

SESSION II.  
1912.  
NEW ZEALAND.

# EDUCATION: PRIMARY EDUCATION.

[In continuation of E.-2, 1911.]

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

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## I.

EXTRACT FROM THE THIRTY-FIFTH ANNUAL REPORT OF THE  
MINISTER OF EDUCATION.

## PRIMARY EDUCATION.

*Number of Public Schools.*

THE number of public schools open at the end of 1911 was 2,166, as against 2,096 for the year 1910, an increase of 70.

In Table A the schools are classified according to the yearly average attendance. In a number of cases schools maintained in grades under Schedule A of clause 2 of the staffs and salaries regulations are included in this table in such grades, although the average attendance of these schools respectively for 1911 was below the minimum of the grades as indicated in Table A. The classification is in accordance with the provisions of the Education Amendment Act, 1908, which came into operation on the 1st January, 1909.

The number of small schools with an average attendance not exceeding 15 has increased since 1910 from 527 to 555. There has likewise been a marked increase in schools with an average attendance of 16 to 80—1,225 as compared with 1,196. Of schools with an average attendance of over 80 the number has also increased by 13—386 as against 373. It will thus be seen that the increase in attendance has been general throughout all grades of schools, a fact commented upon in the section dealing with attendance in the primary schools.

Schools with an average of 35 or under are sole-teacher schools. On referring to Table A it will be seen that there were 1,318 such schools. But, as already stated, schools are in some cases maintained in a higher grade than their average attendance would appear to warrant, while on the other hand a number of schools in charge of sole teachers at the beginning of the year had so risen in attendance as to be entitled to assistant teachers before the end of the year. Thus in Grade IV there were, in 1911, 27 schools the average attendance of which did not warrant the appointment of an assistant teacher, but in Grades II and III nine schools had the services of an assistant teacher. There were therefore altogether 1,336 schools in 1911 in charge of sole teachers, an increase of 45 over last year. In other words, in 1911 sole-teacher schools formed 62 per cent. of the total number of public schools in the Dominion. The aggregate average attendance at these sole-teacher schools in 1910 was 22,793, or 16·7 per cent. of the total average attendance of the Dominion; in 1911 the aggregate was 24,579, or 17·1 per cent. The average per school was 17·8 per cent., or 23·76 omitting schools below 16 in average attendance.

The number of schools with two or more teachers was, in 1910, 805. In 1911 the number was 830. Of these schools there were, in 1910, 28 with an average attendance exceeding 600, and 31 in 1911.

During the year 1911 85 schools were closed. Several of these schools, although reckoned as closed in their original form, were reopened in another: in some cases two schools were amalgamated; in some, half-time schools became separate full-

time schools; and so on. Including such reopened schools, the total number of schools opened during the year was 155. The following list shows the number of schools opened and closed in each of the various education districts:—

INCREASES AND DECREASES IN NUMBER OF PUBLIC SCHOOLS.

District.	Number of Schools closed.	Number of Schools opened.	Increase in Number of Schools.	Decrease in Number of Schools.
Auckland .. ..	41	70	29	..
Taranaki .. ..	3	5	2	..
Wanganui .. ..	2	7	5	..
Wellington .. ..	1	10	9	..
Hawke's Bay .. ..	6	11	5	..
Marlborough .. ..	6	11	5	..
Nelson .. ..	5	9	4	..
Grey .. ..	5	2	..	3
Westland .. ..	2	3	1	..
North Canterbury .. ..	3	9	6	..
South Canterbury .. ..	2	4	2	..
Otago .. ..	6	6	..	..
Southland .. ..	3	8	5	..
	85	155		
		85		
Increase (1911) .. ..	..	70		

The net increase in the number of schools open at the end of the year is thus 70.

The total number of public schools in each grade is shown in Table A, the corresponding figures for the previous year being shown for purposes of comparison.

TABLE A.—NUMBER OF PUBLIC SCHOOLS IN EACH GRADE, 1910 AND 1911.

Grade (as in Education Amendment Act, 1908).	Number of Schools.		Grade (as in Education Amendment Act, 1908).	Number of Schools.	
	1910.	1911.		1910.	1911.
0. (1-8) .. ..	155	162	9. { 9A. (451-500) .. ..	8	7
1. (9-15) .. ..	372	393	9. { 9B. (501-550) .. ..	12	12
2. (16-25) .. ..	469	480	9. { 9C. (551-600) .. ..	5	4
3. (26-35) .. ..	284	283	9. { 10A. (601-650) .. ..	9	12
4. (36-80) .. ..	443	462	9. { 10B. (651-700) .. ..	8	5
5. (81-120) .. ..	126	127	9. { 10C. (701-750) .. ..	2	6
6. { 6A. (121-160) .. ..	51	58	9. { 10D. (751-800) .. ..	2	3
6. { 6B. (161-200) .. ..	37	33	10. { 10E. (801-850) .. ..	4	2
7. { 7A. (201-250) .. ..	35	34	10. { 10F. (851-900) .. ..	2	2
7. { 7B. (251-300) .. ..	24	27	10. { 10G. (901-950) .. ..	..	..
8. { 8A. (301-350) .. ..	20	24	10. { 10H. (951-1,000) .. ..	1	..
8. { 8B. (351-400) .. ..	15	13	10. { 10I. (1,001-1,050) .. ..	..	1
8. { 8C. (401-450) .. ..	12	16	Totals .. ..	2,096	2,166

For the number of schools in each education district, classified in grades, reference should be made to Table A1, in the primary-education report, E.-2.

### Roll Number.

The average weekly roll number for 1911 showed an increase for each quarter over that for the corresponding quarter of 1910. The mean of the average weekly roll for the four quarters was—

Mean of average weekly roll, 1910 .. ..	154,756
„ „ 1911 .. ..	159,299
Increase in 1911 .. ..	4,543
Increase per cent in roll number, 1911 .. ..	2.9

The additions to the roll were again much more marked in the North Island, where settlement has of late years been more rapid than in the South; but, with the exception of Marlborough and Grey, every district showed at least some increase. As usual, the increase was most noticeable in the December quarter.

Number on roll at end of 1910 .. ..	156,324
„ 1911 .. ..	161,648
Increase in 1911 .. ..	5,324

Table B shows the numbers on the roll at the end of 1911, classified according to age and standards. Reference to some of the more interesting facts disclosed by this table will be found under the headings "Age and Sex of Pupils," page 6, and "Classification and Examination," page 9.

TABLE B.—CLASSIFIED RETURN OF THE NUMBERS ON THE ROLLS OF PUBLIC SCHOOLS AT THE END OF 1911.

Ages.	Class P.		Standard I.		Standard II.		Standard III.		Standard IV.		Standard V.		Standard VI.		Standard VII.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
5 and under 6 ..	7,124	6,403	7	5	..	..	..	..	..	..	..	..	..	..	..	..	7,131	6,408
6 .. 7 ..	9,166	8,406	139	145	2	5	..	..	..	..	..	..	..	..	..	..	9,307	8,556
7 .. 8 ..	8,614	7,650	1,337	1,434	140	155	3	7	..	..	..	..	..	..	..	..	10,094	9,246
8 .. 9 ..	4,645	3,922	3,565	3,570	1,224	1,317	145	164	8	4	..	..	..	..	..	..	9,587	8,977
9 .. 10 ..	1,640	1,273	3,162	2,711	3,266	3,341	1,094	1,199	134	112	4	2	..	..	..	..	9,300	8,638
10 .. 11 ..	519	370	1,376	1,164	3,017	2,763	3,062	3,061	1,034	1,102	95	108	11	7	..	..	9,114	8,575
11 .. 12 ..	181	152	502	378	1,429	1,191	2,949	2,732	2,727	2,632	891	923	118	90	2	3	8,799	8,101
12 .. 13 ..	79	51	162	136	575	419	1,565	1,249	2,763	2,467	2,371	2,269	798	786	33	40	8,346	7,417
13 .. 14 ..	45	33	60	52	182	119	698	493	1,586	1,310	2,426	2,300	1,937	1,903	198	210	7,132	6,420
14 .. 15 ..	13	4	21	14	49	26	169	93	530	340	1,202	930	1,616	1,479	397	384	3,997	3,270
Above 15 ..	8	2	3	1	11	4	30	21	117	77	355	224	743	544	488	605	1,755	1,478
Total ..	32,034	28,266	10,334	9,610	9,895	9,340	9,715	9,019	8,899	8,044	7,344	6,756	5,223	4,809	1,118	1,242	84,562	77,086

Table BA shows the mean average roll number for every fifth year from 1878 to 1898, and for each of the last twelve years; the table gives also the total average attendance for each year, the average attendance as a percentage of the roll, and the number of teachers employed in the public schools.

TABLE BA.—SCHOOLS, ATTENDANCE, AND TEACHERS.

Year.	Number of Schools.	Mean of Average Weekly Roll.	Average Attendance, Whole Year.	Average Attendance as Percentage of Weekly Roll.	Number of Teachers.					
					Adults.			Pupil-teachers.		
					M.	F.	Total.	M.	F.	Total.
1878 .. ..	748	..	*48,773	..	707	454	1,161	118	332	450
1883 .. ..	971	90,859	69,838	76.9	905	656	1,561	159	571	730
1888 .. ..	1,158	113,636	†90,108	79.3	1,039	887	1,926	219	694	913
1893 .. ..	1,375	125,692	†100,321	79.8	1,107	1,096	2,203	238	825	1,063
1898 .. ..	1,655	133,782	111,636	83.4	1,234	1,370	2,604	229	831	1,060
1900 .. ..	1,707	132,897	111,748	84.1	1,216	1,415	2,631	206	749	955
1901 .. ..	1,715	132,868	111,797	84.1	1,222	1,446	2,668	184	771	955
1902 .. ..	1,754	133,952	113,711	84.9	1,272	1,685	2,957	143	604	747
1903 .. ..	1,786	134,748	113,047	83.9	1,270	1,726	2,996	147	552	699
1904 .. ..	1,827	136,282	116,506	85.5	1,272	1,797	3,069	144	505	649
1905 .. ..	1,851	138,471	120,265	86.9	1,302	1,835	3,137	151	528	679
1906 .. ..	1,921	140,320	121,958	86.9	1,314	1,887	3,201	153	518	671
1907 .. ..	1,963	141,946	120,026	84.6	1,332	1,955	3,287	172	478	650
1908 .. ..	1,998	145,974	127,160	87.1	1,331	2,021	3,352	161	476	637
1909 .. ..	2,057	151,142	132,773	87.6	1,406	2,208	3,614	166	530	696
1910 .. ..	2,096	154,756	135,738	87.7	1,456	2,252	3,708	174	526	696
1911 .. ..	2,166	159,299	142,186	89.3	1,493	2,351	3,844	179	528	707

\*Average of three quarters.

† Strict average.

‡ Working average.

§ Exclusive of 32 male and 151 female probationers.

|| Exclusive of 41 male and 178 female probationers.

Details of these facts relating to the several educational districts are given in Tables A1, B1, and E1.

In order to find the actual roll number of all children receiving primary education in schools subject to inspection, it will be necessary to take into account those attending Native village schools, schools at the Chatham Islands, private primary schools subject to inspection, and the lower departments of secondary schools, and to deduct those on the rolls of the secondary departments of district high schools. The following will then be the figures:—

	Average Weekly Roll Number.	1911.
Public schools .. ..	.. ..	159,299
Native village schools .. ..	.. ..	4,621
Chatham Island schools .. ..	.. ..	91
Private primary schools .. ..	.. ..	15,914
Lower departments of secondary schools .. ..	.. ..	256*
		180,181
Less secondary departments of district high schools .. ..	.. ..	2,090
Total average weekly roll of primary scholars .. ..	.. ..	178,091

\* Number on roll at end of year.



It is confidently anticipated that next year, when the section of the Education Amendment Act above referred to becomes more widely known, and parents awake to the fact that by detaining their children from attending school for even a single day they are infringing the provisions of the Act, the standard of attendance will be even higher than it is at present.

The average daily attendance, in actual numbers and as a percentage of the average weekly roll number, for each quarter of the years 1910 and 1911 was as follows:—

	Actual Attendance.		Per Cent. of Roll.	
	1910.	1911.	1910.	1911.
First quarter ... ..	134,636	143,081	87·9	91·1
Second quarter ... ..	134,438	140,787	87·3	89·0
Third quarter ... ..	133,984	140,038	86·7	87·9
Fourth quarter ... ..	139,895	144,837	88·9	89·1
Whole year ... ..	135,738	142,186	87·7	89·3

The above figures represent those actually in attendance at all public schools, including district high schools. To obtain the exact attendance of all children at primary schools subject to inspection it will be necessary to add those attending Native village schools, Chatham Islands schools, private primary schools, and the lower departments of secondary schools, and to subtract the secondary pupils attending the district high schools. We then get the following results:—

Public schools ... ..	142,186
Native village schools ... ..	3,990
Chatham Islands schools ... ..	80
Private primary schools ... ..	14,084
Lower departments of secondary schools ... ..	244
Total ... ..	160,584
Less secondary departments of district high schools ... ..	1,889
Total average attendance of primary scholars ... ..	158,695

### Age and Sex of Pupils.

Table C shows the age and sex of the pupils on the rolls of the public schools of the Dominion at the end of 1911, and the percentage of the roll for each age.

TABLE C.—AGE AND SEX OF PUPILS, DECEMBER, 1911.

Ages.	1911.			Percentages for Five Years.				
	Boys.	Girls.	Total.	1907.	1908.	1909.	1910.	1911.
5 and under 6 years .. ..	7,131	6,408	13,539	8·0	8·2	8·7	8·4	8·4
6 " 7 " .. ..	9,307	8,556	17,863	10·5	10·6	10·8	11·2	11·1
7 " 8 " .. ..	10,094	9,246	19,340	11·6	11·7	11·6	11·5	12·0
8 " 9 " .. ..	9,587	8,977	18,564	11·1	11·3	11·4	11·4	11·5
9 " 10 " .. ..	9,300	8,638	17,938	11·4	11·0	11·2	11·3	11·1
10 " 11 " .. ..	9,114	8,575	17,689	11·3	11·2	10·7	10·9	10·9
11 " 12 " .. ..	8,799	8,101	16,900	11·0	10·9	10·6	10·2	10·5
12 " 13 " .. ..	8,346	7,417	15,763	10·5	10·4	10·2	10·0	9·6
13 " 14 " .. ..	7,132	6,420	13,552	8·7	8·4	8·5	8·5	8·4
14 " 15 " .. ..	3,997	3,270	7,267	4·0	4·2	4·3	4·5	4·5
15 and over .. ..	82,807	75,608	158,415	98·1	97·9	98·0	97·9	98·0
	1,755	1,478	3,233	1·9	2·1	2·0	2·1	2·0
Totals .. ..	84,562	77,086	161,648	100·0	100·0	100·0	100·0	100·0

It will, however, be found that Table B, on page 4, gives very much fuller information in regard to both age and sex.

*Age.*—Of the children, 53·8 per cent. are under ten, and 46·2 per cent. are over ten. This proportion has remained constant for the past three years.

*Sex.*—For every 100 boys on the rolls of the public schools there were 91 girls. This proportion has remained practically stationary for several years past.

According to the census returns for 1911 there were 100 boys between the ages of five and fifteen for every 97 girls. Now that it is compulsory for all children of school age to attend a school whenever it is open, it may well be asked what is the reason for this discrepancy. Certainly it is true that a larger proportion of girls attend private primary schools, but even after taking these into consideration we find that the numbers are 100 boys to every 94 girls. An examination of the figures set out in Table B reveals two important sources of leakage. In the first place, we find that for every 100 boys between the ages of five and six in attendance at public schools there were between 89 and 90 girls; and, secondly, of children thirteen years and over there were 100 boys to every 87 girls. With regard to this last figure, it might be supposed that girls, being somewhat quicker at passing through the standards than boys, enter the high school at an earlier age; but a glance at the figures for the secondary schools immediately negatives such an argument—there are only 70 girls in attendance to every 100 boys. We then arrive at three conclusions: (1) A considerable number of girls never enter the primary schools; (2) generally speaking, girls enter the primary schools at a later age than boys; (3) generally speaking, girls leave the primary schools at a much earlier age than boys.

In regard to (1), the census figures for 1911 throw some light on the matter; a larger proportion of girls than boys receive instruction at home—2,791 as against 2,057. Such home instruction, if reasonably efficient, is a ground for exemption under section 150 of the Education Act.

No. (2) is no doubt due to the reluctance of parents to send their girls to school at too early an age. The compulsory age is seven years.

No. (3) may be due to two causes, both of which, however, are closely related. It will be seen that, although there are only 87 girls to every 100 boys in attendance over the age of thirteen years, there are 92 girls to every 100 boys in Standard VI. The reason is that girls develop mentally at a more rapid rate than boys, and consequently pass through the standards at an average rate of a year quicker than boys. Hence a proportionately large number of girls succeed in obtaining an exemption certificate a year or more before they reach the age of exemption, and of these many are withdrawn from school immediately, before the child has obtained the full benefit of school discipline and instruction. A somewhat greater degree of differentiation in the work of the girls from that of the boys in the higher classes, more especially in the direction of giving them some instruction and training in home science, would leave less excuse for the apparent failure of parents to appreciate the fact that the sound education of girls is just as important as that of boys.

An examination of the figures published by the Department of Public Instruction in New South Wales reveals a precisely similar condition of affairs in that State.

It is interesting, in this connection, to note the proportion of girls to boys in the whole population between the ages of five and fifteen and on the rolls of the public primary schools of England, the United States, and Australia. For every hundred boys we find the number of girls to be as follows:—

	Population, 5-15.	Schools.
England .. .. .	100	98
United States .. .. .	98	98
Queensland.. .. .	98	94
New South Wales .. .. .	98	91
Victoria .. .. .	98	95
Western Australia .. .. .	99	91
Tasmania .. .. .	98	92
New Zealand .. .. .	97	91

Table C1 shows the age and sex of the pupils on the rolls of the public schools in the several education districts at the end of 1911.



No Native schools were handed over to Education Boards during the year, but the attendance of Maoris has risen considerably since last year. The policy is steadily followed of gradually transferring Native schools to the Boards as the extension of European settlement and the ability of the Maoris to speak English and to adapt themselves to European customs render the field suitable for the ordinary machinery of education. It is part of the same policy to assimilate the programme of work in Native schools as nearly as possible to that in public schools, and to make no distinction in point of salary between teachers in the two classes of schools.

#### *Europeans in Native Schools.*

There were 518 European children attending Native village schools at the end of the year. Children intermediate in blood between half-caste and European are reckoned as European. The following table shows the age, sex, and classification, of these children:—

TABLE CB.—EUROPEAN SCHOLARS ATTENDING NATIVE SCHOOLS AT THE END OF DECEMBER QUARTER, 1911.

Years.	Class P.		S1.		S2.		S3.		S4.		S5.		S6.		S7.		Total.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
5 and under	6 ..	20	11	..	..	..	..	..	..	..	..	..	..	..	..	..	20	11	
6	7 ..	38	26	2	1	..	1	..	..	..	..	..	..	..	..	..	40	28	
7	8 ..	29	20	4	7	5	1	..	..	..	..	..	..	..	..	..	38	28	
8	9 ..	15	13	9	3	7	5	..	1	..	..	..	..	..	..	..	37	21	
9	10 ..	13	6	7	6	13	12	3	6	1	1	..	..	..	..	..	37	31	
10	11 ..	2	4	4	1	8	5	6	2	6	1	3	..	..	..	..	22	28	
11	12 ..	..	1	1	..	4	3	7	4	8	11	5	5	1	2	..	26	27	
12	13 ..	1	..	..	..	2	..	2	7	7	3	3	8	10	..	..	3	25	
13	14 ..	..	..	..	..	1	2	1	..	5	..	5	6	5	10	..	3	17	
14	15 ..	..	..	..	..	..	..	1	..	2	..	2	2	7	4	4	6	16	
15 and over	..	..	..	..	..	..	..	..	..	1	1	2	1	2	..	3	2	8	
Totals	..	118	81	27	18	40	32	24	23	27	22	18	25	25	16	7	15	286	232

#### *Private Primary Schools.*

By section 170 of the Education Act, 1908, the teachers or managers of any private primary school may apply to have the school inspected, and the school thereupon becomes "subject to inspection," and no education given to children between the ages of seven and fourteen is deemed efficient, so as to be legal ground for exemption from attendance at a public school, unless it is given at home or in a school subject to inspection. There is therefore indirectly a compulsion on all private primary schools to become subject to inspection. Such private schools are inspected by officers of Education Boards. The following are the particulars in regard to these schools for the year 1911:—

Total number of schools inspected	..	..	..	..	..	183
Total roll number	..	..	..	..	..	15,914
Average attendance	..	..	..	..	..	14,084
Total roll at annual examination	..	..	..	..	..	15,404
Number present at annual examination	..	..	..	..	..	14,233
Number present in preparatory classes	..	..	..	..	..	5,774
Number present in S6	..	..	..	..	..	928
Number present in S7	..	..	..	..	..	244
Number of proficiency certificates issued	..	..	..	..	..	581
Number of competency certificates issued	..	..	..	..	..	174

The standard of regularity of attendance was very satisfactory, being 88·5 per cent. of the total roll number.

See also Table D5 appearing on page 33.

#### *Classification and Examination.*

Table D is a summary for the whole Dominion of Table D1 on page 31, which shows the numbers in the several classes for the various districts. The proportion of pupils in the preparatory classes is still steadily increasing. In 1909 it was 36·66 per cent., in 1910, 37·15 per cent. in 1911, 37·30 per cent.

TABLE D.—CLASSIFICATION OF PUPILS AT PUBLIC SCHOOLS, DECEMBER, 1911.

Classes.	Boys.	Girls.	Total.	Percentages for Five Years.				
				1907.	1908.	1909.	1910.	1911.
Class P .. .. .	32,034	28,266	60,300	31·11	34·27	36·66	37·15	37·30
" S1 .. .. .	10,334	9,610	19,944	12·05	11·96	12·25	12·17	12·34
" S2 .. .. .	9,895	9,340	19,235	12·10	11·61	11·82	11·94	11·90
" S3 .. .. .	9,715	9,019	18,734	12·04	11·98	11·34	11·44	11·59
" S4 .. .. .	8,899	8,044	16,943	11·46	11·20	10·78	10·39	10·48
" S5 .. .. .	7,344	6,756	14,100	10·24	9·65	9·08	9·10	8·72
" S6 .. .. .	5,223	4,809	10,032	7·79	6·87	6·56	6·16	6·21
" S7 .. .. .	1,118	1,242	2,360	3·21	2·46	1·51	1·65	1·46
Totals.. .. .	84,562	77,086	161,648	100·00	100·00	100·00	100·00	100·00

More detailed information in regard to the classification of pupils can be obtained on reference to Table B appearing on page 4. A study of this Table shows how much quicker girls pass through the standards than do boys. It will also be noticed that a larger proportion of girls than boys remain in Standard VII.

The following is a summary of the examination statistics for 1911:—

Total roll at time of annual examination	...	...	...	162,536
Present at examination	...	...	...	155,244
Present in preparatory classes	...	...	...	56,770
Present in classes S6	...	...	...	9,742
Present in classes S7	...	...	...	1,757
Standard VI certificates gained, viz.,—				
Certificates of proficiency	...	...	7,212	9,020
" competency	...	...	1,808	

Details of these figures for each district are given in Table D2.

*Average Age.*—The average ages of the pupils in the several classes for the two years 1910–11 were as follows:—

	1910.		1911.	
	Yrs.	mos.	Yrs.	mos.
Preparatory classes	...	...	...	...
Class S1	7	0	7	1
" S2	10	2	10	2
" S3	11	3	11	3
" S4	12	3	12	2
" S5	13	1	13	2
" S6	14	0	13	11
" S7	15	0	15	0
Mean of average ages	9	10	9	9

Details for the several districts will be found in Table D3.

The Inspector-General of Schools has felt it his duty once more to bring under notice (see page 24) the gradual increase in the proportion of children in preparatory classes. During the year he has obtained fuller information on the subject, and has accordingly been enabled to define the position more accurately. He points out that, while the percentages of children on the school roll from 5 to 8 years of age have increased in the years 1905–11 from 29·8 to 31·4 the percentage on the roll of the preparatory classes has risen from 28·3 to 37·3, an increase of 9 per cent., as against 1·6. The following figures show how much more rapidly the number of pupils in preparatory classes has increased than those of five to eight years of age:—

	<i>Roll.</i>	
	Children 5 to 8 Years of Age.	Children in Preparatory Classes.
1905	39,781	36,823
1911	50,742	60,300
Increase	10,961	23,477

Several Boards consider that this exceptional increase is not an occasion for alarm or anxiety, as comparatively few pupils proceed to the secondary schools, and the long wait in the preparatory classes compels the average pupil to spend longer at school before reaching the standard of exemption. There can be no doubt, however, that from the point of view of the community at large no benefit can accrue by keeping back pupils capable of more advanced work.

Table D4 shows the number of pupils in each education district receiving instruction in the various subjects set forth in the syllabus. As reading, writing, arithmetic, English grammar, geography, elementary science and drawing, object-lessons and vocal music are compulsory subjects, and history must be taken unless the parent objects, no separate return has been prepared of these subjects. It may be of interest to compare the numbers doing nature-study, handwork, and elementary agriculture during the past five years. The total number doing handwork in 1910 and 1911 is not available, as the number has been split up under the headings of the various subjects included under the general title of handwork—viz., cookery, woodwork, needlework, elementary agriculture, and other branches of handwork.

	Number of Pupils.				
	1907.	1908.	1909.	1910.	1911.
Roll .. .. .	141,071	147,428	152,416	156,324	161,648
Nature-study .. .. .	122,660	128,716	134,651	136,341	129,796
Handwork .. .. .	105,514	112,952	116,588	..	..
Elementary agriculture and dairy-work	6,000	8,000	10,200	15,159	18,546
Cookery .. .. .	..	..	..	5,155	6,110
Woodwork .. .. .	..	..	..	5,532	6,742
Needlework .. .. .	53,789	55,065	55,911	54,606	57,968
Other branches of handwork ..	..	..	..	100,772	109,763

Comprising "Handwork."

It will be seen from the above table that the number taking the various subjects of manual instruction has increased in every case, and in most cases more than proportionately to the increase in the roll number.

#### *Conveyance of Children.*

*Conveyance by Rail.*—Since the year 1895 children out of the reach of a primary school, but living near to a convenient line of railway, have been granted free passes to the nearest public school or private school; in 1902 this privilege was extended to holders of scholarships and free places in secondary schools, district high schools, and technical schools; and at the beginning of 1909 the same concession was granted to other secondary pupils who were compelled to travel by rail in order to attend school.

The amount paid on this account for railway fares in the years 1910 and 1911 was as follows:—

	1910.	1911.
	£	£
Primary pupils .. .. .	4,961	4,753
Pupils attending—		
(a.) Secondary schools .. .. .	2,323	2,308
(b.) District high schools .. .. .	1,354	1,426
(c.) Technical schools .. .. .	3,798	4,359
	£12,436	£12,846

*Conveyance by Road and Water.*—By section 44 (e) of the Education Act, Boards are empowered to arrange, where necessary, for the conveyance of children to and from school, and conveyance by road or water is accordingly arranged in districts where the population is widely scattered, and the necessary facilities for conveyance are obtainable. For children under ten living more than three miles away from school by the nearest road, and for children of ten and upwards living more than four miles away, the Department makes the Boards an allowance of 6d. for each return trip—that is, the conveyance of one child to and from school on one day. No claim is entertained in the case of children riding to school on horses or bicycles. The Taranaki, Grey, and Westland Boards did not arrange for conveyance. In the more closely settled districts of the South Island—North Canterbury, South Canterbury, Otago, and Southland—this plan for conveyance was very much more widely adopted than in any other district in New Zealand. The total amount paid in 1911 to ten Education Boards for conveyance by road and water amounted to £4,297, as against £3,322 in the previous year.

The total amount paid for conveyance of pupils to public schools in 1911 by rail, road, and water was therefore £17,143, as against £15,758 in 1910.

*Board of School-children.*—In aid of the board of any child who, on account of distance or the absence of roads, has to live away from home in order to attend a public school, an allowance of 2s. 6d. per week is similarly made. In 1911 £354 was paid for the board of school-children, as against £269 in 1910.

#### *Free Class-books.*

The system of free class-books has now been in operation for four years. The preparatory classes and Standards I and II were supplied during 1909, Standard III during 1910, Standard IV during 1911, and last session a sum was included in the vote for elementary education to defray the cost of books to be supplied to Standards V and VI, and also to replace books in all standards as they are worn out.

In deference to representations that some teachers considered it desirable that pupils should have a reading-book for home preparation, Boards were given the option of (1) supplying the miscellaneous readers free to pupils, or (2) requiring the pupils to provide the miscellaneous readers (except in necessitous cases or in cases where a newly entered pupil has already purchased a different miscellaneous reader), and under certain conditions supplying in lieu thereof paper to be used in school instead of slates.

The conditions of the grants provide also that after provision has been made for the supply of specified class-books, the balance of the grant may be spent on approved books for libraries suitable for class reading or for individual reading in school or at home. As the grants are on a liberal scale Boards should be able to provide schools with suitable class or school libraries, which should foster in the pupils a desire for reading.

#### *The "School Journal" and other Publications, Charts, &c.*

The *School Journal* has now completed its fifth year of issue, the first number being published in May, 1907. It is published in three parts—viz., Part I (sixteen pages) for Classes I and II; Part II (sixteen pages) for Classes III and IV; and Part III (thirty-two pages) for Classes V and VI. There are no issues for the months of December and January, but the November number is enlarged to provide reading-matter until the schools close, about the middle of December. Public schools, Native schools, special schools (such as industrial schools), and certain other institutions more or less under departmental control or supervision are supplied free with a number of copies sufficient to provide each pupil in the standard classes with a copy of the appropriate part. An increasing number of private schools purchase copies at the rate of  $\frac{1}{2}$ d. per copy for Part I, and 1d. per copy for each of Parts II and III.

While the *School Journal* aims primarily at being instructive rather than recreative, there is ample evidence that each monthly number is eagerly looked for and welcomed by the children, and that its influence tends to the very desirable end of fostering the habit and love of reading not in the school only, but also in the home. It is gratifying to note also that the *Journal* is meeting with appreciation beyond New Zealand, and particularly in Canada, where Earl Grey, late Governor-General, has succeeded in inducing the educational authorities of some of the provinces to undertake the publication of school-papers similar to the New Zealand *School Journal*.

In addition to containing well-defined series of articles on geography, history, nature-knowledge, &c., the *Journal* gives due attention to current topics of more than local importance, to striking events in current history, to important developments in modern discovery and invention, as well as to the recurrent topics of Arbor Day, Empire Day, &c.

The *Journal* is regularly illustrated; but, in addition to the illustrations appearing in its pages, pictures and prints illustrating geography, history, and nature-study are being issued separately on cards as aids to oral instruction on modern lines in these subjects. Up to the present time the following series have appeared: Twenty-four pictures illustrating great British battles; forty illustrations of New Zealand flora; twenty-four of New Zealand geography; eight dealing with the lives of Captain Cook and Lord Nelson; twenty-eight of the geography of the British Isles; twenty illustrating life on H.M.S. "New Zealand"; twenty-four dealing geographically, historically, and ethnologically with South Africa; seventy-

two which form part of a comprehensive series dealing with British history; fifty-six illustrating the countries of Europe geographically and historically; and also a coloured wall-sheet illustrating the lives of Lord Nelson and Captain Cook.

