

1920.
NEW ZEALAND.

EDUCATION:
PRIMARY EDUCATION.

[In continuation of E.—2, 1919.]

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

CONTENTS.

	Page		Page
Extract from the Report of the Minister of Education	2	Appendix B— <i>continued.</i>	
Detailed Tables relating to Primary Education ..	21	Reports of Inspectors of Schools— <i>continued.</i>	
		Hawke's Bay	viii
		Wellington	xi
		Nelson	xiii
		Canterbury	xv
		Otago	xvii
		Southland	xix
APPENDICES.		Appendix C,—	
Appendix A,—		Manual Instruction in Primary Schools—	
Reports of Education Boards—		Detailed Tables	i
Auckland	i	Extracts from the Reports of Inspectors of	
Taranaki	iii	Schools, Directors and Supervisors of Manual	
Wanganui	v	Instruction, &c.	iii
Wellington	vi	Appendix D—Training of Teachers	i
Hawke's Bay	ix		
Nelson	x	Appendix E,—	
Canterbury	xii	List of Public Schools and Teachers—	
Otago	xiv	Auckland	
Southland	xvii	Taranaki	xxii
Balance-sheets of Education Boards—		Wanganui	xxvii
Auckland	xx	Hawke's Bay	xxxiii
Taranaki	xx	Wellington	xxxviii
Wanganui	xxi	Nelson	xlvi
Wellington	xxi	Canterbury	li
Hawke's Bay	xxii	Otago	lxv
Nelson	xxii	Southland	lxxiv
Canterbury	xxiii	Appendix F—Report of the Chief School Medical	
Otago	xxiii	Officer	i
Southland	xxiv		
Appendix B,—			
Reports of Inspectors of Schools—			
Auckland	i		
Taranaki	v		
Wanganui	vi		

No. 1.—EXTRACT FROM THE REPORT OF THE MINISTER OF EDUCATION.

PRIMARY EDUCATION.

NUMBER OF PUBLIC SCHOOLS.

(Tables A1 and B3.)

The number of public schools open at the end of 1919 was 2,400, as compared with 2,365 in 1918—an increase of 35, being for the most part in the number of very small schools. In the following table the schools are classified according to the yearly average attendance, and the total number of children at the schools in each grade is shown.

Grade of School.			Number of Schools.	Total Average Attendance.	Grade of School.			Number of Schools.	Total Average Attendance.
0.	(1-8)	.. ..	185	1,123	VI B.	(441-480)	.. ..	14	6,670
I.	(9-20)	.. ..	721	10,410	VII A.	(481-520)	.. ..	10	5,331
II.	(21-35)	.. ..	490	12,712	VII B.	(521-560)	.. ..	9	5,188
III A.	(36-80)	.. ..	561	28,771	VII C.	(561-600)	.. ..	12	7,024
III B.	(81-120)	.. ..	131	12,617	VII D.	(601-640)	.. ..	14	8,716
IV A.	(121-160)	.. ..	46	6,433	VII E.	(641-680)	.. ..	10	6,715
IV B.	(161-200)	.. ..	46	8,195	VII F.	(681-720)	.. ..	8	5,801
IV C.	(201-240)	.. ..	27	6,143	VII G.	(721-760)	.. ..	7	5,181
V A.	(241-280)	.. ..	28	7,913	VII H.	(761-800)	.. ..	3	2,259
V B.	(281-320)	.. ..	25	7,660	VII I.	(801-840)	.. ..	2	1,636
V C.	(321-360)	.. ..	23	7,973	VII J.	(841-880)	.. ..	1	840
V D.	(361-400)	.. ..	13	4,967	VII K.	(881-920)	.. ..	1	940
VI A.	(401-440)	.. ..	13	5,636					

Total, 1919.. .. 2,400 schools.

„ 1918.. .. 2,365 „

Increase 35 „

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

It will be observed that of 2,400 schools, 1,957 were in Grades 0-III A, having average attendances between 1 and 80, and of these 906 had averages ranging from 1 to 20.

Of 177,000 children, more than 24,000 are in sole-teacher schools with averages between 1 and 35, and 82,000 children are in schools with an average number of pupils of more than 280.

PUBLIC-SCHOOL BUILDINGS.

During the year ending 31st March, 1920, applications were received by the Department from Education Boards for grants for new public-school buildings, additions, residences, sites, &c., to a total amount of £496,153, as compared with £238,817 in 1918-19. This is apart from schools established in buildings for which no grant is made except by way of rent. The departmental expenditure for the year was £109,981, and at the end of the financial year the commitments totalled £308,088. Thirty-five new schools of varying sizes were erected, forty-seven were enlarged, and two were rebuilt; six residences were also erected and two were enlarged.

During the war the Education Boards restricted the applications for grants to cases that were regarded as of pressing urgency. The result was that in growing centres the school accommodation became overtaxed to a degree that could be justified only by the necessity for exercising the strictest economy in the expenditure of public funds. Where, under normal conditions, additional rooms would have been provided, the best use was made of the existing accommodation, or temporary provision for the increase in the attendance was made by renting such halls as were available; and where new schools were required every possible expedient was adopted to avoid the erection of buildings. These temporary arrangements were more or less unsatisfactory in character. The rented buildings were sometimes unlined, poorly lit, and otherwise unsuitable for educational purposes and for occupation by children.

With the close of the war, however, it was generally recognized that adequate financial provision should be made, not only for the erection of buildings in connec-

tion with which action had necessarily been deferred as a war measure, but also for the adoption of a general scheme of reconstruction of such of the older schools as, gauged by modern standards, are defective in essential features. Such a comprehensive school-building programme was rendered possible by the passing of the Education Purposes Loans Act, 1919, which empowered the Minister of Finance to borrow during four years moneys to the amount of £3,500,000 for the purpose of the erection, structural alteration, and improvement of educational buildings and for the acquisition of the necessary sites. This with £450,000 additional available from unexpended appropriations on the Public Works Fund authorizes the provision of a total of approximately £4,000,000 for all classes of educational buildings and sites.

The large sum thus made available for the erection of educational buildings has resulted in a very great increase in the amounts applied for by the several Education Boards for buildings and sites, while the grants authorized have increased correspondingly. During the last six financial years the amounts authorized for public schools alone were—1914–15, £54,895 ; 1915–16, £34,412 ; 1916–17, £36,973 ; 1917–18, £66,750 ; 1918–19, £124,162 ; 1919–20, £319,225.

The increased cost in the erection of school buildings is a very serious problem with which the Department is faced, for schools are now costing at least twice as much as they did under pre-war conditions. Education Boards, particularly in the North Island, are moreover experiencing the greatest difficulty in carrying out authorized works. Sometimes no tenders at all are received in response to advertisements, sometimes only one or two are received. Almost invariably the Department is asked to approve additional grants—often for substantial sums, representing a very large percentage of increase on the estimated cost. Prices are still rising, and though little rebuilding or remodelling has so far been undertaken, except in connection with schools where increased accommodation is necessary, the large sums that are being even now spent on school buildings are undoubtedly tending to inflate building-prices, particularly in districts where the school population is rapidly increasing. It is indeed a matter of great concern whether the State is getting the best value for the expenditure at the present time, and it may be temporarily found necessary to impose restrictions with respect to the accommodation that is to be regarded as absolutely essential.

As indicated above, a comprehensive scheme of rebuilding and remodelling older schools has not yet been undertaken. Education Boards have been requested to submit schedules of their proposals in the order of their urgency ; but as these have been received by the Department in one or two cases only, grants cannot be allocated with due regard to the necessities of the cases within any district and also to the relative needs of one district as compared with those of another.

ROLL NUMBER.

(Tables B1 and B2.)

The number of children in attendance at public schools in 1919, as shown by the mean of the average weekly roll for the four quarters of the year, was 193,655, which exceeds the figure for the previous year by 1·2 per cent. The following figures give in detail the average weekly roll and the roll number at the end of 1919 :—

	Mean of Average Weekly Roll.		Roll Number at end of Year.	
	Including Second-ary Departments of District High Schools.	Excluding Second-ary Departments of District High Schools.	Including Second-ary Departments of District High Schools.	Excluding Second-ary Departments of District High Schools.
Year 1919	193,655	191,153	196,059	193,900
Year 1918	191,382	188,932	194,934	192,680
Increase in 1919 ..	2,273	2,221	1,125	1,220
Increase per cent. in 1919	1·2	1·2	0·6	0·6

The percentage increase in the average weekly roll has been declining during recent years, the figures for the last six years being as follows : 1914, 3·6 per cent. ; 1915, 3·2 per cent. ; 1916, 1·6 per cent. ; 1917, 2·1 per cent. ; 1918, 1·8 per cent. ; 1919, 1·2 per cent. It is in the schools of the South Island that the falling-off in the increase is most marked, the percentage increase in 1919 being only 0·6, while in the North Island (including Marlborough) the figure was 1·6. The falling-off in the

number of entrants noticed in 1918 did not recur in 1919, there being 1,000 more children between the ages of five and seven than in the previous year, and 2,800 more children in the preparatory classes. There were fewer children in S1, S2, and S6 than in the previous year, the decrease in numbers to the extent of over 1,000 in S6 pupils being especially regrettable.

The table below shows the mean average roll number for every fifth year from 1878 to 1908, and for each of the last ten years; the table gives also the total average attendance for each year, the average attendance as a percentage of the roll (including secondary departments of high schools), and the number of teachers employed in the public schools.

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	218	694	913
1893 ..	1,375	125,692	†109,321	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
1903 ..	1,786	134,748	†113,047	83·9	1,270	1,726	2,996	147	552	699
1908 ..	1,998	145,974	†127,160	87·1	1,331	2,021	3,352	161	476	637
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
1914 ..	2,301	175,570	†158,134	90·1	1,628	2,820	4,448	139	470	\$609
1915 ..	2,338	181,229	†163,092	90·0	1,591	3,077	4,668	141	485	\$626
1916 ..	2,355	184,056	†163,156	88·6	1,501	3,209	4,710	137	519	\$656
1917 ..	2,368	187,954	†168,711	89·8	1,383	3,224	4,707	132	517	\$649
1918 ..	2,365	191,382	†169,836	88·7	1,366	3,452	4,818	123	523	\$646
1919 ..	2,400	193,655	†174,885	90·3	1,606	3,394	5,000	123	503	\$626

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

The above figures relate to public schools. To estimate the total number of children receiving primary education in the Dominion it will be necessary to include public schools (exclusive of secondary departments of district high schools), Native schools, registered private primary schools, and the lower departments of secondary schools. The figures will then be :—

AVERAGE WEEKLY ROLL NUMBER.		
Public schools (less secondary departments of district high schools)	1918. 188,932	1919. 191,153
Native village and Native mission schools	5,223	5,358
Registered private primary schools	20,076*	20,977*
Lower departments of secondary schools	665*	686*
Special schools	252	..
Total average weekly roll of primary scholars	215,148	218,174

* Number on roll at end of year.

ATTENDANCE.

(Tables B1, B2, and B3.)

The following figures show the average attendance at public schools in the Dominion during the years 1918 and 1919 :—

Year	Including Secondary Departments of District High Schools.	Excluding Secondary Departments of District High Schools.
Year 1919 ..	174,885	172,610
Year 1918 ..	169,836	167,601
Increase in 1919 ..	5,049	5,009
Increase per cent...	3·0	3·0

The increase of 3·0 per cent. in the average attendance is greater than the increase in the roll number, owing to the fact that the regularity of attendance in 1919 was better than in the previous year. Taken as a percentage of the average weekly roll it was 90·3—the highest figure for the Dominion yet reached, the previous record being 90·1 in the year 1914. There was an improvement in the regularity of attendance in every education district, the best results being obtained in Otago and Wellington, with percentage attendances of 92·1 and 91·5 respectively. The number of children in the country districts living long distances from school

contends against obtaining the best results in respect of attendance; nevertheless, the regularity of attendance in New Zealand appears to compare very favourably with that obtaining in other English-speaking countries.

The following figures represent the total number of children (of whom the average weekly roll number was given above) in average attendance at registered schools giving primary instruction:—

Public schools (excluding secondary departments of district high schools)						1918.	1919.
Native village and mission schools	..	..	..	..	..	167,601	172,610
Registered private primary schools	..	..	..	..	..	4,492	4,632
Lower departments of secondary schools	..	..	..	..	..	17,441	18,472
Special schools	..	..	..	..	..	573	608
						248	..
Totals	..	..	..	..	..	190,355	196,322

CLASSIFICATION, AGE, AND EXAMINATION OF PUPILS.

(Tables C1-C7.)

Classification and Age of Pupils.

The classification of pupils takes place usually at the end of the school year, the teachers carrying out the work, in which, when necessary, they may be guided or assisted by the Inspectors of Schools. Although an annual reclassification is the general rule, pupils may be promoted more than once during a year, and in the case of brighter pupils more frequent promotions are encouraged. In the lower classes especially, rapid promotion is often possible.

Educationists in other countries are giving their attention to the matter of shortening the period spent in the primary schools, and so avoiding a waste of time, which in later years becomes a serious matter to the child. The amount of retardation according to the recognized normal classification has been ascertained in many cases, and is generally found to reach a high percentage. In New South Wales it has been ascertained that 42 per cent. of the children in all classes, and 66 per cent. of the pupils of the Sixth Class, are retarded; in San Francisco 44 per cent. of the children are retarded. The following table shows the position in New Zealand. The normal age for S1 pupils at the end of the year is taken as between eight and nine years, and so on through the classes; this is one year younger than has been regarded as normal in previous reports on the subject, but in view of the fact that a child entering school at the age of five should be eight at the end of a year in S1, it appears justifiable to regard children over nine at that stage and over fourteen at the end of a year in S6 as retarded. The difficulty of arriving at a true norm in this matter is acknowledged; in New South Wales a still lower age is taken as being normal.

CLASSIFIED RETURN OF THE NUMBERS ON THE ROLLS OF PUBLIC SCHOOLS AT THE END OF 1919, EXCLUDING SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS.

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 ..	7,860	7,193	3	..	..	..	..	..	..	..	..	..	..	..	..	..	7,863	7,193
6 ..	10,581	9,744	132	155	8	8	..	..	..	..	..	..	..	..	..	..	10,721	9,907
7 ..	9,936	8,911	1,603	1,613	113	160	8	5	..	..	..	..	..	..	..	..	11,660	10,689
8 ..	5,154	4,222	4,678	4,674	1,568	1,583	127	153	5	3	1	..	..	..	..	..	11,533	10,635
9 ..	1,724	1,283	3,814	3,331	4,274	4,333	1,408	1,559	114	132	8	5	..	1	..	..	11,342	10,644
10 ..	519	369	1,615	1,211	3,727	3,456	3,974	4,112	1,255	1,338	145	136	6	6	..	..	11,241	10,628
11 ..	175	135	573	389	1,780	1,461	3,704	3,367	3,628	3,603	1,194	1,180	92	91	..	..	11,146	10,227
12 ..	61	48	173	135	673	523	2,030	1,704	3,441	3,169	3,173	3,185	972	904	19	10	10,542	9,678
13 ..	25	23	59	41	232	138	817	684	1,963	1,674	3,254	3,047	2,654	2,592	35	43	9,039	8,242
14 ..	6	4	12	13	51	35	191	129	665	582	1,534	1,230	2,239	2,029	33	55	4,731	4,077
15 ..	..	4	3	3	4	6	22	17	111	87	361	291	806	657	22	37	1,329	1,102
16 ..	..	..	..	..	3	..	..	3	17	10	34	29	95	80	6	12	155	134
Over 17 ..	..	..	..	..	1	..	..	..	3	1	1	1	10	1	1	3	16	6
Totals, 1919 ..	36,041	31,936	12,665	11,565	12,434	11,703	12,281	11,733	11,202	10,599	9,705	9,104	6,874	6,361	116	161	101,318	93,162

NOTE.—The number of S6 pupils in this table differs from that shown in Table C2 in E.—2 for the reason that pupils who did the work of S6 but left before the end of the year are included in this table.

In the table the numbers between the heavy horizontal lines represent children of normal classification, those above the upper lines children brighter than the average, and those below the lower lines cases of retardation. An examination of the figures discloses an unsatisfactory position, 50 per cent. of the children being shown as below normal classification. The following figures show the percentage of pupils above and below normal classification in the various classes :—

Class.			Normal Classification.	Above Normal Classification.	Below Normal Classification.
			Per Cent.	Per Cent.	Per Cent.
Class P	..	..	..	..	22
" S1	..	..	39	14	49
" S2	..	..	36	14	50
" S3	..	..	33	14	53
" S4	..	..	33	13	54
" S5	..	..	34	14	52
" S6	..	..	39	16	45
Classes S1-S6			36	14	50

Owing to the accumulation of their numbers the percentage of retarded children increases in each succeeding class until S4 is reached, the lowering in the percentage in the upper classes being due to the fact that badly retarded children seldom reach them. The above figures include children retarded one year or more, about two-fifths of the number being retarded two years or more. It is unnecessary again to mention the causes of retardation, some of which are beyond the control of teachers or educational authorities ; the object of drawing attention to the matter is to show the necessity for entrance to school at an early age and for avoiding any unnecessary delay in promotion, especially in the lower classes. In comparing the standard ages in New Zealand with those in other countries it should be stated in fairness that where a lower age is taken as being normal the syllabus of instruction will be found to be less comprehensive than it is in this Dominion. The following are the average ages of the pupils in the several classes at the end of the year's instruction :—

						1918. Yrs. mos.	1919. Yrs mos.
Preparatory classes	..	..	..	..	..	7 0	7 1
Class S1	..	..	..	..	..	8 11	9 0
" S2	..	..	..	..	..	10 1	10 1
" S3	..	..	..	..	..	11 1	11 3
" S4	..	..	..	..	..	12 1	12 3
" S5	..	..	..	..	..	13 1	13 1
" S6	..	..	..	..	..	13 11	13 11
Mean of average age						9 10	9 10

The figures for each education district are shown in table C5 in E.—2. In several classes there is a range difference of seven months in the average age for the various districts, any good reason for the variation not being apparent. As will be observed, there are as yet no signs of a lowering of the ages in the various classes or of the mean of the average age.

A certain check may be kept on the length of stay in the preparatory classes by observing the percentage number of children in these classes. In 1919 35·05 per cent. of the whole number of pupils were in the preparatory classes, which is 1·22 per cent. more than in the previous year. The number of children between the ages of five and seven was only 0·3 per cent. more of the total roll than in 1918, the inference being that, instead of an improvement taking place in the direction of shortening the time spent in these classes, there has been a slight tendency in the opposite direction. Six per cent. of the pupils in the preparatory classes were over nine at the end of the year, and 22 per cent. were over eight years of age.

Children leaving School before passing S6.

In 1914 there were 21,621 pupils in S1 who, allowing for various contingencies, should at the end of 1919 have been in S6. The fact that there were only 13,235 pupils in S6 in 1919 demonstrates the regrettable fact that 39 per cent. of the primary-school pupils leave school without reaching the very moderate standard of education represented by S6. This figure is higher than the one ascertained in 1918, the reduced number of pupils in S6, referred to above, accounting for the fact.

Similarly it appears that 16 per cent. of the pupils leave school without doing the work of S5. The law as at present constituted allows children to leave school upon attaining the age of fourteen years irrespective of the class reached, and an amendment in the direction of raising the compulsory school age would unquestionably benefit the leavers here referred to. In 1918 they numbered 4,662, being nearly half as many as left having passed S6. An attempt to assist some of the children leaving school thus ill-prepared for their future work was made by extending the free-place system at technical schools to offer them some training in subjects related to industrial occupations. The attempt has been successful in so far as nearly 1,000 such free places were taken up in 1919 by pupils who had not passed S6.

Examination of Pupils.

The usual practice of the Inspectors examining the pupils of S6 for the proficiency and competency certificates was reverted to in 1919 after having been partially suspended in 1918 owing to the influenza epidemic. The examinations resulted in 9,381 certificates of proficiency being awarded, the number representing 68·3 per cent. of the S6 roll, and 2,195 certificates of competency, representing 16 per cent. of the roll. Of the latter certificates 287 were endorsed for merit in science and handwork. The number of proficiency certificates awarded was 5·3 per cent. less than in the previous year, the percentage approximating more closely to that of 1917, when the examinations were conducted by the Inspectors. There was a wide range of difference in the results of the various education districts, the lowest percentage of proficiency certificates awarded being 56·1 and the highest 76. The range difference is less marked than it was in 1917, but the fact that it occurred in 1918 when the examinations were conducted for the most part by the teachers goes to show that it is not due to the personal equation of the Inspectors, but apparently to an uneven standard of attainment in the various education districts.

REGISTERED PRIMARY PRIVATE SCHOOLS.

(Tables D1 and D2.)

The number of primary private schools (excluding private schools for Natives referred to elsewhere) registered under the Education Act, 1914, in 1919 was 212, compared with 210 in 1918. For the purpose of ensuring that children who do not attend public schools, wherein the State is willing to provide for them, are receiving adequate instruction elsewhere, private schools are inspected by the Department's Inspectors, upon the character of whose reports the registration largely depends. Pupils in S6 are also examined by the Inspectors for certificates of proficiency and competency. The following are the statistics relative to these schools:—

		1918.		1919.	
Number of schools	.. ..	210		212	
Roll number at end of year—Boys	..	9,042		9,525	
Girls..	..	11,034		11,452	
		20,076		20,977	
Average attendance	.. ..	17,441		18,472	
		Number.	Percentage.	Number.	Percentage.
Children under seven years of age	..	3,957	20·0	3,902	19·0
Children from seven to ten years of age	..	6,684	33·0	6,775	32·0
Children over ten years of age	..	9,435	47·0	10,300	49·0
Children in preparatory classes	..	6,380	32·0	6,636	32·0
		Males.	Females.	Males.	Females.
Number of full-time teachers	..	44	639	67	616
Average number of pupils per teacher	..	26		27	
S6 pupils presented for examination	..	1,471		1,553	
		Number.	Percentage.	Number.	Percentage.
Proficiency certificates issued	..	1,076	74·0	917	59
Competency certificates issued	..	227	16·0	261	17

Tables D1 and D2 give particulars of the schools in the various districts. A list of registered private schools is published each year in the *New Zealand Gazette*.

CONVEYANCE AND BOARD OF SCHOLARS.

Free passes on the railway to the nearest public or private school are granted to children living near to the railway-line but out of reach of a primary school, and the same privilege is enjoyed by pupils having to travel to attend secondary schools, district high schools, and technical high schools, and also by free-place holders travelling to attend technical schools or classes other than technical high schools.

Education Boards are also authorized to make provision when necessary for the conveyance of pupils to primary schools by road or water and to contribute towards the payment for board of children compelled to live away from home in order to attend school. The following are the rates payable under the various headings :—

- (a.) Sixpence per return trip for each child over five years of age conveyed to the nearest public school: Provided that the home is not less than three miles from the school in the case of a child ten years of age or over, and not less than two miles in the case of a child under ten years.
- (b.) Sixpence 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.) Eightpence per return trip for each child where the distance to be conveyed exceeds five miles.
- (d.) Two-thirds of the recognized rates (subject in each instance to the approval of the Department on the recommendation of the Board and the Senior Inspector of Schools) in the case of a child using a horse or pony as a means of conveyance where roads for wheel traffic are non-existent or are such as to be dangerous or impassible for vehicles.
- (e.) Five shillings 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.
- (f.) 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), (c), (d), and (e).

The following represents the expenditure by the Department for the year 1919-20 on the above-named services :—

					Railway Fares.	Boarding-allowance and Conveyance by Road and Water.	Total.
					£	£	£
Primary	..	..	..	..	11,459	17,757	29,216
Secondary	..	..	..	..	5,613	155	5,768
Technical	..	..	..	..	3,852	..	3,852
Total	..	..	..	..	20,924	17,912	38,836

The total expenditure for the previous year was £29,147. The large increase in the expenditure is due to the higher rates paid in 1919 for the conveyance by road and water and for the boarding-allowance of primary-school pupils.

THE "SCHOOL JOURNAL."

The *School Journal* is published by the Department every month (except in December and January) for use as a supplementary reader in primary schools, and is still regarded as a useful and popular publication. In many cases it is being used as the chief reader. It is issued in three parts, suited to the varying capacities of the pupils in standards I to VI inclusive, and is supplied free to public schools, Native schools, special schools, and other institutions more or less under the Department's control or supervision. To a very large number of private schools it is supplied at cost price, with the result that over 15,000 copies of the *School Journal* are purchased monthly. Of the last issue of the *School Journal* for the past year the number of copies printed was—Part I, 63,400; Part II, 61,500; Part III, 50,300; total, 175,200.

In addition to reading-matter of a general character there have appeared in the *School Journal* during the past year articles dealing with national events, scientific discoveries, and the history and industries of the Dominion, while special numbers have been largely devoted to topics suitable for Empire Day and Arbor Day. Extracts have been taken from the best authors and articles inserted with

a view to developing in the minds of the children an appreciation of the highest literature, both in prose and verse, an admiration of truth and goodness in daily life, and a high conception of patriotism and national service.

CLASS-BOOKS AND SCHOOL AND CLASS LIBRARIES.

The practice of former years of making grants for establishing and maintaining school and class libraries was continued in 1919. These grants come under two heads :—

- (a.) A capitation grant at the rate of 3d. per head on the average attendance was paid 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 had already purchased elsewhere class-books different from those in use in the school. After provision was made for the supply of such books, the balance of the grant, if any, was spent on approved books suitable for individual reading in school or at home.
- (b.) Further to encourage the establishment and the satisfactory maintenance of school libraries provision is made for the payment of subsidies of £1 for £1 on moneys raised by voluntary contributions. In addition to this departmental subsidy a subsidy is payable by the Education Board under section 37 of the Education Act, but the Board is not required to pay a sum exceeding 3d. for each child in average attendance at a school, or exceeding £5 for any one school. The books purchased are to be suitable for individual reading in school or at home, and are to be approved by the Senior Inspector.

The complaints regarding the expense to which parents are put by reason of their having to purchase new books for their children when they move from one district to another are not so common as formerly, and there are good grounds for believing that the attention drawn by the Department to the provision that in these cases class-books must be supplied free has resulted in the relief of parents with respect to such charges. There are also similar grounds for believing the provision of the free supply of class-books in necessitous cases is being more generally complied with.

The question of making some further provision in the direction of supplying certain text-books free of cost is at present receiving the attention of the Government.

SUBSIDIES ON VOLUNTARY CONTRIBUTIONS.

In addition to the subsidies mentioned above with respect to school libraries, under section 159 of the Education Act subsidies of £1 for £1 are payable on voluntary contributions for many other school purposes prescribed by regulation. The total amount approved as subsidies in connection with public schools for the financial year ending 31st March last was £8,929 (as compared with £4,617 in 1918–19), showing that the annual expenditure is increasing as School Committees become more fully aware that any efforts they may make in the direction of providing funds for improving their schools and grounds are recognized by the payment of a Government subsidy. By this means many schools have been enabled to carry out desirable works somewhat beyond their own unaided efforts, and the extension of the provision to all public schools by the Act of 1914, instead of its being limited to district high schools as previously, has served as an excellent stimulus to self-help.

MEDICAL INSPECTION AND PHYSICAL EDUCATION.

(See also Appendix F.)

The staff of officers engaged in school medical work at the end of 1919 had increased to ten School Medical Officers and fifteen school nurses, and since that date the staff has been still further augmented. The increased staff has made it possible to extend the work in many directions.

The number of schools visited in 1919 was 704, the number including all large primary schools and a certain proportion of small schools in country districts previously unreachd by the School Medical Officers. The number of children completely examined was approximately 30,000, and, in addition, a much larger number were partially examined or examined specially for suspected defects. Part of the duty of the school nurse is to "follow up" the report to the parent of the Medical Officer by ascertaining what steps are being taken to obtain the required treatment, and, if necessary, by urging parents to take action. It is found that when circumstances permit and facilities are available a large proportion of the parents notified act on the advice of the School Medical Officer.

It goes without saying that the commonest physical defect found among school-children is dental disease. As a result of the school medical-inspection scheme, which includes no provision for treatment, a very marked improvement is reported in the condition of and attention given to the teeth of children in the town schools. In the country districts, however, where there are practically no facilities for obtaining dental treatment, the notifications of the School Medical Officer can be of little avail. A Chief School Dental Officer has now been appointed, who is at present inaugurating a scheme for providing dental treatment for children otherwise unable to obtain it, and when this system is in operation a great advance will have been made in the work of maintaining the physical fitness of our boys and girls.

Next to dental disease, defects of the nose, throat, ear, and eye are the most common found among school-children. In the country districts, again, great difficulty is experienced in obtaining the necessary medical treatment, this lack of opportunity hindering the greater effectiveness of the work of the medical inspection. It will be necessary for some solution of the difficulty to be sought in the near future.

While further provision for treatment is required, the most important need is the prevention of disease. It may be safely said that the causes of the commonest, and at the same time the most serious, defects in children are known, and that the removal is practicable. Before the children enter upon their school life the seeds of the evil have often already been sown, and supervision of the health of children during the pre-school period is now urged as being of even greater importance than supervision during school life. A wide extension of such work as is done by the Plunket Society during the period of infancy, supervision during the intervening pre-school period, and a general linking-up of this work with the school medical system are suggested as the steps that should be taken in the attempt to prevent physical defects, often difficult to cure at a later stage. Much, it is submitted, can also be done by educating parents in matters relating to the health of their children. Educative propaganda of this kind has been begun by the preparation of special articles for the Press and by circulars widely distributed among parents by School Medical Officers.

A staff of twelve special instructors efficiently carried out the work of instructing pupils and teachers in the various physical exercises which form part of the scheme of physical education. 1,100 schools were visited in 1919 and 85,000 children inspected, while some refresher classes were held for teachers, and the students of the training colleges were given regular instruction. Particular attention was given to special corrective classes for the instruction of children with certain physical defects and deformities, the benefits resulting from these classes and from the general physical training, when properly carried out, being often remarkable.

One of the best results of the work of school medical inspection and physical education has been the unprecedented manner in which the importance of the physical welfare of the child has been brought home to teachers, and more especially to parents. Parents frequently meet the School Medical Officers at the medical examination of their children and gladly accept the advice given, using every endeavour to have remedied the physical defects pointed out to them. The parents are in a position to do infinitely more for the physical welfare of the children than are any Government officers, and one of the chief aims of the system should be, and is, the education and guidance of parents in matters pertaining to health from the birth of the child onwards.

The Department's expenditure on school medical, dental, and physical training services in 1919-20 was £14,816.

MANUAL INSTRUCTION.

(See also Appendix C.)

The progress of all forms of handwork appears to provide substantial evidence that it is no longer regarded by teachers as a form of recreative amusement, but, having passed the experimental stages, is now generally acknowledged as an essential factor in education. The form it takes in the schools is conditioned by the preferences and aptitudes of the teachers, and the available supply of material; but whether it be modelling, paper and cardwork, or such subjects as wood and metal work for boys, or domestic subjects for girls, it is generally recognized that it contributes to the creation of serviceable mental habits and the stimulation of alertness and resourcefulness. Another phase of manual instruction appears to be forcing its way into recognition. A celebrated physician has expressed the fear that the British nation is losing the use of its hands, largely owing to economic and commercial conditions. Whether his conclusions are based on sufficient evidence need not concern us, but the fact remains that for many years the old-time intelligent and skilful hand-worker who took pride in his work has almost ceased to be; and while on the one hand there is a continual demand for the services of the skilled mechanic, on the other the extension of machinery into almost every phase of human activity points to the possibility of the elimination of the craftsman from the industrial world. The question arises, would this prove an economical and social advantage to the State? If not, then the trend of thought toward the utilization of manual training as a preparation for vocational training is worthy of serious attention; and if by some such means the discovery of aptitudes can be hastened, and the children directed toward a mental and manual training that will best fit them for efficient and purposeful living, school life and its potentialities become increasingly important.

The provision of material for handwork is becoming an increasingly difficult problem, so much so that at some woodwork centres it has been found almost impossible to secure a supply of suitable timber, and it would appear that the question of a more satisfactory and economical method of securing and distributing material will have to be faced, or the work will be seriously hampered.

The correlation of hand-work with other subjects of the syllabus has steadily developed in the last few years, so that at the present time the regulations referring to the time to be given weekly to hand-work may be fully complied with without, in many cases, allotting specific periods in the time-table to such work. It is considered that the greatest educational benefit is secured when the hand-work is intimately connected in this way with the other subjects of the course, and that the formal treatment of separate hand-work subjects during specific periods in the time-table should not be an unduly prominent feature of the training.

The number of schools in which some form of handwork was taken in 1918 stood at 2,135; for the year under review facilities were provided and capitation paid in respect of 2,166 schools, an increase of 31; and as 1,562 schools provide instruction in some other branches of manual training, it may be said that few children of school-age in the Dominion are unable to share in the advantages of hand-and-eye training. Special subjects of manual training are taught at 114 suitably equipped centres, and are confined to wood and metal work for boys, and cookery, laundry-work, and needlecraft for girls; and as for the most part all the subjects are taught with a fair degree of skill, the interest of the pupils is sustained with most satisfactory results. In this connection it may not be out of place to remark that at most of the woodwork centres the development of originality and resourcefulness is not neglected. The limitation of supplies has often led to the utilization of material hitherto regarded as waste, and the selection of a series of exercises, including the construction of useful articles full of interest to the boys, in preference to exercises which on completion have little value except as firewood. The experience gained will, it is hoped, lead to the elimination of the formal model or group of models which is repeated year after year with machine-like precision, and which, instead of quickening initiative and sustaining interest, tends to suppress them, and reduces the educational value of the work to an absolute minimum. Instruction in woodwork or metal-work is provided in connection with 506 schools.

Facilities for the instruction of girls in domestic subjects have been provided at 527 schools, an increase of twenty-seven on the number for the previous year, and the increasing demands for cookery-rooms and suitable equipment to enable

a full course of work to be given show that the appreciation of the value of the instruction to the home and to the State is not waning. It appears necessary to point out that the equipment of a cookery centre should be complete and substantial, but at the same time the desirability of limiting the equipment to that of a good average home should be kept in view. Elaborate fittings and utensils may not be out of place in a cookery-room, but it is found they often lead to discontent and confusion when girls are called upon to use the necessarily more limited and simpler equipment of the home.

There has been a slight decrease in the number of schools at which instruction more or less related to agriculture has been given, the numbers being, for 1918, 1,390, and 1,384 for 1919. It is felt that while valuable work within well-defined limits has been done in the past, and that many children have received an introduction to elementary scientific method, a very elementary knowledge of chemistry, physics, botany, and biology, and a practical acquaintance with gardening, the net results are not altogether commensurate with the energy and enthusiasm that have characterized much of the instruction. The probable causes of this are not far to seek, and it is to be expected that a clearer understanding of the aims and methods of elementary agriculture in primary schools will follow from the conference held during the year of those specially engaged in directing and teaching this subject in the several school districts.

The following table shows that the number of district high schools providing a course of instruction bearing on rural pursuits is forty-seven :—

District.					Number of Schools.	Number of Pupils.	Approximate Capitation earned.
							£
Auckland	..	..	..	..	12	437	3,302
Taranaki	..	..	..	..	1	111	1,014
Wanganui	..	..	..	..	5	172	1,091
Hawke's Bay	..	..	..	..	3	100	901
Wellington	..	..	..	..	6	281	1,819
Canterbury	..	..	..	..	13	361	2,728
Otago	..	..	..	..	7	173	1,310
Totals, 1919	..	..	..	..	47	1,635	£12,165
Totals, 1918	..	..	..	..	47	1,413	£9,172

The science subjects of the rural course are for the most part, as heretofore, taught by visiting instructors, and in all the districts an excellent course of work is carried out. The rural course has not been established sufficiently long to enable conclusive deductions to be made as to its value, but that every boy who had completed a course of two or three years at one of the district high schools is at the present time engaged in farm-work appears to indicate that the course has not altogether failed. It was, however, never intended that this course should be a direct preparation for agricultural pursuits; its limitations and the conditions under which it could be carried out were fully recognized. It is, however, hoped that a closely correlated scheme of rural instruction will soon be available, in which the nature-study of the primary schools and the elementary rural science of district high, technical high, and secondary schools will be vitally linked together, leading to a course of instruction in farm schools as a complete preparation for farm life and work.

It is to be regretted that there is a continued drop in the number of recognized elementary science classes. While the importance of those subjects of primary education that are fundamental and the necessity of devoting as much time as possible to them is acknowledged, it should be found possible in all schools, if facilities are available, to arrange for a course in, say, elementary physical measurements for Standards V and VI. In this connection the words of a wise educationist are worthy of consideration: "I grant that the tendency of the times is to exaggerate the good which teaching can do, but in trying to teach too much, in most matters, we are neglecting others in respect of which a little sensible teaching would do no harm."

The number of approved classes for swimming and life-saving remain as for last year.

Approximate capitation earnings by Education Boards for the year amounted to £52,284, as compared with £41,906 for 1918, the large increase being due to the amended regulation providing for an increase of 20 per cent. on capitation payments for manual instruction; while grants amounting to £2,948 in aid of buildings and equipment were received. The total receipts of Education Boards in respect of manual instruction amounted to £57,560, and the total payments to £63,094. The manual instruction accounts of all Boards were in credit (when assets and liabilities were included) at the end of the year, a transfer from the General Fund to meet the expenditure being necessary in two cases.

The following table gives some particulars of the payments by Education Boards in respect of certain branches of manual instruction:—

Subjects.	Number of Schools.	Payments.		
		Salaries of Instructors.	Working-expenses.	Totals.
		£	£	£
Woodwork and ironwork	506	10,997	2,832	13,829
Domestic subjects	527	9,045	4,687	13,732
Agriculture and dairy science ..	1,384	7,423	3,267	10,690
Elementary science	120	680	266	946
Swimming and life-saving	134	237	217	454
Elementary handwork and needlework	2,166	1,397	8,379	9,776
Totals	..	29,779	19,648	49,427

STAFFS OF PUBLIC SCHOOLS.

(Table E1.)

The number of teachers employed in the primary departments of public schools in 1919 was 5,626 (excluding 23 supernumerary teachers) as compared with 5,464 teachers in 1918. Of the total number, 5,000 were adult teachers and 626 pupil-teachers. Classified according to sex, there were 1,606 male and 3,394 female adult teachers, and 123 male and 503 female pupil-teachers. The increase in the adult-teacher staff has been, for the first time for many years, entirely in the number of men teachers, there being 240 more men teachers than in the previous year and 58 fewer women. The return to civil duty of soldier teachers and the relinquishing of positions temporarily held by women teachers account for the facts revealed by the figures. In addition to the staff of adult teachers and pupil-teachers 436 probationers (62 males and 374 females) were employed, the number being 58 more than the preceding year.

The following table shows the number of adult teachers in each grade of school classified under the headings of sole, head, or assistant teachers.

NUMBER OF ADULT TEACHERS EMPLOYED IN PRIMARY DEPARTMENTS OF PUBLIC SCHOOLS, DECEMBER, 1919.

Grade of School.				Sole Teachers.		Head Teachers.		Assistant Teachers.		Total Adult Teachers.		
				M.	F.	M.	F.	M.	F.	M.	F.	Total.
Grade	0. (1-8)	..	..	8	141	..	..	..	..	8	141	149
"	I. (9-20)	..	..	163	478	..	..	..	..	163	478	641
"	II. (21-35)	..	..	186	316	6	6	1	11	193	333	526
"	IIIA. (36-80)	..	..	22	13	382	142	7	528	411	683	1,094
"	IIIB. (81-120)	..	..	..	..	119	3	3	233	122	236	358
"	IV. (121-240)	..	..	..	..	105	1	39	265	144	266	410
"	V. (241-400)	..	..	..	..	84	5	105	393	189	398	587
"	VI. (401-500)	..	..	..	..	23	..	41	131	64	131	195
"	VII. (over 500)	..	..	..	..	85	..	227	728	312	728	1,040
All grades				379	948	804	157	423	2,289	1,606	3,394	5,000

NOTE—The numbers of sole and head teachers do not agree with the numbers of schools in each grade as shown in the summary on page 4, for the reason that all half-time schools and side schools are placed in that summary in the grades strictly according to the average attendance of each school counted separately, while for salary purposes in the case of half-time schools, and for salary and staffing purposes in the case of main schools with side schools attached the grade is determined in the one case by the average attendance of each school group, and in the other by the combined average attendance of the main and side schools together. (There were twenty-three supernumerary teachers in addition to those shown in the table.)

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 being disregarded :—

Grade of School.	Total Average Attendance.	Average Number of Children per Teacher.	Grade of School.	Total Average Attendance.	Average Number of Children per Teacher.
O. (1-8) ..	1,123	6	VIIA. (481-520) ..	5,331	46
I. (9-20) ..	10,410	14	VII B. (521-560) ..	4,964	
II. (21-35) ..	12,712	25	VII C. (561-600) ..	6,938	
IIIA. (36-80) ..	28,748	26	VII D. (601-640) ..	8,716	
IIIB. (81-120) ..	17,563	32	VII E. (641-680) ..	6,715	
IVA. (121-160) ..	6,378	39	VII F. (681-720) ..	5,623	
IVB. (161-200) ..	7,990		VII G. (721-760) ..	5,074	
IVC. (201-240) ..	6,073		VII H. (761-800) ..	2,179	
VA. (241-280) ..	7,802	43	VII I. (801-840) ..	1,636	
V B. (281-320) ..	7,483		VII J. (841-880) ..	627	
V C. (321-360) ..	7,831		VII K. (881-920) ..	940	
V D. (361-400) ..	4,815				
VIA. (401-440) ..	5,449	44			
VIB. (441-480) ..	6,527				

		Total Average Attendance.	Average Number of Children per Teacher.
Grades III-VII (two or more teachers)	.. ..	150,402	38
Grades V-VII (six or more teachers)	.. ..	88,650	45
All schools	.. ..	174,647	32

The average number of pupils per teacher in all schools (two pupil-teachers being taken as equal to one adult teacher) was thirty-two- one less than the figure for 1918. The comparatively low average figure is, however, dominated to some extent by the large number of small sole-teacher schools, the average number in the larger schools being considerably in excess of this figure. About half of the total number of pupils attend schools where the average number of pupils per teacher ranges from forty-three to forty-six, and in the largest schools many of the classes are much larger than the average figure indicates. Amended regulations came into force in 1919 providing for additional assistance being employed in the larger schools for every additional forty pupils, instead for every additional fifty as had previously been the case. The necessity of still further reducing the size of classes as opportunity offers is well recognized.

With regard to the sex of public-school teachers, the figures below show that the heavy increase in the proportion of female to male teachers which took place during the years of the war has been arrested. In 1918 there were 253 adult women teachers to every 100 men ; the figure has now fallen to 211 women, corresponding closely with the proportion in 1916. The proportion of male teachers in sole-teacher schools shows a large increase and is now greater than it was in 1916. As has been stated in previous reports, women may be regarded as suitable teachers for three-fourths of the school population, so that while a proportion of one male teacher in every four teachers might be regarded as sufficient, the present proportion of nearly one in every three teachers is very satisfactory. Attention must, however, be directed to the entrants to the profession in order to ensure that sufficient men are taking up the work to maintain the requisite proportion of male teachers in the future. It is therefore satisfactory to note in 1919 an increase in the proportion of both male pupil-teachers and male probationers, and an increase of 50 per cent. in the number of men attending the training colleges. The numbers entering the teaching profession at present are approximately in the proportion of one man to five women, but, the average length of service of women teachers being much shorter than that of men, the disparity in these numbers will lessen with the passing of time.

The following figures show in detail the position with regard to the population of men teachers and women teachers in the primary schools :—

Ratio of adult male to adult female teachers—	1915.		1916.		1917.		1918.		1919.	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Schools with 1 to 20 scholars ..	100	323	100	386	100	544	100	523	100	362
Schools with more than 20 scholars ..	100	176	100	194	100	213	100	227	100	193
All schools	100	193	100	214	100	240	100	253	100	211
Ratio of male pupil-teachers to female pupil-teachers	100	344	100	379	100	391	100	425	100	409
Ratio of male to female teachers (including pupil-teachers), all schools ..	100	205	100	228	100	254	100	267	100	225

Comparisons with the statistics of other countries show that (including junior or student teachers or persons in similar positions) in the United States of America 2 in every 10 teachers are men, in Ontario 2 in every 8, in England 2 in every 8, in Victoria 2 in every 6, in Queensland 2 in every 5, in New South Wales 2 in every 4, while in New Zealand the corresponding figures are 2 in every 6.

ORGANIZING TEACHERS.

Regulations were made in 1919 for the appointment of organizing teachers under whose close supervision are placed a number of small schools. The duties of the organizing teacher include assisting the head or sole teachers of these schools in such matters as organization, schemes of work, and methods of teaching; he should also advise and direct uncertificated teachers with regard to their course of study. He regularly visits the schools placed under his charge, giving actual demonstrations in teaching, and as occasion arises, taking charge of the school for a period not exceeding one week at a time. He may also hold conferences of the teachers to discuss matters relating to the general efficiency of the schools.

Twenty-one organizing teachers had been appointed by the various Education Boards at the end of 1919, and although the scheme had not been in operation sufficiently long to report definitely upon its success, Inspectors of Schools are unanimous in the opinion that great promise is already given of increased efficiency in the small schools. The number of organizing teachers has been increased since 1919, and the scheme will in all probability be still further extended.

The rate of salary payable to organizing teachers is £340–£380 per annum, with £50 per annum house allowance, the total rate of salaries and allowances payable in December, 1919, being £7,250.

SALARIES OF PRIMARY PUBLIC-SCHOOL TEACHERS.

(Table F4.)

The total amount of all salaries and allowances at the rates payable on the 31st December, 1919, was £1,261,714, showing the large increase of £326,534 over the amount for the previous year, and an increase of £522,228 or 71 per cent. over the corresponding figure for the year 1914. The amount is made up as follows:—

Adult teachers' salaries	£ 1,142,604
Pupil-teachers' salaries and allowances	54,275
Probationers' allowances	34,635
House allowances to head or sole teachers where residence is not provided	30,200
	£1,261,714

The above figures do not include the equivalent of house allowance where residences are provided, estimated at £32,560, nor the additional amounts paid to head teachers for the supervision of secondary departments of district high schools. The total cost of salaries and allowances (including the sum saved in house allowances) works out at £7 9s. 11d. per head of the average attendance, as compared with £5 15s. 5d. in 1918. Corresponding figures in other countries are: New South Wales, £6 0s. 6d.; Victoria, £4 11s. 6d.; South Australia, £3 15s. 10d.; Ontario, £5 9s. 5d.

The average salaries of adult teachers (including house allowances and value of residences) for the years 1918 and 1919 are shown in the following table:—

AVERAGE SALARIES OF PRIMARY-SCHOOL TEACHERS.

	1918.	1919.
	£	£
(1.) Teachers in all schools—		
(a.) Men and women	187	240
(b.) Men	273	323
(c.) Women	153	201
(2.) Teachers in schools with average attendance over eight—		
(a.) Men and women	191	245
(b.) Men	273	324
(c.) Women	158	207
(3.) Teachers in schools with average attendance over twenty—		
(a.) Men and women	200	254
(b.) Men	286	339
(c.) Women	164	210
(4.) Head teachers—		
(a.) Men	319	380
(b.) Women	251	319
(5.) All sole teachers—		
(a.) Men	174	221
(b.) Women	143	193
(6.) Assistants—		
(a.) Men	257	301
(b.) Women	150	197

The result of the amended scale of salaries which came into force in April, 1919, is immediately apparent from the above figures, which show increases ranging from £47 to £68 ; and if the average salary of all teachers is compared with that paid in 1914 it will be found to have increased by 47 per cent. The following table gives some further information regarding the number of certificated teachers receiving certain salaries :—

Salaries.	Certificated Male Teachers.		Certificated Female Teachers	
	Sole and Head Teachers.	Assistants.	Sole and Head Teachers.	Assistants.
Not exceeding £180	5	16	34	598
£181 to £250	70	49	215	815
£251 „ £300	95	82	149	235
£301 „ £350	334	155	136	80
£351 „ £400	157	88	7	2
Over £400	249	3	3	..
Totals	910	393	544	1,730

As will be observed, the annual salaries of 81 per cent. of certificated male head or sole teachers exceed £300 ; 54 per cent. of the certificated women head or sole teachers (which approximately represents the number in schools above Grade II), receive salaries exceeding £250. Of the certificated male assistants 63 per cent. receive salaries exceeding £300, while of the certificated woman assistants 65 per cent. receive salaries exceeding £180 per annum. When it is remembered that all certificated teachers who have just emerged from the training colleges or have just entered upon their service as adult teachers are included in the numbers given, it must be admitted that a substantial improvement has taken place in the remuneration of public-school teachers.

Corresponding figures to those given in the preceding paragraph for England and Wales for the year 1919 are : Percentage of male head teachers receiving more than £300, 28 ; percentage of female head teachers receiving more than £250, 13 ; percentage of male assistants receiving more than £300, 2 ; percentage of female assistants receiving more than £180, 11. The value of residences (if such are provided to head teachers) is not included in arriving at these figures.

The salaries and allowances of pupil-teachers and probationers were further increased by regulations made in December, 1919, the following being the rates now payable : Probationers' allowance, £65 per annum for the first year ; £75 per annum for the second year. Pupil-teachers' salary—third grade, £65 ; second grade, £75 ; first grade, £85. A boarding-allowance of £25 per annum or a travelling-allowance not exceeding £10 per annum is paid when necessary in addition to the salary or allowance.

The salaries of organizing teachers, amounting to £7,250, are not included in any of the figures given above.

STATUS OF TEACHERS IN REGARD TO CERTIFICATES.
(Tables E2 and E3.)

The table below gives a summary of the position with regard to the number of primary-school teachers who held teachers' certificates in the years named.

PRIMARY TEACHERS IN PUBLIC SCHOOLS.

	1914.		1916.		1917.		1918.		1919.	
	Number.	Per-centage.	Number.	Per-centage.	Number.	Per-centage.	Number.	Per-centage.	Number.	Per-centage.
I. Certificated teachers ..	3,282	74	3,322	71	3,323	71	3,426	71	3,577	72
II. Uncertificated teachers--										
(1.) Holding licenses ..	90	2	82	1	99	2	107	2	122	2
(2.) Uncicensed ..	1,076	24	1,306	28	1,285	27	1,285	27	1,301	26
Total uncertificated ..	1,166	26	1,388	29	1,384	29	1,392	29	1,423	28
Totals of I and II ..	4,448	100	4,710	100	4,707	100	4,818	100	5,000	100

The percentage of certificated teachers (72) shows an increase of 1 compared with the previous year, and the percentage holding certificates higher than the D certificate an increase of 2. Taking men and women separately, it appears that 81 per cent. of the men teachers are certificated and 67 per cent. of the women

teachers, the fact of the great majority of the small country schools being staffed by women teachers accounting for the difference in favour of the men. If schools with an average attendance of twenty and under are excluded, the proportion of certificated teachers is 81 per cent. The following table shows the number of teachers holding the various certificates in 1918 and 1919 :—

CLASSES OF CERTIFICATES HELD BY PRIMARY-SCHOOL TEACHERS.

Class of Certificate.				1918.			1919.		
				M.	F.	Total.	M.	F.	Total.
A	..	..	..	30	7	37	38	8	46
B	..	..	..	178	68	246	186	64	250
C	..	..	..	504	841	1,345	622	885	1,507
D	..	..	..	360	1,146	1,506	419	1,102	1,521
E	..	..	..	44	248	292	38	215	253
Total	..	..	..	1,116	2,310	3,426	1,303	2,274	3,577

TRAINING OF TEACHERS.

(See also Appendix D.)

There are four training colleges situated in the four principal centres of the Dominion, which are open to four classes of students, as follows: Division A, ex-pupil-teachers, ex-probationers, or ex-trainees of recognized kindergarten schools who have obtained the necessary educational qualification; Division B, other students who have passed Matriculation or obtained a higher leaving-certificate; Division C, University graduates admitted for one year; and Division D, teachers entering on short-period studentships. The numbers of students in attendance during the last quarter of 1919 under the various divisions were—Division A, 516, Division B, 51; Division C, 4; and Division D, 11: the total being 582, as compared with 500 for the previous year; 323 students were first-year students and 259 were second-year students.

The number of students at each training college during the last quarters of 1918 and 1919 respectively are indicated in the following table :—

				1918.			1919.		
				Men.	Women.	Total.	Men.	Women.	Total.
Auckland	...	...	...	27	111	138	52	123	175
Wellington	...	...	...	19	117	136	26	126	152
Christchurch	...	...	...	18	99	117	21	108	129
Dunedin	...	...	...	21	88	109	27	99	126
Totals	...	...	...	85	415	500	126	456	582

The number of students continues to increase, and it is satisfactory to note an increase of nearly 50 per cent. in the number of men students in 1919 as compared with the previous year; there are now more male students at the training colleges than there were in 1914.

The ordinary course of training is for two years, so that if the training colleges had their full complement of students (150 in each case) the number of students annually completing their training and passing into the schools would be about 300. Under certain conditions a one-year course is provided for in the case of University graduates or matriculated students who have completed a two-years course at an agricultural college or a school of home science recognized by the University of New Zealand. In addition, there are short-period studentships, of not less than three months' or more than one year's duration, for the benefit of teachers who have been already employed in teaching and are deemed worthy of further training in professional work, the allowances payable to such students being the same as those payable to students under Division B. The actual number of students completing one or other of these courses at the end of 1919 was 271, as compared with 229 in 1918.

For the teaching practice of students the normal practising schools forming part of the training college in each case are available, and opportunities of observation are also extended so as to embrace specially selected teachers and classes in neighbouring schools. Each normal school includes—(a) a main school, organized as a "mixed school"; and (b) such "model schools" as may be approved by the Minister, each model school being one of the following types: (i) A rural public school under a sole teacher; (ii) a junior school under one teacher with not more than 45 children of classes P to S2 on the roll; (iii) a class representing the secondary department of a district high school; (iv) a class for backward children;

(v) a junior kindergarten. Provision is made for the staffing of classes for backward children and for public schools established as model schools, a class for backward children being in operation in Auckland in a specially designed modern building erected at the cost of a private donor.

Students receive their theoretical instruction from the training-college staff, and also attend University college classes to a considerable extent. A certain proportion of students attempt degree work in conjunction with their training-college work, although this double course is discouraged except in cases of specially suited students.

Divisions A, B, and C students satisfactorily completing the prescribed course of work at the training college may, on the recommendation of the Principal, receive without further examination a trained teacher's certificate ranking with the Class C or Class D certificate, as may be determined. Of the students beginning a two-years course in 1918, 4 held Class C certificates, 129 Class D certificates, and 87 held partial successes towards teachers' certificates at the time of entry; and at the end of the course, out of 252 students, 1 held a Class A certificate, 13 Class B certificates, 144 Class C certificates, and 68 Class D certificates, the remaining students having secured sectional passes.

Still further increases were made in 1919 in the allowances payable to training-college students. Division A and Division C students now receive an annual allowance of £85, and Division B and Division D students, £65; all receive in addition University class fees, and, when necessary, a boarding-allowance of £25 per annum or a travelling-allowance.

The amounts paid to Education Boards in 1918-19 and 1919-20 for the training of teachers were as follows:—

I. Training colleges—		1918-19.	1919-20.
Salaries of staffs (two-fifths charged to public-school salaries)	£	16,741	21,418
War bonus to staff (£261) and students (£3,903)	..	4,164	..
Students' allowances and University fees	..	32,110	56,967
Special instruction, libraries, and incidentals	..	1,437	1,420
Buildings, sites, and equipment	.. ..	140	3,344
		— 54,592	— 83,149
II. Other training—			
Grants for special instruction in certificate subjects of teachers other than training-college students	..	1,800	3,162
Railway fares of teachers	.. ..	3,529	2,759
		— 5,329	— 5,921
Totals	.. ..	£59,921	£89,070

PROVISION FOR UNCERTIFICATED TEACHERS.

Apart from the provision for training colleges, a sum of £5,921, as shown above, was expended upon the maintenance of training classes for uncertificated teachers, and upon the conveyance of the teachers to the classes. The purposes for which the grants were made were:—

- (1.) Central classes for the direct personal tuition of uncertificated teachers (exclusive of pupil-teachers and probationers) in subjects required for the D certificate.
- (2.) Tuition and training in Class D subjects 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 are recognized unless the Board makes adequate provision for practical work.
- (3.) Courses of practical work in physical and natural science, in subjects of manual instruction other than those usually taught by special instructors, in vocal music, and in drawing.

GRADING OF TEACHERS.

During the year the third revision of the graded list of certificated teachers was duly completed under the amended regulations. Several improvements in the system have been made as the result of experience, and it is considered that the regulations now fairly meet nearly all the requirements of the situation.

Though there have been general and theoretical criticisms of the system and its results, it has been found that with few exceptions the criticisms cannot be justified when an appeal is made to the actual facts of the case and a specific instance is called forth. Many criticisms are due to want of careful reading and study of the regulations, remarkable ignorance of the system being often

displayed even by those who are selected by branches of the New Zealand Education Institute to place before the authorities their criticisms of the system. In a similar way there is much misguided criticism due to the selection by teachers of a few cases out of over four thousand, on which slender basis sweeping assertions are confidently made.

One exception above referred to was the lack of uniformity in the grading of one education district. In all of the other eight districts a reasonable degree of uniformity was secured without difficulty two years ago, and no valid criticism of uniformity has ever been made regarding those districts. The standard of grading in the district referred to was, in accordance with regulations, on the judgment of a conference of all senior Inspectors, brought into more reasonable conformity with that of the other eight districts, and though it is claimed that the standard of grading is still slightly higher in that district than elsewhere, the difference is so slight as to be fairly free from criticism.

It may now be asserted that the standard of grading throughout the Dominion is reasonably uniform. Further, the Inspectors in the various districts state that under the system now in operation, and made effective in the present graded list, the teachers are really placed in order of merit as far as their general efficiency as teachers is concerned. It should always be remembered that there must of necessity be distinct limitations to the operation of a Dominion scheme for the grading of teachers. When all the operative factors are considered, as well as the variety of conditions and the number of officers who have some share in the carrying-out of the system, it will be recognized that a degree of success considerably short of perfection must be regarded as satisfactory. The only alternative is the form of selection and appraisal of the efficiency of teachers which obtained before the introduction of the grading system. A careful analysis of the results of this method reveals a condition of affairs that can be described only as chaotic. Teachers with approximately the same salaries and holding similar positions are shown to differ in efficiency to such an extent that they are separated from each other by nearly two-thirds of the length of the graded list. Scores of teachers of very high efficiency are holding minor and comparatively poorly paid positions while many others, much less efficient, are holding far higher and better-paid positions. An earlier application of the present grading scheme would, in spite of the scheme's necessary limitations, have made it impossible for the present condition of things to arise where in a great number of cases comparative inefficiency triumphs over efficiency.

As it is useless to grade teachers except with the object of securing a basis for appointment and promotion, it is clear that, provided a classification is secured that places teachers as nearly as possible in order of merit, the sooner such a classification is made operative the sooner will there be some guarantee that merit in a teacher will meet its due reward. It is claimed that the present graded list provides such a classification. All theoretical criticism and generalizations on imperfect data may be ignored. The only effective criticism would be such as would show that the teachers are not placed in reasonable order of merit, or that better results could be secured by some alternative method. A test of this kind would be accepted by the Department with confidence. On the other hand, if the present system has succeeded in placing the teachers in order of merit, it may be asked whether anything further is required of it.

FINANCES OF EDUCATION BOARDS.

(See Tables F1-F3.)

The following figures show the receipts and payments of Education Boards for the year 1919 under the various headings :—

	Receipts. £	Payments. £
General fund expended on administration	47,863	38,003
Teachers' salaries and allowances (including relieving teachers) ..	1,278,842	1,281,942
School and class libraries—Capitation and subsidies	3,633	1,494
Conveyance and board of school-children	11,972	16,715
Incidental expenses of schools	83,301	83,360
Training of teachers	79,801	79,703
Manual instruction	51,884	63,095
Technical instruction	97,427	100,823
New public-school buildings and sites	91,053	106,296
Rebuilding, rent, and maintenance of school buildings ..	139,106	124,448
Subsidies and voluntary contributions, scholarships, refunds, &c.	17,386	33,678
Receipts from local sources	46,988	..
Totals	<u>£1,949,256</u>	<u>£1,929,557</u>

The receipts exceeded the payments by £19,699, the Boards' cash balances being greater by that amount at the end than at the beginning of 1919. Excluding the amount received at the beginning of the year in trust for rebuilding, the principal saving was effected in the General Fund, and transfers were made to some extent from that fund to extinguish deficits on special accounts. The debit balances on all special accounts having been extinguished in 1918, the transfers necessary in 1919 were not very large.

The cost of the Boards' administration was nearly £5,000 greater than in the preceding year, owing principally to increased salaries of the staffs. The cost averaged 4·4s. per head of the average attendance, ranging in the various districts from 3·4s. to 6·1s. By the provisions of the Education Amendment Act, 1919, the capitation payment of 5s. was replaced by an annual grant of £750 and a capitation of 3s. 6d. on the average attendance, the new scale of payments coming into operation in November, 1920.

The payments on account of the incidental expenses of School Committees also show an increase of £17,190 compared with the previous year, the amount being met by additional allowances also provided under the Amendment Act and regulations made in 1919. The cost of incidental expenses of School Committees works out at 9·5s. per head of the average attendance, ranging from 8·7s. to 11·7s. in the various districts.

In the case of both the Manual Instruction Account and the Technical Instruction Account transfers from the General Fund were necessary in several instances to extinguish the deficits. Owing to certain amounts being due at the end of the year for capitation, however, the difference between the income and expenditure was not so great as the figures given above appear to indicate.

Payments to Boards to be held in trust for the purpose of rebuilding worn-out schools were discontinued in 1919, it being considered no longer desirable to continue this practice.

The total cash balances of the Boards amounted to £158,812 16s. 2d. at the end of 1919, all Boards having credit balances which ranged from £1,155 12s. 3d. to £89,209 8s. 11d. These balances include large sums paid to the Boards over a long period, to be held in trust for the purpose of rebuilding worn-out schools, and, as has been pointed out before, if these moneys had been strictly kept for the proper purpose many Boards would have had much larger credit balances to their account at the present time.

EDUCATION RESERVES.

The Education Reserves Amendment Act of 1914 provides for the revenue received from primary-education reserves to be paid by the Receiver of Land Revenue into the Public Account to the credit of a special deposit account called "The Primary Education Endowments Deposit Account." The moneys so received are applied without further appropriation than the Act mentioned towards the payment of amounts charged on the Consolidated Fund for the purposes of primary education. The revenue from this source during the year 1919-20 was £90,750.

KINDERGARTEN SCHOOLS.

The Education Act does not provide for the establishment of State kindergarten classes, except in the case of the practising schools attached to the four teachers' training colleges in each of which a kindergarten class of not more than forty pupils may be included.

Kindergarten schools under the control of free kindergarten associations are, however, conducted at each of the four chief centres, the total number of children in attendance being approximately 600. The Government pays a subsidy of £1 5s. to the pound upon moneys raised for the maintenance of these schools up to a limit of £3 2s. 6d. per head of the average attendance, the total amount paid on this account in the year 1919-20 being £1,945. In addition, a pound-for-pound subsidy is paid on moneys raised for buildings, sites, or initial equipment for the schools; the sum paid in this manner for the last financial year being £1,367.

No. 2.—DETAILED TABLES RELATING TO PRIMARY EDUCATION.

TABLE A1.—NUMBER OF PUBLIC SCHOOLS, DECEMBER, 1919, CLASSIFIED ACCORDING TO GRADE.

Grade of School and Average Attendance.			Auckland.	Taranaki.	Wanganui.	Hawke's Bay.	Wellington.	Nelson.	Canterbury.	Otago.	Southland.	Total Number of Schools, Dec. 1919.
0	1-8	..	53	9	16	11	30	23	19	11	13	185
I	9-20	..	216	37	64	37	75	48	109	81	54	721
II	21-35	..	140	35	31	24	47	23	94	55	41	490
III	A 36-80	..	155	51	54	35	46	23	87	54	56	561
	B 81-120	..	27	10	11	12	13	8	28	14	8	131
IV	A 121-160	..	6	1	9	4	4	4	7	7	4	46
	B 161-200	..	11	2	2	1	10	3	8	5	4	46
	C 201-240	..	9	..	3	2	3	3	4	..	3	27
V	A 241-280	..	8	1	3	4	5	..	4	3	..	28
	B 281-320	..	5	2	4	2	3	2	3	1	3	25
	C 321-360	..	4	..	..	3	7	..	4	5	..	23
VI	D 361-400	..	3	..	1	3	1	..	3	1	1	13
	A 401-440	..	5	..	1	1	..	..	2	2	2	13
	B 441-480	..	5	1	1	1	1	..	3	2	..	14
VII	A 481-520	..	4	..	1	..	3	..	1	1	..	10
	B 521-560	..	..	..	2	..	2	..	3	2	..	9
	C 561-600	..	2	1	1	1	1	..	3	3	..	12
	D 601-640	..	3	..	..	..	2	..	4	4	1	14
	E 641-680	..	5	..	1	..	1	..	1	2	..	10
	F 681-720	..	4	2	..	1	1	..	..	..	..	8
	G 721-760	..	2	..	..	..	2	1	1	..	1	7
	H 761-800	..	1	..	..	1	1	..	..	..	..	3
	I 801-840	..	2	..	..	..	..	..	..	..	..	2
	J 841-880	..	..	..	..	..	..	..	1	..	..	1
	K 881-920	..	..	..	..	..	..	..	1	..	..	1
Totals for 1919			670	152	205	143	258	138	390	253	191	2,400
Totals for 1918			637	153	205	147	259	133	388	258	185	2,365
Difference ..			+33	-1	..	-4	-1	+5	+2	-5	+6	+35

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

TABLE B1.—SCHOOL ATTENDANCE AT PUBLIC SCHOOLS FOR 1919.

(Excluding Secondary Departments of District High Schools.)

Education Districts.			Roll Numbers.		Mean of Average Weekly Roll of Four Quarters, 1919.			Average Attendance for Whole Year (Mean of Average Attendance of Four Quarters).			Average Attendance as Percentage of the Mean of Average Weekly Roll of Four Quarters, 1919.
			Pupils at 31st December 1918.	Pupils at 31st December, 1919.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Auckland	..	..	53,259	54,422	28,027	25,603	53,630	25,135	22,793	47,928	89.4
Taranaki	..	..	10,091	10,128	5,240	4,728	9,968	4,770	4,249	9,019	90.5
Wanganui	..	..	15,484	15,311	7,956	7,352	15,308	7,226	6,610	13,836	90.4
Hawke's Bay	..	..	13,495	13,843	7,115	6,435	13,550	6,473	5,812	12,285	90.7
Wellington	..	..	24,862	24,603	12,788	11,659	24,447	11,763	10,611	22,374	91.5
Nelson	..	..	6,980	6,841	3,577	3,279	6,856	3,264	2,962	6,226	90.8
Canterbury	..	..	34,090	34,488	17,326	16,271	33,597	15,612	14,557	30,169	89.8
Otago	..	..	22,339	22,192	11,387	10,558	21,945	10,512	9,689	20,201	92.1
Southland	..	..	12,080	12,072	6,160	5,692	11,852	5,529	5,043	10,572	89.2
Totals, 1919			..	193,900	99,576	91,577	191,153	90,284	82,326	172,610	90.3
Totals, 1918			192,680	..	98,236	90,696	188,932	87,730	79,871	167,601	88.7
Difference			..	1,220	1,340	881	2,221	2,554	2,455	5,009	1.6

TABLE B2.—SCHOOL ATTENDANCE AT PUBLIC SCHOOLS FOR 1919.
(Including Secondary Departments of District High Schools.)

Education Districts.	Roll Numbers.		Mean of Average Weekly Roll of Four Quarters, 1919.			Average Attendance for Whole Year (Mean of Average Attendance of Four Quarters).			Average Attendance as Percentage of the Mean of Average Weekly Roll of Four Quarters, 1919.
	Pupils at 31st December, 1918.	Pupils at 31st December, 1919.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Auckland	53,650	54,787	28,234	25,845	54,079	25,313	23,011	48,324	89.4
Taranaki	10,285	10,310	5,349	4,828	10,177	4,868	4,337	9,205	90.5
Wanganui	15,626	15,445	8,039	7,431	15,470	7,301	6,678	13,979	90.4
Hawke's Bay	13,614	13,957	7,183	6,499	13,682	6,537	5,872	12,409	90.7
Wellington	25,208	24,886	12,946	11,838	24,784	11,911	10,779	22,690	91.6
Nelson	7,139	7,004	3,649	3,383	7,032	3,331	3,059	6,390	90.9
Canterbury	34,722	35,138	17,703	16,647	34,350	15,956	14,897	30,853	89.8
Otago	22,610	22,460	11,508	10,721	22,229	10,622	9,841	20,463	92.1
Southland	12,080	12,072	6,160	5,692	11,852	5,529	5,043	10,572	89.2
Totals for 1919	..	196,059	100,771	92,884	193,655	91,368	83,517	174,885	90.3
Totals for 1918	194,934	..	99,374	92,008	191,382	88,783	81,053	169,836	88.7
Difference	..	1,125	1,397	876	2,273	2,585	2,464	5,049	1.6

TABLE B3.—AVERAGE ATTENDANCE FOR THE YEAR 1919 AT THE PUBLIC SCHOOLS AS GROUPED IN
TABLE A1, AS ESTIMATED FOR DETERMINING THE GRADES OF SCHOOLS.
(Including Secondary Departments of District High Schools.)

Grade.		Auckland.	Taranaki.	Wanganui.	Hawke's Bay.	Wellington.	Nelson.	Canterbury.	Otago.	Southland.	Totals for 1919.
O	1-8	367	56	105	51	166	151	106	66	55	1,123
I	9-20	3,258	608	897	522	966	738	1,509	1,132	780	10,410
II	21-35	3,775	935	757	580	1,171	591	2,433	1,424	1,046	12,712
III	A 36-80	8,013	2,697	2,809	1,903	2,428	1,151	4,346	2,735	2,689	28,771
	B 81-120	2,675	1,012	1,056	1,207	1,267	782	2,667	1,261	690	12,617
IV	A 121-160	830	157	1,248	593	594	511	987	937	576	6,433
	B 161-200	2,028	375	336	164	1,735	544	1,461	855	697	8,195
V	C 201-240	2,117	..	658	466	662	664	939	..	637	6,143
	A 241-280	2,113	256	834	1,063	1,280	..	1,565	802	..	7,913
VI	B 281-320	1,620	591	1,216	615	945	542	933	299	899	7,660
	C 321-360	1,393	..	..	1,034	2,406	..	1,377	1,763	..	7,973
VII	D 361-400	1,101	..	363	1,179	365	..	1,161	365	433	4,967
	A 401-440	2,152	..	458	433	..	..	877	880	836	5,636
VIII	B 441-480	2,316	464	504	544	486	..	1,400	956	..	6,670
	A 481-520	2,049	..	499	..	1,578	..	501	704	..	5,331
IX	B 521-560	..	..	1,243	..	1,218	..	1,726	1,001	..	5,188
	C 561-600	1,160	603	603	566	605	..	1,729	1,755	..	7,024
X	D 601-640	1,800	..	..	..	1,213	..	2,582	2,518	603	8,716
	E 641-680	3,355	..	652	..	712	..	655	1,341	..	6,715
XI	F 681-720	2,863	1,465	..	787	686	..	..	..	..	5,801
	G 721-760	1,495	..	..	..	1,524	737	747	..	678	5,181
XII	H 761-800	776	..	..	746	737	..	..	..	..	2,259
	I 801-840	1,636	..	..	..	..	..	..	..	..	1,636
XIII	J 841-880	..	..	..	..	..	..	840	..	..	840
	K 881-920	..	..	..	..	..	..	940	..	..	940
Totals for 1919		48,892	9,219	14,241	12,453	22,744	6,411	31,481	20,794	10,619	176,854
Totals for 1918		46,399	8,908	14,044	12,074	22,638	6,282	30,016	20,575	10,543	171,479
Increase		2,493	311	197	379	106	129	1,465	219	76	5,375

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

A.—The average attendance as given in Table B3 differs from that in Table B2 for the following reasons:—

(1.) Under certain contingencies the regulations provide for the elimination of one or two quarters' averages in the case of any school or department if the grade of the school or department would be raised or maintained by calculating the yearly average attendance on the mean of the remaining quarters' average. The amended average attendance thus ascertained is reckoned for the sole purpose of determining the grade of the school, and consequently this 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 B2 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 B2 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 "primary" staffs of schools, however, the figures require to be reduced by the attendance in secondary departments of district high schools, viz.: Grade IIIA, 23; IIIB, 54; IVA, 55; IVB, 205; IVC, 70; VA, 111; VB, 177; VC, 142; VD, 152; VIA, 187; VIB, 143; VIIB, 224; VIIc, 86; VIIF, 178; VIIg, 107; VIIH, 80; VIIJ, 213; total, 2,207.

PUBLIC SCHOOLS.—AGE AND SEX OF SCHOLARS.
TABLE C1.—AGE AND SEX OF THE PUPILS ON THE SCHOOL-ROLLS IN THE SEVERAL EDUCATION DISTRICTS AT THE END OF 1919.
(Excluding Secondary Departments of District High Schools.)

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.	Totals.		
Auckland	2,048	1,904	3,003	2,782	3,277	3,016	3,158	2,935	3,134	2,837	3,128	2,949	3,157	2,809	2,927	2,643	2,654	2,378	1,386	1,295	539	463	28,411	26,011	54,422
Taranaki	362	328	588	497	612	590	639	589	608	577	633	546	565	507	520	497	445	395	244	234	85	67	5,301	4,827	10,128
Wanganui	570	523	752	747	909	835	893	849	954	867	904	858	896	830	851	714	708	703	413	313	122	100	7,972	7,339	15,311
Hawke's Bay	526	439	755	637	844	732	895	766	832	765	816	774	808	745	749	697	621	594	338	307	104	99	7,288	6,555	13,843
Wellington	991	895	1,380	1,246	1,517	1,336	1,416	1,314	1,527	1,440	1,429	1,394	1,456	1,323	1,406	1,210	1,096	972	543	472	122	118	12,883	11,720	24,603
Nelson	289	276	392	365	416	396	412	373	374	372	425	400	359	380	376	332	323	256	141	105	46	33	3,553	3,288	6,841
Canterbury	1,484	1,420	1,947	1,874	2,034	1,941	2,126	1,943	1,977	1,915	2,013	1,892	1,955	1,765	1,860	1,759	1,480	1,412	722	580	199	190	17,797	16,691	34,488
Otago	1,026	901	1,254	1,162	1,294	1,187	1,269	1,190	1,251	1,229	1,190	1,156	1,252	1,173	1,221	1,168	1,082	982	512	437	159	97	11,510	10,682	22,192
Southland	567	508	650	597	757	656	725	676	685	642	703	659	695	688	616	640	535	469	280	220	65	39	6,278	5,794	12,072
Totals for 1919	7,863	7,194	10,721	9,907	11,660	10,689	11,533	10,635	11,342	10,644	11,241	10,628	11,143	10,220	10,526	9,660	8,944	8,161	4,579	3,963	1,441	1,206	100,993	92,907	193,900
Totals for 1918	7,416	6,767	10,653	9,875	11,511	10,523	11,277	10,543	11,307	10,545	11,473	10,701	10,723	9,930	10,403	9,746	9,014	8,227	4,816	4,322	1,623	1,285	100,216	92,464	192,680
Difference	447	427	68	32	149	166	256	92	35	99	232	73	420	290	123	86	70	66	237	359	182	79	777	443	1,220

TABLE C2.—STANDARD CLASSES OF PUPILS ON SCHOOL-ROLLS IN THE SEVERAL EDUCATION DISTRICTS AT THE END OF 1919.
(Excluding Secondary Departments of District High Schools.)

Education Districts.	Pupils at End of Year in Standard																		Totals.								
	Pupils in Preparatory Classes.						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.			
Auckland	10,805	9,623	20,428	3,589	3,200	6,789	3,453	3,237	6,690	3,372	3,247	6,619	3,109	2,916	6,025	2,539	2,294	4,833	1,517	1,459	2,976	27	35	62	28,411	26,011	54,422
Taranaki	2,050	1,782	3,832	665	625	1,290	664	539	1,203	618	617	1,235	535	512	1,047	445	441	886	314	295	609	10	16	26	5,301	4,827	10,128
Wanganui	2,743	2,501	5,244	1,010	902	1,912	1,039	936	1,975	980	920	1,900	932	831	1,763	746	749	1,495	519	491	1,010	3	9	12	7,972	7,339	15,311
Hawke's Bay	2,721	2,247	4,968	833	785	1,618	906	854	1,760	845	812	1,657	795	690	1,485	713	707	1,420	470	451	921	5	9	14	7,288	6,555	13,843
Wellington	4,334	3,757	8,091	1,505	1,405	2,910	1,547	1,503	3,050	1,584	1,519	3,103	1,453	1,366	2,819	1,360	1,210	2,570	1,075	918	1,993	25	42	67	12,883	11,720	24,603
Nelson	1,183	1,024	2,207	421	400	821	428	438	866	436	438	874	414	388	802	390	339	729	262	249	511	19	12	31	3,553	3,288	6,841
Canterbury	6,304	5,826	12,130	2,266	2,100	4,366	2,238	2,105	4,343	2,188	2,031	4,219	1,901	1,871	3,772	1,749	1,666	3,415	1,142	1,077	2,219	9	15	24	17,797	16,691	34,488
Otago	3,743	3,329	7,072	1,576	1,450	3,026	1,365	1,347	2,712	1,442	1,303	2,745	1,352	1,316	2,668	1,143	1,136	2,279	876	784	1,660	13	17	30	11,510	10,682	22,192
Southland	2,158	1,847	4,005	800	698	1,498	794	744	1,538	816	846	1,662	711	709	1,420	620	562	1,182	374	382	756	5	6	11	6,278	5,794	12,072
Totals for 1919	36,041	31,936	67,977	12,665	11,565	24,230	12,434	11,703	24,137	12,281	11,733	24,014	11,202	10,599	21,801	9,705	9,104	18,809	6,549	6,106	12,655	116	161	277	100,993	92,907	193,900
Totals for 1918	34,589	30,586	65,175	12,817	12,019	24,836	12,581	11,888	24,469	12,293	11,546	23,839	11,023	10,269	21,292	9,586	9,202	18,788	7,215	6,788	14,003	112	166	278	100,216	92,464	192,680
Difference	1,452	1,350	2,802	-152	-454	-606	-147	-185	-332	-12	187	175	179	330	509	119	-98	21	-666	-682	-1,348	4	-5	-1	777	443	1,220

TABLE C3.—AGE AND SEX OF PUPILS, DECEMBER, 1919.
(Excluding Secondary Departments of District High Schools.)

Ages.	1919.			Percentages for Five Years.				
	Boys.	Girls.	Total.	1915.	1916.	1917.	1918.	1919.
5 and under 6 years	7,863	7,194	15,057	7·8	7·9	8·0	7·4	7·8
6 .. 7	10,721	9,907	20,628	10·8	10·6	10·6	10·7	10·6
7 .. 8	11,660	10,689	22,349	11·7	11·6	11·5	11·4	11·6
8 .. 9	11,533	10,635	22,168	11·4	11·7	11·7	11·3	11·4
9 .. 10	11,342	10,634	21,976	11·4	11·2	11·6	11·4	11·3
10 .. 11	11,241	10,628	21,869	11·2	11·1	11·1	11·5	11·3
11 .. 12	11,143	10,220	21,363	10·9	10·8	10·9	10·7	11·0
12 .. 13	10,526	9,660	20,186	10·0	10·5	10·4	10·5	10·4
13 .. 14	8,944	8,161	17,105	8·5	8·5	8·8	8·9	8·8
14 .. 15	4,579	3,963	8,542	4·5	4·3	4·2	4·7	4·4
15 and over	1,441	1,216	2,657	1·8*	1·8*	1·2	1·5	1·4
Totals	100,993	92,907	193,900	100·0	100·0	100·0	100·0	100·0

* Including secondary departments of District High Schools.

TABLE C4.—CLASSIFICATION OF PUPILS AT PUBLIC SCHOOLS, DECEMBER, 1919.
(Excluding Secondary Departments of District High Schools.)

Classes.	Boys.	Girls.	Total.	Percentages for Five Years.				
				1915.	1916.	1917.	1918.	1919.
Class P	36,041	31,936	67,977	35·94	35·48	35·14	33·83	35·05
S1	12,665	11,565	24,230	12·50	12·76	12·90	12·89	12·50
S2	12,434	11,703	24,137	12·19	12·26	12·75	12·70	12·45
S3	12,281	11,733	24,014	11·92	11·86	12·14	12·37	12·39
S4	11,202	10,599	21,801	10·70	10·91	10·93	11·05	11·24
S5	9,705	9,104	18,809	9·22	9·27	9·52	9·75	9·70
S6	6,549	6,106	12,655	6·19	6·14	6·46	7·27	6·53
S7	116	161	277	1·34*	1·32*	0·16	0·14	0·14
Totals	100,993	92,907	193,900	100·00	100·00	100·00	100·00	100·00

* Including secondary departments of District High Schools.

TABLE C5.—AVERAGE AGE OF PUPILS AS AT 31ST DECEMBER, 1919.

Education Districts.	Average Ages of the Pupils in each Class.								Average Ages for all Classes, 1919.
	P. Yrs. mos.	I. Yrs. mos.	II. Yrs. mos.	III. Yrs. mos.	IV. Yrs. mos.	V. Yrs. mos.	VI. Yrs. mos.	Yrs. mos.	
Auckland	7 3	9 4	10 5	11 5	12 6	13 4	14 2	9 11	
Taranaki	7 3	9 3	10 4	11 4	12 4	13 3	14 0	9 10	
Wanganui	7 2	9 2	10 2	11 3	12 2	13 3	13 10	9 11	
Hawke's Bay	7 2	9 2	10 2	11 2	12 3	13 2	14 0	9 11	
Wellington	6 11	8 11	9 10	10 11	12 0	12 10	13 8	9 9	
Nelson	6 11	8 9	10 11	10 10	11 11	12 9	13 8	9 9	
Canterbury	6 11	9 0	10 0	11 1	12 2	12 11	13 10	9 9	
Otago	6 10	8 9	9 11	11 1	12 1	13 0	13 10	9 10	
Southland	6 11	8 9	9 11	11 1	12 1	13 0	13 10	9 10	
Average for Dominion, 1919	7 1	9 0	10 1	11 3	12 3	13 1	13 11	9 10	
Range (difference between highest and lowest)	0 5	0 7	0 7	0 7	0 7	0 7	0 6	0 2	
Average for Dominion, 1918	7 0	8 11	10 1	11 1	12 1	13 1	13 11	9 10	
Range (difference between highest and lowest)	0 4	0 7	0 7	0 7	0 9	0 11	0 5	0 2	

TABLE C6.—PROFICIENCY CERTIFICATE EXAMINATION RESULTS, 1919, IN PUBLIC SCHOOLS.

Education District.	Number of S6 Pupils on Roll.	Proficiency Certificates.		Competency Certificates.		Endorsed Competency Certificates (Included in Competency Certificates).	
		Number.	Percentage.	Number.	Percentage.	Number.	Percentage.
Auckland	3,337	2,494	74·7	486	14·6	33	1·0
Taranaki	629	471	74·9	76	12·1	7	1·1
Wanganui	1,076	705	65·5	189	17·5	17	1·6
Hawke's Bay	944	530	56·1	176	16·7	8	0·8
Wellington	2,098	1,310	62·4	386	18·4	119	5·7
Nelson	560	336	60·0	112	20·0	37	6·6
Canterbury	2,507	1,642	65·5	463	18·5	57	2·3
Otago	1,768	1,356	76·7	172	9·7	4	0·2
Southland	816	537	65·8	135	16·5	5	0·6
Totals	13,735	9,381	68·3	2,195	16·0	287	2·1

TABLE C7.—NUMBER OF CHILDREN WHO LEFT THE PRIMARY SCHOOLS IN 1918.

	Auckland.	Taranaki.	Wanganui.	Hawke's Bay.	Wellington.	Nelson.	Canterbury.	Otago.	Southland.	Totals.
Those who passed Standard VI :—										
Boys	1,528	288	394	346	813	109	1,051	718	341	5,588
Girls	1,363	248	341	366	747	89	989	578	330	5,051
Total	2,891	536	735	712	1,560	198	2,040	1,296	671	10,639
Those who did not pass Standard VI but reached the age of 14 years :—										
Boys	719	143	244	172	246	91	438	300	172	2,525
Girls	656	103	200	140	203	40	376	276	143	2,137
Total	1,375	246	444	312	449	131	814	576	315	4,662
Totals :—										
Boys	2,247	431	638	518	1,059	200	1,489	1,018	513	8,113
Girls	2,019	351	541	506	950	129	1,365	854	473	7,188
Totals	4,266	782	1,179	1,024	2,009	329	2,854	1,872	986	15,301

TABLE D1.—REGISTERED PRIVATE PRIMARY SCHOOLS FOR 1919.—NUMBER, AVERAGE ATTENDANCE, ROLL, CLASSIFICATION, AND AGES OF PUPILS.

Education District.	Number of Schools.	Average Attendance.	Roll Number.			Pupils in Preparatory Class.		Ages of Pupils.					
			Boys.	Girls.	Total.	Number.	Percentage of whole.	Under 7.		7 to 10.		Over 10.	
								Number.	Percentage of whole.	Number.	Percentage of whole.	Number.	Percentage of whole.
Auckland ..	47	4,726	2,391	2,913	5,304	1,672	..	1,037	..	1,619	..	2,648	..
Taranaki ..	13	1,100	549	684	1,233	479	..	283	..	384	..	566	..
Wanganui ..	22	1,531	832	981	1,813	587	..	333	..	626	..	854	..
Hawke's Bay ..	16	1,369	713	837	1,550	539	..	299	..	539	..	712	..
Wellington ..	33	3,125	1,552	2,060	3,612	1,163	..	648	..	1,123	..	1,841	..
Nelson ..	7	554	265	307	572	172	..	127	..	212	..	233	..
Canterbury ..	44	3,641	1,997	2,131	4,128	1,272	..	701	..	1,330	..	2,077	..
Otago ..	18	1,624	812	984	1,796	466	..	304	..	654	..	838	..
Southland ..	12	802	414	555	969	286	..	170	..	268	..	531	..
Totals ..	212	18,472	9,525	11,452	20,977	6,636	32	3,902	19	6,775	32	10,300	49

TABLE D2.—REGISTERED PRIVATE PRIMARY SCHOOLS FOR 1919.—STAFFING AND EXAMINATION STATISTICS.

Education District.	Average Attendance.	Staffs.			Examination Results.				
		Number of Teachers.		Number of Pupils per Teacher.	Number of S6 Pupils.	Certificates of Proficiency.		Certificates of Competency.	
		Males.	Fe-males.			Number.	Percentage.	Number.	Percentage.
Auckland ..	4,726	15	159	27	318	201	63	60	19
Taranaki ..	1,100	2	35	30	93	64	69	8	9
Wanganui ..	1,531	7	57	24	122	62	52	19	16
Hawke's Bay ..	1,369	8	44	26	120	68	57	19	16
Wellington ..	3,125	7	97	30	291	165	57	55	19
Nelson ..	554	..	18	31	63	28	46	21	33
Canterbury ..	3,641	17	111	28	310	163	53	54	17
Otago ..	1,624	8	62	23	164	125	76	11	7
Southland ..	802	3	33	22	72	41	57	14	19
Totals ..	18,472	67	616	27	1,553	917	59	261	17

TABLE E1.—SCHOOL STAFF, DECEMBER, 1919 (EXCLUSIVE OF SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS).

Education Districts.	Number of Schools.	Sole Teachers.		Heads of Schools.		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 ..	670	156	187	223	36	121	608	500	831	1,331	41	151	192	1,523	60.2	48,508	32
Taranaki ..	152	13	69	41	26	14	118	68	213	281	2	24	26	307	31.9	9,041	30
Wanganui ..	205	40	72	77	12	27	185	144	269	413	10	42	52	465	53.5	14,098	32
Hawke's Bay ..	143	14	57	60	9	28	180	102	246	348	4	38	42	390	41.5	12,329	33
Wellington ..	258	35	115	84	9	61	341	180	465	645	11	35	46	691	38.7	22,417	34
Nelson ..	138	22	70	30	6	10	81	62	157	219	1	22	23	242	39.5	6,247	27
Canterbury ..	390	36	184	129	33	73	395	238	612	850	23	99	122	972	38.9	30,861	33
Otago ..	253	27	120	103	3	67	244	197	367	564	28	57	85	649	53.7	20,527	34
Southland ..	191	36	74	57	23	22	137	115	234	349	3	35	38	387	49.1	10,619	29
Totals, 1919 ..	2,400	379	948	804	157	423	2,289	1,606	3,394	5,000	123	503	626	5,626	47.3	174,647	32
Totals, 1918 ..	2,365	296	1027	745	189	325	2,236	1,366	3,452	4,818	123	523	646	5,464	37.6	169,473	32
Difference ..	+35	+83	-79	+59	-32	+98	+53	+240	-58	+182	..	-20	-20	+162	+9.7	+5,174	..

TABLE E2.—CLASSIFICATION OF TEACHERS IN PUBLIC PRIMARY SCHOOLS AT 31ST DECEMBER, 1919.

Education Districts.	All Schools.				Excluding Schools of Grades 0 and I.			
	Classified Teachers.	Holders of Licenses.	Unclassified and Unlicensed Teachers.	Total.	Classified Teachers.	Holders of Licenses.	Unclassified and Unlicensed Teachers.	Totals.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Auckland ..	916	40	375	1,331	893	33	241	1,167
Taranaki ..	150	5	126	281	143	5	88	236
Wanganui ..	266	14	133	413	255	11	68	334
Hawke's Bay ..	240	9	99	348	232	8	60	300
Wellington ..	488	15	142	645	468	12	64	544
Nelson ..	126	8	85	219	118	5	30	153
Canterbury ..	696	13	141	850	650	10	63	723
Otago ..	464	7	93	564	429	2	41	472
Southland ..	231	11	107	349	219	9	55	283
Totals ..	3,577	122	1,301	5,000	3,407	95	710	4,212

TABLE E3.—DETAILS OF CLASSIFICATION OF TEACHERS IN PUBLIC PRIMARY SCHOOLS, DECEMBER, 1919.

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

Education Districts.	Class A.			Class B.			Class C.			Class D.			Class E.			Total.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.
Auckland ..	5	1	6	33	5	38	214	200	414	126	246	372	9	77	86	387	529	916
Taranaki ..	1	..	1	3	..	3	27	24	51	20	56	76	4	15	19	55	95	150
Wanganui ..	3	2	5	13	5	18	51	44	95	37	87	124	3	21	24	107	159	266
Hawke's Bay ..	1	0	1	13	2	15	46	38	84	24	99	123	1	16	17	85	155	240
Wellington ..	5	3	8	32	19	51	52	124	176	58	169	227	2	24	26	149	339	488
Nelson ..	1	..	1	8	5	13	20	20	40	11	50	61	1	10	11	41	85	126
Canterbury ..	14	..	14	40	10	50	96	231	327	60	204	264	7	34	41	217	479	696
Otago ..	7	2	9	31	12	43	86	151	237	50	121	171	1	3	4	175	289	464
Southland ..	1	..	1	13	6	19	30	53	83	33	70	103	10	15	25	87	144	231
Totals ..	38	8	46	186	64	250	622	885	1,507	419	1,102	1,521	38	215	253	1,303	2,274	3,577

TABLE F1.—RECEIPTS AND BANK BALANCES OF THE SEVERAL EDUCATION BOARDS FOR THE YEAR 1919.

Education Boards.	Receipts from Government.														Total Receipts.	Cash Balances, 1st January, 1919.
	Receipts from Government.															
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)			(15.)
General Fund.	Teachers' and Relieving-teachers' Salaries and Allowances.	Libraries (Capitation Grant).	Conveyance and Board of Pupils.	Incidental Expenses of Schools.	Training of Teachers.	Manual Instruction.	Technical Instruction.	Public Schools Buildings, Sites, Furniture, &c.	Rebuilding, Rent, and Maintenance of School Buildings.	Scholarships, Subsidies, and Miscellaneous.	Total from Government.	Receipts from Local Sources.	Total Receipts.	Cash Balances, 1st January, 1919.		
Auckland ..	£ s. d. 15,706 7 5	£ s. d. 345,527 1 2	£ s. d. 177 13 9	£ s. d. 1,231 3 3	£ s. d. 219,751 8 0	£ s. d. 23,316 14 4	£ s. d. 416,411 18 10	£ s. d. 20,306 4 2	£ s. d. 39,630 3 9	£ s. d. 28,154 3 3	£ s. d. 4,404 9 5	£ s. d. 514,617 7 3	£ s. d. 310,789 14 2	£ s. d. 525,407 1 5	£ s. d. Cr. 76,576 16 4	
Taranaki ..	£ s. d. 2,504 2 6	£ s. d. 70,024 5 0	£ s. d. 219 15 0	£ s. d. 236 15 0	£ s. d. 5,101 11 3	£ s. d. 283 14 3	£ s. d. 2,764 6 8	£ s. d. 6,796 12 7	£ s. d. 5,106 5 9	£ s. d. 7,185 2 8	£ s. d. 1,018 19 9	£ s. d. 101,241 10 5	£ s. d. 6,097 19 10	£ s. d. 107,339 10 3	£ s. d. Cr. 3,373 12 2	
Wanganui ..	£ s. d. 3,600 12 0	£ s. d. 104,395 7 8	£ s. d. 340 8 3	£ s. d. 464 11 6	£ s. d. 7,340 10 3	£ s. d. 428 15 8	£ s. d. 4,555 14 0	£ s. d. 8,525 4 9	£ s. d. 3,887 14 9	£ s. d. 18,970 10 7	£ s. d. 1,038 8 2	£ s. d. 153,547 17 7	£ s. d. 5,893 10 8	£ s. d. 159,441 8 3	£ s. d. Cr. 2,124 5 11	
Hawke's Bay	£ s. d. 3,189 10 9	£ s. d. 85,461 13 2	£ s. d. 293 7 6	£ s. d. 1,958 11 10	£ s. d. 5,837 15 1	£ s. d. 615 7 5	£ s. d. 3,221 19 10	£ s. d. 5,650 13 8	£ s. d. 10,413 10 10	£ s. d. 8,641 17 8	£ s. d. 1,805 13 7	£ s. d. 127,090 1 4	£ s. d. 3,123 6 3	£ s. d. 130,213 7 7	£ s. d. Cr. 5,973 13 10	
Wellington ..	£ s. d. 5,755 13 10	£ s. d. 158,121 16 6	£ s. d. 551 10 0	£ s. d. 866 3 2	£ s. d. 10,485 2 9	£ s. d. 20,340 4 2	£ s. d. 5,734 15 6	£ s. d. 13,226 11 4	£ s. d. 19,921 10 6	£ s. d. 15,175 8 6	£ s. d. 2,466 13 10	£ s. d. 252,645 10 1	£ s. d. 5,598 13 1	£ s. d. 258,244 3 2	£ s. d. Cr. 10,668 15 10	
Nelson ..	£ s. d. 1,854 8 7	£ s. d. 52,739 19 3	£ s. d. 155 18 3	£ s. d. 932 11 0	£ s. d. 3,809 0 1	£ s. d. 350 0 0	£ s. d. 1,952 12 7	£ s. d. 3,483 14 4	£ s. d. 1,034 19 0	£ s. d. 5,148 9 2	£ s. d. 1,052 12 7	£ s. d. 72,514 4 10	£ s. d. 1,062 13 4	£ s. d. 73,576 18 2	£ s. d. Dr. 46 13 4	
Canterbury ..	£ s. d. 7,421 0 0	£ s. d. 228,630 4 3	£ s. d. 1,122 7 0	£ s. d. 2,979 4 10	£ s. d. 14,936 14 9	£ s. d. 17,300 5 2	£ s. d. 8,626 13 1	£ s. d. 20,230 1 11	£ s. d. 8,380 14 1	£ s. d. 30,689 13 5	£ s. d. 2,376 16 4	£ s. d. 342,693 14 10	£ s. d. 9,432 3 0	£ s. d. 352,125 17 10	£ s. d. Cr. 10,124 16 2	
Otago ..	£ s. d. 5,054 17 6	£ s. d. 149,886 8 4	£ s. d. 508 17 3	£ s. d. 1,616 6 8	£ s. d. 9,881 14 9	£ s. d. 16,820 17 11	£ s. d. 5,483 1 0	£ s. d. 10,897 13 0	£ s. d. 318 0 0	£ s. d. 15,745 11 2	£ s. d. 2,260 3 10	£ s. d. 218,473 11 5	£ s. d. 2,500 2 5	£ s. d. 220,973 13 10	£ s. d. Cr. 25,978 12 5	
Southland ..	£ s. d. 2,776 6 3	£ s. d. 84,054 19 5	£ s. d. 263 1 6	£ s. d. 1,686 15 6	£ s. d. 6,157 0 9	£ s. d. 344 16 6	£ s. d. 3,133 2 11	£ s. d. 8,309 12 4	£ s. d. 2,360 9 9	£ s. d. 9,395 0 10	£ s. d. 962 3 1	£ s. d. 119,443 8 10	£ s. d. 2,490 6 2	£ s. d. 121,933 15 0	£ s. d. Cr. 4,340 4 4	
Totals ..	£ s. d. 47,862 18 10	£ s. d. 1,278,841 14 9	£ s. d. 3,632 18 6	£ s. d. 11,972 2 8	£ s. d. 83,300 17 8	£ s. d. 79,800 15 5	£ s. d. 551,884 4 5	£ s. d. 97,426 8 1	£ s. d. 191,053 8 5	£ s. d. 139,105 17 3	£ s. d. 317,386 0 7	£ s. d. 1,902,267 6 7	£ s. d. 46,988 8 11	£ s. d. 1,949,255 15 6	£ s. d. Cr. 139,114 3 8	

TABLE F2.—PAYMENTS AND BANK BALANCES OF THE SEVERAL EDUCATION BOARDS FOR THE YEAR 1919.

Education Boards.	Staff Salaries, Clerical Assistance, Office Contingencies, &c.		Teachers' and Believing-teachers' Salaries and Allowances.		Libraries—Capitation Grants.		Conveyance and Board of Pupils.		Incidental Expenses of Schools.		Training of Teachers.		Manual Instruction.		Technical Instruction.		New Public Schools, Buildings, Sites, Furniture, &c.		Rebuilding, Rent, and Maintenance of School Buildings.		Subsidies, Scholarships, Workshops, Expenses, Refunds, and Sundries.		Total Payments.		Cash Balances, 31st December, 1919.	
	£	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 ..	10,160	12 9	347,180	14 6	236	3 7	1,261	13	421,322	3	422,728	19	2,20,540	6 4	22,171	1	3 36,804	3 11	24,147	7 11	6,221	2 9	512,774	8 10	Cr.	89,209 8 11
Taranaki ..	2,363	17 4	70,324	5 4	3	19 4	734	13 10	5,245	5 3	178	4 0	3,123	14 11	5,829	10 2	8,555	4 8	6,350	18 4	4,188	8 9	106,898	2 3	Cr.	3,815 0 2
Wanganui ..	3,664	8 7	104,315	5 10	113	10 2	575	9 3	8,355	5 1	454	14 8	4,545	17 8	8,535	2 9	3,851	4 7	18,793	15 7	2,413	12 0	155,618	6 2	Cr.	5,947 8 0
Hawke's Bay	3,132	2 0	85,587	10 6	175	10 3	2,606	10 0	5,505	7 11	456	19 8	3,835	8 11	5,964	5 5	9,399	11 2	6,408	8 6	3,094	18 8	126,166	13 0	Cr.	10,026 8 5
Wellington ..	5,131	12 10	158,108	4 9	53	18 8	1,264	13 6	9,867	1	220,892	11	8 7,077	2 5	13,239	2 5	29,195	2 3	10,683	1 7	5,065	6 7	269,517	17 10	Cr.	8,395 1 2
Nelson ..	1,961	9 8	52,729	4 6	156	6 4	987	10 3	3,729	18 8	177	12 6	1,974	3 4	4,097	14 1	1,161	3 0	4,289	13 8	1,109	16 7	72,374	12 7	Cr.	1,155 12 3
Canterbury ..	5,976	12 11	229,095	11 3	127	8 0	4,335	17 10	13,923	12	117,448	11	811,810	16 5	20,433	10 1	9,779	7 3	29,080	16 10	6,978	15 6	348,990	19 10	Cr.	13,259 14 2
Otago ..	3,248	18 1	150,226	4 8	453	6 10	2,806	17 7	9,414	9	816,942	5 11	5,850	6 6	12,064	6 4	4,048	12 5	13,334	11 2	2,805	17 9	221,195	16 11	Cr.	25,756 9 4
Southland ..	2,363	0 8	84,374	8 7	173	17 0	2,141	16 9	5,996	12 2	423	4 1	4,337	8 3	8,488	12 1	3,501	3 3	11,359	15 4	1,860	7 5	125,020	5 7	Cr.	1,253 13 9
Totals ..	38,002	14 10	1,281,941	9 11	1,494	0 2	16,715	2 4	83,359	15 4	79,703	3 4	63,095	4 9	100,823	4 7	106,295	12 6	124,448	9 3	33,678	6 0	1,929,557	3 0	Cr.	158,812 16 2

TABLE F3.—PAYMENTS OF EDUCATION BOARDS ON ACCOUNT OF ADMINISTRATION AND INCIDENTAL EXPENSES OF SCHOOLS, 1919.

