

1924.
NEW ZEALAND.

EDUCATION:
PRIMARY EDUCATION.

[In continuation of E.-2, 1923.]

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

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DETAILED TABLES RELATING TO PRIMARY EDUCATION.

THE following tables relate to primary education for the year 1923.

TABLE A1.—NUMBER OF PUBLIC SCHOOLS, DECEMBER, 1923, 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., 1923.
I	1-8	..	54	8	18	44	30	22	20	20	16	232
I	9-20	..	207	46	56	52	81	41	116	77	46	722
II	21-35	..	168	35	40	27	53	30	83	62	48	546
III	A 36-80	..	176	54	54	33	37	25	99	44	56	578
III	B 81-120	..	43	10	6	13	12	6	18	23	7	138
IV	A 121-160	..	13	4	9	8	7	3	12	6	2	64
IV	B 161-200	..	5	3	4	1	7	2	7	2	2	33
IV	C 201-240	..	5	1	2	2	2	4	8	2	5	31
V	A 241-280	..	9	..	2	2	7	3	1	..	1	25
V	B 281-320	..	5	1	3	1	5	..	2	3	2	22
V	C 321-360	..	8	2	3	4	7	..	3	5	1	33
VI	D 361-400	..	6	..	1	1	3	..	6	..	..	17
VI	A 401-440	..	7	..	1	1	1	..	1	2	2	15
VI	B 441-480	..	3	..	..	3	1	..	1	3	..	11
VI	A 481-520	..	6	..	3	3	3	..	1	3	2	21
VI	B 521-560	..	4	..	1	1	2	..	3	3	..	14
VI	C 561-600	..	4	1	..	..	1	..	4	3	..	13
VI	D 601-640	..	4	2	1	..	..	1	4	1	1	14
VII	E 641-680	..	4	..	1	1	3	..	..	1	..	10
VII	F 681-720	..	2	1	..	..	3	..	4	1	1	12
VII	G 721-760	..	5	..	..	..	..	..	..	..	..	5
VII	H 761-800	..	2	..	1	..	1	..	1	..	..	5
VII	I 801-840	..	1	..	..	..	..	..	..	..	..	1
VII	J 841-880	..	..	..	..	..	1	..	1	..	..	2
VII	K 881-920	..	..	..	..	1	..	..	1	..	..	2
VII	L 921-960	..	..	..	..	..	..	..	..	..	..	..
Totals for 1923			741	168	206	198	267	137	396	261	192	2,566
Totals for 1922			726	164	211	182	272	146	394	264	191	2,550
Difference ..			+15	+4	-5	+16	-5	-9	+2	-3	+1	+16

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 IN 1923.

(Excluding Secondary Departments of District High Schools.)

Education District.	Roll Numbers.		Mean of Average Weekly Roll of Four Quarters, 1923.			Average Attendance for Whole Year (Mean of Average Attendance of Four Quarters).			Average Attendance as Percentage of Average Weekly Roll, 1923.
	Pupils at 31st De- cember, 1922.	Pupils at 31st De- cember, 1923.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Auckland..	62,248	63,598	32,592	29,752	62,344	29,264	26,494	55,758	89.5
Taranaki ..	11,121	11,341	5,851	5,260	11,111	5,344	4,775	10,119	91.1
Wanganui ..	16,673	16,499	8,607	8,013	16,620	7,741	7,135	14,876	89.5
Hawke's Bay ..	15,593	15,849	8,126	7,395	15,521	7,400	6,669	14,069	90.6
Wellington ..	26,367	26,311	13,701	12,465	26,166	12,475	11,194	23,669	90.5
Nelson ..	7,052	7,072	3,643	3,302	6,945	3,328	2,967	6,295	90.6
Canterbury ..	36,885	37,131	18,710	17,576	36,286	16,818	15,681	32,499	89.6
Otago ..	22,084	21,845	11,139	10,260	21,399	10,231	9,322	19,553	91.4
Southland ..	12,468	12,314	6,405	5,699	12,104	5,707	5,046	10,753	88.8
Totals, 1923	..	211,960	108,774	99,722	208,496	98,309	89,283	187,591	90.0
Totals, 1922	210,491	..	107,850	98,498	206,348	98,343	88,987	187,330	90.8
Difference	..	1,469	924	1,224	2,148	-34	296	261	-0.8

TABLE B2.—SCHOOL ATTENDANCE AT PUBLIC SCHOOLS IN 1923.

(Including Secondary Departments of District High Schools.)

Education District.	Roll Numbers.		Mean of Average Weekly Roll of Four Quarters, 1923.			Average Attendance for Whole Year (Mean of Average Attendance of Four Quarters).			Average Attendance as Percentage of Average Weekly Roll, 1923.
	Pupils at 31st December, 1922.	Pupils at 31st December, 1923.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Auckland.. ..	62,910	64,472	33,062	30,254	63,316	29,693	26,946	56,639	89.5
Taranaki	11,121	11,341	5,851	5,260	11,111	5,344	4,775	10,119	91.0
Wanganui	16,801	16,667	8,687	8,110	16,797	7,812	7,222	15,034	89.5
Hawke's Bay	15,755	16,063	8,252	7,508	15,760	7,518	6,775	14,293	90.7
Wellington	26,873	26,720	13,920	12,710	26,630	12,680	11,420	24,100	90.5
Nelson	7,133	7,172	3,698	3,352	7,050	3,379	3,013	6,392	90.7
Canterbury	37,601	37,776	19,083	17,929	37,012	17,157	15,999	33,156	89.6
Otago	22,435	22,214	11,322	10,481	21,803	10,401	9,525	19,926	91.4
Southland	12,468	12,353	6,420	5,725	12,145	5,720	5,070	10,790	88.8
Totals, 1923	..	214,778	110,295	101,329	211,624	99,704	90,745	190,449	90.0
Totals, 1922	213,097	..	109,287	99,964	209,251	99,680	90,332	190,012	90.8
Difference	..	1,681	1,008	1,365	2,373	24	413	437	0.8

TABLE B3.—AVERAGE ATTENDANCE FOR THE YEAR 1923 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 1923.
0	1-8	325	44	115	222	194	129	148	121	101	1,399
I	9-20	2,930	630	747	751	1,104	583	1,779	1,082	620	10,226
II	21-35	4,414	947	1,028	719	1,361	764	2,173	1,669	1,292	14,367
III	A 36-80	8,788	2,804	3,008	1,778	1,975	1,289	5,033	2,137	2,891	29,703
	B 81-120	4,079	957	558	1,244	1,172	585	1,664	2,064	632	12,985
IV	A 121-160	1,709	548	1,231	1,081	1,013	383	1,650	808	292	8,715
	B 161-200	874	558	678	172	1,317	364	1,356	359	309	5,987
	C 201-240	1,164	241	469	446	436	879	1,837	460	1,067	6,999
	A 241-280	2,364	..	466	555	2,021	787	270	..	256	6,719
V	B 281-320	1,508	314	937	297	1,524	..	575	906	580	6,641
	C 321-360	2,756	715	1,028	1,377	1,754	..	1,720	1,699	352	11,401
	D 361-400	2,359	..	381	407	1,279	..	2,329	..	..	6,755
VI	A 401-440	3,037	..	411	421	413	..	410	877	877	6,446
	B 441-480	1,448	..	..	1,433	463	..	449	1,399	..	5,192
	A 481-520	3,067	..	1,467	1,565	1,516	..	450	1,482	504	10,051
	B 521-560	2,175	..	565	..	1,072	..	1,631	1,634	..	7,080
	C 561-600	2,206	483	..	597	580	..	2,340	1,703	..	7,909
	D 601-640	2,441	1,239	604	..	..	630	2,386	634	645	8,579
VII	E 641-680	2,395	..	657	644	1,998	..	..	642	..	6,336
	F 681-720	1,328	694	..	..	2,077	..	2,773	704	689	8,265
	G 721-760	3,463	..	..	..	..	..	..	..	..	3,463
	H 761-800	1,502	..	761	..	772	..	863	..	..	3,898
	I 801-840	786	..	..	..	..	..	822	..	..	1,608
	J 841-880	..	..	..	..	857	..	..	..	..	857
	K 881-920	..	..	..	870	..	..	884	..	..	1,754
	L 921-960	..	..	..	..	..	..	..	..	..	..
Totals for 1923		57,118	10,174	15,111	14,579	24,898	6,393	33,545	20,380	11,137	193,335

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 IIIB ..	95	Grade VC ..	203	Grade VIIc ..	134
" IVA ..	158	" VD ..	201	" VIId ..	..
" IVB ..	206	" VIA ..	383	" VIIE ..	91
" IVc ..	85	" VIB ..	234	" VIIH ..	75
" VA ..	404	" VIIA ..	177	" VIIJ ..	214
" VB ..	99	" VIIB ..	137		
			Total ..	2,896	

TABLE CL.—AGE AND SEX OF THE PUPILS ON THE SCHOOL ROLLS IN THE SEVERAL EDUCATION DISTRICTS AT THE END OF 1923.
(Excluding Secondary Departments of District High Schools.)

Education District.	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.		15 and under 16.		Over 16 Years.		Totals of all Ages.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.		
Auckland ..	2,406	2,158	3,196	2,972	3,728	3,487	3,842	3,493	3,622	3,456	3,619	3,353	3,677	3,309	3,391	3,182	3,055	2,703	1,826	1,633	750	576	94	70	33,206	30,392	*63,598
Taranaki ..	397	404	555	553	671	655	646	580	671	558	685	630	629	570	616	588	590	490	355	285	98	78	21	16	5,934	5,407	11,341
Wanganui ..	580	529	870	845	972	893	988	896	990	981	944	897	933	898	844	794	775	668	453	406	158	120	45	20	8,552	7,947	16,499
Hawke's Bay	631	553	738	744	900	790	954	959	952	885	939	827	899	872	865	752	719	681	461	379	172	116	32	29	8,262	7,587	15,849
Wellington	945	845	1,432	1,367	1,549	1,505	1,478	1,405	1,567	1,396	1,529	1,445	1,484	1,422	1,533	1,330	1,335	1,112	674	548	235	140	21	14	13,782	12,529	26,311
Nelson ..	273	270	367	350	428	342	415	405	413	381	414	379	387	385	395	335	349	305	195	164	55	50	11	4	3,702	3,370	7,072
Canterbury	1,359	1,300	1,937	1,872	2,122	2,031	2,198	2,037	2,102	2,068	2,125	1,977	2,033	2,005	2,017	1,873	1,806	1,667	1,078	882	332	245	41	24	19,150	17,981	37,131
Otago ..	829	804	1,155	1,145	1,339	1,147	1,271	1,159	1,327	1,174	1,255	1,197	1,225	1,195	1,147	1,145	1,053	956	565	453	183	92	13	16	11,362	10,483	21,845
Southland ..	503	471	602	582	750	630	719	683	760	704	719	658	728	631	721	633	584	502	308	248	100	58	14	6	6,508	5,806	12,314
Totals for 1923 ..	7,923	7,334	10,852	10,430	12,459	11,480	12,511	11,617	12,404	11,603	12,229	11,363	11,995	11,287	11,529	10,632	10,266	9,084	5,915	4,998	2,083	1,475	292	199	110,458	101,502	211,960
Percentage of pupils of each age	7-3		10-0		11-2		11-4		11-3		11-1		11-0		10-4		9-2		5-2		1-7		0-2		100		
Totals for 1922 ..	7,895	7,440	11,246	10,415	12,112	11,111	12,341	11,592	12,344	11,536	12,193	11,417	11,826	10,776	11,267	10,440	10,117	9,338	6,077	4,930	2,097	1,410	347	224	109,862	100,629	210,491
Difference ..	28	-106	-394	15	347	369	170	25	60	67	36	-54	169	511	262	192	149	-254	-162	68	-14	65	-55	-25	596	873	1,469

* Includes 617 children over 11 years of age attending a junior high school.

TABLE C2.—STANDARD CLASSES OF PUPILS ON SCHOOL ROLLS IN THE SEVERAL EDUCATION DISTRICTS AT THE END OF 1923.
(Excluding Secondary Departments of District High Schools.)

Education District.	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.	Boys.	Girls.	Total.			
Auckland	11,142	9,966	21,108	4,430	3,923	8,353	4,269	3,900	8,169	3,987	3,883	7,870	3,767	3,495	7,262	3,204	2,938	6,142	2,376	2,236	4,612	31	51	82	33,206	30,392	*63,598
Taranaki	1,990	1,845	3,835	792	644	1,436	725	708	1,433	780	650	1,430	648	619	1,267	558	529	1,087	432	396	828	9	16	25	5,934	5,407	11,341
Wanganui	2,818	2,521	5,339	1,171	1,072	2,243	1,076	1,023	2,099	1,101	1,061	2,162	897	900	1,797	813	731	1,544	673	629	1,302	3	10	13	8,552	7,947	16,499
Hawke's Bay	2,764	2,604	5,368	1,172	1,020	2,192	1,034	968	2,002	1,016	891	1,907	864	782	1,646	779	743	1,522	623	566	1,189	10	13	23	8,262	7,587	15,849
Wellington	4,479	4,114	8,593	1,667	1,506	3,173	1,583	1,440	3,023	1,715	1,579	3,294	1,537	1,457	2,994	1,498	1,292	2,790	1,299	1,131	2,430	4	10	14	13,752	12,529	26,311
Nelson	1,201	1,036	2,237	451	427	878	488	418	906	454	442	896	465	371	836	343	351	694	297	307	604	3	18	21	3,702	3,370	7,072
Canterbury	6,163	5,652	11,815	2,508	2,295	4,803	2,422	2,327	4,749	2,423	2,376	4,799	2,131	1,978	4,109	1,983	1,831	3,814	1,513	1,517	3,030	7	5	12	19,150	17,981	37,131
Otago	3,436	3,213	6,649	1,568	1,302	2,870	1,380	1,333	2,713	1,482	1,332	2,814	1,398	1,305	2,703	1,116	1,121	2,237	969	859	1,828	13	18	31	11,362	10,483	21,845
Southland	1,987	1,764	3,751	828	753	1,581	800	747	1,547	860	729	1,589	843	620	1,533	666	599	1,265	520	517	1,037	4	7	11	6,508	5,806	12,314
Totals for 1923	35,980	32,715	68,695	14,587	12,942	27,529	13,777	12,864	26,641	13,818	12,943	26,761	12,550	11,597	24,147	10,960	10,135	21,095	8,702	8,158	16,860	84	148	232	110,458	101,502	211,960
Percentage of pupils in each class	32.4			13			12.6				12.6			11.4		9.9			8			.1			100		
Totals for 1922	37,185	33,317	70,502	13,804	12,845	26,649	13,657	12,382	26,039	13,270	12,391	25,661	12,171	11,178	23,349	10,915	10,407	21,322	8,743	7,964	16,707	117	145	262	109,862	100,629	210,491
Difference	-1205	-602	-1807	783	97	880	120	482	602	548	552	1,100	379	419	798	45	-272	-227	-41	194	153	-33	3	-30	596	873	1,469

* Including 617 children in S5 and S6 attending a junior high school.

TABLE C3.—CHILDREN BELONGING TO PUBLIC PRIMARY SCHOOLS CLASSIFIED ACCORDING TO CLASSES
IN SCHOOLS OF THE VARIOUS GRADES.

	Schools of Grade 0.	Schools of Grade I.	Schools of Grade II.	Schools of Grade IIIa.	Schools of Grade IIIb.	Schools of Grade IVa.	Schools of Grade IVb.	Schools of Grade IVc.	Schools of Grade V.	Schools of Grade VI.	Schools of Grade VII.	Total Roll Number, December 1923.
	Attend- ance 1-8.	Attend- ance 9-20.	Attend- ance 21-35.	Attend- ance 36-50.	Attend- ance 51-120.	Attend- ance 121-160.	Attend- ance 161-200.	Attend- ance 201-240.	Attend- ance 241-400.	Attend- ance 401-480.	Attend- ance above 480	
Class P ..	543	3,602	5,352	10,858	4,689	3,080	1,889	2,265	9,767	5,264	21,368	68,677
S1 ..	190	1,396	2,126	4,292	1,895	1,282	747	1,008	4,016	2,145	8,424	27,521
S2 ..	161	1,387	1,968	4,042	1,897	1,198	701	896	3,774	2,053	8,550	26,627
S3 ..	189	1,384	2,069	4,156	1,690	1,177	713	808	3,783	2,063	8,754	26,786
S4 ..	117	1,146	1,769	3,636	1,560	1,065	608	750	3,429	2,000	8,087	24,167
S5 ..	120	1,046	1,618	3,079	1,266	881	503	662	2,943	1,756	7,222	21,096
S6 ..	58	745	1,230	2,352	956	713	411	557	2,327	1,525	5,980	16,854
S7 ..	12	29	50	94	22	20	1	2	2	..	..	232
Totals, 1923	1,390	10,735	16,182	32,509	13,975	9,416	5,573	6,948	30,041	16,806	68,385	211,960
Totals, 1922	1,352	10,865	15,884	33,760	13,107	8,882	6,008	6,580	31,729	14,095	68,228	210,491
Difference	38	-130	298	-1,251	868	534	-435	368	1,688	2,711	157	1,469

TABLE C4.—AVERAGE AGE OF PUPILS AS AT 31ST DECEMBER, 1923.

Education District.				Average Ages of the Pupils in each Class.								Average Age for all Classes, 1923.
				P. Yrs. mos.	S1. Yrs. mos.	S2. Yrs. mos.	S3. Yrs. mos.	S4. Yrs. mos.	S5. Yrs. mos.	S6. Yrs. mos.		Yrs. mos.
Auckland ..	..	..	..	7 1	9 1	10 2	11 4	12 4	13 4	14 1		10 0
Taranaki ..	..	..	..	7 1	9 2	10 3	11 5	12 4	13 3	14 0		10 0
Wanganui ..	..	..	..	7 1	9 0	10 1	11 2	12 3	13 2	14 2		9 11
Hawke's Bay ..	..	..	..	7 2	9 2	10 3	11 4	12 4	13 3	14 1		9 11
Wellington ..	..	..	..	7 2	9 0	10 0	11 1	12 0	12 10	13 10		9 11
Nelson ..	..	..	..	6 11	8 11	9 11	11 2	12 1	13 1	13 10		9 11
Canterbury ..	..	..	..	6 11	9 0	10 1	11 3	12 3	13 2	14 0		9 11
Otago ..	..	..	..	6 10	8 9	9 10	11 0	12 0	13 0	13 11		9 11
Southland ..	..	..	..	6 11	8 9	9 10	11 1	12 0	13 0	13 10		9 11
All Districts ..	..	..	..	7 1	9 0	10 1	11 3	12 2	13 2	14 0		9 11
Range (difference between highest and lowest)				0 4	0 5	0 5	0 5	0 4	0 6	0 4		0 1

TABLE C5.—PROFICIENCY CERTIFICATE EXAMINATION RESULTS, 1923, IN PUBLIC AND PRIVATE SCHOOLS.

Education District.				Number of S6 Pupils on Roll.		Proficiency Certificates.		Competency Certificates.		Endorsed Competency Certificates (included in previous column).
						Number.	Percentage.	Number.	Percentage.	Number.
<i>Public Schools.</i>										
Auckland ..	..	..	..	4,654	3,752	80.6		368	10.4	120
Taranaki ..	..	..	..	881	652	74.0		122	13.8	..
Wanganui ..	..	..	..	1,451	1,000	68.9		232	16.0	45
Hawke's Bay ..	..	..	..	1,220	912	74.8		144	11.8	27
Wellington ..	..	..	..	2,568	1,691	65.8		250	9.7	163
Nelson ..	..	..	..	638	410	64.3		116	18.2	23
Canterbury ..	..	..	..	3,168	2,177	68.7		665	21.0	203
Otago ..	..	..	..	1,872	1,478	79.0		183	9.8	10
Southland ..	..	..	..	1,103	731	66.3		155	14.1	37
Totals ..	..	..	..	17,555	12,803	72.9		2,235	12.7	628
<i>Private Schools.</i>										
Auckland ..	..	..	..	538	402	74.7		39	8.9	9
Taranaki ..	..	..	..	119	85	71.5		17	14.3	..
Wanganui ..	..	..	..	175	139	79.0		21	..	1
Hawke's Bay ..	..	..	..	237	166	70.0		28	12.0	3
Wellington ..	..	..	..	501	333	66.4		63	12.5	15
Nelson ..	..	..	..	83	64	77.1		8	9.7	2
Canterbury ..	..	..	..	445	293	66.0		107	24.2	20
Otago ..	..	..	..	275	214	77.8		26	9.4	..
Southland ..	..	..	..	94	67	71.3		15	16.0	2
Totals ..	..	..	..	2,467	1,763	71.5		324	13.1	52

TABLE C6.—NUMBER OF CHILDREN WHO LEFT THE PRIMARY SCHOOLS IN 1922.

	Auckland.	Taranaki.	Wanganui.	Hawke's Bay.	Wellington.	Nelson.	Canterbury.	Otago.	Southland.	Total.
I. Those who passed Standard VI :—										
Boys..	2,027	272	580	501	986	214	1,224	834	432	7,070
Girls ..	1,872	139	504	427	877	219	1,058	671	414	6,181
Totals ..	3,899	411	1,084	928	1,863	433	2,282	1,505	846	13,251
II. Those who did not pass Standard VI but reached the age of 14 years :—										
Boys..	675	238	266	170	234	84	422	257	149	2,495
Girls ..	568	127	177	175	212	92	409	241	134	2,135
Totals ..	1,243	365	443	345	446	176	831	498	283	4,630
Totals of I and II :—										
Boys ..	2,702	510	846	671	1,220	298	1,646	1,091	581	9,565
Girls ..	2,440	266	681	602	1,089	311	1,467	912	548	8,316
Grand totals ..	5,142	776	1,527	1,273	2,309	609	3,113	2,003	1,129	17,881

TABLE D1.—REGISTERED PRIVATE PRIMARY SCHOOLS.—NUMBER OF SCHOOLS, PUPILS, AND TEACHERS.

District.	Number of Schools.				Roll Number.						Average Attendance.	Number of Teachers.					
					Undenominational Schools.	Catholic Church Schools.	Other Church Schools.	Total Roll.				Undenomi- national Schools.	Catholic Church Schools.		Other Church Schools.		
	Boys.	Girls.	Total.	M.				F.									
									M.	F.			M.	F.		M.	F.
Auckland ..	8	39	10	57	557	5,145	683	2,795	3,590	6,385	5,729.0	8	21	8	142	9	24
Taranaki ..	3	11	3	17	51	1,133	126	597	713	1,310	1,182.2	..	3	..	32	2	5
Wanganui ..	7	17	8	32	349	1,654	264	1,021	1,246	2,267	2,226.5	..	24	2	47	2	14
Hawke's Bay	11	8	9	28	218	1,466	286	914	1,056	1,970	1,773.5	6	12	3	34	1	14
Wellington..	8	31	13	52	447	3,782	720	2,247	2,702	4,949	4,384.5	6	17	12	101	5	28
Nelson ..	3	6	1	10	61	634	9	325	379	704	660.3	..	4	..	17	..	2
Canterbury	11	44	8	63	418	4,349	692	2,543	2,916	5,459	5,248.5	3	23	7	131	10	14
Otago ..	2	15	4	21	78	1,557	222	843	1,014	1,857	1,830.1	..	6	4	51	3	9
Southland ..	2	12	..	14	80	1,029	..	473	636	1,109	839.0	..	6	3	32	..	..
Totals ..	55	183	56	294	2,259	20,749	3,002	11,758	14,252	26,010	23,873.6	23	116	39	587	32	110

TABLE D2.—REGISTERED PRIVATE PRIMARY SCHOOLS.—AGES OF PUPILS.

District.	Under 7 Years.	7 to 11 Years.	11 to 12 Years.	12 to 13 Years.	13 to 14 Years.	14 to 15 Years.	Over 15 Years.
Auckland ..	1,091	2,790	683	640	590	309	282
Taranaki ..	241	570	127	126	117	72	57
Wanganui ..	335	914	241	259	239	165	114
Hawke's Bay ..	316	747	201	182	178	136	210
Wellington ..	769	2,150	523	540	499	313	155
Nelson ..	129	304	87	71	62	34	17
Canterbury ..	962	2,279	601	579	491	319	228
Otago ..	300	772	217	211	183	113	61
Southland ..	175	469	134	136	108	70	17
Totals ..	4,318	10,995	2,814	2,744	2,467	1,531	1,141

TABLE E1.—SCHOOL STAFF, DECEMBER, 1923 (EXCLUSIVE OF SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS).

Education District.	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.	Number of Probationers.	Percentage of Male to Female Adult Teachers.	Yearly Average Attendance (as in Table E3, 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 ..	741	173	204	260	43	174	776	607	1,023	1,630	48	107	155	1,785	247	59.3	56,227	32
Taranaki ..	168	26	64	49	28	15	145	90	237	327	9	19	28	355	45	37.9	10,174	30
Wanganui ..	206	43	65	79	12	28	221	150	298	448	27	25	52	500	56	50.3	14,952	32
Hawke's Bay ..	198	27	95	64	9	38	202	129	306	435	17	25	42	477	56	42.1	14,355	31
Wellington ..	267	35	118	83	13	73	361	191	492	683	15	36	51	734	104	38.8	24,451	34
Nelson ..	137	31	62	35	4	10	81	76	147	223	2	16	18	241	29	51.7	6,295	27
Canterbury ..	396	34	184	146	25	105	464	285	673	958	40	46	86	1,044	168	42.3	32,883	33
Otago ..	261	37	120	99	1	66	271	202	392	594	16	33	49	643	97	51.5	20,002	32
Southland ..	192	49	64	66	11	20	148	135	223	358	14	16	30	388	48	60.5	11,100	30
Totals, 1923..	2,566	455	976	881	146	529	2,669	1,865	3,791	5,656	188	323	511	6,167	850	49.3	190,439	32
Totals, 1922..	2,550	474	945	864	152	504	2,526	1,842	3,623	5,465	182	405	587	6,052	767	50.8	189,018	33
Difference..	+16	-19	+31	+17	-6	+25	-143	+23	+168	+191	+6	-82	-76	+115	+83	-1.6	+1,421	-1

TABLE E2.—CLASSIFICATION OF TEACHERS IN PUBLIC PRIMARY SCHOOLS AT 31ST DECEMBER, 1923.

Education District.	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.	Total.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Auckland ..	1,333	26	271	1,630	1,259	18	161	1,438
Taranaki ..	224	12	91	327	217	10	46	273
Wanganui ..	325	10	113	448	305	8	62	375
Hawke's Bay ..	318	7	110	435	293	5	43	341
Wellington ..	590	5	88	683	541	4	32	577
Nelson ..	154	6	63	223	138	4	18	160
Canterbury ..	839	7	112	958	775	5	45	825
Otago ..	515	3	76	594	467	3	29	499
Southland ..	258	2	98	358	246	1	49	296
Totals ..	4,556	78	1,022	5,656	4,241	58	485	4,784

TABLE E3.—DETAILS OF CLASSIFICATION OF TEACHERS IN PUBLIC PRIMARY SCHOOLS, DECEMBER, 1923.

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

Education District.	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	72	27	99	307	389	696	140	336	476	3	53	56	527	806	1,333
Taranaki ..	..	..	..	7	2	9	34	50	84	24	91	115	4	12	16	69	155	224
Wanganui ..	3	1	4	16	10	26	55	86	141	39	98	137	3	14	17	116	209	325
Hawke's Bay ..	1	..	1	16	2	18	65	90	155	27	104	131	1	12	13	110	208	318
Wellington ..	5	1	6	52	47	99	62	182	244	52	169	221	2	18	20	173	417	590
Nelson ..	1	1	2	8	4	12	32	42	74	18	42	60	1	5	6	60	94	154
Canterbury ..	18	1	19	56	22	78	124	335	459	68	191	259	5	19	24	271	568	839
Otago ..	8	..	8	39	19	58	89	215	304	38	105	143	1	1	2	175	340	515
Southland ..	3	..	3	16	6	22	44	78	122	33	70	103	2	6	8	98	160	258
Totals ..	44	5	49	282	139	421	812	1,467	2,279	439	1,206	1,645	22	140	162	1,599	2,957	4,556

2 E. 2

TABLE E4.—ADULT TEACHERS IN PUBLIC SCHOOLS (EXCLUDING SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS) CLASSIFIED ACCORDING TO SALARY, WHICH FOR THE PURPOSE OF THIS RETURN INCLUDES HOUSE ALLOWANCE OR AN EQUIVALENT AMOUNT WHERE A RESIDENCE IS PROVIDED.—1923.

Salary.	Male Teachers.						Female Teachers.						Summary.			
	Certificated.			Uncertificated.			Certificated.			Uncertificated.			Certifi- cated.	Total.		
	Sole and Head Teachers.	Assistants.	Total.	Sole and Head Teachers.	Assistants.	Total.	Sole and Head Teachers.	Assistants.	Total.	Sole and Head Teachers.	Assistants.	Total.				
Not exceeding £140	..	..	3	17	6	23	3	8	11	187	72	259	270	11	282	293
£141-£160	..	..	3	12	4	16	..	13	13	23	80	103	116	16	119	135
£161-£180	..	28	28	11	7	18	1	172	173	22	92	114	287	201	262	333
£181-£200	..	17	17	70	..	87	7	427	434	95	97	192	626	451	497	713
£201-£225	32	12	44	52	3	55	84	745	829	84	10	94	923	873	149	1,022
£226-£250	19	41	60	22	2	24	72	292	364	29	5	34	398	424	58	482
Totals not exceeding £250	51	101	152	184	22	206	167	1,657	1,824	440	356	796	2,620	1,976	1,002	2,978
£251-£275	76	30	106	12	1	13	142	275	417	12	5	17	434	523	30	554
£276-£300	36	38	74	24	..	24	69	76	145	10	3	13	158	219	37	256
£301-£325	59	48	107	10	1	11	52	111	163	5	3	8	171	270	19	289
£326-£350	96	53	149	7	..	7	86	105	191	..	1	1	192	340	8	338
£351-£375	176	99	275	..	..	..	79	71	150	..	1	1	151	425	1	426
£376-£400	180	45	225	..	..	..	55	2	57	..	..	..	57	282	..	282
£401-£425	118	60	178	..	..	..	2	2	4	..	..	..	4	182	..	182
£426-£450	50	27	77	..	..	..	..	1	1	..	..	..	1	78	..	78
£451-£475	73	4	77	..	..	..	1	..	1	..	..	..	1	78	..	78
£476-£500	19	..	19	..	..	..	..	..	..	..	..	..	..	19	..	19
£501-£525	52	..	52	..	..	..	1	..	1	..	..	..	1	53	..	53
£526-£550	29	..	29	..	..	..	..	..	..	..	..	..	..	29	..	29
£551-£575	27	..	27	..	..	..	..	..	..	..	..	..	..	27	..	27
£576-£600	51	..	51	..	..	..	..	..	..	..	..	..	..	51	..	51
£601-£625	2	..	2	..	..	..	1	..	1	..	..	..	1	3	..	3
£626-£650	4	..	4	..	..	..	..	..	..	..	..	..	..	4	..	4
Totals, £251-£650	1,048	404	1,452	53	2	55	488	643	1,131	27	13	40	1,171	2,583	95	2,678
Grand totals	1,099	505	1,604	237	24	261	655	2,300	2,955	467	369	836	3,791	4,559	1,097	5,656

TABLE F1.—RECEIPTS AND BANK BALANCES OF THE SEVERAL EDUCATION BOARDS FOR THE YEAR 1923.

Education Board.	Receipts from Government.										Receipts from Local Sources.	Workshop Account.	Total Receipts.	Cash Balances, 1st January, 1923.		
	Administra- tion Grant.	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 School Buildings (including Rebuilding), Sites, Furni- ture, &c.	Rent and Maintenance of School Buildings.					Scholarships, Subsidies, and Miscellaneous.	Total from Government.
	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	
Auckland	10,141	486,495	462	2,677	28,432	45,612	29,218	6,659	62,412	27,988	6,076	706,172	16,419	590	723,181	39,791
Taranaki	2,342	90,338	129	747	5,647	69	3,301	1,445	10,394	6,675	2,173	123,260	2,687	..	125,947	10,149
Wanganui	3,208	127,797	214	709	7,935	396	5,589	794	16,417	11,179	893	175,131	6,357	683	182,171	399
Hawke's Bay	3,071	117,911	122	2,373	6,880	283	5,303	4,150	16,571	7,471	2,307	166,442	4,555	..	170,997	11,387
Wellington	4,724	193,978	..	1,603	11,779	45,179	7,550	1,033	10,148	12,807	8,870	297,671	8,010	..	305,681	11,363
Nelson	1,835	63,032	121	1,025	3,906	..	2,011	804	4,153	4,381	1,938	83,206	2,020	..	85,226	3,637
Canterbury	6,257	283,340	413	6,889	16,286	34,434	14,564	334	28,182	22,235	4,073	417,007	12,237	..	429,244	6,844
Otago	4,130	175,386	254	3,188	10,064	36,933	6,856	183	6,701	13,732	1,771	259,198	4,918	..	264,116	27,743
Southland	2,536	97,492	144	1,950	6,323	112	3,489	603	7,935	7,877	1,634	130,095	3,076	..	133,171	8,716
Totals	38,244	1,635,769	1,859	21,161	97,252	163,018	77,881	16,005	162,913	114,345	29,735	2,358,182	60,279	1,273	2,419,734	120,029

TABLE F2.—PAYMENTS AND BANK BALANCES OF THE SEVERAL EDUCATION BOARDS FOR THE YEAR 1923

Education Board.	Staff Salaries, Clerical Assistance, Office Contingencies, &c.	Teachers' Salaries and Allowances.	Libraries—Capitation Grants.	Conveyance and Board of Pupils.	Incidental Expenses of Schools.	Training of Teachers.	Manual Instruction.	Technical Instruction.	Public Schools, Buildings (including building, Sites, and Furniture.	Rent and Maintenance of School Buildings.	Subsidies, Scholarships, Refunds, and Sundries.	Workshop Account.	Total Payments.	Cash Balances, 31st December 1923.
Auckland	£ 10,314	£ 486,243	£ 647	£ 2,886	£ 28,084	£ 45,514	£ 30,284	£ 13,011	£ 95,558	£ 21,791	£ 14,616	£ ..	£ 748,948	£ 14,024
Taranaki	2,610	90,401	219	748	5,700	173	3,805	299	11,324	8,624	3,581	2,376	129,860	6,236
Wanganui	3,417	127,761	192	859	7,702	324	5,398	786	17,364	13,280	2,700	..	179,783	2,787
Hawke's Bay	3,057	118,085	181	2,516	6,884	366	5,446	4,425	20,359	8,615	4,575	330	174,839	7,545
Wellington	6,611	194,155	392	2,251	11,477	46,031	8,239	1,263	16,068	13,727	16,957	..	317,171	Dr. 127
Nelson	1,617	63,157	138	1,038	3,972	22	2,294	658	5,058	3,312	3,087	..	84,353	4,510
Canterbury	6,248	283,975	466	7,221	16,375	33,570	14,064	281	37,457	23,325	10,096	..	433,078	3,010
Otago	4,954	175,251	194	3,701	10,066	36,975	7,367	1,008	10,493	17,586	3,907	313	271,815	20,044
Southland	2,608	97,701	374	1,953	6,316	47	3,716	656	7,574	6,450	4,102	..	131,497	10,390
Totals	41,436	1,636,729	2,803	23,173	96,576	163,022	80,613	22,387	221,255	116,710	63,621	3,019	2,471,344	68,419

TABLE F3.—PAYMENTS OF EDUCATION BOARDS ON ACCOUNT OF ADMINISTRATION AND OF INCIDENTAL EXPENSES OF SCHOOLS, 1923.

Education Board.	Average Attendance.	Cost of Administration.		Incidental Expenses of Schools.	
		Total.	Per Unit of Average Attendance.	Total.	Per Unit of Average Attendance.
		£	s.	£	s.
Auckland	56,639	10,314	3·6	28,084	9·9
Taranaki	10,119	2,610	5·1	5,700	11·2
Wanganui	15,034	3,417	4·5	7,702	10·2
Hawke's Bay ..	14,293	3,057	4·3	6,884	9·6
Wellington	24,100	6,611	5·5	11,477	9·5
Nelson	6,392	1,617	5·1	3,972	12·4
Canterbury .. .	33,156	6,248	3·8	16,375	9·9
Otago	19,926	4,954	5·0	10,066	10·1
Southland	10,790	2,608	4·1	6,316	11·7
Totals	190,449	41,436	4·3	96,576	10·1

TABLE F4.—OFFICE STAFFS OF EDUCATION BOARDS AS AT 31ST DECEMBER, 1923.

	Yearly Rate of Salary.	Remarks.
Auckland—	£	
Secretary and Treasurer	800	
Assistant Secretary	575	
Advisory Inspector	650	
Accountant	600	
Assistant Accountant	500	
Chief Clerk	425	
Clerks, 8—1 at £350, 1 at £300, 2 at £275, 2 at £155, 1 at £125, 1 at £95	1,730	Plus £30 boarding-allowance.
Typists 6—1 at £190, 2 at £180, 2 at £150, 1 at £145 ..	995	
Temporary Typiste	3	Per week.
Cadets, 2—1 at £95, 1 at £75	170	Plus £40 boarding-allowance.
Truant Officer	200	
<i>Architect's Branch.</i>		
Architect	1,150	
Draughtsman	450	
Foreman of Works	375	
Temporary Draughtsmen, 2—1 at £280, 1 at £250 ..	530	
Typiste	145	
<i>Manual and Technical Branch.</i>		
Supervisor	750	
Clerk	360	
Typistes, 2—1 at £200, 1 at £150	350	
Total	10,758	
Taranaki—		
Secretary	500	
Assistant Secretary	300	
Accountant	300	
Clerks, 4—1 at £150, 1 at £135, 1 at £125, 1 at £100 ..	510	
Attendance Officer	308	Plus actual travelling-expenses.
Caretaker and Storeman	260	
<i>Architect's Branch.</i>		
Architect	525	Plus actual travelling-expenses.
Draughtsman	117	
Workshop Foreman	320	
Workshop Foremen, 2—1 at £312, 1 at £302 ..	614	
Total	3,754	
Wanganui—		
Secretary	665	
Assistant Secretary	390	
Accountant	340	
Assistant Accountant	220	
Senior Typiste	200	
Typistes and Clerks, 4—1 at £130, 1 at £105, 1 at £70, 1 at £52	357	
Attendance Officer	255	Plus actual travelling-expenses.
Storeman	240	
<i>Architect's Branch.</i>		
Architect	575	Plus actual travelling-expenses.
Architect's Assistant	225	
Foreman Joiner, £312; Foreman Carpenters, 2—1 at £312, 1 at £286	910	
Total	4,377	
Hawke's Bay—		
Secretary and Treasurer (also Secretary, High School Board)	685	
Accountant and Chief Clerk	430	
Clerks, 3—1 at £325, 1 at £270, 1 at £210	805	
Junior Clerk	65	
Typistes, 3—1 at £195, 1 at £185, 1 at £104 ..	484	
<i>Architect's Branch.</i>		
Architect	640	Plus £200 travelling-allowance.
Architect's Clerk and Draughtsman	310	
Total	3,419	
Wellington—		
Secretary	750	
Assistant Secretary	500	
Clerks, 5—1 at £400, 1 at £325, 1 at £350, 1 at £220, 1 at £120	1,415	
Junior Clerk	65	
Typistes, 6—1 at £185, 1 at £160, 2 at £120, 1 at £100 1 at £95	780	

TABLE F4.—OFFICE STAFFS OF EDUCATION BOARDS AS AT 31ST DECEMBER, 1923—*continued.*

						Yearly Rate of Salary.	Remarks.
WELLINGTON— <i>continued.</i>							
<i>Architect's Branch.</i>						£	
Architect	..	..	..	..	..	500	
Clerk of Works, 2—1 at £375, 1 at £180	..	..	..	..	..	555	
Draughtsman	..	..	..	..	..	325	
Junior Draughtsman	..	..	..	..	..	145	
Total]	..	..	..	..	..	5,035	
Nelson—							
Secretary]	..	..	..	..	..	550	
Accountant	..	..	..	..	..	350	
Chief Clerk]	..	..	..	..	..	270	
Clerks, 2—1 at £170, at £85	..	..	..	..	..	255	
Attendance Officer	..	..	..	..	..	60	
<i>Architect's Branch.</i>							
Architect	..	..	..	..	..	360	
Carpenter	..	..	..	..	..	270	
Total	..	..	..	..	..	2,115	
Canterbury—							
Secretary	..	..	..	..	..	650	
Assistant Secretary	..	..	..	..	..	435	
Accountant	..	..	..	..	..	315	
Clerks, 4—1 at £260, 1 at £240, 1 at £170, 1 at £125	..	..	..	..	..	795	
Cadet	..	..	..	..	..	65	
Typistes, 2 at £170	..	..	..	..	..	340	
Attendance Officers, 2—1 at £265, 1 at £100..	..	..	..	..	..	365	
<i>Architect's Branch.</i>							
Architect	..	..	..	..	..	540	
Draughtsman	..	..	..	..	..	290	
Typiste	..	..	..	..	..	150	
Cadet	..	..	..	..	..	120	
Foremen, 3—1 at £435, 2 at £425	..	..	..	..	..	1,285	
Workshop Foreman	..	..	..	..	..	312	
Workshop Clerks, 2 at £78..	..	..	..	..	..	156	
<i>Manual and Technical Branch.</i>							
Supervisor	..	..	..	..	..	525	
Clerk	..	..	..	..	..	100	
Total	..	..	..	..	..	6,443	
Otago—							
Secretary	..	..	..	..	..	700	
Chief Clerk	..	..	..	..	..	450	
Clerks, 7—1 at £405, 1 at £280, 1 at £225, 1 at £175, 1 at £190, 1 at £110, 1 at £100	..	..	..	..	..	1,485	
Typiste	..	..	..	..	..	160	
Attendance Officer	..	..	..	..	..	300	
<i>Architect's Branch.</i>							
Architect	..	..	..	..	..	550	
Draughtsman	..	..	..	..	..	385	
Clerk of Works	..	..	..	..	..	335	
Total	..	..	..	..	..	4,365	
Southland—							
Secretary and Treasurer	..	..	..	..	..	500	
Director of Technical Instruction and Assistant Secretary	..	..	..	..	..	450	
Accountant	..	..	..	..	..	400	
Clerk	..	..	..	..	..	104	
Clerk and Typiste	..	..	..	..	..	140	
Junior Typiste	..	..	..	..	..	65	
Junior Clerk	..	..	..	..	..	75	
Attendance Officer and Caretaker	..	..	..	..	..	225	
<i>Architect's Branch.</i>							
Architect	..	..	..	..	..	475	
Assistant Architect	..	..	..	..	..	375	
Total	..	..	..	..	..	2,809	

TABLE G1.—ELEMENTARY NEEDLEWORK AND MANUAL INSTRUCTION, 1923.

Education District.	Number of Public Primary Schools at which Manual Instruction was taken.	Subjects and Number of Schools on account of which Capitation was claimed.							
		Public Primary School.					Private Primary Schools.		
		Domestic Subjects.	Woodwork and Ironwork.	Elementary Science.	Agriculture and Dairy-work.	Needlework.	Domestic Subjects.	Woodwork and Ironwork.	
Auckland	478	176	176	20	367	114	29	28	
Taranaki	142	33	34	20	137	16	8	8	
Wanganui	183	29	26	11	179	36	7	4	
Hawke's Bay ..	145	18	18	12	137	23	5	5	
Wellington	170	53	53	26	133	23	3	2	
Nelson	99	34	34	2	93	21	4	4	
Canterbury	268	114	118	16	223	34	12	14	
Otago	220	34	33	8	202	42	..	..	
Southland	145	67	73	2	125	37	5	3	
Totals, 1923	1,850	558	565	117	1,596	346	73	68	
Totals, 1922	1,802	566	572	114	1,528	336	63	56	

TABLE G2.—HANDWORK AND MANUAL INSTRUCTION.—RECEIPTS AND PAYMENTS, TOGETHER WITH MONETARY ASSETS AND LIABILITIES, OF EDUCATION BOARDS FOR THE YEAR ENDED 31ST DECEMBER, 1923.

Education Board.	Receipts.										Payments.										Liabilities.		Monetary Assets.		Net Balance.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
	Grants from Government.					Transfers from other Accounts.	Receipts from other Sources.	Subsidies on Voluntary Contributions.	Total Receipts.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
	Salaries and Allowances.	Travelling-allowances for Instructors and Students.	Capitalisation.	Handwork Supplies: Distribution Expenses, etc.	Grants for Buildings, Rent, and Equipment.				Salaries of Instructors, including Sewing Mistresses.	Travelling-allowances for Instructors and Students.	Administration (including Salaries and Office Expenses).	Working-expenses on Classes.	Buildings, Rent, and Equipment.	Transfers to Technical School Boards.	Total Payments.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										

* Returns not available.

APPENDIX A.

REPORT OF THE CHIEF INSPECTOR OF PRIMARY SCHOOLS.

SIR,—

Wellington, 1st March, 1924.

I have the honour to present my report for the year ended 31st December, 1923.

I propose to report somewhat more briefly than formerly, and to present as addenda to my report the detailed annual reports of the Inspectors of Schools (see Appendix C). A perusal of these shows that the standard of primary education is steadily advancing with the increased number of trained teachers issuing from our four colleges. It has to be remembered, however, that these young teachers are not, and indeed cannot, be fully trained when they leave the training college. It is of the first importance, therefore, that both head teachers and Inspectors should realize this and be ready with sympathetic counsel and kindly criticism. There should be a close bond between the training colleges on the one hand and the schools and the inspectorate on the other. Every Inspector should visit one of the colleges, and the Education Boards could not do better than to allow their head teachers leave for a similar purpose. The training colleges lay the foundation, but we must look to the headmasters and Inspectors to help the student to build up a superstructure of sound educational practice. In New Zealand we look upon this duty as one of the most important the Inspector is called upon to perform. His prime duty is to be a constructive and kindly critic. In this country it has never been thought sufficient for him to judge and to pass on. In general he is as proud as any headmaster of raising the efficiency of a school, and glories in the number of previously untrained teachers who under his advice and direction have reached responsible positions in the service. For work of the kind I have outlined we have too small a staff. In one district each Inspector has to visit about eighty schools, exclusive of private schools. Over the whole Dominion there are 125 teachers per Inspector, or approximately 145 per Inspector if inspected private schools are counted. This is too large a number even if the Inspector did no more than evaluate the efficiency of each teacher; but it is far too great a number to allow of his functioning as he ought in order to satisfy either himself or his teachers. A strengthening of the inspectorial staff is therefore of paramount importance. Higher salaries should be paid to attract to the service the best talent among the head teachers, men who are capable of supplementing the work that is being done in the training colleges. There can, as far as this country is concerned, be no surer way of raising the efficiency of the primary schools than to provide an adequate staff of experts every one of whom is himself an organizing teacher of the highest type.

Though New Zealand is somewhat out of the main stream, yet the modern educational movements are not passing unnoticed. The doctrine of freedom for the child is being preached in the colleges, and is to some extent at least entering the realm of actual teaching practice in the schools. The methods of Dr. Montessori found an enthusiastic reception in at least one district many years since, and now every efficient infant class throughout the Dominion uses, to a greater or less extent, some form of self-educative material. The doctor's method for advanced classes does not appear to have become popular anywhere; but there is no doubt that her work in this direction prepared the way for the Dalton laboratory plan. The latter has found favour with some New Zealand teachers, but so far I have not, in all cases, been particularly impressed with the results. The underlying principle is a sound one, however, and teachers should be encouraged to carry the experiment further. The danger in the Dalton plan of pupils overworking themselves and neglecting outdoor games is obvious to those who have noted with surprise the exceptional keenness with which the pupils pursue their allotted tasks. I feel, too, that it would be a mistake to allow the Dalton plan to displace completely the oral lesson, the inspirational value of which is acknowledged by all skilled teachers.

But the doctrine of freedom has found an even more important expression in the methods that have been designed to train the child in the principles of good citizenship. Every first-class school nowadays does far more than preach "civics": it provides a practical course. The senior pupils are given their share of responsibility in the management of the school, and so, from having actually to grapple with the problems of behaviour and obedience to law and order, they come to realize what must be the basic principles of good government. In a humbler way the younger children, too, play their part, and have simple duties that make for the common weal. Character-training and moral instruction are an inseparable part of any such scheme of instruction, the value of which lies not in the amount of didactic teaching involved, but in living in a well-organized and morally healthy community.

The school environment, too, plays a most important part in the right development of the child. Unfortunately, there are still too many teachers who fail to realize this, and their schoolroom and school-grounds do nothing to develop in the child a love for order and beauty. A good school tone is evidenced, at least in part, by the child's love for and loyalty towards his school. One cannot imagine a bare and ugly school environment stimulating love and loyalty in any one. Excellent work in improving the school and its surroundings has frequently come under my notice, and every credit is due both to School Committees and teachers for their efforts in this direction. I regret, indeed, that the teacher's activities in improving the school environment can no longer be specially and definitely recognized in his grading. The marks are there, certainly, but are indistinguishable from those allotted him for discipline and personality: this absorption of marks for environment was, in my opinion, a mistake.

During the year I gave a good deal of attention to the character of the instruction in history, arithmetic, and elementary agriculture. I heard lessons in history given by students in training, and found no evidence either of lack of preparation or want of knowledge of the subject. The classes I myself tested certainly did not show an intimate knowledge of historical detail, but yet did not fail to realize the significance of the great movements and events that have affected the development of society as it is to-day. The teaching of history is not now neglected in the primary schools; nevertheless there is a good field here for model lessons by the Inspector. It is not easy to give a good history-lesson, for the teacher must be able to tell the story vividly with careful arrangement of facts, suppressing any that are not germane to his subject and bringing into prominence all that are of vital importance. It would be well for the Inspector not only to test the knowledge the pupils have of the subject, but to ask the teacher to demonstrate his method of teaching. Only thus can the cause of weakness be discovered and right remedies applied.

In arithmetic my usual experience was to find the junior pupils well prepared, but the older pupils struggling with problems most of which related to matters quite outside the range of their experience. In England the arithmetic required of the elementary school has long since been simplified, and I do not think that we in New Zealand would lose anything by making a similar modification in our syllabus. The essentials appear to me to be accuracy in mechanical operations, greater attention to practical arithmetic, and the solving of problems dealing with matters that either come within the child's own experience or admit of easy practical illustration and form part of the common stock of knowledge.

Instruction in elementary agriculture is well given in a number of schools, due regard being paid to indoor experimental work as well as to the school-gardens. In not a few schools, however, there is little of scientific value in the work done, a fault due in the main to lack of co-ordinated effort on the part of the special instructors and the Inspectors. Each district has its own scheme of instruction in science, and there is little evidence of any relation between the work done in the primary schools and that done in the secondary and technical schools. In the pupil-teachers' instruction classes it is quite the usual experience of instructors to find themselves compelled to begin the instruction in agriculture *ab initio*. I am quite sure the subject is important enough to demand the services of a supervising expert whose business it would be to arrange properly co-ordinated schemes of work.

In two other subjects, drawing and singing, there is urgent need for specialist teachers. Even in the training colleges there is considerable unevenness of attainment in both subjects. In the schools it is rare to find a clear conception of the value and purpose of these subjects in the scheme of education. England and America have for many years employed experts, and I trust it will presently be found possible in New Zealand to make similar appointments. As regards school music, I welcome the signs of a broader treatment of the subject. In several schools an attempt is being made to teach the elements of musical appreciation, and for this purpose the gramophone is used. Before we attempt to advance far in this direction, however, we should aim to improve the ordinary singing. The chief deficiencies we have to overcome are faulty tone (in scarcely any schools do the boys produce their voices correctly), choice of unsuitable songs, and inability to sing from either the old or the new notation. Visiting teachers from countries where school music has reached a high level of efficiency tell us that New Zealand children have naturally sweet-toned voices but produce them vilely, while a distinguished Edinburgh expert remarked publicly on the pleasant low-toned speaking voices he had heard in the Dominion. Our shortcomings in school singing are evidently not due to lack of suitable material, but to lack of efficient teaching.

An attempt has been made by private enterprise, with the approval of the Department, to introduce visual instruction into the larger schools. The scheme has not been an unqualified success so far, and it must be regarded only as a temporary measure in anticipation of the time when it will be possible materially to assist the schools to install moving-picture machines of their own. In the meantime the private company referred to has secured some excellent educational films, and is making every effort to establish as close a relation as possible between the ordinary school lessons and the pictures. I hope, therefore, that the scheme will, under the improved management, meet with the support it deserves.

During the year several special classes for retarded children were established in the larger towns. In general, these classes were found to contain two types of retardates—viz., abnormally dull children, and also normally intelligent children whose school progress had been hindered by sickness, late admission to school, frequent transfer, and the like. Towards the end of the year the Department secured the services of a New Zealand lady teacher who had had the opportunity to secure training abroad both in the new methods of gauging intelligence and in the education of children of subnormal mentality. It now appears a grave mistake to form classes of the type described above. We should, in the first place, provide adequately for the education of the higher subnormals, and for the present leave the intelligent retardates to be provided for in the ordinary school classes. If the plan is adopted of classifying the pupils in each standard class according to degree of intelligence and intellectual advancement, there should be little difficulty in meeting the needs of the intelligent retarded pupil. The greatest care will, of course, have to be observed in selecting subnormal pupils for the special classes, and none should be sent there without the concurrence of the parents. As a matter of fact, however, the parents themselves realize how unsuited the ordinary methods of instruction are for their children, and welcome the opportunity to send them where there is at least some possibility of advancement. Such classes have in other countries passed far beyond the experimental stage, and it has been clearly proved that in the great majority of cases the educable subnormal child can be trained to do simple work of a useful character and can be prevented from becoming a menace to the community within which he lives.

I have, &c.,

T. B. STRONG,

Chief Inspector of Primary Schools.

The Director of Education.

APPENDIX B.

REPORTS (ABRIDGED) AND STATEMENTS OF ACCOUNTS OF EDUCATION BOARDS.

1. REPORTS.

AUCKLAND.

SIR,—

Auckland, 31st March, 1923.

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 the year 1923:—

Board.—The members of the Board at the end of the year were as follows: Auckland Urban Area—Mrs. N. E. Ferner, Messrs. G. Brownlee, W. J. Campbell, H. S. W. King, J. P. McPhail, and T. U. Wells; Hamilton Urban Area—Messrs. S. B. Sims and F. A. Snell; North Ward of the Rural Area—Messrs. J. D. McKenzie and V. H. Reed; East Ward of the Rural Area—Messrs. E. C. Banks and A. Burns; West Ward of the Rural Area—Messrs. J. Boddie and J. Patterson. The Board's representatives on kindred bodies were: Auckland University College Council—Mr. J. Boddie; Auckland Grammar School Board of Governors—Messrs. G. Brownlee, A. Burns, and J. P. McPhail; Seddon Memorial Technical College Board of Managers—Mrs. N. E. Ferner, Messrs. H. S. W. King and J. P. McPhail; Elam School of Art Board of Managers—Mrs. N. E. Ferner, Messrs. G. Brownlee and W. J. Campbell; Pukekohe Technical High School Board of Managers—Messrs. J. Roulston and J. B. Sim; Thames High School Board of Governors—Mr. A. Burns; Whangarei High School Board of Governors—Messrs. H. W. Crawford and J. D. McKenzie; Hamilton High School Board of Governors—Messrs. J. Primrose, F. de la Mare, and F. A. Snell; Kowhai Junior High School Committee—Mrs. N. E. Ferner, Messrs. G. Brownlee and A. Burns. The Board meets on the first and third Wednesdays in each month. Twenty-two meetings of the Board were held during the year, with an average attendance of eleven.

Schools.—The number of schools in operation at the end of last year was 736, including ninety-four half-time schools. During the year twenty-nine schools were opened and twenty-one were closed.

Attendance.—The number of scholars enrolled at the end of 1923 was 64,472—viz., boys, 33,624; girls, 30,848—being an increase of 1,562 over the number enrolled at the end of 1922. The yearly average attendance was 56,639, an increase of 1,174.

Buildings.—During the year thirty new schools were built and thirty-one schools were enlarged; four teachers' residences were also provided during the year. The grants made during the year by the Department enabled the Board to attack with more vigour the accommodation requirements of the Auckland Education District. The Board regrets, however, that in many districts the school accommodation is not yet adequate, and that congested conditions still exist. During recent years the Board has done its utmost to improve conditions, and has met the Department by making serious inroads in its Rebuilding Fund. The provision of teachers' residences is still a serious necessity in this district, especially in rural areas. The difficulty of obtaining suitable accommodation for teachers who take up positions in settlements remote from cities is still most pressing. Very little improvement was made in this respect during the course of the year. The Board considers that the question of erecting residences in rural areas should be seriously attacked immediately. The Board reports with extreme regret that during the year three schools—Waikino, Newmarket, and Epsom—were destroyed by fire. Inquiry into the origin of the fires shows conclusively that incendiarism was the cause. As a result the Board, at the instance of the Minister, took steps to ensure that vigilant supervision is exercised over wooden buildings.

Finance.—The income for the year ended 31st December, 1923, totalled £723,089 7s. 5d., and the expenditure £749,173 16s. 6d.

Maintenance Fund.—During the year the Board took steps to obtain a monthly review of the position of the Maintenance Fund, in order that expenditure might be kept within due bounds. The restoration of the 10-per-cent. deduction from the Maintenance Fund last year has enabled the Board to overtake many urgently needed works in respect of maintenance.

Training College.—During 1923 the number of students attending the Auckland Training College was 363—viz., 119 men and 244 women. The Board still continues to use the building known as the "annex" for the purpose of providing additional accommodation for the training of students. It is hoped, however, that early in 1925 the Board will be able to vacate this building. A grant has been made for the erection of a substantial part of a new Training College upon the Mount Eden - Epsom Reserve. The Hostel continues to prove a boon to many of the women students of the Auckland Training College, and is now fully occupied.

District High Schools.—The reports of Inspectors indicate that a steady and satisfactory improvement is being made in the tuition of the secondary departments of district high schools. The Board wishes to record its appreciation of the good work being done by Inspectors in connection with post-primary education. It is very largely due to their efforts that the improvement herein noted is due.

During the year district high schools were established at Morrinsville, Ngatea, Piopio, Te Puke, and Warkworth.

Junior High School.—The Junior High School established in 1922 at Kowhai Road with a roll number of six hundred now provides for the tuition of more than eight hundred pupils. The school seems to have passed the experimental stage, since all educational authorities who have visited it speak in high terms of the work being done therein. There seems now to be no doubt that the establishment of junior high schools will result in a distinct advancement in the education of the young people of this Dominion.

Consolidated School.—The establishment of a consolidated school at Piopio was authorized during the year, and steps were taken to ensure the opening of the school early in 1924. The pupils of schools in the neighbourhood of Piopio will be conveyed to the Piopio centre. The Board believes that the education of the pupils so conveyed will be a distinct improvement upon that received in the small rural schools they have been attending.

Subsidies.—The Committees of the Auckland Education District still continue to show keen interest in the schools over which they have jurisdiction. This is evidenced by the large amounts contributed by the residents of each district for the improvement of school-grounds, for the establishment of school libraries, and for other suitable school requirements. This increased interest is, in the Board's judgment, a most hopeful sign for the advancement of education in the future, and should be encouraged by the granting of liberal subsidies. It is becoming more and more recognized that school surroundings have the most important bearing upon the pupils who attend.

Staffing Conditions.—The Board notes with great satisfaction the movement of the Department to provide a more adequate staff for the schools of the Dominion. Last year a substitution of assistants for pupil-teachers in many of the larger schools in the Auckland Education District obviated to a great extent the large classes which have proved in the past a hindrance to education. Uncertificated teachers were to a large extent replaced by certificated teachers. The teaching profession is evidently commanding more attention from parents of children who have had a secondary education. The number of applicants for positions as pupil-teachers and probationers has considerably increased. Their academic qualification is higher than has been before noted. This enables the Board to make a selection instead of being compelled to take every applicant. The examinations during last year proved that the attention given to junior teachers has improved considerably. The number who qualified at the end of last year for entrance to the Training College was greater relatively than in any previous year, and shows a marked advance upon former years.

Educational Films.—An Educational Film Committee, consisting of members of the Board, representative headmasters, and the Senior Inspector of Schools, took an active interest in all matters pertaining to visual education during the year. The Board is still of opinion, however, that educational films should be presented to school-children in their own schools, and trusts that in the near future the Department will find means to carry out this idea.

Medical and Dental Inspection of Schools.—The Medical and Dental Officers of the Department still continue to go good work in this district. The establishment of a few dental surgeries has proved a great boon to the children of the districts in which they have been established. The Board trusts that the Department will see its way, at an early date, to extend the number of school dental surgeries established in rural areas where it is difficult for children to obtain treatment of any sort. The Board is of opinion that the number of School Medical Officers and school nurses attached to the Auckland Education District is far too small, and should be materially increased. It is impossible for the number now engaged to adequately cope with the requirements of a district containing more than sixty thousand children.

In conclusion, the Board desires to express satisfaction with the cordial relations existing between the Board, the School Committees, the teachers, and the Education Department. The School Committees have shown great interest in all matters that pertain to the welfare of the schools under their jurisdiction; the teachers have done their utmost in the interests of the pupils under their charge; and the Department has met the requirements of this education district as far as was possible with limited financial resources.

I have, &c.,

E. C. BANKS, Chairman.

The Hon. the Minister of Education, Wellington.

TARANAKI.

SIR,—

New Plymouth, 31st March, 1924.

In accordance with the requirements of the Education Act, 1914, I have the honour, on behalf of the Taranaki Education Board, to present the following report of our proceedings for the year 1923 :—

Board Members.—The personnel of the Board during the year was as follows: Central Ward—Messrs. R. Masters, M.P., and F. H. Sims; North Ward—Messrs. H. Dempsey and P. J. H. White; South Ward—Messrs. H. J. Eaves and A. Lees; Urban District of New Plymouth—Messrs. R. J. Deare and S. G. Smith, M.P. Fifteen ordinary, special, and extraordinary meetings have been held throughout the year, and in addition individual ward members have given much time to meetings of committees and in visiting various localities for purposes of administration, &c. The Board's representatives on various educational bodies were as follows: Committee of Advice, Wellington Training College—Mr. McIntyre; New Plymouth High Schools Board—Messrs. H. Trimble (retired August, 1923), H. J. Eaves. Boards of Managers: Stratford Technical High School—Messrs. R. Masters, M.P., and H. Trimble; Hawera Technical High School—Messrs. A. Lees and H. J. Eaves;

New Plymouth Technical School—Messrs. S. G. Smith, M.P. (resigned June, 1923), R. J. Deare, and P. J. H. White.

Schools and Attendance.—The number of schools under the jurisdiction of the Board at the end of the year was 167, with an aggregate average attendance of 10,173. The total roll number on the 31st December was 11,341, an increase of 220 pupils on last year.

Five new schools were opened during the year and one was temporarily closed.

Teachers.—The number of teachers in the Board's service on the 31st December, 1923, was 413 (men, 122; women, 291). These include fourteen male and seventy-eight female uncertificated teachers, and four male and nine female licensed teachers. It is pleasing to report that there continues to be less difficulty in obtaining suitable teachers for all classes of appointment. During the last month of the year 32 per cent. of the teachers engaged in schools, exclusive of pupil-teachers, probationers, and relieving teachers, were uncertificated. The majority of these have made an effort—more or less successfully—to qualify for the D certificate. The case of each uncertificated teacher was fully considered in November last, with the result that a number of the positions held by those who had made no effort to qualify were advertised.

Buildings.—Rather a large programme of building-works has been completed or carried out entirely during the past year. Three schools were completed early in the year, additions and remodelling were effected in several other cases, and four movable schools were erected. In addition to the above, thirty-three schools and twenty residences received painting, repairs, and general renovation. With very little exception the whole of the work was carried out by the Board's own staff.

Workshop.—The Board secured a new site for a workshop, and purchased from the Department the old Courtenay Street Infants' School, and removed this on to the new site. This building was altered and added to to suit requirements. The whole of the machinery and plant was removed to the new workshop, and the old workshop building was also removed on to the new site and used as a general store and storage for seasoned timber. The result is a very fine workshop.

Finance.—The credit balance brought forward from 1922 was £10,149 10s. 10d. The receipts from all sources were £125,699 6s. 7d.; the total expenditure in 1923 was £129,612 10s. 7d., leaving a credit balance on all accounts on 31st December, 1923, of £6,236 6s. 10d. The Rebuilding Fund is now reduced to £2,755 11s. 10d.

Instruction Classes for Teachers.—Saturday classes to enable all uncertificated teachers, pupil-teachers, and probationers to receive practical instruction in science and handwork subjects were conducted in Hawera, Stratford, and New Plymouth throughout the year. In all, ninety-eight students enrolled, and the attendance on the whole was commendable. In regard to the instruction given to pupil-teachers and probationers, my Board feels that great credit is due to the headmasters concerned for the very careful and efficient guidance of these young people's studies as demonstrated by the excellent examination results.

Manual Training.—Manual-training classes in woodwork and cookery were held at New Plymouth, Waitara, Inglewood, Stratford, Eltham, and Hawera. The aggregate roll number is—Cookery, 656; woodwork, 658; rural science, 220. The classes at Inglewood and Stratford were so arranged as to keep the country school-children visiting these centres fully engaged for four hours by alternate instruction in woodwork and rural science, cookery and domestic science (including needlework). Two conferences were held with the instructors with the object of attaining a satisfactory scheme of work in proper co-ordination with the other subjects in the syllabus. One of the chief difficulties the Board is encountering in respect to this instruction to country school-children is suitable methods of conveyance. There is a marked increase in the teaching of swimming throughout the district.

Handwork.—As prescribed by the syllabus, elementary handwork subjects were taught in all schools, and included such subjects as raffia and basket work, brushwork, cardboard-modelling, carton-work, toymaking, &c. About ten thousand pupils received instruction. Needlework has been taught in all schools, and eighteen instructors in this subject were appointed in sole-charge schools.

Agriculture.—The work still maintains a very satisfactory standard. Instructive displays of school-work have been exhibited at most of the agricultural shows, and indicate that both teachers and pupils are dealing with this subject with enthusiasm.

School Libraries.—There has been a marked increase in the establishment of school and class libraries during the year. Subsidies for the purchase of books, pictures, &c., were granted schools to the value of £175.

Medical Inspection.—The School Medical Officer reports having examined 4,152 children attending fifty-two schools. Parents are paying more attention to notified defects in children, and the general robust condition of pupils is particularly noticed in those schools where teachers by example and precept teach the everyday rules of health.

Truancy and Irregular Attendance.—The general regularity of attendance at schools in this district is satisfactory. The number of children in receipt of conveyance and boarding allowances (173) does not altogether represent the difficulties of administering a scattered district where often, owing to the nature of the climatic conditions and the state of the back roads, the children are an hour, and in several cases two hours, distant from school. In the course of his duty the Attendance Officer has paid 243 visits to schools, and found it necessary to investigate twenty-seven cases through the Court for infringements of the Education Act.

School Committees.—The Board wishes to record its appreciation of continued harmonious relations existent with School Committees generally. The valuable assistance they continue to render in the administration of education is manifested in the very large amount distributed in subsidies for the improvement of buildings, grounds, and internal equipment of the schools—viz., £1,535.

I have, &c.,

The Hon. the Minister of Education, Wellington.

A. LEES, Chairman.

WANGANUI.

SIR,—

Wanganui, 31st March, 1924.

I have the honour to present the following report of the proceedings of this Board during the year ended 31st December, 1923:—

Board.—The personnel of the Board at the end of the year was as follows: Messrs. W. A. Collins (Chairman) and E. F. Hemingway, West Ward; Mr. A. J. Joblin and Mrs. N. Dunne, North Ward; Messrs. A. Fraser and H. McIntyre, South Ward; Messrs. J. Aitken and E. V. Laws, Wanganui Urban Area; and Messrs. W. R. Birnie and W. F. Durward, Palmerston North Urban Area. The Board was represented on other bodies as follows: Wanganui Girls' College Board of Governors—Messrs. W. A. Collins, A. Fraser, and E. V. Laws; Palmerston North High School Board of Governors—Messrs. J. W. Rutherford, W. R. Birnie, and T. R. Hodder; Wanganui Technical College Board of Managers—Messrs. W. Bruce and W. H. Swanger; Feilding Technical High School Board of Managers—Messrs. H. McIntyre and H. Tolley. Mr. H. McIntyre represented the Wanganui, Taranaki, Hawke's Bay, and Nelson Education Districts on the Committee of Advice of the Wellington Training College.

Schools and Attendance.—Two new schools were opened, the Patea School was re-established as a district high school, and a special school at the Wanganui Public Hospital was opened. Eight schools were closed during the year. At the close of the year there were open 199 main schools, five side schools, and one model country school.

The total roll at the end of the year was 16,922, showing an increase of 121 over the December quarter of 1922. The number on the rolls of the secondary departments of the district high schools was 169, being an increase of forty-one. The average attendance for the year was 15,034, and the average weekly roll number was 16,797. The average attendance expressed as a percentage of the roll number was 89.5, which is 1.3 lower than for 1922. The highest attendance recorded during the year was in the December quarter, the average being 15,409. The attendance was affected considerably during the June quarter, and very badly during the September quarter, by epidemics. The Attendance Officer paid 204 visits to schools; 117 informations were laid against parents, and 100 convictions were recorded out of 107 cases proceeded with. This officer's duties include the inspection of out-offices. His reports show that the most satisfactory method for use in country districts is what is commonly known as the dry-earth system.

Teachers.—The number of adult teachers on the staff at the end of the year, excluding twenty relieving teachers, was 433, of whom 114 were uncertificated. Seventeen of the uncertificated teachers were in charge of Grade 0 schools, thirty-five in charge of Grade 1 schools, fourteen in charge of Grade 2 schools, and one in charge of a Grade 3A school. Forty-seven were assistants, a large proportion being located in country schools. The number of uncertificated teachers was twelve less than at the end of 1922. There were twenty-seven male and twenty-five female pupil-teachers, and fifteen male and forty-one female probationers, totalling in all 108, on the staffs. Compared with the previous year the number of males shows an increase of twelve and the females an increase of two. The majority of the applicants for appointment were well prepared educationally, and of a good type physically. The Inspectors' reports show that in general the instruction of pupil-teachers and probationers at their schools has been carried out in accordance with the regulations.

Voluntary Contributions.—Voluntary contributions received during the year totalled £2,301 13s. 6d., an increase of £570 over the previous year. The main purposes of the contributions were the improvement of buildings and grounds, the purchase of pictures and special equipment, and the establishment and enlargement of school libraries. The Board desires to gratefully acknowledge the generosity of those who so freely subscribed for the benefit of the schools throughout the district. The Department has done its part by subsidizing contributions, and in many cases the Board has given assistance from its Maintenance Fund.

Health of Children.—The Board wishes to express its appreciation of the work of the School Medical Officer and her assistants. The annual health camp was held, as in former years, in the grounds of Mr. B. P. Lethbridge at Turakina. Some ninety children attended, and the majority of these showed considerable improvement in health as a result of their sojourn in camp. Once again it is my pleasure to thank Mr. and Mrs. Lethbridge for their kindly assistance, and all those who contributed in various ways to make the camp a success. Tooth-brush drill continues to be carried out daily in practically all schools.

School Dental Clinics.—Clinics are now in operation at Wanganui, Palmerston North, Hunterville, and Taihape, and excellent work is being done. The Board trusts that the Department of Health will push on with the establishment of clinics in other centres.

Physical Instruction.—The Department's instructor visited as many schools as possible. An increase in the number of instructors is required to enable this branch of the work to receive the attention it warrants. The Public Schools' Amateur Athletic Associations carried on their activities with enthusiasm and success. These associations are deserving of all the assistance and encouragement that can be given them.

Organizing Teachers.—The work of the organizing teachers is of a very valuable nature, and is doing a great deal to improve the efficiency of those country schools which are in charge of teachers with little experience.

Model Country School.—Under the regulations as amended last year, teachers attending a model country school are entitled to receive only half-pay, instead of full pay as formerly. The result is that the Board is having great difficulty in inducing teachers to attend the school in Wanganui. Quite a number of the teachers who should attend are married men, who cannot afford the cost of living in Wanganui and keeping their homes going also. It is true that under the regulations the Board may require any teacher to attend a model school, but the Board cannot reasonably enforce attendance

when a teacher pleads that his finances will not permit of his attending. The saving effected by reducing the allowance cannot be very great in the aggregate, but the usefulness of the model school is reduced very materially. The Board strongly recommends the reinstatement of the regulation in its previous form.

Correspondence Classes.—Thirty-three applications for enrolment in the Department's correspondence classes were received during the year. The Board and the Inspectors have frequently recommended this form of instruction in preference to the establishment of household schools, but the difficulty in many cases is that parents are not able to give the time necessary for the proper supervision of the children's work. General satisfaction with the correspondence classes has been expressed by the majority of parents who have given the system a trial.

Instruction of Backward Children.—Creditable work was done in the special class for retardates, established at Victoria Avenue School in 1921.

Efficiency of Schools.—The report of the Inspectors shows that the general efficiency of only six schools was lower than satisfactory. Taking into consideration the fact that a large number of our schools are in charge of uncertificated teachers with limited experience, the condition of the schools generally may be regarded as very satisfactory.

Buildings and Sites.—Three new schools were erected during the year, and several buildings were remodelled or re-erected. A large amount of painting and general maintenance work was undertaken. The decision of the Department to reinstate the maintenance grant at its former rate is appreciated. The Board has continued the policy of carrying out its building operations with its own staff, and is satisfied that, so far as this district is concerned, the system has many advantages over the contract system.

Finance.—After taking liabilities and cash assets into consideration the net balance at the end of the year was Dr. £251 16s. 9d. The credit balance in the Alexander Bequest Account was £2,738 12s. 8d., and in the Rees Bequest Account £1,303 19s. 3d.

I have, &c.,

The Hon. the Minister of Education, Wellington.

W. A. COLLINS, Chairman.

HAWKE'S BAY.

SIR,—

Napier, 31st March, 1924.

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 1923:—

The Board.—The personnel of the Board, which remained unchanged during the year, was as follows: Napier Urban Area—Messrs. J. Clark Thomson and G. W. Venables; Gisborne Urban Area—Messrs. G. T. Wildish and G. Crawshaw; Hastings Urban Area—Messrs. G. F. Roach and A. W. Hamilton; North Ward Rural Area—Messrs. W. Oates and J. R. Kirk; Middle Ward Rural Area—Messrs. G. McKay, M.P., and A. King; South Ward Rural Area—Messrs. R. P. Soundy and W. Cuthbertson. The Board's representatives on other educational bodies are as follows: Dannevirke High School Board—Messrs. R. P. Soundy, T. H. G. Lloyd, and Rev. G. B. Stephenson; Napier High School Board—Messrs. G. F. Roach and R. L. Paterson; Gisborne High School Board—Mr. L. T. Burnard; Napier Technical High School Board—Messrs. G. W. Venables and J. Clark Thomson; Waipawa Technical Classes Association—Mr. C. H. Critchley.

Finance.—The receipts for the year totalled £172,005 2s., and the payments £175,847 12s. 5d. The credit cash balance on all accounts on the 31st December, 1923, was £7,544 16s. 1d. The cost of general administration in 1923 was 4·28s. per pupil in yearly average attendance, compared with 4·43s. in 1922 and 5·18s. in 1921.

Attendance.—The number on the roll at the end of 1923 was 16,063, compared with 15,755 at the end of 1922, an increase of 308. The average attendance for the year 1923 was 14,293, compared with 14,160 in 1922, an increase of 133. The small increase in average attendance is due to the serious effect of the influenza epidemic on the attendance of the September quarter. A truer indication of the actual increase is ascertained by comparing December quarter, 1922 (14,522), with December quarter, 1923 (14,765), an increase of 243.

Number of Schools.—The number of schools in operation at the end of 1923 was 192, an increase of nine over the number at the end of the previous year. Twenty schools were opened during the year, while eleven were closed (three temporarily only). A side school for children in hospital was opened at the Napier Hospital, and a class for retardate children was formed in a special class-room at the Hastings Street School.

Proficiency Examination and Junior National Scholarships.—As in former years, a synchronous examination was arranged for the outlying schools, the pupils in other schools being examined either at convenient centres or at their own schools. For the synchronous examination, special papers were prepared by the Inspectors, and the Board arranged for responsible supervisors to be present. The results of the synchronous examination were considered in conjunction with the results obtained in all subjects by the Inspector at his annual visit to the school, while in the centralized schools the headmasters were consulted as to the merits of the various pupils. The Board considers that a high standard of results has been achieved, the percentage attained being slightly better than that of the previous year.

Teachers.—On the 31st December, 1923, there were in the Board's service 550 teachers (men 172, women 378), as compared with 510 (150 and 360) in 1922. Notwithstanding an increased number

of teachers in its service, the Board is glad to note that, excluding relieving and household school-teachers, there is an appreciable decrease in the number of uncertificated teachers employed, the numbers for 1923 and 1922 being ninety-one and 118 respectively.

Appointment of Teachers.—Each year practically all ex-pupil-teachers and ex-probationers from this district are appointed to positions locally on completion of their training-college courses. In addition, a large number of ex-students who served their pupil-teacherships and probationerships under other Boards also secure appointments in this district. In spite of these accretions to the ranks of trained teachers, the supply is not yet sufficient to offset the wastage by resignations, &c., and to meet the demands for an increased number of teachers required for new schools and for increases in the attendances of existing schools. Last year an attempt was made to dispense with the services of a number of uncertificated teachers who were taking no steps to secure their certificates, but in the absence of certificated teachers it has been necessary to re-engage a number of them. Further, a number of special assistantships in schools requiring additional assistance to eliminate large classes were approved by the Department, but in several cases it was found impossible to secure satisfactory teachers to fill these positions. Fifty-four uncertificated teachers (excluding relieving teachers and teachers of Grade 0 schools) were employed on the 31st December last. In the opinion of the Board, further steps must be taken to secure an increased number of entrants to the teaching profession. The new salaries scheme for assistant teachers will, in the opinion of the Board, go a long way to eliminate the frequent changes in school staffs, particularly among the lower grades of assistants. Naturally, some anomalies have arisen, but it is impossible to avoid these in a change-over from a system of eight grades of salary to one with four grades of salary for men and three for women. The Board desires to congratulate the Department on the introduction of the scheme, and on the manner in which the various difficulties in this connection have, on the whole, been overcome.

Organizing Teachers.—A great deal of credit must be given to the organizing teachers for the efficient state of the smaller country schools. They have carried out their duties whole-heartedly and to the full satisfaction of the Inspectors. The Board is of opinion that the results obtained are well worth the expense involved in their employment. The Board frequently receives expressions of great appreciation from country residents respecting the services of the organizing teachers. The Inspectors have noted that both teachers and pupils of those small schools under the care of the organizing teachers have benefited greatly by their visits. Many applications for a visit from the organizing teacher have to be reluctantly declined by the Board, owing to the impossibility of the teachers covering the ground in the course of the year.

Training of Teachers.—Saturday classes for training pupil-teachers and probationers in elementary science, drawing, and handwork were held at Napier, Hastings, and Waipawa. Central classes for pupil-teachers and probationers were held at Gisborne and Woodville, and for uncertificated teachers at Hastings. A refresher course in science was also held at Hastings. The Board is convinced that concentrated instruction for a fortnight under the Board's most competent instructors in these subjects gives the students a more efficient training than the intermittent Saturday classes.

Correspondence Instruction for Country Children.—The correspondence instruction has proved a boon to many children in the backblocks. Many applications still continue to be received as the success of the scheme becomes more known. The Board does not, however, agree with the Department's policy to eliminate Grade 0 schools (up to eight in average attendance) and to substitute correspondence instruction. Our experience is that excellent work is done in these small schools, and that wherever and whenever possible they should be continued. There is no need to point out the benefit to be derived by the children from instruction given in a school environment and under school discipline.

District High Schools.—At the end of the year there were five district high schools in operation, the Te Karaka District High School having been opened during the year. As in previous years, the first- and second-year pupils of the secondary departments of district high schools took the rural course. The aim of the course is to provide a good general education in secondary subjects, and also to prepare pupils for the Public Service Entrance Examination. The science work has been continued for the third and fourth years, thus enabling pupils to take science for the Matriculation Examination, which they have done with considerable success.

Manual and Technical Instruction.—Classes in elementary handwork were conducted in all schools. Needlework was satisfactorily taught in all schools. Special classes were conducted in twenty-three schools in sole charge of male teachers, but in two schools no instruction was given, as it was impossible to arrange for competent teachers. In agriculture, dairy science, and elementary agriculture 178 classes (primary and secondary) were recognized for capitation purposes in 1923. The capitation grant made by the Department for equipment and material for science subjects has proved adequate for the purpose, and during the past year the Board has been able substantially to increase the equipment and material in each school. The full requirements of all schools have not yet been met, but it is expected that during the current year there should be no reason on this ground why the teachers should not be able to do satisfactory work. Woodwork, cookery, and dressmaking classes were conducted at centres to which pupils from the surrounding schools came for instruction. The number of classes was—Woodwork, 55; cookery, 57; dressmaking, 55.

Physical Instruction.—An instructress has been permanently located in the district during the past few years, and full attention has been given to this branch of the work.

Medical and Dental Inspection.—The work has proceeded steadily throughout the year. In past years the need for the establishment of dental clinics in this district has been stressed. One was established in Napier as from the beginning of last year, and excellent work has been performed by the dental nurses. The Board hopes that the establishment of clinics in other centres in this district will not be long delayed.

Scholarships.—Scholarships in tenure at the end of 1923 were as follows: Junior, 46; senior, 9; total, 55.

Buildings.—Renovation and painting of schools and residences have been proceeding steadily throughout the year, but this most important part of the Board's maintenance work is still somewhat backward. In order to overtake the leeway a second gang of painters has now been engaged. Four new schools were erected during the year, and in a number of other cases additions were made to existing schools. Portable school buildings were erected for the secondary departments of the Te Karaka and Wairoa District High Schools, and for Hastings Technical High School. The Board's workshop is now firmly established, and has proved to be a fine asset for the Board. A large proportion of the joinery and all furniture required for the various schools is manufactured. Considerable difficulty has, however, been experienced during the year in procuring suitable timber. The Board uses only heart timber; and, while there is ample supply of ordinary building-timber, heart timbers are in short supply. Many jobs have been delayed owing to the difficulty of obtaining suitable timber. The practice has been followed as far as possible, in connection with buildings in wood, of carrying out the work by the Board's own staff.

The Hon. the Minister of Education, Wellington.

I have, &c.,
G. F. ROACH, Chairman.

WELLINGTON.

SIR,—

Wellington, 31st March, 1924.

In accordance with the requirements of the Education Act, 1914, I have the honour to submit the following report of the Education Board of the District of Wellington for the year 1923:—

Board.—The Board membership has not changed since presentation of my last report, the personnel, therefore, being as follows:—Urban areas: (1) Wellington City—Messrs. Thomas Forsyth (Chairman), R. A. Wright, M.P., J. J. Clark, and A. J. White; (2) Hutt and Petone—Messrs. G. T. London and E. P. Rishworth. Rural areas: (1) Hutt—Horowhenua Ward—Messrs. W. H. Field, M.P., and C. I. Harkness; (2) Wairarapa Ward—Messrs. T. Moss and W. T. Grundy; (3) Marlborough Ward—Messrs. E. H. Penny and D. McCallum. Board representatives: High schools—Wellington Colleges, the Chairman; Marlborough College, Messrs. R. McCallum, C. Ferguson, and W. D. Pike; Masterton High School, Messrs. W. T. Grundy, T. Moss, and T. Jordan; Hutt Valley High School, Messrs. G. T. London, E. P. Rishworth, and the Mayor of Petone. Technical schools—Wellington, Messrs. T. Forsyth, J. J. Clark, and A. J. White; Masterton, Mr. W. T. Grundy; Petone, Messrs. G. T. London and D. McKenzie.

Schools and Attendance.—There were at the end of the year 247 schools in operation, a reduction of nine on the previous year's figures. This reduction is accounted for by the fact that many aided schools were closed, the education of the children being continued by means of the Education Department's correspondence course. The average attendance was 90·5 per cent. of the average roll, a considerable reduction on the previous year's figures. The following are the percentages in successive years: 1923, 90·5; 1922, 91·8; 1921, 91·0; 1920, 87·5; 1919, 91·5; 1918, 90·0; 1917, 90·6; 1916, 89·2. The number of prosecutions decreased from thirty-five in 1922 to seventeen last year, and of convictions from sixteen to twelve last year, the remainder of the cases being withdrawn or deferred 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 Teacher.			Sole Teacher.			Assistants.		
	Certified.	Licensed.	Uncertified.	Certified.	Licensed.	Uncertified.	Certified.	Licensed.	Uncertified.
Males ..	84	..	..	23	1	12	75	..	2
Females ..	14	..	..	64	2	48	367	1	19
Totals ..	98	..	..	87	3	60	442	1	21

					Males.	Females.	Total.
Certificated	..	..	..	..	182	445	627
Licensed	..	..	..	..	1	3	4
Uncertificated	..	..	..	..	14	67	81
Total adults	..	..	..	..	197	515	712
Pupil-teachers	..	..	..	..	14	37	51
Total teaching staff	..	..	..	..	211	552	763
Probationers	..	..	..	..	27	77	104
Grand totals	..	..	..	..	238	629	867

The above numbers include the teachers in thirty-three small household schools.

Training College.—The creation of a Chair in Education at Victoria College marks a distinct advance in the standing of the teaching profession. The number of students at the Training College is now so greatly in excess of the numbers for which the building was designed that only excellent management could produce, secure, and maintain the present high standard of efficiency. The question of both increased accommodation and of increased staff must receive the most serious consideration. The following are the essential statistics for the year 1923: Total number of students, 294 (67 men and 227 women). First-year students, 142; second-year students, 152. Students classified: Division A, 213; B, 76; C, 5; D, 0.

Scholarships.—There were current at the end of 1923 forty senior and sixty-two junior scholarships. On the results of the 1923–24 examinations twenty-six senior and thirty-three junior scholarships were awarded.

Instruction of Teachers.—Week-end classes in drawing and in science, in preparation for the certificate, were held at Wellington (Training College), at Masterton, and, for the first time, at Levin. A very successful course in agricultural science and hygiene, in preparation for the certificate, was held at Masterton, under the Supervisor in Agriculture. It extended over a fortnight.

Manual and Technical.—Instruction in elementary handwork was given in all schools as prescribed by the syllabus. At twenty-three schools in sole charge of male teachers classes in needlework were carried on by special instructresses. Lessons in woodwork and cookery were given at thirteen centres, and approximately 4,400 scholars from ninety-eight primary and nine secondary classes received instruction. The report in agriculture and nature-study indicates much good work, with prospect of still better in the immediate future. The opinion continues to be widely held that with much advantage greater encouragement might be given to instruction in swimming and life-saving in our schools in this country.

Medical and Dental Services.—The public estimate of the value of the medical and dental schools service is indicated by the large number of requests received for extension of the latter, especially to more and more schools outside the metropolis.

School Libraries.—The youth of this district owe much to the wise policy of the Wellington City Council whereby literature of the best and most varied is provided in ample supply, and to the excellent management of the scheme by the Chief Librarian and his staff. On terms that are easy, outside schools may participate in the benefits. The schools served number thirty-three; the books issued 9,821, compared with 8,984 the previous year; and individual loans 157,777, compared with 119,521. The group scheme of Featherston and Wairarapa Counties and of Masterton are also under efficient management, and conferring a most valuable benefit on our youth.

Buildings and Sites.—Two new schools were erected, and in several others additions were made. Three residences were remodelled or added to. The acquirement of sites in districts of assured increase should be sanctioned in future more ahead of pressing requirements. The Board recognizes financial difficulty, but where a sufficient site is not in possession for a district it is not safe to delay, as the most suitable areas are early selected for general building purposes, sometimes to the exclusion of the school. In level open country such provision is, of course, less pressing, but in a district of such broken surface as the urban and suburban areas of Wellington it is quite an unsafe policy to delay, and no present saving is compensation for future deprivation of a suitable site.

General.—There is general agreement that in the interests of both the teacher and the child the number of staff changes must be materially reduced. The Board trusts that out of the earnest study of the existing difficulty conditions that are equitable and stable may be evolved. No less than seventy-nine Committees applied for subsidy on a total of £3,171 7s. 3d., as compared with seventy-four raising £2,396 16s. 5d. during the preceding year. This by no means measures voluntary effort; much labour and material are given without subsidy.

Finance.—At the 31st December, 1923, there was on deposit with the Post Office Savings-bank a sum of £2,000. On current account the debit was £1,065 12s. 11d., and unrepresented cheques totalled £1,060 16s. 2d. The debit balance, therefore, was £126 9s. 1d.

The Hon. the Minister of Education, Wellington.

I have, &c.,

T. FORSYTH, Chairman.

NELSON.

SIR,—

Nelson, 31st March, 1924.

I have the honour to present the following report of the proceedings of the Education Board of the District of Nelson for the year ended 31st December, 1923:—

Board.—The personnel of the Board at the end of the year was as follows: Nelson Urban Area—Messrs. F. W. O. Smith (Chairman) and E. E. Boyes; North Ward—Messrs. S. B. Canavan and W. C. Baigent; East Ward—Messrs. E. J. Scantlebury and H. J. Hill; West Ward—the Hon. W. H. McIntyre, M.L.C. The Board's representatives on other educational bodies were as follows: Nelson Technical School Board—Messrs. F. W. O. Smith and E. J. Scantlebury; Board of Governors, Nelson Colleges—Mr. F. W. O. Smith; Council of Victoria University College—Mr. F. W. O. Smith. Ten ordinary meetings and four special meetings were held during the year.

Schools.—At the close of the year there were in operation 136 main schools, five side schools, and two half-time schools. Two new schools were opened, and five schools (Grade 0) were closed,

during the year. One school was reopened and two half-time schools were disestablished, and a full-time school opened to serve the combined districts. A commencement was made with the scheme to establish four mixed schools in Nelson City, where, until the beginning of the year, there were two main separate boys' and girls' schools with two mixed side schools attached to each.

Attendance.—The total roll at the end of the year was 7,172, being an increase of thirty-nine over that at the end of 1922. The average attendance was 6,392, as against 6,554 for the previous year, a decrease of 162. The decreased average attendance last year was accounted for by the prevalence of influenza throughout the district. In connection with irregular attendance it was necessary to take legal proceedings against eighty-six individuals, seventy-seven convictions being recorded.

District High Schools.—The number on the roll of secondary departments at the end of the year was 100, as against eighty-one, an increase of nineteen.

Teaching Staff.—The number of adult teachers in the service of the Board at the end of the year, excluding nineteen relieving teachers, was 227. Of these, 165 were certificated or had licenses to teach, and sixty-two were uncertificated. The practice of terminating the engagements of all uncertificated teachers, unless of exceptional merit, at the end of each year has had very beneficial results, and the uncertificated teachers in the service show a decrease of twenty-six as at the end of 1922. Of the uncertificated teachers twenty-five were in charge of Grade 0 schools, twenty in charge of Grade 1 schools, one in a Grade 2 school, and sixteen were assistants. Excluding the Grade 0 schools, of the number of adult teachers in the service of the Board at the end of the year 81 per cent. were certificated. The Board had the services of three organizing teachers throughout the year. These teachers did excellent work in assisting inexperienced teachers in charge of small schools in the outlying districts.

Conveyance and Boarding Allowances.—Conveyance allowance was paid on account of 151 children attending thirty schools, and boarding-allowance to forty-four children in attendance at nineteen schools. The total expenditure in respect of these allowances was £1,037 16s. 1d.

Voluntary Contributions.—The Board is pleased to record that sixty School Committees claimed subsidy, and that the sum received during the year by way of voluntary contributions in cash towards improvement of school-grounds, purchase of sites, books for school libraries, &c., was £1,072 13s., an increase of more than £600 over the amount raised during the previous year. In addition a great deal of work in connection with levelling and otherwise improving the school-grounds was carried out by various Committees free of cost. The thanks of the Board are due to all who assisted in this direction.

Buildings.—Four new schools were completed, and in several other cases buildings were added to or remodelled.

Health of Children.—Before the end of the year clinics were in operation at Nelson, Motueka, Murchison, and Westport, the dentists and nurses also visiting a number of the country schools. The scheme has so far not been extended to the more remote portion of the district, and, while realizing the big task involved, the Board hopes that the time is not far distant when this great boon will be within the reach of all children.

Physical Instruction.—Two instructors were sent over from Wellington, and during the short period they were here did excellent work. The Board feels that the appointment of a permanent instructor who could give his whole time to the district is warranted.

Correspondence Instruction for Country Children.—Applications continue to be received for enrolment in the Department's correspondence school, and the scheme is no doubt proving beneficial to many children in the backblock districts.

Manual Instruction.—Manual-training classes were conducted at seven centres. Classes in agriculture were conducted at eighty-nine schools, and instruction given to 1,319 pupils; the district and the number of schools is too large to enable one instructor to get satisfactory results. Swimming and life-saving classes have been carried on in a number of schools despite the lack of suitable baths, and a large number of children taught to swim. Instruction in handwork was given in every school. The material was received from the Department at an earlier date than that for the previous year, with the result that the Board was able to make a distribution to schools shortly after the commencement of the New Year. The Department's practice of curtailing the requisitions sent in has caused dissatisfaction in regard to certain of the lines supplied, but on the whole the method is proving satisfactory. Special teachers to give instruction in needlework were employed at twenty-three schools which were in sole charge of male teachers.

Technical Instruction.—The Technical School at Nelson and the Technical High School at Westport are now under the control of their respective Boards of Managers. Outside of these centres, classes in cookery, dressmaking, millinery, cabinetmaking, and woodwork were conducted at Motueka and Takaka. In the past these classes were conducted for six-monthly periods alternately at each centre, but arrangements have now been made for them to be run continuously throughout the year, with the result that greater interest is being shown and the roll numbers increasing.

Teachers' Classes.—Saturday instruction classes in elementary science, agriculture, drawing, and handwork were held at Nelson and Westport, and as far as possible all uncertificated teachers, pupil-teachers, and probationers from outlying schools were required to attend.

Finance.—The Board's financial position shows an improvement over that at the end of 1922, but it has been necessary to practice economy in all directions. The credit cash balance over all accounts on the 31st December, 1923, was £4,509 18s. 6d. Difficulty is still experienced in keeping our expenditure on administration within the amount of the grant received; this is due to the very large percentage of small schools in the district.

I have, &c.,

The Hon. the Minister of Education, Wellington.

F. W. O. SMITH, Chairman.

CANTERBURY.

SIR,—

Christchurch, 20th June, 1924.

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, 1923 :—

The Board.—There was no change in the personnel of the Board during the year, the members representing the respective wards being as follows : Christchurch Urban Area—Messrs. E. H. Andrews, A. Peverill, C. S. Thompson, and W. H. Winsor ; Timaru Urban Area—Messrs. J. G. Gow and J. Maze ; Middle Ward—Messrs. W. A. Banks and W. P. Spencer ; North-west Ward—Messrs. H. J. Bignell and R. Wild ; South Ward—Messrs. G. W. Armitage and T. Hughes. The Board's representatives on other educational bodies were as follows :—Technical School Boards : Ashburton—G. W. Andrews and R. Galbraith ; Banks Peninsula—J. D. Bruce ; Christchurch Technical College—C. H. Opie, E. H. Andrews, and A. Peverill ; Fairlie—W. J. Ormandy ; Greymouth—H. J. Bignell and F. H. Kilgour ; Kaiapoi—W. Doubleday ; Pleasant Point—J. Maze ; Temuka—G. W. Armitage ; Timaru—J. G. Gow and G. J. Sealey ; Waimate—S. I. Fitch. High School Board representatives : Akaroa—A. H. Westenra and L. J. Vangioni ; Ashburton—R. Kennedy and R. Bell ; Rangiora—W. J. Stalker and H. Boyd ; Greymouth—W. R. Kettle ; Waimate—W. Lindsay and J. G. A. Shackleton ; Hokitika—Hon. H. L. Michel ; Timaru—J. Maze. During the year the Board held twelve ordinary and two special meetings.

Buildings.—The total sum expended by the Board on new buildings and sites and on the maintenance of existing buildings and sites was £60,483, or an increase of 10 per cent. on the previous year's figures. Included in the larger works carried out by the Board's building staffs were eight new schools and four portable schools. Several schools were also remodelled to bring them into conformity with modern ideas regarding lighting and ventilation. The necessity for more school accommodation, especially in the city and suburbs of Christchurch, is a matter that is becoming very pressing. Several of the largest institutions are considerably overcrowded, and additional new schools in other parts of the city will have to be provided to keep pace with the spread of population.

Schools.—Six schools were opened or reopened, and six were closed. Two side schools were constituted main schools. The number of schools open at the end of the year was therefore 388, including sixteen in Grade O.

