1914.

NEW ZEALAND.

EDUCATION:

PRIMARY EDUCATION.

[In continuation of E.-2, 1913.]

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

CONTENTS.

	Page
I. Extract from the Thirty-seventh Annual Report of the Minister of Education (E.-1)	2
II. Grading and Promotion of Public-school Teachers	23
III. Detailed Tables, &c.	24

APPENDICES.

Appendix A,—	
Reports of Education Boards—	
Auckland	i
Taranaki	iii
Wanganui	iv
Wellington	vi
Hawke's Bay	ix
Marlborough	xi
Nelson	xii
Grey	xiii
Westland	xiii
North Canterbury	xiv
South Canterbury	xvi
Otago	xvii
Southland	xx
Balance-sheets of Education Boards—	
Auckland	xxiv
Taranaki	xxvi
Wanganui	xxviii
Wellington	xxx
Hawke's Bay	xxxii
Marlborough	xxxiv
Nelson	xxxvi
Grey	xxxviii
Westland	xl
North Canterbury	xlii
South Canterbury	xliv
Otago	xlvi
Southland	xlviii
Appendix B,—	
Education Reserves—	
Extract from the Annual Report of the Minister	i
Detailed Tables	ii
Appendix C,—	
Reports of Inspectors of Schools—	
Auckland	i
Taranaki	vii
Wanganui	ix
Wellington	xi
Hawke's Bay	xvi
Marlborough	xx
Nelson	xxii
Grey	xxvi
Westland	xxix
North Canterbury	xxxi
South Canterbury	xxxiv
Otago	xxxvi
Southland	xxxix
Appendix D,—	
Training of Teachers—	
Extract from the Annual Report of the Minister	i
Detailed Tables, &c.	iv
Reports of the Principals of Training Colleges—	
Auckland	viii
Wellington	x
Canterbury	xii
Otago	xiv
Appendix E,—	
List of Public Schools and Teachers—	
Auckland	i
Taranaki	xx
Wanganui	xxiii
Wellington	xxxi
Hawke's Bay	xxxviii
Marlborough	xliv
Nelson	xlvi
Grey	xlix
Westland	li
North Canterbury	lii
South Canterbury	lxi
Otago	lxiv
Southland	lxxiii
Appendix F,—	
Medical Inspection of Schools and School-children—	
Extract from Report of the Minister	i
Report of Inspector-General of Schools	ii
Detailed Tables	iv
Appendix G,—	
Physical Education—	
Extract from Report of the Minister	i
Report of the Director of Physical Education	ii

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

(With E.-1.)

PRIMARY EDUCATION.

Number of Public Schools.

The number of public schools open at the end of 1913 was 2,255, as against 2,214 for the year 1912, an increase of 41.

During the year 1913 64 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 105. The following list shows the number of schools opened and closed in each of the various education districts:—

Table A.—Increases in Number of Public Schools.

District.	Number of Schools closed.	Number of Schools opened.	Increase in Number of Schools.
Auckland	31	49	18
Taranaki	1	4	3
Wanganui	2	6	4
Wellington	..	5	5
Hawke's Bay	8	10	2
Marlborough	8	8	..
Nelson	1	2	1
Grey	..	2	2
Westland	..	3	3
North Canterbury	7	7	..
South Canterbury	1	3	2
Otago	2	3	1
Southland	3	3	..
	64	105 64	
Increase (1913)	..	41	

In Table Aa 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 1913 was below the minimum of the grades as indicated in Table Aa. 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 1912 from 559 to 585. The number of schools with an average attendance of 16 to 80 has remained stationary—1,268 in each year. Taking all the schools with not more than 80 in average attendance, we find an increase of 26 (1,827 to 1,853) in the number of schools. Of schools with an average attendance of over 80 the number has increased by 15—387 to 402. Sole-teacher schools, those with not over 35 in average attendance, increased by 19—1,343 to 1,362; 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. When due allowance is made for such cases the number of sole-teacher schools is 1,370. The aggregate average attendance at these sole-teacher schools in 1913 was 23,948,

or 15·8 per cent. of the total average attendance of the Dominion; in 1912 the aggregate was 24,113, or 16·4 per cent. For all sole-teacher schools the average attendance per school was 17·4, or, omitting schools below 16 in average attendance. 22·7.

The number of schools with two or more teachers was, in 1912, 854. In 1913 the number was 885, an increase of 31. Of these schools there were, in 1912, 35 with an average attendance exceeding 600, and 37 in 1913.

TABLE AA.—NUMBER OF PUBLIC SCHOOLS IN EACH GRADE, 1912 AND 1913.

Grade (as in Education Amendment Act, 1908).		Number of Schools.		Grade (as in Education Amendment Act, 1908).		Number of Schools.	
		1912.	1913.			1912.	1913.
0.	(1–8)	164	173	IX.	IXA. (451–500) ..	12	13
I.	(9–15)	395	412		IXB. (501–550) ..	9	13
II.	(16–25)	472	480		IXC. (551–600) ..	7	3
III.	(26–35)	312	297	X.	XA. (601–650) ..	13	15
IV.	(36–80)	484	491		XB. (651–700) ..	3	3
V.	(81–120)	122	125		XC. (701–750) ..	8	8
VI.	VIA. (121–160) ..	54	59		XD. (751–800) ..	5	5
	VIB. (161–200) ..	31	34		XE. (801–850) ..	3	3
VII.	VIIA. (201–250) ..	40	35		XF. (851–900) ..	2	2
	VIIB. (251–300) ..	28	28		XG. (901–950) ..	..	1
VIII.	VIIIA. (301–350) ..	24	29		XH. (951–1,000) ..	..	..
	VIIIB. (351–400) ..	17	13		XI. (1,001–1,050) ..	1	..
	VIIIC. (401–450) ..	8	13				
					Totals	2,214	2,255

Of this total, 2,102 are mixed schools, nine are separate schools (boys' 2, girls' 2, infants' 5), 116 are half-time schools, and 28 are side schools.

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 1913 showed an increase for each quarter over that for the corresponding period for 1912.

The mean of the average weekly roll for the four quarters was,—

Mean of average weekly roll, 1912	164,492
„ „ 1913	169,530
Increase in 1913	5,038
Increase per cent., 1913	3·1

Every education district, with the exception of Taranaki and Grey, showed at least some increase. The former showed a decrease of 3 and the latter a decrease of 16. The increase was most pronounced in the December quarter.

Every education district showed an increase* in the roll number at the end of the year, the additions to the roll being, as is usually the case, greater in the North Island than in the South Island.

Number on roll at end of 1912	166,264
„ „ 1913	172,168
Increase in 1913	5,904
Increase per cent.	3·5

Table B shows the numbers on the roll at the end of 1913, classified according to ages and standards. Under the headings "Age and Sex of Pupils" and "Classification and Examination," pages 6 and 7, reference is made to some of the main facts which this table discloses.

* In the report for last year South Canterbury was inadvertently shown as having a decrease in roll number for 1912.

TABLE B.—CLASSIFIED RETURN OF THE NUMBERS ON THE ROLLS OF PUBLIC SCHOOLS AT THE END OF 1913.

Ages.	Class P.		Standard I.		Standard II.		Standard III.		Standard 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 ..	7,314	6,511	4	4	..	..	..	..	..	..	..	..	..	..	..	..	7,318	6,515
6 „ 7 ..	9,339	8,670	155	159	5	6	..	..	..	..	..	..	..	..	..	..	9,499	8,835
7 „ 8 ..	8,881	8,034	1,411	1,612	181	163	3	10	..	..	..	..	..	..	..	..	10,476	9,819
8 „ 9 ..	5,019	4,192	4,012	3,835	1,392	1,475	139	181	11	13	..	..	..	..	..	..	10,573	9,696
9 „ 10 ..	1,672	1,326	3,444	2,905	3,852	3,762	1,357	1,416	145	171	16	5	..	..	..	..	10,486	9,585
10 „ 11 ..	506	359	1,391	1,123	3,221	2,923	3,291	3,386	1,043	1,210	164	170	6	3	..	..	9,622	9,174
11 „ 12 ..	163	152	499	328	1,587	1,232	3,118	2,835	2,956	2,889	1,027	1,117	95	97	4	3	9,449	8,683
12 „ 13 ..	75	66	159	114	563	440	1,701	1,453	3,000	2,891	2,682	2,617	819	826	36	35	9,035	8,442
13 „ 14 ..	33	24	68	64	185	131	684	536	1,740	1,463	2,617	2,402	2,073	2,005	193	200	7,593	6,825
14 „ 15 ..	7	11	19	8	42	36	180	124	555	368	1,201	906	1,705	1,470	371	356	4,089	3,279
Above 15 ..	8	2	5	5	9	8	32	18	128	76	325	186	705	569	518	520	1,730	1,454
Totals ..	33,017	29,347	11,167	10157	11037	10176	10505	9,989	9,578	9,081	8,032	7,403	5,403	4,970	1,122	1,184	89,861	82,307

* 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
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
1913	2,255	169,530	151,242	89·2	1,603	2,659	4,262	142	474	§616

* Average of three quarters. † Strict average. ‡ Working average. § 1910—Exclusive of 32 male and 151 female probationers; 1911—exclusive of 41 male and 178 female probationers; 1912—exclusive of 36 male and 186 female probationers; 1913—exclusive of 41 male and 224 female probationers.

An estimate of the actual roll number of all children receiving primary education can be obtained by taking into account children in attendance at public schools, schools at the Chatham Islands, private primary schools subject to inspection, and the lower departments of secondary schools, and by deducting the children on the rolls of the secondary departments of district high schools. The figures will then be—

AVERAGE WEEKLY ROLL NUMBER.

	1912.	1913.
Public schools	164,492	169,530
Native village schools	4,644	4,835
Chatham Island schools	92	98
Private primary schools	13,677	15,350
Lower departments of secondary schools	287*	351*
Special schools	830	809
	184,022	190,973
Less secondary departments of district high schools ..	2,048	2,073
Total average weekly roll of primary scholars ..	181,974	188,900

* Number on roll at end of year.

Attendance.

Average attendance for all districts in 1912	146,282
,, ,, 1913	151,242
Increase in 1913	4,960
Increase per cent. in average attendance, 1913	3·4

The average attendance during the year 1913 increased by 3·4 per cent. as compared with an increase of 3·1 per cent. in the average weekly roll number.

Otago, with the excellent percentage of 91·8, a record for the Dominion, comes first, Grey, showing a percentage of 90·4 is second, and Wellington, with 90·3 per cent. is third.

In the Hawke's Bay District the percentage remained stationary, and all other districts, with the exception of North Canterbury, South Canterbury, and Southland, showed an increase. Taranaki and Grey, each with an increase of 1·8 per cent., showed the most marked improvement. North Canterbury shows the lowest percentage of average attendance—87·9—a falling-off of 0·7 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.
1908	87·1
1909	87·8
1910	87·7
1911	89·3
1912	88·9
1913	89·2

It is satisfactory to find that the slight decrease which took place in 1912, has been followed by an improvement in 1913. In both these years the regularity of attendance was affected by epidemic ailments.

The percentage of regularity of attendance continues to be greater in the South Island than in the North. The following comparison is of interest :—

	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
1913	89·0	89·4

The percentage of regularity in New Zealand is higher than that in several of the more closely settled English-speaking countries. When it is borne in mind that New Zealand's widely scattered population and lack of facilities for transit in remote districts render it difficult to secure regularity of attendance this must be regarded as distinctly satisfactory.

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

	Attendance per Cent. of Roll.
New Zealand	89·2
Scotland	89·7
England and Wales	88·7
United States	72·5
Ireland	71·3

Conditions in the Australian States closely resemble those obtaining in New Zealand. For this reason a comparison is of more than ordinary interest :—

	Attendance per Cent. of Roll.
New Zealand	89·2
Western Australia	86·3
New South Wales	80·0
Tasmania	78·0
Queensland	75·5*
Victoria	72·0*
South Australia	70·3*

* Based on average daily attendance as a proportion of net enrolment, or number of distinct children on rolls during year.

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 is no doubt that the influence of this law has resulted in the still further increase in the percentage of average attendance.

The average daily attendance in actual numbers and as a percentage of the average weekly roll number, for each quarter of the years 1912 and 1913 was as follows :—

	Average Attendance.		Per Cent. of Roll.	
	1912.	1913.	1912.	1913.
First quarter	146,395	151,223	90·2	90·5
Second quarter	144,854	151,057	88·6	89·7
Third quarter	144,475	149,218	87·7	87·9
Fourth quarter	149,402	153,471	89·3	88·6
Whole year	146,282	151,242	88·9	89·2

The figures given above represent those in attendance at all public schools including district high schools.

The following figures represent the total number of children in average attendance at schools giving primary instruction subject to inspection.

	1912.	1913.
Public schools	146,282	151,242
Native village schools	4,042	4,142
Chatham Island schools	79	82
Private primary schools	12,086	13,513
Lower departments of secondary schools	258	307
Special schools	801	780
Totals	163,548	170,066
Less secondary departments of district high school ..	1,851	1,883
Total average attendance of primary scholars	161,697	168,183

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 1913, and the percentage of the roll for each age.

Table C.—Age and Sex of Pupils, December, 1913.

Ages.	1913.			Percentages for Five Years.				
	Boys.	Girls.	Total.	1909.	1910.	1911.	1912.	1913.
5 and under 6 years	7,318	6,515	13,833	8·7	8·4	8·4	7·9	8·0
6 " 7 "	9,499	8,835	18,334	10·8	11·2	11·1	10·9	10·6
7 " 8 "	10,476	9,819	20,295	11·6	11·5	12·0	11·9	11·8
8 " 9 "	10,573	9,696	20,269	11·4	11·4	11·5	11·9	11·8
9 " 10 "	10,486	9,585	20,071	11·2	11·3	11·1	11·2	11·7
10 " 11 "	9,622	9,174	18,796	10·7	10·9	10·9	10·8	10·9
11 " 12 "	9,449	8,683	18,132	10·6	10·2	10·5	10·7	10·5
12 " 13 "	9,035	8,442	17,477	10·2	10·0	9·6	10·2	10·2
13 " 14 "	7,593	6,825	14,418	8·5	8·5	8·4	8·2	8·4
14 " 15 "	4,080	3,279	7,359	4·3	4·5	4·5	4·3	4·3
	88,131	80,853	168,984	98·0	97·9	98·0	98·0	98·2
15 and over	1,730	1,454	3,184	2·0	2·1	2·0	2·0	1·8
Totals	89,861	82,307	172,168	100·00	100·00	100·00	100·00	100·00

Table B on page 4 gives fuller information as to age and sex.

Age.—54 per cent. of the children are under ten, and 46 per cent. are over that age. The proportion remains stationary.

Sex.—In December, 1913, for every 100 boys on the roll there were 91 girls. During the last few years there has been very little change in the proportion. The census returns for 1911 disclosed the fact that there were 100 boys between five and

fifteen years of age for every 97 girls. Thus, 49·2 per cent. of the children in New Zealand between the ages mentioned were females, but 47·6 per cent. only of the number in attendance at schools were of that sex. In the report for the year 1911 the probable reasons for the discrepancy were discussed.

Classification and Examination.

Table D1 shows the number of children in each education district arranged according to class. The following table is a summary for the Dominion :—

Table D.—Classification of Pupils at Public Schools, December, 1913.
(Including Secondary Departments of District High Schools.)

Classes.	Boys.	Girls.	Total.	Percentages for Five Years.				
				1909.	1910.	1911.	1912.	1913.
Class P	33,017	29,347	62,364	36·66	37·15	37·30	36·70	36·22
„ S1	11,167	10,157	21,324	12·25	12·17	12·34	12·40	12·39
„ S2	11,037	10,176	21,213	11·82	11·94	11·90	12·25	12·32
„ S3	10,505	9,989	20,494	11·34	11·44	11·59	11·70	11·90
„ S4	9,578	9,081	18,659	10·78	10·39	10·48	10·73	10·84
„ S5	8,032	7,403	15,435	9·08	9·10	8·72	8·85	8·97
„ S6	5,403	4,970	10,373	6·56	6·16	6·21	5·97	6·02
„ S7	1,122	1,184	2,306	1·51	1·65	1·46	1·40	1·34
Totals	89,861	82,307	172,168	100·00	100·00	100·00	100·00	100·00

The proportion of pupils in the preparatory classes again shows a slight decrease. In 1911 it was 37·30 per cent.; in 1912, 36·70 per cent.; in 1913, 36·22 per cent.

More detailed information in regard to the classification of pupils is to be found in Table B appearing on page 4.

The following is a summary of the examination statistics for 1913 as compared with the figures for 1912 :—

	1912.		1913.	
Total roll at time of annual examination ...	167,800		173,459	
Present at examination	160,687		164,197	
Present in preparatory classes	58,202		57,869	
Present in classes S6	9,903		10,283	
Present in classes S7	2,025		2,006	
Standard VI certificates gained, viz.,—				
Certificates of proficiency ...	7,644	9,254	7,489	9,324
„ competency ...	1,610		1,835	

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 1912–13 were as follows :—

	1912.		1913.	
	Yrs.	mos.	Yrs.	mos.
Preparatory classes	7	0	7	1
Class S1	9	1	9	1
„ S2	10	3	10	2
„ S3	11	3	11	3
„ S4	12	3	12	2
„ S5	13	2	13	2
„ S6	14	0	14	0
„ S7	15	1	15	0
Mean of average ages	9	9	9	10

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 1912–13 :—

	1912.	1913.
Total number of schools subject to inspection	197	166
Total roll number	13,677	15,350
Average attendance	12,086	13,513
Total roll at annual examination	13,286	14,659
Number present at annual examination	12,322	13,773
Number present in preparatory classes	5,410	5,806
Number present in S6	811	912
Number present in S7	269	205
Number of proficiency certificates issued	473	511
Number of competency certificates issued	171	181

The standard of regularity of attendance was very satisfactory, being 88·0 per cent. of the total roll number, as compared with 88·4 per cent. for the previous year.

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 year 1912–13 and 1913–14 was as follows :—

	1912–13. £ s. d.	1913–14. £ s. d.
Primary pupils	3,595 14 0	4,043 18 0
Pupils attending—		
(*a.*) Secondary schools	1,701 4 0	2,752 0 0
(*b.*) District high schools	1,147 4 0	1,017 10 0
(*c.*) Technical schools	3,724 16 10	5,305 14 9
	£10,168 18 10	£13,119 2 9

Conveyance by Road and Water.—In addition to the provision for conveyance by rail, section 44 (*e*) of the Education Act provides that Boards may, where the necessity arises, arrange for conveyance by road and water. In districts in which the population is scattered and the necessary facilities are available due advantage has been taken of this section of the Act.

An allowance is also made in aid of the board of any child who, on account of distance, is compelled to live away from home in order to attend a public school.

Payment to Education Boards for expenditure incurred is made on the following basis :—

(*a.*) 6d. per return trip for each child over seven years of age conveyed to the nearest public school; provided that the child's home is over three miles from the school by the nearest road.

(*b.*) 6d. per return trip for each child over five years of age conveyed by ferry to enable him (or her) to attend a public school.

(*c.*) 2s. 6d. a week for the board for each child over five years of age who through impracticability of conveyance has to live away from home in order to attend a public school; provided that the home in which the child is boarded is distant from the school not more than two miles if the child is under ten years of age, and not more than three miles in any other case, and that the regularity of the child's attendance at school is at least 85 per cent.

(*d.*) Half the amount expended by the Board on the conveyance (including ferrying) and board of all children over five years of age in excess of the allowances received under (*a*), (*b*), and (*c*).

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

The total amount paid in 1913–14 to twelve Education Boards for conveyance by road and water and for board of children was £5,718 2s. 3d., as against £4,855 17s. 2d. in 1912–13.

The combined amount paid for conveyance by rail, road, and water and for board of children in attendance at public schools during 1913–14 was therefore £18,837 5s., as against an expenditure of £15,024 16s. for the previous year.

Class-books and School and Class Libraries.

During the year grants were given 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 could not 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 the year 1914, the subsidy cannot exceed 6d. per head on the average attendance for the year 1913, and in no case can the subsidy for any one school exceed £7 10s. In subsequent years the amounts are 3d. and £5 respectively.

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.

Up to the present time (May, 1914) claims for subsidies on voluntary contributions have been received in respect of 321 schools.

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

The *School Journal* has now completed its seventh 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. Of the November issue (the last for the year) the number of copies printed was—Part I, 50,300; Part II, 48,000; Part III, 37,900.

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 twenty-four pictures dealing with Europe geographically and historically was issued. With the assistance of the Department Messrs. Philip and Son, of London, published a Model Relief Map of New Zealand that has met with general approval. More than 2,000 were bought by Education Boards at a reduced rate arranged between the Department and the publishers, and a number of secondary schools were supplied on the same terms.

"A Manual of New Zealand Mollusca," by Mr. Suter, was published during the year, and further progress was made with the plates in connexion with the "Manual" and also with the plates of New Zealand flora published in connexion with Mr. Cheeseman's "Manual of New Zealand Flora."

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

Though the *School Journal* has been hitherto read in schools, there was no statutory recognition of it as a reading-book. In the recently issued "Regulations for the Inspection and Examination of Schools" it is, however, prescribed for use in schools.

Medical Inspection.

(See Appendix F.)

Physical Education.

(See Appendix G.)

Staffs of Public Schools.

The number of teachers in the public schools, exclusive of those employed in the secondary departments of district high schools in December, 1912, and December, 1913, respectively, was as follows :—

Table E.—Number of Teachers employed in Primary Departments of Public Schools.

	1912.			1913.		
	Men.	Women.	Total.	Men.	Women.	Total.
Adult teachers	1,555	2,550	4,105	1,603	2,659	4,262
Pupil-teachers	162	476	638*	142	474	616†
Total	1,717	3,026	4,743	1,745	3,133	4,878
Number of Adult Teachers (included above).						
Head teachers	733	107	840	767	104	871
Sole teachers	482	811	1,293‡	486	812	1,298‡
Assistants	340	1,632	1,972	350	1,743	2,093
Total	1,555	2,550	4,105	1,603	2,659	4,262

* Exclusive of 36 male and 186 female probationers.
† Exclusive of 41 male and 224 female probationers.
‡ The number of sole teachers does not agree with the number of sole-teacher schools because of the fact that there are a number of half-time schools groups of which are in charge of a sole teacher, and also a number of side schools the teachers of which are not regarded as sole teachers.

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)	9·7
Grades II and III (16–35, one teacher)	23·0
Grades IV–X (over 35, two or more teachers)	38·8
Grades VII–X (over 200, six or more teachers)	47·8
All schools	32·8
Grades II–X (over 15)	35·7

A comparison of the staffing of schools in countries considered to be advanced in educational progress bears out the opinion, expressed in the report for the year 1911, 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)	37·0
England (Board of Education schools)	33·2
Wales (Board of Education schools)	29·4
Scotland	37·1
New York State	27·3
Switzerland	42·7
,, (Canton of Geneva)	25·0
United States	25·0
New Zealand (in schools over 200)	47·8

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 :—

	1911.		1912.		1913.	
	Male.	Female.	Male.	Female.	Male.	Female.
Ratio of adult male to adult female teachers, schools with 1 to 15 scholars	100 : 362		100 : 356		100 : 349	
Ratio of adult male to adult female teachers, schools with more than 15 scholars	100 : 142		100 : 151*		100 : 152	
Ratio of adult male to adult female teachers, all schools	100 : 157		100 : 164*		100 : 166	
Ratio of male pupil-teachers to female pupil-teachers	100 : 295		100 : 293		100 : 334	
Ratio of male to female teachers, all schools	100 : 172		100 : 177*		100 : 180	

* 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 : 121. 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 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 is, 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).

	1907.	1908.	1909.	1910.	1911.	1912.	1913.
Adult primary teachers ..	124	126	140	141	142	151	152
Pupil-teachers	277	296	319	302	295	293	334
Secondary teachers ..	77	76	82	85	84	82	83
Training-college students ..	315	285	280	219	197	252	251
All teachers and students	142	144	158	156	155	161	164

Out of a total of 5,190 persons engaged in the above-named branches of the teaching profession, there were, in 1913, 1,963 men and 3,227 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 (Board of Education).	Scotland.	United States.	New Zealand.
Adult primary teachers	299	281	426	152
Pupil-teachers	235	583	*	334
Secondary teachers	99	*	121	83
Training-college students	429	358	392	251

* Information not available.

It is pleasing to note the comparatively small increase in the proportion of women teachers during the last five years. It will be seen that the scarcity of male teachers is not nearly so marked in the Dominion as it is in some other countries. About one-half of the children in our public schools are under ten years of age, and one-half of the remainder (or one-quarter of the whole) are girls; and it is the contention

that they should be taught by women. Taking this into consideration, it is clear that, even if the proportion of women to men were twice as great, there would be no cause for alarm as to the efficiency of our staffing.

Salaries of Public-school Teachers.

The total amount of all salaries and allowances as at the 31st December, 1913, was £692,895. This includes pupil-teachers' salaries and allowances, £30,630; probationers' salaries and allowances, £9,855; additional amounts paid to head teachers of district high schools, £1,650; and house allowances, £17,135, 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 £27,050. The average rates of salary for adult teachers in public primary schools were,—

	1912.			1913.		
	£	s.	d.	£	s.	d.
(1.) All schools—						
(*a.*) *Excluding* house allowances and amounts saved in rents where residences are provided	148	14	8	149	1	1
Namely, men	197	7	8	199	10	5
women	118	8	5	118	12	7
(*b.*) *Including* house allowances and amounts saved in rents	159	6	0	159	8	5
Namely, men	218	6	4	219	7	8
women	123	6	1	123	5	6
(2.) Schools with average attendance over fifteen—						
(*a.*) *Excluding* house allowances and amounts saved in rents	156	17	4	158	8	4
Namely, men	205	18	8	207	14	0
women	124	3	2	126	0	3
(*b.*) *Including* house allowances and amounts saved in rents	167	18	0	170	3	5
Namely, men	226	11	5	229	1	2
women	128	14	11	131	9	2

An examination of the salaries list shows that 787 male teachers, representing 49·1 per cent. of the number of male teachers in primary schools, receive a salary of £200 per annum or over. If the schools with an average attendance of 15 or less are excluded, the percentage rises to 52·8.

Number of Adult Teachers in Public Schools, together with the Average Salaries and Total Expenditure on Salaries for the Years 1894, 1900, and for each Year since 1903.

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
1913	1,603	2,659	199 10 5		118 12 7		149 1 1		635,275
			Excluding schools with average attendance of under 16.						
1912	..	..	205 18 8		124 3 2		156 17 4		..
1913	..	..	207 14 0		126 0 3		158 8 4		..

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

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; Education Amendment Act, 1913.

The following statement gives the average salaries of men and women in the several branches of the Education service in New Zealand, as at the end of 1913:—

Average Salaries, Education Service, Men and Women.

Class. (1.)	Total Salaries of Men. (2.)	Total Salaries of Women. (3.)	Average Salary of Men. (4.)	Average Salary of Women. (5.)	Average Salary of All Men. (6.)	Average Salary of All Women. (7.)	Average Salary of All Men and Women. (8.)	Number in Education Service—Men only—receiving Salaries of (9.) (a) £200–£299.	(b) £300–£399.	(c) £400 and over.
*A. Primary-school teachers (excluding schools in Grade 0, Primary Schools)	£ s. d. †319,028 0 0	£ s. d. †310,468 0 0	£ s. d. 200 17 11 (1,588 men)	£ s. d. 123 11 0 (2,523 women)	£ s. d.	£ s. d.	£ s. d.	645	125	17
B. District high schools—Staffs, secondary departments	7,141 0 0	8,384 0 0	193 0 0 (37 men)	164 7 9 (51 women)				21	1	..
C. Department (professional) ..	6,885 0 0	..	526 10 9 (13 in all)	..				..	..	13
D. Inspectors of Schools ..	17,055 0 0	..	463 4 3 (38 men)	..				..	5	33
E. Principals of training-colleges	2,400 0 0	..	600 0 0 (4 men)	..	229 17 3 (2,036 men)	127 1 2 (2,770 women)	170 12 3 (4,806 men and women)	..	..	4
F. Secondary schools staffs ..	47,973 0 0	21,883 0 0	285 11 1 (168 men)	182 7 2 (120 women)				80	38	22
G. Universities, Staffs (year 1911)										
Professors	26,233 0 0	..	709 0 0	..	‡236 10 11 (1,939 men)	‡130 2 8 (2,515 women)	‡176 13 8 (4,454 men and women)	..	..	37
Lecturers	4,452 0 0	..	318 0 0	..				(14 lecturers in all.)		
H. Technical schools—Staffs ..	36,836 0 0	11,220 0 0	268 17 6 (137 men)	147 12 7 (76 women)				68	32	13
	468,003 0 0	351,955 0 0	..	..	..	..	..	814	201 14	139
									1,168	
I. Primary-school teachers (excluding schools in Grades 0 and I)	309,686 0 0	285,800 0 0	207 14 0 (1,491 men)	126 0 3 (2,268 women)	..	..	..	..	..	..

* The figures opposite line A in columns (2) and (3) represent the sums actually paid. The average salaries if all positions were regarded as being filled by fully certificated teachers would be slightly in excess of these amounts

† Excluding house allowances.

‡ Average with substitution of line I for line A.

Status of Teachers in regard to Certificates.

Table E2 gives the number of certificated and uncertificated teachers respectively on the 31st December, 1913, 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 1908 to 1913 respectively :—

Primary Teachers in all Public Schools (Secondary Departments of District High Schools excluded) at 31st December, 1913.

—	1908.	1909.	1910.	1911.	1912.	1913.
I. Certificated teachers—						
Adults	2,451	2,593	2,663	2,783	2,919	3,082
Pupil-teachers	2	1	..	..	..	..
Totals	2,453	2,594	2,663	2,783	2,919	3,082
II. Uncertificated teachers—						
(*a.*) Holding partial qualifications—						
(i.) Holders of licenses	99	68	56	71	87	84
(ii.) Others partially qualified ..	167	264	259	285	336	304
Totals of (*a*)	266	332	315	356	423	388
(*b.*) Having no recognized examination status	635	689	730	705	763	792
Total number of teachers not fully certificated	901	1,021	1,045	1,061	1,186	1,180
Totals of I and II	3,354	3,615	3,708	3,844	4,105	4,262

It is interesting to note that the total increase of teachers during the year is 157, and that the certificated teachers have increased by 163. The partially qualified have decreased by 35, and the total number of teachers not fully certificated by 6. (It must, of course, be remembered that a considerable number of these not fully certificated teachers sat for examinations in January, 1914, but were unsuccessful, and that the holders of licenses have been regarded as uncertificated, although the license has the effect of a temporary certificate. The net increase in the number wholly or partially qualified (including the holders of licenses) is thus 128, while those employed without any recognized examination status have increased only by 29. This preponderant increase of wholly or partially qualified teachers is gratifying, and is due to 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 practicable, 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 have checked the outflow of competent teachers to more lucrative spheres of employment, and have 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 13 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, 1913.*

——	1905.	1911.	1912.	1913.
I. Certificated	2,460	2,723	2,854	3,016
II. Uncertificated—				
(*a.*) Partially qualified	329	277	366	331
(*b.*) Without status	163	374	386	411
	— 492	— 651	— 752	— 742
Totals	2,952	3,374	3,606	3,758
Percentages—				
I. Certificated	83·3	80·7	79·1	80·3
II. (*a.*) Partially qualified	11.1	8·2	9·2	8·8
(*b.*) Without status	5·6	11·1	11·7	10·9
	— 16·7	— 19·3	— 20·9	— 19·7
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, 1912, AND AT 31ST DECEMBER, 1913.

Class of Certificate.	1912.			1913.		
	M.	F.	Total.	M.	F.	Total.
A	24	4	28	23	1	24
B	181	51	232	200	61	261
C	492	378	870	545	493	1,038
D	487	892	1,379	462	932	1,394
E	71	339	410	59	306	365
Total	1,255	1,664	2,919	1,289	1,793	3,082

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, 1914:—

COMPARATIVE TABLE OF CERTIFICATES HELD BY PERSONS EMPLOYED IN PUBLIC INSTRUCTION AS AT THE 30TH JUNE.

Class.	Number of Teachers holding Certificates.							
	1907.	1908.	1909.	1910.	1911.	1912.	1913.	1914.
A	87	94	99	105	116	119	119	116
B	208	232	266	300	352	392	422	453
C	294	415	544	648	761	939	1,108	1,280
D	1,593	1,479	1,442	1,420	1,486	1,488	1,513	1,539
E	642	595	555	522	480	441	402	371
Total, A B, C, and D ..	2,182	2,220	2,351	2,473	2,715	2,938	3,162	3,388
,, A, B, C, D, and E	2,824	2,815	2,906	2,995	3,195	3,379	3,564	3,759

It will be seen that the largest increase in the numbers of certificated teachers is in the B and C classes. The former increase is no doubt a result of the provision in the University Bursary Regulations by which holders of C certificates may be awarded bursaries. Now that this is becoming more widely known, it is expected that the number of graduates in the teaching profession will still further increase. During the last seven years the increase in the number of adult teachers employed in primary schools has been 29 per cent., and the increase in the number of certificated teachers holding the A, B, or C certificates 210 per cent.

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 1913. Full information for each district can be obtained on reference to Appendix A or to Tables F1 and F2.

Table F.—Summary of the Receipts and Expenditure and Assets and Liabilities of Education Boards for the Year 1913.

No.	Name of Account.	As at 1st January. Balances.	As at 1st January. Deficits.	Cash Transactions during Year. Receipts. From Government.	Cash Transactions during Year. Receipts. Reserves Revenue.	Cash Transactions during Year. Receipts. From other Sources.	Cash Transactions during Year. Expenditure.	Transfers. Debit.	Transfers. Credit.	As at 31st December. Balances.	As at 31st December. Deficits.	As at 31st December. Assets.	As at 31st December. 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	..	2,988 6 7	604,928 4 1	63,487 16 10	643 4 11	668,093 18 2	..	..	..	2,022 18 11	779 4 0	607 10 6
2	Teachers' house allowances	..	172 9 3	17,192 10 3	..	36 13 4	17,158 9 2	..	..	..	101 14 10	410 12 0	168 3 10
3	Salaries of relieving teachers ..	..	2,909 15 7	3,755 14 4	..	2 2 0	4,886 0 1	..	..	..	4,037 19 4	76 5 3	54 16 11
4	Free school-books	3,770 3 9	..	1,838 2 8	..	119 8 9	2,484 0 0	..	183 9 5	3,060 5 9	..	176 9 0	1,306 2 1
5	General administration	31,815 3 11	..	99,396 13 5	..	497 0 3	..	1,585 16 1	99 0 4	31,704 10 0	..	1,644 6 11	3,518 5 8
	(*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)	..	..	..	..	6 19 8	46,411 13 11	..	..	..	..	..	..
	(*b.*) Conveyance of school-children ..	..	..	..	..	21 1 6	5,180 13 5	..	..	..	..	..	..
	(*c.*) Board of school-children ..	..	..	..	..	..	504 9 0	..	..	..	..	..	..
	(*d.*) Office staff (including Secretary, Inspectors, &c.), salaries and clerical assistance	..	..	..	..	..	30,842 3 9	..	..	..	..	..	..
	(*e.*) Office contingencies	..	..	..	..	156 1 1	16,699 10 2	..	..	..	..	..	..
	(*f.*) Refunds and sundries	..	..	..	..	1,274 17 8	526 13 0	..	..	..	..	..	..
	(*g.*) Boards' offices (new buildings) ..	..	..	..	..	..	2,785 0 0	..	..	..	..	..	..
	Training colleges and training of teachers—												
6	Salaries of staff (half of the total cost)	7 8 4	..	7,087 3 1	..	..	7,060 0 7	..	..	34 10 10	..	23 15 0	23 2 6
7	Allowances for students	47 19 1	..	25,010 1 3	..	14 16 8	24,997 6 5	..	..	75 10 7	..	57 18 0	78 12 10
8	Incidental expenses	..	874 19 10	971 6 0	..	45 0 0	1,159 12 9	99 0 4	..	..	919 6 3	184 9 1	14 17 4
9	Training of teachers (other than at training college)	..	26 11 4	4,593 12 5	..	90 3 5	4,647 2 6	..	420 5 3	..	410 3 3	2,641 17 5	674 3 10
	Secondary education—												
10	Scholarships—Board's	..	1,692 5 9	9,622 7 9	..	56 5 0	9,923 13 8	1 0 0	..	..	1,936 6 8	1,960 17 6	38 3 1
11	Scholarships—National	..	617 1 1	3,360 4 3	..	..	3,457 15 5	..	..	..	714 12 3	784 2 3	34 10 0
12	Scholarships—Special	179 2 7	..	..	..	257 2 0	282 7 10	..	4 13 9	149 3 0	..	44 12 4	220 0 4
	District high schools—												
13	Salaries of staffs of secondary departments	..	190 17 0	16,107 4 9	..	102 16 8	16,248 4 2	100 0 0	..	..	128 19 9	45 10 0	38 13 6
	General purposes—												
14	(*a.*) Voluntary contributions and subsidies	748 15 4	..	1,072 14 2	..	1,312 10 10	2,953 0 4	..	..	355 9 8	..	197 19 8	251 1 3
15	(*b.*) Fees from pupils			..	..	116 4 6	34 5 5	..	55 15 0			12 0 0	..
16	(*c.*) High School Boards' grants			..	..	442 3 4	172 17 9	..	121 0 0			100 0 0	1 6 9

TABLE F.—SUMMARY OF THE RECEIPTS AND EXPENDITURE AND ASSETS AND LIABILITIES OF EDUCATION BOARDS FOR THE YEAR 1913—*continued.*

No.	Name of Account.	As at 1st January. Balances.	As at 1st January. Deficits.	Cash Transactions during Year. Receipts. From Government.	Receipts. Reserves Revenue.	Receipts. From other Sources.	Expenditure.	Transfers. Debit.	Transfers. Credit.	As at 31st December. Balances.	As at 31st December. Deficits.	As at 31st December. Assets.	As at 31st December. Liabilities.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
	Manual and technical—												
	School classes—	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
17	Capitation			30,252 7 2	..	1,797 4 1	30,485 8 7	345 8 2	1,240 9 11	..	..	19,332 6 2	1,314 17 1
18	Voluntary contributions and bequests and subsidies			553 14 5	..	826 17 11	269 0 8					259 1 9	64 4 0
	Special and associated classes—												
19	Capitation			29,127 1 5	..	413 1 3	33,781 10 1					9,537 19 9	3,944 19 2
20	Material			1,614 11 8	..	415 0 1	2,070 14 11					506 19 0	108 3 4
21	Voluntary contributions and bequests and subsidies	..	2,505 7 2	6,339 1 2	..	1,011 10 5	5,454 1 10	148 19 8	2,161 15 6	..	1,367 15 4	900 3 7	425 2 7
22	Fees from pupils at special classes			..	..	3,928 14 8	5 15 9					721 17 5	153 10 0
23	Free-place holders			6,948 10 6	..	..	4,656 17 11					3,384 19 5	229 11 3
24	Direction and administration (school and special classes)			1 12 0	..	61 5 2	5,306 17 0	2,785 4 3	..	..	..	298 14 0	105 10 0
	Buildings: Maintenance, rebuilding, rent—												
25	(*a*) Maintenance and small additions, and (*b*) ordinary rebuilding			72,082 2 6	..	3,335 12 9	(*a*)64,831 14 1 (*b*)13,241 6 10	..	2,648 10 9		..	25,918 3 1	20,883 14 7
26	Rebuilding schools destroyed by fire	89,817 1 9	..	628 7 8	..	..	2,031 19 10	..	..	82,740 3 1	..	320 0 0	312 1 0
27	Rents of buildings and sites for school purposes			2,675 3 9	..	196 2 4	3,240 16 2	..	..		..	3,296 0 8	162 17 0
	New buildings, furniture, additions, sites—												
28	Public schools	..	35,094 3 9	61,162 19 8	..	217 0 0	62,666 2 4	1,800 15 3	..	..	34,579 11 2	34,662 2 5	26,058 16 11
29	Manual instruction			11,695 7 3	..	225 14 6	11,864 8 8	..				2,734 19 4	2,610 9 4
30	Technical instruction			6,798 6 7	..	59 18 8	19,791 13 4	68 16 2				4,986 16 9	874 7 7
31	Rent of buildings for manual-instruction purposes	..	13,569 10 3	28 10 5	..	..	28 10 5	..	..	..	26,422 6 1	15 0 0	..
32	Rent of buildings for technical-instruction purposes			622 0 0	..	6 15 0	673 12 0	..				324 13 4	80 9 4
33	Sites sales	..	12,995 3 7	8,216 2 0	..	449 9 11	8,305 5 0	..	..	..	12,634 16 8	2,975 0 0	65 0 0
	Other separate accounts—												
	Superannuation	..	..	..	..	1,261 0 8	1,261 14 1	..	..	..	0 13 5	..	..
	Contractors' deposits	*613 10 9	..	..	..	3,050 1 8	2,816 12 7	..	..	846 19 10	..	..	846 19 10
	Jane E. McLeod bequest	58 5 9	..	..	..	4 8 9	62 14 6	..	..	..	..	..	..
	Wanganui school sites	..	2,863 16 3	..	..	991 18 6	1,375 19 6	..	..	..	3,247 17 3	..	..
	Rees Bequest Fund	1,047 19 11	..	..	..	50 0 0	97 10 0	..	..	1,000 9 11	..	..	..
	Sundry accounts	202 12 0	..	..	..	12 13 2	39 14 8	..	..	175 10 6	..	..	112 16 5
	Totals	*128,308 3 2	76,500 7 5	1,033,681 16 7	63,487 16 10	23,509 1 1	1,140,868 18 3	6,934 19 11	6,934 19 11	120,142 13 2	88,525 1 2	119,314 15 1	65,382 19 10

	£ s. d.
Net balance at 1st January, 1913	*51,807 15 9
Net balance at 31st December, 1913	31,617 12 0

* Includes £30 5s. omitted from balance at 1st January, 1913, as printed in E.–1 and E.–2 of 1913.

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 a corresponding liability or asset. The Department makes grants to cover the actual cost of these items.

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 1913.

Excluding the expenditure on buildings, the following summary shows the chief items of expenditure for the past five years :—

	1909.	1910.	1911.	1912.	1913.
	£	£	£	£	£
Board's administration	42,392	41,396	43,697	47,772	48,004
Incidental expenses of schools	40,374	37,394	42,831	44,723	46,412
Teachers' salaries*	554,012	582,288	608,958	643,921	668,094
Training colleges	22,425	27,467	28,992	29,754	37,864
Scholarships and district high schools ..	32,136	32,811	32,620	33,361	33,072
Manual and technical instruction ..	47,927	56,049	65,195	77,131	82,030

*Excluding house allowance.

The increase in teachers' salaries is due to the increase in the number of children receiving instruction, the yearly increment in salaries as provided by section 7 (3) of the Education Amendment Act, 1908, and the process of substitution of adult teachers for pupil-teachers which has been hastened by the fact that regulations passed during the year provided for further substitutions.

The normal increase in attendance, more especially in connexion with the rural courses at day technical schools and secondary departments of district high schools, is the explanation of the increase in expenditure on manual and technical instruction.

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.
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
1913	4·2	4·1	8·3

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 (8·6).

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, 1913, gives the amount per unit of average attendance paid by each Board :—

Education Districts.	Average Attendance.	Amount.	Amount per Unit of Average Attendance.
		£	£
Auckland	40,715	12,176	0·299
Taranaki	5,472	1,499	0·274
Wanganui	13,904	3,750	0·270
Wellington	16,672	5,004	0·300
Hawke's Bay	10,296	3,341	0·324
Marlborough	2,158	535	0·248
Nelson	5,685	1,275	0·224
Grey	1,765	464	0·263
Westland	1,105	367	0·332
North Canterbury	19,316	6,805	0·352
South Canterbury	5,251	1,541	0·293
Otago	19,233	6,087	0·316
Southland	9,670	3,567	0·369

In other words, the average rates of allowances made by Education Boards for the incidental expenses of schools vary from 4s. 5¾d. in the Nelson Education District to 7s. 4½d. in the Southland Education District. The legal minimum for the average in any district is 5s. 6d.

The bank balances of the Boards have decreased from £51,808 to £31,618. The decrease is accounted for by the fact that the balance of monetary assets over liabilities as at the 31st December last was about £20,000 higher than the corresponding balance as at the end of the previous year. Three Boards 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 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, 1913.

Liabilities.	£	*Assets.*	£
Overdrafts	3,632	Cash	28,519
Other liabilities	13,207	Due from all sources	43,672
Balances	55,657	Deficits	305
	£72,496		£72,496

With two exceptions, the general account of every Education Board was in credit at the end of the year 1913. The total net credit balance on these accounts for the last three years is shown as follows:—

	Balances.	Deficits.	Net Balances.
	£	£	£
1911	48,957	126	48,831
1912	49,869	2,432	47,437
1913	55,657	305	55,352

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.

More detailed information in regard to the making of grants under these headings appeared on page 25 of the report for last year.

The moneys so granted in the year 1913 for the respective purposes named are shown in Tables F7, F8, and F9.

The total amount expended by Education Boards during the year 1913 on buildings, sites, furniture, &c., was £207,995.

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, 1913.

Liabilities.	£	*Assets.*	£
Overdrafts	15,500	Cash	22,231
Other liabilities	52,176	Due from all sources	75,643
Balances	40,145	Deficits	9,947
	£107,821		£107,821

Net balances 1st January, 1914.. £30,198

The net balance in the Buildings Account at the close of the year 1912 was £37,294. The above summary indicates that at the end of 1913 it had decreased to £30,198.

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, 1913.

	£
Cash balances	84,385
Net excess of amounts due to Boards over amounts due by Boards ..	5,656
Net balance, 31st December, 1913	£90,041

It would appear, then, that at the 1st January, 1914, this net balance of £90,041 was available for the purposes indicated. However, the combined Buildings Account shows the actual balance to be £30,198, and obviously, therefore, a sum of £59,843 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 transfer 7 per cent. from this account to its Buildings Account.

Chatham Islands.

At the end of 1913 there were four schools in operation in the Chatham Islands —viz., those at Te One, Te Roto, Matarakau, and Owenga.

The average number of pupils on the roll was 98, the average attendance being 82.

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) ..	648	1	0
Buildings, repairs, &c.	257	11	8
Scholarships	40	0	0
Inspection	9	17	0
Other expenses	10	15	7
Total	£966	5	3

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

School.	Names of Teachers.	Salaries at End of 1913.	Allowance for Conveyance of Goods	Attendance.	
				Mean of Average Attendance for Four Quarters of 1913.	Mean of Weekly Roll Number for Four Quarters of 1913.
		£ s. d.	£		
Te One	Wentzel, E. S. B. .. H.M.	205 0 0	25	41	50
	Renwick, Miss F. .. Pt. 2	*50 0 0	..	..	..
	Lanauze, Miss G. .. Pt. 5	55 0 0	..	..	..
Te Roto	Seymour, Miss A. .. F.	†108 0 0	15	20	24
Owenga	Hutchinson, J. .. M.	103 10 0	15	13	15
Matarakau ..	Russell, Mrs. E. A. .. F.	99 0 0	..	8	9
Total ..	..	620 10 0	55	82	98

* Includes lodging-allowance, £15 per annum. † Also house allowance, £15 per annum.

II.—GRADING AND PROMOTION OF PUBLIC-SCHOOL TEACHERS.

The desirability of having some Dominion scheme of grading and, if possible, of promotion of public-school teachers was recently a subject of discussion at a Conference of Inspectors held in Wellington. It was felt that the existence of such a scheme would afford education authorities the means of gauging the general fitness of applicants from other districts than their own, and would thus extend the opportunities for promotion and widen the field from which efficient teachers might be drawn. It was recommended by the Conference to Education Boards that marks be assigned to teachers under the headings of efficiency (including teaching skill, personality, discipline, organization, and general management), academic attainments, and length of service, men and women being graded on the same basis.

Several Education Boards already have schemes based more or less on the lines indicated, and other Boards have intimated their intention of considering the drawing-up of such a scheme.

The following is an outline of the scheme adopted in one of the large education districts. In its main points it is characteristic of the schemes in general, differing only in details from a number in existence elsewhere :—

(1.) An efficiency register and promotion lists are prepared each year, the efficiency register showing for each head and assistant teacher the age, total length of service, length of service under the Board, and marks assigned by the Inspector for service (1 mark each year up to ten years), professional skill (60 marks), educational standing (20 marks), and personality (10 marks).

(2.) From the marks so awarded efficiency ranks are prepared numerically expressed in descending order of merit as follows :—

Rank 1	80 to 100	Rank 6	50 to 54
,, 2	70 to 79	,, 7	45 to 49
,, 3	65 to 69	,, 8	40 to 44
,, 4	60 to 64	,, 9	30 to 39
,, 5	55 to 59	,, 10	0 to 29

(3.) For the purposes of promotion teachers are further classified as follows :—

Classes.	Qualifications.
I	B1, A1.
II	C1, B2, A2.
III	D1, C2, B2, A2.
IV	D2, C3, B3, A3.
V	E1, D3, C4, B4, A4.

(4.) There are minimum qualifications for positions which are adhered to as far as possible, due consideration being given to the entries in the proficiency register. They are as follows :—

Grade of School.	Head Teacher.	First Assistant.	Second Assistant.	Third Assistant.	Fourth Assistant.
VIII and over ..	Class II	Class III	Class IV	Class V	
VII ,, ..	,, III	,, IV	,, V		
VI ,, ..	,, IV	,, V			
IV and V ..	,, V				
III					

(5.) When the promotion, transfer, or appointment of teachers is in question, preference is given, other things being equal, to those of highest rank, applicants from other districts being duly considered. Other facts taken into account are (*a*) condition (married or single), (*b*) number of years in present position, (*c*) present salary and present grade of school or salary, (*d*) special qualifications.

(6.) As a rule transfers, promotions, and appointments are made from grade to grade.

In the schemes adopted by other Boards service in country schools is a special and in some cases a necessary qualification for promotion. Training-college students are also given preference in junior appointments.

III.—DETAILED TABLES, ETC.

Table A1.—Number of Public Schools, December, 1913.

[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, Dec. 1913.	Total Number of Schools, Dec. 1912.
0	1–8	40	1	9	11	14	39	12	8	11	7	1	12	8	173	164
I	9–15	124	13	37	28	26	23	34	9	9	24	15	38	32	412	395
II	16–25	148	21	42	31	17	13	26	6	7	51	24	54	40	480	472
III	26–35	89	16	21	23	18	4	11	2	3	29	18	34	29	297	312
IV	36–80	125	34	61	33	27	9	26	5	4	52	16	57	42	491	484
V	81–120	22	6	9	13	13	2	5	1	2	22	4	14	12	125	122
VI	VIA 121–160	9	1	12	5	3	1	5	..	..	9	1	7	6	59	54
	VIB 161–200	9	..	1	6	3	..	3	2	..	1	2	4	3	34	31
VII	VIIA 201–250	10	..	4	5	4	1	2	1	..	3	..	2	3	35	40
	VIIB 251–300	7	2	2	4	5	..	1	..	..	2	..	4	1	28	28
	VIIIA 301–350	5	..	6	4	1	..	..	..	1	6	..	4	2	29	24
VIII	VIIIB 351–400	1	1	2	2	1	..	..	..	..	2	1	3	..	13	17
	VIIIC 401–450	4	..	1	3	..	1	..	..	..	1	1	1	1	13	8
	IXA 451–500	4	..	1	..	..	..	..	1	..	2	1	4	..	13	12
IX	IXB 501–550	4	1	1	..	..	..	..	..	..	1	1	4	1	13	9
	IXC 551–600	..	..	..	1	..	..	..	..	..	1	..	1	..	3	7
	XA 601–650	5	1	..	3	..	..	..	..	..	5	..	1	..	15	13
	XB 651–700	1	..	1	1	..	..	..	..	..	..	..	..	..	3	3
	XC 701–750	2	..	..	..	2	..	1	..	..	..	1	2	..	8	8
	XD 751–800	2	..	..	1	1	..	..	..	..	..	..	..	1	5	5
X	XE 801–850	1	..	..	1	..	..	..	..	..	1	..	..	..	3	3
	XF 851–900	1	..	..	..	..	..	..	..	..	1	..	..	..	2	2
	XG 901–950	1	..	..	..	..	..	..	..	..	..	..	..	..	1	..
	XH 951–1,000	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	XI 1,001–1,050	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1
Totals for 1913 ..		614	97	210	175	135	93	126	35	37	220	86	246	181	2,255	..
Totals for 1912 ..		596	94	206	170	133	93	125	33	34	220	84	245	181	..	2,214
Difference ..		18	3	4	5	2	..	1	2	3	..	2	1	..	41	

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 1913

(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 31st December, 1912.	Pupils belonging at 31st December, 1913.	Mean of Average Weekly Roll of Four Quarters, 1913.	Boys.	Girls.	Total.	1913.	1912.
Auckland	44,423	46,607	46,122	21,267	19,448	40,715	88·3	88·2
Taranaki	6,086	6,192	6,153	2,893	2,579	5,472	88·9	87·1
Wanganui	15,103	15,614	15,555	7,413	6,491	13,904	89·4	88·5
Wellington	18,105	18,669	18,472	8,797	7,875	16,672	90·3	90·2
Hawke's Bay	11,131	11,795	11,464	5,454	4,842	10,296	89·8	89·8
Marlborough	2,401	2,457	2,397	1,155	1,003	2,158	90·0	89·6
Nelson	6,250	6,446	6,369	3,084	2,601	5,685	89·3	89·1
Grey	1,951	2,027	1,953	924	841	1,765	90·4	88·6
Westland	1,199	1,244	1,226	585	520	1,105	90·1	89·6
North Canterbury	21,834	22,415	21,970	10,163	9,153	19,316	87·9	88·6
South Canterbury	5,927	6,053	5,926	2,734	2,517	5,251	88·6	89·1
Otago	20,801	21,420	20,957	10,124	9,109	19,233	91·8	90·2
Southland	11,053	11,229	10,966	5,058	4,612	9,670	88·2	88·6
Totals for 1913	166,264	172,168	169,530	79,651	71,591	151,242	89·2	..
Totals for 1912	161,648	166,264	164,492	76,978	69,304	146,282	..	88·9
Difference	4,616	5,904	5,038	2,673	2,287	4,960	+0·3	

TABLE B2.—COMPARISON OF SCHOOL ATTENDANCE AT PUBLIC SCHOOLS FOR 1912 AND 1913, NORTH ISLAND AND SOUTH ISLAND.

Districts.	Average Attendance.		
	1912.	1913.	Difference.
Auckland	38,714	40,715	2,001
Taranaki	5,362	5,472	110
Wanganui	13,370	13,904	534
Wellington	16,198	16,672	474
Hawke's Bay	9,724	10,296	572
Totals, North Island	83,368	87,059	3,691
Marlborough	2,117	2,158	41
Nelson	5,562	5,685	123
Grey	1,744	1,765	21
Westland	1,042	1,105	63
North Canterbury	19,127	19,316	189
South Canterbury	5,113	5,251	138
Otago	18,654	19,233	579
Southland	9,555	9,670	115
Totals, South Island	62,914	64,183	1,269
Totals for Dominion	146,282	151,242	4,960

TABLE B3.—AVERAGE ATTENDANCE FOR THE YEAR 1913 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 1913.	Totals for 1912.
0	1–8	240	3	50	60	68	173	65	44	65	40	1	77	44	930	868
I	9–15	1,514	161	444	304	307	238	376	105	92	289	173	427	358	4,788	4,651
II	16–25	2,901	399	765	588	315	251	536	111	140	958	475	1,024	805	9,268	9,085
III	26–35	2,614	463	681	642	577	118	304	57	101	841	511	968	884	8,761	9,144
IV	36–80	6,385	1,669	3,162	1,584	1,370	437	1,289	289	189	2,389	747	2,726	1,794	24,030	24,007
V	81–120	2,182	572	874	1,260	1,300	165	508	98	194	2,090	343	1,333	1,120	12,039	11,778
VI	VIA 121–160	1,452	150	1,610	733	408	146	694	..	..	1,273	121	960	898	8,445	7,758
	VIB 161–200	1,697	..	180	1,115	552	..	535	391	..	166	371	765	512	6,284	5,688
VII	VIIA 201–250	2,246	..	942	981	1,003	221	472	194	..	693	..	360	636	7,748	9,174
	VIIB 251–300	2,004	505	530	1,169	1,522	..	263	..	..	493	..	1,123	238	7,847	7,803
	VIIIA 301–350	1,769	..	1,924	1,297	261	..	..	..	331	1,930	..	1,292	600	9,404	7,860
VIII	VIIIB 351–400	390	382	808	716	369	..	..	..	..	740	372	1,144	..	4,921	6,756
	VIIIC 401–450	1,808	..	455	1,320	..	418	..	..	..	487	428	434	405	5,755	3,398
	IXA 451–500	2,077	..	471	..	..	..	..	482	..	924	490	2,072	..	6,516	5,745
IX	IXB 501–550	2,112	549	542	..	..	..	..	..	..	561	490	2,135	529	6,918	4,728
	IXC 551–600	..	..	..	586	..	..	..	..	..	616	..	598	..	1,800	3,853
	XA 601–650	3,296	638	..	1,919	..	..	..	..	..	3,147	..	634	..	9,634	8,187
	XB 651–700	731	..	673	704	..	..	..	..	..	..	..	..	..	2,108	1,985
	XC 701–750	1,467	..	..	..	1,526	..	664	..	..	..	754	1,273	..	5,684	5,799
	XD 751–800	1,615	..	..	808	791	..	..	..	..	..	..	..	884	4,098	3,911
X	XE 801–850	743	..	..	825	..	..	..	..	..	793	..	..	..	2,361	2,481
	XF 851–900	893	..	..	..	..	..	..	..	..	899	..	..	..	1,792	1,785
	XG 901–950	751	..	..	..	..	..	..	..	..	..	..	..	..	751	..
	XH 951–1,000	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	XI 1,001–1,050	..	..	..	..	..	..	..	..	..	..	..	..	..	..	889
Totals, 1913 ..		40,887	5,491	14,111	16,611	10,369	2,167	5,706	1,771	1,112	19,329	5,276	19,345	9,707	151,882	..
Totals, 1912 ..		38,917	5,410	13,412	16,246	9,801	2,148	5,583	1,743	1,046	19,250	5,152	19,107	9,608	..	147,333
Difference ..		1,970	81	699	365	568	19	123	28	66	79	124	328	99	..	4,549

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

A.—The average attendance as given in Table B3 differs from that in Table B1 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 B1 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 B1 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 IV, 31; V, 56; VIA, 155; VIB, 60; VIIA, 233; VIIB, 137; VIIIA, 158; VIIIB, 165; VIIIC, 111; IXA, 155; IXB, 127; IXC, 19; XA, 153; XB, 49; XD, 45; XE, 233: total, 1,887.

Table C1.—Age and Sex of the Pupils on the School-rolls in the Several Education Districts at the end of 1913.

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	1,955	1,680	2,553	2,365	2,862	2,678	2,805	2,514	2,860	2,708	2,598	2,478	2,484	2,410	2,479	2,335	2,025	1,857	1,126	988	470	377	24,217	22,390	46,607
Taranaki	220	172	301	271	368	362	394	346	429	343	339	342	353	331	335	331	246	258	175	125	86	65	3,246	2,946	6,192
Wanganui ..	586	524	833	745	930	906	1,018	866	933	867	868	826	924	746	836	746	752	668	393	318	185	144	8,258	7,356	15,614
Wellington ..	815	669	1,021	933	1,115	1,105	1,172	1,047	1,138	1,046	1,097	1,047	1,002	901	988	887	837	783	397	333	184	152	9,766	8,903	18,669
Hawke's Bay ..	460	400	623	571	696	682	731	738	784	676	680	634	682	581	631	552	506	448	297	228	111	84	6,201	5,594	11,795
Marlborough ..	100	92	131	132	149	132	146	141	164	131	125	125	123	107	147	118	112	117	60	48	35	22	1,292	1,165	2,457
Nelson	293	271	394	344	404	337	423	367	387	374	396	333	332	322	309	281	301	233	139	99	55	52	3,433	3,013	6,446
Grey	103	102	130	110	137	113	109	117	100	104	110	102	113	111	99	85	85	69	46	42	25	15	1,057	970	2,027
Westland ..	72	71	84	66	87	65	58	79	67	59	58	60	60	53	58	47	46	39	30	28	33	24	653	591	1,244
North Canterbury ..	1,022	932	1,240	1,221	1,391	1,254	1,371	1,283	1,351	1,178	1,240	1,189	1,201	1,060	1,131	1,131	975	855	548	420	226	196	11,696	10,719	22,415
South Canterbury ..	242	223	359	288	359	344	357	379	363	311	336	298	312	321	300	301	315	270	148	106	54	67	3,145	2,908	6,053
Otago	961	873	1,225	1,131	1,234	1,190	1,290	1,204	1,246	1,166	1,143	1,182	1,241	1,166	1,161	1,054	908	812	472	342	193	196	11,104	10,316	21,420
Southland ..	489	506	605	658	714	651	699	615	664	622	632	558	622	574	561	574	485	416	249	202	73	60	5,793	5,436	11,229
Totals for 1913..	7,318	6,515	9,499	8,835	10,476	9,819	10,573	9,696	10,486	9,585	9,622	9,174	9,449	8,683	9,035	8,442	7,593	6,825	4,080	3,279	1,730	1,454	89,861	82,307	172,168
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
Difference ..	397	280	9	127	72	324	180	199	851	534	335	537	299	112	372	443	313	410	257	-21	-64	-62	3,021	2,883	5,904

Table D1.—Standard Classes of all Pupils on School-rolls at the end of 1913.

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 ..	9,779	8,593	18,372	2,986	2,789	5,775	2,959	2,725	5,684	2,611	2,672	5,283	2,583	2,400	4,983	2,007	1,939	3,946	1,159	1,127	2,286	133	145	278	24,217	22,390	46,607
Taranaki ..	1,186	1,022	2,208	447	369	816	401	385	786	363	357	720	326	324	650	265	277	542	192	150	342	66	62	128	3,246	2,946	6,192
Wanganui ..	3,065	2,759	5,824	1,095	916	2,011	979	900	1,879	1,034	860	1,894	786	726	1,512	695	654	1,349	486	423	909	118	118	236	8,258	7,356	15,614
Wellington ..	3,401	2,967	6,368	1,085	1,055	2,140	1,218	1,091	2,309	1,178	1,059	2,237	1,107	1,100	2,207	930	813	1,743	720	657	1,377	127	161	288	9,766	8,903	18,669
Hawke's Bay ..	2,167	1,910	4,077	772	749	1,521	814	740	1,554	725	671	1,396	712	620	1,332	566	470	1,036	394	369	763	51	65	116	6,201	5,594	11,795
Marlborough ..	425	409	834	169	139	308	160	114	274	165	158	323	142	149	291	132	105	237	90	79	169	9	12	21	1,292	1,165	2,457
Nelson	1,115	905	2,020	426	340	766	432	370	802	448	400	848	357	379	736	344	302	646	214	229	443	97	88	185	3,433	3,013	6,446
Grey	369	344	713	157	131	288	110	110	220	127	109	236	106	117	223	91	78	169	73	60	133	24	21	45	1,057	970	2,027
Westland ..	270	230	500	71	67	138	67	59	126	58	61	119	70	61	131	46	50	96	35	40	75	36	23	59	653	591	1,244
North Canterbury	4,056	3,676	7,732	1,429	1,329	2,758	1,520	1,340	2,860	1,405	1,358	2,763	1,237	1,163	2,400	1,105	972	2,077	744	707	1,451	200	174	374	11,696	10,719	22,415
South Canterbury	1,112	971	2,083	382	379	761	403	382	785	343	341	684	338	299	637	288	275	563	227	199	426	52	62	114	3,145	2,908	6,053
Otago	3,976	3,572	7,548	1,408	1,239	2,647	1,252	1,302	2,554	1,329	1,279	2,608	1,197	1,149	2,346	1,019	947	1,966	741	600	1,341	182	228	410	11,104	10,316	21,420
Southland ..	2,096	1,989	4,085	740	655	1,395	722	658	1,380	719	664	1,383	617	594	1,211	544	521	1,065	328	330	658	27	25	52	5,793	5,436	11,229
Totals for 1913	33,017	29,347	62,364	11,167	10,157	21,324	11,037	10,176	21,213	10,505	9,989	20,494	9,578	9,081	18,659	8,032	7,403	15,435	5,403	4,970	10,373	1,122	1,184	2,306	89,861	82,307	172,168
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
Difference	578	768	1,346	362	347	709	523	326	849	527	509	1,036	336	478	814	386	330	716	281	172	453	28	−47	−19	3,021	2,883	5,904

Table D2.—Examination Statistics for 1913.

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	47,229	43,971	16,529	2,485	224	1,885	340	2,225
Taranaki	6,219	5,912	2,067	338	119	255	53	308
Wanganui	15,755	14,673	5,157	952	176	722	136	858
Wellington	18,865	18,069	5,894	1,392	294	889	328	1,217
Hawke's Bay ..	11,782	11,208	3,776	697	125	438	159	597
Marlborough ..	2,465	2,337	794	157	19	102	39	141
Nelson	6,525	6,327	2,209	404	104	234	135	369
Grey	2,008	1,935	700	125	39	75	19	94
Westland	1,249	1,214	486	75	60	58	8	66
North Canterbury ..	22,546	21,186	7,109	1,358	342	970	296	1,266
South Canterbury ..	6,054	5,819	1,990	419	107	243	119	362
Otago	21,472	20,750	7,304	1,230	356	1,156	136	1,292
Southland	11,290	10,796	3,854	651	41	462	67	529
Totals for 1913 ..	173,459	164,197	57,869	10,283	2,006	7,489	1,835	9,324
Totals for 1912 ..	167,800	160,687	58,202	9,903	2,025	7,644	1,610	9,254
Difference ..	5,659	3,510	−333	380	−19	−155	225	70

Table D3.—Average Age of Pupils in 1913 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.		1913.		1912.	
	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.
Auckland	7	3	9	5	10	5	11	5	12	5	13	4	14	1	15	3	9	10	9	10
Taranaki	7	2	9	3	10	2	11	4	12	4	13	10	13	11	15	3	9	11	9	9
Wanganui	7	2	9	3	10	4	11	6	12	4	13	3	14	1	15	1	9	11	9	11
Wellington ..	6	11	8	9	9	10	10	11	11	11	12	11	13	9	14	11	9	9	9	9
Hawke's Bay ..	7	0	9	0	10	1	11	3	12	0	13	2	14	0	14	11	9	10	9	9
Marlborough ..	6	10	8	6	9	7	10	11	12	0	13	2	13	10	14	10	9	8	9	11
Nelson	6	10	9	0	9	11	10	11	12	2	13	1	14	0	14	9	9	9	9	9
Grey	6	10	9	0	9	11	11	2	11	7	13	0	13	11	14	9	9	7	9	6
Westland	6	6	8	8	9	10	11	2	12	1	12	10	13	8	14	8	9	5	9	7
North Canterbury ..	6	11	8	11	10	0	11	2	13	2	13	1	13	11	14	11	9	9	9	9
South Canterbury ..	7	0	9	0	10	1	11	2	12	2	13	1	14	1	15	4	9	11	9	9
Otago	5	11	9	0	10	2	11	3	12	3	13	2	14	0	15	1	9	10	9	9
Southland	6	10	8	11	10	1	11	2	12	1	13	0	13	11	14	8	9	7	9	8
Average for Dominion, 1913	7	1	9	1	10	2	11	3	12	2	13	2	14	0	15	0	9	10	..	
Range (difference between highest and lowest)	0	9	0	11	0	10	0	7	0	10	1	0	0	5	0	8	0	6	..	
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

TABLE D4.—STATISTICS IN REGARD TO PRIVATE SCHOOLS SUBJECT TO INSPECTION BY OFFICERS OF EDUCATION BOARDS FOR THE YEAR 1913.

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	36	4,094	3,535	3,881	3,560	1,346	221	50	113	33
Taranaki ..	10	624	580	606	594	270	59	14	26	12
Wanganui ..	20	1,460	1,342	1,326	1,258	675	71	29	42	14
Wellington ..	17	1,743	1,569	1,733	1,616	870	103	28	67	25
Hawke's Bay ..	15	1,405	1,275	1,201	1,132	439	78	16	28	17
Marlborough ..	6	190	167	189	176	108	16	7	7	..
Nelson	6	482	423	492	486	156	35	17	13	8
Grey	5	552	507	536	523	243	40	2	23	10
Westland ..	5	286	267	283	279	156	22	..	17	1
North Canterbury	20	1,832	1,573	1,792	1,647	605	96	32	64	26
South Canterbury	5	486	403	454	430	198	38	9	21	15
Otago	12	1,518	1,320	1,526	1,469	463	93	1	73	14
Southland ..	9	678	552	640	603	277	40	..	17	6
Totals for 1913	166	15,350	13,513	14,659	13,773	5,806	912	205	511	181
Totals for 1912	197	13,677	12,086	13,286	12,322	5,410	811	269	473	171
Difference ..	−31	1,673	1,427	1,373	1,451	396	101	−64	38	10

TABLE E1.—SCHOOL STAFF, DECEMBER, 1913 (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	614	192	14	209	141	86	435	487	590	1,077	50	150	200	1,277	82·5	40,681	34·6
Taranaki	97	30	18	8	40	10	66	48	124	172	2	15	17	189	38·7	5,370	29·7
Wanganui ..	210	87	13	57	50	32	156	176	219	395	12	59	71	466	80·4	13,912	32·3
Wellington ..	175	69	8	29	64	56	202	154	274	428	14	36	50	478	56·2	16,288	36·0
Hawke's Bay ..	135	57	5	21	51	26	118	104	174	278	8	35	43	321	59·8	10,255	34·2
Marlborough ..	93	13	1	12	66	3	25	28	92	120	..	3	3	123	30·4	2,167	17·9
Nelson	126	34	6	14	63	6	72	54	141	195	2	21	23	218	38·3	5,631	27·6
Grey	35	6	3	3	22	2	21	11	46	57	2	4	6	63	23·9	1,733	28·9
Westland	37	5	2	2	27	..	13	7	42	49	1	2	3	52	16·7	1,053	20·6
North Canterbury ..	220	93	11	32	81	44	227	169	319	488	21	88	109	597	53·0	18,973	34·9
South Canterbury ..	86	24	2	11	49	8	55	43	106	149	9	16	25	174	40·6	5,170	31·9
Otago	246	106	..	42	97	57	236	205	333	538	13	24	37	575	61·6	19,067	34·2
Southland ..	181	51	21	46	61	20	117	117	199	316	8	21	29	345	58·8	9,695	29·3
Totals for 1913..	2,255	767	104	486	812	350	1743	1,603	2,659	4,262	142	474	616	4,878	60·3	149,995	32·8
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	32·9
Difference..	41	34	−3	4	1	10	111	48	109	157	−20	−2	−22	135	0·2	4,506	−0·1

TABLE E2.—TEACHERS, CERTIFICATED AND UNCERTIFICATED, 31ST DECEMBER, 1913 (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	785	..	785	16	73	203	292	1,077
Taranaki	96	..	96	4	19	53	76	172
Wanganui	256	..	256	4	35	100	139	395
Wellington	362	..	362	9	13	44	66	428
Hawke's Bay	199	..	199	3	23	53	79	278
Marlborough	41	..	41	1	11	67	79	120
Nelson	118	..	118	2	27	48	77	195
Grey	24	..	24	4	7	22	33	57
Westland	18	..	18	4	1	26	31	49
North Canterbury ..	422	..	422	9	21	36	66	488
South Canterbury ..	125	..	125	2	10	12	24	149
Otago	435	..	435	13	31	59	103	538
Southland	201	..	201	13	33	69	115	316
Totals ..	3,082	..	3,082	84	304	792	1,180	4,262

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

Auckland	774	..	774	16	64	133	213	987
Taranaki	95	..	95	4	18	42	64	159
Wanganui	253	..	253	3	30	63	96	349
Wellington	355	..	355	7	9	19	35	390
Hawke's Bay	195	..	195	2	18	23	43	238
Marlborough	39	..	39	..	7	11	18	57
Nelson	111	..	111	2	25	14	41	152
Grey	22	..	22	3	6	8	17	39
Westland	18	..	18	3	..	7	10	28
North Canterbury ..	413	..	413	9	16	20	45	458
South Canterbury ..	119	..	119	2	8	3	13	132
Otago	426	..	426	13	23	28	64	490
Southland	196	..	196	12	31	40	83	279
Totals ..	3,016	..	3,016	76	255	411	742	3,758

TABLE E3.—HOLDERS OF TEACHERS' CERTIFICATES IN THE SERVICE OF EDUCATION BOARDS AT 31ST DECEMBER, 1913.

(Arranged according to Sex of Teachers and Class of Certificate.)

Districts.	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	31	5	36	207	117	324	136	185	321	8	92	100	386 [2]	399 [6]	785 [8]
Taranaki ..	..	..	..	1	1	2	21	10	31	14	34	48	3	12	15	39 [1]	57	96 [1]
Wanganui ..	4	..	4	14	7	21	53	24	82	47	62	109	8	32	40	131 [4]	125 [4]	256 [8]
Wellington ..	2	..	2	29	9	38	41	55	96	56	128	184	2	40	42	130 [3]	232 [9]	362 [12]
Hawke's Bay	1	..	1	13	2	15	36	23	59	28	66	94	7	23	30	85 [3]	114 [2]	199 [5]
Marlborough	..	..	..	4	..	4	5	9	14	7	10	17	..	6	6	16	25	41
Nelson ..	1	..	1	6	3	9	19	12	31	11	45	56	4	17	21	41 [1]	77 [4]	118 [5]
Grey	..	..	..	..	..	..	2	1	3	6	14	20	..	1	1	8 [1]	16 [1]	24 [2]
Westland ..	..	..	..	1	..	1	1	3	4	3	10	13	..	..	..	5 [1]	13 [1]	18 [2]
N. Canterbury	5	..	5	39	10	49	57	94	151	46	133	179	8	30	38	155 [8]	267 [7]	422 [15]
S. Canterbury	..	..	..	11	2	13	8	34	42	12	42	54	1	15	16	32 [3]	93 [3]	125 [6]
Otago	3	1	4	34	16	50	68	87	155	67	133	200	6	20	26	178 [4]	257 [9]	435 [13]
Southland ..	3	..	3	17	6	23	22	24	46	29	70	99	12	18	30	83 [1]	118	201 [1]
Totals ..	23	1	24	200	61	261	545	493	1,038	462	932	1,394	59	306	365	1,289 [32]	1,793 [46]	3,082 [78]

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 1913.

Education Districts.	Balances, 1st January, 1913.	Receipts from Government.						Total from Government.	From Local Sources.				Refunds, Truancy Fines, Contractors' Deposits, &c.(2).	Overdrafts, 31st December, 1913.	Total.
		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).		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.			
	£ 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 ..	29,812 17 0	176,092 19 5	26,055 12 9	4,376 2 8	15,598 14 0	46,721 5 7	9,267 10 4	278,112 4 9	1,089 15 4	907 7 4	1,507 14 4	3,504 17 0	1,295 18 6	..	312,725 17 3
Taranaki ..	860 18 3	26,055 19 3	3,647 10 6	1,288 19 5	1,850 18 5	5,208 6 6	343 5 0	38,394 19 1	388 11 6	318 13 2	81 8 11	788 13 7	303 4 10	..	40,347 15 9
Wanganui ..	..	62,746 19 7	9,115 10 4	3,741 17 11	8,328 10 0	16,654 4 4	234 19 9	100,822 1 11	1,112 5 4	1,489 7 11	2,045 13 11	4,647 7 2	386 4 9	3,590 5 7	109,445 19 5
Wellington ..	4,315 5 7	68,613 15 0	10,984 13 5	4,161 17 8	11,726 16 10	21,212 17 2	9,036 11 1	125,736 11 2	8 19 6	1,014 17 0	431 1 11	1,454 18 5	732 5 4	..	132,239 0 6
Hawke's Bay ..	5,524 18 9	43,066 4 11	7,146 3 1	1,858 1 2	3,973 13 2	12,572 6 2	766 1 7	69,382 10 1	92 7 0	272 12 4	414 12 1	779 11 5	403 12 4	..	76,090 12 7
Marlborough ..	74 19 3	11,922 11 4	1,721 6 3	165 5 0	520 14 11	2,678 17 8	264 4 0	17,272 19 2	..	25 13 4	74 13 4	100 6 8	49 11 10	..	17,497 16 11
Nelson ..	425 5 9	27,956 10 5	3,913 0 7	1,750 6 9	2,907 18 11	7,798 2 8	314 10 6	44,640 9 10	230 10 9	419 16 8	135 1 9	785 9 2	210 10 4	..	46,061 15 1
Grey ..	356 3 4	8,090 17 4	1,358 12 5	673 4 6	295 13 1	2,637 3 6	161 16 0	13,217 6 10	39 10 6	261 15 0	10 1 3	311 6 9	304 19 0	..	14,189 15 11
Westland ..	955 7 10	5,796 7 9	952 5 6	536 18 4	22 0 3	1,518 5 0	155 15 6	8,981 12 4	..	127 10 0	..	127 10 0	190 0 6	..	10,254 10 8
North Canterbury	4,161 14 2	82,540 13 7	13,414 9 1	4,223 17 4	11,348 10 0	20,046 17 5	8,808 14 4	140,383 1 9	60 9 0	840 7 6	278 15 4	1,179 11 10	857 7 8	325 4 1	146,906 19 6
South Canterbury	3,587 7 10	24,390 1 3	4,108 9 3	1,704 12 5	2,187 10 4	6,919 10 9	63 18 3	39,374 2 3	5 0 0	316 7 7	333 5 9	654 13 4	396 0 1	..	44,012 3 6
Otago ..	1,142 13 3	84,153 7 11	13,661 12 11	4,444 17 11	12,217 11 4	25,549 10 3	9,764 11 7	149,791 11 11	738 16 9	557 18 2	565 5 8	1,862 0 7	322 8 8	1,528 19 0	154,647 13 5
Southland ..	5,325 18 5	46,989 13 2	7,073 1 8	1,236 9 10	3,858 7 1	11,584 3 1	318 7 6	71,060 2 4	278 19 6	641 13 1	495 4 7	1,415 17 2	444 14 2	..	78,246 12 1
Total for 1913	56,543 9 5	668,416 0 11	103,152 7 9	30,162 10 11	74,836 18 4	181,101 10 1	39,500 5 5	1,097,169 13 5	4,045 5 2	7,193 19 1	6,372 18 10	17,612 3 1	5,896 18 0	5,444 8 8	1,182,666 12 7
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
Difference ..	9,152 3 10	23,531 13 5	3,851 10 0	79 17 10	8,249 4 2	−7,809 10 0	−9,041 8 5	18,861 7 0	80 2 5	371 9 0	−15,013 2 0	−14,361 10 7	1,873 0 11	708 15 0	16,233 16 2

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

(2) Including proceeds of school-sites.

Table F2.—Expenditure of the several Education Boards for the Year 1913.

Education Districts.	Overdrafts, 1st January, 1913.	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, 1913.	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	..	10,629 11 10	174,605 3 11	12,176 5 9	1,103 9 2	187,884 18 10	5,308 12 10	8,515 14 11	16,616 16 10	59,928 4 2	2,167 18 8	21,673 19 2	312,725 17 3
Taranaki	..	1,934 7 9	26,161 10 0	1,499 7 3	201 18 2	27,862 15 5	1,371 2 10	151 13 10	2,315 16 10	3,961 16 10	273 7 6	2,476 14 9	40,347 15 9
Wanganui	4,735 13 8	6,000 18 0	62,426 16 0	3,750 6 5	651 8 4	66,828 10 9	4,208 3 4	519 15 11	10,080 0 5	16,622 6 7	450 10 9	..	109,445 19 5
Wellington	..	5,043 14 9	69,573 9 1	5,003 15 5	442 8 9	75,019 13 3	4,544 13 3	9,070 19 9	12,450 10 6	20,397 10 7	1,237 3 7	4,474 14 10	132,239 0 6
Hawke's Bay	..	3,011 14 8	43,067 3 10	3,340 15 5	271 8 10	46,679 8 1	2,122 2 2	825 3 11	4,267 13 11	15,292 3 10	958 18 7	2,933 7 5	76,090 12 7
Marlborough	..	1,019 8 1	11,912 5 5	534 15 0	69 12 3	12,516 12 8	221 10 0	151 5 5	326 6 9	2,803 14 6	168 5 1	290 14 5	17,497 16 11
Nelson	..	2,274 14 7	27,837 14 7	1,274 12 6	229 16 2	29,342 3 3	1,725 11 2	263 6 6	2,956 2 11	9,042 14 8	377 6 11	79 15 1	46,061 15 1
Grey	..	1,140 11 1	8,084 3 2	463 19 4	53 7 10	8,601 10 4	776 16 3	86 13 0	578 15 5	2,122 8 10	313 11 4	569 9 8	14,189 15 11
Westland	..	722 6 1	5,878 2 11	367 3 5	59 16 3	6,305 2 7	653 11 0	143 17 11	26 16 2	1,302 1 2	53 0 2	1,047 15 7	10,254 10 8
North Canterbury ..	..	5,733 13 5	82,751 5 9	6,805 4 4	630 5 3	90,186 15 4	4,801 13 9	8,172 16 8	12,233 10 3	23,512 2 7	2,266 7 6	..	146,906 19 6
South Canterbury ..	..	1,921 18 3	21,458 9 11	1,540 17 2	125 6 4	26,124 13 5	1,885 1 9	137 13 7	2,332 8 9	7,346 15 4	949 6 4	3,314 6 1	44,012 3 6
Otago	..	5,096 4 5	84,223 6 9	6,087 6 10	770 3 3	91,083 16 10	4,214 17 8	9,432 19 11	13,022 7 1	29,708 18 8	2,088 8 10	..	154,647 13 5
Southland	..	3,474 15 5	47,111 6 10	3,567 5 1	276 19 6	50,955 11 5	1,238 8 7	392 0 11	4,823 0 11	15,953 19 7	1,207 11 7	201 3 8	78,246 12 1
Total for 1913 ..	4,735 13 8	48,003 18 4	668,093 18 2	46,411 13 11	4,886 0 1	719,391 12 2	33,072 4 7	37,864 2 3	82,030 6 9	207,994 17 4	12,511 16 10	37,062 0 8	1,182,666 12 7
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
Difference ..	—1,127 10 2	231 8 5	24,173 5 1	1,689 0 0	243 8 9	26,105 13 10	—288 17 9	8,110 0 8	4,898 19 7	6,312 12 1	—8,557 6 9	—19,451 3 9	16,233 16 2

TABLE F3.—RETURN OF OFFICERS OF EDUCATION BOARDS NOT INCLUDED IN APPENDIX E, AS AT 31ST DECEMBER, 1913.

—	Annual Rate of Salary.	Remarks.
	£ s.	
Auckland,—		
Secretary and Treasurer	575 0	
Assistant Secretary	400 0	
Accountant	320 0	
Clerks, 8—1 at £215, 1 at £180, 1 at £150, 1 at £145, 1 at £140, 1 at £120, 1 at £110, 1 at £90	1,150 0	
Inspectors, 9—1 at £600	600 0	With actual travelling-expenses.
3 at £450, 1 at £440, 2 at £410, 2 at £400	3,410 0	With travelling-allowance in each case of 17s. 6d. a day beyond a certain radius.
Principal of training college	600 0	
Relieving-teachers, 11—2 at £180, 1 at £150, 1 at £121 10s., 1 at £120, 6 at £90	1,291 10	
Tutors, part time at training college, 3—1 at £50, 1 at £45, 1 at £40	135 0	
Architect	700 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.
Foremen of Works, 4—2 at 12s. a day, 1 at £3 10s. a week, 1 at 11s. a day	728 0	With actual travelling-expenses in each case.
Total	10,357 10	
Taranaki,—		
Secretary and Treasurer	300 0	
Clerks, 3—1 at £90, 1 at £72, 1 at £44	206 0	
Inspectors, 2—1 at £400, 1 at £325	725 0	With travelling-allowance in each case.
Clerk of Works	340 0	With actual railway fares.
Truant Officer	113 0	
Total	1,684 0	
Wanganui,—		
Secretary and Treasurer	400 0	
Clerks, 7—1 at £250, 1 at £160, 1 at £140, 1 at £95, 1 at £80, 1 at £65, 1 at £52	842 0	
Inspectors, 4—1 at £575	575 0	With travelling-allowance, £100.
2 at £420	840 0	With travelling-allowance, £150, in each case.
1 at £340	340 0	With actual travelling-expenses.
Relieving-teachers—3 at £100	300 0	,,
Draughtsman	180 0	
Truant Officer	270 0	With travelling-allowance, £40.
Caretaker and storeman	100 0	
Foreman painter	195 0	
Total	4,042 0	
Wellington,—		
Secretary and Treasurer	500 0	
Clerks, 6—1 at £300, 1 at £260, 1 at £230, 1 at £190, 1 at £130, 1 at £90	1,200 0	
Inspectors, 4—1 at £550, 1 at £500, 2 at £400	1,850 0	With travelling-allowances in each case.
Principal of training college	600 0	
Clerk of Works	320 0	With travelling-allowance in each case.
Draughtsman	180 0	
Truant Officer	190 0	With travelling-allowance, £75.
Carpenter	200 0	With travelling-allowance.
Total	5,040 0	
Hawke's Bay,—		
Secretary and Treasurer	400 0	
Accountant	215 0	
Clerks, 2—1 at £125, 1 at £100	225 0	
Inspectors, 2—1 at £575, 1 at £400	975 0	With £100 travelling-allowance in each case.
Foreman of Works	250 0	With travelling-allowance £50, and locomotion expenses.
Truant Officer	80 0	With actual travelling-expenses.
Total	2,145 0	
Marlborough,—		
Secretary and Treasurer	300 0	
Clerk	52 0	
Inspector	400 0	With travelling-allowance £75, and launch-hire £30.
Truant Officer	57 0	
Total	809 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	300 0	
Clerks, 2—1 at £120, 1 at £60	180 0	
Inspectors, 2—1 at £450, 1 at £350	800 0	Each with travelling-allowance, £120.
Clerk of Works, 2 at £200	400 0	Temporary appointments.
Total	1,680 0	
Grey,—		
Secretary and Clerk of Works	260 0	
Clerk	78 0	
Inspector and Director of Technical Education	380 0	
Truant Officer	52 0	
Buildings Overseer	200 0	
Relieving-teachers	..	Salaries vary according to positions occupied.
Total	970 0	
Westland,—		
Secretary and Inspector	360 0	With travelling-allowance, £60.
Clerk and Truant Officer	150 0	
Total	510 0	
North Canterbury,—		
Secretary and Treasurer	500 0	
Accountant	275 0	
Clerks, 5—1 at £140, 1 at £120, 1 at £90, 1 at £80, 1 at £52 ..	482 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	350 0	With actual travelling-expenses.
Assistant Architect	185 0	
Cadet	75 0	
Truant Officers, 2—1 at £180, 1 at £52	232 0	
Total	4,769 0	
South Canterbury,—		
Secretary and Inspector	400 0	With travelling-allowance, £50.
Inspector	600 0	Travelling-allowance included.
Clerks, 3—1 at £225, 1 at £75, 1 at £39	339 0	
Foreman of Works	250 0	
Truant Officer	40 0	With travelling-expenses.
Total	1,629 0	
Otago,—		
Secretary and Treasurer	500 0	
Clerks, 5—1 at £320, 1 at £250, 1 at £180, 1 at £150, 1 at £115	1,015 0	
Inspectors, 4—1 at £550, 2 at £475, 1 at £425	1,925 0	Each with travelling-allowance, £150
Principal of training college	600 0	
Architect	425 0	With actual travelling-expenses.
Draughtsman	225 0	Temporary appointment.
Truant Officer	208 0	With actual travelling-expenses.
Gymnastic Instructor	110 0	
Total	5,008 0	
Southland,—		
Secretary and Treasurer	425 0	On leave prior to retirement.
Acting-Secretary	475 0	
Accountant	300 0	
Clerks, 4—1 at £150, 1 at £85, 1 at £70, 1 at £40	345 0	
Inspectors, 2—1 at £525, 1 at £475	1,000 0	With actual travelling-expenses.
Architect	375 0	,,
Assistant Architect	225 0	
Truant Officer and caretaker of offices	235 0	
Total	3,380 0	
Grand total	42,023 10	

Table F4.—Summary of Education Boards' Income, 1877–1913.

Year.	Balances, 1st January.	Maintenance.		Other Grants from Government.			Local Receipts.		Interest.	Deposits, Refunds, &c.	Total.
		From Education Reserves.	From Government.	Buildings.	Technical.	Secondary Instruction.	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	162 18 9	488,030 16 9
1897	12,005 13 3	38,857 1 9	393,358 14 3	57,527 1 3	1,153 9 0	..	3,859 0 3	859 14 4	175 2 8	386 14 8	508,182 11 5
1898	14,317 17 3	38,023 15 4	396,114 6 11	64,733 2 6	2,557 13 8	..	6,312 18 1	1,308 18 5	96 7 4	266 2 2	523,731 1 8
1899	25,047 19 11	40,803 16 7	386,143 2 5	49,118 4 6	857 17 11	..	4,933 16 8	1,384 12 10	108 13 7	208 0 1	508,606 4 6
1900	5,520 13 10	41,381 1 8	387,637 10 8	58,740 12 6	996 15 9	..	4,664 3 9	1,126 18 1	85 13 7	1,790 1 0	501,943 10 10
1901	11,565 8 8	40,969 0 2	413,381 2 11	55,049 7 3	4,948 0 7	..	4,989 19 3	1,552 17 11	‖ ..	645 14 8	533,101 11 5
1902	6,923 0 3	43,046 17 10	458,966 7 11	60,679 11 3	8,726 4 11	..	5,446 0 6	1,832 7 9	..	770 6 0	586,390 16 5
1903	17,892 15 5	44,506 4 2	432,897 7 1	¶78,406 13 11	8,461 2 4	*a*17,664 3 5	4,691 4 9	2,686 3 2	..	387 19 8	607,593 13 11
1904	6,485 17 11	44,429 9 11	439,538 19 6	¶98,839 9 1	14,316 1 8	19,226 7 7	4,660 12 0	1,977 9 11	..	2,766 17 2	632,241 4 9
1905	29,230 11 9	49,236 6 8	461,948 15 8	*b*86,458 13 7	20,702 14 11	22,678 11 5	6,071 7 9	1,245 14 6	..	1,380 5 1	678,953 1 4
1906	20,923 7 1	48,895 7 11	519,734 19 11	*b*172,075 15 5	32,279 13 1	32,431 13 6	16,807 17 11	1,667 16 3	..	1,064 9 2	845,881 0 3
1907	59,075 8 11	47,385 4 8	539,365 4 9	*c*127,610 6 1	31,126 13 6	30,440 10 1	8,684 6 0	3,640 17 2	..	622 6 0	847,950 17 2
1908	50,178 1 11	48,764 19 6	542,098 11 7	*c*185,777 10 10	42,634 15 11	31,128 14 8	9,855 19 4	3,686 3 0	..	2,486 18 8	916,611 15 5
1909	78,144 3 1	57,282 3 6	609,934 16 3	107,021 19 5	48,514 3 7	29,339 12 8	10,607 3 11	4,337 18 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
1913	51,807 15 9	63,487 16 10	747,580 17 3	181,101 10 1	74,836 18 4	30,162 10 11	11,239 4 3	6,372 18 10	..	5,896 18 0	1,172,486 10 3

*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, 1877–1913.

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 10	23,323 0 9	308,269 11 10
1878	10,225 12 2	6,142 14 5	192,736 19 7	89,255 3 7	..	..	252 4 11	§3,973 8 11	58,173 3 11	360,759 7 6
1883	9,662 12 9	9,866 11 8	272,269 17 2	86,748 13 0	..	..	214 12 1	§2,120 2 3	13,007 11 8	393,890 0 7
1888	9,566 11 10	10,147 10 5	327,085 3 8	30,354 13 9	..	..	61 7 0	332 14 7	47,715 1 2	425,263 2 5
1893	11,360 10 11	11,882 10 3	371,205 1 0	44,387 2 4	..	..	207 9 0	659 2 4	50,709 13 7	490,411 9 5
1894	11,425 4 8	12,692 5 8	382,154 5 6	44,851 19 7	..	..	333 1 4	2,795 15 2	42,396 18 8	496,649 10 7
1895	11,481 19 3	13,127 5 10	382,506 5 2	45,251 0 2	..	..	82 7 3	4,651 0 6	53,240 6 3	510,340 4 5
1896	12,032 13 2	13,037 4 7	395,831 16 4	53,533 15 6	..	..	230 3 11	1,359 10 0	12,005 13 3	488,030 16 9
1897	12,536 14 11	12,614 18 5	407,786 19 10	60,485 18 7	..	..	205 5 7	234 16 10	14,317 17 3	508,182 11 5
1898	12,649 0 6	13,076 16 11	412,373 15 11	52,719 18 4	..	6,112 10 9	271 10 10	1,510 17 4	25,016 11 1	523,731 1 8
1899	14,434 8 5	13,720 6 9	408,509 2 10	56,749 5 4	..	9,212 7 4	170 18 10	489 1 2	5,320 13 10	508,606 4 6
1900	14,532 4 0	14,698 18 4	401,977 1 2	51,805 18 3	..	5,720 18 2	327 9 11	1,315 12 4	11,565 8 8	501,943 10 10
1901	15,127 5 1	14,690 9 11	427,659 13 5	60,102 13 0	..	7,610 13 10	241 11 9	746 4 2	6,923 0 3	533,101 11 5
1902	14,693 9 8	14,215 2 10	465,247 15 1	61,763 5 2	..	11,605 7 9	‖ ..	790 14 6	18,075 1 5	586,390 16 5
1903	30,493 7 11		461,830 3 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
1913	48,003 18 4		757,255 14 5	207,994 17 4	33,072 4 7	82,030 6 9	..	12,511 16 10	31,617 12 0	1,172,486 10 3

* 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, 1913.

Education Districts.	1913.						1912	
	Assets and Deficits.			Liabilities and Balances.				
	Cash.	Due from all Sources	Deficits.	Over-drafts.	Other Liabilities.	Balances.	Deficits.	Balances.
	£	£	£	£	£	£	£	£
Auckland	10,738	6,886	..	..	740	16,884	..	11,076
Taranaki	1,445	2,492	..	..	88	3,849	..	3,153
Wanganui	2,659	4,848	..	..	1,626	5,881	..	7,472
Wellington	4,392	3,779	..	..	1,604	6,567	..	5,889
Hawke's Bay	..	3,923	..	717	1,260	1,946	..	2,810
Marlborough	358	546	..	..	327	577	..	798
Nelson	..	2,854	132	2,394	592	..	1,774	..
Grey	..	990	173	521	642	..	658	..
Westland	15	282	..	..	88	209	..	347
North Canterbury	1,070	7,414	..	..	3,944	4,540	..	4,234
South Canterbury	1,382	1,524	..	..	396	2,510	..	2,493
Otago	3,285	4,440	..	..	832	6,893	..	5,532
Southland	3,175	3,694	..	..	1,068	5,801	..	6,065
Totals	28,519	43,672	305	3,632	13,207	55,657	2,432	49,869

TABLE F7.—MAINTENANCE GRANTS PAID DURING THE YEAR ENDING 31ST MARCH, 1914, 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.	Payments towards Cost of replacing Old Buildings.	Rent of School Buildings and Sites.
	£	£ s. d.	£ s. d.
Auckland	17,327	..	1,623 19 0
Taranaki	2,780	..	84 19 7
Wanganui	6,480	700 0 0	310 15 5
Wellington	7,268	..	1,358 14 2
Hawke's Bay	5,083	..	263 1 1
Marlborough	1,224	500 0 0	18 0 0
Nelson	3,969	..	123 5 0
Grey	1,344	1,950 0 0	24 13 6
Westland	1,325	..	..
North Canterbury	9,313	..	110 7 6
South Canterbury	3,516	400 0 0	..
Otago	11,866	135 0 6	34 15 0
Southland	6,260	1,000 0 0	82 8 2
	77,755	4,685 0 6	4,034 18 5
Total	£86,474 18 11		

TABLE F8.—GRANTS PAID TO EDUCATION BOARDS OUT OF CONSOLIDATED FUND DURING THE YEAR ENDING 31ST MARCH, 1914, 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	493 7 8	..
Taranaki	7 11 5	..
Wanganui	7 10 0	..
Wellington	400 0 0	17 5 0
Nelson	..	7 0 0
South Canterbury	100 0 0	..
Otago	35 0 0	..
	1,043 9 1	24 5 0
Total expenditure	£1,067 14 1	

TABLE F9.—GRANTS PAID TO EDUCATION BOARDS OUT OF THE PUBLIC WORKS FUND DURING THE YEAR ENDING 31ST MARCH, 1914, 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	8,765 0 0	12,739 0 0	3,127 0 0
Taranaki	823 0 0	506 0 0	460 0 0
Wanganui	1,875 0 0	3,660 0 0	740 0 0
Wellington	3,963 0 0	1,790 0 0	2,734 0 0
Hawke's Bay	5,709 0 0	1,069 0 0	1,367 0 0
Marlborough	212 0 0	125 0 0	300 0 0
Nelson	688 0 0	2,864 0 0	..
Grey	..	1,100 0 0	..
Westland	160 0 0	..	..
North Canterbury	2,096 0 0	400 0 0	..
South Canterbury	2,425 0 0	2,350 0 0	25 0 0
Otago	1,155 0 0	826 0 0	1,700 0 0
Southland	1,870 0 0	750 0 0	750 0 0
Total	£29,741 0 0	28,179 0 0	11,203 0 0

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, 1913.

Education Districts	1913.						1912.	
	Assets and Deficits.			Liabilities and Balances.				
	Cash.	Due from all Sources	Deficits.	Overdrafts.	Other Liabilities.	Balances.	Deficits.	Balances.
	£	£	£	£	£	£	£	£
Auckland	10,936	20,328	..	..	12,451	18,813	..	22,738
Taranaki	1,032	1,577	..	..	273	2,336	..	929
Wanganui	..	3,456	5,500	6,250	2,706	..	5,960	..
Wellington	83	7,928	..	..	7,716	295	869	..
Hawke's Bay	3,650	8,404	..	..	7,624	4,430	..	3,847
Marlborough	..	1,894	..	67	1,446	381	..	156
Nelson	2,474	2,455	..	..	1,060	3,869	..	4,738
Grey	1,091	776	..	..	384	1,483	..	920
Westland	1,033	435	..	..	54	1,414	..	1,045
North Canterbury	..	6,126	..	1,395	2,998	1,733	..	5,019
South Canterbury	1,932	4,911	..	..	2,478	4,365	..	3,139
Otago	..	6,952	4,447	4,814	6,585	..	2,397	..
Southland	..	10,401	..	2,974	6,401	1,026	..	3,989
Totals	22,231	75,643	9,947	15,500	52,176	40,145	9,226	46,520

TABLE F11.—SCHOOL BUILDINGS MAINTENANCE ACCOUNT: CASH ASSETS AND LIABILITIES AT 31ST DECEMBER, 1913.

Education Districts.	1912.	1913.			
	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	21,440 4 4	28,021 12 6	..	1,660 4 3	26,361 8 3
Taranaki	3,223 16 2	2,764 15 11	911 18 0	..	3,676 13 11
Wanganui	12,122 10 10	12,920 10 11	2,006 9 11	..	14,927 0 10
Wellington	10,713 17 6	10,693 11 0	..	459 17 6	10,233 13 6
Hawke's Bay	11,979 17 0	11,402 11 1	555 15 0	..	11,958 6 1
Marlborough	1,895 15 4	1,677 14 5	238 1 3	..	1,915 15 8
Nelson	5,234 8 3	3,808 3 6	819 0 0	..	4,627 3 6
Grey	1,834 3 1	2,224 12 3	217 7 6	..	2,441 19 9
Westland	1,053 5 11	1,008 14 9	373 0 0	..	1,381 14 9
North Canterbury	5,939 11 11	1,199 11 0	553 6 0	..	1,752 17 0
South Canterbury	3,735 18 11	3,927 6 6	566 0 0	..	4,493 6 6
Otago	2,831 13 2	410 9 2	541 13 7	..	952 2 9
Southland	8,784 1 11	4,324 19 1	993 14 8	..	5,318 13 9
Total for 1913	90,789 4 4	84,384 12 1	7,776 5 11	2,120 1 9	90,040 16 3
Total for 1912	..	..	..	..	90,789 4 4
Difference	..	..	..	..	−748 8 1

TABLE F12.

The following table shows the percentage of expenditure by the several Education Boards on administration for the years 1911, 1912, and 1913 (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 1911–13 :—

Education Districts.	Percentage.			Mean of Percentages for Three Years, 1911–13.
	1911.	1912.	1913.	
Auckland	3·7	4·0	3·7	3·8
Taranaki	5·2	4·7	5·1	5·0
Wanganui	4·6	5·1	5·7	5·1
Wellington	4·1	3·7	3·9	3·9
Hawke's Bay	4·4	4·3	4·1	4·3
Marlborough	6·1	5·2	5·9	5·7
Nelson	5·2	5·6	4·9	5·2
Grey	8·1	9·3	8·4	8·6
Westland	8·3	9·4	7·8	8·5
North Canterbury	4·0	4·3	3·9	4·1
South Canterbury	4·4	4·2	4·7	4·4
Otago	4·3	3·3	3·3	3·6
Southland	4·4	4·9	4·5	4·6

APPENDIX A.

REPORTS OF EDUCATION BOARDS.

AUCKLAND.

SIR,— Education Office, Auckland, 25th March, 1914.

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

Board.—The members now holding office are: North Ward—Mr. A. R. Harris, Mr. J. D. McKenzie, Mr. E. C. Purdie; East Ward—Mr. W. Auld, Mr. E. C. Banks, Mr. A. Burns; West Ward—Mr. C. T. Barriball, Mr. G. Edgecombe, Mr. G. J. Garland. At the election in August last Mr. E. C. Purdie was elected in place of Mr. G. W. Murray, and Mr. W. Auld was elected in place of Mr. H. J. Greenslade, who did not seek re-election. The Board records its high appreciation of the valuable services rendered by Messrs. Greenslade and Murray in the cause of education in this district.

Mr. G. J. Garland was re-elected Chairman of the Board. Twenty-four meetings of the Board were held during the year, with an average attendance of eight members. Matters of finance and the appointment of teachers are dealt with by a committee of the whole Board, which meets fortnightly.

Finance.—The total receipts for the year 1913 were £281,701 6s. 5d., and the expenditure was £289,851 4s. 3d., which amount was made up as follows: Teachers' salaries and cost of administration, £207,984 15s. 11d.; secondary education, £5,308 12s. 10d.; manual and technical instruction, including buildings, £31,236 8s. 7d.; maintenance of buildings, £14,957 16s. 1d.; reinstatement of buildings damaged by fire, £1,632 12s. 11d.; teachers' house allowances, £6,541 5s. 4d. The amount expended on new school buildings and sites and on the enlargement of existing buildings was £22,189 12s. 7d. The credit balance at the end of the year was £21,623 19s. 2d., including a sum of £20,905 1s., which has been placed on fixed deposit to provide for future requirements in rebuilding worn-out schools.

Schools.—The number of schools at the end of last year, including 110 half-time schools, was 611, being an increase of seventeen for the year. During the year the following schools were permanently closed owing to reduced attendance: Miranda, Mercury Island, Okiwi, Otaikerangi, Waimiha, Te Moari, and Bowentown.

District High Schools.—[See E.-6, Report on Secondary Education.]

Buildings.—During the year fourteen new schools were built, twenty-four were enlarged, and nine new residences were erected. The Beresford Street School building was damaged by fire in August last. At the end of 1913 school was held in 463 buildings belonging to the Board, and in 150 privately owned buildings. The number of teachers' residences was 205.

The Board continues to erect shelter-shed schools at a cost of from £80 to £120 in newly settled districts where the number of children is too small to warrant application being made for a standard school. When the attendance warrants it a standard school is built in these localities, and the temporary school is used for shelter-shed purposes.

The improvement, renovation, and larger repairs of schools continue to be undertaken by a competent staff of workmen under the direction of the architect. In the more inaccessible localities the erection of school buildings is undertaken by the Board's foremen.

The Board trusts that the Minister will see his way to authorize a grant sufficient to provide a bathroom and washhouse in every residence not now provided with those conveniences.

Attendance.—The number of scholars on the roll at the end of last year was 46,607—viz., boys 24,217, girls, 22,390. This represents a total increase of 2,184 for the year. The average attendance for the year was 40,715. The attendance for the September quarter was considerably affected on account of the epidemic of smallpox. At the end of last year 2,500 Maori and half-caste scholars were enrolled. The attention of the Minister has been called to the fact that in the case of schools where the attendance is increasing the substitution of averages allowed by Regulation 1 (*c*) does not result in some cases in those schools receiving the additional staff to which they would have been entitled had the attendance not been affected by epidemics, and it is hoped that the Minister will see his way to make a new regulation dealing with this matter.

Teachers.—The total number of teachers employed at the end of the year was—Males, 559; females, 800: total, 1,359. The number of adult teachers was 1,103—viz., males 496, and females 607—being an increase of thirty-two males and twenty-eight females. Fifty male pupil-teachers were employed and 150 females, making a total of 200 pupil-teachers. Thirteen male and forty-three female probationers were employed, making a total of fifty-six. The Board has continued to experience great difficulty in securing the services of competent teachers for the more remote rural schools.

Scheme of Grading and Promotion of Teachers.—During the year teachers were regraded by the Inspectors. Marks were allotted under various heads as follows: Efficiency, 155; service, 25; scholastic attainments, 20: total, 200. For each year of service in the State schools of New Zealand up to twenty years one mark was awarded, and for each two years of service in the State schools of New Zealand from twenty-one to thirty years (both numbers inclusive) one

mark was awarded. In the case of teachers having service in the State schools of other English-speaking countries, one mark was awarded for every two years of service up to twenty years; no marks, however, were assigned for service beyond a total of thirty years. In cases where service was the factor in determining places on the graded list, preference was given to length of country service. The allocation of marks for scholastic attainments was as follows: For a certificate of Class A, 20 marks; for one of Class B, 18 marks; for one of Class C, 16 marks; for one of Class D, 13 marks; for one of Class E, 10 marks; and for a license to teach, 5 marks. Male and female teachers were graded on the same basis.

The following resolutions regarding the promotion of teachers have been adopted by the Board:—

No teacher shall be eligible for the position of head teacher of a school of Grades VIII, IX, and X until he has served in a country school for a period of five years: Provided that two years shall have been spent in charge of a full-time school not lower than Grade IV: Provided further that this clause shall not apply to teachers who entered the Board's service prior to 1908.

No teacher shall be eligible for the position of assistant carrying a salary of £180 and upwards per annum until he or she has served in a country school for a period of two years: Provided that this clause shall not apply to teachers who entered the Board's service prior to 1908.

No assistant teacher appointed subsequent to 31st August, 1910, to any position in a town school shall be eligible for promotion unless he or she has served for at least two years in a country school: Provided that in any particular case, if there be exceptional circumstances or hardship, the Board may relax the operation of this clause.

Teachers have been informed of the numerical position their names occupy on the list, and also of the number of marks they receive under the various headings.

Applications for permanent positions in the service of the Board carrying a salary of Grade I or upwards per annum are invited by advertisement. In the case of positions for which applications are thus invited, only one name—viz., that of the teacher which appears highest on the graded list—is submitted to the School Committee concerned. This course is not adopted in cases where the Board deems it advisable in the interests of the service to transfer a teacher from one position to another.

It is provided further that, on the recommendation of the Chief Inspector, the Board may appoint any suitable applicant to any position in a school without inviting applications by advertisement. This method of making appointments is to be followed only in cases where special circumstances call for such exceptional action.

In cases where the appointment is open to both sexes the name of the highest female and the name of the highest male on the graded list is submitted to the School Committee concerned. Where no suitable application is received in answer to advertisement, the Board then fills the vacancy to the best possible advantage.

The Board usually considers only the applications of teachers who have been at least two years in their present positions. In any particular case, if there be exceptional circumstances or hardship, the Board relaxes the operation of this general rule.

The right of the Board to submit one name only in consulting School Committees regarding appointments was contested by the Auckland City Schools Committee, who applied to the Supreme Court for a declaratory judgment in the matter. The Court ruled that the Board is entitled under section 14 of the Education Amendment Act, 1908, in its discretion, to limit the list to the name of the teacher whom it considers is best fitted for the appointment.

Superannuation.—Under the Board's regulations male teachers are required to retire at the age of sixty-five years, and female teachers at the age of sixty years. The Board is of opinion that it is advisable that the rate of retiring-allowance should be computed on the highest salary received for any three consecutive years, instead of on the average salary for the last three years of service. This would enable the Board, without inflicting undue hardship, to remove to smaller schools teachers who are nearing the retiring-age, and who, through declining physical and mental powers, are unable to satisfactorily undertake very onerous duties.

Relieving Teachers.—The grant for relieving teachers has again proved to be inadequate. The receipts for last year amounted to £1,009 18s. 10d., whereas the payments made were £1,103 9s. 2d., showing a loss of £93 10s. 4d. during the year. The debit balance on this account was £2,174 18s. 6d. at the end of last year.

Training College.—At the end of last year there were 108 students in attendance at the Training College—viz., forty-one males and sixty-seven females. Ninety-six of those were Division A students, eight Division B, and four Division C. The Board is pleased to be able to report that in general the work of ex-Training College students is distinctly satisfactory. Provision is made for the grading by Inspectors, in conjunction with the Principal, of Training College students at the completion of their training. Sixty-five students left the College at the end of last year. Practically all those students were located in schools by the beginning of February.

Scholarships.—The number of scholarships held at the end of last year was—Junior National, 28; Junior Board, 77; and Senior Board, 35. The reports on the school-work of the holders are, almost without exception, very satisfactory.

Medical Inspection.—The Medical Inspector appointed by the Government visited a large number of schools of Grade IV and upwards during the first half of last year. The work of medical inspection was interfered with during the latter half of the year owing to the services of the Medical Officer being required in connexion with the late epidemic. The Board considers that the present arrangements for the medical inspection of school-children are inadequate, and it has been suggested to the Minister that he should take into consideration the advisableness of appointing local medical practitioners to assist in the work.

Children's Teeth.—Over two years ago the Auckland Dental Association was granted permission to examine and report on the teeth of the children attending city and suburban schools, subject to suitable arrangements being made with the School Committees and head teachers of the schools concerned. The children at several of the large schools have already been examined, and over three hundred children, whose parents could not afford to send them to a private dentist, have been treated at the Auckland Dental Hospital. The thanks of the Board are due to the members of the association for the gratuitous work undertaken by them.

Physical Instruction.—Arrangements were made during the year for the physical instruction of teachers at the following centres: Auckland, Hamilton, Whangarei, and Thames. Schools in those districts were closed for a fortnight to enable all the adult teachers to receive instruction. Due attention has been given to the requirements of the Act in regard to the teaching of physical exercises and military drill.

Observation Schools.—The Board is of opinion that in districts where necessary, certain Grade III schools should become "observation schools" for the purpose of providing opportunity for practice in teaching for inexperienced teachers, who would be required to get an insight into the working of an efficiently conducted school, and that provision should be made for an addition to the salary of the teacher of such observation school.

Manual and Technical Instruction.—[See E.–5, Report on Manual and Technical Instruction.]

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

I have, &c.,

The Hon. the Minister of Education, Wellington. GEORGE J. GARLAND, Chairman.

TARANAKI.

SIR,— Education Office, New Plymouth, 31st March, 1914.

In accordance with the provisions of section 174 of the Education Act, 1908, the Education Board of Taranaki has the honour to submit the following report of its proceedings for the year 1913:—

At the beginning of the year the Board comprised the following members: Mr. Harold Trimble (Chairman), Messrs. G. A. Adlam, A. McI. Bradbury, A. H. Halcombe, W. McL. Kennedy, R. Masters, A. Morton, W. Rogers, and J. Young. In accordance with the provisions of the Education Act the following members retired in July and were re-elected unopposed: East Ward —William McL. Kennedy; West Ward—G. A. Adlam; North Ward—Harold Trimble. At the meeting of the Board held on the 27th August Mr. Harold Trimble was re-elected Chairman.

New schools have been erected at Waingongora, Pukeho, and Patua; and a school was erected at Pitone by the settlers. A household school was opened at Rerekapa, and the Opua School was closed in June. At the end of the year there were ninety-seven schools open, including two half-time schools. Eighty-seven 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 had residences attached to their schools, and the others were in receipt of house allowance.

The number of teachers in the service of the Board was 205, graded as follows: Sole teachers, 40 female and 8 male; head teachers, 17 female and 31 male; assistants, 69 female and 12 male; pupil-teachers, 16 female and 1 male; probationers, 11 female.

At the annual examinations six pupil-teachers and probationers gained a pass in the D examination, and four gained a partial pass.

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

Bayly Memorial Scholarship: New Plymouth High School, 5; 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, 10 candidates; Stratford District High School, 20 candidates; New Plymouth Technical School, 2 candidates. The scholarships were granted to three candidates from the New Plymouth High School and six from the Stratford District High School.

The National and Board's Junior Scholarships: Central, 4 candidates; West End, 4; New Plymouth High School, 16; New Plymouth Technical School, 1; Opunake, 1; Stratford District High School, 14; Toko, 1; York, 1.

The National Scholarships were granted to one candidate from Toko and one from Stratford District High School. The Board's Junior Scholarships were granted to four candidates from the New Plymouth High School, two from the Stratford District High School, one from West End, one from Egmont Village, one from York, and one from Opunake.

The two Taranaki Scholarships were won by pupils of the Stratford District High School and of the New Plymouth High School respectively.

The receipts of the Board from all sources, including £860 18s. 3d. credit balance from 1912, amounted to £40,347 15s. 9d.; while the expenditure was as follows: Administration, £3,678 15s. 11d.; teachers' salaries, £27,059 18s. 6d.; secondary education, £1,371 2s. 10d.; manual and technical, £2,601 4s. 1d.; buildings, £3,008 5s. 10d.; training of teachers, £151 13s. 10d.: leaving a credit balance of £2,476 14s. 9d.

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 1878, to the present time.

Year ending	Schools.	Head Teachers.	Assistants.	Pupil-teachers and Probationers.	Total.	Roll Number.	Average.
1878	25	23	1	12	36	1,016	753
1883	37	36	10	14	61	2,060	1,306
1888	37	37	11	24	72	2,415	1,847
1893	49	49	11	29	89	3,358	2,471
1898	63	63	17	33	113	3,981	3,192
1903	72	70	45	19	134	4,754	3,971
1908	88	85	48	19	152	5,370	4,653
1912	94	93	71	29	193	6,139	5,381
1913	97	96	81	28	205	6,198	5,496

* Condensed into five-yearly periods from 1878 to 1908.

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

The Hon. the Minister of Education, Wellington. HAROLD TRIMBLE, Chairman.

WANGANUI.

SIR,— Education Office, Wanganui, 31st March, 1914.

I have the honour to submit a report of the proceedings of this Board for the year 1913.

Board.—At the end of the year the Board consisted of Messrs. Fred. Pirani (Chairman), A. Fraser, G. H. Bennett (Southern Ward), D. H. Guthrie, M.P., F. Purnell, and T. A. Harris (Central Ward), and F. M. Spurdle, P. O'Dea, and E. Dixon (Northern Ward). Mr. J. P. Aldridge, who was a member of the Central Ward, retired, Mr. T. A. Harris being elected in his stead. The members whose term of office expired under the provisions of the Act were Messrs. P. O'Dea, D. H. Guthrie, and A. Fraser. Mr. J. W. M. Luxford, of Wanganui, unsuccessfully opposed Mr. O'Dea. Messrs. D. H. Guthrie and A. Fraser were re-elected unopposed. Mr. Pirani was elected Chairman for the eighth successive term. Twelve meetings were held, the average attendance of members being eight.

Schools.—New schools were opened at Moturoa (Grade 0), Bainesse and Ruatiti (Grade I), Kakatihi and Whaka Road (Grade II), and West End, Palmerston North (Grade VIIa). The side school at Marton Junction was attached to Crofton from the beginning of the third quarter. The schools at Te Awa and Riverton were closed. There were open at the end of the year 207 main and three side schools.

Private Schools.—During the year the Board's Inspectors visited twenty private schools, the number of pupils present on the occasion of the visits being 1,250.

Attendance.—The roll number on the 31st December was 15,614, which shows an increase of 511 on the figures for the previous year. The average attendance for the last quarter was 13,932, and for the year 13,904, the latter being 582 in advance of 1912. The average weekly roll number was 15,555. The average attendance expressed as a percentage of this is 89·3, which is 0·8 above the previous year—a very satisfactory improvement. The Truant Officer is entitled to credit for his successful endeavours to improve the attendance in the district. The following figures in connexion with his year's work are interesting: Visits to schools, 260; miles travelled, 8,600; summonses isued, 220; convictions recorded, 184; summonses withdrawn or dismissed, 25; cases adjourned, 11. The amount of fines inflicted was £39 19s., and special expenses allowed £5 5s.

