

1915.  
NEW ZEALAND.

---

# EDUCATION DISTRICTS COMMISSION

(REPORT OF), TOGETHER WITH MINUTES OF PROCEEDINGS AND EVIDENCE.

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

---

COMMISSION TO INQUIRE INTO AND REPORT ON MATTERS RELATING TO THE DETERMINING OF THE NUMBER OF EDUCATION DISTRICTS AND THE DELIMITING OF THEIR BOUNDARIES.

---

LIVERPOOL, Governor.

To all to whom these presents shall come, and to Andrew Duncan Thomson, Esquire, Assistant Public Service Commissioner ; George Malcolm Thomson, Esquire, F.L.S. ; George Hogben, Esquire, C.M.G., M.A. ; Donald Petrie, Esquire, M.A., F.L.S. ; and John Strauchon, Esquire, I.S.O. : Greeting.

WHEREAS it is provided by the Education Act, 1914, that there shall be not less than seven nor more than nine education districts, and that such districts shall be determined on the report of a Commission set up on that behalf, which report shall state the name and chief town of each education district and the counties and other areas included therein :

Now, therefore, I, Arthur William de Brito Savile, Earl of Liverpool, the Governor of the Dominion of New Zealand, in exercise of the powers conferred by the Commissions of Inquiry Act, 1908, and of all other powers and authorities enabling me in this behalf, and acting by and with the advice and consent of the Executive Council of the said Dominion, do hereby constitute and appoint you, the said

ANDREW DUNCAN THOMSON,  
GEORGE MALCOLM THOMSON,  
GEORGE HOGBEN,  
DONALD PETRIE, and  
JOHN STRAUCHON,

to be a Commission for the purposes aforesaid, and generally to make such inquiry in the premises as you shall deem expedient.

And with the like advice and consent I do further appoint you, the said

ANDREW DUNCAN THOMSON,

to be the Chairman of the said Commission.

And for the better enabling you, the said Commission, to carry these presents into effect you are hereby authorized and empowered to make and conduct any inquiry under these presents, at such times and places in the said Dominion as you deem expedient, with power to adjourn from time to time and place to place as you think fit, and to call before you and examine on oath or otherwise, as may be allowed by law, such person or persons as you think capable of affording you information

in the premises ; and you are also hereby empowered to call for and examine all such books, papers, writings, documents, or records as you deem likely to afford you the fullest information on the subject-matter under inquiry, and to inquire of and concerning the premises by all lawful means whatsoever.

And, using all diligence, you are required to report to me under your hands and seals not later than the twenty-first day of June, one thousand nine hundred and fifteen, your several proceedings and your opinion and findings touching the premises.

And it is hereby declared that these presents shall continue in full force and virtue although your inquiries are not regularly continued from time to time or from place to place by adjournment.

And, lastly, it is hereby further declared that these presents are issued under and subject to the provisions of the Commissions of Inquiry Act, 1908.

Given under the hand of His Excellency the Right Honourable Arthur William de Brito Savile, Earl of Liverpool, Knight Grand Cross of the Most Distinguished Order of St. Michael and St. George, Member of the Royal Victorian Order, Governor and Commander-in-Chief in and over His Majesty's Dominion of New Zealand and its Dependencies ; and issued under the Seal of the said Dominion, at the Government House at Wellington, this nineteenth day of April, in the year of our Lord one thousand nine hundred and fifteen.

J. ALLEN,  
Minister of Education.

Approved in Council.

J. F. ANDREWS,  
Clerk of the Executive Council.

---

## REPORT.

To His Excellency the Right Honourable Arthur William de Brito Savile, Earl of Liverpool, Knight Grand Cross of the Most Distinguished Order of Saint Michael and Saint George, Member of the Royal Victorian Order, Governor and Commander in Chief in and over His Majesty's Dominion of New Zealand and its Dependencies.