The total expenditure on teachers' salaries and allowances, including those of the Training College and district high schools, was £316,792 10s. 9d., as compared with £310,697 8s. 3d. in the previous year.

There were 388 teachers in charge of schools, 591 assistants, 234 pupil-teachers and probationers, and thirty-two sewing-mistresses employed at the end of the year.

Incidental allowances paid to School Committees amounted to £16,375 5s. 8d. While most Committees find the allowance sufficient for ordinary requirements, about twenty, in consequence of extra charges (such as water, sanitation, &c.), have to exercise the strictest economy to make ends meet.

The following table, showing expenditure on salaries and incidental expenses for a number of years past, is inserted for comparison purposes :—

Year.	Salaries and Allowances.			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
1920	285,100	4	7	14,303	13	0	299,403	17	7	29,761
1922	310,697	8	3	16,087	1	3	326,754	9	6	33,047
1923	316,792	10	9	16,375	5	8	333,167	16	5	33,189

Irregular Attendance.—The Attendance Officers had occasion to take Court proceedings against fifty-three parents during the year for aggravated cases of irregular attendance. Generally speaking, however, the attendance of pupils at schools, both public and private, in the Canterbury District, which covers a wide area and in which climatic and other conditions are extremely varied, compares very favourably with other education districts of the Dominion. Very little trouble is now experienced in connection with the employment of children under school age, a greater problem being the ability to deal with uncontrollable children or those whose parents are indifferent to the welfare of their offspring.

Physical Training.—This branch of the service is carried out by the Department's officers. All schools in Canterbury are visited at least once a year for inspection and to advise and assist teachers in any possible way. Training-college students and pupil-teachers receive a considerable amount of this work during their training as teachers, and this knowledge is carried forward by them when they attain more responsible positions. The work in Canterbury is of a very satisfactory nature, and much benefit has been gained by the practice of the daily systematic exercises.

Finance.—The total receipts of the Board amounted to £424,095 16s. 7d., and the expenditure £427,929 8s. 1d., the cash balance at the end of the year on all accounts being £3,010 4s. 10d.

Manual Instruction.—As in former years, elementary handwork has been taken in some form or other at the 380-odd schools in the district. The spirit of the regulations is that handwork should be used as a method to an end rather than as a specific subject of instruction, and the material supplied should be used to give concrete examples in lessons where it might be profitably employed. An earnest endeavour was made to carry out this ideal during the year. At thirty-two small schools in the district

where there is no female teacher on the staff instruction in needlework was given by a local instructress. Advanced handwork was taken by all pupils in the upper standards. About 3,400 boys received instruction in woodwork and drawing, and about 3,300 girls received instruction in cookery and domestic science.

Agriculture.—Agriculture, nature-study, and its allied subjects again received the prominence expected in an agricultural district. The different competitions conducted during the year by the Board and the different agricultural and horticultural societies increased the interest in the work by promoting healthy rivalry amongst pupils and teachers alike. About 260 pupils attended the rural course of instruction at the eleven district high schools in the district. The disestablishment of the Grey-mouth District High School at the beginning of the year somewhat reduced last year's numbers.

The Hon. the Minister of Education, Wellington. I have, &c.,
H. J. BIGNELL, Chairman.

OTAGO.

SIR,—

Dunedin, 31st March, 1924.

In accordance with the requirements of the Education Act, 1914, I have the honour to present the following report of the Education Board of the District of Otago for the year 1923 :—

Board.—The constitution of the Board is as follows : Urban Area—Messrs. James Wallace, J. H. Wilkinson, R. H. S. Todd, and Leonard Sanderson ; North Ward—Messrs. George Livingstone and G. K. Graham ; Central Ward—Messrs. James Smith and James Horn, M.P. ; South Ward—Hon. D. T. Fleming, M.L.C., and Mr. George W. K. Wood. Mr. James Wallace continues to fill the office of Chairman. The following were the Board's representatives on various educational bodies : Council of Education—Hon. D. T. Fleming, M.L.C. ; Council of the University of Otago—Mr. J. Wallace ; Otago High Schools Board—Hon. D. T. Fleming, M.L.C., and Mr. W. R. Brugh ; Waitaki High Schools Board—Mr. George Livingstone. Boards of Management of Technical Schools : Dunedin—Messrs. J. Wallace, J. H. Wilkinson, and James Horn, M.P. ; Oamaru—Messrs. George Livingstone and W. F. Abel ; Milton—Mr. John Bowie, B.A. Thirty-seven meetings of the Board were held during the year, the average attendance being nine.

Number of Schools.—The number of schools open at the end of the year (including seven household schools) was 258, or one less than in 1922. Nineteen had an average below 9, seventy-five had an average from 9 to 20, fifty-nine from 21 to 35, forty-nine from 36 to 80, twenty from 81 to 120, nine from 121 to 160, two from 201 to 240, seven from 241 to 360, four from 361 to 440, and fourteen over 440.

Attendance of Pupils.—The average roll, average attendance, and percentage of average attendance for the respective quarters and for the year were as follows : Average roll, 21,804 ; average attendance, 19,927 ; percentage, 91·38. These figures show a decrease of 218 in the roll number, of 344 in the average attendance, and of 0·67 in the percentage of attendance.

The following table shows, for the terminal year of each decade since the institution of the Otago education scheme in 1856, and for the last three years, the number of schools, teachers, and pupils :—

Year.	Number of Schools.	Number of Teachers.	On the Roll.	Average Attendance.	Percentage of Attendance, Otago District.	Percentage of Attendance for Whole of Dominion.
1856-7	5	7	..	236	..	..
1876	165	329	13,537	11,210	..	..
1896	218	554	22,091	19,502	85·9	81·4
1922	259	812	22,022	20,271	92·0	90·8
1923	258	823	21,803	19,926	91·4	90·0

Teachers.—On the 31st December there were in the Board's service 823 teachers, classified as under :—

	Males.	Females.	Total.
Head teachers	99	2	101
Sole teachers	37	121	158
Assistant teachers	71	288	359
Training College staff	5	4	9
Total of adult teachers	212	415	627
Pupil-teachers	17	36	53
Probationers	25	67	92
Teachers of needlework	..	36	36
Manual and technical (special teachers)	8	7	15
Total of all teachers for 1923	262	561	823
Total of all teachers for 1922	262	550	812

The following table shows the position with regard to the number of teachers who held teachers' certificates in 1922 and 1923 :—

Year.	Classified Teachers.		Holders of Licenses.		Unclassified and Unlicensed.		Total Number.
	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	
1922	520	85.4	5	0.8	84	13.8	609
1923	538	85.7	4	0.7	85	13.6	627

During last year 255 young persons, comprising 180 females and 75 males, entered the teaching profession in this district, viz. : As pupil-teachers, 23 females and 10 males—total 33 ; as probationers, 36 females and 14 males—total 50 ; as Training College students, 121 females and 51 males—total 172. The number of appointments of adult teachers made during each of the past four years has been : In 1920, 186 ; in 1921, 173 ; in 1922, 165 ; in 1923, 233. Twenty-eight teachers left the Otago Board's service to take up positions in other districts or in other branches of the Education service, and eighteen teachers entered the Otago Board's service from other districts.

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

	1922.		1923.		Difference.	
	£	s. d.	£	s. d.	£	s. d.
Teachers' salaries and lodging-allowances ..	170,962	3 10	169,063	11 2	—1,898	12 8
Payments to School Committees for incidental expenses	10,102	6 8	10,065	13 0	—	36 13 8
School buildings, purchase of sites, manual and technical buildings, and apparatus	28,781	3 7	29,176	13 1	+	395 9 6
Administration	5,090	10 7	5,364	17 7	+	274 7 0

At the 31st December, 1922, the net balance to credit of all accounts was £27,742 10s. 9d. ; the total receipts for the year 1923 amounted to £274,342 17s. 2d., and the total payments to £282,041 8s. 2d. The net balance to credit at the 31st December last was £20,043 19s. 9d.

Inspection of Schools.—The Inspectors report that an analysis of their reports on the schools shows the following results with regard to general efficiency : Excellent or very good, 10 per cent. ; good, 45 per cent. ; very fair, 33 per cent. ; fair, 9 per cent. ; weak, 3 per cent. In 1920, 71 per cent of the schools attained the mark " Good " or a higher mark ; in 1921, 62 per cent. ; in 1922, 68 per cent. ; and last year, 55 per cent. Taking the results of the first two groups as a basis of appraisal, the foregoing review of the figures would seem to indicate that during the past four years there has been, in the general efficiency of the schools, an almost steady decline, for which the Board regrets it is somewhat at a loss to offer an entirely satisfactory explanation. To bad weather, floods, a more than usual amount of sickness, and especially the greatly increased number of changes in the teaching staffs is most probably attributable the decided falling-off in the efficiency results for last year. Of the 2,299 pupils who in 1923 left the primary schools in this district, 1,237, or 54 per cent., had passed Standard VI, and 1,062, or 46 per cent., had not passed that standard.

Manual and Technical.—In all schools instruction in elementary handwork (paper-work, cardboard, plasticine, brushwork) was given as prescribed by the syllabus. Cookery classes were conducted at fourteen centres and woodwork classes at twelve centres ; thirty-three schools took part in the cookery instruction and thirty-two in the woodwork instruction. Swimming and life-saving classes for the pupils of Standard IV were held as formerly at a number of schools. The average roll numbers at these special classes were : Cookery, 1,512 ; woodwork, 1,575 ; swimming and life-saving, 1,378. The expenditure on manual and technical instruction was : Salaries, material, &c., for school classes, £6,581 17s. 2d. ; buildings, furniture, and fittings, £785 10s. : total, £7,367 7s. 2d.—being a decrease of £813 3s. 7d. as compared with the previous year.

Agricultural Instruction.—The association of gardening with the other subjects of the primary-school course has been the means of providing a centre round which the child's natural impulses toward physical and mental activity may find expression in one of the best possible ways. The activities of a well-managed school-garden introduce the child to a wide range of experiences, and to problems of direct interest and of the greatest educational value in the exercise of intelligent thought necessary to their interpretation. The value of the subject in these and other relations is being more widely appreciated, and the results as a whole show consequent improvement. The æsthetic side of the work in the improvement of the school environment continues to find expression to the limit of the number of plants available from the Training College students' garden. During the year the Board arranged

for the distribution of 2,800 additional ornamental shrubs from this source. The number of recognized primary classes in agriculture totalled 202, and in all the district high schools the rural science course was followed.

School Buildings.—The staff in the Board's building department grows year by year, and a further increase has recently been made by taking over the plumbing-work. The effort being made to get abreast of the work which fell behind during the war period is now showing result, and conditions are improving steadily. The work is being carried out almost entirely on the day-labour system, and the result is proving quite satisfactory.

Training College.—The enrolment for the year was 200 females and 88 males; total, 288—an increase of 11 over last year: 194 belonged to Otago, 73 came from Southland, 8 from Canterbury, 9 from Hawke's Bay, 2 from Auckland, and 1 each from Wellington and Nelson.

School-books.—Free grants of books were made during the year to the children of parents in necessitous circumstances, and to pupils coming to Otago from other educational districts where different books were in use. Supplies of suitable continuous readers were forwarded to all schools. Another distribution of these readers up to the limit of the departmental grant will be made towards the end of this year. For the purchase of books and pictures, subsidies amounting to £146 12s. 5d. were paid by the Board out of its General Fund, sixty-one schools participating in these grants.

Truancy and Irregular Attendance.—The Attendance Officer reports that ninety-eight notices were served on parents or guardians for infringements of the Education Act; 117 cases of irregular attendance were investigated; seven penalty summonses were issued under section 62 of the Education Act; five convictions were obtained, two cases being withdrawn by the production of exemption certificates. The fines amounted to 19s. The figures given above indicate that the necessity for prosecuting parents for the irregular attendance of their children is gradually becoming less year by year. For example, in the year 1903 587 penalty summonses were issued, as against seven for 1923.

One hundred and thirty-two pupils in classes below Standard VI left the city and suburban schools at the end of the December quarter, 1923. Of this number, eighty-two had passed only Standard V, thirty-seven had passed only Standard IV, eleven had passed only Standard III, and two had passed only Standard II. All the above pupils had reached the exemption age—viz., fourteen years. The general attendance during the year 1923 was considerably affected by floods in the month of April, followed by epidemics of sickness.

I have, &c.,

The Hon. the Minister of Education, Wellington.

J. WALLACE, Chairman.

SOUTHLAND.

SIR,—

Invercargill, 27th March, 1924.

In accordance with the requirements of the Education Act, 1914, the Education Board of the District of Southland has the honour to submit the following report of its proceedings for the year 1923:—

The Board.—The personnel of the Board at the end of the year was as follows: Invercargill Urban Area—Messrs. A. Bain and F. W. Preddy; West Ward—Messrs. G. Johnston and J. C. Thomson, M.P.; East Ward—Messrs. H. E. Niven (Chairman) and H. Smith; Central Ward—Messrs. P. A. de la Perrelle, M.P., and J. D. Trotter. The Board's representatives on other educational bodies were as follows: Southland Boys' and Girls' High Schools Board—Messrs. P. A. de la Perrelle, M.P., and J. C. Thomson, M.P.; Gore High School Board—Messrs. H. E. Niven, H. Smith, and T. Taylor; Southland Technical College Board—Messrs. H. E. Niven and J. D. Trotter; Otago University Council—Mr. J. C. Thomson, M.P.; Dunedin Training College Committee of Advice—Mr. J. C. Thomson, M.P. The Board held twelve ordinary meetings and one special meeting during the year, and the Executive Committee of the whole Board met twenty-two times.

Schools.—The number of schools in operation at the end of 1923 was 190, a decrease of one compared with 1922.

District High School.—During the year the Department approved of the establishment of a district high school at Riverton. The experiment has been eminently successful. At the end of the year there were thirty-nine pupils on the rolls.

Attendance of Pupils.—The number on the roll at the end of 1923 was 12,353, compared with 12,469 at the end of 1922, a decrease of 116. The average attendance for 1923 was 10,790, compared with 11,063 for 1922, a decrease of 273. It is to be noted that the average attendance for December quarter, 1923, 11,301, constitutes a record for this district. The reduced roll number and average attendance as compared with the previous year (a record for this district) is not a matter of surprise when the abnormal amount of sickness prevalent throughout the Dominion during the second and third quarters of the year is taken into account. The Board appreciates the action of the Department in grading the schools for 1924 on the average attendance for the first and fourth quarters, thus helping to maintain the grades of the schools.

The Attendance Officer sent out during the year 1,888 notices to defaulters, issued nineteen summonses, and secured fifteen convictions, the amount of fines, &c., being £4 18s.

Teaching Staff.—There were on the 31st December 483 teachers, occupying positions as under :—

					Males.	Females.	Total.
Head teachers	..	..	..	..	66	11	77
Sole teachers	..	..	..	..	57	56	113
Assistant teachers	..	..	..	..	21	148	169
Organizing teachers	..	..	..	..	2	..	2
Total adult teachers					146	215	361
Pupil-teachers	..	..	..	..	13	16	29
Probationers	..	..	..	..	16	34	50
Manual and technical teachers	..	..	..	..	3	5	8
Teachers of needlework	..	..	..	..	..	35	35
Total of all teachers for 1923					178	305	483

Of the 361 adult primary-school teachers in the service of the Board, 251 held teachers' certificates, four held licenses to teach, while 106 were uncertificated.

The Board is pleased to note that the educational status of its teaching staff has improved slightly during the year. As in past years, the Board has reason to congratulate itself on the possession of an efficient staff of teachers. In most schools the work of educating the youth of the district is carried on with a due sense of the responsibility involved. For a large proportion of the less remunerative appointments the services of certificated teachers are not available, and these have to be filled by the appointment of young people, many of whom have had but limited experience. The uncertificated teacher will be replaced as soon as certificated teachers are available. While the Board deplores the fact that so many of our schools are staffed by untrained teachers, it must not be overlooked that several of these teachers are doing fairly satisfactory work. For the year 1923 the expenditure on teachers' salaries amounted to £99,340.

Organizing Teachers.—The two organizing teachers have carried out their duties to the entire satisfaction of the Board. Twenty-six schools were visited regularly by the organizing teachers, and as a result a marked improvement in the general management of the schools has to be recorded in the large majority of cases. The Board is convinced that the system has much to commend it.

Relieving Teachers.—At times great difficulty was experienced in obtaining a sufficient number of relieving teachers to fill vacancies, and in several instances small schools had to be closed and larger schools to carry on understaffed for short periods. At different times during the year a further difficulty arose owing to the lack of competent relieving teachers to fill some of the more responsible positions. The Board is of the opinion that the position would be met if provision were made for the appointment of a fully qualified relieving male teacher.

Instruction of Teachers.—As in previous years, Saturday classes for the training of pupil-teachers, probationers, and uncertificated teachers were held at Invercargill and at Gore. In addition a number of teachers attended evening classes in drawing at the Technical College. In accordance with the Department's regulations, the Invercargill classes were this year carried on under the control of the Director of the Technical College, the Board still retaining charge, however, of the Gore classes. The Board has previously protested against the change of control as regards the Invercargill classes, and the experience of the past year has but deepened the conviction that the Board alone should be in charge.

School Libraries.—The number of schools in which libraries for the use of pupils are being established is steadily increasing. During the year contributions amounting to £119 19s. 11d. were received from thirty-four schools. With pound-for-pound subsidy and additional grants from the Board amounting to £21 11s., this means that a sum of £261 10s. 10d. was made available during the year either for establishing new libraries or adding to those already in existence.

Subsidies on Voluntary Contributions.—During the year applications were received for subsidy on contributions amounting to £1,085 18s. 8d., the objects for which the money was raised being as follows: For improvements to school gardens and grounds, £717 14s. 10d.; for purchase of pianos, &c., £60 19s.; to supplement allowances for incidental expenses, £132 9s. 1d.; for equipment, &c., £22 14s. 6d.; for purchase of basketballs, £15 11s. 10d.; for flags and flagpoles, £16 9s. 6d.; for school libraries, £119 19s. 11d.

Conveyance and Board of Pupils.—The amount disbursed by the Board on the conveyance and board of children who live a long distance from the nearest public school was £1,952. Conveyance allowance was paid in respect of 380 children, and boarding-allowance in respect of seventeen children. In the opinion of the Board there is one aspect of this service which is not satisfactory. In some parts of this district the roads, especially in winter, are not fit for vehicular traffic, consequently the children are compelled to ride to school. In such cases the Board strongly recommends that the regulations be so amended as to allow of payment to children who journey to school on horseback.

Medical Inspection.—During the year the School Medical Inspector, accompanied by the school nurse, visited a majority of the schools in this district. The Board willingly testifies to the value of the work done by the Medical Officer and her assistant, and to the growing interest taken in it by the parents of the pupils.

Physical Training.—The Inspectors report favourably on the quality of the work in physical instruction as carried out in this district.

School Dental Clinic.—The Board is pleased to be able to report that a dental clinic has been established in Invercargill. A suitable room has been provided by the Board, and fitted up free of

cost to the Health Department. From the opening date of the clinic, 15th May, to the end of the year, 600 pupils from the junior classes of the Invercargill and suburban schools have been treated. It is proposed to undertake the treatment of the junior classes in the country schools as soon as the dental nurses have completed the work in the town and suburban schools. Now that the Medical Inspector, dental nurses, and physical instructor are co-operating, highly beneficial results to the health and general welfare of our young must accrue.

Consolidation of Schools.—During the year the Board has given a good deal of consideration to this matter, and is convinced that, provided satisfactory transport arrangements can be made, the scheme is worthy of favourable consideration by the Department. Several parts of this district lend themselves admirably to the scheme, which will undoubtedly increase the efficiency of the instruction in our country schools, thus giving to country children educational opportunities equal to those enjoyed by the more fortunately situated pupils in the larger centres. When the scheme was first suggested by this Board some years ago considerable opposition was offered by the country. This opposition is now disappearing.

Educational Films.—During the year arrangements were made with the New Zealand Educational Film Company to screen at regular intervals suitable educational subjects for the benefit of the children of Standards IV, V, and VI attending the town schools. The Chairman of the Board, accompanied by two officials, attended one of the screenings. In view of the fact that the Chairman's report regarding the educational value of the screening was not satisfactory, the Board decided to communicate with the Department regarding the matter. If good results are to be obtained the main points of the screenings must be explained to the children.

Elementary Handwork.—Instruction in the usual subjects of handwork was given in all schools, but, owing to the unsatisfactory delivery of the materials requisitioned for, the work in some subjects was very much hampered, instruction being possible only with the utmost difficulty with makeshift materials. The position can be readily realized when it is mentioned that some material was so late in arriving that it was not available to teachers till the beginning of the third term. Little wonder, therefore, that teachers had nothing but condemnation for the new system under which the material was imported by the Department instead of by the Board. It is good to know, however, that an improvement for the future is assured.

Needlework.—The past year has shown a considerable increase in the number of schools where, owing to there being no female teachers on the staff, the services of a local resident had to be secured to give instruction in needlework. As compared with twenty-seven for the previous year, there were for the year under review thirty-seven schools where sewing-mistresses were so employed. In a number of districts, however, no instructress could be obtained, and consequently the girls were unable to receive any instruction in this most important subject. As the time to be devoted to the work is only two hours per week, it would appear that there should be very few districts where local conditions are such as to prevent some suitable person from devoting the necessary time to the work. Instruction in advanced needlework was given during the year in forty-one schools, there being 1,034 girls in attendance.

Woodwork and Cookery.—Work in these subjects was carried on as hitherto in the three manual-training schools at Invercargill, Gore, and Riverton. The Riverton centre was opened for only the first term of the year, but at the other centres instruction was given continuously throughout the year.

Agriculture.—Recognized classes in this subject were held during the year at 128 schools, this being an increase of nine over the corresponding figures for the previous year. It is evident that teachers and Committees are becoming alive to the necessity for beautifying their school-grounds, and the help given by the Department by way of subsidy on contributions for improvements is appreciated. In this connection the sum of £717 14s. 10d. was received by the Board from various Committees, and with pound-for-pound subsidy thereon there was available for expenditure on improvements the satisfactory sum of £1,435 9s. 8d. With the maintenance of interest in this work the grounds for the reproach regarding the bareness and unattractiveness of school surroundings are gradually disappearing. There are, unfortunately, however, too many districts where little if anything has as yet been done.

Swimming.—In last year's report the Board expressed the hope that the Department would see its way to reinstate the capitation for school classes in swimming, and the Board can but reiterate the sentiments contained in that report, the necessity for instruction in this subject being such that the Department should offer every encouragement.

Finance.—As compared with 1921 and 1922, the Board's financial position has very much improved. The receipts during the year were £132,654 13s. 6d., and payments £130,980 9s. 2d. The credit balance at the end of the year was £10,389 15s. 6d., £8,750 of which was on fixed deposit. Of the credit balance, £10,389 15s. 6d., £4,500 is earmarked for special purposes.

I have, &c.,

The Hon. the Minister of Education, Wellington.

HORACE E. NIVEN, Chairman.

2. 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 ENDED 31ST DECEMBER, 1923.

Name of Account	Credit Balance, 31st December, 1922.		Income.		Expenditure.		Balance.		As at 31st December, 1923.			
									Amounts due to Board.		Amounts owing by Board.	
	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.
<i>Special Accounts.</i>												
Teachers' salaries ..	..	..	460,398 8 10	460,398 8 10	..	..	391 17 5	..	391 17 5	..	3 15 1	..
House allowances ..	..	..	14,914 3 7	14,914 3 7	..	..	2 16 5	..	2 16 5	..	8 16 8	..
School libraries ..	..	356 7 0	462 4 2	647 1 9	..	..	..	..	..	..	..	..
Conveyance, &c. ..	..	..	203 5 11*	2,999 12 3	..	..	798 8 9	..	798 8 9	..	730 13 5	..
Grants to School Committees ..	..	..	2,796 6 4	28,083 17 7	..	..	..	..	..	..	..	..
Training colleges ..	..	..	80 11 11*	45,514 8 6	..	..	991 12 6	..	991 12 6	..	..	..
Scholarships—National ..	..	..	45,514 8 6	3,120 17 8	..	..	815 16 9	..	815 16 9	..	..	..
District High School salaries ..	..	..	3,113 11 7	10,897 1 11	..	..	..	..	..	..	20 0 8	..
Manual instruction ..	..	4,274 15 3	30,033 1 1	30,433 9 4	..	..	2,973 0 4	..	2,973 0 4	..	1,694 8 9	..
Technical instruction ..	..	74 11 1	11,979 7 3	13,071 2 9	..	..	3,932 9 5	70 0 0	3,932 9 5	70 0 0	83 16 9	..
Rebuilding ..	..	52,359 18 0	1,350 17 6	30,212 3 2	..	..	23,498 12 4	..	287 10 0	..	..	..
Buildings—Maintenance ..	..	342 9 3	26,670 9 1	22,429 18 4	..	..	4,583 0 0	..	778 3 8	..	981 12 3	..
New buildings ..	..	..	65,381 19 7	65,381 19 7	..	..	16,843 1 11	..	..	..	83 0 5	..
Workshop Account ..	..	..	1,235 4 0	589 14 7*	..	..	..	..	..	..	..	..
Sites sales ..	..	..	355 4 9†	645 9 5	..	..	..	..	..	..	..	..
Contractors' deposits ..	..	..	394 7 0	394 7 0	..	..	..	..	..	..	167 0 0	..
Total of special accounts ..	..	57,408 0 7	703,791 4 9	730,089 1 0	..	..	31,110 4 4	27,814 17 2	70 0 0	70 0 0	3,772 14 10	..
<i>General Account</i> ..	..	5,653 16 0	589 14 7* 355 4 9† 19,589 6 7	291 3 11* 20,029 14 10	..	..	5,867 3 2	106 17 3	..	..	1,265 16 7	..
Grand total ..	..	63,061 16 7	724,325 10 8	750,409 19 9	..	..	36,977 7 6	27,921 14 5	70 0 0	70 0 0	5,038 11 5	..

* Transfers, General Account.

† Transfers, Suspense Account.

BALANCE-SHEET, 31ST DECEMBER, 1923.

<i>Liabilities.</i>			<i>Assets.</i>		
	£	s. d.		£	s. d.
Amounts owing, special accounts	..	3,772 14 10	Cash at bank on current account	12,452 8 5	
Amounts owing, General Account	..	1,265 16 7	Less unrepresented cheques ..	200 7 6	
Credit balances, special accounts	..	51,110 4 4			
Credit balances, General Account	..	5,867 3 2	Contractor's Deposit Account	..	12,252 0 11
			Fixed deposits ..	..	167 0 0
			Amounts due, special accounts	..	1,605 3 7
			Amounts due, General Account	..	27,884 17 2
				..	106 17 3
	</				

TARANAKI.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDED 31ST DECEMBER, 1923.

Name of Account.	Credit Balance, 31st December, 1922.		Income.		Expenditure.		Balance.		As at 31st December, 1923.			
	£ s. d.		£ s. d.		£ s. d.		£ s. d.		Amounts due to Board.		Amounts owing by Board.	
									Due from Department.		Due from other Sources.	
<i>Special Accounts.</i>												
Teachers' salaries ..	..	..	87,677 8 6	87,677 8 6	..	..	72 3 10	..	..	..	..	..
House allowances ..	..	..	2,723 19 7	2,723 19 7	..	..	2 13 4	..	..	..	..	..
School libraries ..	..	..	130 4 7	186 15 4	149 1 2	..	1 5 11	..	..	..	..	..
Conveyance, &c. ..	..	..	747 17 8	747 17 8	..	..	..	..	..	..	..	..
Grants to School Committees ..	..	..	5,692 12 3	5,692 12 3	..	..	45 7 6	..	..	..	..	..
Teachers' classes ..	..	..	218 18 1	229 14 7	66 15 7	..	..	..	..	..	57 0 0	..
Scholarships—National ..	..	..	605 0 0	605 0 0	..	..	152 10 0	..	..	..	..	..
Manual instruction ..	..	..	3,586 19 9	4,122 10 8	1,284 3 5	..	319 11 10	..	..	..	400 0 8	..
Technical instruction ..	..	..	45 4 0	1,656 4 1	..	..	..	..	..	..	1,515 19 11	..
Rebuilding ..	..	..	79 8 0	510 6 2	2,643 6 11	..	231 5 1	..	..	..	343 10 0	..
Buildings—Maintenance ..	..	..	7,288 12 3	8,931 10 11	5,100 0 10	..	1,355 10 1	22 7 0	..	..	401 18 5	..
New buildings ..	..	..	10,497 4 1	10,497 4 1	..	..	2,761 14 3	25 0 0	..	..	667 13 9	..
Workshop Account ..	..	..	6,129 7 0	8,269 3 2	988 8 9	..	..	3,417 12 3	..	..	53 9 3	..
Subsidies ..	..	..	25 6 6	25 6 6	..	..	25 6 6	0 5 0	..	..	160 18 10	..
	..	..	2,340 12 10	2,340 12 10	..	..	..	..	..	..	..	..
Total of special accounts ..	..	..	127,786 15 1	134,216 6 4	10,231 16 8	..	5,186 6 5	3,465 4 3	..	..	3,600 10 10	..
General Account ..	..	..	3,634 16 11	3,183 2 6	1,383 19 0	..	101 5 7	257 4 1	..	..	30 0 8	..
Grand total ..	..	..	131,421 12 0	137,399 8 10	11,615 15 8	..	5,287 12 0	3,722 8 4	..	..	3,630 11 6	..

BALANCE-SHEET, 31ST DECEMBER, 1923.

<i>Liabilities.</i>												
Amounts owing, special accounts ..	..	..	£ s. d.	£ s. d.	Assets.							
Amounts owing, General Account ..	..	..	3,600 10 10	1,749 5 11	Cash at bank on current account ..	..	..	1,666 6 10	..	..	..	..
Credit balances, special accounts ..	..	..	30 0 8	52 19 1	Less unrepresented cheques ..	..	..	4,570 0 0	..	..	..	..
Credit balance, General Account ..	..	..	10,231 16 8	..	Fixed deposits ..	..	..	8,651 10 8	..	..	..	..
	..	..	1,383 19 0	..	Amounts due, special accounts ..	..	..	358 9 8	..	..	..	..
	..	..	..	..	Amounts due, General Account ..	..	..	£15,246 7 2	..	..	..	..
	..	..	..	..		..	..	£15,246 7 2	..	..	..	..

HAWKE'S BAY.
STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDED 31ST DECEMBER, 1923.

Name of Account	Credit Balance, 21st December, 1922.	Income.		Expenditure.		Balance.		As at 31st December, 1923.					
		£ s. d.		£ s. d.		£ s. d.		Amounts due to Board.		Amounts owing by Board.			
								Due from Department.		Due from other Sources.			
<i>Special Accounts.</i>													
Teachers' salaries ..	..	112,005	18	0	112,005	18	0	..	..	..	£	s. d.	
House allowances ..	..	2,929	9	7	2,929	9	7	..	..	..	104	16	9
School libraries ..	..	126	14	7	96	9	7	81	2	0	5	15	10
Conveyance, &c. ..	..	2,516	7	5	2,516	7	5	..	..	..	35	7	9
Grants to School Committees ..	..	6,840	13	4	6,839	0	10	2	14	2	..	..	..
Teachers' classes ..	..	394	4	10	395	17	3	16	19	2	38	12	2
Scholarships—National ..	..	749	2	0	749	2	0	..	..	..	90	5	9
District High School salaries ..	..	3,127	12	0	3,127	12	0	..	..	..	..	..	..
Manual instruction ..	..	5,535	2	6	5,226	6	3	0	10	0	..	..	..
Technical instruction ..	..	4,513	2	11	4,420	11	1	438	5	4	25	2	2
Rebuilding ..	..	6,024	12	3	2,756	10	6	99	1	9	74	7	9
Buildings—Maintenance ..	..	1,257	3	1	7,734	1	7	3,505	5	7	164	15	5
New buildings ..	..	..	..	..	16,035	4	4	82	16	5	2,205	2	0
Workshop Account ..	..	..	..	..	6,473	14	7	625	15	1	50	0	0
Sites sales ..	..	..	..	..	7	10	0	2	0	8	..	..	..
Contractors' deposits ..	..	..	..	..	555	0	0	7	10	0	..	..	..
Voluntary contributions and subsidies ..	..	..	..	..	3,244	2	2	..	..	..	355	0	0
Total of special accounts ..	..	9,241	2	4	176,595	9	7	5,670	16	5	1,978	13	3
<i>General Account</i> ..	..	2,852	8	4	4,385	2	7	1,717	3	10	2,419	17	5
Grand total ..	..	12,093	10	8	180,980	12	2	69	6	10	1,618	9	10
								1,786	10	8	4,038	7	3
											4,660	0	3
											38	14	7
											4,698	14	10

BALANCE-SHEET, 31ST DECEMBER, 1923.

<i>Liabilities.</i>	£	s.	d.	<i>Assets.</i>	£	s.	d.
Amounts owing, special accounts ..	..	..	..	Cash at bank on current account ..	3,766	15	9
Amounts owing, General Account ..	..	38	14	Less unrepresented cheques ..	1,235	16	3
Credit balances, special accounts ..	..	5,670	16	..	..	..	..
Credit balance, General Account ..	..	3,000	2	Cash in hand ..	..	..	2,530
				Fixed deposits ..	..	..	59
				Amounts due, special accounts ..	..	..	4,954
				Amounts due, General Account ..	..	..	4,137
					..	..	1,687
							14
							0

WELLINGTON.

[Returns not available.]

CANTERBURY.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDED 31ST DECEMBER, 1923.

Name of Account.	Credit Balance, 31st December, 1922.		Income.		Expenditure.		Balance.		As at 31st December, 1923.			
									Amounts due to Board.		Amounts owing by Board.	
									Due from Department.	Due from other Sources.	Due from Department.	Due from other Sources.
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
<i>Special Accounts.</i>												
Teachers' salaries ..	270,180	18	10	5,246	16	3	270,180	18	10	90	5	9
House allowances ..	5,246	16	3	5,246	16	3	45	16	8	..	..	..
School libraries ..	137	10	8	413	6	3	75	8	8	..	..	9 6 11
Conveyance, &c. ..	..	..	..	7,221	7	8	..	..	..	..	..	..
Grants to School Committees	..	..	..	16,375	5	8	..	..	..	..	..	..
Training colleges ..	128	16	11	33,328	17	6	4	3	7	181	1	3
Teachers' classes ..	5	7	11	153	3	0	1	6	11	153	3	0
Scholarships—National	..	..	..	1,633	7	6	..	..	..	..	..	..
Scholarships—Special	..	..	..	304	19	0	..	..	..	..	..	794 16 7
District High School salaries	25	6	10	8,293	5	8	1	3	6	21	0	4
Manual instruction ..	784	19	6	15,420	11	4	1,867	5	3	1,211	3	6
Technical instruction ..	13	13	8	285	5	4	7	15	11	..	..	328 18 11
Rebuilding ..	7,206	12	8	..	..	..	4,844	2	9	..	..	10 0 0
Buildings—Maintenance	1,203	12	9	23,384	19	9	764	2	0	2,916	0	0
New buildings ..	..	..	..	33,763	4	10	..	..	..	550	0	0
Workshop Account ..	70	0	0	22,670	15	2	..	..	4,853	19	5	1,446 17 9
Sites sales ..	..	..	..	2,886	12	5	..	..	..	..	..	..
Hororata bath ..	..	..	..	6	5	7	..	..	..	925	16	6
	..	..	..	..	..	..	..	..	..	..	..	163 11 2
Total of special accounts	9,576	0	11	441,569	1	9	7,565	8	7	9,472	9	11
General Account ..	2,666	18	0	12,138	14	11	2,985	12	9	..	..	3,365 12 5
	..	..	..	..	..	..	..	..	..	..	..	41 17 6
Grand total ..	12,242	18	11	453,707	16	8	10,551	1	4	9,472	9	11
	..	..	..	..	..	..	..	..	..	1,475	16	6
	..	..	..	..	..	..	..	..	..	..	..	3,407 9 11

BALANCE-SHEET, 31ST DECEMBER, 1923.

<i>Liabilities.</i>		<i>Assets.</i>	
Debit balance at bank ..	£	Cash in hand ..	£ s. d.
Amounts owing, special accounts ..	4,813	Fixed deposits ..	10 0 0
Amounts owing, General Account ..	3,365	Investments ..	6,500 0 0
Credit balances, special accounts ..	41	Amounts due, special accounts ..	1,313 11 2
Credit balance, General Account ..	7,565		10,948 6 5
	2,985		
	12 242 18 11		
	£18,771 17 7		£18,771 17 7

OTAGO.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDED 31ST DECEMBER, 1923.

Name of Account	Credit Balance, 31st December, 1922.	Income.	Expenditure.	Balance.		As at 31st December, 1923.				Amounts owing by Board.		
						Amounts due to Board.		Amounts owing to Board.				
						Due from Department. Due from other Sources.						
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
<i>Special Accounts.</i>												
Teachers' salaries ..	169,197	18	5	169,197	18	5	..	..	..	134	7	3
House allowances ..	2,012	14	6	2,012	14	6	..	..	..	..	..	..
School libraries ..	253	7	9	317	1	9	31	7	11	..	..	..
Conveyance, &c. ..	3,789	12	10	3,789	12	10	..	..	..	133	14	10
Grants to School Committees ..	10,064	4	10	10,064	4	10	..	..	..	..	..	..
Training colleges ..	36,796	3	8	36,788	2	10	15	6	5	..	..	..
Trust Account ..	4	10	0	4	10	0	200	0	0	..	..	..
Teachers' classes ..	181	17	6	181	17	6	..	..	..	..	..	..
Scholarships—National ..	1,243	11	1	1,243	11	1	..	..	..	..	..	..
Scholarships—Special ..	27	8	6	33	6	0	447	2	0	..	..	..
District High School salaries ..	4,181	18	7	4,181	18	7	..	..	..	..	..	..
Manual instruction ..	7,834	6	10	7,833	0	10	2,392	12	4	..	..	..
Technical instruction ..	183	0	0	183	0	0	..	..	..	..	..	..
Rebuilding ..	649	14	2	2,310	15	6	15,376	7	6	..	..	..
Buildings—Maintenance ..	15,724	14	1	17,585	18	10	1,610	15	9	..	..	..
New buildings ..	9,217	13	1	9,220	7	1	466	5	4	3,689	14	8
Workshop Account ..	7,789	19	2	7,459	18	5	3,817	7	1	1,108	12	8
Sites sales ..	693	7	8	311	18	0	709	10	11	13	5	1
Contractors' deposits ..	..	..	..	11	9	6	406	9	8	..	..	..
Other accounts ..	1,618	0	9	1,516	1	1	101	19	8	..	..	..
							15	1	11	2	17	6
Total of special accounts ..	270,795	15	9	273,797	7	7	21,757	17	6	4,958	4	9
<i>General Account</i> ..	7,668	2	7	8,823	4	3	9,637	18	0	2,492	14	2
Grand total ..	278,463	18	4	282,620	11	10	31,395	15	6	7,450	18	11
							7,044	4	8	3,143	7	10

BALANCE-SHEET, 31ST DECEMBER, 1923.

<i>Liabilities.</i>				<i>Assets.</i>			
Amounts owing, special accounts	£	s.	d.	Cash at bank on current account	£	s.	d.
Amounts owing, General Account	..	3,017	13 0	Less unrepresented cheques	..	1,312	6 11
Credit balances, special accounts	..	125	14 10			970	0 4
Credit balance, General Account	..	21,757	17 6				
	..	9,637	18 0	Fixed deposits	..	..	342 6 7
	..			Investments	..	..	11,000 0 0
	..			Amounts due, special accounts	..	..	8,701 13 2
	..			Amounts due, General Account	..	..	11,984 16 5
	..				..	..	2,510 7 2
	..				..	..	£34,539 3 4

SOUTHLAND.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDED 31ST DECEMBER, 1923.

Name of Account	Credit Balance, 31st December, 1922.		Income.		Expenditure.		Balance.		As at 31st December, 1923.		Amounts owing by Board.		
	£ s. d.		£ s. d.		£ s. d.		£ s. d.		Due from Department.		Due from other Sources.		
	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	
<i>Special Accounts.</i>													
Teachers' salaries ..	..	..	95,582 11 11	..	95,582 11 11	..	..	33 4 9	..	..	2 6 2	..	
House allowances ..	..	..	1,801 15 0	..	1,801 15 0	..	..	..	..	..	..	..	
School libraries ..	..	..	323 10 3	..	373 11 5	..	512 2 9	..	..	..	..	..	
Conveyance, &c. ..	..	..	1,955 15 9	..	1,955 15 9	..	..	..	..	..	3 0 0	..	
Grants to School Committees ..	..	..	6,355 1 6	..	6,316 0 4	..	162 5 10	..	..	..	..	..	
Teachers' classes ..	..	..	28 10 0	..	47 10 2	..	249 3 0	..	27 6 0	..	..	..	
Scholarships—National ..	..	..	612 4 1	..	612 4 1	..	..	..	..	..	0 1 9	..	
District High School salaries ..	..	..	266 7 2	..	266 7 2	..	..	..	0 6 8	..	..	..	
Manual instruction ..	..	..	3,731 19 2	..	3,716 11 1	..	606 5 7	..	205 11 6	..	..	..	
Technical instruction ..	..	..	655 11 11	..	655 11 11	..	0 19 4	..	..	52 15 7	..	..	
Rebuilding ..	..	..	218 19 10	..	1,656 0 0	..	2,587 18 3	..	..	..	..	..	
Buildings—Maintenance ..	..	..	7,111 18 4	..	6,450 7 3	..	4,808 0 3	..	562 12 0	..	..	..	
New buildings ..	..	..	6,432 7 2	..	6,432 7 2	..	..	..	..	..	514 0 3	..	
Workshop Account ..	..	..	2,988 0 4	..	2,988 0 4	..	..	..	..	..	..	..	
Contractors' deposits ..	..	..	208 10 0	..	208 10 0	..	..	..	..	..	..	..	
Subsidies, ordinary ..	..	..	1,516 6 6	..	1,516 6 6	..	..	..	..	..	..	..	
Boarded-out children ..	..	..	4 17 0	..	4 17 0	..	..	..	12 6 10	..	..	..	
Total of special accounts ..	..	..	129,794 5 11	..	130,584 7 1	..	8,926 15 0	..	841 7 9	52 15 7	..	559 8 10	
<i>General Account</i> ..	..	..	3,990 7 8	..	3,633 13 2	..	2,000 5 4	..	84 2 1	123 8 4	..	5 0 0	
Grand total ..	..	..	133,784 13 7	..	134,218 0 3	..	10,927 0 4	..	925 9 10	176 3 11	..	564 8 10	

BALANCE-SHEET, 31ST DECEMBER, 1923.

<i>Liabilities.</i>		£ s. d.		<i>Assets.</i>		£ s. d.	
Amounts owing, special accounts ..	..	..	559 8 10	Cash at bank on current account ..	..	3,297 3 9	..
Amounts owing, General Account ..	..	..	5 0 0	Less unrepresented cheques ..	..	1,714 9 2	..
Credit balances, special accounts ..	..	..	8,926 15 0	Cash in hand ..	..	1,582 14 7	..
Credit balance, General Account ..	..	..	2,000 5 4	Fixed deposits ..	..	57 0 10	..
				Amounts due, special accounts ..	..	8,750 0 0	..
				Amounts due, General Account ..	..	894 3 4	..
						207 10 5	..
						£11,491 9 2	£11,491 9 2

APPENDIX C.

REPORTS OF INSPECTORS OF SCHOOLS.

AUCKLAND.

PROFICIENCY EXAMINATION.—The pupils in Standard VI were examined for certificates of proficiency and competency during the latter part of November and during December, the town and suburban schools and most of the country ones being visited by Inspectors for this purpose. In those schools which, in the opinion of the Inspectors, were most efficiently conducted and taught a system of accrediting was again adopted, and a percentage of the pupils were granted certificates without examination. In every such case, however, before the certificate was granted, the headmaster's records were consulted, the work of the pupil at the various periodical examinations was reviewed, and his daily attendances, conduct, and attitude towards his work were considered. We are of opinion that this system of accrediting, with the sufficient safeguards provided, is having a beneficial effect, for it serves as an inducement to the pupils to attend punctually and regularly, and as an incentive to good daily work throughout the year. A synchronous examination was held for the pupils of many of the smaller country schools, the questions being set by the Senior Inspector and the examination supervised by the head teachers. In every case the papers were marked and the award of certificates made by the Inspectors. The work done at the Proficiency Examinations was in general of high quality, the town and suburban schools especially securing excellent results.

CLASSIFICATION AND PROMOTION OF PUPILS.—In general, the classification and promotion of pupils at the end of the year is determined by the headmaster with sound judgment, and pupils are well able to deal satisfactorily with the work of the standard class to which they have been promoted. Some head teachers still consider that promotions should be made only at the end of the year, but it is pleasing to note that the large majority are adopting the principle of promoting the pupil when the latter is ready. To some extent the question of accommodation in the next higher room has unduly influenced promotion, but by the subdivision of classes into upper and lower groups the difficulty has been overcome. Accelerated promotions have in many cases resulted in a large number of pupils covering the year's syllabus in six months and then proceeding to the next year's allotment. The incentive to work under these conditions is considerable, and we have noted no ill effects due to overstrain. Many pupils by rapid promotion now miss a standard class, and almost invariably are found to be in the upper part of the new class during the ensuing year. Especially is this noticeable in the secondary departments of district high schools; in many cases the top pupils in the junior secondary class are those who passed through Standards V and VI in one year. In a few large schools a system of special classes has been fostered. Standards III, IV, and V pupils are subdivided into two groups, A and B. Class A consists of the bright pupils, who are taught by one teacher, and Class B of the duller ones, who are taught by another teacher. The results in one case were remarkable: in Special A Class there were nine pupils in Standard V all of whom gained Standard VI certificates of proficiency with marks averaging higher than those of Standard VI pupils in the same school. Of Special B, three of the Standard V pupils sat for certificates, one gaining a certificate of proficiency and two of competency. Under ordinary treatment none of these pupils either in Special A or Special B would have sat for examination.

RETARDATION.—Teachers are much more alive to this problem, and most head and sole teachers have made genuine attempts to reduce the time that their pupils spend in the primer classes. During the past two years there have been more promotions in the course of the year within the department than in previous years. In the absence of a system of mental testing it is, of course, impossible to estimate with a reasonable degree of accuracy the amount of retardation in any group or groups of pupils. It must be borne in mind that most teachers are faced with one or more of the following difficulties, which tend to lengthen the time spent by the pupils in the primer department: (a) Frequent changes of school due to shifting population; (b) late entry to school; (c) loss of time owing to distance from school, weather conditions, or sickness (although the time at school on the roll may appear as twelve or eighteen months, the actual time at school may be only a few months); (d) some five-year-old pupils develop very slowly. Still, the retardation or non-promotion of the bright pupils is a serious weakness, most noticeable in the larger schools, where possibly the lack of accommodation may be urged as an excuse. A competent and efficient headmaster should be able to solve the difficulty. One remedy would seem to lie in the teacher in, say, Standard I room promoting part of her class, retaining them in the same room, and thus pushing them forward in the work of Standard II. This should not be impossible to the efficient teacher; the promoted pupils will naturally be very keen, and will not be a source of worry to the teacher, as they might be if they went to another room; their teacher will reap all the honours, since they will remain as exhibits in her own room. And if all the staff pursue the same policy, then the general promotion at the end of the year will not unduly congest any room. There is another aspect of the matter which calls for serious consideration. Many headmasters demand in the highest preparatory class a standard of attainment much beyond that prescribed in the syllabus, and this is especially so in the case of arithmetic. One frequently finds the work of Standard I completed before the pupils reach that class, with the consequent result that somewhere

in the school course the pupils "mark time." While we are quite in sympathy with all efforts put forth to accelerate the progress of the brightest pupils through the lower classes of the school, yet we think that care should be taken that the duller and slower children receive the attention they deserve, and that their school lives are not made miserable by attempts to force them along at the pace of their more capable companions. The keener the teacher, the greater is the danger of undue forcing. A suggestion is offered that in our largest schools an alteration be made in the organization to permit of "retardates" obtaining special treatment. Instead of each assistant being placed in charge of a standard class as at present, an extra class or group of pupils might well be formed of those who constitute the "tail" of each standard class. This group could be specially taught by a qualified assistant until the members of it are fitted to take their places in the ordinary classes without being a drag on the work of the normal pupils. A modification of this principle could even be applied to all schools where there are at least two assistants. In a Grade 3B school, for instance, the first assistant might teach P, S1, and S2 average or normal pupils, while the second assistant could busy herself with a class—of smaller numbers, but one requiring special skill in handling—consisting of the average primer pupils and the backward ones of S1 and S2, and possibly a few from S3 and S4.

There appears to be no reason, moreover, why the infant-mistress in a large school should not to some extent supervise, for at least the first three months, the working of S1, so that she could follow her pupils some distance into the standard work. She would then be able to note at first-hand any weaknesses which had been overlooked in the primer department, and so guard against them in the future, render her work of preparation more efficient, and make the break from primer to standard work less marked.

It is, however, an encouraging sign that so many of our teachers now promote the more intelligent pupils at times other than at the beginning of the year; their efforts in this direction are worthy of commendation.

SCHEMES OF WORK, WORK-BOOKS, TIME-TABLES.—The schemes have improved as statements of the work which it is proposed to do and of the aims to be pursued in the teaching, but, judging from the "depths" from which the book is sometimes withdrawn when asked for, one often wonders whether the schemes are prepared rather to satisfy the Inspector than to serve as the source of the matter and the method of teaching. A comparison of the schemes and the work-book sometimes shows that the order in which topics appear in the schemes is not the order in which they have been taught, nor has the whole of the work outlined been covered in the time allotted. Young teachers should note that the time-table, the schemes of work, and the work-book are definite evidences to the Inspector of their personality and skill, and they should carry out faithfully what they have stated in writing to be their intention. It has been found necessary in a few instances to remind headmasters of the regulations, which provide that the assistants should co-operate in the preparation of the schemes of work in order that the individuality of the teacher may be evident in them. In the sole-teacher schools and in grouped classes there is often undesirable repetition, year after year, especially in such subjects as history, geography, nature-study, singing, and physical instruction. Schemes of work for sole-charge schools have been recently drawn up by the organizing teachers and supervised by the Senior Inspector. These are available to sole-charge teachers on application to the Education Board. Practically every teacher now keeps a work-book, which is more or less helpful according to the use made of it and the value placed upon it by the teacher. Some are the merest outlines of the week's work, while the most elaborate ones contain entries bearing on every lesson to be given during the week. Probably all that is needed is sufficient detail to enable a new teacher to carry on the work of the class or school with a minimum of uncertainty regarding what has been done. If the work-book is not an expanded statement of the scheme of work, and does not show that the aims and methods outlined therein are being applied, and that the specified work is being covered, it is not being used properly.

The time-tables are nearly always displayed on the wall, and are in general satisfactory in their division of time among the subjects, but it is doubtful whether they are adhered to as rigidly as the custom was. Some of the younger teachers have rather a contemptuous regard for anything that appears to hamper the freedom of either the teacher or the pupils. This is a mistaken view to take, and leads to desultoriness rather than to precision in teaching and learning. So long as the teacher is free to frame his own time-table, and is not required to carry out one made for him, it is not unreasonable to expect him to follow it faithfully, and it is in the best interests of his pupils that he should do so. Even under the Dalton plan, or other method of auto-education, a time-table prepared by the pupil is not incompatible with the best use of the time available.

EFFICIENCY OF THE SCHOOLS.—The schools in this district still maintain a high standard of efficiency. The town, suburban, and larger country schools are ably controlled and efficiently taught. We desire to record our appreciation of the enthusiasm and devotion to duty of the great majority of the teachers; rarely do we meet one who is undoubtedly slacking, even although the conditions under which some are teaching might to some extent condone laxity. There are very few teachers who do not appreciate the responsibility that rests upon them and the importance of their efforts in the direction of educating their pupils. The deficiencies that exist in the smallest schools are due to inexperience on the part of the teachers, and to the need for more frequent guidance from the Inspector or the organizing teacher. In a few of our large schools there are still to be found headmasters who make little endeavour to adopt modern ideas, and it is often due to them that teaching on the most modern lines is not done in the primer and junior classes. We still find the old method of teaching reading: a miscellaneous reader is used, all the pupils read the same passage, and the book is frequently reread two or three times. The pupils are required to learn to spell every word in every lesson, as in years long past. Standard I pupils are taught to work long addition and multiplication sums of the nineteenth century type long before they can deal readily with the numbers from 20 to 100. Formal grammar—the knowledge of noun, verb, &c.—is taught long before the pupils can frame simple sentences.

Whilst mentioning the duties of head teachers we desire to point out that quite a large number of headmasters of Grade VII schools do not appear to make full use of the abilities of their assistants. The Grade VII assistants are probably the best treated in the profession. As a rule theirs is the smallest and the most highly selected class in the school. The pupils could and should work largely without aid. The first assistant, therefore, could reasonably be expected to relieve the head teacher of some of his duties, and thus at the same time give himself a training for the headmastership he looks forward to. He could, *inter alia*, (a) be made responsible for at least one subject—*e.g.*, arithmetic in the whole school; (b) conduct the term examination in some subject in all classes, or all subjects in some classes. Unless something like this is done there is danger lest the first assistant become self-centred and unprogressive. It is an absurdity that the head teacher should be burdened with a mass of detail when he has on his staff a highly qualified man who has himself very probably been a headmaster of no mean ability. Such a reallocation of duties would set free the headmaster for more valuable work.

Many head teachers also seem to be unaware of the interest which parents naturally take in the work of our primary schools. Such interest should be encouraged to the utmost if the co-operation of parents—that is, the public—is to be secured. In connection with every school a “parents’ day” might well be established, when parents might see the pupils at work. A great deal of unnecessary friction and misunderstanding would by this means be avoided, the parents would be led to see that their interest and co-operation were valued, teachers would become better acquainted with the parents of their pupils, and benefits would accrue to all concerned.

In every school, moreover, head teachers should keep a special file for holding the reports of visiting officers. At present it is impossible in practically every school to secure all the reports without considerable delay, and in many cases some of the reports cannot be secured at all. The file might well be supplied by the Board or School Committee, and on it should be clearly stated its use, and the fact that it must be placed before the Inspector immediately on his arrival at the school. The file should contain the reports for at least the last three years of—(a) the visiting Inspector, (b) the school medical officer (who might well write a short report after each visit), (c) the physical instructor, (d) the science instructor, and (e) the organizing teacher.

We note with pleasure the good training in teaching and class-management that pupil-teachers and probationers are receiving from the head teachers.

DALTON PLAN.—The Dalton plan, or auto-education, does not make much progress. Unfortunately, those best qualified to carry it out—*i.e.*, the best assistants in the large schools—lack room and equipment. It cannot be efficiently carried out with only a single text-book in a subject; nor can it be successfully adopted in a crowded room. Hence we find its most successful application in the country school, where it is possible to equip a library, and where the parents willingly contribute to outside shelters, seating, &c. Where conditions are favourable and enthusiasm present very fine results are obtained. Several teachers adopted the plan, some because it was a new idea and others because they considered it to be an easy method of teaching; many failed to make a success of it because they did not possess either the personality or the ability to carry it on. We are strongly of opinion that weak teachers who attempt the system are foredoomed to failure; only those possessing (1) the confidence of parents and pupils, (2) an original turn of mind, (3) unbounded enthusiasm, and (4) plenty of energy are likely to be successful. It may be said that in schools where the plan is working well neither parents nor pupils would desire to revert to the ordinary methods.

SCHOOL-GROUNDS AND COMMUNITY INTEREST.—School Committees, parents, teachers, and pupils in some districts take the keenest interest in their schools, and the building and its surroundings reflect the greatest credit on those responsible for their appearance. Many of these schools possess good gardens, which are both attractive and useful; they become objects of interest to the people in the district, and are used in conjunction with the teaching of nature-study and agriculture. But whilst recognizing the good work in this direction done in many schools we cannot fail to note the lack of interest taken by some teachers in their school environment. Many of these consider that when they have taught the children within the school their work as teachers is complete. In such cases the schoolroom is untidily kept, the interior environment is by no means attractive, while no efforts are put forth to beautify the grounds, or to arouse a community interest in the school and its welfare. Teachers might well reflect on this matter, and note that Inspectors consider it to be an important part of their work as teachers.

DISTRICT HIGH SCHOOLS.—During the year the work of the secondary departments of district high schools has steadily improved, and in most cases has now reached a pleasing standard of efficiency. This is due to several causes, among which we may note the greater interest taken by the headmasters in the secondary work, the increased efficiency of the assistants and their employment of more modern methods, the guidance afforded by the pamphlet drawn up by the Senior Inspector, and the establishment of good class libraries, resulting in wider reading on the part of the pupils.

English.—We are pleased to note that, owing to the increased facilities for wide reading, a general improvement has taken place in the teaching of English, and especially of English literature. Not only do the pupils read more books, but they show a keener appreciation of good literature; and we have received some really good answers to questions set to test the pupils’ enjoyment as well as their appreciation of the selections read. Some teachers have been very successful in stimulating interest by having the pupils impersonate the various characters in the plays studied—a practice which we heartily commend. The quality of the essays often varies with the taste of the teachers, some of whom appear to be quite satisfied if the essay contains no grammatical errors. In too many cases the compositions of second- and third-year pupils do not show a sufficient advance in matter and style on the work presented by a large number of Standard VI pupils. This defect is probably due to a lack of efficient teaching in the art of writing, and a want of perseverance on the part of the pupils in producing, after repeated effort, work commensurate with the extra years of practice and study.

In most schools a good deal of attention has been given to the teaching of grammar ; but too often it is regarded as a separate subject, and taught on old-fashioned lines, instead of being closely correlated with composition.

Mathematics.—Arithmetic is not as strong as it should be. Short methods are rarely used. In each test set there has usually been included at least one problem which could be solved very briefly, but in nearly all cases cumbrous methods were used. The trouble seems to be that there is not enough blackboard demonstration. One thing that secondary teachers do not always realize is that methods used in the primary department are equally applicable in the secondary—nay, more, are necessary ; another is that the enthusiasm of the teacher reacts on the pupil much more forcibly than is generally appreciated.

Progress in algebra in particular naturally varies with the knowledge and keenness of the instructor. Most of the assistants now recognize the importance of teaching simple problems as early as possible, so as to show that algebra is, after all, only generalized arithmetic. Some of the methods in the senior classes are too cumbersome, but throughout the year the importance of shorter methods has been demonstrated by Inspectors.

In geometry, as a result of last year's suggestions, the blackboard has been much more freely used, and a very satisfactory improvement has been noted. As a rule the written work has been very carefully set out.

Science.—During the year more of the responsibility for the teaching of science has devolved upon the secondary teachers. We have to bear testimony to the very valuable services rendered by the Board's agricultural instructors, but we are of opinion that since the class-teacher has been made responsible greater continuity and better correlation have resulted. The instructors exercise supervision over the teaching, and are always ready to give skilful help and advice in the preparation of schemes, and in the best methods of carrying out theoretical and experimental work.

History.—History shows improvement both in the methods and in the results. In many cases the subject is taught enthusiastically on broad and interesting lines, and a larger number of pupils are leaving the secondary schools with a satisfactory knowledge of, and a growing interest in, the development of the Dominion and of the Empire. If this improvement continues the time should not be far distant when pupils can no longer be reproached with ignorance of the causes and effects of the great movements that have made our Empire what it is.

French.—In the junior classes this subject is usually taught on a good method, but the progress is often far too slow. The work of the seniors is usually very satisfactory. Plenty of reading in French is given, but in too many cases the English versions of a piece of French poetry or prose are bald and unidiomatic. In the teaching of French composition more use should be made of retranslation of pupils' versions into French, and comparing the result with the original.

SUBJECTS OF INSTRUCTION.—*Reading.*—This subject continues to improve. An increasing number of teachers are recognizing the value of requiring their pupils to read more continuous readers. It is pleasing to note that some class-teachers now make a regular practice of taking only a small percentage of their pupils for oral reading, while the majority are permitted to read silently from books of their own choosing. It is difficult to persuade some of our less progressive teachers that it is no longer considered necessary for every child, bright as well as dull, to read every passage contained in a miscellaneous reader. Though school and class libraries are increasing in number, the time seems to be far distant when a collection of interesting juvenile literature will be considered a necessary part of the equipment of every school. There are still too many instances where the *Journal* occupies the greater part of the time spent in reading during each month, and some schools have not applied for or made use of the grant for the supply of continuous readers. Strange as it may appear, the greatest diffidence in attempting individual book-study as against ordinary class reading is shown by some of the headmasters of the largest schools. The advantages of wide reading are so manifested in all other branches of school-work that its adoption is essential. Certain definite lessons in elocution are, of course, necessary, but these can be given regularly, and suitable pieces of prose and verse used for the occasion. General comprehension does not seem to be so well treated, probably because teachers as a rule do not spend sufficient time in training their pupils to grasp and give expression to the general significance of the matter read. Few teachers, moreover, pay attention to the cultivation of a pleasant tone in oral expression ; this is no doubt due to lack of training in voice-production—a matter that needs to be emphasized. The chief faults to be found in the oral reading are excessive speed, want of clearness of enunciation and pronunciation, and lack of phrasing. A common fault also is the continual lowering of the voice at every comma, coupled with the placing of the accent on the last word of each sentence—on the nouns rather than on the adjectives. Though this is found mainly in the smaller schools, there are signs of it in some of the larger ones also. The cause of the weakness is somewhat difficult to discover, but it seems to arise in the first place from faulty teaching in the primer department—the staccato “saying” (not “reading”) of the little sentences. The fault is very difficult to eradicate once the pupil reaches Standard III or Standard IV.

Recitation reaches about the same level as that of previous years, and there is ample scope for improvement in this subject. In some of the country schools better treatment is noted, but in general teachers do not seem to realize the value to the child of memorizing beautiful pieces of literature, both prose and poetry. The same faults are noticeable from year to year—the dreary stop at the end of every line of poetry, the sing-song type of repetition caused mainly by setting the piece to be learned at home with no previous attempt at discussion or dissection, and the assumption by the teacher that so long as the words are known the aim and end are secured. In many cases the recitation is said intelligently and with obvious understanding of the meaning, but this is not common in the smaller schools. In some of the private schools, where a special instructor is employed, the

subject reaches a high standard and becomes a source of pleasure to the pupils. The theory that it is advisable and advantageous to allow the children to select their own pieces of poetry does not work out well in actual practice, and for the following reasons: (a) Pupils are usually incapable of selecting anything worth learning; (b) the poetry is poorly known and poorly comprehended; (c) the selection usually falls on a piece learned in a lower standard or in a school previously attended. In the largest schools, where there are highly qualified assistants in charge of each class, the head teacher in collaboration with his staff might well draw up a scheme for recitation, as for geography and history, in such a way that the pupils at the end of their school course might have some knowledge of the principal poets and prose writers of the language and of their chief works.

Spelling.—Spelling is a satisfactory subject in our schools, but it is a rare thing to hear spelling taught. Most teachers spend the time of the lesson in dictating words and marking the pupils' efforts. Though no doubt much of this work is necessary, it would be very helpful to the pupils if well-thought-out lessons on the construction and formation of common everyday words were given during at least part of the time now devoted to testing. It frequently happens, moreover, that where spelling is taken from a "spelling-book" the results are unsatisfactory. Probably the best results are obtained where pupils are continually urged to observe all the commonly used words they come across in one particular book—e.g., the *School Journal*. The habit should be inculcated of not letting a single word escape attention. Care should be taken in lessons such as history, geography, and science that names of places, persons, institutions, substances, &c., are subjected to constant spelling revision. In short, whatever word is constantly used should be subject to frequent observation for spelling purposes.

Writing.—In a large majority of our schools the writing is of good quality. Where it fails to reach a satisfactory standard the cause is to be found in the fact that an insufficient number of formal lessons are given, especially to the junior and middle divisions. Even in different classes in the same school there is often a considerable lack of uniformity about the style of the writing, indicating that the subject is not receiving intelligent treatment at the hands of the head teacher. A good type of writing should be selected for the whole school, and uniformity should be insisted on in the classes up to and including Standard IV. Individuality might be allowed, but not encouraged, in Standards V and VI, provided that the writing remained good. A number of teachers, moreover, do not take sufficient care to see that every exercise involving writing is executed with equal neatness and grace. Print script has been introduced into quite a number of schools, and has, generally speaking, been a success. In the infant department its adoption has expedited the teaching of reading, writing, and spelling to a most pleasing degree; while in the higher classes, where adopted either wholly or partially—e.g., in arithmetic and spelling—the general neatness of the work has increased considerably. When used for dictation and spelling exercises there is a distinct falling-off in errors. Where print script is adopted throughout the school the teacher must take the following precautions:—

- (a.) He must base his teaching on some definite system.
- (b.) A uniform type must be insisted on, the letters being as plain as possible and fancy strokes being forbidden. Print script containing a plentiful supply of flourishes is most difficult to read. In this connection some of the younger teachers set their pupils a very poor standard in the grotesquely printed characters they frequently place on the blackboard.
- (c.) The teacher must perfect his own style.
- (d.) He must teach the method with as constant a care as he would teach any other method of writing. Herein many teachers fail, for they seem to think that print writing requires no teaching.

Where print writing is not the style generally adopted in the school all teachers would, from the æsthetic point of view, do well to adopt it in part—e.g., throughout written arithmetic, in the headings for most written work, and in all written work necessary in drawing-books. Thus there would be assured a little daily practice in artistic written expression.

Composition and Grammar.—Composition, perhaps the most difficult in the curriculum, continues to receive better treatment, and as a rule the exercises done by the pupils are increasingly creditable. The quality of the essays varies with the amount of reading done; where silent reading is adopted and a large number of supplementary readers are used the work is most commendable. In many of our best schools the old method of setting a subject to write about has given place to frequent study of extracts from the best writers, followed by original essays patterned upon them. During the past few years a number of helpful books on the teaching of composition have been published, notably Glover's "New English Books," and those teachers who have based their methods on these have met with marked success. Slang is creeping into the essays, particularly in the efforts of those pupils who frequently visit the picture-theatre. "Gee" is quite common, as is also the Americanism "so" not followed by "that." Our old friends "nice," "got," "lot," &c., still appear, though probably less frequently than of old. Punctuation is somewhat weak, the use of the comma being seldom understood by the children. Grammar still appears to be largely divorced from composition, and it cannot be said that it is well taught. Very little formal grammar is now looked for, but it is certainly reasonable to expect that pupils shall have a thorough knowledge of the functions of the single words, and of phrases and clauses, in the easy sentences which they meet with in their reading or write in their composition exercises. The direct bearing which grammar, as it should be studied, has on the structure of sentences is not duly appreciated by the majority of teachers. Oral composition is specially well taught in the primer department and satisfactorily in the junior divisions, but in Standards III to VI it is a weak feature in our schools. Indeed, oral expression is not keeping pace

with written expression. The responsibility, the pleasure, and the profit arising from the art of giving correct and vigorous oral expression to one's thoughts is shared too largely by the teacher and too little by the class. No matter how well pupils express themselves with pen, pencil, brush, or otherwise, their education must be considered one-sided and defective if what is in their mind cannot come freely and clearly off their tongue. Those schools are very few where the burden (a burden that can become a great pleasure) of questioning and answering is rather on the pupil than on the teacher. Only where there is a spirit of freedom and confidence will the natural curiosity of the child be called into play to probe the many problems of every subject. Only thus will the pupil leave the school with his intellectual curiosity stimulated, and not dulled, as it often is with the passing of the years.

Arithmetic.—Arithmetic is, on the whole, of satisfactory quality, but in too many schools a want of accuracy seems to be pronounced. Until teachers become more insistent on the necessity for accuracy, on which arithmetic is based, this fault will not tend to disappear. Intelligent treatment of the smaller numbers, regular drill in addition and multiplication tables, compiled as a result of this intelligent treatment, and continued throughout the classes up to the highest, will do much to minimize the risk of inaccuracy. It is to be feared that the custom that has grown up of recent years among examiners of practically condoning inaccuracy and seeking merit for mere method, unaccompanied by the all-necessary correctness of working, has done much to weaken the efforts of those who previously rightly evaluated the need for accuracy. Through the columns of the *Education Gazette* the attention of teachers has been drawn to this topic, and it is likely that an improvement will be noticeable in the coming year. Whether this inaccuracy is innate in a subject practised by juvenile minds it is difficult to determine, but the fact remains that arithmetic receives nominally 20 per cent. of the school time in all classes from Standard I to Standard VI (actually nearer 25 per cent. in many schools) and yet few classes make a showing commensurate with the time spent. The subject is certainly not a difficult one, and failure to achieve good results is due to one or more of the following causes:—

- (1.) Insufficient table practice in all classes from Standard I to Standard VI. In the primer classes concrete methods are used, and rightly so; but teachers do not seem to realize that when a child has gone through the mental process of learning, by means of beans, sticks, counters, &c., that 9 added to 5 make 14, he should know that 9 and 5 make 14, and not require to use his counters to obtain the result. Another weakness that is rather common is the absence of quick mechanical oral work in the four elementary rules—and more especially in addition—throughout all classes. This work is apt to be abandoned once Standard II is passed. If sound, quick, arithmetical calculations are to be made, constant practice in sums of steadily increasing difficulty is imperative. Too often we see Standard VI pupils making very simple calculations on paper instead of in their minds.
- (2.) In some schools in the lower classes quick oral mechanical work is sacrificed to problems. Problem work is good, but the time given to it is largely wasted unless the mechanical work upon which it is based is sound.
- (3.) Slovenly methods of teaching. There are many teachers who do not possess the mathematical sense of neat and orderly arrangement of the steps and parts of a sum. Their blackboard demonstrations lack continuity and clearness: they do not seem to see anything amiss in a wilderness of meaningless figures in what they call the “working columns,” which sometimes extend to scraps of paper, or even the top of the desk—careless, untidy figures and bad writing are tolerated day after day. It is not surprising that pupils taught by these teachers show a low degree of accuracy. Teachers must realize that the setting-out in an intelligent manner of the various steps in the reasoning, coupled with neatness and pride in his work, will do much to train the pupil in habits which will be of inestimable value to him in later years.
- (4.) Allowing the class to work their sums by any method they can discover for themselves, instead of teaching them one, or occasionally two, sound methods. The teacher, and not the pupil, should be the best judge of the easiest and neatest solution. Such teachers claim that they are cultivating originality in their pupils.
- (5.) Insufficient practice in easy mechanical operations. It is in these that a great number of the mistakes occur—*e.g.*, easy multiplication (reducing pounds shillings and pence to pence), simple division (bringing pounds to tons), finding the numbers of days between given dates, &c. A few minutes' daily practice in tables and simple mechanical work would help to eliminate a considerable number of inaccuracies.
- (6.) Allowing and even encouraging the children to work much too slowly—to get five sums right when they might easily do ten or fifteen. Perhaps this has as much to do with causing inaccuracy as any other factor. Many of the pupils become mentally indolent and unobservant, because they are not required to work to the limit of their capacity. The brightest children, of course, suffer most in such cases.
- (7.) Large classes make it difficult to train each pupil to find his errors.
- (8.) Insufficient quick mental arithmetic in which short methods are not only taught but not encouraged.

These are some of the principal weaknesses found in our schools in the teaching of arithmetic.

Geography.—This subject is taught with intelligence and skill in the larger schools, but with indifferent success in the smaller ones. The poor results obtained in the latter schools are due in part to the lack of reading by the teacher, who considers that names of places, rivers, mountains, &c., are all that is required to be taught. The mathematical and physical aspects of the subject are still often divorced from the commercial and political, and the teaching becomes most uninteresting to both

teachers and scholars. Another weakness in these schools is the lack of a suitable scheme; more often than not pupils pass through the upper standards and complete their Sixth Standard course with little knowledge of much of the world's geography. In many schools a geographical reading-book is used, and the total knowledge acquired by the pupils is obtained therefrom. We would again point out the urgent necessity that exists for teachers to give bright, vigorous oral lessons in this subject, supplemented if necessary by the reading of a suitable book. Map-reading and map-drawing are to a large extent neglected. In connection with physical geography, which is really advanced nature-study, it may be pointed out that few teachers make a regular practice of training their pupils to take weather and similar observations, which form the foundation for the subsequent intelligent teaching of such subjects as climate, day and night, seasons, &c.

History.—History remains at about the same level as that of former years, and can scarcely be called satisfactory. During the past year the attention of teachers has been specially drawn to the necessity that exists for securing greater efficiency in this subject, and in quite a number of schools a reasonable effort has been made in this direction. Strange to say, the parts best known are those connected with the pre-Plantagenet, Tudor, and Stuart periods; of the Hanoverian little is generally known. There has been in general a return to the periodic method, with a retention of some of the weaker features of the concentric; there is too much repetition year after year of some periods, to the exclusion of a progressive course of lessons. One source of weakness in the teaching of this subject can be traced to the teacher's own scanty knowledge—a knowledge gleaned while at school from one text-book. If the subject is to be vitalized the instructor must read widely and be possessed of much more knowledge than he is required to impart to his pupils.

Some years ago the teaching of history consisted in the mere memorizing of tabulated facts to be recited for examination purposes. To-day there appears to be a tendency to swing too far in the other direction. Pupils are asked to trace movements and to seek causes and effects without knowing the outstanding events. Memorization to the exclusion of everything else has in many schools given place to no memorization at all, with the result that scholars have but the haziest notions of the subject. It is a debatable point whether or not the smaller schools should not be supplied with a definite scheme in this subject (the courses of work drawn up by the Board's organizing teachers contain such a scheme). Inspectors could then demand a knowledge of the ground covered, together with evidence that there has been some breadth of treatment. It is quite possible also that we are attempting too much in trying to teach this subject to the younger pupils—those in Standards III and IV. History is, after all, essentially a study for more mature minds. Certainly these younger pupils can derive pleasure and a certain amount of profit from the stories of earlier days, but they are not old enough to be burdened with an array of more or less dry facts or to appreciate cause and effect. Let them have presented to them, by word of mouth or per medium of books of historical romance, the lighter and naturally interesting stories of great persons and events (not for purposes of memorizing), but let the study of history be postponed to Standards V and VI; and the high school should have something further to teach at a time when the pupil is better able to understand it. Meantime the gradual growth of school libraries is having a good effect upon this subject, and probably the enrichment of these libraries with interesting historical stories, biographies, &c., suitable for all standards will do more than anything else to cultivate an understanding and love for the subject. Where such libraries are absent the foundations of history are inevitably narrow and uninteresting. Teachers will no doubt give the subject more attention, but we would point out that by too exclusive oral instruction they will not succeed in raising the standard in any marked degree: such work must be reinforced and impressed by much silent reading.

Drawing and Handwork.—Drawing shows gradual improvement, and a higher standard of artistic expression is achieved. There are still, however, a large number of schools in which the teachers cling to the old conventional outline drawing to the exclusion of mass work in light and shade and colour, while the old fault—lack of proportion—is still much in evidence. Nature drawing is often in the country schools given too much prominence, and is too seldom properly correlated with design drawing. So-called mass drawing often means merely a waste of chalk, in that the pupil first of all produces the shape of the object by means of an outline and then spreads on the chalk to represent the mass, instead of following the more educative plan of producing the shape at the same time as he represents the mass.

Handwork is capable of being considerably improved. In the larger schools in particular handwork appears to be a rather neglected subject. When attention is drawn to this teachers shelter themselves behind the excuse that supplies of material are late in coming to hand. Plasticine-modelling, which is meant to be made use of in connection with and as an aid to other lessons, is better taught than paper-work. In connection with geography plasticine is often misused to produce the outline of the representation of a country being studied, rather than to indicate its surface features. Handwork should be chiefly used as a means of illustrating other subjects; unfortunately, however, many teachers accept from their pupils illustrations of a very crude order which increase neither the pupils' accuracy nor their power of artistic expression. Crude illustrations should no more be accepted than crude writing, composition, or arithmetic. Greater attention to this matter would probably lead to greater neatness in all other work. In handwork, as in drawing, teachers appear to be quite unaware of the latent talent of their pupils.

Agriculture.—The efficiency of the teaching in agriculture is of a satisfactory standard. The weakness most apparent is the neglect to adapt the work to the prevailing weather conditions. Too often indoor or academic work is not taken when the weather is unfavourable for practical work outside. Long periods elapse when only one aspect—the outdoor aspect—of the work is taken. In some schools, moreover, far too much time is devoted to outdoor work; operations which one man could perform in an hour or two are often spread over weeks by twenty pupils. This is more

than a waste of time. The pupils' agriculture and science notebooks show in most cases neat writing and careful drawing. Even our best teachers fail to get independent research on the part of their pupils, though there are isolated instances of this being attempted. An innovation which promises good results is the examining of the science in district high schools' secondary departments by the Board's agriculture instructors, and the passing-on of such to the visiting Inspector before the latter makes his final report in September or October. The fact that these instructors direct the work rather than take it themselves puts them in the position of candid critics. These instructors also file a report on the teaching of agriculture in each primary school visited; a rather more detailed report would be very valuable, while the setting of a short written test in science to Standards V and VI pupils by the instructor would do much to raise the standard of teaching in this subject.

Physical Drill.—The physical instructors have done good work, and by their visits to schools have imbued the teachers with their own enthusiasm. Few teachers, if any, fail to realize the importance of this work; but classes for refresher courses of instruction would be of much benefit to many country teachers, who naturally in this subject need reanimating. In most schools organized games form a part of the school routine. Commendation is also due to those teachers who after school hours and on Saturdays give their time to the supervision of school activities.

Singing.—This is a somewhat disappointing subject. In some schools singing is to the pupils the most pleasant subject of the curriculum, but in a large majority of schools the ability to sing a few songs, often very badly, is considered to be an adequate result of a year's work. Teachers should realize that most children sing, and enjoy the exercise, and there is nothing to prevent pupils from Standard III upwards learning simple part-songs. It is still a cause for regret that the singing of songs does not enter more frequently into the daily work as a relaxation and a mental tonic.

NATIVE PUPILS.—There is a goodly percentage of Native pupils in some of our schools in this district, and we note with pleasure an improvement in their work. It is often difficult to determine, except possibly in composition and grammar, which is the work of the Native and which that of the white pupil. The cleanliness, too, of the Natives calls for commendation, a result which is due, we understand, largely to the visits of the district nurses.

NEATNESS OF PUPILS' WORK.—In the larger and better-staffed schools the written work is usually methodically arranged and neatly written. In many of the smaller country schools, however, the reverse is often the case. It is apparent that a number of teachers fail to appreciate the necessity of training their pupils in habits of neatness and orderliness. In arithmetic particularly, loose and careless setting-out of sums is usually accompanied by gross inaccuracy. The neatness or otherwise of the pupils' work varies directly as the teacher. If he insists upon a high standard of neatness and carefulness at all times he gets it, just as his less exacting brother gets what he will take. Inspectors are faced with some difficulty in trying to raise the quality of the work in this direction, because those teachers who regard writing and figuring merely as a means to an end are hard to convince on the point of neatness. In our opinion this part of school-work supplies one of the most direct means of character-building, and any teacher who neglects it is to some extent failing in his duty to the community and to the State.

HEALTH AND TEMPERANCE.—These subjects are adequately provided for in all the schools. In those that are well staffed a course of work is drawn up and definite lessons are given, while in the smaller schools opportunities are taken by the teacher during suitable lessons of giving incidental talks on these subjects.

THE SERVICE.—In this report we have considered it necessary to criticize adversely the methods adopted by some teachers, and to point out the weaknesses apparent in the teaching of some subjects, and this with the object of raising the standard of efficiency in our schools. We acknowledge the good work done, and we recognize fully the sincere conscientiousness and earnestness of one and all to advance the cause of education.

TARANAKI.

ATTENDANCE.—The regularity of attendance for the year has been good. The percentage for the year indicates that the majority of parents are fully alive to the advantages accruing from daily attendance at school. It ought to be mentioned, however, that the Truant Officer for the district has paid frequent visits to schools where there are found pupils whose parents are somewhat apathetic so far as the educational welfare of their children is concerned.

THE TEACHING STAFF.—In this district there are 348 teachers, excluding pupil-teachers and probationers. Of these, 227 are fully certificated. Most of our uncertificated teachers improve their status year by year, and the Board has made a practice of advertising all positions held by teachers who have not made progress during the year. To enable certificated teachers to qualify fully, Saturday classes in science and drawing were held throughout the year, and a most successful summer school was held during January, 1924. So thorough was the treatment at this school that we are led to think that intensive work of this kind is much more valuable than the training received when the course is spread out over a large part of the year.

During the year the Women Teachers' Association, in conjunction with the Board's officers, arranged a special series of meetings for instruction in infant-room methods by Miss Baster, of Christchurch Training College, and Miss Edwards, of the Kelburn School, Wellington. In this course was included a number of addresses by the Senior Inspector, the headmaster of the Moturoa Observation School, and the Chief Agricultural Instructor. The whole course proved a fine stimulus to all concerned.

We are particularly well pleased to be able to report that the Education Board and the Taranaki Branch of the Educational Institute have arranged a library scheme, whereby the Board undertakes the circulation of the volumes amongst the teachers. The leading educational magazines and papers will also be available, and there is every prospect that in future the teachers of the district will be supplied with those publications that deal with the latest phases of educational development. It is hoped that during 1924 the observation school at Moturoa and the model country school at Stratford may be profitably used by many teachers.

Largely owing to the efforts of our two organizing teachers, surprisingly good work is done in most of our remote schools, and the teachers are mostly enthusiastic, keen, and thoroughly in earnest. Our time in such schools is largely taken up in teaching, and in exemplifying such methods as seem necessary.

PUPIL-TEACHERS AND PROBATIONERS.—We have continued the practice of gathering at a centre once a year all pupil-teachers and probationers. These are required to teach before their fellow-trainees, who are then asked to criticize and offer suggestions for the improvement of the lesson. We have no hesitation in stating that the skill and ability shown in the handling of the classes, the methods adopted, and the criticisms offered would in many instances do credit to experienced teachers. It is pleasing to record that side by side with the practical training the education of the young teachers has been successfully carried on by the headmasters. The results for the teachers' examinations for 1923 afford ample proof of this statement, for in these examinations the proportion of our young people that qualified for the D certificate was larger than in any previous year.

MODERN TEACHING.—It is our pleasure to record that modern methods have been adopted by many of our teachers. The methods now used, in our infant-rooms especially, have made for much more rapid progress of pupils, and have already done much to lower the percentage of retardates throughout the whole school. Many of our teachers adopted, either partially or wholly, the Dalton system, with modifications, with results that varied considerably, but gave convincing proof that its adoption by inexperienced teachers cannot be recommended. In all our best schools much greater attention is now paid to the progress of the individual. There are still cases where large classes hinder teachers from departing much from the rigid control of the past, but, even with these classes, experiments in freedom have been carried on, usually with much success. In not a few of our schools there is amongst the scholars delightful exchange of opinion, free discussion of the best ways of tackling problems of dealing with passages in reading and verses for recitation, of the facts of geography and history, and of thought-statement in composition. In these cases the teacher is the guide and the director and the final "court of appeal." In some cases, though, we have noticed a tendency to unnecessary discursiveness and to unprofitable use of time by talkative pupils.

THE SYLLABUS.—All teachers, and especially such as are inexperienced, are recommended to read the syllabus frequently and carefully. The appendices therein will be found full of hints that cannot fail to be of very great assistance in any difficulty that may arise.

SPEECH-TRAINING.—We would reiterate our opinion that special attention to speech-training is required in order to preserve the purity of our English speech. We are convinced that oral expression and speech-training should be looked upon as the most important part of the school-work, and every opportunity should be taken to secure natural and correct speech. Almost every subject of the curriculum lends itself to discussion, in which the pupils should be required to express their views freely and fully, and not, as often happens, in short stilted sentences. It is pleasing to record that during the past year, in the large majority of our schools, a decided improvement was noticeable in oral response and in speech-training generally. We would advise all teachers to read carefully the suggestions issued by the Department in Appendix A of the Syllabus of Instruction.

SCHEME OF WORK AND WORK-BOOKS.—There are still many teachers who fail to submit suitable programmes of work, and fail also to secure proper sequence and gradation therein. But in most schools a vast improvement in the compilation of the keeping of the schemes and work-books has been noticed. With the assistance furnished in the syllabus there can be little excuse for such neglect, and in future much more stress will be laid on the proper presentation of schemes and the attention given to work-books. We find that in far too many instances teachers cause themselves unnecessary drudgery—and if work-books are not made out in the proper spirit they are verily a drudgery—by needless daily or weekly repetitions. We have advised that in the general schemes there should be shown the general treatment of new ideas in lessons, together with the revisional treatment of lessons in any subject, and then the "treatment" part of the work-book may refer to these general entries as occasion requires. It is in the "treatment" of lessons that we find the work-book notes most defective.

SUBJECTS OF INSTRUCTION.—Reading and Recitation.—These subjects are now being well taught in by far the greater number of our schools. Comprehension of reading-matter has received increased attention—to such an extent that most of the pupils in the upper standards now read not only fluently but intelligently. There is need for closer attention to secure clear articulation and correct enunciation in order that the speech of our children may not be allowed to degenerate. The poems selected for recitation are improving in quality. Our literature abounds with gems of poetry: there is, then, no excuse for compelling school-children to memorize any poetry except that which will be "a joy for ever."

Writing.—We regret to state that this subject is not receiving the attention that its importance warrants. In point of fact, the writing in even some of our largest schools is far from satisfactory—in the upper standards especially. The neglect of careful supervision of *all* written exercises, the common practice of introducing small hand in the lower classes, and the infrequency of formal lessons, are all contributory to the careless writing so frequently seen on our visits. In too many schools careless penholding and wrong bodily positions mar the beauty of the writing produced. And that is true of both teachers and pupils.

Spelling.—A more rational system of teaching spelling is now being employed, and little fault can be found with the work presented during the year. The improvement is, we believe, largely due to the abandonment of the method of teaching from lists of unrelated words, and the return to the sane method of treating each new word in relation to its context. Teachers generally are adopting

the practice of constantly noting and revising words commonly misspelt by their pupils—a practice that cannot be too strongly recommended.

Grammar.—In almost every school formal grammar has been well taught, and the proficiency results show that the subject was a particularly strong one in Standard VI. On the other hand, the results in composition seem to show that the *raison d'être* of grammar is but little understood by many of the pupils, who, in consequence, fail to apply their knowledge in formulating correct sentence forms in their essays.

Arithmetic.—During the year the tendency has been to lay greater stress on accuracy of results. Teachers have seen that the only possible foundation of speedy and accurate arithmetic is the thorough memorizing of tables in the lower classes, and the best memorizing is that which obtains through “learning by doing.” Mere parrot repetition of tables leads nowhere. In the senior classes there is still too much working of calculations on scraps of paper, only the results being shown in the solution. The practice prevents teachers and Inspectors from finding out just where, and in what operation, pupils go wrong. We much prefer to see set out in full both the operations and the results. Both teachers and pupils should regard errors in calculation as very serious. In most schools the setting-out of the arithmetic examples for examination purposes is conspicuously attractive and neat.

History and Geography.—There is evidence that the former subject is now being taught more thoroughly than formerly. By means of pictures, dramatization, &c., teachers are endeavouring to make both subjects of real live interest to the pupils. The system adopted by some teachers of giving copious notes in history is condemned as being wasteful of time, and not conducive to searching inquiry on the part of the pupil. In a number of our schools there is evident fresh and free treatment of all geography topics. These form almost the most interesting lessons of the course.

Citizenship.—It may be safely said that in an increasing number of our schools the teachers are keenly interesting themselves in inculcating in the minds of the children an appreciative attitude towards matters that tend to make them worthy citizens of our Empire. By special lessons in civics, by song and by story, and often by suitable addresses, the children are led to realize more clearly the duties of good citizens. In only a few schools have we found teachers uninterested or careless in regard to these matters.

Drawing.—Attention is drawn to the syllabus instructions on the subject, as we frequently find but little attempt to cover the course laid down. The method of placing an object in front of the children and asking them to draw it does not tend to the advance in this subject that we should like to see. As a general rule the better method, we find, is to ask the children to observe carefully the object set before them and then allow a free discussion with regard to the main features. In fact, the children should first of all “read the object” before attempting to express on paper what they think they see.

Agriculture and Nature-study.—In the past we must confess that we have been somewhat disappointed with the general treatment of this subject, but during 1923 the work has been placed on a more satisfactory footing. The lessons are in the main well handled, the pupils being trained to observe, experiment, and draw their own conclusions. As a result the children evince a much keener interest in the world around them, and take a keen pleasure in collecting specimens for examination. But we must point out to teachers the striking need for close supervision and correction of the notes made by the children; otherwise many misspellings, careless writing, and poor drawings are found to disfigure the books. The Board's Chief Agricultural Instructor, Mr. Ridling, has visited all the outlying schools, and has succeeded in laying before the teachers a very fine scheme of instruction—one that leads to education through experiment and observation.

At the centres for woodwork and cookery, rural science classes for the visiting country children have also been conducted by the agriculture instructors, and have proved invaluable as a means of training in such work.

Physical Exercises.—In all our larger schools this part of the day's operations is carried out with marked success; but we must reiterate our statement of previous years and declare that the schools in this district are not visited frequently enough by a physical instructor. Indeed, there are schools which, so far as we know, have never yet been so visited. Naturally, then, there are schools in which the attention paid to this training is not so careful as it should be, and the result is loss of physical fitness in the children.

Tooth-brush Drill.—Except in a few schools tooth-brush drill is taken regularly, and after hearing the opinions expressed by teachers, and from our own personal observations, we may say that it is finding greater favour with pupils and parents alike. It has certainly served to form a good habit, and at the same time, as a sanitary practice, it has prevented the children's mouths and throats from becoming, as in the past, a breeding-ground for certain diseases. Our experience of this drill is so entirely satisfactory that we think it should be carried on in every school in the Dominion.

Moral Training, &c.—Practically all schemes of work in the district provide for lessons designed to improve the moral tone of the school. The majority of the teachers realize their full responsibility in the development of a high standard of morality in their pupils, and sufficiently realize, too, that a teacher's efficiency is measured by a finer rule than mere success in examinations. The best schools are those in which there is the best tone. In the greater number of our schools, but not in all, it is found that the teachers recognize the necessity for a close supervision and inspection of the grounds, buildings, cupboards, &c., with a view to keeping them as tidy as possible, and are apparently keenly alive to the important part that attractive environment and personal appearance play in the education of the child.

Temperance Teaching.—It is our practice to see that in the scheme of work suitable provision is made for the inculcation of temperance principles, and frequently to test the children in their knowledge of the facts taught. A compulsory question dealing with alcohol is inserted every year in our final S6 tests, and as a rule we find this question fully and well treated.

ORGANIZING TEACHERS.—The organizing teachers continue to carry out their duties with commendable zeal and enthusiasm, and we are more than ever impressed with the important part they play in the training of our inexperienced teachers, who are ever ready to express their appreciation of the helpful assistance at all times so freely given. So marked is the improvement manifest in this district that two men are now able to oversee all the schools where their help is required.

FINAL.—In conclusion, we would express our warm appreciation of the unvarying courtesy and ready co-operation of the Education Board and its officers all through the year.

WANGANUI.

INSPECTION.—With few unavoidable exceptions, all schools of Grade 1 and upwards were visited twice during the year. The first visit was devoted to general inspection: schemes and time-tables were discussed and recommendations made; the teacher was seen at work; and, where necessary, the Inspector took lessons. During the second visit part of the time was devoted to testing the pupils in such objects as the Inspector deemed it advisable. Towards the end of the year the Proficiency Examination was taken at the second visit in remote schools. Pupils of Grade 0 schools, where practicable, attended for inspection at the nearest convenient school of a higher grade.

ORGANIZATION, ETC.—As in previous years, we found the general organization, distribution of staff, and arrangement of work quite satisfactory, except in some few cases, where alterations had to be recommended.

A very pleasing feature of the organization was the extension of the class-library movement. The advantage of having a full supply of reading-matter of diverse character is becoming more widely recognized by teachers, and there are now few schools where most classes are not supplied with a fairly wide range of suitable books.

An increasing number of teachers now apply to their pupils one or other of the mental tests in general use. The results obtained are of material advantage in the classification of the pupils within their respective standards. In most of the large schools the classes are divided for instruction into two or three fairly homogeneous groups, resulting in a better distribution of the teacher's time on the one hand, and on the other a more rapid promotion of the brighter pupils. In this way a certain degree of vertical classification is achieved; but both headmasters and assistants appear so far to be somewhat unwilling to utilize that system to the full by having the brighter children of two or more standards taught together. We hope to see some extension on these lines during the coming year.

Those teachers who took up auto-education on the Dalton plan or a similar system still continue to use such methods, though experience has in some cases induced them to modify their original schemes. Good results still continue to be obtained from these methods. Our observation of the working of the Dalton plan has led us to the following general conclusions:—

- (1.) The plan should be restricted to those pupils who show an I.Q. of at least 100 when tested by one of the recognized mental tests.
- (2.) A plentiful supply of literature on all subjects as well as other material must be provided.
- (3.) The mental and academic equipment of the teacher must be of a high order.
- (4.) The teacher must be willing to undertake more work in the oversight and correction of written exercises than is usual when ordinary methods are employed.
- (5.) The plan is not well adapted, in general, for pupils below Standard IV.

INTELLIGENCE TESTS.—We give below the results of the application of the Northumberland group tests to the S3, S4, and S5 pupils of a Grade 4 school. In order to obtain some estimate of the value and reliability of the tests, we have calculated the correlation between the position in class of the pupils as determined by the test and that as determined by examination (using Spearman's formula). For S3 $R = \cdot57$, and it may therefore be assumed that the tests are reliable, the coefficient of correlation being satisfactory. For S4 it will be found that $R = \cdot58$, and here also it may be assumed that the tests have proved to be reliable. In S5 $R = \cdot41$, so that the correlation here is not at all good.

Standard III.				Standard IV.				Standard V.			
Position in Class Exam.	Chronological Age.	Mental Age.	I.Q.	Position in Class Exam.	Chronological Age.	Mental Age.	I.Q.	Position in Class Exam.	Chronological Age.	Mental Age.	I.Q.
	Yrs. Mos.	Yrs. Mos.			Yrs. Mos.	Yrs. Mos.			Yrs. Mos.	Yrs. Mos.	
1	9 6	11 2	117	1	11 0	15 6	141	1	12 0	15 8	130
2	11 9	11 9	100	2	11 1	12 10	115	2	12 9	15 2	120
3	10 1	13 6	134	3	10 6	12 9	121	3	13 3	13 3	100
4	10 2	12 5	118	4	14 5	13 0	90	4	13 2	13 0	99
5	11 5	13 7	127	5	14 1	13 5	95	5	15 5	13 8	101
6	10 3	10 0	97	6	12 1	12 2	100	6	11 11	14 6	122
7	11 4	12 1	102	7	12 8	12 6	98	7	12 11	13 5	104
8	10 6	10 9	102	8	11 8	12 6	107	8	12 6	12 9	102
9	12 5	10 10	87	9	12 3	12 10	104	9	13 7	13 9	101
10	11 5	10 9	94	10	12 3	12 9	104	10	13 8	12 8	92
11	10 9	10 7	98	11	15 4	10 10	69	11	13 8	10 10	79
12	11 11	10 9	97	12	11 4	10 6	93	12	12 5	12 5	100
13	13 0	11 1	91	13	11 8	11 10	101				
14	12 5	10 7	85	14	12 9	10 8	89				
15	12 0	9 6	79	15	12 5	14 2	114				
				16	13 0	11 6	89				
				17	11 9	12 0	102				
				18	13 2	11 2	85				
				19	13 7	8 9	64				

It will be noticed that in each class there are pupils of high intelligence who are lower in the examination order than they should be according to their ability. These were marked "Careless" or "Lazy." We venture the opinion that the apparent carelessness or laziness may be due to the fact that they master the work more quickly than their classmates, and find time hanging heavy on their hands. Such pupils should either be in a higher class or should be doing extra work. Pupils shown by the mental tests to be of high intelligence should be given the chance of more rapid promotion than their less gifted classmates.

Some very interesting results have been disclosed by the application of the same tests (Northumberland) to the pupils of S2, S3, S4, S5, in a Grade 5 school. The results are summarized in the tables given below, which show details of the differences in the order of the pupils when arranged (a) in order of intelligence quotients, (b) in class order as determined by the head teacher's examination.

Standard II.

Difference in Position.	Equal in Class and by I.Q.	Higher in Class than I.Q.		Lower in Class than I.Q.	
		Total.	Over 10 Years Old.	Total.	Under 10 Years Old.
0-5	1	5	3	5	3
6-10	..	8	6	7	5
11 and over ..	..	14	12	7	6

It would appear that the experience due to extra age (at any rate, in this standard) helps the pupil to do well at an examination. This advantage should tend to become less in the successive higher standards, while the influence of intelligence should become greater.

The Spearman co-efficient of correlation between the two orders in this standard is .53, while the probable error is .06. From these figures it would *appear* that there is quite a good correlation.

Standard III.

