I have, &c.,

The Secretary, Education Board, Auckland. H. A. E. MILNES.

WELLINGTON.

REPORT OF PRINCIPAL FOR THE YEAR 1912.

SIR,— Training College, 13th January, 1913.

I have the honour to present my report on the work of the Wellington Training College for the year 1912.

Year and Terms.—The first term began on the 27th February and the last closed on the 29th November, thus giving a working-year of thirty-eight weeks. The Victoria College session consists of two terms of fourteen weeks, with a vacation of three weeks in July. As practically all our students take some University work, this division of the year finally determines our terms. In his reports my predecessor, Mr. Gray, frequently pointed out the disabilities this division of the year places upon Training College students, and I am in entire agreement with him in desiring some rearrangement that would obviate these long unbroken periods of work. It has been suggested that the Training College year should be conterminous with that of the Normal School. The fact that those students who do satisfactory work are exempted from sitting for the certificate examinations in January makes the suggestion a reasonable one, and though there are difficulties in the way, I purpose as far as possible giving effect to the change next year. A further suggestion has been made that students' allowances should be increased in order to attract more young people to the teaching profession. A wiser course would be to have the money spent in extending the time of training of the more promising students to three years. The initial cost is not, to my mind, the reason why more young men are not induced to become teachers—it is rather the fact that the future prospects do not seem commensurate with the hard study and the trying work the teacher is called on to undertake.

Enrolment.—Ninety-seven students were enrolled in February, and during the year three women students left the College—one to enter the musical profession, one to begin teaching, and one to accept the Jacob Joseph Research Scholarship. The final roll number was—

	Men.	Women.	Total.
First year	10	36	46
Second year	15	33	48
	25	69	94

Of this number, ninety belong to the A division, two to the B division, and two were graduate students. The various education districts were represented as follows: Wellington, 38; Hawke's Bay, 24; Wanganui, 15; Taranaki, 6; Nelson, 7; Marlborough, 3; Westland, 1: total, 94.

Twenty of our students lived at home, while the remaining seventy-four were distributed in various boarding establishments in the city. Forty students were most satisfactorily housed in the three existing students' hostels. A residential college, or some extension of the present hostel accommodation, would immensely benefit the students and relieve the staff of much serious responsibility. While it is to some extent outside the province of this report, I would like to point out that there are now probably two hundred women students in Wellington, living away from home, and the establishment of a residential school of domestic science would supply a very decided want in the present higher education of women, and, while giving a real practical training to many, might in addition give to a larger number cheap and comfortable accommodation. In older countries housewifery is considered quite as important as separate courses in, say, cookery or laundry-work, and such institutions as I have suggested are doing invaluable work in Gloucester, Cheltenham, Edinburgh, &c. They are, moreover, financially successful.

University Work and Professional Training.—The following were the numbers in attendance at Victoria College classes: English, 74; Latin, 30; French, 14; German, 1; Greek, 1; education, 34; mental science, 36; history, 6; economics, 3; mathematics, 7; physics, 2; chemistry, 1; biology, 4; geology, 10. This gives an average of just under two classes and a half for seniors and two classes for juniors. Nineteen students kept first year's terms, twelve second, and five third year's terms; while one sat for Honours, five for the pass degree, five for the first section, and three for proficiency certificates in various subjects. About 40 per cent. did satisfactory degree work, a further 30 per cent. justified attendance at University classes, while 30 per cent. were not satisfactory, whether judged by the degree standard or the purely cultural aspect of University study. This question of University work is one of the most difficult problems facing training-college authorities. The majority of new students are quite unknown to the Principal, and in sanctioning University classes more liberty of choice is allowed than results always warrant. Notwithstanding this, I still feel that even failure may have been most valuable to the young teacher, and the very fact of intimate connexion with the highest educational institution cannot but have a broadening effect on the minds it should be our first endeavour to keep out of the fatal ruts of formalism and self-sufficiency. The Education Department's policy of maintaining an intimate connexion between training college and University is a right one, and I should be extremely sorry to see any interference with that mutually beneficial connexion. It has been urged that students tend to attach more weight to University work than professional training. This is quite a natural mistake for the young and enthusiastic student to make, and would be made as between study and teaching-efficiency even if there were no University classes. It is our business to correct that wrong point of view even though we find that in the majority of cases the best teaching is done by those most eager over their University studies. Some simplification of the present Teachers' Certificate Regulations would, I feel assured, tend to counteract the undue weight now attached to purely literary ability.

Teaching Theory and Practice.—In the matter of teaching-practice the rival claims of theory and practice require very judicious balancing. Undoubtedly from outside the demands are all

for mechanical efficiency and disciplinary power. This is what is naturally to be expected, for under our present scale of staffing that teacher is practically useless who cannot first control a large class. The demand for some measure of this power is a fair one, and we have done what we can to meet it. In addition to the regular class-work our senior students spent a fortnight in selected schools, doing continuous class-work under ordinary school conditions. I have to thank the headmasters and assistants of those schools for the success of the experiment. The new Training College Regulations recognize the principle of such associated schools, and we hope to make fuller use of this scheme next year. While on this matter I would bespeak for our students a more lenient criticism of their powers of control, which must after all mainly depend on actual experience. While it is true that both theory and method must be based on practice, the main work of a training college must be a grounding in sound theory, without which there can be no educational advance, and that country which does not advance educationally must retrograde not only intellectually but materially. Furthermore, all indications and modern tendencies are in the direction of smaller classes and more intensive and scientific teaching. It is often urged as a reproach that training colleges are all too ideal, too far ahead of everyday requirements. The most insistent criticism of Inspectors is not "defects of curricula and method," but rather that so many of our teachers are not prepared to get the best out of those means to a greater end.

New Certificate Regulation.—The new regulation giving power to training-college authorities to recommend students for certificates is a boon we are not yet duly appreciating. One most important gain is that it enables us to give due weight to real professional ability apart altogether from mere power to pass examinations. Furthermore, a student is enabled to pursue that course of study most suited for his professional training uninterrupted by considerations of so-called "soft" examination subjects. We quite recognize the fact that for some considerable time those who have faced the January ordeal will look with jealous eyes on those whom they consider to have been more fortunate in not being required "to toe an external examination-mark." Keeping this fact in mind, no recommendation has been made unless real teaching ability has accompanied literary fitness. The trained teacher's certificate has been practically considered as an Honours certificate.

Special Lectures and Excursions.—During the year special lectures and excursions in connexion with the College-work were held, and in this connexion our thanks are due to Professor Brown, Mr. Robert Parker, Mr. Cotton (Lecturer on Geology at Victoria College), Mr. Cockayne and Mr. Drysdale of the Agricultural Department, the managers of the Gear Meat Company and the Petone Woollen-mills, Miss Piggford and the Committee of the Gladstone School. The social and athletic side of our College-work was made a prominent feature, and I have to thank the various committees of the students' clubs for practically relieving the staff of much concern on those most important aids to effective training.

Inspection and Medical Examination.—During November Dr. Gunn, the Medical Inspector, visited the Normal School, and by means of lectures, demonstrations, and actual medical examination of the pupils gave the students a thorough insight into the part the teacher must now take in ensuring the physical well-being of the school-children. The need for fresh air and regular breathing-exercises was an outstanding lesson of the examination, and it is now our earnest wish to have a special open-air class for the worst cases. Unfortunately, our grounds are so cramped that want of suitable space is our main difficulty. The Normal School was examined by the Education Board's Inspectors in July, and Dr. Anderson and Mr. T. H. Gill, the Education Department's Inspectors, visited the Training College in November, at a time, unfortunately, when the majority of the senior students were absent at the University examinations.

Uncertificated Teachers.—During February a special school for uncertificated teachers was held, and every assistance was given to those attending to further both their studies and professional efficiency. Similar classes will be conducted during February, 1913.

Two members of the staff—Miss Cray and Mr. Morice—resigned in August, and Mr. Robertson and Mr. Bowler were appointed to the vacancies.

Art Instruction.—The arrangement whereby the Technical School supplied our drawing instructors has been eminently satisfactory, and has enabled us to give the subject, particularly from the point of view of blackboard illustration, the prominence it deserves in a teacher's training.

In conclusion, I take this opportunity of expressing my personal indebtedness to Mr. Webb and the College staff for their loyal co-operation and invaluable assistance during this, the first year of my work as Principal. That work has further convinced me of the inadequacy of the salaries paid to normal-school teachers.

I have, &c.,

The Secretary, Education Board, Wellington. J. S. TENNANT.

CANTERBURY.

REPORT OF PRINCIPAL FOR THE YEAR 1912.

SIR,— Training College, 20th February, 1913.

I have the honour to present my report on the work of the Christchurch Training College for the year 1912.

Owing to the illness of the late Principal, the annual report for the year 1911 was not presented by me until after his decease in April last. Reference was then made to several matters that naturally would have been recorded in the report for 1912, but which, under the circumstances, call for no further remark.

Ninety-nine students were enrolled during the year—twenty-two men and sixty-seven women. Forty-five in Division A and two in Division B were students of the second year. The new admissions numbered fifty-two, including one in Division B and one graduate. Two students were permitted to withdraw during the year, which ended with an enrolment of ninety-seven. Of this number, nine were admitted on qualifications other than the Matriculation Examination. Further details are supplied in the statistics hereto attached.

In accordance with the regulations all the students have attended courses of lectures at Canterbury College either in English literature (first year) or in education (second year). A limited number of students took at least three full courses with the object of keeping College terms. The more advanced of these were able to do so, but several, who started the College year with high hopes, found before long that they were unequal to the double strain of University classes and Training College duties. During the second term they attempted a reduced programme of study, with the view of gaining a teacher's certificate of Class B. In the annual examination of Canterbury College those who sat for the second-year examination made a creditable appearance, and were more successful than the students who sat for the first year's test. Some of the latter had apparently made a bare pass in the Matriculation Examination, and they found the next step—the first College examination—more difficult than they had anticipated. The keeping of terms may fairly be attempted by students who are physically strong and have passed the Matriculation Examination with credit, but for the rank and file it is undesirable that a full course both at the Training College and the University College should be attempted. A less ambitious course, however, can be followed with profitable results, and one or two subjects can be studied at the University College, success in which will be recorded as partial qualification for a high certificate. Two students have signified their intention of devoting an additional year to their University course, with the aid of the bursaries open to those who have completed a course of training at a recognized training college.

The arrangements made for the instruction of students and for practice in teaching that I found in operation on my appointment as Principal were continued without interruption during the remainder of the year. Any changes effected were in the direction of supplying further facilities to the students. Provision was made for daily practice in physical drill for a quarter of an hour. In the case of men students these exercises were supplementary to their military drill. The women students, instructed by Miss Inkpen, took a course in Swedish drill. The scope of training in vocal music has been extended by the inclusion of a glee class. Under the skilful management of Mr. Sidney Williamson most of the students have shown themselves actively interested members of this class, which presents one of the most pleasing features of the course of training. During the second term a class in English literature, supplementary to the lectures delivered at Canterbury College, was taken by the Principal. On the conclusion of the Canterbury College session a practical course of instruction in carton-work was given by the headmaster. Instruction in swimming, which in previous years was given to men students only, this year proved very attractive to the women students, forty-eight of whom were enrolled in the class ably conducted by Mr. G. E. Billson in the tepid water of the municipal baths. Almost all who attended acquired the art of swimming, and in the examination conducted by the officials of the Royal Live-saving Society six men and two women were awarded the bronze medallion, and five women students gained certificates of proficiency. In the class in ambulance and first aid, composed of second-year students, instructed by Dr. Inglis, thirty-five sat for and obtained the elementary certificate of St. John Ambulance Association. Other students who profited by attendance at some of the lectures were ineligible for examination owing to the fact that, through unavoidable interruptions, they were unable to attend the full course.

For teaching-practice and observation of methods the hours from 9 to 12 a.m. have been allotted. The hours of teaching under skilled supervision have been periodically varied so as to widen the range of subjects in which experience is to be gained. As a general rule the first-year students see the work of the preparatory and lower classes, the higher classes, including the secondary department and the Model School, being reserved for those in their final year. Students in Division B are admitted earlier in the year, and during part of the vacations, to do continuous observation and teaching, in order to make up the number of hours of practice required from those who have had no previous teaching-experience. In connexion with the daily practice, the students for the time being attached to a class have met every Monday to discuss with the class-teacher the work of the week and the methods to be adopted. This practice has proved an effective factor in the training of the students. Two criticism lessons, given in each week in a room specially constructed for the purpose to a class selected by the student teacher for the day, have provided further scope for observation and practice. The criticism is contributed by the Principal and the headmaster only, and the lesson is regarded only to a small extent as a test of the individual teacher's skill. It is given mainly for the benefit of the onlookers, as it affords incidentally a valuable opportunity for illustrating what is at other times dealt with in the lectures on school method and in those on the history and principles of education. The students of the second year take in succession a fortnight's continuous practice in the Model School as a preparation for service in a country school.

The general health of the students, with but few exceptions, has been satisfactory. In the case of the women students the average of efficiency would be raised if they could bring themselves to make the most of the time available for outdoor exercise. The studies of a few students whose ambition was in advance of their physical capacity were interrupted by eye-strain, which necessitated a temporary cessation from night-work. This experience should serve as a warning to those who, in their desire to pass examinations at a University College, are tempted to ignore their physical limitations at the risk of seriously impairing their prospect of successful careers as teachers. A student who attains high University honours at the cost of permanently impaired health makes but a sorry bargain both for herself and for the country which employs her.

During the year several valuable additions have been made to the College library, the effective use of which will be more in evidence when ampler space for reading and better accommodation for study are provided.

Regulations recently issued for the conduct of training colleges approve of a considerable increase in the number of students that may be admitted to training. The enrolment for the new year will be about 110 names. The increase in numbers strongly emphasizes the need for improved accommodation. In the consideration of our claims we hope to have the practical sympathy of the Education Department, as the fairness of our request is patent to any one who makes himself acquainted with the working-conditions of the institution. With additional responsibility an urgent demand arises for more liberal staffing and for the establishment of a second model school for the training of the large number of teachers who will afterwards have charge of small country schools. It is encouraging to note that a forward step has already been taken in the direction indicated, and we live in hopes of better things to come.

The social side of the students' life has received a fair share of attention. The committee of the Students' Association (president, Mr. G. G. Hancox; hon. secretary, Mr. R. C. Abernethy) arranged for several excursions and for other social functions, including the annual reunion of past and present students, which this year attracted a large gathering. The meetings of the Saturday Night Club (hon. secretary, Mr. J. W. Bird) have supplied, in an unpretentious way, scope for practice in music, recitation, and debate. A large framed photograph of the late Principal, and another of a group of second-year students of 1912, have been presented to the College by the association. The annual number of the Training College magazine, *The Recorder*, was this year edited by Mr. D. O'Connor, M.A.

The Normal School is of the full size permissible under the regulations, and during the year it has been necessary to refuse admission to many deserving applicants, for whom accommodation was provided in neighbouring schools. Two visits were paid by the Board's Inspectors, and the report on the school makes complimentary reference to the suitability of the methods employed, and to the development of intelligence in the pupils, as illustrated more especially in the quality of oral answering.

At the beginning of the year Mr. J. Wyn Irwin joined the staff in charge of the secondary department. Mr. Irwin has specialized as a teacher of commercial subjects, and in the programme of work set out a strong feature is made of the commercial course. At the same time suitable provision is made for the illustration of the methods of teaching the subjects usually taught in secondary schools. This division of the school reopened at the beginning of the year with an increased attendance, and for the admissions for the current year the available accommodation is barely sufficient. Mr. G. H. White, for many years senior male assistant in the primary department, retired at the end of the year on medical advice. He is succeeded by Mr. M. J. Lynskey, promoted from the Model School. The new master of the Model School, Mr. R. S. Pearson, will join the staff in a few days.

I have much pleasure in recording my high appreciation of the services rendered by the staff, and of the loyal support accorded me in a period of strenuous work undertaken at short notice on the decease of my predecessor in office.

I have, &c.,

The Secretary, Education Board, Christchurch. T. S. Foster, Principal.

OTAGO.

Report of Principal for the Year 1912.

Sir,— Training College, 20th December, 1912.

I have much pleasure in presenting my report for 1912.

We opened the College with an attendance of 106—forty-seven first-year students, of whom fifteen were men and thirty-two women, and fifty-nine seniors, of whom twenty-three were men and thirty-six women, or a total of thirty-eight men and sixty-eight women—106. The rank or status of the students may be stated in this way: Eighty-six entered under Division A, seventeen under B, two under C, and one under D. The students come from various educational districts, and were this year essentially a representative gathering—viz., Wellington, 1; Hawke's Bay, 2; South Canterbury, 13; Southland, 28; and Otago, 62.

The attendance at College and University was very satisfactory during the year. The University attendance was checked once a month from the reports, and the College classes by regular daily marking of the register by the assistants. This was seen once a week by myself. We had a good deal of influenza, but it did not materially affect the attendance on the general average. I regret, however, to say that one of the junior students, Miss Molly McCrone, succumbed to a severe attack. Miss McCrone was a favourite with her class associates, and her very sudden death threw a gloom over the College.

University Training.—The College, I am glad to say, has for many years maintained a very close connexion with the Otago University. No student is allowed to attend University classes without permission from the Principal, and before agreeing to any course of University study I take into account the training in secondary subjects which the student has received and decide if a junior or a senior class can be attended with profit. As a rule junior students take junior classes. This year the students attended such classes as would enable their University courses to count towards their departmental certificate or with a view to graduation. Forty-six students attended two classes and forty-six three classes, ten one class, and four did not take any classes.

The following is an approximately correct statement of the number of students attending the various branches of study: C English, 29; mathematics, 19; physics, 10; chemistry, 3; economics, 8; education, 45; senior English, 21; Latin, 40; geology and palæontology, 4; mental science, 15; French, 13.

I may say that I am much gratified with the success of the students and the position they take in the University class-lists. All of the senior and some of the junior classes are quite up to the standard of the B.A. degree, and it is therefore very creditable that of the fifty-nine seniors ten passed in one subject, five passed in two subjects, nineteen in three subjects, seven passed in four, and three in five subjects. As most of these classes are held outside of College hours, it speaks very highly for the desire of the students to improve their educational status that they should devote so much of their leisure time to private study. They appreciate the advantages of a University training. Quite a number of them take leading places in the University classes, as evidence of which I give the record for the past two years.

Something over fifty students kept terms—*i.e.*, passed in at least two classes in each year—and thirty-eight presented themselves for the B.A. degree in November. A considerable number of them were placed in the third class at the local examination. This does not give an assurance that they will succeed in the home examination, but it is evidence that they have made an honest effort to improve their education, and they have—the most of them—a good chance of passing.

Professional and Practical Training.—It may be of advantage to those engaged in work of the training colleges of the Dominion if I give a précis of the work undertaken by the students of the Otago College for the year. I have kept a very accurate and detailed account of the daily work of each student for the two years. It shows how many hours he has worked, he has taught, the department of the practice-school in which he was placed, the subject or subjects he taught during the course. My records show the number of hours given to observation, to discussion of methods, and to actual class or sectional-class teaching. I give a typical and average case from the lists of 1911 and 1912:—

The junior course (men): Methods of teaching, lectures and discussions, 164 hours; observation and practice in teaching, ninety-two hours. The same course was followed for the junior women, with the difference that every woman student spent from two to three weeks in the kindergarten department, during which she was, of course, absent from lecture and discussion, and had special practice in teaching sewing in standard classes, and also special hours in physical drill in Standards I to VI.

The second-year or senior course: Methods of teaching, lectures and discussions, twelve hours; observation and practice, 287 hours, or a total of twelve weeks' practical training, and that with a senior class of sixty students.

The distribution of the practice over the various subjects and classes may be stated in this way: Each woman spent three weeks in the rural schools, and each male student one fortnight. In addition to the general practice stated above, each student gave a number of special lessons to a whole class or section of a class as follows: Nature-study two, science three, singing seven, handwork four, and drawing six lessons, and six lessons in physical class-drill. These lessons were given in Standards I to VI, and do not include lessons and practice in the infant departments and rural schools. For instance, in the case of nature-study, the lessons referred to are those given in the Standards I to III, but do not include lessons on the same subject given in addition during the ordinary course of practice in the infant department and rural schools.

Trained Teachers' Certificates.—The Otago Board annually awards a Training College certificate to students leaving the College at the end of a two-years course of training. The conditions on which these have been presented this years are as follows: (1) Students must have either a full D or full C certificate; (2) a pass in at least three branches of drawing; (3) practice and training in school science, and some one branch of handwork; (4) passed an examination in physical drill; and (5) received at least six satisfactory reports on their work during their final year. As the Education Department propose to issue trained-teachers' certificates, it will be now unnecessary, I suppose, for the Otago Board to issue a separate and local certificate.

The Department proposes, and I think rightly, to hold examinations for these certificates at the College by the staff of the College. I have endeavoured this year to fulfil the requirements of the Department, but not quite as fully as I should have wished. In awarding these certificates account will be taken of the course of work followed by the students at University classes. This is a very great improvement on the method of former years, when a student was subjected to a series of examinations at the end of the year at the College and the University, and then had to submit to further examination in the science subjects at the beginning of the next year. This change will necessarily promote some rearrangement of college terms and vacations.

College Terms and Vacations.—In the past the College year has begun on the 1st March and closed in the second or third week in December, the midsummer holidays extending over a period of ten weeks. If to this we add three weeks University midwinter holidays and the term holidays of the practice school, we find that the Training College, in so far as it is related to the Normal School, is practically closed for some fifteen or sixteen weeks during the year. Obviously this organization will curtail very considerably the time that should be given both to study and to practice. The Training College year and the practice-school year should be synchronous. I do not suggest for a moment that the holidays of the Principal should be curtailed—he needs them all—but arrangements might easily be made with the headmaster of the Normal School whereby instruction and practice might be given as soon as the Normal School opens.

Physical Training at the College.—Mr. Hanna gives the students an excellent training, and much credit is due to him for his efforts in improving the general health and physical equipment of our students. I have always felt, however, that the students might have access to the gymnasium more frequently than they do. Mr. Hanna fears that accidents might happen if the students were allowed free access to the gymnasium, and I agree with him; but I know it is the

wish of the students that they should have more opportunities for voluntary physical exercises, and I should like to see some arrangements made for giving effect to their wishes in this matter.

The Staff of the College and Normal School.—It is with regret that I have to chronicle the death of Mr. A. M. Braik, who for over thirty years carried on the duties of instructor in vocal music. He did the work with enthusiasm, and his instruction was thoroughly appreciated by the students.

Mr. Edward Pinder, M.A., has been appointed Principal of the College. I hope his term of office may be as long as mine has been, and that he will enjoy his work as much as I have. I wish him every success in his new and responsible duties.

Of others who have been associated with me in the work, Mr. H. McMillan has been on the staff of the Normal School for very many years, and all who know him know of his steadfast application to duty and the thoroughness of the training which he gives his pupils It has all along been a most fortunate thing for the Normal School to have had such an experienced teacher in the upper classes. Mr. Moore, Mr. Ironside, and Mr. Marryatt have also been of great service to me in the College class-work. To Misses Maxwell, McMillan, Alexander, Kenyon, Given, White, and Firth I have further to express my indebtedness for their assistance in the oversight and training of the students.

Of the extra-mural members of the staff I desire specially to refer to Mr. Hawcridge, Principal of the School of Art, who has acted as art master. Drawing is one of the most important subjects in the primary curriculum, and Mr. Hawcridge's efforts to raise the standard of work and to co-ordinate drawing with other studies will soon bear good fruit. This year I have been able, with the consent of the Department, to arrange that Mr. Hawcridge should in future examine all Training College students in drawing. This will have the effect of raising the standard for a pass and bringing the lines of examination more into accord with the actual requirements of the public-school course of drawing.

The Education Department.—I have to thank Mr. G. Hogben, Inspector-General of Schools, and the Assistant Inspector-General, Dr. W. J. Anderson, for the very great consideration they have given to the suggestions I have made from time to time with regard to the organization of the College, and to thank them for many private and public marks of their esteem.

The Education Board of Otago and its Officers.—My thanks are due to the Board for the manner in which they have expressed their appreciation of my services to education in Otago. I desire very specially to thank Mr. S. M. Park and his assistants for the courtesy and kindness which they have shown to me during my long term of office.

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 Names, Classification, Status, and Emoluments of the Teachers as in December, 1912.

NOTE 1.—In the column "Name of School" the letter "N" indicates that Maori children are in attendance.
NOTE 2.—In the column for "Position in the School"(5) "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; "Sec." indicates that the teacher is engaged in secondary instruction; and "Subs" indicates that the teacher is occupying the position temporarily.
NOTE 3.—In the column for "Classification" (4) an asterisk signifies that the certificate is provisional.
NOTE 4.—In the column for "Salary" (6) an asterisk signifies that an addition is made to the teacher's salary out of the district high school grants. (See also E.-6, 1913.)

AUCKLAND.

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 1912. (2.)	Names, Classification, and Status of Teachers. Teachers on the Staff at the End of the Year. (3.)	Classification. (4.)	Position in the School. (5.)	Annual Rates of Payment during last Month of Year. For Salary, including Lodging-allowances to Pupil-teachers. [The full rate of salary of teachers on leave is shown, the relieving teacher being marked "Subs."] (6.)	For Teachers' House Allowances. (7.)
						£ s d.	£
GRADE 0.							
Amodeo Bay		6	Anthony, Lois		F	86 0 0	..
Awaawakino		5	Rogers, Madeline B.		F	36 0 0	..
Haylock's		9	Given, Marguerite E. F.		F	48 0 0	..
Manawaora	N	7	Nichols, Emily F. A.		F	36 0 0	..
Mareretu North		6	Macrae, Janet C.		F	36 0 0	..
Mercury Island		4	Jack, Janet R.		F	24 0 0	..
Moerangi	N	6	Scott, Mary A.		F	36 0 0	..
Okiwi		8	Paddison, Mrs. Alice M.	E4	F	90 0 0	10
Orere		6	Durham, Isabella		F	36 0 0	..
Otaikerangi		4	Stephen, Amy M.		F	30 0 0	..
Otunui		2	Speight, Mrs. Emily R.		F	12 0 0	..
Paramata Valley		4	Page, Agnes		F	24 0 0	..
Ramarama Creek		2	Ross, Vivian M.		F	18 0 0	..
Salt Springs	N	8	Howe, Onesimus W.		M	48 0 0	..
Te Koraha		5	Cowern, Phoebe A.		F	30 0 0	..
Toatoa		5	Cooper, Mrs. Ada M.		F	30 0 0	..
Turoto Road		5	Abbott, Richard		M	30 0 0	.
Waimatenui		8	Crichton, Mrs. Ethel H.		F	48 0 0	..
Waimiha		3	Ellicott, Mrs. Elizabeth M.		F	18 0 0	..
Waipu Cave		7	Lowe, Ivy		F	36 0 0	..
Waitaanga		6	Hagenson, Annie E.		F	36 0 0	..
Waiwhero		4	Gordon, Penelope G.		F	30 0 0	..
GRADE 1.							
Albertland North		13	Cook, Walter S.		M	90 0 0	10
Ararimu		10	Fecht, Albert E.		M	139 10 0	..
Awakanae		12	Boswell, Stella E.		F	99 0 0	10
Awaroa	N	10	Stevens, John J.		M	90 0 0	10
Batley	N	19	Angove, Mrs. Lilly M.		F	90 0 0	10
Bickerstaffe No. 2		13	Wharfe, Clara J.		F	90 0 0	10
Geard's Bay / Moehau		12	Geard, Louisa		F	126 0 0	10
Helena Bay		16	Law, George H. B.		M	90 0 0	10
Hinuera Valley	N	16	Wright, Florence M.		F	90 0 0	10
Honikiwi	N	16	Potter, John F.	D4	M	95 0 0	10
Kaeaea		15	Hames, Gilbert M.	Lic.	M	90 0 0	10
Kaimaumau	N	14	Matchett, Robert J.		M	90 0 0	10
Karaka		18	Coulston, Mrs. Sarah A.	D3	F	90 0 0	10
Kawa		6	Clarke, Mary		F	90 0 0	10
Kerikeri Inlet	N	14	Empson, Mrs. Mary C.		F	90 0 0	10
Kopuku		11	Douglas, Effie		F	90 0 0	10
Lichfield		8	Kells, Isabella F. R.		F	108 0 0	10
Mahoenui	N	13	Ransbottam, Harry V.		M	99 0 0	10
Manawahe		15	Christmas, Doris		F	90 0 0	10
Mangaotaki		13	Symonds, Mrs. Mary L.	E2	F	95 0 0	10
Mangawhero		19	Chalmers, Charles C.		M	90 0 0	10
Marlow		11	Mitchell, Kate		F	90 0 0	10
Mati		13	Stretton, Ernest C. N.	C4	M	130 0 0	10
Moumoukai		10	Armour, Marion A.		F	90 0 0	10
Ness Valley		12	Fletcher, Raymond	C4	M	90 0 0	10
Nihoniho	N	15	Mossman, Alfred B.		M	90 0 0	10

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

AUCKLAND—*continued.*

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						£ s. d.	£
GRADE 1—*continued.*							
Omanawa	..	11	Clark, Hugh R.	..	M	90 0 0	10
Omanawa Falls	..	12	Ferguson, William	..	M	90 0 0	10
Oparau	N	14	Hayes, Katie	..	F	99 0 0	10
Oroville	..	15	Gotz, Frank L. A.	..	M	108 0 0	..
Tryphena							
Owen Road	N	11	Marelle, Constance E. ..	..	F	90 0 0	10
Parenga	N	17	Sullivan, Bertha J.	..	F	90 0 0	10
Parkhurst	N	14	Monstedt, Martha E. ..	D3	F	150 0 0	10
Port Charles	..	10	Leith, Frederick E.	..	M	90 0 0	10
Pukeatua	..	12	Farnell, Wilfred J. A. ..	..	M	144 0 0	10
Pukekaroro	..	10	Larwill, Mrs. Annie C. ..	..	F	90 0 0	10
Puketawai	..	8	Thomas, Gwendolin E. W. ..	..	F	90 0 0	10
Puketui	..	13	Dufty, Helena V.	..	F	90 0 0	10
Puketurua	..	15	Edmonds, Edward H. ..	..	M	90 0 0	10
Pungaere	N	13	Murphy, Patrick J.	..	M	90 0 0	10
Purerua	N	10	Woodley, Frederick T. ..	..	M	90 0 0	10
Putake	..	9	Cowan, Agnes W.	..	F	90 0 0	10
Ruapuke	N	8	Clench, Charles McD. ..	..	M	90 0 0	..
Takahue	N	14	McKenzie, Olive M.	..	F	99 0 0	10
Te Puhi	N	16	Wilson, Mrs. Hilda K. ..	E3	F	90 0 0	10
Waiau	N	20	Moloney, Hilda A.	..	F	90 0 0	10
Waima	N	10	Millar, Ruth	..	F	90 0 0	10
Waimai	N	11	Vining, Charles P.	..	M	90 0 0	10
Waimana Sawmill	N	12	Burton, Ormond E.	..	M	90 0 0	10
Waingarara	N	9	McCowan, John T.	..	M	90 0 0	10
Wairere	..	14	Smith, William	..	M	108 0 0	10
Wairiri Falls	N	11	Ligertwood, Patrick B. ..	D2	M	90 0 0	10
Waitakaruru	N	13	McClune, Joseph S.	..	M	90 0 0	10
Waitomo Caves	..	9	O'Donoghue, Marguerite A. ..	..	F	90 0 0	10
Waiwhiu	..	14	Slattery, Margaret	..	F	90 0 0	10
Weymouth	..	17	Hewitt, Dorothy O.	..	F	90 0 0	10
Whangae	..	8	Goodwill, Charles S.	..	M	90 0 0	10
Whangaparaoa	N	14	Camp, Jessie	..	F	90 0 0	10
Whangapoua	N	13	Shirley, George E.	..	M	90 0 0	10
Whangaroa North	N	11	Church, George P.	D3	M	120 0 0	..
Wharehine	..	7	Aldworth, Edith R. U. ..	..	F	90 0 0	10
Whenuakite	..	9	Barker, Dorothy B.	..	F	90 0 0	10
Whenuakura	..	9	Vincent, Mary E.	..	F	90 0 0	10
Whitford No. 2	..	12	Piggot, Ellen M.	C3	F	140 0 0	10
GRADE 2.							
Ahuroa	..	19	Hannah, Arthur	C3	M	170 0 0	15
Ardmore	..	24	Wilson, Sophia	E2	F	135 0 0	..
Awitu Central	..	24	Hamilton, Mrs. Susanna M. ..	E3	F	120 0 0	..
Awitu No. 2	N	14	Johns, Victor R.	C4	M	180 0 0	15
Orua Bay	..						
Bickerstaffe	..	18	Coad, Emma M.	C2	F	180 0 0	15
Huarau	..						
Bowentown	N	22	Andersen, Elsa V.	D4	F	160 0 0	15
Katikati No. 1	N						
Bream Tail	..	26	Fraser, Jessie A.	E2	F	190 0 0	15
Waipu Cove	..						
Brigham's Creek	..	17	Taylor, Minnie I.	C2	F	120 0 0	15
Broadwood	..	20	Smith, Charles H.	C4	M	125 0 0	15
Brooklynn	..	17	Hogwood, Edward J. L. ..	C3	M	150 0 0	15
Huia	..						
Brynavon	N	16	McDonald, Ivon F.	D3	M	160 0 0	15
Churchill	..	16	Hart, Ernest	C4	M	160 0 0	15
Whangamarino	..						
Fairburn's Road	..	14	Carse, Harry	D2	M	150 0 0	15
Glen Murray	N	22	Crawshaw, Richard G. ..	C4	M	180 0 0	15
Goodwood	N	26	Nixon, Elizabeth A.	D2	F	170 0 0	15
Gordon	..	23	Barr, Samuel D.	D5	M	120 0 0	..
Great Barrier	..	20	Hunter, Edward J.	..	M	148 10 0	15
Katherine Bay	N						
Gumtown	N	21	Gubb, Lester F.	..	M	135 0 0	15
Kaimarama	..						
Hangatiki	N	22	Molloy, John J.	C3	M	150 0 0	..
Hastings	..	22	Pratt, Edward J.	C4	M	165 0 0	..
Otakeo	..						
Hautapu	..	27	Edmiston, Jessie H.	E1	F	150 0 0	15
Horotiu	..	21	Gaukrodger, Mrs. Florence M.	C4	F	125 0 0	..
Hoteo North	..	13	Denvers, Kathleen	..	F	117 0 0	15
Huanui	N	22	Beasley, Charles J.	D4	M	130 0 0	15

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

AUCKLAND—*continued.*

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						£	s.	d.	£
GRADE 2—*continued.*									
Hunua No. 2		19	Leyland, Allen I.	D4	M	125	0	0	15
Hurimoana	N	19	Wilks, Frank	B4	M	125	0	0	15
Jordan		14	Edmondson, John H.		M	108	0	0	15
Kaharoa	N	23	Terry, Annie S.		F	135	0	0	15
Te Pu									
Kaimamaku		15	McCaskill, Margaret D.		F	108	0	0	15
Kakapuka	N	23	Johns, William H.	C4	M	120	0	0	15
Kara		26	Brew, Frederick C.	C4	M	160	0	0	
Karekare	N	17	Richardson, Alfred E. B.		M	135	0	0	15
Whatipu									
Kauaeranga Valley	N	13	Fyers, Mrs. Christiana	D3	F	130	0	0	15
Kaurihohore		17	Brennan, Reginald J.		M	112	10	0	
Kauroa	N	22	Moore, William R.	D4	M	125	0	0	15
Kennedy Bay	N	27	Rendell, Alfred G.		M	112	10	0	15
Kerikeri		16	Macleod, John D.	D4	M	120	0	0	15
Kerepehi	N	19	Sparrow, Hugh B.		M	108	0	0	
Kinohaku No. 1		18	Gamlen, Richard B., M.A.		M	108	0	0	15
Kirikopuni	N	18	Le Gallais, Owen	D4	M	120	0	0	15
Kohekohe		15	Buxton, Alice M.	D2	F	120	0	0	
Komakorau	N	26	Forbes, Ada	C3	F	120	0	0	15
Komata North		20	Lyall, William C.	D4	M	125	0	0	15
Korakonui		20	Girven, Mrs. Mary J. M.		F	108	0	0	15
Koutu	N	32	Tills, Ethel E.	E2	F	150	0	0	15
Mahurangi Heads		23	McGrath, Francis	C3	M	176	0	0	15
Mullet Point									
Makarau		21	White, Kenneth R.	Lic.	M	142	10	0	15
Tahekeroa									
Mangaiti	N	29	Keaney, Annie	E2	F	150	0	0	15
Mangapiko		14	Vincent, Louisa	E2	F	120	0	0	15
Mangatu		17	Price, Alfred C.	D3	M	150	0	0	15
Tutamoe									
Manukau Heads	N	17	Shaw, John L.		M	112	10	0	
Mapara	N	25	Gunson, William D.		M	108	0	0	15
Mapiu		27	Mackenzie, John	C4	M	120	0	0	15
Marakopa	N	13	Honoré, Rudolf C.	D4	M	140	0	0	15
Mareretu		20	Blackford, Arthur F.		M	112	10	0	15
Maropiu	N	30	Ingerson, William L.		M	162	0	0	15
Matakohe No. 2		21	Wood, Ernest A.	C3	M	160	0	0	
Maungatawhiri	N	25	Murrish, Charlotte	E2	F	130	0	0	
Monavale		23	Crickett, Nellie	D4	F	120	0	0	15
Motumaoho		19	Sissons, Thomas H.	D4	M	120	0	0	15
Muriwai		17	Brett, Reginald E.	C3	M	130	0	0	15
Ngarua		16	Baigent, Harold R.	C5	M	120	0	0	15
Ngataki	N	17	McMillan, Norman M.		M	108	0	0	15
Ngongotaha	N	24	Hawkes, Annie E.	C3	F	125	0	0	15
Ngunguru	N	26	Croker, Mrs. Ethel M.		F	135	0	0	
Ohaeawai	N	31	Walker, William	D3	M	150	0	0	15
Okarea	N	22	Macrae, Fergus A.		M	108	0	0	15
Omaha, Little		22	Carr, Mrs. Jane H. W.	Lic.	F	142	10	0	
Oruaiti	N	15	Bilkey, Edmond E.	C5	M	120	0	0	15
Oruru	N	23	Berry, Mrs. Lavinia M.	E2	F	150	0	0	
Otaika	N	22	Gasparich, Joseph G.	C4	M	120	0	0	15
Otaika Valley	N	20	Hawkes, Emily C.		F	112	10	0	15
Otoroa	N	17	Kay, James	D4	M	155	0	0	15
Takou	N								
Oue		18	Lawrence, Albert N.		M	112	10	0	15
Paemako	N	16	Funkë, Ernest E.		M	121	10	0	15
Paengaroa	N	37	Southey, Charles C.	C4	M	125	0	0	15
Pah		19	Jackson, Edith S. A.		F	112	10	0	15
Pakaraka	N	23	Johnson, Phyllis M.		F	112	10	0	15
Pakaru		22	Shaw, Norman F.		M	108	0	0	
Pakiri	N	15	Walker, Lillie		F	117	0	0	15
Papakura Valley		21	Blow, Harold I.	D2	M	160	0	0	
Papakura Valley No. 2		23	Hewitt, Florence N.	E2	F	135	0	0	15
Paradise		9	Wiesner, Rosa B.	C4	F	120	0	0	15
Pongakawa	N	19	Jones, Albert L.		M	171	0	0	15
Pouto	N	19	Claringbull, James F.		M	112	10	0	
Puahue		19	Mandeno, Isabella G.	D4	F	120	0	0	15
Pukekawa		21	Dean, Margaret		F	108	0	0	15
Pukemiro		24	McDiarmid, Norah G.	D3	F	125	0	0	15
Puketi	N	19	Bromley, John W.		M	108	0	0	15
Punakitere	N	19	Purnell, Herbert F.	D4	M	130	0	0	15
Rangiatea	N	18	Abercrombie, Harry B.		M	112	10	0	
Rangitoto No. 1	N	21	Jeffs, Arthur H.		M	112	10	0	15

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

AUCKLAND—*continued.*

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						£	s.	d.	£
GRADE 2—*continued.*									
Raupo		24	Torr, Ivy J.	..	F	112	10	0	15
Red Hill		21	Bannister, Harold	Lic.	M	118	15	0	15
Rehia		16	Jones, Stanley C.	C4	M	125	0	0	15
Rotokauri		23	Lowe, Jessie L.	..	F	108	0	0	15
Ruakuri	N	16	Stilwell, Cherry M. M.	..	F	112	10	0	15
Ruatangata East		17	Kane, Jane	D3	F	140	0	0	15
Ruatangata West		20	Lord, George H.	C3	M	155	0	0	15
Rukuhia		19	Hamley, Florence E.	E3	F	135	0	0	15
Selwyn	N	27	Woodford, Winifred Maud	..	F	117	0	0	15
Tahuna	N	25	Braithwaite, Frederick C.	C2	M	170	0	0	15
Tamahere		18	Totman, Leonard W.	C3	M	165	0	0	..
Tangaihi		11	Mackenna, Robert	..	M	117	0	0	15
Tangihua No. 2		21	Mabbett, Arthur	..	M	135	0	0	15
Tangoao	N	21	Kime, Charles F.	..	M	117	0	0	15
Taotaoroa No. 1		20	Bowen, Rosanna	C1	F	135	0	0	..
Tapapa	N	22	Foggin, Arthur H.	..	M	117	0	0	..
Tatarariki	N	24	Hall, Harry F.	C4	M	155	0	0	15
Tatu		18	Herring, Harold L.	..	M	108	0	0	15
Tauhei		14	Keyes, Edwin T.	..	M	108	0	0	15
Tauhoa		31	de Montalk, Mrs. Ethel J.	E4	F	120	0	0	..
Te Akatea / Waingaro	N	29	Cooper, Hubert J.	Lic.	M	142	10	0	15
Te Arai North / Te Arai South		23	Chipchase, William C.	D3	M	155	0	0	15
Te Matai Sawmill		19	Carson, Frederick G.	..	M	117	0	0	15
Te Puna Point	N	20	Whitaker, Mary A	D3	F	120	0	0	15
Te Rahu		17	Hamilton, Josephine	E3	F	135	0	0	..
Te Rau Mauku		16	Murphy, John A.	..	M	108	0	0	15
Te Tahi	N	18	Pendergrast, Arthur S.	..	M	108	0	0	15
Te Uku		21	Harsant, Elizabeth M. N.	D3	F	130	0	0	15
Te Whetu		22	Walker, Carl F.	..	M	108	0	0	15
Tirohanga / Otara East	N	23	White, Nellie	..	F	135	0	0	15
Titirangi		24	Windust, Mrs. Patience A.	C1	F	150	0	0	..
Titoki	N	19	Ritchie, Percy C.	..	M	112	10	0	..
Tokatoka		16	Barton, Robert	C2	M	150	0	0	..
Tokirima Road		16	Weiss, William L.	..	M	112	10	0	15
Turangaomoana		20	Usher, Agnes	E2	F	150	0	0	15
Upper Okauia	N	25	Thomas, Stephen H.	..	M	108	0	0	15
Waiomio	N	17	Rothbury, Sarah	..	F	117	0	0	15
Waiotahi	N	24	de Montalk, Alexander S.	..	M	112	10	0	15
Waipu North		23	Johnston, Joseph B.	D3	M	160	0	0	..
Wairangi Farm	N	20	Badger, Holly H. H.	D4	F	125	0	0	15
Waitangi		23	Bishop, Stanley J.	C2	M	150	0	0	15
Waiwera		15	Stevenson, Jane E. B.	..	F	126	0	0	15
Wellsford		37	Rushbrook, Walter H.	C4	M	125	0	0	15
Whangaripo		13	Graham, Jessie B.	..	F	108	0	0	15
Whitikahu	N	21	Carson, William	D4	M	120	0	0	15
GRADE 3.									
Albany		23	Potter, Ethel M.	C2	F	155	0	0	20
Araparara / Mangakura		25	Le Gallais, Leddra	C3	M	185	0	0	20
Aria	N	31	Dempsey, Walter S.	C3	M	150	0	0	20
Avoca		33	Pendergrast, Harold E.	D3	M	160	0	0	20
Awakino / Mokau	N	41	Webster, Robert S.	C2	M	220	0	0	20
Brookside		27	Cooke, Jessie B.	E3	F	155	0	0	20
Brynderwyn		34	Sinclair, Marion M.	..	F	139	10	0	20
Cabbage Bay	N	25	Moore, Daniel V.	C4	M	155	0	0	20
Dacre's / Tawharanui		24	McGechie, John W.	C4	M	180	0	0	20
Dome Valley		37	Walsh, Mrs. Elizabeth	E1	F	160	0	0	..
East Tamaki		32	Short, Arthur	D1	M	180	0	0	..
Elstow		29	Stephenson, Marianne A.	C3	F	150	0	0	20
Flat Bush		35	Tidmarsh, Henry H.	D2	M	180	0	0	..
Graham's Fern	N	36	Jacobsen, Ethel G.	E2	F	180	0	0	20
Greenhithe / Long Bay		31	Mackay, Thomas E. A.	C3	M	185	0	0	20
Hakaru / Tara Road		31	Wiggins, Minnie I.	..	F	166	10	0	20
Henderson Point		24	McLoughlin, Elizabeth M.	..	F	135	0	0	20
Hinuera	N	30	Andrew, Richard E.	D4	M	150	0	0	20
Horahora Rapids / Maungatautari No. 2	N	32	Gerrand, Percy A.	..	M	162	0	0	20

List of Public Schools, the Staff, etc.—*continued.*

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Grade 3—*continued.*						
Hukatere	20	Crickett, Athol G.	C3	M	180 0 0	20
Kaikohe .. .. .. N	32	Patience, Frederick	..	M	135 0 0	20
Kaipara Flats	33	Quinn, Elizabeth C.	E2	F	160 0 0	20
Kaitaia .. .. .. N	41	Stubbs, George H.	C5	HM	150 0 0	..
		Kensington, Florence C. B. ..	..	AF	90 0 0	..
Karamu	24	McLean, Neil	D4	M	160 0 0	..
Kariaotahi	22	Ramsay, Harold V.	B4	M	150 0 0	..
Kimihia	31	Browne, Lilian M.	D2	F	180 0 0	20
Kinohaku No. 2 .. .. N	29	McChesney, Hugh H. R. ..	..	M	207 0 0	20
Kutarere .. .. .. N	39	Rouse, George	..	M	153 0 0	20
Limestone Island	28	Watkin, Arthur A.	..	M	135 0 0	..
Mahurangi Heads West .. N	27	Long, Edward R.	C3	M	180 0 0	20
Huhue						
Mairoa	30	Rogers, Daniel J.	Lic.	M	171 0 0	20
Ratanui						
Maketu .. .. .. N	24	Kelly, Elizabeth	E2	F	180 0 0	..
Mangapai	31	McClune, Hugh F.	C2	M	185 0 0	20
Mangonui .. .. .. N	33	Ballance, Alfred C.	E2	M	180 0 0	..
Maraetai No. 1	30	Large, George E.	B2	M	180 0 0	..
Maraetai No. 2						
Maramarua .. .. N	25	McElroy, John	E2	M	200 0 0	20
Maromaku .. .. N	32	Schmidt, William H. ..	C3	M	185 0 0	..
Marsh Meadows	24	Wilson, Lucy I.	E3	F	155 0 0	20
Marua	29	Harris, Samuel	D2	M	180 0 0	..
Matahuru No. 1 .. .. N	27	Ansley, Arthur F. T. ..	D2	M	190 0 0	20
Matahuru No. 2 .. .. N						
Matāitai .. .. .. N	27	Vause, Harry	C4	M	150 0 0	20
Matakana .. .. .. N	46	Day, Arthur E.	D2	HM	180 0 0	..
		Day, Mrs. Christina	..	AF	90 0 0	..
Mata	26	Murdoch, Alfred J.	D3	M	185 0 0	20
Ruakaka						
Matiere	31	Harper, Mary M.	D2	F	150 0 0	..
Maungatautari .. .. N	27	Atkins, Harry	D3	M	190 0 0	..
Meadowbank	29	Rosewarne, Elizabeth ..	D2	F	150 0 0	20
Miranda .. .. .. N	20	Graham, Bruce	..	M	162 0 0	20
Kaiawa .. .. .. N						
Mokai .. .. .. N	36	Brown, Martin G.	C3	M	190 0 0	20
Mokauiti	34	Baker, Edward S.	D4	M	150 0 0	20
Motukaraka .. .. N	27	Rudall, John H.	D3	M	155 0 0	..
Netherton .. .. .. N	39	Mackay, Edward H.	C3	M	180 0 0	..
Ohinewai	33	Baston, Florence I.	C2	F	165 0 0	..
Okahu	26	Izod, Lionel	E3	M	185 0 0	20
Rauawa						
Okaihau	35	Lees, Mrs. Eliza A.	D4	F	155 0 0	..
Okaihau No. 2	29	Murphy, Clarence J.	Lic.	M	175 15 0	20
Utakura Valley						
Omapere .. .. .. N	34	Laing, Archibald M. ..	C3	M	150 0 0	20
Ongarue .. .. .. N	38	Langdon, Arthur	D3	M	170 0 0	20
Opua .. .. .. N	30	Warin, Herbert D.	..	M	139 10 0	..
Orini .. .. .. N	35	Crispe, Colin R. R.	C2	M	160 0 0	20
Otara	31	Walsh, John	E4	M	155 0 0	20
Otonga	33	Rust, Douglas S.	..	M	162 0 0	..
Opuawhanga .. .. N						
Oturoa .. .. .. N	28	Garrey, Phœbe	D3	F	150 0 0	20
Owhiwa .. .. .. N	31	Goodwin, Frank R.	D3	M	180 0 0	20
Taraunui .. .. .. N						
Paiaka .. .. .. N	22	Dowding, Frederick B. ..	C2	M	160 0 0	20
Pakanae .. .. .. N	27	Hendry, George McI. ..	D3	M	180 0 0	20
Papamoa No. 1 .. .. N	29	Muir, Jane E.	..	F	166 10 0	20
Papamoa No. 2						
Paparata	28	Worsley, George A.	D2	M	160 0 0	..
Piopio .. .. .. N	29	Hotson, Claud	Lic.	M	142 10 0	20
Pollock .. .. .. N	30	Manson, Janette C.	D1	F	150 0 0	..
Pukerimu	22	Ryan, Elizabeth M.	Lic.	F	152 0 0	..
Puketarata .. .. .. N	39	Merrington, Alfred R. ..	B4	M	150 0 0	20
Purua No. 1	23	Allen, Frederick N.	D4	M	180 0 0	20
Purua No. 2 .. .. N						
Rangiaohia .. .. N	21	Phillips, John S.	D2	M	160 0 0	..
Rangiriri .. .. .. N	26	Udy, Annie	E2	F	185 0 0	20
Rawhia .. .. .. N	29	Harrison, Robert J.	..	M	166 10 0	20
Umawera .. .. .. N						
Rotorangi	31	McKinnon, Roderick A. ..	D3	M	150 0 0	..
Rototuna	46	Tisdall, Estelle A.	D2	HF	170 0 0	..
		Mallitte, Mrs. Constance P. ..	..	AF	90 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

