

1929.
NEW ZEALAND.

EDUCATION:
PRIMARY EDUCATION.

[In continuation of E.-2, 1928.]

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

CONTENTS

DETAILED TABLES RELATING TO PRIMARY EDUCATION.		Page
Table.		
A 1. Number of Public Schools according to Grade..	2	
B 1. Attendance at Public Schools ..	2	
C 1. Age and Sex of Pupils on Rolls of Public Schools	3	
C 2. Number of Pupils in various Standards at Public Schools ..	4	
C 3. Average Age of Pupils at Public Schools ..	5	
C 3A. Median Age of Pupils at Public Schools ..	5	
C 4. Proficiency Examination Results ..	6	
C 5. Number of Children who left Public Schools in 1928 ..	6	
C 6. Destination of Children who left Public Schools in 1928 ..	7	
D 1. Registered Private Primary Schools—Number of Schools, Pupils, and Teachers ..	8	
D 2. Registered Private Primary Schools—Age and Sex of Pupils ..	9	
E 1. Number of Teachers in Public Schools ..	10	
E 2. Classification of Teachers in Public Schools ..	10	
E 3. Class of Certificate held by Teachers in Public Schools ..	10	
E 4. Amount of Salaries received by Teachers in Public Schools ..	11	
E 5. Grade of Salary received by Teachers in Public Schools ..	12	
F 1. Receipts and Bank Balances of Education Boards ..	13	
F 2. Payments and Bank Balances of Education Boards ..	13	
F 3. Payments of Education Boards on account of Administration and of Incidental Expenses of Schools ..	14	
F 4. Office Staffs of Education Boards ..	15	
DETAILED TABLES RELATING TO TRAINING COLLEGES.		
Table.		
P 1. Number of Students in Training Colleges ..	16	
P 2. Initial Status on their admission of Students who left in 1928 ..	16	
P 3. Examination Status of Students who left in 1928 ..	17	
P 4. Highest Status on Admission of Students who entered Training Colleges in 1928 ..	17	
APPENDICES.		Page
Appendix A—		
Report of Chief Inspector of Primary Schools ..	18	
Appendix B—		
Reports of Education Boards—		
Auckland ..	25	
Taranaki ..	26	
Wanganui ..	28	
Hawke's Bay ..	29	
Wellington ..	31	
Nelson ..	33	
Canterbury ..	34	
Otago ..	35	
Southland ..	37	
Balance-sheets of Education Boards—		
Auckland ..	40	
Taranaki ..	41	
Wanganui ..	42	
Hawke's Bay ..	43	
Wellington ..	44	
Nelson ..	46	
Canterbury ..	47	
Otago ..	48	
Southland ..	49	
Appendix C—		
Training Colleges—		
Reports of Principals of Training Colleges—		
Auckland ..	50	
Wellington ..	51	
Christchurch ..	52	
Dunedin ..	53	
Appendix D—		
Report of Supervisor of Musical Education ..	56	

DETAILED TABLES RELATING TO PRIMARY EDUCATION.

The following tables relate to primary education for the year 1928.

TABLE A1.—NUMBER OF PUBLIC SCHOOLS, DECEMBER, 1928, 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., 1928.
0	1-8	..	..	72	14	20	34	29	31	20	22	11	253
I	9-20	..	..	237	50	70	57	73	48	120	79	53	787
II	21-35	..	..	147	38	29	24	58	23	88	56	51	514
III	A 36-50	..	..	107	27	27	13	15	13	39	29	27	297
	B 51-80	..	..	74	17	24	20	18	11	49	19	22	254
	C 81-120	..	..	38	13	8	13	16	9	15	14	7	133
IV	A 121-160	..	..	14	4	8	6	5	3	10	6	5	61
	B 161-200	..	..	7	2	5	3	5	2	6	1	1	32
	C 201-240	..	..	5	1	2	4	8	2	10	2	5	39
V	A 241-280	..	..	9	2	5	1	2	1	3	2	1	26
	B 281-320	..	..	6	..	1	..	5	..	4	2	1	19
	C 321-360	..	..	8	1	5	5	4	..	3	5	..	31
VI	A 361-400	..	..	4	1	1	1	..	1	5	4	2	19
	B 401-440	..	..	11	2	1	2	5	1	2	2	1	27
	C 441-480	..	..	5	..	..	..	2	..	3	2	..	12
VII	A 481-520	..	..	9	..	1	2	2	..	1	1	..	16
	B 521-560	..	..	4	..	1	3	1	..	4	1	..	14
	C 561-600	..	..	4	1	1	2	2	..	3	4	1	18
	D 601-640	..	..	6	1	1	..	3	..	4	..	1	16
	E 641-680	..	..	6	..	1	..	3	1	..	..	..	11
	F 681-720	..	..	2	..	..	..	1	..	3	2	1	9
	G 721-760	..	..	..	..	1	..	1	..	1	..	..	3
	H 761-800	..	..	..	1	..	..	2	..	1	..	..	4
	I 801-840	..	..	1	..	..	1	..	..	..	..	..	2
	J 841-880	..	..	..	..	..	..	..	..	..	..	..	..
	K 881-920	..	..	..	..	..	..	..	..	1	..	..	1
	L 921-960	..	..	..	..	..	..	..	..	..	..	..	..
Totals for 1928				776	175	212	191	260	146	395	253	190	2,598
Totals for 1927				777	174	209	199	256	143	393	259	191	2,601
Difference				-1	+1	+3	-8	+4	+3	+2	-6	-1	-3

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.—ATTENDANCE AT PUBLIC SCHOOLS IN 1928.

(Excluding Secondary Departments of District High Schools, but including the Three Junior High Schools conducted by the Auckland Education Board.)

Education District.			Roll Numbers.		Mean of Average Weekly Roll of Four Quarters, 1928.			Average Attendance for Whole Year (Mean of Average Attendance of Four Quarters).			Average Attendance as Percentage of Average Weekly Roll, 1928.
			Pupils at 31st De- cember, 1927.	Pupils at 31st De- cember, 1928.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Auckland..	..	..	67,621	67,600	34,835	31,480	66,315	31,481	28,221	59,702	90.0
Taranaki..	..	..	11,719	11,830	5,998	5,636	11,634	5,395	5,040	10,435	89.7
Wanganui	..	..	17,266	17,129	8,858	8,042	16,900	7,954	7,144	15,098	89.3
Hawke's Bay	..	..	16,567	16,443	8,497	7,674	16,171	7,599	6,774	14,373	88.9
Wellington	..	..	28,042	28,152	14,272	13,219	27,491	12,863	11,803	24,666	89.7
Nelson	..	..	7,023	6,973	3,594	3,233	6,827	3,299	2,944	6,243	91.4
Canterbury	..	..	37,890	37,373	18,843	17,772	36,615	17,108	16,014	33,122	90.5
Otago	..	..	21,370	20,957	10,641	9,834	20,475	9,861	9,051	18,912	92.4
Southland	..	..	12,447	12,337	6,341	5,625	11,966	5,774	5,095	10,869	90.8
Totals, 1928			..	218,794	111,879	102,515	214,394	101,334	92,086	193,420	90.2
Totals, 1927			219,945	..	111,789	102,453	214,242	100,071	91,019	191,090	89.2
Difference			..	-1,151	+90	+62	+152	+1,263	+1,067	+2,330	+1.0

TABLE C1.—AGE AND SEX OF THE PUPILS ON THE SCHOOL ROLLS IN THE SEVERAL EDUCATION DISTRICTS AT 30TH JUNE, 1928.
(Excluding Junior High Schools and 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 ..	3,226	2,864	3,988	3,587	4,037	3,644	3,908	3,618	3,564	3,269	3,688	3,359	3,764	3,564	3,356	3,105	2,659	2,448	1,312	931	370	211	60	23	23,932	30,623	64,555
Taranaki ..	568	546	669	635	664	680	701	677	666	627	629	648	658	621	637	565	501	425	233	157	49	33	9	..	5,984	5,614	11,598
Wanganui ..	734	688	965	940	1,073	997	1,032	909	981	854	967	928	946	957	1,013	836	716	650	352	238	86	33	8	7	8,873	8,037	16,910
Hawke's Bay ..	779	677	951	830	1,012	868	945	874	919	859	899	881	932	923	869	836	745	603	327	258	97	37	17	5	8,492	7,651	16,143
Wellington ..	1,343	1,197	1,690	1,579	1,750	1,575	1,626	1,610	1,524	1,410	1,569	1,401	1,622	1,657	1,416	1,417	982	932	467	356	88	46	14	11	14,091	13,191	27,282
Nelson ..	327	299	387	362	414	362	420	379	403	376	361	349	442	342	363	351	270	258	136	105	38	19	8	5	3,569	3,207	6,776
Canterbury ..	1,626	1,564	2,092	2,062	2,192	2,024	2,110	2,084	1,973	1,869	1,990	1,961	2,140	2,142	2,014	1,888	1,570	1,423	761	545	204	90	19	8	18,691	17,660	36,351
Otago ..	946	920	1,245	1,212	1,281	1,203	1,202	1,163	1,088	1,095	1,169	1,114	1,173	1,024	1,219	1,102	814	687	383	212	75	27	4	2	10,599	9,761	20,360
Southland ..	568	513	819	700	712	665	711	666	723	639	666	650	679	622	665	579	495	398	222	130	48	18	9	3	6,317	5,583	11,900
Totals for 1928 ..	10,117	9,268	12,806	11,907	13,135	12,018	12,655	11,980	11,841	10,998	11,938	11,291	12,356	11,852	11,552	10,679	8,752	7,824	4,193	2,932	1,055	514	148	64	110,548	101,327	211,875
Percentage of pupils of each age	9.1		11.7		11.9		11.6		10.8		11.0		11.4		10.5		7.8		3.4		0.7		0.1			100	
Totals for 1927 ..	9,911	9,024	12,580	11,502	12,817	11,956	11,853	10,848	11,781	11,375	12,767	12,121	12,363	11,623	11,779	11,072	9,300	8,075	4,236	2,988	1,132	620	157	85	110,676	101,289	211,965
Difference ..	+ 206	+ 244	+ 226	+ 405	+ 318	+ 62	+ 802	+ 1132	+ 60	- 377	- 829	- 830	- 7	+ 229	- 227	- 393	- 548	- 251	- 43	- 56	- 77	- 106	- 9	- 21	- 128	+ 38	- 90

TABLE C 2.—STANDARD CLASSES OF PUPILS ON SCHOOL ROLLS IN THE SEVERAL EDUCATION DISTRICTS AT 30TH JUNE, 1928.
(Excluding Junior High Schools and Secondary Departments of District High Schools.)

Education District.	Special Classes for Backward Children.				Pupils in Preparatory Classes.				Pupils at 30th June in Standard																Totals.					
	Boys.		Girls.		Total.		Boys.		Girls.		Total.		Boys.		Girls.		Total.		Boys.		Girls.		Total.						Boys.	
																									I.		II.			
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Auckland	48	38	86	10,409	8,829	19,238	4,171	3,770	7,941	4,205	3,858	8,063	4,378	3,941	8,319	3,972	3,795	7,767	3,641	3,490	7,131	3,024	2,803	5,827	84	99	183	33,932	30,623	64,555
Taranaki	11	7	18	1,838	1,680	3,518	688	648	1,336	707	639	1,346	728	741	1,469	712	730	1,442	683	596	1,279	592	541	1,133	25	32	57	5,984	5,614	11,598
Wanganui	8	8	16	2,672	2,381	5,053	1,000	892	1,892	1,046	909	1,955	1,102	1,040	2,142	1,094	968	2,062	1,049	990	2,039	890	833	1,723	12	16	28	8,873	8,037	16,910
Hawke's Bay	20	12	32	2,523	2,083	4,606	1,007	874	1,881	948	910	1,858	1,000	982	1,982	1,014	1,011	2,025	1,047	963	2,010	901	787	1,688	32	29	61	8,492	7,651	16,143
Wellington	76	41	117	4,471	3,832	8,303	1,692	1,587	3,279	1,614	1,530	3,144	1,785	1,722	3,507	1,587	1,702	3,289	1,543	1,476	3,019	1,299	1,271	2,570	24	30	54	14,091	13,191	27,282
Nelson	14	16	30	1,011	838	1,849	387	353	740	424	383	807	452	395	847	418	432	850	457	401	858	388	373	761	18	16	34	3,569	3,207	6,776
Canterbury	39	11	50	5,264	4,749	10,013	2,158	2,082	4,240	2,242	2,145	4,387	2,433	2,272	4,705	2,274	2,207	4,481	2,260	2,245	4,505	2,007	1,913	3,920	14	36	50	18,691	17,660	36,351
Otago	25	12	37	2,803	2,576	5,379	1,329	1,286	2,615	1,284	1,208	2,492	1,356	1,232	2,588	1,426	1,217	2,643	1,195	1,174	2,369	1,170	1,038	2,208	11	18	29	10,599	9,761	20,360
Southland	..	..	..	1,826	1,506	3,332	714	709	1,423	766	622	1,388	807	721	1,528	737	742	1,479	792	660	1,452	667	611	1,278	8	12	20	6,317	5,583	11,900
Totals for 1928	241	145	386	32,817	28,474	61,291	13,146	12,201	25,347	13,236	12,204	25,440	14,041	13,046	27,087	13,234	12,804	26,038	12,667	11,995	24,662	10,938	10,170	21,108	228	288	516	110,548	101,327	211,875
Percentage of pupils in each standard	..	..	0.2	..	..	28.9	..	..	11.9	..	..	12.1	..	..	12.8	..	..	12.3	..	..	11.6	..	..	10.0	..	..	0.2	..	..	100
Totals for 1927	191	114	305	32,686	28,466	61,152	12,909	11,753	24,662	13,196	12,190	25,386	14,223	13,647	27,870	13,809	13,231	27,040	12,689	11,788	24,477	10,796	9,880	20,676	177	220	397	110,676	101,289	211,965
Difference	+ 50	+ 31	+ 81	+ 131	+ 8	+ 139	+ 237	+ 448	+ 685	+ 40	+ 14	+ 54	- 182	- 601	- 783	- 575	- 427	- 1,002	- 22	+ 207	+ 185	+ 142	+ 290	+ 432	+ 51	+ 68	+ 119	- 128	+ 38	- 90

TABLE C3.—AVERAGE AGE OF PUPILS AS AT 30TH JUNE, 1928.

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

TABLE C3A.—MEDIAN AGES OF PUPILS AS AT 30TH JUNE, 1928.

Education District.	Special Classes for Backward Children.	Class P.	S1.	S2.	S3.	S4.	S5.	S6.	S7.
	Yrs. mos.	Yrs. mos.	Yrs. mos.	Yrs. mos.	Yrs. mos.	Yrs. mos.	Yrs. mos.	Yrs. mos.	Yrs. mos.
Auckland	11 9	6 6	8 2	9 2	10 5	11 6	12 6	13 6	13 10
Taranaki	12 6	6 6	8 4	9 2	10 4	11 4	12 6	13 4	13 10
Wanganui	12 1	6 7	8 4	9 4	10 5	11 5	12 5	13 4	13 8
Hawke's Bay	11 5	6 7	8 2	9 3	10 3	11 5	12 5	13 7	14 4
Wellington	11 8	6 6	8 4	9 2	10 5	11 5	12 4	13 3	14 2
Nelson	11 1	6 5	8 1	9 0	10 0	11 4	12 3	13 3	14 2
Canterbury	11 11	6 6	8 1	9 1	10 4	11 5	12 5	13 5	13 9
Otago	11 9	6 4	7 11	8 11	10 2	11 3	12 4	13 3	13 9
Southland	..	6 5	8 0	9 0	10 3	11 1	12 4	13 3	13 11
All districts	11 8	6 6	8 2	9 2	10 4	11 5	12 5	13 4	13 11
Range (difference between highest and lowest)	1 5	0 3	0 5	0 5	0 5	0 5	0 3	0 4	0 8

TABLE C 4.—PROFICIENCY CERTIFICATE EXAMINATION RESULTS, 1928, IN PUBLIC AND PRIVATE SCHOOLS.

Education District.	Number of S6 Pupils presented.	Proficiency Certificates.			Competency Certificates.		Number of Endorsed Competency Certificates (included in Previous Column).
		Number gained.	Percentage of Number presented.	Average Age of Successful Pupils.	Number gained.	Percentage of Number presented.	
Public Schools.							
Auckland	6,681	5,657	84·7	13 10	616	9·2	144
Taranaki	1,090	930	85·3	13 5	126	11·6	20
Wanganui	1,658	1,319	79·6	13 9	208	12·5	35
Hawke's Bay	1,686	1,350	80·1	13 10	211	12·5	76
Wellington	2,859	2,248	78·6	13 8	433	15·1	171
Nelson	744	569	76·5	13 6	130	17·5	57
Canterbury	3,829	2,972	77·6	13 10	586	15·3	162
Otago	2,155	1,574	73·0	13 8	155	7·2	22
Southland	1,226	997	81·3	13 5	159	13·0	23
Totals	21,928	17,616	80·3	13 9	2,624	12·0	710
Private Schools.							
Auckland	657	479	72·9	13 11	103	15·7	29
Taranaki	125	93	74·4	13 7	15	12·0	2
Wanganui	202	167	82·7	13 10	25	12·4	3
Hawke's Bay	237	180	75·9	13 8	29	12·2	5
Wellington	572	452	79·0	13 9	84	14·7	20
Nelson	112	79	70·5	13 9	28	25·0	4
Canterbury	594	423	71·2	13 11	119	20·0	23
Otago	292	221	75·7	13 11	11	3·8	..
Southland	118	98	83·1	13 10	16	13·6	2
Totals	2,909	2,192	75·4	13 10	430	14·8	88

NOTE.—Total number of pupils of public schools who passed Standard VI, was 20,240, or 92·3 per cent. of the number presented; total number of pupils of private schools who passed Standard VI was 2,622, or 90·2 per cent. of the number presented.

TABLE C 5.—AGE AND ATTAINMENT OF PUPILS WHO DEFINITELY LEFT PRIMARY SCHOOLS DURING OR AT END OF YEAR 1928.

Age.		In Standard VI.								In Standard V.	
		Gained Proficiency Certificate.		Gained Endorsed Competency Certificate.		Gained Competency Certificate.		Had not Passed Standard VI.			
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
15 years and over	..	1,092	651	103	46	195	119	435	200	306	202
14	..	2,660	2,437	145	123	266	278	475	584	675	661
13	..	3,297	3,278	73	69	116	155	51	74	42	75
12	..	1,417	1,594	9	23	16	24	13	11	18	18
11	..	161	155	1	..	..	1	..	2	12	7
Under 11 years	..	1	2	1	..	..	..	..	1	2	1
Totals	..	8,628	8,117	332	261	593	577	974	872	1,055	964

Age.		In Standard IV.		In Standard III.		In Standard II or lower.		Totals.		
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.
15 years and over	..	75	38	17	16	17	5	2,240	1,277	3,517
14	..	305	251	90	86	31	20	4,647	4,440	9,087
13	..	30	40	8	15	6	10	3,623	3,716	7,339
12	..	8	8	8	6	6	3	1,495	1,687	3,182
11	..	8	3	4	8	10	9	196	185	381
Under 11 years	..	3	4	8	13	97	103	112	124	236
Totals	..	429	344	135	144	167	150	12,313	11,429	23,742

TABLE C 6.—DESTINATION OF CHILDREN WHO DEFINITELY LEFT PRIMARY SCHOOLS DURING OR AT END OF 1928.

Destination.	Auckland.				Taranaki.				Wanganui.				Hawke's Bay.				Wellington.			
	Passed Standard VI.		Not passed Standard VI.		Passed Standard VI.		Not passed Standard VI.		Passed Standard VI.		Not passed Standard VI.		Passed Standard VI.		Not passed Standard VI.		Passed Standard VI.		Not passed Standard VI.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Post-primary	1,638	1,511	64	44	298	273	6	3	475	469	12	15	526	452	15	14	837	798	35	22
Commercial occupations—																				
(a) Clerical (including typing) ..	30	33	..	3	3	1	6	..	4	5	..	3	5	4	..	..	12	15	7	5
(b) Shop and warehouse assistants ..	86	50	28	23	23	10	3	3	46	12	16	3	27	21	11	5	32	28	22	16
Trades—																				
(a) Engineering ..	47	..	13	..	12	..	2	..	9	..	8	..	15	..	1	..	22	1	9	..
(b) Building ..	24	..	14	..	5	..	2	..	7	..	8	..	11	..	2	..	22	..	16	..
(c) Other ..	98	15	44	12	10	1	7	..	23	1	8	..	16	2	14	..	52	29	23	16
Agricultural and pastoral ..	451	41	359	35	128	13	86	9	108	8	101	2	108	6	86	6	80	2	82	4
Other occupations ..	175	120	121	108	14	14	8	12	41	24	32	18	19	21	19	15	51	41	44	33
Home ..	194	816	112	469	26	159	18	90	40	200	21	132	46	189	23	120	61	231	39	134
Not known ..	59	16	79	92	13	3	8	5	6	4	14	10	16	5	12	7	20	24	64	32
Total number of children leaving ..	2,802	2,602	834	786	532	474	146	122	759	723	220	185	799	700	183	167	1,189	1,169	341	262
Totals.																				
Destination.	Nelson.				Canterbury.				Otago.				Southland.				Totals.			
	Passed Standard VI.		Not passed Standard VI.		Passed Standard VI.		Not passed Standard VI.		Passed Standard VI.		Not passed Standard VI.		Passed Standard VI.		Not passed Standard VI.		Passed Standard VI.		Not passed Standard VI.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Post-primary	200	195	6	5	1,189	1,103	96	91	559	483	16	13	324	303	5	5	6,046	5,587	255	212
Commercial occupations—																				
(a) Clerical (including typing) ..	4	1	..	..	8	3	1	..	5	4	..	1	1	5	..	..	72	71	14	12
(b) Shop and warehouse assistants ..	11	3	3	3	68	49	32	31	29	25	17	16	16	10	7	2	348	208	139	102
Trades—																				
(a) Engineering ..	..	..	..	..	20	..	8	..	13	..	7	..	3	..	1	..	141	1	49	..
(b) Building ..	..	..	1	..	14	..	9	..	11	..	6	..	8	..	6	..	104	..	64	..
(c) Other ..	8	4	6	0	33	3	31	13	24	2	32	1	18	..	12	..	282	57	177	44
Agricultural and pastoral ..	66	5	47	9	171	8	130	11	115	3	120	2	130	12	97	9	1,357	98	1,108	87
Other occupations ..	10	8	12	10	75	47	66	72	46	22	33	48	16	17	21	14	447	314	356	330
Home ..	25	92	14	44	80	387	71	221	61	263	45	170	38	179	19	95	571	2,516	362	1,475
Not known ..	6	3	4	3	43	36	32	44	11	4	14	13	11	8	9	6	185	103	236	212
Total number of children leaving ..	332	311	93	74	1,701	1,636	476	483	874	806	290	264	565	534	177	131	9,553	8,955	2,760	2,474

TABLE D 1.—REGISTERED PRIVATE PRIMARY SCHOOLS.—NUMBER OF SCHOOLS, PUPILS, AND TEACHERS AT THE END OF 1928.

District.	Number of Schools.				Roll Number at End of Year.						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.			
Auckland ..	8	46	12	66	467	6,070	781	3,314	4,004	7,318	6,351-0	13	14	8	179	11	43
Taranaki ..	..	11	1	12	..	1,101	31	520	612	1,132	1,000-0	..	..	..	37	..	4
Wanganui ..	6	14	9	29	233	1,451	366	935	1,115	2,050	1,835-0	5	17	2	51	5	24
Hawke's Bay	7	14	9	30	182	1,705	335	1,027	1,195	2,222	2,019-9	..	19	5	39	13	13
Wellington..	6	33	13	52	294	3,858	795	2,291	2,656	4,947	4,393-0	6	21	9	115	5	43
Nelson ..	1	6	2	9	19	667	39	320	405	725	658-0	..	2	..	20	..	3
Canterbury	7	45	12	64	252	3,842	965	2,407	2,652	5,059	4,619-0	4	23	17	121	21	42
Otago ..	4	20	4	28	175	1,716	218	949	1,160	2,109	1,901-1	4	11	6	59	3	14
Southland ..	..	11	1	12	..	987	47	465	569	1,034	933-8	..	..	4	31	..	5
Totals ..	39	200	63	302	1,622	21,397	3,577	12,228	14,368	26,596	23,710-8	32	107	51	652	58	191

TABLE D 2.—AGES OF PUPILS IN PRIVATE PRIMARY SCHOOLS IN THE VARIOUS EDUCATION DISTRICTS AS AT 30TH JUNE, 1928.