Difference in Position.	Equal in Class and by I.Q.	Higher in Class than I.Q.		Lower in Class than I.Q.	
		Total.	Over 11 Years Old.	Total.	Under 11 Years Old.
0-5	2	5	3	6	2
6-10	..	7	5	13	4
11 and over ..	..	18	14	26	14

Age and experience again affect the examination order. Correlation between the two orders is not so good here, the coefficient being .45 and probable error .05.

Standard IV.

Difference in Position.	Equal in Class and by I.Q.	Higher in Class than I.Q.		Lower in Class than I.Q.	
		Total.	Over 12 Years Old.	Total.	Under 12 Years Old.
0-5	2	10	7	8	..
6-10	..	5	2	5	4
11 and over ..	..	16	13	22	16

Age and experience are still affecting examination position. Coefficient of correlation, .56; probable error, .05.

Standard V.

Difference in Position.	Equal in Class and by I.Q.	Higher in Class than I.Q.		Lower in Class than I.Q.	
		Total.	Over 13 Years Old.	Total.	Under 13 Years Old.
0-5	1	4	3	12	5
6-10	..	6	3	3	1
11 and over ..	..	14	12	28	12

The influence of intelligence begins to be felt, but age and experience are still strong in determining examination order. Coefficient of correlation, .42; probable error, .05.

The School Medical Officer was asked to examine those pupils whose class position varied greatly from their position in the I.Q. order. Her report is interesting reading, and is given below:—

"I have examined, as you specially requested me, the children whose I.Q. and whose position in class varied more than they should do. There were 48 examined whose differences were more than 10. Of these, 12 are suffering from marked malnutrition, 19 have physical deformities, 23 have decayed second teeth, 16 have enlarged thyroids, 12 have enlarged tonsils, 6 have defective hearing, 5 whose mental condition is much below the average, 14 have enlarged glands, 2 have defective speech, 1 cleft palate, 1 very severe heart trouble. Of the remaining 35 children, whose differences varied from 5 to 10, the following are the defects: 11 are suffering from malnutrition, 6 have physical deformities, 10 have dental caries, 2 have enlarged tonsils, 8 have enlarged glands, 10 have enlarged thyroids, 2 have heart trouble.

"I hope you will find these results interesting. To my mind, the first group shows such marked physical defects that it is ridiculous for us to expect any accurate or concentrated school-work until these defects have been satisfactorily attended to. It seems to me that the medical-record card of the child should be at hand for every teacher to be informed of the child's physical condition; and, although the percentage which we now get attended to is satisfactory, it should be possible to compel ignorant parents to have necessary remedial defects treated. These results of yours I consider prove conclusively that teachers have a lot of unnecessary hard work in trying to teach children whose physical condition is such that they are not fit to appreciate the efforts of their teachers."

Comparison of Northumberland and Terman Tests.—The standard pupils of the Queen's Park Model School were given both these tests, and it was found that there was a very close correlation between the two orders. The coefficient of correlation was .71; probable error, .1.

SUBJECTS OF INSTRUCTION.—Sound work has been found in most of the subjects of instruction, and, in general, we are quite satisfied with the progress of the pupils. We are not satisfied, however, that the teachers have due regard in their lessons to some definite aim. The aims of the instruction are stated in the schemes, but the individual lessons too often appear to form no part of a well-designed course. The attention of teachers has been directed to this phase of their work, and we hope for improvement in this respect during the coming year.

Reading.—Increased attention to the comprehension appears to have been given, and we regard this as a very hopeful sign. In the coming year it is proposed to attach a greater proportion of marks to "comprehension" in the Proficiency Examination.

Recitation.—We are pleased to be able to report distinct improvement in this subject. Teachers are beginning to realize the importance of well-thought-out lists of subjects, and there is also general improvement in the treatment, especially where teachers use the "whole-poem" method rather than the line-by-line method of learning by rote.

Composition.—Both in the tests given by us and in the examples seen in the exercise-books we found very pleasing work, and our remarks of last year appear to have borne fruit, though there are still some teachers who confine their instruction in composition merely to setting subjects and correcting errors. We would like to see some closer relation between the essay work and the study of literature, especially in the upper standards. The work in formal grammar, also, should be more closely correlated with the essay work. We note that in some cases there is too much reliance on "skeleton" essays. This practice should be entirely discontinued.

Spelling.—We found this subject good throughout, though there are still teachers who waste their own time and that of their pupils in the teaching of words unsuited to the stage of the pupils' progress. In many schools there is a pleasing extension of vocabulary work.

Writing.—Generally satisfactory. The setting-out of work in exercise-books would bear improvement in some cases, but is generally good. A review of the exercise-books shows that in some schools most or all of the formal writing "lessons" are confined to transcription. While this kind of work certainly has its value, teachers should know that (even where copybooks are in use) the blackboard lesson is the only means of really teaching writing. Script writing has been adopted in the infant classes of most schools and in the lower standards of a few.

Arithmetic.—Formal work taken from text-books is generally well done, but we note an almost universal neglect of practical work. This matter has been dealt with fully in a special "leaflet," and no teacher should now be able to plead want of material or ignorance of method in the matter of "practical" arithmetic. The following comments appear somewhat frequently in our reports to teachers: Failure to apply mental methods in written exercises; neglect of mental arithmetic; neglect of drill work. The last applies chiefly to the lower classes, where the teachers continue to use "concrete" methods long after the pupil should have mastered the combinations of numbers under consideration and after memorization of results should be expected.

History and Civics.—Again we have to report that this subject is disappointing. We attribute this to two main causes: (1) Failure to keep one definite aim in view; (2) a poor knowledge of the subject on the part of the teacher.

Geography.—The work presented was in advance of that seen in history. The following comments, appearing frequently in our reports, indicate the general lines of improvement considered necessary: Failure to make full use of natural surroundings and to cultivate and encourage observation; neglect of practical work; failure to make full use of human interest and of pictures and newspapers; failure to correlate with history and with nature-study; separation of physical, commercial, and social geography; failure to make use of the biography of exploration.

Drawing.—This subject, on the whole, was good.

Nature-study.—We were much displeased with the work in this subject throughout. We note the following as the chief faults in this work: Inadequate preparation of lessons and material on the part of the teacher; too much reliance on material brought by pupils; indefiniteness of aim and method; haphazard development of the scheme; observation, experiment, and investigation not sufficiently encouraged; overlapping of the work of several classes, and consequent lack of interest; work not in touch with environment; tendency to rely on books and merely to supply information. Steps will be taken during the coming year to ensure improvement along the lines implied in these comments.

Elementary Agriculture.—The work in this subject is fair on the whole. Environmental work has been a special feature of the outdoor activities of the schools, and this may have reacted to some degree on the more truly educational instruction. Indoor experimental work has in general been regularly carried out, but there are indications that the teacher does not lead the pupils to observe sufficiently the events that occur during the progress of an experiment. He is too often satisfied if the pupil can sum up the predetermined or expected result of an experiment in a sentence or two (often quite incorrect). Notebooks have not always met with our approval. These sometimes contain quite trivial and irrelevant entries, and too often the notes have manifestly been dictated by the teacher. A good class record of every experiment (whether indoor or outdoor) should be kept, and after discussion of this the pupils should make their own notes independently.

Singing.—Very fair work on the whole. Improvement should be on the lines of better instruction in sight reading and part-singing, a better selection of songs, and some attempt at voice-training.

Needlework.—The work of the district as a whole is satisfactory.

Handwork.—We are of opinion that teachers as a whole do not take handwork at its proper value as a method of teaching, though we were pleased to note during the year evidence that this lack of appreciation is now beginning to disappear. These remarks apply to classes below S5. The woodwork of the boys in S5 and S6 in the larger schools calls for favourable comment. At every centre we were well satisfied with the work, which is now fairly well correlated with the general instruction in other subjects. We were not so well satisfied with the domestic science seen at the several centres, and shall take an early opportunity of indicating to the instructresses lines of improvement. The cookery was, however, generally satisfactory. The teaching of home science for girls in the smaller schools presents considerable difficulties, but some of the teachers are making commendable efforts to carry out a suitable course.

Physical Instruction.—Our own observations and the reports of the Instructor show that quite good work is being done in this subject. Organized games are well arranged at most schools, and both boys and girls are being taught to "play the game." Teachers are learning to appreciate the value of games as moral training.

Health and Temperance.—These subjects receive due attention in all schools, the former often being taken as part of nature-study or of elementary science. In most schools we have received very good essays on temperance subjects from the senior pupils.

DISTRICT HIGH SCHOOLS.—The number of district high schools in operation is now six, the secondary classes at Patea having been re-established. During the year great difficulties were again encountered in staffing the schools. In two cases the work has been carried on in adverse circumstances. At Ohakune the classes were housed in the woodwork-room, which had to be vacated one whole day a week. At Marton the accommodation has been wholly inadequate. The usual programmes of work have been in operation, including a general course for first-year students as well as the courses necessary for those seniors who wished to sit for Intermediate, Public Service Entrance, or Matriculation examinations. The results of the instruction have, on the whole, been satisfactory. We again wish to state our opinion that if the teachers at these schools were graded as secondary teachers staffing difficulties would largely tend to disappear.

MODEL SCHOOL.—Four student teachers from country schools attended the model school at Queen's Park during the first half of the year. In the middle of the year a change of teachers was made, owing to the promotion of the previous teacher to a higher position. Good work has been done at this school since its establishment, both with the pupils and the teachers attending for training. The teachers are trained in the use of modern methods, and are given a good introduction to individual work, Dalton plan, application of intelligence tests, and the like, as well as instruction in the best methods of organizing and conducting a small school. These methods are beginning to be effective in the country schools under the charge of the trained students. During the latter part of the year, owing to the inability to obtain suitable relieving teachers, no students were admitted to the model school.

SPECIAL CLASS FOR RETARDATEs.—This class has been carried on during the year on the lines indicated in our last report. The assistant in charge, who was new to the work when appointed, has done quite creditable work, but we feel that such classes as this will not be on a sound basis until there is a sufficient supply of teachers properly trained for the work.

ORGANIZING TEACHERS.—We are pleased to be able to repeat our commendatory remarks of last year on the work of the organizing teachers. The advice and assistance given by them to unskilled and untrained teachers have been of the highest value.

CIRCUMSTANCES AFFECTING THE WORK OF THE SCHOOLS.—Some individuals and societies (whose names need not be given here) have learned to exploit the schools for various purposes. Often there appears to be some educational value in their activities, but on close examination this apparent educational value is seen to be very slight—indeed, often quite negligible. On the other hand, the distraction of the pupils from their school-work is great. We feel that teachers have been too prone to put themselves into the hands of these people, and that the work of the pupils has suffered accordingly.

We fear that if the number of days or half-days on which school-work has been suspended in some schools were listed the list would be formidable enough to cause serious misgivings. We are strongly of opinion that schools can take reasonable part in the social life of the community without unduly trenching on the time which should be spent in their legitimate work.

GENERAL EFFICIENCY OF THE SCHOOLS.—From a scrutiny of the year's reports we estimate the general efficiency of the schools of Grade 1 and upwards as follows :—

	Public Schools.	Private Schools.
Good to excellent	66	3
Satisfactory	122	21
Lower than satisfactory	6	4
	194	28

In addition to the above public schools there were eleven schools of Grade 0 doing work which may be classified as fair to good.

DESTINATION OF S6 PUPILS.—The very satisfactory interest in the secondary education of their children taken by parents in this district is shown by the fact that of schools having S6 pupils no less than 72 per cent. sent on children to the secondary schools, while from 60 per cent. of them more children continued work in advance of the primary course than left to take up occupations.

The following figures, summarized from returns furnished by head teachers, give the destinations of the S6 pupils for the 1922-23 period :—

- (1.) Number of 1922 S6 pupils who undertook some form of secondary education during 1923 : College or secondary school, 287 ; district high school, 155 ; technical school or technical college, 272 ; S7 in own or other primary school, 45 ; repeated S6 work in own school, 178.
- (2.) Occupations of 1922 S6 pupils and others who left after the 1922 Proficiency Examination or during 1923 : Postal service, 22 ; Railway service, 6 ; factory-work, 40 ; farm-work, 169 ; domestic service, 63 ; domestic duties at home, 186 ; sawmill-work, 13 ; carpenter, 5 ; dressmaker, 5 ; milliner, 3 ; clerk, 14 ; shop-assistant, 55 ; plumber, 4 ; engineering, 12 ; sundry, 15 ; unknown, 16.

HAWKE'S BAY.

The number of public schools open in the district at the 31st December was 193, and the roll number 16,063. If we were asked to classify the schools reported on during the year according to the general efficiency we should do so as follows : Excellent, 16 ; very good, 30 ; good, 57 ; very fair, 67 ; fair, 19 ; weak, 1.

While we do not wish to detract from the value of arithmetic, we think that teachers are somewhat prone, especially in connection with the Proficiency Examination, to regard arithmetic as the all-important subject. We therefore consider it advisable to stress the need for more careful attention to English composition. Most frequently the only evidence before the public of the child's standard of education is his English, and the teacher's success is judged on this subject alone. Proficiency in composition is held to be the surest sign of a high degree of mental intelligence, and a child who cannot at the end of his primary course express himself in correct English cannot have been properly taught.

OCCUPATIONS OF PUPILS WHO LEFT SCHOOL AT THE END OF 1923.—Returns giving information as to the destination of pupils who left school at the end of the year produce the following :—

	Passed S6.	Did not pass S6.	Total.
Secondary schools	641	24	665
Farming	62	93	155
Domestic duty	161	106	267
Trades	38	18	56
Commerce	29	17	46
Clerical work	16	1	17
Postal and Railway	9	2	11
Hospital assistant	1	0	1
Unskilled	21	21	42
	978	282	1,260

Comparison with a similar return for 1921 shows that while unskilled or blind-alley occupations continue to claim the same percentage (3 per cent.) the number proceeding to secondary schools has increased by 83 per cent. This is probably to be discounted by the fact that the returns for 1921 were far from complete ; nevertheless, a substantial improvement is manifest.

EDUCATIONAL INVESTIGATION.—At the end of the year we tested the power of reading of a large infant division of two hundred pupils. Ballard's test was used for the purpose, our object being to test both the pupil's ability and also the efficacy of the method in use. The results, which have been forwarded to the Department, were very gratifying indeed, the norms being generally higher than those given by Ballard for children tested at Home. An interesting return was also obtained from a large school showing the kind of reading-lesson most appreciated by the pupils. The lessons in each part of the *School Journal* were considered, and votes or marks awarded by the children according to a scale assigned. An investigation of this kind made over the whole district would no doubt prove very useful to the Department.

RETARDATION.—The causes which have been shown to underlie retardation in another district no doubt hold good generally. The frequent changes in school and consequent loss of time do explain most cases, as is seen in considering applications for junior free places from pupils over the age of fifteen. Remoteness is also a common factor. We note, however, that in some of the largest schools there is a tendency to hold back the children in the preparatory classes longer than we consider necessary. In one school, for example, half the number in the highest preparatory class had already been two years at school, and should have been promoted to S1. In another case we noted that thirteen pupils classified in P1 had been over a year in school, and, indeed, the whole class showed insufficient progress for the time since admission. The organization in such circumstances cannot be considered satisfactory, and we have informed the head teachers concerned that more rapid promotion is required. The retention of pupils for a whole year in a P4 class cannot be justified. We think, however, that, especially in the case of the large city schools, children who are entering for the first time should be admitted only at the beginning of each term.

Special Class for Retardates.—To meet the needs of exceptional pupils, a special class was established during the year. In its establishment we were fortunate in having the co-operation of the Schools Medical Officer, Dr. Clark, who is specially interested in what are termed ungraded children. The results have fully justified the establishment of the class and, we understand, gave satisfaction to the Department expert who visited it towards the end of the year.

Hospital Special Class.—During the year a special class was also established, in the interests of child inmates, at the Napier Hospital. This class, which comprises all standards (P—S6) is fulfilling a long-felt want, and is much appreciated by the children and by their parents.

ORGANIZING TEACHERS.—Two organizing teachers are engaged in the district, each having a dozen small schools under his supervision. There is no doubt as to the value of the assistance given—these little schools with very few exceptions are doing remarkably good work, and especially in the northern end the visits of the organizing teacher are eagerly sought by the parents. We have been assured that none of the recent provisions of the Department has given more satisfaction to parents in the backblocks than that by which the teachers in charge of their little schools are regularly visited by a capable and experienced adviser.

DISTRICT HIGH SCHOOLS.—There are now five district high schools in operation in this district, and we consider that they are all doing satisfactory work and meeting a real want.

The programme prescribed by the rural course is adopted by all pupils in the first two years, and thereafter the ordinary matriculation course is followed. Agricultural science, comprising general physics and chemistry, agriculture, dairy science, and, for girls, home science, is studied in the first and second years, and natural science, physics and chemistry, agriculture and dairy science, with home science for girls, are taken up to the matriculation standard in the third and fourth years. In three of the district high schools the science subjects are in the hands of the special instructor in agriculture, and we consider that this has contributed very largely to the success which has been achieved. Nor can we see at present any advantage to be gained by dispensing with the special instructors. We have found it very difficult, if not indeed impossible, to get as teachers in district high schools those who are qualified in every subject of the curriculum, including science, and adequate provision should be made for the training of teachers in this important branch.

The establishment of the Isabella Siteman Scholarship, of the value of £80 per annum, offered every two years, and tenable for four years to pupils from secondary schools in Hawke's Bay Education District who take a prescribed course in science at the University of Otago, should prove a great stimulus to science in our schools.

SUBJECTS OF INSTRUCTION.—In the following paragraphs our impressions of the quality of the instruction in the various subjects in the curriculum are set forth:—

Reading.—Thanks to the expansion of the school library, there is a great deal more reading in the district than formerly, and the subject accordingly shows commendable improvement. The elocutionary aspect, however, still requires special attention, and the comprehension would be further enhanced were the pupils encouraged to debate the topics suggested to them by the reading-lesson. Recitation still gives us little satisfaction. In some of the larger schools the passages were not known as they should be, while style in delivery was almost entirely wanting. In only one or two schools could the recitation be said to be excellent. The best results have been obtained where pupils have offered their own selection, and we commend this practice to all concerned.

Spelling.—The written work of the pupils shows that the small error has not yet been eliminated in the upper classes, and that while there is more actual teaching of spelling, careful supervision of the pupils' own work must not be overlooked; nor do we think that the adoption of a spelling-book will relieve the teachers from dealing with the mistakes that the pupil actually makes. "If commonly used words are properly mastered and spelling attitude and ideal are right, the small specialized vocational vocabulary most of us need may be left to itself."

Writing.—The formal writing throughout the district is generally of a very high quality, so much so that there seems to be no reason why those who can write and can teach writing should make use of an ordinary copybook. It is important, however, to see that the neatness which characterizes the formal work should be maintained to some degree, at any rate, in the general written work. Every written lesson then would be more or less a writing-lesson.

Composition.—We have made some reference to this in connection with the Proficiency Examination, but we would again stress the extreme importance of the subject. We consider that pupils who have been eight years at school should have a better command of language than they frequently have, and that they should be able to express themselves correctly and freely. We have advised teachers to announce the subjects of composition beforehand to allow the children to collect information upon the topic chosen and make a rough draft and then present the finished copy. We

consider that were this plan adopted in the upper classes of the school not only would it tend to improve the quality of the work, but it would open up to the child the way of collecting facts and then marshalling them in order of importance, and thus composition could be made a subject in which the pupil could be trained to find out much for himself. We may add that class discussion, with blackboard correction of typical errors, is more educative and economical than toilsome repetition of individual markings. We would again emphasize the need for special attention being paid to the writing of ordinary business and social letters. If pupils are taught from the middle divisions upwards to write letters, there should be no excuse in the higher classes for the lack of proper form and punctuation and in correct spelling, or for obscurity of expression, while the cultural influence of the school life should be sufficient to secure politeness in addressing either friends or strangers.

Arithmetic.—In regard to arithmetic, we think that the suggestion made at the recent conference—viz., that concrete teaching should be dispensed with as soon as possible—is a correct one. When an adequate foundation of the concrete relations has been laid, they should be laid aside and abstract symbols considered. As a matter of fact, much of the teacher's endeavour is to save pupils from too much concreteness. Accuracy in the fundamentals is not achieved until the necessity for thought in reckoning has been reduced to a minimum; it is when we stop to think that mistakes are made in addition or other process work. Thus drill for habit-formation must be given; and, while this is recognized usually as being the prerogative of the infant department, it should be continued throughout the school. Of the general arithmetic work in the standards we consider that in S5 to be the least satisfactory, for in this class seldom do the children show more than a fair degree of proficiency. This is probably due to the fact that the pupil has now to face exercises which are quite dissimilar from those he has met in the previous standard. Much may be done here with practical work, handwork being used as a method of teaching.

We frequently meet children who think that they have "no head" for arithmetic—a fixed idea which is aggravated by the parents' view that none of the family could ever do arithmetic. In such cases the teacher must establish confidence within the child, and he can do this best by giving him exercises that are well within his compass. It has been said that many a pupil loses his arithmetic morale because of what he fancies to be a hard problem, when the real trouble is that he cannot use correctly 7 times 8, or is unable to keep a column of figures in line. He wastes half his mental energy in thinking of what should be purely mechanical. Arithmetic is popularly chosen as a subject for home-work, and is frequently the occasion of much waste of time. No problem should be given a child for home exercise that he does not understand and cannot do without the aid of his parents. Lastly, we may emphasize in the case of arithmetic the need for careful setting out, which, indeed, is just as important as method, inasmuch as it leads to accuracy.

Geography, History.—Of the other subjects of the course we consider that very satisfactory work is done in geography, and that history has received intelligent treatment at the hands of the teachers. We welcome the proposal adopted by the Council of Education to modernize the syllabus in history for secondary schools, and trust that a similar course may be arranged for primary schools.

Drawing.—In drawing, some excellent work is done. Our only comment is that we are inclined to think that perhaps we have made too extensive demands in expecting that every child shall present work in every branch. It might be well to leave to the child or the teacher the branch of drawing which he desires to offer. Many of the schools still present drawing-books in the infant classes, in spite of the fact that the walls are specially prepared for drawing. We consider that in the early stage the book hampers the freedom of the child and probably retards his skill. Where blackboards are available there is no need for a book. Some of the best work that we have seen has been done on the walls of the class-room.

Science.—We are very pleased to record our appreciation of the progress that has been made in science. This is due to the energy and ability of the Supervisor of Agriculture, to the increase in skill acquired by the teachers through attending refresher courses in science, and to the adoption of a definite programme suited to the district. Even in the smaller country schools we found that science had been well taught. The pupils' notes contain merely three entries: (1) What we did; (2) what we saw; (3) what we think: showing that training in scientific method has begun. The services of an additional instructor are undoubtedly necessary in the district.

Singing.—The programme of singing in the syllabus which has been so favourably commented upon is not carried out to any reasonable degree, apparently because teachers do not know how to set about it. The candidates who come to us for examination in practical music do not show an amount of knowledge commensurate with the time they have spent over the subject from the beginning of their school course, and the newly trained teachers do not appear to have acquired much facility in teaching it. We consider that they should go through the course laid down in the syllabus, so that they are thoroughly familiar with not only the requirements for each standard and for grouped classes, but also the method of teaching it. The value of singing as a cultural subject is being appreciated more highly every year, and it is to be regretted that we are not making better provision for it.

Manual-training Instruction.—In the manual-training subjects we appreciate very much the work done by the special instructors in the subjects under the Manual and Technical Regulations. Our inspection of the classes and the reports received show us that the subjects are efficiently taught, while their practical utility, especially of cookery, is much appreciated.

PUPIL-TEACHERS.—We consider that the head teachers and their staffs give, on the whole, very satisfactory instruction to the pupil-teachers and probationers attached to their schools. Reports on the progress of all trainees are submitted quarterly, and at the same time notes of criticism lessons given are furnished. From an examination of these we are able to trace the gradual improvement in teaching skill, and the trainees themselves are accustomed before entering training college to face

what they regard as the ordeal of a criticism lesson. Of the pupil-teachers in the district who completed their course only six failed to qualify for admission to training college at the end of the year.

DISCIPLINE, ETC.—We hear very few complaints as to the severity of the discipline in our schools, and we feel that in the treatment of children our teachers generally adopt the rational view, so that school nowadays is not the house of correction and restraint that it was in bygone days when suppression was characteristic of the schoolroom autocrat. In not a few instances during the present year has it been necessary, through the inevitable absence of the teacher, for the pupils to conduct their own school, and where the school tone is right this can be done without difficulty. On the other hand, while we wish to emphasize the desirability of the heartiest co-operation, friendliness, and comradeship between teacher and pupil, we cannot regard lack of orderliness or of courtesy, even though offered in the name of freedom, as being satisfactory discipline. True discipline can be exercised only by a teacher who has the personality which appeals to his pupils, and the man who allows his pupils to run out of the school like a flock of sheep, or to remain seated when a visitor or stranger enters the room, under the impression that he must not interfere with the freedom of his charges, has probably the inferior value as a disciplinarian in their estimation which he has in ours.

CORRESPONDENCE CLASSES AND COUNTRY CHILDREN.—The number of applications that have come before us during the year for enrolment in the correspondence classes established by the Department shows that this provision is very much appreciated by the parents in the outlying districts. The opportunities we have had of seeing the work of some of the pupils has shown us that good results are being obtained.

We have paid visits to all the small schools in the district, and have every reason to be satisfied with the progress that has been made. It has been a very great pleasure to us to give what assistance we can, and the parents have shown their appreciation in a very marked degree. We may say that our country schools have reached a very pleasing degree of efficiency. Three Junior National Scholarships were gained by these schools at the end of the year.

We desire to express our appreciation of the assistance afforded us during the year by the Education Board and its officers. We are provided with excellent accommodation, have received every assistance in carrying out our duties both in the office and the field, and have to thank the members of the staff for their courtesy and kindness during the year.

WELLINGTON.

Including twelve side schools, 273 schools were inspected during the year. In 1922 the number of schools in operation was 275, the decrease this year being due to the closing of Grade 0 schools situated chiefly in the Marlborough Sounds, where the system of instruction by correspondence has been substituted.

The following table shows the destination of pupils who left school before and after passing S6 :—

						After.	Before.
Secondary education	..	..	..	..	..	1,303	35
Home duties	..	..	..	..	..	209	101
Clerical	..	..	..	..	..	80	5
Trades	..	..	..	..	..	228	65
Farming	..	..	..	..	..	80	51
Unskilled occupations	..	..	..	..	..	75	40
Unknown	..	..	..	..	..	95	46

EFFICIENCY.—A summary of inspection reports shows 44·7 per cent. of the schools varying from good to very good, 42·5 per cent. satisfactory, 8 per cent. fair, and 4·8 per cent. inferior. As usual, most of the schools whose condition is below satisfactory are in Grade 0. Remotely situated as they are, and with the low attendances attached to them, the staffing of these schools is a perennial source of difficulty. We are of opinion that, so far as the Sounds are concerned, the nearest approach to a solution of the problem would be a combination of instruction by correspondence, and itinerant teachers, each taking a group of, say, ten or a dozen schools.

DISTRICT HIGH SCHOOLS.—Nine of these schools, with a total roll of 387, are in operation, their curricula embracing Matriculation, Public Service Entrance, Senior Scholarship, and Intermediate courses. Candidates are also prepared for Teachers' D Certificate, and for Accountancy Entrance. In seven of the schools elementary agriculture or dairy science is a compulsory subject. The following results of the 1923 examinations indicate a very satisfactory condition of efficiency: Matriculation (full and partial), 15; Public Service Entrance, 36; Senior Scholarship, 1; Intermediate, 13; D Certificate (Groups), 2.

A secondary class has also been formed at Pongaroa, the Department having sanctioned the appointment of an extra assistant to enable this to be done. Though the class at present is small, we hope that the effort to bring the elements of secondary education to one of our most remote districts will meet with better support later on.

SYLLABUS.—*English Subjects.*—For reading the efficiency mark is rarely less than satisfactory, and in the majority of cases it is good. The satisfactory pronunciation and enunciation of the pupils during oral reading are not, however, always apparent in their ordinary spoken language. Freedom and fullness of expression continue to be commendable characteristics of the composition, but weakness in punctuation is still too common a fault. Spelling and writing, judged both by set tests and incidentally, are good. Recitation, on the other hand, is the English subject with which we are

least able to express satisfaction. No subject has suffered more from the exploded idea of "faculty training" than has recitation, and we still find teachers who look upon the poetry lesson as an instrument for developing the memory instead of as a means of cultivating in the children an appreciation of, and love for, literature in its true sense.

History.—We cannot say that history is well taught. Apart from the elaborate programme laid down in the syllabus, the subject in itself calls for special knowledge and real experience on the part of the teacher, who, too often, is indifferently equipped in either respect. So far as our primary schools are concerned we believe that in this, as in other subjects, far better results would be obtained were the requirements made less ambitious and kept more within the real comprehension of our primary children.

Arithmetic.—In regard to arithmetic, a subject under some public discussion at present, we see no reason to alter the opinion that has again and again been expressed in our reports. As an example we quote from our report of 1912: "We here again express our opinion that the excessive demands made in arithmetic by the ordinary school examinations not only seriously retard the pupil's progress in other and more important subjects, but absolutely render impossible a rational treatment of the subject itself. In its 'Suggestions to Teachers' the English Board of Education lays special emphasis on the danger to the effective teaching of arithmetic arising from undue attention to abstract and difficult examples. The result of facing the child with problems of undue difficulty and complexity has been that our teachers are driven to sacrifice instruction in principles to the mere working of examples as types. By constant repetition and mechanical drill the pupil is familiarized with these types with the very words in which they are expressed (the 'cue' words, as they have been aptly called), till by wearisome practice he becomes habituated to the processes required for their solution. When examination tests conform to these familiar types the pupil passes; but when the tests deal with unfamiliar matters, or are expressed in unfamiliar phraseology—that is, when the 'cue' words are missing—the pupil fails. The problem in arithmetic makes a threefold demand on the child: (1) Comprehension of the language in which the problem is set out, (2) comprehension of what is required to be done in order to solve the problem, (3) knowledge of the mechanical operations in arithmetic necessary to get the answer. The first, as Professor Suzzalo points out, is a question of language, the second a question of reasoning-power. Our contention is that the bulk of problem work in arithmetic not only deals with facts and circumstances that do not lie within the experience of the average child of twelve or thirteen years of age, but as a rule it is beyond the natural scope of his reasoning-powers and comprehension of language, and that, instead of these being cultivated with the object of enabling the child to cope with such work in a rational manner, and to derive real educational benefit therefrom, valuable school time is being wasted in the acquisition of what at best is a merely factitious facility in getting answers. Opinions, of course, differ, but facts speak for themselves. No subject receives so much attention in our primary system as arithmetic—at least 20 per cent. of the child's school life is devoted to it—and we cannot pretend that the results are in any way commensurate with this expenditure of time and teaching-energy. The practical business man is not satisfied with the working knowledge of figures possessed by the boy who enters his office, nor is the secondary teacher satisfied with the arithmetic of the pupil who takes up his secondary course."

INFANT INSTRUCTION.—In no branch of education has there been greater development during recent years than in infant instruction and management, and the infant-mistresses in our large schools deserve special commendation for the whole-hearted and admirable way in which they have adopted the new methods and ideas. In spite of large classes the principles of individual instruction and auto-education are being successfully applied, and both infant-mistresses and their assistants have shown unremitting industry in the making and preparation of the large quantities of apparatus and material necessary for modern infant-work. On the other hand, in sole-teacher schools neglect of proper infant instruction has not infrequently come under our notice.

REGISTRATION, SCHOOL RECORDS, ETC.—Registration we find almost invariably correct and up to date. Schemes of work and work-books are satisfactory. We have, however, been in some instances under the necessity of drawing attention to the regulations requiring "that schemes be prepared not later than the second week of the school year," and "that the head teacher show a general outline of his plan for supervising and guiding the work of the school," also "that the work-book should contain sufficient detail to show that the teacher has given adequate preparation to each day's work." A circular is being issued from the office dealing with this matter.

MANUAL TRAINING.—The Supervisor of Manual Training, Mr. E. Howe, reports very favourably on the progress made in his department of education. During the year 113 classes were held in woodwork and 107 in domestic science, with some 4,400 pupils on the rolls. With a keen and enthusiastic staff of instructors a high standard of work has been maintained in all the classes. As Mr. Howe points out, it is in the handwork lesson that the pupil is not only told things but does things, where he learns by doing, and not merely by being told. We sincerely hope the time is not far off when the benefits and advantages of manual training will be more fully recognized in our educational system.

PHYSICAL INSTRUCTION.—The Senior Instructor reports the condition of the schools as ranging from satisfactory to good, but points out the necessity for refresher courses in view of the frequent changes not only in the staffs of the schools but also in the staff of instructors. Corrective classes have been established in some sixteen of the city and suburban schools. Good work has been done, but here again changes in the school staffs have in some instances adversely affected the results. We have in previous reports emphasized the benefits and success of these corrective classes, which for years have been a conspicuous feature of Miss Blackburne's work. She has shown exceptional ability in their management, and we would strongly recommend that she be given more scope and a freer hand for their development.

ELEMENTARY SCIENCE AND NATURE-STUDY.—During the year the two Agricultural Inspectors paid 714 visits to 170 schools. The Senior Inspector reports that while definite experimental work had, for various reasons, fallen behind in the schools along the Manawatu line, over a hundred schools in Wairarapa and Marlborough carried out experimental work leading to more advanced treatment for the coming year. The cultivating of trees for school-grounds and for distribution among settlers in the district is a special feature of fourteen schools, and this branch of the work will be developed still more in the future. As to the reproach that little is done in our primary schools in the interests of agricultural pursuits, we would point out that in regard to the treatment of elementary science and nature-study (which include elementary agriculture) the directions of the syllabus are that “the method of instruction is intended to give children the beginnings of scientific method rather than to teach a special science”—“to train children in the careful observation of surrounding objects and phenomena in nature.” In this respect full justice is being done in the primary schools to the interests of agriculture. The special treatment of the subject is the function of a more advanced stage of instruction.

We have again to express our appreciation of the hearty and loyal spirit with which the teachers of the district have worked during the year, and of their earnest endeavour to assist us in the discharge of our duties.

NELSON.

INSPECTION.—With the exception of one or two household schools, all the schools in the district received the usual two visits of inspection during the year.

EFFICIENCY OF THE SCHOOLS.—We are pleased to report a very gratifying improvement in the general efficiency of the schools as a whole. This is due very largely to the better class of teacher now seeking employment in this district, and to the earnest desire shown by most of the older teachers to bring themselves up to date in regard to the aims and methods of teaching. There is, moreover, throughout the district a spirit of work that augurs well for the future. Our reports show that of our own schools 30 per cent. are now good to very good; 39 per cent. are satisfactory; 31 per cent. are not yet satisfactory. As showing how the status of the teachers of this district has risen during the past two and a half years, we may mention that at the end of 1921 there were no less than seventy-six uncertificated teachers employed in our graded schools. To-day there are only thirty-five, many of whom require to pass in only a few subjects to finish their certificates. With a view to assisting and encouraging the teachers to adopt improved methods of work, we continue to assemble and address them in the various centres on the occasion of our regular visits. This, in conjunction with the demonstration work which is regularly done by us during our inspection visits, is having a most gratifying result on the quality of the work of most of our schools. There is still, however, on the part of many teachers a great lack of the study of works on modern educational movements. Indeed, many do not trouble to make themselves conversant even with the “Syllabus of Instruction,” and with the valuable suggestions as to the aims and methods of treatment contained in the appendices thereto. It appears that some of our junior teachers and training-college students have completed their course of training without having made a systematic study of the syllabus (some are quite ignorant of its contents); hence their early efforts at teaching a class or a small school are very disappointing. No teacher can be successful who has not a full knowledge of the scope of the work required in the various classes, as well as a clear conception of the aim and general method of presenting each subject. Such neglect is inexcusable, as is also the failure to keep abreast of the times, not only in method but in knowledge of the subjects taught. Too few of our teachers are students: too many regard the securing of a teacher’s certificate as the happy termination of their studies. In many cases it would be beneficial if the teachers studied again some standard text-book on general methods.

SCHEMES AND WORK-BOOKS.—For the purpose of counteracting this tendency on the part of our young teachers to cease to improve their efficiency we are demanding that greater attention be given by them to the drawing-up of schemes of work, and to the preparation of the work-book. In each case models have been prepared by us and sent out to the teachers. In the case of young teachers, permission has been given to adopt the Inspectors’ scheme for the first year, but the work-book must show that the teacher’s knowledge of the subjects taught and of the methods to be adopted are being refreshed and enlarged by recent study. We have frequently found, too, that the regulations contained in the first thirteen pages of the syllabus have not been carried out. Records have not been systematically kept, and returns have been incomplete. The methodical perusal and filing of official circulars, *Gazettes*, and educational periodicals is necessary to the efficient carrying-out of school duties, and their absence often hampers the work of the Inspector.

EXPERIMENTAL WORK.—We regret that in a district such as this, where the great majority of schools are small, and are, therefore, held for the most part by young and inexperienced teachers, there is little opportunity for experimental work. In the best of our town schools the headmaster experimented for a term with the Dalton plan, and although at first he was most enthusiastic about its success, his enthusiasm steadily diminished as time went on. He found that while the underlying principles of this method were sound and were valuable in overcoming the undoubted weaknesses of much of our class teaching, the system failed to give general inspiration to the pupils to work earnestly: that while it was well suited to the brighter pupils and to those who possessed sufficient moral force, it failed in the case of others who need to be impelled to work by the driving-power of the teacher. He found that much better results could be obtained by taking a middle course—by grafting on to the old system the principal advantages of the new. The plan was also tried in one

or two of the smaller country schools, with varying success. In one it proved a hopeless failure, in another it was carried out with at least satisfactory results. The whole matter, however, resolves itself into a question of the personality of the teacher. A poor teacher will wreck even the best of methods; the good one may do good work with inferior methods. The team system has been tried, and is working with pleasing results in several of our larger schools. Little further has been done since last year with regard to intelligence-testing. The researches already made seem to show a remarkable agreement between the results obtained by this and by our present methods of classification.

AGRICULTURAL INSTRUCTION.—We are pleased to report a decided improvement in this branch of the work. The weakness in the past has been a lack of knowledge of the subject on the part of the teachers, and a consequent lack of interest in the teaching of it. A definite syllabus of work, and a text-book (Green's Rural Science) covering that syllabus, has been suggested by the instructor, who on his regular visits, in addition to assisting in the practical gardening, tests the work covered, and reports to the Board on the progress being made. A very gratifying improvement has in this way also been made in the environment of many of the schools. The weakness of the instruction is the lack of a definite aim in the teaching of this subject. The school-garden may produce excellent flowers and vegetables and yet entirely fail to achieve the object for which gardening is included in the syllabus. In addition to arousing an interest in nature, every effort should be made to show how the principles which govern the operations carried out in the cultivation of the farm are exactly similar to those carried out on a smaller scale in the garden. The subject is a most interesting one, and lends itself admirably to the cultivation of the child's reasoning-powers.

PHYSICAL INSTRUCTION.—Although the visits of the Instructors are not so frequent as they were previously, and many of the backblocks schools are now seldom visited, still this branch of the work is receiving very satisfactory attention, and the standard of work is being worthily maintained.

ORGANIZING TEACHERS.—These teachers continue to do most valuable work in assisting not only the raw uncertificated teacher, but also many of the ex-training-college students in getting a grip of sole-charge work. The experience of most of the ex-trainees, especially of the B students, is very limited indeed, and when placed in charge of a small country school they almost invariably fail, for the first year or so, to make a success of the work. It is in such cases that organizing teachers are most valuable. When visiting the schools under charge of these officers the Inspectors are accompanied by the organizer himself, to whom they are able to point out weaknesses on the spot and at the same time demonstrate improved methods of dealing with the various subjects. All the officers here are keen men, and by this means a marked improvement is being effected in the schools under their charge.

MODEL SCHOOL.—This school was situated some three miles and a half from Nelson, and as a model school was such a dismal failure that we had to recommend the Department to disestablish it. The securing of an able and experienced teacher proved the greatest difficulty; but in any case we very much doubt whether the value of the work done in such schools is in any way comparable with that of the organizing teacher, who notes from time to time where the teacher under his charge is succeeding or failing, and is thus able to give at once the direction needed.

EX-TRAINEES.—While on the subject of the training of teachers it would not be out of place to suggest again a closer co-ordination of the work of the Inspectors with that of the Principals of the training colleges. Until this is done we feel that it will be impossible to secure in our young teachers the maximum of efficiency. At present the Principals of the training colleges have no means of knowing how the training given in the colleges is resulting when translated into actual practice. Only the Inspectors in the field are able to see this. A conference between the Senior Inspectors and the Principals of the college, where matters affecting the welfare of the schools could be freely discussed, would, we are sure, make for good. In the meantime, reports by the Inspectors on the work of the ex-trainees might, for the first two years after their leaving college, be sent to the Principals, in order that they might see wherein, in the opinion of the Inspectors, their trainees were succeeding or failing.

TEACHERS' CLASSES.—During last year classes for junior and uncertificated teachers were held both in Nelson and in Westport. The subjects taught were those set out in the Regulations for Teachers' Classes of Instruction; but, although conducted by highly qualified instructors, the results, as judged from the successes in the Teachers' D Examination, especially in drawing, were not at all satisfactory. Many young teachers, however, were thus enabled to secure the necessary practical science certificates. No provision was made by which the backblocks teacher could obtain his certificate for practical work, and to overcome this difficulty it is proposed to hold this year an intensive course of instruction during the first-term holidays.

DISTRICT HIGH SCHOOLS.—Of the three schools doing secondary work, two, Motueka and Reefton, continue to flourish, and their success is reflected in the yearly increase of pupils taking higher work. The third one, Takaka District High School, is still languishing. We feel, however, that there is great need of a secondary school in this secluded valley, and can see no reason why this school should not be relatively as successful as the others. With the appointment of a new assistant we are hoping for better things.

QUALITY OF THE WORK IN THE VARIOUS SUBJECTS.—*English.—Reading:* With the adoption of newer methods of work much more rapid progress is being made in the teaching of this subject in the primer classes. This is having the effect of reducing considerably the time spent by the pupils in the infant-school. The early introduction of easy supplementary readers has also proved of great advantage in getting children to love reading for its own sake. From S3 upwards no miscellaneous reader (other than the *Journal*) is demanded, but, with a view to awakening early a love of literature, an abundant supply of well-selected interesting continuous readers is in use in most of the schools. The establishment of libraries has been encouraged in every school. Many of these are being stocked

with supplementary readers of various sorts suitable for children from the P classes upwards, with geographical, historical, and scientific readers, and abridged and full editions of the works of the various standard authors. The movement has caught on most effectively, as is shown by the fact that the subsidy for libraries in this district last year amounted to no less than £300. The effect not only on the reading and spelling, but on the extension of the general knowledge of the pupils, has been most gratifying, and has encouraged us to extend this work as much as possible during the coming year. The reading-lesson, however, is still too seldom correlated with the teaching of composition. A study of good models, first treated as a reading-lesson and then examined as to the arrangement and style, cannot be started too early. Even in the lower classes much can be done by drawing the attention of the pupils to the arrangement of the sentences into paragraphs, and to the use of the more common marks of punctuation. Moreover, there is no reason why the passages set for preparation in dictation should not be models of good English instead of "trashy" pieces whose only recommendation is that they contain a few hard words. Again, plenty of good standard pieces of prose should be committed to memory for recitation. All these methods have been recommended for the improvement of the most important subject on the curriculum—viz., composition.

Composition.—We are pleased to note the great improvement which has been effected in this subject in many of our schools. Instead of the haphazard method of treatment, composition is now being definitely taught, from the lowest standard upwards. There is, however, still need for much more oral and written expression in the treatment of all the subjects. As a method of revision in geography, history, nature-study, &c., long and continuous oral expression should always precede a few paragraphs written carefully and in good style on the lesson taught. This is the surest means of securing impression. The cultivation of the habit of wider reading will unconsciously produce in children a good style, but for a deliberate method of treating this subject we would refer the teachers to Glover's New English Books (George Philip and Son).

Writing and Spelling, which were both weak subjects throughout the district, are now receiving due attention, and the improvement is being reflected in the setting-out of work.

Geography.—The teaching of geography still leaves much to be desired. Too many teachers still think that a knowledge of place-names is a knowledge of geography. They fail to recognize the great change in outlook which has transformed geography from a purely informational subject to one of great intellectual value. While it is still necessary to study the build of a country and to be able to name the chief physical and political features, the influence of the former features and of the climate on the character of the people and the nature of their industries should be treated in a rational way. A study of some of the more modern books on regional geography would materially assist the teachers in approaching this subject in a more intelligent manner.

History, too, although showing a definite advance, is still the worst-taught subject in the school curriculum. As one writer truly says, "The reasons for this are manifold. In the first place, many teachers do not clearly understand what history is, and have uncertain and wavering ideas as to why they teach it." Chronology is confused with history, which is really the recorded development of human society. The unit of study, therefore, is the community and not the individual. The study of the individuals should be used to show how they affected or were affected by the society of the time. From this point of view the study of the life of William the Conqueror, of Stephen Langton, of Shakespeare, of Nelson, of Napoleon, bears a different aspect. Their lives all mark great turning-points in their country's history. An appeal is made not only to the patriotism but to the intelligence of the pupils. The history of the French Revolution provides an intelligent explanation of the present Russian Revolution, and its ultimate result. The fate of Napoleon has its counterpart in that of the Kaiser. Treated in this way history becomes a living thing; but to treat it thus requires wider study on the part of the teacher.

Drawing.—The full syllabus in drawing is attempted in very few of our schools, and with few exceptions the teaching of this subject is not yet satisfactory. Even the work set out for a proficiency certificate falls much below what it should be, and our attempts to raise the standard by setting tests in this examination have as yet met with only partial success.

Arithmetic, although improving, is not a strong subject. The weakness lies chiefly in the poor preparation in mechanical work which has previously been done in the lower parts of the school. The teachers are now working strenuously to remedy this evil, and a steady improvement is confidently anticipated. The improvement in the setting-out of the work is also noticeable in most schools.

We desire to express our appreciation of the excellent manner in which the teachers have responded to our suggestions for the improvement of their schools, to the Board, the Secretary, and the staff for the unfailing support which they have always given us in our efforts to raise the educational standard of the Nelson District.

CANTERBURY.

INSPECTION.—The inspection of schools was carried out on lines very similar to those of previous years. On our first visit we observed the teachers at work, criticized methods, made suggestions, and, where time allowed, took charge of part or the whole of the school. Our second visit was devoted to a large extent to gauging, by oral or written tests, the standard of efficiency reached, teachers at the same time being given opportunities of demonstrating their methods. In connection with the Proficiency Examination we adopted the synchronous method of testing history, geography, drawing, and science, and were very pleased with the results. The preliminary marking of the papers was carried out by the teachers in a most conscientious manner. It was gratifying to find that with very few exceptions their standard was quite satisfactory. This form of test relieved both Inspectors and pupils of considerable strain on examination-day.

DISTRICT HIGH SCHOOLS.—During the year Greymouth District High School was disestablished, being superseded by a Technical High School. The existing schools are all doing satisfactory work, and quite half of them compare very favourably with secondary schools more strongly staffed and better equipped.

SCHOOL FURNITURE.—Notwithstanding the many reports by medical officers and Inspectors on the subject of furniture and apparatus, little is being done to atone for the neglect of the past. Modern apparatus and furniture are just as important as hygienic rooms. Surely the time has arrived when desks and forms which have served half a century should be replaced by types which conform to present-day requirements.

SCHEMES OF WORK AND WORK-BOOKS.—In regard to these records, teachers are familiar with our views; for by oral discussion, confidential reports, and general circular we have endeavoured to make plain what we believe necessary. It is now exceptional to find a school in which the yearly scheme is not at least formally complete. Some very good schemes have been submitted. In the preparation of these the teachers have brought to bear on the syllabus the result of their own reading, of their experience, and of their study of the child-mind. A number of schemes, however, have to be recast before they can receive unqualified approval, as they contain exploded conceptions of the aims and methods of certain subjects of instruction. It is, after all, to the training college that we look to implant in young teachers a just appreciation of the aim in teaching the different subjects and a clear idea of approved modern methods.

In regard to the daily or weekly work-book there is considerable improvement. As a general rule it may safely be asserted that if the work-book is of little value to the teacher it cannot be of much value to the headmaster or to the Inspector. Judged by such a test there are still some work-books that are not satisfactory.

SUBJECTS OF INSTRUCTION.—English.—Though there is much to commend in the teaching of this group, we would stress the importance of always keeping in view a very high standard. The results obtained in some of our best schools, both large and small, convince us that in a considerable number of schools teachers and pupils are capable of better things. In a previous report we pointed out how improved results would follow from the wise co-ordination of reading, spelling, composition, and grammar. Unfortunately, old methods die hard. As fluent delivery rather than thought-getting appears to be the accepted desideratum, in reading comprehension is still diffidently attacked, the children's vocabulary still remains limited, common words met with in reading are misspelt in dictation and composition, and the latter subject itself lacks the flexibility and vigour of expression which comes from the careful study of good literary passages and the memorizing of useful words, phrases, and other turns of speech. Grammar, too, is frequently taught as an isolated subject. Recitation as handled in very many cases is open to grave criticism. Both this subject and spelling call for skilful treatment, but the testing of these subjects seems to suggest that the scholars have too often been permitted to create their own standard.

Arithmetic.—The fundamental desideratum in this subject—*i.e.*, accuracy in making calculations—is receiving the earnest attention of teachers, and we fully anticipate that their efforts will produce the desired results. There is no doubt that some teachers have in the past had a too ambitious conception of the aim of teaching arithmetic in the primary schools, which led to some dissipation of energy upon the solving of the many unpractical problems and exercises still retained in the text-books. Concentration on the comparatively simple demands of the 1919 syllabus will produce better and more enduring results at a less cost of time and effort. Moreover, in the reaction against a dogmatic treatment of the subject, and in a praiseworthy desire to make full use of concrete methods in building up a knowledge of arithmetical facts, teachers must not, at the proper stage, disdain to call in the aid of the child's memory. We have had to point out in a good many cases that the addition table must be as thoroughly memorized as the multiplication table. In the higher standards teachers sometimes err in following rigidly the rotation of exercises presented in the text-book, which generally exhausts one so-called rule before proceeding to the next, a plan that brings in much of the difficult work at too early a stage in the year. Excepting the old complaint about crowding the calculations of the "working column" into too small a space, there is not much fault to find with the setting-out of the pupils' arithmetical exercises.

Geography.—The modern conception of geography, which regards physical phenomena and the physical features of the earth as interesting chiefly in their relation to man and his activities, is receiving fairly general recognition, and in many of the schools the pupils have acquired a good knowledge of geographical facts by a more or less scientific method. The commercial aspects of geography have generally received due attention. More can be got, however, out of map-reading and the study of continental regions rather than political divisions. It may be doubted whether the explanation of the seasons by reference to the revolution of the earth round the sun and the inclination of the earth's axis should be included in the primary-school course. Its effect is generally to puzzle children, who, on the other hand, can readily see the connection between the varying position of the sun and the seasonal changes.

History.—By some teachers this subject is carefully and successfully taught, but by many the treatment is not illuminating, and often lessons are stodgy, uninteresting, and wearisome to a degree. In many instances the indifferent results obtained are due to—(a) Want of appreciation of the subject by the teacher; (b) an overloaded programme, with much unnecessary detail; (c) the slavish adherence to a text-book often beyond the intelligence of the children; (d) the inability of a teacher to "tell a tale" in a bright, graphic, and dramatic style. "History is the story of grown men and of the society in which they lived," and that this story has to be told to children of tender years makes it imperative that the teacher should present the facts in as vivid and attractive a style as possible. We cannot too strongly emphasize that with young pupils the appeal to the child's

imagination is of primary importance; hence simple and attractive narrative must form the substance of the instruction. In this connection it is pleasing to note that in some schools oral history is successfully introduced as early as S1 and S2. Schemes of simple historical stories are arranged dealing with famous men and women and stirring deeds, and thus the early interest of the child is aroused and the ground is prepared for more serious and solid work in later years. With regard to the history schemes presented during the year, we are pleased to record that in many cases praiseworthy efforts have been put forth to associate history with geography and other subjects of the curriculum. Being essentially human subjects dealing with man and the life of man, history and geography are interdependent, and neither can be studied without reference to the other.

Writing.—The attainment in this subject still shows a fairly wide range. In very many of our schools carefully written and methodically arranged exercises give abundant evidence that the subject has received careful and systematic treatment. Some teachers, however, set a very low standard, or are inclined to neglect the work as far as instruction or proper supervision is concerned. Far too many instances of irregularities in size, form, spacing, weight, and style are in evidence. Accuracy in letter-formation and strict attention to detail, as well as facility and rapidity of movement, should at all times be insisted upon. Where a system is not taught by the medium of a copybook, it is often found that head teachers fail to set a uniform style for the school. If all teachers would disallow everything in the nature of scribble and always insist upon a free-running style in which all letters are correctly formed, the slur so often cast by business people upon the writing of our schools would soon disappear.

Drawing.—This subject is satisfactorily taught in most schools, and in some very creditably. In others there is no decided elaboration of the scheme of work and too little attention to the aims and methods professed. A want of the correct knowledge of the underlying principles of drawing is often responsible for a badly graded selection of objects for freehand work. Instances are still to be found where instrumental drawing is taught uncorrelated with the other subjects of instruction, whilst in many schemes there does not appear a really progressive course in design and colour. Much of the work in drawing is still too laboured. Pupils should be taught to express their ideas by means of pencil or brush with the same facility and rapidity as they are taught to use their pen in writing.

Singing.—This subject continues to be fairly well treated by a majority of teachers, at least so far as the actual songs are concerned; but there is still much room for more systematic and thorough treatment. In view of its importance in the scheme of general culture, it is worthy of at least the same consideration as that given to other subjects. Where the treatment is perfunctory the pupils lose invaluable training. Much of the instruction as laid down in the syllabus receives, unfortunately, too little consideration. This applies more especially to that portion dealing with musical notation. If pupils are to receive permanent benefit they must acquire the ability to read music, and to sing from notes rather than by ear only. In some small country schools where the teacher is unable to teach singing, and no provision has been made to meet the requirements, the want of its brightening and stimulating influence on the school-work generally is felt to be a distinct loss.

Physical Instruction.—This very important branch of school training receives due recognition at the hands of teachers, aided by an occasional visit from the earnest staff of physical instructors, the members of which are the same as last year. It is unfortunate that the large number of schools to be visited and the long distances to be covered make such heavy demands on the time at the disposal of the latter that it is found to be quite impossible to devote adequate time to each school. Under the conditions it is considered that something in the way of a refresher course for teachers might with advantage be attempted at the various centres. Practically all our teachers make ample provision for carrying out an approved course of exercises, but it is felt that a refresher course would prevent staleness and add zest and enthusiasm. A more intimate knowledge on the part of teachers of the exercises, with the corresponding physiological effects of each, could not but prove highly beneficial to them and their pupils. In reference to organized games and other outdoor recreation, it is found that most teachers adopt a correct attitude, but there are still some who appear to regard these as outside their school duties. The attention of the latter is directed to the regulation on page 25 of the syllabus, dealing with physical training.

GENERAL.—Heavy rains and floods, and later an outbreak of influenza, seriously interfered for a time with the attendance of many schools. It is satisfactory to be able to report, however, that, except in a comparatively few cases, the general efficiency of the teaching has been well maintained. Although there are some teachers who are unprogressive and some schools that are not quite efficient, a substantial majority of the teachers carry out their work with zeal, show commendable enthusiasm, and render valuable service to the State.

During the year there have been many changes in the staffing of the schools, and we regret the loss to the service of men and women who have been long identified with the cause of education. They have the satisfaction of knowing, however, that they have done their duty and been largely instrumental in building up a system which, in spite of much criticism, bears favourable comparison with that of other lands. Those who have taken their places have made a good impression, and we believe that the outlook to-day for the whole district is healthy and promising.

From the members of the Board we have received faithful support, and the usual excellent relations have prevailed. We regret the retirement of the Board's Secretary, Mr. Lane, who during all his long term of service was exceedingly helpful to the Inspectors. His unflinching courtesy, honesty of purpose, and faithful discharge of duty have been much appreciated. To this staff for all their kindnesses and for help rendered in connection with our professional duties we tender our sincere thanks.

OTAGO.

At the end of December 258 schools were in operation in the district. The average weekly roll for the December quarter was 22,229, and the average attendance was 20,759. Arrangements were made to examine the children of Grade 0 schools, of which the majority received a visit. All schools of Grade 1 and upwards were visited, and all but a few received two or more visits during the year. Twenty-three private registered schools were also visited and reported on during the year.

EFFICIENCY.—An analysis of the reports on the public schools gives the following results with regard to general efficiency: Excellent or very good, 10 per cent.; good, 45 per cent.; very fair, 33 per cent.; fair, 9 per cent.; weak, 3 per cent. Several events during the year have adversely affected the work of the schools. The bad weather and floods in April caused the closing, for a short time, of several schools in Dunedin and suburbs, and some schools on the Taieri Plain were more seriously affected by floods. An influenza epidemic and stormy weather interfered with the attendance during the June quarter, and owing to a very severe winter some of the country schools were closed for periods ranging from a few weeks to two months. Changes in the staffing lowered the efficiency mark of a number of schools. Of the twenty-four schools in the "fair" group there were changes in the staffing of twelve. Of the eight schools in the "weak" or "unsatisfactory" group, only two had the same teacher all the year. Several of the schools in this last group were in the "very fair" or "good" group in the previous year, and the change of condition in these cases was due in great measure to changes in the staffing.

ORGANIZATION.—In general our schools were found to be suitably organized. The organization of a few schools of Grade 3 was, however, adversely criticized on the ground that the headmasters allotted an undue share of the work to the assistants. In order to secure a more equitable distribution of responsibility, to utilize more fully the available accommodation, and to permit of freer promotion of individual pupils from class to class, the wisdom of the adoption of a system of parallel classification has been stressed in some of the larger schools. Those headmasters who show a disinclination to break away from tradition in this respect are advised to study carefully the article on parallel classification in the June (1923) issue of the *Education Gazette*. A few sole teachers fail to avail themselves of the provision in the regulations for grouping two or more classes for instruction in one subject, the result being an unnecessary diffusion of teaching effort. On the whole, teachers exercise with discretion their powers in regard to the classification of pupils, but a small proportion show a lack of judgment in this respect. In a few cases that came under our notice during the year pupils who reached a satisfactory standard of attainment in English were, contrary to the regulations, retarded in all subjects because of weakness in arithmetic. The annual examination report form B1A shows 280 children who on promotion to S1 were over eight years of age and had been more than two years in the preparatory division. In addition, 118 children over eight years of age are being retained in the infant department. Among the reasons given for such retardation are the following: "Distance from school," "irregular attendance," "late entry," "delicate health," "slow," "mentally dull," "subnormal," "mentally defective." It is the practice to refer subnormal and mentally defective cases to the medical officers for examination. We have occasionally given mental tests during the year, and compared the results with the teachers' marks. In the majority of cases the tests showed that the headmaster's classification had been justified.

SYLLABUS.—Reading and Recitation.—It is said that the most discouraging aspect of our modern life is the distaste for work on the part of the younger generation. One of the main functions of the school is to develop in the pupils that pass through its ranks a love of work which will be carried into practice in the world beyond the school. Do our teachers realize the importance of this in their class-teaching? While helping the duller pupils onward and keeping the normally intelligent working so as to receive full benefit from their work, are they also giving the brighter pupils the training due to them? Are these more highly gifted ones not being kept monotonously at work in which they have lost interest, and, indeed, are they not being drilled to lifeless uniformity? "To feed the slow without starving the quick, that is the great dilemma of education; we must take care that we do not maim a boy or a youth of genius." In this connection we should like to see the plan of dividing the larger standard classes into sections according to ability more frequently adopted, and the cleverer pupils set to do research work on their own account. The conditions of our class-teaching are frequently not conducive to instilling in the minds of the pupils a love for work, or to creating the desire to learn for themselves. "If the children acquire the habit of taking their [educational] meat from the [educational] spoon, their school training is not good for them but bad." This plan of dividing a class is specially suitable to the treatment of reading, the better readers being left to read silently by themselves, thus allowing the teacher more time to help the more backward over their difficulties. Even in the infant classes this plan may occasionally be used; if extra lessons are composed by the teacher from suitable material and written in permanent form on sheets a supply of exercises will soon be collected, and these will be available at any time for revision or extended practice. These lessons may not always be completely mastered by all the brighter pupils, but, if their interest is kept aroused and their powers fully extended, this condition is preferable to one of "boredom and concealed inattention" that is frequently seen in the case of the cleverer readers when listening to child after child reading the same lines, which are often known by heart before the lesson is completed.

As many schools do not now use the miscellaneous readers which supply in the appendices the meanings of difficult words occurring in the lessons, there will be greater opportunities for pupils in the higher classes to use dictionaries and atlases in the preparation of their reading-lessons. In this connection we have rarely seen a lesson given on how to use a dictionary, and pupils are frequently unable to find a word in the quickest manner, or to determine for themselves the correct pronunciation of new words, as the use of the key words usually printed at the bottom of each page in a good dictionary has not been explained to them.

We are pleased to record that in many schools regular practice is being given in phonics. As a series of useful exercises on speech-training is now included in the insets in the latest addition of the "Live Readers," we advise teachers to use regularly the material thus provided.

It is not usual, but not altogether unknown, to hear pupils reciting poetry of which they do not understand the meaning. Comprehension and appreciation of the poem should always precede memorizing and recitation. We think that more use might be made, both in the reading and recitation of poetry, of the opportunity of cultivating a taste for beauty of expression, and in their selection of poems to be studied teachers should not feel themselves tied down to use those in the school-books, but should select from any source available only the best, as it must be remembered that in these lessons the pupils are laying up in their memories the beginning of a store of literary treasures which will be theirs for life, and also that it is possible by the use of unsuitable poems to create a feeling of dislike for poetry which it may be difficult to eradicate in later years. We again commend to teachers a careful study of the chapter on "The Teaching of English" in the "Board of Education's Suggestions" issued to all schools in this district.

Writing.—The writing in most of our schools is very satisfactory, but in some schools more intensive systematic instruction is necessary. Since the acquisition of the art of writing depends on accurate observation and faithful reproduction, it follows that pupils must be habituated to observe accurately and to reproduce faithfully, and that, if good writing is desired, the copy set for imitation must be of the best. Care should always be taken that the pupils do their writing under reasonably wholesome conditions. For no other reasons than those of hygiene, correct posture at all writing-lessons is of very great importance; and before a child can take up the correct posture it is necessary that the desk at which he sits should be suitable in size and construction. When writing in ink comes to be practised it is most important that all the writing-materials should be good. No angular system of writing should be taught, nor should microscopic writing be tolerated. A bold legible hand should be the first consideration; attention should be directed to the forms and proportions of the letters and figures; the letters in the same word should be properly joined; and the spacing between letters in the same word and between successive words should neither be cramped nor exaggerated. Teachers should insist on written exercises being done with the maximum degree of rapidity consistent with full legibility.

In the junior section of the school provision should be made in the time-table for a short systematic daily instruction in writing and figuring, accompanied with liberal blackboard illustration by the teacher, and followed by criticism of their individual efforts by the pupils.

As writing has been made a pass subject for the Public Service Entrance Examination, it behoves us to see that a solid foundation is well and truly laid during the primary-school course. Valuable suggestions for teaching writing are outlined on pages 102-3 of "Suggestions to Teachers."

Spelling and Word-building.—In a large number of our schools the teaching of this subject has been brought into line with modern ideas. During the year, however, frequent references to the absence of definite systematic teaching were made in our confidential reports. Those teachers who are experiencing difficulty in introducing method into their teaching, and who confine their attention almost solely to testing, are advised to study and adopt the "Progressive Speller," which makes provision for a systematic treatment of the subject as outlined in the syllabus. Every word in the spelling-list should become part of the child's vocabulary: this can be secured only if the word is presented in a suitable context. We should like to see the blackboard more freely utilized in the teaching of spelling and word-building than is the case at present. It is essential that the pupils' spelling-notebooks should be inspected daily.

Composition.—The majority of our teachers give this subject the attention which its importance merits, the effectiveness of the teaching being seen in the fluency of speech manifested by the pupils and in the very satisfactory character of the written essays. In a number of schools, however, the compositions are short and stilted, affording, in general, ample indication of the failure on the part of the teacher to provide opportunities for the development of the pupils' powers of oral expression. In schools where pupils are encouraged to discourse freely and question one another upon the subject-matter of the lessons, and on suitable current topics and events, little difficulty is experienced in securing freedom and fullness of thought and expression. The selection of topics for written essays is not always a wise one, the choice frequently being made without regard to the pupils' environment and experience. We have again to emphasize the fact that the art of speaking and writing correctly is acquired by familiarity with good models; selections from the works of great writers should be carefully studied by the pupils under the guidance of the teacher. In the essays of the senior division the weakness most freely commented upon during the year was the lack of attention to paragraphing and punctuation; here the reading-lesson, if judiciously utilized, should form a valuable medium for impressing the underlying rules, and should aid materially in eradicating this defect. Suggestions for the correction of essays outlined on page 41 of "Suggestions" are once more brought under the notice of teachers. In the majority of our schools grammar receives good attention, with very satisfactory results.

Arithmetic.—In the preparatory classes a decided improvement is noticeable in the teaching of number work. The value of a basis of sense-training and of work with concrete material is now fully recognized as a primary principle of infant-teaching. Teachers are to be commended for the zeal and ability they have displayed in constructing suitable material for individual work. In many schools, however, the number work could be made more interesting and real if the pupils were trained to apply number to their activities and environment. If blackboard illustrations and written impressions were used to aid the auditory impressions, the memorization of tables would be rendered more interesting and thorough. In connection with concrete teaching in number work it is essential that pupils should commit to memory tables summarizing the results of their practical work. We cannot too strongly insist that the best foundation of speedy and accurate arithmetic is the thorough memorizing of tables in the lower classes.

There are still some teachers who regard mental and written arithmetic as two distinct and separate subjects instead of two associated parts of the same work. Although a considerable improve-

ment has been effected in the teaching of mental arithmetic, much remains to be done before this subject can be regarded as an important educational factor and an important aid to instruction in reasoning and oral expression. We urge teachers to adopt the practice of leading up to written arithmetic through related mental exercises. Oral and mental arithmetic should form part of every arithmetic lesson. Wherever a written problem is worked, pupils should be trained to make up a simple mental problem of the same type, and then to explain in concise language the various steps required in reasoning out the problem. If regular instruction is given on the above lines we feel certain that less will be heard of the pupil who is efficient at working out examples of a straightforward character but who fails to attack a problem with any degree of confidence.

In written arithmetic in the middle and senior classes, while a large proportion of the pupils show that they are receiving a thorough training not only in modern methods, but also in speed and accuracy, we find that in too many cases the work shows a lack of accuracy and logical arrangement, and a want of neatness in the setting-out. In these cases it is evident that, although the teachers may have taken great pains to explain the various processes used and the reasons underlying them, they have not sufficiently satisfied themselves that the teaching has been thoroughly assimilated. If educative results commensurate with the time spent on this subject are to be obtained it is essential that greater stress should be placed upon mechanical accuracy. The teaching of arithmetic cannot be considered successful unless the pupils are able to work with precision and reasonable speed. We desire teachers to be sparing in awarding partial marks for solutions that are inaccurate.

Geography.—The commercial side of geography is generally well attended to in our schools, but the dependence of the commercial aspect on the physical is not always so well worked out. In too many cases the elementary work in geography is not carried out in a practical manner, out-of-door lessons on such features as are visible from the playground being rather the exception than the rule, and a knowledge of the main points of the compass, with the application of this to winds, direction of currents, places in the vicinity of the school, &c., is frequently of poor quality.

In all schools a course of simple experiments should be carried out to enable pupils to understand fully the lessons in physical geography, elementary agriculture, and health. Sometimes the omission of this work of experimental science is explained by the absence of apparatus in the school. It does not require much ingenuity to procure such apparatus as is needed to show combustion, boiling and condensing of water, presence of CO_2 , and other simple phenomena, illustrations of which are necessary for an understanding of the teaching of the subjects named above. In these lessons teachers should not be satisfied with the reproduction by the pupils of the definitions often dictated by the instructor, but they should always see that the underlying principles are thoroughly understood by the pupils, who should then be asked to give in their own language a description of what they have observed. The intelligence and the memory must work together—neither should be over-taxed.

Nature-study is treated with varying degrees of success and failure. In those schools—and we are pleased to state that the number is increasing—where the teachers are enthusiastic nature-students the child is taught to realize that school is out-of-doors—in plant, and animal, and stone, in cloud, and sunset, and waterfall. But, on the other hand, the subject is too often devoid of interest and educational value; lessons are informative and not observational, and the pupils tend to become passive listeners instead of active seekers. In order to arouse in their pupils an active interest in the world of nature, teachers are advised to use field excursions to a greater extent than at present. Most of the work done in schools is connected with plant-life, but few teachers attempt to follow up the close association between this branch and the insect and animal life of the district. We are pleased to note that an increasing number of teachers are earnestly taking up the study of our native birds, and pupils are being trained to gather first-hand information of them and their habits from field observation.

Health and Temperance.—Lessons in health, temperance, and morals are, in general, receiving suitable treatment, and full advantage is taken of incidental opportunities for inculcating good habits of life and conduct. In a number of schools a slavish adherence to text-books, and the introduction of an excessive amount of physiology-teaching, tend to lessen the educative value of the work. The rules of health impressed upon children in the junior classes should be few and direct, and as little as possible encumbered with technicalities. The aim should be to establish health habits, and not merely impart bookish information about hygiene. A great deal may be done by correlation so that health habits may be illustrated in almost every lesson. The price of health is self-control in eating and drinking, in work and in play; and the child who is trained to control himself in these physical matters has learnt one of the important lessons of life.

Agricultural Instruction.—Mr. Green, Chief Agriculture Instructor, writes: "The instruction in elementary agriculture during the past year has been marked by a distinct improvement in an increased number of school-gardens, both in their appearance and also in the tangible results obtained from the working of them. Both these aspects are of vital importance from the child's point of view, inasmuch as their attainment naturally affords satisfaction and provides a powerful motive for his future efforts. Such internal stimuli are certainly too valuable to be disregarded, but at the same time it should be recognized that the school-garden provides abundant material and problems which can be utilized to advantage in contributing to the aim of the curriculum. In this relation, attention must again be drawn to the limited use in a number of schools of the many simple lines of inquiry and the theoretical basis on which their solution depends. The experimental method of solving many such problems can be used to added advantage by the careful record by the pupils of the object of such experiment, of details as to method and observations made during its progress, and of the conclusions reached as a result. This phase of the work needs more general attention in S5 and S6. Such note-making rather than note-taking will be found an effective means of focussing attention on the subject of inquiry, and also of correcting inaccuracies of impression and expression. The æsthetic aspect of the work continues to be reflected in the improvement of the school-grounds by the planting of ornamental shrubs distributed from the Training College students' garden."

History and Civics.—While many headmasters have been successful in drawing up schemes of work in history and civics, there is yet, even in the limited time available, much room for improvement in the teaching. Some of the schemes failed to show a suitable correlation with other subjects, more especially with such subjects as geography and literature, with both of which history should go hand-in-hand. It is, however, to be remembered that in the primary schools very little real history can be taught. It is difficult for young children to grasp fully the meaning of the great movements in our history, but if a teacher has succeeded in creating interest and has recognized that his main aim is to make his lessons “an inspiration to conduct,” he will have succeeded to a considerable extent. “The best that history has to give,” says Goethe, “is the enthusiasm that it arouses.” As a rule stories of the great men and women, not only of our nation but of all countries, are not given early enough. Many good reading-books for S1, S2, and S3 are now published, and if these were used as extra readers, and discussions held in the class on the subject of the lessons, interest would be created in the minds of the younger children. Such books as “The New Age Histories,” “Britain and her Neighbours,” and the “Piers Plowman Histories” make very good extra readers for all standards, but especially for the lower standards, and the interest aroused will prepare the way for a better reception of the lessons of the higher standards. The history of New Zealand, too, should not be forgotten. In the upper standards a good text-book should be in the hands of the pupils. Nearly all the schemes we met with were drawn up on the “periodic” method. Teachers who adopt this method should not forget that frequent reference should be made to any earlier events which affect the period dealt with, and that therefore a certain amount of revision of an earlier period is sometimes necessary. Unless a teacher possesses a good knowledge of the relative importance of the great movements of history he will find it very difficult to teach the upper standards by the “concentric” method without creating confusion in the minds of the pupils. A series of reading-lessons (and discussions) in the lower classes on the “concentric” plan might very well precede a series in the upper standards on the “periodic” method, provided the teacher takes care not to crowd the “atmosphere” of his period with too many details. Again, he may make a compromise by covering the whole history in two years in S3 and S4, and then repeating it with more advanced lessons in S5 and S6. This method will enable him to group his classes when he finds he can do so with advantage. As some teachers seem to have difficulty in determining what are the great movements in our history, we wish again to call attention to Professor Pollard’s excellent little “History of England” in the Home University series. In preparing lessons considerable assistance will be obtained from Lay’s “History in Pictures,” Parts I and II, and from his “Pictorial Atlas of the English History,” copies of these should be in every school library.

Drawing and Handwork.—There is a general improvement in the drawing in the district, and a marked improvement in the power of teachers to illustrate their lessons. Some of the younger teachers, especially those from the Training College and the drawing classes, show considerable ability in illustrating lessons in such subjects as nature-study, geography, reading, &c. There is still, however, a large number of teachers who fail to make good use of the drawing-lessons. For the benefit of those who cannot avail themselves of the services of Mr. R. Donn, lecturer in drawing, we beg to include in our report a few hints which he kindly forwarded to us for their guidance. Mr. Donn writes:—

“Object-drawing for correctness of observation: In class work it is desirable that two or three large models be placed on stands, in convenient positions for clear and unobstructed observation. The models need not be the same, but must be clearly visible to the child. Large models are more useful for general class work, and small models for class groups or individual work. A teacher need not fear the result of a number of different objects if a good method of ‘building-up’ the drawing is followed. A graded course is advisable, and will assist the teacher to emphasize special points and methods, and obviate the error of giving a complicated object to a junior child. The course might be graded thus: S1 and S2, two dimensions—flat objects; S3, the ellipse—conical and cylindrical objects; S4, continue the ellipse, introduce handles in simple positions, begin the box; S5, box types and compound objects—vases; S6, groups of objects, details of school and large models. When drawing round or box models the levels should be varied so that pupils may realize that position modifies form.

“Illustration and memory drawing for expression of observation and imagination: Crayon should be used. First objects should be chosen for action and detail in clear, interesting stories, as the young child does not observe the relation of foreground and distance. S3 might occasionally have a subject with distance, but as yet the child is not able to realize the full effect of perspective on relative sizes. Up to this stage the drawings are decorative rather than realistic. S4, S5, and S6 may attempt any subject which gives a clear, pictorial image, and the pupils should be encouraged to observe their daily surroundings and any pictures which will assist them to express their thoughts clearly. The drawings should be placed within a rectangle. Memory and observation drawings of single figures, tree forms, animals, houses, &c., might be done at any time and used later to build up illustrations.

“Design and ruler work, for the expression of the decorative instinct: In the first three standards a foundation should be laid by a careful course of ruler drawing for correct drawing, measuring and joining of parts, and the construction and division of useful figures. The simple elements of repetition and series in geometric pattern can be shown. On this foundation should be built a free course of design leading to practical design in S6. The elements for design need not be ‘naturalistic-floral,’ but may be geometric or very ‘conventional-floral.’ Too often design begins with a filling for a square and continues with a series of similar exercises until the end. Design for a special purpose and the use of colour with observation of designs seen in daily life should be combined in all exercises.

“In all branches of drawing a thoughtful, observant, and free drawing will give a better educational result than a mechanically laboured effort.”

Handwork.—In the majority of the schools this subject is being taught in accordance with the spirit of the syllabus, and good progress is made. But it is to be feared that in some cases teachers treat the subject rather from a vocational than from an educational point of view. “The teacher’s scheme of work should show clearly what educational purpose is intended to be served by each form of handwork undertaken, as well as the relationship which this work bears to other work done by the pupils in reading, composition, history, geography, arithmetic, or nature-study.” If handwork as a means

of expression is to be of value in enabling the pupil to see truly and to express his ideas clearly, it is essential that some definite instruction in the technique of the several branches of handwork should be given in the early stages. Now that all schools are furnished with handwork materials it is imperative that the provisions of the handwork syllabus be fully complied with.

Singing.—Although in a few schools the educational value of this subject is not fully recognized, on the whole we are pleased to be able to record a distinct advance in regard both to treatment and to the results accruing from the teaching. This is in some measure due to the excellent training our young teachers have received in their "student" years, and to the enthusiasm displayed by them in regard to this important subject. Another contributing factor, particularly in the larger schools, is the foundation laid in our infant departments; almost without exception the instruction is on the right lines, the voices of the children are carefully trained, and sweet, tuneful, and expressive singing, together with attention given to gesture and dramatic action, is a distinctive feature of the work at this stage. We wish to emphasize the importance of voice and breathing exercises; where these are regularly practised a marked improvement is soon effected in the quality of the tone and in the enunciation of the pupils. When, as is frequently the case, the school staff includes teachers possessing exceptional qualifications in this subject, full use should be made of their musical ability. We again find it necessary to stress the value of singing as a means of relieving the tedium of the daily routine.

Physical Instruction.—Physical instruction is carried out in all our schools, and the good quality of the work in most of them reflects credit on the instruction and help given by the physical instructors. Of the 548 teachers visited by them during the year, they report 40 as excellent, 190 very good, 219 good, 88 very fair, and only 11 as fair. Of the unsatisfactory teachers most were inexperienced country teachers. In their report the instructors say: "The teachers as a whole show a keen and practical interest in this work. Those teachers who have left college are doing very good work as a rule, and the majority of the older teachers express a keen desire for a further course of instruction in the subject. In practically all the large schools, and in a large proportion of the smaller ones, a special period is set apart for organized games. This period is generally one hour, during which games and competitions are organized in Rugby, soccer, hockey, cricket, basketball, rounders, and the various group games that are found suitable when dealing with large numbers under the conditions prevailing. On Saturdays competitions are carried on in the various towns in the different season's activities, and the teachers in charge devote a great deal of time to their teams. In addition they spend hours during the week out of school time coaching the children for their sports."

The majority of our teachers are to be commended for the interest taken in the games of the children generally. In the early part of the year swimming sports were organized and successfully carried out. At the latter end of the year the annual championship athletic meeting was held, at which there were nearly one thousand entries. At this meeting a display of physical exercises was given by two thousand children, and the manner in which these exercises were carried out reflected great credit on both teachers and physical instructors. From the 20th February to the 2nd March the pupil-teachers, probationers, and Training College students were given the usual course of instruction. The men were taken at the drill-hall under the usual arrangements with the Defence Department, and the women were taken at various halls in the city. The Otago physical instructors received valuable assistance from Miss Blackburn, Mr. Mountford, and Mr. Reid. A fine spirit was shown in all classes, and a display given at the end of the course showed that the instruction given by the various instructors had been of excellent quality. These classes are of great benefit to the younger teachers, and it would be a mistake to discontinue them. Afternoon classes were held for a fortnight for the female junior teachers both at Dunedin and Oamaru. Both headmasters and physical instructors affirm that such classes as the above prove more useful in training junior teachers than Saturday classes held throughout the year.

DISTRICT HIGH SCHOOLS.—Of the 387 pupils in the secondary departments of nine district high schools at the dates of the Inspectors' visits, 176 were in the junior division, 109 in the intermediate, and 102 in the senior division. With one exception all schools presented candidates for the public examinations, the programmes of work being designed mainly for that purpose. For the first two years the requirements of the rural or scientific course are met, and during the third and fourth years the matriculation programme is covered. In most departments the latter programme is covered in the third year. The anxiety of parents and the zeal of the teachers probably account for this hastening of a programme which the University Senate designed to be covered in four years. A three-years course tends to make the work too bookish, and does not prepare the average pupil thoroughly enough to enable him to benefit from a course of lectures at the University. Sixty-one of the seniors, most of them in their third year only, sat for the Matriculation Examination, and of these forty-one obtained either a full or a partial pass, sixteen failing in one subject only. Eighteen obtained success in some groups of the examination for D, two completed the certificate, and two others obtained success in some subjects for the C Certificate Examination. For the various Intermediate Examinations 50 per cent. of the 107 candidates presented succeeded in passing. This is not as high a percentage as usual. The falling-off, however, may be accounted for partly by the changes in the staffing of a number of the secondary departments, and partly by neglect to take notice of a new regulation of the Public Service Examination requiring the candidates to obtain 50 per cent. in writing as a necessary condition for passing. It was in this examination that the highest number of failures occurred.

In most of the secondary departments the work in the senior division is particularly sound, both in English and mathematics; and the science work, generally, is on good lines, the work in both laboratory and garden being carefully supervised by the agricultural instructors. The notebooks are well kept, some of them being well illustrated. In a few cases, mostly junior pupils, we have to report that an improvement was desirable in the setting-out of the work. In most of these departments, however, a considerable improvement in the writing and setting-out of the class work generally is very desirable. There is a tendency for the writing to become too small and to lose its legibility.

We beg to call the attention of teachers to the remarks on "Handwriting" on page 9 of the February *Education Gazette*.

Two schools teach Latin alone, and three French, while the other four teach both languages, though one is optional. In these subjects the scholars generally make progress varying from satisfactory to good. The "direct method" of teaching in its entirety is not, however, generally adopted. Two languages are required for some professional courses, but with the other subjects of the curriculum a course with two languages is far too heavy for most of the scholars.

We take the liberty of quoting the Matriculation result of one department, one that has been noted for good work in this part of the programme for a number of years. Of eleven pupils presented, ten obtained a full pass, and the eleventh obtained a partial pass, failing in one subject only. While we have been quoting examination results, we do not wish it to be assumed that the work of these secondary departments is to be judged on these results alone. The pupils in these classes are receiving a training in culture and knowledge which examinations alone cannot reveal. These classes also afford an opportunity to many country children of receiving further education which would otherwise be denied them, and on this account alone they deserve to be encouraged.

The order, discipline, and tone generally vary from very good to excellent, and in one department alone can it be said to be only fair. In four of the schools the general work is very good, and in four others it varies from very fair to good. In one school only has the progress been less than satisfactory.

LIBRARY AND PICTURES.—Now that a large number of schools are making more use of continuous readers than formerly, it is imperative that every school should have a good library containing books suitable for every class. In the larger schools each standard should have its own library, from which the pupils should be able, under the direction of the teacher, to take books for silent reading. The subsidies now given by the Department and the Board should encourage Committees to see that the school library is kept up to date in this respect.

Too few schools in the district have taken advantage of the Board's generous subsidy for pictures, and there are still too many schoolrooms whose walls present a drab and uninviting appearance. Good pictures not only brighten the surroundings of the children, but they are a valuable aid to the teacher, and they also afford a good training in the æsthetic sense.

SELF-GOVERNMENT.—We are pleased to see that the number of teachers who recognize the importance of self-government in the school is steadily on the increase. By allotting to the pupils some share in the government of the school, teachers are able to give concreteness to their teaching in civics, and thus make their lessons more effective. By a method of this kind children can more easily be led to form habits of service and responsibility through devotion to their school and to the community.

As our report contains a number, if not "counsels of perfection," of suggestions designed to assist the teachers, it may appear that we have taken more notice of defects than of virtues, but we do not wish it to be assumed that the teachers of Otago have been failing in their duty. The Otago Board is fortunate in having in its service a body of teachers whose devotion to the welfare of the children, both in and out of school, is worthy of all praise, and whose efficient work in their schools is successfully upholding the fine educational spirit which exists in the district.

SOUTHLAND.

The work of inspection has been carried on this year under normal conditions. The August examinations passed off as a matter of history. As a result of the change from January, it has been found much easier to have things ready for the commencement of the school year. All schools from Grade I upwards, except one, were visited once; of the whole number (176), 155 were paid two visits.

STYLE OF EXAMINATION.—Last year we mentioned that it was then too early for us to have formed definite conclusions as to the working of the new system of inspection. On the one hand we are still making investigations as to what should be the minimum to which we may reduce formal examination without endangering general efficiency. On the other hand we find that the opportunities we now have for dealing with teaching method and so on are having a beneficial effect upon school-management as a whole. As regards testing, we feel that it is desirable to touch, even if very briefly, upon as great a number of subjects as possible with any one teacher. A teacher who has worked steadily may feel a want if the results of his efforts are not noticed; one who may have been dilatory will need a spur. We have therefore, more or less frequently, while, in general, allowing the lessons to be taken in the manner prepared by the teacher, used some of our time for the general survey which seems to us to be necessary. Our notifications have, except in a few cases, been confined to our October schools—i.e., those examined from October onward.

PROFICIENCY EXAMINATION.—This year we made our first trial of synchronous examinations in geography and history. We hope next year to be able to give our conclusions in detail. In the largest schools we examined in such subjects as reading and composition at a time previous to the "main" day. This was a saving to Inspectors, teachers, and pupils. Commenting on the quality of the work, we find that the work shown in pupils' drawing-books is generally better done than that given as a test. Science is somewhat inadequate. We are glad to note that the traditional percentage chase is apparently less keen than formerly.

TEACHERS' CLASSES.—We intend this year to try and find time for more frequent visits to Saturday and night classes. We feel that we are too much out of touch with the students and their work. Some of the instructors find difficulty in securing the interest of the students, concerning some of whom there are adverse reports as to careless work and irregular attendance. Adequate steps were taken to deal with such offenders. We note with pleasure that our Gore classes, conducted by

an experienced headmaster, went with a swing that made them a source of pleasure and profit to all concerned.

ORGANIZING TEACHERS.—If a teacher is in earnest and willing to learn and to work, the relations between him and an organizing teacher will be friendly and good results will follow. The lot of such a teacher is hard: study and work are liable to conflict. If one must be left it must be study, for the welfare of the pupils is before the welfare of the teacher. The system of employing organizing teachers has in this district proved its value by producing some teachers of most promising quality. Those who slack are reported to the Senior Inspector, who in turn reports to the Board, which takes effective steps by way of remedy. In teaching, as in any other walk of life, there is no royal road to success.

MODEL SCHOOL.—Our model school at Charlton is now established, and has more than justified itself under the capable management of one of our experienced teachers. Every student is reported upon confidentially to the Senior Inspector. Some of the things that had to be said concerning some of the earlier student teachers were rather surprising, and led to our drawing up a set of rules and instructions to be handed to each teacher when he or she first attends. We are glad to know that this plan has had the desired effect.

REGISTERS, SCHEMES, ETC.—Registers generally were well kept. We have taken particular note in all schools of Grade 3 and upwards to get various details of organization into proper order. In one or two cases we find that assistants' schemes are not a development of that of the head teacher. We have had to point out with too great a frequency that there is a vital relationship between the scheme and the work-book. The latter is an expansion of the former. In this connection we have been somewhat surprised at the frequency with which we have had to draw the attention of teachers to direction 5 of the scheme-book.

PUPIL-TEACHERS AND PROBATIONERS.—These young people are now benefiting by experience in the different divisions of the school. We have already indicated why we think that this is necessary. Head teachers and assistants are now showing a very commendable attitude towards criticism lessons. The written criticisms required for all lessons are beneficial to those criticized, and are also useful in causing head teachers and assistants to refresh themselves in method. We regret that in one or two of our largest schools, which should be models for the smaller ones, the criticism lessons were omitted till the omission was pointed out by us. Apart from this we have every reason to be well satisfied with the progress made. We consider that in the matter of the young people who are employed as apprentices to the teaching profession every school should be a normal school or training college in miniature.

SCHOOL FURNITURE.—Considerable progress has been made in the desire of our hearts to have all of our schools properly desks. The Board has authorized remodelling as far as financial considerations will allow, and a rota for renewal of furniture has been decided upon, for which purpose we took a detailed inventory as to the kind of desk now in use.

SCHOOL HYGIENE.—Teachers are now making a better use of the present furniture, though, where dual desks are not yet provided, there are still some evidences of ungraded desks and seats. Teachers generally have not yet gripped the value of, and necessity for, frequent changes of position and opportunities of relaxation during the school day. A knowledge of the elementary principles of school hygiene would give teachers an appreciation of the need for proper relaxation and recreational exercises. We console ourselves from the fact that the education of a body of people to an "opinion" is a matter of growth, and, to balance what we have said about the inside working of the school, we are very glad to be able to say that teachers generally have seen the value of our afternoon period for school games on one day of the week. The whole scheme is now in full working-order and fully organized. The team spirit is strongly manifested, and we are told that the true sporting spirit is spreading—*e.g.*, when competitions are held, losers are learning to lose handsomely.

CINEMA ESTABLISHMENT.—So far, this avenue for education through pictures does not seem to be favoured either by Board or parents. The value of the method of education by means of the cinema is undoubted, but there seems to be considerable room for improvement in the nature of the programme itself. Some films should be deleted altogether. Others, though suited to adults, appeared to be beyond the capabilities of children with their lack of knowledge necessary to supply the gaps.

MUSICAL APPRECIATION.—The committee of Ferguson's Orchestra, which gives three orchestral concerts every season, made a proposal to the Board to give, shortly after their ordinary concerts, a repetition of the programme for the benefit of our school-children. These concerts have been very largely attended and keenly appreciated. For the first concert tickets were so'd, to all school-children who wished to attend. Thereafter, however, the privilege was restricted, with advantage, to pupils of S5 and S6. To add variety to the concerts a male quartet party gave some humorous quartets on one occasion. This proved to be a doubtful policy: the youthful audience's enthusiasm became rather uproarious. In connection with the orchestral items, simple lectures were given, with practical illustrations, on the leading instruments employed in an orchestra and on the pieces performed. Granted the sympathetic co-operation of the teachers, the movement should have very valuable results.

SUBJECTS OF THE CURRICULUM.—*Speech-training.*—This phase of school-work is still somewhat indefinite in character. We think that this is because teachers are only learning what speech-training really means. We find it a good plan to require all to give five minutes or more every day. The work-book shows what has been given. We can then investigate how it has been given, and give suggestions and directions where necessary. In this way we hope to make more rapid the general improvement in treatment of which there are already signs.

Reading.—We have little to add to what we said last year. As regards oral reading we find a general improvement in treatment, in that teachers are realizing that oral reading should in general be an expression of what is known and fully appreciated by the pupils.

Recitation.—This subject continues to improve. We note increasing signs that our children are being led more and more to appreciate the music of words. Mechanical repetition is, we are glad to say, much less to the fore than it was. The selection of pieces for study is also more in keeping with the age and general capabilities of the pupils.

Singing.—General singing tone is improving. As regards method, there should be, in some of the larger schools, a better graded system of exercises in such elements as sight tests, ear tests, breathing, and so on. We note with feelings of regret a more or less general want of appreciation of the value of recreational singing. We should not require to have to point out to a number of our teachers that what is said on page 16 of the syllabus regarding the use of singing to enliven the day requires to be carried out. Such suggestions as these are not put into the syllabus without good and sufficient reason. The laxity here appears even in a few of our larger schools.

Writing.—In form we think that the general standard has been more than maintained, but there is a great deal of room for systematic training in speed and fluency by means of suitable exercises.

Spelling.—Teachers are giving more thought to the teaching of this subject as against the practice of merely requiring pupils to learn. We are not quite satisfied in our own minds as to the working-out of the principles relating to what words should appear in any list. It may be that the standard of difficulty needs adjustment with a view to bringing in a better relation between a list and a child's vocabulary.

Composition.—The standard in this subject is being well maintained—in fact, we notice an improvement in paragraphing and general arrangement. Some of the subjects set for essays by teachers are found to be unsuitable, in that they are beyond the grasp of the average pupil. In composition, as in some other subjects, we think that the imitative powers of children are not sufficiently appreciated. Were it so we should find a more extensive use of model constructions.

Drawing and Handwork.—Last year we commented upon the tendency shown by teachers to sacrifice these subjects to the detriment of child-development. This year we are pleased to see the correct viewpoint being more fully appreciated. Many teachers express diffidence about the teaching of drawing and handwork because they themselves feel that their artistic attainments and constructive ability are limited. They also consider that the work done by the pupils is so far short of what is desirable that there is little hope for the average pupil to become proficient. We think this view is entirely wrong. The child's effort, no matter how crude, should be accepted. It is then within the capacity of any teacher to take the pupil's effort and show him how to improve upon it. Teachers can keep ahead of their pupils, and the practice of continual acceptance by the teacher and improvement by the pupil will soon raise the general standard. If pupils cannot draw, it is only in an odd instance that the fault lies with the pupil himself. Regarding correlation, we are taking steps to ensure that all drawing and handwork are an impression of idea in relation to the other subjects of the curriculum and are not taught in isolation. Needlework is a well-taught subject.

Arithmetic.—Our ideas upon this subject were set out somewhat fully in our reports upon the Progressive Arithmetics. With arithmetic, perhaps more than with any other subject, is a text-book necessary as a guide to teacher and pupils. It is essential that that text-book fulfil the requirements, as teachers, as a matter of convenience, tend to view it as their standard. They assume that, as a result of the collective opinion of Inspectors and others, we shall in the future have a revision of the present books or another set more suitable to what we feel to be the requirements of the syllabus. Our observations show that scope is generally in need of adjustment, as we have indicated, the consequence being that pupils are often set to do work that has no connection with everyday life whatever. At the same time, we find that arithmetic is, apart from scope, one of the best-taught subjects of the curriculum. Against this is the fact that in nearly all schools the subject has an hour a day. For scope, we feel that teachers are not to blame. This is a matter of syllabus interpretation and is largely guided by text-books. We find that pupils in actual working could in some cases be neater, especially in their working-column. The tendency in this column is towards figuring that is too small, which leads to inaccuracy. Pupils have also not all realized that the figuring should be as neat in the working-column as in any other part of the sum. To these two points we have directed the attention of teachers. On the whole, however, we have no reason to be dissatisfied with the way our teachers are carrying out their obligations towards arithmetic.

GEOGRAPHY, NATURE-STUDY, SCIENCE.—We have little to add to what we said last year. In agriculture and geography especially we are not yet satisfied with the amount and kind of practical work.

HISTORY AND CIVICS.—We are glad to note that a text-book is to be in the hands of every pupil. The teaching of history has shown a slight improvement since last year. Teachers are beginning to realize that it is not impossible to give every primary-school pupil some idea of the conditions of life in the past. To this end we note an increasing use of pictures, story, dramatic work, and so on. An impression of past life cannot be given to the pupil by means of the old dictated summary: it can be given only by as real a reflection as possible of that past life. We are glad to see sets of historical readers in the various school libraries. These are interesting for the pupils, and are giving them an approach to the varied viewpoint which is necessary in any historical study. A sign of the times is the attempt at the visualization of time in the shape of time-charts which have appeared upon school walls and in pupils' books. These charts are as yet perhaps crude, but we accept them gladly as a basis for whatever improvements experience may suggest.

Lessons in temperance are included in all health schemes, and have received our attention as we have visited the schools.

APPENDIX D.

TRAINING COLLEGES.

I. DETAILED TABLES.

STATISTICS RELATING TO TRAINING COLLEGES.

TABLE P1.—NUMBER OF STUDENTS IN THE FOUR TRAINING COLLEGES IN 1923.

Training College.	As Classified by Divisions.								As Classified by Years.				Totals.		
	Division A.		Division B.		Division C.		Division D.		First Year.		Second Year.		M.	F.	Totals.
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.			
Auckland	68	203	45	38	..	..	9	6	68	139	54	108	122	247	369
Wellington	41	170	25	50	..	4	..	..	29	113	37	111	66	224	290
Christchurch .. .	56	152	18	26	3	4	1	1	43	104	35	79	78	183	261
Dunedin	51	164	20	20	5	2	7	13	50	121	33	78	83	199	282
Totals	216	689	108	134	8	10	17	20	190	477	159	376	349	853	1,202

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 equivalent or higher examination. Division C.—University graduates, &c., admitted for one year. Division D.—Teachers admitted to short-period studentships.

TABLE P2.—INITIAL STATUS ON THEIR ADMISSION TO THE TRAINING COLLEGES IN 1922 OF DIVISIONS A AND B STUDENTS COMPLETING THEIR COURSE IN 1923.