During the year the Department has issued to schools a chart showing a method of restoring animation to the apparently drowned (prepared by the Health Department), and published a special report on the teaching of English in secondary schools (a reprint of a circular issued by the Board of Education, England) and also a pamphlet entitled "An account of the education system of the Dominion." Among the publications of general interest that will be issued shortly are "A Manual of New Zealand Mollusca," by H. Suter; "Geology of New Zealand,"\* by Dr. P. Marshall; and plates of New Zealand flora, published in connection with Cheeseman's "Manual of New Zealand Flora."

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

#### *Staffs of Public Schools.*

The number of teachers in the public schools, exclusive of those employed in the secondary departments of district high schools, in December, 1910, and December, 1911, respectively, was as follows:—

TABLE E.—NUMBER OF TEACHERS EMPLOYED.

Adults—						1910.	1911.
Men	..	..	..	..	..	1,456	1,493
Women	..	..	..	..	..	2,252	2,351
Total	..	..	..	..	..	3,708	3,844
Pupil-teachers—							
Male	..	..	..	..	..	174	179
Female	..	..	..	..	..	526	528
Total	..	..	..	..	..	700†	707‡
All teachers—							
Male	..	..	..	..	..	1,630	1,672
Female	..	..	..	..	..	2,778	2,879
Total	..	..	..	..	..	4,408	4,551

The number of adult teachers may be further summarized thus:—

Heads of schools—						1910.	1911.
Men	..	..	..	..	..	712	728
Women	..	..	..	..	..	72	85
						784	813
Sole teachers—							
Men	..	..	..	..	..	445	452
Women	..	..	..	..	..	793	814
						1,238	1,266
Assistant teachers—							
Men	..	..	..	..	..	299	313
Women	..	..	..	..	..	1,387	1,452
						1,686	1,765

Of the sole teachers, 102 men and 370 women, total 472, were employed in schools of less than 16 in average attendance; the average number of children per teacher being 10·05. The average number of children per teacher in the remaining sole-teacher schools—that is, schools with 16 to 35 in average attendance—was 23·77. It will be seen on referring to the remarks in this report under the head, "Number of Schools" (page 2), that there were 1,336 sole-teacher schools. The difference (70) between this number and the number of sole teachers shown above is accounted for by the fact that 116 half-time schools (in charge of 58 sole teachers) and 12 side schools have been counted separately as sole-teacher schools.

\* This book is now published (Education Department, 30/10/12).  
 † Exclusive of 41 male and 178 female probationers.

‡ Exclusive of 32 male and 151 female probationers.

In schools with two or more teachers—that is, schools of Grade IV and upwards—we find that the average number of pupils per adult teacher, reckoning two pupil-teachers as equivalent to one adult, was 40·22. With the same assumption we find that the average for all schools was 33·62, and for all schools, omitting those below Grade II, 36·61.

The following figures show the ratio of males to females, adult teachers and pupil teachers being considered separately. For purposes of comparison the figures for the previous years are also given :—

	1909.		1910.		1911.	
	Male.	Female.	Male.	Female.	Male.	Female.
Ratio of adult male to adult female teachers, schools with one to fifteen scholars .. .. .	100	: 359	100	: 325	100	: 362
Ratio of adult male to adult female teachers, schools with more than fifteen scholars .. .. .	100	: 140	100	: 141	100	: 142
Ratio of adult male to adult female teachers, all schools .. .. .	100	: 157	100	: 155	100	: 157
Ratio of male pupil-teachers to female pupil-teachers .. .. .	100	: 319	100	: 302	100	: 295
Ratio of male to female teachers, all schools	100	: 174	100	: 170	100	: 172

From the above table it will be seen that the proportion of males to females is by no means small, except in the cases of pupil-teachers and sole teachers of small schools. The figures in regard to pupil-teachers show conclusively that a much larger percentage of females enter the service than males; but a great number of these female pupil-teachers leave before completing their period of training. In regard to the large proportion of female teachers to males in Grade 0 and Grade I schools, the maximum salary payable to teachers of such schools is £120, and Education Boards have always found extreme difficulty in procuring suitable male teachers to fill such positions. Indeed, many educationists hold the view that women teachers are more suited to take charge of small schools than are men; for in such schools one-half of the pupils on the average are girls, and, of the boys, half are under ten years of age, and both these groups are consequently more easily and sympathetically managed by a woman teacher; thus 75 per cent. of the average number in attendance at a sole-teacher school are more suited to instruction by a woman teacher than by a male.

If we take into consideration the corresponding proportion for primary-school teachers, secondary teachers in district high schools, and secondary schools (exclusive of part-time teachers), and for students in training colleges respectively, we have :—

*Number of Women Teachers or Students per Hundred Men Teachers or Students (omitting Teachers of Schools with 15 or less in Average Attendance).*

	1906.	1907.	1908.	1909.	1910.	1911.
Adult primary teachers .. .. .	125	124	126	140	141	142
Pupil-teachers .. .. .	339	277	296	319	302	295
Secondary teachers .. .. .	80	77	76	82	85	84
Training-college students .. .. .	350	315	285	280	219	197
All teachers and students	148	142	144	158	156	155

In other words, out of a total of 4,814 persons engaged in the above-named branches of the teaching profession, there were, in 1911, 1,889 men and 2,925 women.

It will be interesting to see how these figures compare with those from other parts of the world—England, Scotland, and the United States, for instance. In comparing this Dominion with such old-established countries, it is necessary to bear in mind that in the latter, the population being comparatively dense and the means of communication—the roads and railways—being more complete and efficacious, there are few schools corresponding to our Grade 0 or Grade I schools. Accordingly such schools are not taken into consideration in the New Zealand figures.

	England.	Scotland.	United States.	New Zealand.
Adult primary teachers .. .. .	314	245	368	142
Pupil-teachers .. .. .	313	449	*	295
Secondary teachers .. .. .	95	*	121	84
Training-college students .. .. .	211	389	365	197

\* Figures not available.

Full details of the primary staffs of the public schools in the several education districts is given in Table E1, appearing on page 34. The relieving-teachers appointed by the several Education Boards are not included in this table, nor in the summary above, but will be found in Table F3 (see page 38).

Including all grades of schools, the average number of pupils per teacher is 34, if we take into consideration both pupil-teachers and adults. Table E1 gives details for the various education districts.

In spite of the very considerable improvement in the staffing of New Zealand schools as a result of the provisions of the Education Amendment Act, 1908, there is no doubt that there is still much room for improvement in the staffing of the larger schools. Counting only schools having an average attendance of over 200, we have the following results: (1) If pupil-teachers are altogether left out of consideration, and only adult teachers are counted, we find that each adult teacher is in charge of an average number of 58·4 children. Obviously, however, this is not a fair method of calculation. (2.) A much fairer method is to count two pupil-teachers as one adult. We then find that each adult teacher is in charge of 48·3 children. (3.) If pupil-teachers and adults are both counted together, each teacher is found to be in charge of 41·2 children.

The second method of calculation is undoubtedly the only fair method. A comparison with the staffing in countries generally considered to be most advanced in education emphasizes the fact above stated—viz., that there is considerable room for improvement in the staffing of the larger schools. It must, of course, be borne in mind that all schools in these countries are taken into consideration, while in New Zealand only the large schools are counted. The rural school in England is very different from the rural school in New Zealand; it approaches the rank of a suburban school in this Dominion. Were it possible to eliminate from consideration all schools with an average attendance of under 200, it would be found that the average number of pupils per teacher in England and elsewhere would increase considerably, but the available reports are not sufficiently full to enable this to be done.

*Average Number of Children per Adult Teacher (counting Two Pupil-teachers as One Adult).*

London (County Council schools) .. .. .	39·0
England (Board of Education schools) .. .. .	32·5
Wales (Board of Education schools) .. .. .	28·3
Scotland .. .. .	38·1
New York City .. .. .	34·6
Switzerland .. .. .	42·7
United States .. .. .	25·0
New Zealand (in schools, 201-700) .. .. .	48·3

*Salaries of Public-school Teachers.*

The total amount of all salaries and allowances (as at 31st December, 1911) was £631,251. This includes pupil-teachers' salaries and allowances, £35,419; probationers' salaries and allowances, £8,395; also house allowances to head or sole teachers who had no residence provided, £15,370; but the total does not include the corresponding amounts saved in rent where houses are provided, estimated at £26,600. The average rates of salary for adult teachers in public primary schools were,—

(1.) All schools—			
(a.) <i>Excluding</i> house allowances and amounts saved in rents where residences are provided .. .. .	£	s.	d.
(b.) <i>Including</i> house allowances and amounts saved in rents .. .. .	148	16	5
(2.) Schools with average attendance over fifteen—			
(a.) <i>Excluding</i> house allowances and amounts saved in rents .. .. .	158	14	6
Namely, men .. .. .	204	3	4
women .. .. .	126	16	3
(b.) <i>Including</i> house allowances and amounts saved in rents .. .. .	170	3	8
Namely, men .. .. .	225	1	7
women .. .. .	131	4	1

*Status of Teachers in regard to Certificates.*

Table E2 (printed on page 34) gives the number of certificated and uncertificated teachers respectively on 31st December, 1911, exclusive of secondary schools and secondary departments of district high schools. It is safe to say that the number of these latter holding certificates is very much larger now than in the past. The following summary of Table E2 shows the number of certificated and uncertificated teachers in each of the years 1906 to 1911 respectively:—

*Primary Teachers in all Public Schools (Secondary Departments of District High Schools excluded), 1911.*

	1906.	1907.	1908.	1909.	1910.	1911.
I. Certificated teachers—						
Adults .. .. .	2,412	2,422	2,451	2,593	2,663	2,783
Pupil-teachers .. .. .	6	14	2	1	..	..
Totals .. .. .	2,418	2,436	2,453	2,594	2,663	2,783
II. Uncertificated teachers—						
(a.) Holding partial qualifications—						
(i.) Holders of licenses .. .. .	227	178	99	68	56	71
(ii.) Others partially qualified .. .. .	134	142	167	264	259	285
Total of (a) .. .. .	361	320	266	332	315	356
(b.) Having no recognized examination status .. .. .	428	545	635	689	730	705
Total number of uncertificated teachers .. .. .	789	865	901	1,021	1,045	1,061
Total of I and II .. .. .	3,207	3,301	3,354	3,615	3,708	3,844

It will be noticed that the number of certificated teachers has increased during the year by 120, and that the number holding partial qualifications has likewise increased by 41, whereas the number having no recognized examination status whatever has decreased by 25. This hearty and genuine attempt of teachers to improve their status is most encouraging. It may be set down to three causes:—

(1.) Parliament last year voted £1,000 for the establishment at suitable centres of training classes, held in subjects essential to the award of a teachers' certificate and for the maintenance of a system of tuition by correspondence applicable to the cases of teachers who were too remote from any convenient centre or whose requirements in individual subjects were not such as could be dealt with collectively. The grant was notified last year at rather too late a date to enable due advantage to be taken by teachers of the increased facilities offered, but it is hoped that full advantages of it will be taken during the current year (1912).

(2.) Education Boards have of late shown an increasing desire to dispose of the services of teachers who have made no attempt to improve their status.

(3.) Thanks to the improvements made of recent years in staffs and salaries, the growing tendency among teachers, evidenced in other countries, to leave the ranks of the teaching profession for some more remunerative sphere of employment is not nearly so marked in this Dominion.

It was pointed out in several of the reports of Education Boards (reprinted in Appendix A) that it is impossible to expect teachers of schools of Grades 0 and I to qualify for teachers' certificates. Whatever soundness there may be in this statement, it is certainly true that only about a quarter of such teachers are certificated. Omitting teachers of schools with average attendance of 15 or less, we get the following comparison:—

*Primary Teachers in Public Schools with an Average Attendance of 16 and upwards, 1911.*

	1905.	1909.	1910.	1911.
I. Certificated .. .. .	2,460	2,524	2,608	2,723
II. Uncertificated—				
(a.) Partially qualified .. .. .	329	272	262	277
(b.) Without status .. .. .	163	353	383	374
	— 492	— 625	— 645	— 651
Totals .. .. .	2,952	3,149	3,253	3,374
Percentages—				
I. Certificated .. .. .	83.3	80.2	80.2	80.7
II. (a.) Partially qualified .. .. .	11.1	8.6	8.0	8.2
(b.) Without status .. .. .	5.6	11.2	11.8	11.1
	— 16.7	— 19.8	— 19.8	— 19.3
Totals .. .. .	100	100	100	100

The above figures do not include teachers in the secondary departments of district high schools, the great majority of whom are fully certificated teachers. Below is printed a summary of Table E3, including all certificated teachers employed by Education Boards, whether engaged in primary work or in the secondary departments of district high schools, arranged according to sex and class of certificate held. It is to be noted that there is now no examination for E certificate.

*Holders of Teachers' Certificates in the Service of Education Boards at 31st December, 1910, and at 31st December, 1911.*

Class of Certificate.	1910.			1911.		
	M.	F.	Total.	M.	F.	Total.
A .. .. .	29	11	40	20	3	23
B .. .. .	154	62	216	172	47	219
C .. .. .	405	227	632	419	280	699
D .. .. .	532	837	1,369	505	887	1,392
E .. .. .	95	393	488	84	366	450
Total .. .. .	1,215	1,530	2,745	1,200	1,583	2,783

The following table gives a comparative view of the number of persons holding certificates who were employed in all forms of public instruction on the 30th June of the years named:—

*Comparative Table of Certificates held by Persons employed in Public Instruction as at the 30th June*

Class.	Number of Teachers holding Certificates.						
	1906.	1907.	1908.	1909.	1910.	1911.	1912.
A .. .. .	86	87	94	99	105	116	119
B .. .. .	201	208	232	266	300	352	392
C .. .. .	197	294	415	544	648	761	939
D .. .. .	1,650	1,593	1,479	1,442	1,420	1,486	1,488
E .. .. .	721	642	595	555	522	480	441
Total, A, B, C, and D ..	2,134	2,182	2,220	2,351	2,473	2,715	2,938
„ A, B, C, D, and E	2,855	2,824	2,815	2,906	2,995	3,195	3,379

It is satisfactory to note that the total increase in the number of certificated teachers is entirely due to the increase in the number of certificates of the three higher classes, A, B, C.

## FINANCES OF EDUCATION BOARDS.

### 1. *General Survey of the Finances of Education Boards.*

Table F is a summary of the income and expenditure, and of the assets and liabilities of the various Education Boards for the calendar year 1911. Full information for each district can be obtained on reference to Appendix A, or to tables F1 and F2 appearing on pages 36 and 37.





In the case of conveyance and board of school-children, free school-books, and scholarships, it will be noticed that the balance or deficit at the end of the year is accounted for by a corresponding liability or asset. For the above items, and for teachers' salaries and house allowances the Department makes grants to cover the actual cost.

The unclassified items grouped under heading 7 (e) include the following: Income—Rents (Hawke's Bay and South Canterbury), £188 8s. 6d.; school material (Nelson), £73 18s.; interest on fixed deposits (South Canterbury), £80. Expenditure—Motor-cycle for Truant Officer (Wanganui) (to be refunded), £77 10s.; truancy expenses (Marlborough), £62; school material (Nelson), £45 9s. 3d.; gymnastic instructor (Otago), £136 10s. 1d.

It will be noticed that transfers have been made to the extent of £34,683. This sum represents the actual amounts transferred in the separate balance-sheets presented by the Boards, but a glance at Table F will show that the net total of the transfers is very much less. For instance, referring to "Manual and Technical Instruction," we find that £5,663 was transferred to other items, and £5,023 was transferred from other items, the net transfer being thus only £640.

The question of transfers from item to item, depending as it does on the individual discretion of the Secretaries to the Boards, must always be a somewhat vexed one. In the first place, all moneys received by a Board from any source whatever are, under section 50 of the Education Act, payable into one account—the Education Board Account; but such funds must, in the main, be expended for the purposes for which they were voted by Parliament, and paid over by the Department. It is only reasonable, however, that Boards should transfer to their Administration Account a fair percentage of the money expended under, for instance, the Manual and Technical Account, for such a transfer might fairly be expected to cover the cost of administration in such a case.

Table F3 shows the salaries and allowances paid to officers of Education Boards other than teachers. Tables F4 and F5 give a summary of the receipts and expenditure of Education Boards from 1877 to 1911.

Excluding the expenditure on buildings, which is dealt with separately below, the following summary shows the chief items of expenditure for the past four years:—

	1908.	1909.	1910.	1911.
	£	£	£	£
Board's administration .. ..	39,730	42,392	41,396	43,697
Incidental expenses of schools .. ..	38,077	40,374	37,394	42,831
Teachers' salaries* .. ..	489,042	554,012	582,288	608,958
Training colleges .. ..	19,949	22,425	27,467	28,992
Scholarships and district high schools .. ..	31,892	32,136	32,811	32,620
Manual and technical instruction .. ..	48,212	47,927	56,049	65,195

The increase in the expenditure on teachers' salaries is due partly to the increased number of children under instruction, and partly to the yearly increment of £5 in teachers' salaries provided by section 7 (3) of the Education Amendment Act, 1908. It is anticipated that there will be a still more noticeable increase this year (1912) owing to the replacement of most of the pupil-teachers in schools with an attendance of 81 to 160 by adult assistants. The increase in the manual and technical expenditure must be attributed to the increased number of students, the establishment of day technical schools to replace the day classes previously conducted at the schools, and the rural courses given in many of the district high schools.

The following table shows the proportion of expenditure on administration to the whole expenditure, and the corresponding proportion of the incidental expenses of schools (through the School Committees), the figures for the five years previous being also entered for purposes of comparison:—

	Boards.	Committees.	Total.
1906 .. ..	4.5	4.8	9.3
1907 .. ..	4.7	4.8	9.5
1908 .. ..	4.7	4.5	9.2
1909 .. ..	4.6	4.4	9.0
1910 .. ..	4.5	4.0	8.5
1911 .. ..	4.3	4.2	8.5

\* House allowances excluded.

Generally speaking, the percentage of expenditure on administration tends to decrease, although a reference to the previous table will at once show that the actual amount spent on administration by Boards and School Committees was considerably more in 1911 than in any of the previous years.

The corresponding percentages for the several Education Boards are printed in Table F12. As is to be expected, the ratio of expenses of administration to the whole expenditure is highest in the smallest district (8·3) and lowest in the largest (3·7).

It would appear at first sight that Boards were not in December, 1911, on so firm a financial footing as in December, 1910, as the total net bank balances decreased from £66,712 to £41,528. As a matter of fact, however, about £19,000 of this difference is due to the fact that Land Boards have not followed the practice of School Commissioners of making the December quarter payments before the end of the calendar year. As in 1910, only one Board had an overdraft.

### 2. General Account.

For convenience, the funds of Education Boards may be roughly divided into two classes—those granted for building purposes, and those not so granted. The latter class will hereafter be called the General Account, and consists of all items in Table F, except Nos. 2, 27–35, and contractors' deposits, these constituting the Building Account.

Table F6 shows the cash assets and liabilities of the Boards on the General Account. These may be summarized thus:—

<i>Liabilities.</i>		£	<i>Assets.</i>		£
Overdrafts .. .. .	.. .. .	1,323	Cash .. .. .	.. .. .	24,057
Due to Government .. .. .	.. .. .	722	Due from all sources .. .. .	.. .. .	43,078
Other liabilities .. .. .	.. .. .	16,259	Deficits .. .. .	.. .. .	126
Balances .. .. .	.. .. .	48,957			
		<u>£67,261</u>			<u>£67,261</u>

Taking into consideration cash, assets, and liabilities, the General Account of every Education Board, with the exception of one, was in credit at the end of the year 1911; the Nelson Education Board had a deficit on its General Account of £126. The total net credit balance on these accounts for the last three years is shown as follows:—

	Balances.	Deficits.	Net Balances.
	£	£	£
1909 .. .. .	28,167	Nil	28,167
1910 .. .. .	30,850	563	30,287
1911 .. .. .	48,957	126	48,831

The position of this account has therefore shown remarkable improvement since the previous year; indeed in two years the balance has increased by £20,000. Only two Boards showed a decrease in their credit balance, and one, which was in debit last year, has managed to considerably reduce the deficit. The total increases over last year amounted to £18,897, and the decreases to £353, a net increase of £18,544. The largest increase was shown by the Auckland Board—£4,111. Auckland also shows the largest credit balance—£11,372. The next in order are Wanganui, £8,414; Wellington, £5,284; Southland, £5,279; Otago, £4,831; and Hawke's Bay, £4,592.

### 3. Buildings Account.

The Buildings Account refers to moneys granted for two purposes, which by parliamentary appropriation and by the terms of the grants made by the Department are quite distinct, namely,—

- (a.) Moneys granted for the general maintenance and replacement of school buildings out of the Consolidated Fund, and additional sums paid for the rebuilding of schools destroyed by fire, and for the rent of temporary premises during such rebuilding;

(b.) Moneys appropriated by Parliament and granted out of the Public Works Fund specially for the erection of new schools and the extension of existing schools rendered necessary by increased attendance, and for building teachers' residences in certain cases where suitable houses cannot be rented.

The moneys so granted in the year 1911 for the respective purposes named are shown in Tables F7, F8, and F9.

Table F10 shows the assets and liabilities of the Boards on the combined buildings accounts. The following is a summary :—

COMBINED BUILDINGS ACCOUNT (a) AND (b), ALL BOARDS, 31ST DECEMBER, 1911.					
<i>Liabilities.</i>		£	<i>Assets.</i>		£
Overdrafts .. .. .	.. .. .	12,323	Cash .. .. .	.. .. .	31,117
Other liabilities .. .. .	.. .. .	57,655	Due from all sources .. .. .	.. .. .	69,082
Balances .. .. .	.. .. .	41,342	Deficits .. .. .	.. .. .	11,121
		£111,320			£111,320
			Net balances 1st January, 1911 .. .. .		£30,221

The net balance in the Buildings Account at the close of the year 1910 was £33,692. From the above summary it will be seen that at the end of 1911 the net balance was £30,221, a decrease of £3,471. This decrease is entirely accounted for by the very considerable building operations undertaken by the Wanganui Education Board under the provisions of the Wanganui School Sites Act, 1909, and its amendment of 1911.

In recent reports attention has repeatedly been called to the fact that during the last few years Boards have gradually diverted to other purposes amounts voted by Parliament and distributed by the Government specially for the purposes of maintenance and rebuilding. In view of the necessity of expending in the near future a very large sum on the replacement of worn-out and dilapidated schools, it seems advisable to once more bring the question under notice.

From an examination of the grants made to the Boards for the maintenance and replacement of school buildings—see (a), above—and their returns of expenditure under these heads, it has been found that the School Buildings Maintenance Account should stand as shown in Table F11, a summary of which is given below :—

SCHOOL BUILDINGS MAINTENANCE ACCOUNT, ALL BOARDS, 31ST DECEMBER, 1911.	
Cash balances .. .. .	£86,290
Net excess of amounts due by Boards over amounts due to Boards .. .. .	76
Net balance, 31st December, 1911 .. .. .	£86,214

Since the cost of maintenance and repairs of school buildings, as well as the cost of actual replacement during the year 1911, has been taken into consideration in the above statement, it would appear that there was the sum of £86,214 available on the 1st January, 1912, for rebuilding worn-out schools, for replacement of worn-out furniture and fittings, and for maintenance of school buildings and residences. But from the Combined Buildings Account it will be seen that the actual net balance is only £30,221. This amount, then, represents all that is available for maintenance and rebuilding, and Boards have diverted to other purposes amounts totalling £56,000. In accordance with the recommendation of the Education Commission, the Department has informed Boards that it has no objection to a transfer of 7 per cent. from maintenance to new buildings to cover the cost of small additions and alterations coming within the meaning of the appropriation which defines the maintenance grant as a grant "for general maintenance of school buildings, and for additions to buildings, alterations, rebuildings, furniture, fittings, fencing, rents, additions and improvements of sites, &c." The circular notifying Boards of this concession stated in clear terms that due provision had first to be made for main-

tenance and rebuilding. If Boards had since the date of this circular regularly transferred sums amounting to 7 per cent. of their maintenance grants, such sums would have totalled only £28,000 by the end of 1911, and there would still be £28,000 unaccounted for. It is of the utmost importance that this depreciation fund be kept as far as possible intact, and Boards are urged to expend their school-building maintenance grants solely on the purposes for which the moneys were appropriated by Parliament—viz., maintenance and rebuilding of schools and small additions, &c., the cost of which latter item should not exceed in the total 7 per cent. of the maintenance grant.

These calculations and remarks are based on all the building transactions undertaken by all Boards, and must not be taken to refer especially to any individual Board.

#### CHATHAM ISLANDS.

During the year 1911 there were four schools in operation in the Chatham Islands—viz., those at Te One, Te Roto, and Makarakau on the main island, and the school on Pitt Island. Towards the end of the year most of the pupils from Pitt Island crossed over to Owenga—the headquarters of the Chatham Island Fisheries Company—and in the early part of the present year the Department decided to close the Pitt Island School and open one at Owenga under the headmastership of Mr. Hutchinson of the Pitt Island School. There are now four schools on the mainland.

The total number of pupils on the roll at the end of 1911 was 87, the average attendance being 80.

The total expenditure on the schools for the year under review was £734 5s. 3d., made up as follows: Salaries and allowances to teachers, £654 12s. 6d.; repairs, &c., £10 1s.; scholarships, £40; inspection, £13 9s. 8d.; other expenses, £16 2s. 1d.

The schools at Te One and Te Roto were examined in the month of January of the present year in accordance with the regulations for the inspection and examination of public schools in New Zealand. The results were very satisfactory. It was not found possible to visit Matarakau and Pitt Island, where there were 7 and 3 children respectively, and the classification of the pupils was accordingly left in the hands of the teachers.

Three candidates presented themselves for the examination held in connection with the Chatham Island Scholarship in November, and a scholarship was awarded to Frances Lilian Guest, a pupil of the Te One School.

School.	Names of Teachers.	Salaries at End of 1911.	Allowance for Conveyance of Goods.	Attendance.	
				Mean of Average Attendance for Four Quarters of 1911.	Mean of Weekly Roll Number for Four Quarters of 1911.
Te One .. ..	Guest, J. J. .. H.M.	£ 210 0 0	£ 25	38	45
	Guest, Mrs. L. R. .. S.	8 10 0	..	..	..
	Seymour, Miss E. .. Pt. 3	45 0 0	..	..	..
	Lanauze, Miss G. .. Pt. 3	45 0 0	..	..	..
Pitt Island ..	Hutchinson, J. .. M.	94 10 0	15	10	11
Te Roto .. ..	Silcock, H. S. .. M.	112 10 0	15	24	28
Matarakau ..	Russell, Mrs. E. A. .. F.	90 0 0	..	7	8
Total .. ..	..	605 10 0	55	79	92

## II.

## REPORT OF THE INSPECTOR-GENERAL OF SCHOOLS.

The INSPECTOR-GENERAL OF SCHOOLS to the Hon. the MINISTER OF EDUCATION.  
SIR,—

I have the honour to place before you the following remarks on two matters of general interest arising out of the returns submitted by Education Boards or suggested by Inspectors in their annual reports.

1. *Length of Time spent by Pupils in Preparatory Classes.*

In my last two reports I have had occasion to draw attention to the ever-increasing length of time spent by children in the preparatory classes of the public schools. As the matter is, in my opinion, one of great importance, I venture to bring it once again under your notice.

Percentage of the roll of public schools in	1905.	1906.	1907.	1908.	1909.	1910.	1911.
the preparatory classes .. .. .	28·3	29·4	31·1	34·3	36·7	37·2	37·3
Percentage of the roll of age over five but							
not over eight .. .. .	29·8	30·0	30·1	30·5	31·1	31·1	31·5

It will be noticed that while there has been a steady increase in the percentage of children between five and eight, there has been an astonishing increase in the percentage of pupils in the preparatory classes. It is true that the 1911 figures show signs that this important matter has been to some extent taken in hand by teachers, for this is the first year since 1905 that the increase in the percentage of preparatory pupils has been less than that of pupils between five and eight years. Nevertheless, it is a fact that in the last seven years the proportion of pupils on the roll of the preparatory classes has increased by 32 per cent. as against an increase of only 6 per cent. in the proportion between five and eight years of age.

The following comments may be made on the four causes set out in previous reports :—

(1.) That there may have been an increase in the proportion of young children, say, between five and eight years of age, in the population of the Dominion during the year in question.

There *has* been an increase. In 1911 the proportion of such children in the European population was 6·563 per cent., as against 6·184 in 1905 ; but this increase will account for the discrepancy only in a very small degree.

(2.) That a larger proportion of children may be entering the schools between the ages of five and seven than formerly.

An examination of Table A shows a very slight increase over the percentage for 1905, and a very considerable decrease from that for 1910. It is obvious, therefore, that this cause cannot be seriously considered.

(3.) That a certain proportion of children may be leaving school from the upper classes at an earlier age to go to secondary schools or day technical schools, or to go to work : this would make the numbers in the lower classes appear relatively larger.

A glance at lines 4 and 5 of Table B will show that the very reverse is the case ; the increase in the number of children between twelve and fifteen years of age attending public schools is much greater than the increase in the number of such children in the population—19 per cent. as against 6 per cent.

(4.) That children may be spending a longer time in the preparatory classes than formerly is suggested by the fact that in every standard the average age has increased by from two to four months.

I have therefore been forced to the conclusion that pupils are kept unduly long in preparatory classes, and consequently are retarded throughout their whole school course. Several of the Boards' Inspectors have argued that the time spent in the preparatory classes should not be curtailed, but that pupils might be passed quicker through the lower standards. Such a course, however, has certainly not been generally followed in the past few years, as the time spent in passing from S1 to

S6 is 4 years 10 months, and it was the same in 1905. It is further argued that in a large class the dull pupils retard the progress of the bright ones; also that the secondary schools are existing for the comparative few, and that these should not be considered when the well-being of the majority, who leave school after passing the Sixth Standard, is at stake. To such objections I must answer that it is unfair and disheartening to clever and ambitious scholars to be thus retarded, and that at the least their promotion need not affect those who are not so well favoured intellectually. The proportion of pupils proceeding to the secondary schools is now, moreover, very considerable.

I would not for one moment be understood to urge that "formal" work, especially in arithmetic, and to a lesser extent in reading, should be undertaken by pupils at too early an age; but children in preparatory classes are never too young to receive systematic training in language, especially by means of stories told to or by them, or by the description in their own words of facts coming naturally within their observation. It is obvious that the ordinary Infant Reader is much below the capacity of the average pupil of eight or nine years of age; he should be promoted to a class where he will have reading-matter more suited to his tastes, and consequently to his powers. I am aware that in New Zealand the newer methods of instruction in infant classes are held by many to entail the spending of a longer time in those classes; but in countries where such methods have been long in vogue it has not been found necessary to keep pupils so long in preparatory classes. If the newer methods were applied more fully in the standard classes, as they should be, this argument would lose its weight altogether.

It is above all, in my opinion, a matter for very serious consideration whether the stage of teaching that may be admirably suited to children of five to seven years of age is really suitable for children of eight or nine, who are rapidly developing new powers of mind.