Education Board.	Average Attendance.		Administration.		Incidental Expenses of Schools.	
	Total Payments.	Amount per Head of Average Attendance.	Total Payments.	Amount per Head of Average Attendance.	Total Payments.	Amount per Head of Average Attendance.
Auckland ..	48,324	s. 4-2	£ 10,160 12 9	s. 4-2	£ 21,322 3 4	s. 8-8
Taranaki ..	9,205	5-1	2,363 17 4	5-1	5,245 5 3	11-4
Wanganui ..	13,979	5-2	3,664 8 7	5-2	8,355 5 1	11-10
Hawke's Bay	12,409	5-1	3,178 12 8	5-1	5,505 7 11	8-9
Wellington ..	22,690	4-6	5,166 12 10	4-6	9,867 1 2	8-7
Nelson ..	6,390	6-1	1,961 9 8	6-1	3,729 18 8	11-7
Canterbury ..	30,853	3-9	5,976 12 11	3-9	13,923 12 1	9-0
Otago ..	20,463	3-4	3,485 3 7	3-4	9,414 9 8	9-2
Southland ..	10,572	4-5	2,363 0 8	4-5	5,996 12 2	11-3
Totals ..	174,885	4-4	38,320 11 0	4-4	83,359 15 4	9-5

TABLE F4.—OFFICE STAFF OF EDUCATION BOARDS AS AT 31ST DECEMBER, 1919.

	Yearly rate of Salaries paid in 1919.	Remarks.
Auckland—		
Secretary and Treasurer	£ s. d. 650 0 0	With Expeditionary Force
Assistant Secretary	500 0 0	
Accountant	400 0 0	
Acting Accountant	450 0 0	
Clerks, 9—1 at £300, 1 at £260, 1 at £230, 1 at £225, 2 at £210, 1 at £182, 1 at £140, 1 at £91..	1,848 0 0	
Typists, 5—1 at £200, 1 at £150, 2 at £140, 1 at £130 ..	760 0 0	With Expeditionary Force.
Architect	1,000 0 0	
Advisory Inspector	500 0 0	
Draughtsman, 4—1 at £286, 1 at £234, 1 at £208 ..	728 0 0	
1 at £117	117 0 0	
Foreman of Works	286 0 0	
Truant Officer	200 0 0	
Total	7,439 0 0	
Taranaki—		
Secretary	375 0 0	Part time building foreman. With travelling-allowance. Temporary.
Assistant Secretary	300 0 0	
Clerks, 5—1 at £200, 1 at £105, 3 at £60	485 0 0	
Truant Officer	234 0 0	
Architect	364 0 0	
Draughtsman	208 0 0	
Workshop Foreman	260 0 0	
Total	2,226 0 0	
Wanganui—		
Secretary and Treasurer	650 0 0	With actual travelling-expenses. With travelling-allowance, £70. Country allowance, train and coach fares. Ditto. " With actual travelling-expenses.
Assistant Secretary	400 0 0	
Accountant	310 0 0	
Clerks, 7—2 at £205, 1 at £185, 1 at £135, 1 at £95, 1 at £77, 1 at £65	967 0 0	
Architect	475 0 0	
Draughtsman	208 0 0	
Truant Officer	270 0 0	
Storeman	225 0 0	
Foreman Painter	260 0 0	
Assistant Painter.. .. .	247 0 0	
Foreman Carpenter	286 0 0	
Workshop Foreman	247 0 0	
Motor-lorry Driver	130 0 0	
Total	4,675 0 0	
Hawke's Bay—		
Secretary and Treasurer	400 0 0	War appointment. On half-pay with Expeditionary Force. With £200 travelling-allowance.
Accountant	250 0 0	
"	112 10 0	
Clerks, 3—1 at £200, 1 at £100, 1 at £52	352 0 0	
Typists—2 at £130	260 0 0	
Architect	500 0 0	
Architect's Assistant	200 0 0	
Total	2,074 10 0	
Wellington—		
Secretary and Treasurer	700 0 0	
Chief Clerk	450 0 0	
Accountant	400 0 0	
Clerks, 7—1 at £370, 1 at £275, 1 at £203, 1 at £150, 1 at £125, 1 at £75, 1 at £65	1,263 0 0	
Typists, 5—1 at £135, 1 at £130, 1 at £108, 1 at £72, 1 at £52	497 0 0	
Architect	450 0 0	
Clerk of Works, 2—1 at £325, 1 at £200	525 0 0	
Draughtsman	300 0 0	
Attendance Officer	300 0 0	
Total	4,885 0 0	
Nelson—		
Secretary	450 0 0	
Architect	280 0 0	
Clerks, 4—1 at £200, 1 at £80, 1 at £60, 1 at £52 ..	392 0 0	
Total	1,122 0 0	

TABLE F4.—OFFICE STAFF OF EDUCATION BOARDS AS AT 31ST DECEMBER, 1918—*continued*.

						Yearly rate of Salaries paid in 1919.	Remarks.
Canterbury—						£ s. d.	
Secretary	..	..	..	..	..	575 0 0	
Assistant Secretary	..	..	..	..	..	375 0 0	
Accountant	..	..	..	..	..	345 0 0	
Clerks, 5—1 at £225, 1 at £200, 1 at £185, 1 at £175, 1 at £130						915 0 0	
Typists—2 at £130	..	..	..	..	..	260 0 0	
Cadet	..	..	..	..	..	70 0 0	
Truant Officers, 2—1 at £225, 1 at £120	..	..	..	..	..	345 0 0	
Architect	..	..	..	..	..	450 0 0	
Assistant Architect	..	..	..	..	..	357 0 0	
Draughtsman	..	..	..	..	..	260 0 0	
Typist	..	..	..	..	..	120 0 0	
Foremen, 2 at £275	..	..	..	..	..	550 0 0	
Workshop Foremen, 2 at £242	..	..	..	..	..	484 0 0	
Total	..	..	..	..	..	5,106 0 0	
Otago—							
Secretary	..	..	..	..	..	625 0 0	
Chief Clerk	..	..	..	..	..	400 0 0	
Clerks, 5—1 at £300, 1 at £160, 1 at £135, 1 at £85, 1 at £145						825 0 0	
Typist	..	..	..	..	..	120 0 0	
Architect	..	..	..	..	..	500 0 0	
Draughtsman	..	..	..	..	..	275 0 0	
Truant Officer	..	..	..	..	..	250 0 0	
Total	..	..	..	..	..	2,995 0 0	
Southland—							
Secretary	..	..	..	..	..	500 0 0	
Accountant	..	..	..	..	..	350 0 0	
Clerks, 2—1 at £104, 1 at £90	..	..	..	..	..	194 0 0	
Typist	..	..	..	..	..	130 0 0	
Architect	..	..	..	..	..	450 0 0	
Assistant Architect	..	..	..	..	..	350 0 0	
Truant Officer and Caretaker	..	..	..	..	..	200 0 0	
Total	..	..	..	..	..	2,174 0 0	
Grand total	..	..	..	..	..	32,696 10 0	

APPENDIX A.

ABRIDGED REPORTS OF EDUCATION BOARDS.

AUCKLAND.

Str.—

Education Office, Auckland, 31st March, 1920.

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

Board.—The members in office are as follows: Auckland Urban Area—Mrs. R. L. Baume, the Hon. G. J. Garland, Mr. G. W. Murray, and Dr. J. S. Reekie; Devonport Urban Area—Mr. H. S. W. King and Mr. J. R. Penning; North Ward—Mr. J. D. McKenzie and Mr. R. C. Smith; East Ward—Mr. E. C. Banks and Mr. A. Burns; West Ward—Mr. J. Boddie and Mr. J. S. Bond. Meetings of the Board were held during the year, with an average attendance of nine.

Schools.—The number of schools in operation at the end of last year was 669, including 120 part-time schools. During the year the following schools were opened: Hahei, Kaimarama, Puhī Puhī, Tatuanui, Whitehall, Rangioru, Rangitīhi, Huapai, Parahi, Te Paki, Māreretu North, St. Barnabas', Rotongaro, Flaxmill, Ngakonuī, Mangatapu, Topuni, Whitiora, Taheke No. 2, Fairfield, St. Albans', Brooklyn, Kaimai No. 2. The following schools were closed: Cape Colville, Fernielea Mangarata, Putake, Te Pahi No. 1.

Attendance.—The number of scholars enrolled at the end of last year was 54,787—viz., boys, 28,571; girls, 26,216—being an increase of 1,137. The yearly average attendance was 49,151, being an increase of 2,947.

Teachers.—Towards the end of the year a large number of teachers who had joined the Expeditionary Forces returned to duty. It therefore became necessary in many cases for the Board to reinstate them in their former positions, or to find positions for returned soldiers who were not occupying permanent positions when they left for active service. The Board is pleased to state that very few soldier teachers are not now occupying permanent positions. The Board, too, has done its utmost to find employment for the large number of relieving and temporary teachers who had taken the place of teachers who were absent on military duties.

A return prepared at the end of September shows the qualifications of teachers as under:—

	Male.	Female.	Total.
Certificated teachers	471	744	1,215
Uncertificated teachers	184	414	598
Pupil teachers	..	..	190
Probationers	..	..	119
			2,122

It will be observed that the number of uncertificated teachers is still unduly high, but the introduction of the principle of granting a grading increment in salary to certificated teachers and the enlargement of the Training College and its staff should, in a few years have the effect of decreasing the number of teachers who are content to remain without a certificate.

Buildings.—During the year thirteen new schools were built and eleven were enlarged. Only one residence was built. Since the Great War ended the Board has brought under the notice of the Department the needs for school residences, particularly in country areas. The difficulty in obtaining houses for married teachers and accommodation for single teachers in country districts is becoming very acute, and constitutes a problem that must be dealt with on a large scale in the near future. Fortunately Parliament has placed at the disposal of the Education Department during the next few years a sum of three and a half million pounds to meet the urgent requirements of education districts in respect of school-sites, school buildings, residences, and enlargements of schools. The growth of Auckland City and outlying rural areas makes the requirements of this district considerable. During the year the Advisory Inspector furnished the Board with a comprehensive report dealing with Auckland's requirements, and these are being steadily brought under the notice of the Department as clear necessity arises. During the year several departmental officers visited Auckland and discussed with the Board's officers the urgent requirements of this district, and arrived at an arrangement which it is hoped will ultimately have the effect of overcoming the overcrowding difficulty that has been very pronounced during the last few years. The Board's Architect has carried on building operations in the face of great difficulties, not the least of which are high prices of materials, shortage of labour and of timber. Most of the works already authorized are, however, now under way.

Finance.—The income for the year ended 31st December, 1919, totalled £520,881 2s. 4d., and the expenditure £518,613 12s. 6d. The amount of fixed deposit on account of the fund for the rebuilding of worn-out schools is now £60,907 13s. 11d.

General Fund.—By the Education Amendment Act of 1919, the Board's income for general expenditure was seriously diminished. The capitation grant of 5s. formerly allowed to Boards was curtailed to 3s. 9d., together with a basic grant of £1,000. The curtailment of its income will have the effect of preventing the Board from assisting Committees to the extent it formerly did. The curtailment was in operation only a short time during 1919, so that its full effect has not yet become apparent. When dealing with this matter the Board cannot refrain from drawing attention to the inadequacy of the grant allowed to School Committees under the First Schedule to the Education

Amendment Act, 1919. The Board knows from actual experience that Committees cannot properly carry out their functions on the allowances granted under the Act. Hitherto the Board has been able to aid School Committees with monetary grants, but with a diminished income it will be unable to do so. This the Board regrets. It is satisfied that the Committees have, on the whole, carried out their duties faithfully and well and without wastage. The good that Committees might do in a school district is seriously lessened by inadequacy of income.

Training College.—There has been a considerable increase in the number of students of the Auckland Training College. At the present time 211 students are in attendance—viz., 142 women and 69 men. Until the new College is erected it will be impossible to increase these numbers. The Board, however, is assured that the work of erecting a training college suitable to the requirements of Auckland will shortly be undertaken. It is probable, too, that before long the establishment of a hostel for students will be authorized. Last year, in order to make provision for the large number of students at the College, arrangements were made whereby Richmond Road School was utilized as an associated school to the Normal School. This arrangement proved a very great convenience. During the year Mr. H. G. Cousins, who had been Acting Principal for four years, was appointed Principal of the Training College, and took up his duties at the beginning of this year. Early this year Mr. N. T. Lambourne, formerly an Inspector of Schools, was appointed Vice-Principal of the Training College, and Mr. N. H. S. Law, formerly an Inspector of Schools, was appointed headmaster of the Normal School.

Seddon Memorial Technical College.—During the year 1919 the Minister of Education agreed to the establishment of a separate Board of Managers for the Seddon Memorial Technical College, constituted as follows: Three members elected by the Auckland Education Board, three by the Auckland City Council, and two by the parents of pupils attending the Technical High School. The election took place in May, and the new Board took over its financial responsibilities from 1st June. Messrs. H. S. W. King, J. D. McKenzie, and G. W. Murray were the appointees of the Education Board; Messrs. T. Bloodworth, A. J. Entrican, and H. D. Heather of the City Council; and Messrs. A. Harris, M.P., and C. R. Munro were elected by the parents of pupils. The first meeting of the Board took place on Friday, 30th May, and Mr. A. J. Entrican was elected Chairman; the Director of the College, Mr. George George, was appointed Secretary and Treasurer. As in previous years, the work of the College was very much handicapped through want of more accommodation, and the new workshops, which have been under consideration for a very long time now, are very much needed. The number of students in attendance last year in the Technical High School was 587, as against 595 in 1918, whilst the number of students in evening and special technical classes was 1,285—an increase of 108 over the previous year.

Conference of Education Boards.—The various Education Boards throughout New Zealand met in conference in Wellington in the month of September, and formed an association of Education Boards. The Board hopes that the activity of this newly constituted body will materially affect for good the cause of education.

Conference with Members of Parliament.—In August the Board conferred with members of Parliament of the Auckland District upon matters concerning the welfare and educational advancement of their several districts. Fourteen members were present, and they showed marked interest in the various matters brought under their notice. The Board is satisfied that already much good has resulted from the conference, and that even greater good will ensue.

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

National Scholarships.—During the year the Board entered a strong protest against National Scholarships being tenable at private schools. The Board is strongly of opinion that where public money is involved scholarships should be held only in public schools. The Board referred the matter to other Boards throughout New Zealand, and has received considerable support in its contention.

Conveyance of Children.—The Board asked for a revision of the regulations concerning the conveyance of children to school, in order that greater benefits might be conferred upon children who are conveyed to school. The Board held that the present allowance is insufficient, and ought not to be less than 1s. per head. It also held that the benefit should be extended to children who ride to school along a metalled road. The Board is strongly of opinion that riding to school on horseback is less dangerous to children than conveyance by vehicle. The Board regrets that the Department could not see its way to amend the regulations in the direction indicated.

Organizing Teachers.—The Department authorized the appointment of organizing teachers in three centres in the Auckland Education District, and accordingly appointments were made to the Whangarei centre, to the Te Kuiti centre, and to the Dargaville centre. The Board hopes that the cause of education in rural areas will be much advanced by the appointment of organizing teachers, and extended to the Department its congratulations upon the venture. Undoubtedly since the inception of public education in New Zealand a great weakness has been the inadequate training and direction of teachers of country schools. The organizing teacher at each centre will now be a source of guidance to which every teacher in a small isolated school in the vicinity may refer. The Board wishes to see a very wide extension of the number of organizing teachers appointed and in the scope of their activities.

General.—During the year the Board had under consideration several matters connected with school activities. It set up a committee to deal with the question of the application of the cinematograph to educational purposes. This committee made valuable recommendations, which the Board hopes to give effect to during the current year.

The question of the establishment of parent-teacher associations received consideration, with the result that School Committees have been specially requested to enlist the sympathies of the residents of their districts in matters pertaining to the school.

The Board endeavoured to impress upon the Department the desirability of assembly halls in all large schools, but without result. However, assembly halls are so necessary for the satisfactory carrying-on of large schools under modern conditions that the Board proposes to continue its efforts in this direction.

The Board regrets that it was unable to obtain from the Department an assurance that subsidies will be granted for equipment and material for organized school games. The Board considers that school games now play an important part in the education of our children and make generally for good citizenship, and takes the view that money expended on requisites for school games is money well spent.

“Aided” Schools.—The Board was gratified that the adoption by regulation of a course long advocated by the Board was made last year. A teacher of an “aided” school now receives £12 *per capita* on the average attendance, instead of £9.

Pupil-teachers and Probationers. During last year the salaries of pupil-teachers, probationers, and training college students were materially increased, a course that the Board hopes will have the effect of offering greater encouragement to induce young people to enter the teaching profession.

Manual and Technical Instruction.—[See Appendix C to E.-2 for Manual, and E.-5 for Technical.]

E. C. BANKS, Chairman.

The Hon. the Minister of Education, Wellington.

TARANAKI.

SIR,

New Plymouth, 31st March, 1920.

I have the honour on behalf of the Board to present the following report of its proceedings for the year 1919 :

Board Members. The constitution of the Board is as follows : Urban District of New Plymouth—Messrs. H. H. Grayling and S. G. Smith, M.P. ; Central Ward Messrs. R. Masters (Chairman) and H. Trimble ; North Ward Messrs. F. Hoskin and P. J. H. White ; South Ward Messrs. H. J. Eaves and A. Lees. In consequence of the resignation of Mr. C. A. Wilkinson, M.P., an extraordinary election was held on the 30th September, when Mr. Andrew Lees was duly elected a member of the South Ward, and on the 20th November, 1919, upon the resignation of Mr. T. Buchanan an election was held, when Mr. Frank Hoskin was elected a member of the North Ward.

Schools. The number of schools under the jurisdiction of the Board at the end of the year was 153, graded as follows :

Grade.	Average.	Number of Schools.
0	1- 8	6
I	9- 20	35
II	21- 35	37
IIIA	36- 80	53
IIIB	81-120	9
IVA	121-160	3
IVB	161-200	2
VA	241-280	1
VB	281-320	2
VIB	451-500	1
VIIb	601-640	1
VIIF	681-720	2
VIIg	721-760	1
		153

The following new schools were opened during the year—Moeatoa and Vogeltown ; whilst the schools Herangi and Mata Household and the Pitone School were closed.

Scholarships. Senior National Scholarships have been awarded to three pupils of the New Plymouth Girls' High School, one pupil of the New Plymouth Boys' High School, three pupils of the Stratford District High School, and one pupil of the Hawera Technical School. Junior National Scholarships were awarded to scholars attending the following schools : Boys' High School, New Plymouth, 1 ; New Plymouth Girls' High School, 1 ; Stratford District High School, 3 ; Manaia, 1 ; West End, 2 ; Motunui, 1 ; Toko, 1.

Teaching Staff. The number of teachers, junior teachers, and probationers at the end of the year was 338, as under :—

	Male.	Female.	Total.
Head teachers	40	26	66
Sole teachers	12	69	81
Assistants	15	126	141
Junior teachers	1	21	22
Probationers	3	25	28
		71	267
			338

The Board respectfully calls the Minister's attention to the disparagement between the number of male and female teachers in the service, and hopes that some better inducement may be devised to encourage young men to enter the teaching profession.

Finance.—The credit balance brought forward from 1918 was £3,373 12s. 2d., and the receipts from all sources £106,157 4s. 2d. The total expenditure was £108,367 17s. 1d., leaving a credit balance at 31st December of £1,162 19s. 3d.

Buildings.—During the year new schools were erected at Normanby, Okaiawa, Vogeltown, and Arawhata, the three first-named being built in concrete. Additions were carried out to the Fitzroy, Pihama, Finnerty, Kaponga, and Lepperton Schools, alterations and additions to the Okaiawa residence, and an open-air shelter erected at Eltham. The Normanby and Okaiawa Schools had to

be rebuilt, the old buildings being completely worn out and obsolete. Considerable difficulty was again experienced during the year in obtaining adequate supplies of material and labour. The Board's workshop has proved a great convenience in the matter of turning out the whole of the joinery and furniture, otherwise we should have had considerable delays in obtaining same from outside sources.

Teachers' Residences.—Conveniences such as wash-tubs, coppers, and boilers have at last been recognized by the Department, although no actual grants have yet been made.

General Repair Work.—Notwithstanding the shortage of labour, a considerable amount of painting and general repair work was carried out.

Manual and Technical Instruction.—During the year technical instruction has been carried out at New Plymouth, Stratford, Hawera, and Eltham. A technical high school has been established at Hawera, and a site provided and grant made for new buildings, which it is hoped will be ready for occupation next year. Stratford has also a good site provided, and grant made for a new technical high school, which would have been well started but for the difficulty of procuring cement and other building materials. Compulsory evening classes are carried on in the above centres, and are doing fairly good work.

Physical Instruction.—Judging by the reports of the physical instructors, the physical work at schools generally is improving. The value of the work is apparently being realized by teachers, who are making greater efforts than ever to achieve the object aimed at—better health, better carriage of the body, and greater alertness of mind and body. Classes for teachers were held during the latter end of 1919, and, with the exception of those in the Taumarunui district, practically all Taranaki teachers received instruction. Physical education has now become a grading subject—that is to say, the work of the teacher is now considered in connection with grading-marks. The drawback in this district seems to be that, as no instructors are stationed in Taranaki permanently, instructors' visits to schools are too infrequent, in some cases a school never having had a visit. It is hoped that this will be remedied in the near future.

Manual.—Manual training in woodwork and cookery has been carried out in New Plymouth, Waitara, Inglewood, Stratford, Eltham, and Hawera, and woodwork only at Kaponga, Pihama, Manaia, and Mangatoki.

Agricultural Instruction.—Very good work has been done throughout the whole district in primary schools, and the way this instruction has reacted on the school grounds and environment is proof of the value of this subject and the soundness of the instruction given. Agriculture and dairy science has also been carried out in New Plymouth Technical College, Hawera Technical High School, and Stratford District High School. At Stratford the boys carry out observational work in connection with the Model Dairy Farm. Cow-judging has been enthusiastically carried out at New Plymouth and Stratford, and the usual good display of produce from schools was exhibited at the New Plymouth Winter Show.

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

The *Bayly Memorial Scholarship* for 1919 was won by a pupil of the Stratford District High School. Owing to the war, no competitions for this prize were held during the three preceding years.

Instruction Classes for Teachers.—Saturday classes were conducted at New Plymouth and Stratford for the instruction of teachers in the following subjects: Geometrical, freehand and black-board drawing, home science, hygiene, and agriculture. A very successful winter school was also arranged, where those teachers who are unable to attend Saturday classes were given continuous instruction for a fortnight in the above subjects. Teachers who were unable to attend either of the above classes were catered for by special correspondence classes.

Attendance.—The following is an abstract showing the number of schools, teachers, and pupils attending schools in the district beginning with the year 1879 and every period of ten years and at the end of 1919:—

Year ending	Schools.	Head or Sole Teachers.	Assistants.	Junior Teachers and Probationers.	Total.	December Roll Number.	Quarter Returns Average.
1879	27	26	6	7	39	1,302	979
1889	39	39	9	21	69	2,565	1,895
1899	63	63	18	32	113	4,039	3,091
1909	90	86	60	30	176	5,836	5,131
1918	151	151	134	49	334	10,315	8,985
1919	153	147	141	50	338	10,313	9,271

School Committees.—The Board recognizes and appreciates the loyal support received from the Technical and Primary School Committees, and realizes that without this support so marked an advancement in education in this district could not have taken place. The Board is of opinion that the increased capitation paid to Committees is well merited.

Visiting Schools.—As previously, members of the Board visited most of the schools in the district, and were pleased to find that in almost all cases considerable improvement in school grounds and surroundings were noticeable. The Board recognizes and records with appreciation the excellent work of its School Committees generally, many having, by their untiring efforts, raised sums of money which have materially helped towards the improvement of their school grounds—in some cases improvements being so noticeable as to become a model for others.

I have, &c.,

The Hon. the Minister of Education, Wellington.

ROBERT MASTERS, Chairman.

WANGANUI.

SIR,—

Education Office, Wanganui, 31st March, 1920.

I submit herewith a report on the progress of education in this district during the year 1919.

Board. There was no change in the personnel of the Board during the year. Messrs. F. Pirani (Chairman) and W. Bruce represented the Wanganui Urban Area, Messrs. L. R. Bryant and P. C. Freeth the Palmerston North Urban Area, Messrs. A. J. Joblin and J. J. Pilkington the North Ward, Messrs. E. F. Hemingway and W. A. Collins the West Ward, and Messrs. A. Fraser and H. McIntyre the South Ward. The Board was represented on other bodies as follows: Wanganui Girls' College Board of Governors, Messrs. F. Pirani, A. Fraser, and W. A. Collins; Palmerston North High School Board of Governors, Messrs. T. R. Hodder, P. C. Freeth, and J. A. Nash; Wanganui Technical College Committee, Messrs. W. Bruce and W. A. Collins. Mr. H. McIntyre was at the end of 1918 elected a member of the Committee of Advice of the Teachers' Training College, Wellington, as representative of the Wanganui, Taranaki, Hawke's Bay, and Nelson Education Districts. He was re-elected at the end of last year.

Schools and Attendance.—New schools were opened at Pourangaki and Bell's Junction (Grade 0), Cook's Mill (Grade I), Mangaeturoa and Orangumea (Grade I) were reopened. The schools at Te Kumu, Tuapaka, Upper Kawhatau (Grade 0), Momohaki and Tiriraukawa (Grade I) were closed. At the close of the year there were open 202 main schools and four side schools, graded as follows: Grade 0, 15; Grade I, 65; Grade II, 30; Grade IIIA, 51; Grade IIIB, 12; Grade IVA, 9; Grade IVB, 2; Grade IVc, 3; Grade VA, 3; Grade VB, 2; Grade Vc, 2; Grade Vd, 1; Grade VIA, 1; Grade VIB, 1; Grade VIIA, 1; Grade VIIb, 2; Grade VIIc, 1; Grade VIIE, 1. The number of pupils on the roll at the close of the year was 15,445. Of these, 134 were in the secondary departments of the district high schools. The average attendance for the year was 13,984, which expressed as a percentage of the weekly roll number was 90.5, against 89.9 for the preceding year. As in 1918, the attendance was affected considerably by epidemics of influenza, &c. The Truant Officer paid 162 visits to schools. 118 informations were laid against parents, and convictions were recorded in the 95 cases proceeded with. During the previous year 304 informations were laid and 266 convictions recorded.

Teachers.—The number of adult teachers in the Board's service at the end of the year was 442. Of these, 151 were uncertificated, ten being in charge of Grade 0 schools, sixty-two in charge of Grade I, and fifteen in charge of Grade II. Fifty-five were assistants receiving salaries of Grades 1 and 2. The remaining twelve were teachers who were granted leave of absence to proceed on active service, but who had not resumed their school duties at the close of the year. The number of such teachers was sixteen. The probability is that some of them do not intend to resume teaching. There were ten male and forty-five female pupil-teachers, and three male and nineteen female probationers. The dearth of male applicants for appointment as pupil-teachers and probationers continues. At the beginning of the current year the Board was able to secure only six males, despite the fact that a substantial increase in the former rates of remuneration was made.

National Scholarships.—There were in force during the year thirty Junior and eighteen Senior Scholarships, of a total annual value of £1,044. On the results of the annual examinations scholarships were awarded to pupils of the following schools: Junior—Lytton Street, 1; Palmerston North High, 2; West End, 1; Taihape District High School, 4; Wanganui Convent, 1; Kawhatau, 1; Ore Ore, 1; Wanganui Marist Brothers, 1; College Street, 1; Wanganui Technical College, 2; Owango, 1; Utuwai, 1. Senior—Palmerston North High, 1; Wanganui Girls' College, 3; Feilding District High School, 1; Wanganui Collegiate, 1; and Wanganui Technical College, 1. It is pleasing to note that of the seventeen Junior Scholarships awarded, four were secured by country-school pupils.

Lieutenant Gray Scholarship.—Seventeen candidates competed for this scholarship. A pupil of West End School secured the highest marks, but as he elected to take up a Junior National Scholarship the Gray Scholarship was awarded to the next candidate on the list, a pupil of Terrace End School.

Alexander Scholarships.—A scheme for the award of scholarships from the Alexander Bequest was drawn up. It provides for the establishment of four scholarships with the object of encouraging promising senior pupils of the Wanganui Technical College to prosecute their studies with a view to becoming teachers of one of the following branches of education: Engineering, agricultural science, domestic science, and commercial subjects. The scholarship-holders, while still students on the roll of the senior classes, will assist for not more than three hours each day in teaching junior classes. The latter work will be comparable to the work done by probationers in the primary schools, and is not to interfere with the student's prosecution of his own studies. Each scholarship is of the value of £50, and is tenable for one year, with a possible extension to a second year. The awards are made on the recommendations of the Director of the Technical College after consultation with the Senior Inspector. The main object of the scholarships is to induce young people to enter upon a course of training for technical-school teaching. Four scholarships were awarded at the beginning of the current year.

Conveyance and Boarding Allowances.—During the year conveyance allowance was paid on account of 168 children in attendance at twenty-seven schools, and boarding-allowance on account of forty-eight children in attendance at twenty-three schools. The total amount expended was £601 15s. 6d. The Board is of the opinion that the allowances should be available not only for pupils attending the primary schools, but also for those in attendance at public secondary and technical high schools.

Voluntary Contributions.—£1,870 15s. 3d. was received by way of voluntary contributions towards the purchase of sites, improvements to buildings and grounds, and for the purchase of apparatus and library books. In addition, £188 6s. 3d. was received in aid of the maintenance of manual and technical classes. I take this opportunity of conveying to contributors the Board's thanks for their generosity.

Conferences.—Two members of the Board and the Secretary attended the Conference of Education Boards held in Wellington in September last. Many important proposals for the improvement of our system of education were discussed, and resolutions dealing therewith submitted for the Minister's consideration. It is satisfactory to know that several of these were favourably received and the suggestions adopted by the Department. In future a conference is to be held annually.

A conference of Education Board architects took place in March of the current year. This Board's architect attended. Such conferences must result in good, and it is hoped that in future an annual conference will be held.

Buildings and Sites.—New schools were erected at Beaconsfield, to replace that destroyed by fire in 1918, and Tunakotekote. A temporary building was erected at Koeke for use pending settlement of the question of site. The Mount Curl building was removed and utilized in the remodelling of the Western Rangitikei School. Two rooms of the old school at Aramoho were moved to the new site. The site and building erected by the settlers at Upper Rataruke were conveyed to the Board. New latrine buildings in brick were provided at College Street. Additions were made to the schools at Turangarere, Kimbolton, and Gonville. The rebuilding of the Foxton and Queen's Park schools in brick was commenced. A contract was let towards the end of the year for a brick building for the infant department of the Campbell Street School. Works in prospect include new schools at Kakariki, Moawhango, Maungaroa Road, Bainesse, Campbell Street Main, College Street (infant department), and additions at Rangiotu, Lytton Street, and Wanganui East. Repairs were effected to forty-five schools, and twenty-six primary schools, one technical school, and thirteen residences were repainted. Sites were obtained for new schools at Coal Creek and Bainesse. Additional land was purchased for the College Street School, and negotiations are proceeding for the acquisition of a new site at Bluff Road and for additional land for Terrace End, Campbell Street, and Taonui Schools. No great difficulty was experienced in securing adequate supplies of building-materials, but the shortage of labour hampered building operations considerably during the year.

Medical Inspection.—An experimental health camp under the supervision of the Medical Inspector of Schools was held at Turakina for two weeks in November last. Fifty-five children suffering from malnutrition, who had been selected during the medical inspection, were taken into camp. The results were very satisfactory indeed, there being no case in which improvement was not shown. Toothbrush drill has been introduced into a number of the schools. The importance of this matter is recognized and special attention is being paid to it this year. The system of organized lunches, which has been in vogue in some of our schools for a number of years, will be considerably extended during the current year, and it is hoped that before long it will be included in the organization scheme of every school in the district.

Organizing Teachers.—Under the regulations gazetted during the year four organizing teachers were appointed in October. Although the system was in operation for only a short time, the reports indicate marked improvement in the work of the schools visited, being a repetition of the results obtained under the system carried out under the Board some years ago, but discontinued when the Inspectors were taken over by the Department.

Manual and Technical Instruction.—The increased capitation for manual and technical classes enabled the Board to grant increases in the salaries of instructors, some of which were long overdue. At Feilding the purchase of an additional 10 acres for the proposed Technical High School was completed, without cost to the State. Plans are now being prepared for the building and also for a hostel. The matter of a site for a boys' hostel at Wanganui is still unsettled. It is hoped that a suitable site will soon be secured in order that the building may be proceeded with, as the present temporary arrangements for the accommodation of the boys are inadequate. Extensive additions are required at the Wanganui Technical College. The erection of a building at Marton for classes in plumbing, &c., is contemplated.

Finance.—After taking assets and liabilities into account the net credit balance at the end of the year was £8,126 16s. 10d. The balance in the General Account was £1,502 10s. 9d., Maintenance and Rebuilding Accounts £4,623 17s. 9d., and the Manual and Technical Accounts £1,843 19s. 11d. The Rees Bequest and Alexander Bequest Trust Accounts were in credit £1,086 15s. 11d. and £2,506 7s. 8d. respectively.

General.—The work of teachers has been carried out under considerable difficulty, mainly due to the crowded schools and prevalence of epidemics, while the percentage of absence through illness has been very large. There has not been a complaint about any member of the profession during the year, while commendation for good work has been the rule rather than the exception. Our staff of itinerant instructors is an efficient one, and the work done in the vocational courses is beyond praise. Proposals have been agreed to which will make for greater efficiency in our agricultural work, and the employment of young teachers, whose technical training has been carried out under the Board, as assistant instructors under a good system is sure to be beneficial to the students and those engaged in the work. The wisdom of employing an efficient itinerant drawing instructor for the primary schools has been amply borne out by results, and this is very satisfactory to the Board, especially when the fact that the instructor is one of our own.

If not out of place I should like to make a plea for the better control of primary, secondary, and technical education, which can all be better managed by one authority, enabling correlation of the three divisions to be more complete, exchange of teachers and instructors more general, and immensely increasing the efficiency and economical administration of education from the primary school right up to the University. The tendency to gradually centralize the control in Wellington, which is such a marked feature of the Central Department of late years, if allowed to continue, will be the greatest blow to educational progress the system here has experienced.

I have, &c.,
FRED PIRANI, Chairman.

The Hon. the Minister of Education, Wellington.

WELLINGTON.

SIR,— Education Board Office, Wellington, 31st March, 1920.

In accordance with the requirements of the Education Act, 1914, I beg to submit the following report of the Education Board of the District of Wellington for the year 1919 :—

Board.—The Board membership at the beginning of the year was :—Urban areas : (1) Wellington City and Boroughs of Karori, Onslow, and Miramar—Thomas Forsyth (Chairman), R. A. Wright, M.P., J. J. Clark, and J. P. Shand ; (2) Hutt and Petone—Messrs. G. T. London and E. P. Rishworth. Rural area : (1) Hutt—Horowhenua Ward—Messrs. W. H. Field, M.P., and C. I. Harkness ; (2) Wairarapa Ward—Messrs. A. W. Hogg and T. Moss ; (3) Marlborough Ward—Messrs. R. McCallum, M.P., and E. H. Penny. The Board's representative managers of technical schools were : Wellington—Messrs. T. Forsyth, J. J. Clark, J. P. Shand, A. G. Wallace, L. R. Partridge, G. L. Stewart ; Petone—Messrs. G. T. London, H. Baldwin, D. McKenzie, and W. B. Nicholson ; Masterton—Mr. A. W. Hogg.

Schools and Attendance.—Nineteen small schools were closed, and eleven were opened or reopened, so that at the end of the year there were in operation 246 schools, a decrease of eight since the end of 1918. The average roll and average attendance numbers for the year were 24,785 and 22,692 respectively, as compared with 24,800 and 22,315 in 1918. The regularity of attendance was distinctly better than in 1918, when the epidemic occurred. In successive years there were in average attendance the following percentages of the average roll: 1919, 91·5; 1918, 90·0; 1917, 90·6; 1916, 89·2; 1915, 91·0. It was found necessary to take proceedings in eighty-eight cases of persistent irregularity. The convictions recorded were forty-two, and the remainder of the cases were withdrawn on condition of future regularity.

Teaching Staff.—The following were the numbers of teachers, pupil-teachers, and probationers in the service of the Board at the end of the year:—

	Head Teachers.			Sole Teachers.			Assistants.		
	Certificated.	Licensed.	Uncertificated.	Certificated.	Licensed.	Uncertificated.	Certificated.	Licensed.	Uncertificated.
Males ..	86	2	..	13	3	20	63	..	..
Females ..	9	..	..	39	4	70	297	4	43
Totals ..	95	2	..	52	7	90	360	4	43

	Males.	Females.	Total.
Certificated ..	162	345	507
Licensed ..	5	8	13
Uncertificated ..	20	113	133
Total adults ..	187	466	653
Junior teachers ..	13	36	49
Total teaching staff ..	200	502	702
Probationers ..	11	48	59
Grand totals ..	211	550	761

Including probationers, the staff numbers have increased by twenty-one (males, increase twenty-eight; females, decrease seven). The number of uncertificated teachers includes those who have passed the examination in whole or in part but have not yet been granted the certificate. Thirty-six of the former staff, including eighteen students, have not rejoined since their return from the war, and it was with much difficulty that, by reason of insufficient members, the service was maintained in efficiency.

Instruction of Teachers.—Arrangements were made for the following courses of instruction: (1.) Week-end classes for the benefit of teachers studying for the certificate were held at Wellington Training College and at Masterton. In addition, by arrangement with the headmasters in conference with the Inspectors, the pupil-teachers and probationers of Wellington and suburbs were taught each afternoon in central classes. (2.) The correspondence course was continued in Marlborough. (3.) Highly successful continuous courses embracing the D programme were held in December at Pongaroa (sixteen) and Blenheim (twenty-seven). (4.) A proposal to hold, as in former years, a fortnight's instruction in agriculture and nature-study at Masterton during the spring term holiday was, with reluctance, abandoned on account of the curtailment of the railway service.

Training College.—In the report of the Principal will be found a full description of the College work for the year. The following are the essential statistics of the institution: (1.) The total number of students was 155—31 men and 124 women. Seven of the men were absent on military service. (2.) First-year students, 86; second-year students, 69. (3.) Students classified—Division A, 123; B, 24; C, 4; D, 4. There were also admitted eleven returned soldiers, of whom four were without previous teaching experience. (4.) Districts—Wellington, 62; Hawke's Bay, 22; Taranaki, 15; Canterbury, 2; Auckland, 2; Wanganui, 43; Nelson, 8; Otago, 1.

The Hostel.—What more convincing evidence of the urgency of need for hostels could be adduced than the above figures furnish? To their credit be it recorded that three philanthropic institutions—the Friends' and the Students' Hostels and the Y.W.C.A.—provided accommodation for nearly one hundred of the young women, but there were still twenty women and all the men who had to find room for themselves. This year the numbers are substantially greater. In a city, to the State Departments of which hundreds of young people are annually drawn, thus filling up every available place suitable, or less than suitable, the accommodation for the student that is an essential condition of efficiency in study is not to be found. Over a year ago the Board, with the Victoria College Council, presented the facts. The case is unanswerable. There is, moreover, the almost equally urgent case of the junior female assistant. The case is now not less but much more urgent than before, the number of students being since the new year increased to 186 in all. It is inconceivable that the State will longer neglect a plain duty. The maximum of efficiency certainly cannot be reached until the question is faced.

Report of Inspectors.—In their report the Inspectors give the following general estimate of the efficiency of the schools of the district: Good to very good, 80 schools; satisfactory to good, 123 schools; fair to moderate, 34 schools; inferior, 6 schools. The schools in which the work is recorded as less than satisfactory are, with three exceptions, small aided schools for which it has been impossible to find teachers with even minimum experience. The standard of efficiency of the district as a whole has been well maintained. The Board is convinced that though in detail our system is capable of improvements, to the attainment of which the very best efforts of our educationists should be

directed, the vast majority of the scholars nevertheless receive sound instruction and training in our schools. The Board commends the appointment of organizing teachers as giving promise of improvement to those who have had slight opportunity of training.

Medical and Dental Service.—The extension of the medical, and the establishment of the dental, service are entirely to be approved.

Civic Library Scheme.—The Board again commends the wise library policy of the city in relation to schools, and thanks the librarian and his staff for their efforts. To the fortunate pupils of twenty-six schools 70,419 individual loans were made last year.

Holidays.—It was arranged that all educational bodies from the University to the primary schools should, as far as possible, observe the three term holidays at the same time.

Scholarships.—There were current at the end of 1919 twenty Senior and forty-five Junior Scholarships. On the 31st December, 1919, four Senior and eight Junior Scholarships expired. On the results of the 1919–20 examinations sixteen Senior and twenty-nine Junior Scholarships were awarded.

Manual Instruction.—The numbers under instruction in the following recognized classes were:—

	Schools.	Pupils.
Agriculture	122	2,059
Home science (79 primary, 9 secondary classes)	40	1,791
Woodwork (79 primary, 9 secondary classes)	38	1,707
Handwork	197	20,744
Swimming and life-saving	16	1,414

In agriculture there was an increase from 120 to 122 schools undertaking a recognized course. Reports on home science, woodwork, and agriculture indicate instruction on sound lines. At many schools creditable gardens were cultivated, even where the course could not be undertaken. The instructors encourage seed collection and exchange, and the propagation of hedge and other plants, and well-planned effort to improve the school surroundings.

School Surroundings.—The Board is pleased to note that an increasing number of Committees recognize how important a factor in education is the cultivation of the sense of the beautiful. The Board for the fifth year granted trees to those who required them for the school. For these plans of improvement the advice of the supervisor and his assistants is always available. Last year fifty-five Committees raised locally £2,257 17s. 5d., which, with pound-for-pound subsidy, was spent to benefit their schools. The amounts include £300 for a manual centre at the Hutt, and £400 for a new site at Martinborough. Besides money, gifts of land were received from generous donors at Featherston, Pukenui, Castlepoint, and Waterfalls. In relation to the granting of subsidies the Board takes the view that because of the excellent spirit displayed and good results attained the Department should hesitate before declining subsidies if the purposes are really beneficial to the school.

Buildings.—Throughout the year much and increasing difficulty was experienced, especially in the country, in obtaining material and efficient labour for both maintenance of old and erection of new buildings. Moreover, even when undertaken, the works usually occupied much longer than formerly and cost much more. To add to the difficulties, four schools were, most unfortunately, destroyed by fire—Deep Creek (two rooms), Pukenui (one room), Te Ore Ore (two rooms), and Martinborough (four rooms). The chief maintenance works carried out include overhaul of twenty-eight schools, nineteen residences; hot water provided in eight residences; drainage, shelter-sheds, asphalt, and ground improvements at twenty schools. New schools were erected at Masterton West (three rooms), Wantwood (one room), Ronga Valley (one room), Normal, Kelburn (the first part of the main block). Additions were erected at Plimmerton (one room), Ohau (one room), Island Bay (one room), Berhampore Infants (three rooms), Lansdowne Infants (three rooms), Waingawa (one room), Khandallah (one room).

In regard to the immediate future, the immediate necessities are—(a) New schools or additions at Brooklyn, Miramar South, Clyde Quay, Petone West, Muritai, Johnsonville, Newlands, Featherston, Manakau, Shannon, Castlepoint, Levin (secondary), Eketahuna, Poroporo (reinstatement of buildings destroyed by fire). (b.) The erection in the crowded and long-occupied areas of the city of new schools to replace old ones. Such are (1) Newtown, with division into two schools; (2) Mount Cook group, with consolidation; (3) Te Aro, first block on Terrace Gaol site. (c.) Acquisition of new sites and of additions to existing sites in populous and growing areas.

The Board wishes to assure you that it will use every effort to raise the standard of accommodation in the district, the need of increased expenditure for which purpose has recently been recognized in financial provision made by Parliament. The Board is pleased that decision is reached regarding these important institutions—(a) The erection of Wellington Technical College on Mount Cook site; (b) the establishment, on sites acquired since the end of the year, of high schools to serve the needs of the Wairarapa and the Hutt Valley.

Sanitation.—The reports indicate that in some country schools the sanitary service is defective. The Board asks that Committees concerned should endeavour to remove all cause of criticism. The Board is of opinion that in the larger country schools where there is no system of drainage the State should make provision for septic tanks. You are aware that the building-allowances to Boards do not include provision for septic tanks, and the assistance under section 159 is not sufficient.

Finance.—Receipts and Expenditure: There was on deposit with the Public Trustee, the Bank of New Zealand, and in war-loan certificates on the 31st December, 1919, a total sum of £14,000. Owing to the fact that Government grants due to the Board were not received until after the close of the year, there was on that date (31st December), a debit balance of £5,080 3s. 7d. on the current account. Outstanding cheques amounted to £524 15s. 3d. The net balance to credit on the 31st December, 1919, was £8,395 1s. 2d. The receipts for the year amounted to £258,866 2s. 11d., and the payments to £261,139 17s. 7d., the excess of payments over receipts having been £2,273 14s. 8d. This sum deducted from the net credit balance on the 1st January, 1919—viz., £10,668 15s. 10d.—leaves the net balance on the 31st December £8,395 1s. 2d., as stated.

The War and after.—The Board cannot refrain from here making acknowledgement, with feelings of gratitude, sympathy, and pride, of the greatness of the work accomplished in the war by members of the Education service, and accomplished with a distinction which must henceforth confer a new

dignity on the profession of teacher. Of 120 who undertook military service, 110 left New Zealand, and of these twenty-one were killed in action, seven succumbed to wounds, and two to sickness—a record most eloquent of duty done.

At the present time the needs of the country school call for most generous consideration. The outstanding need of the hour is not the erection of buildings, though that is most urgent; nor is it the purchase of sites, though this, too, is essential: the supreme need of the hour is the creation of such conditions of service as shall make the profession acceptable above other callings to men and women of the requisite intellectual and moral calibre. The Board is assured that the solution of this most difficult problem will receive your most earnest consideration.

The Hon the Minister of Education, Wellington.

I have, &c.,
T. FORSYTH, Chairman.

HAWKE'S BAY.

STR,— Education Office, Napier, 31st March, 1920.
In accordance with the provisions of the Education Act, 1914, the Education Board of the District of Hawke's Bay has the honour to submit the following report of its proceedings for the year 1919.

Board.—There were no changes in the personnel of the Board during the year. The members and the ward or area represented were as follows: Napier Urban Area—Messrs. J. Clark Thomson and G. W. Venables; Gisborne Urban Area—Messrs. G. T. Wildish and L. T. Burnard; North Ward—Messrs. J. H. Bull and W. Oates; Middle Ward—Messrs. G. F. Roach and G. McKay; South Ward—Messrs. P. G. Grant and R. Soundy. The Board's representation on other educational bodies was as follows: Dannevirke High School Board—Rev. A. Grant and Mr. R. Soundy; Napier High School Board—Messrs. G. F. Roach and R. L. Paterson; Gisborne High School Board—Mr. L. T. Burnard; Napier Technical College Board—Messrs. R. L. Paterson, R. M. Chadwick, A. L. Beattie, and S. H. Tuck; Waipawa Technical Classes Association—G. McKay, C. H. Critchley, and H. M. Rathbone. Major G. Crawshaw, who has been Secretary of the Board for the past fourteen years, tendered his resignation, to take effect at the end of the year. The Board desires to place on record its high appreciation of the valuable service which he has rendered to the Board, and to the cause of education generally in this district.

Number of Schools.—The number of schools in operation at the end of 1918 was 145. During 1919 new schools were opened at Ardleigh, Kaitangata, Marumoko, Ruakituri, Tihioanono, while schools were closed at Clifton, Maharahara West, Makaretu South, Mangatoro, Ngapaeruru, Patangata, Waikari, Waiomoko, Waitio, and Whakarau, leaving 140 in operation at the end of the year. Woodlands Road was attached as a side school to Woodville District High School, and a new side school was opened at Parkvale and attached to Hastings District High School.

Attendance.—The number on the roll at the end of 1919 was 13,957, an increase of 343 during the year. The attendance for the year averaged 12,417, being 90·7 per cent. of the average roll (13,690).

Teachers.—On the 31st December, 1919, there were in the Board's service 420 teachers, classed as follows:—

	Certificated.		Licen ed.		Uncertificated.		All Teachers.		Total.
	M.	F.	M.	F.	M.	F.	M.	F.	
Head teachers	56	11	2	..	..	..	58	11	69
Sole teachers	4	20	2	..	9	36	15	56	71
Assistant teachers	27	130	3	3	2	49	32	182	214
Organizing teachers	3	..	..	..	..	..	3	..	3
Total adults	90	161	7	3	11	85	108	249	357
Pupil-teachers	..	..	..	..	..	..	5	32	37
Probationers	..	..	..	..	..	..	3	23	26
Totals 1919	90	161	7	3	11	85	116	304	420
Totals 1918	77	162	2	5	11	82	94	297	391

Instructors in special subjects employed: Agriculture and dairy science, 2; domestic science, 2; woodwork, 2.

Considerable difficulty has been experienced in obtaining suitable teachers for the more remote country schools. The increased salaries recently provided have brought some little improvement, but frequently the teachers are unable to obtain suitable accommodation, and are forced to relinquish their appointments. During the war all the higher positions in the service were filled temporarily, but during 1919 it was decided, as most of the teachers of this district who had returned from active service were available, to make permanent appointments. In all cases where returned soldiers held positions prior to going on active service, the positions were kept open for them, or others of equal status were provided. The Board has endeavoured to ensure that no teacher should be adversely affected in regard to position or promotion by his absence on active service.

Instruction of Teachers.—Classes for the training of pupil-teachers, probationers, and uncertificated teachers in drawing and elementary experimental science were held at Gisborne, Napier, and Dannevirke. A class in general science was held at Gisborne, one in vocal music at Dannevirke, and one in agriculture (for teachers' C certificate) at Hastings. Correspondence classes were continued in the subjects of English, arithmetic, mathematics, history, geography, hygiene, methods of teaching, dairy science, and agriculture. Two progress examinations were held during the year, when the papers submitted were of a high order. In addition a summer school was held at Hastings to enable

candidates for teachers' certificates to obtain practical work in science subjects. The numbers in attendance at the various classes were as follows: Correspondence classes, 36; Saturday training classes (three drawing, three science), 47; Gisborne science class, 24; Dannevirke vocal music class, 26; Hastings C agriculture class, 10; Hastings summer school, 18. From the results obtained in the various certificate examinations the Board has every reason to feel gratified with the success of the training classes. Hawke's Bay is included in the district served by the Wellington Training College, and every year pupil-teachers are sent to complete their training. The Board feels, however, that the Training College should extend its influence in the district, and to this end proposes that Training College extension lectures be given from time to time.

District High Schools (See E.-6, Report on Secondary Education.)

Manual Instruction.—[See Appendix C to E.-2.]

Physical Instruction.—The Inspectors have drawn attention to the fact that the various changes in the instructional staff have brought about a lack of interest in this subject. Some teachers appear to have lost interest, it being reported that no physical instruction has been given in some schools for months. The Board trusts that an instructor will be located permanently in this district in order that this important branch of school work may be placed on a satisfactory footing.

Medical Inspection.—Medical inspection in this district has up to the present been most spasmodic, and the Board feels that in this respect it has just grounds for complaint. No Medical Inspector has been permanently located in the district, and as a result of the hurried visits of Medical Inspectors from other districts it has been impossible to secure the co-operation of the teachers which the success of the scheme demands. The Board learns with satisfaction, therefore, that a Medical Officer will be permanently located in Hawke's Bay in 1920. Dr. Clark was temporarily appointed to this district during the last few months of the year, and the Board desires to express its appreciation of the zeal and enthusiasm with which he carried out his duties.

Scholarships.—Scholarships in tenure in 1919 were: Junior National Scholarships, 32; Senior National Scholarships, 13; Wairoa County Council Scholarships, 1: total, 46.

Buildings.—The renovation and painting of schools and residences have been proceeded with steadily throughout the year. There has been great difficulty in many instances in proceeding with necessary repairs owing to the shortage of labour and materials. One class-room at Papatawa has been rebuilt, and the teacher's residence at Te Karaka is now being renewed. Only three new works were completed during the year, viz.: Motuhora, new school; Puhā, new residence; Tolaga Bay, addition one room. The cost of building was extremely high. It has been impossible in some cases to proceed with new works authorized, owing to no tenders being received. The new Napier Main School on Colenso Hill is still far from completion. The infant department was occupied early in 1920, but the main building cannot be completed until 1921. The delay has been due entirely to the shortage of cement. The following new works were in progress at the end of 1919: Parkvale (Hastings East), new school; Napier West, additions to infant school; Gisborne East, additions; Napier South, additions and new out-offices; Hastings West, additions; Napier Main, new school; Motuhora, additions and alterations to residence; Tolaga Bay, additions.

Finance.—The receipts for the year totalled £130,218 18s. 9d., and the payments £126,172 4s. 2d. The credit cash balance on all accounts on the 31st December, 1919, was £10,020 8s. 5d.

The principal items amongst the payments were:—

	1918.			1919.		
	£	s.	d.	£	s.	d.
Teachers' salaries and allowances	62,656	1	8	81,140	11	3
Conveyance and board of children	1,918	3	6	2,606	10	0
Grants to School Committees for incidental purposes	4,386	0	7	5,505	7	11
Manual instruction	3,369	7	9	3,824	16	5
Maintenance and rent of buildings	5,493	2	4	6,108	13	5
New buildings, additions, &c.	10,397	10	2	9,399	11	2
War bonus to teachers	3,144	19	1	2,358	5	0

School Committees.—The Board again desires to express its appreciation of the manner in which School Committees have co-operated with the Board in the administration of the Act and in the cause of education generally. The past year has been one of special difficulty owing to the fact that, while the cost of everything in connection with schools has greatly increased, Committees' incomes were not proportionately raised. The sums raised by way of voluntary contributions have been very considerable, thus showing that the interest of the Committees in the welfare of their schools has in no way diminished.

I, have, &c.,

The Hon. the Minister of Education, Wellington.

G. F. ROACH, Chairman.

NELSON.

SIR,—

Nelson, 30th July, 1920.

I have the honour to furnish a report of the proceedings of the Nelson Education Board for the year 1919.

The Board.—The members of the Board are Messrs. W. Lock and E. E. Boyes, representing the Nelson Urban Area; Messrs. F. W. O. Smith and E. J. Scantlebury, representing the East Ward of the Rural Area; Messrs. W. C. Baigent and S. B. Canavan, representing the North Ward of the Rural Area; and Messrs. A. C. Cottrell and W. H. McIntyre, representing the West Ward of the Rural Area. I regret to record the removal by death of Mr. T. Symes, who was a member for three years. Mr. D. J. Williams, a member for six years, found it necessary to resign early in the year. Their places have been filled by the appointment of Messrs. S. B. Canavan and W. H. McIntyre. The Chairman (Mr. F. W. O. Smith) continues to represent the Board on the Board of Governors of Nelson Colleges, and is also a member of the Victoria College Council.

Schools.—132 schools were open at the end of the year, this number including eight side schools, two part-time schools, and four secondary departments of district high schools. It is a matter for regret that the number includes an undue proportion of Grade 0 and Grade I schools. Wherever possible the Board endeavours to arrange for children who live beyond reach of a school to be boarded with relatives or friends in preference to establishing household schools, with the result that the number of such schools in the district has been reduced during the past two years. A more substantial grant towards the cost of children's board would be the means of further reducing the number of household schools, and would probably effect a saving in finances.

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

Teachers.—There were 143 certificated or licensed teachers and seventy-four uncertificated teachers employed at the end of the year. In addition twenty-three pupil-teachers and eighteen probationers were also employed. Considerable difficulty has been experienced in providing satisfactory staffing for a number of schools, and work in some instances has been carried on under adverse conditions. The steps taken to improve the salaries of teachers during the year should assist in securing the entrance of suitable candidates to the profession. The Board, however, is strongly of opinion that where teachers are asked to take up duties in remote districts they should have special monetary compensation for so doing.

Organizing Teachers.—The Board desires heartily to commend the Department for making provision for the appointment of organizing teachers to control the work carried out in small schools. Three organizing teachers have been appointed in this district, and the benefit of their supervision over the schools under their control will bring the work in these schools to a higher level. In recent years a number of teachers who have taken up work in Grade 0 and Grade I schools have had no previous teaching experience.

Scholarships.—At the examinations conducted at the end of the year eleven Junior National Scholarships and four Senior National Scholarships were secured by candidates in the district. The number of awards made cannot be regarded as satisfactory, seeing that seventy-nine candidates entered for the junior and thirty-seven for the senior examinations. The necessity for increasing the value of these scholarships is apparent. Actually some scholarship-winners, who would require to board, are unable to take advantage of the scholarships owing to the insufficiency of the allowance.

Attendance.—I regret to record a decrease in the total number of children on the rolls of the public schools. At the end of the year the number was 7,004; at the end of 1918 the number was 7,146. The average attendance for the year was 6,390, as against 6,258 for the previous year. Regular attendance has been interfered with by the prevalence of epidemic disease during the year.

Buildings.—An adequate programme of improvements and renovations to buildings and grounds under the Board's control has been carried out during the year. All properties in the Takaka and Collingwood Counties have been overhauled and renovated, and this applies also to the majority of school buildings in the Waimea and Buller Counties. The principal new works undertaken during the year were the erection of schools at Stockton, Mahana, and Sherry River, whilst the Will's Road School was shifted to a new site at Harakeke and enlarged, the Granity Side School was enlarged by the addition of a class-room from the Summerlea School, the Pokororo School was removed to a new site, and a small school was erected at Mailman's Creek. Further steps were taken during the year to acquire an addition to the school-site at Motueka, and also to acquire the Lutheran Church property adjoining the Girls' School in Nelson. In view of the withdrawal of the grant for rebuilding, the question arises as to how rebuilding and remodelling of schools should be carried out. There are many evidences of faulty design in our school buildings, and where enlargement is necessary the Board desires to urge that instead of adding to such buildings they should be entirely remodelled and should conform to some standard that should be adopted regarding design of school buildings. I have to express regret that a curtailment of the programme of repairs and maintenance of buildings has had to be enforced owing to the ever-increasing cost of material and labour. The Board is assured that good work is being carried out in connection with repairs and maintenance, and it is highly desirable that the grant for this work should be increased in conformity with the increased expenditure required.

Manual and Technical.—Considerable improvement has been effected in the management of the manual classes and classes for handwork held in public schools. The classes for manual training—i.e., woodwork, ironwork, cookery, dressmaking, agriculture, &c.—were conducted in a highly satisfactory manner, and a large number of senior pupils in the district received instruction in one or more of these subjects. Owing to inability to secure an instructor for classes in woodwork, no classes were conducted at Reefton during the year, but with this exception, in spite of difficulties in staffing, the Board is assured that good results were obtained. Ample supplies of material for handwork were made available in spite of the high cost, and generally an increased interest was shown in these branches of instruction. The payment of grants by way of capitation, however, leaves much to be desired. In a district like Nelson, with a large number of small schools, the capitation earned is not sufficient to enable an adequate scheme of manual instruction to be provided, and the proposal that instructors shall be graded and paid salaries accordingly is welcomed by the Board. Satisfactory work continues to be carried out in the technical schools at Nelson and Westport. At Nelson the chief progress has been made in connection with the classes for engineering, and when all the equipment required is available this branch of instruction should prove an important feature of the work of the school. The accommodation at the school is fully taxed, and it will be necessary to consider the advisability of re-erecting the school on a larger area of ground. It is satisfactory to report that arrangements were made during the year to place the Technical School under a Board of Managers on which representatives of the Board, Urban School Committee, Nelson City Council, Waimea County Council, Farmers' Union, and Society of Carpenters and Joiners are represented. The work at the Westport Technical School has been efficiently carried on, and the engineering department, which is a feature of this school's work, continues to be well attended. Other subjects of technical instruction are also catered for. The erection of technical-high-school buildings, for which a grant of £16,000 was made available recently, will materially increase the interest and scope of work which is now being carried on under circumstances which are not free from disadvantages.

Finance.—The provision made for increased allowances to School Committees and for assisting the general administration fund of the Board has improved the Board's financial position to some extent. At the beginning of the year there was a debit balance of £46 13s. 4d., and at the end of the year there was a credit balance of £1,155 12s. 3d. The position with regard to the funds for manual and technical instruction has been considerably improved by the acquirement of grants for apparatus and material. In this connection the Board wishes to accord its appreciation of the action of the Superintendent of Technical Education for his assistance in connection with these grants. The increases granted by way of allowances to School Committees were paid over to the Committees before the end of the year. A more equitable distribution of the amount allocated to School Committees is a matter which must engage the Board's attention during the year.

I have, &c.,

The Hon. the Minister of Education, Wellington.

F. W. O. SMITH, Chairman

CANTERBURY.

SIR,—

Christchurch, 1st June, 1920.

I have the honour to present the following report of the proceedings of the Education Board of the District of Canterbury for the year ending 31st December, 1919.

The Board.—There was no change during the year in the membership of the Board, which remains as follows: Christchurch Urban Area—Mr. E. H. Andrews, Mr. J. Jamieson, Mr. C. H. Opie, Mr. A. Peverill; Timaru Urban Area—Mr. C. S. Howard, Mr. J. Maze; North-west Ward—Mr. J. H. Bignell, Hon. Joseph Grimmond; Middle Ward—Mr. W. A. Banks, Mr. W. P. Spencer; South Ward—Mr. G. W. Armitage, Mr. T. Hughes. At a special meeting of the Board held on the 3rd September, 1919, Mr. W. A. Banks resigned as Chairman of the Board, and Mr. E. H. Andrews was elected in his place. The following standing committees were also set up, the Chairman of the Board being *ex officio* member of each committee: Agriculture—Mr. Howard (Chairman), Mr. Armitage, Mr. Banks, Hon. Mr. Grimmond, and Mr. Opie; Appointments—Mr. Banks (Chairman), Mr. Bignell, Mr. Howard, Mr. Hughes, and Mr. Opie; Buildings—Mr. Armitage (Chairman), Hon. Mr. Grimmond, Mr. Jamieson, Mr. Maze, Mr. Peverill, and Mr. Spencer; Finance—Mr. Peverill (Chairman), Mr. Bignell, Mr. Hughes, Mr. Jamieson, Mr. Maze, and Mr. Spencer; Normal School—Mr. Opie (Chairman), Mr. Banks, Mr. Howard, Mr. Hughes, Mr. Jamieson, and Mr. Peverill.

Board's Representatives.—At the end of the year 1919 the Board's representatives on the several public bodies were as follows:—High School Boards: Akaroa—Mr. W. K. Virtue, Mr. R. Latter; Ashburton—Mr. J. Tucker, Mr. W. B. Denshire; Greymouth—Mr. W. R. Kettle; Hokitika—Hon. H. L. Michel; Rangiora—Mr. H. Boyd, Mr. W. A. Banks; Timaru—Mr. C. S. Howard; Waimate—Mr. W. Lindsay, Mr. G. J. A. Shackleton. Boards of Managers of Technical Classes: Akaroa—Messrs. G. Armstrong, J. S. Dodds, H. Odell; Ashburton—Messrs. G. W. Andrews, R. Galbraith, F. Watt, R. A. Collins; Christchurch—Messrs. C. H. Opie, G. F. Franklyn, A. Peverill, H. R. Rusbridge, W. Jones, McGregor Wright, W. H. Cooper, W. R. Gahagan; Fairlie—Mr. T. Foden, Rev. A. E. Standage, Mr. J. R. Lack; Geraldine—Messrs. M. Campbell, T. Sherratt, T. Hughes (B.A.); Kaiapoi—Messrs. R. Wylie, J. H. Blackwell, S. Jackson; Pleasant Point—Messrs. J. Maze, L. Laurenson, W. B. Oborn; Temuka—Messrs. G. W. Armitage, G. Thompson, F. Sanders; Timaru—Messrs. J. G. Gow (M.A.), G. Sealey, H. A. Innis-Jones; Waimate—Messrs. E. W. Hassall, W. Geddes, S. I. Fitch.

School Buildings.—During the year new schools were erected at Avoca, Chorlton, Culverden, and Pleasant Valley, and additions at Cave, Ouruhia, Sumner, Waikuku, and Wharenui. The largest work was the completion of the first portion of a new school at Sydenham. The Board contemplates the rebuilding of part of the Christchurch West, Fairlie, Spreydon, Phillipstown, and Richmond Schools, and complete new schools at Cobden, Hilton, Hook, Prebbleton, Kaikoura Suburban, Milford, Rakaia, and Weedon's. These schools will be put in hand when the Department's approval is obtained and suitable arrangements can be made for the carrying-out of the work. The foundation-stone of the new Opawa School has been laid, and the erection of four rooms in brick is being proceeded with by the Board's building staff. As a result of repeated applications to the Department, a main school at Phillipstown has been granted, and the Board expects shortly to be in a position to commence the erection of an up-to-date school there, taking all the standards. The Department has agreed to the rebuilding of a number of class-rooms at Christchurch West District High School, and when this is done it will give the secondary classes better accommodation and facilities for work. Throughout the district a large amount of repairs and painting had been done, but this work has been hampered by the difficulty in securing carpenters and painters. The high price of wages and material has prevented the Board from granting any but urgent work, the building grant not having been increased in proportion to the rise in cost of repairs and painting. In the case of a large number of schools (approximately seventy), a sum of £50 or over was expended either on repairs, renovations, or furniture, or on improvements to school grounds. A special grant from the Department has enabled the Board to attend to the requirements of the schools in the Grey district, and the workmen are busy carrying out much-needed renovations. Grants have been made for new schools at Owenga and Te Roto (Chatham Islands), and workmen were sent over to the islands to erect these buildings. The need of a new training college for teachers is urgently felt, and fresh plans with amended applications for a grant were sent to the Department some months ago. The Board is making every effort to secure more modern accommodation for the training of its teachers, and it is hoped that the Government will soon make the necessary grant. New sites were obtained at Cobden, South New Brighton, and Opawa, and additions to sites at Allenton, Burwood, and Wharenui.

Supplies.—The Board has made arrangements to obtain supplies of stationery, ink, chalk, drawing, and copy books, &c., for schools, and Committees can now obtain these from the Board at wholesale prices, thus effecting a considerable saving to Committees and pupils. An effort was made last year to secure supplies of coal and firewood for schools. The Board, though unsuccessful in securing coal in bulk, obtained a large quantity of firewood, part of which will be available for this winter.

Finance.—At the end of the year, after providing £2,332 17s. 5d. to meet over-expenditure on special accounts, including an accumulated deficit on the Manual and Technical Accounts, the Board's General Account showed a credit of £4,408, a sum less than in the previous year by approximately £1,000, which amount is largely accounted for by the Board's purchase of fuel and stationery for schools. After taking into consideration assets in sight and liabilities actually incurred, the Buildings' Maintenance Fund showed a debit balance of £2,163 10s. 4d., against £2,829 18s. 3d. for the previous year, exclusive of the value of the Board's plant, stock, and material at the workshops at Christchurch, Timaru, and Greymouth. With the value of such assets included, as is only reasonable should be the case, the Buildings Maintenance Account would show a considerable credit. The credit to the Rebuilding Fund, including amounts due from the Government, increased by about £6,400, but an extensive rebuilding programme marked out for the coming year will absorb a large part, if not all, of the amount available.

Schools.—The number of schools open at the end of the year was 383, with a total roll at the end of the December quarter of 35,138, and an average attendance of 31,854. New schools were opened at Avoca, Bealey, Flea Bay, Hendes' Ferry, Maungatiro, Rakaia Little, and Waiho Gorge, and the schools at Bushside, French Farm, and Riverside were closed. The undermentioned table shows the number of schools at the end of the year of each decade given, and at the end of the years 1917, 1918, and 1919; also the number of children on the rolls, the approximate number in average attendance, and the percentages of attendances :—

Year.	Total of Schools.	On Roll at End of Year.	Average Attendance.	Percentage of Attendance.
1880	185	23,086	16,412	71.1
1900	335	27,930	23,806	81.6
1917	376	34,119	30,061	88.1
1918	388	34,722	29,684	85.5
1919	391	35,138	31,854	90.6

Maintenance.—The total expenditure on primary salaries for the year 1919, including £4,135 12s. 3d. house allowances, and £1,585 18s. 3d. for relieving teachers, was £213,461 10s. 11d. The salaries paid to teachers in secondary departments amounted to £8,319 13s. 7d. The following table shows the expenditure on salaries and incidentals for each year mentioned :

Year.	Salaries.	Incidentals.	Totals.	Average Attendance.
	£ s. d.	£ s. d.	£ s. d.	
1880	55,318 17 8	8,071 12 2	63,390 9 10	16,412
1900	70,978 18 7	8,064 13 10	79,043 12 5	23,806
1917	160,797 6 6	11,682 3 4	177,112 16 3	30,061
Bonus	4,633 6 5			
1918	165,436 17 5	11,720 12 11	186,750 17 3	29,684
Bonus	9,593 6 11			
1919	213,461 10 11	13,923 12 1	227,385 3 0	31,854

Teachers' Salaries.—In November, new regulations regarding teachers' salaries were gazetted. These provide for the payment to teachers of an increment of £10 to £45, varying according to the grading-mark. The allowances to training-college students, pupil-teachers, and probationers were also considerably increased, and the better remuneration offered has already induced many more young people to enter the teaching profession.

School Staffs.—There were 987 teachers in the Board's service at the end of 1919. Of these, 382 were head teachers or in sole charge, 483 were assistants, and 122 were pupil-teachers. There were in addition 84 probationers, also 30 sewing-mistresses in small schools in charge of male teachers.

Conveyance and Board of Children.—The expenditure for the conveyance of children to school and board of children living a long distance from school was £4,335 17s. 10d. Conveyance allowance was paid in respect of 1,291 children, and boarding-allowance for fifty children.

Scholarships.—The number of candidates for Junior National Scholarships was 406—girls 181, boys 225. Of these, thirty-nine qualified—eleven girls and twenty-eight boys. Two successful candidates had been attending sole-charge schools—viz., Hannaton and Moana; five had been attending large primary schools, and thirty-two had been attending district high schools and secondary schools. For the Senior Scholarships there were 132 candidates—girls 70, boys 62. Of these, twenty-four qualified—nine girls and fifteen boys. For the two Gammack Scholarships competed for in December, 1919, there were twelve candidates. Scholarships have been awarded to a pupil of the Christchurch Girls' High School and one of the Christchurch Boys' High School, subject to the regulations.

Committees' Incidental Allowances.—For some time past the allowances to Committees for incidental expenses have been quite inadequate to meet requirements, more especially in view of the rapid increase in the cost of fuel and labour. After repeated applications to the Department for an increased grant, the Government last session agreed to a new scale of allowances, which, however, while improving the finances of Committees, are not yet sufficient to meet their reasonable requirements.

Irregular Attendance.—The Truant Officer for North and South Canterbury reported that 1,300 ordinary and 246 final notices had been sent to the parents of children, and that Court proceedings had been taken in 101 cases. In addition, the Truant Officer stationed on the West Coast issued a considerable number of notices to parents. Taking all things into consideration, the attendance

throughout the district has been good. The increased cost of living, together with the high wages paid to boys and girls, has unfortunately induced many to leave school earlier than under normal conditions.

Manual and Technical Instruction.—These two important branches of education again received due attention during the year. Some form of elementary handwork was taken by about 28,000 pupils. The difficulty of supplying material and apparatus has again proved a serious drawback in the progress of the work, and to obviate this for the future the Board has decided to indent all the material it requires, and make provision for having a good supply always on hand. The interest in advanced handwork was well maintained, and several new centres for woodwork and cookery were opened during the year. Although there has been increased interest in technical and continuation classes during the year, yet this branch of education does not receive the support it deserves. The reason is not far to seek. Technical Associations are all suffering from lack of funds, and lack of funds means lack of teachers. The increased value of boy-labour is also an important factor against attendance. Teachers' classes have again been conducted at Timaru, Greymouth, and Christchurch. Generally speaking, these have been well attended and the instruction has proved beneficial. A retrospect of the work done since the amalgamation of Boards gives distinct evidence of steady and solid advance; more classes are carried on all round, better facilities are offered, and there is very much keener interest in the work.

Agriculture.—About 240 schools took up the subject of elementary agriculture, and there is ample evidence to show that some good experimental work has been done. The competitions in connection with the McFarlane Shield, the Hurdley Shield, and the Board's potato competitions were the means of arousing a great deal of enthusiasm and promoting healthy rivalry. The appointment of Mr. Ridley has given a great fillip to the work on the Coast; and the results of the experimental work that is being done there must have a beneficial effect on the economic life of the community. The rural courses at the district high schools were attended by about 214 pupils; the girls receive an excellent training in housecraft and homekeeping, and the boys are taught agricultural science.

General.—Most of the Board's teachers who were on active service have now returned and have been reabsorbed into the Board's employ. The shortage of teachers, however, is still acute. The influenza epidemic has been responsible for the necessity of employing a considerable number of relieving teachers, and there has consequently been much difficulty in filling all the vacancies, especially in the country districts. Until some satisfactory plan has been devised to provide suitable board and lodgings for teachers in the more isolated localities, the Board will continue to experience the greatest difficulty in securing certificated teachers for these positions. With the return to normal conditions and the better remuneration now offered to pupil-teachers, probationers, and training-college students, it is hoped that in the future the supply of qualified teachers will be more satisfactory.

I have, &c.,

The Hon. the Minister of Education, Wellington.

ERNEST H. ANDREWS, Chairman.

OTAGO.

SIR,—

Dunedin, 31st March, 1920.

I have the honour to submit the following report of the Education Board of the District of Otago for the year 1919 :—

Board.—The membership of the Board remained the same as in the previous year, viz. : Urban Area—Messrs. W. R. Brugh, Robert H. S. Todd, James Wallace, and James H. Wilkinson; North Ward—Messrs. Donald Borrie and George Livingstone; Central Ward—Messrs. James Horn and James Smith; South Ward—Hon. D. T. Fleming and Mr. Parker McKinlay, M.A. Mr. James Wallace continued to fill the office of Chairman. Thirty-eight meetings of the Board have been held, the average attendance being eight. The following were the Board's representatives on various educational bodies :—Council of the University of Otago—Mr. P. McKinlay, M.A.; Otago High Schools' Board—Hon. D. T. Fleming and Mr. W. R. Brugh; Waitaki High Schools Board—Mr. James Mitchell; Boards of Management of Associated (Technical) Classes : Dunedin—Messrs. James Wallace, W. R. Brugh, and P. McKinlay, M.A.; Oamaru—Mr. James Mitchell; Milton—Messrs. P. McKinlay, M.A., and W. B. Graham.

Number of Schools.—The number of schools in operation at the end of the year was 253, four less than in the previous year. Seven of these were household schools. Thirteen had an average below 9; seventy-five from 9 to 20; fifty-nine from 21 to 35; fifty-five from 36 to 80; twelve from 81 to 120; nine from 121 to 160; four from 161 to 200; seven from 201 to 360; eight from 361 to 500; and eleven over 500. The average roll, average attendance, and percentage of average attendance were 22,230, 20,463, and 92.03 respectively. The roll number shows an increase of 75 for the year, the average attendance an increase of 233, and the percentage of attendance an increase of 0.72. The following table shows for the terminal year of each decade since the institution of the Otago education scheme in 1856, and for the year just closed, the number of schools, teachers, and pupils :—

Year.	Schools.	Teachers.	On the Roll.	Average Attendance.	Percentage of Attendance, Otago District.	Percentage of Attendance for Whole of Dominion.
1856-57	5	7	..	236	..	..
1876	165	329	13,537	11,210	..	..
1896	218	554	22,091	19,502	85.9	81.4
1916	261	754	21,880	20,237	92.4	88.6
1919	253	752	22,230	20,463	92.03	..

Ages and Standards.—The totals in the various classes were : Class P, 7,072 (31·9 per cent.) ; Standard I, 3,026 (13·6 per cent.) ; Standard II, 2,712 (12·2 per cent.) ; Standard III, 2,745 (12·4 per cent.) ; Standard IV, 2,668 (12 per cent.) ; Standard V, 2,279 (10·3 per cent.) ; Standard VI, 1,660 (7·5 per cent.) ; Standard VII, exclusive of secondary pupils of district high schools, 30 (0·1 per cent.).

There were on the rolls at the end of the year 11,560 boys and 10,699 girls ; total, 22,259. The percentages were : Boys, 51·9 ; girls, 48·1. The proportion of boys to girls remains practically unchanged from year to year. In the secondary classes there were 111 boys and 157 girls ; total, 268 ; the percentage being 41·4 boys and 58·6 girls.

Teachers.—On the 31st December there were in the Board's service 752 teachers, classified as under :—

	Males.	Females.	Total.
Head teachers	103	3	106
Sole teachers	28	117	145
Assistant teachers	67	258	325
Total of adult teachers	198	378	576
Pupil teachers	29	55	84
Probationers	11	45	56
Teachers of needlework	..	12	12
Manual and technical (special teachers)	14	10	24
	252	500	752

The ratio of male teachers to female teachers employed in Otago has been for the past two years :—

	Adult Teachers.	Pupil-teachers and Probationers.
1918	100 males to 224 females.	100 males to 241 females.
1919	100 males to 191 females.	100 males to 250 females.

During the year the Board made 165 appointments of adult teachers. Sixty pupil-teachers and probationers were admitted to the service, of whom one had passed the D certificate examination, one had obtained partial D, twenty-one had passed the Matriculation Examination, six held partial matriculation, one held a lower leaving certificate, and thirty had passed the Intermediate or Public Service Entrance Examination.

Finance.—The main items of expenditure are shown below in comparison with the figures for the previous year :—

	1918.	1919.	Increase or Decrease.
	£ s. d.	£ s. d.	£ s. d.
Teachers' salaries and lodging-allowances	108,935 13 8	139,343 2 6	Inc. 30,407 8 10
Payments to School Committees for incidental expenses	7,498 13 4	9,419 9 8	Inc. 1,920 16 4
School buildings, purchase of sites, manual and technical buildings and apparatus	18,344 9 9	18,254 15 2	Dec. 85 14 7
Administration	3,134 16 8	3,508 17 10	Inc. 374 1 2

The war bonus paid to teachers amounted to £5,020 2s. 8d. ; conveyance and board of children amounted to £2,806 17s. 7d. The expenditure on school buildings included : General maintenance, repairs, alterations, small additions and rents, £13,299 11s. 2d. ; new buildings, £2,484 11s. ; purchase of sites, £1,650 15s. 2d. ; manual and technical purposes, £784 17s. 10d. At the 31st December, 1918, the net balance to credit was £25,978 12s. 5d. ; the total receipts for the year amounted to £220,973 13s. 10d., and the total payments to £221,195 16s. 11d. The net balance to credit at the 31st December last was £25,756 9s. 4d.

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

School of Art. [See E.—5, Report on Technical Education.]

Junior and Senior National Scholarships.—There were from this district 247 competitors for Junior and 133 competitors for Senior Scholarships ; thirty-four juniors (or 13·7 per cent.) and sixteen seniors (or 14 per cent.) were successful in gaining scholarships. Of the 221 Junior Scholarships awarded in the Dominion, Otago candidates gained 15·3 per cent., and of the 121 senior scholarships awarded, Otago candidates gained 13·2 per cent. Of the 130 scholarships current at the end of 1919, ninety-five were juniors and thirty-five were seniors ; thirty-six were held by girls and ninety-four by boys. The principals of the secondary schools they attended reported favourably regarding the conduct, diligence, and progress of all of them. The Board deems it desirable again to record its opinion that holders of Government scholarships should not be permitted to attend private schools during the tenure of their scholarships.

Inspection of Schools.—In the report of the Inspectors of Schools their estimate of the efficiency of the schools is shown as follows : Excellent or very good, 28 per cent. ; good, 40 per cent. ; satisfactory, 27 per cent. ; fair to inferior, 5 per cent. Compared with the results for the previous year the figures show a slight decrease in efficiency, but this is reasonably accounted for by the absence of pupils owing to the prevalence of influenza, and also to the great number of changes, especially in the country schools, which took place during the year. The Inspectors note with regret that a large number of children still leave school before passing S6, and also that retardation of pupils in S1, though to some extent diminishing, is still resorted to by teachers to a greater extent than in their opinion is justified. They recommend teachers to make more use of the school excursion or class walk, and the frequent visiting of public libraries, picture-galleries, and museums by the teacher and his class. Reference is also made by them to the improvement noticeable in the environment of many of the schools by the planting of ornamental trees and shrubs supplied from the Training College garden. They express their belief that staff conferences, having for their object the interchange of ideas between the head teachers and their assistants, are less frequent and more perfunctory than they should be.

Manual and Technical.—Instruction in elementary handwork (paperwork, cardboard, plasticine, modelling, brushwork, &c.), was imparted in practically all the schools in the district. Cookery and woodwork were carried on in ten centres, forty-four schools participating in the instruction. Swimming and life-saving classes for S4 pupils were held at the Dunedin Municipal Baths. Classes for pupils above S3 were held at the Oamaru Municipal Baths, and also at Alexandra, Coal Creek, and Tapanui. The average attendances at the special classes were: Cookery, 1,319; woodwork, 1,375; swimming and life-saving, 1,347.

Agricultural Instruction.—Each succeeding year adds to the number of schools at which elementary agricultural instruction is interwoven with the other subjects of the curriculum, and the total now stands at 205. The work has in many cases been very gratifying in both its educative effect and tangible result. The number of pupils receiving instruction in the subject was 2,638. It is further pleasing to note the increasing number of schools at which the agricultural and nature-study work is finding concrete expression in the beautifying of the school grounds. With the general appreciation of the result of effort in this direction on the most impressionable element in the community, it is confidently anticipated that the work already begun will be extended in all the schools of the district. The Department has also granted funds for the establishment of a third manual training centre in Dunedin (at the Arthur Street School). The expenditure on manual and technical instruction was: Salaries, material, &c., for school classes, £5,126 10s. 4d., and for special classes, £1,394 15s. 8d.; buildings, furniture, and fittings, £784 17s. 10d.; total, £7,306 3s. 10d.; being an increase of £913 3s. 10d. over the previous year. The excess of expenditure over capitation earned and receipts from other sources was £174 3s. 2d. The Board is glad to learn that the Department is now seriously considering the introduction of a general scale of salaries for woodwork, home science, and agricultural instructors employed by Boards, and the making of special appropriations to meet the cost of same, instead of Boards having to finance these payments as at present out of uncertain capitation revenue.

Public-school Certificates.—There were 1,768 candidates from the public schools for proficiency certificates. Of these, 1,356, or 77 per cent., were successful, and 172 gained certificates of competency. These results are lower by 3 per cent. than those of the previous year.

School Libraries.—During the year fifty-five School Committees received subsidies on local contributions for purchasing approved books for school libraries, and pictures for the adornment of the school-walls. Fifteen book-cases were supplied free by the Board. The total value of the Board's contribution in money and book-cases was £162 17s. 8d. The Board continues to invite School Committees and teachers to participate in its scheme of subsidies for providing suitable reading-matter for the pupils.

Free School-books.—These were supplied to the following extent: In necessitous cases, £85 10s.; to pupils coming from other education districts where different books were used. £33 1s. 2d.

Training College.—There were 129 students in the College at the end of 1919, viz.: Second-year students (14 men and 35 women), total 49; first-year students (15 men and 63 women), total 78. Of these, 88 were from Otago, 21 from Southland, 17 from Canterbury, and 1 from the North Island. Bursaries, lodging-allowances, and travelling-expenses paid to students amounted to £11,346 3s. 5d., college fees to £900 7s. 6d.; total, £12,246 10s. 11d. The difficulties encountered by the students from outside Dunedin in procuring suitable lodging-accommodation have emphasized more than ever before the urgent necessity that exists for the immediate provision of an up-to-date hostel, and the Board cannot refrain from expressing its dissatisfaction concerning the Government's delay in performing its clear duty in this matter. In view of the large increase in the number of students admitted to the College for the current year, it has been found necessary to provide additional accommodation of a temporary nature. The number in attendance is now far beyond the capacity of the present building, and an extension on a large scale is a necessity of the immediate future. The Principal in his report pleads for the provision of a third or even a fourth year's course for those students who have proved themselves worthy of it, and also for the establishment in the Dominion of a proper agricultural college at which many of those granted extended bursaries may attend, and from which might be drawn a much-needed supply of trained agricultural instructors. From its experience the Board can testify to the regrettable fact that trained agricultural teachers are practically unobtainable in the Dominion. The Principal also points out that but little advantage is taken by graduates who intend to be secondary or home-science teachers of the provision made for their admission to the Training College, and laments the fact that "such teachers go to their work, which is teaching, prepared in everything except the art of teaching."

Truancy and Irregular Attendance.—The Board's Truant Officer found it necessary to serve 298 notices on parents and guardians for infringements of the Act; 243 cases were investigated owing to illness and other reasons; and 35 penalty summonses were issued, convictions being obtained in all cases. The fines and costs for the year amounted to £14 14s. At the end of last year 128 pupils left the city and suburban schools who did not pass S6, forty-nine left who had passed only S4, sixteen who had passed only S3, and eight who had passed only S2. All of these had reached the exemption age—viz., fourteen years. During the year the matter of the employment before and after school hours of boys under fourteen years on milk-carts, paper runs, &c., has engaged the attention of the Board. From a report submitted by the Truant Officer it appeared that boys attending the city and suburban schools so engaged numbered 365; more than half of them had to rise very early in the morning, their wages ranging from 12s. 6d. to 1s. per week. For the highest rate of wages quoted some of the boys worked about thirty-eight hours per week. The Board has no hesitation in stating its firm opinion that in the majority of cases here referred to the children are being defrauded of their educational heritage. The economical difficulties bound up in the question should not deter the Government from facing the problem and endeavouring, by legislative restrictions and the granting of financial aid in approved necessitous cases, to secure the removal of the hindrances which now impede these children's proper participation in the education provided by the State.

Physical Instruction.—The Department's scheme of physical exercises has formed part of the course of instruction of all schools in the district. The Board notices that the Inspectors of Schools in their report express regret that the school gymnasiums and their equipment are now practically unused owing to the adoption exclusively of "free exercises," and recommend the judicious use of the gymnastic apparatus available at many of the schools.

Uncertificated Teachers.—The Board continued with satisfactory results the payment of half-fees for tuition by correspondence in the cases of all teachers who took approved courses for the D certificate, and whose attention was favourably reported upon.

School-sites.—The intimation that the Department proposes to pursue a forward course in the matter of providing additional playground areas has given the Board much satisfaction, and it trusts that this will result in the improvement of conditions at many of the schools, and that the future needs will be duly provided for. The results so far have been encouraging. A fine new site of $3\frac{1}{2}$ acres has been acquired for the Caversham School, and it is proposed to proceed shortly with the erection of the new school thereon. Arrangements have been made with the Otago Harbour Board whereby a site of 5 acres at Lake Logan will be available for a new school to supersede the present Albany Street School. An area of three-quarters of an acre has been acquired as a site for a training-college hostel, and extensions of the Anderson's Bay, Benhar, Milburn, and Alexandra sites have been sanctioned.

Buildings.—Building-work has been carried out during the year under ever-increasing difficulties. Prices are still very high, and certain lines, such as water-tanks, heating-stoves, good locks, and other hardware are almost unprocurable. The supply of durable timber is far from equal to the demand, and the quality of the bricks now being made is much inferior to that of pre-war days, while the price is almost double what it was then. Labour is an outstanding difficulty, and much urgent country work remains undone owing to the demand for skilled labour being far in excess of the supply. The Board's efforts have been concentrated in an attempt to maintain all buildings by timely repairs and painting, but this work is not so far advanced as was hoped for. In this connection the Board would respectfully point out that the money allocated for the maintenance-work must be very largely increased in the future if buildings are to be kept in good order. At present the work is not being overtaken, while the cost is far exceeding the amount of the grant. Very few new buildings have been completed during the year, Balclutha infant-room with teachers' retiring-room attached being the most important.

Boarding for Female Teachers in Country Districts.—Hardly a meeting of the Board now passes without complaints being received regarding the difficulty of securing suitable accommodation for some country teachers, especially female teachers. In some cases the teachers have had to be withdrawn for lack of boarding-facilities. In districts where the difficulty is acute the Board is proposing to build on the school ground, or if it is in too isolated a position, on private property, cottages of one or two rooms, on runners, so that, if necessary, they can be moved from one part to another without great expense. The problem is one of some difficulty; but it must be faced, as young women cannot be sent into country districts without some reasonable assurance that suitable accommodation will be available.

Increase in Teachers' Salaries and Increased Grants to School Committees.—The action of the Government in providing higher salaries for all grades of teachers and for more liberal grants for School Committees' incidental expenses is heartily approved by the Board. It does not think, however, that the limit in teachers' salaries has yet been reached, and that, in comparison with other sections of the Public Service, the increases are adequate. It hopes that financial inducement for securing for the teaching profession the best material available in the Dominion will be still further increased. There can be no better investment of Government funds.

The Hon. the Minister of Education, Wellington.

I have, &c.,

J. WALLACE, Chairman.

SOUTHLAND.

SIR,—

Education Office, Invercargill, 25th March, 1920.

In accordance with the provisions of the Education Act, 1914, the Education Board of the District of Southland has the honour to submit the following report of the proceedings for the year ended 31st December, 1919.

The Board.—The members in office at the beginning of the year were Messrs. J. C. Thomson (Chairman), J. Findlay, D. Gilchrist, F. W. Gresham, J. MacGibbon, A. J. Nichol, P. A. de la Perrelle, and J. D. Trotter. An election was held in July to fill the extraordinary vacancy caused by the death of Mr. Findlay, resulting in the election of Mr. G. F. Johnson of Lumsden. Messrs. J. C. Thomson and G. T. Stevens continue to act as the Board's representatives on the Southland Boys' and Girls' High Schools Board; Messrs. F. W. Gresham, H. E. Niven, W. Riddell, J. C. Thomson, J. D. Trotter, F. A. Webb, and A. L. Wyllie, M.A., represent the Board on the Southland Technical College Board; Messrs. D. Gilchrist, H. E. Niven, and A. J. Nichol are the Board's representatives on the Gore High School Board, while the Hon. T. A. MacGibbon and Mr. J. C. Thomson represent the Board on the Otago University Council and the Training College Committee of Advice respectively. During the year twelve ordinary meetings and one special meeting were held, while the Executive Committee met twenty-two times.

Schools.—At the end of the preceding year there were in existence 191 schools. During the year the schools at Etalvale II, Cainard, Glen Dhu, Mount Alfred, Mount Aspiring, Titipua, and Upper Shotover were closed, and five first-named being "household" schools, while new schools were opened at Port Craig, Sandhills, Northope, Raymond's Gap (reopened), Lillburn (reopened) and Duncarn (reopened). The 190 schools in operation in this district at the close of 1919 were graded as follows: Grade 0, 16; Grade I, 51; Grade II, 40; Grade IIIA, 56; Grade IIIB, 7; Grade IVA, 5; Grade IVB, 3; Grade IVC, 3; Grade VB, 3; Grade VD, 1; Grade VIA, 1; Grade VIIA, 2; Grade VIIB, 1; Grade VIIc, 1.

Grade 0 Schools.—The Board notes with pleasure that the Department has increased the capitation allowance to the above class of school from £9 to £12 per pupil. This increase will be welcomed by the backblocks settlers, who have been called upon to guarantee the salary of the teacher up to £100 per annum. Again, the Board expresses the opinion that instead of establishing

household schools and paying capitation at the rate of £12 per pupil in average attendance, the Department should grant an allowance sufficient to cover the cost of boarding a child away from home in order that he might attend an efficient school.

Demonstration Schools.—For years past the Board has urged the Department to establish at least one demonstration school in this district, but so far the appeal has not received the Department's favourable consideration. However, the Board congratulates the Department on its efforts to meet its request by appointing two organizing teachers for this district. The organizing teachers commenced duty in October, but it is as yet too soon to express an opinion as to whether the plan will be successful.

Attendance of Pupils.—On the 31st December, 1919, there were 12,072 children on the rolls of the schools in this district—6,278 boys and 5,794 girls. These figures, as compared with those of the year preceding, show a decrease of eight pupils. The average attendance for the year was 10,577, a record for this district. It may be of interest to note that the average attendance, 10,577, was composed of 5,531 boys and 5,046 girls—that is, approximately in the ratio of 52·3 and 47·7 per cent. for the respective sexes. The Truant Officer in his annual report to the Board states that he had sent out during the year 404 notices to defaulters, issued 101 summonses, and secured 101 convictions, the amount of fines inflicted being £22 8s. 6d.

Teachers.—The number of teachers employed at the end of the year was 432, of whom 371 were adults and 61 were pupil-teachers or probationers. The following table will show the distribution of the teaching staff in the schools under the jurisdiction of the Board:—

						Male.	Female.	Total.
Head teachers	..	..	..	..	..	57	25	82
Sole teachers	..	..	..	..	..	36	72	108
Assistants ..	..	..	..	..	..	21	140	161
Total of adult teachers	..	..	..	..	..	114	237	351
Pupil-teachers	..	..	..	..	..	3	30	33
Probationers	..	..	..	..	..	3	25	28
Teachers of needlework	..	..	..	..	..	..	13	13
Manual and technical	..	..	..	..	..	3	4	7
1919 totals	..	..	..	..	..	123	309	432
1918 totals	..	..	..	..	..	106	326	432

Of the 351 adult primary-school teachers in the service of the Board, 226 held certificates, 14 held licenses to teach, while 101 were uncertificated. At the end of 1918 there were in the service of the Board 344 adult primary-school teachers, of whom 214 were certificated, while the number of uncertificated teachers was 119. The percentage of fully certificated teachers was 67·2 for 1919 as compared with 62·2 for 1918 and 61·4 for 1917. These figures show a gratifying increase in the number of certificated teachers, but the number of uncertificated teachers in this district is still high. The Board notes with satisfaction that several of the uncertificated teachers have made an honest effort to secure classification, but regrets that a more earnest and general response to the Board's injunctions to secure classification, as expressed by special circulars from time to time, has not been made. There are in the service several teachers who have held responsible positions for a number of years, and who have so far made no effort to improve their educational status. These teachers have been warned that if they fail to improve their literary qualifications at the teachers' examination in 1920 the Board will terminate their engagement. While the Board deplors the fact that so many of our schools are staffed by uncertificated teachers it must not be overlooked that several of these teachers are doing fairly satisfactory work.

Scholarships.—For the Junior National Scholarship Examination there were 107 candidates, and for the Senior thirty-eight candidates. In the junior division, scholarships were awarded to pupils of the Southland Girls' High School (four), Winton School (one), Waihopai School (four), North Invercargill School (one), Southland Boys' High School (one). Senior National Scholarships were awarded to pupils of the Southland Boys' High School (two), and Gore High School (one). The total numbers of scholarships in force at the end of the year were—Junior National, forty-eight; Senior National, two. The amount disbursed to scholarship-holders during the year was £818 7s. 8d.

Conveyance and Board of Pupils.—The amount disbursed by the Board on the conveyance and board of children was £2,016 17s. 4d., as compared with £1,465 7s. 2d. in 1918. Conveyance allowance was paid in respect of 443 children, and boarding-allowance in respect of 23 children—an increase over last year of 129 and 10 respectively. The Board is of the opinion that a further increase in the allowance for conveyance and board would prevent the undue multiplication of small schools for which the services of efficient teachers cannot possibly be secured.

Voluntarily Contributions.—In last year's report the Board was pleased to announce a substantial increase in the number of School Committees which took advantage, during the year, of the provision made in the regulations for the payment of subsidies on voluntary contributions. Again this year the Board has to report a further increase. The amount raised during the year was £747, as compared with £345 in 1918. The Board is of the opinion that the amount raised will undoubtedly increase as Committees become more fully aware of the provision made by the Government for subsidizing voluntary contributions raised for the purpose of carrying out necessary improvements to school grounds and buildings, supplying of apparatus, and the establishment or enlarging of school libraries. The purposes for which the voluntary contributions and the subsidies thereon were utilized are as follows: Establishment of school libraries, £20; improvements to school-grounds, £619; supply of apparatus and flags, £26; supply of fuel, £10; erection of rolls of honour, £54; and the establishment of sheep-shearing classes, £18. The Board desires to draw the attention of School Committees and teachers throughout the district to the provision made for the establishment and enlarging of school libraries. By this means it is hoped to increase the study of good and wholesome literature among the young people.

School-books and Stationery.—Although provision is made for the free supply of class-books in necessitous cases, and in cases where parents who have purchased new books for their children remove to another district, the Board is strongly of the opinion that the purchase of all school material should be made by the Department in bulk from the manufacturers and sold at cost price to Education Boards. Early in 1919 the Department intimated that the Minister of Education was considering the question of the establishment of a central store for the purchase of supplies of school stationery and for distribution of such stationery to schools, but so far no progress seems to have been made in the matter. The Board trusts that the proposal will not be lost sight of.

Medical Inspection.—Previous to 1919 the Medical Inspector had charge of the combined districts of Otago and Southland, with the result that only a few of the large schools were visited. In 1919 a Medical Inspector was appointed for the district, who, accompanied by the Department's School Nurse, was able to visit all the principal schools, and there has been considerable extension of this sphere of work. Evidence is not wanting that the importance of medical inspection of school-children is recognized by parents.

Physical Instruction.—Towards the end of the year the Department appointed a physical instructor for Southland. Previously Otago and Southland were combined for the purpose of physical instruction. Regular instruction in physical drill is now given in most of the schools of the district, and the instructor reports that in the majority of schools the exercises are faithfully carried out. During the month of September, training classes in physical instruction were conducted by the Department's physical instructors. The classes were open to all pupil-teachers, probationers, assistant teachers, sole teachers, and head teachers who had not previously attended such a course. In the case of pupil-teachers and probationers attendance was compulsory. Seventy-seven teachers attended the classes, and all entered with zeal and enthusiasm into the spirit of the training.

Instruction of Teachers.—Saturday classes for the training of teachers were arranged by the Board as usual, but after being at work for only nine weeks the classes had abruptly to cease in consequence of the coming into operation of the restricted railway service. This enforced break seriously interfered with the work of the classes, as even by continuing practically right up to the Christmas vacation immediately the normal train service was resumed, it was impossible to get in more than nineteen weeks' instruction instead of the usual twenty-six. The subjects in which instruction was given and the roll-number in each case were as follows: Drawing (three classes), 73; vocal music (three classes), 36; needlework (two classes), 51; hygiene (two classes), 50; agriculture (two classes), 42; school method, 15; mathematics, 10; English, 9; cardboard-work 26. Drawing classes for pupil-teachers and probationers were also held on two afternoons a week for a period of forty weeks, the average attendance being eighteen.

Certificates.—809 pupils were presented for examination in the subjects of the Sixth Standard. Of these 537 gained proficiency certificates, 135 gained competency certificates (five being endorsed), while 137 failed—percentages of 66·3, 16·7, and 17 respectively.

Buildings.—All building operations, maintenance, erection of new schools, erection of additions to school buildings and residences, have been carried out by the Board's staff of workmen, as was done last year. During the year a new school has been erected at Makarewa, and additions to schools at Waituna, Clifton, Waimumu, and St. George. The works now in hand are: Erection of new schools at Winton, Glenham, and Invercargill South; additions to Don Street Manual School, Invercargill, Technical College engineering workshop, and to schools at Waikiwi, East Gore, Bluff; and the erection of a new residence at Tuatapere. In addition to the foregoing works, necessary repairs to and painting of existing buildings have been carried out.