Allowances for Conveyance and Board of Children.—There are eight schools where the system of conveying children is working satisfactorily. In all cases of applications for the establishment of new schools the feasibility of conveying children to the nearest schools is carefully considered. In the backblock districts the roads are almost impassable for wheel traffic in the winter months—in some cases there are no roads at all—and in such places the Board has no alternative but to establish schools, although it realizes that the opening of small schools within a radius of a few miles is a course to be avoided if at all possible. The fact is impressed upon settlers that it is to the children's advantage to attend central schools, even if by doing so they are put to some inconvenience, because, as a general rule, small schools situated away from the railway-line are in charge of teachers with little or no experience. Great difficulty is experienced in filling such positions. The allowance of 2s. 6d. per week which is paid to children compelled to live away from home in order to attend school was, at the end of the year, being paid on account of six children.

Teachers.—Excluding pupil-teachers, probationers, and relieving teachers, there were 403 teachers in the Board's service on the 31st December, of whom 181 were males and 222 were females. The number holding teachers' certificates was 260. The number of uncertificated teachers was therefore 143, or 35·5 per cent. of the total, against 45·6 per cent. for the year 1912. Of the uncertificated teachers, twelve were in charge of schools of Grade 0, thirty-one were in charge of

schools of Grade I, twenty-three were in charge of schools of Grade II, five were in charge of schools of Grade III, one was in charge of a school of Grade IV, and seventy-one were assistants.

Pupil-teachers and Probationers.—The number of pupil-teachers and probationers in the service at the close of the year was ninety-five, of which twelve were male and fifty-nine female pupil-teachers, and two male and twenty-two female probationers. This number shows an increase of eighteen over the previous year. The number of applicants for appointment at the beginning of the current year was forty-two, of whom nine were males and thirty-three females. Six males and nineteen females received appointments. The qualifications of the applicants were; Matriculation, 7; Civil Service Junior, 9; Senior Free Place, 16; Proficiency, 10.

Under the regulations which have just come into force, pupil-teachers in certain grades of schools are replaced by assistants. While this is good for the schools it will mean a decrease in the number of pupil-teachers, and a corresponding decrease in the number of Training College students available for appointment on completion of their course of training. It would undoubtedly be a good thing if the regulation restricting the number of probationers to be appointed were amended in the direction of allowing Boards a free hand in the matter. As has been frequently pointed out, the remuneration of pupil-teachers and probationers is not sufficiently high to encourage youths of more than average ability to take up the profession. The salaries should be increased, as also the allowances of Training College students who are compelled to reside from home. The meagre allowance now made prevents the attendance at the College of some who would attend were the amount sufficient to enable them to support themselves while residing in Wellington.

The Board has consistently endeavoured to get all pupil-teachers and probationers, when duly qualified, to attend the Training College at Wellington. By a recent regulation attendance has been made compulsory. Some of these young people occasionally fail to qualify for admission, and while the Board, owing to the dearth of teachers, is obliged to offer them temporary positions, it does not hesitate to make transfers to less favourable positions when teachers who have served their time at the Training College are prepared to take their places. Though the Board forwards to the Training College authorities a confidential report on each of the pupil-teachers proceeding to the College, and receives from the Principal of the College a confidential report on each of the trainees leaving there, the Inspectors of this district think that there should should be a more organic and direct connexion between them and the College, and suggest that, as a first step in securing a connexion, the Principal should address annually at Wanganui a meeting of teachers and Inspectors.

Training of Teachers.—Saturday instruction classes in elementary agriculture, elementary dairy science, drawing, and singing were conducted at Hawera, Wanganui, Mangaweka, and Feilding. Correspondence classes in English, school method, Latin, and mathematics for the benefit of uncertificated teachers in remote parts of the district were carried on through the year. In July there was held in Wanganui a winter school for uncertificated teachers in the practical subjects—elementary agriculture, first aid, and drawing. The elementary agriculture classes were taught by the Board's supervisors in agriculture, the first aid class by Dr. Hatherly, and the drawing class—which was optional, but thoroughly well attended—by Mr. Watkin in the evening. According to the report of the Chief Inspector the school was a thorough success. Good work is still being done at the Central Infants' School (Wanganui), where a kindergarten room is used in the instruction of infant-mistresses from the larger schools of the district.

Grants for School Libraries and Continuous Readers.—Thirty-one schools took advantage of the Board's offer to subsidize voluntary contributions in aid of the purchase of library books. The contributions totalled £116 17s. 11d., the amount granted being £75 8s. 1d. In all, 2,200 volumes were procured for use in various schools of the district. In agreeing to the list of books recommended by Committees the aim of the Board is to see that the school secures a well-balanced library, containing books suited to the tastes of the better classes of readers, such as classical fiction, books of travel, biography, of elementary science suited to the requirements of young readers, and of natural history. The Board feels that the schools should also obtain one or two of the weekly illustrated journals. Of course, these papers could not be a charge on the grant, but they could be secured by means of a weekly subscription of 1d. or ½d.

Scholarships.—One hundred and forty-nine candidates presented themselves for the Junior and fifty-six for the Senior Examination, seventy-seven passing the former and forty-six the latter. Nine Board's Junior, four Junior National, and eleven Board's Senior Scholarships were awarded during the year. There were in force at the end of the year twenty-one Board's Senior, nineteen Board's Junior, and eleven Junior National Scholarships, of a total annual value of £1,262 7s. 8d.

Material Well-being of Pupils.—There have been no serious epidemics during the year, and the Board confidently expects that such visitations, on account of the improved conditions with respect to physical instruction, medical inspection, as well as the better training of teachers in hygiene, will become rarer and rarer. The increased attention now paid to the environment of the schools, as well as to rational principles of lighting, heating, and ventilation, should also tend to reduce the amount of sickness on the part of individual pupils. Our Truant Inspector also acts as Sanitary Inspector, offices which he combines with the utmost efficiency. The Board has just forwarded to teachers and Committees a comprehensive circular on school sanitation, compiled by the Chief Inspector, which should also be of service in combating disease.

Grading and Promotion of Teachers.—At the beginning of the year the Board deemed it necessary to make certain alterations in its system of grading and promoting teachers, with a view to the removal of some imperfections and the inclusion of some improvements. A copy of a circular sent to teachers, which sets out both the changes made, and the method of grading and promotion now operative in this district, is given. [Not printed.]

Visit of Chief Inspector to Australia.—At the instance of the Board, the Chief Inspector, Mr. Braik, spent the months of May and June in the Commonwealth studying the work of education in five of the States. He visited Brisbane, Sydney, Melbourne, Adelaide, and Hobart, and at each place spent some time in the primary, secondary, and technical schools. He also visited the chief agricultural colleges, Hawkesbury (New South Wales), Dookie (Victoria), and Roseworthy (South Australia), and further looked into the work of the agricultural high schools, visiting for this purpose the Ballarat Agricultural High School. On his return Mr. Braik presented to the Board three reports, one dealing with agricultural education, another with the kindergarten and Montessori systems, a third with primary, secondary, and technical education. In Mr. Braik's absence the position of Chief Inspector was efficiently filled by Mr. T. B. Strong. One of the results of the visit is that the Board decided to send Miss Alexander, Principal of the Central Infants' School, to Sydney for a month to study the Montessori system.

Manual and Technical Instruction.—[See E.–5, Report on Manual and Technical Instruction.]

Buildings and Sites.—The principal works undertaken during the year were—New schools at Taumatatahi, Hinau, Kakatihi, and West End (Palmerston North); new residences at Stony Creek and Mangamingi; and erection of bathrooms, washhouses, and shelter-sheds at a number of places. The Raetihi School was removed to a new site. The painting of the exterior of eighteen buildings, the interior of ten, and the repapering of two were carried out by the painting staff. The foreman carpenter was fully employed in carrying out small additions, alterations, and repairs, in addition to which he undertook the erection of the Kakatihi and Hinau Schools and the removal of the Raetihi School. A large amount of miscellaneous work, such as fencing, metalling, &c., was done under the direction of School Committees with the assistance of grants from the Board. The works in hand or completed since the end of the year comprise new school at Makohine Valley, additions to schools at Terrace End, Gonville, Durie Hill, Apiti, Fitzherbert East, Rangiwahia, and Rangataua; additions to the residences at Ararata, Makotuku, Oroua Bridge, Auroa; removal of Ohakune School to a new site, and the enlargement of the building to double its existing size. In June last a portion of the Aramoho School, thirty-four years old, was destroyed by fire. The present site is a very unsuitable one, and an endeavour is therefore being made to secure a new site of about 4 acres. If the Board is successful in its efforts the portion of the building destroyed will be rebuilt in brick, on the new site, and the rest of the building removed there. As the sites at Raetihi and Ohakune were unsuitable, arrangements were made with the Crown Lands Department for new sites at both places. Additional land was purchased at Upokongaro and Wanganui East. Negotiations for the purchase of new sites at Campbell Street (Palmerston North), Rotokare, Silverhope, Upper Tutaenui, and Raurimu, and for an addition to the Ohangai site, are now in progress.

Again the Board is to be congratulated upon the splendid staff of teachers in the service, whose zeal and efficiency are proverbial throughout the district.

The Director of Education (Mr. G. D. Braik) and his staff of assistants—Messrs. T. B. Strong, J. Milne (Inspectors), and D. Stewart (Organizer of School-work)—have earned the praise of every one interested in the progress of education by the manner in which they have performed their duties, while the Board's office and construction staff, under Mr. W. H. Swanger, the Secretary, have left nothing undone to ensure the smooth working and success of the administration.

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

WELLINGTON.

SIR,— Education Office, Wellington, 31st March, 1914.

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 1913.

Board.—At the annual election Messrs. R. Lee (city), A. W. Hogg (Wairarapa), and W. H. Field (Hutt-Horowhenua) were re-elected. 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—Sir Walter C. Buchanan, M.P., Messrs. A. W. Hogg, T. Moss. The Board's representative Managers of Technical Schools were: Wellington—Messrs. Aitken, Allan, and Field; Petone—Messrs. J. W. McEwan and D. McKenzie. The membership of the Committee of Advice remained unchanged: Mr. W. Lock, representing Marlborough, Nelson, Grey, and Westland Boards; Mr. G. Carson, Taranaki, Wanganui, and Hawke's Bay Boards; Mr. R. Lee and Chief Inspector Fleming, Wellington Board; Professor Brown, Victoria College Council. Mr. Lee was re-elected Chairman.

Number of Schools.—At the end of 1912 there were 168 schools in operation. During 1913 new schools were opened at Papatahi, Mara, Castlepoint, Mikimiki Valley, and Arapaepae (side school to Koputaroa). Schools were closed at Maunganui, Waihoki, and Huia Road. Thus at the end of the year there were 169 schools in operation.

Attendance.—The average attendance—16,672—was 90·3 of the average roll number—18,473—which may be considered very good in view of certain adverse circumstances such as epidemic sickness, the industrial strike in Wellington, &c. In regularity of attendance this district is now amongst the best in the Dominion. Corresponding percentages for preceding years are: 1912, 90 per cent.; 1911, 90·1 per cent.; 1910, 88·9 per cent. The improvement is very marked as compared with the records of ten years earlier—1903, 82·6 per cent., and 1902, 82·5 per cent. The roll and average attendance increases for the year were 470 and 474 respectively.

Teaching Staff.—The following are the numbers of teachers who were in the Board's service at the end of the year :—

	Men.	Women.	Total.
Adults	156	284	440
Pupil-teachers	17	35	52
Probationers	7	20	27
Totals	180	339	519

Of the adult teachers, 134 men, 238 women, total 372, possessed certificates; sixty-eight were uncertificated, of whom ten were holders of a license to teach. The percentage of fully certificated teachers was stationary at 84·5. Of the uncertificated teachers many were partially qualified for the certificate.

Instruction of Teachers.—The following Saturday classes were held for the instruction of teachers: Wellington—Elementary home science and hygiene; singing; woodwork and cardboard modelling; experimental science (physics); drawing and handwork; drawing and handwork (probationers); practical laundry class for instructors. Masterton—Elementary hygiene, physiology, and first aid; drawing and handwork; singing.

The following continuous courses were held: (*a.*) A fortnight's instruction in nature-study and agriculture at Masterton during September. The course was attended by thirty-eight teachers, who obtained a week's extension of the term holiday for the purpose. Mr. C. Cumming was in charge, and with him were associated Miss Kilroe, who gave instruction in hygiene, and Mr. Howe and Mr. Grant, in woodwork useful for the garden, the school, and the laboratory. Mr. Cockayne, of the Agricultural Department, rendered valued assistance by lecturing and also directing the field-work undertaken. (*b.*) A four weeks' course at the Normal School during January and February for the assistance of untrained and uncertificated teachers who were working with a view to obtaining a certificate. An invitation was extended to each of the Middle University education districts, and seventeen specially selected teachers attended from Wellington, Marlborough, Grey, and Nelson Districts. The visiting teachers were afforded every opportunity of observing the methods of the Normal School, especially of the country school. The course was in charge of Mr. G. R. Kidson. The subjects included—methods of teaching (Mr. J. C. Webb, B.A.); vocal music (Mr. R. Parker); drawing (Mr. Pitkethley); physiology and hygiene (Miss R. McRae); agriculture (Mr. G. R. Kidson); English, mathematics, and geography (Mr. Kidson). It is satisfactory to note the opinion of the Inspectors that the instruction thus given during several years is resulting in a quite appreciably improved efficiency in a number of our small back-country schools. It has been found that the course has a pleasantly stimulating effect on the teachers who attend.

Training College.—The students enrolled at the Training College may be thus classified: (*a.*) First year, 64; second year, 44. (*b.*) A, 105; B, 3. (*c.*) With reference to districts—Wellington provided 38, Hawke's Bay 23, Wanganui 24, Taranaki 6, Nelson 7, Marlborough 5, Grey 3, Westland 2. Since the regulations were amended to permit of the admission of 125 students, the numbers in training have considerably exceeded the limit of comfort and maximum efficiency. A study of the Principal's report reveals to some extent the great difficulties under which both staff and students labour at Thorndon. It is now quite evident that the institution should be transferred to Kelburne without delay.

Scholarships.—The following scholarships were awarded on the results of the Department's examination :—

Examination.	Number of Scholarships Awarded.	Pupils Qualified.
Junior National Scholarships	5	126
Junior Board Scholarships	39	
Senior A Board Scholarships	5	46
Senior B (Rural) Board Scholarships	4	21
Junior Free Place Examination only		76

Manual and Technical Instruction.—[See E.–5, Report on Manual and Technical Instruction.]

District High Schools.—[See E.–6, Report on Secondary Education.]

Private Schools.—During the year the Board by direct invitation afforded an opportunity of inspection to all private schools which hitherto had not undergone inspection. Only nine applied. My Board is of opinion that the law should be amended so as to provide by direct enactment for the inspection of private schools. It is aware, of course, that indirectly pressure may be exerted through the compulsory attendance clauses of the Education Act to compel inspection, but a more advisable course appears to the Board to be that suggested above.

Physical Training and Medical Inspection.—Deep breathing and suitable physical exercises were continued on the lines of former years. Arrangements have been made for a fortnight's thorough instruction to the Board's teachers in the new system of physical instruction.

A good beginning has been made with the medical examination of school-children. Developed on lines indicated by reason and experience, and given the hearty co-operation of the parent with the Medical Inspector and the teacher, then inspection of school-children will certainly confer great benefit. This threefold co-operation the Board considers to be an essential condition of success. The Board is of opinion that where the parent is unable to pay ordinary medical fees, some arrangement should be made whereby, in the interests of both child and State, the necessary treatment should be provided either free or at a reduced rate.

Buildings.—The following are the principal building operations of the year: (*a.*) For the College and Normal School, Kelburne, competitive designs were invited, and the first prize was awarded to Mr. W Gray Young, of Wellington; the second to Messrs. Atkins and Bacon, Wel-

lington; the third to Messrs. Hart and McLeod, Christchurch. Messrs. J. Campbell and G. A. Troup, F.R.I.B.A.s, Government Architects, kindly acted as judges. The infant department was approaching completion at the end of the year. (*b.*) At Eketahuna a new school for the District High School was erected on the new site partly from grant, partly from rebuilding money, and the old school having been fitted up for the purpose now serves excellently for woodwork and cookery. (*c.*) Additions to schools were erected at Porirua, Korokoro, South Featherston, Upper Hutt, Clareville (partial rebuilding). (*d.*) Residences were erected at Mikimiki, South Featherston, Tablelands, Taratahi West, Carrington. (*e.*) A science-room was erected at Petone West. (*f.*) Conveniences were renewed at fifteen and improved at six schools. (*g.*) Fencing, which is becoming a considerable charge at our older schools, was renewed at six. (*h.*) The periodic overhaul was undertaken at twenty-four schools and fourteen residences. (*i.*) After considering a comprehensive report on the improvements necessary to bring the older residences, especially those occupied by married men, to a reasonable standard of comfort, the Board decided to endeavour to carry out the work within two years. The Board has endeavoured not only to maintain in a satisfactory condition the existing schools, but to embody in its newer designs those features which facilitate the instruction and promote the health of the child. It has, moreover, in some of its larger and older schools, improved the design where that was possible at a moderate cost. For the past few years the Board has expended annually a considerable sum in providing hyloplate for class-rooms, with great resultant benefit, especially to the art side of the school-work.

Sites.—The acquirement of sites in new and rising districts has for years presented much difficulty. At the end of the year the sites account was in debit £5,334 8s. 11d. My Board is of opinion that the subdivision of areas so large as to justify the expectation that a school will be required should provide for the free dedication of a suitable site of sufficient area, say, of 5 acres in the case of country subdivisions, to serve the needs of the future school. As it is a well-recognized fact that the establishment of a school results in an increase in value of adjacent lands far in excess of the capital value of the school-site, this is a quite reasonable proposal. As in the past, the reservation has not in all instances been suitable, and as there will in this district be many future subdivisions, my Board urges a selection in the first instance, sufficient in area, suitable as to aspect, dryness, situation, and evenness of surface. The point urged is that the school-site should be a first, not a last, consideration in the survey of a settlement. A fine site was obtained by grant in Britomart Street for a new school, which is now becoming urgently necessary in South Wellington. Additional accommodation is becoming a matter of urgency in other suburbs where rapid increase of population has taken place, such as Wadestown, Maranui, Brooklyn, and others.

Entrance to the Teaching Service.—My Board approves your intention of passing this year an amending Act. It urges the removal, in a spirit at once just and generous, of every reasonable ground of dissatisfaction with the conditions of employment of teachers. A remark of the College Principal that the number of male students is not sufficient to maintain the present proportion of male teachers directs attention to a possible problem of the future, and raises the question whether the inducements to enter the profession are sufficient. My Board considers that the reply must be in the negative so far as men at least are concerned. The teaching service is now suffering from the keen competition of the Public Service, and of various forms of commercial and manufacturing enterprise for youths of real ability. The Public Service Commissioners recognize that capable youths must be attracted to the Public Service, and it may be assumed that the scale of remuneration is not more than will, in existing circumstances, meet their requirements. Here is the scale (see Second and Third Schedules, Public Service Commissioners' Regulations):—

	Year.				
	First.	Second.	Third.	Fourth.	Fifth.
	£	£	£	£	£
Clerical Division	50	65	80	96	110
Where lodging-allowance is claimed add	28	23	18	13	...
Professional Division	70	85	100	120	140
Where lodging-allowance is claimed add	18	13	8	...	...

Omitting the first-year pupil-teacher, whose minimum qualification is the proficiency certificate, the corresponding figures for the pupil-teacher and student-in-training are:—

	Pupil-teacher.			Student in training.	
	First.	Second.	Third.	First.	Second.
	£	£	£	£	£
	34	45	55	30	30
Where lodging-allowance is claimed add ...	15	10	5	30	30

The pupil-teacher receives also instruction by the school staff, and the student-in-training University College fees (average about £5). On the other hand, a bond of service is exacted from the ex-student.

	First.	Second.
	£	£
The probationer receives	25	30
With lodging-allowance if away from home	30	30

and then enters the training college on conditions set forth above for the pupil-teacher.

A careful study of the above figures leads to the conclusion either that in the Department of Education the service rendered is of smaller value than in the Public Service, or that, if not of less value, then the monetary inducements to enter the Education service should be considerably

increased; and, further, that the lower-paid service must suffer. Now, it can hardly be maintained that the mental calibre, the training, the education, and the character required of the youth entering the teaching profession are one whit less than for nearly every branch of the Public Service. If it be said that the country cannot afford to pay more, the answer, if my Board understands the mind of the people of this country, is that it cannot afford to pay less than is just, and particularly it cannot afford to pay less than will in the long-run secure the most efficient service; and that the inducements to enter should be certainly not less than those offered to enter the Public Service. In short, maximum efficiency in the Education service is a vital necessity, seeing it means increased efficiency—increased output, if you will—in every kind of human activity wherein intelligence is a factor of success.

Technical School.—The Board commends, as of extreme urgency, the request for a new Technical College for Wellington.

Battleship "New Zealand."—Strange as it may appear, the visit of the battleship "New Zealand" was probably the outstanding educational event of the year, and of the school life of many of the thousands of children who visited her.

Work of School Committees.—The Board records with appreciation the excellent work of many of its Committees. Some have, by wisely directed effort, converted bare and unsightly grounds into artistic and beautiful surroundings, so that their schools have become a model for others; some have improved the play areas; others have promoted a taste for horticulture; and the best Committees have by their friendly influence encouraged the teachers. In conjunction with the teachers, thirty-four earned subsidy for the school library. The Board is always pleased to assist by subsidy such efforts of its Committees.

The Board desires to acknowledge also the courtesy and consideration which the various proposals submitted have received from the Minister and the officers of his Department.

I have, &c.,

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

HAWKE'S BAY.

SIR,— Education Office, Napier, 31st January, 1914.

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 proceedings during the year 1913:—

Board.—At the annual election Mr. J. R. Kirk (North Ward), Rev. A. Grant (South Ward), and Mr. J. H. Sheath (Middle Ward) were re-elected members of the Board. In December, Mr. G. T. Wildish (North Ward) was elected *vice* Mr. W. Morgan, resigned. The Board here desires to place on record its high appreciation of Mr. Morgan's long and exceptional services to education in Hawke's Bay. He has for many years taken the keenest interest in all branches of educational work, and has spared neither time nor expense in his efforts to benefit pupils and teachers of the district.

The following was the membership of the Board at the end of the year: North Ward—Messrs. M. McLeod, J. R. Kirk, and G. T. Wildish; Middle Ward—Messrs. C. M. Whittington, G. F. Roach, and J. H. Sheath; South Ward—the Rev. A. Grant, Messrs. W. G. Hunter, and R. B. Ross. At the August meeting Mr. C. M. Whittington was re-elected Chairman.

The Rev. A. 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. J. H. Sheath and S. McLernon on the Board of Managers of the Napier Technical College; and Messrs. C. M. Whittington, W. G. Downes, and W. J. Pellow on the Board of Managers of the Waipawa Technical Associated Classes.

Number of Schools.—The number of schools in operation at the end of 1912 was 132. During 1913 new schools were opened at Poututu, Puketawa, Tongoio, Waingake, Matapiro, Tutira, and Morere, while the schools at Haupouri, Mangakuri, Anaroa, Pourere, and Waerenga-o-kuri were closed, leaving 134 schools in operation at the end of the year.

Attendance.—The number of children attending public schools in the district continues to steadily increase. The number on the roll at the end of the year was 11,795, an increase of 664 during the year. The average roll increased 637 and the average attendance 572. The following table, showing the increases during the past six years, may be of interest:—

Year.	Number of Schools.	Average Roll.	Average Attendance.	Percentage of Attendance.
1908	... 107	9,721	8,438	86·8
1912	... 132	10,829	9,724	89·7
1913	... 134	11,466	10,296	89·7

The average roll and attendance for the last two years were as follows:—

	Average Roll.	Average Attendance.	Percentage of Attendance.
Totals for year 1912	10,829	9,724	89·7
Totals for year 1913	11,466	10,296	89·8
Increase in 1913	637	572	0·1

Very severe epidemics of whooping-cough, measles, and influenza were prevalent during practically the whole of the year, particularly during the last two quarters. Vaccination on

account of the smallpox scare and the compulsory absence of unvaccinated Maori children added very greatly to the number of absentees. In spite of these adverse conditions the percentage of attendance was higher than that of the previous year, and must be regarded as highly satisfactory.

During the year 908 warnings were sent to the parents of irregular attenders. Informations were laid in thirty-five cases, convictions being recorded in every case.

Teachers.—On the 31st December there were in the Board's service 344 teachers, classed as follows:—

——	Certificated.		Licensed.		Uncertificated.		Total.	
	M.	F.	M.	F.	M.	F.	M.	F.
Head teachers	53	5	1	0	1	0	55	5
Sole teachers	9	21	0	2	10	30	19	53
Assistants	25	88	..		5	30	30	118
Totals of adult teachers	87	114	1	2	16	60	104	176
Pupil-teachers	..		..		..		8	35
Probationers	..		..		..		2	19
Totals for 1913	..		..		..		114	230

In addition to the above the following instructors in special subjects were employed: Agricultural and dairying, 2 (male); domestic science, 2 (female); woodwork, 2 (male): total of special instructors, 4 male, 2 female.

Instruction of Teachers.—Teachers' Saturday training classes were held during the year in Gisborne, Napier, Hastings, Dannevirke, and Woodville. The subjects taken were drawing, elementary science, agriculture, and agricultural bacteriology. The total number of students enrolled in these classes was 182, the average attendance being 128. In addition to the above, the Board arranged with the technical authorities at Napier and Gisborne for classes in elementary hygiene. Thirty-eight teachers attended these classes.

Tuition by correspondence was offered to the Board's uncertificated teachers. Instruction was given to twenty-nine teachers in the following subjects: English, arithmetic, mathematics, methods of teaching, hygiene, geography, agriculture, dairy science, and history. Instruction in the practical work of agriculture, dairying, hygiene, drawing, and vocal music was given to these teachers at a winter school course held at Hastings in June. As a result of these classes an increased number of teachers entered for the teachers' D examination.

The Board is making every possible effort to afford its teachers the best facilities for improving themselves on the right lines, but the grant available was insufficient to cover the cost of what was done last year, and there still remains a very great deal to be undertaken if it be found possible to increase the available funds. Details of the work done by the various classes for teachers will be found in the Director's report. [See E.–5, Report of Manual and Technical Training.]

In June last the first physical-culture classes for teachers conducted by the Department's staff were held in Napier. Seventy men and sixty-three women attended the course. As a result, the new system was in general use throughout the district before the end of the year. The teachers appear to appreciate the new work, and the Inspectors express themselves as well satisfied with the improving results as shown in the schools. In January, 1914, the balance of the Board's teachers attended training classes held at Hastings.

District High Schools.—[See E.–6, Report on Secondary Education.]

Manual and Technical Instruction.—[See E.–5, Report on Manual and Technical Instruction.]

Physical Instruction.—As stated above, the new system of breathing-exercises and physical training has been in general use throughout the district during the latter half of the year. The Inspectors report that the results are satisfactory, though some complaints are made as to the impossibility of carrying out the instructions embodied in the new regulations without interfering seriously with the other work of the schools.

Scholarships.—The scholarships in tenure at the end of 1913 were—Junior Board, 40; Senior Board, 16; Junior National, 12. At the end of the year 147 candidates sat for the Junior Scholarship—fifty-seven qualified. For the Senior Scholarship eighty-nine competed—fifty-four qualified.

Buildings.—During the year a new school was erected at Matawai. Additions were made to the Mangapapa and Waipiro Bay Schools, and residences were erected at Opoutama, Te Rehunga, Ruahine, and Kaiteratahi. Schools in course of erection at Mahora South (Hastings), Napier West, Woodlands Road, and Marumaru will be available for use early in 1914.

The following buildings were painted and thoroughly renovated during the year by the Board's workmen: Matahiwi School, Waipawa District High School and residence, Waipukurau residence (outside only), Otane residence (interior only), Hastings Infants' School and residence (interior only), Mahora School (old portion interior only), Napier South School, Napier South Infants' School (exterior only), Te Aute residence (portion only), and Port Ahuriri residence. Old-fashioned long schoolrooms have been divided and the lighting arrangements improved at Hastings, Havelock North, and Dannevirke South. Generally, the buildings throughout the district are in good condition and repair, though the foreman estimates the cost of replacement of borer-infected lining in certain schools at £2,000. Old furniture continues to be replaced by dual desks as rapidly as funds and circumstances will permit. Hyloplate is being systematically substituted for blackboards, and old equipment replaced by more up-to-date apparatus.

During the year the Board moved into its new offices. These have proved a boon to the staff, which is enabled to carry on the Board's work with greater efficiency and convenience. In the workshop and yard attached a staff is continually employed making furniture for new schools and for replacements. It has already been proved that this is being turned out cheaper, better, and under much better control than under the old contract system.

Finance.—The cash balance on the 31st December, 1912, was £5,524 18s. 9d. During the year receipts have totalled £70,565 13s. 10d., the disbursements £73,157 5s. 2d., leaving a credit balance of £2,933 7s. 5d. The decrease in the balance is accounted for by the expenditure on the Board's new office and workshop.

Classification of Teachers.—Promotion scheme: During the year the Board adopted a scheme for the classification and promotion of teachers. The scheme has the general approval of the teachers, Inspectors, and members of the Board. In practice, however, the scheme can never work quite satisfactorily until the Government undertakes to make some allowance for the removal expenses of teachers. The Board has already approached you on the matter, but has received no reply. The Board cannot conceive why in common justice you can longer delay making some such provision as is requested, particularly in view of the fact that what is wanted is already granted in every other branch of the Public Service. The Board is convinced that no classification scheme can possibly be effective until teachers are reimbursed their removal expenses.

School Committees.—During the year the incidental allowances paid to Committees have totalled £3,340 15s. 5d., or 6s. 6d. per unit of the average attendance in the district. This is 1s. per unit in excess of the minimum amount required by the departmental regulations, but the Board and most of the Committees recognize that this amount, though apparently large, is not sufficient to provide funds for all that Committees are expected to do. The majority of the Committees face the position, and with the help of funds raised locally assist in maintaining the school buildings and surroundings in a highly creditable state. The Board regrets that though the cost of everything has increased, and the duties of the Board and Committees have been added to, the Department has not raised the capitation payable to the Board for general administration and maintenance purposes, and consequently the Board is not in a position to pay to Committees allowances commensurate with the work they are expected to do. Relations between Committees and the Board have during the year been of the most amiable character.

General.—During the year Inspector Smith retired from the service on superannuation. Mr. Smith's services under the Board as teacher and Inspector have been long and faithful, and he carries with him on his retirement the Board's best wishes for his welfare. Mr. D. A. Strachan, M.A., Inspector of Schools in the Marlborough District, was appointed to succeed Mr. Smith.

The Board desires to record its pleasure at the conciliatory spirit in which all its applications to the Department have been dealt with. The utmost harmony has existed between the Department and the Board.

I have, &c.,

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

MARLBOROUGH.

SIR,— Education Office, Blenheim, 9th March, 1914.

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 ending 31st December, 1913:—

Board.—At the beginning of the year the Board was constituted as follows: Eastern Ward—Messrs. John Conolly, Alexander Mackay, and Charles Ferguson; Central Ward—Messrs. R. McCallum, M.P., E. H. Penny, and J. J. White; Western Ward—Messrs. Charles Nees, John S. Storey, and James Fulton. The members who retired in accordance with section 11 of the Education Act were Messrs. Ferguson, McCallum, and Storey. Mr. Ferguson was returned unopposed. The contested elections in the Central and Western Wards respectively resulted in the return of Mr. R. McCallum and Mr. J. S. Storey. At the annual meeting Mr. White was elected Chairman. Twelve ordinary meetings of the Board were held during the year.

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

Attendance.—The average attendance for the year was 2,157, the figures for the four quarters being—March, 2,169; June, 2,166; September, 2,114; December, 2,178. The number on the roll at the close of the year was 2,457, being an increase of fifty-six on the figures for 1912. The percentage of attendance for the year was 90·02, being 0·43 per cent. higher than in 1912. As was the case in 1912, epidemics seriously affected the attendance at many of the schools. Whooping-cough was very prevalent, and the after-effects of vaccination were responsible for many children having to be excused from attendance. The number of children attending the private schools inspected was 176. The Truant Officer's report to the Board shows that thirteen informations were laid against parents for failing to comply with the School Attendance Act. The convictions numbered twelve, the remaining case being withdrawn. The total amount of fines received by the Board during the year was £7 8s. 6d.

Teachers.—At the close of the year there were in the service of the Board twenty-eight male teachers, ninety-two female teachers, three female pupil-teachers, two male and three female probationers, making a total of 128. Of the 120 adult teachers, forty are certificated and one other holds a license to teach.

Instruction of Teachers.—The courses of instruction held during the year were as follows: Elementary agriculture and dairy-work, by Mr. L. J. Wild and Mr. W. A. G. Penlington; hygiene and physiology, by Dr. Adams. The Board also continued the training classes for uncertificated teachers, under the direction of Mr. A. A. Wedde. We feel certain that the classes will do much towards improving the efficiency of those teachers who take full advantage of the instruction which is now offered them.

Physical Instruction.—The Inspector of Schools in his report to the Board states that physical exercises are practised in all schools, and breathing-exercises receive ample attention. The old-fashioned one hour's drill is now a thing of the past, and the children are receiving great benefit by having short daily exercises.

Scholarships.—The scholarships in force at the close of the year were—Board, 11; Junior National, 3. On the results of the Junior National Scholarship Examination, held in November, four Board Scholarships and one Junior National Scholarship were awarded.

Free Books.—All the schools in the district are now supplied with continuous readers, and it is understood that the innovation is greatly appreciated by teachers and pupils alike.

Manual and Technical Instruction.—[See E.–5, Report on Manual and Technical Instruction.]

Buildings.—The expenditure under this head during 1913 was £2,452 18s. 1d., comprising £1,286 7s. 8d. for new works, £1,166 10s. 5d. for maintenance, and £18 in rents. During the year a new school was completed at Wairau Pa (including two living-rooms), and new residences were erected at Deep Creek and Seddon.

Finance.—The balance-sheet shows a credit balance of £290 14s. 5d.

Returns, &c.—The Board is pleased to note that the Department has at last decided to simplify the forms and returns issued by the Manual and Technical Branch, but we are still unable to understand why it is considered necessary to supply more minute details of one branch of primary-school work than of another.

Staff.—In the month of May Mr. D. A. Strachan resigned his position as our Inspector of Schools to take up a position as Assistant Inspector under the Hawke's Bay Education Board. The Board appointed Mr. D. A. Sturrock, headmaster of the Blenheim School, to fill the vacancy.

Thanks.—The Board desires to place on record the loyal manner in which its officials, School Committees, and teachers have worked together in furthering the interests of education in this district.

I have, &c.,

The Hon. the Minister of Education, Wellington. J. J. WHITE, Chairman.

NELSON.

SIR,— Education Office, Nelson, June, 1914.

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 1913:—

The Board.—The members of the Board are: Messrs. W. Lock (Chairman), H. J. Harris, and F. W. O. Smith (East Ward); J. D. Beuke, L. D. Easton, and W. N. Franklyn (Middle Ward); and G. B. Shepherd, G. H. Gothard, and E. J. Scantlebury (West Ward). At the annual election in July Mr. Harris was returned in place of Mr. Maginnity for the East Ward, and Mr. E. J. Scantlebury in place of Mr. Munson for the West Ward. I regret to record the death of Mr. Fair, who was one of the representatives for the West Ward. The extraordinary vacancy was filled by the election of Mr. Gothard. I also regret to inform you that since the close of the year two other members of the Board have passed away—namely, Mr. Easton and Mr. Shepherd. Resolutions of sympathy were forwarded to the relatives of the deceased members. At the annual meeting held in August last Mr. Lock was elected Chairman. Twenty-four meetings were held during the year, the February meetings being conducted at Reefton and Westport.

Primary Schools.—At the close of the year 118 schools were in operation. The number of household schools was smaller than usual, which fact is in a measure due to the liberal provision made for grants for board or conveyance of children who do not live within easy reach of public schools. The difficulty of securing teachers for Grade I schools was not so apparent during the year, though, of course, it is practically impossible to secure the services of certificated teachers for such posts.

District High Schools.—[See E.–6, Report on Secondary Education.]

Private Schools.—Eleven private schools were inspected by the Board's officers during the year.

Attendance.—The number of scholars on the roll on the 31st December was 6,522, and the average attendance at all public schools during the year was 5,685, an increase of 123 on the previous year. The percentage of average attendance to average weekly roll was 89·26. In a district such as ours, where school attendance is necessarily affected to some extent by industries requiring so much light labour at certain seasons, I do not think the percentage can be improved to any extent.

Scholarships.—Seven Junior National, one Senior, and twenty-one Junior Board Scholarships were held during the year. The Tinline Scholarships (awarded by the College Governors triennially) were secured by pupils from the Reefton and Takaka District High Schools.

Physical Education.—In the last report the Government was commended for placing the physical training of children on a more satisfactory basis. I regret to report, however, that up to the present time the Department's instructors have not visited the Nelson District. In the matter of medical inspection I find that a medical officer paid a visit to a few schools in the district soon after the inauguration of the system, but no systematic inspection has yet been made.

Manual and Technical Instruction.—[See E.–5, Report on Manual and Technical Instruction.]

Buildings.—During the year the schools at Waingaro and Upper Takaka were rebuilt. Additions were made to the buildings at Granity, Cronadun, Haven Road (Nelson), and Richmond, and the brick school at Westport was completed by the addition of four class-rooms. New school buildings were erected at Tarakohe and Blackwater. The old portion of the Motueka School, consisting of three rooms, was demolished, and the erection of a school in brick commenced. In August the Millerton School was destroyed by fire, and I regret to state that though everything possible has been done to hasten the erection of new school buildings a grant has not yet been authorized for this important work. The Board has carefully provided for the repair and improvement of all buildings under its control.

Finances.—The net credit balance at the end of the year was £79 15s. 1d., but this balance would be considerably larger if the grants due to the Board on account of buildings-maintenance and technical capitation were included. The Board is anxious to secure a radical improvement in the existing method of capitation payments for manual and technical purposes.

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. W. LOCK, Chairman.

GREY.

SIR,— Education Office, Greymouth, 18th May, 1914.

I have the honour to present the report of the Grey Board of Education for the year ending 31st December, 1913.

The Board.—At the beginning of the year the Board consisted of Messrs. H. J. Bignell (Chairman), F. H. Kilgour (Treasurer), W. R. Kettle, J. McCarthy, J. Ryall, J. Noble, L. D. Williams, J. Creagh, and E. W. Penhalluriack. In connexion with the statutory elections held in July the retiring members were Messrs. Kettle, McCarthy, and Williams. Messrs. Kettle and McCarthy were returned unopposed. For the Northern Ward Mr. Williams did not seek re-election, and Mr. John Ward was elected to the position. At the annual meeting following the election Messrs. Bignell and Kilgour were reappointed Chairman and Treasurer respectively.

Schools.—On the 31st December the Board had in active operation thirty-four schools.

Teaching Staff.—On the 31st December in connexion with the primary and secondary departments there were in the Board's service seventy teachers, &c., classified as follows: Certificated—nine males, eighteen females; licensed—five females; uncertificated—two males, twenty-five females; pupil-teachers—two males, four females; probationers—five females. In the Technical department there were fifteen instructors, classified as follows: Certificated permanent instructors—two males, two females; certificated or qualified part-time instructors—seven males and four females.

Attendance.—For the year the average weekly roll number was 1,953, and the average attendance 1,765, the percentage of possible attendance being 90·4. Considering the climatic and general conditions which obtain in the district the attendance results are very satisfactory.

Manual and Technical Instruction.—[See E.–5, Report on Manual and Technical Instruction.]

District High Schools.—[See E.–6, Report on Secondary Education.]

Medical Inspection.—The matter of the medical inspection of school-children now in being is one which for many years past has had the strongest advocacy of the Board, and needless to say the Department's action meets with fullest approval.

In conclusion, and as on former occasions, I have to tender to the officers of your Department the hearty thanks of the Board and staff for the numerous acts of courtesy and assistance received during the year.

I have, &c.,

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

WESTLAND.

SIR,— Education Office, Hokitika, 20th January, 1914.

I have the honour to present the report of the Westland Education Board for the year ending 31st December, 1913.

The Board.—The arrangement of wards remained the same as in the previous year. The representation at the beginning of the year was: North Ward—Messrs. T. W. Duff, T. T. Jones, and H. Linklater; Middle Ward—Messrs. J. J. Clarke, G. A. Perry, and R. Wells; South Ward—Messrs. A. Cumming, J. Grimmond, and H. L. Michel. In August Mr. Linklater resigned owing to removal from the district, and Mesesrs. Duff, Clarke, and Grimmond retired by effluxion of time. Mr. H. B. Forster replaced Mr. Linklater, and the three retiring members were re-elected. Messrs. Perry and Clarke were reappointed Chairman and Treasurer respectively. During the year Mr. Michel continued to act as representative on the High School Board of Governors. Twelve meetings were held during the year.

Schools.—At the beginning of the year there were thirty-four schools in operation. During the year schools were opened at Haast, Okarito Forks, and Waitaha, making a total of thirty-seven on the 31st December. In addition, five Catholic schools were submitted for inspection. Sixty-eight pupils attended the secondary classes of the Hokitika District High School, and there

were fifty-five on the roll at the end of the year, including the holders of seven Board scholarships and two Junior National Scholarships.

Attendance.—The roll number at the end of the year was 1,244, an increase of forty-five on the previous year. The average attendance was 90·2 per cent. of the average roll number. Five pupils received special recognition for attendance for at least five years without missing a half-day.

Teachers.—The number of teachers under permanent engagement was fifty-eight, including seven head teachers, twenty-nine sole teachers, fifteen assistants, four pupil-teachers, and three probationers. The qualifications of the teachers were—Certificated—seven head teachers, five sole teachers, and eight assistants; licensed—two sole teachers and two assistants; matriculation or Junior Civil Service Examination—five sole teachers, two assistants, four pupil-teachers, and three probationers; no special qualification—seventeen sole teachers and three assistants.

Manual and Technical Instruction.—[See E.–5, Report on Manual and Technical Instruction.]

Physical Instruction.—As the instruction under the new regulations has not been commenced in this district, the instruction has comprised the usual breathing and manual exercises and the ordinary course of the Cadet Corps.

Finance.—Each of the separate accounts shows a credit balance, with the exception of the account relating to the instruction of teachers. A grant is due in aid of the latter for the year ending the 31st March, 1914, and this will meet all requirements.

I have, &c.

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

NORTH CANTERBURY.

SIR,— Education Office, Christchurch, 29th April, 1914.

I have the honour to present the following report of the proceedings of the Education Board of the District of North Canterbury for the year ending 31st December, 1913.

The Board.—The members whose term of office expired under the provisions of the Act were Mr. H. Boyd, Dr. C. J. Russell, and Mr. C. A. C. Hardy, representing the North, Central, and South Wards respectively. Mr. Hardy did not offer himself for re-election. At an election held on the 28th July Mr. H. Boyd, Mr. J. Jamieson, and Mr. W. H. Collins were elected for the North, Central, and South Wards respectively. At the Board's annual meeting, held on the 3rd September, Mr. T. W. Adams was elected Chairman of the Board and *ex officio* member of each Committee. The following standing Committees were elected: Buildings—Messrs. Andrews, Banks, Boyd, Jamieson, Rennie, Studholme; Appointments—Messrs. Andrews, Banks, Boyd, Collins, Opie; Normal School and Technical—Messrs. Collins, Jamieson, Opie, Rennie, Studholme. The Board held eighteen meetings during the year, including one special meeting; the Buildings Committee met sixteen times, the Appointments Committee thirty-two times, while the Normal School and Technical Committee held seventeen meetings. It is with much regret that the Board records the retirement of Mr. C. A. C. Hardy, who during the many years 1897–1913) he occupied a seat on the Board rendered valuable service in the cause of education.

The Board's Representatives.—On the several Boards of Managers of Technical Classes the Board was represented as follows: Christchurch—Messrs. C. H. Opie, C. D. Hardie, E. H. Andrews; Banks Peninsula (Akaroa)—Mr. J. D. Bruce; Ashburton—Messrs. W. H. Collins and J. Tucker; Kaiapoi—Messrs. J. H. Blackwell and T. Douds. High School Boards: Mr. R. Latter was re-elected to the Akaroa High School Board, Messrs. W. B. Denshire and J. Tucker to the Ashburton High School Board, and Mr. E. R. Good to the Rangiora High School Board.

Buildings.—The total expenditure under the heading of buildings during 1913, exclusive of cost of sites, was £14,891 4s. 10d., made up as follows: Maintenance, £11,104 8s. 8d. (including many improvements and expenses of Architect's department); replacing worn-out schools, £2,400 3s. 9d.; new buildings, £1,386 12s. 5d. The total expenditure on sites, including the one for new Training College, was £5,270 7s. 6d. The old school at Akaroa has been replaced at considerable cost by a new and up-to-date building in brick, erected on the site acquired by the Board in 1911. At Fyvie (Bankside) the residents have been provided with a suitable school building. Substantial additions have been made to the Addington School, both main and infants', and the schools at Hinds, Lincoln, Pendarves, and Te Pirita have also been enlarged. The Board has incurred heavy expenditure on improvements and repairs to school buildings. In many cases the conditions under which teachers occupy schoolhouses have been improved by the provisions of bathrooms and wash-houses. Owing to the many works requiring attention in this and other directions, the Board has been quite unable to keep its expenditure within income. The amount received from the Department during the year for maintenance and rebuilding was £9,455 7s. 10d., whereas the amount expended by the Board was £13,504 12s. 5d., showing an over-expenditure of £4,049 4s. 7d. It is obvious that this over-expenditure cannot continue without the Board getting into a very serious position, and that either a larger maintenance grant must be made by the Government or the Board must refuse many of the applications made for improvements.

During the month of April the members of the Board made a personal inspection of the schools in the northern districts. In all twenty-three schools were visited, and the direct knowledge thus gained cannot fail to prove of much service whenever applications dealing with these districts are under consideration. The schools and grounds generally were found to be in good order. The several repairs and improvements considered necessary have since received attention.

Schools.—The number of schools in operation at the end of the year, including twenty-four aided schools, was 218. 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 [printed in five-yearly periods only]:—

Year.	District Schools.	Aided Schools.	Total of Schools.	Mean Average for Year.		Percentage.
				On Roll End of Quarter.	Average Attendance.	
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
1908	195	14	209	19,942	17,536	87·94
1912	196	22	218	21,616	19,205	88·85
				Weekly Roll.		
1913	195	22	218	21,970	19,176	87·28

School Staffs.—The number of teachers at the end of 1913 was 648 (145 being pupil-teachers and probationers).

Maintenance.—The expenditure on salaries and allowances to teachers engaged in primary departments was £84,689 5s. 4d., the grants to School Committees and other incidental expenses amounting to £6,805 4s. 4d., making a total of £91,494. The expenditure on salaries, as compared with the previous year, showed a further increase of £2,966 9s. The salaries paid to teachers in secondary departments amounted to £3,004 12s. 7d., showing an increase of £452 19s. 5d.

Training College.—For the report of the Principal on the work of the Christchurch Training College, giving detailed statistical information, see Appendix D of E.–2.

During the year the Board has acquired a very suitable site, within close proximity to the Normal School, for the new Training College. The Principal has already conferred with the Inspector-General of Schools on this important matter, and it is hoped that the work may be authorized at an early date.

With reference to the medical examination of students entering for training, the Department having declined to meet the expenditure, the Board has expressed the opinion that this examination should be dispensed with. Pupil-teachers and probationers are required, previous to their appointment as such, to produce a satisfactory medical certificate, and the service is further safeguarded by a similar process having to be gone through previous to the issue of a teacher's certificate. In the opinion of the Board the Department should take the place of Education Boards as regards the enforcement of the penal clauses contained in the bond entered into by parents or guardians in connexion with the term of education service required of those who have received their training at the expense of the State.

Attendance.—The percentage (87·28) of attendance for the year was not so good as in the previous years. The decline may be owing to sickness among the children in some schools during the year, although not so epidemic in character as to reduce the attendance below half and so admit of what is termed "excepted" half-days being thrown out of account. In his report the Truant Officer comments upon the fact that the ailments among the younger children make sad havoc with the attendance. As regards the employment of children of school age, Mr. Blank states that this trouble has lessened considerably during the year, though there are still some parents who are very desirous of all the assistance that can be obtained from child-labour, being in many cases quite indifferent as to their children's education. For the most part the cases taken into Court have been dealt with by the Stipendiary Magistrates, who have extended every reasonable consideration to the parents coming before them. During the year some 3,800 names were sent in to the Truant Officer, who took an additional 320 names from the registers when visiting the schools. Of 172 cases taken into Court, fines were inflicted in ninety-two. The fines, in the aggregate, amounted to £14 5s., while in thirty-six cases costs totalling £12 12s. were added. It is satisfactory to note that the decline that has taken place since the year 1893 in the number of children on the school rolls has at last been arrested. In 1893 the number was 21,279, as compared with 21,970 last year. It is, however, disappointing to find that, as regards the smaller schools, there has been a still further decrease. In the earlier period there were 7,183 children on the rolls of sole-charge schools or those having two teachers, while last year the number was 6,423, showing an actual decrease of 760.

Scholarships.—Two hundred and ten candidates entered for the Board's Junior Scholarships, but some of these did not sit for examination. Ninety-five succeeded in qualifying. Of the 220 candidates for the Junior National Scholarships, 101 passed the examination. Sixty-one candidates (twenty-six boys and thirty-five girls) entered for the Board's Senior Scholarships, of whom forty-two (twenty-four boys and eighteen girls) qualified. For the two Gammack Scholarships offered by the Board there were nine candidates.

Education Commission's Report.—During the year the Board had under review the report of the Education Commission. The many important matters dealt with by the Commissioners were carefully considered, the Board expressing its hearty concurrence with most of the recommendations made. Perhaps the two most important points on which the Board did not feel itself in agreement with the report were the proposals to change the present system of election

of members of Education Boards and to establish School Boards. In the opinion of the Board the election of members on the basis of adult suffrage would involve enormous expenditure, quite disproportionate to any advantages that might be gained; while the Board also holds that the present method of control of schools by individual Committees is preferable to the establishment of School Boards, in whom the control of a number of schools would be vested.

Manual and Technical Instruction and Agriculture.—[See E.–5, Report on Manual and Technical Instruction.]

Teachers' Classes.—During the year classes in woodwork, cookery, agriculture, &c., were carried on for the benefit of teachers, and bi-weekly classes in physiology were also established for pupil-teachers and probationers who previously had little or no opportunity of complying with the requirements as regards the practical work in this subject. Correspondence classes for uncertificated teachers in charge of outlying schools have also been conducted.

District High Schools.—[See E.–6, Report on Secondary Education.]

Staffing of Schools.—The Board desires to draw the Minister's attention to the need of better provision being made for the staffing of schools with rising averages.

Visits of Teachers to other Countries.—The Board commends to the Minister's favourable consideration the desirability of giving effect to some proposal whereby either an Inspector or a teacher shall be periodically given a year's leave on full pay for the purpose of studying schemes of national education in force in other parts of the world, provided that such recognition is given for distinguished service.

Conveyance of Children to School.—The system under which the Department pays for the conveyance of children to school when the distance is over three miles has been largely availed of during the year, the expenditure by the Board under this head amounting to £970 11s. 6d. The Board has on two occasions directed the Minister's attention to the need of some modification in the regulations, in order that in deserving cases the parents of children who live the prescribed distance and who ride to school may be entitled to the grant.

I have, &c.,

The Hon. the Minister of Education, Wellington. T. W. ADAMS, Chairman.

SOUTH CANTERBURY.

SIR,— Education Office, Timaru, March, 1914.

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 ending 31st December, 1913.

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, W. Lindsay, George Lyall, John Maze, J. S. Rutherford, G. J. Sealey, and Thomas Sherratt. Messrs. Rutherford and Sealey, whose term of office expired in August, were re-elected unopposed, while Mr. Hamilton was re-elected by a majority of nineteen over his opponent, Mr. John Black. In January Mr. Hamilton was granted leave of absence to visit Great Britain and Europe, and Mr. J. S. Rutherford was made Acting-Chairman until the annual meeting of the Board in August. At that meeting Mr. Rutherford was elected Chairman for the ensuing year. During the year the Board held twenty meetings, with an average attendance of 7·6.

Officers.—In April Mr. A. Bell, M.A., who had since 1899 been one of the Board's officers, to the great regret of all concerned, tendered his resignation as Secretary and Assistant Inspector. Mr. Bell had carried out his duties with marked ability and great tact, and the Board placed on record its sense of the loss sustained by his departure to take up the office of Secretary of the Southland Education Board. Mr. J. A. Valentine, B.A., for so many years headmaster of the Timaru South School, was appointed successor to Mr. Bell.

The Schools.—At the end of the year there were at work in this district eighty-six schools. The new school at Monavale was opened in February, and in October a new school was opened at Timaunga in a room rented from one of the settlers.

The secondary departments of the three District High Schools showed an average attendance for the year thus: Waimate, 56; Temuka, 33; Pleasant Point, 17.

Buildings.—The close of 1913 saw the Board carrying out its busiest building programme since its formation. The Department treated various applications by the Board with the greatest possible consideration, and made grants for new schools at Timaru West and Timaunga, for additions at Temuka, Waimataitai, Washdyke, and St. Andrew's, and for residences at Pleasant Point and Orari Gorge. This meant a total expenditure of about £6,000, and is convincing evidence of the development taking place in South Canterbury. It seems to be quite certain that in the near future extensive repairs will have to be made to several of our older wooden buildings. In some cases they have been erected for over forty years, and are beginning to show evident signs of decay. In its recently erected schoolrooms the Board is installing slow-combustion stoves of a type specially recommended by the Education authorities in other districts. There is every reason to believe that this method of heating should prove much more effective than the open fireplace is.

Teachers.—On the 31st December there were in the Board's services 191 teachers, of whom 155 were adult teachers, 25 were pupil-teachers, and 11 were probationers. The 155 teachers were in positions thus: Head teachers, 26; sole teachers, 60; assistants, 69. Of the adult teachers, twenty-five were uncertificated. Some of these are doing very fine work in their schools. Most of them made some effort to improve their status as teachers, though some seem content to stand still. There is no doubt that some who are desirous of obtaining a certificate find that the Department's demand for practical work in certain compulsory subjects is a great difficulty.

It seems almost impossible for uncertificated teachers in our more remote schools to gain certificates while retaining these positions.

The Board finds that young people desiring to enter the teaching profession are very unwilling to become probationers, preferring the position of pupil-teacher. The reason given invariably is that the pay of a probationer is too low. Most of those that become pupil-teachers have passed the Matriculation Examination, and are therefore classified as pupil-teachers of the third year, with a salary of £45 per annum, but a probationer of the same qualifications receives only £25 per annum.

Scholarships.—For these helps to higher education there came forward in December sixty-four competitors for the Junior and thirty-nine for the Senior. Six Senior and seven Junior Board Scholarships and two Junior National Scholarships were granted. The Barclay Memorial Prizes fell to pupils of Claremont, Cricklewood, Timaru Main, and Gapes' Valley schools.

Attendance.—During the year the roll number, 6,041, increased by 114, and the average attendance, 5,352, by 139, as compared with the figures for 1912. As the mean average weekly roll was 5,925, the average attendance was 88·6 per cent. of this—slightly less than for 1912. In this connexion it has to be pointed out that the statement appearing on page 4 of the Department's annual report, E.–2, for 1912, is a mistake. A perusal of Table B2, page 27, of that report shows clearly enough that South Canterbury made some advance in average attendance, and the increase in roll number for that year was 174.

The following table shows the attendance, in five yearly periods, 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
1912	84	188	5,259	1,947	1,279	5,927	5,741	2,661	2,452	5,113	89·1
1913	86	191	5,857	..	..	6,041	5,925	2,734	2,518	5,252	88·6

* Strict average.

Conveyance and Boarding of Pupils.—The amount paid for this purpose is steadily increasing. In 1908 the expenditure under this heading was £305 13s. 3d., and in 1913 £562 9s. 3d. During 1913, 123 children were conveyed to twenty-four different schools, and nineteen children were boarded out in order to be able to attend school.

Visiting Schools.—During the year the Board adopted the policy of paying visits to various parts of the district, and members are quite satisfied that the policy is a wise one. They have seen for themselves the needs of different schools, and are better able to decide wisely on applications sent in by the Committees. It is hoped that during 1914 visits will be paid to the southern parts of the district, where some important questions are awaiting settlement.

Amalgamation of Boards.—Last year this Board emphatically protested against the proposal of the Education Commission to reduce the number of education districts to five. This year the Board emphatically protests again, and for the same reasons as were urged last year. It is quite clear to the Board that increasing the size of a district does not necessarily mean increasing the efficiency of the educational machinery of the district. And surely it is possible to devise a system of control and promotion of teachers that will not require the setting-up of only four Boards in each Island. Rather than reduce the total number of Boards there might be an increase in their number, but the boundaries should be rearranged so that there might be as nearly as possible the same number of pupils under each Board.

Manual and Technical Instruction.—[See E.–5, Report on Manual and Technical Education.]

General.—The majority of the School Committees in the district have during the year given evidence of interest taken in the preservation of the buildings, in the improvement of the grounds, and in the well-being of the pupils. In this way the Board has been greatly aided in carrying on its work, and would thank the Committees for the services they have rendered.

I have, &c.,

The Hon. the Minister of Education, Wellington. J. S. RUTHERFORD, Chairman.

OTAGO.

SIR,— Education Office, Dunedin, 31st March, 1914.

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 1913:—

Board.—For the second year in succession the constitution of the Board has remained unaltered, the retiring members for the year (Messrs. Mitchell, Scott, and McKinlay) 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 was re-elected Chairman in the month of August. Thirty-nine 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. G. C. Israel, P. McKinlay, M.A., and C. R. D. Richardson, B.A.; Oamaru, Messrs. James Mitchell and F. S. Aldred; Balclutha, Messrs. D. T. Fleming and William W. Turner, B.A.; Milton, Messrs. Parker McKinlay, M.A., and W. B. Graham.

Number of schools.—The schools at Circle Hill, Springfield, Taiaroa Head, Hamilton, and Big Hill were closed; the schools at Merino Downs and Wanaka Road were reopened, and a new school was opened at Puketi. The number of schools in operation at 31st December, 1913, was 245, a decrease of two for the year. Ten Roman Catholic schools, with a total attendance of 1,081 pupils, were visited and reported upon by the Board's Inspectors.

Teachers.—On the 31st December there were in the Board's service 672 teachers, classed as under:—

	Males.	Females.	Total.
Head teachers	106	..	106
Sole teachers	42	97	139
Assistant teachers	60	247	307
Total of adult teachers	208	344	552
Pupil-teachers	13	23	36
Probationers	7	31	38
Teachers of needlework	..	23	23
Manual and technical (special teachers)	13	8	21
Teacher of gymnastics	1	..	1
„ vocal music	1	..	1
Totals for 1913	243	429	672
Totals for 1912	236	416	652
Increase for 1913	7	13	20

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

	Adult Teachers.	Pupil-teachers and Probationers.
1910	100 males to 156 females	100 males to 256 females.
1911	100 „ 164 „	100 „ 264 „
1912	100 „ 163 „	100 „ 289 „
1913	100 „ 165 „	100 „ 270 „

Of the thirty-six pupil-teachers and probationers appointed during the year ten were males and twenty-six were females; fourteen of them had passed the Matriculation Examination, twenty of them had passed the Public Service Examination, and two of them had passed the Proficiency Examination.

During the year 125 appointments of adult teachers were made. This means that nearly one-fourth of the adult teachers in this district have changed their positions during the year. The temporary teachers employed to fill relieving and casual vacancies averaged twenty-five per month.

There were in the service in December last ninety-seven teachers who did not hold full certificates or licenses to teach, an increase of seven for the year. Of the ninety-seven teachers fifty-three uncertificated have no examination status, six have passed Matriculation, twenty have obtained partial success towards the Class C or Class D certificate, and eighteen have completed their examination tests for C or D but have not complied with other conditions necessary to entitle them to their certificates.

Attendance of Pupils.—The roll number of each quarter again shows an increase over the corresponding quarter of the previous year, the mean increase being 278, or 1·3 per cent. The roll number for the last three years was (mean of the four quarters)—1911, 20,309; 1912, 20,679; 1913, 20,957.

The average attendance over the whole district was 19,233, the highest recorded since the year 1897. The increase over the year 1911 was 579. Though the district was free from epidemics during the year the great amount of wet and cold weather experienced affected the attendance very considerably, it being impossible for the pupils of the infant department to go to school with anything like their usual regularity. It is gratifying to find that, in spite of deterring climatic conditions, the percentage of the average attendance to roll number was 91·7, an increase of 1·5 per cent. over the preceding year, and equal to that attained in 1911.

Ages of the Pupils.—The average ages of the pupils in the various classes were: Preparatory, 6 years 10¾ months; Standard I, 9 years; Standard II, 10 years 1 month; Standard III, 11 years 2¾ months; Standard IV, 12 years 3¼ months; Standard V, 13 years 1½ months; Standard VI, 13 years 11½ months; Standard VII, 15 years 0¾ months. These figures show a slight increase in the ages for the preparatory classes and Standard IV, and a slight decrease in the ages of the

other standards. The number of pupils between five and eight years at 31st December last was 6,644, or 30 per cent. of the total roll. The number of pupils in the preparatory classes at same date was 7,548, or 35·2 per cent. of the total roll. The figures for the past four years are given below, and from these it will be seen that the percentage of pupils between five and eight years of age and the percentage of pupils in the preparatory classes have during that period shown very little variation :—

	1910.	1911.	1912.	1913.
Pupils between five and eight ..	6,473	6,566	6,525	6,644
Percentage of roll number	31·8	31·8	31·3	30
Pupils in preparatory classes ..	7,449	7,494	7,399	7,548
Percentage of roll number	36·8	36·3	35·5	35·2

The persistent regularity with which these percentages have recurred for a series of years confirms the Board in the opinion that the higher averages of number and age in the preparatory classes have been the product of a fixed period of promotion, in lieu of the promotion of pupils immediately after annual inspection, which formerly obtained.

Sex of the Pupils.—The number of boys on the school rolls at the end of the year was 11,104 (51·8 per cent.), and of girls 10,316 (48·2 per cent.). The ratio of boys to girls was 100 to 93.

There were fifty-seven male and fifty-two female Maori or half-caste children on the rolls at the end of the year, distributed amongst nineteen schools.

Scholarships.—For the five Junior National Scholarships provided under the Act and the ten Junior Board Scholarships there were 185 competitors. Of these, 122, or 66 per cent., passed the examination, and forty-two, or 34 per cent. failed. For the ten Senior Board Scholarships there were eighty-one competitors, of whom fifty-four, or 67 per cent., passed the examination, and twenty-seven, or 33 per cent., failed. The number of candidates for scholarships showed an increase of thirteen over the previous year. [Details of purely local interest have not been published.]

The proportion of scholarships held by males as compared with females continues to be about two to one in favour of the former.

The names of those who held scholarships in December, 1913, 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 [not printed].

Finance.—A statement of the Board's income and expenditure for the year is given in Appendix B [not printed].

The following statement shows the sums expended under the various headings during the past three years:—

	1911.			1912.			1913.		
	£	s.	d.	£	s.	d.	£	s.	d.
Teachers' salaries and lodging-allowances ...	78,048	10	5	81,484	2	1	84,226	6	9
Payments to School Committees for incidental expenses	6,220	12	5	6,170	16	1	6,087	6	10
Erection, enlargement, and improvement of school buildings, purchase of sites, house allowances, manual and technical buildings and apparatus	16,302	13	2	18,243	1	6	23,175	12	10

The receipts for school buildings include grant for maintenance, £10,378; special grants for new buildings, £3,498 7s. 5d.; house allowances to teachers, £1,025 3s. 3d.; rents, £18 11s.; local contributions, £376 5s. 5d.; special grants for technical school buildings and furniture, fittings, &c., for same, £2,609 15s. 3d.; deposits on contracts, £223 8s. 6d.: total, £18,129 10s. 10d.

The main items of expenditure on buildings were: General maintenance (repairs, alterations, and small additions), £10,541 15s. 10d.; rebuilding, £2,581; new buildings, £4,137 2s. 9d.; purchase of sites, £1,872 18s. 8d.; house allowances, £1,036 16s. 7d.; manual and technical purposes, £2,841 1s. 6d.; rents of buildings, &c., £31 10s.; refund of contractors' deposits, £133 7s. 6d. At the end of the year the Board's Building Account was in debit to the amount of £2,712 3s. 4d.

Drill and Physical Exercises.—For many years past drill and physical exercises (including manual and breathing exercises) have formed part of the course of instruction in all schools in this district. During the past year this branch has received satisfactory attention. The Board has not yet seen its way to give effect to the recommendation of the Department that at least one period of not less than fifteen minutes during school hours in each day be devoted to physical drill, and that in addition a breathing-exercise be given at the close of each hour or lesson period in every class in the school. As the training of the teachers of this district in the new series of physical exercises introduced by the Department has not yet been accomplished, the pupils have continued to practise the course of lessons formulated by the Board's instructor (Mr. Hanna) some years ago, and which has been found very suitable. To the great regret of the Board, Mr. Hanna, who has been the Board's instructor in this subject for the past thirty years, found it necessary to relinquish his position. In accepting his resignation, the Board recorded its high appreciation of the great ability, enthusiasm, and devotion to duty manifested by him throughout the entire period of his service.

Buildings.—The building operations for the year may be summarized as follows: New school erected at Puketi; additions to three schools (Benhar, Kaitangata, Owaka); new residences erected (Ida Valley, Tahatika, Awamangu, Totara, Windsor, Benhar); additions to six residences (Coal Creek, Waikoikoi, Owaka, Kakanui, Stirling, Otepopo); thirty-four schools and residences repaired; the furniture of ten schools improved; nine shelter-sheds erected; two septic tanks constructed; three school porches erected; two technical schools erected (Palmerston and Owaka);

twenty-seven schools painted outside and twelve inside; twenty-two residences wholly or partially painted and papered inside; nine residences provided with additional conveniences.

During the year an extensive addition to the accommodation for the Dunedin School of Art was provided. The old two-storied building at one time used as the Model School and Gymnasium in connexion with the Normal School (now the Moray Place School) was altered and equipped for the purposes of the arts and crafts section of the school at a cost of £965 2s. 8d.

Manual and Technical Instruction.—[See E.–5, Report of Manual and Technical Instruction.]

Truancy.—860 notices were served on parents and guardians for infringements of section 153 of the Education Act; fourteen notices were served on parents whose children were not on the roll of any school; 324 cases of irregular attendance were investigated; thirty-eight penalty summonses were issued under section 153 of the Education Act. Under the above thirty-eight summonses, thirty-six convictions were obtained. Two cases were withdrawn owing to the production of doctors' certificates. The fines for the year amounted to £8 9s.

It is interesting to note that ten years ago (in 1903) it was found necessary to issue 587 penalty summonses for the non-attendance of children at school, that out of those 518 convictions were obtained, and that fines amounting to £61 were imposed. The decrease for the past year to thirty-eight penalty summonses, thirty-six convictions, and £8 9s. fines, furnishes convincing evidence of a wholesome change in the views of parents regarding their responsibility for the regular attendance of their children. The percentage of attendance at the city and suburban schools and those in the larger centres is excellent, in some cases reaching 96 per cent., and but for the long-continued wet weather of the past year there is no doubt that the percentage over the whole district would have been considerably higher.

Training College.—The total number of students enrolled was 117, thirty-six being males and eighty-one females. Of these seventy-nine were from Otago, twenty-four from Southland, eleven from South Canterbury, one from Hawke's Bay, one from Nelson, and one from Wellington. The allowances paid to them or on their behalf were: Bursaries, lodging-allowances, and travelling-expenses, £5,677 19s.; College fees, £1,171 0s. 3d.: total, £6,848 19s. 3d., or £997 19s. 8d. more than in 1912. The report of the Principal of the College will be found in Appendix D of E.–2.

Certificates.—Proficiency certificates were gained by 1,156 pupils (141 more than in the previous year), and competency certificates by 136 pupils (twelve less than in the previous year).

Incidental Expenses of Schools.—The sum paid to School Committees to meet incidental expenses was £6,087 6s. 10d., equal to 6s. 3¾d. per unit of the average attendance and 9¾d. per unit more than the minimum the Board is required to pay. The total amount raised locally by School Committees for general school purposes during the twelve months ended 31st March, 1913, was £2,270 6s. 10d.

Secondary Classes at District High Schools.—In December last the numbers in the secondary classes at these schools were as follows: Balclutha, 61; Normal, 48; Tokomairiro, 42; Lawrence, 36; Palmerston, 24; Tapanui, 24; Mosgiel, 22; Port Chalmers, 17; Alexandra, 13: total, 287, or nineteen more than in the previous year.

School Libraries.—Fifty-one School Committees participated in the grants given by way of subsidy by the Department and by the Board for providing books for school libraries. The amounts ranged from £10 to 6s., totalling £161 15s. 11d., the Department's contribution being £99 5s. 7d. and the Board's £62 10s. 4d.

Conveyance of Children.—Every year shows an increase in the amount of capitation claimed for the conveyance of children to school. The total payments for last year were £1,409 3s. 1d., or £74 13s. 4d. more than in the previous year. Pupils attending fifty-eight different schools in the district participated in the grant. The capitation payment of 2s. 6d. per head for the board of children who have to live away from home to attend school amounted to £91 17s. 6d., or an advance of £51 5s. over the previous year.

Inspection of Schools.—The report of the Inspector of Schools will be found in Appendix C of E.–2. The estimate of the efficiency of the schools is as follows: Excellent or very good, 30 per cent.; good, 42 per cent.; satisfactory, 22 per cent.; fair to inferior, 6 per cent.

School Committees.—The thanks of the Board are tendered to the School Committees of the district for the interest they continue to manifest in the welfare of the schools with which they are connected, and for the willing and efficient help they render to the Board in the carrying-out of its functions.

I have, &c.,

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

SOUTHLAND.

Sir,— Education Office, Invercargill, 31st March, 1914.

In compliance with the provisions of section 174 of the Education Act, 1908, the Education Board of the District of Southland has the honour to present the following report for the year 1913:—

The Board.—During the year Messrs. Thomas MacGibbon, J. Crosby Smith, and J. C. Thomson retired, and in the annual election held in July Messrs. Horace E. Niven, Alexander Lowrie, and J. C. Thomson were returned, the last unopposed. The Board passed resolutions appreciative of the services of the retiring members, Messrs. T. MacGibbon and J. C. Smith, the former of whom had served the district as a member of the Board for twenty-one years, and the latter for seven years. The members of the Board at the end of the year were Messrs. H. A. Archdall, John Fisher, Duncan Gilchrist, Alexander Lowrie, William Macalister, John MacGibbon, H. E. Niven, J. C. Thomson, and W. N. Stirling. Mr. Fisher was re-elected Chairman in August. The Board's representatives on Southland High Schools Boards are Messrs. William Macalister and W. N. Stirling; those on the Gore High School Board are Messrs. D. Gilchrist, J. MacGibbon, and H. E. Niven; while Mr. T. MacGibbon represents the Board on the Otago University Council.

Board Meetings.—The Board held twelve ordinary and three special meetings during the year, and the Executive Committee of the whole Board met twenty-three times. The attendance of

members was very satisfactory, and a great deal of time was devoted to the ever-increasing duties connected with the administration of educational matters in the district.

The Board's Staff.—Mr. John Neill, who had been Secretary to the Board for nearly thirty years, retired on superannuation at the end of the year, and was relieved of his active duties in May. He had a reputation and a record for careful administration, strenuous attention to every detail of his arduous duties, and of successful financial management of which any one might be justly proud. He was at the same time a genial and obliging officer, and commanded the confidence of Board, Committees, teachers, and the general public. He carries with him into his retirement the best wishes and good will of all with whom he worked. Mr. A. Bell was appointed Mr. Neill's successor.

Manual and Technical Instruction.—[See E.–5, Report on Manual and Technical Instruction.]

The Board has felt for some time that it was necessary to provide a third Inspector. The district is an extensive one, the number of schools (particularly of sole-teacher schools) is large, and the proportion of uncertificated teachers needing frequent help and guidance from Inspectors is greater than in most districts of the Dominion. The principal reason that has led the Board to postpone the appointment of another Inspector in the past has been lack of funds, but the increasing attendance at Southland schools, with the corresponding increase of revenue, has gradually removed this objection, and the Board has decided to appoint the third man during the current year.

Schools.—During 1913 new schools were opened at Ermedale, Lillburn, and Puysegur Point, all being small Grade 0 schools; while the small schools at Dog Island, Manapouri, and Sunnyside were closed. The Board also decided to close Motu Rimu at the end of the year. The number of schools in operation at the end of the year was 180.

Petitions for new schools at Waimatua, Mataura-mains, Brown's, Wakapatu, Limehills East, Gore West, and Maori Hill were dealt with, and either the applications were declined or consideration was postponed. The Board is disinclined to recommend the establishment of small country schools where it is reasonably possible for the children to attend existing schools, and has again and again impressed upon parents that it is more advantageous for their children to travel some distance to an efficient school of moderate size than to attend a small school that might be established nearer home under the management of an inexperienced and uncertificated teacher. Still, it is difficult to resist the numerous and persistent applications that are received for these small schools, and for some years at least the establishment of small schools will be forced upon the Board to meet the needs of settlers in the far-back blocks of the large territory under its administration as such territory gradually comes under closer settlement. It is even more difficult to close small long-established schools that have outlived their usefulness, even where the gradually diminishing number of pupils might without any hardship attend neighbouring schools.

The question, however, that has occupied the consideration of the Board most, and that has caused the greatest controversy, has been the provision of schools for the City of Invercargill. As population increases the suburban and residential area is extending in all directions, and the attendance at some of the schools (particularly the South School) has mounted up till the accommodation has become inadequate. On the other hand, the business area occupied by shops, offices, and factories is also extending, so that in the near future the attendance at the schools near the centre of the city will materially decrease. With the view of providing for the new suburban areas, the Board has recommended new schools on the south near Tramway Road (St. George) and on the east at Hawthorndale, has secured suitable sites for these, and has applied for grants for new buildings. It is hoped that these schools will be in operation before the end of the current year.

When the Park School was partly destroyed by fire during 1912 the Board, after full consideration, decided to close the Park and Waihopai Schools, and to build a new school in Herbert Street, to be called the Queen's Park School, and this new building is now nearing completion. There has, however, been a good deal of opposition to this action, particularly in the Park School district. Board members themselves are now divided in their opinions over the matter, and in response to applications from the School Committee and to a petition from householders, it has recently been decided to retain the Park School as a side school.

School Attendance.—The attendance, 9,883, at the schools continues to increase steadily. The following figures show the increases for the past five years:—

	Average Roll	Average Attendance.	Percentage.
1909	10,049	8,778	87·3
1912	10,792	9,552	88·5
1913	10,966	9,671	88·2

With the view of assisting and maintaining a good attendance, the Board requires teachers to furnish monthly lists of defaulters under the compulsory clauses of the Act on forms provided for the purpose, but the Truant Officer has again and again to report the neglect of a number of teachers to comply with the regulations, framed partly for their own benefit. The Board has, however, decided to insist on the furnishing of these monthly lists, and trusts that in future no head teacher will be so negligent in the matter.

Free School-books.—During 1913 the supply of free text-books to pupils was discontinued, except that free continuous readers were still provided for all children, and that free books were supplied to children whose parents were unable to pay for them, and to children coming from another district, where different books were used. The change has been received with general satisfaction by teachers and officers of the Board, and by a large body of parents who objected to the use by their children of books previously used by others.

School Libraries.—The Government offered during 1913 subsidies equal to the amounts raised locally by School Committees in aid of school libraries, the subsidies in each case being limited to a capitation of 9d. on the average attendance, and to the sum of £10. Only twelve Committees out of 180 took advantage of this offer, the total amount of subsidies paid over by the Board being £29 4s. 6d. More applications would have been received, but the amount offered to schools

was in many cases so small that Committees did not trouble to raise the money and apply for the subsidy. This is to be regretted, because a well-selected school library is a valuable adjunct to any school. Similar subsidies, but limited to a capitation of 6d., are offered during 1914.

Conveyance and Board of Children.—The grants of 6d. per return trip for conveyance and of 2s. 6d. a week for boarding-allowance for children who cannot easily walk to and from school daily, continue to be availed of by an increasing number of children, the total amounts paid by the Board for the year 1913 being £775 6s. 9d. for conveyance and £43 10s. for boarding. The Board still fails to see the reasonableness of the departmental regulation regarding the payments which limits the allowance for conveyance to children over seven. The Board is of opinion that there is more necessity for conveyance for young children between five and seven than for older children, and respectfully urges the Department's consideration of amending the regulations in the direction of the allowance being extended to these younger children. The Board again expresses the opinion that conveyance on horseback should be allowed for, as the present condition, compelling the use of a vehicle, debars the acceptance of the grant by many parents who cannot afford vehicles, or where roads are too bad to permit of driving except by experienced drivers. The inclusion of conveyance on horseback in the scheme, while adding to the aggregate grant, would tend to lessen the demand for and the number of small schools.

Teachers.—The 364 teachers in the service of the Board at the end of the year were classified according to rank, sex, and certificate as follows:—

Rank.	Male.	Female.	Total.	Certificated.	Licensed.	Uncertificated.
Head teachers	51	21	72	70	2	..
Sole teachers	46	61	107	48	6	53
Assistants	21	117	138	84	3	51
Pupil-teachers	8	21	29	..	..	..
Probationers	..	18	18	..	..	..
1913 totals	126	238	364	202	11	104
1912 totals	122	230	352	179	7	115

These figures show a gratifying increase in the number of certificated teachers. Still, the number of uncertificated teachers in the service of the Board is much larger than it ought to be if the instruction in the schools is to be reasonably efficient. It is not to be expected that certificated teachers will be obtainable for Grade 0 schools, but the Board is frequently compelled to appoint to schools in Grades I, II, and III, and sometimes even in Grade IV, teachers who have failed to qualify for certificates. With the view of showing that it expected its uncertificated teachers to improve their status, the Board during the past year gave notice of dismissal to twelve teachers, who, in spite of frequent warnings, had failed to obtain even partial success in the certificate examination; and it is proposed to deal similarly with others this year. This reduction of the number of teachers who have got to the stage of "marking time" is, however, felt to be only a negative form of incentive to improvement. The principal cause of the short supply of efficient teachers is the inadequate remuneration offered in comparison with the earnings in other trades and professions. Men will not undergo the long apprenticeship and hard study necessary to become teachers if they can earn equal, if not better, pay without this preparation as tradesmen, Post Office officials, and commercial men. Great disappointment was felt when it was learned that the Government was not prepared to increase the salaries of teachers last session, and all concerned are awaiting eagerly the proposals of the Minister promised for the session of 1914. It is earnestly hoped that the demands of teachers, for pay independent of average attendance, for assured promotion when efficiency is shown, and for adequate return for their services, will be granted by the Government. No system of pay will be satisfactory unless it provides that teachers, after undergoing their training, will receive appointments at some fixed minimum salary, rising by suitable increments and through different grades to the maximum. The system should also provide for more rapid promotion for those who display conspicuous aptitude for their profession, and so also less rapid promotion for those who neglect their duties and are unadapted to their work. Such systems of promotion are now in operation in other branches of the Public Service: why not in the Education service?

The Board trusts that the Minister, when providing better salaries for adult teachers, will increase the present absurdly low pay to probationers and pupil-teachers. The Board finds it impossible to get boys to enter the teaching profession as probationers at £25 per annum when other branches of the Civil Service are offering three times that sum for boys with the same qualifications. This is a matter that really requires prompt attention if the profession is not to lapse into the hands of females only. At the present time the Board has not a single male probationer, and has the utmost difficulty in replacing vacancies in the pupil-teacher appointments. Boys will not take up a profession demanding so much study and deferred promotion for the miserable pittance offered, and it will be wise economy on the part of the State to recognize this before it is too late.

The advisability of establishing country schools, under teachers specially fitted for the positions, as "demonstration schools," has again and again been urged upon the Department, and this Board is strongly of the opinion that such schools are necessary as places of training to which inexperienced teachers may be sent for a week or more at intervals, in order to gain a better insight into methods of managing and teaching small schools.

The Board has recently had under consideration the question of the promotion and appointment of teachers, and has decided to recommend the Minister to draw up a compulsory scheme of grading of teachers for adoption by all Boards, so that there may be uniformity throughout the Dominion. Such a scheme would enable a Board to compare outside applicants with applicants from its own district, and would facilitate the transfer of teachers from district to district.

Regulations.—In August the Board issued in pamphlet form its new regulations. These had been in preparation for some time, and to their preparation the Board members and officials had given much thought and careful consideration. It is hoped that School Committees and teachers will make themselves familiar with these regulations, and will thus help the Board to keep its administrative machinery running smoothly.

School Committees' Allowances.—At the same time the scale of incidental allowances to School Committees was revised, and the payments slightly increased on the whole. The grants, however, are now made to vary in accordance with the grades of the school, and are not paid on a capitation basis, as was formerly the case; and on account of this change the grants to a few schools may be reduced, although they are as liberal as the Board's income will allow. On account of the large number of small schools in Southland these allowances, while probably above the average for the Dominion, may be less than those paid in education districts where there is a greater proportion of large city schools. For this reason the Board urges upon the Government the necessity of drawing up and adopting a Dominion scale of allowances to Committees, in the same way as it has adopted a Dominion scale of teachers' salaries. The present system of capitation is wholly unfair, and penalizes unduly the inhabitants of sparsely populated territory. The basis of payment is entirely wrong, because Boards controlling thickly populated parts have a great advantage over those administering large rural tracts. Till the Department recognizes the just claim of the outback settler in this respect and fixes a sum adequate for carrying on the small schools there will be dissatisfaction.

Payment of Salaries.—In July the Board changed its system of payment of salaries. Formerly these were paid by cheques issued from the office; now all teachers and other officers draw their salaries from the nearest branch of the Bank of New Zealand, to which the money is remitted in one sum from the office. The new system, which has been in operation in some of the other education districts for some time, has resulted in a considerable saving of clerical work in the office, has been favourably received, and has worked almost without a hitch.

Physical Training.—The teaching of drill and physical exercises continues to receive an increasing amount of attention from teachers, and, though there are still to be found some who take little interest in the physical training and games of their pupils, still the majority of Southland teachers realize that their duties include not only the cultivation of the minds, but also the training of the hands and the exercise of the bodies of their pupils. In September the teachers of Southland were assembled at Invercargill and Gore for a fortnight's physical training under the Department's special instructors, and, though they had to give up their term holidays in order to attend these schools of instruction, the teachers enjoyed the experience, and gained an insight into modern methods of physical education that should be very helpful in their school-work. Not a little of the success of these classes was due to the management, tact, and enthusiasm of the late Mr. Ian Galloway, who recently sacrificed his life in endeavouring to save one of his pupils, and whose death has been mourned by the teachers and pupils of the schools of Southland, with whom he was a great favourite.

Medical Inspection.—During the year the Department inaugurated its system of medical examination of school-children, and most of the Board's larger schools were visited by Dr. Ada Paterson. At the first visit the examination was confined to the pupils of Standard II and a few others selected by head teachers; but it is proposed gradually to add children from other standards. The Board considers this a step in the right direction, and is willing to assist the Medical Inspector as far as it reasonably can in carrying out her duties.

Buildings.—Besides the periodical overhaul of a large number of school buildings and residences, the following buildings were completed during the year: New schools at Morton Mains Siding, Wairaki, Tuatapere, Ermedale, Tussock Creek, and Raymond's Gap; new residences at Woodlands, Oteramika, and Tussock Creek; and additions to the schools at Waikaia and Merrivale. The works in hand at the end of the year included new schools at Queen's Park and Wild Bush, a new residence at Wild Bush, a new infant school at Winton, additions to the school at Papatotara, and additions to the residences at Brydone and Waituna.

School Furniture.—The Board has had under consideration for some time the question of improving the school-desks, and it has been decided to discontinue the manufacture of the old type of desk, and to substitute a dual desk. Undoubtedly the ideal desk is the single adjustable desk, the height of both the seat and the top of which can be fixed to suit each pupil. But the cost of these desks is prohibitive, and there is not sufficient space for them in the majority of our schools. When arrangements are completed for making the new furniture the Board proposes gradually to substitute the new for the old. The cost for refurnishing all the schools of Southland would be nearly £8,000, so that many years must necessarily elapse before the renewal is completed.

Financial.—The chief items of expenditure were as follows, the corresponding figures for 1912 being shown in brackets: Teachers' salaries, £47,111 (£45,434); incidental allowances to School Committees, £3,567 (£2,769); office salaries, £2,235 (£1,981); office contingencies, £1,109 (£1,463); manual and technical classes, £6,671 1s. 10d. (£6,842 16s.); maintenance school buildings, £7,667 (£5,629); new school buildings, £5,891 (£2,628). The sum spent on the maintenance and repairs of school buildings was considerably more than the Government grant for that purpose, but owing to the exceptionally wet season the calls on the Board for repairs to roofs and buildings generally, for drainage, for shingling, and asphalting were much heavier than usual. The Board will in the near future have to replace several old school buildings, and will also have to incur considerable expense for school furniture, so that the drain on the building funds is likely to continue.

Conclusion.—The Board wishes to return thanks to the Education Department for the consideration given to the many applications for grants during the year; to School Committees for the work they have done gratuitiously for the cause of education in their districts, and for the interest that most of them have taken in their schools; and to its teachers for their unfailing devotion to their duties, and for the loyal way in which they have responded to the demands of the Board and its Inspectors.

I have, &c.,

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

STATEMENT OF RECEIPTS AND EXPENDITURE OF EDUCATION BOARDS.

AUCKLAND.

GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDING 31ST DECEMBER, 1913.

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*	..	1,416 2 0	169,103 2 11	6,989 16 6	..	174,605 3 11	..	..	71 13 6	..	..	75 13 6
2	Teachers' house allowances	..	122 11 4	6,558 4 9	..	1 13 4	6,541 5 4	..	..	..	103 18 7	103 18 7	..
3	Salaries of relieving-teachers	..	2,081 8 2	1,009 18 10	..	..	1,103 9 2	..	..	..	2,174 18 6	..	..
4	Free school-books	747 7 10	..	513 1 3	..	..	442 19 6	..	..	817 9 7	..	20 10 5	..
5	General administration	10,763 12 4	..	25,045 13 11	..	..	..	30 0 0	99 0 4	12,555 8 10	..	117 16 3	117 16 3
	(*a.*) Incidental expenses of schools†	..	..	..	..	..	12,176 5 9	..	..	..	..	..	..
	(*b.*) Conveyance of school-children	..	..	..	..	..	403 14 11	..	..	..	..	..	..
	(*c.*) Board of school-children	..	..	..	..	..	30 5 0	..	..	..	..	..	..
	(*d.*) Office staff (including Secretary, Inspectors, &c.), salaries and clerical assistance	..	..	..	..	..	6,860 11 1	..	..	..	..	..	..
	(*e.*) Office contingencies	..	..	..	..	..	3,630 6 8	..	..	..	..	..	..
	(*f.*) Refunds and sundries	..	..	..	..	82 11 4	138 14 1	..	..	..	..	..	..
	(*g.*) Medical inspection of school children	..	..	..	..	..	27 10 11	..	..	..	..	..	..
	Training colleges and training of teachers—												
6	Salaries of staff (half of the total cost)	8 15 0	..	1,881 18 4	..	..	1,875 13 4	..	..	15 0 0	..	..	7 10 0
7	Allowances for students	..	32 7 7	5,807 0 11	..	..	5,832 11 4	..	..	..	57 18 0	57 18 0	..
8	Incidental expenses	..	108 0 0	100 0 0	..	..	191 0 4	99 0 4	..	..	100 0 0	100 0 0	..
9	Training of teachers (other than at training college)	..	269 7 10	965 9 10	..	..	616 9 11	..	50 0 0	29 12 1	..	425 0 0	295 13 6
	Secondary education—												
	Scholarships—												
10	Board's	..	..	2,045 16 4	..	10 0 0	2,740 16 4	..	..	..	685 0 0	685 0 0	..
11	National	..	..	506 19 6	..	..	674 4 8	..	..	..	167 5 2	167 5 2	..
12	Special	..	..	..	..	..	..	..	..	..	..	..	..
	District high schools—												
13	Salaries of staffs of secondary departments	70 5 0	..	1,823 6 10	..	..	1,893 11 10	..	..	..	..	..	..
	General purposes—												
14	(*a.*) Voluntary contributions and subsidies	..	..	..	..	..	..	..	..	..	..	..	..
15	(*b.*) Fees from pupils					30 0 0	..	..	30 0 0				
16	(*c.*) High School Boards' grants					..	..	..	..				
	Manual and technical—												
	School classes—												
17	Capitation	..	1,577 14 6	6,959 3 6	..	580 0 5	7,000 2 10	..	602 5 2	..	1,259 11 2	1,126 8 10	115 10 0
18	Voluntary contributions and bequests and subsidies			153 4 10	..	228 2 7	..					133 16 11	..

	Special classes—																							
19	Capitation																							
20	Material																							
21	Voluntary contributions and bequests and subsidies	797	14	6	..																			
22	Fees from pupils at special classes																							
23	Free-place holders																							
						7,137	10	2	..	77	0	4	6,458	18	4						1,750	11	3	36	2	9
						34	10	9	..	235	8	4	669	8	8						253	11	6	..		
						7	1	0	..	2	1	0	..			..			1,836	1 10	..			..		
						..			..	1,059	15	4	..								247	13	2	3	10	0
						1,307	3	9	..	..			..								1,800	11	3	23	10	0
24	Direction and administration (school and special classes)	..			..	..			..	..			2,488	7	0	2,488	7	0	..		..			..			65	0	0
	Buildings: Maintenance, rebuilding, rent—																									
25	(*a*) Maintenance and small additions and (*b*) ordinary rebuilding	24,555	18	11	..	16,854	0	0	..	1,037	10	3	(*a*) 11,386	8	5	..			..		28,021	12	6	4,877	0	0	6,537	4	3
													(*b*) 1,900	3	0	..			..								
26	Rebuilding schools destroyed by fire					493	7	8	..	..			1,632	12	11	..			..					320	0	0	..		
27	Rents of buildings and sites for school purposes	..			1,373	18	11	1,400	14	7	..	..			1,671	4	8	..			..			1,644	9	0	1,621	9	0	..		
	New buildings, furniture, additions, sites—																									
28	Public schools	..			1,605	11	5	19,163	4	10	..	..			21,837	4	3	..			..			4,279	10	10	9,220	0	0	5,624	0	0
29	Manual instruction	..			404	12	2	707	13	9	..	3	7	6	515	19	4	..			..			209	10	3	..			240	0	0
30	Technical instruction	3,106	19	2	..			1,200	0	0	..	6	15	6	13,854	4	11	..			..			9,540	10	3	2,391	10	9	..		
31	Rent of buildings for manual instruction purposes	..			..			..			..	..			..			..			..			..			..			..		
32	Rent of buildings for technical instruction purposes	..			211	1	0	344	0	0	..	6	15	0	236	13	0	..			..			96	19	0	204	4	6	..		
33	Sites-sales	..			1,132	6	7	..			..	223	12	0	352	8	4	..			..			1,261	2	11	1,590	0	0	..		
	Other separate accounts—																									
	Jane E. McLeod Memorial Account	58	5	9	..			..			..	4	8	9	62	14	6	..			..			..			..			..		
	Contractors' deposits	39	0	0	..			..			..	1,211	13	10	1,200	13	10	..			50	0	0	..			..			50	0	0
	Totals	40,147	18	6	10,335	1	6	271,122	8	3	6,989	16	6	4,800	15	6	291,051	18	1	2,617	7	4	2,617	7	4	43,254	12	10	21,580	13	8	27,214	5	7	13,191	10	3

* Exclusive of secondary departments of district high schools, but including 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.
Net balance at 1st January, 1913, *Cr.*	..		..	29,812	17	0
Bank balance at 31st December, 1913, *Cr.*	1,012	0	4			
Less unpresented cheques	293	2	2			
	718	18	2			
On Contractors' Deposit Account	50	0	0			
On fixed deposit in Bank of New Zealand	20,905	1	0			
Total at end of 31st December, 1913, *Cr.* ..				£21,673	19	2

Education Office, Auckland, 15th January, 1914.

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

Auditor's Certificate.

Examined and found correct, except that there is no statutory authority for the transfer from Account No. 9 to Account No. 24.—R. J. COLLINS, Controller and Auditor-General.

TARANAKI.

GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDING 31ST DECEMBER, 1913.

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*	..	251 1 11	22,391 16 0	3,664 3 3	..	26,161 10 0	..	..	..	356 12 8	..	7 14 3
2	Teachers' house allowances	..	53 0 8	697 6 1	..	..	696 10 4	..	..	..	52 4 11	11 19 2	..
3	Salaries of relieving-teachers	..	0 9 5	135 18 6	..	..	201 18 2	..	..	..	66 9 1	..	..
4	Free school-books	107 8 3	..	128 12 6	..	..	22 6 7	..	..	213 14 2	..	..	..
5	General administration	..	280 12 9	3,511 12 0	..	181 12 9	..	..	..	..	21 14 3	69 9 9	24 0 0
	(*a.*) Incidental expenses of schools†	..	..	..	..	..	1,499 7 3	..	..	..	..	..	..
	(*b.*) Conveyance of school-children	..	..	..	..	..	..	..	..	..	..	..	..
	(*c.*) Board of school-children	..	..	..	..	..	..	..	..	..	..	..	..
	(*d.*) Office staff (including Secretary, Inspectors, &c.), salaries and clerical assistance	..	..	..	..	..	1,094 0 0	..	..	..	..	..	..
	(*e.*) Office contingencies	..	..	..	..	..	840 7 9	..	..	..	..	..	..
	(*f.*) Refunds and sundries	..	..	..	..	..	..	..	..	..	..	..	..
	Training Colleges and training of teachers—												
6	Salaries of staff (half of the total cost)	..	..	..	..	..	..	..	..	..	..	..	..
7	Allowances for students	..	..	..	..	..	..	..	..	..	..	..	..
8	Incidental expenses	..	..	..	..	..	..	..	..	..	..	..	..
9	Training of teachers (other than at training college)	..	31 10 0	214 12 6	..	0 6 0	151 13 10	..	148 19 8	..	117 5 0	..	..
	Secondary education—												
	Scholarships—												
10	Board's	7 10 7	..	394 15 0	..	..	389 2 6	..	..	13 3 1	..	..	13 3 1
11	National	..	8 7 5	181 3 4	..	..	181 3 4	..	..	..	8 7 5	8 7 5	..
12	Special	..	..	..	..	..	..	..	..	..	..	..	..
	District high schools—												
13	Salaries of staffs of secondary departments	..	6 2 7	651 4 11	..	..	648 17 5	..	..	..	3 15 1	..	..
	General purposes—												
14	(*a.*) Voluntary contributions and subsidies	42 9 6	..	61 16 2	..	85 3 5	146 19 7	..	..	43 19 6	..	..	..
15	(*b.*) Fees from pupils			..	..	6 10 0	5 0 0	..	..				
16	(*c.*) High School Boards' grants			..	..	..	..	..	..				
	Manual and technical—												
	School classes—											1,410 18 0	..
17	Capitation			1,292 18 11	..	..	..					2 0 0	..
18	Voluntary contributions and bequests and subsidies			10 15 3	..	6 0 0	..						
	Special and associated classes—											502 14 6	..
19	Capitation			340 16 1	..	..	..					26 7 4	..
20	Material	1,572 0 10	..	39 10 11	..	..	45 12 11	148 19 8	..	1,748 9 9	..	45 7 0	43 1 8
21	Voluntary contributions and bequests and subsidies			52 13 6	..	45 17 0	..					67 10 0	..
22	Fees from pupils at special classes			..	..	38 15 6	..					285 9 9	..
23	Free-place holders			112 11 9	..	..	..					73 14 0	..
24	Direction and administration (school and special classes)			1 12 0	..	58 15 2	2,270 3 11						

	Buildings: Maintenance, rebuilding, rent—																			
25	(*a*) Maintenance and small additions and (*b*) ordinary rebuilding	2,434	16	11	..		2,490	0	0	..	81	8	11	(*a*) 2,160	1	4	..	..	2,764	15	11	..		980	0	0	68	2	0
26	Rebuilding schools destroyed by fire						..			..	..			(*b*) 87	2	8	..	..						..			..		
27	Rents of buildings and sites for school purposes						84	19	7	..	..			79	5	6	..	..						72	5	0	32	10	10
	New buildings, furniture, additions, sites—																											
28	Public schools	..			1,911	17	2	1,790	14	5	..	..		653	9	9	..	..	..			774	12	6	395	0	0	4	5	4
29	Manual instruction	..			798	10	11	27	19	1	..	..		113	13	1	..	..	..			951	15	3	36	4	0	..		
30	Technical instruction						102	17	4	..	..			170	7	8	..	..						75	2	7	167	18	8
31	Rent of buildings for manual instruction purposes	3	0	0	..		..			..	..			..			..	..	3	0	0	..		..			..		
32	Rent of buildings for technical instruction purposes	29	5	0	..		14	10	0	..	..			1	6	6	..	..	42	8	6	..		6	10	0	..		
33	Sites-sales	..			..		..			..	..			..			..	..	..			..		..			..		
	Other separate accounts—																											
	Contractors' deposits	6	0	0	..		..			..	..			6	0	0	..	..	..			..		..			..		
	Superannuation Fund arrears ..	..			..		..			..	244	9	8	245	0	11	..	..	..			..		..			..		
	Totals	4,202	11	1	3,341	12	10	34,730	15	10	3,664	3	3	1,091	18	5	37,871	1	0	148	19	8	148	19	8	4,829	10	11	2,352	16	2	4,068	18	6	360	15	10

* Exclusive of secondary departments of district high schools, but including 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.
Net balance at 1st January, 1913, *Cr.*						860 18 3
Bank balance at 31st December 1913, *Cr.*	2,549	0	5			
Less unpresented cheques	73	9	9			
	2,475	10	8			
On hand	1	4	1			
Total at 31st December, 1913, *Cr.*						£2,476 14 9

Education Office, New Plymouth, 2nd April, 1914.

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

Auditor's Certificate.

Examined and found correct, except that in the opinion of the Audit Office the charges by sundry members of the Board as hotel expenses are not those of "expenses actually incurred," and they are furthermore unsupported by vouchers.—R. J. COLLINS, Controller and Auditor-General.

WANGANUI.

GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDING 31ST DECEMBER, 1913.

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*	..	1,086 18 3	57,699 19 10	5,046 19 9	4 11 8	62,426 16 0	..	..	..	762 3 0	..	46 8 9
2	Teachers' house allowances ..	..	9 15 8	1,853 9 4	..	2 10 0	1,813 3 2	..	..	33 0 6	..	69 8 5	4 11 5
3	Salaries of relieving-teachers ..	..	339 14 2	345 8 9	..	2 2 0	651 8 4	..	..	..	643 11 9	..	..
4	Free school-books	29 2 9	..	167 7 8	..	..	33 5 7	..	..	163 4 10	..	..	163 4 10
5	General administration	2,897 14 10	..	8,767 13 3	..	..	..	423 11 5	..	2,377 4 8	..	49 7 0	964 3 10
	(*a.*) Incidental expenses of schools†	..	..	..	..	4 9 8	3,750 6 5	..	..	..	..	..	..
	(*b.*) Conveyance of school-children	..	..	..	..	21 1 6	195 11 0	..	..	..	..	..	..
	(*c.*) Board of school-children ..	..	..	..	..	..	9 10 0	..	..	..	..	..	..
	(*d.*) Office staff (including Secretary, Inspectors, &c.), salaries and clerical assistance ..	..	..	..	..	..	3,288 14 4	..	..	..	..	..	..
	(*e.*) Office contingencies ..	..	..	2 8 4	..	156 1 1	2,712 3 8	..	..	..	..	..	..
	(*f.*) Refunds and sundries ..	..	..	..	..	60 10 0	..	..	..	..	..	..	..
9	Training of teachers (other than at training college)	..	..	67 12 1	..	..	519 15 11	..	..	..	452 3 10	400 0 0	..
	Secondary education—												
	Scholarships—												
10	Board's	..	254 7 6	1,199 4 4	..	..	949 18 0	..	..	..	5 1 2	..	..
11	National	..	67 14 10	376 14 8	..	..	317 14 0	..	..	..	8 14 2	..	..
12	Special	..	16 5 0	..	..	7 2 0	12 2 0	..	..	..	21 5 0	..	5 0 0
	District High Schools—												
13	Salaries of staffs of secondary departments	..	29 12 1	1,915 8 5	..	..	1,868 17 2	..	..	16 19 2	..	..	13 7 6
	General purposes—												
14	(*a.*) Voluntary contributions and subsidies	463 12 6	..	250 10 6	..	338 19 2	1,059 12 2	..	..	20 0 0	..	143 5 0	123 5 0
15	(*b.*) Fees from pupils ..			..	..	26 10 0	..	..	..			3 0 0	..
16	(*c.*) High School Boards' grants			..	..	..	..	..	..			..	..
	Manual and technical—												
	School classes—												
17	Capitation	..	1,239 2 0	3,688 8 0	..	252 2 8	3,836 2 4	..	300 0 0	..	1,362 0 1	1,677 7 0	203 12 8
18	Voluntary contributions and bequests and subsidies			87 2 8	..	70 9 5	84 18 6					19 15 7	49 9 0
	Special and associated classes—												
19	Capitation			3,559 17 6	..	97 15 0	5,964 5 9					1,556 18 10	57 4 11
20	Material			99 17 9	..	65 8 10	194 13 10					65 3 9	..
21	Voluntary contributions and bequests and subsidies	2,208 16 4	..	356 8 1	..	647 6 6	..	..	123 11 5	2,375 10 4	..	256 1 0	..
22	Fees from pupils at special classes			..	..	1,085 15 4	..					100 0 0	..
23	Free-place holders			536 16 0	..	..	..					577 2 4	..

	Buildings: Maintenance, rebuilding, rent—																			
25	(*a*) Maintenance and small additions and (*b*) ordinary rebuilding	12,130	19	11	..		5,434	0	0	..	956	19	2	(*a*) 3,925	1	8	..	..	12,920	10	11	..		2,780	2	3	773	12	4
														(*b*) 1,480	18	1	..	..										
26	Rebuilding schools destroyed by fire						..			..	..			145	16	8	..	..						..			312	1	0
27	Rents of buildings and sites for school purposes						200	0	11	..	..			249	12	8	..	..						310	13	5	78	2	8
	New buildings, furniture, additions, sites—																											
28	Public schools	..			8,978	15	9	7,716	8	2	..	..			6,922	5	5	..	..	..			8,184	13	0	..			1,272	15	9
29	Manual instruction						79	6	10	..	..			135	15	4	..	..						19	1	7	..		
30	Technical instruction						1,339	4	1	..	2	2	6	517	4	10	..	..						227	15	4	..		
31	Rent of buildings for manual instruction purposes	..			7,412	9	3	..			..	..			..			..	..				6,669	10	3	..			..		
32	Rent of buildings for technical instruction purposes						31	15	0	..	..			56	9	6	..	..						48	9	6	15	0	0
33	Sites-sales	..			1,245	9	2	..			..	29	4	11	..			..	..	..			1,216	4	3	..			65	0	0
	Other separate accounts—																													
	Contractors' deposits	30	0	0	..		..			..	159	19	6	74	19	6	..	..	115	0	0	..		..			115	0	0
	Wanganui school-sites	..			2,863	16	3	..			..	991	18	6	1,375	19	6	..	..	..			3,247	17	3	..			..		
	Rees Bequest Fund	1,047	19	11	..		..			..	50	0	0	97	10	0	..	..	1,000	9	11	..		..			..		
	Auckland Exhibition expenses ..	..			..		..			..	0	12	6	39	14	8	..	..	..			39	2	2	..			..		
	Totals	18,808	6	3	23,543	19	11	95,775	2	2	5,046	19	9	5,033	11	11	104,710	5	9	423	11	5	423	11	5	19,022	0	4	22,612	5	11	8,303	11	0	4,331	19	8

* Exclusive of secondary departments of district high schools, but including 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.
Net balance at 1st January, 1913, *Dr.*						4,735 13 8
Bank balance at 31st December, 1913, *Dr.*				4,401	8	6
Plus unpresented cheques				224	9	0
				4,625	17	6
Less cash on hand				35	2	0
				4,590	15	6
Rees Bequest—						
Bank *Cr.*	0	9	11			
On mortgage	1,000	0	0			
				1,000	9	11
Total at 31st December, 1913, *Dr.*						£3,590 5 7

Education Office, Wanganui, 18th May, 1914.

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

Auditor's Certificate.

Examined and found correct, except that there is no authority of law for the transfer of £423 11s. 5d. from the Manual and Technical Account to the Administrative Account.

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

WELLINGTON.

General Statement of Receipts and Expenditure for the Year ending 31st December, 1913.

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*	129 16 6	..	62,848 5 1	5,765 9 11	548 19 1	69,573 9 1	..	..	..	280 18 6	227 2 8	14 5 0
2	Teachers' house allowances ..	18 13 7	..	1,931 14 8	..	..	1,972 8 11	..	..	..	22 0 8	47 16 8	..
3	Salaries of relieving-teachers ..	..	662 5 3	414 19 3	..	..	442 8 9	..	..	..	689 14 9	0 0 3	..
4	Free school-books	527 8 0	..	202 9 6	..	..	481 7 11	..	..	248 9 7	..	..	..
5	General administration	5,659 9 1	..	10,569 14 2	..	..	..	..	..	6,050 5 1	..	154 10 4	1,156 4 4
	(*a.*) Incidental expenses of schools†	..	..	..	..	..	5,003 15 5	..	..	..	..	..	..
	(*b.*) Conveyance of school-children	..	..	..	..	..	255 14 8	..	..	..	..	..	..
	(*c.*) Board of school-children ..	..	..	..	..	..	26 17 6	..	..	..	..	..	..
	(*d.*) Office staff (including Secretary, Inspectors, &c.), salaries and clerical assistance	..	..	..	..	..	3,316 11 0	..	..	..	..	..	..
	(*e.*) Office contingencies	..	..	..	..	..	1,720 17 4	..	..	..	..	..	..
	(*f.*) Refunds and sundries ..	..	..	..	..	151 4 2	6 6 5	..	..	..	..	..	..
	Training colleges and training of teachers—												
6	Salaries of staff (half of the total cost)	56 15 10	..	1,672 19 9	..	..	1,721 9 9	..	..	8 5	..	23 15 0	10 0 0
7	Allowances for students	91 1 2	..	6,299 6 9	..	14 16 8	6,299 18 1	..	..	105 6 6	..	..	50 12 6
8	Incidental expenses	..	631 5 5	434 1 6	..	45 0 0	466 4 8	..	..	..	618 8 7	84 9 1	14 17 4
9	Training of teachers (other than at training college)	..	25 19 2	427 13 7	..	63 0 0	583 7 3	..	..	..	118 12 10	509 16 0	138 0 0
	Secondary education—												
	Scholarships—												
10	Board's	..	270 19 9	1,205 15 2	..	..	1,209 8 4	..	..	..	274 12 11	301 1 8	..
11	National	..	70 12 10	298 10 0	..	..	306 4 8	..	..	..	78 7 6	106 9 8	..
12	Special	..	..	..	..	..	..	..	..	..	..	..	..
	District high schools—												
13	Salaries of staffs of secondary departments	..	72 3 2	2,458 17 2	..	..	2,426 5 11	..	..	..	39 11 11	29 5 0	..
	General purposes—												
14	(*a.*) Voluntary contributions and subsidies	35 5 2	..	198 15 4	..	376 16 7	573 8 11	..	..	17 2 3	..	7 0 0	..
15	(*b.*) Fees from pupils ..			..	..	8 19 6	29 5 5						
16	(*c.*) High School Boards' grants			..	..	..	..						
	Manual and technical—												
	School classes—												
17	Capitation	..	2 3 1	4,220 6 1	..	50 10 6	4,265 12 5	..	..	58 7 3	..	2,324 13 6	205 0 8
18	Voluntary contributions and bequests and subsidies			60 1 3	..	33 9 0	38 4 1					..	14 15 0

	Special and associated classes—																					
19	Capitation																					
20	Material																					
21	Voluntary contributions and bequests and subsidies	699	4	2	..			3,427	17	7	..	5	1	10	3,429	2	2	..	..	4	1	6	..				10	12	0	..	
22	Fees from pupils at special classes							445	17	7	..	..			445	17	7										..			..	
23	Free-place holders							392	12	0	..	..			392	12	0										..			..	
24	Direction and administration (school and special classes)	..			..			..			..	..			..			..	..	..			..				..			..	
	Buildings: Maintenance, rebuilding, rent—																					
25	(*a*) Maintenance and small additions and (*b*) ordinary rebuilding	10,957	18	2	..			7,322	0	0	..	401	2	5	(*a*) 6145	13	1	..	..	10,693	11	0	..				1,868	0	0	2,327	17	6
26	Rebuilding schools destroyed by fire							..			..	..			(*b*) 1858	3	4										..			..	
27	Rents of buildings and sites for school purposes							713	17	2	..	..			697	10	4										662	2	0	..	
	New buildings, furniture, additions, sites—																					
28	Public schools	..			5,609	8	11	8,065	1	6	..	..			7,890	3	3	..	..	..			5,434	10	8	4,530	10	10	4,615	16	8
29	Manual instruction	47	14	2	..			750	12	8	..	29	19	6	829	1	8	..	..	..			0	15	4	630	0	0	661	16	5
30	Technical instruction	82	0	9	..			72	6	2	..	..			83	2	3	..	..	71	4	8	..			..			..	
31	Rent of buildings for manual instruction purposes	..			..			10	3	0	..	..			10	3	0	..	..	..			..			..			..	
32	Rent of buildings for technical instruction purposes	139	0	0	..			139	0	0	..	..			278	0	0	..	..	..			..			..			..	
33	Sites-sales	..			6,909	6	2	2,208	2	0	..	..			633	4	9	..	..	..			5,334	8	11	190	0	0	..	
	Other separate accounts—																					
	Contractors' deposits	125	2	9	..			..			..	458	4	6	473	3	6	..	..	110	3	9	..			..			110	3	9
	Totals	18,569	9	4	14,254	3	9	119,971	1	3	5,765	9	11	2,187	3	9	127,764	5	8	..	..	17,366	17	5	12,892	2	7	11,707	4	8	9,319	9	2

* Exclusive of secondary departments of district high schools, but including 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.
Net balance at 1st January, 1913, *Cr.*	..		..	4,315	5	7
Bank balance at 31st December, 1913, *Cr.*...	1,143	12	1			
Fixed deposits	4,000	0	0			
	5,143	12	1			
Less unpresented cheques	668	17	3			
Total at 31st December, 1913, *Cr.*	..		..	£4,474	14	10

Education Office, Wellington, 12th May, 1914.

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

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, 1913.

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*	..	0 15 2	37,866 8 5	5,199 16 6	14 11 8	43,067 3 10	..	..	12 17 7	..	67 5 9	85 13 4
2	Teachers' house allowances ..	..	16 9 10	1,082 8 6	..	..	1,067 7 2	..	..	..	1 8 6	24 4 3	22 15 9
3	Salaries of relieving-teachers ..	428 10 3	..	254 19 8	..	..	271 8 10	..	..	412 1 1	..	..	..
4	Free school-books	287 3 11	..	121 11 0	..	..	159 12 5	..	183 9 5	65 13 1	..	..	15 0 0
5	General administration	2,429 11 11	..	6,891 3 5	..	..	..	194 19 5	..	..	7 9 2	198 6 0	81 8 9
	(*a.*) Incidental expenses of schools†	..	..	..	..	..	3,340 15 5	..	..	..	..	..	..
	(*b.*) Conveyance of school-children	..	..	..	..	..	513 8 6	..	..	..	..	..	..
	(*c.*) Board of school-children ..	..	..	..	..	..	72 0 0	..	..	..	..	..	..
	(*d.*) Office staff (including Secretary, Inspectors, &c.), salaries and clerical assistance	..	..	..	..	..	1,898 10 8	..	..	..	..	..	..
	(*e.*) Office contingencies ..	..	..	..	..	..	1,113 4 0	..	..	..	..	..	..
	(*f.*) Refunds and sundries ..	..	..	..	..	236 12 4	36 17 8	..	..	..	..	..	..
	(*g.*) Board offices	..	..	..	..	..	2,785 0 0	..	..	..	..	..	..
	Training colleges and training of teachers—												
9	Training of teachers (other than at training college)	44 7 0	..	644 10 7	..	..	825 3 11	..	51 13 8	..	188 0 0	278 4 6	9 5 4
	Secondary education—												
	Scholarships—												
10	Board's	..	..	472 6 8	..	..	624 1 8	..	..	..	151 15 0	151 15 0	..
11	National	..	70 0 0	340 0 0	..	..	360 0 0	..	..	..	90 0 0	90 0 0	..
12	Special	..	..	..	..	..	28 15 7	..	..	..	28 15 7	28 15 7	..
	District high schools—												
13	Salaries of staffs of secondary departments	..	..	1,020 0 0	..	..	1,020 0 0	..	..	..	..	..	..
	General purposes—												
14	(*a.*) Voluntary contributions and subsidies	103 19 2	..	25 14 6	..	25 14 6	89 4 11	..	..	66 3 3	..	..	66 3 3
15	(*b.*) Fees from pupils ..			..	..	11 10 0	..	..	11 10 0			2 0 0	..
16	(*c.*) High School Boards' grants			..	..	..	..	..	..			..	..
	Manual and technical—												
	School classes—												
17	Capitation	..	1,131 6 7	2,204 17 5	..	211 8 0	2,349 3 0	..	..	..	1,064 4 2	2,048 14 11	56 17 3
18	Voluntary contributions and bequests and subsidies			..	..	..	..					11 0 0	..

	Special and associated classes—																			
19	Capitation							1,425 16 0		..	20 18 2		1,627 5 11						724 2 0	638 10 10
20	Material							157 12 3		..	..		152 12 6						116 16 10	100 13 9
21	Voluntary contributions and bequests and subsidies	304 11 3		..				46 15 0		..	..		..		..	..	256 11 3	..	..	..
22	Fees from pupils at special classes							..		..	80 17 0		..						..	..
23	Free-place holders							138 12 6		..	..		138 12 6						..	..
24	Direction and administration (school and special classes)	..		..				..		..	..		..		..	..	..	..	206 1 3	206 1 3
	Buildings: Maintenance, rebuilding, rent—																		..	..
25	(*a*) Maintenance and small additions and (*b*) ordinary rebuilding							4,894 10 0		..	48 9 9		(*a*) 5,230 13 7 (*b*) ..		..	..				
26	Rebuilding schools destroyed by fire	11,728 8 8		..				..		..	..		..						1,483 0 0	927 5 0
27	Rents of buildings and sites for school purposes							..		..	196 2 4		234 6 1		..	..	11,402 11 1	..	..	..
	New buildings, furniture, additions, sites—																		246 6 1	17 0 0
28	Public schools	..		8,017 4 0				5,949 16 2		..	170 0 0		5,305 17 9		..	..	..	7,203 5 7	6,610 0 0	6,546 16 6
29	Manual instruction	..		465 6 5				385 4 6		..	..		382 1 9		..	..	..	462 3 8	40 0 0	49 15 0
30	Technical instruction	..		141 6 5				260 7 0		..	..		278 9 6		51 13 8	..	..	107 15 3	..	..
31	Rent of buildings for manual-instruction purposes	..		29 5 0				..		..	..		..		..	..	..	29 5 0	..	..
32	Rent of buildings for technical-instruction purposes	..		..				..		..	..		8 8 0		..	..	..	8 8 0	..	..
33	Sites-sales	..		..				..		..	..		..		..	..	..	..	..	..
	Other separate accounts—																			
	Contractors' deposits	70 0 0		..				..		..	167 0 0		177 0 0		..	..	60 0 0	..	..	60 0 0
	Totals	15,396 12 2		9,871 13 5				64,182 13 7		5,199 16 6	1,183 3 9		73,157 5 2		246 13 1	246 13 1	12,275 17 4	9,342 9 11	12,326 12 2	8,883 6 0

* Exclusive of secondary departments of district high schools, but including 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.
Net balance at 1st January, 1913, *Cr.*	.. ..	5,524 18 9
Bank balance at 31st December, 1913, *Cr.*	3,334 16 2	
Less unpresented cheques	401 8 9	
Total at 31st December, 1913, *Cr.*	.. ..	£2,933 7 5

Education Office, Napier, 6th March, 1914.

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

MARLBOROUGH.

GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDING 31ST DECEMBER, 1913

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*	..	23 7 2	11,621 16 5	300 14 11	21 18 4	11,912 5 5	..	..	8 17 1	..	139 16 4	145 10 10
2	Teachers' house allowances	..	14 5 0	347 9 6	..	..	332 16 5	..	..	0 8 1	..	28 15 0	28 15 0
3	Salaries of relieving-teachers	24 18 5	..	53 15 6	..	..	69 12 3	..	..	9 1 8	..	76 5 0	54 16 8
4	Free school-books	12 16 0	..	33 5 3	..	..	22 10 4	..	..	23 10 11	..	..	..
5	General administration	263 10 6	..	1,548 17 0	..	..	..	4 13 9	..	264 11 0	..	..	..
	(*a.*) Incidental expenses of schools†	..	..	..	..	..	534 15 0	..	..	..	..	..	..
	(*b.*) Conveyance of school-children	..	..	65 9 9	..	..	76 10 9	..	..	..	..	..	..
	(*c.*) Board of school-children	..	..	53 4 0	..	..	53 4 0	..	..	..	..	..	..
	(*d.*) Office staff (including Secretary, Inspectors, &c.), salaries and clerical assistance	..	..	..	..	..	779 13 0	..	..	..	..	..	..
	(*e.*) Office contingencies	..	..	..	..	..	239 15 1	..	..	..	..	..	..
	(*f.*) Refunds and sundries	..	..	..	..	12 13 10	..	..	..	..	..	..	..
9	Training of teachers (other than at training college)	..	85 16 9	230 18 9	..	..	151 5 5	..	..	..	6 3 5	165 14 6	125 0 0
	Secondary education—												
	Scholarships—												
10	Board's	8 0 0	..	127 15 0	..	3 15 0	161 10 0	..	..	..	22 0 0	33 15 0	..
11	National	..	..	37 10 0	..	..	60 0 0	..	..	..	22 10 0	15 0 0	..
12	Special	4 13 9	..	..	..	..	..	..	4 13 9	..	..	..	..
	Manual and technical—												
	School classes—												
17	Capitation	..	91 0 4	456 1 4	..	..	135 17 9	..	..	123 8 5	..	114 18 5	1 6 0
18	Material			..	..	0 6 0	106 0 10						
	Special and associated classes—												
19	Capitation	..	103 0 2	64 13 7	..	..	23 11 9	..	..	..	122 14 9	..	..
20	Material			..	..	..	8 14 4						
21	Voluntary contributions and bequests and subsidies			..	..	..	..						
22	Fees from pupils at special classes			..	..	..	..						
23	Free-place holders			..	..	..	..						
24	Direction and administration (school and special classes)			..	..	..	52 2 1						

	Buildings: Maintenance, rebuilding, rent—													
25	(*a*) Maintenance and small additions and (*b*) ordinary rebuilding		1,056 0 0	..	52 6 8	(*a*) 1,158 10 5 (*b*) ..	..	..			474 0 0 ..	235 18 9 ..
26	Rebuilding schools destroyed by fire	1,727 18 2	..	..	..	..	..	..	..	1,677 14 5	..	..	..
27	Rents of buildings and sites for school purposes		18 0 0	..	..	18 0 0	..	..			6 10 0	6 10 0
	New buildings, furniture, additions, sites—											
28	Public schools	..	1,592 4 8	1,257 8 2	..	..	1,261 9 2	..	..	..	1,596 5 8	1,385 3 6	1,150 15 0
29	Manual instruction	..	149 19 1	..	..	..	24 18 6	..	..	..	174 17 7	..	..
30	Technical instruction	..	..	..	..	..	..	..	..	..	..	..	..
31	Rent of buildings for manual-instruction purposes	..	..	..	..	..	..	..	..	..	..	..	..
32	Rent of buildings for technical-instruction purposes	..	..	..	..	..	..	..	..	..	..	..	..
33	Sites-sales	..	..	..	..	10 0 0	8 0 0	..	..	2 0 0	..	..	..
	Other separate accounts—												
	Deposits	3 0 0	..	..	..	36 18 0	16 0 0	..	..	23 18 0	..	..	23 18 0
	Interest	89 15 7	..	..	..	12 0 8	..	..	..	101 16 3	..	..	..
	Totals	2,134 12 5	2,059 13 2	16,972 4 3	300 14 11	149 18 6	17,207 2 6	4 13 9	4 13 9	2,235 5 10	1,944 11 5	2,439 17 9	1,772 10 3

* Exclusive of secondary departments of district high schools, but including 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.
Net balance at 1st January, 1913, *Cr.*		74 19 3
Bank balance at 31st December, 1913, *Cr.*	22 18 8	
Less unpresented cheques	305 15 3	
	Dr. 282 16 7	
In Post Office Savings-bank	573 11 0	
Total at 31st December, 1913, *Cr.*		£290 14 5

Education Office, Blenheim, 9th March, 1914.

J. J. WHITE, Chairman.
E. HYLTON, Secretary.

Auditor's Certificate.

Examined and found correct except that—(1) Payments aggregating £9 10s. 6d. to E. H. Penny and Co., Mr. E. H. Penny, a member of the said firm, being also a member of the Education Board, contravenes section 8 of the Public Contracts and Local Bodies' Contractors Act, 1908; (2) there is no authority of law for the transfer of £4 13s. 9d. from Account No. 1 to Account No. 5.—R. J. COLLINS, Controller and Auditor-General.

NELSON.

GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDING 31ST DECEMBER, 1913.

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*	..	313 14 7	27,376 15 11	579 14 6	..	27,837 14 7	..	..	..	194 18 9	..	1 1 3
2	Teachers' house allowances	..	21 15 1	905 8 4	..	..	901 5 0	..	..	..	17 11 9	20 8 4	..
3	Salaries of relieving-teachers	..	288 11 8	141 1 1	..	..	229 16 2	..	..	..	377 6 9	..	0 0 3
4	Free school-books	..	8 14 10	69 10 6	..	..	127 8 11	..	..	..	66 13 3	33 15 6	..
5	General administration	..	359 7 0	3,771 19 6	..	..	..	..	..	..	196 2 3	443 10 4	424 18 4
	(*a.*) Incidental expenses of schools†	..	..	..	..	..	1,274 12 6	..	..	..	..	..	..
	(*b.*) Conveyance of school-children	..	..	..	..	..	124 18 0	..	..	..	..	..	..
	(*c.*) Board of school-children	..	..	..	..	..							
	(*d.*) Office staff (including Secretary, Inspectors, &c.) salaries and clerical assistance	..	..	..	..	..	1,233 5 4	..	..	..	..	..	..
	(*e.*) Office contingencies	..	..	..	..	..	1,041 9 3	..	..	..	..	..	..
	(*f.*) Refunds and sundries	..	..	..	..	65 10 4	..	..	..	..	..	..	..
9	Training of teachers (other than at training college)	..	..	245 0 0	..	..	263 6 6	..	..	..	18 6 6	..	..
	Secondary education—												
	Scholarships—												
10	Board's	..	233 5 7	396 10 0	..	40 0 0	378 0 0	..	..	..	174 15 7	106 0 0	..
11	National	..	59 8 0	257 10 0	..	..	237 10 0	..	..	..	39 8 0	62 10 0	..
12	Special	..	..	..	..	..	..	..	..	..	..	..	..
	District high schools—												
13	Salaries of staffs of secondary departments	16 16 8	..	1,019 17 6	..	..	1,013 6 11	..	..	23 7 3	..	16 5 0	..
	General purposes—												
14	(*a.*) Voluntary contributions and subsidies	15 10 0	..	76 9 3	..	33 16 6	96 14 3	..	..	29 1 6	..	13 10 6	13 10 6
15	(*b.*) Fees from pupils			..	..	..	..					..	..
16	(*c.*) High School Boards' grants			..	..	..	..					..	..
	Manual and technical—												
	School classes—												
17	Capitation	..	1,011 18 8	915 9 5	..	..	1,330 7 7	..	..	..	1,240 2 4	720 0 0	48 17 6
18	Voluntary contributions and bequests and subsidies			15 0 0	..	171 14 6						39 7 0	..
	Special and associated classes—												
19	Capitation	..	895 12 2	1,356 8 0	..	73 6 8	1,617 0 8	..	..	..	139 1 7	664 5 0	63 10 0
20	Material			127 9 0	..	..	8 14 8					..	..
21	Voluntary contributions and bequests and subsidies			74 9 3	..	100 19 0	..					102 9 0	..
22	Fees from pupils at special classes			..	..	230 10 9	..					27 0 0	..
23	Free-place holders			419 3 3	..	..	..					400 0 0	..

24	Direction and administration (school and special classes)	..		..		..		..		..		..		..		..		225	0 0	40	10 0
	Buildings: Maintenance, rebuilding, rent—																				
25	(*a*) Maintenance and small additions and (*b*) ordinary rebuilding	4,653	8 3	..		3,591	0 0	..		84	1 1	(*a*)1,915	13 2	..		3,808	3 6	1,569	0 0	750	0 0
26	Rebuilding schools destroyed by fire					..		..		..		(*b*)2,592	2 8	..				..		..	
27	Rents of buildings and sites for school purposes					..		..		..		..		..				..		..	
	New buildings, furniture, additions, sites—											12	10 0	..				123	5 0	..	
28	Public schools	..		378	18 11	2,881	1 11	..		..		3,204	14 6	..		..		702	11 6	678	4 0	280	0 0
29	Manual instruction	..		..		..		..		..		..		..		..		..		..	
30	Technical instruction	..		699	2 8	420	12 5	..		51	0 8	416	9 4	..		..		643	18 11	64	0 0	..	
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	..		..		..		145	0 0	125	0 0	..		30	0 0	..		..		30	0 0
	Totals	4,695	14 11	4,270	9 2	44,060	15 4	579	14 6	995	19 6	45,982	0 0	..		3,890	12 3	3,810	17 2	5,308	9 8	1,652	7 10

* Exclusive of secondary departments of district high schools, but including 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.
Net balance at 1st January, 1913, *Cr.*		425 5 9
Bank balance at 31st December, 1913, *Cr.*	269 3 4	
Less unpresented cheques	213 18 5	
	55 4 11	
On hand	24 10 2	
Total at 31st December, 1913, *Cr.*		£79 15 1

Education Office, Nelson, 28th May, 1914.

W. LOCK, Chairman.
N. R. WILLIAMS, Secretary.

Auditor's Certificate.

Examined and found correct, except that the making of special grants to School Committees for contract purposes is without authority of law.

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

GREY.

GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDING 31ST DECEMBER, 1913.

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*	..	101 2 9	7,885 18 11	204 18 5	..	8,084 3 2	..	..	..	94 8 7	57 0 10	65 0 0
2	Teachers' house allowances	..	7 9 8	447 10 0	..	..	445 0 0	..	..	..	4 19 8	42 1 8	42 1 8
3	Salaries of relieving-teachers	..	53 19 5	43 15 5	..	..	53 7 10	..	..	..	63 11 10	..	..
4	Free school-books	11 12 6	..	21 16 0	..	..	1 14 10	..	..	31 13 8	..	..	..
5	General administration	..	38 1 6	1,314 17 0	..	..	..	193 1 0	..	..	139 1 5	136 1 6	226 17 4
	(*a.*) Incidental expenses of schools†	..	..	..	..	2 10 0	463 19 4	..	..	..	..	..	..
	(*b.*) Conveyance of school-children	..	..	..	..	..	..	..	..	..	..	..	..
	(*c.*) Board of school-children	..	..	..	..	..	6 17 6	..	..	..	..	..	..
	(*d.*) Office staff (including Secretary, Inspectors, &c.), salaries and clerical assistance	..	..	..	..	..	719 3 4	..	..	..	..	..	..
	(*e.*) Office contingencies	..	..	..	..	..	406 19 9	..	..	..	..	..	..
	(*f.*) Refunds and sundries	..	..	..	..	..	14 8 0	..	..	..	..	..	..
9	Training of teachers (other than at training college)	85 9 8	..	140 0 0	..	..	86 13 0	..	14 0 0	124 16 8	..	150 0 0	94 8 0
	Secondary education—												
	Scholarships—												
10	Board's	..	..	98 10 0	..	..	98 10 0	..	..	..	..	25 0 0	25 0 0
11	National	..	..	79 11 3	..	..	79 11 3	..	..	..	..	34 10 0	34 10 0
12	Special	..	..	..	..	..	..	..	..	..	..	..	..
	District high schools—												
13	Salaries of staffs of secondary departments	..	63 15 0	400 0 0	..	..	455 0 0	..	..	..	118 15 0	..	..
	General purposes—												
14	(*a.*) Voluntary contributions and subsidies	..	134 13 5	95 3 3	..	21 0 0	116 3 3	..	..	17 14 10	..	21 0 0	21 0 0
15	(*b.*) Fees from pupils			..	..	..	..	..	..			..	..
16	(*c.*) High School Boards' grants			..	..	200 0 0	227 11 9	..	20 0 0			..	1 6 9
	Manual and technical—												
	School classes—												
17	Capitation	178 14 3	..	229 12 7	..	15 15 0	230 12 7	..	24 5 0	169 4 3	..	161 4 4	6 9 10
18	Voluntary contributions and bequests and subsidies			..	..	..	..						
	Special and associated classes—												
19	Capitation	..	218 18 1	63 18 6	..	..	333 10 3	..	12 6 0	..	453 15 11	233 14 10	160 8 3
20	Material			2 2 0	..	..	14 12 7					9 15 1	7 9 7
21	Voluntary contributions and bequests and subsidies			..	..	20 0 0	..					20 0 0	..
22	Fees from pupils at special classes			..	..	39 10 6	..					25 10 0	..
23	Free-place holders			..	..	..	..					115 14 10	..

	Direction and administration (school and special classes)	2	10	0	..		..		..		2	10	0	..		..	..		5	0	0	..		..		..	
	Buildings: Maintenance, rebuilding, rent—																									
25	(*a*) Maintenance and small additions and (*b*) ordinary rebuilding	1,602	1	10	..		1,215	0	0	..	10	1	3	(*a*) 476	0	..	122	10	0	2224	12	3	..		444	0	0	226	12	6
26	Rebuilding schools destroyed by fire						..			..	..			(*b*) ..		..	..								..			..		
27	Rents of buildings and sites for school purposes						24	13	6	..	..			28	13	6	..								24	14	6	24	13	6
	New buildings, furniture, additions, sites—																													
28	Public schools		..		636	4	1	950	0	0	..	..		996	17	0	..	..		..			683	1	1	41	11	4	..		
29	Manual instruction		..		..			..			..	..		..			..	..		..			..			..		..		
30	Technical instruction		..		270	1	0	..			..	..		175	17	6	..	..		..			445	18	6	158	9	11	24	13	2
31	Rent of buildings for manual-instruction purposes		..		..			..			..	..		..			..	..		..			..			..			..		
32	Rent of buildings for technical-instruction purposes		..		..			..			..	..		..			..	..		..			..			65	9	4	65	9	4
33	Sites-sales		..		..			..			..	..		..			..	..		..			..			..			..		
	Other separate accounts—																													
	Contractor's deposit		..		..			..			100	0	0	100	0	0	..	..		..			..			..			..		
	Superannuation arrears		..		..			..			204	19	0	204	19	0	..	..		..			..			..			..		
	Totals	1,880	8	3	1,524	4	11	13,012	8	5	616	5	9	13,620	6	3	193	1	0	193	1	0	2,573	1	8	2,003	12	0	1,765	17	2	1,025	11	11

* Exclusive of secondary departments of district high schools, but including salaries and allowances of pupil-teachers and half of the 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.
Net balance at 1st January, 1913, *Cr.*	356	3	4
	£	s.	d.
Bank balance at 31st December, 1913, *Cr.*	715	2	10
Less unpresented cheques	145	13	2
Total at 31st December, 1913, *Cr.*	£569	9	8

Education Office, Greymouth, 16th March, 1914.

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 sundry transfers therein are without authority of law.—P. P. WEBB, Deputy Controller and Auditor.

WESTLAND.

GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDING 31ST DECEMBER, 1913.

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*	..	108 5 3	5,627 5 2	169 2 7	..	5,878 2 11	..	..	..	190 0 5	89 15 0	13 10 0
2	Teachers' house allowances ..	..	2 18 4	141 5 0	..	..	145 0 0	..	..	..	6 13 4	10 0 0	..
3	Salaries of relieving-teachers ..	..	11 4 0	27 6 6	..	..	59 16 3	..	..	..	43 13 9	..	..
4	Free school-books	29 7 11	..	..	..	..	40 17 8	..	..	..	11 9 9	12 7 3	12 7 3
5	General administration	314 19 6	..	924 19 0	..	..	..	..	..	326 7 0	..	17 6 6	50 4 3
	(*a.*) Incidental expenses of schools†	..	..	..	..	..	367 3 5	..	..	..	..	..	..
	(*b.*) Conveyance of school-children	..	..	..	..	..	..	..	..	..	..	..	..
	(*c.*) Board of school-children ..	..	..	..	..	..	12 2 6	..	..	..	..	..	..
	(*d.*) Office staff (including Secretary, Inspectors, &c.), salaries and clerical assistance	..	..	..	..	..	510 0 0	..	..	..	..	..	..
	(*e.*) Office contingencies ..	..	..	..	..	..	200 14 9	..	..	..	..	..	..
	(*f.*) Refunds and sundries ..	..	..	..	..	188 0 6	11 11 4	..	..	..	..	..	..
9	Training of teachers (other than at training college)	..	48 3 6	155 15 6	..	..	143 17 11	..	..	..	36 5 11	107 8 9	11 17 0
	Secondary education—												
	Scholarships—												
10	Board's	..	..	79 0 0	..	..	80 0 0	1 0 0	..	..	..	20 0 0	..
11	National	..	25 0 0	70 0 0	..	..	60 0 0	..	..	..	15 0 0	15 0 0	..
12	Special	..	..	..	..	..	..	..	..	..	..	..	..
	District high schools—												
13	Salaries of staffs of secondary departments	..	..	385 8 4	..	102 16 8	488 5 0	..	..	..	..	..	..
	General purposes—												
14	(*a.*) Voluntary contributions and subsidies	16 9 6	..	2 10 0	..	2 10 0	..	..	..	17 6 10	..	..	..
15	(*b.*) Fees from pupils ..			..	..	..	..	..	..				
16	(*c.*) High School Boards' grants			..	..	22 3 4	25 6 0	..	1 0 0				
	Manual and technical—												
	School classes—												
17	Capitation	15 16 10	..	22 0 3	..	..	24 12 2	..	..	13 4 11	..	20 8 6	..
18	Voluntary contributions and bequests and subsidies			..	..	..	..						
	Special and associated classes—												
19	Capitation	..	0 11 3	..	..	..	..	..	..	..	0 11 3	..	..
20	Material												
21	Voluntary contributions and bequests and subsidies												
22	Fees from pupils at special classes												
23	Fee-place holders												

24	Direction and administration (school and special classes)	..	..	..	..	..	2 4 0	..	..	..	2 4 0	..	..
	Buildings: Maintenance, rebuilding, rent—												
25	(*a*) Maintenance and small additions and (*b*) ordinary rebuilding			1,217 0 0	..	..	(*a*) 994 11 2 (*b*) ..	..	..			425 0 0	52 0 0
26	Rebuilding schools destroyed by fire	786 5 11	..	..	..	..	..	..	..	1,008 14 9	..	..	..
27	Rents of buildings and sites for school purposes			..	..	..	..	..	..			..	..
	New buildings, furniture, additions, sites—												
28	Public schools	..	..	160 0 0	..	..	160 0 0	..	..	..	..	..	..
29	Manual instruction	..	..	..	..	..	..	..	..	..	..	..	..
30	Technical instruction	..	11 9 6	..	..	..	2 10 0	..	..	..	13 19 6	..	..
31	Rent of buildings for manual-instruction purposes	..	..	..	..	..	..	..	..	..	..	..	..
32	Rent of buildings for technical-instruction purposes	..	..	..	..	..	..	..	..	..	..	..	..
33	Sites-sales	..	..	..	..	..	..	..	..	..	..	..	..
	Other separate accounts—												
	Deposits on tenders	..	..	..	..	2 0 0	..	..	..	2 0 0	..	..	2 0 0
	Totals	1,162 19 8	207 11 10	8,812 9 9	169 2 7	317 10 6	9,206 15 1	1 0 0	1 0 0	1,367 13 6	319 17 11	717 6 0	141 18 6

* Exclusive of secondary departments of district high schools, but including 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.
Net balance at 1st January, 1913, *Cr.*		955 7 10
Bank balance at 31st December, 1913, *Cr.*	1,161 9 3	
Less unpresented cheques	113 13 8	
Total at 31st December, 1913, *Cr.*		£1,047 15 7

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

Education Office, Hokitika, 4th April, 1914.

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, 1913.

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*	78 1 9	..	67,132 19 10	15,407 13 9	0 0 10	82,751 5 9	..	..	..	132 9 7	105 0 5	0 0 10
2	Teachers' house allowances ..	..	26 12 9	1,310 7 9	..	..	1,307 14 4	..	..	..	23 19 4	21 17 8	..
3	Salaries of relieving-teachers ..	15 12 10	..	482 5 1	..	..	630 5 3	..	..	..	132 7 4	..	..
4	Free school-books	613 15 7	..	239 1 9	..	..	580 17 1	..	..	272 0 3	..	109 15 10	381 16 1
5	General administration	2,087 5 7	..	12,932 4 0	..	..	..	739 10 6	..	2,369 1 10	..	138 9 0	50 0 0
	(*a.*) Incidental expenses of schools†	..	..	..	..	..	6,805 4 4	..	..	..	..	..	..
	(*b.*) Conveyance of school-children	..	..	..	..	..	970 11 6	..	..	..	..	..	..
	(*c.*) Board of school-children ..	..	..	..	..	..	51 10 0	..	..	..	..	..	..
	(*d.*) Office staff (including Secretary, Inspectors, &c.), salaries and clerical assistance	..	..	..	..	..	3,850 5 0	..	..	..	..	..	..
	(*e.*) Office contingencies ..	..	..	..	..	..	1,883 8 5	..	..	..	..	..	..
	(*f.*) Refunds and sundries ..	..	..	..	..	171 1 0	..	..	..	..	..	..	..
	Training colleges and training of teachers—												
6	Salaries of staff (half of the total cost)	4 7 6	..	1,687 18 4	..	..	1,692 5 10	..	..	..	..	..	..
7	Allowances for students ..	..	4 7 6	6,032 6 6	..	..	6,015 17 9	..	..	12 1 3	..	..	11 19 6
8	Incidental expenses	..	117 9 6	427 4 6	..	..	311 0 4	..	..	..	1 5 4	..	..
9	Training of teachers (other than at training college)	..	325 10 10	422 3 3	..	26 17 5	153 12 9	..	..	..	30 2 11	368 15 9	..
	Secondary education—												
	Scholarships—												
10	Board's	..	270 9 9	873 6 10	..	..	908 12 11	..	..	..	305 15 10	305 15 10	..
11	National	..	95 18 0	262 5 6	..	..	321 7 6	..	..	..	155 0 0	155 0 0	..
12	Special	197 10 4	..	..	..	200 0 0	212 10 0	..	..	185 0 4	..	..	185 0 4
	District high schools—												
13	Salaries of staffs of secondary departments	..	32 10 0	2,941 10 1	..	..	3,004 12 7	100 0 0	..	4 7 6	..	..	4 7 6
	General purposes—												
14	(*a.*) Voluntary contributions and subsidies	..	100 0 0	146 14 11	..	198 3 8	354 10 9	..	..	..	109 12 2	20 4 2	10 12 0
15	(*b.*) Fees from pupils ..			..	..	14 5 0	..	..	14 5 0			..	..
16	(*c.*) High School Boards' grants			..	..	100 0 0	..	..	100 0 0			100 0 0	..
	Manual and technical—												
	School classes—												
17	Capitation	..	379 13 1	3,009 8 3	..	314 6 10	3,664 11 0	..	246 0 0	..	966 9 0	3,020 9 7	209 18 3
18	Voluntary contributions and bequests and subsidies			..	..	..	..					..	..

	Special and associated classes—																					
19	Capitation						5,874	17	6	..		..	5,862	4	0						2,744	10	8	2,744	10	8
20	Material						384	17	0	..		..	385	6	0						..			..		
21	Voluntary contributions and bequests and subsidies	..		3	12	2	1,599	3	1	..		17	7	0	1,611	5	1	..		..	60	1	4	..	195	19	8	195	19	8
22	Fees from pupils at special classes						..			..		46	4	0	..										150	0	0	150	0	0
23	Free-place holders						480	4	2	..		..			480	4	2								..			..		
24	Direction and administration (school and special classes)	..		..			..			..		..			230	0	0	230	0	0	..		..		..			..		
	Buildings: Maintenance, rebuilding, rent—																													
25	(*a*) Maintenance and small additions and (*b*) ordinary rebuilding						9,176	12	6	..		278	15	4	(*a*)10,379	3	2	..		725	5	6					3,013	0	0	2,459	14	0
															(*b*) 2,400	3	9	..		..										
26	Rebuilding schools destroyed by fire	5,311	14	7	..		..			..		..			..			..		..	1,199	11	0	..	..			..		
27	Rents of buildings and sites for school purposes						70	7	6	..		..			133	6	6	..		..					133	6	6	..		
	New buildings, furniture, additions, sites—																													
28	Public schools	..		1,923	4	3	2,181	12	1	..		..			1,386	12	5	..		..	..			1,128	4	7	1,127	7	0	..		
29	Manual instruction	..		368	18	6	337	18	10	..		..			319	16	2	..		..	..			350	15	10	350	15	10	..		
30	Technical instruction	..		16	0	0	2,203	16	4	..		..			2,203	16	4	16	0	0	..			..			269	18	2	269	18	2
31	Rent of buildings for manual instruction purposes	..		15	0	0	18	7	5	..		..			18	7	5	..		..	..			15	0	0	15	0	0	..		
32	Rent of buildings for technical instruction purposes	..		..			92	15	0	..		..			92	15	0	..		..	..			..			..			..		
33	Sites-sales and purchases	..		740	4	1	4,655	0	0	..		10	10	0	5,270	7	6	..		..	..			1,345	1	7	1,195	0	0	..		
	Other separate accounts—																													
	Arrears of superannuation ..	..		..			..			..		431	17	5	431	17	5	..		..	..			..			..			..		
	Contractors' deposits	160	0	0	..		..			..		227	11	0	231	11	6	..		..	155	19	6	..			..			155	19	6
	Hororata bath..	112	16	5	..		..			..		..			..			..		..	112	16	5	..			..			112	16	5
	Totals	8,581	4	7	4,419	10	5	124,975	8	0	15,407	13	9	2,036	19	6	146,906	19	6	1,085	10	6	1,085	10	6	4,370	19	5	4,696	3	6	13,540	6	1	6,942	12	11

* Exclusive of secondary departments of district high schools, but including 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.
Net balance at 1st January, 1913, *Cr.*						4,161 14 2
Bank balance at 31st December, 1913, *Dr.*	1,342	13	8			
Plus unpresented cheques	840	6	10			
	2,183	0	6			
On fixed deposit	£1,827	16	5			
On hand	30	0	0			
	1,857	16	5			
Total at 31st December, 1913, *Dr.*						£325 4 1

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

Education Office, Christchurch, 14th March, 1914.

Auditor's Certificate.

The balance-sheet has been duly examined by the Audit Office, but cannot be certified as correct inasmuch as sundry transfers therein are without authority of law.—P. P. WEBB, Deputy-Controller and Auditor.

SOUTH CANTERBURY.

GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDING 31ST DECEMBER, 1913.

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)
1	Salaries of teachers*	18 14 11	..	20,327 13 3	4,062 8 0	..	24,458 9 11	..	..	..	49 13 9	23 10 10	..
2	Teachers' house allowances	..	3 17 4	287 11 6	..	..	285 17 8	..	..	..	2 3 6	2 7 3	..
3	Salaries of relieving-teachers	29 10 8	..	130 12 6	..	..	125 6 4	..	..	34 16 10	..	..	..
4	Free school-books	112 1 4	..	63 18 3	..	..	23 18 0	..	..	152 1 7	..	..	12 15 2
5	General administration	1,860 9 8	..	3,977 16 9	..	..	..	..	..	2,014 10 9	..	..	25 0 0
	(*a.*) Incidental expenses of schools†	..	..	..	..	..	1,540 17 2	..	..	..	..	..	..
	(*b.*) Conveyance of school-children	..	..	..	..	..	455 14 3	..	..	..	..	..	..
	(*c.*) Board of school-children	..	..	..	..	..	106 15 0	..	..	..	..	..	..
	(*d.*) Office staff (including Secretary, Inspectors, &c.), salaries and clerical assistance	..	..	..	..	..	1,450 1 7	..	..		..	..	..
	(*e.*) Office contingencies	..	..	..	..	..	411 8 8	..	..	..	..	..	..
	(*f.*) Refunds and sundries	..	..	..	..	4 1 0	9 12 0	..	..	..	..	..	..
	(*g.*) Rents	..	..	..	..	183 0 9	50 16 0	..	..	..	..	..	..
	(*h.*) School library subsidies	..	..	..	..	14 7 3	..	..	..	..	..	..	..
9	Training of teachers (other than at training college)	348 9 3	..	..	..	..	137 13 7	..	..	210 15 8	..	..	..
	Secondary education—												
	Scholarships—												
10	Board's	1 6 3	..	383 3 5	..	..	382 8 11	..	..	2 0 9	..	..	..
11	National	..	50 0 0	215 0 0	..	..	220 0 0	..	..	..	55 0 0	55 0 0	..
12	Special (Barclay prizes)	..	6 16 6	..	..	..	9 0 3	..	..	..	15 16 9	15 16 9	..
	District high schools—												
13	Salaries of staffs of secondary departments	..	41 19 5	1,020 18 4	..	..	959 5 5	..	..	19 13 6	..	..	19 13 6
	General purposes—												
14	(*a.*) Voluntary contributions and subsidies	110 12 4	..	85 10 8	..	85 10 8	194 7 2	..	..	87 6 6	..	..	..
15	(*b.*) Fees from pupils			..	..	..	..	..	..				
16	(*c.*) High School Boards' grants			..	..	120 0 0	120 0 0	..	..				
	Manual and technical—												
	School classes—												
17	Capitation	..	997 15 8	1,348 0 3	..	87 19 8	1,478 12 11	..	..	..	1,040 8 8	1,113 7 4	30 0 0
18	Voluntary contributions and bequests and subsidies			..	..	8 10 0	8 10 0	..	..			7 10 0	..

	Special and associated classes—																		
19	Capitation						436 13 5			436 13 5						123 0 6		123 0 6	
20	Material						39 19 4			39 19 4						186 1 3		186 1 3	
21	Voluntary contributions and bequests and subsidies	..		2 9 4			203 18 4			203 18 4	..	..		3 5 1		..		..	
22	Fees from pupils at special classes				..				5 0 0	5 15 9						..		..	
23	Free-place holders				158 19 0					158 19 0						..		..	
24	Direction and administration (school and special classes)	..		..	..					..	..	..	..	..		..		..	
	Buildings: Maintenance, rebuilding, rent—																		
25	(*a*) Maintenance and small additions and (*b*) ordinary rebuilding				3,113 0 0				150 5 0	(*a*)2,850 19 7 (*b*) 341 13 4	..	..				1,266 0 0		700 0 0	
26	Rebuilding schools destroyed by fire	3,856 14 5		..	100 0 0					100 0 0	..	..	3,927 6 6	..		..		..	
27	Rents of buildings and sites for school purposes				..					..	..	..				..		..	
	New buildings, furniture, additions, sites—																		
28	Public schools		..	955 14 11	2,750 0 0					3,019 8 6	..	..	..	1,225 3 5		3,363 0 0		1,469 8 6	
29	Manual instruction		..	83 19 9	35 8 3					35 8 3	..	..	..	83 19 9		279 11 6		279 11 6	
30	Technical instruction		..	20 4 7	633 11 0					633 11 0	..	..	..	20 4 7		..		..	
31	Rent of buildings for manual instruction purposes		..	..	..					..	..	..	..	..		..		..	
32	Rent of buildings for technical instruction purposes		..	..	..					..	..	..	..	..		..		..	
33	Sites-sales		..	587 13 6	..					79 17 0	..	..	..	667 10 6		..		..	
	Separate accounts—																		
	Contractors' deposits		..	..	..				127 0 0	98 0 0	..	..	29 0 0	..		..		29 0 0	
	Superannuation contributions		..	..	..				264 19 1	264 19 1	..	..	..	..		..		..	
	Totals	6,337 18 10		2,750 11 0	35,311 14 3		4,062 8 0		1,050 13 5	40,697 17 5	..	..	6,477 12 1	3,163 6 0		6,435 5 5		2,874 10 5	

* Exclusive of secondary departments of district high schools, but including 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.
Net balance at 1st January, 1913, *Cr.*		3,587 7 10
Bank balance at 31st December, 1913, *Cr.*	3,552 18 1	
Less unpresented cheques	238 12 0	
Total at 31st December, 1913, *Cr.*		£3,314 6 1

Education Office, Timaru, 15th April, 1914.

J. S. RUTHERFORD, Chairman.
J. A. VALENTINE, Secretary.

Auditor's Certificate.

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

OTAGO.

GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDING 31ST DECEMBER, 1913.

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*	56 8 1	..	73,207 9 7	10,945 18 4	..	84,225 6 9	..	..	..	16 10 9	..	41 3 2
2	Teachers' house allowances	37 8 1	..	1,025 3 3	..	..	1,036 16 7	..	..	25 14 9	..	23 15 0	..
3	Salaries of relieving-teachers	..	276 7 2	475 10 10	..	..	770 3 3	..	..	..	570 19 7	..	..
4	Free school-books	897 10 6	..	277 9 0	..	..	454 0 9	..	..	720 18 9	..	..	720 18 9
5	General administration	4,318 2 6	..	13,186 2 1	..	..	..	..	..	4,924 17 11	..	..	..
	(*a.*) Incidental expenses of schools†	..	..	..	..	..	6,087 6 10	..	..	..	..	..	..
	(*b.*) Conveyance of school-children	..	..	..	..	..	1,409 3 1	..	..	..	..	..	..
	(*c.*) Board of school-children	..	..	..	..	..	91 17 6	..	..	..	..	..	..
	(*d.*) Office staff (including Secretary, Inspectors, &c.), salaries and clerical assistance	..	..	..	..	..	3,506 0 0	..	..	..	..	..	..
	(*e.*) Office contingencies	..	..	..	..	..	1,349 9 7	..	..	..	..	..	..
	(*f.*) Refunds and sundries	..	..	..	..	99 0 2	..	..	..	..	..	..	..
	(*g.*) Visit of Battleship "New Zealand"	..	..	..	..	6 5 0	46 8 8	..	..	..	..	..	..
	(*h.*) Exchange on cheques	..	..	..	..	..	39 18 3	..	..	..	..	..	..
	(*i.*) Proficiency examinations	..	..	..	..	..	12 13 5	..	..	..	..	..	..
	(*j*) Gymnastic instructor	..	..	..	..	..	141 14 6	..	..	..	..	..	..
	Training colleges and training of teachers—												
6	Salaries of staff (half of the total cost)	..	62 10 0	1,844 6 8	..	..	1,770 11 8	..	..	11 5 0	..	..	5 12 6
7	Allowances for students	..	6 7 0	6,871 7 1	..	..	6,848 19 3	..	..	16 0 10	..	..	16 0 10
8	Incidental expenses	..	18 4 11	10 0 0	..	..	191 7 5	..	..	..	199 12 4	..	..
9	Training of teachers (other than at training college)	..	37 0 9	483 2 2	..	..	362 1 7	..	..	83 19 10	..	..	..
	Grant for instruction in special subjects	..	..	278 6 8	..	..	260 0 0	..	..	18 6 8	..	..	..
	Secondary education—												
	Scholarships—												
10	Board's	..	680 0 0	1,697 10 0	..	..	1,350 0 0	..	..	..	332 10 0	332 10 0	..
11	National	..	170 0 0	395 0 0	..	..	300 0 0	..	..	..	75 0 0	75 0 0	..
12	Special	..	..	..	..	50 0 0	20 0 0	..	..	30 0 0	..	..	30 0 0
	District high schools—												
13	Salaries of staffs of secondary departments	1 5 0	..	2,222 18 4	..	..	2,222 18 4	..	..	1 5 0	..	..	1 5 0
	General purposes—												
14	(*a.*) Voluntary contributions and subsidies	195 10 7	..	129 9 7	..	144 16 4	321 19 4	..	..	166 7 2	..	..	16 10 6
15	(*b.*) Fees from pupils			..	..	18 10 0	..	..	..			..	..
16	(*c.*) High School Boards' grants			..	..	..	..	..	..			..	..

	Manual and technical—																			
	School classes—																			
17	Capitation					3,977 8 10	..	..		3,825 11 10							3,500 0 0	..		
18	Voluntary contributions and bequests and subsidies					207 2 3	..	260 17 11		31 7 3							..	..		
	Special and associated classes—																			
19	Capitation					3,663 4 8	..	..		5,549 19 1							515 0 0	..		
20	Material					258 0 2	..	53 0 3		105 2 6							..	..		
21	Voluntary contributions and bequests and subsidies	..		1,818 16 9		3,569 6 11	..	95 18 11		3,246 6 5	..		..		1,493 8 8		..	..		
22	Fees from pupils at special classes					..	..	720 6 9		..							17 6 9	..		
23	Free-place holders					542 8 6	..	..		..							..	..		
24	Direction and administration (school and special classes)					..	..	..		264 0 0							..	..		
	Buildings: Maintenance, rebuilding, rent—																			
25	(*a*) Maintenance and small additions and (*b*) ordinary rebuilding					10,343 0 0	..	163 17 11		(*a*) 10,541 15 10		..	691 3 10				4,366 0 0	3,824 6 5		
										(*b*) 2,581 0 0		..								
26	Rebuilding schools destroyed by fire	3,695 9 11		..		35 0 0	..	..		..		..			410 9 2		..	..		
27	Rents of buildings and sites for school purposes					18 11 0	..	..		31 10 0		..					31 10 0	..		
	New buildings, furniture, additions, sites—																			
28	Public schools		..	1,223 14 3		3,498 7 5	..	20 0 0		4,137 2 9	691 3 10	..			1,151 5 9		1,151 5 9	1,151 5 9		
29	Manual instruction		..	1,932 8 0		9,276 8 7	..	192 7 6		9,507 14 10	..	..			1,971 6 9		1,379 6 5	1,379 6 5		
33	Sites-sales		..	1,973 15 7		1,353 0 0	..	136 0 0		1,872 18 8	..	..			2,357 14 3		..	..		
	Other separate accounts—																			
	Contractors' deposits	140 3 0		..		..	..	223 8 6		133 7 6	..	..		230 4 0	..		..	230 4 0		
	Totals	9,341 17 8		8,199 4 5		138,845 13 7	10,945 18 4	2,184 9 3		154,647 13 5	691 3 10	691 3 10		6,639 9 1	8,168 8 1		11,391 13 11	7,416 13 4		

* Exclusive of secondary departments of district high schools, but including 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.
Net balance at 1st January, 1913, *Cr.*		1,142 13 3
Bank balance at 31st December, 1913, *Dr.*	793 15 8	
Add unpresented cheques	735 3 4	
	1,528 19 0	
Total at 31st December, 1913, *Dr.*		£1,528 19 0

Education Office, Dunedin, 6th March, 1914.

J. Mitchell, Chairman.
S. M. Park, Secretary.

Auditor's Certificate.

Examined and found correct, except that the transfer of £691 3s. 10d. from the Maintenance Account to the New Building Account is without authority of law.—
P Purvis Webb, Deputy Controller and Auditor.

SOUTHLAND.

General Statement of Receipts and Expenditure for the Year ending 31st December, 1913.

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*	29 19 3	..	41,838 12 9	5,151 0 5	53 3 4	47,111 6 10	..	..	..	38 11 1	69 12 2	111 9 7
2	Teachers' house allowances	50 4 9	..	604 11 7	..	32 10 0	613 4 3	..	..	74 2 1	..	4 0 0	..
3	Salaries of relieving-teachers	305 11 6	..	240 2 5	..	..	276 19 6	..	..	268 14 5	..	..	..
4	Free school-books	403 4 0	..	..	..	119 8 9	93 0 5	..	..	429 12 4	..	..	..
5	General administration	1,898 9 3	..	6,012 5 0	..	315 7 6	..	..	..	1,185 16 7	..	319 10 3	398 2 7
	(*a.*) Incidental expenses of schools†	..	..	..	..	..	3,567 5 1	..	..	..	..	..	..
	(*b.*) Conveyance of school-children	..	..	777 19 3	..	..	775 6 9	..	..	..	..	..	..
	(*c.*) Board of school-children	..	..	42 15 0	..	..	43 10 0	..	..	..	..	..	..
	(*d.*) Office staff (including Secretary, Inspectors, &c.), salaries and clerical assistance	..	..	..	..	..	2,335 8 5	..	..	..	..	..	..
	(*e.*) Office contingencies	..	..	..	..	..	1,109 7 0	..	..	..	..	..	..
	(*f.*) Refunds and sundries	..	..	..	..	..	5 0 0	..	..	..	..	..	..
	(*g.*) High-school gymnasium rent	..	..	..	..	..	25 0 0	..	..	..	..	..	..
9	Training of teachers (other than at training college)	318 11 7	..	318 7 6	..	..	392 0 11	..	155 11 11	89 6 3	..	236 17 11	..
	Secondary education—												
	Scholarships—												
10	Board's	..	..	648 15 0	..	2 10 0	651 5 0	..	..	..	..	..	..
11	National	..	..	340 0 0	..	..	340 0 0	..	..	..	..	..	..
12	Special	..	..	..	..	..	..	..	..	..	..	..	..
	District high schools—												
13	Salaries of staffs of secondary departments	..	33 1 5	247 14 10	..	..	247 3 7	..	..	..	32 10 2	..	..
	General purposes—												
14	(*a.*) Voluntary contributions and subsidies	..	..	..	..	..	..	..	..	..	..	..	..
15	(*b.*) Fees from pupils	..	..	..	..	..	..	..	..	..	..	..	..
16	(*c.*) High School Boards' grants	..	..	..	..	..	..	..	..	..	..	..	..
	Manual and technical—												
	School classes—												
17	Capitation	1,586 12 3	..	1,928 12 4	..	285 1 0	2,344 2 2	345 8 2	67 19 9	1,801 8 6	..	2,093 15 9	437 4 11
18	Voluntary contributions and bequests and subsidies			20 8 2	..	47 8 6	..					45 12 3	..
	Special and associated classes—												
19	Capitation	..	330 16 6	1,775 8 5	..	138 19 3	2,478 18 9	..	189 16 3	..	529 2 6	712 10 2	121 11 3
20	Material			24 14 11	..	61 2 8	..					35 4 6	..
21	Voluntary contributions and bequests and subsidies			36 14 0	..	82 1 0	..					94 5 8	..
22	Fees from pupils at special classes			..	..	278 19 6	..					86 17 6	..
23	Free-place holders			72 9 3	..	..	..					..	..

24	Direction and administration (school and special classes)	..	66 17 3	..	..	..	..	66 17 3	..	..	..	..	..	..	
	Buildings: Maintenance, rebuilding, rent—														
25	(*a*) Maintenance and small additions and (*b*) ordinary rebuilding			5,376 0 0	..	70 15 0	(*a*) 7,667 1 10 (*b*) ..	..	1,109 11 5				2,373 0 10	2,001 1 10	
26	Rebuilding schools destroyed by fire, bath-rooms and wash-houses	7,749 5 0	..	..	..	..	153 10 3	..	..	4,324 19 1	..		..	..	
27	Rents of buildings and sites for school purposes			143 19 6	..	..	84 16 11	..	..				64 0 2	4 0 0	
	New buildings, furniture, additions, sites—														
28	Public schools	..	2,261 5 5	4,799 5 0	..	27 0 0	5,890 17 7	1,109 11 5	..	..	2,216 6 7	6,160 0 0	3,943 13 5		
29	Manual instruction	..	1,494 14 11	94 14 9	..	..	..	..	..	..	1,400 0 2	..	..		
30	Technical instruction	..	2,451 17 8	565 12 3	..	..	1,456 0 0	..	..	..	3,342 5 5	1,800 0 0	411 15 7		
31	Rent of buildings for technical instruction purposes	..	1 2 6	..	..	..	..	1 2 6	..	..	..	..	..		
32	Sites-sales	..	406 8 6	..	..	40 3 0	88 8 9	..	..	..	454 14 3	..	..		
	Other separate accounts—														
	Contractors' deposits	30 5 0	..	..	..	191 6 4	180 16 9	..	..	40 14 7	..	..	40 14 7		
	Superannuation arrears	..	..	..	..	114 15 6	114 17 8	..	..	..	..	..	..		
	Totals	‡12,372 2 7	7,046 4 2	65,909 1 11	5,151 0 5	1,860 11 4	78,045 8 5	1,522 19 4	1,522 19 4	8,214 13 10	8,013 10 2	14,095 7 2	7,469 13 9		

* Exclusive of secondary departments of district high schools, but including 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.
‡ Includes the sum of £30 5s. on account of contractors' deposits not included in the balance at 31st December, 1912, as shown in E.–2, 1913.

	£ s. d.	£ s. d.
Net balance at 1st January, 1913, *Cr.*		‡5,325 18 5
Bank balance at 31st December, 1913, *Cr.*	1,025 9 0	
Less unpresented cheques	824 5 4	
Total at 31st December, 1913, *Cr.*		£201 3 8

Education Office, Invercargill, 6th April, 1914.

JOHN FISHER, Chairman.
A. BELL, Secretary.

Auditor's Certificate.

Examined and found correct, except that the transfer of £1,109 11s. 5d. from the Maintenance Account o the New Building Account is without authority of law.—
P. P. WEBB, Deputy Controller and Auditor-General.

APPENDIX B.

I. EXTRACT FROM THE THIRTY-SEVENTH 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 1913 was £63,789 5s. 3d., including a sum of £1,478 15s. 1d., which represents interest on mortgages and investments received from the Public Trustee for the financial year 1913–14. This was the total amount received by Education Boards for the year ended the 31st December, 1913.

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 1913 was £8,008 11s. 8d., including a sum of £44 11s., which represents interest on mortgages and investments received from the Public Trustee for the financial year 1913–14. Details of the distribution are shown in Table K9 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, 1913.

PRIMARY EDUCATION.

Provincial Districts.	Revenue received.	Distribution of Revenue.	
		Education Board.	Amount paid to each Board.
	£ s. d.		£ s. d.
Auckland	7,118 1 3	Auckland	6,548 12 5
		Hawke's Bay	569 8 10
Taranaki	5,380 7 5	Auckland	161 8 3
		Taranaki	3,497 4 10
		Wanganui	1,721 14 4
Wellington	8,904 10 9	Wanganui	3,205 12 9
		Wellington	5,698 18 0
Hawke's Bay	4,539 13 10	Hawke's Bay	4,539 13 10
Marlborough	366 7 5	Marlborough	322 8 2
		North Canterbury	43 19 3
Nelson	714 16 5	Nelson	586 2 10
		Grey	42 17 9
		North Canterbury	85 15 10
Westland	291 19 10	Grey	143 1 7
		Westland	148 18 3
Canterbury	18,340 10 7	North Canterbury	14,489 0 6
		South Canterbury	3,851 10 1
Otago	18,132 17 9	Otago	12,330 7 3
		Southland	5,802 10 6
	63,789 5 3		63,789 5 3

SUMMARY.

AMOUNT PAID TO EACH EDUCATION BOARD.

	£ s. d.		£ s. d.
Auckland	6,710 0 8	Brought forward ..	26,851 4 3
Taranaki	3,497 4 10	Grey	185 19 4
Wanganui..	4,927 7 1	Westland	148 18 3
Wellington	5,698 18 0	North Canterbury	14,618 15 7
Hawke's Bay	5,109 2 8	South Canterbury	3,851 10 1
Marlborough	322 8 2	Otago	12,330 7 3
Nelson	586 2 10	Southland	5,802 10 6
Carried forward ..	26,851 4 3		63,789 5 3

APPENDIX C.

REPORTS OF INSPECTORS OF SCHOOLS, 1913.

AUCKLAND.

SIR,— Education Office, Auckland, 31st March, 1914.

We have the honour to submit for the year 1913 our annual report on the public primary schools of the Auckland Education District, and those private schools whose inspection was undertaken by the Board in compliance with section 170 of the Education Act.

At the close of the year the number of public schools in operation was 611, an increase of seventeen since the previous year. Twenty-five Roman Catholic diocesan schools, seventeen other private schools, and the Anglican Orphan Home were inspected also.

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	278	224	15 3
" VI	2,645	2,485	14 1
" V	3,981	3,869	13 4
" IV	5,016	4,862	12 5
" III	5,296	5,108	11 5
" II	5,732	5,484	10 5
" I	5,719	5,410	9 5
Preparatory	18,562	16,529	7 3
Totals	47,229	43,971	9 10*

* Mean of average age.

This table shows an increase for the year of 2,169 on the roll number, and 1,085 on the number present at the annual examination. The total enrolment in the Roman Catholic diocesan schools was 3,220, and of these 3,051 were present at the annual examination. The number of pupils on the rolls of other private schools inspected was 500.

During the year, but chiefly towards its close, 2,485 candidates from the public schools sat for Standard VI certificates. Of these 1,885, or 76 per cent., obtained certificates of proficiency, and 340, or 14 per cent., certificates of competency. From the Roman Catholic diocesan schools 181 candidates were presented for Standard VI certificates, of whom ninety-six, or 53 per cent., obtained certificates of proficiency, and thirty, or 17 per cent., certificates of competency.

With a few exceptions all schools were visited twice during the year. Pressure of work, arising largely from the general advance of settlement and from the attention demanded by the grading of teachers, undertaken about the middle of the year, prevented the customary two visits to each school being paid in every case. Towards the close of the year Mr. T. F. Warren came to our assistance and carried out the work of inspection with his usual energy and thoroughness.

Standard of Attainments.—In the larger schools and in many of the smaller ones the standard of attainments reached is creditable to all concerned, pupils who have passed through the classes and won proficiency certificates being well prepared for the fuller and more responsible life awaiting them. There are still, however, a considerable number of schools—for the most part small schools—where teachers are satisfied with a standard of work unduly low, and where effort is followed by disappointing results. In some cases this is due to want of energy and enthusiasm on the part of teachers themselves; but in others it arises from lack of appreciation of what can be done and is being done in those schools where skill and experience, reinforced by earnestness and diligence, direct and stimulate the efforts of the school community. During the year a number of teachers have been granted permission to visit efficient schools, with the object of observing approved methods and realizing the possibilities of effective instruction. These visits have been attended with most encouraging results, and we feel that in many cases the only way to bring about improvement in the matter to which we refer is an extension of this "visiting privilege."

We have drawn attention in former reports to the need for "observation schools," where specially selected teachers would serve as models for the less efficient and experienced, and we are more than ever convinced of the urgent necessity for the operation of these schools in this large district, with its numerous outposts far removed from the influence of larger communities, and where the question of obtaining supply of efficient teachers is still one of very serious difficulty.

Standard VI Certificates.—It has been felt for some years past that the standard of attainment demanded by a certificate of proficiency was, in general, not sufficiently high, and at a recent conference of Inspectors it was agreed that it was desirable to raise the standard. The possession of a certificate of proficiency implies, or ought to imply, that the holder has mastered the work of the primary school, has had his intelligence developed and powers of observation extended within the limits of primary-school influence, and is in a position to profit by that further training provided free of cost by the State. It follows, therefore, that a reasonably high standard of attainments should be demanded before these certificates are awarded, especially in view of the proposal to abolish ordinary scholarship allowances and substitute more widely distributed boarding-allowances. It should be borne in mind, however, that the free-place privilege carried by the certificate of proficiency is of very real benefit to a large number of pupils, so that to raise the standard of attainments in such a way as to shut out applicants whose primary-school training would warrant their receiving further instruction would be unfair to the pupils concerned and unfortunate to the interests of the community. By all means let us raise the standard of attainments required for the proficiency certificate, but let us also safeguard the interests of those who desire to take advantage of free secondary education. While therefore we are of opinion that certificates of proficiency should be reserved for the best products of our primary schools, we also maintain that the lower certificate in Standard VI—viz., the certificate of competency—should carry some of the privileges heretofore borne by the certificate of proficiency.

There is another matter in connexion with the award of Standard VI certificates to which we find it necessary again to draw attention. Some teachers are apt to think that the efficiency of the school is tested and the ability of the teacher gauged by the percentage of Standard VI certificates won by pupils. We refer, of course, to the smaller schools. Though we recognize the need for intelligence and skill on the part of those who successfully prepare pupils for examination, and though, as a rule, we think highly of the school whose pupils are able to acquit themselves with credit in examination tests, we submit that other parts of the school have equal claims on the attention of the teacher, and that these must in no way be subordinated to preparing pupils for Standard VI examinations. The efficiency of the school is estimated by the standard of work it is able to maintain throughout all classes, and no amount of proficiency in Standard VI can compensate for backward conditions elsewhere.

Preparatory Classes in Smaller Schools.—The case of pupils in these classes was dealt with in our annual report of last year, but as we still notice the existence of the matters there referred to we feel it necessary to emphasize what has already been said. In some of the smaller schools pupils in the preparatory classes are neglected—we use the term advisedly—the attention of the teacher being directed towards the instruction of those in the upper standards. It cannot be too often insisted that the ultimate success of the school must depend on the training given to pupils in the lower classes, for if the foundations of knowledge and training be not well and truly laid the superstructure cannot be expected to reach satisfactory dimensions or to endure. We regret to state that it is not an altogether uncommon experience to find in the preparatory classes pupils that have been attending school for three or four years and whose knowledge, equipment, and intellectual outlook leave much to be desired. We are forced to the conclusion, partly by the low level of attainments reached by these children and partly by an examination of the time-table and the teaching methods during our visits, that the amount of individual attention, direct and indirect, received by them is altogether inadequate. We find also that the amount of time they are required to devote to writing, figuring, drawing from line copies, reproducing conventional border-patterns, and to other similar work is out of all proportion to the importance of these tasks, and can hardly fail to have a most unfortunate influence on subsequent progress. To keep little children writing, figuring, or drawing on slates for several hours per day tends not only to discourage natural effort, to check originality, to dull mental activity, and to rob school routine of interest, but also to create and foster a very real dislike for school-work, and to promote habits of inattention and idleness. It is most necessary that suitable occupation be provided for these little people, and we would specially direct the attention of the teachers concerned to this highly important matter. A certain portion of each day should be devoted to the personal supervision of the work of these pupils, for whom short lessons at relatively frequent intervals are essential. Then again, games and various suitable manual occupations should be employed. These, being the means by which the pupils may "learn by doing," invest school routine with life and interest. Some teachers still cling to the antiquated alphabetical method of teaching reading in its initial stages, instead of requiring children to acquire a knowledge of the sound-values of letters and gradually to apply these in interpreting the symbols that stand for words. The use of objects, pictures, and actions to give reality to the word-symbols is very commonly neglected, correct phrasing is still frequently overlooked, and the reading-matter itself often lacks variety and seldom takes the form of an exercise composed either by teacher or pupils and printed on the blackboard.

Promotions.—For some years past with monotonous regularity we have drawn attention to the danger attending hasty or ill-advised promotions from class to class, and we regret that it is still necessary to refer to the matter. It is difficult to overestimate the harmful results of injudicious classification. A pupil unfitted for promotion, if moved forward, not only acts as a serious bar to the progress of others, but is most unfairly dealt with in being required to undertake work for which he has not received the necessary preparation. The difficulty of coping with the work exhausts his energy, repeated failure leads to discouragement, the knowledge that others are making real progress and that he is not disheartens him, the net result being that his efforts tend to diminish, and the close of the year finds him but little advanced and with a growing disinclination to prolong his school life. We would again urge on teachers

the great and obvious need for the non-promotion of pupils that have failed to master the requirements of their present standard, and whose progress therefore gives but little promise of success in the next. These remarks, it must be understood, do not apply to the larger and more efficient schools, but only to those whose teachers, from want of experience or from inability to withstand local pressure, or from lack of appreciation of the far-reaching effects of their action, err in the direction indicated.

Periodical Examinations.—Clause 5 of the Regulations for the Inspection and Examination of Schools is very clear as to what is required in this matter, and yet it is not an uncommon experience to find the records of periodical examinations far from satisfactory. We are told that "the work has been done on slates," and hence is not available for reference, or we find that corrections, especially in the case of composition and spelling, are made with insufficient care. In some schools the practice obtains of allowing pupils to make rough copies of the answers to questions set before writing them in the book provided for the purpose of recording examination results. This plan cannot be deemed satisfactory. Pupils should be required, when undergoing examination, to work under examination conditions, which demand that answers should be written down within the time allotted to the subject in question, which in general does not permit of the preparation of a rough draft prior to the making of a fair copy. The new syllabus regulations do not require more than two periodical examinations to be held during the course of the year, so that the work involved in testing the progress of pupils and recording results has been considerably lessened. We must insist on all teachers complying with the regulations bearing on this matter, and we trust that no further reference to it on our part will be necessary.

Probationers.—We would again draw attention to the terms of the regulations under which probationers are appointed, which make it quite clear that these are not to be regarded as forming part of the staff. The number of hours per week during which probationers may be employed in actual teaching is fifteen, and these should be utilized in giving the probationers varied practice so as to make the experience of the period of probation as wide as possible, and enable the probationers to form some idea of the aims of teaching and of the difficulties that beset the realization of such aims, with the best ways of overcoming them. In other words, the probationer is to be regarded as a possible and not as an actual recruit; as one who is on probation, and who, as a beginner, is especially in need of guidance and careful supervision. We have heard of cases where the services of probationers have been utilized within very narrow limits, with the result that the experience acquired has been neither sufficiently varied nor sufficiently extensive. It was partly because it was realized that the proper direction and supervision of the probationers' duties would make considerable demands on the time of head teachers and assistants that the probationer was and is regarded as a teaching unit quite apart from the ordinary staff.

Organization.—This item includes the grouping of classes, the distribution of the staff, the preparation and application of schemes of work, and the direction of school activities generally. We refer, however, more particularly to that portion of the work of organization having reference to the distribution of staff. In most of the schools very commendable care has been shown in utilizing the services of the staff to the best advantage and in allotting classes to teachers so that the work involved is fairly distributed. There are, however, cases where these conditions do not obtain, and where certain teachers are asked to undertake the instruction of too many pupils. This, it is scarcely necessary to point out, is unfair both to teacher and pupils, and cannot fail to have an effect detrimental to the interests of the school. Pupils in the preparatory classes require constant supervision and individual attention, and this becomes well-nigh impossible unless the numbers are relatively small. We speak in the interests of teachers and pupils in the smaller schools, where assistants are sometimes required to undertake the training of an unduly large proportion of the total enrolment.

Oral Teaching.—In the larger and more efficient schools this important matter is receiving highly commendable attention, teachers realizing its pronounced utility and the need for making adequate preparation for its successful application. In many of the smaller schools, however, the so-called oral teaching is lacking in definition and point, and, moreover, is not impressed with sufficient force and thoroughness. The failure of so many pupils from country schools to do justice to Standard VI examination tests we consider may fairly be attributed to faulty oral teaching, and we are forced to conclude that the preparation necessary for effective oral teaching is frequently omitted. Efficient teaching-power implies a very definite appreciation of aim and method, which can be acquired only as the result of careful preparation and intelligent thought, for, though it is true that pupils should be taught to work independently and acquire knowledge for themselves, and that the best teacher is the one who is constantly striving to render his services unnecessary, the counsel of perfection implied in this statement cannot be realized without skilful direction of the pupils' efforts and wise use of every available aid to teaching. The difficulties inseparable from learning are very real in the case of most children, who require help and encouragement if they are to succeed, not only in the acquisition of knowledge, but also in forming habits of systematic application, without which the results of their training must be inadequate and disappointing. Lessons in arithmetic, in composition, in reading, in history, and in other subjects cannot be successfully given without much preparation, and teachers that fail to realize this are not fully cognizant of the important duties they are called upon to discharge.

Reading and Recitation.—Though in the upper classes reading in most of the schools continues to improve, there are still a good number of schools where the results are far from satisfactory. The pupils, on the whole, read with some accuracy and fluency, but expressive reading is the exception and not the rule. The fault appears to lie in the teaching, which we are led to think ends in enabling pupils to pronounce the words with more or less fluency—the

necessary expression being regarded as of minor importance. Pupils should read for meaning and not for mere reading practice, and when they read aloud their efforts should be consciously directed to the form and style of expression as concerned with aesthetic appreciation by the ear. In other words, pupils who have been properly taught and have profited by the instructions should be able, when reading aloud, to convey to a listener not merely the gist of the passage but its meaning clearly and pleasantly expressed. "Barking at print," as some one has tersely described the process, should give place to more ambitious aims, and pupils should be taught to read with intelligence and feeling. The chief object with which reading is taught is to enable children to master written or printed matter for their own information. In addition to this, however, it is most desirable that pupils should gradually come to appreciate good books and develop a taste for good literature. It is here that the teacher's power can be very effective and his influence and example very helpful, for it is mainly on his skilful treatment of lessons that the interest aroused will depend. A teacher without some knowledge of literature and without some appreciation of literary ideals cannot hope to inspire his pupils with a desire to learn and know something of the beauties of thought and setting with which good literature abounds, nor can he hope profitably to direct the reading of his pupils when recommending books from school or public libraries. We are glad to welcome amongst the additions to the reading-matter available for schools many of the recent publications containing carefully selected passages from standard authors, of sufficient length to enable pupils to form some conception of the author's style and of his claims to literary distinction. These should be used freely in the schools and should gradually supersede the "miscellaneous" reader as the class reading-book.

Recitation shows but little improvement in many schools. The pieces selected are so hackneyed and so inferior in quality that they raise the unpleasant suspicion that not a few teachers have no more intimate acquaintance with the rich realm of English poetry than can be gained from the ordinary school reading-book. We frequently find that the same pieces are learnt year after year by the same class, so that pupils are unable to escape from dreary repetition, which must rob the selections of interest and foster an attitude of indifference, if not of dislike. The selections, moreover, are sometimes imperfectly known, and are often repeated with rhythmic monotony and lifeless expression, as though the task of committing the lines to memory was regarded as useless, uninteresting, and depressing. If the recitation lesson is to be a success not only should the selections be appropriate, but the meaning and aim of the passage should be realized by pupils, who should be trained to express in tone and gesture the beauty of thought and language enshrined in the author's words.

Composition.—Composition varies from "satisfactory to good" where the subject receives careful and satisfactory attention, and where due regard is paid to oral treatment in the lower classes and throughout the school. In many schools these conditions do not obtain, and the actual teaching bestowed on the subject is quite insufficient to secure satisfactory results. Too frequently the lesson consists in requiring the class to write a certain number of sentences on a subject announced at the last moment, and in the treatment of which they receive practically no help or guidance. Some teachers, we fear, are too easily satisfied with the efforts of their pupils; others, through inexperience, set up an unduly low standard; others again do not teach the subject according to approved methods. The result is that in only the best schools can the exercises presented in Standard VI be deemed satisfactory, in view of the number of years pupils have been receiving instructions in this subject—their mother-tongue. We are of the opinion that a considerable improvement could speedily be effected if the subject were taught methodically, skilfully, step by step—if teachers, in short, would realize that reading, recitation, English grammar, and analysis, and practically all oral work, should be regarded as parts of the same subject. A study of some of the prose and poetry in the reading-books, including the memorizing of certain passages with the object of enlarging the pupil's vocabulary and of enabling him to understand something of the writer's methods in the use of language, would be found of very real service; whilst a more liberal use of the blackboard appears to be urgently needed. In connexion with the teaching of this subject the following publications will supply useful information and afford welcome assistance: "Preparatory Reading and Composition" and "Picture Composition," both by Lewis Marsh; and "The Model Class-books of English Composition," by Chambers and Ker (Blackie and Son).

Arithmetic.—Much of what we have written in former reports still applies to the teaching of this subject. Some teachers still regard mental arithmetic as an additional subject, and not as a very real and necessary aid to intelligent comprehension of the various processes it becomes necessary to apply, and as a most essential step towards acquiring familiarity with the principles involved. In the new syllabus just issued special stress is laid on the importance of practical work, which as far as possible should be continued throughout all classes. The need for the rule should rise from experience, and the rule should be formulated as the result of experiment and observation. As the pupils grow older he will give more and more attention to the processes of reasoning in making these formulations. The application of rules should always include a large number of simple problems varied in character, and the solutions should be written out clearly—*i.e.*, the sentences, although written in arithmetical shorthand, should be logically connected. A variety of problems in each rule is a matter of the first importance, in order to demand from the pupil an intelligent examination of method in each case. "I have not done that kind of sum before" is a reason often given for not attempting a solution, an attitude of mind arising from a course of instruction in which problem-work is limited in amount and lacking in variety. It should be remembered that it is not facility in solving certain types of problems, but an attitude of mind, a mode of attack, that we wish to develop. We would further draw attention to the matter of setting down the work in general. When pupils are engaged in doing written

work involving operations to which they are not accustomed their attention is focussed on the process and not on the figuring, so that at this stage it is unreasonable to demand very careful and neat work. The time to discuss with them the best methods of setting down the work and to insist on neatness is when they are familiar with the processes. Another important matter which is frequently overlooked is the need for training pupils to make approximate estimates of the numerical size of the answers to problems. If this were more commonly made a part of the teaching it would very appreciably lessen the danger of an answer being given which is many times too large or too small. Number work in the preparatory classes in too many cases is not sufficiently well illustrated by mechanical aids, and in some cases pupils in these classes are required to deal with numbers much beyond their powers of comprehension. As a general rule it requires two years of steady well-directed effort on the part of the child to understand numbers up to 20, and until this is clearly and thoroughly grasped larger numbers should not be introduced.

Geography.—Physical and mathematical geography calls for the usual comment. In some schools the subject is treated with skill and intelligence—local conditions, suitable apparatus, appropriate experiments, and such observations of the operation of natural forces as circumstances will permit being utilized in illustrating and impressing the instruction attempted. In many of the smaller schools, on the other hand, too much reliance is still placed on the text-book, with the result that the subject loses much of its interest and value and tends to become a mere vehicle for loading the memory with scraps of information imperfectly assimilated. We would again remind teachers that the text-book in the case of this subject is a positive source of danger when placed in the hands of pupils, unless the greatest care is exercised in supervising its use. The subject is in reality a form of nature-study, and as such is intended to develop powers of observation and reasoning, and gradually to lead pupils to apply their own experience in solving some of the problems arising from the operation of natural forces and in understanding some of the processes at work around them. To this end out-of-door lessons should form a very essential part of the instruction, and no scheme for teaching this subject can be regarded as complete and satisfactory which overlooks this important matter. Course B Geography, too, in the smaller schools is often disappointing in that instruction takes the form of requiring pupils to commit lists of names to memory with but little attempt to connect these with conditions obtaining in the countries to which they belong. On the whole, however, we are glad to state that the teaching of this portion of the subject shows a marked improvement, as a result of a better appreciation of the limitations of text-book instruction and of the importance of vivid personal teaching. The answers to questions set at the examination for Standard VI certificates in some cases show that knowledge of the Dominion outside the pupil's own district was not sufficiently full and accurate. The plan of working from one's own district outward is to be commended, but the merits of more distant localities should not be overlooked, and every pupil leaving our schools with a Sixth Standard certificate should have a reasonably accurate knowledge of the geography of New Zealand, and should realize that it is just possible that his own district may not commonly be regarded as the commercial, agricultural, or industrial centre of the Dominion.

Drawing.—This subject varies considerably from school to school, and, speaking generally, may be regarded as being well taught in the more efficient schools, and falling considerably short of the best ideals in a large number of the smaller schools. We wrote with some fullness on the matter last year, and would refer teachers to the report in question. There is still too much use of the "line copy" and too little recourse to natural objects for suitable material. It should be remembered that in this as in other subjects the methods whereby results are obtained are the matters of real importance, and that the finished drawing is the end of the drawing-lesson only in so far as it embodies all the developed power of thought and observation for which a sound lesson should stand. A drawing that is a mere mechanical copy of an existing drawing, no matter how faithfully it may be reproduced, is not in itself an indication that educative principles find expression in the teaching methods adopted. We would once again emphasize the need for correlating drawing with other school subjects. To quote from the syllabus: "No explanation of any real form should be considered thoroughly satisfactory unless accompanied by an intelligent drawing." As a great number of our teachers in outlying districts, either from want of experience, from lack of early training, or because opportunities for keeping pace with modern developments have not presented themselves, find considerable difficulty in realizing the true significance of the spirit running through the drawing syllabus and in plotting out schemes of instruction giving expression to this spirit, we hope ere long it may be possible to hold classes in convenient centres at which such teachers may attend for instruction.

Nature-study.—Nature-study in some schools is not a study of nature, but is too often the old object-lesson in disguise, in the treatment of which pupils were not afforded sufficient opportunities for making first-hand observations of natural forms in their usual environment and of associating these with poetry, handwork, drawing, and other means of expression. Nature-study should form an important part of the program of work in all schools, especially in country schools where endless opportunities for profitable and interesting treatment will present themselves, and where the lives of children may be brightened and their outlook widened by training them to take an intelligent interest in their surroundings and to have some appreciation of the wonders and beauty of nature's methods and marvels. We recognize, of course, that in many schools a considerable advance has been made in the teaching of this subject—where the treatment it is receiving is highly educative and altogether inspiring—and of these we cannot speak too highly; but in not a few the real aim of nature-study is still unachieved, and it is to these that our earlier remarks more particularly apply.

Gardening Operations.—[See E.–5, Report on Manual and Technical Instruction.]

Appearance of School-grounds.—The continued and increasing interest shown in gardening operations has led in many cases to a great improvement in the appearance of school surroundings. Many teachers and members of Committees have spent time and money in a laudable endeavour to render both rooms and grounds more attractive, and to bring into the lives of pupils the educative influence of suitable environment. We note the growth of this spirit of improvement with genuine satisfaction, realizing the great and obvious benefits to be derived from daily contact with neatness, order, and pleasure-giving conditions. There are still, however, a number of teachers who fail to grasp the importance of this matter, who take but little interest in the appearance of rooms or grounds, and whose efforts in the direction of making the playground and general appearance of school buildings a real live educative factor are quite unworthy of service traditions. It is true that this at times arises from inexperience, from want of appreciation of the issues involved, from apathy of Committees and parents, and in some cases from local discouragement. Making all due allowance for such unfortunate conditions, we are still of opinion that more could and should be done in many cases, and that a little energy, tactfully applied, would gradually lead to helpful response and interested co-operation. A matter of special importance is the need in some cases for the removal of fern, tea-tree, and scrub, which have been allowed to accumulate and disfigure the grounds and become a source of real danger to fences and buildings.

Physical Culture.—During the year arrangements were made for affording teachers an opportunity of receiving a short course of instruction in this important subject. Classes were held in Auckland, Thames, Whangarei, and Hamilton, in each case for a fortnight, during which period the contributing schools were closed. The work was organized and carried out by Mr. Royd Garlick, Director of Physical Culture, and his assistants, whose tact, consideration, patience, and ability won universal approbation and helped in no small degree to dispel any feeling of uncertainty as to the general utility of the movement. On the conclusion of the courses the instructors whose services were not required elsewhere visited as many schools as possible and gave very real assistance in the application of the training received at the classes. It is proposed to continue the holding of these classes until the entire service, or as much of it as can be reached, receives some training in physical culture. During the last few years several systems of physical exercises have been introduced into other countries, differing somewhat in pedagogic principle. There is the system adopted by the London Board of Education, based mainly on the doctrine taught in Sweden, on which our own system has been largely modelled. To some extent opposed to this system are certain pursuits adopted in the American States and elsewhere, of which the folk-dance may be taken as typical, "in which the teacher pays little or no attention to the exercise of individual muscles, but supplies opportunities for aesthetic enjoyment and the expression of music." The advocates of these and other systems are enthusiastic, and it is obvious that the good teacher can secure response from pupils in any of them. The problem is to determine which system or what modification of existing systems is best calculated to assist development—*i.e.*, to make the body a fit instrument, not merely for the maintenance of health, but "as a servant of the higher life, alike emotional and intellectual." Before concluding this paragraph we would point out to some teachers that, although enthusiasm in the cause of physical training is greatly to be commended, it is desirable that the time devoted to physical exercises should be kept within reasonable limits. From ten to fifteen minutes daily should suffice for the instruction needed, which in practically all cases should be given in the open air. The period or periods allotted to this subject, moreover, should appear on the time-table.

Training College Students.—Several years have now elapsed since the Training College commenced operations under its present management, so that we are able to estimate to some extent the success following the efforts of those responsible for the training received by students. It is with very great satisfaction we are able to bear witness to the good work done by a large proportion of ex-students, the value of their training being clearly shown in their general efficiency, in their enthusiasm for the cause, and in their attitude towards progressive ideas.

The Service.—Before closing our report, in which we have spoken somewhat freely of shortcomings, we wish it to be understood that we regard the efforts of a large proportion of our teachers in the discharge of their onerous and responsible duties as beyond all praise. An annual report, obviously, must deal largely with imperfections noted, with a view to their elimination, or with recommendations and suggestions, with a view to advancing the general welfare of the service. It is not to be supposed, however, that we do not recognize that in many of our schools highly educative work is in operation, that the general efficiency of the service is steadily rising, and that the educational outlook in this district may be regarded with hopeful anticipation.

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

The Chairman, Auckland Education Board.

TARANAKI.

SIR,— Education Office, New Plymouth, 18th February, 1914.

We have the honour to submit our annual report for the year ending 31st December, 1913.

At the beginning of the year ninety-four schools (including two half-time schools) were in operation, and during the year new schools were established at Ihaia, Rerekapa, Waingongora, and Patua, and the school at Opua was closed.

The following table contains a summary of the numbers and average age of pupils:—

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in each Class.
			Yrs. mos.
Standard VII	127	119	15 3
" VI	344	338	13 11
" V	544	530	13 10
" IV	654	632	12 4
" III	702	685	11 4
" II	803	779	10 2
" I	794	762	9 3
Preparatory	2,251	2,067	7 2
Totals	6,219	5,912	9 11

* Mean of average age.

Compared with the return for 1912 the roll number shows a slight increase of fifty-nine, while there has also been an increase of thirty-nine in the number present at the annual examination.

Punctuality and Regularity of Attendance.—That our remarks made under this heading in our last annual report were well warranted will be evident from the following extract from the Department's 1912 report on primary education: "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 a slight decrease. 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."

We are well aware that during the year referred to the attendance of the schools in Taranaki was somewhat seriously affected by the prevalence of epidemics, but even during the previous year, when the conditions were normal, the percentage of attendance was one of the three lowest in the Dominion. It need not be pointed out that this irregularity of attendance must have a detrimental effect on the efficiency of the school-work. Teachers who are keenly alive to this aspect of the question adopt various devices to remedy this evil, but unfortunately when parents are apathetic the efforts of the teacher in this direction are in a great measure rendered futile. Many teachers by the exercise of a strong personality and the employment of strenuous efforts for bettering the attendance have done much to overcome the apathy and indifference of parents and to arouse them to a true sense of their responsibility. One device commonly employed to stimulate regularity is the working out and publicly recording the average weekly percentage of attendance in each class. In several schools the attendance is further stimulated by giving to the class that has the highest attendance the privilege of holding for the ensuing week a banner or shield. Further, any class that is fortunate to hold the shield for four consecutive weeks is granted certain concessions, such as being dismissed an hour or so earlier. By this and other means these teachers develop a friendly rivalry amongst the classes, and the pupils make earnest efforts to maintain the prestige of their own particular group. A few teachers, however, take late arrival and irregular attendance too much as a matter of course. Instead of taking some steps to induce children to attend regularly they are inclined to throw the whole of the responsibility on the parents. It should also be noted that the finances of the Board also suffer materially, and it therefore behoves the Board to take more stringent measures to enforce the compulsory clauses of the Act.

Private Schools.—In addition to the five Catholic schools of the district we paid visits of inspection to all of the private schools in New Plymouth and Stratford with the exception of one. Some of these private schools have applied for and received from the Board a general certificate of exemption from attendance for their pupils at a public school. It will be necessary, however, for them to apply yearly as this certificate holds good for one year only.

Observation Schools, or Schools of Method.—We are pleased to report that the representatives of the teaching profession at their annual conference recently held in Auckland gave their unanimous support to the establishment of these schools on the lines laid down in our report of last year. As showing the benefit that may be derived from the establishment of such schools,

it may not be out of place to quote from the *New South Wales Public Instruction Gazette* an article by Mr. W. G. Davies, Principal of the Superior Public School, Cowra :—

"Twenty-eight students, teachers of small country schools comprised of the two sexes, about equally balanced in number, and representing in years most of the stages in human life, attended. I eliminated from the staff of teachers those without experience, whether of years or training. The visiting teachers were of various types: there was the 'young person' of both sexes eager to see how the thing was done in the larger schools, and hoping to profit by the observation; there was also the young person (mostly male, I must say) who, feeling that it was the proper thing to attend, as the Inspector was 'running the show,' was also a little scornful of the whole thing, and quite sure that there was nothing for him to learn. Thirdly, there was the indifferent teacher who came because the Inspector seemed to desire it, but as for himself it was a holiday and there an end. Lastly, and I am glad to think in a majority, were those who welcomed the opportunity, and saw in it great possibilities. As an interested 'bystander,' I carefully watched the effect of the daily work upon the visitors, and by cautious inquiry made a welcome discovery. I found that the indifference began to disappear after the first day and interest to take its place. As the work progressed the interest increased, and by the end of the week it had ripened into what was in very many cases actual enthusiasm. With one of the most earnest of the men (he had come thirty or forty miles to attend) my inquiries were less masked. 'Well,' I said, 'has it been worth while?' 'Worth while?' he repeated, 'it was worth while if I had got only the first half-hour.' The first half-hour, I may say in passing, was occupied by a demonstration in handling the little ones who had just come to school, those of about five or six years, and it was just here among the little ones that the average teacher saw most to interest him and most to learn. We gave of our best, and if the visitors saw some work that they were not able to imitate—in the upper classes we showed, for instance, how we rounded off a course of practical botany—still the bulk of the demonstration was packed with suggestive hints, which I have every reason to think will be the means of much good work in the remote country schools. Of this prediction, however, let the Inspector report, say, next year. In conclusion, let me say that the school was chosen not because we had an ideal staff of teachers, but rather for topographical reasons. Many things we did and showed could possibly have been done better in other schools, but I am satisfied that the net result of our very arduous week was distinctly good, and I should not be at all surprised to learn that, with departmental encouragement, schools of method will become of very frequent occurrence in every country inspectorate throughout the State."

Environment.—During the last two or three years there has been a marked improvement in the grounds and general surroundings of many of our schools, and we are pleased to see this as it shows that teachers are beginning to recognize the important part that environment plays in the education of the child. But the gardens have a broader influence on the locality. Teachers tell us that the gardens in connexion with one or two schools are admitted to be a feature of the district. The shield presented in 1909 by the late Mr. Tisch to encourage schools to improve their surroundings was this year secured by the Korito School after very keen competition.

Returns.—Although a steady improvement has taken place in respect to the accuracy and completeness of the returns required to be filled in by teachers, still a great deal of inconvenience and unnecessary work is imposed upon the office staff by the failure of some teachers to exercise a little care in the completion of their returns.

Pupil-teachers.—At the risk of being thought old-fashioned and out-of-date by theoretical educationists we should like to put in a good word for the retention of the pupil-teacher system. We think we are safe in asserting that head teachers generally prefer as assistant one who has served his term of apprenticeship as pupil-teacher. Our own experience satisfies us that they are fully justified in their preference. Pupil-teachers we find are better able to govern and discipline than are those who have passed through the stages of studentship without the long previous contact with pupils which fell to the lot of the pupil-teacher. The first few years after leaving college are trying ones for the ex-student, who is for the first time thrown on his own responsibility, and also trying ones to the child minds he is practising on. Apparently many head teachers imagined that with the appointment of additional assistants they would have their schools staffed from end to end with thoroughly trained teachers, and to a great extent be relieved of the responsibility of instructing their assistants in the art of teaching. Under the pupil-teacher system it was clearly recognized that the headmaster should closely direct and map out the work of the pupil-teacher, and not leave the class to the mercy of the crude efforts of the trainee, and thus the interests of the children were safeguarded.

Training of Teachers.—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 following summary shows the subjects taken and the roll number of each class: New Plymouth—Cookery, 8; hygiene, 19; mathematics, 8; geography, 7; school method, 8; drawing, 14; English, 7; history, 7; woodwork, 5: Stratford—School method, 20; English, 15; hygiene, 22; drawing, 30; agriculture, 11; mathematics, 21; history and civics, 12; home science, 15; botany, 12.

Arrangements were made also for the tuition of uncertificated teachers by correspondence in English, geography, and arithmetic. Seventeen teachers took advantage of these courses, and found them of great help. Some of the teachers who should have availed themselves of the courses provided failed to attend any of the classes; others again were very irregular in their attendance, showing clearly that they do not appreciate the efforts made to enable them to improve their professional standing. Those teachers evidently do not realize that regular attendance at teachers' classes is a factor taken into consideration by the Inspectors when dealing with the classification scheme for the promotion of teachers. It is not unreasonable to expect that teachers who enter for a class should continue to attend regularly throughout the course. Under the new

regulations requiring teachers before sitting for an examination to supply satisfactory evidence that they have carried out a course of practical work in certain science subjects, a great hardship is imposed on those in outlying districts, unless some adequate arrangements are made to enable them to take a practical course at some centre. To meet the difficulty it is intended this year to carry out a three-weeks course of instruction in practical science at the New Plymouth centre.

The usual course of practical lessons for pupil-teachers conducted by the Inspectors was held at New Plymouth, Inglewood, and Stratford centres. By the permission of the Board the uncertificated teachers were on this occasion allowed to attend in order that they might get an insight into the most up-to-date methods of treating certain subjects of the school curriculum. Many of these teachers welcomed the opportunity, and expressed their appreciation of the provision made by the Board for their benefit. It is intended to offer this year similar facilities.

School Manual Classes.—[See E.–5, Report on Manual and Technical Instruction.]

General Efficiency.—Each of the schools has been visited by us twice during the year, and it is pleasing to record that with very few exceptions the teachers have discharged their duties in a conscientious and efficient manner. The teaching as a rule has been on educative and modern lines, and the defects that were noted were due more to a lack of experience and training than to a want of zeal and earnestness. We should like, however, to make a few suggestions regarding the treatment of some of the subjects. The general English subjects continue to show a slight improvement. We have very little fault to find with the reading as far as fluency and expression are concerned, but a little more attention might be devoted to the purity of the vowel sounds. This defect is more noticeable in the ordinary speech of the pupils. While we think that the not-uncommon criticism levelled against our primary schools, that there is a tendency amongst the pupils, and even the teachers, to drift into a so-called colonial dialect, is not altogether justified, yet we feel that there are a few cases of common errors in the use of the standard English vowel sounds that call for attention, such as the following: (1) "Ay" in "may" sounded somewhat like "i" in "my"; (2) "I" in "time" like "oi" in "toime"; (3) the "ow" in "cow" like "eow" in "keow.' There are also creeping into some of our schools such vulgar affectations as "faive' for "five," and "ite" for "eight," of the vowel sounds by talking with the tongue against the teeth.

Considerable improvement has been achieved in connexion with the recitation, especially when taken in conjunction with actions. In a few schools we found the children not word perfect, this weakness being largely due, we think, to the practice that some teachers have fallen into of prompting the children, who get into the habit of relying on the teacher for this assistance. Spelling taken from the text-book is a comparatively strong subject, but tested by the general spelling in essays and other written work is frequently below the average. This in some cases is probably due to the lack of careful supervision in correction. We should like to see a considerable advance made in scale, design, and instrumental drawing. Drawing from natural and fashioned objects should receive fuller attention in the higher standards. The objects for representation should not be selected in a haphazard manner, but should be graded with due regard to the power of the pupils. The scheme of work should clearly show the principle of selection of the objects chosen, and also the manner in which the drawings are to be developed. Teachers should guard against labelling as drawing crude diagrams in nature-study which should be relegated to notebooks.

Reference Books: The following books which have lately come under our notice will be found helpful to teachers: "Aids to the Writing of English Composition," by Fred. W. Bewsher; "The A.L. Paper Folding and Designing" (Arnold and Sons); "Object and Nature Drawing," by A. Hoten (McDougall's).

In a great number of schools we were not satisfied either with the quality or the quantity of the needlework done. Closer supervision should be exercised over this work. With regard to the special sewing instructor, the teacher must recognize that the instructor is not conversant with the requirements, and should give guidance and direction when necessary.

Rural Classes, Stratford.—[See E.–5, Report on Manual and Technical Instruction.]

Efficiency.—It is gratifying to note that this year there are thirty-nine schools that have received "good" or a higher mark for efficiency, order, discipline, and tone, as against eighteen for 1911 and twenty for 1912.

Catholic Schools.—The following is a summary of examination results for each of the Catholic schools examined and inspected by us. [Not printed. The table shows seven convent schools examined. Roll, 516; present, 506; certificates of proficiency issued, 22; certificates of competency issued, 11.]

We are, &c.,
W. A. BALLANTYNE, B.A
R. G. WHETTER, M.A., } Inspectors.

The Chairman, Taranaki Education Board.

WANGANUI.

SIR,— Education Office, Wanganui, 31st March, 1914.

We have the honour to present our report for the year ended 31st December, 1913.

Before dealing with the subjects of instruction we desire to make some remarks on several other phases of educational work. First may come the topic that is at the present moment most eagerly canvassed by teachers—the latest issue of the syllabus. It has been on the stocks for two years, and is the outcome of much educational toil, trouble, and turmoil. It embodies, on the whole, the current demands for progress and reform. An examination of its contents makes it

clear that arithmetic and English are, to a greater extent than before, the backbone of our primary course of instruction. As a consequence these subjects have become the almost exclusive factors in determining the right of a pupil to hold the certificate of proficiency. Stress is laid on the urgency of making school life represent the life of the citizen in miniature, so that the teaching of history and civics will rightly bulk more largely in our schools that it has done of late years. The art side of drawing has been emphasized, and the intimate relation of drawing to other forms of handwork brought into clear relief. A series of notes dealing with doubtful or obscure points has already been sent to the teachers, who have been invited to make known their difficulties of the interpretation as they arise.

In connexion with the advancement of educational work in our own districdt, we have to chronicle the institution of the Board's official publication, the *Leaflet*. Last year two numbers were published, and this year these will be followed by three more. The periodical was kindly received by teachers, some of whom have expressed their appreciation of the work that it sets itself to do. We are indebted to Messrs. Grant, Browne, and Banner, Supervisors of Agricultural Training, for their timely articles. As time goes on we shall look to the teachers to contribute freely, so that the publication may become a medium for the exchauge of thought not merely between the Board's officers and teachers, but also between teacher and teacher.

Medical Inspection.—The initiation by the Education Department of systematic medical inspection and systematic physical training throughout the Dominion cannot fail to have far-reaching effects on the health of the young people. By the end of the present year every teacher in the Board's service will have had the opportunity of qualifying himself as an instructor in physical drill. The advantages of this will be seen at once, even in the remotest schools. The efforts of the school doctor and the teacher of physical drill, supplemented by the instruction given in health and home science, should react on the homes of the pupils and quicken an interest in the minds of all in everything that pertains to personal health and the sanitation of the home. There is a danger that some of the benefits of this teaching may be lost, unless the teachers set their faces against the formation of objectionable habits on the part of pupils while engaged in school-work. Sitting at desks in a crouched attitude, writing with faces almost in contact with copybooks, holding readers too near or too far from the eye, or in such manner as to make a free and erect position impossible, have hitherto been all too common. It is perhaps fair to assume that the circular on school sanitation recently forwarded to teachers and Committees will do something to stimulate the thought that the first and last thing in education is the health of the child.

Infant-mistresses.—At the beginning of last year it was proposed that the infant-mistresses of the larger schools of the district should visit the Central Infants' School, Wanganui, for the purpose of studying under the most favourable circumstances the latest developments in the methods of infant instruction and management. The plan was systematically carried out, with even better results than might have been anticipated. The Inspectors at their annual visits to the schools from which the teachers had been sent found that not only new and better methods had been brought back, but also a better understanding of the tastes, capacities, and management of infants. It would be well if the Board could see its way to invite during the present year another group of infant-mistresses to attend the same school for the same purposes, more especially after Miss Alexander, the mistress of the Central School, returns from Sydney.

Proficiency Certificates.—At the close of the year a new method of conducting the proficiency examination was tried, partly by way of experiment. The teachers of all schools of Grade IV and upwards were required to mark the written papers of the pupils before sending them in. As soon as the Inspectors began to overlook the papers with a view to securing some approximation to uniformity it became evident that the standard by which the work had been judged by different teachers varied in a somewhat startling manner. As an experiment the method was worth trying, for it is in the highest degree desirable that in assessing the work of their pupils teachers should have uniform standards of value, and the re-marking of much of the work by the Inspectors will tend in this direction. It is but fair to say that some of the teachers evaluated their pupils' papers with unerring judgment.

Changes of Teachers.—We had occasion several times during the year to call attention to the harmful effects that follow the frequent changes of teachers that take place in our smaller schools. A change of teachers at reasonable intervals is not a bad thing, for it may prevent stagnation, despondency, and even downright loss of interest, but frequent changes are almost wholly bad—they are bad for the school, bad for the pupils, and bad for the teachers. There can be no continuity of work, no fair apportionment of responsibility, and but little sympathy between the teachers and the pupils. In the circumstances the best interests of the school and pupils are apt to slip through the fingers of the teachers altogether. In our opinion at least two full years should be spent by teachers in any one position. If a teacher occupies a number of positions in rapid succession it becomes almost impossible to estimate his efficiency at its true worth, and so the interests of the teacher himself may be sacrificed.

Montessori Methods.—The educational movement associated with the name of Montessori is perhaps more of an inspiration than the representative of a new method, and this is the highest tribute that can be paid to any educational movement. It may be said also that the system brings into prominence some hitherto neglected factors relating to the development of children, and completes for the present the great movements inaugurated by Pestalozzi and Froebel. That there is a place for the system in our primary schools we do not doubt, especially in the initial stages of infant-teaching and at the critical time when the infants are about to begin the more systematic and formal work of the standard classes.

English Subjects.—Some comments on the treatment of the subjects of instruction may now be made. With respect, in the first place, to the English group of studies, we note that many

teachers have not seriously studied the mechanism of the voice, and that consequently the articulation of the pupils is far from finished. There is a further and perhaps more serious weakness. Many teachers appear to think that when their pupils have seized the point of a story, or the general import of a lesson, their task is done. But until pupils get down to individual thoughts, or thoughts in series, the study of English in any proper acceptation of the term can hardly be said to have begun. Every reading-lesson should accordingly afford the pupils an opportunity for practice in the interpretation of the meaning of a few sentences of intellectual, imaginative, or emotional prose or poetry. Neglect of study of this nature has resulted in proficiency candidates being at a loss to unfold the meaning of a verse of poetry or a few sentences taken from a Standard III or Standard IV reader. There is another side to this question. Until a pupil can interpret the thoughts of others he is unlikely to express his own clearly; hence much muddle-headed composition. A perusal of the year's reports will show that there is a great falling-off in the quality of the composition exercises, especially in the larger schools, after the pupils leave the Second Standard. There appears to be a case to answer here. Is it that the teaching in the senior classes is inferior, or is it that less appropriate material is used as a medium of expression? Whatever be the cause the weak link exists, and an effort should be made to strengthen it.

Arithmetic.—As a rule the schools obtained better results in arithmetic than they did in the previous year. One great defect remains—a defect that has been pointed out again and again. Concrete methods are essential in the teaching of the earlier stages of the subject, but there is a widespread tendency to allow pupils, so to speak, to carry their concrete methods in their pockets, from which they must be produced before any thinking in number can be done, whereas the thinking should be almost intuitive. There are, of course, great differences in the capacities of pupils for abstract thought, but differences should be noted and special attention paid to pupils clinging too long to the concrete.

History.—We are glad to note that by the provisions of the revised syllabus the study of history has again been placed on a satisfactory basis. It will again be possible for our pupils' minds to range through the story of our race and to learn how far the great triumphs of the past have paved the way for the position held by the Empire at present.

School-gardens.—[See E.–5, Report on Manual and Technical Instruction.]

Geography.—During the year more attention was paid to political geography than it had received in previous years. This was particularly noticeable in Standard VI. By the revised syllabus physical and political geography are brought together in such a way as to show their essential relation. It is to be hoped that in view of this fact teachers will lay increased stress on all forms of practical work so that the two phases of the subject may be shown, as far as may be possible in the primary school, to rest on a common scientific basis.

Drawing.—Little need be said regarding drawing, which has hitherto been a very unsatisfactory subject. The work of Mr. Watkin, the Board's instructor in this subject, is beginning to tell, and before the present year is ended there is little doubt but that Mr. Watkin's influence will be felt throughout the entire district, as he is to make a strenuous effort to get into touch with all the teachers.

Organization.—We have reason to be satisfied with the manner in which the work of the great majority of the schools is organized. Most of the head teachers study this important part of school-keeping in all its bearings. It sometimes puzzles us to know why in schools with a roll of 350 to 400 several of the head teachers take Standards V and VI with or without a pupil-teacher, while others take Standard IV with the assistance of a pupil-teacher. Those who assume the less onerous duty would say that the general supervision of their school is more thorough than it is where the head teacher assumes the more onerous duty, but this by no means tallies with our experience. It is due to almost all teachers, assistant teachers, and pupil-teachers that we should recognize the superior manner in which the schemes of instruction and lesson-programs are prepared. Under the head of organization should be mentioned the fact that head teachers are making increased provision for the playing of suitable school games, and we are glad that the Board in building new schools requires that an ample area should be apportioned for this purpose.

In conclusion, we wish to place on record our impression that in all parts of our district the people take a very real interest in education, and we desire also to place on record our appreciation of the work of the teachers throughout its length and breadth.

Yours, &c.,

G. D. BRAIR.
JAMES MILNE.
T. B. STRONG.
D. STEWART.

The Chairman, Education Board, Wanganui.

WELLINGTON.

SIR,— Wellington, February, 1914.

We have the honour to present our report for 1913 on the condition and work of the primary and district high schools in the Wellington Education District.

New schools were established at Castlepoint, Mikimiki Valley, Papatahi, and Mara; and the schools at Huia Road, Waihoki, and Maunganui were closed; making 173 schools in operation during the year, and 169 in active operation at the close of the year, as compared with 168 in 1912. Visits of inspection were also paid to fifteen private schools, making altogether a total of 184 schools, with 20,514 children on the roll.

Particulars of the roll numbers and the average ages and distribution of pupils in the various standards are set out in the following tables :—

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in each Class.
			Yrs. mos.
169 Public schools—			
Standard VII	304	294	14 11
" VI	1,416	1,392	13 9
" V	1,771	1,743	12 11
" IV	2,213	2,163	11 11
" III	2,203	2,159	10 11
" II	2,235	2,227	9 10
" I	2,321	2,197	8 9
Preparatory	6,402	5,894	6 11
Totals	18,865	18,069	9 9*
Fifteen private schools—			
Standard VII	19	17	15 2
" VI	106	105	14 5
" V	153	145	13 1
" IV	177	175	12 5
" III	198	183	11 2
" II	190	178	10 2
" I	232	217	9 1
Preparatory	574	543	6 10
Totals	1,649	1,563	9 10*

* Mean of average age.

The following table shows increase or otherwise in each standard of the State schools, as compared with 1912 :—

Year.	Schools.	Preparatory.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Total.
1912 ..	168	6,360	2,202	2,081	2,293	1,932	1,746	1,464	301	18,379
1913 ..	169	6,402	2,321	2,235	2,203	2,213	1,771	1,416	304	18,865
	+1	+42	+119	+154	−90	+281	+25	−48	+3	+486

Table showing average ages of pupils in standards, compared with Dominion averages :—

Average Age for	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, 1912	7 0	9 1	10 3	11 3	12 3	13 2	14 0	15 1
Wellington, 1913	6 11	8 9	9 10	10 11	11 11	12 11	13 9	14 11

Percentage of children in preparatory classes—Dominion, 36·7 ; Wellington, 33·9.

The Inspector-General of Schools has in his E.–1 report to Parliament animadverted on the increasing percentage of children in the preparatory classes and on the increase in the average ages of the children in the various standards, more especially of those in Standard I. It should therefore be satisfactory to find that in this respect the percentages and averages for this district compare favourably with those of the Dominion as a whole.

Table showing state of total roll numbers for a period of five years :—

Year.	Roll.	Increase.
1908	17,416	...
1909	17,761	345
1910	17,893	132
1911	18,089	196
1912	18,379	290
1913	18,865	486
Total for five years		1,449

It will be seen that the increases for 1913 is the largest for five years. Unfortunately the increase is mainly confined to the town schools, for, except in the case of the Manawatu line, our rural-school population is at best only stationary.

Efficiency.—Our estimate of the efficiency of the schools of the district in detail has already been placed before the Board in the form of examination and inspection reports. Summarizing these reports we have classified 153 schools as satisfactory to good, thirteen as fair, and three as inferior. This means that, compared with 1912, the percentage of really unsatisfactory schools has fallen from 12 per cent. to 9 per cent. The chief factor in this decrease has been the establishment by the Board of classes at the Training College and at Masterton for the instruction of uncertificated teachers. In arranging for the attendance at these classes special consideration was given to the case of inexperienced teachers in remote and isolated districts. These are, as a rule, teachers in charge of schools in Grades 0 and I, and we are pleased to be able to report a distinct improvement in the all-round work of such schools.

Proficiency Certificates.—There would appear to be considerable confusion in the public mind as to the tenure and privileges of free places in secondary schools, and recently the Board and its officials were subjected to some censure in a matter quite beyond their province or control. The qualifications for and the admission to free places in secondary schools are entirely governed by the Education Department's regulations, which provide for the granting of a free place, with certain minor restrictions, to a pupil who (*a*) is the holder of a Junior National, Board, or other scholarship approved by the Minister; (*b*) has "qualified" or passed with credit in the examination for such scholarships, or has passed the Department's special examination for free places; (*c*) not being over fifteen years of age on the 1st of December preceding the date of his admission to a free place, has obtained a certificate of proficiency as defined by regulations under the Act. It is practically obligatory on the part of a secondary school to provide accommodation for pupils qualifying under (*a*) and (*b*), but it has the option of refusing any pupil qualifying under (*c*) should there be accommodation available for him at a district high school or technical day school nearer his home. No difficulty has been experienced with regard to the male free-place holders, the Boys' College now being able to provide for them all; but trouble has arisen with the Girls' College, where accommodation is limited, and, as in 1912 the proficiency results were given out in each school at the close of the examinations, some of the girls from the schools which were examined last, owing to the lack of accommodation, were refused admission at the College. This, however, was not the fault of the Board, nor was it to be supposed that the standard of proficiency should be conformed to the seating accommodation that might happen to be available at the Girls' College. We wish to make this point quite clear, as an idea has got abroad that, in order to reduce the number of free-place holders, the proficiency examination was this year made more stringent than in previous years. The percentage of passes—62·7—distinctly shows that this was not the case, for, though these figures are lower than in 1912, they are only some 2 per cent. below the average for the last six years. The advent of the free-place system in the Dominion, and of what is practically its equivalent in the Old Country, was originally viewed with great suspicion by secondary authorities. It was thought that the secondary school would suffer, if not in scholarship, certainly in regard to "tone." It is therefore the more gratifying to find the headmasters of some of the most efficient grammar schools at Home bearing voluntary testimony to the contrary. In the Dominion, however, there is a tendency on the part of secondary authorities to harp (unnecessarily, we think) on the unfitness of a large proportion of our free pupils to take up secondary work. They maintain, moreover, that it does not "pay" the State to provide such pupils with free secondary instruction, and that the standard of requirements for the proficiency certificate should accordingly be raised. Now the four-years course of instruction in the average secondary school is practically dominated by the requirements of the University entrance examination. We are quite prepared to admit the unfitness of the average free pupil to enter on the rigid text-book and homework course which preparation for such an examination entails; and we are further prepared to admit that it may not pay the State or any one else to provide free instruction in such a course; but, fortunately, perhaps for the State, there are other means of secondary education available besides those provided by the secondary school proper. The district high schools and the technical schools, in addition to meeting the requirements of the Matriculation Examination, provide practical secondary education in rural, commercial, engineering, and trade pursuits generally. The benefit to the country's commercial and industrial activities of these institutions is being more appreciated every day. We hear no complaints of the unfitness of the free pupil to enter them, or that it does not pay the State to provide free instruction in them; and we should think it a matter for very grave concern if, in the sole interests of a rigid grammar-school course of questionable utility there should be such an increase in the requirements of the proficiency certificate as would materially affect the interests of that large proportion of free pupils who now avail themselves of the facilities for secondary instruction provided by district high schools and technical schools.

Reading.—The liberal supply of extra readers now available in all our schools and the excellent matter provided by the *School Journal* are proving most effective aids in the teaching of this important branch of English, and so far as accuracy, fluency, and general comprehension are concerned our efficiency mark is rarely less than satisfactory. On the other hand, while still defending our schools from the accusation of any general failing in pronunciation or accent, we have on occasions had to draw attention to lack of expression and slovenliness of enunciation and articulation. We must confess to having some sympathy with the general excuse put forth with regard to lack of expression—viz., that the pressure of other subjects and the congested classes allow to the teacher little opportunity for that individual and intensive treatment which is necessary to cultivate what is really an art. This excuse, however, cannot be accepted in the matter of enunciation. Carelessness or indifference on the part of the teacher is mainly respon-

sible for such improprieties as "particklar," "tremenjous," "sorce" (source), "placuz" (places), "dishers" (dishes), "ut" for "it," "paintud" for "painted," the joining of the final consonant of one word on to the initial vowel of another, as "ourise," "yourears" for "our eyes," "your ears," &c. We shall expect the marks for reading awarded by teachers at their term examinations to show more evidence of the detection of these faults than they do at present. The proportion of schools in which we are able to express satisfaction with the recitation is still very small. There are exceptions, of course, but, generally speaking, we find little medium between "stagy" elocution and declamation and mere mechanical and halting repetition, and we do not know which is of the less literary and educational value. As we said last year, the regulation requiring a minimum of 200 lines to be memorized is partly the cause of the unsatisfactory treatment of this subject. It hampers the teacher in his selection of pieces, and encourages him to make too much use of the poetry as a home task.

Spelling.—As judged by the special tests and from the class composition, spelling is good, and we here state what we have frequently stated before, that far too much time is taken up in our schools over this subject. Frequently more time is given to the hearing and dictating of spelling exercises than to the teaching of such an important subject as composition. As one of our greatest educational authorities points out, if it were not that we had to write spelling would be an altogether useless accomplishment, and that it is only when we write that any deficiency in this respect comes to light. All that should be necessary then is to teach the correct spelling of words which are in every day use and which appear in the ordinary written composition; while, as a matter of fact, valuable time is being taken up in teaching the children in even the lowest standards to spell words that they will never use either in written or in spoken language. Our system of examination is not free from blame in this matter, as it has encouraged teachers to cling to the tradition of the time when the English of a class was represented by one solitary book, in the reading of which the pupil was drilled till he knew it by heart. It is our intention for the future to select our tests mainly from the *School Journal* and the continuous readers, and in all cases to check the result with the spelling in the pupil's own composition.

Writing.—On the whole writing is satisfactory, and where we have found it otherwise the cause has not been far to seek—lack of supervision or of systematic blackboard demonstration during the so-called writing-lesson. These faults are most in evidence in schools under sole teachers, who use the writing-lesson merely as a means of occupying one class while another class is doing oral work. No time-table can be considered satisfactory that does not provide for a simultaneous writing-lesson at least twice a week for all classes.

Composition.—Fullness and freedom of expression are now general characteristics, and there is really no comparison between the eight stilted lines of the old syllabus S3 and the really excellent compositions that we now frequently get from S2 and even from S1. The work of S1 to S3 is in not a few instances relatively better than that of the upper standards, as we find some teachers who, relying on the previous work of their pupils, are inclined to neglect the systematic teaching of composition in S5 and S6. The result of this neglect was apparent in the weakness shown by some schools in the letter-writing test. Our remarks last year on punctuation are still to the point. Unless the pupil is made to realize that the full meaning, force, and clearness of his written verbal expression are dependent on correct punctuation, the learning of mere mechanical rules and the punctuating of set pieces will be of little benefit to him.

Arithmetic.—The efficiency mark in arithmetic is the same as in former years—"satisfactory" to "good" in S1 to S4, and, as judged by the test-cards, "moderate" to "fair" in S5, and "satisfactory" in S6; and as far as we can gather, much the same standard of results obtains in other districts. We have over and over again expressed in reports our opinion of the harm done to the rational treatment and to the educational and practical value of this subject by the too-exacting requirements of the public examinations. Practical and oral arithmetic will continue to be neglected so long as they have such little examination value and so long as the teacher feels that his only hope lies in incessantly drilling his pupils in the mechanical solutions of types of the complicated problems that are likely to be set at a public examination. It is to be sincerely hoped that, so far as the primary schools are concerned, the new syllabus will make some reform in this matter.

Geography.—Much of the work presented in geography was distinctly good, and the improvement noted in last year's report has been well maintained. Where the work has fallen short of requirements we are confident that this result is not attributable to lack of zeal or effort on the part of the teachers so much as to mistakes in treatment and to indefiniteness of aim. This judgment is based more especially on the schemes of work and the methods which we have found in operation. Defects noticeable in schemes of work are—(*a*) The aim and method of treatment are not indicated with sufficient definiteness; (*b*) overlapping of the work beyond reasonable requirements even of the concentric method frequently occurs, and pupils in consequence "mark time," lose interest, and make little progress; (*c*) continuity is made to suffer from the absence of a comprehensive scheme of work covering the progress of the pupils from the lowest class to the highest. With regard to treatment, the following points are recommended to the careful attention of teachers: Greater emphasis should be laid on the intimate relationship between physical and commercial geography. Pupils should be led to discover or infer for themselves much information which is often presented by the teacher as a list of facts for memorizing. Many of the minute details of the geography of our own country (*e.g.*, unimportant physical features, the names of small townships and of stations on the railways) might with advantage be omitted from the schemes, as it has value neither as pure knowledge nor as a means of interpreting and realizing the world beyond the pupil's environment. More use should be made of newspapers, the Official Year-book, and the like as useful means by which the pupils can be led to discover in an interesting and stimulating manner much valuable matter.

There is no doubt that geography is a very difficult subject to handle in a manner capable of fully satisfying modern educational demands. We are in entire accord with the doctrine that geographical teaching should begin with "home-lore"—the geography, nature-study, history, and traditions of the environment—and should proceed by enlarging the child's experience of his own little world. But we recognize that in this Dominion the environment, both physical and social, of the pupils of most of our schools is limited and forms a slender basis for the acquisition of geographical knowledge as compared with the environment of children, say, in populous industrial or commercial districts of the Old World; and special artifices must therefore be employed in order to widen the very narrow experience of our pupils, to arouse their interest and to awaken a spirit of inquiry. The free use of judiciously stocked school libraries, the discussion of current events, and the correlation of geography with history and nature-study should all be employed to this end. Wide reading on the part of the teacher is an essential qualification. We again urge the value of pictures as an adjunct to oral treatment. Many useful pictures have already been issued by the Education Department in connexion with the *School Journal*, and illustrated papers, magazines, and picture post-cards offer a further source of supply.

Handwork.—[See E.–5, Report on Manual and Technical Instruction.]

History.—In the treatment of history there has not been as great an improvement as was anticipated in last year's report; the subject is still suffering from the indefiniteness encouraged to some extent by the old regulations, in which all requirements were satisfied by the use of a history reader. Experience unmistakably shows that history cannot be successfully taught in our schools without the aid of oral lessons, and now that the subject is made compulsory for the certificate of proficiency we look to improved methods of instruction, if only to meet examination requirements, for so long as we have examinations subjects will have an examination value. The inclusion of history in the compulsory course for teachers' certificates, and the fact that it has been made a separate subject for University examinations, show its growing importance in our education system. In all schools the scheme of work in history should provide a four-years course to cover the whole period of English history. Where the upper division is taught by one teacher the program for the first two years should be based on "Highroads of History," Book III, and that for the next two years on Book VII. While the latter book is beyond the comprehension of S3 and S4, the instruction could be so arranged that S5 and S6 are engaged in silent reading of certain portions of No. VII while S3 and S4 are receiving oral instruction (in less detail) in the same topics. When, however, the upper division is divided into two portions under separate teachers, the instructions given in the new syllabus will be followed, the program for S3 and S4 being based on Book III, and that for S5 and S6 on Book VII. In the case of the larger schools in which each class is taught separately, it is recommended that the general scheme be arranged on the periodic system as follows: First period, 55 B.C. to 1339; second, 1339 to 1603; third, 1603 to 1763; fourth, 1763 to the present time.

With regard to the teaching of *Civics*—meaning by the term the inculcation of a public spirit as distinguished from a mere knowledge of the details of government—the visit of H.M.S. "New Zealand" has undoubtedly had more effect in creating a true spirit of patriotism than all the oral lessons that could be given during the school life of the child. At the same time the visit will not be a recurring one, and to carry on the good work successfully will entail careful oral teaching on systematic lines.

Drawing.—Although the work in instrumental drawing has improved somewhat during the year, there is still room for further improvement on the lines of last year's report. Inaccuracy is still found in some schools, and is due not only to the use of unsuitable pencils and compasses, but also to inadequate supervision on the part of the teacher. Instrumental drawing is of little value where neatness and accuracy are wanting, and where quality is sacrificed to quantity. In freehand, free-arm drawing, and brush drawing the work is done mainly from natural objects, the results varying from satisfactory to good in the case of the first two, and from satisfactory to excellent in the case of brushwork. While approving of the change from slavish adherence to flat copies to the drawing from the natural object, we feel that judicious use of the former is still of advantage from the point of view of accuracy of proportion, which has a tendency to be neglected where the natural objects consist mainly of irregular leaf-forms, &c.

Physical Training.—Pending attendance at the school for physical instruction to be held in March this year, the teachers have continued the deep-breathing and simple exercises referred to in last year's report. These have occupied about fifteen minutes daily, and, on the whole, have been satisfactorily carried out. Although we cannot but feel some regret at the passing away of the Junior Cadet system—a system which had many good points, and to ensure the success of which many of our teachers unselfishly devoted a great deal of time and energy—we are of opinion that once the teachers have been trained on the uniform system approved by the Department, the result will be improvement in both the physical and the mental condition of the child. At the beginning of last year the Board circularized the head teachers with regard to the optional continuance of military drill in the schools, but the number expressing intention to continue this form of training was very small, and military drill as such is now practically unknown in our schools.

District High Schools.—[See E.–6, Report on Secondary Education.]

Valedictory.—[Complimentary reference to two retiring teachers not printed.]

We have, &c.,

T. R. FLEMING.
F. H. BAKEWELL.
F. G. A. STUCKEY.
A. B. CHARTERS.

The Chairman, Wellington Education Board.

HAWKE'S BAY.

SIR,— Education Office, Napier, 14th February, 1914.

We have the honour to present our annual report on the schools of the district. Last April Mr. J. A. Smith, B.A., having qualified for superannuation, retired from the Inspectorate, and Mr. D. A. Strachan, M.A., who for eleven years had held office as Inspector of Schools in Nelson and Marlborough, was appointed in his place.

Buildings, Ground, Fences, &c.—Insistent claims for new buildings or additions come from all parts of the district. Ngatapa was opened during the year, and Marumaru is ready for occupation; at Patoka a new building has been erected at private cost. Additions have been made at Matawai, Waipiro Bay, Mangapapa, Mahora North, Havelock North. Two fine new brick schools are almost completed at Napier West and Mahora South; a new building has also been commenced at Woodlands Roads, where for many years a school has been conducted under very trying conditions; at Mangapapa and Te Hapara two-room extensions are in hand. A grant has been made for a residence at Maraetotara. Up-to-date sanitary arrangements have been installed at a number of schools. Finally, the Board has built in Napier new and commodious offices of handsome design that supply a long-felt need and conduce to economy of administration.

Many of the school and residence grounds have been made interesting and beautiful by charmingly disposed shrubs and flowering-plants, neat walks, and asphalted spaces. There are, however, still teachers who do not realize the educative value of a fine environment, and whose conception of duty runs on very narrow intellectual lines. Some school interiors by their attractive aspect at once arrest the attention; others look stern and forbidding in their austere nakedness. We could wish a small grant was available so that in suitable cases we might direct teachers to visit schools whose head teachers have enthusiasm and imagination. We have a number of schools eminently well worth seeing; in these places Committees and people are proud of their institutions, and their sympathy and co-operation count for much in promoting the welfare of the school and the rapid progress of its pupils. There is still scope for donations and bequests so as to advance the schools in attractiveness, apparatus, &c., in order to give the local children the best possible education at the stage which is the highest that fourteen-fifteenths of the population will ever reach.

Native schools—*e.g.*, Te Reinga—continue to be built within this district, although the enrolment is in no wise different in character from that of a number of public schools. There was even a proposal to erect a Native school at Opoutama, within six miles of a centre where a Board school and residence had lately been provided, which proposal, if proceeded with, will practically empty our school. There seems to be a good deal of unnecessary overlapping in the preliminary training of Native and European children.

Number of Schools and Roll.—Including one side school, there were 135 schools in operation at the close of 1913, with a total enrolment of 11,782. Roman Catholic schools subject to inspection numbered ten—roll, 1,055. There were six other private schools visited by us—roll, 138. Of the above-mentioned 12,975 pupils, only seventy-two pupils were registered at schools not visited by the Inspectors during the latter half of the year. The district continues to make astonishing and gratifying progress. The total enrolment at the end of 1912 was 12,125; the increase is therefore 750, of whom 639 are on the rolls of public schools. At the close of the year there was a vitality manifest in educational work that augured well for the future. The 135 schools mentioned above include sixteen household schools; grants are made to them, subject to observance of certain regulations as to registration and examination. All the Catholic schools are now examined by us. A similar remark applies to six other schools—two in Tolaga Bay, two in Gisborne, and two in Napier—where the Principals have applied for inspection and examination. Attention is again called to the existence of certain private-adventure schools that are conducted in Gisborne, Hastings, and Dannevirke without conforming to the requirements of the Education Act. The Mormon Native school at Bridge Pa is another illustration where many boys are being taught by teachers alien to this country in religion and nationality, and nothing whatever is known of their educational status. Under the Act it is incumbent on the authorities of these institutions to prove that their pupils are receiving efficient instruction.

Public Schools.

——	Roll.	Present.	Average Age.	Per Cent. of Roll, 1913.	Per Cent. of Roll, 1912.	Per Cent. of Roll for Dominion, 1912.
			Yrs. mos.			
Standard VII	132	125	14 11	1·12	1·09	1·40
„ VI	712	697	14 0	6·04	5·60	5·97
„ V	1,042	1,028	13 2	8·85	8·55	8·85
„ IV	1,309	1,266	12 0	11·11	11·03	10·73
„ III	1,395	1,349	11 3	11·84	12·21	11·70
„ II	1,553	1,493	10 1	13·18	12·61	12·25
„ I	1,520	1,474	9 0	12·90	13·07	12·40
Preparatory	4,119	3,776	7 0	34·96	35·84	36·70
Totals ..	11,782	11,208	9 10	..	..	..

NOTE.

The statement that the Department was proposing to erect a Native school at Opoutama is incorrect. The school at Opoutama does not meet the requirements of the Maoris living over six miles away on the Mahia peninsula, and the necessity for the establishment of another school is now admitted.—Secretary, Education.

To face p. xvi.]

The average age of the total roll has increased owing to the greater percentage continuing on to the higher standards. It will be observed that the percentage in Standards VI and IV compares favourably with that for the Dominion; the improvement may in part be due to the operation of the regulations making Standard VI the standard of exemption. It will also be noted that retardation—*i.e.*, delay in promoting Class P pupils to the standards—is not so pronounced in Hawke's Bay as in the rest of the Dominion. Freedom of classification has had very little effect in raising the average age per standard. There are, however, still some schools wherein pupils spend an undue time in attaining the modest entrance requirements of Standard I.

Roman Catholic Schools.

	Roll.	Present.	Average Age.
			Yrs. mos.
Standard VII	13	10	15 8
„ VI	78	73	14 2
„ V	105	103	13 6
„ IV	97	93	12 5
„ III	118	117	11 10
„ II	104	102	10 6
„ I	116	115	9 3
Preparatory	424	400	6 11
Totals	1,055	1,013	9 10*

* Mean of average age.

Standard Certificates.