The whole question is one which leaves room for considerable diversity of opinion, according to the various ideas that may be held as to the respective "spheres of influence" of primary schools on the one hand, and secondary and technical schools on the other.

## 2. Leakage of Pupils between S4 and S6.

Several Inspectors\* have commented on the fact that an unduly large percentage of children leave school before reaching the standard of exemption; and the matter is sufficiently serious to demand a close examination of the figures for the Dominion as a whole.

The following table shows the percentages of pupils who left school without passing Standards IV, V, and VI respectively. To assure greater accuracy, an average has in each case been taken of the figures for at least three years.

	Per Cent.			
	1905-8.		1909-11.	
	Boys.	Girls.	Boys.	Girls.
Left without passing Standard IV .. .. .	12	11	14	13
Passed Standard IV, but not Standard V .. .. .	25	23	30	29
Passed Standard V, but not Standard VI .. .. .	17	19	12	13
Passed Standard VI .. .. .	46	47	44	45
	100	100	100	100

In other words, 56 per cent. of the boys and 55 per cent. of the girls leave school without passing Standard VI; 44 per cent. of the boys and 42 per cent. of the girls leave without passing Standard V; and 14 per cent. of the boys and 13 per cent. of the girls leave without passing Standard IV. In the above calculations no allowance has been made for failures or for excess of arrivals over departures; but the necessary adjustment has been made for deaths.

\* See Appendix C, pages viii, xxiii, and li.

Bearing in mind that a child must reach the age of fourteen or have gained a Sixth Standard certificate of competency before he can leave school, and that the average age of S4 pupils is 12 years 10 months, and of S5 pupils 13 years 7 months, it may well be asked how it is that so large a percentage leave school before passing S6. No doubt a considerable number have reached the age of exemption, and have been withdrawn as soon as the minimum requirements of the Act have been complied with. But there can be no doubt that a very large number are withdrawn from school before they have reached either the requisite age or the requisite standard. For such, the following remarks made by the Inspectors of the Otago Education Board particularly apply: "The culture and discipline of Standard V and Standard VI are more valuable than those of all the lower classes. It is just here that the child has mastered the use of the tools—reading, writing, and mathematical accuracy—that will tend to give him a taste for intellectual pursuits in after-life. This minimum of instruction is one of the child's birthrights, and it behoves those in authority to see that he is not deprived of it."

It was only a few months ago since the standard of exemption was raised from S5 to S6, and consequently it will be impossible for a year or two to say what has been the effect of the alteration. So far as pupils over fourteen years of age are concerned, the only remedy for their withdrawal from school will be the raising of the age of exemption still higher. If this were done, scholars would fall naturally into three classes: (1) those who pass S6 at an early age, and who, being promising pupils, naturally make their way into the secondary or day technical school; (2) those who pass S6 at the age of thirteen or fourteen, most of whom are immediately withdrawn by their parents from school to enter some form of employment; (3) those who cannot legally leave school till they reach the raised age of exemption—say fifteen years. In the case of these two latter classes, their want of ability, and possibly of industry, during their school life will have its effect in after-school life, and it is particularly in their case that some form of compulsory continuation instruction up to the age of sixteen or seventeen is wanted.

I would suggest as a first step, legal provision for the compulsory attendance, without any local option, either at a day school or a continuation school, of all children up to the age of fifteen years (now their attendance from fourteen to seventeen years of age is a matter of local option).

A further examination of the figures submitted by various education districts is instructive. In a district containing a number of fair-sized towns and one large city it is found that 90 per cent. of the S4 children pass through S5, and 71 per cent. through S6. On the other hand, in three typical rural districts, on the average only 81 per cent. pass through S5, and 58 through S6. The only logical conclusion is that the evil is of commoner occurrence in country districts than in towns, and this is the more to be deprecated as facilities for attending continuation classes are much rarer in the districts where they are obviously most required—the backblocks country.

I have, &c.,

G. HOGBEN,  
Inspector-General of Schools.

TABLE A.—NUMBER OF CHILDREN FOR EACH YEAR OF AGE BETWEEN FIVE AND EIGHT YEARS OLD, (1) IN THE POPULATION, (2) ATTENDING PUBLIC SCHOOLS (EXCLUDING MAORIS).

	Age, Years.	December, 1905.			December, 1910.			December, 1911.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
(1.) Population	5-6	9,487	9,256	18,743	10,748	10,521	21,269	11,668	11,425	23,093
	6-7	9,300	8,841	18,141	10,508	10,051	20,559	11,435	10,982	22,417
	7-8	8,973	8,717	17,690	10,156	9,932	20,088	11,052	10,708	21,760
(2.) Attending public schools	5-8	27,760	26,814	54,574	31,412	30,504	61,916	34,155	33,115	67,270
	5-6	5,719	5,178	10,897	6,725	6,055	12,780	6,962	6,286	13,248
	6-7	7,193	6,539	13,732	8,959	8,132	17,091	9,031	8,324	17,355
(3.) Number attending public schools (2), expressed as percentage of population	7-8	7,804	7,348	15,152	9,048	8,344	17,392	9,766	8,948	18,714
	5-8	20,716	19,065	39,781	24,732	22,531	47,263	25,759	23,558	49,317
	5-6	60.3	55.8	58.1	62.6	57.5	60.1	59.8	55.0	57.6
	6-7	77.3	74.0	75.7	85.3	80.9	83.1	78.9	75.9	77.4
	7-8	87.0	84.3	85.7	89.1	84.0	86.6	88.4	83.6	86.0
	5-8	74.6	71.1	72.9	78.7	73.9	76.3	75.4	71.2	73.3

TABLE B.—NUMBER OF CHILDREN BETWEEN FIVE AND EIGHT YEARS OF AGE AND BETWEEN TWELVE AND FIFTEEN YEARS OF AGE IN THE POPULATION AND ON THE ROLLS OF PUBLIC SCHOOLS, AND NUMBER IN PREPARATORY CLASSES (EXCLUDING MAORIS).

(1) 1905-1911.

	December, 1905.			December, 1911.			Increase per Cent., 1905-11.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
(1.) Number of population between five and eight years of age	27,760	26,814	54,574	34,155	33,115	67,270	23.0	23.5	23.3
(2.) Number of children attending public schools between five and eight years of age	20,716	19,065	39,781	26,532	24,210	50,742	28.1	26.9	27.5
(3.) Number of children in the preparatory classes of the public schools	19,580	17,243	36,823	30,593	27,021	57,614	56.3	56.7	56.6
(4.) Number of population between twelve and fifteen years of age	26,031	25,526	51,557	27,674	27,023	54,697	6.3	5.9	6.1
(5.) Number attending public schools between twelve and fifteen years of age	16,271	14,382	30,653	19,475	17,107	36,582	19.7	18.9	19.3

(2) 1910-1911.

	December, 1910.			December, 1911.			Increase per Cent., 1910-11.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
(1.) Number of population between five and eight years of age	31,412	30,504	61,916	34,155	33,115	67,270	8.8	8.6	8.7
(2.) Number of children attending public schools between five and eight years of age	24,732	22,531	47,263	26,532	24,210	50,742	7.3	7.4	7.4
(3.) Number of children in the preparatory classes of the public schools	29,479	26,084	55,563	30,593	27,021	57,614	3.8	3.6	3.7
(4.) Number of population between twelve and fifteen years of age	27,056	26,418	53,474	27,674	27,023	54,697	2.3	2.3	2.3
(5.) Number attending public schools between twelve and fifteen years of age	18,486	16,676	35,162	19,475	17,107	36,582	5.3	2.6	4.0

TABLE C.—NUMBER OF EUROPEAN CHILDREN IN NEW ZEALAND FOR EACH YEAR BETWEEN FIVE AND EIGHT YEARS OF AGE, AND NUMBER RECORDED AS UNDER INSTRUCTION.

	Age 5-6 Years.			Age 6-7 Years.			Age 7-8 Years.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
(1.) Population (excluding Maoris), December, 1911	11,668	11,425	23,093	11,435	10,982	22,417	11,052	10,708	21,760
(2.) Attending public schools, December, 1911	7,131	6,408	13,539	9,307	8,556	17,863	10,094	9,246	19,340
(3.) Maori children attending public schools	169	122	291	276	232	508	328	298	626
(4.) European children attending public schools	6,962	6,286	13,248	9,031	8,324	17,355	9,766	8,948	18,714
(5.) European children attending Native schools	20	11	31	40	28	68	38	28	66
(6.) Attending private schools (estimated from Registrar-General's returns)	754	921	1,675	983	1,229	2,212	770	1,012	1,782
(7.) European children attending public and private primary schools	7,736	7,218	14,954	10,054	9,581	19,635	10,574	9,988	20,562
(8.) Percentage of European children on rolls of public and private primary schools	66.3	63.2	64.7	87.9	87.3	87.6	95.7	93.3	94.5

### III. DETAILED TABLES, ETC.

#### TABLE A1.—NUMBER OF PUBLIC SCHOOLS, DECEMBER, 1911.

[Classified according to Part I of First Schedule to the Education Amendment Act, 1908.]

Grade of School and Average Attendance.		Auckland.	Taranaki.	Wanganui.	Wellington.	Hawke's Bay.	Marlborough.	Nelson.	Grey.	Westland.	North Canterbury.	South Canterbury.	Otago.	Southland.	Total Number of Schools, 1911.	Total Number of Schools, 1910.
0	1-8	39	3	7	9	12	41	18	4	9	3	3	7	7	162	155
I	9-15	115	12	32	29	22	17	29	9	12	28	14	43	31	393	372
II	16-25	145	23	42	33	25	13	30	7	5	44	22	53	38	480	469
III	26-35	79	18	22	23	7	5	8	2	3	33	15	33	35	283	284
IV	36-80	113	27	56	37	26	7	24	5	4	49	19	53	37	462	443
V	81-120	18	6	16	8	17	3	7	1	2	23	4	13	9	127	126
VI	VIA 121-160	11	1	8	10	3	1	4	..	..	8	..	7	5	58	51
	VIB 161-200	7	..	1	4	2	1	3	3	..	2	2	3	5	33	37
VII	VIIA 201-250	11	..	3	5	5	..	1	..	..	3	..	5	1	34	35
	VII B 251-300	5	2	3	4	3	..	1	..	..	4	..	3	2	27	24
VIII	VIII A 301-350	4	..	4	2	2	..	..	..	1	4	1	5	1	24	20
	VIII B 351-400	2	1	2	1	..	..	..	..	..	3	2	1	1	13	15
	VIII C 401-450	5	..	3	3	..	1	..	..	..	..	..	4	..	16	12
IX	IX A 451-500	1	..	..	1	..	..	..	1	..	2	1	1	..	7	8
	IX B 501-550	1	1	1	1	..	..	1	..	..	2	..	4	1	12	12
	IX C 551-600	2	1	..	..	..	..	..	..	..	1	..	..	..	4	5
X	X A 601-650	4	..	1	3	..	..	..	..	..	3	..	1	..	12	9
	X B 651-700	..	..	..	1	1	..	..	..	..	..	1	1	1	5	8
	X C 701-750	4	..	..	..	1	..	..	..	..	..	..	1	..	6	2
	X D 751-800	..	..	..	1	1	..	..	..	..	1	..	..	..	3	2
	X E 801-850	1	..	..	1	..	..	..	..	..	..	..	..	..	2	4
	X F 851-900	2	..	..	..	..	..	..	..	..	..	..	..	..	2	2
	X G 901-950	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	X H 951-1,000	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1
	X I 1,001-1,050	..	..	..	..	..	..	..	..	1	..	..	..	..	1	..
Totals for 1911 ..		574	95	201	176	127	89	126	32	36	214	84	238	174	2,166	2,096
Totals for 1910 ..		545	93	196	167	122	84	122	35	35	208	82	238	169	2,096	..
Difference ..		29	2	5	9	5	5	4	-3	1	6	2	..	5	70	..

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

#### TABLE B1.—SCHOOL ATTENDANCE AT PUBLIC SCHOOLS FOR 1911.

(Including Secondary Departments of District High Schools.)

Education Districts.	Roll Numbers.					Average Attendance for Whole Year (Mean of Average Attendance of Four Quarters).			Percentage of Mean of Average Weekly Roll of Four Quarters.	
	Pupils at Beginning of Year.	Admitted during the Year.	Left during the Year.	Pupils belonging at End of Year.	Mean of Average Weekly Roll of Four Quarters.	Boys.	Girls.	Total.	1911.	1910.
									..	..
Auckland ..	35,518	21,286	14,755	42,049	41,228	19,182	17,169	36,351	88.2	87.5
Taranaki ..	5,271	2,628	1,762	6,137	6,146	2,873	2,556	5,429	88.3	86.9
Wanganui ..	12,864	7,170	5,239	14,795	14,674	6,963	6,035	13,048	88.9	86.8
Wellington ..	15,976	8,854	6,929	17,901	17,742	8,435	7,546	15,981	90.1	89.6
Hawke's Bay ..	9,019	4,780	3,208	10,591	10,423	4,840	4,382	9,222	88.5	88.5
Marlborough ..	2,109	921	685	2,345	2,259	1,105	965	2,070	91.6	88.7
Nelson ..	5,385	2,520	1,828	6,077	6,032	2,840	2,505	5,345	88.6	86.9
Grey ..	1,732	726	521	1,937	1,934	890	794	1,684	87.1	86.7
Westland ..	1,077	397	338	1,136	1,137	531	494	1,025	90.1	89.8
North Canterbury ..	18,907	8,602	5,958	21,551	21,118	9,903	8,944	18,847	89.0	86.0
South Canterbury ..	5,180	1,764	1,191	5,753	5,670	2,644	2,458	5,102	90.0	87.3
Otago ..	18,512	6,994	4,889	20,617	20,313	9,769	8,867	18,636	91.7	90.2
Southland ..	9,553	3,870	2,664	10,759	10,553	4,978	4,468	9,446	89.5	87.3
Totals for 1911 ..	141,103	70,512	49,967	161,648	159,299	74,953	67,233	142,186	89.3	..
Totals for 1910 ..	138,692	65,713	48,081	156,324	154,756	71,715	64,023	135,738	87.7	..
Difference ..	2,411	4,799	1,886	5,324	4,543	3,238	3,210	6,448	1.6	..

TABLE B2.—COMPARISON OF SCHOOL ATTENDANCE AT PUBLIC SCHOOLS FOR 1910 AND 1911, NORTH ISLAND AND SOUTH ISLAND.

Districts.	Average Attendance.		
	1910.	1911.	Difference.
Auckland .. .. .	34,140	36,351	2,211
Taranaki .. .. .	5,164	5,429	265
Wanganui .. .. .	12,281	13,048	767
Wellington .. .. .	15,620	15,981	361
Hawke's Bay .. .. .	8,894	9,222	328
Totals, North Island .. .. .	76,099	80,031	3,932
Marlborough .. .. .	2,021	2,070	49
Nelson .. .. .	5,069	5,345	276
Grey .. .. .	1,669	1,684	15
Westland .. .. .	1,008	1,025	17
North Canterbury .. .. .	18,036	18,847	811
South Canterbury .. .. .	4,874	5,102	228
Otago .. .. .	18,062	18,636	574
Southland .. .. .	8,900	9,446	546
Totals, South Island .. .. .	59,639	62,155	2,516
Totals for Dominion .. .. .	135,738	142,186	6,448

TABLE B3.—AVERAGE ATTENDANCE FOR THE YEAR 1911 AT THE PUBLIC SCHOOLS AS GROUPED IN TABLE A1, AS ESTIMATED FOR DETERMINING THE GRADES OF SCHOOLS. (PART I OF THE FIRST SCHEDULE TO THE EDUCATION AMENDMENT ACT, 1908.)

(Including Secondary Departments of District High Schools.)

Grade.	Auckland.	Taranaki.	Wanganui.	Wellington.	Hawke's Bay.	Marlborough.	Nelson.	Grey.	Westland.	North Canterbury.	South Canterbury.	Otago.	Southland.	Totals for 1911.	Totals for 1910.
0 1-8	259	20	42	40	48	203	99	30	46	27	14	37	64	929	814
I 9-15	1,496	152	366	339	272	185	337	89	133	330	185	479	345	4,708	4,504
II 16-25	2,730	496	813	630	515	244	693	125	91	897	444	1,169	838	9,685	9,050
III 26-35	2,437	568	705	644	197	134	203	67	72	986	427	978	1,030	8,448	8,425
IV 36-80	6,185	1,420	2,870	1,932	1,257	344	1,168	279	193	2,347	876	2,673	1,812	23,356	22,137
V 81-120	1,878	572	1,720	905	1,562	225	697	76	182	2,277	403	1,298	935	12,730	12,033
VI { VI A 121-160	1,561	139	940	1,249	486	134	581	..	..	1,097	..	951	718	7,856	7,119
VI { VI B 161-200	1,385	..	163	711	348	207	557	549	..	371	382	606	962	6,241	6,868
VII { VII A 201-250	2,586	..	695	1,150	1,114	..	217	..	..	691	..	1,147	244	7,844	8,045
VII { VII B 251-300	1,597	550	549	1,142	832	..	255	..	..	1,086	..	970	579	7,560	6,767
VII { VII A 301-350	1,267	..	916	645	600	..	..	..	..	1,330	365	1,748	306	7,177	6,466
VIII { VIII B 351-400	756	383	782	352	..	..	..	..	..	1,223	785	367	395	5,043	5,789
VIII { VIII C 401-450	2,246	..	1,329	1,211	..	408	..	..	..	316	..	1,796	..	7,306	5,056
IX { IX A 451-500	521	..	..	435	..	..	..	474	..	999	505	501	..	3,435	3,857
IX { IX B 501-550	591	555	567	554	..	..	598	..	..	1,153	..	2,112	539	6,674	6,425
IX { IX C 551-600	1,236	604	..	..	..	..	..	..	..	605	..	..	..	2,445	2,402
X { X A 601-650	2,525	..	661	1,898	..	..	..	..	..	1,859	..	619	..	7,562	5,525
X { X B 651-700	..	..	..	672	701	..	..	..	..	..	725	710	753	3,561	6,227
X { X C 701-750	2,938	..	..	..	724	..	..	..	..	..	..	718	..	4,380	1,442
X { X D 751-800	..	..	..	778	758	..	..	..	..	827	..	..	..	2,363	1,539
X { X E 801-850	761	..	..	799	..	..	..	..	..	..	..	..	..	1,560	3,134
X { X F 851-900	1,731	..	..	..	..	..	..	..	..	..	..	..	..	1,731	1,684
X { X G 901-950	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
X { X H 951-1,000	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1,013
X { X I 1,001-1,050	..	..	..	..	..	..	..	..	..	1,037	..	..	..	1,037	..
Totals, 1911 .. .. .	36,686	5,459	13,118	16,086	9,414	2,084	5,405	1,689	1,033	19,147	5,111	18,879	9,520	143,631	136,321
Totals, 1910 .. .. .	34,364	5,178	12,307	15,693	8,905	2,023	5,074	1,665	1,017	18,093	4,928	18,144	8,930	136,321	..
Difference .. .. .	2,322	281	811	393	509	61	331	24	16	1,054	183	735	590	7,310	..

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

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

(1.) Under certain contingencies due to an exceptional fall in the attendance at an individual school, the regulations provide that for each of one or more unfavourable quarters there may be substituted the average of a favourable quarter of a preceding year. This substitution is made for the sole purpose of determining the grade of the school, and consequently the amended average attendance is used in the compilation of Table B3, which gives the schools according to their grades. For statistical purposes the average attendance as given in Table B should be taken.

(2.) The totals of this table are for the mean of the four quarters of each school taken separately, not the mean of the gross quarterly totals of all schools.

(3.) New schools, many of which were open for only part of the year, are included as having an average attendance for the whole year ; whereas in Table B the average attendance is included only for those quarters during which the schools were open.

B.—This table shows the average attendance for determining the grades of schools. For determining the staffs of schools, however, the figures require to be reduced by the attendance in secondary departments of district high schools, viz. : Grade V, 83 ; VI A, 101 ; VI B, 110 ; VII A, 219 ; VII B, 120 ; VIII A, 179 ; VIII B, 139 ; VIII C, 206 ; IX A, 78 ; IX B, 80 ; IX C, 177 ; X A, 52 ; X B, 33 ; X C, 34 ; X D, 225 ; X E, 25 : total, 1861.

TABLE CI.—AGE AND SEX OF THE PUPILS ON THE SCHOOL-ROLLS IN THE SEVERAL EDUCATION DISTRICTS AT THE END OF 1911.

Education Districts.	5 and under 6 Years.		6 and under 7.		7 and under 8.		8 and under 9.		9 and under 10.		10 and under 11.		11 and under 12.		12 and under 13.		13 and under 14.		14 and under 15.		Over 15 Years.		Totals of all Ages.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Totals		
	Auckland ..	1,853	1,660	2,363	2,141	2,578	2,465	2,496	2,389	2,387	2,244	2,382	2,288	2,300	2,110	2,200	1,960	1,904	1,650	1,041	802	472	364	21,976	20,073
Taranaki ..	236	213	346	308	431	347	353	367	382	331	377	326	301	326	322	272	257	228	159	107	63	85	8,227	2,910	6,187
Wanganui ..	541	486	833	728	926	866	918	790	873	791	838	789	867	777	795	669	685	588	415	295	183	147	7,869	6,926	14,795
Wellington ..	778	687	1,041	958	1,126	993	1,068	985	1,045	980	1,001	912	991	912	885	822	803	768	431	424	188	153	9,357	8,544	17,901
Hawke's Bay ..	426	389	583	547	690	612	657	651	634	588	621	561	569	519	536	453	445	422	261	205	115	107	5,537	5,054	10,591
Marlborough ..	84	75	145	112	157	125	135	118	131	125	135	127	134	127	124	99	113	107	63	46	34	29	1,255	1,090	2,345
Nelson ..	294	250	365	344	389	350	380	327	345	310	345	307	357	274	322	303	247	222	130	117	42	57	3,216	2,861	6,077
Chrey ..	125	110	106	111	119	109	106	109	125	116	106	84	98	95	95	69	74	62	45	33	24	21	1,018	919	1,987
Westland ..	86	55	64	75	68	57	52	56	66	58	56	56	48	49	49	51	40	43	28	24	34	21	591	545	1,136
North Canterbury ..	1,065	945	1,294	1,210	1,332	1,224	1,223	1,151	1,235	1,146	1,174	1,134	1,156	1,054	1,092	1,025	899	827	521	464	207	173	11,198	10,353	21,551
South Canterbury ..	242	236	335	350	325	318	332	288	328	290	282	298	328	277	302	237	283	252	133	142	83	92	2,973	2,780	5,753
Otago ..	968	870	1,191	1,100	1,268	1,169	1,210	1,122	1,135	1,128	1,208	1,121	1,091	1,026	1,060	915	899	850	511	401	211	163	10,732	9,865	20,617
Southland ..	433	432	641	572	655	611	662	624	614	581	589	572	564	555	564	542	483	401	259	210	99	66	5,593	5,166	10,759
Totals for 1911 ..	7,131	6,408	9,307	8,556	10,094	9,246	9,587	8,977	9,300	8,638	9,114	8,575	8,799	8,101	8,346	7,417	7,132	6,420	3,997	3,270	1,755	1,478	84,562	77,086	161,648
Totals for 1910 ..	6,914	6,177	9,182	8,338	9,362	8,608	9,361	8,501	9,128	8,545	8,916	8,159	8,268	7,643	8,090	7,494	6,984	6,318	3,902	3,225	1,715	1,494	81,822	74,502	156,324
Difference ..	217	231	125	218	732	638	226	476	172	93	198	416	531	458	256	-77	148	102	95	45	40	-16	2,740	2,584	5,324

TABLE DI.—STANDARD CLASSES OF ALL PUPILS ON SCHOOL-ROLLS AT THE END OF 1911.

Education Districts.	Pupils preparing for Standard												Totals														
	I.		II.		III.		IV.		V.		VI.				VII.												
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.									
Auckland	8,941	7,972	16,913	2,686	2,572	5,258	2,577	2,448	5,025	2,425	2,309	4,734	2,202	1,973	4,175	1,817	1,646	3,463	1,148	991	2,139	342	21,976	20,073	42,049		
Taranaki	1,222	1,162	2,384	391	348	739	376	362	738	363	318	681	337	291	628	284	234	518	170	176	346	54	79	133	3,227	2,910	6,137
Wanganui	2,977	2,559	5,536	1,035	883	1,918	868	795	1,663	918	857	1,775	785	689	1,474	670	601	1,271	490	419	909	126	123	249	7,869	6,926	14,795
Wellington	3,341	2,937	6,278	1,018	929	1,947	1,167	1,024	2,191	1,035	989	2,024	1,024	941	1,965	917	829	1,746	714	694	1,408	141	201	342	9,857	8,544	17,901
Hawke's Bay	2,038	1,799	3,837	696	665	1,361	744	682	1,426	665	552	1,217	581	535	1,116	404	451	855	356	318	674	53	52	105	5,587	5,054	10,591
Marlborough	439	334	773	165	147	312	135	141	276	160	159	319	136	119	255	121	96	217	85	84	169	14	10	24	1,255	1,090	2,345
Nelson	1,149	955	2,104	416	349	765	377	357	734	393	352	745	325	287	612	279	262	541	212	203	415	65	96	161	3,216	2,861	6,077
Grey	421	397	818	122	111	233	100	162	202	109	98	207	107	75	182	65	55	120	68	57	125	26	24	50	1,018	919	1,937
Westland	248	204	452	60	58	118	67	65	132	56	63	119	59	63	122	46	35	81	35	36	71	20	21	41	591	545	1,136
North Canterbury	4,094	3,656	7,750	1,401	1,284	2,685	1,303	1,243	2,546	1,338	1,229	2,567	1,196	1,128	2,324	1,021	996	2,017	655	657	1,312	190	160	350	11,198	10,353	21,551
South Canterbury	1,090	1,048	2,138	342	335	677	320	254	574	343	316	659	345	302	647	255	230	485	227	214	441	51	81	132	2,973	2,780	5,753
Otago	3,998	3,496	7,494	1,300	1,270	2,570	1,208	1,215	2,423	1,260	1,167	2,427	1,200	1,077	2,277	941	842	1,783	678	603	1,381	167	195	362	10,752	9,865	20,617
Southland	2,046	1,807	3,853	702	659	1,361	653	652	1,305	650	610	1,260	602	564	1,166	524	479	1,003	385	357	742	31	38	69	5,593	5,166	10,759
Totals for 1911	32,034	28,266	60,300	10,334	9,610	19,944	9,895	9,340	19,235	9,715	9,019	18,734	8,899	8,044	16,943	7,344	6,756	14,100	5,223	4,809	10,032	1,118	1,242	2,360	84,562	77,086	161,648
Totals for 1910	30,825	27,256	58,081	9,830	9,203	19,033	9,732	8,942	18,664	9,334	8,552	17,886	8,401	7,886	16,287	7,433	6,787	14,220	5,032	4,595	9,627	1,245	1,331	2,576	81,822	74,502	156,324
Difference...	1,209	1,010	2,219	504	407	911	173	398	571	381	467	848	498	208	706	-89	-31	-120	191	214	405	-127	-89	-216	2,740	2,584	5,324

TABLE D2.—EXAMINATION STATISTICS FOR 1911.

Education Districts.	Number of Pupils.					Standard VI Certificates granted.		
	Total Rolls at Time of Annual Examination.	Present at Examination.	Present in Preparatory Classes.	Present in Standard VI Classes.	Present in Standard VII Classes.	Pro-ficiency.	Compe-teney.	Total.
Auckland .. ..	42,397	40,213	15,765	2,216	113	1,725	275	2,000
Taranaki .. ..	6,121	5,879	2,292	354	17	258	67	325
Wanganui .. ..	14,827	14,704	5,095	897	223	639	193	832
Wellington .. ..	18,089	17,426	5,895	1,451	292	975	326	1,301
Hawke's Bay .. ..	10,595	10,240	3,674	641	97	431	136	567
Marlborough .. ..	2,835	2,259	744	152	27	97	28	125
Nelson .. ..	6,151	5,847	2,170	350	118	189	141	330
Grey .. ..	1,933	1,794	743	122	33	80	28	108
Westland .. ..	1,136	1,053	404	72	36	56	8	64
North Canterbury .. ..	21,666	20,142	7,194	1,221	298	985	284	1,269
South Canterbury .. ..	5,769	5,585	2,017	436	135	274	98	372
Otago .. ..	20,698	19,865	7,099	1,102	313	977	164	1,141
Southland .. ..	10,819	10,237	3,678	728	55	526	60	586
Totals for 1911 .. ..	162,536	155,244	56,770	9,742	1,757	7,212	1,808	9,020
Totals for 1910 .. ..	157,333	150,552	55,056	9,454	1,901	6,499	1,941	8,440
Difference .. ..	5,203	4,692	1,714	288	-144	713	-133	580

TABLE D3.—AVERAGE AGE OF PUPILS IN 1911 AT THE TIME OF ANNUAL EXAMINATION.

Education Districts.	Average Ages of the Pupils in each Class.									Average Ages for all Districts.	
	P. Yrs. mos.	I. Yrs. mos.	II. Yrs. mos.	III. Yrs. mos.	IV. Yrs. mos.	V. Yrs. mos.	VI. Yrs. mos.	VII. Yrs. mos.	1911. Yrs. mos.	1910. Yrs. mos.	
Auckland .. ..	7 3	9 4	10 5	11 6	12 5	13 4	14 1	14 10	9 9	9 9	
Taranaki .. ..	8 0	9 5	10 4	11 3	12 4	13 1	13 11	14 5	10 1	9 10	
Wanganui .. ..	7 2	9 3	10 4	11 3	12 2	13 2	14 0	15 0	9 10	9 10	
Wellington .. ..	6 11	9 1	9 9	11 0	11 8	12 11	13 9	15 3	9 9	9 10	
Hawke's Bay .. ..	7 1	8 8	10 2	11 3	12 2	13 2	13 9	15 1	9 8	9 10	
Marlborough .. ..	7 0	9 0	10 1	11 2	12 4	13 3	14 0	14 10	9 11	10 10	
Nelson .. ..	7 0	9 1	10 3	11 4	12 4	13 2	14 0	14 7	9 9	9 9	
Grey .. ..	7 1	8 10	10 1	10 11	11 10	13 0	13 8	14 9	9 5	9 6	
Westland .. ..	6 11	9 1	10 1	10 11	12 5	13 1	13 10	15 4	9 9	9 7	
North Canterbury .. ..	6 11	9 0	10 1	11 3	12 2	13 1	13 11	15 1	9 9	9 9	
South Canterbury .. ..	7 0	9 1	10 1	11 3	12 3	13 4	14 0	15 2	9 10	9 11	
Otago .. ..	5 10	9 0	10 2	11 3	12 3	13 2	14 0	15 1	9 8	9 9	
Southland .. ..	6 10	9 0	10 1	11 2	12 2	13 0	13 11	14 1	9 8	9 9	
Average for Dominion, 1911	7 1	9 1	10 2	11 3	12 2	13 2	13 11	15 0	9 9	..	
Range (difference between highest and lowest)	1 2	0 9	0 8	0 7	0 9	0 5	0 5	1 3	0 8	..	
Average for Dominion, 1910	7 0	9 2	10 2	11 3	12 3	13 1	14 0	15 0	..	9 10	
Range (difference between highest and lowest)	0 11	0 5	0 8	0 8	0 5	0 6	0 4	0 9	..	0 5	

TABLE D4.—NUMBER OF PUPILS INSTRUCTED IN SEPARATE SUBJECTS, DECEMBER, 1911.