Financial.—The cash balance on the 31st December, 1918, was £4,340 4s. 4d. During the year the receipts from all sources, including the balance from last year, amounted to £126,273 19s. 4d., and the actual expenditure to £125,020 5s. 7d. The cash balance on the 31st December, 1919, was £1,253 13s. 9d. In last year's report reference was made to the fact that the rebuilding account would have to be largely drawn upon this year to replace the worn-out school building at Winton and to re-erect the Makarewa School. The cost to date of the re-erection of the Makarewa School is approximately £2,300, the grant from the Government being only £1,218. The difference, £1,082, has to be taken from the rebuilding account. In the case of the Winton School the Department has promised to consider the question of a grant in aid of this work when the building is completed and the detailed statement of the cost is submitted. Although the cash balance on the 31st December, 1919, is considerably less than the amount available on the 31st December, 1918, it is to be pointed out that a sum of over £2,000 due by the Department was not received until January, 1920.

I have, &c.,

The Hon. the Minister of Education, Wellington.

J. C. THOMSON, Secretary.

STATEMENTS OF INCOME AND EXPENDITURE AND ASSETS AND LIABILITIES AND BALANCE-SHEETS OF EDUCATION BOARDS.

AUCKLAND.

STATEMENT OF INCOME AND EXPENDITURE AND ASSETS AND LIABILITIES FOR THE YEAR ENDING
31ST DECEMBER, 1919.

Name of Account.	Balance, 31st December, 1918.	Income.	Expenditure.	As at 31st December, 1919.		
				Balance (including Assets and Liabilities).	Cash Assets.	Liabilities actually incurred.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Teachers' salaries ..	..	327,413 19 4	327,413 19 4	..	..	13 1 6
House allowances ..	..	10,642 11 6	10,642 11 6	..	..	..
Relieving teachers ..	Cr. 17 13 6	4,464 19 5*	4,287 11 0	Cr. 195 1 11	195 1 11	..
School libraries ..	Cr. 203 18 5	177 13 9	236 3 7	Cr. 145 8 7	..	..
Conveyance, &c. ..	..	1,692 14 0*	1,716 0 2	Dr. 23 6 2	554 7 10	577 14 0
Grants to School Committees ..	Cr. 190 11 9	21,131 11 7*	21,322 3 4	..	..	..
Training colleges ..	..	21,934 12 10*	21,934 12 10	..	..	113 7 3
Teachers' classes ..	Cr. 178 17 2	709 12 5*	976 11 7	Dr. 88 2 0	100 0 0	188 2 0
Scholarships—National ..	..	4,787 14 5*	3,794 13 4	Cr. 993 1 1	993 1 1	..
District High School salaries ..	..	4,883 0 10	4,883 0 10	..	..	33 6 8
Manual instruction ..	Cr. 202 9 3	24,371 14 7*	20,834 16 6	Cr. 3,739 7 4	4,217 14 8	595 0 0
Technical instruction ..	Cr. 7,284 13 5	16,968 1 3	22,069 6 3	Cr. 2,183 8 5	359 3 11	1,140 14 11
Rebuilding ..	Cr. 64,664 6 6	8,989 3 6	3,816 19 11	Cr. 69,836 10 1	..	..
Buildings—Maintenance ..	Cr. 9,901 15 1	18,811 18 3	20,306 14 4	Cr. 8,406 19 0	..	898 12 2
New buildings ..	Dr. 652 8 2	44,998 17 9*	41,195 18 11	Cr. 3,150 10 8	8,214 15 2	5,064 4 6
Sites sales ..	..	672 9 6*	672 9 6	..	..	..
Contractors' deposits ..	..	435 0 0	435 0 0	..	..	85 0 0
General Account ..	10,884 0 2	18,092 12 0	22,369 4 2†	Cr. 6,607 8 0	161 16 5	150 0 0
	92,875 17 1	531,178 6 11	528,907 17 1	Cr. 95,146 6 11	14,796 1 0	8,859 3 0

NOTE.—The amounts marked * include transfers from the General Fund, marked †, amounting in all to £10,297 4s. 7d.

BALANCE-SHEET, 31ST DECEMBER, 1919.

Liabilities.		Assets.	
	£ s. d.		£ s. d.
Sundry cash liabilities, Special Accounts ..	8,709 3 0	Cash at bank on current account ..	28,287 14 8
Sundry cash liabilities, General Account ..	150 0 0	Less unrepresented cheques ..	102 12 4
Credit balances, Special Accounts ..	88,538 18 11		28,185 2 4
Credit balance, General Account ..	6,607 8 0	Fixed deposits ..	61,024 6 7
		Cash assets, Special Accounts ..	14,634 4 7
		Cash assets, General Account ..	161 16 5
	<u>£104,005 9 11</u>		<u>£104,005 9 11</u>

TARANAKI.

STATEMENT OF INCOME AND EXPENDITURE AND ASSETS AND LIABILITIES FOR THE YEAR ENDING
31ST DECEMBER, 1919.

Name of Account.	Balance, 31st December, 1918.	Income.	Expenditure.	As at 31st December, 1919.		
				Balance (including Assets and Liabilities).	Cash Assets.	Liabilities actually incurred.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Teachers' salaries ..	..	63,933 5 5*	63,933 5 5	..	..	3 15 7
War bonuses ..	..	2,285 5 6	2,285 5 6	..	..	..
House allowances ..	..	1,712 0 11	1,712 0 11	..	5 0 0	..
Organizing teachers ..	..	301 6 1	301 6 1	..	98 15 1	..
Relieving teachers ..	..	466 6 4*	466 6 4	..	..	..
School libraries ..	126 1 4	219 15 0	253 19 4	91 17 0	577 12 4	250 0 0
Conveyance, &c. ..	..	734 13 10*	734 13 10	..	..	..
Grants to School Committees ..	241 19 8	5,074 5 11	5,245 5 3	71 0 4	..	..
Contributions and subsidies ..	..	1,023 11 2	1,023 11 2	..	..	..
Teachers' classes ..	..	250 0 0	173 14 0	76 6 0	..	34 0 0
Scholarships—National ..	..	617 1 8	617 1 8	..	145 0 0	..
.. Special ..	..	..	..	..	..	..
District High School salaries ..	..	1,629 16 8	1,629 16 8	..	..	..
Manual instruction ..	1,892 17 9	2,708 19 1	3,123 14 11	1,478 1 11	217 4 1	..
Technical instruction ..	786 11 11	6,833 4 8	5,829 10 2	1,790 6 5	2,324 2 5	..
Rebuilding ..	5,393 3 6	2,404 13 4	2,732 4 9	5,065 12 1	1,000 0 0	..
Buildings—Maintenance ..	2,607 1 0	5,126 13 1	5,338 11 2†	2,395 2 11	194 19 6	360 0 0
New buildings ..	..	8,545 4 8*	8,545 4 8	..	3,373 10 0	..
Sites sales ..	..	10 0 0	10 0 0	..	..	..
General Account ..	Dr. 763 4 2	6,728 19 1	5,779 10 10†	186 4 1	85 12 11	34 10 2
	10,284 11 0	110,605 2 5	109,735 2 8	11,154 10 9	8,021 16 4	682 5 9

NOTE.—The amounts marked * include transfers from the General Fund, marked †, amounting in all to £1,007 5s. 1d. The amount marked ‡ includes £1,044 15s. 10d., transferred to the General Fund.

BALANCE-SHEET, 31ST DECEMBER, 1919.

Liabilities.		Assets.	
	£ s. d.		£ s. d.
Sundry cash liabilities, Special Accounts ..	647 15 7	Cash at bank on current account ..	1,004 15 0
Sundry cash liabilities, General Account ..	34 10 2	Less unrepresented cheques ..	294 14 10
Credit balances, Special Accounts ..	10,968 6 8		710 0 2
Credit balance, General Account ..	186 4 1	Fixed deposits ..	3,105 0 0
		Cash assets, Special Accounts ..	7,936 3 5
		Cash assets, General Account ..	85 12 11
	<u>£11,836 16 6</u>		<u>£11,836 16 6</u>

WANGANUI.

STATEMENT OF INCOME AND EXPENDITURE AND ASSETS AND LIABILITIES FOR THE YEAR ENDING
31ST DECEMBER, 1919.

Name of Account.	Balance, 31st December, 1918.	Income.	Expenditure.	As at 31st December, 1919.		
				Balance (including Assets and Liabilities).	Cash Assets.	Liabilities actually incurred.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Teachers' salaries ..	..	95,814 11 1	95,814 11 1	..	266 2 0	384 8 11
House allowances ..	..	2,865 10 2	2,865 10 2	..	5 0 0	..
Relieving-teachers ..	..	883 19 4	795 14 3	Cr. 88 5 1	413 7 11	..
School libraries ..	..	176 17 8	113 10 2	Cr. 63 7 6	..	..
Conveyance, &c. ..	..	601 15 6	601 15 6	..	177 9 0	28 18 9
Grants to School Committees ..	..	6,089 12 7*	6,089 12 7	..	5 15 0	27 17 9
Teachers' classes ..	..	478 14 2	454 14 8	Cr. 23 19 6	491 17 11	..
Scholarships—National ..	..	1,039 7 1	1,039 7 1	..	57 17 3	..
Scholarships—Special ..	..	6 6 0	6 6 0	..	..	3 3 0
District High School salaries ..	..	2,088 6 5	2,088 6 5	..	..	22 10 0
Manual instruction ..	..	5,065 14 8	4,463 4 11	Cr. 602 9 9	757 1 8	226 0 8
Technical instruction ..	..	10,131 14 1	8,890 3 11	Cr. 1,241 10 2	3,508 17 1	469 5 9
Rebuilding ..	2,087 7 3	10,286 18 5*	9,145 17 10	Cr. 3,228 7 10	117 19 11	2,144 18 10
Buildings—Maintenance ..	2,679 15 5	9,878 19 9	10,163 5 3	Cr. 2,395 9 11	848 16 6	2,510 12 11
New buildings ..	..	4,281 13 5	4,281 13 5†	..	1,720 3 8	81 11 3
Sites sales ..	..	60 0 0	..	Cr. 60 0 0	..	..
Contractor's deposits ..	..	371 14 0	371 14 0	..	..	204 11 6
Wanganui School sites ..	..	952 0 0	1,031 3 8	Dr. 79 3 8	46 17 6	..
War fund ..	..	16 16 0	16 16 0	..	..	..
War bonus ..	..	3,110 2 3	3,110 2 3	..	..	..
Prize fund ..	..	23 2 6	23 2 6	..	..	..
General Account ..	385 18 1	3,733 0 0	3,616 7 4†	Cr. 502 10 9	20 0 0	153 17 3
	5,153 0 9	157,956 15 1	154,982 19 0	Cr. 8,126 16 10	8,437 5 5	6,257 16 7

NOTE.—The amounts marked * include transfers to the accounts, and the amounts marked † include transfer from the accounts, amounting in all to £424 19s.

BALANCE-SHEET, 31ST DECEMBER, 1919.

Liabilities.		£ s. d.	Assets.		£ s. d.	£ s. d.
Sundry cash liabilities, Special Accounts ..	..	6,103 19 4	Cash at bank on current account ..	..	7,910 8 10	..
Sundry cash liabilities, General Account ..	..	153 17 3	Less unrepresented cheques ..	..	1,963 0 10	..
Credit balances, Special Accounts ..	..	7,624 6 1				5,947 8 0
Credit balance, General Account ..	..	502 10 9	Cash assets, Special Accounts ..	..	..	8,417 5 5
			Cash assets, General Account ..	..	..	20 0 0
		<u>£14,384 13 5</u>				<u>£14,384 13 5</u>

WELLINGTON.

STATEMENT OF INCOME AND EXPENDITURE AND ASSETS AND LIABILITIES FOR THE YEAR ENDING
31ST DECEMBER, 1919.

Name of Account.	Balance, 31st December, 1918.	Income.	Expenditure.	As at 31st December, 1919.		
				Balance (including Assets and Liabilities).	Cash Assets.	Liabilities actually incurred.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Teachers' salaries ..	..	143,342 6 2	143,342 6 2	..	17 14 9	713 13 7
House allowances ..	..	3,573 2 2	3,573 2 2	..	..	11 5 6
Relieving-teachers ..	..	1,695 2 10*	1,695 2 10	..	676 8 7	..
School libraries ..	557 17 11	278 19 0	229 7 1	607 9 10	..	209 0 0
Conveyance, &c. ..	..	1,346 15 6*	1,346 15 6	..	675 11 2	105 10 0
Grants to School Committees ..	..	9,050 12 4	9,050 12 4	..	..	252 19 8
Training colleges ..	..	20,392 7 3*	20,392 7 3	..	350 0 0	10 0 0
Teachers' classes ..	..	516 0 0	457 0 4	58 19 8	515 0 0	20 0 0
Scholarships—National ..	..	885 13 3	885 13 3	..	427 0 7	..
Scholarships—Special ..	..	172 8 7	172 8 7	..	..	..
District High School salaries ..	..	4,576 10 9	4,576 10 9	..	36 13 4	..
Manual instruction ..	..	7,535 11 0	7,087 2 5	448 8 7	1,903 0 0	150 0 0
Technical instruction ..	..	13,217 3 6*	13,217 3 6	..	135 6 9	38 1 1
Rebuilding ..	9,857 2 6	3,883 18 4	1,315 16 9	12,425 4 1	542 17 8	..
Buildings—Maintenance ..	..	10,927 13 11	9,621 1 0	1,306 12 11	928 3 7	500 0 0
New buildings ..	..	20,869 14 7	20,869 14 7	..	4,756 0 10	..
Sites sales ..	..	9,078 14 2	8,455 7 8	623 6 6	6,401 2 8	130 0 0
Contractors' deposits ..	..	577 15 0	577 15 0	..	..	343 17 0
Teachers' war bonus ..	..	5,246 4 0	5,246 4 0	..	7 17 11	..
Compassionate allowance ..	..	643 3 10	643 3 10	..	6 18 4	..
Contributions and subsidies ..	..	2,573 9 3	2,573 9 3	..	..	120 17 4
Organizing teachers ..	..	288 9 0	288 9 0	..	86 15 8	..
General Account ..	6,672 2 0	6,971 4 6	5,776 19 9†	7,866 6 9	184 19 6	105 0 0
	17,087 2 5	267,642 18 11	261,393 13 0	23,336 8 4	17,651 11 4	2,710 4 2

NOTE.—The amounts marked * include transfers from the General Fund, marked †, amounting in all to £519 14s. 9d.

BALANCE-SHEET, 31ST DECEMBER, 1919.

Liabilities.		£ s. d.	Assets.		£ s. d.
Debit balance at bank ..	..	5,080 3 7	Fixed deposits ..	..	7,000 0 0
Unrepresented cheques ..	..	524 15 3	Investments ..	..	7,000 0 0
Sundry cash liabilities, Special Accounts ..	..	2,605 4 2	Cash assets, Special Accounts ..	..	17,466 11 10
Sundry cash liabilities, General Account ..	..	105 0 0	Cash assets, General Account ..	..	184 19 6
Credit balances, Special Accounts ..	..	15,470 1 7			
Credit balance, General Account ..	..	7,866 6 9			
		<u>£31,651 11 4</u>			<u>£31,651 11 4</u>

HAWKE'S BAY.

STATEMENT OF INCOME AND EXPENDITURE AND ASSETS AND LIABILITIES FOR THE YEAR ENDING
31ST DECEMBER, 1919.

Name of Account.	Balance, 31st December, 1918.	Income.	Expenditure.	As at 31st December, 1919.		
				Balance (including Assets and Liabilities).	Cash Assets.	Liabilities actually incurred.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Teachers' salaries ..	..	79,029 6 5	79,024 6 5	5 0 0	..	..
House allowances ..	..	1,857 4 2	1,857 4 2	..	..	..
Organizing teachers ..	..	461 18 11	461 18 11	..	134 10 7	..
Relieving-teachers ..	282 10 5	422 11 11	329 0 5	376 1 11	..	..
School libraries ..	91 3 9	148 4 3	175 10 3	63 17 9	..	..
Conveyance, &c. ..	..	2,606 10 0*	2,606 10 0	..	577 13 5	..
Grants to School Committees ..	..	5,747 6 4	5,746 14 5	0 11 11	..	241 6 6
Teachers' classes ..	..	456 19 8*	456 19 8	..	366 17 0	..
Scholarships—National ..	..	775 11 1	775 11 1	..	196 12 9	..
Scholarships—Special ..	..	40 0 0	40 0 0	..	40 0 0	..
District High School salaries ..	..	1,526 0 7	1,526 0 7	..	..	..
Manual instruction ..	583 9 3	3,271 16 1	3,835 8 11	19 16 5	361 9 1	..
Technical instruction ..	451 17 11	5,040 5 7	5,080 19 11	411 3 7	383 7 6	203 14 6
Rebuilding ..	11,190 9 6	2,925 16 8*	299 15 1	13,816 11 1	..	..
Buildings—Maintenance ..	389 17 2	6,303 10 10	6,118 10 11	574 17 1	797 0 4	169 10 4
New buildings ..	..	10,500 1 2	10,500 1 2†	..	6,093 11 7	..
Contractors' deposits ..	..	670 0 0	670 0 0	..	..	196 5 0
War bonus ..	..	2,358 5 0	2,358 5 0	..	..	..
Voluntary contributions ..	..	1,344 17 11	1,344 17 11	..	..	1,153 15 10
General Account..	2,143 17 3	4,057 2 5	4,462 0 11†	1,738 18 9	..	..
	15,133 5 3	129,543 9 0	127,669 15 9	17,006 18 6	8,951 2 3	1,964 12 2

NOTE.—The amounts marked * include transfers to the accounts, and the amounts marked † include transfers from the accounts, amounting in all to £1,522 18s. 7d.

BALANCE-SHEET, 31ST DECEMBER, 1919.

Liabilities.		£ s. d.	Assets.		£ s. d.	£ s. d.
Sundry cash liabilities, Special Accounts ..	..	1,964 12 2	Cash at bank on current account	1,945 13 6	..	..
Credit balances, Special Accounts ..	..	15,267 19 9	Less unrepresented cheques ..	1,116 15 4	..	..
Credit balance, General Account ..	..	1,738 18 9			828 18 2	..
			Cash in hand ..	..	102 1 7	..
			Post Office Savings-bank—Building Account	9,089 8 8	..	..
			Cash assets, Special Accounts ..	8,951 2 3	..	..
		<u>£18,971 10 8</u>			<u>£18,971 10 8</u>	

NELSON.

STATEMENT OF INCOME AND EXPENDITURE AND ASSETS AND LIABILITIES FOR THE YEAR ENDING
31ST DECEMBER, 1919.

Name of Account.	Balance, 31st December, 1918.	Income.	Expenditure.	As at 31st December, 1919.		
				Balance (including Assets and Liabilities).	Cash Assets.	Liabilities actually incurred.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Teachers' salaries ..	..	47,062 12 5	47,062 12 5	..	66 0 8	..
House allowances ..	..	1,645 9 5	1,645 9 5	..	..	13 18 1
Relieving-teachers ..	..	389 19 0	389 19 0†	..	13 18 1	..
School libraries ..	..	158 1 6	158 1 6	..	79 17 6	1 15 2
Conveyance, &c. ..	..	1,126 2 2*	1,126 2 2	..	287 8 10	240 15 6
Grants to School Committees ..	..	3,148 16 7	3,069 19 1†	78 17 6	..	..
Teachers' classes ..	..	177 12 6*	177 12 6	..	..	..
Scholarships—National ..	31 7 0	900 15 0	932 2 0	..	218 15 0	28 7 0
Scholarships—Special ..	..	9 6 0	9 6 0	..	..	6 16 0
District High School salaries ..	..	1,913 11 5	1,913 11 5	..	..	..
Manual instruction ..	..	1,959 4 4	1,909 3 4	50 1 0	350 13 2	..
Technical instruction ..	..	4,490 7 8	3,852 7 1	638 0 7	2,110 0 4	..
Rebuilding ..	3,447 5 2	1,007 7 9*	1,667 4 7	2,787 8 4	..	..
Buildings—Maintenance ..	18 0 5	3,699 16 11	2,410 6 1	1,307 11 3	90 0 0	..
New buildings ..	..	1,593 5 10	1,593 5 10	..	1,080 16 4	432 2 10
Contractors' deposits ..	..	29 0 0	29 0 0	..	..	16 0 0
War bonus ..	..	1,738 15 10	1,738 15 10	..	183 19 6	..
Contributions and subsidies ..	..	162 18 6	162 18 6	..	72 5 3	92 1 0
Peace celebrations ..	..	119 14 1	119 14 1	..	..	13 0 0
General Account..	..	2,035 18 4	1,961 9 8	74 8 8	71 16 0	..
	3,496 12 7	73,368 15 3	71,929 0 6	4,936 7 4	4,625 10 8	844 15 7

NOTE.—The amounts marked * include transfers to the accounts, and the amounts marked † include transfers from the accounts, amounting in all to £42 10s. 6d.

BALANCE-SHEET, 31ST DECEMBER, 1919.

Liabilities.		£ s. d.	Assets.		£ s. d.	£ s. d.
Sundry cash liabilities, Special Accounts ..	..	844 15 7	Cash at bank on current account	1,220 13 3	..	..
Credit balances, Special Accounts ..	..	4,861 18 8	Less unrepresented cheques ..	65 1 0	..	..
Credit balance, General Account ..	..	74 8 8			1,155 12 3	..
			Cash assets, Special Accounts ..	..	4,553 14 8	..
			Cash assets, General Account ..	..	71 16 0	..
		<u>£5,781 2 11</u>			<u>£5,781 2 11</u>	

CANTERBURY.

STATEMENT OF INCOME AND EXPENDITURE AND ASSETS AND LIABILITIES FOR THE YEAR ENDING
31ST DECEMBER, 1919.

Name of Account.	Balance, 31st December, 1918.		Income.		Expenditure.		As at 31st December, 1919.					
							Balance (including Assets and Liabilities).	Cash Assets.	Liabilities actually incurred.			
	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.
Teachers' salaries ..	..	..	208,093	9 2	208,067	6 10	26	2 4	38	6 8	328	5 3
House allowances ..	..	..	4,135	12 3*	4,135	12 3	..	..	..	..	..	..
Relieving-teachers ..	..	..	1,618	5 1*	1,618	5 1	..	389	16 3	38	6 8	..
School libraries ..	608	1 4	374	8 6	695	8 0	287	1 10	..	..	600	0 0
Conveyance, &c. ..	..	..	4,335	17 10*	4,335	17 10	..	1,279	0 9	..	..	..
Grants to School Committees ..	..	..	13,923	12 1*	13,923	12 1	..	..	..	..	..	..
Training colleges ..	..	..	16,871	14 10	16,847	15 8	23	19 2	350	0 0	..	..
Teachers' classes ..	16	14 8	545	15 5	556	16 0	5	14 1	536	2 8	..	..
Scholarships—National ..	..	..	2,338	7 8	2,337	17 0	0	10 8	549	14 11	..	..
Scholarships—Special ..	..	..	212	11 0	212	11 0	..	..	..	..	745	1 1
District High School salaries ..	73	0 0	8,325	6 6	8,358	0 3	40	6 3	150	0 0	38	6 8
Manual instruction ..	..	..	11,785	16 5*	11,785	16 5	..	2,761	16 9	..	..	..
Technical instruction ..	..	..	17,805	10 1*	17,805	10 1	..	416	9 4	..	..	..
Rebuilding ..	17,249	14 10	13,598	6 8	9,786	4 1†	21,061	17 5	6,400	0 0	4,000	0 0
Buildings—Maintenance ..	..	..	23,257	13 1*	23,257	13 1	..	2,635	19 3	2,430	0 0	..
New buildings ..	..	..	9,126	0 9	9,126	0 9	..	4,787	6 8	..	..	..
Sites sales ..	..	..	473	6 6	473	6 6	..	757	11 4	..	..	..
Contractor's deposits ..	..	..	..	..	..	..	..	..	..	38	12 0	..
Hororata Bath Trust Account ..	..	..	4	19 9	4	19 9	..	..	..	138	18 0	..
General Account ..	4,447	8 11	19,962	16 6	19,901	8 1†	4,508	17 4	..	..	..	..
	22,394	19 9	356,789	10 1	353,230	0 9	25,954	9 1	21,052	4 7	8,357	9 8

NOTE.—The amounts marked * include transfers to the accounts, and the amounts marked † include transfers from the accounts, amounting in all to £4,495 17s. 9d.

BALANCE-SHEET, 31ST DECEMBER, 1919.

<i>Liabilities.</i>		£	s. d.	<i>Assets.</i>		£	s. d.
Debit balance at bank ..	..	3,249	3 10	Cash in hand ..	..	80	0 0
Sundry cash liabilities, Special Accounts ..	..	8,357	9 8	Fixed deposits ..	..	16,050	0 0
Credit balances, Special Accounts ..	..	21,445	11 9	Investments ..	..	378	18 0
Credit balance, General Account ..	..	4,508	17 4	Cash assets, Special Accounts ..	..	21,052	4 7
		<u>£37,561</u>	<u>2 7</u>			<u>£37,561</u>	<u>2 7</u>

OTAGO.

STATEMENT OF INCOME AND EXPENDITURE AND ASSETS AND LIABILITIES FOR THE YEAR ENDING
31ST DECEMBER, 1919.

Name of Account.	Balance, 31st December, 1918.		Income.		Expenditure.		As at 31st December, 1919.					
							Balance (including Assets and Liabilities).	Cash Assets.	Liabilities actually incurred.			
	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.
Teachers' salaries ..	..	..	139,343	19 2	139,343	19 2	..	193	6 6	0	16 8	..
House allowances ..	..	..	1,526	18 10	1,526	18 10	..	0	14 2	..	..	..
Relieving-teachers ..	..	..	850	1 10	850	1 10	..	139	6 8	77	6 7	..
School libraries ..	395	14 3	252	17 6	453	6 10	Cr. 195	4 11	..	..	..	..
Conveyance, &c. ..	..	..	3,291	17 1	3,291	17 1	..	1,627	6 0	805	19 1	..
Grants to School Committees ..	..	..	9,045	9 5	9,045	9 5	..	..	..	..	..	..
Training colleges ..	..	..	16,561	3 4	16,561	3 4	..	129	4 6	11	0 6	..
Trust Account ..	208	0 0	8	0 0	16	0 0	Cr. 200	0 0	..	..	..	..
Teachers' classes ..	122	17 1	184	14 4	306	15 3	Cr. 0	16 2	275	0 0	..	..
Scholarships—National ..	..	..	1,976	9 0	1,976	9 0	..	513	6 7	..	..	..
Scholarships—Special ..	50	0 0	..	..	10	0 0	Cr. 40	0 0	..	..	..	..
District High School salaries ..	..	..	3,267	18 2	3,267	18 2	..	0	6 8	..	..	..
Manual instruction ..	2,636	12 5	6,039	3 2	6,294	18 1	Cr. 2,380	17 6	800	0 0	..	..
Technical instruction ..	..	..	1,455	17 4	1,455	17 4	..	112	2 7	..	..	..
Rebuilding ..	13,147	16 10	9,846	17 0	9,846	17 0	..	..	1,540	0 0	..	..
Buildings—Maintenance ..	236	13 1	4,689	0 5	..	..	Cr. 17,836	17 3	..	..	..	..
New buildings ..	..	..	11,717	1 11	11,953	15 0	..	35	0 0	..	..	..
Sites sales ..	..	..	3,325	13 11	3,325	13 11	..	3,268	1 2	841	2 11	..
Other accounts ..	..	..	1,630	7 2	1,630	7 2	..	1,530	7 2	..	..	..
General Account ..	9,414	13 5	5,946	7 0	5,946	7 0	Cr. 10,645	12 9	392	3 11	197	0 11
	26,212	7 1	226,472	8 3	221,385	6 9	31,299	8 7	9,016	5 11	3,473	6 8

BALANCE-SHEET, 31ST DECEMBER, 1919.

<i>Liabilities.</i>		£	s. d.	<i>Assets.</i>		£	s. d.	£	s. d.
Sundry cash liabilities, Special Accounts ..	..	3,473	6 8	Cash at bank on current account	..	2,761	3 10	..	..
Credit balances, Special Accounts ..	..	20,653	15 10	Less unpresented cheques ..	..	1,244	14 6	1,516	9 4
Credit balance, General Account ..	..	10,645	12 9	Fixed deposits ..	..	..	..	16,200	0 0
				Dunedin Savings-bank ..	..	..	..	40	0 0
				Investments ..	..	..	..	8,000	0 0
				Cash assets, Special Accounts ..	..	..	..	9,016	5 11
		<u>£34,772</u>	<u>15 3</u>					<u>£34,772</u>	<u>15 3</u>

SOUTHLAND.

STATEMENT OF INCOME AND EXPENDITURE AND ASSETS AND LIABILITIES FOR THE YEAR ENDING
31ST DECEMBER, 1919.

Name of Account.	Balance, 31st December, 1918.	Income.	Expenditure.	As at 31st December, 1919.		
				Balance (including Assets and Liabilities).	Cash Assets.	Liabilities actually incurred,
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Teachers' salaries ..	..	79,444 11 2	79,444 11 2	..	..	82 16 8
House allowances ..	..	1,361 5 1	1,361 5 1	..	..	12 0 0
Relieving-teachers ..	15 0 4	581 14 9	596 15 1	..	..	..
School libraries ..	399 19 3	131 1 10	531 1 1	..	..	518 14 8
Conveyance, &c. ..	..	1,463 18 6	1,463 18 6	..	..	..
Grants to School Committees ..	..	5,996 12 2	5,996 12 2	..	877 15 1	..
Teachers' classes ..	253 17 10	149 16 3	403 14 1	..	151 4 11	..
Scholarships—National ..	..	818 7 8	818 7 8	..	..	..
Manual instruction ..	11 14 7	4,228 5 5	4,240 0 0	..	..	..
Technical instruction ..	..	8,488 12 1	8,488 12 1	..	..	..
Rebuilding ..	6,841 4 0	2,821 15 0	9,662 19 0	..	..	4,935 15 7
Buildings—Maintenance ..	..	6,331 18 1	6,331 18 1	..	..	9 19 9
New buildings ..	..	3,476 10 8	3,476 10 8	..	3,467 12 9	..
Physical training ..	..	24 4 0	24 4 0	..	24 4 0	..
Organizing teachers ..	..	232 18 1	232 18 1	..	25 0 0	..
Subsidies ..	..	811 3 6	811 3 6	..	..	11 9 11
War bonus ..	..	2,765 8 6	2,765 8 6	..	..	..
Petty cash ..	..	10 0 0	10 0 0	..	..	..
General account ..	742 16 2	3,165 10 9	3,679 13 0	228 13 11	..	..
	8,264 12 2	122,303 13 6	130,339 11 9	228 13 11	4,545 16 9	5,570 16 7

BALANCE-SHEET, 31ST DECEMBER, 1919.

<i>Liabilities.</i>		£ s. d.	<i>Assets.</i>		£ s. d.	£ s. d.
Sundry cash liabilities, Special Accounts ..	..	5,570 16 7	Cash at bank on current account ..	..	9 16 4	..
Credit balance, General Account ..	..	228 13 11	Cash in hand ..	..	1 13 11	..
			Fixed deposits ..	..	2,000 0 0	..
					2,011 10 3	..
			Less unrepresented cheques ..	..	757 16 6	1,253 13 9
			Cash assets, Special Accounts ..	..	..	4,545 16 9
		£5,799 10 6				£5,799 10 6

APPENDIX B.

ABRIDGED REPORTS OF INSPECTORS OF SCHOOLS, 1919.

AUCKLAND.

SIR,—

Auckland, 30th March, 1920.

We have the honour to submit for the year 1919 our annual report on the public primary schools of the Auckland Education District, and on those private schools whose inspection was undertaken by the Department.

At the close of the year the number of public schools in operation was 670, an increase of eighteen on the previous year. Thirty-four Roman Catholic diocesan schools and twenty-two other private schools were also inspected. The following is a summary of the results for the whole district :—

					Number on Roll.	Present at Annual Examination.
Standard VII	..	..	..	..	406	382
„ VI	..	..	..	..	3,337	3,253
„ V	..	..	..	..	4,894	4,782
„ IV	..	..	..	..	5,973	5,823
„ III	..	..	..	..	6,634	6,429
„ II	..	..	..	..	6,670	6,419
„ I	..	..	..	..	6,877	6,583
Preparatory	..	..	..	..	20,402	18,810
Totals	..	..	..	..	55,193	52,481

This table shows an increase for the year of 1,476 on the roll number. The total enrolment in the Roman Catholic schools was 4,657, and, of these, 4,455 were present at the annual examination. In the case of the other private schools the numbers were 1,331 and 1,272 respectively. As a result of the examinations for the award of S6 certificates the following information is appended :—

Number of S6 candidates on the roll at the time of the examination	..	3,337
Number of proficiency certificates awarded	..	2,494
Number of endorsed competency certificates awarded	..	33
Number of competency certificates awarded	..	486
Percentage of candidates who gained proficiency certificates	..	74.7

In addition to these there were awarded to pupils from Roman Catholic and other private schools 219 certificates of proficiency and 61 certificates of competency in the work of S6.

The Epidemic. There is little doubt that the effects of the epidemic of 1918, from which, in common with other parts of the Dominion, this district suffered so severely, remained as disturbing elements during the early part of the year, and in some cases during the whole year. In the case of pupils, the long absence from school, and in that of both teachers and pupils, the very trying experience through which so many passed, interfered very seriously with entry on new work. Pupils began the year imperfectly equipped for the tasks that lay before them, and both teachers and pupils in many cases are still suffering from the effects of illness and overstrain. It was not until the year was well advanced that working-conditions became normal, and it was then too late to completely recover what had already been lost.

General Progress.—In view of the large number of teachers absent on military service, of the disturbing influence such service must have had on those who returned to duty, and of the number of untrained and inexperienced teachers the authorities were obliged to employ, it is not surprising to find that, in many cases, the general level of efficiency has fallen. Indeed, it would be surprising if this were not the case. The most acute sufferers were the country schools, where the matter of maintaining suitable supply became a problem of very real difficulty, many schools being obliged to accept whatever offered and to struggle on under well-nigh hopeless conditions. It has always been difficult in this district to secure efficiency in areas lying remote from the larger centres, so that for years past an appreciable number of our schools have been staffed by more or less incompetent teachers. The number of these has increased during the war, with the result already referred to. The need for regaining lost efficiency is immediate and imperative, and the success of future effort will depend very largely on the attractions offered by the service. The unsuitable and unfit must be eliminated, and their places filled by those more competent and better equipped for the work. These are not easily obtained, for the increased annual output of the training colleges, for some time to come, will be fully absorbed by the demands of more liberal staffing. A good deal has already been done to improve conditions of service; but, with increased remuneration everywhere recognized as necessary, the service will find considerable difficulty in attracting the best type of recruit until the need for more generous treatment is realized, and the teacher feels that his efforts meet with adequate recompense.

Returned-soldier Teachers.—A large number of teachers absent on military service have returned to duty during the last two years, more especially during 1919. The varied and in many cases trying experiences through which these have passed have tended to act as disturbing influences on their outlook on life and work, and make it difficult for them to take up again the duties and responsibilities of office. In view of this it is most gratifying to find, in the great majority of cases, soldier teachers settling down resolutely to work, and energetically and successfully facing the difficulties and complexities inseparable from life in the schools.

Irregular Attendance.—We would again draw attention to this matter, feeling as we do that until effective remedies are applied the success which ought to attend the efforts of our teachers cannot be fully secured. We are of opinion that a considerable number of children of school age, and living within the distance from school prescribed by law, fail to comply with the attendance clauses of the Education Act, which are most emphatic in demanding the presence of the child at school each time the school is open, unless exemption be granted for some specific reason. It is unnecessary to point out that irregular attendance is fair neither to the child concerned nor to the rest of the school community, besides being against the best interests of the State. In previous reports we gave examples of such irregularity, and do not propose to cover the same ground again, though as a further instance we may mention the case of the children of the Chairman of a School Committee, living close to the school, who failed to attend school for several weeks following a difference of opinion between Chairman and head teacher. There is little doubt that more attention is needed in regard to this important matter, and that the application of whatever efforts are deemed necessary should be extended to all private schools, both primary and secondary, if the latter include pupils of school age.

Backward Children.—In our report for 1915 we referred to this matter. The growing necessity for planning out some specially devised scheme of instruction for the subnormal or backward child, who, rightly or wrongly, is to be found in large numbers of our schools, is our reason for again reverting to it. The pupils to whom we refer cannot be called “defectives,” as the term is generally understood, for they are not deficient in many of the essentials that make for integrity, honesty, power of application, and a genuine desire to succeed, but merely incapable of absorbing knowledge and profiting by instruction through the ordinary school channels with the same rapidity and thoroughness as their fellows. This characteristic may be inborn or the result of neglect—physical, mental, or moral—or of illness or of lack of opportunity. Whatever be the cause, it is a serious obstacle both to the child more immediately concerned and to the class in which the child receives instruction. Such pupils cannot keep pace with their fellows, are often found in the same class for several years, and, seeing their class-mates promoted and themselves left behind, gradually lose self-reliance and self-respect, and, as confidence in their ability to succeed continues to weaken, tend to become incapable of effort requiring sustained application. In many of the English schools these children are collected and form special classes—as many as two or three such classes being formed in a school. A special programme of instruction, including a variety of manual occupations, is provided, though the ordinary subjects enter largely into the curriculum. Pupils who make sufficient progress are moved into the ordinary standard classes, and those who are unable to keep pace with the normal child are gradually promoted from the lower to the higher backward class. A most favourable opinion of the plan has already been formed and expressed by those having experience of its operation. The various standards in the school are relieved of a retarding and embarrassing element, and the pupils concerned are trained in directions conducive to their mental and moral development. Some years ago a class for backward children was established in connection with the Auckland Training College, partly with the object of enabling the authorities to gain experience in the special treatment best suited to the child in question, and partly in order to provide students with opportunity for observing approved methods in operation. The experience already gained should be of considerable value in any contemplated extension of the movement, which, we are of opinion, should be no longer delayed. We would like to see two or three classes established in or near Auckland City, one at Hamilton, and another at the Thames. Each class would serve for a group of schools and begin as a junior class. At the end of the first year it would probably be found necessary to set up other junior classes and convert the original classes into ones doing more advanced work. But experience would gradually determine the best methods of extension.

Physical Training.—An appreciable number of our teachers fail to recognize the importance of physical training. In many of the larger schools and in some of the smaller ones approved schemes are carefully and methodically applied, but in others, notably those in country districts, the subject fails to receive the attention it deserves. “Properly regulated exercise bears directly upon the functional systems of the body, and especially on those important structures which contain the vital organs and on whose full development the health and functional ability must greatly depend through life. Such exercise will enable a man to prolong and sustain his labours with safety to himself and increased value to his fellow-men.” Physical drill and games should form part of the curriculum in all schools, and should receive the same regular and systematic attention as that bestowed on other subjects. The proposal to report in detail on each teacher in regard to the attention given to and skill shown in directing physical exercises and games, if carried into effect, will tend to emphasize the importance of this portion of child-training. It would appear that classes for training teachers should be held at more or less frequent intervals, partly with the object of adding to the teacher's knowledge-equipment, and partly in order to increase and sustain the interest already aroused.

Ventilation of Class-room.—We have frequently been obliged to draw attention to the want of care shown in respect to the proper ventilation of class-rooms. It is not an uncommon experience to find, on entering a class-room, a close, unpleasant atmosphere, which could easily have been avoided by attention on the part of the teacher to elementary and obvious principles of ventilation, the opening of windows and, if need be, of doors, and the regulation of such special ventilating-apparatus as may be provided. The occupants of a close room may be—indeed, often are—unaware of the conditions obtaining, owing to their gradual growth, so that it is quite possible for teachers and pupils to occupy a room with vitiated atmosphere for quite a long time without being aware of it. Unless a plentiful supply of pure air is available the health of all concerned must suffer and the progress of class or school must of necessity be retarded.

The Enlargement of Playing-areas.—One of the most gratifying signs of educational progress is the attention bestowed on the provision of suitable playing-space for school-children. The importance of games and organized activities for which liberal playground area is essential is gradually being recognized, and efforts are being made to enlarge existing playgrounds and to secure ample space when erecting new schools. Many of our schools in the larger centres, however, suffer greatly from want of playing-space, notwithstanding the efforts made of late years to improve matters. If these schools are to remain in their present positions, it will become necessary to face the large outlay necessary to provide them with extended playgrounds and so enable them to develop a highly important phase of physical, moral, and mental training.

School-grounds.—These show, on the whole, a steady improvement. Some have advanced rapidly, either owing to natural advantages or through the enthusiasm of Committees, pupils, and staffs, and are tending to make the school a centre of interest and attraction for the entire neighbourhood.

Schemes of Work.—In many schools these are prepared with care and judgment, and form the groundwork and basis of intelligent instruction; in others, however, they appear to be thrown together with little or no guiding principle. Before setting out a scheme of work a teacher should have a clear conception of what he proposes to do in each subject in the various classes, of the advance to be made as each successive stage is reached, of the preparation any one stage forms for the next following, and of the correlation, either in teaching methods or subject-matter, of those subjects which fall into more or less kindred groups. The scheme, moreover, should be sufficiently exhaustive to enable an Inspector readily to follow its details and grasp its aims, and to provide adequate guidance for an incoming teacher when a change of staff becomes necessary. Some of the so-called "schemes" are little more than brief skeleton courses, of small value as an indication of scope of instruction, and quite useless as a means of gauging aims and methods.

Promotion of Pupils.—As in former years, we find that discretion shown in promoting pupils varies from school to school. In the more efficient schools promotions are carefully and wisely determined; in many of the less efficient, pupils are promoted with undue leniency. Teachers should realize that to move pupils into a higher class before they have mastered the work of the lower class is in the interest of neither the pupil nor the school. One or two years of faulty classification create conditions under which even the best teachers are powerless to make satisfactory headway, and not infrequently permanently injure the prospects of pupils.

Oral Speech.—In the revised syllabus issued last year a considerable amount of attention is directed to "speech-training," as "it should be recognized that the foundation of all the work in English is natural and correct speech." If speech-training is to be effective, and pupils are to learn to express themselves clearly, with reasonable accuracy, and with due regard to correct pronunciation, one of the first essentials is that the teacher should present a desirable model. And yet we find, in many cases, that the speech of the teacher is by no means beyond reproach, indicating lack of understanding in respect of what is required, the result being that pupils lose much of that experience which leads to the æsthetic appreciation of English literature and to that ease and facility in oral expression which depends so much on oral and aural training.

Subjects of Instruction.—Reading in general is improving, though in some schools the appearance made is far from satisfactory. The old standard reading-book is being gradually eliminated, having largely disappeared from many schools, its place being taken by a library well graded to suit the requirements of different classes. The principle of fitting the book to the child instead of the child to the book is gradually being applied. Improved methods of teaching reading in its earlier stages have been in use in the large schools for some years, and are gradually finding their way into the smaller schools. The more experienced and efficient infant-teachers have developed considerable skill in selecting suitable matter for blackboard lessons and appropriate illustration with coloured chalk, with the result that from the outset the children are interested, have their attention focussed on "thought-getting" rather than "word-saying," and early begin to make real progress. In many schools the plan is adopted, with considerable success, of allowing pupils to read silently under nominal supervision. The period devoted to silent reading, however, is not always effective. Teachers sometimes fail to realise that children must be taught to read so as to get at the "thought content" of the passage, and that to allow pupils to read silently without making any attempt to direct or test their efforts is merely to court disaster. And here we would add a word of warning for the benefit of those who are disposed to overestimate the advantages of silent reading and underestimate the value of reading aloud. The latter is one of the best methods we have of training our pupils in clear and distinct enunciation, and in combating the tendency to dull monotony of speech. Further, though it is often insisted on that comprehension is a necessary preliminary to effective expression, it is also true that a training in expression and modulation of voice is no small aid towards real understanding.

Recitation: In only a few schools is this subject really well taught and are pupils able to repeat the passages committed to memory with feeling, expression, and enjoyment. In general the selections are wisely chosen, but in a number of schools we still find pupils learning poetry and prose having no claim to literary merit. It is unnecessary to draw attention to the importance of making suitable selections, for in many cases these will be amongst the few passages studied and known by the pupils, either at school or subsequently. Further, it is of importance that pupils have some appreciation of the beauties of thought and setting appearing in the selections: this they do not always possess.

Spelling: But little change is to be recorded in this subject, and in an appreciable number of schools but little advance has been made. Where spelling has been systematically taught good results have been achieved, but in schools where reliance is placed entirely on word-building schemes unskilfully framed and imperfectly applied—and such conditions are by no means few in number in country districts—the outcome is altogether unsatisfactory. Many teachers appear to forget the need for constant revision of common words and rules dealt with in word-building courses, with the result that pupils in the higher classes frequently make mistakes in words the spelling of which should have been mastered during progress through the standards.

Composition: While in the larger centres this subject is well and successfully taught, in a large number of the smaller schools results are disappointing. The subject presents greater difficulty than perhaps any other in the curriculum, and it is only where teachers recognize its close connection, through oral speech, with practically all other phases of school-work, where ample use is made of the synthesis, analysis, and grammar schemes running through the English course, and where attention is constantly drawn to beauty and form of style and diction appearing in the reading-matter dealt with, that good results can be obtained. Speaking generally, we are of opinion that too much attention, in the upper classes, is paid to "form," and too little attention to the "matter" of the composition exercise. Many of the papers submitted at the S6 proficiency examinations, though grammatically correct, showed but little power of dealing clearly, forcibly, and (so far as may be expected from a child) exhaustively with the subject chosen. It was not an uncommon experience to find a candidate endeavouring, by repetition and the introduction of trivialities, not always pertinent, to present an exercise of sufficient length to satisfy the examiner.

Writing : This subject continues to show improvement, but rapidity of penmanship is still too little in evidence. Many pupils write really well, but only a few have developed a free running hand combining legibility, symmetry, and speed.

Arithmetic : The remarks on the methods employed in teaching arithmetic, and the standard attained, appearing in previous reports still apply. The subject does not show any definite advance ; indeed, in many cases it fails to reach the level of former years. Improved methods of setting out written work have been adopted, but ability to grapple with problem tests, even those of a purely elementary character, and rapidity and accuracy in dealing with work generally, are still disappointing. We would again draw attention to the very great necessity for a foundation in the preparatory and lower-standard classes well and truly laid. Number work and tables in these classes, thoroughly understood and accurately learnt, are essential for future progress. In quite a number of schools the blackboard is not used with sufficient freedom, too much working from books being encouraged. The blackboard is an indispensable factor where classes are either large or numerous, and under no circumstances should its use be neglected.

History : The teaching of history is beset with many difficulties. The mind of the primary-school pupil is naturally immature, to which constitutional, political, and foreign matters present but trifling interest. Again, a considerable number of teachers do not possess the necessary academic equipment, with its accompanying wide and extensive detailed knowledge, to make a strong and helpful appeal to the child mind. And, further, the historical material in which the child is really interested, such as the customs of the people, their occupations, their amusements, the details of daily homelife, is not readily available. To talk to the young child mainly about the actions and thoughts of adults obviously is not the best way to arouse his interest, and when such discourse takes the form of giving accounts of battles and conquests the result may be positively harmful. In view of these difficulties it is not surprising to find that much of the history-teaching accomplishes little or nothing of real or lasting benefit. In many of the larger and more efficient schools suitable schemes are well dealt with, and that portion of the subject coming under the heading of " civics " is treated with commendable success, but in a large proportion of our country schools the subject is one of disappointment. Teachers in these schools too frequently rely on the historical reading-book, from which the pupil is expected to learn practically unaided. Nothing can be regarded as a substitute for vivid personal teaching, and those who make insufficient use of this form of instruction cannot hope to succeed.

Geography : In general this subject is improving in treatment, under wider and more intelligent schemes of instruction. In the large schools it is really well taught, but in many of the smaller schools it cannot be called satisfactory—frequently the result of too much map-drawing and too little actual teaching. The text-book is an undoubted aid, especially in the upper classes, but pupils must be shown how to use the text-book, and its study must be accompanied by constant supervision and frequent explanation and illustration on the part of the teacher.

Drawing and Handwork : These subjects continue to receive careful and, for the most part, successful treatment ; though over a considerable portion of the district the appearance made in drawing shows but little improvement.

Agriculture : The success attending this subject depends mainly on the knowledge, equipment, and enthusiasm of the teacher. In many schools both indoor and outdoor work are well linked up, and the schemes in use supply opportunities for treating the subject with understanding and profit. In others, however, the work is largely confined to elementary gardening operations, with but little effort towards leading pupils to learn from observation and experiment, and to understand some of the simpler processes and principles of successful soil and plant treatment.

Nature-study : This subject continues to receive attention, and in some schools is taught with intelligence and understanding. In others, however, its possibilities are but feebly developed, the lessons consisting mainly of a little elementary botanical information obtained mainly from books. Until teachers recognize that nature-study is not botany or biology or geology, or any other of the natural sciences, but a means of directing the child's attention to the wonders and beauties of nature, and to the change inseparable from the constant operations of nature's laws, and, through the interest thus aroused, of developing thought- and expression-power, appreciation of more immediate surroundings, and a desire to extend his knowledge of the wonderful world in which he lives, the progress made will continue to disappoint.

General Science : In a few schools where this subject is taken in lieu of nature-study or elementary agriculture its success depends mainly on the amount of apparatus at the disposal of the teacher and class ; in general, where equipment is liberal, results are encouraging. We would once more draw attention to the paramount importance of practical work, in which the pupils themselves take the leading part. This is possible only under conditions where the supply of apparatus is sufficient for the independent effort of each unit or small group of units.

The Service.—We have found it necessary in the course of our remarks to criticize with some freedom the efforts, the aims, and the methods of teachers as these appear in their schemes of instruction and in the general progress of their pupils. Our strictures, however, do not apply universally, but only to those who have been unable to satisfy the demands of reasonable tests. Before closing, we desire to express our appreciation of the high sense of duty and devotion to the cause of education shown at all times by the great majority of our teachers. The future of a country which includes such men and women in its education service presents much hopeful outlook.

We have, &c.,

E. K. MULGAN,	JAS. W. McILRAITH,	} Inspectors.
CHAS. W. GARRARD,	N. R. MCKENZIE,	
JAMES T. G. COX,	M. McLEOD,	
G. H. PLUMMER,	GEO. PITCAITHLEY,	
MAURICE PRIESTLEY,	J. W. HARDY,	

The Director of Education.

TARANAKI.

SIR,

New Plymouth, 11th March, 1920.

We have the honour to submit for the year 1919 the annual report on the public primary schools of the Taranaki Education District and on the private schools inspected.

During the year 153 public schools were in operation, and of these 150 were open at the end of the school year. Of the former number eighty-two were under the charge of sole teachers, and only two of these were combined as part-time schools. The private schools inspected number sixteen, with a total roll of 1,443. The following is a summary for the whole district of the numbers, according to classes, of the public schools:—

					Number on Roll.	Present at Annual Examination.
Standard VII	..	..	..	..	24	22
„ VI	..	..	..	..	629	607
„ V	..	..	..	..	886	861
„ IV	..	..	..	..	1,056	1,038
„ III	..	..	..	..	1,230	1,196
„ II	..	..	..	..	1,208	1,170
„ I	..	..	..	..	1,305	1,259
Preparatory	..	..	..	..	3,811	3,634
Totals	..	..	..	..	10,149	9,787

Inspection.—A third Inspector was engaged for nine months of the year. All parts of the district were visited. Owing to the necessity for assisting to counteract the effect of the premature closing of the schools in the previous year full visits were paid to the schools during the first half of the year.

Conditions.—The percentage of the average attendance for the year, based on the average roll number, was 90.2. This number shows a recovery from that of the previous year, and indicates that the attendance is acceptably regular in the district as a whole. There appears, however, to have been during the past year in a large number of school districts either an unfortunate amount of compulsory closing or much laxity in allowing casual holidays. This is evident when it is recorded that only five were open for a normal year of 410 half-days; twenty-seven others exceeded 400; ninety-six were open from 380 to 400; while twenty-five did not reach the lower of these figures. In some cases there may be adequate explanation. It is, however, imperative to emphasise the necessity for avoiding strain or, alternatively, weakness resulting from an undue shortening of the time devoted to the work of the school year.

Some discussion has been initiated on the question of promotion or change of location of a number of teachers, especially those occupying the position of head teachers of Grade IIIA schools. The number of these in 1919 was forty-eight, of IIIB schools eleven, and of schools of a higher grade fourteen. It is evident that Grade IIIA is for many teachers a “dead-end” where hope of promotion disappears, owing to great dearth of openings. This disability has been partly met by the substantial increase of salaries recently allotted. When the emolument and provision for residence reach a high standard the desire for advance will not be so great. Another factor is the desire for a change of scene. After spending a considerable number of years in one locality teachers often experience this feeling, which to some extent may be regarded as natural. This aspect can hardly, however, be taken into consideration in any way involving expenditure until other conditions of employment reach a degree of comfort that is everywhere recognized as reasonably demanded. In lower positions, on the contrary, there have been too many changes of teachers, especially of assistant teachers in country schools.

The work of the “sole teacher” and the amenities of the backblocks continue to present prominent features in the educational service of the district. The inexperience of a number of teachers is evident from the existence of 134 uncertificated adult teachers (*i.e.*, other than pupil teachers and probationers). This amounts to 46 per cent. of the adult teachers of the schools. A welcome innovation is the appointment of four organizing teachers, each placed in charge of from fifteen to twenty small schools. Although this took place only at the beginning of November, the teachers have already found cause to express hearty appreciation of the system. Assistance can now be rendered at the time it is needed and as frequently as the work of the school demands. As before, specimen schemes of work and specimen tests have been issued, and this will be continued, with the aid of the organizing teachers, during the coming year.

One condition of the country schools is found difficult to remedy. This is the failure in a number of cases to find board and lodging for the teachers. Moderation of expectation on the part of a few teachers and some sacrifice by residents will meet the difficulty to some extent; but where these fail it is evident some special provision is demanded. Unfortunately, owing to changing conditions, it is not easy to suggest the form of such provision. In one case, in another education district, a small movable dwelling has been constructed to be placed in the school-grounds or near an adjacent residence.

For uncertificated teachers, including sole teachers, assistants, pupil-teachers, and probationers, Saturday classes have been conducted, mainly with a view to enable them to prepare for examination. In August a special class was held for a fortnight, including a week forming the holidays at the end of the second term. The main subjects treated were hygiene, home science, practical agriculture, and drawing. Especially for teachers who were unable to take advantage of Saturday classes, correspondence classes were also arranged.

School-grounds.—Even in the smaller country schools much can be done to add to the appearance of the grounds without unduly interfering with the actual work of the school. In some instances Committees and teachers have shown a commendable spirit of co-operation and have interested themselves in organizing “working-bees,” with the result that paths have been formed, shrubs, shelter-trees, and hedges planted, and the grounds in many ways made more attractive. Moreover, in a few of these schools, in addition to the work entailed in the mere beautifying of the grounds, simple experiments have been successfully carried out in connection with gardening. In the larger schools

where greater opportunities are afforded, it is reasonably expected that the scope of the gardening will be considerably extended and, in a greater number of schools, a definite course of instruction instituted. This comment should not obscure the fact that a high measure of success has been achieved by a large proportion of these schools.

Certificates, S6.—The award of certificates was usually based on a test by the Inspector either in the schools or at a central examination. In a few cases the assistance of the organizing teachers was obtained to supervise the examination. The total number of pupils attending in S6 during the latter part of the year was 660. The number of proficiency certificates issued was 471, or 71 per cent. Of competency certificates seventy-six, or 13 per cent., were awarded, seven of these being "endorsed."

Efficiency.—The schools began the year suffering under the disability of the curtailment of the previous school year. In a considerable number of important schools the knowledge of this furnished an incentive to strenuous effort in the direction of thorough preparation in the earlier stages of the work. The result has been a pleasing degree of general efficiency, and several schools have reached even a higher standard than usual. Of 150 schools, seventeen were recorded as very good or excellent, fifty-one as good, sixty-two as satisfactory, and twenty as fair or very fair. In view of the experience of many teachers and the numerous changes in the members of the staff of the district, the general result of the year's operations may be regarded as creditable. It indicates, among other features, that the uncertificated teachers, by earnestness, endeavour, and readiness to accept direction and suggestion, are rendering valuable service. The secret of this success is the observance of gradation in planning the work and in the thoroughness of preparation at each step. It is, on the other hand, due to the neglect of these elements in method that some teachers of experience fail to produce acceptable results.

Course of Instruction.—Reading as an oral exercise maintains a good standard. In a large number of schools the encouragement of general reading receives attention. To ensure a wider opportunity in others the Board is issuing at an early date a further supply of supplementary readers. In the study of the elements of language and in practice in expression the pupils reach a good average degree of attainment.

While in arithmetic a satisfactory general standard is reached, there is still in many schools too much dependence on memorized methods of working. The need of more practice in oral statement and mental effort, and more system in setting out written work, is exemplified in much of the work observed or examined. In the syllabus recently issued there is still further reduction in the amount of work demanded, and it is to be expected that the training of the pupils in method, facility, and accuracy will receive increased attention.

Other Subjects. Outlines for suggested schemes of work having been issued to the schools under sole teachers, and under the direction of the organizing teachers in most cases, it is hoped that more definite and educative work will result. The drawing and handwork are in these outlines closely correlated, and the teachers are encouraged in geography and history to avoid excessive detail, while following an intelligent treatment of the subjects. Nature-study, mainly incidental in the smaller schools, and in nearly all the larger ones based on school gardening and agriculture, continues to receive general attention. In this, valuable assistance is given by the special instructors in agriculture. The teaching of singing varies largely in amount and character. It is not too much to expect that in the smallest schools the minimum programme carried out should include simple songs tastefully rendered. These should be used to relieve the ordinary school work at such times as the opening and the changing of lessons. In some small schools and in a fair proportion of larger ones notation and special voice-training receive attention. A fuller programme as part of the curriculum of a larger number of schools is demanded by the importance of the subject.

Physical Instruction. Advance in this important aspect of training is still evident. Late in the year, at fourteen centres, the teachers were brought together for two or three days to take part in "refresher" courses and valuable results are anticipated. While it cannot be said that in all schools there are the keenness and precision that are desirable, there is improvement in this respect, and the instructors report that the general efficiency of the instruction reaches a reasonably high standard.

We have, &c.,

The Director of Education.

A. J. MORTON, } Inspectors of
W. A. BALLANTYNE, } Schools.

WANGANUI.

SIR,

Wanganui, 31st December, 1919.

We have the honour to submit our annual report for the year 1919 on the primary and district high schools in the Wanganui Education District.

Changes in the inspectorial staff rendered it difficult to maintain the continuity of the work of inspection, and it was found impossible to continue the practice of working in subdistricts. In a rapidly developing district such as ours a considerable amount of time is occupied by all the Inspectors, and especially by the Senior Inspector, in the consideration of plans of new buildings, applications for new schools, changes of sites, enlargement of schools, and the like. The extension of our organization along the newer lines, the preparation and production of the teacher's quarterly magazine, conferences with teachers, instructors, and others, the ever-increasing number of private schools—all served to restrict the time we felt should be devoted to the public primary schools. As the end of the year neared we were forced, much to our regret, to omit visiting a number of schools. During the year no time at all could be set apart for study and for discussion, both of which we believe to be most valuable safeguards to an Inspector's efficiency. An attempt was made during the latter part of the year to establish "discussion centres" that would be attended by both Inspectors and teachers; but pressure of work forced us most reluctantly to abandon the idea for the time being. We regret this limitation to our activities, and would again urge the necessity for an increased staff. We are quite sure a staff of four Inspectors could not only be fully employed, but would, with an extension of the work on broader lines, find some difficulty in covering the whole of the ground.

During the closing weeks of the year four organizing teachers were appointed to assist in improving the small schools manned by inexperienced teachers. Each organizer was allotted twelve schools, and in these, short though the time was, a marked improvement was effected. We were very pleased with the whole-hearted zeal with which the organizers entered into their work. A plan of operations was drafted for each organizer, and advice was given him as to the best method of helping the teachers in his charge.

Conferences with teachers were held by the Inspectors at eight centres early in February. At the larger centres the teachers divided into three committees, comprising respectively those interested in country schools, in infant schools, and in the work of assistants. The discussions proved instructive to the Inspectors as well as to the teachers, but we found we had attempted to cover too wide a field. Meetings of the kind would, we think, be of more profit if fewer topics were selected and due notice were given teachers of the subjects to be discussed.

With regard to the training of the pupil-teachers and probationers throughout the district, we have again to express our satisfaction with the fine work done by the majority of these young people in the Saturday instruction classes. We gave as much attention as time permitted to an examination of the methods by which the apprentice teachers received their professional training. In very few cases had we to report neglect by either head teachers or trainees, the Board's regulations in this respect being faithfully complied with.

During the midwinter recess a winter school of instruction in science and drawing was held, with the object mainly of qualifying uncertificated teachers in remote schools to receive a "practical certificate" in science. These certificates are not awarded until the student has attended courses of lessons spread over two years. In the first year instruction in general science is given, and not until the second year is reached is any student in the district allowed to specialize. As a rule elementary agriculture is the science finally taken, and throughout the district there is an understanding that agriculture is to be the science taught, unless the school, is so badly situated that practical outdoor work is impossible.

With regard to the quality of the instruction in the primary schools we have little to add to the detailed remarks submitted in our last report. Speaking generally, we found drawing greatly improved, owing mainly to the untiring efforts of the Board's special instructor, in whose methods teachers take a marked and profitable interest. Composition is not as well taught as we would like, too much attention being given to the more formal branches. Oral composition is scarcely practised except in a few good schools where in the highest classes free debating gave us great pleasure. The art of letter- and essay-writing is regularly practised by the pupils, but rarely taught in a systematic manner. We propose to give in the *Leaflet* detailed hints on the teaching of both oral and written composition. Recitation is as much neglected and as badly taught as we found it last year. Spelling is not the fetish it used to be, and gradually more enlightened methods of teaching the subject are making their way in the schools. Mental arithmetic is still kept out in the cold, for the formal text-book occupies most of the pupils' time. In few country schools are geography and history really taught, and it is a common experience to find the text-book usurping the place of the oral lesson. In the larger schools, however, these subjects are, in our opinion, faithfully taught, and oral lessons are the rule. It has been suggested, and no doubt with good reason, that where the text-book is so slavishly followed to the exclusion of the oral lesson the teacher herself lacks a knowledge of what she is expected to teach.

The S6 proficiency examinations were held during November and December, the final results being in the hands of teachers before the schools closed. In but few cases were any schools examined for proficiency earlier than the third week in November, and none were examined during October. The following in brief was our procedure: The schools were divided into three groups, Group A comprising schools in the case of which the Inspector conducted the examination at convenient centres, Groups B and C where a synchronous examination was held under the supervision of the head teacher, assisted in the case of Group B by his staff; and in the case of Group C, comprising the very remote schools by an honorary assistant supervisor appointed by the School Committee. An examination in history, geography, and drawing, papers for which were sent out from the Education Office, was held under the teachers' supervision in all schools on the 18th November. At the request of a large number of teachers suggestive tests in English and arithmetic were sent out by the office staff at the beginning of October and the beginning of November; but the use of these was entirely optional. As a result of these or of similar tests teachers were in a position to furnish detailed estimates of each pupil's proficiency in the subjects of instruction. In addition, we received marks from the instructors in wood-work and cookery. We endeavoured to make it clear to head teachers that their estimates were not to be based entirely on the results of any formal examinations, but were to be modified in the light of their experience of the pupil's work throughout the year. Notwithstanding our endeavours, however, we regretted to find that most head teachers did base their estimates on the last class examination he'd. In making the proficiency awards in schools above Grade IIIA we departed somewhat from our usual practice of examining all candidates, and awarded certificates to the best pupils on the estimates furnished by the head teachers. In very few cases were pupils passed who received less than 400 marks, which allowed a margin of 40 marks over the aggregate required for a proficiency pass. The remaining pupils were all examined at centres by an Inspector. The following are the tabulated results of the proficiency and competency examinations in the case of the public schools:—

Number of candidates on the roll	..	..	..	..	..	1,076
Number who gained proficiency	..	..	..	..	..	705
Number who gained endorsed competency	..	..	..	..	..	17
Number who gained competency	..	..	..	..	..	189
Percentage of proficiency passes	..	..	..	..	..	65.4

Physical instruction and organized games are, on the whole, well attended to. In most of the larger schools the morning recess is well organized and the whole staff participates in the physical training. Swimming is taught in many schools, and most of the larger ones have their own baths. In one or two cases, however, we are quite aware that, though capitation is paid, there is very little actual teaching of swimming. In these cases the withdrawal of capitation would no doubt prove a

suitable corrective. We have to commend those assistants who devote so much time to the organized games: but we would point to the danger in the larger schools of giving too much attention to the training of competitive teams to the total neglect of the rank and file, who still line the fence, or at best engage in an occasional desultory scramble.

We were much interested in the work of medical inspection. New lines of investigation and experiment were opened up by the medical officer, and we are glad to place on record the success that attended her efforts. In all the larger centres the parents displayed keen interest in what was being done. At the end of the year a health camp of weakly children was held at Turakina on grounds kindly lent for the purpose. The weather was unpropitious, but the children enjoyed their stay and thrived splendidly. We regretted they could not have been kept for three months instead of only three weeks. If the camp is repeated next year we would suggest that a properly qualified teacher be engaged to give the children ordinary school lessons for a short time each day.

We have, &c.,

The Director of Education.

T. B. STRONG, M.A., B.Sc.,
A. CRAWFORD, B.A.,
J. J. ADAMS, B.A., } Inspectors.

HAWKES BAY.

SIR,—

Napier, 30th January, 1920.

We have the honour to submit herewith our annual report on the work of the schools in the Hawke's Bay Education District for the year ended 31st December, 1919.

At the end of the year there were 194 schools whose operations were supervised by us. These include 146 primary and two side schools, ten Roman Catholic and eight other institutions, including private schools and junior departments of secondary and of technical schools. The twenty-six Native schools and two native mission schools in Hawke's Bay District also are included. In all, the aggregate roll is as under:—

Public schools	..	..	..	..	..	..	14,008
Roman Catholic schools	..	..	..	..	..	..	1,323
Private and secondary	..	..	..	..	..	..	488
Native and Native mission schools (estimated)	..	..	..	..	..	..	1,300
Total	..	..	..	..	..	..	17,019

The following table shows the number present at the annual examination of the various schools:—

Standard.	Public Schools.		Roman Catholic Schools.		Other Registered Schools.	
	Number on Roll.	Present at Examination.	Number on Roll.	Present at Examination.	Number on Roll.	Present at Examination.
Standard VII ..	130	122	44	42	..	..
„ VI ..	944	922	107	107	..	..
„ V ..	1,434	1,410	112	105	..	..
„ IV ..	1,497	1,467	131	126	..	..
„ III ..	1,669	1,646	166	158	..	..
„ II ..	1,779	1,736	173	166	..	..
„ I ..	1,697	1,644	142	131	..	..
Preparatory ..	4,858	4,623	448	416	..	..
Totals, 1919 ..	14,008	13,570	1,323	1,251	488	470
„ 1918 ..	13,597	13,215	1,266	1,225	523	510

Registered Private Schools.—We have again to complain of the failure of the controlling authorities of some of these schools to furnish the returns of enrolment and attendance. We are thus unable to present a complete statement as to the actual number of children receiving primary instruction in this district. It seems that a few of the authorities of these schools do not consider themselves in any way subject to the requirements of the Department, and appear to be unwilling to extend the recognition that is implied in forwarding such information. The only remedy appears to be to refuse recognition unless the returns are sent in at the appointed time. This remark does not apply to the convent schools, whose teachers deserve compliment on the ready and accurate presentation of returns.

School Buildings.—Our own inspection of the buildings, the result of which we furnish to the Board on a special form, shows that on the whole they are maintained in a satisfactory manner. There are one or two cases in which our recommendations for repairs, &c., have not yet been given effect to, but the difficulty of getting labour prevents improvements being carried out. Our experience in this respect is borne out by the report of the Medical Inspector of Schools, who has paid particular attention to this matter. Generally, the sanitary arrangements are good and clean. In some cases the children take upon themselves the duty of cleaning their school, and the results are highly satisfactory.

The grounds are, on the whole, satisfactorily kept, but we still think that more might be done in many schools to make the schoolground attractive with flowers and shrubs. As suggested before, this can be carried out only in co-operation with the parents.

Proficiency Examination.—In accordance with the provisions of the regulations, candidates for certificates of proficiency were examined at their own schools under the supervision of the Inspector, except in the case of the outlying country schools, for which a synchronous examination was arranged. The work in English and arithmetic was tested as usual on the cards supplied for the purpose by the Department. We found these cards more or less uneven in their demands, the questions in grammar being harder than formerly. This may explain why in some of the larger schools the grammar was of disappointing quality. The work in English composition showed a very gratifying improvement: indeed, some of the essays were remarkably good. We feel that this result is due to the greater attention paid to the subject by the teachers and to the acquisition of ideas gained through wider reading afforded by the school libraries. Considering the nature of the questions in arithmetic, we feel that the results were generally satisfactory. Mental work has very much improved during the past two or three years. The writing was very satisfactory, and the degree of neatness in the work presented was, in a majority of schools, very commendable. Spelling has made good progress under the new system of teaching it, and the pupils' written work shows comparatively few mistakes. The reading is tested (1) orally and (2) by a written test in comprehension of the passage read silently. To this latter we attach great importance, and we find that teachers have also realized its value. We still find it desirable to supplement the oral test in geography, history, and science given at the second visit to the school by a short written test at the final examination, and we propose to continue this practice in the meantime. The new syllabus lays greater stress on these subjects. No special examination in drawing was held this year, the pupils submitting their year's work for inspection. We were very well satisfied with the average quality of their studies in various media. The following table shows the results of the examination. The decreased number of proficiency certificates is the natural result of the lengthy vacation due to the epidemic of influenza.

	1918.	1919.
Number presented	1,095	1,138
Certificate of proficiency	714	648
Certificate of competency including endorsed certificate ..	173	212
Per cent., proficiency	65.2	56.9
Per cent., competency	15.8	18.6

Subjects of Instruction.—In regard to the condition of the subjects of the curriculum, we have to report as follows:—

Reading shows a very marked improvement. In the lowest classes the method of teaching is generally effective and the mechanical part of the work is overtaken in a satisfactory manner. In the higher classes we have required greater attention to the intellectual side of reading. In examining this subject in the large classes we have in many schools tested the pupils' power of comprehension by a written test, and find that good progress is being made in grasping the thought from the printed page. The Board has amplified the supply of supplementary readers. These have been forwarded to all the schools in the district, in such a way that a much wider field in reading is now covered by pupils in the various classes. We ascertained to what extent the children have profited by the use of these extra readers, and are pleased to note in the first place that they have gained a much wider range of ideas, and in the second that a love for reading has been much stimulated. School libraries have been very widely increased; in some schools there are over three hundred volumes, and we have instances where the senior pupils have read as many as seventy books during the year. We have ourselves observed senior pupils making full use of the public libraries in various localities, and we feel that reading in the district is now far more general than formerly.

Spelling: We are pleased to note the marked improvement in spelling, which is specially evident in the pupils' written work generally. In most cases the spelling-lists are drawn up with commendable skill. There is yet the need for some definite teaching of spelling as opposed to the mere testing of it. In a great many cases the spelling period of half an hour is largely used up in the giving out of a passage for dictation, and this on every morning of the week. Teachers should understand that dictation is only a test of spelling, and not a mode of teaching it. We recommend that dictation be given only once a week, and that the spelling period should be divided into (1) a testing part, (2) a teaching part, the words and phrases dealt with to form the matter tested on the succeeding day. Teachers must now understand that the old method of setting the child to learn twenty to forty words at home is obsolete, unscientific, and therefore unjustifiable.

The writing in the district continues to give us every satisfaction, and our views are borne out by the success gained by the pupils of the district in competitions both here and elsewhere. We should like to arrange for speed tests to be given in order to encourage a training in producing quick and legible writing. In a few cases we have had to draw the attention of teachers to the need for training the pupils to hold the pen correctly and to adopt a correct and hygienic posture when writing.

Grammar and Composition: In the early part of the year we issued for the guidance of teachers a scheme in grammar showing as clearly as possible the prescriptions of the syllabus in regard to the subject. Teachers have found this to be of much assistance, and we think that the result has been to raise the standard to some degree. We feel that the requirements in regard to analysis in S5 should be more closely defined, and consider that the complete analysis of the simple sentence forms a sufficient programme. Under the present conditions the S5 child attempts to find in the simple sentence clauses which he has been taught something of while his class is grouped for instruction with S6, and the result is confusion. Letter-writing is, in our opinion, a most important part of the work in English composition, and this year we have had to direct the attention of teachers specially to the need for teaching their pupils the correct forms to be observed in ordinary correspondence and business letters. In regard to the essays and composition, we are pleased to report considerable progress. As mentioned above, we ascribe this in a large measure to the more extensive reading, but we should also give credit to the teachers of having attached greater importance to the subject. We feel sure that a material advance will be made when there is a more extensive use of oral composition in the upper classes, and we are glad to see that the new syllabus of instruction lays emphasis upon this matter.

In arithmetic the results of our examination show that the subject receives reasonable attention and the work of the pupils is, on the whole, fairly satisfactory. We still think that the demands of

the syllabus might be brought into closer conformity with the requirements of the child's everyday life, and feel that, especially in regard to girls, the practical utility of some of the rules should be considered by the Department. Mental arithmetic has shown a steady improvement, though attention to short methods and ready processes of reckoning is still desirable.

In drawing the teachers have done exceedingly well, and the work presented is of a very high order of merit. The course as arranged by us to aid the teachers in interpreting the syllabus has been almost unanimously adopted, and we can fairly say that it has enabled them to decide more definitely what should constitute a scheme in drawing and handwork for their particular schools.

Science in this district is, especially in the county schools, largely concerned with elementary practical agriculture and dairy work, while chemistry and physical measurements form the groundwork in the town schools. The Board has made a liberal grant of chemical appliances to all schools where chemical science is taken. Refresher courses in science have been held throughout the district, and we think the results have justified the institution of these classes.

Singing shows a fair amount of progress, but there is much yet to be done before this subject can be regarded as entirely satisfactory. We contemplate arranging a scheme in theoretical and practical work and offering it as a suggestion to the teachers. There seems to be insufficient time devoted to the subject, and in very few schools is the practice followed of having a short period of singing at various intervals during the day. Our observations show that teachers who attended the singing classes formed last year derived much benefit therefrom, and found indeed that the training and experience gained therein was of quite as much practical value to them as the course they had followed at the training college.

In sewing very good work was presented in most of the schools, while the woodwork is generally of a very satisfactory character.

The Montessori class established at Napier West has continued to function. From time to time our infant mistresses and junior staff are given opportunity to visit the room and observe developments. Insufficiency of accommodation has been a drawback and has hampered progress.

Schemes of Work.—We intend during 1920 to make a special investigation of schemes of work in order to secure the most effective form for sole-charge schools and to see that in the larger schools there is in all cases a proper correlation from standard to standard. During the past two years the Board has issued schemes in English, science, drawing, and handwork, and suggestions have been given for schemes in spelling, history, and singing.

Pupil-teachers and Probationers.—We have insisted upon pupil-teachers receiving regular practice in teaching, and in accordance with the provisions of the regulations have inspected their work by means of a special lesson on the occasion of our visit to the school. Their notebooks show that they have been required to prepare their lessons in a careful manner, and the criticisms of the head teachers and assistants are in cases of very considerable value. We were much impressed with the personnel of the junior staff in this district, and consider that they are very desirable candidates for the teaching profession. We are glad to know that our good opinion of the training which they are receiving is shared by the authorities of the Department.

Medical Inspection.—During the year three Medical Inspectors have been appointed in Hawke's Bay, and at the time of writing we understand that another change has to be made. With so many changes there can be no continuity of the work, as it is impossible for each succeeding officer to commence exactly where his predecessor left off. Each appointment, therefore, means a beginning *de novo*, and any co-operation of teachers is impossible. In order to get satisfactory results we consider it is imperative that a Medical Inspector of Schools should be at least three years in the district.

In a similar way the work of physical instruction has been largely broken into by changes in the staff, and there are indications that some teachers themselves have lost interest. Reference to the Medical Inspector's reports will show that in spite of provision in the regulations no physical instruction had been given in some schools for months. Saturday classes which were established under one instructor for the training of pupil-teachers had to be given up later on. Under these conditions it is impossible to frame at the beginning of the year the programme to be put into effect during the whole course of the year, and we feel that in consequence the work is, in too many instances, lagging behind.

Swimming and Life-saving.—During the hottest weather in the early part of the year we arranged to forego physical instruction in favour of swimming and life-saving. Classes in these subjects were held in Napier and Hastings with satisfactory results. In order to stimulate interest in swimming, the members of the Board have provided a challenge cup for competition among the schools. We think that the importance of this subject warrants a greater amount of attention from teachers in the district, and would be glad to have their co-operation.

Organizing Teachers.—During the year three organizing teachers were appointed, one being placed in the northern part of the district, working with Gisborne as a centre, one in the middle region with Napier as a centre, and the other in the south with Dannevirke as a centre. Although only a comparatively short time has elapsed since their appointment, much benefit has been derived from their assistance by the teachers of the small schools, and we therefore appreciate very highly indeed the action of the Department in making so valuable an addition to our teaching staff. The great drawback to the small country school consists in the frequent change of teacher. In one case we had as many as eight changes within the twelve months. We think that a teacher who has been visited by the organizing teacher should, generally, not be transferred for at least a year. The varying conditions, however, make it impossible to lay down a hard-and-fast rule.

The result is that the weakest part of the teaching staff is to be found in the small country schools referred to. The young teacher who returns from the training college is very loth indeed to accept appointment to a school even a few miles from home, and prefers to seek a position in other districts rather than accept a country school. There is a good deal to be said for them, as the accommodation provided is not always of a suitable character. The Department should endeavour to formulate a plan by which adequate accommodation will be available. In the case of one school we suggested that a small movable building containing a sitting-room and a bedroom should be provided, to be erected near the residence of the Chairman or other member of the Committee. A young teacher could arrange to have meals prepared and still would have the privacy of her own little home at the end of the day.

Classification of Pupils.—In terms of the regulations, the classification of pupils is placed in the hands of the head teacher of the school, though it may be modified to some extent by the visiting Inspector. Under the new regulations the Inspector is required to do comparatively little examination himself, in order that he may devote a greater amount of time to investigating the character of the teaching. It is well recognized that the efficient teacher is fully capable of classifying his pupils, but there are many instances, especially in the smaller country schools, where classification is not carried out on satisfactory lines, and it is not from any intentional action on the part of the teacher, but from the fact that he has not the necessary skill to do the work, nor in many cases has he a standard on which to classify. In some cases we have ascertained that local pressure on the teacher rather than the ability of the pupil has determined promotion, the marks in the examination register showing failure to obtain even 30 per cent. of the possible. Freedom of classification imposes deep responsibility upon the teacher, and promotions should be effected with due appreciation of that responsibility, and without any consideration of external influence. Further, we have again, at times, found that pupils have been placed in a higher class “on trial.” There can be no objection to the promotion of a pupil whose efficiency stands out beyond that of the rest of the class—indeed, this is the true spirit of the syllabus; but there can be no justification for placing in a higher class, at the request of the parent, the child who is well known by the teacher to be unfitted for the work which he will be called upon to undertake. In any case, no such trial should extend beyond the first term of the year, at the end of which period an investigation should be made by the teacher into the results of the trial and the child reclassified accordingly. We would earnestly impress upon teachers the need for the utmost care in the classification of their pupils.

National Scholarships.—We have to report that, as the result of the recent departmental examinations, sixteen Junior and ten Senior National Scholarships were obtained by Hawke’s Bay pupils. This marks a distinct increase over last year’s results, and is one with which the Board has expressed its great satisfaction. An analysis of the marks shows that the candidates from Hawke’s Bay for the Junior Scholarships gained on the average the highest marks in the Dominion (560). Moreover, most of the pupils come from primary schools. The value of the scholarships to a town child is £5 per annum and free tuition, and to a country child it is £35 per annum and free tuition. The scholarship thus means more to a country child, and we have pointed this out to the Board in the hope that it will impress the country teachers with the need to have due regard to the interests of their pupils in this respect.

Uncertificated Teachers.—During the year instruction of the uncertificated teachers was afforded by correspondence classes conducted by specially qualified instructors chosen by the Board. The published results of the Teachers’ Examination for certificates again show that these classes are accomplishing valuable work. Seventeen of the students were successful in passing the C or D examination or in obtaining some status towards these certificates. In connection with these classes a summer school was held at the end of the year, when the requirements for the practical certificate in science were met under direction of the Board’s special instructors. Lessons were also given in school method and the art of teaching, while the Medical Inspector of Schools conducted lessons in first aid and hygiene, rendering assistance that was very much appreciated by all. Of those in attendance twenty-seven (including five of the correspondence class) passed the examination for D or were partially successful in the D and C examinations.

Grading of Teachers.—On the whole the grading of the teachers in this district appears to meet with the requirements of the Department with respect to the allocation of marks. There were nine appeals, one of which was successful. The Board carefully conserved the interests of the returned soldiers, who were given a special allotment of marks corresponding with their period of service.

The Director of Education.

We have, &c.,
WILLIAM W. BIRD,
D. A. STRACHAN,
R. G. WHETTER, } Inspectors.

WELLINGTON.

SIR,—

Wellington, 26th February, 1920.

We have the honour to present our report for 1919 on the work and condition of the schools under the Wellington Education Board.

There were inspected 254 State schools (including eleven side schools), with a roll number of 25,183, and thirty-five private schools, with a roll of 3,714, a total of 289 schools in all, with 28,897 pupils on the roll, of whom 27,983 were present for the annual examination. Compared with the corresponding totals for 1918 the totals for the State schools show a decrease in the number of schools, and, for the first time on record, a decrease also in the number on the roll. The decrease in the number of schools is due to the closing of small household schools in the Marlborough Sounds for which it was not found possible to provide even unqualified teachers. The decrease in the State roll is mainly due to the establishment in the city of private primary schools, the roll number of these schools showing an increase of 568 over last year’s roll. Details of standard numbers, average ages, &c., are set out in the following tables:—

Table I.—254 State Schools.

					Roll.	Present.	Average Age.	
							Yrs.	mos.
Standard VII	..	..	..	..	305	304	14	8
„ VI	..	..	..	..	2,099	2,071	13	8
„ V	..	..	..	..	2,610	2,553	12	10
„ IV	..	..	..	..	2,830	2,781	12	1
„ III	..	..	..	..	3,139	3,079	11	0
„ II	..	..	..	..	3,137	3,072	9	10
„ I	..	..	..	..	2,931	2,855	8	9
Preparatory	..	..	..	..	8,132	7,733	6	10
					25,183	24,448		

Table II.—Thirty-five Registered Private Schools.

					Roll.	Present.	Average Age.	
							Yrs.	mos.
Standard VII	..	..	..	..	78	77	15	11
„ VI	..	..	..	..	402	384	14	4
„ V	..	..	..	..	375	360	13	6
„ IV	..	..	..	..	394	378	12	4
„ III	..	..	..	..	425	406	11	3
„ II	..	..	..	..	446	423	10	2
„ I	..	..	..	..	404	383	9	2
Preparatory	..	..	..	..	1,190	1,124	6	11
					3,714	3,535		

Table III.—Estimate of Efficiency.

Good to very good	..	..	..	..	..	80 schools.
Satisfactory to good	..	..	..	..	..	123 „
Fair to moderate	..	..	..	..	..	34 „
Inferior	..	..	..	..	..	6 „

The schools in which the work is recorded as less than satisfactory are, with three exceptions, small aided schools for which it has been impossible to find teachers with even a minimum experience. Of the 2,099 pupils on the S6 roll, 1,311 succeeded in gaining certificates of proficiency and 386 certificates of competency, or 62 and 18 per cent. respectively. The standard of efficiency of the district as a whole has been well maintained, though the effect of the closing of the schools early in November, 1918, owing to the epidemic, was noticeable in S1, and to a less extent in S6.

Criticisms and recommendations on the various subjects of the syllabus have been detailed in reports already submitted, but some matters call for special mention. While the essay-writing and composition in set subjects are, as a general rule, well done, and as a matter of fact in many cases show distinct literary taste and merit, we are unable to express similar satisfaction with the results of very simple tests in commercial correspondence. It is very evident that pupils need more systematic instruction in the wording and setting-out of ordinary business letters. Instruction and practice in essay-writing will not provide a substitute for this. It should be borne in mind also that one of the severest critics of our primary schools English is the ordinary business man, who forms his judgment not from the primary boy's formal essay or dictation exercise, but from his written answers to advertisements for vacancies in his office; and if these are anything like some specimens which have lately come under our notice we are not surprised at adverse criticism from a business man or anyone else. In arithmetic we find that inadequacy of oral treatment and neglect of mental processes are still too much in evidence. We admit that the average S6 arithmetic card is partly responsible for this, but it is to be hoped that the reforms in the new syllabus will give scope and opportunity for a more rational treatment of the subject.

Manual and Technical.—The senior instructor in agriculture reports favourably on the work done under his direction. In addition to the supervision by the Instructors of the work at six district high schools and 130 primary schools visits are paid to schools where the classes are too small for recognition for capitation. Instruction is also given in nature-study in the lower standards. One weakness in the organization of this branch still exists—viz., the inability of the majority of the district high school staffs to undertake the responsibility of the rural course instruction, the consequence being that the time of the agricultural instructors is too much occupied with the high-school classes to the detriment of the work in the smaller rural schools.

Good reports are to hand from the senior instructor regarding the woodwork and cookery classes. Seventy-nine primary and nine secondary classes received instruction in woodwork, scale drawing, and cookery; the secondary classes in addition took laundrywork and dressmaking, as also did two of the primary classes. In the matter of accommodation and equipment the new centre at Thorndon is meeting all requirements, but at Petone matters are in a most unsatisfactory condition, and the necessity for improved accommodation is urgent.

Organizing Teachers.—Two appointments were made in the latter part of the year, one organizing teacher working from Blenheim as a centre and one from Pongaroa. It is early to speak definitely on the working of the scheme, but judging from the reports of these teachers so far the results look promising.

Summer Schools.—Two very successful summer schools were held in December, one at Blenheim and one at Pongaroa. In each case a full report of the work and general conduct of the classes has been submitted to the Department. A larger school which it was proposed to hold at Masterton had to be abandoned owing to the curtailment of the railway service.

Staffing of Country Schools.—In common with other districts we are finding the greatest difficulty in properly staffing our country schools, the main cause being the lack of decent accommodation for the teachers, more especially the female teachers. While, for a junior position of £130 to £140 in a town there may be from twenty to thirty certificated applicants, frequently for positions of £160 to £200, and even of £210 to £240, in the country, there is not a single fully qualified applicant. Remedy might be found by increasing the board-and-lodging allowance of country teachers, or by giving special grading consideration for country service, or by compelling trainees to take up appointments in country districts; but in any case something must be done in the interests of the country children, as at present matters are fast reaching an acute stage.

We have, &c.,

F. H. BAKEWELL,	} Inspectors.
F. G. A. STUCKEY,	
A. B. CHARTERS,	
D. A. STURROCK,	

The Director of Education.

NELSON.

SIR,

Nelson, 31st May, 1920.

We have the honour to submit our annual report on the schools of the Nelson Education District for the year 1919.

One hundred and thirty-two schools were open for instruction, though four of the smallest of these were closed before the end of the year. There were in addition eight side schools, two half-time schools, and four secondary departments of district high schools. When the number of these and of private schools, &c., is added we find that in all there were 161 schools subject to our inspection. Visits of inspection were paid to all but fourteen of these, and twenty-nine others we were able to reach only once in the year. Some of those unvisited were closed at the time of the Inspector's visit to that part of the district, and one was opened after it. By the closest concentration upon the work of inspection and the omission of no single working-day we have hitherto attempted to inspect every school in the district once between the middle of June and the end of the year. Our experience now shows that with other numerous duties devolving upon us our limited staff is unable to inspect adequately all the schools of the district twice in the year. We consider that the time devoted to each school has already been reduced to the minimum, and that even so we cannot hope to reach all, and so have made application for an increase of staff.

Private Schools.—The roll number of the private and special schools inspected was 841, 772 being present at the annual examination. Ninety-three candidates presented themselves for the S6 examination, and 44 proficiency and 29 competency certificates were obtained. In our estimate of the efficiency of the instruction five schools were classed "good," two "satisfactory to good," two "satisfactory," and one "fair to satisfactory."

Public Schools.—The following table taken from the Inspector's annual return shows the number of pupils in the various standard classes :—

					Number on Roll.	Present at Annual Examination.
Standard VII	..	..	..	..	177	167
„ VI	..	..	..	..	546	541
„ V	..	..	..	..	689	673
„ IV	..	..	..	..	754	746
„ III	..	..	..	..	872	850
„ II	..	..	..	..	888	861
„ I	..	..	..	..	854	830
Preparatory	..	..	..	..	2,295	2,197
Totals	..	..	..	..	7,075	6,865
Totals for 1918	..	..	..	..	7,106	6,951

The number in S6 is fifty-five less than that of last year, but in other respects there is very little variation, the total being slightly lower than previously. The proportion of children in the preparatory classes is again slightly reduced, being now 32.4 per cent. of the total roll number for the district. Exceptionally fine weather was experienced during the year, and epidemics have not been general. Consequently there has been little interruption to school work, and the attendance shows such improvement that a high degree of regularity throughout the district has been attained. The yearly average attendance, 6,390, in itself a record, is 90.8 per cent. of the average weekly roll number.

	Number on Roll.	Proficiency Certificates gained.	Endorsed Competency Certificates.	Competency Certificates gained.	Percentage of Proficiency Certificates.
Private schools, &c.	106	48	7	25	45
Public schools—					
Centres	428	270	37	44	63
Not centralized	132	66	..	31	50
	560	336	37	75	60

Teachers.—There were in the employ of the Board on the 31st December 226 teachers, of whom ninety-three were uncertificated. Most of the latter were sole teachers, but the number of uncertificated assistants has also increased. During the first half of the year especially greater difficulty than ever was experienced in obtaining competent teachers, as very few qualified ones were offering for any position; consequently there was a considerable influx of uncertificated teachers into the lower grades of service. The status of the different classes of teachers is shown in the following table :—

	Certificated or Licensed.	Uncertificated.	Total.
Head teachers	36	..	36
Assistants	69	29	98
Sole teachers	28	64	92
	133	93	226
Totals for 1918	143	74	217

Twenty-three junior teachers and eighteen probationers were also employed. Of these only four were males, so that the increased allowances have not yet had much effect in attracting young men to enter the service.

Efficiency of Schools.—At the schools inspected during the early part of the year we met with very general complaints from head teachers concerning the backwardness of the children at that stage and of the handicap imposed upon them by the loss of time incurred through the compulsory closing of schools in the previous year and the consequently imperfect state of preparation attained by the children in their former classes. An unusually good working-year has apparently remedied many of the defects. The proficiency results were as high as before, and at later inspection visits we found no lowering of the standard of attainment, whilst on the other hand a greater proportion of the schools were doing efficient work, and in our judgment the teaching in some showed higher quality than had been previously displayed. Our estimates of the efficiency of 125 schools inspected are briefly summarized as follows: Good to excellent, 3; good, 31; satisfactory to good, 37; satisfactory, 36; fair to satisfactory, 13; fair, 4; moderate, 1; efficient, 107; non-efficient, 18. All of the eighteen schools classed as unsatisfactory were under the charge of sole teachers, of whom all but two were uncertificated. It is somewhat surprising that the number is so small considering that there are forty-eight other uncertificated sole teachers, some of whom are without training or previous experience. This class of teacher, especially that to be found in a Grade 0 or 1 school, still forms our greatest problem. The lonesomeness of the life, the unsuitability of lodgings, the distance from a centre, and the lack of tutoring and companionship are deterrents to many from entering such service, and lead to too frequent desertions from it. The product of the training-college, and sometimes now that of the probationer or junior-teacher course, will scarcely accept such a position, so that the recruit must come from the public school, at best from the secondary class. Usually the training has been that of painful experience.

The appointment towards the close of the year of three organizing teachers marks a new era of development. They will be able to give to these hitherto neglected teachers the help and practical training in school-management so much needed. The organizing teachers should find full scope for their energies in the districts to which they have been allotted, and from the zeal with which they have entered upon their duties we anticipate great benefit to this education district, which unfortunately abounds in small schools. The hearty co-operation and support of Committees and parents should be solicited by the Board to enable the work of the organizing teachers to attain a full measure of success. We would urge the appointment of a fourth organizing teacher, to operate from Tapawera as a centre, as around it are situated sixteen sole-teacher schools.

Of the 107 schools marked “efficient,” seventy-one have been more warmly commended by us. All but two (which are marked “satisfactory”) of our larger or head-teacher schools are included in the latter group, and we cannot refrain from expressing our appreciation of the grand work done by our headmasters. In enlightened methods, in zeal and devotion to duty, in unsparing effort, in thoroughness of execution, in the duties of citizenship, and in nobility of personal character they, as a rule, set an example that cannot but have a most powerful influence upon the great work in which they are engaged—character-building.

Efficiency of Subjects.—The treatment accorded to different subjects varies considerably in different types of schools according to the ability and individual taste of the teacher. In no case can a subject be considered satisfactorily taught unless all classes have received full and efficient instruction. In 120 schools records of our judgment concerning the subjects of instruction are fairly complete, and a brief summary is tabulated below, the term “satisfactory” being taken to include those schools on which higher praise was bestowed.

Schools.			Reading.	Spelling.	Writing.	Composition.	Recitation.	Arithmetic.	Geography.	History.	Physical Instruction.	Nature Study.	Drawing.	Handwork.	Singing.	Needlework.
Satisfactory ..	..	..	104	76	107	95	107	83	74	75	103	79	111	99	83	104
Unsatisfactory ..	..	..	16	44	13	25	13	37	41	39	9	25	8	16	14	6
Not taught ..	..	..	..	..	..	..	..	..	..	..	..	13	..	5	22	10
Not recorded ..	..	..	..	..	..	..	..	..	5	6	8	3	1	..	1	..

The subjects that present the most difficulty to teachers are evidently spelling, geography, history, and arithmetic. Want of skill in teaching, the uncertain development of the child due to previous faulty training, especially in the initial stage, or the difficulty of a subject from the child's point of view, does not fully account for the fairly general failure in the treatment of certain subjects. The young teacher of to-day has too often acquired only a superficial knowledge of some of the subjects he is called upon to teach. A certificated teacher may not be free from this reproach, and we welcome the suggestion to raise the standard of the certificate examination, not necessarily by setting more difficult questions, but by using more discrimination in the marking. With the many improvements and the wider range of subjects now in vogue we should guard against a loss in thoroughness.

We have, &c.,

The Director of Education.

G. A. HARKNESS, M.A.,
GILBERT DALGLISH, B.A., } Inspectors.

CANTERBURY.

SIR,—

Christchurch, 12th April, 1920.

We have the honour to present our annual report for the year 1919.

The number of public schools open at the close of the year was 391. In addition to these, forty-seven private schools were inspected. The following is a summary of the results of the examinations for proficiency certificates :—

	Number presented.	Proficiency.	Competency.	Endorsed Competency.
Public schools	2,510	1,642	463	57
Private schools	287	174	53	6
Special examinations ..	73	24	13	..
Totals	2,870	1,840	529	63

Medical inspection has been extended, and there is now scarcely a school which is not visited once at least in every two years. The Medical Inspector has been ably supported by her nursing staff, and from the interest that is now being taken by parents we have every reason for predicting a great improvement in the general health of the pupils.

The physical instructors continue to do excellent work, and in the corrective classes there is marked evidence of the value of physical instruction. The physical instructors have been aided by the faithful co-operation of the majority of the teachers, and there are very few cases where teachers do not recognize the beneficial effects of the instruction, both in the physical up-building and the increased power for mental effort on the part of the pupils.

The year just passed proved to be full of problems for our teachers. 1918 closed in gloom and with an unprecedented break in the ordinary routine of school life. When the schools reopened in 1919 many difficulties had to be met—the courses for the previous year had not been covered; many pupils were not fit for promotion; and time had to be spent in bringing these up to the standard of proficiency that would give them reasonable opportunity of benefiting by instruction in a higher standard. These difficulties were still further increased by the many changes of teachers that occurred at the beginning of the year. However, these adverse conditions were faced courageously, and although in some schools the disadvantages continued throughout the year, in the majority considerable leeway was made up. The effects of the unfavourable initial conditions were most noticeable in the varying quality of composition, grammar, and arithmetic. Of course there were schools in which there were no appreciable signs of impaired efficiency.

While the majority of teachers submit suitable programmes of work with a full recognition of proper sequence and gradation, there are others who through lack of sufficient knowledge of the syllabus fail to present courses in keeping with the spirit and the letter of the requirements. On some subjects text-books are slavishly followed and have been made to take the place of a thoughtfully drawn scheme. Such action is quite contrary to the demands of the syllabus, and is to be deprecated as being neither effective nor tending to make the instruction interesting. In future much more stress must be laid on the proper presentation of schemes, and with the assistance furnished in the new syllabus there can be no excuse for failure to make a satisfactory attempt. We are glad to see that the new syllabus emphasizes the importance of speech-training and oral expression. Although reading is on the whole fluent, there are some schools in which little attention is paid to clear articulation and correct enunciation. Insufficient emphasis is placed on purity and distinctness of utterance, while the thought-content of the passage read also calls for more attention. It should be borne in mind that besides making it possible for children to master printed matter for their own use, the reading-lessons should help to train children in accuracy of speech, to extend the child's vocabulary and general information, and to inculcate a taste for good literature.

In some schools recitation is really well said, but in too many the pieces memorized have been poorly chosen and little effort has been made to arouse an interest in the subjects. Syllabus directions with regard to recitations are most helpful. The pupils should make a study of the poem with the teacher, so as to grasp thoroughly its meaning and spirit and to form an appreciative liking for the piece itself. Only after this has been done should it be memorized.

Although spelling on the whole is not a weak subject, the adoption of more intelligent methods of treatment would be productive of better results, with less worry. Word-building in the preparatory classes is too often lacking in definite aim, and little is made of the excellent opportunities afforded for training in clear enunciation, oral composition, and the purity and fullness of vowel sounds. The demands frequently made by the teachers in connection with spelling are too heavy. Words beyond the child's spoken or written vocabulary should not be expected.

Writing varies considerably in quality and is not as good as it should be. More careful attention to details is needed in many schools, and a definite scheme and plan of writing should be drawn up and adhered to throughout the school. Sometimes the style and general formation of letters in copybooks used differ considerably from the teacher's set writing-lesson on the blackboard. The effect of this on pupils' writing is obvious. The awkward ways of holding the pen seen in some of the senior classes indicate a grave lack of supervision in the earlier stages. A sound foundation there laid must have its effect throughout the school life. The practice of keeping young children for a lengthy period making single letters is neither profitable nor interesting, for it fails to give the incentive necessary to bring forth the child's best effort. Words from the reading, and associated in the child's mind with some object, might be used profitably, and a desirable correlation of reading and writing thus secured.

Composition, although carefully done in many schools, often shows a want of definite teaching in sentence-construction, paragraphing, and punctuation. Improvement in written work might be effected by systematically following a well-drawn-up scheme of oral work throughout the standard classes as well as in the preparatory division. Percival Chubb (President, High Schools Department, New York), in his "Teaching of English," says: "The poorness of quality in pupils' written expression is because teachers have not taken oral work seriously, and have not realized that as are a child's habits of oral expression so will his habits of written expression tend to become; or, in

other words, the structure of his written work will be predetermined by his previously acquired oral habit and practice." Grammar, especially in the smaller schools, was not well taught, the reasons for correction being in many cases wonderful and varied.

On the whole *arithmetic* is carefully and methodically taught, though the teaching of number in some infant classes calls for improvement, and greater attention should be paid to the memorizing of tables—an old-fashioned but helpful exercise. Daily practice in adding mentally lines of simple numbers will do much to teach addition effectively. Mental arithmetic in many schools in parts of the district has still to come into its own, both as a mental training and as an aid to formal arithmetic.