MAY IT PLEASE YOUR EXCELLENCY,—

We, the Commissioners appointed by your Excellency's Letters Patent of the 19th day of April, 1915, by which we were directed to make inquiry into the matter indicated below in accordance with section 13 of the Education Act, 1914, namely, "That there shall not be less than seven nor more than nine education districts, and that such districts shall be determined on the report of a Commission set up on that behalf, which report shall state the name and chief town of each education district and the counties and other areas included therein," have the honour to report as follows:—

For the purpose of obtaining evidence on the matter committed to us we communicated with the Department of Education, all the Boards of Education, the New Zealand Educational Institute, and certain persons directly interested in the matter under inquiry. We also caused advertisements to be inserted in the newspapers circulating in the localities we proposed to visit, inviting any one desirous of giving evidence to appear before us. Sittings were held at Wellington, Invercargill, Dunedin, Timaru, Christchurch, Nelson, Blenheim, Wanganui, New Plymouth, Auckland, Hamilton, and Napier, the meetings being held with open doors whenever evidence was heard. Twenty-seven sittings were held, and ninety-eight witnesses were examined, including the Director of Education, representatives of Education Boards, of School Committees, and of District Educational Institutes; members of Parliament, Inspectors of Schools, and other persons interested. Written statements were received from a number of witnesses who were unable to attend the sittings of the Commission, in particular from representatives of the Education Boards of Westland and Grey. In addition, the evidence given to the Education Commission of 1912, together with that taken by the Education Committee of the House of Representatives in 1914, was treated as evidence given to this Commission. The evidence given during our inquiry is attached hereto. (Appendix IV.) No evidence bearing on the matter was declined, and we are of opinion that the information obtained is as complete as could reasonably be looked for.

In determining the number of education districts and delimiting their boundaries we have kept in view the following principal considerations:—

- (1.) The provision of a sound financial position for the several education districts, so that the various activities of the Boards can be carried on without undue strain.
- (2.) Convenience of local administration from the centre, in such matters as the provision, maintenance, and supervision of buildings and other school properties.
- (3.) Making the districts large enough to allow of full provision for the various branches of technical education bearing on the industries predominantly carried on in the several parts of each district, more especially for those bearing on such rural industries as dairying, fruit-culture, and general mixed farming.
- (4.) Associating with the most populous centres—which have numerous urban and suburban schools of the highest grades—correspondingly large rural areas.
- (5.) The provision, as far as possible, of an equally favourable unbroken ladder of promotion for the teachers in all the education districts, the effect of which would be to give increased efficiency of teaching with consequent benefit to the pupils.

There are districts in which some one or other of the objects set forth above cannot be as fully realized as we could wish, but even in these cases the remaining advantages, in our opinion, amply compensate for the defects.

Various suggestions for improving the smaller existing education districts by extending their several areas were laid before us by the Boards. While involving encroachment on adjoining districts by taking in counties that were obviously more closely connected with the centres to which they are now attached, in no instance would these proposed changes of area secure the main objects the Commission has kept in view as adequately or conveniently as do the districts delimited by us.

The Education Act of 1914 provides for a Dominion grading or classification of all public-school teachers, which is obviously intended to remove as far as possible the well-known difficulties that now prevent the ready transfer of meritorious teachers from one district to another in accordance with their recognized deserts. The appointment of teachers is still, however, in the hands of the Education Boards, and much weighty evidence submitted to us renders it highly probable that transfers of teachers within single education districts (which Boards are entitled to make with little or no restriction) will for a long time continue to be the main mode of promotion available for teachers. In view of this difficulty we have considered it advisable to attach very considerable weight to the principle that the new education districts should be large enough, and should afford sufficient variety in the grades of schools within their borders, to secure for their teachers prospects of continuous promotion as good as would be offered were the whole Dominion treated as a single education district.

It is evident that a district in which there existed a good ladder of promotion would be attractive to good teachers; such a district, therefore, would in the main secure a better teaching staff than one less favoured, and the children in the schools would gain the benefit of the better teaching thus afforded. In other words, what benefits the teachers confers also a very solid benefit on the pupils for whom the schools really exist.

This ideal of a reasonably complete ladder of promotion it has not, indeed, been possible to realize in every case; but we have striven to approximate to it as closely as possible, and we believe that a great measure of success in this direction will be secured within the districts herein recommended.

We recommend the smallest number of districts allowed by the Act—namely, seven—as follows:—

Auckland.  
Wanganui.  
Hawke's Bay.  
Wellington.  
Canterbury.  
Otago.  
Southland.