Education District.	5-6 Years.		6-7 Years.		7-8 Years.		8-9 Years.		9-10 Years.		10-11 Years.		11-12 Years.		12-13 Years.		13-14 Years.		14-15 Years.		15-16 Years.		16-17 Years.		Over 17 Years.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Auckland	306	342	338	379	334	407	334	437	315	410	356	429	339	395	331	394	260	335	186	215	71	76	29	23	29	13	3,228	3,855
Taranaki	47	39	62	57	57	71	57	61	49	68	67	69	55	56	59	74	45	56	21	17	2	2	..	..	..	..	510	570
Wanganui	79	85	93	108	101	135	101	126	99	111	104	108	127	120	117	138	75	98	33	39	11	25	1	7	1	1	938	1,101
Hawke's Bay	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Wellington	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Nelson	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Canterbury	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Otago	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Southland	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals	1,101	1,169	1,242	1,419	1,245	1,496	1,279	1,576	1,226	1,515	1,339	1,597	1,382	1,601	1,364	1,630	1,041	1,260	606	677	204	232	59	56	49	29	12,137	14,257

TABLE E1.—SCHOOL STAFF, DECEMBER, 1928 (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.			Number of Probationers.	Percentage of Male to Female Adult Teachers.	Yearly Average Attendance.	Average Number of Pupils to One Adult Teacher.
		M.	F.	M.	F.	M.	F.	M.	F.	Total.				
Auckland ..	776	205	214	276	43	256	906	737	1,163	1,900	184	63.4	59,876	31.5
Taranaki ..	175	38	58	52	26	27	174	117	258	375	29	45.3	10,416	27.8
Wanganui ..	212	47	68	72	20	49	250	168	338	506	48	49.7	15,317	30.3
Hawke's Bay ..	191	41	71	67	10	63	227	171	308	479	47	55.5	14,401	30.1
Wellington ..	260	39	103	84	17	103	433	226	553	779	70	40.9	24,949	32.0
Nelson ..	146	43	57	32	7	16	98	91	162	253	21	56.2	6,266	24.8
Canterbury ..	395	51	164	151	18	143	526	345	708	1,053	91	48.7	33,624	31.9
Otago ..	253	51	97	94	6	91	278	236	381	617	50	61.9	19,083	30.9
Southland ..	190	48	67	64	9	40	151	152	227	379	32	67.0	11,479	30.3
Totals, 1928..	2,598	563	899	892	156	788	3,043	2,243	4,098	6,341	572	54.7	195,411	30.8
Totals, 1927..	2,601	555	922	879	146	733	2,995	2,167	4,063	6,230	567	53.3	192,284	30.9
Difference..	-3	+8	-23	+13	+10	+55	+48	+76	+35	+111	+5	+1.4	+3,127	-0.1

TABLE E2.—CLASSIFICATION OF TEACHERS IN PUBLIC PRIMARY SCHOOLS AT 31ST DECEMBER, 1928.

Education District.	All Schools.				Excluding Schools of Grades 0.			
	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 ..	1,754	5	141	1,900	1,749	5	95	1,849
Taranaki ..	349	2	24	375	347	2	12	361
Wanganui ..	477	3	26	506	472	3	11	486
Hawke's Bay..	433	..	46	479	429	..	17	446
Wellington ..	737	1	41	779	727	1	25	753
Nelson ..	213	1	39	253	208	1	15	224
Canterbury ..	1,006	..	47	1,053	1,001	..	32	1,033
Otago ..	587	1	29	617	580	1	15	596
Southland ..	360	1	18	379	356	1	12	369
Totals ..	5,916	14	411*	6,341	5,869	14	234*	6,117

* Included in these totals are 133 probationary assistants who are not uncertificated teachers in the ordinary sense. These assistants have completed a term of service as probationers and training-college students, and as part of their training are now serving a term as probationary assistants. When this term is completed nearly all the assistants concerned will be granted trained teachers' certificates.

TABLE E3.—DETAILS OF CLASSIFICATION OF TEACHERS IN PUBLIC PRIMARY SCHOOLS, DECEMBER, 1928.

(Arranged according to Sex of Teachers and Class of Certificates 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 ..	11	3	14	140	75	215	425	646	1,071	111	317	428	4	22	26	691	1,063	1,754
Taranaki ..	1	..	1	21	11	32	63	132	195	23	93	116	1	4	5	109	240	349
Wanganui ..	3	..	3	33	31	64	88	169	257	34	106	140	1	12	13	159	318	477
Hawke's Bay ..	3	..	3	43	13	56	83	172	255	31	83	114	..	5	5	160	273	433
Wellington ..	8	4	12	82	83	165	98	291	389	28	133	161	2	8	10	218	519	737
Nelson ..	1	..	1	18	10	28	44	78	122	19	40	59	..	3	3	82	131	213
Canterbury ..	11	1	12	122	53	175	147	451	598	53	158	211	2	8	10	335	671	1,006
Otago ..	10	1	11	74	43	117	100	244	344	42	72	114	..	1	1	226	361	587
Southland ..	2	..	2	37	20	57	79	128	207	30	61	91	..	3	3	148	212	360
Totals ..	50	9	59	570	339	909	1,127	2,311	3,438	371	1,063	1,434	10	66	76	2,128	3,788	5,916

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.—1928.

Salary.	Male Teachers.						Female Teachers.						Summary.			
	Certificated and Licensed.			Uncertificated.			Certificated and Licensed.			Uncertificated.			Certifi- cated and Licensed.	Uncertifi- 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	5	5	10	21	41	62	72	37	62	99	152	101	253	109	315	424
£141-£160	..	12	12	3	3	6	18	4	64	68	7	8	15	80	21	101
£161-£180	9	1	10	3	..	3	13	14	346	360	3	3	6	370	9	379
£181-£200	6	82	88	3	1	4	92	9	470	479	8	6	14	567	18	585
£201-£225	6	68	74	8	..	8	82	6	843	849	7	..	7	923	15	938
£226-£250	88	45	133	11	2	13	146	93	317	410	5	1	6	543	19	562
Totals not exceeding £250	114	213	327	49	47	96	423	163	2,102	2,265	182	119	301	2,592	397	2,989
£251-£275	133	42	175	1	..	1	176	172	148	320	2	1	3	495	4	499
£276-£300	115	45	160	3	..	3	163	197	190	387	3	..	3	547	6	553
£301-£325	76	57	133	3	..	3	136	65	180	245	..	..	..	378	3	381
£326-£350	86	43	129	1	..	1	130	69	157	226	..	..	..	355	1	356
£351-£375	98	107	205	..	..	..	205	110	127	237	..	..	..	442	..	442
£376-£400	152	102	254	..	..	..	254	65	72	137	..	..	..	326	..	326
£401-£425	188	27	215	..	..	..	215	26	9	35	..	..	..	250	..	250
£426-£450	113	94	207	..	..	..	207	..	2	2	..	..	..	209	..	209
£451-£475	91	5	96	..	..	..	96	1	1	2	..	..	..	98	..	98
£476-£500	27	6	33	..	..	..	33	..	..	..	..	..	..	33	..	33
£501-£525	51	..	51	..	..	..	51	..	..	..	..	..	..	51	..	51
£526-£550	45	..	45	..	..	..	45	..	..	..	..	..	..	45	..	45
£551-£575	20	..	20	..	..	..	20	..	..	..	..	..	..	20	..	20
£576-£600	80	..	80	..	..	..	80	..	..	..	..	..	..	80	..	80
£601-£625	3	..	3	..	..	..	3	..	..	..	..	..	..	3	..	3
£626-£650	2	..	2	..	..	..	2	..	..	..	..	..	..	2	..	2
£651-£675	3	..	3	..	..	..	3	..	..	..	..	..	..	3	..	3
£676-£700	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
£701-£725	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
£726-£750	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
£751-£775	1	..	1	..	..	..	1	..	..	..	..	..	..	1	..	1
Totals, £251-£775	1,284	528	1,812	8	..	8	1,820	705	821	1,526	5	1	6	3,338	14	3,352
Grand totals	1,398	741	2,139	57	47	104	2,243	868	2,923	3,791	187	120	307	5,930	411	6,341

TABLE E 5.—ADULT TEACHERS IN PUBLIC SCHOOLS (EXCLUDING SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS), CLASSIFIED ACCORDING TO GRADE OF SALARY RECEIVED AT 31ST DECEMBER, 1928.

Grade of Salary.	Males.		Females.		Totals.	
	Certificated and Licensed.	Uncertificated.	Certificated and Licensed.	Uncertificated.	Certificated and Licensed.	Uncertificated.
<i>Sole Teachers and Head Teachers.</i>						
0 (£15 per pupil in average attendance)	5	23	40	156	45	179
I (£170-£200)	287	18	403	8	690	26
II (£210-£270)	215	5	255	2	470	7
IIIA (£265-£295)	176	2	94	..	270	2
IIIB (£280-£310)	208	..	41	..	249	..
IIIC (£280-£325)	126	..	7	..	133	..
IV (£325-£355)	123	..	1	..	124	..
V (£360-£405)	64	..	..	..	64	..
VI (£405-£425)	58	..	..	..	58	..
VII (£435-£465)	104	..	..	..	104	..
Special*	5	..	..	..	5	..
Relieving	31	10	34	14	65	24
Totals	1,402	58	875	180	2,277	238
<i>Assistants.</i>						
Probationary assistants (male £140, female £135)	..	40	..	93	..	133
1 (men £160-£205, women £140-£175)	201	5	1,783	7	1,984	12
1 (with an additional £25 per annum)†	..	..	129	..	129	..
2 (men £230-£280, women £205-£260)	370	..	519	..	889	..
2 (with an additional £30 per annum)‡	..	..	172	..	172	..
3 (men £300-£330, women £285-£315)	135	2	145	..	280	2
4 (£340-£385)	3	..	1	..	4	..
Special*	5	..	7	1	12	1
Relieving	19	3	167	19	186	22
Totals	733	50	2,923	120	3,656	170

* Certain teachers in junior high schools and normal schools.

† This grade of salary is paid to infant mistresses in schools of Grade IIIC.

‡ This grade of salary is paid to infant mistresses in mixed schools of Grades VB, Vc, and VIA, and to second female assistants in mixed schools of Grade VII.

N.B.—In addition to the grade salary shown in the table the regulations provide for the payment of additional amounts by way of grading increment, married allowance, house allowance, remote allowance, normal school allowance, and associated normal school allowance.

TABLE F1.—RECEIPTS AND BANK BALANCES OF THE SEVERAL EDUCATION BOARDS FOR THE YEAR 1928.

Education Board.	Receipts from Government.													Receipts from Local Sources.	Workshop Account.	Total Receipts.	Cash Balances, 1st January, 1928.
	(1)	(2)	(3)	(1)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)				
	Administra- tion Grants.	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 ..	£ 10,591	£ 567,718	£ 638	£ 16,776	£ 31,396	£ 49,378	£ 25,741	£ 215	£ 63,189	£ 30,735	£ 9,188	£ 805,565	£ 19,466	£ 49	£ 825,080	£ 13,748	
Taranaki ..	2,402	105,437	133	2,235	6,126	..	5,345	..	14,722	7,127	2,703	146,230	4,305	940	151,475	5,990	
Wanganui ..	3,691	146,636	216	2,317	8,194	20	5,325	404	15,038	10,663	743	193,247	5,139	503	198,889	3,752	
Hawke's Bay ..	3,177	136,982	198	5,821	7,575	37	6,754	361	12,960	7,395	2,505	183,765	5,253	340	189,358	4,941	
Wellington ..	4,759	215,024	306	3,595	11,739	40,569	13,606	412	47,339	15,381	4,542	367,272	29,119	..	386,391	8,778	
Nelson ..	1,819	71,244	97	1,898	4,079	..	2,200	..	4,411	4,834	1,460	92,042	4,351	..	96,393	3,583	
Canterbury ..	6,409	309,546	511	12,906	17,356	33,817	12,167	85	49,186	23,818	5,416	471,217	13,637	71	484,925	8,748	
Otago ..	3,953	178,301	240	5,034	10,012	34,923	6,286	12	15,658	14,121	2,860	271,400	7,505	227	279,132	4,699	
Southland ..	2,525	107,386	116	3,224	6,579	19	3,561	..	12,591	7,370	1,231	144,602	4,205	135	148,942	3,673	
Totals ..	39,326	1,838,274	2,455	53,806	103,056	158,763	80,985	1,489	235,094	121,444	30,648	2,665,340	92,980	2,265	2,760,585	57,912	

TABLE F2.—PAYMENTS AND BANK BALANCES OF THE SEVERAL EDUCATION BOARDS FOR THE YEAR 1928.

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 School Buildings (including Re- building), Sites, Furniture, &c.	Rent and Maintenance of School Buildings.	Subsidies, Scholarships, Refunds, and Sundries.	Workshop Account.	Total Payments.	Cash Balances, 31st December, 1928.
Auckland ..	£ 15,593	£ 568,170	£ 1,111	£ 15,265	£ 32,398	£ 49,615	£ 25,579	£ 859	£ 66,441	£ 29,718	£ 17,043	£ 1,055	£ 822,847	£ 15,981
Taranaki ..	3,237	105,450	189	2,302	6,117	..	5,970	..	12,743	6,240	4,732	7,058	154,038	3,427
Wanganui ..	4,075	146,584	117	1,713	8,185	20	5,315	464	17,113	10,836	1,043	4,876	200,341	2,300
Hawke's Bay ..	4,179	137,082	352	6,203	7,585	37	6,968	483	11,995	4,088	5,359	3,546	187,907	6,392
Wellington ..	6,228	215,132	294	3,748	12,326	40,604	14,135	430	48,810	23,959	23,966	..	389,632	5,537
Nelson ..	2,307	71,400	108	2,025	4,142	..	2,153	24	4,446	6,119	2,424	..	95,148	4,828
Canterbury ..	6,275	309,887	453	12,956	17,829	33,947	12,785	64	37,169	15,372	8,713	15,648	471,098	22,575
Otago ..	4,449	178,356	229	6,086	9,818	35,028	6,978	12	16,167	12,376	6,835	6,302	282,636	1,195
Southland ..	3,532	107,456	585	3,277	6,799	29	3,774	5	11,515	5,473	4,466	3,907	150,818	1,797
Totals ..	49,875	1,839,517	3,438	53,575	105,199	159,280	83,687	2,341	226,399	114,181	74,581	42,392	2,754,465	64,032

TABLE F3.—PAYMENTS OF EDUCATION BOARDS ON ACCOUNT OF ADMINISTRATION AND OF INCIDENTAL EXPENSES OF SCHOOLS, 1928.

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	60,988	15,593	5·1	32,398	10·6
Taranaki	10,520	3,237	6·2	6,117	11·6
Wanganui	15,326	4,075	5·3	8,185	10·7
Hawke's Bay	14,626	4,179	5·7	7,585	10·4
Wellington	24,941	6,228	5·0	12,326	9·9
Nelson	6,478	2,307	7·1	4,142	12·8
Canterbury	34,014	6,275	3·7	17,829	10·5
Otago	19,269	4,449	4·6	9,818	10·2
Southland	11,012	3,532	6·4	6,799	12·3
Totals	197,174	49,875	5·1	105,199	10·7

TABLE F 4.—OFFICE STAFFS OF EDUCATION BOARDS AS AT 31ST DECEMBER, 1928.

Position.	Annual Rated Salary as at End of Year.	Position.	Annual Rated Salary as at End of Year.
AUCKLAND.		WELLINGTON—continued.	
Secretary and Treasurer	800	Book-keepers, 2—1 at £230, 1 at £225 ..	455
Advisory Inspector*	800	Typists, 7—1 at £220, 2 at £180, 1 at £160, 1 at £110, 1 at £100, 1 at £70 ..	1,020
Accountant	600	Assistant Supplies Clerk	120
Advisory Inspector	550	Junior Clerk	70
Chief Clerk	500		
Clerks, 8—2 at £395, 1 at £355, 1 at £320, 1 at £295, 1 at £250, 1 at £230, 1 at £190 ..	2,430	<i>Architect's Branch.</i>	
Cadets, 3—1 at £115, 1 at £95, 1 at £80† ..	290	Supervisor of Buildings	550
Office-boy	80	Draughtsmen, 2—1 at £390, 1 at £208 ..	598
Clerk-typist	220	Clerks of Works, 2—1 at £350, 1 at £180 ..	530
Typists, 5—1 at £205, 2 at £195, 1 at £175, 1 at £160 ..	930	Typist	220
Cadet-typist	105	Clerk, Training College	70
Attendance Officer	200	Total	5,708
<i>Architect's Branch.</i>		NELSON.	
Architect	775	Secretary	600
Assistant Architect	450	Accountant	400
Working Foreman	400	Chief Clerk	320
Clerk	355	Clerks, 2—1 at £165, 1 at £105 ..	270
Second Draughtsman	350	Attendance Officer and Storeman	195
Draughtsman‡	312		
Typist	195	<i>Architect's Branch.</i>	
Cadet	190	Architect	450
Office-boy	52	Painters, 2—1 at £299, 1 at £286 ..	585
<i>Manual and Technical Branch.</i>		Total	2,820
Clerk	250	CANTERBURY.	
Typists, 2—1 at £205, 1 at £195 ..	400	Secretary	700
Total	11,234	Assistant Secretary	500
TARANAKI.		Accountant	425
Secretary	600	Salaries Clerk	300
Assistant Secretary	320	Clerks, 4—1 at £190, 1 at £156, 1 at £100, 1 at £70 ..	516
Accountant	300	Typists, 4—2 at £208, 1 at £150, 1 at £130 ..	696
Clerks, 4—1 at £180, 1 at £165, 1 at £95, 1 at £80 ..	520		
Storeman and Caretaker	234	<i>Architect's Branch.</i>	
<i>Architect's Branch.</i>		Architect	650
Architect	600	Draughtsmen, 2—1 at £350, 1 at £275 ..	625
Architect Clerk	165	Typists, 2—1 at £120, 1 at £110 ..	230
Attendance Officer§	325	Foremen, 4—1 at £475, 2 at £450, 1 at £350 ..	1,725
Workshop Foreman	364	Workshop Clerks, 2—1 at £208, 1 at £95 ..	303
Outside Foremen—2 at £338 ..	676	Buyer	350
Total	4,104	Workshop Foreman	350
WANGANUI.		<i>Manual and Technical Branch.</i>	
Secretary	665	Manual and Technical Clerk	275
Assistant Secretary	435	Attendance Officers, 2—1 at £275, 1 at £100 ..	375
Accountant	385	Total	8,020
Assistant Accountant	235	OTAGO.	
Senior Typist	215	Secretary and Treasurer	600
Clerk-typists, 4—1 at £175, 1 at £140, 1 at £125, 1 at £70 ..	510	Chief Clerk	420
Clerk	130	Clerks, 5—1 at £360, 1 at £265, 1 at £165, 1 at £80, 1 at £60 ..	930
Storeman	234	Record Clerk	220
<i>Architect's Branch.</i>		Typists, 2—1 at £180, 1 at £115 ..	295
Architect 	575	Attendance Officer	350
Architect's Assistant	275		
Foreman of Works¶	364	<i>Architect's Branch.</i>	
Workshop Foremen, 2—1 at £312, 1 at £260 ..	572	Architect	600
Total	4,595	Draughtsman	485
HAWKE'S BAY.		Clerks, 2—1 at £380, 1 at £255 ..	635
Secretary and Treasurer	700	Workshop Foreman	355
Assistant Secretary and Accountant ..	465	Total	4,890
Clerks, 4—1 at £390, 1 at £335, 1 at £300, 1 at £160 ..	1,185	SOUTHLAND.	
Typists, 3—1 at £235, 1 at £220, 1 at £155 ..	610	Secretary**	700
Junior Clerk	52	Acting-Secretary	490
<i>Architect's Branch.</i>		Accountant	440
Architect	700	Attendance Officer and Caretaker ..	240
Architect's Clerk and Draughtsman ..	375	Chief Clerk	175
Total	4,087	Clerk and Typist	135
WELLINGTON.		Typists, 2—1 at £135, 1 at £85 ..	220
Secretary	800	Junior Clerk	80
Assistant Secretary	550		
Supplies Clerk and Attendance Officer ..	375	<i>Architect's Branch.</i>	
Staffs Officer	350	Architect	600
		Acting-Architect	450
		Junior Assistant	60
		Total	3,590

* On leave 1/12/28 to 31/5/29.

† One plus £10 and one plus £25 boarding-allowance.

‡ Temporarily employed on repairs and building maintenance.

§ Plus actual travelling expenses.

¶ Chiefly employed on repairs and building maintenance.

|| Plus 5s. per day country allowance.

** Includes £100 paid by High Schools' Board.

DETAILED TABLES RELATING TO TRAINING COLLEGES.

TABLE P1.—NUMBER OF STUDENTS IN THE FOUR TRAINING COLLEGES IN 1928.

Training College.		Division A.		Division B.		Division C.		Division D.		Totals.	Totals under Headings— Males and Females.				
		M.	F.	M.	F.	M.	F.	M.	F.		M.	F.	Total.		
Auckland	First year ..	58	124	..	..	..	5	..	..	187	381	58	129	263	381
	Second year ..	57	130	..	..	..	..	..	..	187		57	130		
	Third year ..	2	4	1	..	..	..	..	..	7		3	4		
Wellington	First year ..	25	83	..	..	3	7	..	..	118	229	28	90	172	229
	Second year ..	27	80	..	..	..	..	..	..	107		27	80		
	Third year ..	1	2	1	..	..	..	..	..	4		2	2		
Christchurch	First year ..	37	74	..	..	2	5	..	..	118	256	39	79	174	256
	Second year ..	35	94	2	1	..	..	..	..	132		37	95		
	Third year ..	5	..	1	..	..	..	..	..	6		6	..		
Dunedin	First year ..	50	101	..	..	1	1	..	..	153	248	51	102	164	248
	Second year ..	21	54	..	2	..	..	..	..	77		21	56		
	Third year ..	10	5	2	1	..	..	..	..	18		12	6		
Totals		328	751	7	4	6	18	..	..	1,114		341	773	1,114	

TABLE P2.—INITIAL STATUS ON THEIR ADMISSION TO THE TRAINING COLLEGES OF STUDENTS WHO LEFT IN 1928.

	Teachers' Class C Examination.	Class D Examination with Partial Success towards Class C.	Class D Examination.	Total.	Credited with some Subjects towards the Teachers' Examination.	University Degrees or other Status.	Matriculation.	Higher Leaving-certificates.	Lower Leaving-certificates.	Other Qualification accepted for Admission to College.	Total Number of Students.
AUCKLAND.											
Third-year students (Divisions A and B)	..	..	3	3	3	..	..	1	..	..	7
Second-year students (Divisions A and B)	..	1	6	74	81	57	..	35	..	..	173
First-year students (Divisions A and B)	..	..	..	..	..	..	..	..	..	..	..
„ (Division C)	..	..	..	..	..	5	..	..	..	..	5
„ (Division D)	..	..	..	..	..	..	..	..	..	..	..
Totals	1	6	77	84(a)	60(b)	5	..	36	..	..	185
WELLINGTON.											
Third-year students (Divisions A and B)	..	..	1	1	1	..	..	2	..	..	4
Second-year students (Divisions A and B)	..	6	30	36	63	..	..	..	..	..	99
First-year students (Divisions A and B)	..	..	..	..	..	..	..	..	..	..	..
„ (Division C)	..	..	..	..	..	10	..	..	..	..	10
„ (Division D)	..	..	..	..	..	..	..	..	..	..	..
Totals	6	31	37(c)	64(d)	10	..	2	..	..	..	113
CHRISTCHURCH.											
Third-year students (Divisions A and B)	..	2	3	5	..	..	1	..	..	..	6
Second-year students (Divisions A and B)	..	9	44	53	39	..	1	30	..	..	123
First-year students (Divisions A and B)	..	..	..	..	..	..	..	..	..	..	..
„ (Division C)	..	..	..	..	..	7	..	..	..	..	7
„ (Division D)	..	..	..	..	..	..	..	..	..	..	..
Totals	11	47	58(e)	39(f)	7	2	30	..	..	..	136
DUNEDIN.											
Third-year students (Divisions A and B)	1	2	7	10	5	..	..	3	..	..	18
Second-year students (Divisions A and B)	..	3	15	18	11	..	..	30	..	..	59
First-year students (Divisions A and B)	..	..	..	..	..	..	..	..	..	..	..
„ (Division C)	..	..	..	..	..	1	..	..	..	..	1
„ (Division D)	..	..	..	..	..	..	..	..	..	..	..
Totals	1	5	22	28(g)	16(h)	1	..	33	..	..	78
Grand totals	2	28	177	207	179	23	2	101	..	..	512

(a) Including 73 students who passed matriculation. (b) Including 41 ditto. (c) Including 34 ditto. (d) Including 55 ditto.
(e) Including 50 ditto. (f) Including 33 ditto. (g) Including 26 ditto. (h) Including 37 ditto.

TABLE P3.—EXAMINATION STATUS OF TRAINING-COLLEGE STUDENTS WHO LEFT IN 1928.

				Completed Examination Requirements for a Teacher's Certificate.			Incomplete Examination Qualifications for a Teacher's Certificate.			Total Number of Students.	
				Class A.	Class B.	Class C.	Class D with Partial Success towards Class C.	Class D.	Total.		Credited with some Sub- jects towards a Teacher's Certificate.
AUCKLAND.											
Third-year students (Divisions A and B) ..	..	3	4	..	..	7	..	..	..	7	
Second-year students (Divisions A and B)	..	20	130	22	..	172	1	..	1	173	
First-year students (Division A)	..	..	..	..	..	..	..	..	..	..	
„ (Division B)	..	..	..	..	..	..	..	..	..	..	
„ (Division C)	..	5	..	..	..	5	..	..	..	5	
„ (Division D)	..	..	..	..	..	..	..	..	..	..	
Totals	..	28	134	22	..	184	1	..	1	185	
WELLINGTON.											
Third-year students (Divisions A and B) ..	..	2	2	..	..	4	..	..	..	4	
Second-year students (Divisions A and B)	..	27	51	15	2	95	4	..	4	99	
First-year students (Division A)	..	..	..	..	..	..	..	..	..	..	
„ (Division B)	..	..	..	..	..	..	..	..	..	..	
„ (Division C)	..	10	..	..	..	10	..	..	..	10	
„ (Division D)	..	..	..	..	..	..	..	..	..	..	
Totals	..	39	53	15	2	109	4	..	4	113	
CHRISTCHURCH.											
Third-year students (Divisions A and B) ..	..	3	1	2	..	6	..	..	..	6	
Second-year students (Divisions A and B)	..	16	85	21	..	122	1	..	1	123	
First-year students (Division A)	..	..	..	..	..	..	..	..	..	..	
„ (Division B)	..	..	..	..	..	..	..	..	..	..	
„ (Division C)	..	5	..	..	..	5	2	..	2	7	
„ (Division D)	..	..	..	..	..	..	..	..	..	..	
Totals	..	24	86	23	..	133	3	..	3	136	
DUNEDIN.											
Third-year students (Divisions A and B) ..	..	4	13	..	..	17	1	..	1	18	
Second-year students (Divisions A and B)	..	12	39	8	..	59	..	..	..	59	
First-year students (Division A)	..	..	..	..	..	..	..	..	..	..	
„ (Division B)	..	..	..	..	..	..	..	..	..	..	
„ (Division C)	..	1	..	..	..	1	..	..	..	1	
„ (Division D)	..	..	..	..	..	..	..	..	..	..	
Totals	..	17	52	8	..	77	1	..	1	78	
Grand totals	..	108	325	68	2	503	9	..	9	512	

TABLE P4.—HIGHEST STATUS ON ADMISSION OF ALL STUDENTS WHO ENTERED TRAINING COLLEGES IN 1928.