Education Districts.	Number of Pupils belonging at End of Year.	Nature-study and Elementary Science.	Elementary Agriculture.	Elementary Physical Measurements.	Handwork.			
					Needlework.	Cookery.	Woodwork.	Other Branches of Handwork.
Auckland .. .. .	42,049	31,939	4,215	892	12,764	1,248	1,468	28,447
Taranaki .. .. .	6,137	4,917	799	333	2,472	246	258	3,523
Wanganui .. .. .	14,795	12,239	2,708	1,006	4,881	498	535	12,964
Wellington .. .. .	17,901	15,542	1,551	1,384	7,280	722	931	11,806
Hawke's Bay .. .. .	10,591	8,035	2,016	284	3,720	192	398	7,210
Marlborough .. .. .	2,345	1,839	647	40	959	131	141	1,464
Nelson .. .. .	6,077	4,641	692	172	2,672	391	260	4,061
Grey .. .. .	1,937	1,758	45	122	552	41	..	805
Westland .. .. .	1,136	972	92	103	329	..	..	576
North Canterbury .. .. .	21,551	18,523	2,471	1,138	9,365	1,033	1,033	13,231
South Canterbury .. .. .	5,753	4,547	769	402	2,042	331	364	3,650
Otago .. .. .	20,617	16,648	1,857	1,045	6,797	658	659	13,110
Southland .. .. .	10,759	8,196	684	1,342	4,135	619	695	8,916
Totals for 1911 .. .. .	161,648	129,796	18,546	8,263	57,968	6,110	6,742	109,763
Totals for 1910 .. .. .	156,324	136,341	15,159	..	54,606	5,155	5,532	100,772
Difference .. .. .	5,324	-6,545	3,387	..	3,362	955	1,210	8,991

TABLE D5.—STATISTICS IN REGARD TO PRIVATE SCHOOLS INSPECTED BY OFFICERS OF EDUCATION BOARDS FOR THE YEAR 1911.

Education District.	Number of Schools.	Roll Number.	Average Attendance.	Total Roll at Annual Examination.	Number present at Annual Examination.	Number present in			Number of Standard VI Certificates issued	
						Preparatory Classes.	Standard VI Classes.	Standard VII Classes.	Proficiency.	Competency.
Auckland .. .. .	35	3,851	3,469	3,739	3,508	1,491	159	24	99	28
Taranaki .. .. .	4	454	415	442	412	136	59	1	20	13
Wanganui .. .. .	51	3,422	3,069	3,303	3,082	1,374	171	39	111	27
Wellington .. .. .	14	1,688	1,508	1,631	1,530	652	130	55	99	23
Hawke's Bay .. .. .	12	1,007	877	976	871	278	61	2	39	12
Marlborough .. .. .	6	204	181	202	188	69	14	2	11	2
Nelson .. .. .	8	602	533	592	578	232	51	35	19	14
Grey .. .. .	4	483	449	481	419	160	21	28	21	..
Westland .. .. .	5	315	269	299	267	141	29	2	16	2
North Canterbury .. .. .	21	1,877	1,608	1,787	1,589	630	125	40	76	33
South Canterbury .. .. .	5	506	413	497	469	135	30	12	21	8
Otago .. .. .	10	951	844	938	860	333	46	1	33	7
Southland .. .. .	8	554	449	517	460	143	32	3	16	5
Totals .. .. .	183	15,914	14,084	15,404	14,233	5,774	928	244	581	174

TABLE E1.—SCHOOL STAFF, DECEMBER, 1911 (EXCLUSIVE OF SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS).

Education Districts	Number of Schools.	Heads of Schools.		Sole Teachers.		Assistant Teachers.		Total Number of Adult Teachers.			Pupil-teachers.			Total Number of Adult Teachers and Pupil-teachers.	Percentage of Male to Female Adult Teachers.	Yearly Average Attendance. (Mean of Average of Four Quarters.)	Average Number of Pupils to One Teacher, reckoning Two Pupil-teachers as One Adult.
		M.	F.	M.	F.	M.	F.	M.	F.	Total.	M.	F.	Total.				
Auckland ..	574	174	16	186	141	78	358	438	515	953	51	150	201	1,154	85.05	36,057	34.21
Taranaki ..	95	25	15	13	40	8	51	46	106	152	1	20	21	173	43.40	5,333	32.72
Wanganui ..	201	84	9	59	46	25	128	168	183	351	19	54	73	424	91.80	12,822	33.05
Wellington ..	176	69	9	26	65	49	183	144	257	401	11	52	63	464	56.03	15,670	36.19
Hawke's Bay ..	127	52	7	20	46	21	99	93	152	245	18	43	58	303	61.18	9,135	33.34
Marlborough ..	89	11	2	15	61	2	20	28	83	111	..	3	3	114	33.73	2,070	18.32
Nelson ..	126	32	5	16	65	5	58	53	128	181	5	24	29	210	41.41	5,258	26.83
Grey ..	32	6	3	3	19	2	20	11	42	53	3	2	5	58	26.19	1,643	29.34
Westland ..	36	5	2	2	26	1	9	8	37	45	2	4	6	51	21.62	988	20.58
North Canterbury ..	214	96	4	21	90	44	193	161	287	448	33	90	123	571	56.10	18,536	36.35
South Canterbury ..	84	24	3	14	43	8	48	46	94	140	10	18	28	168	48.94	4,980	32.34
Otago ..	238	100	1	32	103	54	201	186	305	491	17	37	54	545	60.93	18,390	35.50
Southland ..	174	50	9	45	69	16	84	111	162	273	12	31	43	316	68.52	9,415	31.91
Totals for 1911..	2,166	728	85	452	814	313	1,452	1,493	2,351	3,844	179	528	707	4,551	63.50	141,170	33.62
Totals for 1910..	2,096	712	72	445	793	299	1,367	1,456	2,252	3,708	174	526	700	4,408	64.65	133,780*	32.97*
Difference..	70	16	13	7	21	14	65	37	99	136	5	2	7	143	-1.15	7,390	0.65

\* The figures for 1910 have been amended.

Exclusive of probationers: 1910, 32 male and 151 female; 1911, 41 male and 178 female.

TABLE E2.—TEACHERS, CERTIFICATED AND UNCERTIFICATED, 31ST DECEMBER, 1911, (IN PUBLIC SCHOOLS, EXCLUSIVE OF TEACHERS IN SECONDARY SCHOOLS AND SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS).

Education Districts.	Certificated.			Uncertificated.				Grand Total.
	Adult Teachers.	Pupil-teachers.	Total.	Holders of Licenses.	Other Teachers who have not yet complied with all the Conditions for Certificate.	Teachers who have no Examination Status.	Total.	
Auckland ..	679	..	679	8	63	203	274	953
Taranaki ..	96	..	96	2	12	42	56	152
Wanganui ..	226	..	226	9	36	80	125	351
Wellington ..	327	..	327	8	23	43	74	401
Hawke's Bay ..	183	..	183	6	12	44	62	245
Marlborough ..	39	..	39	1	7	64	72	111
Nelson ..	112	..	112	4	23	42	69	181
Grey ..	22	..	22	6	4	21	31	53
Westland ..	15	..	15	..	7	23	30	45
North Canterbury ..	389	..	389	9	24	26	59	448
South Canterbury ..	119	..	119	4	8	9	21	140
Otago ..	411	..	411	6	44	30	80	491
Southland ..	165	..	165	8	22	78	108	273
Total ..	2,783	..	2,783	71	285	705	1,061	3,844

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

Auckland ..	669	..	669	8	56	137	201	870
Taranaki ..	95	..	95	2	12	30	44	139
Wanganui ..	224	..	224	9	31	48	88	312
Wellington ..	322	..	322	7	16	19	42	364
Hawke's Bay ..	177	..	177	5	8	21	34	211
Marlborough ..	36	..	36	1	6	10	17	53
Nelson ..	107	..	107	2	16	11	29	136
Grey ..	22	..	22	6	1	11	18	40
Westland ..	15	..	15	..	2	8	10	25
North Canterbury ..	376	..	376	8	17	16	41	417
South Canterbury ..	114	..	114	2	7	..	9	123
Otago ..	403	..	403	6	25	11	42	445
Southland ..	163	..	163	7	17	50	74	237
Total ..	2,723	..	2,723	63	214	372	649	3,372

TABLE E3.—HOLDERS OF TEACHERS' CERTIFICATES IN THE SERVICE OF EDUCATION BOARDS AT 31ST DECEMBER, 1911.

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

District.	Class A.			Class B.			Class C.			Class D.			Class E.			Total Certificate-holders.					
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.			
Auckland ..	5	..	5	25	1	26	151	57	208	148	167	315	17	108	125	346	[5]	333	[5]	679	[10]
Taranaki ..	..	..	..	1	2	3	19	11	30	9	31	40	4	19	23	33	[1]	63	..	96	[1]
Wanganui ..	3	..	3	9	1	10	44	17	61	51	54	105	11	36	47	118	[8]	108	[2]	226	[10]
Wellington ..	2	..	2	22	4	26	29	30	59	69	123	192	3	45	48	125	[5]	202	[8]	327	[13]
Hawke's Bay ..	..	..	..	13	2	15	26	10	36	32	63	95	9	28	37	80	[3]	103	[2]	183	[5]
Marlborough ..	..	..	..	2	..	2	2	5	7	11	12	23	2	5	7	17	..	22	..	39	..
Nelson ..	1	..	1	6	4	10	14	11	25	11	41	52	6	18	24	38	[1]	74	[4]	112	[5]
Grey ..	..	..	..	..	..	..	2	..	2	6	11	17	..	3	3	8	[1]	14	[1]	22	[2]
Westland ..	..	..	..	1	..	1	1	..	1	3	9	12	..	1	1	5	[1]	10	[1]	15	[2]
N. Canterbury ..	2	2	4	36	11	47	51	53	104	54	137	191	9	34	43	152	[7]	237	[6]	389	[13]
S. Canterbury ..	1	..	1	14	3	17	10	16	26	15	42	57	..	18	18	40	[2]	79	[3]	119	[5]
Otago ..	3	1	4	34	13	47	54	60	114	66	142	208	7	31	38	164	[4]	247	[9]	411	[13]
Southland ..	3	..	3	9	6	15	16	10	26	30	55	85	16	20	36	74	..	91	[2]	165	[2]
Totals ..	20	3	23	172	47	219	419	280	699	505	887	1,392	84	366	450	1,200	[38]	1,583	[43]	2,783	[81]

NOTE.—Numbers in brackets represent assistants employed in secondary departments of district high schools included in other numbers.

TABLE E4.—AVERAGE SALARY OF TEACHERS, AND AVERAGE NUMBER TAUGHT BY EACH TEACHER.

District.	Adult Teachers.			All Grades: Average Number to One Teacher, reckoning 2 Points as One Adult.	Excluding Grades 0 and 1: Average Number to One Teacher, reckoning 2 Points as One Adult.	Average Salary all Grades, Adults only.		Average Salary, excluding Grades 0 and 1, Adults only.	
	M.	F.	Total.			M.	F.	M.	F.
Auckland ..	438	515	953	34.21	36.50	£ 189 13 0	£ 120 19 5	£ 196 0 8	£ 125 17 0
Taranaki ..	46	106	152	32.72	34.69	191 18 5	127 12 8	196 2 8	132 2 1
Wanganui ..	168	183	351	33.05	35.77	185 4 11	114 17 5	194 1 9	120 12 8
Wellington ..	144	257	401	36.19	38.92	209 9 0	124 7 3	214 12 2	130 15 11
Hawke's Bay ..	93	152	245	33.34	37.52	206 11 11	113 16 9	218 19 4	123 10 10
Marlborough ..	28	83	111	18.32	30.84	155 13 11	78 8 8	191 8 6	120 3 11
Nelson ..	53	128	181	26.93	32.43	186 0 5	108 10 9	204 17 9	123 1 1
Grey ..	11	42	53	29.34	35.56	202 0 0	119 4 0	232 4 5	130 16 2
Westland ..	8	37	45	20.58	29.82	184 5 0	97 3 0	214 3 4	128 7 11
North Canterbury ..	161	287	448	36.35	38.59	216 6 10	125 4 10	217 18 7	129 6 2
South Canterbury ..	46	94	140	32.34	34.96	206 7 7	123 3 10	211 13 5	132 3 2
Otago ..	186	305	491	35.50	38.38	208 13 10	118 0 5	212 11 5	122 19 1
Southland ..	111	162	273	31.91	35.13	177 2 0	125 1 6	188 5 2	132 12 7
Average, all districts	..	..	..	33.62	37.27	196 6 1	118 13 14	204 3 4	126 16 3
Average M and F, all districts	..	..	..	..	..	148 16 5	..	158 14 6	..

NOTE.—Grade 0 school is one with average attendance 1-8; Grade 1 school, 9-15.

TABLE F1.—INCOME OF THE SEVERAL EDUCATION BOARDS FOR THE YEAR 1911.

Education Districts.	Balances, 1st January, 1911.			Receipts from Government.										From Local Sources.						Overdrafts, 31st December, 1911.	Refunds, Truancy Fines, &c.(2)	Total.																							
	£	s.	d.	For Salaries and Allowances (including Receipts from Education Reserves).	Allowance of £250, and 12s. per Annum.	For Scholarships District High Schools.	For Manual and Technical Instruction.	For Buildings and Sites, and House Allowance.	Miscellaneous(1).	Total from Government.	Fees for District High Schools, Technical Schools, Training, &c.		Donations, Subscriptions, and Interest on Bequests, and Payments for Services rendered, &c.		Interest, Rents, Sale of Old Buildings, &c.		Total from Local Sources																												
											£	s.	d.	£	s.	d.		£	s.				d.	£	s.	d.	£	s.	d.																
Auckland	25,289	8	11	150,322	14	5	22,697	17	4	6,428	5	10,660	14	2	42,788	13	8	7,334	5	6	240,232	10	6	940	4	9	1,818	5	7	243	8	9	3,001	19	1	851	0	11	269,374	19	5				
Taranaki	1,180	13	2	23,156	12	1	3,708	3	9	1,021	3	9	1,557	8	0	5,223	1	7	135	9	4	34,801	18	6	308	1	9	381	6	7	2	9	0	691	17	4	191	13	1	36,866	2	1			
Wanganui	3,507	15	7	55,437	17	1	8,323	4	10	4,118	4	9	8,026	13	10	18,160	8	0	155	5	3	94,221	13	9	1,243	8	10	2,020	3	6	..	..	..	3,263	12	4	899	18	9	107,756	4	3			
Wellington	..	..	..	64,489	8	0	10,243	6	7	4,519	16	3	11,100	9	11	20,616	10	8	8,254	19	4	119,224	10	9	5	19	0	827	5	3	..	..	..	833	4	3	939	7	2	120,997	2	2			
Hawke's Bay	7,029	6	6	38,318	5	8	5,962	13	2	1,982	19	0	4,034	14	1	11,657	7	3	530	3	6	62,486	2	8	25	15	0	744	7	5	138	3	5	908	5	10	108	9	10	70,532	4	10			
Marlborough	333	17	0	11,002	17	3	1,538	17	10	156	15	0	490	0	5	1,666	2	5	69	12	9	14,924	5	8	..	..	..	11	18	0	19	6	5	31	4	5	20	13	6	15,310	0	7			
Nelson	875	12	4	24,087	3	0	3,580	8	4	1,533	0	0	2,120	14	6	5,759	7	10	224	18	3	37,305	11	11	103	8	0	531	7	1	..	..	..	634	15	1	48	10	4	38,864	9	8			
Grey ..	175	9	1	7,530	7	11	1,320	14	10	617	7	0	222	12	3	2,319	11	10	67	1	6	12,077	15	4	..	..	..	88	16	0	..	..	..	88	16	0	56	19	2	12,398	19	7			
Westland	522	3	2	5,300	5	0	906	14	3	518	10	0	135	7	6	1,536	1	8	34	17	1	8,431	15	6	..	..	..	115	0	0	..	..	..	115	0	0	21	1	0	9,089	19	8			
North Canterbury	11,706	4	5	71,685	0	4	12,140	17	0	3,740	19	3	9,522	3	8	19,287	8	2	8,559	1	5	124,935	9	10	220	2	0	1,283	15	3	..	..	..	1,503	17	3	518	7	0	138,663	18	6			
South Canterbury	3,953	7	11	21,923	7	9	3,455	15	8	1,466	14	4	2,009	19	6	5,192	0	11	610	4	9	34,658	2	11	16	10	0	728	12	8	210	6	6	955	9	2	64	16	8	39,631	16	8			
Otago ..	6,402	2	10	74,715	17	9	11,871	10	9	3,982	8	11	5,345	18	7	16,433	5	5	8,932	6	3	121,281	7	8	575	2	3	795	2	3	..	..	..	1,370	4	6	118	13	0	129,172	8	0			
Southland	6,701	17	11	42,722	19	8	6,145	6	10	1,258	9	11	1,464	11	6	12,579	17	1	843	5	4	65,014	10	4	392	11	11	613	17	8	..	..	..	1,006	9	7	39	15	0	72,702	12	10			
Totals for 1911	67,677	18	10	590,692	15	11	91,895	11	2	31,344	13	7	56,691	7	11	163,219	16	6	35,751	10	3	969,595	15	4	3,831	3	6	9,959	17	3	613	14	1	14,404	14	10	3,879	5	5	1,061,420	18	3			
Totals for 1910	39,524	1	4	684,608	7	9	82,877	10	0	29,799	4	4	52,692	3	11	158,226	13	5	33,799	5	0	942,003	4	5	4,914	11	6	7,740	6	9	4,142	19	2	16,797	17	5	5,998	6	5	1,005,289	17	0			
Difference ..	28,153	17	6	6,084	8	2	9,018	1	2	1,545	9	3	3,999	4	0	4,993	3	1	1,952	5	3	27,592	10	11	-1,083	8	0	2,219	10	6	-3,529	5	1	-2,393	2	7	-2,119	1	0	4,896	16	5	56,131	1	3

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

(2) Including proceeds of school-sites and recoveries from insurance.

TABLE F2.—EXPENDITURE OF THE SEVERAL EDUCATION BOARDS FOR THE YEAR 1911.

Education Districts.	Overdrafts, 1st January, 1911.	Maintenance.										Refunds, and Sundries.	Balances, 31st December, 1911.	Totals.																							
		Staff Salaries, Clerical Assistance, and Office Contingencies (including Inspection and Examination Expenses).		Teachers' and Pupil-teachers' Salaries and Allowances.		Incidental Expenses of Schools.		Salaries of Relieving- teachers.		Total for Maintenance.					Scholarships, and Cost of Secondary Education in District High Schools.		Training of Teachers.		Manual and Technical Instruction.		Buildings, including Sites, Fencing, Furniture, Plans, Conveyances, House Allowance, &c.																
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.										
Auckland	..	9,262	12	3	153,987	4	11,064	19	2	1,108	3	0	166,160	6	3	5,723	1	7	6,945	14	9	12,676	10	5	46,768	4	3	2,363	15	10	19,474	14	1	269,374	19	5	
Taranaki	..	1,878	16	8	23,805	0	1,434	17	2	106	16	8	25,346	14	8	1,221	0	4	..	..	..	1,860	17	1	5,414	13	3	110	17	4	1,033	2	9	36,866	2	1	
Wanganui	..	4,983	5	8	56,326	5	3,294	4	1	201	13	3	59,822	3	1	4,036	7	9	..	..	..	8,728	13	3	28,684	19	0	1,500	15	6	..	..	..	107,756	4	3	
Wellington	..	4,743	2	4	65,328	12	4,403	1	3	393	1	10	70,124	15	4	4,857	11	1	7,720	0	11	10,733	10	2	16,980	14	4	1,302	6	10	3,568	13	9	120,997	2	2	
Hawke's Bay	..	2,808	10	8	39,673	0	3,061	2	7	178	10	10	42,912	14	2	2,194	0	2	..	..	..	4,481	13	1	10,736	18	4	471	15	3	6,926	13	2	70,532	4	10	
Marlborough	..	923	13	3	10,982	5	451	2	6	33	17	5	11,467	5	6	192	10	0	..	..	..	426	2	3	2,060	14	8	178	13	0	61	1	11	15,310	0	7	
Nelson	..	2,015	15	0	25,293	7	1,177	8	6	191	3	10	26,661	19	10	1,561	4	11	..	..	..	3,104	6	1	5,084	14	7	274	3	8	162	5	7	38,864	9	8	
Grey	..	993	4	7	7,656	18	539	15	8	49	13	9	8,246	8	4	778	5	10	..	..	..	211	19	9	1,880	14	8	93	19	2	194	7	3	12,398	19	7	
Westland	..	688	4	1	5,333	16	329	5	7	46	0	1	5,709	1	10	628	1	8	..	..	..	81	11	9	1,105	18	6	64	4	1	812	17	9	9,089	19	8	
North Canterbury	..	5,304	17	5	76,678	2	6,693	7	7	293	12	7	83,665	2	4	4,155	11	10	7,184	16	4	10,879	19	2	19,142	1	10	1,901	4	7	6,430	5	0	138,663	18	6	
South Canterbury	..	1,672	9	3	23,079	2	1,452	15	0	139	9	9	24,671	7	5	1,654	0	9	..	..	..	2,340	18	11	7,027	10	2	757	18	9	1,507	11	5	39,631	16	8	
Otago	..	5,469	5	5	78,048	10	6,220	12	5	463	7	7	84,732	10	5	4,253	19	10	7,141	16	2	6,980	7	9	16,507	13	1	2,083	13	5	2,003	1	11	129,172	8	0	
Southland	..	2,953	6	2	42,765	10	2,708	5	4	207	2	4	45,680	18	2	1,364	1	4	..	..	..	2,688	7	5	14,006	10	1	852	18	8	5,216	11	0	72,762	12	10	
Totals, 1911	..	966	7	5	608,957	17	742,830	16	10	3,412	12	11	655,201	7	4	32,619	17	128,992	8	2	65,194	17	1	175,401	6	9	11,956	6	1	47,391	5	7	1,061,420	18	3		
Totals, 1910	..	9,527	0	7	582,287	11	937,394	3	5	3,751	0	3	623,432	15	5	32,811	3	1127,466	11	0	56,048	13	6	136,716	6	11	10,213	9	4	67,677	18	10	1,005,289	17	0		
Difference	..	-8,560	13	2	2,301	5	3	26,670	5	10	5,436	13	5	31,768	11	11	-191	6	10	1,525	17	2	9,146	3	7	38,684	19	10	1,742	16	9	-20,286	13	3	56,131	1	3

TABLE F3.—RETURN OF OFFICERS OF EDUCATION BOARDS NOT INCLUDED IN APPENDIX E. AS AT 31ST DECEMBER, 1911.

	Annual Rate of Salary.	Remarks.
<b>Auckland,—</b>		
Secretary and Treasurer .. .. .	£ 525 0	
Assistant Secretary .. .. .	350 0	
Accountant .. .. .	275 0	
Clerks, 8—1 at £180, 1 at £150 .. .. .	330 0	
1 at £130, 1 at £115 .. .. .	245 0	
1 at £110, 1 at £85 .. .. .	195 0	
1 at £80, 1 at £60 .. .. .	140 0	
Inspectors, 7—1 at £600 .. .. .	600 0	} With travelling-allowance in each case of 17s. 6d. a day beyond certain radius.
1 at £425 .. .. .	425 0	
4 at £400 .. .. .	1,600 0	
1 at £350 .. .. .	350 0	
Principal of training college .. .. .	600 0	} With actual travelling-expenses.
Relieving-teachers, 6—1 at £240 .. .. .	240 0	
1 at £210, 1 at £100 .. .. .	310 0	
3 at £90 .. .. .	270 0	
Architect .. .. .	600 0	} With actual travelling-expenses.
Draughtsmon, 2—1 at £2 10s. per week .. .. .	130 0	
1 at £2 5s. per week .. .. .	117 0	
Truant Officer .. .. .	175 0	} With £10 for town travelling; travelling-expenses in country.
Tutors, part time at training college—1 at £50, 1 at £45 .. .. .	95 0	
Total .. .. .	7,572 0	
<b>Taranaki,—</b>		
Secretary and Treasurer .. .. .	290 0	
Clerks, 3—1 at £70, 1 at £40, 1 at £30 .. .. .	140 0	
Inspector and Director of Technical Education .. .. .	375 0	} With travelling-allowance.
Inspector .. .. .	300 0	
Organizer of School Work .. .. .	200 0	} With travelling-allowance.
Clerk of Works .. .. .	275 0	
Truant Officer .. .. .	113 0	
Total .. .. .	1,693 0	
<b>Wanganui,—</b>		
Secretary and Treasurer .. .. .	295 0	
Clerks, 6—1 at £265, 1 at £200 .. .. .	465 0	
1 at £90, 1 at £65 .. .. .	155 0	
1 at £40, 1 at £26 .. .. .	66 0	
Inspectors, 3—1 at £550 .. .. .	550 0	} With travelling-allowance, £100.
2 at £400 .. .. .	800 0	
Organizer of School Work .. .. .	300 0	} Each with travelling-allowance, £150.
Relieving-teachers—2 at £100 .. .. .	200 0	
Clerk of Works .. .. .	208 0	} With actual travelling-expenses.
Draughtsman .. .. .	120 0	
Truant Officer .. .. .	260 0	} With travelling-allowance, £40.
Total .. .. .	3,419 0	
<b>Wellington,—</b>		
Secretary and Treasurer .. .. .	475 0	
Clerks, 6—1 at £290, 1 at £260 .. .. .	550 0	
1 at £200, 1 at £175 .. .. .	375 0	
1 at £105, 1 at £100 .. .. .	205 0	
Inspectors, 3—1 at £525 .. .. .	525 0	} Each with travelling-expenses.
1 at £475, 1 at £450 .. .. .	925 0	
Principal of training college .. .. .	600 0	} With travelling-expenses.
Clerk of Works .. .. .	300 0	
Draughtsman .. .. .	160 0	} With travelling-expenses.
Truant Officer .. .. .	190 0	
Total .. .. .	4,305 0	
<b>Hawke's Bay,—</b>		
Secretary and Treasurer .. .. .	400 0	
Accountant .. .. .	210 0	
Clerk—1 at £80 .. .. .	80 0	
Inspectors, 2—1 at £675, 1 at £500 .. .. .	1,175 0	} Travelling-allowances are included; Education Department.
Foreman of Works .. .. .	275 0	
Total .. .. .	2,140 0	} With actual travelling-expenses.
<b>Marlborough,—</b>		
Secretary and Treasurer .. .. .	225 0	
Clerk .. .. .	25 0	
Inspector .. .. .	350 0	} With travelling-allowance, £75, and launch-hire.
Truant Officer, 2—1 at £57, 1 at £10 .. .. .	67 0	
Total .. .. .	667 0	

TABLE F3.—RETURN OF OFFICERS OF EDUCATION BOARDS NOT INCLUDED IN APPENDIX E, ETC.  
—continued.

	Annual Rate of Salary.	Remarks.
<b>Nelson,—</b>		
Secretary and Treasurer .. .. .	£ 250 0	Each with travelling-allowance, £130. 5 per cent. on contracts, and travelling- expenses.
Clerks, 2—1 at £120 and 1 at £60 .. .. .	180 0	
Inspectors, 2—1 at £400 and 1 at £300 .. .. .	700 0	
Architect .. .. .	.. .. .	
Total .. .. .	1,130 0	
<b>Grey,—</b>		
Secretary and Clerk of Works .. .. .	260 0	
Clerk .. .. .	52 0	
Inspector and Director of Technical Education .. .. .	380 0	
Truant Officer .. .. .	50 0	
Total .. .. .	742 0	
<b>Westland,—</b>		
Secretary and Inspector .. .. .	325 0	With travelling-allowance, £75.
Clerk and Truant Officer .. .. .	130 0	
Total .. .. .	455 0	
<b>North Canterbury,—</b>		
Secretary .. .. .	500 0	Each with actual travelling-expenses.
Treasurer .. .. .	350 0	
Clerks, 5—1 at £225, 1 at £110 .. .. .	335 0	
1 at £100, 2 at £70 .. .. .	240 0	
Inspectors, 4—1 at £500 .. .. .	500 0	
2 at £475 .. .. .	950 0	
1 at £425 .. .. .	425 0	
Principal of training college .. .. .	600 0	
Tutor, part time at training college .. .. .	195 0	
Architect .. .. .	325 0	
Draughtsman .. .. .	175 0	With actual travelling-expenses.
Foreman of Works .. .. .	175 0	
Foreman of Works .. .. .	175 0	4s. per day extra whilst away from home, and actual travelling-expenses. 2s. per day extra whilst away from home, and actual travelling-expenses
Truant Officers, 2—1 at £155 .. .. .	155 0	
1 at £52 .. .. .	52 0	
Total .. .. .	5,152 0	
<b>South Canterbury,—</b>		
Secretary and Inspector .. .. .	325 0	With travelling-allowance, £50. Including travelling-allowance.
Inspector .. .. .	600 0	
Clerks, 2—1 at £200 and 1 at £60 .. .. .	260 0	6½ per cent. commission.
Architect .. .. .	.. .. .	
Foreman of Works .. .. .	200 0	With travelling-expenses.
Truant Officer .. .. .	40 0	
Total .. .. .	1,425 0	
<b>Otago,—</b>		
Secretary and Treasurer .. .. .	450 0	Each with £150 travelling-allowance.
Clerks, 5—1 at £285, 1 at £240 .. .. .	525 0	
1 at £160, 1 at £140 .. .. .	300 0	
1 at £70 .. .. .	70 0	
Inspectors, 4—1 at £500, 1 at £450 .. .. .	950 0	
1 at £450, 1 at £350 .. .. .	800 0	
Principal of training college .. .. .	600 0	
Architect .. .. .	400 0	
Draughtsman .. .. .	208 0	
Truant Officer .. .. .	200 0	
Gymnastic Instructor .. .. .	110 0	With actual travelling-expenses.
Total .. .. .	4,613 0	
<b>Southland,—</b>		
Secretary and Treasurer .. .. .	425 0	Each with actual travelling-expenses.
Clerks, 3—1 at £260 10s., 1 at £125, 1 at £70 .. .. .	455 10	
Inspectors, 2—1 at £450, 1 at £400 .. .. .	850 0	
Architect .. .. .	325 0	
Assistant Architect .. .. .	200 0	
Physical Instructor .. .. .	110 0	
Truant Officer and caretaker of offices .. .. .	175 0	
Total .. .. .	2,540 10	
Grand total .. .. .	35,853 10	

TABLE F4.—SUMMARY OF EDUCATION BOARDS' INCOME, 1877-1911.