The chief town of each district and the counties and other areas included therein are set forth in the schedule hereto. The boundaries of the districts are also shown in the accompanying map.

If this recommendation is adopted by Parliament paragraph (d) of section 8 of the Act will require amendment.

The recommendation involves the incorporation in the larger districts of Westland, Grey, Marlborough, Taranaki, Nelson, and South Canterbury. With regard to the first three of these it is not considered that any explanation is necessary; each of them is too small to warrant retention as one of seven, eight, or nine districts in the Dominion.

South Canterbury, Nelson, and Taranaki are, roughly, equal in school population. Under the Act at least one of them must disappear. In our opinion each of them is too small to afford a reasonable field for the promotion of teachers or to form a satisfactory administrative and economic unit; nor is it possible to add adjacent territory in such a way as to overcome these difficulties without introducing others equally serious.

In particular, as regards South Canterbury, the most feasible suggestion offered was the addition of the County of Waitaki in the south, and of the Counties of Ashburton, Ellesmere, and Selwyn in the north. This would provide a district satisfactory in some respects, but it would ignore the principle of community of interest. It would bring the boundary within twenty miles of Christchurch, and detach from the North Canterbury District a large number of people whose interests are undoubtedly centred in Christchurch. Similarly, the southern extension would

include the town and district of Oamaru, whose interests are essentially those of Otago, and would reach within forty miles of Dunedin.

As regards Nelson, no suggestion that was offered for the extension of its area showed a satisfactory district from the point of view of population, or of administration (including finance), or of the promotion of teachers.

The absorption of Marlborough would only accentuate the existing difficulties; still more would this be the case if Grey and Westland were added. (See Tables A3 and B3 in Appendix I.)

The organization of technical education (including agricultural education) in such a district as Nelson, enlarged in the manner just indicated, would be extremely difficult. The local industries seem to call for the training of workers in fruit-culture, dairying, general agriculture, and mining, as well as in the ordinary branches of mechanical engineering, carpentry, building, &c. Only by its attachment to a large and comparatively wealthy district could the West Coast expect to have these wants supplied in even a moderate degree. To a less extent similar difficulties would present themselves in the organization of the manual instruction in the schools, which forms an important introduction to the subsequent technical course.

As to Taranaki, the extension of territory suggested by the Board did not commend itself to the Commission. It involved the transference of certain counties—namely, Awakino, Ohura, West Taupo, Waitomo, and Kawhia—from the south of the Auckland District; and, in addition, the taking of four counties—namely, Eltham, Waimate West, Hawera, and Patea—from the Wanganui District, the latter being compensated by taking from Hawke's Bay a large area east of the Manawatu Gorge, including the counties of Woodville, Weber, Dannevirke, Patangata, Waipukurau, and Waipawa, which could have no community of interest with Wanganui. Hawke's Bay in its turn was to receive compensation from the Auckland District by the addition of certain counties, including Opotiki, Whakatane, East Taupo, Rotorua, and even Piako, Tauranga, and Matamata. Only in this way could a Taranaki District of reasonable size be obtained. It appears to us that such an arrangement would create greatly increased difficulties of administration in all three districts without any compensating advantages.

The weakest of the proposed districts, as measured by the school population and the number of teachers employed, are Southland and Hawke's Bay; these must be retained, as their incorporation in other districts would involve the reduction of the total number of education districts below seven, the minimum fixed by the statute.

The suggested division of the Auckland District into a North Auckland District and a Waikato or South Auckland District was fully considered. The effect of this would be to create a district (Waikato) that would be weaker, both from the point of view of administration and from that of the promotion of teachers, than some of the districts that it had been found necessary to abolish. This will be clearly seen by a comparison of the Tables A3 and B3 (iii) with Tables A1 and B1 in Appendix I. The division would also involve making the remaining portion of Auckland—still a large district—specially attractive to teachers, thereby giving it a marked advantage over the other education districts of the Dominion.

Appendix I shows in Tables A1, A2, and A3 respectively the number of positions on the staffs of the schools classified according to the emoluments attached to them: (1) for the existing districts, (2) for the districts recommended by us, and (3) for certain districts as suggested to us, but not adopted in this report.

Tables B1, B2, and B3 give for the same groups of districts—(1) existing, (2) recommended, and (3) suggested but not adopted—the number of schools for each grade under the Act, and the number of children in average attendance.