	Teachers' Class C Examination.	Teachers' Class D Examination with Partial Success towards Class C.	Class D.	Some Teachers' Certificate Qualifications.	University Degree.	Higher Leaving-certificate.	Matriculation.	Lower Leaving-certificate.	Total Number of Students.
Auckland—									
Division A ..	1	7	51	30	..	89	4	..	182
Division B ..	..	..	..	..	5	..	..	..	5
Division C ..	..	..	..	..	..	..	..	..	..
Division D ..	..	..	..	..	..	..	..	..	..
Totals ..	1	7	51	30	5	89	4	..	187
Wellington—									
Division A ..	..	4	14	33	..	57	..	..	108
Division B ..	..	..	..	..	10	..	..	..	10
Division C ..	..	..	..	..	..	..	..	..	..
Division D ..	..	..	..	..	..	..	..	..	..
Totals ..	..	4	14	33	10	57	..	..	118
Christchurch—									
Division A ..	..	25	47	39	..	..	..	..	111
Division B ..	..	..	..	..	7	..	..	..	7
Division C ..	..	..	..	..	..	..	..	..	..
Division D ..	..	..	..	..	..	..	..	..	..
Totals ..	..	25	47	39	7	..	..	..	118
Dunedin—									
Division A ..	2	4	19	29	..	97	..	..	151
Division B ..	..	..	..	..	2	..	..	..	2
Division C ..	..	..	..	..	..	..	..	..	..
Division D ..	..	..	..	..	..	..	..	..	..
Totals ..	2	4	19	29	2	97	..	..	153
Grand totals ..	3	40	131	131	24	243	4	..	576

APPENDIX A.

REPORT OF THE CHIEF INSPECTOR OF PRIMARY SCHOOLS.

SIR,—

I have the honour to submit the following report for the year ended 31st December, 1928 :—

During the year Mr. G. Raymond, Inspector of Schools, Christchurch, retired on superannuation, his place being filled by the transfer of Mr. J. Brunton from Napier. Mr. S. A. Clark was appointed to the vacancy in the Hawke's Bay District.

The principal work engaging the professional officers in the Department during the year was the issue of the revised Primary Syllabus of Instruction, which has received general approval at the hands of teachers. It may fairly be regarded as constituting a very important stage of progress in the sphere of primary education in the Dominion. It has been designed to meet the conditions of the New Zealand child, and an attempt has been made, as far as possible, to bring the contents of the syllabus into relation with the actual experiences of life. At the same time it offers to the teacher a larger measure of freedom to choose and to put into execution those methods which his own experience and craftsmanship lead him to consider the most suited to his pupils and their environment.

The new syllabus naturally requires new text-books, and it is only fair to say in respect to these that revision was long overdue. For the first time in the history of the Department the text-books were considered in the manuscript and nothing was included that had not been previously approved. In this connection, acknowledgment must be made of the assistance given by the executive members of the New Zealand Educational Institute, who kindly placed their services at the disposal of the Department in offering criticisms and useful suggestions for improvement. The last series of approved text-books was issued over twelve years ago, and the need for a change will therefore be evident. No alteration will be made in the present series for the next five years.

The reports of the Senior Inspectors of Schools in the various districts show that the standard of education, in general, continues to be well maintained throughout the Dominion. The percentage of passes at the Proficiency Examination shows a slight decrease on that of 1927, being 80.3, as compared with 81.1. The examination was conducted on lines similar to those used in the previous year. On the whole, the papers were slightly more difficult, or, rather, they made a more searching test of the pupils' natural ability and knowledge. Accrediting was largely used in the various districts, with very satisfactory results, the fact that the results are somewhat lower showing in a measure that head teachers exercise due care in their recommendations.

Standardized tests for diagnostic purposes are now used freely by teachers. In many instances where the same tests were applied at intervals the records were a clear indication not only of the progress of the pupils, but also of the success of the teachers' efforts. Inspectors say that the tests are very popular with the children, who become quite eager to improve upon their previous scores. Teachers who use them have the satisfaction of knowing definitely the standard of work reached by their classes.

The "adopted" school scheme has been continued in several districts, and the reports show that the country teachers and pupils have received much benefit from correspondence with the larger schools. The criticism of the "adopted" school's work and the supply of specimens from the "parent" school have done much to help the country school to achieve its best results. Correspondence between pupils has become a feature of the scheme.

Of the primary-school subjects which are perhaps brought more directly before the members of the public, spelling and writing are subjected to criticism, and it would appear that the general opinion of Inspectors is that spelling is not nearly so satisfactory as it should be. Newer methods of treatment have apparently failed to produce the results anticipated. My impression is that it is not the methods at fault so much as the manner in which they are understood and applied.

The following paragraphs from the "Programme of Studies for the Elementary Schools of Alberta, Canada," quoted in the *Education Gazette* of last year, may well be repeated in this connection :—

"The task of the school in teaching spelling is not so much the teaching of all the words the child will never use as it is the development of the ideal of not making mistakes in spelling. Society looks upon ability to spell correctly as one mark at least of an educated person. Amongst business and professional people nothing so immediately discounts the chances of an applicant as the misspelling of words in common use. The school must take note of this feeling on the part of society in general and respect it. It will never be able to teach the child to spell all the words he will need to use in even a very limited sphere of activity, but if it can establish in his mind the set purpose of not disgracing himself in the eyes of society by making errors in spelling he will take charge of his own learning, and mistakes in spelling will disappear.

"The school must give the child perfect control over the spelling of those common and much-used words of the language, and must develop in the child such an ideal of exact spelling as will induce him to take charge of his own spelling from that point on for all other words which he may need."

In writing, too, it has been found desirable to adopt a uniform style throughout the Dominion. Print-script, which has been given a fair trial in several districts, has been objected to by the average business man, and its use in the standard classes will therefore be relegated to mapping, tabulating, &c., a rhythmic style of cursive writing being adopted for general use.

Subjects of Instruction.—The following extracts from the Inspectors' reports give further information upon their observations of the year's work in the schools :—

"One of the greatest changes in educational practice in recent years is the change of emphasis from the subject to the child. Formerly the teacher was preoccupied with success in giving instruction in certain subjects. Indeed, this is too often true at present. The teacher was the active agent, while the child's attitude was that of receptivity. Elaborate and effective methods of teaching were evolved—so much so that the teacher became a source of danger to his pupils. Nowadays the tendency is to stress methods of learning, with a view to making the pupil independent of extraneous help, training him in habits of study and giving him a sense of mastery over his surroundings."—(*Taranaki*.)

"Next to the formation of character, the most important function of the school is to train pupils to think and to act on their own initiative. Some few teachers deny to children this independence of thought and action, with the result that there is too much lecturing and too little teaching, too much of the teacher and too little of the child; but we note with pleasure, from the much wider outlook taken by many teachers, a happy augury for future educational progress when the new syllabus, with its greater freedom and wider scope for individual initiative, is adopted."—(*Auckland*.)

English Composition and Grammar.—"The Sixth Standard pupils' work was usually freer from grammatical and spelling errors than was that of the Fourth Standard child, but there was a similar paucity of ideas and a sameness in sentence-structure that could not possibly have existed had the teachers encouraged their pupils from Standard IV upwards, week by week, to explore the realm of books, magazines, and papers for themselves for information on set subjects, and had they been led in the oral composition lessons to express the results of their investigations. Possibly the fact that pupils above Standard IV in country districts usually have a considerable amount of farm-work to do may account for their lack of progress and the check in their academic advancement, but the teachers must shoulder a good deal of the responsibility. A common weakness is the absence of a purposeful progressive scheme in composition-writing from Standard I to Standard VI. Many teachers can see in essay work little more than assigning a topic and marking it in a merely mechanical manner. Nothing in the nature of a developing programme of sentence-manipulation is conceived by such teachers. Formal English is being treated much more usefully, and the analytic attack is giving place to the synthetic."—(*Auckland*.)

"While freedom of expression should be the first aim, some teachers appear to regard it as the sole aim. The resultant punctuation, sentence-structure, and arrangement of ideas are frequently distressing. Though the correct placing of the full stop can and should be taught in the lower standards, it is not uncommon to find the pupils of Standard V and Standard VI with vague ideas concerning this fundamental part of punctuation. Though the use of suitable phrases is becoming commoner, 'and' and 'so' are still much overworked connectives. The selection of topics for written work is a matter to which teachers should give special consideration. There is a distinct tendency towards overdoing the imaginative type of essay, in which 'flowery' language, unaccompanied by a mental picture, predominates, while pupils are unable to make a clear, logical, and plain statement on matter-of-fact topics. In this connection, teachers should guard against setting too wide a subject. A topic such as 'A visit to the Zoo' frequently degenerates into a list of names, with a complete absence of interesting detail. If the children were asked to write on one feature only, a much more vivid production would result."—(*Wellington*.)

Reading.—"A broader interpretation is being put upon the term 'reading' nowadays; it is usual to distinguish between oral reading and silent reading. This is a move in the right direction, but the stage already reached is by no means perfect. There are two chief dangers—(1) that the art of good oral reading will be lost; (2) that, owing to lack of purpose in silent reading, slovenly intellectual habits will be engendered. Many children read widely but do not reap commensurate gain. There is keen need for close supervision of silent reading, so that, without depriving the pupil of his pleasure, he may be guided and taught systematically. He should gain skill in reading for information, and his literary taste should to a considerable degree be moulded by what he reads during his primary-school career. With the large amount of silent reading that is being done it is absolutely necessary that some form of definite test be made, otherwise the lesson degenerates into a more or less useless skimming. Teachers have still to learn that a silent reading lesson is one of the most difficult to take successfully, and that the teacher who cannot question each pupil on the book he is reading has not adequately prepared himself for his day's work. This kind of reading presupposes the abandonment of purely class methods and the adoption of either sectionalization or group instruction. The day of the old class lesson, when each pupil read in turn, while 60 per cent. of the pupils were insufferably bored, is passing, and we are pleased to note that in a few schools it is being replaced by a group system which provides for individual differences in ability; while the practice of requiring pupils to question the reader on the context is gaining ground, and is proving a valuable means of ensuring attention, improving comprehension, and affording practice in oral expression. In general, however, teachers seem reluctant to relinquish the mass instruction of the class method, for, in spite of the almost universal acknowledgment of the reasonableness of grading a class, it is seldom that a thoroughgoing sectionalization of a class is carried out. Once teachers realize that mass methods must go, and that rational grading of a class is an effective plan, then not only reading but also English and arithmetic will take on new meanings. The bright pupil will be able to advance at a pace in keeping with his mental age, and the slower child will not have undue pressure brought to bear upon him. It is pleasing to find that more definite attention is now being paid to reading for content, particularly in the senior classes. Reading for pleasure alone there must be, but this should not be the only aim, and some reading should be done for a definite purpose and should be definitely tested in one of the many ways available. While in senior classes silent reading is the more valuable type, oral reading should not be entirely neglected. It is easy to swing to extremes—to overdo one phase at the expense of the other; a balance must be preserved, and both forms of reading should receive due attention."—(*Auckland*.)

Recitation.—"We regret that this subject is still not receiving attention commensurate with its importance. Success primarily depends on the teacher's personal attitude towards the subject and on a right conception of its possibilities. In a limited number of cases the enthusiasm of the teacher is reflected in the pleasing performance of the pupils. This, however, is not as widespread as we could wish. Too often the efforts appear to be somewhat perfunctory, as evidenced by much imperfect memorization and mediocre rendering. There is still too much learning and too little teaching. The choice of poems leaves much to be desired, one determining factor appearing to be the availability of the text of the passage for class purposes rather than the intrinsic value of the poem itself. There is still a disposition to ignore the claims of good prose pieces."—(*Wanganui*.)

"In the highest classes we think pupils should not confine their work solely to disconnected pieces, but should make some connected study either of an author (*e.g.*, Tennyson) or of a topic (*e.g.*, the sea). In the latter case the intellectual life of the pupil may be stirred to conscious attention by a comparison of the manner in which different poets have treated the same theme. But appreciation must not be forced; what appeals to the teacher may not appeal to the pupil, or what appeals to girls may not appeal to boys. A wide range is therefore necessary; the pupils should have access to some of the very suitable anthologies now at their disposal, and, above all, time to read them."—(*Hawke's Bay*.)

Speech Training.—"Speech training cannot yet be said to receive the attention it merits. There is no doubt an increase in the fluency and correctness with which the pupils express themselves orally; but in clearness of enunciation and pleasantness of articulation our schools have still far to go. The speech-training lesson is too much inclined to be a thing apart; it is certain that unless it is intimately linked with every other oral lesson, it will, for the greater part, be a waste of time. It is probably safe to say that were the teacher always studiously correct and pleasant in his own speech, and with a quiet persistence demanded the same from his pupils throughout the school day, no speech-training lesson in the narrow sense would be required. Until this stage has been reached the full appreciation of the melody and rhythm of literature will hardly be possible."—(*Hawke's Bay*.)

Spelling.—"We are far from being satisfied with the spelling in our schools. Even when the test is a cross-section through the lists presented by the teachers, the results are often poor. When any other kind of test is applied the outcome is worse still. We have not yet ascertained the exact reason for this weakness, but have no doubt that the use of lists in which the words are arranged in alphabetical order without regard to their association in use or otherwise is a contributing cause. Insufficient revision is almost certainly another factor in the weakness."—(*Taranaki*.)

"This is still an unsatisfactory subject in our schools, and a determined effort should be made to remove the reproach."—(*Canterbury*.)

Writing.—"This subject deserves and needs more skilled attention as to both style and method of production. The posture of the children is a subject for grave inquiry, because of the injury being done to sight and spine. Pupils still crouch over their work and keep wrists on the desks. The writing lesson is frequently not handled in a satisfactory manner. Many of our young teachers seem to consider that the subject will teach itself, a well-developed and carefully corrected lesson being seldom seen."—(*Auckland*.)

"In cases where poor writing has been found in a class we have required the teacher to forward us for criticism specimens of the work after the lapse of a month or two. With a little special concentration on the subject it is wonderful what an improvement has been effected. . . . In the matter of writing children are very imitative, and we feel that in all blackboard work that is put before the class the teacher should see that the written work is worthy of the imitation."—(*Wanganui*.)

Arithmetic.—"Three common faults in arithmetic are still to be noted: (1) Lack of logical statement and setting-out. In some cases practically no statements are made, and it is almost impossible to follow the progress of the work; in others, totally unnecessary statements are set down. Probably there is not enough discussion preparatory to the working of the sums, and pupils fail to detect, and hence to set down, the essential statements and the processes employed. (2) Errors in mechanical work, probably due to faulty foundation work and to lack of practice in such foundation work. (3) Too little rapid oral work of sums involving simple mechanical operations."—(*Auckland*.)

"It has been found necessary again to draw teachers' attention to the need for the regular use of speed exercises in the mechanical rules. Unless speed and accuracy in calculation are made in a large measure automatic in the lower classes, much of the time spent in arithmetic in the higher classes must represent waste effort. Where any weakness in this respect is noted, the work of the pupil should be carefully scrutinized to determine the reason for such weakness, and the remedy in the form of further table drill or instruction in the operation should be applied. Careful diagnosis of the nature of the work done is most important. The mere calling-out of the answers by the teacher and the marking of the sums right or wrong by the pupils is insufficient. All written work done should be carefully overlooked by the teacher, and a check made on the method and accuracy of the working. The type of sums set in mental arithmetic is often too varied for one lesson. A large number of examples bearing upon written work to follow will prove much more effective. Tests including all the types previously taught should be given at frequent intervals for revision. Revision of work already taught should be so frequent that it never has to result in the reteaching of the principles and elementary ideas already covered."—(*Wanganui*.)

Geography.—"Geography is, on the whole, one of the best subjects in the primary-school course. It is certainly one of the most interesting for the children, because it is treated rationally by most teachers. The increasing number of classes taken out to the hills and to the beaches shows that teachers are using the best methods. The chief defect, however, in the teaching of geography is the ignorance on the part of the children of their own locality. The senior pupils of some schools do not know the physical features (chief peaks, rivers, and creeks, &c.) of the country in which the school is situated. Where the names are not known it is unlikely that the pupil has traversed the district under good leadership. A child should know and understand his surroundings, as such knowledge

is the only real foundation on which, by comparison, he can build a correct conception of the world beyond his experience. Of all subjects, geography receives the greatest benefit from pictures. The increased use of these in our schools is remarkable. Magazines and educational papers illustrating geography are now seen in most schoolrooms. Extensive use has been made of tourist guide-books, illustrated papers, posters, and labels or advertisements of products, both home and foreign. Projects have been successfully worked; scrap-books and collections of pictures have given the children a real interest in and a better understanding of their work. Teachers are to be congratulated upon the good results in the teaching of geography. Several of the schools in compiling their lists of library books take care to include a number that correlate with the teaching of geography and history, and thus increase the opportunities for undertaking interesting project studies.”—(Wellington.)

“The research or project method has made some headway. We noted some excellent work. A Standard VI engaged in a co-operative project on butter found themselves lured into many by-paths, consulting year-books, extracting from newspapers, collecting pictures and advertisements, compiling statistics, and drawing graphs, sea routes, and maps. . . . We would like to see every class from Standard III upwards attempt some project. In the lower classes, of course, it would comprise chiefly the collection and classification of pictures or specimens to illustrate and amplify talks on a certain topic or topics.”—(Hawke's Bay.)

History.—“In many schools this subject has been treated carefully and on right lines, but the following points still need attention: (1) Better preparation on the part of the teacher; (2) fuller use of the story form in the presentation of the matter; (3) more use of pictures, diagrams, blackboard illustrations, chronological charts, &c.; (4) greater correlation with drawing and handwork; (5) use of blackboard summaries, which might be transcribed when the lesson is finished.”—(Wanganui.)

Class Libraries.—“The advance copies of the new syllabus naturally turned the thoughts of teachers to class libraries, through which they see the only possibility of putting into practice much of its spirit and purpose. If the syllabus has a wider reference and broader aim than its predecessors, the class libraries must fall into line. Their use, too, must take on a definite character not always manifest hitherto. Where there was no differentiation in class-organization, where the classification was accepted as more or less homogeneous, and where experimentation inspired no attempts with group or pair or individual methods, the class library was regarded in the same light as a general library—viz., as a means of entertainment. The necessity for utilizing the class libraries as reference libraries has raised in many quarters the question of adequacy of the present collections of books to meet individual as well as class needs. Several teachers have chosen their books with discretion, and have kept in view not only the demands of the curriculum, but the individual tastes of the children. Unfortunately, this has not been the general practice, too narrow an interpretation having been placed upon the term ‘library.’ The foresight and initiative of those teachers who have established good libraries will be richly compensated when the new syllabus is in full swing. Many libraries, however, will require extension not so much in quantity as in subjects and content. The schools as a whole however, have a long way to go before they are adequately stocked to meet all the demands that the immediate future is likely to make in the matter of wide and varied reading material for all the children.”—(Canterbury.)

Health and Temperance.—“Lessons in health are regularly given, but in many cases there is no definite programme and lessons on ‘fresh air’ and ‘cleanliness’ appear too frequently in many work-books. The increasing attention being given to organized games is a pleasing feature of our schools, and is having a marked effect on the general physique of the children, as well as making a valuable contribution to the development of character. Lessons on temperance appear in the schemes of health lessons, but we are of opinion that the teaching does not receive the attention that its importance demands.”—(Auckland.)

“In all schools the subject of health and moral instruction occupies a definite place on the timetable, although much of the instruction is given incidentally. Temperance is included in all schemes of work. In many schools tooth-brush drill is taken daily, and inspection of hair, hands, &c., is part of the routine. Organization of the lunch period has been carried out in a large number of schools.”—(Wanganui.)

“We are pleased to note increased attention to this important section of the curriculum. A representative of the Junior Red Cross Association has paid regular visits of instruction to a number of Dunedin City schools and to schools in North Otago. The instruction given by this lady has been of an inspiring nature. Interest in matters of health, dietetics, first aid, and home nursing has been stimulated by her visits, while the pupils have produced most creditable work in the form of posters, albums, and illustrated notebooks. It is pleasing to note that schools which have previously introduced tooth-brush drill are still continuing the practice. This is an activity which we should like to see extended. We again point out that many advantages arise from having an ‘organized lunch’ period, and invite all teachers to adopt the practice.”—(Otago.)

“Temperance is, in general, made part of the health course. We have seen schools and classes where the instruction is thorough and effective, but there is no doubt there are some schools where the instruction is of a somewhat perfunctory nature.”—(Otago.)

Vocal Music.—“Singing is showing a gratifying improvement. The influence of the training college and of the articles published in the *Education Gazette* by the Supervisor of School Music is making itself felt. Improvement is especially noticeable in the nature of the songs chosen and in musical appreciation. The gramophone is of great value in the teaching of this subject. More attention might well be given to voice-production exercises, to quality of tone, and to correct enunciation. We note with pleasure that more use is made of singing as a break in school work.”—(Auckland.)

“Singing is improving, though it is still relatively the weak subject of the curriculum. Neither the physical nor the mental attitude of the pupils is, as a rule, correct. Satisfactory results will not be obtained till teachers demand from their singing class that undivided attention seen in successfully

conducted choirs or orchestras. A regrettable feature is the number of young teachers who declare themselves unfitted to take the subject. This, however, should be only an additional reason for concentrating on some other means of developing musical appreciation.”—(*Hawke's Bay*.)

“We noted with pleasure the improvement in the status of music as a subject of the curriculum. It is no longer the Cinderella of former days. It is true that musical instruction as such is still of a somewhat meagre quantity, but there is no doubt that appreciation is being developed through the teaching of a lengthy repertoire of songs. The choice is not always the wisest that could be made, but we have left teachers a free hand in the hope that the fostering of the singing habit will lead to the consummation of our wish to give music its rightful place in the school.”—(*Canterbury*.)

Elementary Science and Nature-study.—“Forestry is meeting with increased attention, particularly in the country schools. Weather or other nature records have been well kept; but these are too often the work of the teacher, and in many cases insufficient deductions have been drawn therefrom. And, though rainfall records have been kept, it is rather surprising to find that the pupils do not know the rainfall of other districts in New Zealand. In fact, one great weakness of science and nature-study teaching lies in this lack of connection between observed facts—experiment or otherwise—and their application to ordinary everyday industry and life. The upper classes could, as part of their project work, gather examples of the application of experiments and of the contrasts between one district and another.”—(*Hawke's Bay*.)

Environment and Equipment of Schools.—“The value of a beautiful environment is being increasingly recognized. More attention is yearly being given to the appearance of school-grounds. In the majority of schools there is ample evidence that outside environment receives careful attention, teachers and pupils alike devoting pleasing care to the upkeep of the flower-garden, and taking a pride in making the surroundings of the school as beautiful as circumstances will permit. During the last few months the wealth of bloom so produced has been a most commendable feature of many of our country schools. Work such as this has a valuable place in the scheme of education, and does much to cultivate in the children a taste for order and beauty which will be reflected in later years in their own homes, and do much to relieve the drabness so often noticeable about the homesteads on the dairy-farms. A meed of praise, too, is due to quite a number of lady teachers in charge of country schools for the state and appearance of the vegetable plots, the care of which constitutes a part of the school curriculum. To provide for outside activities tennis-courts and basketball and football grounds have also been laid down. A greater interest is also being taken by teachers in the appearance of the class-rooms, and the number of unattractive rooms and untidy cupboards is steadily decreasing. On the contrary, the rooms and corridors are bright and cheerful, pictures of good quality and coloured posters adorning the walls. Brackets and ledges display pot-plants and freshly-cut flowers, and frequently from the ceiling of the corridor hang baskets of growing ferns. One notes occasionally a lack of care in connection with the school building; broken windows are allowed to remain, door-knobs are unfixed, and gates and hinges need mending. Many teachers are content to leave these matters to their Committees, whereas most of these minor repairs could be effected by the older boys.”—(*Auckland*.)

“The interior and external environment of the schools continues to receive careful attention and is annually increasing in attractiveness, and at least keeping pace with the growing passion for beauty exhibited by the most progressive industrial concerns and municipalities. In this respect the work of the School Committees cannot be too highly commended: in the fencing and planting of grounds, in the laying-out of gardens, and in the provision of special areas for organized games and physical exercises much valuable work has been done. And this enthusiasm is to be found not only in the towns, but in remote country districts as well. The amount of voluntary taxation imposed for these purposes shows how rapidly parents are outgrowing the conception that the teaching of the three Rs is the only function of the school.”—(*Hawke's Bay*.)