Geography in a fair number of schools is well taught, and attempts made to trace cause and effect, and to show how man utilizes the forces and things of nature in order to live properly. However, there are teachers who do not handle their geography lessons intelligently. There is still too much note work—too much learning from the book. Very rarely in such cases are seen any attempts to devise and use simple apparatus for experimental purposes; very seldom is a class or the school taken into the playground to be shown nature's forces at work in the miniature river-beds, in streams from tiny hill-slopes, in the formation of gorge and plain and lake. It would be well for all to ponder over Dr. Charles Mercier's declaration: "Nothing worth achieving was ever achieved without taking trouble, and if schoolmasters will not take trouble there will be no education."

History and civics vary in quality: in some schools there is effective teaching, but in too many the results are of little value. The lack of success is largely due to the fact that very many of the teachers have little knowledge of the subject beyond what is found in the school text-book. There is need for wider reading so that the teachers may be able to teach the subject on broader lines. The practice of presenting a book instead of a carefully-thought-out scheme cannot be commended, and in future will not be accepted. The encouragement of the reading on the part of the pupils of such books as "*Hereward the Wake*," "*The Last of the Barons*," "*The White Company*," & ., would add interest and create a healthy attitude towards the subject. In quite a large number of schools an intelligent introduction to civics has been given, and care taken to point out the privileges that are enjoyed under the British flag. But still more stress might be laid upon the fact that these privileges entail the discharges of duties and the shouldering of responsibilities. It is very necessary that the feet of our pupils should be guided to the openings of the roads to good citizenship, as strong and insidious forces are at work in certain quarters which may lead sooner or later to disruption of society and of the general happiness of our people.

Although in nature-study very many schools are doing fine work, fresh interest might be aroused if teachers, especially those in country districts, encouraged their pupils to correspond with those in other parts of the district with regard to interesting observations. Such a practice would be one way of correlating nature-study and composition, and would lead to closer communing with nature, and would also be of real moral æsthetic value.

In the primary schools a pleasing feature is a steady improvement in the general appearance of the school-gardens. This is largely due to the earnest enthusiasm and wise direction of the agricultural instructors. Teachers are becoming more interested as they recognize the lasting benefits that will ensue from the courses followed. In two schools at least very fine training in dairy science has been given.

In domestic science there is marked improvement, especially in connection with the scientific aspect of the work. Much credit is due to the supervisor and the instructresses for the energy and enthusiasm with which they have carried out their duties. Praise is also due to those in charge of the woodwork classes. As far as could be judged from hurried visits, the methods are good and the results highly satisfactory. In schools from which the pupils are unable to reach woodwork and cookery classes, carton work and plasticine-modelling are well handled, but in a large number they are simply taught because the syllabus requires such teaching, and naturally the results in these schools are but indifferent. The delay in receiving the supplies of apparatus and material has affected the quality of the handwork in many of the schools.

A very considerable amount of good drawing is presented, the colour work reaching a high standard. In these as in other subjects teachers should show a properly graded scheme, and should present a list of objects to be drawn illustrating suitable gradations in the treatment of the subject.

In many schools the sewing taught is really valuable as a means of training hand and eye, while the future needs of the girls are kept well in view. It is hoped during the coming year that the instrumental drawing of the senior girls will be correlated to some extent with their sewing.

Singing is practised in a good many schools, but is taught in very few. The rendering of a few songs or rounds, and these often repeated from year to year, seem to be all that is attempted. This falls far short of what might be expected. If the teachers would endeavour to cultivate a love of music they would be doing much towards enabling the leisure hours of adults to be spent enjoyably under the refining influence of harmonious sounds.

Physical exercises are regularly carried out in nearly every school. The visits of the Departmental physical instructors have proved corrective and stimulating, and are a means of maintaining a good standard of efficiency in the work. A "refresher course" for teachers has now become most necessary.

During the year the Department saw fit to make provision for organizing-teachers. The success of the experiment lies largely with the teachers appointed. If they are energetic, enthusiastic, and sympathetic there is no doubt as to the success of the step. The position affords much room for initiative, and it is to be hoped that considerable freedom will be allowed, so that the work may be taken on lines that seem most suitable to the district.

During December the new syllabus was issued, and it seems to be generally agreed that its contents are of a most helpful character, but it must always be kept in mind that a good syllabus is not all that is necessary. In this connection we may be allowed to quote from remarks made by Inspector Barry, of Victoria, on rural schools: "The teacher is the central figure in the success of the school, and to her efforts will come either success or failure. As the whole of the programme must be taught, the teacher must read widely, as a thorough acquaintance with all the subjects taught is absolutely necessary. Country children are generally shy and require encouragement, there-

fore the teacher's manner counts a great deal. In proportion as she displays sympathy and tact so will she obtain the willing co-operation of her charges. The teacher's tact plays a great part in the success which she gains in inducing country children to discuss freely and in good style the subjects taught."

In closing these notes we must give our teachers their need of praise for their honest efforts on behalf of the moral, physical, and mental welfare of the children, and for their earnest desire to attain to the best in method and in aim. But few fall short in the rendering of faithful service, often amid difficult conditions and with nothing in the environment to help movement onward and upward towards the best.

We have, &c.,

WM. BROCK,
S. C. OWEN,
J. B. MAYNE,
J. A. VALENTINE,
F. I. EVANS,
G. P. GRAHAM,

} Inspectors.

The Director of Education.

OTAGO.

Sir,—

Dunedin, 15th March, 1920.

We have the honour to submit our report on the work of the schools of this district for the year 1919.

The following table shows the number of pupils on the roll and the number present at the annual examination :—

Classes.	Public Schools.		Private Schools (19).	
	Number on Roll.	Present at Annual Examination.	Number on Roll.	Present at Annual Examination.
Standard VII	288	270	347	346
" VI	1,674	1,632	142	136
" V	2,314	2,258	222	213
" IV	2,639	2,592	258	249
" III	2,782	2,743	238	229
" II	2,701	2,666	245	230
" I	3,051	2,984	213	208
Preparatory	7,153	6,796	490	468
Totals	22,602	21,941	2,155	2,079

During the year 254 schools were in operation. Of these three were household schools. All the schools were inspected, and in most cases two visits were paid. In addition all the registered private schools in the Otago District were inspected.

Efficiency of Schools.—An analysis of the Inspectors' annual return gives the following results with regard to efficiency: Excellent or very good, 28 per cent.; good, 40 per cent.; satisfactory, 27 per cent.; fair to inferior, 5 per cent. The results of the inspection of our schools disclose a slight diminution in efficiency; this, in view of the long period during which the pupils were absent owing to the influenza epidemic, was not unexpected; that the effect was not more marked is due to the fact that our teachers put forth greater efforts, without which the results, compared with those of former years, would inevitably have been much worse. Most of the schools marked below "satisfactory" are country schools with one teacher, and in two-thirds of these schools changes of teachers will, in the main, account for their inferiority. The general condition of schools has been adversely affected by the frequent changes due to the conditions prevailing since the war began, as is shown by the fact that the Board, during the twelve months from December, 1918, advertised for 209 vacancies.

We have again to draw attention to the fact that there is a great leakage of children from school before S6 is reached. In 1914 the roll for S1 in Otago was 3,050: of these only 1,674 reached S6 in 1919. Even if we allow for a certain number of children being held back in various classes during their progress through the standards, these figures show that every year a large number of children leave school before entering S6. Physical incapacity, mental backwardness, migration from school to school, irregular attendance, and delay in beginning school life are responsible for many cases of retardation, but not for all. An examination of the figures for each standard during a number of years shows that the largest decrease lies between S6 and S5. There are many causes for this, such as children leaving school on reaching the age of fourteen, but one contributing cause is the fact that a number of children are held back in S5 because some headmasters are too exacting in making promotions to S6. In some cases this is due to the false notion that a teacher's work is judged mainly by the percentage of passes obtained in the examination for proficiency certificates. In our last report we referred to this matter at some length, and we desire again to call attention to the remarks made then. Another cause of retardation is the holding-back of children in S1. The syllabus states, "The preparatory division will, in general, include those children who have been under instruction at school or elsewhere for not more than two years." The words "in general" mean that allowance is made for exceptions where good reasons (such as those mentioned above) can be given for retention in this division for more than two years, but the aim of the teachers should be to promote the normal child to S1 after two years' instruction in the infant classes. In schools where S1 is too large for one assistant the class is divided into two, and the lower division is sometimes

called lower S1. There is no objection to this, as any standard may be divided into an upper and lower division, but in some quarters there has grown up an idea that a transfer from lower S1 to upper S1 means promotion. In one sense it may, as the upper class may be doing work a little in advance of the lower, but such an idea has a tendency to retard promotion to S2. The syllabus does not recognize a lower S1 otherwise than as Standard I, and promotion from lower S1 cannot really be made unless to S2. The result is that a number of children who have taken two years to obtain promotion from S1 to S2 have been at school more than three years before they reach S2. The retardation referred to above is not confined to Otago. As a matter of fact the percentage of children in the preparatory division in Otago is 31.64 of the total roll, while the percentage for the Dominion in 1918 was 33.83, and was as high as 36.33 in 1914. Nevertheless, this proportion is still too high. Last year we noted that the percentage of S4 children reaching S6 had shown a steadily rising tendency since 1910, and in 1918 reached 60 per cent. It is gratifying to note that for 1919 the percentage is 65—a marked increase on that of the previous year. While our teachers by increasing the efficiency of the schools can give considerable assistance in reducing the wastage referred to, yet the prevailing economic and social conditions are too strong to enable them to remove completely the cause of complaint. If increased efficiency in the nation is desired, the real remedy is to raise the compulsory age, and to make provision for more practical work for those children who are somewhat below the average in attainments. We dealt with the question of classes for “backward” children very fully in our last report, and we have only to add that we hope the Board will consider this matter at the most favourable opportunity.

Proficiency Examination.—For the proficiency certificate 1,768 candidates from the public schools presented themselves. Of these 1,356, or 77 per cent. secured the certificate of proficiency, and 172 gained the certificate of competency. This shows a decrease of nearly 3 per cent. on the results of the previous year. In addition 233 candidates from private schools, King Edward Technical College, and secondary schools were examined for certificates of proficiency.

As in our report of last year we commented in detail on most matters pertaining to the functions of our schools, we refrain from doing so now, but express the opinion that, with but few exceptions, the work of our schools is carried out on good lines, the pupils being well trained to put forth their best efforts and to look upon their school experience primarily as a training for life where the best lessons they can learn are honest endeavour and a conscientious discharge of duty. At no period of our history has the cultivation of this sentiment been more imperative, as in all societies and communities honest exertion and increased productivity of labour are the essential conditions to our national rehabilitation.

In only a few schools has the school excursion or class walk formed part of the general work. This practice, if undertaken with directness of aim and carried out after a suitable preparation by teacher and pupil, is a most important factor in real education, as it provides means for the study of things in their environment. Too often we find lessons given on natural objects in unnatural isolation, with the result that the relationships and the adaptation to environment are disregarded, and thus “the forests are obscured by the leaves.” During inspection we have frequently been struck with the necessity for utilizing our public institutions in our system of instruction, for too often the references in the reading-books are unappreciated through the lack of exploitation of such sources of information as are supplied by our public libraries, picture-galleries, and museums. In order that another source of refined pleasure may be accessible to the pupils of our city and suburban schools, we again emphasize the desirableness of familiarizing the senior pupils with the characteristics of a good picture; then an intelligent observational attitude will take the place of aimless gazing on the part of young people when paying all-to-infrequent visits to our picture-galleries.

Fortunately in our primary schools we are getting away from that system of education where the reasoning-powers were trained by abstract processes without the aid of eye and hand, where the brain was crammed with facts, and where the application of principles to the circumstances of daily life was rendered difficult because the pupil was not taught how to make such application, nor was he confronted with evidence of the utility of the knowledge he was acquiring. Now that the teacher is impressed with the necessity for applied knowledge and the consequent efficacy of things as educative media, we hope that manual training and science will command adequate consideration in our training college, and that the laboratory and the workshop will form as essential a part of the school as does now the school-garden.

Instead of erecting school buildings with a view to a permanency suggesting that educational wisdom will be interred in our own graves, the cost of securing the adjuncts mentioned above might be greatly lessened by part of the buildings being less costly in construction; this would not only provide means for securing a necessary adjunct, but also remove the difficulties of adapting our buildings to the progressive views of future educationists. At present the manual work consists principally of woodwork for the boys and cookery for the girls of S5 and S6 of the town and suburban schools and the district high schools, while horticulture is carried on generally, but we are so convinced of the high educative and practical value of woodwork and cookery that we keep on hoping that the facilities for their introduction to our country schools may soon be provided, and in the meantime teachers' classes may be started in these subjects, when the enthusiasm of our teachers will compensate for the want of perfect conditions, and the usual compromise between the ideal and the practical will result. Through the medium of these subjects our schools are laying the foundation of future hobbies, and if it is true that “a man's a man accordingly as he does what he hasn't to do,” there is every indication that the citizens of the future will be intelligent gardeners with a large share of excellent characteristics, mental and moral, that the primal industry is so effective in cultivating.

We note with pleasure that many of our teachers are doing much to improve the environment of the pupils by planting ornamental native shrubs, which Mr. Green, with wise provision, and a keen appreciation of the decorative value of much of the New Zealand flora has sent from his nursery in connection with the Training College. As over seventeen thousand plants have now been distributed, and ample provision has been made for the continuance of this good work, we confidently look forward to the time when all of our school-grounds will be things of beauty.

Staff Conferences.—Under this heading we regret to note that in some cases these conferences have been carried out with a perfunctoriness that nullifies their usefulness. As the intention of these conferences is to secure unity of aim and continuity of method, also to prevent overlapping by means of interchange of ideas between head teacher and staff, we shall in future consider it defective organization where we find that such a valuable means of improvement has not been carried out in the proper spirit. Without this interchange there is a strong probability of a large school becoming a number of classes taught in airtight compartments instead of an organization with interdependent parts, this isolation of teachers being utterly destructive to the idea of a school as an organic body. In the cases where conferences are properly carried out we are so satisfied with the effect that our faith in their efficacy is greater than ever it was.

We regret that the authorities have not yet made it part of a teacher's duty to visit other schools, as "we are more impressed by what we see than by what we hear." Nevertheless, our headmasters have it within their power to provide facilities for an interchange of visits by teachers of contiguous schools, and where this has been done the results have been most encouraging.

Returned Teachers.—Many of our teachers, after having so well discharged their patriotic duties, have resumed work and are settling down to work well. With their return our thoughts proudly revert to the part taken by our teachers and pupils in connection with the great national effort. The occasion well utilized for practical instruction in civics cannot fail to have lasting effect on the conduct of those engaged, while those young teachers who, in alert response to duty, made the supreme sacrifice have, by their noble example, bequeathed to our schools an imperishable heritage and a cherished memory.

Organizing Teachers.—The experiment has been so successful that we had little hesitation in advising the Otago Board to make two additional appointments, so now there are three teachers working respectively from Owaka, in the Catlins district; from Balclutha, in the Lower Clutha district; and from Ranfurly, in Otago Central. We have no doubt that such success will attend the efforts of the new appointees as resulted from the well-directed work of the first organizing teacher.

Physical Instruction.—We regret that the scheme of physical instruction has rendered useless the equipment of our gymnasiums, as we consider that a judicious use of apparatus will produce such habits of body and mind as cannot be effected by "free exercises" alone. So insistent on this was Ling, whose Swedish system we are supposed to follow, that free exercises were but a small portion of the work prescribed by him, as they tend to become mechanical and then cease to be educative. Within these somewhat circumscribed limits much good work is done in our schools, the exercises being suitably arranged and well demonstrated by our visiting instructors, who are always most helpful to our teachers. Now that the Department has appointed a Chief School Medical Officer we confidently look forward to important extensions of this essential branch of education.

We have, &c.,

T. R. FLEMING, }
C. R. BOSSENCE, } Inspectors.
J. ROBERTSON, }
M. LYNKEY, }

The Director of Education.

SOUTHLAND.

SIR,—

Invercargill, 25th March, 1920.

We have the honour to submit our report on the schools of Southland for the year ended 31st December, 1919.

The following table gives the number on the roll and the classification of the pupils attending the public schools of the district:—

					Number on Roll.	Present at Annual Examination.
Standard VII	..	..	..	..	7	5
" VI	..	..	..	..	798	780
" V	..	..	..	..	1,179	1,149
" IV	..	..	..	..	1,435	1,397
" III	..	..	..	..	1,659	1,615
" II	..	..	..	..	1,534	1,495
" I	..	..	..	..	1,495	1,451
Preparatory	..	..	..	..	4,038	3,808
Totals	..	..	..	..	12,145	11,700

The number on the roll of registered private schools was 952, and the number present at the annual examination, 906.

In judging the efficiency of the instruction it has to be borne in mind that the schools opened in 1919 with a serious handicap in that, owing to the outbreak of influenza, the work of 1918 had been left unfinished. Some teachers, being impatient to begin the new work, neglected the necessary revision of the unfinished part; while others kept their classes revising too long; the successful teacher chose the middle course. On the whole, the problem of the short year was very successfully attacked, especially in the S6 class, in which the percentage of passes is only slightly below that of the previous year. The teachers may therefore be accounted to have risen worthily to the occasion. It has also to be noted that, owing to the impossibility of holding the usual annual examination in 1918, teachers were compelled to rely mainly on the results of the second-term examination as the basis of classification, and that, as a consequence, promotion was gained by pupils who, in ordinary circumstances, might have failed to qualify for a higher class. Further, the rising value of property throughout the district and the changes of home rendered necessary by war conditions have been responsible for an abnormal movement of population both in town and country, thus causing an exceptionally large number of withdrawals and admissions of pupils, whose progress has in some measure been impeded through changing schools. The combined effect of these factors has been to retard the progress of the schools: we are pleased, therefore, to be able to add that the teachers have met the difficulties of the year vigorously and resourcefully.

There were twelve schools of Grade 0 open during 1919. Of these one was inspected, four sent their pupils in the standard classes to the nearest school for examination, and seven were not inspected in any way during the year. From the results obtained by the schools of Grade 0 that were examined we are of opinion that the inspection of these is necessary in order to ascertain whether the Department is getting a fair return for the expenditure involved. We would suggest that an inspection visit might be paid every two years to those schools of Grade 0 that are too remote to send their pupils to another school for examination.

All the schools of Grade I or higher were visited once during the year, most of them were visited twice, and a number of the weaker schools were visited three times. The Grade I schools present the most difficult problem with which we have to deal. Owing to the small salary, the remoteness from centres of population, the difficulty of obtaining board and lodging, and other disabilities incidental to life in the blackblocks, it is exceptional to get qualified teachers to fill these positions, and the Grade I schools suffer most from frequent changes of teachers. They are the recognized training-ground for teachers who enter the profession without previous service as pupil-teachers or probationers. The length of time spent by such teachers in a Grade I school is generally in inverse proportion to their success as teachers and students, because more desirable positions can always be secured by those who show natural aptitude for teaching if they have gained even partial success in the certificate examination. As far as practicable the assistance of the organizing teachers has been called in to guide the efforts of untrained teachers in these schools, and we fully expect that the quality of the work will by this means be materially improved. At the same time the efficiency of these schools will always be precarious until teachers of promise can be induced to remain in charge for considerably more than a year. Of the fifty-five schools in Grade I, ten were reported as good, thirty-one as satisfactory, and fourteen as fair.

The problem of the schools of Grade II is also serious, but of a different kind. The majority of the teachers are certificated, and the remainder have partially qualified for a certificate. As all the classes are usually represented in a Grade II school, the organization of the work demands special skill. Where the teacher is in earnest and has some ability, he learns by experience how to make the best use of the grouping of classes, how to distribute his time so as to give each class and each subject its due share of attention, and how to keep seven or eight classes fully employed all the time. That some fail to gain satisfactory results is not at all surprising in view of the inherent difficulty of organizing a school of this grade and of the fact that a considerable number of the teachers have not received a regular training. Of the forty-two schools in Grade II, eleven are reported as good, twenty-three as satisfactory, and eight as fair.

The weaker schools of Grade I and II have given us a good deal of anxiety, and we have striven by various means to raise their standard of efficiency. A somewhat elaborate scheme of work, prepared by the Inspectors, was issued for the guidance of the teachers as to the general aim, the method, and the scope of the instruction in each subject. We believe that this has proved very beneficial. In the earlier part of the year we paid a number of two-day visits to some schools, in effect doing the work of organizing teachers, and in all cases after the first visit we furnished the teachers with a confidential memorandum in which were noted recommendations for the improvement of teaching-methods, &c. It is too early to report on the effect of the organizing teachers on the general quality of the school work, as they entered upon their duties in the last quarter of the year. We may say, however, that there is an ample field of work for these officers in the ninety-seven sole-teacher schools of this district. We again venture to suggest the establishment near Invercargill of a model sole-teacher school for the benefit of the comparatively large number of teachers in the service who have neither attended a training college nor served an apprenticeship as pupil-teachers or probationers. This class of teacher is receiving additions to its numbers every year despite the fact that the Southland Education Board annually sends a good number of ex-pupil-teachers and ex-probationers to the training college. It would appear, indeed, that a number of these never return, having received appointments elsewhere. We believe that it would be of very great value to untrained sole teachers to spend a fortnight observing the management of a model school. It is plainly impossible for the organizing teachers to visit all the sole-teacher schools whose teachers require guidance in organization.

The schools of Grade III constitute the largest group in this district, there being altogether sixty-two. Of these, twenty-six are reported as good or very good, thirty-one as satisfactory, and five as fair. All of the head teachers but two and about half of the assistants are now fully certificated, a state of affairs better than has obtained for some years. The smaller schools of Grade III approach most nearly to the ideal in staffing, and where the teachers have ability they ought to obtain very good results. We are pleased to report that a considerable number of the schools in this grade are doing very fine work. Unless the conditions have been exceptional through change of teachers or other adverse circumstances, there is no excuse for unsatisfactory results in schools of this grade; it is not unreasonable to expect the majority to reach a good, and all to reach a satisfactory, standard of efficiency.

There are only nineteen schools of Grade IV or higher. Of these, sixteen are reported as good or very good, and three as satisfactory. There is not one weak school in this group; the general quality of the instruction is very good, and there are several schools in which the standard of attainment leaves but little to be desired. Positions in these schools are in many respects more desirable than in those of lower grades, even if there is no advantage in salary. It is accordingly exceptional to find an uncertificated or an untrained teacher on the staff. It is unfortunate for this district that there are so few schools of Grade IV or higher, where the salary offers a fair reward for the ablest teachers trained in lower positions. When it is remembered that there are sixty-two head-teacherships of the next lower grade, besides a number of assistantships of equal value, it will be admitted that the nineteen larger schools in Southland do not furnish a sufficient number of promotions to reward the most successful of the Grade III teachers, and that consequently many teachers have to wait a long time for the promotion that they have earned.

We welcome the lightening of the burden of work in arithmetic by the elimination of the metric system in the new syllabus. As pupils never had occasion to apply their knowledge of the metric tables to everyday problems, this portion of the course tended to become a mere abstract training in mathematics. For many years arithmetic has been the most troublesome subject on the syllabus,

it has received its full share, in some instances much more than its fair share, of the teachers' and of the pupils' time; yet it has been by far the most fruitful cause of failure in examinations for certificates or for classification. The reason is that a false idea has prevailed of the aim in teaching arithmetic in the primary schools: too much has been made of arithmetic as a training in abstract mathematics, too little of arithmetic in its utilitarian and practical aspect. If the enlightened aim of the syllabus is kept in view, it will be seen that there is no need to spend the time of primary-school pupils in solving arithmetical puzzles or in simplifying intricate fractional expressions. While we believe that some schools have on the whole given too much time to arithmetic, there are two respects in which the time might with advantage be increased—i.e., in building up and thoroughly memorizing the addition and the multiplication tables, and in mental and oral arithmetic. If these departments of the subject are adequately treated, the time devoted to written arithmetic can be materially reduced. In the circumstances in which most of our schools are placed the success of the teaching of arithmetic depends very largely upon the text-books used. Where the teacher has two or more classes to teach, as is the rule in the vast majority of cases, the pupils' practice in arithmetic is perforce almost entirely confined to the exercises contained in the text-books. Unfortunately the arithmetic text-books heretofore available have failed to interpret satisfactorily the spirit of the syllabus. The possibility of the preparation by the Department of suitable class-books of exercises in arithmetic might be considered.

It is hoped that the relief afforded in arithmetic will result in increased attention being given to the English subjects. In the smaller schools reading and composition generally require more time than they receive. The interesting continuous readers which have been put into the hands of the pupils of the senior division should be used not merely for extra practice in reading aloud, but in reading for the purpose of getting the thought-content, and in reading for pleasure. A number of schools are fostering a taste for literature by means of school libraries. It is axiomatic that style in composition is most readily acquired by imitation of good models, and it must therefore follow that a wide course of suitable reading tends to improve the written composition. It is in written composition, perhaps, that progress is slowest; we believe, however, that this subject is steadily improving, especially in S6. We have constantly advised teachers that oral composition and the collection of materials should precede the written essay, and that errors in construction, &c., should be corrected in class after the essays have been marked. We are of opinion that exercises in narrative composition, the easiest form, should constitute a larger part of the pupils' practice. We shall watch with interest the effect of the new course prescribed in spelling. In certain schools far too much time has been spent in the testing of spelling by dictation exercises and lengthy lists of words; these are rarely the schools that obtain the best results. If this time can be reduced by the new method, it should be possible to give more attention to reading and composition. In respect of writing, there need never be any deficiency of practice, for, rightly considered, every written exercise is an exercise in writing. We are pleased to report that this view is gradually being adopted, and that all the written work is, in the case of a very fair proportion of the pupils, at least neatly done. At the same time, we are of opinion that formal lessons in the formation of letters and in the rules for good writing should be more frequently given, at least up to S4. We regret to say, further, that the extended use of slates, rendered necessary by the expense of writing-paper, is having a detrimental effect on the quality of the ordinary writing with pen and ink.

In history and geography a definite scheme, in which the items of information are set forth in some detail, has, by arrangement with the Educational Institute, been in operation for two years. The results have hardly come up to expectations. We fear that there is a tendency in some quarters to regard these subjects as unimportant. There are, of course, no unimportant subjects on the syllabus. It is to be apprehended, too, that some teachers in their scrupulous avoidance of the appearance of "cram," grudge to put any tax on the memories of their pupils. But it must be recognized that there are certain simple facts in geography and history, including the names of places and persons, that must be memorized. To get geographical and historical facts memorized the method is the same as is employed in other subjects; orderly presentation, illustration, repetition, and drill by questions and answer. In the case of history there is another circumstance that should be mentioned, namely—that there is no suitable text-book available that covers the ground and deals with the subject in the manner prescribed by our syllabus.

The instruction in handwork in the senior division (woodwork and cookery) was seriously interrupted by the restrictions placed on the railway service, the attendance of the classes that travel by rail to the manual training centres—i.e., of the majority—having been suspended for many weeks.

As in former years, the examinations for the proficiency certificates were held during the last three months of the year. Candidates attending schools from which facilities for travelling to examination centres do not exist were examined at their own schools on the occasion of the inspection visit during October and November, and the remainder were examined at suitable centres during the last week of November or the first two weeks of December. The percentage of passes varied but slightly from that of the previous year, a result that is to be regarded as a subject for congratulation in view of the serious handicap with which the pupils began their year's work. The following is the table of results:—

—	Presented.	Examined.	Proficiency.	Competency.	Endorsed Competency.	Failed.
Public schools ..	816	809	537 (66·4%)	135 (16·7%)	5	137 (16·9%)
Registered private schools ..	68	67	39 (58·2%)	14 (20·9%)	0	14 (20·9%)
All schools	884	876	576 (65·8%)	149 (17·0%)	5	151 (17·2%)

The corresponding percentages for 1918 were,—

	Proficiency.	Competency.	Failed.
Public schools	69·4	16·7	13·8
Registered private schools	44·0	25·3	30·7
All schools	67·3	17·4	15·2

The order, discipline, and tone of our schools may be adjudged as ranging from satisfactory to excellent, the number of schools in which the mark "fair" is given being so small as to be negligible. This report is indeed a gratifying evidence of the great work that is done by our schools as moral agents, and of the earnestness displayed by the teachers in their calling.

We are glad to note that the Department is taking a direct interest in the architecture of the schools. There is certainly a great need for the brightening of the interiors of the schoolrooms. At present, while there are comparatively few class-rooms that are attractive, there are a great many that are drab, cheerless, and uninviting, with a suggestion of barracks. In this matter it must be recognized that the teacher as well as the Board has a duty to perform, for he can by attention to neat arrangement at least avoid the reproach of neglect; a good many teachers brighten up their rooms by tasteful arrangement of flowers. A few schools have led the way in rendering the school-grounds attractive. In this movement the enterprising enthusiasm of the teacher has been the main driving-force. We sincerely hope that the beginning thus made will inspire School Committees and well-wishers of the primary schools with a zeal that will not rest till all the schools have become what they ought to be—the "showplaces" of their districts. How far the reality falls short of this ideal will be appreciated when we state that there is a fairly large number of playgrounds so ill-drained that they are unfit for games and physical exercises during a great part of the year. We wish also to put forward a plea for the improvement of teachers' residences, which should be modernized so as to compare on even terms with those of other citizens. Bath-rooms and high-pressure ranges should surely be regarded as indispensable in these days.

We are glad to be able to report that the quality of the applicants for entry into the service as pupil-teachers and probationers is improving. A higher percentage of the applicants have qualified for matriculation or partial matriculation than in former years; moreover, a few promising boys of good personality are beginning again to be attracted to the profession. It was deemed necessary to examine those pupil-teachers and probationers who had not passed either the Matriculation Examination or the first two groups of the D Examination. The results of this examination, which was held in September, were on the whole satisfactory. There is evidence, however, that those who are appointed with no higher educational attainment than the Intermediate Certificate in most cases find preparation for examination burdensome, and that some of them are deficient in the general knowledge that is required every hour of the day in the schoolroom.

The Saturday classes for uncertificated teachers had to be closed down for a lengthy period owing to the restrictions placed upon railway travelling. To the earnest young teacher bent upon improving himself these classes are a much appreciated boon. The services rendered by the devoted band of instructors are worthy of all praise.

The appointment of a physical instructor for the Southland schools will enable physical instruction to be systematized throughout the district. Ever since the inception of the present scheme of physical instruction in 1913 the Southland schools have as a whole taken a keen interest in this branch, and we believe that the results in improved physique have justified the attention given to it. We are convinced, too, that indirect benefits have accrued in respect of discipline and of the relation between teachers and pupils. The corrective classes in the large schools appear to be finding favour with the parents. Very successful classes for the training of teachers were held in September. These were attended by pupil-teachers, probationers, and adult teachers who had recently joined the service or who wished to refresh their knowledge of the subject.

Last year was also signalized by the appointment of a resident Medical Inspector of Schools for Southland. Although we are not so directly in touch with the work of the medical branch, we have had opportunities of noting the magnitude of the work involved and the growing interest taken in it by parents. We therefore trust that a separate Medical Inspector of Schools for Southland will become a permanency.

When the Lady Supervisors visit the district we shall have a number of problems to submit—*e.g.*, the duration of the sewing-lesson, the character of the sewing taught, the utility of advanced needlework as a school subject, the feasibility of providing a hot meal for pupils that do not go home at dinner-time, and the procuring of supplies of infant-teaching apparatus.

During recent years the urgent need for a more up-to-date method of travelling for Inspectors has become more apparent. Other travellers who cover the same routes as Inspectors of Schools now almost universally use motor-cars when they diverge from the railways, with the result that in most centres horses can no longer be hired. Inspectors of Schools, who in this district depend for conveyance on the railway, on horse-drawn vehicles, and on ordinary bicycles, have accordingly to endure hardships and suffer inconveniences that other travellers escape. The alternative, which has often to be resorted to—*i.e.*, the hiring of motor-cars, involving as it does a double journey for the car, in the morning and in the evening—is unduly expensive. If Inspectors were provided with motor-cars they would be able not only to carry out their duties more expeditiously and efficiently, but also in this district to escape the discomforts inseparable from using open conveyances in a rigorous climate.

We have, &c.,

A. L. WYLLIE,	} Inspectors.
A. INGLIS,	
A. MCNEIL,	

The Director of Education.

APPENDIX C.

MANUAL INSTRUCTION IN PUBLIC SCHOOLS.

No. 1. DETAILED TABLES.

TABLE G1.—SOME PARTICULARS RELATING TO ELEMENTARY HANDWORK AND MANUAL INSTRUCTION IN PUBLIC SCHOOLS FOR THE YEARS 1912 TO 1919 INCLUSIVE.

	1912.	1913.	1914.	1915.	1916.	1917.	1918.	1919.
Number of public schools	2,214	2,255	2,301	2,338	2,355	2,368	2,365	2,400
Number of schools taking elementary handwork	1,319	1,382	1,513	1,793	1,898	2,011	2,135	2,166
Number of schools taking manual subjects	1,139	1,227	1,298	1,398	1,445	1,503	1,532	1,562
Number of district high schools providing approved rural courses	28	33	34	37	38	38	47	47
	£	£	£	£	£	£	£	£
Capitation earnings for elementary handwork	5,430	5,906	6,456	6,869	7,623	7,791	7,964	10,106
Capitation earnings for manual instruction	15,804	18,563	18,016	20,574	21,939	23,763	24,770	30,013
Capitation earnings for rural courses ..	3,047	5,705	6,888	7,007	7,794	7,984	9,172	12,165
Cost to Government of conveyance of pupils to manual-training centres	2,203	3,796	4,566	5,414	6,335	5,713	6,875	7,572
Receipts of Education Boards	37,123	45,379	35,270	41,551	47,807	60,763	53,164	57,560
Payments by Education Boards	40,521	42,646	35,111	42,582	42,827	49,779	62,009	63,094

TABLE G2.—ELEMENTARY HANDWORK AND MANUAL INSTRUCTION, 1919 (PUBLIC SCHOOLS).

Education District.	Elementary Handwork.	Manual Instruction.						
	Number of Schools.	Number of Schools.	Number of Secondary Pupils taking Rural Courses at District High Schools.	Subjects and Number of Schools on account of which Capitation was claimed.				
				Domestic Science.	Woodwork and Ironwork.	Elementary Science.	Agriculture and Dairy-work, &c.	Swimming and Life-saving.
Auckland	570	338	437	152	153	12	295	23
Taranaki	121	124	111	14	17	1	122	2
Wanganui	197	163	172	37	38	10	160	10
Hawke's Bay	130	98	100	9	9	9	92	1
Wellington	197	149	281	41	39	25	123	19
Nelson	123	92	..	23	20	20	73	14
Canterbury	400	255	361	126	122	13	214	35
Otago	253	216	173	44	39	21	199	29
Southland	175	127	..	81	69	9	106	1
Totals, 1919	2,166	1,562	1,635	527	506	120	1,384	134
Totals, 1918	2,135	1,532	1,413	500	494	133	1,390	134

TABLE G3.—HANDWORK AND MANUAL INSTRUCTION.—INCOME AND EXPENDITURE, TOGETHER WITH MONETARY ASSETS AND LIABILITIES, OF EDUCATION BOARDS
FOR THE YEAR ENDING 31ST DECEMBER, 1919.

Education Boards.	Receipts.				Payments.				Liabilities.		Monetary Assets.		Net Balance.				
	Capitation.	Grant for Buildings and Equipment.	Subsidies on Voluntary Contributions.	Receipts from other Sources.	Transfers from other Accounts.	Total Receipts.	Salaries of Instructors.	Working expenses on Classes.	Buildings and Equipment.	Administration (including Salaries).	Transfers to other Accounts.	Total Payments.		Dr. Balance at 31st December, 1919.	Other Liabilities.	Cr. Balance at 31st December, 1919.	Other Assets.
Auckland	£ 13,831	£ 1,722	£ 527	£ 2,051	£ 1,991	£ 20,122	£ 8,667	£ 5,516	£ 4,630	£ 1,727	£ ..	£ 20,540	£ ..	£ 595	£ 117	£ 4,218	£ 3,740*
Taranaki	.. 2,481	283	..	88	..	2,852	2,289	665	8	162	..	3,124	..	..	1,261	217	1,478
Wanganui	.. 4,262	168	17	406	..	4,853	2,476	1,474	157	439	..	4,546	..	226	71	757	602
Hawke's Bay	.. 3,151	71	..	1	..	3,223	1,816	1,692	10	317	..	3,835	342	..	..	361	19
Wellington	.. 5,735	..	3	266	..	6,004	3,465	2,922	117	573	..	7,077	1,305	15	..	1,903	448
Nelson	.. 1,742	200	11	177	..	2,130	936	891	46	101	..	1,974	301	..	..	351	50
Canterbury	.. 8,526	101	..	570	..	9,197	5,949	2,937	2,383	542	..	11,811	2,762	..	..	2,762	..*
Otago ..	.. 5,483	..	..	216	..	5,699	2,594	2,247	724	285	..	5,850	..	..	1,581	800	2,381
Southland	.. 2,693	403	34	350	..	3,480	1,587	1,305	1,124	321	..	4,337	..	..	..	208	208*
Totals	.. 47,904	2,948	592	4,125	1,991	57,560	29,779	19,649	9,199	4,467	..	63,094	4,710	971	3,030	11,577	8,926

* In these cases transfers were made from the General Fund.

NO. 2. EXTRACTS FROM THE REPORTS OF INSPECTORS OF SCHOOLS, DIRECTORS AND SUPERVISORS OF MANUAL INSTRUCTION, ETC.

[For Reports on Rural Courses in District High Schools see E.-6, Report on Secondary Education.]

AUCKLAND.

EXTRACT FROM THE REPORT OF THE SUPERVISOR OF MANUAL AND TECHNICAL INSTRUCTION.

During the year school classes in woodwork and cookery were held at Whangarei, Te Kopuru, Dargaville, Helensville, Devonport, Northcote, Newmarket, Newton, Ponsonby, Otahuhu, Pukekohe, Ngaruawahia, Hamilton, Te Kuiti, Taumarunui, Cambridge, Matamata, Rotorua, Te Aroha, Thames, Waihi, Tauranga, and Coromandel. Laundry-work courses for girls were carried out in nearly all the above-mentioned centres. The Manual Training School buildings at Rotorua, Northcote, and Ngaruawahia were erected during the year. The Department has approved of the erection of manual-training schools at Vermont Street (Auckland City), at Onehunga, and at Avondale. In each case the buildings will be designed to allow of extension for use in technical and continuation class work. The capitation paid by the Department for school woodwork classes has proved utterly inadequate to pay reasonable salaries to the instructors, and it was only by drawing largely upon its general fund that the Board was able to deal fairly with these teachers.

Domestic Science.—During the year the Board's Organizer of Domestic Science visited each of the manual training centres and gave assistance regarding general management of classes. Equipment was inspected and brought up to requirements. Evening classes were also visited. Full syllabuses of work were made out for cookery, laundry, home management for all school classes, and also for invalid cookery for nurses' classes, and for adult cookery classes. Courses of work for school, continuation and adult dressmaking classes were also drawn up. In July the domestic-science teachers attended a week's course of instruction in cookery-class management and science work. The Domestic Science Organizer reports that the work in this district suffers from the following defects:—

- (1.) It is very difficult to sustain interest amongst the older pupils where Standards IV, V, and VI attend together. This is done to obtain sufficient capitation, but is not educational. In some centres secondary-school pupils are taken with primary pupils for the same reason.
- (2.) The duration of a two-hour class is insufficient to cover many of the longer processes of cooking. If girls could attend a whole day monthly, or a three-hour half-day bi-weekly, the results would be more satisfactory. Where, as is often the case, a teacher has three classes daily, each of two hours' duration, the work is often necessarily rushed and suffers in consequence. This is especially difficult for our city teachers with their entirely too large classes of thirty-six girls.
- (3.) Owing to the increasingly high cost of food it is difficult to give good practical lessons at 1½d. *per capita*, which is what the pupils' fees work out at. If the lessons were lengthened, and more money available, a meal could be cooked and eaten.
- (4.) The absence of any definite New Zealand standard of training and examination for teachers of domestic subjects is to be regretted. The entire absence of any training whatever for teachers of dressmaking and millinery is a serious matter. At present any available instructress (who has some trade knowledge) has to be taken for dressmaking and millinery. As they seldom have any experience in teaching, the work is not always as useful as it might be.
- (5.) Teachers of cookery in some cases lack:—(a) Good housekeeping knowledge; (b) business methods as regards data required by the office; (c) good general education of matriculation or normal standing; (d) training in the principles and practice of teaching. If domestic-science teachers had to take two years' normal training before specializing in domestic science, their value as teachers would be greatly increased; and under those circumstances a teacher could be appointed to a school staff and take ordinary lessons at those times when not engaged in domestic-science teaching. This would also do away with much travelling, for work suffers where a teacher has to rush from centre to centre.
- (6.) The absence of any trained women at Wellington to correlate this work throughout the Dominion and to safeguard the work as regards both pupils and teachers. In answer to a request made to the Department that a conference of those responsible for this work be called, a reply was received that the matter would be considered, but no arrangements have yet been made.
- (7.) Better results will certainly be obtained when daytime compulsory continuation classes are established:—(a) By dropping domestic subjects in the primary schools, and substituting lessons by class teachers, to boys and girls alike, in food-values and nutrition, with the object of forming sound food habits; (b) by giving the older girls in the continuation classes intensive training in cookery, home science, laundry-work, dressmaking and needlework, home nursing and child welfare, with practical work in all that goes to make up efficient housekeeping in a hostel or other building where people live daily. Girls at the age of sixteen and upwards would be at an age to appreciate and benefit by such training. Certificates would be granted, and those who desired be trained to earn their living as home assistants.

School Agriculture Classes.—232 schools (including sixteen Native schools) had recognized classes in elementary agriculture, and 114 had recognized classes in the combined course (agriculture and dairy science).

Swimming and Life-saving classes were taken at twenty-four schools.

Needlework.—At seventy-eight schools with no female teachers special sewing mistresses took needlework classes.

Extract from Agricultural Instructors' Report.—Schemes of the course of work have in many cases too great an element of vagueness to render them of ready assistance in the teaching of nature-study on agricultural lines. The result of this is seen in the wide range of merit shown by notebook records kept in the studies made during the year. Garden operations still form the least satisfactory feature of the course, and there still remains lack of appreciation of the fact that the garden-work should be mainly educational. Certificates of merit were awarded to forty-four schools for efficiency in elementary agricultural class-work. The value of teachers' classes in the method of teaching agriculture and dairy science in primary schools was revealed by the improvement in the instruction at those schools from which teachers had attended. It is desirable that similar classes be held during the coming year. During the year the Board interested itself in the endeavour to acquire a portion of the Dilworth Trust property at Papatoetoe for the establishment of a college to further agricultural education. The efforts made in this direction were unfortunately unsuccessful, but the importance of this project is such that steps for the acquisition of land for such an institution should not be lost sight of. There has been very marked advance in the prices of apparatus, chemicals, manures, seeds, and tools during the year, and there is urgent need for an increase in the rate of capitation granted to maintain the supplies required by schools each year.

TARANAKI.

EXTRACT FROM THE REPORT OF THE DIRECTOR OF TECHNICAL EDUCATION.

Manual Training.—Primary and secondary classes for woodwork and cookery were conducted at New Plymouth, Waitara, Inglewood, Stratford, Eltham, Hawera, Kaponga, Pihama, and Mangatoki. The pupils from Tariki, Ngaere, and Midhurst travelled to Stratford for instruction. Good work is being done, but there is still a little prejudice against this work shown by some teachers, and until this is entirely removed the best work cannot be accomplished.

Agricultural Instruction.—There was a better continuity of work in 1919 than in the previous years. At primary schools 120 classes were conducted in agriculture and twenty-five in dairy science. I do not think there was a single school taking the subject of agriculture that was not visited during the year, and the majority of the schools were visited several times. It was pleasing to note on my annual visit to these schools the very good work that was being done both observationally and experimentally, and the high standard of work that was being maintained. Keen interest was also being taken in the improvement of the school-grounds, and much thought, care, and labour had been put into this work. I am also pleased to be able to report on the keen interest taken in dairy science. The treatment and the presentation is such as to get the best from it as a primary-school subject, and also to bring the child into thoughtful appreciation and examination of his economic environment, which should be of the greatest future importance to Taranaki.

WANGANUI.

EXTRACT FROM THE REPORT OF THE DIRECTOR OF MANUAL AND TECHNICAL INSTRUCTION.

Agriculture.—166 schools had recognized classes in agriculture or dairy-work, the average attendance being 2,469. The Supervisors report that satisfactory work was done at most schools, a considerable improvement being shown in some cases. Many of the school-grounds are beautifully kept, and the number of badly kept grounds is steadily decreasing. Increased activity was shown in outdoor nature-study, this work being taken up quite independently of the time-table. The value of carefully kept notebooks is emphasized. Many of the garden-tools are wearing out, and the cost of replacement at the present almost prohibitive prices is a matter that is giving some concern. Considerable use was made of the Board's *Leaflet* in providing notes and suggestions for teachers regarding schemes of work, &c. Nature-study notes appeared in each issue of the *Leaflet*. Many specimens of plants, &c., were forwarded by pupils for identification. A combined schools' exhibit was again staged at the Manawatu and West Coast Winter Show in June, illustrating the scope of work undertaken in the way of crop-growing (experimental and otherwise) with notebooks, plans, and photographs of school-grounds, seed and weed collections, graphs showing various phases of the work, and typical experiments conducted in schools during the winter months. In the secondary departments of district high schools agricultural science has taken by all boys. The annual stock camp was held in March at Mr. E. Short's "Parorangi" farm, sixty boys being in attendance from the Wanganui Technical College, and Bulls', Feilding, Patea, and Taihape District High Schools. The instruction given followed that of previous camps of a similar character. The physical instructor was in camp and gave instruction in physical exercises and supervised the games. This was the first occasion on which such instruction was given in connection with the annual camp, and there is no doubt the boys derived considerable benefit. At the conclusion of the camp the usual examinations and competitions in the judging of stock were held. In his report on the papers submitted in connection with the judging of Jerseys, the Examiner remarked that, taken on the whole, the papers were remarkably good considering the very limited opportunity the boys had of studying the subject, and that the two first papers would not be beaten by many breeders with years of experience. The annual shearing-camp was held at Mount Stewart in November; twenty-eight boys attended.

Woodwork, Metalwork, and Domestic Science.—Classes were held throughout the year at Apiti, Bulls', Feilding, Foxton, Hunterville, Marton, Ohakune, Palmerston North, Patea, Rongotea, Taihape, and Wanganui. 906 pupils from thirty-nine schools received instruction in woodwork, 957 pupils

from thirty-eight schools received instruction in cookery, and sixty-two pupils from three schools received instruction in metalwork. A cookery-room, towards the cost of which liberal donations were made by the residents, is being erected at Ohakune. The Instructors' reports on the work of all classes were very satisfactory.

Swimming and Life-saving.— 1,386 pupils from ten schools received instruction.

Needlework.— Special teachers were employed at twenty-four schools in charge of male teachers, the average attendance being 270. Advanced needlework was taught in one school to fifty-two pupils.

Physiology and First Aid.— Three schools had recognized classes in this subject, the average attendance being eighty-nine.

Physical Measurements.— Recognized classes were held at three schools, the number of pupils being 195.

Drawing and Handwork.—The Board's supervisor in these subjects visited a large number of schools. He reports that there is a pleasing evidence that the work in drawing is rapidly improving, this being especially noticeable in the work sent up by pupils to the shows at the various centres. Further articles on the teaching of drawing, &c., were published in the *Leaflet*. Recognized classes in handwork were held at 197 schools, the average attendance being 13,689.

HAWKE'S BAY.

EXTRACT FROM THE REPORT OF THE INSPECTORS OF SCHOOLS.

Manual and Technical Instruction.— Classes are held in Gisborne, Hastings, Waipawa, Dannevirke, and Woodville, instruction being given by special teachers appointed for the purpose by the Board. The work done is undoubtedly of much value to the pupils, but we think that under present conditions it is confined to too small a number. Provision for manual and technical instruction ought also to be made in the larger country schools, particularly in the case of girls who require some training in the domestic arts. No manual instruction is yet provided for the children in the Napier centre. Arrangements are, however, in hand for the new year.

EXTRACT FROM THE REPORT OF THE EDUCATION BOARD.

Manual Instruction.— Classes in elementary handwork were recognized at 130 schools, the same number as in 1918. Great difficulty was again experienced in obtaining the necessary material for the work of these classes. The increase in the cost of materials is out of all proportion to the recent increase in capitation granted by the Department. Some materials are practically unobtainable at any cost. The average roll number of pupils receiving instruction in various branches of handwork was 12,215. *Needlework* has been satisfactorily taught in all schools. Special classes were conducted at eight schools in sole charge of male teachers. One hundred and sixty-three classes for *agriculture and dairy science* were recognized for capitation purposes during the year. The number of classes and yearly average attendances were as follows :—

Subjects.	Number of Classes.	Average Attendance.
Elementary agriculture	72	1,140
Dairy science	21	445
Elementary agriculture and dairy science	39	735
Experimental science	21	624
Elementary hygiene, home and natural science	10	153
Totals, 1919	163	3,097
Totals, 1918	130	2,621
Increase	33	476

The increase in the number of classes is gratifying. There are still a considerable number of teachers untrained in science work, and who are therefore unable to take the science programme required by the syllabus. Classes for woodwork, cookery, and dressmaking were conducted at centres to which the pupils from the surrounding schools came from instruction. Classes were in operation at Gisborne, Hastings, Waipawa, Dannevirke, and Woodville. It was not found possible to resume manual-training classes at Napier in 1919, but satisfactory arrangements were made for their resumption in 1920. The table below shows the number of classes and the yearly average attendance.

Subjects.	Number of Classes.	Average Attendance.
Woodwork	26	518
Cookery	26	492
Dressmaking	24	428
Totals, 1919	76	1,438
Totals, 1918	79	1,418

Most creditable work was exhibited at the annual agricultural and pastoral show at Hastings, and the instructors, teachers, and pupils alike are to be congratulated upon the exhibits.

EXTRACT FROM THE REPORT OF THE SUPERVISOR OF MANUAL AND TECHNICAL INSTRUCTION.

Manual Classes. Under this heading were included all the classes recognized under the Manual and Technical Regulations. Classes in cookery, dressmaking, and woodwork were taken by special instructors. Two instructors in woodwork and two in dressmaking were employed by the Board during the year, but if this branch of work develops as it should during the coming year at least three new instructors in both subjects will be required. The work in woodwork continues to improve steadily at Hastings and the southern centres. The drawing is particularly good, and compares very favourably with the best specimens from other districts in the Dominion. The work in wood is also very good. The Board during the year fixed a minimum requirement for all boys taking woodwork. This was a step in the right direction, and will tend to increase the pupil's interest in this work by allowing him to make a certain number of models each year. In domestic science the value of the specially trained instructor is just becoming apparent. In future years less scientific work should be attempted in Standards V and VI, and nearly the whole of the time should be given to practical work in cookery. The third- and fourth-year pupils, however, should devote more time to practical laboratory practice in domestic science. At least three hours a week should be given to cookery and domestic science. If the girls in the rural course were exempted from taking agriculture, the arrangement suggested above could easily be carried out.

Classes in Elementary Agriculture and Dairy Science. In order to improve the science work of the primary school, refresher courses for teachers were held at Gisborne and Waipawa. The class at Gisborne was held at Easter, and was well attended, and some very good work was done. At Waipawa the class had to be abandoned owing to the curtailment of the railway time-table. The numbers of classes and pupils receiving instruction during the year were as follows: Classes, 322; pupils, 2,100.

Elementary Handwork.—As in the past years, the Education Board supplied all the material necessary for the carrying-on of classes in elementary handwork. Owing to the disorganization caused by the war, the Board has been unable to procure full supplies of knives, scissors, and cardboard for cardboard-modelling. The increased cost of these articles is also a very serious matter for the Board. Most articles have increased over 120 per cent., and the capitation grant has only recently been increased by 20 per cent.

CANTERBURY.

EXTRACT FROM THE REPORT OF THE SUPERVISOR OF MANUAL TRAINING.

Elementary handwork has again received due attention, and at every school in the district some form of handwork was taken up, correlated with other subjects of the school curriculum. To a great extent the subjects taught depend on the bias of the teacher, but generally all schools took up modelling in plasticine, design and colour work, with constructive work in cardboard-modelling. The difficulty of supplying material and apparatus has still been very apparent, as the shipments ordered in 1918 did not arrive till about the middle of the present year. However, it is expected that a full supply will be available for the year 1920, as the Board has indented all the material required; and it is hoped by this means to be able to supply better material at less cost. The cost shows no signs of reduction, and unless the Department makes an increased capitation grant it will be impossible to make income meet expenditure, as 1s. per head is not nearly sufficient to meet the cost of all requirements for elementary handwork. Elementary handwork was taken at 400 schools with an attendance of about 28,200 pupils.

The interest in what is known as advanced handwork subjects was well maintained during the year. Included in this list are classes forming part of the rural course of instruction, classes in woodwork, ironwork, cookery and domestic economy, hygiene, home science, laundry-work, and so forth. At twenty-two centres in the district woodwork and cookery classes were taught by competent instructors, and every available pupil was conveyed by rail, coach, or tram to receive instruction. The need is still felt for the establishment of new centres to cater for the wants of country pupils, and for increased accommodation and better facilities at already established centres. During the early part of the year the new building at Southbridge was completed and fully equipped, and successful classes have been carried on during the year. Unfortunately, owing to the great cost of building at the present time, it was not found possible to erect a manual-training building at Kaikoura with the funds in sight, but as a temporary arrangement the Kaikoura County Council has granted the use of the old library. The work of fitting this up is now in progress, and the building should be ready for occupation at the beginning of next year. At Hokitika a new woodwork building has been erected, and considerable alterations have been made to the cookery and science rooms, all of which enable the work to be carried out under more ideal conditions than formerly. This is now an important centre, and pupils are conveyed from all the surrounding schools to receive instruction. At the Amberley centre classes have been carried on in the past under great disadvantages, as only one room is available for both woodwork and cookery, but a grant has been obtained from the Department, and a new woodwork-room is to be erected forthwith, the local association contributing £50 towards the cost. An attempt has also been made to have a woodwork-room erected at Oxford, as the woodwork-room there is far too small and inconvenient for the carrying-on of the classes. This is considered one of the most important smaller centres, as it caters for a large number of small schools situated in the backblocks. The increased attendance at the Christchurch centres had made it extremely difficult to dovetail in the classes and cater for all the pupils offering. Although a grant has been approved for the erection of a building at Phillipstown, the matter is still delayed, as the Department has decided that the building shall be erected as a separate unit and not as the nucleus of the Phillipstown Main School.

To relieve the tension for the year 1920 it is proposed to fit up a temporary building alongside the Normal School, where the overflow from the cookery classes will be taught. Profiting from the experience of the epidemic, a short syllabus in home nursing was added to the syllabus for cookery. This part of the instruction was very popular with the girls, and no doubt the instruction received will be turned to good account later on. Swimming and life-saving classes at the different centres received due attention, but most of the instruction was given by outsiders. An attempt to form swimming and life-saving classes for teachers in Christchurch met with very little support.

Agriculture.—About 240 schools now take elementary agriculture as a school subject, and there is distinct evidence to show that some very fine experimental work has been done. The McFarlane Shield in the northern part of the district and the Hurdley Shield for the southern part were the means of producing a great deal of enthusiasm and healthy rivalry among the different schools taking agriculture. The Board also gave substantial prizes for potato-growing competitions, and a number of agricultural and horticultural societies in the district gave a good deal of encouragement to the work by including classes for competition in their schedules, and bringing the pupils into close touch with the beauties and bounties of nature. The periodical visits of Board members to different schools also did a great deal to stimulate pupils, teachers, and committeemen, and make them take more interest in their work. In spite of the great difficulties still laboured under, a marked improvement is apparent in the work on the Coast. This is largely due to the appointment of a permanent instructor at Greymouth. He has created a great deal of enthusiasm in connection with the work where very little existed before. Rural courses of instruction were taken at Waimate, Temuka, Pleasant Point, Geraldine, Hokitika, Greymouth, Darfield, Lincoln, Kaiapoi, Oxford, Kaikoura, Akaroa, and Southbridge, with an attendance of about 214 pupils. It is a significant fact that the number taking this course for examination purposes is on the increase. The restricted railway service did much to militate against the success of this part of the work during the greater part of the year, as it was found to be almost impossible to provide a means of conveying pupils and instructors to the different centres during the winter months.

SOUTHLAND.

EXTRACT FROM THE REPORT OF THE DIRECTOR OF MANUAL AND TECHNICAL INSTRUCTION.

Elementary Handwork.—The number of schools that received instruction in handwork throughout the year was 175, the subjects taken being principally plasticine-modelling, paper-folding, cardboard-work, pastel-work, and brushwork. Though less difficulty was experienced than in the previous year in obtaining the necessary materials, yet in some instances supplies were still unobtainable. Unfortunately, too, visions of a considerable reduction in the cost of supplies did not materialize, and any improvement in this direction seems farther off than ever. With the prospect of still larger quantities of material being now needed to meet the increased requirements of the new syllabus, the necessity for an alteration in the rates of capitation becomes still more imperative.

Needlework.—In thirteen schools having no female teacher on the staff instruction in needlework was given by special sewing mistresses, the average attendance of girls thus receiving instruction being 118. In forty-three schools recognized classes in advanced needlework were held, the average attendance being 794.

Woodwork and Cookery.—Instruction in these subjects was given during the year at Invercargill (two centres), Gore, and Riverton, children from all schools within a reasonable distance of the railway being brought into one or other of these centres. Altogether there were forty-five primary-school classes in woodwork, and forty-four in cookery, forty schools attending at the Invercargill centres, twenty-one at Gore, and thirteen at Riverton. In addition three classes in each subject attended the Gore centre from the local high school. The number of children eligible to attend showed an increase over the figures for the previous year, and in fact exceeded the number for which provision could be made. Children from Standard IV were therefore eliminated in the case of some country schools, and if the same rate of increase is maintained it is evident that in a short time there will be no room for any Standard IV children. The exclusion of such children, however, will undoubtedly result in the work being carried on with much greater efficiency, as experience has proved that, in the great majority of cases, children in this standard are too young to derive full advantage from such courses of instruction, except where conditions permit of Standard IV children being grouped by themselves under an instructor free to give them undivided attention. Towards the end of the year a commencement was made with the erection of an additional woodwork-room and a cookery-room at the rear of the new Manual-training School in Invercargill, the old residence in which a temporary cookery-room had been fitted up and had done duty for some time having to be pulled down to make room for the extensions. The completion of these rooms by the middle of this year will give a compact up-to-date double centre, and enable all work to be carried on under ideal conditions. During the period of the restricted train service the work of the classes was in some cases very much interfered with, the period available between the arrival and the departure of trains being very short—so much so, that in the case of certain schools work had to be discontinued altogether. The resumption of the normal service, therefore, towards the end of the year was very much appreciated.

Agriculture. Recognized classes in agriculture were conducted at 109 schools, the average attendance being 1,538. On the whole, the garden-work was not quite as satisfactory as in previous years, the long vacation due to the influenza epidemic being responsible for many gardens at the beginning of the year being in such a condition that the outdoor experimental work was valueless, and in many cases nothing could be done but to dig the plots over. In last year's report gratification

was expressed at the fact that greater interest was being taken in the beautifying and improving of school-grounds, and it is pleasing to report that this awakened interest is being well maintained. Unfortunately, in some cases the dearth of labour prevented more being done in this direction. That the facilities afforded by the Department in the way of securing assistance by way of subsidies on contributions are becoming more widely availed of is evidenced by the fact that during the year contributions towards improvements to school gardens and grounds were received to the amount of £619. There are still however, it must be admitted, too many schools in which little or nothing has been done in the way of improving the surroundings and rendering them attractive to the children who have to spend so much of their time there. In the hands of the enthusiastic teacher backed up by an energetic Committee there is no reason why the school-grounds should not become the show place of the district. That they can become such we know already from splendid examples, but their number, alas, is all too small. Once again the Board has to express its indebtedness to the local manure-merchants for liberal donations of fertilizer for distribution amongst schools receiving instruction in agriculture. Ever since the first appointment of an agricultural instructor the Board has had the services of such instructor for only four days per week for primary-school classes. It is becoming more and more evident, however, that to maintain efficient supervision over the work being carried on throughout such a scattered district it is essential that the full time of the instructor should be devoted to this work; but as practically all eligible schools have already included this subject in their curricula, and only with difficulty can the present expenditure in this connection be met out of the capitation earned, it is clear that to meet the increased outlay that would be entailed by employing a full-time instructor the capitation upon which the income from the classes depends must be materially increased, or in lieu thereof a special grant should be received sufficient to cover all reasonable expenditure.

Physical Measurements.—Classes in this subject were conducted at nine schools, the average attendance being altogether 324.

Swimming and Life-saving.—In only one school did a class in this subject complete its course. Other classes commenced but were unable to complete because of adverse weather conditions. In this connection, as far as town schools are concerned, the lack of baths of any description where swimming can be indulged in is a serious drawback. Were such facilities available town and suburban schools at least would be independent of the weather, and practically every boy and girl would be only too eager to become proficient in an art that has so much to commend it.

The following table shows the number of schools at which classes were held in the various subjects, together with the average attendance for each :—

Subjects.	Number of Schools.	Average Attendance.
Agriculture	109	1,538
Woodwork	74	992
Cookery	74	940
Handwork	175	9,233
Advanced needlework	43	794
Standard needlework (special instructors)	13	118
Physical measurements	9	324
Swimming and life-saving	1	15

APPENDIX D.

TRAINING OF TEACHERS.

No. 1.

DETAILED TABLES.

TABLE P1.—THE NUMBER OF STUDENTS IN THE FOUR TRAINING COLLEGES DURING 1919.
(a) As classified by Divisions; (b) as classified by Years.

Training Colleges.	As classified by Divisions.								As classified by Years.				Totals.		
	Division A.		Division B.		Division C.		Division D.		First Year.		Second Year.		M.	F.	Total.
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.			
Auckland	46	114	4	8	..	..	2	1	30	68	22	55	52	123	175
Wellington	18	105	5	18	1	3	2	..	20	63	6	63	26	126	152
Christchurch	20	103	1	5	..	..	..	..	12	53	9	55	21	108	129
Dunedin	23	87	1	9	..	..	3	3	13	64	14	35	27	99	126
Totals	107	409	11	40	1	3	7	4	75	248	51	208	126	456	582

Division A.—Ex pupil-teachers or ex-probationers. Division B.—Students other than ex-pupil-teachers or ex-probationers who have passed Matriculation or some higher University examination. Division C.—University graduates admitted for one year of training. Division D.—Short-period studentships.

TABLE P2.—INITIAL STATUS ON THEIR ADMISSION TO THE TRAINING COLLEGE IN 1918 OF DIVISION A AND B STUDENTS COMPLETING THEIR COURSE IN 1919.

Division.	Training College attended.			I. Teachers' Certificate Examinations.							II. University Exams.				
				Full Passes.			Partial Successes.				Matriculation.	Other Undergraduate Qualification.	Total.	Leaving-certificate only.	Total Number of Students.*
				Class C.	Class D.	Total.	Partial Success towards C and D.	Partial Success towards D only.	Total.	Total Certificate Qualifications.					
				1	2	3	4	5	6	7	8	9	10	11	12
A	Auckland	..	..	2	40	42	..	17	17	59	30	..	30	6	71
	Wellington	..	..	..	8	8	..	13	13	21	34	..	34	1	55
	Christchurch	..	..	..	5	5	..	16	16	21	39	..	39	..	61
	Dunedin	..	..	..	30	30	..	15	15	45	37	..	37	1	49
	Totals	..	..	2	83	85	..	61	61	146	140	..	140	8	236
B	Auckland	..	..	..	..	..	..	..	..	..	6	..	6	..	6
	Wellington	..	..	..	..	..	..	..	..	..	9	1	10	..	9
	Christchurch	..	..	..	..	..	..	..	..	..	3	..	3	..	3
	Dunedin	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	Totals	..	..	..	..	..	..	..	..	..	18	1	19	..	18
	Total number of students ..	..	..	2	83	85	..	61	61	146	158	1	159	8	254

* Students with both teacher's certificate and University examination status appear under each appropriate heading, but are reckoned only once in column 12 (total).

TABLE P3.—EXAMINATION STATUS OF ALL TRAINING-COLLEGE STUDENTS WHO COMPLETED THEIR COURSE IN 1919, AS REVISED AFTER THE CERTIFICATE EXAMINATIONS OF JANUARY, 1920.

Division.	Training College attended.	Full Passes.					Sectional Passes.			Total Number of Students.*	
		Class A.	Class B.	Class C.	Class D.	Totals.	Sectional C.	Sectional D.	Totals.		
		1	2	3	4	5	6	7	8		9
Students admitted in 1918. (Two-years course.)	A	Auckland	1	1	19	37	58	13	13	26	71
		Wellington	..	4	37	11	52	1	2	3	55
		Christchurch	..	..	50	9	59	2	1	3	61
		Dunedin	..	5	28	9	42	9	2	11	49
	Totals	1	10	134	66	211	25	18	43	236	
	B	Auckland	..	..	2	1	3	3	3	6	6
		Wellington	..	3	6	..	9	..	..	..	9
		Christchurch	..	..	2	1	3	1	..	1	3
		Dunedin	..	..	..	..	..	..	..	..	..
	Totals	..	3	10	2	15	4	3	7	18	
Totals (second-year students)		1	13	144	68	226	29	21	50	254	
Students admitted in 1919 for one year only.	C	Auckland	..	..	..	..	..	..	..	..	..
		Wellington	1	1	..	..	2	..	..	..	2
		Christchurch	..	..	..	..	..	..	..	..	..
		Dunedin	..	..	..	..	..	..	..	..	..
	Totals	1	1	..	..	2	..	..	..	2	
	Students admitted in 1919 for period not exceeding one year.	D	Auckland	..	..	2	1	3	..	..	..
Wellington			..	..	..	1	1	..	..	..	1
Christchurch			..	..	..	..	..	..	..	..	..
Dunedin			..	..	..	3	3	4	3	7	6
Totals		..	..	2	5	7	4	3	7	10	
Totals (one-year students)		1	1	2	5	9	4	3	7	12	

* Students with qualifications for both Class C and Class D appear under each appropriate heading, but are reckoned once only in column 9 (total of students).

TABLE P4.—STAFFS OF TRAINING COLLEGES (EXCLUDING TEACHERS SHOWN IN APPENDIX E OF E.—2 OR IN TABLE L4 OF E.—6.)

Name.	Position.	University Status.	Classification.	Grading, 1919.	Salary.
AUCKLAND.					
Cousins, Herbert G. ..	Principal	M.A.	A	1	£ 675
McClune, Hugh F. ..	Acting Assistant Lecturer and Deputy Headmaster	..	C	41	420
Clinch, John A. ..	Assistant Science Lecturer	..	..	..	400
Walker, Spenceley ..	Assistant Lecturer	..	B	30	400
Kennedy, Agnes ..	Tutor and Librarian	..	D	41	290
WELLINGTON.					
Tennant, John S. ..	Principal	M.A., B.Sc.	B	..	675
Gould, William H. ..	Vice-Principal	M.A.	A	..	525
Lomas, Edmund K. ..	Assistant Lecturer and Deputy Headmaster	M.A., M.Sc.	A	17	410
Hetherington, Jessie I. ..	Assistant Lecturer	B.A.	..	..	410
Sinclair, Mary A. ..	Tutor and Librarian	B.A.	..	..	390
CANTERBURY.					
Purchase, John E. ..	Principal	M.A.	A	5	650
Polson, John G. ..	Vice-Principal	M.A.	A	22	500
Service, William A. ..	Assistant Lecturer and Deputy Headmaster	M.A.	A	37	400
Wilson, Joseph H. ..	Tutor and Librarian	M.A.	B	..	360
OTAGO.					
Pinder, Edward ..	Principal	M.A.	A	..	660
Moore, John A. ..	Vice-Principal	M.A., B.Sc.	A	12	500
Steven, Martha ..	Tutor and Librarian	..	..	..	300

No. 2.

EXTRACTS FROM THE REPORTS OF PRINCIPALS OF TRAINING COLLEGES.

AUCKLAND.

(H. G. COUSINS, Esq., M.A., Principal.)

The session began on the 3rd March, and the College was closed on the 1st November in order to allow for alterations to be made to the building. Subsequently it was decided not to carry out this proposal, but to erect a new building on another site. The number of students in College during the year, as set out in the following table, showed a considerable increase on the numbers for preceding years, especially in the case of the men :—

	Men.					Women.					Grand Total.
	Division A.	Division B.	Division D.	Clause 15.	Total.	Division A.	Division B.	Division D.	Clause 15.	Total.	
In College, 1918 ..	18	..	..	..	18	51	4	..	..	55	73
Admitted, 1919 ..	31	4	2	1	38	64	2	1	1	68	106
Left during year ..	49	4	2	1	56	115	6	1	1	123	179
	..	..	..	1	1	2	..	..	1	3	4
	49	4	2	..	55	113	6	1	..	120	175

RETURNED SOLDIERS ACTING AS SUPERNUMERARY TEACHERS.

						Under Clause 33 (1) (Teaching Full Time).	Under Clause 33 (2) (Teaching Half-time, in College Half-time.	Total.
Admitted during year ..	..	..	..	..	..	1	9	10
Left during year ..	..	..	..	..	..	..	5	5
In College at end of year	..	..	..	..	..	1	4	5

It has been customary for a number of students (Division A) to leave College with the permission of the Board at the end of one year's training. This year it is gratifying to note that only two students have sought this concession, a result chiefly attributable, I think, to the increased allowances now payable to students.

Of more importance than the number of students admitted to College is the general character and qualifications of those who come to be trained. Although those who enter the College have been able to fulfil the various requirements of the regulations, there is a most striking difference in fitness for the teacher's work between the finest and the weakest of the entrants. For some years there has been a scarcity of teachers, and consequently little competition for entrance to the profession. It is to be desired that soon this condition will disappear and eagerness to enter the profession become keener, so that a selection will be possible from a large number of applicants formally qualified. Among the new students of 1919 were a number showing considerable promise, especially some of the men, who are likely to make their mark in their profession.

The alterations in the building that were effected in January last have proved very satisfactory, but the total accommodation is quite insufficient for the number of students in College, and will be so until the new building is erected. This congestion, that is at present unavoidable, makes the organization of the work very difficult. The want of a criticism-room proved very inconvenient, but a way was found to minimize the difficulty, and good work was done by means of model lessons taken in the social hall. The practical training of the students was carried out more effectively this year, probably, than ever before, an increase in staff making it possible to supervise and co-ordinate the work more thoroughly than heretofore. Following is the plan that was followed :—

The lectures in the principles and history of education aimed not only at giving a sound knowledge of the fundamental principles, but also were designed to stimulate thought and evoke professional enthusiasm. Expression was given to this by discussions (in which the students keenly participated) following lectures on the method of teaching the various subjects of the curriculum. These lectures were given by the Acting-Principal, the headmaster, and the deputy headmaster. In each case the lecturer gave an exposition of the practical application of the principles enunciated, in the form of a model lesson, before the students to one of the classes from the Normal School. As two lessons a week were given in this way, the students had excellent opportunity for formulating their ideas on the way to handle the particular subject being dealt with, especially as a critical discussion followed each model lesson. This method of bringing theory and practice closely into touch offers a very valuable training to the student, and the discussions offer scope for originality. Each half-term a student is attached to one of the classes in the Normal School (or the associated school, Richmond Road) for a period of five weeks. During this period he attends at this class from Monday morning to Thursday mid-day each week (three days and a half), and is expected to master the

various details of the class-work as far as the time will allow. During the first two weeks he observes the lessons given by the class-teacher, taking notes of these, and also makes a record of the equipment, noting the books in the class library, copying the time-table, commenting on the ventilation, &c. For the remaining three weeks he practises teaching in this class under the criticism of the class-teacher or one of the other members of the staff — *e.g.*, the headmaster. Sufficient time is allowed for the thorough preparation of the lessons, and advice and guidance are available as necessary. A good critic teacher quickly notes the strength and weakness of the students he is training, and tactfully leads their efforts in the direction desired. At the end of the period each critic teacher writes a report on the student, who has it communicated to him in the Principal's room. Each student has three such periods of practical training each year, so that during a full course of two years he comes into close touch with the work of six classes. The value of the practical training of students has been considerably limited by the insufficiency of opportunity for practice in the work of model country schools. The two attached to the Normal School are quite insufficient for the purpose. Once a week the students engaged in the practical part of their training as described above are called together in College to discuss the success and failure of their efforts and the causes underlying them.

By a plan of alternation for first- and second-year students about half the students are engaged in lecture and study work in College during the half-term while the others are engaged in practical teaching. This year it was possible with an increased staff to subdivide a number of the classes so as to accomplish better individual training. The result was very satisfactory. The year's work showed an improved spirit, the unsettling effect of war being no longer a disturbing factor. History and physiography were added to the curriculum, not because of any requirement of the regulation, but because of the need for a very much improved knowledge of these subjects on the part of most of our students. The result has been very satisfactory, especially in history, in which subject a keen interest was shown.

Although some students failed to make good use of the opportunities offered for attendance at suitable courses of University lectures, much benefit was derived by a great number from steady study in this direction. The change of regulations which for the first time made it possible for students to keep terms and sit for a first section of a degree in two subjects only has been distinctly to the advantage of this College. To master three or four subjects for the degree examination and at the same time satisfactorily fulfil the requirements of the Training College course requires considerable ability, much self-discipline, and more than ordinary strength and grit. Under the new conditions a greater number of Training College students will win a first section, and thereby be encouraged to win the full degree. As the result of the degree examinations held in November last are not yet to hand, it is not possible to report on the success of the year's work in this respect, but the prospects are very bright. Probably the results will be such as to foster in incoming students a desire to follow a University course.

The physical health of the students has not been very good this year, and there seems little doubt that last year's epidemic of influenza has left its mark. The College was much indebted to Doctors McGahan and Sands, who took a keen interest in the health of the students and attended frequently on Saturday mornings to give advice to those young ladies who were not well. A series of lectures on the medical aspect of school-work was given by Dr. Sands, who also went to considerable trouble to train all the outgoing students practically in the medical examination of school-children.

As usual, the College showed a keen interest in sport. Four ladies' hockey teams, three basketball teams, and three men's hockey teams took part in the local weekly competitions, the ladies winning the championship in the first and second grades. The men also took part in several football and cricket matches. Tennis was keenly played as far as opportunity allowed. Owing to the early closing of College, there was less opportunity than usual for swimming, especially as the early season was rather cold.

Following the usual practice, we paid a number of visits of observation with a view to broadening the educational outlook. This year, Mount Eden, the Jubilee Institute for the Blind, the Museum, the Art Gallery, the sugar-refinery, and the H.M.C.S. "Iris" were all visited. Our Saturday peripatetic parties were largely attended and proved very enjoyable. St. Helier's Bay, Blockhouse Bay, Mangere Mountain, and Rangitoto were visited in turn.

In November a party of about fifty students paid a visit to Ruakura State Farm, boarding in Hamilton and visiting the farm daily. Three very pleasant and profitable days were thus spent in enlarging our ideas in a practical way in regard to the various phases of farm-work. The College was indebted to Mr. Green, the farm-manager, and his assistants for the valuable lessons they gave and the generous kindness which with they assisted us in many ways.

WELLINGTON.

(J. S. TENNANT, Esq., M.A., Principal.)

The College opened on the 25th February, and closed on the 11th December, giving a working year of thirty-nine weeks, divided into two terms. This arrangement of the session has many disadvantages, therefore a conference was held in October, at which representatives of the schools and colleges in Wellington were represented, and it was agreed by all to adopt the three-term system, and as far as possible to synchronize all vacations.

The total roll for the year was 155, this number being made up as follows: Senior students, 69; junior students, 86. Of these 31 were men and 124 women. Division A numbered 123; Division B, 24; Division C, 4; Division D, 4. Of those in Division A, 48 had been pupil-teachers and 75 had been probationers. There were 11 returned soldiers on the roll, of whom 4 had had no previous experience in teaching. The various districts were represented as follows: Wellington, 61; Wanganui, 43; Hawke's Bay, 22; Taranaki, 15; Marlborough, 1; Nelson, 8; Canterbury, 2; Otago, 1; Auckland, 2: total, 155.

The continually recurring problem of accommodation was more acute than ever, owing to the larger numbers and the congestion in Wellington consequent on the return of thousands of soldiers from active service. The Friends' Hostel accommodated forty, the Women Students' Hostel, forty-one, and the Y.W.C.A. sixteen, thus leaving twenty girls to find lodgings in private boarding-houses. The men had to shift for themselves. In March a deputation from the Education Board and the Council of Victoria College waited on the Minister of Education and pointed out the fact that no official provision was made for the accommodation of students, and that consequently there was much unnecessary wastage of money, energy, and that corporate spirit so valuable in the training of the youth of a country, and of teachers most particularly.

The attendance at University lectures was as follows: English, 45; Latin, 16; French, 17; philosophy, 65; education, 71; history, 12; economics, 7; mathematics, 15; biology, 14; chemistry, 3; physics, 3; geology, 2. This gave an average of 1.7 classes per student. The results of this work were that the following class passes were gained: First, 15; second, 96; third, 138.

Although education has been a "pass" subject for the B.A. degree for the last thirteen years, no provision has yet been made to allow teachers to present it as a subject for honours or the M.A. degree. This fact places the teaching profession (which provides the great majority of the University students) at a disadvantage academically, and is further a very distinct loss to the Dominion, in that the best intelligence in the profession is devoted to such subjects as Latin, philosophy, or economics, where much of it might be utilized in dealing with the living problems of the school. I can imagine no academic reform which would have such a far-reaching effect in raising the professional standard of the teaching-power in the country, which should most naturally look to the University for assistance in directing its educational policy.

Seventy-three students completed their course of training in December last, and the joint results of the various departmental examinations and the Training College recommendations were as follows:—D and partial C certificate, 17; C certificate, 46; B certificate, 5; A certificate, 1. Many of these young teachers, who have now officially severed their connection with the College, have gone to positions where the circumstances of location, staffing, &c., will exclude them from professional assistance other than that obtained from a very hardworked headmaster or the rare visits of a busy Inspector. However good the material, these conditions must make for the inevitable groove, just when it is most important to infuse those enthusiasms without which a teacher's work can only be half done. For this reason the training colleges are unanimous in advocating some system of post-college probationership, whereby students could spend their first teaching-years in specially selected schools.

Though the new school at Kelburn was supposed to be ready for occupation in February, it was not opened until June. As no suitable accommodation could be found in the district (a large marquee tent was tried), Standards III, IV, V, and VI were placed in two rooms in the College building for five months.

Owing to the large number of students and the number of temporary teachers it was found extremely difficult to provide adequate teaching practice for the students; this was met in part, however by the appointment of eight associate teachers.

To supplement the physical training of the students one afternoon a week was set aside for games, and the whole College adjourned to Karori Park, where a course of school games was carried out. The experiment so far has been extremely successful.

The ordinary social life of the College was modified somewhat by war conditions, but both glee and dramatic clubs had very successful years, each giving several very interesting evenings.

During the year a teachers' club was formed for the discussion of educational problems. As the meetings were held in the evenings, comparatively few students were able to attend regularly, but six meetings were held, and in addition to the valuable matter introduced they served to bring the College staff into much closer touch with the teachers and their views on the technical questions discussed.

The Department's physical instructors gave short courses of instruction to the students in March and December. The Medical Inspector gave a course of lectures to students in March.

CHRISTCHURCH.

(J. E. PURCHASE, Esq., M.A., Principal.)

In February, 1919, sixty-four students had completed one year's training and there were sixty-six entrants, making a total of 130 students in training, twenty-two of whom were young men and 108 young women. The number of male students is larger than in previous years, as the demand for military service has now ceased and pupil-teachers are able without interruption to enter the Training College for a further period of training. Still, the number of men, 17 per cent., is too small to satisfy the demand for male teachers, and it is to be regretted that so few are offering for the profession. It is to be hoped that the increased remuneration now being paid will tend to improve the position in this respect.

The students entering College are generally of a very desirable type, and most of them should become very successful teachers. One can feel assured with regard to the great majority of these students that the future of the profession can be safely entrusted to them in the confidence that they will do efficient service. The number of students of Division B is small, a fact that cannot be regretted while our accommodation is so limited. B students, although at first somewhat handicapped, invariably make very rapid progress, and soon acquire confidence and teaching ability of no mean order. Indeed, I doubt if it would be possible after they have been a while in the service to distinguish them from those who have had pre-college experience.

The work for the professional training of the students has continued as heretofore, the standard of work being the teachers' C certificate. Practice in teaching and observation is made as liberal as possible. Students who give promise of scholastic success are encouraged to attend lectures at Canterbury College, and every facility consistent with their training as teachers is afforded them to prosecute their studies with the object of obtaining a University degree. Those who do attend acquit themselves creditably. Members of the teaching staff have expressed themselves in pleasing terms regarding the ability and energy of Training College students. In the Training College itself the course of instruction has proceeded very much as in previous years. The congestion of work and the consequent overloading due to a reduced staff has been overcome by the appointment of a Vice-Principal and an Assistant Lecturer. Probably the greatest difficulty we have to contend with is to provide sufficient practice in teaching for the increasing number of students in training. While acknowledging the value of observation of lessons taught by expert teachers, I am increasingly impressed by the necessity of giving more practice in actual teaching. The handling of a group of children, the experience and overcoming of difficulties under the sympathetic guidance of a good staff teacher, should be permitted the students as frequently as possible. For this reason I strongly recommend the establishment of another normal or practising school in close connection with the College, so that increased teaching facilities will be provided under the best conditions.

Through the kindness of the Director of the School for the Deaf the senior students spent a morning in the class-rooms of this institution watching the teachers with great patience and skill endeavouring to overcome the tremendous difficulties of their work. In the afternoon the students listened to a very interesting and instructive address delivered by the Principal, who explained the methods adopted, and illustrated the principles on which their teaching was based. This was one of the most valuable lessons of the year, and was keenly appreciated by the visiting students.

The problem of finding homes for such a large number of students is usually a serious one, and this difficulty will be accentuated as the numbers increase. Cannon Hall, the Canterbury College Hostel, Bishops court, and the Y.W.C.A. accommodate many of our students, though not as many as are desirous of entering. The majority of the students are in private homes, and this year did not find much trouble in obtaining lodgings.

Soldier students who returned during the war were all placed in schools convenient to the Training College and Canterbury College, and every facility was given to enable them to settle down quickly to civil life. Their studies were mapped out for them, and in practically every case satisfactory progress was made. Some have now completed their course and are seeking permanent employment; others will continue as supplementary teachers for a further period.

DUNEDIN.

(E. PINDER, Esq., M.A., Principal.)

The number that went out at the end of 1918 was fifty-seven—viz., eight men and forty-nine women—of whom one man and nine women had taken a one-year course of training, the others two years. The certificates gained by these were as follows: Two gained the B certificate, thirty-four full C, four qualified for C on condition of completing their partial D, and sixteen gained partial C; of those who partially qualified for C, seven had D and four partial D. In University work the students who left at the end of last year had the following record: Two completed the B.A. degree, four took the first section of B.A., three passed B.A. Proficiency in two subjects, and two passed it in one subject, these counting towards the B certificate.

There were present at the end of this year—Second-year students, fourteen men and thirty-five women; total, forty-nine; first-year students, fifteen men and sixty-three women; total, seventy-eight.

University results this year, so far as are known, are as follows (this work also includes College work in English, education, and home science, which are done by the University and paid for by the Department): Twelve first-class certificates in term examinations, seventy second class, 140 third class; two students kept four years' terms, four kept three years' terms, twelve kept two years' terms, and eighteen kept one-year terms. Of the students who have kept terms, one sat for Honours (M.A.), three sat for second section of B.A., twenty-one sat for first section of B.A., and one sat for first section of B.Sc. Twenty-six students thus took degree work during their term in addition to the ordinary C work; the remaining 121 took C work. The proportion of students taking University work as well as the ordinary College work is therefore 1:4.7. The results of those who sat for degree work will not be known till next year, and will be published as usual in next year's report. I am pleased to record that two of our students gained University Scholarships this year.

In my opinion, the work of the College has been satisfactorily carried on during the year. The staff has worked loyally; there has been a good spirit of work among the students, and there has

been plenty of social enjoyment, and a complete absence of any jarring or ill-feeling. The students have governed their own affairs through their association, the various athletic clubs have been well supported, and the College magazine has been published by their own efforts and money.

With regard to the general welfare of the College, I suppose there is no use reiterating the old complaints that there is insufficient accommodation, insufficient country school practice, and that the absence of hostel accommodation for the women at least is a great defect; but I mention them again so that it will not be thought that they are remedied. I recognize that things are progressing, and that some day soon improvement will take place. The matter of accommodation is a serious one. There will be fifty more women next year than this year. Board is increasingly expensive and hard to get, and many who supply board are unwilling to take in women. The position is a serious one and must be faced. There is always a tendency on the part of students to prefer cheaper lodgings, and the result is that too many are put in a room. They have to put up with vulgar or inconsiderate landladies, and often have to shift lodgings at short notice. The only remedy is a college hostel where consideration and good conditions will be guaranteed. When it is done it must be done generously. A cheeseparing policy in providing it would not make things very much better. The question of increased College accommodation for two hundred students in a building that was planned for eighty is to be faced, and I understand that the Board and the Department are now considering it.

A matter that inevitably comes up is the question of the College course. The regulations make the course an extremely full one for any student who undertakes work of a standard higher than the C certificate. I have pointed out before that the College course is the only opportunity most teachers have of obtaining higher certificate qualifications, since such work must for most students be done at the University. It is advisable also that our teachers have, as far as possible, that standing in the educational world which a University course confers. Then, again, for men promotion to the higher positions increasingly and inevitably demands University qualifications. But practically all who go in for the teaching profession are unable to afford University work after their College course is finished—they are forced to press on with it in their two-years course. I think the Department should offer a third or even a fourth year to those students who have proved themselves worthy. This would have two good results—it would ease the pressure caused by both University and College work elbowing each other, and it would provide a supply of teachers with superior qualifications from whom to draw in future. It would also react favourably on the general level of professional attainment. If there was a proper higher Agricultural College in the Dominion this scheme could also be used to provide a supply of trained agricultural instructors.

On the question of training of teachers generally, it seems to me that, with the extension of Training College work, the position of instruction in secondary schools and home-science work should be considered. At present, in spite of the fact that provision is made in the regulations for the admission of graduates of the Training College for one year on the same terms as ex-pupil-teachers, little advantage is taken of the privilege. Practically all secondary and home-science teachers go to their work untrained as teachers. Either they do not know of the opportunity for training or circumstances are such as to bring no pressure to bear on them to take advantage of it. It would be quite simple, with the increase of accommodation and staff that is contemplated, to arrange for the professional training of such students. At present such teachers go to their work, which is teaching, prepared in everything except the art of teaching.

APPENDIX E.

PUBLIC SCHOOLS AND TEACHERS.

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, with the Average Attendance, Grade of School, and Names, Positions, Classification, Grading, and Salaries of the Teachers, as in December, 1919.

NOTE 1.—The schools are placed in alphabetical order, the grade for 1919 being shown in column 2.

NOTE 2.—The average attendance of half-time schools is shown for each school as well as for the group—viz., Awakino (25), and Mōkai (19); similarly the attendance of main and side schools, and of the primary and secondary departments of district high schools, is shown separately for each school or department.

NOTE 3.—In column (5), "Position," "H" means head of school; "S," sole teacher; "A," assistant; "Pt," pupil-teacher; "Pr," probationer; and "D," assistant in secondary department of a district high school. In the case of normal schools "N" means assistant; "N (S)," teacher of model school; "N (D)," assistant in secondary department. Teachers on leave of absence (excepting those on military service) are shown, the teachers who are relieving them being indicated by "Sub." "Sup." means supernumerary teacher not included in staff.

NOTE 4.—A residence is either provided for the sole or head teacher, or house allowance is paid according to the following scale: Grade I, £20 per annum; Grades II and III, £30 per annum; Grade IV, £40 per annum; Grades V, VI, and VII, £50 per annum.

NOTE 5.—Headmasters of district high schools (other than normal district high schools) receive £30 per annum in addition to salary shown in column (8) unless the average attendance of the secondary department exceeds sixty, when they receive £50 per annum.

NOTE 6.—The salaries of assistants in secondary departments of district high schools are not shown in this Appendix; they may be found in E.—6.

NOTE 7.—Organizing teachers are shown on the last page.

AUCKLAND.

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Ahuroa Nos. 1 (9) and 2 (12) ..	1	21	Stewart, Georgina F. ..	S	..	..	£ 170
Aka Aka	3A	45	Hoey, Reuben L. ..	H	..	..	315
Albany	3A	41	Hutchings, Mary K. ..	A	..	..	170
Albertland North (16) and Hoteo North (14)	2	30	Potter, Ethel M. ..	H	C	47	310
Alexandra	3B	85	Warin, Hilda I. ..	A	D	..	175
Alfriston	3A	38	Nairn, Robert R. ..	S	D	101	245
Amiona	1	12	Laing, Arthur E. ..	H	C	54	320
Amodeo Bay Nos. 1 (9) and 2 (6) ..	1	15	Rogers, Marion R. ..	A	..	..	170
Aoroa	3A	42	McLeod, Robina ..	A	..	..	150
Aranga	1	12	Hill, Lydia M. ..	H	E	54	290
Arapae	1	19	Taylor, Dulcie K. ..	A	C	95	195
Araparara (10) and Mangakura (6)	1	16	King, Mary W. ..	S	..	..	140
Arapohue	3A	69	Denize, May L. H. ..	S	D	91	200
Ararimu (15) and Paparimu (12) ..	2	27	Woods, Archibald H. ..	H	C	57	320
Ararua	2	25	Cobbald, Ellen E. L. ..	A	..	..	170
Aratapu District High School—Primary (89), secondary (28)	4A	117	Walsh, James ..	S	..	..	140
Aratoro	2	23	Humberstone, Gladys R. ..	S	..	..	170
Ardmore	3A	51	Sharp, Ernest J. ..	S	..	..	170
Aria	2	28	Browne, Lilian M. ..	H	D	65	305
Avoca	2	28	Kidd, Ivy B. ..	A	C	89	205
Avondale (524) and side school (46)	7A	570	Fecht, Albert E. ..	S	..	..	220
			Brooke, Gertrude M. (Mrs.) ..	S	D	..	200
			Crabbe, Norman J. ..	H	B	49	340
			Phelan, Lila M. ..	A	D	98	180
			Simms, Eliza G. ..	A	D	..	150
			Gavey, Annie L. ..	D	C	48	..
			Appleby, Eric J. ..	S	..	..	170
			Wright, John ..	H	D	70	305
			Smith, Hazel ..	A	..	..	170
			Gillanders, Helen A. ..	S	D	..	180
			Dale, William S. J. ..	S	D	87	220
			Darrow, Harry A. ..	H	B	7	495
			Shepherd, Arthur J. ..	A	C	36	390
			Newton, Edith M. ..	A	D	45	315
			Gough, James T. ..	A	C	44	315
			Ingram, Dorothea R. ..	A	E	60	275
			Waddell, William H. ..	A	C	52	280
			Small, Annie T. ..	A	E	67	240
			Mansfield, Winifred M. ..	A	C	87	195
			Meiklejohn, Charlotte E. ..	A	..	..	130
			Lucas, Ivy E. ..	A	..	..	130
			Nichol, Hilda G. ..	A	..	..	130
			Bear, Reginald C. ..	Pt2	..	..	100
			Shepherd, Charles L. ..	Pt2	..	..	100
			Long, Jessie J. C. ..	Pt2	..	..	100
			Boston, Olive M. ..	Pr1	..	..	65
			Downey, Elsie A. ..	Pr1	..	..	65
Awakanae	0	6	Ecclestone, Isabella ..	S	..	..	72
Awakeri	1	21	Feist, Emma J. (Mrs.) ..	S	D	87	205
Awanga	0	8	Shuttleworth, Jane ..	S	..	..	84
Awaniui	3A	69	Abercrombie, Harry B. ..	H	..	..	260
Awaroa (7) and Matira (7) ..	1	14	Bowen, Mary A. (Mrs.) ..	A	..	..	150
Awitu Central	1	17	Hamlyn, Roy W. ..	S	..	..	170
Awitu No. 2	1	16	Matthews, Hilda M. (Mrs.) ..	S	..	..	210
			Slater, Kathleen S. ..	S	..	..	140

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Batley	1	13	Armstrong, Edith C.	S	D	..	£ 185
Bayfield	7E	692	Bowden, Alfred N.	H	C	10	495
			Jones, Thomas R.	A	C	35	365
			Thompson, Frances E.	A	D	41	315
			Andrew, Richard E.	A	C	53	290
			Jones, Ruth B.	A	C	56	280
			Bannister, Harold	A	D	58	310
			Turnbull, Katherine A.	A	D	57	240
			Macdonald, Edith D.	A	..	..	160
			Barker, Sara (Mrs.)	A	E	81	195
			Turney, Isobel F.	A	D	101	155
			Earle, Ivy D.	A	C	91	175
			Alcock, Ellen	A	Lic.	..	130
			Dacey, Kathleen G.	A	..	..	140
			Schischka, Rewa I. S.	Pt1	..	..	85
			Lysaght, Marion L.	Pt1	..	..	110
			Ross, Constance M.	Pt2	..	..	100
			Adams, Ida H.	Pt2	..	..	75
			Brown, Charles R.	Pt3	..	..	65
Belmont	4C	242	Harrison, Rupert P. C.	H	B	30	365
			Benton, Arthur	A	C	64	275
			Chapman, Ellen N. I. M.	A	E	66	240
			Vialoux, Kate V.	A	D	75	200
			Craig, Bella	A	C	88	175
			Sheriff, Elsie G.	Pt2	..	..	75
			Benner, Lucy	Pr1	..	..	65
Beresford Street, Auckland	7C	607	Gatenby, William J., B.A., L.L.B.	H	B	35	470
			Mark, Louis J.	A	C	49	370
			McIlhone, Mary J.	A	E	48	310
			Ogilvie, Wilfred M.	A	C	72	335
			Forsyth, Caroline C. (Mrs.)	A	D	51	320
			Gillibrand, Emma	A	D	51	280
			Davison, Mary E.	A	D	61	240
			Hattaway, Martha	A	D	82	195
			Patterson, Lavinia C.	A	C	85	175
			Barton, Margaret C.	A	C	90	175
			Cleary, Elsie E.	A	D	100	165
			McAuley, Isabel A.	Pt1	..	..	85
			Howell, Rita F.	Pt1	..	..	110
			Naylor, Frances E.	Pt2	..	..	100
			Saunders, Margaret O.	Pt2	..	..	100
Bickerstaffe	1	15	Milne, Edith H.	S	..	..	150
Birkdale	3B	90	Brook, Julian	H	D	53	330
			McCowan, Aileen	A	D	90	205
			Warner, Louisa (Mrs.)	A	Lic.	..	150
Bombay	3C	98	Laing, Archibald M.	H	C	56	320
			Wootten, Jessie C.	A	D	83	205
			Gledstanes, Helen L.	A	..	..	150
			Gauntlett, Dorothy	Pr1	..	..	90
Bream Tail (7) and Waipu Cove (20)	2	27	Hayter, Reuben	S	C	65	305
Brigham's Creek	2	33	Taylor, Minnie I.	S	C	69	255
Broadwood	2	29	Williamson, William	S	..	..	190
Brookby	1	19	Bromley, John W.	S	..	..	170
Brooklyn	0	6	McQuoid, Evelyn	S	..	..	72
Brynaveon (8) and Whareora (13) ..	2	21	Coleman, Frederick W.	S	..	..	180
Bynderwyn	2	20	Wright, Wilfred T. H.	S	..	..	200
Buckland	3A	98	Wily, Harry H. D.	H	D	51	320
			Morgan, Elizabeth E.	A	D	95	185
			Williams, Ada M.	A	..	..	150
Cabbage Bay	3A	38	Moore, Daniel V.	H	C	60	305
			Marshall, Stella	A	..	..	150
			Evans, Beryl Eliza	Pr2	..	..	75
Cambridge District High School— Primary (299), secondary (23)	5C	322	Campbell, Robert	H	C	28	420
			Hoves, Bernard H.	A	C	..	265
			Brenkley, Annie	A	C	74	255
			McLean, Elizabeth M. R.	A	D	68	245
			Williams, Florence A.	A	C	92	180
			Webb, Marjorie	A	C	84	195
			Rennick, Annie G.	Pt2	..	..	100
			McKenzie, Mary M.	Pt2	..	..	100
			Moore, Esther B.	Pr2	..	..	75
			Meredith, Charles	D	C	53	..
Cambridge Road	1	28	Wallis, Charlotte N.	S	C	92	185
Churchill	1	23	Petty, Elsie R.	S	..	..	150
Clevedon	3A	78	Crispe, Colin R. R.	H	C	52	310
			Murray, Amy V. E.	A	..	..	170
Coromandel District High School— Primary (146), secondary (18)	4B	164	Elliot, James	H	C	48	350
			Tills, Harry H. H.	A	D	..	200
			Widdup, Florence G.	A	C	88	195
			Myers, Sarah	Pt2	..	..	75
			Denize, Edna L.	Pr2	..	..	75
			Hurdsfield, Edgar C.	D	D	88	..
Dacre's (16) and Tawharanui (12)	2	28	Redwood, Horace S.	S	Lic.	..	280
Dairy Flat (19) and Fernilea (6) ..	2	25	Ross, Alice G. (Mrs.)	S	D	79	285

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—continued.

AUCKLAND—continued.