Division.	Training College attended.	I. Teachers' Certificate Examinations.								II. University Examinations.						
		Full Passes.				Partial Successes.				Total Certificate Qualifications.	Matriculation.	Partial Pass Matriculation.	Matriculation Equivalents or Higher Qualifications.	Total.	Lower Leaving-certificates only.	Total Number of Students.
		Class B.	Class C.	Class D.	Total.	Partial Success towards C and D.	Partial Success towards D.	Total.								
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	
A	Auckland	..	..	44	44	..	71	71	115	74	..	..	74	4	126	
	Wellington .. .	..	1	31	32	4	52	56	88	47	3	..	50	1	96	
	Christchurch ..	..	..	41	41	4	44	48	89	58	3	2	63	..	89	
	Dunedin	..	..	38	38	3	49	52	90	62	..	..	64	2	90	
	Totals	..	1	154	155	11	216	227	382	241	8	2	251	7	401	
B	Auckland	..	..	1	1	..	..	1	33	..	..	3	36	..	36	
	Wellington .. .	..	..	3	3	4	12	16	19	48	..	1	49	..	52	
	Christchurch ..	..	..	2	2	..	17	17	19	25	..	2	27	..	25	
	Dunedin	..	..	..	..	..	13	13	13	21	..	2	23	..	21	
	Totals	..	..	6	6	4	42	46	52	127	..	8	135	..	134	
Total number of students		..	1	160	161	15	258	273	434	368	8	10	386	7	535	

TABLE P3.—EXAMINATION STATUS OF ALL TRAINING-COLLEGE STUDENTS WHO COMPLETED THEIR COURSE IN 1923.

Training College attended.		Class A.	Class B.	Class C.	Class D, with Partial Success towards C.	Class D.	Credited with Subjects towards a Teachers' Certificate.	No Examination.	Total Number of Students.
Auckland	..	..	3	109	45	7	55	1	220
Wellington .. .	..	1	8	119	16	..	9	..	153
Christchurch ..	..	4	6	80	26	..	8	..	124
Dunedin	..	1	8	94	9	..	26	..	138
Totals	..	6	25	402	96	7	98	1	635

TABLE P4.—STAFFS OF TRAINING COLLEGES AT 31ST DECEMBER, 1923.

Training College.	Name.	Position.	Salary.
			£
Auckland	Cousins, Herbert G.	Principal	720
	Fitt, Arthur E. (Dr.)	Vice-principal	580
	Brow, Fred. C.	Assistant Lecturer	445
	Clinch, John A.	"	75
	Jones, E. R.	"	435
	Shaw, J. W. (Rev.)	"	455
	Wallace, Harry	"	455
	Kennedy, Agnes	"	433
	Hume, Jeanie	Tutor and Librarian	363
Wellington	Gould, W. H.	Principal	670
	Lomas, E. K.	Vice-principal	530
	Irvine-Smith, Fanny	Assistant Lecturer	433
	Jacobsen, N. R.	"	485
	Loy, E.	"	393
	Aitken, J. W.	"	443
	Joyce, Mary E.	Tutor and Librarian	363
	Watkin, Len. J.	Art Lecturer	485
	Purchase, John E.	Principal	720
Canterbury	Polson, John G.	Vice-principal	605
	Greene, William	Assistant Lecturer	455
	Maxwell, Robert W. D.	"	463
	Ironside, Annie F.	"	433
	Cornes, J. J. S.	Tutor and Librarian	365
	Johberns, George	Assistant Lecturer	445
	Moore, John A.	Relieving Principal	700
	Macfarlane, Samuel G.	Relieving Vice-principal	550
	Bayley, L. V.	Relieving Assistant Lecturer	400
Otago	Martin, William	"	485
	Fleming, James J. W.	"	455
	McLeod, Jane	"	433
	Harrison, Vera K.	Tutor and Librarian	363
	Donn, Robert	Drawing Instructor	445
	Landreth, C.	Home Science Instructor	300

II. EXTRACTS FROM REPORTS OF PRINCIPALS OF TRAINING COLLEGES.

1. AUCKLAND.

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

I beg to submit my report for the year 1923. The following table shows the numerical strength of the College :—

	Men.	Women.	Total.
In College, 1922	97	251	348
Left at end of year	43	140	183
Remaining in College	54	111	165
Admitted, 1923.. .. .	68	140	208
Total, 1923	122	251	373
Left during year	3	7	10
In College at end of year 1923	119	244	363

In 1921 there was one man to three women ; in 1922 two men to five women ; in 1923 one man to two women.

This year sixty-one first-year students are leaving College. Some of these are retiring voluntarily ; the others have been selected in accordance with the Department's instructions.

We have several men on our 1923 roll who have already spent some time in studying for other professions. This seems to indicate that teaching is making a wider appeal under the present economic and industrial conditions of the Dominion. Already the number of applications for admission to College next year greatly exceeds the number of vacancies. This will entail a rigorous selection that will inevitably lead to an improved standard. This is what it should be, and augurs well for the future of education in New Zealand.

College Work.—It has been extremely difficult to arrange the work for so large a body of students, with the accommodation at our disposal. Fortunately, the annex was still available. Notwithstanding all the difficulties, the whole programme of work was carried through without a hitch, and under the circumstances the College routine has been satisfactorily maintained.

Classes.—With our full complement of lecturers throughout the year there was no disorganization of class-work as in the previous year, when we were awaiting the appointment of a second science lecturer throughout two terms. The advantage of having two lecturers in science subjects was therefore much in evidence this year, and considerable work was accomplished. Physiography has been added to the curriculum, and, with one science lecturer permanently situated at the annex the whole work has been on a better basis. In the practical work we are still handicapped by the size of the classes.

A large number of our students have attended University classes. They were carefully selected, and their work has been under the supervision of the College staff. The results have been highly creditable. If the present standard is maintained—and there is no reason why it should not go on improving—the Training College will take a big part in the life of the University. It is most gratifying to find what excellent use our students are making of the privilege of University attendance.

Practical Training.—This has again presented formidable difficulties, but the staffs of the Wellesley Street Normal School, Richmond Road, and Curran Street Schools, with a considerable number of the associated normal teachers in the city and suburban schools, have enabled us to

cope with the situation. The method adopted has been the one that best met the position last year. Each student spends half a term in College and half a term on school section. Practical work in the schools covers Monday, Tuesday, and Wednesday; all the students are in College for the whole of Thursday and Friday. This has strengthened the academic side while giving due weight to the great value of practical teaching. It also gives continuity to the influence of the College atmosphere on the character and personality of each student, a matter which we find to be of supreme importance. We are deeply indebted to the Normal School staff and all the associated teachers for the thoroughness and zeal that has characterized their work for the College. In addition there have been regular classes in method conducted by members of the College staff.

The Physical Side.—The health of the students has again been good. The Medical Officers report a distinct improvement in the physical condition of the students during the year.

A drill refresher week at the beginning of September undoubtedly helped to put students in good physical condition for the strenuous work of the last term in College. Dr. McCreedy, the Department's Medical Officer, has been of the greatest service to the College. He has identified himself with our work, has come into the closest relations with the staff and students, and has rapidly won a fine influence. His personal interest in the men in the College is making for highest ideals of physical fitness.

The Social Side.—As in past years, a strong effort has been made to achieve an atmosphere that will encourage the development of every side of the personality. Students come to the College from all sorts of environments and with widely different experiences. They are at an age to make or mar. The years in College usually give them a definite direction. The development of each year's students is a constant source of interest and inspiration to the staff. As far as is possible, we have tried to make conditions here such as would give all students a chance to cultivate all the qualities that will increase their efficiency and value to the community and the State. To this end the social life of the College has been carefully arranged and is carefully controlled.

Hostel.—The hostel has already more than justified itself. It has been full from the opening of College; and it is going to prove a very influential factor in College life. With increased numbers and under the wise supervision of Miss Maindonald, the hostel has not only been an invaluable adjunct to the College but has also managed to pay its way.

In conclusion, I have pleasure in recording my appreciation of the work of the staff. For much of its successful and happy life the College is indebted to various members of the staff for their generous services in various directions apart from the work of the formal curriculum. As the whole success of the College as a social institution rests upon the effective and happy interaction of staff and students, it is very gratifying to a Principal to find in his staff such ability and aptitude for working with young people in various directions as has been shown conspicuously by most of its members, and there is no doubt that the students have very much appreciated the interest that the staff has shown in all their activities. Once again I must specially record the excellent work done for the College by the Headmaster and staff of the Normal School. I also wish to record my sincere appreciation of the way in which my wishes have been met by the various officers of the Education Department, and of the unfailing courtesy and kindness of every official of the Auckland Education Board.

2. WELLINGTON.

(J. S. TENNANT, M.A., B.Sc., Principal.)

I have the honour to submit the following report on the work of the College for the year 1923:—

Roll.—The total roll for the year was—Senior students, 152; junior students, 142: total, 294. This was made up of 67 men and 227 women.

The following table shows the total enrolment since the establishment of the College in 1906:—

Year.	Number of Students.			Percentage of Roll.	
	Men.	Women.	Total.	Men.	Women.
1906	12	34	46	26.1	73.9
1916	21	93	114	18.3	81.7
1920	44	142	186	23.7	76.3
1921	49	147	196	25.0	75.0
1922	74	203	277	26.7	73.3
1923	67	227	294	22.8	77.2

It will be seen from the above that the steady increase in enrolment during the past few years has been maintained. The percentage of men students to women students, however, for the first time since 1917, showed a decline.

Classification.—The classification of the students according to their various qualifications was: Division A, 213 (101 pupil-teachers and 112 probationers); Division B, 76 (no previous teaching experience); Division C, 5 (University graduates); Division D, 0 (adult uncertificated teachers). As anticipated in last report, the percentage of "B" students shows a considerable decline, while the "D" students have disappeared altogether.

New Students.—It is very gratifying to note that the number of applications for admission to the College continues to increase. It is a matter for regret, however, that, owing to lack of accommodation, a considerable number had to be refused admission. By direction of the Department we are required to admit all qualified applicants of Division A (pupil-teachers and probationers). Numbers of these have to be admitted on the minimum qualification (Group 1, Class D), a standard of attainment dangerously low; while many Division B applicants with qualifications equal to matriculation, or better, are excluded. On the whole, however, the type of applicant for admission to each division shows a distinct improvement. The bulk of applicants under Division A and B have matriculated; many have higher leaving-certificates; some have passed University scholarship with credit; some have part of a degree in arts or science. In the circumstances the time seems

opportune for raising the entrance qualification, which should be at least a full D certificate. It will be deplorable if, because of an excess of Division A applicants with the present minimum qualification, the profession is to lose the services of a type so well qualified as are many who apply under Division B.

Districts.—The following shows the education districts from which the students were drawn: Wellington, 120; Wanganui, 64; Hawke's Bay, 42; Taranaki, 39; Nelson, 25; Canterbury, 2; Otago, 1; Auckland, 1: total, 294.

Accommodation.—In consequence of the rapid increase in the student roll during the past five years (from 136 to 294) our accommodation has fallen very considerably behind requirements. The present building was erected in 1916 to accommodate a maximum of 120 students (there were then 109 students on the roll); and, though the only addition since then has been a gymnasium, it is to-day called upon to accommodate practically 300. The inconvenience arising from such congestion, the interference with the smooth running of the institution, the complications in organization, as well as the discomfort to students and staff—these do not contribute to efficiency. The need is very urgent either for a considerable reduction in our numbers or for an increase in our accommodation.

The Staff.—During the year under review the staff of the College underwent very considerable changes. Professor Tennant, after having directed the College since 1912, was appointed to the Chair of Education at Victoria University College. Several changes were rendered necessary consequent upon his retirement. The Vice-Principalship rendered vacant by my appointment as Principal was filled by the promotion of Mr. E. K. Lomas, M.A., M.Sc. Mr. Lomas was succeeded by Mr. N. R. Jacobsen, M.Sc. During the year Miss J. Hetherington, M.A. resigned her lectureship in history, and her position has been filled by the appointment of Miss Irvine-Smith, M.A.

University Classes.—The University classes attended by students were—English, 49; Latin, 15; French, 20; education, 130; philosophy, 45; history, 26; economics, 9; geography, 10; mathematics, 15; geology, 6; chemistry, 7; physics, 6; botany, 7; zoology, 1.

An analysis of the term examination result gives the following: First-class passes, 14; second-class passes, 87; third-class passes, 194.

Chair of Education.—The establishment of a Chair of Education at Victoria University College marks a distinctly forward step in the academic study of this important social function. While it cannot be doubted that the study of the subject itself will receive an impetus with corresponding reaction upon our educational outlook, there is a danger that it become too academic and be divorced from educational practice. Only the very closest co-operation between the Chair and the Training College will avoid this. Such at present maintains, and it is hoped that the tradition now being established will be a safeguard against the possibility of a future lack of co-operation. It must be recognized, however, that the present arrangement is only a compromise rendered necessary by the exigencies of finance. When the population and finances of the Dominion permit, each University centre will require its School of Education within the University, where the academic pursuit of the subject will proceed *pari passu* with the professional. In the meantime, however, the present arrangement, fraught with danger though it be, is apparently the best possible. The Department is to be commended for its forward step.

Students' Teaching Practice.—For the purpose of teaching practice the College has at its disposal a total of thirty-six class-rooms for 294 students; and we are able to organize our work so that not more than eighty students are engaged in teaching practice at one time. This enables fairly satisfactory arrangements to be made, but the position is not altogether satisfactory. Class-teachers are, and rightly, jealous of the welfare of the children committed to their charge. The latter must receive first consideration, so it is plain that class-teachers will be anxious to reserve to themselves as much of the actual work of teaching as possible, and to reduce the time the class is in the 'prentice hands of the student to a minimum. With two, sometimes three, students in a class-room, each student receiving at least an hour's class teaching per day—obviously not too much for the student—the class-teacher finds himself reduced to only half-time with his pupils. If this were maintained for a limited period during the year it would be easily possible for the teacher to make good any leeway, and the children, rather than suffer, might well benefit from the effect upon the class-teacher of the student's visit. But the necessity for providing for students is a continuing thing from which there is no respite while the College is in session.

Differentiated Training.—A very urgent need appears to me to be a greater element of differentiation in our work. At present our entrants vary in academic attainments from "Group 1, Class D," to "M.A. with Honours"—a range almost, if not quite, as great as from kindergarten to Standard VI. Further, some have had previous teaching experience, some have not; some will be required for infant-teaching, some for primary, some for secondary, some for rural. Yet, because of a lack of accommodation and a lack of staff, we are able to differentiate the training in only the slightest degree. During the past year we did our best to provide differentiated courses for students preparing for secondary teaching; but the remainder have been compelled to pursue a general course in common. This is surely not as it should be.

Methods of Instruction.—We have long been convinced that the prevailing method of instruction in higher education—the lecture method—was far from satisfactory. It is a method that encourages passive reception rather than active expression—a method that makes examination the end of education, and that justifies the jibe that our typical University product is not a reader, a student. Though we have long been well aware of this, the great difficulty has been to devise a workable substitute. Early last year, with the approval and support of the Director of Education, we entered upon an experiment in what we have designated a "project" method. The term is not a happy one, but it is the best we could find. This method is a combination of what the Americans call "teaching by projects," the Dalton plan, and the traditional lecture method. The work of the year is divided into definite units of work or projects, each of which requires some definite reading and, in a mild way, research. Further, each project calls for some definite expression work, the writing of an essay or story, the construction of some piece of apparatus, the oral delivery of some report, the giving of a lesson, &c. The project is invariably introduced by a lecture or lectures, and the subsequent work of the students is done in small groups each under a leader.

It is perhaps too early to make a definite pronouncement as to the success of the experiment. During last year it was applied only in English, history, and nature-study. Its success in these subjects was undoubted; but whether it is equally applicable to other subjects remains to be seen. Of one thing, however, we are certain, and that is that it makes much greater demands upon the staff in both energy and ability than does the old lecture; but the greatly increased zeal and

enthusiasm of the students, and the obvious improvement in the quality of the work done, appear to us a sufficient compensation, and to warrant an extension of the experiment to other subjects of the College course. Such an extension, however, is contingent on further library facilities.

Hostel Accommodation.—Despite the increase in our numbers, the difficulty of finding boarding-accommodation last year was somewhat less than in former years. As was pointed out in last report, this was possibly due to the prevailing slumps and the consequent desire of a considerable number to augment their earnings. But present appearances would seem to point to a return of our old difficulty with returning prosperity.

Social.—The past policy of the College regarding the social side of College life has been fully maintained.

In concluding this report I would like to express my appreciation of the ready assistance I have received from the Board's staff and others concerned in the administration of the institution.

3. CHRISTCHURCH.

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

I have the honour to submit my report on the Christchurch Training College for the year ending 31st December, 1923.

The number of students in training is increasing so rapidly that the pressure upon the available accommodation has become very great indeed. The number of class-rooms is totally inadequate, and it has only been with very great difficulty that satisfactory work has been carried out. It is to be regretted that although a grant, sufficient for one wing of a new College, was made more than six months ago, no relief will be possible during 1924. As the number of applications for admission has increased, a greater degree of selection has been possible, and it is pleasing to record that both in academic attainments and in personal qualifications a higher standard has been reached. A more rigid medical examination will have the effect of preventing those physically unfit from undertaking the work of teaching. In this connection I wish to point out that in my opinion a rigid exclusion of all those who are physically weak should be insisted on.

Students have done particularly well at their University work this year, and consequently a greater number is definitely preparing for secondary work. This is thoroughly satisfactory. We find in many cases that a period of pupil-teachership results in a distinct loss to the student from the point of view of academic success. When appointed pupil-teachers they very frequently drop their high-school subjects to study the remaining subjects required for the D certificate. Two bad results follow: they enter College in a much worse position with regard to their University subjects than they would have been had they come direct to us, and they have in addition lost the habit of serious study. The work required to enable them to qualify for admission to the Training College is so little that they have too much "unorganized" time left. I would suggest that all those pupil-teachers and probationers who desire to read for a University degree be required to do some work in that direction while employed as pupil-teachers. The habit of study acquired in the secondary school will thus become fixed to the very great benefit of the student. Each year for some time past a few pupil-teachers on their appointment have come to me for assistance in mapping out a University course. All have done well, and have thus proved the wisdom of an early start.

The proper relation of teaching practice to College instruction is the most difficult problem we have to solve. The arrangement throughout the year was similar to that adopted in 1922—namely, to concentrate on study and the learning of principles in the first year with the addition of demonstration lessons given by expert members of the Normal School staff. Towards the end of the second term all first-year students spend three weeks in the class-rooms, where they see the principles they have learned being put into practice. In their second year, students spend alternate five-week periods in class-room and in College, so that practically half the year is devoted to actual class practice. I am aware that this is more than is given in some Colleges, but it seems necessary if practical teaching is to be carried on adequately with the theoretical study. Any undue stressing of either aspect is liable to create a partially developed teacher. Further, those students whose appointments lie in rural districts have little opportunity of obtaining any further assistance, and they should receive the practice necessary to enable them to take up their work with confidence. Even in large schools the headmaster is so occupied with other duties that he has little time to give to the junior members of his staff, and many regard the ex-Training College student as fully qualified and trained, and therefore not in need of assistance. It should be remembered that many of these students have not taught previously to entering College, that all are immature and cannot be expected to develop satisfactorily unless they are watched over and helped during at least the first twelve months after leaving Training College. The work of the students on the academic side has been quite as good as in previous years, and the successes achieved at Canterbury College examinations somewhat better.

Art Classes.—The classes in various branches of drawing were conducted on somewhat similar lines to those of previous years. The first-year students proved to be particularly enthusiastic both in colour work on paper and in blackboard drawing. An endeavour has been made throughout to induce the students to look at their work from a higher point of view than that of the mere training of the eye and hand, and to realize that it is possible, by means of the crayons and chalks which the children use, to represent much of the beauty that surrounds us, and to lay a foundation of a true appreciation of the beauties of art and nature. During the latter part of this year subjects to be studied by the students in their own time have been set, the resulting sketches being exhibited and the criticism of the students invited. The results have been very promising. This year again a large number of students entered College without having obtained the D certificate for drawing, and in some cases having done little or no drawing since leaving the primary school. It seems a great pity that students destined to become teachers should not have more tuition in this subject when at high schools. It is this break of four or five years that is largely responsible for the weak drawing of so many of the students and young teachers. The second-year students were given a short course of figure-drawing from life, in order that they might be able to make some attempt to illustrate fairy-stories, &c. This was followed by a course of water-colour drawing of objects and flowers, and design work. In order to increase the interest and educational value of the lessons in design it is intended next year to connect them definitely (in part) with the work of the needlework

class. The work in carton consisted of the planning and making of the ordinary geometrical models, followed by more interesting objects. The aim throughout was to show how carton can be used to develop the initiative and constructive powers of the child. The drawing of plans and elevations was in most cases insisted on, as well as a careful isometric or freehand drawing of the finished article. A large amount of work was done showing how carton can be used as an aid to the teaching of history, arithmetic, and geography. A very enthusiastic class of school-teachers, who did excellent work, attended the classes held for their benefit during the year. Lectures on British art given to the junior students last year were continued. The art club, which met during the lunch-hour on Friday, has been well attended throughout the year, and quite heartily supported by a number of interested students.

Associated Schools.—Work was carried on in the associated schools, Linwood, Richmond, and Phillipstown, on much the same lines as last year. Most of the students spent a part of their time allotted for teaching practice at one or more of these schools, and each student, as far as possible, was given an opportunity of gaining an insight into the experience in all departments—infant, lower, middle, and senior divisions. In addition to taking special set lessons, they were seen and criticized by the critic teacher, and ample opportunity was afforded the students for observation in class-management and gaining an appreciation of the standard of work required in the several subjects at the various stages throughout the primary-school curriculum. To this end the students were required to take charge of their classes over a set period, say a whole morning or a whole day, and in some cases, particularly with infants, they were responsible for the work covered by a particular group of children over their set teaching period. During the year the infant department and a model sole-charge school were opened at Phillipstown, thus affording further facilities for the training of students in these two important branches of work. Periodically the students assembled for the discussion and elucidation of points which arose during teaching practice. Throughout the year the students applied themselves with zeal and enthusiasm to the task of acquiring skill in their profession, and fully appreciated what was being done for them by the several members of the teaching staffs of the associated schools.

Methods of Teaching.—The course of work in methods of teaching follows the lines set out in last year's report. With the students of both first and second years the purpose has been to encourage clear thinking regarding educational aims, methods of teaching, and the value of the subjects of the curriculum. The results, as evidenced by interest in lectures, discussions of problems connected with educational views and school-work, and the satisfactory average of marks in the final examination for second-year students, were distinctly encouraging. Miss Baster continued her course of lectures to students of both years, dealing with kindergarten theory and practice, and handwork and its application to infant classes formed a substantial part of the second-year course. The procedure of last year's teaching practice was not altered, but the women students of Division C did part of their practical work with classes in the Girls' High School. A definite scheme of observation for all students allotted to school classes was drawn up, and the work submitted by the students was, as a whole, quite satisfactory, while some reached a very high standard in this department of their professional training. Demonstration lessons by members of the Normal School staff were given regularly throughout the year.

4. DUNEDIN.

(J. A. MOORE, M.A., B.Sc., Principal.)

I beg to submit the annual report on the work of the Training College.

The College year opened with 88 men and 200 women in attendance. These numbers taxed our class-room accommodation to the utmost. Our students also find it very difficult to secure suitable board. At present there are about 200 women students on the Training College roll, and of these the majority are residing away from home. A Training College women's hostel would be a great asset. It would provide suitable board at a reasonable rate in a home where definite study hours could be instituted, and where all the inmates had the same object in view. Such an institution would also provide a certain amount of social life which would be most beneficial—it develops powers of leadership, and provides in a home the social intercourse which at present those in lodgings must seek elsewhere.

University Classes.—Altogether 128 College students attended one or more classes at Otago University. Of these 75 took pass-degree English, 5 advanced English, 5 pass-degree Latin, 2 advanced Latin, 2 Greek art and literature, 34 pass-degree French, 7 advanced French, 27 pass-degree history, 4 advanced history, 1 honours history, 13 pass-degree economics, 2 honours economics, 68 pass-degree education, 7 advanced education, 16 pass-degree philosophy, 1 advanced philosophy, 1 applied mathematics, 1 advanced mathematics, 2 pass-degree geology, 1 pass-degree physics, and 1 advanced chemistry. As a result of the terms examinations our students gained 12 first-class, 64 second-class, and 152 third-class passes.

College Work.—The usual courses of instruction were taken at College; the chief alterations made in the programme of studies for the year being—(1) All first-year students had a course in practical and theoretical agriculture; (2) all first-year students attended classes in general science, which should serve as a foundation for either domestic science or practical agriculture; (3) all senior students, men included, were instructed in kindergarten principles.

The students on the whole entered into all departments of College and University life with zeal and enthusiasm, and their conduct while in College has been exceptionally good. As usual, there was a number of failures in both University and College classes, some of these resulting from ill health, others from lack of steady application. As a result of successes gained either at College or University, one student has been recommended for an A certificate, eight for a B certificate, 103 for full C, one with credit towards C in five subjects, fifteen with credit towards C in four subjects, nine with credit towards C in three subjects, one in two subjects, and one in one subject. Only one student failed to gain any credit towards a C certificate. As these numbers include students of Divisions C and D as well as all two-year students, the results must be considered satisfactory.

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, and Salaries of the Teachers, as in December, 1923.

NOTES.

- (1.) The schools are placed in alphabetical order, the grade for 1923 being shown in column 2.
- (2.) The average attendance of half-time schools is shown for each school as well as for the group—viz., Ahuroa (9) and Woodcocks (14); 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.
- (3.) In column (6), "Position," "H" means head of school; "S," sole teacher; "A," assistant; "I," infant mistress; "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 or head of model school; "K M" means kindergarten mistress; "N (D)," assistant in secondary department. Teachers on leave of absence are included. Relieving teachers filling vacant positions are indicated by "(R)," and those taking the place of teachers absent on leave but whose names are on the list are indicated by "R." "Sup" means supernumerary teacher not included in staff.
- (4.) A residence is either provided for the sole or head teacher, or house allowance is paid according to the following scale: Grade I, £30 per annum; Grades II and III, £40 per annum; Grade IV, £50 per annum; Grades V, VI, and VII, £60 per annum.
- (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.
- (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.
- (7.) Organizing teachers, and teachers conducting the Department's correspondence classes, are shown on the last page.

AUCKLAND.

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, of 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Ahuroa (9) and Woodcocks (14) ..	2	23	Smith, William M.	151	S	A	£ 303
Aka Aka	3A	71	Hoey, Reuben L.	111	H	C	345
Albany	3A	41	Trotter, Margaret I	199	A	C	233
Albertland North (9) and Hoteo North (9)	1	18	Potter, Ethel M.	97	H	C	353
Alexandra	3B	88	Warin, Hilda I. . . .	205	A	D	223
Alfriston	2	37	Grant, James G.	196	S	C	243
Amodeo Bay No. 2	0	8	Hook, Alfred C. . . .	102	H	C	373
Anawhata	0	2	Stuart, Frances M.	222	A	D	223
Aoroa	3A	54	McCrae, Verona	215	A	C	195
Aramati	1	13	Wight, George F.	111	S	C	275
Aranga	1	15	Evans, Mary	8	S	..	120
Arapae	2	32	Schroder, Daisy	..	S	..	30
Arapohue	3A	68	Stanton, William T.	157	H	C	315
Ararimu	2	21	Eggers, Verley R.	..	A	..	183
Ararua	1	14	Newman, Leslie	226	S	D	195
Aratapu District High School—Primary (81), secondary (29)	3B	110	Witten, Hazel	..	S	..	155
Aratoro	2	28	Kelly, Barton A.	203	S	C	223
Ardmore	3A	50	Hendry, George M.	125	H	D	345
Aria	3A	37	Moloughney, Phœbe M.	204	A	D	223
Avoca	2	22	Crabb, Lillian L.	180	S	B	233
			Snee, Agnes E. C.	..	S	..	170
			Blakey, Frank E.	92	H	B	375
			Wilkins, Winnifred A.	213	A	D	223
			Bartle, Grace	212	A	D	205
			Stubbs, Jessie M.	..	Pt2	..	78
			Smith, William G. S.	148	D	B	..
			Ebert, William E. R. B.	..	S	..	193
			Atkinson, Reginald V.	146	H	D	335
			Goulstone, Gertrude D.	196	A	C	233
			Jonathan, Arthur G. S.	..	H	D	295
			Gauntlett, Eileen L.	203	A	C	223
			Berridge, Reginald S.	..	S	..	245

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

AUCKLAND—continued.

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Avondale	7C	562	Darrow, Harry A.	17	H	B	£ 520
			Dean, William F.	92	A	C	425
			Newton, Edith M.	84	I	C	363
			Slevin, Franz R.	121	A	B	355
			Ingram, Dorothea R.	102	A	C	343
			Small, Harold	128	A	C	303
			Small, Annie T.	134	A	E	263
			Mansfield, Winifred M.	170	A	C	225
			Russell, Beatrice M. (Mrs.)	156	A	E	245
			Mabbett, Una	199	A	C	195
			Johnson, Margaret M.	208	A	B	175
			Syers, Phyllis L.	..	Pt1	..	83
			Lawson, Wilfred G.	..	Pt1	..	88
			Stubbs, Olive B.	..	Pt2	..	78
			Forrester, Grace L.	..	Pr1	..	83
			Avery, Doris W. E.	..	Pr1	..	83
			Lamb, William O.	94	H	C	375
			French, Winifred M.	182	A	C	233
			Abel, Doris E.	202	A	C	205
			Prescott, Jessie C.	..	S	..	193
Avondale South	3B	109					
Awakanac (7) and Te Kouma Road (6)	1	13					
Awakaponga	1	13	McCabe, Pearl D. E.	230	S	D	185
Awakeri	3A	60	Hannken, Wilfred P.	135	H	B	325
			Hannken, Hilda A. (Mrs.)	203	A	D	223
Awamarino	1	10	Place, John R.	..	S	D	185
Awanui	3B	89	McIntyre, James K.	134	H	C	353
			Wilson, Ruth	..	A	..	173
			Matthews, Kathleen M. L. (Mrs.)	223	A	D	205
			Barrington, Pearl L. (Mrs.)	..	(R)	..	165
Awaroa	2	27	Jenkins, Charlotte M.	191	S	C	243
Awitu Central	2	21	Gribbin, Clinton R.	..	R	..	185
Awitu No. 2	1	15	Jones, Francis	205	S	C	205
Batley	1	13	Foote, Doreen E.	199	S	C	215
Bayfield	7E	564	McInness, Donald	31	H	C	510
			Jones, Thomas R.	76	A	C	393
			Thompson, Frances E.	83	I	D	363
			Andrew, Richard E.	100	A	C	385
			Jones, Ruth B.	109	A	C	333
			Jenkins, Clifford E.	152	A	C	335
			Rumsan, Eleanor W. (Mrs.)	120	A	D	273
			Lees, Eliza A. (Mrs.)	177	A	D	225
			McGinley, Ruby V.	201	A	D	185
			Grigg, Hilda M.	191	A	C	195
			Paltridge, Mary E.	176	A	D	205
			Bell, George M.	..	Pt1	..	88
			Terry, Clara A. K.	..	Pt1	..	83
			Takle, Muriel A.	..	Pt2	..	78
			Wilson, Rona M.	..	Pt2	..	78
			Graham, James W. W.	..	Pr1	..	118
			Fox, Theresa M.	..	Pr1	..	83
			Sheppard Phyllis E. F.	..	Pr2	..	78
			Plummer, Ailsa G.	..	Pr2	..	78
			Lethaby, Norma M.	..	Pr2	..	78
Belmont	6A	449	Harrison, Rupert P. C.	58	H	B	450
			Hewlett, Theophilus N.	116	A	C	375
			Vialoux, Kate V.	135	I	D	303
			Clark, Ada	142	A	C	283
			Oliver, Mabel L.	164	A	C	253
			Miller, Mary A. (Mrs.)	182	A	D	215
			Kelso, Archibald	179	A	C	225
			Esdaille, Enid S. M.	202	A	C	185
			McLean, Katherine I.	..	A	D	185
			Wilson, Lewis A.	..	Pt2	..	83
			Wallace, Dorothy M.	..	Pt2	..	108
			McGill, Lorna E.	..	Pr2	..	108
Beresford Street	7C	544	Kay, William	25	H	C	520
			Green, Anna M. (Mrs.)	..	R	B	263
			Forsyth, Caroline C. (Mrs.)	116	I	D	385
			Moore, Daniel V.	120	A	C	355
			Milne, Margaret T.	..	R	..	360
			Gillibrand, Emma	103	A	D	313
			Walsh, Mabel H. (Mrs.)	..	(R)	..	213
			Young, Edith M. J.	145	A	D	243

For explanatory notes see page i.

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Beresford Street— <i>continued.</i>	..	..	Hattaway, Martha ..	157	A	D	£ 225
			Cleary, Elsie E. . .	190	A	D	195
			Spence, Maggie ..	203	A	D	185
			Finer, Thomas L. . .	..	Pt1	..	88
			Dickson, Kathleen ..	..	Pt1	..	83
			Paterson, Jeanie H. .	..	Pt2	..	78
			Creedon, Eileen M. .	..	Pt2	..	108
			Moon, George D. . .	..	Pr1	..	88
			Poore, Bonita M. . .	..	Pr1	..	83
			Derham, Veronica M. .	..	Pr2	..	78
			Lee, Maurice G. . .	..	Pr2	..	83
			Gilfedder, Leticia M. .	..	Pr2	..	78
Birkdale	3B	122	Chappell, William ..	80	H	B	375
			Phillips, Byril M. . .	181	A	C	233
			Warner, Louisa (Mrs.) .	..	A	D	195
			Fordham, Marjorie E. .	..	Pr2	..	78
Bombay	3B	97	Bullen, Frederick R. S. .	87	H	C	375
			Wootten, Jessie C. . .	161	A	D	243
			West, Nora E. . . .	216	A	C	195
Brigham's Creek ..	2	30	Taylor, Minnie I. . .	144	S	C	303
Broadwood	2	36	O'Halloran, Kevin H. .	210	S	B	223
Brookby	1	19	Ritchie, Percy C. . .	186	S	C	215
Brooklyn	1	10	McQuoid, Evelyn . .	..	S	..	165
Brynavon (15) and Wharcora (14)	2	29	Costello, Peter J. . .	..	S	..	283
Brynderwyn	2	22	Worthington, Herbert ..	..	S	..	260
Buckland	3B	95	Wily, Harry H. D. . .	115	H	D	365
			Whitburn, Florence M. .	202	A	C	223
			Knowles, Isabella (Mrs.) .	..	A	..	205
Cabbage Bay	2	21	Stephenson, Oswald C. M.	198	S	C	253
Cambridge District High School— Primary (431), secondary (51)	6B	482	Jones, Griffith R. . .	59	H	C	460
			Vause, Harry	105	A	C	395
			Brann, Grace L. . . .	120	I	C	313
			Heath, Phillip C. . . .	158	A	D	325
			Foster, Heath D. . . .	144	A	C	253
			Mason, Lucy I. . . .	193	A	D	215
			Backhurst, Annie . . .	194	A	C	215
			Bycroft, Frances R. . .	199	A	C	195
			Humbley, Florence E. . .	..	(R)	..	125
			Solomon, Edith	..	A	Lic.	145
			Porter, Victoria E. . . .	..	Pt1	..	113
			Nicholson, Amelia C. . .	..	Pt2	..	78
			Meredith, Charles . . .	111	D	C	..
			de Lambert, Ethel G. . .	134	D	C	..
			Phelan, Richard J. . . .	..	(R/D)	..	..
Cambridge Road .. .	3A	47	Newhook, Clara F. . .	140	H	B	323
			Wallis, Charlotte N. . .	172	A	C	243
Churchill	1	12	Ridsdale, May	..	S	..	185
Clevedon	3B	82	Crispe, Colin R. R. . .	106	H	C	375
			Day, Agnes H. . . .	188	A	D	233
			Moore, Irene B. . . .	181	A	C	215
Cornwall Park .. .	5B	323	Birss, William (ii) . . .	58	H	B	415
			Kelly, John (ii)	116	A	C	365
			Fraser, Annie B. . . .	145	I	C	263
			Worthington, Minna L. .	142	A	D	253
			Worrall, Winifred M. . .	166	A	D	225
			Cowley, Olive M. . . .	172	A	C	215
			Evans, Irene G. . . .	215	A	C	175
			Smith, Edward B. S. . .	..	Pt1	..	88
			Sheppard, Ada G. . . .	..	Pr1	..	83
			Eyre, Ethel M. . . .	..	Pr1	..	83
			Clay, Ella M.	..	Pr2	..	78
			Mackay, Sybil C. . . .	..	Pr2	..	78
Coromandel District High School— Primary (128), secondary (23)	4B	151	Barber, George	71	H	C	395
			Jackson, Emma M. . . .	183	I	D	213
			Grange, Muriel S. . . .	(prov) 216	A	C	195
			Patterson, Margaret D. .	..	Pt2	..	78
			Bell, Eric W.	..	D	..	..
Curran Street	7A	521	Hill, William W. . . .	19	H	D	520
			Bullians, Andrew	82	A	D	435
			Murray, Ethel M. . . .	..	I	D	353
			Price, Alfred C. . . .	106	A	C	385
			Waddington, Florence M.	97	A	C	323
			Whibley, John C. . . .	116	A	C	345

For explanatory notes see page i.

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Curran Street— <i>continued.</i>	..	..	Tuthill, Mary H. ..	148	A	C	£ 235
			Gratt, Florence S. ..	163	A	C	215
			Roberts, Constance M. (Mrs.) ..	166	A	D	205
			Weetman, Lilly ..	186	A	D	195
			Nash, Dorcas E. (Mrs.) ..	170	A	D	205
			Moyes, Ethel B. A. ..	170	A	D	205
Dacres (18) and Tawharanui (9) ..	2	27	Redwood, Horace S. ..	..	S	D	310
Dairy Flat	2	33	Ross, Alice G. (Mrs.) ..	166	S	D	293
Dargaville District High School—	5D	389	Davidson, George A. ..	103	H	D	435
Primary (361), secondary (28)			Christensen, Sydney G. ..	159	A	D	303
			Heywood, Edith M. ..	144	I	D	273
			Barriball, Letitia L. ..	164	R	C	233
			Watson, Margeret J. ..	179	A	D	243
			Hoe, Thelma I. ..	215	A	C	195
			Savident, Ellen ..	218	A	C	185
			Levy, Esther R. ..	215	A	C	175
			Morgan, Josephine I. ..	..	PtI	..	83
			Upton, Allen D. ..	..	PtI	..	88
Devonport	7D	611	Callaway, Ronald P. ..	194	D	C	..
			Armstrong, James ..	19	H	D	520
			Webster, Robert S. ..	82	A	C	435
			Herbert, Mary E. ..	80	I	C	363
			Blow, Harold I. ..	118	A	D	375
			Grant, Jane D. ..	80	A	B	343
			Tatton, Joseph A. ..	131	A	D	303
			Sinclair, Bertha M. ..	152	A	C	263
			Fooks, Alice C. ..	156	A	C	225
			Rice, Aroha P. ..	200	A	C	195
			Carrie, Elsie G. ..	200	A	D	195
			Watson, Florence (Mrs.) ..	197	A	D	195
			Alexander, Annie S. ..	216	A	D	185
			Falla, Robert A. ..	210	A	C	175
			Death, Edna M. ..	..	PtI	..	83
			Jewell, Olive R. ..	..	PtI	..	83
			Stewart, Jessie F. ..	..	PtI	..	83
			Hamer, Eric W. ..	..	PrI	..	88
			Penrose, Eileen A. ..	..	Pr2	..	78
			Ensoll, Beryl W. ..	..	Pr2	..	78
Dome Valley	2	36	Lock, Albert D. ..	156	S	D	295
Donnelly's Crossing	2	27	Osborne, Philip F. ..	..	S	D	223
Drury	3A	72	McNaughton, James D. ..	112	H	D	345
			Smythe, Madeline E. C. ..	187	A	D	233
Dunsdale	0	3	Simpson, Julia W. ..	..	S	..	60
East Tamaki	3A	57	Allen, Frederick N. ..	144	H	C	335
			Shaw, Sarah G. (Mrs.) ..	204	A	D	223
Edendale	7G	688	Semadeni, Casper A. ..	31	H	C	520
			Mahon, Rose M. ..	96	I	D	353
			Stretton, Ernest C. N. ..	113	A	C	375
			Laws, Charles R. ..	158	A	D	295
			Harrison, Emily ..	145	A	D	253
			Pirrit, Ruth ..	162	A	C	225
			Taylor, Hazel E. ..	195	A	B	195
			Gibson, Amy ..	177	A	C	205
			Casley, Gladys M. ..	192	A	C	195
			Hiscock, Bertha M. ..	216	A	D	185
			Kennedy, Annie R. ..	209	A	D	185
			Bell, Janie P. ..	..	A	..	145
			Dixon, Agnes M. ..	207	A	C	175
			McLeod, Gladys M. ..	215	A	C	175
			Barlow, Dorothy ..	..	R	..	300
			Dale, Doris A. ..	..	PtI	..	83
			Pattison, Arthur J. ..	..	PtI	..	88
			Morrison, Alma P. D. ..	..	Pt2	..	78
			Merritt, Kathleen M. ..	..	Pt2	..	78
			Monk, Harold E. ..	..	PrI	..	88
			Garratt, Roma G. ..	..	Pr2	..	78
			Lane, Lorna N. ..	..	Pr2	..	78
Ellerslie	5C	365	Vuglar, James ..	48	H	C	455
			Hayson, Bertrand W. ..	87	A	C	385
			Goldsworthy, Elizabeth M. ..	130	I	D	303
			Patterson, Edward J. D. ..	145	A	C	293
			Constable, Winifred T. (Mrs.) ..	162	A	E	223
			Wilson, Alice K. ..	164	A	C	225
			Barwick, Doreen W. ..	..	A	B	175

For explanatory notes see page 1.

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Ellerslie— <i>continued.</i>	..	..	Earl, Emily C. ..	194	A	C	£ 195
			Hoyle, Margaret R. ..	..	Pr1	..	83
			Speight, Marjorie A. ..	..	Pr1	..	83
			Garland, Auriol H. ..	..	Pr2	..	78
Elstow	3A	48	Aickin, Thomas W. ..	130	H	C	313
			Moyle, Elizabeth (Mrs.) ..	167	A	C	285
Epsom	7D	602	Isemonger, Thomas ..	34	H	D	520
			Roberts, John F. ..	69	A	B	435
			Carnachan, Blanche E. ..	101	I	E	353
			Rust, Douglas S. ..	147	A	D	365
			Vellenoweth, Jessie ..	106	A	C	333
			Fordyce, Johanna C. ..	117	A	C	303
			Covey, Mildred A. (Mrs.) ..	149	A	D	235
			Murray, Kathleen B. ..	169	A	C	225
			Wright, Janet S. (Mrs.) ..	156	A	E	205
			Rohan, Gladys M. ..	191	A	C	195
			Tierney, Hilda C. ..	213	A	C	175
			Hollis, Eileen ..	204	A	C	185
			Matthews, Vivienne E. ..	..	A	C	175
			Harris, Ida ..	..	Pt1	..	83
			Purtell, Edith ..	..	Pt1	..	83
			Caisley, Margaret F. ..	..	Pt2	..	108
			Hamilton, Gordon G. ..	..	Pr1	..	88
			Rademacher, Marie M. ..	..	Pr2	..	78
			MacLean, Donald J. ..	..	Pr2	..	83
			Hollis, Ailsa R. ..	..	Pr2	..	78
			Griffiths, Marion A. ..	..	Pr2	..	78
Eureka	3A	47	Rose, Margaret E. ..	118	H	C	313
			Fitzgerald, Mary ..	186	A	D	233
Fairburns Road	3A	41	Skiffington, Henry ..	206	H	D	285
			Bestic, Helen J. V. ..	..	A	..	173
Fairfield	4C	220	Shepherd, Arthur J. ..	68	H	C	405
			Downey, Michael R. ..	177	A	D	295
			Marten, Agnes M. ..	170	I	D	243
			Gledstane, Helen ..	..	A	D	253
			Fletcher, Elizabeth ..	216	A	D	205
			Lomba, Laura M. ..	..	A	..	145
			Primrose, Sybil O. ..	..	Pr2	..	78
Fernilea	2	23	Rogers, Marion R. ..	..	S	D	223
Flat Bush	3A	42	Braithwaite, Frederick C. ..	122	H	C	345
			Prescott, Emily R. ..	211	A	D	223
Flaxmill	2	21	Honnor, Harold ..	..	S	..	155
Forest Gate (5) and Rotoehu (5) ..	1	10	Gibbons, Nancy ..	..	R	..	165
Frankton	5C	377	MacLaurin, Kenneth C. ..	62	H	B	445
			Leech, Joshua S. ..	119	A	C	375
			de Renzy, Elizabeth ..	..	I	D	283
			Glass, George K. ..	177	A	C	283
			Blackett, Isabella H. ..	143	A	C	263
			Bell, Mary ..	173	A	D	225
			Cowie, Kathleen ..	208	A	C	185
			Fisher, Ruby E. ..	..	Pt1	..	83
			Simpson, Arthur J. ..	..	Pt2	..	83
			Bennett, Beryl A. ..	..	Pr1	..	83
			Ware, Evelyn M. ..	..	Pr2	..	78
Fryers Road	1	13	Roche, Geoffrey H. ..	..	S	..	185
Glenbervie	3A	38	Hayter, Ernest ..	119	H	C	333
			McKenzie, Edith E. ..	..	A	C	203
Glenbrook	3A	66	Cooke, Jessie B. ..	133	H	E	333
			Sands, Mabel ..	214	A	C	223
			Sargood, Miriam H. ..	..	Pr2	..	78
Glen Eden	4A	128	Hosking, George, F. C. ..	92	H	C	390
			Joyce, Amie E. ..	156	I	D	243
			Newcombe, Leila M. ..	206	A	C	205
			Bailey, Dorothy T. ..	..	Pt2	..	78
			Kenyon, Bessie ..	..	Pr1	..	83
Glenfield	3A	44	Gelling, William M. ..	120	H	C	345
			Clifford, Eliza C. (Mrs.) ..	187	A	D	275
			Day, Charles ..	..	Pr1	..	88
Glen Massey	3A	74	Foley, Hugh ..	110	H	B	345
			Westfield, Margaret J. ..	185	A	B	233
Glen Murray (15) and Opouatia (7)	2	22	Rudall, John H. ..	138	S	C	335
Glorit (10) and Mangakura (10) ..	1	20	Adnams, William D. ..	..	S	Lic.	223
Goodwood	3A	58	Piggott, Ellen M. ..	148	H	C	333
			McGill, Isabel B. ..	..	R	..	145
Gordon	2	23	Welker, Karl F. ..	..	S	D	285

For explanatory notes see page i.

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Gordonton	3A	68	Ogilvie, Wilfred M. ..	128	H	C	£ 345
Grafton	7D	601	Anderson, Irene F. ..	189	A	C	233
			Scott, Augustus, N. ..	20	H	B	520
			Moon, Mark H. ..	85	A	C	435
			Russell, Magdalen L. ..	92	I	C	353
			Bannister, Harold ..	120	A	D	355
			Robinson, Florence K. ..	111	A	D	323
			McMillan, James D. ..	141	A	C	293
			Campbell, Annie, E. (Mrs.) ..	129	A	E	315
			Milligan, Maud ..	170	A	D	225
			Pardington, Annie ..	181	A	C	195
			Murdoch, Eileen A. ..	191	A	C	195
			Rice, Dorothy J. ..	..	A	D	185
			Exelby, Evelyn R. ..	203	A	B	195
			Robins, Zellie D. ..	214	A	B	175
			Heald, George L. M. ..	..	Pt1	..	88
			Franet, Frances L. ..	..	Pt1	..	113
			Hillcoat, Helen W. ..	..	Pt1	..	83
			Dean, Eric B. ..	..	Pr1	..	118
			Harrison, Frances J. ..	..	Pr2	..	78
			Phillipps, Ilma J. ..	..	Pr2	..	78
			Vuglar, Mavis G. ..	..	Pr2	..	78
Graham's Beach	0	9	Thomson, Monica (Mrs.) ..	..	S	..	135
Graham's Fern	2	26	Jones, Stanley C. ..	161	S	C	293
Great Barrier (4) and Katherine Bay (23)	2	27	Hunter, Edward J. ..	..	S	..	285
Greenhithe	0	8	Dillner, Gertrude, M. (Mrs.) ..	..	S	..	120
Greerton	3A	66	Wills, George H. A. ..	113	H	B	345
			Butcher, Dorothy B. ..	208	A	D	223
			Smyth, Andrew A. ..	..	Pr1	..	88
Grey Lynn	7F	643	Newton, William H. ..	30	H	C	520
			Johnson, Joseph B. ..	91	A	C	405
			Ashman, Eva M. ..	94	I	E	353
			Warner, Gareth W. R. ..	..	R	..	203
			Gillibrand, Winifred ..	117	A	E	333
			Vos, Victor R. ..	138	A	D	293
			Foster, Mabel K. ..	137	A	D	263
			Eslick, Violet I. ..	176	A	D	225
			Curtis, Marie R. ..	207	A	D	185
			Crawford, Mary A. C. (Mrs.) ..	..	A	D	195
			Niccol, Ysabel A. ..	190	A	C	195
			Tierney, Esma ..	198	A	D	195
			Armstrong, Florence B. ..	..	A	C	175
			Noble, Charles A. ..	201	A	B	175
			McKenzie, Jessie M. ..	..	Pt1	..	113
			Johnson, Kate ..	..	Pt1	..	83
			Rose, Edwin ..	..	Pt2	..	83
			Ward, Lillian G. ..	..	Pr1	..	83
			Edwards, John T. ..	..	Pr1	..	88
			Grainger, Ida M. ..	..	Pr1	..	83
			Ray, Vera A. ..	..	Pr1	..	83
			Connell, Rosamond V. ..	..	Pr2	..	78
Gumtown (7) and Whenuakite (8)	2	16	Day, Hilda ..	..	S	..	193
Hahei	0	9	Harsant, Caroline M. (Mrs.) ..	..	S	..	155
Hakaru (16) and Tara Road (12) ..	2	28	Wilcox, John S. ..	..	S	Lie.	310
Hamilton East	7E	604	Bagley Benjamin ..	38	H	C	500
			Tooman, Francis ..	92	A	C	425
			Roche, Emily ..	101	I	D	353
			Day, Norman D'A. ..	119	A	C	375
			O'Donnell, Ada R. ..	131	A	D	313
			Fergusson, Aleathea ..	138	A	D	293
			Barton, Lucy F. K. ..	144	A	C	263
			Chadwick, Muriel ..	199	A	C	205
			Tring, Elizabeth J. ..	193	A	E	195
			Delaney, Clara ..	204	A	D	185
			Phair, Henrietta ..	173	A	D	205
			McKenzie, Dulcie E. ..	..	A	C	185
			McCarthy, Irene M. ..	..	A	..	45
			McNally, Marjorie G. ..	..	Pt1	..	83
			Calvert, Marguerita I. ..	..	Pt2	..	78
			Dixon, Alice M. ..	..	Pt2	..	108
			Hall, Gladys E. ..	..	Pr1	..	113
			Lloyd, Muriel C. ..	..	Pr1	..	83
			Pilkington, Dorothy ..	..	Pr1	..	83
			Rigby, Norah S. ..	..	Pr1	..	83

For explanatory notes see page i.

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Hamilton West	7B	504	Sinclair, George K.	37	H	C	£ 490
			Fenwick, Herbert	102	A	B	405
			Lanyon, Harriet B.	86	A	C	353
			Young, Georgina F.	..	(R)	..	243
			Earle, William J.	147	A	C	365
			McDonogh, Aimée M.	128	A	E	323
			Clark, Hugh R.	161	A	D	315
			Piper, Hilda E. (Mrs.)	156	A	D	253
			Nutsford, Enid	175	A	C	225
			McClure, Emma V. J.	181	A	C	195
			McDuff, Kathleen E. Y.	200	A	C	195
			Edge, George J.	..	A	C	175
			Syms, Kathleen M.	..	Pt1	..	83
			Lewis, Beatrice D.	..	Pt1	..	83
			Carter, George E.	..	Pt2	..	83
			Dowd, Freda C.	..	Pr2	..	78
Hangatiki	3A	43	Downard, Henry J. F.	126	H	C	345
			Allen, May E.	213	A	D	223
Harrisville	2	24	Naylor, Harriet M. (Mrs.)	134	S	D	305
Hautapu	3B	78	Downard, Frederick N. R.	91	H	C	355
			Watson, Edith	..	R	..	145
			Watt, Eileen R.	..	Pr2	..	78
Hauturu	1	15	Wills, Isobel M. (Mrs.)	204	S	D	215
Helena Bay	1	19	Birdsall, Thomas R.	..	S	C	195
Helensville	5A	242	Hill, Arthur J.	64	H	C	405
			Smith, Albert H. M.	180	A	C	325
			Bell, Nora A.	158	I	C	273
			Short, Violet	..	A	..	218
			Wapp, Lydia M. E.	216	A	D	205
			Brooke, Claude W.	..	Pt2	..	113
			Hill, Phyllis D.	..	Pr1	..	83
Henderson	5A	251	McKay, Farquhar J.	67	H	C	405
			Keane, Percy T.	172	A	C	273
			Casey, Clara E.	134	I	E	263
			Smith, Violet M.	157	A	D	243
			Hawkes, Louisa A.	191	A	D	215
			Paltridge, Lola L. B.	..	A	..	135
			Sharp, Leonard N.	..	Pt2	..	83
Henderson Valley	2	17	Croker, Ethel M. (Mrs.)	157	S	D	263
Herekino	3A	64	Walsh, John	132	H	C	335
			Walsh, Ada F. (Mrs.)	..	A	..	198
Hikuai	2	22	Furse, Peter	..	S	..	258
Hikurangi	4C	227	Rust, Alexander M.	140	H	D	375
			Palmer, Reginald N.	209	A	D	243
			Burley, Jane A. (Mrs.)	129	I	D	263
			Jenson, Violet (Mrs.)	..	A	D	203
			Allaway, Margaret A.	214	A	C	195
			Jackson, Alfred T.	..	Pt2	..	83
Hikutaia	3B	88	Elliot, James	94	H	C	355
			Frost, Leonora M. C.	180	A	D	233
			Hassett, Monica E.	..	A	Lic.	165
			Morrison, Lucy A.	..	Pr1	..	83
Hikutaia West	2	23	Haigh, Isabel E. (Mrs.)	152	S	D	263
Hillcrest	3B	83	Cliffe, Albert S.	76	H	C	375
			Muir, Minnie	135	A	E	253
			Dewhirst, Irene	210	A	D	205
Hinuera	3A	86	Wade, Catherine (Mrs.)	125	H	D	343
			Forde, Kathleen	209	A	C	213
			Hardie, Caroline L.	227	A	D	195
Hobsonville	3A	66	Stagpoole, Thomas	105	H	C	355
			Gentles, Mavis P.	201	A	C	223
Honikiwi	1	21	Deroles, Violet	..	S	Lic.	165
Hora Hora	5A	267	Sheppard, Albert L.	65	H	C	405
			McKenzie, Clifton H.	175	A	D	325
			Campbell, Mary B.	142	I	C	293
			Hardwick, Eva M.	217	R	C	165
			Nicol, Marjorie E.	200	A	C	215
			Allaway, Frederick D. J.	..	Pt1	..	88
			Tudehope, Bernice I.	..	Pt1	..	83
			Lovatt, Olive B.	..	Pr2	..	78
			Robinson, Eileen F.	..	Pr2	..	78
			Galpin, Richard N.	..	Pr2	..	83
Hora Hora Rapids	1	22	Hogwood, Ethel M.	188	S	D	235
Hore Hore	1	17	Smith, Ada A.	..	S	..	185

For explanatory notes see page i.

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Horotiu	3B	102	Brown, Robert	102	H	C	£ 375
			Chainey, Eveleen S. (Mrs.) ..	217	A	E	213
Horsham Downs	2	32	Spence, Dora J.	208	A	C	195
Hoteo North (half-time with Albertland North).			Fletcher, Lucy	173	S	D	243
Houhora	2	29	Henderson, James E.		S	D	223
Howick	3A	63	Judkins, Alfred J. T.	122	H	C	345
			Williams, Florence A.	178	A	C	233
Huapai	3A	68	Harper, Mary M.	104	H	D	353
			Garbolino, Margaret A.	196	A	D	233
Huarau	2	23	Jory, Harold D.	197	S	C	245
Huia	2	15	Taylor, Norman H.		S	B	195
Hukatere	2	22	Garrey, Agnes	170	S	C	243
Hukerenui South	3A	50	McBean, John S.	141	H	B	335
			Davies, Winifred M.		A		173
			Hedley, Winifred M.		Pr2		78
Hunga Hunga	1	15	Seville, Edward W.		R		125
Huntly	6A	423	Edgerley, William W.	69	H	C	440
			Murphy, Clarence J.	119	A	C	375
			Smith, Dasy A.	139	I	D	303
			Stewart, Albert	180	A	C	285
			Sykes, Elsie B.	184	A	D	223
			Veall, Florence D. G.	203	A	C	195
			Harrison, Mary E.	194	A	D	205
			McIntosh, Gertrude (Mrs.) ..	157	A	E	195
			Chisholm, Alice (Mrs.)		R		135
			Holmes, Emily		Pt1		113
			Burgess, Nora B.		Pt2		78
			Russell, Edna L.		Pr2		78
Hunua	3A	44	Gasparich, Joseph G.	97	H	C	355
			Patterson, Lavinia C.	161	A	C	243
Jordan (19) and Riponui (28) ..	3A	47	McMillan, Hugh N.		S	Lie.	303
Kaeaea (13) and Rira (17) ..	3A	30	Hunter, John K.		R	D	243
Kaeo	3B	86	Rodgers, Thomas	114	H	D	365
			Berry, Alice	212	A	C	213
			Brighouse, Kathleen (Mrs.) ..		A		165
Kaharoa	1	19	Hanks, Kathleen A. (Mrs.) ..		S	C	185
Kaiate Falls	1	15	Davies, Thomas V.		S		165
Kaiatea	0	4	Priestly, Christine M.		S		60
Kaiawa (20) and Miranda (9) ..	2	29	Smith, William E. J.	212	S	D	283
Kaihere	3A	47	Whitwell, Thomas H.	162	H	C	325
			Moorcroft, Joyce F.		A		173
Kaihu	3A	55	McCowan, John T.	138	H	C	345
			Ariell, Janet I.	220	A	D	213
			McCowan, Marguerite (Mrs.) ..		(R)		145
Kaikoho	3B	97	Patience, Frederick	100	H	C	355
			Dunning, Nellie M.	175	A	C	243
			Routley, Coleen M.	202	A	C	205
Kaimai	0	6	Glover, Brunswick		S		90
Kaimamaku	1	16	Fortune, Esther		S	D	185
Kaimarama	1	14	Wilson, Anne M.		S	D	225
Kaipaki	3A	48	Rouse, George	151	H	D	335
			Ross, Ruby	220	A	C	213
Kaipara Flats	3A	33	Manson, Janette C.	145	S	D	313
Kaitaia District High School—	3B	123	Scott, Charles E.	85	H	C	375
Primary (106), secondary (17)			Vyner, Marjorie G.	217	A	C	213
			Wood, Mary R.	196	A	C	215
			Blyth, Doris	193	D	B	
Kaitangiweka	1	11	Elleston, Agnes W. (Mrs.) ..	170	S	D	245
Kaiwaka	2	26	Pound, Oscar	177	S	D	293
Kakapuka	2	37	Truscott, Reginald J.	194	S	C	233
Kamo	4A	128	Teesdale, Jacob T.	87	H	C	390
			Campbell, Willa E.	155	I	C	253
			Bradney, Isabella M.	202	A	C	205
			Berryman, Dora M.		A		135
			Williams, Violet L.		Pr1		83
			Meek, Eileen P.		Pr2		78
			Benoit, Desirée J. M.		Pr2		78
			Winstanley, Constance C. ..		Pr2		78
Kara (22) and Kokopu (10) ..	2	32	Dyer, Maud L. (Mrs.)	187	S	C	283
Karaka	3A	52	Hogwood, Edward J. L.	119	H	C	323
			Comrie, Minnie C.	204	A	C	223
Karaka North	1	10	McFarland, Isabella D.	205	S	C	225

For explanatory notes see page 1.

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

Schools.			Teachers.						
Name.	Grade, 1923	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)		
Karamu	2	26	Welsh, Alfred E.	189	S	E	£ 270		
Karangahake	3B	84	Jones, John W. T.	115	H	D	343		
			Scott, Nellie	180	A	D	355		
			Close, Edith M.	227	A	D	218		
			O'Neill, Albert S.	..	Pr1	..	88		
			Milroy, Jean M. A.	..	Pr2	..	78		
Kare Kare	0	5	Qualtrough, Mona M.	..	S	..	90		
Kariaotahi	3A	32	Shepherd, Frank M.	185	S	C	265		
Katherine Bay (half-time with Great Barrier).									
Katikati No. 1	2	31	Taylor, Maria E.	190	S	C	253		
Katikati Central	3A	71	Cooper, Hubert J.	119	H	C	345		
			Yeo, Doris W.	..	A	..	183		
Katikati No. 3	2	29	Wright, Wilfred T. H.	187	S	C	283		
Katui	2	16	Singleton, Charles H.	..	S	C	233		
Kauaeranga Valley	1	15	Watkin, Gertrude E. (Mrs.)	214	S	D	205		
Kaukapakapa	3A	44	Wilson, Ralph C.	192	R	B	183		
			Lamont, Hypathia B.	192	A	C	233		
Kaurihohore	2	28	Law, George B.	131	S	B	313		
Kauroa	1	17	Davies, William E. B.	..	S	..	175		
Kawakawa	3B	87	Read, Thomas	119	H	D	365		
			Miller, Lydia A.	203	A	C	223		
			Underwood, Emily M.	..	A	D	195		
			Piggot, Amy M. O.	..	Pr1	..	83		
Kawa West (16) and Te Kawa (21)	3A	37	Rintoul, Hugh	169	S	C	325		
Kawhia	3A	61	Molloy, John J.	140	H	C	335		
			Place, Mildred M.	..	A	D	203		
Kennedy Bay	1	17	Ward, Arthur D.	..	S	C	195		
Kereone	2	23	Raven, Constance M.	210	S	C	223		
Kerepehi	3A	58	Twist, Joseph	152	H	D	330		
			Bridge, Louisa R. (Mrs.)	..	A	D	223		
			Wright, Ida M.	..	(R)	..	135		
Kereta	1	17	Tatton, Arthur W.	..	S	..	185		
Kerikeri	1	16	Fuller, Grace	202	S	B	195		
Kerikeri Inlet	1	14	Hall, William A.	..	S	..	185		
Kihikihi	3B	90	McPherson, Donald A.	94	H	C	375		
			McPherson, Rose L. (Mrs.)	159	A	D	233		
			Orams, Doris E.	200	A	C	215		
Kimihia	2	34	Smith, Norman R.	196	S	C	263		
Kinohaku No. 1	2	23	Pooley, Fred H.	194	S	C	283		
Kinohaku No. 2	3A	45	Harris, Samuel	147	H	D	335		
			Alexander, Flora M.	..	A	..	173		
Kiokio	3A	60	Lumsden, Jane	..	H	D	293		
			McFarlane, Janet	207	A	C	223		
Kirikopuni	2	22	Harford, Hilda J.	215	R	D	185		
Kiripaka	1	7	Harris, P. J.	..	S	..	120		
Kiwitahi	2	22	Carrick, Margaret C.	153	S	C	273		
Kohanga	1	20	Appleton, Ruth	..	S	..	185		
			Hare, Geoffrey W. M.	..	(R)	..	203		
Kohimaramara (side school to St. Heliers).									
Kohukohu	3B	88	Philips, Henry W. C.	134	H	D	355		
			Molloy, Alice M.	214	A	D	223		
			Spender, Elizabeth (Mrs.)	..	A	..	165		
			Foster, Jessie E.	..	S	..	135		
Kohumaru	1	7							
Kokopu (half-time with Kara).									
Komakorau	2	17	Dibble, Ralph G.	218	S	C	195		
Komata	1	7	Smith, Hazel	..	S	..	185		
Komata North	1	16	Waite, Elsie C. A.	211	S	C	195		
Kopu (61) and side school (34)	3B	95	Rennick, James W.	103	H	D	375		
			Wily, Iris	209	A	D	223		
			Dick, Jessie A.	214	A	C	175		
Kopuarahi	3A	57	Briggs, Charles R.	132	H	C	333		
			Mitchell, Catherine	171	A	D	243		
Korakonui	2	33	Philpot, Owen J.	140	S	C	303		
			Smith, Lincoln J. R.	194	(R)	B	225		
Koromatua	2	36	Clarke, Mary	..	S	..	243		
Koutu	2	22	Rieckord, La Vallette M. E.	..	S	..	193		
Kowhai Road Junior High School..	7B	584	Rudman, Robert E.	14	H	A	670		
			Pritchard, Herbert D.	69	A	B	490		
			Taylor, Fanny J.	96	A	B	360		
			Binsted, Henry	87	A	B	444		

For explanatory notes see page i.

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Kowhai Road Junior High School— <i>continued</i>	..	..	Kenny, Arthur A. ..	75	A	B	£ 440
			Dunn, Annie ..	131	A	B	320
			Salmon, Edith J. ..	146	A	A	320
			Woods, Archibald H. ..	109	A	C	390
			Potter, John F. ..	117	A	C	390
			Fawcett, Jacob ..	89	A	B	390
			Hughes, Wilfred L. ..	107	A	C	390
			Meston, Jane M. ..	83	A	C	310
			Green, Bessie H. (Mrs.) ..	151	A	C	280
			French, Edna D. ..	136	A	B	310
			Chisholm, Mary C. (Mrs.) ..	139	A	C	280
			Copeland, Ivy M. ..	..	A	..	193
			Wooley, George B. ..	..	A	..	376
			Stewart, Wilfred B. ..	..	A	..	350
			Astley, Katrina W. ..	..	A	..	201
			Boocock, M. A. (Mrs.) ..	..	A	..	*
Kuaotunu	1	13	McDonald, Ronald S. ..	..	S	Lie.	185
Kutarere	3A	42	York, Evan P. ..	..	H	C	283
			Roberts, Mary A. ..	230	A	D	203
Lake Waikare	1	17	McGittigan, Una ..	..	S	..	185
Leamington	3B	136	Upton, Frederick G. ..	113	H	D	365
			Farmer, Alice (Mrs.) ..	..	R	D	223
			Durrieu, Josephine ..	..	A	Lie.	175
			Walsh, Margaret E. ..	..	PtI	..	113
Lichfield	2	26	McCarroll, Sarah A. ..	178	S	D	243
Lochnorrie	2	22	Pascoe, Lucy (Mrs.) ..	120	S	D	313
Long Bay	2	26	Brett, Reginald E. ..	151	S	C	305
Lyndale	0	6	Norton, Imelda M. ..	..	S	..	105
Mahurangi Heads West (13) and Pohuehue (8)	2	21	Kilfoyle, Thomas E. ..	..	S	D	223
Maihühi	2	15	Saunders, Margaret O. ..	..	R	..	145
Maioero	2	22	Telfer, Austin S. ..	208	S	C	223
Mairoa	1	19	Russell, Amy W. ..	..	R	..	145
Maitahi	1	17	Norman, Edith L. ..	202	S	D	205
Makarau (15) and Tahekeroa (21)	2	36	Kay, James ..	158	S	C	325
Maketu	2	37	Ryan, Elizabeth M. ..	..	S	Lie.	253
Mamaku	4A	123	Wilson, David G. ..	105	H	B	365
			Bright, Marjorie ..	211	I	C	213
			Barkley, Mary ..	..	A	D	185
			Smith, Edna M. ..	..	PtI	..	113
Mamarunui	1	14	Heywood, Arthur D. ..	..	S	..	185
Manawahe	2	22	Morton, Isabella (Mrs.) ..	..	S	..	193
Manawaru	3B	89	Keaney, John J. ..	119	H	C	365
			McMiken, Edith M. ..	205	A	C	223
			Scott, Janet ..	..	A	D	195
Mangaiti	3A	50	Morgan, Ernest C. ..	157	H	D	315
			Hight, Linda F. ..	200	A	C	233
Mangakura (half-time with Glorit).							
Mangaokewa Road	1	18	Walsh, Cecil J. ..	..	S	D	215
Mangaotaki	1	14	Stewart, Greta B. ..	..	R	..	155
Mangapai	3A	37	Byles, Frank R. ..	142	H	D	335
			Hirst, Ivy P. ..	..	R	..	165
Mangapai South (13) and Mata (16)	2	29	Flood, Katharina M. ..	168	S	C	293
Mangapehi	3A	73	Dawson, Ethel ..	118	H	D	333
			Rich, Eileen W. ..	..	A	C	213
Mangapiko	3A	43	Abercrombie, Harry B. ..	136	H	C	325
			Harper, Hilda A. ..	..	A	..	183
Mangarewa (10) and Oturoa (10) ..	1	20	Clark, Alice E. C. ..	193	S	C	243
Mangatangi	1	17	Henderson, Richard A. ..	..	S	..	185
Mangatapu	2	28	Black, William (i) ..	..	S	..	193
Mangatarata	1	17	Sundberg, Olof A. ..	213	S	C	195
Mangatarata	1	12	Kayes, Arthur H. ..	..	S	..	185
Mangateparu	1	21	Kelly, Elizabeth (iii) ..	191	S	D	215
Mangatete	3A	41	Cooper, Charles W. ..	145	H	D	335
			Freeman, Lila M. ..	216	A	D	223
Mangatoi	1	12	MacKenzie, Donald H. ..	..	S	..	155
Mangatu (11) and Tutamoe (17) ..	2	28	Andrew, Edith H. (Mrs.) ..	..	R	..	185
Mangawai Beach	2	36	Chapman, Winifred B. ..	195	S	D	233
Mangawhero	2	29	Bull, Evelyn F. ..	147	S	C	303
Mangere	3B	86	Woods, Francis D. ..	54	H	D	375
			Burns, Ruby M. (Mrs.) ..	179	A	C	275
			Carnachan, Myrtle E. ..	200	A	C	215

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* Part time; paid by the hour.

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Mangere Bridge	4A	124	Jaffrey, Henry C.	72	H	C	£ 405
			Evans, Francis L. (Mrs.) ..	158	I	C	285
			Moore, Minnie	177	A	C	225
			Wells, Elsie M.	..	Pt2	..	78
Mangonui	3A	40	Farnell, Wilfred J.	120	H	B	345
			Kelly, Sarah R.	211	A	D	223
Manukau Heads	1	14	Paterson, John H.	..	S	..	185
Manurewa	5A	298	McNaughton, David W. ..	80	H	C	425
			Beasley, Charles J.	166	A	D	325
			Jeffs, Maud C. A.	148	I	D	283
			Downing, Lillian M.	..	(R)	..	270
			White, Margaret A.	178	A	D	243
			Craig, Bella	176	A	C	225
			Ghezzi, Evelyn M.	204	A	D	195
			Bonner, Lucy	..	A	C	185
Mapiu	2	25	Macfarlane, Margaret E. J. (Mrs.) ..	188	S	D	253
Maratai No. 1 (14) and No. 2 (11)	2	25	Gamlen, Richard B.	150	S	B	335
Maramarua West	1	21	Collecutt, Beatrice A.	..	S	..	165
Mareretu	2	36	Armstrong, Joseph	..	H	D	285
			Preston, Mabel	..	A	..	173
Mareretu North (9) and Waikiekie East (9)	1	18	Joblin, Arthur E. R.	..	S	D	223
			Walker, William	127	(R)	C	193
Mareretu Household	0	3	Gosling, Te Pahi O. H. M. ..	..	S	..	45
Marlow (9) and Ruapekapeka West (21)	2	30	Brown, George S.	199	S	D	303
Marohemo	1	18	Currie, Zena M.	..	S	..	185
Maromaku	2	36	Torr, Ivy J.	176	S	C	273
Maropiu	3A	39	Cox, Cyril J.	198	H	C	303
			Hudson, Dorothy I. M. B. ..	204	A	C	223
Marsden Point	1	9	Parris, Stanley R.	..	S	..	155
Marua	3A	37	Hirtzel, Clace E. (Mrs.) ..	196	H	E	313
			MacLeod, Mary I	209	A	C	223
Mata (half-time with Mangapai South).							
Matahuru No. 1	1	15	Craig, Stephenson E.	233	S	D	195
Mataitai	2	22	Sankey, Alice M.	200	S	D	243
Matakana	3A	56	McKay, Donald A.	136	H	E	333
			Smith, Mary (Mrs.)	..	A	..	183
Matakohe	3A	43	Howes, Bernard H.	146	H	C	325
			Ashby, Clarice E.	205	A	D	223
			Smith, David G. N.	..	Pr1	..	88
Matamata District High School—Primary (242), secondary (43)	5B	285	Moore-Jones, Herbert J. ..	98	H	D	405
			Shanks, Ernest A.	141	A	D	345
			Grant, Annie J.	132	I	D	263
			Stockdale, Florence A. (Mrs.) ..	150	A	D	263
			Keary, Catherine M.	198	A	C	215
			Prowse, Alice M.	..	Pt2	..	78
			Rapson, Ellen J. M.	..	Pt2	..	78
			Wright, Florence M.	..	Pr1	..	83
			Watkins, Leslie A.	148	D	A	..
			Hill William H.	..	D	Lic.	..
Matangi	4A	138	Robinson, Ernest T.	107	H	C	390
			Anderson, Nona A. C.	..	I	D	223
			Mitchell, Mary M.	..	A	C	195
			Mann, Mabel F.	..	Pt1	..	113
Matapouri	0	8	Devlin, Eva F.	..	S	..	120
Mati	2	25	Frost, Ida V. D.	170	S	D	268
Matira	1	11	Bone, Elizabeth M. (Mrs.) ..	189	S	D	225
Mauku	3B	68	Moor, William J.	102	H	D	365
			Clark, Winifred M.	198	A	C	233
Maungakarama	3A	63	Gordon, Forbes B.	138	H	C	335
			Smedley, Mary G.	201	A	C	223
			McArthur, Caroline M.	..	Pr1	..	113
Maungatapere	3A	49	Goss, Esther M. (Mrs.) ..	139	H	C	333
			Farrow, Rosa K.	210	A	D	213
			Sands, Bridget M.	..	Pr1	..	83
			Morrison, Margaret D.	..	Pr2	..	78
Maungatautari No. 1	2	31	Nobbs, Laughlin J.	199	S	C	233
Maungatautari No. 2	2	23	Robertson, Gordon T.	207	S	C	223
Maungatawhiri Valley	3A	37	Moxsom, William A. P.	180	H	C	285
			Jarvie, Doris E.	209	A	C	213
Maungaturoto	3A	63	Collins, William	136	H	D	335
			Smith, Ruihi B.	202	A	D	223
Maungawhau	7G	762	Ohlson, Frederick J.	12	H	C	520
			Rowe, Adrian M.	92	A	C	425

For explanatory notes see page i.

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Maungawhau— <i>continued</i>	..	..	Wells, Florence M. ..	81	I	D	£ 363
			Crawshaw, Richard G. ..	106	A	C	365
			Eastgate, Florence T. ..	87	A	C	343
			Kemble, Albert R. ..	148	A	B	293
			Duffus, Elizabeth P. ..	122	A	E	273
			Clark, Dinah ..	133	A	C	235
			Lewis, Gwendolyn H. ..	173	A	C	205
			Walker, Ethel M. ..	189	A	D	195
			Wakerley, Isabel L. ..	201	A	D	185
			Taylor, Dulcie K. ..	180	A	C	195
			Downey, Elsie A. ..	..	A	C	175
			Mitchell, Mary ..	208	A	D	185
			Campbell, Violet E. (Mrs.) ..	..	A	C	195
			Becroft, Hubert C. ..	196	A	B	225
			Moyes, Mavis C. ..	..	Pt1	..	83
			Clarke, Doris E. ..	..	Pt1	..	83
			Daves, Clement L. W. ..	..	Pt1	..	88
			Wright, Dorothy B. ..	..	Pr1	..	83
			Fleury, Eva R. ..	..	Pr2	..	78
			Rowe, Lillian F. ..	..	Pr2	..	78
Maunu	3A	45	Murray, William H. ..	118	H	C	345
			McKenzie, Marjory M. ..	201	A	D	223
Meadowbank	5B	288	Ashworth, Margaret A. (Mrs.) ..	..	R	Lic.	185
			Stanton, John A. ..	123	A	C	355
			Walker, Hilda M. ..	128	I	D	293
			Power, Catherine F. ..	133	A	C	263
			Hardy, Leila M. ..	158	A	C	225
			Denize, May L. H. ..	173	A	D	215
			Thorpe, Mabel L. ..	..	Pt1	..	83
			Stewart, Martin L. H. ..	..	Pt2	..	113
			Fairburn, Alice E. ..	..	Pr1	..	83
			Wayte, Eileen O. ..	..	Pr1	..	83
			Wilson, Dorothy M. ..	..	Pr2	..	78
			Samadani, Ruth E. C. ..	..	Pr2	..	108
Mercer	3B	86	Edwards, Charles T. ..	99	H	D	373
			Latta, Bessie L. T. ..	190	A	C	233
Mercury Bay	4A	121	Thompson, Doris V. ..	191	A	C	205
			Merrington, Alfred R. ..	84	H	B	375
			Boyd, Ada M. ..	..	I	..	173
			Evans, Beryl E. ..	..	A	..	165
			Pollard, Frederick H. ..	..	Pt2	..	113
Miranda (half-time with Kaiawa).							
Moehau	0	5	Evans, Pearl ..	..	S	..	60
Mokai	3A	69	Louch, Isabella ..	147	H	C	333
			Chalmers, Helen M. ..	..	A	..	183
Mokauti	3A	33	Watson, Robert A. ..	..	S	C	283
Molesworth	1	10	McLennan, Jane A. (Mrs.) ..	207	S	E	225
Monavale	3A	21	Paterson, Mary H. ..	185	S	C	243
Morrinsville District High School— Primary (369), secondary (22)	5D	391	Campbell, Donald R. F. ..	72	H	C	445
			Rendell, Alfred G. ..	139	A	C	355
			Brinkley, Annie ..	148	I	C	293
			Hill, Horace R. ..	175	A	C	295
			Fraser, Lucinda (Mrs.) ..	144	A	D	305
			O'Brien, Eileen E. ..	194	A	D	215
			Hewitt, Alfreda ..	203	A	D	185
			Butcher, Grace L. S. ..	..	Pt1	..	113
			Box, Charles H. ..	..	Pt2	..	113
			Woulfe, Nora ..	..	Pt2	..	108
			O'Connor, Cornelius F. ..	198	D	B	..
Motukaraka	3A	52	Donaldson, Lawrence T. ..	174	H	D	313
			Foster, Clara E. ..	..	A	..	183
Motumaoho	3A	59	Kelly, Roy D. ..	111	H	C	345
			Bell, Dorothy O. ..	202	A	D	223
Moumoukai	1	12	Simpson, Mary B. C. A. ..	..	S	C	195
Mount Albert	7E	571	Whitaker, Joseph R. ..	21	H	D	520
			Fyfe, Evelyn ..	82	I	C	363
			Hintz, Alfred A. S. ..	103	A	D	385
			Carr, Norman M. ..	121	A	B	345
			Day, Esther M. ..	152	A	C	263
			Hope, Amy ..	164	A	D	215
			Gillanders, Helen A. ..	192	A	D	195
			Ross, Rita (Mrs.) ..	..	A	C	195
			Smallfield, Roy ..	200	A	C	195
			Copeland, Adah S. ..	219	A	D	185
			Blakelock, Edward M. ..	211	A	B	175

For explanatory notes see page i.

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Mount Albert— <i>continued</i>	..	..	Herlihy, Ellen E.	..	(R)	..	£ 175
			Dryland, Nellie S.	..	Pt1	..	83
			Brown, Margaret B.	..	Pt1	..	83
			Dick, Jean V.	..	Pt1	..	83
			Day, Albert T.	..	Pt2	..	83
			Box, Josiah	..	Pr1	..	88
			Ivey, Beryl G.	..	Pr1	..	83
Mount Eden	7H	789	Barr, Charles R.	..	Pr2	..	83
			Brown, Francis H.	26	H	C	520
			Robinson, Elizabeth A.	76	I	C	363
			Goodwin, Frank R.	111	A	D	375
			Price, Francis M.	135	A	A	335
			Turner, Margaret W.	149	A	C	253
			Stevens, Mary E.	164	A	C	225
			Fernie, William G. V.	198	A	C	195
			Nicholls, Lillian H.	192	A	C	195
			Wayte, Thomas E.	193	A	B	195
			Turner, Josephine C.	187	A	D	195
			Drummond, William G.	197	A	C	195
			Broadgate, Ruby E.	193	A	D	195
			Mason, Agnes	..	A	..	145
			Brown, Janet H.	207	A	C	175
			Hickey, Rosanna (Mrs.)	..	A	D	175
			Coop. Joseph	219	A	C	175
			Tulloch, Lena M.	223	A	C	175
			Field, Lorna E.	..	Pt1	..	83
			Doe, Florence L.	..	Pt1	..	83
			Capper, Vera J.	..	Pt1	..	83
			Smith, Brian W. H.	..	Pt1	..	118
			Mason, Lelsie J.	..	Pr1	..	88
			Brown, Emily P.	..	Pr1	..	83
			Ashwin, Rita L.	..	Pr2	..	78
			Fyfe, Rhona M.	..	Pr2	..	78
			Deare, Irene G.	..	Pr2	..	78
Mount Maunganui	3A	71	Mackay, Thomas E. A.	106	H	C	353
			Chell, Louisa E.	208	A	C	213
Mount Roskill	5D	401	Lloyd, William	47	H	D	455
			Bond, Elson W.	129	A	C	375
			Cardno, Elizabeth	124	I	E	273
			Rushbrook, Walter H.	122	A	B	303
			Leathert, Edith I. (Mrs.)	139	A	C	263
			Casley, Ethel I.	182	A	C	215
			Turvey, Dorothy G.	197	A	C	185
			Nutsford, Hazel	203	A	C	185
			Mullon, Hilda M.	..	Pt2	..	78
			Hunt, Lesley M.	..	Pr1	..	83
Muir's Gold Reef	2	28	Noble, Kathleen	205	S	C	223
Mullet Point	2	22	Buchan, George G.	200	S	C	233
Muriwai	2	25	Scherer, Arnold F.	184	S	C	283
			Gatland, Sara	..	(R)	..	125
Naike	1	14	Marshall, Edith E. (ii)	..	S	..	155
Napier Street	7C	528	Warn, John M.	43	H	C	510
			Gough, James T.	88	A	C	383
			Arey, Alice M.	86	I	E	353
			Hutton, Alexander L.	140	A	C	323
			Stables, Florence R. (Mrs.)	128	A	D	333
			Grice, Lionel L. J.	126	A	B	345
			Askew, Laura L. (Mrs.)	147	A	D	253
			Lochhead, Helen P.	173	A	C	225
			Holland, Edith O. P.	208	A	B	175
			Latimer, Kathleen L.	217	A	C	175
			Lee, Frances E.	214	A	B	175
			Pattison, Roland J.	..	Pt1	..	88
			Symonds, Dora M.	..	Pt1	..	113
			Bell, William C.	..	Pt2	..	113
			Wilson, Edna M.	..	Pr1	..	83
			Moor, Viola E.	..	Pr1	..	113
			Macey, Russell S.	..	Pr2	..	83
			Matheson, Margaret N.	..	Pr2	..	78
Naumai	3A	42	Harvey, Roderick M.	114	H	D	345
			Beaney, Olive M.	215	A	D	223
			Prouting, Harold W.	..	Pr2	..	83
Nelson Street	7A	481	Ramsay, James B.	44	H	B	510
			Mark, Louis J.	90	A	C	405
			Ross, Gertrude E.	107	I	C	343

For explanatory notes see page 1.

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Nelson Street— <i>continued.</i>	..	..	Farrell, James P. ..	121	A	C	£ 365
			Mackellar, Jeannie L. ..	124	A	D	333
			Donovan, Mary E. ..	131	A	D	283
			Jenkins, Stella E. (Mrs.) ..	179	A	C	243
			McSporran, Grace G. ..	176	A	D	225
			Simpson, Dorothy M. H. ..	192	A	C	195
			Elmore, Margaret E. ..	..	A	C	175
			Evans, Harold S. ..	..	Pt1	..	88
			Leather, Mary J. J. ..	..	Pt1	..	83
			White, Bowman A. ..	..	Pr1	..	88
			Bradonovich, Maria ..	..	Pr1	..	83
			Callaghan, James P. K. ..	..	Pr2	..	83
			McGinley, Amy I. ..	..	Pr2	..	78
Ness Valley	1	12	Neal, Grace C. ..	..	S	..	155
Netherton	3B	101	Rice, Thomas D. ..	124	H	D	365
			White, Thelma ..	217	A	C	223
			Adlam, Norma B. ..	..	A	Lic.	175
			Bayliss, Daisy M. ..	..	Pr1	..	83
New Lynn	5D	415	Ellis, Howard J. S. ..	54	H	D	455
			Fox, Norman S. ..	115	A	C	375
			Litten, Alice L. ..	140	I	C	293
			Dillon, Edwin L. ..	165	A	C	325
			McIsaac, Catherine M. ..	166	A	D	233
			Bell, Ivy E. ..	176	A	C	225
			Caisley, Esmé P. ..	206	A	C	185
			Carey, Honora ..	214	A	C	175
			Bell, Ada E. ..	226	A	D	165
			Stubs, Evelyn M. ..	..	Pr1	..	83
Newmarket (485) and side school (Hospital) (47)	7B	532	Wilson, Charles (ii) ..	27	H	C	520
			Corbett, Robert J. ..	76	A	C	435
			Sinclair, Ellen E. ..	..	I	A	353
			Waddell, William H. ..	118	A	C	333
			Shepherd, Adina (Mrs.) ..	108	A	C	323
			Goldsworthy, Clara G. ..	129	A	E	303
			Worthington, Frances D. ..	149	A	D	243
			Budge, Agnes E. ..	172	A	C	215
			Fenton, Alice ..	164	A	C	225
			Irvine, Effie J. ..	210	A	C	175
			Garland, Una A. ..	210	A	C	175
			Macdonald, Edith D. ..	..	A	..	160
			Burgin, Annie M. ..	..	Pt1	..	83
			McDougall, Frances Z. ..	..	Pr1	..	83
			Elliott, Kathleen M. I. ..	..	Pr2	..	78
			Simpson, John E. ..	..	Pr2	..	83
			Wiseman, Rona A. ..	..	Pr2	..	78
Newstead	3A	43	Mackay, Mary C. ..	122	H	C	343
			Caldow, Helen G. ..	200	A	C	233
Newton Central	5B	303	Flavell, Dennis R. ..	..	R	D	305
			Brown, Francis A. ..	..	R	Lic.	250
			Campbell, Louisa E. (Mrs.) ..	145	R	E	263
			Fenton, Miriam ..	..	R	C	135
			Bishop, Emily E. ..	..	R	C	175
			Hall, Kathleen A. B. ..	..	R	..	125
			Adams, Ida H. ..	..	R	C	175
			Hoffey, Margarita R. ..	..	Pr2	..	78
			Jury, Ernest P. C. ..	..	Pr1	..	88
Newton East	7H	713	Paterson, Robert H. ..	27	H	C	510
			Wells, John F. ..	80	A	B	435
			Shroff, Maud A. ..	95	I	C	343
			Perkins, Edward ..	101	A	C	385
			Longdill, Kate W. ..	119	A	D	313
			Duffin, Annie (Mrs.) ..	128	A	E	273
			Gaukrodger, Florence M. (Mrs.) ..	157	A	B	253
			Johnston, Janet ..	167	A	C	225
			Charlton, Lilian (Mrs.) ..	..	R	..	165
			Dent, Agnes ..	211	A	C	185
			Hansen, Eileen M. ..	216	A	D	185
			Phipps, Dora M. ..	194	A	D	195
			Phillips, Irene M. C. ..	190	A	C	195
			Wilcock, Myrtle M. ..	188	A	C	195
			Hoyle, Millicent H. ..	203	A	B	185
			Burton, Robert V. ..	..	Pt1	..	88
			McClure, Elsie M. ..	..	Pt1	..	83
			Bilham, Ernest W. ..	..	Pt1	..	88
			Delareau, John H. ..	..	Pt1	..	118

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Newton East— <i>continued.</i>	..	..	Robertson, Miriam J. ..	..	Pr1	..	£ 83
			Monaghan, Nora J. ..	..	Pr1	..	83
			Hallett, William H. ..	..	Pr2	..	83
			Shand, Hilda G. ..	..	Pr2	..	108
Newton West ..	71	786	Wooler, Joseph ..	36	H	C	520
			Harden, Cecil J. ..	95	A	C	405
			Coombe, Jessie W. ..	104	I	D	353
			Smerdon, Stanley V. ..	104	A	C	385
			Bayly, Jessie J. ..	96	A	D	343
			Francis, Archibald G. ..	146	A	B	283
			Simpson, Mary J. M. (Mrs.) ..	151	A	E	265
			Clark, Margaret ..	168	A	D	225
			Bush, Samuel E. ..	188	A	C	235
			Clarke, Ruth E. ..	..	A	..	160
			Speedy, Una (Mrs.) ..	206	A	C	185
			Windross, Winifred G. ..	198	A	D	195
			Gordon, Phillis I. L. (Mrs.) ..	194	A	C	235
			Adams, Cecil E. ..	188	A	B	195
			Smith, Violet L. M. ..	..	A	C	175
			Barr, Agnes S. ..	..	Pt1	..	83
			Hoare, Doris ..	..	Pt1	..	83
			Hefferen, Florence A. ..	..	Pt2	..	78
			McIntyre, Nathaniel H. ..	..	Pr1	..	88
			Baird, Stella E. ..	..	Pr1	..	83
			Malcolm, William J. V. ..	..	Pr2	..	83
Ngahape (16) and Tokanui (27) ..	2	43	Musgrove, Frederick A. ..	153	S	C	335
Ngahinepouri ..	3A	46	Fletcher, Allan ..	144	H	C	303
			Frood, Florence J. ..	..	A	..	183
Ngakonui ..	2	28	Hawson, Amourelle J. M. ..	204	S	C	233
Ngapuke ..	2	26	Bear, Reginald C. ..	212	S	B	223
Ngararatuua ..	2	24	Crandle, Esther M. M. (Mrs.) ..	200	S	D	235
			Bremner, Alexander R. ..	..	(R)	..	185
Ngaroma ..	1	14	Alexander, William H. ..	..	S	..	185
Ngarua ..	3A	48	Carter, Stanley C. ..	126	H	C	333
			Jackson, Elva E. ..	213	A	C	213
Ngaruawahia ..	5C	321	Colhoun, John S. ..	69	H	C	445
			McCowan, Henry ..	109	A	C	375
			Terry, Elizabeth S. ..	135	I	C	283
			Downey, Joseph C. ..	189	A	C	243
			Johnston, Ella F. (Mrs.) ..	..	A	D	263
			Osborne, Dora M. W. (Mrs.) ..	159	A	D	225
			Gerring, Margaret (Mrs.) ..	165	A	D	205
			Vallance, Ivan S. C. ..	..	Pt2	..	113
			McCabe, Winifred M. ..	..	Pr1	..	83
Ngataki ..	2	23	Graham, Patrick ..	..	S	..	193
Ngatea District High School— Primary (84), secondary (12)	3B	96	Crabbe, Norman J. ..	96	H	B	335
			McGinley, Eileen K. A. ..	..	R	..	175
			Mason, Phyllis R. K. ..	214	A	C	195
			Kidd, Henry L. ..	..	R(D)	B	..
Ngongotaha ..	3B	111	Foggin, Arthur H. ..	135	H	D	355
			Hill, Doris I. ..	..	A	..	173
			Grange, Gladys H. ..	..	A	..	165
			Matthews, Phyllis E. ..	..	Pr2	..	78
Ngongotaha Valley ..	1	15	Ward, Reginald J. ..	230	S	C	195
Ngunguru ..	3A	37	Blackwell, Frederick G. ..	190	H	C	285
			Forrester, Isabel A. ..	..	A	C	203
Ngutunui ..	1	12	Bruford, Sydney H. ..	..	S	..	185
Nihotapu ..	1	10	Gill, Nancy ..	..	S	..	155
Normal schools—Main (340), Model type (i) (32), Model junior type (ii) (34), Special class (35), Eden Park model (31), Eden Park junior model (29), Richmond Road junior model (28)	7B	529	Law, Norman H. S. ..	21	H	C	570
			Cockroft, George W. ..	68	N	B	335
			Foley, Veronica M. ..	152	R	D	253
			Stone, Alfred E. ..	95	N	C	395
			Green, Samuel ..	110	N	C	375
			Anderson, Millicent C. M. ..	109	N	D	323
			Earle, Jane M. ..	153	N	D	293
			Taylor, Elizabeth M. ..	154	N	C	243
			Rohan, Mary E. ..	148	N	D	273
			Shaw, Ada (Mrs.) ..	141	N	D	273
			Macken, Ella ..	149	N	C	253
			Bayne, Eleanor M. G. ..	166	N	C	253
			Solomon, Lola ..	167	N	C	243
			Lord, George H. ..	87	N	C	455
			Tills, Ethel E. ..	127	N	D	303
			Webster, Harold E. ..	97	N	B	335
			Frost, Florence H. ..	144	N	C	273

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Normal schools— <i>continued</i>	..	..	Gillespie, Hilda W.	127	N	D	£ 303
			Milnes, Esther M.	159	N	D	273
			Andrews, Margaret S.	155	N	C	253
			Clare, Moana L...	..	Special	..	263
Northcote (553) and side school (228)	7H	781	Wernham, William J.	21	H	A	520
			Harris, Norman R.	93	A	C	425
			Flatt, Caroline J.	115	I	E	343
			Johnston, Henry G.	97	A	B	343
			Sones, Louisa E. (Mrs.)	119	A	D	313
			Colegrave, Charles H.	151	A	C	335
			Macdonald, Alexandrina	138	A	D	263
			Earle, Ivy D.	168	A	C	223
			Brown, Isabella (ii)	187	A	C	215
			Bates, Violet W.	203	A	C	185
			James, Agnes M.	208	A	D	185
			Simms, Eliza G.	195	A	C	195
			Rowley, Lilian R.	..	A	C	185
			Foster, Alice M.	202	A	C	185
			Chappell, Enid M.	198	A	C	195
			Sergeant, Cecil C.	..	A	..	145
			Andrew, Florence E.	185	A	C	185
			Hamilton, Thomas G.	207	A	B	175
			Brown, Allan J. M.	..	Pt1	..	88
			Lyon, Ruth L. H.	..	Pt1	..	83
			Joll, John B.	..	Pt1	..	88
			Goodall, Margaret R.	..	Pr1	..	83
			Runciman, Valtie C.	..	Pr1	..	83
			Newman, Phillis	..	Pr1	..	83
			Dennis, Dorothy E.	..	Pr1	..	113
			Dickson, Walter	..	Pr2	..	83
			Gill, Iris	..	Pr2	..	78
			Greenslade, Reginald H.	..	Pr2	..	83
			Williams, Kathleen M. le C.	..	Pr2	..	78
Nukuhou	2	36	Burnett, Archibald F.	184	S	C	255
Ohaeawai	3A	45	Cheeseman, Lewis C.	156	H	C	295
			O'Callaghan, Eily M.	211	A	C	213
Ohaui	1	10	Simpson, Doris E. K. C.	204	S	C	215
Ohaupo	4A	131	Burrell, Robert	99	H	D	385
			McLeod, Mary M.	176	I	D	253
			Paltridge, Emily E. A.	211	A	C	205
			Findlay, Jessie R.	..	Pt2	..	78
Ohinewai	3A	43	Baston, Florence I.	109	H	C	343
			Leaman, Laura F.	211	A	C	213
Okahu No. 1 (4) and No. 2 (6)	1	10	Harre, Frederick S.	230	S	D	223
			Dodd, Ella	..	(R)	..	145
Okahukura	3A	63	Malone, Charles L.	169	H	C	293
			Jarvie, Laura M.	..	A	..	173
			Domett, Maud	..	Pr1	..	83
Okaihau	2	32	Arnold, Basil E.	182	S	C	283
Okaihau No. 2 (8) and Utakura Valley (15)	2	23	Thorpe, Ewart W. G.	201	S	C	293
Okaihau East	2	28	Elder, Eunice F.	156	S	C	273
Okarari	2	25	Hollins, Kate	192	S	C	235
Okarea	1	21	Swanston, Doreen L.	212	S	C	195
Okauia	3A	34	Gall, Elizabeth A. (Mrs.)	131	H	E	343
			Watt, Maud C. (Mrs.)	209	A	E	223
Okoroire	2	30	Crickett, Nellie	185	S	C	283
Okupu (7) and Tryphena (9)	2	16	Lamond, James A.	..	S	..	285
Omaha, Little	1	14	Fecht, Albert C.	..	S	..	185
Omana	1	22	Jeffries, Emily V.	199	R	E	155
Omana Tunnel	2	39	Forbes, Laura (Mrs.)	..	S	D	223
Omanawa (10) and Omanawa Falls (22)	2	32	Malcolm, Flora M.	166	S	C	293
Omapere	1	12	Hay, Daniel	..	S	..	155
Omaunu	1	17	Monro, Allison	..	R	..	135
Omokoroa	3A	39	Edmondson, John H.	177	R	D	285
			Mirrielees, Kathleen J.	..	A	C	213
Onehunga	7a	761	Trayes, Alfred E.	28	H	D	520
			Shepherd, Frederick H. M.	93	A	C	425
			Barry, Catherine E.	87	I	C	353
			Pendergrast, Harold E.	110	A	C	375
			Blackie, Elizabeth M. (Mrs.)	120	A	C	323
			Richardson, Alfred E. B.	154	A	C	293
			Bower, Eva	134	A	D	253

For explanatory notes see page i.