“We have found great variation in the attention given to the cleanliness of schoolrooms and out-offices. In the larger schools no difficulty has arisen in this respect, and the condition of the school premises meets all requirements. In the smaller schools, however, we have found many cases where schoolrooms are dirty and dusty. No difficulty should be allowed to stand in the way of adequate sanitary measures. We have found that among schools where proper attention is given to sanitation there are many in which the teacher has assumed the whole responsibility for the cleaning of the school and outbuildings.”—(*Otago*.)

Physical Instruction.—A new spirit is in evidence in this essential part of school-work. The importance of correct posture and its bearing on general health and fitness has been emphasized, and training introduced to effect improvement. The mere performance of drill is not considered to be all that is required. Folk and country dancing, eurhythmics, and organized games are employed not only as a means of improving the physical condition of the child, but also to secure complete co-ordination of mind and body, and to give the child some controlled outlet for his emotions. A desire to be physically fit and to be quick and graceful in movement must precede any great improvement, and it is the exploitation of this principle that will ensure the greatest advance. In addition to playground activities, swimming and life-saving are receiving increased attention. Apart from its value as an accomplishment, swimming is considered to be one of the best means of physical development, and it is therefore pleasing to note that an increasing number of school-children receive the swimming certificates issued by the various societies interested in this work. As evidence of the actual progress made in swimming, I may quote the following extracts in respect of two districts:—

“Swimming is taught in practically every school which has access to baths or suitable swimming-pools. A number of teachers hold certificates for swimming and life-saving. We again acknowledge our indebtedness to the local branch of Amateur Swimming Association for its practical interest in promoting this branch of recreation. Many teachers continue to sacrifice much of their time to the cause of athletic sports. They deserve unstinted praise for their action. Well-organized associations operate in North Taranaki, South Taranaki, and Ohura.”—(*Taranaki*.)

(1) "Wanganui Centre : During the season 1927-28, 359 merit certificates (880 yards), 368 proficiency (220-880 yards), and 550 learners—a total of 1,277—were distributed among forty-one schools, as compared with 785 awarded in the previous season to nineteen schools. Five schools gained the special certificates issued when over 51 per cent. of the school roll gain certificates. The increase in the numbers was due largely to the interest taken by country-school teachers. The local branch of the Royal Life-saving Society made the following awards : Diploma, 2 ; award of merit, 20 ; honorary instructors, 25 ; teacher's, 68 ; bronze medallion, 71 ; proficiency, 167 ; elementary, 196 ; primary schools, 14—a total of 563. Many local schools issue their own learner's certificates to those children who are able to swim across the baths. These greatly encourage the learning of swimming.

(2) "Manawatu Centre : The season 1927-28 has been an exceptionally good one, owing mainly to the continued warm weather during the summer months and to the fact that summer time gave the children additional opportunities of being in the water. In all schools with swimming facilities learners have received special attention. The certificates issued were as follows : Learners', 424 ; proficiency, 247 ; merit, 237—a total of 908 from twenty-two schools. The local branch of the Royal Life-saving Society made the following awards to the primary schools : Elementary certificates, 56 ; proficiency certificates, 5 ; bronze medallion, 3 ; honorary teacher's certificate, 11 ; award of merit, 1—a total of 76 certificates. The thanks of the community are due to the teachers and the societies with which they have co-operated for the splendid progress in swimming that has been the result of their interest and enthusiasm."—(*Wanganui*.)

With the object of effecting further improvement in the work of physical education it is proposed to increase the facilities for instruction of students in physical education in the training colleges, to continue the training of specialists, to afford the staff of physical instructors an opportunity of receiving further instruction in underlying principles, to provide instruction for teachers at refresher courses or summer schools, and to increase the time to be devoted each day to this work in the primary schools. The Inspectors' reports indicate an increased interest in this work, and the attainment of a very satisfactory state of efficiency.

"The ordinary Swedish drill is nearly always well done, but in some schools this phase of school activity is at times neglected in favour of other subjects, and on very slight pretexts. It is rare, indeed, to meet a teacher who has a 'wet day' drill programme. Only regular and systematic instruction will produce the maximum benefit. Folk-dancing is becoming popular, and is a delightful part of the physical training. At present an effort is being made to improve the posture of the children. Bad posture may be, and is, induced by causes outside the school. But one cause within the school is the amount of desk-work taken. When it is remembered that the primary child spends four hours a day for five days a week for eight years of its life seated in a desk, as often as not unsuitable, ill effects are not altogether to be wondered at. The subject is sufficiently important to warrant special investigation."—(*Auckland*.)

Drawing and Handwork.—"Drawing is distinctly better, and in a fair number of schools excellent work is done. Light and shade work is making substantial progress. In colour work some fine sketches in pastel are produced. There has been a tendency in some schools to drop paints in favour of crayons ; but whereas such a policy is probably wise up to Standard III and Standard IV, it is only through the exercise of very considerable skill that worthy crayon work can be produced after this stage. The ordinary crayon does not admit of a sufficiently high degree of artistry after Standard V is reached. Here paints or good pastels are necessary. The weakness at this stage lies in the failure to demand a sufficiently high standard of execution. Skill in perspective work or sketching is extending, some very creditable work in light and shade being done. There is also evident a wider treatment of this subject ; a greater variety of types is essayed. In all but a few schools, however, all the pupils are kept to the one type of drawing. In the city schools especially there should be more opportunities for the pupils to pursue their own particular bent. Thus, in a large class, some could work in pencil, others in pastel, and others in paint or ink. Some might prefer nature work and others the perspective of fashioned objects within or without the schoolroom. In one school some very interesting block printing has been done. We are glad to notice in geometrical drawing the increasing use of flat tinting, and the immediate application of such geometrical problems to design in colour."—(*Hawke's Bay*.)

"We are pleased to note improvement on the whole, though there are not wanting classes and schools where little appears to have been achieved. The neglect of colour work previously reported is now disappearing. The value of this class of work is being more widely recognized, with a corresponding increase in its practice in the schools. We are somewhat troubled about the use of drawing as a means of expression as distinct from the graphic representation of given objects. There seem to be two extremes in this work—one where almost nothing is done ; the other where almost nothing else is done, many of the exercises being of a rather burlesque character. The suggestions contained in the Drawing Appendix to the new Syllabus should help teachers to overcome weaknesses in this subject."—(*Otago*.)

Handwork : "Good work is still being done by pupils who attend classes at manual-training centres. There is much variation, however, and no little indefiniteness in a great deal of the work presented by pupils above Standard II other than those mentioned above. We have stressed two points in this connection. In the first place, we have required that there should be a definite progressive course of work of a constructive and creative character ; in the second place, we have tried to impress teachers with the value of handwork as a means of instruction."—(*Otago*.)

Special Classes.—There are now in operation twenty-six special classes for children who are unable to make satisfactory progress in the subjects of the primary-school curriculum. An additional supervisor has been appointed, and with her assistance the work of surveying the field and establishing classes is proceeding in a satisfactory manner. The teachers engaged in special-class work have received special training for the work, and, without exception, are capable and enthusiastic. The

curriculum is adapted to meet the needs of the individual. The main objective of the work is to cultivate whatever skill or aptitude the child has, in order to fit him for some occupation; and, in addition to this, no efforts are spared to develop in each child a spirit of independence, self-respect, and industry. The tangible results of the work are very fine. The leather-work, basketry, and other forms of hand-work bear testimony to the excellence of the methods in use. In order to ensure the well-being of ex-pupils of special classes, associations of voluntary workers are being formed in the larger centres, and, under their direction, investigations are being made to ascertain what avenues of employment are open to these children, and what is able to be done in affording them effective guidance and help through the most critical years of their lives.

Retardation (Retardates and Accelerates).—"We expect that the introduction of the new syllabus will have the effect of encouraging teachers to promote pupils in their strong subjects, and we hope that pupils will no longer be made to mark time in the English subjects until the arithmetic is brought up to what has been regarded as the corresponding standard. So far as the bright pupils are concerned, we are of opinion that the best time for these to cover two years' work in one year is generally in the classes up to Standard IV, not in Standard V. As the course in Standard V-Standard VI has been enriched, it is well worth while for a pupil to spend two years on that part of the programme, which from its cultural character may fairly be considered to be essentially secondary education. It should often be possible for a bright pupil, however, to finish in one year the work—e.g., of Standard I and Standard II, or of Standard III and Standard IV—and thus to commence secondary work a year earlier than the average. As a result of the introduction of the new syllabus, we hope to see, on the one hand, an elimination of avoidable cases of retardation, and, on the other, a definite acceleration of the progress of the brightest pupils."—(*Canterbury*.)

"A considerable amount of retardation is still apparent—quite enough, indeed, to call for the continuation of the measures already adopted. We are pleased to record, however, that the steps taken by the teachers have resulted in an appreciable reduction in practically all classes and over the district as a whole."—(*Otago*.)

Probationers.—"Probationers are now coming forward much better equipped as regards attainments for their work as junior teachers. A corresponding advance is noticeable in the teaching ability which they display early in their careers. Most of them make quite a pleasing appearance in front of a class, and present their lessons in workmanlike style. As a majority are fully or almost fully qualified by examination for entrance to the training college before they enter upon their probationership, the task of coaching them for their examinations is a comparatively easy one for the head teachers under whom they are placed. Consequently it is reasonable to expect these head teachers to devote special attention to instructing their probationers in the art and practice of school method. This, we regret to notice, is not always conscientiously done, and we not infrequently have to draw attention to the fact that an insufficient number of special lessons has been given by the probationers during their teaching year."—(*Auckland*.)

District High Schools.—"The secondary department of district high schools continue to render effective service. The steadily increasing roll number is sufficient evidence of the appreciation with which the courses of study provided are regarded in the rural centres where the schools are situated.

... We have found no lack of enthusiasm in the young ex-trainees who elect to take up secondary work, but we have found a decided lack of ability to teach successfully the subjects of the post-proficiency courses. The first year is, unfortunately, too often spent in groping for experience at the expense of the pupils, most of whom have just left the hands of the most highly skilled teachers in the primary schools. This undoubtedly accounts for the fact that in their first year in the secondary department the pupils often appear to make little progress, and cases are not unknown where the work has in certain respects deteriorated. The larger and better-staffed schools are finding little difficulty in introducing the diversified courses of instruction. In a number a threefold course is provided—a professional, a general, and a commercial; but these are not rigidly adhered to, every endeavour being made to cater for the individual needs of the pupils. Admirable as this may be within limits, it is necessary to sound a warning note. Occasionally this desire to accommodate individuals has led to a complexity of organization, resulting in a diffusion of teaching-power that cannot make for effectiveness. Where there is more than one teacher on the staff the desirability of utilizing to the full the special aptitudes of the teachers has been impressed. Much of the success of our larger schools is due to the successful operation of this system of specialization."—(*Auckland*.)

"In nearly all the secondary departments commercial courses were instituted during the year 1928. At Levin the large numbers of pupils desiring instruction in book-keeping, typewriting, and shorthand warranted the appointment of an assistant with special qualifications. The parents in country districts appear to view this course as having visible practical value."—(*Wellington*.)

"The rural course is taught in all country district high schools. Where there are two secondary assistants a certain amount of specialization is being introduced, and in several schools commercial subjects are being added to the curriculum. In some cases outside teachers have been appointed to take these subjects. This is not an ideal arrangement, as the discipline is sometimes unsatisfactory and the best efforts of the pupils are not secured. It is to be hoped that the secondary teachers will endeavour to equip themselves to give instruction in these subjects. It is gratifying to find that in some schools the curriculum has been enriched by the inclusion of such æsthetic subjects as drawing and singing."—(*Otago*.)

I have, &c.,

WILLIAM W. BIRD,

Chief Inspector of Primary Schools.

The Director of Education, Wellington.

APPENDIX B.

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

I. REPORTS.

AUCKLAND.

SIR,—

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 1928:—

Board.—During the year one change took place in the personnel of the Board, Mr. J. Primrose being elected as member for the West Ward of the Rural Area in place of Mr. J. Patterson. The Board met 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 twelve.

Executive Committee.—The executive Committee consists of the Chairman (Mr. A. Burns), and Messrs. G. Brownlee, W. J. Campbell, J. P. McPhail, and T. U. Wells. The executive continues to deal with questions of finance in general and urgent matters that arise during the interval between the meetings of the Board. The Executive Committee meets regularly each Friday. During the year fifty-one meetings of the executive were held.

Schools.—During the year the following schools were opened: Buckland Road, Huia Valley, Kaniwhaniwha, Kohekohe, Lake Rotoma, Netherby, Ohuka Station, Okaharau, Omokoroa No. 2, Oparaku, Paihia, Paramata Valley, Te Henga, Te Werenga, Waipoua Forest. The following schools were closed: Amodeo Bay No. 1, Awakaponga, Eden Park Model, Falls Camp, Horahora Rapids, Kawau, Marsden Point, Moechau, Nelson Street, Otaikaronga, Rangitoto Island, Rotoehu, Rotopotaka, Tangowahine Valley, Te Rerenga, Wiltedown.

Buildings.—During the year ten new schools were built and twenty-five schools were enlarged. In order to meet the cases of emergency four temporary buildings were erected. Four schools were remodelled.

Accommodation.—The Board wishes to acknowledge the grants authorized during the year for the erection of new school buildings, and for the enlargement of existing school buildings which were overcrowded. The Board hopes, however, that the urgent cases which were deferred pending the determining of the new policy concerning post-primary education will be dealt with at an early date. The Board wishes to again emphasize the necessity for the erection of school buildings in a very large number of districts where halls or other privately-owned buildings are still being used for school purposes, especially where the settlements are permanent. In many other cases the buildings are most unsuited for school accommodation.

The Board is still experiencing the greatest difficulty in staffing many of the rural schools, owing to the lack of suitable accommodation for the teachers. The Board hopes that in future the Minister will be able to increase the number of grants for the erection of teachers' residences at country schools, particularly in those of Grades 3A and upwards. In the Auckland District very few residences attached to schools are now unoccupied by teachers. The Board has adopted a policy of declining to grant permission to teachers to let residences.

Finance.—The income for the year ended 31st December, 1928, totalled £836,312 12s. 7d., and the expenditure £826,607 12s. 8d.

District High Schools.—Reports of Inspectors show that most of the secondary departments of district high schools are in a high state of efficiency. The results of the annual examinations of pupils of secondary departments continue to be highly gratifying. At the end of the year seventy-one pupils of district high schools obtained full passes in the Matriculation Examination, 273 gained senior free places, five obtained full passes for the whole of the Teachers' D Certificate Examination. The Board again wishes to place on record its appreciation of the good work in the district high schools, due to the efficient staffs and to the interest and guidance given by the Inspectors. The provision for the introduction of commercial education into such schools has been largely availed of. The value of district high schools in rural districts cannot be overestimated, and each year shows an increasing number of children attending them.

Junior High Schools.—The three junior high schools in the Auckland District continue to do good work. In the cases of Matamata and Northcote the Board desires to urge that the numbers of members on the Committees be increased by the election of two members by the parents of the pupils.

Subsidies.—During the year the School Committees of the Auckland Education District raised approximately £6,000 for the establishment of libraries and for improvements to the school-grounds. The raising of so large a sum clearly shows the keen interest taken by the Committees and parents in their schools.

Staffing of Schools.—The number of uncertificated teachers now employed is very small, and it is expected that in the near future none at all will be employed, except in the case of small aided schools. The Board wishes to express its thanks for the adoption of the recommendation for schools to be graded on the attendances for the year ending 30th September. The amendment has greatly facilitated the staffing of schools at the beginning of the year. The Board desires to point out the serious position that has arisen in the last few years in reference to the unemployment of ex-students of the training college. The Board hopes that means will be devised so as to ensure that students be given permanent employment immediately after they have completed their course of training.

Married Women Teachers.—The Board desires to again ask that discretionary power be given to Boards in the matter of the employment of married women teachers. It is the opinion of the Board that it should have the right to decline applications from teachers whose husbands are in a position to support them, especially when there is so much unemployment in the teaching service. The interests of other teachers whose circumstances necessitated their employment would, of course, be safeguarded.

Medical and Dental Inspection of Schools.—The Board has placed on record its high appreciation of the work of medical and dental officers in the primary schools in this district. Their services must prove of lasting benefit to the children. The Board desires to urge that the needs of rural districts where no dentists are available be seriously considered by the authorities. The Board recommends that additional dental clinics be established and the extension of the travelling-dental-officers system. The travelling dental officer in the North Auckland District has done very fine work in his area, and very gratifying reports have been received from the Committees and parents of schools attended by him.

Organizing Teachers.—The efforts of the two organizing teachers employed in the Auckland District have greatly improved the standard of work in rural schools, and the Board asks that their services be retained.

“Adopted” Schools.—The scheme of adopted schools has been continued, and has proved to be of very great benefit to teachers who are at a disadvantage in being employed in outlying districts.

Special Classes for Retarded Children.—An investigation of Auckland city and suburban schools, made by the Supervisor of Special Classes, showed the necessity for provision to be made for the establishment of additional classes for the tuition of retarded children. The Board is pleased to report that further classes have recently been established at the Onehunga and Richmond Road Schools.

Conveyance to Schools.—The Board desires to renew its application for an increase in the regulation allowance for the conveyance of children to schools. In many cases that allowance has been insufficient, and the Board has been compelled to contribute largely towards the cost.

General.—The Board desires to again place on record its appreciation of the sympathetic consideration given by the Minister and the Department to the representations made by the Board. The Board cannot but express satisfaction with the cordial relations existing between the Board, the School Committees, the teachers, and the Education Department. The School Committees have continued to show the greatest interest in all school matters pertaining to the welfare of the schools under their jurisdiction. The teachers have done the utmost for the pupils under their care. The Board desires to thank the officers of the Department for the courtesy and attention received in connection with the many requests submitted during the year. The Board appreciates the periodical visits of the departmental officers, and hopes that arrangements can be made for more frequent visits to be paid in future. Such visits can only prove of great benefit. The Board wishes to acknowledge the co-operation of the Senior Inspector and his colleagues, and thanks them for their assistance in promoting the educational welfare of this district.

I have, &c.,

ARCH. BURNS, Chairman of Board.

The Hon. the Minister of Education, Wellington.

TARANAKI.

SIR,—

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 on our proceedings during the year 1928 :—

Board Members.—At the biennial election which took place on 18th July, 1928, the Rev. Canon J. L. A. Kayll was re-elected for the Central Ward, and Mr. P. J. H. White and Mr. A. Lees were returned unopposed for the North and South Wards respectively, and Mr. W. H. Jones was elected a member for the Urban District of New Plymouth. Twelve ordinary meetings and one special meeting of the Board were held during the year, and individual members have expended much time in journeying to various parts of the district to report upon matters of administration.

Schools.—The following schools were opened during the year: Mohakatino and Patua (Grade O schools); and Astwood Household, Waikiri (Grade O); Mangakara (31st December), Hurimoana (31st December), and Waitewhena (Grade O) were closed.

Organizing Teachers.—The Board is constantly hearing from parents and others expressions in terms of the highest approbation of the value of the mature experience and wise influence upon the work of country schools of the organizing teachers. Given wider powers and placed in charge of all the schools in a definite area, this popular and efficacious service could quite easily, without

additional cost to the State, greatly reduce the work of the Inspectors. My Board likens the organizing teachers to headmasters in charge of a number of side-schools for whose welfare they are responsible, and the present high standard of efficiency in the small country schools in the remote parts of Taranaki is attributed in no small degree to their valuable advice and assistance.

Official Visits.—On the 1st February the Hon. Mr. R. A. Wright, as Minister of Education, visited New Plymouth and discussed with the Board matters relating to unemployed teachers, accommodation, septic-tank systems in schools, agricultural instruction, and finances.

Administration.—A statement of the Board's income and expenditure is attached and shows—

				£	s.	d.
Credit on all accounts brought forward, 1927	..	..	..	5,990	6	11
Receipts from all sources, 1928	..	..	..	159,526	5	6
Total	..	..	..	165,516	12	5
Total expenditure and disbursements, 1928	..	..	..	162,089	18	10
Leaving a credit on all accounts on 31st December, 1928, of	..	..	..	£3,426	13	7

During the year my Board has been greatly exercised by the growing tendency towards centralization of administration in the Department. There are yearly a growing number of Orders in Council and Regulations, and the Education Act of 1914 has now become so complicated that an early effort to consolidate the Act is most urgent. The appointment of teachers has undoubtedly become over-regulated, and as a result many useless changes take place in schools, which not only create unrest among the parents and Committees but adversely affect the education of the children. Boards are convinced that if they were given more discretionary powers in the appointment of teachers many unsuitable appointments could be prevented.

Buildings.—Generally, the condition of the school buildings in Taranaki is satisfactory. There are still six or seven schools of the old type, built in the later "eighties," and it is my Board's wish to have these replaced by buildings of a modern type. On 11th October, the Ngaere School was totally destroyed by fire. The fire occurred during school hours, and but for the prompt action of teachers the results may have been much more serious. On the 31st December there were 162 school buildings belonging to the Board, and twelve for which either a rental was paid or, being household schools, no rental was paid. There were seventy-eight teachers' residences, of which seven were not occupied by the teacher, and ninety-three schools without residences attached.

Scholarships.—The Bayly Memorial Scholarship, of £10, for athletics, was won by Bruce Fisher, of Stratford School. There were thirty-seven entries. The Cuthbert Shield, awarded to schools of Grade 3A and upwards, for arrangement and care of school-grounds, was won by Lower Mangorei. The Tisch Shield, awarded to schools below Grade 3A for arrangement and care of school-grounds, was won by Kiore.

Manual Instruction.—The expenditure on elementary handwork and manual instruction is now approximately £6,288 per year, or 11s. 7d. per unit in average attendance. The standard-class pupils in all schools are taught some form of handwork and agricultural science. In Standard V and Standard VI 967 boys are taught woodwork, and 827 girls cookery, and at those schools in sole charge of a male teacher thirty-seven sewing mistresses have been engaged.

Boys' and Girls' Agricultural Clubs.—It is pleasing to note that this work is increasing, and the Boards' thanks are due to the Agriculture Department and many well-known farmers in the district for their hearty co-operation.

Medical Inspection.—Under the existing arrangements, where the Medical Officer of Health also acts as School Medical Officer, we now find much better co-ordination of health and educational activities in this district. Dr. McCreedy presents the Board each month with a report upon the schools visited by his Department, and the Board is grateful for many valuable suggestions and recommendations. As a result, circulars have been sent to Committees, impressing the importance of daily attendance to the school sanitation, &c., to teachers, in reference to cleanliness, clothing, and lunches of pupils. Not always can the Board give immediate effect to the Doctor's recommendations, but they are held for attention.

Physical Instruction.—The instructor provided by the Department for this district is assisted, so far as certain schools are concerned, by the organizing teachers. Reports upon the schools visited are submitted to the Board monthly, and in a number of cases the reports have warranted a special note of commendation for the good quality of work.

Dental Clinics.—There are now clinics at New Plymouth, Stratford, Eltham, and Hawera. Where possible, the five nurses extend their work from the centres to include junior pupils attending neighbouring schools. It seems, however, a great pity that this service cannot be further extended to include the remote schools, such as Ohura.

Conveyance of Children.—This service is of great benefit to children residing some distance from school, but my Board is of opinion that the allowance should be extended to include payment of horse-back allowance to children who ride over two miles to a school. Approximately 280 children travel by conveyance to school, for which a grant of 6d. per return trip is made; 170 travel by school buses under contract; and boarding allowance is paid in respect to seventeen children. Approximately 500 children were also conveyed to manual-training centres, at a cost of £508. The aggregate cost of these services was approximately £2,905.

Subsidies.—The sum of £1,852 has been raised during the year by voluntary contributions, social evenings, &c., upon which a subsidy has been paid by the Department.

In conclusion, I wish to again express my Board's appreciation of the hearty co-operation of School Committees in the local administration of education. By their willing help many of the schools have become delightful centres of the social life in the district. A number of school-grounds have been so cultivated and planted out with lawns, and trees, and shrubs that they have been transformed into a park-like appearance, giving an ideal environment for a school. Many Committees, by voluntary efforts, have raised comparatively large sums of money in order to provide septic-tank systems, libraries, improved playing-areas, and facilities, and it is pleasing indeed to note that their relations with the Board have been most cordial.

To you, sir, my Board has already conveyed its felicitation upon your taking up the reins of office. We feel that you appreciate that Education Boards have their difficulties, and that we may confidently look to you for help in our service in the interests of the child.

I have, &c.,
S. G. SMITH, Chairman.

The Hon. the Minister of Education, Wellington.

WANGANUI.

SIR,—

I have the honour to submit the following report on the proceedings of the Board for the year ending 31st December, 1928 :—

Board.—Early in the year Mr. D. W. Low, one of the members for the Palmerston North Urban Area, resigned from the Board, the vacancy being filled by the election of Mr. M. H. Oram. Although Mr. Low was a member for only a short period, he evinced keen interest in the work, and his retirement on account of ill health was regretted. At the biennial election, which took place on the 18th July, 1928, Mr. W. Adams was re-elected for the North Ward; Mr. J. S. Tingey was elected for the South Ward; Mr. A. S. Coleman was elected for the West Ward; Mr. W. S. Woodroffe was re-elected for the Palmerston North Urban Area; and Mr. W. A. Collins was elected for the Wanganui Urban Area. Mr. W. A. Collins was re-elected Chairman. Mr. H. McIntyre, who was a representative of the South Ward for many years, did not seek re-election. It was with regret the Board learned of Mr. McIntyre's decision to retire. His long experience in educational and legal affairs, and his outstanding ability, made him a valued member of the Board, and the district owes much to him. Mr. A. Hickford, who was elected in 1927 as a representative of the Wanganui Urban Area in place of Mr. W. W. Hedges, who resigned, did not seek re-election. At an election held on the 28th August, 1928, Mr. R. Dukeson was elected for the North Ward to fill the vacancy caused by the death of Mr. A. J. Joblin.