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Grade 3—*continued.*							
Ruapekapeka East		26	Meiklejohn, Lemuel S. A.	D3	M	185 0 0	20
Ruapekapeka West	N						
Ruawai		28	McKinley, John E.		M	139 10 0	20
Swanson		32	Duncan, Kate	E2	F	160 0 0	20
Tairua Block	N	23	Harvey, Roderick M.	D3	M	180 0 0	20
Tangiteroria	N	36	Mullins, Francis J.	D3	M	220 0 0	..
Tangowahine		31	Carter, Annie	E3	F	160 0 0	20
Taupo	N	35	Palmer, Gertrude	E2	F	160 0 0	20
Te Aroha West		34	Lawton, Herbert W.	C3	M	176 0 0	..
Te Matai		32	Benner, Maud C.	D2	F	155 0 0	20
Te Moari	N	21	Murray, James B.	D1	M	170 0 0	..
Te Pahi No. 2	N	28	Downard, Frederick N. R.	C2	M	210 0 0	20
Te Puke No. 2		29	Findlay, Sylvia	C3	F	160 0 0	20
Te Rapa	N	28	Fielder, Elizabeth M.	E2	F	180 0 0	20
Te Rauamoa		22	Ashby, Albina		F	135 0 0	20
Te Rore		28	Johnson, Minnie M.	C3	F	180 0 0	20
Te Pahu							
Ti Point		28	Shanahan, Margaret A.	C2	F	150 0 0	20
Upper Waiwera		26	Ford, Barbara	D2	F	150 0 0	..
Waiheke Central		25	Grey, Alan S.	D3	M	200 0 0	20
Man o' War Bay							
Waimamaku Valley	N	27	Newcombe, Thomas F.		M	135 0 0	..
Wainui		24	O'Connor, Daniel B.	C4	M	185 0 0	..
White Hills							
Waiorongomai	N	37	Allison, David A. B.	Lic.	M	175 15 0	..
Waiotemarama		26	Gordon, Forbes B.	D4	M	180 0 0	..
Wekaweka							
Waipu Upper		34	McKay, Donald A.	E2	M	180 0 0	..
Wairoa South		27	Cooke, Violet M.	E3	F	150 0 0	20
Waitetuna	N	28	McKinnon, Malcolm		M	135 0 0	20
Waitoa		34	Maclean, Charles	D2	M	190 0 0	20
Waituhi	N	25	Cope, Arthur B. H.		M	135 0 0	20
Walton	N	36	Menzies, Alexander	C5	M	150 0 0	20
Wayby		27	Mathieson, Mrs. Margaret J.	E2	F	160 0 0	..
Whangarei Heads		30	Rigby, Mrs. Eliza A.	E2	F	150 0 0	..
Young's Point		27	Johnson, Robert N.		M	135 0 0	20
Grade 4.							
Aka Aka		47	Hoey, Reuben L.	C3	HM	180 0 0	..
			Snell, Amelia A.		AF	90 0 0	..
Alexandra	N	60	Arey, Sarah B.	E1	HF	200 0 0	..
			McLeod, May M.		AF	90 0 0	..
Aoroa	N	58	Marcroft, Mrs. Louisa F.	D2	HF	185 0 0	..
			Lowrie, Annie W.		AF	90 0 0	..
Arapohue	N	47	Finlayson, Mrs. Jessie M. M.	E1	HF	200 0 0	..
			Finlayson, Agnes S.		AF	90 0 0	..
Ararua		38	Brownlee, James L.	D2	HM	200 0 0	..
			Murray, Amy V. E.		AF	90 0 0	..
Awanui	N	60	Bird, Mrs. Agnes G.	D1	HF	200 0 0	..
			Hodkinson, Sarah	D4	AF	105 0 0	..
Belmont		68	Flatt, Caroline J.	E1	HF	180 0 0	25
			Beable, Rosa		AF	90 0 0	..
Bombay		65	Cooper, Charles	D1	HM	200 0 0	..
			Wootten, Jessie C.	D2	AF	110 0 0	..
Buckland		50	Wily, Harry H. D.	D1	HM	210 0 0	..
			Bagnall, Alice M. G.	C4	AF	95 0 0	..
Clevedon		59	Ramsay, James B.	B1	HM	210 0 0	..
			Lang, Charlotte M.	Lic.	AF	90 0 0	..
Driving Creek	N	59	Jameson, Frank	D1	HM	210 0 0	..
			Broadgate, Ruby E.		AF	108 0 0	..
Drury		60	McNaughton, James D.	D1	HM	200 0 0	..
			Smythe, Madeline E. C.	D3	AF	110 0 0	..
			Bellingham, Muriel E.		FPrl	50 0 0	..
Eureka		36	Bell, Lucy	D3	HF	200 0 0	25
			Carley, Hilda B.		AF	90 0 0	..
Frankton		125	Lowe, Francis E.	D1	HM	210 0 0	25
			Seddon, Dorothy M.	C3	AF	120 0 0	..
			Beehan, Phillis I. L.		AF	90 0 0	..
Glenfield		57	Chappell, William	B1	HM	200 0 0	..
			Oliver, Mabel L.	D4	AF	90 0 0	..
Grahamtown		39	Byles, Frank R.	D2	HM	190 0 0	25
			Groome, Mrs. Florence M.	D3	AF	90 0 0	..
Greerton	N	37	Le Cocq, Walter A.	D2	HM	180 0 0	25
			Blonquist, Henrietta V.	C3	AF	90 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

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GRADE 4—*continued.*							
Harrisville	N	54	Hill, Alfred E.	D2	HM	190 0 0	..
			Whiting, Dorothy H.	..	AF	90 0 0	..
Herekino	N	37	Robertson, James	D2	HM	185 0 0	25
			McGinley, Eileen K. A.	..	AF	90 0 0	..
Hikutaia	N	53	Walters, Ernest J.	D2	HM	200 0 0	..
			Woods, Eileen I.	..	AF	90 0 0	..
Hobsonville	..	67	Squire, Donald S. B.	C1	HM	200 0 0	25
			Griffiths, Gwladys I. K.	C4	AF	95 0 0	..
Houhora	N	44	Reid, Robert T.	C2	HM	200 0 0	25
			Gerrand, Kathleen L.	..	AF	90 0 0	..
Houto / Parakao	N / N	42	Stuart, Claude G	..	M	189 0 0	25
Howick	..	50	Judkins, Alfred J. T.	C2	HM	200 0 0	..
			Vincent, Elizabeth M.	D5	AF	90 0 0	..
Hukanui	N	66	Ryan, Arabella C.	E2	HF	195 0 0	25
			Redgrave, Katherine G.	D4	AF	100 0 0	..
Hukerenui South	N	50	Trimmer, John H.	E2	HM	200 0 0	..
			Joll, Emily S. L.	..	AF	90 0 0	..
Hunua	..	34	Fox, Norman S.	C2	HM	180 0 0	..
			Kenny, Kathleen E. B.	..	AF	90 0 0	..
Kaiwaka	..	31	Haeusler, Mrs. Emily M. L.	E2	F	180 0 0	..
Katikati No. 2	N	37	Boswell, James	C1	HM	200 0 0	..
			Goodyear, Catherine A.	D4	AF	100 0 0	..
Katikati No. 3	..	34	Leech, Joshua S.	C3	HM	185 0 0	25
			Lewis, Gwladus R.	..	AF	90 0 0	..
Katui / Aranga	N / ..	34	Boswell, Charles W.	C3	M	215 0 0	25
Kaukapakapa	N	69	Koller, Frederick R.	C2	HM	190 0 0	..
			Ross, Hazel E.	D4	AF	90 0 0	..
Kawakawa	N	78	Perkins, Edward	C1	HM	210 0 0	..
			Wilkins, Elsie A.	..	AF	90 0 0	..
Kawhia	N	56	Floyd, Alfred B.	C3	HM	180 0 0	..
			Cowern, Caroline M. I.	..	AF	99 0 0	..
Kihikihi	N	72	Perry, Arthur M.	D1	HM	210 0 0	..
			Ashby, Nina M.	..	AF	108 0 0	..
Kiripaka	N	45	Rodgers, Thomas	D2	HM	200 0 0	25
			Young, Edith M.	..	AF	99 0 0	..
Komata	..	48	Read, Thomas	D1	HM	200 0 0	25
			Page, Frances M.	..	AF	90 0 0	..
Koromatua / Tuhikaramea	.. / ..	42	Benton, Arthur	C4	M	210 0 0	25
Kuaotunu	..	61	Dean, William F.	C2	HM	185 0 0	..
			Vialoux, Kate V.	D4	AF	100 0 0	..
Manawaru	..	66	Keaney, John J.	D1	HM	210 0 0	..
			Grigg, Stella	C4	AF	95 0 0	..
Mangapehi	N	60	Hayson, Bertrand W.	D2	HM	190 0 0	25
			Johnson, Winifred	D4	AF	100 0 0	..
Mangaroa	..	50	Mooney, Thomas B. F.	D3	HM	180 0 0	25
			Moor, Dora E.	..	AF	90 0 0	..
Mangatete	N	33	Cooper, Charles W.	D2	M	200 0 0	25
Mangawai Beach	..	39	Masson, William	C2	HM	200 0 0	25
			McLennan, Mrs. Jane A.	E2	AF	90 0 0	..
Mangere	N	63	Clark, Charles W.	D2	HM	200 0 0	..
			Ferguson, Evelyn M. C.	D3	AF	110 0 0	..
Manurewa	..	74	McNaughton, David W.	C1	HM	200 0 0	..
			Worsnop, Emily C.	D3	AF	90 0 0	..
			Craig, Bella	..	FPr1	20 0 0	..
Matakohe	N	40	Dunning, Alec C.	C2	HM	185 0 0	..
			Campbell, Catherine A.	..	AF	90 0 0	..
Matangi	N	62	Robinson, Ernest T.	C2	HM	185 0 0	25
			Jones, Florence M. D.	..	AF	99 0 0	..
Mauku West	N	61	Gutry, George A.	D3	HM	200 0 0	..
			McNaughton, Marion E.	D5	AF	95 0 0	..
Maungakaramea	..	61	Lamb, William O.	C1	HM	200 0 0	..
			Parkes, Margaret D. B.	D4	AF	100 0 0	..
			Ogden, Mary	..	Subs.		
Maungatapere	N	46	Goss, Mrs. Esther M.	D2	HF	185 0 0	..
			Norrish, Margaret E.	..	AF	90 0 0	..
Maungaturoto	..	59	Collins, William	D1	HM	210 0 0	..
			Grant, Annie J.	D3	AF	120 0 0	..
Maunu	..	36	Reynolds, Arthur E.	C2	HM	180 0 0	..
			Ferbrache, Evelyn A.	D5	AF	90 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

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							£	s.	d.	£
GRADE 4—*continued.*										
Mercer	N		75	Edwards, Charles T... ..	D1	HM	210	0	0	..
				Clark, Florence D.	..	AF	99	0	0	..
Naumai	N		50	Stone, Alfred E.	D2	HM	200	0	0	25
				Lambert, Beryl M.	..	AF	90	0	0	..
Ngararatunua	N		44	Laing, Arthur E.	C2	HM	190	0	0	25
				Telfer, Violet M.	C4	AF	95	0	0	..
Ohaupo	..		100	Tooman, George	D1	HM	200	0	0	..
				Blackett, Isabella H. ..	C3	AF	95	0	0	..
				Hawkes, Louisa A.	E3	AF	90	0	0	..
Okauia	N		40	Beeson, Charles B.	C3	HM	185	0	0	25
				Sinclair, Jessie A. M. ..	..	AF	99	0	0	..
Onewhero	N		69	Ritchie, Ernest E.	..	HM	162	0	0	..
				Wynne, Ada	..	AF	90	0	0	..
Opouriao North	N		66	Teesdale, Jacob T.	C2	HM	225	0	0	..
				Anderson, Margaret F. L. ..	..	AF	90	0	0	..
Opouriao South	N		63	Rogers, Cornelius J. ..	C2	HM	200	0	0	25
				Dalzell, Mrs. Katherine R. ..	E3	AF	105	0	0	..
Oratia			72	Hosking, George F. C. ..	C1	HM	215	0	0	25
				Joyce, May F.	..	AF	99	0	0	..
Orchard			36	Harris, William H.	..	M	189	0	0	25
Pipiroa	N									
Oropi No. 1	N		39	Hutton, Alexander L. ..	C4	M	210	0	0	25
Oropi No. 2	N									
Otangiwai	N		37	Bicheno, Leonard	E2	HM	190	0	0	..
				Ranby, Olive M.	..	AF	90	0	0	..
Otaua	N		66	Selby, Johnson	D1	HM	200	0	0	..
				Rogers, Johanna	..	AF	99	0	0	..
Otumoetai	N		39	Badger, Hilda M.	D3	HF	185	0	0	25
				Taylor, Elizabeth S. M. ..	..	AF	90	0	0	..
Owhango	N		105	Coltman, Archibald R. ..	C4	HM	180	0	0	25
				McArthur, Jessie E... ..	C5	AF	90	0	0	..
				Stanton, Alice E.	C4	AF	95	0	0	..
Pakotai	N		43	Gray, Daniel	C2	HM	185	0	0	..
				Gray, Francis N.	..	AM	90	0	0	..
Pakuranga	N		54	Green, William	D1	HM	200	0	0	..
				Muir, Minnie	E2	AF	95	0	0	..
Panmure	..		62	May, Thomas L.	D1	HM	210	0	0	..
				Walker, Ethel M.	..	AF	94	10	0	..
Paparoa	..		55	Stephenson, Edward W. ..	C1	HM	200	0	0	..
				Trounson, Ida M.	..	AF	90	0	0	..
Parua Bay No. 1	..		38	Hogwood, Robert	E2	M	230	0	0	25
Parua Bay No. 2	N									
Paterangi	N		41	Bates, Mrs. Agnes J. ..	D1	HF	185	0	0	..
				Phipps, Doris D.	C4	AF	95	0	0	..
Patumahoe			61	Graham, James	C2	HM	200	0	0	..
				May, Ruth M.	..	AF	90	0	0	..
Piriaka	N		38	Watts, Walter J.	D3	HM	185	0	0	25
				Moore, Kathleen M... ..	..	AF	90	0	0	..
Pokeno	..		52	Lippiatt, George, M.A. ..	A1	HM	200	0	0	..
				Bates, Daisy M.	..	AF	108	0	0	..
				Brownlee, Flora	..	FPr1	20	0	0	..
Port Albert	..		35	Reid, George B.	E1	M	200	0	0	..
Puhoi	..		47	Binsted, Henry	C2	HM	190	0	0	..
				Le Pine, Inez E.	Lic.	AF	90	0	0	..
Pukekohe East	N		37	Cahill, William J.	D1	HM	200	0	0	..
				Newton, Elsie P.	C4	AF	95	0	0	..
Puni	..		39	Johns, William F.	D2	HM	200	0	0	..
				Chalmers, Helen	..	AF	99	0	0	..
Puriri	N		70	Vos, James A.	E1	HM	215	0	0	..
				Hunt, Sarah A.	..	AF	90	0	0	..
Putaruru	..		56	Roberts, William P. ..	C2	HM	200	0	0	25
				Gledstanes, Helen	..	AF	90	0	0	..
Raglan	N		62	Blackett, George	D2	HM	210	0	0	..
				Pilcher, Doris M.	..	AF	90	0	0	..
Ramarama	N		56	Maclaurin, Kenneth C ..	B1	HM	200	0	0	..
				Pirritt, Barbara M.	..	AF	90	0	0	..
Rangiahua	N		46	Downard, Henry J. F. ..	C3	M	215	0	0	25
Upper Waihou	N									
Rawene	N		50	Smith, William H.	D2	HM	185	0	0	25
				Hay, Mary C.	..	AF	90	0	0	..
Riverhead	..		47	Maxwell, Marion	C2	HF	185	0	0	25
				Skelley, Mary E. C.	..	AF	94	10	0	..
Russell	N		54	Darby, Edward J.	D1	HM	200	0	0	..
				Harty, Ruth	C4	AF	100	0	0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

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GRADE 4—*continued.*							
Silverdale		43	Johns, William E.	E2	HM	180 0 0	..
			Arnel, Zalma V. M.	..	AF	90 0 0	..
Tairua	N	47	Tooman, Francis	D2	HM	185 0 0	..
			Barker, Mrs. Sarah	E2	AF	110 0 0	..
Taringamutu	N	46	McCambridge, Hugh	D3	HM	180 0 0	25
			Pascoe, Mrs. Lucy	D2	AF	90 0 0	..
Taupaki		38	Brown, Mrs. Isabella M. K.	C1	HF	200 0 0	..
			Schofield, Ethel C.	D4	AF	95 0 0	..
Taupiri	N	81	Joll, William A.	C1	HM	210 0 0	..
			Brabant, Amy L.	..	AF	90 0 0	..
Tautari	N	37	Rope, Charles M.	C4	HM	185 0 0	25
			Frost, Ida V. D.	..	AF	90 0 0	..
Tawhare	N	41	Wilson, Evelyn	E1	HF	185 0 0	25
			Andrews, Rose O.	..	AF	90 0 0	..
Te Kowhai	N	67	Gillespie, William R.	C2	HM	205 0 0	..
			Barton, Mary V.	D4	AF	105 0 0	..
Te Mata	N	40	Gledhill, Eunice A.	E1	HF	180 0 0	..
			Berryman, Adeline L.	..	AF	90 0 0	..
Te Pua	N	38	Harvey, John H.	C2	HM	210 0 0	25
			Macmillan, Lillian E.	..	AF	90 0 0	..
Te Puna	N	35	Cooney, Hugh O.	C2	HM	200 0 0	25
			Lockhead, Margery M.	D4	AF	90 0 0	..
Tirau	N	46	Tomlinson, Mrs. Esther A.	D2	HF	200 0 0	..
			May, Muriel I.	..	AF	94 10 0	..
Tiroa	N	28	Gilbert, John	..	M	202 10 0	25
Parikura	N						
Totara	N	54	Harris, Norman R.	C2	HM	210 0 0	..
			Mitchell, Alexandrina B.	..	AF	90 0 0	..
Tuakau	N	55	Graham, William G.	C1	HM	200 0 0	..
			Louch, Isabella	D3	AF	120 0 0	..
Turua	N	73	Somerville, George A.	C2	HM	210 0 0	25
			Vialoux, Elizabeth M.	..	AF	90 0 0	..
Victoria Valley	N	53	Hook, Alfred C.	C1	HM	200 0 0	25
			Dunlop, Mabel S.	..	AF	90 0 0	..
Waharoa	N	44	Doull, John S.	C2	HM	190 0 0	..
			Barr, Evelyn J.	..	AF	90 0 0	..
Waiharara	N	38	Ridling, Randolph G.	C3	HM	190 0 0	25
			Shutt, Annie	..	AF	90 0 0	..
Waihopo	N	24	Collis, William F.	C2	M	200 0 0	25
Waihou		75	Rice, Thomas D.	D1	HM	210 0 0	..
			King, Emily M.	D2	AF	115 0 0	..
Waikiekie East		40	Smith, George H.	C2	M	220 0 0	..
Waikiekie West							
Waimana	N	57	Upton, Frederick G.	D2	HM	180 0 0	..
			Macdonald, Edith D.	..	AF	90 0 0	..
Waimate	N	51	May, William J.	D2	HM	190 0 0	..
			Mead, Mary G.	..	AF	90 0 0	..
Waiotahi Creek		35	Pascoe, Ada	E2	HF	185 0 0	25
			Currie, Mrs. Blanche B.	E3	AF	110 0 0	..
Waipipi		49	Meiklejohn, James T., M.A.	B2	HM	185 0 0	..
			Gillanders, Catherine E.	Lic.	AF	90 0 0	..
Waipu Central	N	48	Ingram, William N.	C2	HM	195 0 0	..
			Waddell, Myra B.	D4	AF	100 0 0	..
			McLeod, Nezzie I.	..	FPr1	50 0 0	..
Wairanga		37	Hill, Lydia M.	E1	HF	180 0 0	25
			Smith, Jessie R.	..	AF	90 0 0	..
Waitekauri		40	McPherson, Donald A.	D2	HM	180 0 0	..
			Parry, Lillian E.	..	AF	90 0 0	..
Whakapara	N	56	Kysh, Frederick W.	D1	HM	210 0 0	..
			Harden, Cecil J.	D3	Subs.		
			Howell, Constance M.	..	AF	90 0 0	..
Whananaki	N	33	Walker, Theodore H. A.	D2	M	200 0 0	..
Whangaparapara	N	40	Bottrill, Christopher G.	B4	HM	180 0 0	25
			Hutton, Fannie	..	AF	90 0 0	..
Whangarata		47	Rapson, George W.	C2	HM	200 0 0	..
			Jeffs, Maud C. A.	D4	AF	90 0 0	..
Wharepoa		58	Moon, Mark H.	D2	HM	205 0 0	25
			Forrest, Susan B.	D3	AF	110 0 0	..
Whatawhata	N	60	Sutton, James	C1	HM	190 0 0	..
			Silvester, Vera	Lic.	AF	90 0 0	..
Whitford No. 1		21	Catran, James G.	D1	M	200 0 0	..
Woodhill	N	45	Roberts, John F.	B1	HM	195 0 0	..
			Thomas, Annie E. G.	..	AF	90 0 0	..

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GRADE 5.								
Birkdale			115	Brook, Julian	D1	HM	225 0 0	..
				Bell, Nora A.	C4	AF	105 0 0	..
				Edmonds, Stella M.	..	FPt4	55 0 0	..
Cambridge West			96	Dean, James	C1	HM	220 0 0	..
				Stewart, Mary A.	D1	AF	135 0 0	..
				Darby, Annie F.	..	AF	90 0 0	..
				Wallis, Stanley R.	..	MPr2	25 0 0	..
Henderson			92	Innes, Joseph L.	C1	HM	240 0 0	..
				Casey, Clara E.	E2	AF	125 0 0	..
				Hare, Ada E. H.	D4	AF	95 0 0	..
Kaeo		N	81	Broun, James S.	D2	HM	215 0 0	..
				McLean, Elizabeth M. R.	D4	AF	105 0 0	..
				Battersby, Florence A.	..	AF	90 0 0	..
Kaihu		N	94	Hamilton, Robert J., M.A., B.Sc.	A1	HM	240 0 0	..
				Fraser, Lucy St. M.	D2	AF	125 0 0	..
				Irvine, Dorothy B. C.	..	AF	90 0 0	..
Kakahi		N	95	Lorking, Sidney E.	C3	HM	210 0 0	30
				Wylie, Ellen W.	D4	AF	105 0 0	..
				Applegate, Frances L.	..	AF	90 0 0	..
Kamo			88	Heward, Humphrey	D1	HM	240 0 0	..
				Hogwood, Alice W.	D3	AF	125 0 0	..
				Rogers, Amy C.	..	FPt4	60 0 0	..
				Carter, Stanley C.	..	MPr2	55 0 0	..
				Bedlington, Viva	..	FPr2	25 0 0	..
Kohukohu		N	103	Cox, William L.	B1	HM	240 0 0	..
				Watkins, Kate S. C.	..	AF	99 0 0	..
				McMillan, Hugh N.	..	MPt3	55 0 0	..
Kopu		N	88	Rennick, James W.	D1	HM	235 0 0	..
				Whitmore, Ella J.	D2	AF	110 0 0	..
				O'Hara, Maretta M.	..	FPt4	60 0 0	..
Mamaku		N	81	Ramson, Frederick S.	C2	HM	215 0 0	..
				Lee, Alice F.	D4	AF	105 0 0	..
				McSporran, Grace G.	..	AF	90 0 0	..
Mangere Bridge		N	100	Jaffrey, Henry C.	C1	HM	210 0 0	30
				Sadler, Nora	D3	AF	105 0 0	..
				Phillips, Lucy	D3	AF	90 0 0	..
				Colby, John W. E.	..	MPr1	20 0 0	..
				Boyd, Ruth I.	..	FPr2	25 0 0	..
Matamata			89	Moore-Jones, Herbert J.	D2	HM	215 0 0	..
				Corbett, Kathleen	..	AF	94 10 0	..
				Fooks, Alice C.	..	AF	90 0 0	..
Mercury Bay		N	102	Gelling, William M.	C1	HM	215 0 0	..
				Joyce, Amie E.	E3	AF	125 0 0	..
				O'Brien, Daniel	..	MPt4	60 0 0	..
Otorohanga		N	104	Hall, William H. V.	D1	HM	240 0 0	..
				Ashby, Mary	D3	AF	110 0 0	..
				Keam, Eva	..	AF	90 0 0	..
Papatoitoi			123	Sumner, John W.	D1	HM	235 0 0	..
				Johnston, Annie C.	D2	AF	115 0 0	..
				Widdup, Florence G.	..	FPt4	60 0 0	..
St. Helier's		N	101	Brown, Daniel C.	C1	HM	225 0 0	..
				Cooper, Muriel	D3	AF	115 0 0	..
				Jack, Catherine S.	..	FPt4	60 0 0	..
Tararu			83	Russell, David	C1	HM	240 0 0	30
				Cussen, Eily B.	D2	AF	125 0 0	..
				Wylie, Annie	Lic.	AF	90 5 0	..
Te Puke		N	111	Bishoprick, Charles	C1	HM	225 0 0	..
				Soppett, Margaret E. T.	..	AF	99 0 0	..
				Webb, Ruth W.	..	FPt2	50 0 0	..
				Billing, Vida C.	..	FPr1	50 0 0	..
Waiuku			96	Harris, Richard J.	C1	HM	225 0 0	..
				Sharples, May	..	AF	94 10 0	..
				Griffith, Geoffrey L.	..	MPt4	60 0 0	..
				Williams, Eric L.	..	MPr1	20 0 0	..
Whakatane		N	80	Snell, Edgar F.	C1	HM	210 0 0	..
				Macey, Winifred	..	AF	94 10 0	..
				Campbell, Mrs. Mary C.	C4	AF	90 0 0	..
GRADE 6A.								
Aratapu D.H.S.		N	140	Hockin, Harry	D1	HM	*260 0 0	..
				Veale, Alice E.	..	AF	108 0 0	..
				Jackson, Alice M.	..	AF	94 10 0	..
				Gavey, Annie L.	..	Sec.	..	..

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						£ s. d.	£
GRADE 6A—*continued.*							
Dargaville	N	187	Lloyd, William	D1	HM	270 0 0	..
			Brockliss, Alice M.	D3	AF	130 0 0	..
			McElwain, Myrtle	C4	AF	90 0 0	..
			Hardy, Florence F.	E3	Subs.		..
			Thomson, Isabel E.	..	FPt4	60 0 0	..
			Becroft, Edith Z.	..	FPt1	45 0 0	..
Helensville	N	152	Hill, Arthur J.	C1	HM	260 0 0	..
			Ganley, Hilda E.	D4	AF	120 0 0	..
			Short, Violet	..	AF	94 10 0	..
			Turner, Josephine C.	..	FPt4	55 0 0	..
			Lemprière, Linette V	..	FPr2	55 0 0	..
Hikurangi		134	Rust, Alexander M.	D1	HM	250 0 0	..
			Blackett, Florence M. ..	C3	AF	125 0 0	..
			Sutton, Margaret B.	..	AF	90 0 0	..
			Hodge, Edith E.	..	FPt2	50 0 0	..
Manunui	N	154	Wilson, William C.	C2	HM	245 0 0	..
			Gillanders, Anne	D3	AF	125 0 0	..
			Pirrit, Ruth	..	AF	90 0 0	..
			Broad, Amelia A.	..	FPt4	60 0 0	..
Morrinsville	N	169	Campbell, Donald R. F. ..	C1	HM	240 0 0	..
			Lawry, Nora E.	C4	AF	120 0 0	..
			Hewitt, Lucinda	..	AF	108 0 0	..
			Coomer, Rhoda E.	..	FPt3	55 0 0	..
			Warren, Sarah E.	..	FPt2	35 0 0	..
			Forrest, Hilda A.	..	FPr2	55 0 0	..
Mount Roskill		183	Trayes, Alfred E.	D1	HM	245 0 0	..
			Robinson, Elizabeth A. ..	C1	AF	125 0 0	..
			Anderson, Isabella C. ..	C4	AF	120 0 0	..
			Kerr, Irene L.	..	FPt1	45 0 0	..
			Sansbury, Trevor A.	..	MPt2	35 0 0	..
			Dalton, Maggie B.	..	FPr2	25 0 0	..
Papakura	N	159	Jones, David W.	D1	HM	245 0 0	..
			Chapman, Ellen N. I. M. ..	E2	AF	125 0 0	..
			Westwood, Millicent M. ..	C4	AF	100 0 0	..
			Dixon, Elsie A.	..	FPt4	60 0 0	..
			Turney, Isobel F.	..	FPt2	50 0 0	..
Takapuna	N	155	Ormiston, Edward N. ..	D1	HM	240 0 0	..
			Tidd, Emily E.	E2	AF	125 0 0	..
			Currie, Kathleen A. M. ..	C4	AF	90 0 0	..
			Butcher, Elizabeth G. ..	..	FPt4	60 0 0	..
Te Awamutu	N	165	Woods, Francis D.	D1	HM	245 0 0	..
			Mitchell, Marion G. F. ..	D1	AF	125 0 0	..
			Jones, Eunice R.	..	FPt4	55 0 0	..
			McIntosh, Ivy A.	..	FPt2	50 0 0	..
Waikino	N	125	Elmsly, Frederick	E2	HM	250 0 0	35
			Gorton, Effie K.	Lic.	AF	114 0 0	..
			Adams, Hilda B.	..	FPt2	50 0 0	..
			Harper, Ellen M.	..	FPt4	55 0 0	..
Warkworth		175	Philips, Henry W. C. ..	D1	HM	260 0 0	..
			Goldsworthy, Elizabeth M. ..	D2	AF	140 0 0	..
			Menzies, Gladys E.	..	AF	108 0 0	..
			Sanderson, Dorothy	..	FPt4	60 0 0	..
			McGregor, William R.	..	MPt2	50 0 0	..
GRADE 6B.							
Coromandel D.H.S. ..	N	183	Tanner, Thomas B.	D1	HM	*270 0 0	..
			Jamieson, Robert E. ..	D2	AF	150 0 0	..
			Wharfe, Annie E.	D4	AF	120 0 0	..
			Maclean, Mary A. C.	..	FPt1	25 0 0	..
			Syme, Margaret F.	..	FPt2	35 0 0	..
			West, Edward S.	..	Sec.	..	..
Horahora	N	168	Higginson, Frank	C1	HM	270 0 0	35
			Murphy, Ellen	D3	AF	120 0 0	..
			Wells, Florence M.	D2	AF	130 0 0	..
			Pegler, Amy B. A.	..	AF	94 10 0	..
			Hardy, Leila M.	..	FPr2	25 0 0	..
			McKenzie, Clifton H.	..	MPr2	25 0 0	..
New Lynn		176	Ellis, Howard J. S.	D1	HM	240 0 0	..
			Wilson, Mary J. K.	D2	AF	125 0 0	..
			McGregor, Mrs. Margaret M. ..	E2	AF	120 0 0	..
			Stirling, Linda M.	..	FPt4	60 0 0	..
			Yearbury, Dulcie M.	..	FPt2	35 0 0	..
			Lane, Hazel M.	..	FPr2	55 0 0	..
			Simpson, Dorothy M. H. ..	..	FPr1	20 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

AUCKLAND—*continued.*

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GRADE 6B—*continued.*							
Ngaruawahia	N	202	Colhoun, John S.	C1	HM	245 0 0	..
			Cormack, Henrietta	C2	AF	130 0 0	..
			Williams, Dora M. W. ..	..	Subs.		
			Graham, Jane A.	D4	AF	130 0 0	..
			Young, Emily E.	..	FPt3	55 0 0	..
			Murphy, Lucy M.	..	FPt2	50 0 0	..
Opotiki	N	191	Wilson, Henry B.	C1	HM	270 0 0	..
			Browne, Edith B.	D3	AF	150 0 0	..
			Woodford, Alice O. M. ..	D3	AF	120 0 0	..
			Calder, Ruberta J.	..	AF	94 10 0	..
Pukekohe D.H.S.	N	218	Flavell, Dennis R.	D1	HM	*260 0 0	..
			Hamlin, Alethea S. O. ..	E2	AF	140 0 0	..
			McConaughy, May A. ..	D4	AF	120 0 0	..
			McLean, William F. M. ..	..	MPt2	50 0 0	..
			King, Herbert J.	..	MPt1	45 0 0	..
			Berriman, Olive D.	..	FPr2	25 0 0	..
			Black, Bertha	..	Sec.	..	..
Stanley Bay		213	Wilson, George	C1	HM	240 0 0	35
			Barr, Muriel L.	D2	AF	120 0 0	..
			York Mrs. Rachel W. ..	E2	AF	120 0 0	..
			Mushet, Mildred E.	..	AF	90 0 0	..
			Jack, Donald L.	..	MPr2	55 0 0	..
Taumarunui	N	201	Davidson, George A.	D1	HM	250 0 0	..
			McKinnon, Margaret J. W. ..	C4	AF	120 0 0	..
			Higham, Mary A.	D3	AF	125 0 0	..
			Meyenberg, Doretta J. ..	E3	AF	95 0 0	..
GRADE 7A.							
Cambridge D.H.S.	N	230	Walker, William R. C., B.A. ..	B1	HM	*295 0 0	..
			Caddy, Edward W. B. ..	C2	AM	200 0 0	..
			Keesing, Kate	E1	AF	150 0 0	..
			Bull, Evelyn F.	C3	AF	115 0 0	..
			Johnston, Agnes B.	..	FPt3	45 0 0	..
			Russell, Hilda	..	FPt2	35 0 0	..
			Meredith, Charles	..	Sec.	..	..
Chapel Street (Auckland) ..	N	182	Draffin, William H.	D1	HM	295 0 0	40
			Eastgate, Florence T. ..	D1	AF	200 0 0	..
			Jarvis, Mrs. Emma	..	AF	121 10 0	..
			Eslic, Violet I.	D2	AF	125 0 0	..
			Treacy, Gwendoline D. A. ..	..	FPt1	25 0 0	..
			Smith, William M.	..	MPt1	25 0 0	..
Ellerslie	N	255	Wooller, Joseph	C1	HM	290 0 0	..
			Fenwick, Herbert	B2	AM	190 0 0	..
			Astley, Ellen	E1	AF	150 0 0	..
			McElwain, Olive N.	C3	AF	115 0 0	..
			Smith, Ida J.	..	FPt3	55 0 0	..
			Houghton, Eva M.	..	FPt2	35 0 0	..
			Bindon, Ernest B.	..	MPr1	50 0 0	..
Parawai	N	186	Wernham, William J. ..	C1	HM	270 0 0	40
			Kelly, John	D3	AM	180 0 0	..
			George, Charlotte	D3	AF	135 0 0	..
			Daldy, Helen J.	..	AF	108 0 0	..
			Hoe, Florence M.	..	FPt2	50 0 0	..
			Gemming, Theophilus J. ..	..	MPt4	55 0 0	..
			Dalby, Phœbe E.	..	FPr1	20 0 0	..
Rotorua	N	243	Warn, John M.	C1	HM	275 0 0	..
			Algie, Colvin S.	D3	AM	185 0 0	..
			Garrett, Frances J.	D2	AF	145 0 0	..
			Halls, Winifred E.	D3	AF	115 0 0	..
			Peters, Valaporia A.	..	FPt2	50 0 0	..
			Dean, Mary G.	..	FPt2	50 0 0	..
Te Aroha D.H.S.	N	245	Burton, Alfred F.	D1	HM	*290 0 0	..
			Scott, Charles E.	C2	AM	200 0 0	..
			Fawcett, Anna J.	D3	AF	150 0 0	..
			Stevens, Brenda E	C4	AF	105 0 0	..
			Fawcett, Elizabeth M. ..	C3	AF	105 0 0	..
			Fletcher, Lucy	..	FPr2	55 0 0	..
			Clayton, Ruth L. G.	..	Sec.	..	..
Te Kopuru	N	214	Elliott, Joseph E.	C1	HM	290 0 0	..
			Finch, Thomas	D2	AM	200 0 0	..
			Findlay, Mary M.	E2	AF	150 0 0	..
			McIsaac, Catherine M. ..	D4	AF	105 0 0	..
			Frood, Nida	..	FPt3	45 0 0	..
			Cobbald, Ellen E. L. ..	..	FPt4	55 0 0	..

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						£	s.	d.	£
GRADE 7A—*continued.*									
Waihi South	N	212	Gibson, Henry T.	C1	HM	270	0	0	40
			Hamilton, Gordon K. ..	C2	AM	195	0	0	..
			Murray, Clarice A. F. ..	D3	AF	135	0	0	..
			Taylor, Elizabeth M. ..	C4	AF	105	0	0	..
			Carrick, Margaret C. ..	..	FPt4	60	0	0	..
			Tomalin, Beatrice A. ..	..	FPt3	55	0	0	..
GRADE 7B.									
Hamilton East		293	Stevens, Percy E.	D1	HM	275	0	0	..
			Bell, Alexander	C2	AM	200	0	0	..
			Roche, Emily	D2	AF	150	0	0	..
			McCallum, Adina	C1	AF	135	0	0	..
			Barton, Lucy F. K.	..	AF	90	0	0	..
			Worsley, Alice M.	..	AF	90	0	0	..
			Clifford, Kathleen	..	FPt1	45	0	0	..
			Worsley, Harold J.	..	MPr2	25	0	0	..
Otahuhu		322	Wilson, Tom	D1	HM	290	0	0	..
			Bullen, Frederick R. S. ..	C2	AM	200	0	0	..
			Somerville, Frances A. ..	E1	AF	150	0	0	..
			Muir, Margaret M.	D2	AF	125	0	0	..
			Manton, Catherine	..	AF	108	0	0	..
			Atkinson, Reginald V. ..	..	MPt4	60	0	0	..
			Thruston, Mary D.	..	FPt2	50	0	0	..
			Shaw, Sarah G.	..	FPt1	45	0	0	..
Point Chevalier		268	Parry, Robert J.	C1	HM	280	0	0	..
			Burton, Percy R.	C2	AM	190	0	0	..
			Fawcett, Frances H. ..	E2	AF	150	0	0	..
			Angove, Alice H.	E2	AF	135	0	0	..
			Bollard, Marion B.	E2	AF	105	0	0	..
			Lang, Ferdinand W.	..	MPt3	45	0	0	..
Tauranga D.H.S.	N	275	Bowden, Alfred N.	C1	HM	*280	0	0	..
			Waddell, William H. ..	D2	AM	190	0	0	..
			Coombe, Jessie W.	D2	AF	145	0	0	..
			Litten, Alice I.	C3	AF	115	0	0	..
			Fallwell, Ivon T.	..	MPt3	45	0	0	..
			Daines, Annie E.	..	FPt1	25	0	0	..
			Spence, Vera R.	..	FPr1	20	0	0	..
			Taylor, Fanny J.	..	Sec.	..			..
Te Kuiti	N	267	Power, Edward A.	D1	HM	275	0	0	..
			Smerdon, Stanley V. ..	C3	AM	180	0	0	..
			Grattan, Ida V. C.	C2	AF	140	0	0	..
			Scherer, Hilda A.	..	AF	94	10	0	..
			Bayly, Clarice L.	..	FPt2	35	0	0	..
			Clarke, Henry, N. E. ..	..	MPt2	50	0	0	..
			Weber, Daisy W. G... ..	..	FPt2	50	0	0	..
Waihi East	N	271	Macky, Samuel H.	B1	HM	290	0	0	40
			Turbott, Thomas	C2	AM	210	0	0	..
			Hawkins, Mrs. Margaret A. ..	D2	AF	135	0	0	..
			Pirrit, Agnes B.	..	AF	108	0	0	..
			Walker, Ellen L.	..	AF	90	0	0	..
			Slevin, Franz R.	..	MPt4	55	0	0	..
			White, Margaret A.	..	FPt3	55	0	0	..
			Gordon-Cumming, Constance A. ..		FPr2	25	0	0	..
GRADE 8A.									
Baillie Street (Thames) ..	N	313	Burns, Hector K.	B1	HM	320	0	0	45
			Hammond, Thomas W. G. H.	D1	AM	230	0	0	..
			Smith, Sylvia G.	E1	AF	170	0	0	..
			Ashman, Eva M.	E1	AF	135	0	0	..
			Maxted, Mrs. Cecilia G ..	..	AF	108	0	0	..
			Boyd, Edward A.	..	MPt2	50	0	0	..
			Moyle, Harold L.	..	MPt4	55	0	0	..
			McCaskill, Colina J. H. ..	..	FPt4	60	0	0	..
			Weiser, Vera	..	FPr1	50	0	0	..
Huntly	N	344	Kay, William	D1	HM	310	0	0	45
			Garland, Frank W.	D2	AM	210	0	0	..
			Cumming, Annie S.	C2	AF	150	0	0	..
			Jory, Constance M.	D4	AF	135	0	0	..
			Carmody, James	D4	AM	120	0	0	..
			Gibb, Christina C.	..	AF	90	0	0	..
			Wilcox, John S.	..	MPt4	60	0	0	..
			Dougherty, Elizabeth P. ..	..	FPt3	55	0	0	..
			Fordyce, Robert E.	..	MPt3	55	0	0	..