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

AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Onehunga— <i>continued</i>	..	..	Pilcher, Doris ..	151	A	D	£ 235
			Stein, Ethel M. ..	216	A	D	185
			Larkin, Irene M. (Mrs.) ..	196	A	D	195
			Worsley, Kathleen M. ..	190	A	C	195
			Green, Dorothy C. ..	..	A	..	145
			Dwyer, Mary H. ..	205	A	C	185
			Robb, Ailsa L. L. ..	..	(R)	..	125
			Nichol, Hilda G. ..	201	A	D	185
			Paterson, Frances D. ..	193	A	C	195
			Metge, Cedric L. ..	210	A	C	175
			Hill, Emma L. ..	..	Pt1	..	83
			Lawes, Edith C. ..	..	Pt1	..	83
			Vazey, Alice S. ..	..	Pr1	..	83
			Harris, James C. ..	..	Pr1	..	88
			Schnackenberg, Patti J. ..	..	Pr1	..	83
			Rout, Ernest B. ..	..	Pr2	..	83
			Lloyd, Zoe O. ..	..	Pr2	..	78
Onerahi	3B	92	McGrath, Francis ..	96	H	C	375
			Howlett, Edna ..	199	A	C	223
			Horne, Daisy M. D. ..	202	A	C	205
			Drake, Charles E. ..	..	Pr1	..	88
			McLeod, Iris ..	..	Pr2	..	78
Onewhero	3A	75	Floyd, Alfred B. ..	87	H	C	355
			Foster, Marie R. C. ..	208	A	C	213
Ongaroto	1	17	Moir, William J. B. ..	..	S	..	155
Oniao	1	9	Sellers, Estelle P. (Mrs.) ..	..	S	..	165
Onoke	0	4	Kelly, Kathleen ..	..	S	..	60
Oparau	3A	44	Cooke, Violet M. ..	160	H	E	323
			Morin, Katie (Mrs.) ..	..	A	..	183
Oparure	3A	44	Parkinson, Arnold E. H. ..	111	H	B	333
			Parkinson, Dorothy V. (Mrs.) ..	..	A	C	223
Oponae (5) and Wairata (3) ..	0	8	Trafford, Anne E. ..	..	S	..	120
Opotiki District High School—Primary (241), secondary (43)	5A	284	Burton, Percy E. ..	74	H	C	405
			Tidmarsh, Henry ..	174	A	C	325
			Anderson, Mary ..	162	I	C	263
			Stephenson, Alice M. ..	187	A	D	233
			Tidmarsh, Queenie E. (Mrs.) ..	..	A	D	185
			Gardner, Ruby C. ..	..	A	..	135
			Ferguson, Christina G. ..	..	Pt1	..	83
			Grant, Irvine T. ..	..	Pr1	..	88
			Crossman, Mabel R. ..	184	D	B	..
			Davis, Edna M. ..	218	D	C	..
Opouriao	3A	46	Haeusler, Rudolph H. ..	147	H	D	335
			Haeusler, Doris M. (Mrs.) ..	..	A	D	203
Opouteke (8) and Tangowahine (13)	1	21	Alder, Henry E. ..	..	S	..	275
Opua	3A	66	Browne, George T. M. ..	137	H	D	335
			Wilson, Frances E. ..	212	A	D	223
			Gillett, Ina C. ..	..	Pr2	..	78
Opuatia. (Half-time with Glen Murray.)							
Opuawhanga (13) and Otonga (15)	2	28	Tills, Harry H. H. ..	..	S	D	285
Ora Ora	1	9	Field, Gladys ..	..	S	..	120
Oratia	3A	63	Joyce, May F. ..	146	H	D	323
			York, Ray I. E. ..	200	A	C	223
Orewa (9) and Waiwera (14) ..	2	23	Westwood, Millicent M. ..	158	S	C	313
Orini	3A	36	Carroll, Archibald J. ..	154	H	D	305
			Pulman, Katharine E. ..	211	A	D	223
Oropi	2	29	Loving, Gertrude A. (Mrs.) ..	..	R	..	170
Oruaiti	1	19	Andrews, Honoria L. ..	219	S	D	195
Oruru	2	22	Berry, Lavinia M. (Mrs.) ..	141	S	E	303
Ostend (12) and Te Huruhi (12) ..	1	24	Eaves, Harold ..	..	S	D	223
Otahuhu	7B	566	Murdock, Albert ..	45	H	C	510
			Caddy, Edward W. B. ..	90	A	C	383
			Davis, Ethel W. B. ..	96	I	D	353
			Stephenson, Edward W. ..	113	A	C	333
			Muir, Margaret M. ..	115	A	D	333
			Bond, Enoch A. ..	134	A	B	335
			McArthur, Jessie E. ..	141	A	C	263
			Speer, Elsie A. ..	..	(R)	..	270
			Jones, Florence M. D. ..	187	A	D	215
			Johnston, Alexandra C. ..	215	A	C	175
			Clark, Irene M. ..	221	A	C	175
			Nodwell, Emily E. ..	222	A	D	175

For explanatory notes see page i.

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Otahuhu—continued	..	..	Johnson, Maisie H.	..	Pt1	..	£ 83
			Nicholls, Maude R.	..	Pt1	..	83
			Hall, Jeanette M.	..	Pt2	..	78
			Collins, Meryl M. C.	..	Pr1	..	83
			Latta, Thomas A.	..	Pr1	..	88
			Cleave, John W.	..	Pr1	..	118
Otaika	2	29	Gash, Edwin T. . .	173	S	C	295
Otaika Valley	1	22	Thom, Alan H. . .	..	S	..	155
Otakiri	3A	38	Brown, Kenneth S.	214	H	D	283
			Robertson, Edna M. (Mrs.)	..	R	Lic.	155
Otamarakau	2	21	Humberstone, Gladys R. . .	..	S	..	193
Otara	2	26	Hilford, Arnold H.	172	S	C	263
Otara East (16) and Tirohanga (21)	3A	37	White, Nellie	140	S	D	353
Otaua	3A	64	Gray, Daniel	133	H	C	335
			Muir, Elizabeth F.	..	A	..	183
Otewa	3A	42	Barker, Robert C.	161	H	C	293
			Fortune, Lucy M. (Mrs.)	..	A	D	223
Otonga (half-time with Opuawhanga).							
Otorohanga	4B	170	Hall, William H. V.	119	H	D	385
			Colhoun, James A.	191	A	C	285
			Barker, Lilyan G.	186	I	D	213
			Gregson, Florence M.	211	A	D	205
			Barker, Bernice A.	..	A	C	175
			Cannons, Violet A.	..	Pr2	..	108
Otumoetai	3A	47	Devin, Annie M.	129	H	E	323
			Taylor, Marjorie (Mrs.)	179	A	C	223
			Fenn, Nora M.	..	Pr1	..	83
			Thomas, Charles M.	..	Pr2	..	83
Oturoa (half-time with Mangarewa).							
Oue	3A	36	King, Mary W.	197	R	C	233
			Hartley, Ellen M.	..	A	..	173
Paemako	2	28	Simmons, Richard C. F.	202	S	C	233
Paengaroa	3A	64	Williamson, Francis J. R.	..	R	Lic.	265
			Noble, Violet A.	..	A	C	213
			Lemon, Agnes B.	..	Pr1	..	83
Paerata (side school to Pukokohe).							
Paerata Ridge	1	17	Lovatt, Claude R.	..	S	D	185
Paeroa District High School—	6A	402	Taylor, George H.	62	H	C	450
Primary (351), secondary (51)			Bishop, Stanley J.	111	A	C	375
			Shaw, Minnie	107	I	E	323
			Gibson, Elizabeth M.	115	A	E	303
			McCaskill, Josephine	186	A	C	243
			Whitten, Iris R.	193	A	C	215
			Whitten, Eileen G. B.	..	A	D	185
			Freeman, Ethel E.	..	A	D	175
			Malcolm, Charles W.	..	Pt1	..	88
			McIntyre, Jean C.	..	Pr1	..	83
			Kerr, David G. E.	..	Pr1	..	88
			Budd, Henry S.	..	Pr2	..	83
			Halligan, Florence M.	..	Pr2	..	78
			Royal, Gordon W.	..	Pr2	..	83
			Hassett, Kathleen E.	..	Pr2	..	78
			Wilks, Frank	97	D	B	..
			Sutton, Winifred E.	..	D	B	..
Paewhenua (9) and Rewarewa (8)	1	17	MacDonald, Stewart D.	..	R	..	145
Pakanac	3A	45	Duckering, Mahala M. (Mrs.)	153	H	C	313
			Beattie, Bertha A.	..	A	..	183
Pakaraka	2	24	Phelan, Ernest O.	..	S	D	273
Pakaru	3A	55	Barton, Robert	128	H	C	345
			Jeppesen, Jessie M.	216	A	C	213
Pakautukua (8) and Port Charles (5)	1	13	McDell, Arthur D.	..	S	..	193
Pakeho	1	16	Mathew, Kathleen A.	211	S	B	195
Pakiri	2	18	White, Harold B.	207	S	B	195
Pakotai	3A	44	Morgan, Marguerite E. (Mrs.)	..	H	..	273
			Hyland, Noreen	..	A	..	173
Pakuranga	3A	45	Jameson, Frank	119	H	C	345
			Bates, Winifred R.	208	A	D	223
Panmure	3B	95	Cahill, William J.	107	H	D	375
			Humphreys, Georgina F.	171	A	D	233
			Kernohan, Florence C.	178	A	D	205
Papakura	5C	329	Elliott, Joseph E.	71	H	C	445
			Gerrand, Percy A.	133	A	C	365
			McKinnon, Margaret J. W.	149	I	C	283
			Robins, Thorley	158	A	D	325

For explanatory notes see page i.

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Papakura— <i>continued</i>	..	..	Cooper, Lucy	150	A	C	£ 235
			Slowey, Teresa M.	..	A	C	235
			O'Callaghan, Agnes J. C. ..	219	A	C	175
			Turbott, Lena E.	..	A	..	145
			Suisted, Ngaire G. A.	..	Pt2	..	78
			Derhyshire, Alice	..	Pr1	..	83
			O'Neill, Ivor G.	..	Pr2	..	83
Papamoa No. 1	3A	27	Goodyear, Frances M.	162	H	D	243
			Lees, Eileen H.	..	Pr1	..	83
Paparata	3A	32	Nairn, Robert R.	163	S	C	295
Paparimu	0	9	Gamble, Mary B. (Mrs.) ..	..	S	..	120
Paparoa	3A	54	Robertshaw, Allan K.	107	H	C	355
			Copeland, Dorothy I.	210	A	D	223
Papatoetoe (347) and side school (41)	5D	388	Andrew, Henry P.	65	H	C	440
			Heather, Bernard O.	149	A	B	365
			Pegler, Amy B. A.	116	I	D	273
			Tunncliffe, Norris H.	144	A	D	335
			Fraser, Ethel M.	172	A	C	225
			Bennett, Faith	194	A	C	215
			Turney, Isobel E.	210	A	D	185
			Ansenne, Alice (Mrs.)	..	A	..	135
			Atkinson, Grace R. J.	218	A	C	185
			Chapman, Maud M.	..	Pt2	..	78
			Snelling, Dorothy M.	..	Pt2	..	78
			Rawson, Annie J. S.	..	Pr2	..	78
Paponga	1	16	Dunwoodie, Maida F.	..	S	..	155
Parahaka	2	32	Kime, Charles F.	155	S	D	293
Parahi	0	6	Gribben, Mary	..	S	..	90
Parakao	2	21	Wadey, Louisa W. (Mrs.) ..	202	S	D	223
Paranui (13) and Taipa (9) ..	2	22	Sharp, Ernest J.	..	S	..	255
Parkhurst	2	18	Johnson, Phyllis M.	..	S	D	215
Parnell	7D	656	Murphy, Francis	23	H	C	520
			Finch, Thomas	93	A	D	405
			Fuller, Mary M.	98	I	D	353
			Hayter, Reuben	119	A	C	313
			Statham, Isabella M.	120	A	C	323
			Collis, William F.	148	A	C	293
			King, Agnes L.	148	A	D	253
			Olberg, Olive G.	173	A	C	215
			Gaulton, Harvey E.	..	A	..	145
			McKinlay, William	213	A	B	185
			Robins, Isabel R. D.	199	A	B	195
			Entwistle, William H.	177	A	B	205
			Halls, Winifred E.	186	A	D	195
			Mountain, Nora J.	..	A	..	135
			Power, Mary J.	..	Pt1	..	113
			Ross, Florence	..	Pt1	..	83
			Clow, Francis M.	..	Pt2	..	113
			Kelly, Kathleen H.	..	Pr1	..	83
			McMillan, Jean	..	Pr1	..	113
			Mitchell, Elsie	..	Pr1	..	83
			Bramley, Doreen	..	Pr2	..	78
			Morrison, Charles F.	..	Pr2	..	113
Parua Bay No. 1 (19) and Taraunui (16)	2	35	Tocker, Francis A.	188	S	B	305
Parua Bay No. 2	2	31	Richards, Henry L.	203	S	C	253
Paterangi	3A	59	Bates, Agnes J. (Mrs.)	95	H	C	353
			Civil, Elizabeth G.	..	A	D	183
Patetere	3B	95	Sealy, Alfred D.	130	H	D	325
			Miller, Iris E.	226	A	D	203
			Henry, Dorothy M.	..	A	..	155
Patotonga	3A	60	Douglas, Effie	127	H	D	323
			Hunter, Logan (Mrs.)	..	A	Lic.	235
Patumahoe	3A	81	Johns, William E.	127	H	E	345
			Pattinson, Elizabeth R.	..	A	..	183
Peria	3A	47	Harrison, Robert J.	176	H	C	325
			Wharfe, Mabel K.	..	A	..	173
Piako Road	1	19	Power, Mary E.	182	S	D	235
Piarere	2	25	Paterson, Percy T. M.	199	S	C	233
Pikowai	1	15	McLeod, Robina	..	S	..	175
Piopia District High School — Primary (97), secondary (24)	4A	121	Laing, Archibald M.	113	H	C	365
			Gauntlett, Dorothy S.	205	I	C	223
			Corbett, Sarah E.	..	A	..	155
			Johnson, John F.	..	Pr1	..	118
			McKenzie, James I. S.	171	D	D	..

(prov.)

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Pipiroa	2	36	Goldthorpe, Hilda (Mrs.)	..	S	Lic.	£ 268
Pohuehue (side school to Mahurangi Heads West).	E7	699	Hall, Alfred J. C.	43	H	C	490
Point Chevalier (627) and side school (72)			Hickson, Walter	91	A	D	415
			Marcroft, Louisa F. (Mrs.)	101	I	C	395
			Macdonald, James A.	119	A	C	375
			Miller, Olga J. (Mrs.)	113	A	D	333
			Lepine, Inez E.	159	A	C	263
			Houghton, Eva M.	171	A	C	243
			White, Miriam S. E.	176	A	C	225
			Lang, Muriel I.	206	A	C	185
			Morey, Doris M.	208	A	C	185
			Officer, Dorothy	216	A	D	185
			Mason, Edna M.	203	A	C	185
			Avery, Alice E.	201	A	C	185
			Beale, Ada E. (Mrs.)	..	A	..	185
			Connor, Margaret D.	214	A	C	175
			Smith, Dorothy A.	..	Pt2	..	78
			Walker, Eva L. T.	..	Pr1	..	83
			Wilson, Eric J.	..	Pr1	..	88
			Marshall, Edward M.	..	Pr2	..	83
Pokapu	2	19	Fitzgerald, Hilda L.	212	S	D	223
Pokeno (52) and side school (26) ..	3A	78	Lippiatt, George	84	H	A	355
			Naylor, Ivy J.	202	A	C	223
			Harper, Marianne G. (Mrs.)	199	A	E	195
Pollock	2	33	Selby, Harold I.	183	S	D	245
Ponga	1	9	Mack, Louie M.	205	S	D	225
Pongakawa	2	28	McMillan, Lillian M. E. de la B. ..	159	S	D	293
Pongakawa Sawmill	1	18	Rintoul, Kenneth	..	S	..	155
Ponsonby	7G	604	Braithwaite, James H.	43	H	C	485
			Menzies, Albert G.	75	A	C	435
			Ingall, Eva K. M.	103	I	D	353
			Coltman, Archibald R.	102	A	C	385
			Moore, Margaret R. (Mrs.)	126	A	C	375
			Shearer, Florence	137	A	D	293
			Currie, Kathleen A. M.	126	A	C	273
			Ponsford, Mary E.	122	A	D	235
			Rohan, Edith G.	204	A	C	185
			Spargo, Dorothy M.	199	A	C	195
			Darroch, Bertha H.	..	A	D	160
			Duffin, Thelma P.	222	(R)	D	165
			Watson, James W.	194	A	B	195
			Dobson, Frances R.	..	A	D	135
			Slaney, John W.	..	Pt1	..	88
			Dye, Kathleen A.	..	Pt1	..	113
			Gardiner, Phoebe E.	..	Pt1	..	83
			McGill, Kathleen C.	..	Pr1	..	113
			Inglis, Arthur J.	..	Pr1	..	88
			Connolly, Gordon H.	..	Pr2	..	83
			Otter, Florence M.	..	Pr2	..	78
			Sharpe, Bertha	..	Pr2	..	108
Poroti	2	21	Pendergrast, Charles E.	..	S	..	225
Port Albert	3A	61	Smith, George H.	91	H	C	355
			Hill, Mary E.	185	A	D	223
Port Charles (half time with Pakautukua).							
Portland	3B	104	Dempsey, Walter S.	95	H	C	355
			Rochfort, Nora A.	..	A	..	183
			Blakey, Clara L.	..	A	D	185
Poutu	2	25	Jones, Janie St. M. (Mrs.)	158	S	C	293
Puahue	1	24	Udy, Annie	180	S	E	243
Puhipuhi	1	12	Rouse, Harry M. L.	..	S	..	165
Puhoi	3A	13	Bunker, Ethel	..	R	..	203
Pukeatua	3A	51	Thompson, Sarah J.	144	H	D	303
			Patterson, Maud M. (Mrs.)	..	A	..	183
Pukehuia	2	21	McFarlane, James L.	..	S	..	193
Pukekapia (17) and Rotongaro (8)	2	25	Oldfield, George B.	215	S	D	315
Pukekaroro	1	10	Underwood, William A. T.	..	S	..	175
Pukekawa	3A	44	Lowe, Joseph E.	166	H	D	293
			Armitage, Gwendolen A.	212	A	C	213
Pukekohe and two side schools—Main (386), Paerata (25), Pukekohe West (17)	6A	428	Snell, Edgar F.	58	H	C	455
			Allison, David A. B.	124	A	C	375
			Hamlin, Aleathea S. O.	138	I	E	303
			Parker, Edwin G.	186	A	D	825

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Pukekohe and two side schools— <i>continued</i>	..	..	Widdup, Florence G. ..	162	A	C	£ 253
			Day, Louise (Mrs.) ..	174	A	B	225
			Carr, Frederick H. ..	221	A	D	205
			Carr, Doris E. ..	207	A	C	185
			Robson, Marion P. ..	..	A	..	145
			Vant, John S. ..	..	A	..	175
			Holt, Ivey A. (Mrs.) ..	..	A	..	145
			McNally, Eleanor M. ..	..	Pr1	..	83
			Graham, Kathleen M. ..	..	Pr2	..	108
			Hoddinott, Muriel ..	..	Pr2	..	78
			Lapwood, Ivy M. ..	..	Pr2	..	108
Pukekohe East.. ..	2	30	Benjamin Margaret (Mrs.) ..	147	S	D	303
Pukemiro	3B	107	Johnson, Robert N. ..	104	H	C	375
			Claridge, Alexander ..	..	A	..	173
			Steinert, Eleanor E. ..	..	A	C	195
Puketaha	2	27	Gutry, George A. ..	..	S	D	225
Puketurua	1	12	Darragh, Margaret ..	..	R	..	145
Puni	3A	63	Langdon, Arthur ..	111	H	C	345
			Kensington, Florence C. B. ..	..	A	..	183
Purerua	1	12	Plaw, Hazel F. ..	..	S	..	185
Puriri	3A	61	Bartlett, Alice G. ..	80	H	C	353
			Dunlop, Sarah M. ..	206	A	D	223
Puru	2	31	Adams, Alice M. ..	..	R	..	145
Purua	2	19	Stuart, Claude G. ..	143	S	D	275
Putaruru	3B	114	Roberts, William P. ..	89	H	C	375
			Roberts, Gladys M. ..	194	A	C	233
			Byatt, Emily ..	228	(R)	C	175
Raglan	3B	83	Moore, William R. ..	128	H	D	345
			Searle, Constance M. ..	195	A	C	233
			Keam, Loveday M. ..	..	A	..	155
			Wallis, Edith E. ..	..	Pr1	..	83
Ramarama	2	37	Proctor, Grace E. (Mrs.) ..	139	H	D	255
			Harvey, Olive E. ..	..	Pr1	..	83
Rangiahua	3A	37	Robinson, Harvey T. ..	169	H	C	293
			Sissons, Isabel M. N. ..	..	R	..	145
Rangiaohia	3A	41	McKenzie, Kenneth ..	108	H	C	355
			Lachore, Moana L. B. ..	209	A	C	213
Rangiatea	1	16	Thomas, Kathleen ..	..	S	..	165
Rangiriri	3A	44	Macdonald, Agnes H. (Mrs.) ..	122	H	D	313
			Tidd, Florence E. P. ..	..	A	C	213
Rangitihi	1	13	Hazell, Elsie ..	..	R	..	145
Rangitoto No. 2	1	11	Lockhard, Mary A. ..	..	S	..	155
Rangiuru	1	14	Clark, Una M. ..	..	S	..	185
Raukokore No. 1 (2) and No. 2 (2)	0	4	Henry, Kathleen ..	..	S	..	60
Raupo	3A	37	Bayliss, John R. ..	129	H	C	335
			Moore, Delta C. ..	203	A	C	223
			Hodgson, Ruby G. ..	..	Pr1	..	83
Rawene District High School— Primary (73), secondary (23)	3B	96	Day, Frederick C. ..	118	H	C	365
			Wilson, Irene Z. E. ..	224	A	D	203
			Baker, Arthur L. ..	..	Pr2	..	113
			Donnelly, William E. ..	192	D	B	..
Rawhia	2	24	Dean, Tellira C. (Mrs.) ..	130	S	D	273
Red Hill	2	21	Smith, Reginald D. ..	..	R	..	185
Rehia	1	16	Torkington, Agnes M. ..	..	S	D	185
			Ray, Evelyn M. H. ..	..	(R)	..	145
Remuera	7F	685	Bowden, Alfred N. ..	25	H	C	520
			McGeachie, John W. ..	88	A	C	425
			Shroff, Kate S. M. ..	83	I	C	363
			Tooman, George ..	114	A	D	375
			Black, Gertrude I. (Mrs.) ..	119	A	D	323
			Young, Sarah M. J. ..	..	A	D	263
			Preston, Edgar G. ..	182	A	B	243
			Benge, Lorna R. ..	167	A	D	225
			Ward, Sylvia B. ..	181	A	C	195
			Hale, Dorothy B. ..	184	A	C	195
			MacLennan, Effie W. ..	179	A	C	195
			Barker, Mary A. ..	184	A	C	195
			Adams, Doris M. ..	180	A	B	195
			Gray, Arthur J. ..	204	A	B	175
			Coulston, May A. ..	..	Pt1	..	113
			McGuire, Susannah B. M. ..	..	Pt1	..	83
			Mather, Geoffrey L. ..	..	Pt2	..	83
			Branch, William J. ..	..	Pr1	..	118
			Rogers, Gwendoline M. ..	..	Pr1	..	83

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

Schools.			Teachers.				
Name.	Grade, 1923	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Remuera— <i>continued</i>	..	..	Gough, Alfred R.	..	Pr1	..	£ 88
			Giles, Susan B. H.	..	Pr2	..	78
			Fowle, Jeannie G.	..	Pr2	..	78
Reporoa	1	16	Myers, Sarah	..	S	Lic.	165
Rewarewa (half-time with Paewhenua).	..	..					
Richmond Downs	1	11	Watson, Edith M. (Mrs.)	..	S	..	155
Richmond Road	7C	648	Macgregor, Alexander	23	H	C	520
			Shimmin, James E.	88	A	C	415
			Barr, Muriel L.	102	I	D	353
			Paddon, Amy W.	..	(R)	..	320
			Smith, William H. (i)	98	A	C	385
			Eastgate, Mildred M.	87	A	C	343
			Beasley, Arthur	128	A	C	345
			Fenton, Mattie	148	A	C	253
			Grant, Jessie M.	157	A	D	225
			Hodkinson, Sarah	170	A	D	205
			Evans, Edith L.	184	A	C	195
			Horne, Dorothy A.	193	A	B	195
			Soloman, Teuila J.	190	A	D	195
			Thorpe, Elsie M. T.	188	A	C	195
			Claridge, Leslie C.	181	A	C	195
			Hammond, Vera B.	199	A	C	195
Richmond West	5B	309	Wilson, George (i)	66	H	C	445
			Boswell, Charles W.	117	A	B	365
			Bryant, Catherine A.	154	A	E	283
			Newton, Elsie P.	139	A	C	263
			Fletcher, Maria M.	191	A	D	215
			Duprée, Margaret (Mrs.)	157	A	D	225
			Leonard, Gwladys L.	..	(R)	..	155
			Butterworth, Charles	..	Pt1	..	88
			Keyes, Alfred W.	..	Pt2	..	83
			Sheahan, Kathleen A.	..	Pr1	..	83
			McDermott, Royden M. J.	..	Pr1	..	88
Riponui (half-time with Jordan).	..	..					
Rira (half-time with Kaeaea).	..	..					
Riverhead	3A	42	Masson, William	112	H	C	345
			Davies, Alma B. C.	208	A	C	213
Riverslea	1	17	Lysaght, Marion L.	202	S	B	205
Rotohu (half-time with Forest Gate).	..	..					
Rotokakahi (15) and Runaruna (15)	2	30	Hodge, Robert P.	197	R	C	223
Rotokauri	2	12	Young, Robina S.	..	R	D	145
Rotongaro (half-time with Pukokapia).	..	..					
Rotongata	0	5	Brill, Wilhelmina E.	..	S	..	90
Rotopotaka (12) and Wairiri Falls (7)	1	19	Minogue, Daniel	..	S	D	223
Rotorangi	3A	39	Clark, Charles W.	163	H	D	315
			Belfield, Annie L. B.	..	R	..	165
Rotorua Island	0	6	Greenhow, E. Headlam	..	S	..	120
Rotorua District High School—Primary (428), secondary (53)	6B	481	Lewins, William	76	H	B	460
			Hart, Ernest	117	A	C	385
			Allen, Harriette M.	119	I	E	333
			Shepherd, Charles L.	202	A	D	243
			Bridle, Mary (Mrs.)	149	A	D	263
			Hayes, Edith M.	174	A	C	223
			Burton, Dorothy M.	..	A	C	185
			Edmonds, Irma E.	225	A	C	175
			Robertson, Nancy L.	..	A	C	175
			Banks, Mona	..	Pt2	..	78
			Phillipps, Ivor G.	..	Pt2	..	83
			Dannefaerd, Alfred C.	..	Pr2	..	83
			Carter, Emily M.	..	Pr2	..	78
			Rosser, Edna J.	..	Pr2	..	78
			Morgan, Roy	..	Pr2	..	83
			McHardie, Winifred E.	102	D	B	..
			Menzies, Isabel J.	188	D	B	..
Rotorua Hospital	3B	52	Anderson, Isabella C.	137	H	C	303
			Hawkes, Annie E.	148	A	C	243
			Milne, Edith H.	..	A	..	145
			Halkett, Dorothy J. A. M.	..	R	..	145
Rototuna	3A	37	Totman, Leonard W.	131	H	C	345
			Paltridge, Muriel T.	206	A	C	223
Ruakaka	3A	47	Meiklejohn, Lemuel S. A.	174	H	C	315
			Banks, Mona E.	..	A	C	213

For explanatory notes see page i.

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

AUCKLAND—continued.

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Ruakiwi	1	11	Coreoran, Mary F. ..	..	R	..	£ 165
Ruakuri	1	21	Cheriton, Agnes W. (Mrs.) ..	..	S	D	185
Ruapekapeka West (half-time with Marlow).							
Ruapuke	1	11	Jeffries, Thelma M. ..	..	S	..	155
Ruatangata East	1	21	Hall, Leslie G. ..	..	S	..	165
Ruatangata West	2	32	Yates, Margaret R. (Mrs.) ..	173	S	D	245
Ruawai	3A	49	Reece, Arthur G. ..	169	H	C	295
			Hill, Lena M. ..	214	A	C	213
Rukuhia	3A	61	de Montalk, Alexander S. ..	109	H	D	345
			Raley, Marion N. ..	204	A	C	223
Runaruna (half-time with Rotokahi).							
Russell	3A	50	Wright, John ..	145	H	D	335
			Ellis, Alexandrina P. (Mrs.) ..	..	R	D	175
St. Heliers (240) and side school (Kohimarama) (115)	5B	355	Brown, Daniel C. ..	93	H	C	405
			Lownsborough, Frederick J. ..	122	A	C	355
			Holder, Marion C. ..	151	I	E	273
			Lock, Gertrude J. ..	150	A	E	263
			Wilks, Doris E. ..	152	A	C	235
			Burnside, Hilda (Mrs.) ..	180	A	E	205
			Jarman, Grace K. ..	193	A	C	195
			Batts, Thelma H. ..	205	A	B	175
			McAuley, Isabel A. ..	207	A	D	175
			Phillips, Ilene M. ..	..	Pt2	..	78
St. Michaels	1	13	Bryce, Wilhelmina ..	..	S	..	155
Selwyn	1	24	Blundell, Arthur H. ..	..	S	..	165
Silverdale	3A	48	Graham, James (ii) ..	128	H	C	345
			Coxell, Violet ..	..	A	..	173
Springdale	3B	92	Teasdale, William D. ..	106	H	C	373
			Lee, Minnie C. ..	187	A	C	233
			Cole, Hilda G. ..	208	A	C	205
Stanley Bay	5A	282	Cox, William L. ..	70	H	B	435
			McGreal, Michael ..	110	A	C	303
			Findlay, Mary M. ..	118	I	E	293
			Harty, Ruth ..	157	A	C	253
			Bass, Elsa G. ..	164	A	C	225
			Smith, Mary C. W. ..	208	A	B	175
			Darroch, Daphne V. ..	..	Pt1	..	83
Swanson	3A	62	Ingram, William N. ..	93	H	C	355
			Spence, Vera R. ..	190	A	D	233
			Stansell, Gloria ..	..	Pr1	..	83
Taheke	3A	37	Cumber, Kenneth M. H. ..	154	H	C	335
			Meiklejohn, Charlotte ..	..	A	..	183
Tahekeroa (half-time with Makarau).							
Tahuna	3A	43	Atkins, Harry ..	141	H	D	335
			Edward, Barbara M. (Mrs.) ..	..	A	..	175
Taikawhana (9) and Umawera (16)	2	25	Clarke, Henry N. C. ..	..	S	D	283
Taipa (half-time with Parauui).							
Tairua	1	17	Lynch, Peter J. ..	..	S	..	185
Takahue	3A	42	Bell, Mary I. ..	181	H	C	243
			Cornwell, Lily B. (Mrs.) ..	..	R	C	175
Takapuna	6B	485	Matthews, George H. ..	49	H	C	460
			Stubbs, George H. ..	93	A	B	395
			Stretton, Clarice ..	112	I	D	323
			Harris, Arthur L. ..	136	A	B	335
			Hewlett, Edith M. ..	157	A	C	233
			Wharfe, Clara J. ..	178	A	D	215
			Hewlett, Mary E. ..	176	A	C	225
			Flavell, Lucy D. ..	194	A	C	195
			Bigelow, John E. ..	217	A	C	175
			Daves, Ann J. M. ..	..	Pt1	..	113
			Hickson, John T. ..	..	Pt1	..	88
			Larritt, Melvin G. ..	..	Pt2	..	83
			Woolloxall, Eudora E. ..	..	Pt2	..	78
			Hall, Marie E. ..	..	Pr2	..	108
Takinini	3A	64	Haughey, James ..	98	H	C	355
			Mabbett, Elsie ..	195	A	C	233
Takiri	1	15	Williams, Christina ..	..	S	..	155
Tamahere	3A	37	Rigby, Eliza A. (Mrs.) ..	131	H	E	343
			Duxfield, Sarah E. ..	..	R	..	135
Taneatua	3B	96	Rogers, Cornelius J. ..	106	H	C	375
			Lane, Phyllis A. ..	216	A	D	213
			Cussen, Mary ..	..	A	..	165
			Johnson, Magdalen I. ..	..	Pr1	..	83

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Taneatua Saddle	2	30	Potter, Norman F.	..	S	C	£ 223
Tangaihi	1	21	Cole, William A. D.	215	S	C	195
Tangiteroria	3A	29	Mullins, Francis J.	149	S	D	335
Tangitu	2	21	Bacon, Gladys M. (Mrs.) ..	157	S	D	243
Tangowahine	3A	32	Strumpel, Frederick W. ..	172	H	C	313
			Garside, Helen (Mrs.)	209	A	E	223
Tangowahine Valley (half-time with Opouteke).							
Taniwha	1	17	Kinlock, Effie L.	220	S	C	195
Taotaoroa No. 1	3A	36	Hamilton, Josephine	137	H	E	333
			Reaks, Jean P.	..	A	..	183
			Hill, Minnie E. L.	..	(R)	..	125
Tapairu	1	11	Cameron, Catherine E. (Mrs.)	..	S	..	155
Tapapa	2	36	Morgan, Leonard O.	..	S	C	225
Tapu	1	21	Shaw, Joseph W.	148	S	C	235
Tapuhi	1	13	Matthows, Hilda M. (Mrs.)	..	S	Lic.	210
Tapuwae	0	11	Tonks, W. E.	..	S	..	120
Tara Road (half-time with Hakaru).							
Taranui (half-time with Parua Bay No. 1).							
Taringamotu	3A	40	Carlton, Marguerite A. (Mrs.)	167	H	D	323
			Tremain, Constance R.	..	A	..	173
Tatarariki	2	31	Williamson, William	216	S	D	263
Tatuanui	3A	45	le Gallais, Owen	..	H	C	333
			McLauchlan, Marion F.	208	A	E	223
Tauhoi No. 2	3A	45	Fogerty, Thomas	158	H	D	325
			Corbett, Emily	..	A	..	183
Tauhoa	1	13	Ingerson, William L.	193	S	C	235
Taumarunui District High School—Primary (394), secondary (54)	6A	448	Boden, William J.	57	H	B	450
			Sale, Gilbert	144	A	C	365
			Lowrie, Florence E.	150	I	C	303
			Hillam, Ernest B.	193	A	D	315
			Knight, Daisy A.	180	A	C	243
			McPherson, Willa	174	A	C	225
			White, Yvonne	..	A	..	155
			Morgan, Eunice E.	216	A	C	175
			Knight, Rita M.	..	Pt2	..	108
			Norman, Norah P.	181	D	A	..
Taupaki	3A	60	Bell, Elizabeth V.	192	D	B	..
			Catran, James G.	91	H	D	355
			Durrieu, Pauline	178	A	D	233
Taupiri	4A	121	Boucher, Marjorie A.	..	Pr1	..	83
			Joll, William A.	91	H	B	375
			Kay, Alice (Mrs.)	..	(R)	D	213
			McCarroll, Sarah	193	I	B	233
			McCarthy, Marjorie M.	..	A	..	165
			Davies, Leslie A. O.	..	Pr1	..	88
			Button, Lois F.	..	Pr1	..	83
Taupo	3A	54	Morton, Hubert H. F.	188	H	B	303
			Hay, Amy	215	A	C	213
Tauranga District High School—Primary (432), secondary (55)	7A	487	Walker, William R. C.	31	H	B	510
			Revell, George C.	100	A	C	425
			Murphy, Ellen (i)	117	I	D	343
			Dale, William S. J.	154	A	C	365
			Daines, Susan R.	123	A	C	323
			Anderson, Agnes	153	A	D	283
			Kirk, Holly H. H. (Mrs.) ..	143	A	D	233
			Robbins, Alice E.	179	A	C	215
			Turner, Kathleen M.	220	A	C	175
			Brewer, Arthur F.	..	Pt1	..	88
			Reeve, Ernest C.	..	Pt2	..	83
			Moore, Ruth M.	..	Pr1	..	83
			Bear, Leslie C.	..	Pr1	..	118
			Adams, Alma L.	..	Pr1	..	83
			Hall, Joyce L.	..	Pr1	..	83
			Martin, Margaret M.	..	Pr1	..	83
			Smith, Elsie M.	..	Pr2	..	78
			Gavey, Annie L.	98	D	C	..
			Smith, Roy V.	199	D	B	..
Tauraroa	2	33	Bryce, Howard M.	..	S	..	243
Tawharanui (half-time with Dacres).							
Tawhare	3A	48	Wilson, Evelyn	116	H	E	343
			Moore, Esther B.	202	A	C	223
Te Akau	2	24	Burch, Arthur J.	..	S	..	228

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

AUCKLAND—continued.

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Te Akan South.	1	11	Burgess, Dorothy M.	..	S	..	£ 155
Te Aroha District High School—	5c	307	Burton, Alfred F.	78	H	C	45
Primary (287), secondary (20)			Slane, Gordon W.	122	A	C	333
			Terry, Annie S.	134	I	C	293
			Perc, Albert C.	181	A	D	273
			Puckeridge, Margaret I.	172	A	D	253
			Matheson, Mona	215	A	D	205
			Wilson, Margaret H.	213	A	O	175
			Curle, Ellen F. B.	..	Pt2	..	78
			Keaney, Mary K.	..	Pr1	..	113
			Biggs, Wilhelmina H.	..	Pr1	..	83
Te Aroha West.	3A	60	Jamieson, Robert E.	136	H	D	315
			Russell, Mary S.	200	A	C	233
Te Atatu	3A	39	Chitty, Adelaide M. (Mrs.)	142	H	C	303
			Downs, Elva M.	194	A	C	233
Te Awamutu District High School—	5c	360	Walker, Spencerley	56	H	B	455
Primary (304), secondary (56)			McDonald, Ivon F.	112	A	C	375
			Stephenson, Marianne A.	150	I	C	283
			Donald, Raymond R.	201	A	D	263
			Lineham, Mary E.	202	A	D	223
			Ellison, Gertrude	212	A	D	205
			Clarke, Mona K. M.	..	A	..	145
			Wilson, Thomas C.	..	Pr1	..	88
			Dwen, Mary H.	..	Pr2	..	78
			Lehndorf, Chloe R.	145	D	B	..
			Anschutz, Richard P.	224	D	B	..
Te Hihi	1	17	Hunter, Constance C. B.	..	S	..	185
Te Hoe	2	36	Masters, Alice M. (Mrs.)	162	S	D	293
Te Huruhi (half-time with Ostend).							
Te Karae	1	16	Packer, Hilda	..	S	..	155
Te Karae Mill	1	14	Newton, Lilian F.	..	S	..	185
Te Kauwhata	3A	48	Ussher, Agnes	133	H	E	333
			Paterson, Vera I. L.	205	A	D	223
Te Kopuru	4B	166	Skinner, Percy F.	82	H	C	405
			Manning, Arthur E.	..	A	..	173
			Trounson, Ida M.	189	I	C	233
			Ashby, Emma	202	A	D	205
			Bassett, Phyllis C.	..	Pt2	..	78
			Mackenzie, Athol C.	..	Pr2	..	78
			Rikys, Thalma J.	..	Pr2	..	78
Te Koraha	0	6	Prosser, Blodwen C.	..	S	..	90
Te Kowhai	3B	81	Gillespie, William R.	108	H	C	375
			Dunn, Sarah M. (Mrs.)	..	A	..	188
			Jameson, Winifred A.	219	A	D	205
Te Kuiti District High School—	7B	529	Carnachan, Robert	58	H	C	500
Primary (459), secondary (70)			McCormack, Daniel T.	93	A	B	425
			Bell, Muriel F.	110	I	C	343
			Bathgate, Charles M.	122	A	C	375
			Goodyear, Catherine A.	142	A	D	323
			Ray, Lydia M.	157	A	D	273
			Dalby, Sarah M.	..	A	D	218
			Tudehope, Marion D.	203	A	C	205
			Dunn, Eunice R.	..	A	..	145
			Bertelsen, Jessie C.	203	A	C	185
			McFarlane, Marjorie	..	Pt1	..	113
			McDonald, Grace M. J.	..	Pt1	..	83
			White, Fergus G.	174	D	B	..
			Sibley, Henry C.	202	D	B	..
			Bethell, Doris A.	..	D	..	..
Te Mapara	2	24	McRae, James D.	211	S	D	233
Te Mata	3A	63	Boswell, George	144	H	D	305
			Hamilton, Genesta M.	..	R	..	125
Te Matai	1	9	Sadler, Hester M.	..	S	..	185
Te Mawhai	3A	42	Wilson, Hilda K. (Mrs.)	139	H	E	333
			Dalby, Phoebe E.	..	A	D	213
			Oates, Iris A.	..	Pr2	..	78
Te Miro	1	12	Marshall, Eliza (Mrs.)	..	S	D	205
Te Pahi No. 2	2	18	Cowern, Phoebe A.	..	S	..	193
Te Pahu	2	29	Matheson, Roy	207	S	D	243
Te Papapa	6A	481	Gibson, Henry T. (ii)	47	H	C	470
			Squire, Donald S. B.	100	A	C	395
			Hawkins, Margaret A. (Mrs.)	93	I	D	343
			Foster, Olive C.	145	A	D	293

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

AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Te Papapa— <i>continued</i>	..	..	Hunt, Sarah A.	167	A	B	£ 225
			Whiting, Dorothy H.	171	A	C	225
			Berryman, Adeline L.	198	A	D	215
			Murphy, Lucy M.	..	A	..	145
			McKerras, Norma E.	207	A	B	175
			Brown, Leslie O. M.	199	A	C	195
			Sutherland, William P.	..	Pt1	..	88
			Cormack, George W.	..	Pt1	..	88
			Batty, Rosamond H.	..	Pt2	..	78
			Coutts, Kathleen M.	..	Pr2	..	78
Te Poi	3A	47	Thomas, Stephen H.	..	H	..	285
Te Pu.	1	14	Jones, Gwendoline A.	194	A	B	233
Te Pua	3A	8	Ziegler, Albert T.	217	S	C	195
Te Puke District High School— Primary (227), secondary (36)	5A	263	Hewitt, Florence N.	123	II	E	343
			Frood, Nida	..	A	..	183
			Bishoprick, Charles	89	H	C	395
			Hunt, Percy R.	188	A	C	295
			Phelan, Lilan M.	183	I	D	243
			Jones, Frederica K.	176	A	D	223
			Mark, Bessie R.	..	A	D	215
			Blair, Violet	..	Pt1	..	113
			Audley, Ernest H.	175	D	C	..
			Fowler, Ella M.	212	D	B	..
			O'Donnell, Hanorah	160	S	D	283
			Zimmerman, Johannes E.	113	S	C	285
			Carter, Harry G.	171	H	C	293
Te Rahu	3A	44	Walker, Mary E.	177	A	D	243
Te Ranga	2	22	Benton, Arthur	123	H	C	335
Te Rapa	3A	60	Findlay, Caroline J.	229	A	D	203
Te Rauamoa	2	18	McDonald, Percy	..	S	..	213
			Laing, Arthur E.	111	H	C	345
Te Rauamoa No. 2	0	4	O'Connor, Kathleen	..	R	..	145
Te Raumauku (15) and Waitomo Valley Road (16)	2	31	Honore, Rudolph C.	169	S	C	275
Tererenga (9) and Whangapoua (6)	1	15	Parkinson, Margaret E.	..	S	..	45
			Simmonds, Mary M.	209	S	D	283
Te Rore	1	17	McLean, Olive C.	..	S	..	193
Te Toro	2	24	Mabbett, Harold C.	..	S	..	175
Te Uku	1	20	Bateman, Emma	194	S	C	233
Te Wairoa	0	9	Pearl, Catherine L.	180	S	C	235
Te Werenga	1	7	Evans, Alice	..	S	..	135
Te Whetu	3A	46	Williams, Virginia S. (Mrs.)	..	S	..	185
Thames Central	6A	405	Duckworth, Thomas D.	..	H	..	255
			Stone, Elfrida M.	218	A	C	213
			Wooler, Harold J.	62	H	C	470
			Hammond, Thomas W. G. H.	83	A	D	405
			Smith, Sylvia G.	107	A	E	343
			Edgar, John T.	166	A	C	305
			Sprague, Hettie	182	A	D	223
			Maxted, Cecilia G. (Mrs.)	..	A	Lic.	230
			Broadhurst, Phyllis A.	166	A	D	225
			Baker, Millicent M. (Mrs.)	176	A	D	245
			Boles, Annette V. M.	..	A	..	145
			Shand, Elaine R.	..	Pt1	..	83
			Kelly, Marjorie E.	..	Pr1	..	83
			Johnston, Douglas	..	Pr2	..	83
			Adams, Albert G.	..	Pr2	..	83
			Russell, David	101	H	C	355
			O'Sullivan, Winifred	208	A	D	223
			Hook, Percy J.	58	H	C	455
Thames North	3A	65	Waddell, Joseph A.	129	A	C	375
			Wishart, Alice E.	128	I	C	303
			Crocker, James F.	175	A	C	315
			Telfer, Violet M.	153	A	C	263
			Daldy, Helen J.	..	A	..	180
			Whiteside, Dorothy M.	..	A	..	135
			Franklin, Florence M.	..	R	..	125
			Bach, Winsome	..	Pt2	..	78
			Caisley, John P.	..	Pr2	..	83
			Hoyle, Celia M.	..	Pr2	..	78
			Wayne, Ruth B.	..	Pr2	..	78
			Bostock, Patricia	..	S	..	60
			French, Cecil R.	187	H	C	293
Thames South	5D	353	Goodyear, Ethel V.	194	R	C	185
Tikinui	1	14	Wallace, Kathleen K.	218	S	C	195

For explanatory notes see page i.

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

AUCKLAND—continued.

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Tinopai	1	12	Cope, Arthur B. H.	151	S	D	£ 255
Ti Point	2	24	Stewart, Christopher J.	..	S	..	243
Ti Rangi	0	5	Walsh, Bertha C.	..	S	..	75
Tirau	3A	66	Rapson, George W.	134	H	C	335
			Hill, Eileen M. (Mrs.)	..	A	..	173
			Dixon, Hilda	..	(R)	..	165
Tiroa	1	25	Bishop, George	..	S	..	185
Tirohanga (half-time with Otara East).							
Tirohia	2	46	Pendergrast, Arthur S.	142	H	D	305
			Sleep, Lillian R.	..	R	..	183
Titirangi	2	26	Witten, Lilly (Mrs.)	156	S	D	263
Titoki	3A	41	Fortune, Wilfred H.	..	H	C	303
			Taylor, Ruth M.	..	A	C	213
Toatoa	0	9	Reid, Edith M.	..	S	..	150
Tokanui (half-time with Ngahape).							
Tokatoka	2	32	Prouting, Annie (Mrs.)	..	S	D	203
Tokoroa	2	22	Dyer, May E. (Mrs.)	211	S	D	233
Tomarata	2	19	Chipchase, William C.	151	S	D	253
Topuni	0	6	Mooney, Verna V.	..	S	..	105
Totara	3A	36	Wood, Ernest A.	122	R	C	285
			Mitchell, Alexandrina B.	..	A	..	183
Totara Household	0	4	Kitchen, Nellie G. M.	..	S	..	45
Towai	2	26	Bartley, Olive M.	..	S	D	223
Tryphena (half-time with Okupu).							
Tuakau	4A	155	Graham, William G.	91	H	C	375
			Scott, Mary (vii)	202	I	D	225
			Hooper, Annie L.	211	A	C	195
			Parkinson, Thelma M.	..	Pt2	..	108
			Leaman, Erica V.	..	Pr1	..	83
			McGuire, Rose E.	..	Pr1	..	83
Turanga-o-moana	2	24	Armstrong, Edith C.	200	S	D	235
Turiwhiri	1	23	Pender, Lauchlain C.	..	S	Lic.	185
Turua	4A	152	Brownlee, James L.	137	H	D	375
			Martin, Sylvia W. (Mrs.)	149	I	C	233
				(prov.)			
			Polton, Florence M.	217	A	C	205
			Dallison, Daphne L.	211	R	D	145
			Wilson, Mary N.	..	Pt2	..	108
Tutamoe (half-time with Mangatu).							
Tutekehua	1	13	Finlayson, Norman J.	..	S	..	155
Tutukaka	1	9	Jackson, Flosina E.	..	S	D	165
Umawera (half-time with Taika-whana).							
Upper Oruaiti	0	3	Foster, Muriel C.	..	S	..	75
Upper Waihou	2	15	Charles, Lucinda	..	S	..	185
Upper Waiwera	2	16	Watts, Elizabeth A. (Mrs.)	..	S	Lic.	218
Utakura Valley (half-time with Okaihau No. 2).							
Vauxhall	5A	250	Crosby, Edward	67	H	A	405
			Cook, Walter S.	144	A	D	235
			Barnes, Adina L. (Mrs.)	144	I	D	263
			McMillan, Georgina H.	178	A	C	232
			Anderson, Coralie F. (Mrs.)	149	A	C	235
			Clark, Brendon H.	..	Pt1	..	83
			Clarke, Maud N. B.	..	Pt2	..	78
			Armiger, Flora C.	..	Pr1	..	83
			Falla, Helen M.	..	Pr2	..	78
Victoria Valley	3A	72	Jones, Albert L.	133	H	D	323
			McLeod, Mary	..	A	..	183
Waerenga	3A	38	Ritchie, Annie M.	133	H	C	323
			Autridge, Enid F.	219	A	D	213
Waharoa	3B	94	Doull, John S.	101	H	C	363
			Westlake, Elsie V.	229	A	D	203
			Whyte, Florence E.	..	A	C	185
Waiare	0	10	Smyth, Daniel B.	..	R	..	105
Waiau	2	27	Bryan, Elizabeth E.	158	S	C	293
Waiharara	3A	42	Funke, Ernest E.	155	H	D	323
			Schutt, Annie	..	A	..	183
Waiheke Central	1	11	Malloy, Francis R. A.	..	S	..	175
Waihi District High School—Primary (389), secondary (122)	7A	511	Smith, William (iii)	48	H	B	480
			Armstrong, William T.	107	A	C	405
			Staples, Jane A. (Mrs.)	129	I	E	333
			McPherson, Daniel	168	A	D	355
			Hume, Jane H.	128	A	E	313

For explanatory notes see page i.

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Waihi District High School— <i>contd.</i>	..	..	Nicol, Mildred W. ..	169	(R)	C	£ 203
			Haslett, Esther B. (Mrs.) ..	..	A ₁	Lic.	265
			Roberts, Beatrice M. ..	212	A ₁	C	205
			Marshall, Stella M. ..	..	A ₁	..	155
			Thompson, Hilton ..	..	Pt1	..	88
			Verry, Wilfred N. ..	..	Pt2	..	83
			Gracey, Gertrude E. ..	..	Pt2	..	78
			Brown, Edna M. ..	..	Pr1	..	83
			Cochrane, Agnes T. ..	..	Pr1	..	83
			White, Myrtle J. ..	..	Pr1	..	83
			Burke, Frances B. L. ..	..	Pr1	..	83
			Omant, Theima L. M. ..	..	Pr2	..	78
			Roberts, Lillian R. H. ..	..	Pr2	..	78
			Sims, Charles F. ..	142	D	B	..
			Morrison, Margaret A. ..	181	D	B	..
			Adams, Olga L. G. ..	..	D	..	..
			Elliott, Samuel D. ..	..	D	..	..
Waihi East	4B	208	Masefield, John ..	80	H	B	405
			Harris, John C. ..	210	A	C	265
			Foley, Ruth (Mrs.) ..	181	I	C	285
			Paterson, Marjorie G. ..	204	A	C	205
			Goodwin, Dorothy ..	..	Pr1	..	83
			Tierney, Edna P. ..	..	Pr1	..	83
			Anderson, Marehu A. ..	..	Pr1	..	88
			Worth, Zoe D. ..	..	Pr1	..	83
			Nisbet, Alberta R. ..	..	Pr1	..	83
			French, Ethel S. ..	..	Pr2	..	78
			Landy, Walter M. ..	..	Pr2	..	83
Waihihi	0	8	Ashby, Muriel E. ..	..	S	..	165
Waihi Plains	3A	39	Large, George E. ..	133	H	B	335
			Robinson, Lily K. ..	..	A	D	213
Waihi South	4C	249	Bell, Alexander (ii) ..	78	H	C	405
			Phillips, John S. ..	148	A	D	335
			Rohan, Gertrude C. ..	186	I	C	233
			Kidd, Ivy B. ..	177	A	C	253
			Lloyd, Katherine V. ..	219	A	D	205
			Wilcox, Russell A. ..	..	Pt1	..	88
			Cornes, Olive E. ..	..	Pr1	..	83
			Walters, Stella ..	..	Pr1	..	83
			Gale, Ada M. ..	..	Pr1	..	83
			Dawson, Fyvie C. T. ..	..	Pr1	..	83
			Saunders, Ellen M. C. ..	..	Pr2	..	78
			Tetley, William H. ..	..	Pr2	..	83
Waihopo	3A	51	Drake, George W. C. ..	199	H	D	285
			Bodley, Atherly I. ..	..	A	..	173
Waihou	4A	136	Hamilton, Gordon K. ..	77	H	C	375
			Rogers, Amy C. ..	183	I	D	223
			Atkinson, Avice E. ..	197	A	C	215
			Schischka, Rupert J. ..	..	Pt2	..	113
			Reynolds, Ethel A. ..	..	Pr2	..	78
Waikeria Reformatory ..	2	21	James, Leonard ..	..	S	..	193
Waikiekie East (half-time with Māretu North).							
Waikiekie West	3A	38	Hyde, Albert W. ..	..	R	..	275
Waikino	4A	121	Reid, Robert T. ..	88	H	C	395
			Booth, Frederick ..	149	(R)	E	285
			Kendon, Gladys M. C. ..	..	I	D	213
			Graham, Ivy ..	213	A	C	195
			Hewitt, Doris I. ..	..	Pt1	..	113
			Bell, Ida M. ..	..	Pr1	..	83
			Sutton, Elma G. ..	..	Pr2	..	78
Waikokowai	2	21	Jones, Cyril E. ..	222	S	C	233
Waimai	0	4	Brough, Gladys L. ..	..	S	..	60
Waimamaku Valley ..	3A	42	Bromley, John W. ..	174	H	C	305
			Gordon, Iris M. ..	199	A	D	233
Waimana	3A	60	McElroy, John ..	..	H	E	335
			Jurd, Gertrude F. I. ..	212	A	C	213
Waimate	3A	44	Kennedy, Aileen J. (Mrs.) ..	145	H	D	333
			Somerville, Elfrida C. ..	214	A	C	213
Waimatenui	0	9	McKenzie, Myrtle A. ..	..	S	..	135
Waimauku	2	26	Andrews, Samuel H. ..	152	S	D	305
Waingakau	1	13	Leith, Frederick E. ..	..	S	..	185
Waingarara	1	21	McLeod, Jessie B. ..	..	S	..	155
Wainui	2	21	Rewa Waaka S. ..	..	S	Lic.	240

For explanatory notes see page i.

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

AUCKLAND—continued.

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Waiorongomai	1	20	Early, Minnie F. (Mrs.)	167	S	D	£ 245
Waitotahi Valley	2	34	Snell, James H.	..	S	..	203
Waitotama	1	14	Rayner, Charles E.	..	S	..	165
Waitotemarama (21) and Wekaweka (9)	2	30	Ansley, Arthur F. T.	151	S	C	333
Waitotira	3A	68	Le Petit, Eric N.	194	H	B	283
Waipapa	2	18	Staunton, Cecilia M.	230	A	D	203
Waipipi	3A	52	Molloy, Thomas J.	..	S	..	155
Waipu Central	3A	49	Crickett, Atholl G.	131	H	C	345
Waipu Cove	1	9	Blott, Edith M.	205	A	C	223
Waipu North	2	19	Mackay, Edward H.	128	H	C	345
Waipu Upper	2	26	McLennan, Violet M.	211	A	C	223
Waipuna	3A	68	McKenzie, Annie T.	..	Pr2	..	78
Wairamarama	0	8	Guest, Owen T.	229	S	D	205
Wairata (half-time with Oponae).	2	13	Shepherd, Dorothy M.	227	(R)	D	175
Wairere	2	13	Stevenson, Jane E. B.	212	S	D	245
Wairiri Falls (half-time with Roto-potaka).	2	30	Christie, John C.	183	S	C	265
Wairoa South	2	37	Shaw, John L.	131	H	D	325
Waitakaruru	2	31	Oliver, Edith V.	..	A	..	183
Waitakere	2	21	Bycroft, Zealia M.	..	S	D	135
Waitangi	2	29	Stephens, Edward S.	249	S	D	215
Waitanguru	2	29	Stevenson, Jane E. B.	..	S	..	258
Waiteitei	1	17	Griffith, Geoffrey L.	159	S	C	293
Waitekauri	1	13	de Montalk, Ethel J. (Mrs.)	..	S	D	313
Waiterimu	1	19	Ernest, Annie	203	S	C	223
Waiteti Valley	1	13	Heron, Samuel G. F.	216	S	C	235
Waitetuna	1	13	Grant, Frank K.	..	S	..	165
Waitoa	3B	94	Corbett, Clarice A. F. (Mrs.)	163	S	D	225
Waitomo Caves No. 2	1	9	Kyd, Gladys E.	211	S	C	195
Waitomo Valley Road (half-time with Te Raumauku).	3A	54	Conway-Jones, Florence M.	207	S	C	205
Waituhi	3A	54	Price, Lillian B.	217	S	C	195
Waiuku	5A	227	Boswell, James	116	H	C	345
Waiwera (half-time with Orewa).	3A	58	Hosking, Ethel J.	191	A	C	233
Walton	3A	58	Carnachan, Janet M.	..	A	C	195
Wardville	3A	51	Rothbury, Rose	..	R	..	165
Warkworth District High School—Primary (150), secondary (19)	4B	169	McLoughlin, Elizabeth M.	158	H	C	293
Wayby	1	12	Walker, Edmée L.	..	A	..	173
Wekaweka (half-time with Waitotemarama).	3A	37	Harris, Richard J.	86	H	C	395
Wellsford	3A	37	Brown, Martin G.	135	A	C	335
Weymouth	2	34	Campbell, Gladys O.	174	I	C	253
Whakamarama	3A	39	Heather, Elizabeth	195	A	C	233
Whakapara	2	33	Whitham, Cora	206	A	C	205
Whakatane District High School—Primary (379), secondary (40)	6A	419	Nops, Maro E.	..	Pt1	..	113
			Strong, Elizabeth P.	..	Pt2	..	108
			Muir, Julie E.	..	Pr1	..	83
			Jenkins, James	138	H	C	335
			Given, Isabella O. G.	192	A	C	233
			Insley, Mary C. (Mrs.)	..	(R)	..	175
			Gauntlett, Charles G.	172	H	D	295
			Reaks, Henry J.	136	(R)	E	275
			Murray, Amy V. E.	..	A	..	183
			Green, Bertram M.	80	H	C	395
			Blair, Thomas M. R.	..	A	..	250
			Macgregor, Winifred I.	190	I	C	215
			Morrison, Lorna	..	Pt1	..	83
			Baxter, Charlotte A.	..	D	..	..
			Dubery, Elizabeth W.	..	R	D	145
			Ford, Barbara	122	H	D	313
			O'Neill, Oenone J. M.	215	A	D	223
			Hockin, Florence M. (Mrs.)	154	S	D	303
			Ferguson, William (ii)	173	H	D	295
			Davis, Olive	..	A	..	173
			Sissons, Thomas H.	135	S	D	305
			Wilkinson, Henry F.	73	H	B	440
			Moffitt, Henry A.	172	A	D	355
			Cussen, Eily B.	123	I	D	313
			Allen, John	188	A	C	295

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Whakatane District High School— <i>continued</i>	..	..	Lupton, Dorothy	186	A	D	£ 233
			Hunter, Gladys	..	A	..	165
			Parsonson, Florence M. ..	193	A	D	205
			Atkinson, Florence E. ..	211	A	D	185
			Prideaux, Avice C.	..	A	C	175
			Kirk, Charles R.	..	Pt1	..	88
			Shaw, Dinah M.	..	Pr1	..	83
			Salmon, Doreen M.	..	Pr1	..	83
			Bloor, Annie	..	Pr2	..	78
			Pyne, Stephen S.	..	Pr2	..	83
			Ward, Frances V. J. (Mrs.) ..	..	D	A	..
			Willocks, Ada M. R.	139	D	B	..
Whananaki	3A	43	Nimmo, William	..	H	..	300
			Nimmo, Jane (Mrs.)	169	A	D	243
Whangae	1	13	Hooper, Susan (Mrs.)	..	S	D	185
Whangamarino	1	14	Piney, Margaret	..	S	..	185
Whangamata	0	2	Martyn, E. M.	..	S	..	30
Whangaparaoa	1	18	Shepherd, Daisy	..	S	D	185
Whangaparapara	0	8	Osborn, Amy V. (Mrs.)	..	S	..	120
Whangapoua (half-time with Tere- renga).							
Whangarata	2	27	Carter, Emily (Mrs.)	131	S	D	313
Whangarei	7C	572	Collins, Charles F.	47	H	C	490
			Hotson, Claude	99	A	C	405
			Moore, Mary A.	92	I	D	353
			Boyd, Edward A.	157	A	C	313
			Mitchell, Maggie	112	A	C	333
			Thompson, Roy D.	176	A	D	305
			Stuart, Kate A.	173	A	D	253
			Galpin, Annie L.	217	A	C	195
			McMillan, Flora E. G.	208	A	D	185
			McPhee, Margaret (i)	200	A	D	195
			Bradbury, Winifred M.	205	A	C	185
			McLeod, Kate M.	..	A	..	145
			Cooke, John E.	..	Pt1	..	88
			Reyburn, Madge A.	..	Pr1	..	83
			Bartley, Jonathan W.	..	Pr1	..	88
			Cowdell, Alayne H.	..	Pr2	..	78
			McCarroll, Kathleen D.	..	Pr2	..	78
			Williams, Rona M.	..	Pr2	..	108
Whangarei No. 2	3B	108	Garland, Frank W.	79	H	C	375
			Keyes, Hilda V. (Mrs.)	..	R	..	185
			Reid, Rita J.	..	R	C	145
Whangarei Heads	2	22	Gregory, Ernest D.	..	S	Lic.	255
Whangaroa	2	19	Heath, Herbert W.	..	S	..	245
Wharehine	2	27	Allen, John B.	180	S	B	283
Whareora (half-time with Brynavor).							
Wharepoa	3A	50	Le Cocq, Walter A.	158	H	D	325
			Towers, Gwendoline	..	A	..	173
Wharepuhunga	1	14	Ryan, James B.	..	S	Lic.	165
Whataroa Road	1	10	Butcher, Gladys I.	..	S	..	185
Whatatiri	3A	38	Tobin, Blanche K. L.	..	H	D	333
			Lupton, Cicely	212	A	C	213
Whatawhata	3A	83	Sutton, James	89	H	C	355
			Lilburn, Minnie	216	A	D	223
			Moore, Ellen	..	Pr1	..	113
Whatoro	1	10	Bongard, Blanche	..	R	..	135
Whawharua	1	14	Schofield, Ethel	203	S	C	205
Whenuakite (half-time with Gum- town).							
Whenuanui	1	18	Reid, Frank	213	S	C	195
Whitehall	1	10	Yeates, Alice G.	..	S	..	155
White Hills	1	14	Wray, Ruth E. (Mrs.)	..	S	..	185
Whitford No. 1	3A	37	Shaw, Norman F.	138	H	C	335
			Sinclair, Irene M.	217	A	D	213
Whitford No. 2	2	23	Phillips, Lucy	147	S	C	303
			Naylor, Evelyn B.	..	(R)	..	165
Whitikahu	1	12	O'Connor, Mary F.	..	S	D	195
Whitiara	7A	564	Hare, Frederick W.	52	H	C	480
			Gilbert, Stephen L.	153	A	C	385
			Daldy, Rhoda C.	140	I	D	323
			Bowater, Harold R.	120	A	B	375
			Shanahan, Margaret A.	105	A	C	343
			Bonthron, Escott	176	A	C	305
			Burnett, Esther E.	193	A	C	243

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

AUCKLAND—continued.

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Whitiora—continued	..	..	Fraser, Hazel M.	186	A	C	£ 215
			Heighway, Katherine N. (Mrs.) ..	157	A	C	215
			Sinclair, Edna G.	198	A	D	195
			Manning, Marjorie R.	..	A	..	145
			Stevenson, Helen D.	..	Pt1	..	83
			Lindsay, Margaret E.	..	Pt1	..	83
			McDonald, Annie G.	..	Pt2	..	78
			Perry, William E. G.	..	Pr1	..	88
Woodcocks (half-time with Ahuroa No. 1).							
Woodhill	3A	41	Attwood, Frederick C.	98	H	B	355
			Fegan, Hannah	185	A	C	223
Woodlands	1	21	Burns, Robert A.	..	S	..	155

TARANAKI.

Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Aekland	2	24	Morgan, Muriel G.	171	S	C	£ 243
Ahititi	1	9	O'Sullivan, Eileen N.	..	S	..	185
Albert	1	17	Hill, Dulcie	..	S	Lic.	210
Aotuhia	0	2	Sadler, Minnie C.	..	S	..	30
Ararata	2	32	Anthony, Ida M.	162	S	D	273
Arawhata	2	18	Orr, Charlotte E.	187	S	D	283
Astwood	0	7	Stockwell, Mary C. (Mrs.) ..	..	S	..	105
Aukopae	1	13	Inkster, Annie	217	S	C	195
Auroa	3B	113	Walker, Theodore H. A. ..	92	H	C	365
			Farquhar, Elizabeth F. ..	217	A	D	223
			Heal, Phyllis B.	211	A	C	195
			Walker, Basil	..	Pr1	..	88
Awakino	3A	47	Calvert, Agnes P. (Mrs.) ..	174	H	C	293
			Hodder, Mary E.	..	A	..	173
Awatuna	3A	45	Lennane, Myra L. (Mrs.) ..	161	H	C	293
			Mace, Annie	202	A	C	213
Bell Block	3B	96	Murray, Norman H.	110	H	C	345
			Evans, Florence E.	204	A	C	213
			Laurent, Florence I.	..	R	..	115
Bird	1	22	Finch, Winifred M. (Mrs.) ..	..	S	..	155
Cardiff	3A	45	Boyle, Thomas	146	H	D	335
			Scott, Lily S.	..	A	Lic.	193
Carrington	3A	36	Turner, Edgar	115	H	D	345
			Tanner, Clara	213	A	D	223
Central	7D	659	Evans, Dafydd P.	25	H	C	500
			Wagstaff, Wilfred L.	107	A	B	405
			Martin, Gertrude, E. (Mrs.) ..	96	I	E	353
			Pearce, Elsie M.	97	A	C	343
			Wilbers, Frances	..	(R)	..	300
			Thomas, Edward J.	202	A	C	283
			Henderson, Beattie M.	113	A	D	303
			Elley, Ethel M.	151	A	C	263
			Firth, Frances A. (Mrs.) ..	164	A	E	225
			O'Brien, Ida	..	A	..	160
			Parli, Margaret	207	A	C	185
			Downs, Kathleen A.	217	A	C	175
			Simpson, Thelma M.	..	A	D	195
			Laurent, Lenora	..	A	..	135
			Morrison, Janet	..	A	..	160
			Thomson, George McC.	..	Pt1	..	88
			Burton, Annie L.	..	Pt2	..	78
			Cameron, Margaret	..	Pt2	..	108
			Day, Ruth	..	Pt2	..	78
			Smith, Charles M. M.	..	Pr1	..	88
			Worn, Florence A.	..	Pr2	..	78
			Smith, Edward G.	..	Pr2	..	83
Denbigh	1	13	Guppy, Isabell	..	S	..	175
Douglas	3A	45	Westrup, Agnes C. I.	126	H	C	343
			Woulfe, Doris	220	A	D	223

For explanatory notes see page i.

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

TARANAKI—continued.

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Dudley	1	13	McCool, Mary	..	S	..	£ 185
Durham	2	29	Corrigan, Eileen G. ..	..	S	Lic.	203
Egmont Village	3A	47	Butler, Fenton	136	H	D	335
Eltham	5C	354	Giddy, Alice M.	211	A	D	223
			Bary, Edward	69	H	C	405
			Bieheno, William C. ..	130	A	C	375
			Finnerty, Lilla	168	I	D	273
			McCormick, Susan J. ..	189	A	D	253
			Baker, Dorothy D.	204	A	C	225
			Parrott, Laura M.	212	A	D	205
			Whiting, Lilian E. L. ..	211	A	C	185
			McCartie, Ruth	..	A	..	135
			Donnelly, Elphine M. ..	..	Pt1	..	83
			Kopke, Nellie	..	Pt1	..	113
			Curd, Marjorie	..	Pr1	..	113
			Edwards, Albert O.	..	Pr2	..	83
			Severne, Blanche	..	Pr2	..	108
Everett Road	0	4	Collingwood, Millie M. ..	..	S	..	60
Finnerty	3A	47	Rowntree, Ethel	120	H	C	343
Fitzroy	5B	314	Belcher, Ethel	..	A	..	183
			Johnson, Oscar	80	H	D	415
			Andrews, Elsie E.	128	I	D	313
			Binns, Leonard F.	174	A	C	305
			Allen, Belle	190	A	D	243
			Whitaker, Mabel (Mrs.) ..	..	(R)	C	203
			Gilbert, Arthur V.	206	A	C	205
			Corney, Lucy E.	218	A	C	195
			Olson, Madge L.	..	Pt1	..	83
			Abraham, Aileen H.	..	Pt1	..	83
			Shaw, Kathleen M.	..	Pr1	..	83
			Petch, Amy A.	..	Pr2	..	78
Frankley (66), and side school (Westtown) (51)	4A	117	Sims, Arthur V.	87	H	C	390
			O'Key, Amalea I. (Mrs.) ..	..	I	C	213
			Warren, Ellen	196	A	C	215
			Mouat, Marjory A.	200	A	D	195
Fraser Road	3A	39	Jennings, James A.	..	Pt1	..	118
			Metcalf, William J.	145	H	D	305
				(prov.)			
Hapurna	0	9	Pitt, Dorothy W.	202	A	D	223
Hawera	7F	694	Kibblewhite, Harold ..	..	S	..	155
			Strack, Conrad A.	43	H	D	540
			Nairn, John R.	96	A	D	425
			Robertson, Catherine M. ..	113	I	C	333
			Baker, Edward S.	148	A	D	345
			Slattery, Julia C.	106	A	E	343
			Barkley, Ethel I. M. M. ..	134	A	E	293
			Bourke, Mary	110	A	D	273
			Lee, Elsie V. (Mrs.)	..	(R)	D	185
			Robertson, Catherine G. ..	220	A	D	195
			Corcoran, Nina A. (Mrs.) ..	..	A	D	185
			Smith, Elizabeth B.	209	A	D	175
			Mountfort, Ida A.	..	A	..	145
			Frank, Mary	..	A	..	145
			Newbery, Beatrice M. (Mrs.) ..	..	A	..	135
			Moore, Rachel L.	..	A	..	135
			Renowden, Theresa	..	A	..	135
			Richards, Iris G.	..	Pt1	..	83
			Beauchamp, Rita G.	..	Pt 1	..	83
			Windelburn, Margaret E. ..	..	Pt1	..	113
			Wood, Myrtle H.	..	Pr1	..	83
			Reid, Stuart	..	Pr1	..	88
			Leighton, Marjorie	..	Pr2	..	78
			Sheat, Alice R.	..	Pr2	..	78
Hillsborough	3A	47	O'Brien, Florence	111	H	D	333
Huiakama	3A	41	Mouat, Grace B.	189	A	D	233
			Purvis, Patience I.	140	H	D	303
Huinga	2	27	Hedgeman, Doris L.	..	A	..	173
Huirangi	3A	41	Hodder, Ivy G.	205	S	C	223
			Evans, Edna A.	151	H	C	303
Huiroa	3A	37	Arms, Annie L.	211	A	C	213
Hurford	2	24	Percy, George H.	217	S	D	225
Hurimoana	2	20	Collier, Norma V.	220	S	D	223
Ihaia	1	15	Norris, Emma	..	S	..	223
			O'Brien, Kathleen	..	S	..	200

For explanatory notes see page i.

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

TARANAKI—*continued.*

Schools.			Teachers.					
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
Inglewood	4C	241	Henderson, Alexander	81	H	C	£ 405	
			Picheno, Clarence L.	128	A	E	345	
			Jemison, Jane W.	149	I	D	263	
			Tarry, Mabel E. H.	160	A	C	243	
			Leech, Ethel F.	211	A	D	205	
			Nicholls, John C.	..	Pr1	..	88	
			Gernhoefer, George	..	Pr2	..	83	
			Nicholls, Clarence	..	Pr2	..	83	
Kahui	1	15	Williams, Muriel	..	S	..	165	
Kaimata	3A	58	Cameron, Sarah (Mrs.)	95	H	E	353	
			Leech, Marguerite E.	..	A	..	183	
Kaimiro	3A	42	Gibson, Elsie E. (Mrs.)	162	H	D	293	
			Gibson, Jessie H. C.	199	A	D	223	
Kaponga	3B	93	Baillie, James	106	H	E	373	
			Rawlinson, Alice	209	A	D	223	
			Farquhar, Sarah E.	230	A	D	195	
			Des Forges, Lawrence	..	Pr1	..	88	
Kapuni	3A	81	Honoré, Abraham T.	117	H	B	365	
			Bullot, Amelia	..	A	..	173	
			Stevenson, Mary	..	Pr1	..	83	
Kent	2	40	Corney, Clarice M.	186	H	D	253	
			Mitchell, Jane R.	..	A	..	135	
Kina	1	11	Sutton, Elsie E.	..	S	..	155	
Kiore	2	19	Ford, Celia M.	181	S	D	253	
Kohurutahi	0	10	McCartie, Frances (Mrs.)	..	S	..	155	
Korito	1	19	Miles, Ida M.	210	S	D	253	
Koru	3A	39	Smith, Maurice J.	194	H	C	283	
			Spence, Margaret K.	..	A	..	173	
Lepperton	3A	58	Gilmor, Edward J.	103	H	C	355	
			Butler, Helen	213	A	C	213	
Lincoln	3A	49	Winthrop, Alice E. (Mrs.)	133	H	D	333	
			Coyne, Norah	..	A	..	183	
Mahirakau	3A	36	Barnett, Clarice L.	183	H	D	283	
			Macdonald, Vuna	..	A	..	173	
Mahoe	3A	59	Smith, Kate E.	120	H	E	323	
			Therkleson, Ivy V.	..	R	..	125	
Mahoenui	2	25	Ransbottom, Harry V.	..	S	..	243	
Makahu	2	19	Coyne, Mary	..	S	Lic.	223	
Makaka	2	32	McLeod, Catherine N.	..	S	C	243	
Manaia	4B	192	Adams, William R.	110	H	C	355	
			McEwen, Alethea H. A.	166	I	E	253	
			Hilles, Agnes M.	163	A	D	253	
			Surrey, Freda J.	..	A	C	195	
			Walker, Gwendoline E.	..	A	..	135	
			Clarke, Garnett J.	..	Pr2	..	113	
Mangahume	2	23	Robinson, Frank	..	S	Lic.	175	
Mangakara	1	12	MacClure, Andus	..	S	..	175	
Mangamingi	2	21	Jolley, Joseph	158	S	D	255	
Mangatoi	1	10	Therkleson, Isabell	..	S	..	155	
Mangatoki	3B	99	Gant, Albert H.	111	H	C	345	
			McGregor, Charlotte	..	A	Lic.	208	
			Perrott, Ivy	..	A	..	165	
			Humphreys, Zita A.	..	Pr1	..	113	
Mangatupoto	1	10	Jennings, Alfred W.	..	S	..	155	
Mangorei Lower	1	18	Turner, Mildred (Mrs.)	..	S	..	185	
Mangorei Upper	2	39	Balsom, Ivy A. E. (Mrs.)	128	S	D	313	
			Mitchell, Margaret A.	..	R	..	105	
Marakopa	2	23	Landells, Robert	131	S	B	273	
Marco	2	27	St. John, Edmund	215	S	B	223	
Mata	2	24	Farno, Elizabeth	..	S	D	223	
Matapu	3B	116	McCarthy, Catherine M.	102	H	D	363	
			Hawkes, Muriel A.	205	A	C	223	
			McHardie, Aleathea O.	..	A	..	165	
			Hooker, Jessie M.	..	Pr1	..	83	
Matau	1	17	Burkhardt, Enid	..	S	..	185	
Matemateonga	1	7	Orsbourn, Eva (Mrs.)	..	S	..	105	
Matiere	3A	86	Young, Clarence A.	153	H	C	323	
			Williams, Lorna	..	R	..	105	
			Shepherd, Esther D.	..	A	..	155	
			Shepherd, Alice E.	..	Pr1	..	113	
Meremere	2	33	Anthony, Annie (Mrs.)	..	S	..	243	
Midhirst	3B	83	Mail, James W.	102	H	C	375	
			Fugle, Matilda B.	196	A	C	233	
			Stillier, Veronica L.	..	A	..	155	
			Kilpatrick, Mary B.	..	Pr2	..	108	

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Mimi	3A	41	Simpson, Dorothy E.	188	H	C	£ 303
Moeatua	0	9	Frost, Barbara	..	A	..	198
Moeroa	1	8	Harper, Elsie M.	..	S	..	120
Mokau	2	30	McCartie, Eunice	..	S	..	120
Mokoia	3A	40	Murray, Elizabeth P. N. ..	..	S	D	243
Motunui	3A	58	Morecraft, Muriel Ivy ..	132	H	C	323
			Newman, Edith M. H. ..	196	A	D	233
			Read, Annie E. (Mrs.) ..	97	H	C	353
			Gilliver, Dorothy	190	A	D	233
			Musker, Joyce V.	..	Pr1	..	113
Moturoa	4A	141	McClune, Hugh F.	84	H	C	375
			Kirkton, Muriel	177	J	D	243
			Onions, Hilda G.	202	A	D	195
			Bithell, Ida	..	Pt2	..	78
Mount Messenger ..	1	14	George, William G.	217	S	D	215
Muskers	1	15	Murray, Annie	..	S	..	155
Newall	3A	40	Rogers, Francis H. P. ..	164	H	C	313
			Scheib, Violet E. P. ..	216	A	D	223
Ngaere	3B	86	Taylor, David	111	H	C	355
			Mills, Sarah A.	162	A	E	243
			Lunam, Mary R.	..	A	..	165
Nihoniho	2	33	Graham, George W.	..	R	..	145
Norfolk	3B	75	Adlam, Ronald C.	133	H	B	325
			Wilson, Mary	213	A	C	223
			Williams, Gladys E. ..	..	A	..	165
			Heal, Cecile	..	Pr1	..	113
Normanby	4A	141	Mitchell, George W. ..	93	H	C	395
			Peach, Elizabeth (Mrs.) ..	140	J	D	263
			Linn, Clarice E.	..	A	D	205
			Whyte, Murray R.	..	Pt2	..	83
			Francis, Beatrix A.	..	Pr2	..	78
Oakura	3A	45	Mahon, Archibald E. ..	189	H	D	293
			Fleming, Annie	214	A	D	223
Oaonui	3A	60	Evetts, Eli C.	91	H	D	355
			Rowland, Cora M. (Mrs.) ..	..	A	..	225
Oeo	3A	41	Hunt, Benjamin W. B. ..	183	H	C	303
			Murphy, Catherine	..	A	..	183
Ohangai	3A	49	Sangster, Mary (Mrs.) ..	134	H	E	333
			Guppy, Annie E.	..	A	..	183
Ohura	3A	53	Robinson, Mary H. (Mrs.)	..	H	D	333
			Barak, Gertrude M.	..	A	..	183
Okaiawa	4B	180	Innes, Thomas	90	H	C	395
			Taylor, Adah L. (Mrs.) ..	173	J	E	243
			Gibbs, Alice W.	178	A	C	233
			Bayly, Madge	..	A	D	195
			Lawn, Lucy	..	Pt1	..	113
			Johns, Alice E.	..	Pr2	..	78
Okaihae	0	4	Westh, Thelma	..	S	..	60
Okato	3B	91	Larsen, Christian R. ..	105	H	C	375
			McGregor, Eva	153	A	D	253
			Cameron, Flora M.	213	A	C	195
			Anderson, Maud E.	..	Pr1	..	113
Okau	1	18	Fuller, Lydia C.	..	S	Lic.	210
Okoke	1	18	Elliott, Bertha E. D. ..	214	S	C	195
Omata	3A	62	McHardie, Laurie A. ..	143	H	D	335
			White, Edna R.	..	A	C	233
			Drader, Charles	..	Pr1	..	118
Ongarue	3A	53	Sage, Alfred J.	161	H	D	315
			Tompkins, Marjorie	..	R	..	105
Opatu	1	12	Priestley, James P. ..	..	S	..	155
Opua	1	20	Guild, Ian M.	..	S	..	155
Opunake	4A	135	Cron, William	86	H	C	373
			McLean, Janet F.	..	A	Lic.	193
			Hickey, Margaret	..	A	..	165
			Ross, Brenda K.	..	A	D	165
			Sinclair, Robert H.	..	Pt2	..	113
			Free, Constance	..	Pr2	..	108
Otakeho	3A	82	Evans, Alice M. (Mrs.) ..	136	H	D	333
			Lewis, Norah B.	205	A	D	223
			Clarke, Harold	..	Pr2	..	113
Otangiwai	2	37	Smith, Carl V.	186	S	D	245
Otaraoa	1	10	Breen, Anthony	..	R	..	135
Otunui	2	23	Bayly, Clarice E.	..	S	..	228
Paraketu	0	7	Campbell, Sheila	..	S	..	120
Pehu	0	6	Larsen, Clara S. (Mrs.) ..	..	S	..	90

For explanatory notes see page i.

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

TARANAKI—continued.

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Pembroke	2	34	McAloon, Alice M. (Mrs.) ..	153	S	D	£ 303
Pihama	3A	73	Mason, Frederick W. ..	113	H	E	345
			Ducker, Olive L. ..	225	A	D	213
			Mason, Wilfred H. ..	..	Pr2	..	83
Piko	0	5	Ekdahl, Mette M. ..	..	S	..	60
Piopiotea West	2	23	Lewis, Annie M. L. ..	151	S	C	253
				Prov.			
Pohokura	1	16	Prideaux, Margaret (Mrs.) ..	..	S	..	185
Pukearuhe	1	13	Brightwell, Alice E. (Mrs.) ..	222	S	D	225
Pukeho	1	15	Young, Herbert W. ..	..	S	..	165
Pukengahu	3A	43	Ewart, Edmond O. ..	136	H	D	335
			Were, Ruby ..	228	A	D	213
Pungarehu	3A	63	Garrey, Phoebe ..	132	H	C	303
			Fleming, Mary G. ..	..	A	..	183
Puniho	2	29	Pearson, Adeline (Mrs.) ..	..	S	Lic.	268
Puniwhakau	1	14	McRae, Christina ..	..	S	..	175
Purangi	1	16	Webb, Frances M. ..	..	S	..	200
Radnor	1	14	King, Hazel (Mrs.) ..	..	S	..	185
Rahotu	3A	81	Lineham, John T. ..	141	H	C	325
			Frethey, Ethel ..	211	A	C	223
			Slinger, Vera ..	..	Pr2	..	108
Rangi	1	13	Hayes, Nora ..	..	S	..	190
Ratapiko	2	27	Wilson, Oney E. ..	90	H	D	313
			Leslie, Norma K. ..	..	Pr2	..	108
Rawhitiroa	3A	41	McNeill, Rose W. (Mrs.) ..	157	H	D	323
			Corbett, Julia ..	196	A	D	213
Riverlea	3A	62	Mills, Allan E. ..	..	H	Lic.	298
			Davies, Olive H. ..	..	A	..	173
Rotokare	1	13	Granville, Ursula M. ..	..	S	..	175
Rowan	2	34	James, Margaret E. ..	..	S	..	323
Stanley	3A	64	Sartori, Ellen ..	153	H	D	313
			O'Shea, Alice M. ..	..	A	..	173
Stratford	7D	580	Furrie, Leonard J. ..	31	H	C	500
			Thomas, Richard E. ..	71	A	C	435
			Papps, Mary M. ..	83	I	C	363
			Craig, John ..	..	R	D	275
			Foster, Ivy A. ..	132	A	D	323
			Fairbrother, Lewis M. ..	197	A	C	325
			Lawn, Doris A. ..	172	A	D	283
			Taylor, Ida ..	193	A	D	243
			Sage, Thirza ..	174	A	B	225
			Kelleher, Annie ..	..	A	..	145
			Martin, Dorothy ..	206	A	C	185
			Boon, Ida E. ..	..	A	..	145
			Pratt, Ivy L. ..	..	A	..	135
			Hall, George J. ..	..	Pt1	..	88
			North, Violet S. ..	..	Pt2	..	78
			Millar, Bertha G. ..	..	Pt2	..	78
			Grant, Kathleen E. ..	..	Pt2	..	78
			Bremner, Marion L. ..	..	Pr1	..	83
			Curteis, Juanita ..	..	Pr2	..	78
			Brown, Winifred D. ..	..	Pr2	..	78
Tahora	3A	40	Woods, Edith M. ..	155	H	B	293
			Divehall, Queenie A. A. ..	224	A	D	213
Tarata	3A	33	Campbell, Fitzroy C. ..	..	H	..	255
Tariki	3A	58	Harrison, Jessie I. (Mrs.) ..	106	H	D	353
			Leech, Gwendoline ..	..	A	..	173
Tarurutangi	1	22	Gunn, Grace M. (Mrs.) ..	218	S	D	195
Tataraimaka	3A	41	Smith, Elsie Mary (Mrs.) ..	117	H	D	333
			Paterson, Oma ..	..	A	..	198
Tatu	1	11	McCann, George E. J. ..	..	S	..	155
Tawhiti	4B	186	Jackson, Herbert W. ..	89	H	B	385
			King, Emily A. ..	168	I	D	253
			Hunter, Helen ..	155	A	D	233
			Burgess, Emily M. ..	172	A	C	225
			Wells, Robert E. ..	..	Pt2	..	83
			Death, Mavis D. ..	..	Pr2	..	78
Te Kiri	3A	57	Palmer, Arthur F. ..	139	H	C	335
			Mason, Lilian L. ..	224	A	D	213
Te Roti	3A	43	Edwards, Isabel ..	108	H	D	353
			Corry, Alice E. ..	209	A	D	223
Te Wakarae	1	16	Sherson, Donald ..	..	R	..	135
Tikorangi	3A	53	Jack, James ..	11	H	D	345
			Nicoll, Phyllis ..	231	A	D	213

For explanatory notes see page i.

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
							£
Tekaora	3A	56	Francis, George T.	161	H	D	325
			Thompson, Margaret A. ..	218	A	D	223
Tokirima	2	23	Gardner, David T.	215	S	C	223
Toko	3B	105	Bocock, James H.	116	H	E	365
			Scott, Amy S.	..	A	..	183
			Hinton, Winifred J.	..	A	D	195
			Manning, Joseph C.	..	Pr1	..	118
Tongaporutu	1	15	Bruce, Francis A.	..	S	D	215
Tuna	2	27	Short, Charles H.	..	S	Lic.	225
Turoto Road	1	10	Old, Vilma A.	..	S	..	165
Tututawa	1	13	Simpson, Elveris A. L. ..	..	S	..	165
Urenui	3A	58	McKay, Annie I.	116	H	E	343
			Musker, Constance M. ..	212	A	D	223
Uruti	2	31	George, Catherine M. (Mrs.)	163	S	D	293
Vogeltown	4A	131	Allan, Orlanno L.	91	H	C	375
			King, Kathleen L.	183	I	D	233
			Gibson, Emily M.	206	A	D	205
			Noble, Myrtle	..	Pt2	..	78
			Harkness, Grace E.	..	Pr1	..	83
Waiau	1	14	Read, Alfred	..	S	..	200
Waikaka	1	11	Bradshaw, Mildred	..	S	..	175
Waikari	1	10	Rowe, Linda (Mrs.)	..	S	..	155
Waingongora	1	15	Longley, Donald	..	S	..	155
Waiongona	2	21	Cartwright, Mary G. (Mrs.)	185	S	D	255
Waitaanga	1	11	Boisen, Leslie	..	S	..	175
Waitara	5C	361	Lyall, George A.	72	H	D	405
			Hall, John C.	184	A	B	345
			Berntsen, Alberta M. ..	146	I	D	283
			Davies, Myra G.	168	A	C	253
			Merron, Jessie	188	A	D	215
			Knight, Marion	213	A	C	195
			Smith, Cecil R.	..	A	C	175
			Rattenbury, James	..	Pt1	..	118
			Murray, Eileen M.	..	Pt2	..	108
			Hutchinson, Annie M. ..	..	Pr1	..	83
			Kedgley, Doris	..	Pr1	..	83
Waitewhena	1	13	Moss, James C.	..	S	..	155
Waitui	2	25	Worm, Louisa F.	153	S	D	303
Warea	3A	81	Barak, Mary C. (Mrs.) ..	..	H	C	353
			Gerrard, Frances M. (Mrs.)	203	A	D	223
			Jenson, Thomas A.	..	Pr2	..	113
West End	7C	483	Thomas, Joseph W.	53	H	C	455
			Train, Arthur D. N.	119	A	C	385
			Mynott, Laura E.	98	I	E	353
			King, Sidney	146	A	D	365
			Russell, Margaret A. (Mrs.)	118	A	D	313
			Hardgraves, Gladys	..	R	..	115
			Harper, Ellen M.	178	A	C	213
			Bullard, Elsie M.	204	A	C	195
			Thyer, Mabel	..	A	..	135
			Hobbs, Mildred E.	212	A	C	175
			Lawrence, Stella	..	Pt1	..	113
			Olson, Ada M.	..	Pt1	..	113
			Jillett, Douglas	..	Pt2	..	83
			Jones, Nita I. G.	..	Pr1	..	113
			Hawkes, Clifford	..	Pr2	..	83
			Valentine, Helen C.	..	Pr2	..	78
Westown (side school to Frankley).							
Whakamara	2	24	Rodgers, Mary E.	195	S	C	243
Whangamomona ..	3A	53	Taylor, Thomas	..	H	Lic.	295
			Palmer, Bertha M.	207	A	D	223
Whareroa	1	12	Rawson, Florence E.	..	R	..	115
York	2	27	Simmons, Olive L.	167	S	D	273

For explanatory notes see page i.

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

WANGANUI.

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Alton	3A	81	Clemance, Herbert J.	136	H	C	£ 303
			Armour, Mary E.	215	A	C	213
			Sutherland, Janet I.	..	R	..	90
Apiti	3A	73	Howell, Frank G.	109	H	C	345
			Duncan, Emily L.	..	A	..	183
Aramoho	5B	311	Broad, Rowland P.	62	H	B	405
			Matheson, Dugald	112	(R)	D	335
			Blennerhassett, Rowland	179	A	D	325
			Pitcher, Susan M. E.	150	I	D	283
			Cavell, Marion C.	162	A	D	253
			McKirdy, Ann	175	A	C	225
			Spurdle, Winifred A.	205	A	B	205
			Hall, Flora B. (Mrs.)	..	A	..	135
			Williams, Cecil J. H.	..	Pt1	..	88
			Kendrick, Nina	..	Pt2	..	78
			Sleight, George F.	..	Pr1	..	88
			Richardson, Stella V.	..	Pr2	..	78
Aratika	2	21	Kelling, Florence A. G.	..	S	..	193
Ashhurst	4A	124	Hutton, Robert G.	85	H	C	385
			Orgias, Edith H. (Mrs.)	169	I	D	233
			Shaw, Esther L.	206	A	D	195
			Vincent, Grace H.	..	Pt1	..	83
Awahou	1	22	Tunncliffe, Cecil M.	..	S	..	175
Awahou South	1	8	Carr, Olivia M.	..	S	..	155
Awahuri	3A	59	Bousfield, Arthur M.	109	H	D	345
			Hope, Eryl C. G.	..	R	..	105
Bainesse	3A	41	Callanan, John F.	..	H	Lic.	293
			McKenzie, Florence C.	..	A	..	183
Bangonic	1	11	Lacy, Agnes	..	S	..	175
Beaconsfield	2	25	Daniell, James S.	..	S	..	205
Bell's Junction	0	7	Bell, Helen J.	..	S	..	105
Bluff Road	0	7	McKenzie, Dora K.	..	S	..	185
Brunswick	2	25	Jollie, David A.	..	S	D	273
Bull's District High School—Primary (132), secondary (11)	4B	143	Lewis, Percy G.	69	H.	A	395
			Henderson, Aileen M.	158	I	D	253
			Martensen, Cathinka D.	..	A	..	183
			Harris, Annie	..	Pt2	..	108
			Doyle, Eleanor M.	..	Pr2	..	108
			Komp, Leslie J.	..	Pr1	..	88
			Williams, Aile (Mrs.)	179	R(D)	B	..
Bunnythorpe	4A	121	Webber, John O.	89	H	C	385
			Mountfort, Janie M.	149	I	C	263
			Lee, Marion V.	..	A	..	155
			Rose, Florence A.	..	Pt2	..	108
			Eggleton, Eunice M.	..	Pr2	..	78
Carnarvon	3A	48	Bayly, Gwladys	132	H	C	303
			Snellgrove, Rita J.	..	A	D	183
Castlecliff (179) and side school (72)	5B	251	Smith, William (ii)	82	H	D	415
			Hart, Bessie A.	146	I	D	303
			Read, Bessie A.	170	A	C	263
			Thompson, Linda O	184	A	D	213
			Beggs, Vera E. R.	197	A	C	205
			Thomas, Kathleen	..	A	..	135
			Rutherford, Adrien A.	..	A	..	135
			Eeles, Annie L. N.	..	Pt1	..	83
			Childs, Venice M.	..	Pr1	..	83
Cheltenham	3A	57	Horneman, Agnes (Mrs.)	133	H	E	333
			Kitto, Frances	..	A	..	173
Clydesdale	2	28	Hansen, Christine E.	209	S	C	233
College Street	7B	565	Low, David W.	25	H	B	520
			Trevena, Albert J.	93	A	C	425
			Mowbray, Lucy O.	109	I	C	343
			Govan, Frances	109	A	D	333
			Martin, Norman M.	139	A	C	323
			Staitte, Florence M.	166	A	E	283
			King, Johannah	156	A	D	253
			Murray, Elizabeth H.	133	A	E	225
			Retemeyer, Caroline G. (Mrs.)	169	A	E	235
				(Prov.)			
			Fabrian, Ruth K.	215	A	C	185
			Blamires, Rosa G. C.	224	A	D	165
			Turton, Minnie	..	Pt1	..	113
			Woolford, Colin W. S.	..	Pt2	..	113
			Snell, James A. M.	..	Pt2	..	83
			Rogers, Mavis L.	..	Pr1	..	83

For explanatory notes see page 1.