The figures in all these tables are compiled from statements furnished by the Education Boards showing the various numbers as on 31st December, 1914.

In witness whereof we have hereunto set our hands this ninth day of June,  
in the year one thousand nine hundred and fifteen.

AND. D. THOMSON, Chairman.  
G. HOGGEN.  
D. PETRIE.  
JOHN STRAUCHON.  
GEO. M. THOMSON.

## SCHEDULE.

## EDUCATION DISTRICT OF AUCKLAND.

ALL that area in New Zealand being the Counties of Mangonui, Whangaroa, Hokianga, Bay of Islands, Hobson, Whangarei, Otamatea, Rodney, Waitemata, Eden, Manukau, Franklin, Coromandel, Great Barrier Island, Thames, Ohinemuri, Waikato, Raglan, Piako, Waipa, Matamata, Tauranga, Kawhia, Waitomo, West Taupo, and Rotorua (including all boroughs and town districts therein, and also including Waiheke and Little Barrier Islands).

Chief town—Auckland.

## EDUCATION DISTRICT OF WANGANUI.

All that area in New Zealand being the Counties of Awakino, Ohura, Kaitieke, Clifton, Whangamomona, Taranaki, Stratford, Waimarino, Egmont, Eltham, Waimate West, Hawera, Patea, Waitotara, Wanganui, Rangitikei, Kiwitea, Manawatu, Oroua, Pohangina, and Kairanga (including all boroughs and town districts therein).

Chief town—Wanganui.

## EDUCATION DISTRICT OF HAWKE'S BAY.

All that area in New Zealand being the Counties of Whakatane, Opotiki, Waiapu, Waikohu, Cook, Wairoa, East Taupo, Hawke's Bay, Waipawa, Waipukurau, Dannevirke, Patangata, Weber, and Woodville (including all boroughs and town districts therein).

Chief town—Napier.

## EDUCATION DISTRICT OF WELLINGTON.

All that area in New Zealand being the Counties of Pahiatua, Akitio, Eketahuna, Mauriceville, Masterton, Castlepoint, Horowhenua, Wairarapa South, Hutt, Featherston, Makara, Sounds, Marlborough, Awatere, Collingwood, Takaka, Waimea, Buller, Murchison, and Inangahua (including all boroughs and town districts therein).

Chief town—Wellington.

## EDUCATION DISTRICT OF CANTERBURY.

All that area in New Zealand being the Counties of Grey, Westland, Amuri, Kaikoura, Cheviot, Waipara, Tawera, Ashley, Kowai, Rangiora, Oxford, Eyre, Malvern, Paparua, Halswell, Akaroa, Wairewa, Waimairi, Heathcote, Mount Herbert, Springs, Ellesmere, Selwyn, Ashburton, Geraldine, Levels, Mackenzie, Waimate, and Chatham Islands (including all boroughs and town districts therein).

Chief town—Christchurch.

## EDUCATION DISTRICT OF OTAGO.

All that area in New Zealand being the Counties of Vincent, Waitaki, Maniototo, Waihemo, Waikouaiti, Tuapeka, Taieri, Peninsula, Bruce, and Clutha (including all boroughs and town districts therein).