	Proficiency.	Competency.	Deferred.
Public schools	438	159	94
Catholic schools	29	17	12
Other private schools	...	1	...
Native Boys' and Girls' High Schools	11	6	4

Attendance.—Notwithstanding the prevalence of various epidemics (measles, croup, whooping-cough, and other forms of children's ailments), and the dislocation of many schools by the smallpox scare and consequent vaccinations, the high average of 89·7 was attained. If in the Department's method of calculation it may be relied on that the basis of comparison is the same, the above is a better average than that attained in England, Scotland, Ireland, the United States of America, or the Dominion at large. It is a working average—*i.e.*, excepted half-days, on which less than half the pupils are present, are excluded from the computation. The closing of schools in order that teachers might undergo a course of physical culture caused the number operating 420 half-days to be fewer than usual—in fact, only two attained 420; twenty-nine others recorded 400 half-days and upwards. We consider there are too many odd holidays, especially in the earlier part of the year, when the school-work is liable to be broken into and disorganized by functions that might equally well be arranged during the vacation.

We have records which prove that the exploitation of child-labour in dairying centres is still prevalent. Long hours of toil before and after school leave no space for the glamour of youth, and the future of the children is enormously prejudiced by robbing them of the educational advantages which, though provided at great cost to the State, they cannot avail themselves of owing to the lassitude that accompanies their hours in school.

Teachers.—Return of Teachers as at 31st December, 1913.

	Certificated.		Licensed.		Uncertificated.		Total.	
	M.	F.	M.	F.	M.	F.	M.	F.
Head teachers	53	5	1	0	1	0	55	5
Sole teachers	9	21	0	2	10	30	19	53
Assistant teachers	25	88	..		5	30	30	118
Totals	87	114	1	2	16	60	104	176
Pupil-teachers	..		..		..		8	35
Probationers	..		..		..		2	19
							114	230
Other instructors permanently engaged—Cookery (2), woodwork (2), and agriculture (2)	..		..		..		2	4
Grand total	..		..		..		350	

Of the teachers returned as uncertificated, eleven have passed the examination for D but have not yet satisfied other departmental requirements, nine lack one or two subjects, three have English or Australian qualifications, one has Matriculation, and one Civil Service Junior. Many of the remainder have had some success in D, although not sufficient for record.

The term of fourteen pupil-teachers expired in December; nine had their D, four partial D or C, and one Civil Service Junior.

At the same date eleven probationers completed their term, of whom (prior to the January examinations) four had obtained the D certificate, five partial D, and two had passed the Civil Service Junior Examination. As a rule, members of the staff realize their responsibility to these cadets, and by combined action succeed in sending the young people forth at the end of their term prepared for the next stage. We still look to the Department to furnish, especially to pupil-teachers, a remuneration more in accord with the value of their work; they are at a distinct disadvantage compared with cadets in other services. Nevertheless, the disappearance of pupil-teachers is something devoutly to be wished. If the schools were staffed with certificated teachers, and probationers were allowed for employment and training in schools selected by the Inspectors, it would be possible to balance the efficiency of the schools with some hope of success. Often a school, owing to the existence of local conditions that for a time are unavoidable, would greatly benefit by some extra help, and a probationer at such a time might have the effect of maintaining efficient working-conditions. Probationers should be required to attend a winter school at some selected centre, and their vacation could be arranged to take place without injury to the schools.

While we are better pleased with the recent products of the training colleges, the records of these institutions indicate that few teachers are taking University courses in science. One of these days we may have a University to suit the needs of Hawke's Bay, specializing in fruit-farming, wool, agriculture, home science, civics, economics, and industrial law, and sending forth teachers fitted to correlate the results of its research with the work of our schools. We cannot insist too much that it must be the object of our schools to train up young people fitted to take an intelligent part in the society in which they will find themselves. When a Dominion scheme of promotion is introduced a new plane of clearage will doubtless develop along the line of special subjects. In view of the need of more teachers well qualified to teach home science, the provision made by the Department in conjunction with the University may be stated. There are bursaries in home science open to matriculants, holders of partial D, or higher leaving certificates (lower, if pupil-teachers or probationers), and worth £20. plus fees, and £30 boarding-allowance if the holder is obliged to live from home. Teachers may also be interested to know that if they have completed their training-college course or hold C certificate they may obtain a bursary entitling them to fees up to £20.

During 1913 the number of teachers absent on sick-leave has been more marked than usual.

Physical culture classes for teachers were an outstanding event of the past year. Seventy men and sixty-three women were brought to Napier for a fortnight in June, and thirty-seven men with 134 women to another series in January–February of the present year. Comparatively few teachers omitted attendance at one or other of the series. At these special schools Mr. Royd Garlick and his assistants taught the new scheme of physical instruction. The movement was initiated in Hawke's Bay, and the teachers have expressed general approval of the course.

Another node in the year's work was reached when the Board in November finally adopted the teachers' classification and promotion scheme, with regulations. They were immediately acted on in over fifty instances, and already the beneficent effects are perceptible. Committees have loyally joined in this attempt to allay those causes of dissatisfaction that have tended to distract and sap the energies of the teachers. The scheme will leave the teacher more free to realize his ideals in education, and will give him a new incentive to put his best into his school; he will not be continually writing applications and looking round for a new situation, but will know that reward will follow on success. We are very hopeful of the educational benefit to the children due to removal of worry from the teacher. A grant in aid of removal expenses will be necessary for the smooth working of the scheme; such allowances are regularly made to the teachers of Native schools and to members of other public services.

Plans have been developed for improving the qualifications of our young teachers. Mr. Loten has given great assistance in the fostering of this work. Correspondence, Saturday, and central classes have been in operation. A special school was arranged in June at Hastings, where practical work in science, drawing, and singing, as required for the D certificate, could be undertaken, and where the students could meet in person teachers of subjects dealt with by correspondence. Thirty-nine attended the session and gained much benefit therefrom. The large number of candidates for certificates in January indicates not only zeal on the part of the teachers, but also appreciation of the facilities afforded by the Department and the Board. In order to promote their effectiveness it is proposed to organize the classes somewhat differently during 1914.

The Board has initiated a teachers' library at the office, Napier.

Statistics of teachers' classes—Enrolment: Art—Gisborne 15, Napier 20, Dannevirke 20; elementary physics—Gisborne 11, Napier 20, Dannevirke 20; agriculture—Woodville 13, Hastings 19; agricultural bacteriology—Hastings 12; brush drawing—Hastings 24; correspondence classes—33; Hastings Winter School—39.

The increased emoluments granted by the Education Amendment Act, 1913, have put heart specially into the teachers of our smaller country schools, although uncertificated teachers are disappointed in their expectation that the minimum salary was to be fixed at £100. A word of praise is due to the Government for the help given, and for the announcement that during 1914 an amended Education Bill will provide still further for the welfare of the profession. The

improved salaries will foster educational skill and school efficiency by attracting good men to the service.

Medical Inspection.—In 1913 the practice of medical inspection of school-children was begun, but owing to the exiguous staff employed, the interruption of the work by calls on the staff due to smallpox, and the somewhat ambitious attempt to cover rapidly great districts it has appeared to us to be hitherto rather statistical and impersonal. The innovation is a good one, and deserves the hearty co-operation of all concerned in order that its full benefits may be realized. It will be necessary to correlate the energies of the Medical Officers and the physical instructors. At present there is a tendency to place the cart before the horse, and put the child through a course of physical instruction before he has been examined as to his fitness for it. The same applies not only to pupils, but also to teachers.

English.—Reading is, broadly speaking, well taught, comprehensive, reasonably dealt with; recitation good. We notice, however, that many centres of considerable importance do not draw any of the subsidy granted by the Government in aid of libraries, which causes us to wonder whether the teachers have succeeded in instilling a real love of reading. A reference library should gradually appear in every school, so that pupils may learn where to go for information. Where the enrolment of Natives is large the difficulty of teaching to read and write good English is intensified. Not only does the Native alphabet contain fewer sounds than the English, so that a physiological difficulty has to be overcome—a difficulty that strikes one most in the matter of sibilants—but many infants know not a word of English when they enter the school, and hear none in their homes. Native schools are allowed an addition to the staff when the average reaches twenty-one, whereas at Murewai, with an enrolment of fifty, and only about three of the pupils European, the teacher was found struggling alone, or actually out of pocket in providing absolutely necessary monitorial assistance. It is suggested that in the coming year the *School Journal* should be the main reading and spelling book, and that further reading practice be given by use of two or more of the supplementary readers furnished by the Board.

Spelling.—There was much loose spelling, especially in Standard VI, which indicated the need that each pupil should keep note of his own errors in essay, geography, history, and other general work. Some children waste time in learning from spelling-books words that they do not use in actual practice. The child's own vocabulary should be drawn on for studies in word-building and derivation.

Composition.—The essay is usually of good length, frequently vivacious, indicative of a cultivated observation, and of adequate attention to current events; nevertheless small errors are too numerous. Proficiency tests revealed considerable need of a more intense study of analysis, synthesis, and variation, which give at once good practice in abstract thought and power in expression. Variation as taught by some is a species of juggling with a word and its derivatives, instead of an attempt at the more expressive rendering of an idea. In one question of the proficiency test the pupil was requested to state concerning certain sentences what devices had been used to render them more striking; the response was poorer than might have been expected in schools working under a syllabus in which power over the spoken word has displaced formal grammar as the chief objective of instruction in English. Punctuation, while sometimes so weak as to suggest neglect, was usually effectively taught, and so, too, the use of sentence and paragraph. A very fair number of schools excel in the production of written work.

Arithmetic.—This was, on the whole, satisfactorily dealt with, though still apt to be taught on abstract lines. In the lower standards the numbers considered by the children are not always those that they can realize. There is ample employment within the limits fixed by the syllabus for all the time that can be devoted to this branch of education. Mental arithmetic should receive additional attention generally.

Geography.—This is better defined in the new syllabus, and we look forward to improved results due to more concentration of attention. The subject is, however, in many schools well and carefully taught. Nature-study has been much assisted by the supply of meteorological instruments. We must make our geography as real as possible; in some schools near Dannevirke inquiry was made as to the effects of mountains on climate, and the matter appeared not to have been considered, although nature was performing experiments on a grand scale at their doors. The New Zealand Year-book is a valuable aid to the study of commercial geography; it should not be overlooked; it should be supplied to every school in the Dominion.

History.—History, a subject that rightly taught has immense influence over the lives and ideals of the pupils, too frequently lacks serious treatment. More should be made of the history of New Zealand. Material for a course can be found in Miss Bourke's little book, and in the Year-book.

Drawing.—This advanced in neatness and power over the object and in design. Instrumental drawing and solid geometry reached an excellent standard in the hands of some teachers. Geometrical drawing is apt to be overlooked in Standards III and IV. Programs in brushwork frequently left room for development, but a fair proportion of the schools produced studies from nature and in design of a very pleasing character.

Singing is generally well taught, being particularly sweet and expressive where Natives are numerous.

Needlework.—Programs may usually be extended. The new syllabus gives an interesting variety of matter under this head.

Physical Culture.—The teachers who came to the winter session set to enthusiastically, and in very short time after return to their schools creditable progress had been made by their pupils. The regulation concerning breathing between lessons is not favourably received by some of our teachers; they point out that, as the schoolroom is not the right place for such exercises, the children will be constantly marching out into the grounds, and much loss of time will result.

The headmaster of one large school estimates that physical culture under the regulation will demand not less than three hours a week. We recommend that Boards and Inspectors be consulted before the issue of such regulations.

Handwork.—[See E.–5, Report on Manual and Technical Instruction.]

District High Schools.—[See E.–6, Report on Secondary Education.]

Scholarships.—Fifty-seven qualified for Junior National Scholarships. Only four schools of Grades I to III sent forward candidates. On the whole the most successful schools were of Grades V, VI, and X. Fifty-four qualified for Senior Scholarships. Three Junior National, thirty-one Junior Board, and seventeen Senior Board Scholarships were awarded. The fact that pupils from remote schools qualified but did not receive a scholarship suggests the advisability of restricting the number of senior scholarships in order to multiply junior awards.

The syllabus, new issue, introduces several reforms that teachers have desired in reduction of clerical work. The qualification for proficiency and competency certificates is restated. Probably the best innovation is the requirement that in all schools girls must receive some training in elementary home science. This is possibly the beginning of a greater differentiation in program between the sexes.

During the year the interest of the Committees in the schools and co-operation for their good have been a real incentive to progress. The teachers have shown zeal and enterprise in the performance of their duties, and we are able to say that, on the whole, the condition of education in the Board schools is satisfactory.

H. Hill,
D. A. Strachan, } Inspectors of Schools.

The Chairman, Hawke's Bay Education Board.

MARLBOROUGH.

Sir,— Education Office, Blenheim, March, 1914.

I have the honour to submit the general report on the schools of the Marlborough Education District for the year 1913.

During the year several household schools were closed, but others having been established the number in operation at the end of the year was practically the same as in 1912—viz., ninety-three. In addition to the Board schools, there were six private schools having a roll number of 176. With a few exceptions the schools were visited twice, and at each visit the children's progress was tested.

The following table gives the classification, roll, and average age of the pupils:—

Classes.	Number on Roll.	Present at Annual Examination.	Average Age of Pupils in each Class.
			Yrs. mos.
Standard VII	27	19	14 10
„ VI	166	157	13 10
„ V	234	231	13 2
„ IV	276	271	12 2
„ III	331	311	10 11
„ II	269	257	9 7
„ I	309	297	8 6
Preparatory	853	794	6 10
Totals for 1913	2,465	2,337	9 8*

* Mean of average age.

The average age of Standard VII is seven months in advance of last year's, but in the other classes there is a decrease in the ages. Teachers now realize how great a mistake it is to keep children unnecessarily long in the preparatory classes.

The following shows the gradual increase of attendance during the past three years: 1911—Roll, 2,335; present at examination, 2,259. 1912—Roll, 2,390; present at examination, 2,303. 1913—Roll, 2,465; present at examination, 2,337.

Efficiency.—Taking inspection and examination reports into consideration the efficiency of the schools is classified as follows: Very good, 2; good, 18; satisfactory to good, 13; satisfactory, 35; fair to satisfactory, 11; fair, 9; moderate, 3; inferior, 1. The inefficient schools, with one exception, are small, and in charge of young uncertificated teachers who have had practically no experience. To assist these teachers Saturday classes have been in operation during the year, and a correspondence class was conducted for those who, through distance, were unable to attend. Very satisfactory work was accomplished, and the classes are being continued for another year.

Attendance.—The attendance throughout the year was very good, and had it not been for an epidemic of whooping-cough during the December quarter the percentage would have been a record for Marlborough. As it was it reached 90·02. When one considers the long distance many of the scholars have to travel, and that very few cases were dealt with by the Truant Officer, the result is

highly gratifying to all concerned. The central examinations for Standard VI were held in December, the largest schools being visited last. The results were not forwarded till breaking-up day, and by that means regular attendance was assured till then.

Schools and Buildings.—The buildings generally are in a satisfactory state.

The following remarks deal generally with some of the subjects:—

Reading.—This may be said to be satisfactory. The really fluent and expressive readers were in the minority. In the lower classes bad phrasing and errors in pronunciation were the main faults, and in the higher classes there was an absence of emphasis and modulation, whilst in many cases the reading was too rapid. To remedy this defect pattern reading is necessary, and should form part of every reading-lesson. I should like silent reading encouraged, particularly in the higher classes. It has a greater educational value, and should not be neglected. Comprehension was distinctly good, but if more attention had been paid to actual practice in reading some of the defects mentioned would have been lessened. I do not wish it to be understood that comprehension is unnecessary, but too much time may be spent at that to the detriment of the ordinary reading-lesson.

Spelling.—By the majority of teachers this subject had been well handled, and the results were highly creditable. Mistakes were more frequent in the dictation than in the lists of words.

Writing.—The results here were somewhat disappointing. Writing is the easiest of our school subjects, and good results can be obtained if the necessary details are strictly adhered to. Posture, holding of the pen, a good copy, plenty of blackboard illustration, and above all careful supervision and correction are required. By the time a pupil reaches the Sixth Standard copybooks might well be dispensed with and the practice given to rapidity and current writing.

Recitation.—The best recitation was noted in the preparatory classes. It was quite a pleasure to listen to the efforts of these children; the modulation, emphasis, actions to suit the words in many instances were of a high order of merit. In the other classes the pieces chosen were generally suitable, correctly repeated, but in many cases expression was wanting. Here again the teacher's pattern saves the situation. The comprehension of the pieces was good.

Arithmetic.—At the annual visit this was carefully tested, and the results were generally satisfactory. Considerable care and intelligence were displayed in the setting out of the sums, and the paper work was neatly done. In future, mental work will enter largely into the tests at the annual visit.

Physical Exercises.—Physical drill in some form is practised in all schools, and breathing-exercises receive ample attention. The old-fashioned one hour's drill is now a thing of the past, and the pupils are deriving great benefit by having short daily exercises.

Drawing.—Some excellent pencil-work was shown, and drawing from actual objects is gradually taking the place of drawing from copies. Model-drawing was not satisfactory, the ruler in nearly all cases having been used. In model-drawing ruling or measuring is not allowed. The pencil may be held at arm's length from the eye for the purpose of comparing the various lines with the line chosen as the standard of measurement, but nothing more. Geometrical drawing was fair, and in a few schools solid geometry was taught with some success. Brush drawing was distinctly good, but this subject should not be overdone.

Manual and Technical.—[See E.–5, Report on Manual and Technical Instruction.]

Singing.—In some schools singing was entirely neglected. This is to be regretted, as singing well taught has considerable bearing on the physical, mental, and moral education of the scholars. It brightens the school-work, cultivates good taste, assists in distinctness of articulation, and is a decided help to reading and recitation. The singing-lesson need not be long, but it should embrace modulator practice, voice-training exercises, ear tests, rhythms, and in the upper standards training in sight reading. Three or four songs, indifferently performed at the annual visit, do not seem to me to be a fair year's work; and, further, the real educational value of the singing-lesson is lost. The largest schools did very well, part singing entering into the program. With most teachers the practical part is the stumbling-block, and to get over this a year's course is now arranged for, and specimen lessons will be given at various intervals.

Geography.—In most cases good schemes of work had been prepared, and the results were generally satisfactory. Local geography requires much closer attention. Mapping was satisfactory.

History.—Historical readers are in use in all schools, but the subject is in many cases treated as a reading-lesson. This is hardly satisfactory. Oral lessons should be regularly given, a blackboard summary made as the lesson progresses, and finally composition should play its part.

Needlework.—The specimens were generally neat, clean, and carefully executed. In the upper classes of a few schools plain advanced needlework was undertaken, and really good work presented. In the lower classes the sewing was good, but too fine in type. This causes eye-strain and headache, and is decidedly detrimental to the children.

Discipline, Tone, &c.—Nothing but praise can be given here. The pupils are well mannered, obedient, and attentive to their duties. This speaks well for the teachers, who are fully aware of their great responsibilities, and are doing their utmost to advance the education of the district.

I have, &c.,

The Chairman, Marlborough Education Board. DAVID A. STURROCK, Inspector.

NELSON.

Sir,— Education Office, Nelson, March, 1914.

We have the honour to present our annual report on the schools of the Nelson Education District for the year 1913.

One hundred and eighteen schools were at work during the last quarter of the year. There were in addition, as hitherto, nine side schools, and at district high schools four secondary classes. Four very small schools have during the year been closed, and one reopened; three other household schools have been opened, and a Grade II school established.

One hundred and seventeen schools were inspected by us, in most cases more than once. Two were not visited. One of these was a household school, but recently opened, and the other the Inspector was unable to reach owing to the flooded state of the rivers when he was in the neighbourhood.

Eleven private schools, with a total roll of 614, have also been subject to inspection. These private schools had between them fifty-four Sixth Standard pupils, to whom were awarded twenty-six proficiency and sixteen competency certificates. Two additional schools have this year come under inspection, and the total roll number is accordingly higher by seventy-three. Our estimate of the general efficiency of the private schools is summarized as follows: Two good; three satisfactory to good; five satisfactory; one fair to satisfactory.

At the request of the Council of Governors we also examined for certificates the preparatory divisions of the Nelson Colleges: roll number, boys 21, girls 13. There were in all twenty-five competitors for Standard VI certificates, and eleven proficiency and eight competency certificates were gained.

At special examinations held during the year fifty-eight candidates presented themselves, fifty-three for Standard VI, three for Standard V, and two for Standard III, and the following certificates were obtained: nineteen proficiency; twenty-one, Standard VI, competency; two, Standard V, competency; and two, Standard III, competency.

The average weekly number on the rolls for September quarter, 6,369, is again higher than that for the corresponding quarter of last year by 130, so that we can congratulate the Board upon the continued growth of the district, the number on roll and average attendance for each quarter of the year constituting a record for the particular quarter. The average weekly roll number for the December quarter was 6,522.

The district, like others of small population, suffers from the lack of higher-grade schools, which by providing better salaries offer to teachers some prospect of ultimate promotion, and so furnish to teaching aspirants some inducement to enter a service which, of the professions, is one of the least remunerative. From this aspect is derived one of the main arguments in favour of the absorption of smaller districts by larger ones.

The average attendance for the year—5,685, an advance of 123 on that of last year—indicates further improvement in regularity of attendance, as the percentage that it bears to the average weekly roll number has increased to 89·2. The percentage for the Dominion last year had fallen to 88·9, so that the attendance throughout this district was better than the average, Nelson and South Canterbury with 89·1 per cent. tying for fifth place among the thirteen educational districts. Otago and Wellington stood highest with 90·2 per cent. Several household schools, as usual, return, as they should be expected to do, 100 per cent., and one in Grade I attained to 98 per cent. In all, fifty-nine schools exceeded 90 per cent. At some schools, on the other hand, the attendance continues to be hopelessly irregular. It is particularly in connexion with such schools as these that a Truant Officer is required, for negligence on the part of local authorities is producing the mental starvation of some of our juvenile population.

Some schools, again, have not been kept at work for the full year, eleven of those that were open each quarter failing to return 400 half-days, whilst only forty-seven were kept open 420 times, so that in the majority of schools the holidays throughout the year exceeded ten weeks, the limit contemplated in the Board's by-laws.

Improvement in attendance has produced an increase in the staffing, so that the total number of teachers in the employ of the Board in December was 200. Their classification is as follows:—

Grade of School.	Head Teachers.		Assistants.		Sole Teachers.		Totals.
	Certificated.	Uncertificated.	Certificated.	Uncertificated.	Certificated.	Uncertificated.	
0	...	...	...	...	...	12	12
1	...	...	...	...	6	25	31
2	...	...	...	...	16	9	25
3	...	...	...	...	9	...	9
4	26	...	17	9	...	..	52
5	5	...	8	2	...	...	15
6	5	...	11	3	...	...	19
7	1	...	4	...	...	...	5
9	2	...	17	1	...	...	20
10	1	..	11	...	...	...	12
1913 ...	40	...	68	15	31	46	200
1912 ...	39	...	61	13	33	47	193

Recent appointees have usually been qualified applicants, as the proportion of certificated teachers working as assistants and of sole teachers of schools below Grade III has increased.

There were also twenty-three pupil-teachers and eleven probationers.

Certificates of Proficiency and Competency.—Central examinations for proficiency certificates were held by the Inspectors in November or December at Nelson, Richmond, Wakefield, Motueka, Westport, and Granity. For Reefton candidates the written examination was supervised by the head teacher of the Reefton District High School. When Standard VI pupils could not be centralized the examination was taken at the time of the annual visit to the school. The results were as follows: Number examined in Standard VI, 430; proficiency certificates gained, 234; competency certificates, 135. The great disparity between the proportion of proficiency certificates granted in different educational districts has of late received much comment. The percentage of certificates gained according to the 1912 returns ranged from 42 per cent. to 86 per cent. The return for this district has always been one of the lowest in the Dominion. Reasons for this may be the inefficiency of the teaching and a strict interpretation of the requirements on the part of local Inspectors. We cannot admit that the former is the dominant factor or has much influence upon the result except in so far as we possess so large a proportion of small schools in Grades 0 and I, controlled for the most part by untrained and inexperienced teachers. The effect of this drawback, too, is partially counterbalanced by the fact that such schools present a very small number of candidates, as few children from them ever reach the Sixth Standard class. For example, we had from—

	Number of Candidates.	Proficiency.	Competency.
Forty-nine schools in Grades 0, I (sole-teacher schools)	36	12	11
Thirty-four schools in Grades II, III, (sole-teacher schools)	59	31	21
Forty schools in Grades IV or higher (head teacher)	335	191	103

A competency certificate represents a satisfactory knowledge of the requirements of the Sixth Standard course, whilst the proficiency certificate, requiring as it does 60 per cent. of marks, is an award of special merit and a qualification for a free place at a secondary, high, or technical school. When over 80 per cent. of those in the class regularly attain such a distinction one naturally concludes that the examiners do not err on the side of severity. The general opinion of Inspectors is that 60 per cent. should represent the maximum number of proficiency certificates granted, so that a strict standard of examination such as hitherto has been maintained in this district has the approval of the inspectorate at large. Moreover, we have heard little here of secondary-school complaints, common enough in some quarters, that many of the children who obtain free tuition are at entrance not qualified for secondary training.

Most of the columns in the appended summary for the whole district are furnished in 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 1912.
			Yrs. mos.	Yrs. mos.
Standard VII	114	104	14 9	15 1
" VI	409	404	14 0	14 0
" V	563	552	13 1	13 2
" IV	753	743	12 2	12 3
" III	779	763	10 11	11 3
" II	826	803	9 11	10 3
" I	765	749	9 0	9 1
Preparatory	2,316	2,209	6 10	7 0
Totals for 1913	6,525	6,327	9 9*	...
Totals for 1912	6,311	6,138	9 9*	9 9*

* Mean of average age.

Standards VII and VI show very little variation; Standard I is smaller this year, but all other classes are larger. The preparatory class, though sixty-seven higher than previously, still remains the same percentage of the total roll, thirty-five, so that the disproportionate growth of this division that so persistently prevailed till 1911 has apparently been checked. The average age is lower in all classes except the preparatory and Standard VI. In Standard III it has fallen four months.

We submit, as usual, a brief estimate of the quality of the instruction in several subjects of the curriculum.

English.—Generally the following tabular statement of the efficiency of schools in the different branches of the subject shows that we have been thoroughly satisfied with the treatment that each has received:—

	Reading.	Writing.	Spelling.	Composition.	Recitation.
Efficient schools	97	104	81	95	109
Non-efficient schools	15	8	31	17	3

The amended regulations as to the organization, inspection, and examination of public schools arrange the pupils in three divisions—the Preparatory Division, the Junior Division, comprising Standards I, II, and the Senior Division, Standards III, IV, V, VI. As the syllabus is drawn up in accordance with these divisions the effect is to indicate the best method of grouping classes, and to afford more latitude in drawing up schemes of work, in that these may be adapted to the classes as combined. In English, more especially in reading, especial advantage is conferred upon sole teachers and others, who each have more than one class to teach, practically enabling them for the purposes of instruction to reduce the number of classes by half.

Reading.—The use of at least three reading-books in each year is now required by classes in the Senior Division, two being the minimum for the Junior Division. The latter requirement has already been fully met in this district, but the former usually only in the larger schools. The "Pacific Reader," the *School Journal*, and a continuous or story reader have been the ones most commonly chosen. Some few schools have used the continuous readers with good effect, the interest in the story affording a stimulus to the mental activities of the children. The advantages bestowed by well-graded miscellaneous readers as affording well-defined aids to classification and supplying greater variety of diction are, contrary to the expressed desire of the Inspectors, too much underrated in the new syllabus. We consider that all the higher-grade schools should retain a series in use. Though in reading little fault can be found with the pronunciation, fluency, and naturalness of tone, there is still something to be desired in expression, force, and appreciation of the passage read. During the written examinations for Standard VI proficiency certificates the comprehension was tested from the meanings assigned to some dozen familiar words selected from the reading-books. We were often astonished at the wildness of some answers that came under review.

Recitation.—The recitation in our estimation attained a higher level than the reading, thirty schools being marked "good" in all classes, and yet one is disappointed ever to find the rendering tame or spiritless, the matter failing to interest, to awaken the child's sympathies, to uplift the mind, in fancy raising it above the commonplace to explore the realms of romance and imagination, with all the wealth of poetic diction resounding to the music of the human voice. Though our little nation is at present in the throes of agitation over the exclusion of "the Book of Books" from our schools, we know that our teachers aim to impart a high moral training. Character-building is the main ideal of the educationist. May the teacher then more fully realize what powerful levers for moral uplifting are placed in his hands by such subjects as history, reading, and especially recitation.

Writing.—This, though rarely unsatisfactory, seldom attained a very high standard, only thirteen schools receiving commendation for specially good work. Collins' New Graphic copy-books are still everywhere in use, though Vere Foster's Medium series has some advantages in the more systematic formation of junctions and proportionate heights of letters, and its use would probably tend to produce more fluent hand-writing. The most common failing at present is irregularity of slope, many children finding the greatest difficulty in maintaining uniformity in the direction of down strokes. The latter series of copy-books is in general use in the other educational districts, and has been introduced into some private schools here. Writing with the pen has hitherto been generally practised in Standards I and II, and in some few of the larger schools in which writing is a specialty the children in the highest preparatory class (usually over seven years of age) have also been introduced to the use of ink. Writing with a pen need not now be required from the Junior Division (Standards I and II), nor should precise accuracy of form be insisted upon so long as neatness and legibility are secured. Precise accuracy has certainly not been attained in Standard I, nor should it be expected, but good work has been frequently encountered in Standard II. The postponement of the initial stage of accustoming the child to the use of pen and ink will throw the main burden of giving instruction in writing upon the teachers of Standards III and IV.

Spelling.—Spelling shows more variation than any other branch of English, more schools proving unsatisfactory, and still more, forty-three in all, gaining commendation for good work. Seven of these were classed as excellent for obtaining an average of over 80 per cent. of marks. Except in Standard VI, where the passage for dictation has been previously unseen, the dictation and spelling exercises selected by us have been from the book studied by the class. The restriction as to the use of one book is now removed, and the need for systematic word-building and the study of the word in relation to its context are emphasized. The Oxford English Dictionary is to be the recognized authority, but the recommendation that the phonetic form of the word should be preferred would, in the general opinion, be honoured "more in the breach than in the observance." This clause marks the first stage in the introduction of a spelling reform.

Composition.—This was generally very satisfactory, and twenty-eight schools were commended for the good quality of the papers submitted to us by every class, yet in many respects there is room for improvement. In judging the written papers of the upper-standard children we have placed equal value upon the questions set and the essay or story. In the Sixth, where the pupil usually scored higher marks in the latter, he is placed at some disadvantage when compared with a pupil in another district where the Inspector may assign double value to the essay or story. Though the cards supplied by the Department are exceedingly useful and help to maintain a high standard, some slight alterations would be of advantage. No knowledge of archaic or obsolete forms should be expected. Any child of fourteen who obtains a fair working knowledge of English as written and spoken to-day does well, and it is somewhat unfair to the particular child who is asked for more, as we do not pick or discriminate between different cards. Each one set should provide a fair test for any child of that standard. The fact that three answers are required under each of three subheadings, a triple nest of tubs, places too great a complication before the child mind. Latin roots and their meanings should not be expected—in fact, it is doubtful whether

the demand is justifiable. In word-building, though you must build upon a root, the child need not necessarily supply the root. Again, questions involving the effects produced by changes in the order or arrangement of words are usually of too subtle a nature for a child, and though he may have some idea of the effects, they are usually beyond his powers of expression. Such questions may well be left to the more matured youth.

In the general treatment we fear that oral composition still plays too subordinate a part, and the quality of the written work does not improve proportionately to the promotion of pupils; for example, the essays written by Standard III do not as a rule show a marked advance upon those written in Standard II. Yet since the introduction of written composition into Standard II there can be no doubt about the great improvement in that class, the work done by Standard II pupils showing a marked advance upon what was possible ten years ago. Defective sentencing should not be found in the upper classes. Standard III should have a complete mastery of the simple sentence, and Standard IV know when and where to employ the period or full stop. We acknowledge improvement in this very particular, but the child who produces as a sentence no predicate or statement at all should not be in Standard VI. A more common failing is the endless addition of clause to clause till the whole effusion is a succession of "ands."

We cannot do better than reiterate a plea for more constant practice in corrected composition. These critically yet sympathetically corrected and reviewed by the teacher before the class will afford ample opportunities for oral composition, correction of grammar and phraseology, and may by example inculcate improvement in style. The drawback is, of course, the long drudgery of correcting, especially with large classes, but in teaching, as in many another pursuit, no great good can be gained without diligent toil.

Arithmetic.—The arithmetic, taken throughout the school, was regarded as satisfactory in seventy-four schools, while in forty-four the subject was not looked upon as being efficiently taught. As we have pointed out before, the outstanding weakness lies in the sole-teacher school, for of the forty-four schools mentioned as not efficient forty-one of them were in charge of sole teachers.

The dual classification in English and arithmetic is not used to any large extent. From the returns supplied to us we find that 390 pupils are placed in a lower standard and twenty-four in a higher standard for arithmetic than for English. Of the former, forty-nine were in Standard VI, eight-two in Standard V, ninety-five in Standard IV, eighty-one in Standard III, seventy-one in Standard II, and twelve in Standard I.

In the latest issue of the syllabus, under the heading of "Arithmetic," it is stated that ability to apply number to everyday problems is requisite for efficiency in any position in life. In other words, this statement is equivalent to saying that a pupil who has successfully passed through the full primary course in arithmetic should be furnished with a sufficient arithmetical foundation for any occupation or profession entered after leaving school. We can hardly say that this result has been achieved when some 50 per cent. of the Standard VI classes fall below a satisfactory standard in this subject. In the two lower classes of the Senior Division of the school—that is, in Standards III and IV—we invariably find that the results are relatively better that those of Standards V and VI. This year, however, we are pleased to note a considerable improvement in Standard V, which has on many occasions provided the poorest results. Why this weakening on the subject should occur as the pupil advances to the higher classes it is difficult to understand. The increased difficulty of the work should not be the cause, for his fitness for promotion from the lower class should to a great extent justify the pupil's ability to successfully cope with the work of the higher standard. Yet from the annual returns we find that he fails to do so.

To improve the position in Standards V and VI would seem to demand greater efficiency in the work of the lower classes. To this end the schemes of work should in every case provide sufficient repetition of the lower-standard work, the bulk of which might well be done orally. Systematic instruction and practice in mental arithmetic should be given daily in every class.

Other Subjects.—History, elementary science, and handwork, as well as geography and drawing, may now have value in the examination for proficiency certificates, as merit marks may be given for one or more, not exceeding four, of these subjects. The merit marks may be assigned only for good or excellent work, and are added to the marks for English and arithmetic to make up the aggregate marks required in those subjects conjointly. A satisfactory standard of attainment must be reached in at least three of these subjects. Greater prominence is thus deservedly given to history, which must of necessity be taken every year, and receive attention for at least an hour each week.

The physical geography may be included in the scheme of work for nature-study and elementary science, to which subject in schools of Grade IV and higher grades a separate place on the time-table must be assigned, and a definite course laid down. We in future shall expect the courses in political and commercial geography to be more accurately defined, and each class to be taught certain essentials, so that when a child has passed through the Sixth Standard class he may have at command what at present is rare, an accurate knowledge of the plainest elementary facts in the geography of the world. In the present-day boy-world of topsy-turvydom Japan and the United States are frequently the chief British possessions.

Drawing under the new regulations is distinguished by two new features—its association with some branch of handwork, and the introduction of colour-work. The latter requirement may be met by means of brushwork, the use of coloured crayons, or by a course of blackboard drawing with coloured chalks. Several, especially of the older schoolrooms, are not yet provided

with wall blackboards, though as a rule class-rooms recently built have been equipped with hyloplate. The lack of such equipment has been a drawback to the general teaching of free-arm drawing.

Handwork and Manual Training Classes.—[See E.–5, Report on Manual and Technical Instruction.]

Teachers' Classes.—Classes for the instruction of teachers were held at Nelson in drawing, elementary chemistry, and elementary botany, and at Westport in drawing, elementary chemistry, and elementary physiology and hygiene. Correspondence lessons for teachers remote from centres of instruction were again arranged with the Auckland Tutorial College.

Physical Training.—Nothing has yet been done in this district by the instructors for physical training, but early in the year we had our first visit from one of the recently appointed Medical Inspectors. Medical inspection of school-children is now recognized as an essential branch of every modern system of education, for it not only has an important bearing on the physical welfare of the pupils, but it has also a leading place as a factor that will in no small degree assist in producing the best educational results. The work with us is in its initial stages, and what with the smallness of many of our schools, the want of facilities for travelling between the different schools, and the time necessarily taken up by the inspection itself, comparatively little can be done in a year by the small staff who have to carry on this important work. This year the inspection with us was confined to pupils from Standard II of the Nelson City Schools, and from some of the larger schools in the near vicinity. The examination disclosed a general prevalence of adenoid growths and of defective teeth. In many instances where defects were reported parents at once sought medical advice. As progress is unavoidably slow it must be some time before any general conclusions can be arrived at from the records noted. We strongly approve of provision being made for the inspection of all school-children at some time during their school career. We cannot speak too highly of the extremely able manner in which the arduous duty of inspection was conducted, nor can any one fail to recognize its ultimate advantage. Our only hope is that during the coming year the work may be more generally undertaken throughout the district.

General Efficiency of Schools.—The general efficiency of our schools has been steadily improving year by year since 1910, and the table below shows a decided advance for this year, especially in the number receiving commendation as "satisfactory to good."

Good	22
Satisfactory to good	42
Satisfactory	40
Efficient	104
Fair to satisfactory	7
Fair	4
Non-efficient	11
For 1912 the figures were:—	
Efficient	96
Non-efficient	20

When we consider that in our smaller schools we have no fewer than forty-six uncertificated teachers, and that many of these are not only untrained but also inexperienced, so that little should be expected from them, it is the more gratifying to find that a high state of efficiency is so generally maintained.

Teachers have now had a ten-years trial of the present syllabus, and have had time to appreciate its aims and objects, and more than that by practical experience to judge how best those aims can be realized. The new syllabus, in itself no violent departure from its predecessor will in comparison appear less formidable, and judging from the satisfaction we have expressed concerning the efforts of our staffs, we can confidently trust that the great majority will continue to discharge their onerous duties as zealously, as devotedly, and as efficiently as hitherto.

We have, &c.,
G. A. HARKNESS, M.A.,
A. CRAWFORD, B.A.,
Inspectors.

The Chairman, Nelson Education Board.

GREY.

SIR,— Education Office, Greymouth, 16th March, 1914.

I have the honour to present the annual report on the schools of this district for the year 1913.

During the year all public and five Roman Catholic schools were inspected. The Notown Public School, reopened towards the end of the year, and the Swan Lake Public School, opened for the first time somewhat earlier, were visited once only. The Catholic school at Runanga was opened at the beginning of the year, and is being well attended.

The following summaries are taken from the Inspector's annual return to the Education Department:—

Classes.	Number on Roll.	Present at the Annual Examiaation.	Average Age of Pupils in each Class.
BOARD SCHOOLS.			Yrs. mos.
Standard VII	40	39	14 9
" VI	126	125	13 11
" V	165	164	13 0
" IV	213	208	11 7
" III	212	206	11 2
" II	247	240	9 11
" I	254	253	9 0
Preparatory	751	700	6 10
Totals	2,008	1,935	9 7*
Totals for 1912	1,947	1,857	9 6*
Increase	61	78	...
ROMAN CATHOLIC SCHOOLS.			
Standard VII	2	2	13 7
" VI	40	39	14 1
" V	44	43	12 7
" IV	34	33	12 1
" III	60	58	11 5
" II	62	61	10 3
" I	46	46	9 3
Preparatory	248	241	6 4
Totals	536	523	9 1*
Totals for 1912	424	416	8 9*
Increase	112	107	...

* Mean of average age.

Certificates.—Of Sixth Standard pupils, about 60 per cent. gained proficiency certificates, and 15 per cent. were awarded competency certificates. The percentages for 1912 were 42 and 19 respectively. There has been a considerable advance in the work of Standard VI, but the improvement has not been so great as would appear from the figures. The proficiency certificate is a passport to higher scholastic and technical education, and, as such, it should not be within the reach of those who are unwilling to put forth considerable effort to secure it. Furthermore, it should be borne in mind that it is not merely the work done in the highest class, but also the grounding received in those below, that prepares for the gaining of this prize, and it is probable that an unsatisfactory return from a Sixth Standard is generally the outcome of a too-easy promotion.

Of the candidates from the Catholic schools, 59 per cent. gained proficiency and 26 per cent. competency certificates.

Schemes of Work.—Much improvement was noticeable in the schemes of work presented, but in a few schools they are still somewhat unsatisfactory. Where the work is clearly defined and amply set out in the syllabus it is sufficient to show how it is dealt with in the three or four periods; but where the teacher is allowed latitude in selection and arrangement, as, for example, in geography and history, it is necessary to give the full scheme, with an indication of how the work is spread over the two, three, or four years, and of how the classes are grouped for the subject. This was not always done, and it was frequently necessary to ask for an explanation of what should be self-explanatory. In nearly every case what might be termed the minor subjects, such as health and moral instruction, are now receiving due attention in the preparation of schemes of work.

Generally speaking, the instruction has been more in accordance with the spirit of the regulations than in the previous year, and though it was not so thorough as I had expected, I believe the year upon which we have entered will witness a very considerable advance in this respect.

Reading.—Reading was, on the whole, satisfactory. In the higher standards comprehension and fluency have greatly improved. Attention is again drawn to the need in the lower classes for more systematic drill in the use of consonants and for more careful instruction in phrasing. In some schools the preparatory classes are using the little illustrated story readers with very good results. The children of such classes read with ease, and in their case the Inspector is not in doubt as to whether he is listening to reading or to repetition. There is very little improvement to report in the matter of the selection or treatment of passages for recitation, and I do not remember any instance of prose being taken for this work.

Composition.—As in 1912, composition was good in the lower classes, fair in the middle division, and weak in the upper standards. The greatest weakness was shown in punctuation, the teaching of which presents many difficulties. These, however, would to a large extent be overcome if

attention to the insertion of stops were strictly insisted upon in written work of all kinds, whether purely composition exercises or not. In the higher classes there seems to be need for more instruction in the relation between analysis and synthesis on the one hand and sentence-building on the other. In these classes, too, the essay or letter sent up was usually so very short that it was no easy matter to form an opinion of the writer's ability.

Writing.—Writing is now receiving greater attention; more copybook practice is being given, and the general work more efficiently supervised. There are still, however, several schools in which the writing is distinctly inferior, and some in which the teachers seem to forget that children are imitative. Example is better than precept, and slovenliness in ordinary blackboard work is sure to be reflected in the pupils' written exercises. The recommendation made at the beginning of the year as to the selection of certain copybooks for particular standards has been generally adopted, and it is expected that, provided sufficient blackboard demonstration is given, better results will presently be forthcoming.

Spelling.—The ordinary spelling tests were usually very well done, but there was a good deal of carelessness in the general work. The word-building of the lower classes was excellent, and in all standards the study of homonyms has evidently received a good measure of attention. No apology is needed for again calling attention to such apparently insignificant matters as the dotting of the "i" and the crossing of the "t."

Arithmetic.—In all classes up to Standard IV, inclusive, the arithmetic was good. In the majority of cases of failure to gain proficiency certificates the greatest weakness was shown in this subject. This defect appears to be largely the result of learning certain stereotyped ways of working problems, and of insufficient practice in oral and mental arithmetic. Generally, a marked improvement was shown in setting out the work, but in the lower standards there is a tendency to omit certain necessary parts of the working, which cannot be performed mentally, and to write in the results only. The oral arithmetic tests were fairly well done, but, as has been said, much more practice is needed, and in future greater importance will be attached to this branch at visits of inspection.

Drawing.—Not much improvement is to be recorded in drawing generally, though drawing with instruments is receiving more attention, and correlation with paper and carton work is more extensively treated. Drawing from common objects is now general, and good results would come from this practice if more instruction were given in the methods of securing balance and proportion. It is still not uncommon to find children attempting an outline with one continuous stroke of the pencil. The best results have been obtained in those schools in which colouring with brush or crayons has been taught, and as the treatment of colour will now be compulsory a considerable general advance should soon be evident.

Physical Instruction.—In the majority of schools physical exercises are being satisfactorily carried out, and teachers will find compliance with the new regulations, which are more definite than those previously in force, not very difficult after their work of last year. Only one detachment of Junior Cadets remains in commission. Some of its members are doing excellent work at the targets, and the officer in command has passed the examination for rank under the Defence Department.

Singing.—In only a few of the better schools have my remarks in last year's report regarding singing been acted upon. Very few songs appear to have been learned, and not often are they taken except at the stated period on the time-table. Teachers of small schools in which several classes sing certain pieces together will be expected to vary their programme year by year.

Geography.—The work in geography shows some slight improvement. Attention must again be drawn to the fact that each of the three branches—physical, mathematical, and political—requires attention, and that in any suitable scheme of work the three divisions may conveniently be combined. It is pleasing to note that in a number of schools plasticine-modelling is being correlated with geography with excellent results. More frequent use of rough sketch-maps and large diagrams is recommended.

History.—This subject is now receiving more efficient treatment, but the results are not yet satisfactory. Teachers have again been reminded that in history, as in other subjects where freedom of arrangement is permitted, a complete scheme should be presented showing how the work is spread over two or more years.

Nature-study.—In most schools nature-study is being dealt with as required by the regulations. In many cases, however, the programs are far too brief, and the treatment too much on the lines of the old "object-lesson." It should be remembered that the chief value of nature-study lies not in the number of facts that can be stored away in the memory, but rather in the training it gives in observation. The elementary science taken in the larger schools was satisfactory.

Needlework.—The needlework inspection was, in the majority of cases, good, and in several public and all private schools the girls have done additional fancy-work of a high order. In a number of schools the very young children have taken some elementary work with large needles and coarse materials.

Handwork.—[See E.–5, Report on Manual and Technical Instruction.]

Attendance.—In the following table is given the percentage of attendance at the schools of the Grey District for the past three years, and that for the Dominion, Otago, and Wellington for 1911 and 1912:—

Percentage of attendance—	1911.	1912.	1913.
Grey	87·1	88·6	90·4
Dominion	89·3	88·9	89·2
Otago	91·7	90·2	91·8
Wellington	90·1	90·2	90·3

It will be seen that a steady increase in regularity of attendance has been registered, and that, in comparison with other districts, the point reached is very satisfactory indeed.

School Buildings and Grounds.—The buildings, fences, &c., are generally in satisfactory condition, and in the majority of cases the rooms are clean and well kept. This is to be taken, however, as indicating no more than that the mere minimum requirements as to school premises are being attended to, and one cannot help feeling that something more is greatly to be desired. In this connexion it may not be out of place to quote some of the remarks of the Inspector-General of Schools in his opening address at the conference of Inspectors last year: —

"There is one more aspect of the modern movement in education . . . to which I would call your attention for a moment. It is that the school should be viewed as a part of the society in which we live. We should make much more of our schools if in each locality the school was regarded as an essential feature of human life in the neighbourhood—as much as the farm, or the shop, or the bank, or the home—children, parents, teachers all working together for the common good. . . . Would not our country teachers find a grand mission, a glorious broadening of their work and interests, in the endeavour to make the school a centre of light and brightness which should illumine the drudgery and pettiness of everyday life in the backblocks? Some are, no doubt, doing some work of this kind already: may their tribe increase!"

As a movement towards the realization of such an ideal, something might be done to bring about an improvement in the surroundings of the school. The Inspectors of one district report that it is quite a common thing for parents to form "working-bees" for the purpose of carrying out improvement work in the school-grounds. Possibly something of the kind could be done in this district. Very few of our schools have a garden of any kind, and practically no tree-planting has been done. This, I think, is mainly due to the fact that the preparatory work on the grounds is beyond the powers of the children.

To meet the requirements of the new syllabus it will be necessary to make provision for wall-boards in the many schools not yet so equipped, and it is recommended that all desks supplied to meet increases of attendance or to replace old furniture should be either single or dual desks.

Secondary Education.—[See E.–6, Report on Secondary Education.]

Teachers' Classes.—During the year teachers' Saturday classes were held for physical science and instrumental drawing and handwork. A winter school for teachers was held during the mid-year vacation, the subjects taken being ambulance and first aid, free drawing, handwork, and vocal music. All these classes were well attended, particularly by teachers from distant schools, and much useful work was done.

Several uncertificated teachers took advantage of the provision made for tuition by correspondence in preparation for the D examination.

I have, &c.,

The Chairman, Grey Education Board. WM. S. AUSTIN, Inspector.

WESTLAND.

SIR,— Education Office, Hokitika, 28th January, 1914.

I have the honour to present a report on the schools of the district for the year 1913.

A summary of the numbers and average age of the pupils at the end of the school year is supplied in the following table. Of the pupils in standards, twenty-two 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	60	14 8
" VI	77	75	13 8
" V	95	92	12 10
" IV	132	127	12 1
" III	119	116	11 2
" II	125	122	9 10
" I	138	136	8 8
Preparatory	501	486	6 6
Totals	1,249	1,214	9 5*

* Mean of average age.

The attendance of the scholars continues to be very regular, the average attendance being 90·2 per cent. of the average roll number. The Board has provided special prizes, five in number, to pupils that have attended without missing a half-day during five or more years of their school life. While the value of certificates and prizes has been questioned on the ground that the incentive is experienced only by a few fortunate pupils, the award of them affords one proof that school life is appreciated. The number of half-days on which the schools have been open has, in schools of Grade IV and upwards, ranged from 411 to 422. In the schools under sole teachers three were open on more than 430 half-days, while seven continued on less than 400 half-days. There

is here a wide discrepancy, and explanation should be forthcoming when a full school year is not maintained.

Efficiency.—In efficiency the general record of the schools is worthy of commendation. There are seven schools in Grade IV and upwards. Three of these are recorded as very good, and the remainder as good. Among the schools under sole teachers there is naturally a greater variation of standard. Five are entered as very good, eleven as good, and six as satisfactory. The remaining six presented weaker results, due to the inexperience of the teachers. The system of supplying courses and tests continues to have good effect in the smaller schools, and the results in the schools of Grades II and III are especially commendable. The general degree of efficiency is high, and this estimate is applicable to the training of the pupils in intelligence, industry, application, and powers of observation. The teachers have also exercised good judgment in the classification of pupils, thereby providing for the thorough preparation of the work of each standard before promotion is allowed.

The conditions under which the schools are carried on are being modified in some school districts owing to the establishment of dairy factories. The evils connected with the employment of child-labour have not been prominent and little complaint has been voiced. The schools affected are small in size and few in number, and are scattered over a wide area. It has so far not been feasible to enable teachers to acquire the knowledge to qualify them to give special instruction relating to dairying. Something in this direction will eventually be required.

Certificates of Proficiency and Competency.—There are seventy-five pupils on the roll in Standard VI, and of these fifty-eight obtained proficiency certificates and eight certificates of competency. The respective percentages are 77 and 10. The high rate of passes is partly due to the special local conditions. Practically every pupil attended for the full year, and there are very few changes in the personnel of the classes. Under such circumstances a high number of passes is to be expected, especially as the preparation and promotion of the Fifth Standard are matters receiving careful attention.

English.—The general result in the English subjects is good. The *reading* of the pupils is very seldom defective in fluency and expression. In pronunciation there are few glaring defects. More especially in the smaller schools there is frequently a lack of distinctness and of purity in vowel sounds. A set of phonetic exercises has been issued for use in the schools, and it is hoped that improvement will result. There is also a certain amount of wrong emphasis due to an insufficiency of the exercise of intelligence in the interpretation of the reading-matter. There is less excuse for this fault in recitation owing to the closer study that the passages receive. *Spelling* is usually well prepared, especially in cases where the lessons are studied for reading before the learning of spelling is taken as a separate exercise. In *composition* there is a pleasing degree of accuracy of statement, and during the past year there has been improvement in arrangement of the matter and freedom of expression. There is rather frequently, however, too little readiness in oral composition. Analytical and constructive exercises are usually answered intelligently. In *writing*, while the general result is satisfactory, there is experienced in many cases the difficulty of avoiding on one hand too great attention to detail with a consequent tendency to cramp the style, and on the other excessive freedom in quick writing, with "scribble" as the result. A reasonable amount of both care in construction and rapidity of execution will produce an acceptable running hand.

Arithmetic.—The arithmetic of the schools continues to reach a good general standard. What is required to increase the benefit of the subject to scholars is increased reliance on experiment, and to a greater extent selection of the exercises according to practical application. The rearrange- of the syllabus with the necessary revision of text-books presents the opportunity to provide the means. Some teachers still fail to appreciate the necessity for consecutive statement of processes and for neatness in all exercises.

Geography.—The schools under sole teachers have followed a uniform, definite course. In this the use of maps, pictures, and local features are freely used, and the physical, mathematical, and commercial geography are correlated. The result is encouraging. In some of the larger schools there is evidence that the subject has been treated too discursively, and the knowledge of the pupils is too indefinite.

Drawing.—In this subject some improvement has been achieved. Emphasis has been laid on freehand drawing in outline from objects and the practical application of a simple course of geometrical drawing. Little more should be expected from teachers of the smaller schools. In freehand drawing the use of copies should be regarded as merely preparation for object-drawing. In geometrical drawing the exercises should relate to familiar subjects of study and to elements of design. In the larger schools completer courses in design and in colour may reasonably be demanded.

Other Subjects.—To the additional subjects has been devoted an amount of attention equal to that given in the previous year. It is common to find a sole teacher presenting a course in all these subjects, although this is beyond the requirements of the syllabus. No change has been made in the course of physical instruction, as the scheme required by the new regulations has not yet been initiated in this district. While the number of schools including singing in the course has remained the same, it is expected that the instructions given to a large number of teachers during the year will lead to an increase in the amount of singing as well as to an improvement in its quality. Emphasis has been laid on the value of voice-training, as a pure tone leads to good results in other respects.

The five Catholic schools all presented work that was either good or very good. This success is due to the adoption of suitable schemes of work, to the attention to proper classification, and to adherence to good methods of instruction.

I have, &c.,

The Chairman, Westland Education Board. A. J. Morton, Inspector.

NORTH CANTERBURY.

SIR,— Education Office, Christchurch, 14th March, 1914.

We have the honour to present our annual report on the schools of the district for the year 1913.

Visits paid.—The number of public schools open at the end of the year was 220. To each of these, with the exception of two small household schools, two visits were paid. Two visits also were paid to each of twenty-three private schools. In addition to the work of inspection, examinations for the purpose of awarding certificates of proficiency were held at practically the same centres as in the previous year. In addition to the central examinations 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 22,546 pupils in the Board's schools, with an attendance of 21,186 at the annual examination, an increase of 558 on the rolls and 189 on those present at examination. Similar returns from private schools showed 1,949 on the roll, with 1,811 present at the promotion examination.

The following table is taken from the Inspectors' annual return to the Education Department:—

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in each Class.
			Yrs. mos.
Standard VII	350	342	14 11
" VI	1,420	1,358	13 11
" V	2,086	2,022	13 1
" IV	2,381	2,290	12 2
" III	2,781	2,658	11 2
" II	2,875	2,759	10 0
" I	2,786	2,648	8 11
Preparatory	7,867	7,109	6 11
Totals	22,546	21,186	9 9*

* Mean of average age.

Age of Pupils.—In the Second and Third Standards the average age has been reduced by a month, but in other classes it remains the same as in previous years.

Standard VI Certificates.—The following is a summary of the results of examinations held for the purpose of awarding certificates of proficiency and competency:—

	Pupils examined.	Proficiency Certificates.	Competency Certificates.
Public schools	1,413	970	297
Private schools	104	63	27
Special examinations	82	41	30
Totals	1,599	1,074	354

This shows that 67 per cent. of those presenting themselves obtained proficiency certificates, and 22 per cent. competency, a decrease of 6 per cent. in proficiency and an increase of 5 per cent. in competency certificates.

District High Schools.—[See E.–6, Report on Secondary Education.]

Schemes of Work.—On the whole these are exceedingly satisfactory, and show that the teachers have exercised considerable judgment in mapping out their courses. It has been very refreshing to find during the past year few instances where the preparation of the schemes had been delayed. Under the new regulations it is mandatory that all schemes should be in a completed state before the 1st March.

Classification.—Teachers as a body are realizing the responsibilities attached to the promotion of pupils, and our experience justifies the opinion that the majority of teachers consider very carefully the merits of every case. Very marked efforts have been made on behalf of children whose attainments are below what reasonably might be considered satisfactory from an age point of view. These efforts have been the more laudable as they are generally put forth on behalf of "roving" children, who almost invariably move to new schools just as the teacher feels that an impression is being made. It is very gratifying to find that parents are taking great interest in the progress reports, and that these are gaining for the teacher home co-operation and sympathy.

Central Examinations.—These were conducted on similar lines and mostly at the same places as previously. A slight change was made this year by holding these examinations in the month of December, and although it meant a very strenuous time for the Inspectors, we believe the arrangement was appreciated by the teachers.

Schoolrooms and Grounds.—Many teachers realize the influence of bright surroundings, and recognize the depressing effect of bare walls. Ruskin says, "A room without pictures is like a house without windows." While congratulating many of our teachers on their efforts in obtaining pictures, we would emphasize the necessity for careful selection and for careful hanging. Pictures for illustration, if kept in a portfolio, would have increased length of life and be easily

available for reference to clear away vagueness of conception, and give clear and definite impressions of subject-matter under treatment. With such material ready to hand varied and abundant subjects are furnished for oral composition, while a strong element of realism can be given to the instruction in geography and history. We would recommend to some of our teachers an occasional "spring" cleaning of cupboards and the destruction of accumulated rubbish. The neat appearance of some grounds is distinctly creditable, and shows what can be done by teachers who believe in action instead of waiting for others to move. The teacher's own garden plot in a few districts is far from a model one and it might be borne in mind that both in the schools and the grounds orderly habits, neatness and tidiness should be inculcated by example as well as by precept.

Of the quality of the instruction given in the several subjects of the syllabus the following brief estimate is submitted:—

Reading.—This subject continues to improve, and it is gratifying to note the increased emphasis laid on clear and distinct enunciation. There are indications that many teachers have profited from the hints embodied in the circular sent out by the Board. The scrappy and somewhat inaccurate answers to questions on the subject-matter would give rise to the belief that some teachers fail to recognize the necessity for preparation on their part. Under the new syllabus correct speech is strongly emphasized, and as carelessness in this respect is only too prevalent among pupils, teachers will require to make increasing and systematic effort to overcome the evil. No success can be hoped for if the teacher on his or her part does not avoid slang, colloquialisms, indistinctness of utterance, and nasality.

English and Composition.—Taking the schools as a whole it is pleasing to note that some improvement has been made in the teaching of formal English. In the test set for proficiency certificates the questions dealing with analysis and synthesis of sentences were, as a rule, better done, and though some weakness is still shown in the matter of derivation, there is no doubt that so far as a knowledge of sentence-structure is concerned an advancement continues to be made. With regard to the expression of thought on the part of the child, there are, however, a number of teachers who fail to make the best use of the opportunities afforded by the geography, history, nature-study, or science lessons. There are many instances of lack of attention to punctuation, and a monotonous repetition of uninteresting items with failure to keep to the subjects and inability to distinguish between essentials and trivialities. The incidence of attention is too much on the essay—subjects for which are, in many cases, selected haphazard and without due correlation—and too little on the reproduction in written form of the child's logical thought with regard to lessons given in other school subjects. Instances are by no means rare where a pupil, after writing a short essay with reasonable care and accuracy, blunders badly in his written English when answering the simplest questions in history, geography, or elementary science. This ought not to be, and must be taken as evidence of faulty or negligent teaching. Oral instruction is necessary, but there should be constant written expression of ideas to train the child in the highest art of written composition.

Recitation in some schools is excellent, but in a steadily diminishing number it continues lifeless and mechanical. In this as in other subjects the remedy lies in greater enthusiasm and a loving interest on the part of the teacher. Merely to memorize a poetical or prose extract has no substantial and abiding value. There must be a clear and complete understanding of the language used, and some appreciation of its inner spirit. To this end the choice of passages must be a wise one.

Spelling is on the whole well taught, but a wider range of written composition correlating with history, geography, nature-study, &c., would do much to widen its scope and enlarge the child's vocabulary. This is a matter of considerable importance, inasmuch as many children spell successfully difficult words from the reading-book, but fair ignominiously when using the simpler words necessary for the expression of their ideas and thoughts about familiar matters.

Writing.—In writing there is considerable range of values. In our best-taught and best-disciplined schools excellent results are obtained, and, taking the district as a whole, good work is the rule rather than the exception. There are still teachers, however, who focus their attention on neat copybooks, and forget that it is of little use to have correct position and drill for copybook exercise and to have another and entirely different one for the regular writing, composition, dictation, &c., of the pupils. Without care and attention to detail at all times, instruction on most approved lines can be neutralized, and no sound progress made. The quality of the written work is as a rule a very good indication of the discipline maintained.

Arithmetic.—Although the results throughout the district were distinctly satisfactory, the claims of oral work in quite a number of schools are not sufficiently recognized. Adequate attention to this branch of the subject is a necessary preliminary to any substantial improvement not only to ensure accuracy in the written work, but also to enable the child to solve with facility the easy problems and make the necessary calculations incidental to everyday transactions. The exercises given should be carefully graduated, and the pupils encouraged to discuss and compare various methods of solution, a practice which will develop keenness on the part of the pupil and add interest to the lesson. In both written and oral exercises too much stress cannot be laid on the adoption of practical methods.

Geography.—In an increasing number of our schools this subject is being intelligently treated, but there are still too many instances of somewhat ineffective instruction, and failure to recognize the interdependence of the physical and commercial sides. In so far as geography is a science, methods must be adopted whereby the pupils may be led to solve for themselves problems that fall within the scope of their intelligence. A knowledge of facts is of value only when the principles that underlie them are understood, and consequently instruction should be based on experimental and observational lines. There is room for improvement also in commercial geography in the

direction of more systematic study of the chief industries of the world and consideration of the relation of their activities to climatic and other conditions. The gain in equipment and accuracy thus obtained will enable pupils to form a right conception of the unity of the world and the world's workers, to expand their sympathies and interest, to embrace an ever-widening circle, and to develop into men and women of broader knowledge and sounder views of citizenship and life.

History and Civics.—With the advent of the new syllabus, in which history is included among the list of subjects for examination in Standard VI, some improvement may be expected. With some notable exceptions a good deal of the work now attempted is scrappy and disconnected, want of interest in the teacher being reflected in the attitude of the pupils; indeed, cases have been known of time having been taken from history and given to other subjects, after the annual visit of the Inspector. To cultivate an ardent love of the subject on the part of those under instruction there must be skilful and inspiring treatment on the part of the teacher.

Much good work has been done in the teaching of civics, but there is room for improvement. An endeavour should be made to awaken the responsibilities of the individual, to recognize duty towards our fellows, and to perform special social duties so as to serve the best interests of the community. Merely selfish motives must not dictate our actions, but conduct which finds its greatest joy in striving after the well-being of the mass. The children of to-day will be the citizens of to-morrow, and if the ideals of the State are to be of the highest and best there must be a right public opinion. By judicious treatment of civics we shall be able to lay a foundation by which our pupils will be able to comprehend better the complexity of life, to discharge their duties as citizens, and to carry out their part in the government of the State. In the light of recent events it would be well if special attention were paid to the arbitration and conciliation laws of the Dominion.

Nature-study and Agriculture.—In most of our schools the quality of the instruction in nature-study is well maintained, although there are still to be found teachers who cling to the old "object-lessons," and who fail to comprehend the inner meaning and spirit of nature-study. Habits fostered by the proper treatment of this subject tend to affect beneficially the whole work of the school and the whole life of the pupils. The chief aim of nature-study, including elementary agriculture, is not utilitarian but educational—to train the mind, to stimulate a spirit of inquiry, and to arouse an intelligent interest in the world around us. The successful teacher will depend upon text-books neither for matter nor method of treatment. The surroundings of almost all schools are of such nature and so varied as to afford a never-failing stock of material for lessons. For young children the life-histories of plants and animals have special interest when studied in their local habitats.

In regard to garden-work, teachers must bear in mind that the object is not to turn out skilled gardeners, but rather to teach the principles underlying the operations of the garden, and to do this in such a way as to make the pupils self-reliant and resourceful workers.

Again, teachers must be ever on their guard lest they render too much assistance, and thereby deprive their pupils of the rightful opportunities of independent effort, which is an important factor in securing success and in the making of intellectual strength.

Singing is not in some schools the brightening influence it should be. The excuse often heard for failure to carry out the instructions given in the syllabus is "Oh! I can't sing. I have no voice." This is in some cases a mere evasion of responsibilty. A teacher does not require to have a singing voice to teach singing. Given a reasonably correct ear, some knowledge of time and tune in the tonic sol-fa system, abundant enthusiasm and the courage to make a start, and very good results may be achieved.

Drawing and Handwork.—It has come to be generally recognized by teachers that a reasonable amount of time given to handwork has a beneficial effect upon the child's attitude towards other subjects of the curriculum. It has also become evident that "constructiveness on the part of the child is of the essence of education." The proper place for handwork is in active co-ordination with the whole work as a means of supplementing and accenting the instruction given. In connexion with the various forms of handwork there should be continuity. If a certain form is adopted in the lower classes it should be carried right through the school, as otherwise no great success can be achieved. With effective correlation between handwork and other subjects, interest may be added and substantial progress made with a moderate dissipation of energy. In future teaching the constructive element will be in close association with the other forms of instruction. The wide field for initiative and strong incentive to orginality afforded by the new syllabus will be welcomed by progressive teachers.

Needlework.—The interest taken in this subject is creditable both to pupils and teachers. The quality of the work is good, showing careful supervision and most satisfactory teaching. The new syllabus provides material for excellent schemes, and we have no doubt that our teachers will be quick to profit by the opportunities offered, and will have constantly in mind that "no opportunity should be lost of correlating sewing with other subjects of the school course; that the sewing-lessons should be such as to establish closer relations between the home and the school, the articles selected for making being such as have some relation to the child's need at home or at school; that the article should be simple and not such as to demand too long an application of the child's attention; and that in all cases the necessary cutting and fitting to secure a proper educational result must be done by the child itself, and not by others for it."

General.—Before concluding this report we would offer our congratulations to the large number of teachers who achieved success in connexion with last year's degree examination. We are pleased to find the academic standing of our teachers always rising, for we believe that a high standard of attainment means highly intelligent teaching and the development of lofty ideals.

And now, while recognizing the value of the work done by our teachers in the past, while testifying to the spirit of earnestness and devotion to duty so abundantly in evidence, while

thanking them for loyal service rendered to the great cause of education, there are one or two questions which we would like to suggest the advisability of each one putting to himself or herself from time to time: What am I reading in the great and ever increasing literature of education? What additions am I making to my library in the way of educational works? Am I keeping myself abreast of recent developments in the way of educational thought and progress? As Colonel Francis W. Parker has said, "Nothing that is good is too good for the child—no thought too deep, no toil too great." And again, "A school should be a model home, a complete community and embryonic democracy. How? you ask. Again I answer, by putting into every schoolroom an educated, cultured, trained, developed, child-loving teacher, a teacher imbued with a knowledge of the science of education, and a zealous enthusiastic applicant of its principles. Where shall we find such teachers? They will spring from the earth and drop from the clouds when they hear the demand. We have asked for quantity teachers, and they have come by the tens of thousands. Now let us demand the artist teacher, the teacher trained and skilled in the science of education—a genuine leader of little feet."

We have, &c.

WM. BROCK,
CHAS. D. HARDIE,
S. C. OWEN,
J. B. MAYNE,
} Inspectors.

The Chairman, North Canterbury Education Board.

SOUTH CANTERBURY.

SIR,— Education Office, Timaru, 18th February, 1914.

I have the honour to submit the annual report on the schools of this district for the year 1913.

At the close of the year the number of schools in operation was eighty-six, being an increase of two since the previous year. Of the new schools Monavale, which was opened in the first quarter, was twice visited, but Timaunga, opened in the last quarter, was not inspected. In addition to the public schools, the five Roman Catholic schools were also inspected.

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	113	107	15 4
" VI	431	419	14 1
" V	570	554	13 1
" IV	642	617	12 2
" III	693	655	11 2
" II	785	765	10 1
" I	750	712	9 0
Preparatory	2,070	1,990	7 0
Totals	6,054	5,819	9 11*

* Mean of average age.

The figures in this table show for the year an increase of 108 in the roll number, and of this increase sixty-eight belong to the Sixth Standard.

The following is the summary for Roman Catholic schools:—

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of the Pupils in each Class.
			Yrs. mos.
Standard VII	10	9	15 5
" VI	38	38	14 5
" V	41	37	13 5
" IV	55	52	12 9
" III	59	54	10 11
" II	50	50	9 11
" I	56	54	8 7
Preparatory	142	134	6 9
Totals	451	428	10 0*

* Mean of average age.

Preparatory Classes.—In view of the fact that for several years attention has been specially directed to the undue proportion of pupils belonging to the preparatory classes, it is satisfactory to report that in this district for the past four years the proportion shows a steady decrease. In 1910 it was 36·8 per cent. of the roll number; in 1911, 36·3 per cent; in 1912, 35·5 per cent.; in 1913, 34·2 per cent. These percentages compare favourably with those for the Dominion as a whole.

Efficiency.—From the reports presented to the Board during the year, an estimate of the efficiency of the schools places them in the following groups: Good to very good, fifty-four schools, with 5,196 pupils; satisfactory, twenty schools, with 560 pupils; fair, nine schools, with 270 pupils; moderate, two schools, with ten pupils. Of a total of eighty-five schools reported on, seventy-four, with 5,756 pupils, are to be considered as conducted with efficiency; while the remaining eleven schools, with 280 pupils, must be declared unsatisfactory. The corresponding figures last year were seventy-one schools, with 5,592 pupils, and thirteen schools, with 354 pupils. The schools that have been reported as inefficient are sole-teacher schools, with the exception of two that belong to Grade IV—that is, schools taught by a head teacher and an assistant—and it is only fair to the assistants in these two schools to state that, so far as their departments are concerned, the teaching and control are very good indeed in the one case, and satisfactory in the other.

Certificates of Proficiency and Competency.—The examination of the pupils of Standard VI was conducted by your Inspectors at the beginning of December, the examination being held at nine centres. The candidates at six outlying schools were examined by the Inspector at the time of his annual visit. Of the 420 candidates who entered for the examination, 414 were present, 243 gained certificates of proficiency, and 119 gained certificates of competency, the percentage of passes for the higher certificates being 58·7, and for the lower 28·7. From the Roman Catholic schools, thirty-eight candidates were presented for the Sixth Standard examination, and all were present; twenty-one gained certificates of proficiency, and fifteen gained certificates of competency. The average age of candidates from the public schools was fourteen years and one month, and from the Roman Catholic schools fourteen years and five months.

District High Schools.—[See E.–6, Report on Secondary Education.]

Teachers' Qualifications.—It is satisfactory to note that of all the education districts of the Dominion only our neighbours in North Canterbury can show a smaller percentage of uncertificated teachers in the Board's employment than there are in the service of this Board. From the latest available returns it appears that 13 per cent. of the adult teachers in North Canterbury are uncertificated, and 18 per cent. in South Canterbury. Otago and Wellington each show 19 per cent.; Auckland, 28 per cent.; Hawke's Bay, 30 per cent.; Wanganui, 36 per cent.; while Grey, Westland, and Marlborough show 60 per cent. or more. The district is also fortunate in the status of those applying for pupil-teacherships and probationerships, all those chosen at the beginning of this year having passed the Matriculation Examination of the University of New Zealand, with the exception of one who was to pass in one subject to complete.

Efficiency.—The year has been one of sound progress and activity in all departments of school life; and without going into details it may be sufficient at this time to report that some of the striking features in connexion with the schools are the splendid earnestness of the teachers as a body, their willingness to accept guidance and advice, and the spirit of inquiry manifested by so many in this quest for what will make for greater efficiency in management and teaching, and for the happiness and welfare of the children.

Exchange of Teachers.—It may well be taken as evidence of the existence of this spirit of inquiry among our teachers that Miss Lindsay and Miss Caskey, of the Timaru South School, and Miss Swap, of the Temuka District High School, made application to the Board to arrange with the educational authorities in Canada for an exchange for twelve months with three Canadian teachers. The Board was unanimous in granting the privilege, and the Education Department showed its sympathy in reciprocating the courtesy of the Manitoba authorities in undertaking to grant to the qualified substitutes from Canada the necessary provisional recognition of teachers' certificates issued under the authority of the Manitoba regulations. The three ladies from South Canterbury left for Canada in December; and the three Canadian ladies, Miss Rena Parker, Miss Nora Pilling, and Miss Ada Sharman, arrived here in good time to take up their duties when the schools opened after the summer holidays. The exchange has been effected through the good offices of Mr. Fred. J. Ney, the enthusiastic honorary organizer of the "Hands Across the Seas" movement, and to him and to the Brandon School Board, from whose schools the Canadian ladies have come, the thanks of the whole community of South Canterbury are due. A debt of gratitude is also owing to the Chairman and the Secretary of the Auckland Education Board for the kindly welcome and entertainment of the Canadian ladies on their arrival in the northern city, and to the Education Department for free railway travelling.

Medical Inspection.—The district has not yet been favoured with a visit from one of the Medical Inspectors, nor have we had the advantage of a school of instruction conducted by the Director of Physical Education.

Board's Staff.—In the middle of the year Mr. A. Bell, M.A., was appointed Secretary to the Southland Education Board. While congratulating Mr. Bell on his promotion, I desire to place on record my appreciation of his valuable assistance as my colleague on the inspectorate, and my sincere regret at parting with one whose honourable career from boyhood to mature manhood had been passed almost continuously in the employment of this Board during my time of service as Inspector. I have much pleasure in welcoming as his successor Mr. J. A. Valentine, B.A., a man known and trusted throughout New Zealand by the teaching profession, and worthy by his attainments and experience to fill the dual position of Secretary to the Board and Inspector of Schools.

I have, &c.,

JAS. GIBSON GOW, M.A. Inspector.

The Chairman, South Canterbury Education Board.

OTAGO.

SIR,— Education Office, Dunedin, 31st March, 1914.

We have the honour to submit our annual report on the work of the schools of this district for the year 1913.

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 :—

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in each Class.
			Yrs. mos.
Standard VII	383	356	15 1
" VI	1,265	1,230	14 0
" V	1,957	1,924	13 2
" IV	2,285	2,237	12 3
" III	2,613	2,564	11 3
" II	2,592	2,541	10 2
" I	2,656	2,594	9 0
Preparatory	7,721	7,304	6 11
Totals	21,472	20,750	9 10*

* Mean of average age.

A comparison of the above table with the corresponding one in our report of 1912 shows that the roll number has increased in all classes except Standard II, and that there has been a slight fall in the average ages of the pupils of each class except those of Standard IV and Class P. With one exception these average ages are slightly below those recorded for the Dominion in the Minister's report for last year.

Inspection visits were paid to all the primary schools in the district with the exception of two, one of which was closed at the date of the announced visit in order to enable the teacher to attend the teachers' training classes held in November and December. During the winter months teachers' training classes in various subjects were held in Dunedin and Oamaru, and during the months of November and December continuous courses were held in Dunedin to enable teachers to prepare for the Department's certificate examinations in January. With three exceptions the students attending these courses were regular in attendance, and the instructors report that on the whole the students devoted themselves to their work with satisfactory zeal. The results of the January examination just to hand show that the courses have proved benficial to most of the students. In connexion with these courses we have to express our indebtedness to those teachers who cheerfully came forward to assist their fellow-workers in their aim at self-improvement. To Dr. Church and Dr. Fitzgerald, and to the demonstrators who assisted them in connexion with first-aid work, our thanks are specially due for their goodness in coming to our assistance under conditions that must have proved burdensome to them.

At the end of the year there were in the service of the Board ninety-seven unclassified teachers. Of these fifty-three possess no recognized examination status, six have passed the Matriculation Examination, two have partial success towards the first section for Class D, eighteen have partial success for the D or C certificate, and eighteen have completed the examination test for D or C, but are under twenty-one years of age or have not yet completed sufficient service to entitle them to classification. Of the fifty-three teachers without recognized examination status, at least sixteen have been upwards of three years in the Board's employ, and we are not satisfied that they have made reasonable efforts to improve their status. The remaining thirty-seven are for the most part recent entrants in charge of very small schools.

During the year the work of the schools was not so seriously affected by epidemics as it was in the preceding year, but we regret to record that the number of teachers who had to be relieved from duty on account of illness was somewhat unusual.

Medical Inspection.—In this district practically all the schools of Grade IV and upwards have been visited by Dr. Ada G. Paterson, the Department's Medical Inspector stationed in this district. It is a matter of regret that, owing to the unusually heavy demands made upon the staff of the Department of Public Health, resulting from epidemic in the north, Dr. Paterson was unable to carry on her work in the schools without interruption. We are pleased to record that our teachers have co-operated heartily with the Medical Officer in compiling the necessary statistical work. They have recognized that the work is in its initial stage, and have done their best to assist. We can testify from personal knowledge to good results following from the doctor's visits, and to the fact that parents are eager to have and willing to follow her advice.

Buildings, Grounds, &c.—Throughout the district Committees continue to maintain a keen interest in the work of the schools, and in the care and preservation of buildings and fences. In too many cases, however, we find the schools left unlocked, and too little regard paid to the care of blinds and the closing of windows at night. Steady increase is shown in the number of grounds that are being improved by local effort, and a pleasing feature of this work is the attention being given to the planting of native shrubs. At some of our school gardens a considerable number of forest and ornamental trees are being reared under the directions of the Agricultural Instructors, and before long it will be possible to distribute them among the schools for

work on Arbor Day. During the year the city and suburban schools continued the work of planting in co-operation with the Superintendent of the City Reserves. Though the area for this work is yearly becoming more restricted, we feel that both the pupils and the community are benefiting by the continuance of Arbor Day work—the former by the development in them of a personal interest in the beauty-spots of the city, and the latter by the fact that the pupils are realizing their responsibility to preserve public property.

District High Schools.—[See E.–6, Report on Secondary Education.]

Teachers' Salaries.—We are pleased to note that under the educational legislation of last year the salaries of teachers in the lower grades of the service have been materially improved. Further legislation is promised during the incoming session, and we sincerely hope that some more equitable basis of calculating salaries than average attendance or roll number will be adopted. The salaries of head teachers of schools in the middle grades should be such as to attract the services of what may be called the higher-grade assistants. For the majority of the latter the only posts giving suitable promotion are the head-teacherships of the largest schools. We think this is wrong, and should like to see a salary scheme providing that promotion to head-teacherships of the largest schools should be given only to those who had successfully conducted schools of the middle grades. If this is to be done the salaries of the latter group should be more attractive than those of first assistants.

Schemes of Work.—As a rule we find that the schemes of work provide ample suitable matter, and that they are in general carefully arranged, with the work well distributed over the year. We have frequently been struck by the fact that these schemes are regarded by teachers as unalterable, and have found as a result that events of current interest are overlooked by teachers. This should not be the case. From the daily papers and monthly magazines teachers should frequently be able to make suitable and interesting lessons on matters of intercolonial, national, and international importance, and such opportunities should never be neglected. It is mostly in the smaller schools that this loss of opportunity takes place, and we are of opinion that, if the daily paper were more in evidence in all schools than we fear is now the case, the above weakness would soon disappear.

Punctuality and Regularity of Attendance.—A few teachers in the service of the Board appear to regard as a dead-letter the regulation which requires them to be in the school at least a quarter of an hour before school commences. In future we shall bring before the Board every case of neglect of this regulation that comes under our notice. In sole-teacher schools it is especially important that the teacher should reach the school in good time in order to prepare the blackboards for the various classes—particularly with the preparatory classes, for whom it is very necessary to provide continuous and varied occupation with as little loss of time as possible. Only in the dairying districts near the city do we find systematic lateness of pupils prevalent, notably with children engaged on the milk-carts. In this district the attendance of pupils is very regular—an indication that parents are placing high value on the work of the schools and teachers.

Classification.—Throughout the district we find teachers rising well to their responsibility with regard to the classification of pupils, and in very few cases have we had to comment adversely on the classification of a school as a whole. We have continued to impose our own classification in a few cases where it seemed to us necessary to safeguard the teacher from undue interference by parents, but such cases are yearly becoming fewer.

Efficiency.—The following shows the grouping of the schools of the district with regard to their efficiency: Excellent or very good, 30 per cent.; good, 42 per cent.; satisfactory, 22 per cent.; fair to inferior, 6 per cent. These figures show material increase in the first and second groups, a decrease in the third group, and a stationary condition in the fourth group; and they are in accord with the statement in an interim report presented during the year to the effect that there had been marked improvement in the quality of the work in the largest schools of the district. In a former report we appealed to our teachers to bring the number of schools graded as "Good" up to 75 per cent.: they have reached 72 per cent. Given freedom from epidemics and inclement weather we feel that our ideals in this respect will soon be reached.

Proficiency Certificates.—The results of the examination for certificates of proficiency were about the same as those of the preceding year—81 per cent. of the candidates who presented themselves gaining the proficiency certificate and 9 per cent. gaining the certificate of competency. The opinion has been freely expressed that, of the candidates that sit for this examination, only about 60 per cent. should obtain the higher certificate. With this view we have not the slightest sympathy. So long as the present regulations and conditions apply it should be quite possible for from 75 to 80 per cent. of the candidates from well-taught schools to secure the proficiency certificate without undue strain on either teacher or taught.

Methods of Teaching.—Our remarks on the methods of teaching in last year's report apply with equal force this year. On the whole the methods are educative, and are applied in such a way as to develop interest and initiative. Where teachers have come with the day's work prepared little fault has been found in the methods of treatment. But not all come prepared, and in the hope that some of the latter may be led to improve in this respect we give the treatment of a lesson on "The Founding of Otago and Canterbury" in two schools inspected by us. In school A the lesson was read, no map or diagram was used, and there was no reference to closely related matter or literature. As a result the lesson was dry as dust, and uninteresting, if not repellent, to the class. In school B the lesson was taken before a map of the world, which was freely used. When the expression "The Mayflower" was reached, a few words of explanation were given regarding the Pilgrim Fathers of U.S.A.; a couple of verses of the poem by Mrs. Hemans were recited, and pupils directed to read the rest at their leisure; the names of the John Wycliffe and Philip Laing were placed on the blackboard; reference was made to the monuments to Dr. Burns and the Scottish poet in the Octagon, Dunedin, and to the monument

to the memory of Captain Cargill opposite the Customhouse; while the scenes of the military activities of the latter were pointed out on the map. All this occupied about ten minutes, with the result that the pupils felt that the lesson had several messages for them, and they set to work with eagerness to find them. They saw that the founding of Otago and Canterbury was a fact in close relation to their own lives both in and out of school. Here were history, literature, geography, and morals all treated in correlation in the best sense of the word. In school A the teacher spent more energy in trying to keep his pupils at attention than the teacher of school B did in his preparation and presentation together. It pays in more ways than one to come thoroughly prepared for the day's work.

Oral Expression.—Though much is being done to secure purity of speech, we have frequently reported that closer attention to this matter is requisite. As elocution has recently received its merited recognition in our Training College, and as more attention is being given to phonics, we confidently expect that, aided by the co-operation of parents, teachers will effect an improvement in articulation, inflexion, and pronunciation, and so counteract the tendencies that threaten to impair the beauty and effectiveness of our speech.

Reading.—We seldom have to complain of the fluency or accuracy of the reading in our schools, but there is much room for improvement in inflexion and modulation, especially in the rural schools. The reading-lesson is frequently treated too formally, and there appears to be a dread that if pupils are not actually reading aloud they are not making progress. If silent reading were properly treated as a basis for oral expression, the natural beauty of the children's voices would be much more in evidence, and would be retained for a much longer time than is now the case. Much of the poor reading is due to the fact that teachers do not realize that good reading is only good speaking.

Composition.—A marked improvement in the teaching of composition has resulted in a much higher standard of written work in all classes. Thoughts and impressions are carefully expressed with due regard to methodical arrangement; but we have frequently to call attention to the fact that the literary vocabulary is not sufficiently used, and that there is a tendency towards colloquialism and conversational exaggeration that should have no place in the written compositions of those who are heirs to such an estimable literature as ours. Formal grammar receives close attention; classification of parts of speech and of parts of sentences is accurate; the correction of sentences is generally well done, although the reasons for the corrections are not always so satisfactory as we could wish to see them. We regret being unable to report material improvement of punctuation, and this is the more remarkable when one considers the good work done in analysis.

Spelling.—In most of the schools spelling is very well done, and the pupils have little difficulty in making use of the isolated words in well-rounded sentences of their own build.

Writing.—Writing is on the whole good, but in the senior classes we fear this quality is sometimes gained at the cost of rapidity. Now that systematic instruction in writing must be given in the upper classes, we hope to find adopted a system of arm-movement that will lead to greater rapidity without loss of form.

Arithmetic.—On the whole arithmetic has been efficiently taught, but the results and the disciplinary value of the subject would be enhanced if, by the encouragement of short rational methods, the native wit and originality of the pupils were exercised to a greater degree. The child's difficulties in arithmetic are primarily due to two causes—imperfect knowledge of tables and inability to interpret the language of the questions. The remedy for the first is obvious; the second difficulty is easily removed by a few well-directed questions. If the tables are well memorized in the junior classes the Department's requirements in arithmetic can be readily met if an hour daily is assigned to the subject. Any excess of this is not only an unprofitable expenditure of time; it is an undue encroachment on the time that should be devoted to other subjects, and is a reflection on the teacher's method of treating the subject.

Geography.—The days of learning long lists of geographical names which meant nothing and illustrated nothing to the children have passed away, and in their place we have a treatment of earth-knowledge in which experience and environment are used as a basis from which the pupils are led to discover general laws and principles, places being memorized only in so far as they illustrate or are associated with important facts. Marked success has attended the teaching of this subject, which teachers have invested with such interest and reality that it now ranks amongst the more educative subjects of the curriculum. Mapping is too often treated as a copying exercise, rather than as a concise expression of the individual's topographical notions. The map showing the position of familiar places has a value that the old-time laboriously constructed product lacked; we have attached great importance to the rapid sketching of plans showing the relative positions of places that have come within the observation of the children in their daily lives or in their school excursions. We regret to note that well-directed school excursions have not been so frequent during the year as we could wish.

History.—In connexion with history we have noted with pleasure that more teachers are realizing the necessity for intensive treatment of the subject and are becoming dissatisfied with the bare reading of a text-book. The treatment of this subject required under the new regulations will do much to place this important subject in its proper position in the schools.

School Gardening.—[See E.–5, Report on Manual and Technical Instruction.]

School Decoration.—The æsthetic part of education receives much attention in some of our schools. By suitable pictures on the walls, by floral decorations, and by tasteful arrangement of flowers and shrubs in the grounds, quite a number of our schools are striving towards the cultivation of a taste for the beautiful. But it is not enough to expose pictures to the view without directing the attention to the suggestions and the means employed by the artist to produce the effect. With graphic representation, as with literary composition, a little elementary knowledge

of what constitutes a good picture, combined with occasional visits to the Picture Gallery, would increase the interest in pictures, and go far to create such interest in this institution as would bear fruit later on. We should also like to see instituted some scheme by which schools might exchange pictures for limited periods.

In physical instruction, drawing, and needlework the standard of work has been well maintained, and the order, discipline, and tone of the schools throughout the district are good.

During the year the staffs of the city and suburban schools have been called upon to assist with their pupils at several functions that have no direct bearing on the life of the schools. While to some extent indirect benefit may result to pupils participating in outside functions, there is not the slightest doubt that considerable interference with the ordinary work of the schools is experienced, and the feeling that the schools are being exploited to some extent is on the increase. We are of opinion that this tendency must be resisted or serious harm will result.

C. R. RICHARDSON,
C. R. ROSSENCE,
J. R. DON,
J. ROBERTSON,
} Inspectors.

The Chairman, Otago Education Board.

SOUTHLAND.

SIR,— Education Office, Invercargill, 31st March, 1914.

We have the honour to submit our report on the schools of the district for the year ended 31st December, 1913.

Classification, Roll, &c.—The following information as to number on roll, classification, and ages of the pupils in the schools of the district is extracted from the Inspectors' returns:—

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of the Pupils in each Class.
			Yrs. mos.
Standard VII	43	41	14 8
" VI	660	651	13 11
" V	1,070	1,039	13 0
" IV	1,200	1,164	12 1
" III	1,363	1,321	11 2
" II	1,376	1,334	10 1
" I	1,440	1,391	8 11
Preparatory	4,138	3,852	6 10
Totals	11,290	10,793	9 7*

* Mean of average age.

All these schools were paid an announced visit during the year; about one-half of the number an unannounced or surprise visit. Fortunately, we were not called upon very frequently to make special reports entailing long journeys, and the consequent curtailment of the time at our disposal for the work of inspection. Under the rearrangement of duties coincident with Mr. Neill's retirement we were relieved from supervision of the technical day and evening classes, but were deprived of the energetic assistance of Mr. McCaw in the management of the manual training and teachers' Saturday classes. The work of inspection, too, has practically to be suspended during the course of the special fortnight's training for teachers in physical drill, while the preparation of a new set of regulations for the Board entailed a vast amount of labour not only on the Inspectors and Secretary, but even on the staff of the Board itself. It is to be hoped that these regulations so far as they affect teachers will have careful attention; already in the course of our work of inspection we have found teachers whose study of them seemed to have been, to say the least of it, rather superficial.

Grounds, &c.—The steady growth of population in Invercargill emphasizes the necessity of providing school-sites of sufficient area before the increase in cost renders such a course almost impracticable. In this connexion we would urge the Board to acquire in each instance where possible an area of at least 5 acres for school purposes. Hygienic considerations indicate this as the proper course, whilst the educational call for smaller classes and more adult teachers clearly points to an increase of accommodation which will encroach unduly on playing-areas unless liberal provision is made in this direction beforehand.

We venture to repeat the hope expressed in last year's report that before long there may be a general movement for the beautifying of school grounds. The resolution of the Board to award prizes for the best work done in connexion with school gardens should give the movement a decided fillip, since the amounts thus gained, it has been stipulated, are to be expended under Mr. Moodie's direction in planting ornamental trees or shrubs or otherwise beautifying the grounds of the fortunate schools. We sincerely trust that the movement thus initiated may spread

throughout the length and breadth of Southland, till it is no longer a reproach that the school grounds are the worst kept of all attached to public or to private buildings.

In a great many of our school districts the sanitary arrangements are very far from being perfect. Conditions, indeed, frequently prevail which would not be tolerated for a day in the homes of those who are responsible. Some advantage might accrue were the Department to issue a pamphlet showing clearly the necessity for cleanliness in the school and its surroundings, and describing in plain untechnical language the steps necessary to this end.

Maoris.—During the year the attention of the Department was drawn to the temporary withdrawal from our schools of children of Maori descent, who accompany their parents for a period of about eight weeks on their annual mutton-birding expeditions, and to the serious effect such withdrawal had on the progress of these children and the well-being of the schools which they attend. It was pointed out to the Department that the parents of these children had probably friends or relatives who might be induced to take charge of them during the absence of their parents, especially if some monetary assistance were offered. It was argued that the boarding-allowance of 2s. 6d. per week on account of each pupil, who, in order to attend school, had necessarily to reside away from home, might fairly be claimed for such pupils. The Department, we are pleased to say, admitted the justice of the contention.

Irregular Attendance.—During the year it was discovered that the monthly truancy returns sent in by a large proportion of our teachers were more or less incomplete. In these cases an amount of absenteeism ranging from 27 per cent. downwards was shown entirely unaccounted for except by the general explanation, given in some instances of "sickness," "inclement weather," &c. The evil results of such a practice are manifest. It is extremely important, therefore, that teachers should prepare the monthly statement of attendance with the greatest care: the details of attendance of each child reported as well as the general quality of the attendance should be accurately set out, and the column referring to "Reasons for absence" should be duly filled in as far as the information procurable by the teacher will enable him to do so.

The Syllabus.—Considerable dissatisfaction has been expressed among teachers (not altogether unreasonably) concerning the delay of the Department in issuing the revised syllabus. It is very generally felt that the syllabus should have been made available a month or two at least before the end of 1913, to allow of teachers having their annual schemes of work ready for the reopening of the schools in February. If it is put in force during the present year it will not only necessitate the preparation of fresh schemes, but will certainly disorganize the work of the schools. For a considerable time, too, we have felt the necessity for revising the list of text-books for use in our schools. Needless to say, this task cannot be undertaken till surmise as to the issue of the revised syllabus gives way to certainty.

Teachers' Salaries.—Teachers throughout the district—throughout the Dominion indeed—wait with much anxiety to see how the Government will fulfil its promise of increased salaries to teachers. Three points, in our opinion, are necessary to the success of the proposed new scale of payments. A living-wage must be given to even uncertificated teachers in the lowest grades; the increase in salaries of the middle grades must be substantial; and, lastly, to provide for slowness and uncertainty of promotion, the principle of increments for length of service must be largely extended, both as to the amount and number of the increments payable. Such a scheme would do much to check the growing unpopularity of teaching as a profession. It would also free the Teachers' Institute from the disagreeable necessity of considering the redress of grievances as the most important plank in its platform and set it free for its more important function, the discussion of educational aims and methods.

Training of Teachers.—The usual Saturday classes for the training of teachers were held during the year at Invercargill and Gore. The attendance at the latter centre was, however, so small that it is unlikely it will be retained as a centre in 1914. The following statement sets forth the results of the examination of Southland candidates at the departmental examinations for certificates held in January, 1913: Passed for C, 12; passed for D, 28; gained partial pass for C, 10; gained partial pass for D, 21; passed in five subjects for C, 2; passed in three subjects for C, 5; passed in two subjects for C, 10; passed in one subject for C, 10; partial pass, first section, D (new regulations), 1. These results may, we think, be regarded as very satisfactory. They indicate in the first place that, in a fairly large proportion of cases, our certificated teachers have the laudable ambition of improving their literary status; and, in the second place, that our younger teachers and our uncertificated adult teachers are making reasonable efforts to attain certificated status. The Board during the year, by terminating the engagement of some uncertificated teachers who had not sufficiently exerted themselves in preparation for the certificate examination, took a salutary step, which should serve as a warning to not a few still retained on trial in the service. In a district such as ours the necessity for the establishment of one or two demonstration schools is patent. Accordingly we trust that the representations of the Board to the Department on this subject may have favourable consideration. It is evident that until conditions change very materially there will be need for such institutions, not to take the place of a properly-equipped training college, but to provide for the case of those for whom attendance at a training college is impossible.

Physical Instruction.—Classes for the instruction of teachers in the new physical exercises prescribed for the schools of the Dominion by the Department were held at Invercargill and Gore in September and October. No words of praise can be too warm for the heartiness with which the teachers present co-operated with the instructors to make the course an eminently successful one, in face of the fact, too, that they had been called upon to sacrifice a week's holiday for the purpose. The instructors had apparently been happily chosen. Not only did they prove that they knew their work thoroughly in every detail, but they exhibited great sympathy and tact in dealing with their classes. It is exceedingly pleasant to reflect that the new system of physical

instruction was inaugurated under such favourable circumstances, and that it furnished the occasion of what may fairly be regarded as the most successful gathering of teachers in the educational history of Southland. Provided that teachers exercise the necessary intelligence and discretion, we are convinced that the exercises, taken sytematically, will make both for the health and the happiness of the pupils attending our schools.

School Libraries.—As regards school libraries, it is with pleasure we record the fact that during the year voluntary local contributions were received to the total amount of £29 4s. 6d. from twelve school districts, as against £3 10s. from three school districts in the preceding year. Thus, taking the subsidy into consideration, £58 9s. will be available for the establishment of new libraries or for the better equipment of libraries already established.

There is not wanting evidence that the school library movement is creating and fostering a taste for reading among our pupils, who show a wider range of information and a better acquaintance with books and authors than was previously the case. Now that literature suited even to very young children is easily procurable, teachers should have little difficulty in making a suitable choice of books for any class; while freshness of interest may be maintained by the constant addition to the library shelves of good, wholesome, inspiring literature. But if the library is to be successful and is to accomplish the end for which it is instituted the teacher must be a leader and a counsellor in the matter of reading. More should be done than is now the case in the matter of exchange of books between neighbouring schools.

Certificates of Proficiency and Competency.—The results of the proficiency examinations held towards the close of the year, as well as the corresponding results for 1912, are shown in the following table:—

— —	Number examined.	Proficiency.	Competency.	Failed.
1912	636	469	63	104
Percentage	..	73·7	9·8	16·5
1913	634	462	67	105
Percentage	..	72·9	10·5	16·5

In determining the centres of examination we endeavoured to utilize to the utmost our fine railway facilities; at the same time we selected a sufficiently large number of centres (twenty-three) to secure that as few as possible of the pupils unable to avail themselves of the railway should have to travel more than ten miles to the examination. Candidates from remote schools are usually examined at their own schools. Your Inspectors endeavour to arrange their work so that the second (announced) visit of inspection to these schools takes place in November or December: if this is found to be impracticable the pupils are tested as early in the following year as possible. Though every request for local examination has our most sympathetic consideration, it it clear that the plan described is not capable of indefinite extension. The figment that children examined at schools other than their own lose their heads through timidity has been exploded time and again.

In connexion with these examinaitons we have much pleasure in reporting a very considerable improvement generally. The answers to the questions set were not only fuller and more accurate, but were set down more neatly and methodically than in previous years. Spelling, writing, and composition were much improved not only in the papers specially set to test their quality, but in all the papers throughout the course of the examination. Arithmetic remains the chief stumbling-block to candidates, but in this subject also preparation was this year more thorough and systematic than before.

Manual Instruction, &c.—[See E.–5, Report on Manual and Technical Instruction.]

Reading.—The oral reading is generally well taught, but in many schools the enunciation is indistinct. The main defect seems to be that beginners are not well taught, and that the fight against slovenly modes of speech is not maintained with sufficiently rigid persistence. The practice of training pupils to get at the thought-contents of the passages read and of reproducing them in their own language is bearing fruit in increased facility in oral expression. In the infant classes marked progress in the same direction is often secured by systematic well-told stories. The use of supplementary readers and of the *School Journal* has resulted in more general reading, and in a greater desire for useful knowledge. But not a few teachers fail to remember that these books are intended to be read for pleasure, and not for drill in the mechanical difficulties of reading; that they represent the child's introduction to literature, and are not meant to furnish materials for formal language lessons or lessons in word-building. The advantages arising from well-regulated silent reading do not seem to be sufficiently generally appreciated.

Writing.—In dealing with this subject the teacher's aim should be to enable the children to acquire the power to write legibly, neatly, and, in the upper classes, with fair rapidity. This threefold aim is on the whole realized to a satisfactory degree in our schools. Yet we meet not infrequently with teachers—and these not the youngest—who fail to appreciate the importance of thorough and systematic correction of the pupils' work. It is not an uncommon experience to find children filling page after page of their copybooks without criticism either from themselves or from their teachers. The neglect that this experience reveals tends to make the pupils believe that anything will do, and leads to habits of gross carelessness. The moral effect of such work is bad. In some schools we have had to comment on the failure of the teachers to mark regularly and correctly the home exercise-books of the pupils. Both writing and spelling suffer in consequence. These books are frequently inspected by parents, and a teacher whose supervision of the pupils' home work is careless or perfunctory suffers in their estimation.

Arithmetic.—The gravest faults noted during the year are the frequent neglect of well-planned mental work introductory to book-work, the lack of revision for check purposes, and insufficient use of weights, measures, and mathematical instruments. The teaching, too, often lacks definite aim, the pupils' interest is not aroused, and not seldom even mechanical accuracy is wanting. The treatment of vulgar and decimal fractions and their practical application is often faulty. It is not uncommon to find a class unable readily to multiply or divide by ten or some multiple of ten without doing the actual multiplication or division. The decimal idea is not steadily maintained, and pupils are not encouraged to use decimal methods in ordinary operations. These shortcomings notwithstanding, we believe that, at the hands of the majority of our teachers, the subject is receiving satisfactorily intelligent treatment, even though the results may not in all cases be commensurate with the comparatively large share of school-time often allotted to it.

Composition.—It gives us genuine pleasure to report that the steady improvement noticeable in the treatment of this subject in recent years is being fully maintained, and, considered generally, composition is now one of the most successfully handled subjects of the syllabus. The prominence given to free oral expression, the more active share now taken by the pupils in all school-work, the more general use of supplementary readers and the growth of school libraries, have added so much to the children's stock of words and so increased their range of knowledge that they now find little difficulty in putting their ideas into readable form. In the senior classes punctuation and paragraphing require more attention.

Geography.—This subject is more realistically treated than formerly. Though the schemes of descriptive geography often reveal a lack of continuity and directness, many of them—probably a majority—contain well-arranged and well-selected matter. Local geography is, however, generally poorly managed. Once in a while nature is actually studied out-of-doors, as it ought to be. But too rarely is sufficient use made of eyes for the study of local features. Quite a number of our schools occupy elevated positions, from which points of vantage much vital instruction could be given through observation and study of the landscape.

In conclusion, we express our gratitude to teachers, members of School Committees, and others who have shown us much consideration and courtesy in the performance of our duties.

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-SEVENTH ANNUAL REPORT OF THE MINISTER OF EDUCATION.

During the last quarter of 1913, 439 students were in attendance at the four training colleges, of which number 398 were Division A students. Of the latter, 392 had completed their course as pupil-teachers or probationers before entrance to the colleges, and six had obtained university degrees. The remaining forty-one comprised thirty-seven Division B students who had qualified for admission by passing the Matriculation or some higher University examination but were without previous teaching experience, and four who were admitted under the special provisions for teachers of small schools whose qualifications are incomplete. There is an increase of twenty-eight in the number of Division A students admitted during the year, whilst the number of Division B students admitted has increased from eight to thirty-one.

Of the total number of students, 125 were men and 314 were women. The following table indicates the number of women students to every 100 men for each of the past four years:—

NUMBER OF WOMEN STUDENTS TO EVERY 100 MEN.

For the year	1910	219
„	1911	197
„	1912	252
„	1913	251

The ordinary course of training is for two years, so that when the training colleges have their full complement of students (125 in each case) the number of students annually completing their training and passing into the schools will be 250.

The regular outflow from the colleges together with supplementary accessions from other sources to the ranks of teachers in the Dominion it is hoped should prove sufficient to meet ordinary requirements. It must be borne in mind, however, that, as the result of recent legislation increasing the staffing of schools through the gradual substitution of adult teachers for pupil-teachers, there have been, and for some time to come must be, exceptional demands for teachers. It is clear that if competent assistants are to be obtained the steps of the process by which adult teachers are being substituted for pupil-teachers must be gradual. Two steps in this direction have now been taken, in 1911 and 1913 respectively, by which, in all, the appointment of over three hundred additional assistants has been authorized, and any further step must be determined by the general prospects of a reasonably efficient supply.

As a temporary measure to meet immediate needs, permission was given by regulation at the beginning of 1913 to the education authorities controlling the training colleges to admit at their discretion a certain proportion of the students for a course of training for 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 a very limited use has been made of the permission, and that it should have a much wider application is not particularly desired. For a supplementary supply of teachers suitable for employment in small schools for which a fully-trained teacher cannot be expected to be available some other resource may well be regarded as open to consideration.

For the teaching practice of students the normal practising schools forming part of the training college in each case are available, and opportunities of observa-

tion are now extended so as to embrace specially selected classes of 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).	Total.
Auckland	337	26	22	27	452
Wellington	270	36	30	35	371
Christchurch	409	25	31	..	465
Dunedin	441	48	36	38	563

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 appearing in Appendix D of E.–2. 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 in 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 other subjects, about one-third of the students take Latin; and botany, economics, mental science, and mathematics appear next in that order. At one centre a course of voice-production provided by the University college was 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 or four hours' work per week assigned to this course under the Training College Regulations, inclusive of a course in agriculture or in domestic science for which provision is everywhere required, is by no means too much. If the student cannot take such work at the University college—and too commonly this is found impracticable—he should take it at the training college.

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, 1914, 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. Eleven students at admission held Class C certificates, and 151 Class D. By the end of the year two students held a Class A certificate, fifteen a Class B, 157 a Class C, and 177 a Class D.

The number of male and female students receiving training in the four training colleges during the last quarter, 1912 and 1913, is indicated in the following table :—

	1912.			1913.		
	Men.	Women.	Total.	Men.	Women.	Total.
Auckland	29	72	101	41	67	108
Wellington	25	69	94	20	85	105
Christchurch	21	76	97	28	80	108
Dunedin	38	68	106	36	82	118
Totals	113	285	398	125	314	439

The following is a summary of Table P5 :—

	Number of Students in Attendance during 1913 who qualified by Attainments for a Certificate of			
	Class A.	Class B.	Class C.	Class D.
First-year students—				
Division A	2	6	38	120
Division B	...	...	...	11
Second-year students—				
Division A	9	113	46	
Division B	...	6	...	

The amounts paid to Education Boards in 1912 and 1913 for the training of teachers were as follows :—

	1912.		1913.	
	£	£	£	£
I. Training colleges—				
Salaries of staffs (half charged to public-school salaries)	6,752		6,975	
Students' allowances	18,872		21,640	
University fees of students	2,786		3,370	
Special instruction—Clause 6 (2) of Regulations	2,206		1,398	
Buildings—Sites and equipment	471		2,897	
		31,087		36,280
II. Other training—				
Grants for special instruction in handwork, including agriculture, of teachers other than training-college students	3,865		3,460	
Railway fares of teachers and instructors ...	2,501		6,289	
		6,366		9,749
Totals		£37,453		£46,029

UNCERTIFICATED TEACHERS.

A special grant of £4,000 was made last year for the training of teachers. The purposes for which the grant was applied were :—

(1.) Central classes for the personal tuition of uncertificated teachers (exclusive of pupil-teachers and probationers) in subjects of the D certificate.

(2.) Tuition and training of uncertificated teachers (exclusive of pupil-teachers and probationers) by means of correspondence classes under the control of Education Boards, in cases in which it is found highly inconvenient to bring teachers to classes. Under this heading, however, no correspondence classes in science subjects can be recognized unless the Board makes adequate provision for practical work.

In the distribution of the grant the amounts allotted to the various Education Boards varied from £150 in the two smallest districts to £725 in the largest.

No. 2.

DETAILED TABLES.

TABLE P1.—MORE DETAILED TABLE SHOWING THE NUMBER OF STUDENTS IN THE FOUR TRAINING COLLEGES DURING LAST QUARTER OF 1913.

(*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	32	64	5	3	4	..	..	..	24	35	17	32	41	67	108
Wellington	20	84	..	1	..	..	..	..	11	51	9	34	20	85	105
Christchurch	27	77	1	3	..	..	..	..	18	47	10	33	28	80	108
Dunedin	27	67	9	15	..	..	..	..	21	52	15	30	36	82	118
Totals, 1913 ..	106	292	15	22	4	..	..	..	74	185	51	129	125	314	439
Totals, 1912 ..	95	270	15	14	3	1	..	..	52	159	61	126	113	285	398

NOTE.—The number of University graduate students (under clause 14) included in Division A is 6: Christchurch, 1 male, 2 females; Otago, 3 females.

Division A.—Ex-pupil-teachers or ex-probationers, also University graduates admitted for one year of training.

Division B.—Students other than ex-pupil-teachers or ex-probationers 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.
Latin	19	25	36	48
English	81	77	72	78
French	7	6	6	16
German	1	1	...	...
Economics	21	...	14	42
Economic geography	11	...	14	...
History	...	7	1	...
Mathematics	17	2	8	28
Physical science	...	...	1	4
Chemistry	1	...	6	...
Botany	57	18	24	1
Zoology	...	1	8	1
Geology	...	7	...	2
Mental science	6	25	9	19
Education	96	51	62	56
Domestic science	...	...	...	50
Voice-production	108	...	...	...

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 1912.	Subjects taken in 1913.	Subjects taken in 1912.	Subjects taken in 1913.	Subjects taken in 1912.	Subjects taken in 1913.	Subjects taken in 1912.	Subjects taken in 1913.
Methods of teaching	68	48	48	43	51	42	43	45
Handwork	..	..	48	43	..	..	42	44
Elementary science	67	46	48	..	36	..	..	..
Agriculture	..	44	..	43	16	6	13	11
Botany and agricultural botany ..	..	..	..	..	..	..	42	27
Physical culture	68	49	..	43	..	37	42	45
Vocal music	62	48	48	43	8	28	42	45
Drawing	68	48	48	43	..	32	14	..
Cookery	..	..	38	..	..	15	29	..
Woodwork	..	..	10	..	..	4	..	..
Needlework and dress-cutting	48	31	38	34	2	..	..	..
Swimming	..	..	48	43	..	..	..	..
Hygiene	68	27	48	43	42	38	43	..
Education	35	..	..	..	..	..	..	..
Nature study	..	..	..	43	..	34	42	..
Military drill	17	19	10	9	..	..	13	..
Ambulance work	68	..	..	..	..	..	..	..
Kindergarten principles	69	31	..	..	38	..	29	29
Domestic science	..	..	..	34	..	..	..	..
Psychology	..	..	..	..	..	38	..	..
Elocution	..	..	..	..	..	..	11	..

TABLE P4.—DIVISION A AND DIVISION B STUDENTS IN ATTENDANCE FOR ANY PERIOD DURING 1913, 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 C.	Class D.			Partial B.	Partial C.		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.
				Alone or with Sec. of C.	With Partial C.	Total.		Alone.	Total (with Col. 3).														
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
First year—admission, 1913	A	Auckland	2	26	4	30	..	2	6	11	..	45	31	..	..	..	..	..	..	..	31	21	55
		Wellington	..	5	..	5	..	..	..	7	..	12	45	..	..	..	4	2	..	..	51	..	63
		Christchurch ..	1	7	..	7	..	..	..	5	..	13	48	..	..	..	..	1	..	2	51	1	63
		Dunedin	2	18	3	21	..	1	4	20	..	44	41	..	..	..	..	2	..	1	44	38	50
		Totals	5	56	7	63	..	3	10	43	..	114	165	..	..	..	4	5	..	3	177	60	231
	B	Auckland	..	..	1	1	..	..	1	..	..	1	1	..	..	..	..	..	..	..	1	..	2
		Wellington	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	1	..	1
		Christchurch ..	..	..	..	..	..	1	1	..	..	1	3	..	..	..	..	..	..	..	3	..	4
		Dunedin	..	1	..	1	..	..	..	1	..	2	23	..	1	..	..	..	..	..	24	2	24
		Totals	..	1	1	2	..	1	2	1	..	4	27	..	1	..	1	..	..	..	29	2	31
A and B	..	Totals first year ..	5	57	8	65	..	4	12	44	..	118	192	..	1	..	5	5	..	3	206	62	262
Second year—admission, 1912	A	Auckland	3	15	2	17	..	1	3	12	1	34	26	..	..	..	..	..	..	..	26	19	41
		Wellington	2	22	2	24	..	2	4	13	..	41	36	..	..	..	2	..	..	..	38	35	44
		Christchurch ..	1	22	3	25	..	1	4	16	..	43	37	..	..	..	1	..	..	..	38	38	43
		Dunedin	..	19	1	20	..	..	..	20	1	41	40	..	2	..	..	..	..	..	42	38	45
		Totals	6	78	8	86	..	4	11	61	2	159	139	..	2	..	3	..	..	..	144	130	173
	B	Auckland	..	..	..	..	..	..	..	..	..	..	6	..	..	..	..	..	..	..	6	..	6
		Wellington	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		Christchurch ..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	1	..	1
		Dunedin	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		Totals	..	..	..	..	..	..	..	..	..	..	7	..	..	..	..	..	..	..	7	..	7
A and B	..	Totals second year	6	78	8	86	..	4	11	61	2	159	146	..	2	..	3	..	..	..	151	130	180

TABLE P5.—DIVISION A AND DIVISION B STUDENTS IN ATTENDANCE FOR ANY PERIOD DURING 1913, CLASSIFIED ACCORDING TO THEIR YEAR OF ATTENDANCE AND EXAMINATION STATUS AS REVISED AFTER THE CERTIFICATE EXAMINATIONS OF JANUARY, 1914.

Division.		Training College attended.	Full Passes.							Partial and Sectional Passes.										Students with no Certificate Qualification.	Grand Totals.
			Class A.	Class B.	Class C.	Class D.				Partial A.	Partial C.		Sections of Class C.			Partial D.		First Section of Class D.	Partial Pass in 1st Section of Class D.		
						Alone.	With Partial C.	With Section of C.	Total.		Alone.	Total (with Col. 5).	Alone.	With Partial D.	Total (with Cols. 6, 11, 12).	Alone.	Total (with Cols. 12, 14).				
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
First year—admission, 1913	A	Auckland ..	..	..	15	5	2	18	25	..	2	4	3	4	25	1	5	..	2	3	55
		Wellington ..	..	3	6	12	7	11	30	..	..	7	..	5	16	11	16	..	1	7	63
		Christchurch ..	1	1	14	9	1	24	34	1	..	1	1	5	30	2	7	..	1	3	63
		Dunedin	1	2	3	20	2	9	31	..	..	2	..	3	12	8	11	..	2	..	50
		Totals ..	2	6	38	46	12	62	120	1	2	14	4	17	83	22	39	..	6	13	231
	B	Auckland ..	..	..	..	..	1	..	1	..	..	1	..	..	..	..	..	1	..	..	2
		Wellington ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1
		Christchurch ..	..	..	..	..	..	..	..	..	..	..	3	..	3	..	..	1	..	..	4
		Dunedin	..	..	..	6	..	4	10	..	..	1	2	2	8	2	4	..	6	2	24
		Totals ..	..	..	..	6	1	4	11	..	..	2	5	2	11	2	4	2	6	3	31
A and B ..		Totals first year ..	2	6	38	52	13	66	131	1	2	16	9	19	94	24	43	2	12	16	262
Second year—admission, 1912	A	Auckland ..	..	3	32	..	1	4	5	..	1	3	..	..	3	..	..	..	..	..	41
		Wellington ..	..	3	22	6	2	10	18	..	..	2	..	..	10	1	1	..	..	..	44
		Christchurch ..	..	..	34	1	4	4	9	..	..	4	..	..	4	..	..	..	..	..	43
		Dunedin	..	3	25	3	5	6	14	..	1	6	..	1	7	1	2	..	..	..	45
		Totals ..	..	9	113	10	12	24	46	..	2	15	..	1	24	2	3	..	..	..	173
	B	Auckland ..	..	..	5	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	6
		Wellington ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		Christchurch ..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1
		Dunedin	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		Totals ..	..	..	6	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	7
A and B ..		Totals second year	..	9	119	10	12	24	46	..	3	16	..	1	24	2	3	..	..	..	180

TABLE P6.—NAMES AND SALARIES OF STAFFS OF TRAINING COLLEGES AS AT 31ST DECEMBER, 1913.

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	295 0 0
Newman, Miss Margaret S.	Kindergarten mistress	..	D 1	265 0 0
Shrewsbury, Miss Elsie	Assistant, secondary department	M.A.	A 1	265 0 0
McClune, Hugh F.	Headmaster, Model School	..	C 2	240 0 0
Cottrell, Arthur J.	Assistant	M.A., M.Sc.	A 2	235 0 0
Walker, Spencely	,,	..	C 1	210 0 0
Toy, Alice M.	,,	..	D 1	150 0 0
Monstedt, Miss Anna M.	Teacher, Junior Model School	..	C 2	160 0 0
Green, Samuel	Assistant	..	D 2	150 0 0
Statham, Miss Isabella Mary	Kindergarten assistant	..	C 3	135 0 0
Foster, Mabel K.	Assistant	..	D 3	120 0 0
Bayliss, Miss Margaretta A.	,,	..	C 3	120 0 0
Worrall, Hilda A.	,,	..	..	105 0 0
Hare, Ada E. H.	,,	..	D 3	100 0 0
Part time,—				
Ash, J. W.	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
Total		..	..	£3,742 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	395 0 0*
Tamblyn, Joseph	Headmaster, Model School	M.A.	B 1	300 0 0
Cowles, Jabez A.	First assistant	B.A.	B 1	295 0 0
Fitch, Miss Dorothy	Kindergarten mistress	..	..	270 0 0
Sinclair, Miss Mary A.	Secondary assistant	B.A.	B 1	250 0 0
Kidson, George R.	Assistant	..	B 2	210 0 0
Hall, Miss Alice L.	,,	..	D 1	190 0 0
Hitchcock, Miss Maria	Kindergarten assistant	..	D 1	180 0 0
Williamson, Grace A.	Teacher, Junior Model School	..	C 3	150 0 0
Robertson, Chas.	Assistant	..	C 3	150 0 0
Fallows, Miss Mary R. E.	,,	..	D 2	150 0 0
Thornton, Miss Marion G.	Kindergarten assistant	..	C 3	140 0 0
McRae, Rebecca F.	Assistant	..	D 3	140 0 0
Bowler, Daniel C.	,,	..	C 4	120 0 0
Part time,—				
Parker, Robert	Singing instructor	..	..	50 0 0
Wellington Technical School	Drawing and handwork	..	..	82 10 0
Howe, Edwin	Woodwork instructor	..	..	25 0 0
Kilroe, Miss F. C.	Domestic science and needlework instructress	..	..	35 0 0
Total		..	..	£3,732 10 0

* £395, and house allowance £50.