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
College Street— <i>continued</i>	..	..	Olsen, Florence I.	..	Pr1	..	£ 83
			Jordan, Joyce	..	Pr2	..	78
			Pederseu, Rosa C.	..	Pr2	..	78
Colyton	3A	54	Tregurtha, Edward	130	H.	C	345
			Pile, Clara	..	A	..	173
Dunolly	1	17	Sweet, Charles	204	S	D	225
Durie Hill	4A	123	Haydon, Thomas B.	87	H	C	375
			Molloy, Ellen C.	193	I	D	233
			Mounsey, Mavis E.	..	A	..	165
			Dixon, James R.	..	Pt2	..	83
Fitzherbert East	3A	49	Gilligan, William F.	136	H	D	323
			Drader, Helena	..	R	..	203
Fordell	3A	52	Belton, Joseph	102	H	C	355
			Howie, Bessie Y.	199	A	C	233
Foxton (381) and side school (Wharangi) (24)	6A	405	Banks, James (ii)	56	H	C	450
			Davidson, Andrew M.	..	A	B	333
			Williams, Agnes M. T.	138	I	D	303
			Beard, Catherine W.	156	A	D	253
			Mudford, Ivy M.	184	A	C	233
			Fahey, Nano M.	221	A	D	195
			Frank, Phoebe (Mrs.)	..	A	..	165
			Edwards, Marion I.	..	A	..	135
			Patton, Iris V.	..	A	..	135
			Proctor, John L. C.	..	Pt1	..	88
			Burr, Henry	..	Pt2	..	83
			Fuller, Edward A.	..	Pt2	..	83
			Proctor, Frank C. H.	..	Pr1	..	88
			Admore, Madge A. E.	..	Pr2	..	78
Glen Oroua	3A	47	Webber, Jane	113	H	D	313
			Lithgow, Grace F.	220	A	C	223
Glyncath	2	27	Harris, Eliza E.	..	S	D	233
Gonville (604) and side school (Hospital) (10)	7C	614	Bowater, Charles H. T.	40	H	D	510
			Thomas, William W.	91	A	B	415
			Tuffin, Margaret S.	112	I	D	343
			Marshall, James E.	112	A	C	365
			Piercy, Florence M. S.	142	A	E	323
			Calman, Gordon J.	133	A	C	335
			Bain, Agnes S.	159	A	C	253
			Stevens, Flora A.	184	A	D	215
			Calver, Bessie	205	A	C	185
			Arnold, Irene M.	220	A	D	185
			Swan, Winifred	210	A	C	185
			Bell, Edith A.	223	A	D	175
			Hussey, Winifred H. G.	..	A	..	135
			Read George C.	..	Pt1	..	88
			Miers, John J. G.	..	Pt1	..	88
			Peattie, Jessie M.	..	Pt2	..	78
			Roberts, Gwendoline O.	..	Pr1	..	83
			Allan, Hazel G.	..	Pr2	..	78
			Flower, Douglas G.	..	Pr2	..	83
Greatford	2	36	Thompson, Lydia C.	146	S	C	253
Halcombe	3B	100	Stansell, William F.	81	H	C	395
			Gourlay, Beatrice D.	170	A	D	243
			MacDougall, Muriel M.	218	A	C	195
Herrington (side school to Umumuri).							
Hikimutu	2	21	Day, George T.	215	S	D	223
Hinau	0	4	Bryce, Marjorie G.	..	S	..	105
Hiwinui	2	24	McNaughton, Henry L.	..	S	C	255
Horopito	3A	82	Britton, William L. S.	193	H	B	285
			Britton, Winifred E. (Mrs.)	223	A	D	213
Huikuma	0	3	Murdoch, Ruth	..	S	..	45
Hukapapa	3A	46	Wither, James A.	193	H	C	305
			Latham, Monica M.	..	A	..	183
			Tunnicliffe, Gwenydd E.	..	Pr1	..	83
Hunterville District High School—Primary (148), secondary (18)	4B	166	Ironmonger, Edwin L.	51	H	D	405
			Clare, Ada	166	I	D	243
			Davey, Olive	203	A	D	205
			Brennan, Nora C.	..	Pt2	..	78
			Dean, Marjorie H.	..	Pr1	..	83
			Johnson, Morea R.	..	Pr2	..	78
			McNiven, Jessie I. E.	132	D	B	..
Hurleyville	3A	50	Barber, James H.	154	H	B	335
			Benton, Charlotte (Mrs.)	..	A	..	183
Kaheke	1	7	Caldwell, Mary A.	..	S	..	105

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Kai Iwi	3A	46	Mackay, Duncan H.	85	H	C	£ 353
Kairanga	3A	46	Kerr, Edith M. (Mrs.)	..	A	..	173
Kaitieke	1	20	Martin, Donald	142	H	E	335
Kaitoke	3A	63	Hookham, Marianne G.	224	A	C	203
Kakahi	4A	162	Liggins, William	..	R	..	185
			Whalley, George E.	94	H	C	355
			Stewart, Evelyn C.	209	A	C	223
			Coddington, Edward G.	89	H	C	385
			Wapp, Maude A. A.	209	I	C	223
			Naylor, Frances E.	..	A	Lic.	173
			Olsen, Elsie A.	..	Pt2	..	78
Kakaramea	3A	64	Killner, Elizabeth D.	106	H	D	353
			Beamish, Marion G.	166	A	D	243
Kakariki	2	25	Roots, Arthur	167	S	D	293
Karewarewa	1	11	Annett, Augusta M.	..	S	..	175
Kaurapaoa	0	7	Spurdle, Claudia T.	..	S	..	105
Kaukatea	1	7	Herlihy, Umita C. (Mrs.)	174	S	D	215
Kawhatau	1	10	Higgins, Albert E.	..	S	..	165
Keith Street Infants	4C	246	Sampson, Eileen N.	71	H	A	343
			Gebbie, Margaret E.	139	A	C	283
			Bell, Winifred H.	153	A	C	253
			Dabinett, Stella E.	173	A	C	225
			Curham, Barbara W.	193	A	D	215
			Pyle, Frances M.	213	A	C	175
			Beardmore, Marjorie E.	..	Pr1	..	113
Kelvin Grove	3A	63	Walters, Edward H.	..	H	C	355
			Buchanan, Beni L.	213	A	C	223
Kimbolton	3A	53	Edwards, Ernest	128	H	E	345
			Ryden, Zipporah	..	A	..	183
Kirikau	0	2	Runciman, Blanche S.	..	S	..	30
Kiwitea	3A	42	Macrae, Roderick D.	124	H	C	335
			Twemlow, Dorothy G.	214	A	C	213
Koeke	2	18	Emmett, Frank N.	..	S	Lic.	255
Koeke Junction	0	10	Woulfe, Marjory	..	S	..	120
Kohi	2	26	Price, Grace W.	..	S	..	233
Linton	3B	81	Murdoch, James M.	116	H	C	365
			O'Brien, Grace	..	A	..	183
			Pellow, Mabel	217	A	D	205
Livingstone	1	8	Phillipps, Jessie A.	201	S	D	215
Long Acre Valley	1	14	McLaughlin, Francis J.	..	S	..	190
Longburn	4A	128	Hills, Charles C.	86	H	C	385
			Piercy, Ruby E.	187	I	D	223
			Harris, Kathleen S.	..	A	..	165
			McKay, Allan	..	Pt1	..	118
Lytton Street	5B	324	McIlroy, Robert L.	71	H	B	405
			Gabites, Herbert F.	97	A	C	385
			Crabb, Janet L.	155	I	D	273
			Kemp, Amy R.	..	(R)	..	340
			Best, Sarah E.	176	A	D	253
			Hostick, Ethel C. B.	..	A	C	215
			Mills, Dorothy J.	182	A	C	215
			Tolley, Frances H.	203	A	C	185
			Duffin, John W.	..	Pt1	..	118
			McKenzie, Ronald G.	..	Pt2	..	113
			Eggers, Florence N.	..	Pr1	..	113
			Gosnell, Wallace B.	..	Pr2	..	83
Main South Road	1	16	Deihl, Ada	..	S	..	155
Makino Road	3A	47	Burns, Andrew S.	142	H	D	335
			Heley, Marion W.	..	A	..	183
Makohau	0	9	Simpson, Joan	..	S	..	90
Makotuku	2	35	McCann, Thomas	..	S	..	245
Manchester Street	7A	498	Jackson, Percy G.	38	H	C	490
			McLean, William H.	92	A	D	425
			Shortall, Mary R.	111	I	E	343
			Davey, George H.	120	A	B	375
			Walton, Margaret C.	139	A	D	323
			Mahoney, Mabel A.	157	A	D	253
			Ross, Adelaide W.	166	A	D	253
			Ayers, Edith M.	198	A	C	215
			Sandbrooke, Ruby M. (Mrs.)	184	A	C	185
			Malcolm, Annie O.	..	Pt1	..	113
			Davidson, Rita M.	..	Pt1	..	83
			Browning, Leonard A.	..	Pt1	..	88
			Cormack, David J.	..	Pt2	..	113
			Wishnowsky, Caroline A.	..	Pr1	..	113
			Barrow, Lillias C.	..	Pr2	..	78

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Mangacturoa	1	15	McPhee, Jennie	..	S	Lic.	£ 200
Mangamahū	0	13	Macede, John F.	..	S	..	175
Mangaonoho	3A	38	Harre, Garnet C.	176	H	D	295
			Childs, Minnie (Mrs.)	..	R	..	185
Mangara	1	10	Boyd, Una J.	209	S	C	195
Mangarimu	2	19	Stewart, James	..	S	..	193
Mangaweka	3A	74	Kibblewhite, Forest G.	97	H	C	355
			Edwards, Annie	184	A	D	233
			Graham, Kathleen	..	Pr2	..	78
Mangawhio	1	11	Moloney, John	..	S	..	185
Mangoihe	1	9	Ford, Margaret (ii)	216	S	C	195
Manui	1	10	Nettlefold, Cyril	..	S	..	175
Manunui	4B	190	Wilson, William C.	86	H	C	395
			Evans, Owen L.	..	A	..	175
			Ryan, Teresa	..	I	Lic.	193
			Young, Dorothy L.	..	A	..	155
			Richardson, Reginald J. C.	..	Pt2	..	113
			Corlett, Lilian C.	..	Pr1	..	113
Manutahi	2	36	Barns, Alfred B.	..	S	Lic.	235
Marohema	1	21	Mitchell, Nellie	..	S	..	185
Marton District High School—Prim- ary (344), secondary (67)	6A	411	Bates, Frederick A.	46	H	A	450
			Goldsbury, Montague	122	A	D	375
			(Prov.)				
			Ray, Violet H. M.	139	I	D	303
			Cartwright, Elizabeth J.	147	A	C	283
			Hull, Eva	169	A	C	243
			Nicol, Ethel V.	186	A	C	225
			Giles, Mary I.	207	A	C	195
			Galloway, John	..	A	..	135
			Hunter, Henrietta F.	..	Pt1	..	83
			Lambie, Kenneth R.	..	Pt2	..	113
			Gabites, Winifred M.	..	Pr1	..	113
			Stafford, George L.	..	Pr1	..	88
			Tait, Thomas A.	..	Pr2	..	113
			Hall, Percy H.	127	D	D	..
			Roy, Rubina A.	171	D	A	..
			Hackell, Charlotte M.	213	D	B	..
Marton Junction	4B	155	Hempleman, Frederick A.	88	H	D	395
			Gills, Evelyn H.	150	I	D	263
			Davey, Dorothy M.	..	A	C	195
			Taylor, Freda M. P.	..	Pr2	..	78
Matarawa	1	21	Christie, Elizabeth	160	S	E	293
Mataroa	3A	56	MacKay, Duncan	130	H	D	333
			Bowler, Margaret	182	A	C	223
Maungaroa Road	1	18	Dooley, John H.	..	R	..	145
Maxwell	3A	48	Ritchie, Thomas R.	124	H	D	345
			Keyworth, Margaret R.	210	A	B	213
Moawhanga	2	32	Warner, Douglas G.	201	S	D	263
Momohaki	1	16	Jewell, Mary J. J. (Mrs.)	..	S	D	205
Mosston	3B	82	Astbury, Henry E.	95	H	C	375
			Inder, Winifred B.	164	A	C	243
			Ferens, Miriam I.	210	A	C	205
Moukahu	0	2	Lambert, Elsie S.	..	S	..	30
Mount Biggs	2	24	Haase, Agnes M.	..	S	..	238
Mount Richards Road	1	21	Balmer, Mary E. J.	204	S	D	225
Mount View	3A	41	Turnbull, Frances K. (Mrs.)	173	H	D	295
			Westwood, Florence (Mrs.)	..	A	D	183
Moutoa	3A	50	Aitken, James D.	143	H	D	315
			Aitkin, Hilda C. (Mrs.)	..	R	..	145
Newbury	3A	51	Galland, James	99	H	C	355
			Bagnall Isabel A. (Mrs.)	..	A	Lic.	193
Ngamatea	1	13	Johnson, Harold	..	S	..	185
Ngaturi	2	21	Matthews, Elizabeth	146	S	D	303
Ngawaka	1	8	Daws, Bernard V.	..	S	C	185
Ngutuwera	1	16	Christoffersen, Christian O.	..	S	Lic.	190
Nukumaru	1	16	Handley, Harrison W.	..	S	..	185
Ohakea	3A	46	Berry, Laxton G.	152	H	D	335
			Button, Mildred I.	207	A	C	223
Ohakune District High School— Primary (283), secondary (19)	5B	302	Blyth, Thomas A.	61	H	D	453
			Bates, Cyril P.	111	A	B	375
			Broughton, Marion H. (Mrs.)	166	I	E	273
			McDonald, Cora J.	185	A	D	233
			Grant, Hilda M.	220	A	D	205
			Tobin, Cecilia	..	A	..	165
			Davies, Kenneth W.	..	Pt1	..	118

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

WANGANUI—*continued*

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Ohakune District High School— <i>continued</i>	..	..	Fraser, Gwendoline A. (Mrs.)	..	Pt1	..	£ 113
			Lyttle, Robina V.	..	Pr2	..	78
			Stephens, Emily E.	..	D	A	..
Ohingaiti	3A	58	Fitzgerald, Ashley J.	165	H	D	315
			Collins, Helen C. R.	..	A	..	183
Ohutu	3A	55	Meads, Zenobia	97	H	C	353
			Baldwin, Maude	..	A	..	173
Okoia	2	22	Haydon, Christopher	..	S	D	275
Omahine	1	13	Warner, Doris K.	..	S	..	185
Opaku	2	25	Smith, Gerald D.	..	S	..	245
Orangimea	0	7	Oliver, John D.	..	S	..	105
Orantaha	1	15	Meyer, Alvina ..	..	S	..	190
Oreore	1	16	McCormick, Mary T.	..	S	..	155
Oroua Downs	3A	59	Nicol, Albert C.	156	H	D	293
			McMurray, Phyllis M.	188	A	B	233
			Ellerby, Robina L. E.	..	S	..	165
Otaire	1	10	Jones, Harry ..	..	S	..	245
Owhakura	1	15	Browning, Joseph	87	H	C	383
Owhanga	4A	131	McDonald, Flora (ii)	185	I	C	233
			Gray, Evelyn ..	..	A	C	205
			Graham, Marjorie	..	Pt1	..	113
			Hay, Mary Y. ..	..	Pr1	..	83
Pakihikura	1	14	Johnstone, Edith I.	..	S	D	195
Palmerston North (Central) ..	7H	761	de Berry, Leonard F.	6	H	B	510
			Lyall, Henry ..	89	A	D	383
			Haggett, Gladys E. E.	103	I	D	343
			Burgess, Conway	132	A	C	365
			McLeod, George M.	..	A	..	320
			Weeks, Charlotte B. (Mrs.)	136	A	D	263
			Warren, Minnow F. I.	169	A	E	223
			Bland, Elsie M.	172	A	B	215
			Secker, Phyllis E.	195	A	D	195
			Currie, Annie E. D.	227	A	D	165
			Ferguson, Susan (Mrs.)	..	R	..	145
			Waters, Lorna H.	209	A	C	185
			Clare, Unice M.	..	A	..	145
			McKendrick, Jane L. (Mrs.)	203	A	D	185
			Scott, Margaret B.	198	A	B	185
			Whitehead, Jane C.	214	A	C	175
			Jensen, Harold H.	..	Pt1	..	118
			Robbie, Raymond A.	..	Pt2	..	83
			Wilson, Enid M.	..	Pt2	..	78
			Attwood, Thomas H.	..	Pt2	..	83
			Doull, Mavis R.	..	Pr1	..	113
			Noedl, Nita M. ..	..	Pr1	..	83
			Johansen, Alma ..	..	Pr2	..	78
			Coup, Kura C. ..	..	Pr2	..	108
			Lawrence, Ivy G.	..	Pr2	..	108
Parewanui	2	33	Munro, Might M.	197	S	C	255
Patea District High School — Pri- mary (206), secondary (17)	4C	223	Matthews, James	83	H	D	405
			Whittington, Charles V.	200	A	C	243
			Lavery, Catherine	137	I	D	263
			Hare, Edith L. ..	159	A	C	253
			Morse, Myrtle W. A.	220	A	D	205
			Carrel, Vida D. ..	210	A	B	175
			Roberts, Charlotte E.	..	D	..	..
Piriaka	3A	40	Abraham, George C.	..	H	..	283
			Montgomerie, Alice J. J. ..	189	A	D	233
Pohangina	2	26	Brooke, Edith (Mrs.)	168	S	D	263
Pohonui	2	23	Nettlefold, Vivian P.	..	S	..	243
Pokako	2	23	Humphrey, Albert E.	..	S	..	203
Porewa	1	16	Craven, Geraldine E. (Mrs.)	..	S	..	185
Potaka Road	1	13	James, Beatrice G.	226	S	D	185
Poukiore	1	23	Lewis, Celia E. ..	..	S	..	185
Pourangaki	1	10	McDonald, Archibald	..	S	..	155
Pukekaha	1	7	Price, Ellen J. ..	..	S	..	105
Pukeokahu	2	20	Platt, Thomas E.	..	S	..	245
Pukeroa	1	16	Palmer, Charlotte L.	..	S	..	185
Putorino	1	10	Watts, Roland S.	..	S	..	190
Queen's Park (356) and two side schools — St. John's Hill (36), Model (32)	6A	424	Warden, Charles H.	57	H	D	450
			Browning, Claude A.	100	A	C	385
			Ross, Jane W. M.	123	I	C	313
			McCarthy, Adelaide	111	A	D	333

For explanatory notes see page i.

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

WANGANUI—*continued.*

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Queen's Park and two side schools — <i>continued</i>	..	..	Gage, Bessie	120	A	D	£ 303
			McCulloch, Margaret M. ..	176	A	C	243
			Andrew, Edith T.	199	A	B	215
			Dabinett, Hazel A.	216	A	C	195
			Barnes, Arthur C.	213	A	C	175
			Woon, Una G.	184	A	D	195
			Barford, Gweneth M.	..	Pt1	..	83
			Dudley, Maurice P.	..	Pt2	..	113
			Maxwell, Sarah A. M.	..	Pr1	..	83
			Spurdle, Frederick G.	..	Pr1	..	88
			Ford, Frederick	..	Pr2	..	83
			McLean, Charles J.	86	H	A	405
			Gordon, Ronald K.	196	A	C	253
			Dement, Unice I. G.	189	I	C	243
			Meyer, Winifred	..	A	..	185
Raetihi	5A	242	Legge, Lucy I.	202	A	C	205
			Winks, Alice N.	..	Pt2	..	108
			Clement, John E. A. T. ..	..	Pt2	..	83
Rangataua	4A	132	Rogers, Edward H.	102	H	C	365
			Powle, Una W.	152	I	E	263
			Gormly, Winifred A.	..	A	..	165
Rangiotu	3B	90	Whishaw, Gertrude K. ..	..	Pt1	..	83
			Walker, Louis J.	119	H	D	365
			Banks, Gertrude I. P. ..	..	A	C	233
Rangiwahia	3A	44	Lavery, Mary	215	A	D	205
			Wood, Horace W.	121	H	C	345
			Field, Charlotte M.	..	A	D	223
Rapanui	2	24	Kerr, Catherine	177	S	C	293
Rata	3A	58	Ratcliff, Alfred J.	132	H	C	335
			Butement, Constance A. ..	..	A	C	223
Rataiti	1	12	Butement, Aline	..	R	..	105
Raukura	1	13	Walpole, Clifford	..	S	..	165
Raumai	1	13	Thomas, Emily F. (Mrs.) ..	..	S	..	200
Raurimu	3A	71	Wilson, Arthur L. C.	125	H	D	345
			Platt, Dorothy M.	..	A	..	183
			Fraser, Laura M.	..	Pr2	..	108
Rewa	2	23	Stuart, Mabel (Mrs.)	159	S	E	253
Rongoiti	1	17	King, Rita	..	S	..	200
Rongotea	3B	121	Liggins, Charles W.	106	H	C	365
			Ball-Guymer, Ellen L. ..	164	A	D	253
			Porteous, Grace T. R. ..	..	A	D	165
Ruahine	2	18	Elstone, George H.	..	S	..	215
Ruatiti	1	13	Carr, Hugh A. J.	..	S	..	155
St. Johns Hill (side school to Queen's Park).							
Sanson	3A	65	Stevenson, William H. ..	102	H	C	343
			Martin, Doris B.	196	A	C	233
Silverhope	2	22	Pees, Katherine S.	196	S	D	243
South Makirikiri	3A	35	Barnes, George E.	154	H	C	305
			McKee, Alice	193	A	D	233
			Nicholson, John	..	S	D	175
Spur Road	1	9	Calman, William G.	144	H	B	313
Stanway	3A	42	Dive, May F. (Mrs.)	..	A	..	240
			Britton, Vincent G.	..	S	..	155
Table Flat	1	9	Hird, William E.	52	H	B	435
Taihape District High School and side school—Primary (297), secondary (27)	5C	348	McDonnell, Stephen J. ..	..	A	D	313
			Baldwin, Ilma M.	113	I	D	303
			Gordon, Jane Y.	145	A	D	263
Winiata (side school) (24)	..	..	Donovan, Constance M. ..	197	A	C	215
			Short, Raymond	..	A	C	195
			James, Gladys M.	..	A	..	135
			Mills, Elizabeth B.	..	A	..	145
			McClellan, Keith B.	..	Pt1	..	118
			Ottoway, Martha M.	..	Pt2	..	108
			Sexton, Margaret C.	..	Pr1	..	83
			Wapp, Hedwig H.	..	Pr1	..	83
			Johnson, Dorothy A.	..	Pr2	..	78
			Yates, Otho H. E.	187	D	A	..
			Brereton, Maud A. (Mrs.) ..	177	H	D	305
			Murray, Ellen R.	216	A	D	213
			Young, Edwin R.	..	S	..	185
			McEwen, Malcolm R.	102	H	C	355
			Fowles, Alice T.	185	A	C	233
Taoroa	1	17	Turner, Marion (Mrs.) ..	181	S	D	235
Taoroa Road	1	14	James, John E.	..	S	D	265

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Tauangatutu	0	8	Whalley, Ruby E.	..	S	..	105
Taumata	0	5	McDonald, Alexandrina (ii) ..	..	S	..	75
Tc Arakura	3A	62	Bailey, Wenonah	111	H	C	343
			Nairn, Grace	..	A	..	183
Tc Maire	1	10	Howard, William H.	..	S	D	165
Te Miro	0	4	Johnson, Mary H.	..	S	..	60
Terrace End	7E	657	Overton, George E.	53	H	B	480
			Campbell, Fernley C.	92	A	C	415
			O'Donnell, Mary E.	108	I	C	353
			Chapman, Jessie M.	112	A	D	333
			Billens, Kathleen	154	A	D	323
			Wrigley, Sarah T. (Mrs.) ..	130	A	C	303
			Hampton, Lilly W.	166	A	D	243
			Minogue, Ann	172	A	C	225
			Myles, Laura B. C. (Mrs.) ..	220	A	D	185
			Rickard, Margaret E.	204	A	C	185
			Bowden, Eunice L.	223	A	D	175
			Nicholson, Jane A.	..	A	..	135
			Berndtson, Dorothea I. ..	210	A	C	175
			Emmett, Christine	..	Pt1	..	83
			McPherson, Isabella	..	Pt1	..	83
			White, Keith M.	..	Pt2	..	113
			Buchanan, Constance E. ..	..	Pr2	..	78
			Stannard, Louis	..	Pr2	..	83
			Tier, James E.	..	Pr2	..	83
Tiakitahuna	2	22	Parlane, Sidney G.	167	S	D	245
Tiriraukawa	1	10	Palmer, Alice A.	..	S	..	165
Tiritea	3A	39	Hostick, John B. B.	130	H	C	333
			Tarrant, Katherine L.	189	A	C	233
Tokorangi	2	26	Hall, Amy H.	130	S	D	313
Tunakotekote	0	8	Arnold, Catherine P.	..	S	..	120
Turakina	3B	84	Gabites, Frederick G.	92	H	C	375
			Espinier, Evelyn A. M.	213	A	C	223
			Horsley, Hilda R. G. J. ..	204	A	C	205
			Franklin, Gretchen S. J. ..	..	Pr2	..	78
Turangarere	3A	71	Blennerhassett, Raymond ..	181	H	D	283
			Arrow, Olive B.	..	R	..	90
Umumuri (71) and side school (Herrington) (25)	4A	96	Sandle, Henry J.	191	H	..	335
			Kennedy, Grace	..	I	..	173
			Elmore, Anna R.	..	R	..	105
Umutoi	1	11	Hardie, John H.	..	S	..	165
Upokongaro	3A	76	McCosh, Samuel D.	118	H	E	345
			Payne, Amy S.	176	A	B	243
Upper Retaruke	0	6	Beechey, Eulalie M.	..	S	..	185
Upper Tutaenui	2	41	Maiden, Janet I. W. (Mrs.) ..	184	S	D	233
Utiku	3A	83	Fenton, Henry C.	134	H	C	335
			McLeod, Ann E. G.	..	R	D	213
Utuwai	1	15	Mountfort, Charles E.	..	S	..	155
Valley Road	2	24	Pussell, Muriel C.	205	S	C	233
Victoria Avenue	7A	471	Richardson, Henry H.	15	H	B	520
			Williams, William P.	93	A	C	425
			Gordon, Maria M.	111	I	D	343
			Maclea, Allan H.	..	A	D	375
			Siddells, Ethel M.	139	A	D	323
			Cook, Olivia M.	122	A	B	283
			Ditford, Mabel L.	161	A	D	243
			Sampson, Gwendoline W. ..	214	A	D	223
			Haase, Emily M.	177	A	C	225
			Marshall, Eva (Mrs.)	199	A	C	185
			Grigg, Annette R.	196	A	C	195
			White, Murray E. R.	..	A	..	135
			Smith, Catherine I.	..	Pt1	..	83
			Ash, Norman J.	..	Pt2	..	83
			Whiteside, Myrtle	..	Pr2	..	78
			Ward, John C.	..	Pr2	..	83
Waiata	2	26	Orr, Adrienne M.	..	S	Lic.	218
Waikupa Road	0	7	Taylor, Mary H. (Mrs.)	..	S	..	90
Waitohi	1	13	Taylor, Jessie (Mrs.)	177	S	D	245
Waitotara	3A	58	Taylor, Edgar H.	112	H	C	345
			Tasker, Madge F.	..	R	..	105
Waituna West	3A	41	Eggers, Mabel (Mrs.)	100	H	C	353
			Guylee, Marjorie	178	A	D	233
Wangaehu	2	38	Beardmore, Annie E. (Mrs.) ..	136	H	B	283
			Laing, Evelyn L.	222	A	D	223

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Wanganui Central Infants	5A	224	Blennerhassett, Emily	56	H	C	£ 403
			Hall-Jones, Harriet	147	A	D	263
			Ridge, Elsie E.	217	A	D	205
			Allomes, Mary I.	207	A	C	195
			Watson, Lucy M.	..	R	..	303
			Dixon, Gladys V.	215	A	C	175
			Savage, Valda V. R.	..	Pt1	..	83
			Johnston, Mavis R.	..	Pr1	..	83
			Miers, Rita M.	..	Pr2	..	78
			Andrew, William J.	53	H	B	470
Wanganui East	6B	498	Jannings, Frederick C.	101	A	C	395
			Clemance, Winifred M.	100	A	C	333
			Horneman, Flora M.	139	A	D	293
			Fergusson, Catherine I.	165	A	C	253
			Angland, Honora	177	A	C	243
			Wheal, Edith B.	205	A	D	205
			Bathgate, Daisy K.	204	A	C	185
			Gordon, Florence M. (Mrs.)	201	A	E	225
			Perrett, Margaret M.	214	A	C	175
			Clayton, Huia L.	..	Pt2	..	108
Waverley	4A	155	Coombe, Jessie M.	..	Pt2	..	78
			Kinder, Maurice	..	Pr1	..	88
			Brown, William A.	75	H	B	385
			Cleary, Ethel M.	152	I	D	263
			Walker, Dorothy T.	204	A	D	205
			Harvey, Dorothea	..	A	D	175
			Armstrong, Margaret	..	Pr1	..	113
			Thompson, Alfred W.	62	H	C	425
			Hamilton, Harry	137	A	C	365
			Kendall, Gertrude (Mrs.)	111	I	E	335
West End	5C	348	Price, Catherine E.	..	R	..	155
			Jamieson, Margaret	184	A	C	215
			Jamieson, Georgina E.	197	A	D	205
			Hayman, Beatrice A.	217	A	C	175
			Grover, Kenneth F. R.	..	Pt1	..	88
			McMurray, Robin	..	Pt1	..	118
			Burke, Leonard J.	..	Pr1	..	88
			Rainforth, Constance E.	..	Pr2	..	78
			Riske, Marcus	..	Pr2	..	113
			May, Jessie E.	179	S	D	243
Western Rangitikei	2	23	O'Reilly, John J.	101	H	D	355
Westmere	3A	71	Thompson, Mabel H.	..	A	Lic.	193
Whaka Road	2	21	Oliver, Cecil R.	209	S	D	225
Whakaronga	3A	55	Braik, Peter	115	H	C	345
			Gawith, Elsie M.	200	A	C	223
Wharangi (side school to Foxton).							
Whareroa	0	6	McKinlay, Agnes M.	..	S	..	75
Whenuakura	3A	65	Cheyne, Jemima	91	H	E	353
			Bradley, Elizabeth M.	..	A	..	183
Woodlands	1	15	Simpson, George S.	212	S	C	195

HAWKE'S BAY.

Ardleigh	0	4	Reid, Rose	..	S	..	£ 75
Argyle East	1	21	Fletcher, Lilian R. (Mrs.)	181	S	D	285
Ashley-Clinton	2	23	Rennie, Jessie G.	126	S	C	313
Awariki	1	11	Smaill, Helen G.	207	S	C	195
Clive	4B	172	Cartwright, James	123	H	C	375
			Smith, Mabel E.	156	I	D	253
			Atkin, Annie	162	A	C	225
			Tregurtha, Grace R.	204	A	C	205
			Kernanan, Elgitha R. J.	..	Pt2	..	108
			Kernahan, Bertha J.	..	Pr2	..	108

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LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*HAWKE'S BAY—*continued.*

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Oliver Grange	3A	54	Webster, Edward	113	H	C	£ 345
			Jones, Edith M.	145	A	D	243
Clydebank	1	15	McLean, Dorothy E.	..	S	..	180
Craggy Range	1	9	Wilson, Amy G.	..	S	..	155
Dannevirke North	5C	362	Bissell, Edward (ii)	41	H	C	455
			Engelbrechtsen, John A.	108	A	B	385
			McPherson, Jeannie C.	115	I	C	303
			Ruscoe, George M.	211	A	C	243
			Macdonald, Linda	165	A	D	243
			Wood, Mary A. G. (Mrs.)	178	A	D	255
			Blows, Ruby I.	..	A	..	145
			Rix, Bertha S.	212	A	C	175
			Smith, Maurice R.	..	Pt2	..	113
			Wright, Millicent E.	..	Pt2	..	78
			Ashcroft, Muriel E.	..	Pr1	..	113
			McMillan, Gladys E.	..	Pr2	..	78
Dannevirke South	5C	351	Harvey, George	49	H	C	455
			Soundy, Arthur W.	96	A	D	385
			Brewer, Ellen M.	144	I	C	293
			Barham, William J.	166	A	C	325
			Brewer, Elsie H. T.	160	A	C	253
			Pimley, Gertrude	187	A	D	215
			Goodwin, Hester M.	210	A	D	185
			Thomas, Leile C.	..	Pt1	..	113
			Newling, Muriel M.	..	Pt1	..	83
			Goodall, James C.	..	Pr1	..	118
			Horton, Wilfred L.	..	Pr2	..	113
Elsthorpe	3A	43	Riley, Edgar	129	H	D	335
			O'Donnell, Winifred	..	A	..	198
Fernhill	3A	53	Dugleby, Ethel G.	97	H	E	353
			Saker, George T.	202	(R)	C	275
			Smith, Muriel G.	192	A	C	223
Flemington	0	5	Scully, Eileen M.	..	S	..	75
Frasertown	3B	84	Barnby, Fred G.	133	H	D	335
			Beckett, Eva E.	201	A	D	223
			Reader, Theo G.	228	A	D	185
Gisborne	7K	870	McLeod, John (iv)	38	H	C	490
			Plank, Louis J.	84	A	C	435
			Cormack, Isabella	127	I	C	333
			Lancaster, Albert G.	171	A	C	293
			Faram, Edith H.	136	A	E	323
			Curran, James A.	..	A	Lic.	275
			Hall, Gladys I.	203	A	C	203
			Osborne, Constance	181	A	C	205
			Barlow, Margaret (Mrs.)	177	R	E	185
			Mead, Helen M.	192	A	D	195
			Argue, Elizabeth	190	R	D	193
			Emmerson, Doris	212	A	C	175
			Trolove, Dorothy	203	A	D	185
			Murray, Mary S.	..	A	..	135
			McGuinness, Edyssa (Mrs.)	..	A	..	145
			Price, Mary	..	A	..	145
			Ward, Louisa M. A.	..	A	..	145
			Wilkes, Florence E.	211	A	C	175
			Clark, Annie E. (Mrs.)	188	R	C	145
			Faram, Frank I.	..	Pt1	..	88
			Gleave, Elsie M.	..	Pt2	..	78
			Hampton, Muriel E. M.	..	Pt2	..	78
			Ferris, Lorna M.	..	Pr1	..	83
			Tasker, Edith D.	..	Pr1	..	113
Greenmeadows (side school to Taradale).							
Hangaroa	1	11	McCracken, Thelma	..	S	..	155
Hastings	7A	521	Pegler, Leonard F.	13	H	B	570
			Bark, John A.	100	A	C	425
			Cameron, Louisa F.	88	I	D	353
			Driller, William J.	103	R	D	405
			Gray, Georgina	106	A	D	343
			Shearer, Alta M.	..	(R)	..	250
			Bell, James F.	192	A	C	243
			Donnelly, Sarah	150	A	D	263
			Carruth, Maggie M.	217	A	C	205
			Chambers, Pamela S.	209	A	C	185
			Jackson, Donald L.	..	Pt1	..	88
			Adams, Frances G.	..	Pt1	..	83

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

HAWKE'S BAY— *continued.*

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Hastings—continued	..	..	Hingston, Cyrus C.	..	Pt2	..	£ 113
			Hefferman, Mary C.	..	Pt2	..	78
			Burne, Florence M.	..	Pr1	..	83
Hastings Street (537) and side school (15)	7A	552	Martin, William G.	29	H	C	500
			Smith, Hugh P.	86	A	C	425
			Gray, Maggie I.	100	I	E	353
			Pryor, David C...	136	A	C	365
			Hodgson, Ruth J.	..	A	B	338
			Bain, Ida W.	166	A	D	225
			Lang, Mary C.	..	R	C	223
			Corbett, Gladys G.	182	A	D	195
			Hamilton, Ethel (Mrs.)	188	A	D	195
			Gallagher, Kate (Mrs.)	..	R	..	193
			Lowe, Laura C.	..	Pt1	..	113
			Lambourne, Sydney J.	..	Pt2	..	83
			Turner, Ina H.	..	Pr1	..	83
			Craven, Leslie	..	Pr2	..	83
Hastings West	5C	338	Munro, Edna F.	206	A	B	213
			Cullen, Arthur R.	63	H	C	405
			Cornes, Henry A.	115	A	C	375
			Wellwood, Susan K.	130	I	E	293
			Grey, Mary W. (Mrs.)	108	A	C	335
			Hawley, Agnes (Mrs.)	186	(R)	D	185
			McCormick, Adelia R.	179	A	C	215
			Richdale, Alice M.	202	A	C	205
			Mullenger, Florence A.	213	A	D	185
			Ronayne, May B.	..	A	C	175
			Warren, Cyril G.	..	Pr2	..	83
			Gloyn, Hazel H.	..	Pr2	..	78
			Burt, Nellie C.	..	Pr2	..	78
Hatuma	2	30	Look, Henry W.	..	R	..	155
Hauturu	0	9	Wright, Muriel E.	..	S	..	155
Havelock North	5A	275	Sefton, Percy J.	59	H	C	450
			Macken, Ian B.	183	A	C	273
			Satchell, Winifred A.	153	I	D	263
			Black, Winifred J. B.	169	A	C	233
			Sollitt, Florence G.	202	A	D	195
			Ridgway, Mildred D.	224	A	D	175
			Stedman, Eva D.	..	A	..	135
			Cooper, Thelma A.	..	Pr1	..	83
			Smith, Gladys R.	..	Pr1	..	83
Herbertville	0	10	(Vacant)	..	..	..	..
Hinerua	0	6	Moore, Elizabeth S.	..	S	D	75
Homebrook	0	9	Williams, B. D.	..	S	..	120
Hopelands	1	22	Whibley, Edith D. C.	..	R	..	155
Ihungia	1	12	Redmond, Kathleen H.	213	S	D	205
Kaiana	0	3	Griffin, Ruth	..	S	..	45
Kairanga	0	4	Kent, Pearl	..	S	..	45
Kaitangata	1	12	Corlett, Augustine	..	S	..	165
Kaiteratahi	3B	98	West, Isaac M.	107	H	C	363
			Matheson, Dorothy E. (Mrs.)	117	A	D	253
			Ashton, Avis M.	..	A	..	155
Kaiti	5C	326	Renton, William (ii)	73	H	B	405
			Jensen, Hans A.	195	A	C	283
			Harris, Margaret	..	I	C	273
			Oxenham, Mary A.	152	A	D	263
			Oxenham, Esther	176	A	C	225
			Middleton, Mary	..	R	D	193
			Carter, Margaret W.	..	A	..	160
			Douglas, Vivian K.	..	A	..	135
			Horton, Cyril R.	..	Pt2	..	113
			Paltridge, Neva F.	..	Pr2	..	78
Kanakanaia	1	13	Davis, May	..	S	D	195
Karetu	0	3	Williams, Freda	..	S	..	45
Kereru	1	14	Hirst, Irene	204	S	C	205
Kiritaki	3A	39	Quigley, Middleton S.	142	H	C	303
			Atkinson, Mary B.	214	A	C	213
Korokoro	1	9	Simpson, James	..	S	..	155
Kowhai	0	9	Moore, D. W. (Mrs.)	..	S	..	75
Kumeroa	2	31	Jefferson, Christina	194	R	C	193
			Thomson, Dorothy A.	..	Pr1	..	83
Lunesdale	0	3	Hutchinson, Mabel C.	..	S	..	30
Maharahara	3A	31	Scott, Fanny (Mrs.)	..	R	D	185
Maharahara West	0	8	Higgins, Harriet	..	S	..	90

For explanatory notes see page 1.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*HAWKE'S BAY—*continued.*

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Mahora	6B	486	Chaplin, Wilfred T.	38	H	B	£ 470
			Boyle, Campbell A. P.	121	A	C	343
			Brain, Victoria M.	..	R	..	273
			Blight, Wesley	192	A	C	253
			Dallas, Catherine H.	171	A	C	225
			Epps, Fanny A.	157	A	D	233
			Frude, Annie D.	183	A	D	215
			Kinaston, Brenda C.	212	A	C	175
			Graham, Janet T.	210	A	D	175
			Wiseman, Ivy E.	..	A	D	165
			Wyatt, Lucy M.	..	Pt1	..	83
			McDonald, Mildred L.	..	Pr1	..	113
			Bishop, Kathleen E.	..	Pr2	..	78
			Hawley, Gertrude R.	..	Pr2	..	78
Makaraka	4A	127	Murphy, Frank G.	110	H	D	363
			Kay, Jessie H.	195	I	D	215
			Baty, Christina	189	A	D	215
			McKinley, Gilbert E. J.	..	Pt2	..	83
			Baird, Veronica A.	..	Pr1	..	83
Makaretu North	1	13	McRae, Murdo A.	..	S	..	155
Makauri	3B	93	Long, Edgar R.	128	H	C	365
			Scott, Mary G. G.	200	A	C	223
			Richmond, Janet K.	..	R	..	105
Makotuku	3A	66	Harper, Arthur S.	116	H	D	335
			Beddie, Edna L.	..	A	..	173
			Logan, Myrtle A.	..	Pr1	..	83
Mangaheia	1	27	O'Donnell, Maurice C.	196	S	D	225
Mangaokohekohe	0	1	Ellmers, Elsie E.	..	S	..	15
Mangaone	0	8	Albrecht, Dorothy M.	..	S	..	90
Mangapapa	7A	507	Cole, Robert	47	H	D	500
			Olsen, Othenius R.	105	A	D	383
			Milne, Christina T.	119	I	C	333
			Strong, Edward A.	141	A	B	323
			Watt, Emily H.	140	A	D	303
			Primrose, John M.	181	A	C	273
			Ormiston, Florence V.	168	A	C	223
			Horton, Frances V.	209	A	C	195
			Minnis, Hellen F.	215	A	C	175
			Hill, Margaret J.	..	A	..	145
			Mead, Christina E.	..	Pt1	..	83
			Zachariah, Eve L.	..	Pt2	..	78
			Miller, Christina C.	..	Pr1	..	83
			Phillips, Edna M.	..	Pr2	..	78
Mangarara	0	3	Stevens, Myra	..	S	..	30
Mangatahi	1	15	King, Alice M.	204	S	C	215
Mangatarata	0	6	Hunt, Evelyn	..	S	..	90
Mangateretere	3A	74	Cowan, David	99	H	D	343
			McKenzie, Georgina J.	208	A	C	213
Mangatu	0	9	MacWilliam, Grace A.	..	S	..	135
Marackakaho	2	30	Moore, Lily C.	144	S	C	303
			Simmons, Dora M.	..	Pr2	..	78
Maraetotara	2	17	Picken, Muriel K. (Mrs.)	159	S	D	243
Marakeke	1	17	Ferguson, Agnes M.	184	S	D	235
Marumaru	2	22	Broadbent, Edith	..	R	D	233
Matakaoa	2	32	Sparks, William J.	..	S	Lic.	213
Matamau	3A	65	Brown, Jonathan	96	H	C	355
			Falconer, Julia D. J.	209	A	C	223
Matawai	3B	81	McRae, James	96	H	C	375
			McBratney, Minnie	156	A	E	243
			Gibson, Frances B. (Mrs.)	185	A	D	205
			Bell, Stanley F.	..	Pr2	..	113
Meeanee	3A	50	Nielson, Albert	113	H	D	345
			Gasson, Myra M.	209	A	D	223
Mohaka	3A	77	Black, William (ii)	..	H	D	345
			Phillips, Alice R. E. (Mrs.)	208	A	D	213
			Lowe, Lois E. A.	..	A	..	135
Morere	1	15	Finnis, Muriel A.	..	S	D	235
Motea	2	22	Mason, Clucas D. C.	209	S	D	223
Motu	3A	43	Hewett, Olive M.	129	H	C	333
			Wakely, Bessie D.	184	(R)	D	283
			Ridgway, Elsie M.	..	R	..	105
Motuhora	3B	83	Tucker, Leonard E.	148	H	C	315
			Mackinnon, Laura M.	..	A	..	198
			Lister, Edith A.	..	A	..	155
			Lambert, Margaret T.	..	Pr1	..	113

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC—continued.
HAWKE'S BAY—continued.

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Mount Cameron	0	4	Lumsden, D. (Mrs.)	..	S	..	£ 60
Murewai	3A	44	Peake, Frederick M.	204	H	B	293
Napier Central (597) and side school (Napier Hospital) (10)	7B	607	Muir, Florence C.	..	A	..	173
			Hislop, James	16	H	C	520
			Greig, Alexander	90	A	B	425
			Barnett, Annie H.	102	I	D	353
			Phillips, Henry V.	140	A	C	365
			Pickering, Esther E.	135	A	E	323
			Bullen, Alfred W.	197	A	C	243
			McVay, Ella M.	121	A	E	273
			York, Ethel D.	179	A	D	215
			Sinclair, Hazel R.	206	A	B	195
			Gregg, Lucy A. W.	193	A	D	195
			Davidson, Eileen M.	207	A	C	185
			Cassidy, Una E.	224	A	D	165
			Thornton, Gwendoline M.	212	A	C	175
			Stevens, Gladys E.	..	Pt1	..	83
			Sinclair, John H.	..	Pt1	..	88
			McVicar, Jessie C.	..	Pt1	..	83
			Ewen, Edmund A.	..	Pt2	..	83
			Garratt, Ethel V.	..	Pr2	..	78
			Thorp, Marjorie E.	..	Pr2	..	78
Nelson Park	7E	644	Hudson, Edward V.	32	H	B	520
			Lake, Alexander	95	A	C	405
			Martin, Ethel E.	89	I	D	353
			Johns, Walter D.	..	A	B	365
			McAllister, Ruby E.	125	A	C	333
			Purflett, Anne L.	..	A	D	293
			Marshall, Christina A.	160	A	D	253
			Wolstenholme, Elfreda M.	161	A	C	225
			Retemeyer, Dorothy	183	A	D	195
			Smith, Ethel M. (Mrs.)	173	A	D	245
			Widerstrom, Ilma A.	..	A	..	160
			Stinear, Leah E. (Mrs.)	..	R	C	185
			Tindall, Alice G. (Mrs.)	..	R	D	193
			Alexander, David	..	Pt1	..	88
			Rose, William E.	..	Pt1	..	88
			Challow, Hazel E.	..	Pt2	..	78
			Rae, Helen W.	..	Pt2	..	78
			Gillies, Rona M.	..	Pr1	..	83
			Sim, Iona P.	..	Pr2	..	108
			Marchant, Leslie H.	..	Pr2	..	83
Ngamoko	1	19	Logan, Isobell M.	..	S	..	165
Ngapakira	0	2	Gordon, Gladys	..	S	D	30
Ngatapa	3A	51	Menzies, David	116	H	C	345
Ngatarawa	1	21	Vaughan, May	..	A	..	183
			Keith, Sydney M.	..	R	..	135
Norsewood	4A	153	Pole, Leonard E.	86	H	D	395
			Denvers, Kathleen	182	I	D	223
Nuhaka	2	36	Harding, Lena A.	204	A	D	205
			Crombie, Annie E.	..	Pt1	..	113
			Edgeley, Elsie D.	..	Pr2	..	78
			Hopkirk, Dorothy C.	176	S	C	243
			Nielsen, Engelhardt R. B.	186	S	C	285
			Bricknell, Ada	..	R	..	303
			Lucas, Doris M.	187	A	C	233
Omakere	3B	89	Coles, Kathleen	222	A	C	195
			Cossar, Irene A.	..	Pr1	..	83
			de Greenlaw, Cora (Mrs.)	176	S	D	245
			Brown, Alfred A.	196	H	D	285
Ongaonga	3B	89	Wright, Elizabeth R.	..	A	..	183
			Southey, Charles C.	98	H	C	373
			Baird, Ella M.	186	A	D	233
			Sim, Mary W.	..	A	C	195
Opapa	1	21	Gordon, Hector L.	..	Pr2	..	83
			Smith, William H. (ii)	135	H	B	333
			Watson, Jane D. M.	..	A	C	213
			Ridgway, Henry	..	S	D	195
Opontama	3A	43	Davidson, William (ii)	93	H	C	395
			Pointon, Monica C.	163	I	C	253
			Ingleton, Elsie	188	A	D	215
			Davidson, Francis L. S.	..	Pt1	..	88
Ormond	3	109	Eyles, Ada	..	S	..	30
			Smith, Jane (i)	150	H	C	263
Ormondville	3A	75	Swain, Lionel H.	..	A	..	135
Otamauri	1	15					
Otane	4A	113					
Otanga	0	4					
Otawhao	2	38					

For explanatory notes see page i.

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

HAWKE'S BAY—*continued.*

Schools.				Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
Otoko	2	27	Shaw, Norman H.	140	S	E	£ 303	
Otupae	0	5	Thom, Florence E.	..	S	..	75	
Pakipaki	3A	68	Florence, Robert H.	129	H	C	345	
Pakowhai	3A	68	Davidson, Dorothy M.	222	A	C	213	
Paparata	0	4	Patrick, James E.	128	H	C	345	
Papatawa	3A	43	Brittain, Edith D.	188	A	C	233	
Papuni	0	5	Trewby, Cecil M.	..	S	..	30	
Parkvale	5B	297	Lindauer, Victor W.	124	H	C	323	
			Sinclair, Cecil M.	..	A	Lic.	193	
			Bruce, Ida	..	S	..	75	
			Garry, Francis A.	60	H	C	435	
			Wimsett, Herbert L.	164	A	D	335	
			Chappell, Eva (Mrs.)	161	I	C	315	
			Anderson, Annie M. L.	175	A	D	233	
			Gray, Elsie	193	A	D	215	
			Bedingfield, Lilian	204	R	D	155	
			Corless, Thomas	..	Pr1	..	118	
			Ballard, Barbara J.	..	Pr2	..	78	
Patangata	1	12	Gray, Ethel M.	..	S	..	165	
Patoka	2	27	Taylor, Flora (Mrs.)	189	S	C	233	
Patutahi	4A	141	Wilmot, David H.	76	H	C	405	
			Sadler, Dorothea	148	I	D	263	
			Faram, Moana E. H.	196	A	C	205	
			Morton, Winifred	..	A	..	135	
			Jordan, Benjamin R.	..	Pr2	..	113	
Petane	3B	101	Cockerill, William M.	120	H	D	365	
			Pedersen, Ruth J.	188	A	C	233	
			Fenton, Marjorie M.	..	R	..	145	
			Duncan, Elsie M.	..	Pr1	..	113	
Porangahau	3A	61	Silcock, Harold S.	155	H	D	325	
Port Ahuriri	4C	210	Treacy, Eileen	165	A	C	243	
			Speight, Hubert	75	H	C	405	
			Mudgway, Alfred W.	159	A	C	273	
			Christy, Agnes C. M.	137	I	E	263	
			Harris, Rose E. (Mrs.)	139	A	E	263	
			Pedersen, Anna D.	182	A	D	205	
			Johnstone, James B.	..	Pt1	..	88	
Port Awanui	1	12	Murphy, Agnes P.	..	Pr2	..	78	
Pouawa	1	13	Blomfield, Lionel D.	..	S	..	165	
Poukawa	1	20	Brosnahan, Nellie E.	..	S	..	185	
Poututu	1	10	Kinch, Alfred W. C.	184	S	B	225	
Puha	3B	100	Moore, Mairi	..	S	..	155	
			(Head-teachership vacant)	..	..	..	..	
			West Maria A.	174	A	D	243	
			Mayhead, Nora M.	214	A	C	195	
			Lysnar, Sybil H.	..	Pr1	..	113	
Pukahau	3A	36	Lorking, Ernest S.	..	H	C	323	
Pukehamaomoa	2	26	Mackie, Ellen H.	208	A	C	213	
Pukehou	3A	49	Billeliff, Leslie G.	..	S	D	233	
			Rigby, Cyril G.	12	H	D	333	
			Hickling, Olive M.	205	A	C	223	
Pukerua	0	3	Horner, Frederick A.	..	S	..	60	
Puketapu	3A	43	Jenkins, Alfred E.	135	H	C	335	
			Bullen, Melinda E.	206	A	C	223	
Puketawa	0	4	Priestley, Sally	..	S	..	45	
Puketitiri	2	32	Carston, Henry F.	166	S	D	275	
Rakauroa	2	23	Allen, Eileen D.	213	S	D	223	
Raukawa	0	8	Hickling, Hubert	..	S	..	75	
Raumati	2	22	Jonasen, Walter W.	165	S	D	295	
Rawhiti	0	6	Heard, Gladys	..	S	..	90	
Reay, Bridge	2	25	Black, Charlotte M.	188	S	D	233	
Rere	1	13	Bulman, Rose	..	S	Lic.	195	
Rissington	1	18	(Vacant)	..	..	..	..	
Ruaroa	3A	51	McBean, Ernest S.	128	H	C	323	
			Harris, Elsie J.	189	A	D	233	
Ruataniwha	2	23	McLellan, Grace Y.	111	S	D	343	
Sherenden	1	19	Simpson, William S. I. B.	223	S	C	195	
Springhill	20	..	Bush, Margaret R.	..	R	..	185	
Tahoraiti	3A	43	Ward, May Alfreda	169	H	C	293	
			Duff, Laura M.	211	A	C	213	
Tahunga	1	21	Bailey, Dorothy E.	223	S	D	195	

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*HAWKE'S BAY—*continued.*

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Takapau	4A	136	Caughley, James	82	H	C	£ 405
			Watkins, Beatrice J. B.	162	I	C	243
			Allan, Margaret E.	213	A	C	195
			Wilson, Edith M.	..	Pt2	..	108
			Kirk, Ronald E.	..	Pr2	..	113
Tamumu	1	9	Fraser, Annie D.	212	S	C	195
Tangitere	1	13	Drummond, Elizabeth E.	..	S	..	165
Taradale (236) and side school (Greenmeadows) (101)	5C	337	Williamson, John (ii)	42	H	B	455
			Gilchrist, Norman D.	178	A	C	325
			Burness, Jane M.	135	I	D	283
			Hannay, Amelia W.	134	A	C	263
			Shugar, Carrie M.	168	A	D	225
			Earl, Charlotte M.	173	A	C	225
			Butcher, Dorothy G. F.	208	A	C	185
			Dunn, Leta A. L.	..	A	C	175
			McKenzie, William A.	..	Pt1	..	88
			Bishop, Joyce E.	..	Pt1	..	83
			Chalmers, Eileen W.	..	Pr1	..	83
Tarewa	0	4	Ashworth, Mabel E.	..	S	..	30
Te Arani	4A	131	Jones, William H. (ii)	95	H	C	385
			McCashion, Alice F.	189	I	D	213
			Fawbert, Emma L.	121	R	E	283
			Doherty, Mary	..	A	..	135
Te Awaputahi	0	4	McDonald, Gertrude	..	S	..	60
Teesdale	0	3	Michell, Rosa	..	S	..	45
Te Hapara	6B	496	Faram, Frank C.	44	H	C	470
			Cook, Fred	108	(R)	C	440
			Limburg, Sophie	..	R	..	250
			Reading, Leslie M. (Mrs.)	..	R	..	233
			Thompson, Claude C.	197	A	C	243
			Scott, Emily G.	174	A	C	253
			Enting, Gretchen H.	186	A	D	215
			Pugh, Eileen M.	221	A	D	205
			Mathews, Annie F.	..	A	..	160
			Steers, Ellen H.	..	R	..	155
			McNutt, Amelia	..	A	..	135
			Muir, Constance G.	..	Pt1	..	83
			Sharp, Frances L. C.	..	Pt2	..	78
			Lysnar, Marjorie H.	..	Pr1	..	83
			Shelton, Alan	..	Pr2	..	83
Te Karaka District High School—Primary (105), secondary (33)	4A	138	Hill, John H.	80	H	B	375
	..	..	Yorston, Elizabeth M.	185	I	C	233
			Stacey, Kathleen M.	221	A	D	195
			Howie, Clarence B.	..	Pt1	..	118
			Allen, Amy A.	..	Pr2	..	78
			Lockhart, Ronald G.	204	D	B	..
			Thorp, Mary J.	..	D	..	..
Te Pohue	2	28	Magill, Mary	159	S	D	293
Te Puia Springs	1	15	Cameron, Margaret A.	..	S	Lic.	195
Te Rehunga	3A	71	Coventry, Harry	115	H	D	345
			Dougherty, Florence M.	..	A	..	173
Te Uri	1	12	Thomas, Violet V.	..	S	D	205
Titokino	3B	100	Parsons, Vivian	112	H	C	365
			Castle, Victoria M.	199	A	D	233
			King, Clara R.	..	A	C	195
			Roach, Kathleen N.	..	Pr1	..	83
Tiniroto	1	12	Thomson, Niel	..	S	..	165
Tipapakuku	3A	62	Grigor, Janet P.	85	H	B	353
			Smart, David L.	..	(R)	C	275
			Butler, Gwen M. M.	..	A	..	198
Ti-tree Point	1	12	Guthrie, Catherine	..	S	..	165
Tokomaru Bay	3B	110	Smith, Ellen C.	105	H	C	363
			Menzies, Jack H.	..	(R)	..	275
			Webber, Daisy C.	218	A	D	213
			Bridgens, Henry E.	218	R	C	193
Tolaga Bay	4A	142	Kemp, Stanley M.	94	H	C	365
			Wilkinson, Jean N.	210	I	C	203
			Goodwin, Muriel	..	A	D	185
			Bullen, Frances C.	..	A	..	135
			Priestly, Pani	..	Pt2	..	108
			Frank, Henry W.	..	Pr1	..	118
Toromero	0	4	de Silva, Zillah	..	S	..	60
Tupuaehikitia	0	3	Ray, Sydney P.	..	S	..	45
Tutira	1	10	Baker, Edith M.	..	R	..	115

For explanatory notes see page i.

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

HAWKE'S BAY—*continued.*

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Tututohora	0	3	Harvey, Edith	..	S	..	£ 45
Tutumatai	0	8	McNamara, Emma (Mrs.)	..	S	..	120
Twyford	3A	72	Nicoll, Thomas A.	94	H	C	355
Umutaoroa	2	20	Morrison, Annie B. S.	..	A	Lic.	208
Waerenga	0	2	Sankey, Arthur W.	205	S	C	235
Waerengaahika	3A	83	Fleming, Lillian C.	..	S	..	30
Waerengaokuri	1	12	Watson, Robert G. S.	113	H	B	343
Waiaruhe	2	26	Gallagher, Ellen	179	A	C	233
Waihau	0	5	Robertson, A.	..	S	..	155
Waikari	0	5	Bell, Ruth A.	140	S	D	303
Waikatea	2	30	Leach, Margaret	..	S	..	60
Waikohu	2	23	Bargrove, Jessie E.	..	S	..	90
Waimata	0	4	Ross, Ida	179	S	D	233
Waimata Valley	1	20	Carr, Ivy B. (Mrs.)	200	S	D	233
Waimoko	0	7	(Prov.)	..	..	..	..
Waingake	1	23	Maxwell, Clair (Mrs.)	..	S	..	30
Waipawa District High School—	5A	280	Robb, Mildred A. E.	208	S	D	225
Primary (204), secondary (76)	..	..	Hamilton, Margaret	..	S	..	60
..	..	..	Jones, Clara J. (Mrs.)	..	R	D	185
..	..	..	Cumming, Clyde A.	67	H	B	455
..	..	..	Hilton, Leonard P. B.	..	A	C	243
..	..	..	Ryan, Beatrice S.	140	I	C	263
..	..	..	Campbell, Norma	181	A	C	215
..	..	..	(Prov.)	..	..	..	..
..	..	..	McLeod, Euphemia E.	204	A	D	205
..	..	..	Nielsen, Christina L.	..	Pt2	..	108
..	..	..	Watts, Edward J.	..	Pt2	..	113
..	..	..	Milburn, Joseph L.	..	Pr1	..	88
..	..	..	Lewis, Cyril B.	..	Pr1	..	118
..	..	..	Lockart, John A.	191	D	B	..
..	..	..	Dent, Marion	..	R(D)	..	..
..	..	..	McRae, Janet E.	..	D	B	..
Waipiro Bay	3A	53	Ward, Richard D.	192	H	C	293
..	..	..	Latham, Winifred L.	..	A	..	198
Waipukurau District High School—	5D	407	Curd, Frank B.	44	H	B	455
Primary (368), secondary (39)	..	..	O'Donnell, William F.	117	A	C	375
..	..	..	Caughley, Rachel	137	I	D	283
..	..	..	Don, Alexander W.	..	A	Lic.	223
..	..	..	McCormick, Ellen K.	187	A	D	215
..	..	..	McCormick, Ann E. E.	188	A	C	215
..	..	..	Williams, Dulcie M.	212	A	C	185
..	..	..	Robinson, Hilda A. (Mrs.)	183	A	E	195
..	..	..	Brown, Adeline P.	..	A	..	135
..	..	..	Reidy, James M.	..	Pr2	..	83
..	..	..	Harvey, Nellie M.	..	Pr2	..	78
..	..	..	Grace, Eleanor A.	124	D	C	..
..	..	..	Wimsett, Arthur R. O.	215	D	C	..
Wairoa District High School—Pri-	6B	451	Robson, John T.	66	H	C	450
mary (416), secondary (35)	..	..	Stille, Daisy	..	R	..	263
..	..	..	Burns, Evelyn H. M.	131	I	D	323
..	..	..	Fittall, Jack	207	A	C	243
..	..	..	Stewart, Dora	145	A	D	233
..	..	..	Foster, Ada M.	189	A	C	233
..	..	..	Sullivan, Eileen	222	A	D	205
..	..	..	Milne, Edith M. (Mrs.)	194	A	D	185
..	..	..	Gillespie, Gordon S.	..	A	..	175
..	..	..	Rhodes, Irene B.	..	A	..	135
..	..	..	Hamlin, George	..	Pr1	..	88
..	..	..	Hardie, Tom A.	..	Pr2	..	113
..	..	..	White, Eve	..	Pr2	..	78
..	..	..	Bickerton, William M.	208	D	A	..
..	..	..	Hind, Helen M.	181	D	B	..
Waitahora	1	15	Campbell, May E.	..	S	..	155
Waiwhare	0	2	Blake, Agnes B.	..	S	..	45
Wakarara	1	15	Preston, Hilda M.	194	S	C	205
..	..	..	(Prov.)	..	..	..	..
Wallace's Crossing	1	15	Riley, James C.	..	S	D	185
Wallingford	1	10	Wyatt, Evelyn B.	..	S	D	205
Wanstead	1	9	McGreevy, M. C.	..	S	..	105
Weber	3A	37	Piper, George M.	154	H	D	335
..	..	..	Ingleton, Anastasia	..	A	..	173
Westshore	3B	95	Daly, John T.	87	H	C	373
..	..	..	Murphy, Fanny M.	186	A	D	233
..	..	..	Jordan, Winifred M.	189	A	C	215
..	..	..	Archer, Alexander	..	Pr2	..	78

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—continued.
HAWKE'S BAY—continued.

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Whakaangiangi	2	33	Thompson, Albert E.	..	S	..	£ 193
Whakarau	0	6	Haydon, Margaret J.	..	S	..	75
Wharekopae	0	9	Franks, Morton	..	S	..	150
Whareiti	0	5	Brown-Bayliss, Vivienne	..	S	..	75
Whatatutu	3A	51	Hawkes, Emma	122	H	D	343
			Albrechston, Severine H.	..	R	..	165
Whetukura	2	25	McWilliam, Mona	189	S	C	233
Wigan	1	17	Walker, Elsie L.	..	R	..	125
Wilder	1	9	Wilson, Louisa N.	190	S	D	205
Willowbank	0	3	Power, Myra	..	S	..	45
Wimbledon	1	15	Bruce, Doris	..	R	..	175
Woodlands	3A	62	Rigby, Norman F.	116	H	D	345
			Rigby, Doris A. (Mrs.)	197	R	C	185
Woodville District High School—	6A	421	Hewlett, Henry C.	64	H	A	440
Primary (380), secondary (41)			Cowie, Norman A. M.	122	A	C	333
			Sheen, Lois H.	90	I	C	323
			Islip, Ellen G.	156	A	C	263
			Ashcroft, Catherine L.	176	A	C	233
			Travers, Ellen	193	A	C	215
			Eaton, Margaretta B.	210	A	D	205
			Redwood, Isobel M.	226	A	D	175
			Smith, Harold M.	..	Pt1	..	88
			Warboys, Grace E.	..	Pt2	..	78
			Curry, Vivian I.	..	Pr2	..	83
			Oliver, Selina R.	133	D	A	..
			Merrick, Francis S.	133	D	C	..

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							£
Akatarawa	1	10	Campbell, Jessie (i)	185	S	D	215
Alfredton	2	32	Strong, Florence M.	171	S	D	245
Arapeti	1	15	Talbot, Harry	181	S	B	215
Awatoitoti	1	12	Barker, John	161	S	B	235
Ballance	2	33	Tait, Marjorie U. (Mrs.)	141	H	E	263
			Houlbrooke, Vida E.	..	Pr2	..	108
Belvedere	3A	45	Stout, Robert	112	H	D	345
			Osborne, Alice M.	192	A	C	233
Berhampore	7B	521	Bary, Charles	39	H	D	490
			Duncan, Stuart	83	A	C	435
			Hurley, Irene N.	89	I	C	353
			Wilkinson, Isabella A. (Mrs.) ..	118	A	D	333
			Grant, Colin C.	129	A	B	333
			Magill, Maggie E.	147	A	C	263
			Feist, Lily	154	A	C	263
			Bird, Grace E.	171	A	C	225
			Whitwell, Rebecca L.	183	A	C	205
			Pitkowsky, Minnie	200	A	B	195
			Tackaberry, Ethel (Mrs.)	..	(R)	..	260
			O'Donoghue, Margaret L. M. ..	203	A	C	185
			Fielder, Leonard A. L.	227	A	B	175
			Warren, Gwendolyn A.	..	Pr2	..	78
Bideford	1	11	Ward, Jane B. (Mrs.)	212	S	D	225
Blenheim (651) and side school	7F	704	Kean, Balfour	63	H	B	470
(Redwoodtown) (53)			Rockel, Cecil F.	124	A	B	395
			Jones, Sarah J. (Mrs.)	102	I	D	353
			Wanden, Elizabeth W.	138	A	E	323
			Pattle, Kate A.	152	A	D	313
			McFarlane, Alexander G.	200	A	B	243
			Hilliard, Kathleen	158	A	B	263
			Hilliard, Josephine	180	A	C	215
			Heffer, Dorothy G.	151	A	D	215
			Pinfold, Doris C.	198	A	B	195
			Hicks, Phoebe M. E.	203	A	D	185

For explanatory notes see page i.

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

WELLINGTON—*continued.*

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Blenheim and side school— <i>contd.</i>	..	..	Paterson, Gladys B.	204	A	C	£ 185
			Perry, Flora B.	207	A	C	175
			Horton, Freda W.	209	A	C	175
			Murphy, Bernadette M. . . .	212	A	C	175
			Wilkins, Winnifred M. . . .	213	A	C	185
			Williams, Eva M.	213	A	C	175
			McFadden, Edith V. V. . . .	..	Pt1	..	83
			Workman, Jean.	..	Pr1	..	83
			King, Lena A.	..	Pr2	..	78
Blind River	1	14	Watson, Annie E. (Mrs.) . . .	199	S	D	215
Brancott	0	2	Brown, Alma	..	S	..	30
Brooklyn (670) and side school (Mornington) (26)	7½	696	Hopkirk, John B.	19	H	C	520
			East, Alfred F. D.	84	A	B	435
			Fitchett, Jessie H.	89	I	C	353
			Thompson, Annie L.	105	A	C	343
			Williams, Enid	130	A	D	333
			Calder, John K.	129	A	C	303
			Cook, Ada M.	144	A	D	263
			Look, Bertha R. (Mrs.) . . .	166	A	D	225
			Wheeler, Ruby G.	174	A	C	205
			Ensor, Dorothy E.	186	A	C	205
			Arthur, May	187	A	D	195
			Madeley, Ethel M.	171	A	B	195
			O'Connor, Eileen J.	193	A	C	195
			Gunn, Isabel A.	197	A	D	195
			Burchett, Eric S. C.	..	R	..	203
			Hampton, Doris V. M. . . .	210	A	C	175
			Escher, Robert H.	..	Pt2	..	83
			Coster, Winifred V.	..	Pr1	..	83
			Tolley, Hattie T.	..	Pr1	..	83
			Pitkowsky, Maurice	..	Pr1	..	88
			Bade, Leila F.	..	Pr2	..	78
			Millar, Jane E. V.	..	Pr2	..	78
Camden	0	6	Martyn, William	..	S	..	90
Canvastown	3A	40	Taylor, George N.	149	H	D	325
			Neal, Marion E. W.	225	A	C	213
Carluke	3A	56	Greig, Arthur G.	135	H	C	333
			Radford, Nellie W. B. . . .	210	A	C	213
Carrington	2	26	Thorpe, Caroline (Mrs.) . . .	..	S	Lic.	268
Carterton District High School—Primary (295), secondary (49)	5½	344	Edie, John K.	57	H	B	450
			Baskiville, Walter C. L. . . .	121	A	D	375
			Skelley, Harriett M.	129	I	C	303
			Armstrong, Doris G.	145	A	C	273
			Armstrong, Mary C.	175	A	C	253
			Holgerson, Inger	..	A	B	195
			Tyler, Mara L.	218	A	C	175
			Peters, Janet W.	..	Pr1	..	83
			Henderson, Doris E.	..	Pr1	..	83
			Colquhoun, Mary H.	129	D	B	..
			Olson, Claude H.	201	D	B	..
Castlepoint and Whakataki ..	1	21	Dorgan, Beatrice B.	192	S	C	233
Clareville	3A	74	Clarke, Thomas	115	H	C	343
			Moncrieff, Janet	159	A	E	243
Clyde Quay	7½	684	Foster, William H. L.	5	H	B	520
			Fisher, Horace R.	87	A	D	425
			Lea, Sarah Ellen B.	97	I	C	353
			Barnes, Florence J.	..	(R)	..	325
			Brown, William B.	99	A	B	385
			Byers, Mary H.	111	A	C	333
			Howden, Ada L.	125	A	D	303
			Jones, Sarah G. (Mrs.) . . .	151	A	D	275
			Godfrey, Grace L.	154	A	D	235
			Allan, Agnes C.	181	A	D	195
			Cranmer, Carrie.	185	A	C	195
			Tebbs, Alice C.	188	A	C	195
			Priestley, Doris A.	204	A	C	185
			Barnett, Eileen J.	207	A	C	185
			Grant, Kathleen M.	..	A	C	185
			Darling, Sylvia A.	211	A	C	185
			Prince, Ngairi B.	..	Pt2	..	78
			Thew, Myrtle L.	..	Pt2	..	78
			Jones, Norman J. E.	..	Pr1	..	118
			Wilson, Archibald M.	..	Pr1	..	88
			Robertson, Mabel M.	..	Pr2	..	78

For explanatory notes see page i.

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
							£
Coonoor	0	6	Moore, Lorna E.	..	S	..	75
Cross Creek	3A	40	Howard, Kate A. (Mrs.) ..	109	H	D	343
			Wilson, Mary C.	214	A	C	213
Cullen Hill	0	6	Pike, Sibyl	..	S	..	105
Dalefield	3A	38	Bowie, William S.	114	H	C	335
			Peters, Christina C. T. ..	202	A	C	213
Deep Bay	0	3	Lazarus, Marjorie A. ..	..	S	..	45
Deep Creek	2	16	Watson, Oliver L.	..	R	Lic	135
Dillon's Point	2	19	Clouston, Constance E. ..	196	S	D	233
Dreyer's Rock	1	10	Stewart, Jessie	..	S	..	175
Dyer	2	35	Dale, Annabella S.	116	H	B	313
			Martin, Frances P.	..	Pr2	..	78
Eastern Hutt	7A	534	McBain, Alexander	49	H	D	480
			Olson, Walter H.	110	A	C	405
			Webb, Hilda M.	116	I	C	333
			Stenhouse, Christina ..	132	A	D	303
			Harland, Edward D. ..	167	A	D	335
			Hurrell, Doris	158	A	C	253
			Needham, Irene C. (Mrs.) ..	153	A	C	285
			McLean, Lilian N. C. (Mrs.) ..	186	A	D	205
			Patterson, James M.	203	A	B	185
			Harding, Winifred M. E. ..	212	A	B	175
			Fowler, Kathleen M.	219	R	C	165
			Heyes, Norman	..	Pt1	..	88
			Mutter, Amy	..	Pt1	..	83
			Allan, Sybil A. C.	..	Pr2	..	78
East Taratahi	2	26	Baillie, Ellen M. (Mrs.) ..	..	S	D	303
Eketahuna District High School— Primary (189), secondary (46)	5	235	Lynskey, James H.	60	H	B	425
			Bird, Arthur E.	197	A	B	243
			Broom, Lavinia E.	141	I	D	293
			Grierson, Ethel F.	191	A	C	243
			Anderson, Eleanor M.	..	Pt2	..	78
			Harrison, Mary E.	..	Pr1	..	83
			Moss, Evelyn C.	..	Pr1	..	113
			Wilson, Margarite	..	Pr1	..	83
			Hawkins, Rosa M.	..	Pr2	..	78
			Lazarus, Frances	88	D	C	..
			Wilson, Constance M. ..	180	D	B	..
Epuni	3A	64	Davidson, James	106	H	D	355
			Davis, Annie E.	192	A	D	233
Fairhall	2	26	Hilliard, Aileen	174	H	C	263
			Lane, Mavis N. L.	..	Pr2	..	78
Fairy Bay	0	8	Curran, Eileen C. K. ..	..	S	..	135
Featherston District High School— Primary (244), secondary (27)	5A	271	Combs, Frank L.	65	H	A	445
			Kirby, James R.	134	A	D	293
			Burbush, Margaret A. ..	157	I	D	273
			Kilmartin, Kate	..	A	..	218
			Collier, Fanny I.	209	A	C	205
			Henderson, Sarah C.	212	A	C	175
			Lonie, Adrian T.	..	Pr1	..	118
			Merlet, Muriel F.	..	Pr1	..	83
			Brown, Alexandra M. ..	107	D	B	..
			Donham, Fanny R. (Mrs.) ..	124	D	B	..
Fernridge	3A	79	Campbell, Kathleen	106	H	D	353
			Ramsay, Lilly M.	170	A	C	243
			Gardner, John	..	Pr1	..	88
Flat Creek	2	23	Adams, Joseph W. T. ..	210	S	D	223
Fourfathom Bay	0	5	Marston, Ronald A. J. ..	..	S	..	90
French Pass	1	17	Webber, Dorothea M. ..	231	S	D	205
Gladstone	2	29	Green, Marion (Mrs.) ..	148	S	D	293
Grassmere	1	12	Elder, James A.	212	S	C	195
Greytown District High School and side school — Primary (222), secondary (22), side school (11)	5A	255	Nightingale, Henry J. ..	83	H	A	415
			Stratford, Clarence F. ..	191	A	D	273
			Mabson, Maud E.	148	I	C	273
			Tully, Dorothy	203	A	D	223
			Laing, Ivy B.	169	A	C	225
			Freeman, Annie E.	..	A	..	160
			Stunell, George R.	..	Pt1	..	118
			Keltie, Thelma	..	Pr2	..	78
			Mather, Winifred M. ..	172	D	B	..
Grovetown	3A	96	Ball, Douglas G.	126	H	C	335
			Ladley, Ada B. E.	153	A	C	253
			Cresswell, Phyllis M. ..	200	A	D	215
Hakahaka	0	1	Daken, Mary E. (Mrs.) ..	..	S	..	15

For explanatory notes see page i.

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
							£
Hamua	3A	43	Abraham, Robert H.	143	H	D	305
			McManus, Mary E.	187	A	D	223
			Willis, Barbara B.	..	Pr2	..	78
Hastwell	3A	38	Harrison, Jane M. (Mrs.) ..	132	H	E	333
			Matthews, Dulcie E.	206	A	C	213
Hataitai	5A	289	Grant, John B.	32	H	C	405
			Kirk, Allan A.	150	A	B	283
			Bird, Florence R.	130	I	E	273
			Fouhy, Alice (Mrs.)	141	A	C	263
			Francis, Doris A.	176	A	C	225
			Smith, Alice E.	213	A	C	175
			Cooley, Mary E.	..	Pt2	..	78
			Moynihan, Mary A.	..	Pt2	..	78
			Hislop, Thomas G.	..	Pr1	..	88
			Sykes, Wallace D.	..	Pr2	..	83
Havelock	3A	64	Walshe, Edward B.	147	H	C	325
			Walshe, Marian L. (Mrs.) ..	..	(R)	C	203
			Hilliard, Madeline	..	R	..	160
Havelock Suburban	2	18	Murphy, Christine	..	R	..	185
Hillersden	1	15	Gifford, James R. A.	119	S	C	225
Hinakura	1	11	Blake, Marjorie H.	..	S	C	195
Hinemoa	1	10	Hawkins, Anna L.	..	S	..	165
Horoeka	1	16	Urquhart, Arabella (Mrs.) ..	200	S	E	215
Hukauui	3A	28	Orr, Marion J. N.	167	S	D	283
Huritini	0	8	Campbell, Maretta M. (Mrs.) ..	..	S	..	120
Hutt District High School—Pri- mary (484), secondary (67)	7B	551	Tamblyn, Joseph	34	H	B	520
			Mason, Francis A.	82	A	D	435
			Hooper, Eva M. E.	97	I	B	343
			Melody, William J.	103	A	B	385
			Mowitt, Sybil	..	R	..	310
			Watson, Florence (i)	146	A	D	293
			Young, Mabel F.	159	A	D	253
			Scott, Isabella	184	A	D	215
			Bishop, Cecil J.	210	A	C	175
			Presants, Eveline A.	212	A	D	185
			Tamblyn, Ethne M.	..	Pt1	..	83
			Burnley, Edith M.	..	Pt2	..	78
			Stewart, Irene A.	..	Pr1	..	83
			Bird, Clarence G.	..	Pr1	..	88
			Tamblyn, Joseph J. M. L. ..	..	Pr1	..	88
			Sinclair, Mary A.	58	D	B	..
			McKay, Sophia A. F. C.	139	D	C	..
			Browne, Maude J.	202	D	B	..
Thurana	1	9	Jones, Edna L. M.	..	R	..	105
Island Bay	7C	580	Thwaites, John E.	33	H	B	520
			Rodgers, John	90	A	B	425
			Acheson, Catherine E. A. ..	84	I	C	363
			Martin, Magdalene J. F. (Mrs.) ..	175	(R)	D	303
			Dempsey, Kate	91	A	C	343
			Davidson, Jessie L.	120	A	D	333
			McCarrison, Ellen	150	A	C	293
			Carriek, Margaret A.	166	A	C	243
			MacKay, Emma A. (Mrs.) ..	171	A	C	225
			Hawley, Agnes D.	195	A	C	195
			Martin, Gordon U.	197	A	B	195
			Thwaites, Irene E.	..	R	D	125
			Swan, Mabel J.	215	A	C	175
			Paul, Eillen L.	..	Pt1	..	83
			Rubick, Sophia	..	Pt2	..	78
			Nelson, Theo B.	..	Pr1	..	88
			Burton, Mavis I.	..	Pr1	..	83
			Reece, Kathleen M.	..	Pr2	..	78
			Taylor, Ben	..	Sup.	..	155
Johnsonville (309), and side school (28)	5C	337	Jones, George A.	72	H	C	445
			Dudson, Walter F.	129	A	D	375
			Duff, Minnie	135	I	C	293
			Preece, Olive W.	145	A	C	293
			Blair, Elizabeth M.	160	A	D	233
			Knapp, Mabel F.	196	A	C	215
			Bollinger, Marjorie J.	197	A	C	195
			Bath, Marie E.	208	A	C	175
			Brown, John K.	..	Pt1	..	88
Jordan	1	9	Kerr, Frank W.	209	S	B	195
Judgeford	1	18	Hume, Dora I.	189	S	C	225

For explanatory notes see page i.

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Kahautara	3A	45	Turner, Mary E. (Mrs.)	118	H	D	£ 343
Kaiparoro	2	31	Wilson, Agnes H.	225	A	D	213
Kaitara	2	31	Johnson, Edith M.	142	S	D	303
Kaitoke	1	18	Cooper, James P.	184	S	D	255
Kaitawa	2	21	Josephs, Jessie	204	S	C	195
Kaituna	1	6	McRae, Duncan	..	S	..	155
Kaiuma	1	17	(Vacant)	..	..	..	..
Kaiwairai	3A	40	Mahood, Charlotte H.	222	S	C	195
Kaiwarra	4	139	Rockel, Felix E. S.	118	H	C	345
			Keddell, Catherine G.	202	A	D	213
			Pope, Robert J.	93	H	D	385
			Dalrymple, Amelia A. (Mrs.)	153	I	E	263
			Sutton, John P. C.	166	A	B	265
			Pickett, Rose	..	Pt2	..	108
			Bollons, Hinemoa L.	..	Pr1	..	83
Kakariki	1	17	Williams, Margaret	170	S	C	245
Karapoti	1	18	Churchill, William	..	S	..	185
Karori	5B	325	Polson, Donald	65	H	C	405
			Stainton, William H.	133	A	C	375
			King, Catherine	127	I	D	293
			White, Augustina	166	A	D	243
			Hind, Queenie M.	175	A	B	225
			Peart, Elvira S.	177	A	D	225
			Sutton, Constance G.	212	A	B	175
			Guthrie, Gwendlyn G.	..	Pr1	..	83
			Thomson, Marjorie M.	..	Pr1	..	83
			Cattanach, Agnes E. R.	..	Pr2	..	78
			Williams, Natalie B. B.	..	Pr2	..	78
Kekerangu	0	11	Moore, William S.	..	S	..	170
Khandallah	4B	198	Bringans, John	76	H	C	395
			Booth, Ada K. M.	148	I	D	263
			Stevenson, Helen	154	A	D	263
			Fairbrother, Doris	183	A	D	215
			Lambert, Allison J.	..	Pt1	..	118
			McGowan, Marjorie H.	..	Pr2	..	78
			North, Margaret J.	..	Pr2	..	78
Kilbirnie	6A	413	Kidson, George R.	51	H	B	460
			Feltham, Edgar C.	93	A	B	395
			Benzoni, Frances E. S.	118	I	D	323
			Pottinger, William C.	152	A	D	293
			Finlayson, Catherine H.	158	A	C	253
			Betts, Ethel G.	163	A	D	225
			Gore, Mary E.	171	A	D	225
			Matthews, Erica M.	189	A	B	195
			Rathie, Margaret L. E.	196	A	C	195
			Gray, Olive	..	Pt2	..	78
			McKittrick, Netta J.	..	Pr1	..	83
			Harvey, Kathleen E.	..	Pr2	..	78
			McIntyre, Kenneth C.	..	Pr2	..	113
Kohiku	1	16	Hamilton, Irene	..	S	..	200
Kohinui	1	18	Ottaway, Nellie	..	R	..	105
Konini	3A	44	Britland, Walter	97	H	D	355
			Cole, Rehutai A. E.	215	A	D	223
			Kelly, Marie A.	..	Pr2	..	78
Kopuaranga	2	22	Aitchison, Evelyn R.	157	S	D	293
Koputaroa (84) and side school (16)	3B	100	Forsyth, Donald E.	97	H	C	375
			Anderson, Myrtle D.	206	A	C	223
			Langdon, Gladys K.	217	A	D	205
			Boyd, Daisy I.	..	A	C	165
Korokoro North	3A	44	Timms, William	170	R	D	233
			Rains, Catherine M.	187	A	D	223
Koromiko	2	39	Claris, Maurice W. C.	194	H	C	255
			Smith, Eva H.	210	A	B	213
			McIntosh, Ian D.	..	Pr1	..	88
Korora	1	10	Souness, Grace N.	..	S	..	185
Lansdowne (370) and side school (Te Ore Ore) (42)	6B	412	Swinbourne, William A.	59	H	C	450
			Caigou, Charles A.	105	A	C	395
			Brown, Winifred E.	123	I	D	313
			Atkinson, Mary E.	149	A	D	293
			Curtis, Vera I.	167	(R)	D	223
			Hall, Lily E.	164	A	D	253
			Tankersley, Iris	178	A	C	213
			Sellar, Margaret M.	204	A	D	205
			Robinson, Lilly I. F.	199	A	D	195

For explanatory notes see page 1.

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Landsdowne and side school— <i>contd.</i>	..	..	Adams, Eleanor M. C. . . .	218	A	C	£ 185
			McGrath, Norma M. G. . .	237	A	D	175
			Threadwell, David E. L. . .	..	Pt1	..	88
			Costello, Mary E. . . .	..	Pr1	..	83
Levin District High School—Primary	7E	677	Foss, Reginald, J. . . .	31	H	B	500
(586), secondary (91)			Kibblewhite, Bruce M. . .	86	A	A	415
			Hitchcock, Mary L. . . .	104	I	C	353
			Jones, Howard J. . . .	106	A	C	385
			Smith, Sara E. (Mrs.) . . .	117	A	D	333
			Casey, John	146	A	B	335
			Robbie, Ann (Mrs.) . . .	143	A	D	243
			Perry, Catherine	163	A	D	215
			Frost, Eileen M. . . .	212	A	C	185
			Dove, Sylvia E. A. . . .	209	A	C	175
			Britland, Eleanor S. . . .	213	A	C	175
			Perry, Jean R. M. . . .	..	R	..	105
			Beverley, Felicia M. . . .	..	Pt1	..	83
			Leger, Elma M. . . .	..	Pt2	..	78
			Kingsbeer, Thelma L. . . .	..	Pr1	..	83
			Hearle, Rita V. . . .	..	Pr1	..	113
			Harris, Leslie G. . . .	..	Pr2	..	83
			Marsh, John	133	D	B	..
			Armstrong, Beryl G. . . .	163	D	B	..
			Milnes, Ruby O. . . .	185	D	B	..
			Aplin, Grace M. . . .	196	D	B	..
Linkwater	1	18	Clark, William E. . . .	220	S	D	205
Lochnara	0	4	McIsaac, Vera	..	S	..	60
Longbush	2	25	Frain, Robert J. . . .	180	S	C	295
Lyall Bay	7E	679	Blake, Alexander C. . . .	18	H	B	520
			Robertson, Charles	80	A	B	435
			Roberts, Florence G. . . .	85	I	B	363
			Conway, Edith	120	A	C	313
			Jackson, Patrick M. . . .	121	A	B	375
			Stevenson, Jane	131	A	C	303
			Stitt, Annie B. . . .	162	A	C	225
			Raikes, Helen M. . . .	187	R	C	213
			Johnson, Marguerite M. . .	187	A	C	195
			Warner, Grace	197	A	D	195
			McAtcer, Margaret V. . . .	205	A	B	195
			Wilkins, Dorothy L. . . .	210	A	C	185
			Reith, Violet H. . . .	204	A	D	185
			Wilkinson, Sylvia H. . . .	205	A	C	185
			Grono, Robert N. . . .	209	A	C	175
			Kirk, Pearl	..	Pt1	..	113
			Hitchings, Lilian M. . . .	..	Pt2	..	78
			Lothian, James F. . . .	..	Pr1	..	118
			McKittrick, Mary St. U. . .	..	Pr1	..	83
			Bucknell, Dorothy G. . . .	..	Pr2	..	78
Mahau	1	9	Simpson, Lily P. . . .	..	S	..	200
Mahupuku	0	6	Oldfield, Gladys	..	S	..	105
Makairo	0	8	Donaldson, Hector A. . . .	..	S	..	120
Makara	1	21	Crandle, Henry E. . . .	154	S	C	305
Makerua	1	23	Taylor, Francis H. . . .	..	S	Lic.	255
Makomako	1	15	Aston, Aubrey E. . . .	193	R	C	185
Maku	1	7	McKay, Mary A. (Mrs.) . . .	190	S	E	215
Makuri	2	19	Ullmer, Frederica	163	R	C	213
Manakau	3E	110	Anderson, Wigo	108	H	E	335
			Wadsworth, Bertha E. . . .	140	A	D	253
			Dyer, Grace A. . . .	208	A	D	205
			Burnell, Marie F. . . .	..	Pr1	..	83
Manaroa	0	9	Holyoake, Muriel	..	S	..	150
Mangahao	2	21	Creagh, Kathleen	151	H	C	303
			Braggins, Aroha V. . . .	..	Pr2	..	78
Mangamahoe	1	16	Vanderpump, Helena P. (Mrs.)	200	S	D	235
Mangamaire	2	19	Orr, Margaret F. M. . . .	..	R	Lic.	125
Mangapakeha	0	6	Ridgley, Roie M. . . .	..	S	..	105
Mangarama	1	16	Hughes, Maggie	..	S	..	200
Mangaroa	2	24	Gunn, Elizabeth M. . . .	152	S	D	303
Mangatainoka	3E	109	Thompson, Frederick G. . .	86	H	B	375
			Seymour, Violet K. . . .	216	A	C	223
			Gibson, Catherine (Mrs.) . .	..	R	..	185
			Ashby, Edith E. E. . . .	..	Pr1	..	83
Maraetai Bay	0	9	Burgess, Muriel N. . . .	..	S	..	120
Marama	1	16	Woodhouse, Elizabeth C. . .	223	S	D	195

For explanatory notes see page i.

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Marima	1	11	Checkley, Grace A.	..	R	..	£ 105
Marshlands	3A	36	Smart, Lily M. (Mrs.)	134	H	E	323
			Murphy, Reges F.	193	A	C	233
Martinborough District High School	5A	242	Wilson, Henry L.	64	H	B	415
—Primary (221), secondary (21)			Watson, Herbert W.	198	A	D	243
			Clarke, Mary A. C.	146	A	C	273
			Hunt, Winifred M.	161	R	B	253
			Brown, Mary L.	201	A	B	195
			McKay, Effie E.	..	Pt2	..	78
			Ward, Joan M.	..	Pr1	..	113
			Ross, Mary I.	..	Pr1	..	113
			MacDonald, Edith E.	..	Pr2	..	108
Masterton Central	7A	497	Dale, Margaret J.	105	D	B	..
			Drummond, Robert	38	H	D	490
			Goldsman, George J.	94	A	B	425
			Iorns, Olive E.	116	I	C	343
			Bowman, Thomas W.	125	A	D	333
			Taylor, Lillias O.	132	A	D	303
			Bradbury, Annie E.	141	A	D	263
			Hiddleston, Bernice G.	169	A	C	245
			Smith, Gertrude A.	179	A	B	215
			Atkinson, Agnes A.	183	A	D	195
			Cocker, Lily M. Z.	179	A	C	195
			Ralph, Edith L.	..	Pt1	..	113
			Innes, Dorothy A.	..	Pt1	..	113
			Evans, Agnes J.	..	Pr1	..	83
			Welch, Victor A.	..	Pr2	..	83
Masterton West (276) and side school (112)	5D	388	Miller, Henry	71	H	D	435
			Best, Thornton R.	123	A	D	375
			Bewley, Daisy R. (Mrs.)	144	I	D	273
			Fallows, Mary R. E.	119	A	D	303
			Cumberworth, Dorothy M.	170	A	C	233
			Hogg, Felicitas M. F.	175	A	D	225
			Ball, Elizabeth	203	A	C	185
			Bennett, Irene	..	R	..	145
			Harvey, Georgina D.	..	Pt1	..	113
			Lewis, William	..	Pt1	..	88
Matahiwi	1	8	Edwards, Leila	..	S	..	135
Matarawa	2	18	Tuck, Alice B. (Mrs.)	192	S	D	215
Maud Island	0	6	McMaster, Matilda	..	S	..	75
Mauriceville	2	33	Shand, Florence J.	..	S	..	248
Mauriceville West	2	27	Tregurtha, Richard H.	169	H	D	295
			Rose, Ernestine M.	..	Pr1	..	113
Mikimiki	2	30	Woodley, Rosanna B. (Mrs.)	152	S	E	303
Miramar South	5C	386	Reid, John	..	H	B	455
			Messenger, Ernestina R. G.	126	I	C	333
			Whitcombe, Minnie A.	126	A	D	293
			Scott, Mary (iii)	120	A	C	303
			Cooper, Ethel R.	136	A	D	263
			Nelson, Hannah C.	170	A	D	225
			Battersby, Rose I.	210	A	C	175
			McKenzie, Isabella M.	215	A	C	175
				(Prov.)			
			Harris, Thomas C. C.	..	Pt1	..	88
			Clark, Olive M. D.	..	Pt1	..	83
			Braggins, Isa N.	..	Pr2	..	108
			Bell, Susan C.	..	S	D	185
Mirza	1	13					
Mornington (side school to Brooklyn).							
Mount Cook Boys	5B	293	Darroch, Robert	60	H	D	455
			Proctor, Francis J.	123	A	C	375
			Cook, Eleanor N.	109	A	D	303
			Roughton, Edna G. V.	187	A	D	243
			Rishworth, Eric K.	171	A	B	265
			Munro, Martha C.	180	A	D	205
			Kelly, Myrtle E.	198	A	B	195
			Lamason, John R.	..	Pr1	..	88
			Massey, Harold B.	..	Pr2	..	113
Mount Cook Girls	5A	235	Piggford, Mary H.	51	H	D	453
			Stevens, Winifred L.	133	A	D	283
			Gernhoefer, Amy M.	157	A	B	253
				(Prov.)			
			Tuely, Catherine B.	150	A	D	263
			Wallach, Ida W.	167	A	B	225
			Drewe, Dorothy E.	196	A	C	195

For explanatory notes see page i.

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Mount Cook Infants	5B	290	Morgan, Louisa	76	H	B	£ 373
			Cross, Alice M.	137	A	D	273
			Howden, Jessie E.	140	A	D	263
			Johnston, Janet S.	169	A	C	253
			Feist, Hannah E.	156	A	C	225
			Griffiths, Amy C.	202	A	C	185
			Barclay, Mary T.	204	A	C	185
Muritai	5B	309	King, Eustace	71	H	B	405
			Rendle, Charles A.	123	A	B	355
			Cooke, Alice B.	135	I	D	293
			Rose, Florence	173	A	D	253
			Priestly, Marie L.	196	A	C	205
			McKay, Doris J.	201	A	C	205
			King, Kathleen M.	205	A	C	185
			Noble, Eileen M.	..	Pr1	..	113
			Hurren, Mary P.	130	H	D	313
			Hyndes, Mary C.	..	Pr1	..	83
Newman	2	32	Thurston, James F.	27	H	C	520
Newtown (857) and side school (Hospital) (13)	71	870	Bennett, William D.	95	A	C	415
			Finlayson, Janet A.	82	I	C	363
			Ward, Edward H.	110	A	D	375
			Woodward, Elizabeth	118	A	D	333
			Bisset, Elizabeth A.	129	A	D	303
			Duncan, Myra (Mrs.)	135	A	C	273
			Donkin, Catherine J.	189	A	D	215
			Caughley, Marjorie E.	201	A	C	195
			Maysmor, Edna O. (Mrs.)	..	A	D	195
			Thomas, Catherine A. (Mrs.)	189	R	D	185
			Beattie, Jane D. (Mrs.)	185	A	C	185
			(Prov.)				
			Diamond, Mary J.	189	A	C	195
			Patterson, Ingeborg M. (Mrs.)	..	A	D	195
			James, Annie C.	201	A	C	185
			McBeth, Helen A.	207	R	D	145
			Ambrose, Margaret	203	A	D	185
			Agnew, May L.	..	R	..	330
			Warring, George D.	208	A	C	175
			Richardson, Henry G.	216	A	C	185
			Thompson, Carrie	..	Pt1	..	83
			Rabe, Vera L.	..	Pt1	..	83
			Reveirs, Joyce E. P.	..	Pr2	..	78
			Clark, William H.	73	H	D	405
			Crellin, Muriel L.	133	I	C	263
			Stephens, Ethel L.	168	R	D	213
			Trischler, Walter J.	..	R	..	145
			Barnes, Kathleen R.	..	Pr2	..	78
			Henderson, Dorothy W. M.	..	Pr2	..	78
Ngaturi	1	11	Tait, Catherine L.	218	S	C	195
Ngaumu	1	12	Richards, Anna M.	203	S	D	522
Nireaha	3A	56	Scott, William W.	115	H	E	335
Nopera Bay	1	10	Morrison, Sybil D. N.	182	A	C	233
			Clift, Frank H.	212	S	C	195
Normal and side schools—Thorndon (324) ; Model, P-S2 (22) ; P-S5, Primary No. 2 (18) ; Model, P-S6, (30) ; Deaf (6) ; Kelburn (382)	7G	782	Webb, James C.	11	H	B	570
			Kane, Thomas	82	N	A	465
			Hargreaves, Lizzie	136	N	D	333
			Graham, Arnold J.	109	N	B	375
			Fossette, Walter E. W. R.	140	N	D	323
			Kerr, Kate F.	128	N	B	293
			Welsh, Annie	135	N	C	273
			Taylor, Frances E.	149	N	D	273
			Ashton, Jeanie (Mrs.)	153	N	D	253
			Roe, William B.	99	N	C	415
			Lea, Norah	151	N	C	293
			Grant, Ruby M. A.	..	Spec.	C	263
			Batt, Charles A.	132	N	C	353
			Maitland, Winifred J. G.	16	H	C	565
			Blake, Bertie N. T.	68	N	A	455
			Ray, Olive M.	115	KM	D	363
			Buggy, Annie E.	..	R(N)	..	325
			Hind, Florence M.	104	N	B	373
			Garnham, Grace	116	N	C	333
			Tremewan, Maurice A.	124	N	C	333
			Meffin, James M.	163	N	C	325
			Waghorn, Reginald J.	187	N	B	233

For explanatory notes see page 1.