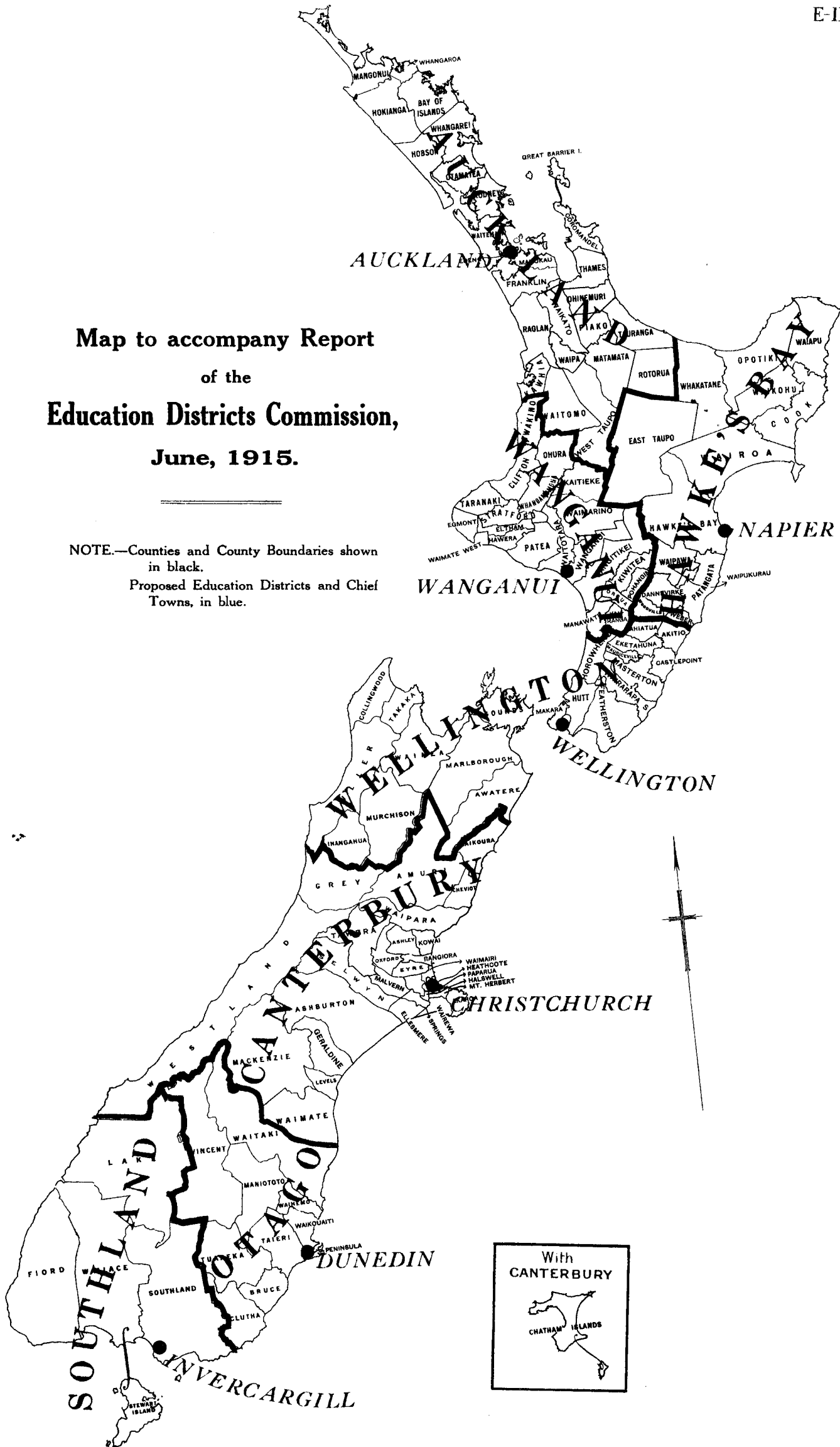
Chief town—Dunedin.

## EDUCATION DISTRICT OF SOUTHLAND.

All that area in New Zealand being the Counties of Lake, Fiord, Wallace, Southland, and Stewart Island (including all boroughs and town districts therein).

Chief town—Invercargill.

Proposed Education Districts and Chief Towns, in blue.







## APPENDICES.

## I.

## A.—POSITIONS GRADED ACCORDING TO SALARIES.

[The salaries taken in these tables are the maximum salaries payable to sole, head, and assistant teachers in the several grades, together with the amount of the house allowances, and of the additional allowances payable to married assistants.]

Column 1 shows the number of *all* graded positions, the minimum salary of which is £110. The remaining columns show the numbers of positions with emoluments above the limits named. The percentages show the proportion of the total number of graded positions under each heading.]