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GRADE 8A—*continued.*							
Karangahake and side school ..		349	Scott, Augustus N.	B1	HM	320 0 0	..
			Corbett, Robert J.	D2	AM	220 0 0	..
			Hay, Lorna, M.	Lic.	AF	142 10 0	..
			Farmer, Mrs. Alice	D3	AF	135 0 0	..
			Benge, Lorna R.	D3	AF	125 0 0	..
			O'Neill, Blanche E.	..	AF	90 0 0	..
			Sykes, Elsie B.	..	AF	90 0 0	..
			Jenkins, Clifford E.	..	MPt3	45 0 0	..
			Connolly, Amy I.	..	FPt3	45 0 0	..
Newmarket		327	Ohlson, Frederick J.	D1	HM	315 0 0	45
			Edgerley, William W. ..	D1	AM	215 0 0	..
			Sinclair, Ellen E.	C2	AF	155 0 0	..
			Gough, James T.	C2	AM	150 0 0	..
			Scott, Margaret R.	C3	AF	120 0 0	..
			Smyth, Patrick	..	MPt2	50 0 0	..
			McLeod, Margaret M. ..	..	FPt2	50 0 0	..
			Drumm, Honora F.	..	FPt2	50 0 0	..
			Haeusler, Hans R.	..	MPr1	50 0 0	..
Paeroa D.H.S.	N	350	Dunlop, David W.	D1	HM	*310 0 0	..
			Taylor, George H.	C1	AM	230 0 0	..
			Shaw, Minnie	E1	AF	170 0 0	..
			McGee, Helen	E1	AF	135 0 0	..
			Webber, Elsie E.	C5	AF	90 0 0	..
			Croft, Violet I.	..	FPt4	60 0 0	..
			Bicker, Hilda D.	..	FPt3	55 0 0	..
			Robson, Ida A.	..	FPt3	45 0 0	..
			Craig, Margaret	..	Sec.	..	..
			Minchin, Alice E.	..	Sec.	..	..
Whangarei	N	359	Macgregor, Alexander ..	C1	HM	310 0 0	..
			Crawford, Hugh W.	C1	AM	220 0 0	..
			Hardwicke, Eva V.	E1	AF	160 0 0	..
			Cottingham, Edith M. ..	D2	AF	145 0 0	..
			Fergusson, Alethea	D3	AF	130 0 0	..
			Mitchell, Maggie	C4	AF	100 0 0	..
			Woods, Alice	..	AF	94 10 0	..
			Macken, Ella	..	FPt3	45 0 0	..
			Wright, Amy I.	..	FPr1	20 0 0	..
			Malcolm, Ethel A.	..	FPr1	20 0 0	..
GRADE 8B.							
Edendale		481	Semadeni, Casper A.	C1	HM	310 0 0	45
			Rowe, Adrian M.	C2	AM	210 0 0	..
			Millington, Ellen	C1	AF	150 0 0	..
			Mahon, Rose M.	D2	AF	140 0 0	..
			Mahon, Eileen A.	C2	AF	120 0 0	..
			Foley, Veronica M.	D4	AF	105 0 0	..
			Calvert, Mrs. Agnes P. ..	..	AF	90 0 0	..
			Mohr, Edwyna E.	..	FPt4	55 0 0	..
			Wilson, Alice K.	..	FPt4	60 0 0	..
			Lussich, Fransechæ M. ..	..	FPt3	55 0 0	..
			Lownsborough, Frederic J. ..	..	MPt3	45 0 0	..
			White, Miriam S. E.	..	FPr1	50 0 0	..
Grey Lynn		474	Campbell, John	C1	HM	310 0 0	45
			Matthews, George H. ..	C1	AM	210 0 0	..
			Webster, Harold E.	B3	AM	150 0 0	..
			Gillibrand, Winifred ..	E2	AF	145 0 0	..
			Fuller, Mary M.	D2	AF	120 0 0	..
			Worthington, Minna L. ..	..	AF	90 0 0	..
			Beggs, Mrs. Mary	D3	AF	90 0 0	..
			Hammond, Eileen V. R. ..	..	FPt2	35 0 0	..
			Mitchell, Ruth	..	FPt2	50 0 0	..
			Shiress, Alice M.	..	FPt2	35 0 0	..
			Smith, Neil H.	..	MPt3	45 0 0	..
			Jennings, Annie M. A. ..	..	FPr1	50 0 0	..
			Matheson, Leslie	..	MPr1	20 0 0	..
Waiokaraka (Thames)		354	Newton, William H.	C1	HM	330 0 0	45
			Ferguson, Samuel H. ..	C1	AM	230 0 0	..
			Macky, Mrs. Mary A. F. ..	E1	AF	170 0 0	..
			Campbell, Mary I.	C2	AF	145 0 0	..
			Wishart, Alice E.	C2	AF	120 0 0	..
			Williams, Eileen L.	..	AF	90 0 0	..
			Corbett, Julia	..	FPt3	55 0 0	..
			Sullivan, Phyllis W. A. ..	..	FPt3	55 0 0	..
			Voysey, William D.	..	MPt4	60 0 0	..
			Milnes, Esther M.	..	FPr2	25 0 0	

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GRADE 8C.							
Avondale		465	Darrow, Harry A.	B1	HM	320 0 0	..
			Hare, Frederick W.	C1	AM	220 0 0	..
			Newton, Edith M.	D1	AF	170 0 0	..
			Ingram, Dorothy R.	E1	AF	140 0 0	..
			Tracy, Ada R.	Lic.	AF	114 0 0	..
			Small, Annie Taylor	E2	AF	110 0 0	..
			Greenslade, Mary G.	D2	AF	110 0 0	..
			Astley, Gladys C. A	C4	AF	90 0 0	..
			Thruston, Herbert F.	..	MPt2	50 0 0	..
			Windsor, Phyllis E.	..	FPt3	55 0 0	..
			Clark, Gladys I.	..	FPt2	50 0 0	..
			Simpkin, Charles H.	..	MPt4	60 0 0	..
			Macredie, Muriel A.	..	FPr1	20 0 0	..
Nelson Street (Auckland)		406	Cronin, Bartholmew, B.A.	B1	HM	340 0 0	45
			Cliffe, Albert S.	C1	AM	210 0 0	..
			Masefield, John	B2	AM	160 0 0	..
			Coghill, Margaret	E1	AF	150 0 0	..
			Burns, Jessie A.	E1	AF	135 0 0	..
			Marsden, Mrs. Annie M.	E2	AF	100 0 0	..
			Smith, Eliza M.	..	AF	99 0 0	..
			Bishop, John J.	..	MPt4	60 0 0	..
			Boag, Lilly M.	..	FPt4	55 0 0	..
			Morgan, Elizabeth E.	..	FPt4	55 0 0	..
			Blair, Thomas M. R	..	MPt3	55 0 0	..
GRADE 9A.							
Epsom	N	495	Isemonger, Thomas	D1	HM	340 0 0	50
			Kenny, Arthur A.	B1	AM	240 0 0	..
			Gillibrand, Margaret E.	D1	AF	180 0 0	..
			McCowan, Margaret	D2	AF	150 0 0	..
			Fordyce, Johanna C.	C2	AF	140 0 0	..
			Gant, Albert H.	C4	AM	120 0 0	..
			Anderson, Millicent C. M.	D3	AF	120 0 0	..
			McCallum, Margaret	..	AF	90 0 0	..
			Nairn, Euphemia A.	..	FPt4	55 0 0	..
			Worrall, Winifred M.	..	FPt3	45 0 0	..
			Stewart, Georgina	..	FPt3	55 0 0	..
			Dormant, Mildred A.	..	FPt4	55 0 0	..
Hamilton West		413	Worsley, William H.	D1	HM	370 0 0	..
			Shepherd, Arthur J.	C1	AM	240 0 0	..
			Nixon, Amelia M.	D1	AF	180 0 0	..
			Goldsworthy, Clara G.	E1	Subs.		..
			Jones, Ruth B.	C2	AF	155 0 0	..
			Thorne, Jessie L.	C3	AF	140 0 0	..
			Schofield, Laura	..	AF	108 0 0	..
			Wilks, Doris E.	C4	AF	120 0 0	..
			Cronin, Thomas M.	..	MPt3	55 0 0	..
			O'Neill, Daisy C.	..	FPt3	55 0 0	..
			Ward, Harold C.	..	MPt2	50 0 0	..
			Thomson, Charlotte E. L. M.	..	FPt2	50 0 0	..
			Thomson, Elizabeth	..	FPr2	25 0 0	..
Normal and Model School (at Training College)		469	Cousins, Herbert G., M.A.	A1	HM	400 0 0	50
			Paterson, Robert H.	C1	AM	290 0 0	..
			Newman, Margaret S.	D1	AF	260 0 0	..
			Cottrell, Arthur J., M.A., M.SC.	A3	AM	230 0 0	..
			Walker, Spenceley	C1	AM	210 0 0	..
			Holloway, Annie E.	D1	AF	155 0 0	..
			Toy, Alice M.	D1	AF	150 0 0	..
			Green, Samuel	D2	AM	150 0 0	..
			Newick, Mrs. Florence	D2	AF	125 0 0	..
			Bayliss, Margaretta A.	C4	AF	95 0 0	..
			Statham, Isabella M.	C3	AF	130 0 0	..
			Foster, Mable K.	D4	AF	105 0 0	..
			Harrison, Rupert	C1	M	245 0 0	..
			Monstedt, Anna M.	C2	F	155 0 0	..
			Shrewsbury, Elsie, M.A.	A1	Sec.	..	..
Northcote		504	Murphy, Francis	C1	HM	360 0 0	50
			Braithwaite, James H.	C1	AM	240 0 0	..
			Wilson, Estelle R.	E1	AF	180 0 0	..
			Turnbull, Katharine A.	D2	AF	155 0 0	..
			Newbegin, Matha Ann	E2	AF	140 0 0	..
			Mackay, Freida M.	D3	AF	120 0 0	..
			Fraser, Ethel M.	C3	AF	120 0 0	..
			Ogilvie, Wilfred M.	..	MPt4	55 0 0	..
			Goodyear, Frances M.	..	FPt2	50 0 0	..
			Wright, Vera M.	..	FPt2	35 0 0	..
			Babe, Olivia F.	..	FPt1	45 0 0	..
			McPhail, Laura R.	..	FPr2	25 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

AUCKLAND—*continued.*

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					£	s.	d.	£
GRADE 9B.								
Bayfield	544	Christie, James	D1	HM	350	0	0	50
		Jones, Thomas R.	C1	Subs.				
		Jones, Thomas R.	C1	AM	250	0	0	..
		Dyson, Elsie C.	D3	Subs.				
		Thompson, Frances E. ..	D1	AF	190	0	0	..
		Caldwell, Alice M.	D1	AF	160	0	0	..
		Shroff, Maud A.	C1	AF	165	0	0	..
		Cole, Adelaide A. M.	D2	AF	130	0	0	..
		Heath, Andrew W.	B3	AM	150	0	0	..
		Brenkley, Annie	C4	AF	95	0	0	..
		Robertson, Mary L.	..	FPt4	55	0	0	..
		Shanks, Ernest A.	..	MPt2	50	0	0	..
		Mann, Mabel J.	..	FPt1	45	0	0	..
		Fenton, Alice	..	FPt3	45	0	0	..
		Mansfield, Winifred M. ..	..	FPt3	45	0	0	..
GRADE 9C.								
Mount Albert	644	Whitaker, Joseph R.	D1	HM	350	0	0	..
		Campbell, Robert	C1	AM	250	0	0	..
		Barber, George	C1	AM	200	0	0	..
		de Montalk, Emily L. ..	D1	AF	165	0	0	..
		Conway, Mabel E.	D2	AF	150	0	0	..
		Fawcett, Jacob W.	C3	AM	130	0	0	..
		Hill, Winifred M.	D3	AF	130	0	0	..
		Duffus, Elizabeth P.	E2	AF	120	0	0	..
		Stretton, Clarice	D3	AF	120	0	0	..
		Foster, Olive C.	..	AF	90	0	0	..
		Carr, Norman M.	..	MPt4	60	0	0	..
		Holm, Eleanora F. M. ..	..	FPt4	55	0	0	..
		Sherlock, Fanny	..	FPt3	55	0	0	..
		McNaughton, Mary R. ..	..	FPt3	45	0	0	..
		Knight, Helen R.	..	FPt2	35	0	0	..
		Forrest, Grace I.	..	FPt3	45	0	0	..
		Taylor, Mona	..	FPr1	20	0	0	..
Waihi D.H.S.	529	Benge, Alfred	D1	HM	*370	0	0	..
		Vuglar, James	C1	AM	245	0	0	..
		Moor, William J.	D2	AM	210	0	0	..
		Roberts, Laura A.	E1	AF	180	0	0	..
		Hume, Jane H.	E1	AF	165	0	0	..
		Gibson, Elizabeth M. ..	E1	AF	150	0	0	..
		Barker, Meta	D3	AF	125	0	0	..
		De Renzy, Elizabeth ..	D3	AF	105	0	0	..
		Darby, Annie E. M.	..	FPt4	55	0	0	..
		Davies, Florence A.	..	FPt4	55	0	0	..
		Thorp, Muriel E.	..	FPt4	60	0	0	..
		McGeehan, Thomas M. ..	..	MPt4	60	0	0	..
		Cowley, Olive M.	..	FPt1	45	0	0	..
		Robertson, May B.	..	Sec.	..			..
		Clark, Olive M.	..	Sec.	..			..
GRADE 10A.								
Beresford Street (Auckland)	615	Hart, Edwin T.	D1	HM	390	0	0	50
		Gatenby, William J., B.A. ..	B1	AM	290	0	0	..
		Hook, Percy J.	C1	AM	220	0	0	..
		McIlhone, Mary J.	E1	AF	190	0	0	..
		Shroff, Kate S. M.	C1	AF	175	0	0	..
		Gillibrand, Emma	D1	AF	150	0	0	..
		Davison, Mary E.	D2	AF	165	0	0	..
		Smith, Gertrude I.	D2	AF	135	0	0	..
		McLean, Charles J.	D2	AM	135	0	0	..
		Porter, Linda	C3	AF	105	0	0	..
		Maugham, Kathleen A. ..	..	FPt3	55	0	0	..
		Anderson, Athol M. S. G. ..	..	FPt3	55	0	0	..
		McDonald, Murdoch A. ..	..	MPt4	55	0	0	..
		Forrester, Mabel I.	..	FPt3	50	0	0	..
		McCowan, Aileen	..	FPt2	35	0	0	..
		Barker, Lilyan G.	..	FPt2	50	0	0	..
		Roberts, Hazel M.	..	FPr2	55	0	0	..
		Campbell, Norma	..	FPr1	50	0	0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

AUCKLAND—*continued.*

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GRADE 10A—*continued.*						
Napier Street (Auckland) .. N	631	Carter, Charles M.	D1	HM	375 0 0	50
		Murdoch, Albert	C1	AM	270 0 0	..
		Menzies, Albert G.	C1	AM	215 0 0	..
		Arey, Alice M.	E1	AF	185 0 0	..
		Forsyth, Mrs. Caroline C. ..	D1	AF	170 0 0	..
		Stubbs, Margaret M... ..	D1	AF	155 0 0	..
		Clark, Ada	C3	AF	155 0 0	..
		Riddell, Edith R.	D3	AF	125 0 0	..
		Duffin, Mrs. Annie	E2	AF	130 0 0	..
		Krause, Mrs. Yetta	Lic.	AF	95 0 0	..
		Woods, Selwyn G.	..	MPt4	55 0 0	..
		Given, Isabella O. G.	..	FPt4	60 0 0	..
		McMillan, Georgina H.	..	FPt3	45 0 0	..
		Maxwell, Mabel D.	..	FPt3	55 0 0	..
		McLeod, Barbara M.	..	FPt1	45 0 0	..
		Watkin, Eric A.	..	MPt3	45 0 0	..
Parnell	639	Taylor, Alfred	D1	HM	370 0 0	50
		Warren, Thomas F., B.A. ..	B1	AM	275 0 0	..
		Blakey, Frank E.	B1	AM	215 0 0	..
		Astley, Hannah	D1	AF	190 0 0	..
		Carnachan, Blanche E. ..	E1	AF	175 0 0	..
		Johnston, Susanna	D1	AF	160 0 0	..
		Cardno, Elizabeth	E2	AF	160 0 0	..
		Macindoe, Janet G.	D3	AF	130 0 0	..
		Donovan, Mary E.	D3	AF	130 0 0	..
		Bond, Ethel E.	D2	AF	110 0 0	..
		Neeley, Margaret	..	FPt4	60 0 0	..
		Dewes, Phyllis M.	..	FPt3	45 0 0	..
		Menzies, Agnes B.	..	FPt3	45 0 0	..
		Price, Francis M.	..	MPt3	55 0 0	..
		Tizard, Annie C.	..	FPt3	45 0 0	..
		Lane, Catherine	..	FPt1	45 0 0	..
Remuera .. .. .. N	668	Munro, Colin R.	C1	HM	370 0 0	50
		McInness, Donald	C1	AM	270 0 0	..
		Attwood, Frederick C. ..	B2	AM	210 0 0	..
		Grant, Elsie D.	D1	AF	190 0 0	..
		Herbert, Mary E.	D1	AF	165 0 0	..
		Davis, Ethel W. B.	D1	AF	155 0 0	..
		Tatton, Joseph A.	D3	AM	150 0 0	..
		Metge, Winifred T.	E2	AF	130 0 0	..
		Hogwood, Annie I. M. ..	D3	AF	120 0 0	..
		Sceats, Ethel F. A.	D3	AF	105 0 0	..
		Steele, Rebecca E.	C5	AF	95 0 0	..
		Porter, Amy M.	..	FPt3	45 0 0	..
		Hanlon, Margaret K.	..	FPt3	55 0 0	..
		Haszard, Miriam K.	..	FPt4	55 0 0	..
		McCabe, George L.	..	MPt3	55 0 0	..
		McKenzie, Rupert W.	..	MPt3	45 0 0	..
		Latimer, Constance M. ..	..	FPt3	45 0 0	..
		Black, Charlotte M.	..	FPr1	50 0 0	..
		Brown, Nora K.	..	FPr1	50 0 0	..
GRADE 10B.						
Grafton	627	Hill, William W.	D1	HM	380 0 0	50
		Carnachan, Robert	C1	AM	280 0 0	..
		Boden, William J.	C1	AM	220 0 0	..
		Egan, Mary F.	E1	AF	180 0 0	..
		Jackson, Mary B.	E1	AF	175 0 0	..
		Shaw, Ada	..	Subs.		..
		Robinson, Florence K. ..	D1	AF	160 0 0	..
		Moodie, Agatha G.	D1	AF	150 0 0	..
		Gilmore, Nellie	D3	AF	130 0 0	..
		Palmer, Ada E.	D4	Subs.		..
		Hall, Eveline M.	D3	AF	130 0 0	..
		Hattaway, Martha	D3	AF	110 0 0	..
		Farrell, James P.	..	MPt4	60 0 0	..
		Hawkins, Winifred I.	..	FPt4	55 0 0	..
		Lewenberg, Emelie A.	..	FPt4	55 0 0	..
		Norris, Mabel S.	..	FPt4	60 0 0	..
		Stevens, Mary E.	..	FPt4	55 0 0	..
		Ward, Leslie Mildred	..	FPt3	45 0 0	..
		Campbell, Josephine.. ..	..	FPr2	55 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

AUCKLAND—*continued.*

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					£ s. d.	£
GRADE 10C.						
Newton West .. .. N	725	Webber, Alfred S.	C1	HM	390 0 0	50
		Andrew, Henry P.	C1	AM	280 0 0	..
		Hill, John H.	B2	AM	230 0 0	..
		Cato, Eva P.	D1	AF	205 0 0	..
		Crosby, Edward	B1	AM	170 0 0	..
		Bayly, Jessie J.	D1	AF	165 0 0	..
		Simpson, Mrs. Mary J. M. ..	E2	AF	155 0 0	..
		Ponsford, Mary E. . ..	D2	AF	135 0 0	..
		Young, Lilian	E2	AF	135 0 0	..
		Speight, Mary V.	D3	AF	110 0 0	..
		Worrall, Edith I.	C3	AF	105 0 0	..
		Monro, Agnes S.	D3	AF	100 0 0	..
		Grant, Jessie M.	..	FPt4	55 0 0	..
		Dacey, Kathleen C.	..	FPt3	45 0 0	..
		Priestley, May	..	FPt2	35 0 0	..
		Fegan, Hannah	..	FPt2	35 0 0	..
		Fletcher, Allan	..	MPt3	55 0 0	..
		Winks, Alfred F.	..	MPt3	45 0 0	..
		McLean, Mary F. E. ..	..	FPr1	20 0 0	..
Ponsonby	736	Dickinson, James C.	D1	HM	390 0 0	50
		Wooller, Harold J.	C1	AM	290 0 0	..
		Birss, William	C1	AM	215 0 0	..
		Ingall, Eva K. M.	D1	AF	205 0 0	..
		Mark, Louis J.	C2	AM	180 0 0	..
		Nolan, Bessie M.	C1	AF	160 0 0	..
		Ramson, May	D1	AF	165 0 0	..
		Holder, Marian C.	E3	AF	135 0 0	..
		Bryant, Catherine A. ..	E2	AF	135 0 0	..
		Clark, Margaret	D3	AF	110 0 0	..
		Earle, Jane Mabel	D3	AF	105 0 0	..
		Rankin, Elsie E.	..	AF	90 0 0	..
		Lee, Evelyn K.	..	FPt3	45 0 0	..
		Small, Harold	..	MPt3	45 0 0	..
		Christie, Rose A.	..	FPt2	50 0 0	..
		Earl, Ivy D.	..	FPt2	35 0 0	..
		Exon, Nellie M.	..	FPt2	35 0 0	..
		Preston, Ivy M.	..	FPt4	60 0 0	..
Richmond Road (Auckland)	779	Wells, Tom U., B.A.	B1	HM	390 0 0	50
		Law, Norman H. S.	C1	AM	285 0 0	..
		Green, Bertram M.	C1	AM	230 0 0	..
		McGibbon, Helen M. S. ..	D1	AF	205 0 0	..
		Skinner, Percy F.	C2	AM	180 0 0	..
		Eastgate, Mildred M. ..	D1	AF	165 0 0	..
		Holloway, Eveline M. ..	E1	AF	165 0 0	..
		Shepherd, Frederick H. M. ..	C3	AM	135 0 0	..
		Morley, Sylvia W.	C1	AF	135 0 0	..
		Officer, Mrs. Dorcas E. ..	E2	AF	90 0 0	..
		Crellin, Muriel L.	D3	AF	105 0 0	..
		Daldy, Rhoda C.	..	AF	94 10 0	..
		Matthews, Ruby I.	..	AF	90 0 0	..
		Coldham, George S.	..	MPt4	55 0 0	..
		Barriball, Letitia L.	..	FPt4	60 0 0	..
		Howard, Vera L.	..	FPt2	35 0 0	..
		Ward, Sylvia B.	..	FPt4	55 0 0	..
		Kilgour, Muriel A.	..	FPt2	50 0 0	..
		Niccol, Kathleen A.	..	FPt1	25 0 0	..
		Ormiston, Florence V. ..	..	FPr2	55 0 0	..
GRADE 10D.		Schollum, John W.	..	MPr2	55 0 0	..
Devonport	798	Armstrong, James	D1	HM	400 0 0	50
		Hall, Alfred J. C.	C1	AM	270 0 0	..
		Jones, Griffith R.	C1	AM	230 0 0	..
		Stewart, Agnes G.	D1	AF	195 0 0	..
		Grant, Jane D., B.A. ..	B1	AF	180 0 0	..
		Wildman, Mrs. Eliza J. ..	E1	AF	165 0 0	..
		Robertson, Evelyn M. ..	E3	AF	165 0 0	..
		Ince, Eleanor W.	D2	AF	120 0 0	..
		Bongard, Emily	D2	AF	135 0 0	..
		Caldwell, Florence A. ..	D3	AF	110 0 0	..
		Jackson, Beryl A	..	AF	90 0 0	..
		Bell, Alice	D3	AF	105 0 0	..
		Tanner, Elizabeth H. L. ..	..	AF	94 10 0	..
		Cranch, Bertha M.	..	FPt3	45 0 0	..
		White, Christina L.	..	FPt4	55 0 0	..
		Worthington, Frances D. ..	..	FPt4	55 0 0	..
		Rewa Waaka	..	MPt2	50 0 0	..
		O'Donnell, William E. ..	..	MPt2	50 0 0	..
		Tanner, Albertina A. I. ..	..	FPt2	50 0 0	..
		Cardno, Isabella A.	..	FPr2	25 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued*

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						£	s.	d.	£
GRADE 10E.									
Onehunga D.H.S.	N	849	McIntosh, William N. ..	D1	HM	*400	0	0	..
			Robb, James	D1	AM	290	0	0	..
			Hutton, Robert G.	C2	AM	230	0	0	..
			French, Agnes S.	E1	AF	200	0	0	..
			Bull, Effie S.	D1	AF	180	0	0	..
			Robb, Helen	D1	AF	165	0	0	..
			Bower, Jessie	E2	AF	165	0	0	..
			Bower, Eva..	D2	AF	135	0	0	..
			Fraser, Anne B.	C3	AF	125	0	0	..
			Matthews, Bertha K. G. ..	D3	AF	110	0	0	..
			McDonogh, Aimée M. ..	E2	AF	100	0	0	..
			McLennan, Effie W... ..	C4	AF	90	0	0	..
			Batkin, Mildred	..	AF	90	0	0	..
			Clark, Dinah	C3	AF	95	0	0	..
			Hogwood, Ethel M.	..	FPt3	45	0	0	..
			Hogwood, Eleanor D. M. ..	..	FPt3	45	0	0	..
			Isachsen, Adolf O.	..	MPt2	35	0	0	..
			Morgan, Ernest C.	..	MPt2	50	0	0	..
			Rohan, Mary E.	..	FPt3	45	0	0	..
			Harper, Edgar G.	..	MPt3	55	0	0	..
			Robertson, Bessie N. ..	..	FPr2	25	0	0	..
			Mitchell, Cecilia M... ..	..	FPr1	20	0	0	..
			Patterson, Florence I. ..	..	Sec.	..			..
GRADE 10F.									
Mount Eden		928	McKenzie, Norman R. ..	B1	HM	380	0	0	50
			Wilson, Charles	C1	AM	270	0	0	..
			Bark, John A.	C3	AM	210	0	0	..
			Hawkins, Elizabeth F. ..	E1	AF	210	0	0	..
			Moore, Rupert C.	C2	AM	175	0	0	..
			Russell, Magdalen L. ..	C1	AF	165	0	0	..
			Daniels, Caroline G. ..	E1	AF	165	0	0	..
			Brett, Evelyn L.	E2	AF	135	0	0	..
			Allen, Harriette M.	E2	AF	135	0	0	..
			Walker, Hilda M.	D3	AF	120	0	0	..
			Brett, Mrs. Elizabeth ..	D3	AF	90	0	0	..
			Gallery, Ethel U.	..	AF	94	10	0	..
			Reynolds, Emma I.	D4	AF	105	0	0	..
			Ross, Gertrude E.	D3	AF	105	0	0	..
			Andrews, Margaret S. ..	..	AF	90	0	0	..
			Seddon, Gertrude S. M. ..	..	FPt4	55	0	0	..
			Wilkinson, Jessie M. ..	..	FPt2	50	0	0	..
			Hinton, Claude H.	..	MPt2	50	0	0	..
			Forsdick, Olive I.	..	FPt2	35	0	0	..
			Sullivan, Dorothy	..	FPt3	45	0	0	..
			Hume, Jeanie	..	FPt3	45	0	0	..
			Boswell, Arthur	..	MPt2	35	0	0	..
			Lee, Myrtle A.	..	FPt2	35	0	0	..
			Williams, Violet L.	..	FPr2	55	0	0	..
			Russell, Naomi N.	..	FPr1	50	0	0	..
			Dowden, Doris E.	..	FPr1	20	0	0	..
Newton East		857	Metge, Daniel D.	D1	HM	400	0	0	50
			Brown, Francis H.	C1	AM	290	0	0	..
			Sheppard, Albert L.	C1	AM	230	0	0	..
			Wright, Lydia	E1	AF	210	0	0	..
			Simpson, Euphemia.. ..	C1	AF	180	0	0	..
			Wilson, Janet	D1	AF	165	0	0	..
			Wilson, Frank R.	C3	AM	165	0	0	..
			Waddingham, Florence M. ..	C2	AF	135	0	0	..
			Vellenoweth, Jessie	C2	AF	130	0	0	..
			Baird, Roberta E. A. ..	E3	AF	110	0	0	..
			Cartwright, Jessie M. ..	D4	AF	105	0	0	..
			Longdill, Kate W.	D3	AF	105	0	0	..
			Harrison, Emily	D3	AF	90	0	0	..
			Burgess, Ethel M.	..	Subs.				..
			Gordon, Martha E.	C4	AF	90	0	0	..
			Ansenne, Mrs. Alice	..	AF	90	0	0	..
			McCowan, Henry	..	MPt4	55	0	0	..
			Stanton, John A.	..	MPt4	55	0	0	..
			Maxwell, Stella E.	..	FPt3	55	0	0	..
			Dunning, Alice M. C. ..	..	FPt3	55	0	0	..
			Moyes, Ethel B. A.	..	FPt3	45	0	0	..
			Bayliss, John R.	..	MPt3	45	0	0	..
Totals		..	..	..	..	168,063	0	0	6,275

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

TARANAKI.

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						£ s. d.	£
GRADE 1.							
Ackland		18	Blair, Norman		M	90 0 0	10
Hurimoana		7	Browne, Selina M.		F	90 0 0	10
Kina		13	Golding, Mary G.		F	90 0 0	10
Koburatahi		10	McCartie, Mrs. Frances		F	99 0 0	10
Mangaehu		11	Moir, May		F	90 0 0	10
Mount Messenger		13	Pearson, Adeline		F	90 0 0	10
Musker's		13	Vale, James		M	90 0 0	10
Okoke		16	Ross, Louisa A.		F	90 0 0	10
Opua		8	Roakes, Lizzie		F	90 0 0	10
Piko		10	Wallach, Jean		F	90 0 0	10
Tahora	N	16	Bicheno, William C.		M	108 0 0	10
Tututawa		14	McMillan, Mrs. A. Gertrude	E3	F	125 0 0	..
GRADE 2.							
Albert		17	Bunyan, Isabella A.		F	112 10 0	15
Denbigh		18	Cameron, Jessie		F	108 0 0	15
Hurford		24	Fenton, Henry C.	D4	M	125 0 0	15
Kahui		18	Mackay, Annie I.	E2	F	125 0 0	15
Makahu		22	Edwards, Isabel		F	112 10 0	..
Mangahume		23	Birkett, Mrs. Emma	E2	F	125 0 0	..
Mangorei Lower	N	17	Hamerton, Annis E.	E3	F	150 0 0	15
Mangorei Upper	N	17	Bartlett, Ivy A. E.		F	108 0 0	15
Matau		18	Winthrop, Mrs. Alice E.	D3	F	125 0 0	..
Mohakau		15	Watkin, Myra E.		F	108 0 0	15
Newall		19	Cassie, Jane		F	112 10 0	15
Oeo	N	23	Brereton, Mrs. Maud A.	Lic.	F	123 10 0	15
Okau		22	Pennington, John L.		M	112 10 0	15
Pukearuhe	N	22	Cartwright, Grace		F	121 10 0	..
Pukeho		29	Eggleton, Francis J.		M	135 0 0	15
Purangi	N	13	Statt, Mary		F	108 0 0	15
Radnor		18	Haddrell, Mary		F	108 0 0	15
Rowan		18	Rowntree, Ethel	D4	F	120 0 0	15
GRADE 3.							
Ahititi / Tongaporutu		30	Wagstaff, Wilfred L.		M	162 0 0	20
Carrington		24	Ullmer, Frederika	C3	F	155 0 0	20
Douglas		30	Jones, John W. T.		M	135 0 0	20
Dudley		27	Lewis, Adelaide	D4	F	180 0 0	20
Durham		26	Foster, Ivy A.	D3	F	165 0 0	..
Huirangi	N	37	Mead, Beatrix	C3	F	150 0 0	..
Kent		22	Meyer, Frances Irene	C4	F	150 0 0	20
Korito	N	25	Westrup, Agnes C. Iva	C4	F	150 0 0	20
Koru		22	Warner, Mrs. Margaret	D3	F	180 0 0	..
Lincoln		30	Meston, Jane M.	C3	F	155 0 0	..
Marco		37	Wilson, Mabel	C4	F	160 0 0	20
Oakura		34	Cameron, Mrs. Sarah	E2	F	155 0 0	..
Pembroke		34	Boyle, Thomas		M	153 0 0	20
Punihe	N	28	Thomas, James Arthur		M	153 0 0	..
Raupuha		38	Jensen, Mrs. Violet	D3	F	150 0 0	20
Tarata	N	25	Templer, Reginald C.	E3	M	155 0 0	..
Tataraimaka		31	Turner, Edgar		M	135 0 0	..
Uruti		24	Mouat, Marion R.		F	135 0 0	..
Waiongona		28	Hughes, Wilfred L.	D3	M	180 0 0	..
Waitui		26	Fraser, Johanna	E1	F	180 0 0	20
GRADE 4.							
Awatuna		51	Cowles, Sarah Alice	D2	HF	185 0 0	..
			Cowles, Mildred J.	D4	AF	90 0 0	..
Bell Block	N	76	Potts, Mary I.	D3	HF	190 0 0	..
			Hoby, Dora M.		AF	94 10 0	..
Bird		39	Berry, Amy Mildred	D4	HF	200 0 0	25
			Ballard, Miriam I.		AF	90 0 0	..
Cardiff		53	McCarty, Catharine M.	D2	HF	200 0 0	..
			Smith, Daisy A.		AF	99 0 0	..
Egmont Village	N	44	Wilson, John	D1	HM	210 0 0	..
			Nisbet, Cora		AF	90 0 0	..
Frankley		85	Winfield, Thomas B.	C2	HM	215 0 0	..
			Wilkes, Amy M.		AF	90 0 0	..
			Winfield, Kathleen		FPr1	20 0 0	..
Hillsborough		35	Stewart, Lily	D3	HF	180 0 0	..
			Sutton, Tena		AF	90 0 0	..
Huiakama		45	Turkington, Samuel	C2	HM	200 0 0	..
			Bollinger, Mary		AF	90 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

TARANAKI—*continued.*

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						£	s.	d.	£
GRADE 4—*continued.*									
Huiroa		37	Bocock, James H.	E3	HM	200	0	0	..
Kaimata		57	Livingstone, Hugh A.	C1	HM	200	0	0	..
			Andersen, Aileen	..	AF	90	0	0	..
Kaimiro		49	Gibson, Mrs. Elsie E.	D5	HF	180	0	0	..
			Gibson, Hilda	..	AF	90	0	0	..
Lepperton		62	Brown, William A.	C2	HM	200	0	0	..
			Price, Jessie	..	AF	90	0	0	..
Mahoe		46	Cumberworth, Fred J.	D1	HM	195	0	0	..
			Surman, Ethel	..	AF	90	0	0	..
Norfolk		55	Thomas, Richard E.	C1	HM	205	0	0	..
			Mills, Violet C.	..	AF	90	0	0	..
Oaonui	N	59	Evetts, Carvell E.	D4	HM	180	0	0	..
			O'Rorke, Margaret	..	AF	90	0	0	..
			Tobin, Kathleen	..	FPr2	55	0	0	..
Okato	N	58	Geddes, Mrs. Edith, B.A.	B3	HF	180	0	0	..
			Vickers, Ethel	..	AF	90	0	0	..
Omata		77	Meyenberg, Arthur M.	C3	HM	195	0	0	..
			Wells, Alice	..	AF	90	0	0	..
Pihama	N	43	Mason, Frederick W.	E2	HM	200	0	0	..
			Jones, Ivy A.	..	AF	90	0	0	..
Pohokura		39	Graham, John	D4	HM	180	0	0	25
			McMeekan, Irene	..	AF	90	0	0	..
Pungarehu	N	37	Harrison, Mrs. Jessie I.	D2	HF	185	0	0	25
			Thompson, Geraldeen	..	AF	90	0	0	..
Rahotu	N	74	Stephen, Mary W.	D1	HF	200	0	0	..
			McGregor, Eva	D4	AF	95	0	0	..
Ratapiko		50	Wilson, Mrs. Oney E.	D2	HF	185	0	0	..
			Franklyn, Violet M.	..	AF	90	0	0	..
Stanley		51	Lilley, Helen	E1	HF	210	0	0	25
			Richmond, Mrs. Bertha K.	..	AF	103	10	0	..
Tariki		71	Eason, Harry A.	D2	HM	240	0	0	..
			Eason, Rose M.	..	AF	90	0	0	..
Tarurutangi		36	Moss, Mrs. Elizabeth M.	E3	HF	180	0	0	..
			Rice, Una	..	AF	90	0	0	..
Te Kiri		39	Buchler, Mrs. Sarah J.	..	HF	162	0	0	..
			Buchler, John W.	..	AM	90	0	0	..
Tikorangi	N	66	West, Isaac M.	C2	HM	200	0	0	..
			Seccombe, Aileen	..	AF	90	0	0	..
Tuna		36	Auld, James A.	C1	HM	200	0	0	..
			Drader, Helena E.	..	AF	90	0	0	..
Waihi	N	47	Bulliams, Andrew	D2	HM	180	0	0	..
			Rodgers, Minnie A.	..	AF	90	0	0	..
Warea	N	40	Barak, Mrs. Mary C.	C2	HF	190	0	0	..
			Andrews, Ivy	..	AF	94	10	0	..
Whangamomona		51	Mills, Stanley M.	..	HM	162	0	0	..
			Hill, Fanny	..	AF	90	0	0	..
York		37	Strachan, Mary A.	D1	HF	185	0	0	..
			Jemison, Jane Winifred	D5	AF	95	0	0	..
GRADE 5.									
Midhirst		104	Mail, James W.	C1	HM	240	0	0	..
			Mackay, Mary C.	D4	AF	110	0	0	..
			Hall, Helen M.	..	AF	90	0	0	..
Ngaere		84	Sims, Arthur V.	D2	HM	220	0	0	..
			Mills, Sarah A.	E1	AF	125	0	0	..
			Keppel, Mary	..	FPr2	55	0	0	..
Opunake	N	89	Evans, Daffyd P.	C1	HM	210	0	0	..
			Herlihy, Mary	Lic.	AF	99	15	0	..
			Stitt, Annie	..	FPt4	55	0	0	..
Toko		112	Allan, Orlanno L.	C1	HM	240	0	0	..
			Coleman, Grace L.	D4	AF	115	0	0	..
			Cameron, Ida	..	FPt3	55	0	0	..
Urenui	N	91	Pope, George H.	D2	HM	235	0	0	..
			Blake, Margaret M.	..	AF	94	10	0	..
			Arthur, Cyril	..	AM	90	0	0	..
GRADE 6A.									
Fitzroy	N	144	Johnson, Oscar	D1	HM	245	0	0	..
			Andrews, Elsie E.	D4	AF	120	0	0	..
			Tolme, Mary F.	..	AF	90	0	0	..
			Kirton, Muriel	..	FPt4	55	0	0	..
			Taylor, Ida	..	MPr1	50	0	0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued*.

TARANAKI—*continued*.

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GRADE 7B.							
Inglewood		257	Stratford, Herbert A.	C1	HM	285 0 0	..
			Cutler, Roland H.	D3	AM	180 0 0	..
			Papps, Mary M.	C2	AF	150 0 0	..
			Black, Hilda	D3	AF	135 0 0	..
			Williams, Lorna	..	FPt2	35 0 0	..
			Adlam, Roland C.	..	MPt3	55 0 0	..
			Tarry, Mabel	..	FPr2	25 0 0	..
			Kerr-Hislop, Norah	..	FPt2	35 0 0	..
Waitara	N	260	Wyllie, Samuel	C1	HM	290 0 0	..
			Day, Norman D.	C4	AM	180 0 0	..
			Pearce, Elsie M.	C2	AF	150 0 0	..
			Riordan, Margaret A.	E3	AF	120 0 0	..
			Berntsen, Alberta M.	Lic.	AF	90 0 0	..
			Hunt, Blanche	..	FPt2	50 0 0	..
			Fleming, Margaret	..	FPt2	50 0 0	..
			Robinson, Robin R.	..	MPr2	55 0 0	..
			McGregor, Charlotte	..	FPt1	45 0 0	..
GRADE 8B.							
West End	N	357	Dowling, Mrs. Mary	C1	HF	330 0 0	45
			Bary, Edward	C2	AM	230 0 0	..
			Mynott, Laura E.	E1	AF	165 0 0	..
			Bertrand, George F.	C5	AM	135 0 0	..
			O'Brien, Florence	D4	AF	120 0 0	..
			Bullard, Margaret S.	..	AF	90 0 0	..
			Fleming, Elizabeth	..	FPt4	60 0 0	..
			Bayly, Gladys	..	FPt3	55 0 0	..
			Wallach, Elma	..	FPt3	45 0 0	..
GRADE 9C.							
Central	N	558	Dempsey, Hector	C1	HM	360 0 0	..
			McIlroy, Robert, L. B.A.	B2	AM	260 0 0	..
			Sullivan, Joseph R.	C4	AM	185 0 0	..
			Martin, Mrs. Gertrude E.	E1	AF	170 0 0	..
			Dempsey, Hectorine E.	D4	AF	150 0 0	..
			Ford, Norah B. I.	C4	AF	125 0 0	..
			Henderson, Beattie M.	D3	AF	120 0 0	..
			Vickers, Mabel	..	AF	108 0 0	..
			Gleeson, Alice R.	..	AF	90 0 0	..
			Doile, Gladys	..	FPt3	45 0 0	..
			Blyth, Miro	..	FPt3	45 0 0	..
			Craig, Isabella	..	FPt3	55 0 0	..
			Weston, Christina	..	FPt4	55 0 0	..
			Spence, Winifred	..	FPr1	20 0 0	..
GRADE 10A.							
Stratford D.H.S.		629	Tyrer, Florence A. R.	D1	HM	*370 0 0	..
			Thomas, Joseph W.	C2	AM	270 0 0	..
			Dyson, Stanley W.	..	AM	189 0 0	..
			Hogg, Susan	E1	AF	180 0 0	..
			King, Eleanor M.	D4	AF	165 0 0	..
			Hart, Lilian A.	D4	AF	150 0 0	..
			Morgan, Mrs. Gertrude	..	AF	135 0 0	..
			Buchler, Lancelot	..	AM	108 0 0	..
			Lau, Chrissie	..	FPt3	45 0 0	..
			Parli, Elsie	..	FPt4	60 0 0	..
			Clemow, Laura	..	FPt4	55 0 0	..
			Cuthbert, Florence	..	FPt3	55 0 0	..
			Dewhirst, Irene	..	FPt3	55 0 0	..
			Gernhaefer, Amy	..	FPt1	50 0 0	..
			Morgan, Frederick J., M.SC.	A3	Sec.	..	..
			Bollinger, Elsie M., M.A.	..	Sec.	..	..
			Bowler, Frederick, B.A.	..	Sec.	..	..
Totals			..	..	..	24,929 15 0	665

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued*

WANGANUI.

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GRADE 0.							
Hiwi		2	Ellson, Mrs. Emma	E2	F	12 0 0	..
Koeke		7	McDonald, Mrs. Margaret	..	F	42 0 0	..
Mangoihe	N	8	Walker, Grace	..	F	48 0 0	..
Ngaturi		5	Mitchell, Annie H.	..	F	42 0 0	..
Pine Creek		8	Little, Annie M.	..	F	48 0 0	..
Te Awa		7	Wildbore, Kathleen	..	F	42 0 0	..
Watershed Road		6	Cameron, Annie M.	..	F	60 0 0	..
Whareroa		4	Olberg, Olive G.	..	F	24 0 0	..
GRADE 1.							
Ararata	N	12	Lock, Henry W.	..	M	108 0 0	..
Bluff Road		10	Beard, Catherine	..	F	90 0 0	10
Coal Creek		10	Burns, Arthur S.	..	M	90 0 0	10
Karewarewa		10	Mackinnon, Empress	..	F	90 0 0	10
Kaukatea		7	Herlihy, Teresa	..	F	90 0 0	10
Komako		8	Humphreys, Ann A.	..	F	90 0 0	10
Livingstone		9	Taylor, Edgar H.	..	M	90 0 0	10
Long Acre		20	McCarthy, Adelaide	D4	F	110 0 0	..
Main South Road		13	McKean, Jessie C.	..	F	90 0 0	10
Makaka		12	Williams, Edith M.	..	F	90 0 0	10
Makohau	N	12	Woodley, Ernest G.	..	M	90 0 0	10
Mangaeturoa		10	Milligan, Maud	..	F	90 0 0	10
Mangamahu	N	12	Windle, Arthur J.	..	M	90 0 0	..
Mangara		11	Cameron, Emma J.	..	F	90 0 0	10
Mangawhio		10	Perry, Florence E.	..	F	99 0 0	10
Manui		16	Dumbleton, Ruby E.	..	F	90 0 0	10
Marohema	N	8	Leith, Elizabeth J.	..	F	90 0 0	10
Moawhango		6	Horner, Edward O.	..	M	90 0 0	10
Mount Curl		12	Maclean, Annie H.	..	F	108 0 0	10
Ohutu		8	Macfadzean, John	..	M	117 0 0	10
Orangimea	N	7	Blennerhassett, Annie M.	Lic.	F	95 0 0	10
Otairi		10	Hansen, Beryl C.	..	F	90 0 0	10
Porewa		10	West, William E.	..	M	90 0 0	..
Rataiti		14	Earle, Margaret	..	F	90 0 0	10
Rongoiti		15	Allwright, George E.	..	M	90 0 0	10
Tangiwai		7	Clench, Thomas F. J.	..	M	90 0 0	10
Tararua		9	McHardie, Laurie A.	..	M	90 0 0	10
Taumatatahi		15	Smith, Ida D. T.	..	F	99 0 0	10
Upper Kawhatau		13	Deighton, Emily S.	..	F	108 0 0	10
Western Rangitikei		12	Lambert, Daisy	..	F	90 0 0	10
Whakamara	N	11	Anthony, Annie M.	..	F	90 0 0	..
GRADE 2.							
Awahou		16	Armstrong, Richard E.	E3	M	150 0 0	..
Awahou South		12	Richardson, Marie J.	..	F	108 0 0	15
Brownlee		15	Morgan, Alexander H.	..	M	108 0 0	15
Clydesdale		25	Clinton, Lily	..	F	108 0 0	15
Denlair		15	Ross, Adelaide W.	D4	F	125 0 0	..
Dunolly		23	McRae, Roderick D.	..	M	108 0 0	15
Greatford		16	Laird, Emma P.	E2	F	150 0 0	..
Hinau		20	O'Donnell, Ada R.	..	F	117 0 0	15
Kaheke		15	Powle, Una W.	E3	F	150 0 0	15
Kaitieke	N	18	Ratliff, Arthur J.	..	M	117 0 0	15
Kakariki	N	23	Berry, Laxton G.	D4	M	130 0 0	15
Kawhatau		24	Williamson, Roderick J.	..	M	112 10 0	..
Kohi		16	Taylor, Muriel	..	F	108 0 0	..
Mangarimu		12	Harland, Edward Dugard	..	M	108 0 0	..
Matarawa	N	17	Christie, Elizabeth	E3	F	140 0 0	..
Meremere		27	Curry, Matthew G.	D4	M	120 0 0	..
Ngawaka	N	18	Jarratt, Herbert	C5	M	150 0 0	..
Ngutuwera		19	Gilligan, William F.	..	M	112 10 0	15
Opaku	N	23	Gilbert, Mrs. Elizabeth A. J.	E3	F	130 0 0	..
Orautoha	N	14	Sandford, Mrs. Eliza M. A.	E1	F	120 0 0	15
Owhakura		23	Morrell, Charles R.	..	M	108 0 0	..
Pakihikura		15	Davies, Richard E. L.	..	M	108 0 0	15
Pipiriki		15	Thomas, Gerald H.	..	M	108 0 0	15
Pohonui		17	Harre, Garnet C.	..	M	108 0 0	15
Poukiore		12	Turner, Marion	..	F	112 10 0	..
Pukekaha		14	Edwards, Ernest	E3	M	120 0 0	15
Pukeokahu	N	16	Wood, Horace W.	D4	M	120 0 0	..
Pukeroa		17	Callanan, John F.	..	M	108 0 0	15
Raukura	N	12	McColl, Anne C.	E3	F	150 0 0	15
Riverton	N	15	Wrightson, Richard W.	..	M	112 10 0	15
Rotokare		15	Prideaux, Lucy H.	..	F	108 0 0	15

List of Public Schools, the Staff, etc.—*continued.*

WANGANUI—*continued.*

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Grade 2—*continued.*							
Ruahine	N	20	McCann, Thomas J.	Lic.	M	133 0 0	..
Spur Road		15	Bousfield, Arthur M.	Lic.	M	142 10 0	..
Table Flat		13	Murray, Norman H.	C4	M	135 0 0	..
Taoroa		19	Jenks, Francis L.	C3	M	185 0 0	..
Tapuae		15	Sunaway, Edith H.	E3	F	140 0 0	15
Tiriraukawa		15	Tucker, Leonard E.	..	M	108 0 0	15
Tokaora		22	Bretherton, Joseph E.	..	M	126 0 0	..
Umutoi		19	Griffith, Ambrose	..	M	108 0 0	15
Valley Road		16	Crandle, Henry E.	D4	M	130 0 0	15
Waiata		21	Harre, Horace R.	..	M	135 0 0	15
Waitohi		11	Baron, Alice M. M., M.A.	B2	F	150 0 0	15
Grade 3.							
Alton		28	Best, Thornton R.	D2	M	180 0 0	..
Beaconsfield		33	Stables, Mary	E2	F	165 0 0	..
Carnarvon		29	Booth, Atwood W.	C4	M	185 0 0	20
Fraser Road	N	34	Kendall, Mrs. Gertrude	E2	F	155 0 0	..
Hihitahi	N	30	Davie, Frederick W.	D4	M	155 0 0	20
Hiwinui		24	Thurston, Daniel P.	C2	M	200 0 0	..
Jackeytown		33	Rockel, Max E. C.	C4	M	150 0 0	..
Kiwitea		32	Broad, Rowland P.	D4	M	150 0 0	..
Makotuku		40	Lock, Albert D.	D4	M	150 0 0	..
Mangamingi		22	Eggers, Mrs. Mabel	D3	F	150 0 0	20
Manutahi	N	26	Harper, Arthur S.	..	M	139 10 0	..
Mata		29	Belton, Joseph	C3	M	170 0 0	20
Mount View		34	Howell, Frank G.	C4	M	160 0 0	..
Parawanui	N	29	Scott, Ellen I. S.	D3	F	150 0 0	..
Raumai		26	Smith, Gerald D.	..	M	144 0 0	..
Rewa		20	Bates, Cyril P.	..	M	139 10 0	20
Riverlea		37	Ewart, Edmond O.	D3	M	150 0 0	..
South Makirikiri		31	Cook, Olive M.	..	F	166 10 0	..
Stanway		31	Henderson, Douglas D.	Lic.	M	147 5 0	..
Te Roti		26	Hansen, Mary	D3	F	160 0 0	..
Tiritea		23	Grant, Mary A.	C2	F	160 0 0	20
Tokorangi	N	31	Braik, Peter	..	M	135 0 0	20
Upokongaro	N	40	McCosh, Samuel D.	E2	HM	180 0 0	..
			Dowling, Nina A.	D4	AF	105 0 0	..
Utuwai		32	Browning, Claude A.	D4	M	155 0 0	20
Waipuru		30	Honoré, Abraham T.	C3	M	160 0 0	20
Grade 4.							
Auroa	N	61	Barrowclough, Alfred E., M.A.	A1	HM	190 0 0	..
			Duffy, Elizabeth M.	..	AF	90 0 0	..
Awahuri	N	52	Rogers, Edward H.	C1	HM	235 0 0	..
			Hare, Edith L.	..	AF	90 0 0	..
Brunswick		34	Ritchie, Thomas R.	D3	HM	185 0 0	..
			Campion, Mary E.	..	AF	90 0 0	..
Cheltenham		52	McEwen, Malcolm R.	C2	HM	195 0 0	..
			Crabb, Janet L.	..	AF	90 0 0	..
Colyton		46	Shortall, Mary R.	E1	HF	200 0 0	..
			Mahony, Ella M.	..	AF	90 0 0	..
Crofton		60	Swinbourne, William A.	C2	HM	200 0 0	25
			Arthur, May	..	AF	90 0 0	..
Fitzherbert East		48	Relling, Thorsten F.	D2	HM	200 0 0	25
			Kerslake, Ida M.	D5	AF	95 0 0	..
Glen Oroua		53	Gibbs, George Walter	D3	HM	200 0 0	..
			Fowler, Ruby M.	..	AF	90 0 0	..
Horopito	N	50	Bell, George M.	D3	HM	180 0 0	25
			Wilson, Adelaide	..	AF	90 0 0	..
Hurleyville		39	Small, Gilbert J.	D3	HM	180 0 0	..
			Bates, Winifred R.	D5	AF	90 0 0	..
Kai Iwi	N	46	Mackay, Duncan H.	D2	HM	200 0 0	25
			McMurray, Daisy	..	AF	90 0 0	..
Kairanga	N	52	Martin, Donald	E1	HM	200 0 0	..
			Lynch, Elizabeth	..	AF	99 0 0	..
Kaitoke		46	Lyall, George A.	D1	HM	200 0 0	..
			Findlay, Ida	..	AF	94 10 0	..
Kakaramea	N	51	Roache, Patrick H.	C1	HM	200 0 0	..
			MacClure, Bertha C.	D3	AF	100 0 0	..
Kapuni		66	Liggins, Charles W.	C2	HM	210 0 0	..
			Mills, Alice	..	AF	90 0 0	..
Kelvin Grove		52	Harré, John	D1	HM	200 0 0	..
			Piercy, Mabel Hilda	D5	AF	100 0 0	..
			Collingwood, Edith	..	FPr2	25 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