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

Schools.			Teachers.				
Name.	Grade, 1923	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Normal and side schools, &c.— <i>contd.</i>			Burnett, Ethel M.	188	N	D	£ 253
			Jacka, Ida V.	200	R(N)	B	185
			Meffin, Mary G. (Mrs.)		N	C	263
Normandale	1	15	Stace, Edith C. (Mrs.)	186	S	E	225
Northland	4B	149	Howarth, Oswald J.	78	H	B	405
			Morcom, Annie E.	141	I	C	263
			Swan, Jessie E.	170	A	C	225
			McLean, Alexandria M.		Pt2		108
			Waller, Gwendolyn F. M.		Pr1		83
Ocean Bay	3A	40	Panting, Marguerite E.		Pr2		78
			Fanning, James F.	123	H	D	345
			Sawtell, Morkar		A		173
Ohariu	2	31	Bodell, Florence A.	147	S	D	303
Ohau	4A	140	Arcus, Laurence H.	83	H	D	395
			McLeavey, Mary L. (Mrs.)		I	D	243
			Miles, Mary P.		A		180
			Hogg, Esma G.		Pt1		83
Okaramio	2	25	Coneys, Jessie T.	182	R	E	185
Omaka	1	9	Grigor, Eleanor I. (Mrs.)		S		175
Onamalutu	1	11	Cox, Edward J.		S		155
Onauku	1	10	Watson, Jessie (Mrs.)		S		170
Oneiti	0	5	Harvey, May E. (Mrs.)		S		105
Opaki	2	19	Burden, Louisa H. (Mrs.)	151	S	E	263
Otaki	4B	216	Smith, William B. (i)	62	H	D	405
			Rudkin, Alfred R.	126	A	C	315
			Hardy, Florence F.	149	I	C	243
			Miller, Edith P.	172	A	D	225
			Yates, Marcella V. E.		Pt2		108
			Smith, Margaret J.		Pr1		83
Otanerau	0	7	Kissel, Elizabeth		S		105
Paekakariki	3B	94	Gaze, Frederick J.	108	H	C	355
			Ivory, Alice E.	209	A	C	223
			Muir, May H.	204	A	C	205
Pahautanui	2	16	Engstrom, Ellen M. (Mrs.)	170	S	D	235
Pahiatua District High School—	5A	282	Chatwin, George W.	34	H	C	455
Primary (233), secondary (49)			Sinclair, Vera C.	153	I	C	263
			Bird, Alfred W.	193	A	C	243
			McCardle, Alice C.	176	A	C	225
			McCardle, Doris E.	188	A	C	215
			McCardle, Olive M.		Pt2		78
			Yeoman, Ruth K.		Pr2		108
			Wingfield, Naomi I.		Pr2		78
			Edmed, Mildred C.	128	D	C	
Paraparaumu	3B	93	Junker, Dorothy F. E.	137	D	B	
			Barnett, John	101	H	D	375
			Pigott, Emily J.	156	A	B	253
Paremata	2	31	Richards, Flora M.	205	A	C	205
			Pettigrew, Robina	170	H	C	263
			Ivey, Ainslie		Pr2		83
Parkvale	3A	39	Freeman, Jessie A.	136	H	D	303
			Harvey, Barbara H.	211	A	D	223
Pelorus Bridge	2	38	Mills, Howard C.	209	H	D	223
			Gallop, Eliza E.		R		145
Petone District High School—	7H	772	Bedingfield, Douglas S.	17	H	B	520
Primary (697), secondary (75)			Williams, John F.	95	A	C	405
			Macalister, Ria	104	I	C	353
			Atherton, Gwendoline E.		R		290
			Wyatt, Ida		R	D	233
			Stanton, Elizabeth A.	106	A	D	343
			Harvey, Charlotte T.	148	A	C	263
			Halliwell, Isabella E. C.	184	A	B	215
			Brassell, Lena A.	184	A	B	195
			Bedingfield, Esther B.	199	A	C	195
			Mutter, Nell D. A.	200	A	B	195
			Erickson, Dagny E. E.	217	A	B	175
			Kydd, Maude		A		160
			Lockwood, Amelia	203	A	B	175
			Cuddy, Agnes		R		185
			Hankin, Fred G. S. G.		Pt1		118
			Bucknall, Margaret		Pt1		83
			Budden, Ernest D.		Pt2		113
			Ross, Mavis J.		Pt2		78
			Heberley, Ena		Pr2		78
			McFarlane, Alexander M.		Pr2		83

For explanatory notes see page i.

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

Schools.			Teachers.				
Name.	Grade, 1923	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Petone District High School— <i>contd.</i>	..	..	McLeod, David	118	D	B	£
			Park, Jean G. .. .	130	D	C	..
			Loftus, Mabel U. .. .	175	D	B	..
			Williams, Kate .. .	..	D	..	..
			Gifford, Grace E. .. .	..	D	..	..
Petone West (324), and side school (173)	7A	497	Burns, John C. .. .	51	H	B	490
			Manning, William A. .. .	99	A	D	383
			Gorman, Annie .. .	111	I	C	343
			Stanton, Alice J. .. .	114	A	C	333
			Ogg, James .. .	120	A	B	375
			Haldane, Minnie .. .	149	A	D	293
			D'Emden, Amy I. .. .	175	A	D	253
			Hare, Janet C. .. .	179	A	B	215
			Maynard, Carmelita M. .. .	195	A	D	195
			Campbell, Kate (Mrs.) .. .	..	R	D	203
			Coull, Jessie A. .. .	210	A	C	185
			Halliwell, Marguerite O. .. .	226	R	D	125
			Clougher, Ethel S. .. .	..	Pt1	..	113
			Callander, Roselyn V. .. .	..	Pr2	..	78
			Williams, Lionel F. D. .. .	..	Pr2	..	83
Pictou (202) and side school (Wai-kawa) (18)	4C	220	Robinson, Herbert J. .. .	73	H	D	405
			Johnston, Margaret A. (Mrs.) .. .	140	I	D	293
			Bush, Violet E. (Mrs.) .. .	170	A	E	223
			Pinfold, Frederick M. .. .	209	A	D	213
			Atkin, Eva V. .. .	..	A	D	205
			Widdowson, Florence A. .. .	..	(R)	D	175
			Beckley, Gladys E. .. .	227	A	D	175
			Wadsworth, Ada .. .	..	Pt2	..	108
Pine Valley .. .	1	10	Martyn, Kathleen M. .. .	..	S	..	165
Pirinoa .. .	3A	46	Ross, Hilda .. .	136	H	B	303
			Currie, Ida M. F. .. .	..	R	..	125
Plimmerton .. .	3B	101	Dallaston, Charles W. .. .	102	H	C	375
			Rayne, Jessie .. .	182	A	C	233
			Burch, Margaret L. (Mrs.) .. .	194	A	D	255
			Beckett, Herbert W. .. .	..	Pr1	..	88
Ponatahi .. .	2	21	Cairns, Elizabeth S. O. .. .	208	S	C	195
Pongaroa .. .	3A	74	Gregory, Frederick W. .. .	158	H	D	325
			Winge, Aziyadee .. .	..	A	..	198
Porirua .. .	3B	86	Mickle, Paul A. D. .. .	97	H	C	375
			Liddell, Jessie S. M. (Mrs.) .. .	..	A	D	223
			Mickle, Eulalie (Mrs.) .. .	..	R	..	105
Poroporo .. .	1	18	Scott, Margaret M. .. .	201	S	D	225
Pukatea Bay .. .	0	6	Fryer, Alice .. .	..	S	..	90
Pukehinau .. .	2	21	Westlake, Ethel A. .. .	193	S.	D	253
Pukekoikoi .. .	0	5	Henderson, Lilian A. .. .	..	S	..	90
Pukenui (7) and Ruakokopatuna (9)	1	16	Robinson, Alice M. .. .	193	S.	D	233
Puketoi .. .	1	17	Kilsby, Alfred S. .. .	..	S	B	195
Putara .. .	2	20	Hancox, Spencer M. .. .	..	S	D	185
Rakaunui .. .	1	17	Hill, Annie (Mrs.) .. .	..	S	..	155
Rangitumau .. .	1	20	Warner, Margaret (Mrs.) .. .	202	S	D	205
Rapaura .. .	3A	51	Oldham, Hedley .. .	102	H	D	355
			Williams, Beatrice M. K. .. .	..	A	Lic.	208
			Hiskens, Ivy M. .. .	..	Pr1	..	83
Redwoodtown (side school to Blenheim).							
Reikiorangi .. .	3A	39	Howard, Harry J. .. .	122	H	D	345
			Thomas, Florence H. M. .. .	207	A	C	213
Renwick .. .	3A	77	Green, Arthur W. V. .. .	132	H	D	335
			Askew, Bertha K. .. .	222	A	C	213
Riverlands .. .	2	33	Chapman, Florence M. .. .	122	S	C	313
Rongokokako .. .	2	26	Hughan, Jessie (Mrs.) .. .	154	S	E	295
Rongomai .. .	2	29	Barrell, Beatrice A. .. .	174	S	C	253
Roseneath .. .	4A	154	Stephens, James T. O. .. .	79	H	B	405
			McGowan, Mary .. .	160	I	B	253
			Lake, Lulu A. .. .	153	A	C	225
			Miller, Leslie G. .. .	..	Pt1	..	118
			Hogg, Ralph .. .	..	Pr2	..	83
Ruakokopatuna (half-time with Pukenui).							
Ruawhata .. .	2	18	Walden, Eric M. .. .	223	S	C	205
Saratoga Bay .. .	1	10	Hooguard, Cecilia M. (Mrs.) .. .	166	S	D	245
Saunders Road .. .	0	6	McKelvie, Kathleen M. (Mrs.) .. .	..	S	..	105

For explanatory notes see page i.

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

Schools.			Teacher..				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Scarborough	3A	64	Warwick, Robert S.	119	H	C	£ 345
			Burge, Agnes H.	158	A	D	243
Seatoun	4B	189	Anderson, Bonifacius	78	H	C	405
			Webb, Alice H.	149	I	C	263
			Thompson, Laura E.	173	A	C	243
			Gilpin, Ann S.	173	A	C	225
			Elder, Annette M.	..	Pt2	..	78
Sea View	1	9	Atkinson, Walter F. R.	213	S	C	195
Seddon	3A	66	Best, Frank D.	117	H	D	345
			Trischler, Eleanor	..	A	..	173
Shannon	5C	344	Voysey, William	62	H	D	453
			Morgan, Alexander H.	153	A	D	365
			Eason, Minnie F.	145	I	D	293
			Hosking, Jane (Mrs.)	150	A	C	305
			Burns, Ellen S. (Mrs.)	174	A	D	225
			Helme, Marie J. (Mrs.)	..	R	..	145
			Maitland, Hazel M. R.	..	R	..	105
			Blandford, Gladys	..	A	..	135
			Easton, Mavis C.	..	Pr1	..	83
Solway	3B	95	Hall, Henry G.	97	H	C	375
			Wallis, Minnie F.	176	A	C	243
			McKenzie, Ivy V.	185	A	D	215
South Featherston	3B	83	Fieldhouse, Joseph H.	101	H	C	355
			Nicol, Dorothy I.	205	A	D	223
			Miller, Barbara M.	206	A	D	195
South Wellington	7F	714	Thomas, Joseph	22	H	C	520
			Finlayson, John H. M.	97	A	C	405
			Little, Isabel D. B.	105	I	C	353
			Blake, Charles M.	121	A	C	375
			Hayes, Ellen V.	121	A	C	333
			Thomson, Isabel S. M.	121	A	C	303
			Cousins, Eric G.	172	A	B	233
			Walls, Margarita	167	A	C	225
			Tait, Annie F.	182	A	B	195
			Olsen, Dorothy S.	189	A	C	195
			Thompson, Clarice V.	191	A	D	195
			Patterson, Airini	193	A	B	195
			Maloney, Grace G.	186	R	D	193
			Blake, Norma R.	202	A	C	185
			Patterson, Grace M.	202	A	B	185
			Foley, Rita R.	..	Pt1	..	83
			Steele, James T. V.	..	Pt2	..	83
			Chipper, Thomas	..	Pr1	..	88
			Key, Arnold R.	..	Pr2	..	83
Spring Creek	3A	53	Dickinson, William E.	108	H	B	355
			Wills, Emily N. J.	..	R	..	145
			Wooley, Maud E.	..	Pr2	..	78
Spring Grove	0	8	Anderson, Cecil C.	..	S	..	105
Springlands	4B	187	Kirk, George W.	81	H	C	383
			Millington, Emily E.	143	I	D	263
			Woulfe, Kathleen	155	A	D	253
			Nevison, Isabella	181	A	C	215
			Haswell, Nessie	..	Pt1	..	83
			Ward, Olive N.	..	Pr2	..	78
Stephens Island	1	8	Woodbury, Iris M. E.	..	S	..	165
Stokes Valley	1	19	Basket, Georgina C. (Mrs.)	178	S	E	235
Tablelands	1	7	Fairbrother, Gladys	..	S	..	105
Taita	3B	109	Vaughan, Frederick T.	113	H	D	365
			Williamson, Isa M.	188	A	D	233
			Levien, Rachel	216	A	D	205
Takapu	1	9	Roberts, Gladys V.	213	S	D	205
Tane	1	17	Stoddart, Annie F.	200	S	C	225
Taratahi West	1	13	Connell, Elizabeth E. (Mrs.)	155	S	E	245
Taueru	2	24	Bowman, Eva M. (Mrs.)	141	S	D	303
Tauheranikau	1	22	Shepherd, Evelyn M. (Mrs.)	169	S	C	263
Tawa Flat	2	35	Peters, Ellen M. (Mrs.)	156	S	D	255
Te Aro (463) and two side schools —Infants (195) and Mitchelltown (125)	7H	783	McKenzie, Alexander (i)	34	H	C	520
			O'Connor, Maurice J.	86	A	B	425
			Edwards, Dorothy L. W.	95	I	D	353
			Hayes, Amy L.	107	A	D	343
			McFarlane, Olive V.	133	A	D	323
			Macalister, Itta	126	A	C	303
			O'Shea, Mary	161	A	D	243
			Gordon, Mary J. (Mrs.)	133	A	C	235

For explanatory notes see page i.

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

WELLINGTON—*continued.*

Schools.			Teachers.				
Name.	Grade, 1923	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Te Aro and two side schools— <i>ctd.</i>	..	..	Rishworth, Myrtle R. (Mrs.)	..	A	B	£ 205
			Stewart, Blanche P. (Mrs.)	182	A	D	195
			Halliwell, Charlotte L. L.	191	A	C	195
			Forsyth, Jessie M.	195	A	C	195
			Scarrow, Gertrude V.	197	A	B	195
			Watson, Clara (Mrs.)	202	A	E	185
			Potter, Iris C.	206	A	C	185
			Godfrey, Irene I.	206	A	B	185
			White, Alvan W.	209	A	C	175
			Howe, Clement W. P.	216	A	C	185
			Costley, Agnes	..	Pt1	..	83
			Harris, Margaret G.	..	Pr1	..	113
			Clift, Charlotte M.	..	Pr1	..	83
			Freeman, Jean F.	..	Pr2	..	78
			Holdsworth, Vera M.	..	Pr2	..	78
			Kraft, Ivy M.	..	Pr2	..	78
			Watson, Margaret A.	..	Pr2	..	78
Te Horo	3A	67	Black, Bertha	100	H	B	353
			Sellar, Jeannie E.	185	A	C	223
Te Marua	3A	40	Oswin, Mabel E.	113	H	B	323
			Kershaw, Lucy D.	181	A	C	223
Te Oreore (side school to Lansdowne).							
Te Rawa	1	12	Paine, Ethel M.	..	S	..	165
Te Rou	0	5	Philpotts, Olive M.	..	S	..	75
Terrace	7A	485	Leslie, David E.	32	H	B	520
			White, Alfred T.	81	A	C	435
			Fogelberg, Norma E.	109	I	B	343
			Murphy, Arthur P.	103	A	C	343
			Sparrow, Eva T.	122	A	A	323
			Edwards, Ralph W.	151	A	B	283
			Van Staveren, Lena	131	A	C	273
			Gibson, Fanny	162	A	D	225
			Coady, Ellen	152	A	E	215
			Jacka, Elsie M.	196	A	B	195
			Glover, Nada M.	199	A	B	195
			Bragg, Nathaniel B. G	..	Pr1	..	118
			Shotlander, Lionel	..	Pr1	..	118
			Connell, Margaret C.	..	Pr2	..	108
			Smith, Marion E.	..	Pr2	..	108
Te Weka	0	4	McLauchlin, Lillian	..	S	..	60
Te Whiti	1	17	Birkby, John S. D'H.	..	S	..	155
Tinline Valley	1	14	Gibson, Mary A. R.	..	S	..	155
Tinui	2	20	Sutton, Henry	136	S	D	305
Tiraumea	1	12	Russell, Cecil R.	..	S	..	170
Tokomaru	4A	127	Philip, William H.	99	H	C	375
			Higgs, Gladys B.	175	I	C	243
			Wake, Florence M.	213	A	D	205
			Palmer, Clarence C. H.	..	Pt2	..	113
Tuamarina	3A	53	Gibson, Francis	143	H	D	303
			Connor, Teresa M.	183	A	D	233
			Goulton, Clarice E.	..	Pr2	..	78
Tunakino	1	16	Fisk, Nellie	..	R	..	105
Tuturumuri	0	6	Boyce, Margaret	..	S	..	90
Upper Hutt	5C	376	Marryatt, Ernest	65	H	C	415
			Bell, Cecil R.	130	A	D	355
			Anderson, Athol M. St. G.	147	I	C	263
			Smith, Annabella P	142	A	D	263
			Caigou, Melba F.	165	A	C	253
			Morrison, Annie C. G.	225	A	D	195
			Brown, Jean D.	..	R	..	145
			Nicholls, Georgina E.	..	R	..	105
			Marryatt, Ernest R.	..	Pt2	..	83
			Burns, William J.	..	Pr1	..	88
Wadestown (69) and side school (79)	4B	148	Ferguson, Samuel S.	..	H	C	395
			Battersby, Margaret N.	142	I	D	263
			Fletcher, Mabel F.	172	A	B	225
			Richmond, Marietta D.	187	A	C	195
			Williamson, Alice R.	..	Pr1	..	83
			Grant, Dorothy C.	..	Pr2	..	78
Waihakeke	2	26	Haggo, Mabel D. (Mrs.)	171	S	C	263
Waihoanga	2	21	Campbell, Alice	193	S	D	235
Waiholi Valley	1	10	O'Leary, Cornelius N.	176	S	D	245
Waikakaho	0	7	Aroa, Lillian M.	..	S	..	120

For explanatory notes see page i.

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

Schools.			Teachers.				
Name.	Grade, 1923	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Waikanae	3A	75	Flaherty, Morgan D. ..	96	H	C	£ 355
			Brown, Hilda A. (Mrs.) ..	182	A	D	233
			Parata, Waikuharu ..	..	Pr1	..	83
Waikawa (side school to Picton).							
Waikawa Pa	2	35	Fraser, Christina A. ..	175	H	C	253
			Foley, Cecily	..	R	..	135
Waingawa	2	29	Kelleher, Caroline H. ..	112	S	D	313
Wainuiomata	2	18	Kerr, Arthur H.	..	R	..	175
Waione	1	22	Wheatley, Agnes (Mrs.) ..	..	S	D	185
Wairau Bar	1	13	Hamilton, Jean A.	213	S	D	225
Wairau Pa	1	6	Harford, Rita M.	..	R	..	115
Wairau Valley	2	32	Mapp, Elsie M.	165	H	D	293
			Coleman, Nancy A.	..	Pr2	..	78
Wairongomai	1	14	Tolley, Enid M.	213	S	C	195
Waitaria	0	6	Henderson, Isabella M. ..	..	S	..	120
Wallaceville	1	12	Scholes, Olive I. (Mrs.) ..	..	S	D	215
Wangahu	1	11	Jackson, Frances L. (Mrs.)	..	R	..	145
Wantwood	2	19	Murray, Margaret P. (Mrs.)	94	S	C	263
Ward	3A	69	Gubbins, George H.	204	H	B	283
			Armstrong, Violet M. (Mrs.)	194	A	B	233
Waterfalls	0	6	Henderson, Eunice M. C...	..	S	..	90
Whakataki (half time with Castle-point).							
Wharenui	1	13	Brock, Charles L.	202	S	B	195
Whareama	2	14	Sutton, Howard H.	90	S	B	285
Whareatea Bay	0	7	Burton, Patrick	..	S	..	90
Whatamango	0	3	Boese, Mary	..	S	..	45
Whiteman's Valley	1	13	Monkhouse, Grace J.	219	S	D	195
Woodbank	1	19	Green, William H. M.	..	S	..	155
Worser Bay	4A	164	Webb, James S.	88	H	C	395
			Pinder, Constance M.	158	I	C	253
			Pigou, Agnes M.	180	A	B	205
			Butler, Daisy E. (Mrs.) ..	..	R	D	145
			Palmer, Eric L.	..	Pt1	..	88

NELSON.

							£
Anatimo	0	6	Taylor, Beatrice	..	S	..	105
Appleby	2	29	Rogers, Marmaduke	116	S	C	315
Arapito	1	17	Allen, Blanche I. (Mrs.) ..	172	S	D	245
Awanui	0	4	Sloan, Lucy C.	..	S	..	60
Awaroa	1	10	Green, Muriel	..	S	..	155
Bainham	3A	38	Clayton, John C.	160	H	D	295
			Harford, Marjorie E.	..	A	..	183
			Harford, Claude M.	..	(R)	..	105
Big River	0	3	Fairbrother, Sydney R. ..	..	S	..	45
Birchfield	2	22	Dickson, Margaret M.	..	R	..	185
Black's Point	3A	68	Ching, Harold L.	141	H	C	355
			Mori, Kate A.	..	A	..	175
			Kater, Joyce H. F.	..	Pr2	..	108
Blackwater Upper	2	22	Simpson, Arthur B.	..	S	..	213
Brightwater	3A	81	Kyles, Robert E.	114	H	C	315
			Cropp, Daisy E.	189	A	C	233
			Dodson, Kathleen M.	..	Pr2	..	108
Brooklyn	3A	76	Goodyer, John	134	H	D	335
			Moffatt, Joyce H.	..	A	Lic.	195
			Shirliff, Amy	..	Pr1	..	113
Burnett's Face	3A	72	Ralph, George H.	161	H	B	295
			Saunders, Mary C.	..	A	..	173
Cape Foulwind	2	36	Vercoc, Eric	..	S	..	215
Capleston	1	12	Roberts, Cyril J.	..	S	..	175
Charleston	2	20	McCarthy, Annie W.	..	S	..	223
Churchill	1	16	Clay, Douglas S.	216	S	B	195
Clifton Terrace (Model)	2	37	Harle, Margaret A.	176	S	A	293
Collingwood	3A	37	McCarthy, Margaret	178	H	C	278
			Freeman, Hilda	..	R	..	145

For explanatory notes see page i.

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

NELSON —continued.

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Corbyvale	0	6	Ladbrooke, Olive	..	S	..	£ 90
Cronadun	3A	36	Ellery, Henry V.	171	H	D	313
			McDowell, Frank M.	..	(R)	..	265
			Butcher, Florence M.	204	A	C	213
Crushington	0	4	Calder, Lily C.	..	S	..	60
Denniston	3B	100	Smalley, Percy	154	H	C	335
			Palmer, Isobel C.	205	A	C	223
			Gibbons, Julia	..	A	..	165
Dovedale	2	25	Loveridge, Raymond C.	193	S	D	255
Fern Flat	1	11	Jelley, Clara	216	S	C	195
Ferntown	1	10	McNabb, Philip V.	225	S	D	215
Fox Hill	3A	47	McGlashen, Ralph	128	H	C	335
			Cropp, Hazel G. V.	210	A	C	223
Glengarry	1	10	Ash, Frederick E.	..	S	..	155
Glenhope	1	18	Forbes, Norma J.	..	S	..	175
Glenroy	1	15	Woods, Hugh	..	S	..	165
Gordon	1	11	Ching, Maurice J.	..	R	..	165
Gowan Valley	1	9	Drogemuller, Eileen	..	S	..	185
Granity (124) and side school (Hector) (63)	4B	187	Burgess, William H.	101	H	C	365
			Henderson, Katie C. G. (Mrs.)	..	I	D	213
			Friend, Alice	..	R	..	105
			Kaye, Miriam A.	..	A	Lic.	165
			Martin, James A.	..	A	C	175
			Scadden, Ailie M.	..	Pt2	..	108
			Heslop, Mona M. E.	..	Pr2	..	108
			Powell, Olive A.	..	Pr2	..	108
Hamama	1	17	Whelham, Edna	..	R	..	115
Hampden Street	4C	226	Irwin, Robert	73	H	C	395
			Baigent, Beatrice L. M.	128	I	C	273
			Shirliff, Kate W.	161	A	D	223
			Manson, Lola M.	196	A	D	215
			McRae-Fittall, Helen	..	A	D	205
			Louis, Violet D.	..	Pr1	..	83
			Braddock, Iva W.	..	Pr1	..	113
			Taylor, Josephine	..	Pr1	..	83
Happy Valley	2	16	Rawstorn, Albert J.	190	S	B	255
Harakeke	2	24	Emms, Olive M.	201	S	D	223
Hector (side school to Granity).							
Hillside	1	12	Childe, Marjory (Mrs.)	217	S	D	225
Hinekaka	1	12	Dowgray, Andrew E.	216	S	C	195
Hope	3A	42	Fair, George O.	103	H	C	355
			Strack, Elspeth (Mrs.)	..	R	..	125
Inangahua Junction	2	36	Wilson, Helen W.	200	S	C	233
Inangahua Landing	1	19	Fittall, Edith J.	..	S	..	155
Kairuru	0	4	Wells, Elva	..	S	..	75
Kaituna	1	18	Cowin, Robert A.	234	S	D	185
Karamea	3A	49	Burke, Richard J. J.	130	H	D	325
			Connor, Elizabeth A. (Mrs.)	178	A	E	233
Katanga	0	8	Bastin, Phyllis S.	..	S	..	120
Kikiwa	0	9	Mead, Ruby L.	..	R	..	105
Kiwi	1	15	Crowe, Catherine M.	..	S	..	200
Kongahu	1	10	Lutton, William	..	S	..	155
Koreke	1	8	Parke, Gladys M. (Mrs.)	..	R	D	185
Korere	2	22	Dale, Daniel S.	..	S	D	225
Little Grey	3A	50	Walsh, Elizabeth M.	133	H	D	333
			Tindale, Grace	211	A	C	223
Little Wanganui	1	18	Hilton, Stella F.	..	S	..	175
Longford	0	10	Bastin, Kathleen	..	S	..	150
Long Plain	2	30	Mason, Jessie M. (Mrs.)	184	S	D	233
Lyell	0	7	Robertson, Margaret	..	S	..	105
Mahana	2	26	Papps, Roland J.	222	S	D	225
Maitai Valley	0	6	Smith, Ella	..	S	..	90
Mangles Valley	0	9	McFarlane, Jessie	..	S	..	165
Mapua	2	23	Palmer, Ethel R.	206	S	C	223
Marahau	1	12	Kidson, Edward W.	215	S	B	195
Maruia Lower	0	9	Erskine, Gladys	..	S	..	150
Matakitaki	0	7	Brooks, Arthur W.	..	S	..	105
Mawheraiti	2	24	Dunn, Ellen	..	S	Lic.	268
Midmaruia	0	5	Ellison, May	..	S	..	105
Millerton	4B	176	Gapper, Bernard R.	138	H	E	365
			Morine, Leith M.	197	A	C	223
			Preston, Lucille	..	I	..	173
			Mumm, Mary M.	..	A	..	165
			Thomson, Maisie E.	..	Pt1	..	113
			Harden, Robert	..	Pr2	..	83

For explanatory notes see page i.

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary of 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Motueka District High School and side school (Whakarewa)—Primary (214), secondary (37), Whakarewa (27)	5B	278	Banner, Oscar A.	69	H	C	£ 445
			Bastin, Ida E.	141	I	D	313
			Wilkinson, Dan	192	A	C	263
			Raikes, Alice O... .. .	183	A	D	243
			Raikes, Margaret W. .. .	197	A	D	215
			Fowler, Alma G.	186	A	D	215
			Rankin, Audrey	..	Pt1	..	83
			Fowler, Robina M.	..	Pr1	..	83
			Still, Sydney G... .. .	..	Pr1	..	88
			Desaunais, Leonie A. .. .	..	Pr2	..	78
			Cutforth, Leslie R. .. .	198	D	C	..
			Hall, Walter J.	197	D	C	..
Motupiko	2	22	Boyes, Philip A.	222	S	D	223
Motupipi	3A	52	Ainsworth, Emma F. .. .	116	H	B	343
			Whelham, Dorothy I. .. .	208	A	C	223
Moutere Lower.. .. .	3A	56	Snadden, George	107	H	C	355
			Ferrier, Sarah C.	206	A	C	223
Moutere Upper.. .. .	3A	47	White, James	109	H	C	345
			Prestidge, Marjorie R. .. .	202	A	D	223
Murchison	3B	75	Morris, Stuart F.	162	H	D	313
			Fairbanks, J. (Mrs.) .. .	198	A	D	223
			Smith, Violet V.	210	A	C	195
Nelson Boys and two side schools—Main (272), Brook Street (131), Tasman Street (188)	7D	591	Gibbs, Frederick G.	1	H	A	520
			Boyes, Esmond E. C. .. .	101	A	B	405
			Bannerman, Herbert D. .. .	113	A	B	385
			Forster, Janet B. (Mrs.) ..	..	R	D	165
			Holdaway, Hubert R. .. .	159	A	C	313
			Cameron, Sarah	130	A	D	283
			Gibbs, Betsy A. H.	141	A	D	263
			Palmer, Constance M. .. .	145	A	B	235
			Espie, Marjorie J.	..	R	..	145
			Lublow, Alice G.	..	A	C	185
			O'Hara-Smith, Margaret ..	..	A	D	185
			Clifford, Maud M.	..	A	D	175
			Cheel, Eveline A.	200	A	C	195
			Douglas, Ethel	..	A	..	170
			Knapp, Marjorie	..	Pt1	..	113
			Vercoe, Gordon E.	..	Pt2	..	83
			Addison, Leslie W.	..	Pt2	..	83
			Hughes, Viva R.	..	Pt2	..	78
			Muncaster, Eric	..	Pr1	..	88
			Palmer, Ruby O.	..	Pr1	..	113
			Knyvett, Edmund H. .. .	..	Pr2	..	83
			Marshall, Nellie A.	..	Pr2	..	78
Neudorf	2	25	Clay, Hilda D.	209	S	D	223
Ngatimoti	3A	39	Wills, Allan R.	162	H	C	315
			Burgess, Vera E.	218	A	C	213
Norris's Gully	0	5	Scholfeld, Mary E.	..	S	..	75
Okiwi Bay	0	6	Stratford, Annie (Mrs.) ..	..	S	..	105
Onekaka	0	8	Scadden, Maria (Mrs.) ..	..	S	..	120
Oparara	1	11	Lecher, Norman R.	..	S	..	155
Orinoco	1	18	Winter, Winifred	..	S	..	185
Owen Junction.. .. .	2	23	Craig, Georgina M.	188	S	D	273
Owen Valley	0	6	McLean, Thelma	..	S	..	105
Pakawau	2	22	Nightingale, Albert G. ..	208	S	C	223
Pangatotara	2	22	Kelly, William J.	218	S	C	223
Pariwhakaho	1	13	Walkey, William F.	..	S	..	165
Pigeon Valley	2	22	McCormack, Mary	193	S	D	253
Pikomanu	1	15	Ford, Leslie	..	S	..	175
Pokororo	1	19	Smith, Edna M. J.	..	S	..	175
Progress	1	9	Yates, Albert	..	S	..	135
Punakaiki	1	11	Wylde, Harry E.	..	S	..	165
Puponga	2	29	McEwan, Mary G.	167	S	D	283
Rahu	0	6	Hart, Margaret K.	..	S	..	90
Ranzau	3A	38	Eves, Charles A.	113	H	C	325
			Bowie, Jean M. M.	181	A	C	233
Redwood's Valley	1	12	Irwin, Annie M. E.	208	S	C	205
Reefton District High School—Primary (217), secondary (47)	5A	264	Werry, Alfred E.	69	H	C	405
			McNabb, Robert L.	211	A	C	243
			Garth, Isabelle O.	147	I	E	283
			Moore, Euphemia J.	129	A	E	273
			Scarlett, Margaret L. .. .	169	A	D	225
			Williams, Martha	..	Pt1	..	83
			Duncan, Margaret V. .. .	..	Pr1	..	83
			Henry, Lillias	..	Pr1	..	83

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Reefton District High School— <i>continued</i>	..	..	Kearns, Ivy	..	Pr1	..	£ 83
			Scott, Edith K. .. .	..	Pr2	..	78
			Hopkirk, Susan M. ..	120	D	B	..
			Saunders, Ada A. .. .	..	D	..	..
Richmond	40	200	Harrison, Robert .. .	80	H	C	405
			Hill, Ethel I. .. .	151	I	D	293
			Horner, Lilian .. .	168	A	D	253
			Davies, Hilda V. .. .	175	A	D	253
Riwaka	4A	128	Booth, Alice E. .. .	202	A	C	205
			Evan, Clarissa .. .	..	Pt1	..	113
			Giblin, Allan N. .. .	..	Pr1	..	88
			Street, Samuel W. ..	83	H	C	395
Rockville	3A	35	Fowler, Lucy I. .. .	193	I	D	243
			McKee-Wright, David ..	..	A	..	165
			Buckeridge, Florence M. ..	..	Pt2	..	78
			Ross, Ruth A. .. .	..	Pr2	..	108
Rotokohu	1	18	Lewis, Allan .. .	161	H	C	295
			Condell, Ada M. (Mrs.) ..	215	A	D	223
			Levestam, Wilhelmina Z. ..	..	S	D	215
			Beilby, George H. .. .	132	H	C	335
Seddonville	3A	52	Wall, Mary E. .. .	..	A	Lie.	193
			Ryan, Maud E. .. .	187	S	D	263
			Douglas, Arthur .. .	28	H	C	490
			Kidson, Kitty E. (Mrs.) ..	81	A	B	435
Sergeant's Hill	2	27	Easdale, Mildred J. N. ..	122	I	C	343
			Wright, Julia C. .. .	122	A	C	333
			Tuckey, Amy E. .. .	163	A	C	253
			Wright, Gwendoline F. ..	147	A	E	293
Shelbourne Street and side school (Haven Road)—Main (231), side school (222)	7A	453	Christie, Florence B. (Mrs.) ..	134	A	D	233
			Turner, Zilla L. .. .	194	A	D	195
			Redgrave, Katherine G. ..	201	A	C	185
			Hornsby, Harriet R. .. .	205	A	C	185
Sherry River	1	19	Pellow, Minnie .. .	..	Pt1	..	83
			Robertson, Cynthia J. ..	..	Pt2	..	78
			Sutton, Gladys M. .. .	..	Pt2	..	108
			McNamara, Alison N. .. .	..	Pr1	..	83
Six Mile	1	10	Wix, Estella .. .	..	Pr1	..	83
			Johnston, Hilda M. .. .	..	Pr2	..	78
			Rayner, Ruth .. .	..	R	..	105
			Tebay, Ivan S. .. .	..	R	..	105
Spring Grove	3A	46	Poole, William E. .. .	96	H	C	355
			Huffam, Runa F. B. .. .	208	A	D	223
			Parkes, Kathleen E. .. .	..	S	Lie.	195
			McAdam, Charles C. .. .	144	H	C	325
Stanley Brook	1	22	O'Sullivan, Margaret M. ..	..	A	D	223
			Trevalla, Arthur .. .	89	H	D	375
			Cooke, Gertrude M. .. .	155	A	C	243
			Bell, Myrtle A. M. .. .	179	A	C	215
Stockton	3A	49	Satherley, Vernon .. .	190	S	C	235
			Newport, Thelma .. .	..	S	..	90
			Silcock, Harold F. S. .. .	210	S	C	223
			Sanders, Herbert B. S. ..	86	H	D	375
Stoke	3B	87	Worley, Winnifred G. ..	156	A	C	233
			Griffin, Helen R. .. .	206	A	C	205
			Taylor, Mamari A. L. ..	..	Pt2	..	78
			Page, May .. .	113	H	E	333
Summerlea	2	21	Fittall, Margaret .. .	207	A	C	223
			NeCurdy, Ada .. .	..	R	..	105
			Hiddleston, John F. C. ..	93	H	C	375
			Hiddleston, Frances M. ..	186	A	C	223
Sunnyside	1	6	Grooby, Constance M. ..	219	A	D	205
			Grooby, Mona C. .. .	..	Pr1	..	83
			Bruce, Violet M. .. .	181	D	B	..
			Barclay, Margaret .. .	207	(R)D	C	..
Tadmor	2	30	Sadd, Vernon W. .. .	..	S	D	225
			Hogan, Catherine B. .. .	128	H	C	313
			Crowe, Margaret J. .. .	..	A	..	173
			Stade, Hilda H. .. .	213	S	C	195
Tahunanui	3B	129	McNab, Wallace R. .. .	206	S	D	223
			(Prov.)				
			Huddleston, Mary O. ..	..	S	..	120
			Sadler, Andrew .. .	200	S	C	243
Takaka Central	3A	45	Barker, Caroline A. .. .	..	S	..	155
			Curtin, Annie C. .. .	..	S	..	155
			Scott, Vera L. .. .	219	S	D	225
			..	..	..	..	..
Takaka East	1	16	..	..	..	..	..
			..	..	..	..	..
			..	..	..	..	..
			..	..	..	..	..
Takaka Lower District High School —Primary (83), secondary (14)	3B	97	..	..	..	..	..
			..	..	..	..	..
			..	..	..	..	..
			..	..	..	..	..
Takaka Upper	1	14	..	..	..	..	..
			..	..	..	..	..
			..	..	..	..	..
			..	..	..	..	..
Tapawera	3A	37	..	..	..	..	..
			..	..	..	..	..
			..	..	..	..	..
			..	..	..	..	..
Tarakohe	1	22	..	..	..	..	..
			..	..	..	..	..
			..	..	..	..	..
			..	..	..	..	..
Tasman	2	23	..	..	..	..	..
			..	..	..	..	..
			..	..	..	..	..
			..	..	..	..	..
Tophouse	0	4	..	..	..	..	..
			..	..	..	..	..
			..	..	..	..	..
			..	..	..	..	..
Tui	2	20	..	..	..	..	..
			..	..	..	..	..
			..	..	..	..	..
			..	..	..	..	..
Tutaki	1	13	..	..	..	..	..
			..	..	..	..	..
			..	..	..	..	..
			..	..	..	..	..
Umere	1	15	..	..	..	..	..
			..	..	..	..	..
			..	..	..	..	..
			..	..	..	..	..
Uruwhenua	1	17	..	..	..	..	..
			..	..	..	..	..
			..	..	..	..	..
			..	..	..	..	..

For explanatory notes see page i.

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

NELSON—continued.

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Wai-iti	2	34	Chipperfield, Emily (Mrs.) ..	126	S	D	£ 313
Waimangaroa	3A	59	Shedden, Samuel C. ..	142	H	D	335
			McNamara, Annie E. ..	..	A	..	183
Waimea West	2	25	Whiteside, Brian S. ..	204	S	D	223
Wairangi	0	2	Hunt, Clara ..	..	S	..	45
Wairoa Gorge	1	13	Smith, Constance I. S. ..	210	S	C	205
Waitahu	1	11	Rivers, Ethel M. ..	..	S	Lic.	195
Waiuta	3A	75	Ching, Leonard C. ..	162	H	D	315
			Sigley, Zena ..	..	A	..	183
			Sigley, Freda ..	..	A	..	155
Wakefield Lower	3B	97	Coleman, Bernard F. P. ..	99	H	B	375
			Hagen, Norah M. ..	164	A	D	243
			Ellis, Flora M. ..	..	A	D	195
Wangapeka	0	7	Douglas, Helen ..	..	S	..	105
Westport	7D	630	Harkness, James H. ..	13	H	B	570
			Hayes, Francis S. ..	135	A	C	405
			Hill, Jessie A. ..	99	I	C	353
			Wills, Edgar J. ..	154	A	D	365
			Moore, Doris ..	149	A	B	303
			Findlay, Elspeth A. ..	156	A	D	283
			Bettjeman, Alma ..	153	A	C	263
			Bayfield, Georgina D. M. ..	183	A	D	215
			Seaton, Rose C. ..	173	A	C	205
			Larsen, Mary L. ..	215	A	C	175
			Craddock, Margaret D. E. ..	..	R	..	105
			Laurenson, Williamina ..	203	A	C	185
			Doyle, Norah B. ..	202	A	C	175
			Green, Mary M. ..	..	Pt1	..	83
			Griffiths, Elsie ..	..	Pt2	..	78
			Ralph, Amy F. ..	..	Pt2	..	108
			Todd, Vladimir ..	..	Pt2	..	78
			Moss, Mary H. ..	..	Pr2	..	108
			Stevens, Corneliae ..	..	Pr2	..	78
			Ward, Lillias A. ..	..	Pr2	..	108
Whakarewa (side school to Motueka District High School).							
Whangamoia	0	3	Riddell, Jessie ..	..	S	..	60
Whangarae	1	9	Simpson, Clara E. (Mrs.) ..	..	S	..	155
Woodstock	1	15	Papps, Ruth F. ..	..	S	D	235

CANTERBURY.

Adair	1	15	Byrne, Frances J. ..	..	S	..	£ 185
Addington	7F	726	Clarke, Robert B. ..	28	H	B	520
			Kennedy, Hans ..	75	A	C	435
			Thomson, Jane H. ..	98	I	D	353
			Walker, Robert ..	148	A	D	365
			Beck, Elizabeth ..	108	A	D	343
			Bowden, Bessie E. ..	111	A	D	303
			Wilson, Wilfred ..	..	(R)	..	193
			Dowd, Patrick J. ..	180	A	D	275
			Harris, Rosa A. ..	158	A	C	235
			Griffin, Annie M. ..	..	R	C	180
			Petrie, Frances J. ..	194	A	C	195
			Braisher, Doris E. T. ..	203	A	C	185
			Burr, Joyce H. ..	205	A	C	185
			Haberfield, Dulcie M. ..	200	A	B	195
			McPherson, Olive L. ..	197	A	C	195
			Wright, Caroline L. ..	206	A	D	185
			Blake, Martha A. M. ..	217	A	C	175
			Edward, Alfred L. ..	..	Pt1	..	88
			Gourlay, Leonard A. ..	..	Pt2	..	83
			Willoughby, Ian M. ..	..	Pt2	..	83
			Spillar, Mavis ..	..	Pr1	..	83
			Weallens, Ronald ..	..	Pr1	..	88
			Hooker, Olive M. ..	..	Pr2	..	78

For explanatory notes see page 1.

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

Schools.			Teachers.				
Name.	Grade, 1923	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Abaura	3A	40	Hargreaves, Alice M. .. .	147	H	D	£ 303
Akaroa District High School—Primary (131), secondary (15)	4A	146	James, Catherine .. .	..	R	..	105
			Hall, Charles .. .	69	H	C	405
			Prince, Dorothy I. .. .	188	I	C	233
			Petrie, Edith S. .. .	208	A	C	195
			Innes, Hazel .. .	..	Pr1	..	83
Albury	3A	66	Donnelly, Thomas B. J. .. .	200	R(D)	B	..
			Dick, David .. .	123	H	D	345
Alford Forest	2	33	McLean, Vera G. .. .	183	A	C	223
Allandale	1	19	Stewart, Catherine (Mrs.) .. .	166	S	D	293
Allenton	4C	221	Sneddon, Jessie R. .. .	..	S	..	200
			Partridge, Ernest .. .	76	H	A	385
Amberley	3B	92	Ford, Ralph J. .. .	200	A	C	243
			Thexton, Elizabeth .. .	135	I	D	253
			Galbraith, Lancelot B. .. .	205	A	C	203
			Buchanan, Eva E. W. .. .	200	A	C	215
			Breach, Dorothy A. .. .	219	A	C	175
			Humphreys, Edna M. .. .	..	Pr2	..	78
			Jackson, Joseph .. .	103	H	C	375
			Stanton, Edith E. F. .. .	167	A	E	243
			Laurenson, Ethel R. .. .	207	A	C	205
			Hadler, Norman J. .. .	..	Pr2	..	83
			Hookway, Harold F. .. .	200	S	C	233
			Barr, Alexander C. .. .	163	H	C	305
			McMeekan, Lillian E. A. .. .	..	A	..	183
			Maloney, John W. .. .	131	H	D	335
Anama	2	24	Jones, Cecilia M. .. .	..	A	..	183
			Smith, James E. R. .. .	71	H	C	385
Annat	3A	39	Jones, Violet M. .. .	151	I	D	253
			Ironsides, Emily M. (Mrs.) .. .	195	A	D	255
Arahura Road	3A	47	McDonald, Annie E. .. .	..	Pt1	..	83
			Iggo, Alfred C. .. .	..	Pr2	..	83
Aranui	4A	133	Pennall, Martha A. J. .. .	..	Pr2	..	78
			Rooney, Josephine .. .	195	S	D	253
Aratika	1	18	Wilson, John F. .. .	136	S	D	305
Arthur's Pass	2	22	Dearsley, Rosina L. .. .	172	S	C	273
Arundel	2	29	Irwin, Samuel J. .. .	49	H	A	480
Ashburton	7A	450	Silcock, Frederick A. .. .	100	A	C	415
			Menzies, Catherine .. .	94	I	C	343
			Dalley, Edward R. .. .	142	A	C	345
			Swap, Josephine A. .. .	138	A	C	303
			Gray, Louie .. .	158	A	C	243
			Somerset, Miriam J. B. .. .	212	A	C	195
			Bolton, Elizabeth C. (Mrs.) .. .	216	A	D	225
			Undrill, Lauris R. .. .	..	A	D	175
			Eden, Marjorie .. .	..	Pt1	..	113
			McClurg, Phyllis A. .. .	..	Pt1	..	83
			Sewell, Oliver D. W. .. .	..	Pt1	..	118
			Stevenson, Annie C. .. .	..	Pr1	..	83
			Miller, Margaret H. .. .	..	Pr1	..	83
			Cowan, Ngaire F. .. .	..	Pr2	..	78
			Percy, Norma J. .. .	..	Pr2	..	78
			Watson, Harold C. N. .. .	61	H	B	445
			Chapman, Henry J. .. .	105	A	D	385
			Fawcett, Lucy .. .	111	I	D	303
			Marshall, Lionel A. .. .	196	A	D	285
			Lawry, Bertha M. .. .	155	A	C	225
			Cowan, Thelma M. .. .	205	A	C	205
			Kerr, Florence M. .. .	208	A	C	185
			Lee, Mildred C. .. .	219	A	C	175
			Beck, Ethel M. .. .	..	Pt1	..	113
			Bell, Elizabeth .. .	..	Pt1	..	83
			McLeman, Mary R. .. .	..	Pr1	..	83
			Scott, Eileen T. .. .	..	Pr1	..	113
			Crammond, Jessie .. .	..	Pr1	..	83
			Dennehy, Margaret P. .. .	..	Pr2	..	78
Ashburton Forks	1	17	Moffitt, Eliza H. T. .. .	229	S	D	195
Ashley	3A	46	Williams, Owen W. .. .	124	H	C	343
			Steel, Vera E. .. .	199	A	D	233
Ashley Gorge	1	17	Kerr, Catherine A. (Mrs.) .. .	110	S	D	255
Ashton	1	14	Sanders, Annie R. .. .	..	S	D	185
Ashwick Flat	1	13	Todd, Grace M. (Mrs.) .. .	200	S	D	235
Ataahua	1	23	Thames, Winifred J. .. .	..	S	..	185
Avoca	1	13	Chapman, Julia H. .. .	..	R	..	155
Awatuna	1	13	Hogan, Mary .. .	..	S	..	200

For explanatory notes see page i.

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Aylesbury	2	28	Bradley, Elizabeth (Mrs.) ..	132	S	D	£ 305
Balcarrn	3A	46	McGallan, Thomas G. ..	100	R	C	365
			Russell, Agnes M. ..	191	A	D	233
Barr Hill	1	14	O'Connor, Margaret H. ..	..	R	..	135
Barry's Bay	2	29	Banks, Ann E. ..	181	S	D	253
Barrytown	1	13	Ryall, Jane ..	..	S	Lic.	195
Baxter's Mill	0	8	Butler, Ethel D. ..	..	S	..	135
Beckenham	5C	364	Irwin, Major G. ..	60	H	B	425
			Gurnsey, Frederick W. ..	133	A	B	355
			Budden, Amy H. ..	129	I	D	293
			Sparrow, Harry ..	188	A	D	295
			Foster, Sylvia M. ..	148	A	C	263
			Buckhurst, Irene M. ..	160	A	C	225
			Foster, Rhoda L. ..	181	A	C	185
			(Prov.)				
			Moore, Eula I. B. ..	..	A	C	175
			Werren, Herbert H. ..	..	Pt1	..	88
			McKendry, Helen M. ..	..	Pr2	..	78
Belfast Main (116) and side school (90)	4C	206	Moore, Frederic W. ..	78	H	A	405
			Saunders, Herbert A. ..	197	A	C	243
			Morgan, Gladys R. ..	160	A	C	225
			Eggleton, Ada L. ..	145	R	D	223
			Stark, Jessie ..	205	A	C	195
			Butcher, Veda G. ..	211	A	D	185
			Spencer, Margaret H. ..	..	Pr1	..	83
			Pierr, Leslie B. ..	..	Pr2	..	83
Belfield	1	15	Forbes, Leslie ..	..	S	..	190
Bell Hill	0	11	Simpson, Harriet A. (Mrs.) ..	..	S	..	105
Birdling's Flat	1	14	Long, Mary (Mrs.) ..	176	S	D	225
Blackball	4B	183	Stirling, William ..	117	H	D	375
			Watt, Margaret R. M. ..	203	I	C	205
			Stubbs, Edith A. ..	176	A	D	233
			Mason, Florrie (Mrs.) ..	..	R	..	145
			Muir, Frances E. ..	..	Pr1	..	83
			Glasson, Agnes V. ..	..	Pr1	..	83
			Daly, Doreen ..	..	Pr2	..	78
Blaketown (side school to Grey-mouth).							
Bluecliffs	1	15	Chisholm, Annabella ..	..	S	..	200
Bluespur	1	154	Pointon, Eleanor J. ..	201	S	D	205
Boddytown	0	8	Larcombe, Violet L. ..	..	S	..	120
Broadfield	2	32	Eagan, Victoria H. W. ..	118	S	C	313
Bromley	3B	109	Pole, Thomas L. P. ..	97	H	D	375
			Gilmour, Lily ..	154	A	D	253
			Cross, Ada M. ..	153	A	D	235
Brookside	3A	46	McCallum, Allan ..	150	H	D	325
			Hastings, Nellie ..	198	A	D	233
Broomfield	2	24	Prebble, Stanley G. ..	172	S	C	253
Bruce Bay	1	13	Fahey, Honora ..	..	S	..	185
Burke's Pass	1	13	Walker, Minnie ..	222	S	D	195
Burnham	2	30	Wright, Emily H. A. ..	153	S	D	303
Burwood	4A	137	Bradstock, Leonard B. ..	78	H	C	385
			Kenna, Mona R. ..	150	I	D	253
			Livingstone, Ethel M. ..	157	A	D	225
			Carleton, Reginald J. ..	..	Pt2	..	83
			Simpson, Myrtle M. ..	..	Pr1	..	83
			Berg, Ivy ..	..	Pr2	..	78
Cameron's	3A	54	Smeaton, Lucy E. (Mrs.) ..	111	H	C	345
			Delaney, Ellen ..	190	A	D	233
			Smeaton, Nancy ..	..	Pr2	..	78
Cannington	2	25	Amyes, Mary O. G. ..	136	S	C	255
Carew	1	23	Tizard, Annie T. ..	..	S	Lic.	195
Carleton	2	26	Roberts, William J. ..	177	S	D	245
Cashmere	4A	150	Pavitt, Norman W. ..	74	H	D	405
			Newnham, Eliza (Mrs.) ..	92	I	D	273
			Rydings, Evalina E. ..	171	A	C	225
			Wilson, Frank R. ..	215	A	C	175
			Stanley, Ernest J. ..	..	Pt1	..	88
			Walter, Ngaio A. ..	..	Pr2	..	78
Cave	3A	46	Foster, Kate M. ..	132	H	D	333
			O'Connor, Mary ..	178	A	C	243
Chamberlain	1	15	Newell, Lucy K. ..	..	R	..	105
Charing Cross	2	18	Knight, Mary (Mrs.) ..	178	S	D	283
Charwell Forks	1	7	Stubberfield, Maude ..	..	S	..	165

For explanatory notes see page 1.

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

CANTERBURY—continued.

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Chertsey	3A	40	Leamy, Agnes W.	125	H	C	£ 343
			Stewart, Pearl E.	183	A	C	223
Chorlton	1	11	Dallard, Dorene G.	209	S	C	195
Christchurch East	7n	863	Wake, Hugh G.	20	H	B	520
			Lawn, George	91	A	C	405
			Gilmour, Ruth	87	I	D	343
			Blain, Thomas	95	A	A	385
			Sörensen, Marion J.	126	A	D	313
			Hayman, Frank H.	183	A	C	243
			Watson, Mary H. C.	163	A	D	225
			O'Donnell, Aileen	185	A	D	215
			Macalister, Annie (Mrs.) ..	192	A	D	195
			O'Sullivan, Mary	198	A	C	195
			Clague, Edith E. M.	190	A	B	195
			Tabraham, Minnie (Mrs.) ..	..	R	..	175
			Pennal, Mary E.	187	A	C	195
			Salvensen, Muriel V. (Mrs.) ..	219	R	D	155
			Napier, Helen E.	192	A	B	195
			Curran, Mary E.	215	R	C	140
			Parson, Edna E.	202	A	C	185
			Mills, Eileen O.	217	A	C	175
			Hendren, Augustine L.	..	Pt1	..	118
			Lloyd, Ita	..	Pt2	..	78
			Breward, Alfred	..	Pt2	..	83
			Brown, Hector G.	..	Pr1	..	88
			Quartermain, Kathleen V. ..	..	Pr2	..	78
Christchurch West—Primary (608), secondary (214)	7j.	822	Waller, Francis D.	12	H	B	520
			Parry, John G.	99	A	C	405
			Ritchie, Eliza J.	94	I	C	353
			Hunnibell, Arthur	112	A	D	375
			Hardey, Mary I.	109	A	B	333
			Jackman, Clarence V.	158	A	C	315
			Best, Isabel W.	118	A	B	273
			Kininmonth, Flora E.	155	A	C	225
			Cowley, Hilda M.	177	A	D	205
			Burnett, Rhoda E. (Mrs.) ..	199	A	C	195
			Burley, Renée M. A.	168	A	C	205
			Barr, Gladys E.	..	A	D	165
			Glover, Beatrice G. E. (Mrs.) ..	190	A	D	195
			Ives, Nancy K.	..	Pt2	..	78
			Sinclair, Huia I.	..	Pt2	..	83
			Hayward, Edna R.	..	Pr1	..	83
			Bradley, Amor E. P.	..	Pr1	..	118
			Cowan, Kathleen	..	Pr1	..	113
			Godfrey, Ida F.	..	Pr2	..	108
			Smee, Mary E.	..	Pr2	..	78
			Allard, Charles W.	71	D	B	..
			Barrell, Arthur F.	85	D	A	..
			Mayne, Arthur J.	97	D	B	..
			Finlayson, Annie C.	100	D	A	..
			Broadhead, Ellen	210	(R)D	C	..
			Reese, Marion	104	D	B	..
			Marriott, Gladys E.	125	D	B	..
			Cuming, Samuel R.	179	D	B	..
			McKenzie, Gordon M.	194	D	C	..
Clandeboyce	3A	73	Cartwright, Walter H.	146	H	C	315
			Storev, Ernestine I. L.	210	A	C	223
Claremont	2	23	McFedries, Esther D. E. (Mrs.) ..	143	S	C	273
Clarkville	3A	55	Marlow, Thomas	113	H	D	315
			Brewins, Kate E.	205	A	C	223
Gobden	4C	219	Barrett, Henry R.	97	H	D	395
			O'Brian, Agnes C. S. R.	118	I	D	303
			Dunn, Olive	162	A	D	253
			Farnell, Daisy A. (Mrs.)	148	R	B	185
			Greaney, Theresa	184	A	C	215
			James, Elizabeth	..	A	..	135
			James, Margaret	..	Pr1	..	83
			McSherry, Borgia	..	Pr2	..	78
Coldstream	1	14	Gourlay, Allan R.	212	S	C	195
Cooper's Creek	2	24	Webb, Florence L. (Mrs.)	157	S	E	293
Courtenay	1	14	Dobson, Beatrice H.	156	S	C	245
Cricklewood	1	13	Wood, Ellis J.	207	S	C	195
Culverden	3A	53	Leversedge, Edith M.	94	H	D	353
			Leversedge, Alice	..	R	..	145
			McLaughlin, Vera	..	Pr1	..	83

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

CANTERBURY—*continued.*

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Cust	3B	81	Mackenzie, John (i)	126	H	C	£ 365
			Walker, Annie E. E.	177	A	C	243
			Rowe, Eva M.	219	A	D	205
			Scott, Hannah P.	..	Pr2	..	108
Darfield	3A	37	Williams, Albert G.	171	H	C	293
			Rinaldi, Lilius B.	204	A	C	213
Dobson	1	18	Creagh, Eileen	193	S	B	235
Domett	2	19	Keys-Wells, Arthur P.	..	S	C	305
Dorie	1	17	Ballantyne, Barbara	212	S	C	215
Douglas	2	31	Rawstorn, Myrtle A.	200	S	C	253
Doyleston	3A	75	Mottram, Francis J.	90	H	B	355
			Reece, Ella M.	186	A	C	233
Dromore	1	22	Buchler, Sara J. (Mrs.)	183	S	D	235
Dunganville (10), and Marsden (6)	1	16	Norcross, Mary (Mrs.)	..	S	..	248
Dumsandel	3A	70	Smith, Frederick (i)	94	H	B	355
			Aylmer, Dorothy	167	A	C	243
Duvauchelles Bay	2	31	Rinaldi, Mary D.	184	S	C	253
Ealing	3A	42	Knox, Eliza	125	H	C	313
			McCallum, Agnes M.	..	A	..	173
Eiffleton	3A	40	Shrimpton, Kenneth G. J.	186	H	C	283
			Symonds, Rita T.	211	A	C	223
Elgin	1	15	Miller, Ella J.	..	R	..	105
Ellesmere	3A	38	Doubleday, William H.	164	H	D	293
			Steinmetze, Doris I.	212	A	C	223
Elmwood	7D	575	Sinclair, John R.	28	H	C	520
			Baird, Samuel	79	A	D	435
			Barron, Isabella F.	103	I	C	353
			North, Robert H.	111	A	C	375
			Commer, Edith R.	109	A	D	333
			Hodson, Mabel E.	112	A	D	303
			Lockwood, Mabel F.	129	A	C	273
			Seyb, Philip S.	200	A	B	205
			McCullough, Dorothy I.	163	A	C	205
			Foster, Eileen M.	182	R	C	165
			Whitcombe, Edna M.	164	A	C	205
			McNab, Jeanie C.	198	A	C	195
			Thomson, Alice M.	..	A	..	135
			Boleyn, Isabel M.	..	Pt1	..	113
			Bryden, William	..	Pt2	..	113
			Stevenson, Gertrude I.	..	Pr1	..	83
			Free, Moyra A.	..	Pr2	..	78
Esk Valley	1	18	Hewson, Kathleen W.	211	S	C	195
Eyreton	2	22	Evans, William	..	R	..	235
Eyreton West	3A	52	Owen, Llewellyn	121	H	D	345
			Larsen, Ebba R.	192	A	C	233
Fairlie District High School—Pri- mary (208), secondary (28)	4C	236	Wilson, James R.	62	H	B	405
			Berry, Osborne V.	209	A	C	243
			Wills, Mary	135	I	D	263
			Cruickshank, Sara M.	184	A	C	233
			Rowe, Mary E.	219	A	C	205
			Satterthwaite, Gertrude M.	220	A	D	175
			O'Sullivan, Constance	..	Pr1	..	113
			Annan, Agnes M.	..	Pr2	..	78
			Wills, Kathleen P.	108	D	B	..
Fairton	3A	66	Marriott, William G.	108	H	D	355
			Line, Emily M.	..	A	..	183
Fairview	3A	47	Maxwell, James E.	141	H	C	325
			Gardner, Winney	182	A	C	233
Fendalton	4B	202	Blank, Albert R.	71	H	C	405
			Anderson, Rosalina	145	I	D	263
			Colthart, James	160	A	D	295
			Prebble, Jane W.	167	A	C	225
			Baxter, Annie L.	217	A	C	175
			Glubb, Eileen E.	..	Pt2	..	78
			Burns, Grace	..	Pr1	..	83
			Walker, Doris M.	..	Pr1	..	83
			Herd, Naomi M.	..	Pr2	..	78
Fernside	3A	53	Rainey, Robert J.	120	H	C	345
			Hodgson, Barbara A.	194	A	C	233
Flemington	1	15	Harries, Eunice A. K.	199	S	C	225
Four Peaks	1	7	Brown, Catherine L.	..	R	..	145
Fyvie	0	9	Good, Dora	..	S	..	135
Gapes Valley	2	19	Kearon, Anna M.	136	S	D	303
Gebbie's Valley	2	17	McKeage, Stewart G.	225	S	D	233

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

CANTERBURY—continued.

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Geraldine District High School— Primary (282), secondary (54)	5C	336	Piper, Frank	60	H	D	£ 435
			Hughes, Alice M. .. .	106	I	C	343
			Steele, Elizabeth .. .	141	A	D	283
			Hammond, Herbert F. S. .. .	198	A	B	243
			Manson, Nedby M. .. .	154	A	D	305
			Martin, Rita E. .. .	203	A	C	205
			Chamberlain, Charles P. .. .	..	A	..	135
			Hayes, Edward .. .	..	Pt2	..	83
			Brown, Hugh .. .	..	Pr2	..	113
			Anderson, Flora A. J. .. .	..	Pr2	..	78
			Farnie, Dorothy C. .. .	98	D	B	..
			Farnie, Winifred C. .. .	..	D	A	..
			Dawber, Bruce K. .. .	203	S	C	223
Glenavy	2	36	Winnington, Edward .. .	101	H	D	375
Gleniti	3B	95	Beck, Constance A. .. .	180	A	D	233
			Hume, Helen M. .. .	188	A	C	215
			Newton, Hedvig .. .	..	Pr1	..	83
			Mathieson, Elsie E. .. .	..	Pr2	..	78
Glen Kowhai	1	14	Goodwin, Margaret S. (Mrs.) .. .	..	R	C	185
Glenroy	1	15	McPherson, William R. .. .	..	S	..	165
Glentunnel	3A	76	Hartstonge, Daniel .. .	122	H	C	345
			Rydings, Beatrice M. .. .	205	A	C	223
Goldsborough	1	19	Schwebe, Annie E. .. .	198	S	B	215
Governor's Bay	2	22	Newstead, Louisa (Mrs.) .. .	130	S	C	303
Grange Road	1	13	Mounsey, Emily E. .. .	..	R	..	145
Gray's Corner	1	10	Sparrow, Elizabeth S. A. .. .	..	R	..	105
Greendale	2	37	Sloane, Jessie S. M. .. .	176	S	C	253
Greenpark	3A	60	Williamson, Ernest A. .. .	112	H	B	345
			Costello, Rose A. .. .	..	A	..	183
Greenstreet	2	24	Donald, Eliza N. (Mrs.) .. .	132	S	D	255
Grohan Valley	0	9	Hayward, Eva G. .. .	..	S	..	120
Greta Valley	1	12	Kealy, Catherine .. .	..	R	..	145
Greymouth (538) and side school (Blaketown) (93)	7D	631	Allison, Herbert H. .. .	47	H	C	560
			Hunnibell, Frederick W. .. .	55	R	D	355
			Skoglund, Wilhelmina C. .. .	89	I	D	353
			Dunn, Minnie .. .	121	A	C	333
			Moore, Ellen .. .	119	A	D	333
			Black, Henry W. R. .. .	206	A	C	243
			Williams, Louisa .. .	161	A	D	253
			Wise, Agnes M. A. (Mrs.) .. .	175	A	D	265
			Bignell, Rose .. .	183	A	D	195
			Cornwall, Annie E. P. .. .	197	A	C	195
			Hopkins, Olive M. M. .. .	208	A	C	185
			Anderson, Jane M. (Mrs.) .. .	..	R	D	193
			Wylie, Alicia .. .	..	A	..	160
			Donnellan, Honora .. .	..	A	D	145
			Pamment, Constance .. .	..	Pt1	..	113
			Coumbe, Alfred .. .	..	Pt1	..	88
			Carr, Donald A. .. .	..	Pt2	..	83
			Tindall, Hannah .. .	..	Pr1	..	83
			Boustridge, Doris A. .. .	..	Pr1	..	83
			McDonald, John D. .. .	..	Pr1	..	88
			McKnight, Christina .. .	..	Pr2	..	78
Haast	0	4	Cron, Ivy .. .	..	S	..	60
Hakataramea	1	21	Walker, David A. S. .. .	131	S	C	255
Hakataramea Valley	1	21	Kane, Elizabeth M. .. .	217	S	C	205
Halkett	2	23	Stewart, William L. .. .	208	S	C	233
Halswell	3A	82	Whitelaw, George .. .	107	H	C	355
			Ingle, Mary (Mrs.) .. .	189	A	E	233
Hanmer Springs	3A	45	Maguiness, Stanley M. .. .	137	H	C	325
			Strachan, Dorothea B. T. .. .	176	A	C	243
Hannaton	2	31	Kippenberger, Karl .. .	..	S	C	265
Hapuku	3A	36	McIlwraith, Elizabeth M. (Mrs.) .. .	165	H	D	293
			Collins, Elizabeth K. .. .	..	A	..	173
Harewood	4A	129	Morgan, Richard W. .. .	107	H	C	365
			Garmson, Jane E. .. .	177	I	C	233
			Church, Lilian F. .. .	197	A	C	205
			Ryall, Margaret M. .. .	..	Pt1	..	113
			Worthington, Mary E. F. .. .	..	Pr2	..	78
Harihari	2	26	Storland, Jessie E. .. .	..	S	B	233
Hatters	1	23	Stewart, Isobel E. .. .	210	S	D	205
Hazelburn	2	25	Roscoe, Frances S. .. .	161	S	C	243

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Heathcote Valley	4A	121	O'Flynn, Francis E. .. .	75	H	C	£ 406
			French, Olive A. .. .	154	I	C	243
			Wenmouth, Ellen E. .. .	157	A	C	225
			Hunter, Elsie .. .	..	Pt1	..	83
			Lilburne, Courtenay M. .. .	..	Pr2	..	83
Hende's Ferry	0	5	Karnbach, Pearl .. .	..	S	..	75
Highbank	3A	49	Campbell, John (iv) .. .	124	H	D	345
			Merry, May A. .. .	..	A	..	173
Hilton	3A	39	Sheldon, James C. .. .	138	H	E	335
			Maxwell, Dorothy .. .	177	A	C	243
Hinds	3A	54	Cook, John .. .	99	H	D	355
			Percy, Edna M. .. .	205	A	D	223
Hokitika District High School— Primary (323), secondary (63)	5D	386	Irvine, Thomas .. .	53	H	A	435
			Beck, Wilfred D. .. .	196	A	B	283
			Wilson, Mary E. .. .	219	I	C	313
			Seebeck, Albert .. .	211	A	D	263
			Wallace, Isabella E. .. .	153	A	C	263
			Dale, Margaret (Mrs.) .. .	185	A	E	215
			Bruce, Mary .. .	212	A	D	185
			Wilson, Marjorie E. .. .	219	A	C	175
			Ferguson, Maud .. .	..	Pt1	..	113
			Fox, Coral .. .	..	Pr1	..	83
			Dale, Edna .. .	..	Pr1	..	83
			Aitken, Alexander R. .. .	..	Pr2	..	83
			Heenan, Myra .. .	..	Pr2	..	78
			Niven, James .. .	101	D	A	..
			Mayne, Helga M. .. .	119	D	C	..
			Parham, Bayard .. .	..	(R)	D	..
			Aitken, Isobel M. .. .	208	D	B	..
Homebush	1	9	Miller, Amy E. .. .	..	R	..	120
Hook	3A	45	Holmes, Ralph K. .. .	153	H	C	325
			McDowell, Jessie F. .. .	..	A	..	183
Hook Bush	1	8	Kidd, Janet O. .. .	212	S	C	195
Hornby	4C	242	Henry, James A. .. .	74	H	B	405
			Kennedy, Daniel H. .. .	206	A	C	243
			Lockwood, Helena .. .	138	I	C	263
			McKenzie, Isabella M. .. .	147	A	D	243
			Beattie, Helen A. .. .	184	A	C	215
			Conway, Walter H. .. .	216	A	B	175
			Charles, Gwladys T. .. .	..	Pr2	..	108
			Wishart, Allen E. .. .	..	Pr2	..	83
Hororata	3A	67	Pratt, William S. .. .	114	H	B	335
			Eldridge, Tui G. .. .	208	A	C	213
			Wright, Merle M. .. .	..	Pr1	..	78
Horsley Downs	3A	44	Coleman, Frederick W. .. .	182	H	D	283
			Beggs, Ann M. .. .	185	A	C	233
Humphreys	2	28	Ritchie, Annie .. .	..	S	..	233
Hunter	2	36	Phelan, Kate R. (Mrs.) .. .	212	S	D	225
Huntingdon	1	23	Brougham, Amelia G. .. .	213	S	C	215
Hurunui	1	23	Montgomery, Jessie D. (Mrs.) .. .	..	S	D	195
Ikawai	3A	32	Cotton, George W. .. .	169	S	C	295
Inchbonnie	1	15	Campbell, Vera C. .. .	..	S	..	185
Irwell	3A	52	Eggelton, Thomas E. .. .	117	H	D	325
			Webster, Pamela T. .. .	194	A	B	223
Jack's Mill	2	32	Moore, Mary E. .. .	188	S	C	243
Jackson	1	7	Flint, Dorothy H. .. .	..	R	..	105
Kaiapoi	5D	386	Morland, Thomas A. .. .	67	H	A	405
			Jackson, Samuel .. .	133	A	D	365
			Lace, Bessie .. .	125	I	C	303
			Judson, Charles G. .. .	175	A	C	273
			Lynsky, Agnes A. .. .	147	A	D	263
			Smith, Frances W. .. .	200	A	C	215
			Collins, Margaret M. .. .	212	A	D	185
			McDougall, Iris K. .. .	218	A	C	175
			Hoskin, Minnie W. .. .	..	Pt1	..	83
			Robinson, George F. .. .	..	Pt2	..	113
			Green, Arthur G. .. .	..	Pr1	..	88
			Lunn, Harry .. .	..	Pr1	..	118
Kaiapoi Island	1	11	Todd, Emma (Mrs.) .. .	..	S	..	185
Kaiata	1	18	Kelly, Norah E. .. .	142	S	D	293
Kaikoura Suburban	3A	56	Wilson, Ernest .. .	148	H	D	335
			Horne, Agnes M. .. .	218	A	C	223
Kaikoura Town District High School—Primary (128), secondary (26)	4A	154	Warner, Frederick S. H. .. .	87	H	C	375
			Stanlake, Marie A. .. .	183	I	C	243
			Simcock, Violet F. .. .	231	A	D	195

For explanatory notes see page i.

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

CANTERBURY—continued.

Schools.				Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.		Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary 1923.
(1)	(2)	(3)		(4)	(5)	(6)	(7)	(8)
Kaikoura Town District High School—continued	..	..		McSwigan, Mary	..	A	..	£ 135
Kakahu Bush	1	14		Holmes, Catherine O.	..	D	..	..
Kanieri	3A	48		O'Sullivan, Gertrude M.	201	S	C	215
Kapua	3A	27		Manson, Elizabeth T. W. (Mrs.)	138	H	D	335
Killinchy	3A	66		Millner, Evelyn L. M.	161	A	D	243
Kimberley	1	11		Jeffries, Laura	141	S	E	323
Kingsdown	2	32		Warnock, Selina M.	84	H	B	353
Kirikiri	1	12		McKenzie, Violet A.	..	A	C	213
Kirwee	3A	37		Knight, James P.	210	S	C	195
Kisselton	1	16		Stewart, Robert	124	S	B	345
Kohika	1	19		Affleck, Elizabeth	..	S	..	185
Koiterangi	2	26		Sloan, Caroline	137	H	E	333
Kokotahi Lower	1	17		Guthrie, Aileen J.	212	A	C	213
Kokotahi Upper	2	21		Craig, Beatrice	149	S	C	245
Kokiri	1	22		Fraser, Lilian F.	202	S	D	175
Kowhai Bush	1	8		Dixon, Ellenor	125	S	C	313
Kukupu	1	9		McKinnon, Maud	166	S	E	293
Kumara	3A	76		Kelly, Eva J. (Mrs.)	176	S	E	263
				Bourke, Alice	220	S	D	195
				Nimmo, Mary	183	S	C	235
				McArthur, Christina	..	S	..	200
				Seebeck, Albert H.	76	H	D	355
				Wallace, Thyrsa M.	186	A	C	233
				Goad, Martha	..	Pr2	..	78
Kumara Junction	1	14		Heissenbuttel, Ivy M.	..	S	..	155
Ladbrook's	3A	31		Schmedes, Cornelius F.	136	R	D	285
La Fontaine	1	13		Donovan, Ellen J.	..	S	..	185
Laghamor	2	27		McInman, Emily M.	133	S	D	303
Lakeside	3A	52		Bruce, Robert	114	H	E	345
				McDonald, Emily G.	206	A	C	213
Lauriston	3A	50		(Head-teachership vacant)	..	..	..	..
				Gunn, Ellen O.	189	A	C	233
Le Bon's Bay	2	29		Sharp, William A. H.	193	S	D	255
Leeston	3B	85		English, Henry	80	R	E	355
				Parkin, Alice M.	149	A	D	253
				Heinzman, Margaret	223	R	D	165
				Ibbetson, Frances M.	..	Pr2	..	108
Leithfield	2	24		Lloyd, Ada C.	138	S	C	293
Lincoln	3B	85		Thwaites, Leonard J. W.	117	H	B	365
				Hurley, Bridget	184	A	C	233
				Sutherland, Edna I. J.	187	A	C	215
Linwood	7F	656		Douds, Thomas	21	H	B	520
				Ormandy, Guy N.	79	A	C	435
				Wills, Mabel S. M. J.	87	I	D	353
				Kennedy, Archibald P. L.	133	A	C	333
				Craddock, Mary A.	104	A	D	343
				Jackson, Thomas B.	187	A	C	243
				Wauchop, Margaret S.	140	A	D	263
				Hampton, Elsie M.	177	A	C	225
				Spencer, Myrtle J. (Mrs.)	172	A	D	205
				Hooper, Gwendolen B.	190	A	C	195
				Dobson, Sarah E. W.	192	A	B	195
				Marsden, Doris A.	..	A	C	175
				Goodchild, Annie	189	A	C	195
				Free, Kathleen M.	204	A	C	175
Lismore	2	21		Cheel, Amos J.	217	S	D	195
				Prov.	..	..	..	..
Little Akaloa	1	20		Freeman, Frederick C.	..	S	..	185
Little River	3A	77		Cook, William E.	112	H	C	335
				Miller, Josephine J.	185	A	C	233
				Line, Susan H.	..	Pr1	..	83
Loburn	3A	36		Ellis, Leonard R.	119	H	E	345
				Percy, Mary C.	200	A	C	233
Loburn North	1	15		Phillpott, Sarah A.	148	S	C	303
Longbeach	1	17		Stack, Annie E. (Mrs.)	154	S	D	225
				Prov.	..	..	..	..
Lowcliffe	2	46		McIver, Sarah	..	H	..	243
				Fulton, Marjorie F.	..	R	..	125
Lyalldale	2	23		Ferguson, Catherine A. W.	156	S	E	293
Lyndhurst	3A	68		Rudd, Mildred	125	H	C	343
				Dennehy, Mary K. M.	..	A	..	173
Lyndon	1	9		Gill, Margaret (Mrs.)	171	S	D	235
Lynnford	1	18		Mills, Winifred	203	S	C	195
Lynton Downs	1	14		Newman, Rubina A.	194	S	C	225

For explanatory notes see page 1.

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Lyttelton District High School— Primary (413), secondary (36)	6B	449	Walker, Joseph W. A.	45	H	C	£ 470
			Napier, William G.	108	A	C	395
			Hardley, Agnes E.	..	I	D	323
			Clague, Robert M. K.	181	A	B	243
			Fraser, Helen M.	141	A	C	263
			Wales, Dorothy R.	198	A	D	233
			Munro, Lois W.	193	A	C	215
			Mochan, Dorothy M.	206	A	C	175
			Harrison, Dorothy S.	217	A	C	175
			Curtis, Noeline H.	..	Pt1	..	83
			Taylor, Henry A.	..	Pt2	..	83
			Gower, Sydney ..	..	Pr1	..	88
			Green, Ivy M.	..	Pr1	..	113
			Hill, Claude A.	..	Pr1	..	118
			May, Rona E.	..	Pr2	..	78
			Moyle, Mary A.	121	D	B	..
			Gunn, Hellen C. W.	144	D	B	..
			McNaughton, Margaret W.	..	S	..	75
			McKeown, Blaikley A.	72	H	C	393
			Hoffmann, Ethel A.	160	I	D	253
Lyttelton Heads	0	5	Ward, Leicester F. N.	210	A	C	203
Lyttelton West	4B	181	Maloney, Mary J.	191	A	C	205
			Rowe, William A.	..	A	..	135
			Pitcaithly, Alan C.	..	Pr2	..	83
			Parker, Effie	..	Pr1	..	83
Mackenzie	3B	96	Berg, Frederick R. N.	116	H	B	355
			Wilkinson, Caroline M. (Mrs.)	156	A	D	243
			Sloss, Eleanor	189	A	C	215
			Saunders, Mabel A.	..	Pr2	..	78
			Cottrell, Ethel C.	..	Pr1	..	83
Makikihi	3A	39	Gilling, Clarence D.	125	H	B	335
			O'Callaghan, Annie V.	223	A	D	223
Mananui	1	18	Nightingale, Mary J.	214	S	C	195
Mangamaunu	1	22	Baas, Eric F.	..	S	..	155
Maronan	2	31	Armstrong, Christina M.	174	S	E	243
Marsden (half-time with Dunganville).							
Marshland	3A	76	Pilkington, George M.	107	H	C	355
			Vague, Rosa	..	A	C	233
Mason's Flat	3A	39	le Fleming, Lady Jeanette	..	H	D	343
			Willett, Lucy R.	212	A	C	213
Mayfield	3A	58	Miller, Margaret (Mrs.)	..	R	..	243
			Patrick, Hannah M. M.	187	A	E	233
Mead	2	21	Hayes, Mahala L.	118	S	C	313
Medbury	1	14	Rivers, Ethel R. V.	180	S	D	235
Methven	4B	215	Kennedy, Alexander S.	80	H	B	375
			Guffie, Selina	131	I	D	273
			Allen, Ronald H.	200	A	C	233
			Hayes, Daisy L.	210	A	C	195
			Kennedy, Julia	219	A	D	175
			Saunders, Lilian K.	..	R	..	193
			McErlain, Daniel	..	R	..	185
			Hayman, Benjamin F.	149	H	B	305
			Turner, Eva M.	205	A	C	213
			Hock, Ella C.	..	S	..	175
			Tizard, Florence L.	..	S	..	243
			Crooks, Ruby	..	R	..	105
Moonlight	0	11	Martin, Margaret	..	S	..	170
			Smart, Alice R.	110	H	C	343
			Dunn, Elizabeth P.	193	A	C	223
			Wellwood, Adelaide M.	..	Pr2	..	78
			Sheard, Fanny	133	S	C	303
			Bailey, Mary E. (Mrs.)	..	R	D	165
			Norrish, Robina C.	173	S	D	245
			Jones, Philip H.	159	H	C	295
			Gunn, Mary E.	198	A	C	233
			Campbell, Gavine	..	Pr2	..	108
			Bishop, George W.	47	H	D	510
			Boyce, William J.	86	A	D	425
Mount Nessing	2	22	Menzies, Agnes	84	I	B	363
			Scott, Frank J. L.	143	A	C	345
			Wise, Herbert P.	195	A	A	243
			Williamson, Annie P.	168	A	D	243
			Hooker, Elsie	158	A	C	215
Mount Somers	3A	57					
New Brighton (598) and side school— (South New Brighton) (51)	7G	649					

For explanatory notes see page i.

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
New Brighton and side school— <i>ctd.</i>	..	..	Hodges, Dorothy A. ..	177	R	C	£ 193
			Hassall, Alma D. ..	192	A	C	195
			Hounsell, Mary B. ..	170	A	C	205
			Spratt, Margaret A. ..	174	A	C	205
			Hooker, Nellie ..	200	A	D	195
			Hill, Doris E. ..	198	A	C	195
			Hepplethwaite, Georgina (Mrs.) ..	194	A	D	195
			Hood, Mildred J. ..	224	A	C	165
			Graham, Barbara W. ..	..	Pt1	..	83
			Lee, Allan F. ..	..	Pt2	..	83
			Robins, Herbert J. ..	..	Pt2	..	83
			Newbegin, Mary C. ..	..	Pr1	..	113
			Price, Frederick R. ..	..	Pr2	..	83
Newland	1	12	Frings, Constance M. ..	..	R	..	135
Ngahere	3A	47	Dixon, Dorothy S. ..	111	S	D	343
Normal District High School—Primary (375), secondary (36), model P.-S2 (30), model P.-S6 (23), special (9)	6B	473	Aschman, Christopher T. ..	17	H	C	570
			Rochfort, Henry ..	111	N	A	373
			Baster, Dorothy G. ..	68	KM	D	413
			Smith, Mabel ..	89	N	C	373
			Burbury, Alexander ..	204	R	C	165
			Hoskins, Albert H. ..	171	N	B	303
			Jameson, Esther D. ..	119	N	D	313
			Parrott, Alice A. ..	..	(R)	..	290
			Turner, Kassie B. ..	179	N	A	233
			Buckley, Maud A. A. ..	143	N	C	273
			Willis, Dorothy M. I. ..	..	KM	C	233
			Roscoe, Edith A. ..	203	N	C	223
			Burrows, William M. ..	123	N	C	415
			Patrick, Cherrie L. ..	119	N	D	303
			Colville, Victor W. ..	109	N	C	385
			Jamieson, Isabella M. ..	123	N	D	313
			Irwin, James W. ..	43	N(D)	A	..
			Osborn, Mabel E. ..	100	N(D)	B	..
North New Brighton	4A	171	Wilson, James F. ..	71	H	C	393
			Hodgson, Mildred E. (Mrs.) ..	139	I	C	263
			Hunt, Olive E. ..	178	A	C	205
			Jackman, Ivy H. (Mrs.) ..	188	A	C	195
Oara	1	12	Hope, Jessie E. C. ..	190	S	D	235
Ohoka	3A	64	Baxter, Alexander F. ..	178	H	D	285
			Taylor, Bernice M. A. ..	206	A	C	213
			Newton, Hilary M. ..	..	Pr2	..	78
Okain's Bay	3A	40	Thomas, Stanley H. ..	166	H	C	295
			Box, Geraldine M. ..	214	A	C	213
Okarito Forks	0	4	Heveltdt, Mary ..	..	S	..	60
Okuku	1	13	Moore, Ida M. ..	208	S	C	205
Okuru	0	3	Nolan, Lilian M. ..	..	S	..	45
Okute Valley	1	15	Higgins, Elfreda ..	221	S	C	195
Omihi	3A	30	Jones, Marion F. (Mrs.) ..	206	S	D	223
Opawa	5D	334	Wickes, Arthur J. ..	46	H	C	455
			Cross, Edward H. ..	122	A	C	375
			Kininmonth, Helen M. ..	133	I	C	273
			Pitt, Alfred W. ..	134	A	B	345
			Tulloch, Elizabeth ..	141	A	D	263
			Davis, Annie M. ..	162	A	C	225
			Keir, Mary H. ..	208	A	D	185
			Pycroft, Alice M. ..	226	A	C	175
			Billeliff, Neta A. ..	..	Pt2	..	78
			Morrison, Alex M. ..	..	Pt2	..	83
			Webber, Muriel S. ..	..	Pr1	..	83
			Robinson, Dorothy H. ..	..	Pr2	..	108
Opihi	2	39	Skinner, Marion Y. ..	151	S	D	303
Orari	3B	90	Cooke, Montague P. ..	89	H	C	375
			Goodeve, Mabel C. ..	195	A	D	223
			Hancox, Myra W. ..	205	A	C	205
			Carter, May E. ..	..	Pr2	..	78
Orari Bridge	2	30	Cowie, Isabella H. ..	202	S	C	223
Orari Gorge	1	15	Methven, Doris K. ..	219	S	C	195
Orton	2	24	Keyes, Edwin T. ..	141	S	D	303
Otaio	2	23	McIlwraith, Fanny A. (Mrs.) ..	161	S	D	295
Otira Upper	3A	60	Treacy, Kathleen ..	147	H	D	333
			Benyon, Mildred A. ..	210	A	C	213
Ouruhia	3A	66	Gamble, Victor J. ..	110	H	C	343
			Ward, Elizabeth (Mrs.) ..	188	A	E	233
Overdale	2	22	Morrison, Donald C. ..	212	S	C	223
Owenga	1	20	McLaughlin, Mary ..	..	S	..	243

For explanatory notes see page 1.

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Oxford East District High School— Primary (129), secondary (14)	4A	143	Denne, Archibald H. ..	98	H	C	365
			Alley, Gwendoline L. ..	178	I	C	215
			Wright, Catherine I. ..	210	A	C	195
			Johnson, Stanley A. ..	..	Pr2	..	83
			Somerset, Hugh C. D. ..	..	R(D)	..	..
Oxford West	3A	49	Anderson, George ..	111	H	D	345
			McLeman, Jessie E. ..	202	A	C	223
Papanui	5A	270	Gates, Thomas A. ..	63	H	C	415
			McClatchy, Hector B. ..	194	A	B	243
			Glanville, Theresa (Mrs.) ..	132	I	D	293
			Cullen, Gladys ..	142	A	C	263
			Callaghan, Alice C. G. ..	177	A	C	225
			Kitto, Elizabeth L. ..	..	A	Lic.	145
			Marriott, Eileen M. ..	..	Pt2	..	78
			Moon, Doris R. ..	..	Pr1	..	83
			Hall, Andrew ..	110	H	D	345
			Mills, Gwendoline P. ..	192	A	C	233
			Slattery, Ellen ..	222	(R)	D	115
			Mackay, Ina M. ..	213	A	C	205
Pareora East	3B	109	Glanville, William J. ..	136	H	E	335
			Davidson, Irene P. ..	218	A	C	213
Parnassus	2	24	Down, Cherrie ..	215	S	D	233
Paroa	3A	49	Griffiths, Elizabeth ..	100	H	D	353
			Evenden, Frances P. ..	192	A	C	223
Peel Forest	1	24	Methven, Iris J. ..	208	S	C	215
Pendarves	1	23	Pennecy, Katherine E. ..	211	S	C	205
Phillipstown (700), and side school (Model), (31)	7F	731	Maxwell, Alfred C. ..	41	H	C	490
			Heath, Andrew W. ..	89	A	A	415
			Callaghan, Margaret M. ..	116	I	D	333
			Heath, Alexander H. ..	119	A	C	365
			Taylor, Mabel V. ..	103	A	C	323
			Thompson, Albert ..	174	A	B	263
			Manifold, Dorothy ..	134	A	D	263
			Metherell, Florence R. S. ..	176	A	D	225
			Brewins, Ethel M. ..	205	A	D	185
			Smith, Ellen T. ..	212	A	C	175
			Cornwall, Nell ..	219	A	C	175
			Paul, Gertrude ..	200	A	C	195
			Miller, Doreen M. ..	207	A	C	175
			Smith, Muriel S. ..	219	A	C	175
			Calder, Una L. ..	..	Pr1	..	83
			Suckling, Mollie B. ..	..	Pr1	..	83
			Hay, Jean E. ..	..	Pr1	..	83
			Billing, Ellen J. ..	..	S	..	185
			Garton, Wilfred W. ..	70	H	A	405
			Oliver, Amy E. E. ..	142	I	D	263
			Kime, Henrietta ..	143	A	D	263
			Cooling, Agnes G. ..	203	A	C	195
			Gibson, Elizabeth L. B. ..	..	A	C	175
			Smith, Nancy ..	..	Pr1	..	83
			Cox, William ..	..	Pr2	..	83
			Struthers, Susan B. ..	125	D	B	..
			Ladbroke, Charlotte J. ..	128	S	D	313
			Dix, Alice E. ..	174	S	C	253
			Moodie, Bedford P. ..	108	H	B	373
			Beattie, Isabella S. ..	182	A	D	233
			Hay, Millie C. ..	198	A	C	215
			Bell, Matilda ..	118	H	E	343
			Sunkell, Lucy ..	202	A	C	223
			Stubbersfield, Ida ..	..	S	..	90
			Wright, Catherine ..	..	S	..	120
			Hampton, Sarah E. ..	204	S	C	215
			Judkins, William E. ..	82	H	B	405
			Clark, Rita ..	173	I	C	233
			Willis, Marjorie P. I. ..	197	A	C	205
			Flynn, Nora M. ..	..	Pt2	..	108
			Corbett, Colin A. ..	..	Pr2	..	113
Rangiora	5C	350	Boyce, Charles G. M. ..	65	H	B	415
			Breach, Edward E. L. ..	149	A	C	303
			Rogers, Lilly A. C. ..	121	I	C	293
			Jack, Leslie G. ..	196	A	D	243
			Ambrose, Clarice M. ..	174	A	C	233
			Lace, Elizabeth A. ..	208	A	D	205

For explanatory notes see page 1

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

CANTERBURY—*continued.*

Schools.				Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.		Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)		(4)	(5)	(6)	(7)	(8)
Rangiora— <i>continued</i>	..	..	..	Cooper, Emily V.	207	A	C	£ 185
				Howes, Evelyn M. B.	222	A	C	175
				Lambert, Colin M.	..	Pt1	..	88
				Payne, Arthur H.	..	Pr1	..	8
				Scotter, William H.	..	Pr2	..	83
Rangitata Island	1	17		Beaumont, Irene M.	216	S	C	205
Rangitata Station	2	24		Yates, William M.	161	S	D	295
Rapaki	1	13		Christian, George	..	S	..	155
Redcliffs	4A	142		Kirkpatrick, William D.	92	H	A	375
				Walker, Hilda	152	I	C	263
				Donald, D. (Mrs.)	..	(R)	..	203
				Sanson, Elsie P. M.	200	A	C	215
				Pengelly, Edna M.	..	Pt2	..	78
Rewanui	1	10		Gillin, Patrick J.	..	S	..	185
Riccarton	4C	241		Penlington, Benjamin	66	H	C	405
				Guiney, Alan H.	175	A	D	315
				Webster, Elizabeth	136	I	D	263
				Anderson, Helen (Mrs.)	150	A	C	305
				Berryman, Flora (Mrs.)	..	A	D	225
				Clague, John H.	..	A	D	175
				Brocklehurst, Madge	..	Pr1	..	83
				Smith, Phyllis W.	..	Pr1	..	83
				Dew, Norton J.	..	Pr2	..	83
Richmond	7C	568		Rowntree, William W.	33	H	B	520
				Wilkins, Thomas J. C.	83	A	B	435
				McGregor, Elizabeth J.	97	I	E	353
				Aiken, Janet M.	108	A	C	333
				Bowden, John	126	A	D	375
				Diehl, Ernest B.	207	R	C	160
				Kent, Helen M.	137	A	D	263
				Nicholls, Dora	169	A	E	225
				Andrews, Dorothy G.	212	R	C	130
				Brunton, Christina N.	182	A	C	195
				Chillingworth, Eva	194	A	C	195
				Mitchell, Gladys R.	..	R	..	135
				Hall, Rana	..	A	..	135
				Bowring, Gwendolyn M.	..	Pt2	..	78
				Maxwell, Enid J.	..	Pt2	..	78
Roa	0	10		Goodall, Eleanor M.	..	S	..	135
Robinson's Bay	1	17		Burnard, Louie	..	R	..	135
Rockwood	1	15		McIntyre, Isabel A.	210	S	C	195
Rokeby	3A	47		Cottee, Avery B.	151	H	C	325
				Tregenza, Annie	221	A	C	213
Rolleston	2	20		Frayne, Lenora J.	..	S	A	263
Rosewill	1	14		Lawry, Emily G.	202	S	C	195
Ross	3B	87		Sargison, James H.	131	H	C	345
				Chesterman, Elizabeth	213	A	C	213
				Millner, Jane E.	..	A	Lic.	175
				Knowles, Mary	..	Pr1	..	113
Rotherham	3A	64		Moor, Carolus T.	135	H	D	323
				Rutherford, Alice F. (Mrs.)	..	A	Lic.	185
Rotomanu	2	24		Wick, Sara A.	219	S	C	233
Ruapuna	2	40		Edmiston, Margaret P.	170	H	D	263
				Callaghan, Elizabeth M.	..	R	..	115
Ruatapu	3A	41		Hogan, Theresa M.	134	H	D	333
				Wallace, Susannah L.	207	A	C	223
Runanga	4C	245		Malone, Michael	110	H	D	355
				Crowley, Elizabeth L.	125	I	D	303
				McDonough, Maurice	201	A	C	255
				Dwyer, Evelyn G.	157	A	C	243
				Orr, Ruby F.	212	A	C	205
				Duggan, Elizabeth	222	A	C	175
				Gore, Robert S.	..	Pt2	..	83
				Pattison, Doris M.	..	Pr1	..	83
				Bansgrove, Lawrence	..	Pr1	..	88
				Fitzgerald, John	..	Pr2	..	83
Ruru	2	28		O'Donnell, Honorah	160	S	D	303
Russell's Flat	1	18		Sims, Margaret L.	203	R	C	175
St. Albans	7C	567		Sutherland, James	12	H	B	520
				Rowe, Alfred C.	89	A	C	415
				Lawrence, Grace	97	I	D	353
				McDonald, Donald J.	161	A	C	335
				Wardle, Charlotte E.	107	A	D	343
				Watkins, Charles C.	156	A	B	273

*For explanatory notes see page i.

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

Schools			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
St. Albans— <i>continued</i>			Tindall, William	192	(R)	B	£ 185
			Kent, Florence E.	134	A	C	263
			Burn, Ethel R.	181	A	C	205
			Bell, Mavis L.	190	A	C	195
			McGregor, Margaret	205	A	C	185
			Johnson, Ethel M.	142	A	C	185
			Joyce, Kathleen H.	224	A	C	165
			Rout, Valda F.		Pt1		113
			Dewar, Alan L.		Pt1		88
			Doak, Brian W.		Pt2		113
			Suckling, Verna		Pr2		78
St. Andrew's	3B	81	Park, William F.	80	H	C	375
			Copland, Elizabeth M.	208	A	C	213
			Saunders, Lucy	204	A	C	205
			Kane, Margaret J.		Pr1		83
			Hurst, Mary A.		Pr2		108
Salisbury	1	23	Warrington, May	202	S	C	205
Saltwater Creek	1	20	Hutchinson, Lydia (Mrs.)		S	B	185
Scargill	1	19	Dunlop, Jean	187	S	C	235
Seadown	3A	45	Southward, James	172	H	C	295
			Crawford, Vera A.	179	A	C	233
Seafield	1	14	Boyd, Gertrude	202	S	C	205
Sedgemere	2	24	Anderson, Caroline V.	141	S	C	303
Sefton	3A	56	Thomson, Hugh F.	113	H	D	345
			Willcox, Gladys C.	188	A	C	233
Selwyn	2	32	Lashley, Dorothy	193	S	C	253
Sherwood Downs	2	23	Isitt, Mary K.	198	S	C	233
Shirley	7B	534	Balch, William	26	H	B	500
			Pratt, Colonel Frank	95	A	D	415
			Harvey, Matilda E.	99	I	C	343
			Beattie, James	122	A	C	323
			Cartwright, William J.	124	A	B	333
			Sapsford, Elsie F. L.	128	A	C	283
			Ritchie, Frances M.	179	A	C	253
			Ferguson, Eva L.	170	A	C	225
			Nankivell, Mabel S.	189	A	C	195
			Johnston, Muriel S.	171	A	C	205
			Brunton, Beatrice S.	211	A	C	175
			Francis, Sybil G.		Pt1		83
			Campbell, Harry M.		Pt2		83
			Bell, Florence H.		Pt2		78
			Nankivell, Katherine		Pr1		83
			Clarkson, Audrey A.		Pr2		78
Silverstream	3A	40	Bates, Jane (Mrs.)	95	H	E	343
			Arnold, Adelaide C.	186	R	C	165
Skipton	1	11	Grieve, Alice I.	223	S	D	225
Somerfield	5D	405	Clark, Sydney A.	41	H	B	445
			Sherrard, William	108	A	C	385
			Thompson, Emma E.	133	I	D	273
			Grieve, Leslie M.	204	A	C	243
			Suckling, Gertrude A.	153	A	C	235
			Bradley, Rachel E.	184	A	C	205
			Horrell, Elizabeth D. H.	192	A	D	195
			Ensor, Leonard le F.	209	A	B	175
			Burt, Francis O.		Pt2		83
			Morland, Freda		Pt2		108
			Hay, Flora		Pr1		83
			Hawkins, Marguerite A.		Pr1		83
Southbridge District High School— Primary (175), secondary (22)	4B	197	Eggelton, William C.	80	H	D	375
			Line, Vivian F.		R	D	275
			Webster, Isabella	116	I	D	273
			Lewton, Inez M. E.	186	A	C	215
			Hunter, Florence M.	224	A	C	165
			Hawkins, Theodora		Pt1		83
			Rowe, Margaret		Pr1		83
			Kirby, Harold A.		D	B	
Southbrook	4A	137	Sullivan, Samuel H.	86	H	B	385
			Keir, Jessie A.	140	I	D	263
			Gellatly, Euphemia	191	A	C	215
			Leech, Louisa D. A.		A		135
			Coombs, Hilda K.		Pt1		113
			Hughes, Mary E.		Pr2		78
Southburn	3A	34	Torrance, Maurice		H		255
			Purvis, Ida G. Y.	221	A	D	213

For explanatory notes see page i..