CHRISTCHURCH.				
Foster, T. S.	Principal	M.A.	A 1	600 0 0
Aschman, Christopher T.	Headmaster, Normal School	..	C 1	395 0 0*
Lynskey, Michael J.	First assistant	..	C 1	270 0 0
Inkpen, Miss Agnes F. R.	Kindergarten mistress	..	D 1	250 0 0
Pearson, Robert S.	Headmaster, Model School	..	D 1	240 0 0
Irwin, James W.	Secondary assistant	..	C 1	245 0 0
Wagstaff, Mrs. Jessie W.	Assistant	..	D 1	235 0 0
Graham, Charles H. E.	,,	..	C 1	205 0 0
Wilson, Joseph H.	,,	M.A.	B 2	190 0 0
Grand, Miss Ellen	,,	..	D 1	175 0 0
McCullough, Samuel	,,	..	C 1	160 0 0
Ansley, Miss Annie	,,	..	D 1	145 0 0
Bevin, Miss Elizabeth E.	,,	..	D 1	145 0 0
Schmidt, Miss Helene G.	Assistant kindergarten mistress	..	C 3	125 0 0
Part time,—				
Billson, G. E.	Instructor in swimming	..	..	12 5 0
Williamson, S.	Teacher of Music	..	..	50 0 0
Canterbury College	Drawing, School of Art	..	..	90 0 0
St. John's Ambulance	Lectures	..	..	16 15 0
Technical College	Dressmaking	..	..	16 5 6
Total		..	..	£3,565 5 6

* £395, and house allowance £50.

TABLE P6.—NAMES AND SALARIES OF STAFFS OF TRAINING COLLEGES AT 31ST DECEMBER, 1913 —*continued.*

Name. 1	Position. 2	University Status. 3	Classification. 4	Salary per Annum. 5
	DUNEDIN.			£ s. d.
Pinder, Edward	**Principal**	M.A.	A 1	600 0 0
McElrea, William	**Headmaster, Normal School**	B.A.	B 1	370 0 0
McMillan, Hugh	First assistant	..	D 1	295 0 0
Maxwell, Miss Jessie	Kindergarten mistress	..	D 1	260 0 0
Moore, John A.	Secondary assistant	M.A.	A 1	250 0 0
Marryatt, Ernest	**Headmaster, Model School**	..	C 2	250 0 0
Ironside, John	Assistant	..	C 1	230 0 0
McMillan, Miss Mary S.	„	..	E 1	205 0 0
McPherson, Gertrude C. ..	Teacher, Junior Model School	..	D 1	160 0 0
Faulks, Kate	Assistant	..	D 2	155 0 0
Luke, Gabriel M.	„	..	C 4	150 0 0
Kenyon, Miss Helen M.	Secondary assistant	B.A.	B 3	140 0 0
Crawley, Janet L.	Kindergarten assistant	..	D 2	135 0 0
Greaves, Miss Alice	Assistant	..	D 1	125 0 0
White, Dora	„	..	C 3	100 0 0
Miller, Mabel I.	„	B.A.	B 4	90 0 0
Part time,—				
Hanna, John	Gymnastic instructor	..	..	40 0 0
Hutton, Miss N. L. D. ..	Drawing teacher	..	..	120 0 0
Johnstone, George W. ..	Singing master	..	..	60 0 0
Crawley, Miss M. E.	Cookery instructress	..	..	25 0 0
Wakelin, W. C.	Woodwork instructor	..	..	25 0 0
Total ..	.. ..	..	..	£3,785 0 0
Grand total ..	.. ..	..	..	£14,824 15 6

No. 3.

TRAINING COLLEGES.

AUCKLAND.

REPORT OF PRINCIPAL FOR THE YEAR 1913.

SIR,— Training College, 30th March, 1914.

I have the honour to present my report on the work of the Auckland Training College for the year 1913.

There were 108 students in training, sixty-seven being women and forty-one being men. Of these, ninety-six were admitted under Division A of the regulations, seven under Division B, and five under Division C; sixteen went out at the end of one year's training, and forty-nine after the full two-years' course.

Twenty-two students worked definitely for a degree course, and at the University terms examination held in October the following results were obtained: Five passed for third year's terms, eight passed for second year's terms, and four for first year's terms. Miss Edith Salmon obtained the premiums in mental science and economics, and Mr. Kruger in education. The degree results just published show that three students, Edith Salmon, Olive Wylie, and George Coldham, passed for B.A.

The average student aimed at passing the C examination, and, as in previous years, all students were urged to sit for the external examination held by the Department in January, it being understood that no student would be recommended for an internal C certificate who had not in addition obtained the external certificate. The results, which are just to hand, show that out of forty-nine second-year students forty obtained a full C, one obtained a B, the others still requiring to complete their C further examination qualifications. In other words, 83 per cent. of the students left the College with a full C certificate.

The practical teaching by the students was conducted as in past years, half of each term being wholly given up to school-work. The first half of the term the seniors were in school, the juniors being at lectures, while the order was reversed during the second half of the term. The Normal School staff worked very hard to try and give every opportunity for actual practice, but it must be obvious that they are attempting the impossible. How can any one give proper attention to six students, give them supervision as they take sections of the class, and in addition carry the burden of keeping the class up to the examination standard required? In my opinion two students to each class are quite enough—any more only means divided attention and inefficiency. Unfortunately, what promised to be a means of relief—the use of picked teachers in selected schools as auxiliary trainers—is likely to be interfered with in Auckland. I had hoped that with the promised amendments to the regulations provision would be made for a small honorarium for such teachers, but the hope has not materialized. It does not seem

reasonable to throw the onus of training students on to teachers who have no connexion with the Training College, and who further, by the time given to students, actually reduce their own chances of raising their grading-marks, inasmuch as such time might have produced greater class efficiency had it been spent in class-work. At present the selected teachers do the training-work as an act of courtesy to the Board, but it would be far more satisfactory if the payment of an honorarium made it worth their while to undertake the work, and so indirectly give the Principal of the College a status as regards directing the students' course.

This year for the first time all the students leaving the College were seen at work with a class by one of the Board's Inspectors, so that when the Principal's order-of-merit list was issued at the end of the year a comparison could be made with other teachers, and so grading-marks could be allocated. The innovation was a success, and the students of 1913 got better appointments than in any previous year.

The usual special reports on ex-students seen in the schools have come in, and I am quite pleased with the general tone of them. With few exceptions the Inspectors speak well of the work the students are doing, and so the Training College bogey, that the work is apt to be too theoretical, seems to be temporarily laid. Were it possible to weed out those not suited for the profession on entering the College I might say that the bogey would be dead and buried too.

During the year Dr. Cawkwell gave a course of ten lectures to the second-year students, and at the examination held by him at the conclusion of the series Miss N. Furze and Mr. H. Johnston were placed top of their respective lists, and received prizes given by the lecturer.

The system of physical culture was inaugurated during the year, and Mr. S. Moore, one of the instructors, was appointed to take the drill with the male students. This comes as a relief to the Principal, who has been responsible for this branch of work since the College was opened. During the camp period of training for teachers, held in Auckland, the old students gave a welcome to the Director and his staff in the form of a social evening. Bouquets were presented to the women instructors, after a dance of welcome had been executed by some of the students who had been trained by Mrs. Heap. I am glad that the Board have made arrangements for continuing Mrs. Heap's services, as her work has been signally successful in the past, and she helps so willingly in the social side of the College life that her retirement would be little short of a calamity.

During the winter season four hockey teams took part in the association matches. The senior-grade women's team won the banner for the third consecutive year, while the junior-grade team won the Bernecker Cup. Of the men's teams the seniors were in the second-grade competition, and the juniors in the fourth grade. The former were runners up for the Coleman Cup, while the latter won the Bernecker Shield, so that we have three trophies adorning the College walls as the result of the season's play. In a non-residential college the opportunities for *esprit de corps* are not so numerous as in a residential one, and I regard the keen spirit for upholding the College name, as evinced by the willingness of the students to curtail their holidays by a week in some cases in order to be able to take part in matches, as one of the best indications I can have that all is well with the tone of the College. Besides the four hockey teams we had two teams playing basket-ball. This game is eminently suited for those girls who find hockey too strenuous, and in addition is the most suitable game I have come across for children in country schools of Grades II, III, IV. For this reason all the students—men and women—learn the rules, so that when they commence school-work they may introduce it into their districts. There is too much loafing about by the children in schools at the play-hour, a particularly objectionable feature being the arm-in-arm stroll of the bigger girls. Basket-ball requires no preparations—the game can be commenced at once, and children of all sizes and both sexes can take part in the same game, and as there are three portions to the playing-area, the children of the same size can be restricted to one particular portion, and so there is no danger of primers being overrun by the bigger ones. A brisk game during the play interval brightens up all who take part in it, and in the restricted playground of many city schools basket-ball is just the game that will give recreation to the largest number of children at one time. A school tournament has been organized, and on the last occasion twenty-four teams entered, the Normal School being the winners for the second time in succession.

With hockey, basket-ball, football, and tennis I can account for 104 students out of 108 as playing some game—the other four are weakly, and in my opinion, though they have passed the medical inspection, should have been rejected. A student unable to take part in a game is not, in my opinion, suited for school-teaching: playing with your children is the surest help to influencing them that I know, and if the teacher is unable to do this he loses an opportunity he cannot get in any other way.

All but three of the students leaving the College could swim. The bath was well used by the Normal School children, and at the annual swimming sports a large number of certificates were given by the Chairman of the Board to children who had qualified for competency (one length) or proficiency (four lengths and life-saving). Inter-school contests were held with the Mount Eden and Devonport Schools. These took the form of relay races, as many as possible from each standard competing. No pothunting is involved, as the honour of the school is all that is at stake, but the sceptic who hears the school "barracking" is compelled to admit that the *all* begins with a capital A. The teams are selected by the children themselves, and the way they manage affairs speaks well for their course of civics.

The annual concert given by the glee club was held at the end of the second term. Besides musical items the humorous portions of Henry IV were done in costume. A profit of £4 resulted after expenses had been paid, and this was spent in providing athletic gear for the children of the Papatoetoe Orphan Home.

The annual reunion of old students was held during Easter week. About 92 per cent. of the old students were present at one or other of the functions held, the bulk of the missing ones being one-year students who, as I have pointed out previously, are not in training long enough to be really influenced by College traditions. The different activities include an address by the Principal on school matters, a tennis tournament, a social evening, a swimming match (past *v.* present), and afternoon tea and talk each day. It is the most interesting week I spend in the year, and the opportunity the students get to talk over their difficulties I am sure bears fruit in improved efficiency in their schools. The outgoing students presented four large engravings as a memento of their stay in the College, and these make a fine addition to the walls.

The College magazine, the *Manuka*, was published in April, and every student, past and present, took one copy. The addresses of all old students since the College opened are recorded, so that the magazine also serves as a register for reference.

The Teachers' Institute met in Auckland this year, and very kindly presented twenty volumes to the College library, which make a very notable addition to the fiction section.

The alteration in the College regulations was gazetted early in 1914, and the improvement in salaries of the Normal School staff was very welcome. No member of the staff receives a salary of under £150 per annum now, so that in future we shall not be dependent upon raw ex-students when vacancies arise. This is a long-looked-for improvement, and one that is bound to make for higher efficiency. It is a pity that two needed additions were not included in the amendments, and then the College Principals would have been able to bury their "Oliver Twist" spoons for some time. I refer first to the small salary available for the science tutor. An income of £210 per year is not enough to keep a well-trained man holding good degrees. A novice can command a salary of £250 a year in secondary work, and I think I have the other three Principals with me when I say that a salary of £300 to £350 per year is the least that will put the matter on a satisfactory basis. The second matter is the need of a small honorarium —say, £10 per term—to be given to those teachers selected for the purpose of training students in external schools. Six such teachers would be able to take charge of twelve students, and so provide a much-needed relief in the Normal School.

There only remains now to chronicle the changes in the staff. The headmaster of the Normal School, Mr. H. G. Cousins, was given a year's leave of absence by the Board, and is now touring the world. His position is filled temporarily by Mr. C. Hall from the Devonport School, who will, on Mr. Cousins's return, be the first assistant master. Mr. R. H. Paterson, who has been first assistant since the school's inception, was appointed headmaster of the Mount Roskill School at the end of the year. Mr. Paterson has worked faithfully and well, and we shall miss his genial personality very much. Miss E. Schofield found the strain of teaching under Normal School conditions too much, and was transferred to the Te Papapa School, her work being taken by Miss H. Worrall, an old student. Miss Holloway, who, like Mr. Paterson, was one of the original staff of the Normal School, also found the strain beginning to tell, so got preferment at the Grafton School, Miss I. Hare filling the vacancy. Miss Holloway was a very reliable, hard-working, thorough teacher, and the details of her class-work were always above suspicion and a very good model for students to copy. I am sorry she had to leave us. The last to be mentioned, but by no means the least, is the resignation of Mr. A. J. Cottrell, M.A., M.Sc., who has taken up the medical course at Dunedin. Mr. Cottrell as science tutor has been my right-hand man, and as hockey coach, as conductor of the College band, as a regular attender at College socials, and as a thoroughly efficient teacher, has left his mark behind him. I look forward confidently to the time when his course is completed, as the Dominion is in sore need of men like him to direct the campaign of medical inspection of school-children.

In conclusion, I wish to thank the Board for their many kindnesses in the past year, not the least of which was their message of sympathy in my time of trouble.

I have, &c.,

H. A. E. Milnes, B.Sc. (Lond.).

The Secretary, Education Board, Auckland.

WELLINGTON.

Report of the Principal for the Year 1913.

Sir,— Training College, 16th February, 1914.

I have the honour to submit the following report on the work of the Wellington Training College for the year 1913.

Terms.—The session opened on the 25th February and closed on the 5th December, a working year of forty weeks.

Enrolment.—Forty-four senior students returned to complete their training, and sixty-four new students were admitted, making a total of 108, of whom eighty-six were women and twenty-two were men. This latter number will not maintain the present proportion of men in the teaching profession in New Zealand—a fact to be regretted, as in the early stages of a country's development more male teachers are certainly needed in the outlying and remoter districts. Of the total number of 108 students, 105 belonged to the A division—that is, they had been pupil-teachers or probationers—two were graduate students, and one belonged to Division B.

District.—The various districts were represented as follows: Wellington, 38; Hawke's Bay, 23; Wanganui, 24; Taranaki, 6; Nelson, 7; Marlborough, 5; Grey, 3; Westland, 2.

Lodgings.—15 per cent. of our students live at home, 50 per cent. at the three students' hostels, and the remaining 35 per cent. are accommodated in private lodgings. While acknowledging the valuable assistance rendered by these hostels, I must express regret at the fact that the McCarthy Trustees could not see their way to assist in the foundation of a residential school of domestic science, as recommended to them by the public meeting originally called by the Society for the Protection of Women and Children.

Health.—Health is so essential an asset to the teacher that I feel constrained to make some remarks on that subject, more particularly as it is a very general opinion that the schools are not getting the robust type of constitution that the exacting profession of the teacher demands. The health of the students, more particularly in the case of the women, has not been as good as it should be. This has been specially noticeable in the case of those living in lodgings, and one of the predisposing causes has undoubtedly been the lack of supervision out of college hours—for students are often unwise not so much in the amount of work undertaken as in the manner of doing that work. The crowded condition of the buildings and the lack of space for proper recreation has prevented our doing much to counteract the results of wrong methods of study. The Education Department conducts an official medical examination before granting the teachers' certificates to any applicant. If this examination were held before instead of after the course of training much waste of energy could be prevented even if it necessitated a double examination. The present system of accepting the family doctor's certificate is open to many objections.

Curriculum.—The prescribed course of study at the College is allocated as follows: History and principles of education, hygiene, nature-study, child-study—the Principal; method—the Headmaster, Mr. Webb; science—Mr. Kidson; kindergarten-work—Miss Fitch; physical culture—Mr. Cowles and Miss Fitch; domestic science—Miss Kilroe and Miss McRae; handwork—Mr. Howe; music—Mr. Parker; drawing—Mr. Smith and Misses Gooder and Williamson (of the Technical School staff).

University Work.—The numbers in attendance at University classes were as follows: English, 78; Latin, 25; French, 7; German, 1; education, 45; mental science, 28; history, 6; mathematics, 2; biology, 19; geology, 7. This gives practically two classes for each senior and one and a half for each junior student. As 90 per cent. of the students are matriculated, this should be well within their capacity. The results were 179 class passes—sixteen firsts, fifty-four seconds, and 109 thirds—enabling twenty-six students to keep first year's terms, ten second, and four third year's terms. Though less University work was undertaken than for the previous year, these general results show that about 25 per cent. of the students are not prepared to benefit adequately by attendance at Victoria College. For this section a more suitable course could be provided at the Training College if the regulation entailing compulsory attendance at English were relaxed. The degree course in that subject is not the most suitable for the majority of teachers.

Teaching Practice.—In the matter of teaching practice the plan adopted last year has again been followed, with satisfactory results. The visit to the associated schools was much appreciated by the senior students, who were most kindly received by both headmasters and assistants. I regret that financial difficulties prevent our making similar use of the best country schools. Owing to the larger number of junior students we had in their case to replace a good deal of the individual practice by demonstration lessons.

Certificates.—Forty-seven students completed their course of training in December, and the joint result of the departmental examinations and the Training College recommendations was as follows: D certificates—full 6, partial 1; C certificates—full 22, partial 16; B certificates—full 1, partial 1.

Excursions, Lectures, &c.—During the year special excursions were made to places of interest round Wellington, Mr. C. E. Adams (of the Dominion Observatory) kindly gave several practical lessons on latitude and local time. The agricultural class spent a most profitable day with Mr. Duncan in his school-garden at Waikanae, and the senior students paid a visit to the new school at Ngaio to make a study of up-to-date school buildings. We have to thank the Inspector-General (Mr. G. Hogben), Dr. Kennedy (of St. Patrick's College), Dr. Mason, and Professors von Zedlitz, Picken, and Kirk for special lectures on subjects connected with our College work.

Social.—During September the Old Students' Association held a reunion at the College, and a pleasant and profitable time was spent. Mr. Robert Lee, Chairman of the Education Board, presided at the inaugural meeting. Our own Students' Association most capably carried out their duties by providing for the literary, athletic, and social college life of the students as a whole.

Staff.—We have again to record the loss of two valued members of our staff. Early in the year Miss Iorns had to resign on account of ill health, and in October Mr. Lomas left to take up an important educational position in Korea. Miss Williamson, of South Wellington, and Mr. Kidson, of Greytown, were appointed to the vacancies.

Examinations.—The Normal School was examined by the Board's Inspectors in July, the Inspector-General and Mr. Spencer visited the Training College in November, and Dr. Gunn, Medical Inspector, gave again a short course of instruction to the students during September.

In order to give the College the benefit of the new system of physical culture, Mr. Royd Garlick kindly admitted two of our staff to his first course of instruction, and they were thus enabled to give the outgoing students a very fair idea of the purpose and scope of this important branch of school-work.

Summer School.—The annual summer school for uncertificated teachers was held during February. Seventeen teachers, representing Wellington, Hawke's Bay, Wanganui, Marlborough, Nelson, and Grey Education Districts, attended and did most satisfactory work.

New College.—The foundation-stone of the new infant department at Kelburne was laid in October, and the new building will be ready for occupation early in 1914. Our old buildings at Thorndon are now quite inadequate for the College work, and we sincerely trust that the new College will soon follow on the very fine site now provided, for the division of the institution will entail a loss of time to the students and a very considerable increase in the work of the staff, more particularly in view of the fact that the increased number of students has already necessitated duplication of all lectures and laboratory work.

In conclusion, I have again to thank the committee of advice for their valued assistance in the very numerous problems that have arisen during the year, and Mr. Webb and the staff for the ready way in which they have undertaken the increased duties of a very strenuous year. That these added responsibilities are not imaginary is practically shown in the fact that the recent College vacancies have attracted a very small number of applicants. I am pleased to see that the new College regulations have granted a substantial increase in the salaries of all the junior assistants.

I have, &c.,

The Secretary, Education Board, Wellington. J. S. TENNANT, Principal.

CANTERBURY.

REPORT OF THE PRINCIPAL FOR THE YEAR 1913.

SIR,— Training College, 12th March, 1914.

I have the honour to present my report on the work of the Christchurch Training College for the year 1913.

During the 110 students were enrolled—twenty-eight men and eighty-two women. All of them, with the exception of four students in Division B, had previously completed a full term of service either as pupil-teachers or as probationers. Forty-four students completed their full course of training by attendance for a second year. Of the students of the first year, three graduates of the University, who devoted all their time to the study of their profession, attended for one year only. Twenty-two men and seventy-three women had passed the Matriculation Examination prior to their admission, and six men and nine women were admitted on the strength of other qualifications.

The arrangements made for the intellectual training of the students have been very similar to those provided last year. With one or two exceptions, all the students attended classes at Canterbury College in two or more subjects. The more advanced scholars studied with the view of keeping College terms, but the large majority desired, or were advised, to confine their attention to such subjects as would satisfy the requirements of the Class C certificate, or would count towards gaining a certificate of Class B. A student's mental equipment needs to be somewhat more liberal than that represented by a bare pass in the Matriculation Examination to enable him to do justice at the same time to the double demands of a Training and a University College.

At the Training College, in addition to the varied course followed in previous years, there was given a series of lectures on school hygiene, delivered by Dr. Kerr-Hislop. This course dealt with ailments associated with school life, and also included practical demonstrations of the method of medically inspecting school-children, the students, in successive groups, acting as assistants to the medical officer.

For many years past students' classes in drawing have been conducted at the School of Art. It has been found to be more convenient to have these classes taught at the Training College by the Director of the School of Art and a member of his staff, with consequent economy of time previously spent in transit from one institution to another. The temporary provision made for physical instruction of the students has been superseded since the close of the year by regular visits from expert instructors appointed by the Education Department.

For the increased number of students it has been a difficult matter to provide at the Normal School sufficient opportunity for practice in teaching. The demand for additional facilities has been to some extent supplied by the operation of the recent regulations, which recognize visits paid to approved classes within a convenient distance of the Training College as satisfying in part the demand for training in practical efficiency. After consultation with the Chief Inspector and the head teachers interested, such daily visits were paid by many of the senior students at the termination of the Canterbury College term. To the teachers of the schools visited my thanks are due for their valuable co-operation in affording facilities to the students for extending their experience of school-work.

The Normal School has attained the maximum enrolment permitted by the regulations, and the headmaster has constantly to refuse applications for admission. Substitution of modern furniture in some of the rooms for the cumberous desks in use for so many years has greatly improved the working-conditions. It may justly be claimed that the discipline, while firm, is humane, and that in several of the classes corporal punishment is very seldom resorted to, and in some is conspicuous by its absence. The report of the Chief Inspector is distinctly encouraging, and recognizes that, while the school exists primarily for the professional training of teachers, the interests of the children are well safeguarded. The Model School (sole charge) is visited by many country teachers when opportunities for so doing are afforded them.

During the past year more extensive use has been made of the practice of open-air teaching. Such a method of instruction is thoroughly in accordance with the recommendations of modern authorities on school hygiene. The quadrangle enclosed by the school buildings, with its asphalt floor and sunny aspect, affords convenient accommodation for small drafts of pupils taught by students under capable supervision, when the weather-conditions are favourable, as they usually are in Christchurch. A movable awning, of which a trial has been made as a protection in hot weather, has been used with satisfactory results, and is worthy of wider application.

In order to provide facilities for the practical application of the Montessori method I was authorized early in the year to obtain the necessary apparatus. At that time the material required could not be obtained in Australasia, but the difficulty was met by members of the Board's building staff, who constructed the required apparatus on designs submitted by the kindergarten mistress. At the present time most of the apparatus is on view in the Education Court of the Auckland Exhibition. During the year a small class has been conducted regularly on Montessori principles, in order to supply students with a practical exposition of the working of the system.

The challenge shield presented by the late Sir John Hall to the Canterbury Branch of the Royal Humane Society of New Zealand was won this year by the Normal School. The secondary department, which shows a good record for work and progress, has afforded graduate students and others who aspire to positions in high schools valuable opportunities for teaching practice in subjects outside the ordinary primary curriculum. One of the Senior Scholarships offered by the Board was gained by a pupil of this department.

By the adoption of recent regulations the financial position of the junior members of Training College staffs has been materially improved. Such a step was necessary in order to secure the services of teachers possessing the skill and experience needed to qualify them to take an important part in the practical training of students.

A notable forward step has been taken during the year in the acquisition of a valuable site for the erection of a new Training College in close proximity to the present building. With the increased demand for trained teachers the accommodation at present available has proved very inadequate. On the removal of the students to another building additional accommodation will be available for class-teaching and for the establishment of a second model school—an urgent need.

The Normal School has now entered on its forty-first year of existence, as the foundation-stone was laid on the twenty-third anniversary of the province (16th December, 1873) by His Excellency Sir George Ferguson Bowen. The Training College was formally opened in February, 1877. The accommodation then provided was based on an estimated enrolment of about half the present number of students. The pressing needs of the institution, together with its good record of past services to the Dominion, justify the hope of the erection in the near future of a new College on the site recently acquired. Pending the erection of a new building, the section is being put to good use in connexion with the practical work of the students' class in agriculture.

The development of the social activities of the College has been mainly directed by the students themselves, as represented by their various committees, and under the supervision of the Principal and members of the staff. As opportunities offered, cricket, football, and hockey matches have been played—generally seniors *versus* juniors—and several evening gatherings have been held, including the annual reunion of past and present students. The Saturday Night Club (hon. secretary, Mr. A. L. Wills) has provided an opportunity for the development of skill in music, debate, and elocution. Of the Students' Association, the president for the year was Mr. C. D. Gilling, and Miss G. Morgan was honorary secretary. The Training College magazine, the *Recorder*, was capably managed and edited by Mr. A. A. Hardcastle.

With the increase in the number of students the demand for the establishment of one or more hostels for the accommodation of those who live away from home becomes more urgent. A record is kept of the private address of each student, and every change of address has to be reported to the Principal. But the frequent changes in address point to the fact that some difficulty is experienced in obtaining lodgings that supply favourable conditions for private study.

Some half a dozen ex-pupil-teachers or ex-probationers who applied for admission to the Training College at the beginning of the session could not be accepted as students owing to their failure to comply with the regulations prescribing the qualifications for admission. The applicants referred to were not relying on a matriculation qualification, but on their passing the first section of the D certificate examination. Attention is drawn to this fact because it has been demonstrated that some candidates, and even their teachers, appear to be unaware that for the purpose of admission to a Training College the first section above referred to must include Group I, Group II, and two optional subjects, as prescribed for the Class D certificate examination.

During the year a sum of money was subscribed by ex-students of the Training College to establish a memorial prize to perpetuate the memory of the late Principal, Mr. Edwin Watkins, B.A., who for the long term of thirty-five years—first as tutor and afterwards as Principal—was associated with the College. Trustees have been appointed to administer the fund, and competition for the prize is restricted to students in actual attendance at the College.

It is my pleasing duty to report very favourably on the general conduct of the students, and the keen interest displayed by most of them in their professional training. To the members of the staff my thanks are due for the effective discharge of their duties and for the loyal support they have at all times accorded me.

I have, &c.,

The Secretary, Education Board, Christchurch.

T. S. FOSTER, Principal.

OTAGO.

REPORT OF THE PRINCIPAL FOR THE YEAR 1913.

SIR,— Training College, 17th December, 1913.

I beg to submit my report on the work of the Training College for 1913.

During the year there were 119 students in attendance. Of these, forty-five were second-year students (fifteen males and thirty females) and seventy-four were first-year students (twenty-one males and fifty-three females). Of these latter, one left and one obtained leave—both on account of sickness.

The senior students had all been pupil-teachers or probationers, but of the seventy-four junior students no less than twenty-seven had not had that experience, this number including three graduates. I found, as I had been led to expect from my experience as head teacher of the Normal School, that those who had not been pupil-teachers or probationers were greatly handicapped in the pedagogical part of their College course. They had not the same attitude of mind in regard to the teaching of children as the others had. Such students do not understand the problem they have to face in teaching children, and it is hard to make them understand it at College, for it is in the practical testing and teaching in actual school life that its nature is driven home.

At present there is a considerable disparity in the numbers of first- and second-year students respectively—viz., seventy-four and forty-five—due largely to the increase in the number of extra admissions under the changed regulations. This variation of number causes considerable inconvenience: for example, the class-rooms of the College have been built to hold forty and fifty, so that the junior students had to frequently meet in the auditorium instead, and in some classes had to be split up into two divisions. The College was built for eighty students, and is much too small in every way for the present number. A wave of the Department's wand may easily swell the number of students, but the accommodation refuses to swell.

In regard to University work, I was faced by the problem (which was solved largely at haphazard) of how to judge of the fitness of the student to undertake the work of the various classes. There are the factors of health, ability, willingness, and time to be considered. The first of these is supposed to be guaranteed by a doctor's certificate, which in some cases I found was an uncertain guide. Ability and ambition were the unknown factors, especially the latter. The result was, as is I suppose the case in all colleges, that some students found the course they took too heavy for their health, and others seemed to wish to take the class but avoid the work. I have much pleasure in stating, however, that the great majority made a very good attempt to cope with their work, and some had rather to be restrained than encouraged. The distribution of University subjects was approximately as follows: Forty-four took C English, fifty-three took education, thirty-two took junior English, seventeen took senior Latin, thirty-three took junior Latin, ten took senior French, seven took junior French, sixteen took junior mental science, fourteen took mathematics, thirty-two economics, two mechanics, three physics, two geology, and forty-nine home science for D. The results, not counting home science, were 183 passes—viz., eight first-class, sixty-one second-class, and 114 third-class.

Considering that very full demands were made on the time of the students by their College work, I regard the above result as on the whole satisfactory. About 10 per cent. did unsatisfactory work, due to various causes. Six junior students sat for a section of the B.A. degree, and twelve seniors.

There was a considerable amount of eye-trouble among the students, due, I should think, to bad attitudes and studying by gaslight. The combination of University work and College work causes a considerable rush towards the end of the year, especially in the cases of the more ambitious students. It would ease matters considerably and be more satisfactory from every point of view if promising students were granted a third year to take a section of their degree or to complete it. In that case the students could easily be classified at the end of their first year, and the less promising confined more strictly to College work, while the work of the more studious section would be more thorough, and not wear the aspect of "cram" which it does under present circumstances. The University bursaries up to £20 do little to help in this direction, for obvious reasons.

In regard to science-teaching, little can be done in connexion with the University owing to the policy of having day classes in science subjects. I am providing for the science-teaching of women students by working in with the home-science department of the University, which has most obligingly met me in every way. The juniors take home science for D for three hours a week, and the seniors domestic science II for C for about four hours weekly. The latter will rank as a University class.

The junior men take physical measurements and the seniors agriculture, while both junior men and women take nature-study one hour a week. I have been struck with the ignorance both of science and literature displayed by the first-year students. The most familiar scientific generalizations are often strange to them. Of twenty-one junior men only one man had heard of Cleopatra and could tell me that Shakspeare had written a play involving that character. I believe the reason given is that first matriculation work, then teaching and the preparation for a certificate take up all their time, enough being left only for the necessary amount of exercise.

It seems to me that the prevailing fashion of examination both before and during the University courses neglects the matter of literature for the form, which can be largely crammed from notes, and the absurdity prevails that in preparing for a course of English literature there is no time to read the books, too many of which are usually set. I intend this forthcoming session

to start a library club, which will read certain works for the pure delight of reading them. We shall endeavour to sink the abstraction of style, and so imbibe some amount of corrective to the prevailing complaint.

In arranging for the teaching practice of the students I have worked on the principle of lessons under careful supervision for junior students and continuous practice for seniors. The Board have associated the city schools with the practising school and made this possible. Each senior student this year spent a month at a time with the same class, and so worked through all the standard classes. None but classes of teachers recommended by the Board's Inspectors were chosen for practice. The students have appreciated the privilege of working with some of the Board's best teachers, and seem to have given satisfaction by their efforts. Next year I shall have to find practice for sixty-nine senior students. Each of the leaving students has had from two to four weeks in one of the model schools, and each of the females a similar period in the kindergarten-room.

The Students' Association have displayed their usual activity. Three socials and two picnics have been held during the year. The College magazine keeps up to its usual level, and tennis and hockey have been well patronized. Mr. Cuthill, one of the seniors, represented the College in the University team which toured New South Wales and in the New Zealand team which toured the western States and western Canada.

Mr. Hanna is retiring on superannuation from the position of physical instructor. He has a fine record of work, enthusiastically and skilfully carried out, and takes the best wishes of the staff with him. Several changes have occurred on the staff of the Normal School. I have to thank the head teacher, Mr. McElrea, and his staff for the interest they have shown in the work of the students. There is no doubt that the staff of a Normal School makes considerable sacrifices for the benefit of the future teachers of the Dominion.

I have, &c.,

The Secretary, Education Board, Dunedin. E. PINDER, 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, 1913.

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 "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, 1914.)

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 1913. (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		5	Anthony, Lois		F	36 0 0	..
Awaawakino		3	Adams, Jessie E.		F	30 0 0	..
Manawaora	N	7	Nichols, Emily F. A.		F	42 0 0	..
Mareretu North		5	Stephen, Amy M.		F	36 0 0	..
Matapouri		7	Heather, Bernard O.		M	48 0 0	..
Moerangi		6	Scott, Mary A.		F	36 0 0	..
Orere	N	6	Ashby, Gladys		F	36 0 0	..
Otarere	N	5	Chapman, Bertha M.		F	30 0 0	..
Pakautukua		4	Jackson, Flossina H.		F	24 0 0	..
Paramata Valley		5	Page, Agnes		F	30 0 0	..
Ramarama Creek		2	Ross, Vivian M.		F	12 0 0	..
Te Koraha		6	Cowern, Phoebe A.		F	36 0 0	..
Toatoa		6	Pile, Margaret M. H.		F	30 0 0	..
Upper Oruaiti		6	Foster, Clara E.		F	42 0 0	..
Waimate Island		8	Hunter, Alva H.		M	48 0 0	..
Waipu Cave		8	Lowe, Ivey		F	48 0 0	..
Waitaanga		7	Hagenson, Annie E.		F	42 0 0	..
Waiwhero		4	Gordon, Mrs. Gertrude		F	30 0 0	..
Whangae	N	9	Goodwill, Charles S.		M	90 0 0	10
Wharehine		6	Aldworth, Edith R. U.		F	90 0 0	10
GRADE 1.							
Albertland North		12	Cook, Walter S.		M	90 0 0	10
Awakanae		14	Boswell, Stella E.		F	103 10 0	10
Awaroa	N	9	Regan, Michael D.		M	90 0 0	10
Babylon	N	14	Gregory, Emily		F	90 0 0	10
Bickerstaffe No. 2		13	Ogden, Mary		F	90 0 0	10
Geard's Bay / Moehau		11	Geard, Louisa		F	130 10 0	10
Haylock's	N	8	Simpson, Elvins A. L.		M	90 0 0	10
Hikimutu		16	Emmett, Frank N.		M	90 0 0	10
Horseshoe Bush / White Hills		11	Colegrave, Charles H.		M	108 0 0	10
Jordan		11	Edmondson, John H.		M	108 0 0	15
Kaeaea		15	Hames, Gilbert M.	C4	M	95 0 0	10
Kaimai	N	11	Hunter, Constance C. B.		F	90 0 0	10
Kaimamaku		13	McCaskill, Colina J. H.		F	90 0 0	10
Katikati No. 1	N	14	Tanner, Ella R.		F	90 0 0	10
Kawa		9	Mallitte, Mrs. Constance P.		F	90 0 0	10
Kerikeri Inlet	N	16	Empson, Mrs. Mary C.		F	94 10 0	10
Kopuku		20	Douglas, Effie		F	90 0 0	10
Kururau / Otunui		14	Cameron, Annie M.		F	108 0 0	10
Lichfield		8	Kells, Isabella F. R.		F	108 0 0	10
Lindum Grange		9	Snel, Agnes E. C.		F	90 0 0	10
Mahoenui	N	15	Ransbottam, Harry V.		M	103 10 0	10
Manawahe	N	15	Christmas, Doris		F	90 0 0	10
Mangaotaki		14	Symonds, Mrs. Mary L.	E2	F	100 0 0	10
Mangapiko		15	Vincent, Louisa	E2	F	120 0 0	15
Mangateka		11	Goulding, Kathleen		F	90 0 0	10
Marakopa	N	16	Dunn, Reginald M.		M	90 0 0	10
Marlow		13	Mitchell, Kate		F	90 0 0	10
Mati		15	Gemming, Theophilus J.		M	90 0 0	10

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

AUCKLAND—*continued.*

NAME OF SCHOOL. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance. (1.)		Average for the Year 1913. (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 1—*continued.*							
Moumoukai	N	13	Armour, Marion A.		F	94 10 0	10
Ness Valley	N	8	Strumpel, Frederick W.		M	90 0 0	10
Omanawa		12	Clark, Hugh R.		M	90 0 0	10
Omanawa Falls		20	Ferguson, William		M	90 0 0	10
Oparau	N	17	Hayes, Katie		F	103 10 0	10
Okonga Tryphena		12	Thruston, Herbert F.		M	108 0 0	..
Oruaiti	N	16	Bilkey, Edmund E.	C4	M	125 0 0	15
Owen Road	N	5	Dougherty, Florence M.		F	90 0 0	10
Papamoa No. 2		15	Campbell, Cathe A.		F	90 0 0	10
Paradise		9	Wiesner, Rosa B.	C3	F	120 0 0	15
Paraheka		15	Manning, Kenrick, J. O.		M	90 0 0	10
Parkhurst	N	14	Monstedt, Martha E.	D3	F	150 0 0	15
Port Charles		10	Leith, Frederick E.		M	90 0 0	10
Pukeatua		11	Farnell, Wilfred J.	D4	M	165 0 0	10
Pukekaroro	N	11	Sale, Gilbert		M	90 0 0	10
Puketui		10	Dufty, Helena V.		F	90 0 0	10
Puketurua	N	17	Lowe, Joseph E.		M	90 0 0	10
Pungaere	N	9	Gibson, Harold C.		M	90 0 0	10
Purerua	N	10	Woodley, Frederick T.		M	90 0 0	10
Putake		8	McEldowney, William R.	C5	M	90 0 0	10
Rangitiiki	N	12	Hutchings, Mary K.		F	90 0 0	10
Ruapuke	N	5	Ward, Florence A. G.		F	90 0 0	..
Salt Springs	N	9	Howe, Onesimus W.		M	90 0 0	10
Takahue	N	14	Dixon, Elsie A.		F	90 0 0	10
Tangaihi		12	Mackenna, Robert		M	121 10 0	15
Ta Pairu		9	Thomas, Gwen A. W.		F	90 0 0	10
Te Hoe	N	16	Baston, Eva		F	90 0 0	10
Tunakotekote		11	Yeo, Doris W.		F	90 0 0	10
Waima	N	11	Van de Brille, Mrs. Edith R.		F	90 0 0	10
Waimai		10	Ray, Mary		F	90 0 0	10
Waimana Sawmill	N	17	Macdonald, Edith D.		F	90 0 0	10
Waingarara		11	McCowan, John T.		M	94 10 0	10
Waingakau		9	Reid, Mignonette		F	90 0 0	10
Wairere		19	Smith, William		M	108 0 0	10
Waitomo Caves		8	Ligertwood, Patrick B.	D2	M	95 0 0	10
Waiwhiu		14	Slattery, Margaret		F	90 0 0	10
Whangaparaoa		17	Cowan, Agnes W.		F	90 0 0	10
Whangapoua	N	12	Shirley, George E.		M	90 0 0	10
Whangaroa North	N	7	McKay, Margaret		F	90 0 0	..
Whenuakite	N	6	Barker, Dorothy B.		F	90 0 0	10
Whenuakura		8	Parker, Gilbert H.		M	90 0 0	10
Whitford No. 2		9	Piggot, Ellen M.	C3	F	145 0 0	15
GRADE 2.							
Ahuroa No. 1 Ahuroa No. 2		18	Burton, Ormond E.	Lic.	M	142 10 0	15
Araparara Mangakura		24	Le Gallais, Leddra	C3	M	190 0 0	20
Ardmore		23	Wilson, Sophia	E2	F	140 0 0	..
Ararimu Paparimu		16	Fecht, Albert E.	..	M	135 0 0	..
Awitu Central		25	Matthews, Mrs. Hilda M.	..	F	108 0 0	..
Awitu No. 2 Orua Bay		15	Johns, Victor R.	C3	M	180 0 0	15
Barley	N	16	Angove, Mrs. Lily M.	..	F	108 0 0	15
Bickerstaffe Huarau		16	Coad, Emma M.	C2	F	180 0 0	15
Brigham's Creek		19	Taylor, Minnie I.	C2	F	125 0 0	15
Broadwood		22	Broad, Stanley P. *Tills, Cecil C.*	..	M Subs	108 0 0	15
Brooklynn Huia		20	Foley, John		M	135 0 0	15
Brynavon	N	13	Blair, Thomas M. R.		M	108 0 0	15
Churchill Whangamarino	N	25	Hayter, Ernest	C4	M	150 0 0	15
Fairburn's Road	N	16	Carse, Harry	D2	M	150 0 0	15
Glen Murray	N	18	Beeban, Phyllis I. J.	C4	F	120 0 0	15
Gordon		22	Barr, Samuel D.	D4	M	125 0 0	..
Great Barrier Katherine Bay	N	26	Hunter, Edward J.		M	153 0 0	15
Gumtown Kaimarama	N	21	Gubb, Lester F.		M	135 0 0	15
Hangatiki	N	26	Molloy, John J.	C3	M	150 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

AUCKLAND—*continued.*

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						£	s.	d.	£
GRADE 2—*continued.*									
Hastings	N	17	Pratt, Edward J.	C3	M	170	0	0	..
Otakeo	..								
Helena Bay	..	16	Law, George H. B., B.A.	..	M	108	0	0	15
Henderson Point	..	28	McLoughlin, Elizabeth M.	..	F	139	10	0	20
Hinuera Valley	N	19	Jeffs, Arthur H.	..	M	108	0	0	15
Honikiwi	N	13	Bowen, Rosanna	C1	F	120	0	0	15
Horotiu	..	22	Gaukrodger, Mrs. Florence M.	C4	F	130	0	0	..
Hoteo North	..	16	Denvers, Kathleen	..	F	121	10	0	15
Huanui	N	23	Beasley, Charles J.	D4	M	135	0	0	15
Hukapapa	N	19	Jones, Hugh A.	..	M	108	0	0	15
Hukatere	N	22	Bond, Enoch A.	B4	M	120	0	0	15
Kaharoa	N	18	Browne, George T. M.	..	M	135	0	0	15
Te Pu	N								
Kakapuka	N	19	Johns, William H.	C4	M	125	0	0	15
Kara	..	16	Brennan, Reginald J.	D5	M	130	0	0	..
Karaka	..	25	Coulston, Mrs. Sarah A.	D3	F	120	0	0	15
Karekare	N	14	Richardson, Alfred E. B.	..	M	139	10	0	15
Whatipu	..								
Kauaeranga Valley	N	12	Fyers, Mrs. Christiana	D3	F	135	0	0	15
Kaurihohore	..	27	Palmer, Ada E.	D3	F	120	0	0	..
Kauroa	N	28	Moore, William R.	D3	M	130	0	0	15
Kerepehi	N	17	Salisbury, Josiah	..	M	108	0	0	..
Kerikeri	..	18	Macleod, John D.	C4	M	125	0	0	15
Kinohaku No. 1	..	17	Gamlen, Richard B., M.A.	Lic.	M	118	15	0	15
Kirikopuni	N	19	McGeehan, Thomas M.	..	M	108	0	0	15
Kiwitahi	N	16	Bell, Mary	..	F	108	0	0	15
Kohekohe	..	20	McSporran, Robert, B.A.	B4	M	120	0	0	..
Komata North	..	24	Sinclair, Violet B.	D2	F	135	0	0	15
Korakonui	N	25	Smith, Gordon	..	M	108	0	0	15
Koromatua	..	22	Clarke, Mary	..	F	108	0	0	15
Mahurangi Heads	..	19	Smith, Charles H.	C4	M	150	0	0	15
Mullet Point	..								
Makarau	..	25	White, Kenneth R.	D3	M	155	0	0	15
Tahekeroa	..								
Mangatu	..	18	Price, Carl A.	D3	M	155	0	0	15
Tutamoe	..								
Mangawhero	..	14	Chalmers, Charles C.	..	M	108	0	0	15
Manukau Heads	N	19	Scott, Frank J. L.	..	M	108	0	0	..
Mapara	N	20	Wallis, Stanley R.	..	M	108	0	0	15
Mareretu	..	16	Terry, Annie S.	..	F	135	0	0	15
Matakohe No. 2	N	17	Wood, Ernest A.	C3	M	165	0	0	..
Maungatawhiri Valley	..	29	Steele, Robert B.	C4	M	120	0	0	..
Monavale	..	24	Crook, Harold L.	C5	M	120	0	0	15
Motumaoho	..	26	Gant, Albert H.	C3	M	125	0	0	15
Muriwai	..	19	Brett, Reginald E.	C3	M	135	0	0	15
Ngarua	..	20	Baigent, Harold R.	C4	M	125	0	0	15
Ngataki	N	20	McMillan, Norman	D4	M	125	0	0	15
Ngongotaha	N	29	Hawkes, Annie E.	C3	F	130	0	0	15
Okarea	..	18	Macrae, Fergus A.	..	M	108	0	0	15
Omaha, Little	..	20	Lees, Mrs Eliza A.	D4	F	150	0	0	..
Ororu	N	29	Berry, Mrs. Lavinia M.	E2	F	150	0	0	..
Otaika	N	23	Gasparich, Joseph G.	C4	M	125	0	0	15
Otaika Valley	N	17	Hawkes, Emily C.	..	F	117	0	0	15
Otoroa	N	16	Kay, James	D4	M	160	0	0	15
Takou	N								
Oue	..	18	Matchett, Robert J.	..	M	108	0	0	15
Pah	..	13	Fletcher, Charles A. J.	..	M	108	0	0	15
Paiaka	N	23	Brownlie, James A.	..	M	108	0	0	15
Pakaraka	N	24	Johnson, Phyllis M.	..	F	117	0	0	15
Pakaru	N	24	Lucey, Daniel E.	..	M	108	0	0	..
Pakiri	N	12	Walker, Lillie	D3	F	135	0	0	15
Papakura Valley	..	26	Potter, John F.	C4	M	120	0	0	..
Papakura Valley No. 2	..	29	Hewitt, Florence N.	E2	F	140	0	0	15
Parenga	N	9	Sullivan, Bertha J.	..	F	108	0	0	15
Ponga	..	15	Leyland, Allen I.	D3	M	130	0	0	15
Pongakawa	..	21	Jones, Albert L.	..	M	175	10	0	15
Pouto	N	18	Claringbull, James F.	..	M	117	0	0	..
Puahue	..	19	Mandeno, Isabella G.	D4	F	125	0	0	15
Pukekawa	..	24	Dean, Margaret	D4	F	125	0	0	15
Punakitere	N	27	Wilcox, Wilfred T.	..	M	108	0	0	15
Purua No. 1	..	21	Crickett, Atholl G.	C3	M	180	0	0	15
Purua No. 2	..								
Rangiaohia	..	23	Phillips, John S.	D2	M	165	0	0	..
Rangiatea	N	16	Abercrombie, Harry B.	..	M	117	0	0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

AUCKLAND—*continued.*

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					£ s. d.	£
GRADE 2—*continued.*						
Ranginui	16	Hodges, James H.	..	M	108 0 0	15
Raupo	28	Torr, Ivy J.	..	F	117 0 0	15
Red Hill	21	Bannister, Harold	Lic.	M	123 10 0	15
Rehia	16	Jones, Stanley C.	C3	M	130 0 0	15
Rotokauri	32	Lowe, Jessie L.	..	F	112 10 0	15
Ruakuri N	17	Phelan, Ernest O.	..	M	108 0 0	15
Ruatangata East	12	Kane, Jane	D3	F	145 0 0	15
Ruatangata West	22	Briggs, Charles R.	C5	M	120 0 0	15
Rukuhia	19	Hamley, Florence E.	E3	F	140 0 0	15
Tahaia N	30	Smith, Albert H. M.	..	M	108 0 0	15
Tahuna N	25	Reaks, Henry J.	E2	M	150 0 0	15
Tamahere	21	McGruther, John	D2	M	120 0 0	..
Tangihua No. 2	23	Diprose Archie W.	B4	M	114 0 0	15
Tangoao	16	Snell, James H.	..	M	108 0 0	15
Taotaoroa No. 1	18	Hardy, Florence F.	E3	F	120 0 0	..
Tapapa N	23	Foggin, Arthur H.	..	M	121 10 0	..
Tatarariki N	27	Fletcher, Raymond	B4	M	120 0 0	15
Tatu	16	Bersey, Allen O. C.	..	M	108 0 0	15
Tauhei No. 1 N Tauhei No. 2 N	21	Keyes, Edwin T.	..	M	135 0 0	15
Te Akau N	19	Martin, William A. G.	..	M	108 0 0	15
Te Arai South	20	Chipchase, William C.	D3	M	160 0 0	15
Te Matai Sawmill	19	Carson, Frederick G.	..	M	121 10 0	15
Te Mawhai N	18	Wilson, Mrs. Hilda K.	E3	F	120 0 0	15
Te Puna Point N	23	Lochhead, Margery M.	D4	F	120 0 0	15
Te Rahu	17	Hamilton, Josephine	E3	F	140 0 0	..
Te Rauamoa N	15	Honoré, Rudolph C.	D4	M	145 0 0	15
Te Rau Mauku N	16	Murphy, John A.	..	M	108 0 0	15
Te Tahi	12	Pendergrast, Arthur S.	..	M	108 0 0	15
Te Uku	18	Harsant, Elizabeth M. N.	D3	F	135 0 0	15
Te Whetu N	14	Walker, Carl F.	..	M	112 10 0	15
Tirohanga Otara East	23	White, Nellie	..	F	139 10 0	15
Titirangi	20	Windust, Mrs. Patience A.	C1	F	150 0 0	..
Titoki	21	Ritchie, Percy C.	Lic.	M	123 10 0	..
Tokatoka	17	Barton, Robert	C2	M	150 0 0	..
Tokirima Road	17	Weiss, William L.	..	M	117 0 0	15
Tuhikaramea	24	Benton, Arthur	C4	M	215 0 0	15
Turangaomoana	21	Usher, Agnes	E2	F	150 0 0	15
Tutekehua N	18	Wilcox, John S.	..	M	108 0 0	15
Upper Okauia N	26	Thomas, Stephen H.	..	M	108 0 0	15
Waiau N	20	Moloney, Hilda A.	..	F	120 0 0	15
Waiheke Central Man o' War Bay	28	Grey, Alan S.	D3	M	205 0 0	20
Waihonga	24	Bromley, John W.	..	M	108 0 0	15
Waikokowai	26	Barnes, Mrs. Adina L.	D3	F	120 0 0	15
Waiuui	19	Pascoe, Mrs. Lucy	D2	F	120 0 0	..
Waiomio N	15	Rothbury, Sarah	..	F	121 10 0	15
Waiotahi N	26	de Montalk, Alexander S.	D4	M	130 0 0	15
Waipu North	25	Graham, Bruce	..	M	108 0 0	..
Wairangi Farm N	21	Badger, Holly H. H.	D3	F	130 0 0	15
Waitangi	21	Black, Bertha, B A.	B2	F	150 0 0	15
Waiwera	15	Stevenson, Jane E. B.	..	F	130 10 0	15
Weymouth	18	Hewitt, Dorothy O.	D4	F	120 0 0	15
Whangaripo	13	Woodford, Maud W.	..	F	108 0 0	15
Whitikahu N	17	Carson, William	D4	M	125 0 0	15
GRADE 3.						
Albany N	28	Potter, Ethel M.	C2	F	160 0 0	20
Aria N	31	Dempsey, Walter S.	C2	M	155 0 0	20
Avoca	38	Pendergrast, Harold E.	D3	M	165 0 0	20
Bream Tail Waipu Cove	24	Hayter, Reuben	C5	M	180 0 0	20
Brookside	27	Cooke, Jessie B.	E3	F	160 0 0	20
Brynderwyn	27	Sinclair, Marion M.	..	F	144 0 0	20
Cabbage Bay N	32	Moore, Daniel V.	C4	M	160 0 0	20
Dacre's Tawharanui	22	McGechie, John W.	C3	M	185 0 0	20
East Tamaki	30	Short, Arthur	D1	M	180 0 0	..
Elstow	36	Stephenson, Marianne A.	C3	F	155 0 0	20
Flat Bush	31	Tidmarsh, Henry H.	D2	M	180 0 0	..
Goodwood	34	Nixon, Elizabeth A.	D2	F	175 0 0	20
Greenhithe Long Bay	31	Mackay, Thomas E. A.	C3	M	190 0 0	20

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

AUCKLAND—*continued.*

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GRADE 3—*continued.*								
Hakaru			32	Webster, Mrs. Minnie I.		F	171 0 0	20
Tara Road								
Hautapu			27	Edmiston, Jessie H.	E1	F	155 0 0	20
Hinuera			32	Andrew, Richard E.	D3	M	155 0 0	20
Horahora Rapids		N	27	Gerrand, Percy A.	C3	M	180 0 0	20
Maungatautari No. 2		N						
Hunua			31	Fox, Norman S.	C2	M	185 0 0	..
Kaiawa		N	34	McClune, Joseph S.		M	162 0 0	20
Waitakaruru								
Kaikohe		N	32	Church, George P.	D3	M	150 0 0	20
Kaipara Flats			26	McGee, Helen	E1	F	150 0 0	20
Kaitangiweka			30	Heath, Alexander Howard	C4	M	150 0 0	20
Karamu			27	Jenkins, James	D3	M	150 0 0	..
Kariaotahi			24	Tisdall, Estelle A.	D2	F	180 0 0	..
Kennedy Bay		N	28	Rendell, Alfred G.		M	135 0 0	20
Kimihia			35	Browne, Lilian M.	D2	F	180 0 0	20
Kinohaku No. 2		N	33	McChesney, Hugh H. R.	Lic.	M	223 5 0	20
Kohanga		N	29	Vos, Victor R.		M	135 0 0	20
Komakorau			27	Fordyce, Andrew B.	C4	M	150 0 0	20
Koutu		N	37	Tills, Ethel E.	E2	F	155 0 0	20
Limestone Island			20	Watkin, Arthur A.	Lic.	M	147 5 0	..
Mahurangi Heads West		N	25	Armstrong, William T.	C4	M	180 0 0	20
Huhue								
Mairoa			32	Rogers, Daniel J.	D4	M	185 0 0	20
Waitanguru								
Maketu		N	27	Kelly, Elizabeth	E2	F	180 0 0	..
Mangaiti		N	28	Keaney, Annie	E2	F	155 0 0	20
Mangapai			37	Byles, Frank R.	D2	M	180 0 0	20
Mangatete		N	31	Cooper, Charles W.	D2	M	205 0 0	25
Mangonui		N	37	Lord, George H.	C3	M	160 0 0	..
Mapiu			34	Hickson, Walter	D3	M	150 0 0	20
Maraetai No. 1			28	Hughes, Wilfred L.	C3	M	180 0 0	..
Maraetai No. 2								
Maramarua		N	22	McElroy, John	E2	M	205 0 0	20
Maromaku		N	37	Schmidt, William H.	C2	M	190 0 0	..
Maropiu		N	32	Ingerson, William L.		M	162 0 0	20
Marsh Meadows			28	Wilson, Lucy I.	E2	F	160 0 0	20
Marua			32	Carter, Mrs. Emily	D3	F	150 0 0	..
Mata			29	Murdoch, Alfred J.	D3	M	190 0 0	20
Ruakaka								
Matahuru No. 1		N	31	Ansley, Arthur F. T.	D2	M	195 0 0	20
Matahuru No. 2		N						
Mataitai			27	Mackenzie, John	C4	M	150 0 0	20
Matiere			36	Hotson, Claud	D3	M	155 0 0	..
Maungatautari		N	30	Atkins, Harry	D3	M	195 0 0	..
Meadowbank			33	Rosewarne, Elizabeth	D2	F	155 0 0	20
Mokauiti			36	Baker, Edward S.	D3	M	150 0 0	20
Motukaraka		N	38	Rudall, John H.	C3	M	160 0 0	..
Mount Maunganui		N	30	Stephenson, George F.	C4	M	150 0 0	20
Ngunguru		N	23	Croker, Mrs. Ethel M.	Lic.	F	147 5 0	..
Nihoniho		N	31	Mossman, Alfred B.		M	162 0 0	20
Turoto Road								
Ohaeawai		N	33	Walker, William	D3	M	155 0 0	20
Ohinewai			29	Baston, Florence I.	C2	F	170 0 0	..
Okahu No. 1			29	Izod, Lionel	E3	M	190 0 0	20
Okahu No. 2								
Okaihau			27	Forbes, Ada	C3	F	150 0 0	..
Okaihau No. 2			26	Murphy, Clarence J.	Lic.	M	180 10 0	20
Utakura Valley		N						
Omapere		N	45	Laing, Archibald M.	C3	HM	155 0 0	20
				Robertson, Bessie N.		AF	90 0 0	..
Opua		N	27	Warin, Herbert D.		M	144 0 0	..
Orini		N	30	Lyall, William C.	D4	M	150 0 0	20
Otara		N	30	Walsh, John	E4	M	160 0 0	20
Otonga			36	Rust, Douglas S.		M	172 16 0	..
Opuawhanga								
Oturoa		N	26	Jacobsen, Mrs. Ethel G.	E2	F	150 0 0	20
Owhiwa		N	30	Goodwin, Frank R.	D3	M	185 0 0	20
Taraunui		N						
Paemako		N	31	Funkë, Ernest E.		M	162 0 0	20
Wairiri Falls		N						
Pakanae		N	26	Hendry, George McI.	D2	M	180 0 0	20
Papamoa No. 1		N	30	Muir, Jane E.		F	171 0 0	20
Paparata			27	Worsley, George A.	D2	M	165 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

AUCKLAND—*continued.*

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						£ s. d.	£
Grade 3—*continued.*							
Piopio	N	34	Menzies, Alexander	C5	M	150 0 0	20
Pollock	N	25	Manson, Janette C.	D1	F	150 0 0	..
Pukerimu	..	14	Ryan, Elizabeth M.	Lic.	F	156 15 0	..
Ringiriri	N	23	Udy, Annie	E2	F	190 0 0	25
Rawhia	N	33	Harrison, Robert J.	..	M	171 0 0	20
Umawera	N						
Rotorangi	N	30	McKinnon, Roderick A.	D3	M	155 0 0	..
Ruapekapeka East	..	31	Meiklejohn, Lemuel S. A.	D3	M	190 0 0	20
Ruapekapeka West	..						
Ruawai	N	32	McKinley, John E.	..	M	144 0 0	..
Selwyn	N	19	Musgrove, Frederick A.	Lic.	M	142 10 0	20
Swanson	..	35	Duncan, Kate	E2	F	165 0 0	20
Tairua Block	..	17	Insull, Herbert W.	..	M	135 0 0	20
Tangowahine	..	26	Carter, Annie	E3	F	165 0 0	20
Tauhoa	..	27	de Montalk, Mrs. Ethel J.	E3	F	150 0 0	..
Taupo	N	40	Palmer, Gertrude	E2	HF	165 0 0	20
			Hearn, Leonora	..	AF	90 0 0	..
Te Akatea	..	25	Cooper, Hubert J.	C3	M	180 0 0	20
Waingaro	..						
Te Aroha West	..	37	Lawton, Herbert W.	C3	M	180 0 0	..
Te Matai	..	24	Sealy, Alfred D.	D4	M	150 0 0	20
Te Pahi No. 2	..	21	Long, Edgar R.	C3	M	180 0 0	20
Te Puke No. 2	..	36	Findlay, Sylvia	C3	F	165 0 0	20
Te Rapa	..	38	Fielder, Elizabeth M.	E2	F	180 0 0	20
Te Rore	..	26	Allen, John B., M.A.	..	M	162 0 0	20
Te Pahu	..						
Ti Point	..	29	Shanahan, Margaret A.	C2	F	155 0 0	20
Tiroa	N	26	McDonald, Ivon F.	D3	M	180 0 0	20
Parikura	N						
Upper Waiwera	..	25	Ford, Barbara	D2	F	150 0 0	..
Waihopo	N	23	Collis, William F.	C2	M	205 0 0	25
Waimamaku Valley	..	23	Allen, Frederick N.	C4	M	150 0 0	..
Waiotemarama	..	30	Gordon, Forbes B.	C4	M	180 0 0	..
Wekaweka	..						
Waipu Upper	..	29	McKay, Donald A.	E2	M	180 0 0	..
Waipuna	N	36	Foy, James H.	..	M	135 0 0	20
Wairoa South	..	21	Cooke, Violet M.	E3	F	155 0 0	20
Waitetuna	N	26	McKinnon, Malcolm	..	M	139 10 0	20
Waitoa	..	39	Maclean, Charles	D2	HM	195 0 0	25
			Forrest, Hilda A.	..	AF	90 0 0	..
Waituhi	N	22	Cope, Arthur B. H.	..	M	139 10 0	20
Wayby	..	27	Mathieson, Mrs. Margaret J.	E2	F	165 0 0	..
Whangarei Heads	..	28	Rigby, Mrs. Eliza A.	E2	F	155 0 0	..
Whitford No. 1	..	27	Braithwaite, Frederick C.	C2	M	150 0 0	..
Young's Point	..	39	Johnson, Robert N.	..	M	135 0 0	20
GRADE 4.							
Aka Aka	N	45	Hoey, Reuben L.	C3	HM	185 0 0	..
			Snell, Amelia A.	..	AF	90 0 0	..
Alexandra	N	68	Benner, Maud C.	D2	HF	180 0 0	..
			McLeod, May M.	..	AF	90 0 0	..
Aoroa	N	36	Marcroft, Mrs. Louisa F.	C2	HF	190 0 0	..
			Lowrie, Annie W.	..	AF	90 0 0	..
Arapohue	..	49	Finlayson, Mrs. Jessie M. M.	E1	HF	205 0 0	..
			Finlayson, Agnes S.	..	AF	90 0 0	..
Ararua	..	31	Tatton Joseph A.	D3	M	180 0 0	..
Awakino	N	40	Webster, Robert S.	C1	M	225 0 0	25
Mokau	N						
Awanui	N	66	Bird, Mrs. Agnes G.	D1	HF	205 0 0	..
			Darroch, Bertha H.	..	AF	90 0 0	..
Belmont	..	86	Harrison, Rupert P. C.	C1	HM	210 0 0	25
			Daines, Susan R.	C4	AF	90 0 0	..
			Brown, Geoffrey M.	..	MPr1	20 0 0	..
Bombay	..	73	Corbett, Robert J.	D2	HM	210 0 0	..
			Wootten, Jessie C.	D2	AF	115 0 0	..
			Shanahan, Kate	..	FPr1	20 0 0	..
Buckland	..	57	Wily, Harry H. D.	D1	HM	210 0 0	..
			Bagnall, Alice M. G.	C4	AF	100 0 0	..
Clevedon	..	59	Crispe, Colin R. R.	C2	HM	180 0 0	..
			Lang, Charlotte M.	C4	AF	95 0 0	..
Dome Valley	..	37	Johnson, Joseph B.	D2	HM	180 0 0	..
			Barkley, Mabel	..	AF	90 0 0	..
Driving Creek	N	51	Jameson, Frank	D1	HM	210 0 0	..
			Broadgate, Ruby E.	..	AF	108 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

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						£	s.	d.	£
GRADE 4—*continued.*									
Drury	N	64	McNaughton, James D.	D1	HM	205	0	0	..
			Smythe, Madeline E. C.	D3	AF	115	0	0	..
			Bindon, Ernest B.	..	MPr2	55	0	0	..
Eureka		41	Bell, Lucy	D3	HF	205	0	0	25
			Carley, Hilda B.	..	AF	90	0	0	..
Glenfield		73	Chappell, William	B1	HM	205	0	0	..
			Hewlett, Mary E.	C5	AF	90	0	0	..
Gordonton	N	63	Fawcett, Jacob W.	C3	HM	180	0	0	25
			Redgrave, Katharine G.	D4	AF	105	0	0	..
Graham's Fern		41	Harvey, Roderick M.	D3	HM	180	0	0	25
			Burdett, Mrs. Laetitia	..	AF	90	0	0	..
Grahamtown	N	48	Ormiston, Edward N.	D1	HM	180	0	0	25
			Puxley, Pearl L.	..	AF	90	0	0	..
Greerton		38	Le Cocq, Walter A.	D2	HM	185	0	0	25
			Blomquist, Henrietta V.	C3	AF	95	0	0	..
Harrisville		48	Hill, Alfred E.	D2	HM	195	0	0	..
			Whiting, Dorothy H.	C5	AF	95	0	0	..
Herekino	N	40	Hart, Ernest	C3	HM	180	0	0	..
			McGinley, Eileen K. A.	..	AF	90	0	0	..
Hikutaia	N	61	Walters, Ernest J.	D2	HM	205	0	0	..
			Woods, Eileen I.	..	AF	90	0	0	..
Hobsonville		65	Squire, Donald S. B.	C1	HM	205	0	0	..
			Griffiths, Gwladys I. K.	C4	AF	100	0	0	..
Houhora	N	36	Reid, Robert T.	C2	HM	205	0	0	25
			Crickett, Nellie	D4	AF	90	0	0	..
Houto	N	36	Stuart, Claude G.	..	M	193	10	0	25
Parakao	N		*Hogwood, Edward J. L.*	C3	Subs.				
Howick		49	Judkins, Alfred J. T.	C2	HM	205	0	0	..
			Barker, Meta	D2	AF	120	0	0	..
Hukerenui South	N	55	Trimmer, John H.	E1	HM	205	0	0	..
			Foster, Olive C.	..	AF	90	0	0	..
Kaitaia	N	37	Stubbs, George H.	C4	HM	180	0	0	..
			Kensington, Florence C. B.	..	AF	90	0	0	..
Kaiwaka		27	Haeusler, Mrs. Emily M. L.	E2	F	185	0	0	..
Katikati No. 2	N	29	Boswell, James	C1	HM	205	0	0	..
			Goodyear, Catherine A.	D4	AF	105	0	0	..
Katikati No. 3		31	Leech, Joshua S.	C3	M	190	0	0	25
Katui	N	35	Boswell, Charles W.	C3	M	220	0	0	25
Aranga									
Kaukapakapa		73	Koller, Frederick R.	C2	HM	195	0	0	..
			Ross, Hazel E.	D4	AF	95	0	0	..
Kawakawa	N	78	Perkins, Edward	C1	HM	215	0	0	..
			Wilkins, Elsie A.	..	AF	94	10	0	..
			Bancroft, Gladys E. M.	..	FPr1	50	0	0	..
Kawhia	N	52	Floyd, Alfred B.	C3	HM	185	0	0	..
			Boyd, Ruth I.	..	AF	90	0	0	..
Kihikihi	N	72	Perry, Arthur M.	D1	HM	210	0	0	..
			Ashby, Nina M.	..	AF	108	0	0	..
Kiokio	N	38	Merrington, Alfred R.	B3	HM	180	0	0	25
			Phillips, Elizabeth M.	D4	AF	90	0	0	..
Kiripaka	N	40	Rodgers, Thomas	D2	HM	205	0	0	25
			McGregor, Georgina	..	AF	90	0	0	..
Komata		38	Revell, George C.	C5	HM	180	0	0	25
			Page, Frances M.	..	AF	90	0	0	..
Kuaotunu		60	Downard, Frederick N. R.	C2	HM	210	0	0	..
			Jack, Janet R.	..	AF	90	0	0	..
Kutarere	N	41	Rouse, George	..	HM	162	0	0	25
			Thorp, Elsie M.	..	AF	90	0	0	..
Manawaru		70	Keaney, John J.	D1	HM	210	0	0	..
			Carrick, Margaret C.	..	AF	90	0	0	..
Mangapehi	N	56	Hayson, Bertrand W.	C2	HM	195	0	0	25
			Johnson, Winifred	D3	AF	105	0	0	..
Mangawai Beach		39	Masson, William	C1	HM	205	0	0	25
			McLennan, Mrs. Jane A.	E2	AF	95	0	0	..
Mangere	N	58	Clark, Charles W.	D2	HM	205	0	0	..
			Ferguson, Evelyn M. C.	D3	AF	115	0	0	..
Manurewa		91	McNaughton, David W.	C1	HM	205	0	0	..
			Worsnop, Emily C.	D3	AF	95	0	0	..
			Cooper, Lucy	C3	AF	105	0	0	..
			Craig, Bella	..	FPr2	25	0	0	..
Matakana	N	49	Day, Arthur E.	D2	HM	185	0	0	..
			Croft, Violet I.	..	AF	90	0	0	..
			Phillips, Irene M. C.	..	FPr1	50	0	0	..
Matakohe		44	Dunning, Alec C.	C2	HM	190	0	0	..
			Lloyd, Alice	..	AF	90	0	0	..

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GRADE 4—*continued.*							
Matangi	N	57	Robinson, Ernest T.	C2	HM	190 0 0	25
			Jones, Florence M. D.	..	AF	103 10 0	..
			Whitwell, Thomas H.	..	MPr1	50 0 0	..
Mauku West	..	68	Gutry, George A.	D3	HM	205 0 0	..
			Kenny, Kathleen E. B.	..	AF	90 0 0	..
Maungakaramea	..	60	Lamb, William O.	C1	HM	205 0 0	..
			Parkes, Margaret D. B.	D4	AF	105 0 0	..
Maungatapere	N	49	Goss, Mrs. Esther M.	D2	HF	190 0 0	..
			Wharfe, Clara J.	..	AF	90 0 0	..
Maungaturoto	..	62	Collins, William	D1	HM	210 0 0	..
			Grant, Annie J.	D3	AF	120 0 0	..
Maunu	..	36	Reynolds, Arthur E.	C2	HM	185 0 0	..
			Ferbrache, Evelyn A.	D4	AF	95 0 0	..
Mercer	N	76	Edwards, Charles T.	D1	HM	210 0 0	..
			Clark, Florence R.	D2	AF	115 0 0	..
Mokai	N	36	Brown, Martin G.	C3	HM	195 0 0	25
			Arnel, Zalma V. M.	..	AF	90 0 0	..
Naumai	N	54	Stone, Alfred E.	D2	HM	205 0 0	25
			Lambert, Beryl M.	..	AF	90 0 0	..
Netherton	..	47	Mackay, Edward H.	C3	HM	185 0 0	..
			Thomson, Elizabeth	..	AF	90 0 0	..
Ngararatunua	N	39	Laing, Arthur E.	C2	HM	195 0 0	25
			Telfer, Violet M.	C4	AF	100 0 0	..
Ohura	..	52	Mooney, Thomas B. F.	D3	HM	185 0 0	25
			Williams, Violet L.	..	AF	90 0 0	..
Okauia	N	36	Beeson, Charles B.	C3	HM	190 0 0	25
			Burgess, Ethel M.	..	AF	90 0 0	..
Onewhero	N	72	Bark, John A.	C2	HM	180 0 0	..
			Wynne, Ada	..	AF	90 0 0	..
Ongarue	N	59	Langdon, Arthur	D3	HM	180 0 0	..
			Given, Marguerite E. F.	..	AF	90 0 0	..
Opouriao North	N	73	Teesdale, Jacob T.	C1	HM	230 0 0	..
			Anderson, Margaret F. L.	..	AF	90 0 0	..
Opouriao South	N	64	Rogers, Cornelius J.	C2	HM	205 0 0	25
			Dalzell, Mrs. Katherine R.	E3	AF	110 0 0	..
Oratia	..	69	Hosking, George F. C.	C1	HM	215 0 0	25
			Joyce, May F.	..	AF	103 10 0	..
Orchard	N	33	Harris, William H.	..	M	193 10 0	25
Pipiroa	..						
Oropi No. 1	..	37	Hutton, Alexander L.	C4	M	215 0 0	25
Oropi No. 2	..						
Otangiwai	N	39	Bicheno, Charles Leonard	E1	HM	195 0 0	..
			Ranby, Olive M.	..	AF	90 0 0	..
Otaua	N	65	Selby, Johnson	D1	HM	205 0 0	..
			Rogers, Johanna	..	AF	103 10 0	..
Otumoetai	N	36	Badger, Hilda M.	D3	HF	190 0 0	25
			Grigg, Hilda M.	D5	AF	90 0 0	..
Paengaroa	N	40	Southey, Charles C.	C3	HM	180 0 0	25
			Macmillan, Lillian E.	..	AF	90 0 0	..
Pakotai	N	38	Gray, Daniel	C2	HM	190 0 0	..
			Gray, Francis N.	..	AM	90 0 0	..
Pakuranga	N	61	Green, William	D1	HM	205 0 0	..
			Muir, Minnie	E2	AF	100 0 0	..
Panmure	..	52	May, Thomas L.	D1	HM	210 0 0	..
			Walker, Ethel M.	D4	AF	110 0 0	..
Paparoa	..	58	Stephenson, Edward W.	C1	HM	205 0 0	..
			Trounson, Ida M.	..	AF	90 0 0	..
Parua Bay No. 1	N	40	Wight, George F.	C4	M	210 0 0	25
Parua Bay No. 2	N						
Paterangi	N	42	Bates, Mrs. Agnes J.	D1	HF	190 0 0	..
			Benner, Amy R.	..	AF	90 0 0	..
Patumahoe	..	64	Graham, James	C2	HM	205 0 0	..
			Berriman, Olive D.	..	AF	90 0 0	..
Piriaka	N	39	Dowding, Frederick B.	C2	HM	180 0 0	25
			Moore, Kathleen M.	..	AF	90 0 0	..
Pokeno	..	56	Lippiatt, George, M.A.	A1	HM	205 0 0	..
			Grant, Jessie M.	..	AF	90 0 0	..
			Brownlee, Flora	..	FPr2	25 0 0	..
Port Albert	N	37	Smith, George H.	C2	M	210 0 0	..
Puhoi	..	53	Binsted, Henry	C2	HM	195 0 0	..
			Lloyd Adelina F.	..	AF	90 0 0	..
			Warin, Hilda I.	..	FPr1	50 0 0	..
Pukekohe East	..	43	Cahill, William J.	D1	HM	205 0 0	..
			Crawshaw, Emma H.	Lic.	AF	90 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

AUCKLAND—*continued.*

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GRADE 4—*continued.*						£ s. d.	£
Puni		38	Johns, William F.	D2	HM	205 0 0	..
			Chalmers, Helen	..	AF	103 10 0	..
Puriri	N	79	Wright, John	D3	HM	180 0 0	..
			Hunt, Sarah A.	C5	AF	90 0 0	..
Putaruru		57	Roberts, William P.	C2	HM	205 0 0	..
			Gledstanes, Helen	D4	AF	95 0 0	..
Raglan		55	Blackett, George	D2	HM	210 0 0	..
			Pilcher, Doris M.	..	AF	94 10 0	..
Ramarama		60	Maclaurin, Kenneth C.	B1	HM	205 0 0	..
			McNaughton, Marian E.	D4	AF	100 0 0	..
Rangiahua	N	52	Downard, Henry J. F.	C3	M	220 0 0	25
Upper Waihou	N						
Rawene	N	52	Shaw, Norman F.	C4	HM	180 0 0	25
			Kimber, Ella F.	D4	AF	90 0 0	..
Riverhead		48	Maxwell, Marion	C2	HF	190 0 0	25
			Skelley, Mary E. C.	C3	AF	110 0 0	..
Rototuna		51	Totman, Leonard W.	C2	HM	180 0 0	..
			Christie, Jane B.	C5	AF	90 0 0	..
Russell	N	44	Darby, Edward J.	D1	HM	205 0 0	..
			Harty, Ruth	C3	AF	105 0 0	..
Silverdale		40	Johns, William E.	E2	HM	185 0 0	..
			Watkins, Kate S. C.	..	AF	103 10 0	..
Tairua	N	39	McGrath, Francis	C2	HM	180 0 0	..
			Barker, Mrs. Sarah	E2	AF	115 0 0	..
Tangiteroria	N	38	Mullins, Francis J.	D3	HM	225 0 0	..
			Dudding, Dorothy S.	..	AF	90 0 0	..
Taringamutu	N	39	McCambridge, Hugh	D3	HM	185 0 0	25
			McPhail, Laura R.	..	AF	90 0 0	..
Taupaki		36	Brown, Mrs. Isabella M. K.	C1	HF	205 0 0	..
			Smith, Violet M.	..	AF	90 0 0	..
Tautari	N	38	Rope, Charles M.	C3	HM	190 0 0	25
			Frost, Ida V. D.	..	AF	90 0 0	..
Tawhare	N	41	Wilson, Evelyn	E1	HF	190 0 0	25
			Pickering, Ida	C4	AF	90 0 0	..
Te Kowhai	N	64	Gillespie, William R.	C2	HM	210 0 0	..
			Blackett, Florence M.	C3	AF	120 0 0	..
Te Mata		46	Gledhill, Eunice A.	E1	HF	180 0 0	..
			Peart, Catherine L.	C5	AF	95 0 0	..
Te Pua	N	39	Harvey, John H.	C2	HM	210 0 0	25
			Tuthill, Mary H.	C4	AF	90 0 0	..
Te Puna	N	29	Cooney, Hugh O.	C2	M	205 0 0	25
Tirau	N	46	Tomlinson, Mrs. Esther A.	D2	HF	205 0 0	..
			Moore, Minnie	D4	AF	90 0 0	..
Totara	N	47	Harris, Norman R.	C2	HM	210 0 0	..
			Mitchell, Alexandrina B.	..	AF	90 0 0	..
Tuakau		67	Graham, William G.	C1	HM	205 0 0	..
			Worthington, Frances D.	..	AF	90 0 0	..
Turua	N	69	Brownlee, James L.	D2	HM	205 0 0	25
			O'Hara, Maretta M.	..	AF	90 0 0	..
Victoria Valley	N	52	Hook, Alfred C.	C1	HM	205 0 0	25
			Macrae, Janet C.	..	AF	90 0 0	..
			Surtzer, Hazel E.	..	FPr1	20 0 0	..
Waharoa	N	43	Doull, John S.	C2	HM	195 0 0	..
			Barr, Evelyn J.	..	AF	90 0 0	..
Waiharara	N	36	Newcombe, Thomas F.	..	HM	162 0 0	25
			Schutt, Annie	..	AF	90 0 0	..
Waihou		83	Rice, Thomas D.	D1	HM	210 0 0	..
			King, Emily M.	D2	AF	120 0 0	..
Waikiekie East		47	Walker, Theodore H. A.	D2	M	210 0 0	..
Waikiekie West							
Waimana	N	44	Upton, Frederick G.	D2	HM	185 0 0	..
			McLeod, Margaret M.	..	AF	90 0 0	..
Waimate	N	40	May, William J.	D2	HM	195 0 0	..
			Mead, Mary G.	C4	AF	95 0 0	..
Waiorongomai		35	Allison, David A. B.	C3	M	190 0 0	..
Waipipi		45	Harris, Samuel	D2	HM	180 0 0	..
			Gillanders, Catherine E.	Lic.	AF	90 5 0	..
Waipu Central	N	61	Ingram, William N.	C2	HM	200 0 0	..
			Graham, Mrs. Mabel	..	AF	90 0 0	..
			McLeod, Nezzie I.	..	FPr2	55 0 0	..
Wairanga		28	Hill, Lydia M.	E1	F	185 0 0	25
Waitekauri		36	McPherson, Donald A.	C2	HM	185 0 0	..
			Parry, Lilian E.	..	AF	90 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

AUCKLAND—*continued.*

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GRADE 4—*continued.*							
Walton	N	49	Moor, William J.	D2	HM	210 0 0	25
			Heather, Winifred M.	..	AF	90 0 0	..
Wellsford	..	39	Meiklejohn, James T., M.A.	B2	HM	190 0 0	25
			Connell, Margaret E. I.	..	AF	90 0 0	..
Whakapara	N	51	Kysh, Frederick W.	D1	HM	210 0 0	..
			Heywood, Edith M.	..	AF	90 0 0	..
Whakatane	N	92	Snell, Edgar F.	C1	HM	210 0 0	..
			Macey, Winifred	..	AF	99 0 0	..
			Campbell, Mrs. Mary C.	C3	AF	90 0 0	..
Whananaki	N	36	Kelly, Roy D.	C4	M	180 0 0	..
Whangaparapara	N	36	Bottrill, Christopher G., B.A.	B3	HM	185 0 0	25
			Weetman, Lily	..	AF	90 0 0	..
Whangarata	..	43	Rapson, George W.	C2	HM	205 0 0	..
			Beamish, Mabel	..	AF	90 0 0	..
Wharepoa	..	60	Moon, Mark H.	D2	HM	210 0 0	25
			Forrest, Susan B.	D3	AF	115 0 0	..
Whatawhata	N	56	Sutton, James	C1	HM	195 0 0	..
			Silvester, Vera	C5	AF	95 0 0	..
Woodhill	..	48	Catran, James G.	D1	HM	205 0 0	..
			Quinn, Annie	..	AF	90 0 0	..
GRADE 5.							
Birkdale	..	95	Brook, Julian	D1	HM	230 0 0	..
			Bell, Nora A.	C3	AF	110 0 0	..
			Wylie, Ada E.	C4	AF	90 0 0	..
Cambridge West	..	92	Gelling, William M.	C1	HM	220 0 0	..
			Stewart, Mary A.	D1	AF	135 0 0	..
			Hawkins, Winifred I.	..	Subs.		
			Darby, Annie F.	..	AF	90 0 0	..
Henderson	..	124	Innes, Joseph L.	C1	HM	240 0 0	..
			Casey, Clara E.	E2	AF	130 0 0	..
			French, Winifred M.	C5	AF	90 0 0	..
Kaeo	N	82	Broun, James S.	D1	HM	220 0 0	..
			Battersby, Florence A.	D4	AF	105 0 0	..
			Boag, Lily M.	..	AF	90 0 0	..
Kaihu	N	86	Bullen, Frederick R. S.	C1	HM	210 0 0	..
			Fraser, Lucy St. M.	D2	AF	130 0 0	..
			Binning, Nellie N.	..	AF	90 0 0	..
Kakahi	N	120	Lorking, Sidney E.	C3	HM	215 0 0	30
			Johnson, May O.	C3	AF	105 0 0	..
			Smith, Hazel	..	AF	90 0 0	..
Kamo	N	92	Heward, Humphrey	D1	HM	240 0 0	..
			Campbell, Willa E.	D5	AF	105 0 0	..
			Morgan, Elizabeth E.	..	AF	90 0 0	..
Kohukohu	N	112	Cox, William L.	B1	HM	240 0 0	..
			Lake, Lulu A.	D5	AF	105 0 0	..
			Casey, Agnes W.	..	AF	90 0 0	..
Kopu	N	71	Rennick, James W.	D1	HM	240 0 0	..
			Whitmore, Ella J.	D2	AF	115 0 0	..
			Dare, Elizabeth A.	D4	AF	90 0 0	..
Mamaku	N	99	Tooman, Francis	C2	HM	210 0 0	..
			Lee, Alice F.	D4	AF	110 0 0	..
			McSporran, Grace G.	D5	AF	95 0 0	..
			Wilson, Mabel	C4	Subs.		
Mangere Bridge	N	97	Jaffrey, Henry C.	C1	HM	215 0 0	30
			Sadler, Nora	D3	AF	110 0 0	..
			Phillips, Lucy	C3	AF	95 0 0	..
			Colby, John W. E.	..	MPr2	25 0 0	..
Matamata	..	106	Moore-Jones, Herbert J.	D2	HM	220 0 0	..
			Corbett, Kathleen	..	AF	99 0 0	..
			Fooks, Alice C.	..	AF	90 0 0	..
Mercury Bay	N	94	Dean, William F.	C2	HM	210 0 0	..
			Joyce, Amie E.	E3	AF	130 0 0	..
			Rond, Alice	D4	AF	90 0 0	..
Ohaupo	N	106	Tooman, George	D1	HM	210 0 0	..
			Blackett, Isabella H.	C3	AF	105 0 0	..
			Hawkes, Louisa A.	E3	AF	95 0 0	..
Otorohanga	N	116	Hall, William H. V.	D1	HM	240 0 0	..
			Ashby, Mary	D3	AF	115 0 0	..
			Casey, Ellen C., M.A.	B5	AF	90 0 0	..
Owhango	N	124	Coltman, Archibald R.	C4	HM	210 0 0	30
			McArthur, Jessie E.	C4	AF	105 0 0	..
			Ericksen, Julia E.	..	AF	90 0 0	..
			Hilford, Arnold H.	..	MPt1	45 0 0	..

List of Public Schools, the Staff, etc.—*continued.*

AUCKLAND—*continued.*

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Grade 5—*continued.*							
St. Helier's		119	Brown, Daniel C.	C1	HM	230 0 0	..
			Cooper, Muriel	D3	AF	120 0 0	..
			Glasgow, Ellen E.	D4	AF	90 0 0	..
Tararu		71	Russell, David	C1	HM	240 0 0	30
			Cussen, Eily B.	D2	AF	130 0 0	..
Taupiri	N	95	Joll, William A.	C1	HM	215 0 0	..
			Applegate, Frances L. ..	C5	AF	105 0 0	..
			Bell, Ivy E.	..	AF	90 0 0	..
Te Puke		93	Bishoprick, Charles	C1	HM	230 0 0	..
			Hill, Laura B. C.	..	AF	94 10 0	..
			Rose, Amy E.	..	AF	90 0 0	..
			Billing, Vida C.	..	FPr2	55 0 0	..
			Brown, Lilian S. A.	..	FPr1	20 0 0	..
Waiuku	N	103	Harris, Richard J.	C1	HM	230 0 0	..
			Eckley, Jessie	C4	AF	105 0 0	..
			Sanderson, Dorothy	..	AF	90 0 0	..
			Williams, Eric L.	..	MPr2	25 0 0	..
Grade 6A.							
Aratapu D.H.S.	N	140	Hockin, Harry	D1	HM	*265 0 0	..
			Veale, Alice E.	..	AF	112 10 0	..
			Nairn, Euphemia E.	..	AF	90 0 0	..
			Gavey, Annie L.	C2	Sec	..	..
Frankton	N	178	Lowe, Francis E.	D1	HM	240 0 0	35
			Seddon, Dorothy M. ..	C3	AF	125 0 0	..
			Grigg, Stella	C4	AF	120 0 0	..
			Conway, Thelma A.	..	FPt2	50 0 0	..
			Millett, Ivy	..	FPt1	45 0 0	..
Helensville	N	174	Hill, Arthur J.	C1	HM	265 0 0	..
			Ganley, Hilda E.	D3	AF	120 0 0	..
			Short, Violet	..	AF	108 0 0	..
			Scott, Doris M.	..	FPt2	50 0 0	..
			Nicholls, Lilian H.	..	FPt2	35 0 0	..
Hikurangi		146	Rust, Alexander M.	D1	HM	255 0 0	..
			Stewart, Elizabeth K. ..	D3	AF	120 0 0	..
			Jack, Catherine S.	..	AF	90 0 0	..
			Trimmer, Edna H. K.	..	FPt3	45 0 0	..
Manunui	N	158	Wilson, William C.	C2	HM	250 0 0	..
			Gillanders, Anne	D3	AF	130 0 0	..
			Broad, Amelia A.	..	AF	90 0 0	..
			Dunlop, Mabel S.	..	AF	90 0 0	..
Papakura		184	Jones, David W.	D1	HM	250 0 0	..
			Chapman, Ellen N. I. M. ..	E2	AF	130 0 0	..
			Westwood, Millicent M. ..	C3	AF	105 0 0	..
			Turner, Marie C.	..	FPt1	45 0 0	..
			Wood, Myrtle R.	..	FPt3	45 0 0	..
Papatoitoi		136	Sumner, John W.	D1	HM	240 0 0	..
			Johnston, Annie C.	D2	AF	120 0 0	..
			Wood, Amy E.	C5	AF	90 0 0	..
			Rogers, Ellen M.	..	FPt1	45 0 0	..
Takapuna	N	201	Brown, Francis H.	C1	HM	270 0 0	..
			Tidd, Emily E.	E2	AF	130 0 0	..
			Currie, Kathleen A. M. ..	C4	AF	95 0 0	..
			Turney, Isobel F.	..	FPt2	50 0 0	..
			Colhoun, James A.	..	MPt2	50 0 0	..
Waikino	N	140	Ramsay, James B.	B1	HM	240 0 0	35
			Gorton, Effie K.	Lic.	AF	118 15 0	..
			Murray, Amy V. E.	..	AF	90 0 0	..
			Morgan, Ernest C.	..	MPt3	45 0 0	..
Grade 6B.							
Coromandel D.H.S. ..	N	173	Tanner, Thomas B.	D1	HM	*270 0 0	..
			Jamieson, Robert E. ..	D2	AM	150 0 0	..
			Wharfe, Annie E.	D3	AF	125 0 0	..
			Syme, Margaret F.	..	FPt3	45 0 0	..
			Maclean, Mary A. C.	..	FPt2	35 0 0	..
			Audley, Ernest H.	..	MPr1	20 0 0	..
			West, Edward S.	B4	Sec	..	..
Dargaville	N	214	Lloyd, William	D1	HM	270 0 0	..
			Gilbert, John K. W.	D3	AM	210 0 0	..
			Brockliss, Alice M.	D3	AF	135 0 0	..
			Turner, Margaret W. ..	C4	AF	120 0 0	..
			Smith, Ada A.	..	FPt1	45 0 0	..
			Becroft, Edith Z.	..	FPt1	45 0 0	..
			Finlayson, John I.	..	MPr1	50 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

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						£ s. d.	£
GRADE 6B—*continued.*							
Horahora	N	176	Higginson, Frank	C1	HM	270 0 0	35
			Wells, Florence M.	D2	AF	135 0 0	..
			Murphy, Ellen	D3	AF	125 0 0	..
			Pegler, Amy B. A.	..	AF	94 10 0	..
			McKenzie, Frank J.	..	MPr1	50 0 0	..
			McKenzie, Edith E. ..	..	FPr1	20 0 0	..
Morrinsville	N	176	Campbell, Donald R. F. ..	C1	HM	250 0 0	..
			Murray, Clarice A. F. ..	D3	AF	140 0 0	..
			Hewitt, Lucinda	D4	AF	120 0 0	..
			Warren, Sarah E.	..	FPt3	45 0 0	..
			Claridge, Leslie C.	..	FPt3	55 0 0	..
			Knight, Daisy A.	..	FPr1	50 0 0	..
Mount Roskill		228	Trayes, Alfred E.	D1	HM	250 0 0	..
			Harden, Cecil J.	C3	AM	180 0 0	..
			Robinson, Elizabeth A. ..	C1	AF	130 0 0	..
			Anderson, Isabella C. ..	C3	AF	125 0 0	..
			Henderson, Richard A. ..	..	MPt1	25 0 0	..
			Kern, Irene L.	..	FPt2	50 0 0	..
New Lynn		182	Ellis, Howard J. S.	D1	HM	245 0 0	..
			Wilson, Mary J. K.	C2	AF	130 0 0	..
			McGregor, Mrs. Margaret M. ..	E2	AF	125 0 0	..
			Thomson, Charlotte E. L. M.	..	FPt3	55 0 0	..
			Houghton, Eva M.	..	FPt3	45 0 0	..
			Simpson, Dorothy M. H. ..	..	FPr2	25 0 0	..
Opotiki	N	173	Wilson, Henry B.	C1	HM	270 0 0	..
			Harper, Mary M.	D1	AF	150 0 0	..
			Woodford, Alice O. M. ..	D3	AF	125 0 0	..
			Onions, Hilda G.	..	AF	90 0 0	..
Te Awamutu	N	182	Woods, Francis D.	D1	HM	250 0 0	..
			Dawson, Mrs. Marion G. ..	D1	AF	130 0 0	..
			Clark, Gertrude	..	AF	108 0 0	..
			McIntosh, Ivy A.	..	FPt3	55 0 0	..
			Clarke, Henry N. E. ..	..	MPt2	35 0 0	..
Warkworth		193	Philips, Henry W. C. ..	D1	HM	265 0 0	..
			Goldsworthy, Elizabeth M. ..	D2	AF	145 0 0	..
			Menzies, Gladys E.	..	AF	108 0 0	..
			Shaw, Sarah G.	..	FPt2	50 0 0	..
			Raine, Daisy M.	..	FPt1	45 0 0	..
GRADE 7A.							
Cambridge D.H.S.	N	234	Walker, William R. C., B.A. ..	B1	HM	*300 0 0	..
			Vause, Harry	C3	AM	180 0 0	..
			Keesing, Kate	E1	AF	150 0 0	..
			McPherson, Delia H. ..	C5	AF	105 0 0	..
			Johnston, Agnes B.	..	FPt4	55 0 0	..
			Russell, Hilda	..	FPt3	45 0 0	..
			Meredith, Charles	C2	Sec.	..	..
Ngaruawahia	N	188	Colhoun, John S.	C1	HM	270 0 0	..
			Ridling, Randolph G. ..	C2	AM	195 0 0	..
			Cormack, Henrietta	C2	AF	135 0 0	..
			Pirrit, Agnes B.	..	AF	112 10 0	..
			Ridling, Ellen C.	..	FPt1	45 0 0	..
			Smith, Neil H.	..	MPt4	60 0 0	..
Pukekohe D.H.S.		230	Flavell, Dennis R.	D1	HM	*270 0 0	..
			Scott, Charles E.	C2	AM	205 0 0	..
			Hamlin, Alethea S. O. ..	E2	AF	145 0 0	..
			McConaughy, May A. ..	C4	AF	125 0 0	..
			Barker, Mary A.	..	FPt2	50 0 0	..
			King, Herbert J.	..	MPt2	50 0 0	..
			Dobson, Charlotte M. ..	..	FPr1	20 0 0	..
			Freeman, Mabel E., M.A. ..	A4	Sec.	..	..
Rotorua	N	262	Warn, John M.	C1	HM	280 0 0	..
			Algie, Colvin S.	D3	AM	190 0 0	..
			Garrett, Frances J.	D2	AF	150 0 0	..
			Halls, Winifred E.	D3	AF	120 0 0	..
			Goodyear, Frances M. ..	..	FPt3	55 0 0	..
			Galvan, Margaret A	..	FPt1	45 0 0	..
Stanley Bay		229	Wilson, George	C1	HM	270 0 0	40
			Turbott, Thomas	C2	AM	210 0 0	..
			Barr, Muriel L.	D2	AF	135 0 0	..
			Longdill, Kate W.	D3	AF	105 0 0	..
			Mushet, Mildred E.	D5	AF	95 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

AUCKLAND—*continued.*

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GRADE 7A—*continued.*							
Taumarunui	N	211	Davidson, George A. ..	D1	HM	270 0 0	..
			Watts, Walter J.	D3	AM	190 0 0	..
			Louch, Isabella	C3	AF	135 0 0	..
			McKinnon, Margaret J. W. ..	C4	AF	125 0 0	..
			Pirrit, Ruth	C4	AF	95 0 0	..
			McPherson, Willa	..	FPr1	20 0 0	..
Te Aroha D.H.S.	N	269	Burton, Alfred F.	D1	HM	*295 0 0	..
			Kelly, John	D3	AM	180 0 0	..
			Fawcett, Anna J.	D2	AF	150 0 0	..
			Stevens, Brenda E	C3	AF	105 0 0	..
			Fawcett, Elizabeth M. ..	C3	AF	105 0 0	..
			Biggs, Margaret W.	..	FPr1	20 0 0	..
			Clayton, Ruth L. G., B.A. ..	B3	Sec.	..	..
Te Kopuru	N	204	Elliott, Joseph E.	C1	HM	295 0 0	..
			Finch, Thomas	D2	AM	205 0 0	..
			Findlay, Mary M.	E2	AF	150 0 0	..
			McIsaac, Catherine M. ..	D4	AF	110 0 0	..
			Frood, Nida	..	FPt4	55 0 0	..
			Smith, Elizabeth A. E. ..	..	FPt2	35 0 0	..
Te Papapa	N	210	Macky, Samuel H.	B1	HM	295 0 0	40
			Wills, George H. A.	Lic	AM	171 0 0	..
			Goldsworthy, Clara G. ..	E1	AF	135 0 0	..
			Schofield, Ethel C.	D4	AF	105 0 0	..
			Lang, Kathleen E.	..	FPt3	55 0 0	..
			Harris, Arthur L.	..	MPt3	45 0 0	..
Waihi South	N	209	Gibson, Henry T.	C1	HM	275 0 0	40
			Hamilton, Gordon K. ..	C2	AM	200 0 0	..
			Currie, Mrs. Blanche B. ..	E3	AF	135 0 0	..
			Taylor, Elizabeth M. ..	C4	AF	110 0 0	..
			McDermott, Nellie	..	FPt1	25 0 0	..
			Rohan, Anna M.	..	FPt2	35 0 0	..
GRADE 7B.							
Ellerslie	..	330	Wooller, Joseph	C1	HM	295 0 0	..
			Fenwick, Herbert	B2	AM	195 0 0	..
			Astley, Ellen	E1	AF	150 0 0	..
			McElwain, Olive N.	C3	AF	120 0 0	..
			Phipps, Doris D.	C4	AF	120 0 0	..
			Smith, Ida J.	..	FPt4	60 0 0	..
			Hodge, Edith E.	..	FPt3	55 0 0	..
			Mitchell, Ruth	..	Subs.	..	..
			Oliver, Mabel	..	FPt2	35 0 0	..
			Cheesman, Lewis C.	..	MPr1	50 0 0	..
Hamilton East	..	330	Stevens, Percy E.	C1	HM	290 0 0	..
			Bell, Alexander	C1	AM	205 0 0	..
			Roche, Emily	D2	AF	150 0 0	..
			Graham, Jane A.	D3	AF	135 0 0	..
			Hardy, Winifred	C3	AF	120 0 0	..
			Barton, Lucy F. K.	C4	AF	95 0 0	..
			Clifford, Kathleen	..	FPt2	50 0 0	..
Point Chevalier	N	268	McInnes, Donald	C1	HM	275 0 0	..
			Burton, Percy R.	C2	AM	195 0 0	..
			Fawcett, Frances H. ..	E2	AF	150 0 0	..
			Angove, Alice H.	E2	AF	135 0 0	..
			Lepine, Inez E.	C4	AF	90 0 0	..
			Lang, Ferdinand W.	..	MPt4	55 0 0	..
Tauranga D.H.S.	N	299	Law, Norman H. S.	C1	HM	*290 0 0	..
			Waddell, William H. ..	D2	AM	195 0 0	..
			Barton Mary V.	D4	AF	135 0 0	..
			Litten, Alice I.	C3	AF	120 0 0	..
			Fallwell, Ivan T.	..	MPt4	55 0 0	..
			Daines, Annie E.	..	FPt2	35 0 0	..
			Slane, Gordon W.	..	MPt2	35 0 0	..
			Spence, Vera R.	..	FPr2	25 0 0	..
			Bishoprick, Alfred E. ..	..	MPr1	50 0 0	..
			Taylor, Fanny J., B.A. ..	B3	Sec.	..	..
Te Kuiti	N	285	Power, Edward A.	D1	HM	280 0 0	..
			Smerdon, Stanley V. ..	C3	AM	185 0 0	..
			Grattan, Ida V. C.	C2	AF	145 0 0	..
			Scherer, Hilda A.	..	AF	94 10 0	..
			Mabbett, Elsie	..	FPt2	35 0 0	..
			Bayly, Clarice L.	..	FPt2	35 0 0	..
			Ahier, Estelle P.	..	FPt2	50 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

AUCKLAND—*continued.*

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						£	s.	d.	£
GRADE 7B—*continued.*									
Waihi East	N	220	Dean, James	C1	HM	270	0	0	40
			Bishop, Stanley J.	C2	AM	180	0	0	..
			Hawkins, Mrs. Margaret A. ..	D2	AF	135	0	0	..
			Minchin, Alice E.	C4	AF	135	0	0	..
			White, Margaret A.	..	FPt4	60	0	0	..
			Scott, Nellie	..	FPt2	50	0	0	..
			Scott, Olive A. C.	..	FPr1	20	0	0	..
GRADE 8A.									
Huntly	N	355	Kay, William	C1	HM	315	0	0	..
			Garland, Frank W.	D2	AM	215	0	0	..
			Cumming, Annie S.	C2	AF	155	0	0	..
			Jory, Constance M.	D3	AF	140	0	0	..
			Carmody, James	D4	AM	125	0	0	..
			Gibb, Christina C.	..	AF	90	0	0	..
			Fordyce, Robert E.	..	MPt4	60	0	0	..
			Dougherty, Elizabeth P. ..	..	FPt4	60	0	0	..
			Jones, Frederica K.	..	FPt2	50	0	0	..
Karangahake and side school ..		337	Hamilton, Robert J., M.A., B.SC.	A1	HM	310	0	0	..
			Blow, Harold I.	D2	AM	210	0	0	..
			Coombe, Jessie W.	D1	AF	150	0	0	..
			Whitaker, Mary A.	D3	AF	135	0	0	..
			Benge, Lorna R.	D3	AF	130	0	0	..
			O'Neill, Blanche E.	..	AF	90	0	0	..
			Sykes, Elsie B.	..	AF	90	0	0	..
			Connolly, Amy I.	..	FPt4	60	0	0	..
			Burch, Arthur J.	..	MPt1	45	0	0	..
Maungawhau	N	382	Ohlson, Frederick J.	C1	HM	320	0	0	45
			Edgerley, William W. ..	C1	AM	220	0	0	..
			Eastgate, Florence T. ..	D1	AF	180	0	0	..
			Flatt, Caroline J.	E1	AF	150	0	0	..
			Harrison, Minnie G.	D4	AF	120	0	0	..
			Herrich, Daisy W.	D3	AF	90	0	0	..
			Gregory, Ella L.	..	FPt2	35	0	0	..
			McDonald, Ronald S.	..	MPt2	35	0	0	..
			Treacy, Gwendoline D. A. ..	..	FPt2	35	0	0	..
			Scott, Mabel E. C.	..	FPr1	20	0	0	..
Newmarket		344	Burns, Hector K., B.A. ..	B1	HM	325	0	0	45
			Moore, Rupert C.	C1	AM	210	0	0	..
			Sinclair, Ellen E.	B2	AF	160	0	0	..
			Stretton, Ernest C. N. ..	C3	AM	135	0	0	..
			Scott, Margaret R.	C3	AF	120	0	0	..
			McLean, William F. M. ..	..	MPt3	45	0	0	..
			Hart, Doris M.	..	FPt2	35	0	0	..
			Carrie, Elsie G.	..	FPt2	35	0	0	..
			Haeusler, Hans R.	..	MPr2	55	0	0	..
			Munro, Ruth	..	FPr1	50	0	0	..
Otahuhu	..	345	Wilson, Tom	D1	HM	310	0	0	..
			Caddy, Edward W. B. ..	C1	AM	210	0	0	..
			Somerville, Frances A. ..	E1	AF	155	0	0	..
			Muir, Margaret M.	D2	AF	135	0	0	..
			Manton, Catherine	..	AF	108	0	0	..
			Thruston, Mary D.	..	FPt3	55	0	0	..
			Donaldson, Lawrence T. ..	..	MPt2	50	0	0	..
			Kelland, Louisa M.	..	FPt1	45	0	0	..
Paeroa D.H.S.	N	343	Dunlop, David W.	C1	HM	*310	0	0	..
			Smith, William H.	C1	AM	210	0	0	..
			Shaw, Minnie	E1	AF	175	0	0	..
			Lawry, Nora E.	C3	AF	135	0	0	..
			Webber, Elsie E.	C4	AF	120	0	0	..
			Bicker, Hilda D.	..	FPt4	60	0	0	..
			Robson, Ida A.	..	FPt4	55	0	0	..
			Hanlon, Margaret K.	..	FPt4	60	0	0	..
			Clark, Olive M., B.A. ..	B4	Sec.	..			..
			Hodson, Frederick S.	..	Sec.	..			..
GRADE 8B.									
Whangarei	..	390	Macgregor, Alexander ..	C1	HM	315	0	0	..
			Crawford, Hugh W.	C1	AM	225	0	0	..
			Hardwicke, Eva V.	E1	AF	165	0	0	..
			Fowler, Mrs. Christina ..	..	AF	121	10	0	..
			Fergusson, Alethea	D3	AF	135	0	0	..
			Mitchell, Maggie	C3	AF	105	0	0	..
			Woods, Alice	..	AF	94	10	0	..
			Macken, Ella	..	FPt4	55	0	0	..
			Wright, Amy I.	..	FPr2	25	0	0	..
			Malcolm, Ethel A.	..	FPr2	25	0	0	..
			Smith, Dorothy H.	..	FPr1	50	0	0	..

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							£	s.	d.	£
GRADE 8C.										
Hamilton West	..	..	462	Worsley, William H.	D1	HM	345	0	0	..
				Shepherd, Arthur J.	C1	AM	245	0	0	..
				Nixon, Amelia M.	D1	AF	185	0	0	..
				Jones, Ruth B.	C2	AF	160	0	0	..
				Thorne, Jessie L.	C3	AF	145	0	0	..
				Schofield, Laura	D3	AF	125	0	0	..
				Wilks, Doris E.	C4	AF	125	0	0	..
				Cronin, Thomas M.	..	MPt4	60	0	0	..
				Wilkinson, Jessie M.	..	FPt3	55	0	0	..
				O'Neill, Daisy C.	..	FPt3	55	0	0	..
				Gillanders, Helen A.	..	FPt2	50	0	0	..
Parawai	..	..	N 429	Wernham, William J.	C1	HM	310	0	0	45
				Hammond, Thomas W. G. H.	D1	AM	235	0	0	..
				Ashman, Eva M.	E1	AF	150	0	0	..
				Tanner, Elizabeth H. L.	D3	AF	135	0	0	..
				Daldy, Helen J.	..	AF	112	10	0	..
				Wylie, Ellen W.	D3	AF	110	0	0	..
				Walker, Ellen L.	..	AF	90	0	0	..
				Boyd, Edward A.	..	MPt3	55	0	0	..
				Hoe, Florence M.	..	FPt3	55	0	0	..
				Casley, Gladys M.	..	FPt2	50	0	0	..
				Lucas, Ivy E.	..	FPt2	50	0	0	..
				Daldy, Phoebe E.	..	FPr2	25	0	0	..
				Weiser, Vera	..	FPr2	55	0	0	..
				Spraggon, Mary E.	..	FPr1	20	0	0	..
Waiokaraka	..	..	.. 452	Newton, William H.	C1	HM	335	0	0	45
				Ferguson, Samuel H.	C1	AM	235	0	0	..
				Smith, Sylvia G.	E1	AF	175	0	0	..
				Wishart, Alice E.	C2	AF	135	0	0	..
				Wylie, Annie	C4	AF	120	0	0	..
				Newton, Elsie P.	C4	AF	100	0	0	..
				Maxted, Mrs. Cecilia G	Lic.	AF	114	0	0	..
				Corbett, Julia	..	FPt4	60	0	0	..
				Dean, Mary G.	..	FPt2	50	0	0	..
				Vincent, Eunice M.	..	FPt2	50	0	0	..
				Wall, Mary	..	FPt2	50	0	0	..
				Gordon, Iris M.	..	FPr1	20	0	0	..
				Sutcliffe, Olive M.	..	FPr1	20	0	0	..
GRADE 9A.										
Avondale and side school	..	..	N 501	Darrow, Harry A.	B1	HM	340	0	0	..
				Hare, Frederick W.	C1	AM	240	0	0	..
				Gough, James T.	C2	AM	180	0	0	..
				Newton, Edith M.	D1	AF	175	0	0	..
				Ingram, Dorothy R.	E1	AF	145	0	0	..
				Bull, Evelyn F.	C3	AF	120	0	0	..
				Small, Annie T.	E2	AF	120	0	0	..
				Astley, Gladys C. A.	C4	AF	95	0	0	..
				Windsor, Phyllis E.	..	FPt4	60	0	0	..
				Kelso, Archibald	..	MPt1	45	0	0	..
				Clark, Gladys I.	..	FPt3	55	0	0	..
				Webb, Ruth W.	..	FPt3	45	0	0	..
Edendale	..	..	 525	Semadeni, Casper A.	C1	HM	340	0	0	50
				Rowe, Adrian M.	C2	AM	240	0	0	..
				Hannah, Arthur	C2	AM	180	0	0	..
				Millington, Ellen	C1	AF	155	0	0	..
				Mahon, Rose M.	D1	AF	145	0	0	..
				Mahon, Eileen A.	C1	AF	125	0	0	..
				Foley, Veronica M.	D4	AF	120	0	0	..
				Harrison, Emily	D3	AF	90	0	0	..
				Lownsborough, Frederic J.	..	MPt4	55	0	0	..
				Walker, Mary E.	..	FPt1	25	0	0	..
				Cowley, Olive M.	..	FPt2	50	0	0	..
				Ashton, Anderson	..	MPt2	50	0	0	..
				Millar, Marion E.	..	FPt2	50	0	0	..
				White, Miriam S. E.	..	FPr2	55	0	0	..
				Lockhead, Helen P.	..	FPr1	20	0	0	..
Epsom	..	..	.. N 496	Isemonger, Thomas	D1	HM	345	0	0	50
				Kenny, Arthur A.	B1	AM	245	0	0	..
				Gillibrand, Margaret E.	D1	AF	185	0	0	..
				McCowan, Margaret	D2	AF	155	0	0	..
				Fordyce, Johanna C.	C2	AF	145	0	0	..
				Hall, Harry F.	C3	AM	150	0	0	..
				Anderson, Millicent C. M.	D2	AF	120	0	0	..
				Tracy, Ada R.	D4	AF	105	0	0	..
				Worrall, Winifred M.	..	FPt4	55	0	0	..
				Stewart, Georgina	..	FPt4	60	0	0	..
				Pemberton, Thomas N.	..	MPt2	35	0	0	..
				French, Edna D.	..	FPt2	35	0	0	..
				Clark, Eunice P. E.	..	FPr1	20	0		..