WANGANUI—*continued.*

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						£	s.	d.	£
GRADE 4—*continued.*									
Kimbolton		77	Astbury, Henry E.	C2	HM	240	0	0	..
			Brown, Alexandra M.	D4	AF	120	0	0	..
Linton		63	Martin, Frederick W., B.A.	B2	HM	210	0	0	..
			Henderson, Aileen M.	..	AF	90	0	0	..
Longburn	N	68	Hankin, Frederick S. M.	D1	HM	235	0	0	..
			Jamieson, Catherine, B.A.	B3	AF	110	0	0	..
Makino Road		44	Whalley, George E.	C2	HM	200	0	0	..
			Duncan, Emily L.	..	AF	90	0	0	..
Makowhai		30	Lyne, Christopher J.	B2	M	185	0	0	25
Mangaonoho		38	McConnachie, Charles, M.A.	B1	HM	195	0	0	..
			Pitcher, Susan M. E.	D3	AF	110	0	0	..
Matapu	N	41	Crabbe, Norman J.	B1	HM	210	0	0	..
			Simmons, Olive L.	D4	AF	110	0	0	..
Mataroa	N	43	Kennedy, Mrs. Aileen J.	D3	HF	190	0	0	..
			McAuliffe, Ethel M.	..	AF	90	0	0	..
			Bowler, Margaret	..	FPr1	20	0	0	..
Maxwell	N	44	Hills, Charles C.	C1	HM	195	0	0	..
			Piercy, Florence M. S.	E3	AF	115	0	0	..
Mokoia		37	Williams, Mrs. Henty M.	D1	HF	200	0	0	..
			Anthony, Ida M.	..	AF	90	0	0	..
Momohaki	N	42	Bartlett, Alice G.	C1	HF	200	0	0	..
			Orr, Adrienne M.	..	AF	90	0	0	..
Moutoa	N	40	Galland, James	C2	HM	195	0	0	..
			Russell, Janet I.	..	AF	90	0	0	..
Newbury		41	Howie, Mrs. Elizabeth A.	E2	HF	185	0	0	..
			Williams, Margaret M.	..	AF	90	0	0	..
Ohakea	N	51	Gabites, Frederick G.	C2	HM	200	0	0	..
			Bailey, Mary M.	D3	AF	110	0	0	..
Ohangai	N	47	Lewis, Percy G.	C2	HM	190	0	0	..
			Murphy, Nellie	..	AF	90	0	0	..
Ohingaiti	N	72	Stansell, William F.	C1	HM	210	0	0	..
			Brookes, Violet E.	..	AF	90	0	0	..
Okoia		50	Clayton, John C.	D2	HM	200	0	0	..
			Molloy, Ellen C.	..	AF	99	0	0	..
Oroua Bridge	N	75	Lyall, Henry	D1	HM	215	0	0	..
			Tonks, Myrtle E. C.	..	AF	90	0	0	..
			Jamieson, Catherine	..	FPr1	50	0	0	..
Oroua Downs	N	47	Raikes, Francis C.	C2	HM	200	0	0	..
			McKenzie, Florence	..	AF	90	0	0	..
Otakeho		56	Honoré, Jacob	E1	HM	200	0	0	..
			Barleyman, Edythe M.	..	AF	90	0	0	..
Pohangina		58	Murdoch, James M.	C1	HM	210	0	0	..
			Crawford, Evelyn H. M.	..	AF	99	0	0	..
Rangiwahia		44	Campbell, Fernly C.	C2	HM	195	0	0	..
			Anderson, Caroline G.	..	AF	90	0	0	..
Rata	N	45	Browning, Joseph	D3	HM	190	0	0	..
			Young, Isabella	..	AF	99	0	0	..
Raurimu	N	55	Overton, George E.	C3	HM	180	0	0	25
			Day, Agnes H.	..	AF	90	0	0	..
Rawhitiroa		37	Stewart, Alexander A.	..	HM	166	10	0	..
			Walsh, Mary	..	AF	99	0	0	..
Sanson		56	Walters, Edward H.	C2	HM	210	0	0	25
			Kelly, Lucy	C4	AF	90	0	0	..
Silverhope		37	Lanyon, Harriet B.	D1	HF	200	0	0	..
			Payne, Amy S.	B5	AF	90	0	0	..
Stoney Creek		39	Goldsbury, Alfred	E2	HM	200	0	0	25
			Wilson, Kathleen. C.	..	AF	90	0	0	..
Taikorea		42	Evans, Albert H.	E2	HM	190	0	0	..
			King, Gwendoline I.	..	AF	90	0	0	..
Taonui	N	52	Bowater, Harold R.	B2	HM	210	0	0	..
			Shepherd, Mildred M.	..	AF	90	0	0	..
Te Arakura	N	51	McCormick, Daniel T.	B3	HM	180	0	0	25
			Jones, Ivy A.	..	AF	90	0	0	..
Torere		47	Goldsbury, Montague	D2	HM	185	0	0	25
			Bootten, Jennie L.	..	AF	90	0	0	..
Turakina	N	71	Hewlett, Henry C.	A2	HM	210	0	0	..
			West, Anita M.	D4	AF	100	0	0	..
Turangaarere	N	55	Kelly, Elizabeth J.	E3	HF	185	0	0	25
			Howie, Evelyn	..	AF	90	0	0	..
Umumuri	N	50	Palmer, Arthur F.	..	HM	166	10	0	25
			Phillips, Catherine R.	..	AF	90	0	0	..
Upper Tutaenui		49	Parkinson, Johan J.	E1	HF	200	0	0	..
			McChesney, Winifred	..	AF	90	0	0	..
Waitotara	N	55	Matthews, Howard	D2	HM	205	0	0	..
			McCormick, May	..	AF	90	0	0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

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GRADE 4—*continued.*							
Waituna West		35	Haydon, Thomas B.	D2	HM	200 0 0	..
			Mountfort, Jane M.	D5	AF	90 0 0	..
			Guylee, Madge	..	FPr2	25 0 0	..
Wangaehu	N	36	Walker, Louis J.	D2	HM	200 0 0	..
			Murtagh, Emma	..	AF	108 0 0	..
Warrengate		60	Anderson, Roy	C2	HM	200 0 0	..
			Andrew, Hazel J.	..	AF	90 0 0	..
Westmere		54	O'Reilly, John J.	D1	HM	210 0 0	25
			McCulloch, Margaret M.	C4	AF	105 0 0	..
Whenuakura	N	46	Cheyne, Jemima	E1	HF	200 0 0	..
			Cleary, Ethel M.	D3	AF	105 0 0	..
GRADE 5.							
Apiti		99	Matthews, James	D1	HM	235 0 0	..
			Jamieson, Laura	D3	AF	115 0 0	..
			Bryant, Bella A.	..	AF	90 0 0	..
Bunnythorpe		109	Espiner, George H.	C1	HM	240 0 0	..
			Ray, Lydia Maud	D4	AF	125 0 0	..
			Willets, Elizabeth	D4	AF	95 0 0	..
Castlecliff	N	123	Smith, William	D1	HM	235 0 0	30
			Gebbie, Margaret E.	D3	AF	115 0 0	..
			Huston, Grace L.	..	AF	94 10 0	..
Durie Hill		81	Nairn, James	C1	HM	210 0 0	30
			Loudon, Mary	E1	AF	120 0 0	..
			Johns, Walter D.	..	AM	90 0 0	..
			Clemance, Phyllis S.	..	FPr1	50 0 0	..
Halcombe		94	Robson, John T.	C1	HM	240 0 0	..
			Cartwright, Elizabeth J.	C3	AF	120 0 0	..
			Phillips, Charles E.	..	AM	90 0 0	..
Kaponga		116	Matheson, Peter	D1	HM	240 0 0	..
			King, Johanna	E3	AF	105 0 0	..
			Roche, Honora M.	..	AF	90 0 0	..
			Henderson, Doris	..	FPr1	50 0 0	..
Manaia	N	121	Vereker-Bindon, Wm. H., M.A.	B1	HM	220 0 0	..
			McEwen, Alethea H. A.	E2	AF	105 0 0	..
			Barkla, Beatrice M.	..	AF	90 0 0	..
Mangatoki		86	Curteis, William A.	C2	HM	210 0 0	..
			Gibson, Helen F.	C4	AF	105 0 0	..
			Hall, Amy H.	..	AF	94 10 0	..
Mosston		90	Slipper, Thomas B.	D1	HM	225 0 0	30
			Griffiths, Williamina	D3	AF	115 0 0	..
			Corpe, Lewis V.	..	AM	90 0 0	..
			Loftus, Mabel	..	FPr2	25 0 0	..
Normanby	N	132	Mitchell, George W.	C1	HM	240 0 0	..
			Cody, Ellen M.	D3	AF	105 0 0	..
			Tait, Robina M.	D5	AF	90 0 0	..
			Reeve, Louie	..	FPr1	50 0 0	..
			Mead, Dorothy M.	..	FPt2	50 0 0	..
Okaiawa	N	82	Innes, Thomas	C1	HM	225 0 0	..
			Percy, Mrs. Juanita E.	D3	AF	105 0 0	..
			Larcombe, Albert F.	..	AM	90 0 0	..
Rangataua		133	McKay, Farquhar J.	C2	HM	215 0 0	..
			Slattery, Julia C.	E3	AF	105 0 0	..
			Rees, Reginald	..	AM	90 0 0	..
Rongotea		123	Kime, Percy, M.A.	A1	HM	240 0 0	..
			Frayne, Lenora J.	C4	AF	115 0 0	..
			Gray, Laura	..	AF	90 0 0	..
Utiku	N	88	Anderson, Bonifacius	D2	HM	240 0 0	..
			Aris, Frances M.	D4	AF	110 0 0	..
			Kelling, Cora S.	..	AF	90 0 0	..
GRADE 6A.							
Ashhurst		134	Buchler, Arthur O.	C1	HM	255 0 0	..
			Moore, Marion	D1	AF	120 0 0	..
			Gascoigne, Laurel L.	..	AM	90 0 0	..
			Dons, Emily	..	FPt3	55 0 0	..
			Piercy, Ruby E.	..	FPr1	20 0 0	..
Bull's D.H.S.	N	155	Gray, Joseph H.	D1	HM	*260 0 0	..
			Bailey, Wenonah	C4	AF	125 0 0	..
			Moxham, Ruth M.	C5	AF	90 0 0	..
			Beattie, Bertha	..	FPt2	35 0 0	..
			Henderson, Hubert, B.A.	B5	Sec.	..	..

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						£ s. d.	£
GRADE 6A—*continued.*							
Hunterville D.H.S.		158	Ironmonger, Edwin L. ..	D1	HM	*260 0 0	..
			West, Martha C.	C3	AF	120 0 0	..
			Meads, Rachel M.	..	AF	90 0 0	..
			Wildbore, Ruby	..	FPt3	55 0 0	..
			Woolford, Florence	..	FPr2	55 0 0	..
			Roulston, James D.	B2	Sec.	..	..
Mangaweka		125	Adams, William	D1	HM	250 0 0	..
			Dodd, Aubrey F.	..	AM	108 0 0	..
			Flyger, Doris I.	..	AF	90 0 0	..
			Minogue, Thomas	..	MPt1	45 0 0	..
			Heise, Mary T.	..	FPr1	50 0 0	..
Raetihi	N	121	Hird, William E.	B1	HM	245 0 0	..
			Day, Esther M.	D4	AF	120 0 0	..
			Taylor, David	..	AM	90 0 0	..
			Punch, Rose	..	FPt1	25 0 0	..
Waverley	..	143	Banks, James	D1	HM	270 0 0	..
			Macdonald, Christina ..	D3	AF	120 0 0	..
			Woodruffe, Ida	C5	AF	90 0 0	..
			Speight, Irene	..	FPt2	50 0 0	..
GRADE 6B.							
Ohakune and side school ..	N	217	Blyth, Thomas A.	B2	HM	250 0 0	35
			Gillman, Winifred M. ..	D4	AF	125 0 0	..
			Carmody, Margaret	..	AF	108 0 0	..
			Dunn, Mrs. Nellie, B.A. ..	B2	AF	90 0 0	..
			Shaw, Lilian	..	AF	90 0 0	..
			McCormick, Kathleen E. ..	..	FPt1	45 0 0	..
Patea D.H.S.	N	147	Robbie, George A.	B1	HM	*250 0 0	..
			Lavery, Catherine	D1	AF	140 0 0	..
			Beamish, Olive M.	..	AF	90 0 0	..
			Wybourne, Kathleen ..	..	FPt2	35 0 0	..
			Wells, John F.	B4	Sec.	..	..
GRADE 7A.							
Aramoho	N	207	Law, James K.	C1	HM	280 0 0	40
			Marshall, James E.	C2	AM	210 0 0	..
			Barkley, Ethel I. M. M. ..	E2	AF	150 0 0	..
			Horneman, Flora M. ..	D3	AF	105 0 0	..
			Day, Hannah	..	FPt2	35 0 0	..
			Roots, Arthur	..	MPt3	55 0 0	..
			Harrison, Ethel E.	..	FPr2	25 0 0	..
Central Infants' (Wanganui)	N	216	Alexander, Mary D.	D1	HF	210 0 0	40
			Yortt, Caroline E.	C2	AF	140 0 0	..
			Sampson, Eileen N.	B4	AF	125 0 0	..
			McGonagle, Caroline M. ..	D4	AF	105 0 0	..
			Curham, Mabel	..	FPt4	55 0 0	..
			Finlayson, Christina ..	..	FPt3	45 0 0	..
			Haase, Margaret J.	..	FPr2	25 0 0	..
Gonville	N	267	Bowater, Charles H. T. ..	D1	HM	270 0 0	40
			McKenzie, Thomas D. O. ..	C3	AM	180 0 0	..
			Tuffin, Margaret S.	D2	AF	135 0 0	..
			Andrew, Sarah T.	D4	AF	105 0 0	..
			Ball, Douglas G.	..	MPt3	45 0 0	..
			Stevens, Flora A.	..	FPt2	35 0 0	..
Lytton Street (Feilding)		246	Stewart, Harry C.	D1	HM	290 0 0	40
			Trevena, Albert J.	D2	AM	200 0 0	..
			Walton, Margaret C. ..	D2	AF	150 0 0	..
			Thompson, Lydia C.	C3	AF	120 0 0	..
			Hostick, John B.	..	MPt3	45 0 0	..
			Deroles, Violet	..	FPt3	55 0 0	..
Wanganui East		305	Andrew, William J., M.A. ..	B1	HM	275 0 0	40
			Jannings, Frederick C. ..	C2	AM	185 0 0	..
			Carson, Annie M.	D2	AF	140 0 0	..
			Siddells, Ethel M.	D4	AF	130 0 0	..
			Keane, Margaret V.	..	FPt3	55 0 0	..
			Field, Margaret	..	FPt4	55 0 0	..
			Giblin, Vera	..	FPt3	45 0 0	..
			Needham, Margaret	..	FPr1	50 0 0	..

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						£ s. d.	£
GRADE 7B.							
Foxton	N	305	Jackson, Percy G.	C1	HM	315 0 0	..
			Gabites, Herbert F.	C2	AM	215 0 0	..
			Wanklyn, Grace	E2	AF	155 0 0	..
			Shain, Harry A.	..	AM	94 10 0	..
			Woodford, Heloise A. ..	..	AF	90 0 0	..
			Jamieson, Ellen G.	..	FPt4	60 0 0	..
			Broughton, Sydney	..	FPt4	60 0 0	..
			Parlane, Sidney C.	..	MPt1	45 0 0	..
			Skellen, Ellen	..	FPr1	20 0 0	..
St. John's Infants' (Wanganui) ..		259	O'Brien, Lucy M.	E1	HF	230 0 0	40
			Blennerhassett, Emily ..	E2	AF	150 0 0	..
			Clemance, Winifred M. ..	C2	AF	130 0 0	..
			Gage, Bessie	D3	AF	120 0 0	..
			Williams, Margaret A. ..	..	FPt3	55 0 0	..
			Walls, Margarita	..	FPt4	55 0 0	..
			Davey, Olive M.	..	FPt2	35 0 0	..
GRADE 8A.							
Eltham D.H.S.		302	Thomas, Taliesen	C1	HM	*315 0 0	..
			Lightbourne, Reuben C. D. ..	C2	AM	215 0 0	..
			Jenkinson, Margaret B. ..	E1	AF	155 0 0	..
			Rockell, Dulcia M.	D2	AF	140 0 0	..
			Phillips, Annie A.	C5	AF	95 0 0	..
			McLeod, George M.	..	MPt3	45 0 0	..
			Dabinett, Stella E.	..	FPt2	50 0 0	..
			Libeau, Alma C.	..	FPt2	35 0 0	..
			Jackson, Herbert W. ..	B3	Sec.	..	..
Marton D.H.S. and side school ..		317	Ryder, Robert B.	B1	HM	*310 0 0	..
			Train, Arthur D. N.	C3	AM	210 0 0	..
			McDonald, Alison	E1	AF	155 0 0	..
			Gordon, Jane Y.	D2	AF	135 0 0	..
			Blake, Adelaide	..	AF	90 0 0	..
			Foote, Violette	..	AF	90 0 0	..
			Harré, Ellen C.	..	FPt2	50 0 0	..
			Macdonald, James A. ..	..	MPt3	45 0 0	..
			Thomas, William W., B.A. ..	B4	Sec.	..	..
Taihape D.H.S. and Winiata side school	N	362	Thurston, James F.	D1	HM	*315 0 0	..
			Thompson, Alfred W. ..	C2	AM	215 0 0	..
			Park, Peata H., B.A. ..	B4	AF	155 0 0	..
			McDonnell, Bedilia M. ..	E1	AF	135 0 0	..
			Carr, Mrs. Mabel	E4	AF	120 0 0	..
			Carter, Rosa E.	..	AF	90 0 0	..
			Nicol, Ethel V.	..	FPt4	60 0 0	..
			Williams, Mary E.	..	FPt4	55 0 0	..
			Edwards, Percy	..	MPt2	50 0 0	..
			Rhodes, Mrs. Mabel, M.A. ..	Lic.	Sec.	..	..
GRADE 8B.							
Terrace End (Palmerston North) ..		388	Fairbrother, Thomas F. ..	D1	HM	330 0 0	45
			Powell, Albert H.	D1	AM	230 0 0	..
			O'Donnell, Mary E.	E2	AF	160 0 0	..
			Chapman, Jessie M.	D3	AF	140 0 0	..
			Squire, Annie V.	D3	AF	125 0 0	..
			Billens, Kathleen	D3	AF	105 0 0	..
			Bennett, Jack B.	..	MPt4	55 0 0	..
			Wilson, Katie	..	FPt3	55 0 0	..
			Gills, Evelyn H.	..	FPt4	60 0 0	..
			Ellis, Frank W. S.	..	MPr1	50 0 0	..
Wanganui D.H.S.	N	389	Aitken, James, B.A.	B1	HM	*340 0 0	45
			Furrie, Leonard J.	C1	AM	235 0 0	..
			Gordon, Maria M.	D1	AF	170 0 0	..
			McNeill, Elizabeth A. ..	E1	AF	150 0 0	..
			Miller, Margaret	D1	AF	135 0 0	..
			Pinches, Rhoda A. G. ..	..	AF	90 0 0	..
			Bathgate, Charles M. ..	..	MPt4	55 0 0	..
			Taylor, Archibald	..	MPt4	55 0 0	..
			McIntyre, Phyllis	..	FPt2	35 0 0	..
			Stemp, Olive	..	FPr1	20 0 0	..
			Inkster, Annie	..	Sec.	..	..
			Argyle, Doris W.	Lic.	Sec.	..	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

WANGANUI—*continued.*

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						£ s. d.	£
GRADE 8c.							
Feilding D.H.S.	..	402	Hill, John D. C.	C1	HM	*330 0 0	..
			McLean, William H.	D2	AM	230 0 0	..
			Brennand, Basil	C3	AM	170 0 0	..
			Kingett, Emily A.	D3	AF	140 0 0	..
			Watts, Amy E.	C3	AF	130 0 0	..
			Oliver, Selina R.	C4	AF	90 0 0	..
			Crabb, Edna, L.	..	FPt3	45 0 0	..
			Hodgson, Inez.	..	FPt2	50 0 0	..
			Daniell, Myra D.	..	FPr2	55 0 0	..
			Drummond, Rangi	..	FPt1	45 0 0	..
			Bates, Frederick A.	B2	Sec.	..	..
			Wyatt, Gladys M.	C2	Sec.	..	..
GRADE 9A.							
College Street (Palmerston North) ..		477	Low, David W.	C1	HM	340 0 0	50
			Lyon, William A.	B2	AM	240 0 0	..
			Mowbray, Lucy O.	C2	AF	180 0 0	..
			Burgess, William H. ..	C5	AM	150 0 0	..
			Govan, Frances	D2	AF	140 0 0	..
			Staite, Florence M.	E3	AF	125 0 0	..
			Billens, Emmie, B.A. ..	B4	AF	120 0 0	..
			Griffiths, Mary W.	..	FPt1	45 0 0	..
			Fletcher, Lily H.	..	FPt3	55 0 0	..
			Crabb, Lilian L.	..	FPt4	55 0 0	..
			Fowler, Iris K.	..	FPt1	25 0 0	..
Hawera D.H.S.	N	512	Strack, Conrad A.	D1	HM	*345 0 0	..
			Nairn, John R.	D1	AM	245 0 0	..
			Mowbray, Edith	E1	AF	180 0 0	..
			Williams, William P. ..	D3	AM	150 0 0	..
			Bourke, Mary	D2	AF	135 0 0	..
			Wilson, Arthur L. C. ..	D5	AM	120 0 0	..
			Ellis, Mrs. Maud	Lic.	AF	114 0 0	..
			Dabinett, Ethelinda	..	FPt4	60 0 0	..
			King, Nora	..	FPt2	35 0 0	..
			Mander, Clara A.	..	FPt2	50 0 0	..
			Brown, Viola	..	FPt2	50 0 0	..
			McLeod, Janet	D2	Sec.	..	..
			Reid, Jessie B., B.A.	B2	Sec.	..	..
GRADE 9c.							
Queen's Park (Wanganui) ..	N	343	Payne, Henry M.	C1	HM	370 0 0	50
			Richardson, Henry H. ..	B1	AM	270 0 0	..
			Marshall, George H.	C2	AM	210 0 0	..
			Ross, Jane W. M.	C2	AF	150 0 0	..
			Meads, Zenobia	D2	AF	135 0 0	..
			McDonnell, Johanna M. ..	D2	AF	120 0 0	..
			Stevenson, William H. ..	..	MPt4	60 0 0	..
			Gould, Sidney H.	..	MPt4	60 0 0	..
			Fergusson, Catherine ..	..	FPt2	50 0 0	..
			Bain, Agnes S.	..	FPt3	45 0 0	..
GRADE 10B.							
Campbell Street (Palmerston North)	N	689	Watson, Francis E.	D1	HM	330 0 0	50
			Warden, Charles H.	D1	AM	280 0 0	..
			Gray, James H.	C2	AM	220 0 0	..
			Hanna, Mrs. Sarah F. ..	E1	AF	200 0 0	..
			Reed, Amelia D.	E2	AF	175 0 0	..
			Coddington, Edward G. ..	C4	AM	150 0 0	..
			Kibblewhite, Forrest G. ..	C5	AM	150 0 0	..
			Aitken, James D.	..	AM	117 0 0	..
			Kuhtze, Miriam	E2	AF	140 0 0	..
			Bradley, Julia M.	D3	AF	110 0 0	..
			Peart, Catherine L.	..	AF	90 0 0	..
			Stafford, Elsie	..	FPt2	50 0 0	..
			Guy, Lily	..	FPt3	55 0 0	..
			Hart, Bessie	..	FPt4	60 0 0	..
			Hilles, Agneta M.	..	FPt2	50 0 0	..
			Buchanan, Kate E. R.	..	FPt3	45 0 0	..
			McKenzie Isabel	..	FPt3	45 0 0	..
Totals	..	..	..	..	..	60,162 5 0	1,730

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

WELLINGTON.

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							£ s. d.	£
GRADE 0.								
Kohiku			5	Hamilton, Irene		F	30 0 0	..
Manuhura			5	Sounness, Grace M.		F	30 0 0	..
Maunganui			6	Keir, Constance		F	48 0 0	..
Pori			3	Storrier, Jean B.		F	18 0 0	..
Stronvar			3	Walker, Ada		F	18 0 0	..
Waihoki			5	Murray, Alexa		F	30 0 0	..
Waimanu			4	Curtis, Vera I.		F	24 0 0	..
Weraiti			2	Hansen, Inga M.		F	12 0 0	..
Whakapuni			4	Ogg, Annie		F	24 0 0	..
GRADE 1.								
Aohonga		N	12	Armstrong, Robert		M	90 0 0	10
Coonoor			7	Clachan, William J.		M	90 0 0	..
Dreyer's Rock			7	Matthews, Elizabeth		F	99 0 0	10
Hinemoa		N	9	Aitcheson, Evelyn R.		F	90 0 0	10
Kaiwaka			8	O'Leary, Cornelius N. O.		M	90 0 0	10
Kakariki			11	Robinson, Lillie I. F.	D3	F	130 0 0	10
Karapoti			12	Banks, Henry		M	90 0 0	10
Korokoro South			9	Rose, Florence	D5	F	90 0 0	10
Korora			15	Taylor, Benjamin W.		M	90 0 0	..
Makairo			22	Power, Mary Evelyn	D5	F	90 0 0	10
Mangapakeha			7	Foss, James B.		M	90 0 0	10
Pencarrow			8	Abraham, Robert H.		M	90 0 0	10
Pirinoa		N	15	Milne, Mrs. Robertina	Lic.	F	109 5 0	..
Rakaunui			15	Knox. Emmeline		F	90 0 0	10
Saunders Road			13	Maynard, Lucy M.		F	90 0 0	10
Tablelands			16	Kemsley, Constance A.		F	90 0 0	10
Takapu			12	McLaughlin, Jennie		F	99 0 0	10
Tane			11	Pryor, David C.		M	90 0 0	10
Te Whiti		N	8	Caverhill, Kathleen		F	90 0 0	10
Waihoanga			14	Davies, John C.		M	90 0 0	10
Waingawa			16	Harvey, Charlotte T.	D5	F	110 0 0	..
Wangaehu			8	Weitzel, Maria H.	D5	F	90 0 0	10
Whiteman's Valley			9	Harrison, Ada	E1	F	95 0 0	..
GRADE 2.								
Akatarawa			20	Johnson, Edith M.	D2	F	135 0 0	15
Akitio			8	Young, James	Lic.	M	114 0 0	15
Alfredton			26	Manson, Nedby M.	D3	M	160 0 0	..
Carrington			16	Feist, Lois M.	E1	F	120 0 0	15
Horoeka			16	Smith, Arabella	E4	F	120 0 0	..
Judgeford			18	Pinhey, Ellen G.	C3	F	125 0 0	15
Kaitoke			19	Gunn, Eliza M.	D2	F	150 0 0	15
Kaituna			18	Kelleher, Caroline H.	D1	F	150 0 0	15
Kohinui			17	Ritchie, Elizabeth M.	D3	F	125 0 0	..
Longbush		N	20	Tattle, Philip G.		M	135 0 0	..
Makara			14	Smith, John A.	D1	M	170 0 0	..
Makerua			30	Oswin, Mabel E., B.A.	B2	F	150 0 0	15
Mangahao			13	Whibley, Mrs. Agnes E.	D1	F	125 0 0	15
Mangamahoe			10	Harrison, Mrs. Jane M.	E2	F	150 0 0	..
Mangaone			12	Blake, Charles M.		M	112 10 0	..
Marima			15	Davie, Harry P. C.		M	108 0 0	15
Matahiwi			18	Messenger, Ernestine R. G.	C3	F	130 0 0	15
Ngaturi			20	Wallis, William A.		M	126 0 0	15
Nikau			17	White, Minnie		F	108 0 0	15
Normandale			24	Pattle, Olive E.	C3	F	150 0 0	15
Plimmerton		N	29	Stace, Iva M.	D4	F	120 0 0	15
Ponatahi			23	Marten, Margaret L.	D4	F	130 0 0	..
Putara			21	Neilson, Isabella, M.A.	A4	F	120 0 0	15
Rongomai			17	McLauchlan, Mary	E1	F	180 0 0	15
Stokes Valley			12	Ziman, Rachel Lena	C3	F	145 0 0	15
Taratahi West			23	Connell, Mrs. Elizabeth E.	E2	F	125 0 0	15
Tauherenikau			20	Pattle, Kate Alice	D3	F	130 0 0	..
Wallaceville			17	Thomson, Florence M.	D3	F	125 0 0	..
Waterfalls			14	Robbie, Annie	Lic.	F	114 0 0	..
Whakataki		N	17	Williams, Mrs. Mary A.	E2	F	140 0 0	..
Wharau		N	12	Clarke, James T.		M	108 0 0	15
Whareama			20	Turner, Mary E.		F	108 0 0	15
GRADE 3.								
Bideford			27	Wilkinson, Mrs. Isabella A.	D2	F	150 0 0	..
Cross Creek			28	Rockel, Felix E. S.	D4	M	150 0 0	..
Dyer		N	28	Iorns, Olive E.	D2	F	160 0 0	20
Featherston South			39	Fieldhouse, Joseph H.	D3	M	165 0 0	20

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

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						£ s. d.	£
GRADE 3—*continued.*							
Ihuraua Valley		17	Ralph, George	..	M	135 0 0	20
Kaitara		26	Ussher, Martha J.	E1	F	170 0 0	..
Kopuaranga		32	Jackson, Patrick M.	C2	M	150 0 0	..
Makuri		28	Beechey, Frederick J.	C3	M	155 0 0	..
Mangamaire	N	31	Mackellar, Jean L.	D2	F	160 0 0	..
Mangarama		22	McAdam, Charles C.	C3	M	160 0 0	20
Matarawa		26	Merlet, Isabella A.	E1	F	150 0 0	..
Mauriceville		26	Barnett, John	D3	M	170 0 0	20
Mikimiki		27	Bright, Aimée D.	E1	F	155 0 0	20
Muhunoa East		29	McCaul, Enid I.	C2	F	155 0 0	..
Mungaroa	N	40	Banks, Annie L.	D1	HF	180 0 0	..
			White, Angusina	D4	AF	95 0 0	..
Opaki		27	Marryatt, Florence M.	D1	F	155 0 0	..
Paekakariki	N	27	Cooper, Henry T.	D1	M	170 0 0	..
Pukehinau		30	Bowie, William S.	..	M	135 0 0	..
Puketoi		26	Leighton, Mrs. Mary J.	E2	F	160 0 0	..
Rangitumau		23	Atkinson, Mary E.	D3	F	160 0 0	..
Te Nui		31	Sutton, Henry	D2	M	170 0 0	..
Waihakeke		26	Matthews, Laura	D1	F	165 0 0	..
Wainuiomata		21	Letham, Sara	E1	F	200 0 0	..
Waione		24	Jenkins, Charles G.	Lic.	M	147 5 0	..
GRADE 4.							
Ballance		53	Thompson, Frederick G.	D1	HM	210 0 0	25
			Kerr, Kate F.	C4	AF	100 0 0	..
Belvedere		37	Stout, Robert	D2	HM	190 0 0	..
			Bodell, Florence A.	D3	AF	100 0 0	..
Dalefield	N	49	Nightingale, Henry J.	B1	HM	185 0 0	..
			Haldane, Janet M.	D4	AF	90 0 0	..
Gladstone	N	52	Piggford, Mary H.	E1	HF	200 0 0	..
			Turner, Ethel	..	AF	90 0 0	..
Hamua	N	52	Mickle, Paul A. D.	C2	HM	200 0 0	25
			Fouhy, Mrs. Alice	D4	AF	90 0 0	..
Hastwell	N	42	Gregory, Frederick W.	D2	HM	200 0 0	..
			Manson, Alice	..	AF	90 0 0	..
Hukanui		54	Anderson, Wigo	E1	HM	200 0 0	..
			Wilson, Margaret M.	D4	AF	95 0 0	..
Kahautara	N	41	Fellingham, Majorie U.	E1	HF	180 0 0	25
			Caverhill, Kathleen I.	..	AF	90 0 0	..
Kaiparoro		34	Campbell, Kathleen	D1	HF	200 0 0	25
			Burbush, Margaret A.	Lic.	AF	114 0 0	..
Kaitawa		30	Forsyth, Donald E.	C1	HM	180 0 0	..
			Mallabar, Sophia	D3	AF	105 0 0	..
Kaiwaiwai		53	King, Mrs. Clara	D2	HF	180 0 0	..
			Healy, Annie	..	AF	90 0 0	..
Koputaroa	N	60	Clark, William H.	D1	HM	200 0 0	..
			Chapman, Blanche	..	AF	108 0 0	..
Konini		61	Britland, Walter	D1	HM	200 0 0	..
			Warren, Minnow F. I.	E2	AF	110 0 0	..
Korokoro North		29	Kilmartin, Kate	..	F	162 0 0	25
Makomako		30	Larsen, Christian R.	D2	M	190 0 0	25
Mauriceville West		31	Combs, Frank L.	C2	M	200 0 0	..
Muritai		61	Sanson, Herbert	D1	HM	210 0 0	25
			Haslam, Emma Jessie	D3	AF	110 0 0	..
Newman		51	Anderson, Andrew	D1	HM	200 0 0	25
			Hughes, Maggie	..	AF	99 0 0	..
Ngaio		50	Page, Margaret	D1	HF	185 0 0	25
			Whitcombe, Minnie A.	D2	AF	115 0 0	..
Nireaha		63	Hutchens, Emmeline E. R.	E1	HF	210 0 0	..
			Compton, Winifred	..	AF	90 0 0	..
Ohariu		44	Dallaston, Charles W.	C1	HM	190 0 0	..
			Spence, Bessie P.	..	AF	94 10 0	..
Ohau	N	85	Henderson, George M.	B1	HM	205 0 0	..
			Tew, Winifred E. H.	D2	AF	120 0 0	..
			Henderson, Mrs. Mary	..	AF	90 0 0	..
Pahautanui		50	Lea, Sara E. B.	D2	HF	185 0 0	..
			Thompson, Laura E.	C5	AF	90 0 0	..
Paraparaumu	N	52	Vaughan, Frederick T	D1	HM	200 0 0	..
			Skelley, Harietta M.	C3	AF	100 0 0	..
Parkvale		41	Brockett, Frederick C.	D2	HM	185 0 0	..
			Armstrong, Mary C.	C4	AF	115 0 0	..
Pongaroa		52	Murray, William T.	D2	HM	195 0 0	..
			Magill, Maggie E.	D4	AF	105 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

WELLINGTON—*continued.*

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GRADE 4—*continued.*							
Porirua	N	90	Mason, Francis A.	D2	HM	185 0 0	..
			Ryan, Beatrice S.	D3	AF	100 0 0	..
			Stewart, Elizabeth K.	..	AF	90 0 0	..
Reikiorangi		39	Bennett, William D.	D1	HM	200 0 0	..
			Shand, Florence J.	Lic.	AF	90 5 0	..
Rongokokako		56	Bradstock, Leonard B.	C2	HM	190 0 0	..
			Hughan, Mrs. Jessie	E1	AF	100 0 0	..
			Linehan, John T.	..	MPr1	20 0 0	..
Scarborough		66	Bringans, John	C1	HM	200 0 0	..
			Burge, Agnes H.	D3	AF	115 0 0	..
			Dunning, Nellie	..	FPr2	55 0 0	..
Taita		75	Philip, William H.	C1	HM	200 0 0	25
			Tuely, Catherine B.	D2	AF	115 0 0	..
Taueru	N	38	Warwick, Robert S.	C3	HM	180 0 0	..
			Jackson, Dorothey	..	AF	90 0 0	..
Tawa Flat		41	Coneys, Jessie T.	E1	HF	180 0 0	..
			Stevens, Mary E.	..	AF	90 0 0	..
Te Horo	N	84	Kirk, George W.	C1	HM	205 0 0	..
			Prendeville, Phœbe M.	D2	AF	120 0 0	..
Te Oreore	N	39	Jones, George A.	C1	HM	200 0 0	25
			Freeman, Jessie A.	..	AF	99 0 0	..
Waikanae	N	54	Duncan, Stuart	C1	HM	210 0 0	..
			Chutwin, Cecily M.	D5	AF	90 0 0	..
GRADE 5.							
Clareville		97	Beechey, James M.	D1	HM	225 0 0	..
			Moncrieff, Janet	E1	AF	125 0 0	..
			Priest, Esther E.	C4	AF	90 0 0	..
Epuni	N	82	Davidson, James	D1	HM	210 0 0	30
			Armitage, Rose E.	D3	AF	120 0 0	..
			Flux, Gwendolyn M.	C4	AF	95 0 0	..
Fernridge		76	Foss, Reginald J.	B1	HM	225 0 0	..
			Clarke, Mary C.	D3	AF	115 0 0	..
			Elliott, Evelyn M.	..	AF	90 0 0	..
Kaiwarra		73	Pope, Robert J.	D1	HM	240 0 0	30
			Cook, Amelia A.	E2	AF	125 0 0	..
			Strong, Florence	Lic.	AF	99 15 0	..
Khandallah		101	Jenkins, David H.	D2	HM	240 0 0	30
			McGregor, Grace	D1	AF	130 0 0	..
			Temple, Hilda A.	D3	AF	100 0 0	..
Manakau	N	86	McBain, Alexander	D1	HM	240 0 0	..
			Fellingham, Rebecca	E2	AF	125 0 0	..
			Jensen, Emma H.	D4	AF	95 0 0	..
Northland		115	Polson, Donald M.	D1	HM	240 0 0	30
			Benzoni, Frances E.	D2	AF	125 0 0	..
			Carrick, Mary E.	C4	AF	90 0 0	..
			Johnston, Jessie S.	..	FPr2	25 0 0	..
Tokomaru		94	Webb, James S.	D1	HM	235 0 0	..
			Hayes, Ellen V.	D4	AF	115 0 0	..
			Stansell, Florence E.	..	AF	90 0 0	..
GRADE 6A.							
Eketahuna D.H.S.		149	Dempsey, Walter N.	D1	HM	*245 0 0	..
			Toohill, Maria H.	Lic.	AF	118 15 0	..
			Brown, Maxwell S.	..	AF	90 0 0	..
			Morrison, Margaret	..	FPt3	55 0 0	..
			Lockwood, Percival W.	..	Sec.	..	..
Featherston		143	Everton, Frederick C.	C1	HM	260 0 0	..
			Stanton, Catherine M.	D2	AF	140 0 0	..
			Jackson, Lucy	..	AF	90 0 0	..
			Smyth, Jacquette	..	FPt2	50 0 0	..
Mangatainoka	N	133	Chatwin, George W.	C1	HM	270 0 0	..
			Tocker, Albert H.	..	AM	108 0 0	..
			Cade, Katherine	..	AF	94 10 0	..
			Hewat, Margaret F.	..	FPt3	45 0 0	..
Martinborough	N	133	Edie, John K.	C1	HM	245 0 0	..
			Gray, Catherine	C2	AF	130 0 0	..
			Jacobsen, Alice Grace	D2	AF	105 0 0	..
Roseneath		176	Darroch, Robert	D1	HM	260 0 0	35
			Davidson, Jessie L.	D2	AF	150 0 0	..
			Bird, Florence R.	E2	AF	120 0 0	..
			Mackenzie, James I. S.	..	MPt3	45 0 0	..
			Cook, George	..	MPt3	45 0 0	..
			Gilpin, Martha	..	MPr1	20 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

WELLINGTON—*continued.*

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GRADE 6A—*continued.*							
Wadestown	..	134	Joplin, Charles R.	D1	HM	250 0 0	35
			Battersby, Margaret N. ..	D3	AF	130 0 0	..
			Parkinson, Arnold E. ..	..	AM	90 0 0	..
			McManus, Mary	..	FPt4	60 0 0	..
			Pigott, Emily	..	FPr2	55 0 0	..
GRADE 6B.							
Lansdowne	N	194	Drummond, Robert	D1	HM	245 0 0	35
			Haggett, Gladys E. E. ..	D1	AF	150 0 0	..
			Kean, Euphemia R... ..	D2	AF	120 0 0	..
			Johnston, Mary G.	..	AF	90 0 0	..
			Sutherland, Olive	..	FPr2	25 0 0	..
			Sellar, Jeannie	..	FPr2	25 0 0	..
Otaki	N	174	Smith, William B.	D1	HM	270 0 0	..
			Bannister, Matilda E. ..	E2	AF	150 0 0	..
			Hall, Lily E.	D4	AF	120 0 0	..
			Miller, Edith	..	AF	90 0 0	..
Shannon	N	177	Voysey, William	D1	HM	260 0 0	..
			Trainer, James J.	Lic.	AM	118 15 0	..
			Dupree, Mrs. Margaret ..	D4	AF	120 0 0	..
			Balding, Mrs. Laura.. ..	..	AF	90 0 0	..
Worser Bay	..	177	Rowntree, William W. ..	C1	HM	260 0 0	35
			Smith, Mrs. Sarah E. ..	D2	AF	130 0 0	..
			McFarlane, Olive V... ..	D3	AF	130 0 0	..
			Grant, Colin C.	C4	AM	90 0 0	..
			Duff, Edna L.	..	FPr1	20 0 0	..
GRADE 7A.							
Greytown D.H.S.	N	237	Davies, William C.	D1	HM	*270 0 0	..
			Goldsman, George J. ..	B2	AM	185 0 0	..
			Davis, Amy G.	E1	AF	150 0 0	..
			Ritchie, Annie M.	D3	AF	135 0 0	..
			Freeman, Annie E.	..	AF	94 10 0	..
			Beere, Josiah M.	..	MPr2	50 0 0	..
			Kidson, George R.	B2	Sec.	..	..
Island Bay	..	261	Haslam, Charles N.	C1	HM	290 0 0	40
			Finlayson, Janet A.	C1	AF	200 0 0	..
			Cooper, Emily M.	D1	AF	150 0 0	..
			Marsden, Joseph S... ..	..	AM	94 10 0	..
			Thompson, Winifred V. ..	D4	AF	100 0 0	..
Johnsonville and side school..	..	236	Bethune, Finlay	D1	HM	290 0 0	40
			Eagar, Edward F.	D2	AM	200 0 0	..
			Evans, Ada H.	E2	AF	150 0 0	..
			Baker, Sybil E.	D1	AF	125 0 0	..
			Sergeant, Blanche E. B. ..	D2	AF	105 0 0	..
			Renner, Charlotte F. ..	C3	AF	105 0 0	..
Karori	..	206	Bennett, Francis	D1	HM	280 0 0	..
			Sutton, Howard H.	D2	AM	190 0 0	..
			Whitbread-Edwards, Dorothy	..	AF	145 0 0	..
			Cooper, Ethel R.	D2	AF	115 0 0	..
			Gavin, Doris M. H.	C4	AF	100 0 0	..
			Aikin, Eva V.	..	FPr1	20 0 0	..
			Waters, Barbara	..	FPr1	20 0 0	..
Mitchelltown	..	213	Malcolm, John H.	D1	HM	270 0 0	40
			Woodward, Elizabeth ..	D2	AF	180 0 0	..
			Melody, William J.	..	AM	121 10 0	..
			Bisset, Caroline A. B. ..	C3	AF	105 0 0	..
			Hunt, Ellen J.	B4	AF	90 0 0	..
			Hall, Vincent J. P.	..	MPr1	50 0 0	..
Pahiatua D.H.S.	N	195	Thomas, Joseph	C1	HM	*295 0 0	..
			Scott, William W.	E2	AM	200 0 0	..
			Stormont, Florence M. ..	E2	AF	150 0 0	..
			Burgess, Emily M.	C4	AF	100 0 0	..
			Ruskell, Ruby	..	FPr2	25 0 0	..
			Isles, Flora	..	FPr2	55 0 0	..
			Baker-Gabb, Mary, B.A. ..	B1	Sec.	..	..
Upper Hutt	..	262	Connell, Frederick W. ..	D1	HM	280 0 0	40
			Rodgers, John	D3	AM	190 0 0	..
			Paul, Ellen..	E2	AF	145 0 0	..
			Brown, Winifred E.	D3	AF	110 0 0	..
			Printzen, Doris K.	C4	AF	95 0 0	..
GRADE 7B.							
Carterton D.H.S.	N	300	Burns, Andrew N., B.A. ..	A1	HM	*310 0 0	..
			Higgins, Vivian	C2	AM	210 0 0	..
			Broadbent, Mary A... ..	E1	AF	150 0 0	..
			Braithwaite, Lilian B. ..	E1	AF	135 0 0	..
			Fairbrother, Dora	..	FPt3	55 0 0	..
			Butler, Fenton	..	MPt4	55 0 0	..
			Rains, Catherine M... ..	..	FPr1	20 0 0	..
			Robertson, Douglas L., M.A. ..	B4	Sec.	..	..
			Wilson, Marion K., M.A. ..	A1	Sec.	..	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

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						£ s. d.	£
GRADE 7B—*continued.*							
Mount Cook Girls	N	253	Helyer, Elizabeth	D1	HF	270 0 0	40
			Holm, Annie A.	D1	AF	170 0 0	..
			Halley, Isabella M.	E2	AF	140 0 0	..
			Stevens, Winifred L. ..	D2	AF	125 0 0	..
			Mason, Henrietta R. ..	C3	AF	90 0 0	..
			Ashworth, Nina E.	..	FPt5	55 0 0	..
			Hurrell, Doris	..	FPr2	25 0 0	..
GRADE 8A.							
Kilbirnie		309	Worboys, Joseph H.	C1	HM	330 0 0	..
			Feltham, Edgar C.	C2	AM	220 0 0	..
			Marchbanks, Davina V. ..	D1	AF	170 0 0	..
			Williams, Enid	D2	AF	150 0 0	..
			Strack, George S.	B3	AM	120 0 0	..
			Gunning, Edith	..	FPt4	60 0 0	..
			Munro, Martha C.	..	FPt4	55 0 0	..
			Heron, Albert J. G.	..	MPt3	45 0 0	..
			Webb, Arthur L.	..	MPr1	20 0 0	..
Maranui	N	305	Blake, Alexander C.	C1	HM	310 0 0	45
			Arcus, Lawrence H.	D2	AM	210 0 0	..
			Roberts, Florence G., B.A. ..	B2	AF	155 0 0	..
			Heighway, Mrs. Katherine N.	C2	AF	135 0 0	..
			Webb, Hilda W.	C3	AF	120 0 0	..
			Hind, Florence M.	C4	AF	90 0 0	..
			Chatwin, Fanny	..	FPt4	55 0 0	..
Mount Cook Boys		301	Bary, Charles	D1	HM	320 0 0	45
			Burns, John C., B.A.	B1	AM	235 0 0	..
			Blake, Bertie N. T.	C1	AM	200 0 0	..
			Cook, Eleanor N.	D2	AF	165 0 0	..
			Lancaster, Thomas L. ..	D4	AM	120 0 0	..
			Isaac, Hubert P.	..	MPt4	55 0 0	..
			Ross, Kenneth	..	MPt4	60 0 0	..
			Longhurst, William	..	MPt3	45 0 0	..
			Robertson, Fred	..	MPr1	20 0 0	..
Mount Cook Infants		346	Watson, Phœbe	E1	HF	245 0 0	45
			Wallace, Ellen	D1	AF	155 0 0	..
			Rothenberg, Annie	E1	AF	140 0 0	..
			Howden, Jessie E.	D2	AF	135 0 0	..
			Lambert, Alice G. A.	D3	AF	120 0 0	..
			Feist, Hannah E.	C3	AF	105 0 0	..
			Beetham, Naomi	..	FPt4	60 0 0	..
			Milne, Jessie	..	FPt4	55 0 0	..
			Andrews, Honoria	..	FPt2	50 0 0	..
GRADE 8B.							
Normal and Model School (at Training College) ..		360	Webb, James C., B.A. ..	B1	HM	390 0 0	50
			Cowles, Jabez A., B.A. ..	B1	AM	290 0 0	..
			Fitch, Dorothy	..	AF	270 0 0	..
			Hichcock, Maria	D1	AF	155 0 0	..
			Thornton, Marion G. ..	C3	AF	135 0 0	..
			Hall, Alice Louise	D1	AF	185 0 0	..
			Lomas, Edmond K., M.A. ..	A2	AM	215 0 0	..
			Robertson, Charles	C3	AM	150 0 0	..
			Fallows, Mary R.	D2	AF	125 0 0	..
			Bowler, Daniel C.	..	AM	108 0 0	..
			Tamblyn, Joseph, M.A. ..	B1	AM	300 0 0	..
			Iorns, Ivy P.	D2	AF	155 0 0	..
			Sinclair, Mary A., B.A. ..	B1	Sec.	..	..
Petone West	N	353	Bedingfield, Douglas S., B.A. ..	B1	HM	320 0 0	45
			Robertson, David	C1	AM	230 0 0	..
			Carter, Elsie	C2	AF	170 0 0	..
			Ogg, James, B.A.	B3	AM	145 0 0	..
			Cook, Ada M.	D2	AF	130 0 0	..
			O'Brien, Grace E	D4	AF	105 0 0	..
			Best, Sarah E.	..	FPt3	55 0 0	..
			Davis, Annie	..	FPr2	25 0 0	..
GRADE 8C.							
Levin D.H.S.	N	428	McIntyre, James	D1	HM	*340 0 0	..
			Harding, Albert J.	C1	AM	220 0 0	..
			Williams, John F.	D2	AM	155 0 0	..
			Hurley, Irene N.	C3	AF	135 0 0	..
			Stuckey, Dorothy E.	D2	AF	125 0 0	..
			Tonkinson, Lizzie G. ..	D4	AF	100 0 0	..
			Von Keisenberg, Ernestine M.	D4	AF	100 0 0	..
			Burbush, Nellie M.	D5	AF	90 0 0	..
			O'Meara, Elsie J.	..	FPt4	60 0 0	..
			Gray, Harold A. W.	..	MPt2	35 0 0	..
			Gibbs, Catherine	..	FPr2	55 0 0	..
			Cork, Gladys	..	FPr2	25 0 0	..
			Rookel, Cecil F.	B3	Sec.	..	..
			McLandress, Isabella, M.A. ..	B2	Sec.	..	..