Year.	Balances, 1st January.			Maintenance.				Other Grants from Government.			Secondary Instruction.		Local Receipts.				Interest.	Deposits, Refunds, &c.	Total.							
	£	s.	d.	From Education Reserves.		From Government.		Buildings.	Technical.	£	s.	d.	School Fees, &c.		Rents, &c.											
				£	s.	d.	£						s.	d.	£	s.				d.	£	s.	d.			
1877	82,490	7	6	16,604	4	3	157,392	15	10	46,812	7	6	..	..	..	..	..	..	..	11,823	18	4	308,269	11	10	
1878	23,323	0	9	8,862	3	9	216,666	4	0	101,257	2	11	..	..	..	..	..	..	..	..	16,361	1	4	360,759	7	6
1883	11,532	15	4	24,714	18	9	266,967	12	11	83,322	10	9	..	..	..	..	..	..	..	..	13,117	4	2	393,890	0	7
1888	25,118	3	0	31,882	3	1	318,273	0	3	46,783	10	0	..	..	..	..	..	..	..	..	802	1	6	425,263	2	5
1893	51,098	17	6	37,169	11	0	350,465	13	11	47,273	0	0	..	..	..	..	..	..	..	..	487	18	9	490,411	9	5
1894	50,709	13	7	34,761	17	5	362,388	10	8	45,079	5	10	..	..	..	..	..	..	..	..	563	5	7	496,649	10	7
1895	42,396	18	8	39,828	11	1	379,610	16	10	44,603	1	4	..	..	..	..	..	..	..	..	348	8	0	510,340	4	5
1896	53,240	6	3	37,196	6	7	388,702	0	8	34,957	1	8	..	..	..	..	..	..	..	..	148	12	2	488,030	16	9
1897	12,005	13	3	36,857	1	9	393,358	14	3	57,527	1	3	1,153	9	0	..	..	..	..	..	175	2	8	508,182	11	5
1898	14,317	17	3	38,023	15	4	396,114	6	11	64,733	2	6	2,557	13	8	..	..	..	..	..	96	7	4	523,731	1	8
1899	25,047	19	11	40,803	16	7	386,143	2	5	49,118	4	6	857	17	11	..	..	..	..	..	108	13	7	508,606	4	6
1900	5,520	13	10	41,381	1	8	387,637	10	8	58,740	12	6	996	15	9	..	..	..	..	..	208	0	1	501,943	10	10
1901	11,565	8	8	40,969	0	2	413,881	2	11	55,049	7	3	4,948	0	7	..	..	..	..	..	1,790	1	0	593,101	11	5
1902	6,923	0	3	43,046	17	10	458,966	7	11	60,679	11	3	8,726	4	11	..	..	..	..	..	..	..	..	586,390	16	5
1903	17,892	15	5	44,506	4	2	432,897	7	1	78,406	13	11	8,461	2	4	..	..	..	..	..	..	..	..	607,593	13	11
1904	6,485	17	11	44,429	9	11	439,538	19	6	198,839	9	1	14,316	1	8	17,664	3	5	..	..	387	19	8	632,241	4	9
1905	29,230	11	9	49,236	6	8	461,948	15	8	86,458	13	7	20,702	14	11	19,226	7	7	..	..	2,766	17	2	678,953	1	4
1906	20,923	7	1	48,895	7	11	519,734	19	11	172,075	15	5	32,279	13	1	22,678	11	5	..	..	..	..	..	845,881	0	3
1907	59,075	8	11	47,385	4	8	539,365	4	9	127,610	6	1	31,126	13	6	30,440	10	1	..	..	..	..	..	847,950	17	2
1908	50,178	1	11	48,764	19	6	542,098	11	7	185,777	10	10	42,634	15	11	31,128	14	8	..	..	..	..	..	916,611	15	5
1909	78,144	3	1	57,282	3	6	609,934	16	3	107,031	19	5	48,514	3	7	29,339	12	8	..	..	..	..	..	949,177	8	1
1910	29,997	0	9	53,562	5	11	647,732	16	10	158,226	13	5	52,692	3	11	29,799	4	4	..	..	..	..	..	994,796	9	0
1911	66,711	11	5	46,776	16	7	671,563	0	9	163,219	16	6	56,691	7	11	31,344	13	7	..	..	..	..	..	1,054,591	7	0

\* Including sums raised by School Committees and expended on education without going through the Boards' books, as follows: New Plymouth, £750 1s.; Hawke's Bay, £814 4s. 5d.; Otago, £20,828 3s. 2d. including £9,025 7s. 5d. for secondary schools, the Auckland College and Grammar School and the Otago High School, under the charge of the Education Boards during the year 1877.  
 † In-  
 ‡ The greater part of the vote was not paid until after the end of the year.  
 § Including amongst "Rents, &c." included amongst "Rents, &c." included in previous years amongst "Maintenance."  
 a Part of the grants for 1905 were not paid in that year, but are included in 1906.  
 b Part of the grants for 1907 were not paid in that year, but are included in 1908.  
 c Including special grants for technical-school buildings.  
 d Included in previous years amongst "Maintenance."  
 e Part of the grants for 1907 were not paid in that year, but are included in 1908.

TABLE F5.—SUMMARY OF EDUCATION BOARDS' EXPENDITURE, 1877-1911.

Year.	Management by Boards.		Inspection and Examination.		Maintenance of Schools.*		School Buildings.		Secondary Instruction.		Technical.		Interest and Exchanges.		Refunds, Advances, &c.		Balances,† 31st December.		Totals.	
	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.
1877	10,484	14 10	5,606	19 7	173,726	9 7	80,351	16 9	..	..	..	..	256	12 6	14,519	17 0	23,323	0 9	308,269	11 10
1878	10,225	12 2	6,142	14 5	192,736	19 7	89,255	3 7	..	..	..	..	252	4 11	83,973	8 11	58,173	3 11	360,759	7 6
1883	9,662	12 9	9,866	11 8	272,269	17 2	86,748	13 0	..	..	..	..	214	12 1	82,120	2 3	13,007	11 8	393,890	0 7
1888	9,566	11 10	10,147	10 5	327,085	3 8	30,354	13 9	..	..	..	..	61	7 0	332	14 7	47,715	1 2	425,263	2 5
1893	11,360	10 11	11,882	10 3	371,205	1 0	44,387	2 4	..	..	..	..	207	9 0	659	2 4	50,709	13 7	490,411	9 5
1894	11,425	4 8	12,692	5 8	382,154	5 6	44,851	19 7	..	..	..	..	333	1 4	2,795	15 2	42,396	18 8	496,649	10 7
1895	11,481	19 3	13,127	5 10	382,506	5 2	45,251	0 2	..	..	..	..	82	7 3	4,651	0 6	53,240	6 3	510,340	4 5
1896	12,082	13 2	13,037	4 7	395,831	16 4	53,533	15 6	..	..	..	..	230	3 11	1,359	10 0	12,005	13 3	488,030	16 9
1897	12,536	14 11	12,614	18 5	407,786	19 10	60,485	18 7	..	..	..	..	205	5 7	234	16 10	14,317	17 3	508,182	11 5
1898	12,649	0 6	13,076	16 11	412,373	15 11	52,719	18 4	..	..	6,112	10 9	271	10 10	1,510	17 4	25,016	11 1	523,731	1 8
1899	14,434	8 5	13,720	6 9	408,509	2 10	56,749	5 4	..	..	9,212	7 4	170	18 10	489	1 2	5,320	13 10	508,606	4 6
1900	14,532	4 0	14,698	18 4	401,977	1 2	51,805	18 3	..	..	5,720	18 2	327	9 11	1,315	12 4	11,565	8 8	501,943	10 10
1901	15,127	5 1	14,690	9 11	427,659	13 5	60,102	13 0	..	..	7,610	13 10	241	11 9	746	4 2	6,923	0 3	533,101	11 5
1902	14,693	9 8	14,215	2 10	465,247	15 1	61,763	5 2	..	..	11,605	7 9	..	..	790	14 6	18,075	1 5	586,330	16 5
1903	30,493	7 11	..	..	461,880	13 2	94,990	13 11	..	..	12,984	9 8	..	..	809	1 4	6,485	17 11	607,593	13 11
1904	31,980	15 2	..	..	449,249	11 7	83,509	1 6	20,507	12 11	16,735	7 7	..	..	1,028	4 3	29,230	11 9	632,241	4 9
1905	32,675	0 0	..	..	472,064	2 3	101,582	19 8	24,698	1 11	25,055	17 5	..	..	1,953	13 0	20,923	7 1	678,953	1 4
1906	35,148	10 5	..	..	527,856	3 4	150,344	5 6	33,002	13 1	36,239	12 8	..	..	4,214	6 4	59,075	8 11	845,881	0 3
1907	37,831	18 1	..	..	547,114	19 10	131,223	12 4	32,465	14 9	43,461	15 1	..	..	5,669	15 2	50,173	1 11	847,950	17 2
1908	39,730	9 7	..	..	550,846	4 9	157,989	3 8	31,892	8 7	48,212	3 10	..	..	9,817	1 11	78,144	3 1	916,611	15 5
1909	42,392	0 0	..	..	620,360	10 9	169,601	5 0	32,135	10 2	47,926	10 10	..	..	6,764	10 7	29,997	0 9	949,177	8 1
1910	41,395	17 6	..	..	650,899	6 5	136,716	6 11	32,811	3 11	56,048	13 6	..	..	10,213	9 4	66,711	11 5	994,796	9 0
1911	43,697	2 9	..	..	684,193	15 6	175,401	6 9	32,619	17 1	65,194	17 1	..	..	11,956	6 1	41,528	1 9	1,054,591	7 0

\* Maintenance includes teachers' and pupil-teachers' salaries and training of teachers. † Including £11,166 2s. for the Auckland College and Grammar School and the Otago High School, which were under the charge of the Board.  
 ‡ Deducting overdrafts. § Including payments to public libraries. || Included in "Management by Boards."

TABLE F6.—GENERAL ACCOUNT: CASH ASSETS AND LIABILITIES OF BOARDS ON 31ST DECEMBER, 1911.

Education Districts.	1911.							1910.	
	Assets and Deficits.			Liabilities and Balances.				Deficits.	Balances.
	Cash.	Due from all Sources.	Deficits.	Over-drafts.	Due to Government.	Other Liabilities.	Balances.		
	£	£	£	£	£	£	£	£	£
Auckland ..	3,920	9,368	..	..	..	1,916	11,372	..	7,261
Taranaki ..	577	1,933	..	..	..	70	2,440	..	793
Wanganui ..	5,672	5,740	..	..	722	2,276	8,414	..	5,371
Wellington ..	3,123	3,809	..	..	..	1,648	5,284	..	3,976
Hawke's Bay ..	2,701	3,309	..	..	..	1,418	4,592	..	3,051
Marlborough ..	11	1,043	..	..	..	346	708	..	381
Nelson ..	..	1,346	126	1,323	..	149	..	563	..
Grey ..	26	272	..	..	..	97	201	..	504
Westland ..	305	142	..	..	..	40	407	..	457
North Canterbury ..	723	6,383	..	..	..	3,937	3,169	..	1,433
South Canterbury ..	646	2,173	..	..	..	559	2,260	..	1,197
Otago ..	2,792	4,314	..	..	..	2,275	4,831	..	3,080
Southland ..	3,561	3,246	..	..	..	1,528	5,279	..	3,346
Totals ..	24,057	43,078	126	1,323	722	16,259	48,957	563	30,850

TABLE F7.—MAINTENANCE GRANTS PAID DURING THE YEAR ENDING 31ST MARCH, 1912, TO EDUCATION BOARDS OUT OF CONSOLIDATED FUND FOR THE GENERAL MAINTENANCE OF SCHOOL BUILDINGS AND FOR RENT OF BUILDINGS.

Education Board.	Distribution of the Ordinary Maintenance Grant for 1911.	Payments towards Cost of replacing Old Buildings.	Rent of School Buildings and Sites.
	£	£ s. d.	£ s. d.
Auckland ..	17,039	..	1,018 10 6
Taranaki ..	2,565	..	81 2 10
Wanganui ..	6,082	20 0 0	223 18 10
Wellington ..	7,250	..	..
Hawke's Bay ..	4,923	..	..
Marlborough ..	1,133	..	..
Nelson ..	3,729	..	..
Grey ..	1,348	..	..
Westland ..	1,246	..	24 13 6
North Canterbury ..	9,248	180 0 0	..
South Canterbury ..	3,263	270 0 0	15 0 0
Otago ..	11,128	..	..
Southland ..	5,933	75 0 0	50 17 0
	74,887	545 0 0	1,529 6 1
Total ..	£75,432 0 0		

TABLE F8.—GRANTS PAID TO EDUCATION BOARDS OUT OF CONSOLIDATED FUND DURING THE YEAR ENDING 31ST MARCH, 1912, FOR REBUILDING SCHOOLS DESTROYED BY FIRE, RENT OF TEMPORARY PREMISES, AND EXPENSES OF FITTING UP TEMPORARY PREMISES FOR USE DURING REBUILDING:—

Education Boards.	Cost of Rebuilding.	Rent, &c., of Temporary Premises.
	£ s. d.	£ s. d.
Auckland ..	1,055 0 0	127 18 2
Taranaki ..	1,550 0 0	..
Wanganui ..	3,915 9 3	12 0 0
Wellington ..	2,120 0 0	..
Hawke's Bay ..	425 0 0	..
Otago ..	8 0 0	..
Total expenditure ..	9,073 9 3	139 18 2
	£9,213 7 5	

TABLE F9.—GRANTS PAID TO EDUCATION BOARDS OUT OF THE PUBLIC WORKS FUND DURING THE YEAR ENDING 31ST MARCH, 1912, FOR ADDITIONS TO SCHOOL BUILDINGS, FOR NEW SCHOOL BUILDINGS, AND TEACHERS' RESIDENCES.

Education Board.	New Schools.			Additions.			Residences.		
	£	s.	d.	£	s.	d.	£	s.	d.
Auckland .. .. .	5,749	13	5	9,116	11	10	1,100	0	0
Taranaki .. .. .	863	4	3	700	0	0	697	0	0
Wanganui .. .. .	1,760	0	0	3,863	15	10	2,710	1	8
Wellington .. .. .	2,098	14	0	2,520	10	0	1,675	0	0
Hawke's Bay .. .. .	1,570	0	0	1,766	16	0	590	0	0
Marlborough .. .. .	150	0	0	173	10	0	..	..	..
Nelson .. .. .	822	7	4	200	0	0	465	0	0
Grey .. .. .	..	..	..	700	0	0	43	0	0
Westland .. .. .	154	5	0	..	..	..	..	..	..
North Canterbury .. .. .	3,222	0	0	197	10	0	200	0	0
South Canterbury .. .. .	1,380	0	0	2,740	0	0	600	0	0
Otago .. .. .	742	13	0	1,407	0	0	409	11	0
South and .. .. .	1,360	0	0	1,335	18	0	80	0	0
	19,872	17	0	24,721	11	8	8,569	12	8
Total .. .. .				53,164	1	4			

TABLE F10.—BUILDINGS ACCOUNT (NEW BUILDINGS AND ADDITIONS AND MAINTENANCE OF BUILDINGS, INCLUDING LAND SALES ACCOUNT AND RENTS): CASH ASSETS AND LIABILITIES OF BOARDS ON 31ST DECEMBER, 1911.

Education Districts.	1911.						1910.	
	Assets and Deficits.			Liabilities and Balances.			Deficits.	Balances.
	Cash.	Due from all Sources.	Deficits.	Over-drafts.	Other Liabilities.	Balances.		
£	£	£	£	£	£	£	£	
Auckland .. .. .	15,555	23,122	..	..	20,130	18,547	..	13,752
Taranaki .. .. .	456	7,164	..	..	5,952	1,668	..	811
Wanganui .. .. .	..	3,978	9,619	11,535	2,062	..	1,192	..
Wellington .. .. .	445	7,183	..	..	6,662	966	261	..
Hawke's Bay .. .. .	4,226	5,355	..	..	4,813	4,768	..	5,221
Marlborough .. .. .	50	1,018	..	..	799	269	..	773
Nelson .. .. .	1,485	2,133	..	..	375	3,243	..	1,813
Grey .. .. .	168	766	..	..	495	439	..	8
Westland .. .. .	508	324	..	..	117	715	..	452
North Canterbury .. .. .	5,707	6,684	..	..	6,549	5,842	..	5,031
South Canterbury .. .. .	862	4,685	..	..	2,262	3,285	..	3,097
Otago .. .. .	..	4,064	1,502	738	4,778	..	..	749
Southland .. .. .	1,655	2,606	..	..	2,661	1,600	..	3,438
Totals .. .. .	31,117	69,082	11,121	12,323	57,655	41,342	1,453	35,145

TABLE F11.—SCHOOL BUILDINGS MAINTENANCE ACCOUNT: CASH ASSETS AND LIABILITIES AT 31ST DECEMBER, 1911.

Education Districts.	1910.			1911.											
	Net Credit Balances at End of Year.			Cash Balances at End of Year.		Assets.		Liabilities.		Net Credit Balances at End of Year.					
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.			
Auckland .. .. .	18,112	10	7	15,343	17	6	..	..	592	18	10	14,750	18	8	
Taranaki .. .. .	2,632	13	0	3,145	0	9	518	9	11	..	..	3,663	10	8	
Wanganui .. .. .	11,612	13	5	13,206	15	4	1,395	9	0	..	..	14,602	4	4	
Wellington .. .. .	8,963	14	0	9,809	19	1	266	6	11	..	..	10,076	6	0	
Hawke's Bay .. .. .	10,087	8	5	15,579	7	7	640	19	0	..	..	16,220	6	7	
Marlborough .. .. .	2,105	0	6	2,070	10	2	..	..	437	16	11	1,632	13	3	
Nelson .. .. .	2,590	17	2	2,811	7	10	814	0	0	..	..	3,625	7	10	
Grey .. .. .	924	0	2	1,376	0	8	293	12	6	..	..	1,669	13	2	
Westland .. .. .	241	10	6	497	12	11	206	0	0	..	..	703	12	11	
North Canterbury .. .. .	13,815	9	5	8,233	17	7	..	..	2,296	18	6	5,936	19	1	
South Canterbury .. .. .	3,024	14	5	3,592	9	2	..	..	148	5	11	3,444	3	3	
Otago .. .. .	7,499	1	10	1,805	2	1	..	..	444	2	3	1,360	19	10	
Southland .. .. .	8,487	0	4	8,817	16	2	..	..	290	9	2	8,527	7	0	
Totals 1911 .. .. .	90,096	13	9	86,289	16	10	4,134	17	4	4,210	11	7	86,214	2	7
Totals 1910 .. .. .	..	..	..	..	..	..	..	..	..	..	..	90,096	13	9	
Difference .. .. .	..	..	..	..	..	..	..	..	..	..	..	-3,882	11	2	

TABLE F12.

The following table shows the percentage of expenditure by the several Education Boards on administration for the years 1909, 1910, and 1911 (including in this term all the items which are included under that heading in Table F2—viz., salaries of office staffs, Inspectors, Truant Officers, &c., and the ordinary office contingencies—but excluding the incidental expenses of schools), together with mean of percentages for three years 1909–11 :—

Education District.	Percentage.			Mean of Percentages for Three Years, 1909–11.
	1909.	1910.	1911.	
Auckland	4.2	3.9	3.7	3.9
Taranaki	5.7	5.1	5.2	5.3
Wanganui	4.7	4.9	4.6	4.7
Wellington	4.4	4.0	4.1	4.2
Hawke's Bay	4.7	4.5	4.4	4.5
Marlborough	6.6	6.2	6.1	6.3
Nelson	5.9	5.3	5.2	5.5
Grey	8.1	7.8	8.1	8.0
Westland	7.7	8.6	8.3	8.2
North Canterbury	4.0	4.7	4.0	4.2
South Canterbury	4.9	4.7	4.4	4.7
Otago	4.2	4.0	4.3	4.2
Southland	5.1	5.0	4.4	4.8

## APPENDIX A.

## REPORTS OF EDUCATION BOARDS.

## AUCKLAND.

SIR,—

Auckland, 17th April, 1912.

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

**BOARD.**—The members now in office are: North Ward, Mr. A. R. Harris, Mr. G. W. Murray, and Mr. J. D. McKenzie; East Ward, Mr. E. C. Banks, Mr. A. J. Farmer, and Mr. H. J. Greenslade; West Ward, Mr. C. T. Barriball, Mr. G. Edgecombe, and Mr. G. J. Garland. Owing to his election to the position of Mayor of the City of Auckland, Mr. C. J. Parr found it necessary in May last to resign his office as Chairman of the Board. Mr. Parr retired from his office as member in August. The Board placed on record its high appreciation of his services, both as a member and also as Chairman of the Board. Mr. G. J. Garland was elected Chairman in Mr. Parr's stead. The Board records its appreciation of the services of Mr. D. B. Wallace, who retired in August. Twenty-three meetings of the Board were held during the year, with an average attendance of seven members. A Committee of the whole Board meets every fortnight to deal with matters of finance and the appointment of teachers.

**ATTENDANCE.**—At the end of the December quarter the number of scholars on the roll was 42,049, and the average attendance for that quarter was 37,585, the average attendance for the year being 36,350. There were 2,471 Maori and half-caste scholars in attendance at 279 schools. Arrangements are made in ten districts for the conveyance of children to school. Five schools were permanently closed during the year—viz., Kaikinekine, Scoria Flat, Tapuwai, Union Collieries, and Owhata.

**TEACHERS.**—The number of teachers employed at the end of the year was 1,223, being an increase of seventy-six during the year. The number of adult teachers was 973, and the number of pupil-teachers and probationers was 250. During the year very considerable difficulty has been experienced in securing the services of competent teachers for remote rural schools. Sixty-six Training College students retired at the end of 1911, and those were practically all employed in the beginning of the present year.

**FINANCE.**—The amount of receipts for the year was £243,530 10s. 6d. The expenditure was £249,262 15s. 4d, made up as follows: Administration and teachers' salaries, £184,094 19s. 1d.; secondary education, £5,723 1s. 7d.; manual and technical instruction, £22,788 4s. 7d.; maintenance of buildings, £14,762 13s. 2d.; teachers' house allowances, £5,504 6s. 4d. £16,389 10s. 7d. was expended on new school buildings. The balance at the end of the year was £19,353 14s. 1d., including a fixed deposit to the credit of the Seddon Memorial Technical College of £2,101 3s. 4d. The Board again expresses its opinion that any proposal to impose on local rates any part of the cost of education is objectionable.

**BUILDINGS.**—During the year eleven new schools were built, eleven school buildings were enlarged, and three residences were erected. Seven marquee tents were supplied to provide temporary school accommodation in districts where for various reasons it was impossible to arrange for the erection of school buildings. At the end of the year school was held in 128 private buildings. Competent foremen are employed under the direction of the Architect to carry out the necessary repairs, improvements, and renovation of buildings. The Ruapekapeka East school building was destroyed by fire during the year.

Owing to the rapid increase of population in the Auckland City and suburbs, it has been necessary to provide additional accommodation in private buildings to relieve the overcrowding at the Edendale, Mount Eden, and Onehunga Schools. It is anticipated that the new schools about to be erected in Mount Eden and at Te Papapa (Onehunga) will relieve the congestion.

Considerable difficulty is often experienced in providing school accommodation in districts where the number of children is too small to warrant the erection of a standard pattern school building. In such cases where the number of children is between ten and twenty, the Board has in several instances applied for a grant to provide an inexpensive building, to be constructed so that when the population increases and a larger building is required it may be utilized as a shelter-shed or school-porch.

In order to make provision for renewing worn-out buildings, the Board has placed £13,000 on fixed deposit at the bank.

**TRAINING COLLEGE.**—During the year 101 students were in attendance. A junior model school has been established on the recommendation of the Committee of Advice. The Board considers that the salaries provided for junior assistants at the Normal School are inadequate. Representations regarding this matter have already been made to the Department.

**DISTRICT HIGH SCHOOLS.**—The number of district high schools in operation at the end of the year was nine. The Hamilton West District High School was disestablished on the opening of a high school at Hamilton. Serious difficulty is often experienced in obtaining the services of assistants qualified to teach agriculture and other science subjects in the secondary departments of district high schools.

**FREE CLASS-BOOKS.**—Arrangements have been made for the supply of free class-books to all pupils. The grant for the current year is based on the roll-number at the end of the December quarter, 1911. As the roll-number of scholars in this district is rapidly increasing, it is probable that the grant will be found to be insufficient to meet requirements, and that representations will have to be made to the Department on this matter.

**PHYSICAL AND MILITARY DRILL.**—Due attention has been given to the requirements of the Act in the instruction of pupils in physical and military drill.

**MANUAL AND TECHNICAL INSTRUCTION.**—During the year steady progress was made in manual training and technical instruction. Technical classes were carried on in Auckland City as in previous years, in temporary buildings, on account of the Seddon Memorial Technical College not having yet been completed. This building should have been finished in November, 1910, but, owing to unforeseen difficulties, it is not yet ready for occupation. The number of individual students in attendance at technical classes in Auckland City last year was 1,348.

Manual-training schools were opened during the year at Hamilton and Cambridge, and others will be opened shortly at Devonport, Pukekohe, Helensville, and Waihi.

The awarding of special prizes to schools making a special feature of school-gardens has given a considerable impetus to the teaching of nature-study and elementary agriculture in the primary schools, the number of classes recognized in this subject for last year being 140, as against seventy-three in 1910. Handwork was taught in 197 public schools, and swimming in twelve.

In schools below Grade IV, taught by a male teacher, seventy-five were recognized for needle-work.

**OFFICES.**—The Board has removed its offices from the Victoria Arcade to more commodious premises in Williamson's Chambers, Shortland Street. The Educational Institute has rented two rooms adjoining the offices for club-room purposes.

**CHILDREN'S TEETH.**—Permission was granted to the Dental Association to examine and report upon the teeth of school children, subject to suitable arrangements being made with the Committees and head teachers of the schools concerned.

**ENDOWMENT.**—In 1910 the Board brought before the Appeal Court its claim to the rents of the old Supreme Court site endowment. The Court held that the revenue from that reserve should be used for general educational purposes within the Auckland Provincial District. At a conference of educational bodies, convened by the Board, the question of utilizing that reserve was taken into consideration; and recommendations were unanimously adopted that provision should be made for the revenue to be expended on—(a) fostering of agricultural education, (b) purchase of sites for other than primary schools, (c) providing suitable boarding accommodation for secondary-school pupils in Auckland, (d) University College purposes, (e) and the making of better provision for secondary education at Hamilton, Thames, Whangarei, and other main country centres.

**INSPECTORS.**—Messrs. N. T. Lambourne, M.A., and J. W. McIlraith, M.A., LL.B., Litt.D., were appointed Inspectors of Schools, and Mr. R. D. Stewart retired during the year. It was found necessary to appoint an additional Inspector, in view of the largely increased number of schools. Mr. M. Priestley, Organizing Inspector, has been given the status of an Inspector of Schools.

**RETIREMENT OF THE HON. G. FOWLDS.**—The Board placed on record its high appreciation of the services rendered to the cause of education by the Hon. G. Fowlds during his office as Minister of Education, and expressed its regret at his retirement.

The Board again desires to thank the Education Department for the careful consideration of its recommendations. Valuable assistance has been received from School Committees in the administration of educational matters during the year.

I have, &c.,

GEORGE J. GARLAND, Chairman.

The Hon. the Minister of Education, Wellington.

#### TARANAKI.

SIR,—

Education Office, New Plymouth, 21st March, 1912.

In accordance with the provisions of section 174 of the Education Act, 1908, the Education Board of the District of Taranaki has the honour to submit the following report of its proceedings for the year 1911 :—

At the beginning of the year the Board was comprised of the following members: Mr. James Wade (Chairman), Messrs. G. A. Adlam, W. C. Cargill, A. H. Halcombe, W. L. Kennedy, Arthur Morton, William Rogers, Harold Trimble, and James Young. In terms of the Education Act, 1908, the following members retired: North Ward—A. H. Halcombe; East Ward—William Rogers; West Ward—James Wade; and at the election held on the fourth Monday in July, Messrs. Halcombe and Rogers were re-elected for their respective wards. Mr. Wade having declined to offer himself for re-election, the Rev. John McArthur was elected member for the West Ward.

At the meeting held on the 22nd August, Mr. Harold Trimble was appointed Chairman, and the Board decided to abolish standing committees.

The Board met during the year on the fourth Wednesday and the preceding Tuesday each month, with the exception of December, when the meetings were held on the third Wednesday and preceding Tuesday.

New schools have been opened at Ackland, Mount Messenger, and Tongaporutu. At the end of the year there were ninety-five schools open, including four half-time schools, and the number of teachers employed was 189, graded as follows: Sole teachers, 40 female and 13 male; head teachers, 15 female and 25 male; assistants, 53 female, 10 male; pupil-teachers, 24 female; probationers, 7 female and 2 male.

The old Tongaporutu School has been renamed Ahititi, and a new school opened in the Tongaporutu Hall, which is now known as the Tongaporutu School.

On the 18th May a fire occurred in the Stratford District High School, which destroyed the whole of the main building with the exception of the west wing, which was considerably damaged by smoke and water. Owing to the prompt and liberal way in which the Department met the Board over the matter the building has been reinstated in brick, and will be ready for occupation about the middle of April, 1912.

At the annual examination of pupil-teachers six pupil-teachers sat, and only three were successful in gaining passes. Four pupil-teachers passed the D examination, and five gained a partial pass, two also gaining a partial pass in the C examination.

Of the senior candidates for the Board's Scholarships eleven qualified, and of the junior thirty-eight. Senior Scholarships were awarded to seven candidates from the New Plymouth High School, and two from the Stratford District High School; and Junior Scholarships to two candidates from the Inglewood School, two from West End School, two from York, one from Ngaere, and one from Tariki.

The two National Scholarships allotted for this district were won by Doris A. Lawn, of the Fitzroy School, and Ellen Warren, of the Korito School.

The Alf. Bayly Scholarship was allotted by the Taranaki Rugby Union to Charles Crone, of the New Plymouth High School.

The Taranaki Scholarship was won by Mary Terry, of the New Plymouth High School.

There have been thirty-eight appointments made during the year, besides those of a temporary nature and appointments of pupil-teachers. Ten teachers from other districts received appointments, and twenty-eight teachers in the service of the Board received promotion.

A new residence was erected at York, and new schools at Ackland, Okau, Piko, and Whangamomona. A number of residences have been supplied with bathrooms and wash-houses.

The receipts of the Board from all sources, including £1,180 13s. 2d. credit balance from 1910, amounted to £36,866 2s. 1d., while the expenditure was as follows: Administration, £3,274 8s. 4d.; teachers' salaries, £24,569 5s. 5d.; secondary education, £1,221 0s. 4d.; manual and technical, £2,274 4s. 11d.; buildings, £4,493 10s. 10d.: leaving a credit balance of £1,033 12s. 3d.

In the majority of our schools physical exercises are taken daily, with a more extended period for instruction once a week. In the larger schools Cadet corps are established, and these are formed into battalions, No. 1 comprising the schools in the northern part of the district, and No. 2 those in the southern.

TEACHERS.—The dearth of certificated teachers at the present time makes it a very difficult matter for the Board to find competent teachers to fill the vacancies as they occur, and this difficulty is likely to be more accentuated in the future. It was hoped that as time went on the training colleges would be able to provide sufficient certificated teachers to supply the demand. This has not been the case, and it is felt that some steps should be taken by the Department to appoint an additional number of pupil-teachers or probationers so that a greater number of our young people may be induced to enter the teaching profession. It should be self-evident that the great majority of our future teachers must be drawn from those who have been pupil-teachers or probationers. Moreover, it is very unusual for pupils who have left school and drifted into other occupations to apply to be appointed as pupil-teachers or probationers, and it is thought that the Department should offer greater inducements and wider opportunities to secure to the teaching profession the most promising of our pupils before they have been drawn to other occupations which at present offer brighter prospects.