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GRADE 9A—*continued.*						£ s. d.	£
Grey Lynn	..	604	Campbell, John	C1	HM	340 0 0	50
			Matthews, George H. ..	C1	AM	240 0 0	..
			Webster, Harold E.	B2	AM	180 0 0	..
			Fuller, Mary M.	D2	AF	150 0 0	..
			Gillibrand, Winifred	E2	AF	150 0 0	..
			Eslick, Violet I.	D2	AF	130 0 0	..
			McDonogh Aimee M. ..	E2	AF	120 0 0	..
			Young, Edith M.	..	AF	103 10 0	..
			Simpson, Eva G.	..	FPt2	35 0 0	..
			Fraser, Hazel M.	..	FPt2	35 0 0	..
			Hammond, Eileen V. R. ..	..	FPt3	45 0 0	..
			Shiress, Alice M.	..	FPt3	45 0 0	..
			Little, Letitia	..	FPt2	35 0 0	..
			Fletcher, Allan	..	MPt4	60 0 0	..
			Matheson, Leslie	..	MPr2	25 0 0	..
			Jennings, Annie M. A. ..	..	FPr2	55 0 0	..
Normal and Model School (at Training College) ..		452	Cousins, Herbert G., M.A. ..	A1	HM	400 0 0	50
			Paterson, Robert H.	C1	AM	295 0 0	..
			Newman, Margaret S. ..	D1	AF	265 0 0	..
			McClune, Hugh F.	C2	M	240 0 0	..
			Cottrell, Arthur J., M.A., M.SC. ..	A2	AM	235 0 0	..
			Walker, Spenceley	C1	AM	210 0 0	..
			Toy, Alice M.	D1	AF	150 0 0	..
			Green, Samuel	D2	AM	150 0 0	..
			Bayliss, Margaretta A. ..	C3	AF	120 0 0	..
			Foster, Mable K.	D3	AF	120 0 0	..
			Hare, Ada E. H.	D4	AF	100 0 0	..
			Monstedt, Anna M.	C2	AF	160 0 0	..
			Statham, Isabella M. ..	C3	AF	135 0 0	..
			Worrall, Hilda A.	..	AF	91 10 0	..
			Shrewsbury, Elsie, M.A. ..	A1	Sec.	..	..
GRADE 9B.							
Bayfield	..	602	Bowden, Alfred N.	C1	HM	340 0 0	50
			Jones, Thomas R.	C1	AM	255 0 0	..
			Thompson, Frances E. ..	D1	AF	195 0 0	..
			Caldwell, Alice M.	D1	AF	165 0 0	..
			Shroff, Maud A.	C1	AF	165 0 0	..
			Cole, Adelaide M.	D2	AF	135 0 0	..
			Wilks, Frank	B4	AM	130 0 0	..
			Brenkley, Annie	C4	AF	100 0 0	..
			Fenton, Alice	..	FPt4	55 0 0	..
			Mansfield, Winifred M. ..	..	FPt4	55 0 0	..
			Rohan, Mary E.	..	FPt4	55 0 0	..
			Shanks, Ernest A.	..	MPt3	55 0 0	..
			Mann, Mabel J.	..	FPt2	50 0 0	..
			Jones, Charles R.	..	MPt2	35 0 0	..
Nelson Street (Auckland) ..	..	553	Cronin, Bartholmew, B.A. ..	B1	HM	340 0 0	50
			Cliffe, Albert S.	C1	AM	240 0 0	..
			Masefield, John	B2	AM	180 0 0	..
			Coghill, Margaret	E1	AF	150 0 0	..
			Burns, Jessie A.	E1	AF	135 0 0	..
			Marsdon, Mrs. Annie M. ..	E2	AF	120 0 0	..
			Smith, Eliza M.	..	AF	114 0 0	..
			Ansenne, Mrs. Alice	..	AF	90 0 0	..
			Salmon, Eleanor A.	..	FPt2	35 0 0	..
			McMillan, Hugh N.	..	MPt4	60 0 0	..
			Pardington, Annie	..	FPt3	45 0 0	..
			Bayne, Eleanor M. G. ..	..	FPt3	45 0 0	..
			Jacobsen, Mary W. K. ..	..	FPt2	35 0 0	..
			Fraser, Margaret M.	..	FPt2	35 0 0	..
Northcote and side school ..	N	587	Murphy, Francis	C1	HM	365 0 0	50
			Braithwaite, James H. ..	C1	AM	245 0 0	..
			Wilson, Estelle R.	E1	AF	185 0 0	..
			Turnbull, Katharine A. ..	D2	AF	160 0 0	..
			Newbegin, Annie M.	E2	AF	145 0 0	..
			Stretton, Clarice	D2	AF	125 0 0	..
			Fraser, Ethel M.	C3	AF	125 0 0	..
			Vialoux, Kate V.	D3	AF	105 0 0	..
			McElwain, Myrtle	C4	AF	90 0 0	..
			Moore, Margaret	..	FPt1	45 0 0	..
			Collins, Lawrence E. ..	..	MPt3	45 0 0	..
			Babe, Olivia F.	..	FPt2	50 0 0	..
			McLeod, Barbara M.	..	FPt2	50 0 0	..
			Dowden, Doris E.	..	FPr2	25 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

AUCKLAND—*continued.*

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					£ s. d.	£
GRADE 9B—*continued.*						
Waihi D.H.S.	455	Benge, Alfred	D1	HM	*370 0 0	..
		Green, Bertram M.	C1	AM	240 0 0	..
		O'Connor, Daniel B... ..	C3	AM	190 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	..
		De Renzy, Elizabeth ..	D3	AF	120 0 0	..
		Jenkins, Clifford E.	..	MPt4	60 0 0	..
		Adams, Hilda B.	..	FPt3	55 0 0	..
		Anderson, Nora A. C.	..	FPt2	35 0 0	..
		Robinson, Ethel J.	..	FPt2	35 0 0	..
		Robertson, May B., B.A.	..	Sec	..	..
		Holmden, Dorothy, M.A.	..	Sec	..	..
GRADE 10A.						
Beresford Street (Auckland).. ..	633	Hart, Edwin T.	D1	HM	395 0 0	50
		Gatenby, William J., B.A. ..	B1	AM	290 0 0	..
		Hook, Percy J.	C1	AM	225 0 0	..
		McIlhone, Mary J.	E1	AF	195 0 0	..
		Shroff, Kate S. M.	C1	AF	180 0 0	..
		Gillibrand, Emma	D1	AF	155 0 0	..
		Davison, Mary E.	D1	AF	165 0 0	..
		Smith, Gertrude I.	D2	AF	135 0 0	..
		McLean, Charles J.	D2	AM	135 0 0	..
		Porter, Linda	C3	AF	110 0 0	..
		Anderson, Athol M. S. G. ..	..	FPt4	60 0 0	..
		Greenwood, Ivy M.	..	FPt3	45 0 0	..
		Forrester, Mabel I.	..	FPt3	55 0 0	..
		McCowan, Aileen	..	FPt3	45 0 0	..
		Barker, Lilyan G.	..	FPt3	55 0 0	..
		Wallace, Edith G.	..	FPt3	55 0 0	..
		Campbell, Norma	..	FPr2	55 0 0	..
Grafton	638	Scott, Augustus N.	B1	HM	370 0 0	50
		Carnachan, Robert	C1	AM	285 0 0	..
		Boden, William J.	C1	AM	225 0 0	..
		Egan, Mary F.	E1	AF	185 0 0	..
		Holloway, Annie E.	D1	AF	165 0 0	..
		Robinson, Florence K. ..	D1	AF	165 0 0	..
		Moodie, Agatha G.	D1	AF	155 0 0	..
		Gilmore, Nellie	D3	AF	135 0 0	..
		Hall, Eveline M.	D3	AF	135 0 0	..
		Hattaway, Martha	D3	AF	115 0 0	..
		Ward, Leslie Mildred ..	..	FPt4	55 0 0	..
		Coomer, Rhoda E.	..	FPt4	55 0 0	..
		Sullivan, Phyllis W. A. ..	..	FPt4	55 0 0	..
		Smith, William M.	..	MPt3	45 0 0	..
		Priestley, May	..	FPt2	35 0 0	..
		Underwood, Emily M.	..	FPt1	45 0 0	..
Mount Albert	682	Whitaker, Joseph R... ..	D1	HM	370 0 0	..
		Campbell, Robert	C1	AM	270 0 0	..
		Barber, George	C1	AM	210 0 0	..
		de Montalk, Emily L. ..	D1	AF	180 0 0	..
		Conway, Mabel E.	D2	AF	165 0 0	..
		Heath, Andrew W.	B2	AM	150 0 0	..
		Hill, Winifred M.	D3	AF	150 0 0	..
		Duffus, Elizabeth P... ..	E2	AF	125 0 0	..
		Ross, Gertrude E.	C2	AF	120 0 0	..
		Worthington, Minna L. ..	D4	AF	95 0 0	..
		Dempsey, Ethel	..	AF	90 0 0	..
		Sherlock, Fanny	..	FPt4	60 0 0	..
		Mason, Lucy I.	..	FPt2	35 0 0	..
		Forrest, Grace I.	..	FPt4	55 0 0	..
		Knight, Helen R.	..	FPt2	35 0 0	..
		McDonald, Peroy	..	MPt1	45 0 0	..
		Phipps, Dora M.	..	FPt3	45 0 0	..
		Howes, Bernard H.	..	MPr1	20 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

AUCKLAND—*continued.*

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GRADE 10A—*continued.*							
Napier Street (Auckland) ..	N	703	Carter, Charles M.	D1	HM	380 0 0	50
			Murdoch, Albert	C1	AM	270 0 0	..
			Menzies, Albert G.	C1	AM	220 0 0	..
			Arey, Alice M.	E1	AF	190 0 0	..
			Forsyth, Mrs. Caroline C. ..	D1	AF	175 0 0	..
			Stubbs, Margaret M... ..	D1	AF	160 0 0	..
			Clark, Ada	C3	AF	160 0 0	..
			Dyson, Elsie C.	D2	AF	120 0 0	..
			Duffin, Mrs. Annie	E2	AF	135 0 0	..
			Krause, Mrs. Yetta	Lic.	AF	99 15 0	..
			Berryman, Adeline L. ..	D4	AF	100 0 0	..
			Watkin, Eric A.	..	MPt4	55 0 0	..
			McMillan, Georgina H. ..	..	FPt4	55 0 0	..
			Maxwell, Mabel D.	..	FPt4	60 0 0	..
			Wright, Vera M.	..	FPt3	45 0 0	..
			Jeffery, Alice M.	..	FPt2	35 0 0	..
			Olphert, Jasper W.	..	MPt3	45 0 0	..
Parnell	N	640	Taylor, Alfred	D1	HM	370 0 0	50
			Warren, Thomas F., B.A. ..	B1	AM	280 0 0	..
			McLaren, Robert, M.A. ..	B3	Subs.		
			Blakey, Frank E.	B1	AM	220 0 0	..
			Astley, Hannah	D1	AF	195 0 0	..
			Carnachan, Blanche E. ..	E1	AF	180 0 0	..
			Johnston, Susanna	D1	AF	165 0 0	..
			Cardno, Elizabeth	E2	AF	165 0 0	..
			Newick, Mrs. Florence ..	D2	AF	130 0 0	..
			Donovan, Mary E.	D3	AF	135 0 0	..
			Bond, Ethel E.	D2	AF	115 0 0	..
			Price, Francis M.	..	MP 4	60 0 0	..
			Gibson, Elizabeth R. ..	..	FPt3	45 0 0	..
			Dewes, Phyllis M.	..	FPt4	55 0 0	..
			Menzies, Agnes B.	..	FPt4	55 0 0	..
			Cranch, Elizabeth H. ..	..	FPt1	25 0 0	..
			Lane, Catherine	..	FPt2	50 0 0	..
			Hames, Clarice E.	..	FPr1	50 0 0	..
GRADE 10B.							
Remuera	N	731	Munro, Colin R.	C1	HM	375 0 0	50
			Taylor, George H.	C1	AM	270 0 0	..
			Attwood, Frederick C. ..	B2	AM	215 0 0	..
			Grant, Elsie D.	D1	AF	195 0 0	..
			Herbert, Mary E.	D1	AF	170 0 0	..
			Davis, Ethel W. B.	D1	AF	160 0 0	..
			Crawshaw, Richard G. ..	C4	AM	165 0 0	..
			Metge, Winifred T.	E2	AF	135 0 0	..
			Barry, Catherine E.	E1	AF	120 0 0	..
			Sceats, Ethel F. A.	D3	AF	110 0 0	..
			Steele, Rebecca E.	C4	AF	100 0 0	..
			McLean, Elizabeth M. R. ..	D4	AF	90 0 0	..
			McCabe, George L.	..	MPt4	60 0 0	..
			McKenzie, Rupert W.	..	MPt4	55 0 0	..
			Latimer, Constance M. ..	..	FPt4	55 0 0	..
			Clark, Belmar, A.	..	FPt3	45 0 0	..
			Osbaldiston, David R. ..	..	MPt2	50 0 0	..
			McLeod, Mary M.	..	FPt3	45 0 0	..
			Black, Charlotte M... ..	..	FPr2	25 0 0	..
GRADE 10C.							
Newton West		730	Webber, Alfred S.	C1	HM	395 0 0	50
			Andrew, Henry P.	C1	AM	285 0 0	..
			Hill, John H.	B2	AM	235 0 0	..
			Cato, Eva P.	D1	AF	210 0 0	..
			Wilson, Frank R.	C2	AM	165 0 0	..
			Bayly, Jessie J.	D1	AF	165 0 0	..
			Simpson, Mrs. Mary J. M. ..	E2	AF	160 0 0	..
			Ponsford, Mary E.	D2	AF	135 0 0	..
			Worrall, Edith I.	C3	AF	120 0 0	..
			Waddell, Myra B.	D4	AF	105 0 0	..
			Hodkinson, Sarah	D4	AF	105 0 0	..
			Fenton, Mattie	C4	AF	90 0 0	..
			Robinson, Harvey T.	..	MPt2	50 0 0	..
			Dacey, Kathleen C.	..	FPt4	55 0 0	..
			Fegan, Hannah	..	FPt3	45 0 0	..
			Gibson, Amy	..	FPt3	45 0 0	..
			Paltridge, Mary E.	..	FPt2	35 0 0	..
			McGregor, William R.	..	MPt3	45 0 0	..
			McLean, Mary F. E.	..	FPr2	25 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued*

AUCKLAND—*continued.*

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GRADE 10C—*continued.*							
Ponsonby		737	Dickinson, James C.	D1	HM	395 0 0	50
			Wooller, Harold J.	C1	AM	290 0 0	..
			Skinner, Percy F.	C2	AM	210 0 0	..
			Ingall, Eva K. M.	D1	AF	210 0 0	..
			Mark, Louis J.	C2	AM	180 0 0	..
			Nolan, Bessie M.	C1	AF	165 0 0	..
			Ramson, May	D1	AF	165 0 0	..
			Holder, Marion C.	E3	AF	135 0 0	..
			Bryant, Catherine A.	E2	AF	135 0 0	..
			Clark, Margaret	D3	AF	115 0 0	..
			Earle, Mabel Jane	D3	AF	105 0 0	..
			Rankin, Elsie E.	..	AF	90 0 0	..
			Small, Harold	..	MPt4	55 0 0	..
			Lee, Evelyn K.	..	FPt3	45 0 0	..
			Jenkins, Charlotte M.	..	FPr2	50 0 0	..
			Earle, Ivy D.	..	FPt3	45 0 0	..
			Tills, Harry H. H.	..	MPr2	50 0 0	..
GRADE 10D.			Hughes, Lionel	..	MPt2	50 0 0	..
Devonport		787	Armstrong, James	D1	HM	400 0 0	50
			Hall, Alfred J. C.	C1	AM	275 0 0	..
			Jones, Griffith R.	C1	AM	235 0 0	..
			Stewart, Agnes G.	D1	AF	200 0 0	..
			Grant, Jane D.	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	125 0 0	..
			Bongard, Emily	D2	AF	135 0 0	..
			Caldwell, Florence A.	D3	AF	115 0 0	..
			Jackson, Beryl A	B5	AF	95 0 0	..
			Bell, Alice	D3	AF	105 0 0	..
			Howard, Winifred E.	D4	AF	90 0 0	..
			Cranch, Bertha M.	..	FPt4	55 0 0	..
			Rewa Waaka	..	MPt3	55 0 0	..
			O'Donnell, William E.	..	MPt3	55 0 0	..
			Tanner, Albertina A. I.	..	FPt3	55 0 0	..
			Pirrit, Dorothy	..	FPt3	45 0 0	..
			Fairgray, Jessie M.	..	FPt3	45 0 0	..
			Macredie, Muriel A.	..	FPr2	25 0 0	..
			Moor, Daisy E.	..	FPr1	50 0 0	..
Richmond Road (Auckland)		828	Wells, Thomas U., M.A.	B1	HM	395 0 0	50
			Vuglar, James	C1	AM	270 0 0	..
			Crosby, Edward, B.A.	B1	AM	210 0 0	..
			McGibbon, Helen M. S.	D1	AF	210 0 0	..
			Shepherd, Frederick H. M.	C2	AM	165 0 0	..
			Eastgate, Mildred M.	D1	AF	165 0 0	..
			Holloway, Eveline M.	E1	AF	165 0 0	..
			Matthews, Bertha K. G.	D2	AF	120 0 0	..
			McCallum, Adina	C1	AF	135 0 0	..
			Officer, Mrs. Dorcas E.	E2	AF	90 0 0	..
			Crellin, Muriel L.	C3	AF	105 0 0	..
			Daldy, Rhoda C.	D5	AF	105 0 0	..
			Begg, Mrs. Mary	D3	AF	95 0 0	..
			Campbell, Mary B.	C4	AF	90 0 0	..
			Porter, Amy M.	..	FPt4	55 0 0	..
			Howard, Vera L.	..	FPt3	45 0 0	..
			Kilgour, Muriel A.	..	FPt3	55 0 0	..
			Young, Emily E.	..	FPt4	60 0 0	..
			McMillan, James D.	..	MPt2	50 0 0	..
GRADE 10E.			Shiress, Hilda V.	..	FPt2	35 0 0	..
Onehunga		N 743	McIntosh, William N.	D1	HM	430 0 0	..
			Robb, James	D1	AM	290 0 0	..
			Hutton, Robert G.	C2	AM	235 0 0	..
			French, Agnes S.	E1	AF	205 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	130 0 0	..
			Monro Agnes S.	D3	AF	105 0 0	..
			McLennan, Effie W.	C3	AF	95 0 0	..
			Batkin, Mildred	D4	AF	95 0 0	..
			Harper, Edgar G.	..	MPt4	60 0 0	..
			Hogwood, Ethel M.	..	FPt4	55 0 0	..
			Hogwood, Eleanor D. M.	..	FPt4	55 0 0	..
			Burton Dorothy M.	..	FPt3	45 0 0	..
			Hinton, Claud H.	..	MPt3	55 0 0	..
			Rintoul, Hugh	..	MPt2	35 0 0	..
			Mitchell, Cecilia M.	..	FPr2	25 0 0	..
			Glasgow, Rhoda B.	..	FPr1	20 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

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							£ s. d.	£
GRADE 10F.								
Newton East			893	Metge, Daniel D.	D1	HM	400 0 0	50
				Birss, William	C1	AM	270 0 0	..
				Sheppard, Albert L.	C1	AM	235 0 0	..
				Wright, Lydia	E1	AF	210 0 0	..
				Simpson, Euphemia	C1	AF	180 0 0	..
				Wilson, Janet	D1	AF	165 0 0	..
				Brew, Frederick C.	C3	AM	165 0 0	..
				Waddingham, Florence M. ..	C1	AF	135 0 0	..
				Vellenoweth, Jessie	C2	AF	135 0 0	..
				Baird, Roberta E. A. ..	E3	AF	115 0 0	..
				Cartwright, Jessie M. ..	D3	AF	105 0 0	..
				Smith, Jessie R.	C4	AF	90 0 0	..
				Andrews, Margaret S. ..	C4	AF	95 0 0	..
				Gordon, Martha E.	C4	AF	95 0 0	..
				Andrews, Rose O.	D4	AF	100 0 0	..
				Bayliss, John R.	..	MPt4	55 0 0	..
				Maxwell, Stella E.	..	FPt4	60 0 0	..
				Dunning, Alice M. C. ..	..	FPt4	60 0 0	..
				Moves, Ethel B. A.	..	FPt4	55 0 0	..
				Weber, Daisy W. G. ..	..	FPt3	55 0 0	..
				Fletcher, Maria M.	..	FPt2	35 0 0	..
				Campbell, Gladys O. ..	..	FPr1	50 0 0	..
GRADE 10G.								
Mount Eden			751	Hill, William W.	D1	HM	385 0 0	50
				Wilson, Charles	C1	AM	275 0 0	..
				Roberts, John F.	B1	AM	210 0 0	..
				Hawkins, Elizabeth F. ..	E1	AF	210 0 0	..
				Kirk, Thomas H.	D3	AM	165 0 0	..
				Russell, Magdalen L. ..	C1	AF	165 0 0	..
				Daniels, Caroline G. ..	E1	AF	165 0 0	..
				Walker, Hilda M.	D2	AF	120 0 0	..
				Allen, Harriette M.	E1	AF	135 0 0	..
				Greenslade, Mary G. ..	D2	AF	115 0 0	..
				Day, Florence M.	E2	AF	90 0 0	..
				Gallery, Ethel U.	..	AF	94 10 0	..
				Clark, Dinah	C3	AF	100 0 0	..
				Sullivan, Dorothy	..	FPt4	55 0 0	..
				Hume, Jeanie	..	FPt4	55 0 0	..
				Isaachsen, Adolf O.	..	MPt3	45 0 0	..
				Forsdick, Olive I.	..	FPt3	45 0 0	..
				Boswell, Arthur	..	MPt2	35 0 0	..
				Casley, Ethel I.	..	FPt3	45 0 0	..
Totals			..	..	..	..	176,372 16 0	6,540

TARANAKI.

GRADE 0.								
Rerekapa		..	3	Halliday, Eileen M.	..	F	24 0 0	..
GRADE 1.								
Hurimoana		..	12	Browne, Selina M.	..	F	90 0 0	10
Ihaia		..	11	Fleming, Mary	..	F	90 0 0	10
Kina		..	11	Golding, Mary	..	F	90 0 0	10
Kohuratahi		..	11	McCartie, Mrs. Frances ..	..	F	103 10 0	10
Mangaehu		..	9	Bayley, Zaida	..	F	90 0 0	10
Mohakau		..	15	Pearson, Adeline	..	F	90 0 0	10
Mount Messenger		..	16	Breen, Mary	..	F	90 0 0	10
Musker's		..	15	Kerrisk, Johanna	..	F	90 0 0	10
Patua		..	12	Armes, Mrs. Winifred J. ..	..	F	90 0 0	10
Piko		..	10	Wallach, Jean	..	F	90 0 0	10
Purangi	N		12	Stott, Mary	..	F	112 10 0	15
Tututawa		..	14	McMillan, Annie Gertrude ..	E3	F	130 0 0	..
GRADE 2.								
Ackland		..	17	Olausen, Annie	..	F	108 0 0	15
Albert		..	17	Bunyan, Isabella A.	..	F	117 0 0	15
Denbigh		..	20	Cameron, Jessie	..	F	112 10 0	15
Hurford		..	24	Tobin, Kathleen	..	F	108 0 0	15
Kahui	N		18	Mackay, Annie I.	E2	F	130 0 0	15

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

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						£	s.	d.	£
GRADE 2—*continued.*									
Kent		18	Smith, Kate E.	E2	F	155	0	0	20
Makahu		19	Edwards, Isabel	D3	F	130	0	0	..
Mangahune		26	Birkett, Mrs. Emma	E2	F	130	0	0	..
Mangorei Lower		16	Hamerton, Annis E.	E2	F	150	0	0	15
Mangorei Upper	N	21	Bartlett, Ivy	..	F	108	0	0	15
Matau		14	Winthrop, Mrs. Alice E.	D3	F	130	0	0	..
Newall	N	24	Cassie, Jane	..	F	117	0	0	15
Oeo	N	22	Brereton, Mrs. Maud A.	Lic.	F	128	5	0	15
Okau		23	Pennington, John L.	..	M	117	0	0	15
Okoke		13	Ross, Louise A.	..	F	108	0	0	15
Pukearuhe	N	23	Cartwright, Mrs. Mary Grace	..	F	126	0	0	..
Radnor		19	Haddrell, Mary	..	F	112	10	0	15
Rowan		16	Rowntree, Ethel	D3	F	120	0	0	15
Tahora	N	14	Bicheno, William C.	..	M	112	10	0	15
Waingongora		16	McAllister, Agnes G.	D1	F	120	0	0	15
GRADE 3.									
Abititi		32	Wagstaff, Wilfred L.	C4	M	180	0	0	20
Tongaporutu									
Carrington		30	Ullmer, Frederika	C3	F	160	0	0	20
Douglas		39	Jones, John W. T.	..	M	139	10	0	20
Dudley		25	Manning, William A.	D3	M	150	0	0	20
Durham		30	Meyer, Frances Irene	C4	F	150	0	0	..
Korito		25	Westrup, Agnes C. I.	C4	F	150	0	0	20
Koru		20	Warner, Mrs. Margaret	D3	F	180	0	0	..
Lincoln		26	Meston, Jane M.	C3	F	160	0	0	..
Oakura	N	32	Cameron, Mrs. Sarah	E2	F	160	0	0	..
			Cameron, Emma J.	..	Subs.				
Pembroke		27	Boyle, Thomas	Lic.	M	166	5	0	20
Pukeho		41	Eggleton, Francis J.	..	HM	139	10	0	20
			Simpson, Dorothy	..	AF	90	0	0	..
Puniho	N	26	Thomas, James Arthur	D4	M	175	0	0	..
Tarata	N	24	Templer, Reginald C.	E3	M	160	0	0	..
Tataraimaka		34	Turner, Edgar	..	HM	139	10	0	..
			McAloon, Nellie	..	AF	90	0	0	..
Uruti		25	Clark, Elsie M.	D3	F	150	0	0	..
Waiongona		30	Foster, Ivy A.	D3	F	170	0	0	..
Waitui		29	Worm, Louise F.	..	F	135	0	0	20
GRADE 4.									
Awatuna		40	Cowles, Sarah A.	D2	HF	190	0	0	..
			Cowles, Mildred J.	D4	AF	90	0	0	..
Bell Block	N	78	Potts, Mary I.	D2	HF	195	0	0	..
			Hoby, Dora M.	..	AF	99	0	0	..
			Brown, Alice	..	FPr1	50	0	0	..
Bird		42	Berry, Amy Mildred	D3	HF	205	0	0	25
			Eason, Rosa	..	AF	90	0	0	..
Cardiff		45	McCarty, Catharine M.	D2	HF	205	0	0	..
			Moir, May	..	AF	90	0	0	..
Egmont Village		55	Auld, James A.	C1	HM	205	0	0	..
			Nisbet, Cora	..	AF	94	10	0	..
Hillsborough	N	42	Cuthbert, John	C4	HM	180	0	0	..
			Belcher, Ethel	..	AF	90	0	0	..
Huiakama	N	38	Turkington, Samuel	C2	HM	205	0	0	..
			Jemison, Jane Winifred	D4	AF	100	0	0	..
Huirangi	N	38	Mead, Beatrix	C2	HF	180	0	0	..
			Hutcheson, Margaret	..	AF	90	0	0	..
Huiroa		38	Bocock, James H.	E2	HM	205	0	0	..
			Watkin, Myra	..	AF	108	0	0	..
Kaimata		59	Livingstone, Hugh A.	C1	HM	205	0	0	..
			Thompson, Geraldeen	..	AF	90	0	0	..
Kaimiro		48	Smith, Fanny L., B.A.	B2	HF	180	0	0	..
			Gibson, Mrs. Elsie E.	D4	AF	100	0	0	..
Lepperton		56	Brown, William A.	C2	HM	205	0	0	..
			Stafford, Jessie	..	AF	90	0	0	..
Mahoe		43	Cumberworth, Fred J.	D1	HM	200	0	0	..
			Surman, Ethel	..	AF	90	0	0	..
Marco		38	Wilson, Kathleen C.	D4	HF	180	0	0	25
			Hedder, Mary E.	..	AF	90	0	0	..
Norfolk		52	Thomas, Richard E.	C1	HM	210	0	0	..
			Mills, Violet	..	AF	90	0	0	..
Oaonui	N	52	Evetts, Eli Carvell	D4	HM	180	0	0	..
			O'Rorke, Margaret	..	AF	90	0	0	..
Okato	N	62	Larsen, Richard C.	D2	HM	195	0	0	..
			Drader, Helena E.	..	AF	90	0	0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

TARANAKI—*continued.*

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						£	s.	d.	£
GRADE 4—*continued.*									
Omata		72	Meyenberg, Arthur M.	C2	HM	200	0	0	..
			Wells, Alice	..	AF	94	10	0	..
			Rawlinson, Gwendoline	..	FPr1	50	0	0	..
Pihama	N	40	Mason, Frederick W.	E2	HM	205	0	0	..
			Jones, Ivy A.	..	AF	90	0	0	..
Pohokura		42	Graham, John	D4	HM	185	0	0	25
			McMeekan, Irene	..	AF	90	0	0	..
Pungarehu	N	39	Harrison, Mrs. Jessie I.	D2	HF	190	0	0	25
			Tobin, Margaret	..	AF	90	0	0	..
Rahotu	N	68	Stephen, Mary W.	D1	HF	205	0	0	..
			Guppy, Annie	..	AF	90	0	0	..
Ratapiko		45	Wilson, Mrs. Oney E.	D2	HF	190	0	0	..
			Franklyn, Violet M.	..	AF	90	0	0	..
Raupuha		43	Jensen, Mrs. Violet	D3	HF	180	0	0	25
			Wilkes, Amy M.	..	AF	90	0	0	..
Stanley		52	Lilley, Helen	E1	HF	210	0	0	25
			Auld, Jean	..	AF	90	0	0	..
Tariki		60	Eason, Harry A.	D2	HM	240	0	0	..
			McGregor, Eva	D4	AF	100	0	0	..
Tarurutangi		33	Moss, Mrs. Elizabeth M.	E3	HF	185	0	0	..
			Rice, Una	..	AF	90	0	0	..
Te Kiri		51	Sissons, Thomas H.	D3	HM	180	0	0	..
			Buchler, Sarah	..	AF	99	0	0	..
Tikorangi	N	70	West, Isaac M.	C2	HM	205	0	0	..
			Seccombe, Aileen	..	AF	90	0	0	..
Tuna		33	Steeds, Elizabeth	..	HF	162	0	0	..
			Blyth, Miro	..	AF	90	0	0	..
Waihi	N	59	Bullians, Andrew	D2	HM	185	0	0	..
			O'Brien, Ida	..	AF	90	0	0	..
Warea	N	38	Barak, Mrs. Mary C.	C2	HF	195	0	0	..
			Andrews, Ivy	..	AF	99	0	0	..
Whangamomona		60	Mills, Stanley M.	..	HM	166	10	0	..
			Hill, Fanny	..	AF	90	0	0	..
York		38	Strachan, Mary A.	D1	HF	190	0	0	..
			Finnerty, Lilla	D4	AF	90	0	0	..
GRADE 5.									
Frankley		98	Winfield, Thomas B.	C2	HM	220	0	0	..
			Hare, Minnie K.	C5	AF	105	0	0	..
			Parli, Elsie	..	AF	90	0	0	..
			Winfield, Kathleen	..	FPr2	25	0	0	..
Midhirst		112	Mail, James W.	C1	HM	240	0	0	..
			Knox, Ellie	..	AF	94	10	0	..
			Hall, Helen M.	..	AF	90	0	0	..
			Wyllie, Irene	..	FPr1	50	0	0	..
Ngaere		92	Sims, Arthur V.	D2	HM	225	0	0	..
			Mills, Sarah A.	E1	AF	130	0	0	..
			Keppel, Mary	..	AF	90	0	0	..
Opunake	N	83	Evans, Dafydd P.	C1	HM	210	0	0	..
			Herlihy, Mary	Lic.	AF	99	15	0	..
			Fleming, Elizabeth	..	AF	90	0	0	..
Toko		102	Allan, Orlanno L.	C1	HM	240	0	0	..
			Coleman, Grace L.	D4	AF	120	0	0	..
			Cumberworth, Dorothy M.	D5	AF	90	0	0	..
			Dempster, Mary J.	..	FPr1	50	0	0	..
Urenui	N	85	Pope, George H.	D2	HM	240	0	0	..
			Blake, Margaret M.	..	AF	94	10	0	..
			Buchler, John W.	..	AM	90	0	0	..
GRADE 6A.									
Fitzroy	N	150	Johnson, Oscar	D1	HM	250	0	0	..
			Andrews, Elsie E.	D4	AF	125	0	0	..
			Tolme, Mary F.	D5	AF	95	0	0	..
			Gilliver, Dorothy	..	FPt2	50	0	0	..
			Taylor, Ida	..	FPr2	55	0	0	..
GRADE 7B.									
Inglewood		239	Stratford, Herbert A.	C1	HM	290	0	0	..
			Cutler, Roland H.	D3	AM	185	0	0	..
			Roseveare, Ethel A.	D3	AF	135	0	0	..
			Riordan, Margaret A.	D2	AF	125	0	0	..
			Adlam, Ronald C.	..	MPt4	60	0	0	..
			Williams, Lorna	..	FPt3	45	0	0	..
			Robertson, Colina	..	FPt3	55	0	0	..
			McCormack, Susan J.	..	FPr1	50	0	0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued*

TARANAKI—*continued.*

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						£	s.	d.	£
GRADE 7B—*continued.*									
Waitara	N	266	Wyllie, Samuel	C1	HM	295	0	0	..
			Day, Norman D.	C4	AM	180	0	0	..
			Pearce, Elsie M.	C2	AF	150	0	0	..
			Berntsen, Alberta M. ..	Lic.	AF	99	15	0	..
			Fleming, Margaret	..	FPt3	55	0	0	..
			McGregor, Charlotte ..	..	FPt2	50	0	0	..
			Gaustad, Phoebe	..	FPr1	20	0	0	..
GRADE 8B.									
West End..	N	382	Dowling, Mrs. Mary	C1	HF	335	0	0	45
			Bary, Edward	C2	AM	235	0	0	..
			Mynott, Laura E.	E1	AF	170	0	0	..
			Bertrand, George F.	C4	AM	135	0	0	..
			O'Brien, Florence	D3	AF	120	0	0	..
			Bullard, Margaret S. ..	..	AF	90	0	0	..
			Bayly, Gladys	..	FPt4	60	0	0	..
			Wallach, Elma	..	FPt4	55	0	0	..
			Cocker, Alice	..	FPt3	45	0	0	..
			Monteath, Evelyn	..	FPr1	20	0	0	..
GRADE 9B.									
Central	N	549	Dempsey, Hector	C1	HM	365	0	0	..
			McIlroy, Robert L., B.A. ..	B2	AM	265	0	0	..
			Sullivan, Joseph R.	C3	AM	190	0	0	..
			Martin, Mrs. Gertrude F. ..	E1	AF	175	0	0	..
			Dempsey, Hectorine E. ..	D3	AF	155	0	0	..
			Firth, Frances	..	AF	120	0	0	..
			Henderson, Beattie M. ..	D2	AF	125	0	0	..
			Vickers, Mabel	..	AF	108	0	0	..
			Gleeson, Alice R.	D4	AF	95	0	0	..
			Doile, Gladys	..	FPt4	55	0	0	..
			Partridge, James F.	..	MPt2	50	0	0	..
			Allen, Belle..	..	FPt2	35	0	0	..
			Spence, Winifred	..	FPr2	25	0	0	..
GRADE 10A.									
Stratford D.H.S.	..	638	Tyrer, Florence A. R. ..	D1	HM	*375	0	0	..
			Thomas, Joseph W.	C2	AM	275	0	0	..
			Dyson, Stanley W.	..	AM	193	10	0	..
			Hogg, Susan	E1	AF	185	0	0	..
			King, Eleanor M.	D3	AF	165	0	0	..
			Hart, Lilian A.	D4	AF	155	0	0	..
			Papps, Mary M.	C2	AF	150	0	0	..
			Buchler, F. J. Lancelot ..	..	AM	112	10	0	..
			Cuthbert, Florence	..	FPt4	60	0	0	..
			Clemow, Laura	..	FPt4	55	0	0	..
			Dewhirst, Irene	..	FPt4	60	0	0	..
			Cameron, Ida	..	FPt4	60	0	0	..
			Lau, Chrissie	..	FPt3	45	0	0	..
			Gernhoefer, Amy	..	FPr2	55	0	0	..
			Morgan, Frederick J., M.SC. ..	A3	Sec.	..			..
			Bowler, Frederick, B.A. ..	Lic.	Sec.	..			..
			Jackson, Edith A.	..	Sec.	..			..
			Gordon, Jessie, B.A.	..	Sec.	..			..
Totals	..	..	..	..	..	26,334	10	0	715

WANGANUI.

GRADE 0.									
Hiwi		2	Scott, Myrtle		F	12	0	0	..
Kaukatea		6	Herlihy, Teresa		F	90	0	0	10
Marohema	N	6	Leith, Elizabeth J.		F	90	0	0	10
Moawhango	N	7	McDougall, Elizabeth		F	36	0	0	..
Moturoa		6	Lock, Beatrice M.		F	30	0	0	..
Ngaturi		5	Dement, Unice		F	30	0	0	..
Pine Creek		7	Little, Annie M.		F	48	0	0	..
Watershed Road		6	Lewis, Hilda		F	36	0	0	..
Whareroa		5	Atkinson, Nora M.		F	30	0	0	..

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						£	s.	d.	£
GRADE 1.									
Ararata	N	17	Woodley, Ernest G.		M	90	0	0	..
Awahou South		12	Richardson, Marie J.		F	112	10	0	15
Bainesse		11	Rees, Reginald		M	90	0	0	10
Bluff Road		11	Beard, Catherine		F	90	0	0	10
Coal Creek		10	Nettlefold, Vivian P.		M	90	0	0	10
Karewarewa		9	Punch, Joseph P.		M	90	0	0	10
Koeke		10	Macdonald, Margaret		F	90	0	0	10
Komako		9	Orr, Adrienne M.		F	90	0	0	10
Livingstone		11	Horner, Edward O.		M	90	0	0	10
Main South Road		12	McKean, Jessie C.		F	90	0	0	10
Makaka		14	Williams, Edith M.		F	90	0	0	10
Makohau	N	10	Burns, Arthur S.		M	90	0	0	10
Mangaeturoa	N	11	Milligan, Maud	Lic.	F	95	0	0	10
Mangamahu		8	Windle, Arthur J.		M	90	0	0	..
Mangara		15	Goldsbury, Eulalie		F	90	0	0	10
Mangarimu		13	Harland, Edward D.		M	108	0	0	..
Mangawhio		9	Perry, Florence E.		F	103	10	0	10
Mangoihe		10	Walker, Grace		F	90	0	0	10
Mount Curl		14	Bennett, Muriel		F	90	0	0	10
Ohutu		8	Macfadzean, John		M	121	10	0	15
Orangimea	N	9	Duffy, Elizabeth M.		F	90	0	0	10
Otairi		11	Woolford, Florence		F	90	0	0	10
Pipiriki		15	Sandford, Mrs. Eliza M. A.	E1	F	90	0	0	10
Porewa		13	Macdonald, James A.		M	90	0	0	..
Pukekaha		16	Edwards, Ernest	E3	M	125	0	0	15
Rataiti		14	Earle, Margaret		F	94	10	0	10
Rongoiti		15	Allwright, George E.		M	90	0	0	10
Rotokare		17	Prideaux, Lucy H.	D5	F	125	0	0	15
Ruatiti		14	Laird, Charles W.		M	90	0	0	10
Table Flat		18	Humphreys, Ann A.		F	90	0	0	..
Tangiwai		9	Clench, Thomas F. J.		M	90	0	0	10
Tararua		6	Jollie, David A.		M	90	0	0	10
Taumatatahi		11	Smith, Ida D. T.		F	103	10	0	10
Upper Kawhatau		13	Deighton, Emily S.		F	108	0	0	10
Waitohi		9	Bailey, Zoe		F	90	0	0	10
Western Rangitikei		13	Maclean, Annie H.		F	108	0	0	10
Whakamara	N	17	Anthony, Annie		F	94	10	0	..
GRADE 2.									
Awahou		18	Brooks, Joseph H.		M	108	0	0	..
Brownlee		11	Morgan, Alexander H.	D5	M	120	0	0	15
Clydesdale		27	Tregurtha, Edward		M	108	0	0	15
Denlair		17	Ross, Adelaide W.	D4	F	130	0	0	..
			Loftus, Mabel U.		Subs.				
Dunolly		20	McRae, Roderick D.		M	112	10	0	15
Greatford		15	Crandle, Henry E.	D4	M	135	0	0	..
Hinau		19	O'Donnell, Ada R.		F	121	10	0	15
Hiwinui		32	Bousfield, Arthur M.	Lic.	M	142	10	0	..
Kaheke		12	Powle, Una W.	E3	F	150	0	0	15
Kaitieke	N	16	Maclean, Allan H.	D4	M	120	0	0	15
Kakariki	N	27	Berry, Laxton G.	D4	M	135	0	0	15
Kakatihi	N	17	Maclean, Dorothy		F	108	0	0	15
Kawhatau		22	Williamson, Roderick J.		M	117	0	0	..
Kohi		17	Taylor, Muriel E.		F	108	0	0	..
Long Acre Valley		21	McCarthy, Adelaide	D3	F	120	0	0	..
Mangamingi		20	Eggers, Mrs. Mabel	D3	F	155	0	0	..
Manui		14	Dumbleton, Ruby E.		F	108	0	0	15
Matarawa	N	17	Christie, Elizabeth	E3	F	145	0	0	..
Ngawaka	N	19	Jarratt, Herbert	C5	M	150	0	0	..
Ngutuwera	N	21	Gilligan, William F.		M	117	0	0	15
Opaku	N	24	Gilbert, Mrs. Elizabeth A. J.	E3	F	135	0	0	..
Orautoha	N	17	Watson, Robert B.		M	108	0	0	15
Owhakura		19	Hogg, John B.	D4	M	120	0	0	..
Pakihikura		16	Morecraft, Muriel I.	C4	F	120	0	0	15
Pohonui		13	Harre, Garnet C.		M	112	10	0	15
Pouakiore		10	Barnby, Frederick G.		M	108	0	0	..
Pukeokahu	N	16	Aldridge, George P.		M	108	0	0	..
Pukeroa		15	Callanan, John F.		M	112	10	0	15
Raukura	N	16	McColl, Anne C.	E3	F	150	0	0	15
Rewa		20	Bates, Cyril P.		M	144	0	0	20
Ruahine		19	McCann, Thomas	Lic.	M	137	15	0	..
Spur Road		14	Turner, Mrs. Marion	D5	F	130	0	0	..
Taoroa		17	West, William E.		M	108	0	0	..
Tapuae		11	Sunaway, Edith H.	E3	F	145	0	0	15

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

WANGANUI—*continued.*

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						£	s.	d.	£
GRADE 2—*continued.*									
Tiriraukawa		10	Bliss, Ernest T.	..	M	108	0	0	15
Tiritea		23	Grant, Mary A.	C2	F	165	0	0	20
Tokaora		15	Francis, George	..	M	108	0	0	..
Umutoi		22	Griffith, Ambrose T., B.A.	..	M	108	0	0	15
Valley Road		25	Stevenson, William H.	..	M	108	0	0	15
Waiata		21	Harre, Horace R.	..	M	135	0	0	15
Whaka Road		21	Saunders, Nelson G.	..	M	108	0	0	15
GRADE 3.									
Alton		38	Best, Thornton R.	D2	M	185	0	0	..
Beaconsfield		36	Stables, Mary	E2	F	170	0	0	..
Brunswick		32	Ritchie, Thomas R.	D3	M	190	0	0	..
Carnarvon		28	Curry, Matthew G.	D4	M	150	0	0	20
Fraser Road	N	37	Kendall, Mrs. Gertrude	E2	HF	160	0	0	..
			Craig, Isabella A. F.	..	AF	90	0	0	..
Hihitahi	N	28	Morrell, Charles R.	..	M	135	0	0	20
Jackeytown		26	Rockel, Max E. C.	C4	M	155	0	0	..
Kiwitea		42	Broad, Rowland P.	C4	HM	155	0	0	..
			Gills, Evelyn H.	..	AF	90	0	0	..
Makowhai		26	Kibblewhite, Forrest G.	C5	M	150	0	0	20
Manutahi	N	29	Bretherton, Joseph E.	..	M	135	0	0	..
Mata		31	Belton, Joseph	C3	M	175	0	0	20
Meremere		34	Palmer, Arthur F.	D4	M	180	0	0	..
Mount View		32	Ratliff, Alfred J.	C4	M	150	0	0	..
Parawanui	N	27	Scott, Ellen I. S.	C3	F	155	0	0	..
Raumai		28	Smith, Gerald D.	..	M	148	10	0	..
South Makirikiri		33	Cook, Olive M.	..	F	171	0	0	..
Stanway		33	Henderson, Douglas D.	C4	M	160	0	0	..
Te Roti	N	29	Hansen, Mary	D3	F	165	0	0	..
Tokorangi	N	29	Taylor, Edgar H.	..	M	135	0	0	20
Uruwai		29	Tucker, Leonard E.	C4	M	150	0	0	20
Waipuru		24	Wood, Horace W.	C4	M	150	0	0	20
GRADE 4.									
Auroa	N	71	Barrowclough, A. E., M.A., B.C.E.	A1	HM	195	0	0	..
			Gibbs, Catherine M.	..	AF	90	0	0	..
Awahuri	N	63	Rogers, Edward H.	C1	HM	240	0	0	..
			Foote, Violette	..	AF	90	0	0	..
Cheltenham		52	McEwen, Malcolm R.	C2*	HM	200	0	0	..
			Crabb, Janet L.	D4	AF	95	0	0	..
Colyton		42	Shortall, Mary R.	E1	HF	205	0	0	..
			Mahony, Ella M.	..	AF	90	0	0	..
Crofton and side school		103	Swinbourn, William A.	C1	HM	205	0	0	25
			Woodford, Heloise A.	..	AF	90	0	0	..
			Blake, Annie	..	AF	94	10	0	..
			Mountfort, Jane M.	D4	AF	95	0	0	..
Fitzherbert East		48	Lyne, Christopher J., B.A.	B2	HM	190	0	0	25
			Kerslake, Ida M.	D5	AF	100	0	0	..
Glen Oroua		53	Gibbs, George Walter	D3	HM	205	0	0	..
			Phillips, Catherine R.	..	AF	90	0	0	..
Horopito		59	Braik, Peter	C4	HM	180	0	0	25
			Wilson, Adelaide	..	AF	90	0	0	..
Hurleyville		43	Small, Gilbert J.	D3	HM	185	0	0	..
			Bates, Winifred R.	D4	AF	95	0	0	..
Kai Iwi	N	46	Mackay, Duncan H.	D2	HM	205	0	0	25
			Frayne, Lenora J.	C4	AF	120	0	0	..
Kairanga	N	46	Martin, Donald	E1	HM	205	0	0	..
			Lynch, Elizabeth	..	AF	103	10	0	..
Kaitoke		61	Lyall, George A.	D1	HM	205	0	0	..
			Findlay, Ida	..	AF	99	0	0	..
Kakaramea	N	54	Roache, Patrick H.	C1	HM	205	0	0	..
			MacClure, Bertha C.	D3	AF	105	0	0	..
Kapuni		63	Liggins, Charles W.	C1	HM	210	0	0	..
			Mills, Alice	D4	AF	95	0	0	..
Kelvin Grove		49	Walters, Edward H.	C2	HM	210	0	0	..
			Piercy, Mabel Hilda	D4	AF	105	0	0	..
Kimbolton		76	Astbury, Henry E.	C2	HM	240	0	0	..
			Price, Catherine E.	..	AF	90	0	0	..
Linton		76	Martin, Frederick W., B.A.	B2	HM	210	0	0	..
			Priestly, Helen	..	AF	90	0	0	..
			Hemmingsen Geoffrey	..	MPr1	50	0	0	..
Longburn		69	Hankin, Frederick S. M.	D1	HM	240	0	0	25
			Jamieson, Catherine, B.A.	B3	AF	115	0	0	.
Makino Road		46	Whalley, George E.	C2	HM	205	0	0	..
			Duncan, Emily	..	AF	90	0	0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

WANGANUI—*continued.*

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						£	s.	d.	£
GRADE 4—*continued.*									
Makotuku		36	Lock, Albert D.	D4	HM	180	0	0	..
			Kennedy, Grace	..	AF	90	0	0	..
Mangaonoho		41	McConnachie, Charles, M.A.	B1	HM	200	0	0	..
			Pitcher, Susan M.	D3	AF	115	0	0	..
Matapu	N	41	Bailie, James	E1	HM	180	0	0	..
			Simmons, Olive L.	D4	AF	115	0	0	..
Mataroa		48	Kennedy, Mrs. Aileen J.	D3	HF	195	0	0	..
			Mansen, Alice	..	AF	90	0	0	..
			Bowler, Margaret	..	FPr2	25	0	0	..
Maxwell	N	40	Laird, Emma P.	E2	HF	180	0	0	..
			Beamish, Olive M.	..	AF	90	0	0	..
Mokoia		43	Williams, Mrs. Henty M.	D1	HF	205	0	0	..
			Anthony, Ida M.	..	AF	90	0	0	..
Momohaki	N	40	Bartlett, Alice G.	C1	HF	205	0	0	..
			Blennerhassett, Annie M.	D4	AF	100	0	0	..
Moutoa	N	40	Galland, James	C2	HM	200	0	0	..
			McMurray, Daisy	..	AF	90	0	0	..
Newbury	N	59	Howie, Mrs. Elizabeth A.	E2	HF	190	0	0	..
			Williams, Margaret	C5	AF	95	0	0	..
Ohakea	N	48	Gabites, Frederick G.	C2	HM	205	0	0	..
			Bailey, Mary M.	D3	AF	115	0	0	..
Ohangai	N	53	Lewis, Percy G.	C2	HM	195	0	0	..
			Guylee, Madge	..	AF	90	0	0	..
Ohingaiti	N	75	Overton, George E.	C3	HM	185	0	0	..
			McKee, Alice	..	AF	90	0	0	..
Okoia		52	Clayton, John C.	D2	HM	205	0	0	..
			Molloy, Ellen C.	..	AF	103	10	0	..
Oroua Bridge	N	83	Lyall, Henry	D1	HM	215	0	0	..
			Marten, Agnes M.	..	AF	90	0	0	..
			Jamieson, Catherine	..	FPr2	55	0	0	..
Oroua Downs	N	53	Raikes, Francis C.	C2	HM	205	0	0	..
			McKenzie, Florence	..	AF	90	0	0	..
Otakeho	N	57	Honoré, Jacob	E1	HM	205	0	0	..
			Sar ori, Ellen	..	AF	90	0	0	..
Pohangina		60	Murdoch, James M.	C1	HM	210	0	0	..
			Abraham, Beatrice M.	..	AF	90	0	0	..
Rangiwahia		44	Howell, Frank G.	C4	HM	180	0	0	..
			Anderson, Caroline G.	..	AF	90	0	0	..
Rata	N	50	Browning, Joseph	D3	HM	195	0	0	..
			Young, Isabella	..	AF	103	10	0	..
Raurimu		55	Coddington, Edward G.	C4	HM	180	0	0	..
			Fowler, Ruby M.	..	AF	90	0	0	..
Rawhitiroa		30	Stewart, Alexander A.	..	HM	171	0	0	..
			Walsh, Mary	..	AF	103	10	0	..
Riverlea		39	Ewart, Edward O.	D3	HM	180	0	0	..
			Benton, Charlotte	..	AF	94	10	0	..
Sanson		63	McKenzie, Thomas D. O.	B2	HM	185	0	0	25
			Howie, Evelyn C.	..	AF	90	0	0	..
			Perrett, Estelle	..	FPr1	20	0	0	..
Silverhope		35	Lanyon, Harriet B.	D1	HF	205	0	0	..
			Payne, Amy S.	B5	AF	95	0	0	..
Stoney Creek		43	Goldsbury, Alfred	E2	HM	205	0	0	..
			Collingwood, Edith	..	AF	90	0	0	..
Taikorea		38	Evans, Albert H.	E2	HM	195	0	0	..
			King, Gwendoline	..	AF	90	0	0	..
Taonui	N	50	Bowater, Harold R.	B2	HM	210	0	0	..
			Shepherd, Mildred F.	D4	AF	95	0	0	..
Te Arakura	N	42	McCormack, Daniel T.	B3	HM	185	0	0	25
			McCormack, May	..	AF	90	0	0	..
Torere	N	49	Goldsbury, Montague	D2	HM	190	0	0	25
			Prentice, Marian	..	AF	90	0	0	..
Turakina	N	81	Thurston, Daniel P.	B2	HM	205	0	0	..
			Hall, Amy H.	..	AF	90	0	0	..
			Wills, Elsie J.	..	FPr1	50	0	0	..
Turangarere	N	51	Kelly, Elizabeth J.	E3	HF	190	0	0	25
			McPhee, Jenny	..	AF	90	0	0	..
Umumuri	N	63	Booth, Atwood W.	C4	HM	190	0	0	25
			Day, Agnes H.	..	AF	90	0	0	..
Upokongaro		39	McCosh, Samuel D.	E2	HM	185	0	0	25
			Dowling, Nina	D4	AF	110	0	0	..
Upper Tutaenui		46	Parkinson, Johan J.	E1	HF	205	0	0	..
			McChesney, Winifred	..	AF	90	0	0	..
Waitotara	N	59	Matthews, Howard	D2	HM	210	0	0	..
			Olberg, Olive G.	..	AF	90	0	0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

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GRADE 4—*continued.*							
Waituna West		37	Haydon, Thomas B.	D2	HM	205 0 0	..
Wangaehu	N	29	Walker, Louis J.	D2	HM	205 0 0	..
			Murtagh, Emma J.	..	AF	108 0 0	..
Warrengate		58	Anderson, Roy	C2	HM	205 0 0	..
			Andrew, Hazel J.	D5	AF	90 0 0	..
Westmere		61	O'Reilly, John J.	D1	HM	210 0 0	25
			McCulloch, Margaret M.	C4	AF	110 0 0	..
Whenuakura		48	Cheyne, Jemima	E1	HF	205 0 0	..
			Jones, Mrs. Clara J.	D4	AF	90 0 0	..
GRADE 5.							
Apiti		103	Hills, Charles C.	C1	HM	210 0 0	..
			Moxham, Ruth M.	B5	AF	105 0 0	..
			Bryant, Bella A.	..	AF	90 0 0	..
Bunnythorpe		106	Espiner, George H.	C1	HM	240 0 0	..
			Willetts, Elizabeth	D4	AF	105 0 0	..
			Weston, Christina J.	..	AF	90 0 0	..
Durie Hill		86	Nairn, James	C1	HM	240 0 0	30
			Loudon, Mary	E1	AF	130 0 0	..
			Flavell, Lucy	..	AF	90 0 0	..
Halcombe		101	Stansell, William F.	C1	HM	210 0 0	..
			Cartwright, Elizabeth J.	C3	AF	125 0 0	..
			Keir, Charlotte	..	AF	90 0 0	..
Kaponga		124	Davie, Frederick W.	D4	HM	210 0 0	..
			Lock, Gertrude J.	E2	AF	105 0 0	..
			King, Nora	..	AF	90 0 0	..
			Scott, Flora J.	..	FPt1	45 0 0	..
Mangatoki		82	Curteis, William A.	C2	HM	215 0 0	..
			Gibson, Helen F.	C4	AF	110 0 0	..
			Harrison, Ethel	..	AF	90 0 0	..
Mosston		97	Slipper, Thomas B.	D1	HM	230 0 0	30
			Griffiths, Williamina	D3	AF	120 0 0	..
			Jones, Ivy	..	AF	90 0 0	..
Okaiawa	N	78	Innes, Thomas	C1	HM	230 0 0	..
			Percy, Mrs. Juanita E.	D3	AF	110 0 0	..
			Larcombe, Albert F.	..	AM	90 0 0	..
Utiku	N	97	Anderson, Bonifacius	D1	HM	240 0 0	..
			Harris, Margaret A.	D5	AF	105 0 0	..
			Kelling, Cora S.	..	AF	90 0 0	..
GRADE 6A.							
Ashhurst		140	Robson, John T.	C1	HM	240 0 0	..
			Piercy, Florence S. M.	E3	AF	120 0 0	..
			Gascoigne, Laurel L.	D5	AF	95 0 0	..
			Dons, Emilie	..	FPt4	60 0 0	..
			Piercy, Ruby E.	..	FPr2	25 0 0	..
Castlecliff	N	125	Smith, William	D1	HM	240 0 0	35
			Gebbie, Margaret E.	D3	AF	120 0 0	..
			Huston, Grace L.	..	AF	94 10 0	..
			McLean, Olive C.	..	Subs.		
			Barnes, George E.	..	MPt3	55 0 0	..
Manaia	N	124	Hewlett, Henry C.	A2	HM	240 0 0	..
			McEwen, Alethea H. A.	E2	AF	120 0 0	..
			Hilles, Agneta M.	..	AF	90 0 0	..
			Mead, Dorothy M.	..	FPt3	45 0 0	..
			Henderson, Doris	..	FPr2	55 0 0	..
Mangaweka		113	Adams, William	D1	HM	255 0 0	..
			Tremewan, Maurice A.	C4	AM	120 0 0	..
			Flyger, Doris I.	..	AF	90 0 0	..
			Stemp, Olive	..	FPt3	55 0 0	..
			Heise, Mary T.	..	FPr2	55 0 0	..
Normanby	N	128	Mitchell, George W.	C1	HM	245 0 0	..
			Cody, Ellen M.	D3	AF	120 0 0	..
			Tait, Robina M.	D4	AF	95 0 0	..
			Purnell, Mary	..	FPt2	50 0 0	..
			Reeve, Louie	..	FPr2	55 0 0	..
Raetihi	N	110	Hird, William E.	B1	HM	250 0 0	..
			Day, Esther M.	C4	AF	125 0 0	..
			McLeod, George M.	..	AM	90 0 0	..
			Punch, Rose	..	FPt2	35 0 0	..
Rangataua		145	McKay, Farquhar J.	C2	HM	240 0 0	..
			Grant, Christina F.	D5	AF	120 0 0	..
			Ellis, Frank W.	..	AM	90 0 0	..
			Tarrant, Katherine L.	..	FPt2	50 0 0	..

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GRADE 6A—*continued.*							
Rongotea	..	124	Kime, Percy	A1	HM	245 0 0	..
			Argyle, Doris W.	D5	AF	140 0 0	..
			Shain, Harry A.	..	AM	94 10 0	..
			Mudford, Ivy	..	FPt3	55 0 0	..
Waverley	..	140	Banks, James	D1	HM	270 0 0	..
			Macdonald, Christina ..	D3	AF	125 0 0	..
			Woodruffe, Ida	C4	AF	95 0 0	..
			Speight, Irene	..	FPt3	55 0 0	..
			Leo, Dora	..	FPr1	20 0 0	..
Bull's D.H.S.	N	155	Gray, Joseph H.	D1	HM	*265 0 0	..
			Bailey, Wenonah	C3	AF	130 0 0	..
			Henderson, Aileen M. ..	D4	AF	90 0 0	..
			Beattie, Bertha	..	FPt3	45 0 0	..
			Henderson, Hubert, B.A. ..	B4	Sec.	..	..
Hunterville D.H.S.		158	Ironmonger, Edwin L. ..	D1	HM	*265 0 0	..
			Ray, Lydia Maud	D4	AF	130 0 0	..
			Meads, Rachel M.	..	AF	90 0 0	..
			Wildbore, Ruby	..	FPt4	60 0 0	..
			Roulston, James D.	B2	Sec.	..	..
Patea D.H.S.	N	148	Robbie, George A.	B1	HM	*255 0 0	..
			Lavery, Catherine	D1	AF	145 0 0	..
			Wybourne, Kathleen	..	AF	90 0 0	..
			Chapman, Edith F.	..	FPt2	50 0 0	..
			McCarthy, Ita	..	FPr1	50 0 0	..
			Billens, Emmie, B.A. ..	B4	Sec.	..	..
GRADE 7A.							
Aramoho	N	221	Law, James K.	C1	HM	285 0 0	40
			Marshall, James E.	C2	AM	210 0 0	..
			Barkley, Ethel I.	E2	AF	150 0 0	..
			Horneman, Flora M. ..	D3	AF	125 0 0	..
			Day, Hannah	..	FPt2	35 0 0	..
			Roots, Arthur	..	MPt4	60 0 0	..
			Durie, Margaret J.	..	FPr1	20 0 0	..
Lytton Street (Feilding) ..	N	252	Stewart, Harry C.	D1	HM	295 0 0	40
			Trevena, Albert J.	D2	AM	205 0 0	..
			Walton, Margaret C. ..	D2	AF	150 0 0	..
			Thompson, Lydia C... ..	C2	AF	125 0 0	..
			Deroles, Violet	..	FPt4	60 0 0	..
			Hostick, John B.	..	MPt4	55 0 0	..
Ohakune and side school ..	..	243	Blyth, Thomas A.	E2	HM	270 0 0	40
			Honore, Abraham T. ..	C3	AM	180 0 0	..
			Kelly, Lucy	C4	AF	135 0 0	..
			Dunne, Mrs. Nellie	B2	AF	105 0 0	..
			Shaw, Lilian	D4	AF	95 0 0	..
			Blennerhassett, Roland ..	..	MPt2	50 0 0	..
			Olsen, Ineawa O.	..	FPt1	45 0 0	..
Wanganui Central Infants' ..		253	Alexander, Mary D.	D1	HF	215 0 0	40
			Yortt, Caroline E.	C2	AF	145 0 0	..
			Sampson, Eileen M... ..	B3	AF	130 0 0	..
			McGonagle, Caroline M. ..	D4	AF	110 0 0	..
			Finlayson, Christina ..	..	FPt4	55 0 0	..
			Tingey, Clarice	..	FPt2	35 0 0	..
			Marshall, Christina A. ..	..	FPr1	50 0 0	..
West End (Palmerston North) ..		216	Buchler, Arthur O.	C1	HM	270 0 0	40
			Campbell, Fernly C... ..	C2	AM	200 0 0	..
			Park, Peata H., B.A... ..	B4	AF	150 0 0	..
			Cleary, Ethel M.	D3	AF	110 0 0	..
			Perrin, Norah E.	..	FPt2	35 0 0	..
			Shaw, Esther	..	FPt2	50 0 0	..
GRADE 7B.							
Gonville	N	277	Bowater, Charles H. T. ..	D1	HM	275 0 0	40
			Williams, William P. ..	C3	AM	180 0 0	..
			Tuffin, Margaret	D2	AF	140 0 0	..
			Andrew, Sarah T.	D4	AF	110 0 0	..
			McDonald, Leslie	..	MPt2	35 0 0	..
			Stevens, Flora A.	..	FPt3	45 0 0	..
			McCormick, Ellen K. ..	..	FPt3	45 0 0	..
			Read, Bessie A.	..	FPr1	20 0 0	..
St. John's Infants' (Wanganui)	N	253	O'Brien, Lucy M.	E1	HF	235 0 0	40
			Blennerhassett, Emily ..	C1	AF	150 0 0	..
			Clemance, Winifred M. ..	C2	AF	135 0 0	..
			Gage, Bessie	D2	AF	120 0 0	..
			Williams, Margaret A. ..	..	FPt4	60 0 0	..
			Davey, Olive	..	FPt3	45 0 0	..
			Dabinett, Stella E.	..	FPt3	45 0 0	..

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						£ s. d.	£
GRADE 8A.							
Eltham D.H.S.		310	Thomas, Taliesin	C1	HM	*320 0 0	..
			Lightbourne, Reuben C. D. ..	C2	AM	220 0 0	..
			Jenkinson, Margaret B. ..	E1	AF	160 0 0	..
			Murray, Norman H. ..	C4	AM	140 0 0	..
			Phillips, Annie A.	C4	AF	100 0 0	..
			Godfrey, Eva M.	..	FPt3	55 0 0	..
			Heaven, Eva M.	..	FPt2	35 0 0	..
			Libeau, Alma C.	..	FPt3	45 0 0	..
			Arthur, Ivy W.	..	FPr1	50 0 0	..
			Ongley, Patrick A.	Lic.	Sec.	..	..
Foxton	N	338	Jackson, Percy G.	C1	HM	320 0 0	..
			Gabites, Herbert F.	C2	AM	220 0 0	..
			Wanklyn, Grace	E2	AF	160 0 0	..
			Burgess, Conway	D5	AM	121 10 0	..
			McHardie, Winifred E., B.A. ..	B4	AF	120 0 0	..
			Bray, Dorothy E.	..	FPt1	45 0 0	..
			Broughton, Sydney	..	FPt5	60 0 0	..
			Parlane, Sidney C.	..	MPt3	55 0 0	..
			Skellen, Ellen	..	FPr2	25 0 0	..
Marton D.H.S.		340	Ryder, Robert B.	B1	HM	*315 0 0	..
			Bell, George M.	D2	AM	210 0 0	..
			McDonald, Alison	E1	AF	160 0 0	..
			Gordon, Jane Y.	D2	AF	140 0 0	..
			Harré, Ellen C.	..	FPt2	50 0 0	..
			Smith, Ivy L.	..	FPt2	35 0 0	..
			Hampton, Lily W.	..	FPt3	45 0 0	..
			Lancaster, Albert G.	..	MPr1	50 0 0	..
			Thomas, William W., B.A. ..	B3	Sec.	..	..
Queen's Park (Wanganui) ..	N	282	Payne, Henry M.	C1	HM	370 0 0	50
			Marshall, George H.	C2	AM	210 0 0	..
			Rose, Jane W. M.	C2	AF	155 0 0	..
			Meads, Zenobia	C1	AF	140 0 0	..
			McDonnell, Johanna M. ..	D2	AF	120 0 0	..
			Gould, Sidney H.	..	MPt5	60 0 0	..
			Fergusson, Catherine ..	..	FPt3	55 0 0	..
			Bain, Agnes S.	..	FPt4	55 0 0	..
			Patterson, Constance ..	..	FPr1	50 0 0	..
Wanganui East		319	Andrew, William J., M.A. ..	B1	HM	310 0 0	45
			Jannings, Frederick C. ..	C2	AM	210 0 0	..
			Carson, Annie M.	D2	AF	150 0 0	..
			Siddells, Ethel M.	D4	AF	135 0 0	..
			Slattery, Julia C.	E3	AF	120 0 0	..
			Andrew, Elsie F.	..	FPt3	45 0 0	..
			Field, Margaret	..	FPt5	55 0 0	..
			Giblin, Vera	..	FPt4	55 0 0	..
GRADE 8B.							
Taihape D.H.S. and side school (Winiata)	N	354	Thurston, James F.	D1	HM	*320 0 0	..
			Train, Arthur D. N.	C3	AM	215 0 0	..
			McDonnell, Bedilia M. ..	E1	AF	150 0 0	..
			McHardie, Laurie A. ..	..	AM	121 10 0	..
			Carr, Mrs. Mabel	E4	AF	125 0 0	..
			Carter, Rosa E.	..	AF	90 0 0	..
			Williams, Mary E.	..	FPt5	55 0 0	..
			Boyd, Doris	..	FPt1	25 0 0	..
			Keane, Margaret V.	..	FPt4	55 0 0	..
			Rhodes, Mrs. Mabel, M.A. ..	B4	Sec.	..	..
Terrace End (Palmerston North) ..		406	Fairbrother, Thomas F. ..	D1	HM	335 0 0	45
			Thompson, Alfred W. ..	C1	AM	220 0 0	..
			O'Donnell, Mary E.	E2	AF	165 0 0	..
			Chapman, Jessie M.	D2	AF	145 0 0	..
			Squire, Annie V.	D3	AF	130 0 0	..
			Billens, Kathleen	D3	AF	110 0 0	..
			Wilson, Katie	..	FPt4	60 0 0	..
			Luxford, Maurice G. ..	..	MPt2	50 0 0	..
			Fowler, Flora H.	..	FPt1	25 0 0	..
			Walther, Ida	..	FPr1	20 0 0	..
Victoria Avenue (Wanganui) ..		402	Aitken, James, B.A.	B1	HM	370 0 0	45
			Furrie, Leonard J.	C1	AM	240 0 0	..
			Gordon, Maria	D1	AF	175 0 0	..
			McNeill, Elizabeth A. ..	E1	AF	150 0 0	..
			Millar, Margaret	D1	AF	135 0 0	..
			Pinches, Rhoda A. G. ..	..	AF	94 10 0	..
			Calman, William G.	..	MPt2	50 0 0	..
			McIntyre, Phyllis	..	FPt2	45 0 0	..
			Ball, Douglas G.	..	MPt4	55 0 0	..
			Clemance, Phyllis	..	FPr2	55 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

WANGANUI—*continued.*

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						£ s. d.	£
GRADE 8C.							
Feilding D.H.S.	..	455	Richardson, Henry H. ..	B1	HM	*310 0 0	..
			McLean, William H. ..	D2	AM	235 0 0	..
			Moore, Marion	D1	AF	150 0 0	..
			Phillips, Charles E.	C4	AM	135 0 0	..
			Watts, Amy E.	C3	AF	135 0 0	..
			Mahoney, Mabel	..	Subs		
			Oliver, Selina R.	C4	AF	95 0 0	..
			Crabb, Edna, L.	..	FPt4	55 0 0	..
			Hodgson, Inez	..	FPt2	50 0 0	..
			Drummond, Rangi	..	FPt1	45 0 0	..
			Gould, Phyllis	..	FPr1	20 0 0	..
			McIntosh, Gordon	C5	Sec.	..	..
			Wyatt, Gladys M.	C2	Sec.	..	..
GRADE 9A.							
College Street (Palmerston North) ..		471	Low, David W.	B1	HM	345 0 0	50
			Bates, Frederick A., M.A. ..	A1	AM	240 0 0	..
			Mowbray, Lucy O.	C2	AF	185 0 0	..
			Burgess, William H. ..	C4	AM	155 0 0	..
			Govan, Frances	D2	AF	145 0 0	..
			Staite, Florence M.	E3	AF	130 0 0	..
			King, Johannah	D3	AF	120 0 0	..
			Griffiths, Mary W.	..	FPt3	55 0 0	..
			Fletcher, Lily H.	..	FPt4	60 0 0	..
			Fowler, Iris K.	..	FPt2	35 0 0	..
			Collins, Mary A.	..	FPt2	50 0 0	..
			Secker, Eileen	..	FPr1	20 0 0	..
			Manogue, Ann	..	FPr1	20 0 0	.
GRADE 9B.							
Hawera D.H.S.		N	542	Strack, Conrad A.	D1	HM	*350 0 0	..
			Nairn, John R.	D1	AM	250 0 0	..
			Mowbray, Edith	E1	AF	185 0 0	..
			Bourke, Mary	D2	AF	150 0 0	..
			Wilson, Arthur L. C. ..	D4	AM	135 0 0	..
			Ellis, Mrs. Maud	Lic.	AF	118 15 0	..
			Corpe, Lewis V.	D4	AM	120 0 0	..
			Roche, Honora M.	..	AF	90 0 0	..
			Sheat, Joseph	..	MPt3	45 0 0	..
			Murphy, Alexander	..	MPt2	50 0 0	..
			Mander, Clara A.	..	FPt3	55 0 0	..
			Brown, Viola	..	FPt2	50 0 0	..
			Anthony, Agnes K.	..	FPr1	50 0 0	..
			Morse, D'Arcy	..	FPt1	45 0 0	..
			McLeod, Janet	D2	Sec.	..	..
			Johnson, Hector C.	..	Sec.	..	..
GRADE 10B.							
Campbell Street (Palmerston North) ..			673	Watson, Francis E.	D1	HM	385 0 0	50
			Warden, Charles H.	D1	AM	285 0 0	..
			Gray, James H.	C2	AM	225 0 0	..
			Hanna, Mrs. Sarah F. ..	E1	AF	205 0 0	..
			Reed, Amelia D.	E2	AF	180 0 0	..
			Browning, Claude A.	D4	AM	160 0 0	..
			West, Martha C.	C3	AF	150 0 0	..
			Aitken, James D.	..	AM	121 10 0	..
			Kuhtze, Miriam H.	D2	AF	140 0 0	..
			Bradley, Julia M.	D3	AF	115 0 0	..
			Murphy, Nellie	..	AF	94 10 0	..
			Fairbrother, Erice	..	FPt2	35 0 0	..
			Guy, Lily	..	FPt4	60 0 0	..
			Hart, Bessie	..	FPt5	60 0 0	..
			Porteous, Agnes M.	..	FPt3	45 0 0	..
			Buchanan, Kate E. R. ..	..	FPt4	60 0 0	..
			McKenzie, Isabel	..	FPt4	55 0 0	..
Totals	..	..	..	..	..	62,732 0 0	1,805

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WELLINGTON.

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					£ s. d.	£
GRADE 0.						
Kohiku	6	Hamilton, Irene	..	F	36 0 0	..
Mangapakeha	8	Worboys, Gladys	..	F	48 0 0	..
Manuhura	8	Souness, Grace M.	..	F	54 0 0	..
Mara	3	Dunstone, Minnie A.	..	F	18 0 0	..
Papatahi	6	Martin, Edith	..	F	42 0 0	..
Pori	6	Storrier, Jean B.	..	F	36 0 0	..
Stronvar	4	Mountfort, Jessie E.	..	F	24 0 0	..
Waimanu	5	Curtis, Vera I.	..	F	30 0 0	..
Wangaehu	8	Weitzel, Maria H.	D4	F	95 0 0	10
Werai'i	2	Grierson, Ethel F.	..	F	12 0 0	..
Whakaponi	4	Ogg, Annie	..	F	24 0 0	..
GRADE 1.						
Akitio	6	Dickinson, William E.	..	M	90 0 0	10
Aohonga N	10	Armstrong, Robert	..	M	90 0 0	10
Castlepoint	10	Collerton, Nellie	..	F	90 0 0	10
Coonoor	7	Stafford, Fred	..	M	90 0 0	..
Dreyer's Rock	8	Matthews, Elizabeth	..	F	103 10 0	10
Hinemoa N	8	Aitcheson, Evelyn R.	..	F	90 0 0	10
Kaiwaka	8	O'Leary, Cornelius N.	..	M	90 0 0	10
Kakariki	11	Campbell, Kathleen	D1	F	90 0 0	10
Karapoti	14	Banks, Henry	..	M	90 0 0	10
Korokoro South	6	Rose, Florence	D5	F	95 0 0	10
Korora	14	Trowern, Harold C.	..	M	90 0 0	..
Makara	16	Smith, John A.	D1	M	175 0 0	..
Mangahao	12	Whibley, Mrs. Agnes E.	D1	F	130 0 0	15
Mangamahoe	11	Harrison, Jane M.	E2	F	150 0 0	..
Mikimiki Valley	9	McKenzie, James I. S.	..	M	90 0 0	10
Pencarrow N	3	Abraham, Robert H.	..	M	90 0 0	10
Pirinoa N	19	Milne, Mrs. Robertina M.	Lic.	F	114 0 0	..
Rakaunui	16	Knox, Emmeline	..	F	90 0 0	10
Saunders Road	12	Maynard, Lucy M.	..	F	90 0 0	10
Stokes Valley	7	Keir, Constance	..	F	90 0 0	10
Takapu	10	Clachan, William J.	..	M	90 0 0	10
Tane	13	Wickens, Ruby	..	F	90 0 0	10
Te Whiti N	10	Dorset, Whilimena	..	F	90 0 0	10
Waihoanga	17	Robinson, Alice M.	..	F	94 10 0	10
Waterfalls	13	Robbie, Mrs. Annie	Lic.	F	118 15 0	..
Wharau N	13	Clarke, James T.	..	M	112 10 0	15
Whiteman's Valley	11	Harrison, Ada	E1	F	100 0 0	..
GRADE 2.						
Akatarawa	16	Bodell, Florence A.	D3	F	120 0 0	15
Carrington	11	Feist, Lois M.	E1	F	125 0 0	..
Horoeka	16	Smith, Arabella	E3	F	125 0 0	..
Ihuraua Valley	15	Ralph, George H.	C4	M	155 0 0	20
Judgeford	14	Messenger, Ernestine R. G.	C3	F	135 0 0	15
Kaitoke	15	Gunn, Eliza M.	D2	F	150 0 0	15
Kaituna	21	Kelleher, Caroline H.	D1	F	150 0 0	15
Kohinui	18	Ritchie, Elizabeth M.	D3	F	130 0 0	..
Longbush N	14	Tattle, Philip G.	..	M	135 0 0	..
Makairo	23	Power, Mary E.	D4	F	120 0 0	15
Mangaone	11	Blake, Charles M.	..	M	117 0 0	..
Mangarama	19	McAdam, Charles C.	C3	M	165 0 0	20
Marima	10	Pallant, Donald K.	..	M	108 0 0	15
Matahiwi	27	Freeman, Jessie A.	D3	F	120 0 0	15
Ngaturi	20	Wallis, William A.	..	M	130 10 0	15
Nikau	18	White, Minnie	..	F	112 10 0	15
Normandale	26	Pattle, Olive E.	C3	F	150 0 0	15
Ponatahi	24	Hurren, Mary P.	D2	F	120 0 0	..
Putara	23	Wiesner, Herrmine Louise	D5	F	120 0 0	15
Rangitumau	25	Atkinson, Mary E.	D3	F	165 0 0	..
Rongomai N	18	Gordon, Charles S.	C5	M	120 0 0	15
Tablelands	15	Kemsley, Constance A.	..	F	108 0 0	..
Taratahi West	26	Connell, Mrs. Elizabeth	E2	F	130 0 0	..
Tauherenikau	19	Pattle, Katie A.	D3	F	135 0 0	..
Waingawa	24	Harvey, Charlotte T.	D4	F	120 0 0	..
Waione	19	Cook, George P.	..	M	108 0 0	..
Wallaceville	18	Johnson, Edith M.	D2	F	140 0 0	..
Whakataki N	15	Williams, Mrs. Mary A.	E2	F	145 0 0	..
Whareama	22	Turner, Mary E.	..	F	112 10 0	15

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GRADE 3.						£ s. d.	£
Alfredton		23	Manson, Nedby M.	D3	M	165 0 0	..
Bideford		22	Wilkinson, Mrs. Isabella A.	D2	F	155 0 0	..
Cross Creek		29	Dudson, Walter F.	..	M	135 0 0	..
Dyer		28	Grant, Colin C.	B4	M	150 0 0	20
Kaitara		26	Ussher, Martha J.	E1	F	175 0 0	..
Kopuaranga		33	Jackson, Patrick M.	C2	M	155 0 0	..
Korokoro North		33	Lea, Sarah E. B.	D2	F	180 0 0	20
Makerua		30	Oswin, Mabel E., B.A.	B2	F	155 0 0	20
Makuri		25	Jenkins, Charles G.	Lic.	M	152 0 0	..
Mangamaire	N	29	Mackellar, Jean L.	D2	F	165 0 0	..
Matarawa		29	Merlet, Isabella A.	E1	F	155 0 0	..
Mauriceville		25	Davie, Henry P. C.	C4	M	150 0 0	20
Mauriceville West		30	Combs, Frank L.	B2	M	205 0 0	..
Mikimiki		20	Thomson, Florence M.	D3	F	150 0 0	..
Muhunoa East		20	McCaul, Enid I.	C2	F	160 0 0	..
Opaki		32	Marryatt, Florence M.	D1	F	160 0 0	..
Paekakariki		31	Cooper, Henry T.	D1	M	175 0 0	..
Plimmerton		29	Iorns, Olive E.	D2	F	165 0 0	20
Pukehinau		27	Bowie, William S.	Lic.	M	147 5 0	..
Puketoi		27	Leighton, Mrs. Mary J.	E2	F	165 0 0	..
Te Nui		34	Sutton, Henry	D2	M	175 0 0	..
Waihakeke		33	Matthews, Laura	D1	F	170 0 0	..
Wainuiomata	N	27	Letham, Sara	E1	F	205 0 0	..
GRADE 4.							
Ballance		45	Thompson, Frederick G.	D1	HM	210 0 0	25
			Ramsay, Lily M.	..	AF	90 0 0	..
Belvedere		39	Stout, Robert	D2	HM	195 0 0	..
			Robinson, Lillie I. F.	D3	AF	120 0 0	..
Dalefield	N	50	Nightingale, Henry J.	B1	HM	190 0 0	..
			Haldane, Janet M.	D4	AF	95 0 0	..
Gladstone	N	47	Piggford, Mary H.	E1	HF	205 0 0	..
			Turner, Ethel	..	AF	90 0 0	..
Hamua	N	48	Mickle, Paul A. D.	C2	HM	205 0 0	25
			Fouhy, Mrs. Alice	C3	AF	95 0 0	..
Hastwell	N	39	Gregory, Frederick W.	D2	HM	205 0 0	..
			Robinson, Ellen	D5	AF	90 0 0	..
Hukanui		51	Anderson, Wigo	E1	HM	205 0 0	..
			Gunning, Edith M.	..	AF	90 0 0	..
Kahautara	N	36	Fellingham, Marjorie U.	E1	HF	185 0 0	25
			Ellis, Frances E.	D5	AF	115 0 0	..
Kaiparoro		31	Stuckey, Dorothy E.	D2	F	180 0 0	..
Kaitawa		23	Rockel, Felix G. S.	D4	M	180 0 0	..
Kaiwaiwai		53	Williams, John F	D2	HM	180 0 0	..
			Healy, Annie	..	AF	94 10 0	..
Konini		51	Britland, Walter	D1	HM	205 0 0	..
			Warren, Minnow F. I.	E2	AF	115 0 0	..
Koputaroa and side school	N	68	Forsyth, Donald E.	C1	HM	185 0 0	..
			Chapman, Blanche	..	AF	108 0 0	..
			Wiesner, Emily	D5	AF	90 0 0	..
Makomako		30	Pinhey, Ellen G.	C3	F	180 0 0	25
Muritai		69	Sanson, Herbert	D1	HM	210 0 0	25
			Magill, Maggie E.	D3	AF	110 0 0	..
Newman		47	Anderson, Andrew	D1	HM	205 0 0	25
			Kydd, Maud	..	AF	90 0 0	..
Ngaio		80	Clark, William H.	D1	HM	205 0 0	25
			Whitcombe, Minnie A.	D2	AF	120 0 0	..
Nireaha		63	Hutchens, Emmeline E. R.	E1	HF	210 0 0	..
			Wilton, Rubina M.	D5	AF	90 0 0	..
Ohariu		43	Dallaston, Charles W.	C1	HM	195 0 0	..
			Spence, Elizabeth P.	D3	AF	110 0 0	..
Pahautanui		49	McLauchlan, Mary	E1	HF	180 0 0	..
			Thompson, Laura E.	C5	AF	95 0 0	..
Paraparaumu	N	60	Vaughan, Frederick T	D1	HM	205 0 0	..
			Newmann, Alice M.	D4	AF	90 0 0	..
Parkvale		34	Brockett, Frederick C.	D2	HM	190 0 0	..
			Armstrong, Mary C.	C4	AF	120 0 0	..
Pongaroa		56	Murray, William T.	D2	HM	200 0 0	..
			McManus, Mary	..	AF	90 0 0	..
Reikiorangi		41	Bennett, William D.	D1	HM	205 0 0	..
			Shand, Florence J.	Lic.	AF	95 0 0	..
Rongokokako		58	Barnett, John	D3	HM	180 0 0	..
			Hughan, Mrs. Jessie	E1	AF	105 0 0	..

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							£ s. d.	£
GRADE 4—*continued.*								
Scarborough		..	63	Bringans, John	C1	HM	205 0 0	..
				Burge, Agnes H.	D3	AF	120 0 0	..
South Featherston		..	44	Fieldhouse, Joseph H. ..	D3	HM	180 0 0	..
				Burbush, Margaret A. ..	D4	AF	120 0 0	..
Taita		..	73	Philip, William H.	C1	HM	205 0 0	25
				Godfrey, Grace Lilian ..	D4	AF	95 0 0	..
Taueru		N	29	Warwick, Robert S.	C3	HM	185 0 0	..
				Jackson, Dorothy E. ..	C5	AF	95 0 0	..
Tawa Flat		..	36	Coneys, Jessie T.	E1	HF	185 0 0	..
				Stevens, Mary E.	C5	AF	95 0 0	..
Te Marua		N	39	Banks, Annie L.	D1	HF	185 0 0	..
				White, Angusina	D3	AF	100 0 0	..
Te Oreore		N	39	Jones, George A.	C1	HM	205 0 0	25
				Bright, Aimée D.	E1	AF	90 0 0	..
Waikanae		N	60	Duncan, Stuart	C1	HM	210 0 0	..
				Chatwin, Cicely M.	C4	AF	95 0 0	..
GRADE 5.								
Clareville		N	88	Beechey, James M.	D1	HM	230 0 0	..
				Moncrieff, Janet	E1	AF	130 0 0	..
				Priest, Esther E.	C4	AF	95 0 0	..
Epuni		N	88	Davidson, James	D1	HM	215 0 0	30
				Armitage, Rose E.	D3	AF	125 0 0	..
				Armstrong, Doris G. ..	C5	AF	90 0 0	..
Fernridge		..	77	Foss, Reginald J.	B1	HM	230 0 0	..
				Clarke, Mary A. C.	D3	AF	120 0 0	..
Kaiwarra		..	81	Pope, Robert J.	D1	HM	240 0 0	30
				Cook, Amelia A.	E2	AF	130 0 0	..
Khandallah		..	100	Jenkins, David H.	D2	HM	240 0 0	30
				McGregor, Grace E.	D1	AF	135 0 0	..
				Temple, Hilda A.	D3	AF	105 0 0	..
Manakau		N	91	McBain, Alexander	D1	HM	240 0 0	..
				Fellingham, Rebecca ..	E2	AF	130 0 0	..
				Jensen, Emma H.	D4	AF	100 0 0	..
Northland		..	134	Polson, Donald	D1	HM	240 0 0	30
				Benzoni, Frances E. S. ..	D2	AF	130 0 0	..
				Carrick, Mary E.	C4	AF	95 0 0	..
				Evans, Winifred E.	..	FPt3	55 0 0	..
				Sullivan, Winifred C. ..	..	FPr1	50 0 0	..
Obau		N	81	Henderson, George M. ..	B1	HM	210 0 0	..
				Tew, Winifred E. H. ..	D2	AF	125 0 0	..
				Hurrell, Elsie	D4	AF	90 0 0	..
Porirua		N	99	Mason, Francis A.	D2	HM	210 0 0	..
				Taylor, Lillias O.	D2	AF	105 0 0	..
				Caverhill, Kathleen M. ..	..	AF	90 0 0	..
Te Horo		N	83	Kirk, George W.	C1	HM	215 0 0	..
				Prendeville, Phœbe M. ..	D2	AF	125 0 0	..
				Chatwin, Georgina B. ..	C5	AF	90 0 0	..
				Buchanan, Elsie K.	..	FPr1	20 0 0	..
Tokomaru		..	106	Webb, James S.	D1	HM	240 0 0	..
				Tuely, Catherine B.	D2	AF	120 0 0	..
				Stansell, Florence E. ..	..	AF	90 0 0	..
GRADE 6A.								
Eketahuna D.H.S.		..	161	Dempsey, Walter N.	D1	HM	*250 0 0	..
				Skelley, Harriette M. ..	C3	AF	120 0 0	..
				Toohill, Maria H.	..	AF	94 10 0	..
				Morrison, Margaret	..	FPt4	60 0 0	..
				Linehan, John T.	..	MPr2	55 0 0	..
				Lazarus, Frances	C4	Sec.	..	..
Featherston		..	145	Everton, Frederick C. ..	C1	HM	265 0 0	..
				Stanton, Catherine M. ..	D2	AF	145 0 0	..
				Jackson, Lucy A.	C5	AF	95 0 0	..
				Smyth, Jacquette	..	FPt3	55 0 0	..
Mangatainoka		..	121	Chatwin, George W.	C1	HM	270 0 0	..
				Tocker, Albert H.	D4	AM	125 0 0	..
				Cave, Catherine	..	AF	94 10 0	..
				Hewat, Margaret F.	..	FPt4	55 0 0	..
Martinborough		N	153	Edie, John K.	C1	HM	250 0 0	..
				Gray, Catherine	C2	AF	135 0 0	..
				Jacobsen, Alice G.	D2	AF	105 0 0	..
				Tully, Dorothy	..	FPt2	50 0 0	..
Wadestown		..	153	Joplin, Charles R.	D1	HM	255 0 0	35
				Battersby, Margaret N. ..	D3	AF	135 0 0	..
				Parkinson, Arnold E. H. ..	C4	AM	95 0 0	..
				Roy, Rubina A.	..	FPt2	50 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

WELLINGTON—*continued.*

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						£ s. d.	£
GRADE 6B.							
Lansdowne	N	219	Drummond, Robert	D1	HM	250 0 0	35
			Haggett, Gladys E. E. ..	D1	AF	150 0 0	..
			Kean, Euphemia R... ..	D2	AF	125 0 0	..
			Wilson, Jessie	C5	AF	105 0 0	..
			Johnston, Mary G.	C5	AF	95 0 0	..
Otaki	N	176	Smith, William B.	D1	HM	270 0 0	..
			Bannister, Matilda E. ..	E2	AF	150 0 0	..
			Hall, Lily E.	D4	AF	125 0 0	..
			Miller, Edith P.	D5	AF	95 0 0	..
Roseneath		171	Darroch, Robert	D1	HM	265 0 0	35
			Davidson, Jessie L.	D2	AF	150 0 0	..
			Bird, Florence R.	E2	AF	125 0 0	..
			Tasker, Kate L.	B4	AF	100 0 0	..
			Woodhams, Nelson	..	MPr1	50 0 0	..
Shannon	N	201	Voysey, William	D1	HM	265 0 0	..
			Trainer, James J.	D3	AM	130 0 0	..
			Steel, Mary McAllister ..	D4	AF	120 0 0	..
			Hughes, Maggie M.	..	AF	94 10 0	..
			Barker, Florence M. I. ..	..	FPr1	20 0 0	..
Worser Bay		187	Rowntree, William W. ..	C1	HM	265 0 0	35
			Smith, Mrs. Sarah E. ..	D2	AF	135 0 0	..
			McFarlane, Olive V... ..	D3	AF	135 0 0	..
			Duff, Minnie	C5	AF	90 0 0	..
GRADE 7A.							
Greytown D.H.S. and side school	N	230	Davies, William C.	D1	HM	*275 0 0	..
			Goldsman, George J. ..	B2	AM	190 0 0	..
			Davis, Amy G.	E1	AF	150 0 0	..
			Phillpotts, May	D5	AF	105 0 0	..
			Freeman, Annie E.	..	AF	94 10 0	..
			Beere, Josiah M.	..	MPt3	55 0 0	..
			Ellis, Frances	D5	Sec.	..	..
Johnsonville and side school (Newlands)		243	Bethune, Finlay	D1	HM	295 0 0	40
			Eagar, Edward F.	D2	AM	205 0 0	..
			Evans, Ada H.	E2	AF	150 0 0	..
			Baker, Sybil	D1	AF	130 0 0	..
			Sergeant, Blanche E. ..	D2	AF	105 0 0	..
			Renner, Charlotte F. ..	C3	AF	105 0 0	..
			Pattle, Dorothy	..	FPr1	20 0 0	..
Karori		201	Bennett, Francis	D1	HM	285 0 0	..
			Sutton, Howard H., B.A. ..	B2	AM	195 0 0	..
			Edwards, Dorothy Whitbread	D2	AF	150 0 0	..
			Cooper, Ethel R.	D2	AF	120 0 0	..
			Gavin, Doris M. H.	C4	AF	105 0 0	..
			Waters, Barbara	..	FPr2	25 0 0	..
Mitchelltown		241	Malcolm, John H.	D1	HM	275 0 0	40
			Woodward, Elizabeth ..	D2	AF	185 0 0	..
			Melody, William J.	C4	AM	140 0 0	..
			Bissett, Caroline A. B. ..	C3	AF	110 0 0	..
			Hunt, Ellen J.	B4	AF	95 0 0	..
			Bissett, Dorothy V... ..	..	FPr1	50 0 0	..
			Rogers, Lancelot A... ..	..	MPr1	50 0 0	..
Pahiatua D.H.S.	N	212	Thomas, Joseph	C1	HM	*300 0 0	..
			Scott, William W.	E2	AM	205 0 0	..
			Ritchie, Annie M.	D2	AF	135 0 0	..
			Burgess, Emily M.	C3	AF	105 0 0	..
			Connell, Eliza	..	FPr1	50 0 0	..
			O'Meara, Kathleen J. ..	..	FPr1	50 0 0	..
			Reese, Marion, B.A.	B3	Sec.	..	..
GRADE 7B.							
Carterton D.H.S.	N	310	Burns, Andrew N., B.A. ..	A1	HM	*310 0 0	..
			Higgins, Vivian	C2	AM	210 0 0	..
			Broadbent, Mary A... ..	D1	AF	150 0 0	..
			Braithwaite, Lilian B. ..	E1	AF	135 0 0	..
			Fairbrother, Dora	..	FPt4	60 0 0	..
			Butler, Fenton	..	MPt5	55 0 0	..
			Russell, Cecil R.	..	FPt2	50 0 0	..
			Wilson, Marion K., M.A. ..	A1	Sec.	..	..
			Haddrell, Olive V., M.A. ..	B5	Sec.	..	..
Island Bay	N	331	Haslam, Charles N.	C1	HM	295 0 0	40
			Finlayson, Janet A.	C1	AF	205 0 0	..
			Cooper, Emily M.	D1	AF	150 0 0	..
			Marsden, Joseph S... ..	C5	AM	105 0 0	..
			Dempsey, Kate	C2	AF	120 0 0	..
			Watt, Ella	..	AF	90 0 0	..
			Hobday, Elsie P.	..	FPt4	55 0 0	..
			Rains, Catherine M... ..	..	FPr2	55 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

WELLINGTON—*continued.*

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						£ s. d.	£
GRADE 7B—*continued.*							
Mount Cook Girls	N	251	Helyer, Elizabeth	D1	HF	270 0 0	45
			Holm, Annie A.	D1	AF	175 0 0	..
			Halley, Isabella M.	E2	AF	145 0 0	..
			Stevens, Winifred L. ..	D2	AF	130 0 0	..
			Ryan, Beatrice S.	C3	AF	105 0 0	..
			Gold, Aisla L.	..	FPt3	45 0 0	..
			Lankshear, Ellen D. R. ..	..	FPr1	20 0 0	..
Upper Hutt	N	277	Connell, Frederick W. ..	D1	HM	285 0 0	40
			Rodgers, John	D2	AM	195 0 0	..
			Paul, Ellen	E2	AF	150 0 0	..
			Brown, Winifred E.	D2	AF	115 0 0	..
			Printzen, Doris K.	C4	AF	100 0 0	..
			Baillie, Raymond I.	..	MPt2	50 0 0	..
GRADE 8A.							
Kilbirnie		312	Worboys, Joseph H.	C1	HM	335 0 0	..
			Feltham, Edgar C.	C2	AM	225 0 0	..
			Marchbanks, Davina V. ..	D1	AF	175 0 0	..
			Williams, Enid	D2	AF	150 0 0	..
			Strack, George S.	B3	AM	125 0 0	..
			Heron, Albert J. G.	..	MPt4	55 0 0	..
			Hare, Janet C.	..	FPt3	55 0 0	..
			Raikes, Helen M.	..	FPt3	45 0 0	..
			Gilpin, Martha	..	FPr2	25 0 0	..
			Webb, Arthur L.	..	MPr2	25 0 0	..
Maranui		340	Blake, Alexander C.	B1	HM	315 0 0	45
			Arcus, Laurence H.	D2	AM	215 0 0	..
			Roberts, Florence G., B.A. ..	B2	AF	160 0 0	..
			Gaze, Frederick J.	C4	AM	135 0 0	..
			Webb, Hilda M.	C3	AF	120 0 0	..
			Hind, Florence M.	C3	AF	95 0 0	..
			McDonald, Helen B. ..	..	FPt3	55 0 0	..
			Bird, Grace E.	..	FPr1	20 0 0	..
Mount Cook Boys		301	Bary, Charles	D1	HM	325 0 0	45
			Blake, Bert N. T.	C1	AM	210 0 0	..
			Beaglehole, Edward W. ..	C1	AM	180 0 0	..
			Cook, Eleanor N.	D2	AF	165 0 0	..
			Rowntree, Ernest H. ..	Lic.	AM	114 0 0	..
			Casey, John	..	MPt3	45 0 0	..
			Laurenson, Horatio K. ..	..	MPt1	25 0 0	..
			Matthews, Frederick C. ..	..	MPt3	55 0 0	..
Mount Cook Infants		344	Watson, Phœbe	E1	HF	250 0 0	45
			Wallace, Ellen	D1	AF	160 0 0	..
			Rothenberg, Annie	E1	AF	145 0 0	..
			Howden, Jessie E.	D2	AF	135 0 0	..
			Feist, Hannah E.	C3	AF	105 0 0	..
			Ham, Edith Violet	D3	AF	90 0 0	..
			Sievwright, Mary H. ..	C4	AF	90 0 0	..
			Andrews, Honoria	..	FPt3	55 0 0	..
GRADE 8B.							
Normal and Model School (at Training College) ..		371	Webb, James C., B.A. ..	B1	HM	395 0 0	50
			Cowles, Jabez A., B.A. ..	B1	AM	295 0 0	..
			Fitch, Dorothy	..	AF	270 0 0	..
			Kidson, George R.	B2	AM	210 0 0	..
			Hitchcock, Maria	D1	AF	180 0 0	..
			Thornton, Marion G. ..	C3	AF	140 0 0	..
			Hall, Alice Louise	D1	AF	190 0 0	..
			Robertson, Charles	C3	AM	150 0 0	..
			McRae, Rebecca F.	D3	AF	140 0 0	..
			Fallows, Mary R.	D2	AF	130 0 0	..
			Bowler, Daniel C.	C4	AM	120 0 0	..
			Tamblyn, Joseph, M.A. ..	B1	AM	300 0 0	..
			Williamson, Grace A. ..	C3	AF	150 0 0	..
			Sinclair, Mary A., B.A. ..	B1	Sec.	..	..
Petone West	N	345	Bedingfield, Douglas S., B.A. ..	B1	HM	325 0 0	45
			Robertson, David	C1	AM	235 0 0	..
			Carter, Elsie	C2	AF	175 0 0	..
			Ogg, James, B.A.	B3	AM	150 0 0	..
			Stanton, Alice J.	C2	AF	120 0 0	..
			O'Brien, Grace E	D4	AF	105 0 0	..
			Gibb, Muriel B.	..	AF	90 0 0	..
			Best, Sarah E.	..	FPt4	60 0 0	..

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WELLINGTON—*continued.*

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						£ s. d.	£
GRADE 8C.							
Levin D.H.S.	N	407	McIntyre, James	D1	HM	*340 0 0	..
			Harding, Albert J.	C1	AM	225 0 0	..
			Mills, John E., B.A.	B4	AM	142 10 0	..
			Hurley, Irene N.	C3	AF	140 0 0	..
			Foss, James B.	..	AM	108 0 0	..
			Brown, Maxwell S.	C5	AF	95 0 0	..
			Burbush, Nellie	D4	AF	95 0 0	..
			Gray, Harold A. W.	..	MPt3	45 0 0	..
			Cooper, James P.	..	MPr1	20 0 0	..
			Campbell, Mary L.	..	FPr1	20 0 0	..
			Rockel, Cecil F.	B3	Sec.	..	..
			McLandress, Isabella, M.A. ..	B2	Sec.	..	..
GRADE 9B.							
Te Aro and side school		513	Watson, Clement, B.A. ..	B1	HM	395 0 0	50
			Kean, Balfour	B2	AM	240 0 0	..
			Bright, Alice M.	D1	AF	195 0 0	..
			Ranwell, Annie P.	D1	AF	185 0 0	..
			Taylor, Cuthbert H., M.A. ..	A3	AM	165 0 0	..
			Mitchell, Janet	E2	AF	140 0 0	..
			Coad, Nellie E.	B3	AF	120 0 0	..
			Martin, Edith	D2	AF	110 0 0	..
			Pritchard, Florence	D1	AF	105 0 0	..
			Macdonald, Isabel C. ..	C3	AF	105 0 0	..
			O'Shea, Mary	D3	AF	105 0 0	..
			Bland, Elsie M.	C3	AF	100 0 0	..
			Evans, Eurfryn	..	MPr2	25 0 0	..
GRADE 9C.							
Brooklyn		586	Hopkirk, John B.	C1	HM	355 0 0	50
			Hempleman, Frederick A. ..	D1	AM	255 0 0	..
			Fitchett, Jessie H.	C1	AF	195 0 0	..
			Thompson, Annie L. ..	D2	AF	170 0 0	..
			Proctor, Francis J.	C2	AM	155 0 0	..
			Holm, Eva M.	D2	AF	135 0 0	..
			Cook, Ada M.	D2	AF	135 0 0	..
			Steedman, Maud M... ..	D3	AF	110 0 0	..
			Look, Mrs. Bertha R. ..	D3	AF	105 0 0	..
			Graham, Arnold J.	..	MPt4	60 0 0	..
			Stevens, William H... ..	..	MPt4	55 0 0	..
			Bell, Ethel M. W.	..	FPt3	55 0 0	..
			Hammond, Gladys M. ..	..	FPt3	55 0 0	..
			Bates, Marion E.	..	FPr1	20 0 0	..
			Tebbs, Alice C.	..	FPr1	20 0 0	..
Hutt D.H.S. and side school (King's Road)	N	632	Yeats, Duncan M.	D1	HM	*365 0 0	50
			Ballachey, Ernest H. ..	B1	AM	265 0 0	..
			Williams, Ethel, B.A. ..	B2	AF	180 0 0	..
			Meager, Clara	E1	AF	175 0 0	..
			Olson, Walter H.	D2	AM	145 0 0	..
			Caigou, Charles A.	C3	AM	140 0 0	..
			Meager, Ellen A.	D1	AF	135 0 0	..
			Young, Mabel F.	D2	AF	105 0 0	..
			Fogelberg, Norma E. ..	B3	AF	100 0 0	..
			Park, Jean G.	D4	AF	90 0 0	..
			Donkin, Catherine J. ..	..	FPt4	55 0 0	..
			Dixon, Lily W.	..	FPt3	45 0 0	..
			Harnett, Helen M.	..	FPt2	35 0 0	..
			Cameron, Nora	..	FPt1	25 0 0	..
			McLennan, Annie M. ..	..	FPt1	45 0 0	..
			MacCurdy, Elsie D... ..	..	FPr2	25 0 0	..
			Pringle, Eilleen M.	..	FPr1	50 0 0	..
			Myers, Phœbe, B.A.	B1	Sec.	..	..
GRADE 10A.							
Clyde Quay		651	Grundy, William T... ..	D1	HM	395 0 0	50
			Thwaites, John E.	B1	AM	290 0 0	..
			Evans, Fanny	D1	AF	235 0 0	..
			Dempsey, Sidney W. ..	B2	AM	195 0 0	..
			East, Alfred F. D.	C2	AM	180 0 0	..
			Robinson, Alice	E2	AF	165 0 0	..
			Howden, Ada L.	D2	AF	165 0 0	..
			Bisset, Elizabeth A.	D2	AF	135 0 0	..
			Fossette, Walter E. W. R. ..	..	AM	121 10 0	..
			Garnham, Grace	C3	AF	105 0 0	..
			Higgins, Jessie	D2	AF	100 0 0	..
			Haggett, Doris E.	C4	AF	95 0 0	..
			Lea, Nora	C4	AM	90 0 0	..

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					£ s. d.	£
GRADE 10A—*continued.*						
Terrace	N 623	Macmorran, George	D1	HM	400 0 0	50
		Erskine, Albert	C1	AM	290 0 0	..
		Hutton, James	B2	AM	235 0 0	..
		Fraser, Sara	E1	AF	205 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. ..	Lic.	AM	114 0 0	..
		Coady, Ellen	E2	AF	105 0 0	..
		Morcom, Annie E.	C3	AF	105 0 0	..
		Burr, Olive	..	FPt4	55 0 0	..
		Gooder, Hazel	..	FPt5	55 0 0	..
		Joplin, Frank	..	MPt3	45 0 0	..
		Mellor, Sylvia	..	FPt2	35 0 0	..
GRADE 10B.						
Petone D.H.S.	704	Foster, William H. L., M.A. ..	B1	HM	*385 0 0	50
		King, Eustace, M.A., B.SC. ..	B1	AM	285 0 0	..
		Slater, Jemima	D1	AF	235 0 0	..
		Stephens, James T.	B3	AM	210 0 0	..
		Mothes, Frederick W. ..	B3	AM	170 0 0	..
		Stanton, Elizabeth A. ..	D2	AF	165 0 0	..
		McKenzie, Christina.. ..	D1	AF	155 0 0	..
		Thomson, Isabel S. M. ..	D2	AF	135 0 0	..
		Ross, Fanny L.	B3	AF	125 0 0	..
		Webb, Alice H.	C4	AF	95 0 0	..
		Thompson, Clarice V. ..	..	FPt4	60 0 0	..
		McCaw, Peter R.	..	MPt4	55 0 0	..
		Wynyard, Clinton H. ..	..	MPt4	55 0 0	..
		Castle, Constance W. M. ..	..	FPt2	35 0 0	..
		Scott, Isabella	..	FPt2	35 0 0	..
		Lewis, Gwendolyn H. ..	..	FPt2	35 0 0	..
		Waddington, E. Grace ..	..	FPr2	55 0 0	..
		Lynskey, James H.	B1	Sec.	..	..
		Ziman, Rachel L. L. ..	C3	Sec.	..	..
GRADE 10D.						
South Wellington	808	Flux, George	D1	HM	400 0 0	50
		McKenzie, Alexander ..	C1	AM	290 0 0	..
		Petrie, Flora	D1	AF	235 0 0	..
		Fanning, James F.	D2	AM	205 0 0	..
		Haigh, Edith	D2	AF	165 0 0	..
		Beechey, Frederick J. ..	C3	AM	160 0 0	..
		Davies, Annie G.	Lic.	AF	156 15 0	..
		Watson, Florence	D2	AF	135 0 0	..
		Scott, Margaret C.	D2	AF	135 0 0	..
		Callum, Mabel A.	D3	AF	120 0 0	..
		Mallabarr, Sophia	D3	AF	105 0 0	..
		Tonkinson Lizzie G... ..	D3	AF	105 0 0	..
		Von Keisenberg, Ernestine M.	D4	AF	105 0 0	..
		Feist, Lily	C4	AF	100 0 0	..
		Reyling, Kathleen R. ..	D4	AF	90 0 0	..
		Hargreaves, Lizzie	D3	AF	90 0 0	..
		Fairbrother, Gladys	..	FPt3	55 0 0	..
		Francis, Doris A.	..	FPt3	55 0 0	..
GRADE 10E.						
Masterton D.H.S. and side school	N 806	Jackson, William H... ..	D1	HM	*400 0 0	50
		Leslie, David E.	C1	AM	290 0 0	..
		Wolff, Rosabel	E1	AF	235 0 0	..
		Miller, Hyman	D2	AM	195 0 0	..
		Murphy, Arthur P.	C3	AM	175 0 0	..
		Munro, Isabella	D1	AF	165 0 0	..
		McGregor, Lois	D2	AF	165 0 0	..
		Bunting, Elizabeth	E1	AF	135 0 0	..
		York, Mary	Lic.	AF	128 5 0	..
		Hogg, Ellen C.	E2	AF	120 0 0	..
		Stone, Blanche	D3	AF	105 0 0	..
		Hogg, Mary F.	D4	AF	100 0 0	..
		Elliott, Evelyn M.	C5	AF	95 0 0	..
		Banks, Catherine M. ..	..	AF	90 0 0	..
		Atkinson, Agnes A... ..	D4	AF	90 0 0	..
		Parsons, Mary A.	..	FPt3	55 0 0	..
		Tankersley, Iris	..	FPr1	50 0 0	..
		Wallis, Minnie F.	..	FPt3	45 0 0	..
		Bee, John G., M.A.	A1	Sec.	..	..
		Brown, Alexander M. ..	D3	Sec.	..	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

WELLINGTON—*continued.*

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							£	s.	d.	£
GRADE 10E—*continued.*										
Newtown	..	..	825	Parkinson, Henry A., M.A. ..	B1	HM	430	0	0	50
				Burns, John C., B.A. ..	B1	AM	270	0	0	..
				Dowdeswell, Adelaide ..	D1	AF	225	0	0	..
				Ward, Edward H.	D1	AM	210	0	0	..
				Ryder, Maud H.	D1	AF	180	0	0	..
				Brown, William B.	B3	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. ..	C2	AF	105	0	0	..
				Kerr, Kate F.	C3	AF	105	0	0	..
				Cook, Ethel H.	D4	AF	100	0	0	..
				Wilson, Margaret M. ..	D4	AF	100	0	0	..
				Sargent, Jane D.	C4	AF	95	0	0	..
				Kirk, Allan A.	..	MPt4	55	0	0	..
				Beard, Thomas E.	..	MPt3	55	0	0	..
				Proctor, Ida D. T.	..	FPt2	50	0	0	..
				Robinson, Mary E.	..	FPt2	50	0	0	..
				Jenkins, Sybil M.	..	FPt2	35	0	0	..
				Simpson, Dorothy A. G. ..	..	FPt2	35	0	0	..
				Young, Albert V.	..	MPr2	55	0	0	..
				Saker, George I.	..	MPr1	50	0	0	..
Totals	..	..	..	..	..	..	70,113	10	0	1,925

HAWKE'S BAY.

GRADE 0.										
Ahi-titi	N	7	Haimes, Henry A.	..	M	42	0	0	..
Eskmount	..	3	Stothart, Irene P.	..	F	18	0	0	..
Hangaroa	..	4	Hanson, Helen D.	..	F	24	0	0	..
Huanui	..	2	Walsh, Ruby I.	..	F	12	0	0	..
Lower Hangaroa	..	4	Bielby, Horace C. V. ..	..	M	24	0	0	..
Ohuka	..	5	Christiansen, Mary M. ..	..	F	30	0	0	..
Poututu	..	9	Rice, Hilda M.	..	F	54	0	0	..
Puketawa	..	5	Guscott, Charlotte E. ..	..	F	36	0	0	..
Tahunga	..	4	Berry, Dorothy N.	..	F	30	0	0	..
Tangoio	..	3	Porter, Mrs. Susan	..	F	18	0	0	..
Tanguru	..	3	Mortimer, Susannah L. ..	..	F	18	0	0	..
Viewfield	..	8	Green, Mrs. Robina	..	F	48	0	0	..
Waingake	N	7	Bower, Elsie	..	F	42	0	0	..
Wheturau	..	4	Ross, Nance J.	..	F	24	0	0	..
GRADE 1.										
Awariki	..	15	Baldwin, Ilma M.	..	F	90	0	0	..
Blackburn	..	9	Kay, Leslie V.	..	M	90	0	0	..
Hatuma South	..	10	Burgess, Winifred I. ..	..	F	90	0	0	10
Herbertville	..	14	Primrose, Mrs. Isabella B. ..	..	F	90	0	0	..
Kanakanaia	..	8	Sparrow, Agatha	D3	F	90	0	0	10
Kereru	..	13	Janett, Edith	..	F	90	0	0	10
Makaretu South	..	14	Ingleton, Anastasia	..	F	90	0	0	10
Mangaone	..	13	Kerr, Arthur	..	M	90	0	0	10
Mangatuna	..	8	Campbell, James B. I. ..	D2	M	120	0	0	10
Maraetotara	..	13	Mowe, Miriam	..	F	90	0	0	10
Matapiro	..	9	Bruce, Doris	..	F	90	0	0	10
Morere	N	9	Crawford, Isabel G.	..	F	90	0	0	10
Ngapaeruru	..	15	Monaghan, Lucy M.	..	F	90	0	0	10
Nuhaka	..	13	Fell, Leslie	..	M	90	0	0	10
Omakere	..	15	Moloney, Margaret	..	F	90	0	0	10
Patoka	..	15	Rundle, Mary A.	..	F	90	0	0	10
Te Puia	..	11	Poxon, Julia G.	D3	F	90	0	0	10
Te Uri	..	12	Greene, Agnes E.	..	F	90	0	0	10
Tiniroto	..	10	Graham, Patrick	..	M	90	0	0	..
Ti-tree Point	N	11	Webster, Edward	..	M	90	0	0	10
Tutira	..	10	Mills, Arthur W.	..	M	90	0	0	10

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

HAWKE'S BAY—*continued.*

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						£ s. d.	£
GRADE 1—*continued.*							
Waipatiki	N	13	Ainsworth, Lilian A. J.	D3	F	95 0 0	10
Waitahora		14	Mackenzie, Jeanie R.	..	F	90 0 0	10
Wallingford		12	Bennett, Jane E.	Lic.	F	109 5 0	..
Whakarau		10	Tuohy, Catherine	..	F	90 0 0	10
Wimbledon		11	Greenshields, Mrs. Eva	..	F	90 0 0	..
GRADE 2.							
Argyll East		13	Morrison, Ann B. S.	..	F	135 0 0	..
Heretaunga		14	White, Janet A.	D2	F	135 0 0	..
Hopelands		21	Palmer, Ruth E.	D4	F	130 0 0	15
Maharahara West		13	Tuohy, Norah	D4	F	135 0 0	15
Mangatahi		12	Roe, William B.	C5	M	120 0 0	..
Mangatoro		14	Burgess, Christine	C4	F	120 0 0	..
Maraekakaho	N	24	McNaughton, Daisy E.	D3	F	135 0 0	..
Motu		20	Olley, John R.	..	M	112 10 0	..
Ngatapa	N	27	Kain, John	D2	M	130 0 0	15
Port Awanui	N	16	Cameron, Lilly I.	C4	F	120 0 0	15
Puketitiri		13	Aston, Aubrey E.	..	M	108 0 0	..
Rissington		19	Matheson, Mrs. Dorothy E.	D3	F	150 0 0	..
Ruahine		23	Moore, Elizabeth	D2	F	135 0 0	..
Ruaroa		22	Patterson, Edward J. D.	C4	M	120 0 0	15
Tamumu		13	Taylor, Frederick H.	..	M	108 0 0	15
Wakarara		19	Fletcher, Mrs. Lilian R.	..	F	112 10 0	..
Wanstead	N	22	Bedingfield, Madeline E. A.	Lic.	F	128 5 0	..
GRADE 3.							
Ashley-Clinton		29	Brims, Elizabeth S.	C4	F	150 0 0	..
Elsthorpe		32	Burns, Evelyn H. M.	D2	F	175 0 0	..
Fernhill	N	39	Dugleby, Ethel G.	E1	F	180 0 0	20
Kaitaratahi	N	26	Kay, John	D1	M	165 0 0	..
Kumeroa		31	Grigor, Janet P.	B2	F	190 0 0	..
Makaretu		24	Armstrong, Richard E.	E3	M	150 0 0	..
Marakeke		25	Smith, Isabel	E1	F	155 0 0	20
Matawai		66	Cockerill, William S. M.	..	HM	135 0 0	20
			Morgan, Mrs. Isabella	..	AF	90 0 0	..
Murewai	N	41	Parlane, Andrew	D2	HM	205 0 0	..
			Burden, Mary W.	D4	AF	105 0 0	..
Ngamoko		31	Larking, Frank C.	D4	M	150 0 0	..
			Ellingham, Ida M.	..	Subs.		
Opoutama	N	29	O'Donnell, William F.	..	M	135 0 0	..
Raumati		28	MacKenzie, Janet C. McK.	C2	F	150 0 0	20
Ruataniwha		28	McLellan, Grace Y.	D1	F	165 0 0	20
Te Pohue	N	23	Tucker, Edith C. M.	D2	F	155 0 0	20
Twyford		38	Cook, Fred	C4	M	150 0 0	20
Umutaoroa		25	Finlayson, John H. McW.	C3	M	185 0 0	..
Whatatutu	N	31	Pickering, Esther E.	E1	F	150 0 0	20
GRADE 4.							
Frasertown	N	68	Plank, Louis J.	D1	HM	210 0 0	..
			Anderson, Lillie R.	..	AF	90 0 0	..
Hatuma		43	Woodham, Herbert	E1	HM	180 0 0	..
			Russell, Helen R.	D5	AF	95 0 0	..
Kiritaki		36	Wolstenholme, John	D1	HM	180 0 0	..
			Stevens, Alice	..	AF	90 0 0	..
Makotuku		64	Benson, Herbert N.	C1	HM	220 0 0	..
			Soundy, Carrie A.	E2	AF	130 0 0	..
Mangateretere	N	49	Balfour, Margaret A.	D1	HF	205 0 0	25
			Noble, Annie C.	C4	AF	105 0 0	..
Matahiwi	N	37	McClure, Jane E.	E2	HF	205 0 0	25
			Wilson, Marion	C4	AF	100 0 0	..
Matamau		78	Brown, Jonathan	C1	HM	205 0 0	..
			Brewer, Ella M.	C2	AF	120 0 0	..
			O'Callaghan, Agnes J. C.	..	FPr1	50 0 0	..
Meeanee		61	Menzies, William G., B.A.	B2	HM	200 0 0	..
			Hill, Constance	D3	AF	100 0 0	..
Mohaka	N	45	Hooper, John E.	C3	HM	180 0 0	..
			Wood, Hilda G.	..	AF	90 0 0	..
Otoko	N	30	Hooper, Eva M. E.	C1	HF	185 0 0	25
			Oldridge, Ida F.	..	AF	90 0 0	..
Pakipaki	N	62	Smith, William, B.A.	B1	HM	210 0 0	..
			Wellwood, Susan K.	E2	AF	120 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

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						£	s.	d.	£
GRADE 4—*continued.*									
Pakowhai	N	47	Piper, George M.	D4	HM	180	0	0	..
			Westmoreland, Gladys M. ..	..	AF	103	10	0	..
Papatawa	..	33	Mayo, Ernest	D2	HM	190	0	0	..
			Mayo, Mrs. Ethel	..	AF	90	0	0	..
Petane	N	71	Speight, Hubert	C1	HM	205	0	0	..
			Shugar, Matilda	..	AF	99	0	0	..
			McFarlane, Virginia ..	..	FPr1	50	0	0	..
Porangahau	N	42	Kemp, Stanley M.	C2	HM	195	0	0	..
			Smith, Clara E.	..	AF	90	0	0	..
Puha	N	63	Morgan, Louisa	C1	HF	195	0	0	25
			Price, Mary	..	AF	90	0	0	..
Pukahu	..	44	Florance, Robert H.	C3	HM	180	0	0	..
			Thompson, Linda O.	..	AF	90	0	0	..
Puketapu	N	32	Humphrey, Ernest J. ..	D2	HM	190	0	0	..
			Hoggins, Mary F.	C3	AF	90	0	0	..
Rakauroa	..	34	Shaw, Norman H.	E1	HM	190	0	0	25
			Chambers, Clara J.	..	AF	90	0	0	..
Te Aute	N	52	Caughley, Christina J. ..	E1	HF	205	0	0	..
			Walshe, Elizabeth A. ..	D5	AF	95	0	0	..
Te Rehunga	N	62	Stanton, Harold E.	D3	HM	185	0	0	..
			Bell, Ruth A.	D3	AF	115	0	0	..
Tikokino	..	72	Eves, Charles A.	C1	HM	220	0	0	..
			Barnett, Sybil F.	D4	AF	100	0	0	..
Tokomaru Bay	N	55	Nicoll, Thomas A.	C2	HM	180	0	0	25
			Webster, Mrs. Ada	..	AF	90	0	0	..
Waerengaahika	N	72	Pole, Leonard E.	D1	HM	210	0	0	..
			Pinder, Fanny	D5	AF	90	0	0	..
Weber	..	41	Patrick, James E.	C3	HM	180	0	0	..
			Ker, Mary G.	..	AF	90	0	0	..
Whetukura	..	35	King, Walter J.	D1	HM	185	0	0	..
			Palmer, Catherine	..	AF	90	0	0	..
Woodlands	..	42	Murphy, William J.	Lic.	HM	180	10	0	25
			Brewer, Elsie H. T.	C4	AF	90	0	0	..
GRADE 5.									
Makaraka	..	83	Marshall, John	D1	HM	255	0	0	35
			Stephenson, Louisa J. ..	D1	AF	135	0	0	..
			Johnston, Jemima	..	AF	90	0	0	..
Makauri	N	109	Soundy, Arthur W.	D1	HM	225	0	0	..
			Brooking, Lilian	D4	AF	110	0	0	..
			Macdonald, Elizabeth ..	..	AF	90	0	0	..
Ongaonga	..	94	Bissell, Edward	C1	HM	230	0	0	..
			O'Brien, Ellen	D4	AF	105	0	0	..
			Smith, Mabel E.	D5	AF	100	0	0	..
Ormond	..	101	McLeod, John	C1	HM	240	0	0	..
			Craighead, Helen	D1	AF	130	0	0	..
			Kay, Winnifred M.	..	AF	90	0	0	..
Ormondville	..	75	Davidson, William	C1	HM	215	0	0	..
			Davidson, Mrs. Mary A. ..	..	AF	94	10	0	..
			Avery, Winifred M.	..	AF	90	0	0	..
Otane	N	99	Garry, Francis A.	C1	HM	240	0	0	..
			Woodhouse, Maud E. ..	D3	AF	130	0	0	..
			de Barran, Florence M. ..	..	AF	90	0	0	..
Patutahi	N	118	Woodward, John C.	E1	HM	250	0	0	..
			Joll, Ethel S.	D3	AF	105	0	0	..
			Forsyth, Archibald J. ..	..	AM	90	0	0	..
			Gallagher, Ellen	..	FPr1	20	0	0	..
Takapau	N	100	Caughley, James	C1	HM	240	0	0	..
			Lowman, Elizabeth E. ..	D4	AF	105	0	0	..
			Hull, Eva	D5	AF	95	0	0	..
			Bain, Ida W.	..	FPr2	55	0	0	..
Te Arai	N	122	Faram, Frederick T.	E1	HM	240	0	0	..
			Wiseman, Mabel D.	D5	AF	110	0	0	..
			Benton, Cora C.	..	AF	90	0	0	..
			Mortleman, Mary I.	..	FPt4	60	0	0	..
			Wills, Edgar J.	..	MPr2	55	0	0	..
Te Karaka	N	110	Sefton, Percy J.	D1	HM	265	0	0	..
			Cormack, Isabella	C3	AF	115	0	0	..
			Dagg, Olive	..	AF	90	0	0	..
Tipapakuku	N	92	Quigley, Sydney Herbert McG.	C1	HM	240	0	0	30
			McClure, Vida E. A. ..	D3	AF	125	0	0	..
			Bargh, Grace	D4	AF	100	0	0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

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						£ s. d.	£
GRADE 5—*continued.*							
Tolaga Bay	N	108	Miller, James	E1	HM	225 0 0	..
			Pedersen, Annie D. ..	..	AF	94 10 0	..
			Murphy, Fanny M. ..	..	AF	90 0 0	..
			Pedersen, Ruth J. ..	..	FPr2	55 0 0	..
Waipiro Bay	N	89	Ellis, Harold L. ..	D1	HM	215 0 0	..
			McBratney, Minnie ..	E3	AF	125 0 0	..
			Ellis, Lizzie G. S. ..	..	AF	90 0 0	..
GRADE 6A.							
Clive	N	120	Sinclair, George K. ..	C1	HM	250 0 0	..
			Burton, Eva ..	C4	AF	130 0 0	..
			Player, Winifred G. ..	C4	AF	95 0 0	..
			Campbell, Dorothy L. N.	..	FPt3	45 0 0	..
Norsewood	N	162	Bagley, Benjamin ..	C1	HM	270 0 0	..
			Woodham, Ailé, B.A.	B3	AF	125 0 0	..
			Brown, Isabel ..	D4	AF	95 0 0	..
			Smith, Kathleen G. ..	..	FPt3	55 0 0	..
Westshore	N	126	McLennan, Duncan ..	D1	HM	240 0 0	35
			Magill, Elizabeth ..	D2	AF	135 0 0	..
			Harris, Mrs. Rose E.	E2	AF	105 0 0	..
			Hansen, Ingeborg M.	..	FPt1	45 0 0	..
GRADE 6B.							
Havelock North	N	173	Holmes, Robert B. ..	D1	HM	265 0 0	..
			Howie, Richard A. ..	C5	AM	125 0 0	..
			Martin, Ethel E. ..	D1	AF	135 0 0	..
			Player, Gerald G. ..	..	MPt3	55 0 0	..
			Brittain, Eva D. ..	..	FPt1	25 0 0	..
Kaiti	N	192	Bull, John H. ..	D1	HM	265 0 0	35
			Fawbert, Emma L. ..	E1	AF	145 0 0	..
			Kirby, James R. ..	D4	AF	125 0 0	..
			Oxenham, Mary A. ..	..	AF	90 0 0	..
			Mulholland, Kathleen I.	..	FPr2	55 0 0	..
GRADE 7A.							
Taradale and Greenmeadows side school	N	218	Williamson, John, B.A. ..	B1	HM	270 0 0	..
			Engebretsen, John A. ..	B4	AM	180 0 0	..
			Smart, Elsie G. ..	C3	AF	135 0 0	..
			Coward, Alice M. ..	D4	AF	95 0 0	..
			Chadwick, Eleanor ..	..	AF	94 10 0	..
			Bloor, Mary ..	..	FPr1	50 0 0	..
Te Hapara	N	242	Faram, Frank C. ..	C1	HM	270 0 0	40
			Menzies, David ..	C4	AM	180 0 0	..
			Cook, Jessie ..	D2	AF	135 0 0	..
			Taylor, Florence T. ..	D5	AF	105 0 0	..
			Ramsay, Jane G. ..	D4	AF	90 0 0	..
			Bushnell, Ina A. ..	..	FPr2	25 0 0	..
Waipawa D.H.S.	N	253	Watson, John D., M.A. ..	B1	HM	*285 0 0	..
			Duggan, John ..	C3	AM	190 0 0	..
			Marsh, Louise M. ..	E1	AF	150 0 0	..
			Burness, Jane M. ..	..	Subs		..
			Bradbury, Annie E. ..	D2	AF	105 0 0	..
			Ingleton, Elsie ..	..	FPr1	50 0 0	..
			Keane, Jeremiah ..	C2	Sec.	..	..
			Smith, Rose M. ..	C1	Sec.	..	..
Waipukurau	N	252	Curd, Frank B. ..	B1	HM	275 0 0	..
			Kidd, Henry L., B.SC. ..	B3	AM	190 0 0	..
			Murray, Elizabeth H. ..	E1	AF	145 0 0	..
			McAllister, Elizabeth R.	C4	AF	115 0 0	..
			Papps, Alice M. ..	..	FPt4	60 0 0	..
			Janett, Olive ..	..	FPt1	45 0 0	..
			Enting, Gretchen H. ..	..	FPr1	20 0 0	..
Wairoa	N	256	Bowie, John, B.A. ..	B1	HM	280 0 0	..
			McRae, James ..	C3	AM	162 0 0	..
			Brann, Grace L. ..	D1	AF	135 0 0	..
			Devery, Mrs. Grace M.	D4	AF	105 0 0	..
			Beckett, Eva ..	..	FPt3	55 0 0	..
			Torr, Dorothy ..	..	FPt2	35 0 0	..
			Price, Fanny ..	..	FPr2	55 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

HAWKE'S BAY—*continued.*

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GRADE 7B.								
Dannevirke North ..	..	..	277	Soundy, Richard P.	E1	HM	335 0 0	..
				McBean, Ernest S.	C4	AM	180 0 0	..
				Cross, Alice M.	D1	AF	140 0 0	..
				Morgan, Kathleen	D4	AF	130 0 0	..
				Quigley, Middleton S. ..	..	MPt4	60 0 0	..
				Wiseman, John A.	..	MPt3	55 0 0	..
				Dobbyn, Madeline	..	FPt2	50 0 0	..
				Vigers, Doris N.	..	FPr2	55 0 0	..
Dannevirke South ..	..		334	Harvey, George	D1	HM	325 0 0	45
				Kibblewhite, Bruce M., M.A. ..	A3	AM	180 0 0	..
				Campbell, Isabella	D3	AF	160 0 0	..
				Robertson, Isabella M. ..	D1	AF	150 0 0	..
				Williams, Dora M. W. ..	D4	AF	120 0 0	..
				Chapman, Nellie K.	..	FPt5	60 0 0	..
				Paton, Maude E.	..	FPt4	55 0 0	..
				McKenzie, Eva D.	..	FPt2	35 0 0	..
				Secker, Phyllis E.	..	FPr1	50 0 0	..
Mahora	..	N	294	Chaplin, Wilfred T.	B1	HM	285 0 0	40
				Clapham, James W.	D2	AM	195 0 0	..
				Gray, Maggie I.	E1	AF	150 0 0	..
				Ross, Margaret E.	C3	AF	120 0 0	..
				Hill, Eleanor	..	FPt4	60 0 0	..
				Channon, Florence M. ..	..	FPt3	55 0 0	..
				Mardon, Francis W. M. ..	..	MPt2	35 0 0	..
				Pringle, Gertrude M. ..	..	FPr1	50 0 0	..
Mangapapa ..	..	N	305	Cole, Robert	D1	HM	280 0 0	40
				Olsen, Othenius R.	D1	AM	190 0 0	..
				Cussen, Kathleen	D2	AF	150 0 0	..
				Lange, Olive B.	D4	AF	105 0 0	..
				Brodie, Mrs. Joanna	E2	AF	105 0 0	..
				McCashin, Alice F.	..	FPt3	55 0 0	..
				Scott, Emily G.	..	FPr2	25 0 0	..
Woodville D.H.S. ..	..	..	312	Stevenson, Andrew	C1	HM	*310 0 0	..
				Cartwright, James	C1	AM	210 0 0	..
				King, Catherine	D2	AF	135 0 0	..
				Milne, Christina T.	C4	AF	110 0 0	..
				Dobbyn, Josephine	..	FPt4	55 0 0	..
				McRae, Mary A.	..	FPt3	50 0 0	..
				Bloor, Eunice	..	FPt2	35 0 0	..
				Riley, Edgar J.	..	MPr2	25 0 0	..
				Hoult, William H., M.A. ..	A3	Sec.	..	..
GRADE 8A.								
Port Ahuriri ..	..	..	261	Martin, William G.	C1	HM	335 0 0	..
				Cockroft, George W.	C1	AM	235 0 0	..
				Anderson, Mrs. Helen ..	E1	AF	175 0 0	..
				Cooke, Alice B.	D2	AF	150 0 0	..
				Sadler, Dorothea	..	FPt5	60 0 0	..
				Jull, Emilin L.	..	FPt2	50 0 0	..
				Pimley, Gertrude	..	FPt2	50 0 0	..
GRADE 8B.								
Napier South ..	..	..	369	Dodds, James N., M.A. ..	B1	HM	325 0 0	45
				Driller, William J.	D1	AM	225 0 0	..
				Riley, Emma J.	D1	AF	165 0 0	..
				Mitchell, Georgina M. ..	D1	AF	150 0 0	..
				Christy, Agnes C. M. ..	E2	AF	135 0 0	..
				Puflett, Annie L.	D2	AF	105 0 0	..
				Turley, Lilian M.	D3	AF	100 0 0	..
				Earl, Florence	..	FPt4	55 0 0	..
				Scheele, Ursula M.	..	FPr1	20 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

HAWKE'S BAY—*continued.*

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						£ s. d.	£
GRADE 10C.							
Gisborne	N	739	Rowley, Francis J., B.A. ..	B1	HM	400 0 0	50
			Wauchop, John S.	C1	AM	270 0 0	..
			Matheson, Fanny C. R. ..	E1	AF	235 0 0	..
			Cowan, David	D1	AM	210 0 0	..
			Rigby, Norman F.	..	AM	148 10 0	..
			Glanville, Emily H.	D1	AF	150 0 0	..
			Faram, Edith H.	E1	AF	165 0 0	..
			Adams, Florence K.	E1	AF	135 0 0	..
			Blackie, Helen W.	C2	AF	130 0 0	..
			Black, Grace	D2	AF	110 0 0	..
			Sheen, Lois H.	C3	AF	100 0 0	..
			Epps, Fanny A.	D5	AF	100 0 0	..
			Barlow, Mrs. Margaret ..	E2	AF	90 0 0	..
			Oxenham, Esther	..	FPt4	55 0 0	..
			Angland, Ellen M.	..	FPt3	55 0 0	..
			Nicol, Mildred W.	..	FPt3	45 0 0	..
			Kennelly, Mary M.	..	FPt2	50 0 0	..
			Wiseman, Mima E.	..	FPr1	50 0 0	..
Napier	N	787	Hislop, James	C1	HM	395 0 0	50
			Grant, Milton R.	D1	AM	290 0 0	..
			Jones, William H.	C2	AM	225 0 0	..
			Barnett, Annie H.	D1	AF	195 0 0	..
			Nielson, Albert	D2	AM	165 0 0	..
			Palmer, Mary	E1	AF	165 0 0	..
			McVay, Ella M.	E1	AF	165 0 0	..
			Hannay, Amelia W.	C3	AF	130 0 0	..
			Jenkins, Alfred E.	..	AM	108 0 0	..
			Earl, Charlotte M.	C4	AF	110 0 0	..
			McCartney, Elizabeth J. M. ..	D4	AF	105 0 0	..
			McPherson, Jeannie C. ..	C4	AF	90 0 0	..
			Douglas, John E.	..	AM	90 0 0	..
			McAllister, Ila F. S.	..	FPt4	55 0 0	..
			McNaughton, Mary R.	..	FPt4	55 0 0	..
			McDonald, Jean C.	..	FPt3	55 0 0	..
			Rigby, Cyril G.	..	MPt3	55 0 0	..
			Judd, Rosina E.	..	FPt2	35 0 0	..
			Retemeyer, Dorothy	..	FPt2	35 0 0	..
			Wolstenholme, Elfreda M. ..	..	FPr2	25 0 0	..
GRADE 10D.							
Hastings D.H.S.	N	791	Pegler, Leonard F., B.A. ..	B1	HM	*400 0 0	..
			Hudson, Edward V.	B1	AM	290 0 0	..
			Cullen, Arthur R.	C1	AM	210 0 0	..
			Cumming, Margaret	D1	AF	180 0 0	..
			Daly, John T.	C2	AM	180 0 0	..
			Gray, Georgina	D1	AF	165 0 0	..
			Harper, Amy R.	D1	AF	150 0 0	..
			Rendle, Charles A.	..	AM	108 0 0	..
			Turnbull, Elizabeth	E1	AF	135 0 0	..
			Gorman, Annie	D2	AF	110 0 0	..
			McEwan, Edith C.	D4	AF	95 0 0	..
			Forne, Kate	..	AF	90 0 0	..
			Barnard, Stanley	..	MPt5	55 0 0	..
			Britten, Vivian R.	..	MPt3	45 0 0	..
			Jonasen, Walter W.	..	MPt3	55 0 0	..
			Thompson, Lily A.	..	FPt3	45 0 0	..
			Harper, Elsie M.	..	FPt2	35 0 0	..
			Stevenson, Helen	..	FPt2	50 0 0	..
			Atkinson, Thomas S. ..	B2	Sec.	..	..
			Hodgson, Ruth J.	B1	Sec.	..	..
Totals	..	..	..	..	..	43,546 10 0	1,070

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

MARLBOROUGH.