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						£ s. d.	£
GRADE 9B.							
Hutt D.H.S. and side school	N	554	Yeats, Duncan M.	D1	HM	*360 0 0	50
			Ballachey, Ernest H. ..	B1	AM	260 0 0	..
			Stuart-Forbes, Emma L. ..	E1	AF	200 0 0	..
			Meager, Clara	E1	AF	170 0 0	..
			Olson, Walter H.	D3	AM	140 0 0	..
			Meager, Ellen	D1	AF	130 0 0	..
			Caigou, Charles A.	C3	AM	135 0 0	..
			Young, Mabel F.	D2	AF	100 0 0	..
			Fogelberg, Norma E. ..	B4	AF	95 0 0	..
			Tasker, Kate L.	B4	AF	95 0 0	..
			Richmond, Marietta.. ..	..	FPt4	55 0 0	..
			Williamson, Isa	..	FPt4	55 0 0	..
			Donkin, Catherine J. ..	..	FPt3	45 0 0	..
			Jacobsen, Victor G.	..	MPt2	35 0 0	..
			MacCurdy, Elsie D.	..	FPr1	20 0 0	..
			Myers, Phœbe, B.A.	B1	Sec.	..	..
Te Aro and side school ..	..	530	Watson, Clement, B.A. ..	B1	HM	390 0 0	50
			Gould, William H.	C1	AM	285 0 0	..
			Ranwell, Annie P.	D1	AF	180 0 0	..
			Bright, Alice M.	D1	AF	190 0 0	..
			Leighton, Lucy J.	D1	AF	175 0 0	..
			Taylor, Cuthbert H., M.A. ..	A3	AM	160 0 0	..
			Mitchell, Janet	E2	AF	135 0 0	..
			Martin, Edith	D3	AF	105 0 0	..
			Pritchard, Florence	D1	AF	100 0 0	..
			Macdonald, Isabella C. ..	C3	AF	105 0 0	..
			O'Shea, Mary	C4	AF	105 0 0	..
			Bland, Elsie M.	C4	AF	95 0 0	..
			Evans, Earfryn	..	MPr1	20 0 0	..
GRADE 9C.							
Brooklyn]	..	555	Hopkirk, John B.	D1	HM	350 0 0	50
			Hempleman, Frederick A. ..	D1	AM	250 0 0	..
			Fitchett, Jessie H.	D1	AF	190 0 0	..
			Taylor, Lillian O.	D2	AF	150 0 0	..
			Proctor, Frances J.	E2	AF	150 0 0	..
			Holm, Eva M.	D2	AF	130 0 0	..
			Carter, Lena Pearl S. ..	D2	AF	130 0 0	..
			Steedman, Mary Maud J. ..	D3	AF	105 0 0	..
			Look, Mrs. Bertha	D4	AF	100 0 0	..
			Graham, Arnold	..	FPt3	55 0 0	..
			Bell, Winifred	..	FPt4	60 0 0	..
			Pemberton, Leila	..	FPt4	60 0 0	..
			Stevens, William H... ..	..	MPt3	45 0 0	..
GRADE 10A.							
Clyde Quay	..	644	Grundy, William T... ..	D1	HM	390 0 0	50
			Thwaites, John E.	B1	AM	290 0 0	..
			Evans, Fanny	D1	AF	230 0 0	..
			Dempsey, Sydney W. ..	D2	AM	190 0 0	..
			East, Alfred F. D.	C2	AM	175 0 0	..
			Robinson, Alice F.	E2	AF	165 0 0	..
			Howden, Ada L.	D2	AF	165 0 0	..
			Fossette, Walter E.	..	AM	121 10 0	..
			Bissett, Elizabeth A... ..	D2	AF	135 0 0	..
			Stanton, Alice J.	D2	AF	115 0 0	..
			Higgins, Jessie	D2	AF	95 0 0	..
			Garnham, Grace	C4	AF	100 0 0	..
			Clachan, Mary C.	..	FPt4	55 0 0	..
			Murray, Edith	..	FPt3	55 0 0	..
Terrace	..	615	Macmorran, George	D1	HM	400 0 0	50
			Erskine, Albert	C1	AM	290 0 0	..
			Hutton, James	B2	AM	230 0 0	..
			Fraser, Sara	E1	AF	200 0 0	..
			Williams, Mary	E1	AF	180 0 0	..
			Baskiville, Walter C. L. ..	D2	AM	165 0 0	..
			Van Staveren, Lena	C2	AF	165 0 0	..
			Gibson, Fanny	D2	AF	135 0 0	..
			Hawkins, Benjamin G. ..	..	AM	108 0 0	..
			Coady, Ellen	E3	AF	100 0 0	..
			Morcom, Annie E.	C3	AF	100 0 0	..
			Gooder, Hazel	..	FPt4	55 0 0	..
			Edwards, Ralph W.	..	MPt4	55 0 0	..
			Dement, Unice	..	FPt4	55 0 0	..
			Burr, Olive E.	..	FPt3	45 0 0	..

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							£	s.	d.	£
GRADE 10B.										
Petone D.H.S. ..	..	..	669	Foster, William H. L., M.A. ..	B1	HM	*380	0	0	50
				King, Eustace, M.A., B.SC. ..	B1	AM	280	0	0	..
				Slater, Jemima	D1	AF	230	0	0	..
				Kean, Balfour	B2	AM	210	0	0	..
				Mothes, Frederick W. ..	D3	AM	165	0	0	..
				Stanton, Elizabeth A. ..	D2	AF	165	0	0	..
				McKenzie, Christina.. ..	D1	AF	150	0	0	..
				Thomson, Isabel S. M. ..	D2	AF	130	0	0	..
				Ross, Fanny L.	B3	AF	120	0	0	..
				Webb, Alice	C5	AF	90	0	0	..
				Kydd, Maud	..	FPt5	55	0	0	..
				Thompson, Clarice V. ..	..	FPt3	55	0	0	..
				Boyd, Kate R.	..	FPt4	55	0	0	..
				McCaw, Peter R.	..	MPt3	45	0	0	..
				Castle, Constance	..	FPt1	25	0	0	..
				Wynyard, Clinton H. ..	..	MPt3	45	0	0	..
				Waddington, Edith G. ..	..	FPr1	50	0	0	..
				Lynskey, James H., B.A. ..	B1	Sec.	..			..
GRADE 10D.				Ross, Christina M., B.A. ..	B3	Sec.	..			..
South Wellington ..	..	..	771	Flux, George	D1	HM	395	0	0	50
				McKenzie, Alexander ..	C1	AM	290	0	0	..
				Petrie, Flora	D1	AF	230	0	0	..
				Fanning, James F.	D2	AM	200	0	0	..
				Haggett, Doris E.	C5	AF	165	0	0	..
				Haigh, Edith	D2	AF	165	0	0	..
				Davies, Annie	Lic.	AF	156	15	0	..
				Watson, Florence	D2	AF	135	0	0	..
				Scott, Margaret C.	D2	AF	135	0	0	..
				Callam, Mabel A.	D3	AF	115	0	0	..
				Reyling, Kathleen R. ..	..	AF	90	0	0	..
				Williamson, Grace A. ..	C3	AF	105	0	0	..
				Feist, Lily	C5	AF	95	0	0	..
				Gaze, Frederick J.	C4	AF	90	0	0	..
				White, Ella	..	FPt4	55	0	0	..
				Fairbrother, Gladys	..	FPt2	50	0	0	..
				Wiesner, Emily	..	FPt4	60	0	0	..
				Scott, Isabella	..	FPt2	35	0	0	..
				Gilpin, Annie	..	FPr2	25	0	0	..
				Ponder, Violet H.	..	FPr1	20	0	0	..
Newtown ..	..	..	841	Parkinson, Henry A., M.A. ..	B1	HM	430	0	0	50
				Low, Benjamin H., B.A. ..	B1	AM	285	0	0	..
				Dowdeswell, Adelaide A. ..	D1	AF	220	0	0	..
				Ward, Edward H.	D1	AM	210	0	0	..
				Ryder, Maud H.	D1	AF	180	0	0	..
				Brown, William B.	C4	AM	150	0	0	..
				Hutchen, Jessie K.	E1	AF	165	0	0	..
				Hayes, Lucy	D2	AF	135	0	0	..
				Scott, Mary	C2	AF	135	0	0	..
				McGowan, Mary	C2	AF	120	0	0	..
				Finlayson, Catherine H. ..	C3	AF	105	0	0	..
				Coad, Nellie E.	C3	AF	105	0	0	..
				Cook, Ethel H.	D4	AF	95	0	0	..
				Sargent, Jane D.	C4	AF	90	0	0	..
				Wiesner, Hermine L. ..	..	FPt4	60	0	0	..
				Welsby, Nina	..	FPt4	55	0	0	..
				Smith, William H.	..	MPt4	55	0	0	..
				Worboys, Gladys	..	FPt3	45	0	0	..
				Parker, Hildred A.	..	FPt5	55	0	0	..
				Hobday, Elsie P.	..	FPt3	45	0	0	..
				Moss, Lyon M.	..	MPr2	25	0	0	..
GRADE 10E.				Young, Albert V.	..	MPr1	50	0	0	..
Masterton D.H.S. ..	..	N	811	Jackson, William H... ..	D1	HM	*400	0	0	50
				Leslie, David E.	C1	AM	290	0	0	..
				Wolff, Rosabel	E1	AF	230	0	0	..
				Miller, Hyman	D2	AM	190	0	0	..
				Murphy, Arthur P.	C3	AM	170	0	0	..
				Munro, Isabella	D1	AF	165	0	0	..
				McGregor, Lois	D2	AF	165	0	0	..
				York, Mary	Lic.	AF	128	5	0	..
				Bunting, Elizabeth	E1	AF	135	0	0	..
				Hogg, Ellen C.	E2	AF	120	0	0	..
				Stone, Blanche	D3	AF	105	0	0	..
				Lazarus, Frances	..	AF	90	0	0	..
				Banks, Catherine M. ..	..	AF	90	0	0	..
				Murray, Aileen	..	AF	90	0	0	..
				Hogg, Mary F.	D4	AF	95	0	0	..
				Hunter, Vera	..	FPt4	55	0	0	..
				Parsons, Mary A.	..	FPt2	50	0	0	..
				Bee, John G., M.A., M.SC. ..	A1	Sec.	..			..
				Williams, Ethel, B.A. ..	B2	Sec.	..			..
Totals ..	..	..	..	..	..	..	68,476	10	0	2,015

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

HAWKE'S BAY.

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						£	s.	d.	£
GRADE 0.									
Ahi-titi		7	Haimes, Henry A.		M	42	0	0	..
Hangaroa		4	Hanson, Helen D.		F	24	0	0	..
Haupouri		4	White, Grace L.		F	24	0	0	..
Huanui		2	Donnelly, Ethel M. N.		F	12	0	0	..
Kereru		7	Janett, Edith		F	30	0	0	..
Lower Hangaroa		3	Beilby, Horace C. V.		M	18	0	0	..
Mangakuri		2	Darling, Christina		F	24	0	0	..
Ohuka		5	Burgoyne, Mabel		F	30	0	0	..
Pourerere		4	Bruce, Doris		F	30	0	0	..
Tahunga		3	Milne, Margaret		F	18	0	0	..
Tanguru		3	Walsh, Ruby I.		F	18	0	0	..
Viewfield		8	Tuohy, Mary		F	94	10	0	..
Waerengaokuri		4	Ray, Sydney P.		M	24	0	0	..
Wheturau		4	McDonell, Madeline A.		F	24	0	0	..
GRADE 1.									
Awariki		10	Avery, Winifred M.		F	90	0	0	..
Hatuma South		7	Burgess, Winifred I.		F	90	0	0	10
Herbertville		9	Primrose, Mrs. Isabella B.		F	90	0	0	..
Kanakanaia	N	12	Crawford, Isabel G.		F	90	0	0	10
Makaretu South		8	Ingleton, Anastasia		F	90	0	0	10
Mangaone		14	Stevens, Alice		F	90	0	0	10
Mangatuna		9	Campbell, James B. I.	D2	M	120	0	0	10
Maraetotara		12	Smart, Ethel E. M.		F	90	0	0	10
Ngapaeruru		14	Monaghan, Lucy M.		F	90	0	0	10
Nuhaka	N	13	Tuohy, Catherine		F	90	0	0	10
Omakere		10	Moloney, Margaret		F	90	0	0	10
Patoka		12	Cameron, Jessie F. L.		F	90	0	0	10
Raumati East		9	Barnett, Sybil F.		F	90	0	0	10
Tamumu		16	Taylor, Frederick H.		M	94	10	0	10
Te Puia		14	Poxon, Julia G.	D3	F	90	0	0	10
Te Uri		10	Greene, Agnes E.		F	90	0	0	10
Tiniroto		11	Offer, Lucie P.		F	90	0	0	..
Ti-tree Point	N	10	Douglas, John E.		M	90	0	0	10
Waipatiki		12	Ainsworth, Lilian A. J.	D3	F	90	0	0	10
Waitahora		13	Keys, Violet M.		F	90	0	0	10
Wallingford		13	Bennett, Jane E.	Lic.	F	104	10	0	..
Whakarau		10	Williams, Annie		F	90	0	0	10
Wimbledon		9	Greenshields, Mrs. Eva		F	90	0	0	..
GRADE 2.									
Anaroa	N	11	Tuohy, Norah	D4	F	130	0	0	15
Argyll East		16	Morrison, Annie B. L.		F	135	0	0	..
Blackburn		12	McNaughton, Daisy E.	D3	F	130	0	0	..
Heretaunga		19	White, Janet A.	D2	F	130	0	0	..
Hopelands		17	Palmer, Ruth E.	D5	F	125	0	0	15
Kaitaratahi	N	29	Kay, John	D1	M	160	0	0	15
Maharahara West		13	Mowe, Miriam		F	108	0	0	15
Mangatahi		16	Harris, Mrs. Rose E.	E2	F	135	0	0	..
Mangatoro		13	Burgess, Christina M.	Lic.	F	114	0	0	..
Maraekakaho	N	20	Thompson, Bertha H.	D4	F	120	0	0	..
Matawai		31	McBean, Ernest S.	C4	M	120	0	0	15
Motu		20	Olley, James R.		M	108	0	0	..
Ngatapa	N	22	Kain, John	D2	M	125	0	0	15
Opoutama	N	26	O'Donnell, William F.		M	117	0	0	15
Port Awanui	N	17	Lumsden, Agnes C.	Lic.	F	142	10	0	15
Puketitiri		19	Kennedy, Mrs. Mary	D3	F	130	0	0	..
Rissington		20	Matheson, Mrs. Dorothy E.	D3	F	150	0	0	..
Ruahine		24	Moore, Elizabeth S.	D2	F	130	0	0	15
Ruaroa		20	Patterson, Edward J. D.	C4	M	120	0	0	15
Wakarara		18	Fletcher, Mrs. Lilian R.		F	108	0	0	..
Wanstead	N	22	Bedingfield, Madeline E. A.	Lic.	F	123	10	0	..
GRADE 3.									
Ashley-Clinton		34	Parkinson, Minnie M.	D1	F	170	0	0	..
Elsthorpe		34	Burns, Evelyn H. M.	D2	F	170	0	0	..
Fernhill	N	30	Dugleby, Ethel G.	E1	F	180	0	0	20
Kumeroa		30	Grigor, Janet P.	B2	F	185	0	0	..
Makaretu		27	Hooper, John E.	C3	M	150	0	0	..
Marakeke		26	Smith, Isabel	E1	F	150	0	0	20
Murewai	N	34	Parlane, Andrew	D2	M	200	0	0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

HAWKE'S BAY—*continued.*

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GRADE 3—*continued.*								
Ngamoko		N	29	Larking, Frank C.	D5	M	150 0 0	..
Raumati			33	Patrick, James E.	C4	M	150 0 0	20
Ruataniwha			30	McLellan, Grace Y.	D1	F	160 0 0	20
Te Pohue		N	29	Tucker, Edith C. M.	D2	F	150 0 0	20
Twyford			27	Stagpoole, Thomas	D2	M	150 0 0	20
Whatatutu		N	28	Baker, Hariett E.	D1	F	155 0 0	20
Whetukura		N	38	King, Walter J.	D1	M	180 0 0	..
GRADE 4.								
Frasertown		N	58	Plank, Louis J.	D1	HM	210 0 0	..
				Jeffries, Emily V.	E4	AF	90 0 0	..
				Lambert, Lily	..	FPr1	20 0 0	..
Hatuma			40	Woodham, Herbert	E1	HM	180 0 0	..
				Russell, Helen G.	..	AF	90 0 0	..
Kiritaki			37	Stanton, Harold E.	D3	HM	180 0 0	..
				Burgess, Dorothy	..	AF	90 0 0	..
Mangateretere		N	46	Balfour, Margaret A.	D1	HF	200 0 0	25
				Noble, Annie C.	C5	AF	100 0 0	..
Matahiwi		N	36	McClure, Jane E.	E2	HF	200 0 0	25
				Wilson, Marion	C4	AF	95 0 0	..
Matamau			74	Brown, Jonathan	C1	HM	200 0 0	..
				Brewer, Ella M.	C2	AF	115 0 0	..
Meeanee			65	Menzies, W. G., B.A.	B2	HM	195 0 0	..
				Hill, Constance	D3	AF	95 0 0	..
Mohaka		N	45	Nelson, John M.	E2	HM	210 0 0	..
				Thompson, Linda O.	..	AF	90 0 0	..
Otoko		N	36	Hooper, Eva M. E.	C1	HF	180 0 0	25
				Martin, Mrs. Magdalene	..	AF	90 0 0	..
Pakipaki		N	60	Smith, William, B.A.	B1	HM	210 0 0	..
				Wellwood, Susan K.	E2	AF	115 0 0	..
Pakowhai		N	36	Piper, George M.	D4	HM	180 0 0	..
				Westmoreland, Gladys M.	..	AF	99 0 0	..
Papatawa			45	Mayo, Ernest	D2	HM	185 0 0	..
				Lowman, Elizabeth E.	D4	AF	95 0 0	..
Petane		N	73	Speight, Hubert	C1	HM	200 0 0	..
				Shugar, Matilda	..	AF	94 10 0	..
Porangahau		N	43	Kemp, Stanley M.	C2	HM	190 0 0	..
				Dagg, Olive	..	AF	90 0 0	..
Puha		N	63	Morgan, Louisa	C1	HF	190 0 0	25
				Price, Mary	..	AF	90 0 0	..
Pukahu			46	Florance, Robert H.	C3	HM	180 0 0	..
				Burden, Mary W.	D4	AF	100 0 0	..
Puketapu		N	38	Andrews, Helen B.	D1	HF	200 0 0	..
				Rundle, Mary A.	..	AF	90 0 0	..
Rakauroa			37	Shaw, Norman H.	E1	HM	185 0 0	25
				Chambers, Clara J.	..	AF	90 0 0	..
Te Aute		N	44	Caughley, Christina J.	E1	HF	200 0 0	..
				Walshe, Elizabeth A.	..	AF	90 0 0	..
Te Rehunga		N	64	Robson, Harry	Lic.	HM	180 10 0	25
				Bell, Ruth A.	D3	AF	110 0 0	..
Tikokino			64	Eves, Charles A.	C1	HM	215 0 0	..
				Enting, Zelma A. E.	D5	AF	110 0 0	..
Tokomaru Bay		N	58	Humphrey, Ernest J.	D2	HM	185 0 0	25
				Webster, Mrs. Ada	..	AF	90 0 0	..
Umutaoroa			26	Finlayson, John H. M.	C3	M	180 0 0	..
Waerengaahika		N	70	Pole, Leonard E.	D1	HM	210 0 0	..
				Burness, Jane M.	..	AF	90 0 0	..
Waipiro Bay		N	82	Ellis, Harold L.	D1	HM	210 0 0	..
				Ewart, Emma	..	AF	90 0 0	..
				Wills, Edgar J.	..	MPr1	50 0 0	..
Weber			39	Stephens, James T. O.	B4	HM	210 0 0	..
				Ker, Mary G.	..	AF	90 0 0	..
Woodlands			37	Murphy, William J.	Lic.	HM	175 15 0	25
				Murphy, Daisy	..	AF	90 0 0	..
GRADE 5.								
Makaraka		N	86	Marshall, John	D1	HM	250 0 0	30
				Stephenson, Louisa J.	D1	AF	130 0 0	..
				Lange, Olive B.	D4	AF	105 0 0	..
Makauri			100	Soundy, Arthur W.	D1	HM	220 0 0	..
				Brooking, Lilian	D4	AF	105 0 0	..
				Brims, Elizabeth S.	C4	AF	105 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

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GRADE 5—*continued.*							
Makotuku		70	Benson, Herbert N.	C1	HM	215 0 0	..
			Soundy, Carrie A.	E2	AF	125 0 0	..
Ongaonga		90	Bissell, Edward, jun.	C1	HM	225 0 0	..
			O'Brien, Ellen M.	..	AF	94 10 0	..
			Smith, Mabel E.	..	AF	90 0 0	..
Ormond		102	McLeod, John	C1	HM	240 0 0	..
			Pickering, Esther E.	E1	AF	135 0 0	..
			Kay, Winnifred M.	..	AF	90 0 0	..
Ormondville		82	Davidson, William	C1	HM	210 0 0	..
			Tyerman, Marjorie G.	D4	AF	110 0 0	..
			Ellingham, Ida M.	..	AF	94 10 0	..
Otane	N	82	Garry, Francis A.	C1	HM	240 0 0	..
			Woodhouse, Maud E.	D3	AF	125 0 0	..
			de Barran, Florence M.	..	AF	90 0 0	..
Takapau	N	102	Caughley, James	C1	HM	235 0 0	..
			Russell, Lilly	D3	AF	105 0 0	..
			Hull, Eva	..	AF	90 0 0	..
			Bain, Ida W.	..	FPr1	50 0 0	..
Te Arai	N	120	Faram, Frederick T.	E1	HM	235 0 0	..
			Wiseman, Mabel D.	..	AF	94 10 0	..
			Benton, Cora C.	..	AF	90 0 0	..
			Mulholland, Kathleen I.	..	FPr1	50 0 0	..
Te Karaka	N	115	Sefton, Percy J.	D1	HM	260 0 0	..
			Cormack, Isabella	C4	AF	110 0 0	..
			Price, Elizabeth C.	..	AF	90 0 0	..
Tipapakuku	N	93	Quigley, Herbert S. M.	C1	HM	240 0 0	30
			McClure, Vida E. A.	D4	AF	120 0 0	..
			Bargh, Grace	D4	AF	95 0 0	..
Tolaga Bay	N	115	Miller, James	E1	HM	220 0 0	..
			Martyn, Laura	D2	AF	105 0 0	..
			Pedersen, Annie D.	..	AF	90 0 0	..
GRADE 6A.							
Clive	N	125	Sinclair, George K.	C1	HM	245 0 0	..
			Burton, Eva	C4	AF	125 0 0	..
			Player, Winifred G.	C4	AF	90 0 0	..
			Campbell, Dorothy L. N.	..	FPt2	35 0 0	..
Norsewood	N	149	Bagley, Benjamin	C1	HM	270 0 0	..
			Woodham, Ailé, B.A.	B3	AF	120 0 0	..
			Brown, Isabel	D4	AF	90 0 0	..
			Ericksen, Julia E.	..	FPt4	60 0 0	..
			Smith, Kathleen G.	..	FPt2	50 0 0	..
Patutahi	N	111	Woodward, John C.	E1	HM	245 0 0	..
			Wilkinson, Mrs. Mary	E2	AF	120 0 0	..
			Torr, Eva	..	AF	90 0 0	..
			Mortleman, Mary I.	..	FPt3	55 0 0	..
GRADE 6B.							
Havelock North		174	Holmes, Robert B.	D1	HM	260 0 0	..
			Howie, Richard A.	C5	AM	120 0 0	..
			Martin, Ethel E.	D1	AF	135 0 0	..
			Cooper, Margaret L.	..	FPt4	55 0 0	..
			Player, Gerald G.	..	MPt2	35 0 0	..
Kaiti	N	184	Bull, John H.	D1	HM	260 0 0	35
			Fawbert, Emma L.	E1	AF	140 0 0	..
			Rigby, Norman F.	..	AM	108 0 0	..
			Oxenham, Mary	..	AF	90 0 0	..
			Pedersen, Ruth J.	..	FPr1	50 0 0	..
Taradale and Greenmeadows side school	N	204	Williamson, John, B.A.	B1	HM	260 0 0	..
			Engebretsen, John A.	Lic.	AM	114 0 0	..
			Smart, Elsie G.	C4	AF	130 0 0	..
			Coward, Alice M.	..	AF	90 0 0	..
			Chadwick, Eleanor	..	AF	90 0 0	..
			Bower, Elsie	..	FPr2	55 0 0	..
Te Hapara		203	Faram, Frank C.	C1	HM	245 0 0	35
			Kirby, James R.	..	AM	108 0 0	..
			Cook, Jessie	D2	AF	125 0 0	..
			Turley, Lily M.	D4	AF	95 0 0	..
			Bushnell, Ina	..	FPr1	20 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

HAWKE'S BAY—*continued.*

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						£	s.	d.	£
GRADE 7A.									
Mahora	..	268	*Chaplin, Wilfred T.	B1	HM	280	0	0	40
			*Clapham, James W.	D2	AM	190	0	0	..
			*Gray, Maggie I.	E1	AF	150	0	0	..
			*Ross, Margaret E.	C3	AF	115	0	0	..
			Jones, Sydney I.	..	MPt4	55	0	0	..
			Hill, Eleanor	..	FPt3	55	0	0	..
			Greene, Margaret O.	..	FPr2	55	0	0	..
Mangapapa	N	275	Cole, Robert	D1	HM	275	0	0	40
			Olsen, Othenius R.	D1	AM	185	0	0	..
			Cussen, Kathleen	D2	AF	150	0	0	..
			Ambridge, Edith E.	C3	AF	135	0	0	..
			Brodie, Mrs. Joanna	E2	AF	105	0	0	..
			McCashin, Alice F.	..	FPt3	55	0	0	..
			Scott, Emily G.	..	FPr1	20	0	0	..
Waipawa D.H.S.	N	233	Watson, John D., M.A. ..	B1	HM	*290	0	0	..
			Duggan, John	C3	AM	185	0	0	..
			Marsh, Louise M.	E1	AF	150	0	0	..
			Bradbury, Annie E.	D2	AF	105	0	0	..
			Milburn, Olive W.	..	FPr2	25	0	0	..
			Keane, Jeremiah	C2	Sec.		..		..
			Smith, Rose M.	C1	Sec.		..		..
Waipukurau	..	213	Curd, Frank B.	C1	HM	270	0	0	..
			Kidd, Henry L., B.SC. ..	B4	AM	185	0	0	..
			Murray, Elizabeth H. ..	E1	AF	140	0	0	..
			McAllister, Elizabeth R. ..	C5	AF	110	0	0	..
			Gore, Mary E.	..	FPt4	55	0	0	..
			Casey, Agnes W.	..	FPt3	55	0	0	..
Wairoa	N	219	Bowie, John, B.A.	B1	HM	275	0	0	..
			McRae, James	..	AM	162	0	0	..
			Sargisson, Elizabeth L. ..	E1	AF	140	0	0	..
			Anderson, Ethel G.	D4	AF	110	0	0	..
			Mackenzie, Jeannie R. ..	..	FPt4	55	0	0	..
			Beckett, Eva	..	FPt2	50	0	0	..
			Price, Fanny	..	FPr1	50	0	0	..
GRADE 7B.									
Dannevirke North	..	280	Soundy, Richard P.	E1	HM	330	0	0	..
			McLennan, Duncan	D1	AM	230	0	0	..
			Cross, Alice M.	D1	AF	135	0	0	..
			Morgan, Kathleen	D4	AF	125	0	0	..
			Baldwin, Ilma M.	..	FPt4	60	0	0	..
			Cockerill, William S. M. ..	..	MPt3	55	0	0	..
			Quigley, Middleton S. ..	..	MPt3	55	0	0	..
			Vigers, Doris N.	..	FPr1	50	0	0	..
Dannevirke South	N	298	Harvey, George	D1	HM	320	0	0	40
			Nicoll, Thomas A.	C2	AM	180	0	0	..
			Campbell, Isabella	D3	AF	155	0	0	..
			Robertson, Isabella M. ..	D1	AF	150	0	0	..
			Barrie, Thirza I.	..	FPt4	55	0	0	..
			Chapman, Nellie K.	..	FPt4	60	0	0	..
			Paton, Maude E.	..	FPt3	45	0	0	..
Woodville D.H.S.	..	288	Stevenson, Andrew	C1	HM	*310	0	0	..
			Cartwright, James	C1	AM	210	0	0	..
			Glanville, Emily H.	D1	AF	150	0	0	..
			Milne, Christina T.	C4	AF	105	0	0	..
			Rendle, Arthur C.	..	MPt4	55	0	0	..
			Dobbyn, Josephine	..	FPt3	45	0	0	..
			McRae, Mary A.	..	FPt3	55	0	0	..
			Riley, Edgar J.	..	MPr1	20	0	0	..
			Stafford, Fred	..	MPr2	55	0	0	..
			Hoult, William H., M.A. ..	A3	Sec.		..		..
GRADE 8A.									
Napier South	..	364	Dodds, James N., M.A. ..	B1	HM	320	0	0	45
			Driller, William J.	D1	AM	220	0	0	..
			Riley, Emma J.	D1	AF	160	0	0	..
			Mitchell, Georgina M. ..	D1	AF	145	0	0	..
			Christy, Agnes C. M. ..	E2	AF	130	0	0	..
			Gorman, Annie	D2	AF	105	0	0	..
			Taffs, Ernest A.	..	AM	90	0	0	..
			Earl, Florence	..	FPt3	45	0	0	..
			Anderson, Annie M. L. ..	..	FPr2	25	0	0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

HAWKE'S BAY—*continued.*

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						£	s.	d.	£
GRADE 8A—*continued.*									
Port Ahuriri and Westshore..	N	343	Martin, William G.	C1	HM	330	0	0	..
			Cockroft, George W.	C1	AM	230	0	0	..
			Anderson, Mrs. Helen ..	E1	AF	170	0	0	..
			Cooke, Alice B.	D2	AF	145	0	0	..
			Magill, Elizabeth	D2	AF	135	0	0	..
			Puflett, Annie L.	D2	AF	105	0	0	..
			Forne, Kate	..	FPt4	55	0	0	..
			Sadler, Dorothea	..	FPt4	60	0	0	..
			Meyer, Henrietta D. ..	..	FPt1	45	0	0	..
GRADE 10C.									
Hastings D.H.S.	N	753	Pegler, Leonard F., B.A. ..	B1	HM	*395	0	0	..
			Hudson, Edward V.	B1	AM	290	0	0	..
			Rosie, Wilhelmina J. ..	E1	AF	230	0	0	..
			Cullen, Arthur R.	C1	AM	200	0	0	..
			Daly, John T.	C2	AM	180	0	0	..
			McCarthy, Ellen	D1	AF	165	0	0	..
			Gray, Georgina	D1	AF	165	0	0	..
			Harper, Amy R.	D1	AF	135	0	0	..
			Turnbull, Elizabeth	E1	AF	135	0	0	..
			King, Catherine	D2	AF	90	0	0	..
			McEwan, Edith C.	..	AF	90	0	0	..
			Barnard, Stanley	..	MPt4	55	0	0	..
			Macdonald, Elizabeth ..	..	FPt4	55	0	0	..
			Powell, Mabel H.	..	FPt4	60	0	0	..
			Seamons, Violet	..	FPt4	60	0	0	..
			Jonasen, Walter W.	..	MPt2	50	0	0	..
			Atkinson, Thomas S. ..	C2	Sec.	..			..
			Hodgson, Ruth J.	C1	Sec.	..			..
Napier	N	729	Hislop, James	C1	HM	390	0	0	50
			Grant, Milton R.	D1	AM	290	0	0	..
			Jones, William H.	C2	AM	220	0	0	..
			Barnett, Annie H.	D1	AF	190	0	0	..
			Nielson, Albert	D2	AM	165	0	0	..
			Palmer, Mary	E1	AF	165	0	0	..
			McVay, Ella M.	E1	AF	165	0	0	..
			Humphries, Georgina F. ..	D4	AF	120	0	0	..
			Hannay, Amelia W.	C3	AF	125	0	0	..
			Earl, Charlotte M.	D4	AF	105	0	0	..
			McCartney, Elizabeth J. M. ..	D5	AF	100	0	0	..
			Smale, Lily A.	D4	AF	95	0	0	..
			Anderson, Lillie R.	..	FPt5	55	0	0	..
			Murphy, Fanny	..	FPt5	55	0	0	..
			Larsen, Albert J.	..	MPt4	60	0	0	..
			Williamson, Annie P. ..	..	FPt4	55	0	0	..
			McAllister, Ila F. S.	..	FPt3	45	0	0	..
			Rigby, Cyril G.	..	MPt2	50	0	0	..
			Wolstenholme, Elfreda M. ..	..	FPr1	20	0	0	..
GRADE 10D.									
Gisborne	N	718	Rowley, Francis J., B.A. ..	B1	HM	400	0	0	50
			Wauchop, John S.	D1	AM	270	0	0	..
			Matheson, Fanny C. R. ..	E1	AF	230	0	0	..
			Cowan, David	D1	AM	210	0	0	..
			Kibblewhite, Bruce M., B.A. ..	B4	AM	170	0	0	..
			Cumming, Margaret	D1	AF	165	0	0	..
			Faram, Edith H.	E1	AF	165	0	0	..
			Adams, Florence K.	E1	AF	135	0	0	..
			Blackie, Helen W.	C2	AF	125	0	0	..
			Black, Grace	D2	AF	105	0	0	..
			Sheen, Lois H.	C3	AF	95	0	0	..
			Epps, Fanny A.	D5	AF	95	0	0	..
			Forsyth, Archibald J. ..	..	MPt4	60	0	0	..
			Moore, Irene B.	..	FPt4	55	0	0	..
			Angland, Ellen M.	..	FPt3	55	0	0	..
			Oxenham, Esther	..	FPt3	45	0	0	..
Totals	..	..	..		..	41,697	15	0	1,065

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

MARLBOROUGH.

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					£ s. d.	£
GRADE 0.						
Altimarlock	4	Craven, Leslie A.		M	30 0 0	..
Anakiwa	4	Beauchamp, Ethel B.		F	36 0 0	..
Apple Bay	6	Kelleher, Kathleen		F	36 0 0	..
Benhopai	2	Mapp, Elsie		F	12 0 0	..
Black Rock	3	McMahon, Olive		F	24 0 0	..
Brightlands	2	Black, Agnes		F	12 0 0	..
Bulwer	4	Raven, Constance		F	36 0 0	..
Crail Bay	4	Reaks, Daisy		F	30 0 0	..
Edgecombe Bay	4	Wemyss, Colin		M	24 0 0	..
Elaine Bay	5	Mead, Doris		F	30 0 0	..
Forsyth Island	4	O'Connor, Teresa		F	24 0 0	..
Hakahaka	2	Dundon, Annie		F	12 0 0	..
Head	3	King, Isabel		F	18 0 0	..
Hitaua	5	Burgess, Ida		F	30 0 0	..
Kakapou Bay	5	Guard, Daisy		F	30 0 0	..
Leefield	4	McIsaac, Ella		F	24 0 0	..
Mahau	3	Schenkel, Ella		F	24 0 0	..
Ohana	3	Eden, Florence		F	18 0 0	..
Okoha	7	Wilson, Sarah		F	48 0 0	..
Okukari	3	Watson, Leslie		M	30 0 0	..
Onahau	5	Hebberd, Ruth		F	90 0 0	..
Onapua	3	Johnson, Maud M.		F	18 0 0	..
Opihi Bay	4	Cameron, Hilda		F	36 0 0	..
Otonga	8	Gibson, Francis		M	90 0 0	10
Pines	7	Hamilton, Jean		F	42 0 0	..
Pinohia	5	Morris, Geraldine		F	30 0 0	..
Portage	3	Wilson, Elizabeth		F	18 0 0	..
Port Gore	4	Lehrke, Veronica		F	24 0 0	..
Richmond Bay	3	Reaks, Jean		F	18 0 0	..
Scarborough Run	4	Williams, Beatrice		F	24 0 0	..
Te Puru	6	Hale, Janet		F	36 0 0	..
Tetley Brook	5	Mason, Eva		F	36 0 0	..
Te Weka	5	Baxter, Henry		M	30 0 0	..
Waihohonu	2	Reardon, Kate		F	24 0 0	..
Waikakaho	6	Martyn, Annie P.		F	42 0 0	..
Waikawa Bay	4	Fletcher, Florence E.	E3	F	30 0 0	..
Waireka	6	Ham, Winifred		F	36 0 0	..
Wharehunga	3	Ensor, Mabel		F	18 0 0	..
Wynen's Bay	5	Morrison, Mary		F	30 0 0	..
GRADE 1.						
Blind River	12	Waters, Janet F.		F	90 0 0	..
Deep Creek	18	Stratford, Nea		F	90 0 0	10
Eli Bay	9	Hood, Lilian		F	90 0 0	10
Endeavour Inlet	11	Robson, Florence		F	90 0 0	10
Fabian's Valley	10	Bonser, Mrs. Ellen M.	D3	F	105 0 0	..
French Pass	9	Mackellar, Lena		F	90 0 0	10
Jordan	10	Moore, Bertha		F	90 0 0	10
Kekerangu	11	Twemlow, Alice		F	90 0 0	10
Mirza	16	Woulfe, Katherine		F	90 0 0	10
Nopera Bay	15	Murphy, Christine		F	94 10 0	10
Nydia Bay	17	Greville, Alice		F	90 0 0	10
Onahuku	12	Watson, Jessie		F	112 10 0	10
Opouri Valley	12	Harris, Margaret		F	90 0 0	10
Pelorus Bridge	11	Cheek, Eva		F	90 0 0	10
Robin Hood Bay	18	Bigg-Wither, George, B.A.	B3	M	95 0 0	10
St. Lawrence	10	Barnes, Louise		F	90 0 0	10
Sea View	9	Farnell, Florence		F	90 0 0	10
Tahuahua	8	Budge, Sylvanus		M	108 0 0	10
Te Awaite	9	Fraser, Ernest M.		M	90 0 0	..
Te Rou	15	Robinson, Frank		M	126 0 0	..
Ugbrooke	9	Robinson, Alice M.		F	90 0 0	10
Waikawa Pah	12	Howard, Kate		F	90 0 0	10
Wairau Pah	6	Hooke, Kate E.		F	90 0 0	10
Wairau Valley	13	Brooks, Gordon		M	112 10 0	..
Waitaria	11	Simpson, Lily P.		F	126 0 0	10
Waterfalls	8	O'Leary, Kathleen		F	90 0 0	10
GRADE 2.						
Fairhall	24	Packard, Frances M. B.	E1	F	165 0 0	..
Flat Creek	21	Thorpe, Mrs. Caroline E.		F	139 10 0	..
Grassmere	14	Greville, Lillian		F	108 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

MARLBOROUGH—*continued.*

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						£ s. d.	£
GRADE 2—*continued.*							
Havelock Suburban		19	Reaks, Henry J.	E2	M	160 0 0	..
Kaituna		20	Brydon, Edith M.	..	F	112 10 0	..
Linkwater		16	Allen, Constance M.	C3	F	150 0 0	15
Marshlands	N	25	Jones, Mrs. Sarah J.	D1	F	150 0 0	15
			Gallop, Elizabeth	..	Subs.	..	..
Omaka		18	Gayne, Violet E.	C3	F	150 0 0	..
Riverlands		26	Chapman, Florence M.	C3	F	130 0 0	15
GRADE 3.							
Marama		23	Greig, Arthur G.	C4	M	160 0 0	..
Ocean Bay		24	Skelley, Claude H. T.	..	M	135 0 0	20
Okaramio		28	Ongley, Patrick A.	..	M	135 0 0	..
Onamalutu		22	Stirling, Mrs. Mary	D4	F	150 0 0	..
Rapaura		35	Oldham, Hedley	D2	M	200 0 0	..
GRADE 4.							
Canvastown	N	54	O'Connor, Maurice J.	C3	HM	185 0 0	..
			Wadsworth, Bertha E.	..	AF	94 10 0	..
Carluke		50	Reader, Guy H.	..	HM	162 0 0	25
			Kelleher, Marguerite	..	AF	94 10 0	..
Havelock	N	55	Gifford, James R. A.	C3	HM	190 0 0	..
			Hanron, Alice	..	AF	90 0 0	..
Koromiko		44	Haughey, James	D1	HM	200 0 0	..
			Hilliard, Josephine	D4	AF	95 0 0	..
Marlborough Town	N	51	Nicoll, Mabel G.	C1	HF	200 0 0	..
			Godfrey, Grace Lilian	..	AF	90 0 0	..
			Prichard, Doris	..	FPt2	25 0 0	..
Seddon		44	Best, Frank D.	D2	HM	180 0 0	25
			Young, Esther	..	AF	94 10 0	..
Tuamarina		64	Fisher, Horace R.	D1	HM	235 0 0	..
			Lucas, Ella G.	C4	AF	125 0 0	..
			Duggan, Eileen	..	FPr1	20 0 0	..
Ward		52	Wallace, Elizabeth A.	E2	HF	185 0 0	..
			Bell, Susan C.	Lic.	AF	90 5 0	..
GRADE 5.							
Grovetown		82	Hill, Hollis J.	C1	HM	215 0 0	..
			Ladley, Ada Blanche E.	C2	AF	125 0 0	..
			King, George J.	..	AM	90 0 0	..
Renwick		81	Cook, William R.	D2	HM	240 0 0	..
			Williams, Agnes M. T.	D2	AF	125 0 0	..
GRADE 6A.							
Springlands		136	Howard, Harry J.	D1	HM	255 0 0	..
			Millington, Emily H.	D2	AF	130 0 0	..
			Fraser, Christina A.	C4	AF	105 0 0	..
			Foley, Agatha	..	FPt2	35 0 0	..
GRADE 7A.							
Picton		215	Robinson, Herbert J.	D1	HM	270 0 0	..
			Clemance, Herbert J.	C4	AM	180 0 0	..
			Macalister, Ria	D3	AF	135 0 0	..
			Storey, Elsie	..	AF	94 10 0	..
			Macalister, Itta	D3	AF	105 0 0	..
GRADE 8C.							
Blenheim and side school	N	439	Sturrock, David A.	D1	HM	330 0 0	..
			Wedde, Albert A.	D2	AM	225 0 0	..
			Brown, Mary M.	D1	AF	160 0 0	..
			Mortimore, Archer E.	..	AM	130 10 0	..
			Wanden, Elizabeth W.	E2	AF	135 0 0	..
			Hilliard, Evelyn E.	D3	AF	110 0 0	..
			Hilliard, Kathleen	..	AF	90 0 0	..
			O'Sullivan, Agnes E.	..	AF	90 0 0	..
			Huddleston, Octavia	..	AF	90 0 0	..
			Coward, Maude	..	FPt3	55 0 0	..
			Nevison, Isabella	..	FPt3	45 0 0	..
			Ensor, Dorothy E.	..	FPr2	25 0 0	..
			Cheek, Dorothy	..	FPr1	20 0 0	..
Totals						11,710 5 0	335

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

NELSON.

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					£ s. d.	£
GRADE 0.						
Anatimo	5	Robertson, May	..	F	36 0 0	..
Gordon	9	Western, Mabel C.	..	F	54 0 0	..
Kongahu	4	Rosser, Alberta	..	F	36 0 0	..
Lester's	4	Power, Mary	..	F	30 0 0	..
Matakitaki	5	Moran, Kate	..	F	30 0 0	..
Onekaka	7	Scadden, Mrs. M.	..	F	42 0 0	..
O'Rourke's	5	Bell, M.	..	F	30 0 0	..
Rainy River	2	Clougher, Amy	..	F	12 0 0	..
Stanley, Brook Upper	6	McKay, Ethel M.	..	F	42 0 0	..
Three-channel Flat	7	Ash, Frederick E.	..	M	90 0 0	..
Turakiwaru	8	Nuttall, Edith F.	..	F	48 0 0	..
Wangapeka, Upper	7	Chandler, Mrs. Annie	..	F	36 0 0	..
Whangamoa	5	Turner, Mrs. Annie G.	..	F	30 0 0	..
GRADE 1.						
Baton	8	Worley, Charlotte M.	..	F	90 0 0	10
Blackwater, Upper	15	Scarlett, Maggie	..	F	90 0 0	10
Brighton	9	Nalder, Amy G.	..	F	94 10 0	10
Capleston	13	McCarthy, Madge	..	F	117 0 0	..
Churchill	10	Taylor, Blanche I.	Lic.	F	104 10 0	..
Eighty-eight Valley	11	Jordan, Gladys N.	..	F	90 0 0	10
Fairdown	13	Doyle, Theresa	D3	F	120 0 0	10
Fern Flat	9	Hayes, Margaret	..	F	90 0 0	..
Glenroy	9	Tunnicliffe, Norris H.	..	M	117 0 0	10
Inangahua Junction	12	Dempsey, May J.	..	F	117 0 0	10
Inangahua Landing	12	Dunn, Ellen	..	F	90 0 0	10
Korere	17	Worley, Winifred G.	..	F	90 0 0	..
Land of Promise	14	Tunnicliffe, Robert	..	M	90 0 0	10
Little Wanganui	13	Mills, Graham	..	M	90 0 0	10
Longford	9	Ching, Harold L.	..	M	90 0 0	10
Long Plain	12	Nock, Clara	..	F	90 0 0	..
Maitai Valley	8	Brewerton, Annie	..	F	90 0 0	10
Mangarakau	14	White, Effie	..	F	90 0 0	10
Marahau	13	Allan, Janet B.	..	F	90 0 0	10
Pakawau	13	Dodson, Ruby A.	..	F	90 0 0	..
Pariwhakaho	12	Inwood, Keith	..	M	90 0 0	10
Redwood's Valley	10	Smith, Frances N. O'H.	D4	F	95 0 0	10
Rocky River	10	Wills, Jean	..	F	90 0 0	10
Six-mile	11	Palmer, Ella	..	F	90 0 0	10
Takaka East	11	Cary, Lucius L. O.	..	M	90 0 0	..
Takaka, Upper	15	Emms, Hilda	D5	F	110 0 0	10
Te Kuha (Nine-mile)	15	Ryan, Maud	..	F	90 0 0	10
Tutaki	10	McAuliffe, Thomas F.	D3	M	90 0 0	10
Waingaro	13	Symes, Adelaide L.	D3	F	120 0 0	10
Waitahu	10	McBeth, Helen A.	..	F	90 0 0	10
West Haven	12	Small, Leila G.	..	F	90 0 0	10
GRADE 2.						
Addison's Flat	19	Taylor, George N.	..	M	108 0 0	..
Clifton Terrace	23	Hewlett, Theophilus N.	Lic.	M	142 10 0	..
Ferntown	17	Horner Lilian	D4	F	120 0 0	15
Glenhope	22	Eyles, Robert E.	..	M	108 0 0	15
Globe Hill	23	Rivers, Mary Adelia	..	F	108 0 0	15
Happy Valley	22	Woollett, Ethel J.	..	F	117 0 0	..
Hillside	16	Bond, Elson W.	Lic.	M	118 15 0	..
Kaituna	28	Snook, Ada J.	E2	F	120 0 0	15
Little Grey	24	Lewis, Annie M. L.	C3	F	150 0 0	..
Lyell	10	Goodall, George R.	..	M	108 0 0	..
Matariki (Wangapeka)	19	MacPherson, Mrs. Rebecca	E2	F	130 0 0	..
Ngatimoti	22	Hewetson, Kathleen M., M.A.	B4	F	130 0 0	..
Orinoco	17	Bastin, Ida E.	D3	F	130 0 0	15
Pigeon Valley	15	Martin, Cora	D4	F	150 0 0	15
Pokororo	25	Boyes, E. E.	..	M	108 0 0	15
Puponga	25	Hayes, Frank S.	..	M	108 0 0	15
Sergeant's Hill	22	Radford, Mary E.	D4	F	140 0 0	15
Stanley Brook	20	Mackenzie, Janet C. M.	C2	F	160 0 0	..
Tadmor	23	Quinton, Ellen H.	E2	F	160 0 0	..
Uruwhenua	15	Shain, Mildred M.	..	F	112 10 0	15
Whangarae N	16	Bartrum, Charlotte A. Dorothy	C4	F	120 0 0	15
Wills' Road	12	Holdaway, Helen Frances	C2	F	150 0 0	15
Tarakohe	23	Dron, Douglas A.	D4	M	125 0 0	15
Tui	16	Goodyer, John	..	M	108 0 0	15