TARANAKI SCHOLARSHIPS.—The Board considers that the qualifying examination for the Taranaki Scholarship is altogether too high for so small an area of competition, and is of opinion that means should be devised for widening the basis of competition and thereby making a fuller use of the revenue derived from the endowment. With this end in view it is suggested that clause 79 (b) of the Education Act, 1908, might be modified by the substitution of the Matriculation Examination for the Junior University Scholarship as the preliminary examination, and that clause 79 (d) be amended by adding, "Provided, however, that if it is found that the number of candidates who have qualified under this clause is less than the number of scholarships offered, then the remaining scholarships shall be awarded in order of merit to the other candidates who have qualified in all other respects." In reference to the above it may not be out of place to point out that in the Taranaki Provincial District there are four district high schools and only one secondary school (New Plymouth High School). Moreover, according to the report of the Minister of Education for the year 1909 (E.—1, page 8), the course of instruction followed in the secondary departments of the district high schools does not usually extend beyond the matriculation standard. Assuming this is so, then it follows that the pupils of only one school in the district can be expected to qualify for the Taranaki Scholarship. The urgent need for the revision of the standard of the qualifying examination is obvious.

The following is an abstract\* showing the number of schools, teachers, and pupils attending the schools in the district, beginning with the year 1877, to the present time:—

Year ending.	Schools.	Head Teachers.	Assistants.	Pupil-teachers and Probationers.	Total.	Roll-number.	Average.
1877 .. .. .	23	23	7	2	32	726	496
1882 .. .. .	37	37	11	6	54	1,985	1,290
1887 .. .. .	35	35	9	26	70	2,395	1,597
1892 .. .. .	46	46	12	27	85	3,148	2,351
1897 .. .. .	60	60	18	29	107	3,845	3,018
1901 .. .. .	65	65	19	32	116	4,334	3,556
1902 .. .. .	71	70	38	22	130	4,706	3,904
1903 .. .. .	72	70	45	19	134	4,754	3,971
1904 .. .. .	75	73	46	18	137	4,885	4,158
1905 .. .. .	76	73	45	20	138	4,952	4,249
1906 .. .. .	80	77	42	24	143	5,040	4,346
1907 .. .. .	81	78	45	23	146	5,096	4,246
1908 .. .. .	88	85	48	19	152	5,370	4,653
1909 .. .. .	90	86	60	30	176	5,836	5,131
1910 .. .. .	93	91	58	32	181	6,021	5,177
1911 .. .. .	95	93	63	33	189	6,199	5,487

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

HAROLD TRIMBLE, Chairman.

The Hon. the Minister of Education, Wellington.

#### WANGANUI.

SIR,—

Education Office, Wanganui, 31st March, 1912.

I have the honour to submit a report of the proceedings of this Board for the year 1911.

BOARD.—At the end of the year the Board consisted of Messrs. Fred. Pirani (Chairman), A. Fraser, and G. H. Bennett (Southern Ward), D. H. Guthrie, M.P., F. Purnell, and J. P. Aldridge (Central Ward), P. O'Dea, E. Dixon, and F. M. Spurdle (Northern Ward). The *personnel* of the Board underwent no change during the year, the retiring members—Messrs. Spurdle, Pirani, and Aldridge—all being re-elected. Mr. Pirani was re-elected Chairman for the sixth successive term. Sixteen meetings were held during the year, the average attendance of members being seven.

SCHOOLS.—There were open at the close of the year 198 main schools and three side schools. New schools were opened at Whareroa and Bluff Road (Grade 0), Western Rangitikei (Grade I), Hihitahi (Grade III), and Umumuri (Grade IV). A side school was opened at Marton Junction. The school at Pine Creek was closed. The Mars Hill School will not be reopened, as the new school at Durie Hill will serve the needs of the children in the Mars Hill district as well as those of Durie Hill. The names of the schools at Sedgebrook and Himatangi were changed to Wanganui East and Oroua Downs respectively.

PRIVATE SCHOOLS.—Seventeen private schools, with a roll-number of 1,125 pupils, were inspected by the Board's Inspectors.

ATTENDANCE.—The roll-number on the 31st December was 14,795, and the average attendance for the last quarter of the year 13,223. These numbers show an increase over those of the previous year of 526 in the roll-number and 770 in the average attendance. The increases are very marked indeed. For the same period of the year 1910 the increase in the roll-number over that for 1909 was only 420, and in the average attendance 139. The average weekly roll-number for the year was 14,674, and the average attendance 13,048. The average attendance expressed as a percentage of the average weekly roll was 88.9, an increase of 2.9 on the year 1910, and this in spite of the fact that sickness was very prevalent among the children during a portion of the year. The amendment to the Act requiring a child to attend on every half-day the school is open, unless exempted, has no doubt helped to bring about the improvement in the attendance. The Board's Truant Officer, too, has done valuable work in this direction, carrying out his duties with energy and discretion, and only prosecuting as a last resort. He made 371 visits to schools, and sent out 1,220 letters and notices to parents. Of 127 summonses, convictions were recorded in 104 cases, eight cases were dismissed, two were struck out, and thirteen were withdrawn. The Inspectors at once noticed the improvement in the attendance at their visits to the schools. To this cause may fairly be attributed the marked increase in the number of proficiency certificates gained. There have been occasional murmurings of dissatisfaction, but the great majority of parents, recognizing the reasonable nature of the exemptions, have accepted the new provisions without demur.

\* Condensed into five-yearly periods from 1877 to 1901.

CONVEYANCE OF CHILDREN.—The method of conveying children to school is now in operation in connection with six schools in the district, and appears to be working satisfactory.

TEACHERS.—There were on the 31st December 456 teachers in the service of the Board. Of these, seventy-three were pupil-teachers and twenty-one were probationers. Of the adult teachers 234 were certificated, ten were holders of licenses, and 118 were uncertificated. It will thus be seen that only 64·64 per cent. of the adult teachers hold certificates. The classes for the tuition of uncertificated teachers, inaugurated during last year, should do much towards assisting teachers to obtain certificates.

SCHOLARSHIPS.—At the scholarships examinations in December, eighty-six candidates presented themselves for the Junior Examination and forty-three for the Senior. Of these, fifty-nine succeeded in passing the Junior and thirty-two the Senior Examination. The following scholarships were awarded at the commencement of the current year: Board's Junior—Nine scholarships were awarded. Board's Senior—Ten scholarships were awarded. Junior National—Four scholarships were awarded—William A. Sheat, Hawera District High School; Hilda R. G. J. Horsley, Queen's Park; Frederick G. Barrowclough, Auroa; George T. Day, Mars Hill. There were in force at the end of the year eighteen Board's Junior, twenty-two Board's Senior, and seven Junior National Scholarships, of a total annual value of £1,090 17s. 6d. One feature in connection with the scholarship system in this district deserves to be incisively marked. There is not the competition that the Board has a right to expect in a district so large. For the Alf. Bayly Scholarship, for instance, only one candidate appeared, while one of the Junior National Scholarships practically went a-begging, being ultimately awarded to a candidate with marks approaching the minimum. It is evident that neither the parents nor the teachers are fully alive to the latent and patent possibilities of a scholarship for a pupil, and it is a question whether the extra work considered necessary to coach pupils for scholarship examinations is not an objection by teachers to sending forward pupils' names. Unfortunately it is the pupil who has the capacity, but not the opportunity, that is the sufferer.

TRAINING OF TEACHERS.—Saturday classes for the instruction of teachers were held at Hawera, Wanganui, Feilding, Taihape, and Palmerston North. The subjects of instruction were art (five centres), practical agriculture, agricultural science, and handwork (one centre each). The annual grant of £220, together with the capitation earned by the classes, was found to be about £20 short of the amount required to meet the cost of the classes. In addition to the subjects named above, instruction in vocal music was given at Hawera, Wanganui, Taihape, and Feilding. No portion of the grant may, however, be expended in the teaching of this subject. The Board's Administration Fund is therefore called upon to contribute about £60 per annum, the cost of giving this instruction. The most popular subjects were agriculture, handwork, singing, and drawing. Classes for the tuition of uncertificated teachers, for which a grant of £110 was made, were commenced in October. Mangaweka was selected as the centre for these classes. Instruction was given in school method, agriculture, drawing, and singing. Correspondence classes in Latin, mathematics, English, and school method were also instituted in connection with this grant, a satisfactory number of teachers receiving tuition by this means. Details regarding teachers' classes are given in the Inspectors' report.

MANUAL AND TECHNICAL EDUCATION.—The amount of money raised locally for the purposes of manual and technical instruction was £414 10s. 11d. In the matter of building, the new Technical College at Wanganui, opened on the 28th September by the Hon. G. Fowlds, was completed at a total cost of £10,000, not including equipment. The College, which now claims 156 individual day, and 295 individual technical pupils, is destined to play a great part in the education of the young people of this district. Towards the end of the year a new building at Manaia, and an additional room at the Hawera School, were put in hand. From a table\* submitted by the Superintendent of Manual and Technical Instruction it will be seen that the total enrolments for the year were 3,139—in the Centre, 1,612; in the North, 838; and in the South, 689. It has continued to be the Board's aim to keep in the forefront the teaching of agriculture. In the primary schools, in the secondary classes of district high schools, and in teachers' instruction classes, instruction in agriculture and dairywork have accordingly bulked very largely. Thirty-six pupils taking the rural course at the district high schools paid a visit to Mr. E. Short's Almadale Farm, near Feilding, staying there the better part of a week, under the charge of Mr. J. Grant, B.A., Agricultural Instructor. Lectures and instruction were also given at the camp by experts especially qualified for the work. The thanks of the Board are due to Mr. Short for placing at the disposal of the boys his prize stock for the purposes of observation, to Mr. and Mrs. Dunlop for kindness shown to them while they were in camp, and to the experts who gave their services free. The Board desires to acknowledge from the following bodies donations towards agricultural scholarships: Taranaki Farmers' Union, Wanganui Agricultural and Pastoral Society, Feilding Agricultural and Pastoral Society, Executive Council, Wellington Branch New Zealand Farmers' Union. These scholarships heighten the interest of the pupils in their work, and also induce some of the most promising to stay longer at the schools than they would otherwise do. Towards the close of the year Mr. Grant, Supervisor of Agricultural Training, visited the principal agricultural schools and colleges in New South Wales and Victoria, gathering valuable information regarding the methods of agricultural instruction in these States. One result of his visit is the appointment of Mr. Banner, of the Hawkesbury Agricultural College, to the charge of the Southern Technical District and the Feilding Technical School. Mr. Banner's qualifications and ability are such as to lead the Board to believe that his sphere of usefulness will extend considerably beyond the radius of school-work.

\* Not printed.

**PHYSICAL TRAINING.**—During the year the course of instruction set out in Dovey's Manual was followed with more or less success in all schools. A short course of instruction was given by Instructor Routledge at the Technical College, Wanganui, but the attendance was not so good as might have been expected, considering the quality of the instruction.

**FIRE DRILL.**—In response to the representations of several Fire Boards, the Board has made several structural alterations of buildings to facilitate exit in case of danger. The Board also, by circular, invited teachers and Committees to institute the practice of fire drill, as recommended by the Associated Fire Brigades. The movement has been taken up readily, and the local Superintendents of the brigades are doing everything in their power to assist the teachers.

**INSPECTION.**—The Inspectors have presented an exhaustive and many-sided report, chiefly statistical in form. Respecting the quality of the work done at the schools, they assess 141 schools as being from satisfactory to excellent, forty-two as fair, and thirty-five as below fair. The schools below satisfactory may be assumed to be almost exclusively those taught by inexperienced and uncertificated teachers in remote parts of the district. It is to these schools that the Organizing Inspector mainly directs his energies, and it is clear that there is a great work to do in this connection. It is satisfactory to note that so many of our pupils (692) presented themselves for the Proficiency Examinations, the total percentage of passes being 89.3.

**ARBOR DAY.**—Arbor Day was celebrated on the 19th of July. A considerable number of schools carried the programme issued by the Board through in its entirety, and lasting improvement in the appearance of the school-grounds will result. In their reports the Inspectors again comment in favourable terms on the development of the school-garden movement, and also on the effort being made in many school districts to make the school-grounds the most attractive feature of the locality. The thanks of the Board are due to the various agricultural associations that have countenanced the school-garden and school-beautifying movement. The Manawatu Agricultural and Pastoral Association has made school exhibits a prominent feature at its annual show for many years. The Feilding Agricultural and Pastoral Association has for several years awarded prizes for the best-kept gardens and exercise-books, and last year the Egmont Agricultural and Pastoral Association followed suit; while the Cheltenham School Committee holds an annual show of produce grown by school-children, and gives prizes for the best gardens kept by school-children at their homes. Details regarding the awards made by the agricultural and pastoral societies will be found in the report of the Superintendent of Manual and Technical Instruction. The various horticultural societies, notably those at Wanganui and Feilding, have made school-garden exhibits a feature of their shows, and other similar societies might also assist the movement in the same way.

**EMPIRE DAY.**—In this district, Empire Day is not a holiday in the ordinary sense. It is a day dedicated to the consideration of national and imperial themes in the schools, and of the place that will be borne in the not-distant future by many of our pupils when they are called upon to play the part of full-fledged citizens. The programme issued by the Board was carried out, as far as was practicable, by the teachers and Committees on the 24th of May, 1911.

**CANDIDATES FOR APPOINTMENT AS PUPIL-TEACHERS OR PROBATIONERS.**—Forty-four candidates presented themselves at the examination of candidates for appointment as pupil-teachers or probationers. Of these, seven had passed the Matriculation and thirteen the Civil Service Junior Examination; twenty-two of the candidates have since received appointments.

**APPOINTMENTS AND TRANSFERS.**—The system of appointment of teachers from the promotion list on which the Inspectors have graded the teachers continues to give every satisfaction. In the only instances where objections have been made to the system, special care has been taken by the Committees to point out that they approve of the teacher selected, but desire a wider choice. After carefully weighing the objections to the system pursued with so much success, the Board has seen no reason to make any alteration. At the same time, the recent legislation, by which a teacher is given the right of appeal to an outside tribunal in the case of compulsory transfer, has accentuated the belief that it is wiser to dismiss a teacher who objects to accept a transfer to a lower position than to insist upon the transfer and have to face expensive proceedings all the same. The reason is that if the Board is justified in resorting to the extreme step of compulsory transfer, the publication of the reasons inducing the action of the Board would so damage the teacher's prestige that, if the Board succeeded in the appeal, no Committee would agree to his appointment to a school under their control. This was shown very clearly in the appeal case, T. Stagpoole, headmaster in the Linton School, against his dismissal by the Board. He was offered, as an act of grace, a transfer to a position in a lower-grade school, which did not actually involve a reduction in salary, and which he refused. The Board decided that, as an appeal would probably be brought in any case, instead of compulsorily transferring him he should receive three months' notice of dismissal. The Teachers' Institute appealed on his behalf against the dismissal, and their case was conducted by Mr. R. Stewart, of Auckland, the Chairman of the Board (Mr. Fred. Pirani) defending the decision arrived at. The Appeal Court comprised Mr. Kerr, S.M., Mr. Broad (appointed by the Board), and Mr. R. McNab (appointed by the Institute). The case against Mr. Stagpoole was so clearly proved that the Court not only gave their decision in favour of the Board, but allowed the Chairman of the Board a fee of £2 2s. for each sitting-day, in addition to his actual expenses. The evidence brought out in the course of the case was of such a nature that the Board's contention about an appeal against compulsory transfer completely nullifying the effectiveness of the transfer provisions of the Act was amply proved.

**INFANTS AT DISTRICT HIGH SCHOOLS.**—During the year the case brought in the Supreme Court against the Board by the New Zealand Educational Institute, to compel the admission of infants into the Wanganui District High School, was removed into the Court of Appeal, at the instance of the Institute. The question was fully argued before Chief Justice Stout and Justices Chapman, Williams, Denniston, Sim, and Edwards by Professor Salmond for the Education Department, Messrs. H. D. Bell and Fell for the Educational Institute, and Mr. Hutton for the

NOTE.—“INFANTS AT DISTRICT HIGH SCHOOLS.”—The Chairman’s remarks in regard to the Court of Appeal case are based upon a misconception of the facts, which are as follows:—On 9th May, 1911 (the Education Department not having moved in the matter), the Court of Appeal made an order that the Solicitor-General should be added as a party respondent in the appeal. The Solicitor-General received no instructions from the Department. The order of the Court was no doubt dictated by the consideration that, as the Department and all other Education Boards would be bound by the result of the case, it was fitting that the Crown should be joined as a party.—Education Department, 14th August, 1912.



Education Board, and a decision was given against any interference with the discretion of the Board, with costs against the Institute. It would be of considerable interest to the Board to know how the Solicitor-General came to interpose in the case on the side of the Institute. Most folk would think that the authority of the Education Board would have been upheld by the Department, for there had never been any objection from the central authority to the course pursued in regard to this school for many years. Either the interpretation of the law by the Bench of Judges and the Board was wrong, or, in the eyes of the Education Department, the law required amending. It is impossible to believe that the Department and the Solicitor-General should not have been aware of the true legal position, and the only conclusion possible, therefore, is that the Department favours an amendment of the law curtailing the rights of the Boards in the direction contended by the Institute—a most unfortunate position.

**FREE BOOKS.**—The distribution of free books appears to have landed the smaller schools in interminable difficulties with respect to the grouping of classes. Reporting on this matter in March the Inspector said: "School-work has again been handicapped by the free-book difficulty. The Department allows one book (in the case of reading, two books) for each pupil in each class—on the face of it a very reasonable allowance. But the Department, in its syllabus, also allows classes to be grouped—nay, practically enjoins that certain classes shall be grouped. Hence you have a serious difficulty: if you group you cannot have a suitable book for each pupil, and if you do not group you cannot have efficient organization—at least, in schools of Grade IV and under. To obviate the difficulty double the present number of books should be supplied to these schools, and to that extent the grant should be doubled." At the close of last year the following recommendation was made: "During next year all pupils in schools below Grade IV should be grouped in reading as follows: Standard I and Standard II, in Standard I book; Standard III and Standard IV, in Standard III book; Standard V and Standard VI, in Standard V book. In the subsequent year the opposite arrangement would hold good, and so on, alternately. Unfortunately, owing to the limitation of the grant, this proposal could not be carried out. The Board is still of opinion that it would be much more to the interests of the community if the money spent on free school-books was diverted to the purchase of stationery and school requisites.

**WANGANUI SCHOOL SITES ACT.**—This Act was amended during the 1911 session of Parliament in the direction of giving the Board power to borrow a sum not exceeding £15,000 from the Public Trustee on the security of a first mortgage of the old Technical School site. The Board succeeded in securing the desired sum, and was thus enabled to continue the work of erecting the buildings provided for in the original Act. The Technical College buildings were completed some months ago. The Infants' School is well under way, and a contract was recently let for Board's offices.

**MAINTENANCE GRANT.**—The maintenance grant for the year was £6,082. This sum was found to be more proportionate to the Board's needs, and enabled a start to be made with the rebuilding of some of the older buildings.

**FINANCE.**—The annual statement of receipts and expenditure is attached.\* The form in which this is now presented shows the balances or deficits on the individual accounts.

**BUILDINGS AND SITES.**—During the year the Mars Hill School was removed to Durie Hill, and a new room added; the Mosston School was shifted to a new site and the building enlarged and renovated. New residences were erected at Glen Oroua and Meremere. Additions were made to the schools at College Street, Wanganui East, Gonville, Taihape, Kaponga, Horopito, Rangatana, and to the residences at Tokaora, Kairanga, Mount View, Eltham, Manaia, Fraser Road, Waitotara, and Mangaweka. The District High School at Wanganui, and the teacher's residence at Hiwinui, both of which were destroyed by fire, were rebuilt. Contracts were let for new schools at Valley Road, Te Arakura, Orangimea, Umumuri, and Mangoiha, and for additions to the Moutoa School. A large amount of work, consisting principally of fencing, draining, and improving grounds, erection of shelter-sheds, repainting, repairs, &c., was done. A considerable portion of the work undertaken was carried out in a satisfactory and economical manner by the Board's foreman, in addition to which he supervised the majority of the works let by contract. The repainting of school-buildings has now, it is hoped, been placed on a satisfactory footing by the appointment of a foreman painter, who will in future carry out the whole of this important work. An additional area of land, towards the cost of which the Government made a grant and the residents subscribed, was secured at Gonville. The erection of bathrooms and wash-houses at a number of residences, for which purposes the Government has made a grant, will be appreciated by teachers. The Board owes its thanks to the Education Department for the consideration extended to its requests throughout the year.

**OFFICIALS.**—In conclusion, the Board again desires to place on record its high appreciation of the services rendered to the cause of education by the Chief Inspector (Mr. G. D. Braik), his fellow Inspectors, the Secretary to the Board (Mr. W. H. Swanger), and the staff, officials, and teachers generally, who have all shown an assiduity and a faithfulness in the performance of their duty worthy of the greatest praise.

The Hon. the Minister of Education, Wellington.

FRED. PIRANI, Chairman.

\* See Appendix A, p. xxxii.

## WELLINGTON.

SIR—

Education Board Office, Wellington, 31st March, 1912.

In accordance with the requirements of the Education Act, 1908, I beg to submit the following report of the Education Board of the District of Wellington for the year 1911.

BOARD.—At the annual election Messrs. J. G. W. Aitken (City) and A. H. Vile (Wairarapa) were re-elected; and Mr. H. Freeman was elected instead of Mr. H. R. Elder, Hutt-Horowhenua. The following was the membership of the Board at the end of the year: Wellington City Ward—Messrs. J. G. W. Aitken, W. Allan, R. Lee; Hutt-Horowhenua Ward—Messrs. H. Freeman, W. H. Field, J. Kebbell; Wairarapa Ward—Messrs. W. C. Buchanan, M.P., A. W. Hogg, A. H. Vile. At the August meeting Mr. R. Lee was re-elected Chairman. The Board's representative managers of technical schools were: Wellington—Messrs. Aitken, Allan, and Field; Petone—Messrs G. London and D. McKenzie. The Committee of Advice of the Training College was composed of the following members: Mr. W. Lock, representing South Island Boards of the Middle University District—Marlborough, Nelson, Grey, Westland; Mr. G. Carson, representing North Island Boards of the Middle University District—Taranaki, Wanganui, Hawke's Bay; Professor Brown, representing Victoria College Professorial Board; Mr. R. Lee (Chairman) and Mr. T. R. Fleming (Chief Inspector), representing the Wellington Education Board. Mr. Lee acted as Chairman.

NUMBER OF SCHOOLS.—At the end of 1910 there were 160 schools in operation. During 1911 new-schools were opened at Pori, Whakapuni, Manuhara, Mona, Maunganui, Waihoanga, Aohonga, Makerua, Carrington, and Normandale, while a small school at Admiral Run was closed. Thus at the end of the year there were 169 schools in operation.

ATTENDANCE.—The average roll and attendance for the respective quarters and the year were:—

	Average Roll.	Average Attendance.
March ... ..	17,614	16,380
June ... ..	17,662	15,728
September ... ..	17,734	15,470
December ... ..	17,955	16,347
Year ... ..	17,741	15,981

Last year for the first time the law required the child to attend "whenever the school is open." An increasing degree of regularity was at once observed, March quarter reaching an average of 92 per cent. But severe epidemics widely prevailed during the following quarters, so that the percentage for the year was but 90·1, an extremely good result in the circumstances. The corresponding figures for the preceding years were: 1909, 89·6 per cent.; 1910, 88·9 per cent. The co-operation of parent, teacher, and Board has resulted in a steady growth of the habit of regularity, and it is to be added that the wise support of the Board's efforts by the Magistracy has made the way of the transgressor increasingly hard. It may be confidently affirmed that the system of periodic report of absentees, of transfers, and withdrawals is so nearly complete as to enable the Board to know and pursue any parent in the Wellington District who seeks to evade the law.

TEACHING STAFF.—The following are the numbers of teachers, pupil-teachers, and probationers who were in the Board's service at the end of the year:—

	Men.	Women.	Totals.
Head of Schools... ..	69	9	78
Sole teachers ... ..	26	65	91
Assistants ... ..	54	192	246
Total adults ... ..	149	266	415
Pupil-teachers ... ..	10	53	63
Probationers ... ..	8	20	28
Total, including pupil-teachers and probationers ... ..	167	339	506

Of the adult teachers, 133 men and 217 women, total 350, possess certificates; sixty-five were uncertificated, six of whom were holders of a license to teach. The percentage of fully certificated teachers has risen from 81·8 to 84·3.

INSTRUCTION OF TEACHERS.—The courses of instruction held for teachers were as follows: At Wellington—Art and handwork classes by Miss Lee, assisted by Miss B. MacKenzie; singing by Mr. Parker; physical measurements and physiology by Mr. Stuckey; woodwork and cardboard-modelling by Mr. Howe. At Masterton—Drawing by Mr. Grant; singing by Mr. Parker; physiology and hygiene for women by Miss Lazarus; drill for men by an officer of the Cadet Department. At Greytown—a fortnight's continuous instruction in agriculture and nature-study, undertaken by twenty-one teachers, under the guidance of Messrs. Davies and Cumming. At Pahiatua—A course of lessons in agriculture by Mr. Cumming. But for the unsuitability of the railway time-table, the attendance at the Wairarapa classes would have been much larger than was possible in the circumstances.

For uncertificated teachers, selected on the recommendation of the Inspectors, a course of continuous instruction was held at the Normal School in February, 1912, with a view to assisting them to obtain certificates. Special instruction was given by Mr. Lomas, who was in charge of the course, and by Mr. Webb, and by Misses McRae, Cray, and MacKenzie, and the teachers

attending were afforded opportunities of observation in the Normal School. This arrangement is considered to have been very successful. The teachers who attended will receive assistance in any difficulties that may arise in their studies during the year.

**TRAINING COLLEGE.**—The admission of students was again practically confined to A candidates. The districts from which students were admitted were—Wellington, 37; Wanganui, 24; Hawke's Bay, 18; Taranaki, 4; Nelson, 5; Marlborough, 4; Westland, 3; Grey, 2: total, 97. First-year students numbered 50; second year 47—men 31, women 66. One student was admitted to the special course for graduates. A full report of the year's work, and a discussion of the educational problems of the College, will be found in the Principal's report. It was with much regret that towards the end of the year the Board accepted the resignation of the Principal, Mr. Gray, on his appointment to the important position of Principal of the Presbyterian Ladies' College, Melbourne. From the establishment of the College in 1906 Mr. Gray had discharged the duties of his office with skill and enthusiasm, and with a success which was rendered more difficult of attainment by the insufficiency of the accommodation in the present College building. After careful consideration of applications received from New Zealand and Australia for the vacant principalship the choice of the Board fell on Mr. J. S. Tennant, M.A., B.Sc., one of its Inspectors. Mr. Tennant has recently returned from a furlough to Europe, which afforded him an excellent opportunity of visiting the best educational institutions in England and on the Continent, and of observing various conditions of education. It was also with much regret that the Board accepted, at the end of the year, the resignation of Miss Lee, art instructor under the Board, as she had accepted an appointment in England. Miss Lee was as untiring as she was successful in her efforts to create and to cultivate true artistic taste in teacher, student, and scholar.

**DISTRICT HIGH SCHOOLS.**—The number of district High Schools remained as in 1910, with but slight change in the attendance. Owing to the enlargement of the Girls' High School to accommodate free-place pupils, the Newtown District High School was disestablished as from the 31st December. The Board's Inspectors report an improvement in the quality of the work done by the pupils who undertook the rural course. They write: "The rural science course inaugurated in 1909 has fully justified its establishment. Good work has been done, and this year there was keen competition for the Board's B or senior scholarships reserved for those taking the rural course. We were specially pleased to find the general improvement in the practical work as evidenced in these scholarship examinations." A movement at Petone for introduction of the rural course into an industrial centre, and a second movement for the establishment of an agricultural college for the Wairarapa, so that the district high school rural course may be continued to a satisfactory conclusion, are clear evidences of the favourable impression created by the rural work already accomplished.

**SCHOLARSHIPS.**—Junior Board Scholarships were awarded to twenty-five competitors; Senior A to six; and Senior B or rural scholarships to five competitors. Also four Junior National Scholarships were awarded.

**MANUAL AND TECHNICAL INSTRUCTION.**—The following table shows the subjects of instruction in recognized manual and technical classes, the number of schools earning capitation, and the total number of pupils. Capitation was earned by 125 schools in 1911, as compared with 118 in 1910. Well-kept gardens are found in the grounds of several schools which for various reasons are unable to qualify for capitation in agriculture.

Subject.	Number of Schools.	Number of Pupils.
Handwork	107	11,956
Elementary agriculture	59	1,441
Needlework, with instructor when head teacher is a man	18	258
Elementary chemistry	11	459
Elementary physics	6	257
Physiology and first aid	16	591
Swimming and life-saving	9	736
Elementary physical measurements	9	686
Dairy-work	2	40
Botany	6	284
Dressmaking	7	160
Cookery, Wairarapa and Pahiatua centres	5	223
„ Wellington centre	12	492
„ Petone centre	2	116
„ Manawatu	2	74
Woodwork, Wellington centre	14	1,344
„ Petone centre	2	235
„ Wairarapa and Pahiatua centres	5	310
„ Manawatu centre	1	66
Building-construction and drawing	5	116
Mensuration and surveying	2	54
Total		19,898

**DRILL.**—The Inspectors report that military drill and physical exercises are well taught throughout the district.

**BUILDINGS.**—New school buildings were erected from grants at Waihoanga, Lower Hutt (Infant Department), Carrington, and Normandale, and additions were made by grants at Paraparaumu, Worser Bay, and Kilbirnie Schools, with partial reconstruction of the last named. The new school to replace that destroyed by fire at Pahiatua was completed; and science and cookery rooms have been formed by the removal and refitting of buildings formerly on the old site. Grants

were also received to replace schools destroyed by fire at Saunders (one room), and Kaiwawai (two rooms), and the former was completed. The rebuilding of the Johnsonville School is approaching completion. Conveniences were reconstructed at three schools, and at five city and suburban schools they were connected with drainage and high-pressure water service. Fifteen schools and six residences were overhauled. A new residence was erected at Mangamaire, and improvements were effected at ten other residences. It has been the endeavour of the Board to add, as far as is possible, to the comfort of country teachers. The Board urges that it be provided with more money for this very desirable purpose. The Board hopes to be in a position to begin shortly the erection of the school and college at Kelburne.

**FINANCE.**—The year began with a debit balance of £966 7s. 5d., the receipts were £120,997 2s. 2d., the disbursements £116,462 1s., leaving a credit balance of £3,568 18s. 9d. Necessary reconstructions to be undertaken in the near future will make heavy demands on the funds of the Board.

**SUBSIDIES.**—For manual and technical purposes ten claims were received for Government subsidy, and for district high school purposes eleven claims. Besides, the Board has, in a number of instances, been pleased to assist by subsidy those Committees who, by their own efforts, are improving the school premises and grounds. The Board has aimed at cultivating by supply of good pictures the artistic taste of scholars, and it is now arranging for mounting in all the larger schools a better selection, some of which Inspector Tennant brought from England.