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GRADE 0.								
Anakiwa			4	Beauchamp, Ethel B.		F	24 0 0	..
Apple Bay			7	Lay, Dorothy		F	48 0 0	..
Benhopai			2	Brown, Josephine		F	12 0 0	..
Black Rock		N	5	McMahon, Olive		F	30 0 0	..
Branch Point			4	Western, Margaret		F	24 0 0	..
Bulwer			6	Bennett, Irene		F	42 0 0	..
Edgecombe Bay			4	Lehrke, Veronica		F	24 0 0	..
Elaine Bay			5	Mead, Doris		F	30 0 0	..
Hakahaka			2	O'Connor, Clara		F	12 0 0	..
Head			3	Stafford, Elsie		F	18 0 0	..
Hitaua		N	6	Sparkes, Hilda		F	36 0 0	..
Homewood			4	Morris, Iris		F	24 0 0	..
Huritini			4	Nalder, Lucy		F	24 0 0	..
Kakapou Bay			4	Guard, Daisy		F	30 0 0	..
Ketu Bay			2	Trischler, Eleanor		F	12 0 0	..
Leefield			4	McIsaac, Ella		F	24 0 0	..
Ohana			4	Eden, Florence		F	24 0 0	..
Okoha			8	Wilson, Sarah		F	48 0 0	..
Okukari			2	Raven, Constance		F	18 0 0	..
Onahau			2	Hebberd, Ruth		F	94 10 0	10
Onapua			5	Johnson, Maud M.		F	36 0 0	..
Opihi Bay			5	Rolfes, Phyllis		F	24 0 0	..
Pines			6	Hamilton, Jean		F	42 0 0	..
Pinohia			5	Morris, Geraldine		F	30 0 0	..
Portage			3	Mapp, Elsie		F	18 0 0	..
Port Gore			4	Quartermain, May		F	30 0 0	..
Pukatea Bay			7	Reaks, Jean		F	42 0 0	..
Ronga Valley			5	King, Mary		F	30 0 0	..
Scarborough Run		N	4	Arthur, Muriea		F	24 0 0	..
Separation Inlet			3	Elvy, Ernest		M	24 0 0	..
Te Puru			5	Hale, Janet		F	36 0 0	..
Tetley Brook			5	Snowden, Ella M.		F	30 0 0	..
Te Weka			4	Baxter, Henry		M	30 0 0	..
Waikakaho			6	Martyn, Annie P.		F	42 0 0	..
Waikawa Bay			3	Wells, Olive M.		F	24 0 0	..
Waireka			6	Ham, Winifred		F	36 0 0	..
Waterfalls			7	O'Leary, Kathleen		F	90 0 0	10
Wharehunga			4	Drake, Alice		F	30 0 0	..
Wynen's Bay			4	Morrison, Mary		F	30 0 0	..
GRADE 1.								
Blind River			6	Waters, Janet		F	94 10 0	..
Eli Bay			9	Stratford, Nea		F	90 0 0	10
Endeavour Inlet			10	Reaks, Daisy		F	90 0 0	10
Fabian's Valley			7	Bonsor, Mrs. Ellen M.	D3	F	110 0 0	..
French Pass			11	Fletcher, Florence E.	E3	F	90 0 0	10
Grassmere			12	Fraser, Ernest M.		M	90 0 0	..
Jordan			10	Moore, Bertha		F	90 0 0	10
Kekerangu			9	Hutchinson, Sara		F	90 0 0	10
Nopera Bay			15	Murphy, Christine		F	99 0 0	10
Onauku		N	12	Watson, Jessie		F	117 0 0	15
Opouri Valley			9	Scott, Helen		F	90 0 0	10
Pelorus Bridge			13	Cheek, Eva		F	90 0 0	10
St. Lawrence			10	Gallop, Elizabeth		F	90 0 0	10
Sea View			5	Harris, Margaret		F	90 0 0	10
Starborough Downs			9	Foley, Cecily		F	90 0 0	10
Tahuahua		N	9	Budge, Sylvanus B.		M	108 0 0	10
Te Awaite			7	Dry, George		M	90 0 0	..
Te Rou			17	Robinson, Francis		M	130 10 0	..
Ugbrooke			7	Hood, Lilian		F	90 0 0	10
Waikawa Pah		N	13	Howard, Kate		F	90 0 0	10
Wairau Pah		N	9	Hooke, Kate		F	90 0 0	10
Wairau Valley			17	Brooks, Gordon		M	117 0 0	..
Waitaria			12	Simpson, Lily P.		F	130 10 0	15
GRADE 2.								
Deep Creek			22	Gayne, Violet E.	C3	F	150 0 0	15
Fairhall			26	Packard, Frances M. B.	E1	F	170 0 0	..
Flat Creek			19	Thorpe, Caroline E.	Lic.	F	152 0 0	..
Havelock Suburban			19	O'Sullivan, Frances T.	D3	F	120 0 0	..
Kaituna			17	Brydon, Edith M.		F	117 0 0	..
Linkwater			16	Allen, Constance M.	C3	F	150 0 0	15
Marshlands		N	21	Jones, Mrs. Sarah J.	D1	F	150 0 0	15
				Smart, Lily M.	E1	Subs		

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

MARLBOROUGH—*continued.*

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						£ s. d.	£
GRADE 2—*continued.*							
Mirza		11	Woulfe, Kathleen		F	108 0 0	15
Nydia Bay		12	O'Donoghue, Lucy		F	108 0 0	15
Ocean Bay		38	Skelley, Claude H. F.		M	139 10 0	15
Omaka		17	O'Sullivan, Agnes E.	C4	F	120 0 0	..
Onamalutu		18	King, Geoffrey J.		M	108 0 0	..
Robin Hood Bay		15	Bigg-Wither, George, B.A.	B3	M	120 0 0	15
GRADE 3.							
Marama		19	Greig, Arthur G.	C4	M	165 0 0	..
Okaramio		27	Taylor, George N.		M	135 0 0	..
Riverlands		30	Chapman, Florence M.	C3	F	150 0 0	20
GRADE 4.							
Canvastown	N	56	Wells, John F.	B4	HM	180 0 0	..
			Wadsworth, Bertha E.		AF	99 0 0	..
Carluke		43	Reader, Guy H.		HM	162 0 0	25
			Kelleher, Marguerite		AF	99 0 0	..
Havelock		55	Gifford, James R. A.	C2	HM	195 0 0	..
			O'Connor, Theresa		AF	90 0 0	..
			Reader, Theo.		FPr1	20 0 0	..
Koromiko		39	Haughey, James	D1	HM	205 0 0	..
			Ward, Mrs. Elizabeth	E3	AF	90 0 0	..
			Sutton, James		MPr1	20 0 0	..
Marlborough Town	N	49	O'Connor, Maurice J.	C3	HM	190 0 0	25
			Duggan. Evelyn E.	C5	AF	90 0 0	..
Rapaura		37	Oldham, Hedley	D2	HM	205 0 0	..
			Williams, Beatrice		AF	90 0 0	..
Seddon		47	Best, Frank D.	D2	HM	185 0 0	..
			Young, Esther		AF	99 0 0	..
Tuamarina		56	Fisher, Horace R.	D1	HM	240 0 0	..
			Campbell, Frances	C5	AF	90 0 0	..
			Duggan, Eileen		FPr2	25 0 0	..
Ward		55	Wallace, Elizabeth A.	E2	HF	190 0 0	..
			Bell, Susan C.	D4	AF	100 0 0	..
GRADE 5.							
Grovetown		81	Hill, Hollis J.	C1	HM	220 0 0	..
			Ladley, Ada Blanche E.	C2	AF	130 0 0	..
			Franklin, Bertha		AF	90 0 0	..
Renwick		84	Robson, Harry	B2	HM	210 0 0	..
			Williams, Agnes M. T.	D2	AF	130 0 0	..
			Heffer, Dorothy		AF	90 0 0	..
			Watson, Leslie		MPr1	20 0 0	..
GRADE 6A.							
Springlands		146	Howard, Harry J.	D1	HM	260 0 0	..
			Millington, Emily H.	D2	AF	135 0 0	..
			Fraser, Christina A.	C3	AF	105 0 0	..
			Foley, Agatha		FPt3	45 0 0	..
GRADE 7A.							
Picton	N	221	Robinson, Herbert J.	D1	HM	275 0 0	..
			Clemance, Herbert J.	C4	AM	180 0 0	..
			Macalister, Ria	D3	AF	140 0 0	..
			Storey, Elsie		AF	99 0 0	..
			Macalister, Itta	D3	AF	105 0 0	..
GRADE 8C.							
Blenheim and side school (Redwoodtown)		460	Low, Benjamin H., B.A.	B1	HM	310 0 0	..
			Wedde, Albert A.	D1	AM	230 0 0	..
			Brown, Mary M.	D1	AF	165 0 0	..
			Wanden, Elizabeth W.	E2	AF	135 0 0	..
			Gibson, Francis		AM	108 0 0	..
			Hilliard, Kathleen	C4	AF	100 0 0	..
			Wilkinson, Mrs. Mary	E2	AF	120 0 0	..
			Brewer, Gertrude Faith		AF	90 0 0	..
			Hilliard, Josephine	D4	AF	100 0 0	..
			Mason, Eva		AF	90 0 0	..
			Coward, Maude		FPt4	55 0 0	..
			Nevison, Isabella		FPt4	55 0 0	..
			Cheek, Dorothy		FPr2	25 0 0	..
Totals		..	..	..	..	12,146 10 0	375

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

NELSON.

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						£ s. d.	£
GRADE 0.							
Anatimo		5	Robertson, May		F	30 0 0	..
Anatimo Bay		4	McFarlane, Esther		F	24 0 0	..
Berlin's		5	Montgomery, Eunice		F	30 0 0	..
Lester's		4	Power, Mary		F	24 0 0	..
Matakitaki		5	Moran, Kathleen		F	30 0 0	..
Onekaka		8	Scadden, Mrs. M.		F	48 0 0	..
Oparara		4	Rosser, Alberta		F	24 0 0	..
Stanley Brook, Upper		5	Mead, Bertha		F	36 0 0	..
Totaranui (Fuller's)		4	Huffam, Runa		F	24 0 0	..
Tutaki		9	McAuliffe, Thomas F.	D3	M	48 0 0	..
Wangapeka, Upper		7	Chandler, Mrs. Caroline A.		F	42 0 0	..
Whangamoa		5	Turner, Mrs. Annie G.		F	30 0 0	..
GRADE 1.							
Baton		5	Vaughan, Hope		F	90 0 0	10
Blackwater, Upper		19	Scarlett, Margaret L.	D4	F	105 0 0	10
Brighton		8	Marr, Henry		M	90 0 0	10
Capleston		11	McCarthy, Madge		F	121 10 0	..
Churchill		11	Taylor, Blanche I.	D3	F	115 0 0	..
Eighty-eight Valley		9	Jordan, Gladys N.	D5	F	95 0 0	10
Fairdown		16	Doyle, Theresa	D2	F	120 0 0	10
Fern Flat		11	Win, Ida Bertha		F	90 0 0	..
Glenroy		8	Ryan, Mary		F	90 0 0	10
Gordon		8	Western, Mabel C.		F	90 0 0	10
Inangahua Junction		11	Nalder, Anne Gertrude		F	99 0 0	10
Inangahua Landing		16	Dunn, Ellen		F	90 0 0	10
Land of Promise		15	Tunnicliffe, Robert		M	90 0 0	10
Little Wanganui		11	Mills, Graham A.		M	90 0 0	10
Longford		6	McKay, Ethel G.		F	90 0 0	10
Long Plain		13	Nock, Clara		F	90 0 0	..
Lyell		8	Pupich, S.		F	90 0 0	..
Maitai Valley		10	Brewerton, Annie		F	90 0 0	10
Mangarakau		14	Eden, Hilda G.		F	90 0 0	10
Marahau		12	Ash, Frederick E.		M	94 10 0	10
Pakawau		10	Dodson, Ruby A.		F	90 0 0	..
Pariwhakaho		11	Flowers, Clara E.		F	90 0 0	10
Redwood's Valley		9	Smith, Frances N. O'H.	D3	F	100 0 0	10
Rocky River		11	Wills, Jean		F	90 0 0	10
Six-mile		12	Purkinson, Sarah J.		F	90 0 0	10
Takaka East		13	Nuttall, Elizabeth F.		F	90 0 0	..
Takaka, Upper		18	Emms, Hilda	D5	F	115 0 0	10
Te Kuha		12	Ryan, Mary		F	90 0 0	10
Waingaro		11	Emms, Pearle		F	90 0 0	10
Waitahu		9	McBeth, Helen A.		F	90 0 0	10
West Haven		5	White, Effie		F	90 0 0	10
Wills' Road		9	Goodall, George R.		M	112 10 0	15
GRADE 2.							
Addison's Flat		12	Condell, Katie Lita M.	Lic.	F	114 0 0	..
Aporo		20	Goodyer, John	D4	M	120 0 0	10
Clifton Terrace		18	Hewlett, Theophilus N.	C4	M	150 0 0	..
Ferntown		14	Horner, Lilian	D4	F	125 0 0	15
Glenhope		32	Eyles, Edward Robert	Lic.	M	118 15 0	15
Globe Hill		17	Rivers, Adelia		F	112 10 0	15
Happy Valley		29	Woollett, Ethel J.		F	121 10 0	..
Hillside		18	Bond, Elson W.		M	123 10 0	..
Korere		23	Worley, Winifred G.	D4	F	120 0 0	..
Little Grey		28	Holmes, Randall K.		M	108 0 0	..
Matariki		18	MacPherson, Mrs. Rebecca	E2	F	135 0 0	..
Ngatimoti		22	Hewetson, Kathleen M.	B4	F	135 0 0	..
Orinoco		15	Bastin, Ida E.	D3	F	135 0 0	15
Pigeon Valley		17	Martin, Cora	D4	F	150 0 0	15
Pokororo		27	Small, Leila G.		F	108 0 0	15
Progress		17	Walsh, Elizabeth M.	D2	F	155 0 0	..
Puponga		25	Hayes, Frank S.		M	108 0 0	15
Sergeant's Hill		19	Radford, Mary E.	D4	F	145 0 0	15
Stanley Brook		19	Small, Hilda E. A.	C5	F	120 0 0	..
Tadmor		29	Quinton, Ellen H.	E2	F	165 0 0	..
Tarakohe		36	Dron, Douglas A.	D4	M	130 0 0	15
Tui		11	Ching, Harold L.		M	108 0 0	15
Uruwhenua		16	Malloy, Mahala		F	108 0 0	15
Whangarae	N	15	Tunnicliffe, Norris H.		M	121 10 0	15

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

NELSON—*continued.*

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						£	s.	d.	£
GRADE 3.									
Appleby		24	Dwyer, Evelyn G.	D4	F	155	0	0	..
Arapito		26	Higgins, Florence J.	D2	F	160	0	0	20
Dovedale		26	Bolton, Pamela E.	E1	F	160	0	0	..
Kaituna		25	Snook, Ada J.	E2	F	150	0	0	20
Kiwi		19	Lavery, Brendan M.	D4	F	150	0	0	20
Motupiko		26	Laird, Annie	D1	F	160	0	0	..
Ranzau		36	Davies, Constance E.	C3	F	155	0	0	..
Takaka Central		23	Page, May	E1	F	195	0	0	..
Tapawera		30	Hodgkinson, Jessie L.	E3	F	160	0	0	20
GRADE 4.									
Bainham		41	Snadden, George S.	C4	HM	180	0	0	25
			Lewis, Marjorie	..	AF	90	0	0	..
Birchfield		44	Harrison, Robert	C1	HM	195	0	0	25
			Noble, Ethel	..	AF	90	0	0	..
Black's Point		61	Green, Richard E.	E1	HM	205	0	0	25
			Moore, Euphemia J.	E2	AF	115	0	0	..
Brightwater and side school		61	Bryant, William Henderson	B1	HM	205	0	0	..
			Widdowson, Florence A.	D4	AF	95	0	0	..
			Wadsworth, Mary I.	..	AF	90	0	0	..
Brooklyn		77	Trevella, Arthur	D1	HM	210	0	0	..
			Bolton, Kathleen M.	..	AF	90	0	0	..
			Robinson, Greta	..	FPr2	55	0	0	..
Burnett's Face		72	Kane, Thomas	C3	HM	205	0	0	25
			Whitwell, Reba	..	FPt4	60	0	0	..
			Power, Mary Agnes	..	FPt1	25	0	0	..
Cape Foulwind		47	Kelpe, Caroline	C1	HF	205	0	0	..
			Bell, Myrtle Annie Mary	..	AF	90	0	0	..
Charleston and side school		34	Bryan, Elizabeth E.	D3	HF	190	0	0	..
			Maloney, Grace G.	..	AF	94	10	0	..
Collingwood		45	Cartner, Robert C.	D4	HM	190	0	0	..
			Shone, Florence E.	..	AF	90	0	0	..
Cronadun		43	Gibbs, Betsey A. H.	D3	HF	185	0	0	25
			Foster, M.	..	AF	90	0	0	..
Foxhill		40	Baigent, Louis Oliver	D1	HM	190	0	0	..
			Davies, Hilda V.	..	AF	90	0	0	..
Hope		42	Hall, William Arthur	B1	HM	195	0	0	25
			Salmond, Jessie	E1	AF	120	0	0	..
Karamea		62	Gilmor, Edward John	C2	HM	205	0	0	..
			Allan, Janet Bruce	..	AF	94	10	0	..
Motupipi	N	46	Manson, Mrs. Lydia M.	E1	HF	205	0	0	..
			Malloy, Carita M.	..	AF	94	10	0	..
Moutere, Lower		49	Sanders, Herbert B. S.	D1	HM	205	0	0	..
			Jordan, Fanny S.	D2	AF	115	0	0	..
Murchison		57	Rogers, Marmaduke	C2	HM	195	0	0	..
			Mayo, Alice	..	AF	90	0	0	..
Neudorf		44	Boyes, Esmond Ernest Cave	C4	HM	180	0	0	..
			McEwan, Mary G.	..	AF	90	0	0	..
Rockville and side school (Dall's Creek)		42	Ladley, Olive May	D3	HF	180	0	0	..
			Harney, Myrtle	D4	AF	95	0	0	..
Sarau		45	Fair, George Osmond	C1	HM	205	0	0	..
			Armstrong, Josephine	..	AF	90	0	0	..
Spring Grove		49	White, Alfred T.	C1	HM	205	0	0	..
			Trott, Jessie S. M.	..	AF	90	0	0	..
Summerlea		36	Jordan, James G.	C3	HM	195	0	0	..
			Jordan, Mrs. Alice M M.	D4	AF	120	0	0	..
Wai-iti		50	Horner, Hugh H.	D2	HM	195	0	0	..
			Morrison, Catherine A.	E2	AF	115	0	0	..
Waimangaroa		47	Gapper, Bernard Richard	E2	HM	205	0	0	..
			Seddon, Mrs. Annie	..	AF	90	0	0	..
Waimea West		35	Coleman, Bernard Francis P.	C1	HM	190	0	0	..
			Peart, Elvira	..	AF	90	0	0	..
Wai-uta		47	Brown, Robert	D4	HM	180	0	0	25
			Mumm, Marie	..	AF	90	0	0	..
Whakarewa		50	Poole, William Elgar	C1	HM	205	0	0	25
			Raikes, Alice Olive	D4	AF	95	0	0	..
GRADE 5.									
Millerton		130	Lawn, George	C2	HM	225	0	0	..
			Hargreaves, Alice Evelyn	D4	AF	115	0	0	..
			Satchell, E.	..	AF	90	0	0	..
			Bayfield, Georgina D.	..	FPt5	60	0	0	..
			McDonald, J.	..	FPr1	50	0	0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

NELSON—*continued.*

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						£ s. d.	£
GRADE 5—*continued.*							
Riwaka		89	Slowey, Teresa M.	C2	HF	210 0 0	..
			Black, Hilda	D3	AF	135 0 0	..
			Fowler, Alma G.	..	AF	90 0 0	..
Seddonville		91	Street, Samuel W.	C1	HM	240 0 0	..
			Hill, Mabel Helen	D4	AF	110 0 0	..
			Dement, Ida Verne	..	AF	90 0 0	..
Stoke and side school		113	Wilmot, David Henry ..	C1	HM	240 0 0	..
			Hill, Ethel Ilma	D3	AF	130 0 0	..
			Cooke, Gertrude M.	D4	AF	100 0 0	..
Wakefield, Lower		102	Peart, Frederick Blenkiron ..	E1	HM	240 0 0	..
			Bird, Kate Bayliff	E2	AF	130 0 0	..
			Mead, Irene	..	AF	90 0 0	..
GRADE 6A.							
Denniston		154	Hiddlestone, John F. C. ..	D1	HM	240 0 0	..
			Heal, Mrs. Annie C... ..	D3	AF	120 0 0	..
			Bettjemann, Adelleine ..	D4	AF	90 0 0	..
			Brown, Frances J.	..	FPt2	35 0 0	..
Motueka D.H.S.	N	147	Griffin, Thomas J., B.A. ..	B1	HM	*265 0 0	..
			Turner, Fanny M.	C2	AF	120 0 0	..
			Thorp, Charles W.	..	AM	94 10 0	..
			Allan, Gladys R.	..	FPt2	50 0 0	..
			Raikes, Madge	..	FPr2	25 0 0	..
			Stoddart, Frances, B.A. ..	B1	Sec.	..	..
Takaka D.H.S.	N	117	Boyes, William H.	D1	HM	*250 0 0	..
			Easdale, Mildred J. N. ..	C3	AF	130 0 0	..
			Hagen, Nora	..	AF	90 0 0	..
			Lewis, Eleanor	..	FPr1	50 0 0	..
			Ainsworth, Emma F., B.A. ..	B2	Sec.	..	..
GRADE 6B.							
Granity and side school (Hector) ..		192	Douglas, Arthur	C1	HM	265 0 0	35
			Alexander, Elizabeth M. ..	E2	AF	120 0 0	..
			Conway, Edith	..	AF	108 0 0	..
			Satchell, Winifred	..	AF	90 0 0	..
			Boundy, Constance M. ..	..	AF	90 0 0	..
			Gills, Olive	..	FPt1	25 0 0	..
			McCormack, Mary	..	FPr1	20 0 0	..
Richmond		80	Boyce, Charles G. M. ..	B1	HM	250 0 0	..
			Graham, Amy de L.	D1	AF	130 0 0	..
			Hewlett, Edith M.	C3	AF	125 0 0	..
			Woods, Edith	..	FPt3	45 0 0	.
			McGlashan, Ralph	..	MPt2	50 0 0	..
			Ricketts, Clarice	..	FPr1	50 0 0	..
GRADE 8A.							
Reefton D.H.S.		229	Rumbold, William A. ..	C1	HM	*270 0 0	..
			Williams, Sophia B... ..	D4	AF	185 0 0	..
			Galloway, Helen	E2	AF	145 0 0	..
			Garth, Isobelle O.	E3	AF	105 0 0	..
			Hunter, Charlotte	..	FPr2	25 0 0	..
			Hindmarsh, Irene	..	FPr1	20 0 0	..
			Lewis, Annie M. L.	C3	Sec.	..	..
GRADE 9A.							
Nelson Boys' and two side schools (Tasman Street and Brook Street) ..		485	Gibbs, Frederick G., M.A. ..	A1	HM	365 0 0	50
			Irwin, Robert	C1	AM	240 0 0	..
			Veysey, John T.	E1	AM	235 0 0	..
			Hughes, Margaret	C1	AF	180 0 0	..
			Inwood, Keith	..	AM	121 10 0	..
			Kitching, Mary E.	E1	AF	145 0 0	..
			Kidson, Mrs. Kitty Esther ..	C1	AF	145 0 0	.
			Wright, Julia C.	D2	AF	105 0 0	..
			Baird, Agnes R.	B3	AF	100 0 0	..
			Palmer, Constance M. ..	C4	AF	100 0 0	..
			Wratt, Chrissina	..	FPt2	50 0 0	..
			Thompson, Phyllis M.	..	FPt4	55 0 0	..
			Palmer, Ella	..	FPt3	55 0 0	..
			Holdaway, Hubert R.	..	MPt3	55 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

NELSON—*continued.*

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					£ s. d.	£
GRADE 9C.						
Nelson Girls' and two side schools (Haven Road and Hampden Street)	598	Knapp, Frederick V.	B1	HM	310 0 0	50
		Bond, Jane A.	D1	AF	225 0 0	..
		Johnson, Amy F.	B2	AF	175 0 0	..
		Hood, Marion C.	D1	AF	150 0 0	..
		Gilbert, Esther E.	D1	AF	125 0 0	..
		Wright, Gwendoline F.	E2	AF	115 0 0	..
		Shone, Eva E.	D3	AF	115 0 0	..
		Johnston, Janet	D3	AF	110 0 0	..
		Baigent, Beatrice L. M.	C3	AF	105 0 0	..
		Ingram, Annie M.	D3	AF	105 0 0	..
		Brown, Kathleen	..	FPt3	45 0 0	..
		White, Ivy	..	FPt3	55 0 0	..
		Turner, Zilla	..	FPt3	55 0 0	..
		Gibbs, Winifred	..	FPt3	55 0 0	..
		Ingram, Ivy	..	FPt3	55 0 0	..
		Roughton, Verna	..	FPr2	55 0 0	..
		Emms, Olive	..	FPr3	45 0 0	..
GRADE 10C.						
Westport D.H.S.	664	Harkness, James H., B.A.	B1	HM	*370 0 0	50
		Boswell, Edward B. B.	C1	AM	270 0 0	..
		Kirby, Alban M.	C3	AM	210 0 0	..
		Martin, Annie	E2	AF	180 0 0	..
		Marris, Amelia	D1	AF	165 0 0	..
		Hill, Jessie A.	D3	AF	150 0 0	..
		Risk, Clara R.	D5	AF	150 0 0	..
		Mills, Eva B.	..	AF	108 0 0	..
		McKay, May	D4	AF	120 0 0	..
		Findlay, Elspeth A.	D4	AF	100 0 0	..
		Rowley, Gladys	..	FPt4	55 0 0	..
		Fletcher, Mabel	..	FPt4	55 0 0	..
		Doyle, Maud	..	FPt4	55 0 0	..
		Carrick, Margaret	..	FPt4	55 0 0	..
		Junker, Dorothy	..	FPt3	45 0 0	..
		Clark, Mabel	..	FPt1	45 0 0	..
		Roberts, Gladys	..	FPr1	20 0 0	..
		Peacock, Beatrice	..	FPr1	50 0 0	..
		Gifford, Arthur J., M.A.	A1	Sec.	..	..
		McElwee, Elizabeth	D2	Sec.	..	..
Totals	..	..	..	..	27,754 15 0	910

GREY.

GRADE 0.						
Inchbonnie	8	Larkin, Ellen	..	F	94 10 0	10
Marsden	7	O'Donnell, Nora B.	..	F	94 10 0	..
Moonlight	5	Stubbs, Edith	..	F	36 0 0	..
No Town	3	Symes, Nora	..	F	18 0 0	..
Slatey Creek	6	Murray, James	..	M	90 0 0	10
Swan Lake	5	Larkin, Elizabeth	..	F	24 0 0	..
Taramakau	3	Martyn, Grace	..	F	24 0 0	..
Westbrook	7	O'Donnell, Catherine	..	F	103 10 0	..
GRADE 1.						
Ahaura	26	Hargreaves, Alice M.	D2	F	120 0 0	..
Barrytown	12	Ryall, Jane	Lic.	F	109 5 0	10
Dunganville	9	Ryan, Brigid	..	F	90 0 0	..
Jack's Mill	10	Dempsey, Alexander	..	M	90 0 0	10
Kaimata	10	Blair, Norah	..	F	94 10 0	10
Kotuku	12	O'Donnell, Mary	D4	F	130 0 0	15
Poerua Estate	6	Garland, Rachel	..	F	130 10 0	15
Rewanui	11	Gillin, Kathleen	..	F	90 0 0	10
Ryder's Mill	9	Stanahan, Margaret	..	F	90 0 0	10

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GREY—*continued.*

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						£ s. d.	£
GRADE 2.							
Boddytown	N	17	Newlands, Susan	..	F	108 0 0	15
Moana	..	17	Kelly, Norah	Lic.	F	118 15 0	15
Roa	..	18	Hayes, Ellen Vera	D4	F	120 0 0	15
Stillwater	..	22	Crowley, Johanna	D1	F	180 0 0	20
Te Kinga	..	18	Crowe, Norah	..	F	108 0 0	15
Totara Flat	..	19	Maloney, John W.	D1	M	150 0 0	..
GRADE 3.							
Kokiri	..	32	Dixon, Dorothy S.	D2	F	165 0 0	20
Swede's Mill	..	25	O'Brien, Agnes C. S. R.	D3	F	150 0 0	20
GRADE 4.							
Dobson	..	48	Crowley, Annie M. J.	D1	HF	205 0 0	25
			Woods, Elsie	..	AF	99 0 0	..
Hatter's	..	61	Moriarty, Michael H.	D4	HM	180 0 0	25
			Donnellan, Nora	..	AF	90 0 0	..
Ngahere	..	56	Owens, Edith	E1	HF	205 0 0	25
			Dunn, Olive E.	..	AF	90 0 0	..
Paroa	..	60	Griffiths, Elizabeth	D1	HF	205 0 0	..
			Dowling, Johanna	..	AF	103 10 0	..
Taylorville	..	64	Malone, Michael	D1	HM	215 0 0	30
			Malone, Theresa	Lic.	AF	114 0 0	..
			Craig, Georgina	..	FPr1	50 0 0	..
GRADE 6B.							
Blackball	..	210	Wickes, Arthur John	C1	HM	270 0 0	35
			Wilson, Maud E.	D2	AF	150 0 0	..
			Dempsey, Agnes	..	AF	112 10 0	..
			Moriarty, Eleanor	..	AF	90 0 0	..
			McLaughlin, Catherine	..	FPr1	50 0 0	..
Cobden	..	181	Barrett, Henry Robert	D1	HM	245 0 0	35
			Moore, Isabella	D2	AF	145 0 0	..
			Cornwall, Ivy L. L.	D4	AF	125 0 0	..
			Foord, Frederick J.	..	AM	90 0 0	..
			Newlands, Barbara	..	FPr1	50 0 0	..
GRADE 7A.							
Runanga	..	194	O'Flyn, Francis E.	D1	HM	275 0 0	40
			Crowley, Elizabeth L.	D1	AF	185 0 0	..
			Duncan, Margaret	..	AF	126 0 0	..
			Duggan, Margaret	..	AF	94 10 0	..
			Ward, Rose	..	FPt5	55 0 0	..
			Southward, James	..	MPt2	35 0 0	..
			Greaney, Theresa	..	FPr2	55 0 0	..
GRADE 9C.							
Greymouth D.H.S. and Blaketown side school	N	580	Adams, Allan A.	D1	HM	370 0 0	50
			Wilson, James F.	C1	AM	255 0 0	..
			Skoglund, Whilemina C.	D1	AF	180 0 0	..
			Sotheran, Jane	E1	AF	150 0 0	..
			Hitchcock, Mary L.	C2	AF	135 0 0	..
			Robinson, Barbara J.	D4	AF	120 0 0	..
			Moore, Ellen	Lic.	AF	123 10 0	..
			Williams, Louisa	..	AF	90 0 0	..
			Keddell, Catherine G.	..	AF	90 0 0	..
			Davies, Myra G.	..	AF	90 0 0	..
			Mullins, Timothy	..	MPt3	55 0 0	..
			O'Leary, Ellen	..	FPt3	55 0 0	..
			Feary, Irene	..	FPt3	55 0 0	..
			Allan, Ivy B.	..	FPt3	45 0 0	..
			Creagh, Kathleen	..	FPr2	55 0 0	..
			Talbot, Arthur E.	D1	Sec.	..	..
			Thompson, Marion	D1	Sec.	..	..
Totals	..	..	..	..	..	8,106 10 0	485

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

WESTLAND.

NAME OF SCHOOL. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance. (1.)		Average for the Year 1913. (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.							
Blue Spur		8	Willoughby, Isabella		F	48 0 0	
Bruce Bay	N	9	Bannister, John William		M	103 10 0	10
Cook's River		4	Williams, Elizabeth		F	24 0 0	
Haast		3	McKay, Eveline		F	18 0 0	
Mahitahi		5	Cron, May		F	42 0 0	
Mikonui		7	Anderson, Phyllis		F	48 0 0	
Okarito Forks		3	Smith, Louisa		F	18 0 0	
Otira, Lower		3	Leamy, Eileen N.		F	30 0 0	
Rotokino		7	Park, Grace		F	36 0 0	
Waiho		7	Donovan, Ellen J.		F	42 0 0	
Waitaha		9	Wylie, Alicia M.		F	48 0 0	
GRADE 1.							
Callaghan's		10	Campbell, Irene		F	103 10 0	
Goldsborough		15	Mitchell, Rose A.		F	121 10 0	
Jackson		9	Leamy, Agnes W.	Lic.	F	95 0 0	10
Kokatahi, Upper		10	Ritchie, Annie		F	90 0 0	10
La Fontaine		11	Shearer, Annie C.		F	90 0 0	10
Mananui		6	Millner, Evelyn		F	90 0 0	10
Okarito		9	McBride, Kate		F	94 10 0	
Okuru		12	Saville, Alfred J.		M	103 10 0	
Rangiriri		10	Fahey, Rose D.		F	90 0 0	10
GRADE 2.							
Awatuna		12	Hogan, Catherine B.	D3	F	120 0 0	15
Humphrey's		27	Simpson, Sophia J.		F	117 0 0	
Interwanganui		18	Patrick, Anna		F	108 0 0	15
Kokatahi, Lower		30	Dale, Mary	C4	F	120 0 0	15
Kumara Junction		14	Wallace, Elizabeth M.		F	121 10 0	15
South Beach		20	Dixon, Ellenor	C3	F	160 0 0	
GRADE 3.							
Koiterangi		30	Johnston, Mrs. Margaret A.	D2	F	160 0 0	
Ruatapu		32	Hogan, Teresa M.	Lic.	F	142 10 0	
Stafford		39	Stark, Elizabeth M.	D1	F	160 0 0	
GRADE 4.							
Arahura Road	N	47	Henderson, John J.	D1	HM	205 0 0	
			Henderson, Mrs. Margaret		AF	103 10 0	
Kanieri	N	54	Potts, Mary Jardine	D1	HF	205 0 0	
			Henderson, Margaret E. A.	C4	AF	120 0 0	
Otira, Upper		35	Thomson, Mrs. Mary M.	D2	HF	205 0 0	25
			Stevenson, Rose H.		AF	90 0 0	
Woodstock		53	Mackay, William D.	D1	HM	205 0 0	
			Nancekivell, Alice E.	Lic.	AF	114 0 0	
GRADE 5.							
Kumara and Dillman's side school		121	Seebeck, Albert H.	D1	HM	240 0 0	
			Bell, Mary J.	D2	AF	135 0 0	
			Evison, Marie		AF	90 0 0	
			Evenden, Frances P.		AF	90 0 0	
			Wylie, Thomas N.		MPr1	50 0 0	
Ross		92	Winchester, William	C1	HM	220 0 0	
			Smith, Daisy A.	Lic.	AF	109 5 0	
			Irwin, Minnie		AF	90 0 0	
			O'Donnell, Agnes		FPr2	50 0 0	
GRADE 8A.							
Hokitika D.H.S.	N	331	de Berry, Leonard F., M.A.	B1	HM	*315 0 0	
			Ward, Esther	D1	AF	215 0 0	
			Potts, Wilhemina S.	D2	AF	155 0 0	
			Goudie, Elizabeth M.	D2	AF	150 0 0	
			Wilson, Mary E.	D4	AF	100 0 0	
			McGuigan, John J.		MPt4	60 0 0	
			Forsyth, Sarah A. H.		FPt4	55 0 0	
			Mackay, Helen B.		FPt3	55 0 0	
			Fraser, Ivy M.		FPr2	25 0 0	
			Williams, Henry	C1	Sec.		
			Neilson, Isabella, M.A.	A4	Sec.		
			Boyd, Edwin F.		Sec.		
Totals						5,996 5 0	145

List of Public Schools, the Staff, etc.—*continued.*

NORTH CANTERBURY—*continued.*

Name of School. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance. (1.)		Average for the Year 1913. (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.									
Conway Flat		6	McDowell, Mary		F	36	0	0	..
Ethelton		4	Macdonald, Agnes C.		F	30	0	0	..
Kemton Combe		6	Wright, Robin		M	36	0	0	..
Newland		6	Saunders, Lilian H.		F	48	0	0	..
Long Bay		6	Probert, Thomas		M	36	0	0	..
Okute Valley		8	Dawe, James, B.A.	B1	M	48	0	0	..
Virginia		8	McLaren, James W.		M	48	0	0	..
Grade 1.									
Ataahua		14	Tod, Winifred J.		F	90	0	0	..
Awaroa		11	Pilling, Janet		F	90	0	0	10
Birdling's Flat		10	Banks, Annie E.		F	90	0	0	10
Charing Cross		15	Liddy, Ann M.		F	90	0	0	..
Courtenay		15	Ross, Evelyn C.		F	90	0	0	10
Fyrie		13	Clarke, Jessie		F	90	0	0	10
Hundalee		9	Haine, Sydney G.		M	90	0	0	..
Hurunui		8	Brooker, Nellie F.		F	90	0	0	..
Kaiapoi Island		13	Todd, Lily		F	90	0	0	..
Kaituna		8	White, Clara G.	D5	F	90	0	0	10
Kukupa		8	Cassidy, Mary C.		F	90	0	0	..
Overdale		12	French, Olive A.	C3	F	125	0	0	15
Pendarves		15	Doak, Annie E.		F	90	0	0	..
Pigeon Bay		17	Orr, Charlotte E.	E3	F	90	0	0	10
Port Levy	N	11	Clarke, Mildred	D5	F	90	0	0	..
Port Robinson		10	Wilkinson, Mrs. Caroline M.	D2	F	105	0	0	..
Riverside		14	Newstead, Mrs. Louisa	D3	F	125	0	0	..
Robinson's Bay		12	Burnard, Eva		F	90	0	0	..
Russell's Flat		12	Allan, Mrs. Evaline H. F.	C3	F	105	0	0	..
Seaview		11	Shearman, Daisy		F	90	0	0	10
Summerhill		13	Howes, George G.		M	90	0	0	..
Teddington		14	Candy, Eleanor B.		F	90	0	0	..
Te Pirita		15	Hart, Nathalie		F	90	0	0	10
Woodstock		9	Kearon, Anna M.	D3	F	125	0	0	10
Grade 2.									
Alford Forest		26	Millar, William M.		M	108	0	0	..
Anama		24	Moir, Margaret	D4	F	120	0	0	15
Arthur's Pass		23	Seymour, Douglas		M	108	0	0	..
Ashley Gorge		24	McMeekan, Catherine A.	D1	F	150	0	0	15
Aylesbury		18	Hartstarge, Anne F.	C3	F	125	0	0	..
Barry's Bay		18	Anderson, Nellie W.	C4	F	125	0	0	..
Broomfield		23	Townsend, Ethel M.	E2	F	150	0	0	..
Burnham		24	Wright, Emily H. A.	D3	F	150	0	0	15
Bushside		10	Wilkinson, Mrs. Kate	C2	F	175	0	0	..
Camla		13	Rudd, Mildred	C4	F	130	0	0	15
Carew		16	Minnis, Emily		F	121	10	0	15
Chorlton		17	Scott, Mary	C3	F	125	0	0	15
Dorie		18	Minnis, Kathleen L.	C3	F	135	0	0	15
Ealing		13	Knox, Eliza	C4	F	120	0	0	..
Eiffelton		18	Doherty, Kate	E2	F	145	0	0	..
Elgin		17	Donald, Mrs. Eliza N.	D1	F	130	0	0	..
Flemington		15	Falconer, Elizabeth A.		F	108	0	0	..
French Farm		15	Moore, Lily C.	D4	F	120	0	0	..
Gebbie's Valley		18	Brock, Marina	E4	F	120	0	0	..
Glen Kowhai		19	Brown, Walter A.	D5	M	120	0	0	15
Glenroy		17	Beattie, Mrs. Helen		F	121	10	0	..
Governor's Bay		15	Calvert, Sarah S.	Lic.	F	142	10	0	..
Greenstreet		24	Barton, Mary E.	D3	F	125	0	0	..
Greta Valley		16	Campbell, Martha	Lic.	F	114	0	0	15
Halkett		19	Sloan, Caroline	E2	F	130	0	0	..
Hanmer Plains		25	Kent, Helen M.	D2	F	135	0	0	15
Homebush		20	Sloan, Emily	E2	F	135	0	0	15
Kimberley		18	Lloyd, Ada C.	C4	F	130	0	0	..
Kirwee		23	Colthart, James	D4	M	150	0	0	..
Kowai Bush		19	Johnston, Muriel S.		F	108	0	0	..
Little Akaloa		18	Philpott, Sarah A.	C4	F	125	0	0	..
Lowcliffe		20	McIver, Sarah		F	135	0	0	..
Lynnford		21	Mackay, Ann E.	D4	F	120	0	0	15
Mason's Flat		26	Hickman, Nora M.	D5	F	120	0	0	..
Mount Grey Downs		23	Jeffries, Laura	E2	F	120	0	0	..
Rapaki	N	18	Hastings, Evelyn A.		M	135	0	0	..
Rokeby		21	Aitken, Allison L.		F	117	0	0	15
Saltwater Creek		21	Lace, Bessie	C3	F	125	0	0	..
Scargill		16	Youngman, Vida		F	108	0	0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

NORTH CANTERBURY—*continued.*

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GRADE 2—*continued.*							
Seafield		13	Hoare, Mary O'B.	..	F	108 0 0	..
Sedgemere	N	20	Anderson, Caroline V.	D3	F	130 0 0	..
Selwyn		18	Bradley, Mrs. Lily	D2	F	125 0 0	..
Spencerville		17	Smith, Annabella P.	Lic	F	118 15 0	15
Springbank		21	Gibson, Inez R.	D4	F	130 0 0	..
The Peaks		16	Hewett, Olive M.	D3	F	130 0 0	15
View Hill		16	Dingwall, Mrs. Elizabeth	D3	F	150 0 0	..
Wairewa	N	16	Silcock, Harold S.	Lic.	M	128 5 0	..
Wakanui		24	Davidson, May	D2	F	145 0 0	..
Weedon		23	Colgan, Mrs. Gertrude	D4	F	120 0 0	..
West Melton		21	Killner, Elizabeth D.	D2	F	150 0 0	..
Winchmore		19	McIntyre, John	D3	M	155 0 0	20
GRADE 3.							
Ashton		28	Le Fleming, Jeanette	D1	F	170 0 0	..
Barr Hill		21	Opie, Ronald	D4	M	155 0 0	..
Breeze's Road		36	Harband, Beatrice M.	D2	F	155 0 0	20
Broadfield		30	Eagan, Victoria H. W.	C2	F	160 0 0	..
Chertsey		26	Leversedge, Edith M.	D2	F	150 0 0	..
Cooper's Creek		30	Callaghan, Francis R.	B4	M	160 0 0	..
Culverden		34	Jones, William H.	D3	M	150 0 0	..
Domett		27	Keys-Wells, Arthur P.	C3	M	165 0 0	..
Dromore		28	Hewitt, Lily M.	D2	F	155 0 0	..
Duvauchelle's Bay		34	Williamson, Ernest A.	B5	M	150 0 0	..
Eyreton		23	Ladbrooke, Charlotte J.	D2	F	175 0 0	..
Hapuku	N	39	Sullivan, Andrew J.	C3	M	155 0 0	..
Horsley Downs		44	Halliburton, Martha P.	D2	HF	155 0 0	20
			Leahy, Gertrude	..	AF	90 0 0	..
Kirikiri		24	Dynes, Arabella	D1	F	160 0 0	20
Lismore		21	Shaw, Joseph W.	C3	M	150 0 0	..
Longbeach		31	Watson, Joseph	E2	M	205 0 0	..
Mead		23	Berg, Frederick R. M.	C4	M	150 0 0	20
Medbury		26	Moriarty, Minnie	D3	F	150 0 0	..
Midland Railway		12	Comford, Ernest S.	..	M	135 0 0	20
Motukarara		25	Pitt, Alfred W.	D3	M	185 0 0	..
Rotherham		35	McGill, Robena L.	C3	F	185 0 0	..
Ruapuna		31	Müller, Nicolaus L. F.	E2	M	175 0 0	..
South Malvern		29	Riordan, Annie W.	D1	F	180 0 0	..
Springburn		27	Moses, William H.	D2	M	205 0 0	..
Springston South		35	Cooper, Arthur	D1	M	180 0 0	..
Tuahiwi	N	29	Cossgrove, David	D1	M	205 0 0	..
Waikuku		29	Cooper, Edith M.	D2	F	150 0 0	20
Wainui	N	29	Ormandy, Florence E.	C2	F	155 0 0	..
Westerfield		35	Maxwell, Robert W. D.	C4	M	155 0 0	..
GRADE 4.							
Annat		42	King, Edmund A.	C1	HM	195 0 0	..
			Satchell, Ruth H.	D5	AF	90 0 0	..
Ashley		45	Grant, Henry A.	C2	HM	205 0 0	..
			Hammond, Eva	C4	AF	95 0 0	..
Balcairn		34	Noble, John	D1	HM	210 0 0	..
			Dalzell, Flora	C5	AF	90 0 0	..
Brookside		35	Brown, John B.	B2	HM	205 0 0	..
			Morland, Mildred G.	..	AF	103 10 0	..
Carleton		34	Dickie, William	C2	HM	185 0 0	..
			Montagu, Grace M. E.	D4	AF	95 0 0	..
Cashmere		83	Hodgson, Adèle	D1	HF	215 0 0	25
			Jameson, Esther D.	D2	AF	105 0 0	..
Clarkville		45	Irwin, Major G.	C1	HM	210 0 0	..
			Hiatt, Fanny C.	D2	AF	115 0 0	..
Cust		66	Arnott, David	D1	HM	210 0 0	..
			Kininmonth, Helen M.	C3	AF	100 0 0	..
			Hodges, Dorothy A.	..	FPr1	50 0 0	..
Darfield D.H.S.		56	Ellis, Leonard R.	E2	HM	*180 0 0	..
			Denne, Archibald H.	C3	Sec.	..	..
			Prebble, Jane W.	C4	Sec.	..	..
Doyleston		70	Irwin, Samuel J.	C2	HM	180 0 0	..
			Cavell, Elizabeth B.	C5	AF	90 0 0	..
			Rollo, Winifred H.	..	FPr1	20 0 0	..
Dunsandel		54	Smith, Frederick	B1	HM	205 0 0	..
			Douds, Maria	E3	AF	90 0 0	..
Ellesmere		28	Hawke, Ernest	Lic.	M	194 15 0	..
Eyreton West		44	Silcock, Frederick A.	C2	HM	205 0 0	..
			Jackman, Sarah E. G.	..	AF	103 10 0	..
Fairton		48	Andrews, Ada H.	E2	HF	180 0 0	25
			White, Dorothy H.	D5	AF	90 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

NORTH CANTERBURY—*continued.*

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GRADE 4—*continued.*						
Fernside	57	Pavitt, Norman W.	D2	HM	190 0 0	..
		Large, Elsie A.	C3	AF	100 0 0	..
German Bay	26	Sloane, William J.	D2	M	180 0 0	25
Greendale	37	North, Robert H.	C2	HM	205 0 0	..
		Ingley, Mrs. Mary	E2	AF	110 0 0	..
Greenpark	41	Whitelaw, George	C2	HM	205 0 0	..
		Rattray, Joan	D4	AF	115 0 0	..
Halswell	57	Guiney, Samuel P.	D1	HM	210 0 0	..
		Guiney, Mrs. Margaret A.	E2	AF	120 0 0	..
Highbank	47	Campbell, John	D2	HM	205 0 0	..
		Keith, Lilac G.	C5	AF	90 0 0	..
Hinds	65	Cook, John	D1	HM	220 0 0	..
		Hayes, Mary	C4	AF	90 0 0	..
Hororata	49	Quartermain, George	D2	HM	205 0 0	..
		More, Christina A.	C5	AF	95 0 0	..
Irwell	45	Morland, Thomas A.	B1	HM	200 0 0	..
		Mann, Ida, B.A.	B4	AF	120 0 0	..
Killinchy	47	Warnock, Selina M.	B1	HF	205 0 0	..
		Newport, Elizabeth	D4	AF	100 0 0	..
Ladbrook's	40	Rundle, Frederick T.	D2	HM	190 0 0	..
		Fraser, Helen M.	C5	AF	90 0 0	..
Lakeside	30	McRae, Alexander P.	B3	M	180 0 0	..
Lauriston	38	Comer, Edith R.	D2	HF	185 0 0	..
		Brown, Grace	D1	Subs.		
		White, Edith E.	D5	AF	95 0 0	..
Le Bon's Bay	40	Bruce, Robert	E1	HM	200 0 0	..
		Gudsell, Dora A.	..	AF	90 0 0	..
Leithfield	35	Wild, Cyril T.	B3	HM	180 0 0	..
		Mason, Alice M.	D5	AF	90 0 0	..
Little River	46	Gillman, Herbert A. W.	B2	HM	210 0 0	..
		Horrell, Elizabeth D. H.	..	AF	90 0 0	..
Loburn	39	Austin, Leslie G.	C4	HM	185 0 0	..
		Dawson, Mrs. Ada	E2	AF	95 0 0	..
Loburn North	37	Chambers, Edwin S.	Lic.	HM	171 0 0	..
		Costello, Mary C. A.	C5	AF	90 0 0	..
Lyndhurst	38	Hight, Maude L.	D1	HF	190 0 0	25
		Smith, Frances H.	..	AF	90 0 0	..
Mayfield	41	Withell, Charles W.	D2	HM	205 0 0	..
		Patrick, Hannah M. M.	E2	AF	115 0 0	..
Mount Somers	43	Sheldon, James C.	E2	HM	195 0 0	..
		Ryan, Catherine	..	AF	90 0 0	..
Okain's Bay	44	Thomas, Walter	D2	HM	205 0 0	..
		McKenzie, Agnes C.	..	AF	103 10 0	..
Omihi	43	Savill, Mrs. Harriet	D1	HF	185 0 0	..
		McLean, Jessie M.	D4	AF	90 0 0	..
Oxford West	56	Anderson, George	D2	HM	200 0 0	..
		Walker, Annie E. E.	C5	AF	90 0 0	..
Puaha	38	Bell, Matilda	E1	HF	190 0 0	..
		McKelvy, Mary	D4	AF	95 0 0	..
Redcliffs	57	Kirkpatrick, William D.	B2	HM	205 0 0	25
		Kirkpatrick, Louisa J.	D2	AF	115 0 0	..
Rolleston	38	Voss, Johann	C1	HM	210 0 0	..
		Dalby, Louisa J.	..	AF	90 0 0	..
Sefton	67	Thomson, Hugh F.	D2	HM	215 0 0	..
		Struthers, Elizabeth B.	D3	AF	95 0 0	..
Spotswood	34	Blain, Thomas, B.A.	B2	HM	205 0 0	..
		Turner, Lilian	D4	AF	100 0 0	..
Springfield	47	Matier, John	C2	HM	205 0 0	..
		Moore, Maurice O.	D3	Subs.		
		Cullen, Gladys	C3	AF	115 0 0	..
Springston	71	Jackson, Joseph	C2	HM	210 0 0	..
		Kime, Henrietta	D2	AF	120 0 0	..
Swannanoa	35	Craig, Sarah M.	D1	HF	185 0 0	..
		Haden, Helena	..	AF	90 0 0	..
Waddington	70	Pole, Thomas L. P.	D1	HM	210 0 0	..
		Hunt, Olive E.	C5	AF	90 0 0	..
Waiau	61	Judkins, William E.	B2	HM	195 0 0	..
		Dalby, Margaret G.	..	AF	90 0 0	..
Waikari	36	Stout, Thomas	C1	HM	205 0 0	..
		Hughey, Annie	..	AF	99 0 0	..
Willowby	37	Watson, Joseph	E2	HM	205 0 0	..
		King, Lilian E.	..	AF	90 0 0	..
Winslow	38	Aldridge, George W.	D2	HM	195 0 0	..
		Cossgrove, Catherine E.	..	AF	103 10 0	..
Yaldhurst	35	Wilkinson, Henry F.	B3	HM	185 0 0	..
		Lovell-Smith, Constance I.	B4	AF	95 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

NORTH CANTERBURY—*continued.*

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						£ s. d.	£
GRADE 5.							
Akaroa D.H.S.		115	Hall, Charles	C2	HM	*240 0 0	..
			Gray, Alexander	A1	Subs.		
			Morrison, Isabella	B3	AF	105 0 0	..
			Lynskey, Agnes A.	D3	AF	105 0 0	..
			Menzies, James L.	C5	Sec.	..	..
Amberley		83	Anderson, John	C1	HM	240 0 0	..
			Stanton, Edith E. F. ..	E2	AF	130 0 0	..
			Fisher, Janet C.	C4	AF	95 0 0	..
Bromley		77	Wilkinson, Henry R. ..	D2	HM	240 0 0	..
			Gilmour, Lily	D2	AF	130 0 0	..
			Sage, Constance M.	C5	AF	90 0 0	..
Glentunnel		98	Allard, Charles W.	B2	HM	220 0 0	..
			Jones, Lina M.	C5	AF	105 0 0	..
			Barlow, Janet B.	..	AF	94 10 0	..
Harewood..		123	Twose, Richard J. H. ..	D1	HM	240 0 0	..
			Lockwood, Mabel F. ..	C2	AF	130 0 0	..
			Nightingale, Emily M. ..	C5	AF	90 0 0	..
Heathcote Valley		117	Stout, William	C1	HM	240 0 0	..
			Roberts, Georgina	D2	AF	115 0 0	..
			Mills, Elsie E.	D3	AF	95 0 0	..
			Boddington, Lilian E. ..	..	FPr1	50 0 0	..
Kaikoura Suburban ..	N	76	Sherrard, William	C3	HM	210 0 0	..
			Whitcombe, Myra J... ..	D4	AF	105 0 0	..
			Yates, Frances E.	D5	AF	90 0 0	..
Kaikoura Town D.H.S. ..	N	97	Allison, Herbert H.	C1	HM	*265 0 0	..
			McLauchlan, Mabel J. R. ..	D2	AF	145 0 0	..
			Merton, Sybil M.	C5	AF	90 0 0	..
			Mayne, Helga M.	C4	Sec.	..	..
Leeston		84	Penlington, Henry F. ..	C1	HM	240 0 0	..
			Fairweather, Daisie	C4	AF	105 0 0	..
			Enson, Edna J.	C4	AF	90 0 0	..
Lincoln D.H.S.	N	98	Cookson, Arthur	D1	HM	*230 0 0	..
			Blackmore Winifred M. ..	C4	AF	105 0 0	..
			Pointon, Eleanor J.	..	FPr1	50 0 0	..
			Osborn, Mabel E., B.A. ..	B2	Sec.	..	..
Mackenzie		96	Ormandy, Guy N.	D2	HM	210 0 0	..
			Hanham, Dorothy L. M. ..	D4	AF	110 0 0	..
			Ritchie, Frances M. ..	D4	AF	90 0 0	..
Marshland		97	Polson, John G.	D1	HM	225 0 0	..
			Rogers, Emma M. W. ..	D3	AF	125 0 0	..
			Pearce, Elsie M.	C5	AF	90 0 0	..
Methven		83	Gillanders, James	D1	HM	240 0 0	..
			Wills, Mary	Lic.	AF	99 15 0	..
			Kininmouth, Flora E. ..	C4	AF	90 0 0	..
Ohoka		74	Gilling, George	D1	HM	235 0 0	..
			Parkin, Alice M.	..	AF	112 10 0	..
Prebbleton		77	Morland, Charles J.	C1	HM	220 0 0	..
			Foster, Sylvia M.	C3	AF	115 0 0	..
			Dobson, Myra	C4	AF	95 0 0	..
Tai Tapu		87	Penlington, Benjamin ..	C1	HM	230 0 0	..
			Hay, Jessie F., B.A.	B3	AF	110 0 0	..
			Hay, Ruth	..	AF	90 0 0	..
Templeton		103	Sinclair, David	E1	HM	240 0 0	..
			Dare, Constance H.	C3	AF	130 0 0	..
			Arnott, Lilian F.	C5	AF	90 0 0	..
Tinwald		126	Watson, Harold C. N. ..	B2	HM	220 0 0	..
			Lockwood, Helena	C3	AF	115 0 0	..
			Fitch, Gladys	C5	AF	90 0 0	..
Woodend	N	95	Cutler, Thomas E.	C1	HM	230 0 0	..
			Handley, Agnes E.	D3	AF	135 0 0	..
			Strong, Marion E.	D4	AF	95 0 0	..
GRADE 6A.							
Burwood		131	Davidson, George	D1	HM	250 0 0	..
			Spence, Mary L.	E2	AF	130 0 0	..
			Livingstone, Ethel M. ..	..	AF	90 0 0	..
			Stevens, Edith L.	..	FPt3	45 0 0	..
			Hamber, Joan A.	..	FPr1	20 0 0	..
Fendalton		166	Irvine, Thomas	B1	HM	240 0 0	35
			Anderson, Rosaline	D2	AF	125 0 0	..
			Thornton, Edith M.	C3	AF	105 0 0	..
			Lovell-Smith, Doris E. ..	..	FPt4	55 0 0	..
			Burnet, Dorothy E.	..	FPt3	55 0 0	..
			Shearer, Helena	..	FPr1	50 0 0	..
Hornby		163	Bowbyes, Alfred C.	C1	HM	255 0 0	..
			Menzies, Catherine	C1	AF	145 0 0	..
			Davidson, Mrs. Alice M. ..	E3	AF	90 0 0	..
			Aymes, Mary O. G.	..	FPt4	55 0 0	..
			Cooper, Christina E.	..	FPt3	45 0 0	..
			Shortell, Mary A.	..	FPr1	50 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

NORTH CANTERBURY—*continued.*

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						£	s.	d.	£
GRADE 6A—*continued.*									
Oxford East D.H.S.	.. ..	127	Watson, Lancelot	C1	HM	*250	0	0	..
			Dalziel, Catherine A. ..	C2	AF	130	0	0	..
			Mackintosh, Charlotte E. ..	C4	AF	95	0	0	..
			Nankivell, Mabel S.	..	FPr1	50	0	0	..
			Grace, Eleanor A.	Lic.	Sec.	..			..
Rakaia South ..	.. ..	106	Burns, Trevethan	D1	HM	265	0	0	..
			Cross, Ada M.	D2	AF	135	0	0	..
			McLean, Annie J.	C4	AF	90	0	0	..
Southbridge D.H.S.	.. ..	158	Walker, Joseph W. A. ..	C1	HM	*250	0	0	..
			Taylor, Elizabeth	D1	AF	150	0	0	..
			Tulloch, Elizabeth	D2	AF	105	0	0	..
			Bishop, Eunice	..	FPt3	45	0	0	..
			Reese, Ella M.	..	FPr1	20	0	0	..
			Glanville, Gertrude M. ..	C1	Sec.	..			..
Southbrook ..	.. ..	126	Brunton, John, M.A.	B1	HM	245	0	0	35
			Keir, Jessie A.	D3	AF	120	0	0	..
			Stevenson, Elsie M.	C5	AF	95	0	0	..
			Clifford, Olive I.	..	FPt4	60	0	0	..
Sumner	.. ..	173	Allen, George F.	C1	HM	250	0	0	35
			Budden, Amy H.	D1	AF	135	0	0	..
			Jull, Gladys M.	C4	AF	95	0	0	..
			Gee, Myrtle F.	..	FPt4	55	0	0	..
			Fincham, Gwendoline	..	FPt2	50	0	0	..
			Clarke, Winifred	..	FPr2	55	0	0	..
GRADE 6B.									
Lyttelton West ..	.. N	166	Benjamin, Frank	C1	HM	250	0	0	..
			Murdoch, Sarah	D2	AF	150	0	0	..
			Harris, Myrtle D.	C4	AF	130	0	0	..
			Buchanan, Ruby E.	..	FPt4	55	0	0	..
			Dalley, Edward R.	..	MPt3	55	0	0	..
			Fitzgerald, Kathleen	..	FPr2	55	0	0	..
GRADE 7A.									
Belfast and side school ..	..	206	Balch, William	B1	HM	295	0	0	..
			Ritchie, Eliza J.	C1	AF	205	0	0	..
			Cook, Alice J.	E2	AF	145	0	0	..
			Steele, Elizabeth	D2	AF	120	0	0	..
			Brown, Lilian A.	C5	AF	90	0	0	..
			Turner, Marion J.	D5	AF	90	0	0	..
			Mottram, Benjamin R. ..	..	MPt5	60	0	0	..
			Hopkinson, Lorna M. D. ..	..	FPr2	55	0	0	..
Riccarton	.. ..	201	English, Henry	E1	HM	280	0	0	..
			Macfarlane, Samuel G. ..	B2	AM	190	0	0	..
			Joyce, Blanche	D1	AF	150	0	0	..
			Thompson, Emma E. ..	E2	AF	135	0	0	..
			Guiney, Alan H.	..	MPt4	60	0	0	..
			Robinson, Stella J.	..	FPt4	55	0	0	..
Spreydon	.. ..	234	Hunuibell, Frederick W. ..	D1	HM	280	0	0	..
			Cookson, Walter G.	C2	AM	190	0	0	..
			Pilliett, Francesca A. ..	D1	AF	135	0	0	..
			Down, Alice	C3	AF	110	0	0	..
			McLeod, Margaret A. ..	..	FPt3	45	0	0	..
			O'Donnell, Mary	..	FPt3	55	0	0	..
			Beattie, Annie H.	..	FPr2	25	0	0	..
Wharenui	.. ..	258	Alley, Frederic J.	B1	HM	285	0	0	40
			Mounsey, Robert	C2	AM	195	0	0	..
			Harvey, Matilda E.	C1	AF	150	0	0	..
			Armstrong, Christine M. ..	E2	AF	135	0	0	..
			Callaghan, Cecilia M. ..	..	FPt3	55	0	0	..
			Smith, Emma F.	..	FPt3	55	0	0	..
			Stewart, Esther	..	FPr1	50	0	0	..
GRADE 7B.									
Papanui	.. ..	255	Bourke, Charles	C1	HM	280	0	0	..
			Mottram, Francis J.	B3	AM	180	0	0	..
			Duncan, Mary	D1	AF	150	0	0	..
			Maindonald, Henrietta L. ..	C2	AF	115	0	0	..
			Simpson, Matilda	..	FPt4	55	0	0	..
			Mackay, Sophia C.	..	FPt4	55	0	0	..
			McArthur, Grace	..	FPt3	45	0	0	..
			McArthur, Christina	..	FPr1	50	0	0	..
Rangiora	.. ..	238	Ambrose, Thomas W., B.A. ..	B1	HM	310	0	0	..
			McKeown, Blaikley A. ..	C2	AM	185	0	0	..
			Buchanan, Margaret ..	D1	AF	145	0	0	..
			Ambrose, Clarice M.	C5	AF	105	0	0	..
			Judson, Charles G.	..	MPt4	55	0	0	..
			Cook, Eleanor R.	..	FPt3	45	0	0	..
			Barrell, Beatrice	..	FPt3	45	0	0	..
			Wheeler, Gwenda R.	..	FPr2	55	0	0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued*

NORTH CANTERBURY—*continued.*

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					£ s. d.	£
GRADE 8A.						
Christchurch East Infants'	319	Menzies, Annie J.	C1	HF	260 0 0	45
		Wauchop, Elizabeth L. ..	D1	AF	170 0 0	..
		Callaghan, Margaret M. ..	D1	AF	150 0 0	..
		Suckling, Gertrude M. ..	D3	AF	120 0 0	..
		Peele, Mildred E.	D2	AF	120 0 0	..
		Baird, Gladys M.	..	FPt2	50 0 0	..
		Kennedy, Irene M.	..	FPt2	35 0 0	..
		Wright, Caroline L.	..	FPt1	25 0 0	..
		Arnold, Adelaide C.	..	FPr1	20 0 0	..
Hampstead	296	Borthwick, James B. ..	C1	HM	320 0 0	..
		Chapman, Henry J.	D2	AM	220 0 0	..
		Fawcett, Lucy	D1	AF	160 0 0	..
		Bonnington, Rosamond ..	D2	AF	145 0 0	..
		Kenna, Mona R.	E3	AF	130 0 0	..
		Jobberns, George	..	MPt5	60 0 0	..
		Makeig, Dorothy A.	..	FPt4	60 0 0	..
		Urquhart, Juanita	..	FPt3	45 0 0	..
		Kenna, Bessie M.	..	FPr2	25 0 0	..
New Brighton	349	Bishop, George W.	D1	HM	320 0 0	..
		Boyce, William J.	D1	AM	220 0 0	..
		Ormandy, Dora B.	E1	AF	160 0 0	..
		Pattrick, Cherrie L.	D1	AF	150 0 0	..
		Jamieson, Isabella M. ..	D2	AF	130 0 0	..
		Curtis, Olive T.	C5	AF	90 0 0	..
		Sprat, Robina A.	..	FPt4	55 0 0	..
		Pattrick, Joyce E.	..	FPt3	45 0 0	..
		Wright, James W.	..	MPt2	35 0 0	..
		Coates, Ruby	..	FPr1	20 0 0	..
Opawa	319	Colee, Walter C., M.A. ..	A1	HM	310 0 0	..
		Morgan, Richard W. ..	C2	AM	210 0 0	..
		Banks, Charlotte M.	D1	AF	155 0 0	..
		Robertson, Hilda B.	C3	AF	135 0 0	..
		Ritchie, Helen	C3	AF	120 0 0	..
		Beattie, Isabella	..	FPt2	35 0 0	..
		Broadhurst, Phyllis	..	FPt3	45 0 0	..
		Barr, Alexander C.	..	MPt2	35 0 0	..
		Dierce, Ethel R. M.	..	FPr2	55 0 0	..
Phillipstown	300	Robinson, Sarah L.	D1	HF	240 0 0	45
		Menzies, Agnes	B1	AF	155 0 0	..
		Snowball, Laura E.	C2	AF	150 0 0	..
		Metherell, Florence R. S. ..	D3	AF	125 0 0	..
		Cornwell, Edith M.	C3	AF	105 0 0	..
		Bosomworth, Vida	..	FPt4	60 0 0	..
		Wilcox, Gladys C.	..	FPt3	45 0 0	..
		Burn, Ethel R.	..	FPt2	35 0 0	..
Somerfield	347	McLeod, John	B1	HM	315 0 0	45
		Wilson, James R.	C2	AM	210 0 0	..
		Adams, Mary A.	D1	AF	150 0 0	..
		Picken, Jessie M. D.	D2	AF	135 0 0	..
		Aylmer, Mercy C.	D4	AF	120 0 0	..
		Whitcombe, Edna J. ..	C5	AF	90 0 0	..
		Burnard, Louie	..	FPt5	55 0 0	..
		Luttrell, Nellie L.	..	FPt4	55 0 0	..
		Mills, David C.	..	MPt4	60 0 0	..
		Durward, Annie H. Y. W. ..	..	FPr1	50 0 0	..
GRADE 8B.						
Kaiapoi D.H.S.	N 400	Douds, Thomas A.	B1	HM	*310 0 0	..
		Gates, Thomas A.	C2	AM	235 0 0	..
		Pavitt, Marie A.	D1	AF	160 0 0	..
		Oram, Harry	C2	AM	150 0 0	..
		Luxton, Lucy B.	D2	AF	135 0 0	..
		Kent, Florence E.	C2	AF	115 0 0	..
		Moore, Amy E.	..	FPt5	55 0 0	..
		Miles, Lily	..	FPt2	35 0 0	..
		Hughey, Matilda E.	..	FPt3	45 0 0	..
		Snell, Florence E.	..	FPr2	25 0 0	..
GRADE 8C.						
		Wilson, Henry L.	B1	Sec.	..	..
Linwood North	487	Evans, Francis T.	B1	HM	325 0 0	45
		Shirlaw, David M., ...	A2	AM	225 0 0	..
		Wills, Mabel S. M. J. ..	D1	AF	165 0 0	..
		Cradock, Mary A.	D2	AF	140 0 0	..
		Tayler, Mabel V.	C2	AF	135 0 0	..
		Wauchop, Margaret S. ..	D3	AF	100 0 0	..
		Walker, Gladys I.	D3	AF	105 0 0	..
		Cross, Edward H.	..	MPt4	55 0 0	..
		Hoffman, Ethel A.	..	FPt3	45 0 0	..
		Turner, Kasie B.	..	FPt2	35 0 0	..
		Fahey, Annie	..	FPt2	50 0 0	..
		Stewart, Pearl E.	..	FPr1	20 0 0	..

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					£ s. d.	£
GRADE 9A.						
Ashburton main and side schools	448	Schneider, George, B.A. ..	B1	HM	350 0 0	..
		Baird, Samuel	D1	AM	250 0 0	..
		Willis, Mrs. Effie	E1	AF	190 0 0	..
		Trezise, Mabel	D1	AF	165 0 0	..
		Mortimore, Archer E. ..	Lic.	AM	142 10 0	..
		Rapley, Ivy M. A.	C3	AF	120 0 0	..
		Makeig, Grace H.	D3	AF	120 0 0	..
		Borthwick, Phœbe F. ..	..	AF	90 0 0	..
		Cowan, Vera T.	..	FPt4	55 0 0	..
		Stevens, Rose	..	FPt4	60 0 0	..
		Johnston, Mary E.	..	FPt2	50 0 0	..
		Burdett-Stuart, Elizabeth A.	..	FPt3	45 0 0	..
		Brown, Bessie G.	..	FPr1	20 0 0	..
		Smith, Ivy H.	..	FPr1	50 0 0	..
Lyttelton D.H.S.	459	Just, Emile U.	D1	HM	*365 0 0	..
		Blank, Albert R.	C3	AM	240 0 0	..
		Olliver, Mary E.	D1	AF	205 0 0	..
		Warner, Frederick S. H. ..	C2	AM	175 0 0	..
		Hickey, Stella	C4	AF	140 0 0	..
		Wills, Kathleen P., B.A. ..	B2	AF	145 0 0	..
		Manifold, Dorothy	D2	AF	145 0 0	..
		Cotton, George W.	..	MPt4	55 0 0	..
		Wales, Dorothy R.	..	FPt2	35 0 0	..
		Hurley, Bridget	..	FPt3	55 0 0	..
		Steinmetz, Julia A.	..	FPt2	35 0 0	..
		Allen, Isabella D.	..	FPr2	25 0 0	..
		Gilmour, William O... ..	C1	Sec.	..	..
Normal and Model School (at Training College) ..	465	Aschman, Christopher T. ..	C1	HM	395 0 0	50
		Lynskey, Michael	C1	AM	270 0 0	..
		Inkpen, Agnes F. R... ..	D1	AF	250 0 0	..
		Wagstaff, Mrs. Jessie W. ..	D1	AF	235 0 0	..
		Graham, Charles H. E. ..	C1	AM	205 0 0	..
		Grand, Ellen	D1	AF	175 0 0	..
		McCullough, Samuel ..	C1	AM	160 0 0	..
		Ansley, Annie	D1	AF	145 0 0	..
		Bevin, Elizabeth E.	D1	AF	145 0 0	..
		Schmidt, Helene G.	C3	F	125 0 0	..
		Pearson, Robert S.	D1	M	240 0 0	..
		Irwin, James W.	C1	Sec.	..	..
GRADE 9B.						
Elmwood	561	Sinclair, John R.	C1	HM	350 0 0	50
		Garton, Wilfred W.	A1	AM	250 0 0	..
		Smith, Sarah E.	E1	AF	190 0 0	..
		Hodgson, Mabel E.	D2	AF	160 0 0	..
		Durose, Florence	D1	AF	150 0 0	..
		Saunders, Ann	D1	AF	130 0 0	..
		Bussell, Lilian E.	E3	AF	120 0 0	..
		Rout, Blanche C.	C4	AF	95 0 0	..
		McCullough, Dorothy L. ..	C5	AF	90 0 0	..
		Banks, Alma E.	..	FPt5	55 0 0	..
		Alley, Gwendolen L... ..	..	FPt3	45 0 0	..
		Baverstock, Harry S. ..	..	MPt2	35 0 0	..
		Lynskey, Winifred A. ..	..	FPr2	55 0 0	..
GRADE 9C.						
Woolston	616	West, William M.	B1	HM	340 0 0	50
		Kennedy, William A. ..	C1	AM	265 0 0	..
		Barker, Annie E.	E1	AF	205 0 0	..
		Thwaites, Leonard J. W. ..	B3	AM	155 0 0	..
		Mills, Mahala C.	B2	AF	165 0 0	..
		Adamson, David	..	AM	135 0 0	..
		Ewart, Jane	D2	AF	120 0 0	..
		Choat, Ethel R.	C3	AF	120 0 0	..
		Morgan, Amy B. B.	C3	AF	105 0 0	..
		Ditford, Mabel L.	D5	AF	90 0 0	..
		Kay, Winifred A.	..	FPt4	55 0 0	..
		Sloane, Jessie S.	..	FPt3	55 0 0	..
		Paine, Marion L.	..	FPt3	55 0 0	..
		Prince, Dorothy T.	..	FPt3	55 0 0	..
		Turvey, Dorothy G.	..	FPt3	45 0 0	..
		Wicks, Roland B. P. ..	..	MPt2	35 0 0	..
		Davis, Annie M.	..	FPr2	25 0 0	..

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					£ s. d.	£
GRADE 10A.						
Addington	609	Seay, William N.	D1	HM	375 0 0	50
		Kennedy, Hans	C1	AM	275 0 0	..
		Shirtcliffe, Mary S.	E1	AF	215 0 0	..
		Wilkins, Thomas J. C.	B3	AM	185 0 0	..
		Beck, Elizabeth	D1	AF	170 0 0	..
		Bowden, Bessie E.	D2	AF	155 0 0	..
		Foster, Margaret G.	C2	AF	150 0 0	..
		Sapsford, Elsie F. L.	C3	AF	120 0 0	..
		Seay, Alexandrina	..	AF	108 0 0	..
		Rogers, Lily A. C.	C3	AF	110 0 0	..
		Bean, Ethel S.	..	FPt4	55 0 0	..
		Roscoe, Helen R.	..	FPt4	60 0 0	..
		Gourlay, Henry W.	..	MPt3	55 0 0	..
		Saunders, Agnes M.	..	FPt3	55 0 0	..
		Stockdill, Thomas	..	MPt2	50 0 0	..
		Hastings, Edith	..	FPt2	50 0 0	..
		Stevenson, Margaret S.	..	FPr2	25 0 0	..
Richmond	672	McGregor, John W.	B1	HM	395 0 0	50
		Purchase, John E., B.A.	B1	AM	290 0 0	..
		Spence, Annie W.	D1	AF	235 0 0	..
		McGregor, Elizabeth J.	E1	AF	190 0 0	..
		Moore, Frederick W.	B3	AM	180 0 0	..
		Aiken, Janet M.	C2	AF	155 0 0	..
		Bowden, John	D3	AM	160 0 0	..
		Sorensen, Marion J.	D1	AF	135 0 0	..
		Newton, Kate E.	D1	AF	135 0 0	..
		Nicholls, Dora	E2	AF	115 0 0	..
		Miller, Audrey	..	AF	90 0 0	..
		Roscoe, Frances S.	..	FPt4	60 0 0	..
		Beaven, Gwendolyn B.	..	FPt4	55 0 0	..
		Devereux, Evelyn B.	..	FPt4	55 0 0	..
		Laws, Charles R.	..	MPt3	45 0 0	..
		Roxburgh, Helen W.	..	FPt3	55 0 0	..
		Bell, Irene M.	..	FPt2	35 0 0	..
		Treacy, Hilda	..	FPr2	55 0 0	..
St. Albans	621	Sutherland, James	B1	HM	375 0 0	..
		Malcolm, Robert A.	B1	AM	275 0 0	..
		Lawrence, Grace	D1	AF	210 0 0	..
		Newman, Mabel M.	D1	Subs.		
		Wilson, David G.	C3	AM	180 0 0	..
		Newman, Mabel M.	D1	AF	165 0 0	..
		Wardle, Charlotte E.	D2	Subs.		
		Wardle, Charlotte E.	D2	AF	150 0 0	..
		Rugstead, Dorothea L.	D3	Subs.		
		Rule, William B.	B5	AM	150 0 0	..
		Glanville, Mrs. Theresa	D2	AF	130 0 0	..
		Rugstead, Dorothea L.	D3	AF	125 0 0	..
		Turner, Nellie	C3	Subs.		
		Turner, Nellie	C3	AF	95 0 0	..
		Blank, Myrtle J.	D5	Subs.		
		Sage, Thyrza	..	FPt4	55 0 0	..
		Macdonald, Mary	..	FPt4	60 0 0	..
		Wilson, Thomas F. G.	..	MPt4	55 0 0	..
		Hampton, Elsie M.	..	FPt2	50 0 0	..
		Osborn, Dorothy A.	..	FPt2	50 0 0	..
		Brunton, Christina A.	..	FPt2	50 0 0	..
		Whitcombe, Fredericka D.	..	FPr1	20 0 0	..
Waltham	646	Adams, John J.	B1	HM	380 0 0	..
		Smith, James E. R.	C1	AM	270 0 0	..
		King, Annie D.	E1	AF	235 0 0	..
		Pratt, Colonel F.	D2	AM	205 0 0	..
		Watson, Margaret R.	D1	AF	170 0 0	..
		Armstrong, Ella	D1	AF	165 0 0	..
		Hoare, George H.	D4	AM	135 0 0	..
		Hardey, Mary I.	C2	AF	135 0 0	..
		Lucas, Annie L.	C3	AF	120 0 0	..
		Parsonson, Dorothy G.	Lic.	AF	90 5 0	..
		Clark, Rita	..	FPt5	55 0 0	..
		O'Farrell, Muriel E.	..	FPt4	60 0 0	..
		Presants, Evelina	..	FPt4	55 0 0	..
		Fraser, Alice S.	..	FPt4	55 0 0	..
		Jull, Ruth M.	..	FPt3	45 0 0	..
		Bayle, Campbell A.	..	MPt2	50 0 0	..
		Mills, Gwendoline B.	..	FPr1	50 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

NORTH CANTERBURY—*continued.*

NAME OF SCHOOL. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance. (1.)	Average for the Year 1913. (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 10B.						
Christchurch East and South Belt ..	692	Wake, Hugh G., M.A. ..	B1	HM	375 0 0	50
		Maxwell, Alfred C.	C1	AM	290 0 0	..
		Chaplin, Emily A., B.A. ..	B1	AF	235 0 0	..
		Kennedy, John S.	C1	AM	210 0 0	..
		Wauchop, William S., M.A. ..	A3	AM	175 0 0	..
		Gilmour, Ruth	D1	AF	165 0 0	..
		Thompson, Ethel	D1	AF	165 0 0	..
		Watson, Mary H. C. ..	D2	AF	125 0 0	..
		Abernethy, Rex C.	C5	AM	120 0 0	..
		Webster, Elizabeth N. ..	D2	AF	120 0 0	..
		McKeown, Mary J.	D2	AF	105 0 0	..
		Andrews, Agnes C.	C3	AF	105 0 0	..
		Walker, Clara R.	..	FPt4	60 0 0	..
		Trunk, Annie D.	..	FPt4	55 0 0	..
		Maxwell, Dorothy	..	FPt4	55 0 0	..
		McIlwraith, Helen E. ..	..	FPt3	55 0 0	..
		Griffith, William S. C. ..	..	MPt3	45 0 0	..
		Neale, Grace A.	..	FPt2	35 0 0	..
		Dearsley, Rosina L.	..	FPt3	45 0 0	..
		Willis, Margaret G.	..	FPr2	55 0 0	..
		Missen, Bernard N.	..	MPr1	50 0 0	..
GRADE 10E.						
Christchurch West D.H.S. ..	793	Caughley, John, M.A. ..	B1	HM	*380 0 0	..
		Menzies, Peter, B.A.	B1	AM	290 0 0	..
		Menzies, Jean B.	D1	AF	225 0 0	..
		Hunnibell, Arthur	D1	AM	180 0 0	..
		Smith, Mabel	C1	AF	170 0 0	..
		Gamble, Victor J.	C4	AM	150 0 0	..
		Webster, Isabella	D1	AF	150 0 0	..
		Pratt, William S.	C5	AM	120 0 0	..
		Muff, Louisa J.	D3	AF	120 0 0	..
		Vallance, Nellie M.	C2	AF	110 0 0	..
		Bruce, Adelaide T. D. ..	..	FPt4	60 0 0	..
		Rule, Andrew K.	..	MPt4	55 0 0	..
		McClure, Emma V. G. ..	..	FPt4	55 0 0	..
		Hardie, Beatrice T.	..	FPt3	55 0 0	..
		Taylor, Frances E.	..	FPt3	45 0 0	..
		Thomas, Stanley H.	..	MPt2	35 0 0	..
		Hooker, Elsie	..	FPr2	55 0 0	..
		Waller, Francis D., B.A. ..	B1	Sec.	..	..
		Mayne, Arthur J., M.A. ..	B1	Sec.	..	..
		Finlayson, Annie C., M.A. ..	A2	Sec.	..	..
		Barrell, Arthur F.	B3	Sec.	..	..
		Slocombe, Mary A., B.A. ..	B2	Sec.	..	..
		Marriott, Gladys E., B.A. ..	B3	Sec.	..	..
GRADE 10F.						
Sydenham	899	Bean, William D.	B1	HM	370 0 0	50
		McGallan, Thomas G. ..	C1	AM	290 0 0	..
		Alley, Amy J.	E1	AF	225 0 0	..
		Sustins, Nolan	C3	AM	180 0 0	..
		Morrison, Mary J.	C1	AF	165 0 0	..
		Fletcher, Thomas A.	C3	AM	155 0 0	..
		Pearson, Florence	C1	AF	150 0 0	..
		McKinney, Charles A. ..	..	AM	108 0 0	..
		Duncan, Robena	D2	AF	135 0 0	..
		Warner, Helen A.	D2	AF	105 0 0	..
		Bean, Louisa L.	D4	AF	90 0 0	..
		Wilcox, Dorothy M.	C4	AF	90 0 0	..
		Robson, Bertha	C4	AF	100 0 0	..
		Williams, Verona B.	C3	AF	95 0 0	..
		Joll, Alice F. M.	..	AF	90 0 0	..
		Bachelor, Elsie V.	..	FPt5	55 0 0	..
		Cain, Olive F.	..	FPt5	55 0 0	..
		Marks, Horace R.	..	MPt4	55 0 0	..
		Pettigrew, Robena	..	FPt4	55 0 0	..
		Whitehead, Marjory M. ..	..	FPt4	55 0 0	..
		Jackman, Clarence V. ..	..	MPt3	45 0 0	..
		Wilmer, Lily G.	..	FPr2	25 0 0	..
Totals	..	..	..	..	83,632 15 0	1,270

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 1913. (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.							
Struan	..	1	Maider, Jean	..	F	12 0 0	..
GRADE 1.							
Allandale	..	14	Malling, Francesca E. ..	D4	F	105 0 0	10
Arundel	..	13	Waite, Ivy	D5	F	100 0 0	10
Bluecliffs	..	8	Symons, Sarah H. B. ..	..	F	90 0 0	10
Burke's Pass	..	7	Tizard, Annie	..	F	90 0 0	..
Gray's Corner	..	17	Cochrane, Isabel	..	F	90 0 0	10
Hook Bush	..	12	McPherson, Catherine ..	..	F	90 0 0	10
Kakahu Bush	..	7	Bastings, Alma Isabel ..	..	F	90 0 0	..
Rangatira Valley ..	..	11	Stevenson, Elizabeth M. ..	E3	F	120 0 0	10
Rangitata Island ..	..	12	Ellis, Dorothy D.	..	F	90 0 0	10
Rockwood	..	14	Foster, Heath	..	F	90 0 0	10
Skipton	..	7	Brown, Catherine L	..	F	90 0 0	10
Timaunga	..	11	Jefferson, Christina	..	F	90 0 0	10
Totara Valley ..	..	9	Balfour, Isabel	..	F	103 10 0	10
Waihaorunga	..	17	Knight, Mrs. Mary	D3	F	150 0 0	..
Waitohi Upper	..	14	Ferguson, Catherine A. W. ..	E3	F	110 0 0	..
GRADE 2.							
Adair	..	17	Moyle, Mary A.	C4	F	120 0 0	15
Ashwick Flat	..	20	Seyb, Elizabeth	..	F	112 10 0	..
Belfield	..	19	Farnie, Thomas C., M.A. ..	B1	M	125 0 0	..
Cannington	..	15	Lawry, Bertha M.	C5	F	120 0 0	15
Chamberlain	..	27	Gray, Alexandrina	D5	F	120 0 0	..
Cricklewood	..	20	McSweeney, Morgan P. ..	Lic.	M	114 0 0	..
Douglas	..	18	Waldie, Annie	D4	F	120 0 0	15
Esk Valley	..	15	Renton, William	D2	M	150 0 0	..
Hakataramea Valley ..	..	23	O'Connor, Katherine ..	..	F	108 0 0	..
Monavale	..	20	Scannell, Margaret A. ..	..	F	108 0 0	15
Orari Bridge	..	26	McIlroy, Annie L.	D1	F	150 0 0	..
Orton	..	20	Townshend, Edith M. ..	E2	F	120 0 0	..
Otaio	..	17	Burnside, Margaret	C3	F	150 0 0	..
Pleasant Valley ..	..	19	Brunton, Mrs. Jane M. ..	E3	F	130 0 0	..
Rangitata Station ..	..	16	Yates, William M.	D2	M	135 0 0	..
Rosewill	..	19	Stevenson, Jane	C3	F	135 0 0	15
Salisbury	..	14	Ray, Mabel A.	D3	F	130 0 0	15
Scotsburn	..	22	Brunton, Annie M.	..	F	112 10 0	..
Sutherland's	..	28	Stewart, Jean D.	D3	F	130 0 0	..
Te Moana	..	17	Thatcher, Violet	..	F	108 0 0	15
Te Ngawai	..	20	Sheard, Fanny	C2	F	165 0 0	..
Tycho	..	20	Steel, Annie	D3	F	130 0 0	15
Waikakahi	..	21	Hodges, Muriel E.	C4	F	120 0 0	..
Waitohi Flat	..	22	Iverach, Margaret Isabella ..	D4	F	120 0 0	..
GRADE 3.							
Cave	..	23	Foster, Mrs. Frances ..	E2	F	165 0 0	..
Fairview	..	36	Robertson, Harriet M. ..	C3	F	155 0 0	..
Gape's Valley	..	34	Glanville, Ellen	C4	F	155 0 0	20
Hakataramea	..	22	Winnington, Edward ..	D3	M	155 0 0	..
Hazelburn	..	23	Waugh, Mrs. Agnes	D3	F	165 0 0	..
Hook	..	29	Ford, Margaret	D2	F	180 0 0	..
Hunter's	..	29	McIntyre, Isabella	D2	F	180 0 0	..
Kapua	..	30	Treacy, Kathleen	D5	F	150 0 0	..
Lyalldale	..	30	Crombie, Jane M.	C3	F	155 0 0	..
Milford	N	44	Todd, David T.	D1	HM	185 0 0	..
			Buchanan, Marion A. ..	C4	AF	90 0 0	..
Opihi	..	27	McKenzie, Ida B.	C3	F	165 0 0	..
Orari Gorge	..	26	Thompson, Andrew	..	M	139 10 0	20
Redcliff	..	23	Goodeve, Henry E.	C1	M	175 0 0	..
Silverstream	..	30	Bates, Mrs. Jane	E2	F	150 0 0	..
Southburn	..	27	Cumming, Eliza	E2	F	175 0 0	..
Springbrook	..	32	Browne, William	D2	M	210 0 0	..
Tawai	..	29	Watson, William D.	D4	M	150 0 0	..
Waituna Creek	..	17	Menzies, John	E2	M	205 0 0	..
GRADE 4.							
Clandeboye	..	51	Lawlor, Mary K.	E3	HF	180 0 0	..
			Mason, Isabel W.	D5	AF	90 0 0	..
Claremont	..	43	Black, Mrs. Flora L.	D1	HF	205 0 0	..
			Beck, Constance	..	AF	90 0 0	..
Glenavy	..	29	Sullivan, Samuel H.	D3	HM	180 0 0	..
			Alexander, Annie E	D3	AF	115 0 0	..
Gleniti	..	58	Bannerman, Herbert D. ..	B3	HM	210 0 0	..
			Ziesler, Freja L.	D3	AF	120 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

SOUTH CANTERBURY—*continued.*

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							£	s.	d.	£
GRADE 4—*continued.*										
Hannaton			46	Dick, David	D4	HM	185	0	0	..
				Bannerman, Henrietta S.	D5	AF	100	0	0	..
Hilton			44	Morris, Gerald	D2	HM	190	0	0	..
				Anderson, Grace M.	..	AF	90	0	0	..
Kingsdown			40	Stewart, Robert	B2	HM	205	0	0	..
				Stewart, Mrs. Helen T.	D2	AF	115	0	0	..
Makikihi			37	Goodall, Alexander	C1	HM	205	0	0	..
				Harris, Rose Ann	D4	AF	110	0	0	..
Pareora East			65	McIntyre, Hugh	D1	HM	205	0	0	..
				Hunt, Winifred	..	AF	90	0	0	..
				Beck May	..	FPr1	50	0	0	..
Pareora West			40	Glanville, William J.	E2	HM	190	0	0	..
				Ferrier, Ethel B.	C5	AF	100	0	0	..
Seadown			32	Schmedes, Cornelius F.	D1	M	205	0	0	..
Waihao Downs			35	Newnham, Mrs. Eliza	D1	F	180	0	0	..
Washdyke		N	97	Cooke, Montague P.	C1	HM	215	0	0	..
				Geaney, Anna	C5	AF	90	0	0	..
				Sutherland, Vida C.	D5	AF	90	0	0	..
				Malling, Christina	..	FPr2	55	0	0	..
Willowbridge			34	Ure, Rose	C3	F	190	0	0	25
Winchester			46	Ferguson, Daniel, M.A.	B1	HM	205	0	0	..
				Coomber, Olive	..	AF	90	0	0	..
Woodbury			50	Pilkington, George M.	C2	HM	205	0	0	..
				Fifield, Amy E.	C3	AF	115	0	0	..
GRADE 5.										
Albury			76	Lindsay, Alexander	D1	HM	225	0	0	..
				Farnie, Dorothy C.	C4	AF	105	0	0	..
				Brown, Donella	D4	AF	95	0	0	..
Morven		N	96	McMurtrie, Alexander F.	B3	HM	210	0	0	..
				Smart, Alice R.	C2	AF	130	0	0	..
				Pelvin, Jessie	C4	AF	95	0	0	..
				Cartwright, William	..	MPr1	50	0	0	..
Orari South			82	Piper, Frank	D1	HM	215	0	0	..
				Shires, Mary	D3	AF	110	0	0	..
				Proudlock, Margaret A.	C4	AF	95	0	0	..
St. Andrews			89	Park, William F.	C1	HM	215	0	0	..
				Ker, Marion M.	D4	AF	130	0	0	..
				Squire, Ethel F.	D5	AF	95	0	0	..
GRADE 6A.										
Fairlie			121	Clarke, Robert B.	B1	HM	240	0	0	..
				Gray, Louie	C4	AF	125	0	0	..
				McSweeney, Honora	C4	AF	95	0	0	..
				Angland, Honora	..	FPt4	60	0	0	..
GRADE 6B.										
Geraldine			203	Montgomery, John R., M.A.	B1	HM	275	0	0	..
				Hughes, Alice M.	C2	AF	185	0	0	..
				Pearson, Mia O.	E2	AF	145	0	0	..
				Ferguson, Agnes M.	..	FPt5	60	0	0	..
				Vague, Rosa	..	FPt2	50	0	0	..
				Bennett, Edith	..	FPr1	50	0	0	..
Pleasant Point D.H.S.			168	Methven, James, B.A.	B1	HM	*240	0	0	..
				Oliver, Amy E.	D2	AF	150	0	0	..
				Haskell, Amy E.	E2	AF	105	0	0	..
				Hamilton, Emma	..	FPt2	35	0	0	..
				Corcoran, Catherine	..	FPr1	50	0	0	..
				Marwick, John	A4	Sec.	..			..
GRADE 8B.										
Temuka D.H.S.		N	372	McLeod, Murdoch, B.A.	B1	HM	*357	1	0	..
				Smart, John T.	C1	AM	235	0	0	..
				Phillipps, Leonora M.	E1	AF	175	0	0	..
				Scott, Annie	D2	AF	150	0	0	..
				Swap, Josephine A.	C4	AF	120	0	0	..
				Simpson, Annie	C5	AF	90	0	0	..
				Iverach, Douglas	..	MPt3	45	0	0	..
				McMillan, Charles	..	MPr1	20	0	0	..
				Monahan, Jessie	..	FPt2	35	0	0	..
				Todd, Eric M.	..	MPt2	50	0	0	..
				Connell, Richard P., M.A.	B4	Sec.	..			..
				Mills, Mary M.	..	Sec.	..			..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

SOUTH CANTERBURY—*continued.*

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					£ s. d.	£
GRADE 8C.						
Timaru South	428	Palmer, George T., M.A. ..	B1	HM	310 0 0	..
		Marriot, William G. ..	D2	AM	235 0 0	..
		Fyfe, Jessie	D1	AF	175 0 0	..
		Lindsay, Catherine	D2	AF	135 0 0	..
		Caskey, Margaret	C3	AF	125 0 0	..
		Jones, Violet M.	D4	AF	110 0 0	..
		Millar, Mrs. Sarah	Lic.	AF	95 0 0	..
		Mauger, Ernest	..	MPt4	55 0 0	..
		Fenwick, Eva	..	FPt3	55 0 0	..
		Whitelaw, Muriel	..	FPt3	45 0 0	..
		Dunne, Agnes	..	FPt2	50 0 0	..
		Goodeve, Mabel	..	FPr2	55 0 0	..
GRADE 9A.						
Waimataitai	490	McCaskill, Donald, B.A. ..	B1	HM	340 0 0	..
		Werry, Alfred E.	C1	AM	240 0 0	..
		Fyfe, Evelyn	C1	AF	180 0 0	..
		Byers, Mary H.	C2	AF	155 0 0	..
		Allan, Isabella C.	D1	AF	135 0 0	..
		Paul, Eliza F. M. H. ..	C1	AF	135 0 0	..
		Sunaway, Flora P. M. ..	C4	AF	120 0 0	..
		Ferguson, Isabella	..	FPt3	55 0 0	..
		O'Callaghan, Constance ..	..	FPt3	45 0 0	..
		Price, Marjorie	..	FPt3	45 0 0	..
		Smith, Oswald	..	MPt3	55 0 0	..
		Miller, Josephine	..	FPr1	50 0 0	..
GRADE 9B.						
Waimate D.H.S.	490	Pitcaithly, George, B.A. ..	B1	HM	*470 18 8	..
		Henderson, Alexander ..	C2	AM	240 0 0	..
		Crawford, Mary H.	D1	AF	190 0 0	..
		Maurice, Frank D.	D5	AM	155 0 0	..
		Smart, Margaret A. L. ..	D2	AF	150 0 0	..
		Bruce, Sarah C.	E2	AF	135 0 0	..
		Yesberg, Sarah	C3	AF	130 0 0	..
		Storey, Robert H. B. ..	..	MPt5	55 0 0	..
		Hayman, Benjamin F. ..	..	MPt4	55 0 0	..
		Black, Winnie	..	FPt4	55 0 0	..
		Kane, Agnes	..	FPt2	35 0 0	..
		McNeill, Mima	..	FPr1	50 0 0	..
		Laing, Thomas M. M., B.A. ..	B1	Sec.	..	..
		Olliver, Margaret F. L., M.A. ..	A3	Sec.	..	..
		Farquharson, Marion G. ..	B4	Sec.	..	..
GRADE 10c.						
Timaru Main	754	Dalglish, Gilbert, B.A. ..	B1	HM	395 0 0	..
		Collins, Charles F.	C1	AM	290 0 0	..
		Avison, Martha	E1	AF	235 0 0	..
		O'Donoghue, Edward ..	D2	AM	185 0 0	..
		Foster, William A.	D4	AM	170 0 0	..
		Shirtcliffe, Clara I.	E2	AF	165 0 0	..
		Aimers, Amelia	D1	AF	165 0 0	..
		Smith, Ellen C.	C2	AF	135 0 0	..
		Baird, Mary L.	C3	AF	120 0 0	..
		McIntosh, Mrs. Winifred S. ..	D2	AF	100 0 0	..
		Beckett, Shirley	C4	AF	90 0 0	..
		Turnbull, Margaret	..	AF	90 0 0	..
		Rickman, Frances	..	FPt5	55 0 0	..
		Horwell, Walter W.	..	MPt4	55 0 0	..
		McArthur, Elizabeth	..	FPt4	55 0 0	..
		Macdonald, Donald	..	MPt4	55 0 0	..
		Moyle, Muriel	..	FPt3	55 0 0	..
		Strauchan, Doris	..	FPt3	45 0 0	..
		Connell, John W.	..	MPr2	55 0 0	..
		Crozier, Irene	..	FPr2	55 0 0	..
Totals	..	..	..	..	24,515 19 8	295

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

OTAGO.