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
South Malvern	2	37	Soal, George W.	178	S	C	£ 255
South Spit	1	21	Seward, Bertram A.	..	R	..	165
Spencerville	2	18	McDonald, Christina	204	S	C	215
Spotswood	3A	40	McLauchlan, Mabel J. R.	141	H	D	333
Spreydon	4C	231	Keys-Weills, Sybil M.	212	A	C	213
			Voss, Johann	88	H	C	395
			Cookson, Walter G.	109	A	C	345
			Bevin, Elizabeth E.	130	I	D	273
			Brown, Lilian A.	172	A	C	253
			Callaghan, Cecilia M.	183	A	C	215
			Mackie, Margaret G.	..	A	C	175
			Hindle, Mary E.	..	Pr2	..	78
			Fahey, Annie	..	S	..	185
			Browne, William	143	H	D	315
Springbank	3A	50	Browne, Julia A. H. (Mrs.)	202	A	D	223
Springbrook	3A	59	Hinton, Claude H.	158	H	D	303
Springburn	3A	59	Balfour, Elsie R.	218	A	C	213
Springfield	3A	44	Campbell, William M.	155	H	B	315
Springston	3A	68	Dalby, Louisa	..	A	..	183
			Chambers, Edwin S.	112	H	D	345
Springston South	3A	45	Marshall, Sophie P.	207	A	C	213
			McLeod, John A.	126	H	C	345
Stafford	2	16	Calder, Annie	202	A	C	223
Stillwater	3A	42	Thomson, Mary M. (Mrs.)	127	S	D	313
Summerhill	1	17	Crowley, Johanna	122	H	D	343
			O'Donnell, Mary K.	..	A	..	183
Sumner	5C	330	Howes, George G.	187	S	A	235
			Allen, George F. (ii)	55	H	C	455
Sutherlands	3A	39	Withers, Arthur J. T.	135	A	C	365
			Wilson, Grace E.	148	I	D	283
			Craven, Edward S.	189	A	B	253
			Andrews, Agnes C.	151	A	C	243
			Paul, Sarah A.	182	A	D	215
			Bowden, Rata J.	207	A	D	185
			Pearce, Miriam A.	220	A	C	175
			Belshaw, Florence M.	..	Pt1	..	113
			Hampton, William H.	..	Pr1	..	88
			Fletcher, Jean P.	..	Pr2	..	78
			Stewart, Jeanie D.	121	H	D	343
			Seyb, Caroline P.	225	A	D	213
			Sloan, Mary	..	R	..	145
			Rumbold, William A.	29	H	C	500
			Noble, John	83	A	C	435
			Pavitt, Marie A.	100	I	D	353
			Todd, Eric M.	171	A	C	335
			Pearson, Florence	100	A	C	343
			Campbell, Percy W.	187	A	B	243
			Hale, Doris M.	211	R	C	130
			Duncan, Robena	159	A	D	225
			Grigg, Dolce U. M.	204	A	D	185
			Irvine, Lucy D.	194	A	C	195
			Struthers, Jane	203	A	B	185
			Jull, Ruth M.	190	A	C	195
			Pickering, Rita V.	197	A	C	195
			Gibbs, Ethel M.	207	R	C	135
			Houlden, Leah (Mrs.)	199	A	D	185
			Robinson, Olive W.	197	A	C	195
			Hawkins, Ivy M.	201	A	C	185
			Armstrong, Elizabeth	203	A	C	185
			Cameron, Gwendolen G. (Mrs.)	..	A	C	195
Taitapu	3A	70	Archey, Marjorie S.	193	A	C	195
			Blackman, Joseph H.	..	A	D	175
			Steinmetz, Florence O.	..	Pt1	..	83
			Field, Doris	..	Pt2	..	78
			Skipworth, Ivan H.	..	Pt2	..	83
			Ferguson, Eileen C.	..	Pr1	..	83
			Fowke, Alan A.	..	Pr2	..	113
			Graham, Charles H. E.	90	H	C	355
			Miller, Sarah R.	183	A	C	233
			Curtis, Olive I.	163	S	C	243
Takamatua	2	21	Hayman, Lilian O. (Mrs.)	..	S	..	135
Tasman Downs	0	8					

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

CANTERBURY—continued.

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Tawai	3A	32	Marks, Horace R.	160	S	D	£ 305
Taylorville	3A	50	McKenzie, John A.	..	H	D	303
			Bourke, Catherine	202	A	D	223
			Donaldson, Dorothy	..	Pr2	..	78
Te Awa	1	17	Bremner, Isabel F.	207	S	D	215
Teddington	2	22	Parkin, Ellen M.	..	R	..	145
Te Kinga	2	29	O'Donnell, Mary	156	S	D	293
Te Moana	0	9	Mallinson, Bessie	..	S	..	135
Templeton	4A	137	Gilmour, William O.	82	H	B	395
			Banks, Alma E.	175	I	C	253
			Marshall, Edith E.	..	A	..	165
			Bell, Barbara M.	..	Pt2	..	108
Temuka District High School—	6A	410	Malcolm, Robert A.	57	H	B	450
Primary (365), secondary (45)			Smart, John T.	98	A	C	395
			Elder, Violet	120	I	B	333
			Grant, Charles G.	197	A	C	253
			Manson, Jessie	137	A	B	253
			Turner, Edith M.	176	A	C	225
			Scrimshaw, Esmé M.	204	A	C	205
			Washington, Ida M.	225	A	C	165
			Hume, Gwynne E.	..	Pt1	..	83
			Iverach, Marion E.	..	Pt1	..	83
			Hornbrook, Baden A.	..	Pr2	..	83
			Hancox, Cora	..	Pr2	..	78
			Arnold, Clarence B.	144	D	B	..
			Mansell, Joan	204	D	C	..
Te Ngawai	2	22	Beaumont, Huia W.	205	S	C	223
Te One	3A	36	Bird, Arthur W.	..	S	..	303
Te Pirita	0	9	Bennett, Myrtle E.	..	S	..	120
Te Roto	1	16	Barwell, John S.	..	S	C	223
Teschmakers	1	14	Scannell, Agnes	..	S	..	185
The Peaks	1	16	Moore, Margaret M. H.	211	S	D	205
Timaru	7D	617	Low, Benjamin H.	27	H	B	520
			Oram, Harry	95	A	C	363
			Pilliet, Francesca A.	103	I	D	353
			Gordon, Charles S.	111	A	C	375
			Hartstonge, Annie F.	110	A	C	323
			Fraser, John E.	167	A	C	263
			Ziesler, Freja L.	127	A	D	273
			Cowie, Williamina V.	185	A	C	205
			White, Olive J. M.	164	A	B	205
			Fraser, Evelyn M.	195	A	B	195
			Kennedy, Margaret (ii)	..	R	C	185
			Beck, Doris W.	228	A	D	175
			Aburn, Agnes G.	222	A	D	175
			Rollinson, Clive R.	..	Pt1	..	88
			Malcolmson, Frederick S.	..	Pt1	..	88
			Ashton, Leslie N.	..	Pt2	..	83
			McLeod, Johnina	..	Pr1	..	82
			Hall, Margaret M.	..	Pr1	..	83
			Ferrier, Eva C.	..	Pr1	..	83
			Millar, Ian C.	..	Pr2	..	83
Timaru South	7B	562	Methven, James	26	H	B	500
			Johnston, John G.	94	A	A	425
			Fyfe, Jessie	88	I	C	353
			Calder, George A.	112	A	D	375
			Lindsay, Catherine	116	A	D	333
			McIntosh, Winifred S. (Mrs.)	139	A	D	293
			Millar, Sarah (Mrs.)	154	A	D	263
			Watson, Agnes M.	196	A	C	215
			Ellis, Edith G.	208	A	C	185
			Hutt, Hilda J.	195	A	C	195
			Ward, Florence A.	220	A	C	175
			Stewart, Robert A.	..	Pt1	..	118
			Foster, Marjory A.	..	Pt2	..	78
			MacIntosh, Winnie S.	..	Pr1	..	83
			Bowen, Mavis T.	..	Pr1	..	83
			Jones, Lilian C.	..	Pr1	..	83
			Milliken, Margaret	..	Pr1	..	83
			Mahan, Mary M.	..	Pr1	..	83
			Browne, Reginald R.	..	Pr2	..	83
			Hall, Emil J.	..	Pr2	..	83
			Emerson, Albert L.	..	Pr2	..	83

For explanatory notes see page 1.

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Timaru West	5B	292	Pearson, Robert S.	..	H	C	£ 455
			Mauger, Ernest	160	A	C	283
			Schmidt, Helene G.	133	I	C	273
			Ray, Mabel A.	139	A	D	235
			Rudge, Gwendolen W.	189	A	C	205
			Willis, Ivy E.	190	A	C	195
			Cuthbert, Edith A.	..	Pt2	..	78
			Jefferson, Winifred	..	Pr1	..	83
			Latta, Dorothy	..	Pr1	..	113
			Allport, James	..	Pr2	..	83
			McDougall, Joyce	209	S	C	215
			McMurtrie, Alexander F.	73	H	A	405
			Tank, Leslie J.	212	A	C	243
Timaunga	1	13	Hay, Janet R.	165	I	C	243
			Edgington, Elizabeth S.	166	A	C	225
Tinwald	4C	203	McKelvy, Mary	193	A	D	215
			Watson, Sophia M.	219	A	C	175
Totara Flat	2	15	Hampton, Frances	..	Pr1	..	113
			Bayliss, Fanny C.	..	Pr1	..	83
			Stewart, John N.	51	R	C	225
			Thompson, Frances E.	..	S	..	155
			Dempsey, Alexander	..	S	Lic.	255
			Boys, Katherine M.	204	S	C	195
			Smith, Emma F.	193	S	C	225
			Menzies, James L.	112	H	C	345
			Neale, Grace A.	179	A	C	233
			Aldridge, George W.	112	H	D	345
Waiau	3A	71	Shelley, Bridget	199	A	C	233
			Aldridge, Arita B.	..	Pr2	..	78
Waihao Downs	2A	44	O'Connor, William	119	H	C	345
			Milne, Helen O.	186	A	C	233
			Scott, Henry A.	..	S	..	195
Wahaorunga	2	20	Murray, Guy	..	S	..	165
Waiho Gorge	0	10	McPherson, Catherine	..	R	..	155
Waikakahi	1	15	Learmonth, Robert	111	R	D	305
Waikari	3B	76	Collinson, Florence	..	R	..	145
			Farquhar, Eva M.	201	A	C	205
Waikuku	3A	48	Harvey, Janet E.	..	Pr2	..	78
			O'Donoghue, Francis M.	131	H	B	325
			Rout, Blanche C.	162	A	C	243
			Shirlaw, David M.	58	H	A	425
Waimairi	5B	283	Cook, Alice J.	126	I	E	303
			Mottram, Benjamin R.	165	A	C	305
Wainataitai	7F	691	Garmson, Christina I.	141	A	C	263
			Hansen, Mary	155	R	D	193
			Webb, Adelaide I.	177	A	C	225
			Taylor, Alice G.	219	A	C	175
			Hookham, Frederick E. G.	..	Pt1	..	88
			Hookham, Nancy C.	..	Pt1	..	83
			Colee, Walter C.	26	H	A	520
			Connor, James	99	A	C	425
			Allan, Isabella C.	99	I	D	353
			Crawford, William	134	A	A	375
			Baird, Mary L.	113	A	C	313
			Cartwright, George E.	189	A	B	263
			Sunaway, Flora P. M.	144	A	C	263
			Ferguson, Isobel O.	171	A	C	215
			O'Callaghan, Constance I.	171	A	C	205
			Leslie, Verena M. L.	198	A	C	195
			Penlington, Isabel G.	207	A	B	185
			Ashton, Catherine R.	212	A	C	175
			Tizard, Marjorie E. M.	214	A	C	175
			Pearson, Doris	209	A	C	175
			Iverach, Agnes M.	213	A	C	175
			Oxford, Enid	..	Pt1	..	83
			Cowie, Grace	..	Pt2	..	78
			Buxton, Thomas R.	..	Pt2	..	83
			Boys, Clarence R.	..	Pr1	..	88
			Cooper, Freda E.	..	Pr1	..	83
			Miller, Agnes	..	Pr1	..	113
			Harper, Frederick T.	..	Pr1	..	88
			Bowie, Doris M.	..	Pr1	..	83
			de Latour, Jeanne M.	..	Pr2	..	78
			Ferguson, Allan L.	..	Pr2	..	113

For explanatory notes see page i.

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Waimate District High School— Primary (525), secondary (82)	7C	607	McLeod, John (iii)	17	H	B	£ 520
			Money, Herbert	212	R	B	145
			Melton, Jane B. (Mrs.)	118	I	D	333
			Kibblewhite, Charles W.	160	A	D	355
			Smart, Margaret A. L.	123	A	D	333
			Tait, Helen M.	139	A	C	283
			Anderson, Margaret	185	A	D	213
			Blackett, Aileen M.	208	A	C	205
			Hart, Kathleen M.	217	A	C	175
			Boyd, Flora	212	A	C	175
			Orton, Erica	..	A	..	145
			Grant, Raymond E.	..	Pt1	..	88
			Meredith, Alice E.	..	Pt2	..	108
			Fleming, Jessie J.	..	Pt2	..	78
			Colville, Rex H.	..	Pr1	..	88
			Beckett, Hazel A.	..	Pr1	..	83
			Collett, Hori C.	..	Pr2	..	83
			Laing, Thomas M. M.	73	D	B	..
			Olliver, Margaret L.	105	D	A	..
			Borrie, Margaret A.	158	D	B	..
Wainihinihi	1	9	Ward, Mary A.	..	R	..	105
Wainui	1	21	Pope, Eileen N.	211	S	C	205
Waipara	2	36	Sloan, Emily	141	S	E	303
Wairewa	1	12	Cassidy, Mary C.	..	S	..	185
Waitaha	1	15	Duncan, Flora	..	S	..	175
Waitohi Flat	2	22	Doak, Annie A.	162	S	D	293
Waitohi Upper	2	28	Jones, Jessie A.	203	S	C	215
Waituna Creek	2	25	Anderson, Mary A. (Mrs.) (ii)	132	S	D	305
Wakanui	3A	44	Petrie, Arthur	185	H	C	283
Wakham	7D	618	Shepherd, Jessie H.	198	A	C	233
			Bourke, Charles	30	H	B	500
			McIntyre, John (ii)	110	A	C	425
			Adams, Mary A.	89	I	D	353
			McGuigan John J.	134	A	D	365
			Armstrong, Ella	101	A	D	343
			Penney, Baden C.	191	A	C	273
			Dalziel, Catherine A.	138	A	C	263
			Willcox, Eleanor A. M.	196	A	C	205
			Thomson, Jane V.	206	A	C	185
			St. John, Louise S.	194	A	B	195
			Jackman, Eileen N.	223	A	C	175
			Sowden, Merle F.	206	A	C	175
			Voice, Susannah R.	220	A	C	175
			King, Claude L.	..	Pt1	..	88
			Freeman, Agnes M.	..	Pt2	..	78
			Stanley, Arthur O.	..	Pt2	..	83
			Bellwood, Loma K. R.	..	Pr1	..	83
			Reynolds, Margaret E.	..	Pr1	..	113
			Rickard, Doris J.	..	Pr2	..	78
Warren Estate	2	21	Bussell, Lilian E.	151	S	E	253
Washdyke	3B	96	Scott, Peter	112	H	C	365
Wataroa	2	29	Smith, Myrtle M.	..	R	..	135
			Askew, Irene R.	211	A	C	205
			Cassidy, Frederick S.	..	Pr2	..	83
			Gunn, Wilhelmina S. (Mrs.)	..	R	D	213
			Dingwall, Elizabeth (Mrs.)	139	S	D	303
			Fahey, Delia	..	S	..	120
			Cotton, Edward E.	..	R	..	185
			Wild, Cyril T.	121	H	A	345
			Bisset, Florence W.	..	A	..	203
			Penlington, Henry F.	56	H	C	425
			Brown, Walter A.	128	A	D	355
			Rockett, Ethel B. (Mrs.)	..	R	..	203
			Thomson, Lawrence F.	169	A	B	273
			Morgan, Amy B. B.	157	A	C	253
			Jones, Lina M.	178	A	C	215
			Graham, Violet R.	203	A	C	185
			Beere, Catherine F.	231	A	D	165
			Dickson, Gladys C.	..	Pt1	..	83
			Gamble, Ruby L.	..	Pr1	..	83
			Pearson, Hope	..	Pr2	..	108
Whiterock	1	13	Kennedy, Mary	..	S	..	185
Willowbridge	3A	71	McKenzie, George	122	H	D	345
			Williams, Mary H.	193	A	C	233
			Port, Annie B.	..	Pr2	..	108

For explanatory notes see page i.

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

Schools.			Teachers.				
Name.	Grade, 1923	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Willowby	3A	42	Roseveare, Charles J.	146	H	D	£ 315
Winchester	3A	59	Roscoe, Helen K.	..	A	C	203
Winchmore	2	30	Ferguson, Daniel	76	H	B	355
Winslow	1	20	McArthur, Elizabeth	191	A	C	233
Woodbury	3A	47	Holmes, George	..	S	..	245
Woodend	3B	102	Hickman, Margaret E. (Mrs.) ..	163	S	D	245
Woodstock	3A	48	Farnie, Thomas C.	108	H	B	355
Woolston	7D	576	Alabaster, Annie B.	211	A	C	223
			Gillman, Herbert A. W.	93	H	D	375
			Price, Marjorie M.	176	A	C	243
			Robertson, Christina W. M. ..	207	A	C	205
			McCullough, Thomas G.	146	H	C	303
			Aitken, Grace M.	189	A	C	233
			West, William M.	18	H	B	520
			Kennedy, William A.	79	A	C	393
			Watson, Margaret R.	100	I	D	353
			Newbury, Philip J.	142	A	B	365
			Picken, Jessie M. D.	114	A	D	313
			Robertson, George H.	189	A	C	243
			Ewart, Jane	139	A	D	263
			Batchelor, Elsie V.	162	A	C	215
			Gormack, Marie A. (Mrs.)	..	R	Lic.	215
			Schultz, Mary (Mrs.)	199	A	D	235
			Gilpin, Mary E.	199	A	C	195
			Hoben, Moyna B.	..	A	D	165
			Saunders, Alfred D.	..	Pt2	..	113
			Gant, Monica E.	..	Pr1	..	83
			Pring, Irene B.	..	Pr1	..	83
			Park, Beatrice	..	Pr1	..	113
			Robertson, Annabella Y.	..	Pr2	..	78
Yaldhurst	3A	48	Pearce, Charles W.	106	H	D	355
			Freeman, Hilda F.	169	A	C	243

OTAGO.

Name.	Grade, 1923	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
Airedale	2	28	Copland, Catherine	155	S	B	£ 253
Akatore	1	11	King, Hazel A.	213	S	C	195
Akatore Coast	1	8	Gordon, Ada A.	..	S	D	195
Albany Street	7B	552	Rawlinson, Charles C.	38	H	C	490
			Melville, John	81	A	C	415
			Little, Donella (Mrs.)	91	I	D	353
			Hubbard, Ivan B.	110	A	B	333
			Sullivan, Lilly	82	A	B	343
			Brook, Frederick J.	208	A	C	243
			Wilson, Isabella (Mrs.)	123	A	C	315
			Gillespie, Sarah	152	A	C	225
			Roseveare, Vera D. M.	186	A	C	195
			Harland, Huia V.	204	A	C	185
			Webb, Richard G.	210	A	B	175
			Lucas, Elizabeth E.	..	Pt1	..	83
			Wilson, Thomas	..	Pt1	..	88
			Wallace, Isabella R.	..	Pt2	..	78
			Macdonald, Elsie R.	..	Pr1	..	83
			Benfell, Elizabeth A.	..	Pr1	..	83
			Caskie, John J.	..	Pr2	..	83
			Williamson, Leslie	..	Pr2	..	78
Alexandra District High School— Primary (135), secondary (57)	4B	192	Mechaelis, William R.	73	H	B	405
			Brownlie, Edgar	..	A	B	203
			Hull, Matilda M.	180	I	C	233
			Walker, Mary P.	213	A	C	175
			Hesson, Beatrice M.	..	Pr1	..	113
			Govan, Marguereta L.	..	Pr2	..	108
			Percy, Mary	..	Pr2	..	78
			Kaye, Albert E.	..	Pr2	..	113
			Holmes, Mary	147	D	B	..
			Stokes, Gertrude M. E.	184	D	B	..

For explanatory notes see page i.

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Allanton	2	34	Thompson, Jane L. W. ..	183	S	C	£ 233
Anderson's Bay	5B	290	Harrison, Wilkinson L. ..	55	H	A	425
			Allan, Reginald	126	A	D	333
			Gunn, Elizabeth J.	139	I	D	283
			Long, Mary A.	147	A	C	263
			McQuarrie, Effie	..	(R)	..	310
			Henderson, Veda M.	152	A	C	235
			McRae, Johan	183	A	C	215
			Cox, Annie L. C.	213	A	C	175
			Gardiner, George L.	..	Pt1	..	88
Ardgour	1	16	Peddie, Margaret G.	..	S	..	185
Ardgowan	1	18	Beardsmore, Ellen	194	S	C	215
Arthur Street	6A	427	Barrett, Richard J.	14	H	C	520
			Hawke, John	93	A	A	385
			Macpherson, Gertrude C. ..	91	I	D	353
			Bringans, Alexander	108	A	C	385
			Pilkington, Jane	103	A	D	343
			Hutton, Pearl E.	169	A	C	215
			Orkney, Daisy M.	126	A	D	273
			James, Elizabeth E.	196	A	C	195
			McIntyre, Mabel E.	208	A	C	185
			Buchan, James J.	..	Pt1	..	88
			McNaught, Eleanor E.	..	Pr1	..	83
			Benzoni, Mabel F.	..	Pr2	..	78
			Stenhouse, Agnes G.	..	Pr2	..	78
Arthurton	1	10	Philps, John P.	..	R	..	115
Awamangu	2	21	McNab, William A.	..	S	Lie.	205
Awamoko	3A	83	Gibb, Stewart C.	131	H	C	345
			Potts, Millicent B.	214	A	C	213
Balclutha District High School— Primary (365), secondary (85)	6A	450	Hunter, Robert R.	59	H	B	450
			Graham, James W.	148	A	D	375
			Gillespie, Margaret	120	I	D	333
			McVie, David T.	204	A	C	273
			Hislop, Mabel R.	191	A	D	235
			Fleming, Aenid M. M.	157	A	C	225
			Munro, Barbara M.	202	A	C	205
			Hislop, Helen A.	196	A	C	195
			Smith, Elizabeth	..	Pt2	..	78
			McKinlay, Clara C.	..	Pr1	..	83
			Mitchell, Alma M.	..	Pr1	..	83
			Rooney, Patience	..	Pr2	..	78
			Paterson, Janet	66	D	B	..
			Woodhead, Mona S.	..	R(D)	..	..
			Somerville, Airini I.	..	D	..	..
Bannockburn	3A	40	Simonsen, Bertzow F.	174	H	C	293
			Blair, Alice	209	A	C	213
Barewood	1	16	Buckland, Kate B. L. (Mrs.)	157	S	A	245
Beaumont	3B	76	Thomson, Archibald	107	H	C	365
			Low, Margaret	197	A	C	233
			Herd, Margaret L.	213	A	D	205
			Collins, Elizabeth E.	..	Pr2	..	78
Bendigo	1	13	Oliver, Ellen	150	S	D	255
Benhar	3A	48	Smith, James C.	140	H	C	335
			Currie, Kate W... ..	155	A	C	233
Berwick	2	26	Wyllie, Ellen M.	213	S	B	223
Black's	3A	41	Austing, Oswald C.	195	H	D	285
			Naismith, Alice M.	202	A	C	223
Blackstone	1	15	Collins, Elizabeth	205	S	B	195
Blue Spur	1	16	Gourlie, Helen T. R.	221	R	C	165
Brighton	2	37	Sutherland, Margaret A. ..	148	S	C	303
Broad Bay	1	15	Pope, Josephine M. J.	153	S	E	255
Cambrian	2	23	Chapman, Doris M.	..	R	..	115
Caversham and two side schools— Main (634), Convalescent (13), Dunedin Hospital (12)	7E	659	Palmer, George T.	29	H	B	520
			Wilson, Robert	65	A	C	435
			Bonnin, Fannie	96	I	D	353
			Fleet, Arthur V.	146	A	A	303
			Farnie, Grace M.	132	A	D	323
			Lockhart, David R.	211	A	C	243
			Weir, Christina	144	A	C	253
			Jeans, Eana B.	161	A	C	225
			Bonnin, Winifred M. L. ..	164	A	C	225
			McCrone, Florence E. T. ..	183	A	C	195
			Goudie, Dorothy L.	172	A	D	205
			Nelson, Margaret M.	191	A	C	195

For explanatory notes see page i.

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

OTAGO—*continued.*

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Caversham and two side schools— <i>continued</i>	..	..	Young, Lillian L. ..	199	A	C	£ 195
			Ray, Mabel E. ..	..	Pt1	..	83
			Allan, Olive A. ..	..	Pt2	..	78
			Crookshanks, Joseph ..	..	Pt2	..	83
			Purvis, Margaret ..	..	Pt2	..	78
			West, Dorothy R. ..	..	Pr1	..	83
			McClymont, William G. ..	..	Pr1	..	118
			Roy, Margaret G. ..	..	Pr2	..	78
Chaslunds	1	12	Gillespie, Effie S. ..	211	S	C	195
Chatto Creek	2	22	Nind, Horace W. ..	..	S	D	255
Circle Hill	0	13	Wilson, Evelyn J. ..	..	S	..	155
Clark's Flat	1	10	Shaw, Arthur J. H. ..	213	S	D	225
Clinton	3B	104	Romans, Henry C. ..	105	H	C	355
			Wallace, Elizabeth K. A. ..	193	A	C	233
			Beaufort, Irene M. ..	210	A	C	195
			Hay, Margaret E. ..	..	Pr1	..	83
Clyde	3B	71	George, William K. ..	123	H	C	415
			Bodkin, Alice G. ..	191	A	D	223
			O'Regan, John J. ..	..	Pr2	..	113
Clydevale	1	19	Archer, Mary A. ..	213	S	C	195
Coal Creek	3A	39	Laing, Henry ..	149	H	D	335
			Macdougall, Margaret T. ..	204	A	C	223
Concord	3B	113	Strong, James W. ..	79	H	D	405
			McGregor, Isabella (i) ..	135	A	D	263
			Charlton, Vida M. ..	203	A	D	205
			Shanks, Jessie D. ..	..	Pr1	..	83
Conical Hills	2	24	Welsh, Margaret ..	204	S	D	225
Crestlow	0	2	Gray, Ruby M. ..	..	S	..	30
Cromwell	3B	93	Luke, Gabriel M. ..	106	H	C	355
			Ewart, Hannah ..	163	A	D	243
			Macpherson, Agnes ..	..	A	C	205
			Scott, Annie C. ..	..	Pr1	..	113
			Sanders, Roa D. ..	..	Pr2	..	78
Crookston	2	21	Begg, Margaret I. ..	192	S	C	243
Dunback	3A	45	Anderson, Peter J. ..	108	H	D	333
			Mawhinney, Launa ..	209	A	C	213
			McLennan, Eliza J. L. ..	..	Pr2	..	78
Dunrobin	2	36	Beresford, Gertrude E. ..	133	S	D	303
Duntroon	3B	86	Cairney, Thomas ..	133	H	C	355
			Stringer, Alice A. ..	206	A	C	213
			Doak, Rachel M. ..	..	A	D	195
Earnsclough	2	24	Taylor, Gladys H. ..	..	R	..	155
East Taieri	3B	86	Waddell, James N. ..	98	H	B	375
			Carnecross, Edith J. W. ..	184	A	C	233
			McDonald, Elizabeth A. C. ..	188	A	C	215
Elderslie	1	12	Doak, Margaret S. ..	187	S	D	235
Ettrick	2	26	Carey, Daphne G. ..	200	S	C	243
Evansdale	2	41	McQueen, Henry C. ..	184	H	C	285
			Smith, Doris L. ..	212	R	C	155
Evans Flat	1	18	Campbell, Jessie S. ..	215	S	C	205
Five Forks	2	34	Lory, Netta H. A. ..	..	R	..	115
Flag Swamp	3A	38	Wilson, John M. ..	135	H	B	325
			Henderson, Margaret H. ..	206	A	C	213
Forbury	7F	704	Sproat, William A. ..	33	H	C	500
			Nelson, James ..	73	A	C	435
			Ford, Margaret O. T. ..	95	I	C	353
			Borthwick, James ..	115	A	E	333
			Scott, Marjory T. ..	119	A	D	333
			Boraman, Walter J. ..	140	A	A	283
			Budd, Elizabeth ..	119	A	C	273
			Hastings, Angela ..	177	A	C	215
			Wishart, Doris L. ..	202	A	C	185
			Rennie, Nora M. ..	215	A	D	185
			Cormack, Florence B. ..	196	A	C	195
			Cooke, Beryl O. ..	211	A	C	185
			Smith, Florence A. ..	193	A	B	195
			Ross, Irene C. ..	..	R	..	155
			Connor, Robert W. ..	..	Pt2	..	83
			Gray, James S. ..	..	Pt2	..	83
			Kaye, David W. ..	..	Pt2	..	83
			Harrison, Lonsdale G. ..	..	Pr1	..	83
			Beck, Hannah W. ..	..	Pr1	..	83
			Boulton, Esma L. ..	..	Pr1	..	83
Fruitlands	1	6	Symes, Clara A. ..	..	S	..	185

For explanatory notes see page l.

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Galloway	1	19	Ross, Ethel R.	212	S	C	£ 195
George Street	7A	493	Patterson, Thomas A.	22	H	B	520
			Bell, Cecil F. J.	100	A	C	425
			Greaves, Alice	90	I	D	343
			Forsyth, David	158	A	C	283
			Sheriff, Margaret R.	94	A	D	343
			Hawkins, Horace H.	200	A	C	243
			Brown, Isabel E.	140	A	D	263
			McMullin, Margaret L.	171	A	C	215
			Bonnin, Muriel G. R.	186	A	D	195
			Anderson, Olive	176	A	D	205
			Loudon, Beatrice C.	..	Pt1	..	83
			Johnston, Richard	..	Pt2	..	83
			McLeod, Emilia N. K.	..	Pt2	..	78
			Yeoman, Gladys W.	..	Pr2	..	78
Gimmerburn	1	11	Dallas, Muriel A. G.	203	S	C	205
Glencairn	0	3	Murphy, Veronica	..	S	..	60
Glenkenick	0	4	Smith, Annie	..	S	..	60
Glenomaru	3A	38	Duff, George F.	163	H	D	315
			Aitchison, Mary J.	..	A	C	213
Glenore	2	16	Cole, George N.	..	S	..	195
Goodwood	1	13	Munro, Donald (i)	169	S	B	245
Greenfield	1	14	Fleming, Allan G.	224	S	D	185
Green Island	5B	314	Hilgendorf, Francis	64	H	B	405
			Brand, Robert	132	A	C	355
			Johnson, Helen C. W.	133	I	D	263
			Thompson, Herbert W.	..	A	C	223
			Blair, Isabella	160	A	C	253
			Smith, Annie F.	161	A	C	225
			Swan, Elizabeth	..	R	..	155
			Hill, Doris M.	..	Pr2	..	78
			Barclay, Nigel E.	..	Pr2	..	83
			Smith, Alice I.	..	Pr2	..	78
Hamilton Household	0	5	Laing, Jessie A.	..	S	..	90
Hampden	3B	97	Arnold, Cuthbert F.	98	H	B	355
			Walter, Isabella M.	197	A	D	223
			Walden, Eileen M.	207	A	C	205
			McWilliam, Jean de Y.	..	Pr2	..	78
Hawea	3A	29	Percy, Orrina	..	R	..	125
Henley	2	39	Taylor, Grace I.	218	S	D	225
Heriot	3A	57	Macdonald, Hugh G. B.	115	H	C	345
			Lonie, Margaret S.	224	A	D	213
Highcliff	3A	40	Bennett, William J.	128	H	B	335
			Glanville, Jane	..	R	..	135
High Street	7A	504	Smith, James W.	28	H	C	520
			Robertson, John A.	61	A	C	435
			Cooper, Isabella O.	90	I	D	353
			Swan, George	120	A	C	375
			Taylor, Mabel A.	..	A	D	343
			Waddell, David B.	146	A	C	293
			Thomas, Minnie A.	155	A	C	253
			Gowdy, Vivienne	165	A	C	225
			Buchanan, Mary M.	202	A	C	185
			Mitchell, George H.	..	A	C	175
			Downes, Harold M.	..	Pt2	..	83
			Forbes, Rita M.	..	Pt2	..	78
			Morrison, Phyllis E.	..	Pt2	..	78
			Forbes, John A.	..	Pr1	..	88
			MacKenzie, Margaret A.	..	Pr1	..	83
			Duncan, Agnes D.	..	Pr1	..	83
Hilderthorpe	2	25	Connor, Grace M.	187	S	D	233
Hillend	1	16	Hall, Mary M.	206	S	C	205
Hinahina	1	17	Bryant, Hilda J.	..	S	..	185
Hindon Railway	1	10	Hendra, Elizabeth H.	208	S	C	195
Houipapa	2	28	Lopdell, Cecil B.	..	S	..	193
Hyde	2	28	Sincock, Emily B.	212	S	C	223
Ida Valley	1	20	Robert, Jane R. (Mrs.)	177	S	D	215
Inch Valley	2	24	White, Eliza	101	S	C	313
Island Cliff	2	19	Prentice, Allen T.	..	R	..	115
Kahuika	2	22	Dolphin, David E.	..	S	..	193
Kaihiku	1	11	Lonie, Margaret T.	221	S	D	225
Kaikorai	7C	565	Buchler, Arthur O.	37	H	C	500
			Matheson, John	92	A	D	435
			Robertson, Jane (ii)	97	I	D	353

For explanatory notes see page i.

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

OTAGO—*continued.*

Schools.				Teachers.			
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Kaikorai— <i>continued</i>	..	..	Kelk, Henry P.	94	A	D	£ 343
			Jones, Florence A.	116	A	D	333
			McCurdy, Mary E. E.	..	R	..	155
			Reid, Wilhelmina R.	143	A	D	253
			Crawford, Bertha	152	A	C	235
			Young, Ella	169	A	B	205
			Bowie, Mary E.	186	A	C	195
			Wix, Margaret A. R.	..	A	D	185
			Maxwell, Isabel F.	..	A	..	135
			Benzoni, Kathleen H.	..	Pt2	..	78
			McGuire, Hazel M. Y.	..	Pt2	..	78
			Patterson, Bessie M.	..	Pt2	..	78
			Pettitt, Edward R.	..	Pr1	..	88
			Young, Moira B.	..	Pr1	..	83
Kaitangata	5C	362	Begg, Thomas	61	H	C	415
			Taylor, Charles H.	152	A	C	365
			Frazer, Ellen F.	132	I	C	283
			Barclay, Samuel M.	173	A	D	263
			Paterson, Jessie L.	200	A	C	215
			Davidson, Grace O.	200	A	D	215
			Gage, Sophia P.	..	A	C	175
			Allan, Nancy J.	219	A	C	175
			Dark, Cecilia P.	..	Pt1	..	113
			Ross, Florence I.	..	Pr1	..	113
			Kelcher, Ruth I.	..	Pr2	..	108
Kakanui	3A	49	Buchan, John	133	H	B	315
			McLeod, Sara E.	203	A	C	213
Kakapuaka	2	26	Ayson, Annie I. W.	186	S	C	243
Karitane	3A	37	Stevens, Edward M.	198	H	C	305
			Orange, Florence M.	176	A	C	243
Kartigi	1	21	Sutherland, Annie E.	202	S	C	205
Katea	2	28	Landreth, William H.	..	S	..	260
Kauru Hill	2	24	Kidd, Isabella	197	S	C	253
Kelso	3A	59	Townrow, Walter H.	168	H	C	295
			Sim, Hannah M.	207	A	C	223
Kensington	5C	350	Stewart, Peter G.	50	H	D	455
			Labes, Albert A.	119	A	C	375
			Lear, Constance M.	115	I	C	303
			Palmer, Philip J.	184	A	B	243
			Botting, Amy I.	155	A	C	253
			Roche, Augustine D.	162	A	D	225
			Brebner, Rita	..	(R)	C	155
			Hare, Adeline M.	207	A	C	195
			Hilliker, Ethel M. L.	207	A	C	185
			Young, Hester F.	..	Pr1	..	83
			Morrison, Stuart R.	..	Pr2	..	83
Kia Ora	2	26	Kay, Margaret	133	S	D	303
Kokoamo	1	16	Melville, Mary J.	..	S	C	195
Kokonga	1	14	Miller, Doris E.	187	S	C	235
Kuri Bush	1	12	Miller, Daisy	..	R	..	125
Kuriwao	0	4	Duff, Ronald	..	S	..	90
Kurow	3B	82	Borrie, John A.	115	H	D	345
			Wilson, Sarah	..	A	D	213
			Boland, Mary W.	..	A	D	195
			Melville, Ella R.	..	Pr2	..	78
Kyeburn	1	21	Blanc, Olivia J.	212	S	C	195
Kyeburn Diggings	0	4	Hawkes, Helen (Mrs.)	..	S	..	105
Lauder	2	14	Wallace, William	..	S	C	223
Lauder Railway	1	22	McLean, Jessie H.	..	R	..	155
Lawrence District High School— Primary (138), secondary (29)	4B	167	Darton, Henry L.	88	R	D	435
			Gibson, Margaret P.	..	R	..	115
			Renz, Stena B.	185	I	C	215
			Potts, Jane B.	214	A	C	175
			Loudon, Jean	..	Pr1	..	83
			Kidd, Christina	..	Pr2	..	108
			Varcoe, Myrtle A.	..	Pr2	..	78
			Matheson, Norman M.	157	D	C	..
			Blyth, Douglas R.	200	D	C	..
Leith Valley	3A	41	Kelly, Thomas	119	H	C	345
			Baird, Agnes R.	145	A	B	253
Livingstone	2	36	Saunders, David	209	S	C	223
Lovell's Flat	3A	40	Hepburn, David J.	145	H	D	335
			Anderson, Ann C.	149	A	D	253

For explanatory notes see page i.

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

Schools.			Teachers.					
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary 1923.	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
Loburn	3A	63	Finlay, John	143	H	B	£ 325	
Lower Harbour	2	22	Matthews, May S.	214	A	C	213	
Luggate	2	22	Hill, Clement A.	..	S	C	225	
Macandrew Road	7B	556	Kibblewhite, Arthur W.	..	S	D	233	
			Macdonald, George W. C.	16	H	B	520	
			Robinson, Arthur H.	97	A	B	363	
			Crawley, Janet L.	98	I	D	343	
			McKenzie, Lionel A.	111	A	B	375	
			Murray, Florence	111	A	D	333	
			Alloo, Arthur W.	125	A	A	303	
			Hubbard, Fanny	145	A	C	263	
			Hughes, Maggie G.	158	A	B	225	
			Appleby, Dorothy F. E.	199	A	D	195	
			Watt, Elizabeth F.	185	A	C	195	
			Russell, Elizabeth	210	A	C	185	
			Paine, Charles H.	..	A	C	175	
			McLay, Rudolph E.	..	Pt2	..	83	
			Gibson, Agnes E.	..	Pr1	..	83	
			Routley, Edna M.	..	Pr1	..	83	
			Doogue, Winifred C.	..	Pr2	..	78	
McLennan	2	26	Gorman, Marjorie	182	S	C	233	
Macrae's	2	22	Kibblewhite, James T.	..	S	..	193	
Maerewhenua	1	14	Kennedy, William R.	200	S	C	205	
Maheno	3B	94	Heward, Edwin H.	95	H	C	375	
			Taylor, Grace I.	180	A	C	233	
			Bastings, Edna C.	210	A	C	205	
Makarora	1	9	George, William	..	S	..	165	
Manuka Creek	0	8	Callanan, Margaret K.	..	S	..	105	
Maori Hill	5C	342	Fitzgerald, John A.	50	H	D	355	
			Hanna, Alexander	110	A	C	375	
			Newlands, Marion S. S.	102	I	B	313	
			Brown, Jane K... ..	93	A	D	313	
			Graham, Nina S.	..	R	D	165	
			Guy, Gladys M.	161	A	C	225	
			Allen, Greeba E.	183	A	C	195	
			Eaton, Janet A.	205	A	C	185	
			Reed, Randolph C.	..	Pr1	..	88	
			Cumming, Bramwell O.	..	Pr2	..	83	
			Black, Marjory R. E.	..	Pr2	..	78	
			Armstrong, Erena A.	..	Pr2	..	78	
Matakanui	2	26	Inder, Alma F.	..	R	..	125	
Matau	2	21	Sutherland, Isabel D.	..	R	..	155	
Matea	1	13	Spark, Mary J.	206	S	C	205	
Maungatua	3A	43	Finlay, Robert N.	144	H	C	325	
			Wynne, Olga E.	208	A	C	213	
			Thomson, Jane	..	Pr1	..	83	
Maungawera	1	13	Grey, Mabel N.	215	S	C	215	
Merino Downs	1	7	Murdoch, Jane N.	..	S	..	165	
Merton	1	15	Sharpe, Norah B.	213	S	C	195	
Milburn	3A	55	Thorby, George L.	151	H	C	325	
			Alexander, Sarah J. C.	193	A	D	233	
Miller's Flat	3B	83	Woods, Llewellyn	116	H	C	355	
			Cornish, Lily M.	152	A	B	253	
			Wood, Hazel E. D.	..	R	..	155	
			Nicholson, Colin C.	..	Pr2	..	83	
Moa Creek	2	26	Coppin, Ezra N.	..	S	D	243	
Moa Flat	1	13	McLean, Rena E.	213	S	C	195	
Moeraki	3A	41	Scully, James H.	..	H	..	278	
			McDonald, Jeanie W.	206	A	C	223	
Momona	3A	39	Blair, Robert L.	130	H	D	345	
			Murison, Mabel	186	A	C	233	
Moonlight	0	12	Morrison, Robert R.	..	S	..	155	
Moray Place	5B	302	Robertson, Alexander G.	61	H	C	415	
			Thomson, Magnus	99	A	D	343	
			McCallum, Louisa M.	109	I	C	293	
			Beattie, John W. G.	141	A	C	305	
			Hodges, Bithia L. C.	145	A	D	263	
			Shaw, Ethel	156	A	C	225	
			Finlay, Lilian V.	184	A	C	195	
			Nicolson, George K.	..	Pr1	..	88	
			Hall, Marie E.	..	Pr2	..	78	
Mornington	7C	569	Rutherford, John R.	16	H	A	490	
			Dickinson, Lesley H.	..	R	..	155	
			Nelson, Jessie R.	104	I	D	353	

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

Schools.			Teachers.				
Name.	Grade, 1923	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Mornington— <i>continued</i> ..	..	..	Campbell, David F. L. ..	127	A	C	£ 375
			Calder, Elizabeth M. ..	121	A	D	333
			Milne, Alexander ..	140	A	B	263
			Smith, Lucy E. D. ..	143	A	D	263
			Duke, Ivy E. ..	168	A	B	225
			Mackisack, Kathleen E. ..	183	A	C	195
			McKinnon, Ethel E. ..	214	A	D	185
			Morris, Marcia E. ..	200	A	C	195
			Briggs, James M. ..	..	A	C	165
			Grant, Emily W. ..	..	Pt2	..	78
			Young, Noel H. R. ..	..	Pt2	..	83
			McAra, Esmond R. ..	..	Pr1	..	88
			Hobbs, Mavis ..	..	Pr1	..	83
Mosgiel ..	5C	323	Jack, James A. ..	59	H	B	475
			Crimp, Dorothy E. ..	..	R	..	155
			Christie, Elizabeth G. ..	106	I	D	313
			Dallas, Thomas W. ..	145	A	C	335
			Jackson, Mary J. ..	158	A	D	253
			Melrose, Susan R. ..	181	A	C	215
			McDonald, Sarah E. (ii) ..	202	A	D	185
			Anderson, May (i) ..	..	R	..	155
			Melrose, Myra ..	..	Pr1	..	83
			Hamilton, Flora G. ..	..	Pr1	..	113
			Sim, Victoria M. R. ..	..	Pr1	..	113
Mount Cargill ..	1	11	Arthur, Dorothy ..	..	S	..	155
Mount Stuart ..	0	10	Coghill, Daphne I. H. ..	210	S	C	195
Musselburgh ..	7C	569	Grant, John B. ..	32	H	C	510
			Ironside, John ..	73	A	C	435
			Campbell, Janet M. ..	..	(R)	C	165
			Chalmer, Clara E. ..	116	I	D	343
			Graham, John ..	102	A	C	343
			Farquharson, Janet H. ..	94	A	C	343
			Woods, Alexander J. ..	122	A	A	345
			Graham, Catherine A. C. ..	122	A	B	263
			Whitehead, Marjory M. ..	160	A	C	225
			Pearce, Annie E. ..	189	A	C	195
			Wilkie, Janet H. ..	197	A	C	195
			Anderson, Mabel M. ..	198	A	C	195
			Aiken, Louisa ..	205	A	C	185
			Wilson, Edna M. ..	..	Pt1	..	83
			Barrowclough, Elizabeth A. ..	..	Pt1	..	83
			Campbell, Marion B. ..	..	Pr1	..	83
			Walker, Clement R. ..	..	Pr1	..	88
			Smith, Lilian M. ..	..	Pr2	..	78
			Hyde, Margaret J. ..	..	Pr2	..	78
Naseby ..	3B	84	Paterson, Thomas ..	102	H	C	373
			Malloch, Elizabeth W. ..	215	A	D	223
			Beattie, Helen M. ..	210	A	C	195
Nevis ..	1	15	Dewar, George E. ..	..	S	..	185
Ngapara ..	3B	84	Slater, William T. ..	125	H	D	365
			Scoon, Elsie A. ..	206	A	B	213
			Chambers, Mary J. N. H. ..	211	A	C	195
Ngapuna ..	1	10	Hutton, Nellie L. D. ..	..	R	..	175
Normal District High School and side schools—Primary (415), secondary (52), Junior (ii) (27), rural (34)	7C	528	Moir, John H. ..	10	H	B	545
			McMillan, Hugh ..	58	N	D	475
			Thornton, Marion G. ..	76	KM	C	413
			Forrester, Francis E. L. ..	97	N	B	415
			Henderson, Elizabeth O. ..	126	N	C	313
			Botting, Howard A. E. ..	131	N	B	313
			Vickers, Mary J. ..	180	KM	C	263
			Allan, Flora M. ..	122	N	C	273
			Wilson, Elizabeth ..	149	N	C	243
			Alexander, Ann C. ..	114	N	D	283
			Pearson, Norma G. E. ..	215	(R)	C	155
			McDougal, Isabel ..	147	N	C	273
			Kaye, William T. O. ..	85	N	C	425
			Woodhouse, Bertha J. ..	140	R	C	263
			Bressey, Florence F. ..	76	N(D)	A	..
			Kenyon, Helen M. ..	102	N(D)	B	..
			Goldsmith, Alice E. ..	160	N(D)	D	..
North-east Harbour ..	3A	63	Luke, Robert L. L. ..	128	H	D	345
			Botting, Ethel E. ..	210	A	C	213
North-east Valley ..	7E	642	Jones, Herbert C. ..	27	H	B	490
			Ritchie, William A. ..	194	R	B	193

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
North-east Valley— <i>continued</i>			Andrew, Alice M.	92	I	D	£ 353
			Cowen, Martin	118	A	B	333
			Bowling, Alice G.	100	A	D	343
			Morrin, Edward W.	167	A	D	315
			Mackisack, Eleanor W.	158	A	C	243
			Bayley, Stella I.	173	A	D	225
			Black, Eveline M.	216	A	D	185
			Manson, Ellen M.	205	A	C	185
			Wallace, Mary Y.	197	A	B	195
			Gibson, Winifred J.	204	A	C	185
			Alexander, Myra L.	205	A	C	185
			Fraser, Percy J.	..	A	C	175
			McCrae, Agnes S.	..	Pt1	..	83
			Munro, Janet M.	..	Pt1	..	83
			Henderson, William H.	..	Pt2	..	83
			Hendra, Thomas H.	..	Pr1	..	88
			Spears, George A.	..	Pr1	..	88
			Mackenzie, Iona L.	..	Pr1	..	83
North Taieri	2	28	Pretsch, Maria S.	107	S	D	313
Nugget Point	1	14	McKay, Ethel B.	210	S	C	205
Oamaru Middle	3B	130	Bringans, Robert	88	H	C	375
			McKenzie, Emma V. M.	184	A	C	223
			Barrett, Elizabeth R.	172	A	C	225
			Hay, Edward G. W.	..	Pr2	..	83
Oamaru North	7A	485	Abel, William F.	43	H	C	510
			Stenhouse, Robert A.	85	A	C	435
			Brown, Mary (i)	139	I	C	323
			Dimick, Reuben E.	150	A	D	303
			Beattie, Ethelwyn J.	165	A	C	293
			Wilkinson, George E.	199	A	B	243
			Jones, Eliza J.	168	A	C	225
			Wood, Alice A.	180	A	C	205
			Wright, Ellen R.	206	A	C	185
			Kibblewhite, Evelyn M.	222	A	D	175
			Imrie, Ellen	..	Pt2	..	108
			Macpherson, Ida C.	..	Pt2	..	78
			Slater, Vera M.	..	Pt2	..	78
			Cronk, Ezma R.	..	Pr2	..	78
Oamaru South	7B	526	Turner, George A.	46	H	C	510
			Bremner, Victor H. T.	109	A	C	405
			Paul, Eliza F. M. H.	108	I	C	353
			Smith, Norris Y.	155	A	B	345
			Darling, Rosy	145	A	D	313
			Martyn, Frances R.	166	A	C	263
			Swinard, Bertha M.	166	A	C	233
			Patterson, Marjorie	211	A	C	195
			Meldrum, Marion H.	202	A	C	185
			Moir, Phyllis M.	207	A	C	175
			Mackenzie, Letitia B.	..	Pt1	..	113
			Grenfell, Marjory A.	..	Pt2	..	78
			McKenzie, Alice F.	..	Pt2	..	108
			Nisbet, Elsie L.	..	Pt2	..	108
			Wilson, Maude	..	Pr2	..	78
			Cameron, Isobel M. R.	..	Pr2	..	108
Otakou	3A	31	Miller, Leonard W. A.	..	S	Lic.	285
Otanomomo	2	29	Bennet, Gwendolyn	194	S	C	253
Otekaike	3A	33	Tindall, Nesta	160	S	D	273
Otekura	1	22	Brownlie, Ethel I. G.	216	S	C	205
Otepopo	3B	82	Fleming, James	101	H	C	375
			Boyd, Henrietta A.	209	A	C	213
			Flamank, Vera M.	216	A	D	205
Otiake	2	28	Watt, Rose	205	S	D	243
Otokia	2	26	Watt, Elsie J.	189	S	D	235
Oturehua	2	24	Farquharson, William E.	209	S	C	225
Outram	3B	94	Harrison, Samuel J.	84	H	C	375
			Griffin, Isabella L.	211	A	C	213
			McDonald, Williamina	216	A	D	205
			Southgate, George W.	..	Pr1	..	88
Owaka District High School—	4A	146	Chesney, Andrew	77	H	D	405
Primary (126), secondary (20)			Tyrrell, Norman M.	193	(R)	A	303
			McColl, Mary A.	192	A	C	243
			Tither, Eileen	213	A	D	205
			McLean, Sheila L.	..	R (D)	..	..
Owaka Valley	2	27	Overton, Samuel J.	..	S	..	240
Paerau	0	6	McAra, Mary A.	..	S	..	75

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

OTAGO—*continued.*

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Palmerston District High School— Primary (207), secondary (40)	4C	247	Rodger, William	62	H	B	£ 405
			Mayer, William G.	173	A	C	325
			Crawford, Elsie J.	159	I	C	253
			Edgar, Mary E.	175	A	D	253
			Snell, Winifred S. J.	191	A	D	205
			Henry, Agnes G.	..	Pt2	..	108
			Lunan, Agnes C.	..	Pr1	..	83
			McKenney, Catherine I.	..	Pr1	..	83
			Torrance, Mabel	..	Pr2	..	78
			Burn, David W. M.	97	D	B	..
			Searle, Irena E.	..	D	B	..
Papakao	3A	56	Percy, David M.	127	H	D	345
			Wilson, Ellen	..	R	D	155
Papatowai	2	26	Burton, George E.	209	S	C	223
Patearoa	2	31	Culling, Elizabeth M.	..	R	..	155
Patearoa Homestead	0	2	Inder, Charlotte M.	..	S	..	30
Pine Hill	3A	39	Nesbit, James W.	112	H	C	345
			Matheson, Clara R.	175	A	C	243
Poolburn	1	15	Reilly, Margaret	..	S	..	185
Popotunoa	1	17	Buchan, Robert	..	R	..	125
Port Chalmers District High School—Primary (419), secondary (23)	6B	442	Booth, George F.	32	H	B	510
			Gray, James H.	62	A	B	435
			Nicolson, Ada (Mrs.)	95	I	D	343
			Findlay, Ivan H.	150	A	C	365
			Grono, Violet A.	121	A	C	333
			Noone, Isabella	137	A	D	283
			Facer, Mary A.	181	A	C	233
			Hughes, Martha M.	189	A	C	215
			Glengarry, Jessie S.	215	A	C	175
			Miller, Alec M.	..	Pt1	..	118
			Porter, Gilbert	..	Pt2	..	83
			Stevenson, Isabel	..	Pt2	..	78
			Fraser, Ahne C.	..	Pr2	..	78
			Sinclair, Agnes	113	D	C	..
Port Molyneux	1	13	Burn, Mary G.	200	S	C	225
Portobello	3A	72	Smith, Thomas	90	H	B	335
			Cable, Violet L.	177	A	C	243
Pukeiwhiti	2	28	Dickie, Roy A.	212	S	B	223
Pukema	1	12	Skinner, William	..	S	..	155
Pukepito	1	11	Begg, Isabella	187	S	C	235
Puketū	1	18	Allan, Gertrude M.	212	S	C	195
Puketiro	1	16	Morgan, Daniel W.	..	S	..	185
Pukeuri	3A	64	Restall, Walter	162	H	D	295
			Hill, Florence C.	186	A	C	233
Purakanui	3A	46	Davis, Edward	120	H	D	315
			Wilson, Alice I.	203	A	C	223
Purakaiti	1	14	Adams, Margaret (Mrs.)	147	S	D	255
Purekireki	1	13	Falconer, Violet M. (Mrs.)	..	S	D	215
Rae's Junction	1	13	McDowall, Wilfred J.	..	R	..	115
Ranfurly	3A	70	Searle, Ernest A.	125	H	C	335
			Clare, Emily S. E.	210	A	C	213
			Clarke, Edith E.	..	Pr1	..	113
Ratanui	3A	32	Kennedy, Percival R.	..	S	Lic.	205
Ravensbourne	4C	213	Williamson, Alexander H.	61	H	C	405
			Spears, Anthony	176	A	D	325
			Lothian, Jeanie M.	149	I	D	263
			Green, Lilian C.	173	A	C	233
			McLeod, Mina R.	201	A	C	205
			Nicolson, Edith M.	..	Pt2	..	78
			Martin, Sarah R.	..	Pr1	..	113
Reomoana	1	9	Durward, John W.	..	S	..	185
Rockvale	0	5	Flannery, Nora J.	..	S	..	60
Romahapa	3A	41	Burn, Edgar H.	120	H	C	345
			Johnston, Jane F.	215	A	D	213
Roxburgh	4A	128	Parr, Cuthbert	76	H	A	395
			Green, Jessie A.	159	I	C	225
			Mawhinney, Bethia	197	A	C	215
			Ballantine, Janet N.	222	A	D	175
			Craig, Hazel M.	..	Pr1	..	83
			Cockburn, Georgina M.	..	Pr2	..	78
St. Bathans	1	21	Bennetts, Ethel J. (Mrs.)	..	R	D	155
St. Clair	6B	490	Coutts, Thomas R. W.	43	H	B	455
			McMullan, John J. M.	118	A	C	385
			Hopcraft, Victoria K.	120	I	D	323

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

Schools.				Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.		Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)		(4)	(5)	(6)	(7)	(8)
St. Clair— <i>continued</i>	..	..	..	Barton, Vivian ..	121	A	B	£ 345
				McIntyre, Sophie ..	142	A	C	253
				Woolliams, Eva M. E. ..	169	A	C	225
				Telfer, Catherine M. ..	183	A	D	215
				Twigg, Mabel F. ..	193	A	C	195
				Young, Margaret L. B. ..	201	A	C	185
				Morice, Agnes Z. ..	..	A	..	135
				Lyders, Caren C. ..	..	Pt1	..	83
				Esson, John A. ..	..	Pr2	..	83
				Notman, Alfred C. ..	..	Pr2	..	83
St. Leonards ..	3A	56		McKinnon, Charles ..	106	H	D	355
				McCallum, Eliza J. ..	182	A	C	233
Sandymount ..	2	27		Rabidge, Ida M. ..	209	S	C	223
Sawyer's Bay ..	4A	124		Finlay, Thomas A. ..	94	H	D	395
				Botting, Ethel K. M. ..	135	I	C	263
				Glanville, Alice ..	155	A	C	225
				Stewart, Doris M. ..	..	Pt2	..	78
				Nicolson, Una M. ..	..	Pr1	..	83
Seacliff ..	3B	81		Marshall, Hugh ..	90	H	C	375
				Walden, Kathleen E. ..	..	A	B	213
				Marshall, Grace K. ..	193	A	C	205
Southbridge ..	2	136		McKinnon, Jeanie R. ..	..	S	B	223
Spottis Creek ..	1	22		Flannery, Margaret W. ..	..	R	..	125
Spylaw Valley ..	1	9		Jack, Aileen A. ..	212	S	C	195
Stirling ..	3B	92		Ellison, Lionel E. ..	93	H	C	375
				Moir, Maria ..	184	A	D	233
				Anderson, Reinga A. ..	209	A	C	195
Stony Creek ..	1	14		Bastion, Ernest H. ..	..	S	..	155
Strath Taieri ..	3B	80		Hoggans, Alexander ..	98	H	C	365
				Crawford, Margaret M. ..	190	A	C	233
				McLean, Elsie A. ..	185	A	C	215
				Dreaver, Andrew R. ..	..	Pr2	..	113
Sutton ..	2	25		Ewart, Marion (Mrs.) ..	147	S	D	303
Table Hill ..	0	7		Forsyth, Flora H. ..	..	S	..	75
Tahakopa ..	3A	85		O'Connell, Thomas F. ..	..	R	..	245
				Vickers, Elizabeth M. ..	..	R	..	135
				Gordon, Jane ..	..	R	..	155
Tahatika ..	1	18		Duff, Olive M. ..	..	R	..	115
Taieri Beach ..	2	27		Duncan, James A. ..	211	S	C	223
Taieri Ferry ..	1	9		Murray, Louis H. ..	..	S	D	165
Tapanui District High School—	4A	158		Burns, William G. ..	75	H	C	395
Primary (130), secondary (26)				Graham, Agnes G. ..	158	I	C	253
				Graham, Amelia B. P. ..	..	R	..	145
				Black, Mary R. ..	213	A	C	175
				McKenzie, Effie S. ..	..	Pr1	..	113
				Hill, Jessie T. ..	..	Pr2	..	78
				Powell, Louisa A. ..	..	Pr2	..	78
				Buchan, James W. A. ..	193	D	A	..
Tapui ..	0	9		Clyne, Mary E. (Mrs.) ..	150	S	C	245
Tarara ..	1	12		Hogg, Elspeth V. ..	..	S	..	155
Tarras ..	1	21		Cumming, Reka R. ..	..	R	..	115
Taumata ..	1	9		Cuttance, Eli W. ..	..	R	..	115
Tautuku ..	0	5		Wilson, Charlotte M. ..	..	S	..	60
Tawanui ..	2	26		Grant, Christina ..	..	S	..	213
Tawhiti ..	1	9		Hannay, Charlotte B. ..	..	S	..	155
Teaneraki ..	3B	85		Harrison, Thomas ..	88	H	C	373
				Dunn, Annie D. ..	181	A	C	233
				O'Donnell, Catherine T. ..	210	A	C	195
Te Houka ..	1	18		Bell, Hazel M. ..	207	S	C	205
Timaru Creek ..	0	3		Park, Isabel J. ..	..	S	..	45
Tokarahi ..	3A	38		Couch, George B. ..	179	H	B	315
				Doak, Robina ..	..	A	C	213
Tokoiti ..	3A	61		Allan, John M. ..	97	H	C	355
				Hare, Muriel ..	..	R	..	125
Tokomairiro District High School—	5C	322		Bowie, John ..	48	H	B	455
Primary (276), secondary (46)				Harrison, Robert S. ..	207	A	C	283
				Davie, Victoria R. ..	145	I	C	283
				McRae, Alexandrina ..	176	A	C	253
				Wilson, Margaret A. ..	186	A	C	233
				Johnston, Margaret H. M. ..	185	A	C	215
				Shutt, Robert H. A. ..	..	Pt1	..	118
				Woodhead, James H. A. ..	..	Pt1	..	88
				McLean, Cora A. ..	..	Pr1	..	83
				Martin, George P. ..	..	Pr2	..	83

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

OTAGO—*continued.*

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Tokomairiro District High School— <i>continued</i>	..	..	Moir, James H.	..	Pr2	..	£ 83
			Yardley, Mary H.	184	D	A	..
			Robertson, Mary I. M. A. ..	193	D	C	..
Tomahawk	1	17	Fegans, Frances M.	171	A	D	225
Totara	3B	67	Rogers, Walter J.	110	H	C	365
			Hall, Evelyn M.	204	A	C	223
Tuapeka Flat	1	16	Campbell, Jessie (ii)	216	S	C	205
Tuapeka Mouth	3A	47	Bond, William A.	183	H	D	283
			Homan, Phyllis M.	..	A	C	213
			McGovern, Alice	..	Pr2	..	108
Tuapeka West	2	23	Blair, Marjory E.	195	S	C	243
Upper Junction	2	42	Kilgour, Jane G. H.	151	H	C	273
			Tyrrell, Lydia M.	223	A	C	213
Waianakarua	2	21	Henaghan, Florence A. ..	166	S	D	293
Waihemo	1	13	Hilliker, Greta A.	..	S	..	165
Waiholo	3A	39	Kirby, Alban M.	124	H	C	345
			Elder, Winifred I.	207	A	C	223
Waikoikoi	3A	39	Adamson, David	163	H	D	315
			Renfree, Doris T.	205	(R)	C	263
			McNie, Marion C.	..	R	..	125
Waikouaiti	4A	123	Fawcett, Horace	92	H	C	375
			Sheppard, Vera H.	160	I	B	253
			Baxter, Ellen L.	211	A	C	205
			Carson, Marion E.	..	Pt2	..	78
Waipahi	3A	39	Simpson, Henry G. E.	130	H	C	323
			Sutherland, Lorna A.	209	A	C	213
Waipiata	2	28	Shea, Ellen	135	S	B	303
Waipori	0	8	Greene, Clarisse A.	..	S	C	90
Waipori Falls	1	17	Harrison, Annie	..	R	..	125
Wairuna	2	25	Roseveare, Areta I. E. ..	202	S	C	223
Waitahuna	3A	68	Tempero, Frank J.	145	H	C	333
			McNeilly, Elizabeth K. ..	184	A	C	223
			Bateman, Vera L.	..	Pr2	..	78
Waitahuna Gully	1	12	Murphy, Marguerite	215	S	D	205
Waitahuna West	1	9	Rosindale, Agnes	..	S	..	185
Waitaki Bridge	2	32	Marwick, Ethel	110	S	C	313
Waitapeka	2	30	Smith, Robert L.	222	S	D	223
Waitati	3B	95	Stevens, Herbert M.	98	H	B	355
			Hare, Emma J.	161	A	C	243
			Thomson, Marjory G.	203	A	C	205
			Legal, William	..	Pr1	..	118
Waiwera	3A	68	Lory, Norman P.	165	H	C	315
			Fleming, Emilia M.	..	R	..	145
Wakari	4A	129	Moir, James	71	H	D	405
			McKenzie, Georgina	130	I	D	263
			Traynor, Jean W.	161	A	D	215
			Knowles, Ada P.	..	Pt2	..	78
			Cohen, George C. E.	..	Pr1	..	88
Walton	3A	40	McLay, James	94	H	B	355
			Moss, Doreen H.	177	A	C	243
Wanaka	2	17	Whitefield, Jane H.	..	S	..	175
Wanaka Road	0	7	Taylor, Annie M.	..	S	..	90
Warepa	2	32	Ayson, Emily F.	192	S	D	253
Waronui	1	9	McLean, George H.	..	S	..	155
Wedderburn	1	14	McKeenan, Thomas A. ..	..	S	..	185
Weston	3B	105	Colquhoun, Hercules	103	H	C	365
			Thompson, Alicia M.	..	R	D	155
			Wilkinson, Alice I.	..	R	..	115
			Diehl, Kathleen	..	Pr2	..	78
West Taieri	1	16	McCaw, Marion B.	..	S	C	205
Whare Flat	1	13	Stanwell, Ella M.	..	S	..	155
Wharetoa	0	4	Little, Gladys	..	S	..	120
Windsor	3A	45	Macdonald, George C. ..	117	H	D	345
			Fleet, Margaret E.	204	A	C	233
Wyllie's Crossing	2	27	Currie, Isabella T.	149	S	D	283
Special Class	..	..	Thompson, Dorothy A. (Mrs.)	..	S	C	263

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

SOUTHLAND.

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Aparimu	2	19	Barron, Mary E. ..	213	S	D	£ 223
Ardlussa	2	29	Ewart, John F. ..	209	S	C	223
Arrowtown	3A	66	Douglas, Rosina M. (Mrs.) ..	112	H	B	343
			Milne, Vera B.A. ..	213	A	C	223
			Flynn, Ida W. ..	..	Pr2	..	108
Arthur's Point	0	4	Thompson, John ..	..	S	..	60
Athol	3A	47	Brown, Leslie ..	200	H	C	293
			Brand, Hazel D. ..	206	A	C	213
Awarua Plains	1	13	Hamilton, Jessie D. ..	..	R	..	115
Balfour	3B	97	Sproat, Hugh G. ..	119	H	C	355
			Liddell, Margaret ..	211	A	C	213
			Brewster, Daisy M. ..	218	A	D	205
			Jones, William H. ..	..	Pr1	..	118
Beaumont	1	10	Kidd, Margaret V. ..	..	S	..	155
Birchwood	0	11	Brown, Edmund A. ..	..	S	..	155
Bluff	5B	283	Steadman, David D. ..	69	H	C	405
			Kinross, Andrew ..	139	A	C	365
			Webb, Williamina I. ..	..	R	D	155
			Gifford, Jessie C. ..	171	A	D	225
			Lovett, Dulcie M. ..	194	A	D	215
			Long, Gladys C. A. ..	198	A	D	215
			Sheppard, Louisa ..	212	A	C	175
			Roberts, Marion L. ..	..	Pt1	..	83
			Brooks, Vera L. I. ..	..	Pr1	..	83
			Shiels, Edith M. ..	..	Pr2	..	78
Brown's	3A	67	Watson, John (ii) ..	122	H	C	323
			Hamilton, Victoria C. I. ..	216	A	D	223
Brydone	3A	42	Ballantyne, Albert ..	177	H	D	313
			McClymont, Elizabeth H. ..	205	A	C	213
Cainard	0	4	Anderson, Mabel C. ..	..	S	..	60
Cardrona	1	11	Millar, Gordon ..	..	S	..	175
Caroline	1	9	Watson, Elsie ..	..	R	..	115
Charlton	2	25	Barclay, Violet A. ..	135	S	C	303
Chatton East	2	26	Dillon, Frederick V. ..	..	S	..	203
Chatton North	1	14	McAngus, Annie ..	..	S	..	175
Clifton	3A	36	Stirling, Mary (Mrs.) ..	164	H	D	323
			Forrester, Jean H. ..	..	R	..	115
Clifton	3A	58	Smith, Edward (ii) ..	120	H	C	345
			Hannan, Cecilia ..	182	A	E	233
Colac Bay	3A	46	Sullivan, Robert M. ..	207	H	C	283
			Mackay, Johann M. ..	..	A	..	173
Crown Terrace	0	6	Atkinson, Connie ..	..	S	..	90
Croydon	2	18	Pullar, Annie C. ..	155	S	C	283
Croydon Siding	1	24	Mackay, William ..	..	S	..	175
			Cullen, Pearl M. ..	..	(R)	..	105
Dacre	3A	31	Naider, Sophia J. M. J. ..	..	S	D	343
Dipton	3A	82	Hamilton, Henry (ii) ..	133	H	D	335
			McDowell, Mary (iii) ..	..	A	..	183
			Downey, Kathleen ..	..	Pr2	..	108
Drummond	3A	45	McAhan, Gilbert E. ..	202	H	B	283
			Gill, Dorothy ..	..	A	..	173
Dunearn	2	23	Hutchinson, Margaret M. M. ..	..	S	C	223
Eastern Bush	1	19	Lilico, James E. ..	..	S	..	155
East Gore	4C	221	Miller, James M. ..	86	H	C	375
			Bews, David W. ..	199	A	B	253
			Anderson, Mary A. (Mrs.) (i) ..	141	I	C	305
			Ross, Annie ..	147	A	D	263
			Tayles, Elsie E. ..	185	A	C	215
			Manson, Duncan ..	..	Pt2	..	113
			Martin, Alice M. ..	..	Pr1	..	83
			Foley, Stanley ..	..	Pr2	..	113
East Limehills	2	23	Galt, Margaret M. ..	187	S	C	253
			Athy, Margaret M. ..	..	(R)	..	135
Edendale	4B	156	Hiddleston, Archibald H. ..	107	H	E	395
			Pryde, Annie ..	163	I	D	253
			Burnett, Agnes ..	..	A	D	213
			Vickery, Rose O. (Mrs.) ..	..	R	D	165
			Pringle, Vera M. J. ..	..	Pt2	..	78
			Walker, Alexander T. ..	..	Pr2	..	113
Ermedale	1	23	Stewart, Elizabeth ..	209	S	C	195
Etalvale	1	8	Watson, Ina ..	..	S	..	165
Fairfax	2	45	Anderson, Albertina V. ..	155	H	C	283
			Lepper, Elizabeth H. ..	..	A	..	173

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Feldwick	1	13	Selby, Edgar A. . .	..	S	Lic.	£ 185
Ferndale	1	19	York, Christina J. ..	..	S	..	185
Ferndunlaw	0	9	Twemlow, Margaret E. M.	..	S	..	135
Fernhills	3A	53	Martin, John W. ..	188	H	B	283
Five Rivers Siding	2	25	Vickery, Adeline ..	..	A	..	198
Flint's Bush	1	9	Hicks, Margaret E. ..	195	S	D	245
Forest Hill North	2	35	McNaughton, Margaret ..	..	R	..	105
Fortification	0	8	Morgan, Isabel ..	..	R	..	115
Fortrose	3A	51	Hurle, Violet L. E. ..	..	S	..	120
Garston	2	27	Blick, Adolphus R. E. ..	112	H	..	345
Gibbston	0	9	Daplyn, Ethel V. ..	..	A	..	183
Gladfield	2	30	Pears, William ..	..	S	..	195
Glenaray	2	23	Hargrave, Harry ..	..	S	..	135
Glencoe	2	34	Rance, Annie ..	..	S	..	208
Glendhu	0	4	Macdonald, Dora J. ..	..	S	..	193
Glenham	2	33	Payne, Mary E. . .	221	S	D	223
Glenorchy	2	21	Ewing, Jean ..	..	S	..	60
Gore	6A	453	Linn, Arthur G. . .	209	S	D	243
			Stevenson, Jessie (Mrs.) (ii)	..	S	..	193
			Donald, James ..	54	H	B	460
			Clapp, Lewis J. . .	117	A	D	375
			Macdonald, Catherine I. ..	119	I	C	333
			Wilson, Elizabeth M. ..	121	A	D	303
			Steel, Christina ..	155	A	D	253
			Morris, Mary (Mrs.) ..	101	A	D	235
			Morris, Muriel N. ..	194	A	C	215
			Simpson, Douglas ..	..	A	C	175
			Melvin, Ella G. . .	211	A	C	175
			Davidson, Jean A. M. ..	..	Pt1	..	83
			Cunningham, Agnes M. ..	..	Pt2	..	108
			Donald, James S. ..	..	Pr1	..	88
			Schmidt, Anna ..	..	Pr1	..	83
			Cruikshank, Ivan S. ..	..	Pr2	..	83
			Fortune, Alan E. ..	..	Pr2	..	113
Gorge Road	3A	44	Jackson, William H. ..	146	H	B	315
Granity	2	25	Spillane, Hanorah ..	..	A	D	213
Greenhills	3A	70	Georgeson, Grace (Mrs.) ..	..	R	..	165
Greenvale	1	18	Tangney, Garnet ..	139	H	C	333
Grove Bush	3A	35	McNeill, Jane ..	200	A	D	233
Gummie's Bush	3A	32	Marnane, Catherine M. ..	..	S	..	155
Haldane	1	20	Lea, Albert G. . .	145	H	C	335
Half-moon Bay	3A	69	Mackay, James D. ..	..	(R)	..	125
Hamilton Burn	1	12	Lewis, Richard R. ..	..	S	..	208
Happy Valley	1	13	Robertson, Peter S. ..	..	S	..	155
Heddon Bush	1	11	Gregg, Annie (Mrs.) ..	104	H	D	353
Hedgehope Lower	3A	38	Hamilton, Jessie W. ..	179	A	D	233
Hedgehope Upper	1	19	Reid, James ..	..	S	..	155
Hillend South	3A	44	Webber, Stella R. ..	213	S	C	195
Hokonui	2	31	Bourke, William J. ..	..	S	..	185
Holmesdale	1	16	Nicoll, Jessie J. . .	109	H	D	343
Invercargill Middle	7F	689	MacGregor, Christina J. ..	209	A	D	223
			Gardiner, John R. ..	..	S	..	165
			Kennedy, George R. ..	212	H	D	283
			Crowe, Kathleen J. ..	..	R	..	115
			Gedney, Mary J. ..	160	S	C	263
			Brotherston, Agnes J. ..	..	S	D	215
			Featherstone, Arthur E. ..	26	H	C	520
			Griffiths, George F. ..	91	A	B	405
			Baird, Mary ..	87	I	C	353
			MacLennan, Ian G. ..	212	A	C	283
			Murphy, Kate ..	94	A	C	343
			Lucas, Evelyn M. ..	135	A	D	293
			Dundas, Jessie A. ..	151	A	D	263
			Falconer, Jessie D. ..	160	A	C	225
			Lumsden, Mary E. ..	219	A	C	185
			Affleck, Milly V. ..	194	A	D	195
			Doogin, Mary ..	175	A	C	205
			Jones, Doreen ..	201	A	C	185
			Ayton, Grace ..	206	A	C	185
			Strang, Doris J. . .	209	A	C	175
			Cook, Archibald A. ..	..	Pt1	..	118
			Hannah, Ewart N. J. ..	..	Pt2	..	83

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Invercargill Middle— <i>continued</i> ..	..	..	Kettlewell, Stuart E. ..	..	Pt2	..	£ 83
			MacKintosh, Margaret M. ..	..	Pr1	..	113
			Hay, Margaret J. ..	..	Pr1	..	83
			Kidd, Jessie V. ..	..	Pr1	..	83
Invercargill North ..	5C	352	Soar, James ..	69	H	C	435
			Baird, Thomas ..	118	A	D	333
			Hardie, Margaret ..	140	(R)	E	185
			Brown, Isabella (i) ..	144	I	D	283
			McDougall, Agnes V. ..	144	A	C	273
			Doogin, Ella A. ..	174	A	C	235
			McGregor, Jessie E. ..	182	A	C	215
			Small, Florence M. ..	..	A	..	135
			Cox, Robert D. ..	..	Pt1	..	88
			MacBean, Anne C. ..	..	Pt1	..	113
			Ladbrooke, Albert W. ..	..	Pr2	..	113
			McKenzie, Irene J. ..	..	Pr2	..	78
			Ritchie, Janet R. ..	..	Pr2	..	78
Invercargill Park (side school to Waihopai).							
Invercargill South ..	7D	645	Hain, James ..	49	H	D	510
			Grenfell, Alfred F. ..	78	A	C	393
			Bellamy, Elizabeth W. ..	95	I	D	353
			Preston, Irene O. ..	..	R	B	165
			Frew, Mary M. ..	150	A	C	303
			Francis, Cecil D. ..	190	A	B	253
			Ramsay, Willeamina A. ..	159	A	D	253
			Francis, Agnes M. J. ..	199	A	C	205
			Stout, Edith M. ..	220	A	D	175
				(Prov.)			
			McLeod, Marjorie F. ..	216	A	D	185
			Hamilton, Alice A. ..	195	A	B	195
			McFarlane, Violet ..	224	A	D	175
			Fraser, Elsie ..	210	A	C	175
			Clark, Ellen A. ..	..	Pt2	..	108
			Davidson, Hannah A. ..	..	Pt2	..	108
			Spence, Agnes A. ..	..	Pt2	..	108
			McRae, Catherine A. ..	..	Pr1	..	113
			Galbraith, Gertrude M. ..	..	Pr1	..	83
			Hamilton, Allan D. ..	..	Pr2	..	83
			Matthews, Cyril L. ..	..	Pr2	..	83
Kapuka ..	3A	42	Bigwood, Frank R. ..	213	H	C	283
			Trapski, Eileen E. ..	..	A	..	173
Kapuka South ..	1	12	McCalman, Violet H. ..	..	S	..	155
Kennington ..	3A	69	Leckie, Douglas F. ..	182	H	D	285
			Parry, Gladwin M. ..	208	A	D	213
				(Prov.)			
			Logan, Jessie K. ..	..	Pr1	..	113
Kingston ..	0	10	Pankhurst, Edward G. ..	..	S	..	165
Kinloch ..	0	6	McErlain, Helen E. ..	..	S	..	90
Knapdale ..	3A	45	Sullivan, William ..	167	H	C	305
			Graham, Winifred F. ..	..	A	..	173
Limehills ..	3A	64	Murray, Henry E. ..	126	H	D	345
			Clark, Agnes G. ..	196	A	C	223
Limestone Plains ..	3A	50	Macdonald, Ralph N. ..	146	H	D	335
			Duke, Catherine ..	166	A	C	243
Lochiel ..	3A	69	Gazzard, William H. D. ..	129	H	D	345
			Murray, Jessie E. I. ..	189	A	D	233
			Neas, Mary I. ..	..	Pr2	..	108
Longbush ..	3A	37	Ballantine, Archibald ..	146	H	D	335
			Galloway, Jessie I. ..	..	A	D	203
Longridge Village ..	1	12	McLauchlan, David L. ..	219	S	E	225
Lora Gorge ..	1	17	Gifford, Gordon ..	..	S	..	155
Lumsden ..	4A	156	Nelson, John S. ..	89	H	C	365
			Martin, Esme R. ..	223	(R)	D	165
			Romans, Ina B. ..	..	I	..	183
			McKenzie, Irene C. ..	..	R	..	115
			Marshall, Edith R. ..	..	Pt2	..	108
			Flynn, Mary G. ..	..	Pr2	..	108
Lynwood ..	0	4	O'Kane, Edith M. ..	..	S	..	60
Mabel ..	3A	38	Somerville, Agnes T. ..	142	H	D	333
			Fraser, Mona C. ..	..	A	..	173
McNab ..	2	23	Young, Elizabeth M. ..	191	S	C	253
Maitland Village ..	1	13	Whittingham, W. ..	..	S	..	175

For explanatory notes see page i.

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

Schools.			Teachers.				
Name.	Grade, 1923	Average Attendance, 1923.	Name.	Grading Number, 1923	Position.	Classification.	Rate of Salary of 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Makarewa	4A	136	Leith, Maitland James	103	H	C	£ 375
			Hamer, Jean C.	..	R	..	145
			Brown, Ellen S. . . .	203	A	C	205
			Horman, Carvel C. . . .	..	Pt1	..	88
			Galt, Annie C. . . .	..	Pr1	..	113
Makarewa North	2	25	Morton, Margaret	196	S	C	233
Mandeville	2	36	Stephens, Euphemia M. . . .	172	S	D	283
Mataura	5B	297	Lawless, Cyril N. . . .	64	H	B	405
			Park, James H. . . .	103	A	C	385
			Cockerill, Myrtle	154	I	D	283
			Winning, Annie T. . . .	178	A	D	223
			Donald, Isabella M. . . .	206	A	C	205
			Smith, Elsie	212	A	C	195
			Pringle, David	..	Pt1	..	118
			Woodfield, Reginald H. . . .	..	Pt1	..	118
			Whitefield, Annie C. . . .	..	Pr1	..	113
Mataura Island	3A	51	Payne, James T. W. . . .	208	H	D	285
			Robertson, Myrtle J. . . .	..	A	C	213
Menzies Ferry	3A	60	Mackay, Catherine H. . . .	111	H	D	343
			Barracough, Elfreda M. . . .	190	A	C	233
Merrivale	3A	44	Galt, John M. H. . . .	149	H	C	335
			Dewe, Mary P. . . .	..	A	..	183
Mimihaui	3A	47	Shepherd, Francis H. . . .	159	H	D	293
			Newman, Ivy M. . . .	..	A	..	183
Mokoreta	1	19	Chalmers, Rupert G. . . .	..	S	..	175
Morton Mains	2	25	Stevenson, Myrtle I. . . .	..	R	C	155
Morton Mains Siding	2	28	McGearty, Elizabeth	165	S	D	293
			Finlayson, Anna C. . . .	..	(R)	..	135
Mossburn	3A	44	Kennedy, Francis M. . . .	..	H	C	283
			O'Brien, Catherine E. M. . . .	..	R	..	105
Moturimu	2	19	Gilchrist, Alice M. . . .	..	R	..	105
Myross Bush	2	29	Rose, Frank R. . . .	207	S	D	245
New River Ferry	1	17	McLauchlin, Ewen M. . . .	..	S	C	225
Niagara	2	29	Dunlop, Mary M. (Mrs.) . . .	167	S	D	243
Nightcaps	3B	116	Milne, Alexander I. . . .	118	H	C	345
			Irwin, Annie M. . . .	161	A	C	253
			Forde, Christina (Mrs.) . . .	..	R	D	185
			Cook, Alice M. . . .	..	Pr2	..	78
Nokomai	1	10	McKenzie, Mary A. . . .	..	S	D	225
Northope	1	19	Haywood, John S. . . .	..	S	..	155
Opio	1	14	Curtin, C. (Katie) . . .	..	S	..	165
Oraki	2	32	Witting, Aubrey C. . . .	..	S	D	275
Orepuki	4B	153	Miller, John I. . . .	100	H	C	375
			Johnstone, Richard S. . . .	..	A	..	173
			Wilson, Sybil I. . . .	190	I	C	233
			McKinnon, Bessie B. . . .	..	A	..	180
			Young, Thomas F. J. . . .	..	Pt1	..	118
			Evans, Daphne	..	Pr1	..	113
Oreti Plains	3A	39	Allott, Spencer M. . . .	168	H	C	295
			Elliott, Mary K. . . .	..	A	C	213
Otahu	1	17	Gilfedder, Thomas J. . . .	181	S	D	235
Otama	1	18	Girvan, Frederick L. . . .	..	S	..	155
Otapiri	2	23	Finlayson, Catherine I. . . .	205	S	C	223
Otara	3A	38	Melvin, Susannah J. . . .	159	H	D	313
			Stirling, Christina	..	A	..	198
Otatara	3A	38	Rae, Elizabeth (i) . . .	145	H	D	323
			Macdonald, Flora (iv) . . .	202	A	C	223
Otautau	4C	219	Wilson, Robert N. . . .	83	H	C	405
			Saunders, George N. . . .	173	A	D	305
			Speden, Helen	168	A	C	243
			Donnan, Mary R. . . .	166	A	C	223
			Webb, Catherine A. . . .	182	A	D	215
			Wakeling, Reginald N. . . .	..	Pt2	..	113
			Hardy, Elizabeth A. . . .	..	Pr1	..	83
			Ferguson, Archibald	..	Pr1	..	118
Oteramika	2	26	Bryant, Herbert P. . . .	..	S	D	223
Pahia	3A	44	McKay, Leslie D. . . .	..	H	C	303
			Betteridge, Mildred	..	R	..	125
Papatotara	3A	58	Grant, William	207	H	B	283
			Wilson, Catherine B. . . .	..	R	..	115
Paradise	0	5	Reid, Pearl	..	S	..	75
Pembroke	3A	49	Henderson, William J. M. . . .	144	H	A	323
			Dewe, Ethel	..	A	..	183
Pine Bush	2	28	Hargest, Edwin	..	S	D	245

For explanatory notes see page i.

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Port Craig	2	23	Bigwood, George V.	..	S	..	£ 193
Pukemaori	2	27	Polwarth, Alexander A.	204	S	C	233
Pukerau	3A	69	Hoare, Eric	199	H	B	283
Pyramid Siding	1	13	King, Violet	..	A	..	183
Quarry Hills	1	13	Campbell, Charles	..	S	..	185
Queenstown	3B	83	Templeton, James G.	..	S	..	165
Raymond's Gap	1	13	Macdonald, Donald F.	128	H	C	223
Redan	2	20	Tait, Georgina F.	195	A	C	233
Rees Valley	1	11	Beer, Gladys	..	A	..	165
Rimu	3A	45	Reid, George R.	..	S	..	155
Riversdale	3A	79	Mackay, Naomi	..	R	..	125
Riverside	1	13	Munro, Harry W.	..	S	..	165
Riverton District High School— Primary (220), secondary (37)	5A	257	Wilkinson, Francis	203	H	D	283
			Yule, Mary M.	202	A	C	223
			Caldwell, Nathan J.	198	H	D	285
			Nelson, Irene V.	..	A	D	223
			Mason, Agnes I.	..	Pr2	..	108
			McDonald, Allister P.	..	S	..	175
			Rae, Duncan M.	74	H	A	405
			Ashley, James F.	180	A	C	285
			Southberg, Eleanor	150	I	E	263
			Swap, Marion W.	186	A	D	213
			Mackay, Vera D.	..	A	..	180
			Pearsey, Gladys W.	..	Pt2	..	78
			Cloughley, Myrtle	..	Pr1	..	83
			McIntyre, Robert A. M.	..	D	..	..
			Templeton, Mary F.	210	D	C	..
Roslyn Bush	1	25	Faulkner, Mary	216	S	B	195
Round Hill	2	30	Kelly John (iii)	174	S	C	293
Ruahine	1	9	Pont, Grace C. R.	..	R	..	115
Ryall Bush	3A	70	Frederick, Isabella U.	..	(R)	D	175
Sandstone	1	14	Shroeder, Peter	123	H	C	345
Scott's Gap	2	33	Spillane, Katherine	..	R	..	185
Seaward Downs	3A	57	McKenzie, Aby J.	..	S	..	155
Shotover Lower	2	28	Hartley, Allan L.	..	R	..	105
Skipper's Point	0	7	Linn, Mary I. (Mrs.)	124	H	E	343
Spar Bush	1	18	Bower, Johan C.	..	A	D	213
Springbank	1	14	Butel, John	..	S	D	225
Springhills	2	25	Smith, Louise R.	..	S	..	105
St. George	7A	504	Kelly, Sydney J.	..	S	..	155
			Connor, Katherine F. (Mrs.) ..	..	S	..	155
			Miller, Charles	..	S	D	245
			Robertson, George E.	31	H	B	490
			Lenihan, James	103	A	C	405
			Selby, Bertha G.	92	I	C	343
			McNaughton, Donald S.	161	A	B	293
			Macdonald, Jane	143	A	B	303
			Watson, Annie	145	A	C	263
			Affleck, Emily G.	175	A	C	225
			Pay, Elizabeth B.	182	A	C	205
			Campbell, Roberta A.	214	A	C	175
			Conland, George	..	Pt1	..	88
			Clark, Marjorie E.	..	Pt1	..	83
			Turner, Alice M.	..	Pt1	..	83
			McIndoe, Ellen A. S.	..	Pt2	..	108
			Willett, John E.	..	Pr2	..	83
			Rout, Harold M.	..	Pr2	..	83
Sunnyside	0	5	Robertshaw, Amelia E.	..	S	..	90
Taramoa	1	20	McMullan, Patrick	..	S	..	215
Te Tua	2	28	Bone, Edna L. R.	213	S	D	223
Te Waeuae	2	24	Kelly, Bernard	..	S	..	213
Thornbury	3A	42	Diack, William A.	120	H	C	345
Tisbury	3B	79	McPherson, Mary F. E.	184	A	C	233
			McFeely, Hugh	117	H	C	345
			Hannan, Julia M.	217	A	C	223
			Buckingham, Lucy	..	A	C	195
			Maher, Isabella	..	Pr2	..	78
Tokonui	3A	63	Brown, Hugh L.	154	H	D	303
Tuatapere	3B	119	McLees, Mary E.	..	A	..	185
			Higgins, George E.	123	H	D	345
			Brighton, Isabella	..	A	D	223
			Cameron, Catherine M.	229	A	D	195
Tussock Creek	2	19	Jenkins, Myrtle	..	R	..	125
Tuturau	2	33	Brighton, Olive M.	189	S	C	243

For explanatory notes see page 1.

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Waianiwa	3A	57	Lopdell, James W.	123	H	D	345
			Spillane, Johanna	195	A	D	233
			Young, Irene J.	..	Pr2	..	78
Waihoaka	1	13	Watson, Walter	..	S	..	175
Waihopai and side schools—Main (424), Invercargill Park (71)	7A	495	Mackie, William W.	48	H	C	480
			Brown, Douglas	100	A	C	415
			Salmond, Elizabeth I.	112	I	C	343
			Lewis, Lewis R.	150	A	D	365
			Watson, Isabella H.	87	A	C	343
			Wright, Eliza J.	142	A	D	263
			Bain, Mary H.	163	A	C	253
			Edgington, Ivy S.	177	A	C	225
			Mackintosh, Vida A.	205	A	C	185
			Smith, Mary H.	189	A	C	195
			Stevenson, Thelma M.	202	A	C	185
			Howie, Allan R.	..	Pt2	..	83
			Stevenson, John E.	..	Pt2	..	83
			Svendsen, Lena C.	..	Pt2	..	108
			McKinnon, Hugh L.	..	Pr1	..	88
			Houston, Isabella	..	Pr1	..	113
			Dey, Gladys E.	..	Pr2	..	78
			Ferguson, Donald N.	..	Pr2	..	83
Waikaia	3B	91	McCaw, Alexander L.	161	H	C	335
			Wright, Marion M.	..	A	..	173
			McLeod, Sophy M.	211	A	C	195
Waikaka	3A	72	Wright, James R. I.	179	H	D	295
			Dowling, Nellie	..	A	Lie.	208
			Green, Elizabeth M. I.	..	Pr1	..	83
Waikaka Valley	2	23	Stickle, Thomas H.	..	S	..	193
Waikana	1	13	O'Brien, Agnes	208	S	C	205
Waikawa Valley	1	13	Gibb, Irene W.	211	S	B	195
Waikiwi	4C	198	Greig, David M.	56	H	B	405
			Brash, William R.	200	A	C	243
			Brown, Irene B.	172	I	C	233
			Oughton, Jeannie M.	197	A	C	215
			Cameron, Isabella	210	A	D	205
			Pickford, David S.	..	Pt1	..	58
			Donovan, Rachel	..	Pr1	..	83
			Munro, Florence M.	..	Pr1	..	83
Waikouro	2	25	Carson, Margaret C.	..	S	..	193
Waimahaka	3A	49	Gibson, Harold C.	167	H	D	295
			Kilpatrick, Hannah G.	212	A	C	213
Waimatua	3A	52	Stuck, Cyril A. E.	183	H	D	305
			Morris, Geraldine	..	A	..	183
Waimatuku	3A	61	Welsh, James	124	H	B	345
			McIntyre, Mary E.	205	A	C	223
Waimumu	3A	28	Templeton, William S.	..	S	..	195
Waipounamu	2	23	Kelly, Elizabeth J.	..	S	E	293
Wairaki	2	32	(Vacant)	..	..	..	..
Wairio	3A	43	Moir, Robert W.	191	H	A	283
			Gallagher, Mary	195	A	D	233
Waituna	3A	47	Clark, Alexander	133	H	D	335
			Browne, Margaret	..	A	D	223
Wallacetown	3A	63	Williams, Emma G.	102	H	D	353
			Hardie, Jessie	201	A	D	223
Walter Peak	0	6	Junker, Marguerite	..	S	..	90
Wendon	3A	41	Calder, Walter S. P.	121	H	C	343
			Monaghan, Mary	..	A	..	198
Wendonside	1	19	Ritchie, Ann Isabel	..	S	D	195
Wendon Valley	2	27	Scott, Helen	..	S	..	213
West Plains	2	33	Shand, Annie (Mrs.)	111	S	D	313
Whitehead	0	2	Falkiner, Mary K. (Mrs.)	174	S	E	30
Wild Bush	2	26	Ericson, Margaret A. (Mrs.)	159	S	E	293
Winton	4C	207	McKillop, David S.	61	H	B	405
			Cullen, Herbert C.	..	R	..	135
			Watson, Jane	171	I	C	243
			Watson, Mabel	184	A	C	233
			Kidd, Louie B. A.	177	A	C	225
			Clark, Mabel E.	..	Pt2	..	108
			Crane, Robins F.	..	Pr2	..	113
			Hutchinson, Kathleen B.	..	Pr2	..	78
Woodlands	3B	77	Cushen, John A.	103	H	C	375
			Winder, Elizabeth	182	A	D	233
			McDonald, Maude E.	..	A	..	155
			Brand, Mavis A.	..	Pr1	..	113

For explanatory notes see page i.

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

Schools.			Teachers.				
Name.	Grade, 1923.	Average Attendance, 1923.	Name.	Grading Number, 1923.	Position.	Classification.	Rate of Salary, 1923.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Wyndham	40	222	Golding, Jabez	100	H	D	£ 395
			Sligo, Alexander J.	..	A	B	243
			Butson, Millicent	177	I	C	253
			Alexander, Elizabeth G.	177	A	D	253
			Wright, Jessie I.	..	A	C	195
			Stuck, Annie E.	..	Pt2	..	108
			Burgess, Samuel W. J.	..	Pr2	..	113
Wyndham South	1	14	Beck, Cecil P.	..	S	..	165

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ORGANIZING TEACHERS.

District.	Name.	Classification.	Salary.
Auckland	Reynolds, Arthur E.	C	£ 405
	Lightbourne, Reuben C. D.	C	405
	Turbott, Thomas	C	405
Taranaki	Curteis, William A.	C	405
	McKinney, Charles A.	C	395
Wanganui	Thurston, Daniel P.	B	405
Hawke's Bay	Benson, Herbert N.	C	375
	Day, Arthur E.	C	405
Wellington	Wedde, Albert A.	D	405
Nelson	Boyes, William H.	D	425
	Horner, Hugh H.	C	405
	Jordan, James G.	C	385
Southland	Gray, John	D	415
	Menzies, George G.	B	415

CORRESPONDENCE CLASSES.

	Classification.	Salary.
Mills, Stanley M., Head Teacher	C	£440
McKenzie, Janet C. M., First Assistant Teacher	C	£330
Lynn, Ruth, Assistant Teacher	C	£225