Schools and Attendance.—New schools were opened at Milson's Line (Palmerston North), Middle Road, Tunanui Road, Murumuru, Waitahinga, and Tuha. The school at Karioi was taken over from the Native Schools Branch of the Education Department. The Otiranui Road, Pukekaha, Taoroa, and Tauangatutu Schools were closed during the year.

Efficiency of the Schools.—The report of the Inspectors shows that the estimated efficiency of the schools was as follows: Good to very good, 87; very fair, 95; fair, 21; and weak, 1. This is a distinct advance over the previous year, and the position can be regarded as highly satisfactory.

"Adopted" Schools.—The system of adopted schools has been continued throughout the year, with excellent results. The thanks of the Board are due to the teachers concerned, to whose enthusiasm the success attained is largely due.

Organizing Teacher.—The work of the organizing teacher is of a very valuable nature, and is doing a great deal to improve the efficiency of many of the smaller schools in charge of teachers with little experience. The Board's organizing teacher, Mr. T. B. Haydon, has rendered excellent service in this direction, both by means of periodical visits to the schools allotted to him and, in the case of certain Grade 0 schools situated in remote districts, by correspondence.

Conveyance and Board of Children.—The total expenditure for conveyance and board allowances was £2,327 5s. 11d. The average number of children conveyed was 368, in attendance at forty-three schools, and the average number of children for whom boarding allowance was paid was fifty, in attendance at twenty-one schools. The above amount is made up as follows :—

	£	s.	d.
Special grants approved for conveyance of children to six schools	848	5	3
Conveyance allowances, at usual rates	1,052	0	8
Boarding-allowances	427	0	0
	<u>£2,327</u>	<u>5</u>	<u>11</u>

Voluntary Contributions.—Voluntary contributions received during the year totalled £1,984 15s. 9d. The main purposes of the contributions were the improvement of buildings and grounds, the purchase of new sites and additional land, the installation of septic tanks, the purchase of pianos, gramophones and records, pictures and special equipment, and the establishment and enlargement of school libraries.

Health of Children.—During the year we had the usual epidemics of influenza, measles, whooping-cough, mumps, and chicken-pox, and the attendance at the majority of the schools was seriously affected. The eighth annual health camp was held in November and December. One hundred

and eleven children were taken into camp. Mr. and Mrs. B. P. Lethbridge again placed their beautiful grounds at the Board's disposal. Mr. Lethbridge erected, at his own cost, a number of hutments as sleeping-quarters for the children, and during wet weather these were much appreciated. Once again the Board desires to place on record its deep appreciation of the generosity of Mr. and Mrs. Lethbridge, without whose interest and assistance the holding of these camps would not be possible. To Dr. Elizabeth Gunn and her assistants praise is due for the admirable manner in which the camp was carried on, and the way in which they stuck to their task during adverse weather conditions. Voluntary contributions in cash towards the expenses of the camp totalled £205 10s. 1d., and, in addition, liberal donations of foodstuffs were received. To all donors the Board tenders its thanks.

Physical Education.—The reports of the Inspectors indicate that the standard of physical instruction has definitely advanced during the past year. A number of half-day refresher classes for teachers were held by the physical instructor, and it is felt that by this means the teachers in many of the country schools to which it is impossible for the physical instructor to pay regular visits have been enabled to acquire a greater conception of the value of this important branch of school-work.

Teachers' Refresher Course.—A teachers' refresher course was held at Wanganui during the last week of the May holidays. The subjects dealt with were music, drawing, school hygiene, geography, agriculture and nature-study, and physical instruction. The course, which was attended by nearly two hundred teachers, was highly successful, and the thanks of the Board are extended to the lecturers and instructors, whose able handling of the subjects allotted to them went far towards bringing about the success achieved.

Buildings and Sites.—New schools were erected at Milson's Line (Palmerston North), Makokomiko Valley, and Waipuna. A new building for the accommodation of the secondary pupils, and for Manual classes in cookery and woodwork, was erected at Foxton. A building handed over by the settlers at Murumuru was converted for use as a school. During the year the Marohema School was totally destroyed by fire. This was replaced by the removal to the site at Marohema of the Taumatatahi School, which had been closed for some years and was unlikely to be again required in the locality. Additions were made to the Ashhurst, Durie Hill, Horopito, Hokowhitu, Lytton Street, Newbury, Tokorangi, Tawhero, Wangaehu, Wanganui East, and Westmere Schools. The Castlecliff School was remodelled and enlarged. Remodelling-work was also carried out at the Ohakea and Otairi Schools. A considerable amount of maintenance-work was carried out during the year, including various improvements, comprising the lining of school-porches, provision of improved lighting in class-rooms, &c.

An exceptionally busy year was experienced at the Board's workshop, which was employed to full capacity throughout the year. The gross turnover was £5,164, as compared with £3,367 for the year 1927. The value of the furniture manufactured and issued to schools during the year was £2,217, being an increase of £467 over the previous year.

New sites were acquired at Clydesdale and Milson's Line (Palmerston North). A site was donated at Foxton for the new secondary and manual-training building, and at Otairi the site and the school building (which was originally erected by one of the settlers) were handed over to the Board. The Board's gratitude is extended to the donors.

Finance.—The annual financial statements are attached hereto. After allowing for cash assets and liabilities the net credit balance at the end of the year was £1,621 15s. 8d.

General.—I wish to convey the Board's thanks to members of School Committees for the interest they have displayed in the welfare of their schools, and for their readiness at all times to co-operate with the Board in carrying out improvements to school property; and to the teachers for the loyal manner in which they have performed their duties.

In conclusion, I would like to convey to the Minister and the officials of the Department my appreciation of the courteous attention given to the Board's requirements.

I have, &c.,

W. A. COLLINS, Chairman.

The Hon. the Minister of Education, Wellington.

HAWKE'S BAY.

SIR,—

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 on its proceedings for the year 1928:—

The Board.—The only change in the personnel during the year was occasioned by the death of Mr. R. P. Soundy, who had been a member of the Board for eleven years. The Board has placed on record its appreciation of the long and valuable services rendered to education by Mr. Soundy in varying capacities. Mr. H. S. M. Quigley was elected to fill the vacancy.

Finance.—The credit cash balance on all accounts at the 31st December, 1928, was £6,392 3s. 4d. Full details under the various headings will be found in the accounts attached hereto. The cost of general administration in 1928 was 5·71s. per pupil in yearly average attendance. It must be stated in this connection that this cost includes administration charges in respect of the Board's workshop and the manual and technical side, to neither of which branch has any special officer been appointed, nor is any special payment or allowance made for services rendered by the Board's staff.

Attendance.—The low percentages of attendance were due to epidemic sickness. For several years past school attendances have been similarly affected by sickness, and it has been thoroughly demonstrated how unreliable and unsatisfactory the average attendance is as a basis for the grading and staffing of schools. Under normal conditions the average attendance is about 91 to 91·5 per cent. of the roll for all schools in the district. In the larger schools it reaches 92 plus per cent. In no quarter in 1927 or 1928 did the percentage exceed 91. In the first quarter of 1927 it reached 90·3 per cent., but since then 90 per cent. has not been reached, the percentages being 88·4, 86·8, 87, 89·8, 89·1, 87·1, and 89·1. It is overwhelmingly obvious that the provisions of the regulations which are intended to enable adjustment of yearly average attendances by the elimination of two quarters in one year are totally inadequate to meet satisfactorily the conditions of sickness existing over an extended period. There have been no quarters' attendances on which to calculate a yearly average attendance which would approximate the normal figure under normal conditions. In 1928, for example, no percentage of attendance higher than 89·8 was reached, and as a corollary the yearly average attendances fixed for grading and staffing of the schools for 1929 are only on the average approximately 89·5 of the roll number, instead of the normal 91 to 91·5. A drop of 1 or 2 per cent. does not seem very much when expressed merely as a unit of percentage, but it makes all the difference to many schools—it adversely affects the grading and staffing, and in schools of Grades I to VI it reduces the salaries payable. The inherent defects of the present system are clearly and definitely discernible. These defects have been recognized for years, yet the efforts of Education Boards and others in pressing for the substitution of the average roll as the basis for staffing and grading of schools have so far failed. The Board trusts that in the overhaul of the regulations and the proposed consolidation of the Education Act this reform will be made during the current year.

Schools.—Five household schools were opened and seven closed. The school in the Board's building at Flemington was closed, and the school at Waitahora was temporarily closed at the end of the year.

Refresher Course.—A large number of teachers attended a course at Napier during the first term vacation, and, from the keenness displayed, there is every reason to think that considerable benefit will accrue to both teachers and scholars from the interest and instructive lectures given.

District High Schools.—At the end of the year there were six district high schools in operation. In addition, there was a Standard VII class, with a roll of nineteen, under a special assistant at Norsewood. Rural-course instruction has been given as in previous years, and every encouragement is given to pupils to proceed to the full length of their secondary education. Science work is conducted on sound lines, and all the secondary departments have the benefit of the advice and assistance of the Board's agriculture instructors. Further expansion was effected in the provision of much-needed accommodation for secondary departments by the erection of a separate building at Te Karaka District High School on a plan similar to that built at Wairoa in the previous year. This provision has been very keenly appreciated by parents, scholars, and teachers alike.

Manual and Technical Instruction.—Classes in elementary handwork were conducted in all schools. It is noted with pleasure that your Department proposes to increase the range of schools to which kindergarten material may be supplied. Modern methods of instruction have for a considerable period demanded this extension, and it is satisfactory to record that the limitation hitherto imposed on the scope of teachers' work in the smaller schools will to a great extent be removed by the enlargement of scale of supply.

Commercial Instruction.—The institution of instruction in commercial subjects to the secondary pupils of district high schools has unquestionably proved of very material benefit. Five schools have established classes in book-keeping, shorthand, and typewriting. In the case of the remaining school it was not found possible to procure the services of an instructor. Advantage has been freely taken of purchasing typewriters by means of subsidy on voluntary contributions, and it should not be long before every secondary department is adequately equipped.

Medical Inspection.—The reports of the School Medical Officers show that the general improvement noted in previous years in the standard of cleanliness amongst the children, and also in their dietary and general well-being, has been maintained. The teaching staffs co-operate heartily in this important branch of school activities. During the year the Health Department divided the district, and a second Second School Medical Officer has now taken charge of the work in the schools in the Poverty Bay and East Coast areas.

Special Classes.—Opportunity classes have been conducted in Napier and Hastings. The classes have proved of great benefit to the less fortunate children who are not capable of benefiting by instruction in the ordinary school classes. The number of children in these two classes at the end of the year was thirty-one. Applications for the institution of these classes in other centres are now under consideration. An experiment was conducted early in the year in the establishment of a health camp at Puketitiri for these children, under the ægis of the School Medical Officer, and although the weather was unpropitious for the greater part of the period it is felt that a good deal of benefit accrued to the children. The thanks of the Board are due to your Department, the Health Department, the Defence Department, and to citizens of Napier and Hastings for generous assistance in cash and in kind, which contributed greatly to the success of the camp.

Conveyance and Board of School-children.—At the end of the year the number of children in respect of whom allowance was paid (excluding those conveyed on the railways) was as follows:—

					1927.	1928.
Conveyance allowance	..	..	..	..	619	768
Horseback allowance	..	..	..	..	21	21
Board allowance	..	..	..	..	109	119
					749	908

The total expenditure on the above services in 1928 was £6,202 18s. 2d., compared with £4,901 18s. 3d. in 1927. These figures indicate a further considerable extension in this service. New conveyances have been instituted in various localities to avoid the establishment of new schools of Grade I or Grade II. Several other schemes for consolidation involving the closing of certain schools and the conveyance of the children to centralized schools are now under consideration. The benefits derived from consolidation are outstanding in existing cases in this district, and the Board strongly supports a vigorous prosecution of the policy in this direction.

Buildings, &c.—The Board's building programme again suffered some curtailment owing to the financial stringency, and so far it has not been possible to obtain grants for any of the three rebuilding proposals which have been on the Board's list of works for quite a number of years. These proposals have been strongly advocated for a considerable time, and the Board sincerely hopes that an effort will be made to carry out at least one of these long-delayed works during the current financial year. New schools were erected at East Cape and Tarawera; additions were made to schools at Kaiwaka, Kotemaori (railway-camp), Parkvale (fresh-air room), Porangahau, and Puketitiri; the rebuilding of Makituku School, which had been destroyed by fire, and the additions at Mahora to replace portable buildings, were both completed; and the erection of a new building for the secondary department at Te Karaka and certain remodelling at Woodville satisfied a much-needed requirement in respect of accommodation at both these schools. Partial remodelling was also carried out at Clive School. The Board acquired a building from the Public Works Department to replace temporary school premises used at Rere. The portable residence at Ruaroa was dismantled, transported to Waikatea, and re-erected there, and a start was made at the end of the year with a new school for Mangarube Valley.

With the exception of two works, the Board's workshop staff erected all the buildings comprised in the programme of new schools and additions outlined above, and also carried out a good deal of country maintenance-work. In addition to usual school joinery and desks for new buildings and increased enrolments, the workshop supplied 190 dual desks for replacement of long desks and forms.

The additional fresh-air room erected at Parkvale was of a different type from the one already existing at this school. The conditions in each of these fresh-air class-rooms and in the main class-rooms are being carefully recorded for comparative purposes, with a view to assisting the Board to determine its policy in this matter, and also to assist in ascertaining the most suitable type of fresh-air building for this district.

Subsidies on Voluntary Contributions.—During the year the sum of £2,301 15s. 9d., as compared with £1,771 7s. 7d. in 1927, was raised by School Committees and subsidized by the Government for the purposes specified in the regulations. This is the largest sum ever raised in one year, and indicates in a convincing manner that School Committees continue to take a great interest in effecting improvements to their schools in directions for which funds are not directly provided by the Board or by the Department.

General.—The Board desires to record its appreciation of the work done by School Committees during the year, and of their co-operation with the Board and the teachers in all matters for the welfare of the schools and the children.

The teachers also have given excellent service throughout the year. The Inspectors' reports show that on the whole a very high standard of efficiency has been maintained, and that the teachers have worked keenly and enthusiastically for the welfare of the pupils. The Board is indebted to the Senior Inspector and his colleagues for much helpful advice and assistance during the year. Their work has been characterized by courtesy and thoroughness, and is highly appreciated by Board members, teachers, and School Committees. The Board desires to record its appreciation of the courteous consideration received from the Minister and the officers of the Department on all matters brought forward by the Board during the year.

I have, &c.,

J. CLARK THOMSON, Chairman.

The Hon. the Minister of Education, Wellington.

WELLINGTON.

SIR,—

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 1928:—

Board.—Much to the regret of the Board, Messrs. T. Moss and L. H. Atkins retired in August, owing to pressure of business, and Mr. W. E. Howe was defeated. All these were men of the best type; Mr. Moss was senior member of the Board, having served continuously since 1913. They were succeeded by Messrs. A. Donald, A. W. Hutchings, and A. C. Blake, who give promise of devoted service.

Schools and Attendance.—Although epidemics of a fairly serious nature were prevalent practically throughout the year, the regularity of attendance improved by 0·85 per cent., thus reaching the figure recorded in 1926—viz., 89·84 per cent. This result, however, does not reveal the actual position, inasmuch as a great number of quarterly averages, where sickness had affected at least 10 per cent. of the children on the roll, were eliminated. The present cumbersome system of calculating staffs, salaries, and some of the allowances on such an artificial basis should be abolished in favour of something more simple—e.g., the average roll number.

Training College.—The urgency of additional accommodation to meet the growing needs of the district is again stressed by the Board, in support of the report of the Acting-Principal. A careful study of successive reports of three Principals must convince that for that efficiency of training, which

the people of this country demand, substantial additions must be made to existing accommodation. Not only is the College too small for those in attendance, but many students from the outlying education districts are sent to other training-college centres. An exchange of land arranged with the City Council adjacent to the Terrace Gaol site, and the approaching completion of the grading, prepare the way for an establishment for the College more in keeping with present requirements. The Board notes with satisfaction the advance of music to its place in the curriculum, indicated by the appointment of a full-time lecturer. It places on record not only its own obligation, but also that of the whole community, to Mr. Robert Parker for the excellence of the service he has rendered as its musical instructor and lecturer over the long period of thirty-six years. The position of full-time lecturer was filled by the appointment of Mr. E. A. F. Jenner, A.R.A.M., L.R.A.M. The Board placed on record its appreciation of the good work of the Acting-Principal and staff, which was carried on in conditions of much difficulty.

Instruction of Teachers.—There were no Saturday classes, but two refresher courses were undertaken in the Training College—(a) 23rd to 27th January, 1928, dealing with the chief subjects of the curriculum; (b) first term holidays (7th to 12th May), dealing with physical instruction and nature-study and agriculture.

Manual.—Handwork was undertaken at all schools. Needlework was taught by special instructresses in thirty-nine schools in charge of male teachers. Cookery and woodwork were undertaken at centres by the pupils of sixty-six schools. The number under instruction was 2,433 girls and 2,568 boys; total, 5,001. The most urgent works are the erection of the new cookery centre, Mount Cook, and better accommodation for woodwork classes to meet the growing needs of Petone. The Supervisor of Manual Instruction has carried out a series of experiments made with a view to determine whether a course in light woodwork can be successfully undertaken. The Board has agreed to find the tools and other equipment for twenty-two small schools, so as to try it out in actual school conditions. Two such classes—Hastwell and Newman—were already at work during the year. Martinborough is provided and Featherston about to be provided with a manual centre attached to the district high school. Extensive renewals of equipment were authorized both for woodwork and cookery centres.

Buildings.—The difficulty of accommodation, owing to expansion and transfer of population to the Hutt Valley, to Miramar, and to Karori, continued. Although forty class-rooms and five manual and science rooms were erected, nine were for fire replacements, and in several instances the authorities were received much behind requirement. The shortage is not yet overtaken. Further, as the country has been able to afford an excellent system of road and hydro-electric construction, my Board is strongly of opinion that the people of this country would favour an equally enterprising policy of providing, to keep pace with advancing need, the buildings required for the best product of our country—its children—instead of requiring the Board to use in the areas of expansion all kinds of unsuitable makeshift buildings. These buildings are often used for other than school purposes and the proper proprietary spirit—“This is *our* school”—cannot possibly be created. Then, there are a number of old buildings which, having well served their day, might well have been removed years ago. Year after year, Principal after Principal has reported on the inefficiency of training-college accommodation, and these reports until the present year have gone practically unheeded; but the Board is pleased to note that an advance is shortly to be made. Substantial expenditure is also required on the sanitary systems of many of our schools, so that the gospel of cleanliness of thought may here be more perfectly inculcated. While thus expressing the considered opinion of the Board, it recognizes the help rendered by your officers and their constant courteous desire to help so far as the vote permits. The following is a brief summary of the work of the year which, for the reasons stated, was an extremely difficult one, taxing greatly both the buildings staff and the teachers concerned: New buildings—Pirinoa (two rooms); Picton (four rooms), to replace schools destroyed by fire; Ngaio (five rooms); Miramar Central (seven rooms); Morningson (three rooms); Opiki (one room); Wharanui (one room); two manual and technical centres at Martinborough (three rooms); Mount Cook (two rooms); and also a school at Hokio for your Department. Additions—Eketahuna District High School (three rooms), (fire replacement); Karori (2 rooms, and remodelling and heating); Trentham (one room); Lyall Bay (one room, and remodelling two rooms, and heating); Shannon (one room, remodelling two rooms, and removing old room); Waiwhetu (three rooms).

School Committees.—School Committees, supported by home and school associations, in various districts have done excellent service in supplementing by local contribution for various worthy purposes the moneys available from its funds. For the purposes for which subsidy is granted there were received no less than 206 applications, for a total sum of no less than £2,258 10s. 9d. The corresponding figures for the preceding year were 146 applications, for a total sum of £2,150 0s. 9d.

Purpose.						Number of Applications.	Amount of Contribution.		
							£	s.	d.
Ground improvements	..	..	..	..	..	33	901	7	3
First-aid outfits	..	..	..	..	..	5	£	6	5. 6
Gramophones and records	..	..	..	..	..	29	152	8	0
Pianos	..	..	..	..	..	16	417	7	6
Library	..	..	..	..	..	66	383	16	4
Miscellaneous	..	..	..	..	..	57	397	6	2
Totals	..	..	..	..	..	206	2,258	10	9

When it is remembered that the above sum is wellnigh doubled by subsidy, and that numberless unrecorded kindnesses are shown by the Committees and the communities concerned, the Board can but be thankful that such helpful love of the school prevails. The efforts by Committees and staff to create beauty of environment, as well as to promote the immediate purposes of the school by improvements of many kinds, act as an incentive to effect similar improvement in other schools.

Libraries.—The city schools' library scheme continues to promote a love of wholesome reading. Last year thirty-two schools, including the Training College, two Girls' Colleges, and the Technical College, and several schools in the country adjacent to the city, received books, and there were no less than 179,294 individual book issues, as compared with 170,604 in 1927. The Board has now agreed to facilitate the distribution through its headmasters of a letter on the choice of reading to be handed to pupils on their leaving school. The City Council and its staff are to be congratulated on their beneficent work. Through the grants provided and moneys raised locally there is steady improvement in school libraries. Further, central libraries to serve the schools in the adjacent country have been established in Featherston, Carterton, Masterton, Pongaroa, and the Sounds. Special acknowledgment should be made here of the generosity of Mr. J. L. Heckler, whose gifts to libraries, including the Training College, Eketahuna, and Whatman, amount to £131 10s.

Special Classes.—The number of special classes has increased to six—three at Mount Cook, and one each at Miramar, Newtown, and Petone. Their immediate and urgent need is suitable accommodation and environment. The teachers have given excellent service. A number of ladies, forming themselves into an after-care association, have taken a most kindly interest in the children, their homes, and the problems of their after training and life. The annual camp at the Central Development Farm, Levin, under the charge of Miss Johnston, brought improved health, mental and physical, with experience of the farm and the country, new to most of the children. Student, teacher, nurse, and doctor each contributed their part. The children of the neighbouring schools, and other friends as well, showed the young people much kindness by supplying regularly eggs, fruit, and vegetables. A good idea of the practical training provided by the classes was obtained from a really excellent exhibition in the Board-room of articles, the most varied in kind, gathered by the efforts of Miss Valentine and the teachers of the various classes throughout the Dominion. Incidentally, the exhibition showed what a complex problem is that of the retardate.

Reorganization: The Syllabus.—The long delay in declaring a definite policy in relation to the junior high school and organization has caused much inconvenience in rising districts, as, in these, grants for buildings have in many instances, been deferred. On the Syllabus Revision Committee this Board was worthily represented by Mr. G. T. London. It is a question whether the recommendations of the minority report do not merit a more favourable reception than they have hitherto received. They certainly represent not only the weight of non-professional opinion on the Committee itself, but also a large and increasing body of intelligent public opinion. It is certain, and perhaps fortunate, that the changes determined on will be subjected to the most critical examination both within and without the profession.

General.—In conclusion, the Board believes you would wish a statement of the outstanding needs of the district as the Board sees them. They are—

- (1) The stabilization of staffs so as to reduce greatly the number of individual removals from school to school.
- (2) Further increase of staff where necessary.
- (3) Increased allowances to School Committees.
- (4) A more rapid overtaking of building requirement : (a) At the Technical College—erection of art department. The reasons educational are here unanswerable ; another is found in the rapid growth of the Board's business, which requires increased office space in Mercer Street. (b) At the training College—adequate space to meet natural growth. (c) In localities of increasing population and staff.
- (5) A still more active policy of site acquirement ahead of population in places where growth is certain.

The Board took an early opportunity of welcoming you to your new sphere of duty, and it desires me to offer you that friendly co-operation which, as you have stated, is a condition of maximum administrative efficiency.

I have, &c.,

T. FORSYTH, Chairman.

The Hon. the Minister of Education, Wellington.

NELSON.

SIR,—

I have the honour to present the following report relative to the activities of the Education Board of the District of Nelson for the year ended 31st December, 1928.

Board.—During the year the Board lost by death two highly respected members, Messrs. J. W. Treacher and C. B. Morris. Mr. Treacher had been connected with the Board for a number of years. The vacancies were filled by the election of Messrs. F. V. Knapp and C. W. Thorp.

Schools.—During the year new schools were opened at Aniseed Valley, Nuggety Creek, Tiroroa, Totara Bush, Upper Buller, Upper Tutaki, Win's Valley ; and half-time schools were conducted at Dumfreith and Warwick Junction and at Patarau River and Sandhill Creek. The Big River, Gowan Valley, Kikiwa, Norris's Gully, Okiwi Bay, Oraokau, Owen Valley, Tophouse, and Wairangi Schools

were closed. The Kairuru School was reopened. The Tarakohe School, which had recently been enlarged by the addition of a second room, was destroyed by fire.

Scholarships.—It is pleasing to record that a large number of scholarships were again awarded in this district, and no less than fourteen of these were gained by pupils in the primary schools.

Buildings.—A large programme of building-work was carried out during the year. New schools were erected at Anatimo, Glenroy, and Nuggety Creek. Additions were made to the Cape Foulwind, Gowan Bridge, Hampden Street, Richmond, Tarakohe, and Waiuta Schools. A portable room at Kikiwa was removed to Harakeke, and the building previously in use at Te Kuhu was shifted to Tiroroa. A brick building at Westport was remodelled for additional accommodation. A new science and class room combined was erected at Reefton, and a building for use as a woodwork-room was purchased at Murchison and removed and re-erected on a new site. Dental clinics were erected at Stoke, Reefton, and Brightwater. New sanitary blocks were built at Stoke and Lower Takaka. The Board's painters were employed throughout the year, and the schools present a bright and attractive appearance. During the year twenty-four schools and eleven residences were painted.