## A1.—POSITIONS GRADED ACCORDING TO SALARIES IN PRESENT DISTRICTS.

—	1 Over £110, i.e., all Graded Positions.	2 Over £220.	3 Over £280.	4 Over £330.	5 Over £410.	Percentages of Column 1			
						Over £220.	Over £280.	Over £330.	Over £410.
Auckland ..	1,169	411	104	76	28	35.1	8.9	6.5	2.4
Taranaki ..	179	65	10	7	3	36.3	5.6	3.9	1.7
Wanganui ..	417	148	36	30	6	35.5	8.6	7.4	1.4
Wellington ..	408	151	43	32	11	37.0	10.5	7.8	2.7
Hawke's Bay ..	297	101	25	22	3	34.0	8.4	7.4	1.0
Marlborough ..	77	20	4	3	1	26.0	5.2	3.9	1.3
Nelson ..	187	56	12	9	3	30.0	6.4	4.8	1.6
Grey ..	51	17	5	4	1	33.3	9.8	7.8	2.0
Westland ..	41	10	1	1	0	24.4	2.4	2.4	0.0
North Canterbury..	523	199	54	39	15	38.1	10.3	7.5	2.9
South Canterbury..	158	52	12	8	4	32.9	7.6	5.1	2.5
Otago ..	520	193	50	36	14	37.1	9.6	6.9	2.7
Southland ..	319	95	22	18	4	29.8	6.9	5.6	1.3
All districts ..	4,346	1,518	378	285	93	34.9	8.7	6.6	2.1

## A2.—POSITIONS GRADED ACCORDING TO SALARIES IN PROPOSED DISTRICTS.

—	1 Over £110, i.e., all Graded Positions.	2 Over £220.	3 Over £280.	4 Over £330.	5 Over £410.	Percentages of Column 1			
						Over £220.	Over £280.	Over £330.	Over £410.
Auckland ..	1,108	396	99	71	28	35.7	8.9	6.4	2.5
Wanganui ..	630	221	49	40	9	35.1	7.8	6.3	1.4
Hawke's Bay ..	324	108	27	24	3	33.3	8.3	7.4	0.9
Wellington ..	672	227	59	44	15	33.8	8.8	6.5	2.2
Canterbury ..	773	278	72	52	20	36.0	9.3	6.7	2.6
Otago ..	520	193	50	36	14	37.1	9.6	6.9	2.7
Southland ..	319	95	22	18	4	29.8	6.9	5.6	1.3
All districts ..	4,346	1,518	378	285	93	34.9	8.7	6.6	2.1

A3—POSITIONS GRADED ACCORDING TO SALARIES IN CERTAIN DISTRICTS SUGGESTED, BUT NOT ADOPTED IN THE REPORT OF THE COMMISSION.

—	1 Over £110, i.e., all Graded Positions.	2 Over £220.	3 Over £280.	4 Over £330.	5 Over £410.	Percentages of Column 1			
						Over £220.	Over £280.	Over £330.	Over £410.
(i.) Nelson, Grey, and Westland (com- bined)	279	83	18	14	4	29.7	6.5	5.0	1.4
(ii.) Nelson, Grey, West- land, and Marl- borough (com- bined)	356	103	22	17	5	28.9	6.2	4.8	1.4
(iii.) North Auckland* ..	779	296	79	53	26	38.0	10.1	6.8	3.3
Waikato† ..	390	115	25	23	2	29.5	6.4	5.9	0.5

\* Including the following counties and areas: Mangonui, Hokianga, Bay of Islands, Hobson, Whangarei, Otamatea, Rodney, Waitemata, Eden, Manukau, Franklin, Coromandel, Thames, Great Barrier Island, and Waiheke and Little Barrier Islands.  
† Including Ohinemuri, Waikato, Raglan, Piako, Waipa, Matamata, Tauranga, Kawhia, Waitomo, Awakino, West Taupo, East Taupo, Rotorua, Whakatane, Opotiki, and Ohura.

B.—GRADES OF SCHOOLS.

[As in the A tables, the grades of schools are the grades under the Education Act, 1914, in accordance with the average attendance of the year 1914. The number of schools is arrived at by taking each group of part-time schools, or each group of main and side schools, as one school—that is, the number of schools is the number of *graded* schools each having a sole or head teacher. The percentages show the proportion of the total number of graded schools that there are in each grade.]

B1.—GRADES OF SCHOOLS IN PRESENT DISTRICTS.