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					£ s. d.	£
GRADE 0.						
Conical Hills	9	Morgan, Annie Harriet		F	60 0 0	..
Kuriwao	8	Blaney, Florence		F	54 0 0	..
Manuka Creek	5	Greer, Florence		F	90 0 0	..
Maruakoa	5	Carson, Margaret Caroline		F	30 0 0	..
Merino Downs	5	Brock, Hilda		F	30 0 0	..
Nugget Point	9	Henaghan, Florence		F	60 0 0	..
Pleasant Valley	4	Wentzel, Mrs. Gertrude		F	30 0 0	..
Tahora	5	Harrison, Annie		F	94 10 0	..
Teviot Downs	5	Mason, Louisa Culf		F	42 0 0	..
Waihemo	8	Smith, Margaret Frances		F	48 0 0	..
Wanaka Road	5	Partridge, Adelaide May		F	24 0 0	..
GRADE 1.						
Arthurton	14	Jones, Philip H.		M	90 0 0	..
Barewood	4	Burnside, Elizabeth		F	103 10 0	10
Bendigo	10	Oliver, Ellen		F	90 0 0	10
Gimmerburn	15	Gow, Harriet, M.A.	A3	F	150 0 0	..
Glenkenich	15	Bradfield, Rosetta Agnes	C3	F	135 0 0	..
Glenledi	11	Sanderson, Marian Grant		F	90 0 0	..
Goodwood	6	Campbell, Mrs. Janet M.		F	90 0 0	..
Hillend	11	Malcolm, Rubina		F	90 0 0	10
Hindon	10	Dillon, Mrs. Frances L.	E2	F	115 0 0	..
Kauroo	17	Renshaw, Mary Ellen	D5	F	90 0 0	10
Kokoamo	11	Miller, Rachel Smith		F	90 0 0	..
Kokonga	11	Thomas, Mrs. Annie	D2	F	90 0 0	..
Kuri Bush	8	Clulee, Marion Henderson	C4	F	115 0 0	..
Kyeburn	11	Hawkes, Mrs. Helen		F	103 10 0	..
		Cameron, Norman		Subs.		
Kyeburn Diggings	9	Smith, Mary Melville		F	90 0 0	..
Lauder	15	McLean, Christina Mary		F	90 0 0	..
Makarora	13	Luke, Robert Landreth L.		M	90 0 0	..
Moa Flat	9	Armour, Kathleen Marshall		F	90 0 0	..
Nevis	15	Richardson, Alfred Robert		M	90 0 0	..
Otekura	11	Robinson, Janet Barclay		F	90 0 0	10
Popotunoa	15	Wilson, John McVean		M	90 0 0	..
Pounawea	10	Mooney, Kathleen Honoria		F	90 0 0	10
Pukema	9	Paterson, Thomas W.		M	90 0 0	10
Pukepito	10	Green, Jessie Agnes	D4	F	90 0 0	..
Puketi	12	Pinfold, Francis Dewsbury		M	90 0 0	10
Purakauiti	5	Pottinger, William Cameron		M	112 10 0	..
Stony Creek	17	Arnold, Margaret Paterson		F	90 0 0	..
Table Hill	11	Monfries, Abigail		F	90 0 0	..
Tarras	9	Campbell, Annie		F	90 0 0	..
Tuapeka Flat	16	Hunter, Susannah	D4	F	110 0 0	..
Tuapeka West	8	Brown, George		M	90 0 0	..
Waipori Falls	12	Lambert, Victoria Daisy E.		F	90 0 0	10
Waitahuna West	11	Durward, John Wright		M	90 0 0	..
		Allan, Reginald	Lic.	Subs.		
Wangaloa	10	Watt, Elsie Jane		F	90 0 0	..
Whare Flat	10	Wilson, Flora	D4	F	90 0 0	..
Whare Kuri	13	Sanders, John Reginald		M	90 0 0	..
Wharetoa	12	Anderson, May		F	90 0 0	10
GRADE 2.						
Akatore	14	Williamson, Mrs. Marjory R.	E4	F	125 0 0	..
Ardgowan	24	Maule, Mrs. Annie B. C.	E3	F	140 0 0	15
Blackstone	12	Dent, Catherine Elizabeth		F	108 0 0	15
Cambrians	15	McIntyre, Hugh		M	112 10 0	..
Chatto Creek	7	Flannery, Gertrude Margaret		F	135 0 0	15
Chasland's	20	O'Connell, Thomas F.		M	139 10 0	..
Tautuku						
Clark's Flat	16	Gray, Margaret	D4	F	120 0 0	..
Clydevale	17	Hanna, Alexander		M	108 0 0	15
Dunrobin	30	Pretsch, Annie Mary	D2	F	150 0 0	..
Ettrick	31	Beresford, Gertrude Ellen	D4	F	125 0 0	15
Glenore	20	Campbell, Christina	C2	F	145 0 0	..
Greenfield	15	Gibson, Grace Sanderson	D3	F	135 0 0	..
Hinahina	18	Hubbard, Fanny		F	112 10 0	15
Ida Valley	20	Farquhar, Alfred Saunders		M	108 0 0	..
Inch Valley	17	White, Eliza	C1	F	150 0 0	..
Incholme	22	Ewart, Mrs. Marion	D3	F	125 0 0	..
Island Cliff	21	Dale, Mary	C4	F	125 0 0	..
Kaihiku	19	Currie, Isabella Todd	D4	F	120 0 0	..
Kartigi	23	Fyfe, Mrs. Harriet	E1	F	135 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

OTAGO—*continued.*

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GRADE 2—*continued.*						£ s. d.	£
Kia Ora		25	Woodhouse, Margaret Agnes	D2	F	150 0 0	15
Luggate		16	Tizard, Florence Lilian J.	..	F	126 0 0	..
Macrae's		19	Campbell, David Frederic L.	..	M	108 0 0	..
Maruimato		19	McDonald, Sarah Ellen	D5	F	108 0 0	..
Matau		12	Ewart, Hannah	D4	F	120 0 0	..
Merton		19	Ross, Sophia	Lic.	F	118 15 0	..
Moa Creek		24	Joseph, Archibald	..	M	112 10 0	15
Moonlight		16	McNeill, William	..	M	112 10 0	..
Mount Cargill		13	Gillespie, Margaret	Lic.	F	118 15 0	..
Mount Stuart		17	Crozier, Violet	..	F	108 0 0	..
Ngapuna		19	Morrison, William	..	M	108 0 0	..
Otiake		18	McLean, Agnes	D3	F	145 0 0	..
Oturehua		24	Sinclair, William H. C.	D4	M	125 0 0	..
Owaka Valley	N	21	McIntyre, Sophie	D4	F	120 0 0	..
Papatowai		22	Burrell, Frederick William	..	M	108 0 0	15
Poolburn		19	Flannery, James	D4	M	125 0 0	..
Port Molyneux		18	Grono, Violet A. R.	..	F	130 10 0	..
Rae's Junction		14	Waddell, David B.	C4	M	148 10 0	..
Reomoana	N	16	McFarlane, Elcena A.	..	F	108 0 0	..
Rongahere		15	McDougall, Walter P.	..	M	112 10 0	..
Saddle Hill		14	Bremner, Hannah Adelaide A.	Lic.	F	114 0 0	..
Sandymount		32	Landreth, Mrs. Elizabeth	D1	F	150 0 0	..
Southbridge		24	Graham, Catherine A. C. de G.	C2	F	165 0 0	..
Tahakopa		16	Brand, Robert	Lic.	M	123 10 0	..
Tahatika		21	Bradfield, Jessie	C4	F	120 0 0	..
Taieri Beach		16	Firth, Elizabeth Hannah	D1	F	120 0 0	..
Tapui		17	Ewart, Emma	..	F	108 0 0	15
Tarara		16	Mackenzie, Mary	..	F	108 0 0	..
Taumata		20	Thompson, Agnes	D2	F	120 0 0	..
Waipiata		26	Kay, Margaret	D2	F	150 0 0	..
Waipori		19	Colquhoun, Hercules	..	M	108 0 0	..
Waitahuna Gully		18	Sutherland, Margaret A.	C3	F	125 0 0	..
Waitapeka		26	Carrick, Hilda Marie	C3	F	130 0 0	..
Wanaka		16	Blaikie, William	D5	M	125 0 0	..
Waronui		22	Main, Agnes	D3	F	135 0 0	15
Wetherstones		14	Pope, Josephine M. J.	E1	F	150 0 0	..
GRADE 3.							
Awamangu		28	Scott, Peter	C4	M	155 0 0	..
Bald Hill		23	Hubbard, Ivan Blackstone	C4	M	150 0 0	..
Berwick		21	Sherriff, Margaret R.	D1	F	180 0 0	20
Blacks		36	Wilson, John	D1	M	180 0 0	..
Brighton		25	Bonnin, Fannie	D1	F	165 0 0	..
Broad Bay		23	Walker, David Augustus S.	C4	M	180 0 0	..
Crookston		34	Farquharson, Janet H.	C2	F	160 0 0	..
Evans Flat		32	Woodhill, Ellen	D2	F	180 0 0	..
Galloway		34	Burke, Richard J. J.	D4	M	155 0 0	20
Glenomaru	N	34	Young, Margaret C.	E2	F	175 0 0	..
Hooper's Inlet		24	Hunter, Helen Mary	D3	F	160 0 0	..
Houipapa		27	Wilson, Frederick Hardy	C4	M	155 0 0	..
Hyde		31	White, Percy Henry	C4	M	160 0 0	..
Kakapuaka		25	Hayes, Mahala Lily	C2	F	155 0 0	..
Karitane	N	23	Hall, Harold Chelsea	C4	M	150 0 0	20
Katea	N	29	Beilby, George H.	C4	M	155 0 0	..
Lauder Railway-station		32	Drummey, Agnes J.	C2	F	160 0 0	20
Maerewhenua	N	25	McKenzie, Georgina	D2	F	160 0 0	..
North Taieri		30	Pretsch, Maria S.	D1	F	155 0 0	..
Otakou	N	27	Swan, George	Lic.	M	142 10 0	..
Otekaike		34	Eason, Minnie	..	F	148 10 0	20
Otokaia	N	30	McLeod, Margaret	D1	F	175 0 0	..
Pine Hill		28	Hawke, John	C3	M	165 0 0	..
Pukeiwitahi		20	Botting, John Francis	D1	M	200 0 0	..
Purekireki		22	Elliott, Isabella F.	D3	F	150 0 0	..
Sutton		36	French, Henrietta A.	D2	F	165 0 0	..
Taieri Ferry		22	Smith, Janet McGregor	B3	F	160 0 0	..
Tawanui	N	24	Johnston, John George	C4	M	185 0 0	25
Te Houka		29	Ford, Margaret O. T.	C3	F	150 0 0	20
Tokarahi		34	Campbell, Jane	D2	F	155 0 0	..
			Murray, David	D1	Subs.		
Upper Junction		33	Dippie, Margaret	E1	F	155 0 0	..
			Millar, Andrew L.	B4	Subs.		
Waianakarua		36	Marshall, Mrs. Eliza	D1	F	160 0 0	..
Wairuna		33	Baird, John Henry	D2	M	160 0 0	..
Waitaki Bridge	N	24	Marwick, Ethel	C3	F	150 0 0	20

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

OTAGO—*continued.*

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GRADE 4.							
Allanton		47	Clark, George B.	E1	HM	205 0 0	..
			Spence, Jean J.	D3	AF	120 0 0	..
Awamoko		47	Burns, William G.	D2	HM	180 0 0	..
			Henderson, Elizabeth Oughton	C4	AF	90 0 0	..
Bannockburn		52	Blair, Robert L. D.	D3	HM	195 0 0	..
			Islip, Ellen Gertrude	..	AF	90 0 0	..
Beaumont		44	Thomson, Archibald	D3	HM	195 0 0	..
			Argue, Elizabeth	..	AF	90 0 0	..
Benhar		44	Miller, James McK.	C2	HM	205 0 0	..
			Doak, Mary Frame	C4	AF	90 0 0	..
Bluespur		40	Heward, Edwin H.	D3	HM	180 0 0	..
			Roche, Augustine Dalton	Lic.	AF	114 0 0	..
Coal Creek		45	Slater, William T.	D3	HM	185 0 0	..
			Clark, Rose A. A.	..	AF	90 0 0	..
Dunback		59	Hoggans, Alexander	D2	HM	190 0 0	..
			Crawford, Ivy Irene	C4	AF	100 0 0	..
Duntroon		66	Foote, Francis Walter	D4	HM	180 0 0	..
			Barber, Elizabeth E.	D4	AF	95 0 0	..
Earnscleugh		30	Fawcett, Joseph Spencer	..	HM	162 0 0	..
			Carey, Vera Blanche	C4	AF	90 0 0	..
Evansdale		48	Percy, David McIntosh	D2	HM	195 0 0	..
			Weir, Helen L.	Lic.	AF	99 15 0	..
Flag Swamp	N	42	Bremner, Philip	D2	HM	205 0 0	..
			Anderson, Olive	..	AF	90 0 0	..
Hawea		49	Lenihan, James	C3	HM	185 0 0	..
			McLean, Jessie H.	..	AF	90 0 0	..
Henley		37	Cairney, Thomas	Lic.	HM	171 0 0	..
			Shaw, Ethel	C4	AF	95 0 0	..
Heriot		65	Williamson Alexander H.	C1	HM	215 0 0	..
			Sinclair, Vere Christina	C4	AF	95 0 0	..
Highcliff		49	Rutherford, Donald A. J.	C3	HM	185 0 0	..
			Skinner, Marion Y.	D3	AF	115 0 0	..
Kahuika		36	Hartstonge, Daniel	C4	HM	185 0 0	..
			Harris, Jane Bridget	Lic.	AF	114 0 0	..
Kakanui		66	Cron, William	C2	HM	210 0 0	..
			Lyders, Marie Johanne	C3	AF	120 0 0	..
Kelso		49	Mackenzie, John	D4	HM	185 0 0	..
			Sinclair, Cecil Margaret	..	AF	90 0 0	..
Kurow		77	Allan, John Morrison	C1	HM	200 0 0	..
			McLay, Alice Eva	C3	AF	100 0 0	..
Leith Valley		41	Nesbit, James W.	D3	HM	205 0 0	..
			Henderson, Jessie	D1	AF	115 0 0	..
Livingstone		60	Newland, Edwin J.	D3	HM	205 0 0	..
			Hunter, Annie Elizabeth	..	AF	90 0 0	..
Lovell's Flat		48	Appleby, William B.	D2	HM	205 0 0	..
			Anderson, Ann C.	D3	AF	105 0 0	..
Lowburn		32	Woods, Llewellyn	D3	HM	195 0 0	..
			Bremner, Ruby H.	..	AF	90 0 0	..
Lower Harbour		36	Labes, Albert August	C3	HM	205 0 0	..
			Sharp, Edna Wyon	..	AF	90 0 0	..
Matakanui		28	Cowen, Martin	C3	HM	185 0 0	..
			Moir, Maria	..	AF	90 0 0	..
Maungatua		37	Harrison, Thomas	C2	HM	185 0 0	..
			Bayley, Stella Ione	..	AF	90 0 0	..
Milburn		55	Pilling, Ewen	E1	HM	210 0 0	..
			Potts, Elizabeth A.	C4	AF	100 0 0	..
Miller's Flat		65	Smith, James	C2	HM	210 0 0	..
			McMillan, Jessie G.	..	AF	90 0 0	..
Moeraki	N	40	Dallas, Thomas W.	C4	HM	180 0 0	..
			Davidson, Margaret E.	D4	AF	120 0 0	..
Momona		53	Melville, John	D1	HM	205 0 0	..
			Easther, Anna C. W.	C4	AF	100 0 0	..
Ngapara		44	Stenhouse, Robert A.	C1	HM	210 0 0	..
			Wilson, Sarah	..	AF	90 0 0	..
North-east Harbour		37	Menzies, James Kerr	D1	HM	185 0 0	..
			Mathieson, Wilhelmina B.	D2	AF	120 0 0	..
Papakaio		72	Lawless, Cyril N.	B2	HM	195 0 0	..
			McGregor, Mrs. Fanny L.	D1	AF	100 0 0	..
			McWilliam, Mona	..	FPr1	50 0 0	..
Patearoa		36	Taylor, Robert M.	D3	HM	195 0 0	..
			McIvor, Margaret J.	..	AF	99 0 0	..
Portobello		71	Fergus, Robert	D1	HM	210 0 0	..
			Smith Annie Fisher	C3	AF	110 0 0	..
Puketiro		20	Christie, James	Lic.	M	171 0 0	25

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

OTAGO—*continued.*

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GRADE 4—*continued.*						£ s. d.	£
Pukeuri		40	Forrester, Francis E. L. ..	B2	HM	190 0 0	..
			Marwick, Jane	C3	AF	115 0 0	..
Purakanui	N	34	Williamson, John	D2	HM	195 0 0	..
			Milne, Annie Jane	D3	AF	115 0 0	..
Ranfurly		59	McLay, James	B2	HM	205 0 0	..
			Shaw, Margaret J.	C3	AF	90 0 0	..
Ratanui		38	Davis, Edward	D2	HM	205 0 0	..
			Gillespie, Sarah	..	AF	99 0 0	..
Romahapa		50	Harrison, Samuel J... ..	D1	HM	205 0 0	..
			Harrison, Emily V. F. ..	D4	AF	105 0 0	..
Seacliff	N	61	Marshall, Hugh	C1	HM	210 0 0	..
			Lymburn, Janet	C3	AF	95 0 0	..
St. Bathan's		46	Cowan, Robert	C1	HM	205 0 0	..
			Hare, Emma J.	C4	AF	95 0 0	..
St. Leonard's		49	Carrington, George W. ..	D1	HM	205 0 0	..
			Lothian, Jeannie M. ..	D1	AF	115 0 0	..
Teaneraki		76	Calder, George A.	D2	HM	205 0 0	..
			Goulding, Sarah	C4	AF	95 0 0	..
Tuapeka Mouth		50	Beattie, John W. G... ..	Lic.	HM	171 0 0	..
			Wood, Margaret Helena ..	..	AF	90 0 0	..
Waihola		48	Paterson, William A. ..	D2	HM	195 0 0	..
			Mitchell, Janet L.	D3	AF	115 0 0	..
Waikoikoi		47	Borrie, John Arthur	D3	HM	205 0 0	..
			Cornish, Lily Maude ..	B3	AF	110 0 0	..
Waipahi		34	Burn, Edgar Huie	C2	HM	205 0 0	..
			Bonnin, Winifred M. L. ..	D4	AF	100 0 0	..
Waiwera		43	McKinnon, Charles	E2	HM	205 0 0	..
			Wright, Mary W.	D4	AF	110 0 0	..
Walton		74	Harrison, Wilkinson Lewins ..	A2	HM	210 0 0	..
			Nelson, Hannah C.	D3	AF	90 0 0	..
Warepa		24	Buchan, John	C5	M	180 0 0	..
Weston		61	Kelly, John	C1	HM	210 0 0	..
			O'Donnell, Aileen	..	AF	90 0 0	..
West Taieri		37	Sargison, James Henry ..	C3	HM	205 0 0	..
			Knight, Elfreda M.	..	AF	90 0 0	..
Windsor		53	Duggan, Patrick J.	D1	HM	210 0 0	..
			Beattie, Helen M.	..	AF	103 10 0	..
Wylie's Crossing		35	Blair, Robert	E1	HM	185 0 0	..
			Blair, Isabella	C4	AF	100 0 0	..
GRADE 5.							
Clinton		95	Beattie, John	D1	HM	230 0 0	..
			King, Rosetta R.	D2	AF	125 0 0	..
			Munro, Donald, B.A... ..	B2	AM	90 0 0	..
Clyde		76	Bringans, Robert	C2	HM	225 0 0	..
			Brooke, Una	D4	AF	110 0 0	..
			Smith, Elizabeth D... ..	..	AF	90 0 0	..
Cromwell		110	Abel, William Fulton ..	C1	HM	240 0 0	..
			Lynn, Ruth	C3	AF	120 0 0	..
			Glanville, Jane	..	AF	90 0 0	..
East Taieri		93	Waddell, James N., B.A. ..	B1	HM	240 0 0	..
			Elder, Jessie Jane	D2	AF	105 0 0	..
			Swan, Mary Jolly	D4	AF	100 0 0	..
Fairfax		75	Grant, John Buchanan ..	D1	HM	215 0 0	..
			Taylor, Helen	C4	AF	105 0 0	..
			Rishworth Jane Gladys S. ..	D5	AF	90 0 0	..
Hampden		85	Robertson, Alexander G. ..	C1	HM	240 0 0	..
			Robertson, Jane	D1	AF	135 0 0	..
			Botting, Amy I.	C4	AF	95 0 0	..
Maheno		118	Rodger, William	B1	HM	220 0 0	..
			Harlow, Wilhelmina ..	D2	AF	110 0 0	..
			Robertson, Catherine M. ..	C4	AF	95 0 0	..
			Green, Lilian C.	..	FPr2	55 0 0	..
Otepopo		79	Fleming, James	C1	HM	240 0 0	..
			Beattie, Ethelwyn Jane ..	C4	AF	105 0 0	..
			Anderson, Agnes	D2	AF	105 0 0	..
Owaka		108	Chesney, Andrew	D1	HM	225 0 0	..
			Woodhouse Bertha J. ..	C3	AF	130 0 0	..
			Craig, Beatrice	D4	AF	105 0 0	..
			Farquharson, Jane Ann ..	..	FPr1	50 0 0	..
Sawyer's Bay	N	147	Finlay, Thomas A.	D1	HM	220 0 0	..
			Johnstone, Cecilia	E1	AF	130 0 0	..
			Morris, Thirza S.	C3	AF	105 0 0	..
			Wood, Alathea Adeline G. R...	..	FPt2	50 0 0	..
			Macdonald, Muriel	..	FPr1	20 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

OTAGO—*continued.*

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GRADE 5—*continued.*							
Stirling		88	Ellisson, Lionel Edwin	C1	HM	210 0 0	..
			Tregoning, Mary	E1	AF	135 0 0	..
			Duncan, Jessie Agnes	C4	AF	90 0 0	..
			Guy, Gladys McN.	..	FPr2	55 0 0	..
Totara		85	Rogers, Walter John	C1	HM	210 0 0	..
			Noone, Isabella	Lic.	AF	128 5 0	..
			Hall, Edith J.	D4	AF	95 0 0	..
Waitahuna		83	Patrick, John H.	E1	HM	240 0 0	..
			Harrison, Elizabeth M.	D2	AF	130 0 0	..
			Sim, Jane Cathcart	C2	AF	105 0 0	..
Waitati		91	Hilgendorf, Francis	B1	HM	225 0 0	..
			Smith, Lucy E. D.	D2	AF	120 0 0	..
			Hastings, Angela	C4	AF	95 0 0	..
GRADE 6A.							
Anderson's Bay		174	Jeffery, James	D1	HM	265 0 0	..
			Gunn, Elizabeth J.	D1	AF	145 0 0	..
			Long, Mary Ann	C3	AF	105 0 0	..
			Sheppard, Vera Hilda	..	FPt3	45 0 0	..
			McErlain, Daniel	..	MPt2	50 0 0	..
Naseby		116	Jack, James A.	B1	HM	285 0 0	..
			Guffie, Selina	D2	AF	125 0 0	..
			Inder, Winifred B.	C4	AF	95 0 0	..
			Mawhinney, Ezekiel	..	MPr1	50 0 0	..
Outram		118	Strong, William J.	D1	HM	265 0 0	..
			Bagley, Leith V.	C3	AF	120 0 0	..
			Smith, Margaret	..	AF	90 0 0	..
			Appleby, Sophie M. A.	..	FPt2	50 0 0	..
Roxburgh		152	Coutts, Thomas R. W., B.A.	B1	HM	265 0 0	..
			Newlands, Marion S. S., B.A.	B1	AF	135 0 0	..
			McMullan, Esther	..	AF	90 0 0	..
			McLeod, Daisy K.	..	AF	90 0 0	..
			Morrin, Edward	..	MPr1	20 0 0	..
Strath Taieri		120	Tindall, Arthur W.	C1	HM	255 0 0	..
			Weir, Christina	C2	AF	125 0 0	..
			Botting, Grace H.	..	AF	90 0 0	..
			Willocks, Mary M.	..	FPr2	55 0 0	..
			Athy, Margaret Mary	..	FPt2	50 0 0	..
Waikouaiti	N	144	Bastings, William E.	B1	HM	265 0 0	..
			Kirby, Christiana E.	D1	AF	145 0 0	..
			Newlands, Maggie	D2	AF	105 0 0	..
			Crawford, William	..	MPt4	60 0 0	..
			Botting, Howard A. E.	..	MPr1	50 0 0	..
Wakari		136	Moir, James	D1	HM	250 0 0	..
			Christie, Jessie C.	D1	AF	130 0 0	..
			Wilson, Elizabeth	C4	AF	105 0 0	..
			Thomson, Walter	..	MPt4	60 0 0	..
GRADE 6B.							
Oamaru Middle		198	Earl, Edwin T., B.A.	B1	HM	300 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.	..	MPr2	25 0 0	..
			Westphal, Anna Minnie	..	FPr1	20 0 0	..
Ravensbourne		176	Grant, John Black	C1	HM	270 0 0	35
			Spears, William H.	D4	AM	120 0 0	..
			Thomson, Jane H.	D1	AF	135 0 0	..
			Hutton, Ella B.	C3	AF	105 0 0	..
			Henderson, Veda M.	..	FPr2	55 0 0	..
St. Clair		202	Pope, Langley	C1	HM	265 0 0	..
			Alexander, Ann Crawford	D1	AF	140 0 0	..
			Thomas, Minnie A.	C2	AF	120 0 0	..
			Barton, Vivian	..	MPt4	60 0 0	..
			Griffiths, Alice Mary	..	FPt4	55 0 0	..
			Lyders, Dagmar Marion A.	..	FPr2	25 0 0	..
Tapanui D.H.S.		189	Mackie, William W.	C1	HM	*260 0 0	..
			Darling, Rosy	D2	AF	125 0 0	..
			Watt, Malcolm McP.	D4	AM	130 0 0	..
			Morrison, Margaret E. C.	..	AF	90 0 0	..
			Aitken, Margaret J. C.	..	FPr2	55 0 0	..
			Campbell, Eliza, M.A.	A1	Sec.	..	..
GRADE 7A.							
Alexandra D.H.S.		185	McLean, Alexander	C1	HM	*290 0 0	..
			Reilly, Louis Gilbert	D3	AM	205 0 0	..
			Dewar, Janet Bethia	B3	AF	135 0 0	..
			Macdonald, Linda	D4	AF	90 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.*								
Lawrence D.H.S.			175	Jones, Herbert C.	B1	HM	*270 0 0	..
				Darton, Henry L.	D1	AM	256 6 6	..
				Brown, Mary	C2	AF	105 0 0	..
				Wylie, Clara Elizabeth	C4	AF	90 0 0	..
				Rowe, Mary Ellen	..	FPr1	50 0 0	..
				Blair, Alice	..	FPr1	50 0 0	..
				Botting, Robert William S.	C4	Sec.	..	..
				Jennings, Margaret A., B.A.	B3	Sec.	..	..
GRADE 7B.								
Kensington			308	Stewart, Peter G.	D1	HM	280 0 0	40
				Burn, David W. M., M.A.	B1	AM	205 0 0	..
				Farquharson, Elizabeth	E1	AF	150 0 0	..
				Aitchison, Louisa M.	E2	AF	130 0 0	..
				Barth, Irene	D4	AF	105 0 0	..
				Mackay, Isabella, M.A.	B3	AF	105 0 0	..
				Milne, Alexander	..	MPt3	55 0 0	..
				Renz, Stena Blanche	..	FPr1	20 0 0	..
Maori Hill			304	Fitzgerald, John A.	D1	HM	300 0 0	40
				Fawcett, Horace	C3	AM	205 0 0	..
				Andrew, Kate	D1	AF	150 0 0	..
				Brown, Jane K.	D1	AF	135 0 0	..
				Valentine, Winifred A.	C3	AF	105 0 0	..
				Hamley, Gladys	D5	Subs.		
				Wilson, Janet C.	C3	AF	105 0 0	..
				Garrey, Agnes	..	FPt4	60 0 0	..
				Hay, Nettie I.	..	FPr2	55 0 0	..
Palmerston D.H.S.		N	243	Rutherford, John R., M.A.	A1	HM	*280 0 0	..
				Brown, Edward	C3	AM	185 0 0	..
				Heckler, Louisa A.	D2	AF	150 0 0	..
				Botting, Ethel K. M.	C3	AF	105 0 0	..
				Hutton, Pearl E.	C3	AF	100 0 0	..
				McRae, Alexandrina	..	FPr2	25 0 0	..
				Cox, Annie Hudson, M.A.	A2	Sec.	..	..
Tokomairiro D.H.S.			268	Graham, Walter B.	C1	HM	*310 0 0	..
				Searle, Ernest Albert	C4	AM	180 0 0	..
				Littlejohn, Elsie S.	C4	Subs.		
				Nelson, Jessie R.	D1	AF	140 0 0	..
				McLellan, Ellen	C3	Subs.		
				Manson, Jessie	B3	AF	135 0 0	..
				Littlejohn, Elsie S.	C4	AF	90 0 0	..
				Booth, Ada K. M.	D4	Subs.		
				Robertson, Lily Davidson	..	FPr1	50 0 0	..
				Hamilton, John Edmund.	..	MPr1	20 0 0	..
				Ferguson, Albert J., M.A.	B1	Sec.	..	..
				Watt, Alice, B.A.	B3	Sec.	..	..
GRADE 8A.								
Kaitangata			340	Mathews, Alfred	C1	HM	320 0 0	..
				Mechaelis, William Ralph	B2	AM	235 0 0	..
				Lyttle, David John Albert	D3	AM	180 0 0	..
				Christie, Elizabeth G.	D1	AF	140 0 0	..
				McDougall, Isabel	C3	AF	120 0 0	..
				Frazer, Ellen F.	C3	AF	105 0 0	..
				Smith, Ethel B. L.	..	AF	90 0 0	..
				Nicholas, William Stephens	..	MPt2	35 0 0	..
				Blackie, Rhoda Mary	..	FPr1	20 0 0	..
Moray Place			310	Stewart, John Neil	C1	HM	315 0 0	45
				Thomson, Magnus	D2	AM	210 0 0	..
				Lake, Alexander	D4	AM	180 0 0	..
				Little, Mrs. Donella C.	D1	AF	135 0 0	..
				Hodges, Bithia L. C.	D2	AF	120 0 0	..
				Johnson, Helen Christina W.	D2	AF	105 0 0	..
				McMullin, Margaret L.	..	FPt4	55 0 0	..
				Kilpatrick, Emma Landles	..	FPr1	20 0 0	..
Mosgiel D.H.S.			331	Moir, John H., B.A.	B1	HM	*320 0 0	..
				Graham, George P., B.A.	B1	AM	220 0 0	..
				Scott, Mary	D1	AF	160 0 0	..
				Hogg, Sarah Jane	D2	AF	145 0 0	..
				McCorkindale, Elizabeth L.	B4	AF	120 0 0	..
				Jackson, Mary Joan	D3	AF	105 0 0	..
				McErlain, Catherine R.	..	FPt4	60 0 0	..
				Carncross, Lila E	..	FPr2	25 0 0	..
				Bressey, Florence F., M.A.	A1	Sec.	..	..

List of Public Schools, the Staff, etc.—*continued.*

Otago—*continued.*

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Grade 8A—*continued.*								
Oamaru South	..	..	311	Aldred, Frederick S.		D1	HM	315 0 0	..
				Arnold, Cuthbert F., B.A.		B4	AM	210 0 0	..
				Watson, John		C4	AM	150 0 0	..
				McNaught, Grace S. C.		D1	AF	145 0 0	..
				Copland, Catherine		C3	AF	125 0 0	..
				Martyn, Frances Rose		C4	AF	90 0 0	..
				Allan, Mary		..	FPt4	55 0 0	..
				McCulloch, Elizabeth O.		..	FPr2	55 0 0	..
Grade 8B.									
Balclutha D.H.S.	..	..	359	Turner, William W., B.A.		B1	HM	*310 0 0	..
				Parr, Cuthbert, B.A.		A3	AM	210 0 0	..
				Murray, Ethel M.		D1	AF	155 0 0	..
				Gawn, Elizabeth C.		C2	AF	135 0 0	..
				Elder, Violet, B.A.		B3	AF	120 0 0	..
				Kilgour, Jean G. Henderson		C4	AF	90 0 0	..
				Steven, Beryl		..	FPt4	60 0 0	..
				Woods, Hazel Ellen Davis		..	FPr1	20 0 0	..
				Wade, Robert H.		B3	Sec.	..	..
				Paterson, Janet, M.A.		B1	Sec.	..	..
Green Island	..	..	369	McDonald, William		D1	HM	335 0 0	..
				Turner, George A.		C1	AM	235 0 0	..
				McDonald, Hugh George B.		C4	AM	150 0 0	..
				Mills, Mary Wilson		E1	AF	150 0 0	..
				Shearer, Florence		D1	AF	135 0 0	..
				Loudon, Rubina		..	Subs.		..
				Kirk, Christina		..	AF	90 0 0	..
				Gilbert, Edith Elizabeth		Lic.	AF	99 15 0	..
				McIntosh, Annie M.		..	FPt4	55 0 0	..
Oamaru North	..	..	416	Malcolm, James P.		D1	HM	325 0 0	..
				Sproat, William A.		C1	AM	220 0 0	..
				Thompson, Alicia M.		D1	AF	175 0 0	..
				Duncan, Gwendoline		C4	AF	135 0 0	..
				Kibblewhite, Kate E.		C2	AF	130 0 0	..
				Edwards, Isabella		C3	AF	105 0 0	..
				Broom, Lavinia Edith		D4	AF	105 0 0	..
				Gubbins, Mrs. Margaret Gough		..	AF	90 0 0	..
				Stringer, Ada E. W.		..	FPt3	55 0 0	..
				Tempero, Frank Justice		..	MPr2	25 0 0	..
Grade 8C.									
Port Chalmers D.H.S.	..	N	434	Booth, George F., B.A.		B1	HM	*335 0 0	45
				Gray, James H., B.A.		B1	AM	240 0 0	..
				Fleming, John J. W.		D2	AM	150 0 0	..
				Nicolson, Mrs. Ada		D2	AF	135 0 0	..
				Geddes, Emilie S.		E2	AF	135 0 0	..
				McCallum, Maria M.		D1	AF	120 0 0	..
				Williamson, Agnes Shearer		D3	AF	105 0 0	..
				Facer, Mary Alice		..	FPt2	50 0 0	..
				Miller, Winifred B.		..	FPr2	25 0 0	..
				Sinclair, Agnes		C2	Sec.	..	..
Grade 9A.									
Arthur Street	..	..	481	Barrett, Richard J.		C1	HM	345 0 0	..
				Begg, Thomas		C1	AM	245 0 0	..
				Hunter, Robert R.		B2	AM	200 0 0	..
				Sherriff, Eliza Grant		C1	AF	160 0 0	..
				Bremner, Victor H. T.		D4	AM	140 0 0	..
				Pilkington, Jane		D1	AF	125 0 0	..
				Orkney, Daisy Mary		D1	AF	125 0 0	..
				de Lambert, Gertrude Ethel		C3	AF	105 0 0	..
				Luke, Bertha Alice, B.A.		B4	AF	95 0 0	..
				Keys, Marion Ivy Mary		C4	AF	95 0 0	..
				Maxwell, Grace M.		..	FPr2	25 0 0	..
Macandrew Road	..	..	562	Macdonald, George W. C.		B1	HM	345 0 0	50
				Smeaton, Charles G.		C1	AM	245 0 0	..
				Walton, William L.		B3	AM	185 0 0	..
				Whinam, Lois Anne P.		D1	AF	155 0 0	..
				Faulks, Flora		D1	AF	145 0 0	..
				Alexander, Mrs. Rebecca		D1	AF	120 0 0	..
				Hastings, Margaret E.		C3	AF	130 0 0	..
				Davie, Victoria R.		C3	AF	105 0 0	..
				Woodhouse, Henrietta, B.A.		B3	AF	105 0 0	..
				Hughes, Margaret Griselda		C3	AF	105 0 0	..
				Thomson, Anna Margaret		..	FPt1	25 0 0	..
				Mathieson, Elizabeth G.		..	FPr2	55 0 0	..
				Crimp, Frederick Arthur		..	MPr1	20 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

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GRADE 9A—*continued.*						
Mornington	523	Davidson, William	D1	HM	345 0 0	..
		Service, William A.	C1	AM	245 0 0	..
		Partridge, Ernest, B.A. ..	B3	AM	180 0 0	..
		Low, Jessie	D1	AF	155 0 0	..
		Paterson, Jessie	C2	AF	140 0 0	..
		Calder, Elizabeth M. ..	D2	AF	130 0 0	..
		Murray, Florence	D1	AF	150 0 0	..
		Mackisack, Eleanor W. ..	C3	AF	105 0 0	..
		Cairns, Jessie	E1	AF	105 0 0	..
		Gordon, Mary H. E... ..	C4	AF	95 0 0	..
		Connor, Grace Muir	..	FPr1	20 0 0	..
		Restall, Walter	..	MPt1	45 0 0	..
Musselburgh	506	White, John	D1	HM	340 0 0	50
		Paterson, Thomas	D2	AM	240 0 0	..
		Kaye, William T. O. ..	C2	AM	180 0 0	..
		Chalmer, Clara Ellen ..	D1	AF	160 0 0	..
		Cameron, Louisa F.	D1	AF	145 0 0	..
		Graham, Jane S. B.	D2	AF	125 0 0	..
		McKellar, Ethel E.	D3	AF	120 0 0	..
		McKenzie, Isabella M. ..	D3	AF	105 0 0	..
		Tough, Mary Gertrude C. ..	C4	AF	95 0 0	..
		Macauley, Margaret J., M.A. ..	B4	AF	95 0 0	..
		York, Annie Kennedy ..	..	FPr1	20 0 0	..
GRADE 9B.						
High Street	530	Smith, James W.	C1	HM	365 0 0	50
		Robertson, John A.	C1	AM	265 0 0	..
		Davis, Thomas B., B.A. ..	B2	AM	195 0 0	..
		Cooper, Isabella Orr	D1	AF	150 0 0	..
		Sawell, Robert G. A. ..	C4	AM	135 0 0	..
		Tayler, Mabel A.	D1	AF	145 0 0	..
		Sullivan, Lily, M.A.	B1	AF	135 0 0	..
		Clapperton, Catherine ..	B3	AF	120 0 0	..
		West, Maria Amelia ..	D3	AF	100 0 0	..
		Bell, Cecil Robert	..	MPt4	55 0 0	..
		Bachop, Annie M.	..	FPt4	55 0 0	..
		Ashcroft, Catherine L. ..	..	FPt4	55 0 0	..
Kaikorai	484	Allnutt, William C.	D1	HM	370 0 0	..
		Matheson, John	D1	AM	255 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	D1	AF	140 0 0	..
		Callender, Mary	E1	AF	145 0 0	..
		Reid, Wilhelmina R. ..	D2	AF	115 0 0	..
		Allan, Flora McD.	C2	AF	105 0 0	..
		Crawford, Bertha	C4	AF	90 0 0	..
Normal School and Model School (at Training College) ..	563	McElrea, William, B.E. ..	B1	HM	370 0 0	..
		McMillan, Hugh	D1	AM	295 0 0	..
		Maxwell, Jessie	D1	AF	260 0 0	..
		Marryatt, Ernest	C2	M	250 0 0	..
		Ironside, John	C1	AM	230 0 0	..
		McMillan, Mary S.	E1	AF	205 0 0	..
		Luke, Gabriel Mason ..	C4	AM	150 0 0	..
		McPherson, Gertrude C. ..	D1	F	160 0 0	..
		Faulks, Kate	D2	AF	155 0 0	..
		Greaves, Alice	D1	AF	125 0 0	..
		Miller, Mabel I, B.A. ..	B4	AF	90 0 0	..
		Crawley, Janet Lucy ..	D2	AF	135 0 0	..
		White, Dora	C3	AF	100 0 0	..
		Moore, John A., M.A... ..	A1	Sec.	..	..
		Kenyon, Helen McG., B.A. ..	B2	Sec.	..	..
North-east Valley	558	Flamank, Oscar Davis ..	C1	HM	350 0 0	..
		Rawlinson, Charles C. ..	C1	AM	265 0 0	..
		Kennedy, Alexander S. ..	B2	AM	190 0 0	..
		Andrew, Alice Mary	D1	AF	170 0 0	..
		Anderson, Peter J.	D3	AM	165 0 0	..
		Paterson, Elizabeth S. ..	D1	AF	145 0 0	..
		Jones, Florence Alice ..	D1	AF	130 0 0	..
		McCallum, Louisa M. ..	C2	AF	110 0 0	..
		Hale, Lily G.	D3	AF	105 0 0	..
		Blair, Gertrude Lois	C2	AF	105 0 0	..
		Matheson, Clara R.	..	FPt4	55 0 0	..
		McCallum, Eliza Janet ..	..	FPr1	20 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

OTAGO—*continued.*

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						£ s. d.	£
GRADE 9C.							
George Street	N	598	Patterson, Thomas A., M.A. ..	B1	HM	350 0 0	50
			Bell, Cecil F. J.	C1	AM	260 0 0	..
			McPhee, John H. A., B.A. ..	B1	AM	205 0 0	..
			Mackenzie, Margaret ..	D1	AF	160 0 0	..
			Nicolson,, John McNaughton ..	C1	AM	135 0 0	..
			Campbell, Verona H. D. ..	E1	AF	145 0 0	..
			Luscombe, Blanche	D1	AF	145 0 0	..
			Colquhoun, Mary H. ..	B3	AF	100 0 0	..
			Rennie, Jessie G.	C3	AF	105 0 0	..
			Mitchell, Jessie McFarlane ..	C3	AF	105 0 0	..
			Kennedy, Archibald P. L. ..	..	MPt4	55 0 0	..
			Blackie, Margaret Pandreich ..	..	FPt4	55 0 0	..
			McGlone, Katherine Annie ..	..	FPr1	20 0 0	..
GRADE 10A.							
Caversham		634	Hardy, James W.	B1	HM	380 0 0	50
			Wilson, Robert	D1	AM	280 0 0	..
			Renton, William, B.A. ..	B2	AM	220 0 0	..
			Given, Jessie I.	D1	AF	185 0 0	..
			Robinson, Arthur H., B.A. ..	B3	AM	175 0 0	..
			Ross, Annie Murray	D1	AF	160 0 0	..
			Farnie, Grace M.	D1	AF	155 0 0	..
			McGregor, Isabella	D1	AF	130 0 0	..
			Walton, Margaret A. S. ..	C2	AF	130 0 0	..
			Harrison, Charlotte G., B.A. ..	B3	AF	110 0 0	..
			Ryan, Ruby Louisa	D4	AF	105 0 0	..
			Smith, James C.	..	MPt4	60 0 0	..
			Hepburn, David J.	..	MPt4	60 0 0	..
			Aitchison, Elizabeth D. ..	..	FPt4	55 0 0	..
			Eudey, Walter S.	..	MPt4	55 0 0	..
GRADE 10C.							
Albany Street		625	Rennie, James, B.A., B.Sc. ..	B1	HM	395 0 0	50
			McLaren, William	D1	AM	290 0 0	..
			Phillipps, William	B1	AM	235 0 0	..
			Little, Caroline Eliza ..	D1	AF	200 0 0	..
			Bringans, Alexander	C4	AM	165 0 0	..
			Murray, Hannah B.	E1	AF	155 0 0	..
			Scott, Marjory T.	D1	AF	155 0 0	..
			Livingstone, Catherine ..	D1	AF	135 0 0	..
			Bowling, Alice G.	D1	AF	120 0 0	..
			O'Shea, Eliza Agnes	D3	AF	105 0 0	..
			Guy, Sarah Helen	C4	AF	100 0 0	..
			Walker, Leonie A. N. ..	..	FPt5	60 0 0	..
			Robertson, Annie	..	FPt4	60 0 0	..
			Cable, Violet Lilian	..	FPt3	45 0 0	..
			Finlay, Robert Norman ..	..	MPt2	35 0 0	..
			Booth, Alice Selina	..	FPr1	20 0 0	..
			Shanks, Agnes Noble ..	..	FPr1	20 0 0	..
Forbury	..	648	Eudey, Walter	C1	HM	395 0 0	50
			Nelson, James	C1	AM	280 0 0	..
			Borthwick, James	E1	AM	235 0 0	..
			Hooper, Jane Dunlop ..	D1	AF	205 0 0	..
			Eggelton, Thomas E. ..	D3	AM	170 0 0	..
			Lawrence, Dora S.	D1	AF	165 0 0	..
			Ralston, Mary	C1	AF	165 0 0	..
			Budd, Elizabeth	C1	AF	135 0 0	..
			Hopcraft, Victoria K. ..	D1	AF	135 0 0	..
			Brown, Isabel E.	D2	AF	120 0 0	..
			Lear, Constance M.	C2	AF	105 0 0	..
			Cowie, Elizabeth C.	D2	AF	105 0 0	..
			Kyle, Eleanor	C2	AF	90 0 0	..
			Somerville, Jean Rhoda ..	..	FPt4	60 0 0	..
			Heward, Dora Muriel ..	..	FPr1	20 0 0	..
			Hargreaves, Percy William ..	..	MPr1	20 0 0	..
			Kernohan, Florence K. ..	..	FPt4	55 0 0	..
Totals	..	..	..	..	..	85,189 11 6	1,010

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued*.

SOUTHLAND.

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GRADE 0.					£ s. d.	£
Arthur's Point	8	Young, Elizabeth M.		F	48 0 0	..
Ermedale	8	Tangney, Garret		M	90 0 0	10
Etalvale	6	Brown, Mary		F	36 0 0	..
Five Rivers	6	Ward, Constance M.		F	36 0 0	..
Lillburn	4	Rooney, Alice		F	24 0 0	..
Mount Aspiring	3	Macpherson, Jessie		F	18 0 0	..
Puysegur Point	2	Hart, Constance		F	12 0 0	..
GRADE 1.						
Avondale	10	Kennedy, Mary E.		F	90 0 0	10
Awarua Plains	15	McArthur, Grace		F	126 0 0	..
Beaumont	12	Wright, Annie		F	90 0 0	10
Cardrona	12	Barker, Caroline		F	135 0 0	..
Caroline	12	Tabraham, Frederick G.		M	90 0 0	..
Chatton North	13	O'Keefe, Delia		F	90 0 0	10
Crown Terrace	7	Preston, Gwen		F	90 0 0	10
Feldwick	12	Hassing, George M.	E2	M	90 0 0	10
Ferndale	10	Jamieson, Mary E. I.	D4	F	90 0 0	10
Ferndunlaw	11	Watt, John		M	90 0 0	10
Five Rivers Siding	11	Somerville, Agnes		F	90 0 0	10
Gibbston	7	Leslie, Mary		F	90 0 0	..
Glencoe	15	Collier, Charles		M	90 0 0	10
Greenvale	16	Macdonald, Matilda		F	90 0 0	..
Holmesdale	9	Gifford, Mary		F	90 0 0	10
Kingston	9	Fredric, Isabella Una	Lic.	F	95 0 0	..
Longridge Village	10	Snodgrass, Mrs. Margaret T.	E3	F	135 0 0	..
Makarewa North	10	Gunnion, Elsie		F	90 0 0	10
Mokoreta	12	Potts, Jane H.		F	99 0 0	..
New River Ferry	12	Landreth, William		M	90 0 0	10
Nokomai	11	Chittock, Charles		M	90 0 0	10
Pyramid Siding	11	Orr, Margaret F. M.		F	103 10 0	..
Raymond's Gap N	13	Gordon, Mrs. Esther M.	D4	F	95 0 0	10
Redan Valley	7	Potts, Bessie		F	90 0 0	..
Sandstone	13	Hamilton, Henry		M	90 0 0	..
Springbank	15	Tweedie, Ellen M. C.	C4	F	95 0 0	..
The Neck N	6	Simpson, James D.		M	90 0 0	..
Titipua	6	Kelly, John		M	90 0 0	10
Wairaki	8	Imlay, James G.		M	90 0 0	10
Wairekiki N	18	McLeod, John		M	90 0 0	..
Wendon Valley	17	Morrison, Annie		F	90 0 0	..
GRADE 2.						
Ardlussa	17	Galt, Herbert		M	108 0 0	..
Benio	11	Stephens, Euphemia M.	D5	F	120 0 0	..
Birchwood	20	Dixon, Annie M.		F	108 0 0	15
Chatton East	17	Waddell, Joseph A.	C4	M	150 0 0	..
Clifden	21	Seymour, Samuel P.	B3	M	120 0 0	..
Dacre	30	Maider, Sophia J. M. J.	D4	F	140 0 0	15
Eastern Bush	28	Terry, Elizabeth		F	108 0 0	..
Flint's Bush	22	Orr, Marion J. N.	D4	F	135 0 0	..
Gladfield	27	Murphy, Katherine	E2	F	175 0 0	..
Glenorchy	23	Preston, Lucille		F	117 0 0	15
Granity	21	Beer, Ethel		F	108 0 0	15
Haldane N	16	Sixtus, B. Emil		M	108 0 0	..
Hamilton Burn	16	August, Samuel		M	108 0 0	15
Hedgehope, Upper N	19	Anderson, Mrs. Mary	D3	F	120 0 0	..
Kaiwera	18	Ballantine, Archibald		M	108 0 0	..
Kapuka	28	Golden, Agnes	D4	F	145 0 0	..
Kapuka South N	18	Taylor, Myrtle E.		F	108 0 0	15
Koromiko	10	Hamilton, Lilla		F	108 0 0	..
Longridge	12	Macdonald, John		M	112 10 0	..
Macetown	11	Ritchie, Beresford		M	121 10 0	..
Mandeville	21	Overton, William R.	E2	M	150 0 0	..
Morton Mains	14	Burt, John	D4	M	120 0 0	15
Morton Mains Siding	21	Bogue, Margaret		F	108 0 0	15
Moturimu	13	Dale, Annabella S.	C3	F	150 0 0	..
Niagara N	18	Wood, Mary		F	157 10 0	..
Opio	21	Clapp, Lewis J.	Lic.	M	152 0 0	..
Otama	23	McKenzie, George	Lic.	M	171 0 0	..
Quarry Hills	15	Lamb, Robert J.		M	139 10 0	15
Waikawa Valley						
Rees Valley	14	McNeill, Rita		F	112 10 0	15
Riverside	21	Tabraham, Minnie	Lic.	F	118 15 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

SOUTHLAND—*continued.*

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GRADE 2—*continued.*								
Roslyn Bush			17	McKay, Annie	D2	F	165 0 0	..
Scott's Gap			27	Egan, Thomas	..	M	139 10 0	..
Shotover, Upper			18	Aldridge, Richard	..	M	108 0 0	..
Spar Bush			30	McNaughton, Margaret	C3	F	120 0 0	..
Springhills			20	Romans, Henry C.	D4	M	120 0 0	..
Tussock Creek			25	Spencer, Jane	D4	F	125 0 0	..
Waikawa		N	19	Higgins, George E.	..	M	108 0 0	15
Waimumu			25	Kinross, Andrew	..	M	108 0 0	..
Waipounamu			24	Ross, Grace Mary	Lic.	F	123 10 0	..
Waituna			30	Blick, Adolphus E. R.	C4	M	120 0 0	..
Wendonside			19	Shepard, Henry	E2	M	150 0 0	..
GRADE 3.								
Charlton			21	Smith, Frances H.	D2	F	155 0 0	..
Glenham			26	Simpson, Henry G. E.	C4	M	150 0 0	20
Grove Bush			38	McKenzie, Alexander	D4	M	160 0 0	..
Hedgehope, Lower			40	Nicoll, Jessie J.	D3	HF	155 0 0	20
				McDonald, Flora	..	AF	90 0 0	..
Hillend South			16	Milne, James	E1	M	180 0 0	..
Hokonui			31	Wilson, Mary R.	E2	F	155 0 0	..
McNab			24	Cameron, Annie R.	D4	F	160 0 0	..
Menzies Ferry			33	Campbell, Mary A. E.	E2	F	205 0 0	20
Mimihau			32	Leith, Maitland J.	C3	M	165 0 0	..
Mossburn		N	37	Southberg, Eleanor	E2	F	175 0 0	..
Oraki			26	Orr, Mrs. Mary	D3	F	180 0 0	..
Otapiri			22	Mackay, Eric V.	D3	M	175 0 0	..
Otatara Bush			32	Kelly, Thomas	D2	M	180 0 0	..
Oteramika Gorge			23	Steel, Marion D., B.A.	B1	F	150 0 0	..
Papatotara		N	41	Stancombe, Mrs. Mary	E2	HF	150 0 0	..
				McEwan, Helen	..	AF	90 0 0	..
Pembroke			46	Daplyn, Rosina M., B.A.	B3	HF	160 0 0	..
				Gray, Mina	..	AF	90 0 0	..
Pine Bush			30	McGlashan, Peter	D4	M	150 0 0	..
Round Hill			36	Hall, Andrew	D4	M	155 0 0	20
Shotover, Lower			29	Melton, Mrs. Jane B.	D3	F	155 0 0	..
Taramoa			16	Simmonds, Mrs. Sarah E.	E2	F	180 0 0	..
Tokonui		N	36	Mackay, Catherine H.	Lic.	F	180 10 0	..
Tuatapere			39	McFeely, Hugh	Lic.	M	135 0 0	20
Waikaka Valley			28	Morton, Agnes	C4	F	150 0 0	..
Waikouro			29	Purvis, Patience I.	D3	F	175 0 0	..
Waimahaka			33	Mackay, Jessie R.	C4	F	155 0 0	..
Wairio		N	33	Cowie, Norman A. McL.	D4	M	155 0 0	..
Wendon			28	Gazzard, William H.	D3	M	195 0 0	..
West Plains			31	Gibb, Robert	E2	M	150 0 0	..
Wild Bush			28	Griffiths, George F.	C4	M	190 0 0	..
GRADE 4.								
Aparima			30	McInman, Emily M.	D2	HF	205 0 0	..
				Thomson, Marie M.	..	AF	90 0 0	..
Athol			40	Gilfedder, Thomas J.	D3	HM	195 0 0	..
				Anderson, Janet	..	AF	90 0 0	..
Brydone			36	Williams, Mrs. Emma G.	D1	HF	185 0 0	..
				Harper, Mary	..	AF	90 0 0	..
Clifton		N	87	Smith, Edward	D2	HM	205 0 0	..
				Hannan, Cecilia	E3	AF	115 0 0	..
Croydon			38	Biggar, Mary M.	D2	HF	180 0 0	..
				Alexander, Elizabeth	..	AF	90 0 0	..
Dipton			48	Lea, William S.	E2	HM	205 0 0	..
				Johnson, Lucinda	D4	AF	90 0 0	..
Drummond			60	Webber, John O.	C2	HM	200 0 0	..
				Lumsden, Jane	..	AF	90 0 0	..
Elderslie			41	Watson, Isabella H.	D1	HF	185 0 0	..
				Murray, Jessie E. I.	Lic.	AF	114 0 0	..
Fairfax			29	Meek, Ada M.	E2	F	205 0 0	..
Fernhills			37	Burt, Sarah M. R., M.A.	B3	HF	180 0 0	..
				Milligan, Lilian	D4	AF	90 0 0	..
Forest Hill North			42	Cameron, Jessie	D3	HF	205 0 0	..
				Hayward, Myrtle A. E.	D4	AF	110 0 0	..
Fortrose		N	54	Millard, Arthur J.	E2	HM	190 0 0	..
				Deverell, Lilian	..	AF	90 0 0	..
Garston			27	Menzies, George G.	B4	HM	180 0 0	..
				Porteous, Mary A.	..	AF	90 0 0	..
Greenhills		N	44	Ward, Mrs. Agnes	D2	HF	205 0 0	..
				Keenan, Mary E.	D5	AF	90 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

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GRADE 4—*continued.*								
Gummie's Bush			39	Carnahan, Jessie McP.	E1	HF	205 0 0	..
				Watson, Bona	..	AF	90 0 0	..
Half-moon Bay		N	40	Gregg, Mrs. Annie	D2	HF	195 0 0	25
				Hamilton, Jessie	..	AF	90 0 0	..
Heddon Bush			38	Hanning, Minnie L.	E1	HF	180 0 0	..
				Sutton, Marjorie	..	AF	90 0 0	..
Knapdale			38	White, Mary E.	D1	HF	190 0 0	..
				McDonald, Cora J.	..	AF	90 0 0	..
Limestone Plains			36	Miller, John I.	D4	M	185 0 0	..
Longbush			38	Mackay, Leslie D.	C3	HM	205 0 0	..
				McKenzie, Mona	..	AF	90 0 0	..
Mabel			38	Linn, Mrs. Mary I.	E2	HF	205 0 0	..
				McLeod, Margaret I.	..	AF	94 10 0	..
Maitland Village			34	Barclay, Lily C.	D3	HF	185 0 0	..
				Ross, Alice	..	AF	90 0 0	..
Mataura Island			47	Gray, Agnes	D2	HF	205 0 0	..
				Brown, Isabel	..	AF	90 0 0	..
Merrivale			36	Cusack, James	E2	HM	180 0 0	..
				Durie, Olive	..	AF	90 0 0	..
Myross Bush			45	Cushen, John A.	C4	HM	190 0 0	25
				McHutcheson, Elsie W.	D4	AF	110 0 0	..
Oreti Plains			37	Wilson, Robert N.	D2	HM	200 0 0	..
				Winder, Elizabeth	..	AF	103 10 0	..
Otara			38	Lopdell, James W.	Lic.	HM	171 0 0	..
				Currie, Ina	..	AF	90 0 0	..
Oteramika			31	Jackson, Samuel	Lic.	HM	171 0 0	..
				Irwin, Mary	..	AF	90 0 0	..
Pahia			39	Lea, Albert G.	C2	HM	205 0 0	..
				Speden, Helen	..	AF	90 0 0	..
Pukerau			51	Macdonald, George C.	D2	HM	205 0 0	..
				Kean, Mary	..	AF	90 0 0	..
Rimu			52	Clark, Alexander	D2	HM	205 0 0	..
				Naylor, Rachel	..	AF	90 0 0	..
Riversdale			68	Sutherland, Frederick R. H.	D1	HM	240 0 0	..
				Tait, Helen M.	C4	AF	115 0 0	..
				Mackay, Isabella	..	FPr1	20 0 0	..
Ryal Bush		N	62	Officer, John	E1	HM	205 0 0	..
				Long, Gladys C. A.	..	AF	90 0 0	..
Seaward Downs			40	Enright, Mary A.	D1	HF	185 0 0	..
				Webb, Beatrice J. H.	C4	AF	95 0 0	..
Te Tua			34	McCallum, Mary	D2	HF	210 0 0	..
				Swap, Marion	..	AF	90 0 0	..
Te Waewae			40	Brown, Douglas	D4	HM	180 0 0	25
				Brown, Mary E.	..	AF	90 0 0	..
Thornbury			46	Diack, William A.	C2	HM	200 0 0	..
				Lovett, Dulcie M.	..	AF	90 0 0	..
Tuturau			32	Shroeder, Peter	C3	HM	185 0 0	..
				Barber, Ada I. J.	..	AF	90 0 0	..
Waianiwa			49	Smith, Aaron Y.	C1	HM	205 0 0	..
				Gedney, Mary J.	C4	AF	90 0 0	..
Waimatuku			49	Selby, Bertha G.	C1	HF	195 0 0	..
				Fraser, Elizabeth	..	AF	90 0 0	..
Wallacetown			42	Moodie, Bedford P.	B4	HM	180 0 0	..
				McKenzie, Nellie	..	AF	90 0 0	..
Wyndham South			42	White, James	D3	HM	185 0 0	..
				Webb, Hannah M.	C4	AF	95 0 0	..
GRADE 5.								
Arrowtown			68	Blackie, Walter G., M.A., B.SC.	A1	HM	255 0 0	..
				Simon, Leonie	..	AF	94 10 0	..
Balfour			84	Learmonth, Robert	D1	HM	225 0 0	..
				Romans, Henrietta	..	AF	94 10 0	..
				Fraser, Bessie	..	AF	90 0 0	..
				Sheed, Catherine	..	FPr1	20 0 0	..
Colac Bay		N	81	Soar, James	C1	HM	240 0 0	..
				Gallagher, Mary	D4	AF	94 10 0	..
				Lloyd, Grace	..	AF	94 10 0	..
				Melvin, Susannah	..	FPr1	50 0 0	..
Kennington			96	Featherstone, Arthur E.	C1	HM	240 0 0	..
				Rae, Elizabeth	D3	AF	135 0 0	..
				Dunlop, Gladys	..	FPt4	60 0 0	..
Limehills			83	Murray, Henry E.	D1	HM	215 0 0	..
				McHutcheson, Monica S.	D4	AF	105 0 0	..
				King, Emily A.	D4	AF	90 0 0	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

SOUTHLAND—*continued.*

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GRADE 5—*continued.*							
Lumsden		100	Clark, William H., B.A.	B1	HM	270 0 0	
			Winning, Annie T.	D4	AF	105 0 0	
			Irwin, Annie		FPt3	55 0 0	
			McLeod, Jessie		FPr1	50 0 0	
Makarewa	N	115	Gazzard, Thomas E.	D1	HM	240 0 0	
			Macdonald, Alexandrina	D3	AF	130 0 0	
			Elley, Ethel Maud	C4	AF	95 0 0	
Nightcaps		129	Gray, John	D1	HM	255 0 0	
			Wright, Bridget	D4	AF	135 0 0	
			Cosgriff, Margaret		AF	90 0 0	
			Henry, Kate		FPt3	50 0 0	
			Lindsay, Annie		FPr1	50 0 0	
Queenstown		85	Hoddinott, Frederick W., B.A.	B2	HM	220 0 0	
			Griffiths, Georgina M.	Lic.	AF	99 15 0	
			Ryan, Sarah		AF	90 0 0	
Waikaka		82	Thomson, Alexander G.	E1	HM	225 0 0	
			Turner, Edith M.	C3	AF	110 0 0	
			McLean, Vera		FPr1	50 0 0	
Woodlands		118	Donald, James	B1	HM	230 0 0	
			Wallace, Elizabeth J.	D4	AF	115 0 0	
			Beer, Annie		AF	90 0 0	
			Campbell, Gladys		FPr1	20 0 0	
GRADE 6A.							
Edendale		140	Hiddlestone, Archibald H.	E1	HM	245 0 0	
			Pryde, Annie	D4	AF	120 0 0	
			Milne, Alexander		AM	90 0 0	
			Clement, Bertha		FPt3	45 0 0	
Tisbury		129	Hamilton, Martha	D1	HF	265 0 0	35
			Macdonald, Sarah M.	E1	AF	145 0 0	
			Agnew, George		AM	90 0 0	
			McIndoe, Catherine		FPr2	25 0 0	
			Lamont, Nisbet		MPt4	55 0 0	
Waikaia		115	McChesney, Hugh	B2	HM	240 0 0	
			Duncan, Jane		AF	121 10 0	
			Lush, Frances		AF	90 0 0	
			Cosgriff, Alice		FPt4	60 0 0	
Waikiwi		163	Greig, David M.	C1	HM	250 0 0	
			Hardie, Margaret	E2	AF	130 0 0	
			Howie, Helen M.	D4	AF	95 0 0	
			Pullar, Annie		FPt5	60 0 0	
			Wilson, Agnes		FPr1	20 0 0	
Wyndham		172	Golding, Jabez	D2	HM	265 0 0	
			Hamilton, Margaret E.	E1	AF	120 0 0	
			McLauchlan, Margaret M.	D4	AF	120 0 0	
			Frew, Mary M.	C4	AF	90 0 0	
GRADE 6B.							
East Gore		168	Steadman, David D.	C1	HM	275 0 0	
			Salmond, Mary	B2	AF	150 0 0	
			Ross, Annie	D3	AF	115 0 0	
			McDowell, Edith M.	Lic.	AF	90 0 0	
			Taylor, Irene		FPr2	25 0 0	
Orepuki		168	Young, Henry P.	D1	HM	270 0 0	
			Traynor, Marion O.	D3	AF	135 0 0	
			Barron, Isabella F.	C3	AF	135 0 0	
			Hall, Norman		AM	90 0 0	
			Wilson, Sybil		FPr1	20 0 0	
Otautau		176	Robertson, George E., B.A.	B1	HM	250 0 0	
			Donnan, Mary R.	C3	AF	135 0 0	
			Blue, Jessie	D4	AF	120 0 0	
			Macdonald, Ralph		AM	90 0 0	
			Corkhill, Ruby		FPr1	20 0 0	
GRADE 7A.							
Invercargill North		226	Inglis, Alexander, M.A., M.SC.	A1	HM	270 0 0	
			Hardie, Mary	E1	AF	180 0 0	
			Baird, Thomas		AM	121 10 0	
			Garmson, Christina I.	C3	AF	105 0 0	
			Young, Margaret	D5	AF	90 0 0	
			Mackay, Annie		FPr1	20 0 0	
Riverton D.H.S.	N	203	Hewat, Ebenezer C., B.A.	B1	HM	*295 0 0	
			Acheson, Catherine E.	C1	AF	205 0 0	
			Hamilton, Janet A.	C1	AF	150 0 0	
			Lucas, Evelyn M.	D2	AF	130 0 0	
			Watson, May		FPt2	50 0 0	
			Simmonds, Alice		FPt3	55 0 0	
			Stewart, James G. W.	C5	Sec.	..	

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 1913. (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.) £ s. d.	For Teachers' House Allowances. (7.) £
GRADE 7A—*continued.*							
Waihopai and side school ..	..	258	McNeill, Duncan, B.A. ..	B1	HM	275 0 0	..
			Reid, Albert S.	B4	AM	185 0 0	..
			Perrin, Margaret C., B.A. ..	B1	AF	150 0 0	..
			Baird, Mary	C2	AF	135 0 0	..
			Griffin, Lily O.	C3	AF	105 0 0	..
			Steel, Christina	D4	AF	95 0 0	..
			Fraser, Katie	..	FPr2	55 0 0	..
Winton	..	207	McKillop, David S.	B1	HM	275 0 0	..
			Blathwayt, Murray	..	AM	166 10 0	..
			McKenzie, Mary S. H. ..	D2	AF	145 0 0	..
			Brown, Isabella	D4	AF	110 0 0	..
			Watson, Robert	..	MPt4	55 0 0	..
			Macdonald, Donald	..	MPt3	55 0 0	..
GRADE 7B.							
Invercargill Park	..	238	Hain, James	D1	HM	300 0 0	..
			Henry, James A.	B3	AM	185 0 0	..
			Dryburgh, Isabella	E1	AF	150 0 0	..
			Harkness, Jessie	D2	AF	135 0 0	..
			Wyeth, Nora	..	FPt5	60 0 0	..
			Rabbidge, Edith	..	FPt4	55 0 0	..
			Bonthron, Escott	..	MPt3	45 0 0	..
			Martin, Linda	..	FPr2	25 0 0	..
GRADE 8A.							
Bluff	N	306	McNeil, Angus, M.A.	A1	HM	315 0 0	..
			Prichard, Herbert D. ..	C3	AM	215 0 0	..
			Todd, Eliza T.	D1	AF	160 0 0	..
			McLeod, Catherine E. ..	D2	AF	140 0 0	..
			Stenhouse, Christina ..	D2	AF	125 0 0	..
			Gifford, Jessie	..	AF	90 0 0	..
			Edginton, Ivy	..	FPt3	55 0 0	..
			Mullay, May	..	FPr1	20 0 0	..
Mataura	N	294	Gilchrist, William	C1	HM	315 0 0	45
			Evison, John C.	D1	AM	225 0 0	..
			Fowler, Lilian E.	D1	AF	165 0 0	..
			Salmond, Elizabeth I. ..	C3	AF	140 0 0	..
			Rowe, Alfred C.	D3	AM	135 0 0	..
			Wright, Eliza J.	D4	AF	100 0 0	..
			McBride, Joseph	..	MPt4	55 0 0	..
			Thomson, Jean	..	FPr2	55 0 0	..
GRADE 8C.							
Gore	N	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	..
			Webber, Jane	..	Subs.		
			Wilson, Elizabeth M. ..	D1	AF	150 0 0	..
			McKenzie, Lionel	..	Subs.		
			Sproat, Olive C.	C4	AF	120 0 0	..
			McKinna, Isabella B. ..	D4	AF	100 0 0	..
			Anderson, Mrs. Marianne ..	D2	AF	90 0 0	..
			Earwaker, Daisy	..	FPt4	60 0 0	..
			Duke, Catherine	..	FPt4	60 0 0	..
			Smith, Gertrude	..	FPt3	45 0 0	..
			Brown, Mary	..	FPt4	60 0 0	..
GRADE 9B.							
Invercargill, Middle ..	..	529	Mehaffey, William G. ..	D1	HM	365 0 0	..
			Greig, Alexander	B1	AM	265 0 0	..
			Birss, Helen L.	D1	AF	205 0 0	..
			Eggleton, Ada L.	..	Subs.		
			Rae, Duncan McF.	C3	AM	165 0 0	..
			Lopdell, Francis C.	C4	AM	150 0 0	..
			Thomson, Annie	E2	AF	145 0 0	..
			Dundas, Jessie A.	D2	AF	145 0 0	..
			Harrington, Ethel	D3	AF	110 0 0	..
			McDougall, Agnes V. ..	..	AF	90 0 0	..
			Huffadine, Mabel	..	FPt4	55 0 0	..
			Falconer, Jessie	..	FPt4	55 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 1913. (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.							
Invercargill South	N	884	Webber, Edmund	C1	HM	395 0 0	..
			Bain, Andrew	B1	AM	290 0 0	..
			McLeod, Caroline, M.A. ..	B1	AF	235 0 0	..
			Sebo, William H.	E1	AM	205 0 0	..
			Stobo, James	B5	AM	165 0 0	..
			Bellamy, Elizabeth W. ..	D1	AF	165 0 0	..
			Ramsay, Wilhelmina A. ..	D2	AF	150 0 0	..
			Cameron, George	D4	AM	120 0 0	..
			Mullay, Elvina J.	C2	AF	125 0 0	..
			McEwan, Flora	D3	AF	105 0 0	..
			Rowe, Lilian J.	D4	AF	100 0 0	..
			Cockerill, Myrtle	D4	AF	95 0 0	..
			Macdonald, Catherine I. ..	..	AF	90 0 0	..
			Garmson, Jane E.	C4	AF	90 0 0	..
			Gilchrist, Norman D. ..	Lic.	AM	90 0 0	..
			Bowie, Jean M.	..	FPt3	45 0 0	..
			Findlay, Ivan	..	MPt4	55 0 0	..
			Macdonald, Jane	..	FPt4	55 0 0	..
			Steel, Marion	..	FPt3	55 0 0	..
			Smellie, William J.	..	MPt3	45 0 0	..
			McGregor, Rob Roy	..	MPt3	45 0 0	..
			Bain, Ella	..	FPr2	25 0 0	..
Totals						47,668 10 0	590

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APPENDIX F.

MEDICAL INSPECTION OF SCHOOLS AND SCHOOL-CHILDREN.

1. EXTRACT FROM THIRTY-SEVENTH ANNUAL REPORT OF THE MINISTER OF EDUCATION.

Medical Inspection.

The result of some years' experience of the medical inspection of school-children in Europe and America has been to show that it is not necessary to examine all the children in a school every year; but that examination twice or three times during a child's school-life is sufficient in the case of primary schools. It has accordingly been decided that in New Zealand children of public schools shall for the present be examined by the Medical Inspectors when in Standard II and again when in Standard V. There is not yet a sufficient number of Inspectors to do more than examine sample children in Standard II in some of the schools, but it is hoped that it may be possible shortly to appoint a sufficient number not only to carry out the plan completely, but to give the necessary attention to special cases, and to give instruction to teachers in connexion with the work of inspection and with other matters that concern the health of the children. Teachers are asked to fill up certain more formal details for all the children; this should be done in each case, of course, by the teacher of the class, and need not take many hours altogether. When the cards are once filled up very little labour will keep them up to date. The advantages to be gained by the teacher's co-operation are obvious: the records of height and weight, the chief uses of which are to indicate defects where they exist, will be much more numerous; teachers have a better opportunity of discovering abnormal cases, and learn to take an intelligent interest in the health of their scholars.

So far the work has been mainly experimental; but the results are sufficient to justify the existence of the system and to show the necessity for its extension.

During the year 1913 333 primary schools were visited, and 12,357 children medically examined; of these, 7,661 were pupils in Standard II taken at the routine examination, and 4,696 were special cases thought by the teachers to be suffering from some defects.

The Medical Inspectors do not treat cases, but, where necessary, recommend the parents to obtain medical attention for their children. Generally this advice appears to be followed; but there is a proportion of cases in which the expense of treatment is an obstacle. This is especially the case with dental disease; and, unfortunately, no less than 72 per cent. of the children examined in Standard II were found to be suffering from defective teeth.

The injurious effects of obstructive breathing on a child's physical and mental condition ought now to be a matter of common knowledge, yet about a third of the children at the routine examination, and a higher percentage of the special cases, were found to be thus handicapped. The Inspectors think that in many cases correct breathing-exercises and fresh air are the only remedies necessary.

Too many children were found suffering from physical deformities; 22 per cent. have stooped shoulders, and 7 per cent. have spinal curvature. It is hoped that the new system of physical training will do much to improve this condition of things. Malnutrition was observed in 23 per cent. of the children, although not in all cases serious. Here it is noticed that it is not so much poverty as ignorance or carelessness on the part of the parents that is responsible for the poor condition of these children. Excessive manual labour outside of school-hours, overcrowding in the homes, unsuitable and badly cooked food, and late hours are all possible causes to which this lack of robustness is attributed.

It is clear that a great amount of good is being done by the Medical Inspectors in cases where other medical assistance is unnecessary. Remedies that cost little or nothing are recommended, and wrong and harmful methods of rearing the children corrected. Often dullness and incapacity have been found to be due to some physical defect, such as defective eyesight or hearing, or throat and nose troubles.

Instruction in the medical inspection of children is given to the students of the training colleges, and, as opportunity occurs, to teachers already in the schools also; so that in course of time the detection of certain physical defects in the scholars will not be left to the experts.

From figures compiled from the weights and heights of some fifteen thousand children returned by school-teachers last year, it appears that the average New Zealand child is heavier and taller than the average English child of the same age.

The Medical Inspectors also report on the schools in respect of the lighting, heating, ventilation, cleanliness, &c., and there are many instances in which suggested improvements involving no expenditure have been effected. Emphasis is placed on the value of fresh air, and teachers are encouraged to teach out of doors or in open shelters whenever it is possible. It can scarcely be questioned that great benefits must follow this spread of hygienic principles among parents, teachers, and scholars.

The expenditure on medical inspection for the financial year ended the 31st March, 1914, was—salaries, £1,385; travelling-expenses, £458; material, apparatus, forwarding charges, &c., £2,340: total, £4,183.

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2. REPORT OF THE INSPECTOR-GENERAL OF SCHOOLS.

The INSPECTOR-GENERAL OF SCHOOLS to the Hon. the MINISTER OF EDUCATION

SIR,—

I have the honour to place before you the following report in regard to the medical inspection of schools and school-children:—

The scheme was carried on during the year 1913 by four Medical Inspectors working from the four chief centres. Public schools of Grade IV (average attendance 36–80) and upwards were included in the scheme. Owing to the outbreak of smallpox the services of the Inspectors were required for several weeks by the Department of Public Health, thus materially reducing the amount of inspection work done during the year. The number of schools visited was 333, distributed as follows:—

Education District.	Number of Schools.
Auckland	48
Taranaki	15
Wellington	33
Hawke's Bay	14
Marlborough	8
Nelson	16
Grey	9
Westland	6
North Canterbury	56
Otago	96
Southland	32
Total	333

At these schools the children of S2 were medically examined as well as special cases from other classes. All of the pupils of the four normal schools were also medically examined. The number of children examined at the routine examination was 7,661, and the number of special cases dealt with was 4,696, making a total of 12,357.

Table Q1 shows the number and percentages of defects reported among children inspected at the routine examination, variation in the percentages in different districts being probably due to some extent to their having been visited by different Inspectors.

The high percentage (72) of cases of defective teeth is noticeable. The Inspectors report that in a great number of cases quite simple preventive measures would afford much improvement, and it is gratifying to find that their advice is being acted upon to a large extent. The expense of dental attention is, however, a great obstacle to many of the poorer parents, and in country districts it is almost impossible to obtain the required services.

The number of children with enlarged glands shows the next highest percentage. The presence of these is largely due to septic absorption from carious teeth. The number of cases requiring special treatment is small.

Thirty-three per cent. of the children were found to be suffering from obstructed breathing. Much stress is laid upon the injurious effects on health following unnatural conditions of the nose and throat, and the marked improvement that follows in the whole physical and mental condition of a child when the obstruction has been removed. In addition to those mentioned there are numbers of milder cases which require as remedies only correct breathing-exercises and sufficient fresh air.

The number of children suffering from physical deformity is too high. Twenty-two per cent. have stooped shoulders. This condition should be curable by means of physical exercises, and it is hoped that with the adoption of the new system of physical training good results will be noticed in this respect. Seven per cent. of the children have lateral curvature. Unsuitable desks and seats, together with the system of lighting from the back that exists in a great number of school-rooms, are largely blamed for this. To avoid throwing his shadow upon his work the child twists himself into an unnatural position, with harmful results. A large amount of physical deformity was observed in the dairying districts. The cause seems to be excessive manual labour performed by the children before and after school hours.

Malnutrition was observed in some 23 per cent. of the children examined, this percentage, however, including cases of medium nutrition besides those that are decidedly bad. This unsatisfactory condition appears to be seldom due to actual poverty. Unsuitable and badly cooked food given to the children by uninstructed parents, or, in the country districts especially, by parents who have not time to attend to their children's wants, is reported to be one of the causes. Over-

crowding in the homes and the overtaxing of the children's strength in manual duties are also blamed for contributing to the poor condition of many of the children.

Besides the number of children returned as mentally defective, there exist a much larger number of backward children. Although these children are mentally much superior to such as are treated at the Special School for the Feeble-minded, yet they are a great hindrance to the school-teachers, and are not receiving the special treatment that they require.

The percentage of children suffering from defective eyesight is 13. The high percentage given for the Auckland District appears to be due to the inclusion of all children with imperfect sight, while in other districts the Inspectors have noted only those cases requiring attention. The eyesight is considered to be affected by wrong and insufficient lighting in the schools and homes, the large amount of reading the children do, and the kinematograph entertainments they attend.

The Inspectors do not undertake any treatment of the children; parents are informed of the defects and where necessray are recommended to obtain medical advice. In course of time more frequent visits to the schools will result in such cases being kept under closer observation, with probably even better results than at present. Ailments that are hindering the physical welfare of the children can, however, frequently be remedied with little or no expense. The clothing and cleanliness of the children are carefully scrutinized, and following on the advice given a great deal has been done to improve the conditions in these respects.

An important part of the work of the Inspectors is that of instructing the teachers in the system so far as it is required to be known by them. Lectures are given at the large centres to school-teachers, and the training-college students, besides receiving a course of lectures, are given practical instruction in the work of weighing and measuring, and in performing the simpler tests for defective hearing, eyesight, &c.

The teachers keep medical record-cards for the children whom they examine, and Tables Q2 and Q3, showing the average weights and heights of boys and girls respectively at different ages, have been compiled from the measurements thus recorded. The graphs on page vi show a comparison between the average weights and heights thus obtained of some 16,000 New Zealand boys and girls, and of some 800,000 English boys and girls. It is satisfactory to notice that the curves representing the New Zealand children are a little above those representing English children. As, however, this is the first time that such results have been recorded by school-teachers it would be wise not to depend too much upon their accuracy until they are verified by future observation.

Tables Q4 and Q5 give the average heights and weights of S2 children as found by the Medical Inspectors. It will be noticed that the results agree fairly well with those of Tables Q2 and Q3.

Tables Q6 and Q7 show the chest-measurements of boys and girls respectively of S2 as recorded by the Inspectors. The average measurements on full inspiration, forced expiration, the difference between these two measurements (that is, the amount of chest-expansion), the mean expansion, and the annual increase are shown. It will be interesting to compare these measurements with those that will be obtained after the new system of physical training has had time to have effect on the physique of the school-children.

School buildings and grounds, in so far as they affect the health of the school-children, also receive the attention of the Medical Inspectors; cleanliness, lighting, ventilation, space per child, and sanitary arrangements being reported upon.

The cleanliness of a large proportion of the schools visited is reported as being of a very low standard. Sweeping with sawdust moistened with some disinfectant, and damp dusting, are strongly recommended. This should be done every day. If parents would realize sufficiently that their own children are the sufferers when sent to unclean schools it is probable that endeavours would be made to remedy this unsatisfactory state of affairs.

The lighting in a number of the schoolrooms comes from windows at the back of the children. This is injurious to the eyesight of both pupils and teacher, and also tends to physical evils as pointed out above. The lighting should come from the left side where possible. In some cases an alteration in the arrangement of the desks has improved matters, but this is not always possible. In the planning of every new school and schoolroom this important matter should be attended to.

The Inspectors are very unanimous in their demands for more fresh air in the schoolrooms. Many teachers already recognize the value of fresh air, and make use of all the ventilation possible. Other teachers apparently still require educating on this point. The fault lies very often in the school buildings; the windows are too few, too small, too high up, or do not open far enough to admit a sufficient quantity of fresh air. Other appliances for ventilation are, as a rule, of little use. Imperfect ventilation has been reported upon in the case of some school buildings only just completed. In suitable localities open-air schools or shelters with one side open are strongly recommended. In some cases classes are already being held in the open air whenever the weather permits.

The desolate, uncared-for condition of great numbers of the playgrounds is commented upon as having a depressing effect on the minds of the children. In the country especially many of the grounds are wet all the winter, and there is insufficient seating accommodation outside. The comparatively small number of well-kept grounds and school gardens are examples of what can be done to produce cheerful and healthy surroundings to the school buildings.

The sanitary arrangements are naturally not so good in the country schools as in the town schools. Considerable difficulty is often experienced in the country in having the sanitary arrangements properly attended to. On the advice of the Inspectors in several instances the older boys have been appealed to, and have been taught to do this work in a thorough and hygienic manner. Complaint is made in a great number of cases of lack of sufficient accommodation, and also of the publicity of the outbuildings.

That a large amount of good has resulted from the medical inspection of schools and school-children is, after one year's working, very clear. To the demand for various improvements the response so far from parents and teachers has been excellent. The majority of teachers are interested in the work, and they appear to be realizing that the benefits obtained far outweigh the additional trouble to which they are put. The work so far has been in the nature of an experiment, but there seems to be sufficient evidence not only to justify the inception of the scheme, but also to call for its further extension in the future.

III. DETAILED TABLES.

TABLE Q1.—THE NUMBER AND PERCENTAGES OF DEFECTS FOUND BY MEDICAL INSPECTORS IN 7,661 CHILDREN EXAMINED AT THE ROUTINE EXAMINATIONS DURING THE YEAR 1913.

—	Auckland.		Taranaki.		Wellington.		Hawke's Bay.		Marlborough.		Nelson.		Grey.		Westland.		North Canterbury.		Otago.		Southland.		Totals.	
	Number of Children.	Percentage.	Number of Children.	Percentage.	Number of Children.	Percentage.	Number of Children.	Percentage.	Number of Children.	Percentage.	Number of Children.	Percentage.	Number of Children.	Percentage.	Number of Children.	Percentage.	Number of Children.	Percentage.	Number of Children.	Percentage.	Number of Children.	Percentage.	Number of Children.	Percentage.
Number of children examined	1,109	100	292	100	1,217	100	368	100	179	100	216	100	160	100	66	100	1,729	100	1,793	100	532	100	7,661	100
Number found to have no defects	93	8·4	66	22·6	314	25·8	100	27·2	40	22·3	41	19·0	2	1·2	1	1·5	70	4·0	56	3·1	16	3·0	799	10·4
Number found to have defects	1,016	91·6	226	77·4	903	74·2	268	72·8	139	77·6	175	81·0	158	98·7	65	98·5	1,659	96·0	1,737	96·9	516	97·0	6,862	89·6
Number found to have defects other than dental	1,004	90·5	143	49·0	546	44·9	188	51·1	86	48·0	95	44·0	153	95·6	64	97·0	1,550	89·6	1,436	80·1	436	81·9	5,701	74·4
Number of children showing evidence of—																								
Malnutrition (bad and medium cases)	213	19·2	60	20·5	361	29·7	86	23·4	51	28·5	67	31·0	10	6·2	7	10·6	265	15·3	492	27·4	158	29·7	1,770	23·1
Skin-disease	30	2·7	15	5·1	51	4·2	5	1·4	6	3·3	5	2·3	9	5·6	7	10·6	61	3·5	79	4·4	12	2·2	280	3·6
Defective teeth	949	85·6	181	62·0	703	57·8	220	59·8	112	62·6	163	75·5	115	71·9	44	66·6	1,055	61·0	1,492	83·2	482	90·6	5,516	72·0
Obstructed breathing	487	43·9	100	34·2	392	32·2	108	29·3	76	42·5	83	38·4	44	27·5	18	27·3	402	23·2	632	35·2	184	34·6	2,526	33·0
Enlarged glands	1,004	90·5	46	15·7	394	32·4	104	28·3	41	22·9	26	12·0	145	90·6	62	93·9	1,405	81·3	1,133	63·2	389	73·1	4,749	62·0
External eye-disease	45	4·1	3	1·0	24	2·0	5	1·4	3	1·7	16	7·4	7	4·4	2	3·0	51	2·9	53	3·0	15	2·8	224	2·9
Defective vision	392	35·3	30	10·3	149	12·2	37	10·0	16	8·9	24	11·1	5	3·1	1	1·5	91	5·3	189	10·5	60	11·3	994	13·0
External ear-disease	15	1·4	..	..	1	0·1	..	..	..	..	11	5·1	1	0·6	..	..	2	0·1	8	0·4	3	0·6	41	0·5
Defective hearing	6	0·5	10	3·4	78	6·4	19	5·2	5	2·8	12	5·5	..	..	1	1·5	15	0·9	63	3·5	16	3·0	225	2·9
Defective speech	31	2·8	4	1·4	13	1·1	4	1·1	1	0·6	1	0·5	4	2·5	..	..	24	1·4	43	2·4	11	2·1	136	1·8
Mental defect	12	1·1	1	0·3	5	0·4	..	..	..	..	..	..	2	1·2	6	9·1	47	2·7	7	0·4	3	0·6	83	1·1
Non-vaccination	996	89·8	151	51·7	873	71·7	99	26·9	164	91·6	174	80·5	129	80·6	43	65·1	1,259	72·8	856	47·7	256	48·1	5,000	65·3
Circulatory disease	65	5·9	2	0·7	18	1·5	9	2·4	1	0·6	7	3·2	3	1·9	1	1·5	29	1·7	48	2·7	11	2·1	194	2·5
Respiratory disease	15	1·4	1	0·3	..	..	..	..	1	0·6	..	..	..	..	..	..	5	0·3	52	2·9	24	4·5	98	1·3
Nervous disease	14	1·3	..	..	..	..	..	..	..	..	1	0·5	..	..	..	..	9	0·5	10	0·6	2	0·4	36	0·5
Tuberculosis	11	1·0	2	0·7	5	0·4	6	1·6	2	1·1	3	1·4	..	..	..	..	1	0·1	11	0·6	1	0·2	42	0·5
Physical deformities—																								
Stooped shoulders	473	42·6	58	19·9	310	25·5	109	29·6	67	37·4	44	20·4	39	24·4	28	42·4	368	21·3	180	10·0	38	7·1	1,714	22·4
Curvature	7	0·6	2	0·7	33	2·7	8	2·2	2	1·1	5	2·3	21	13·1	12	18·2	170	9·8	197	11·0	55	10·3	512	6·7
Flat chest	207	18·7	24	8·2	95	7·8	23	6·2	8	4·5	17	7·9	1	0·6	3	4·5	26	1·5	50	2·8	17	3·2	471	6·1
Pigeon breast	32	2·9	1	0·3	11	0·9	6	1·6	..	..	2	0·9	1	0·6	1	1·5	13	0·7	54	3·0	11	2·1	132	1·7
Other diseases	18	1·6	5	1·7	19	1·6	..	..	3	1·7	2	0·9	6	3·7	13	19·7	92	5·3	139	7·7	44	8·3	341	4·4

TABLE Q2.—AVERAGE WEIGHTS AND HEIGHTS OF NEW ZEALAND BOYS AT VARIOUS AGES AS OBTAINED FROM THE TEACHERS' RECORDS IN THE YEAR 1913.

Ages.	Average Weights.		Average Heights.	
	Number examined.	Weight in Kilograms.	Number examined.	Height in Centimeters.
6 years	288	20·4	314	112·1
7 „	343	22·4	403	117·8
8 „	631	24·8	678	123·8
9 „	1,362	27·1	1,466	128·7
10 „	1,549	28·9	1,582	132·5
11 „	1,206	31·4	1,285	136·5
12 „	996	34·2	1,058	141·1
13 „	822	37·6	879	145·6
14 „	407	42·7	447	150·6
15 „	142	45·4	150	155·2

TABLE Q3.—AVERAGE WEIGHTS AND HEIGHTS OF NEW ZEALAND GIRLS AT VARIOUS AGES AS OBTAINED FROM THE TEACHERS' RECORDS IN THE YEAR 1913.

Ages.	Average Weights.		Average Heights.	
	Number examined.	Weight in Kilograms.	Number examined.	Height in Centimeters.
6 years	256	20·7	290	112·6
7 „	295	22·1	330	117·4
8 „	496	24·3	552	123·4
9 „	1,102	26·6	1,164	131·1
10 „	1,437	28·6	1,529	132·5
11 „	982	31·4	1,023	136·7
12 „	800	34·6	866	141·8
13 „	582	39·9	640	148·0
14 „	298	43·4	323	152·1
15 „	58	45·5	71	152·6

TABLE Q4.—AVERAGE WEIGHTS AND HEIGHTS OF NEW ZEALAND BOYS OF S2 AT VARIOUS AGES AS OBSERVED BY THE MEDICAL INSPECTORS IN THE YEAR 1913.

Ages.	Average Weights.		Average Heights.	
	Number examined.	Weight in Kilograms.	Number examined.	Height in Centimeters.
7 years	18	23·4	17	120·6
8 „	198	25·1	192	125·4
9 „	655	26·6	619	127·4
10 „	648	27·9	658	130·2
11 „	306	29·9	304	134·1
12 „	103	31·8	109	135·6
13 „	39	33·6	37	139·0

TABLE Q5.—AVERAGE WEIGHTS AND HEIGHTS OF NEW ZEALAND GIRLS OF S2 AT VARIOUS AGES AS OBSERVED BY THE MEDICAL INSPECTORS IN THE YEAR 1913.

Ages.	Average Weights.		Average Heights.	
	Number examined.	Weight in Kilograms.	Number examined.	Height in Centimeters.
7 years	19	24·7	20	123·3
8 „	208	24·5	209	123·5
9 „	621	25·5	629	126·4
10 „	539	27·1	518	129·0
11 „	218	29·2	254	132·8
12 „	89	34·7	93	136·7
13 „	22	33·6	19	142·4

TABLE Q6.—CHEST-MEASUREMENTS IN CENTIMETERS OF NEW ZEALAND BOYS OF S2 AT VARIOUS AGES AS FOUND BY THE MEDICAL INSPECTORS IN THE YEAR 1913.

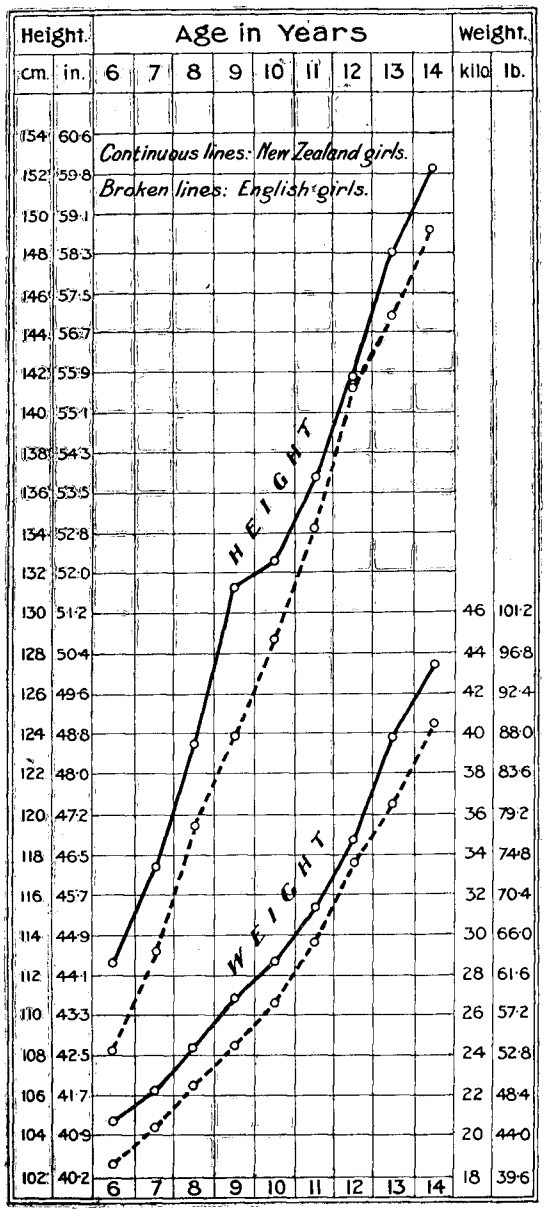
Ages.	Number examined.	Chest-measurement at		Mean Expansion.	Difference between Inspiration and Expiration.	Annual Increase in Mean Chest-measurement.
		Full Inspiration.	Forced Expiration.			
8 years	198	62·9 cm.	57·4 cm.	60·1 cm.	5·5 cm.	..
9 „	711	64·0 „	58·3 „	61·1 „	5·7 „	1·0 cm.
10 „	730	65·3 „	59·6 „	62·4 „	5·7 „	1·3 „
11 „	341	66·8 „	60·8 „	63·8 „	6·0 „	1·4 „
12 „	116	68·5 „	62·6 „	65·5 „	5·9 „	1·7 „

TABLE Q7.—CHEST-MEASUREMENTS IN CENTIMETERS OF NEW ZEALAND GIRLS OF S2 AT VARIOUS AGES AS FOUND BY THE MEDICAL INSPECTORS IN THE YEAR 1913.

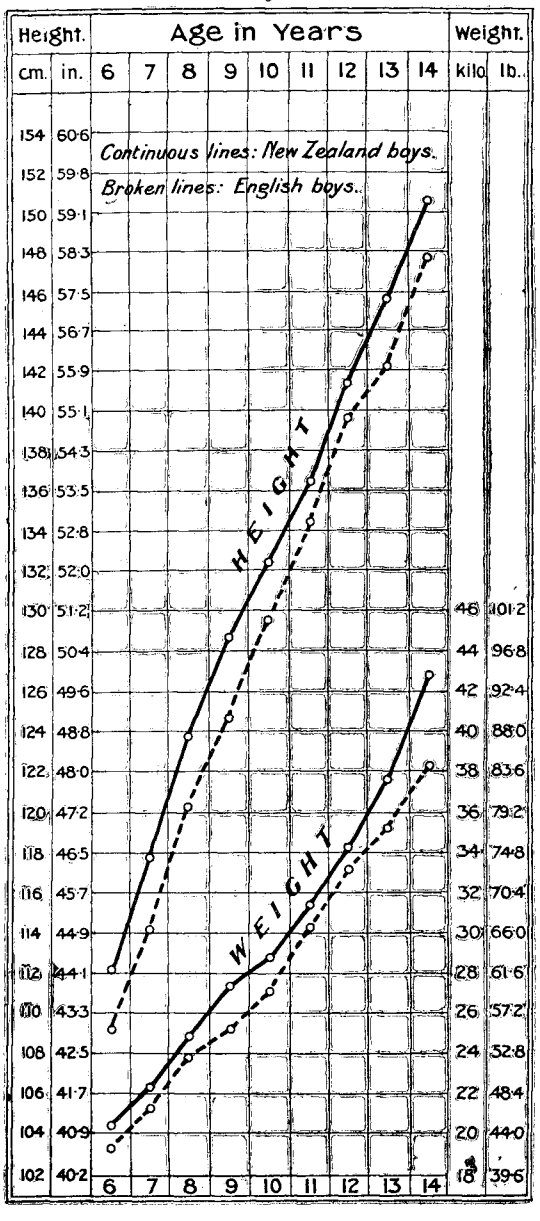
Ages.	Number examined.	Chest-measurement at		Mean Expansion.	Difference between Inspiration and Expiration.	Annual Increase in Mean Chest-measurement.
		Full Inspiration.	Forced Expiration.			
8 years	232	60·5 cm.	55·4 cm.	57·9 cm.	5·1 cm.	..
9 „	652	61·2 „	55·9 „	58·5 „	5·3 „	0·6 cm.
10 „	581	62·8 „	57·2 „	60·0 „	5·6 „	1·5 „
11 „	248	64·4 „	58·8 „	61·6 „	5·6 „	1·6 „
12 „	101	65·8 „	60·6 „	63·2 „	5·2 „	1·6 „

TABLE Q8.—COMPARISON OF THE AVERAGE WEIGHTS AND HEIGHTS OF 16,000 NEW ZEALAND CHILDREN WITH 800,000 ENGLISH CHILDREN.

Girls.



Boys.



APPENDIX G.

PHYSICAL EDUCATION.

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

The new system of physical education, the establishment of which was announced in last year's report, has made good progress, about a third of the teachers having received a course of instruction that has adequately fitted them to bring the system into operation in their schools. The experience of other countries having proved the futility of expecting teachers to gain the necessary knowledge by attendance at Saturday classes or by the casual visits of an instructor, it was decided to invite the co-operation of the Boards in an arrangement by which groups of schools should be closed for such time as would enable assemblage of the teachers for twelve days' continuous training. Twelve of such assemblages have been held in different parts of the country, in six cases the men going into camp. The result in every respect has been eminently satisfactory. Independently of the instruction which was the direct purpose of the classes, the teachers have benefited by meeting together in large numbers, they have had personal experience of the beneficial effects of the exercises, and an enthusiasm has been created which promises well for the success of the scheme. It may be observed that in arranging the dates of these classes advantage was taken as far as possible of the occasion of school vacations.

The number of public-school teachers who have received instruction at these classes to the 31st March last is 1,469, representing 629 schools and approximately 61,600 children.

Besides transit expenses, the teachers were either maintained free in camp or were given a maintenance allowance of £1 a week. The cost of maintenance in camp was below 12s. a week per head; not only are the camps more economical, but, in the opinion of the Department, greater efficiency is secured thereby.

The course of instruction specially prepared for the classes included—

(1.) The theory and practice of exercise (in its relation to the normal growth and development of children).

(2.) A definite series of progressive daily lessons in physical drill and correct methods of breathing, for use in schools.

(3.) Personal hygiene, with special reference to the several physiologic systems of the body, and to the importance of forming daily habits relating to their functional activity.

(4.) A course of organized games, and their relation to the mental and physical forces employed.

(5.) Swimming, life-saving, and resuscitation drill.

During the course of their training a system of classification of the teachers according to proficiency was carried out, with a view of recruiting from their ranks the staff of instructors.

The classes have been open to teachers of private schools, and advantage has freely been taken of the privilege. In some cases it has appeared desirable to form special classes for the teachers of some of the private schools.

Under pressure of the large amount of work to be carried out elsewhere it has not yet been possible with the limited staff available to make full provision for the instruction of the students at the training colleges; but the matter has not been neglected, and in each case temporary arrangements of a sufficiently satisfactory character have been made.

Up to date (July, 1914) over 2,200 teachers (out of the total number of 4,300) have been trained; the system has been introduced into 1,172 schools, and the work in 531 of these schools has been inspected. The visits of inspection have been made more for the purpose of assisting the teachers to establish the work properly than for critical inspection.

The expenditure on physical education for the year ending the 31st March, 1914, was as follows: Salaries of Director and instructors, £2,857; training classes, including camps, for teachers, £3,132; equipment for training classes, £212; travelling allowances and expenses, £1,455; sundries, including books, office-cleaning, freight, &c., £234: total, £7,890.

The expenditure on Junior Cadets during the year was £202, for rent of store, rifle ranges, forwarding charges, &c.; and the receipt from sales of Cadet equipment amounted to £976. The cost of the Junior Cadet system for its last year (1912) was £6,513.

II. REPORT OF THE DIRECTOR OF PHYSICAL EDUCATION.

Physical Education Branch, Education Department,
Wellington, 17th July, 1914.

SIR,—

I have the honour to present the first annual report on the progress of the physical education scheme for the year ending 31st March, 1914:—

REPORT ON PHYSICAL EDUCATION SCHEME.

Following the adoption of the report and plan for organization of the scheme submitted by the Director in February, 1913, the practical organization of the branch was begun by the appointment of six men and four women as the nucleus of a staff of inspecting instructors.

A staff school was held in Wellington during March, April, and May, and the staff instructed in the details of a definite course of training for teachers, which I had drawn up with a view to—

(*a.*) Ensuring uniformity of methods and technique in the practical work;

(*b.*) Defining the extent of theoretical instruction in certain subjects (physiology, anatomy, moral instruction, &c.);

(*c.*) Directing the influence of the instruction towards the formation of sound physique, physical efficiency, and development of character;

(*d.*) Co-ordinating the practical work of the syllabus in its relation to boys with the military system of drill for Senior Cadets.

The scheme of physical education is intended to include practically all the primary, Native, special, and private schools subject to inspection by the Education Department, numbering approximately 2,300, conducted by 4,200 teachers, and attended by 181,144 children.

The most urgent matter facing the Director was the introduction of the system to the primary schools at an early date, with a view to immediately counteracting the effects of certain undesirable influences existing in the average public-school environment, and thus beginning to improve the physical condition of the majority and reduce the percentage of the physically defective children simultaneously. The first essential step to this was the instruction of the teachers who have the care of the children in the schools.

The course of training prepared for teachers, briefly described, consists of theoretical and practical instruction in—

(1.) The theory and practice of exercise in its relation to the normal growth and development of children, both mentally and physically.

(2.) A definite series of daily progressive lessons in physical drill and correct methods of breathing.

(3.) Course of personal hygiene, with special reference to the several physiologic systems of the body; the formation of daily habits relating to their functional activity; the influence of the latter upon physical development and personality.

(4.) A course of organized games, and their relation to mental and physical forces employed.

(5.) Course of swimming, life-saving, and resuscitation drill.

To give one lesson to a class of children in an efficient manner a teacher must have sufficient practical ability and knowledge of the continuity of the system, and this cannot be acquired in less than twelve days' continuous training. As this training necessitated closing the schools concerned for a fortnight, the Boards of seven of the largest districts were consulted and invited to co-operate with the Department in the matter. Little or no objection was raised to the closing of schools, and eventually most valued assistance was offered by the Hawke's Bay, Auckland, and Southland Boards, who agreed to assemble large numbers of their teachers for a start in June, July, August, and September, 1913, respectively. Wanganui, Wellington, and Otago arranged to assemble theirs in 1914, in the order stated.

Up to the 31st March, 1914, a total of 1,469 teachers (879 women and 590 men) were trained in the system, which was thus introduced to 629 schools attended by 61,655 children in these districts, including private and other schools subject to inspection in the Auckland District.

TRAINING CLASSES AND CAMPS.

With a view to increasing the efficiency of training the men were assembled in camps whenever possible, and the women's classes held in suitable halls and buildings. The objection of the latter to wearing suitable costume for the purpose of training has generally vanished with the first day's experience, and practically every one has appeared in costume for the remainder of the course.

Camps were held in three centres prior to the 31st March, and in six centres to date, in Hawke's Bay, Wellington, and Wanganui Districts—viz., at Hastings, Hawera, Petone, Feilding, Wellington, and Masterton. The course of training under camp conditions was introduced with a view to increasing the efficiency of training and effecting economy in management.

The allowance made to teachers for maintenance during training is £2 per head, but by maintaining the male teachers in camp, at an average cost of 12s. per week each, a saving of 16s. per head has been effected.

Result of Classes.—The most noticeable and encouraging result of these classes is the keen interest and appreciation of the work shown by teachers of both sexes. The training has led them to understand that this subject is of primary importance in the education of the young. Their experience of its common-sense methods of applying physiologic facts and principles to daily life has increased their own practical ability and aroused their enthusiasm in the subject. A good result is the average increase in the lung-capacity: that of the women teachers made during the two weeks' training was 25·8 cubic inches and of the men 19·10 cubic inches, and as a result chiefly of the practice of a proper method of breathing, indicating the need that exists for improvement.

CLASSIFICATION.

To assist in future progress, and with a view to future selection of instructors from the ranks of the teachers, a method of classification, according to their proficiency shown during training, was arranged before the classes began in June, 1913, and 1,823 of those trained to date have been temporarily classified into three groups. Only 6 per cent. of the women and 7 per cent. of the men secured inclusion in the first group, which represents good instructors. The chief prevailing faults were—(1) Failure to command discipline; (2) lack of attention to detail and thoroughness. These are most serious faults in a teacher, and it is therefore very necessary (for the sake of efficiency) that facility for proper inspection of the work should be made at an early date, and "refresher" courses of training given where necessary.

At the conclusion of every course held to date the teachers as a body have been loud in their praise of the system, the quality of the instruction given, and of the practical usefulness of the training, in spite of the fact that considerable antipathy and indignation was expressed by many at the prospect of undergoing two weeks' physical drill. The opportunity for exchange of professional thought and social intercourse has also been greatly appreciated by them. Many have individually expressed their pleasure at the personal benefit and immediate physical improvement resulting from the course, and this is supported by the high increase recorded in the lung-capacity.

INSPECTIONS.

During the months of October, November, and December, an itinerary of inspection was arranged in the Hawke's Bay, Auckland, and Southland Districts, and all the schools which were represented at the teachers' training classes were visited. This was done with a view to advising and assisting teachers under local conditions in establishing the system to the best advantage, and noting adverse influences in the local environment. The total number of schools visited was 446, as follows: Auckland, 220; Wanganui, 1; Hawke's Bay, 64; Southland, 161.

Result of Inspection.—The reports of the Inspectors show that the teachers as a whole are making an earnest attempt to do good work on the lines indicated. The majority appear to have grasped the fact that common-sense is the essence of the system, and that the cultivation of sound hygienic habits, combined with regular practice, is essential to success. The attention to technique was as good as could be expected in view of the short training. The most common faults again were—(1) Want of good command; (2) lack of discipline; (3) want of thoroughness; (4) faulty progression.

There are five powerful factors in the educational and school environment which seriously interfere with and prevent proper progress of the system: these are,—

(1.) Time allotted to the subject.

(2.) Improper home influences in habits of bathing, clothing, eating, &c.

(3.) Unsuitable equipment of schools—desks, schoolrooms, and playgrounds.

(4.) Overcrowding of classes.

(5.) Dual control and inspection (by Department and Boards).

I have placed them in this order by taking a common-sense view, first, of their proportionate influence against physical progress, and, second, the facility which they offer for reform.

Time allotted to the Subject.

When the regulations for physical education were issued last year it was considered impracticable (in view of the heavily loaded syllabus) to provide more than fifteen minutes' per day by regulation for instruction in this subject. Physical education, however, necessarily includes many matters detailed under the headings "Moral Instruction" and "Health," on pages 28 and 29 in the Education Syllabus of Instruction, for which separate time was not provided in the syllabus. In view of the amount of instruction involved, and the urgent need for it in the schools, the time allotted is quite inadequate. Satisfactory progress cannot be made until reasonable time is provided by the regulations, and by this means much could be done to reduce the bad effects of the remaining adverse influences.

Improper Home Influences.

Improper home influences, through being brought into the school environment by the child, must necessarily be referred to here. The physical education scheme can be the means of effecting great improvement in the faults specified under this heading.

(1.) *The Habit of Daily Washing or Bathing* of the body is neglected to an appalling extent, and is one of the primary factors in malnutrition, of which a large percentage of cases have been discovered in the medical inspections. The direct result of this neglect is defective circulation and inactivity of the skin, giving rise to many of the ailments common to children. It is generally the cause of the second fault.

(2.) *Too much Clothing.*—It is a common thing to find children wearing from four to seven garments where three would be sufficient; consequently excessive wasting through the skin occurs, and, as some of the surplus garments are usually made of most unsuitable material which does not admit of ventilation or evaporation, the tendency to malnutrition is increased.

To effect the very necessary improvement in these matters of home environment it will first be necessary to devote more time daily to the subject in the school time-tables, and the general use of a suitable school dress or costume would be of great physical benefit to children, an economic advantage to parents, and would facilitate the work of the teachers. It would also have some influence in the development of character in the children (especially girls) by dispensing with artificial evidence of social inequalities, and encouraging their recognition of personality in each other and a better appreciation of what they are rather than what they wear.

With a view to effecting the desired reform in this matter I propose to arrange (by calling tenders) for the supply of a suitable school costume (New Zealand make) at a minimum price. The Department would issue these to schools in any numbers as required, for either sex, at cost-price.

Unsuitable Equipment of Schools (Desks, Schoolrooms, Playgrounds).

Unsuitable desks are often the cause of a large percentage of the postural defects found amongst children—one form of scoliosis being well known to many medical gymnasts as the "State-school type." It is not practicable to make immediate improvement in this environment except at enormous expense, but by substituting adjustable desks more rapidly for the old ones, and providing open-air class-rooms at the schools where they are most urgently needed, more effective and rapid progress would be made. The most effective way to deal with this factor, promptly and cheaply, is to counteract its bad effects daily, and this can only be done by allowing sufficient time for daily instruction and practice.

Overcrowded School Classes.

The average school class in charge of each teacher trained up to the 31st March consisted of forty-five children. Under these circumstances the most experienced and capable instructor would

have great difficulty in obtaining good results in the time allowed for the daily lesson. The two chief factors in efficiency—viz., discipline and thoroughness—are invariably sacrificed for a mistaken idea of progress.

As the supply of teachers is a matter beyond the scope of the Physical Education Branch, it is obvious that in these circumstances also more time daily is necessary for proper instruction. When the training of teachers is completed in all districts it may be possible to arrange a method in such cases whereby one or two efficient teachers would instruct all classes at the school daily.

Dual Control and Inspection.

The present system of divided control and inspection by officers of Department and Inspectors of Boards leads to misunderstanding and confusion, and is not at all conducive to discipline and efficiency. The inspection of this work should be left entirely to the Physical Education Branch.

TRAINING COLLEGES.

To properly meet the requirements of the colleges a male and female instructor should be stationed at each one to conduct daily or regular instruction and practice of the students, hold regular weekly classes for city and suburban teachers, and to inspect the work in surrounding schools.

Under the organizing plan necessitated by the system of control by local Boards, and the small staff of instructors at my disposal, it has not been possible to make such provision for regular instruction at each of the training colleges, and temporary provision only has been made for the purpose.

The colleges at present are not well equipped for the proper training of students in physical education. That in Otago possesses a gymnasium equipped for military gymnastics (much of it unsuitable for our purpose), but lacks the very necessary accompaniment of a swimming-bath. Christchurch has not got facility for proper training, and the work is greatly hampered in consequence. Wellington has a most unattractive and unsuitable room, called by courtesy the "gymnasium," but lacks swimming-bath and other necessary equipment. Auckland has a suitable swimming-bath, but lacks other good facilities for training.

A well-equipped gymnasium and swimming-bath is required for the proper training of students, and the former at least is essential for the extension of the scheme with regard to the treatment of the physically defective children. Such a provision would also be of great benefit to the teachers in these centres who will attend the continuation classes to be held by the instructors.

The training of students during the first year differs from that of the teachers chiefly by being extended over the year instead of a fortnight, and if they could reside at colleges with suitable environment their training would be more effective and beneficial. Many are not physically suited for the profession or course of study they undertake, and I would recommend that students should be medically examined and passed as physically fit before entering the colleges.

The strain of irregular living and incessant study, occasioned by work at the training colleges and attendance at University lectures at unsuitable hours is having a very bad effect upon students (particularly girls), and its bad effects are very apparent in one of the colleges. The curriculum at the college should provide one period daily of at least two hours' freedom from study during daylight hours, and this should be devoted entirely to recreation. The best time for this would be between 3 p.m. and 7 p.m.

Training Colleges: Temporary Provisions made.

Wellington.—Three members of the College staff who had been in charge of the work there attended the Department's course of staff-training to enable them to continue the work of the new system for the current year.

Otago.—An instructor in the service of the Board continued to instruct to end of current year, when his engagement expired. Two of the Department's instructors (male and female) are now in charge of the work.

Christchurch.—Instruction given by College staff until end of current year. The Department's instructors at Dunedin College also conduct the work in this College, attending three days weekly.

Auckland.—Female students in charge of instructress engaged by the Board; Department's instructor in charge of male students.

NATIVE SCHOOLS.

Arrangements have been made with the Native Schools Branch for the attendance of all Native-school teachers at the training classes to be held in convenient centres during the coming year. There are 108 Native schools and 234 teachers and assistants in them.

SPECIAL SCHOOLS.

A similar provision to that of the Native schools is now being made for the training of the teachers responsible for this subject at the special schools.

ROMAN CATHOLIC AND OTHER SCHOOLS SUBJECT TO INSPECTION.

In accordance with the policy of the Department to extend the benefits of the scheme to private and other schools who might desire its advantages, arrangements were made for the admission to physical-training classes of *bona fide* school-teachers employed on the teaching staffs of private and other schools subject to inspection. Several Roman Catholic and private schools have availed themselves of this opportunity, and have attended classes at Napier, Hawera, and Masterton. It was found, however, that the dress of certain orders in the former community prevented them from taking part in much of the practical training, and when possible this obstacle has been overcome by holding a private class for their benefit. For instance, in January last (while schools were closed) advantage was taken of a large assemblage of nuns in Auckland District to provide instruction (in private) for a class of fifty-eight. It is not possible, however, to make regular provision for private instruction, and I would suggest that these schools should fall into line with the public schools of their district and close at the same time for the purpose of training. If the female teachers then attended in sufficient numbers to form a separate class it could be conducted with the desired privacy. The male teachers, who do not require privacy for the same reason, should not require separate instruction.

TEST SCHOOLS.

With a view to testing the results of the system, records of 200 children were secured at the District High School, Hawera, on the 12th and 13th March.

A run of twenty-five boys and twenty-five girls from each of Standards III, IV, V, and VI was taken, and the following particulars recorded and individual conditions noted, for the purpose of comparison at a future date, viz.: Height, weight, lung-capacity, chest-circumference inflated and deflated, chest-diameter A. P. inflated and deflated.

A cursory inspection of the girls indicated 15 per cent. of scoliosis, and a closer examination of the boys revealed 34 per cent. of physical defects, classed as follows: 10 per cent. scoliosis; other defects—24 per cent. uneven development of thorax, uneven development of spinal groups of muscles, displaced shoulder-blades, and malnutrition.

These conditions, whether due to pathologic origin or not, are maintained and increased by the influences referred to in the school environment under headings 2 and 3.

The following table shows the extent to which the system was established up to the 31st March, 1914 (omitting private and other schools subject to inspection in Auckland District which have not been inspected and whose totals are not available):—

District.	Teachers trained.			Number of Schools.	Number of Children.	Number of Schools inspected.
	Male.	Female.	Total.			
Hawke's Bay	108	173	281	160	10,000 (approx.)	64
Auckland	293	408	701	220	30,889	220
Southland	112	207	319	161	8,817	161
Wanganui	38	67	105	50	3,126	1
Wellington	39	24	63	38	8,823	..
	590	879	1,469	629	61,655	446

The attached maps will give a more comprehensive idea of the areas and number of schools in which the system is working.

PROGRESS MAP TO DATE.

Dark-shading areas indicate schools represented at training classes and inspected up to 31st March, 1914, viz.:—

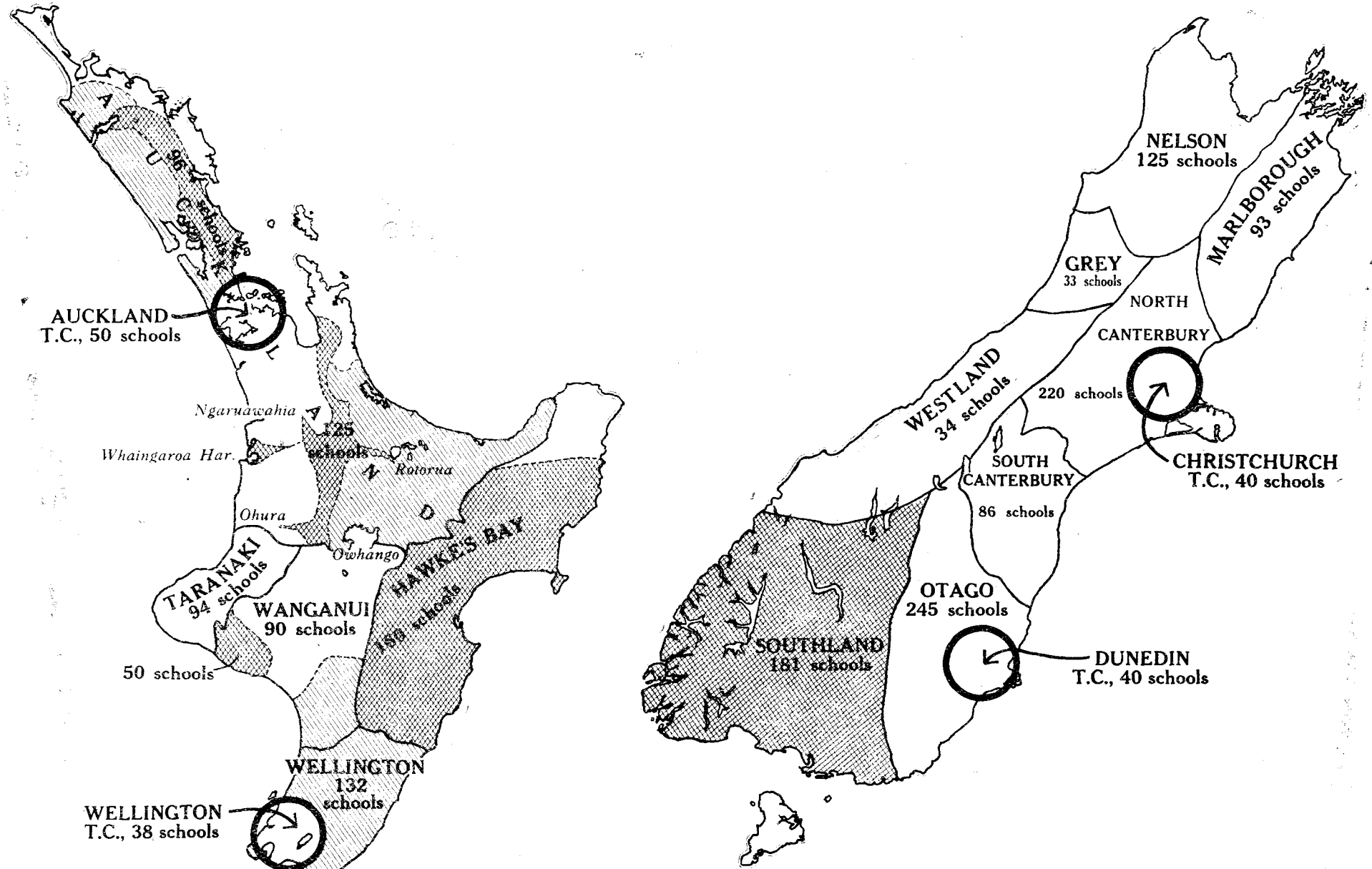
Auckland	271 trained.	220 inspected.
Hawke's Bay	160 ,,	64 ,,
Southland	181 ,,	161 ,,
Wellington	38 ,,	...
Wanganui	50 ,,	1 ,,

Lighter-shading areas indicate schools trained to date, but not inspected, viz.:—

Auckland	217
Wanganui	70
Wellington	132

The four black circles each contain one training college and approximately forty public schools, attended by two inspecting instructors.

The white spaces indicate the districts and approximate number of schools awaiting instruction.


AUCKLAND
T.C., 50 schools
96 schools
Ngaruawahia
Whaingaroa Har.
125 schools
Rotorua
Ohura
Owhango
TARANAKI
94 schools
WANGANUI
90 schools
50 schools
HAWKE'S BAY
152 schools
WELLINGTON
132 schools
WELLINGTON
T.C., 38 schools
NELSON
125 schools
MARLBOROUGH
93 schools
GREY
33 schools
NORTH CANTERBURY
220 schools
CHRISTCHURCH
T.C., 40 schools
WESTLAND
34 schools
SOUTH CANTERBURY
86 schools
OTAGO
245 schools
DUNEDIN
T.C., 40 schools
SOUTHLAND
181 schools

JUNIOR CADET ORGANIZATION.

Out of a former total of 573 primary schools at which Junior Cadet Corps formerly existed, with a total strength of 30,623, there now remain only twenty-eight schools, with a total strength of 1,055. These are distributed as follows: Three in Auckland District, three in Hawke's Bay District, four in Wanganui District, two in Taranaki District, one in Marlborough District, one in Grey District, six in North Canterbury District, six in South Canterbury District, and two in Southland District.

The Cadet equipment from schools where the Cadet corps have been disbanded still continues to be received, though in many cases a part of it is sold by the headmaster to the boys at the school at a low price, thus saving the expense of forwarding to the Departmental Store. Though the equipment is coming in but slowly, yet the question of storage accommodation must be considered, and to avoid congestion sales have been effected to dealers from time to time. The sum total realized from sales by the headmasters and from the Departmental Store is £976.

The interest in the shooting competitions seems to have declined, in spite of the fact that the Department continues to supply targets, rifles, and ammunition for the purpose, and it is worthy of note that there were more trophies than competing corps during the past year. Only eleven corps sent in returns, and of these two did not comply with regulations on the subject, and were accordingly disqualified. The results of the competitions are appended.

RESULTS OF COMPETITIONS OF CADET SHOOTING TROPHIES.

	Score.
Champion Belt.	
Sergeant Fred Hansen, Public School, Geraldine	96
Government Challenge Shields.	
No. 1 Shield.—Geraldine School	64·34
No. 2 Shield.—Rotorua School	72·93
"Weekly Press" Challenge Shield.	
No. 1 Shield.—Lower Hutt District High School	48·89
No. 2 Shield.—Paeroa District High School	59·42
Winchester Repeating Arms Company's Shield.	
Timaru South School	71·13
Wanganui National Defence League's Shield.	
Marist Brothers' School, Timaru	53·36
"Star" and "Graphic" Shield.	
Helensville School	69·03
Colonial Ammunition Company's Cup.	
No. 1 Cup.—(Conditions not complied with, cup not awarded.)	
No. 2 Cup.—Sergeant A. Clifford, Lower Hutt District High School ...	85
No. 3 Cup.—Sergeant F. Hansen, Geraldine School	96
No. 4 Cup.—Private A. Blanchard, Livingstone School	73
District Prize Medals.	
Auckland—K. Lawrie, Rotorua	93
Wellington—A. Clifford, Lower Hutt	85
Grey—J. Oliver, Cobden	94
South Canterbury—F. Hansen, Geraldine	96
Otago—A. Blanchard, Livingstone	73

GENERAL REMARKS.

The proportionate importance of physical education to that of purely mental training has not been fully appreciated in our education system in the past, but the time has come when it should receive full and adequate attention, even if this should involve the sacrifice of some less important subjects in the curriculum. The methods of the system tend to the production of a higher standard of physical, moral, and mental efficiency at the age of puberty—*i.e.*, the age at which the foundations of character and personality are most firmly established.

The scheme therefore offers an excellent medium for the distribution of a knowledge of eugenic principles, by bringing their practice into the homes of children. Some interested teachers have quickly realized this, and have addressed meetings of parents, explaining its aims and methods, with a view to securing their most desirable co-operation.

The establishment of a better spirit of discipline is an essential adjunct to the success of physical education, and this can best be achieved by thoroughness in the elementary work, especially the starting positions. Although this principle is clearly emphasized during the course of training, many teachers forget it in practice at their schools, and attempt progression to more showy exercises before their classes are ready for them: thus the benefit of proper progress is lost, and the cultivation of discipline rendered more difficult.

If the system is to be properly established and controlled by the Department more comprehensive regulations must be issued at an early date.

Before concluding I should like to express my appreciation of the value of the advice I have received from the Inspector-General, and the assistance afforded by the heads of branches and other officers of the Education Department, also the officers of those Boards whose teachers have been assembled for training for their ready and valuable assistance.

The Department must gratefully acknowledge the public spirit of the committees of the Agricultural and Pastoral Society of Hawera and the Feilding Jockey Club for placing their grounds free of charge at the convenience of the branch for training-camps.

ROYD GARLICK,
Director of Physical Education.

The Hon. the Minister of Education.

By Authority: JOHN MACKAY, Government Printer, Wellington.—1914.