Conveyance and Board.—Parents of children in remote localities continue to take advantage of the allowances towards board and conveyance of children in order to attend schools. Conveyance allowance was paid during the year on behalf of 163 children at twenty-nine schools and boarding-allowance to sixty-five children attending twenty-four schools. In addition there were contracts for the conveyance of forty-five children to three schools.

Voluntary Contributions and Subsidies.—School Committees have rendered excellent service in raising funds for the general improvements to the school-grounds, the establishment of school libraries, and other activities in connection with the schools. The Department's scheme of supplying gramophones and pianos has been taken advantage of by many Committees, and a considerable proportion of the schools are now equipped with these instruments. Typewriters have been obtained by several Committees for the district high schools, and three Committees were successful in raising funds for the erection of dental clinics. During the year forty-eight Committees claimed subsidies on cash contributions amounting to £741 3s. 5d. The Board paid £22 10s. 1d. from its General Fund by way of supplementary grants towards school libraries.

Manual Instruction.—Manual-training classes were conducted at Denniston, Millerton, Westport, Reefton, Wakefield, Nelson, Motueka, and Takaka. Classes in agriculture were conducted at 116 schools and instruction given to 1,937 pupils, and dairy-work to 174 pupils in four schools. Instruction in handwork was given in every school. The material supplied by the Department in time for early distribution was of good quality, although some of the lines were not sufficient for the requirements of the classes.

Technical Classes.—Technical classes were conducted at Motueka and Takaka during the year, and a small class of woodwork instruction was held at Murchison. Other classes in the district were under the control of the Board of Managers at Nelson and Westport.

Finance.—After taking the cash assets and liabilities into account, the net credit balance at the end of the year was £5,254 3s. 10d. The actual bank balance on the 31st December was £4,828 3s. 2d., of which £2,000 was on fixed deposit.

General.—School Committees throughout the district rendered splendid service in improving the schools and grounds, and in general promoted the children's welfare in no small degree. To the teachers, Inspectors, the Secretary, the Architect, and their staffs, and the manual instructors, the thanks of the Board are due for the loyal and efficient manner in which they carried out their duties. I wish also, on behalf of the Board, to convey to the Minister, Director, and officers of the Department appreciation of the courteous consideration given at all times.

I have, &c.,

F. W. O. SMITH, Chairman.

The Hon. the Minister of Education, Wellington.

CANTERBURY.

SIR,—

I have the honour to present the report of the Board for the year ending 31st December, 1928.

The Board.—The following members retired by effluxion of time, but were all returned for a further term of four years: Christchurch Urban Area—Messrs. W. H. Johnson and C. S. Thompson (unopposed); Timaru Urban Area—Mr. J. G. Gow (re-elected); Middle Ward—Mr. W. P. Spencer (unopposed); North-West Ward—Mr. H. Bignell (unopposed); South Ward—Mr. G. W. Armitage (unopposed).

Schools.—During the year schools were opened at Docherty's Creek, Evans Creek, Jackson, Kaingaroa (Chathams), Linwood Avenue, Longridge, Mount Pleasant, Okarito, and Stew Point; while those at Coldstream, Domett, Hookbush, Stafford, and Winchmore were closed.

Buildings.—The following are the most important building operations carried out during the year: New schools—Evans Creek, Linwood Avenue, Montalto, Mount Pleasant; schools rebuilt—Kowai Bush, Rangiora, Rewanui (after fire); schools remodelled—Bromley, Lyttelton West, Rakaia South; additions—Christchurch West, Culverden, Dobson, Elmwood, Hornby, Hunter, Kaikoura Town, Leeston, Methven, New Brighton, Rakaia South, Redcliffs, Runanga, Southbridge, and Sumner; new residences—Hawarden and Killinchy. New sites have been secured at Paparoa Street, Selwyn Street, and St. Martin's, in the City of Christchurch, to provide for school buildings that will eventually be required in these localities.

Finance.—The Board's finances may be said to be in a satisfactory condition. Careful administration of the Buildings Maintenance Fund has resulted in the accumulation of a small credit, which will enable the Board to carry out necessary work without anxiety. Three funds in which the Government grants are not sufficient to meet requirements are Committees' Incidentals, School and Class Libraries, and Conveyance of Children, and it has therefore been necessary for the Board to assist these to the extent of £1,212 6s. 1d. from its General Fund, which, fortunately, is at present in a healthy condition.

Conveyance and Boarding.—The total number of pupils who received conveyance-money was 2,214, while ninety received boarding-allowance. The total expenditure on conveyance and boarding has been £12,956, of which sum the Board has contributed £568.

School Committees.—School Committees generally continue to raise quite respectable sums of money for school purposes, including the purchase of pianos and gramophones. Against this must be recorded the regrettable fact that in too many districts the parents are not sufficiently interested to attend the annual meetings of householders. Various reasons are advanced for this state of affairs, such as inability to obtain a desired teacher, meagre powers of a Committee, insufficient funds, or satisfaction with the existing Committee; but, whatever may be the cause, such apathy in school matters is not good for a district, and every effort should be made, in the interests of the children, to revive educational enthusiasm where it is waning.

Manual and Technical Instruction.—Reports from all parts of the district again tend to show that effective use has been made of elementary-handwork material as a medium for hand and eye training. As usual, the material was supplied by the Department; it was of good quality, and there was sufficient to meet all requisitions. A limited quantity of kindergarten material was also supplied, and this was distributed amongst selected schools in accordance with the advice of the Senior Inspector. Approximately 35,000 children received instruction in elementary handwork, and at forty-five small schools where there was no female teacher on the staff tuition in needlework was given by a local instructress.

Negotiations in reference to the acquisition of Reserve 1579 for purposes of the Board's afforestation scheme are still in progress. It is expected that a decision in reference to this matter will be arrived at early in 1929.

The *Pinus radiata* plantation established by the Board at Aranui School has made satisfactory progress. About 1,200 trees were planted this year in replacement of losses.

Medical and Dental Work.—The school doctors and nurses continue to carry on a valuable work amongst the children. The dental clinics are being gradually extended, surgeries having been established at Lyttelton, New Brighton, and Opawa during the year. It is pleasing to note also that the case of the subnormal child is being given greater consideration, and it is hoped that more special classes will be planned in districts where they are required. The above institutions are keenly appreciated by parents, and thanks are due to the Education and Health Departments for their activities in placing the services at the disposal of young people of the Dominion.

Refresher Courses.—Very successful refresher courses for teachers were held in Christchurch, Timaru, and Greymouth during the year. These were so keenly appreciated that it has been necessary to modify some of the courses for the forthcoming year so that the classes may not be unwieldy. The Board's thanks are due to the Inspectors and instructors who gave up much time to make the classes a success.

General.—The year just concluded has seen a change of Government and a new Minister of Education appointed. The Hon. H. Atmore, to whom the Board extends its hearty congratulations, is energetically making himself acquainted with educational requirements throughout the Dominion, and his pronouncements, particularly with respect to junior high schools, will be awaited with great interest.

To the Department for its reasonable consideration of the many requests placed before it, and to my fellow-members on the Board, my thanks are due for their courteous and unfailing support in the conduct of the Board's business. To the four hundred School Committees, to whose activities the public owe such a debt of gratitude, the Board's thanks are also extended; and, finally, the work of the Secretary and his staff has been carried out efficiently and promptly, making the conduct of our business effective and pleasurable.

I have, &c.,

W. H. WINSOR, Chairman.

The Hon. the Minister of Education, Wellington.

OTAGO.

SIR,—

As required by 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 1928:—

Board.—In April Mr. L. Sanderson, a member for the Urban Area for over six years, resigned, the vacancy being filled by the election of Mr. W. R. Brugh, a former member. Mr. James Wallace was re-elected Chairman of the Board for the ensuing two years.

Probationers.—The number of applicants coming forward has steadily decreased since 1925—the numbers being—1925, 200; 1926, 151; 1927, 125; and this year, 93. The appointees comprised 11 males and 43 females.

Finance.—The income for the year amounted to £298,445 4s. 3d., and the expenditure to £298,972 0s. 3d. On the 31st December, 1928, the credit balances in special accounts totalled £8,204 1s. 5d., and in the General Account £6,893 12s. 1d. The main items of expenditure are shown below :—

	£	s.	d.	Increase. £	s.	d.
Teachers' salaries and allowances	171,061	19	3	739	15	9
Payments to School Committees for incidental expenses	10,001	4	3	49	18	3
New buildings	18,901	16	10	10,054	12	9
Maintenance of buildings	15,123	7	1	64	1	5
Administration	4,449	1	6	223	14	5

The credit in General Account has been reduced by £894 13s., but this is more than explained by the payment to the Department of £1,200 in respect of new-building adjustments.

General.—The Inspectors criticize the quality of the cleaning of both schoolrooms and out-houses in many of the smaller schools. The Board knows that the trouble arises in most cases through the dearth of suitable labour. Fault-finding of the cleaner (very often a member of a Committeeman's family) is a delicate matter in a small community, and so indifferent service is suffered as the lesser of two evils. The Board, however, agrees with the Inspectors that no difficulty should be allowed to stand in the way of adequate hygienic and sanitary measures, and the matter will receive the Board's attention in all cases where the Inspectors report it.

Efficiency of Schools.—The Inspector's estimate of the general efficiency of the schools is as follows : Excellent or very good, 11 per cent. ; good, 43 per cent. ; very fair, 35 per cent. ; fair, 10 per cent. ; weak, 1 per cent. This reveals a decrease of 7 per cent. in the "good" category and an increase of 6 per cent. in the two lowest groups.

Elementary Agriculture.—It is now seventeen years since special instructors in agriculture were appointed in Otago, and the good results which have accrued from this recognition of the importance of the subject are apparent to all. Mr. E. S. Green, one of the two original instructors appointed, is still the Board's senior instructor, and the Board is fortunate in having a man of his calibre to direct the work. The school-gardens exhibit is a feature of the Winter Show in Dunedin, and abundant evidence to the public that good practical work is being accomplished. It is a pleasure to Board members when visiting schools to observe the increasing number which have plans in hand for beautifying the grounds.

School Buildings.—The following new works were completed during the year: Additions to Caversham, St. Clair, and North-east Harbour; new schools at Warrington, Queensberry, and Pukerangi; and a new residence at Oamaru South. Remodelling received attention at the following schools: Normal, Roxburgh, Anderson's Bay, Teaneraki, Alexandra (infant department), Green Island (infant department), Outram (infant department), and Glenomaru (residence). New school-sites were acquired at Tomahawk and Tainui, while extensions to sites were made at Alexandra, Oamaru South, and Roxburgh. The following school properties no longer required were disposed of: Evansdale, Rongahere, Tiaeri Ferry, Wetherstones, and the Oamaru South old residence, and certain sections. The Crookston glebe was also sold. A great deal of remodelling-work is urgently required in a number of city schools, as well as the larger country schools. The improvements effected at such schools as Port Chalmers, Tokomairiro, and the Normal serve to emphasize the uncongenial conditions existing in so many of the older buildings. Teachers in the remodelled schools keenly appreciate their new surroundings, and they are naturally the envy of those who must still carry on under the old order. Special reference is made to the Normal School, which is now furnished and equipped as befits such a school. The headmaster's plans required an expenditure much beyond the limits of the usual remodelling grant, but he was able to realize his plans almost in their entirety through the devoting of locally raised money to the purpose, part of which the Board and the Department were pleased to subsidize. The Board is glad to be able to record finality in the matter of the Albany Street site. Nothing should now stand in the way of a grant for the new school at an early date.

Replacement of Long Desks.—The Board appreciates the Department's grant of £500 for this purpose. The expenditure on dual desks and infant-room furniture amounted to £1,493 10s. 6d., contributed as follows: Grant from Department, £500; contributions by Committees, £184; Government subsidies, £124 11s.; Board's Maintenance Fund, £684 19s. 6d. While the Department's policy is to provide dual desks, the Board is very favourably impressed with the single tables and chairs supplied to the Normal School. More elasticity is possible in giving the child a table and chair of a size suited to his needs. Students passing through the College will see the many advantages of tables and chairs, and when they eventually go out to their own schools they will be prone to think that even dual desks are out of date.

Training College.—The staff has been strengthened by the appointment of a full-time kindergarten lecturer and a lecturer in school music. The appointment of Mr. L. F. de Berry as headmaster of the Normal School is a decided acquisition to the staff. The Principal reports that the system of third-year specialization makes demands on the accommodation, and that there is urgent need for two small class-rooms.

Conveyance and Board of Children.—At the end of the year the number of children in receipt of allowances was as follows: Conveyance allowance, 788 (increase, 70); horseback allowance, 10 (increase, 3); boarding-allowance, 74 (increase, 7): total, 872. The total cost of the above services was £5,606 18s. 11d. There are now twenty-seven special conveyance services. The Department provided the full cost of thirteen contracts; but on the remaining fourteen, providing for 166 children, the Board required to find £330 7s. 4d. from its General Fund—a decrease of £175 8s. 2d. compared with last year. During recent years ten schools have been closed and the children conveyed to larger

schools. In most instances no increase in staff has been necessary at the central school. This consolidation taking place throughout the Dominion must have played no small part in accentuating the unemployment among teachers.

Truancy and Irregular Attendance.—One hundred and fifteen notices were served on parents for the irregular attendance of their children. One hundred and twenty-four cases of irregular attendance were investigated. Four penalty summonses were issued during the year, and convictions obtained in all cases.

Moray Place Special School.—The teachers report that progress in scholastic work is very slow with the backward children who are catered for in this school. The individual attention which the children receive assists them to develop what ability they have—usually in some department of handwork. The report comments on children leaving at the age of fourteen and to the benefit they would derive from a further two years' instruction. Many of these children will find it difficult to secure suitable employment, and it seems very necessary that care and supervision be continued after they leave school. The Board will be pleased to assist in the formation of an after-care association such as is in operation in Wellington.

Class for Hard-of-hearing Children.—This class was reopened at the beginning of the year, when the services of a teacher from the Sumner School were made available. Forty-four pupils were enrolled by Miss Williams, and there are still seventy names on the waiting-list. It is quite evident that teachers and parents are realizing the advantage of these classes. There is actually work here for three teachers, and the Board would stress the need for increasing the number of trainees. It is suggested that the matter be brought before training-college students, some of whom, actuated by the right spirit, may be willing to spend their second year at Sumner.

Sara Cohen Open-air School.—The School Medical Officer's report on this school is embodied in the Inspector's report. She is able to report definite improvement in the health of the children. It is evident that an open-air school in this climate, aided by special attention in the form of rest periods, sun-baths, cod-liver oil, milk, and a supervised midday meal, is demonstrably suitable for the type of child admitted—viz., the physically subnormal. The Board is pleased to meet the cost of milk and cod-liver oil, and it appreciates a grant from the Minister towards the cost of the midday meal, but it still thinks that assistance by way of subsidy would be an incentive to the securing of organized local effort for this purpose.

Grading of Teachers.—After some years' experience of the working of the present system of grading teachers the Board is satisfied that it does not produce such good results as could be secured under a more elastic system, while it is a cause of friction and dissatisfaction. The Board agrees that it is desirable that teachers should be graded in order to secure systematic promotion in the service, but it is of opinion that the end would be as well served by a classification of teachers in groups coequal with the classification of positions. Such a system would avoid any necessity for attempting to gauge the whole teaching profession in numerical order, which is a proposition incapable of realization, and it would enable Boards to select from each group the teacher best qualified for any particular appointment. In the opinion of the Board it would act as a spur to effort and solid service, and the general advantage of the cause of education.

Teachers' Library.—There has been some delay in equipping the library with books and in initiating the scheme, but everything is now in working-order, and each school has been furnished with a catalogue of books.

School Committees.—The School Committees as a whole are doing splendid work, and are anxious to assist teachers in their plans for improving the school equipment and environment. When a Committee is apathetic it is very often the fault of the teacher in not seeking its co-operation in any plans he may have for the benefit of the school. The view which was prevalent for a time, that there was not much left for a Committee to do but pay the cleaner and the fuel bill, is fast being dissipated, thanks largely to the energy and initiative of many of our younger teachers. A live teacher can be so full of ideas for the good of the school and the community that a Committeeman is made to feel that membership is no mere sinecure.

Department.—The Board's applications for grants always receive fair treatment at the hands of the Department. It may not be out of place to point out that the departmental attitude of over-caution in dealing with applications for additional class-rooms at schools where the attendance has increased frequently results in increased expenditure when the addition not sanctioned has eventually to be proceeded with as a separate work. Cordial relations continue to subsist between the Board and the departmental Inspectors, and if at times there is a difference of opinion it is because the Act places too much power in the hands of the Senior Inspector—particularly so in the appointment of teachers—and makes the Board subservient to the opinions of that officer.

I have, &c.,

J. WALLACE, Chairman.

The Hon. the Minister of Education, Wellington.

SOUTHLAND.

SIR,—

In accordance with the requirements of the Education Act, 1914, the Southland Education Board has the honour to submit the following report of its proceedings for the year 1928 :—

The Board.—The members retiring by rotation in the month of July were Messrs. A. W. Jones (Invercargill Urban Area), J. C. Thomson (West Ward), J. D. Trotter (Central Ward), and S. Rice (East Ward). Messrs. Jones, Thomson, and Rice, being the only candidates nominated, were re-elected for the Invercargill Urban Area, the West and the East Wards respectively. For the

Central Ward two nominations were received, and the subsequent election resulted in the return of Mr. L. Evans. A minute in appreciation of the long and faithful service of Mr. Trotter as a member of the Board was duly recorded and a copy transmitted to Mr. Trotter. At the meeting of the Board held in August Mr. P. A. de la Perrelle was unanimously re-elected Chairman for the ensuing two years.

Board Meetings.—During the year to which this report refers the Board met twelve times, and the Executive Committee, which consists of all the members of the Board, met twenty-two times. In addition to attendance at these meetings, Board members have devoted a considerable amount of time to visiting various parts of the district to confer with Committees and residents on matters affecting the welfare of their schools.

Schools.—Two schools were closed during the course of the year—viz., Port Craig and Etalvale—the former school on account of a complete exodus from the district of all families due to the closing-down of the large sawmill in that locality, and the latter as a result of reduced attendance. One new school, Sandstone West, was established during the year.

Special School.—Towards the close of the year the Board accepted a tender for the erection of a special school on the Park School site, the building to be ready for occupation in March. Applications were invited also for a teacher to take charge of this school, and it is pleasing to record that one of the Board's own teachers, Miss M. A. Macdonald, was recommended by the Department for appointment to the position. That the school will meet a much-felt want is evident when it is stated that the school is expected to open with an attendance of fifteen pupils. To "Cousin Betty" and her band of "Little Southlanders" the thanks of the Board are due for their efforts in raising the sum of £250 towards the building fund. Without such substantial help the erection of such a school in this district would not yet have been possible.

Organizing Teachers.—About the middle of the year Mr. D. Brown, organizing teacher, resigned, having accepted an appointment under the Canterbury Board. There is therefore now only one organizing teacher in the Board's service, and the steady reduction in the number of uncertificated teachers in the district makes it apparent that soon the Board will be in the happy position of no longer requiring an organizing teacher on its staff.

Conveyance and Board of Pupils.—The steady increase in the amount expended by the Board under this heading will be evidenced by the following figures, covering a period of three years: 1926, £2,573 19s.; 1927, £2,942 6s. 11d.; 1928, £3,277 5s. 11d.

School-grounds.—Good work still continues to be done in the matter of improving and beautifying school-grounds, and it is marvellous in some cases the improvement that has been effected within a few years where a well-planned scheme has been carried out. The continued assistance given by the Department by way of subsidy on voluntary contributions is largely responsible for this increased interest in the appearance of school surroundings, and there can be no doubt that the results achieved are well worth while. During the year to which this report has reference contributions totalling £802 5s. were received from School Committees for the improvement of their grounds. This means that, with subsidy from the Department, a sum of over £1,600 was available for expenditure in this direction.

Woodwork and Cookery.—For some considerable time it had been evident that an increase in the number of manual-training centres was necessary, as it had been found impossible to accommodate all the children available. The Board, therefore, was very pleased to hear towards the close of the year that its representations to the Department for additional centres were successful, and that centres were authorized at Winton and Wyndham. The erection of the necessary buildings was commenced before the close of the year, and the rooms are expected to be ready for occupation early in the new year.

Subsidies on Voluntary Contributions.—During the year 171 applications were received for subsidies on voluntary contributions, the total contributions in cash amounting to £1,867 5s. 7d. The purposes for which the contributions were raised were as follows: Improvements to school-grounds and gardens, £802 5s.; purchase of books for school libraries, £188 5s. 10d.; purchase of pianos, £446 10s.; school equipment and furnishings, £136 8s. 5d.; fuel and water, £191 4s. 4d.; gramophones, £67 11s. 3d.; pictures, £25 0s. 9d.; hot-water services in residences, £10; total, £1,867 5s. 7d. Though the total number of applications for subsidies received during the year exceeded the number for 1927, yet the total contributions received show a decrease over the corresponding figures for 1927. Following are particulars of the contributions received over a period of four years: 1925, £1,311 2s. 11d.; 1926, £1,602 8s. 10d.; 1927, £2,043 7s. 10d.; 1928, £1,867 5s. 7d.

School Libraries.—From the particulars already given in regard to contributions received for subsidy purposes it will have been noticed that the amounts raised during the year by School Committees for the purchase of books for school libraries totalled £188 5s. 10d. In addition to subsidies of an equivalent amount from the Department, sums totalling £36 8s. 6d. were also provided by the Board on the basis of 3d. per unit of the average attendance for the previous year. This means a total sum of £413 0s. 2d. was made available during the year.

Dental Clinics.—Excellent work continues to be done at the school dental clinics established in Invercargill, Gore, and Otautau. For a portion of the year the dental nurse at Otautau was transferred, with her equipment, to Riverton, a temporary clinic being established in the Manual-training School. A further addition to the number of clinics was made by the completion during the year of a new building at Winton, the erection of which is already proving a boon to the children of that district. It is pleasing to record also that arrangements in connection with the erection of a new clinic to serve the needs of the Wyndham district are already under way, and it is expected have the building in readiness for occupation by the end of March, when a nurse will be available.

School Furniture.—During the year the Board continued its policy, as fast as funds would permit, of replacing the obsolete type of desk and form with the modern dual desk, with the result that

by the close of the year every school of two or more teachers had received its equipment of new furniture. A commencement has already been made with the work of similarly equipping sole-teacher schools, and it is just a matter of a short time before the old type of long desk and form will be a thing of the past. The total amount expended in this direction during the year was £1,452.

School Buildings.—In addition to the usual maintenance of school buildings, erection of out-buildings, &c., the following works were completed during the year: Remodelling or additions at Lumsden, Ohai, Otautau, Riverton, and Invercargill Middle, £682 19s. 11d.; Tuatapere (addition to school), £433 4s. 8d.; Wyndham (new residence), £981 1s.; Winton (secondary department), £1,376 6s. 7d.; Wairio (rebuilding school), £733 1s.; Gore High School (additions), £825 14s. 2d.; Gore (woodwork building), £717 13s. 4d.; Thornbury (residence), £872 14s. 7d.; Winton (dental clinic), £245 0s. 11d.; Nightcaps (hot-water heating), £200 7s.; Mataura (out-offices), £182 8s. 1d.; dental clinic, Invercargill (alterations), £114 3s. 4d. In addition, the erection of a new Manual-training School at Winton and the remodelling of the Queenstown School were nearing completion at the close of the year.

Finance and Accounts.—The total receipts for the year amounted to £148,271 18s. 8d., and the payments made during the same period were £150,148 6s. 11d.

Board's Jubilee.—During the year the Board attained its jubilee, the first meeting of the Southland Education Board having been held in the County Council Offices on the 13th May, 1878. To mark the occasion an interesting record was compiled containing a list of all the schools taken over from the Otago Education Board, copies of the minutes of the Board's earliest meetings, and of the Board's first annual report, complete lists of the Chairman and members of the Board and also of the office staff, copies of the Board's first and latest balance-sheets, &c. The record showed unmistakably the wonderful progress made educationally in this district in a period of fifty years.

Retirement of Board's Secretary.—Reference must also be made in this respect to the retirement towards the end of the year of the Board's Secretary, Mr. F. G. Stevenson. In taking farewell of Mr. Stevenson after a period of thirty-eight years on the staff, the Board placed on record an expression of its appreciation of the long and faithful service rendered by him to the cause of education in Southland.

Conclusion.—In conclusion, the Board would take the opportunity to thank you and the officers of your Department for the courtesy and attention shown in dealing with the many matters that have been brought before your Department. The thanks of the Board are also due to the Inspectors for their valuable assistance at all times, and to the School Committees, too, the Board would convey its appreciation of the untiring zeal they have displayed in the cause of education in this district.

I have, &c.,

ALFRED WILLIAM JONES, Chairman.

The Hon. the Minister of Education, Wellington.

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, 1928.