(a.) *Actual Numbers.*

			Grades.							Average Attend- ance.	Total Number of Schools.
			0.	1.	2.	3.	4.	5.	6.		
Auckland .. ..	16	118	166	169	29	19	7	21	43,185	545	
Taranaki .. ..	2	25	24	41	3	3	1	2	5,695	101	
Wanganui .. ..	9	64	35	71	13	11	4	2	14,342	209	
Wellington .. ..	12	40	36	44	11	11	2	9	17,484	165	
Hawke's Bay .. ..	13	37	26	39	6	13	0	3	11,088	137	
Marlborough .. ..	40	27	9	12	2	0	0	1	2,283	91	
Nelson .. ..	14	44	18	32	5	1	1	2	5,851	117	
Grey .. ..	7	13	4	5	3	0	0	1	1,788	33	
Westland .. ..	8	14	6	6	1	0	0	0	1,106	35	
North Canterbury .. ..	6	58	45	73	14	11	3	11	21,056	221	
South Canterbury .. ..	2	26	27	22	3	1	1	4	5,593	86	
Otago .. ..	17	71	62	68	12	10	3	11	19,790	254	
Southland .. ..	10	53	42	57	11	4	2	2	9,408	181	
Total .. ..	156	590	500	639	113	84	24	69	158,669	2,175	

B1.—GRADES OF SCHOOLS IN PRESENT DISTRICTS—*continued*.(b.) *Percentages.*

	Grades.								In Grades 0, 1, 2.	In Grades 4, 5, 6, 7.
	0.	1.	2.	3.	4.	5.	6.	7.		
Auckland .. ..	2.9	21.6	30.5	<b>31.0</b>	5.3	3.5	1.3	3.9	<b>55.0</b>	<b>14.0</b>
Taranaki .. ..	2.0	24.7	23.8	<b>40.6</b>	3.0	3.0	1.0	2.0	<b>50.5</b>	<b>9.0</b>
Wanganui .. ..	4.3	30.8	16.4	<b>34.1</b>	6.2	5.3	1.9	1.0	<b>51.5</b>	<b>14.4</b>
Wellington .. ..	7.3	24.2	21.8	<b>26.7</b>	6.7	6.7	1.2	5.5	<b>53.3</b>	<b>20.1</b>
Hawke's Bay .. ..	9.5	27.0	19.0	<b>28.5</b>	4.4	9.5	0.0	2.2	<b>55.5</b>	<b>16.1</b>
Marlborough .. ..	44.0	29.7	9.9	<b>13.2</b>	2.2	0.0	0.0	1.1	<b>83.6</b>	<b>3.3</b>
Nelson .. ..	12.0	37.6	15.4	<b>27.4</b>	4.3	0.9	0.9	1.7	<b>65.0</b>	<b>7.8</b>
Grey .. ..	21.2	39.4	12.1	<b>15.2</b>	9.1	0.0	0.0	3.0	<b>72.7</b>	<b>12.1</b>
Westland .. ..	22.9	40.0	17.1	<b>17.1</b>	2.9	0.0	0.0	0.0	<b>80.0</b>	<b>2.9</b>
North Canterbury .. ..	2.7	26.2	20.4	<b>33.0</b>	6.1	5.0	1.4	5.0	<b>49.3</b>	<b>17.5</b>
South Canterbury .. ..	2.3	30.2	31.4	<b>25.6</b>	3.5	1.2	1.2	4.6	<b>63.9</b>	<b>10.5</b>
Otago .. ..	6.7	28.0	24.4	<b>26.8</b>	4.7	3.9	1.2	4.3	<b>59.1</b>	<b>14.1</b>
Southland .. ..	5.5	29.3	23.2	<b>31.5</b>	6.1	2.2	1.1	1.1	<b>58.0</b>	<b>10.5</b>
All districts .. ..	7.2	27.1	23.0	<b>29.4</b>	5.2	3.9	1.1	3.2	<b>57.3</b>	<b>13.4</b>

## B2.—GRADES OF SCHOOLS IN PROPOSED DISTRICTS.

(a.) *Actual Numbers.*

	Grades.								Average Attend- ance.	Number of Schools.
	0.	1.	2.	3.	4.	5.	6.	7.		
Auckland .. ..	13	104	157	159	24	19	7	21	41,445	504
Wanganui .. ..	11	97	64	117	19	14	5	4	21,000	331
Hawke's Bay .. ..	16	43	30	44	8	13	0	3	11,865	157
Wellington .. ..	66	111	63	88	18	12	3	12	25,618	373
Canterbury .. ..	23	111	82	106	21	12	4	16	29,543	375
Otago .. ..	17	71	62	68	12	10	3	11	19,790	254
Southland .. ..	10	53	42	57	11	4	2	2	9,408	181
Totals .. ..	156	590	500	639	113	84	24	69	158,669	2,175