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Dargaville	5A	270	Davidson, George A.	H	D	48	£ 400
			Cowan, Henry	A	..	..	310
			Kerr, Catherine	A	C	97	190
			Terry, Annie S.	A	C	69	240
			French, Gertrude C.	A	D	105	160
			Heywood, Arthur D.	Pt2	..	..	75
			Robson, Marion P.	Pt3	..	..	90
			Osborne, Philip F.	Pr1	..	..	90
			Lundberg, Olof	Pr1	..	..	65
Devonport	7H	776	Armstrong, James	H	D	10	495
			Sheppard, Albert L.	A	C	33	395
			Grant, Jane D., B.A.	A	B	39	315
			Perkins, Edward	A	C	50	340
			Tatton, Joseph A.	A	D	63	245
			Herbert, Mary E.	A	C	42	305
			Robertson, Evelyn M.	A	E	70	240
			Jones, Elsie G.	A	..	..	140
			Haszard, Miriam K.	A	D	88	175
			Fenton, Alice	A	C	86	175
			McLean, Annie E. (Mrs.)	A	..	..	130
			Anderson, Coralie F. (Mrs.)	A	C	69	180
			Crossman, Mabel R.	A	C	102	155
			Carrie, Elsie G.	A	D	101	155
			Watson, Florence (Mrs.)	A	D	98	165
			Armitage, Gwendolen A.	Pt1	..	..	85
			Ellicott, Gertrude T.	Pt1	..	..	85
			Maxwell, Jean L.	Pt2	..	..	75
			Stevens, Ambrose C.	Pt2	..	..	100
			Carter, Sibyl E. D.	Pt2	..	..	75
			Singleton, Charles H.	Pr2	..	..	100
			Barwick, Doreen W.	Pr1	..	..	90
Dome Valley	2	23	Ingerson, William L.	S	D	91	245
Drury	3A	51	McNaughton, James D.	H	D	51	320
			Smyth, Madeline E. C.	A	D	90	205
			Bycroft, Zealia M.	Pr2	..	..	75
East Tamaki	3A	43	Allen, Frederick N.	H	C	66	295
			Moore, Irene B.	A	C	88	205
Edendale	7F	734	Semadeni, Casper A.	H	C	13	490
			Rowe, Adrian M.	A	C	48	390
			Millington, Ellen	A	B	49	310
			Stubbs, George H.	A	B	52	310
			Mahon, Rose M.	A	D	47	290
			Stretton, Ernest C. N.	A	C	62	245
			Tracy, Ada R.	A	D	82	230
			Foley, Veronica M.	A	D	78	200
			Harrison, Emily	A	D	73	200
			Barnes, Adina L. (Mrs.)	A	D	70	180
			Clark-Walker, Veida M.	A	C	93	175
			Anderson, Irene F.	A	C	..	130
			Gibson, Amy	A	C	90	175
			Casley, Gladys M.	A	C	..	165
			Meiklejohn, Nora	Pt1	..	..	85
			Burdett-Stuart, Frances M.	Pt2	..	..	100
			Trimmer, Henry K.	Pt2	..	..	100
			Bradbury, Winifred M.	Pt2	..	..	75
			Groome, Florence B.	Pt3	..	..	90
			Rayner, Charles E.	Pr2	..	..	100
Ellerslie	6A	416	Wooller, Joseph	H	C	18	430
			Moon, Mark H.	A	D	48	350
			Goldsworthy, Elizabeth M.	A	D	61	255
			Stables, Florence R. (Mrs.)	A	D	63	275
			Phipps, Doris D.	A	C	74	220
			Fraser, Annie B.	A	C	68	180
			Turner, Margaret W.	A	C	75	200
			Darby, Annie E. M.	A	C	88	175
			Gray, Arthur J.	Pt2	..	..	75
			Raisher, Arthur H. H. F.	Pt2	..	..	75
Elstow	2	29	Gash, Edwin T.	S	D	..	200
Epsom	7C	553	Isemonger, Thomas	H	D	13	490
			Hutton, Robert G.	A	C	43	390
			Carnachan, Blanche E.	A	E	49	310
			Squire, Donald S. B.	A	C	47	340
			Shroff, Maud A.	A	C	49	280
			Fordyce, Johanna C.	A	C	56	280
			Clark, Hugh R.	A	Lie.	..	230
			Rankin, Elsie E.	A	C	76	200
			Wright, Janet S. (Mrs.)	A	E	72	210
			Wallace, Albert G. C.	Pt1	..	..	85
			Kennedy, Annie R.	Pt1	..	..	85
			Corbett, Sarah E.	Pt2	..	..	100
			Turner, Margaret A.	Pt2	..	..	100
			Hill, Lena Mabel	Pt2	..	..	100
			Smallfield, Roy	Pr1	..	..	90

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Eureka	3A	50	Cooke, Violet M.	H	E	72	£ 295
Fairburn's Road	1	18	Webb, Jessie L. I.	A	D	104	175
Fairfield	3B	93	McKay, Lilly M. J.	S	..	..	140
			Day, Arthur E.	H	C	36	345
			McLeod, Mary M.	A	D	86	185
			McPhee, Margaret	A	..	..	140
Fernilea (half-time). See under Dairy Flat.							
Flat Bush	2	33	Baigent, Harold R.	S	C	80	245
Flaxmill	0	4	Bunting, Enico M.	S	..	..	48
Frankton	5B	340	Matthews, George H.	H	C	28	390
			Hart, Ernest	A	C	58	330
			Seddon, Dorothy Margaret	A	C	61	240
			Blackett, Isabella H.	A	C	68	220
			Bell, Mary	A	..	..	180
			Knight, Helen R.	A	D	91	185
			Allott, Alice (Mrs.)	A	..	..	130
			Exelby, Evelyn Ruth	Pt1	..	..	110
			Cameron, Gertrude M. A.	Pt2	..	..	75
			Fletcher, Elizabeth	Pr2	..	..	100
Glenbervie	2	30	Carter, Annie	S	E	93	200
Glenbrook	3A	54	Cooke, Jessie B.	H	E	61	285
			Wood, Myrtle R.	A	D	93	205
Glenfield	3A	47	Gelling, William M.	H	C	57	320
			Walters, Effie K. (Mrs.)	A	Lic.	..	190
Glen Massey	3A	59	Downey, Michael R.	H	D	90	255
			Westfield, Margaret J.	A	B	91	205
Glen Murray (10) and Opouatia (14)	2	24	Robinson, Harvey T.	S	C	88	255
Goodwood	3A	45	(Piggot, Ellen M.	H	C	74	295
			Griffith, Geoffrey L.	Sub.	C	..	[260]
			Price, Elsie A.	A	..	..	175
Gordon	2	24	Grigg, Albert E.	S	E	84	220
Gordonton	3A	60	Gledhill, Eunice A.	H	E	57	310
			Sainsbury, Mary S.	A	D	..	175
Grafton	7D	602	Scott, Augustus N.	H	B	8	495
			Barber, George	A	C	36	390
			Egan, Mary F.	A	E	52	310
			Scott, Charles E.	A	C	54	310
			Holloway, Annie E.	A	D	50	280
			Robinson, Florence K.	A	D	53	280
			Campbell, Annie E. (Mrs.)	A	E	65	270
			Milligan, Maud	A	D	85	195
			(Burton, Dorothy M.	A	D	..	140
			Charlton, Lilian (Mrs.)	Sub.	..	..	[130]
			Bell, Ivy E.	A	C	91	175
			Pardington, Annie	A	C	90	175
			Officer, Dorothy	Pt1	..	..	85
			Mitchell, Mary	Pt1	..	..	85
			Blott, Edith M.	Pt1	..	..	85
			Hallett, Irene B.	Pt2	..	..	75
			Phillips, Edna D.	Pt2	..	..	75
			Raven, Constance M.	Pr1	..	..	90
			Fuller, Grace	Pr1	..	..	90
Graham's Fern	2	22	Tier, Walter H.	S	..	..	240
Great Barrier (6) and Katherine Bay (25)	2	31	Paddison, Alice M. (Mrs.)	S	E	85	265
Greenhithe (12) and Long Bay (11)	2	23	Brett, Reginald E.	S	C	68	305
Greerton	3A	45	Le Cocq, Walter A.	H	D	68	310
			Millar, Marion E.	A	Lic.	..	180
Grey Lynn	7E	684	Law, Norman H. S.	H	C	9	465
			Boden, William J.	A	C	35	395
			Ashman, Eva M.	A	E	43	295
			Harden, Cecil J.	A	C	50	340
			Fuller, Mary M.	A	D	45	285
			Gillibrand, Winifred	A	E	59	280
			Earle, William J.	A	C	73	240
			Eslick, Violet I.	A	D	84	195
			Cardno, Isabella A.	A	C	93	175
			Young, Edith M. J.	A	..	..	150
			MacLean, Mary A. C.	A	D	95	175
			Boswell, Stella E.	A	D	94	175
			Hill, Minnie E. L.	Pt1	..	..	110
			Gallagher, Phyllis E.	Pt1	..	..	110
			Sinclair, Irene M.	Pt1	..	..	110
			Inglis, George R.	Pt2	..	..	75
			Dallison, Daphne L.	Pt2	..	..	100
			McLean, Catherine I.	Pr2	..	..	75
			Johnson, Margaret M.	Pr1	..	..	65
			McCrea, Verona	Pr1	..	..	65
Gumtown (12) and Whenuakite (12)	2	24	Mcuzies, Jack H.	S	Lic.	..	240
Hahei	0	7	Lee, Doris L.	S	..	..	84
Hakaru (12) and Tara Road (16) ..	2	28	McKenzie, Clifton H.	S	D	..	255

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Hamilton East.. ..	7A	562	Brown, Francis H.	H	C	17	£ 460
			Tooman, Francis	A	C	47	370
			Gasparich, Joseph G.	A	C	57	365
			Roche, Emily	A	D	48	290
			Shanks, Ernest A.	A	D	75	315
			Graham, Jane A.	A	D	59	280
			Fergusson, Alethea	A	D	70	245
			Barton, Lucy F. K.	A	C	75	220
			Milnes, Esther M.	A	D	..	170
			Tring, Elizabeth A.	A	..	..	155
			Glasgow, Rhoda B.	A	..	..	140
			McKenzie, Dulcie E.	Pt1	..	..	85
			Antridge, Enid F.	Pt2	..	..	100
			Martin, Esmé R.	Pt3	..	..	90
			Keam, Loveday M.	Pr1	..	..	65
			Lloyd, Mary H.	Pr1	..	..	65
Hamilton West	7B	647	Worsley, William H.	H	D	15	490
			McCormack, Daniel T.	A	B	55	365
			Lanyon, Harriet B.	A	C	41	315
			Fenwick, Herbert	A	B	53	340
			Fawcett, Elizabeth M.	A	C	57	280
			Shanahan, Margaret A.	A	C	52	270
			Blennerhassett, Annie M.	A	D	73	230
			Wilks, Doris E.	A	C	72	200
			Burbush, Nellie M.	A	C	88	175
			McClure, Emma V. J.	A	C	97	165
			Worsley, Alice M.	A	C	94	165
			Schofield, Ethel	Pt1	..	..	85
			Cunning, Laura C.	Pt1	..	..	85
			Lockhard, Mary A.	Pt2	..	..	100
			Hudson, Dorothy I. M.	Pt2	..	..	100
			Barkley, Mary	Pt2	..	..	100
			Sims, Algernon	Pr1	..	..	65
Hangatiki	2	37	Large, George E.	S	B	65	295
Harrisville	3B	92	Rapson, George W.	H	C	61	325
			Chalmers, Helen M.	A	..	..	170
			Ravenhill, Dorothy	A	D	..	175
Hautapu	3A	64	Downard, Frederick N. R.	H	C	47	320
			Russell, Hilda	A	D	99	175
Hauturu	1	11	Cowern, Fanny I. D.	S	..	..	140
Helena Bay	1	16	Foote, Winnifred L.	S	..	..	180
Helensville	4B	189	Hill, Arthur J.	H	C	32	375
			Phillips, Lucy	A	C	77	220
			Short, Violet	A	..	..	160
			Forrester, Mabel I.	A	C	88	175
			Burgess, Maude M.	Pt1	..	..	110
Henderson	4B	183	Innes, Joseph L.	H	C	45	360
			Askew, Laura L. (Mrs.)	A	D	79	190
			Casey, Clara E.	A	E	66	240
			Smith, Violet M.	A	D	82	195
			Hoe, Thelma I.	Pt2	..	..	100
Henderson Valley	1	18	Croker, Ethel M. (Mrs.)	S	..	..	180
Herekino	3A	52	Walsh, John	H	C	62	295
			Walsh, Ada F. (Mrs.)	A	..	..	170
Hikuai	2	23	Furse, Peter	S	..	..	190
Hikurangi	4B	185	Rust, Alexander M.	H	D	66	355
			Burley, Jane A. (Mrs.)	A	D	..	200
			Terry, Elizabeth S.	A	C	69	240
			Ryan, Teresa	A	..	..	140
			Dawson, Sarah	Pt3	..	..	90
			Nairn, Vincent G. M.	Pr1	..	..	65
Hikutaia	3A	72	Walters, Ernest J.	H	D	63	315
			Rohan, Gertrude C.	A	C	101	175
Hinuera	3A	55	Wade, Catherine (Mrs.)	H	D	57	300
			Peters, Valaporia A.	A	D	101	195
Hobsonville	3A	64	Johnson, Joseph B.	H	C	49	320
			Durrien, Pauline	A	..	..	180
Honikiwi	2	23	Slattery, Margaret	S	..	..	190
Hora Hora	4B	191	Higginson, Frank	H	C	41	370
			Bayliss, John R.	A	C	66	270
			Pegler, Amy B. A.	A	..	..	200
			McKenzie, Edith E.	A	C	92	195
			Martin, Irene M.	Pt1	..	..	110
			Foote, Doreen E.	Pr2	..	..	100
			Telfer, Austin S.	Pr1	..	..	65
			Hardwick, Eva M.	Pr1	..	..	65
Hora Hora Rapids	0	9	Hogwood, Ethel M.	S	D	99	165
Hore Hore	2	15	Smith, Ada A.	S	..	..	140
Horotiu	3A	71	Wood, Ernest A.	H	C	53	300
			Bellingham, Winifred M.	A	..	..	170
Horsham Downs	2	18	Lloyd, Annie G.	S	..	..	170
Hoteo North (half-time). See under Albertland North.							

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Houhora	2	20	Smith, Stanley G. H. C. ..	S	..	..	£ 170
Houto (11) and Parakao (10) ..	2	21	Brown, Alfred A. ..	S	..	..	290
Howick	3A	48	Judkins, Alfred J. T. ..	H	C	57	320
			Forrester, Annie E. ..	A	C	93	195
Huapai	3A	43	Downard, Henry J. F. ..	H	C	56	320
			McNally, Margaret J. L. ..	A	..	..	170
			Walker, Edmee L. ..	Sub.	..	..	[150]
Huarau	2	40	Hames, Alice L. ..	H	C	93	200
			Searle, Constance M. ..	A	..	..	150
Huia	0	10	Higharn, Janet ..	S	..	..	140
Hukatere	2	26	Wright, Amy L. ..	S	D	92	220
Hukerenui South	3A	50	Gray, Daniel ..	H	C	62	315
			Neary, Stephanie A. ..	A	..	..	160
			Bartley, Olive M. ..	Pr1	..	..	90
Huntly District High School—	5C	382	Braithwaite, James H. ..	H	C	21	415
Primary (375), secondary (7)			Murphy, Clarence J. ..	A	C	60	325
			Baker, Edward S. ..	A	D	73	275
			Cussen, Eily B. ..	A	D	63	245
			Prendergrast, Arthur S. ..	A	D	73	270
			Sykes, Elsie B. ..	A	D	93	195
			Harrison, Mary E. ..	A	D	112	150
			Schrafft, Cecil H. ..	Pt1	..	..	110
			Davies, William E. B. ..	Pt1	..	..	110
			Leather, Elizabeth R. ..	Pr3	..	..	65
			Hately, Janet P. ..	D	C	96	..
Hunua	3A	34	Hillam, Ernest B. ..	H	Lie.	..	250
			Barker, Mary A. ..	A	D	..	185
Ike Ike	0	6	Fraser, Christina ..	S	..	..	84
Jordan (9) and Pa (16) ..	2	25	Maxwell, Stella E. ..	S	C	86	245
Kaeaea (11) and Rira (21) ..	2	32	Graham, Patrick ..	S	..	..	250
Kao	3A	74	Rodgers, Thomas ..	H	D	52	320
			Gavin, Mary I. ..	A	D	..	160
Kaharoa	1	12	Comer, Valetta ..	S	..	..	149
Kaiawa (13) and Miranda (5) ..	2	18	Brownley, Flora ..	S	..	..	230
Kaihere	3A	41	Whitwell, Thomas H. ..	H	C	87	255
			Given, Isabella O. G. ..	A	C	90	160
Kaihu	3A	65	Reakes, Henry J. ..	H	E	68	275
			Fraser, Lucy S. M. ..	A	D	77	210
Kaikohu	3A	58	Church, George P. ..	H	C	62	305
			Wilkinson, Ada C. ..	A	D	..	185
			Berry, Alice ..	Pr2	..	..	75
Kaimai	1	16	McLeod, Ada ..	S	..	..	170
Kaimamaku	1	14	Kelly, Elizabeth ..	S	E	..	150
Kaimanawa	2	25	Hookin, Florence M. (Mrs.) ..	S	D	76	220
Kaimarama	1	13	Wilson, Anne M. ..	S	..	..	140
Kaipara Flats	2	24	Manson, Janette C. ..	S	D	68	260
Kaitaia	3A	72	Gilbert, Stephen L. ..	H	D	88	255
			Maloney, Mary K. ..	A	..	..	170
Kaitangiweka	2	30	Cowan, Agnes W. ..	S	D	80	210
Kaiwaka	1	16	Meiklejohn, Lemuel S. A. ..	S	D	83	250
Kakapuka	2	26	Gillan, Nora (Mrs.) ..	S	D	86	250
Kamo	3B	145	Teesdale, Jacob T. ..	H	C	43	335
			Campbell, Willa E. ..	A	C	75	210
			Lupton, Dorothy ..	A	D	104	165
			Dwyer, Mary H. ..	Pt2	..	..	100
			Hohneek, Hinemoa N. ..	Pr2	..	..	100
			McLeod, Mary ..	Pr2	..	..	75
Kara (11) and Kokopu (18) ..	2	29	Cheeseman, Lewis C. ..	S	D	..	245
Karaka	3A	43	Hewlett, Mary E. ..	H	C	90	215
			Rohan, Gladys M. ..	A	C	..	175
Karamu	1	21	Welsh, Alfred E. ..	S	E	..	195
Karangahake	4C	162	Beasley, Arthur ..	H	C	68	315
			White, Kate ..	A	D	81	210
			Hill, Eleanor ..	A	D	95	180
			Gibb, Christina C. ..	A	..	..	170
			Jackson, Elva E. ..	Pt2	..	..	100
Kariaotahi	3A	41	Tisdall, Estelle A. ..	H	D	58	300
			Peake, Lucy K. ..	A	..	..	170
Katherine Bay (half-time). See under Great Barrier.							
Katikati No. 1.	1	17	Brown, Isabella (ii) ..	S	C	101	165
Katikati No. 2.	3A	43	Cooper, Hubert J. ..	H	C	61	305
			Robinson, Ethel J. ..	A	..	..	160
Katikati No. 3.	2	28	Crickett, Nellie ..	S	C	86	230
Katui	2	24	Stewart, Christopher J. ..	S	Lie.	..	230
Kauaeranga Valley	1	18	Adams, Jessie E. ..	S	..	..	170
Kaukapakapa	3A	45	Koller, Frederick R. ..	H	C	54	320
			Dunning, Alice M. C. ..	A	..	..	170
Kaurihohore	1	15	Lambert, Constance M. (Mrs.) ..	S	C	85	205
Kauroa	0	6	Galvan, Dora S. ..	S	..	..	96
Kawakawa	3A	77	Read, Thomas ..	H	D	52	310
			Foster, Clara E. ..	A	..	..	170
Kawa West (14) and Te Kawa (22)	2	36	Rintoul, Hugh ..	S	C	8 7	245

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Kawhia	3A	56	Molloy, John J.	H	C	63	265
Kennedy Bay	2	24	Kilgour, Muriel A.	A	D	92	205
Kerepehi	2	34	Prouting, Annie (Mrs.)	S	..	..	180
Kereka (11) and Waikawau (10) .. .	2	21	Twist, Joseph	S	D	68	260
Kerikeri	1	14	Wilcox, John S.	S	Lic.	..	250
Kerikeri Inlet	1	12	Carse, Muriel D.	S	..	..	170
Kihikihi	3A	81	Hall, William A.	S	..	..	160
Kimihia	2	26	De Montalk, Alexander S.	H	D	56	270
Kinohaku No. 1	1	14	Maunder, Nina M. (Mrs.)	A	..	..	170
Kinohaku No. 2	2	33	Moxsom, William A. P.	S	D	102	180
Kiohio	3A	62	Aimer, Edmond B.	S	..	..	170
Kirikopuni	1	18	Chalmers, Charles C.	S	..	..	210
Kiripaka	3A	47	Dempsey, Walter S.	H	C	53	310
Kiwitahi	1	21	Mathew, Dorothy M.	A	..	..	150
Kohanga	1	9	Gillibrand, Kathleen	S	..	..	150
Kohokohe	2	32	Haeusler, Rudolph H.	H	D	74	295
Kohukohu	4A	117	Frood, Florence J.	A	..	..	150
Kokopu (half-time). See under Kara.			Wilcox, Alfred E.	S	Lic.	..	190
Komakorau	2	29	McNaughton, Henry L.	S	..	..	150
Komata	1	19	McSporran, Robert, B.A.	S	B	78	240
Komata South	2	29	Philips, Henry W. C.	H	D	65	335
Kopu	3A	74	Knight, Daisy A.	A	C	95	205
Kopuarahi	3A	42	Spender, Elizabeth (Mrs.)	A	..	..	160
Kopuku	1	10	Goings, Cecil S.	Pt2	..	..	100
Korakonui	2	28	MacMillan, Lilian M. E. L.	S	D	78	260
Koromatua	2	28	Stevenson, Arthur O.	S	..	..	150
Koutu	1	11	Finlayson, Alexander M.	S	Lic.	..	240
Kuaotunu	2	26	Rennick, James W.	H	D	47	320
Kutarere	3A	41	Wall, Mary	A	D	101	185
Leamington	3B	114	Ellicott, Kenneth W. B.	H	..	..	230
Lichfield	1	14	Tierney, Esma	A	D	..	175
Limestone Island	1	21	Barton, William H.	S	Lic.	..	200
Lindum Grange	1	9	Philpot, Owen J.	S	C	71	260
Lochnorrie (25) and Wainui (17) .. .	3A	42	Clarke, Mary	S	..	..	210
Long Bay (half-time). See under Greenhithe.			Aitken, Ann A. (Mrs.)	S	..	..	160
Lower Waitoa	3A	46	Pound, Oscar	S	D	95	230
Mahurangi Heads West (12) and Pohuehue (7)	2	19	Rouse, George	H	..	..	280
Maihihi	3A	36	Snell, Amelia A.	A	..	..	170
Mairoa (17) and Waitanguru (23) .. .	2	40	Blow, Harold I.	H	D	57	330
Makara (14) and Takekeroa (16)	2	30	Dougherty, Elizabeth P.	A	..	..	170
Makekoko (10) and Puketotara (7)	1	17	Stevens, Grace M.	A	C	99	175
Maketu	2	37	McAlister, Clara E. M.	S	..	..	140
Mamaku	3B	103	Witten, Lily (Mrs.)	S	D	..	150
Mamaranui	2	22	Snee, Agnes E. C.	S	..	..	170
Manawahe	1	19	Pascoe, Lucy (Mrs.)	S	D	61	325
Manawaru	3B	90	Small, Harold	H	C	75	285
Mangaiti	2	29	Scott, Nellie	A	D	92	205
Mangakura (half-time). See under Araparara.			Lewenburg, Emilie A.	S	C	84	275
Mangaotaki	1	10	McPherson, Daniel	H	D	..	255
Mangapai	3A	30	Cannons, Florence M.	A	..	..	160
Mangapehi	3A	75	Costello, Peter	S	Lic.	..	300
Mangapiko	2	34	Kay, James	S	C	76	295
Mangatapu	1	11	Palmer, Charlotte	S	..	..	170
Mangatarata	0	11	Ryan, Elizabeth M.	S	Lic.	..	230
Mangateka	1	21	Hickson, Walter	H	D	44	325
Mangatete	3A	48	Radford, Amy L.	A	C	101	175
Mangatu (17) and Tutamoe (11) .. .	2	28	Barton, Hilda T.	A	..	..	150
Mangawai Beach	3A	37	Campbell, Mary H.	S	..	..	180
			Montgomery, Charles W.	S	E	..	140
			Keaney, John J.	H	C	54	330
			Roberts, Gladys M.	A	..	..	150
			Lewis, Gwendolyn H.	A	..	..	150
			Keaney, Annie	S	E	59	260
			Symonds, Mary L. (Mrs.)	S	E	78	220
			Byles, Frank R.	S	D	63	305
			McGrath, Francis	H	C	47	310
			Douglas, Gertrude A.	A	..	..	170
			Christie, John C.	S	D	..	190
			McArthur, James R.	S	..	..	140
			Wright, Edith E. (Mrs.)	S	..	..	140
			Lofts, Horace F.	S	..	..	140
			Cooper, Charles W.	H	D	65	275
			Freeman, Lila M.	A	..	..	150
			Colgrave, Charles H.	S	D	..	275
			Harris, Samuel	H	D	68	305
			McLennan, Jane A. (Mrs.)	A	E	99	195

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Mangawhero	2	24	Bull, Evelyn F.	S	C	..	£ 270
Mangere	3A	69	Burrell, Robert	H	D	42	315
Mangere Bridge	3B	110	Murray, Alice E. (Mrs.)	A	C	84	195
			Jaffrey, Henry C.	H	C	37	335
			Bayne, Eleanor M. G.	A	C	92	205
			Thorne, Bessie E. B.	A	D	100	175
			Reid, Kathleen G. G.	Pt2	..	..	75
Mangonui	3A	42	Farnell, Wilfred J.	H	B	56	290
			Kelly, Sarah R.	A	..	..	150
Manukau Heads	1	15	Beale, Ada E. (Mrs.)	S	..	..	150
Manurewa	4B	211	McNaughton, David W.	H	C	37	350
			Jenkins, Clifford E.	A	C	84	230
			Price, Francis M.	A	C	70	240
			Jeffs, Maud C. A.	A	D	74	210
			Parry, Lilian E.	A	D	95	195
			Craig, Alexander	Pt2	..	..	75
Mapiu	2	27	Bacon, Gladys M. (Mrs.)	S	D	71	260
Maratetai Nos. 1 (14) and 2 (8) ..	2	22	James, Roy A.	S	..	..	240
			Cutforth, Leslie R.	Sub.	Lie.	..	[260]
Maramarua (7) and Maramarua East (12)	2	19	Hayward, William P.	S	..	..	190
Mareretu	2	27	Armstrong, Joseph	S	..	..	180
Mareretu North	0	4	Macrae, Malcolm V.	S	..	..	48
Marlow (9) and Ruapekapeka West (14)	1	23	Craig, Stephenson E.	S	..	..	170
Maromaku	2	37	Lees, Eliza A. (Mrs.)	S	D	86	220
Maropui	2	38	Jones, Stanley C.	H	C	75	260
			Jenkins, Charlotte M.	A	C	..	175
Marsden Point	1	12	Burley, Joseph W.	S	..	..	140
Maru	2	39	Dolphin, David E.	S	..	..	220
Mata	1	14	Biggs, Margaret W.	S	..	..	160
Matahuru Nos. 1 (17) and 2 (20) ..	3A	37	Boyd, Edward A.	S	C	..	265
Mataitai	2	25	Hawkes, Annie E.	S	C	..	210
Matakana	3A	55	De Montalk, Ethel J. (Mrs.)	H	D	51	310
			Harley, Mary	A	..	..	160
Matakohe	3A	41	Walker, William	H	C	60	285
			Ashby, Clarice E.	A	..	..	150
Matakohe No. 2 (9) and Parahi (4)	1	13	Neil, Gracia C.	S	..	..	170
Matamata District Hight School—Primary (203), secondary (26)	4C	229	Moore-Jones, Herbert J.	H	D	46	340
			Battersby, Florence A.	A	D	72	230
			Lake, Lulu A.	A	C	73	240
			Wallace, Edith G.	A	D	96	185
			Torkington, Agnes M.	Pt3	..	..	90
			Chappell, William, B.A.	D	B	45	..
			Ross, Nellie, B.A.	D	B	75	..
Matangi	3B	125	Robinson, Ernest T.	H	C	51	330
			Earl, Emily C.	A	C	96	195
			Nicholls, Lilian H.	A	C	97	175
Matapouri (14) and Tutukaka (17)	2	31	Craig, William H. M.	S	..	..	250
Mati	2	27	Malloy, Mahala M.	S	D	75	230
Matira (half-time). See under Awaroa.							
Mauku	3A	67	Moor, William J.	H	D	47	320
			Sutton, Margaret B.	A	C	100	195
Maungakaramea	3A	64	Lamb, William O.	H	C	41	325
			Lamont, Isabella M.	A	C	93	195
Maungatapere	3A	56	Goss, Esther M. (Mrs.)	H	C	63	315
			Lang, Kathleen E.	A	..	..	150
Maungatautari	3A	37	Atkins, Harry	H	D	64	295
			Jarvie, Doris E.	A	..	..	150
Maungatautari No. 2	1	17	Tatton, Arthur W.	S	..	..	140
Maungatawhiri Valley	3A	50	Bretherton, Joseph E.	H	..	..	270
			Moyes, Ethel B. A.	A	D	88	205
Maungaturoto	3A	57	Collins, William	H	D	62	315
			Worsley, Kathleen M.	A	C	..	175
Maungawhau	7F	729	Ohlson, Frederick J.	H	C	7	495
			Edgerley, William W.	A	C	35	395
			Eastgate, Florence T.	A	C	45	315
			Webster, Harold E.	A	B	48	340
			Wells, Florence M.	A	D	41	295
			Smerdon, Stanley V.	A	C	51	310
			Duffus, Elizabeth P.	A	E	64	240
			Clark, Dinah	A	C	67	200
			Lang, Mary C.	A	C	87	175
			Wharfe, Annie E.	A	D	83	175
			Onions, Hilda G.	A	D	94	175
			Solomon, Lola	A	C	..	175
			Walker, Ethel M.	A	D	93	175
			Wakerley, Isabel I.	A	..	..	130
			Watson, James W.	Pt1	..	..	85
			Dixon, Agnes M.	Pt1	..	..	110
			Forde, Kathleen	Pt2	..	..	75
			Stone, Elfrida M.	Pt2	..	..	75

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Maungawhau—<i>continued</i>	..	..	Fortune, Esther ..	Pt3	..	..	£ 65
			McPhee, Erica K. ..	Pr2	..	..	100
			Anshutz, Richard P. ..	Pr1	..	..	65
			Westlake, Elsie V. ..	Pr1	..	..	65
			Treacher, Kenneth N. ..	Pr1	..	..	65
Maunu	3A	50	Walker, Theodore H. A. ..	H	C	49	320
			McLeod, Nezzie I. ..	A	D	91	205
			Howes, Margaret S. D. N. ..	Pr1	..	..	90
Meadowbank	4C	270	Warn, John M. ..	H	C	17	355
			Stanton, John A. ..	A	C	67	305
			Ince, Eleanor W. ..	A	D	63	240
			Walker, Hilda M. ..	A	D	68	230
			Hardy, Leila M. ..	A	C	83	175
			Cockburn, Gladys E. ..	Pt1	..	..	85
			Burgin, Irene H. ..	Pt3	..	..	65
			Craig, Katherine ..	Pr2	..	..	75
Mercer	3B	72	Edwards, Charles T. ..	H	D	46	335
			Carter, Ivy M. (Mrs.) ..	A	D	97	195
			Ridgley, Roie ..	Pr1	..	..	65
Mercury Bay	3B	97	Dean, William F. ..	H	C	43	335
			Jamieson, Rubina G. ..	A	D	..	180
			Haddow, Crystal V. B. ..	A	..	..	140
			Wilson, Anne M. ..	A	..	..	140
			Chipman, Frances R. G. ..	Pr1	..	..	100
Miranda (half - time). See under Kaiawa.							
Mokai	3A	43	Louch, Isabella ..	H	C	72	275
			Bell, Janie P. ..	A	..	..	160
Mokautiti	3A	29	Smith, Albert H. M. ..	S	D	90	220
Monavale	2	25	Munro, Ruth ..	S	D	94	190
Morrinsville	5A	266	Campbell, Donald R. F. ..	H	C	34	380
			Shaw, John L. ..	A	D	65	305
			Sceats, Ethel F. A. ..	A	D	72	230
			Fraser, Lucinda (Mrs.) ..	A	D	80	240
			Goodyear, Frances M. ..	A	..	..	160
			Waite, Elsie C. A. ..	Pt1	..	..	85
			Madill, Annie A. ..	Pt2	..	..	100
Motukaraka	3A	37	Airey, Hubert B. ..	H	..	..	240
			Gray, Dorothy H. W. ..	A	..	..	160
Motumaoho	3A	58	Kelly, Roy D. ..	H	C	53	290
			O'Brien, Eileen E. ..	A	Lic.	..	195
Motutara (8) and Muriwai (18) ..	2	26	Rudall, John H. ..	S	C	64	305
Moumoukai	1	12	Armour, Marion A. ..	S	..	..	170
Mount Albert	7E	660	Whitaker, Joseph R. ..	H	D	10	495
			Jones, Griffith R. ..	A	C	34	365
			De Montalk, Emily L. ..	A	D	41	315
			Hintz, Alfred A. S. ..	A	D	49	340
			Conway, Mabel E. ..	A	D	47	280
			Douglas, Effie ..	A	D	59	260
			Smith, Gertrude I. ..	A	D	62	240
			Worthington, Minna L. ..	A	D	75	200
			Chisholm, Mary C. (Mrs.) ..	A	C	77	180
			Fooks, Alice C. ..	A	C	84	175
			Cowley, Olive M. ..	A	C	90	175
			Lee, Minnie C. ..	A	C	..	165
			Morris, Marjorie F. ..	Pt2	..	..	75
			Stanceliffe, John H. ..	Pt2	..	..	75
			Barker, Bernice A. ..	Pt2	..	..	75
			Knight, Mary C. ..	Pt2	..	..	75
			Miller, Lydia A. ..	Pt2	..	..	100
			Hall, Kathleen A. B. ..	Pr1	..	..	65
			Lee, Frances E. ..	Pr1	..	..	65
			Hall, Constance E. ..	Pr1	..	..	90
Mount Eden	7I	842	Hill, William W. ..	H	D	10	495
			Kenny, Arthur A. ..	A	B	37	390
			Robinson, Elizabeth A. ..	A	C	39	315
			Roberts, John F. ..	A	B	39	345
			McGeachie, John W. ..	A	C	56	310
			Russell, Magdalen L. ..	A	C	44	285
			Marcroft, Louisa F. (Mrs.) ..	A	C	49	240
			Pirrit, Ruth ..	A	C	80	200
			Shanahan, Kate ..	A	C	97	165
			Stevens, Mary E. ..	A	C	86	175
			Seddon, Gertrude S. M. ..	A	C	88	175
			Olberg, Olive G. ..	A	Lic.	..	150
			Turner, Josephine C. ..	A	..	..	140
			Halls, Winifred E. ..	A	D	90	175
			Adams, Doris M. ..	A	C	99	155
			Windust, Miriam A. ..	A	C	98	155
			Malone, Charles L. ..	Sup.	D	..	[140]
			Bell, Dorothy O. ..	Pt1	..	..	85
			Simpson, Leslie G. ..	Pt1	..	..	85
			McKerras, Norma E. ..	Pt2	..	..	100

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Mount Eden <i>continued</i> ..	..	..	Mathew, Kathleen A. ..	Pt2	..	..	£ 100
			Gillanders, Roderick M. ..	Pr2	..	..	100
			Gatland, Sara ..	Pr2	..	..	100
			Byatt, Emily ..	Pr1	..	..	65
			Grange, Muriel S. ..	Pr1	..	..	90
			Prentis, Ivy E. ..	Pr1	..	..	65
Mount Maunganui ..	3A	37	Wills, George H. A. ..	H	C	57	320
			Hannah, Joe E. ..	A	D	..	160
			Nichols, Nita M. ..	Pr2	..	..	100
Mount Roskill ..	5B	309	Lloyd, William H. ..	H	D	22	410
			Coltman, Archibald R. ..	A	C	55	340
			Anderson, Isabella C. ..	A	C	68	240
			Worrall, Edith I. ..	A	C	78	210
			Bagnall, Alice M. G. ..	A	C	85	195
			Barr, Evelyn J. ..	A	D	85	185
			Rohan, Edith G. ..	Pt1	..	..	85
			Lane, Phyllis A. ..	Pt2	..	..	75
			Shepherd, Dorothy H. M. ..	Pr2	..	..	100
			Irvine, Effie J. ..	Pr1	..	..	65
Mullet Point ..	2	24	Mason, Phyllis R. K. ..	Pr1	..	..	65
Muriwai (half-time) See under			Algie, Annie (Mrs.) ..	S	E	77	220
Motutara.							
Napier Street, Auckland ..	7D	585	Lambourne, Nelson, T., M.A. ..	H	B	..	495
			Green, Bertram M. ..	A	C	38	380
			Arey, Alice M. ..	A	E	43	315
			Menzies, Albert G. ..	A	C	44	345
			McDonald, Ivon F. ..	A	D	62	275
			Stubbs, Margaret M. ..	A	D	53	280
			Tills, Ethel E. ..	A	E	61	240
			Earle, Jane M. ..	A	D	76	200
			Clark, Eunice P. E. ..	A	C	96	165
			Krause, Yetta (Mrs.) ..	A	Lic.	..	140
			Palmer, Reginald N. ..	Pt1	..	..	85
			Johnson, Charles W. ..	Pt1	..	..	85
			Torkington, Alma W. M. ..	Pt1	..	..	110
			Trotter, Margaret I. ..	Pt2	..	..	100
			Whitham, Cora ..	Pt2	..	..	100
			Slaney, Ernest S. ..	Pr1	..	..	65
			Jeppersen, Jessie M. ..	Pr1	..	..	90
Naumai ..	3A	41	Salc, Gilbert ..	H	C	70	275
			Pennalligan, Rita K. ..	A	..	..	160
Nelson Street, Auckland ..	6B	455	Paterson, Robert H. ..	H	C	17	420
			Wells, John F., B.A. ..	A	B	45	320
			Wilson, Janet ..	A	D	40	315
			Hughes, Wilfred L. ..	A	C	56	310
			Gilmore, Nellie ..	A	D	58	250
			Donovan, Mary E. ..	A	D	65	230
			Rose, Amy E. ..	A	C	85	185
			Simpson, Dorothy M. H. ..	A	C	94	175
			Rewa, Waaka S. ..	Sup.	Lic.	..	[170]
			Russell, Mary S. ..	Pt1	..	..	85
			Clark, Irene M. ..	Pt2	..	..	75
			Tidd, Florence E. P. ..	Pt2	..	..	100
			O'Callaghan, Eily M. ..	Pt2	..	..	75
			Kelly, Barton A. ..	Pr2	..	..	100
			Baker, Elsie M. ..	Pr1	..	..	65
			Murphy, Mary C. ..	Pr1	..	..	90
Netherton ..	3B	96	Rice, Thomas D. ..	H	D	58	330
			White, Thelma ..	A	..	..	150
			Adlam, Norma B. ..	A	..	..	140
New Lynn ..	5A	292	Ellis, Howard J. S. ..	H	D	23	420
			Hotson, Claud ..	A	D	53	310
			Gledstane, Helen ..	A	D	79	210
			Harty, Ruth ..	A	C	77	210
			McIsaac, Catharine M. ..	A	D	86	195
			Burrow, Selwyn C. ..	A	D	..	190
			Webb, Ruth W. ..	A	C	89	175
			Carey, Honora ..	Pr1	..	..	65
Newmarket ..	7A	481	Wilson, Charles (ii) ..	H	C	13	480
			Tooman, George ..	A	D	54	355
			Sinclair, Ellen E. ..	A	A	41	295
			Bond, Elson W. ..	A	C	70	315
			Goldsworthy, Clara G. ..	A	E	71	245
			Holloway, Evelyn M. ..	A	E	48	280
			Windust, Patience A. (Mrs.) ..	A	C	62	240
			Mason, Lucy I. ..	A	D	101	165
			Barker, Eric L. ..	Sup.	D	..	[140]
			Wilson, Violet E. ..	Pt1	..	..	110
			Robins, Isobel R. D. ..	Pt1	..	..	85
			Richards, Henry L. ..	Pt1	..	..	85
			Caldow, Helen G. ..	Pt1	..	..	85
			Robins, Zellie D. ..	Pr1	..	..	65

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Newstead	3A	51	Mackay, Mary C. ..	H	D	64	£ 285
Newton East	7I	794	Whitaker, Marjorie J. D. ..	A	D	104	175
			Metge, Daniel D. ..	H	D	10	495
			Birss, William (ii) ..	A	C	33	395
			Wilson, Estelle R. ..	A	E	46	315
			Webster, Robert S. ..	A	C	44	345
			Simpson, Euphemia ..	A	C	42	285
			Waddingham, Florence M. ..	A	C	52	260
			Stuart, Kate A. ..	A	D	96	170
			Day, Florence M. ..	A	E	84	195
			Spence, Vera R. ..	A	D	94	175
			Fegan, Hannah ..	A	C	87	175
			Johnston, Janet ..	A	C	87	175
			Phipps, Dora M. ..	A	D	97	165
			Phillips, Irene M. (C) ..	A	C	93	175
			Foley, Ruth (Mrs.) ..	A	D	93	205
			Theet, Petrina M. ..	A	C	..	165
			Hutchings, Clara M. ..	A	D	..	155
			Boswell, Arthur ..	Sup.	D	..	[140]
			Bird, Douglas D. A. ..	Pt1	..	..	110
			Ashwin, Doris I. ..	Pt2	..	..	75
			Dibble, Ralph G. ..	Pt2	..	..	75
			Netge, Cedric L. ..	Pt2	..	..	75
			Worrall, Cyril E. ..	Pt3	..	..	65
Newton West	7F	676	Brown, Janet H. ..	Pr1	..	..	65
			Webber, Alfred S. ..	H	C	7	495
			Bell, Alexander (ii) ..	A	C	42	390
			Bayly, Jessie J. ..	A	D	46	315
			Hill, John H., B.A. ..	A	B	49	340
			Heath, Alexander H. ..	A	C	67	245
			Barr, Muriel L. ..	A	D	49	290
			Simpson, Mary J. M. (Mrs.) ..	A	E	76	260
			Clark, Margaret ..	A	D	80	200
			Clark, Bellmar A. ..	A	D	94	175
			Murray, Kathleen B. ..	A	C	87	175
			Hodkinson, Sarah ..	A	D	87	175
			Fenton, Mattie ..	A	C	78	180
			Ansenne, Alice (Mrs.) ..	A	..	..	130
			Simpson, Bernice M. ..	Pt1	..	..	85
			Hammond, Vera B. ..	Pt1	..	..	110
			York, Ray I. E. ..	Pt2	..	..	100
			Fenton, Miriam ..	Pt2	..	..	75
			Johnson, Olga N. ..	Pt2	..	..	100
			Beaney, Olive M. ..	Pr2	..	..	75
			Smith, Violet L. M. ..	Pr2	..	..	75
Ngahape (14) and Tokanui (17) ..	2	31	Hill, Horace R. ..	S	D	96	245
Ngakonui	2	23	Sweet, Charles ..	S	..	..	170
Ngapuke	2	31	Bush, Samuel F. ..	S	..	..	210
Ngararatunua	1	21	Owen, Owen P. ..	S	..	..	170
Ngarus	2	38	Tocker, Francis A. ..	H	B	90	210
Ngaruawahia	5B	299	Surman, Ethel ..	A	..	..	150
			Colhoun, John S. ..	H	C	32	380
			Gant, Albert H. ..	A	C	56	330
			Murphy, Ellen (i) ..	A	D	60	240
			Kimber, Ella F. ..	A	D	81	210
			Osborne, Dora M. W. (Mrs.) ..	A	D	88	195
			Zinzan, Sybil M. ..	A	..	..	140
			Paterson, Percy T. M. ..	Pt1	..	..	85
			McCabe, Pearl D. E. ..	Pt2	..	..	75
Ngataki	1	8	Strawbridge, George H. ..	S	..	..	150
Ngatea	3A	51	Rust, Douglas S. ..	H	D	74	275
			Stewart, Agnes E. ..	A	C	..	175
Ngongotaha	3B	82	Foggin, Arthur H. ..	H	D	61	305
			Wilcox, Ivy S. ..	A	..	..	150
			Myers, Hannah ..	A	..	..	150
Ngunguru	2	30	White, Margaret A. ..	S	D	87	210
Ngutunui	2	21	Jones, Albert L. ..	S	D	70	260
Normal District High School and five model schools (at Training College)—Normal primary (355); Model schools—Type (i), rural (28); type (ii), junior P/S 2 (26); type (iii), secondary (13); type (iv), special classes (27); type (v), Junior Kindergarten (average not reckoned), children under 5 years of age	6B	449	Murdoch, Albert ..	H	C	26	525
			Binstead, Henry ..	N	C	47	410
			Green, Samuel ..	N	C	53	375
			Harper, Mary Maud ..	N	D	47	300
			Brew, Frederick C., M.A. ..	N	A	49	330
			Stretton, Clarice ..	N	D	54	290
			Foster, Mabel K. ..	N	D	66	255
			Hare, Ada E. H. ..	N	D	67	255
			Rohan, Mary E. ..	N	D	76	215
			Lord, George H. ..	N	C	49	380
			Anderson, Millicent C. M. ..	N	D	56	260
			Shrewsbury, Elsie, M.A. ..	N(D)	A	16	..
			Statham, Isabella M. ..	N	C	57	260
			Bayliss, Margaretta A. ..	N	C	49	290
			Campbell, Mary B. ..	N	C	75	225

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Northcote (436) and side school (196)	7D	632	Wernham, William J.	H	A	12	£ 460
			Crosby, Edward, M.A.	A	A	33	365
			Flatt, Caroline J.	A	E	51	310
			Merrington, Alfred R.	A	B	47	330
			Newbegin, Martha A.	A	E	60	275
			Ross, Gertrude E.	A	C	58	250
			Sones, Louisa E. (Mrs.)	A	D	59	200
			Syme, Margaret F.	A	C	81	195
			Harvey, Freida M. (Mrs.)	A	D	82	175
			Boag, Mabel G.	A	..	..	130
			Mynott, Isabella	A	..	..	130
			Kernohan, Florence C.	A	D	94	175
			McRae, Jessie G.	Pt1	..	..	110
			Jones, Francis	Pt1	..	..	85
			Hamilton, Thomas G.	Pt2	..	..	75
			Wilson, Margaret H.	Pt2	..	..	75
			Nichols, Eva C.	Pt2	..	..	75
			Robertson, Nancy L.	Pr1	..	..	65
Nukuhou	1	24	Clark, Una A.	S	..	..	140
Ohaeawai	3A	36	Gregory, Ernest D.	H	..	..	200
			McLeod, Kate M.	A	..	..	150
Ohautei	1	12	Sankey, Alice M.	S	..	..	150
Ohaupo	3B	115	Southey, Charles C.	H	C	47	310
			Burnside, Hilda (Mrs.)	A	E	..	185
			McDuff, Kathleen E. Y.	A	C	102	175
Ohinewai	3A	39	Baston, Florence I.	H	C	54	300
			Haddow, Kathleen	A	..	..	150
Okahu Nos. 1 (10) and 2 (6)	1	16	Audley, Ernest H.	S	Lie.	..	200
Okahukura	2	36	Woods, Eileen I.	S	..	..	240
Okaihau	2	31	Reece, Arthur G.	S	D	91	230
Okaihau No. 2 (11) and Utakura Valley (8)	2	19	Flood, Katharina M.	S	C	99	180
Okaihau East	0	13	Lomba, Laura M.	S	..	..	140
Okarea	1	17	Serjeant, Cecil	S	..	..	170
Okauia	2	31	Fogerty, Thomas C.	S	D	73	305
Okupu (10) and Tryphena (13)	2	23	Lamond, James A.	S	..	..	180
Omaha, Little	1	15	Knowles, Isabella (Mrs.)	S	..	..	160
Omahine	3A	58	Briggs, Charles R.	H	C	69	265
			McCarthy, Marjorie M.	A	..	..	150
Omana	1	16	Mealand, Henry G.	S	Lie.	..	170
Omanawa (8) and Omanawa Falls (20)	2	28	McBean, John S.	S	C	81	275
Omapere	1	18	Dive, May F. (Mrs.)	S	..	..	180
Omokoroa	2	30	Butcher, Elizabeth G.	S	..	..	220
Onehunga	7G	773	Macgregor, Alexander	H	C	8	465
			Blakey, Frank E., B.A.	A	B	44	370
			Bull, Effie S.	A	D	45	315
			Stone, Alfred E.	A	C	49	340
			Murdoch, Helen (Mrs.)	A	D	57	280
			Stemson, Elizabeth (Mrs.)	A	D	53	290
			Bower, Jessie	A	E	63	240
			Bower, Eva	A	D	70	200
			Stein, Ethel M.	A	D	114	150
			Pilcher, Doris	A	D	77	180
			Ernest, Annie	A	D	102	155
			Barker, Lilyan G.	A	D	93	175
			McGregor, Margaret McM.	A	E	..	205
			Farrell, Eunice R. (Mrs.)	A	C	..	165
			Francis, Archibald G.	A	C	..	170
			McGowan, Gordon H.	Pt1	..	..	110
			McArthur, Kathleen J. D.	Pt1	..	..	85
			Catley, Edith A.	Pt2	..	..	75
			Griffin, Esther R.	Pt2	..	..	100
			Robb, Ailsa Lucy L.	Pt2	..	..	75
			Catley, Edward W.	Pr2	..	..	75
Onerahi	3A	83	Orniston, Edward N.	H	D	48	310
			Dunning, Nellie M.	A	C	87	205
Onewhero	3A	65	Fox, Norman S.	H	C	57	315
			Shiress, Hilda V.	A	..	..	170
Oparau	2	21	Morine, Katie (Mrs.)	S	..	..	205
Opotiki	4C	232	Wilson, Henry B.	H	C	46	370
			Herrich, Edith E.	A	E	92	235
			Anderson, Mary	A	C	83	210
			Frean, Alice	A	..	..	160
			Gregson, Florence M.	A	..	..	140
			Stephenson, Edna M.	Pt1	..	..	85
Opouriao South	3A	38	Sealy, Alfred D.	H	D	64	295
			Bedlington, Viva	A	D	83	205
Opua	3A	53	Browne, George T. M.	H	D	70	285
			Wilson, Frances E.	A	D	..	160
Opuatia (half-time). See under Glen Murray.							
Opuawhango (16) and Otonga (18)	3A	34	Le Gallais, Owen	S	C	66	275

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued*AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Oputeke	1	12	Alder, Henry E.	S	..	..	£ 160
Ora Ora	0	9	Jones, Gwendoline B. ..	S	..	..	140
Oratia	2	33	Joyce, May F.	S	D	71	250
Orere	0	5	Ashby, Gladys	S	..	..	72
Orini	2	29	Paltridge, Mary E. ..	S	..	..	180
Oropi	2	17	McLean, Neil	S	D	87	240
Oruaiti (13) and Upper Oruaiti (7)	2	20	Bremner, Alex R. ..	S	..	..	240
Oruru	2	21	Berry, Lavinia M. (Mrs.)	S	E	67	260
Ostend (6) and Te Huruhi (8)	1	14	Hyde, Alfred E. ..	S	..	..	180
Otahuhu	7A	482	Hall, Alfred J. C. ..	H	C	21	450
			Caddy, Edward W. B. ..	A	C	47	340
			Somerville, Frances A. ..	A	E	51	290
			Bullen, Frederick R. S. ..	A	C	..	345
			Muir, Margaret M. ..	A	D	61	275
			Aiekin, Thomas W. ..	A	C	68	275
			McArthur, Jessie E. ..	A	C	75	220
			Jones, Florence M. D. ..	A	D	91	195
			Corbett, Julia	A	D	98	165
			Grant, James G.	Pt1	..	..	110
			O'Neill, Mary J.	Pt1	..	..	110
			Nodwell, Emily E. ..	Pt2	..	..	75
Otaika	3A	27	Boswell, G.	S	D	71	295
Otaika Valley	1	13	Reid, Ellenor K. ..	S	..	..	150
Otamarakau	1	10	Richardson, Marie J. (Mrs.)	S	..	..	140
Otara	2	30	Yeo, Doris W.	S	..	..	170
Otara East (17) and Tirohanga (19)	3A	36	White, Nellie	S	..	..	270
Otaua	3A	68	Selby, Johnson	H	D	58	320
			Finlayson, Mary	A	..	..	170
Otowe	3A	48	Kennedy, Aileen J. (Mrs.)	H	D	68	315
			Linham, Mary Eileen ..	A	D	..	180
Otonga (half-time). See under Opuawhanga.							
Otoroa	1	8	Dane, William M. ..	S	..	..	140
Otorohanga	4A	127	Hall, William H. V. ..	H	D	54	355
			Hall, Margaret H. (Mrs.)	A	E	85	220
			Claridge, Leslie C. ..	A	C	95	195
			Henry, Margaret H. ..	Pt1	..	..	110
Otunoetai	2	23	Collis, William F. ..	S	C	70	260
Oturoa	1	25	Burgess, Charles M. ..	S	..	..	220
Oue	1	21	Weiss, William L. ..	S	..	..	170
Owhiwha (11) and Taraunui (18)	2	29	Beasley, Charles J. ..	S	D	80	275
Pa (half-time). See under Jordan.							
Paomako (29) and Wairiri Falls (17)	3A	46	Funke, Ernest E. ..	S	D	74	315
Paengaroa	3A	69	Badger, Holly H. H. ..	H	D	62	295
			Dobson, Charlotte M. ..	A	D	103	175
Paerata Ridge	1	10	Hunter, Gladys M. ..	S	..	..	140
Paeroa District High School—Primary (336), secondary (27)	5D	363	Hamilton, Robert J., M.A., B.Sc.	H	A	19	425
			Bishop, Stanley J. ..	A	C	59	340
			Shaw, Minnie	A	E	48	280
			Gibson, Elizabeth M. ..	A	E	54	270
			McCaskill, Margaret de L.	A	D	85	180
			Robson, Ida A.	A	..	..	160
			Fallon, Minnie J. ..	A	..	..	140
			Graham, Ivy	Pt2	..	..	100
			Maiden, Rebecca ..	Pt3	..	..	90
			Walls, Janet	Pr2	..	..	75
			Cornes, John J. S. ..	D	..	..	..
Paiaka	2	20	Jowsey, Frank	S	..	..	180
Pakanae	3A	46	McCowan, John T. ..	H	D	84	285
			Ryan, Sarah	A	..	..	150
Pakarakā	2	30	Sell, Harold G.	S	..	..	180
Pakaru	2	33	Heath, Herbert W. ..	S	Lic.	..	260
Pakautukua (9) and Port Charles (7)	1	16	Jackson, Flossina H. ..	S	..	..	200
Pakeho	1	22	Clark, Gladys I. ..	S	C	85	205
Pakiri	2	23	Kemble, Albert E. ..	S	C	90	250
Pakotai	1	33	Morgan, Marguerite E. (Mrs.)	S	..	..	140
Pakuranga	3A	45	Jameson, Frank	H	C	53	320
			Muir, Minnie	A	E	67	210
Panmure	3B	91	Cahill, William J. ..	H	D	49	330
			Baxter, Beatrice I. ..	A	C	90	195
			Bathgate, Marjorie H. ..	A	D	..	140
Papakura	5A	257	Elliott, Joseph E. ..	H	C	34	380
			Baird, James L.	A	C	95	235
			Oliver, Mabel L.	A	C	85	180
			Campbell, Josephine ..	A	C	77	230
			Cooper, Lucy	A	C	75	200
			Green, Dorothy C. ..	A	..	..	130
			Cole, Hilda G.	Pr2	..	..	75
			Whitburn, Florence M. ..	Pr2	..	..	75
Papamoa No. 1	2	28	Mark, Bessie R. ..	S	D	..	190
Papamoa No. 2	1	16	Honnor, Harold	S	..	..	140

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Paparata	2	25 ¹ / ₄	Booth, Frederick	S	E	..	£ 260
Paparimu (half-time). See under Ararimu.							
Paparoa	3A	48	Stephenson, Edward W.	H	C	52	320
Papatoetoe	4C	262	Lloyd, Adelina F.	A	..	..	170
			Andrew, Henry P.	H	C	32	375
			Heather, Bernard O.	A	C	83	245
			Grant, Annie J.	A	D	66	240
			Greville, Alice	A	D	78	190
			Hawkes, Louisa A.	A	E	106	150
			Russell, Amy M.	Pt3	..	..	65
			Walker, Gwendoline E.	Pt3	..	..	65
			Kennedy, Eileen M.	Pr2	..	..	100
Paponga	1	12	Crandle, Esther M. M. (Mrs.)	S	..	..	140
Paradise	1	11	Berridge, Reginald S.	S	..	..	230
Parahaka (27) and Rotopitaka (14)	3A	41	Kime, Charles F.	S	D	..	270
Parahi (half-time). See under Matakohe No. 2.							
Parakao (half-time). See under Houto.							
Paranui (9) and Taipa (5)	1	14	Selby, Harold I.	S	D	..	300
Parenga	1	9	Scott, Walter H.	S	..	..	150
Parkhurst	2	23	Johnson, Phyllis M.	S	..	..	210
Parnell	7D	613	Murphy, Francis	H	C	9	495
			Fawcett, Jacob	A	C	51	365
			Astley, Hannah	A	D	49	310
			Finch, Thomas	A	D	46	325
			Vellenoweth, Jessie	A	C	57	250
			Barry, Catherine E.	A	C	48	280
			Cardno, Elizabeth	A	E	63	240
			Andrews, Margaret S.	A	C	80	200
			McMillan, Georgina H.	A	C	91	175
			Black, Charlotte M.	A	D	95	175
			Gaulton, Harvey E.	A	..	..	130
			Stephenson, Oswald C. M.	Sup.	Lic.	..	[140]
			Wedding, Henry W.	Pt1	..	..	85
			Connor, Margaret D.	Pt2	..	..	75
			Copeland, Adah S.	Pt1	..	..	85
			Hill, Geoffrey S.	Pt2	..	..	75
			Read, Olive E. A.	Pt3	..	..	65
			Gentles, Mavis P.	Pr2	..	..	75
			Wilson, Irene Z. E.	Pr2	..	..	75
			Spellman, Catherine J.	Pr2	..	..	100
			Lillburn, Minnie	Pr2	..	..	100
			Kilfoyle, Thomas E.	Pr1	..	..	65
			Rice, Phillip	Pr1	..	..	65
Parua Bay Nos. 1 (27) and 2 (30) ..	3A	57	Wight, George F.	S	C	51	355
Paterangi	3A	53	Bates, Agnes J. (Mrs.)	H	D	47	320
			Andersen, Nona A. C.	A	..	..	185
Patetonga	3A	53	Newhook, Clara F.	H	C	71	285
			Gordon, Iris M.	A	..	..	170
Patumahoe	3A	55	Graham, James (ii)	H	C	58	320
			Pattison, Eliza R.	A	..	..	170
Peria	3A	48	Harrison, Robert J.	H	..	..	280
			Hill, Beryl M.	A	..	..	150
Piarere	2	28	Ryan, Elizabeth E.	S	..	..	260
Piha (7) and Whatipu (7)	1	14	Robertson, Edmund A.	S	..	..	230
Piopia	3A	76	Menzies, Alexander	H	C	83	295
			Humberstone, Kate	A	..	..	170
Pipiroa	2	29	Crocker, James F.	S	C	..	190
Pohuehue (half-time). See under Mahurangi Heads West.							
Point Chevalier	6A	420	McInness, Donald	H	C	17	420
			Burton, Percy R.	A	C	40	310
			Fawcett, Frances H.	A	E	53	280
			Russell, Beatrice M. (Mrs.)	A	E	..	225
			Lepine, Inez E.	A	C	83	190
			Lang, Charlotte M.	A	C	84	150
			White, Miriam S. E.	A	D	95	175
			Johnston, Violet A.	A	C	..	155
			Dibble, Una	Pt1	..	..	85
			Paltridge, Lola L. B.	Pt2	..	..	75
			Howes, Grace H. M.	Pr1	..	..	65
Pokapu	1	15	Reid, Annie I.	S	..	..	140
Pokeno	3A	60	Lippiatt, George, M.A.	H	A	39	325
			Andrew, Freda W. R.	A	C	99	175
Pollock	2	29	Hyde, Albert W.	S	..	..	170
Ponga	1	14	Scott, Mary	S	..	..	160
Pongakawa	1	17	Lind, Jenny D.	S	..	..	180
Ponsonby	7E	724	Trayes, Alfred E.	H	D	10	495
			Wooler, Harold J.	A	C	31	395
			Ingall, Eva K. M.	A	D	45	315
			McPherson, Donald A.	A	C	47	340

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Ponsonby— <i>continued</i>			Shearer, Florence	A	D	59	£ 280
			Shepherd, Adina (Mrs.)	A	C	52	250
			Rainbow, Winifred G. (Mrs.)	A	B	66	240
			Worthington, Frances D.	A	D	77	180
			Officer, Dorcas E. (Mrs.)	A	E	91	205
			Lochhead, Helen P.	A	C	91	175
			Ward, Sylvia B.	A	C	85	175
			Darroch, Bertha H.	A	Lic.	..	150
			Taylor, Jessie E.	A	..	..	130
			Lovatt, Allan G.	Pt1	..	..	85
			Thorpe, Ewart W. G.	Pt1	..	..	85
			Orams, Doris E.	Pt1	..	..	85
			Naylor, Evelyn B.	Pt2	..	..	100
			Foster, Alice M.	Pt2	..	..	75
			Comrie, Minnie C.	Pr2	..	..	100
			Batts, Thelma H.	Pr1	..	..	65
			Smith, Mary C. W.	Pr1	..	..	90
Ponui	0	3	Steggall, William	S	..	..	36
Port Albert	3A	46	Smith, George H.	H	C	43	325
			Lamont, Hypatia B.	A	C	..	175
Port Charles (half-time). See under Pakautukua.							
Portland	1	34	Barr, Elizabeth F.	S	..	..	140
Pouto (19) and Waihiri Bay (15)	2	34	Oldfield, George B.	S	..	..	230
Puahue	1	14	Hay, Barbara	S	..	..	170
Puhipuhi	1	11	Empson, Mary C. (Mrs.)	S	..	..	140
Puhoi	3A	62	Goodwin, Frank R.	H	D	60	230
			Barker, Meta	A	D	80	140
Pukekapia (12) and Rotongaro (11)	2	23	Scally, Thomas R.	S	..	..	230
Pukekaroro	1	9	McIntyre, Agnes	S	..	..	140
Pukekawa	3A	40	Gillespie, Hilda W.	S	D	62	265
			Prescott, Emily B.	A	..	..	160
Pukekohe District High School—Primary (300) secondary (48)	5D	348	Flavell, Dennis R.	H	D	57	390
			Day, Frederick C.	A	C	67	335
			Hamlin, Alethea S. O.	A	E	63	255
			Carter, Emily (Mrs.)	A	D	68	275
			Hewlett, Edith M.	A	C	79	190
			Rogers, Ellen M.	A	..	..	160
			McNally, Susannah	Pt1	..	..	110
			Cathcart, Mary K.	Pt1	..	..	110
			Turbott, Lena E.	Pr2	..	..	75
			Berriman, Ivey A.	Pr2	..	..	75
			Johnston, Henry G.	D	B	53	..
			Heward, Gladys H., M.A.	D	B	69	..
Pukekohe East	3A	45	Meiklejohn, James T., M.A.	H	B	56	320
			Frost, Ida V. D'E.	A	D	84	205
Pukemiro Collieries	3A	51	Atkinson, Reginald V.	H	D	78	275
			Duffull, Hilda H.	A	..	..	150
Pukerimu	3A	37	Murray, William H.	H	C	59	300
			Dougherty, Florence M.	A	..	..	170
Puketaha	2	29	Edgar, John F.	S	C	79	220
Puketapu	0	6	Morgans, Suia	S	..	..	72
Puketotara (half-time). See under Makeoeko.							
Puketurna	2	25	Carter, Harry G.	S	Lic.	..	200
Puni	3A	60	Johns, William F.	H	D	54	320
			Kensington, Florence C. B.	A	..	..	170
Purerua	1	12	Plaw, Hazel F.	S	..	..	170
Puriri	3B	90	Upton, Frederick G.	H	D	54	325
			Dunlop, Mabel S.	A	Lic.	..	170
			James, Agnes M.	A	..	..	140
			Moorcroft, Joyce F.	Pr1	..	..	65
Puru	2	22	Morgan, Ernest C.	S	D	84	210
Purua	1	16	Stuart, Claude G.	S	D	64	210
Putake (5) and Waitomo Caves (5)	1	10	Paterson, John H.	S	..	..	190
Putaruru	3A	77	Roberts, William P.	H	C	44	325
			Tomalin, Beatrice A.	A	..	..	170
Raglan	3A	61	Moore, William	H	D	64	285
			Trimmer, Edna H. K.	A	D	93	205
Ramarama	3A	42	Trimmer, John H.	H	E	48	320
			Stephenson, Marianne	A	C	72	210
Rangiahua (26) and Upper Waihou (18)	3A	44	Attwood, Frederick C.	S	B	45	350
Rangiaohia	3A	48	Usher, Agnes	H	E	60	305
			Malcolm, Edith A. (Mrs.)	A	..	..	180
Rangiatea	2	18	Phelan, Ernest O.	S	Lic.	..	240
Rangiriri	2	21	Macdonald, Agnes H. (Mrs.)	S	D	..	210
Rangitahi	1	15	Taaffe, Rita E.	S	..	..	170
Rangitoto No. 2	1	19	Kayes, Arthur H.	S	..	..	140
Rangioru	1	15	Billing, Vida C.	S	C	..	195
Raupo	3A	44	Hawkes, Emma	H	D	59	290
			Switzer, Hazel E.	A	D	100	195

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC. — *continued.*AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Rawene	3A	67	Shaw, Norman F.	H	C	67	£ 305
			Clark, Rose A. A.	A	..	..	170
Rawhia	1	25	Sheeran, Harold J. R. ..	S	..	..	140
Red Hill	1	18	Wylie, Thomas	S	..	..	170
Rehia	2	23	Downs, Elva M.	S	D	97	190
Remuera	7E	672	Munro, Colin R.	H	C	7	495
			Taylor, George H.	A	C	33	395
			Shroff, Kate S. M.	A	C	37	315
			Shepherd, Frederick H. M.	A	C	50	340
			Coombe, Jessie W.	A	D	47	280
			Davis, Ethel W. B.	A	D	51	280
			Crawshaw, Richard G. ..	A	C	..	270
			Benge, Lorna Ruby	A	D	80	200
			Dupree, Margaret (Mrs.) ..	A	D	77	180
			Hale, Dorothy B.	A	C	86	175
			McLennan, Effie W.	A	C	89	175
			Jones, Frederica K.	A	Lic.	..	130
			Moloughney, Phoebe M. ..	Pt1	..	..	110
			Legge, Lucy I.	Pt1	..	..	110
			Kyd, Gladys E.	Pt2	..	..	75
			Tierney, Hilda C.	Pt2	..	..	100
			Freeman, Ethel E.	Pt2	..	..	100
			Clark, Victoria C.	Pr1	..	..	65
			Nutsford, Doris L. R. ..	Pr1	..	..	90
			Foster, Marie R.	Pr2	..	..	75
Rewarewa (17) and Tahaia (15) ..	2	32	Shone, Eva E.	S	..	..	245
Richmond Road, Auckland	7G	722	Wells, Tom U., B.A.	H	B	4	495
			Cliffe, Albert S.	A	C	40	390
			McGibbon, Helen M. S. ..	A	D	40	315
			Smith, William H. (i) ..	A	C	48	340
			Hook, Alfred C.	A	C	51	280
			Eastgate, Mildred M. ..	A	C	48	280
			Duffin, Annie (Mrs.) ..	A	E	70	220
			Grant, Jessie M.	A	D	82	175
			Bayliss, Beryl E.	A	..	..	130
			McSporran, Grace G. ..	A	D	91	175
			England, Alice (Mrs.) ..	A	Lic.	..	150
			McLeod, Kathleen J. ..	A	..	..	130
			Worrall, Winifred M. ..	A	D	92	175
			Evans, Edith L.	A	C	95	175
			Casley, Ethel I.	A	C	..	175
			Tuthill, Mary H.	A	..	..	175
			Pooley, Fred H.	Pt1	..	..	85
Richmond West	4C	249	Watkins, Leslie A., B.A. ..	Sup.	A	..	[140]
			Vuglar, James	H	C	27	375
			Grice, Lionel L. J.	A	B	62	275
			Bryant, Catherine A. ..	A	E	72	240
			Lee, Alice F.	A	..	..	190
			Fletcher, Maria M.	A	D	96	165
			Donnelly, William E. ..	Pt1	..	..	110
			Kinloch, Effie L.	Pt2	..	..	75
			Cox, Lucy M.	Pr2	..	..	100
			Malloy, Frances R. A. ..	Pr1	..	..	65
Rira (half-time). See under Kaeaea.							
Riverhead	3A	51	Masson, William	H	C	49	320
			Hearn, Matilda L. S. ..	A	..	..	150
Riverslea	2	22	Oldridge, Ida F.	S	..	..	170
Rotokakahi (13) and Salt Springs (10)	2	23	Fyers, Christiana (Mrs.) ..	S	D	97	255
Rotokauri	2	20	Lowe, Jessie L.	S	D	72	260
Rotopotaka (half-time). See under Paraheka.							
Rotongaroa (half-time). See Pukekapia.							
Rotorangi	2	33	Clark, Charles W.	S	D	78	250
Rotoroa Island	0	12	Thomson, John A.	S	..	..	140
Rotorua District High School—Primary (364), secondary (26)	5D	390	Lewins, William, B.sc. ..	H	B	38	390
			Floyd, Alfred B.	A	C	49	340
			Allen, Harriette M.	A	E	57	280
			McDonogh, Aimee M.	A	E	60	275
			Bridle, Mary (Mrs.)	A	D	72	200
			Pirrit, Dorothy	A	D	93	195
			Durrieu, Josephine	A	..	..	140
			Halkett, Dorothy J. A. M.	Pt2	..	..	75
			Wilson, Ruth	Pt2	..	..	100
			Hughes, Irene N.	Pr2	..	..	75
			McHardie, Winifred E., B.A.	D	B	60	..
Rototuna	3A	50	Totman, Leonard W. ..	H	C	59	310
			Conway, Thelma A.	A	..	..	160
Ruakaka	1	26	McLeod, Margaret M. ..	S	..	..	170
Ruakiwi	1	10	Hollins, Kate	S	..	..	150
Ruakuri	2	26	Benjamin, Margaret (Mrs.)	S	D	78	220
Ruapekapeka (half-time). See under Marlow.							

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec. 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Ruapuke	1	15	Marshall, Inman C.	S	..	..	£ 140
Ruatangata East	1	20	O'Connor, Mary F.	S	..	..	140
Ruatangata West	1	18	Yates, Margaret R. (Mrs.)	S	D	92	205
Ruawai	3A	79	McKinley, John E.	H	..	..	260
			Wallace, Bessie (Mrs.)	A	..	..	160
Rukuhia	3A	56	Smith, Jessie R.	H	C	72	265
			Easther, Anna C. W.	A	C	88	185
Russell	3B	76	Johnson, Robert N.	H	D	57	320
			Williams, Laura M. (Mrs.)	A	D	86	205
St. Albans	3B	94	Robertshaw, Allan K.	H	C	57	310
			Clark, Ada	A	C	69	190
St. Barnabas	3B	102	Walsh, Mabel H. (Mrs.)	A	..	..	140
			Corbett, Robert J.	H	C	40	340
			McGinley, Ruby V.	A	..	..	150
St. Heliers	4A	183	Mason, Agnes	A	..	..	140
			Brown, Daniel C.	H	C	41	360
			Lownsborough, Frederic J.	A	D	65	240
			Holder, Marion C.	A	E	70	240
			Glasgow, Ellen E.	A	D	85	195
			Naylor, Ivy J.	Pt2	..	..	100
			Foster, Beryl	Pr1	..	..	65
Salt Springs (half-time). See under Rotokakahi.							
Silverdale	3A	45	Johns, William E.	H	E	59	315
			McLennan, Florence E.	A	..	..	170
Springdale	3A	59	Law, George H. B.	H	..	..	260
			Sands, Mabel	A	..	..	150
Stanley Bay	5A	258	Wilson, George (i)	H	C	31	410
			McGreal, Michael S.	A	C	57	280
			Findlay, Mary M.	A	E	59	240
			Longdill, Kate W.	A	D	65	240
			Bass, Elsa G.	A	C	82	195
			Jones, Gwendoline A.	Pt1	..	..	85
			Way, Dorothy A.	Pt1	..	..	85
Swanson	3A	55	Armstrong, William T.	H	C	56	310
			Parkes, Margaret D. B.	A	D	87	205
Tahaia (half-time). See under Rewa.							
Taheke	3A	41	Mackay, Thomas E. A.	H	C	52	320
			Gurrin, Nellie	A	..	..	150
Taheke No. 2	1	9	McRae, James D.	S	..	..	140
Tahekeroa (half-time). See under Makarau.							
Tahuna	2	24	Watts, Eliza A. (Mrs.)	S	..	..	190
Taikawhana (10) and Umawera (11)	2	21	Sheeran, William E.	S	..	..	240
Taipa (half-time). See under Parauui.							
Tairua	2	25	Lynch, Peter J.	S	..	..	200
Takahue	2	28	Beazley, James V.	S	Lic.	89	200
Takapuna	5B	323	Woods, Francis D.	H	D	22	420
			Kelly, John (ii)	A	D	54	340
			Pratt, Edward	A	C	56	320
			Tidd, Emily E.	A	E	67	240
			Litten, Alice I.	A	C	67	240
			Hunt, Sarah A.	A	C	87	195
			Wharfe, Clara J.	A	D	85	195
			Marshall, Lizzie	Pt1	..	..	85
			Fernie, William	Pt2	..	..	75
			O'Neil, Oenone J. M.	Pr2	..	..	75
Takiri	1	16	Walsh, Mary	S	..	..	160
Tamahere	3A	33	Rigby, Eliza A. (Mrs.)	S	E	58	300
Taneatua	3B	92	Rogers, Cornelius J.	H	C	48	330
			Johnson, Jessie M.	A	..	..	170
			Stephenson, Alice M.	A	..	..	140
Tangaihi	1	11	Chamberlain, Ivan R.	S	..	..	140
Tangiteroria	3A	43	Mullins, Francis J.	H	D	69	315
			Bell, Caroline M.	A	..	..	150
Tangitu	2	32	Newman, Leslie	S	..	..	190
Tangoao	1	18	Kane, Jane	S	D	96	195
Tangowahine	2	27	Garside, Helen (Mrs.)	S	E	..	190
Tangowahine Valley	1	10	Browne, Louise W.	S	..	..	140
Taotaoroa No. 1	2	46	Thompson, Roy D.	H	D	..	190
			Phillips, Byril M.	A	..	..	150
Tapapa	1	21	Stephens, Edward S.	S	Lic.	..	200
Tapu	2	21	Ball, Eleanor	S	D	..	200
Tapuhi	3A	31	Hirtzell, Clace E. (Mrs.)	S	E	92	255
Tara Road (half-time). See under Hakaru.							
Taringamutu	3A	41	Carlton, Marguerita A. (Mrs.)	H	D	84	275
			McPherson, Willa	A	C	94	205
Taraunui (half-time). See under Owhiwha.							

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Tatarariki	2	18	Vincent, Louisa	S	E	..	£ 180
Tatuanui	3A	41	Hinton, Claude H.	H	D	..	245
Tauhei	1	14	Herbert, Laura A. F.	A	Lic.	..	170
Tauhei No. 2	2	36	Corkery, May W. (Mrs.)	S	..	..	150
Tauhoa	2	23	Walker, Carl F.	S	..	..	220
Taumarunui District High School— Primary (315), secondary (34)	5B	349	{ Bird, Agnes G. (Mrs.)	H	D	79	250
			{ Torr, Ivy J.	Sub.	D	82	[175]
			Tanner, Thomas B.	H	D	30	410
			McCambridge, Hugh	A	D	..	340
			Lowrie, Florence E.	A	C	94	200
			Paterson, Vera	A	D	94	210
			Cameron, Annie M.	A	..	..	160
			Clarke, Annie	A	..	..	140
			Vant, John S.	Pt2	..	..	100
			Robertson, Clara K.	Pt1	..	..	110
			Casey, Ellen C., M.A.	D	B	73	..
			Richardson, Alfred E. B.	D	C	75	..
			Ingram, William N.	H	C	47	320
			French, Winifred Marion	A	C	91	205
			Wharfe, Mabel Kate	Pr1	..	..	65
			Joll, William A.	H	B	44	335
			Price, Ada	A	..	..	170
Taupaki	3A	52	Drew, Dorothy W.	A	..	..	140
			Dunn, Reginald M.	S	..	..	220
Taupo Tauranga District High School— Primary (385), secondary (57)	6A	442	Walker, William R. C., B.A.	H	B	13	450
			Revell, George C.	A	C	53	340
			Barton, Mary V.	A	D	60	275
			Daines, Susan Reynolds	A	C	63	275
			Anderson, Agnes	A	D	73	240
			Adams, Hilda B.	A	D	97	185
			Robbins, Alice E.	A	C	..	175
			Butcher, Dorothy B.	Pt1	..	..	85
			Butcher, Ellen M.	Pt2	..	..	100
			George, Lillian A.	Pt3	..	..	65
			Dudson, Joyce E.	Pr2	..	..	75
			Roberts, Mary A.	Pr2	..	..	75
			Lemon, Catherine E.	Pr1	..	..	90
			Taylor, Fanny J., B.A.	D	B	46	..
			Hill, William	D	..	..	..
			McMillan, Christina M.	S	..	..	170
Taurarua	3A	42	Gall, Elizabeth A. (Mrs.)	H	E	64	295
			Yeates, Alice G.	A	..	..	160
Tawharanui (half-time). See under Dacres.							
Tawhare	3A	54	Wilson, Evelyn	H	E	50	320
Te Akau	1	21	Spargo, Dorothy M.	A	D	..	175
			McDonald, Percy	S	Lic.	..	170
Te Aroha	5A	284	Burton, Alfred F.	H	D	39	440
			Hanken, Wilfred P.	A	B	66	305
			Bond, Ethel Eva	A	D	62	240
			Davies, Florence A.	A	C	80	220
			Forrest, Hilda A.	A	D	89	195
			Davies, Alma B. C.	Pt1	..	..	85
			McLeod, Jessie B.	Pt2	..	..	100
			Black, Bertha, B.A.	H	B	47	310
			Mabbett, Elsie	A	C	104	185
			Shepherd, Frank M.	S	D	95	220
			Maclairin, Kenneth C.	H	B	29	365
			Harris, Arthur L.	A	B	84	255
			Dawson, Marion G. F. (Mrs.)	A	D	64	240
			Bluck, Ethel Mary (Mrs.)	A	E	88	180
			Clarke, Mona K. M.	A	..	..	140
			Finlay, Caroline J.	Pt2	..	..	75
			Price, Lillian B.	Pt3	..	..	90
Te Aroha West	3A	63	McFarlane, Janet	Pr2	..	..	100
			Hunter, Constance C. B.	S	..	..	170
Te Atatu	2	24	Masters, Alice Mary (Mrs.)	S	D	72	260
Te Avamutu	4C	263					
Te Hihi	1	15					
Te Hoe	2	24					
Te Huruhi (half-time). See under Ostend.	1	24					
Te Karae	1	24	{ Walsh, Margaret M.	S	..	..	140
			{ Macrae, Janet C.	Sub.	..	..	[140]
Te Kopuru	4B	172	Skinner, Percy F.	H	D	47	340
			McMillan, Norman M.	A	D	75	270
			Heywood, Edith M.	A	D	75	240
			Webb, Clarice	A	C	97	185
			Moore, Delta C.	Pt1	..	..	85
			Taylor, Doris E.	Pr2	..	..	75
			Cole, William A. D.	Pr1	..	..	65
			Cowern, Marama L.	S	..	..	60
			Gillespie, William R.	H	C	50	330
			Blackett, Florence M.	A	C	73	210
			Beach, Edith M.	A	..	..	140
Te Koraha	0	5					
Te Kowhai	3B	99					

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Te Kuiti District High School— Primary (427), secondary (40)	6B	467	Power, Edward A.	H	D	29	£ 420
			Teasdale, William D.	A	C	58	315
			Bathgate, Charles McL.	A	C	70	275
			Bell, Muriel E.	A	C	60	275
			Goodyear, Catherine A.	A	D	74	230
			Carr, Madge S.	A	..	..	160
			Daldy, Sarah M.	A	..	..	160
			Brown, Lilian S. A.	A	..	..	140
			Claridge, Alexander	Pt2	..	..	100
			Birdsall, Thomas R.	Pt3	..	..	90
			Conway-Jones, Florence M.	Pr2	..	..	75
			Wilton, Elizabeth Irene, B.A.	D	B	66	..
			Hames, Clarice E., B.A.	D	Lic.	..	..
			Musgrove, Frederick A.	H	C	..	295
			Reaks, Jean P.	A	..	..	170
			Leech, Joshua S.	H	C	60	315
			Clark, Ada M.	A	..	..	150
Te Mapara	3A	39	Sadler, Hester M.	S	..	..	170
Te Mata	3A	54	Wilson, Hilda K. (Mrs.)	H	E	64	275
Te Matai	2	15	Daldy, Phoebe E.	A	..	..	170
Te Mawhai	3A	50	Cowern, Phoebe A.	S	..	..	170
Te Pahi No. 2	1	16	Tidmarsh, Henry	S	C	101	180
Te Pahu	2	37	Crum, Annie A.	S	..	..	140
Te Paki	1	10	Heward, Humphrey	H	D	39	390
Te Papapa	5C	350	McLean, Charles J.	A]	C	46	345
			Hawkins, Margaret A. (Mrs.)	A	D	51	260
			Foster, Olive C.	A]	D	80	245
			Ferguson, Evelyn M. C.	A	D	78	190
			Whiting, Dorothy H.	A	C	86	175
			Murphy, Lucy M.	A	..	..	140
			Boyd, Ada E.	Pt2	..	..	75
Te Pu	2	22	Cussen, Mary	S	..	..	170
Te Pua	3A	45	Hewitt, Florence N.	H	E	53	310
			Crook, Harold L.	Sub.	B	61	[230]
			Frood, Nida	A	..	..	170
Te Puke	4A	150	Bishoprick, Charles	H	C	40	340
			McCaskill, Josephine	A	C	..	170
			Hill, Laura B. C.	A	..	..	160
			Hassett, Monica E.	Pt2	..	..	100
Te Puke No. 2	3A	30	O'Donnell, Hanorah	S	D	85	200
Te Puna	1	21	York, Evan P.	S	..	..	140
Te Rahu	3A	44	Hamilton, Josephine	H	E	64	265
			Solomon, Teuila J.	A	D	..	175
Te Ranga	1	19	Fitzgerald, Mary K.	S	..	..	140
Te Rapa	3A	4	Fielder, Elizabeth M.	H	E	66	305
			Isemonger, Lauretta A.	A	C	95	195
Te Rauamoa	1	19	Honoré, Rudolph C.	S	D	83	215
Te Rau Mauku (half-time). See under Waitomo Valley Road.							
Tererenga (11) and Whangapoua (7)	2	18	Watson, Robert A.	S	..	..	170
Te Rore	1	13	McLauchlan, Marion F.	S	E	101	195
Te Uku	2	22	Pearl, Catherine L.	S	C	87	220
Te Werenga	1	11	Williams, Virginia S. (Mrs.)	S	..	..	150
Te Whetu	1	24	Black, William	S	D	62	170
Thames Central	6B	462	Newton, William H.	H	C	15	450
			Ferguson, Samuel H.	A	C	15	365
			Smith, Sylvia G.	A	E	47	280
			Boswell, Charles W.	A	C	56	310
			Puckeridge, Margaret I.	A	D	80	220
			Newton, Elsie P.	A	C	73	240
			Maxted, Cecilia G. (Mrs.)	A	Lic.	..	210
			Hewitt, Alfreda	A	..	..	140
			Baker, Millicent M. (Mrs.)	A	D	94	205
			Lloyd, Catherine V.	Pt1	..	..	85
			Gleeson, Edith E.	Pt2	..	..	75
			Burt, Marguerite A. J.	Pr1	..	..	65
Thames North]	3A	55	Russell, David	H	C	45	325
			Heard, Vera R.	A	..	..	170
Thames South	5C	339	Hook, Percy J.	H	C	33	370
			Hammond, Thomas W. G. H.	A	D	37	360
			Wishart, Alice E.	A	C	66	245
			Randell, Alfred G.	A	..	..	305
			Teeper, Violet M.	A	..	..	230
			Daldy, Helen Jane	A	..	..	160
			Taylor, Elizabeth M.	A	C	81	175
			Caisley, Esme P.	Pt1	..	..	85
			Jones, Eveleen M.	Pt1	..	..	110
			Chipman, Francis R. G.	Pr2	..	..	100
			Miller, Iris E.	Pr1	..	..	65
			Shand, Alice M.	Pr1	..	..	65
Thornton	1	15	Ellmers, Charlotte A. V.	S	..	..	140
Tinopai (late Komiti)	1	22	Bryce, Howard M.	S	..	..	190
Ti Point	2	26	Rogers, Victor S.	S	Lic.	..	200

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—continued.

AUCKLAND—continued.

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Te Rangi	0	8	Walsh, Bertha C. .. .	S	..	..	£ 96
Tirau	3A	50	Tomlinson, Esther A. (Mrs.) .. .	H	D	55	320
Tiroa	1	10	Moore, Minnie .. .	A	C	92	205
Tirohanga (half-time). See under Otara East.			Bishop, George .. .	S	..	..	160
Titirangi	1	19	Gilbert, Constance E. (Mrs.) .. .	S	D	89	205
Titoki (21) and Wharekohe (11) ..	3A	32	Gibson, Harold C. .. .	S	Lic.	..	340
Toatoa	0	8	Reid, Marie L. .. .	S	..	..	96
Tokanui (half-time). See under Ngahape.							
Tokatoka	2	21	Jonathan, Arthur G. S. .. .	S	..	..	170
Tokoroa	1	26	Franklin, Norman G. .. .	S	..	..	140
Tomarata	2	21	Strumpel, Frederick W. .. .	S	C	85	220
Totara	3A	43	Gordon, Forbes Bruce .. .	H	C	67	315
			Mitchell, Alexanderina B. .. .	A	..	..	170
			Garland, Una A. .. .	Pr1	..	..	65
Te Puni	0	3	Hartnell, May R. .. .	S	..	..	36
Tryphena (half-time). See under Okupu.							
Tuakau	3A	87	Graham, William G. .. .	H	C	43	335
			Frost, Florence H. .. .	A	C	80	210
			Budge, Agnes E. .. .	A	C	95	185
			Leaman, Laura F. .. .	Pr1	..	..	65
Tuhikaramea	2	26	Cook, Walter S. .. .	S	D	..	220
Turanga-o-moana	2	28	Westwood, Millicent M. .. .	S	C	81	250
Turiwhiu	1	18	Pender, Lauchlain .. .	S	..	..	160
Turua	3B	98	Brownlee, James L. .. .	H	D	66	325
			Brownlee, Mary F. (Mrs.) .. .	A	E	91	205
			Price, Effie H. .. .	A	..	..	150
Tutamoe (half-time). See under Mangatu.							
Tutekehua	1	11	Molloy, Alice M. .. .	S	..	..	140
Tutukaka (half-time). See under Matapouri.							
Umawera (half-time). See under Taikawhanga.							
Upper Oruaiti (half-time). See under Oruaiti.							
Upper Waihou (half-time). See under Rangiahua.							
Upper Waiwera	2	25	Ford, Barbara .. .	S	D	58	260
Utakura Valley (half-time). See under Okaihau No. 2.							
Victoria Valley	3A	67	Vos, Victor R. .. .	H	D	66	295
			Walker, Mary E. .. .	A	..	..	170
Waharoa	3A	60	Doull, John S. .. .	H	C	50	320
			Delaney, Clara .. .	A	..	..	150
Waiare	1	11	Marsh, Daisy V. .. .	S	..	..	150
Waiata	2	21	Maloney, Hilda A. .. .	S	D	72	220
Waiharara	3A	38	Jones, John H. .. .	H	Lic.	..	250
			Schutt, Annie .. .	A	..	..	170
Waiheke Central	1	18	Turner, Mary C. .. .	S	..	..	160
Waihi District High School—Primary (388) secondary (50)	6A	438	Carnachan, Robert .. .	H	C	31	400
			Garland, Frank W. .. .	A	C	41	350
			Roberts, Laura A. .. .	A	E	53	280
			Slevin, Franz R. .. .	A	C	70	275
			Hume, Jane H. .. .	A	E	66	240
			Haslett, Esther B. (Mrs.) .. .	A	Lic.	..	240
			De Renzy, Janet L. .. .	A	..	..	160
			Grange, Gladys H. .. .	Pt2	..	..	75
			Collecutt, Beatrice A. .. .	Pt2	..	..	75
			Keane, Maureen .. .	Pt2	..	..	75
			Dunn, Eunice R. .. .	Pr2	..	..	75
			Dick, Jessie A. .. .	Pr1	..	..	65
			Pemberton, Thomas N. .. .	D	C	77	..
			French, Edna D. .. .	D	B	82	..
Waihi East	4C	208	Dean, James .. .	H	C	30	420
			Pendergrast, Harold E. .. .	A	C	58	310
			Murphy, Emma S. (Mrs.) .. .	A	Lic.	..	210
			Clark, Ethel M. .. .	A	..	..	200
			McDonnell, Ellen E. .. .	A	..	..	140
			Sleep, Lilian R. .. .	Pt1	..	..	110
			Paterson, Marjorie G. .. .	Pr2	..	..	75
Waihi Plains	3A	40	Phillips, John S. .. .	H	D	67	265
			Morgan, Lilian M. .. .	A	C	101	175
Waihi South	5A	209	Gibson, Henry T. (ii) .. .	H	C	25	420
			Morgan, Alexander H. .. .	A	D	76	295
			Dalby, Rhoda C. .. .	A	D	73	230
			De Renzy, Elizabeth .. .	A	D	72	230
			Sullivan, Winifred C. .. .	A	C	..	160
			Capper, Dulcie L. .. .	Pt1	..	..	85
			Gardiner, Ruby .. .	Pr2	..	..	100
			Carnachan, Janet N. .. .	Pr1	..	..	65

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*
AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec. 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Waihopo	3A	54	Slane, Gordon W.	H	C	77	£ 255
Waihou	3B	101	Morten, Dorothy P.	A	..	..	160
			Hamilton, Gordon K.	H	C	44	335
			Roberts, Hazel N.	A	D	93	205
			Rogers, Amy C.	A	..	..	160
Waikawau (half-time). See under Kereta.							
Waikiekie East (22) and Waikiekie West (29)	3A	51	Barton, Robert	S	C	60	325
Waikino	4B	169	Reid, Robert T.	H	C	38	350
			Gerrand, Percy A.	A	C	68	240
			Macken, Ella	A	C	79	230
			Goodyear, Ethel V.	A	C	102	165
			Rohan, Lucy M.	Pt3	..	..	65
			Odlum, Zaida K.	Pr2	..	..	75
Waikiri Bay (half-time). See under Poutu.							
Waikokowai	1	13	Jones, Cyril E.	S	Lic.	..	140
Waikumete	3B	124	Hosking, George F. C.	H	C	39	335
			Lee, Evelyn K.	A	D	91	205
			Nairn, Euphemia E.	A	..	..	150
			Levy, Esther R.	Pr1	..	..	65
Waimai (7) and Waingaro (6)	1	13	Cleary, Henrietta	S	..	..	180
Waimamaku Valley	3A	38	Dunn, Sarah (Mrs.)	H	..	..	240
			Neal, Grace C.	A	..	..	160
Waimana	3A	43	McElroy, John	H	E	66	285
			McGinley, Eileen K. A.	A	..	..	160
Waimate	3A	52	May, William J.	H	D	60	315
			Hirst, Katie	A	..	..	170
Waimatenui	1	14	Ryan, Alice	S	..	..	140
Waingakau	1	9	Leith, Frederick E.	S	..	..	170
Waingarara	1	22	Drake, W. G. C.	S	..	..	140
Waingaro (half-time). See under Waimai.							
Wainui (half-time). See under Lochnorrie.							
Waiomou	2	37	Wilson, Alice K.	S	C	83	250
Waiorongomai	1	19	Edmonds, Edward H.	S	..	..	190
Waiotahi Valley	2	25	Gaukrodger, Florence M. (Mrs.)	S	C	78	250
Waiotemarama (19) and Weka-weka (20)	2	39	Ansley, Arthur F. T.	S	C	70	345
Waipapa	1	12	Sherman, Magdalene E.	S	..	..	170
Waipari (12) and Wharepuhunga (17)	3A	29	Worthington, Herbert	S	..	..	290
Waipipi	3A	65	Allison, David A. B.	H	C	64	265
			Garbolino, Margaret A.	A	..	..	170
Waipu Cave	0	9	Fitzgerald, Hilda M.	S	..	..	96
Waipu Central	3A	53	Mackay, Edward H.	H	C	72	295
			Ashby, Emma	A	D	..	170
Waipu Cove (half-time). See under Bream Tail.							
Waipu North	2	23	Stewart, Albert	S	D	..	230
Waipu Upper	2	22	McKay, Donald A.	S	E	65	295
Waipuna	3A	37	Price, Alfred C.	H	D	58	310
			Foy, Veronica (Mrs.)	A	..	..	150
Wairanga	2	46	McLaughlin, Elizabeth M.	H	..	..	210
			Laing, Cecil J. F.	A	..	..	150
Wairangi Farm	2	40	Stephenson, Jane E. B.	H	..	..	210
			McGuire, Mary A.	A	..	..	160
Wairere	1	17	Wilkins, Winifred A.	S	..	..	150
Wairiri Falls (half-time). See under Paemako.							
Wairoa South	2	22	Allen, John B., M.A.	S	B	84	250
Waitakaruru	2	22	Boles, Annette V. M.	S	..	..	180
Waitangi	2	25	Udy, Annie	S	E	83	240
Waitanguru (half-time). See under Mairoa.							
Waitekauri	1	18	Bruford, Frederick C.	S	..	..	170
Waitetuna	1	22	Moore, Margaret	S	..	..	140
Waitoa	3A	54	Maclean, Charles (i)	H	D	62	315
			Corbett, Emily	A	..	..	160
Waitomo Caves (half-time). See under Putake.							
Waitomo Valley Road (19) and Te Rau Mauku (10)	2	29	Goldthorpe, Hilda (Mrs.)	S	..	..	250
Waituhi	3A	41	Cope, Arthur B. H.	H	D	71	295
			Cope, Ida M. (Mrs.)	A	..	..	170
Waiuku	4B	170	Harris, Richard J.	H	C	38	360
			Barriball, Letitia L.	A	C	86	200
			Campbell, Gladys O.	A	C	95	170
			Mitchell, Catherine	A	Lic.	..	170
			Chalmers, Elizabeth M.	Pt2	..	..	75

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—continued.

AUCKLAND—continued.

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Waiwera	1	15	Ridsdale, May	S	..	..	£ 150
Waiwhiu	1	8	Blair, Thomas M. R.	S	..	..	170
Walton	3A	58	Jenkins, James	H	D	..	315
Wardville	2	29	Grigg, Hilda M.	A	C	93	205
Warkworth	4A	136	(Ross, Enid L.	S	C	..	180
			Gawnlett, Charles G.	Sub.	D	..	[240]
			Cox, William L.	H	B	32	365
			Shaw, Sarah G. (Mrs.)	A	..	..	160
			Barkley, Mabel	A	D	82	195
			Anderson, Beda A.	Pt1	..	..	110
			Taylor, Ruth M.	Pr1	..	..	65
			Dyer, Maud L. (Mrs.)	S	D	..	150
Wayby	1	14					
Wekaweka (half-time). See under							
Waiotemarama							
Wellsford	3A	50	Smith, Charles H.	H	C	85	265
			Mack, Louie M.	A	D	..	185
Weymouth	2	32	Broadgate, Ruby E.	S	..	..	180
Whakamarana	2	28	Ferguson, William (ii)	S	Lic.	..	220
Whakapara	3A	50	Hawson, Oscar M.	H	..	..	250
			MacDonald, Elise L.	A	..	..	170
Whakatane	5A	277	Snell, Edgar F.	H	C	34	370
			Fortune, Wilfred H.	A	C	83	235
			Joyce, Amie E.	A	E	76	230
			Lau, Christina	A	D	..	170
			Maxwell, Mabel D.	A	C	86	195
			Bloor, Mary	A	..	..	155
			Nicholls, Marian H.	Pr1	..	..	65
Whananaki	3A	39	Nimmo, William	H	..	..	260
			Nimmo, Jane (Mrs.)	A	D	79	210
Whangaparoa	1	14	Parker, Susan B. (Mrs.)	S	..	..	175
Whangapoua (half-time). See under							
Tererenga.							
Whangarata	2	29	Naylor, Harriett M. (Mrs.)	S	D	58	260
Whangarei	6B	483	Ramsay, James B.	H	B	26	440
			Harris, Norman R.	A	C	44	360
			Hardwicke, Eva V.	A	E	47	280
			Crickett, Atholl G.	A	C	61	275
			Mitchell, Maggie	A	C	61	230
			McKinnon, Margaret J. W.	A	C	74	240
			Stirling, Linda M.	A	D	80	200
			Ormiston, Florence V.	A	C	84	175
			Horn, Daisy M. D.	Pt1	..	..	85
			Thompson, Shelah P. F.	Pt2	..	..	100
			Edmonds, Albert S.	Pt2	..	..	100
			Broomfield, Ladas J.	Pt3	..	..	65
			Dent, Agnes	Pr2	..	..	75
			Hawson, Armorer J. M.	Pr2	..	..	100
			Macken, Moyna	Pr2	..	..	75
			Smedley, Mary G.	Pr2	..	..	100
			Lupton, Cicely	Pr1	..	..	65
			Elliott, Winifred J.	Pr1	..	..	90
			McLean, Annie I.	Pr1	..	..	65
Whangarei Heads (42) and side	3A	57	Hendry, George M.	H	D	61	305
school (15)			Jagger, Kathleen E.	A	..	..	170
			McGregor, Georgina	A	..	..	140
Whangaripo	0	11	Came, Violet E.	S	..	..	140
Whangaroa North	2	26	Dillon, Edwin L.	S	..	..	190
Wharekohe (half-time). See under							
Titoki.							
Whareora (half-time). See under							
Brynavon.							
Wharepoa	3A	54	Boswell, James	H	C	52	320
			O'Connor, Winifred M.	A	C	101	175
Wharepuhunga (half-time). See							
under Waipari.							
Whatawhata	3A	68	Sutton, James	H	C	42	325
			Thorpe, Elsie M. T.	A	C	..	185
Whatipu (half - time). See under							
Piha.							
Whawharua	2	30	Colhoun, James A.	S	D	95	190
Whenuakite (half-time). See under							
Gumtown.							
Whitehall	1	11	McGettigan, Una	S	..	..	135
Whitford No. 1	3A	40	Braithwaite, Frederick C.	H	C	57	310
			Berryman, Adeline L.	A	D	98	195
Whitford No. 2	1	26	Currie, Zena M.	S	..	..	170
Whitikahu	1	14	Carson, Victoria	S	..	..	150
Whitiora	4B	198	Hare, Frederick W.	H	C	31	365
			Carriek, Margaret C.	A	C	76	190
			Warren, Sarah E.	A	D	..	180
			Wilson, Doris R. M.	A	..	..	140
Woodhill	3A	50	Catran, James G.	H	D	43	325
			Trounson, Ida M.	A	C	92	205

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—continued

TARANAKI.