Name of Account.	Balance, 31st December, 1927.		Income.	Expenditure.	Balance.	As at 31st December, 1928.				Amounts owing by Board.
	Amounts due to Board.									
	Due from Department.					Due from other Sources.				
	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.
<i>Special Accounts.</i>										
Teachers' salaries ..	..	533,090 16 2	533,090 16 2		..	16 3 7		102 12 10		
House allowances ..	..	16,812 5 2	16,812 5 2		..	..		8 0 0		
School libraries ..	..	37 4 0	948 18 0	986 2 0	..	294 13 4		..		
Conveyance, &c. ..	..		682 17 2*	15,560 16 5	..	1,382 6 6		1,848 1 5		
Grants to School Committees	..		14,877 19 3		..					
Training colleges ..	..		31,990 8 10	31,990 8 10	..	546 17 9		..		
Scholarships—National ..	..		49,614 11 5	49,614 11 5	..	743 16 1		..		
District High School salaries	..		3,951 5 9	3,951 5 9	..	1,289 5 11		..		
Manual instruction	..		17,569 7 10	17,569 7 10	..	..		2 3 4		
Technical instruction	..	6,484 2 10	27,569 13 11	28,528 8 3	5,525 8 6	3,180 7 3		1,978 6 8		
Rebuilding ..	..	139 18 4	9,827 0 11	1,641 17 5	8,325 1 10	9,000 0 0	617 0 6	2,176 0 0		
Buildings—Maintenance	..	2,106 6 3	29,277 12 3	30,357 7 1	1,026 11 5	698 15 5		8,700 12 2		
New buildings ..	..		31 12 7*	65,199 10 7	..	5,441 13 3		..		
Workshop Account	..		65,167 18 0		..			..		
Sites sales	..		2 11 6*	1,055 9 5	..			..		
Contractors' deposits	..	1,532 3 4	3,753 10 10	13 19 5†	4,538 12 5			..		
Training College Hostel	..		1,251 8 0	733 12 4	..			490 0 0		
Voluntary contributions, &c.	..	167 11 11	2,336 10 0	1,766 1 8	738 0 3			..		
	..		58 13 5*	9,886 17 1	..			1,829 12 2		
	..		9,828 3 8		..					
Total of special accounts	..	10,467 6 8	819,696 2 7	810,009 14 10	20,153 14 5	22,577 15 6	633 4 1	17,135 8 7		
<i>General Account</i> ..	..	1,990 4 11	13 9 5†	775 14 8*	1,981 17 1	77 13 4	1 10 0	..		
	..		17,351 15 3	16,597 17 10						
Grand total ..	..	12,457 11 7	837,061 7 3	827,383 7 4	22,135 11 6	22,655 8 10	634 14 1	17,135 8 7		

* Transfers to General Account.

† Transfers to Suspense Account.

BALANCE-SHEET, 31ST DECEMBER, 1928.

<i>Debit Bank Balances and Moneys owing by Board.</i>		£	s. d.
Amounts owing—Special accounts ..	..	17,135 8 7	..
Credit balances—	..	..	..
Special accounts ..	..	20,153 14 5	..
General Account ..	..	1,981 17 1	..
<i>Credit Bank Balances and Moneys due to Board.</i>		£	s. d.
Cash at bank on current account ..	13,619 8 8	..	..
Less unrepresented cheques ..	671 18 8	12,947 10 0	..
Cash in hand ..	..	33 7 2	..
Fixed deposits ..	..	3,000 0 0	..
Amounts due—	..	..	..
Special accounts ..	..	23,210 19 7	..
General Account ..	..	79 3 4	..
	£39,271 0 1	£39,271 0 1	..

WANGANUI.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDED 31ST DECEMBER, 1928.

Name of Account.	Balance, 31st December, 1927.		Income.		Expenditure.		Balance.		As at 31st December, 1928.				Amounts owing by Board.	
									Amounts due to Board.		Due from other Sources.			
	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.
<i>Special Accounts.</i>														
Teachers' salaries ..	..	..	139,193 3 5	139,193 3 5	..	..	59 8 2	59 8 2	4 0 2	4 0 2	..	..	42 19 3	42 19 3
House allowances ..	..	..	3,859 15 9	3,859 15 9	..	..	3 18 4	3 18 4	..	..	0 17 10	0 17 10	..	..
School libraries ..	..	..	127 1 1	127 1 1	..	..	57 15 6	57 15 6	..	..	..	..	635 19 3	635 19 3
Conveyance, &c. ..	..	..	2,313 4 1	2,313 4 1	..	..	277 4 3	277 4 3	..	..	..	..	6 19 1	6 19 1
Grants to School Committees ..	..	..	8,185 16 11	8,190 19 11	34 14 7	34 14 7	..	..	..	..	..	..	..	..
Teachers' classes ..	..	..	20 1 10	20 1 10	45 12 7	45 12 7	..	..	..	..	..	..	..	..
Scholarships—														
National ..	..	..	604 10 2	604 10 2	..	..	24 10 6	24 10 6	..	..	..	..	9 10 6	9 10 6
Special ..	..	..	6 6 0	6 6 0	..	..	..	..	..	..	..	..	..	..
District High School salaries ..	..	..	3,486 4 7	3,486 4 7	739 15 10	739 15 10	663 13 4	663 13 4	34 10 10	34 10 10	..	..	12 13 2	12 13 2
Manual instruction ..	..	546 6 3	5,840 14 6	5,847 4 11	..	..	..	..	..	..	..	..	82 18 7	82 18 7
Technical instruction ..	..	..	464 0 0	464 0 0	..	..	..	..	..	..	..	..	..	..
Buildings—Maintenance ..	..	2,873 9 4	12,690 6 9	13,275 7 6	2,288 8 7	2,288 8 7	747 6 7	747 6 7	5 10 0	5 10 0	..	..	908 6 3	908 6 3
New buildings ..	..	..	17,306 1 4	17,306 1 4	..	..	3,082 12 0	3,082 12 0	172 13 9	172 13 9	2,003 5 0	2,003 5 0	..	..
Workshop Account ..	..	..	5,685 12 10	4,709 19 9	Dr. 786 19 8	786 19 8	..	..	82 14 8	82 14 8	81 10 11	81 10 11	..	..
Sites sales ..	..	650 9 3	..	11 0 0	639 9 3	639 9 3	..	..	..	..	..	..	..	..
Contractors' deposits ..	..	..	70 10 0	70 10 0	..	..	..	..	..	..	..	..	..	..
Wanganui school-sites ..	..	..	998 16 0	1,241 4 8	Dr. 2,008 15 2	2,008 15 2	..	..	..	..	2,012 0 0*	2,012 0 0*	..	..
Prize fund and miscellaneous ..	..	..	481 16 0	420 7 10	61 8 2	61 8 2	..	..	111 10 8	111 10 8	267 6 5	267 6 5	..	..
<i>General Account</i>														
Total of special accounts ..	..	626 15 9	201,334 1 3	200,947 2 10	1,013 14 2	1,013 14 2	4,926 8 8	4,926 8 8	411 17 11	411 17 11	6,063 8 5	6,063 8 5	..	..
Grand total ..	..	605 5 4	4,397 10 1	4,394 13 11	608 1 6	608 1 6	..	..	101 0 3	101 0 3	53 17 3	53 17 3	..	..
Grand total ..	..	1,232 1 1	205,731 11 4	205,341 16 9	1,621 15 8	1,621 15 8	4,926 8 8	4,926 8 8	512 18 2	512 18 2	6,117 5 8	6,117 5 8	..	..

* £2,012 received from Department on account of rent of Wanganui Technical College site and playing fields.

BALANCE-SHEET, 31ST DECEMBER, 1928.

<i>Debit Bank Balances and Moneys owing by Board.</i>		<i>Credit Bank Balances and Moneys due to Board.</i>	
Amounts owing—		£ s. d.	
Special accounts ..	..	Cash at bank on current account ..	2,839 7 11
General Account ..	..	Less unrepresented ..	669 19 8
Credit balances—		cheques ..	..
Special accounts ..	..	Less credit balance,	..
General Account ..	..	Alexander Bequest	..
		Account ..	40 2 3
			710 1 11
		Cash in hand ..	2,129 6 0
		Post Office Savings-bank ..	47 15 0
		Amounts due—	..
		Special accounts ..	122 13 6
		General Account ..	5,338 6 7
			101 0 3
			£7,739 1 4

HAWKE'S BAY.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDED 31ST DECEMBER, 1928.

Name of Account.	Balance, 1927.		Income.		Expenditure.		Balance.		As at 31st December, 1928.			
	31st December, 1927.								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 ..	..	..	128,986 12 1	..	128,986 12 1	..	..	..	7 12 5	..	..	..
House allowances ..	..	..	3,311 16 6	..	3,311 16 6	..	..	..	..	..	5 18 9	..
School libraries ..	..	..	358 0 7	..	358 0 7	..	..	..	11 7 5	..	..	..
Conveyance, &c. ..	..	..	6,202 18 2	..	6,202 18 2	..	..	..	340 1 0	0 18 8	..	..
Grants to School Committees ..	..	..	7,572 12 9	..	7,572 12 9	..	..	..	..	..	129 11 0	..
Teachers' classes ..	..	..	36 10 9	..	36 10 9	..	..	..	..	..	..	..
Scholarships—National ..	..	..	672 5 9	..	672 5 9	..	..	..	..	..	..	..
District High School salaries ..	..	..	4,471 13 8	..	4,471 13 8	..	..	..	1 15 0	..	..	..
Manual instruction ..	..	..	7,546 5 11	..	7,805 13 8	..	2,294 9 7	..	1,082 3 5	48 7 9	479 4 6	..
Technical instruction ..	..	..	579 12 7	..	506 2 7	..	76 16 2	..	106 6 0	..	..	..
Rebuilding ..	..	..	80 18 11	..	152 17 8	..	8 1 3	..	..	..	..	..
Buildings—Maintenance ..	..	..	7,799 8 3	..	6,045 12 8	..	3,508 17 2	..	143 17 2	2,183 12 10	1,165 1 9	..
New buildings ..	..	..	13,723 6 5	..	13,723 6 5	..	..	..	1,460 3 4	165 9 2	31 1 3	..
Workshop Account ..	..	..	3,865 14 0	..	4,002 9 3	..	1,136 10 11	..	77 18 0	2 11 0	3 2 6	..
Sites sales ..	..	..	..	..	..	..	130 6 9	..	..	..	..	..
Contractors' deposits ..	..	..	210 0 0	..	210 0 0	..	..	..	..	..	100 0 0	..
Voluntary contributions and subsidies ..	..	..	4,281 7 2	..	4,281 7 2	..	..	..	..	..	1,631 8 4	..
Total of special accounts ..	5,796 16 11	..	189,698 4 7	..	188,339 19 8	..	7,155 1 10	..	3,231 3 9	2,400 19 5	3,545 8 1	..
General Account ..	3,097 9 4	..	5,245 12 0	..	5,495 15 1	..	2,847 6 3	..	84 11 6	1,491 17 10	52 19 8	..
Grand total ..	8,894 6 3	..	194,943 16 7	..	193,835 14 9	..	10,002 8 1	..	3,315 15 3	3,892 17 3	3,598 7 9	..

BALANCE-SHEET, 31ST DECEMBER, 1928.

Debit Bank Balances and Moneys owing by Board.		Credit Bank Balances and Moneys due to Board.	
Amounts owing—		Cash at bank on current account ..	
Special accounts	£ s. d.	£ s. d.	£ s. d.
General Account	 3,545 8 1	6,527 1 6	
Credit balances—	 52 19 8	Less unpresented cheques	1,984 1 9
Special accounts	 7,155 1 10	Cash in hand	4,542 19 9
General Account	 2,847 6 3	Fixed deposits	30 7 1
		Post Office Savings-bank	1,000 0 0
		Amounts due—	818 16 6
		Special accounts	5,632 3 2
		General Account	1,576 9 4
			£13,600 15 10

WELLINGTON.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDED 31ST DECEMBER, 1928.

Name of Account.	Balance, 31st December, 1927.		Income.	Expenditure.	Balance.		As at 31st December, 1928.			
	£	s. d.			Amounts due to Board.		Amounts owing by Board.			
					Due from Department.	Due from other Sources.	£	s. d.	£	s. d.
<i>Special Accounts.</i>										
Teachers' salaries ..	..	..	204,193 15 9	204,193 15 9	..	..	96 14 3	..	..	..
Organizing teacher's salary ..	..	..	430 0 0	430 0 0	..	..	..	..	..	..
House allowances ..	..	..	4,842 19 6	4,842 19 6	..	..	..	..	..	0 6 8
School libraries ..	..	..	306 0 0	277 11 7	28 8 5	..	..	..	..	7 4 0
Conveyances, &c. ..	..	..	3,796 11 9	3,796 11 9	..	..	503 6 4	..	..	520 12 10
Grants to School Committees ..	..	..	11,834 12 2	11,834 12 2	..	..	..	2 16 0	..	359 0 5
Training College—										
Staff salaries ..	..	..	5,517 1 11	5,517 1 11	..	..	..	..	..	..
Normal School ..	..	..	5,851 8 0	5,851 8 0	..	..	0 16 8	..	..	..
Associated Normal Schools ..	..	..	2,851 4 11	2,851 4 11	..	..	20 17 6	..	..	..
Special instruction ..	..	..	143 13 4	143 13 4	..	..	3 0 0	..	..	21 0 0
Students ..	..	..	25,183 19 4	25,183 19 4	..	..	3 14 0	..	..	..
Incidentals ..	..	..	617 18 9	704 12 1	35 17 10	..	..	..	..	65 11 0
Teachers' classes ..	..	..	77 16 8	79 12 10	..	..	..	..	..	..
Scholarships—										
National ..	..	..	769 1 2	769 1 2	..	..	..	..	..	..
Special ..	..	414 3 0	448 13 7	517 0 9	345 15 10	..	..	..	..	..
District High School salaries ..	..	..	5,319 17 0	5,319 17 0	..	..	14 3 4	..	..	..
Manual instruction—										
Salaries ..	..	..	5,613 14 4	5,613 14 4	..	..	1 18 11	2 4 6	..	..
Expenses ..	..	..	804 19 5	804 19 5	..	..	137 1 4	0 4 6	..	24 14 3
General ..	..	1,257 9 8	3,549 0 2	3,152 14 9	1,653 15 1	..	545 10 3	..	..	202 1 8
Handwork ..	..	16 0 0	203 18 2	219 18 2	..	..	102 7 7	..	..	..
Conveyance ..	..	..	138 13 4	138 13 4	..	..	52 3 2	..	..	..
Technical instruction Adjustment Account ..	..	91 14 10	..	..	91 14 10	..	..	..	..	..
Technical instruction—Lower Hutt Technical School ..	..	71 13 0	539 10 1	444 10 5	166 12 8	..	22 16 9	..	..	..
Rebuilding ..	..	2,087 12 3	94 2 3	678 15 7	1,502 18 11	..	..	..	..	..
Buildings—										
Maintenance ..	..	4,528 5 3	18,360 15 11	22,124 13 9	764 7 5	..	845 5 0	52 0 4	..	179 16 3
Rents ..	..	..	1,835 2 2	1,835 2 2	..	..	86 7 8	..	..	14 18 7
Special grants—										
New schools ..	..	..	38,778 4 5	38,778 4 5	..	..	4,732 14 0	..	..	6,577 10 5
Sites ..	..	..	14,363 15 6	14,363 15 6	..	..	1,020 9 8	..	..	370 16 6
Manual ..	..	..	4,958 19 1	4,958 19 1	..	..	301 6 3	..	..	54 7 0
Technical ..	..	..	6 1 0	6 1 0	..	..	6 1 0	..	..	..
Training College—Materials, &c. ..	..	..	394 3 1	394 3 1	..	..	209 18 1	39 5 0	..	..
Sites sales ..	..	..	500 0 0	540 0 0	88 4 9	..	..	..	..	..
Contractors' deposits ..	..	128 4 9	1,021 6 6	1,021 6 6	..	..	..	..	..	272 0 9
Contributions and subsidies ..	..	..	3,206 2 11	3,206 2 11	..	..	..	..	..	180 6 6
First-aid outfits ..	..	..	11 11 4	11 11 4	..	..	..	..	..	..
School Committees' funds ..	..	..	62 5 3	62 5 3	..	..	..	..	..	37 12 10
Kelburn Normal School ..	..	8 11 0	189 0 0	193 2 9	4 8 3	..	..	..	..	12 13 0

NELSON.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDED 31ST DECEMBER, 1928.

Name of Account.	Balance, 31st December, 1927.		Income.		Expenditure.		Balance.		As at 31st December, 1928.			
	£ s. d.		£ s. d.		£ s. d.		£ s. d.		Amounts due to Board.			
									Due from Department.		Due from other Sources.	
<i>Special Accounts.</i>												
Teachers' salaries ..	..	..	64,920 5 0	64,920 5 0	..	..	..	..	£	s. d.	£	s. d.
House allowances ..	..	..	2,471 19 5	2,471 19 5	..	..	..	..	..	..	..	..
School libraries ..	..	2 9 2	97 4 10	98 8 8	1 5 4	..	..	..	17	4 10	80	0 0
Conveyance, &c. ..	..	..	2,024 10 6	2,024 10 6	..	..	..	..	67	3 0	25	0 0
Grants to School Committees ..	..	508 7 7	4,087 17 6	4,166 17 7	..	..	..	..	..	..	..	..
Teachers' classes ..	..	10 2 5	..	..	..	..	..	..	..	..	..	..
Scholarships—National ..	..	..	1,033 7 4	1,033 7 4	..	..	..	..	..	..	..	..
District High School salaries ..	..	..	3,571 12 6	3,571 12 6	..	..	..	..	..	..	9	6 8
Manual instruction ..	..	357 2 4	2,358 19 3	2,428 7 6	287 14 1	..	..	..	341	9 9	168	3 11
Technical instruction ..	..	22 18 3	29 3 0	25 7 7	26 13 8	..	..	..	15	0 0	14	15 0
Rebuilding ..	..	527 19 5	22 19 5	96 6 3	454 12 7	..	..	..	..	..	..	..
Buildings—Maintenance ..	..	2,854 17 2	5,331 14 8	5,980 14 0	2,205 17 10	..	..	..	120	1 8	131	16 0
New buildings ..	..	..	3,570 2 1	3,570 2 1	..	..	..	..	370	13 6	..	..
Sites sales ..	..	182 3 0	1,268 8 3	0 18 6	1,449 12 9	..	..	..	..	15	0 0	..
Contractors' deposits ..	..	..	121 18 0	121 18 0	..	..	..	..	..	..	37	19 6
Nelson school-sites ..	..	923 1 9	..	923 1 9	..	..	..	..	..	..	193	0 5
Voluntary contributions and subsidies ..	..	..	1,169 10 2	1,169 10 2	..	..	..	..	..	..	..	..
Total of special accounts ..	..	5,389 1 1	92,079 11 11	92,603 6 10	4,865 6 2	..	..	..	941	8 3	660	1 6
<i>General Account</i> ..	..	427 8 3	2,721 9 9	2,760 0 4	388 17 8	..	..	..	129	13 11	..	..
Grand total ..	..	5,816 9 4	94,801 1 8	95,363 7 2	5,254 3 10	..	..	..	1,071	2 2	660	1 6

BALANCE-SHEET, 31ST DECEMBER, 1928.

<i>Debit Bank Balances and Moneys owing by Board.</i>			<i>Credit Bank Balances and Moneys due to Board.</i>		
£ s. d.			£ s. d.		
Amounts owing—Special accounts ..	..	660 1 6	Cash at bank on current account ..	2,695 2 11	..
Credit balances—	..	..	Less unrepresented cheques ..	481 10 11	2,213 12 0
Special accounts ..	..	4,865 6 2	Cash in Post Office Savings-bank ..	..	614 11 2
General Account ..	..	388 17 8	Fixed deposits ..	..	2,000 0 0
			Amounts due—	..	..
			Special accounts ..	..	956 8 6
			General Account ..	..	129 13 11
					<u>£5,914 5 4</u>

OTAGO.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDED 31ST DECEMBER, 1928.

Name of Account.	Balance, 31st December, 1927.	Income.	Expenditure.	As at 31st December, 1928.					
				Balance.		Amounts due to Board.		Amounts owing by Board.	
				£	s. d.	£	s. d.		
<i>Special Accounts.</i>								£	s. d.
Teachers' salaries ..	16 10 11	171,045 8 4	171,061 19 3	..	7 15 1	4 17 10	..	..	
House allowances ..	11 11 8	1,974 19 10	1,978 16 5	..	2 9 0	..	..	..	
School libraries ..	0 16 2	240 0 0	238 7 2	..	..	..	..	209 14 9	
Conveyance, &c. ..	..	6,067 2 7	6,067 2 7	..	66 2 1	1,350 4 10	112 1 2	713 15 11	
Grants to School Committees ..	87 3 7	9,980 2 9	10,001 4 3	..	46 13 5	..	0 4 10	528 0 8	
Training colleges ..	14 4 0	35,047 12 7	35,015 3 2	..	200 0 0	77 16 7	..	55 0 0	
Training Colleges Trust Account ..	200 0 0	15 0 0	15 0 0	..	28 16 2	..	..	..	
Teachers' classes ..	28 16 2	..	..	..	..	..	..	1 10 0	
Scholarships—									
National ..	..	1,010 7 6	1,010 7 6	..	458 8 10	31 13 4	..	..	
Special ..	463 7 3	27 2 7	32 1 0	..	..	..	..	..	
District High School salaries ..	10 19 7	5,194 16 10	5,205 16 5	..	..	3 4 4	..	..	
Manual instruction ..	1,786 7 9	7,247 11 3	7,698 3 9	..	1,335 15 3	906 5 9	30 1 0	151 13 2	
Technical instruction ..	100 16 5	16 8 8	11 13 0	..	105 12 1	..	..	..	
Rebuilding ..	288 4 10	..	288 4 10	..	..	..	..	1 16 4	
Buildings—Maintenance ..	882 12 2	15,429 14 7	15,123 7 1	..	1,188 19 8	184 10 3	4,053 12 5	..	
New buildings ..	137 17 0	18,901 16 10	18,901 16 10	..	137 17 0	3,366 5 2	1,527 15 11	..	
Workshop Account ..	114 1 7	10,880 11 11	10,527 7 5	..	467 6 1	..	7,012 3 2	7,000 18 7	
Sites sales ..	220 5 4	..	..	..	220 5 4	..	..	..	
Contractors' deposits ..	..	282 13 0	282 13 0	..	..	..	..	8 0 0	
Other accounts ..	3,472 10 0	5,088 8 3	4,622 16 10	..	3,938 1 5	49 13 3	..	180 9 11	
Total of special accounts ..	7,836 4 5	288,449 17 6	288,082 0 6	..	8,204 1 5	5,974 11 4	12,735 18 6	8,850 19 4	
<i>General Account</i> ..	7,788 5 1	9,995 6 9	10,889 19 9	..	6,893 12 1	176 19 3	3,969 11 11	103 0 2	
Grand total ..	15,624 9 6	298,445 4 3	298,972 0 3	..	15,097 13 6	6,151 10 7	16,705 10 5	8,953 19 6	

BALANCE-SHEET, 31ST DECEMBER, 1928.

Debit Bank Balances and Moneys owing by Board.		Credit Bank Balances and Moneys due to Board.	
	£	£	s. d.
Debit balance at bank ..	..	Cash at bank on current account ..	689 1 4
Amounts owing—	..	Less unrepresented cheques ..	1,906 16 7
Special accounts ..	..		
General Account ..	8,850 19 4	Fixed deposits ..	650 0 0
	..	Investments ..	1,762 7 3
Credit balances—	..	Amounts due—	..
Special accounts ..	8,204 1 5	Special accounts ..	18,710 9 10
General Account ..	6,893 12 1	General Account ..	4,146 11 2
	..		425,269 8 3
	..		425,269 8 3

APPENDIX C.

EXTRACTS FROM REPORTS OF PRINCIPALS OF TRAINING COLLEGES.

AUCKLAND.

I HAVE the honour to submit my report for the year 1928.

The College has been in session for thirty-six weeks during the year, in three terms of twelve, ten, and fourteen weeks. The roll number has been considerably less than that of the preceding year.

Staff.—No change in the staff has been made during the year. Three of its members have suffered from serious illness, and the College routine has been slightly disorganized in consequence, but the situation has been well met, and no serious loss of efficiency has resulted. In each case restoration of good health is steadily progressing. The health of the students has been generally satisfactory, though the number of short absences on account of illness is greater than should be necessary.

Organization of College Work.—A notable change in the College organization for 1928 has been the provision of courses leading to specialization in infant-teaching and secondary-school teaching, arranged to comply with the amendment to Training College Regulations which came into force on the 1st February. As no warning had been given that such an important change was pending, and as the regulations were gazetted only after the College had closed for the summer vacation, it was difficult to meet the position adequately. It was not possible to provide for all who wished to take the course leading to secondary-school teaching (approximately one-third of the students newly admitted), nor to arrange adequate courses for those for whom some provision could be made. In the main, the general course had to be followed by all, with only slight differentiation for the would-be specialists, in the hope that in the second year of training (1929) adequate emphasis could be given to the differentiation necessary to comply with the regulations. Where it was not possible to fulfil what the regulations implied, their spirit, at least, was faithfully observed. The new plan of grouping students has been a matter of considerable interest to the staff, who have been keenly observant of the characteristics of the different groups. Though it will be wiser to defer generalizing until later in the second year of training, I note one interesting fact—viz., the relatively high average skill in practical teaching possessed by the members of the group preparing for teaching in secondary schools. As this group is necessarily almost entirely composed of students giving very considerable time to University studies, it is distinctly satisfactory to find close correlation between ability to undertake University studies and skill in actual teaching.

University Work.—The University work of a very considerable number of students has been very satisfactory. As before, there has been not a little bad judgment on the part of new students as to their individual capacity for undertaking University work. The beginning of the year sees much genuine enthusiasm. Where this is not supported by sound preparation in a good secondary school, it is seldom that it can be maintained and the aim of the enthusiast fulfilled. Such failures are not entirely useless; they bring realization of facts difficult for youth to learn. In the best cases they lead to a better balance of the load attempted and a strong determination to succeed. It is interesting to note the great difference among students in fitness for accomplishing what a University course demands in addition to other requirements. Not a few of those who excel in their University work and carry a very considerable load of subjects are able to find time for effective participation in a variety of other activities.