(b.) *Percentages.*

	Grades.								In Grades 0, 1, 2.	In Grades 4, 5, 6, 7.
	0.	1.	2.	3.	4.	5.	6.	7.		
Auckland .. ..	2.6	20.6	31.2	<b>31.5</b>	4.8	3.8	1.4	4.2	<b>54.4</b>	<b>14.2</b>
Wanganui .. ..	3.3	29.4	19.1	<b>35.5</b>	5.8	4.2	1.5	1.2	<b>51.8</b>	<b>12.7</b>
Hawke's Bay .. ..	10.2	27.4	19.1	<b>28.0</b>	5.1	8.3	0.0	1.9	<b>56.7</b>	<b>15.3</b>
Wellington .. ..	17.7	29.8	16.9	<b>23.6</b>	4.8	3.2	0.8	3.2	<b>64.4</b>	<b>12.0</b>
Canterbury .. ..	6.1	29.6	21.9	<b>28.3</b>	5.6	3.2	1.1	4.3	<b>57.6</b>	<b>14.2</b>
Otago .. ..	6.7	28.0	24.4	<b>26.8</b>	4.7	3.9	1.2	4.3	<b>59.1</b>	<b>14.1</b>
Southland .. ..	5.5	29.3	23.2	<b>31.5</b>	6.1	2.2	1.1	1.1	<b>58.0</b>	<b>10.5</b>
All districts .. ..	7.2	27.1	23.0	<b>29.4</b>	5.2	3.9	1.1	3.2	<b>57.3</b>	<b>13.4</b>

B3.—GRADES OF SCHOOLS IN CERTAIN DISTRICTS SUGGESTED, BUT NOT RECOMMENDED BY THE COMMISSION.

(a.) *Actual Numbers.*

	Grades.								Average Attendance.	Total Number of Schools.
	0.	1.	2.	3.	4.	5.	6.	7.		
(i.) Nelson, Grey, and Westland (combined)	29	71	28	43	9	1	1	3	8,745	185
(ii.) Nelson, Grey, Westland, and Marlborough (combined)	69	98	37	55	11	1	1	4	11,028	276
(iii.) North Auckland (as in Table A3)	8	57	86	111	20	7	6	20	30,742	315
Waikato (as in Table A3)	8	61	80	58	9	12	1	1	12,443	230

(b.) *Percentages.*

	Grades.								In Grades 0, 1, 2.	In Grades 4, 5, 6, 7.
	0.	1.	2.	3.	4.	5.	6.	7.		
(i.) Nelson, Grey, and Westland (combined)	15·7	38·4	15·1	23·2	4·9	0·5	0·5	1·6	69·2	7·5
(ii.) Nelson, Grey, Westland, and Marlborough (combined)	25·0	35·5	13·4	19·9	4·0	0·4	0·4	1·5	73·9	6·3
(iii.) North Auckland .. ..	2·5	18·1	27·3	35·2	6·4	2·2	1·9	6·4	47·9	16·9
Waikato .. ..	3·5	26·5	34·8	25·2	3·9	5·2	0·4	0·4	64·8	9·9

II.

LIST OF EXHIBITS.

- A. File of resolutions passed by meetings of householders, Southland.
- B. Extract from report of meeting of Southland Education Institute.
- C. File of resolutions passed by meetings of School Committees and householders in South Canterbury District.
- D. Resolution passed by High School Board, Ashburton.
- E. Resolution passed by Technical School Board, Ashburton.
- F. Resolution passed by the North Canterbury School Committees' Association.
- G. Petition from householders, parents, and residents of Kaikoura County.
- H. File of resolutions passed by meetings of School Committees and householders in Nelson District.
- J. Map showing Taranaki District as suggested by Taranaki Board.
- K. Notes on the Education Act, 1914, as prepared by the Inspector-General of Schools.
- L. Tables of income and expenditure of Boards, produced by Director of Education.