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

NELSON—*continued.*

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						£	s.	d.	£
GRADE 3.									
Appleby		28	Dwyer, Evelyn G.	D4	F	150	0	0	..
Arapito		27	Higgins, Florence J.	D3	F	155	0	0	20
Bainham		40	Snadden, George	D4	M	150	0	0	20
Cronadun		42	Gibbs, Betsey A. H.	D3	HF	180	0	0	20
			Foster, M.	..	F	90	0	0	..
Dovedale		28	Bolton, Pamela E.	E1	F	155	0	0	..
Kiwi		27	Lavery, Brendan M.	D4	M	150	0	0	20
Motupiko		27	Laird, Annie	D1	F	155	0	0	..
Progress		21	Walsh, Elizabeth M.	D2	F	150	0	0	..
Ranzau		35	Davies, Constance E.	C3	F	150	0	0	..
Rockville		40	Ladley, Olive M.	D3	HF	150	0	0	..
			Harvey, Constance Myrtle L.	..	AF	90	0	0	..
Tapawera		31	Hodgkinson, Jessie L.	E3	F	155	0	0	20
GRADE 4.									
Birchfield		39	Harrison, Robert	C1	HM	190	0	0	25
			Smith, Ellen	D4	AF	100	0	0	..
Black's Point		57	Green, Richard E.	E1	HM	200	0	0	25
			Moore, Euphemia J.	E2	AF	110	0	0	..
Brightwater and side school		60	Bryant, William Henderson	B1	HM	200	0	0	..
			Widdowson, Florence A.	Lic.	AF	90	0	0	..
			Wadsworth, Mary I.	..	AF	90	0	0	..
Brooklyn		71	Trevella, Arthur	D1	HM	210	0	0	..
			Turner, Fanny M.	C2	AF	110	0	0	..
			Robinson, Greta	..	FPr1	50	0	0	..
Burnett's Face		69	Kane, Thomas	C3	HM	200	0	0	25
			Whitwell, Reba	..	FPt3	55	0	0	..
			Winter, Alice	..	FPt2	35	0	0	..
Cape Foulwind		50	Kelpe, Caroline	C2	HF	200	0	0	..
			McKay, Constance M.	..	AF	90	0	0	..
Charleston and side school		37	Bryan, Elizabeth E.	D3	HF	185	0	0	..
			Maloney, Grace G.	..	AF	90	0	0	..
Collingwood		37	Cartner, Robert C.	D5	HM	185	0	0	..
Foxhill		45	Mayo, Egbert J.	E1	HM	200	0	0	..
			Cooke, Gertrude M.	D4	AF	95	0	0	..
Hope		38	Hall, William A.	C1	HM	190	0	0	25
			Salmond, Jessie	E1	AF	120	0	0	..
Karamea		63	Gilmor, Edward J.	C2	HM	200	0	0	..
			Satchell, Emily F.	..	AF	90	0	0	..
Motupipi	N	53	Manson, Mrs. Lydia M.	E1	HF	200	0	0	..
			Malloy, Carita	..	AF	90	0	0	..
Moutere, Lower		53	Sanders, Herbert B. S.	D1	HM	200	0	0	..
			Easton, Elizabeth	..	AF	90	0	0	..
Murchison		60	Rogers, Marmaduke	C2	HM	190	0	0	..
			Mayo, Florence Alice	..	AF	90	0	0	..
Neudorf		38	Baigent, Louis O.	D1	HM	185	0	0	..
			Jordan, Fanny S.	D2	AF	110	0	0	..
Sarau		45	Fair, George O.	C1	HM	200	0	0	..
			Findlay, Elspeth A.	D5	AF	95	0	0	..
Spring Grove		52	White, Alfred T.	C1	HM	200	0	0	..
			Lewis, Ruth	D2	AF	110	0	0	..
Summerlea		36	Jordan, James G.	C3	HM	190	0	0	..
			Jordon, Mrs. Alice M.	D4	AF	120	0	0	..
Takaka Central		24	Page, May	E1	F	190	0	0	..
Wai-iti		45	Horner, Hugh H.	D2	HM	190	0	0	..
			Morrison, Catherine A.	E2	AF	110	0	0	..
Waimangaroa		47	Gapper, Bernard R.	E2	HM	200	0	0	..
			Seddon, Mrs. Annie	..	AF	90	0	0	..
Waimea West		38	Coleman, Bernard F. P.	C1	HM	185	0	0	..
			Lewis, Phyllis	D4	AF	110	0	0	..
Wai-uta		37	Slowey, Theresa M. P.	C3	HF	180	0	0	..
			Gannon, Julia Agnes	D4	AF	120	0	0	..
Whakarewa		51	Poole, William E.	C2	HM	200	0	0	..
			Raikes, Alice O.	D4	AF	90	0	0	..
GRADE 5.									
Millerton		106	Lawn, George	C2	HM	220	0	0	..
			Hargreaves, Alice E.	D4	AF	110	0	0	..
			Noble, Ethel	..	AF	90	0	0	..
Riwaka		88	Irwin, Robert	C1	HM	235	0	0	..
			Condell, Katie Z.	Lic.	AF	99	15	0	..
			Easton, Louisa N.	..	AF	90	0	0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

NELSON—*continued.*

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GRADE 5—*continued.*								
Seddonville		..	97	Street, Samuel W.	C1	HM	235 0 0	..
				Hill, Mabel H.	Lic.	AF	99 15 0	..
				Dement, Ida V.	..	AF	90 0 0	..
Stoke and side school ..		..	107	Wilmot, David H.	C1	HM	240 0 0	..
				Hill, Ethel I.	D4	AF	125 0 0	..
				Shirtliff, Kate W.	D3	AF	105 0 0	..
				Hagen, N.	..	FPr1	50 0 0	..
Wakefield, Lower		..	98	Peart, Frederick B.	E1	HM	240 0 0	..
				Bird, Kate B.	E2	AF	125 0 0	..
				Mead, Irene W.	..	FPt4	60 0 0	..
GRADE 6A.								
Denniston		..	151	Douglas, Arthur	C1	HM	260 0 0	..
				Heal, Mrs. Annie C.	D3	AF	120 0 0	..
				Conway, Edith	..	AF	90 0 0	..
				Brown, Frances J.	..	FPt1	35 0 0	..
Granity and side school ..		..	170	Rumbold, William Alexander ..	C1	HM	245 0 0	35
				Alexander, Elizabeth M. ..	E2	AF	120 0 0	..
				Trott, Jessie S. M.	..	AF	90 0 0	..
				Risk, Clara R.	D5	AF	90 0 0	..
				Satchell, W.	..	FPt1	35 0 0	..
Motueka D.H.S.		N	147	Griffin, Thomas J., B.A. ..	B1	HM	*260 0 0	..
				Parkinson, Sarah J. .. .	..	AF	108 0 0	..
				Thorp, Charles W.	..	AM	94 10 0	..
				Boundy, Connie	..	FPt4	55 0 0	..
				Raikes, Madge	..	FPt1	20 0 0	..
				Stoddart, Frances, B.A. ..	B1	Sec.	..	..
Takaka, Lower, D.H.S. ..		..	121	Boyes, William H.	D1	HM	*245 0 0	..
				Easdale, Mildred J. N. ..	C3	AF	125 0 0	..
				Hunter, Isabel	..	AF	90 0 0	..
				Ainsworth, Emma F., B.A. ..	B2	Sec.	..	..
GRADE 6B.								
Richmond		..	178	Boyce, Charles G. M. ..	B1	HM	245 0 0	..
				Graham, Amy de L.	D1	AF	125 0 0	..
				Hewlett, Edith M.	C3	AF	120 0 0	..
				Wills, E.	..	FPt3	55 0 0	..
				Woods, Edith	..	FPt3	45 0 0	..
				Earl, Constance	..	FPr2	55 0 0	..
GRADE 8A.								
Reefton D.H.S.		..	211	Hiddlestone, John F. C. ..	D1	HM	*270 0 0	..
				Williams, Sophia B.	D4	AF	180 0 0	..
				Galloway, Helen	E2*	AF	140 0 0	..
				Garth, Isobelle O.	E3	AF	105 0 0	..
				Hunter, Charlotte	..	FPr1	20 0 0	..
				Everett, Gladys	C5	Sec.	..	..
GRADE 9A.								
Nelson Boys' and two side schools		..	488	Gibbs, Frederick G., M.A. ..	A1	HM	360 0 0	50
				Worley, William F.	D1	AM	260 0 0	..
				Veysey, John T.	E1	AM	230 0 0	..
				Hughes, Margaret	C1	AF	180 0 0	..
				Brown, Robert	D4	AM	135 0 0	..
				Kitching, Mary E.	E1	AF	140 0 0	..
				Kidson, Mrs. Kitty E. ..	C1	AF	140 0 0	..
				Wright, Julia C.	D2	AF	105 0 0	..
				Baird, Agnes R.	C4	AF	95 0 0	..
				Palmer, Constance M. ..	C4	AF	95 0 0	..
				Kershaw, Lucy D.	..	FPt4	55 0 0	..
				Fowler, Gwendoline	..	FPt4	55 0 0	..
				Thompson, Phyllis M. ..	..	FPt3	45 0 0	..
				Moore, Florence K.	..	FPt3	45 0 0	..
				Ames, H. G.	..	MPr2	25 0 0	..
				Hounsell, May B.	..	FPr2	55 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

NELSON—*continued.*

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GRADE 9c.							£ s. d.	£
Nelson Girls' and two side schools	..		588	Knapp, Frederick V. ..	B1	HM	310 0 0	50
				Bond, Jane A.	D1	AF	220 0 0	..
				Johnson, Amy F.	B2	AF	170 0 0	..
				Hood, Marion C.	D1	AF	150 0 0	..
				Gilbert, Esther E.	D1	AF	120 0 0	..
				Wright, Gwendoline F. ..	E3	AF	110 0 0	..
				Shone, Eva E.	D3	AF	110 0 0	..
				Johnston, Janet	D4	AF	105 0 0	..
				Ingram, Annie M.	D4	AF	105 0 0	..
				Baigent, Beatrice L. M. ..	C4	AF	100 0 0	..
				Karsten, Rona P.	..	FPt4	55 0 0	..
				Shone, Florence E.	..	FPt4	55 0 0	..
				Caigou, M.	..	FPt4	60 0 0	..
				McEwan. M.	..	FPt4	60 0 0	..
				Moore, Doris	..	FPt4	55 0 0	..
				Bolton, Kathleen M. ..	..	FPt3	45 0 0	..
				Roughton, Verna	..	FPr1	50 0 0	..
Westport D.H.S.	..	..	631	Harkness, James H., B.A. ..	B1	HM	*355 0 0	50
				Boswell, Edward B. B. ..	C1	AM	260 0 0	..
				Kirby, Alban M.	D3	AM	190 0 0	..
				Martin, Annie	E2	AF	170 0 0	..
				Marris, Amelia	D1	AF	155 0 0	..
				Hill, Jessie A.	D3	AF	145 0 0	..
				Suisted, Florence M. A. ..	D4	AF	130 0 0	..
				Bayfield, Mary G.	D4	AF	115 0 0	..
				Mills, E.	..	FPt4	55 0 0	..
				Gibbard, D. .. .	..	MPt4	55 0 0	..
				Rowley, Gladys	..	FPt3	45 0 0	..
				Fletcher, Mabel	..	FPt3	45 0 0	..
				Doyle, Maud	..	FPt3	45 0 0	..
				Carrick, Margaret	..	FPt3	45 0 0	..
				Bayfield, G.	..	FPr2	25 0 0	..
				Peart, Elvira S.	..	FPr2	55 0 0	..
				Gifford, A. J., M.A.	A1	Sec.	..	..
				Saxon, K.	..	Sec.	..	..
Totals	..	..	..	..	..	..	26,869 15 0	835

GREY.

GRADE 0.								
Inchbonnie	..		6	Larkin, Ellen	..	F	90 0 0	..
Moonlight	..		6	Turner, Marguerite	..	F	36 0 0	..
Taramakau	..		4	Ryan, Bridget	..	F	24 0 0	..
GRADE 1.								
Ohaura	..		14	Maloney, John W.	D1	M	180 0 0	..
Barrytown	..		9	Ryall, Jane	..	F	99 0 0	10
Boddytown	..	N	17	Newlands, Susan	..	F	90 0 0	10
Jack's Mill	..		10	Dempsey, Alexander	..	M	90 0 0	10
Kaimata	..		9	Blair, Nora	..	F	90 0 0	10
Kotuku	..		14	O'Donnell, Mary	..	F	112 10 0	10
Marsden	..		6	O'Donnell, Nora	..	F	90 0 0	..
Poerua Estate	..		8	Garland, Rachel	..	F	126 0 0	10
Rewanui	..		10	Gillin, Kathleen	..	F	90 0 0	10
Ryder's Mill	..		11	Stanahan, Margaret	..	F	90 0 0	10
Slatey Creek	..		7	Murray, James	..	M	90 0 0	..
Westbrook	..		8	O'Donnell, Catherine ..	..	F	99 0 0	..
GRADE 2.								
Dunganville	..		14	Kelly, Norah	..	F	108 0 0	..
Moana	..		16	Moriarty, Michael	D5	M	120 0 0	15
Roa	..		23	Dempsey, Ethel	Lic.	F	118 15 0	15
Stillwater	..		23	Crowley, Johanna	D1	F	180 0 0	15
Te Kinga	..		18	Fahey, Mary	..	F	117 0 0	15
Totara Flat	..		22	O'Connell, Catherine ..	D1	F	150 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

GREY—*continued.*

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							£	s.	d.	£
GRADE 3.										
Swede's Mill	..	..	30	Dixon, Dorothy S.	D2	F	160	0	0	20
GRADE 4.										
Dobson	..	..	44	Crowley, Annie M. J. ..	D1	HF	200	0	0	25
				Woods, Elsie	..	AF	94	10	0	..
Hatter's	..	..	54	O'Brien, Eileen	..	HF	162	0	0	25
				Donnellan, Norah	..	AF	90	0	0	..
Kokiri	..	..	34	Griffiths, Elizabeth	D1	HF	200	0	0	25
				Watchman, Eleanor	..	AF	90	0	0	..
Ngahere	..	..	51	Owens, Edith	E1	HF	200	0	0	25
				Malone, Theresa	..	AF	103	10	0	..
Paroa	..	..	54	Kemple, Francis M.	E1	HF	200	0	0	..
				Dowling, Johanna	..	AF	99	0	0	..
GRADE 5.										
Taylorville	..	..	65	Malone, Michael	D1	HM	210	0	0	30
				Hargreaves, Alice M. ..	D3	AF	130	0	0	..
GRADE 6B.										
Blackball	..	..	194	Wickes, Arthur J.	C1	HM	270	0	0	35
				Wilson, Maud E.	D2	AF	150	0	0	..
				Dempsey, Agnes	Lic.	AF	114	0	0	..
				Moriarty, Eleanor	..	AF	90	0	0	..
				O'Donnell, Norah B.	..	FPr2	55	0	0	..
Cobden	..	..	174	Barrett, Henry R.	D2	HM	240	0	0	35
				Moore, Isabella	D2	AF	140	0	0	..
				Cornwall, Ivy L.	Lic.	AF	114	0	0	..
				Foord, Frederick	..	AM	90	0	0	..
GRADE 7A.										
Runanga	..	..	223	O'Flyn, Francis E.	D1	HM	270	0	0	40
				Crowley, Elizabeth L. ..	D1	AF	180	0	0	..
				Duncan, Margaret	..	AF	121	10	0	..
				Duggan, Margaret	..	AF	94	10	0	..
				Ward, Rose	..	FPt4	55	0	0	..
				Southward, James	..	MPt1	25	0	0	..
				Greaney, Theresa	..	FPr1	50	0	0	..
GRADE 9C.										
Grey D.H.S. and Blaketown side school		N	565	Adams, Allan A.	D1	HM	*370	0	0	50
				Wilson, James F.	C1	AM	250	0	0	..
				Blair, Christina	D1	AF	185	0	0	..
				Skoglund, Whilemina ..	D1	AF	165	0	0	..
				Hitchcock, Mary L.	C3	AF	135	0	0	..
				Hargreaves, Hilda	..	AF	126	0	0	..
				Moore, Ellen	..	AF	112	10	0	..
				Williams, Louisa	..	AF	90	0	0	..
				Robinson, Barbara	Lic.	AF	99	15	0	..
				Keddell, Katherine	..	FPt3	45	0	0	..
				Mullins, Timothy J.	..	MPt2	50	0	0	..
				O'Leary, Ellen	..	FPt2	50	0	0	..
				Fearey, Irene	..	FPt2	50	0	0	..
				Allan, Ivy B.	..	FPt2	35	0	0	..
				Creagh, Kathleen	..	FPr1	50	0	0	..
				Talbot, Arthur E.	D2	Sec.	..			..
				Thompson, Marion	D1	Sec.	..			..
Totals	..	..	..	..	..	..	8,001	10	0	450

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

WESTLAND.

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						£ s. d.	£
GRADE 0.							
Bruce Bay	N	6	Bannister, John William		M	99 0 0	..
Cook's River		4	Williams, Mary		F	30 0 0	..
Mahitahi		7	Cuttance, Alice		F	48 0 0	..
Mikonui		5	Anderson, Phyllis		F	30 0 0	..
Otira, Lower		5	Larkin, Elizabeth		F	36 0 0	..
Rotokino		5	Park, Grace		F	36 0 0	..
Waiho		5	Donovan, Ellen J.		F	30 0 0	..
GRADE 1.							
Blue Spur		8	Hogan, Catherine B.	D3	F	110 0 0	..
Callaghan's		10	Campbell, Irene de V.		F	99 0 0	..
Goldsborough		12	Mitchell, Rose A.		F	117 0 0	..
Jackson		10	Leamy, Agnes W.		F	90 0 0	10
Kokatahi, Upper		11	Ritchie, Annie		F	90 0 0	10
La Fontaine		10	Shearer, Annie C.		F	90 0 0	10
Manuanui		7	Millner, Evelyn		F	90 0 0	10
Okarito		9	McBride, Kate		F	90 0 0	..
Okuru		11	Saville, Alfred J.		M	99 0 0	..
Rangiriri		9	Fahey, Rose D.		F	90 0 0	10
GRADE 2.							
Awatuna		15	Turner, Georgina M.		F	117 0 0	15
Humphrey's		25	Simpson, Sophia J.		F	112 10 0	..
Interwanganui		18	Patrick, Anna		F	108 0 0	15
Kokatahi, Lower		20	Mackinnon, Maude	E2	F	130 0 0	15
Kumara Junction		15	Wallace, Elizabeth M.		F	117 0 0	15
Ruatapu		26	Hogan, Teresa M.		F	126 0 0	..
South Beach		19	Dixon, Ellenor	D3	F	155 0 0	..
GRADE 3.							
Koiterangi		26	Johnston, Mrs. Margaret A.	D2	F	155 0 0	..
Stafford		27	Stark, Elizabeth M.	D1	F	155 0 0	..
GRADE 4.							
Arahura Road	N	46	Henderson, John J.	D1	HM	200 0 0	..
			Henderson, Mrs. Margaret		AF	99 0 0	..
Kanieri	N	51	Potts, Mary Jardine	D1	HF	200 0 0	..
			Wilson, Mary E.		AF	90 0 0	..
Otira, Upper		35	Thomson, Mrs. Mary M.	D2	HF	200 0 0	25
			Murphy, Theresa M.		AF	94 10 0	..
Woodstock		52	Mackay, William D.	D1	HM	200 0 0	..
			Nancekivell, Alice E.		AF	108 0 0	..
GRADE 5.							
Kumara and Dillman's side school		117	Seebeck, Albert H.	D1	HM	240 0 0	..
			Bell, Mary J.	D2	AF	130 0 0	..
			Evison, Marie		AF	90 0 0	..
			Rudkin, Alfred R.		MPt5	55 0 0	..
			O'Donnell, Mary K.		FPr2	55 0 0	..
Ross		86	Winchester, William	C1	HM	215 0 0	..
			Winchester, Mrs. Winifred		AF	94 10 0	..
			Evans Laurie		FPt1	25 0 0	..
GRADE 8A.							
Hokitika D.H.S.	N	334	de Berry, Leonard F., M.A.	B1	HM	*310 0 0	..
			Ward, Esther	D1	AF	210 0 0	..
			Potts, Wilhemina S.	D3	AF	150 0 0	..
			Goudie, Elizabeth M.	D2	AF	145 0 0	..
			Wallace, Isabella E.		FPt4	55 0 0	..
			Breeze, Evelyn M.		FPt4	55 0 0	..
			McGuigan, John J.		MPt3	55 0 0	..
			Fraser, Ivy M.		FPr1	20 0 0	..
			Williams, Henry	C1	Sec.	..	..
			Olliver, Margaret F. L., M.A., M.Sc.	A3	Sec.	..	..
Totals						5,545 10 0	135

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

NORTH CANTERBURY.

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					£ s. d.	£
GRADE 0.						
Conway Flat	6	McDowell, Mary		F	36 0 0	..
Ethelton	4	Banks, Annie E.		F	24 0 0	..
Glen Hope	2	Hickman, Nora M.		F	12 0 0	..
Kemton Combe	3	Stewart, Elsie		F	24 0 0	..
Virginia	3	McLaren, James		M	18 0 0	..
GRADE 1.						
Anama	19	Jones, Mrs. Marian F.	D2	F	120 0 0	10
Ataahua	9	Tod, Winifred J.		F	90 0 0	..
Awaroa	8	Pilling, Janet		F	90 0 0	10
Bealey	9	Rogers, Lily A. C.	C4	F	105 0 0	10
Birdling's Flat	11	Hoare, Mary O'B.		F	90 0 0	10
Charing Cross	14	Liddy, Ann M.		F	90 0 0	..
Courtenay	13	Ross, Evelyn C.		F	90 0 0	10
Ealing	16	Knox, Eliza J.	C5	F	90 0 0	..
Flemington	18	Falconer, Elizabeth A.		F	99 0 0	..
Gebbie's Valley	18	Brock, Marina	E4	F	90 0 0	..
Greenstreet	19	Barton, Mary E.	D3	F	120 0 0	..
Hundalee	10	Haine, Sidney G.		M	90 0 0	..
Hurunui	8	Earshman, Mary		F	90 0 0	..
Kaiapoi Island	13	Todd, Lily		F	90 0 0	..
Kaituna	9	Sapsford, Elsie F. L.	C4	F	95 0 0	10
Kukupa	9	Cassidy, Mary C.		F	90 0 0	..
Newland	8	Burnard, Florence L.	D5	F	90 0 0	..
Pendarves	15	McMillan, Mrs. Margaret	D2	F	120 0 0	..
Pigeon Bay	15	Orr, Charlotte E.	E4	F	90 0 0	10
Port Robinson	13	Wilkinson, Mrs. Caroline M.	D3	F	100 0 0	..
Robinson's Bay	12	Burnard, Eva		F	90 0 0	..
Russell's Flat	13	Allan, Mrs. Evaline H. F.	C4	F	100 0 0	..
Seaview	10	Dalby, Margaret G.		F	90 0 0	10
Teddington	13	Suckling, Gertrude A.	D4	F	95 0 0	..
Te Pirita	13	Hart, Nathalie		F	90 0 0	10
GRADE 2.						
Alford Forest	24	Sloan, Caroline	E3	F	125 0 0	..
Arthur's Pass	22	Holland, Dorice M., M.A.	A4	F	125 0 0	..
Ashley Gorge	22	McMeekan, Catherine A.	D1	F	150 0 0	15
Aylesbury	19	Hartstonge, Anne F.	C4	F	120 0 0	..
Barry's Bay	22	Anderson, Nellie W.	C4	F	120 0 0	..
Broomfield	22	Townsend, Ethel M.	E2	F	150 0 0	..
Burnham	16	Wright, Emily H. A.	D3	F	150 0 0	15
Bushside	16	Wilkinson, Mrs. Kate	C2	F	170 0 0	..
Camla	16	Rudd, Mildred	C4	F	125 0 0	15
Carew	15	Minnis, Emily		F	117 0 0	15
Chorlton	15	Scott, Mary	C4	F	120 0 0	15
Dorie	17	Minnis, Kathleen L.	C4	F	130 0 0	15
Eiffelton	18	Doherty, Kate	E3	F	140 0 0	..
Elgin	21	Donald, Mrs. Eliza N.	D2	F	125 0 0	..
French Farm	19	Moore, Lily C.	D5	F	120 0 0	..
Glen Kowhai	17	Brown, Walter A.		M	108 0 0	15
Glenroy	17	Beattie, Mrs. Helen M.		F	117 0 0	..
Governor's Bay	16	Calvert, Sarah S.	Lic.	F	142 10 0	..
Greta Valley	16	Compton, Gladys	D5	F	125 0 0	15
Halkett	19	Cooper, Edith M.	D2	F	150 0 0	..
Homebush	21	Sloan, Emily	E3	F	130 0 0	15
Kimberley	19	Lloyd, Ada C.	C4	F	125 0 0	..
Kowai Bush	23	Killner, Elizabeth D.	D2	F	150 0 0	..
Leader	19	Moir, Margaret W.		F	108 0 0	15
Little Akaloa	21	Philpott, Sarah A.	C4	F	120 0 0	..
Little River Native	18	Silcock, Harold S.	Lic.	M	123 10 0	..
Lowcliffe	23	McIver, Sarah		F	135 0 0	..
Lynnford	23	Mackay, Annie E.	D5	F	120 0 0	15
Mason's Flat	23	Charles, Mary J.	D2	F	160 0 0	..
Mount Grey Downs	23	Dare, Constance H.	C3	F	125 0 0	..
Overdale	13	French, Olive A.	C4	F	120 0 0	15
Port Levy	13	Handley, Agnes E.	D4	F	130 0 0	..
Rapaki	19	Hastings, Evelyn A.		M	135 0 0	..
Riverside	13	Newstead, Mrs. Louisa	D3	F	120 0 0	..
Rokeby	24	Aitken, Allison A.		F	112 10 0	15
Saltwater Creek	19	Lace, Bessie	C3	F	120 0 0	..
Scargill	21	O'Brian, Agnes C. S. R.		F	108 0 0	15
Seafield	16	Mulligan, Thomas	E1	M	120 0 0	..
Sedgemere	22	Anderson, Caroline V.	D3	F	125 0 0	..
Selwyn	19	Bradley, Mrs. Lily	D3	F	120 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

NORTH CANTERBURY—*continued.*

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						£ s. d.	£
GRADE 2—*continued.*							
Spencerville		17	Smith, Annabella P.	..	F	108 0 0	15
Stoke		20	Gibson, Inez R.	D4	F	125 0 0	..
Summerhill		15	Wake, Mrs. Mary F.	E4	F	130 0 0	..
The Peaks		18	Hewett, Olive M.	D4	F	125 0 0	15
View Hill		19	Dingwall, Mrs. Elizabeth	D3	F	160 0 0	..
Wakanui		22	Davidson, May	D2	F	140 0 0	..
Winchmore		19	McIntyre, John	D4	M	150 0 0	15
Woodstock		9	Kearon, Anna M.	D3	F	120 0 0	15
GRADE 3.							
Ashton		27	Le Fleming, Jeanette L.	D1	F	165 0 0	..
Barr Hill		26	Opie, Ronald	..	M	135 0 0	..
Breeze's Road		31	Harland, Beatrice M.	D2	F	150 0 0	20
Broadfield		29	Eagan, Victoria H. W.	D2	F	155 0 0	..
Chertsey		26	Campbell, John	D2	M	200 0 0	..
Cooper's Creek		30	Callaghan, Francis R.	C5	M	155 0 0	..
Culverden		31	Chapman, Lucy	D2	F	155 0 0	..
Darfield		22	Ellis, Leonard R.	E2	M	150 0 0	..
Domett		25	Keys-Wells, Arthur P.	C3	M	160 0 0	..
Dromore		27	Hewitt, Lily M.	D3	F	150 0 0	..
Duvauchelle's Bay		29	Tosswill, Mrs. Ellen M.	C1	F	180 0 0	..
Eyreton		26	Ladbrooke, Charlotte J.	D2	F	170 0 0	..
Fairton		40	Andrews, Ada H.	E2	F	155 0 0	20
Hanmer Plains		23	Snowball, Laura E.	D2	F	155 0 0	20
Hapuku		30	Sullivan, Andrew J.	C3	M	150 0 0	..
Horsley Downs		35	Halliburton, Martha P.	D2	F	150 0 0	20
Killinchy		37	Warnock, Selina M.	B2	F	200 0 0	..
Kirikiri		27	Dynes, Arabella	D2	F	155 0 0	20
Kirwee		21	Colthart, James	D5	M	150 0 0	..
Leithfield		37	Wild, Cyril T., B.A.	B4	M	165 0 0	..
Loburn North		37	Chambers, Edwin S.	Lic.	M	142 10 0	..
Longbeach		31	Watson, John	D2	M	200 0 0	..
Mead		29	Shaw, Joseph W.	C3	M	150 0 0	20
Medbury		28	Jeffries, Laura	E2	F	150 0 0	..
Puaha		36	Bell, Matilda	E1	F	185 0 0	..
Ruapuna		32	Müller, Nicolaus F.	E2	M	170 0 0	..
South Malvern		28	Riordan, Annie W.	D1	F	180 0 0	..
Waikuku	N	31	Adamson, David	..	M	148 10 0	..
Wainui	N	28	Ormandy, Florence E.	C3	F	150 0 0	..
Weedon		20	Sustins, Nolan	C4	M	155 0 0	..
Westerfield		34	Maxwell, Robert W. D.	C4	M	150 0 0	..
West Melton		21	Ormandy, Elsie M.	D2	F	170 0 0	..
GRADE 4.							
Annat		38	King, Edmund A.	C1	HM	190 0 0	..
			Clarke, Ruby A.	..	AF	90 0 0	..
Ashley		45	Grant, Henry A.	C2	HM	200 0 0	..
			Hammond, Eva	C4	AF	90 0 0	..
Balcairn		36	Noble, John	D1	HM	210 0 0	..
			McNally, May R.	C4	AF	95 0 0	..
Brookside		38	Brown, John B.	B2	HM	200 0 0	..
			Morland, Mildred G.	..	AF	99 0 0	..
Carleton		38	Dickie, William	C2	HM	180 0 0	..
			Montagu, Grace M.	D5	AF	90 0 0	..
Cashmere		80	Hodgson, Adéle	D1	HF	195 0 0	25
			Seay, Alexandrina	..	AF	90 0 0	..
Clarkville		40	Irwin, Major G.	C2	HM	210 0 0	..
			Hiatt, Fanny C.	D2	AF	110 0 0	..
Cust		65	Arnott, David	D1	HM	210 0 0	..
			Kininmonth, Helen M.	C4	AF	95 0 0	..
Doyleston		74	Pearson, Robert S.	D1	HM	215 0 0	..
			Cavell, Elizabeth B.	Lic.	AF	90 0 0	..
			Morris, Iris	..	FPr2	55 0 0	..
Dunsandel		68	Smith, Frederick	B2	HM	200 0 0	..
			Thornton, Edith M.	C3	AF	105 0 0	..
Ellesmere		34	Hawke, Ernest	..	HM	180 0 0	..
			Mayne, Helga M.	C5	AF	90 0 0	..
Eyreton West		45	Silcock, Frederick A.	D2	HM	200 0 0	..
			Jackman, Sarah E. G.	..	AF	99 0 0	..
Fernside		62	Pavitt, Norman W.	D2	HM	185 0 0	..
			Voss, Ruby E.	C4	AF	95 0 0	..
German Bay		26	Sloane, William J.	D2	HM	180 0 0	25
			McKelvy, Mary	..	AF	90 0 0	..
Greendale		37	North, Robert H.	C2	HM	200 0 0	..
			Ingley, Mrs. Mary	E3	AF	105 0 0	..
Greenpark		43	Whitelaw, George	C2	HM	200 0 0	..
			Rattray, Joan	Lic.	AF	104 10 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

NORTH CANTERBURY—*continued.*

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						£ s. d.	£
GRADE 4—*continued.*							
Halswell		61	Guiney, Samuel P.	D2	HM	210 0 0	..
			Guiney, Mrs. Margaret A.	E2	AF	115 0 0	..
Highbank		42	Brown, Grace	D1	HF	180 0 0	..
			Ferguson, Eva L.	C5	AF	90 0 0	..
Hororata		41	Quartermain, George	D2	HM	200 0 0	..
			More, Christina A.	..	AF	90 0 0	..
Irwell		41	Morland, Thomas A.	B2	HM	195 0 0	..
			Mann, Ida, B.A.	B4	AF	120 0 0	..
Kaikoura Suburban	N	86	Sherrard, William	C3	HM	185 0 0	..
			Whitcombe, Myra J.	D4	AF	95 0 0	..
			Haine, Gladys J.	..	AF	90 0 0	..
Ladbrook's		42	Rundle, Frederick T.	D2	HM	185 0 0	..
			Fraser, Helen M.	..	AF	90 0 0	..
Lakeside		29	Anderson, George	D2	HM	195 0 0	..
			Struthers, Elizabeth B.	D4	AF	90 0 0	..
Lauriston		36	Comer, Edith R.	D2	HF	180 0 0	..
			White, Edith E.	D5	AF	90 0 0	..
Le Bon's Bay		49	Bruce, Robert	E2	HM	195 0 0	..
			Newport, Elizabeth	..	AF	90 0 0	..
Lismore		26	Sutcliffe, William C.	D3	M	180 0 0	..
Little River		44	Gillman, Herbert A. W.	B2	HM	210 0 0	..
			Horrell, Elizabeth D. H.	..	AF	90 0 0	..
Loburn		36	Austin, Leslie G.	C4	HM	180 0 0	..
			Dawson, Mrs. Ada	E2	AF	90 0 0	..
Lyndhurst		48	Hight, Maude L.	D2	HF	185 0 0	25
			Smith, Frances H.	..	AF	90 0 0	..
Mayfield		37	Withell, Charles W.	D2	HM	200 0 0	..
			Patrick, Hannah M. M.	E2	AF	110 0 0	..
Midland Railway		18	Thompson, James	D1	M	210 0 0	25
Motukarara		24	Pitt, Alfred W.	D3	M	180 0 0	..
Mount Somers		36	Sheldon, James C.	E2	HM	190 0 0	..
			Ryan, Catherine	..	AF	90 0 0	..
Okain's Bay		42	Thomas, Walter	D2	HM	200 0 0	..
			Wagstaff, Nancy	..	AF	90 0 0	..
Omihi		43	Savill, Mrs. Harriet	D1	HF	180 0 0	..
			McLean, Jessie M.	..	AF	90 0 0	..
Oxford West		48	Harbidge, James	D2	HM	210 0 0	..
			Buchanan, Marian A.	C4	AF	95 0 0	..
Redcliffs		48	Kirkpatrick, William D.	C2	HM	200 0 0	25
			Kirkpatrick, Louisa J.	D2	AF	110 0 0	..
Rolleston		43	Blank, Albert R.	C3	HM	180 0 0	..
			Robson, Bertha	C4	AF	95 0 0	..
Rotherham		35	McGill, Robina L.	C3	HF	180 0 0	..
			Strong, Marion E.	D5	AF	90 0 0	..
Sefton		76	Thomson, Hugh F.	D2	HM	210 0 0	..
			Down, Alice	C3	AF	105 0 0	..
Spotswood		40	Blain, Thomas	B2	HM	200 0 0	..
			Turner, Lilian	D4	AF	95 0 0	..
Springburn		29	Moses, William H.	D2	HM	200 0 0	..
			Large, Elsie A.	D4	AF	95 0 0	..
Springfield		47	Moore, Maurice O.	D4	HM	200 0 0	..
			Cullen, Gladys	C4	AF	110 0 0	..
Springston		68	Jackson, Joseph	C2	HM	210 0 0	..
			Kime, Henrietta	D2	AF	115 0 0	..
Springston South		29	Cooper, Arthur	D2	M	180 0 0	..
Swannanoa		38	Craig, Sarah M.	D1	HF	180 0 0	..
			Haden, Helena	..	AF	90 0 0	..
Tuahiwi	N	33	Cossgrove, David	D1	M	200 0 0	..
Waddington		70	Pole, Thomas L. P.	D1	HM	210 0 0	..
			Cornwell, Edith M.	C4	AF	95 0 0	..
Waiau		69	Judkins, William E.	B2	HM	190 0 0	..
			Sibbett, Mary	D3	AF	90 0 0	..
Waikari		45	Stout, Thomas	C1	HM	200 0 0	..
			Hughey, Annie	..	AF	94 10 0	..
Willowby		37	Watson, Joseph	E2	HM	200 0 0	..
			King, Lilian E.	..	AF	90 0 0	..
Winslow		39	Aldridge, George W.	D2	HM	190 0 0	..
			Cossgrove, Catherine E.	..	AF	99 0 0	..
Yaldhurst		36	Hilson, James S.	..	HM	162 0 0	..
			Lovell-Smith, Constance I.	B4	AF	90 0 0	..
GRADE 5.							
Akaroa D.H.S.		119	Hall, Charles	C2	HM	*240 0 0	..
			Bailey, Violet M., B.A.	B4	AF	110 0 0	..
			Lynskey, Agnes A.	D3	AF	105 0 0	..
			Gray, Alexander, B.A.	A1	Sec.	..	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

NORTH CANTERBURY—*continued.*

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						£	s.	d.	£
GRADE 5—*continued.*									
Amberley	..	89	Anderson, John	C1	HM	240	0	0	..
			Stanton, Edith E. F. ..	E2	AF	125	0	0	..
			Fisher, Janet C.	C4	AF	90	0	0	..
Bromley	..	83	Wilkinson, Henry R. ..	D2	HM	235	0	0	..
			Gilmour, Lily	D2	AF	125	0	0	..
			Foster, Heath D.	..	FPt4	55	0	0	..
Glentunnel	..	93	Allard, Charles W.	B2	HM	215	0	0	..
			Prince, Grace	C4	AF	105	0	0	..
			Barlow, Janet B.	..	AF	94	10	0	..
Harewood..	..	112	Twose, Richard J. H. ..	D1	HM	240	0	0	..
			Lockwood, Mabel F. ..	C2	AF	125	0	0	..
			Slocombe, Nellie, M.A. ..	A3	AF	90	0	0	..
Heathcote Valley	..	110	Stout, William A.	C1	HM	240	0	0	..
			Roberts, Georgina	D2	AF	110	0	0	..
			Mills, Elsie E.	D4	AF	90	0	0	..
			Hampton, Elsie	..	FPr2	55	0	0	..
Hinds	..	74	Cook, John	D1	HM	215	0	0	..
			Steeds, Elizabeth B. ..	..	AF	94	10	0	..
			McLean, Annie J.	C4	AF	90	0	0	..
Kaikoura Town D.H.S. ..	..	104	Allison, Herbert H.	C1	HM	*260	0	0	..
			McLauchlan, Mabel J. R. ..	D2	AF	140	0	0	..
			Boyd, Arthur A.	..	MPt5	55	0	0	..
			Herriott, Elizabeth M. ..	B4	Sec.	..			..
Leeston	..	106	Penlington, Henry F. ..	C1	HM	240	0	0	..
			Douds, Maria	E3	AF	105	0	0	..
			McIlwraith, Helen E. ..	..	FPt2	50	0	0	..
			Treacy, Hilda	..	FPr1	20	0	0	..
Lincoln D.H.S.	..	97	Cookson, Arthur	D1	HM	*225	0	0	..
			Anderson, Rosaline	D2	AF	120	0	0	..
			Crump, Elsie R.	..	FPr2	55	0	0	..
			Osborn, Mabel E., B.A. ..	B2	Sec.	..			..
Mackenzie	..	92	Ormandy, Guy N.	D2	HM	210	0	0	..
			Hanham, Dorothy L. M. ..	D4	AF	105	0	0	..
			Bosomworth, Vida	..	FPt3	45	0	0	..
Marshland	..	92	Polson, John G.	D1	HM	220	0	0	..
			Rogers, Emma M. W. ..	D3	AF	120	0	0	..
			Fraser, Alice S.	..	FPt3	55	0	0	..
Methven	..	105	Gillanders, James	D1	HM	240	0	0	..
			Henderson, Margaret E. A. ..	C4	AF	105	0	0	..
			Doak, Annie A.	..	FPt4	60	0	0	..
Oboka	..	76	Gilling, George	D2	HM	230	0	0	..
			Parkin, Alice M.	..	AF	108	0	0	..
			Blackmore, Winifred M. ..	C5	AF	90	0	0	..
Prebbleton	..	90	Morland, Charles J.	C1	HM	215	0	0	..
			Foster, Sylvia M.	C3	AF	110	0	0	..
			Dobson, Myra	C4	AF	90	0	0	..
Tai Tapu	..	92	Penlington, Benjamin ..	C1	HM	225	0	0	..
			Hay, Jessie F., B.A.	B4	AF	105	0	0	..
			Griffith, William S. C. ..	..	MPt2	50	0	0	..
Templeton	..	108	Sinclair, David	E1	HM	240	0	0	..
			Woodford, Kate S. ..	E2	AF	125	0	0	..
			Banks, Alma E.	..	FPt4	60	0	0	..
Tinwald	..	102	Watson, Harold C. N. ..	B2	HM	215	0	0	..
			Lockwood, Helena	C4	AF	110	0	0	..
			Makeig, Dorothy A.	..	FPt3	45	0	0	..
Woodend	N	102	Cutler, Thomas E.	C1	HM	225	0	0	..
			Glanville, Mrs. Theresa ..	D2	AF	125	0	0	..
			Eaglesome, Mary E. ..	..	AF	90	0	0	..
GRADE 6A.									
Burwood	..	128	Davidson, George	D1	HM	245	0	0	..
			Spence, Mary L.	E2	AF	125	0	0	..
			Livingstone, Ethel M. ..	Lic.	AF	90	0	0	..
			Bird, Rata A.	..	FPt4	55	0	0	..
			McLeod, John A.	..	MPr2	25	0	0	..
Fendalton	..	157	Irvine, Thomas	B1	HM	240	0	0	35
			Tulley, Catherine M. ..	E2	AF	150	0	0	..
			Rankin, Elizabeth E. ..	D2	AF	130	0	0	..
			Thornton, Margaret	..	FPt5	55	0	0	..
			Lovell-Smith, Doris E. ..	..	FPt3	45	0	0	..
			Rydings, Evelena	..	FPr2	25	0	0	..
Hornby	..	159	Bowbyes, Alfred C.	C1	HM	250	0	0	..
			Menzies, Catherine	C2	AF	140	0	0	..
			Squire, Maud H.	C4	AF	90	0	0	..
			Burrows, William M. ..	..	MPt4	55	0	0	..
			Aymes, Mary O. G.	..	FPt3	45	0	0	..
			Islip, Ellen G.	..	FPr2	55	0	0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

NORTH CANTERBURY—*continued.*

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						£	s.	d.	£
GRADE 6A—*continued.*									
Oxford East		115	Watson, Lancelot	C1	HM	245	0	0	..
			Dalziel, Catherine A. ..	C3	AF	125	0	0	..
			Mackintosh, Charlotte E. ..	C5	AF	90	0	0	..
Rakaia South		119	Burns, Trevethan	D1	HM	250	0	0	..
			Cross, Ada M.	D2	AF	130	0	0	..
			Leversedge, Edith M. ..	D2	AF	90	0	0	..
			Saunders, Agnes M.	..	FPt2	35	0	0	..
Southbrook		128	Brunton, John, M.A.	B1	HM	240	0	0	35
			Wilson, Grace E.	D2	AF	140	0	0	..
			Stevenson, Elsie M.	..	AF	90	0	0	..
			Marshall, Edith E.	..	FPt5	55	0	0	..
Sumner		151	Allen, George F.	C1	HM	245	0	0	35
			Budden, Amy H.	D2	AF	130	0	0	..
			Jull, Gladys M.	D4	AF	90	0	0	..
			Gee, Myrtle F.	..	FPt3	45	0	0	..
			Clarke, Winifred	..	FPr1	50	0	0	..
GRADE 6B.									
Lyttelton West	N	164	Benjamin, Frank	C1	HM	245	0	0	..
			Murdoch, Sarah	D3	AF	150	0	0	..
			Harris, Myrtle D.	C4	AF	125	0	0	..
			Walker, Dorothy	..	FPt5	55	0	0	..
			Buchanan, Ruby E.	..	FPt3	45	0	0	..
			Fitzgerald, Kathleen ..	..	FPr1	50	0	0	..
Southbridge D.H.S.		159	Walker, Joseph W. A. ..	C1	HM	*245	0	0	..
			Taylor, Elizabeth	D1	AF	150	0	0	..
			Tulloch, Elizabeth	D2	AF	105	0	0	..
			Bishop, Eunice	..	FPt2	35	0	0	..
			Lewton, Inez M. E.	..	FPr2	55	0	0	..
			Glanville, Gertrude M. ..	C1	Sec.	..			..
GRADE 7A.									
Belfast and side school		215	Balch, William	B1	HM	290	0	0	..
			Ritchie, Eliza J.	C1	AF	200	0	0	..
			Cook, Alice J.	E2	AF	140	0	0	..
			Steele, Elizabeth	D2	AF	115	0	0	..
			Mottram, Benjamin R. ..	..	MPt4	60	0	0	..
			Cooper, Christina E. ..	..	FPt2	35	0	0	..
			Hopkinson, Lorna M. D. ..	..	FPr1	50	0	0	..
Riccarton		213	English, Henry	E1	HM	275	0	0	..
			Macfarlane, Samuel G. ..	C3	AM	185	0	0	..
			Joyce, Blanche	D1	AF	150	0	0	..
			Thompson, Emma E. ..	E2	AF	135	0	0	..
			Guiney, Alan H.	..	MPt3	55	0	0	..
			Robinson, Stella J.	..	FPt3	45	0	0	..
Somerfield		303	McLeod, John	B1	HM	310	0	0	..
			Wilson, James R.	C2	AM	200	0	0	..
			Adams, Mary A.	D1	AF	135	0	0	..
			Picken, Jessie M. D.	D2	AF	120	0	0	..
			Aylmer, Mercy F.	D5	AF	90	0	0	..
			Burnard, Louie	..	FPt5	55	0	0	..
			Luttrell, Nellie L.	..	FPt3	45	0	0	..
			Mills, David C.	..	MPt3	55	0	0	..
Spreydon		238	Hunnibell, Frederick W. ..	D1	HM	275	0	0	..
			Cooksen, Walter G.	C2	AM	185	0	0	..
			Stephens, Mary M.	E2	AF	150	0	0	..
			Fairweather, Daisie	C4	AF	105	0	0	..
			Buckhurst, Irene M. ..	..	FPt4	55	0	0	..
			McLeod, Margaret A. ..	..	FPt2	35	0	0	..
			Beattie, Annie H.	..	FPr1	20	0	0	..
Wharenui		238	Alley, Frederic J.	B1	HM	280	0	0	40
			Mounsey, Robert	D2	AM	190	0	0	..
			Harvey, Matilda E.	C2	AF	150	0	0	..
			Armstrong, Christine M. ..	E2	AF	135	0	0	..
			Cook, William E.	..	MPt4	55	0	0	..
			Odgers, Helen	..	FPt4	60	0	0	..
			Pointon, Isabella I. D. ..	..	FPr2	25	0	0	..
GRADE 7B.									
Opawa		305	Colee, Walter C., M.A. ..	A1	HM	270	0	0	..
			Morgan, Richard W. ..	D2	AM	195	0	0	..
			Banks, Charlotte M.	D2	AF	150	0	0	..
			Robertson, Hilda B.	C3	AF	105	0	0	..
			Ritchie, Helen	C4	AF	95	0	0	..
			Dobson, Hope B.	..	FPt4	60	0	0	..
			Napier, William G.	..	MPt5	55	0	0	..
			Broadhurst, Phyllis A. ..	..	FPt2	35	0	0	..
			Dierce, Ethel R. V.	..	FPr1	50	0	0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

NORTH CANTERBURY—*continued.*

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GRADE 7B—*continued.*							
Papanui	..	258	Bourke, Charles	C1	HM	275 0 0	..
			Mottram, Francis J... ..	B4	AM	180 0 0	..
			Duncan, Mary	D1	AF	150 0 0	..
			Maindonald, Henrietta L. ..	C2	AF	110 0 0	..
			Mackay, Sophia	..	FPt4	55 0 0	..
			Simpson, Matilda	..	FPt3	45 0 0	..
			McIlraith, Frank L.	..	MPt3	55 0 0	..
			Croasdale, Ivy K. G. ..	..	FPr2	25 0 0	..
Phillipstown	..	302	Robinson, Sarah L.	D1	HF	230 0 0	40
			Menzies, Agnes, B.A... ..	B1	AF	150 0 0	..
			Gilling, Julia	E2	AF	135 0 0	..
			Metherell, Florence R. S. ..	D3	AF	120 0 0	..
			Baker, Elizabeth E.	..	FPt5	55 0 0	..
			Parsonson, Margery F. ..	..	FPt4	55 0 0	..
			Thompson, Doris E.	..	FPt4	55 0 0	..
Rangiora	..	251	Ambrose, Thomas W., B.A. ..	B1	HM	310 0 0	..
			McKeown, Blaikley A. ..	C2	AM	180 0 0	..
			Buchanan, Margaret ..	D2	AF	140 0 0	..
			Keir, Jessie A.	D3	AF	110 0 0	..
			Cook, Eleanor R.	..	FPt2	35 0 0	..
			Judson, Charles G.	..	MPt3	45 0 0	..
			Papps, Alice M.	..	FPt3	55 0 0	..
			Wheeler, Gwenda R. ..	..	FPr1	20 0 0	..
GRADE 8A.							
Christchurch East Infants' ..	..	343	Menzies, Annie J.	D1	HF	255 0 0	45
			Wauchop, Elizabeth L. ..	D1	AF	165 0 0	..
			Callaghan, Margaret M. ..	D1	AF	150 0 0	..
			Kent, Helen M.	D2	AF	135 0 0	..
			Peele, Mildred E.	D3	AF	120 0 0	..
			Callaghan, Alice C. G. ..	..	FPt5	60 0 0	..
			Moyna, Emily	..	FPt5	60 0 0	..
			McCurdy, Kathleen A. M. ..	..	FPt4	60 0 0	..
Hampstead	..	303	Borthwick, James B. ..	C1	HM	315 0 0	..
			Chapman, Henry J.	D2	AM	215 0 0	..
			Fawcett, Lucy	D1	AF	155 0 0	..
			Bonnington, Rosamond ..	D2	AF	140 0 0	..
			Kenna, Mona R.	E4	AF	125 0 0	..
			Kelly, Elizabeth	..	FPt5	55 0 0	..
			Treacy, Eileen	..	FPt4	60 0 0	..
			Jobberns, George	..	MPt4	55 0 0	..
			Kenna, Bessie M.	..	FPr1	20 0 0	..
New Brighton	..	323	Bishop, George W.	D1	HM	315 0 0	..
			Boyce, William J.	D2	AM	215 0 0	..
			Ormandy, Dora B.	E1	AF	155 0 0	..
			Pattrick, Cherrie L.	D2	AF	145 0 0	..
			Jamieson, Isabella M. ..	D2	AF	125 0 0	..
			Spratt, Robina A.	..	FPt3	45 0 0	..
			Pattrick, Joyce E.	..	FPt3	35 0 0	..
			Wright, James W.	..	MPt1	25 0 0	..
			Walker, Hilda	..	FPr2	55 0 0	..
Linwood North	..	431	Evans, Francis T.	B1	HM	320 0 0	45
			Shirlaw, David M., B.A. ..	A2	AM	220 0 0	..
			Wills, Mabel S. M. J. ..	D2	AF	160 0 0	..
			Cradock, Mary A.	D2	AF	140 0 0	..
			Tayler, Mabel V.	C2	AF	135 0 0	..
			Wauchop, Margaret S. ..	D3	AF	95 0 0	..
			Walker, Gladys I.	D3	AF	100 0 0	..
			Partridge, Lily R.	..	FPt4	55 0 0	..
			Cross, Edward H.	..	MPt3	45 0 0	..
			Hoffman, Ethel A.	..	FPt2	35 0 0	..
			Dickie, Isabella	..	FPr2	55 0 0	..
GRADE 8C.							
Kaiapoi D.H.S.	N	398	Bean, William D.	B1	HM	*330 0 0	..
			Gates, Thomas A.	C2	AM	230 0 0	..
			Pavitt, Marie A.	D1	AF	155 0 0	..
			Oram, Harry	C2	AM	150 0 0	..
			Luxton, Lucy B.	D2	AF	135 0 0	..
			Kent, Florence E.	C2	AF	110 0 0	..
			Topp, Edgar C.	..	MPt5	60 0 0	..
			Moore, Amy E.	..	FPt4	55 0 0	..
			Carmichael, Margaret A. ..	..	FPt4	55 0 0	..
			Snell, Florence E.	..	FPr1	20 0 0	..
			Wilson, Henry L.	B1	Sec.	..	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