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec. 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Auckland	1	18	Death, Maida	S	..	..	£ 160
Ahititi	1	16	Burkhardt, Enid	S	..	..	150
Albert	1	21	Corney, Clarice	S	..	..	160
Ararata	2	29	Liggins, William	S	..	..	180
Astwood	0	6	Stockwell, Mary C. (Mrs.)	S	..	..	72
Aukopae	1	10	Simpson, Margaret G. ..	S	..	..	150
Auroa	3b	106	Larcombe, Albert F. ..	H	C	67	295
			Surgenor, Ruby	A	..	..	150
			Surgenor, Pearl	A	..	..	140
Awakino	1	18	Chapman, Winifred B. ..	S	..	..	140
Awatuna	2	26	Cowles, Sarah A.	S	D	65	315
Bell Block	3A	73	Meston, Jane M.	H	C	43	315
			Kirtou, Muriel	A	D	95	205
			Smith, Robert	Pr1	..	..	65
Bird	3A	36	Berry, Amy M.	H	D	51	320
			Fenton, Marjorie H. ..	A	..	..	160
Cardiff	3A	36	Bichenor, William C. ..	S	C	71	295
Carrington	3A	39	Turner, Edgar	H	D	63	295
			Hayes, Nora	A	..	..	150
Central, New Plymouth	7c	603	Stratford, Herbert A. ..	H	C	12	470
			McIlroy, Robert L., B.A. ..	A	B	42	390
			Sissons, Thomas H. ..	A	D	70	335
			Martin, Gertrude E. (Mrs.)	A	E	49	310
			Pearce, Elsie M.	A	C	54	280
			Henderson, Beattie M. ..	A	D	59	280
			Jemison, Jane W.	A	D	79	230
			Firth, Frances A. (Mrs.) ..	A	E	87	195
			O'Brien, Ida	A	..	..	130
			Campbell, Eileen M. ..	A	..	..	130
			Abraham, Kathleen C. (Mrs.)	A	D	78	170
			Bullard, Elsie M.	Pt1	..	..	85
			Corney, Lucy F.	Pt1	..	..	110
			Hyndman, Jeanne	Pt2	..	..	75
			Cassie, Jessie	Pr1	..	..	90
			Downes, Kathleen	Pr1	..	..	90
Denbigh	1	14	Frost, Barbara	S	..	..	140
Douglas	3A	45	Westrup, Agnes C. I. ..	H	C	66	285
			Burch, Margaret Lucy ..	A	D	98	160
Dudley	1	12	Nutting, Helen B.	S	D	102	195
Durham	2	27	Smith, Kate E.	S	E	58	290
Egmont Village	3A	56	Auld, James A.	H	C	55	320
			Olsen, Jeanie (Mrs.) ..	A	..	..	150
Eltham	5B	284	Thomas, Taliesin	H	C	24	450
			Jackson, Herbert W. ..	A	B	53	340
			McLeod, Catherine N. ..	A	C	95	190
			Gray, Alexandrina P. ..	A	D	73	210
			McCormick, Susan J. ..	A	D	98	185
			Smith, Maurice	A	..	..	160
			Papps, Selina E.	Pt3	..	..	65
			Ruscoe, George M.	Pt3	..	..	65
			Frethey, Ethel	Pr2	..	..	100
			Whiting, Lilian E. L. ..	Pr2	..	..	75
Finnerty	3A	48	Rowntree, Ethel	H	D	72	265
			Don, Laura (Mrs.)	A	..	..	150
Fitzroy	4b	202	Johnson, Oscar	H	D	43	370
			Andrews, Elsie E.	A	D	72	240
			Lock, Gertrude J.	A	E	76	230
			Allen, Belle	A	D	101	185
			Gibson, Emily M.	Pt1	..	..	85
			Rawlinson, Alice	Pr2	..	..	100
Frankley (86) and Westown (side school) (47)	4A	133	Sims, Arthur V.	H	C	46	335
			Hare, Minnie K.	A	C	88	200
			Warren, Ellen	A	..	..	140
			Hodder, Mary E.	A	..	..	140
			Mouat, Marjorie	A	..	..	140
			Ducker, Olive L.	Pt2	..	..	100
			Elliot, Bertha	Pr1	..	..	65
Fraser Road	2	23	Simmons, Olive L.	S	D	90	205
Hapurua (7) and Waitewhena (5)	1	12	Barnett, Annie M.	S	..	..	190
Hawera (707) and Tawhiti (side school), (46)	7a	753	Strack, Conrad A.	H	D	22	510
			Nairn, John R.	A	D	51	385
			Anderson, Barbara (Mrs.)	A	D	80	275
			Henderson, Douglas D. ..	A	C	75	325
			Slattery, Julia C.	A	E	54	280
			Barkley, Ethel I. M. M. ..	A	E	69	275
			Bourke, Mary	A	D	58	240
			Prideaux, Lucy H.	A	D	88	175
			Sartori, Ellen	A	..	..	140
			Mander, Clara A.	A	C	99	165
			Guilford, Myrtle J. ..	A	..	..	130
			Allen, Catherine	A	..	..	130
			Foy, Edna Q.	A	..	..	130
			Hickey, Margaret	A	..	..	130

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*TARANAKI—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Hawera, &c.— <i>continued</i>	..	..	Frank, Mary ..	A	..	..	£ 130
			Farquhar, Sarah E. ..	Pt1	..	..	110
			Hinton, Winifred J. ..	Pt1	..	..	100
			Renowden, Theresa ..	Pt3	..	..	90
			Peterson, Davis M. ..	Pt3	..	..	65
			Polcetti, Phyllis M. ..	Pt3	..	..	90
			Lunam, Mary R. ..	Pr2	..	..	100
			Anderson, Hilda C. ..	Pr1	..	..	100
Hillsborough	3A	52	McCarty, Catherine M. ..	H	D	54	320
Huiakama	3A	40	Mouat, Grace B. ..	A	D	100	195
Huirangi	2	26	Lamplough, Marrion (Mrs.) ..	H	D	66	295
Huiroa	3A	45	McAloon, Nellie ..	A	..	..	150
Hurford	2	27	Mackie, Myrtle R. ..	S	C	96	180
Hurimoana	2	28	Bocock, James H. ..	H	E	58	320
Ihaia	1	10	Belcher, Ethel ..	A	..	..	170
Inglewood	5A	256	Taylor, Muriel E. ..	S	D	76	210
			Norris, Emma ..	S	..	..	170
			O'Brien, Kathleen ..	S	..	..	150
			Thomas, Joseph W. ..	H	C	35	370
			Young, Clarence A. ..	A	C	102	225
			Riordan, Margaret A. ..	A	D	66	240
			Foster, Ivy A. ..	A	D	70	240
			Tarry, Mabel E. H. ..	A	C	89	195
			Paulger, Irene D. ..	Pt2	..	..	100
			Nutting, Frances B. ..	Pt3	..	..	65
			Wilson, Mary ..	Pr2	..	..	75
			Carroll, Hazel ..	Pr1	..	..	90
Kahui	1	11	Jones, Millicent ..	S	..	..	160
Kaimata	3A	70	Cameron, Sarah (Mrs.) ..	H	E	50	300
			Sole, Sidney ..	A	..	..	150
			Horne, Kathleen ..	Pr1	..	..	90
Kaimiro	3A	40	Whittaker, Mabel (Mrs.) ..	H	C	67	305
			Gibson, Elsie E. (Mrs.) ..	A	D	83	205
Kaponga	4A	157	Lyall, George A. ..	H	D	35	365
			Rowland, Cora M. (Mrs.) ..	A	..	..	190
			Leo, Dora K. ..	A	..	..	170
			Mason, Lilian L. ..	Pt3	..	..	90
Kapuni	3A	88	Honore, Abraham T. ..	H	B	62	305
			Henderson, Doris ..	A	..	..	170
			Linn, Clarice ..	A	..	..	140
Kent	2	20	McCarthy, Annie ..	S	..	..	170
Kina	1	15	McKenzie, Catharine (Mrs.) ..	S	..	..	170
Kiore	1	21	Hill, Rita ..	S	..	..	170
Kohuratahi	0	10	McCartie, Frances (Mrs.) ..	S	..	..	170
Korito	2	22	Brown, Alice M. M. ..	S	D	86	200
Koru	2	28	Clark, Elsie M. ..	S	D	64	260
Lepperton	3A	69	Gilmor, Edward J. ..	H	C	53	320
			Bullard, Helen ..	A	..	..	150
Lincoln	3A	37	Winthrop, Alice E. (Mrs.) ..	H	D	68	285
			Giddy, Alice M. ..	A	..	..	170
Mahirakau	1	20	Woulfe, Doris ..	S	..	..	170
Mahoe	3A	47	Cumberworth, Frederick J. ..	H	D	59	320
			Trewin, Mary ..	A	..	..	150
Mahoenui	2	25	Ransbottom, Harry V. ..	S	..	..	200
Makahu	1	20	Coyne, Mary ..	S	..	..	150
Makaka	2	27	Lawn, Doris A. ..	S	D	88	190
Manaia	4B	173	Hewlett, Henry C., B.A. ..	H	A	34	365
			McEwen, Alethea H. A. ..	A	E	87	220
			Hilles, Agnes M. ..	A	Lic.	..	170
			Mead, Dorothy M. ..	A	..	..	150
			Were, Ruby ..	Pt2	..	..	100
			Collier, Norma V. ..	Pr2	..	..	75
Mangahume	2	22	Evans, Edna A. ..	S	C	86	220
Mangamingi	1	19	Fleming, Mary G. ..	S	..	..	180
Mangatoki	3B	89	Bary, Edward ..	H	C	46	345
			McGregor, Charlotte ..	A	..	..	170
			White, Dorothy A. ..	A	..	..	140
Mangorei Lower	1	13	Blewman, Mary ..	S	..	..	160
Mangorei Upper	2	27	Stanton, Vernan W. ..	S	Lic.	..	190
Marakopa	1	13	Soundy, Christina (Mrs.) ..	S	..	..	150
Marco	2	36	Tobin, Kathleen ..	S	D	74	275
Mata	2	27	Mills, Allan E. ..	S	..	..	170
Matapu	3A	56	Laird, Emma P. ..	H	E	57	310
			Tobin, Annie V. ..	A	..	..	170
Mataui	1	15	Watkins, Ooua ..	S	..	..	150
Matemateonga	1	9	Hill, Dulcie ..	S	..	..	140
Matiere	3A	54	Bicheno, Leonard C. ..	H	E	63	295
			Tiplady, Effie ..	A	..	..	170
Meremere	2	33	Anthony, Annie (Mrs.) ..	S	..	..	210
Midhurst	3B	109	Mail, James W. ..	H	C	52	355
			Finnerty, Lilla ..	A	D	87	220
			Hall, John C. ..	A	D	..	150
			Mountford, Ida A. ..	Pr2	..	..	100

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC. —continued.

TARANAKI—continued.

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Mini	2	23	Nolan, Josephine	S	..	..	£ 200
Moeatua	0	7	Harper, Ellen M.	S	C	98	96
Mokau	2	30	Barnes, Alice M.	S	D	..	190
Mokau River	0	4	Randell, Ida	S	..	..	60
Mokoia	3A	57	Jones, Jno. W. T.	H	D	62	305
			Drongool, Annie	A	..	..	150
Motonui	3A	66	Read, Annie E. (Mrs.)	H	C	53	300
			Gilliver, Dorothy	A	..	..	170
Mount Messenger	1	16	Murray, Annie	S	..	..	150
Muskers	1	15	Murray, Philomena	S	..	..	170
Newall	2	22	Cassie, Jane	S	..	..	220
Ngaere	3B	77	Brown, William A.	H	C	45	325
			Mills, Sarah Ann	A	E	80	210
			Handsecomb, Lillian F.	A	C	101	175
			Gardner, Robert	Pr1	..	..	90
Nihoniho	1	24	Seerup, Louisa M.	S	..	..	140
Nor'olk	3A	62	Wagstaff, Wilfred L.	H	C	62	285
			Leech, Ethel F.	A	..	..	160
			Arms, Annie Isabel	Pr2	..	..	100
Normanby	3B	127	Mitchell, George W.	H	C	46	365
			Peach, Elizabeth (Mrs.)	A	D	73	240
			Burgess, Emily M.	A	C	87	195
			Martin, Dorothy	Pr2	..	..	100
Oakura	2	36	Pearson, Adeline (Mrs.)	S	..	..	200
Oaonui	3A	64	Evetts, Eli C.	H	D	45	315
			Fleming, Margaret	A	..	..	170
Oeo	2	38	Murphy, Catherine	S	..	..	180
Ohangai	3A	56	Sangster, Mary (Mrs.)	H	E	69	295
			Murphy, Elizabeth	A	..	..	170
Ohura	3A	51	Breen, Mary H.	H	D	88	245
			Willis, Violet O.	A	..	..	170
Okahukura Tunnel	1	19	Rhynd, Margaret	S	..	..	140
Okaiaawa	3B	121	Innes, Thomas	H	C	50	330
			Grant, Kathleen	A	..	..	140
			Hobbs, Mildred	Pr1	..	..	90
Okato	3A	82	Larsen, Christian R.	H	C	57	320
			McGregor, Eva	A	D	80	210
Okau	2	19	Brown, Doris	S	..	..	170
Okoke	1	10	Taylor, Kate L.	S	..	..	160
Omata	3A	71	McHardie, Laurie A.	H	D	82	265
			Wells, Alice	A	..	..	170
			Spence, Margaret	Pr1	..	..	65
Ongarue	3A	36	Langdon, Arthur	H	C	53	320
			Simpson, Dorothy E.	A	D	101	195
Opunake	3B	91	Hickey, Stella	H	C	54	310
			Fleming, Elizabeth	A	..	..	170
			McLean, Janet F.	A	..	..	140
Otakeho	3B	98	Baillie, James	H	E	52	320
			Craig, Isabella	A	..	..	160
			Thomson, Marie	A	..	..	150
Otangiwai	3A	36	Palmer, Arthur F.	H	D	82	265
			Meredith, Myrtle	A	..	..	150
Otunui	1	24	Bayly, Clarice E.	S	..	..	160
Paraketu Valley	0	8	Cole, Charlotte B.	S	..	..	36
Pehu	0	3	Larsen, Clara S. (Mrs.)	S	..	..	260
Pembroke	2	29	Boyle, Thomas	S	D	75	320
Pihama	3A	54	Mason, Frederick W.	H	E	59	320
			Stitt, Annie B.	A	C	84	205
Piko	0	6	Jupp, Elsie	S	..	..	84
Pohokura	1	18	Blair, Margaret	S	..	..	190
Pukearuhe	1	16	Cartwright, Mary G. (Mrs.)	S	D	96	205
Pukeho	2	25	Moir, Elsie	S	..	..	170
Pukengahu	3A	51	Coleman, Grace L.	H	D	83	265
			Perrott, Ivy	A	..	..	150
Pungarehu	3A	40	McKay, Annie I.	H	E	66	275
			Miles, Ida	A	..	..	160
Puniho	3A	39	Evans, Alice M. (Mrs.)	S	Lic.	..	240
			Paterson, Oma	A	..	..	150
Puniwhakau	2	17	Sanderson, Muriel	S	..	..	170
Purangi	1	13	Webb, Francis M.	S	..	..	150
Radnor	1	17	Rodgers, Mary E.	S	C	106	150
Rahotu	3A	59	Harrison, Jessie L. (Mrs.)	H	D	55	320
			Mason, Dorothy C.	A	..	..	170
			Clarke, Kathleen	A	..	..	120
Ratapiko	3A	34	Wilson, Oney E. (Mrs.)	S	D	46	325
Raupunga	2	30	Barber, James H.	S	D	86	255
Rawhitiroa	3A	42	McNeill, Rose W. (Mrs.)	H	D	84	265
			Tate, Minnie	A	..	..	170
Riverlea	3A	53	Ewart, Edmond O.	H	D	67	305
			Cameron, Emma J.	A	..	..	170
Rotokare	1	16	Forster, Doris	S	..	..	150
Rowan	2	36	James, Margaret D.	S	..	..	190

For explanatory notes see page 1.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—continued.

TARANAKI—continued.

Schools.			Teachers.						
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)		
Stanley	3A	62	Lilley, Helen	H	E	52	£ 320		
Stratford District High School— Primary (580), secondary (178)	7F	758	Guppy, Annie E.	A	..	..	170		
			Tyrer, Florence A. R.	H	D	10	495		
			Thomas, Richard E.	A	C	40	340		
			Papps, Mary M.	A	C	44	305		
			Gleeson, Alice R.	A	D	66	275		
			Lineham, John T.	A	C	82	275		
			Adlam, Ronald C.	A	C	85	230		
			Clemow, Annie L.	A	C	83	210		
			Taylor, Ida	A	D	102	175		
			Kelleher, Annie	A	..	..	140		
			Fitzgerald, Dorothy	A	..	..	130		
			Scott, Lily S.	Pt1	..	..	110		
			Ford, Cecilia	Pt1	..	..	110		
			Fitzgerald, Anastasia	Pt2	..	..	75		
			Leech, Marguerite E.	Pt2	..	..	100		
			James, Lucy	Pt3	..	..	65		
			Boon, Ida E.	Pr1	..	..	65		
			Foley, Marjorie E. C.	Pr2	..	..	100		
			Bowler, Frederick, B.A.	D	B	45	..		
			Sage, Constance M., M.A.	D	A	68	..		
			Colquhoun, Mary H.	D	B	65	..		
			Gernhoefer, Amy M.	D	C	85	..		
			Dunn, Jessie S., M.A.	D	A	100	..		
Cathie, Winifred A., M.A.	D	A	..	..					
Tahora	3A	44	Drader, Helena	H	..	..	230		
Tarata	2	26	Blandford, Gladys	A	..	..	150		
			King, Kathleen L.	S	D	..	190		
Tariki	3A	77	Eason, Harry A.	H	D	53	320		
			Frank, Clara	A	..	..	150		
			Freer, Florence O.	Pr2	..	..	100		
Tarururangi	2	31	Huse, Arthur	S	..	..	180		
Tataramaka	3A	48	Moss, Elizabeth M. (Mrs.)	H	E	67	305		
Tatu	1	11	Giddy, Kathleen	A	..	..	160		
			Blanford, Phoebe	S	..	..	150		
Te Kiri	3A	52	Jarratt, Herbert	H	C	67	305		
Te Roti	3A	43	Jarratt, Emily (Mrs.)	A	..	..	150		
			Edwards, Isabel	H	D	56	310		
Te Wakarae	1	14	Evans, Veda M.	A	..	..	160		
			Barnett, C. L.	S	..	..	160		
Tikorangi	3A	67	West, Isaac M.	H	C	55	320		
Tokaora	3A	46	Williams, Gladys E.	A	..	..	170		
			Francis, George T.	H	D	85	245		
Tokirima Road	2	31	Thompson, Margaret A.	A	..	..	150		
			Sage, Alfred	S	..	..	170		
Toko	3B	108	Allan, Orlanno L.	H	C	51	330		
Tongaporutu	1	11	Scott, Amy S.	A	..	..	150		
			Ammon, Samuel A.	A	..	..	150		
			Main, James B.	Pr1	..	..	90		
			Roberts, Donald	S	..	..	140		
			Lock, Henry W.	S	..	..	180		
			Barak, Gertrude M.	S	..	..	150		
			Simpson, Thelma	S	..	..	170		
			Pope, George H.	H	D	67	315		
			Dempster, Mary J.	A	..	..	170		
			Uruti	2	25	Heath, Phillip C.	S	D	..	210
Vogeltown	3A	68	Sage, Thirza	H	C	91	245		
			Wilkes, Amy M. (Mrs)	A	..	..	180		
Waiau	1	12	Graham, George W.	S	..	..	140		
Waingongora	1	21	Worm, Louisa F.	S	D	40	230		
Waiongona	1	26	Spence, Lilian M.	S	D	99	180		
Waitara	5B	307	Wyllie, Samuel	H	C	21	425		
			Butler, Fenton	A	D	73	335		
			Berntsen, Alberta M.	A	D	78	200		
			Rawlinson, Gwendoline	A	D	100	170		
			Merron, Jessie	A	C	88	140		
			Walker, Grace	A	D	102	175		
			Nicoll, Phyllis	Pt2	..	..	100		
			Therkleson, Iva V.	Pt3	..	..	90		
			Waitewhena (half-time). See under Hapurua.						
			Waitui	2	18	Rigg, Kate	S	..	..	170
Warea	3A	47	Lawrence, Mary C. (Mrs.)	H	C	51	320		
			Flemming, Annie	A	..	..	150		
West End	6B	464	Evans, Dafydd P.	H	C	21	420		
			Mynott, Laura E.	A	E	48	280		
			Bertrand, George F.	A	C	72	270		
			O'Brien, Florence	A	D	67	245		
			Bullard, Margaret S.	A	D	100	190		
			Anthony, Ida M.	A	D	91	190		
			Anthony, Agnes K.	A	D	98	165		
			Jemison, Katherine E.	A	D	..	130		
			Evans, Florence E.	Pt1	..	..	85		

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*
TARANAKI—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
West End— <i>continued</i>	..	..	Hawkes, Muriel A.	Pt1	..	..	£ 85
			Divehall, Queenie	Pt2	..	..	100
			Barnes, Madeleine	Pr2	..	..	75
			Heel, Phyllis B.	Pr2	..	..	75
			Rich, Eileen	Pr1	..	..	65
Westown (side school). See under Frankley.							
Whakamara	1	21	Morecraft, Muriel I.	S	C	78	210
Whangamomona	3A	64	Taylor, Thomas	H	Lic.	..	270
			Palmer, Bertha M.	A	Lic.	..	180
York	3A	39	Balsom, Ivy A. E. (Mrs.)	H	D	70	275
			Mace, Annie	A	C	103	185

WANGANUI.

										£
Alton	3A	63	Murray, Norman H.	H	C	59	300			
			Morse, D'Arcy	A	..	..	150			
Apiti	3B	71	Hare, Horace R.	H	..	..	230			
			Duncan, Emily L.	A	..	..	170			
Aramoho	4C	220	Warden, Charles H.	H	B	37	370			
			Aitken, James D.	A	Lic.	..	300			
			Pitcher, Susan M. E.	A	D	74	230			
			Cavell, Marion C.	A	D	88	180			
			Bird, Eva	A	..	..	150			
			Jones, Vera A.	Pt3	..	..	65			
			Wood, Ellis J.	Pr1	..	..	65			
Aratika	1	15	Burnett, Esther E.	S	C	99	175			
Ashhurst	4A	147	Robson, John T.	H	C	35	365			
			Griffiths, Williamina	A	D	69	240			
			Vigers, Doris N.	A	D	101	185			
			Grice, Rose W.	Pt2	..	..	100			
Awahou	2	23	Price, Grace W.	S	..	..	180			
Awahou South	1	12	Galbraith, John	S	Lic.	..	150			
Awahuri	3A	58	Bousfield, Arthur M.	H	D	57	310			
			Fletcher, Lily H.	A	D	99	195			
Bainesse	3A	42	Callenan, John F.	H	Lic.	..	310			
			McKenzie, Florence C.	A	..	..	170			
Beaconsfield	2	26	Morrow, Charles R.	S	..	..	170			
Bell's Junction	0	6	O'Connor, Alice M.	S	..	..	72			
Bluff Road	0	7	McKenzie, Dora A.	S	..	..	140			
Brunswick	2	28	Williams, Agnes M. T.	S	D	71	275			
Bull's District High School—	4A	141	Gray, Joseph H.	H	D	33	375			
Primary (126), secondary (15) ..			Henderson, Aileen M.	A	D	84	230			
			O'Brien, Grace	A	..	..	140			
			Snellgrove, Rita J.	Pt2	..	..	100			
			Robson, Bertha	D	C	77	..			
Bunnythorpe	4A	126	Espinier, George H.	H	C	42	350			
			Meads, Rachael M.	A	D	88	205			
			Emmus, Olive	A	..	..	150			
			Cassidy, Una E.	Pt2	..	..	100			
Burnside	0	7	Steele, Elsie M.	S	..	..	150			
Campbell Street, Palmerston North	7E	652	Ryder, Robert B., M.A.	H	A	6	475			
			Browning, Joseph	A	C	44	360			
			Moore, Mary A.	A	D	45	315			
			Kibblewhite, Forest G.	A	C	59	310			
			Short, Martha C. (Mrs.)	A	C	69	275			
			Ewing, Ellen	A	E	58	280			
			Coutts, Miriam	A	D	79	230			
			Bradley, Julia M.	A	D	83	195			
			Secker, Phyllis E.	A	D	99	165			
			Piercy, Ruby E.	A	D	94	175			
			Jamieson, Margaret	A	D	102	165			
			Ferguson, Susan (Mrs.)	A	..	..	130			
			Jensen, Hans A.	Pt1	..	..	85			
			Desmond, Florence M.	Pt1	..	..	110			
			Waters, Lorna H.	Pt1	..	..	110			
			Currie, Annie E. D.	Pt2	..	..	75			
			Cameron, Ada A. J.	Pt3	..	..	90			
			Whitehead, Jane C.	Pr1	..	..	65			
Carnarvon	3A	61	McCarthy, Adelaide	H	D	59	300			
			McCormick, Ann E. E.	A	C	111	160			
Castlecliff	4B	171	Smith, William (ii)	H	D	44	360			
			Gebbie, Margaret E.	A	C	70	240			
			Huston, Grace L.	A	..	..	180			
			Chapman, Edith F.	A	D	98	185			
			Lisle, Zillah V.	Pt3	..	..	90			
Cheltenham	3A	54	McEwan, Malcolm R.	H	C	52	320			
			Hampton, Lily W.	A	D	90	160			

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*WANGANUI—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Clydesdale	2	24	O'Donnell, Ada R.	S	D	69	£ 240
Coal Creek	1	14	Abraham, George C.	S	Lic	..	280
College Street, Palmerston North..	7B	543	Low, David Walker	H	B	18	470
			Bates, Frederic A., M.A. ..	A	A	32	385
			Mowbray, Lucy O.	A	C	58	300
			Govan, Frances	A	D	60	295
			Staite, Florence M.	A	E	85	235
			King, Johannah	A	D	81	245
			Binns, Leonard F.	A	D	97	190
			Bowler, Margaret	A	C	94	195
			Murray, Elizabeth H.	A	E	66	180
			Martin, Norman M.	A	..	..	230
			Doull, Muriel J.	Pt1	..	..	85
			Latham, Monica M.	Pt2	..	..	100
			Minogue, Daniel	Pt3	..	..	65
			Dove, Doretta I.	Pr1	..	..	90
			McLeod, Maggie I. D.	Pr2	..	..	75
			Bowden, Eunice L.	Pr2	..	..	75
Colyton	3A	48	Tregurtha, Edward	H	C	72	285
			Atkinson, Nora M.	A	D	94	205
Cook's Mill	1	16	McKie, William	S	..	..	140
Crofton (84) and side school (58) ..	4A	142	Swinbourne, William A. ..	H	C	32	355
			Payne, Amy S.	A	B	91	175
			Gills, Evelyn H.	A	D	79	200
			Blows, Ruby I.	A	..	..	140
			Hartley, Maria	A	..	..	140
			Cordingly, Catherine	A	..	..	150
Denlair	0	8	Caldwell, Mary A.	S	..	..	140
Dunolly	3A	28	Meads, Zenobia	S	C	52	290
Durie Hill	3B	102	Nairn, James	H	C	43	325
			Molloy, Ellen C.	A	..	..	160
			Flavell, Lucy	A	D	95	185
Feilding District High School—	6B	504	Richardson, Henry H., B.A.	H	B	14	450
Primary (460), secondary (44)			Davey, George H.	A	C	85	300
			Shortall, Mary R.	A	E	59	280
			McDonnell, Stephen J. ..	A	D	..	230
			Ross, Adelaide W.	A	D	85	220
			Crabb, Janet L.	A	D	79	230
			Mahoney, Mabel A.	A	D	82	195
			Fowles, Alice T.	A	..	..	130
			Pussell, Muriel C.	Pt1	..	..	110
			Craven, Violet M.	Pt3	..	..	90
			Young, Grace M.	Pt3	..	..	65
			Usmar, Rowena L.	Pr1	..	83	90
			Port, Catherine M.	Pr2	..	..	100
			Thompson, H. J.	D	..	..	..
			Daniell, Myra D., B.Sc. ..	D	B	86	..
Fitzherbert East	3A	42	Gilligan, William F.	H	D	81	255
			Crabb, Lillian L.	A	B	96	175
Foxton	5D	363	Furrie, Leonard J.	H	C	19	415
			Gabites, Herbert F.	A	C	56	340
			Ray, Olive M.	A	D	60	255
			Woodruffe, Ida	A	C	78	245
			Ray, Violet H. M.	A	D	83	190
			McMurray, Jessie	A	C	102	175
			Brown, Catherine L.	A	..	..	140
			Collins, Mary A.	A	..	..	140
			McMurray, Pearl	Pt2	..	..	75
			Henderson, Sarah C.	Pr1	..	..	65
Glen Oroua	3A	45	Train, Arthur D. N.	H	C	62	315
			Perry, Florence E.	A	..	..	170
Gonville	7B	500	Bowater, Charles H. T. ..	H	D	25	450
			Williams, William P.	A	C	54	365
			Tuffin, Margaret S.	A	D	58	290
			Wood, Horace W.	A	C	65	315
			Piercy, Florence M. S. ..	A	E	74	245
			Calman, Gordon J.	A	C	79	295
			Bain, Agnes S.	A	C	86	220
			Read, Bessie A.	A	D	91	185
			Martin, Doris B.	A	C	114	140
			Bowater, Hildred W.	Pt1	..	..	85
			Bell, Edith Agnes	Pt2	..	..	75
			Veitch, Henry C.	Pt3	..	..	65
			Arnold, Mary I.	Pr2	..	..	75
			Pyle, Frances M.	Pr1	..	..	65
Greatford	2	22	Emmett, Frank N.	S	Lic.	..	210
Halcombe	3B	110	Stansell, William F.	H	C	42	335
			Durie, Margaret J.	A	C	91	205
			Managh, Anne	A	..	..	150
Herrington (side school). See under Untumuri.							
Hihitahi	2	27	Orr, Adrienne M.	S	Lic.	..	..
Hikimutu	2	27	Barnes, Alfred B.	S	Lic.	..	..

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*WANGANUI—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Hinau	1	6	Butement, Constance	S	..	..	£ 140
Hwi	0	5	Collins, Alice B.	S	..	..	60
Hwiwini	2	21	Hamilton, Harry	S	D	78	220
Horopito	3A	60	Howell, Frank G.	H	C	56	270
Hukapapa	2	21	Howell, Annie M. (Mrs.)	A	E	89	185
Hunterville District High School—	4A	135	Robbins, Thorley	S	Lic.	..	210
Primary (123), secondary (12)			Ironmonger, Edwin L.	H	D	26	375
			Ray, Lydia M.	A	D	77	230
			Carr, Mabel (Mrs.)	A	E	77	230
			McNiven, Jessie	D	..	..	..
Hurleyville	3A	42	Small, Gilbert J.	H	D	64	310
			McCarthy, Helena P.	A	..	..	150
Kaheke	1	11	Purnell, Edith A.	S	..	..	160
Kai Iwi	3A	50	Mackay, Duncan H.	H	D	50	320
			McCormick, Ellen K.	A	D	100	185
Kairanga	3A	60	Martin, Donald	H	E	65	315
			Price, Catherine E.	A	..	..	150
Kaitieke	1	16	Harre, Kenneth H.	S	..	..	150
Kaitoko	3A	61	Whalley, George E.	H	C	50	320
			Davies, Olive	A	..	..	160
Kakahi	3B	117	Sandle, Henry J.	H	Lic.	..	270
			Anderson, Caroline G.	A	D	79	200
			Aitchison, Elsie S.	A	..	..	140
			Watkins, Florence M. I.	Pr1	..	..	65
Kakaramea	3A	51	Rogers, Edward H.	H	C	54	320
			Beamish, Marion G.	A	D	83	205
Kakariki	1	28	Barham, William J.	S	..	..	180
Kakatahi	1	9	Chapman, Philip D.	S	..	..	140
Karewarewa	1	11	Martin, Thomas	S	..	..	140
Kaukatea	1	18	Pennefather, Umita C.	S	D	92	205
Kawautahi Road	0	10	Beechey, Eulalie Z.	S	..	..	140
Kawhatau	2	25	Nettlefold, Vivian P.	S	Lic.	..	240
Keith Street Infants', Wanganui' ..	4C	237	O'Brien, Lucy M.	H	E	33	365
			Sampson, Eileen N., M.A.	A	A	50	280
			Hart, Bessy A.	A	D	78	210
			Bell, Winifred H.	A	C	85	195
			Dabinett, Stella E.	A	C	92	195
			Bathcote, Daisy K.	Pt1	..	..	85
			Twemlow, Dorothy G.	Pr1	..	..	65
Kelvin Grove	3A	48	Walters, Edward H.	H	C	52	320
			Buchanan, Elsie K. G.	A	C	91	195
Kimbolton	3B	102	Haydon, Thomas B.	H	C	48	340
			Morris, Geraldine	A	..	..	160
			Heley, Marion W.	A	..	..	140
Kiwitea	3A	51	Bartlett, Alice G.	H	C	44	325
			Clarke, Evangeline F.	A	D	99	185
Koeke	1	23	Haase, Agnes M.	S	..	..	170
Kohi	2	18	Beardmore, Annie E. (Mrs.), B.A. ..	S	B	73	160
Lacy's Landing	1	11	Lacy, Agnes	S	..	..	140
Linton	3B	95	Murdoch, James M.	H	C	60	325
			Dement, Unice I. G.	A	C	98	195
			Carruthers, Annie I.	A	..	..	140
Livingstone	1	11	Pussell, Dulcie N.	S	..	..	150
Long-acre Valley	1	15	Small, Sydney B.	S	..	..	170
Longburn	3B	105	Hills, Charles C.	H	C	47	330
			Sorrensen, Lillian I.	A	C	82	205
			Harris, Kathleen S.	A	..	..	140
Lytton Street, Feilding	5B	291	Stewart, Harry C.	H	D	39	410
			Trevena, Albert J.	A	C	52	300
			Walton, Margaret C.	A	D	71	240
			Thompson, Lydia C.	A	C	72	240
			Hostick, Ethel C. B.	A	C	100	165
			Mills, Dorothy J.	A	C	95	175
			McNab, Wallace R.	Pt1	..	..	110
			Hope, Eryl C. G.	Pt2	..	..	100
			Harris, Eliza E.	Pr1	..	..	90
Main South Road	0	11	Boshier, Susan F.	S	..	..	140
Makino Road	3A	52	Taylor, David	H	C	62	285
			Thompson, Linda O.	A	D	90	205
Makohau	1	9	Beard, Annie S.	S	..	..	140
Makohine Valley	1	10	Turner, Isabella B. T.	S	..	..	150
Makotuku	2	37	McCann, Thomas	S	Lic.	..	250
Mangaeturoa	1	12	Tobin, Cecilia	S	..	..	140
Mangamahu	1	7	Cook, Alethea (Mrs.)	S	..	..	150
Mangaonoho	2	24	Fitzgerald, Ashley J.	S	D	82	230
Mangara	1	11	McGregor, Helen	S	D	..	150
Mangarimu	1	13	Derolles, Violet	S	..	..	160
Mangatiti Landing	0	2	Low, Maud (Mrs.)	S	..	..	24
Mangaweka	3B	90	Adams, William	H	D	29	335
			Edwards, Annie	A	D	96	195
Mangawhio	1	13	Mitchell, Nellie	S	..	..	140
Mangoihe	1	12	Doran, Faith	S	..	..	150

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*WANGANUI—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Manunui	4C	201	Wilson, William C.	H	C	45	£ 370
			Taylor, Edgar H.	A	D	68	275
			Blair, Elizabeth M.	A	..	..	160
			Paterson, Alma E.	A	..	..	150
			Gordon, Sarah (Mrs.)	A	..	..	170
			Bond, May	Pt2	..	..	100
Manutahi	3A	36	Brereton, Maud A. (Mrs.) ..	H	Lic.	..	190
			Tarrant, Katherine L.	A	C	98	185
Marohema	1	10	Mitchell, Mona C.	S	..	..	140
Marton District High School—	5B	316	de Berry, Leonard F., M.A. ..	H	B	11	425
Primary (289), secondary (27)			Burgess, William H.	A	C	57	340
			McDonald, Alison	A	E	55	280
			Cartwright, Elizabeth J. ..	A	C	77	230
			Hull, Eva	A	C	87	195
			Nicol, Ethel V.	A	D	94	195
			Goebel, Florence E. M. ..	Pt2	..	..	100
			Edwards, Marion I.	Pt3	..	..	90
			Thomas, Richard James ..	Pr1	..	..	90
			Thomas, William W., B.A. ..	D	B	54	..
Matarawa	1	27	Christie, Elizabeth	S	E	85	215
Mataroa	3A	51	Bowater, Harold R., B.A. ..	H	B	64	315
			Stevenson, William H. ..	A	C	63	270
			Mason, Evangeline M.	A	..	..	170
Maxwell	3A	47	Ritchie, Thomas R.	H	D	67	315
			Hodgson, Inez	A	..	..	170
Moawhanga	2	19	Barnes, George E.	S	D	87	180
Mosston	3B	99	Astbury, Henry E.	H	C	47	330
			Jones, Annie L.	A	D	86	205
			Marshall, Christina A. ..	A	..	..	150
Mount Richards Road	1	12	Howie, Evelyn C.	S	..	..	170
Mount View	2	30	Turnbull, Frances K. (Mrs.) ..	S	D	89	220
Montoa	3A	36	Galland, James	H	C	53	320
			Forno, Elizabeth	A	..	..	150
Newbury	3A	62	Howie, Elizabeth A. (Mrs.) ..	H	E	64	315
			Dove, Sylvia E. A.	A	..	..	160
Ngamaten	1	9	Meyer, Winifred	S	..	..	140
Ngaturi	1	13	Blennerhassett, Raymond ..	S	..	..	140
Ngawaka	2	11	Tatton, Norman A.	S	..	..	170
Ngutuwera	1	14	Matthews, Elizabeth	S	D	74	240
Nukunaru	2	21	McLean, Olive C.	S	..	..	180
Ohakea	3A	48	Gabites, Frederick G.	H	C	49	320
			Bailey, Mary M.	A	D	80	210
Ohakune	5A	266	Blyth, Thomas H.	H	D	34	410
			Bates, Cyril P.	A	B	62	295
			Dunne, Mary E. (Mrs.), B.A. ..	A	B	64	255
			Grant, Christina F.	A	D	86	190
			McCarthy, Ita, B.A.	A	B	93	140
			Evans, Owen L.	Pt2	..	..	100
			Richardson, Edith M.	Pt2	..	..	100
Ohingaiti	3A	71	Maclean, Allan H.	H	D	61	295
			Lewis, Ellinor	A	..	..	150
Ohutu	1	14	Macfadzean, James	S	..	..	170
Okia	2	30	Haydon, Christopher	S	..	..	170
Omahine	1	12	Warner, Doris K.	S	..	..	160
Opaku	2	27	Rockel, Hasel M.	S	D	100	190
Orangimea	1	11	Rawson, Mary	S	..	..	140
Orautoha	2	27	Beard, Catherine Winifred ..	S	D	84	210
Ore Ore	1	10	McPhee, Ivy	S	..	..	170
Oroua Downs	3A	66	Liggins, Charles W.	H	C	53	300
			Mitchell, Rene D.	A	..	..	160
Otairi	1	14	Mounsey, Mavis E.	S	..	..	140
Owhakura	1	10	Jones, Harry	S	..	..	200
Owhango	4A	145	Masefield, John	H	B	37	360
			Ericksen, Julia E.	A	D	94	195
			Mountfort, Jamie M.	A	D	88	180
			Mills, Elizabeth B.	Pt2	..	..	100
Pakihikura	2	22	Nicol, Albert C.	S	D	86	220
Parawanui	3A	33	Lock, Albert D.	S	D	77	265
Patea District High School—Pri-	4B	165	Hird, William E., M.A. ..	H	B	29	375
mary (153), secondary (12)			Lavery, Catherine	A	D	66	220
			Hare, Edith L.	A	C	80	210
			Prideaux, Avice	Pt3	..	..	75
			Armour, Mary E.	Pr1	..	..	65
			Lehndorp, Chloe R., B.A. ..	D	B	77	..
Piriaka	3A	40	Burns, Andrew S.	H	D	77	255
			Montgomery, Alice J.	A	..	..	150
Pohangina	3A	30	Eggers, Mabel (Mrs.)	H	C	58	290
			Balmer, Mary E. J.	Pr2	..	..	75
Pohonui	1	19	Gill, Wilfred H.	S	..	..	140
Pokako	2	26	Porteous, Agnes M.	S	D	94	190
Porewa	1	10	Thomas, Emily F.	S	..	..	170

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*WANGANUI—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Potaka Road	1	11	Newton, Mary C.	S	..	..	£ 150
Poukiore	1	15	Galloway, Jessie	S	..	..	160
Pourangaki	0	8	Laing, Laura	S	..	..	96
Pukekaha	0	7	Walsh, Annie C.	S	..	..	108
Pukokahu	1	15	Platt, Thomas E.	S	..	..	200
Pukeroa	1	13	Clark, Sibyl	S	..	..	150
Queen's Park, Wanganui (289), and St. John's Hill (side school) (36)	5C	325	Jackson, Percy G.	H	C	20	425
			Browning, Claude A. ..	A	D	55	340
			Ross, Jane W. M.	A	C	74	255
			Gage, Bessie	A	D	65	255
			Horneman, Flora M. ..	A	D	69	240
			Davey, Olive M.	A	D	104	175
			Woon, Una G.	A	..	..	140
			Bell, Ethel M.	A	..	..	140
			Alexander, Myra L. .. .	Pt1	..	..	85
			Stewart, Evelyn	Pt2	..	..	75
			Boyd, Una J.	Pr1	..	..	65
			Baines, Arthur C.	Pr1	..	..	90
Raetihi	4A	161	McKay, Farquhar J. .. .	H	C	39	360
			Day, Esther M.	A	C	75	220
			Scarrow, Gertrude V. ..	A	C	105	150
			May, Lucy J.	Pt1	..	..	110
Rangataua	4A	125	Lewis, Percy G.	H	B	47	320
			Treacy, Hilda I.	A	D	91	180
			Gormly, Winifred A. ..	A	..	..	150
			Ryan, James B.	Pt3	..	..	90
Rangiotu	3A	84	Walker, Louis J.	H	D	63	305
			Bain, Monica T.	A	C	107	160
Rangiwahia	3A	48	Clench, Thomas F. J. ..	H	D	63	285
			Clench, Mabel H. (Mrs.)	A	D	94	185
Rapanui	1	24	Blennerhassett, Roland	S	D	94	180
Rata	3A	68	Burgess, Conway	H	D	75	320
			Sollitt, Florence G. .. .	A	D	106	170
Rata-iti	1	14	Lacy, Mabel	S	..	..	170
Raukura	1	19	McIvor, Frederick	S	..	..	140
Raumai	1	18	Smith, Gerald D.	S	..	..	270
Raurimu	3A	70	Coddington, Edward G. ..	H	C	52	310
			Lotter, Maria L.	A	..	..	160
Retaruke	1	9	Dempsey, Jane	S	..	..	140
Rewa	2	24	Rees, Reginald	S	Lic.	..	220
Riariaki	0	3	Kennedy, Lydia E. (Mrs.)	S	..	..	36
Rongoiti	1	18	Syme, David A.	S	..	..	150
Rongotea	4A	125	Kime, Percy, M.A.	H	A	40	365
			Tuck, Beatrice (Mrs.) ..	A	D	98	215
			Ball-Guymer, Ellen L. (Mrs.)	A	D	83	190
			Turner, Henry V.	Pt2	..	..	100
Ruahine	1	23	Elstone, George H. .. .	S	..	..	140
Ruatiti	1	13	Christoffersen, Christian O.	S	Lic.	..	190
St. John's Hill (side school). See under Queen's Park.							
Sanson	3A	68	Ratliff, Alfred J.	H	C	68	295
			Curham, Barbara W. ..	A	D	102	185
Silverhope	3A	37	Edwards, Ernest	H	E	66	295
			Pees, Katherine S.	A	D	104	195
South Makirikiri	3A	31	Cook, Olivia M.	S	C	63	315
Spur Road	1	9	Craven, Geraldine E. ..	S	..	..	160
Stanway	2	32	Johns, Walter D.	S	C	85	240
Table Flat	1	19	Laloli, Colina A. (Mrs.)	S	..	..	150
Taihape District High School— Primary (287), secondary (33), and Winiata (side school) (20)	5C	340	Thurston, James F. .. .	H	C	17	450
			Wilson, Arthur L. C. .. .	A	D	67	325
			McDonnell, Bedelia M. ..	A	E	56	280
			McRae, Roderick D. .. .	A	C	68	275
			Gordon, Jane Y.	A	D	76	230
			McAuliffe, Ethel M. .. .	A	D	93	195
			Cowen, Magdalena	Pt2	..	..	100
			Wapp, Alice M.	Pt3	..	..	65
			Hebberd, Gladys I. .. .	Pr2	..	..	100
			McPhee, Jennie	A	..	..	140
			Hall, Percy H.	D	D	67	..
			Clemance, Herbert J. ..	D	C	75	..
Taikorea	2	24	Lourie, Archibald	S	D	85	200
Tangiwai	1	10	McDougall, Elizabeth ..	S	..	..	170
Taonui	3A	53	Lange, Ernest H. E. .. .	H	D	70	305
			Foote, Violette	A	..	..	170
Taoroa	0	11	Symes, Clara A.	S	..	..	140
Taoroa Road	1	20	James, John E.	S	..	..	150
Tauakira	1	7	O'Connor, Margaret .. .	S	D	..	140
Taumata	0	6	Rathbone, Rosamond M. ..	S	..	..	96
Te Ara-Kura	3A	45	Bailey, Wenonah	H	C	62	295
			Wilson, Adelaide	A	..	..	170
Te Rena	1	13	Johnson, Harold	S	..	..	150

For explanatory notes see page 1.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*WANGANUI—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Terrace*End, Palmerston North ..	7C	606	Fairbrother, Thomas F. ..	H	D	27	£ 450
			Thompson, Alfred W. ..	A	C	40	380
			O'Donnell, Mary E. ..	A	E	62	295
			Chapman, Jessie Moore ..	A	D	61	295
			Billens, Kathleen ..	A	D	79	245
			Andrew, Sarah T. ..	A	C	71	255
			Oliver, Selina Rosa, M.A. ..	A	A	73	230
			Gowdy, Vivienne ..	A	C	85	195
			Minogue, Ann ..	A	C	91	175
			Dons, Emilie H. ..	A	C	97	165
			Shaw, Edith R. ..	A	..	..	130
			Morine, Leith M. ..	Pt1	..	..	85
			Taylor, Ruby ..	Pt2	..	..	100
			Johnstone, Edith I. ..	Pt2	..	..	100
Tiakitahuna	2	19	Berry, Laxton G. ..	S	D	79	260
Tiritia	3A	52	MacDonald, James A. ..	H	D	64	295
			Lynch, Elizabeth ..	A	..	..	150
Tokorangi	2	27	Burgess, Christine ..	S	C	87	230
Torere	3A	57	Goldsbury, Montague ..	H	D	61	315
			Stevens, Flora A. ..	A	..	..	170
Tunakotekote	1	12	King, Rita ..	S	..	..	140
Turakina	3A	85	Calman, William G. ..	H	C	..	280
			Beamish, Olive M. ..	A	..	..	180
			Storrier, Jessie D. ..	A	..	..	150
Turangare	3A	55	Fenton, Henry C. ..	H	C	69	305
			Woolford, Florence ..	A	..	..	170
Umumuri (75) and Herrington (side school) (26)	3B	101	Marshall, James E. ..	H	C	..	265
			Marshall, Eva (Mrs.) ..	A	D	..	150
			Dodds, Annie H. ..	A	..	..	150
Umutoi	1	18	Sunaway, Edith H. ..	S	E	80	250
Upokongaro	3A	44	McCosh, Samuel D. ..	H	E	60	305
			Day, Hannah ..	A	..	..	170
Upper Betaruke	1	18	Oliver, Cecil R. ..	S	..	..	150
Upper Tutaenui	3A	42	Parkinson, Johan J. (Mrs.) ..	H	D	56	320
			Parkinson, Doris I. J. ..	A	D	103	195
Utiku	3B	81	Braik, Peter ..	H	C	64	310
			Donovan, Constance M. ..	A	C	103	185
			Kennedy, Grace ..	A	..	..	150
Utuwai	2	21	Hall, Amy H. ..	S	..	..	190
Valley Road	2	22	Morris, Iris ..	S	D	79	220
Victoria Avenue	7A	499	Aitken, James, B.A. ..	H	B	19	470
			McKenzie, Thomas D.O. ..	A	B	37	380
			Gordon, Maria M. ..	A	D	57	300
			Goldsbury, Hugh ..	A	D	82	300
			Siddells, Ethel M. ..	A	D	75	255
			Loudon, Mary ..	A	E	69	255
			Spurdle, Anna M. (Mrs.) ..	A	E	80	240
			Haase, Emily M. ..	A	C	103	175
			Arnold, Freda E. ..	A	D	114	140
			Simpson, George S. ..	Pt2	..	..	75
			Davey, Dorothy M. ..	Pt3	..	..	65
			Hayman, Beatrice A. ..	Pt3	..	..	100
			Collins, Helen C. R. ..	Pr1	..	..	65
Waiata	1	15	Harr, Frederick S. ..	S	..	..	140
Waikupa Road	0	5	Coleman, Emily ..	S	..	..	72
Waipuru	1	9	Orr, Charlotte E. ..	S	E	99	200
Waitohi	1	13	Powle, Una W. ..	S	E	77	250
Waitotara	3A	48	Matthews, Howard ..	H	D	64	315
			Scott, Flora J. ..	A	..	..	160
Waituna West	3A	40	Horneman, Agnes (Mrs.) ..	H	E	70	270
			Guylee, Marjorie ..	A	D	92	205
Wangahu	3A	40	Williams, Henty M. (Mrs.) ..	H	D	59	320
			Porteous, Grace T. R. ..	A	..	..	150
Wanganui Central Infants'	5A	284	Blennerhassett, Emily ..	H	C	32	345
			Clemance, Winifred M. ..	A	C	54	270
			Hall-Jones, Harriet ..	A	D	78	210
			McIntyre, Bertha P. ..	A	D	80	200
			Finlayson, Christina ..	A	D	91	185
			Aiken, Isabel W. M. ..	A	..	..	155
			Dabinett, Hazel A. ..	Pt2	..	..	85
			Ferens, Miriam I. ..	Pt1	..	..	85
			Blamires, Rosa G. C. ..	Pr1	..	..	65
			Platt, Dorothy M. ..	Pr1	..	..	100
			Young, Dorothy L. ..	Pr1	..	..	65
Wanganui East	6A	458	Andrew, William J., M.A. ..	H	B	32	410
			Jannings, Frederick C. ..	A	C	58	345
			Carson, Annie M. ..	A	D	60	275
			Miller, Margaret ..	A	D	50	280
			Clements, Phyllis C. ..	A	..	..	200
			Fergusson, Catherine I. ..	A	C	88	185
			Giblin, Vera D. ..	A	D	89	195
			Wheal, Edith B. ..	A	..	..	130

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*WANGANUI—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Wanganui East— <i>continued</i>	..	..	Field, Charlotte M.	Pt1	..	..	£ 85
			Perrett, Mavis	Pt2	..	..	75
			Dixon, Gladys V.	Pt2	..	..	75
			Dixon, Archie L.	Pt3	..	..	65
			Calver, Bessie	Pr1	..	..	65
Warrengate	3A	57	Belton, Joseph	H	C	53	310
			Howie, Bessie J.	A	..	..	140
Watershed Road	0	7	Lambert, Mary	S	..	..	96
Waverley	4A	143	Banks, James	H	C	33	375
			Cleary, Ethel M.	A	D	79	230
			McCormick, Mary J. J.	A	D	89	195
			Nicholson, Jane A.	Pt2	..	..	100
			Banks, Mona E.	Pr1	..	..	65
West End, Palmerston North	5A	284	Buchler, Arthur O.	H	C	23	410
			Campbell, Fernly C.	A	C	52	310
			Kendall, Gertrude (Mrs.)	A	E	59	240
			Hostick, John B.	A	C	90	220
			Pigott, Emily L.	A	C	86	175
			Martensen, Cathinka D.	Pt1	..	..	85
			Berndtson, Dorothy Ivy	Pt3	..	..	75
Western Rangitikei	2	26	Bartlett, Dulcie G.	S	..	..	190
Westmere	3A	57	O'Reilly, John J.	H	D	50	320
			McCullouch, Margaret M.	A	C	89	195
Whaka Road	1	19	Christensen, Sidney G.	S	..	..	170
Whakaronga	3A	66	McConnachie, Charles, M.A.	H	B	50	320
			Collingwood, Edith E. H.	A	D	91	205
Whareroa	0	2	Livingstone, Vida	S	..	..	48
Whenuakura	3A	57	Cheyne, Jemima	H	E	47	320
			Walker, Dorothy (ii)	A	..	..	170
Winiata (side school). See under Taihape.							
Woodlands	1	15	Horner, Effie Marjorie	S	D	97	195

HAWKE'S BAY.

Ardleigh	0	2	Mossman, Muriel E.	S	..	..	£ 24
Argyll East	2	19	Fletcher, Rose L. (Mrs.)	S	..	..	215
Ashley-Clinton	2	25	Rennie, Jessie G.	S	C	77	220
Awariki	1	17	Standring, Gladys M.	S	..	..	140
Clifton	0	3	Piggott, Ethel (Mrs.)	S	..	..	36
Clive	4A	178	Cullen, Arthur R.	H	C	34	365
			Hannay, Amelia W.	A	C	82	210
			Calvert, Agnes P. (Mrs.)	A	D	90	175
			Mudgway, Alfred W.	A	Lic.	..	180
			Mahood, Charlotte H.	Pt2	..	..	100
			Hickling, Olive M.	Pr2	..	..	80
Dannevirke North	5C	331	Bagley, Benjamin	H	C	23	410
			Roe, William B...	A	C	63	335
			McPherson, Jeannie C.	A	C	72	245
			Robertson, Isabella M.	A	D	54	280
			Walsh, Elizabeth A.	A	D	85	180
			Denvers, Kathleen	A	D	104	165
			Gordon, Gladys	A	D	108	150
			Webber, Daisy C.	Pt2	..	..	75
			Wiseman, Ivy	Pt2	..	..	75
			Falconer, Julia D. J.	Pr2	..	..	75
Dannevirke South	5B	322	Harvey, George	H	C	28	420
			Glanville, Emily H.	A	D	47	290
			Smith, Jane (i)	A	C	86	210
			Harper, Norah	A	D	84	200
			Brewer, Ella M.	A	C	77	200
			Soundy, Arthur W.	A	D	48	200
			Pimley, Gertrude	A	..	..	160
			Berkahn, Gladys J.	Pt2	..	..	75
			McPhee, Ailsa	Pt3	..	..	65
			Edwards, Dorothy	Pr1	..	..	65
Elsthorpe	3A	45	Phillips, Henry V.	H	C	67	295
			McNutt, Amelia	A	..	..	150
Fernhill	3A	51	Dugleby, Ethel G.	H	E	46	315
			Frude, Anna D.	A	D	95	205
Flemington	1	7	Matthews, Tui	S	..	..	140
Frasertown	3B	88	Brown, Clara J. (Mrs.)	H	E	62	295
			Le Bas, Adeline	A	..	..	150
			Pugh, Eileen M.	A	..	..	140
Gisborne	7F	787	Rowley, Francis J., B.A.	H	B	11	495
			Plank, Louis J.	A	D	50	390
			Morgan, Louisa	A	B	41	315
			Lake, Alexander	A	C	55	330

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*HAWKE'S BAY—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, 1st, 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Gisborne— <i>continued</i>	..	..	Broom, Lavinia E.	A	D	75	£ 245
			Faram, Edith H.	A	E	72	255
			Adams, Florence K.	A	E	79	200
			Black, Grace	A	D	80	180
			Trowell, Elizabeth (Mrs.)	A	..	..	140
			Moore, Dorothy M. V.	A	C	105	140
			Barlow, Margaret (Mrs.)	A	E	91	205
			Mead, Helen M.	A	D	107	140
			Price, Mary	A	..	..	140
			Osborne, Constance	A	C	99	165
			Allen, Eileen D.	A	..	..	140
			Minnis, Helen F.	Pt2	..	..	75
			Emmerson, Doris	Pt2	..	..	75
			Bell, Ada E.	Pt3	..	..	65
Gisborne East	5A	292	Douglas, Vivian K.	Pr1	..	..	65
			McLeod, John (iv)	H	C	25	400
			Fawbert, Emma L.	A	E	58	280
			Oxenham, Mary A.	A	D	84	220
			Garry, Phoebe	A	D	74	210
			Oxenham, Esther	A	C	94	195
			Wilson, Annie	A	D	99	185
			Broadhead, Helen	Pt2	..	..	75
Gisborne North	6A	433	Wilkinson, Jean N.	Pt3	..	..	90
			Cole, Robert	H	D	27	400
			Olsen, Othenius R.	A	D	56	305
			Thompson, Bertha H.	A	D	73	245
			Nicoll, Mildred	A	..	..	200
			Strong, Edward A.	A	C	77	265
			McCashion, Alice F.	A	D	93	195
			Scott, Emily G.	A	C	96	165
			Ross, Ida	A	D	103	165
			Vigis, George R. E.	Pt2	..	..	75
Gisborne West	5C	403	Francis, Vivian F.	Pt2	..	..	75
			Faram, Frank C.	H	C	25	420
			Bark, John A.	A	C	49	340
			Cook, Jessie	A	D	54	270
			Taylor, Florence T.	A	D	74	265
			Cameron, Annie R.	A	D	..	200
			Wilkinson, Mary (Mrs.)	A	E	57	200
			Widderstrom, Ilma A.	A	..	..	130
			Mathews, Annie F.	A	..	..	130
			Fletcher, Agnes E.	Pt3	..	..	90
			Wilkes, Esma	Pr1	..	..	65
Greenmeadows (side school). See under Taradale.							
Hastings District High School—Parkvale (54), Primary (706), secondary (40), and side school..	7I	800	Pegler, Leonard F., B.A.	H	B	13	490
			Cockroft, George W.	A	B	41	370
			Cumming, Margaret	A	D	54	310
			Cowan, David	A	D	56	310
			Cornes, Henry A.	A	C	60	305
			Patterson, Edward J. D.	A	C	81	265
			Twohy, Norah	A	D	75	230
			Chappell, Eva (Mrs.)	A	C	89	205
			Epps, Fanny A.	A	D	85	195
			Webb, Elizabeth M.	A	D	109	150
			Foster, Ada Mary	A	C	105	155
			Pedersen, Ruth J.	A	C	99	165
			Anderson, Annie M. L.	A	D	106	165
			Price, Fanny	A	D	99	165
			Tindall, Alice G.	A	..	..	165
			Castle, Victoria M.	A	D	110	155
			Bullen, Melinda E.	Pt1	..	..	85
			Horton, Frances V.	Pt1	..	..	110
			Mitchell, Errol W.	Pt2	..	..	75
			Mears, Edith M.	Pt2	..	..	100
			Price, Dorothy	Pt3	..	..	90
			Thomas, Violet	Pr2	..	..	100
			Ross, Kenneth, M.A.	D	B	64	..
			Hodgson, Ruth J.	D	B	47	..
Hastings North	5D	370	Chaplin, Wilfred T.	H	B	27	420
			Gray, Georgina	A	D	57	310
			Gray, Maggie I.	A	E	50	280
			Quigley, Middleton S.	A	C	97	230
			Sinclair, Bertha M.	A	C	86	180
			Finnis, Muriel A.	A	..	..	140
			Brittain, Edith D.	A	D	102	165
			Heir, Annabella H.	A	D	110	140
			Curran, Mary E.	Pt2	..	..	100
Hastings West	5A	263	Jackson, Thomas B.	Pr1	..	..	65
			Sinclair, George K.	H	C	18	415
			Whibley, John C.	A	C	70	305
			Gorman, Annie	A	C	64	240

For explanatory notes see page I.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—continued.

HAWKE'S BAY—continued.

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Hastings West—continued	..	..	Wellwood, Susan K. ..	A	E	69	£ 240
			Satchell, Winifred A. ..	A	D	79	200
			Curran, James A. ..	A	Lic.	..	160
			Webb, Vera V. ..	A	D	101	165
			Wyatt, Evelyn B. ..	Pr2	..	..	100
Hatuma	3A	40	Murphy, William James ..	H	C	73	315
			Moloney, Margaret ..	A	..	..	160
Havelock North	4C	244	Sefton, Percy J. ..	H	C	32	365
			Cameron, Louisa F. ..	A	D	49	280
			Craighead, Helen ..	A	D	74	240
			McLean, Jessie M. ..	A	D	91	180
			Dallas, Katherine H. ..	A	C	99	175
			Ridgway, Mildred ..	Pt3	..	..	65
			Chambers, Pamela S. ..	Pr2	..	..	75
			Carruth, Maggie M. ..	Pr1	..	..	65
Herbertville	0	6	McIntosh, William N. ..	S	D	18	108
Heretaunga	2	19	Kerr, Arthur ..	S	..	..	170
Hihioroa	0	4	Carter, G. ..	S	..	..	48
Hinuera	1	14	Moore, Elizabeth S. ..	S	D	66	260
Hopelands	1	20	Macfarlane, Margaret R. ..	S	..	..	140
Ihungia	0	9	McCracken, Thelma ..	S	..	..	108
Kaitangata	1	10	Parker, Marjorie ..	S	..	..	140
Kaitaratahi	3A	52	Matheson, Dorothy E. (Mrs.) ..	H	D	63	285
			Carter, Margaret W. ..	A	..	..	160
Kanakanaia	1	18	Anderson, Leonora ..	S	..	..	140
Kereru	2	21	Bell, Ruth A. ..	S	D	78	220
Kiritaki	3A	47	Pearce, Charles W. ..	H	D	59	310
			Taylor, Annie ..	A	..	..	170
Kumeroa	2	29	White, Janet A. ..	S	D	69	270
Kurukuru	1	18	Graham, Janet T. ..	S	..	..	140
Makarakara	3B	100	Kay, John ..	H	D	58	330
			Darton, Louisa J. (Mrs.) ..	A	D	76	210
			Kay, Jessie H. ..	A	..	..	140
Makaretu	2	21	Orr, Marion J. N. ..	S	D	93	200
Makauri	3B	115	Long, Edgar R. ..	H	C	63	325
			McDonald, Elizabeth ..	A	D	90	205
			Elley, Daisy E. ..	A	..	..	140
			Sharp, Doreen ..	Pr1	..	..	65
Makotuku	3A	76	Benson, Herbert N. ..	H	C	40	325
			Lavery, Mary ..	A	..	..	150
			Gasson, Roy ..	Pr1	..	..	65
Mangarara	0	5	Stevens, Myra ..	S	..	..	72
Mangatahi	1	16	Fell, Leslie ..	S	..	..	140
Mangateretere	3A	66	Balfour, Margaret A. ..	H	D	45	325
			Wakely, Bessie ..	A	..	..	150
Maraekako	2	22	Webber, Jane ..	S	D	60	240
Maraetotara	1	17	Ellis, John G. ..	S	..	..	140
Maraekake	2	19	Moore, Lily C. ..	S	C	77	240
Marumaru	2	28	Beckett, Eva E. ..	S	D	106	180
Marumoko	0	5	Bullen, Frances C. ..	S	..	..	60
Matahiwi	3A	36	Rigby, Norman F. ..	H	D	64	295
			McClure, Lorna C. ..	A	..	..	170
Matamau	3B	85	Brown, Jonathan ..	H	C	51	330
			Corry, Alice E. ..	A	..	..	170
			Smart, Jane W. O. ..	A	..	..	140
Matawai	3A	60	Webster, Edward ..	H	..	..	270
			Snadden, Honora E. (Mrs.) ..	A	..	..	160
Meeanee	3A	54	Nielson, Albert ..	H	D	60	305
			Ellis, Ena C. ..	A	D	107	170
Mohaka	3A	87	Smith, Hugh P. ..	H	C	45	320
			Butler, Gwen H. A. ..	A	..	..	170
			Stevenson, Rosina (Mrs.) ..	A	..	..	140
Morere	1	13	Hewson, Eleanor ..	S	..	..	140
Motea	1	19	Ross, Iris ..	S	..	..	150
Motu	3A	36	Magill, Mary ..	H	..	..	265
			Mackinnon, Laura ..	A	..	..	160
Motuhora	3A	57	King, Edmund A. ..	H	C	64	315
			Forsyth, Louisa H. ..	A	..	..	160
Mount Herbert	0	2	McCormick, Mabel ..	S	..	..	24
Murewai	2	36	Johnston, Margaret A. (Mrs.) ..	S	D	75	295
Mutuera	1	13	Ridgway, Henry ..	S	..	..	150
Napier	7C	566	Hislop, James ..	H	C	10	495
			Garry, Francis A. ..	A	C	34	395
			Barnett, Annie H. ..	A	..	..	310
			King, Sidney J. ..	A	D	78	315
			Pickering, Esther E. ..	A	E	70	265
			Riley, Edgar ..	A	D	77	245
			McVay, Ella M. ..	A	E	68	240
			Atkin, Annie ..	A	D	91	195
			Rothwell, Leah E. ..	A	C	95	175
			Pedersen, Anna D. ..	A	D	94	175
			Jennings, Adelaide C. M. ..	A	..	..	130
			Brook, Charles L. ..	Pt2	..	..	75

For explanatory notes see page 1.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*HAWKE'S BAY—*continued.*

Schools.				Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
Napier—continued	..	..	Munroe, Edna F.	Pt2	..	..	£ 75	
			Robinson, Melva V.	Pt3	..	..	90	
Napier North	3B	98	Bailey, Dorothy..	Pr1	..	..	65	
			Daly, John T.	H	C	50	340	
			Murphy, Fanny M.	A	D	105	180	
			Jordan, Annie L.	A	..	..	140	
Napier Port	5A	243	Kerr, Frank W...	Pr1	..	..	65	
			Bissell, Edward (ii)	H	C	27	410	
			Stanton, Harold E.	A	D	58	310	
			King, Catherine..	A	D	64	240	
			Harris, Rose E. (Mrs.)	A	E	72	240	
			Forne, Kate	A	D	87	195	
			Holland, Edith O.	Pt2	..	..	75	
			Wilson, Maud	Pt3	..	..	90	
Napier South	5D	413	Atkinson, Annie E.	Pr1	..	..	75	
			Martin, William G.	H	C	21	425	
			Driller, William J.	A	D	56	340	
			Riley, Emma Jane	A	D	47	280	
			Rigby, Cyril G. . .	A	D	74	275	
			Christy, Agnes C. M.	A	E	77	190	
			Williamson, Annie P.	A	D	99	185	
			Harris, Elsie J. . .	A	..	..	140	
			Corbett, Gladys G.	A	D	101	165	
			King, Clara Ruth	Pt2	..	..	100	
			Beddie, Edna L. . .	Pt3	..	..	90	
Napier West	6B	544	Thornton, Gwendoline	Pr1	..	..	65	
			Hudson, Edward V.	H	B	20	440	
			Renton, William (ii), B.A.	A	B	49	350	
			Martin, Ethel E.	A	D	48	280	
			McAllister, Elizabeth R.	A	C	65	275	
			Miller, Lillie R. (Mrs.)	A	D	81	220	
			Puffett, Annie L.	A	D	76	230	
			Wolstenholme, Elfrida M.	A	C	88	195	
			Retemeyer, Dorothy	A	D	98	165	
			Bain, Ida W.	A	D	91	175	
			Marten, Agnes M.	A	D	88	175	
			Gregg, Lucy	Pt1	..	..	85	
			Logan, Isobell M.	Pt2	..	..	100	
			Driver, Bessie	Pt2	..	..	75	
			Golding, Dulcie V.	Pr1	..	..	65	
Ngamoko	2	22	Anderson, Nellie W.	S	C	67	270	
Ngatapa	3A	49	McRae, James	H	C	55	310	
			Vaughan, May	A	..	..	150	
Ngatarawa	2	23	Kaye, Frances (Mrs.)	S	..	..	260	
Norsewood	4B	164	Speight, Hubert..	H	C	36	350	
			Brewer, Elsie H. T.	A	C	84	220	
			Caughley, Rachel	A	D	74	220	
			Phillips, Alice R. E. (Mrs.)	A	D	..	150	
			Smaill, Helen G.	Pt2	..	..	100	
			Cammock, Eva	Pr1	..	..	90	
Nuhaka	2	21	Torr, Dorothy	S	..	..	180	
Omakere	2	24	Gibb, Annie H. . .	S	C	83	220	
Ongaonga	3B	88	Selby, Bertha G.	H	C	42	335	
			McDonald, Isabella C.	A	C	91	185	
			Lucas, Doris M. . .	A	D	111	160	
			Coles, Kathleen	Pr1	..	..	65	
Opapa	3A	41	Baldwin, Ilma M.	H	D	64	285	
			Baldwin, Maude	A	..	..	160	
Opoutama	1	19	McNab, William A.	S	..	..	160	
Ormond	3B	122	Jones, William H. (ii)	H	C	53	320	
			Thomson, Kathleen	A	..	..	170	
			Baird, Ella M. . .	A	D	109	160	
Ormondville	3A	60	Kibblewhite, Bruce M., M.A.	H	A	56	320	
			Ferguson, Agnes M.	A	Lic.	..	160	
Otamauri	1	11	Traynor, Jean W.	S	D	89	205	
Otane..	3B	123	Cartwright, James	H	C	62	325	
			Pointon, Monica C.	A	D	94	195	
			McRae, Mary A.	A	Lic.	..	160	
Otoko	2	26	Shaw, Norman H.	S	E	68	260	
Pakipaki	3A	42	Humphrey, Ernest J.	H	D	60	315	
			Clarke, Dorothy M.	A	..	..	170	
Pakowhai	3A	43	Piper, George M.	H	D	72	305	
			Ingleton, Elsie	A	D	95	205	
Papatawa	3A	66	O'Donnell, William F.	H	..	..	250	
			O'Donnell, Winifred	A	..	..	160	
Parkvale (side school). See under Hastings District High School.								
Patoka	2	18	Stevenson, Elsie M.	S	C	91	190	
Patutahi	4A	135	Wilmot, David H.	H	C	52	335	
			Sadler, Dorothea	A	D	87	200	
			Enting, Gretchen H.	A	D	100	185	
			Bilham, Agnes	Pt3	..	..	65	
			Matheson, Dorothy	Pr1	..	..	90	

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*HAWKE'S BAY—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Pehiri.. ..	1	7	Lilly, Alice	S	..	..	£ 150
Petane	3A	70	Cockerill, William M. ..	H	D	58	320
Porangahau	3A	48	Sinclair, Edna G. ..	A	D	105	160
Port Awanui	1	14	Kemp, Stanley M. ..	H	C	57	320
Pouawa	0	10	Hansard, Ethel A. (Mrs.) ..	A	..	..	200
Puha	3A	49	Shanahan, Margaret (Mrs.) ..	S	..	..	160
Pukahu	3A	52	Brosnahan, Nellie E. ..	S	..	..	140
Puketapu	3A	38	Calder, John K. ..	H	C	71	265
Puketitiri	2	26	Martin, Magdalene J. F. (Mrs.) ..	A	D	101	195
Putorino]	1	13	Flornace, Robert H. ..	H	C	62	305
Rakauroa	2	22	Campbell, Mary ..	A	..	..	160
Raumati	2	33	Jenkins, Alfred E. ..	S	D	76	285
Rissington	1	14	Whibley, Edith D. C. ..	A	..	..	150
Ruakituri	1	20	Carston, Henry F. ..	S	D	99	180
Ruaroa	3A	45	Donaldson, Dorcas A. ..	S	D	99	195
Ruataniwha	3A	43	Morrin, Edward ..	S	..	..	170
Sherenden	1	16	Jonasen, Walter W. ..	S	D	86	220
Springhill	2	24	de Greenlaw, Cora (Mrs.) ..	S	D	89	205
Takapau	4A	144	Bruce, Doris ..	S	..	..	170
Tangatapua	0	2	Higgins, Florence J. ..	H	D	60	295
Tangitere	1	12	O'Callaghan, Agnes J. C. ..	A	C	70	160
Taradale (222) and Greenmeadows (side school) (58)	5B	280	McLellan, Grace Y. ..	H	D	58	280
Te Arai	3B	98	Hopkirk, Dorothy C. ..	A	C	92	150
Te Hua	0	3	Fairbrother, Lewis M. ..	S	Lic.	..	200
Te Karaka	3B	82	Bayly, Gladys ..	S	C	73	230
Te Pohue	1	22	Caughley, James ..	H	C	45	330
Te Puia Springs	1	11	Ingleton, Anastasia ..	A	..	..	170
Te Rehunga	3A	69	Jull, Emelin L. ..	A	D	96	185
Te Uri	1	10	Brabant, Kate S. ..	Pt3	..	..	90
Tihiomanono	2	22	Checkley, Grace A. ..	S	..	..	24
Tikokino	3B	102	Blück, Beatrice ..	S	..	..	140
Tiniroto	1	10	Williamson, John (ii), B.A. ..	H	B	27	420
Tipapakuku	3A	68	Engebretsen, John A. ..	A	B	62	335
Ti-tree Point	1	14	Lowman, Elizabeth E. ..	A	D	85	220
Tokomaru Bay	3B	106	Burness, Jane M. ..	A	D	73	220
Tolaga Bay	4A	136	Shugar, Carrie M. ..	A	D	93	195
Tutira]	1	8	McAllister, Flora I. S. ..	A	C	87	195
Twyford	3A	72	Goodwin, Hester M. ..	A	Lic.	..	130
Umutaoroa	2	23	Sear, Florence ..	Pt3	..	..	65
Waeregaahika	3A	67	Guthrie, Kathleen ..	Pr1	..	..	65
Waikohu	1	13	Newland, Edwin J. ..	H	D	50	330
Waimata Valley	1	16	McBratney, Minnie M. ..	A	E	79	210
Waingake	1	14	Baty, Christina ..	A	D	104	175
Waipawa District High School—Primary (215), secondary (50)	5A	265	Hale, Janet ..	S	..	..	36
			Davidson, William (ii) ..	H	C	51	330
			Ward, May A. ..	A	D	99	185
			McIntyre, Madge ..	A	..	..	150
			Beddingfield, Lilian ..	S	..	..	140
			Clifford, Kathleen ..	S	..	..	170
			Coventry, Harry ..	H	D	57	320
			Greene, Margaret O. ..	A	D	95	205
			Primrose, Isabella E. C. (Mrs.) ..	S	D	102	195
			Duncan, James A. ..	S	..	..	140
			Parsons, Vivian ..	H	C	68	315
			Monaghan, Lucy ..	A	..	..	150
			Higgins, Harriet F. ..	A	..	..	140
			Walsh, Mary V. ..	S	..	..	160
			Quigley, Sydney H. McG. ..	H	C	44	325
			McClure, Vida E. A. ..	A	D	77	210
			Steers, Ellen H. ..	S	..	..	170
			Smith, Ellen C. ..	H	C	67	275
			Dobbyn, Josephine ..	A	D	95	205
			Thompson, Claude C. ..	A	..	..	140
			Cook, Fred ..	H	C	57	315
			Powell, Mabel H. ..	A	D	96	185
			Neilson, Verna M. ..	A	..	..	130
			Lincoln, Emma A. ..	Pt2	..	..	75
			McKelvey, Rose ..	Pr2	..	..	100
			Ainsworth, Lilian A. J. ..	S	D	93	205
			Nicoll, Thomas A. ..	H	C	56	320
			Morrison, Ann B. S. ..	A	Lic.	..	170
			Bargh, Mavis C. ..	S	..	..	170
			Grigor, Janet P. ..	H	B	44	325
			Gallagher, Ellen ..	A	C	101	195
			Kennelly, Mary M. ..	S	..	..	185
			Ray, Sydney P. ..	S	..	..	150
			Jeffares, Maud ..	S	..	..	140
			Smith, William (iii), B.A. ..	H	B	23	410
			Rowntree, Ernest H. W., B.A. ..	A	B	65	305
			Bradbury, Annie E. ..	A	D	73	240
			Mackenzie, Janet C. McK. ..	A	C	74	230
			Milburn, Olive Winifred ..	A	C	88	195

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—continued.

HAWKE'S BAY—continued.

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Waipiro Bay	3A	60	Gray, Elsie	A	D	108	£ 150
			Williams, Dulcie	Pr2	..	..	75
			Heron, Albert J.	D	B	..	..
			Smith, Fanny L., B.A.	D	B	..	..
			Ellis, Harold L.	H	D	60	315
			Ellis, Lizzie G. S.	A	..	..	160
			Curd, Frank B.	H	B	25	420
			Menzies, David	A	C	68	335
			Marsh, Louise M.	A	E	63	275
			Smith, Mabel E.	A	D	79	235
Waipukurau	5C	329	Enting, Selma A. E.	A	D	85	200
			Earl, Charlotte M.	A	C	86	175
			Robinson, Hilda (Mrs.)	A	E	105	165
			Hartley, Jessie E.	A	D	..	130
			Hartley, Doras P.	Pt1	..	..	85
			McRae, Janet E.	Pr2	..	..	75
			Bowie, John, B.A.	H	B	27	420
			Smith, William H. (ii)	A	B	76	275
			Brann, Grace L.	A	C	62	240
			Donnelly, Sarah	A	D	78	230
Wairoa	5B	293	Devery, Grace (Mrs.)	A	D	109	150
			Stothart, Irene P.	A	D	111	150
			McKenzie, Eva D.	A	..	..	140
			Stacey, Mona K.	Pr1	..	..	90
			Cameron, Margaret A.	S	..	..	140
			Ward, Edyssa	S	..	..	140
			Wood, Mary (Mrs.)	S	..	..	170
			Hooper, John E.	S	C	81	205
			Patrick, James E.	H	C	64	305
			McMurray, Sarah A. D.	A	D	94	205
Wharerokepac	3A	59	Sneddon, Jessie R.	S	..	..	140
			Merrick, Frederick S.	H	..	..	245
			Howson, Laura E.	A	..	..	160
			Whittington, Charles V.	S	Lic.	..	200
			Mackintosh, Kate M.	S	..	..	160
			Greenshields, Eva (Mrs.)	S	..	..	170
			Stevenson, Andrew	H	C	8	425
			Lawn, George	A	C	55	340
			Sheen, Lois H.	A	C	56	280
			Milne, Christina T.	A	C	66	265
Whetukura	2	28	Stevenson, Helen	A	D	85	180
			Player, Gerald G.	A	Lic.	..	160
			Pringle, Gertrude M.	A	C	99	165
			Ward, Louisa M. A.	A	..	..	130
			Brogan, Kathleen G.	Pt3	..	..	85
			Riley, James C.	Pt3	..	..	65
			Redwood, Isobel	Pr1	..	..	65
			Tooman, Elizabeth, B.A.	D	B	57	..
			Kerr, Victor	D	..	..	..
			Woodville District High School— Primary (333), secondary (34), and Woodlands (side school) (29)	5C	396	..	..

WELLINGTON.

Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Akaroa Road	3A	43	Gregory, Kathleen	S	..	..	£ 150
			Williams, Percy	S	..	..	96
			Crandle, Henry E.	S	C	77	220
			Pryor, David C.	H	C	81	255
			McCardle, Alice C.	A	C	97	185
			Stout, Robert	H	D	56	320
			Osborne, Alice M.	A	..	..	150
			Bennett, Francis	H	D	16	470
			Miller, Henry	A	D	39	350
			Hurley, Eileen N.	A	C	46	305
Belvedere	3A	53	Duncan, Stuart	A	C	44	345
			McLandress, Isabella, M.A.	A	B	60	275
			Scott, Margaret C.	A	D	70	255
			Ziman, Rachael L. L., B.A.	A	B	68	220
			Blonquist, Henrietta V.	A	C	78	200
			Carriek, Margaret A.	A	C	91	175
			O'Meara, Eileen J.	A	D	94	175
			Whitwell, Rebecca L.	A	D	99	165
			De Montalk, Jeffery A. V.	Pt2	..	..	75
			Ferris, Edna F.	Pr1	..	..	65
Bideford	7C	583	McDonald, Eileen A.	Pr1	..	..	65
			Fellingham, Marjorie U.	S	E	69	230
			Connor, James	H	C	58	390
			Strack, Conrad H. E.	A	B	66	290
			Jones, Sarah Jane (Mrs.)	A	D	53	290
			Wanden, Elizabeth W.	A	E	64	305
			Blenheim (538) and Redwoodtown (side school) (45)	7C	583	..	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*WELLINGTON—*continued.*

Schools.				Teachers.			
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Blenheim— <i>continued</i>	..	..	Miller, Olga J. (Mrs.)	..	A	D	£ 280
			Gibson, Francis	..	A	D	76 260
			Hilliard, Kathleen	..	A	C	80 230
			Storey, Elsie	..	A	..	.. 160
			Hilliard, Josephine	..	A	C	88 175
			Heffer, Dorothy G.	..	A	D	84 165
			Pigou, Agnes M.	..	A	C	97 165
			Reader, Theo G.	..	A	D	114 140
			Harris, Agnes M.	..	A	..	.. 130
			Meads, Elsie E.	..	Pt2	..	.. 100
			Mills, Howard C.	..	Pr2	..	.. 75
			Wilkins, Winifred M.	..	Pr1	..	.. 75
			Askew, Bertha	..	Pr1	..	.. 65
Blind River	..	1	Mallitte, Constance	..	S	..	.. 140
Brooklyn	..	7F	Hopkirk, John B.	..	H	C	12 490
			Hempleman, Frederick A.	..	A	D	40 360
			Fitchett, Jessie H.	..	A	C	50 310
			Thompson, Annie L.	..	A	C	57 310
			Williams, Enid	..	A	D	68 275
			Cook, Ada M.	..	A	D	78 230
			Look, Bertha R. (Mrs.)	..	A	D	84 225
			Cousins, Eric G.	..	A	C	95 190
			Ensor, Dorothy E.	..	A	D	98 165
			McVicker, Flora A.	..	A	D	98 165
			Eggleton, Ada L.	..	A	D	75 220
			Johnston, Agnes B.	..	A	D	103 150
			Willis, Ivy E.	..	A	C	103 155
			McKenzie, Jean H.	..	A	C	104 155
			Hampton, Doris V. M.	..	Pt1	..	.. 85
			Fairbrother, Sydney R.	..	Pt2	..	.. 75
			Pope, Helena A.	..	Pt2	..	.. 100
Bulwer	..	0	Turner, Jessie	..	S	..	.. 84
Canvastown	..	3A	Dickinson, William E.	..	H	C	74 285
			Wadsworth, Bertha E.	..	A	D	65 210
Carlisle	..	3A	Greig, Arthur G.	..	H	C	72 265
			King, Isobel	..	A	..	.. 170
Carrington	..	2	Thorpe, Carolin E. (Mrs.)	..	S	Lie.	.. 230
Carterton District High School—	..	5B	Cowles, Jabez A., B.A.	..	H	B	16 425
Primary (288), secondary (40)			Baskiville, Walter C. L.	..	A	D	63 335
			Skelley, Harriet M.	..	A	C	72 240
			Braithwaite, Lilian B.	..	A	E	60 275
			Armstrong, Mary C.	..	A	C	91 195
			Hosking, Jean (Mrs.)	..	A	C	85 175
			Flannery, Gertrude M.	..	A	..	.. 130
			Anderson, Myrtle B.	..	Pr2	..	.. 100
			Tyler, Mara L.	..	Pr2	..	.. 75
			Wilson, Mary C.	..	Pr2	..	.. 75
			Johnston, Margaret S.	..	Pr2	..	.. 100
			Haddrell, Olive V., M.A.	..	D	B	63 ..
			Park, Jean G.	..	D	D	79 ..
Castlepoint	..	1	McFarlane, Alexander G.	..	S	..	.. 140
Clareville	..	3A	Williams, John F.	..	H	C	53 310
			Moncrieff, Janet	..	A	E	79 210
Clyde Quay (Wellington)	..	7E	Foster, William H. L., M.A.	..	H	B	4 490
			Fisher, Horace R.	..	A	D	45 370
			Lea, Sarah E. B.	..	A	C	54 300
			East, Alfred F. D.	..	A	B	55 320
			Howden, Ada L.	..	A	D	68 245
			Taylor, Lillias O.	..	A	D	71 200
			Godfrey, Grace L.	..	A	D	78 200
			McCall, Rita	..	A	..	.. 189
			Hunt, Winifred M.	..	A	D	93 175
			Withers, Rose A.	..	A	C	93 175
			Trott, Jessie S. M.	..	A	D	96 165
			Hilliard, Aileen	..	A	C	97 165
			Cranmer, Carrie	..	A	C	99 175
			Rishworth, Eric K., B.A.	..	A	B	101 155
			Forsyth, Helen G.	..	A	C	99 155
			Glover, Naida M.	..	Pt1	..	.. 85
			Butcher, Constance E.	..	Pr2	..	.. 75
			Keyworth, Margaret R.	..	Pr1	..	.. 65
			Thwaites, Irene E.	..	Pr1	..	.. 65
Conniston	..	0	Woodhouse, Christina E.	..	S	..	.. 96
Coonoor	..	0	Rice, Jessie	..	S	..	.. 60
Cross Creek	..	3A	Blake, Charles M.	..	S	Lie.	.. 270
Dalefield	..	3A	Nightingale, Henry John, M.A.	..	H	A	45 325
			Fairbrother, Gladys	..	A	..	.. 160
Deep Creek	..	3A	Carroll, Archibald J.	..	H	Lie.	.. 250
			Fisk, Nellie	..	A	..	.. 126
Dillon's Point	..	1	Clouston, Connie	..	S	..	.. 160
Dreyer's Rock	..	1	Morgan, Muriel G.	..	S	C	87 195
Dyer	..	3A	Reader, Guy H.	..	H	C	58 260
			Wilkins, Dorothy L.	..	A	D	108 160

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*WELLINGTON—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec. 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Eastern Hutt	5c	396	McBain, Alexander]	H	D	27	£ 420
			Olson, Walter H.	A	D	58	330
			Macalister, Ria	A	D	71	255
			Meager, Ellen A.	A	D	72	235
			Hurrell, Doris	A	C	93	180
			Donkin, Catherine J.	A	D	99	165
			Duley, Edith L.	A	D	104	165
			Thomas, Florence H. M.	A	..	..	136
			Hould, Kate	Pt2	..	..	100
			Thorpe, Nellie	Pr1	..	..	65
East Taratahi	2	17	Phillips, Catherine R.	S	D	81	205
Eketaihuna District High School—	4B	204	Foss, Reginald J.	H	B	20	375
Primary (160), secondary (44)			Wimsett, Herbert L.	A	..	..	180
			Stephens, Ethel I.	A	..	..	180
			Grierson, Ethel F.	A	D	97	185
			Holgerson, Inger	Pt2	..	..	100
			Hawkins, Anna L.	Pr2	..	..	75
			Seymour, Violet K.	Pr2	..	..	100
			Barron, Gladys	Pr1	..	..	65
			Corrigan, Eileen	Pr1	..	..	90
			Lazarus, Frances	D	C	50	..
			Frayne, Leonora J., M.A.	D	B	67	..
Eli Bay	0	10	Simpson, Lily P.	S	..	..	140
Endeavour Inlet	1	9	McKinlay, May	S	..	..	160
Epuni	3A	71	Davidson, James	H	D	58	320
			Williams, Margaret	A	C	93	185
Fabian's Valley	0	3	Bonser, Ellen M. (Mrs.)	S	D	80	48
Fairhall	1	16	Hilliard, Madelene	S	..	..	170
Fairy Bay	0	4	Gledhill, Rose	S	..	..	48
Featherston	5A	241	Coombs, Frank L., M.A.	H	A	43	360
			Kirby, James R.	A	D	69	245
			Maysmor, Edna O. (Mrs.)	A	D	89	200
			Kilmartin, Kate	A	..	..	160
			Tully, Dorothy	A	D	108	150
			Burt, Effie W.	Pt2	..	..	75
			Tait, Catherine L.	Pt2	..	..	100
Fernridge	3B	85	Hall, Henry G.	H	C	53	300
			McKenzie, Ivy V.	A	D	94	185
			Evans, Constance M.	A	D	97	150
			Cairns, Elizabeth S. O.	Pr2	..	..	75
Fitzroy Bay	0	2	Huffan, Godiva	S	..	..	24
Flat Creek	1	22	King, Jeffery J.	S	B	81	230
Fourfathom Bay	0	7	Bulman, Rose	S	..	..	84
French Pass	1	15	Moore, Bertha H.	S	..	..	170
Gladstone	3A	31	Wallace, Elizabeth A.	S	C	49	320
Grassmere	1	15	Mead, D.	S	..	..	140
Greytown District High School—	4C	226	Davies, William C.	H	D	20	405
Primary (198), secondary (15), and			Pottinger, William C.	A	D	75	255
side school (Papawai) (13)			Armstrong, Doris G.	A	C	77	220
			Simpson, Ada E. D.	A	D	93	180
			Freeman, Annie E.	A	..	..	160
			Armstrong, Beryl G.	A	B	91	130
			Collier, Marjorie H.	Pt3	..	..	65
			Walden, Eric M.	Pr2	..	..	75
			Junker, Dorothy F. E., B.A.	D	B	72	..
Grovetown	3A	72	Bull, Douglas G.	H	..	..	265
			Ladley, Ada B. E.	A	C	71	210
			Horton, Freda W.	Pr1	..	..	65
Hakahaka	0	1	Daken, Mary E. (Mrs.)	S	..	..	12
Hamua	3A	44	Barnett, John	H	D	54	310
			Fouhy, Alice (Mrs.)	A	C	74	210
Hastwell	3A	42	Harrison, Jane M. (Mrs.)	H	E	69	295
			Hiddlestone, Frances M.	A	D	104	175
Havelock	3A	76	Barrowelough, Alfred E., M.A., B.C.E.	H	A	36	325
			O'Conner, Theresa	A	..	..	170
Havelock Suburban	1	11	Arthur, Marewa M.	S	..	..	170
Hilliersden	1	16	Atkinson, May O.	S	..	..	170
Hinemoa	1	11	Cleghorn, Bessie	S	..	..	170
Horocka	2	22	Frain, Roderick J.	S	Lic.	..	190
Hukanui	3A	39	Anderson, Wigo	H	E	54	320
			Scott, Helen I. S.	A	..	..	150
			Coutts, Jane B.	A	..	..	150
Huritini	0	6	Hope, Stella J.	S	..	..	72
Hutt District High School—Primary	7B	527	Tambllyn, Joseph, M.A.	H	B	29	440
(492), secondary (35)			Mason, Francis A.	A	D	44	390
			Meager, Clara	A	E	68	325
			McLeod, David., M.A., B.Sc.	A	B	65	270
			Williams, Ethel (i), B.A.	A	B	48	310
			Melody, William J.	A	C	60	305
			Watson, Florence (i)	A	D	77	220
			Young, Mabel F.	A	D	81	230
			Scott, Isabelle	A	D	95	175

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*WELLINGTON—*continued.*

Schools.				Teachers.			
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Hutt— <i>continued</i>	..	..	Ongley, Esther E.	..	A	..	£ 150
			Shircliffe, Ruth M.	..	A	C	102 155
			Mortimore, Frances (Mrs.)	..	A	D	90 165
			Bishop, Cecil J.	..	Pt3	..	.. 65
			Grierson, Myra D.	..	Pr1	..	.. 65
			Swinbourne, Gwen E. S.	..	Pr1	..	.. 65
			Fendall, Georgie	..	Pr1	..	.. 65
			Myers, Phoebe, B.A.	..	D	B	41 ..
			McKay, Sophia A. F. C.	..	D	C	86 ..
Ihuraua Valley ..	2	20	Curtis, Vera I.	..	S	..	.. 180
Island Bay ..	7A	538	Thwaites, John E., B.A.	..	H	B	26 450
			Prichard, Herbert D.	..	A	C	43 370
			Acheson, Catherine E. A.	..	A	C	47 290
			Dempsey, Kate	..	A	C	50 290
			Mallabarr, Sophia	..	A	D	85 225
			McCarrison, Ellen	..	A	C	92 195
			Rhodes, Percy A.	..	A	D	89 180
			Hardy, Minnie	..	A	D	94 175
			Murphy, Reges F.	..	A	C	103 165
			Feist, Mary V.	..	A	C	106 140
			Day, Leslie I.	..	A	B	100 155
			Kennedy, William R.	..	A	Lic.	.. 120
			Shorland, Jessie E.	..	Pt1	..	.. 85
			Tolley, Enid M.	..	Pr2	..	.. 75
			Wilson, Joyce H.	..	Pr1	..	.. 90
Johnsonville (268) and side school (Newlands) (23)	5A	291	Jones, George A.	..	H	C	44 360
			Dudson, Walter F.	..	A	D	62 305
			Evans, Ada H.	..	A	E	73 240
			Whitcombe, Minnie A.	..	A	D	71 240
			Knapp, Mabel F.	..	A	D	106 150
			Roughton, Myra W.	..	A	B	97 165
			Brown, Jean D.	..	A	..	.. 120
			Hagan, Catherine M.	..	Pt2	..	.. 100
			Harvey, Viti L. R.	..	Pt3	..	.. 90
			McDavitt, Ellen F.	..	Pr2	..	.. 75
Jordon ..	0	6	Clunies-Ross, I. C.	..	S	..	.. 84
Judgeford ..	1	13	Balding, Laura (Mrs.)	..	S	D	81 205
Kahautara ..	2	38	McRae, Nellie (Mrs.)	..	S	D	.. 180
Kaiparoro ..	2	31	Carson, Frederick G.	..	S	..	.. 220
Kaitara ..	1	18	Ussher, Martha J.	..	S	E	67 140
Kaitawa ..	1	26	Turner, Marion (Mrs.)	..	S	D	90 195
Kaitoke ..	1	11	Hiddleston, Bernice G.	..	S	C	91 205
Kaituna ..	1	14	Higgs, Gladys B.	..	S	C	93 185
Kaiuma ..	1	13	Dyer, Edward J.	..	S	..	.. 140
Kaiwaiwai ..	3A	47	Rockel, Felix E. S.	..	H	D	67 305
			Tankersley, Iris.	..	A	C	95 205
Kaiwarra ..	3B	96	Pope, Robert James	..	H	D	48 330
			Dalrymple, Amelia A. (Mrs.)	..	A	E	76 210
			Arthur, May	..	A	D	92 185
Kakapau Bay ..	0	2	Guard, Rachael	..	S	..	.. 36
Kakariki ..	2	21	Walsh, Edward B.	..	S	D	.. 210
Karapoti ..	1	15	Whiteman, Gladys R.	..	S	..	.. 140
Karori ..	5A	262	Burns, John C., M.A.	..	H	B	34 370
			Stainton, William H.	..	A	D	80 285
			Pinder, Constance M.	..	A	C	89 210
			Cooper, Ethel R.	..	A	D	70 230
			Richmond, Marietta D.	..	A	C	98 140
			Gamage, Jessie (Mrs.)	..	A	D	83 175
			Caigou, Melba Frances	..	A	C	90 175
			Bracey, Phyllis O.	..	Pr2	..	.. 75
			Graham, Ida M.	..	Pr1	..	.. 65
Khandallah ..	3B	122	Brigans, John	..	H	C	47 320
			Buchanan, Kate E. R.	..	A	D	88 205
			Fairbrother, Doris	..	A	D	95 185
Kilbirnie ..	5D	365	Worboys, Joseph H.	..	H	C	25 420
			Feltham, Edgar C.	..	A	B	57 340
			Benzoni, Frances E. S.	..	A	D	61 265
			Scott, Mary (iii)	..	A	C	67 255
			Finlayson, Catherine H.	..	A	C	83 190
			Chatwin, Fanny M.	..	A	C	84 195
			Gore, Mary E.	..	A	D	90 165
			Hunt, Benjamin W. B.	..	A	D	104 155
			Parkinson, Winifred E.	..	Pt1	..	.. 85
			Dawson, Jack T. J.	..	Pr1	..	.. 65
Kohiku ..	0	11	Hamilton, Irene	..	S	..	.. 140
Kohinui ..	1	21	Hope, Jessie E. C.	..	S	D	93 130
Konini ..	3A	56	Britland, Walter	..	H	D	48 320
			Butler, Ellen C.	..	A	..	.. 150
Kopuaranga ..	2	21	Power, Mary E.	..	S	D	89 200
Koputaroa (82) and side school (22)	3B	104	Forsyth, Donald E.	..	H	C	51 325
			Best, Sarah E.	..	A	D	97 195
			Andrews, Honoria L.	..	A	..	.. 150
			Richards, Anna M.	..	A	D	104 165

For explanatory notes see page 1.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*WELLINGTON—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Korokoro	3A	55	Fanning, James F.	H	D	62	£ 315
Koromiko	2	25	Dorgan, Beatrice B.	A	..	..	140
Korora (12) and Pukehinau (17) ..	2	29	Woulfe, Kathleen	S	..	..	180
Lansdowne	5C	343	Batt, Charles A.	S	..	..	250
			Drummond, Robert	H	D	21	425
			Caigou, Charles A.	A	C	59	330
			Haggett, Gladys E. E.	A	D	60	245
			Atkinson, Mary E.	A	D	79	235
			Sellar, Margaret M.	A	D	101	170
			Hall, Lily E.	A	D	90	195
			Robinson, Lillie I. F.	A	D	97	165
			Langden, Gladys K.	Pt2	..	..	100
			Marenzi, Zara M.	Pt3	..	..	110
			Perry, Flora B.	Pr2	..	..	100
			Hosking, Mavis E.	Pr2	..	..	100
Levin District High School—Primary (571), secondary (34)	7C	605	McIntyre, James	H	D	25	480
			Higgins, Vivian	A	C	51	335
			Hitchcock, Mary L.	A	C	54	310
			Jones, Howard J.	A	D	66	315
			Proctor, Francis J.	A	C	65	290
			Casey, John	A	C	93	265
			Hayes, Ellen V.	A	C	70	210
			Smith, Sara E.	A	E	47	305
			Beckett, Shirley	A	C	94	195
			Adkin, Ethel M., B.A.	A	B	98	165
			Milnes, Ruby O.	A	C	102	165
			Muir, May I.	Pt1	..	..	110
			Richards, Flora M.	Pt1	..	..	110
			Palmer, Alice A.	Pt2	..	..	100
			Hooper, Alice M.	Pr1	..	..	65
			Rockel, Cecil F.	D	B	65	..
Linkwater	1	17	Murphy, Christine	S	..	..	190
Longbush	2	22	Green, Marion (Mrs.)	S	D	80	210
Lyall Bay	7D	645	Blake, Alexander C.	H	B	9	485
			Arcus, Laurence H.	A	D	49	390
			Roberts, Florence G., B.A.	A	B	47	310
			Gaze, Frederick J.	A	C	62	335
			Webb, Hilda M.	A	C	65	265
			Hind, Florence M.	A	B	63	265
			Hargreaves, Lizzie	A	D	75	230
			Smylie, Wilhelmina	A	D	94	195
			Gilpin, Annie S.	A	C	94	175
			Gibb, Muriel B.	A	..	..	140
			McDonald, Jane C.	A	C	99	165
			Leitch, Louise	A	C	98	165
			Martin, Rachel (i)	A	D	100	165
			Moon, Mary E. (Mrs.)	A	Lic.	..	150
			Gray, Ethel M.	Pt2	..	..	100
			Wilson, John	Pr2	..	..	100
			Diaper, Sydney H.	Pr1	..	..	90
			Beggs, Phyllis	Pr1	..	..	65
Makairo	1	11	Willis, I. V.	S	..	..	140
Makara	1	14	Smith, John A. (ii)	S	D	73	210
Makerua	2	24	Taylor, Francis H.	S	Lic.	..	220
Makomako	2	21	Gould, Cecilia M.	S	D	97	195
Maku	1	5	Souness, Grace N.	S	..	..	170
Makuri	2	28	Parsons, May A.	S	C	82	220
Manakau	3B	84	Mickle, Paul A. D.	H	C	51	330
			Gunn, Isabel A.	A	..	..	126
			Malcolm, Marjorie	A	..	..	150
Mangahao	1	19	Taylor, Dora G.	S	C	95	185
Mangamahoe	1	12	Pye, Ernest G.	S	..	..	150
Mangamaire	1	8	Morrison, Margaret	S	..	..	170
Mangaone	1	12	Pecker, Hilda	S	..	..	150
Mangapakeha	1	5	Schofield, Edith A.	S	..	..	140
Mangarama	1	16	Hughes, Maggie	S	C	90	180
Mangaroa	2	32	Gunn, Elizabeth M.	S	D	75	250
Mangatainoka	3B	103	Thompson, Frederick G.	H	C	51	330
			Hughen, Jossie (Mrs.)	A	E	76	210
			McCardle, Doris E.	A	..	..	170
Maori Bay	0	4	Fittall, Edith J.	S	..	..	48
Marama	1	10	Smith, Margaret	S	C	..	140
Marathon	1	7	Woodhouse, Ivy	S	..	..	170
Marima	1	13	Campbell, Alice	S	D	96	175
Marlboroughtown	3A	69	O'Connor, Maurice J.	H	C	46	325
			Jeffries, Alice	A	Lic.	..	170
			Neal, Marion E. W.	Pr1	..	..	90
Marshlands	2	32	Smart, Lily M. (Mrs.)	S	E	60	250
Martinborough	4C	248	Eddie, John K.	H	B	33	375
			Melton, Jane B. (Mrs.)	A	D	65	305
			Clarke, Mary A. C.	A	C	77	230
			Hall, Ethel B.	A	..	..	160
			Smith, May L.	A	..	..	140
			Owen, Christina O.	Pt1	..	..	110

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*WELLINGTON—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Masterton District High School— Primary (595), secondary (96), and side (157)	7I	848	Jackson, William H.	H	D	10	£ 495
			Goldsman, George J.	A	B	52	365
			Iorns, Olive E.	A	C	59	290
			Harland, Edward D.	A	D	91	290
			Wilkinson, Isabella A. (Mrs.) ..	A	D	62	295
			Bowley, Daisy R. (Mrs.) ..	A	D	70	230
			White, Angusina	A	D	82	195
			Robinson, Alice M.	A	..	..	140
			Wills, Ellen R.	A	..	..	210
			Hogg, Felicitas M. F.	A	D	90	175
			Atkinson, Agnes A.	A	D	94	175
			Sellar, Jeannie E.	A	C	96	165
			McLennan, Annie M.	A	..	..	140
			McLean, Lillian N. C. (Mrs.) ..	A	D	95	165
			Cocker, Lily M. Z.	A	C	93	175
			Dillon, Kathleen F.	Pt1	..	..	110
			Cole, Rehutai A. E.	Pt1	..	..	85
			Wilkinson, Sylvia H.	Pr2	..	..	75
			Bee, John G., M.A.	D	A	45	..
			Brown, Alexandra M., B.A. ..	D	D	64	..
			Sutherland, Olive R., M.A. ..	D	A	74	..
			Ross, Hilda, B.A.	D	B	79	..
Matahiwi	2	19	Freeman, Jessie A.	S	D	67	260
Matarawa	2	36	MacGregor, Grace E.	S	D	70	240
Matawhero	1	9	Kearney, Meta R.	S	..	..	140
Mauriceville	2	32	Shand, Florence J.	S	Lic.	..	180
Mauriceville West	3A	41	Black, William	H	D	62	285
			McKenzie, H. B. (Mrs.)	A	..	..	190
Mikimiki	2	25	Woodley, Rosanna (Mrs.) ..	S	E	76	230
Mount Cook Boys	5C	372	Bary, Charles	H	D	21	425
			Manning, William A.	A	D	51	290
			Cook, Eleanor N.	A	D	57	280
			Tew, Winifred E. H.	A	D	60	245
			Magill, Maggie E.	A	D	87	180
			Jones, Sarah G. (Mrs.)	A	D	78	230
			Thompson, Laura E.	A	C	83	160
			Munro, Martha C.	A	D	94	175
			Ronayne, May B.	Pt2	..	..	75
Mount Cook Girls	5B	309	Piggford, Mary H.	H	D	29	380
			Messenger, Ernestine R. G. ..	A	C	66	285
			Stevens, Winifred L.	A	D	70	250
			Ryan, Beatrice S.	A	C	75	230
			Chatwin, Georgina B.	A	C	85	195
			Raikes, Helen M.	A	C	90	175
			Wallach, Ida W.	A	C	92	175
Mount Cook Infants	5C	289	Watson, Phoebe	H	E	47	370
			Wallace, Ellen	A	D	64	275
			Mason, Henrietta R.	A	C	91	150
			Howden, Jessie E.	A	D	75	240
			Cross, Alice M.	A	D	79	240
			Feist, Hannah E.	A	C	84	195
			Hammond, Gladys M., B.A. ..	A	B	89	175
			Hills, Edith V. (Mrs.)	A	D	100	155
Muhunoa East	1	14	Arcus, Ellen J. (Mrs.)	S	E	84	205
Muritai	4B	202	Sanson, Herbert	H	D	53	325
			Cooke, Alice B.	A	D	72	220
			Roughton, Edna G. V.	A	D	97	170
			Rose, Florence	A	D	93	195
			Blake, Marjorie H.	Pt2	..	..	100
Newman	3A	36	Best, Thornton R.	H	D	58	315
			Miller, Ivy M.	A	..	..	150
Newtown (821) and side school (9) ..	7I	830	Bethune, Finlay	H	D	24	450
			Webb, James S.	A	C	44	370
			Finlayson, Janet A.	A	C	43	315
			Ward, Edward H.	A	D	59	340
			MacKellar, Jeanie L.	A	D	68	245
			Bisset, Elizabeth A.	A	D	71	265
			Edwards, Ralph W.	A	C	90	190
			Youngson, Mary G.	A	D	80	190
			Martin, Edith	A	D	89	195
			Massey, Lavrine D. (Mrs.) ..	A	D	90	205
			Bastings, Alma I.	A	C	96	165
			Bollinger, Marjorie J.	A	C	106	140
			McManus, Mary E.	A	D	97	165
			Bird, Grace E.	A	C	93	175
			Cocker, Alice, B.A.	A	B	92	165
			Bingham, Fanny D.	A	B	101	155
			Johnstone, Dora A.	A	C	107	140
			Robertson, Henrietta McC. ..	A	B	101	155
			Seed, Jessie	A	C	108	150
			Josephs, Jessie	Pt1	..	..	110
			Hislop, Isabella	Pt2	..	..	100
			Rawle, Muriel H.	Pt3	..	..	65

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*WELLINGTON—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Newtown— <i>continued</i>	..	..	Beckley, Gladys E. ..	Pr2	..	..	£ 75
			Bickerton, William M. ..	Pr1	..	..	90
			Smith, Alice E. ..	Pr1	..	..	65
Ngaio	4A	157	Clark, William H. ..	H	D	41	350
			Tueby, Catherine B. ..	A	D	72	220
			McGowan, Mary ..	A	B	83	195
			Brownrigg, Alfred H. S. ..	Pt2	..	..	75
Ngaturi	1	13	Isles, Flora M. ..	S	D	93	205
Nikau	1	12	Moloney, John ..	S	..	..	150
Nireaha	3A	70	Gordon, Charles S. ..	H	C	66	305
			Kissell, Elizabeth ..	A	..	..	150
Nopera Bay	1	16	Trischler, Eleanor ..	S	..	..	160
Normal School and three model schools (at Training College), and Kelburn Infants' (side school)—Normal primary (296); Model schools—Type (i), rural (28); type (ii), junior P-S2 (27); type (iv) Junior Kindergarten (average not reckoned, children under 5 years of age); Kelburn Infants' (side school) (276)	7D	627	Webb, James C., B.A. ..	H	B	4	550
			Kidson, George R. ..	N	B	33	420
			Wilson, Marion K., M.A. ..	N	A	43	330
			Robertson, Charles ..	N	B	52	345
			Graham, Arnold J., B.A. ..	N	B	64	315
			Fallows, Mary R. E. ..	N	D	67	255
			Little, Isabel D. B. ..	N	C	66	255
			Kerr, Kate F. ..	N	B	80	210
			Kane, Thomas, M.A. ..	N	A	50	360
			Lea, Norah ..	N	C	86	235
			Maitland, Winifred ..	N	..	..	410
			Blake, Bertie N. T., M.A. ..	N	A	44	360
			Martin, Elisabeth (Mrs.) ..	N	E	63	215
			Garnham, Grace ..	N	C	66	255
			Sparrow, Eva T., B.A. ..	N	A	68	255
			Mather, Winifred M. ..	N	C	100	175
			Meffin, James M. ..	N	D	100	175
			Grosvenor, Mary G. ..	N	C	96	175
			Thornton, Marion G. ..	N	C	59	260
Normandale	2	24	Aitchison, Evelyn R. ..	S	D	79	210
Northland	4B	164	Polson, Donald ..	H	C	38	360
			Morcom, Annie E. ..	A	C	79	210
			Banks, Catherine M. (Mrs.) ..	A	D	86	250
			Johnstone, Janet S. ..	A	..	..	195
			Rix-Trott, Kenneth ..	Pt2	..	..	100
			Churchill, Florence M. ..	Pr1	..	..	75
			James, Beatrice G. ..	Pr1	..	..	65
Nydia Bay	1	9	Foley, Cecily ..	S	..	..	150
Ocean Bay	3A	52	Eager, Edward F., M.A. ..	H	B	46	325
			Crump, Aloha ..	A	D	102	195
Ohariu	3A	46	Jackson, Patrick M. ..	H	C	69	285
			Hislop, Violet R. (Mrs.) ..	A	D	102	215
Ohau	3B	108	Henderson, George McD., B.A. ..	H	B	46	335
			Campbell, Mary L. ..	A	D	101	175
			Wehipeihana Parewai ..	A	..	..	120
Okarimio	2	28	Coward, Adelina M. ..	S	C	74	240
Omaka	1	15	Creswell, Phyllis M. ..	S	..	..	150
Onamalutu	1	15	Martyn, Annie P. ..	S	..	..	150
Onauku	1	10	Watson, Jessie (Mrs.) ..	S	..	..	170
Opaki	2	24	Marryatt, Florence M. ..	S	D	68	260
Opouri Valley	1	5	Freeman, Fred. E. ..	S	..	..	140
Otaki	4B	189	Smith, William B. ..	H	D	31	375
			Crellin, Muriel L. ..	A	C	72	200
			Rudkin, Alfred R. ..	A	C	76	230
			Miller, Edith P. ..	A	D	90	180
			Burbush, Margaret A. ..	A	D	82	190
			Christensen, Marie P. ..	Pt3	..	..	90
Otanerau	0	7	Trischler, Agnes ..	S	..	..	84
Paekakariki	3A	66	Cooper, Henry T. ..	H	D	59	310
			Campbell, Jessie ..	A	..	..	170
Pahautanui	2	32	Bodell, Florence A. ..	S	D	75	240
Pahiataua District High School—Primary (210), secondary (23)	5A	233	Chatwin, George W. ..	H	C	20	405
			Scott, William W. ..	A	E	64	305
			Ritchie, Annie M. ..	A	C	68	240
			Pattle, Kate A. ..	A	D	76	230
			Hewatt, Margaret F. ..	A	D	95	195
			Tait, Doris ..	Pt3	..	..	90
			North, Esther M., B.A. ..	D	B	76	..
Paraparaumu	3A	81	White, Alfred T. ..	H	C	50	320
			Roberts, Gladys V. ..	A	..	..	126
Parkvale	3A	58	Clarke, James Thomas ..	H	..	..	260
			Pritchard, Florence ..	A	D	78	210
Pelorus Bridge	2	27	Mapp, Elsie ..	S	..	..	200
Petone District High School—Primary (697), secondary (40)	7H	737	Haslam, Charles N., B.A. ..	H	B	13	480
			King, Eustace, M.A., B.Sc. ..	A	B	36	390
			Slater, Jemima ..	A	D	44	315
			Finlayson, John H. Mc. ..	A	C	55	335
			Stanton, Elizabeth A. ..	A	D	57	280
			Udy, Linda A. ..	A	C	68	220
			Hitchings, Gladys M. N. ..	A	C	92	195

For explanatory notes see page 1.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued*.WELLINGTON—*continued*.