Emphasis on Music.—I record with pleasure a remarkably good year's work in music. With three students specializing in this subject for their third year in college, a feature has been made of their practical work in teaching school classes, with the most gratifying result. The high standard of the work reached by them has reacted favourably on other students. Many favourable comments from critic teachers and headmasters testify to the increasing effectiveness of our students in handling this subject.

Similarly, in drawing and other art work, specialist teaching in the College is already tending to raise the standard of our students' work when teaching in the schools. Though only one student has specialized in this subject as a third-year student, her work in the College has acted as an incentive to others, tending to raise the standard of work of the average student. Both in music and in art our third-year students have undertaken responsible continuous teaching throughout the year in the Normal School, with very satisfactory results, and I have no doubt that the good promise they have shown will be amply fulfilled when they leave the College for their life's work.

In English a new syllabus, providing for wider reading in literature, has proved highly satisfactory both to lecturer and students during the year, and there seems little doubt that the course is leading to a fine appreciation of literature on the part of many students.

Life-saving.—Nearly a hundred students have qualified for the bronze medallion, and about a dozen for the instructor's certificate in life-saving. The work has been organized and carried through by the students without professional or staff help. The standard of swimming is gradually improving.

Skill in Teaching.—It is with great pleasure that I note the great promise shown by a majority of our students in the practical work of teaching. One cannot doubt the enthusiasm, in many cases backed by considerable ability and in some by great originality, that is being put into their teaching by these young people. Very gratifying reports reach me from critic teachers and others testifying to the good promise that is being shown, a promise that finds endorsement in the comments by Inspectors on those who have recently left the College to accept responsible positions as teachers. Without enthusiasm we shall get nowhere; with it we may go far. Apropos of this, I consider that the time is opportune for the organization of regular short refresher courses at the training colleges for ex-students who have served, say, five years after completing their course in college. The training colleges have developed considerably, more especially in capacity to help in specialization in certain directions, and there is a strong desire on the part of such young teachers to keep abreast with the culture that is obtainable. If they could return for, say, three weeks, in parties of fifty, it would be possible to keep more steadily burning in the teaching service the flame of enthusiasm for skill and culture.

Students' College Life.—Once again I desire to record my appreciation of the students' capacity and willingness for organizing their sports and general social life. During the year £1,500 has been received and effectively spent by the students' executive in catering for the happy social well-being of nearly four hundred students on the basis of a healthy mental and physical life. The standard of sport in our various College games is high among our senior teams, but there is much work ahead before a due appreciation of the value of school games will show itself in better performance on the part of a minority of students who lag considerably behind their fellows.

I conclude this report with an appreciation of the consideration and courtesy extended to the College and myself by the Chairman and officers of your Board, and of the officers of the Education Department. Once again I express appreciation of the unity and good-fellowship of my staff as the strongest factor contributing to efficient College work.

WELLINGTON.

I HAVE the honour to submit the following report on the work of the College for the year 1928.

Accommodation.—The Wellington Training College is still handicapped through want of sufficient accommodation, a condition of affairs that has existed now for many years. Two additional difficulties arose during the year—first, to provide a permanent room for Mr. Jenner for music, and, secondly, to provide a room for handwork for Miss Thornton. It has been found impossible to provide this accommodation. Mr. Jenner conducts his music lessons partly in the geography-room and partly in the gymnasium, necessitating a constant carrying-about of material. Miss Thornton shares a room with Mr. McKinnon, who takes nature-study. This room has no heating-apparatus for glue or hot water, and no sinks in which the students may clean up; therefore, these two additional members of the staff conduct their work under many inconveniences.

Staff.—The following changes in the staff have taken place during 1928: Mr. Parker, part-time Lecturer in Music, severed his connection with the College after thirty-six years' association with the training of teachers under the Wellington Education Board, and his resignation was received with deep regret by all familiar with the excellent work which he has performed so faithfully for so many years. This report can but add its inadequate recognition of his services, with which the Board is familiar. The retirement was rendered necessary by a forward movement on the part of the Department for the appointment of a full-time Lecturer in Music, which was accepted by Mr. Jenner, A.R.A.M., L.R.A.M., of the Royal Academy of Music, London, who reported for work during July. Mr. Jenner has subsequently organized a full course of study in music, giving this subject its adequate recognition on the College curriculum. At the beginning of the year Mr. McKinnon was appointed Lecturer in Nature-study, in place of Mrs. Martin-Smith; Miss Thornton, Lecturer in Infant-room Method; and Mr. A. D. Priestley, lecturers' assistant.

University Work.—The University classes attended by students were as follows: English, 8; Latin, 13; French, 29; Italian, 3; education, 61; philosophy, 58; history, 57; economics, 9; Greek history, art, and literature, 6; geography, 10; mathematics, 9; applied mathematics, 4; geology, 3; chemistry, 7; physics, 3; botany, 8; zoology, 4; total, 292. These classes were taken by a total of 133 students, while 96 students obtained their full course at the College. Students taking science at the University have great difficulty in completing a full training-college course because of attendance at the University during the daytime. This difficulty has been in evidence for some time. Every effort is made to fit in the essential subjects, but some omissions are inevitable.

Students' Teaching Practice.—We are again greatly indebted to the headmasters and the staffs of many schools in Wellington for expert co-operation in the teaching practice of students. The system of sending students out into the schools is an excellent one, for they receive their practice under natural conditions; however, there are still difficulties to overcome. The greatest one is that of estimating the value of the various reports received from so many different sources. This has been met by sending out the members of the Training College staff to observe the students at work and to discuss with the class-room teacher lessons given by the students. Another difficulty, mentioned in a previous report, is the absence of travelling-expenses, making placement of students in the schools a complicated nature. We would like to express our thanks to the headmasters for their assistance in this most important part of teacher training.

Model Schools.—The College is still handicapped by the absence of a sufficient number of classrooms arranged as country schools, with the result that far too many students leave the College without a first-hand knowledge of this type of school. This is all the more deplorable as most of them will start their teaching careers in such schools. It is quite a common criticism that the Training College does not emphasize sufficiently the preparation for work in a sole-charge school. This neglect is due not to lack of appreciation of its importance, but to lack of adequate facilities.

Social Service.—The Social Service Club continues actively to provide opportunities for helpful work outside of College time. Many students gave up a number of Saturday afternoons to take charge of children from the orphanages, to entertain them with games out of doors, or to take them for short excursions. In addition, visits were paid to the Ohio Home, Ewart Hospital, and to the Incurable Ward at the General Hospital. This voluntary service is to be highly commended, and shows evidence of a sense of social responsibility among the students.

Additional Activities of the College.—We do not consider that our work as an institution is complete when our students have merely fulfilled the academic requirements and secured with a good measure of success the ability to control a class. We have in mind more than this. We are trying to develop in each student such likes and aptitudes as he may have, for the purpose of insuring self-realization, and in order that he might the better stimulate that entity of social welfare without which mankind can neither endure nor evolve. Fields for such activities are provided in such clubs as glee, orchestra, appreciation, dramatic, debating, and social service. Sport activities in the direction of cricket, tennis, football, basketball, hockey, swimming, boxing, and athletics are afforded. There are very few students who do not display average ability in one or more of these forms of recreation.

I desire to express my thanks to the Board for the support accorded me during the year.

CHRISTCHURCH.

I HAVE the honour to submit my report on the work of the Training College for the year ending 31st December, 1928.

In accordance with the requirements of the regulations, students on admission this year were asked to state for which branch of teaching—secondary, general primary, or infant—they wished to be definitely prepared. The information gathered showed that seventeen men and seventy-four women desired general primary work, nineteen men and twenty-one women secondary, and thirty-one women wished to become infant-teachers. It is evident that this could not be accepted as the determining factor in arranging the course of training. In group 2 only eighteen students would be far enough advanced in their academic studies to hope for a position in a secondary school on leaving College, so that the others in that group would have to accept positions in primary schools for some years. Then, of the thirty-one who desired special preparation for infant-work, not one could be absolutely sure of being employed in the department of work for which she had been specially prepared. Quite a number of students who have received special instruction in infant-room practice and who have devoted their spare time to making apparatus and gathering material are now employed in teaching standard classes, for which work they were not so thoroughly prepared. In order to ensure success for the specialized course some reorganization of first appointments is necessary, so that students may be placed in the position for which they are prepared. Only by so doing can waste be avoided. This is specially the case with the third-year specialists. The whole object of their final year's work will be lost if they are not so placed that they will be able to make use of their special knowledge and special preparation.

The new plan of training teachers—namely, one year pre-college probationership, two years college training, and one year post-college teaching—is now almost general, and in view of certain statements made during the year it seems advisable to point out one important effect which has not been appreciated. Under the old order entrants to the profession served for two years as probationers. During the second year they very often occupied positions of responsibility, and were almost junior assistants on the staff. By the time they had completed their College training they had completed four years' teaching experience. Under the present arrangement they complete their College preparation at the end of their third year. They then enter the schools not as junior assistants, but as trainees who require supervision and guidance for another year. The effectiveness of the training can, therefore, be better gauged by instituting comparisons between the product of the old system and the new only when students have had an equal number of years' experience. From such inquiries as have been made it is clear that present students at the end of the probationary assistant year are, in general, doing thoroughly satisfactory work. In any case, this should be so, because the professional training given in the College is each year becoming more efficient and is being more emphasized. The academic status of entrants to the profession is improving each year, and it has therefore been possible to readjust the study side of the College in such a way as to give more time to definite professional training. It may be of interest if I briefly reproduce a portion of the report prepared earlier in the year on the arrangement for teaching practice.

First-year students: First-year students on their entrance to College receive instruction in methods of teaching, and attend demonstration lessons arranged each week. Toward the end of the second term, or the beginning of the third term, they spend three weeks in the schools, where work is especially arranged for their benefit, and an opportunity is afforded them of showing their ability after demonstrations and observation. Opportunity to study schemes of work—work-books, registers, record-

cards, &c.—is given, and a definite course of child-study is undertaken. The work is carefully supervised and criticized. On the students' return to College discussions take place on any points of general interest.

Second-year students: While the first year is regarded mainly as a year of preparation, the second year is regarded definitely as the year for acquiring professional skill. The method lectures in the first year are mainly "general" method, including a study of the school syllabus; in the second year mainly teaching methods of the various subjects of the curriculum.

In the first year students acquire a general knowledge of class-room practice, and the principles underlying the teaching process. In the second year they apply these principles—see demonstrations in the class-rooms, teach—and are thus able to appreciate the work in the lectures-room and discuss plans and methods. All senior students spend fifteen weeks during the year in the schools.

Division C students (graduates): Special provision is made for graduate students in the high-school departments at the Normal and at West Christchurch, and also at the Boys' and Girls' High Schools. Students are allotted to that department of the school for which their qualifications fit them—languages or mathematics and science.

The Technical College is also available for students who wish to specialize in technical-school work.

Mr. Cartwright, who succeeded Mr. Maxwell as lecturer in charge of the teaching practice of students, speaks very highly of the enthusiasm and earnestness of the students, their desire to learn as much as possible, and the ability that most of them show in their teaching. We owe a great deal to the assistance given by teachers in all the schools to which students are sent, and to their willingness at all times to provide facilities for students to practice.

At the beginning of the year Mr. J. A. Masterton arrived from Edinburgh to take up the position of Art Lecturer. The students have made very satisfactory progress, and the College is reaping distinct benefit from the presence of a permanent art instructor on the staff. The lecturers in other subjects have been able to avail themselves of his services and the application of art work, drawing, design, and printing is evident in most subjects. The outgoing students will be much better equipped to teach this branch of their work than their predecessors have been. Mr. Masterton's greatest difficulty is the very low standard of work shown by most students on their entry to College. This has been commented upon in previous reports.

Distinct advance has also been made in handwork, other than drawing, and several new branches of work have been introduced. The course consisted of the following branches: Paper-work; mounting of posters on muslin; construction of instruments for a percussion band; making of reading and number apparatus; *passe-partout*; the making of loose-leaf binders; bookbinding (bookbinding was easily the most popular form of handicraft, and much good work was done; substitutions and improvisations of apparatus were dealt with in detail, so that shortage of apparatus need not deter teachers from introducing bookbinding into their schools); basket and raffia work; toy-making, &c.; cane-weaving, making of trays, &c.

The music classes have also made considerable progress. The course this year consisted of the following branches of study: Choice and teaching of songs; voice-production; ear-training; sight reading; time and rhythm; melody-making; musical appreciation; music, with literature, history, and geography.

The College Musical Society had a very successful year, and the Orchestral Society performed very creditably at all dramatic and social functions. An encouraging feature of the work is the great enthusiasm shown by the students and their willingness to take singing lessons in the schools during teaching periods.

It is not necessary to deal at length with all the departments of College activity. The most pleasing feature is the advance in the professional preparation of the students. More time has been given to it, and the students have shown such response as augurs well for their future success as teachers.

DUNEDIN.

I BEG to report on the work of the Training College for the past year.

University Classes.—One hundred and fifty-six students attended one or more classes at Otago University. The numbers attending the various classes were: Education I, 43 students; Education II, 3; Education III, 2; Diploma Education, 1; English I, 85; English II, 17; English III, 7; Honours English, 1; French I, 33; French II, 8; Latin I, 8; Latin III, 1; History I, 50; History II, 4; History III, 2; Honours History, 1; Philosophy I, 9; Economics I, 8; Economics II, 1; Honours Economics, 1; Mathematics I, 9; Mathematics II, 1; Mechanics, 1; Physics I, 6; Music I, 3; Musical Appreciation, 6; Chemistry I, 11; Chemistry II, 2; Botany I, 2; Geology I, 1.

At the University terms examinations Training College students secured 10 first-class, 46 second-class, and 233 third-class passes. Otago University results were, generally speaking, satisfactory. Only five students—two junior, one senior, and two third-year—failed to keep terms in at least one subject. Most of the others accomplished all the work attempted; a few just failed to reach the pass standard in one of the University classes. As in past years, University results for about ten students were disappointing. Some of these students overestimated their abilities, others lacked the energy and diligence necessary for success. Out of a large class in Physics I, two College students, Messrs. W. C. Currie and W. G. Collett, gained first and second places for practical work. Miss May R. Paterson was awarded the James Clark Prize in philosophy. Third-year students specializing in science did good work at the University, each keeping terms in three subjects, which in every case included physics and chemistry.

New Zealand University results : The Otago list of successful candidates, published early in the year, shows that the proportion of successes gained by College and ex-College students was as follows : The only Doctor of Philosophy, seven out of fourteen M.A. degrees, twenty-nine out of fifty B.A., and three out of five Diploma of Education.

Staff Changes.—Since this time last year many changes have occurred on the staff of the Training College and Normal School, the most important of which are—Mr. J. H. Moir, headmaster, retired on superannuation, and has been succeeded by Mr. L. F. de Berry ; Mr. Hudson, Lecturer in Agriculture, received an important appointment in Tasmania, and has been succeeded by Mr. McCaskill ; Miss Turnbull, tutor and librarian, resigned her position and has gone to England, Mr. A. Salmond being appointed temporarily to the vacancy : Miss Thornton, kindergarten mistress, was promoted to Wellington as Lecturer in Kindergarten at the Training College. Owing to a change in the policy of the Department, this promotion created two vacancies—one for a mistress at the Normal School, the other for a Lecturer in Kindergarten at the College. Miss Macalister was appointed mistress at the Normal School. A new kindergarten lecturer, Miss Sanders, from England, has been appointed, but has not yet arrived in New Zealand. During the past year this work was carried on by Miss Macalister and Miss James. The Department has also created a lectureship in music. To this position Mr. Clitheroe has been appointed. Mr. Milne has been placed in charge of Model I, in succession to Mr. Hoggans. In future Miss Vickers will devote all her time to work in the Normal School, the staff of which has been further strengthened by the appointment of an additional assistant, Miss Lucas. Miss F. Allan was promoted from the infant department to the position of Mistress in Waimataiti School, Timaru.

The following table shows the number of hour lectures provided for students in the various College subjects. It gives little indication of the number of lectures delivered by each member of the staff, as many lectures have to be repeated several times :—

Subject.	Junior and One-year Students.	Second-year Students.	Third-year Students.	Hours per Week.	Instructors.
Psychology	151	..	..	1	Principal.
Education	..	31	..	3	Mr. Macfarlane.
Method—junior	151	..	..	7	Mr. Macfarlane, Mr. Fleming, Mr. Tucker.
Method—senior	2	77	..	$\frac{1}{2}$	Mr. Anderson, Mr. McCaskill, Mr. Woods.
Method—secondary	..	38	..	$\frac{1}{2}$	Miss McLeod, Mr. Anderson, Mr. Tucker, Mr. Woods.
Geography	142	59	..	1 and 2	Mr. Anderson, Mr. Tucker.
General science	144	..	..	1	Mr. Anderson.
School and personal hygiene	151	..	..	1	Miss Turnbull, Mr. Salmond.
Agriculture	151	64	..	1 and 2	Mr. McCaskill.
History	151	45	..	1 and 2	Mr. Woods.
English “ C ”	50	4	..	5	Miss McLeod.
English—senior	..	77	..	$1\frac{1}{2}$	Miss McLeod.
Kindergarten principles	..	77	..	$\frac{1}{2}$	Mr. Macfarlane.
Kindergarten practice ..	..	77	..	$\frac{1}{2}$	Miss Macalister, Miss Allan.
Drawing	151	77	3	2, $1\frac{1}{2}$, 3*	Mr. Donn.
Handwork	151	77	..	1 and $\frac{1}{2}$	Miss James, Mr. Tucker, Miss Allan.
Needlework	101	..	..	1	Miss James, Miss Allan.
Nature-study	151	..	..	1	Miss Turnbull, Mr. Salmond, Mr. McCaskill.
Music	148	74	..	2 and 1	Miss Vickers, Mr. Clitheroe.
Elocution and phonetics ..	151	..	..	1	Mr. Fleming.
Sports	151	77	..	2	Members of staff and selected students.
Physical education	151	77	12	$2\frac{1}{2}$, 2, 18	Mr. White, Miss Tuckwell, Mr. Roydhouse, Miss Dickson.
Eurhythmics	..	24	..	12-hours course	Miss Houghton.
“ D ” subjects— First aid	32	..	..	12-hours course	Miss McLeod.
Geometrical drawing	10	..	..	1	Mr. Tucker.

* These students attended School of Art for 20 or more hours weekly.

Specialization, excluding third-year students :—

Subject.	Number of Students.	Instructor.
Geography	6	Mr. Fleming.
Handwork	6	Miss James.
Infant-room work	70	Miss Macalister.
Singing	26	Mr. Clitheroe.
History	20	Mr. Woods.
Agriculture	5	Mr. McCaskill.
Drawing	21	Mr. Donn.
Science	21	Mr. Anderson.

Certificate Recommendations.—As a result of successes gained at the University and College examinations I have made the following recommendations for second-year and one-year students: Twelve students for the B certificate, and fifty-nine for the C certificate, four for credit towards C in four subjects, one for credit in three subjects, one for credit in two subjects, and two for credit in one subject. Several of those recommended for the C certificate will be entitled to promotion to B as soon as the results of the New Zealand University examinations are available. Thus, out of seventy-nine students, only eight have failed to secure a full C certificate. Of these, four now require to pass in only one subject, and one had to leave early in 1928 on account of ill health. The results, therefore, are creditable, and are, I believe, the best for a very considerable time past.

General.—The conduct of students continues to be extremely good. Nearly every student works diligently and takes full advantage of all opportunities available for his or her improvement.

Sports.—During the first and second terms every Thursday afternoon from 1 to 3 o'clock was devoted to organized games, registers being kept, and all students participating. The ladies played basketball or hockey, the majority of the men either Rugby football or hockey. During the third-term ten swimming and life-saving practices were held at the Y.M.C.A. baths. In addition to these sports, which were held regularly and provided for on the College time-table, groups of students practised tennis, boxing, fives, swimming, &c., at other times outside College hours, arranged for by themselves.

College Clubs.—The Dramatic, Glee, Debating, and Art Clubs, as well as the orchestra, were continued during the past year. Of these, the Art Club met most regularly and frequently. Its meetings were held fortnightly on Friday evenings in the College, when students and others lectured and discussed phases of art, illustrating by means of the delineascope. During the year a Craft Sketching Club was inaugurated, which met on Saturdays in the art-room, where the crafts of stencil, batik, embroidery, leather-work, block-cutting, and printing were practised. In the spring this work ceased and out-of-door sketching began.

Specialization.—During the past year eighteen students attended the College for a third year with a view to specializing in some department of teaching. Three specialized in science, three in art, and twelve in physical instruction. The science students received the greater part of their instruction at the University, but they also acted, in turn, as laboratory assistants to the science lecturers at the College, and had opportunities for observation and practice in teaching both in the Normal School and in Otago Boys' High School. The art students were taught partly by the College lecturer and partly by the teachers at the School of Art. They also had practice in teaching at the Normal and Associated Normal Schools. Mr. White and Miss Tuckwell were in charge of the students specializing in physical instruction, and supervised their teaching practice. After school hours the students of this group attended one or more classes at the University. In addition to this, more intensive style of specializing classes were held weekly for first- and second-year students who wished to specialize in drawing, handwork, singing, history, geography, science, agriculture, and infant-room work.

Needs of the College.—Though our numbers have not increased during the past year or two, yet this system of third-year specialization makes demands on our accommodation. Some relief was obtained this year by securing rooms for drawing and handwork in the old Dental School. There is still urgent need for a couple of small class-rooms—one as a musical studio for the six students who are to specialize next year in music, and one for other third-year students who are specializing in physical instruction, science, &c.

Thanks.—In conclusion, I wish to thank all who have contributed during the past year to the success of the College. Special mention might be made of the College staff, teachers of the Normal and Associated Normal Schools, as well as several other teachers, primary and secondary, who without remuneration have willingly assisted in the practical training of students. The students' executive has been most useful in connection with sports and the social side of College life. The Education Board continues its valued encouragement, support, and assistance; and the Board's Architect, Secretary, and staff have been at all times most considerate and attentive to the needs of the College.

APPENDIX D.

REPORT OF THE SUPERVISOR OF MUSICAL EDUCATION.

Wellington, 8th May, 1929.

SIR,—

I have the honour to present my report for the year ended 31st December, 1928.

Training Colleges.—The instruction in music in all four training colleges has now been completely reorganized and placed on a satisfactory footing. In July Mr. Ernest Jenner, a highly qualified musician from London and former Lecturer in School Music to the London County Council, commenced duty as whole-time lecturer at Wellington Training College; and in August Mr. J. C. Clitheroe, also a highly qualified and experienced musician from England, took charge at Dunedin Training College. The value of the work done by these gentlemen is already evident; while Mr. H. Hollinrake at Auckland and Mr. T. Vernon Griffiths at Christchurch continue to extend and deepen their influence in all directions. At each college a number of students are taking a special third-year course in school music. It would be well if full advantage could be taken in the schools of the skill of these specialists.

Eurhythmics.—During the year Miss Winifred Houghton, a well-known teacher of Dalcroze eurhythmics, visited the Dominion, and took intensive courses in this subject at Christchurch and Dunedin Training Colleges, and also at New Plymouth and Wanganui. A large number of teachers attended her classes. Much interest has been aroused in eurhythmics as an educational subject, and teachers and students have continued to attend the private classes of Miss Whistler in Auckland, Miss Russell in Wellington, and Mrs. Kane in Christchurch. When opportunity offers, eurhythmics should be made a regular part of the training of school-teachers, as its benefits are very far-reaching. It has been shown to be of great value in the special schools, where music should be given a very important place.

Vacation Courses in Music.—Vacation courses in school music have been held at the Nelson Summer School, at Wellington, Christchurch, Wanganui, and Timaru. The last of these was conducted by the Christchurch Training College lecturer; the others by the Supervisor of Music.

Scheme of School Music.—An official handbook, drawn up by the Supervisor, and entitled "A Scheme of School Music" has been published and a free copy sent to every school, additional copies being available to teachers and students at a low price. This book is of a most comprehensive character, and provides for every branch of instruction in school music from primers to secondary schools and training colleges.

Song-book.—The proposed scheme for issuing a free song-book to the senior classes was found impracticable in its original form. It is hoped, however, that some other means will be found of making the book available. The book will contain folk-melodies of many countries, to be used in conjunction with geography; songs of historical importance, songs by great composers, songs for special occasions, and New Zealand songs, with explanatory notes.

Education Gazette.—Musical articles have been contributed regularly to the *Education Gazette*, and songs published therein month by month. Many of these have been composed by school-children and by teachers, and have attracted considerable attention. A large amount of correspondence has also been dealt with giving advice to individual teachers, &c.

Gramophones and Pianos.—During the year 213 gramophones and 155 pianos were supplied to schools through the Department. It has been proved that, in addition to its value as a musical educator, gramophone music played during study results in improved work on the part of the children.

Visits to Schools, &c.—Personal visits to schools have continued, more than fifty having been made. Districts visited include Wellington, central Hawke's Bay, Taranaki, North Canterbury, Auckland, Southland, and the West Coast. Many addresses and demonstrations have been given to gatherings of teachers, to various societies, and to the general public. There is abundant evidence that everywhere interest is growing in the importance of musical and cultural education generally.

I have, &c.

E. DOUGLAS TAYLER,

Supervisor of Musical Education.

The Director of Education, Wellington.

Approximate Cost of Paper.—Preparation not given; printing (1,250 copies) £95.

By Authority: W. A. G. SKINNER, Government Printer, Wellington.—1929.

Price 1s. 3d.]