**SCHOOL LIBRARIES.**—During the year the Board issued a suggestive list of books suitable for school libraries. As a result, a considerable number of Committees and teachers have availed themselves of the subsidies offered. Amounts ranging from a few shillings to £5 have thus been contributed to the library funds of thirty schools. The Board has observed with pleasure the wise encouragement to sound reading offered by the Wellington City Council and its library staff. At the public library a special room is set apart for children's books, and is placed in charge of an assistant specially qualified for this particular work.

**REPORTS.**—The Inspectors report a general improvement in efficiency. Their report and that of the Principal of the Training College are attached.\*

Friendly relations continue to exist between the Board and School Committees and teaching staff, a point pleasantly emphasized in the concluding paragraph of the Inspectors' report.

I have, &c.,

The Hon. the Minister of Education, Wellington.

ROBERT LEE, Chairman.

#### HAWKE'S BAY.

SIR,—

Education Office, Napier, 31st March, 1912.

In accordance with the provisions of the Education Act, 1908, the Education Board of the District of Hawke's Bay has the honour to submit the following report of its proceedings during the year 1911:—

**BOARD.**—At the beginning of the year the members of the Board were: North Ward, Mr. W. Morgan, Mr. G. E. Darton, Mr. K. McLeod; Middle Ward, Mr. C. M. Whittington, Mr. G. F. Roach, Mr. J. H. Sheath; South Ward, Rev. A. Grant, Mr. W. G. Hunter, Mr. O. Erickson. In August Messrs. Morgan and Roach were re-elected for the North and Middle Wards respectively, and Mr. R. B. Ross was elected to succeed Mr. Erickson, who did not offer himself for election. Mr. C. M. Whittington was elected Chairman for the year. The Board records its appreciation of the valuable services rendered by Mr. Erickson as a member of the Board for many years. The Rev. A. Grant and Messrs. W. Armstrong and W. G. Hunter represented the Board on the Dannevirke High School Board of Governors, Messrs. Sheath and S. McLernon on the Napier High School Board, Messrs. Sheath and McLernon on the Board of Managers of the Napier Technical School, and Messrs. Whittington, W. G. Downes, and W. J. Pellow on the Board of Managers of the Waipawa Technical School.

**SCHOOLS.**—The number of schools in operation at the end of 1910 was 121. During 1911 four schools (Portland Island, Wairoaiti, Port Awanui, and Tahunaroa) were closed, and eight (Tanguru, Totangi, Waikare, Te Uri, Marakeke, Ngapaeruru, Ngatapa, and Te Hapara) were opened, leaving 125 (including twelve household schools) in operation at the end of the year.

**TEACHERS.**—The teachers employed in December, 1911, numbered 321. Of these, fifty-eight were pupil-teachers and thirteen probationers. Of the 251 adult teachers, fifty-nine, or 70 per cent., were uncertificated. The Board has continued to experience considerable difficulty in procuring the services of teachers for the smaller country schools.

**ATTENDANCE.**—At the end of the year the number of scholars on the roll was 10,591, an increase of 301 during the year. The average attendance for the year was 9,223, and the percentage of attendance was 88.4. When it is considered that during three-quarters of the year scarlatina, measles, and whooping-cough were rife throughout the district, this percentage must be regarded as highly satisfactory. There were 353 Maori and half-caste scholars in attendance at fifty schools. During the year five hundred warnings were sent to parents of irregular attenders, forty informations were laid, convictions being recorded in every case, while the defendants were mulcted in fines and costs amounting to nearly £50.

**PHYSICAL INSTRUCTION.**—The Inspectors report that military drill still continues to form a regular part of school training in the ordinary schools of the larger class, but instruction is also given to the girls in calisthenics and to the younger children in physical exercises.

\*See Appendix C and Appendix D.

**MANUAL AND TECHNICAL INSTRUCTION.**—The number of pupils in all subjects of manual and technical instruction has increased. The report of the Director, which report is attached hereto,\* gives in considerable detail the results of the work of the year. The Board is satisfied that excellent work is being done in this department.

**DISTRICT HIGH SCHOOLS.**—The numbers of pupils in attendance at the secondary classes of the district high schools at the end of the year were—Hastings, 28; Waipawa, 38; Woodville, 15. At Hastings and Woodville the whole of the pupils took the rural or scientific course. At Waipawa a few of the pupils continued the literary course. In 1912 it is expected that the whole of them will take up the approved scientific course. The work done by the classes taking the rural course is fully reported on in the Director's report. I may, however, say that the students have taken a great interest and pleasure in the work, and the Board and the parents are satisfied that the change in the syllabus is undoubtedly in the right direction.

**SCHOLARSHIPS.**—The scholarships in tenure at the end of 1911 were: Junior National, 11; Board Junior, 57; Board Senior, 10. At the examination held at the end of December, 1911, 144 candidates sat for the Junior Board Scholarships, sixty-three qualified; eighty sat for the Senior Scholarships, fifty qualified. At the end of the coming year the Board purposes awarding special scholarships to be allotted on the results of a special examination in agriculture. These will be available at the district high schools where the scientific course is taken.

**TEACHERS' CLASSES.**—The Saturday training classes for teachers was held at Gisborne—science and art; Napier—science and art; Dannevirke—science, art, and agriculture; Hastings—agriculture; Woodville—agriculture. The attendance at all these classes was most satisfactory. Examinations were held at the end of each term, and certificates were awarded on the results of the final examination.

**BUILDINGS.**—New schools were erected at Kanakanaia, Te Hapara, Ngatapa, Opoutama, Titree, and Wanstead. Residences were erected at Frasertown and Porangahau. The Takapau School building being old, dilapidated, and too small for requirements, was sold, and a new and larger building was erected. The following buildings are now in course of erection: New schools—Makaretu South, Omakere, Marakeke; additions—Havelock, Mahora, Mangapapa, Mangatere-tere, Waipukurau; residence at Wanstead. During the year the Public Works Department erected an addition to the movable school at Otoko. During the year fourteen schools and nine residences have been painted and thoroughly renovated inside and out by the Board's painters. The school buildings throughout the district are, on the whole, in very good order.

**FINANCE.**—The year commenced with a credit balance of £7,029 6s. 6d. The receipts were £63,502 18s. 4d., the expenditure £63,605 11s. 8d., leaving a credit balance at the end of the year of £6,926 13s. 2d.

I have, &c.,

C. M. WHITTINGTON, Chairman.

The Hon. the Minister of Education, Wellington.

#### MARLBOROUGH.

SIR,—

Education Office, Blenheim, 11th April, 1912.

In accordance with the provisions of the Education Act, the Marlborough Education Board has the honour to present the following report of the proceedings for the year 1911:—

**BOARD.**—The members in office at the beginning of the year were: Eastern Ward—Mr. John Conolly, Mr. D'Arcy Chaytor, and Mr. Charles Ferguson; Central Ward—Mr. R. McCallum, Mr. E. H. Penny, and Mr. J. J. W. White. Western Ward—Mr. H. M. Reader, Mr. John S. Storey, and Mr. James Fulton. The members who retired by effluxion of time were—Messrs. Conolly, White, and James Fulton; but all three offered themselves for re-election, and were returned unopposed. At the annual meeting Mr. McCallum was unanimously reappointed Chairman, being the sixth time in succession. Twelve ordinary meetings and one special meeting of the Board were held during the year, the attendances of members being—Mr. Conolly, 7; Mr. Chaytor, 1 (absent in England on leave for nine months); Mr. Ferguson, 11; Mr. McCallum, 11; Mr. Penny, 12; Mr. White, 12; Mr. Reader, 10; Mr. Storey, 11; Mr. Fulton, 12.

**SCHOOLS.**—The number of schools in operation at the close of the year was ninety-three, being an increase of eight on the figures reported for 1910. Six private schools were visited by the Board's Inspector during the year.

**ATTENDANCE.**—The average attendance for the year was 2,070, the figures for the four quarters being—March, 2,104; June, 2,051; September, 2,000; December, 2,123. The number on the roll at the close of the year was 2,345, being an increase of 101 on the figures for 1910. The percentage of attendance for the year was 91.60, being the highest yet attained in this district. Now that the standard of exemption has been raised from Standard V to Standard VI a still higher percentage of attendance may be looked for. Many parents are still under the impression that they may keep their children from school on one day a week, and quite a number of instances have come under the Board's notice of children being kept at home to perform household duties. Others are apparently still unaware that a child under the age of fourteen years may not now leave school unless he has passed the Sixth Standard. The Board therefore begs to suggest to the Education Department that when issuing the proposed monthly attendance report-forms it should distribute a placard to be hung in schoolrooms setting forth the requirements of the School Attendance Act. The number of children attending private schools visited by the Board's Inspector was 202. The work of the Truant Officers has been satisfactorily performed. Their reports show that the proceedings taken in the Magistrate's Court were: Number of informations, 56; convictions recorded, 52; dismissal, 1; withdrawn, 3. The total amount of fines received by the Board during the year was £7 15s.

\* See E.-5, Manual and Technical Instruction Report.

**TEACHERS.**—At the close of the year there were in the service of the Board twenty-nine male teachers, eighty-six female teachers, three female pupil-teachers, and three female probationers, making a total of 121. Of the 115 teachers, seventeen males and twenty-two females are certificated, and one other holds a license to teach.

**TRAINING OF TEACHERS.**—Last year's programme of Saturday classes for the teachers in this district embraced the following subjects: Woodwork, cookery, dairy-work, vocal music, physical measurements, drawing. At the end of the year the Board arranged to hold a summer school in Blenheim during the summer vacation. The school was attended by nearly one hundred teachers, and it proved a great success from an educational point of view. The Inspector in his annual report gives full particulars of the programme of work undertaken. The Board is grateful to the Education Department for having granted free passes to those teachers who were obliged to travel by rail in order to reach the school.

**PHYSICAL INSTRUCTION.**—The Inspector of Schools in his report to the Board says that in fifty-six schools drill was considered efficient, and in nineteen others passable. The teachers assembled at the summer school received a thorough course of training under Sergeant-major Routledge, of the Junior Cadets' Department.

**SCHOLARSHIPS.**—There were in force at the close of the year seventeen Board Scholarships, three National Scholarships, and two private scholarships of £6 5s. each (tenable for two years) given by Mr. John Duncan. On the results of the Junior National Scholarship Examination, held in December, twelve Board Scholarships and one Junior National Scholarship were awarded.

**FREE BOOKS.**—The general opinion of School Committees and teachers in this district is that the Government's scheme for the supply of free text-books to school-children has not proved successful. In many instances the grant has been reluctantly accepted, while in a number of others it was declined. It is certain that the scheme has done little to relieve parents of expense, as the Board learns that in most cases the children are provided with a private set of readers. If the intention of the Government is to assist parents, it would be better to provide the cost of material used in school. The grants could be paid over to School Committees on the understanding that, with the exception of text-books, they must provide all material required for the use of the school-children.

**MANUAL AND TECHNICAL.**—Recognized classes were conducted at fifty-nine schools, the following subjects being taught: Elementary agriculture, swimming and life-saving, elementary physical measurements, and various branches of handwork. School classes in woodwork, cookery, and advanced plain needlework were conducted at the Blenheim Technical School, and were attended by pupils from the following schools: Blenheim, Picton, Springlands, Grovetown, Renwick, Fairhall, Tuamarina, Koromiko, Marlborough High School, and Convent.

**BUILDINGS.**—The total expenditure during the year was £1,798 4s. 8d., comprising £825 6s. 4d. for new works, £952 8s. 4d. for maintenance, £5 10s. for rent, and £15 for rebuilding. The last amount is in connection with the school at Kaituna, which the Board is rebuilding out of its own funds in accordance with the requirements of the Education Department. A similar work is also being undertaken in connection with one of the class-rooms at Marlboroughtown. New schools were completed at Nopera Bay and Onahuku, a new class-room was added to the school at Ward, and the schoolrooms at Marama and Flat Creek were enlarged. A new schoolroom was provided at Mirza by the Public Works Department, and another at Opouri Valley by the Marlborough Timber Company.

**FINANCE.**—The credit balance on all accounts at the 31st December was £61 1s. 11d. Details of the receipts and expenditure for the year are appended.

**THANKS.**—The Board desires to again place on record its appreciation of the good work being done by the School Committees and teachers in this district.

The Hon. the Minister of Education, Wellington.

I have, &c.,

R. McCALLUM, Chairman.

## NELSON.

SIR,—

Education Office, Nelson, May, 1912.

In accordance with the provisions of the Education Act, 1908, the Nelson Board of Education has the honour to submit the following report of its proceedings for the year 1911:—

**THE BOARD.**—The members of the Board are: Messrs. W. Lock, F. W. O. Smith, and A. T. Maginnity (East Ward); W. N. Franklyn (Chairman), J. D. Beuke, and L. D. Easton (Middle Ward); J. L. Munson, G. B. Shepherd, and J. W. Fair (West Ward). Mr. Shepherd handed in his resignation as member in the early part of the year, but offered himself and was re-elected to fill the extraordinary vacancy. In July the three retiring members—Messrs. Smith, Franklyn, and Fair—were again returned. At the annual meeting Major Franklyn was elected Chairman of the Board. Twenty-four meetings were held during the year, and were well attended. The meetings in May were held at Reefton and Westport.

**PRIMARY SCHOOLS.**—At the end of the year 118 schools were in operation; this number, however, including eighteen schools each having an average attendance of under nine. The difficulty in securing competent teachers—especially for the household and aided schools—has not been quite so marked during the year, though the proportion of uncertificated teachers is still too large.

**DISTRICT HIGH SCHOOLS.**—The number attending the secondary departments at the district high schools in Motueka, Reefton, and Takaka may be regarded as satisfactory, but the attendance at Westport (average for year thirty-two) is not commensurate with the size of the town and surrounding district. The instructor in agriculture continues to devote a good deal of time in giving instruction in agricultural science, horticulture, and dairy-work to the students at Motueka and Takaka. At Westport the majority of students are taking a commercial course.

**ATTENDANCE.**—The roll-number on the 31st December was 6,077. The average attendance of scholars during the year was 5,346. The numbers show a substantial increase on those of the preceding year.

**SCHOLARSHIPS.**—Seven Junior National, two Senior Board (these scholarships are donated by the Governors of Nelson College), and thirty-two Junior Board Scholarships were held during the year. The Board's Scholarship Regulations have been revised, the number of Junior Scholarships having been increased by the elimination of the bursaries.

**FREE TEXT-BOOKS.**—Satisfactory arrangements were made for the provision of text-books for Standard IV, for which a grant was provided for the first time. The Board is glad to find that provision has now been made for the replacement of worn-out books, but doubt is expressed as to whether the grant will wholly cover the replacements required.

**PHYSICAL AND MILITARY DRILL.**—The Board has to report that attention is given in the various schools to the requirements of the Act in respect to physical and military drill.

**CONVEYANCE AND BOARD OF CHILDREN.**—During the year assistance has been afforded in a number of cases where children have been conveyed or ferried to enable them to attend school. Allowances have also been granted to the parents of twelve children who have to live away from home to attend school.

**SCHOOL COMMITTEES' ALLOWANCES.**—The Amendment Act of 1910, providing an increase in the capitation allowance to Boards from 11s. 3d. to 12s. per head, and also setting out the minimum payments to be made for the incidental expenses of schools, necessitated a revision of the scale of allowances to Committees. The new scale secures a more liberal payment to Committees, while the purposes of the allowance are better defined.

**MANUAL AND TECHNICAL.**—An advance has to be recorded in the number of manual and technical classes held during the year, and in the number of pupils attending classes. A new branch of manual instruction was taken up during the year—viz., dairy-work—and equipment was provided and classes started at seven primary schools and two district high schools. This work is under the control of the instructor in agriculture. The work carried on in other manual-training subjects—cookery, woodwork, ironwork, agriculture, &c.—is reported on favourably. Plasticene-modelling continues to be the chief handwork subject in the primary schools, but brushwork and free-hand drawing are being freely taken up. It is to be regretted that there is a decrease in the number of classes for swimming and life-saving. Instruction in needlework was given in seven schools in charge of male teachers, the special instructors receiving a payment at the rate of 10s. for each child taught during the year. In regard to technical instruction, continued progress is being shown at the Nelson and Westport schools. At the beginning of the year the Board was fortunate in securing the services of Mr. F. C. J. Cockburn, A.R.C.A., as art master at the Nelson School. A new art-room was built, and a large number of art students were enrolled. The day Trades' School at Nelson, inaugurated at the beginning of the year, did not attract many students, and it may become necessary to discontinue these classes for a time. The attendances at the afternoon and evening classes both at Nelson and Westport have been very good, and the Board feels that the instruction imparted is proving of great value to the community. At Reefton and Wakefield school classes in woodwork and cookery have been conducted; woodwork is also taught at the Stoke Orphanage by the Board's instructor, and classes in dressmaking have been held in the Waimeas, and commercial classes at Motueka. Provision has been made for commencing classes in cookery at Motueka this year, a room having been built for the purpose. A science-room has been erected at Takaka, portion of the cost being provided by donations received from the Takaka County Council and funds raised by the District High School Committee. Classes for teachers were held at Nelson and Westport. The Board's thanks are due to the Westport Borough Council, Buller County Council, Westport Harbour Board, Inangahua County Council, Takaka County Council, and Nelson City Council, and others who have donated funds towards the maintenance of technical instruction.

**TRAINING OF UNCERTIFICATED TEACHERS.**—It is gratifying that the Department has provided a grant to assist uncertificated teachers to obtain a full qualification. Though the notification of the grant was received somewhat late in the year, arrangements were made for a class at Murchison, and it is hoped to refund the fees paid by those teachers who were taking correspondence lessons with recognized colleges.

**BUILDINGS.**—A large amount has been expended during the year in repairs, improvements, and repainting a number of buildings, but no schools were rebuilt. A school was erected at Waituta out of special grant, and additions and improvements made to a number of teachers' residences, the additions being in the nature of bathrooms and washhouses. The school at Kaka was destroyed by fire, and was not replaced until quite recently. The Board is confronted with the replacement of the remainder of the old wooden buildings at Westport, the primary school at Motueka, and several other buildings which have been up for over forty years. It is anticipated that some of the works will be carried out during the current year, but the amount available for rebuilding is entirely inadequate to meet requirements. During the past five years two of the largest schools (Nelson Girls' and Westport) have practically been replaced, and in consequence the funds for rebuilding depleted. Until the Department provides a grant for rebuilding on a more liberal scale it appears impossible to reinstate all buildings when required.

**FINANCE.**—From the general statement of receipts and expenditure it will be observed that the Board ended the year with a small credit balance on all accounts of £162 5s. 7d. Amounts were transferred from the Teachers' Salaries Account to the Administration Account, and from the Secondary Account and Buildings Account to Manual and Technical Account. It has also been found necessary to relieve the Manual and Technical Account of the charge for administration by the Board office.

**THANKS.**—The Board desires to thank the School Committees of the district for their cordial co-operation and willing assistance rendered during the year.

I have, &c.,

W. N. FRANKLYN, Chairman.

The Hon. the Minister of Education, Wellington.

## GREY.

SIR,—

Greymouth, 22nd May, 1912.

I have the honour to present the report of the Education Board of the District of Grey for the year ending 31st December, 1911.

**BOARD.**—At the beginning of the year the Board consisted of the following gentlemen: Messrs. W. R. Kettle (Chairman), H. J. Bignell (Treasurer), J. Kerr, J. Flynn, J. Noble, S. R. Harris, J. Ryall, J. McCarthy, and Hon. J. Marshall, M.L.C. At the election in July Messrs. Ryall, Harris, and the Hon. J. Marshall were retiring members for the Northern, Western, and Eastern Wards respectively, and also candidates for re-election. The ballots resulted in the re-election of Messrs. Ryall, Hon. J. Marshall, and F. H. Kilgour, the latter gentleman succeeding Mr. Harris as member for the Western Ward. At the annual meeting following, Messrs. Bignell and Kilgour were appointed Chairman and Treasurer respectively for the ensuing term.

**SCHOOLS.**—During the year there were in operation thirty-eight schools, graded as follows: Grade 0, ten; Grade I, ten; Grade II, seven; Grade III, two; Grade IV, four; Grade V, one; Grade VI, three; Grade IXc (including a side school), one. During the year five Grade 0 schools—viz., Greenstone, Poerua, Johnston's, Mitchell's, and Upper Moonlight—were, owing to falling attendance, declared temporarily closed, and two new schools—Rewanui (Grade 0) and Boddytown (Grade I)—were opened. At the end of the year thirty-one schools were in operation.

**ATTENDANCE.**—For the year the average number of pupils on the roll was 1,934 and the average attendance 1,695, the percentage of attendance being 87.64.

**TEACHERS.**—At 31st December fifty-five adult teachers, five pupil-teachers, and three probationers, a total of sixty-three, were in the employ of the Board. Of the adult teachers nine males and fifteen females are holders of certificates, and one male and four females are licensed. The other twenty-six teachers (two males and twenty-four females) are uncertificated.

**SCHOLARSHIPS AND SEDDON MEMORIAL MEDALS.**—For one Junior National, five Board Junior Scholarships, and two Seddon Medals a total of forty-six scholars entered, and of these thirty-seven sat for the examinations. Of the latter candidates, two from the secondary department of the Greymouth District High School and two from the Marist Brothers' School sat for English and arithmetic only, these being the subjects on which the Seddon Medals are awarded. As result of the examination the Junior National Scholarship was won by Norman V. Byrne, with 587 marks, and six others successfully passed the examination. The Seddon Medals, given to the boy and girl who each respectively obtains the highest number of marks in English and arithmetic at the Department's December examinations, were won by John Cairney and Lurline Bennington, both pupils of the Greymouth District High School.

**MANUAL AND TECHNICAL.**—Elementary handwork and other classes were held in connection with Ahaura, Cobden, Blackball, and Greymouth Schools, and in the Greymouth District High School woodwork and elementary physiology were also taken. Elementary agricultural classes were held in connection with Poerua Estate, Dobson, and Blackball Schools, and cookery classes in connection with Cobden, Runanga, and Greymouth District High Schools. Among special classes held during the year were teachers' classes in brushwork, drawing, model-drawing, and painting. An engineering class in mechanical drawing, a class in shorthand, a continuation class at Blackball, and a special cookery class (in connection with the Greymouth Convent) were also held. Including the £100 grant for teachers' training, the total receipts for the year from all sources amounted to £273 7s. 6d., and the expenditure (including £45 16s. 9d. for administration) to £211 19s. 9d.

**BUILDING-ADDITIONS.**—During the year much-needed additions to Ngahere and Runanga Schools and the teacher's residence, Ahaura, were completed out of grants authorized by the Department. A new school was also erected at Boddytown, the site being the gift of Dr. C. L. Morice, all labour in connection with building, painting, fencing, &c., being gratuitously supplied by the householders of the district.

**FINANCE.**—The year opened with a credit balance on all accounts of £175 9s. 1d., and closed with a credit balance of £194 7s. 3d.

**GENERAL.**—In conclusion, on behalf of the Board and its officers, and for myself personally, I have to express sincere thanks to yourself and the officers of your Department for the prompt attention to the Board's requirements and the numerous courtesies extended us during the past year.

I have, &amp;c.,

H. J. BIGNELL, Chairman.

The Hon. the Minister of Education, Wellington.

## WESTLAND.

SIR,—

Education Office, Hokitika, 22nd January, 1912.

I have the honour to present the report of the Westland Education Board for the year ending 31st December, 1911.

**THE BOARD.**—The members forming the Board at the beginning of the year were: North Ward—Messrs. T. W. Duff, T. T. Jones, and R. Rouse; Middle Ward—Messrs. T. W. Beare, J. J. Clarke, and G. A. Perry; South Ward—Messrs. A. Cumming, J. Grimmond, and H. L. Michel. In August Messrs. Jones, Beare, and Michel retired, and were re-elected. Mr. Perry was reappointed Chairman and Mr. Clarke Treasurer. During the year Mr. Michel acted as representative on the High School Board of Governors, and during the first quarter Mr. Grimmond was a School Commissioner appointed by the Board. Fourteen meetings have been held during

the year, and the attendance of members has been as follows: Messrs. Perry and Duff, 14; Messrs. Clarke and Rouse, 13; Messrs. Beare, Cumming, and Jones, 12; Mr. Grimmond, 11; Mr. Michel, 9.

**SCHOOLS.**—At the beginning of the year there were thirty-five schools. The Karangarua and Doughboy Schools were closed, and new schools were opened at Mikonui, La Fontaine, and Mananui. There were thus thirty-eight schools in operation for all or part of the year, and the number at its close was thirty-six. In addition, five private schools were under the Board's inspection. Of the public schools, eleven at the end of the year were in Grade 0 (1-8), nine in Grade I (9-15), six in Grade II (16-25), two in Grade III (26-35), four in Grade IV (36-80), two (including a side school) in Grade V (81-120), and one in Grade VIIA (301-350). For the ensuing year three schools—viz., two in Grade 0 and one in Grade I—will be promoted to the next grade, and one in Grade III will be reduced. The number of pupils that have attended the secondary classes was forty-one, and thirty-three were on the roll at the end of the year. Six of these were holders of Board's Scholarships and three of Junior National Scholarships.

**ATTENDANCE.**—The roll-number of the schools at the end of the year was 1,136, a decrease of fifteen. The average attendance was 90·2 per cent. of the average roll-number. This high mark of regularity of attendance has been maintained with little compulsion, only two parents being summoned under the compulsory clauses of the Act. It may be added that three pupils received special recognition for attendance for six years without missing one half-day.

**TEACHERS.**—The number of teachers under permanent engagement during the year was fifty-five, including seven head teachers, twelve assistants, twenty-nine sole teachers, six pupil-teachers, and one probationer. The qualifications of the teachers were: Certificates—Seven head teachers, eight assistants, and four sole teachers; Matriculation or Junior Civil Service—Ten sole teachers, six pupil-teachers, and one probationer; without special qualification, fourteen sole teachers and four assistants.

**MANUAL AND TECHNICAL INSTRUCTION.**—(1.) Model and Brush Drawing: A teachers' class was in operation for seventeen weeks under the tuition of Mr. C. E. Bickerton; thirty teachers attended. (2.) Elementary Agriculture: School-gardens were maintained in connection with five schools. (3.) Physical Measurements: In the Hokitika District High School the tuition in this subject was arranged to include four school classes. (4.) Handwork: School classes were recognized in thirteen schools.

**PHYSICAL INSTRUCTION.**—The recognized cadets included a corps in the Hokitika District High School and a detachment in the Kumara School. In a number of other schools company drill has been included in the course. In nearly all the schools physical drill, including manual and breathing exercises, has formed part of the programme of instruction.

**FINANCE.**—The annual statement of accounts presented shows a credit balance in each of the four main accounts. The balance of the previous year in the Administration Account has suffered a reduction owing to the increased payments to School Committees.

The Hon. the Minister of Education, Wellington.

I have, &c.,

G. A. PERRY, Chairman.

#### NORTH CANTERBURY.

SIR,—

Christchurch, 22nd April, 1912.

I have the honour to present the following report of the proceedings of the Education Board of the District of North Canterbury for the year ending 31st December, 1911.

**THE BOARD.**—The members whose term of office expired under the provisions of the Act were Mr. Adams, Mr. Rennie, and Mr. Opie, representing the North, South, and Central Wards respectively, all of whom were re-elected unopposed. At the Board's annual meeting, held on the 9th August, Mr. M. Dalziel was elected Chairman of the Board and *ex officio* member of each Committee. The election of Committees resulted as follows: Buildings—Mr. Boyd, Mr. Hardy, Mr. Opie, Mr. Rennie, Dr. Russell, Mr. Smith; Appointments—Mr. Adams, Mr. Boyd, Mr. Hardy, Mr. Langford, Mr. Opie; Normal School and Technical—Mr. Adams, Mr. Langford, Mr. Opie, Mr. Rennie, Mr. Smith. During the year the Board held 17 meetings, the Building Committee met 19 times, the Appointments Committee 33, and the Normal School and Technical Committee 16.

**THE BOARD'S REPRESENTATIVES.**—On the several Boards of Managers of Technical Classes the Board continued to be represented as follows: Christchurch—Mr. C. H. Opie, Mr. H. Langford, Mr. T. S. Foster; Banks Peninsula (Akaroa)—Mr. J. Bruce, Mr. J. S. Dodds; Ashburton—Mr. W. H. Collins, Mr. J. Tucker; Lyttelton—Mr. J. R. Webb; Rangiora—Mr. H. Boyd. The Board's representatives on the several High School Boards also continued without alteration, as follows: Akaroa—Mr. W. H. Montgomery, Mr. R. Latter; Ashburton—Mr. W. B. Denshire, Mr. J. Tucker; Rangiora—Mr. H. Boyd, Mr. A. S. Bruce.

**BUILDINGS.**—The total expenditure under the heading of buildings during 1911, including architect's office expenses and salaries, but exclusive of cost of Technical School buildings, was £12,565 11s. 10d. A large and commodious school has been erected at South Spreydon (Somerset Street). The building contains five rooms, is of brick, and provided with wide corridors and well-ventilated spaces for hat and cloak accommodation. New schools, also designed on up-to-date principles, affording ample lighting and ventilation, have also been built at Eyreton and Waikuku, the former to take the place of the old building used for so many years, and the latter to replace the school (also old) destroyed by fire on the 22nd July. Substantial additions have been made to the Linwood North, Heathcote Valley, and Lyndhurst schools, and at Omihi the teacher has been provided with residence. At the date of this report three new rooms are being erected at Wools-ton, and a new infant school at Spreydon, both buildings being of brick. During the year sites for new schools were secured near Chaney's Corner and Breeze's Road, and at Akaroa a new site has

also been purchased, towards the cost of which the Board confidently anticipates receiving a material sum from proceeds of sale of the old site, which, though very valuable owing to the position it occupies, is too small on which to erect a new and up-to-date school building. Out of special grants made by the Government, supplemented to some extent by its ordinary funds, the Board has been able to provide bathrooms and washhouses for a number of its teachers. The Board trusts that it will be practicable to continue improvements in this direction, and that in the near future all teachers occupying houses will be provided with the conveniences necessary for their comfort and welfare. Of the total expenditure on buildings, a large amount has been absorbed by necessary repairs and minor improvements, including painting.

For some years the Board had under consideration the question of the use of school buildings for purposes of amusement and entertainment, such as picture-shows, dances, sales of work, &c. It appeared to the Board that in such cases the buildings were exposed to more than ordinary risk from fire, and that this risk should be covered by insurance. The Board accordingly decided to require School Committees to insure their school buildings when used for the purposes mentioned. The Board would impress upon all Committees that the observance of this requirement will release them from the responsibility they will otherwise incur should the use of schools for purposes of amusement result in their destruction by fire.

During the year the members of the Board inspected the schools situated on Banks Peninsula, and made themselves acquainted with their several requirements. Generally speaking, though old, the schools were found to be in very fair order. The following works, among others, were recognized as necessary, and have since been carried out: Le Bon's Bay—additions to school and house; Barry's Bay—renewal of partitions and renovations; German Bay—removal and re-erection of chimney and improvement in lighting; Port Levy—renovation to buildings. The visit to Akaroa convinced members that a new school was necessary, and enabled them to inspect the various sites then offered, none of which, however, was quite suitable for the purpose. As stated elsewhere, a site has since been acquired.