Schools.				Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
Petone—continued	..	..	Hansen, Ingeborg M. ..	A	D	101	£ 150	
			Rich, Florence V. ..	A	D	96	165	
			Kydd, Maud ..	A	..	..	140	
			Castle, Constance W. M. ..	A	D	98	165	
			Buyers, Mary H. ..	A	..	..	270	
			Newlands, Barbara M. ..	A	D	102	165	
			Peart, Elvira S. ..	A	D	93	175	
			Rains, Catherine M. ..	A	..	..	140	
			Beddingfield, Esther B. ..	A	..	..	130	
			Olson, Claude H. ..	Pt2	..	..	100	
			Davis, Iris E. ..	Pr1	..	..	65	
			Lynskey, James H., B.A. ..	D	B	41	..	
			Denham, Fanny R (Mrs.), M.A. ..	D	B	62	..	
Petone West (321) and side school (133)	7A	484	Beddingfield, Douglas S., B.A. ..	H	B	13	460	
			Stephens, James T. O. ..	A	B	45	370	
			Carter, Elsie (i) ..	A	C	55	290	
			Ogg, James, B.A. ..	A	B	61	285	
			Stanton, Alice Jane ..	A	C	67	245	
			Haldane, Minnie ..	A	D	87	175	
			d'Emden, Amy I. ..	A	D	97	170	
			Hare, Janet C., B.A. ..	A	B	93	175	
			Davis, Annie E. ..	A	D	97	165	
			Dagger, Noeline ..	A	D	105	150	
			Maynard, Carmelita M. ..	A	D	105	140	
			Cooper, Nora (Mrs.) ..	A	..	..	126	
			Ogg, Amy A. ..	Pt2	..	..	75	
			McHardie, Alceutha O. ..	Pr2	..	..	100	
			Lockwood, Amelia ..	Pr1	..	..	90	
Pieton	4B	194	Robinson, Herbert J. ..	H	D	37	370	
			Harris, Margaret M. ..	A	C	79	210	
			Newmann, Alice M. ..	A	..	..	205	
			Pritchard, Doris ..	A	C	94	195	
			Wilkinson, Archibald W. ..	Pr1	..	..	110	
Pirinoa	2	34	Preece, Olive W. ..	S	C	78	230	
Plimmerton	3A	82	Dallaston, Charles W. ..	H	C	51	320	
			Raine, Jessie ..	A	C	95	195	
Ponatahi	2	24	Hurren, Mary P. ..	S	D	68	250	
Pongaroa	3A	52	Gregory, Frederick W. ..	H	D	78	305	
			Winge, Aziyadee ..	A	..	..	160	
Porirua	3B	95	Bennett, William B. ..	H	..	..	330	
			Nutsford, Enid ..	A	C	89	205	
			Waters, Annie A. B. ..	A	D	101	175	
Poroporo	1	17	Scott, Margaret M. ..	S	..	..	170	
Portage	0	4	Petrie, Pearl L. (Mrs.) ..	S	..	..	48	
Pukatea Bay	1	11	Trischler, L. ..	S	..	..	140	
Pukehinau (half-time). (See under Korora.)								
Pukekoikoi	0	6	Brown, Lena ..	S	..	..	72	
Pukenui	1	13	Gallop, Eliza E. ..	S	..	..	140	
Puketoi	2	21	Leighton, Mary J. (Mrs.) ..	S	E	76	250	
Putara	1	15	Clarke, Marie A. D. ..	S	..	..	185	
Rakaunui	1	21	Tregurtha, Richard H. ..	S	..	..	160	
Rangatimau	1	20	Cumpsty, Charles E. ..	S	Lic.	..	180	
Rapaura	3A	46	Oldham, Hedley ..	H	D	45	325	
			Williams, Beatrice ..	A	..	..	170	
Redwood Town. (See Blenheim).								
Reikiorangi	2	33	Johnson, Edith M. ..	S	D	74	250	
Renwick	3A	64	Haughey, James ..	H	C	42	325	
			Nevison, Isabella ..	A	C	90	205	
Riverlands	2	28	Chapman, Florence M. ..	S	C	58	300	
Rocks	0	2	Campbell, Constance M. ..	S	..	..	24	
Ronga Valley	1	11	Stratford, Clarence F. ..	S	..	..	150	
Rongokokako	3A	31	Grant, Collin C. ..	S	B	70	240	
Rongomai	2	19	Coulson, Jessie A. ..	S	D	81	210	
Roseneath (134), and Hataitai (side school) (137)	5B	271	Darroch, Robert ..	H	D	29	400	
			Davidson, Jessie L. ..	A	D	63	295	
			Bird, Florence R. ..	A	E	72	240	
			Fossette, William E. W. R. ..	A	D	82	210	
			Clifford, Olive I. ..	A	D	85	160	
			Cumberworth, Dorothy M. ..	A	C	90	195	
			Hobday, Elsie P. ..	A	C	92	175	
			Adams, Eleanor M. C. ..	Pr2	..	..	75	
			Barclay, Mary T. ..	Pr2	..	..	75	
			Emmerson, Elsie M. ..	Pr2	..	..	75	
			Wilkie, Mavis G. ..	Pr1	..	..	65	
Ruawhata	2	21	Hood, Lilian A. ..	S	..	..	180	
Saunders Road	1	14	Bowman, Thomas W. ..	S	D	79	280	
Scarborough	3A	60	Warwick, Robert S. ..	H	C	64	305	
			Burge, Agnes H. ..	A	D	82	205	
Seaview	1	9	Monkhouse, Grace J. ..	S	..	..	150	
Seddon	3A	60	Best, Frank D. ..	H	D	55	315	
			Young, Esther ..	A	..	..	170	

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*WELLINGTON—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Shannon	5B	308	Voysey, William	H	D	31	£ 410
			Tremewan, Maurice A. ..	A	C	72	295
			Harvey, Charlotte T. ..	A	C	76	230
			King, Emily A.	A	D	87	180
			Barnes, Emily J. (Mrs.) ..	A	Lic.	..	170
			Watson, Margaret J. ..	A	D	93	195
			Sheridan, Constance M. ..	A	C	100	155
Solway	3A	53	Campbell, Kathleen ..	H	D	54	310
			Wallace, Minnie F. ..	A	C	95	205
South Featherston ..	3A	63	Fieldhouse, Joseph H. ..	H	C	51	310
			Nicol, Dorothy I. ..	A	..	..	150
South Wellington ..	7G	703	Thomas, Joseph ..	H	C	11	485
			Ballachey, Ernest H., B.A.	A	B	34	365
			Broadbent, Mary A. ..	A	D	48	300
			Parkinson, Arnold E. H. ..	A	C	64	285
			Cooper, Emily M. ..	A	D	49	280
			Thomson, Isabel S. Mc. ..	A	C	72	265
			Davies, Annie ..	A	Lic.	..	210
			Feist, Lily ..	A	C	81	185
			Thompson, Clarice V. ..	A	D	101	165
			Walls, Margarita ..	A	C	89	175
			Chartres, Mary E. ..	A	C	107	140
			Roy, Rubina A. ..	A	C	95	175
			Thompson, Lily A. ..	A	D	98	165
			Bissett, Dorothy V. ..	A	D	103	165
			Donaldson, Hector A. ..	Pt2	..	..	75
			McGrath, Norma ..	Pt3	..	..	65
			Warring, George ..	Pt3	..	..	65
			Beggs, Gwendoline M. ..	Pr1	..	..	65
Spring Grove	0	6	Evans, Florence E. ..	S	..	..	72
Spring Lands	4A	153	Howard, Harry J. ..	H	D	41	370
			Millington, Emily E. ..	A	D	63	240
			Fraser, Christina A. ..	A	C	84	195
			Coull, Jessie A. ..	Pt2	..	..	85
			Forbes, Norma J. ..	Pr2	..	..	75
Stephens Island ..	0	5	Gausel, Bertha ..	S	..	..	60
Stokes Valley ..	1	16	Smith, William E. J. ..	S	..	..	140
Tablelands ..	1	9	Wearne, Ernest C. ..	S	..	..	140
Taita	3B	110	Vaughan, Frederick T. ..	H	D	54	320
			Williamson, Isa M. ..	A	D	96	195
			Levien, Rachel ..	A	..	..	150
Takapu	0	9	Bradford, Laura E. ..	S	..	..	170
Tane	1	14	McKinlay, A. D. ..	S	..	..	140
Taratahi West ..	2	23	Connell, Elizabeth E. (Mrs.)	S	E	74	260
Tauheru	1	16	Bowman, Eva M. (Mrs.) ..	S	D	76	220
Tauhorenikau ..	2	29	Sankey, Arthur W. ..	S	Lic.	..	160
Tawa Flat	2	23	Lotham, Sara ..	S	E	58	300
Te Aro (486) and sides, Mitchelltown (166), and Infants (182), (Wellington)	7J	834	McKenzie, Alexander (i) ..	H	C	25	450
			Kean, Balfour ..	A	B	37	390
			Edwards, Dorothy L. W. ..	A	D	60	295
			Woodward, Elizabeth ..	A	D	59	310
			Hayes, Amy L. ..	A	D	57	280
			Macalister, Ita ..	A	C	69	245
			Kirk, Allan A. ..	A	C	91	200
			O'Shea, Mary ..	A	D	87	175
			Fletcher, Mabel F. ..	A	C	92	175
			Gordon, Mary J. (Mrs.) ..	A	C	74	180
			Loftus, Mabel U., B.A. ..	A	B	99	165
			Hargreaves, Catherine (Mrs.)	A	D	89	175
			Mudford, Iva M. ..	A	C	98	165
			McKirdy, Ann ..	A	C	97	165
			Forsyth, Jessie M. ..	A	C	102	165
			Morrison, Sybil De S. N. ..	A	D	105	150
			Burn, Norman N. ..	A	..	..	120
			Norman, Norah P., M.A. ..	A	A	98	190
			Mackay, Emma A. (Mrs.)	A	C	90	150
			Waghorn, Reginald J. ..	Pt2	..	..	100
			Battersby, Rose I. ..	Pr1	..	..	65
			Brown, Maud J. ..	Pr1	..	..	65
			Gibb, Malcolm C. ..	Pr1	..	..	65
Te Horo	3B	90	Kirk, George W. ..	H	C	47	330
			Hagan, Hannah J. ..	A	..	..	120
			Windley, Ivy M. ..	A	C	99	185
Te Marua	3A	39	Stanley, Annie L. (Mrs.) ..	H	D	69	310
			Pilling, Janet C. ..	A	..	..	195
Te Ore Ore	3A	52	Dagg, Eveline E. ..	H	D	74	220
			McPhee, Maggie C. ..	A	D	99	175
Te Rou	1	6	Freeman, Frank ..	S	Lic.	..	180
Terrace (Wellington) ..	7D	568	Leslie, David E. ..	H	C	27	440
			Erskine, Albert ..	A	C	32	365
			Fogelberg, Norma E., B.A.	A	B	61	285
			Murphy, Arthur P. ..	A	C	57	310

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*WELLINGTON—*continued.*

Schools.				Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
Terrace—continued	..	..	Fraser, Sara ..	A	E	54	£ 310	
			Duncan, Myra (Mrs.) ..	A	D	74	275	
			Van Staveren Lena ..	A	C	69	260	
			Gibson, Fanny ..	A	D	81	195	
			Coady, Ellen ..	A	E	79	180	
			Francis, Doris A. ..	A	C	94	175	
			Harle, Margaret A. ..	A	B	94	175	
			Pitkowsky, Minnie ..	Pt1	..	..	85	
			Martin, Gordon U. ..	Pt1	..	..	110	
			Milesi, Marea Z. . .	Pt2	..	..	75	
			Gardner, Ruby C. ..	Pr2	..	..	90	
			Wilson, Agnes H. ..	Pr2	..	..	75	
			Jacker, Ida V. . .	Pr1	..	..	65	
Te Weka ..	1	13	Baxter, Henry ..	S	..	..	170	
Te Wharau ..	1	8	Clauson, William R. ..	S	..	..	140	
Te Whiti ..	1	10	Warner, Grace ..	S	..	..	140	
Tinui . .	2	19	Sutton, Henry ..	S	D	68	260	
Tira Ora ..	0	6	Cameron, Magdalene W. . .	S	..	..	72	
Tiraumea ..	0	7	Wake, Florence M. ..	S	..	..	84	
Titirangi ..	0	6	Noek, K. (Mrs.) ..	S	..	..	72	
Tokomaru ..	3B	115	Philip, William H. ..	H	C	50	330	
			Gooder, Hazel M. ..	A	D	87	200	
			Greig, Agnes M. . .	A	..	..	150	
Tua Marina ..	3A	65	Anderson, David D. ..	H	C	78	265	
			Campbell, Frances ..	A	D	62	210	
Ugbrooke ..	1	9	Blair, Henrietta . .	S	..	..	150	
Upper Hutt ..	5C	334	Connell, Frederick W. ..	H	D	40	410	
			Bowie, William S. ..	A	C	59	340	
			Brown, Winifred E. ..	A	D	71	255	
			Rendle, Arthur C. ..	A	..	..	280	
			Boyd, Kate R. . .	A	D	95	170	
			Duggan, Evelyn E. ..	A	C	83	195	
			Hawley, Agnes D. ..	A	D	101	155	
			Kershaw, Florence E. ..	A	C	102	165	
Wadestown (87) and side (90)	4B	177	Joplin, Charles R. ..	H	D	41	370	
			Battersby, Margaret N. ..	A	D	72	240	
			Evans, Eurfryn ..	A	B	81	230	
			Fellingham, Rebecca ..	A	E	88	195	
			Garrey, Agnes ..	A	C	93	175	
			Tebbs, Alice C. . .	A	D	103	165	
Waihakeke ..	3A	38	Matthews, Laura ..	H	D	48	310	
			Wills, Mary E. L. ..	A	C	82	240	
Waihoanga ..	2	23	Edmed, Mildred C. ..	S	C	70	230	
Waihoki ..	0	10	O'Leary, Cornelius N. ..	S	..	..	140	
Waikakaho ..	0	4	Philpotts, Olive ..	S	..	..	60	
Waikanae ..	3A	67	Rodgers, John ..	H	C	54	320	
			Hurrell, Elsie ..	A	D	91	205	
Waikawa Pa ..	2	23	Timms, William . .	S	D	90	210	
Waingawa ..	3A	37	Kelleher, Caroline H. ..	H	D	60	265	
			Dyer, Grace A. . .	A	..	..	150	
Wainuiomata ..	2	26	Oswin, Mabel E., B.A. ..	S	B	60	260	
Waione ..	2	22	Russell, William E. ..	S	D	87	220	
Wairau Bar ..	1	12	Guard, Daisy ..	S	..	..	150	
Wairau Pa ..	1	10	Gibson, Jeanie I. B. ..	S	D	89	150	
Wairau Valley ..	2	32	Brooks, Gordon ..	S	..	..	220	
Wairongomai ..	1	19	Strong, Florence M. ..	S	Lic.	..	180	
Waitaria ..	1	9	Hamilton, Jean ..	S	..	..	160	
Wakatahuri ..	0	6	Waiti, Dora ..	S	..	..	72	
Wallaceville ..	1	16	Brodie, John Mc. ..	S	..	..	140	
Wantwood ..	1	10	Murray, Margaret P. (Mrs.) ..	S	C	43	210	
Ward ..	3A	64	Howard, Kate A. (Mrs.) ..	H	D	49	300	
			Maitland, Hazel M. R. ..	A	..	..	150	
Waterfalls ..	1	13	Farnell, Cora ..	S	..	..	140	
Wharanui ..	1	10	Watson, Henry ..	S	..	..	160	
Whareama ..	2	29	Turner, Mary E. (Mrs.) ..	S	D	55	300	
Whareatua Bay ..	1	10	Burton, Patrick . .	S	..	..	170	
Wharehunga ..	0	2	Greensill, Margaret E. J. ..	S	..	..	24	
Whiteman's Valley ..	2	16	Baskette, Georgina C. (Mrs.) ..	S	E	92	190	
Woodbank ..	2	22	Taylor, Frances E. ..	S	D	87	190	
Worser Bay (201) and side schools, Seatoun (127), and Miramar (61)	5D	389	Rowntree, William W. ..	H	C	28	400	
			Brown, William B., B.A. ..	A	B	59	310	
			McFarlane, Olive V. ..	A	D	67	255	
			Duff, Minnie ..	A	C	78	245	
			Pettigrew, Robina ..	A	C	95	170	
			Webb, Alice H. . .	A	C	83	195	
			Gilpin, Martha E. ..	A	D	102	165	
			Smith, Kathleen G. ..	A	C	97	165	
			Ramsay, Lily M. ..	A	D	93	175	
			Creagh, Eileen ..	A	C	108	150	
			Cronin, Catherine ..	Pt3	..	..	65	
			Oldfield, Gladys . .	Pt3	..	..	65	
Wynen's Bay ..	0	6	Morrison, Mary ..	S	..	..	72	

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

NELSON.

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Addison's Flat	1	8	Ash, Frederick E. ..	S	..	..	£ 170
Appleby	3A	29	Tunnicliffe, Robert G. ..	S	D	..	180
Arapito	1	15	Allen, Blanche I. (Mrs.) ..	S	D	84	250
Ariki	1	9	McNabb, R. Leslie ..	S	..	..	140
Awaroa	0	7	Brown, Nancy ..	S	..	..	96
Bainham	3A	43	Tunnicliffe, Norris H. ..	H	C	84	295
Birchfield	2	27	Grooby, Constance M. ..	A	..	..	150
Black's Point	3B	83	Doyle, Maud ..	S	D	91	210
			Ching, Harold L. ..	H	C	75	305
			Rivers, Mary A. ..	A	D	95	205
			Panckhurst, Nellie ..	A	..	..	140
			Stewart, Jessie ..	Pr1	..	..	65
Blackwater, Upper	2	29	O'Donnell, Honora ..	S	D	85	230
Blue Duck Creek	0	8	Holyoake, Muriel ..	S	..	..	96
Brightwater (67) and River Terrace (side school) (17)	3B	84	Bryant, William H. ..	H	B	56	330
			Turner, Zilla L. ..	A	D	100	195
			Hornsby, Harriet R. ..	A	..	..	140
Brooklyn	3B	92	Trevella, Arthur ..	H	D	47	330
			Powler, Ila E. ..	A	..	..	160
			Gibens, Teresa ..	A	..	..	160
Burnett's Face	3A	62	Smalley, Percy ..	H	D	84	255
			Mears, Margaret ..	Pt2	..	..	100
			Pellow, Mabel ..	Pt2	..	..	75
Cape Foulwind	3A	38	Dale, Annabella, B.A. ..	H	B	67	275
			Mears, Elenor ..	A	..	..	170
Capleston	2	27	Dunn, Ellen ..	S	..	..	200
Charleston	2	25	Etheredge, Elizabeth J. (Mrs.) ..	S	..	..	170
Churchill	1	15	Thompson, Mabel H. ..	S	Lic.	..	150
Clifton Terrace	2	26	Power, Catherine F. ..	S	C	73	250
Collingwood	2	27	Easdale, Mildred J. N. ..	S	C	70	295
Cronadun	2	31	Gibbs, Betsey A. H. ..	S	D	70	310
Denniston	4A	122	Hiddleston, John F. C. ..	H	C	48	360
			Lewis, Nora C. ..	A	..	..	170
			McNamara, Annie E. ..	A	..	..	160
			Palmer, Isobel C. ..	Pt1	..	..	85
Dovedale	2	27	Wilding, Charles B. ..	S	..	..	160
Fairdown	1	12	Bell, Myrtle A. M. ..	S	C	90	205
Fern Flat	1	10	Fittall, J. ..	S	Lic.	..	190
Ferntown	1	14	Dixon, Margaret M. ..	S	..	..	120
Foxhill	3A	59	Baigent, Louis O. ..	H	D	46	325
			Underwood, Emily N. ..	A	..	..	160
Glenhope	1	13	Miller, Florence M. ..	S	..	..	140
Glenroy	1	13	Manley, Alfred H. ..	S	..	..	140
Globe Hill	2	11	Ellery, Henry V. ..	S	Lic.	..	210
Gordon	1	10	Sloan, L. C. ..	S	..	..	160
Gowan Valley	1	9	Hunter, Elsie ..	S	..	..	150
Granity (129) and Hector (side school) (45)	4B	174	Douglas, Arthur ..	H	C	27	375
			Bettjemann, Alma ..	A	C	94	210
			Barkley, Doris M. ..	A	D	..	160
			Mumm, Mary ..	A	..	..	170
			Tregurtha, Grace Rosa ..	A	..	..	130
			Douglas, Ethel ..	Pt2	..	..	100
			Craddock, Margaret ..	Pr2	..	..	100
Hamama	1	12	Kedgley, Maurice ..	S	..	..	140
Happy Valley	2	34	Scadden, Maria (Mrs.) ..	S	..	..	170
Harakeke	1	26	Tuckey, Amy E. ..	S	D	95	205
Hillside	1	15	Dolamore, Emma J. ..	S	Lic.	..	140
Hinekaka	0	9	Hayes, Margaret ..	S	..	..	140
Hope	3A	56	Satherley, Vernon ..	H	Lic.	..	220
			Gibbs, Alice W. ..	A	C	94	205
Inangahua Junction	1	26	Ryan, Maud E. ..	S	D	..	180
Inangahua Landing	1	19	McDowell, Frank M. ..	S	..	..	160
Kaituna	2	25	Bastin, Ida Elvina ..	S	D	69	250
Karamca	3B	81	Morris, Stuart F. ..	H	D	..	255
			Connor, Elizabeth A. (Mrs.) ..	A	E	89	205
			Curtin, Annie C. ..	Pt2	..	..	75
			Hibbs, Rita G. ..	Pt2	..	..	75
Kikiwa	0	6	Bradshaw, Jessie L. ..	S	..	..	72
Kiwi	1	17	McCarthy, Margaret ..	S	D	..	180
Koreke	0	11	McKay, Ethel G. ..	S	..	..	170
			<i>Drogenmaller, Eileen</i> ..	Sub.	..	..	[120]
Korere	2	33	Dale, Mary ..	S	C	79	250
Little Grey	3A	43	Walshe, Elizabeth M. ..	H	D	72	265
			Skinner, Mollie T. ..	A	..	..	160
Little Wanganui	1	17	Bastin, Elvira M. ..	S	..	..	140
Longford	1	11	Kitto, Frances ..	S	..	..	140
Long Plain	2	12	McLaren, Eileen ..	S	..	..	170
Lyell	0	5	Trim, Dorothy ..	S	..	..	84
Mahana	1	16	Whiteside, Bryan S. ..	S	..	..	140
Mailman's Creek	0	7	Moffatt, Joice H. ..	S	..	..	72
Maitai Valley	1	9	Brewerton, Annie ..	S	..	..	140
Mangarakau	0	8	Nicholls, Magnolia J. ..	S	..	..	96

For explanatory notes see page 1.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*NELSON—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Mangles Valley (6) and Tutaki (9)	1	15	Ching, Maurice J.	S	..	..	£ 170
Mapua	1	25	Boyes, Philip A.	S	..	..	140
Marahau	1	17	Freeman, Hilda	S	..	..	150
Matariki	1	9	Mead, Ruby L.	S	..	..	140
Millerton	4A	139	Rogers, Marmaduke	H	C	68	305
			Day, Hilda (Mrs.)	A	D	79	230
			Toolley, Mary A. R. (Mrs.)	A	D	..	150
			Hilton, Stella F.	Pt2	..	..	100
			Dowgray, Andrew E.	Pr1	..	..	90
Motueka District High School and Whakarewa (side school)—Motueka primary (208), Motueka secondary (25), and Whakarewa (side school) (45)	5B	278	Griffin, Thomas J., B.A.	H	B	8	425
			Robertson, Catherine M.	A	C	77	275
			Silcock, Harold F. S.	A	Lic.	..	210
			Hagen, Nora M.	A	D	92	210
			Fowler, Alma G.	A	D	98	185
			Raikes, Margaret W.	A	D	101	165
			Jordan, Gladys N.	A	D	..	140
			Duncan, Floris J.	Pt1	..	..	110
			Crowe, Catherine M.	Pr2	..	..	100
			Neilson, Isabella, M.A.	D	A	..	..
Motupiko	2	29	McGlashan, Ralph	S	D	82	260
Motupipi	3A	57	Ainsworth, Emma F., B.A.	H	B	63	285
			Robertson, Margaret	A	..	..	170
Moutere, Lower	3A	69	Snadden, George	H	C	57	310
			Jordan, Fanny S.	A	D	88	205
Moutere, Upper	3A	48	White, James	H	C	57	315
			Prestidge, Marjory R.	A	..	..	150
Murchison	3A	61	Bolton, Pamela E.	H	E	56	310
			Harford, Hilda J.	A	..	..	150
Nelson Boys' (286), Brook Street (side school) (121), and Tasman Street (side school) (165)	7B	572	Gibbs, Frederick G., M.A.	H	A	1	495
			Irwin, Robert	A	C	41	390
			Boyes, Esmond E. C.	A	C	62	295
			Hughes, Margaret	A	C	59	310
			Gubb, Lester F.	A	C	55	310
			Kitching, Mary E.	A	E	66	275
			Holdaway Hubert R.	A	C	..	170
			Palmer, Constance M.	A	C	80	180
			Gibson, Inez R.	A	D	..	170
			Lublow, Alice G.	A	D	104	155
			Pitt, Dorothy W.	A	..	..	130
			Wratt, Christina E.	A	..	..	130
			Empson, Rona	Pt2	..	..	75
			Bush, Queenie	Pt1	..	..	85
			Kidson, Edward W.	Pt2	..	..	75
			Whelam, Dorothy I.	Pr2	..	..	100
			Nightingale, Albert G.	Pr1	..	..	65
			Gibbs, Rose O.	Pr1	..	..	90
Nelson Girls' (219), Hampden Street (side school) (186), and Haven Road (side school) (193)	7C	598	Knapp, Frederic V.	H	B	5	465
			Kidson, Kitty E. (Mrs.)	A	B	51	365
			Johnson, Amy F.	A	B	61	285
			Gilbert, Esther E.	A	D	56	290
			Wright, Julia C.	A	C	60	245
			Wright, Gwendoline F.	A	E	82	235
			Baigent, Beatrice L. M.	A	C	78	190
			Cameron, Sarah	A	D	70	180
			Moore, Doris	A	B	81	175
			Worley, Winnifred G.	A	D	89	175
			Redgrave, Katherine G.	A	C	100	165
			Shirliff, Kate W.	A	D	81	175
			Widdowson, Florence A.	A	D	..	155
			Parkes, Kathleen E.	Pt1	..	..	110
			Palmer, Ethel R.	Pt1	..	..	110
			Winter, Winifred	Pt2	..	..	100
			Griffin, Helen R.	Pr2	..	..	75
			Harford, Marjorie E.	Pr2	..	..	75
			Irwin, Annie M. E.	Pr2	..	..	75
			Burns, Norah C.	Pr2	..	..	75
			Stade, Hilda H.	Pr1	..	..	90
Neudorf	3A	40	Wills, Edgar J.	H	D	84	255
			Ferbrache, Evelyn A.	A	D	85	205
Ngatimoti	3A	40	Silcock, Harold S.	H	D	84	275
			Wills, Emily N. J.	A	..	..	150
Norris's Gully	0	6	McKee-Wright, David	S	..	..	72
Nuggety Creek	0	5	Ferguson, Vera	S	..	..	60
Oparara (10) and Oparara Beach (6)	1	16	Moran, Kathleen	S	..	..	170
Orinoco	1	12	Raikes, Alice O.	S	D	96	195
Otarawao	0	6	King, Mary	S	..	..	60
Owen Junction	1	20	Nalder, Amy I.	S	..	..	150
Owen River	0	7	Riddell, Jessie	S	..	..	96
Pakawau	1	16	Cowin, Robert A.	S	..	..	140
Pariwhakaho	1	12	Allan, Gladys R.	S	..	..	140
Pigeon Valley	1	17	Hall, Esther (Mrs.)	S	..	..	170
Pokororo	2	17	Power, Mary	S	..	..	180

For explanatory notes see page 1.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC. *continued.*NELSON—*continued.*

Schools.			Teachers.					
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
Progress	1	9	Morrison, Catherine A. ..	S	E	76	£ 140	
Punakaikai	1	12	Sherlock, Anastasia ..	S	..	..	150	
Puponga	2	24	McEwan, Mary G. ..	S	D	93	200	
Rakopi	0	9	McCurdy, Ada ..	S	..	..	96	
Ranzau	3A	48	O'Leary, Ellen M. ..	H	D	79	265	
			Ingram, Ivy M. ..	A	D	101	185	
Redwood Valley	0	9	Campbell, Flora L. I. ..	S	..	..	120	
Reefton District High School—	5B	256	Rumbold, William A. ..	H	C	14	425	
Primary (238), secondary (18)			Goodyer, John ..	A	D	73	295	
			Garth, Isabelle O. ..	A	E	84	230	
			Moore, Euphemia J. ..	A	E	70	240	
			Scarlett, Margaret L. ..	A	D	86	195	
			Donaldson Eugenie ..	Pt2	..	..	75	
			Duncan, Cecilia ..	Pr3	..	..	65	
			Mori, Kate A. ..	Pr1	..	..	65	
Richmond	4C	212	Hopkirk, Susan M., B.A. ..	D	B	74	..	
			Boyce, Charles G. M. ..	H	B	29	375	
			Wilson, Alice ..	A	D	66	285	
			Hill, Ethel I. ..	A	D	78	230	
			Horner, Lillian ..	A	D	89	210	
			Davies, Hilda V. ..	A	D	95	195	
			Smith, Violet V. ..	Pt2	..	..	75	
			Shirtcliffe, Hazel Z. ..	Pr2	..	..	75	
River Terrace (side school). See under Brightwater.								
Riwaka	3B	117	Street, Samuel W. ..	H	C	49	330	
			Boundy, Constance M. ..	A	D	92	205	
			Manson, Lola M. ..	A	D	106	150	
Rockville (40) and Dall's Creek (side school) (7)	3A	47	Hood, Marion C. ..	H	C	49	300	
			McNabb, Philip V. ..	A	..	..	150	
			Sigley, Z. ..	A	..	..	140	
Rocky River	1	21	Small, Leila G. ..	S	..	..	170	
Rotokohu	1	19	Trim, Florence ..	S	..	..	140	
Seddonville	3A	50	Jordan, James G. ..	H	C	64	305	
			Levestam, Wilhelmina Z. ..	A	D	85	160	
Sergeant's Hill	2	22	Slowey, Theresa M. ..	S	C	64	240	
Sherry River	1	21	Ford, Leslie ..	S	..	..	160	
Six-mile	1	14	Arnold, Marguerita ..	S	..	..	140	
Spring Grove	3A	61	Poole, William E. ..	H	C	52	320	
			Baigent, Ellinor R. ..	A	..	..	170	
Stanley Brook	2	22	Lewis, Alan ..	S	D	..	220	
Stockton	1	18	Parham, Wilfrid L. ..	S	..	..	140	
Stoke	3B	103	Harrison, Robert ..	H	C	43	335	
			Cooke, Gertrude M. ..	A	C	86	205	
			Shirliff, Grace A. ..	A	C	106	160	
Summerlea	1	12	Torley, Mary ..	S	..	..	150	
Tadmor	2	34	Chipperfield, Emily (Mrs.) ..	S	D	65	260	
Tahuna	3B	95	Hall, William A. ..	H	B	48	330	
			Eves, Charles A. ..	Sub.	C	..	[230]	
			Thorn, Edith H. ..	A	D	106	170	
			Power, Alice M. ..	Sub.	..	..	[140]	
			Crowe, Hanorah ..	A	D	104	175	
Takaka Central	2	31	Page, May ..	S	E	61	260	
Takaka East	1	21	Kerr, David R. ..	S	..	..	140	
Takaka Lower District High School —Primary (89), secondary (14)	3B	103	Fair, George O. ..	H	C	50	320	
			McFarlane, Esther ..	A	Lic.	..	170	
			Fabian, Merle ..	A	D	..	160	
			Humphreys, Huia S. ..	Pr1	..	..	65	
			Bruce, Violet ..	D	..	..	..	
Takaka Upper	2	15	Hunter, Charlotte ..	S	..	..	180	
Tapawera	3A	32	Eyles, Edward R. ..	S	C	64	285	
Tarakohe	3A	30	Gapper, Bernard R. ..	S	E	74	315	
Tasman	2	32	Hamilton, Alfred G. ..	S	D	..	180	
Tauranga Bay	0	8	McNamara, V. ..	S	..	..	96	
Te Arowhenua	0	4	Denton, Nora F. ..	S	..	..	48	
Tophouse	0	6	Ferguson, Eleanor ..	S	..	..	72	
Tuika	1	19	Fittall, Helen M. ..	S	..	..	140	
Tutaki (half - time). See Mangles Valley.								
Umere	1	12	Coleman, Aroha G. ..	S	..	..	140	
Ururhenua	1	12	Scott, Vera L. ..	S	..	..	140	
Wai-iti	2	31	Rowley, Gladys M. ..	S	D	81	230	
Waimangaroa	3A	62	Sheddin, Samuel C. ..	H	Lic.	..	280	
			Doyle, Nora ..	A	..	..	170	
Waimaea West	1	21	Strack, Fritz A. ..	S	..	..	170	
Wairangi	0	3	Palmer, Victoria M. ..	S	..	..	36	
Waitahu	1	9	Hindmarsh, Irene I. ..	S	C	94	195	
Waiuta	3A	71	McBean, Ernest S. ..	H	C	65	305	
			O'Donnell, Margaret A. ..	A	D	108	180	
Wakefield Lower	3B	108	Coleman, Bernard F. P. ..	H	B	52	325	
			Bird, Kate B. ..	A	E	79	210	
			Morrison, Catherine A. ..	A	E	76	200	
			Smith, Edna M. J. ..	Pr1	..	..	90	

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*
NELSON—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Wangapeka	0	3	Sherman, Albert	S	..	..	£ 36
Westport District High School—	7G	737	Harkness, James H., B.A. ..	H	B	4	495
Primary (630), secondary (107)			Wilkinson, Henry F., B.A. ..	A	B	46	390
			Brown, Robert	A	C	58	340
			Marris, Amelia	A	D	49	300
			Hill, Jessie A.	A	C	62	275
			Conway, Edith	A	C	72	255
			McKay, May	A	D	87	200
			Findlay, Elspeth A.	A	D	88	185
			Bayfield, Georgina D'O. ..	A	D	99	165
			Seaton, Rose C.	A	C	98	165
			McCormack, Mary J.	A	D	101	175
			Buchan, George E.	A	..	..	130
			Corby, Maggie Helena	Pt1	..	..	110
			McMaster, Gladys	Pt2	..	..	75
			Aitken, Dorothea M.	Pt2	..	..	75
			Kaye, Miriam A.	Pt2	..	..	75
			Peacock, Mellanie	Pt2	..	..	100
			Larsen, Mary	Pt2	..	..	75
			Kelley, William J.	Pr2	..	..	75
			O'Sullivan, Margaret M. ..	Pr1	..	..	90
			Dale, Margaret J., M.A. ..	D	B	62	..
			Sharpe, P. V.	D	..	..	..
			Woods, Edith M.	D	B	83	..
			Snodgrass, Sadie M.	D	C	..	..
Whangamoa	0	5	Bray, Amy	S	..	..	84
Woodstock	1	13	Papps, Ruth F.	S	..	..	140

CANTERBURY.

Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
Adair	1	19	Phelan, Kate B. (Mrs.) ..	S	..	..	£ 140
Addington	7D	634	Seay, William N.	H	D	15	490
			Kennedy, Hans	A	C	40	390
			Shirtcliffe, Mary S.	A	E	47	310
			Maxwell, Robert W. D., B.A. ..	A	B	53	310
			Beck, Elizabeth	A	D	54	280
			Bowden, Bessie E.	A	D	57	280
			Dowd, Patrick J.	A	..	..	160
			Hulston, Clara A. M.	A	C	85	195
			Morgan, Gladys R.	A	C	86	175
			Burn, Elizabeth R.	A	C	87	175
			Jull, Ruth M.	A	C	..	155
			Hayman, Benjamin	Sup.	C	101	[170]
			Purvis, Ida G.	Pt2	..	..	100
			Steinmetz, Doris I.	Pt2	..	..	75
			Chamberlain, Charles P. ..	Pt3	..	..	65
			Hunter, Florence M.	Pt3	..	..	90
			Harrop, May C.	Pr1	..	..	90
Ahaura	1	28	Hargreaves, Alice M. ..	S	D	73	260
Akaroa District High School—	3B	122	Hall, Charles	H	C	36	360
Primary (110), secondary (12)			Morrison, Isabella	A	B	67	240
			Stevens, Edith L.	A	C	100	165
			Newell, Lucy K.	Pr1	..	..	90
			Farne, Violet C., M.A. ..	D	A	53	..
Albury	3A	55	Dick, David	H	D	67	310
			Hume, Helen N.	A	C	94	185
Alford Forest	2	27	Craig, Georgina M.	S	D	98	190
Allandale	1	10	Copland, Helen S.	S	..	..	200
Allenton (side school). See under Ashburton.							
Amberley	3B	98	Jackson, Joseph	H	C	52	330
			Stanton, Edith E. F.	A	E	87	205
			McDowell, Jessie F.	A	..	..	140
Anama	2	28	Walker, Hilda	S	C	75	210
Annat	3A	39	Schmedes, Cornelius F. ..	H	D	66	265
			McDowell, Mary	A	..	..	170
Arahura Road	3A	50	Henderson, Margaret E. A. ..	H	C	64	305
			Hogan, Catherine B.	A	C	64	210
Aranui	3A	56	Harband, Beatrice M. ..	H	D	59	310
			Smith, Annabella P.	A	D	76	210
Aratika	1	19	Rooney, Josephine	S	D	108	170
Arthur's Pass	2	23	Lucas, Herbert N.	S	D	75	285
Arundel	1	23	Stevenson, Elizabeth M. ..	S	E	102	195
Ashburton Forks	1	15	Cross, Ada M.	S	D	79	210

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*CANTERBURY—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Ashburton Main (457), and Allenton (side school) (122)	7A	579	Schneider, George, B.A. ..	H	B	7	£ 495
			Allard, Charles W. ..	A	B	41	390
			Menzies, Catherine ..	A	C	49	310
			Thomson, Jane H. ..	A	D	48	290
			Dalley, Edward R. ..	A	D	88	255
			Saunders, Lillian K. ..	A	..	..	150
			Fifield, Amy E. ..	A	C	71	220
			Hayes, Mary ..	A	C	85	195
			Pringle, Eileen M. ..	A	C	96	165
			Hume, Dora I. ..	A	C	101	155
			Liddy, Ann M. ..	A	..	..	120
			McCallum, Agnes M. ..	Pt1	..	..	85
			McKeage, Stewart G. ..	Pt1	..	..	110
			McLeman, Jessie E. ..	Pt1	..	..	85
			Butterick, Daisy M. ..	Pt3	..	..	90
			Thompson, Eileen A. ..	Pt3	..	..	65
			Gourley, Allan R. ..	Pr1	..	..	65
			Mallison, Bessie ..	Pr1	..	..	90
			Buchanan, Eva E. ..	Pr2	..	..	75
Ashley	3A	51	Davidson, May ..	H	D	57	300
			Buckley, Maud A. A. ..	A	C	83	205
Ashley Gorge	2	21	Kerr, Catherine A. (Mrs.) ..	S	D	57	260
Ashton	2	25	le Fleming, Jeanette (Lady) ..	S	D	58	300
Ashwick Flat	0	9	Symes, Grace M. (Mrs.) ..	S	D	102	185
Ataahua	1	19	Tod, Winifred J. ..	S	..	..	180
Avoca	1	9	Hunt, Kate ..	S	..	..	140
Awatuna	1	9	Hogan, Mary ..	S	..	..	140
Aylesbury	2	23	Bradley, Elizabeth (Mrs.) ..	S	D	69	255
Balcarn	3A	37	Scott, Frank J. L. ..	H	C	74	305
			Hobbs, Nellie M. J. ..	A	C	82	205
Barr Hill	1	21	McIlwraith, Fanny A. (Mrs.) ..	S	D	83	240
Barry's Bay	2	22	Banks, Annie E. ..	S	..	..	170
Barrytown	1	12	Ryall, Jane ..	S	Lie.	..	180
Bealey	0	5	James, Catherine ..	S	..	..	60
Beckenham	5A	268	Maxwell, Alfred C. ..	H	C	29	380
			Todd, Eric M. ..	A	B	102	225
			Budden, Amy H. ..	A	D	66	240
			Foster, Sylvia M. ..	A	C	78	200
			Buckhurst, Irene M. ..	A	C	80	190
			Leach, Lilla A. ..	Pt2	..	..	75
			Brophy, Nellie A. ..	Pt2	..	..	100
			Cunneen, Mary M. ..	Pr1	..	..	90
Belfast (103) and side school (83) ..	4B	186	Pratt, Colonel F. ..	H	D	51	300
			Wilson, Wilfred ..	A	..	..	160
			Webb, Adelaide I. ..	A	C	95	185
			Cook, Alice J. ..	A	E	64	240
			Hooper, Gwendoline B. ..	A	C	103	140
			Dunlop, Jeannie ..	A	Lie.	..	140
			Glenmiling, Mary E. ..	Pr1	..	..	65
Belfield	1	14	Paul, Sarah A. ..	S	D	94	205
Big River	0	4	Dudley, Emily ..	S	..	..	48
Birdling's Flat	1	10	Stanlake, Mairc A. ..	S	C	105	150
Blackball	4B	180	Hutton, James, M.A., LL.B. ..	H	B	44	360
			McDonald, Jessie I. ..	A	D	104	185
			Dempsey, Agnes ..	A	D	80	230
			Stubbs, Edith A. ..	A	D	94	195
			Glasson, Doris M. ..	Pt3	..	..	65
			Bourke, Alice C. ..	Pr2	..	..	100
Blaketown (side school). See under Greymouth District High School.							
Bligh's Road (side school). See under Papanui.							
Bluecliffs	2	22	Welsh, Elizabeth ..	S	D	88	200
Bluespur	1	21	Costello, Rose A. ..	S	..	..	150
Boddytown	1	12	Newlands, Susan ..	S	..	..	180
Broadfield	2	31	Eagan, Victoria H. W. ..	S	C	59	260
Bromley	3B	92	Pole, Thomas L. P. ..	H	D	46	335
			Gilmour, Lily ..	A	D	78	210
			Pointon, Eleanor J. ..	A	D	102	175
Brookside	3A	41	Stirling, William ..	H	D	67	300
			Miller, Sarah R. ..	A	C	108	170
Broomfield	2	27	Townsend, Ethel M. ..	S	E	60	260
Bruce Bay	1	9	Bannister, May ..	S	..	..	140
Burnham	2	26	Wright, Emily H. A. ..	S	D	77	250
Burwood	3B	104	Davidson, George ..	H	D	39	370
			Kent, Florence E. ..	A	C	71	240
			Livingstone, Ethel M. ..	A	..	..	160
			O'Donnell, Mary P. ..	Pr1	..	..	65
Callaghan's	1	10	(Reedy, Irene A. (Mrs.) ..	S	..	..	160
			(Simpson, Lillian ..	Sub.	..	..	[120]
Cameron's	3A	41	Smeaton, Lucy E. (Mrs.) ..	H	D	62	295
			Delaney, Ellen ..	A	D	99	195
Cannington	1	18	Hamilton, Emma ..	S	..	..	140

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*CANTERBURY—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Carew	1	19	Gardner, Winney	S	C	101	£ 165
Carleton	2	24	Sloane, William J.	S	D	56	290
Cashmore	4A	139	Stout, William A.	H	C	44	330
			Newnham, Eliza (Mrs.)	A	D	45	220
			Suckling, Gertrude A.	A	C	80	200
			Hampton, Olive M. A.	Pt2	..	..	100
			Blackman, Joseph H.	Pr1	..	..	65
Cavo	3A	46	Foster, Kate M.	H	D	73	265
			Angland, Honora	A	C	94	205
Chamberlain	1	14	Ford, Ralph J.	S	..	..	140
Charing Cross	1	19	Worsfold, Winifred F.	S	C	100	175
Chertsey	3A	37	Cottee, Avery B.	H	C	88	190
			Huffam, Charlotte M.	A	D	100	195
Chorlton	1	13	Goodchild, Annie	S	C	..	140
Christchurch East (640) and South Belt (107)	7G	747	Wake, Hugh G., M.A.	H	B	10	495
			Penlington, Benjamin	A	C	36	390
			Chaplin, Emily A., B.A.	A	B	39	315
			Blain, Thomas, B.A.	A	A	49	340
			Thompson, Ethel (i)	A	D	56	280
			Arnold, Clarence B.	A	B	83	230
			Watson, Mary H. C.	A	D	85	195
			Alley, Gwendolen L.	A	C	97	165
			Maxwell, Dorothy	A	C	92	175
			Seyb, Louisa	A	C	69	180
			Hutton, William B.	Sup.	Lie.	..	[170]
			Barr, Alexander C.	Sup.	D	109	[140]
			Cooper, Emily V.	Pt1	..	..	110
			Wise, Herbert P.	Pt1	..	..	85
			St. John, Edmund	Pt2	..	..	75
			Stone, Dorothy F. I.	Pt3	..	..	90
			Felkins, Elaine A. E.	Pr1	..	..	90
			Askew, Irene R.	Pr2	..	..	75
			Gilmour, Ruth	A	D	42	285
			Parsonson, Florence M.	A	D	95	175
			More, Christina A.	A	C	86	175
			Penney, Katharine H.	Pr2	..	..	100
Christchurch East Infants	5B	311	Menzies, Annie J.	H	C	32	375
			Wachop, Elizabeth Lilian	A	D	55	280
			Callaghan, Margaret M.	A	D	60	240
			Webster, Elizabeth	A	D	69	240
			French, Olive A.	A	C	82	195
			Struthers, Elizabeth B.	A	C	84	175
			Brewins, Kate E.	Pt1	..	..	85
			Murray, Ellen R.	Pt3	..	..	65
			Gibbs, Ethel M.	Pt3	..	..	65
Christchurch District High School—Primary (627), secondary (213)	7J	840	Waller, Francis D., B.A.	H	B	7	495
			Menzies, Peter, B.A.	A	B	44	360
			Ritchie, Eliza J.	A	C	54	290
			Hunnibell, Arthur	A	D	58	340
			Smith, Mabel	A	C	52	280
			Cuming, Samuel R.	A	C	..	190
			Hardey, Mary I., B.A.	A	B	57	220
			Kinmonth, Flora E.	A	C	85	185
			Satchell, Ruth H.	A	D	92	175
			Cowley, Hilda M.	A	D	96	165
			Neale, Grace A.	A	C	96	165
			Burley, Renee N. A.	A	D	90	175
			McDonald, Donald J.	Sup.	D	103	[170]
			Brown, J. G.	Pt2	..	..	100
			Keyes, George E. M.	Pt3	..	..	75
			Bowbyes, Avie M.	Pr2	..	..	100
			Orton, Erica	Pr2	..	..	100
			Wright, Alexander	Pr1	..	..	90
			Clark, Sidney A., B.A.	D	B	27	..
			Barrell, Arthur T., M.A.	D	A	50	..
			Mayne, Arthur J., M.A.	D	B	52	..
			Finlayson, Annie C., M.A.	D	A	52	..
			Reese, Marion (ii), B.A.	D	B	55	..
			Marriott, Gladys E., B.A.	D	B	71	..
			Mayne, Helga M.	D	C	61	..
			Vallance, Nellie M.	D	C	72	..
Clandeboyce	3B	84	Todd, David T.	H	D	58	315
			Goodeve, Mabel C.	A	D	103	195
			Calder, Annie	A	C	111	150
Claremont	2	27	Brough, Sarah E. G.	S	C	108	160
Clarkville	3A	49	Berg, Frederick R. N.	H	C	60	295
			O'Donnell, Annie M.	A	..	..	150
Cobden	4C	230	Barrett, Henry R.	H	D	51	365
			O'Brien, Agnes C. S. R.	A	D	65	265
			Dunn, Olive	A	D	86	210
			Wylie, Alicia	A	..	..	150
			Greaney, Teresa	A	C	98	165
			McKnight, Elizabeth	Pt1	..	..	85
			James, Elizabeth	Pr2	..	..	100

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*CANTERBURY—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Cook's River	0	3	Williams, Elizabeth A. ..	S	..	..	36
Cooper's Creek	2	32	Webb, Florence L. (Mrs.) ..	S	E	79	240
Courtenay	1	13	Dobson, Beatrice H. ..	S	C	80	210
Cricklewood	1	10	Scott, Kenneth J. L. ..	S	..	..	140
Culverden	3A	40	Leversedge, Edith M. ..	H	D	46	315
Cust	3B	83	Adams, Grace B. ..	A	..	..	150
			Mackenzie, John (i) ..	H	C	67	285
			Walker, Annie E. E. ..	A	C	94	185
			Coates, Ruby ..	A	C	100	175
			Beere, Catherine F. ..	Pr1	..	..	90
Darfield District High School—Pri- mary (25), secondary (13)	3A	38	Ellis, Leonard R. ..	H	E	56	310
			Charman, Frederick R. ..	D	..	..	..
Dobson	2	16	Crowley, Annie M. J. ..	S	D	55	320
Domett	2	30	Keys-Wells, Arthur P. ..	S	C	73	260
Dorie	2	21	Durie, Olive M. M. ..	S	D	93	190
Douglas	2	21	Hardcastle, Aroha M. ..	S	..	..	170
Doyleston	3A	60	Rainey, Robert J. ..	H	D	62	270
			Treacy, Ioline ..	A	C	87	205
Dromore	1	9	Buchler, Sarah J. (Mrs.) ..	S	D	..	130
Dunganville (10) and Marsden (5)	1	15	Norcross, Mary (Mrs.) ..	S	..	..	180
			Smith, Frederick ..	H	B	46	325
Dunsandel	3A	67	Douds, Maria ..	A	E	89	205
			Williamson, Elsie M. (Mrs.) ..	H	C	78	305
Duvauchelle's Bay	3A	33	Youngman, Henrietta G. ..	A	C	105	160
			Knox, Eliza ..	S	C	66	250
Ealing	2	30	Manson, Nedby M. ..	S	D	77	210
Eiffleton	2	33	Donald, Eliza N. (Mrs.) ..	S	D	62	220
Elgin	1	14	Doubleday, William H. ..	S	Lic.	..	210
Ellesmere	2	32	Sinclair, John R. ..	H	C	12	490
			Garton, Wilfred W., M.A. ..	A	A	42	390
Elmwood	7D	655	Smith, Sarah E. ..	A	E	47	310
			Ormandy, Guy N. ..	A	C	46	345
			Hodgson, Mabel E. ..	A	D	59	280
			Comer, Edith R. ..	A	D	57	280
			Lockwood, Mabel F. ..	A	C	66	240
			Sparrow, Harry M. ..	A	D	109	150
			Rout, Blanche C. ..	A	C	87	175
			McCullough, Dorothy L. ..	A	C	86	175
			Broadhurst, Phillis A. ..	A	D	86	175
			Gurnsey, Arthur G. ..	Sup.	D	110	[140]
			Waltsgott, Louisa M. ..	Pt1	..	..	110
			Somersset, Miriam J. B. ..	Pt1	..	..	85
			Donelly, Thomas B. J. ..	Pt2	..	..	75
			Reid, Helen R. ..	Pt3	..	..	65
			Reid, Elizabeth D. I. ..	Pt3	..	..	90
			Vlietstra, Mary E. (Mrs.) ..	S	..	..	170
Esk Valley	1	15	Ladbrook, Charlotte J. ..	S	D	64	260
Eyreton	1	18	Owen, Llewellyn ..	H	D	71	265
Eyreton West	3A	46	Larsen, Ebba R. ..	A	C	108	160
			Piper, Frank ..	H	D	35	355
Fairlie	4B	196	Wills, Mary ..	A	D	69	230
			Brown, Isabella (i) ..	A	D	74	240
			Corcoran, Catherine A. M. ..	A	C	98	175
			Cooling, Agnes G. ..	Pt2	..	..	100
Fairton	3A	57	Hicks, Charles ..	H	C	35	300
			Line, Emily M. ..	A	..	..	160
Fairview	3A	39	Robertson, Harriet M. ..	H	C	48	310
			Simmons, Ada M. ..	A	C	103	185
Fendalton	4B	167	Irvine, Thomas, M.A. ..	H	A	32	365
			Anderson, Rosaline ..	A	D	75	240
			Colthart, James ..	A	D	80	230
			Marshall, Agnes ..	A	..	..	140
			Hookham, Marianne G. ..	Pt2	..	..	75
			Calcutt, Doris M. ..	Pr1	..	..	65
Fernside	3A	52	Pavitt, Norman W. ..	H	D	46	325
			Banks, Alma E. ..	A	C	92	205
Flea Bay	0	4	McCurdy, Ivy G. ..	S	..	..	48
Flemington	1	15	Hammersley, Gladys M. ..	S	..	..	140
Four Peaks	1	10	Nicol, Alice J. ..	S	C	98	175
Fyvie	0	9	Grieve, Alice I. ..	S	..	..	150
Gapes Valley	2	22	Monahan, Jessie A. ..	S	C	101	180
Gebbie's Valley	2	24	Dingwall, Elizabeth (Mrs.) ..	S	D	69	260
Geraldine District High School— Primary (242), secondary (29)	4C	271	Collins, Charles F. ..	H	C	26	390
			Hughes, Alice M. ..	A	C	52	280
			Steele, Elizabeth ..	A	D	69	230
			Cartwright, Walter H. ..	A	C	82	230
			Price, Marjorie M. ..	A	C	94	185
			Hayes, Daisy L. ..	Pt3	..	..	65
			Hewson, Kathleen W. ..	Pr1	..	..	90
			Fannie, Dorothy C., M.A. ..	D	B	56	..
Glenavy	2	30	Renton, William (i) ..	S	D	65	260
Glen-ití	3A	45	Ziesler, Freja L. ..	H	D	71	265
			Beck, Constance A. ..	A	D	91	205

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*CANTERBURY—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec. 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Glen Kowhai	1	18	Charles, Lucinda	S	..	..	£ 160
Glenroy	2	19	Torrance, Maurice	S	Lic.	..	180
Glentunnel	3B	89	Wills, Arnold L.	H	C	74	275
			Mills, Gwendolyn P.	A	C	103	175
			Ellmers, Rhoda E.	A	C	107	150
Goldsborough	1	15	Jones, Cecilia M.	S	..	..	170
Governor's Bay	2	21	Newstead, Louisa (Mrs.)	S	C	68	220
Gray's Corner	1	8	Wylie, Janet M.	S	..	..	140
Greendale	3A	37	Williams, Owen W.	H	C	64	285
			Ingley, Mary (Mrs.)	A	E	92	205
Greenpark	3A	49	Whitelaw, George	H	C	53	320
			Kennedy, Julia	A	..	..	126
Greenstreet	1	17	Bowie, Patricia	S	..	..	140
Greta Valley	1	14	Barnes, Alice	S	..	..	140
Greymouth District High School—	7D	644	Wilson, James F.	H	C	38	400
Primary (488), secondary (69):			Skoglund, Wilhelmina C.	A	D	46	315
Blaketown (side school) (87)			Dunn, Minnie	A	C	70	305
			Moore, Ellen	A	D	62	275
			Robinson, Barbara J.	A	D	62	275
			Williams, Louisa	A	D	84	230
			Malone, Theresa B.	A	D	85	205
			Bignell, Rose	A	..	..	140
			Dwyer, Eveline G.	A	C	84	175
			Murdoch, Eileen A.	A	C	103	165
			Wise, Agnes (Mrs.)	A	..	..	150
			Tindale, Grace	Pt1	..	..	110
			Heissenbittel, Ivy M.	Pt2	..	..	75
			Cornwall, Nell	Pt2	..	..	75
			Orr, Ruby F.	Pt2	..	..	75
			Hopkins, Nita O. M.	Pr2	..	..	75
			Brown, Janet B.	Pr1	..	..	65
			Scott, Walter R., B.A.	D	Lic	..	..
			Struthers, Susan B.	D	B	70	..
			(Kempthorne, Gladys E.	D	C	77	..
			Foster, William A.	Sub	D	84	..
Hakataramea	2	19	Walker, David A. S.	S	C	72	240
Hakataramea Valley	2	22	O'Connor, Catherine	S	D	86	230
Halkett	2	26	Wilson, Flora	S	D	87	205
Halswell	3A	57	Guiney, Allan H.	H	Lic	..	190
			Guiney, Margaret A. (Mrs.)	A	E	78	210
Hampstead	5C	327	Borthwick, James B.	H	C	40	410
			Chapman, Henry J.	A	D	52	340
			Fawcett, Lucy	A	D	59	280
			Pratt, William S.	A	C	77	280
			Berry, Sarah S. L.	A	D	93	180
			Falconer, Elizabeth A.	A	Lic	..	170
			Black, Winnifred J. B.	A	C	94	175
			Moffitt, Eliza H. T.	Pt1	..	..	110
			Marsden, Doris A.	Pt2	..	..	75
			Undrill, Lauris R.	Pr2	..	..	75
Hanmer Plains	3A	40	Dare, Constance H.	H	C	61	275
			Turvey, Dorothy G.	A	C	105	170
Hannaton	2	23	Holmes, Ralph K.	S	C	79	180
Hapuka	2	24	McIlwraith, Elizabeth M. (Mrs.)	S	D	87	180
Harewood	3B	106	Blank, Albert R.	H	C	40	350
			Garmson, Christina I.	A	C	71	240
			O'Connor, Sarah A. W. (Mrs.)	A	C	91	195
			Lucas, Marjorie	Pr2	..	..	75
Harihari	2	22	(Autheman, Anna (Mrs.)	S	..	..	200
			Glasson, Elizabeth	Sub.	..	..	[120]
Hatters	2	26	McLaughlan, Catherine	S	D	102	180
Hazelburn	2	20	Ross, Evelyn C.	S	..	..	150
Heathcote Valley	4A	142	Gates, Thomas A. (ii)	H	C	35	365
			Large, Elsie A.	A	C	86	195
			Wenmoth, Ellen E.	A	C	82	195
			Slocombe, Ivy	Pt2	..	..	75
			Hood, Edith K.	Pr2	..	..	75
Hendes Ferry	0	4	Karnbach, Pearl	S	..	..	48
Highbank	3A	52	Campbell, John (iv)	H	D	63	315
			Bryant, Frances M.	A	C	107	160
Hilton	3A	51	Sheldon, James C.	H	E	70	315
			McArthur, Elizabeth	A	C	100	160
Hinds	3A	56	Cook, John	H	D	52	320
			Gudsell, Dora A.	A	..	..	150
Hokitika District High School—	5C	352	Brunton, John, M.A.	H	B	16	385
Primary (291), secondary (61)			Ward, Esther	A	D	47	310
			Wilson, Mary E.	A	D	55	270
			McCullough, Thomas G.	A	C	90	225
			Wallace, Isabella E.	A	C	81	190
			Dale, Margaret (Mrs.)	A	E	95	195
			Hackell, Charlotte M.	Pt1	..	..	110
			Chesterman, Elizabeth F.	Pt2	..	..	190
			Paterson, Gladys B.	Pr2	..	..	75

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*CANTERBURY—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
			Wilson, Marjorie E. ..	Pr1	..	..	£ 65
			Niven, James, M.A., M.Sc. ..	D	A	57	..
			Laycock, Irene L. ..	D	B	73	..
Homebush	1	16	Sloan, Emily ..	S	E	73	216
Hook	3A	53	Ford, Margaret ..	H	D	53	310
			Opie, Hilda P. ..	A	..	..	150
Hook Bush	1	7	McPherson, Catherine ..	S	..	..	170
Hornby	4C	209	Bowbyes, Alfred C. ..	H	C	30	375
			Gilling, Clarence D. ..	A	C	73	295
			Kininmonth, Helen M. ..	A	C	68	240
			Jones, Violet M. ..	A	D	77	230
			Judson, Charles G. ..	Sup.	D	100	[170]
			O'Leary, Mary ..	Pt2	..	..	100
			Conway, Walter ..	Pr1	..	..	65
Hororata	3A	81	Scott, Peter ..	H	C	59	310
			Collinson, Florence ..	A	..	..	150
Horsley Downs ..	2	25	Arnold, Basil E. ..	S	C	107	150
Humphrey's	2	28	Ritchie, Annie ..	S	..	..	180
Hundalce	1	9	Haine, Sidney G. ..	S	..	..	170
Hunter	3A	34	Steel, Ann ..	H	D	71	275
			Sutherland, Louisa M. ..	A	C	100	185
Huntingdon	1	22	Bradley, Rachel E. ..	S	D	103	175
Hurunui	1	11	Rivers, Ethel R. V. ..	S	D	90	205
Ikawai	2	26	Williams, Albert A. ..	S	..	..	150
Inchbonnie	1	16	Larkin, Ellen ..	S	..	..	170
Irwell	3A	45	Thwaites, Leonard J. W. ..	H	B	59	320
			Fisse, Frieda A. ..	A	C	101	175
Jack's Mill	2	23	Wylie, Thomas N. ..	S	..	..	170
Jackson	1	12	Leamy, Eileen N. ..	S	..	..	170
Kaipoi District High School— Primary (372), secondary (15)	5D	387	Douglas, Thomas ..	H	B	11	455
			Jackson, Samuel ..	A	D	70	300
			McArthur, Archibald F. ..	A	C	91	210
			Lace, Bessie ..	A	C	68	255
			Lynskey, Agnes A. ..	A	D	76	230
			Sloane, Jessie S. ..	A	C	95	195
			Moore, Amy E. ..	A	D	92	165
			Robins, Arthur H. ..	Pt1	..	..	110
			Gibson, Elizabeth L. B. ..	Pt2	..	..	100
			Quick, Emma J. ..	Pt2	..	..	100
			McKay, Margaret D. ..	Pr2	..	..	100
			McDougall, Iris K. ..	Pr1	..	..	65
			Grace, Eleanor A. ..	D	C	62	..
Kaipoi Island	1	12	Shilton, Emma ..	S	Lie	..	180
Kaikoura Suburban ..	3A	68	Sherrard, William ..	H	C	58	320
			Yates, Frances Edith ..	A	D	91	205
			Goodwin, Mabel E. ..	Pr1	..	..	65
Kaikoura Town District High School —Primary (110), secondary (14)	3B	124	Wilson, Henry L. ..	H	B	35	335
			Stevenson, Margaret S. ..	A	C	92	195
			Prince, Dorothy I. ..	A	C	100	175
			Reynolds, Mary C., M.A. ..	D	B	71	..
Kakahu Bush	1	13	Knight, Mary (Mrs.) (ii) ..	S	D	90	220
Kanieri	3A	52	Manson, Elizabeth T. W. (Mrs.) ..	H	Lie	..	240
			Millner, Evelyn L. M. ..	A	..	..	205
Kapua	2	22	Jeffries, Laura ..	S	E	69	250
Killinehy	3A	53	Warnock, Selina M. ..	H	B	43	325
			Morland, Mildred G. ..	A	..	..	170
Kimberley	2	25	Dempsey, Alexander ..	S	Lie	..	220
Kingsdown	2	38	Stewart, Robert ..	H	B	62	315
			Stewart, Helen T. (Mrs.) ..	A	D	77	170
Kirikiri	2	20	Dynes, Aratella ..	S	D	55	260
Kirwee	3A	43	Sloan, Caroline ..	H	E	74	265
			Calvert, Sarah S. ..	A	Lie	..	160
Kisselton	1	10	Paine, Marian L. ..	S	C	94	185
Kohika	1	14	Beck, Florence M. ..	S	D	95	195
Koiterangi	2	25	Hallinan, Ellen A. ..	S	..	..	170
Kokatahi Lower	2	28	McKinnon, Maud ..	S	E	78	250
Kokatahi Upper	1	12	Kelly, Eva J. (Mrs.) ..	S	E	89	205
Kokiri	2	29	Kelly, Norah E. ..	S	D	74	220
Kowhai Bush	1	14	Nimmo, Mary ..	S	C	98	195
Kukupu	1	9	McArthur, Christina ..	S	..	..	140
Kumara	3B	83	Seebeck, Albert H. ..	H	D	36	335
			Wallace, Thyra M. ..	A	C	105	170
			Evenden, Frances P. ..	A	C	98	175
Kumara Junction ..	1	18	Horne, Agnes M. ..	S	..	..	140
Ladbrooks	3A	42	Brown, Walter A. ..	H	D	64	285
			Jarman, Grace K. ..	A	C	104	175
La Fontaine	1	16	Donovan, Ellen J. ..	S	..	..	180
Laghnor	2	29	Tasker, Kate L. ..	S	B	78	200
Lakeside	3A	49	McKenzie, George ..	H	D	62	285
			Hastings, Nellie ..	A	D	103	175
Lauriston	3A	50	Killner, Elizabeth D. ..	H	D	59	280
			Gunn, Ellen O. ..	A	C	98	175

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*CANTERBURY—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Le Bon's Bay	2	34	Bruce, Robert (i)	S	E	54	£ 320
Leeston	3A	90	Green, Arthur W. V.	H	D	65	305
			Parkin, Alice M.	A	D	77	210
			Lewton, Inez M. E.	A	C	95	160
			Dawson, Muriel G.	Pr1	..	..	90
Leithfield	2	28	Wild, Cyril T., M.A.	S	A	59	310
Lincoln District High School—	3B	92	Mackie, Howard J.	H	C	73	275
Primary (82), secondary (10)			Lowe, Bertha E.	A	..	..	170
			Boyd, Gertrude A.	A	C	108	150
			Allen, Phyllis B.	Pr1	..	..	90
Linwood	7E	655	Mottram, Benjamin R.	D	D	104	..
			Shirlaw, David McF., M.A.	H	A	34	440
			Wills, Mabel S. M. J.	A	D	45	315
			Rochfort, Henry, M.A.	A	A	65	325
			Heath, Andrew W., M.A.	A	A	48	260
			Cradock, Mary A.	A	D	55	280
			Tayler, Mabel V.	A	C	57	240
			Wauchop, Margaret S.	A	D	71	240
			Fitch, Gladys	A	C	83	195
			Spencer, Myrtle J. (Mrs.)	A	D	90	175
			Brewins, Dorothy M.	A	D	105	150
			Dawber, Gwendoline R.	A	C	99	155
			Turner, Kassie B.	A	..	..	155
			Opie, Rita A. T.	Pt1	..	..	85
			Farquhar, Eva M.	Pt1	..	..	110
			Eldridge, Tui G.	Pt2	..	..	75
			Clague, John H.	Pt3	..	..	65
			Dawber, Bruck K.	Pt3	..	..	65
			Merry, May A.	Pr1	..	..	65
			Rowe, William A.	Pr1	..	..	90
Lismore	3A	38	Foster, Heath D.	H	C	72	275
			Watson, Agnes M.	A	C	106	160
Little Akaloa	2	18	Phillpott, Sarah A.	S	C	74	255
Little River	3A	51	Morris, Gerald	H	D	52	320
			Hoggins, Mary F.	A	C	77	210
Loburn	3A	44	Cooper, Arthur	H	D	54	310
			Dawson, Ada (Mrs.)	A	E	81	205
Loburn North	2	26	Campbell, William M.	S	C	87	220
Longbeach	1	14	Smith, Elizabeth D.	S	..	..	170
Lowcliffe	2	34	McIver, Sarah	S	..	..	220
Lyalldale	2	18	Ferguson, Catherine A. W.	S	E	78	230
Lyndhurst	3A	49	Rudd, Mildred	H	C	78	255
			Bennett, Annie E.	A	..	..	140
Lyndon	1	9	Robbins, Beatrice	S	..	..	140
Lynnford	2	13	Keaton, Anna M.	S	D	72	230
Lynton Downs	1	10	Glen, Agnes C. J.	S	..	..	150
Lytelton District High School—	6A	434	Clarke, Robert B.	H	B	15	430
Primary (415), secondary (19)			Warner, Frederick S. H.	A	C	49	350
			Pilliet, Francesca A.	A	D	59	260
			Chambers, Edwin S.	A	..	..	280
			Allan, Evelyn H. (Mrs.)	A	C	84	170
			Mills, Eva B.	A	D	102	175
			Munro, Lois W.	A	C	101	175
			Symonds, Rita T.	Pt1	..	..	85
			Mochan, Dorothy	Pt2	..	..	75
			Sowden, Francis M.	Pt2	..	..	75
			Hill, Dorothy E.	Pt3	..	..	65
			McNaughton, Marget W.	Pr2	..	..	75
			Moyle, Mary A., B.A.	D	B	69	..
Lytelton Heads	0	6	Cooke, Ivy E.	S	..	..	72
Lytelton West	4B	163	Allison, Herbert H.	H	C	34	375
			Handley, Agnes E.	A	D	71	220
			Fraser, Helen M.	A	C	76	220
			Fitzgerald, Kathleen May	A	C	91	205
			Millar, Ella J.	Pt3	..	..	90
			Allison, Kura H.	Pr2	..	..	75
Mackenzie	3B	89	Bradstock, Leonard B.	H	C	..	345
			Wilkinson, Caroline M. (Mrs.)	A	D	80	240
			Saunders, Marion E.	A	..	..	140
Mahitahi	0	9	Condon, Alice	S	..	..	96
Makikibi	3A	38	Marlow, Thomas	H	D	65	275
			Bannerman, Henrietta S.	A	D	90	205
Mananui	0	6	Forsyth, Sarah A.	S	..	..	160
Marsden (see under Dunganville).							
Marshland	3B	102	Voss, Johann	H	C	45	330
			Vague, Rosa	A	C	103	175
			Schultz, Mary (Mrs.)	A	D	99	205
			Voice, Susannah R.	Pt1	..	..	65
Mason's Flat	2	37	McAdam, Charles C.	S	C	74	210
Maungatiro	0	5	Campbell, Flora M.	S	..	..	60
Mayfield	3A	70	Withell, Charles W.	H	D	51	320
			Patrick, Hannah M. M.	A	E	94	205

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*CANTERBURY—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
							£
Mead,...	2	31	Hayes, Mahala Lily	S	C	61	260
Medbury	1	22	Soal, George W.	S	..	..	140
Methven	4A	163	Irwin, Major George	H	B	35	345
			Guffie, Selina	A	D	71	240
			Allen, Henry R. . . .	A	C	110	150
			Watson, Sophia M.	Pt3	..	..	90
			Walker, Minnie	Pr1	..	..	90
Mikonui	1	11	Anderson, Phyllis	S	..	..	170
Milford	3A	57	Burrows, William M.	H	C	75	275
			Cartwright, Arletta	A	..	..	170
Moana	1	17	Moore, Mary E.	S	D	110	150
Monavule	2	21	Tizard, Florence L.	S	..	..	200
Moonlight	0	5	Gosling, Ivy C.	S	..	..	72
Morven	3A	64	Smart, Alice R.	H	C	68	285
			Alexander, Anne E.	A	D	93	205
Motukarara	2	25	Sheard, Fanny	S	C	68	260
Mount Grey Downs	2	15	Criglington, Ada (Mrs.)	S	..	..	170
Mount Nething	2	18	Westphal, Annah M.	S	D	106	180
Mount Somers	3A	31	McGuigan, John J.	H	D	71	295
			Wales, Dorothy R.	A	D	108	170
New Brighton (501) and North New Brighton (side school) (61)	7A	562	Bishop, George W.	H	D	26	450
			Boyce, William J.	A	D	46	370
			Ormandy, Dora B.	A	E	53	290
			Parry, John G.	A	C	57	340
			Menzies, James L.	A	C	71	265
			Ansley, Annie	A	D	72	245
			Curtis, Olive I.	A	C	86	195
			Hounsell, Mary B.	A	C	88	175
			Spratt, Margaret A.	A	C	97	165
			Sharpe, William A. H.	Sup.	D	110	[160]
			Boyle, Grace	Pt2	..	..	100
			Ward, Leicester F. N.	Pt3	..	..	65
			Taylor, Alice G. . . .	Pr1	..	..	90
			Hodgson, Mildred E. (Mrs.)	A	C	74	220
			Hunt, Olive E.	A	C	94	175
Newland	1	16	Hutchinson, James	S	..	..	170
Ngahere	3A	51	Dixon, Dorothy S.	H	D	61	265
			Donnellin, Norah	A	..	..	170
Normal District High School and four model schools (at Training College)—Normal primary (352); Model schools—Type (i), rural (26); type (ii), junior P-S 2 (26); type (iii), secondary (37); type (iv), Junior Kindergarten (average not reckoned, children under 5 years of age)	6B	441	Aschman, Christopher T. . . .	H	C	7	550
			Pearson, Robert S.	N	D	34	400
			(McIntosh, Agnes F. R. (Mrs.)	N	D	36	350
			(Colgan, Gertrude M. (Mrs.)	Sub.	D	70	[190]
			Wagstaff, Jessie W. (Mrs.)	N	D	48	370
			Mottram, Francis J.	N	B	53	345
			Wauchop, William S., M.A.	N	A	48	320
			Grand, Ellen	N	D	54	290
			Patrick, Cherrie L.	N	D	62	255
			Jameson, Esther D.	N	D	63	270
			Schmidt, Helene G.	N	C	73	255
			Irwin, Samuel J.	N	C	35	385
			Jamieson, Isabella M.	N	D	68	240
			Irwin, James, B.A.	N (D)	A	24	..
			(Williams, Florence W. A., B.A.	N (D)	B	59	..
			(Osborn, Mabel E., B.A.	Sub.	B	53	..
Ohoka	3A	58	Reeves, William H.	H	C	58	320
			Large, Mabel V.	A	C	103	175
Okain's Bay	3A	45	Stagpoole, Thomas	H	C	52	280
			Clague, Edith E. M.	A	B	99	160
Okarito	1	6	Donovan, Eva K.	S	..	..	150
Okarito Forks	0	5	Heveldt, Doris	S	..	..	60
Okuku	1	10	Smith, Frances W.	S	..	..	150
Okuru	0	4	Cuttance, Rose	S	..	..	160
Okute Valley	1	22	Joll, Alice F. M. . . .	S	..	..	170
Omihi	3A	41	Waugh, Agnes (Mrs.)	H	D	61	275
			Johnson, Olive E.	A	C	104	175
Opawa	5C	344	Colee, Walter C., M.A.	H	A	15	425
			Morgan, Richard W.	A	C	58	340
			Banks, Charlotte M.	A	D	55	280
			Pitt, Alfred W.	A	C	69	305
			Tulloch, Elizabeth	A	D	78	190
			Wintcombe, Fredericka D.	A	C	98	150
			Burn, Ethel R.	A	C	97	165
			Pierr, William A.	Pt2	..	..	75
			Wright, Catherine I.	Pt2	..	..	75
			Child, Kathleen A.	Pr2	..	..	100
Opihi	2	26	Skinner, Marion Y.	S	D	74	240
Orari	3B	81	Cooke, Montague P.	H	C	48	290
			Malling, Christina	A	C	94	205
			McLeod, Euphemie H.	A	..	..	140
			Sanders, Annie R.	Pr2	..	..	100
Orari Bridge	2	27	McIlroy, Annie L.	S	D	53	260
Orari Gorge	1	15	Shaw, Joseph W.	S	C	73	260

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*CANTERBURY—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Orton	1	20	Townsend, Edith M.	S	E	76	£ 240
Orwell Creek	1	7	McAulay, Lucy (Mrs.)	S	..	..	160
Otaio	1	11	Stack, Lucy H.	S	C	107	150
Otira	3A	52	Treacy, Kathleen	H	D	88	285
Ouruhia	3A	52	O'Donnell, Mary K.	A	..	..	160
Overdale	1	21	Gamble, Victor	H	C	60	285
Oxford East District High School— Primary (102), secondary (14)	3B	116	Hurley, Bridget	A	C	97	175
			Hassall, Alma D.	S	C	99	165
			Watson, Lancelot	H	C	40	370
			Steel, Vera E.	A	D	111	160
			Urquhart, Juanita	A	C	103	175
			Weld, Grace M.	Pr2	..	..	100
			Best, Isabel W.	D	B	63	..
Oxford West	3A	59	Anderson, George	H	D	57	320
Papanui (285) and Bligh's Road (side school) (85)	5D	370	Nankivell, Mabel S.	A	C	102	185
			Bourke, Charles, M.A.	H	B	16	425
			Sargison, James H.	A	C	70	335
			Purchas, Adele (Mrs.)	A	D	53	280
			Glanville, Theresa (Mrs.)	Sub.	D	70	[230]
			Cullen, Gladys	A	C	77	190
			Callaghan, Alice C. G.	A	C	95	195
			Dennehy, Mary K. M.	Pt1	..	..	110
			Roberts, Adelaide G.	Pt2	..	..	100
			Cawley, Mildred G.	Pr1	..	..	65
			Duncan, Mary	A	D	59	280
			Garmson, Jane E.	A	C	91	175
			Cook, Elinor R.	A	D	102	165
Pareora East	3A	86	Winnington, Edward	H	D	49	300
			Moyle, Muriel	A	D	95	195
			Bain, Catherine	A	C	108	150
			Marshall, Sophie P.	Pr1	..	..	90
Pareora West	2	33	Glanville, William J.	S	E	72	315
Parnassus	1	11	Bosomworth, Vida	S	..	..	150
Paroa	3A	51	Griffiths, Elizabeth	H	D	56	320
			Butcher, Florence M.	A	C	110	160
Pendarves	2	16	Doak, Annie A.	S	Lie.	..	200
Phillipstown	5B	340	Sorensen, Marion J.	H	D	64	230
			Menzies, Agnes, M.A.	A	B	51	315
			Manifold, Dorothy	A	D	70	220
			Metherell, Florence R. S.	A	D	89	195
			Clark, Rita	A	C	92	175
			Brewins, Ethel M.	A	..	..	130
			Willis, Marjorie P. I.	A	C	105	140
			Kennedy, Mildred M. M.	A	C	108	140
			Burberry, Alexander	Pr1	..	..	90
			Paynter, Jane E.	Pr1	..	..	90
Pigeon Bay	1	16	Lynskey, Winifred A.	S	..	..	140
Pleasant Point District High School —Primary (152), secondary (27)	4B	179	Wickes, Arthur J.	H	C	26	375
			Oliver, Amy E. E.	A	D	72	240
			Kime, Henrietta	A	D	79	210
			Smith, Thirza E.	Pt1	..	..	85
			Wright, Edith M.	Pr2	..	..	75
			Marwick, John, M.A.	D	A	59	..
Pleasant Valley	2	23	Jones, Philip H.	S	C	84	230
Port Levy	1	14	O'Donnell, Mary (ii)	S	..	..	160
Port Robinson	0	5	Collins, Elizabeth K.	S	..	..	84
Prebbleton	3B	79	McMurtrie, Alexander F., M.A.	H	A	41	335
			Ferguson, Eva L.	A	C	87	205
			Beattie, Isabella S.	A	Lie.	..	160
			Hanson, Eda I.	Pr2	..	..	100
Puaha	3A	40	Bell, Matilda	H	E	61	315
			Collins, Margaret M.	A	D	109	160
			Palmer, Catherine	Sub.	..	..	[150]
			Sweeney, Annie	S	..	..	140
Pukekura	1	6	Roi, Delsie	S	..	..	140
Rakaia, Little	1	12	Judkins, William E.	H	B	45	350
Rakaia South	4A	130	Kenna, Mona R.	A	D	84	200
			Hardie, Beatrice J.	A	C	99	185
			Goodwin, Margaret E.	Pt3	..	..	90
			Breach, Dorothy A.	Pr1	..	..	90
Rangiora	5B	282	Ambrose, Thomas W., B.A.	H	B	30	420
			Moor, Carolus T.	A	D	77	275
			Rogers, Lily A. C.	A	C	64	240
			Wilson, Grace E.	A	D	79	230
			Ambrose, Clarice M.	A	C	89	195
			Lace, Elizabeth A.	A	D	106	150
			Leech, Louisa Dorothy A.	Pt1	..	..	85
			Paine, Winifred R.	Pt2	..	..	100
			Bennett, Myrtle E.	Pr2	..	..	100
Rangitata Island	1	11	Tizard, Annie	S	..	..	170
Rangitata Station	2	28	Yates, William M.	S	D	78	250
Rapaki	1	14	Hastings, Evelyn A.	S	..	..	180

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*CANTERBURY—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Redcliffs	3B	86	Kirkpatrick, William D. ..	H	A	46	£ 335
			Kirkpatrick, Louisa Jane (Mrs.) ..	A	D	81	205
			Devereux, Evelyn M. ..	A	C	88	185
Rewanui	1	9	Gillin, Patrick A. ..	S	..	..	170
Riccarton	4C	229	English, Henry ..	H	E	35	375
			North, Robert H. ..	A	C	62	305
			Thompson, Emma E. ..	A	D	71	200
			Anderson, Helen (Mrs.) ..	A	C	79	200
			Lovell-Smith, Doris E. ..	A	C	86	175
			Roscoe, Edith A. ..	Pt1	..	..	110
			Knight, James P. ..	Pr2	..	..	100
Richmond	7C	582	McGregor, John W., B.A. ..	H	B	5	495
			Penlington, Henry F. ..	A	C	34	395
			Spence, Annie W. ..	A	D	51	310
			McGregor, Elizabeth J. ..	A	E	48	310
			Bowden, John ..	A	D	68	305
			Aiken, Janet M. ..	A	C	57	280
			Kent, Helen M. ..	A	D	70	240
			Nicholls, Dora ..	A	E	85	195
			Bell, Mary I. ..	A	C	99	165
			Bird, Rata A. ..	A	C	76	180
			Jackman, Clarence V. ..	Sup.	D	103	[170]
			Guthrie, Aileen J. ..	Pt1	..	..	110
			Robinson, Olive W. ..	Pt1	..	..	85
			Hammond, Herbert F. S. ..	Pt2	..	..	100
			Wilson, Verda M. ..	Pt3	..	..	90
			Harper, Esmond ..	Pr1	..	..	65
Roa	2	21	Creagh, Kathleen ..	S	C	79	230
Robinson's Bay	1	10	McDowell, Mary ..	S	..	..	170
Rockwood	1	12	Freeman, Frederick C. R. W. ..	S	..	..	160
Rokeby	3A	43	Dalby, Margaret ..	H	..	..	230
			Gunn, Mary E. ..	A	C	108	160
Rolleston	3A	43	Gilmour, William O. ..	H	B	45	325
			McIlwraith, Helen E. McM. ..	A	C	96	185
Rosewill	2	28	Stevenson, Jane ..	S	C	66	260
Ross	3B	88	Boyle, Campbell A. P. ..	H	C	70	275
			Smith, Daisy A. ..	A	D	73	210
			Millner, Jane ..	A	..	..	140
Rotherham	3A	43	Line, Vivian H. ..	H	..	..	230
			Hampton, Elsie M. ..	A	C	94	205
Rotomanu	1	21	O'Donnell, Nora Bridget ..	S	D	97	195
Ruapuna	2	29	Milne, Helen O. ..	S	..	..	150
Ruatapu	3A	52	Hogan, Teresa M. ..	H	D	68	295
			Willetts, Marjorie ..	A	..	..	160
Runanga	5A	231	O'Flynn, Francis E. ..	H	C	45	360
			Crowley, Elizabeth Leo ..	A	D	69	275
			Davies, Myra Gwendoline ..	A	C	88	220
			Southward, James ..	A	D	101	180
			Duggan, Maggie ..	A	D	105	170
			Wick, Ada ..	Pt1	..	..	85
			Lithgow, Bessie ..	Pt3	..	..	65
			Larcombe, Violet L. ..	Pr2	..	..	100
Russell's Flat	2	19	Bond, William A. ..	S	D	105	190
St. Albans	7C	569	Sutherland, James, B.A. ..	H	B	5	495
			Malcolm, Robert A. ..	A	B	31	395
			Lawrence, Grace ..	A	D	50	310
			(Wilson, David G. ..	A	B	67	305
			Holloway, Arthur R. S. ..	Sub.	..	..	[290]
			Newman, Mabel M. ..	A	D	53	280
			Wardle, Charlotte E. ..	A	D	56	280
			Beattie, James ..	A	C	75	230
			Gray, Louie ..	A	C	82	195
			Hayes, Edith M. ..	A	C	89	175
			Miles, Muriel V. ..	A	D	106	140
			Quartermain, Leslie B. ..	Sup.	D	108	[140]
			Butcher, Veda G. ..	Pt1	..	..	85
			Davidson, Dorothy M. ..	Pt1	..	..	85
			Pepper, Marjorie G. ..	Pt2	..	..	75
			Diehl, Ernest B. ..	Pt2	..	..	75
			Corrigan, Dorothy ..	Pt3	..	..	65
			Keys-Wells, Sybil M. ..	Pr2	..	..	100
			Thomas, Doreen A. ..	Pr1	..	..	65
St. Andrew's	3B	86	Park, William F. ..	H	C	44	335
			Fenwick, Betsy E. ..	A	D	101	195
			Fraser, Alice S. ..	A	..	..	150
			Copland, Elizabeth M. ..	Pr1	..	..	90
Salisbury	1	18	Norrish, Robina C. ..	S	D	88	205
Saltwater Creek	2	25	Sloan, Mary ..	S	..	..	170
Scargill	1	16	Hughey, Matilda E. ..	S	C	93	195
Scotsburn	1	14	Jefferson, Christina ..	S	Lic.	..	190
Seadown	2	39	Burnside, Margaret ..	S	C	75	250
Seafield	1	9	Mochan, Bertha ..	S	..	..	170
Seaview	1	12	Rydings, Evelina E. ..	S	C	93	205

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*CANTERBURY—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Sedgemere	2	26	Anderson, Caroline V.	S	C	75	£ 260
Sefton	3A	59	Thomson, Hugh F.	H	D	55	320
			Barroll, Beatrice A.	A	C	96	175
Selwyn	1	17	Davis, Annie M.	S	C	85	205
Sherwood Downs	1	18	Beattie, Helen Annie	S	C	93	205
Shirley	6A	443	Balch, William, B.A.	H	B	17	420
			Morland, Thomas A., M.A. ..	A	A	43	340
			Newton, Kate E.	A	D	59	260
			Cutler, Roland H.	A	C	51	310
			Sapsford, Elsie F. L.	A	C	69	230
			Rockett, Ethel B. (Mrs.) ..	A	..	..	140
			Ritchie, Frances M.	A	D	94	195
			Bain, Marjorie H.	A	D	94	175
			Jamieson, Amy B.	Pt1	..	..	85
			Sutton, Constance G.	Pt2	..	..	100
			Hood, Mildred J.	Pr2	..	..	75
Silverstream	3A	44	Bates, Jane (Mrs.)	H	E	66	275
Somerfield	5D	385	Jackson, Mabel E.	A	C	102	185
			Wilkins, Thomas C. J., B.A. ..	H	B	46	360
			Adams, Mary A.	A	D	44	285
			Gillanders, James	A	D	51	300
			Gurnsey, Frederick W., B.A. ..	A	D	76	230
			Picken, Jessie May D.	A	D	57	240
			Bussell, Lilian E.	A	E	77	180
			Whitecombe, Edna M.	A	C	85	175
			Aylmer, Dorothy	A	C	89	175
			Robb, Andrew G.	Pt2	..	..	100
			Ensor, Leonard le F.	Pr1	..	..	65
South Belt (see under Christchurch East).							
Southbridge District High School —Primary (150), secondary (27)	4B	177	Walker, Joseph W. A.	H	C	29	375
			Goulding, Sarah	A	C	87	180
			Webster, Isabella	A	D	57	240
			Hookway, Harold F.	Pt2	..	..	100
			Joyce, Annie	Pr1	..	..	90
			Wills, Kathleen P., B.A.	D	B	58	..
Southbrook	4A	155	Morland, Charles J., B.A. ..	H	A	39	320
			Keir, Jessie A.	A	D	74	240
			Simpson, Matilda	A	C	94	195
			Tallott, Winifred A.	Pt3	..	..	90
			Parkin, Ellen M.	Pr2	..	..	100
Southburn	2	22	Cumming, Eliza	S	E	66	220
South Malvern	2	39	McCallum, Allan	H	D	87	200
			McCallum, Alice E. (Mrs.) ..	A	C	90	150
South Spit	1	15	Dixon, Ellenor	S	C	63	260
Spencerville	1	9	Wicks, William H.	S	D	84	205
Spotswood	2	36	McLauchlan, Mabel J. R. ..	S	D	84	265
Spreydon	4B	215	Hunnicell, Frederick W. ..	H	D	28	420
			Cookson, Walter G.	A	C	59	310
			Bevin, Elizabeth E.	A	D	68	240
			Brown, Lillian A.	A	C	86	195
			Callaghan, Cecilia M.	A	C	96	150
			Petrie, Edith S.	Pt2	..	..	75
			Boys, Katharine M.	Pr1	..	..	90
Springbank	1	10	Fahey, Annie	S	..	..	170
Springbrook	2	23	Browne, William	S	D	71	260
Springburn	3A	61	Cartwright, William J.	H	C	73	275
			Brunton, Christina N.	A	C	99	185
Springfield	3A	38	Adams, William R.	H	C	61	295
			Dalby, Louisa L.	A	..	..	170
Springston	3A	56	Pilkington, George M.	H	C	55	320
			Roscoe, Frances S.	A	C	86	205
Springston South	3A	49	McLeod, John A.	H	C	84	255
			Arnold, Adelaide C.	A	C	96	175
Stafford	2	26	Thomson, Mary M. (Mrs.) ..	S	D	62	315
Stillwate	2	33	Crowley, Johanna	S	D	64	275
Summerhill	1	17	Howes, George G., M.A. ..	S	A	94	205
Sumner	5A	281	Allen, George F. (ii)	H	C	32	370
			Withers, Arthur J. T.	A	C	72	305
			Riordan, Annie W.	A	D	61	240
			Grant, Ruby M. A.	Sub.	C	106	[120]
			Hanham, Dorothy L. M. ..	A	D	91	190
			Andrews, Agnes C.	A	C	79	190
			Johnston, Helen E.	Pt1	..	..	110
			Wiggins, Muriel I.	Pt3	..	..	65
			Billcliff, Leslie G.	Pr2	..	..	75
Sutherland's	3A	47	Stewart, Jeanie D.	H	D	60	295
			Seyb, Caroline P.	A	D	114	160
Swannanoa	2	25	Hoffman, Ethel A.	S	D	77	230
Swede's Mill	2	26	Leamy, Agnes W.	S	C	63	285
Sydenham	7K	940	Bean, William D.	H	B	5	495
			McGallan, Thomas G.	A	C	48	390
			Pavitt, Maire A.	A	D	48	290
			Noble, John	A	C	44	345