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					£ s. d.	£
GRADE 9A.						
Ashburton main and side schools ..	458	Schneider, George	B1	HM	345 0 0	..
		Baird, Samuel	D1	AM	245 0 0	..
		Willis, Mrs. Effie	E1	AF	185 0 0	..
		Trezise, Mabel	D1	AF	160 0 0	..
		McRae, Alexander P. ..	B4	AM	140 0 0	..
		Raplev, Ivy M. A.	C4	AF	120 0 0	..
		Thwaites, Alice G.	D4	AF	125 0 0	..
		Makeig, Grace H.	D3	AF	100 0 0	..
		Cowan, Vera F.	..	FPt3	45 0 0	..
		Stevens, Rose	..	FPt3	55 0 0	..
		Johnston, Mary E.	..	FPt2	50 0 0	..
		Stuart, Elizabeth A. B. ..	..	FPt2	35 0 0	..
		Stuart, Kate B.	..	FPr2	25 0 0	..
		White, Margaret E.	..	FPr2	25 0 0	..
Lyttelton D.H.S.	465	Just, Emile U.	D1	HM	*360 0 0	..
		Voss, Johann	C1	AM	260 0 0	..
		Olliver, Mary E.	D2	AF	200 0 0	..
		Warner, Frederick S. H. ..	C2	AM	170 0 0	..
		Hickey, Stella	D4	AF	135 0 0	..
		Wills, Kathleen P.	B3	AF	140 0 0	..
		Manifold, Dorothy	D2	AF	140 0 0	..
		Traynor, Jean W.	..	FPt5	60 0 0	..
		Norton, Maude E.	..	FPt5	55 0 0	..
		Webb, Adelaide I.	..	FPt4	55 0 0	..
		Cotton, George W.	..	MPt3	45 0 0	..
		Allen, Isabella D.	..	FPr1	20 0 0	..
		Gilmour, William O.	C1	Sec.	..	..
Normal and Model School (at Training College) ..	478	Aschman, Christopher T. ..	C1	HM	390 0 0	50
		White, George H.	C1	AM	295 0 0	..
		Inkpen, Agnes F. R.	D1	AF	245 0 0	..
		Wagstaff, Mrs. Jessie W. ..	D1	AF	230 0 0	..
		Graham, Charles H. E. ..	C1	AM	200 0 0	..
		Grand, Ellen	D1	AF	170 0 0	..
		McCullough, Samuel ..	C1	AM	155 0 0	..
		Ansley, Annie	D1	AF	140 0 0	..
		Bevin, Elizabeth E.	D1	AF	140 0 0	..
		Lynskey, Michael J.	C1	M	260 0 0	..
		Schmidt, Helene G.	C4	F	120 0 0	..
		Irwin, James W.	C1	Sec.	..	..
GRADE 9B.						
Elmwood	542	Sinclair, John R.	C1	HM	345 0 0	50
		Garton, Wilfred W., B.A. ..	A1	AM	245 0 0	..
		Smith, Sarah E.	E1	AF	185 0 0	..
		Hodgson, Mabel E.	D2	AF	155 0 0	..
		Durose, Florence M. ..	D1	AF	145 0 0	..
		Saunders, Ann	D1	AF	125 0 0	..
		Williamson, Mrs. Alice G. ..	D3	AF	125 0 0	..
		Rout, Blanche C.	C5	AF	90 0 0	..
		Miles, Iris H. L.	C3	AF	100 0 0	..
		McArthur, Sarah A. G. ..	..	FPt5	55 0 0	..
		Turner, Gertrude M. D. ..	..	FPt5	55 0 0	..
		Bain, Arthur C. W.	..	MPt4	55 0 0	..
		Lynskey, Winifred A. ..	..	FPr1	50 0 0	..
GRADE 9C.						
Woolston	593	West, William M.	B1	HM	340 0 0	50
		Kennedy, William A. ..	C1	AM	260 0 0	..
		Barker, Annie E.	E1	AF	200 0 0	..
		Thwaites, Leonard J. W. ..	B4	AM	150 0 0	..
		Mills, Mahala C., B.A. ..	B2	AF	165 0 0	..
		Wardle, Charlotte E. ..	D2	AF	140 0 0	..
		Ewart, Jane	D3	AF	120 0 0	..
		Morgan, Amy B. B.	C4	AF	100 0 0	..
		Wade, Eliza R.	..	FPt4	55 0 0	..
		Burn, Rhoda E.	..	FPt4	55 0 0	..
		Wilkinson, Annie E.	..	FPt4	60 0 0	..
		Kay, Winifred A.	..	FPt3	45 0 0	..
		Closs, Alvin T.	..	MPt1	45 0 0	..
		Sloane, Jessie S.	..	FPt2	50 0 0	..
		Davies, Annie M.	..	FPr1	20 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

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					£ s. d.	£
GRADE 10A.						
Addington	604	Leay, William N.	D1	HM	370 0 0	50
		Kennedy, Hans	C1	AM	270 0 0	..
		Shirtcliffe, Mary S.	E1	AF	210 0 0	..
		Wilkins, Thomas J. C. ..	B3	AM	180 0 0	..
		Beck, Elizabeth	D1	AF	165 0 0	..
		Bowden, Bessie E.	D2	AF	150 0 0	..
		Foster, Margaret G.	C2	AF	150 0 0	..
		Slocombe, Mary A.	B2	AF	120 0 0	..
		Choat, Ethel R.	C4	AF	120 0 0	..
		Lynskey, Sara A.	..	AF	90 0 0	..
		Roscoe, Helen K.	..	FPt3	55 0 0	..
		Moor, Carolus T.	..	MPt4	55 0 0	..
		Colville, Victor W.	..	MPt4	60 0 0	..
		Cooper, Arthur A.	..	MPt2	35 0 0	..
		Bean, Ethel S.	..	FPt3	45 0 0	..
		Gourlay, Henry W.	..	MPt2	35 0 0	..
		Stevenson, Margaret S. ..	..	FPr1	20 0 0	..
Richmond	640	McGregor, John W.	B1	HM	390 0 0	50
		Purchase, John E.	B1	AM	285 0 0	..
		Spence, Annie W.	D1	AF	230 0 0	..
		McGregor, Elizabeth J. ..	E1	AF	185 0 0	..
		Moore, Frederic W.	B4	AM	180 0 0	..
		Aiken, Janet M.	C2	AF	150 0 0	..
		Bowden, John	D4	AM	155 0 0	..
		Sorensen, Marion J.	D2	AF	135 0 0	..
		Newton, Kate E.	D2	AF	135 0 0	..
		Nicholls, Dora	E3	AF	110 0 0	..
		Maginness, Stanley L. ..	..	MPt5	60 0 0	..
		Kerr, Catherine A. G. M. ..	..	FPt4	60 0 0	..
		Roscoe, Francis L.	..	FPt3	55 0 0	..
		Laws, Charles R.	..	MPt2	35 0 0	..
		Beaven, Gwendoline B. ..	..	FPt3	45 0 0	..
		Devereux, Evelyn M.	..	FPt3	45 0 0	..
		Sloss, Eleanor	..	FPr2	55 0 0	..
St. Albans	634	Sutherland, James, B.A. ..	B1	HM	370 0 0	..
		Malcolm, Robert A.	B1	AM	270 0 0	..
		Lawrence, Grace	D1	AF	210 0 0	..
		Wilkinson, Henry F., B.A. ..	B3	AM	180 0 0	..
		Newman, Mabel M.	D1	AF	165 0 0	..
		Denne, Archibald H. ..	C3	AM	150 0 0	..
		Rugstead, Lavrine D. ..	D3	AF	150 0 0	..
		Turner, Nellie	C4	AF	120 0 0	..
		Blank, Myrtle J.	..	AF	108 0 0	..
		Satchell, Ruth H.	..	AF	90 0 0	..
		Joughin, Annie E.	..	FPt4	60 0 0	..
		Baker, Rata W.	..	FPr4	60 0 0	..
		Save, Thyrza	..	FPt3	45 0 0	..
		Macdonald, Mary	..	FPt3	55 0 0	..
		Somerset, Hugh C. D.	..	MPt2	35 0 0	..
		Wilson, Thomas F. G.	..	MPt3	45 0 0	..
Waltham	633	Adams, John J., B.A. ..	B1	HM	375 0 0	..
		Douds, Thomas	B1	AM	290 0 0	..
		King, Annie D.	E1	AF	230 0 0	..
		Pratt, Colonel F.	D2	AM	200 0 0	..
		Watson, Margaret R. ..	D1	AF	165 0 0	..
		Armstrong, Eila F.	D1	AF	165 0 0	..
		Wilson, David G.	C4	AM	155 0 0	..
		Pilliett, Francesca A. ..	D2	AF	135 0 0	..
		Hardey, Mary I.	C3	AF	135 0 0	..
		Parsonson, Dorothy G. ..	Lic.	AF	90 0 0	..
		Gurnsey, Frederick W. ..	..	MPt4	55 0 0	..
		Hitchings, Clarice	..	FPt4	55 0 0	..
		Clarke, Rita	..	FPt4	55 0 0	..
		Kirk, Allan A.	..	MPt2	35 0 0	..
		O'Farrell, Muriel E.	..	FPt3	55 0 0	..
		Preeants, Evelina A.	..	FPt3	45 0 0	..
		Beattie, Isabella	..	FPr2	25 0 0	..

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GRADE 10C.						
Christchurch East and South Belt	699	Wake, Hugh G., M.A.	B1	HM	370 0 0	50
		Maxwell, Alfred C.	C1	AM	285 0 0	..
		Chaplin, Emily A., B.A.	B1	AF	230 0 0	..
		Kennedy, John S.	C1	AM	210 0 0	..
		Wauchop, William S.	A4	AM	170 0 0	..
		Gilmour, Ruth	D1	AF	165 0 0	..
		Thompson, Ethel	D1	AF	165 0 0	..
		Johnston, William H., B.A.	B3	AM	120 0 0	..
		Watson, Mary H. C.	D3	AF	120 0 0	..
		Webster, Elizabeth N.	D2	AF	115 0 0	..
		McKeown, Mary J.	D2	AF	105 0 0	..
		Andrews, Agnes C.	C3	AF	105 0 0	..
		Marsden, Grace E.	..	FPt4	55 0 0	..
		McGregor, Jessie W.	..	FPt4	55 0 0	..
		Rochfort, Henry	..	MPt4	55 0 0	..
		Trunk, Annie D.	..	FPt3	45 0 0	..
		Walker, Clara R.	..	FPt3	55 0 0	..
		Maxwell, Dorothy	..	FPt3	45 0 0	..
		Willis, Margaret J.	..	FPr1	50 0 0	..
GRADE 10E.						
Christchurch West D.H.S.	821	Caughley, John, M.A.	B1	HM	*375 0 0	..
		Menzies, Peter, B.A.	B1	AM	290 0 0	..
		Menzies, Jean B.	D1	AF	220 0 0	..
		Smith, James E. R.	C1	AM	210 0 0	..
		Smith, Mabel	C1	AF	165 0 0	..
		Hunnibell, Arthur	D2	AM	155 0 0	..
		Webster, Isabella	D1	AF	150 0 0	..
		Gamble, Victor J.	C4	AM	120 0 0	..
		Muff, Louisa J.	D3	AF	120 0 0	..
		Vallance, Nellie M.	C3	AF	105 0 0	..
		Lucas, Annie L.	C4	AF	90 0 0	..
		Barnett, Arthur J.	..	MPt5	60 0 0	..
		Baker, Margaret J.	..	FPt4	55 0 0	..
		Bruce, Adelaide A. D.	..	FPt3	55 0 0	..
		Lowe, Bertha E.	..	FPt3	55 0 0	..
		Rule, Andrew K.	..	MPt3	45 0 0	..
		McClure, Emma V. J.	..	FPt3	45 0 0	..
		Hooker, Elsie	..	FPr1	50 0 0	..
		Waller, Francis D., B.A.	B1	Sec.	..	..
		Mayne, Arthur J., M.A.	B2	Sec.	..	..
		Finlayson, Annie C.	A2	Sec.	..	..
		Barrell, Arthur F.	B3	Sec.	..	..
		Williams, Florence W. A.	B3	Sec.	..	..
		Marriott, Gladys E., B.A.	B3	Sec.	..	..
GRADE 10I.						
Sydenham	889	McGallan, Thomas G.	C1	HM	370 0 0	50
		Irwin, Samuel J.	C2	AM	270 0 0	..
		Alley, Amy J.	E1	AF	220 0 0	..
		Fletcher, Thomas A.	C4	AM	180 0 0	..
		Harrison, Nellie	D1	AF	180 0 0	..
		Rule, William B.	..	AM	135 0 0	..
		Morrison, Mary J.	C1	AF	165 0 0	..
		Dunnett, Andrew	E1	AM	120 0 0	..
		Duncan, Robena	D2	AF	135 0 0	..
		Pearson, Florence L.	C1	AF	105 0 0	..
		Warner, Helen A.	D3	AF	105 0 0	..
		Best, Winifred I.	C4	AF	90 0 0	..
		Morrison, Isabella	C3	AF	105 0 0	..
		Jameson, Esther D.	D3	AF	100 0 0	..
		Rogers, Mary H.	C3	AF	95 0 0	..
		Williams, Verona B.	C3	AF	90 0 0	..
		Bachelor, Elsie V.	..	FPt4	55 0 0	..
		Cain, Olive F.	..	FPt4	55 0 0	..
		Marks, Horace R.	..	MPt3	45 0 0	..
		Bain, Marjorie H.	..	FPt3	45 0 0	..
		Pettigrew, Robena	..	FPt3	45 0 0	..
		Whitehead, Marjory M.	..	FPt3	45 0 0	..
		Wilmer, Lily G.	..	FPr1	20 0 0	..
Totals	..	..	..	..	81,666 10 0	1,230

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

SOUTH CANTERBURY.

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 1912. (2.)	Names, Classification, and Status of Teachers. Teachers on the Staff at the End of the Year. (3.)	Classification. (4.)	Position in the School. (5.)	Annual Rates of Payment during last Month of Year. For Salary, including Lodging-allowances to Pupil-teachers. [The full rate of salary of teachers on leave is shown, the relieving teacher being marked "Subs."] (6.)	For Teachers' House Allowances. (7.)
GRADE 0.						£ s. d.	£
Struan		2	Maider, Jean		F	12 0 0	..
GRADE 1.							
Allandale		15	Malling, Francesca E.	D4	F	100 0 0	10
Arundel		13	Waite, Ivy		F	90 0 0	10
Bluecliffs		9	Symons, Sarah H. B.		F	90 0 0	10
Burke's Pass		8	Mills, Arthur W. D.		M	90 0 0	..
Gray's Corner		15	Cochrane, Isabel		F	90 0 0	10
Hook Bush		14	McPherson, Katherine		F	90 0 0	10
Kakahu Bush		8	Parr, Esther A.		F	90 0 0	..
Rangatira Valley		11	Stevenson, Elizabeth M.	E4	F	120 0 0	10
Rangitata Island		13	Sutherland, Vida		F	90 0 0	10
Rockwood		12	Glanville, Jean		F	90 0 0	10
Skipton		10	Brown, Catherine Lawson		F	90 0 0	10
Totara Valley		10	Balfour, Isabel		F	99 0 0	10
Waitohi Upper		13	Ferguson, Catherine A. W.	E4	F	105 0 0	..
GRADE 2.							
Adair		20	Thompson, Agnes	D2	F	155 0 0	15
Ashwick Flat		16	Seyb, Elizabeth		F	108 0 0	..
Belfield		20	Farnie, Thomas C., M.A.	B1	M	120 0 0	..
Cannington		17	Dewar, Janet	C1	F	150 0 0	15
Chamberlain		22	McBratney, Minnie	E3	F	120 0 0	..
Douglas		17	Waldie, Annie	D5	F	120 0 0	15
Esk Valley		17	Renton, William	D2	M	150 0 0	..
Hakataramea Valley		22	Tomlinson, Thomas E.	C2	M	135 0 0	..
Hazelburn		27	Waugh, Mrs. Agnes	D3	F	160 0 0	..
Kapua		27	Treacy, Kathleen	D5	F	130 0 0	..
Orari Bridge		16	McIlroy, Annie L.	D1	F	150 0 0	..
Orton		18	Townshend, Edith M.	E2	F	120 0 0	..
Otaio		17	Burnside, Margaret	C3	F	150 0 0	..
Pleasant Valley		16	Brunton, Mrs. Jane M.	E3	F	125 0 0	..
Rangitata Station		14	Yates, William M.	D2	M	130 0 0	..
Rosewill		20	Stevenson, Jane	C4	F	130 0 0	15
Salisbury		16	Ray, Mabel A.	D3	F	125 0 0	15
Scotsburn		15	Brunton, Annie M.		F	108 0 0	..
Sutherland's		23	Stewart, Jean D.	D3	F	125 0 0	..
Te Moana		15	Leddy, Theresa		F	108 0 0	15
Te Ngawai		20	Sheard, Fanny	C2	F	160 0 0	..
Tycho		17	Steel, Annie	D4	F	125 0 0	15
Waihaorunga		14	Knight, Mrs. Mary	D3	F	150 0 0	..
Waitohi Flat		18	Moriarty, Minnie F.	D3	F	150 0 0	..
GRADE 3.							
Cave		28	Foster, Mrs. Frances	E2	F	160 0 0	..
Clandeboye		44	Lawlor, Mary K.	E3	HF	150 0 0	..
			Mason, Isabel W.		AF	90 0 0	..
Cricklewood		21	Sullivan, Samuel H.	Lic.	M	142 10 0	..
Fairview		31	Robertson, Harriet M.	C3	F	150 0 0	..
Gape's Valley		31	Glanville, Ellen	C4	F	150 0 0	20
Hakataramea	N	25	Winnington, Edward	Lic.	M	142 10 0	..
Hook		30	Ford, Margaret	D2	F	180 0 0	..
Hunter's		28	McIntyre, Isabella	D2	F	180 0 0	..
Lyalldale		31	Crombie, Jane M.	C3	F	150 0 0	..
Milford	N	33	Todd, David T.	D1	M	180 0 0	..
Opihi		24	McKenzie, Ida B.	C3	F	160 0 0	..
Orari Gorge		26	Thompson, Andrew		M	135 0 0	20
Redcliff		22	Goodeve, Henry E.	C1	M	170 0 0	..
Southburn		30	Cumming, Eliza	E2	F	170 0 0	..
Tawai		29	McMurtrie, Alexander F., B.A.	B3	M	185 0 0	..
Waikakahi		22	Dyer, Henrietta E.	B4	F	155 0 0	..
GRADE 4.							
Claremont		40	Black, Mrs. Flora L.	D1	HF	200 0 0	..
			Beck, May		AF	90 0 0	..
Glenavy	N	36	McIntyre, Hugh	D1	HM	200 0 0	..
			Alexander, Annie Elizabeth	D3	AF	110 0 0	..
Gleniti		61	Bannerman, Herbert D.	B3	HM	210 0 0	..
			Ziesler, Freja L.	D3	AF	120 0 0	..
Hannaton		42	Dick, David	D4	HM	180 0 0	..
			Bannerman, Henrietta S.	D5	AF	95 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

SOUTH CANTERBURY—*continued.*

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GRADE 4—*continued.*								
Hilton			38	Morris, Gerald	D2	HM	185 0 0	..
				Scannell, Margaret	..	AF	90 0 0	..
Kingsdown			40	Stewart, Robert	B2	HM	200 0 0	..
				Stewart, Mrs. Helen T.	D2	AF	110 0 0	..
Makikihi			39	Goodall, Alexander	C1	HM	200 0 0	..
				Harris, Rose Ann	D5	AF	105 0 0	..
Pareora East			67	Methven, James, B.A.	B1	HM	195 0 0	..
				Millar, Mrs. Sarah	Lic.	AF	90 5 0	..
Pareora West			38	Glanville, William J.	E2	HM	185 0 0	..
				Ferrier, Ethel B.	..	AF	90 0 0	..
Seadown			35	Schmedes, Cornelius F.	D1	HM	200 0 0	..
				Ellis, Frances	D5	AF	110 0 0	..
Silverstream			34	Campbell, Martha	..	F	162 0 0	..
Springbrook			30	Browne, William	D2	M	210 0 0	..
Waihao Downs			33	McCarthy, Mary A. R.	C2	HF	190 0 0	..
				Holmes, Ralph K.	..	AM	90 0 0	..
Waituna Creek			26	Menzies, John	E2	HM	200 0 0	..
				Bruce, Anne	D2	AF	110 0 0	..
Washdyke		N	78	Cooke, Montague P.	C1	HM	205 0 0	..
				Newnham, Mrs. Eliza	D1	AF	90 0 0	..
				Malling Christina	..	FPr2	50 0 0	..
Willowbridge			35	Ure, Rose	C3	HF	185 0 0	25
				Freeman, Martha F.	E3	AF	90 0 0	..
Winchester			50	Ferguson, Daniel, M.A.	B1	HM	200 0 0	..
				Coomber, Olive M.	..	AF	90 0 0	..
Woodbury			50	Pilkington, George M.	C2	HM	200 0 0	..
				Fifield, Amy E.	C3	AF	110 0 0	..
GRADE 5.								
Albury			84	Lindsay, Alexander	D1	HM	220 0 0	..
				Farnie, Dorothy C.	C4	AF	105 0 0	..
				Brown, Donella	D5	AF	90 0 0	..
Morven		N	97	Clarke, Robert B.	B1	HM	235 0 0	..
				Smart, Alice R.	C2	AF	125 0 0	..
				Pelvin, Jessie	D5	AF	90 0 0	..
Orari South			81	Piper, Frank	D2	HM	210 0 0	..
				Shiers, Mary	D3	AF	105 0 0	..
				Proudlock, Margaret A.	C5	AF	90 0 0	..
St. Andrews			82	Park, William F.	C1	HM	210 0 0	..
				Ker, Marion M. A.	D4	AF	125 0 0	..
				Squire, Ethel F.	D5	AF	90 0 0	..
GRADE 6A.								
Fairlie			124	McCaskill, Donald, B.A.	B1	HM	245 0 0	..
				Gray, Louie	C4	AF	120 0 0	..
				McSweeney, Honora	..	AF	90 0 0	..
				Angland, Honora	..	FPt3	55 0 0	..
GRADE 6B.								
Pleasant Point D.H.S.			176	Palmer, George T., M.A.	B1	HM	*250 0 0	..
				Oliver, Amy E.	D2	AF	150 0 0	..
				Haskell, Amy E.	E2	AF	115 0 0	..
				Beck, Constance A.	..	AF	90 0 0	..
				Norrish, Robina	..	FPr2	55 0 0	..
				Bennett, William J.	C5	Sec.	..	..
GRADE 7A.								
Geraldine			200	Montgomery, J. R., M.A.	B1	HM	270 0 0	..
				Hughes, Alice M.	C2	AF	180 0 0	..
				Pearson, Mia O.	E2	AF	140 0 0	..
				Jones, Violet M.	D5	AF	105 0 0	..
				Ferguson, Agnes M.	..	FPt4	60 0 0	..
				Norrish, Daisy	..	FPr2	55 0 0	..
				O'Connor, William	..	MPt4	60 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

SOUTH CANTERBURY—*continued.*

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						£	s.	d.	£
GRADE 8B.									
Temuka D.H.S.	N	395	McLeod, Murdoch, B.A. ..	B1	HM	*357	1	0	..
			Smart, John T.	C1	AM	230	0	0	..
			Phillipps, Leonora M. ..	E1	AF	170	0	0	..
			Scott, Annie	D2	AF	150	0	0	..
			Lindsay, Catherine	D2	AF	135	0	0	..
			Swap, Josephine A.	D5	AF	100	0	0	..
			Watson, Alberta V.	..	FPt4	55	0	0	..
			O'Donoghue, Michael F. ..	..	MPt4	60	0	0	..
			Mulvaney, Annie	..	FPr2	55	0	0	..
			McIntyre, Hester	..	FPt3	55	0	0	..
			Tait, George Allan	C2	Sec.	..			..
			Smith, Henrietta, M.A. ..	A4	Sec.	..			..
Timaru South		402	Valentine, James A., B.A. ..	B1	HM	330	0	0	..
			Marriott, William G. ..	D2	AM	230	0	0	..
			Fyfe, Jessie..	D1	AF	170	0	0	..
			Campbell, Alice E.	D2	AF	150	0	0	..
			Caskey, Margaret	C3	AF	120	0	0	..
			Stewart, James G. W. ..	C5	AM	90	0	0	..
			McSweeney, Morgan P. ..	..	MPt5	60	0	0	..
			Ronaldson, Frances E. ..	..	FPt5	55	0	0	..
			Mauger, Ernest	..	MPt3	45	0	0	..
			Goodeve, Mabel	..	FPr1	50	0	0	..
Waimataitai		467	Thomas, William, B.A. ..	A1	HM	320	0	0	..
			Werry, Alfred E.	C1	AM	230	0	0	..
			Fyfe, Evelyn	C1	AF	170	0	0	..
			Byers, Mary H.	D2	AF	150	0	0	..
			Pearson, Agnes A.	D2	AF	135	0	0	..
			Sutherland, Elizabeth J. ..	C3	AF	100	0	0	..
			Sunaway, Flora P. M. ..	C5	AF	90	0	0	..
			Ellis, Dorothy	..	FPt4	55	0	0	..
			O'Connor, Eugene	..	MPt5	55	0	0	..
			Black, Winnie	..	FPt3	55	0	0	..
			Seyb, Louisa	..	FPt4	55	0	0	..
			O'Connor, Mary	..	FPr2	55	0	0	..
GRADE 9B.									
Waimate D.H.S.		507	Pitcaithly, George, B.A. ..	B1	HM	*470	18	8	..
			Fowerakor, Charles E. ..	B3	AM	245	0	0	..
			Crawford, Mary H.	D1	AF	185	0	0	..
			Maurice, Frank D.	D5	AM	150	0	0	..
			Smart, Margaret A. L. ..	D2	AF	145	0	0	..
			Bruce, Sarah C.	E2	AF	130	0	0	..
			Yesberg, Sarah	C4	AF	125	0	0	..
			Black, Adelina L.	..	FPt4	55	0	0	..
			Storey, Robert H. B. ..	..	MPt4	55	0	0	..
			Crawshaw, Linda	..	FPt4	55	0	0	..
			Copland, Douglas	..	MPr2	55	0	0	..
			Hayman, Benjamin F. ..	..	MPt3	45	0	0	..
			Laing, Thomas M. M., B.A. ..	B1	Sec.	..			..
			Henderson, Alexander ..	C2	Sec.	..			..
			Farquharson, Marion G., B.A...	B4	Sec.	..			..
GRADE 10o.									
Timaru Main		713	Dalglish, Gilbert, B.A. ..	B1	HM	390	0	0	..
			Collins, Charles F.	C1	AM	290	0	0	..
			Avison, Martha	E1	AF	230	0	0	..
			O'Donoghue, Edward ..	D2	AM	180	0	0	..
			Foster, William A.	D5	AM	165	0	0	..
			Shirtcliffe, Clara I.	E2	AF	165	0	0	..
			Aimers, Amelia	D1	AF	160	0	0	..
			Smith, Ellen C.	C2	AF	135	0	0	..
			Allan, Isabella C.	D1	AF	135	0	0	..
			Williamson, Agnes S. ..	D3	AF	105	0	0	..
			Baird, Mary L.	C3	AF	110	0	0	..
			McIntosh, Mrs. Winifred S. ..	D3	AF	95	0	0	..
			Rickman, Frances	..	FPt4	55	0	0	..
			Hawkes, Lilian	..	FPt4	55	0	0	..
			Hart, Frances M.	..	FPt4	60	0	0	..
			Horwell, Walter W... ..	..	MPt3	45	0	0	..
			McArthur, Elizabeth ..	..	FPt3	45	0	0	..
			McDonald, Donald	..	MPt3	45	0	0	..
			Connell, John W.	..	MPr1	50	0	0	..
			Crozier, Irene	..	FPr1	50	0	0	..
Totals		..	..	..	..	24,400	4	8	270

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

OTAGO.

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						£ s. d.	£
GRADE 0.							
Conical Hills		5	Morgan, Annie Harriet		F	90 0 0	..
Kuriwao		7	Dent, Catherine E.		F	42 0 0	..
Maruakoa		5	Emms, Jessie		F	30 0 0	..
Nugget Point		6	Heneghan, Florence A.		F	36 0 0	..
Pleasant Valley		3	Wentzel, Mrs. Gertrude		F	24 0 0	..
Springfield		3	White, Christina		F	18 0 0	..
Table Hill		9	Perry, Freda L.		F	48 0 0	..
Taiaroa Head	N	7	Harwood, Lucy A.		F	90 0 0	..
Teviot Downs		3	Willocks, Ada M. R.	B5	F	18 0 0	..
Waihemo		8	McLellan, Elizabeth		F	54 0 0	..
Wharetoa		9	Anderson, May		F	54 0 0	..
GRADE 1.							
Ahuriri Flat		10	Hay, Alice Margaret	C4	F	95 0 0	10
Arthurton		9	Jones, Philip H.		M	90 0 0	..
Barewood		5	Burnside, Elizabeth		F	99 0 0	10
Bendigo		9	Oliver, Ellen		F	90 0 0	10
Circle Hill		6	Renshaw, Mary E.		F	90 0 0	..
Clydevale		16	Hanna, Alexander		M	90 0 0	10
Glenledi		10	Sanderson, Mary G.		F	90 0 0	..
Goodwood		7	Campbell, Mrs. Janet M.		F	90 0 0	..
Hindon		11	Pinfold, Francis D.		M	90 0 0	10
Kauroo Hill		13	Wood, Margaret H.		F	90 0 0	10
Kokoamo		9	Miller, Racnel S.		F	90 0 0	..
Kokonga		13	White, Olive J. M.	C5	F	90 0 0	..
Kuri Bush		9	Colquhoun, Hercules		M	90 0 0	..
Kyeburn		15	Rishworth, Jane G. S.	D5	F	105 0 0	..
Kyeburn Diggings		9	Smith, Mary Melville		F	90 0 0	..
Lauder		14	Swan, Mary Jolly	D4	F	90 0 0	..
Manuka Creek		4	Greer, Florence		F	90 0 0	..
Moa Flat		9	Bourke, Hannah Jane		F	90 0 0	..
Mount Stuart		16	Crozier, Violet		F	99 0 0	..
Nevis		13	Hawkes, Mrs. Helen		F	99 0 0	..
Ngapuna		17	Morrison, William		M	90 0 0	..
Papatowai		19	Burrell, Frederick W.		M	90 0 0	10
Pounawea		10	Mooney, Kathleen H.		F	90 0 0	10
Pukema		9	Paterson, Thomas W.		M	90 0 0	10
Pukepito		9	Carrick, Hilda M.	C4	F	125 0 0	..
Stony Creek		11	Arnold, Margaret P.		F	90 0 0	..
Tahora		8	Harrison, Annie		F	90 0 0	..
Tapui		16	Roche, Augustine D.		F	90 0 0	10
Tarras		8	Campbell, Annie		F	90 0 0	..
Tuapeka Flat		15	Hunter, Susannah		F	94 10 0	..
Tuapeka West		9	Milne, Donald S.		M	90 0 0	..
Waipori Falls		11	Hallinan, Mrs. Clarence M.		F	90 0 0	10
Waitahuna West		13	Durward, John W.		M	90 0 0	..
Wangaloa		8	Watt, Elsie J.		F	90 0 0	..
Whare Flat		10	Dillon, Mrs. Frances L.	E2	F	110 0 0	..
Whare Kuri		10	Vliestra, Mrs. Mary		F	90 0 0	..
GRADE 2.							
Akatore		16	Williamson, Mrs. Marjory R.	E4	F	120 0 0	..
Ardgowan		24	Maule, Mrs. Annie B. C.	E3	F	135 0 0	15
Big Hill		17	Bates, Mrs. Jane	E2	F	120 0 0	..
Blackstone		16	McIvor, Georgina	D3	F	125 0 0	..
Broad Bay	N	26	Anderson, Agnes	D2	F	145 0 0	..
Cambrians		21	McIntyre, Hugh		M	108 0 0	..
Chasland's / Tautuku		18	O'Connell, Thomas F.		M	135 0 0	..
Clark's Flat		15	Mackay, Isabella, M.A.	B4	F	125 0 0	..
Dunrobin		25	Pretsch, Annie Mary	D2	F	150 0 0	..
Ettrick		24	Beresford, Gertrude E.	D4	F	120 0 0	15
Gimmerburn		14	Gow, Harriet, M.A.	A3	F	150 0 0	..
Glenkenich		13	Bradfield, Rosetta A.	C4	F	130 0 0	..
Glenore		17	Campbell, Christina	C3	F	140 0 0	..
Greenfield		18	Gibson, Grace S.	D4	F	130 0 0	..
Hillend		11	Harris, Jane Bridget	Lic.	F	118 15 0	15
Hinahina		19	Hubbard, Fanny		F	108 0 0	15
Ida Valley		16	Bremner, James Fraser		M	108 0 0	15
Inch Valley		18	Jeans, Edna Blyth	C4	F	120 0 0	..
Incholme		21	Ewart, Mrs. Marion	D3	F	120 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

OTAGO—*continued.*

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					£ s. d.	£
GRADE 2—*continued.*						
Island Cliff	14	Dale, Mary	D4	F	120 0 0	..
Kaihiku	17	Hammond, Dinah L.	D3	F	130 0 0	..
Kartigi	22	Fyfe, Mrs. Harriet	E1	F	130 0 0	..
Kia Ora	23	Woodhouse, Margaret A.	D2	F	150 0 0	15
Luggate	20	Tizard, Florence L. J.	..	F	121 10 0	..
Macrae's	19	Scully, Rachel Blanche	D4	F	125 0 0	..
Matau	14	Dewar, Janet Bethia	C4	F	125 0 0	..
Merton	18	Ross, Sophia	Lic.	F	114 0 0	..
Moa Creek	20	Joseph, Archibald	..	M	108 0 0	15
Moonlight	18	McNeill, William	..	M	108 0 0	..
Mount Cargill	17	Gillespie, Margaret	Lic.	F	114 0 0	..
Otiake	22	McLean, Agnes	D4	F	140 0 0	..
Oturehua	24	Sinclair, William H. C.	D4	M	120 0 0	..
Owaka Valley	19	McIntyre, Sophie	D4	F	120 0 0	..
Poolburn	16	Flanery, James	D4	M	120 0 0	..
Popotunoa	13	Cairney, Thomas	Lic.	M	123 10 0	..
Port Molyneux	24	Grono, Violet A. R.	..	F	126 0 0	..
Purakauiti	5	Pottinger, William C.	..	M	108 0 0	..
Purekireki	26	Elliott, Isabella F.	D3	F	120 0 0	..
Rae's Junction	14	Waddell, David B.	..	M	144 0 0	..
Reomoana N	18	McFarlane, Elcena A.	..	F	108 0 0	..
Rongahere	16	MacDougall, Walter P.	..	M	108 0 0	..
Saddle Hill	17	McLellan, Ellen	C3	F	130 0 0	..
Sandymount	24	Landreth, Mrs. Elizabeth	D1	F	160 0 0	..
Sutton	29	French, Henrietta A.	D2	F	160 0 0	..
Tahakopa	19	Brand, Robert	..	M	112 10 0	..
Tahatika	19	Bradfield, Jessie	C4	F	120 0 0	15
Taieri Beach	20	Gilbert, Edith E.	Lic.	F	114 0 0	..
Tarara	19	Davidson, Margaret E.	D4	F	120 0 0	..
Taumata	22	Swan, George	Lic.	M	114 0 0	..
Upper Junction	27	Dippie, Margaret	E1	F	150 0 0	..
Waipori	20	Beattie, John W. G.	Lic.	M	118 15 0	..
Waitahuna Gully	23	Sutherland, Margaret A.	C3	F	120 0 0	..
Waitaki Bridge N	26	Marwick, Ethel	C3	F	135 0 0	15
Wanaka	15	Blaikie, William	..	M	108 0 0	..
Waronui	20	Main, Agnes	D3	F	130 0 0	15
Wetherstones	15	Pope, Josephine M. J.	E2	F	150 0 0	..
GRADE 3.						
Awamangu	32	Scott, Peter	C4	M	150 0 0	20
Bald Hill	25	Adam, Arthur E.	Lic.	M	142 10 0	..
Benhar	37	White, Eliza	C1	F	150 0 0	20
		Mathieson, Elizabeth G.	..	FPr1	50 0 0	..
Berwick	27	Sherriff, Margaret R.	D1	F	180 0 0	20
Blacks	28	Manson, Jessie	B3	F	150 0 0	..
Brighton	26	Bonnin, Fanny	D2	F	160 0 0	..
Chatto Creek	18	Flannery, Gertrude M.	..	F	135 0 0	20
Crookston	29	Farquharson, Janet H.	D2	F	155 0 0	..
Earnscleugh	37	Williamson, George W.	D1	M	170 0 0	..
Evan's Flat	31	Woodhill, Ellen	D2	F	180 0 0	..
Galloway	33	Burke, Richard J. J.	..	M	135 0 0	20
Glenomaru N	34	Young, Margaret C.	E2	F	170 0 0	..
Henley	38	Heward, Edwin H.	D4	M	155 0 0	..
Hooper's Inlet N	28	Hunter, Helen Mary	D3	F	155 0 0	..
Houipapa	31	Wilson, Frederick H.	C4	M	150 0 0	..
Hyde	33	White, Percy Henry	C5	M	155 0 0	..
Kakapuaka	30	Hayes, Mahala Lily	C3	F	150 0 0	..
Katea N	30	Beilby, George H.	C4	M	150 0 0	..
Lauder Railway-station	27	Drummey, Agnes J.	D2	F	155 0 0	20
Maerewhenua	26	McKenzie, Georgina	D2	F	155 0 0	..
Maruimata	19	Griffen, Mrs. Isabella	E3	F	155 0 0	..
North Taieri	31	Pretsch, Maria S.	D1	F	150 0 0	..
Otakou N	27	Nelson, John S.	C4	M	150 0 0	..
Otekaike N	29	Eason, Minnie	..	F	144 0 0	20
Otokia	27	MacLeod, Margaret	D1	F	170 0 0	..
Pine Hill	27	Hawke, John	C4	M	160 0 0	..
Puketiro	36	Christie, James	..	M	139 10 0	20
Southbridge	22	Graham, Catherine A. C. de G.	C3	F	160 0 0	..
Taieri Ferry	25	Smith, Janet McG., B.A.	B3	F	155 0 0	..
Te Houka	28	Ford, Margaret O. T.	C3	F	150 0 0	20
Tokarahi	34	Campbell, Jane	D2	F	150 0 0	..
Waianakarua	34	Marshall, Mrs. Eliza	D1	F	155 0 0	..
Waipiata	23	Kay, Margaret	D3	F	150 0 0	..
Wairuna	29	Baird, John Henry	D2	M	155 0 0	..
Waitapeka	24	Masters, Jemima Ellen	D1	F	150 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

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						£	s.	d.	£
GRADE 4.									
Allanton		52	Clark, George B.	E1	HM	200	0	0	..
			Spence, Jean J.	D4	AF	120	0	0	..
Awamoko		44	Burns, William G.	D2	HM	180	0	0	..
			Pryde, Alice	D3	AF	110	0	0	..
Bannockburn		53	Blair, Robert L. D.	D3	HM	190	0	0	..
			Lynn, Ruth	D4	AF	120	0	0	..
Beaumont		41	Thomson, Archibald	D3	HM	190	0	0	..
			Argue, Elizabeth	..	AF	90	0	0	..
Bluespur		47	Miller, James McK.	C3	HM	200	0	0	..
			Brown, Mary	C3	AF	105	0	0	..
Coal Creek		42	Slater, William T.	D4	HM	180	0	0	..
			Clark, Rose A. A.	..	AF	90	0	0	..
Dunback		49	Gray, John Anderson	E2	HM	200	0	0	..
			Crawford, Ivy Irene	C4	AF	95	0	0	..
Duntroon		62	Lockhart, John W.	E2	HM	190	0	0	..
			Barber, Elizabeth E.	D4	AF	90	0	0	..
Evansdale		43	Percy, David McIntosh	D2	HM	190	0	0	..
			Weir, Helen L.	Lic.	AF	95	0	0	..
Fairfax		82	Grant, John Buchanan	D1	HM	210	0	0	..
			Ryan, Ruby L.	D4	AF	100	0	0	..
Flag Swamp	N	38	Bremner, Philip	D2	HM	200	0	0	..
			Anderson, Olive	..	AF	90	0	0	..
Hawea		44	Lenihan, James	C4	HM	180	0	0	..
			McLean, Jessie H.	..	AF	90	0	0	..
Heriot		71	Williamson Alexander H.	C1	HM	215	0	0	..
			Sinclair, Vere Christina	..	AF	90	0	0	..
Highcliff		40	Rutherford, Donald A. J.	C4	HM	180	0	0	..
			Skinner, Marion Y.	D4	AF	110	0	0	..
Kahuika		43	Hartstonge, Daniel	C4	HM	180	0	0	..
			Gray, Margaret	..	AF	108	0	0	..
Kakanui		71	Barnett, Abraham M.	D1	HM	210	0	0	..
			Lyders, Marie Johanne	C3	AF	115	0	0	..
Kelso		44	MacKenzie, John	D4	HM	180	0	0	..
			Sinclair, Cecil Margaret	..	AF	90	0	0	..
Kurow	N	74	Allan, John Morrison	C1	HM	195	0	0	..
			McLay, Alice Eva	D4	AF	95	0	0	..
Leith Valley		42	Nesbit, James W.	D4	HM	200	0	0	..
			Henderson, Jessie	D2	AF	110	0	0	..
Livingstone		56	Newland, Edwin J.	D3	HM	200	0	0	..
			Gubbins, Mrs. Margaret G.	..	AF	90	0	0	..
Lovell's Flat		50	Appleby, William B.	D2	HM	200	0	0	..
			Anderson, Ann C.	D3	AF	100	0	0	..
Lowburn		36	Woods, Llewellyn	D3	HM	190	0	0	..
			Bremner, Ruby H.	..	AF	90	0	0	..
Lower Harbour		41	Labes, Albert August	C3	HM	200	0	0	..
			Ellis, Flora M.	D5	AF	90	0	0	..
Matakanui		38	Cowen, Martin	C4	HM	180	0	0	..
			Shaw, Ethel	C4	AF	90	0	0	..
Maungatua		37	Harrison, Thomas	C2	HM	180	0	0	..
			Tough, Mary G. C.	C4	AF	90	0	0	..
Milburn		51	Pilling, Ewen	E1	HM	210	0	0	..
			Potts, Elizabeth A.	D4	AF	95	0	0	..
Miller's Flat		64	Smith, James	C2	HM	210	0	0	..
			McMillan, Jessie G.	..	AF	90	0	0	..
Moeraki	N	36	Dallas, Thomas W.	C5	HM	180	0	0	..
			Bastings, Alma I.	..	AF	90	0	0	..
Momona		54	Melville, John	D1	HM	200	0	0	..
			Easther, Anna C. W.	C4	AF	95	0	0	..
Ngapara		41	Stenhouse, Robert A.	C1	HM	210	0	0	..
			Wilson, Sarah	..	AF	90	0	0	..
North-east Harbour		38	Menzies, James Kerr	D1	HM	180	0	0	..
			Mathieson, Wilhelmina B.	D3	AF	120	0	0	..
Papakaio		73	Lawless, Cyril N.	B3	HM	190	0	0	..
			McGregor, Mrs. Fanny L.	D1	AF	95	0	0	..
Patearoa		42	Taylor, Robert M.	D3	HM	190	0	0	..
			McIvor, Margaret J.	..	AF	94	10	0	..
Portobello		63	Fergus, Robert	D1	HM	210	0	0	..
			Smith, Annie Fisher	C4	AF	105	0	0	..
Pukeiwitahi		19	Botting, John Francis	D1	HM	195	0	0	..
Pukeuri		46	Forrester, Francis E. L.	B2	HM	185	0	0	..
			Marwick, Jane	C3	AF	110	0	0	..
Purakanui	N	38	Williamson, John	D2	HM	190	0	0	..
			Milne, Annie Jane	D3	AF	110	0	0	..

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						£	s.	d.	£
GRADE 4—*continued.*									
Ranfurly		54	Lake, Alexander	Lic.	HM	171	0	0	..
			Shaw, Margaret J.	C4	AF	90	0	0	..
Ratanui	N	43	Davis, Edward	D2	HM	200	0	0	..
			Gillespie, Sarah	..	AF	94	10	0	..
Romahapa		51	Harrison, Samuel J.	D1	HM	200	0	0	..
			Harrison, Emily V. F.	D4	AF	100	0	0	..
Seacliff	N	65	Marshall, Hugh	C1	HM	210	0	0	..
			Lymburn, Janet	D4	AF	90	0	0	..
St. Bathan's		45	Cowan, Robert	C1	HM	200	0	0	..
			Hare, Emma J.	C4	AF	90	0	0	..
St. Leonard's		48	Carrington, George W.	D1	HM	200	0	0	..
			Lothian, Jeanie M.	D1	AF	110	0	0	..
Tawanui		23	Johnston, John George	C4	HM	180	0	0	25
Teaneraki		69	Calder, George A.	D2	HM	200	0	0	..
			Goulding, Sarah	C4	AF	90	0	0	..
Tuapeka Mouth		46	Munro, Donald, B.A.	B2	HM	185	0	0	..
			Henderson, Alice O.	..	AF	90	0	0	..
Waihola		46	Paterson, William A.	D2	HM	190	0	0	..
			Mitchell, Janet L.	D3	AF	110	0	0	..
Waikoikoi		46	Fawcett, Horace	C3	HM	200	0	0	..
			Guy, Sarah Helen	C4	AF	95	0	0	..
Waipahi		39	Burn, Edgar Huie	C2	HM	200	0	0	..
			Bonnin, Winifred M. L.	D4	AF	95	0	0	..
Waitati		91	Hilgendorf, Francis	B1	HM	210	0	0	..
			Smith, Lucy E. D.	D2	AF	115	0	0	..
			Hastings, Angela	C5	AF	90	0	0	..
Waiwera		36	McKinnon, Charles	E2	HM	200	0	0	..
			Wright, Mary W.	D4	AF	105	0	0	..
Walton		73	Ellisson, Lionel Edwin	C1	HM	210	0	0	..
			Roseveare, Ethel Ann	D3	AF	120	0	0	..
Warepa		31	McLay, James	B2	HM	200	0	0	..
			Armour, Kathleen M.	..	AF	90	0	0	..
Weston		61	Kelly, John	D1	HM	210	0	0	..
			O'Donnell, Aileen	..	AF	90	0	0	..
West Taieri		38	Sargison, James Henry	C3	HM	200	0	0	..
			Knight, Elfreda M.	..	AF	90	0	0	..
Windsor		55	Duggan, Patrick J.	D1	HM	210	0	0	..
			Beattie, Helen M.	..	AF	99	0	0	..
Wylie's Crossing		37	Blair, Robert	E1	HM	180	0	0	..
			Blair, Isabella	D4	AF	95	0	0	..
GRADE 5.									
Clinton		102	Beattie, John	D1	HM	225	0	0	..
			King, Rosetta R.	D2	AF	120	0	0	..
			Kirk, Christina	..	AF	90	0	0	..
Clyde		96	Bringans, Robert	C2	HM	220	0	0	..
			Brooke, Una Margery	D4	AF	105	0	0	..
			Smith, Elizabeth D.	..	AF	90	0	0	..
Cromwell		94	Abel, William Fulton	D1	HM	240	0	0	..
			Clulee, Marion H.	D4	AF	110	0	0	..
			Gordon, Mary H. E.	C4	AF	90	0	0	..
East Taieri	N	98	Waddell, James N., B.A.	B1	HM	240	0	0	..
			Little, Mrs. Donella C.	D1	AF	125	0	0	..
			Luke, Bertha A., B.A.	B4	AF	90	0	0	..
Hampden		89	Robertson, Alexander G.	D1	HM	240	0	0	..
			Nelson, Hannah C.	D3	AF	105	0	0	..
			Botting, Amy I.	D4	AF	90	0	0	..
Maheno	N	110	Rodger, William	B1	HM	215	0	0	..
			Harlow, Wilhelmina	D2	AF	105	0	0	..
			Robertson, Catherine M.	C4	AF	90	0	0	..
			Green, Lillan C.	..	FPr1	50	0	0	..
Otepopo		83	Fleming, James	C1	HM	235	0	0	..
			Beattie, Ethelwyn Jane	C4	AF	105	0	0	..
			Keys, Marion I. M.	..	AF	90	0	0	..
Outram		121	Strong, William J.	D1	HM	260	0	0	..
			Bagley, Leith V.	C2	AF	105	0	0	..
			Smith, Margaret	..	AF	90	0	0	..
			Melrose, Susan Rowan	..	FPr2	55	0	0	..
Owaka		107	Chesney, Andrew	D1	HM	220	0	0	..
			Woodhouse Bertha J.	C4	AF	125	0	0	..
			Craig, Beatrice	..	AF	90	0	0	..
			Smith, Jessie Helen	..	FPr2	55	0	0	..