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*CANTERBURY—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Sydenham— <i>continued</i>	..	..	Colville, Victor W. ..	A	C	64	£ 305
			Pearson, Florence ..	A	C	54	260
			Lloyd, Ada C. ..	A	C	70	240
			Miles, Emily M. (Mrs.) ..	A	C	86	195
			Duncan, Robena ..	A	D	82	195
			Smith, Ivy H. ..	Sub.	D	100	[120]
			Bean, Louisa L. ..	A	D	90	175
			Barr, Gladys E. ..	Sub.	..	..	[120]
			Kennedy, Irene M. ..	A	D	102	120
			Cain, Olive F. ..	A	C	84	175
			McGregor, Jessie M. ..	A	C	87	175
			McArthur, Grace (i) ..	A	C	99	165
			Grigg, Dulcie U. M. ..	A	..	..	130
			O'Farrell, Muriel E. ..	A	C	98	175
			Hooker, Elsie ..	A	C	82	175
			Hooker, Nellie ..	A	D	107	140
			Stewart, Leslie W. ..	Sup.	..	..	[140]
			Cuddy, Agnes ..	A	..	..	120
			Rydings, Beatrice M. ..	Pt1	..	..	85
			Tindall, William ..	Pt1	..	..	85
			Hoben, Moyna B. ..	Pt2	..	..	100
			Balfour, Elsie B. ..	Pt2	..	..	100
			Ives, Marjory ..	Pt3	..	..	65
			Callaghan, Elizabeth M. ..	Pr2	..	..	100
Tai Tapu	3A	76	Graham, Charles H. E. ..	H	C	49	320
			Costello, Mary C. A. ..	A	C	90	205
			O'Connor, Margaret H. G. ..	Pr2	..	..	100
Takamatua	2	22	Dearsley, Rosina L. ..	S	C	98	180
Taramakau	1	9	Fahey, Honora ..	S	..	..	150
Tawai	2	31	Marshall, Lionel A. ..	S	..	..	190
Taylorville	3A	47	Malone, Michael ..	H	D	59	320
			Bourke, Catherine ..	A	D	111	160
Te Awa	1	10	Rowe, Lucy A. ..	S	..	..	150
Teddington	2	20	Roxburgh, Helen W. ..	S	C	92	190
Te Kinga	2	28	O'Donnell, Mary ..	S	D	83	220
Te Moana	1	11	Johnston, Mary E. (ii) ..	S	C	97	150
Templeton	4A	136	Sinclair, David ..	H	E	41	340
			Gobert, Eleanor M. ..	A	D	68	240
			Marshall, Edith E. ..	A	..	..	170
			Taylor, Bernice A. ..	Pt2	..	..	100
			McMillan, Jean ..	Pr1	..	..	65
Temuka District High School—Pri- mary (353), secondary (36)	5D	389	Methven, James, B.A. ..	H	B	10	415
			Smart, John Thomas ..	A	C	52	340
			Scott, Annie (ii) ..	A	D	63	275
			Swap, Josephine A. ..	A	C	85	190
			Greer, Flora ..	A	C	83	120
			Lindsay, Alexander ..	A	D	51	260
			Saunders, Lucy ..	A	C	107	140
			Mills, Winifred ..	Pt2	..	..	75
			Methven, Doris K. ..	Pt2	..	..	75
			Washington, Ida ..	Pr1	..	..	65
			Mills, Mary M., M.A. ..	D	Lic.	..	..
			Simpson, Anne ..	D	B	72	..
Te Ngawai	2	24	Amyes, Mary O. G. ..	S	C	73	230
Te One	3A	40	McLaughlin, Mary ..	H	..	..	230
			Ritchie, Dorothy H. ..	A	..	..	150
Te Piritā	1	10	Hastings, Edith ..	S	D	98	175
Te Roto	2	28	Seymour, Ada ..	S	..	..	210
Teschmakers	1	14	Scannell, Agnes ..	S	..	..	140
The Peaks	1	13	Sloss, Eleanor ..	S	C	99	150
Timaru Main (747) and West (side school) (118)	7J	865	Low, Benjamin H., B.A., B.Sc. ..	H	B	10	495
			Wilson, James R. ..	A	C	39	380
			Avison, Martha ..	A	E	50	310
			O'Donoghue, Edward ..	A	D	57	340
			Seyb, Eliza C. ..	A	C	60	240
			Shirlcliffe, Clara I. ..	A	E	65	275
			Hartstonge, Anne F. ..	A	C	61	220
			Ray, Mabel A. ..	A	D	70	180
			Miller, Josephine J. ..	A	C	103	175
			White, Olive J. M. ..	A	B	82	175
			Crawford, Vera A. ..	A	C	100	165
			Sutherland, Vida C. ..	A	D	89	175
			Cowie, Williamina Vida ..	A	C	103	165
			Strachan, Dorothea B. T. ..	A	C	94	175
			Joyce, Blanche F. ..	A	D	98	165
			Cruickshank, Sarah M. ..	A	C	103	165
			Rudge, Gwendolen W. ..	A	C	105	150
			Tregenza, Annie ..	Pt1	..	..	85
			Cowie, Isabella H. ..	Pt1	..	..	85
			Ashton, Catherine R. ..	Pt1	..	..	85
			Satterthwaite, Gertrude M. ..	Pt1	..	..	85
			Seyb, Philip ..	Pt1	..	..	85
			Davidson, Irene P. ..	Pt2	..	..	75
			Mackay, Ina M. ..	Pr2	..	..	100

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*CANTERBURY—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Timaru South	6B	502	Warrington, May	Pr2	..	..	£ 75
			Ward, Florence A.	Pr1	..	..	90
			Palmer, George T., M.A.	H	B	16	450
			Marriott, William G.	A	D	61	345
			Fyfe, Jessie	A	C	44	285
			Lindsay, Catherine	A	D	63	275
			McIntosh, Winifred S. (Mrs.)	A	D	73	240
			Millar, Sarah (Mrs.)	A	D	83	205
			Harris, Rose A.	A	D	91	175
			McFedries, Esther D. E. (Mrs.)	A	C	79	180
			Storrier, Alice J.	A	D	109	140
			Phillips, Leonora M.	A	E	81	165
			Ellis, Edith G.	Pt1	..	..	85
			McClatchy, Hector B.	Pt2	..	..	75
Timaru West (side school). See under Timaru Main.	4B	184	Higgins, Elfreda M.	Pr2	..	..	75
			Brown, Esther M.	Pr2	..	..	75
Timaunga	1	13	Sheehan, Mary	S	..	..	140
Tinwald	4B	184	Watson, Harold C. N., M.A.	H	B	35	365
			Lookwood, Helena	A	C	75	240
			Watson, Ruby F. (Mrs.)	A	D	76	210
			McKelvy, Mary	A	D	98	185
			Bayliss, Emily R.	Pt3	..	..	65
			Capon, Philip J.	Pr1	..	..	90
			Maloney, John W.	S	D	68	260
			Webster, Thelma L.	S	C	96	175
			Holmes, George	S	..	..	200
			Morris, Katherine M. (Mrs.)	S	E	..	180
			Newport, Elizabeth	S	D	66	265
			Silcock, Frederick A.	H	C	54	330
			Johnston, Muriel S.	A	C	91	195
			Wright, Caroline L.	A	..	..	140
Totara Flat	1	14	Aldridge, George W.	H	D	57	320
			Hodgson, Barbara A.	A	C	103	175
Totara Valley	1	10	McIntyre, John (ii)	H	D	60	295
Tuahiwi	2	25	Kidd, Isabella	A	C	104	160
Tycho	2	26	Kearns, Dorothy V.	S	..	..	140
View Hill	3A	24	Green, Ella	S	..	..	60
Waddington	3B	85	Green, Kate	S	..	..	72
			Chisholm, Annabella	S	..	..	150
Waiau	3A	72	Cross, Edward H.	H	C	77	255
			Hodges, Dorothy A.	A	C	97	185
Waihao Downs	3A	39	Cooper, Edith M.	H	D	62	295
			Kay, Winifred A.	A	C	95	205
Waihaorunga	1	13	Werry, Alfred E.	H	C	36	430
			Fyfe, Evelyn	A	C	42	315
Waiho	0	4	Sullivan, Samuel H.	A	C	52	340
Waiho Gorge	0	6	Manger, Ernest	A	C	86	230
Waikakahi	1	12	Allan, Isabella C.	A	D	54	280
Waikari	3A	70	Baird, Mary L.	A	C	62	275
			Sunaway, Flora P. M.	A	C	71	240
Waikuku	3A	45	Lawry, Bertha M.	A	C	80	200
			O'Callaghan, Constance I.	A	C	92	175
Waimataitai	7B	603	Ferguson, Isabel O.	A	..	..	165
			Leslie, Verena M. T.	Pt1	..	..	85
Waimate District Hig School—Primary (473), secondary (93)	7B	566	Aburn, Agnes G.	Pt2	..	..	75
			Tank, Leslie J.	Pt2	..	..	75
			Grieve, Leslie W.	Pt2	..	..	100
			Mason, Mavis E.	Pt2	..	..	75
			Dodd, Alfred J. A.	Pr2	..	..	75
			Ferrier, Sarah C.	Pr2	..	..	75
			Hind, Kathleen T. V.	Pr1	..	..	65
			Bain, Andrew, B.A.	H	B	7	475
			Henderson, Alexander	A	C	46	390
			Crawford, Mary H.	A	D	47	310
			O'Connor, William	A	C	74	305
			Smart, Margaret A. L.	A	D	65	275
			Bruce, Sarah C.	A	E	76	265
			Hodges, Muriel E.	A	B	64	240
			Cochrane, Isabella	A	D	86	195
			Kane, Elizabeth M.	Pt1	..	..	85
			Slattey, Ellen	Pt1	..	..	110
			Engelbrecht, Ernest H. A.	Pt2	..	..	75
			Milne, Maud	Pt2	..	..	105
			Callaghan, Annie V.	Pr2	..	..	100
			Boyd, Flora	Pr1	..	..	65
			Laing, Thomas M. M., B.A.	D	B	49	..
			Olliver, Margaret F. L., M.A., M.Sc.	D	A	57	..
			Dyer, Henrietta E., B.A.	D	B	67	..
			Thomas, Stanley H.	D	C	101	..
Wainihinihi	1	12	Fahey, Rose D.	S	..	..	170
Wainui	1	18	Turner, Beatrice G. E. (Mrs.)	S	..	..	170
Waipara	2	33	Wilson, Elizabeth (Mrs.)	S	D	72	270

For explanatory notes see page 1.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*CANTERBURY—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Wairewa	1	13	Cassidy, Mary C. ..	S	..	..	£ 170
Waitaha	1	17	Wright, Catherine ..	S	..	..	170
Waitohi Flat ..	2	30	Durward, Annie H. Y. W.	S	C	96	180
Waitohi Upper ..	1	16	Bishop, Eunice ..	S	C	89	185
Waituna Creek ..	2	30	Anderson, Mary A. (ii), (Mrs.,	S	D	69	250
Wakanui	3A	40	Thompson, Agnes ..	H	C	63	265
Waltham	7D	653	Sheppard, Jessie H. ..	A	C	108	160
			McLeod, John (iii) ..	H	B	9	465
			Smith, James E. R. ..	A	C	40	390
			King, Annie D. ..	A	E	43	315
			Denne, Archibald H. ..	A	..	..	335
			Armstrong, Ella ..	A	D	52	280
			Hoare, George H. ..	A	C	80	255
			Dalziel, Catherine A. ..	A	C	70	240
			Wade, Eliza R. ..	A	C	88	185
			Willcox, Gladys C. ..	A	C	103	165
			Watkins, Beatrice J. B. ..	A	C	91	175
			Thompson, Doris E. ..	A	C	93	175
			Prebble, Jane W. ..	A	C	87	150
			Marks, Horace R. ..	Sup.	D	104	[170]
			Smith, Beryl E. M. ..	Pt1	..	..	85
			James, Maisie J. ..	Pt2	..	..	75
			Wilson, Frank R. ..	Pt2	..	..	75
			Mills, Eileen O. ..	Pt3	..	..	65
			Simcock, Violet F. ..	Pr2	..	..	75
			Roulston, Grace E. ..	Pr2	..	..	100
Warren Estate ..	1	15	Ward, Elizabeth (Mrs.) ..	S	E	93	195
Washdyke	3B	106	Breach, Edward L. ..	H	C	71	190
			O'Connor, Mary ..	A	D	93	195
			McIntosh, Annie M. ..	A	D	105	160
			McIntyre, Isabel A. ..	Pr1	..	..	65
Wataroa	1	14	Lucas, Charles D. ..	S	..	..	140
Weedon's	2	30	Eldridge, Anna A. ..	S	..	..	120
Westbrook	0	8	Fahey, Delia ..	S	..	..	96
Westerfield ..	3A	39	Napier, William G. ..	H	C	60	285
			Strong, Nora R. ..	A	D	110	160
West Melton ..	2	39	Heppelthwaite, Georgina (Mrs.)	S	D	107	190
Wharenui	5C	354	Alley, Frederic J. ..	H	B	25	420
			Mounsey, Robert ..	A	C	55	340
			Harvey, Matilda E. ..	A	C	54	255
			Maxwell, James E. ..	A	C	89	280
			Hay, Janet R. ..	A	C	89	180
			Jones, Lina M. ..	A	C	92	195
			Thomson, Laurence F. ..	Sup.	C	108	[160]
			Wilson, Helen W. ..	Pt2	..	..	75
			Williams, Annie M. ..	Pt3	..	..	65
			Rinaldi, Lilius B. ..	Pr1	..	..	90
Whiterock	1	11	Kennedy, Margaret (ii) ..	S	D	106	160
Willowbridge ..	3A	38	Wood, Rawiri E. K. ..	H	D	66	275
			Williams, Mary H. ..	A	C	103	185
Willowby	3A	37	Watson, Joseph ..	H	E	63	315
			Steinmetz, Julia A. ..	A	..	..	170
Winchester	3A	61	Ferguson, Daniel, M.A. ..	H	B	35	325
			Norrish, Daisy P. ..	A	C	100	185
Winchmore	1	22	Stirling Catherine A. G. ..	S	..	..	120
Winslow	2	22	Davidson, Margaret E. ..	S	D	83	200
Woodbury	3A	44	Farnie, Thomas C., M.A. ..	H	B	51	300
			Reece, Ella M. ..	A	C	97	185
Woodend	3B	89	Gillman, Herbert A. W., B.A.	H	B	48	330
			Gainsford, Mabel E. ..	A	C	86	205
			Baker, Margaret J. ..	A	D	96	175
			Good, Dora ..	Pr1	..	..	90
Woodstock	3A	68	McKay, William D. ..	H	D	46	325
			Nancekivell, Alice E. ..	A	D	88	205
			Nightingale, Mary ..	Pr1	..	..	90
Woolston	7C	578	West, William M. ..	H	B	10	495
			Kennedy, William A. ..	A	C	41	360
			Baird, Samuel ..	A	D	39	345
			Watson, Margaret R. ..	A	D	54	290
			Mills, Mahala C., B.A. ..	A	B	58	280
			Cook, William E. ..	A	C	62	275
			Ewart, Jane ..	A	D	73	240
			Morgan, Amy B. B. ..	A	C	..	200
			Ditfort, Mabel L. ..	A	D	85	175
			Batchelor, Elsie V. ..	A	C	87	175
			Schwebe, Emmy A. ..	Pt1	..	..	85
			Moore, Ida M. ..	Pt1	..	..	85
			Gilpin, Mary E. ..	Pt1	..	..	85
			Beck, Wilfred D. ..	Pt2	..	..	100
			Beaumont, Huia W. ..	Pt2	..	..	100
			Pope, Nora E. ..	Pr2	..	..	100
Yaldhurst	3A	52	McCullough, Samuel ..	H	C	51	320
			Freeman, Hilda F. ..	A	C	89	205

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

OTAGO.

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Airedale	2	26	Henaghan, Florence A. ..	S	D	86	£ 210
Akatore	1	9	Lonie, Margaret S. ..	S	..	..	140
Akatore Coast	1	10	Anderton, Mary ..	S	..	..	150
Albany Street (Dunedin) ..	7D	619	Rennie, James, B.A., B.Sc. ..	H	B	9	495
			Robertson, Alexander G. ..	A	C	41	370
			Hubbard, Ivan B. ..	A	C	71	305
			Little, Donella (Mrs.) ..	A	D	51	310
			Bringans, Alexander ..	A	C	70	275
			Sullivan, Lily, M.A. ..	A	B	52	250
			George, William K. ..	A	D	82	230
			Cowie, Elizabeth C. ..	A	D	84	195
			Aitchison, Elizabeth D. ..	A	D	94	175
			Ashcroft, Catherine L. ..	A	C	97	165
			Inder, Winifred B. ..	A	C	88	175
			McElrea, Evelyn M. ..	Pt1	..	..	85
			Sullivan, Robert McK. ..	Pt1	..	..	85
			Kennedy, Francis M. ..	Pt1	..	..	85
			Maclean, Sheila L. ..	Pt1	..	..	75
			Sumner, Florence ..	Pt2	..	..	75
			Eaton, Janet Arnot ..	Pr2	..	..	75
			Gubbins, George H. ..	Pr1	..	..	65
			Forsyth, David ..	Sup.	..	..	[160]
Alexandra District High School— Primary (157), secondary (22)	4B	179	McLean, Alexander ..	H	C	34	375
			Phelan, Richard J. ..	A	..	..	180
			Bodkin, Evelyn E. ..	A	C	78	230
			McLean, Gwendoline M. ..	Pt1	..	..	85
			Stephens, Joan D. ..	Pr2	..	..	75
			Weaver, Victoria L. ..	Pr2	..	..	100
			McCorkindale, Elizabeth L. ..	D	B	53	..
Allanton	2	35	Shea, Ellen ..	S	C	79	230
Anderson's Bay	5A	295	Coutts, Thomas R. W., B.A. ..	H	B	24	410
			Allan, Reginald ..	A	D	74	275
			Gunn, Elizabeth J. ..	A	D	74	240
			Long, Mary A. ..	A	C	78	230
			Fraser, Ellen F. ..	A	C	72	200
			Henderson, Veda M. ..	A	C	84	195
			Bell, Hazel M. ..	Pt2	..	..	100
			Allan, Margaret F. ..	Pt2	..	..	75
			Mills, Edith M. ..	Pr1	..	..	90
Ardgour	1	9	McLean, Agnes C. ..	S	..	..	140
Ardgowan	2	21	Kay, Margaret ..	S	D	69	260
Arthur Street (Dunedin) ..	7A	504	Barrett, Richard J. ..	H	C	7	495
			Begg, Thomas ..	A	C	37	390
			Sherriff, Eliza G. ..	A	C	37	315
			Hunter, Robert R. ..	A	B	46	345
			Pilkington, Jane ..	A	D	57	280
			Gair, Frederick J. ..	A	B	98	245
			Orkney, Daisy M. ..	A	D	69	240
			Wilson, Elizabeth ..	A	C	83	195
			Bennett, Rachel I. ..	A	C	95	175
			McDonald, Tui W. ..	Pt1	..	..	85
			Walden, Eileen M. ..	Pt2	..	..	75
			Don, Rutherford ..	Pt3	..	..	65
			Boyd, Henrietta A. ..	Pr2	..	..	100
			Thomas, John L. ..	Pr.1	..	..	65
			Smith, Norris Y. ..	Sup.	D	101	[140]
Arthurton	1	10	Hicks, Phoebe M. E. ..	S	D	105	140
Awamangu	1	21	Currie, Kate W. ..	S	D	84	150
Awamoko	3A	66	Gibb, Stewart C. ..	H	C	74	250
			Taylor, Grace I. ..	A	C	100	195
Balclutha District High School— Primary (369), secondary (61)	6A	430	Nicolson, John McN. ..	H	C	7	455
			Parr, Cuthbert, M.A. ..	A	A	45	330
			Murray, Ethel May ..	A	D	55	280
			Gawn, Elizabeth C. ..	A	C	67	275
			Elder, Violet, B.A. ..	A	B	72	240
			Kilgour, Jane G. H. ..	A	C	82	195
			Anderson, Renata V. ..	A	C	82	195
			Mason, Reweti A. ..	Pt1	..	..	85
			Coghill, Daphne I. H. ..	Pt1	..	..	110
			Brounlie, Ethel I. G. ..	Pr2	..	..	100
			Stenhouse, Janet E. ..	Pr1	..	..	65
			Paterson, Janet, M.A. ..	D	B	46	..
			Dunn, Annie, B.A. ..	D	B	86	..
			Matheson, Norman M. ..	D	D	94	..
Bannockburn	3A	44	Campbell, Janet M. (Mrs.) ..	H	D	72	275
			Dunn, Annie D. ..	A	C	102	175
Barewood	1	13	Buckland, Kate B. L., B.A. (Mrs.) ..	S	A	82	185
Beaumont	3A	56	Thomson, Archibald ..	H	D	59	320
			Low, Margaret ..	A	..	..	150
Bendigo	2	16	Oliver, Ellen ..	S	D	..	210
Benhar	3A	57	Smith, James C. ..	H	C	82	275
			Roche, Augustine D. ..	A	D	84	205

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*OTAGO—*continued.*

Schools.			Teachers.					
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
							£	
Berwen	0	5	Mathews, Florence	S	..	..	60	
Berwick	2	28	Tindall, Nesta	S	D	88	190	
Blacks	3A	40	Abernethy, Allan H., B.A. ..	H	A	77	305	
			Morgan, Olivia M.	A	..	..	150	
Blackstone	1	13	Wallace, Charlotte	S	..	..	140	
Bluespur	1	17	McErlain, Catherine R. ..	S	..	..	170	
Brighton	3A	46	Bonnin, Fannie	H	D	50	300	
			Sinclair, Vere C.	A	C	86	205	
Broad Bay	1	22	Landreth, Elizabeth (Mrs.) ..	S	D	58	260	
Cambrians	2	27	Rishworth, Margaret	S	..	..	180	
Caversham	7D	643	Moir, John H., B.A.	H	B	6	465	
			Wilson, Robert	A	C	38	390	
			Given, Jessie I.	A	D	46	315	
			Robinson, Arthur H.	A	B	58	310	
			Graham, John	A	C	63	275	
			Ross, Annie M.	A	D	57	280	
			Farnie, Grace M.	A	D	69	240	
			Weir, Christina	A	C	86	195	
			Miller, Mary A. (Mrs.)	A	D	93	205	
			Argue, Elizabeth	A	D	103	165	
			Muir, Doris M. K.	A	C	84	175	
			Brown, John R.	Pt1	..	..	110	
			Nehoff, William A.	Pt2	..	..	100	
			Allan, Helen F.	Pt2	..	..	100	
			Swan, Elizabeth	Pt2	..	..	75	
			Wood, Winifred	Pt3	..	..	65	
			Lockhart, Ronald G.	Pr2	..	..	75	
			Griffin, Isabella L.	Pr2	..	..	75	
Chaslands	1	9	Kirkland, Charles J.	S	..	..	210	
Chatto Creek	1	15	Alexander, Sarah J. C.	S	..	..	140	
Clark's Flat	2	17	McMillan, Jessie G.	S	..	..	170	
Clinton	3B	81	Beattie, John	H	D	66	325	
			Morris, Thirza S.	A	C	87	205	
Clyde	3B	90	Bringans, Robert	H	C	50	330	
			McLeod, Gladys M.	A	..	..	160	
			Johnston, Jane F.	A	..	..	140	
Clydevale	2	21	Henderson, Florence C. ..	S	C	94	190	
Coal Creek	3A	37	Laing, Henry	H	D	81	255	
			Anderson, May	A	..	..	150	
Concord	4A	122	Strong, James W.	H	D	43	340	
			McGregor, Isabella	A	D	72	230	
			McIntyre, Sophie	A	C	75	200	
			Sutherland, Isabel D.	Pt1	..	..	110	
Conical Hill	1	15	Morgan, Annie H.	S	Lic.	..	180	
Cromwell	4A	132	Mechaelis, William R.	H	B	44	330	
			Sheppard, Vera H.	A	C	97	190	
			McLean, Jessie H.	A	..	..	150	
			McGinnis, Marjorie	Pt3	..	..	90	
			Scheib, Violet E.	Pr2	..	..	75	
			Olsen, Ellen M.	Pr1	..	..	90	
Crookston	1	18	Eskdale, Isabella J.	S	D	78	240	
Dunback	3A	51	Hoggans, Alexander	H	D	62	315	
			Calder, Margaret H.	A	C	101	185	
Dunrobin	2	28	Beresford, Gertrude E. ..	S	D	71	260	
Dunroon	3A	71	Labes, Albert A.	H	C	62	315	
			Beattie, Muriel A.	A	..	..	150	
Earnsclough	3A	37	Restall, Walter	H	..	..	250	
			Cable, Violet L.	A	C	97	195	
East Taieri	3A	84	Waddell, James N., B.A. ..	H	B	53	320	
			Lothian, Jeanie M.	A	D	84	205	
			Davidson, Grace O.	A	..	..	140	
Elderslie	1	15	Doak, Margaret S.	S	..	..	200	
Ettrick	2	28	Goudie, Dorothy L.	S	D	90	210	
Evansdale	2	35	Bachop, Annie M.	S	C	84	230	
Evans Flat	2	24	Bowie, Mary E.	S	C	100	180	
Fair View	0	2	Macale, Margaret	S	..	..	24	
Five Forks	1	21	Watt, Rose	S	..	..	140	
Flag Swamp	3A	47	Bremner, Philip	H	D	75	315	
			Walter, Isabella M.	A	D	106	170	
Forbury	7E	683	Eudey, Walter	H	C	13	490	
			Nelson, James	A	C	41	390	
			Andrew, Kate	A	D	54	310	
			Borthwick, James	A	E	61	305	
			Eggleton, Thomas E.	A	..	..	305	
			Scott, Marjory T.	A	D	66	245	
			Budd, Elizabeth	A	C	64	240	
			Manson, Jessie	A	B	71	200	
			Nelson, Hannah C.	A	D	91	175	
			Jeans, Eana B.	A	C	83	175	
			Heward, Muriel D.	A	C	102	165	
			Rowe, Mary E.	A	C	103	165	
			Harris, John C.	Pt1	..	..	85	
			Shaw, Arthur J. H.	Pt1	..	..	85	

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*OTAGO—*continued.*

Schools.				Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.		Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)		(4)	(5)	(6)	(7)	(8)
Forbury— <i>continued</i>	..	..	..	Wilkinson, George E.	Pt1	..	..	£ 85
				Smith, Robert L.	Pt1	..	..	85
				Kinasten, Brenda C.	Pt3	..	..	65
				Dickie, Roy A.	Pr1	..	..	65
				McCurdy, Mary E. E.	Pr1	..	..	65
Fruitlands	..	1	11	George, Winifred M.	S	B	92	185
Galloway	..	2	25	Richardson, Alfred R.	S	..	..	210
George Street	..	7D	606	Patterson, Thomas A., M.A.	H	B	13	490
				Bell, Cecil F. J.	A	C	51	385
				MacKenzie, Margaret	A	D	51	310
				McPhee, John H. A., B.A.	A	B	68	305
				Botting, Howard A. E.	A	C	80	265
				Sherriff, Margaret R.	A	D	52	250
				Brown, Isabel E.	A	D	76	230
				Green, Jessie A.	A	D	90	195
				Bonnin, Muriel G. R.	A	D	100	165
				Anderson, Olive	A	D	95	175
				McMullin, Margaret L.	A	C	93	175
				Holmes, Mary	Sub.	B	99	[120]
				McKinnon, Ethel E.	Pt1	..	..	85
				Moller, Oscar C.	Pt1	..	..	85
				Flamank, Vera M.	Pt1	..	..	85
				Abernethy, Lorna J.	Pt2	..	..	75
				McLauchlan, Gordon S.	Pt3	..	..	65
				Sim, Hannah M.	Pr2	..	..	100
				Polwarth, Alexander A.	Pr2	..	..	75
				Jelly, Clara	Pr1	..	..	65
				Townrow, Walter H.	Sup.	D	..	160
Glenkenich	..	1	12	Scott, Jane	S	..	..	140
Glenledi	..	0	4	Sanderson, Marion G.	S	D	92	195
Glenomaru	..	3A	39	Burn, David W. M., M.A.	H	B	54	330
				McColl, Annie E.	A	C	94	205
Glenore	..	1	18	Don, William A.	S	..	..	140
Goodwood	..	0	6	Diehl, Winifred	S	..	..	84
Greenfield	..	1	16	Smith, Martha (Mrs.)	S	D	103	170
Green Island	..	5C	334	Rawlinson, Charles C.	H	C	24	390
				Miller, James M.	A	C	44	345
				Robertson, Jane (ii)	A	D	53	280
				Swan, George	A	C	77	295
				Blair, Isabella	A	C	91	180
				Smith, Annie F.	A	C	89	185
				McDonald, Elizabeth A. C.	A	C	101	155
				Gourlie, Helen T. R.	Pt2	..	..	75
				Naismith, Alice M.	Pt3	..	..	85
				McKay, Ethel B.	Pr2	..	..	75
				Smith, Constance I.	Pr1	..	..	65
Hampden	..	3B	91	Melville, John	H	C	45	325
				Duncan, Jessie A.	A	C	89	195
				Haigh, Fannie M.	A	..	..	140
Hawea	..	3A	39	Rogers, Francis H. P.	H	C	101	245
				Heather, Elizabeth	A	C	102	175
Henley	..	3A	31	Cairney, Thomas	H	C	70	290
				Healy, Ethel H. E.	A	..	..	150
Heriot	..	3A	72	Murphy, Frank G.	H	D	56	310
				Bunn, Elizabeth M.	A	C	86	205
Higheliff	..	3A	43	Beilby, George H.	H	C	70	285
				Sinclair, Cecil M.	A	..	..	170
High Street	..	7B	493	Smith, James W.	H	C	14	490
				Robertson, John A.	A	C	35	395
				Cooper, Isabella O.	A	D	49	310
				Fleming, James J. W.	A	C	63	335
				Waddell, David B.	A	C	78	255
				Taylor, Mabel A.	A	D	57	280
				Thomas, Minnie A.	A	C	87	200
				Guy, Gladys McN.	A	C	87	195
				McIntyre, Mabel E.	Pt1	..	..	85
				Harrison, Robert S.	Pt1	..	..	85
				Briggs, James M.	Pt3	..	..	65
				Turnbull, Gladys R.	Pt3	..	..	90
				Percy, Orrina	Pt3	..	..	90
				Armstrong, James W.	Pr2	..	..	75
				Cox, Annie L. C.	Pr1	..	..	65
				Boulton, Edward	Pr1	..	..	65
Hillend	..	1	14	Fleming, Emily M.	S	..	..	140
Hinahina	..	0	9	Bryant, Hilda J.	S	..	..	108
Hindon Railway	..	1	9	Gorman, Marjorie	S	..	..	140
Hooper's Inlet	..	1	13	McDonald, Flora (ii)	S	C	99	195
Houipapa	..	3A	20	Malcolm, Flora M.	S	C	95	245
Hyde	..	3A	29	O'Connell, Thomas F.	S	..	..	240
Ida Valley	..	1	16	Johnson, Catherine (Mrs.)	S	..	..	140
Incholme	..	2	29	Morrison, William	S	..	..	210
Inch Valley	..	1	18	White, Eliza	S	C	55	250

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*OTAGO—*continued.*

Schools.			Teachers.					
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
Island Cliffe	2	42	Don, Helen P.	H	C	84	£ 200	
Kahuika	1	22	Wynne, Olga E. . . .	A	..	..	150	
Kaihiku	1	14	Coppin, Ezra	S	Lie.	..	160	
Kaikorai	7c	571	Dallas, Muriel A. G. .	S	..	..	140	
			Allnutt, William C. .	H	D	10	495	
			Matheson, John. . .	A	D	49	390	
			Ralston, Mary .. .	A	C	50	310	
			Kelk, Henry P. . . .	A	D	51	310	
			Bell, Cecil R. . . .	A	D	95	255	
			Dow, Annie C. . . .	A	D	57	280	
			Smith, Florence A. .	Sub.	C	102	[120]	
			Davidson, Andrew (ii)	A	C	80	230	
			Reid, Wilhelmina R. .	A	D	77	200	
			Allan, Flora M. . . .	A	C	67	180	
			Crawford, Bertha . .	A	C	81	175	
			Bastings, Edna C. .	Pt1	..	..	85	
			Fahey, Nano M. . . .	Pt2	..	..	75	
			Mason, Clucas D. C. .	Pt2	..	..	100	
			Moir, Phyllis M. . .	Pt2	..	..	75	
			Burton, George E. . .	Pt3	..	..	65	
			Walden, Kathleen E. .	Pr2	..	..	75	
Kaitangata	5c	345	Kibblewhite, Arthur W.	Pr1	..	..	90	
			Mathews, Alfred . . .	H	C	30	420	
			Cowen, Martin . . .	A	C	63	305	
			Christie, Elizabeth G. .	A	D	56	280	
			Dimick, Reuben E. . .	A	D	80	255	
			Duke, Ivy E. . . .	A	B	96	170	
			Botting, Grace H. . .	A	C	97	185	
			Bishop, May D. . . .	A	..	..	130	
			Spark, Mary J. . . .	Pt1	..	..	110	
			Wilson, Evelyn J. . .	Pt3	..	..	90	
Kakanui	3A	55	MacRae, Hectorina . .	Pr1	..	..	90	
			Stevens, Herbert M. .	H	B	57	310	
			Laing, Ivy B. . . .	A	D	93	205	
Kakapuaka	1	21	McCrone, Florence E. T.	S	C	102	165	
Karitane	2	29	Orange, Florence M. .	S	C	91	210	
Kartigi	1	14	McRae, Alexandrina .	S	C	98	195	
Katea. . . .	1	19	Landreth, William H. .	S	Lie.	..	230	
Kauroo Hill	1	11	Chapman, Ruth K. . .	S	..	..	160	
Kelso	3A	49	Beattie, John W. G. .	H	..	..	280	
			Botting, Ruth N. M. .	A	C	107	175	
Kensington	5D	365	Stewart, Peter G. . .	H	D	27	420	
			McDonald, Hugh G. B. .	A	C	68	305	
			Lear, Constance M. . .	A	C	67	245	
			Aitchison, Louisa M. .	A	E	65	275	
			Botting, Amy I. . . .	A	C	89	180	
			Vickers, Mary J. . . .	A	C	100	165	
			Hastings, Angela . . .	A	C	97	165	
			Wheeler, Gwenda . . .	A	..	..	130	
			Taylor, Grace I. . . .	Pt1	..	..	85	
			Beaufort, Hilda . . .	Pr2	..	..	100	
			Saunders, David . . .	Pr2	..	..	75	
			Macdonald, Thomas M. .	Sup.	..	..	150	
Kia Ora	3A	38	Newbury, Philip J. . .	H	B	72	285	
			Hepburn, Mary E. . . .	A	..	..	150	
Kokoamo	1	10	King, Hazel A. . . .	S	..	..	140	
Kokonga	1	13	Yorsten, Elizabeth M. .	S	C	98	165	
Kuri Bush	1	9	Orr, Margaret F. M. . .	S	..	..	170	
Kuriwao	1	12	McCorkindale, Margaret	S	Lie.	..	150	
Kurow	3A	75	Hartstonge, Daniel . .	H	C	67	310	
			Caddie, Hazel M. . . .	A	C	102	175	
Kyeburn	1	13	Thompson, Jane L. W. .	S	C	99	175	
Kyeburn Diggings ..	1	10	Hawkes, Helen (Mrs.) .	S	..	..	170	
Lauder	1	23	Mee, Helen	S	..	..	160	
Lauder Railway-station. .	2	26	Quin, Myra L. . . .	S	C	91	170	
Lawrence District High School— Primary (124), secondary (34)	4B	158	Harrison, Wilkinson L., M.A.	H	A	43	320	
			Darton, Henry L. . . .	A	D	46	346½	
			Brown, Mary (i) . . .	A	C	77	230	
			Hawkins, Horace H. . .	Pt2	..	..	75	
			Botting, Robert W. S. .	D	C	61	..	
Leith Valley	3A	43	Crawshaw, Linda J. . .	D	B	71	..	
			Nesbit, James W. . . .	H	C	61	315	
			McDougall, Isabel . . .	A	C	79	210	
Livingstone	3A	46	(Reilly, Louis G. . . .	H	D	67	315	
			Holgate, Maxwell R. .	Sub.	D	94	[220]	
			Hunter, Elizabeth A. .	A	D	93	205	
Lovell's Flat	3A	45	Heward, Edwin H. . .	H	D	56	310	
			Anderson, Ann C. . . .	A	D	77	210	
Lowburn	3A	59	Christie, James . . .	H	Lie.	..	280	
			Foster, Jessie	A	..	..	170	
Lower Harbour	2	25	Eason, Minnie F. . . .	S	D	79	250	
Luggate	1	14	Munro, Donald (i), B.A.	S	B	85	250	

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*OTAGO—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Macandrew Road	7D	650	Macdonald, George W. C.	H	B	9	£ 495
			Smeaton, Charles G.	A	C	35	395
			Whinam, Lois A. P.	A	D	55	310
			McKenzie, Lionel A.	A	B	66	295
			Alloo, Arthur W., M.A.	A	A	71	275
			Alexander, Rebecca (Mrs.)	A	D	56	280
			Hastings, Margaret E.	A	C	71	240
			Paterson, Mary H.	A	C	103	165
			Hughes, Maggie G.	A	C	90	175
			Appleby, Dorothy F. E.	A	D	105	140
			Macdonald, Martha	A	C	102	165
			Gwyn, Mabel B. I.	Pt1	..	..	110
			Ritchie, William A.	Pt1	..	..	85
			MacLennan, Ian G.	Pt1	..	..	85
			Fleming, Allan G.	Pt2	..	..	75
			Ross, Irene C.	Pt2	..	..	100
			Palmer, Philip J.	Sup.	D	105	[160]
McLennan	2	23	Spears, Anthony	S	..	..	180
Macrae's	2	25	Campbell, Isabella R.	S	D	103	180
Macrewhenua	1	18	White, Annie McG.	S	C	95	180
Maheno	4A	121	Rodger, William	H	B	34	365
			Crawford, Elsie J.	A	C	92	210
			Mason, Isabella W.	A	D	99	185
			Brown, Leslie	Pt1	..	..	85
Makarora	1	8	Reilly, Margaret	S	..	..	140
Manuka Creek	0	10	Callanan, Margaret K.	S	..	..	140
Maori Hill (Dunedin)	5C	351	Fitzgerald, John A.	H	D	28	420
			Fawcett, Horace	A	C	53	340
			Newlands, Marion S. S., B.A.	A	B	68	245
			Brown, Jane K.	A	D	50	280
			Valentine, Winifred A.	A	C	85	180
			Wilson, Janet C.	A	C	79	200
			Woolliams, Eva M. E.	A	C	92	175
			Macdonald, Linda	A	D	91	175
			Wilson, Mona M.	Pr2	..	..	75
			Hammond, Joseph H.	Pr1	..	..	65
Matakanui	2	21	(McIntyre, Hugh (iii))	S	D	93	260
			(Boraman, Walter J.)	Sub.	B	101	[160]
Matau	2	21	Anderson, Reinga A.	S	..	..	170
Matea	1	21	Moir, Maria	S	D	97	195
Maungatua	3A	39	Kennedy, Archibald P. L.	H	C	79	275
			Allen, Greeba E.	A	C	101	175
Merino Downs	1	9	Wilson, Janet E.	S	..	..	150
Merton	2	23	Atkin, Margaret J. C.	S	D	88	210
Milburn	3A	63	Luke, Gabriel M.	H	C	60	315
			McCaughern, Jane	A	C	103	175
Miller's Flat	3A	71	Tempero, Frank J.	H	D	96	245
			Cornish, Lily M.	A	B	83	205
Moa Creek	3A	38	Hepburn, David J.	H	..	..	270
			Nevill, Hannah	A	..	..	170
Moa Flat	1	11	McIvor, Margaret J.	S	..	..	170
Moeraki	3A	37	Woods, Llewellyn	H	C	62	315
			Ash, Harriet E.	A	D	96	185
Momona	3A	48	Blair, Robert L. D.	H	D	68	315
			Murison, Mabel	A	C	103	175
Moonlight	1	14	Austing, Oswald C.	S	D	100	175
Moray Place (Dunedin)	5B	299	Stewart, John N.	H	C	30	420
			Thomson, Magnus	A	D	56	310
			Ford, Margaret O. T.	A	C	57	270
			Burke, Richard J. J.	A	D	71	305
			Hodges, Bithia L. C.	A	D	78	190
			Johnson, Helen C. W.	A	D	73	200
			Shaw, Ethel	A	C	83	175
			Renfree, Doris T.	Pr2	..	..	75
			Dallas, Margaret H.	Pr2	..	..	75
Mornington	7B	508	Davidson, William (i)	H	D	13	490
			Burns, William G.	A	C	47	370
			Nelson, Jessie R.	A	D	59	290
			Johnston, John G.	A	A	56	340
			Murray, Florence	A	D	60	275
			Calder, Elizabeth M.	A	D	64	275
			Mackisack, Eleanor W.	A	C	87	220
			Mackisack, Kathleen E.	A	C	100	165
			Tyrrell, Norman M.	Pt1	..	..	85
			Aitchison, Mary J.	Pt2	..	..	100
			Homan, Phyllis M.	Pt2	..	..	75
			Farrant, Alfred E.	Pt3	..	..	65
			Pearson, Norma G. E.	Pt3	..	..	65
			Barclay, Margaret	Pr1	..	..	90
			Henderson, Zella L. I.	Pr1	..	..	65

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*OTAGO—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Mosgiel District High School—Primary (351), secondary (17) ..	5c	368	Jack, James A.	H	B	40	£ 370
			Kaye, William T. O.	A	C	52	340
			Scott, Mary (i)	A	D	53	280
			Dallas, Thomas W.	A	C	76	295
			Jackson, Mary J.	A	D	84	190
			Searle, Ernest A.	A	C	67	300
			Calder, George A.	A	D	60	230
			Swan, Jessie E.	A	C	91	175
			Paterson, Emily R. (Mrs.) ..	A	C	..	130
			Sim, Tui R.	A	..	..	165
			Swan, Mabel J.	Pr1	..	..	65
			Bressey, Florence F., M.A. ..	D	A	41	..
Mount Cargill	2	18	Smith, Phyllis M.	S	C	85	210
Mount Stewart	1	10	Miller, Doris E.	S	C	101	165
Musselburgh	7c	606	White, John	H	D	22	480
			Paterson, Thomas	A	C	58	355
			Chalmer, Clara E.	A	D	62	305
			Woods, Alexander J.	A	B	85	305
			Farquharson, Janet H.	A	C	50	270
			Graham, Jane S. B.	A	D	58	280
			McKenzie, Isabella M.	A	D	77	220
			Graham, Catherine A. C. de G. ..	A	C	70	200
			York, Annie K. . . .	A	C	94	175
			Rishworth, Jane G. S.	A	C	93	175
			Gibson, Winifred J.	Pt1	..	..	110
			Henderson, Margaret H.	Pt1	..	..	85
			Skinner, William	Pt3	..	..	90
			Allan, Gertrude M.	Pt2	..	..	75
			Ballantyne, Janet N.	Pt3	..	..	90
			Campbell, Jessie	Pr1	..	..	65
			Sharpe, Norah B.	Pr1	..	..	65
Naseby	3B	94	Romans, Henry C.	H	C	54	230
			Hill, Florence C.	A	C	102	185
			McNeilly, Elizabeth K. . . .	A	..	..	175
Nevis	1	8	Scott, Annie E.	S	..	..	140
Ngapara	3A	71	Slater, William T.	H	D	72	310
			Wilson, Sarah	A	..	..	170
Ngapuna	1	17	Wix, Margaret A. R.	S	..	..	140
Normal District High School and four model schools (at Training College)—Normal primary (448); Model schools—type (i), rural (38); type (ii), junior P-S2 (40); type (iii), secondary (52), type (v), Junior Kindergarten (average not reckoned: children under five years of age)	7c	578	McElrea, William, B.E.	H	B	6	550
			McMillan, Hugh	N	D	34	420
			Maxwell, Jessie	N	D	34	350
			Partridge, Ernest, M.A.	N	A	48	380
			Greaves, Alice	N	D	55	315
			Bremner, Victor H. T.	N	C	63	285
			Crawley, Janet L.	N	D	52	270
			McCallum, Louisa M.	N	C	62	225
			Bagley, Leith V.	N	C	73	225
			Henderson, Elizabeth O.	N	C	69	255
			Alexander, Ann C.	N	C	63	255
			Marryatt, Ernest	N	C	40	380
			Macpherson, Gertrude C. . . .	N	D	50	260
			Dumsday, Marjorie G.	N	C	80	215
			Stewart, Charles A., M.A. . .	N (D)	A	41	..
			Kenyon, Helen M., B.A.	N (D)	B	61	..
North-east Harbour	3A	39	Luke, Robert L. L.	H	D	65	295
			Carncross, Edith J. W.	A	C	102	175
North-east Valley	7E	658	Flamank, Oscar Davis	H	C	9	495
			Grant, John B. . . .	A	C	37	380
			Andrew, Alice M.	A	D	51	310
			Kennedy, Alexander S.	A	B	51	310
			Anderson, Peter J.	A	D	59	280
			Bowling, Alice G.	A	D	54	280
			Jones, Florence A.	A	D	62	240
			Bayley, Stella I.	A	D	92	175
			York, Ethel D. . . .	A	D	96	165
			Connor, Grace M.	A	D	100	150
			Macdonald, Muriel	A	D	105	150
			Matheson, Clara R.	A	C	98	155
			Botting, Esther C.	Pt1	..	..	110
			Mitchell, James W. E.	Pt1	..	..	110
			Thompson, Herbert W.	Pt1	..	..	110
			Cooke, Beryl O. . . .	Pt1	..	..	85
			Wallace, William	Pt2	..	..	75
			Mayer, William G.	Sup.	D	..	[160]
North Taieri	2	24	Pretsch, Maria S.	S	D	56	260
Nugget Point	1	14	Wilson, Dolly	S	..	..	150
Oamaru Middle	4A	144	Earl, Edwin T., B.A.	H	B	43	370
			McMullan, Esther	A	D	77	230
			Barrett, Elizabeth R.	A	C	94	195
			Matches, Florence J.	Pt2	..	..	100
			Hall, Evelyn M.	Pr2	..	..	75
			O'Donnell, Kathleen	Pr1	..	..	65

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*OTAGO—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Oamaru North	6B	483	Abel, William F.	H	C	33	£ 400
			Ironside, John	A	C	44	360
			Thompson, Alicia M. ..	A	D	59	280
			Wilson, Ernest	A	D	83	255
			Kibblewhite, Kate E. ..	A	C	69	240
			Edwards, Isabella	A	C	70	240
			Doak, Mary F.	A	C	75	200
			Jones, Eliza J.	A	C	92	175
			Wood, Alice A.	A	C	101	165
			Kennedy, George R. ..	Pt1	..	..	85
			Lochore, Moana L. B. ..	Pt2	..	..	75
			Macpherson, Agnes ..	Pr2	..	..	100
			Dunn, Leta A. L.	Pr1	..	..	65
Oamaru South	6A	450	McLaren, William	H	D	28	400
			Arnold, Cuthbert F., M.A.	A	B	66	325
			McNaught, Grace C. S. ..	A	D	54	280
			Watson, John (ii)	A	C	72	275
			Darling, Rosy	A	D	81	190
			Martyn, Frances R. ..	A	C	91	195
			Swinard, Bertha M. ..	A	C	91	175
			Beattie, Ethelwyn J. ..	A	C	89	175
			Witham, Maud K. J. ..	Pt3	..	..	90
			Webber, Stella R.	Pt3	..	..	90
			Bews, David W.	Pr2	..	..	100
			Ballantyne, Barbara ..	Pr1	..	..	65
Otakou	2	27	Cameron, Norman M. ..	S	D	95	200
Otanomomo	2	27	Miller, Rachel S.	S	C	98	180
Otekaiki	3A	39	Foote, Francis W.	H	C	76	265
			Crawford, Margaret M. ..	A	C	102	175
Otekura	1	13	Glanville, Alice	S	C	85	205
Otepopo	3B	81	Fleming, James	H	C	56	330
			Latta, Bertha L. T. ..	A	..	..	135
			Thompson, Doris V. ..	A	..	..	140
Otiake	2	26	McGimpsey, Alice S. (Mrs.)	S	D	89	200
Otokia	2	21	Wilson, Isabella (Mrs.) ..	S	C	66	240
Oturehua	2	23	Whitehead, Marjory M. ..	S	C	88	190
Outram	3B	89	Harrison, Samuel J. ..	H	C	48	330
			Baird, Agnes R.	A	B	71	210
			Harrison, Emily V. F. ..	A	D	93	185
Owaka	3B	114	Chesney, Andrew	H	D	39	350
			Fleming, Enid M. M. ..	A	C	84	195
			Willocks, Ada M. R. ..	A	B	95	195
Owaka Valley	2	26	Roseveare, Areta I. E. ..	S	..	..	170
Paerau	0	6	Reynolds, Florence M. ..	S	..	..	72
Palmerston District High School— Primary (242), secondary (15)	5A	257	Rutherford, John R., M.A.	H	A	9	425
			Bennett, William J. ..	A	C	76	285
			Heckler, Louisa A. ..	A	D	75	240
			Finlay, Lilian V.	A	C	100	160
			Bodkin, Alice G.	A	D	105	150
			Sutherland, Annie E. ..	Pt1	..	..	85
			Stringer, Alice A.	Pr2	..	..	75
			Hale, Lily G., B.A. ..	D	B	64	..
Papakao	3A	68	Percy, David M.	H	D	64	315
			Lyders, Dagmar A. M. ..	A	C	88	205
Papatowai	1	13	Morgan, Daniel W.	S	..	..	190
Patearoa	2	29	Kirk, Christina	A	D	90	200
Pine Hill	3A	40	Hawke, John	H	C	64	295
			Marwick, Jane	A	B	84	205
Poolburn	1	14	Welsh, Margaret	S	..	..	170
Popotunoa	1	14	Herd, Margaret L.	S	Lic.	..	150
Port Chalmers District High School— Primary (451), secondary (22)	6B	473	Booth, George F., B.A. ..	H	B	19	450
			Gray, James H., B.A. ..	A	B	35	365
			Nicolson, Ada (Mrs.) ..	A	D	52	310
			Findlay, Ivan H.	A	C	89	230
			Grono, Violet A. R. ..	A	C	64	200
			Noone, Isabella	A	D	75	220
			Facer, Mary A.	A	C	96	185
			Hughes, Martha M. ..	A	C	102	165
			Botting, Ethel E.	Pt2	..	..	75
			Mawhinney, Laura	Pt3	..	..	90
			McHaffie, Janet B.	Pt3	..	..	90
			Fraser, Ethel J.	Pt3	..	..	65
			Sinclair, Agnes	D	C	64	..
Port Molyneux	1	13	Gow, Harriet, M.A. ..	S	A	71	250
Portobello	3A	55	Hanna, Alexander	H	D	64	315
			Hutton, Pearl E.	A	C	91	205
Pounawea	1	21	Murray, David	S	D	..	120
Pukeiwhitahi	2	33	Hubbard, Fanny	S	D	79	230
Pukepito	1	16	Begg, Isabella	S	D	103	185
Puketi	1	17	Wallace, Mary A. F. ..	S	..	..	140
Puketiro	1	13	Rowe, Evelyn L.	S	D	104	195

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*OTAGO—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Pukeuri	3A	72	Forrester, Francis E. L.	H	B	56	£ 320
Purakanui	2	34	Butterfield, Violet C.	A	D	105	160
Purakauiti	1	16	Brand, Robert	S	C	69	305
Purekireki	1	16	Adams, Margaret (Mrs.)	S	D	77	200
Rae's Junction	1	13	Couch, George B.	S	C	98	210
Ranfurly	3A	73	Young, Ella	S	C	92	210
			Blaikie, William	H	C	67	265
			McWilliam, Mona	A	D	103	195
Ratanui	3A	44	Taylor, Charles H.	H	D	102	255
			Peddie, Margaret G.	A	..	..	150
Ravensbourne	4B	188	Grant, John B.	H	C	27	375
			Buchan, John	A	B	76	260
			Louden, Rubina	A	..	..	150
			Bonnin, Winifred M. L.	A	D	93	195
			Turner, Eva M.	Pt2	..	..	100
			Richdale, Alice M.	Pr1	..	..	65
Reomoana	1	21	Hislop, Mabel R.	S	D	100	165
Romahapa	3A	50	Burn, Edgar H.	H	C	59	320
			Ayson, Annie I. W.	A	C	101	175
Roxburgh	4A	137	Williamson, Alexander H.	H	C	36	360
			Smith, Lucy E. D.	A	D	78	190
			Carey, Vera B.	A	C	93	195
			Neville, Margaret J.	Pt2	..	..	100
St. Bathans	2	20	Eaton, Emily M.	S	C	91	200
St. Clair	5C	365	Jones, Herbert C.	H	B	18	405
			McMullan, John J. M.	A	C	69	325
			Hopcraft, Victoria K.	A	D	70	245
			Barton, Vivian	A	C	88	285
			Russell, Margaret A. (Mrs.)	A	D	64	200
			Wylie, Clara E.	A	C	76	200
			Telfer, Catherine M.	A	D	98	165
			McLean, Vera G.	A	C	96	165
			Fraser, Annie D.	Pr2	..	..	75
			Williamson, Amy R.	Pr2	..	..	100
St. Leonards	3A	39	Botting, John F.	H	C	55	320
			Roseveare, Ethel A.	A	D	72	210
Sandymount	3A	43	Campbell, David F. L.	H	D	73	295
			Watt, Elizabeth F.	A	C	101	175
Sawyer's Bay	4A	129	Finlay, Thomas A.	H	D	48	360
			Botting, Ethel K. M.	A	C	75	240
			Melrose, Susan R.	A	C	99	185
			Mullenger, Florence A.	Pt1	..	..	85
			Hilliker, Greta A.	Pr2	..	..	75
Seacliff	3B	84	Marshall, Hugh	H	C	50	330
			MacRae, Johan	A	C	101	185
			Willocks, Margaret M.	A	D	105	150
Southbridge	2	33	Wood, Alethea A. G. R.	S	C	102	180
Spottis Creek	1	10	(Taylor-Cannon, A. L. (Mrs.)	S	..	..	150
			(Stewart, Leslie F.	Sub.	..	..	[140]
Spylaw Valley	1	7	Smith, Dorothea M. W.	S	D	102	150
Stirling	3A	69	Ellisson, Lionel E.	H	C	53	320
			Kirk, Robina	A	C	75	210
Stony Creek	1	16	Booth, Ada K. M.	S	D	75	250
Strath Taieri	3B	123	Tindall, Arthur W.	H	C	48	370
			Paul, Eliza F. M. H.	A	C	60	240
			Gillespie, Sarah	A	..	..	160
			Burgess, Vera E.	Pt2	..	..	100
Sutton	2	28	Ewart, Marion (Mrs.)	S	D	77	245
Table Hill	1	6	Hare, Muriel	S	..	..	140
Tahakapa	2	36	Kibblewhite, Charles W.	S	D	88	190
Tahatika	2	21	Finlay, Robert N.	S	C	79	200
Tahora	0	8	Tomkinson, Emma	S	..	..	96
Tahumatu	0	2	MacWilliam, Grace A.	S	..	..	24
Taieri Beach	2	27	Shaw, Margaret J.	S	C	66	240
Taieri Ferry	1	14	Hay, Williamina	S	C	91	205
Tapanui District High School— Primary (152), secondary (21)	4B	173	Mackie, William W.	H	C	27	375
			Watt, Malcolm M.	A	D	90	220
			Davie, Victoria R.	A	C	82	200
			Sinclair, Stuart	Pt2	..	..	75
			Walker, Mary P.	Pr1	..	..	90
			Aitken, Janet W., M.A.	D	D	72	..
Tapui	1	10	Jack, Leslie G.	S	..	..	120
Tarara	1	8	Overton, Samuel J. G.	S	..	..	170
Tarras	1	21	Hare, Adeline M.	S	..	..	150
Taumata	1	12	Miller, Leonard W. A.	S	..	..	160
Tawanui	2	21	Thorby, George L.	S	C	85	200
Teaneraki	3A	75	Harrison, Thomas	H	C	52	315
			Fegans, Frances M.	A	D	93	195
Te Houka	2	17	Bell, David	S	..	..	170
Tokaraki	3A	42	Colquhoun, Hercules	H	C	56	310
			Wilson, Margaret A.	A	C	101	175

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*OTAGO—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Tokoiti	3B	77	Allan, John M.	H	C	54	330
			Green, Lillian C.	A	C	96	195
			McDonald, Sarah E. (ii)	A	D	103	175
			Campbell, Jessie S.	Pr2	..	..	100
Tokomairiro District High School— Primary (227), secondary (23)	5A	250	Graham, Walter B.	H	C	7	425
			Wilson, John McV.	A	C	75	265
			Dewar, Janet B.	A	B	65	200
			Graham, Agnes G.	A	C	90	220
			Edgar, Mary E.	A	D	95	195
			Hall, Mary M.	Pt2	..	..	100
			Lonie, Margaret T.	Pr2	..	..	75
			Scoon, Elsie A.	Pr2	..	..	75
			Clapperton, Catherine, B.A.	D	B	68	..
Totara	3B	81	Rogers, Walter J.	H	C	59	330
			Roseveare, Vera D. M.	A	C	101	175
			Johnston, Margaret H. M.	A	C	102	165
Tuapeka Flat	1	12	Finnie, Mary A.	S	..	..	140
Tuapeka Mouth	3A	39	Graham, James W.	H	Lic.	..	270
			Murdoch, Jane N.	A	..	..	170
Tuapeka West	1	17	Foley, Ethel M.	S	..	..	140
Upper Junction	2	26	Dippie, Margaret	S	E	59	260
Waianakarua	2	31	Firth, Elizabeth H.	S	D	58	250
Waihemo	1	11	Bayly, Ethel D. (Mrs.)	S	D	99	175
Waihola	3A	53	Kirby, Alban M.	H	C	62	315
			Smith, Mary M. D.	A	C	96	195
Waikoikoi	3A	37	Borrie, John A.	H	D	60	315
			McColl, Mary A.	A	C	102	175
Waikouaiti	4A	152	Phillipps, William	H	B	39	350
			Kirby, Christiana E.	A	D	77	230
			McCallum, Eliza J.	A	C	101	165
			Brown, John H.	Pt2	..	..	75
			Flannery, Edna	Pr1	..	..	65
Waipahi	2	38	Sinclair, William H. C.	H	D	86	235
			Whitelaw, Muriel L. J.	A	C	91	175
Waipiata	2	29	Islip, Ellen G.	S	C	92	190
Waipori	1	21	Mitchell, Nelly S.	S	C	91	200
Waipori Falls	1	14	McLeod, Flora	S	..	..	150
Wairuna	2	23	Caldwell, Nathan J.	S	..	..	170
Waitahuna	3B	75	Stenhouse, Robert A.	H	C	48	330
			McLean, Elsie A.	A	C	99	175
Waitahuna Gully	2	25	Sutherland, Margaret A.	S	C	79	230
Waitahuna West	1	11	Rosindale, Agnes	S	..	..	160
Waitaki Bridge	2	26	Marwick, Ethel	S	C	61	260
Waitapeka	2	21	Renshaw, Mary E. (ii)	S	C	77	240
Waitati	3B	87	Hilgendorf, Francis	H	B	38	335
			Hare, Emma J.	A	C	91	205
			Hull, Matilda M.	A	C	102	165
Waiwera	3A	54	McKinnon, Charles	H	D	50	320
			Nelson, Margaret M.	A	C	102	175
Wakari	4B	157	Moir, James	H	D	40	370
			Christie, Jessie C.	A	D	75	240
			Blackie, Margaret P., B.A.	A	B	93	180
			McKenzie, Georgina	A	D	69	150
			Couly, John H.	Pt2	..	..	75
			Collins, Elizabeth	Pr1	..	..	90
Walton	3A	68	McLay, James	H	B	52	320
			Moss, Doreen H.	A	C	97	195
			Potts, Millicent B.	Pr2	..	..	100
Wanaka	1	15	Charlton, Vida M.	S	..	..	140
Wanaka Road	0	5	Anderson, Louisa	S	..	..	60
Wangaloa	0	9	Watt, Elsie J.	S	D	98	185
Warepa	2	22	Bradfield, Rosetta A.	S	C	82	240
			Simonsen, Bertzow F.	Sub.	Lic.	..	[190]
Waronui	2	11	Read, Alice	S	D	91	210
Wedderburn	2	28	Lory, Norman P.	S	C	66	170
Weston	3B	94	Cowan, Robert	H	C	46	335
			O'Donnell, Aileen	A	D	99	195
			Counihan, Catherine V.	A	C	101	175
			Angus, Alice M.	Pr1	..	..	90
West Taieri	2	25	Gillespie, Margaret	S	D	67	285
Wetherstones	1	12	Pope, Josephine M. J.	S	E	80	220
Whare Flat	1	8	McLennan, Flora C.	S	..	..	140
Wharekuri	1	15	Farquhar, James W.	S	..	..	140
Wharetoa	1	13	Marshall, Grace K.	S	..	..	140
Windsor	3A	50	Duggan, Patrick J.	H	D	56	320
			Pinder, Agnes	A	C	101	175
Wylie's Crossing	2	30	Currie, Isabella T.	S	D	80	200

For explanatory notes see page.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

SOUTHLAND.

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Aparima	2	23	Moriarty, Eleanor	S	..	..	£ 200
Ardlussa	2	26	Field, Joseph F.	S	Lic.	..	200
Arrowtown	3A	58	Douglas, Rosina M., B.A. (Mrs.)	H	B	61	265
Arthur's Point	1	9	Preston, Lucille	A	..	..	170
Athol	3A	41	Griffiths, Annie W.	S	..	..	150
Awarua Plains	1	12	Walker, Robert	H	D	81	230
Balfour	3A	68	Dickson, Mary E.	A	..	..	150
Beaumont	1	9	Treloar, Ethel	S	..	..	170
Birchwood	2	17	Kinross, Andrew	H	D	87	245
Bluff	5B	299	McClymont, Elizabeth H.	A	C	102	175
			Brighton, Isabella	S	..	..	140
			Athy, Margaret M.	S	..	..	170
			McChesney, Hugh	H	B	30	390
			Lenihan, James	A	C	56	340
			Todd, Eliza T.	A	D	53	270
			Bain, Mary H.	A	C	88	190
			Gifford, Jessie C.	A	D	87	195
			Lovett, Dulcie M.	A	D	100	175
			Brown, Ellen S.	Pt1	..	..	110
			Clare, Emily S.	Pt2	..	..	75
			Campbell, Roberta A.	Pr2	..	..	100
Brown's	3A	49	Murphy, Kate	H	C	46	305
			Hamilton, Catherine P.	A	..	..	170
Brydone	2	27	Simmonds, Sarah E. (Mrs.)	S	E	79	250
Cardrona	1	12	Carter, Myee	S	..	..	140
Caroline	1	15	MacDonald, John	S	..	..	140
Charlton	2	30	Purvis, Patience I.	S	D	68	260
Chatton East	1	20	Hicks, Margaret E.	A	D	104	185
Chatton North	1	18	Carson, Margaret C.	S	..	..	170
Clifden	2	41	Stirling, Mary (Mrs.)	S	D	91	255
Clifton	3A	62	Smith, Edward (ii)	H	D	63	315
			Hannan, Cecilia	A	E	92	205
Colac Bay	3A	49	Hall, Andrew	H	D	58	310
			Fredric, Isabella U.	A	D	101	195
Crown Terrace	1	10	Preston, Gwendoline	S	..	..	170
Croydon	2	21	Pullar, Annie C.	S	C	87	200
Dacre	3A	36	Maidier, Sophia J. M. J.	H	D	68	275
			Hardie, Jessie	A	Lic.	..	150
Dipton	3A	48	Lea, Albert G.	H	C	69	315
			McClymont, Grace	A	D	101	170
Drummond	3A	62	Webber, John O.	H	C	49	320
			Bone, Edna L. R.	A	..	..	170
Duncarn	1	20	Colyer, Alice	S	..	..	140
Eastern Bush	1	24	Macdonald, Matilda J.	S	D	88	200
East Gore	4C	213	Steadman, David D.	H	C	37	370
			Agnew, George	A	D	78	235
			Anderson, Mary A. (ii) (Mrs.)	A	D	69	260
			Ross, Annie	A	D	81	190
			Wright, Bridget	A	D	79	200
			Wright, Mary M.	Pt1	..	..	85
			Simpson, Ian	Pr1	..	..	65
East Limehills	1	23	Southern, Walter	S	..	..	160
Edendale	4B	149	Hiddleston, Archibald H.	H	E	52	360
			Pryde, Annie	A	D	82	230
			West, Maria A.	A	D	98	185
			McKenna, Irene	Pt2	..	..	100
			Simmonds, Madeline	Pt3	..	..	90
			McQuillan, Flora	Pr1	..	..	90
Elderslie	3A	40	Watson, Isabella H.	H	C	44	320
			Murray, Jessie E. I.	A	..	..	170
Ermedale	1	12	McIntyre, Lucy	S	..	..	180
Etalvale	0	5	Ramsay, Johanna	S	..	..	60
Fairfax	2	27	Meek, Ada Mary	S	E	69	260
Feldwick	1	12	Hassing, George M.	S	E	90	170
Ferndale	1	12	Lopdell, Annie	S	..	..	170
Ferndunlaw	1	10	McLauchlan, Ewan	S	..	..	170
Fernhills	3A	44	Lopdell, James W.	H	..	..	260
			McLeod, Marjorie	A	..	..	170
Five Rivers Siding	1	17	Buckingham, Lucy	S	..	..	140
Flint's Bush	1	17	Selby, Edgar A.	S	..	..	170
Forest Hill North	3A	36	Cameron, Jessie (i)	H	D	71	315
			Dickson, Jessie E.	A	..	..	150
Fortification	1	19	Miller, Charles	S	Lic.	..	200
Fortrose	3A	40	Millard, Arthur J.	H	E	68	315
			Daplyn, Ethel V.	A	..	..	160
Garston	3A	32	Pope, Langley	S	C	36	275
Gibbston	1	10	Gray, Mina	S	..	..	170
Gladfield	2	25	McGearty, Elizabeth	S	D	92	200
Glencoe	1	17	Hay, David H.	S	..	..	140
Glenham	2	29	Thompson, Sarah J.	S	D	88	190
Glenorchy	2	28	McLeod, Margaret I.	S	Lic.	..	190

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*SOUTHLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Gore	6A	430	Blackie, Walter G., M.A., B.Sc. ..	H	A	15	£ 430
			Nelson, John S. ..	A	C	56	315
			Barron, Isabella F. ..	A	C	54	280
			Wilson, Elizabeth M. ..	A	D	62	275
			Frew, Mary M. ..	A	C	77	230
			Steel, Christina ..	A	D	82	220
			Edginton, Elizabeth S. ..	A	D	93	185
			Brown, Irene B. ..	A	C	98	165
			Liddell, Margaret ..	Pt3	..	..	90
			Wright, Jessie ..	Pt3	..	..	65
			Brand, Hazel D. ..	Pr2	..	..	100
			McKenzie, Aby J. ..	Pr2	..	..	100
			Sheppard, Louisa ..	Pr1	..	..	90
Granity	2	26	Bonthron, Escott ..	S	D	..	190
Greenhills	3A	50	Blick, Adolphus R. E. ..	H	C	61	305
			McNeill, Rita ..	A	..	..	180
Greenvale	1	9	Francis, Cecil D. ..	S	..	..	150
Grove Bush	3A	37	Galt, John M. H. ..	H	C	78	275
			Fraser, Lily B. ..	A	..	..	170
Gummie's Bush	2	21	Carnahan, Jessie McP. ..	S	E	58	320
Haldane	1	17	Outram, Louisa ..	S	..	..	160
Half-moon Bay	3A	61	Gregg, Annie (Mrs.) ..	H	D	53	320
			Hamilton, Jessie W. ..	A	D	92	205
			Smith, Elizabeth A. ..	S	..	..	170
Hamilton Burn	1	24	McKenzie, Irene C. ..	S	..	..	160
Happy Valley	1	12	Allot, Spencer M. ..	S	D	93	170
Heddon Bush	2	23	Nicoll, Jessie J. ..	H	D	55	310
Hedgehope Lower	3A	40	MacGregor, Christina ..	A	..	..	160
			Patterson, John S. ..	S	..	..	150
Hedgehope Upper	1	18	Milne, James (i) ..	S	E	58	270
Hillend	3A	42	Cameron, Isabel R. ..	A	..	..	150
Hokonui	2	28	McDonald, Catherine I. ..	S	C	67	230
Holmesdale	2	17	Dobbie, May (Mrs.) ..	S	..	..	190
Invercargill Middle	7D	603	Featherstone, Arthur E. ..	H	C	13	490
			Greig, Alexander, M.A. ..	A	B	47	390
			Baird, Mary ..	A	C	49	310
			Clapp, Lewis James ..	A	D	62	335
			Macdonald, Donald F. ..	A	D	74	265
			Lucas, Evelyne M. ..	A	D	71	255
			Dundas, Jessie A. ..	A	D	78	230
			Hamilton, Ethel (Mrs.) ..	A	D	94	195
			Falconer, Jessie D. ..	A	C	84	175
			Huffadine, Margaret M. ..	A	D	86	175
			Harper, Mary L. ..	A	C	91	175
			Brash, William R. ..	Pt1	..	..	85
			Wright, Ellen R. ..	Pt2	..	..	110
			Melvin, Ella ..	Pt2	..	..	75
			Newell, Mary ..	Pt3	..	..	90
			McLeod, Sophy ..	Pt3	..	..	90
			Barron, Mary E. ..	Pr1	..	..	75
			Faulkner, May ..	Pr1	..	..	90
Invercargill North	5B	307	Sproat, William A. ..	H	C	21	425
			Baird, Thomas ..	A	D	62	305
			Macdonald, Alexandrina ..	A	D	70	240
			McDougall, Agnes V. ..	A	C	76	230
			Watson, Annie ..	A	C	80	200
			Doogin, Ella A. ..	A	C	99	165
			McFarlane, Violet ..	Pt3	..	..	65
			Payne, Mary ..	Pt3	..	..	90
			Milne, Vera B. A. ..	Pr2	..	..	75
			Hawkes, Martha R. ..	Pr2	..	..	100
Invercargill Park. (See under Wai-hopai).							
Invercargill South	7C	678	Hain, James ..	H	D	22	480
			Cameron, George ..	A	C	62	355
			McLeod, Caroline, M.A. ..	A	B	38	350
			Sebo, William H. ..	A	E	69	335
			Bellamy, Elizabeth W. ..	A	D	52	290
			McKenzie, Alexander (ii) ..	A	D	63	275
			Ramsay, Williamina A. ..	A	D	79	230
			Turner, Edith M. ..	A	C	92	195
			McKenzie, Emma V. M. ..	A	C	103	165
			Gedney, Mary J. ..	A	C	82	175
			Taylor, Irene ..	A	C	92	175
			McKay, Annie (ii) ..	A	D	93	175
			Dickson, Jessie H. ..	A	C	97	165
			Hewton, Mabel E. ..	A	C	97	165
			Ayton, Grace ..	Pt1	..	..	110
			Lee, Jane F. L. ..	Pt1	..	..	85
			Bell, John ..	Pt2	..	..	75
			Gutzwitz, Rachael ..	Pt2	..	..	75

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*SOUTHLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Invercargill South— <i>continued</i>	..	..	Strang, Doris ..	Pt2	..	..	£ 75
			Lumsden, Mary E. ..	Pr2	..	..	75
			Fraser, Elsie ..	Pr1	..	..	65
			Ritchie, Isabel ..	Pr1	..	..	65
Kaiwera ..	0	10	Hellier, William ..	S	..	..	132
Kapuka ..	3A	39	Wilson, Agnes T. ..	H	D	86	255
			Gellatly, Euphemia ..	A	C	101	175
Kapuka South ..	1	14	Sutherland, Edna I. J. ..	S	D	101	160
Kennington ..	3B	80	Miller, John I. ..	H	C	50	325
			Winder, Elizabeth ..	A	D	94	205
			Hutton-Potts, Bessie ..	A	..	..	170
Key ..	0	1	Thompson, Ethel G. ..	S	..	..	12
Kingston ..	1	12	Vickery, Arthur ..	S	..	..	140
Kinlock ..	0	4	Nelson, Irene V. ..	S	..	..	48
Knapdale ..	3A	46	Rose, Margaret E. ..	H	C	68	285
			Lyttle, Catherine I. ..	A	C	97	175
Lillburn ..	0	3	Bennett, Agnes M. (Mrs.) ..	S	..	..	36
Limehills ..	3B	82	Murray, Henry E. ..	H	D	61	325
			Watson, Mabel ..	A	C	101	175
			Vickery, Adeline ..	A	..	..	140
Limestone Plains ..	3A	50	Macdonald, Ralph N. ..	H	..	..	260
			Duke, Catherine ..	A	D	94	205
Longbush ..	3A	44	Welsh, James ..	H	B	72	275
			MacGregor, Jessie E. ..	A	C	102	175
Longridge Village ..	1	18	Jensen, Rose O. ..	S	..	..	140
Lumsden ..	4A	143	Wilson, Robert N. ..	H	C	52	325
			McDonald, Cora J. ..	A	D	98	185
			Corkhill, Ruby A. ..	A	C	102	170
			Robertson, Myrtle J. ..	Pt2	..	..	75
			Gedney, Olive ..	Pr1	..	..	90
Lynwood ..	0	5	Betteridge, Mildred ..	S	..	..	48
Mabel ..	3A	39	Somerville, Agnes ..	H	..	..	240
			Beer, Ethel C. ..	A	..	..	150
McNab ..	2	26	Duff, George F. ..	S	..	..	220
Maitland Village ..	3A	26	Biggar, Isabella S. ..	S	C	82	265
Makarewa ..	4A	138	Soar, James ..	H	C	39	350
			Elley, Ethel M. ..	A	C	84	210
			Swap, Marion W. ..	A	D	98	185
			Sutherland, Lorna A. ..	Pt2	..	..	100
			McIntyre, Eileen ..	Pr2	..	..	100
Makarewa North ..	1	22	Long, Gladys C. A. ..	S	D	110	180
Mandeville ..	2	25	Stephens, Euphemia M. ..	S	D	99	190
Mataura ..	5B	293	Donald, James ..	H	B	30	400
			Waddell, Joseph A. ..	A	C	72	305
			Cockerill, Myrtle ..	A	D	83	190
			Paterson, Gladys M. ..	A	C	94	180
			Winning, Annie T. ..	A	D	91	195
			Sutton, Marjorie M. ..	A	D	101	175
			Haywood, Ivy M. ..	Pt2	..	..	100
			Lepper, Elizabeth ..	Pt3	..	..	90
			Donald, Isabella M. ..	Pr2	..	..	75
Mataura Island ..	3A	49	Gray, Agnes ..	H	D	63	315
			Graham, Agnes M. ..	A	B	101	160
Menzies Ferry ..	3A	43	Campbell, Mary A. E. ..	H	E	57	290
			Clarke, Jane I. ..	A	..	..	160
Merrivale ..	3A	66	Higgins, George ..	H	D	58	300
			Nicoll, Janet B. E. ..	A	..	..	170
Mimiha ..	3A	57	Leith, Maitland J. ..	H	C	55	310
			Dowling, Nellie ..	A	..	..	150
Mokoreta ..	1	18	Bews, Ivy M. ..	S	..	..	170
Morton Mains ..	2	24	Butson, Millicent ..	S	D	96	180
Morton Mains Siding ..	2	28	Hutton-Potts, Jane S. (Mrs.) ..	S	Lic.	..	210
Mossburn ..	3A	40	Bourke, William J. ..	H	..	..	230
			Webb, Jessie S. ..	A	..	..	150
Motu Rimu ..	2	36	Rae, Elizabeth (i) ..	H	D	72	250
			Neas, Ethel E. ..	A	D	103	160
Mount Aspiring ..	0	2	McPherson, Jessie ..	S	..	..	24
Myross Bush ..	2	38	Golden, Agnes ..	S	D	80	275
New River Ferry ..	1	13	Howell, Winifred ..	S	..	..	170
Niagara ..	1	18	Keenan, Sara ..	S	..	..	170
Nightcaps ..	4A	121	Cushen, John A. ..	H	C	58	315
			Irwin, Annie M. ..	A	C	87	200
			Jackson, William H. ..	A	C	92	160
			Mackay, Naomi ..	Pt2	..	..	100
			McDowell, Mary ..	Pr1	..	..	65
Nine-mile ..	0	4	Dillon, Katherine ..	S	..	..	60
Nokomai ..	1	10	Horan, Thomas ..	S	E	105	160
Northope ..	1	13	Pears, William ..	S	..	..	150
Opio ..	1	14	Spillane, Kate ..	S	..	..	150
Oraki ..	3A	27	McCallum, Mary ..	S	D	65	315

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued*.SOUTHLAND—*continued*.

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Orepuki	4B	162	Young, Henry P. ..	H	D	38	£ 370
			McGlone, Katherine A. ..	A	C	87	200
			Fraser, Elizabeth ..	A	C	82	220
			McKay, Mary A. M. ..	A	Lic.	..	170
			Brewster, Daisy M. ..	Pt2	..	..	100
			Meffin, Percy ..	Pr1	..	..	90
Oreti Plains	3A	37	Gazzard, William H. D. ..	H	D	66	315
			Porteous, Mary ..	A	..	..	170
Otahau	1	14	Gilfedder, Thomas J. ..	S	D	78	180
Otama	1	19	Kelly, John (iii) ..	S	D	88	220
Otapiri	2	23	McDonald, Christina M. ..	S	C	84	220
Otara	2	36	Melvin, Susannah J. ..	S	D	91	200
			Stirling, Christina ..	A	..	..	150
Otatara	3A	36	Kelly, Thomas ..	H	C	63	305
			Pay, Elizabeth B. ..	A	C	101	185
Otautau	4B	196	Lawless, Cyril N. ..	H	B	44	330
			McNaughton, Donald S. ..	A	C	91	180
			Webb, Hannah M. ..	A	C	74	240
			Speden, Helen ..	A	C	93	195
			Macdonald, Flora ..	Pt1	..	..	85
			Cupples, Elsa M. ..	Pr2	..	..	75
Oteramika	2	35	Anderson, Albertina V. ..	S	C	91	200
Oteramika Gorge ..	2	21	Steel, Marion D., B.A. ..	S	B	66	260
Pahia	3A	49	Mackay, Duncan ..	H	D	85	245
			Lenihan, Winifred R. ..	A	..	..	170
Papatotara	3A	57	Stancombe, Mary (Mrs.) ..	H	E	75	305
			Dawson, Elsie Jane ..	A	..	..	170
Pembroke	3A	36	Milne, Alexander I. ..	H	D	68	305
			Mackay, Johann ..	A	..	..	160
Pine Bush	3A	41	Hamilton, Henry (ii) ..	H	D	75	275
			Brighton, Olive M. ..	A	..	..	160
Port Craig	0	7	Johnston, James ..	S	..	..	84
Pukerau	3A	63	Macdonald, George C. ..	H	D	56	320
			Sheed, Catherine C. ..	A	D	101	195
Pyramid Siding ..	1	10	Gifford, Mary O. ..	S	Lic.	..	180
Quarry Hills	1	11	Linn, Arthur G. ...	S	..	..	140
Queenstown	3B	87	Brown, Douglas ..	H	D	55	330
			Salmond, Elizabeth I. ..	A	C	64	210
			Bowie, Jean Margery M. ..	A	C	97	175
Raymond's Gap ..	1	11	Snodgrass, Kathleen ..	S	..	..	140
Redan	1	21	Saunders, Amy ..	S	..	..	140
Rees Valley	1	10	Scott, Helen ..	S	..	..	150
Rimu	3A	61	Welsh, Annie ..	H	C	71	285
			Ambrose, Margaret ..	A	..	..	170
Riversdale	3A	73	Sutherland, Frederick R. H. ..	H	D	56	320
			Mackay, Isabella C. ..	A	D	100	195
			Brotherston, Agnes J. ..	Pr2	..	..	100
Riverside	2	22	Taylor, Maria E. ..	S	..	..	170
Riverton	4A	174	Hewat, Ebenezer C., B.A. ..	H	B	39	370
			Anderson, William ..	A	Lic.	..	210
			Southberg, Eleanor ..	A	E	87	200
			Stuck, Cyril E. A. ..	A	D	..	140
			Beer, Gladys ..	Pt1	..	..	85
			Campbell, Janet M. ..	Pr2	..	..	100
Roslyn Bush	2	21	Wright, James R. I. ..	S	D	92	200
Round Hill	2	23	Tangney, Garret ..	S	..	..	270
Ryal Bush	3A	62	Schroeder, Peter ..	H	..	..	310
			Watson, Jane ..	A	D	98	195
Sandhills	0	4	Smith, Louise R. ..	S	..	..	48
Sandstone	1	16	Webb, Catherine ..	S	..	..	140
Scott's Gap	2	25	Egan, Thomas ..	S	Lic.	..	300
Seaward Downs ..	3A	47	Enright, Mary A. ..	H	D	60	310
			Stevenson, Thelma M. ..	A	..	..	150
Shotover, Lower ..	2	24	O'Leary, Jean C. ..	S	..	..	170
Spar Bush	2	21	McCaw, Alexander L. ..	S	C	84	170
Springbank	1	18	O'Sullivan, William ..	S	..	..	170
Springhills	2	24	Lumsden, Jane ..	S	D	87	190
St. George	5D	433	Robertson, George E., B.A. ..	H	B	20	425
			Rowe, Alfred C. ..	A	C	54	310
			Macdonald, Sarah M. M. ..	A	E	63	255
			McNaughton, Margaret ..	A	C	66	255
			Mabson, Maud E. ..	A	C	79	190
			Macdonald, Jane ..	A	B	81	195
			Young, Elizabeth M. ..	A	Lic.	..	150
			Cameron, Jean H. ..	Pt1	..	..	110
			Smith, Janet A. ...	Pt2	..	..	75
			Wild, Zilla ..	Pt2	..	..	75
			Stevenson, Myrtle ..	Pt2	..	..	75
			Cox, Reginald ..	Pr1	..	..	65

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*SOUTHLAND—*continued.*

Schools.			Teachers.					
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
							£	
Sunnyside	1	9	Couling, May	S	..	..	140	
Taramoa	1	16	McMullan, Patrick	S	..	..	160	
Taunoa	0	3	Riddell, Sarah E. V.	S	..	..	48	
Te Anau	0	4	Roberts, Thomas	S	..	..	48	
Te Tua	2	21	McLauchlan, David L.	S	E	98	190	
Te Waewae	2	21	Morris, Mary (Mrs.)	S	D	49	260	
Thornbury	3A	62	Diack, William A.	H	C	62	315	
			Doogin, Mary	A	C	92	205	
Tisbury	3B	68	Armstrong, Robert	H	D	70	265	
			Gray, Evelyn	A	D	98	150	
			O'Meara, Mary	Pr2	..	..	100	
Tokanui	3A	50	Mackay, Catherine H.	H	D	56	320	
			McCalman, Christina	A	..	..	170	
Tuatapere	3A	84	McFeely, Hugh	H	C	58	310	
			Wilson, Sybil I.	A	C	98	195	
			Cameron, Catherine M.	A	..	..	140	
Tussock Creek	3A	25	Ballantine, Archibald	S	D	87	245	
Tuturau	3A	39	Wright, Eliza J.	H	D	79	255	
			Yule, Mary M.	A	..	..	150	
Waianiwa	3A	64	Griffiths, George F.	H	B	52	320	
			Spillane, Johanna	A	D	103	150	
Waikoaka	1	9	Billing, Ellen J.	S	..	..	160	
Waihopai (406) and Invercargill Park (side school) (105)	7A	511	McNeil, Duncan, B.A.	H	B	5	485	
			Henry, James A.	A	B	46	390	
			Dryburgh, Isabella	A	E	49	310	
			Simpson, Henry G. E.	A	C	72	285	
			Sawyers, Lucie M. L.	A	B	77	235	
			Stenhouse, Christina	A	D	66	265	
			Tait, Helen Margaret	A	C	79	220	
			Webb, Beatrice J. H.	A	C	91	195	
			Edginton, Ivy S.	A	C	96	165	
			Beggs, Ann M.	A	C	97	165	
			O'Brien, Agnes	Pt1	..	..	110	
			Ewart, John	Pt2	..	..	100	
			Templeton, Mary	Pt2	..	..	100	
			Grey, Mabel N.	Pt3	..	..	110	
			Elder, Winifred I.	Pr2	..	..	100	
			Bell, Eva	Pr1	..	..	90	
			Hutchinson, Margaret	Pr1	..	..	90	
Waikaka	3B	95	Clark, Alexander	H	D	63	325	
			McLean, Hughina (Mrs.)	A	Lie.	..	160	
			Macdonald, Clothilde F.	A	..	..	150	
Waikaka	3B	87	Thomson, Alexander G.	H	E	56	330	
			Sutherland, Iris	A	..	..	150	
			Burnett, Agnes	A	..	..	140	
Waikaka Valley	1	14	Tayles, Elsie E.	S	C	102	165	
Waikana	1	10	Anderson, Janet	S	..	..	150	
Waikawa ²	1	8	Campbell, Charles	S	..	..	140	
Waikawa Valley	1	14	Fraser, John E.	S	..	..	140	
Waikiwi	4B	190	Greig, David M.	H	B	28	375	
			Lewis, Lewis R.	A	..	..	210	
			Hardie, Margaret	A	E	71	240	
			Howie, Helen M.	A	D	81	195	
			McLachlan, Mary	Pt2	..	..	100	
			King, Violet	Pr1	..	..	65	
Waikouro	2	22	McInman, Emily Mary	S	D	70	260	
Waimahaka	3A	59	Sproat, Hugh G.	H	C	68	285	
			Anderson, Hulda Emelia	A	..	..	150	
Waimatua	2	33	Morton, Agnes	S	C	72	270	
Waimatuku	3A	54	Lopdell, Francis Cecil	H	B	57	320	
			Lindsay, Annie	A	..	..	170	
Waimumu	3A	41	Park, James Henry	H	C	62	285	
			Sutherland, Margaret T.	A	..	..	170	
Waipouanuu	2	21	Kelly, Elizabeth Jane	S	E	81	230	
Wairaki	1	21	Mackay, Jessie	S	D	..	140	
Wairekiki	1	7	Smith, Elizabeth	S	..	..	140	
Wairio	3A	39	Hanning, Minnie L.	H	E	51	310	
			Gallagher, Mary	A	D	103	195	
Waituna	3A	47	Burt, John	H	C	78	265	
			Browne, Margaret	A	..	..	170	
Wallacetown	3A	58	Williams, Emma Gilmore (Mrs.)	H	D	51	315	
			Irwin, Mary A.	A	..	..	170	
Wendon	3A	47	Ericson, Margaret Ann (Mrs.)	H	E	82	275	
			Monaghan, Mary	A	..	..	170	
Wendonside	1	12	Shepard, Henry	S	E	97	230	
Wendon Valley	2	22	Baxter, Alexander F.	S	D	98	170	
West Plains	3A	37	Shand, Annie (Mrs.)	H	D	55	300	
			Affleck, Emily G.	A	C	101	185	
Whitehead	0	3	Falkner, Mary Kate (Mrs.)	S	E	83	48	
Wild Bush	2	30	Cusack, James	S	E	89	220	

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.— *continued.*

SOUTHLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1919.	Average Attendance, 1919.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1919.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Winton	4C	213	McKillop, David Sutherland ..	H	B	35	£ 375
			Cowie, Norman A. M. ..	A	C	68	275
			Anderson, Athol M. St. G. ..	A	C	81	220
			Gunnion, Elsie ..	A	..	..	160
			Kidd, Louie B. A. ..	A	D	97	165
			Stewart, Elizabeth ..	Pt2	..	..	100
			Clark, Margaret C. ..	Pr2	..	..	100
Woodlands	3B	86	Learmonth, Robert ..	H	D	50	330
			Affleck, Milly Vallance ..	A	D	99	195
			Dewe, Elizabeth ..	A	..	..	150
Wyndham	4C	211	Dewe, Mary P. ..	Pr2	..	..	75
			Golding, Jabez ..	H	D	51	365
			Shepherd, Francis H. ..	A	D	87	225
			Elder, Eunice F. ..	A	C	87	200
			Alexander, Elizabeth G. ..	A	D	92	210
			Henry, Katie ..	A	..	..	140
			Tither, Eileen ..	Pt2	..	..	100
Wyndham South	2	25	Salton, Iona ..	Pr1	..	..	90
			Linn, Mary Isabella (Mrs.) ..	S	E	61	295

For explanatory notes see page i.

ORGANIZING TEACHERS.

District.	Name.	Classification.	Grading.	Salary.
Auckland	Reynolds, Arthur Edward ..	C	41	£ 340
	Hayson, Bertrand William ..	C	43	340
	Turbott, Thomas ..	C	42	340
Taranaki	Curteis, William Arthur ..	C	55	340
	Howarth, Oswald John ..	C	55	340
	Insull, Herbert Walter ..	D	60	340
Wanganui	Lightbourne, Reuben Charles Derham ..	C	45	340
	Thurston, Daniel Peter ..	B	43	340
	Broad, Rowland Prows ..	B	42	340
Hawke's Bay	Overton, George Ernest ..	C	36	340
	Pole, Leonard Ernest ..	D	48	340
	Bullians, Andrew ..	D	47	340
Wellington	Marshall, John ..	C	31	380
	Anderson, Bonifacius ..	C	46	340
	Wedde, Albert A. ..	D	42	350
Nelson	Boyes, William Henry ..	D	31	340
	Horner, Hugh Henry ..	C	54	340
	Sanders, Herbert B. S. ..	D	49	340
Otago	Turner, George A. ..	C	44	340
Southland	Gray, John ..	D	38	380
	Menzies, George G. ..	B	50	360

REPORT OF THE CHIEF SCHOOL MEDICAL OFFICER.

SIR,—

Wellington, 30th June, 1920.

At the commencement of 1919 there were six School Medical Officers, all women. During the year one resigned to be married. By the end of the year the number of officers had increased to ten, four of these being men. Since the inauguration of the system for the medical inspection of schools there has never been such a large proportion of men on the medical staff. Although the immediate reason for this in most cases has been that on returning from war service medical men were disinclined again to take up private practice, yet it augurs well for the school medical work that men as well as women are entering the service. The number of school nurses was increased during the year from eleven to fifteen. This increase has enabled much more thorough work to be done and the Medical Officers' services to be used to greater advantage.

The work of physical education has been carried on in a satisfactory manner throughout the Dominion. The staff of physical instructors was increased from eleven to twelve during the year. Particular attention has been given to the special corrective classes for the treatment of children with certain deformities and defects. The benefits resulting from these classes, and also from the general physical training when adequately carried out, are often remarkable. Since the introduction of the breathing exercises, which form part of the system, the incidence of nasal obstruction, for instance, has notably diminished.

During the year 1,100 schools were visited by physical instructors, and the drill of about 85,000 children was inspected. Games and recreational exercises have become very popular with the children, and as a result better school-work is done. The students of Training Colleges are given regular instruction in physical education, and are finally sent out with a good working knowledge of the subject. Refresher classes for teachers have been held in a few instances. There appears to be a general need for refresher classes, as many teachers still have little knowledge of the subject. It is also felt that an extension of the time allotted in the curriculum for physical training should be increased from fifteen to twenty minutes, which is the time given to it in England.

Owing to the fact that the medical branch, until the end of 1919, had no professional supervisor, the Medical Officers have worked to a certain extent on different lines. Most, however, have examined Standard II as a routine. It has been the rule to examine as many as possible of the schools of Grade IVA and upwards. At the end of 1918 there were 318 such schools and 2,047 smaller ones. In the year 1919 a total of 704 schools was visited. It would at first sight appear that the Grade IVA limit had been passed, but it has not been uniformly so throughout the Dominion. In Wellington Province, for instance, the Grade IVA school was not always reached. This has been due to the fact that the districts allotted to Medical Officers have been of widely different sizes. Another cause of discrepancy has been due to there being three different methods of examining the children of a school: (1) The routine more-or-less-complete examination, and reporting of results, usually confined to Standard II; (2) the examination of specially selected children; (3) the partial examination of children—*i.e.*, those parts most subject to defect—the mouth, throat, &c. According as one or other method has been more strongly emphasized by the individual Medical Officer, the number of schools visited and the number of children examined has varied.

During the year a total of about 30,000 children was examined in the routine manner, and in addition a much larger number of children were specially or partially examined. It should be the aim of the Department to have every child medically examined, say, every two years, and dentally inspected much more frequently. Until the year 1919 over one-third of the children had been in schools not visited by Medical Officers, and in the schools visited one or two standards only had been thoroughly examined. For thorough inspectional work a large increase in staff will be required, but by devoting more attention to educative and preventive methods the need for the inspectional work will gradually become less.

In their reports all Medical Officers concur in emphasizing the urgent need for a scheme of dental treatment. Signs of the commencement of such a scheme towards the end of the year 1919 mark the dawn of a new era in the medical inspection of New Zealand school-children. Although, especially in the back country, it has appeared futile to spend time reporting defects for which there was no obtainable remedy, yet it must be recorded to the great credit of those lady Medical Officers who have been in the service practically from its inception that in some city schools the number of children having fillings in their teeth has increased from 9 per cent. in 1914 to 40 per cent. in 1919. The system of medical inspection is now thoroughly welcomed by teachers, and is becoming increasingly appreciated by the public generally. Notes from parents protesting against the examination of their children, though frequent in earlier days, are now almost entirely replaced by requests for special examinations. The secret of this change has been the getting into personal touch with the parents themselves. This has been made increasingly possible by the appointment of the school nurse. Some of the Medical Officers have made a practice recently of inviting the parents to be present at the examination of their children. The response to the invitations has been very encouraging, and, although this makes the work much more arduous, the scheme has been very generally successful in ensuring that defects are attended to and advice acted upon.

Another matter upon which the School Medical Officers are generally agreed is the need for specialist treatment of defects of the nose, throat, ear, and eye. Next to dental disease these defects are the commonest, and there is often great difficulty in obtaining the necessary treatment. In many country districts this treatment is practically unprocurable, and even in some of the large centres the hospital facilities are wholly inadequate. This lack of opportunity for treatment is the greatest barrier in the way of further progress and greater effectiveness of the medical inspection of school-children.

The first step towards the solution of this difficulty is, in my opinion, the replacing of honorary by paid specialist hospital staffs. When adequate hospital treatment of this kind is provided, there is still a large class of people who, while not altogether dependent upon charitable hospital treatment, are yet unable to pay the fees for private medical and dental treatment. For these the distastefulness of the inquiry into their financial position necessary to the obtaining of free hospital treatment often constitutes an impediment in the way of the necessary treatment being provided.

Before leaving the subject of treatment I might state that there is a general willingness on the part of parents to do their best, and that in those cases of prejudice and apathy in parents who persistently neglect to have serious defects in their children attended to, it has been deemed wiser to depend rather upon tactful persuasion and the gradual gaining of their co-operation, and, for the present at any rate, not to adopt coercive methods.

Medical Officers report further development in the adoption of the organized "sit-down" school lunch and the provision of hot cocoa. The rest and adequate time for eating lunch has resulted in the children enjoying better digestion and greater clearness of brain in the afternoon session. Tooth-brush drill, although beset with some practical difficulties, has also been more widely adopted. Teachers who have once tried it say that they would never give it up—great improvement in the atmosphere of classrooms being one only of the beneficial results. One Medical Officer has reported a remarkable reduction in the amount of inflammation and congestion in the children's throats, which was apparently attributable to no other cause but the removal of septic matter as a result of tooth-brush drill. The relation between dental disease and inflammatory conditions of the throat is already well established.

Medical Officers report the inadequate provision in schools for the education of backward children and those with defective speech and hearing. This matter is, I understand, engaging the attention of the Department. There are reported to be too many mentally defective children in the public schools, for whom other provision should be made.

The subject of the excessive employment of children outside school-hours has been fully reported upon by some officers. In dairying districts it is remarkable how tired and sleepy the children are during school hours owing to the amount of farm-work performed by them in the early hours of the day. It has been humorously suggested that in some schools it would be a kindness to provide dormitories rather than class-rooms. Certainly, in the interests not only of the education but of the health of these children, it is important that during the years of active growth some restriction of the amount of work performed by them should be imposed.

While further provision for treatment is the most immediately urgent, the most important need is for prevention. To provide the treatment for a defect is not to remove its cause. It may be safely said that the causes of the commonest and at the same time the most serious defects found in children are known, and that their removal is practicable. Up to the present comparatively little has been done to educate the public on these matters. It cannot be too strongly emphasized that the general public is lamentably ignorant of the rudimentary principles of the healthy upbringing of children. As most of the defect and poor health in school-children is due to causes operating in the pre-school period, no system which concerns itself only with children of school age can effectively deal with the problems of child-health. An elaborate and costly scheme of dental treatment, for instance, is now being instituted by the Department, the work of which will be endless unless fundamental causes are dealt with. The causes of dental disease, the most widespread and far-reaching of all defects, are dietetic, and operate mainly from birth onwards. Not to deal in a most thorough and comprehensive manner with the first six years of life, when the foundations of the future citizen's physique are being laid, is, even from the limited point of view of the Government's expenditure, and much more so from the standpoint of adult national efficiency, like maintaining the proverbial hospital at the foot of a precipice instead of erecting a fence at the top. In the building of a child's physique the first six years are of much greater importance than those of the school-going period. The effect of errors of nutrition in these early years can never in later life be wholly remedied. If satisfactory child-welfare work is to be accomplished it is imperative that an organized supervision of the pre-school period be instituted. In infancy and early childhood there is an appalling wastage of human life and health which the Government is vainly attempting to cope with at a later age when the results of error and malnutrition are more permanently established, and consequently more difficult to remedy or often completely irremediable.

The pre-school period is for practical purposes divided into two parts—infancy, or the first one and a half to two years, and the period from two to six years. In the infancy period irreproachable work is being done by the Plunket Society. This is in fact a unique organization, and is being quoted in almost every country in the world as a model in infant care. Its work, however, is not sufficiently widespread. The Plunket Society receives Government support in the form of a subsidy, but it will be necessary to effect a more complete linking-up and more active co-operation between its activities and those of the school medical system. By an extension of the clinics and home-visiting work of the Plunket nurses, by practical mother-craft teaching to the older girls in school, and by more active general propaganda by Medical Officers specially suited for the work, the infancy period can, I think, be effectively dealt with. The intervening pre-school period can be approached by much the same methods, and through the increasing number of day and residential nurseries. These institutions would serve as media through which the children and consequently their parents could be reached.

In general, much more prominence will require to be given to educative propaganda work—by articles in the Press, for instance, by the cinema, and by public lectures. A commencement has already been made through the Press, but further active propaganda by other methods is certainly needed.

There is every indication of the hopefulness of such educational work. It is unquestionable that parents are interested in the health and well-being of their children, and that they are anxious for guidance in these matters. It has been unfortunate that up-to-date information on the subject has not been available to the public to the extent to which its importance warrants. As regards the children, I have given thirty or forty addresses to them in the schools, and have found them most receptive and eager to acquire information on the care of their health. I have no hesitation in saying that when taken in the right way there is no difficulty in inspiring the average school-child with enthusiasm for the cultivation of health and fitness.

As regards the teaching of hygiene to school-children, this has been inadequate, mainly on account of the teacher having insufficient guidance as to what to teach. There is no single book which contains the necessary up-to-date information. It will be necessary for the Department to issue a booklet on the health of children and its teaching in schools.

In conclusion, I beg to emphasize that "the health of the people is a country's greatest asset," and that in childhood the most serious problems of national health are to be solved. In New Zealand 66 per cent. of the adult male population recruited under the ballot system were not even in moderately fair health. The New Zealand birthrate is 24 per 1,000, the Japanese 34 per 1,000. In spite of the fact that New Zealand has the lowest infant mortality in the world, nearly eight hundred infants die here every year in their first year of life, and nearly eighteen hundred children die every year before they are five years old—that is, five every day! This wastage of life is small as compared with the wastage of health and efficiency in those who grow up.

The health of the people has become one of the most urgent and vital problems, and upon its successful solution depends not only our national prosperity, but even the future existence of our race.

I have, &c.,

E. H. WILKINS,

Chief School Medical Officer.

The Director of Education, Wellington.