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GRADE 5—*continued.*							
Sawyer's Bay	N	118	Finlay, Thomas A.	D1	HM	215 0 0	..
			Johnstone, Cecilia	E1	AF	125 0 0	..
			Morris, Thirza S.	C3	AF	105 0 0	..
			McLean, Elizabeth	..	FPr2	25 0 0	..
Stirling		94	Jones, Herbert C.	B1	HM	240 0 0	..
			Tregoning, Mary	E1	AF	135 0 0	..
			Malcolm, Robina	..	AF	90 0 0	..
			Guy, Gladys McN.	..	FPr1	20 0 0	..
Totara		87	Rogers, Walter John ..	C1	HM	210 0 0	..
			Noone, Isabella	Lic.	AF	123 10 0	..
			Hall, Edith J.	D4	AF	90 0 0	..
Waitahuna		82	Patrick, John H.	E1	HM	235 0 0	..
			Harrison, Elizabeth M. ..	D2	AF	125 0 0	..
			Sim, Jane Cathcart	C2	AF	105 0 0	..
GRADE 6A.							
Anderson's Bay		148	Jeffery, James	D1	HM	260 0 0	..
			Gunn, Elizabeth J.	D1	AF	140 0 0	..
			Long, Mary Ann	C3	AF	105 0 0	..
			Fraser, Charles S. F. ..	..	MPt3	45 0 0	..
Naseby D.H.S.		119	Jack, James A.	B1	HM	280 0 0	..
			Guffie, Selina	D2	AF	120 0 0	..
			Inder, Winifred B.	..	AF	90 0 0	..
			Smith, Mary M. D.	..	FPr2	25 0 0	..
Roxburgh		158	Coutts, Thomas R. W., B.A. ..	B1	HM	260 0 0	..
			Newlands, Marion S. S., B.A. ..	B2	AF	130 0 0	..
			McMullen, Esther	..	AF	90 0 0	..
			Coutts, Barbara	..	AF	90 0 0	..
			McLeod, Daisy K.	..	FPr2	55 0 0	..
St. Clair		166	Pope, Langley	C1	HM	260 0 0	..
			Cooper, Isabella Orr	D1	AF	140 0 0	..
			Thomas, Minnie A.	C3	AF	105 0 0	..
			Barton, Vivian	..	MPt3	55 0 0	..
			Lyders, Dagmar Marion A. ..	..	FPr1	20 0 0	..
Strath Taieri		126	Tindall, Arthur W.	C1	HM	250 0 0	..
			Weir, Christina	C2	AF	120 0 0	..
			West, Maria Amelia	D4	AF	95 0 0	..
			Willocks, Mary M.	..	FPr1	50 0 0	..
Waikouaiti		145	Bastings, William E. ..	B1	HM	260 0 0	..
			Kirby, Christiana E.	D1	AF	140 0 0	..
			Newlands, Maggie	D3	AF	100 0 0	..
			Crawford, William	..	MPt3	55 0 0	..
			Bunn, Elizabeth M.	..	FPr2	55 0 0	..
Wakari		150	Moir, James	D1	HM	245 0 0	..
			Christie, Jessie C.	D1	AF	125 0 0	..
			Wilson, Elizabeth	C4	AF	100 0 0	..
			Wilson, Flora	..	FPt4	55 0 0	..
GRADE 6B.							
Ravensbourne		170	Grant, John Black	C1	HM	270 0 0	35
			Spears, William H.	..	AM	108 0 0	..
			Thomson, Jane H.	D1	AF	135 0 0	..
			Hutton, Ella B.	C3	AF	105 0 0	..
			Henderson, Veda M. ..	..	FPr1	50 0 0	..
Tapanui D.H.S.		196	Mackie, William W.	C1	HM	*255 0 0	..
			Darling, Rosy	D2	AF	120 0 0	..
			Watt, Malcolm McP. ..	D5	AM	125 0 0	..
			Morrison, Margaret E. C. ..	..	AF	90 0 0	..
			Aitken, Margaret J. C. ..	..	FPr1	50 0 0	..
			Campbell, Eliza, M.A. ..	A1	Sec.	..	..
GRADE 7A.							
Alexandra D.H.S.		202	McLean, Alexander	C1	HM	*285 0 0	..
			Reilly, Louis Gilbert	D3	AM	200 0 0	..
			Kyle, Eleanor	C2	AF	150 0 0	..
			Broom, Lavinia Edith ..	D4	AF	110 0 0	..
			Smith, James C.	..	MPt3	55 0 0	..
			Hepburn, David J.	..	MPt3	55 0 0	..
			Gunn, Eva H., B.A.	B3	Sec.	..	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

OTAGO—*continued.*

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GRADE 7A—*continued.*							
Kensington	..	284	Stewart, Peter G.	D1	HM	275 0 0	40
			Burn, David W. M., M.A. ..	B1	AM	200 0 0	..
			Farquharson, Elizabeth ..	E1	AF	150 0 0	..
			Aitchison, Louisa M. ..	E2	AF	125 0 0	..
			Barth, Irene	D4	AF	100 0 0	..
			Milne, Alexander	..	MPt2	50 0 0	..
			Newbury, Philip J.	..	MPr2	25 0 0	..
Lawrence D.H.S.	..	192	Turner, William W., B.A. ..	B1	HM	*290 0 0	..
			Darton, Henry L.	D1	AM	256 6 6	..
			Paul, Eliza F. M. H. ..	C1	AF	135 0 0	..
			Hughes, Maggie G.	C4	AF	100 0 0	..
			Fuldseth, Kathleen M. B. ..	..	FPr2	55 0 0	..
			Arnold, Cuthbert F., B.A. ..	B4	Sec.	..	..
			Jennings, Margaret A., B.A. ..	B3	Sec.	..	..
Oamaru Middle	..	190	Earl, Edwin T., B.A. ..	B1	HM	295 0 0	..
			Cowan, James George ..	D4	AM	180 0 0	..
			King, Mary	D1	AF	150 0 0	..
			Wilding, Mary Jane	E1	AF	135 0 0	..
			Gibb, Stewart C.	..	MPr1	20 0 0	..
GRADE 7B.							
Maori Hill	..	291	Fitzgerald, John A	D1	HM	295 0 0	40
			Borrie, John Arthur	D3	AM	200 0 0	..
			Andrew, Kate	D1	AF	150 0 0	..
			Brown, Jane K.	D1	AF	130 0 0	..
			Valentine, Winifred A. ..	D3	AF	105 0 0	..
			Wilson, Janet C.	C3	AF	105 0 0	..
			Garrey, Agnes	..	FPt3	55 0 0	..
			Hay, Nettie I.	..	FPr1	50 0 0	..
Moray Place	..	303	Stewart, John Neil	C1	HM	310 0 0	40
			Thomson, Magnus	D2	AM	185 0 0	..
			Parr, Cuthbert, B.A.	B4	AM	145 0 0	..
			Rodger, Agnes Walker ..	D1	AF	135 0 0	..
			Hodges, Bithia L. C.	D2	AF	105 0 0	..
			McMullin, Margaret L. ..	..	FPt3	45 0 0	..
			Robinson, Janet B.	..	FPr2	55 0 0	..
Palmerston D.H.S. ..	N	266	Rutherford, John R., M.A. ..	A1	HM	*275 0 0	..
			Brown, Edward	C4	AM	180 0 0	..
			Heckler, Louisa A.	D2	AF	150 0 0	..
			Sinclair, Violet B.	D2	AF	135 0 0	..
			Hutton, Pearl E.	C4	AF	95 0 0	..
			McRae, Alexandrina	..	FPr1	20 0 0	..
			Cox, Annie, M.A.	A3	Sec.	..	..
Tokomairiro D.H.S. ..	..	281	Graham, Walter B.	C1	HM	*305 0 0	..
			Hoggans, Alexander	D2	AM	185 0 0	..
			Nelson, Jessie R.	D1	AF	135 0 0	..
			Cornish, Lily M.	B3	AF	105 0 0	..
			Marryatt, Ivy A.	B4	AF	100 0 0	..
			McLaren, Alexander	..	MPr2	55 0 0	..
			Nissen, Margaretta	..	FPr2	25 0 0	..
			Ferguson, Albert J., M.A. ..	B1	Sec.	..	..
			Watt, Alice, B.A.	B4	Sec.	..	..
GRADE 8A.							
Balclutha D.H.S.	..	353	McElrea, William E., B.E. ..	B1	HM	*340 0 0	..
			Harrison, Wilkinson L., M.A. ..	A2	AM	230 0 0	..
			Murray, Ethel M.	D1	AF	150 0 0	..
			Murray, Florence	D2	AF	150 0 0	..
			Gawn, Elizabeth C.	C2	AF	105 0 0	..
			Macauley, Margaret J., M.A. ..	B4	AF	90 0 0	..
			Steven, Beryl	..	FPt3	55 0 0	..
			Wood, Rawiri Evelyn K. ..	..	MPr2	25 0 0	..
			Wade, Robert H.	B4	Sec.	..	..
			Paterson, Janet, M.A. ..	B1	Sec.	..	..
Kaitangata	..	334	Mathews, Alfred	C1	HM	315 0 0	..
			Mechaelis, William Ralph ..	B2	AM	230 0 0	..
			Morrison, Malcolm J. ..	C4	AM	155 0 0	..
			Christie, Elizabeth G. ..	D1	AF	135 0 0	..
			Robertson, Jane	D1	AF	135 0 0	..
			McDougall, Isabella	C3	AF	105 0 0	..
			Frazer, Ellen F.	C3	AF	105 0 0	..
			Smith, Ethel B. L.	..	FPt4	55 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

OTAGO—*continued.*

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GRADE 8A—*continued.*							
Mosgiel D.H.S.		328	Moir, John H., B.A.	B1	HM	*315 0 0	..
			Graham, George P., B.A.	B1	AM	215 0 0	..
			Scott, Mary	D1	AF	155 0 0	..
			Hogg, Sarah Jane	D2	AF	140 0 0	..
			Woodhouse, Henrietta, B.A.	B3	AF	120 0 0	..
			Jackson, Mary Joan	D3	AF	100 0 0	..
			McErlain, Catherine R.	..	FPt3	55 0 0	..
			Carncross, Lila E	..	FPr1	20 0 0	..
			Bressey, Florence F., M.A.	A2	Sec.	..	..
Oamaru South		311	Aldred, Frederick S.	D1	HM	310 0 0	..
			Cron, William	C2	AM	210 0 0	..
			Watson, John	C4	AM	150 0 0	..
			McNaught, Grace S. C.	D1	AF	140 0 0	..
			Copland, Catherine	C4	AF	120 0 0	..
			Macandrew, William	D1	AM	90 0 0	..
			Allan, Mary	..	FPt3	45 0 0	..
			McCulloch, Elizabeth O.	..	FPr1	50 0 0	..
GRADE 8B.							
Green Island		353	McDonald, William	D1	HM	330 0 0	..
			Turner, George A.	C1	AM	230 0 0	..
			Miller, Andrew L., M.A.	B4	AM	155 0 0	..
			Mills, Mary Wilson	E1	AF	150 0 0	..
			Shearer, Florence	D1	AF	135 0 0	..
			Botting, Ethel K. M.	C4	AF	95 0 0	..
			Mitchell, Jessie McF.	C3	AF	105 0 0	..
			McIntosh, Annie M.	..	FPt3	45 0 0	..
Oamaru North		376	Malcolm, James P.	D1	HM	320 0 0	..
			Sproat, William A.	C1	AM	215 0 0	..
			Thompson, Alicia M.	D1	AF	170 0 0	..
			Botting, Robert W. S.	Lic.	AM	142 10 0	..
			Kibblewhite, Kate E.	C3	AF	125 0 0	..
			Edwards, Isabella	C3	AF	100 0 0	..
			Elder, Jessie J.	D2	AF	90 0 0	..
			Jones, Eliza Jane	..	FPt4	55 0 0	..
			Ongley, Esther	..	FPr2	25 0 0	..
GRADE 8C.							
Musselburgh		493	White, John	D1	HM	315 0 0	45
			Paterson, Thomas	D2	AM	215 0 0	..
			Chalmer, Clara Ellen	D2	AF	155 0 0	..
			Cameron, Louisa F.	D1	AF	140 0 0	..
			Graham, Jane S. B.	D2	AF	120 0 0	..
			McKellar, Ethel E.	D3	AF	110 0 0	..
			McKenzie, Isabella M.	D3	AF	120 0 0	..
			Neale, Clara I.	C4	AF	90 0 0	..
			Somerville, Jean R.	..	FPt3	55 0 0	..
			Matheson, Clara R.	..	FPt3	45 0 0	..
			Abernethy, Alan H.	..	MPr2	25 0 0	..
Port Chalmers D.H.S.	N	399	Booth, George F., B.A.	B1	HM	*330 0 0	..
			Gray, James H., B.A.	B1	AM	240 0 0	..
			Kaye, William T. O.	C3	AM	160 0 0	..
			Paterson, Jessie R. A.	D1	AF	140 0 0	..
			Geddes, Emilie S.	E2	AF	135 0 0	..
			McCallum, Maria M.	D1	AF	120 0 0	..
			Bott, Amelia	E2	AF	105 0 0	..
			Moss, Doreen H.	..	FPt4	55 0 0	..
			Miller, Winifred B.	..	FPr1	20 0 0	..
			Sinclair, Agnes	C3	Sec.	..	..
GRADE 9A.							
Arthur Street		484	Barrett, Richard J.	C1	HM	340 0 0	..
			Begg, Thomas	D1	AM	240 0 0	..
			Hunter, Robert R.	B3	AM	195 0 0	..
			Sherriff, Eliza Grant	C1	AF	155 0 0	..
			Bremner, Victor H. T.	D4	AF	135 0 0	..
			Pilkington, Jane	D2	AF	120 0 0	..
			Orkney, Daisy Mary	D1	AF	120 0 0	..
			de Lambert, Ethel G.	C3	AF	105 0 0	..
			Bodkin, Evelyn Edith	..	FPt4	60 0 0	..
			Blackie, Margaret P.	..	FPt3	45 0 0	..
			Maxwell, Grace M.	..	FPr1	20 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

OTAGO—*continued.*

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						£	s.	d.	£
GRADE 9A—*continued.*									
Macandrew Road		492	Macdonald, George W. C. ..	B1	HM	340	0	0	50
			Smeaton, Charles G.	C1	AM	240	0	0	..
			Walton, William L.	B3	AM	180	0	0	..
			Whinam, Lois Anne P. ..	D1	AF	150	0	0	..
			Faulks, Flora	D1	AF	140	0	0	..
			Walker, Mary Maria ..	E1	AF	125	0	0	..
			Hastings, Margaret E. ..	C4	AF	125	0	0	..
			Davie, Victoria R.	C4	AF	105	0	0	..
			Alexander, Mrs. Rebecca ..	D1	AF	95	0	0	..
			Tempero, Frank J.	..	MPr1	50	0	0	..
Mornington		485	Davidson, William	D1	HM	340	0	0	..
			Service, William A.	C1	AM	240	0	0	..
			Walker, David A. S.	C4	AM	180	0	0	..
			Low, Jessie	D1	AF	150	0	0	..
			Paterson, Jessie	C2	AF	135	0	0	..
			Calder, Elizabeth M. ..	D2	AF	125	0	0	..
			Wilson, Jessie Banks ..	C3	AF	120	0	0	..
			Mackisack, Eleanor W. ..	C3	AF	105	0	0	..
			Cairns, Jessie	E1	AF	105	0	0	..
			Bonnin, Muriel G. R. ..	..	FPr2	55	0	0	..
GRADE 9B.									
George Street (Dunedin) ..	N	555	Patterson, Thomas A., M.A. ..	B1	HM	345	0	0	50
			Bell, Cecil F. J.	C1	AM	255	0	0	..
			McPhee, John H. A., B.A. ..	B1	AM	200	0	0	..
			Mackenzie, Margaret ..	D1	AF	155	0	0	..
			Searle, Ernest Albert ..	..	AM	126	0	0	..
			Campbell, Verona H. D. ..	E1	AF	140	0	0	..
			Luscombe, Blanche	D1	AF	140	0	0	..
			Colquhoun, Mary H. ..	B3	AF	95	0	0	..
			Rennie, Jessie G.	C3	AF	105	0	0	..
			Rishworth, Margaret R. ..	..	FPt5	55	0	0	..
			Bennett, Rachael I.	..	FPt4	55	0	0	..
			Kennedy, Archibald P. L. ..	..	MPt3	45	0	0	..
High Street (Dunedin)		513	Smith, James W.	C1	HM	360	0	0	50
			Robertson, John A.	C1	AM	260	0	0	..
			Davis, Thomas B.	C3	AM	190	0	0	..
			Anderson, Annie C.	E1	AF	175	0	0	..
			Partridge, Ernest	B3	AM	140	0	0	..
			Tayler, Mabel A.	D1	AF	140	0	0	..
			Sullivan, Lily, M.A.	B1	AF	130	0	0	..
			Clapperton, Catherine ..	B3	AF	120	0	0	..
			Mitchell, Emily	C3	AF	100	0	0	..
			Mackisack, Kathleen E. ..	..	FPt4	55	0	0	..
			Bachop, Annie M.	..	FPt3	45	0	0	..
			Ashcroft, Catherine L. ..	..	FPt3	45	0	0	..
Kaikorai		499	Allnutt, William C.	D1	HM	370	0	0	..
			Matheson, John	D1	AM	250	0	0	..
			Kelk, Henry P.	D1	AM	210	0	0	..
			McEwan, Mary	E1	AF	180	0	0	..
			Murphy, Frank G.	D2	AM	165	0	0	..
			Dow, Annie Cecilia	D2	AF	135	0	0	..
			Callender, Mary	E1	AF	140	0	0	..
			Reid, Wilhelmina R. ..	D2	AF	110	0	0	..
			Allan, Flora McD.	C2	AF	105	0	0	..
			Bell, Cecil R.	..	MPt3	45	0	0	..
			Griffiths, Alice Mary ..	..	FPt3	45	0	0	..
			Thomson, Walter	..	MPt3	55	0	0	..
North-east Valley		549	Flamank, Oscar Davis ..	C1	HM	345	0	0	..
			Rawlinson, Charles C. ..	C1	AM	260	0	0	..
			Kennedy, Alexander S. ..	B2	AM	185	0	0	..
			Andrew, Alice Mary	D1	AF	165	0	0	..
			Anderson, Peter J.	D3	AM	160	0	0	..
			Paterson, Elizabeth S. ..	D2	AF	140	0	0	..
			Jones, Florence Alice ..	D2	AF	125	0	0	..
			McCallum, Louisa M. ..	C2	AF	105	0	0	..
			Hale, Lily G.	D3	AF	105	0	0	..
			Blair, Gertrude Lois	C2	AF	105	0	0	..
			George, William K.	..	MPt4	60	0	0	..

List of Public Schools, the Staff, etc.—*continued.*

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					£ s. d.	£
Grade 9B—*continued.*						
Normal School and Model School (at Training College) ..	503	Pinder, Edward, M.A. ..	A1	HM	385 0 0	..
		McMillan, Hugh	D1	AM	290 0 0	..
		Maxwell, Jessie	D1	AF	255 0 0	..
		Marryatt, Ernest	C2	M	245 0 0	..
		Ironside, John	C2	AM	225 0 0	..
		McMillan, Mary S.	E1	AF	200 0 0	..
		Colquhoun, John A.	B4	AM	150 0 0	..
		McPherson, Gertrude C. ..	D1	F	155 0 0	..
		Faulks, Kate	D2	AF	150 0 0	..
		Greaves, Alice	D1	AF	120 0 0	..
		Firth, Elizabeth H.	D1	AF	120 0 0	..
		Alexander, Ann C.	D1	AF	135 0 0	..
		White, Dora	C3	AF	95 0 0	..
		Moore, John A., M.A. ..	A2	Sec.	..	..
		Kenyon, Helen McG., B.A. ..	B3	Sec.	..	..
Grade 10A.						
Caversham	623	Hardy, James W.	B1	HM	375 0 0	50
		Wilson, Robert	D1	AM	275 0 0	..
		Renton, William, B.A. ..	B2	AM	215 0 0	..
		Given, Jessie I.	D1	AF	180 0 0	..
		Robinson, Arthur H., B.A. ..	B3	AM	170 0 0	..
		Ross, Annie Murray	D1	AF	155 0 0	..
		Farnie, Grace M.	D1	AF	150 0 0	..
		McGregor, Isabella	D1	AF	125 0 0	..
		Walton, Margaret A. S. ..	C2	AF	125 0 0	..
		Harrison, Charlotte G., B.A. ..	B3	AF	105 0 0	..
		Bowling, Alice G.	D1	AF	95 0 0	..
		Woolliams, Eva M. E. ..	..	FPt4	55 0 0	..
		Goudie, John C. B.	..	MPt4	55 0 0	..
		Aitchison, Elizabeth D. ..	..	FPt3	45 0 0	..
		Eudey, Walter S.	..	MPt3	45 0 0	..
Grade 10C.						
Albany Street (Dunedin)	685	Rennie, James, B.A., B.Sc. ..	B1	HM	390 0 0	50
		McLaren, William	D1	AM	290 0 0	..
		Phillipps, William	B1	AM	230 0 0	..
		Little, Caroline Eliza ..	D1	AF	195 0 0	..
		Bringans, Alexander	C4	AM	165 0 0	..
		Murray, Hannah B.	E1	AF	150 0 0	..
		Scott, Marjory T.	D1	AF	150 0 0	..
		Livingstone, Catherine ..	D1	AF	135 0 0	..
		Crawley, Janet Lucy ..	D2	AF	135 0 0	..
		Nicolson, Mrs. Ada	D2	AF	100 0 0	..
		Johnson, Helen C. W. ..	D2	AF	105 0 0	..
		Walker, Leonie A. N. ..	..	FPt4	60 0 0	..
		York, Ethel	..	FPt4	55 0 0	..
		Kemshed, D. S. McF. ..	..	MPt4	60 0 0	..
		Edmonston, Margaret ..	..	FPt4	60 0 0	..
		Anderson, Renata V. ..	..	FPt4	60 0 0	..
		Robertson, Annie	..	FPt3	55 0 0	..
Forbury	679	Eudey, Walter	C1	HM	390 0 0	50
		Nelson, James	C1	AM	275 0 0	..
		Borthwick, James	E1	AM	230 0 0	..
		Hooper, Jane Dunlop ..	D1	AF	200 0 0	..
		Eggelton, Thomas E. ..	D4	AM	165 0 0	..
		Lawrence, Dora S.	D1	AF	165 0 0	..
		Ralston, Mary	C1	AF	165 0 0	..
		Budd, Elizabeth	C2	AF	135 0 0	..
		Hopcraft, Victoria K. ..	D2	AF	135 0 0	..
		Brown, Isabel E.	D2	AF	120 0 0	..
		Lear, Constance M.	C2	AF	105 0 0	..
		Cowie, Elizabeth C.	D3	AF	105 0 0	..
		Erskdale, Isabella J. ..	..	FPt4	60 0 0	..
		Vickers, Mary Jane	..	FPt4	55 0 0	..
		Mercer, Rachel Ruby ..	..	FPt3	45 0 0	..
		Kernohan, Florence K. ..	..	FPt3	45 0 0	..
Totals	..	..	..	..	82,237 16 6	965

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued*

SOUTHLAND.

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GRADE 0.							
Arthur's Point		8	O'Keefe, Delia B.		F	48 0 0	..
Dog Island		3	Wiig, Ivy		F	12 0 0	..
Etalvale		6	Brown, Mary		F	36 0 0	..
Five Rivers		6	Ward, Constance M.		F	36 0 0	..
Five Rivers Siding		7	Irwin, Mary		F	48 0 0	..
Makarewa North		7	Gunnion, Elsie		F	42 0 0	..
Manapouri		5	Watson, Ina		F	48 0 0	..
Mount Aspiring		2	McPherson, Jessie		F	18 0 0	..
Nokomai		7	Chittock, Charles H.		M	42 0 0	..
Sunnyside		6	Gray, Williamina M.		F	36 0 0	..
GRADE 1.							
Avondale		10	Hanning, Elizabeth		F	90 0 0	10
Awarua Plains		15	McArthur, Grace		F	121 10 0	..
Beaumont		9	Wright, Annie		F	90 0 0	10
Birchwood		23	Dixon, Annie M.		F	90 0 0	10
Cardrona		10	Barker, Caroline		F	135 0 0	..
Caroline		11	Tabraham, Frederick G.		M	90 0 0	..
Chatton North		15	Ballantyne, Isabella		F	90 0 0	..
Crown Terrace		9	Romans, Henry C.		M	90 0 0	10
Feldwick		9	Hassing, George M.	E2	M	90 0 0	10
Ferndale		12	Tweedie, Ellen M. C.	C5	F	90 0 0	10
Ferndunlaw		13	Selby, Harold I.		M	90 0 0	..
Gibbston		9	Leslie, Mary		F	90 0 0	..
Glencoe		14	Simon, Leonie		F	90 0 0	..
Granity		16	Beer, Ethel		F	90 0 0	..
Greenvale		15	Macdonald, Matilda		F	90 0 0	..
Hamilton Burn		17	Lloyd, Grace		F	90 0 0	10
Holmesdale		11	Gifford, Mary		F	90 0 0	10
Kingston		9	Fredric, Isabel		F	90 0 0	..
Mokoreta		11	Potts, Mrs. Jane S.		F	94 10 0	..
Morton Mains Siding		20	Bogue, Margaret		F	90 0 0	10
New River Ferry		12	Boyce, May		F	108 0 0	10
Pyramid Siding		12	Orr, Margaret F. M.		F	99 0 0	..
Raymond's Gap	N	13	Gordon, Esther		F	90 0 0	..
Redan Valley		10	Potts, Bessie		F	90 0 0	..
Sandstone		11	Macdonald, Cora J.		F	90 0 0	..
Springbank		13	Burt, John	D4	M	90 0 0	..
The Neck	N	8	Wright, Herbert P.		M	90 0 0	..
Titipua		10	Higgins, George E.		M	90 0 0	10
Wairaki		10	McKenzie, Mona		F	90 0 0	10
Waituna		23	Blick, Richard A. E. H.		M	90 0 0	..
Wendon Valley		12	Morrison, Annie		F	90 0 0	..
GRADE 2.							
Ardlussa		22	Galt, John M. H.		M	108 0 0	..
Benio		15	Stephens, Miriam		F	108 0 0	..
Dacre		19	Maider, Sophia	D4	F	135 0 0	15
Eastern Bush		25	Terry, Elizabeth S.		F	108 0 0	..
Flint's Bush		21	Orr, Marion J. N.	D4	F	130 0 0	..
Forest Hill South		20	Spencer, Jane D.		F	108 0 0	..
Glenorchy		23	Preston, Lucille		F	112 10 0	15
Haldane		17	Sixtus, Bertram E.		M	108 0 0	..
Hedgehope, Upper		24	Steele, Marion D., B.A.	B1	F	120 0 0	..
Kaiwera		20	Ballantine, Archibald		M	108 0 0	..
Kapuka		23	Golden, Agnes		F	126 0 0	..
Kapuka South	N	16	Taylor, Myrtle G.		F	90 0 0	..
Koromiko		11	Cochran, Mrs. I. C. J. K., M.A.	B2	F	180 0 0	..
Longridge		14	Macdonald, John		M	108 0 0	..
Longridge Village		10	Snodgrass, Mrs. Margaret T.	E3	F	130 0 0	..
Macetown		14	Ritchie, Beresford		M	117 0 0	..
Mandeville		20	Overton, William R.	E2	M	150 0 0	..
Morton Mains		18	McLeod, John W.		M	112 10 0	15
Niagara	N	16	Wood, Mary		F	153 0 0	..
Opio		21	Clapp, Lewis J.	Lic.	M	147 5 0	..
Papatotara	N	35	Stancombe, Mary	E2	F	125 0 0	..
Pine Bush		30	McGlashan, Peter	D5	M	120 0 0	..
Quarry Hills		16	Lamb, Robert J.		M	135 0 0	15
Waikawa Valley							
Rees Valley		13	McNeill, Rita		F	108 0 0	15
Riverside		21	Tabraham, Mrs. Minnie	Lic.	F	114 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

SOUTHLAND—*continued.*

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GRADE 2—*continued.*							
Shotover, Upper		18	Galt, Lionel D.	..	M	108 0 0	..
Spar Bush		19	McNaughton, Margaret	C4	F	120 0 0	..
Springhills		16	Eggleton, Ada L.	D3	F	150 0 0	..
Tuatapere		28	McFeely, Hugh	..	M	117 0 0	15
Waimumu		24	Kinross, Andrew	..	M	108 0 0	..
Waipounamu		24	Ross, Grace M.	Lic.	F	112 10 0	..
Wairekiki	N	13	Peters, Ann S.	..	F	112 10 0	..
Wairio		26	Cowie, Norman A. M.	D4	M	150 0 0	..
Wendonside		15	Shepard, Henry	E2	M	150 0 0	..
GRADE 3.							
Charlton		26	McAllister, Agnes G.	D2	F	180 0 0	..
Chatton East		16	Waddell, Joseph A.	C4	M	150 0 0	..
Clifden		20	Mehaffey, William G.	D4	M	150 0 0	..
Croydon		38	Biggar, Mary M.	D2	F	170 0 0	..
Fernhills		36	Burt, Sarah McA. R., M.A.	B4	F	160 0 0	..
Gladfield		24	Murphy, Katherine	E3	F	170 0 0	..
Glenham		27	Smith, Frances H.	D3	F	150 0 0	20
Grove Bush	N	35	McKenzie, Alexander	D4	M	155 0 0	..
Heddon Bush		36	Hanning, Minnie L.	E1	F	170 0 0	..
Hedgehope, Lower		31	Nicoll, Jessie J.	D3	F	150 0 0	20
Hillend South		24	Milne, James	E1	M	180 0 0	..
Hokonui		27	Wilson, Mrs. Mary R.	E2	F	150 0 0	..
Merrivale		37	Cusack, James	E2	M	165 0 0	..
Mimihau		27	Leith, Maitland J.	C3	M	160 0 0	..
Mossburn	N	32	Southberg, Eleanor	E2	F	170 0 0	..
Moturimu		17	Dale, Annabella S.	C3	F	150 0 0	..
Oraki		25	Purvis, Patience J.	D3	F	170 0 0	..
Otama		22	McKenzie, George	Lic.	M	171 0 0	..
Otapiri		24	Mackay, Eric V.	D4	M	170 0 0	..
Otara		37	Lopdell, James	..	M	135 0 0	..
Otatara Bush		31	Kelly, Thomas	D2	M	180 0 0	..
Oteramika		36	Jackson, Samuel	..	M	135 0 0	..
Oteramika Gorge		25	Monteath, Thomas	E1	M	180 0 0	..
Pembroke		33	Currie, Hilda H., B.A.	B4	F	150 0 0	..
Roslyn Bush		20	McKay, Annie	D2	F	160 0 0	..
Round Hill		32	Hall, Andrew	Lic.	M	142 10 0	20
Scott's Gap		22	Egan, Thomas	..	M	135 0 0	..
Shotover, Lower		30	Melton, Mrs. Jane B.	D4	F	150 0 0	..
Taramoa		21	Simmonds, Mrs. Sarah E.	E2	F	180 0 0	..
Te Waewae		41	Brown, Douglas C.	..	HM	135 0 0	20
			Brown, Mary E.	..	AF	90 0 0	..
Tokonui	N	29	Mackay, Catherine H.	Lic.	F	175 15 0	..
Waikaka Siding		24	Cameron, Annie R.	D4	F	155 0 0	..
Waikaka Valley		35	Cameron, Thomas	..	M	135 0 0	..
Waikawa	N	20	Irwin, Margaret	..	F	135 0 0	20
Waimahaka		28	Mackay, Jessie R.	C4	F	150 0 0	..
West Plains		29	Mehaffey, John	D1	M	200 0 0	..
Wild Bush		32	Griffiths, George F.	C4	M	185 0 0	..
GRADE 4.							
Aparima		36	McInman, Emily M.	D2	HF	200 0 0	..
			Thomson, Marie	..	AF	90 0 0	..
Athol		42	Gilfedder, Thomas J.	D3	HM	190 0 0	..
			McKenzie, Agnes	..	AF	99 0 0	..
Brydone		37	Williams, Mrs. Emma G.	D1	HF	180 0 0	..
			Wright, Elizabeth J.	..	AF	95 0 0	..
Clifton	N	75	Smith, Edward	D2	HM	200 0 0	..
			Hannan, Cecilia	E3	AF	110 0 0	..
Dipton		37	Millar, William	E2*	HM	210 0 0	..
			Millar, Ruby	..	AF	90 0 0	..
Drummond		68	Webber, John O.	C3	HM	195 0 0	..
			Lumsden, Jane	..	AF	90 0 0	..
			Sutton, Marjorie	..	FPr2	25 0 0	..
Elderslie		43	Watson, Isabella H.	D1	HF	180 0 0	..
			Murray, Jessie E. I.	..	AF	103 10 0	..
Fairfax		34	Meek, Ada M.	E2	HF	200 0 0	..
			Winning, Annie T.	..	AF	90 0 0	..
Forest Hill North		45	Cameron, Jessie	D3	HF	200 0 0	..
			Hayward, Myrtle A. E.	D4	AF	105 0 0	..
Fortrose	N	50	Millard, Arthur J.	E2	HM	185 0 0	..
			McDonald, Flossy	..	AF	90 0 0	..
Garston		38	Lea, William S.	E2	HM	200 0 0	..
			Porteous, Mary	..	AF	90 0 0	..

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						£ s. d.	£
GRADE 4—*continued.*							
Greenhills		45	Ward, Mrs. Agnes	D2	HF	200 0 0	..
			Keenan, Mary E.	..	AF	90 0 0	..
Gummie's Bush		47	Carnahan, Jessie McP.	E1	HF	200 0 0	..
			Watson, Bona	..	AF	90 0 0	..
Half-moon Bay	N	39	Reid, Mrs. Annie	D2	HF	190 0 0	25
			Lloyd, Adelina	..	AF	90 0 0	..
Knapdale		36	White, Mary E.	D1	HF	185 0 0	..
			Peters, Mary	..	AF	94 10 0	..
Limehills		84	Murray, Henry E.	D1	HM	210 0 0	..
			McHutcheson, Monica S.	..	AF	90 0 0	..
			Macdonald, Christina M.	..	FPr2	55 0 0	..
Limestone Plains		31	Miller, John I.	D4	M	180 0 0	..
Longbush		43	Mackay, Leslie D.	C3	HM	200 0 0	..
			Rowe, Lilian J.	..	AF	90 0 0	..
Mabel		45	Linn, Mary I.	E2	HF	200 0 0	..
			McLeod, Margaret I.	..	AF	90 0 0	..
Maitland Village		40	Barclay, Lily C.	D3	HF	130 0 0	..
			Morton, Agnes	..	AF	90 0 0	..
Mataura Island		51	Gray, Agnes	D2	HF	200 0 0	..
			Mitchell, Christine	..	AF	90 0 0	..
Menzies Ferry		29	Campbell, Mary A. E.	E2	HF	200 0 0	25
			Kean, Mary	..	AF	90 0 0	..
Myross Bush		40	Cushen, John A.	C4	HM	185 0 0	25
			McHutcheson, Elsie W.	D4	AF	105 0 0	..
Oreti Plains		38	Wilson, Robert N.	D2	HM	195 0 0	..
			Winder, Elizabeth	..	AF	99 0 0	..
Pahia	N	36	Lea, Albert G.	C2	HM	200 0 0	..
			Harrington, Phoebe A.	..	AF	90 0 0	..
Pukerau		54	Macdonald, George C.	D2	HM	200 0 0	..
			Seed, Jessie E.	..	AF	94 10 0	..
Rimu		57	Clark, Alexander	D2	HM	200 0 0	..
			Griffiths, Georgina	..	AF	90 0 0	..
Riversdale		70	Sutherland, Frederick R. H.	D1	HM	240 0 0	..
			Hunter, Elizabeth	..	AF	103 10 0	..
			Speden, Helen	..	FPr2	55 0 0	..
Ryal Bush	N	56	Officer, John	E1	HM	200 0 0	..
			Cockerill, Myrtle	D4	AF	90 0 0	..
Seaward Downs		39	Enright, Mary A.	D1	HF	180 0 0	..
			Webb, Beatrice J. H.	C4	AF	90 0 0	..
Te Tua		38	McCallum, Mary	D2	HF	205 0 0	..
			Beer, Annie	..	AF	90 0 0	..
Thornbury		52	Diack, William A.	C2	HM	195 0 0	..
			Lovett, Dulcie	..	AF	90 0 0	..
Tuturau		37	Shroeder, Peter	C3	HM	180 0 0	..
			Lenihan, Minnie	..	AF	90 0 0	..
Waianiwa		46	Smith, Aaron Y.	C1	HM	200 0 0	..
			Southern, Grace	D4	AF	110 0 0	..
Waikouro		29	Orr, Mrs. Mary	D3	F	180 0 0	..
Waimatuku		43	Selby, Bertha G.	C1	HF	190 0 0	..
			McKenzie, Nellie	..	AF	94 10 0	..
Wallacetown		46	McKenzie, Duncan	E1	HM	190 0 0	..
			Romans, Henrietta	..	AF	90 0 0	..
Wendon		28	Gazzard, William H. D.	D3	M	190 0 0	..
Wyndham South		40	White, James	D4	HM	180 0 0	..
			Webb, Hannah M.	C5	AF	90 0 0	..
GRADE 5.							
Arrowtown D.H.S.		91	Blackie, Walter G., M.A., B.Sc.	A2	HM	*220 0 0	..
			Youngman, Violet	..	AF	103 10 0	..
			Preston, Gwendoline A.	..	FPt1	25 0 0	..
			Daplyn, Rosina M., B.A.	B3	Sec.	..	..
Balfour		84	Learmonth, Robert	D1	HM	220 0 0	..
			Blue, Jessie	D4	AF	105 0 0	..
			Fraser, Bessie	..	AF	90 0 0	..
			Grant, Helen	..	FPr2	25 0 0	..
Colac Bay	N	89	Soar, James	C1	HM	235 0 0	..
			Gallagher, Mary E.	..	AF	94 10 0	..
			Barber, Ada I. J.	..	AF	90 0 0	..
Kennington		104	Featherstone, Arthur E.	C1	HM	235 0 0	..
			Rae, Elizabeth	D3	AF	130 0 0	..
			Dunlop, Gladys	..	FPt3	55 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

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						£ s. d.	£
GRADE 5—*continued.*							
Lumsden	..	102	Clark, William H., B.A. ..	B1	HM	270 0 0	..
			Tait, Helen M.	Lic.	AF	104 10 0	..
			Durie, Olive	..	FPt4	60 0 0	..
			Butson, Millicent	..	FPr2	55 0 0	..
Makarewa	..	112	Gazzard, Thomas E.	D1	HM	240 0 0	..
			Macdonald, Alexandrina ..	D3	AF	125 0 0	..
			Elley, Maud E.	..	AF	90 0 0	..
Queenstown	..	82	Hoddinott, Frederick W., B.A. ..	B2	HM	215 0 0	..
			Turner, Edith M.	D4	AF	105 0 0	..
			Ryan, Sarah C.	..	AF	90 0 0	..
Waikaia	..	130	McChesney, Hugh	B3	HM	210 0 0	..
			Duncan, Jane	..	AF	117 0 0	..
			Lush, Frances A.	..	AF	90 0 0	..
			Cosgriff, Alice	..	FPt3	55 0 0	..
Waikaka	..	80	Thomson, Alexander G. ..	E1	HM	220 0 0	..
			Fahey, Nora	..	AF	99 0 0	..
			Elder, Eunice F.	..	FPt4	60 0 0	..
Woodlands	..	113	Donald, James	B1	HM	225 0 0	..
			Wallace, Elizabeth J. ..	D4	AF	110 0 0	..
			Nuttall, Elsie	..	FPt4	60 0 0	..
GRADE 6A.							
Edendale	..	131	Hiddlestone, Archibald H. ..	E1	HM	240 0 0	..
			Greer, Ellen	D4	AF	120 0 0	..
			Pryde, Annie	D4	AF	105 0 0	..
			Milne, Alexander	..	MPt2	50 0 0	..
Nightcaps	N	116	Gray, John	D1	HM	250 0 0	..
			Wright, Bridget	D4	AF	130 0 0	..
			Cosgriff, Margaret	..	AF	90 0 0	..
			Melvin, Susannah	..	FPt2	50 0 0	..
Tisbury	..	132	Hamilton, Martha	D1	HF	260 0 0	35
			Macdonald, Sarah M. M. ..	E2	AF	140 0 0	..
			Agnew, George	..	MPt5	55 0 0	..
			Rose, Margaret E.	..	FPt4	60 0 0	..
			McIndoe, Catherine	..	FPr1	20 0 0	..
Waikiwi	..	148	Greig, David M.	C1	HM	245 0 0	..
			Hardie, Margaret	E2	AF	125 0 0	..
			Howie, Helen M.	..	AF	90 0 0	..
			Edginton, Elizabeth	..	FPt4	55 0 0	..
			Anderson, Albertina	..	FPt2	55 0 0	..
Wyndham	..	148	Golding, Jabez	D2	HM	260 0 0	..
			Hamilton, Margaret E. ..	E1	AF	120 0 0	..
			McLauchlan, Margaret M. ..	..	AF	90 0 0	..
			Pullar, Annie	..	FPt3	55 0 0	..
GRADE 6B.							
Invercargill North	..	203	Inglis, Alexander, M.A., M.SC. ..	A1	HM	260 0 0	..
			Hardie, Mary	E1	AF	140 0 0	..
			Baird, Thomas	..	AM	108 0 0	..
			Garmson, Christina I. ..	C4	AF	90 0 0	..
			Ross, Alice	..	FPr2	55 0 0	..
Orepuki	..	179	Young, Henry P.	D1	HM	270 0 0	..
			Traynor, Marion O.	D4	AF	130 0 0	..
			Barron, Isabella F.	D3	AF	130 0 0	..
			Hall, Norman	..	AM	90 0 0	..
Otautau	..	172	Robertson, George E., B.A. ..	B1	HM	245 0 0	..
			Donnan, Mary R.	C3	AF	130 0 0	..
			Saunders, Mary I.	D4	AF	120 0 0	..
			Saunders, Nelson G.	..	AM	90 0 0	..
			Affleck, Milly V.	..	FPr2	25 0 0	..
GRADE 7A.							
East Gore	..	185	Steadman, David D.	C1	HM	270 0 0	..
			Lyttle, David J. A.	D3	AM	180 0 0	..
			Salmond, Mary	B2	AF	150 0 0	..
			Ross, Annie	D4	AF	99 0 0	..
			Gowdy, Vyvienne	C4	AF	90 0 0	..
			Taylor, Irene	..	FPr1	20 0 0	..
Riverton D.H.S.	N	232	Hewat, Ebenezer C., B.A. ..	B1	HM	*290 0 0	..
			Acheson, Catherine E. A. ..	C2	AF	200 0 0	..
			Hamilton, Janet A.	D1	AF	150 0 0	..
			Lucas, Evelyn M.	D2	AF	125 0 0	..
			Watson, May C.	..	FPt2	50 0 0	..
			Welsh, James	..	MPt4	60 0 0	..
			Neilson, Florence, M.A. ..	B4	Sec.	..	..

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GRADE 7A—*continued.*						
Waihopai and side school	231	McNeill, Duncan, B.A. ..	B1	HM	270 0 0	..
		Reid, Albert S.	Lic.	AM	171 0 0	..
		Perrin, Margaret C., B.A. ..	B1	AF	150 0 0	..
		Baird, Mary	C2	AF	130 0 0	..
		Griffin, Lily O.	C4	AF	100 0 0	..
		Steel, Christina	..	AF	90 0 0	..
		Fraser, Katie	..	FPr1	50 0 0	..
Winton	210	McKillop, David S.	C1	HM	270 0 0	..
		Blathwayt, Murray	..	AM	162 0 0	..
		McKenzie, Mary S. H. ..	D2	AF	140 0 0	..
		Brown, Isabella	D4	AF	105 0 0	..
		McDonald, Donald	..	MPt2	50 0 0	..
		Watson, Robert G. S. ..	..	MPt3	45 0 0	..
GRADE 7B.						
Invercargill Park	289	Hain, James	D1	HM	295 0 0	..
		Henry, James A.	B3	AM	180 0 0	..
		Dryburgh, Isabella	E1	AF	150 0 0	..
		Harkness, Jessie	D2	AF	135 0 0	..
		Wyeth, Nora	..	FPt4	60 0 0	..
		Rabbidge, Edith	..	FPt3	45 0 0	..
		Bonthron, Escott	..	MPt2	35 0 0	..
		Martin, Linda	..	FPr1	20 0 0	..
GRADE 8A.						
Bluff .. .. .. N	323	McNeil, Angus, M.A.	A1	HM	310 0 0	..
		Prichard, Herbert D. ..	D3	AM	210 0 0	..
		Todd, Eliza T.	D2	AF	155 0 0	..
		McLeod, Catherine E. ..	D2	AF	135 0 0	..
		Stenhouse, Christina ..	D2	AF	120 0 0	..
		Gifford, Jessie C.	..	AF	90 0 0	..
		Long, Gladys	..	FPt4	55 0 0	..
Mataura	309	Gilchrist, William	C1	HM	310 0 0	45
		Evison, John C. M.	D1	AM	220 0 0	..
		Fowler, Lilian E.	D1	AF	160 0 0	..
		Salmond, Elizabeth I. ..	C4	AF	135 0 0	..
		Rowe, Alfred C.	D4	AM	135 0 0	..
		McBride, Joseph	..	MPt3	45 0 0	..
		Gowdy, Harold	..	MPt3	60 0 0	..
		Brown, Mary	..	FPt3	55 0 0	..
		Thomson, Jeannie S. ..	..	FPr1	50 0 0	..
GRADE 8B.						
Gore	405	Golding, Jonathan, B.A. ..	B1	HM	340 0 0	..
		Grenfell, Alfred F.	C1	AM	240 0 0	..
		Howes, Edith A.	D1	AF	180 0 0	..
		Wilson, Elizabeth M. ..	D1	AF	150 0 0	..
		McKenzie, Lionel A. ..	B4	AM	120 0 0	..
		McKinna, Belle B.	..	AF	90 0 0	..
		Calder, Walter	..	MPt4	55 0 0	..
		Earwaker, Daisy	..	FPt3	55 0 0	..
		Duke, Catherine	..	FPt3	55 0 0	..
		Johnson, Marian	..	FPt3	55 0 0	..
		Alexander, Elizabeth ..	..	FPr2	25 0 0	..
GRADE 9B.						
Invercargill, Middle	516	Mehaffey, William G. ..	D1	HM	360 0 0	..
		Greig, Alexander	C1	AM	260 0 0	..
		Birss, Helen L.	D1	AF	200 0 0	..
		Rae, Duncan M.	C3	AM	160 0 0	..
		Lopdell, Francis C.	D4	AM	145 0 0	..
		Thomson, Annie	E2	AF	140 0 0	..
		Dundas, Jessie A.	D2	AF	140 0 0	..
		Harrington, Ethel	D3	AF	105 0 0	..
		McDougall, Agnes V. ..	..	AF	90 0 0	..
		Falconer, Jessie D.	..	FPt3	45 0 0	..
		Huffadine, Mabel	..	FPt3	45 0 0	..
		Doogin, Mary	..	FPt3	45 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*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. (1.)		Average for the Year 1912. (2.)	Names, Classification, and Status of Teachers. Teachers on the Staff at the End of the Year. (3.)	Classification. (4.)	Position in the School. (5.)	Annual Rates of Payment during last Month of Year. For Salary, including Lodging-allowances to Pupil-teachers. [The full rate of salary of teachers on leave is shown, the relieving teacher being marked "Subs."] (6.)			For Teachers' House Allowances. (7.)
GRADE 10D.						£	s.	d.	£
Invercargill South	N	783	Webber, Edmund	C1	HM	390	0	0	..
			Bain, Andrew	B1	AM	290	0	0	..
			McLeod, Caroline, M.A. ..	B1	AF	230	0	0	..
			Sebo, William H.	E1	AM	200	0	0	..
			McLaren, Robert, M.A. ..	B3	AM	165	0	0	..
			Joyce, Lucy J.	E1	AF	165	0	0	..
			Bellamy, Elizabeth W. ..	D1	AF	165	0	0	..
			Ramsay, Wilhelmina A. ..	D2	AF	135	0	0	..
			Mullay, Elvina J.	C3	AF	120	0	0	..
			Yardley, Agnes M.	D4	AF	105	0	0	..
			Cameron, George	..	AM	90	0	0	..
			McEwan, Flora	D4	AF	105	0	0	..
			Macdonald, Catherine I. ..	..	AF	90	0	0	..
			Pay, William	..	MPt4	55	0	0	..
			Petrie, Arnold J.	..	MPt4	55	0	0	..
			Sawers, Lucy M.	..	FPt4	55	0	0	..
			Findlay, Ivan	..	MPt4	45	0	0	..
			Wills, Ella	..	FPt4	55	0	0	..
			Macdonald, Jane	..	FPt3	45	0	0	..
			Bain, Ella	..	FPr1	20	0	0	..
Totals						15,594	10	0	465

By Authority : JOHN MACKAY, Government Printer, Wellington.—1913.