SCHOOLS.—The number of schools in operation at the end of the year, including nineteen aided schools, was 212, classified as follows: 1 to 8, 6 (of which 4 were aided schools); 9 to 15, 25 (of which 7 were aided schools); 16 to 25, 44 (of which 5 were aided schools); 26 to 35, 33 (of which 2 were aided schools); 36 to 80, 49 (one of which—Midland Railway—was an aided school); 81 to 120, 19; 121 to 160, 8; 161 to 200, 2; 201 to 250, 4; 251 to 300, 4; 301 to 350, 4; 351 to 400, 1; 401 to 450, 1; 451 to 500, 3; 501 to 550, 2; 551 to 600, 2; 601 to 650, 2; above 650, 3: total, 212.

The undermentioned table shows the number of schools, the number of children on the rolls, the number in average attendance, and the percentage of attendance for each year\* since 1878. Hitherto the practice has been, in dealing with the percentage of attendance, to make the December quarter the basis of calculation. As the attendance during any one quarter is liable to fluctuate owing to various causes, a truer indication of the position is obtained by taking the attendance for the whole year. On this latter basis the percentage of attendance for 1911 is 89·92, and that for the previous year 87·03. In order that a comparison may be made with the attendance for previous years, the figures shown in annual reports from 1878 have been altered, those now substituted being the mean average roll-number and the mean average attendance respectively for each year.

Quarter ended 31st December.	District Schools.	Aided Schools.	Total of Schools.	On Roll.	Average Attend- ance.	Percentage.
1878 .. ..	106	4	110	13,781	9,641	69·96
1883 .. ..	139	4	143	17,475	12,844	73·50
1888 .. ..	155	1	156	20,301	15,920	78·41
1893 .. ..	175	4	179	21,279	17,543	82·44
1898 .. ..	186	16	202	20,836	17,580	84·37
1901 .. ..	185	20	205	19,769	16,591	83·92
1902 .. ..	185	22	207	19,625	16,747	85·34
1903 .. ..	183	22	205	19,569	16,227	82·92
1904 .. ..	184	22	206	19,440	16,712	85·97
1905 .. ..	187	23	210	19,492	16,923	86·82
1906 .. ..	189	20	209	19,472	16,876	86·67
1907 .. ..	192	14	206	19,252	16,232	84·31
1908 .. ..	195	14	209	19,942	17,536	87·94
1909 .. ..	196	14	210	20,427	17,634	86·33
1910 .. ..	194	15	209	20,755	18,063	97·03
1911 .. ..	193	19	212	21,551	18,920	89·92

SCHOOL STAFFS.—There were 619 teachers in the Board's service at the end of 1911, an increase of twenty-seven over the previous year (see Return No. 8). The uncertificated teachers numbered fifty-seven, many of whom, however, had passed certificate examinations or held partial qualification.

MAINTENANCE.—The expenditure on salaries and allowances to teachers engaged in primary departments was £77,493 7s., the grants to School Committees and other incidental expenses amounting to £6,693 7s. 7d., making a total of £84,186 14s. 7d. The expenditure on salaries as compared with the previous year showed an increase of £2,103 15s. 4d. The salaries paid to teachers in secondary departments amounted to £2,773 13s. 4d., being a decrease of £86 18s. 8d. as compared with similar expenditure for 1910. Return No. 6\* shows the amount spent in each

\* Condensed into five-yearly periods from 1878 to 1901.

school for salaries and incidentals during the year, and the following table gives the annual totals† under the two headings from 1878 to the present year:—

Year.	Salaries.		Incidental Expenses.		Totals.		Average Attendance.
	£	s. d.	£	s. d.	£	s. d.	
1878 .. .. .	31,919	0 0	6,276	6 9	38,195	6 9	9,641
1883 .. .. .	42,240	19 10	6,090	15 9	48,331	15 7	12,844
1888 .. .. .	50,749	14 6	6,400	7 5	57,150	6 3	15,920
1893 .. .. .	56,291	15 9	6,871	14 10	63,163	10 7	17,543
1898 .. .. .	55,390	3 11	5,933	11 1	62,323	15 0	17,580
1901 .. .. .	55,320	19 5	6,579	5 0	61,900	4 5	16,591
1902 .. .. .	57,117	16 2	6,046	14 2	63,164	10 4	16,747
1903 .. .. .	56,748	2 10	5,922	10 7	62,670	13 5	16,227
1904 .. .. .	55,579	11 2	6,027	5 8	61,606	16 10	16,712
1905 .. .. .	57,965	18 7	6,717	16 4	64,683	14 11	16,923
1906 .. .. .	62,939	2 10	6,759	16 3	69,698	19 1	16,876
1907 .. .. .	64,240	10 2	6,694	12 11	70,935	3 1	16,232
1908 .. .. .	65,218	15 9	6,825	12 1	72,044	7 10	17,536
1909 .. .. .	73,133	5 10	7,107	10 1	80,240	15 11	17,634
1910 .. .. .	75,389	11 8	6,487	11 11	81,877	3 7	18,063
1911 .. .. .	77,493	7 0	6,693	7 7	84,186	14 7	18,920

**TRAINING COLLEGE.**—It is with great regret that the Board has to report the death of Mr. E. Watkins, B.A., Principal of the Christchurch Training College, which took place on the 13th April of the present year. In losing the services of its late Principal the Board has been deprived of an able administrator who has made his influence felt throughout the Dominion. Appointed in 1895, after a long and well-proved service as tutor, Mr. Watkins held the position of Principal for nearly seventeen years, during the whole of which period he applied himself to his onerous duties with great assiduity and with a whole-hearted devotion that has commanded the respect and esteem of all who have been closely connected with him. The changes that have taken place during recent years in the management of the training colleges, resulting in the issue of regulations by the Department, have brought anxieties to those directly responsible for the training of our young teachers. It is not perhaps always possible for a central authority, located at a distance, to fully realize the difficulties that are met with in actual practice. That the management of the Christchurch Training College has been attended by more than ordinary difficulty of late years is well known, and it is therefore all the more a matter for congratulation that the Board at such a time can unhesitatingly express appreciation of the sound professional training its students have received under the wise and kindly control of the late Principal. Applications for the vacancy will be invited forthwith, and in the meantime, in order that the work of the College, both in the training and practising departments, may be continued with as little interruption as possible, the Board has appointed Mr. T. S. Foster, M.A., Acting-Principal. Mr. Foster's report, which is appended,‡ gives the number of students admitted during the year 1911, and other statistical information. During the year the Board decided to establish a junior kindergarten class in connection with the Training College, so as to afford facilities to those students who are desirous of taking up this branch of school-work. A start was made at the commencement of October, under a specially qualified assistant mistress.

**SCHOLARSHIPS.**—Thirty-two candidates (of whom twenty-seven qualified) sat for the Board's Senior Scholarship—viz., nineteen boys and thirteen girls. In the junior class there were sixty-six candidates (thirty-six boys and thirty girls), of whom only thirty-five qualified. One hundred and thirty-eight candidates (seventy-two boys and sixty-six girls) sat for the Junior National Scholarship Examination, of whom eighty-one qualified. For the Gammack Scholarships there were ten candidates. The first four in order of merit qualified for and elected to take either a Junior University or Senior National Scholarship. The fifth in order of merit having been awarded a military scholarship, the Board's awards of Gammack Scholarships fell to two scholars, both of whom obtained, in that order, credit in the examination.

Lists of scholarships, mainly of local interest, have been omitted.

**IRREGULAR ATTENDANCE.**—In his report for the year 1911 the Truant Officer points out that up to August the attendance was very good, but that afterwards sickness among the children reduced it considerably. The names of a great many irregular attenders were submitted by head teachers, and notices were sent to parents representing 3,012 children. It was not found necessary to take Court proceedings in more than fifty-one cases, in twenty-nine of which fines were inflicted. From Mr. Blank's report the Board gathers that the absence of children from school on the plea of ill health is not always justified, and that in some cases where the Court had been asked to believe that children nearly fourteen years of age were unfit to attend school the supposed invalids, on reaching the age exempting them from the provisions of the Act, were discovered by their parents to be fit for farm life or work in a factory. It is admittedly difficult to deal with cases of this kind, which, however, the Board trusts are few in number.

**MANUAL AND TECHNICAL INSTRUCTION.**—The report of the Director of Manual Training on the school classes held in Christchurch, and the reports from the several outlying centres on manual and technical classes generally, are appended. The lease of the building known as the School of Domestic Instruction (Christchurch), in which cookery and laundry-work classes have been carried

\* See Appendix E of this Report.

† Condensed into five-yearly periods from 1878 to 1901.

‡ See Appendix D of this Report.

on for some years, terminated in July, 1911. A new up-to-date centre has been established in Sydenham, in which classes from a number of the city and suburban schools will now be accommodated. In his report Mr. Howell refers to the value of manual training and to the need of a closer co-ordination between this work and that of the primary schools. Holding as it does the opinion that the inclusion of manual work among the subjects of the public-school syllabus is not only of great advantage, but that without it the primary education of pupils cannot be regarded as complete, the Board cordially invites the co-operation of head teachers in its endeavour to see that every boy and every girl within the reach of a manual-training centre receives instruction in some form of handicraft or domestic science. During the year in ninety-six schools classes in one or other of the several forms of handwork have been carried on, and fifty-five classes in swimming and life-saving have been continued. In elementary agriculture, covering practical instruction in school-garden work, the previous interest has been well sustained, no fewer than 111 schools having participated.

As regards technical work, at the Christchurch Technical College there has been a still further increase in the numbers of pupils attending both day and evening classes, in the former the number having reached 341 and in the latter 1,301. With so large a roll-number, and with a time-table providing for so many and such diverse subjects, the accommodation hitherto available has been taxed to the utmost. The erection of a domestic-science wing and additional workshops, however, has placed matters on a more favourable footing, and when the laboratory now in course of erection is completed the work of the College will be carried out under the most favourable circumstances. The Board desires to congratulate the Board of Managers on their enterprise in establishing a Girls' Training Hostel, and to express the belief that this institution will be of great value to girl students desirous of acquiring a thorough knowledge of domestic training. Technical classes have been continued at all other established centres. At Ashburton a new technical school now in course of erection will increase the facilities hitherto existing, and the appointment of a director, of which at the date of this report the Board is advised, will still further stimulate the interest in the work. The new technical school at Kaiapoi is now in use, the classes being under the direct supervision of an associated Board of Managers. It is a matter for regret that at Akaroa there has been no extension of manual and technical work, and that classes in operation have not been so well attended as usual. At other centres the work has been continued on previous lines. In August last the Rangiora High School Board and the local Board of Managers jointly submitted a proposal that the Education Board should transfer its powers as controlling authority to the Rangiora High School Board, the chief reasons advanced being that under the arrangement then existing there was considerable overlapping in the work, and that the contemplated change would do away with a considerable dissipation of teaching-energy. The Education Board offered no objection so far as technical classes were concerned, subject to adequate provision being made for school classes, and the proposal was thereupon approved by the Department and carried into effect.

PERSONAL.—On the 30th September Mr. T. Hughes, B.A., relinquished his position as Inspector of Schools, his withdrawal from active service being considered necessary by his medical adviser. Mr. S. C. Owen, M.A., for many years in the Board's service, and since 1904 headmaster at the Christchurch East Main School, was appointed to fill the vacancy.

I have, &c.,

M. DALZIEL, Chairman.

The Hon. the Minister of Education, Wellington.

#### SOUTH CANTERBURY.

SIR,—

Education Office, Timaru, 1st March, 1912.

I have the honour, in accordance with the provisions of section 174 of the Education Act, 1908, to submit the annual report of the Education Board of the District of South Canterbury for the year ending 31st December, 1911.

THE BOARD.—At the beginning of the year the Board consisted of the following members: Messrs. W. M. Hamilton (Chairman), G. W. Armitage, C. S. Howard, W. Lindsay, George Lyall, John Maze, J. S. Rutherford, G. J. Sealey, and Thomas Sherratt. Messrs. Armitage, Howard, and Lyall, whose term of office expired in August, were all re-elected unopposed. Mr. W. M. Hamilton was re-elected Chairman at the annual meeting of the Board in August. The Board held twenty-three meetings during the year, the average attendance of members being 7.7.

THE SCHOOLS.—There were eighty-four schools in operation at the end of the year, one more than for the previous year. The Kohika School was closed, and two "household schools"—Hook Bush and Little Roderick—were opened.

TEACHERS.—There were on 31st December 182 teachers in the Board's service, 146 adult teachers, twenty-eight pupil-teachers, and eight probationers. Of the adult teachers, seventeen were uncertificated. During the year the Department made provision for assisting the uncertificated teachers in their preparation for their certificate examination. The offer of a grant came too late in the year to arrange for classes, so that the Board decided to pay the tuition fees of those who were receiving outside assistance. This year the Board has under consideration the question of providing for the regular instruction of adult uncertificated teachers. The chief difficulty in making the arrangements is the fact that many of these teachers are stationed in the most distant parts of the district, so that it is impossible to assemble them weekly at one centre for instruction.

SCHOLARSHIPS.—The usual scholarship examinations were held in November and December, the numbers of candidates being fifty-eight for junior scholarships and twenty-seven for senior scholarships. Eight Senior and ten Junior Board Scholarships were awarded, and the Junior National Scholarships were won by Mary Scott, of Hilton School, and Dora Hume, of Waimate District High School. The Barclay Prizes, which are open to pupils from public and primary schools only, were awarded for the first time as follows: First prizes, of £3 each—Mary Scott and

Dora Hume; second prizes, of £1 10s. each—Francis Brosnan and David Todd. During the year the Scholarship Regulations were amended, the chief changes being the throwing of the scholarships open to competition from all schools, the increase of the money values of Senior Scholarships, and of Boarding Scholarships, and the giving of greater freedom of choice of subjects in the Senior Scholarship Examination, especially to the pupils taking agriculture.

**PHYSICAL DRILL.**—Generally this subject receives due attention from the teachers. In most of the larger schools military drill and physical and breathing exercises are very well taught, and more attention is given to organized school games under the encouraging supervision of the teachers.

**ATTENDANCE.**—The following were the attendances for the year :—

Quarter.	Schools.	Teachers.	Roll.	Average Attendance.		
				M.	F.	Total.
March .. .. .	83	182	5,660	2,663	2,482	5,145
June .. .. .	84	181	5,625	2,663	2,456	5,119
September .. .	84	183	5,684	2,575	2,408	4,983
December .. .	84	182	5,753	2,673	2,488	5,161

Yearly average attendance, 5,102.

The roll-number at the end of the year was sixty-nine higher than at the end of 1910, and the yearly average attendance was 227 higher, and again constitutes a record for the district. The mean average weekly roll was 5,670, and the average attendance was 90 per cent. of this (for 1910 it was 88·2). This is the highest percentage yet attained in the district, and the improved standard of regularity is very satisfactory. It may be partly accounted for by the more stringent provisions of section 94 of the Education Amendment Act, 1910, which requires all children to attend the school whenever it is open.

The following table shows the attendance at the schools of the district since the Board was established at the beginning of 1878\* :—

Year.	Number of Schools.	Number of Teachers.	Roll-numbers.					Yearly Average Attendance.			Average for Year as Percentage of Mean of Average Roll.
			Beginning of Year.	Admitted during Year.	Left during Year.	End of Year.	Mean of Average Weekly Roll for Year.	Boys.	Girls.	Total.	
1878 .. .. .	17	56	..	..	..	2,666	..	941	813	1,754	..
1883 .. .. .	39	95	3,644	1,797	1,521	3,920	3,907	1,535	1,417	2,952	75·0
1888 .. .. .	50	125	4,375	1,696	1,368	4,703	4,726	1,902	1,773	3,675	77·7
1893 .. .. .	60	143	4,096	1,755	684	5,167	5,169	2,120	1,996	4,116†	79·6
1898 .. .. .	67	144	4,914	1,493	1,210	5,197	5,182	2,351	2,141	4,492	86·7
1902 .. .. .	71	148	5,075	1,506	1,453	5,128	5,129	2,347	2,108	4,455	86·9
1903 .. .. .	71	144	4,899	1,468	1,372	4,995	5,054	2,244	2,036	4,280	84·7
1904 .. .. .	74	144	4,787	1,648	1,321	5,114	5,077	2,331	2,113	4,444	87·5
1905 .. .. .	74	147	4,888	1,524	1,266	5,146	5,104	2,360	2,141	4,501	88·2
1906 .. .. .	77	152	4,884	1,700	1,389	5,195	5,176	2,396	2,169	4,565	88·2
1907 .. .. .	76	153	4,894	1,625	1,234	5,285	5,244	2,389	2,117	4,506	87·8
1908 .. .. .	76	156	4,888	1,741	1,241	5,388	5,350	2,475	2,181	4,656	87·0
1909 .. .. .	80	175	4,960	1,758	1,178	5,540	5,462	2,522	2,245	4,767	87·3
1910 .. .. .	83	176	5,068	1,886	1,270	5,684	5,525	2,578	2,297	4,875	88·2
1911 .. .. .	84	182	5,180	1,764	1,191	5,753	5,670	2,643	2,459	5,102	90·0

**INCIDENTAL EXPENSES OF SCHOOL COMMITTEES.**—During 1910 there was considerable dissatisfaction among School Committees because the special capitation grant of 9d. on the average attendance was withdrawn from them. The Education Amendment Act, 1910, sections 2 and 4, increased the annual capitation grant to Boards from 11s. 3d. to 12s., and provided that the grants for incidental expenses to Committees shall amount in the aggregate for all the Committees taken together to not less than 5s. 6d. for each child. This increased grant enabled the Board during the year to increase the allowances to Committees, and a new scale was adopted. During 1910 the incidental grants paid to Committees by the Board were £1,236 18s., while in 1911 they were £1,452 15s., or a capitation of approximately 5s. 8½d.

**BUILDINGS.**—During the year a new school was built at Allandale; new teachers' residences were built at Washdyke and Pareora East; and the Waimate, Timaru South, Morven, and Waihao Downs Schools were enlarged. These works were all done out of grants from the vote for special grants for school buildings. In this connection, while thanking the Government and Department for the consideration given to most of its applications, the Board regrets that, though repeated representations were made to him on the matter, the Minister refused to grant the sums deemed necessary for teachers' residences at Washdyke and Pareora. Consequently, the Board has not been able to erect houses and to provide conveniences in keeping with the importance of these schools.

\* Table condensed into five-yearly periods from 1878 to 1902. † Strict average.

The following school buildings were repaired and painted during the year: Adair, Arundel, Geraldine, Glenavy, Hook, Hunters, Kingsdown, Makikihi, Orton, Pareora West, Pleasant Valley, Rangitata Island, Rangitata Station, Redcliff, Scotsburn, Tawai, Te Moana, Waimataitai (residence and interior of school), Waimate (residence and interior of school).

A statement of the receipts and expenditure for the year is appended.

I have, &c.,

W. M. HAMILTON, Chairman.

The Hon. the Minister of Education, Wellington.

### OTAGO.

SIR,—

Education Office, Dunedin, 17th April, 1912.

I have the honour to present the following report of the Education Board of the District of Otago for the year 1911.

BOARD.—At the beginning of the year the Board consisted of the following persons: Northern Ward—Messrs. Donald Borrie, Andrew McKerrow, and James Mitchell; Central Ward—Hon. Thomas Fergus (Chairman), Messrs. George C. Israel, and William Scott; Southern Ward—Rev. P. B. Fraser, M.A., Messrs. D. T. Fleming and Parker McKinlay, M.A. In the month of February the Rev. P. B. Fraser resigned, owing to his removal from the district, the vacancy thus caused being filled by the election of Mr. James Smith for the remaining six months of Mr. Fraser's term. On the latter's retirement a resolution expressing appreciation of the energy and attention with which he had applied himself to the work of education during his thirteen years of service as a member was inscribed in the Board's minutes. At the annual election in the middle of the year the Hon. Thomas Fergus and Mr. James Smith were returned unopposed for the Central and Southern Wards respectively, and Mr. Andrew McKerrow was re-elected for the Northern Ward. At the first meeting of the Board in August Mr. Andrew McKerrow was elected Chairman. Twenty-eight meetings of the Board were held during the year, the average attendance of members being eight. In addition, the Board met twelve times as a selection committee to deal with the applications for the various vacancies for teachers. The following were the Board's representatives on various educational bodies: Otago High Schools Board—Hon. Thomas Fergus and Mr. G. C. Israel; Waitaki High Schools Board—Mr. James Mitchell; Boards of Management of Associated (Technical) Classes—Dunedin, Messrs. G. C. Israel, William Scott, D. T. Fleming, James Mitchell, Parker McKinlay, M.A., P. Goyen, and C. R. Richardson, B.A.; Oamaru, Messrs. James Mitchell and Frederick S. Aldred.

NUMBER OF SCHOOLS.—During 1911 the schools at Merino Downs and Nugget Point, and the household school at Balruddery were closed, and new schools were opened at Ngapuna and Blackburn, and household schools at Pleasant Valley and Teviot Downs. The number of schools in operation in December, 1911, was 239. The net increase in the number of schools open at the end of the year was one. The following table shows the classification of the schools in grades on their average attendance for the year 1911, in accordance with the Act and regulations thereunder:—

Grade of Schools.		Range of Attendance.	Number of Schools.	Aggregate of the Average Attendance.
Grade	0 ...	1 to 8	11	65
"	I ...	9 ,, 15	33	374
"	II ...	16 ,, 25	55	1,068
"	III ...	26 ,, 35	34	997
"	IV ...	36 ,, 80	57	2,840
"	V ...	81 ,, 120	13	1,280
"	VI ...	121 ,, 200	9	1,341
"	VII ...	201 ,, 300	8	1,957
"	VIII ...	301 ,, 450	8	2,819
"	IX ...	451 ,, 600	8	4,008
"	X ...	Over 600	3	2,047
			*239	18,796

TEACHERS.—On the 31st December there were in the Board's service 624 teachers, classed as under:—

	Males.	Females.	Total.
Head teachers ...	101	1	102
Sole teachers ...	32	103	135
Assistant teachers ...	58	210	268
Total of adult teachers ...	191	314	505
Pupil-teachers ...	17	37	54
Probationers ...	5	21	26
Teachers of needlework ...	...	22	22
Manual and technical (special teachers) ...	9	5	14
Teacher of gymnastics ...	1	...	1
" elocution ...	1	...	1
" vocal music ...	1	...	1
Totals for 1911...	225	399	624
Totals for 1910...	226	389	615
Difference for 1911 ...	-1	10	9

\*Two half-time schools reckoned as one school in Grade II. Normal School and Model School reckoned as one school in Grade IX.

Excluding special teachers and the assistants employed in the secondary departments of district high schools, and reckoning two pupil-teachers as equivalent to one adult, the average number of children per adult teacher was 35·3, practically the same as in the previous year.

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

Column I. Adult Teachers.			Column II. Pupil-teachers and Probationers.		
1909	..	100 males to 160 females.	1909	..	100 males to 212 females.
1910	..	100 „ 156 „	1910	..	100 „ 256 „
1911	..	100 „ 164 „	1911	..	100 „ 264 „

The Board notes with regret that the figures in column II above show an increasing disparity between the number of males and the number of females joining the teaching profession in this district. In the opinion of the Board it is desirable that the proportion of the positions in its service held by male teachers should be greater than is now the case, but, in view of the decreasing number of qualified young men in comparison with the number of qualified young women offering themselves as pupil-teachers and probationers, the desire of the Board would not appear to have any immediate chance of fulfilment. Seemingly the State must be prepared to offer yet greater inducements before it can hope to secure what in its best interests it ought to have—an adequate supply of male teachers of mental power and high character, and imbued with enthusiasm for their vocation.

The following table shows the number of certificated and uncertificated teachers in the Board's service for the years 1909, 1910, and 1911 respectively :—

	Certificated.			Uncertificated.					
	M.	F.	Total.	Holders of Licenses.			Other Teachers.		
				M.	F.	Total.	M.	F.	Total.
1909	160	233	393	4	6	10	21	58	79
1910	165	235	400	4	4	8	25	67	92
1911	168	252	420	3	3	6	20	59	79
Difference for 1911	3	17	20	- 1	- 1	- 2	- 5	- 8	- 13

It is gratifying to record that the number of uncertificated teachers in the service at the close of the year was fifteen less than at December, 1910. The Board is keenly alive to the necessity for making the backblocks teacher as efficient as possible, and to his claims for facilities for improving his professional status. Last year it provided for these teachers such classes as it was possible to establish with the means at its disposal, and there can be no doubt that these contributed to the very decided advance which the uncertificated teachers generally have made towards their certificates. Taking into account the results of the teachers' examinations held in January last, it would appear that of the eighty-five uncertificated teachers in the Board's service at the close of the year seventeen have now completed their examination for a certificate, thirty-two have some success recorded towards their certificate (either C or D), while thirty-six have failed to obtain any recognized qualification. It is proposed during the present year to extend the scope of the week-end classes in Dunedin for those not fully qualified, while, for such teachers as cannot attend the Dunedin classes, arrangements will be made with competent teachers in their own neighbourhood to give them instruction in the subjects in which they have yet to pass. Probably, correspondence classes may have to be instituted for a few for whom other methods of instruction are impossible.

**ATTENDANCE OF PUPILS.—Roll-number:** The weekly roll-number for each quarter showed an increase over that of the corresponding quarter for the previous two years. The figures are as follows :—

	1909.	1910.	1911.
First quarter	19,518	19,695	20,065
Second quarter	19,608	19,875	20,193
Third quarter	19,695	19,964	20,281
Fourth quarter	19,957	20,296	20,697
Mean of the four quarters	19,694	19,953	20,309

The increase in the mean roll-number for the whole district was 356, or 1·8 per cent. The roll-number for Dunedin and suburbs was 8,797.

**Average Attendance:** The average daily attendance for each quarter of the last three years, and the percentages of those attendances to the weekly roll-number are shown below :—

	Average Attendance.			Percentage of Weekly Roll.		
	1909.	1910.	1911.	1909.	1910.	1911.
First quarter	17,670	17,963	18,784	90·5	91·2	93·6
Second quarter	17,587	17,869	18,434	89·6	89·9	91·3
Third quarter	17,746	17,828	18,328	90·1	89·3	90·3
Fourth quarter	18,071	18,608	18,988	90·5	91·6	91·2
Whole year	17,769	18,067	18,634	90·2	90·5	91·7

The increase in the average attendance was 567, or 3·1 per cent. For the past five years the average attendance has steadily increased, and at the present rate of progress should, in about two years' time, reach the record of 19,607 attained in 1895. The average attendance for Dunedin and suburbs for the past year was 8,195, an increase of 378, or 4·8 per cent. Attention is directed to the high standard of regularity of attendance reached during the year, the percentage of average to weekly roll being 91·7 for the whole district (increase, 1·2), and 93·1 for Dunedin and suburbs (increase, 0·6). These percentages are the highest ever recorded in this district.

*Ages of the Pupils:* The average ages of the pupils in the various classes were: Preparatory, 6 years 10 months; Standard I, 9 years; Standard II, 10 years 2 months; Standard III, 11 years 3 months; Standard IV, 12 years 3 months; Standard V, 13 years 2 months; Standard VI, 13 years 11½ months; Standard VII, 15 years 1 month. These figures show a slight decrease in the ages for the preparatory, Standard I, and Standard VII classes, an increase of a month in the age for Standard V, and no variation in the other classes.

In view of the discussion that has taken place in recent years regarding an alleged tendency to keep pupils too long in the preparatory classes, it may be noted that for last year the number of pupils between the ages of five and eight showed the same percentage of the total as in the previous year—viz., 31·8 per cent.; while the number of pupils in the preparatory classes decreased from 36·8 per cent. to 36·3. The figures are given below in comparison with those for the years 1910 and 1906. With all due respect to the opinion of the Inspector-General, expressed in his recent reports, that secondary instruction is not entered upon by our pupils at a sufficiently early age, the Board fails to see any necessity for the adoption of measures for the curtailment of the time pupils stay in the preparatory classes, as it believes the general educational attainments of the children of this district are as high as those of children of equal age in Britain or America.

	1906.	1910.	1911.
Pupils between five and eight ... ..	5,661	6,473	6,566
Percentage of roll-number ... ..	29·8	31·8	31·8
Pupils in preparatory classes ... ..	4,996	7,449	7,494
Percentage of roll-number ... ..	26·4	36·8	36·3

*Sex of the Pupils:* At the 31st December last there were on the school rolls 10,752 boys (52 per cent.) and 9,865 girls (48 per cent.). The ratio of boys to girls was the same as in the previous year—viz., 100 boys to 93 girls. There were fifty male and forty female Maori or half-caste children on the rolls at the end of the year.

*SCHOLARSHIPS.*—For the five Junior National Board Scholarships provided under the Act and the ten Junior Scholarships offered by the Board there were 167 competitors. Of these, 117, or 70 per cent., passed the examination, and fifty, or 30 per cent., failed. For the ten Senior Board Scholarships there were fifty-five competitors, of whom forty-seven, or 84 per cent., passed the examination, and eight, or 16 per cent., failed. The number of competitors shows a slight decrease as compared with the previous year. The five Junior National Scholarships were awarded as follows: For schools with an average attendance not exceeding thirty-five, Annie M. White, Merton School; for schools with an average attendance between thirty-six and 200, Elliot M. Christie, Bluespur School: all schools—Arthur J. Phillipps, Normal School; Henry C. McQueen, Albany Street School; Irene E. Searle, Albany Street School.

With the funds available, the Board was able to award twenty Junior and seventeen Senior Board Scholarships as follows: Junior—Division A (for pupils from schools with an average attendance below thirty-six), three scholarships; Division B (for pupils from schools with an average attendance between thirty-six and 160), three scholarships; Division C (for pupils who have made the highest aggregate of marks), fourteen scholarships.

The Board's Junior Scholarship regulations were lately amended, and last year's competition was the first under the altered conditions. It is unusual, but at the same time very gratifying, to see the smaller schools so well represented in the junior list, six scholarships having been awarded to pupils of schools with an average attendance below sixty-three.

Senior: Seven scholarships [details omitted].

Two of the Senior Scholarship winners had previously held Junior National Scholarships, and four had held Junior Board Scholarships.

The amount expended on scholarships for the year was—Board Scholarships (Junior and Senior), £1,218 3s. 6d.; Junior National Scholarships, £352 10s.: total, £1,570 13s. 6d.

In future a number of Senior Scholarships will be allotted to pupils who take practical work in science. The scholarships current at the end of the year were:—

	Males.	Females.	Total.
Junior National ... ..	8	7	15
Board's Senior ... ..	25	10	35
Board's Junior ... ..	24	7	31
Totals ... ..	57	24	81

The names of those who held scholarships in December, 1911, and particulars as to the marks obtained by those who passed the examination at the end of that year are given in Appendix K, which also contains a complete list of all those who have held Junior National Scholarships.

*MANUAL AND TECHNICAL INSTRUCTION.*—In December last there were 659 boys receiving instruction in woodwork, 658 girls in cookery, 6,797 girls in needlework, while 1,857 pupils of both sexes were attending classes in agriculture, 1,045 in physical measurements, and 13,110 in other branches of handwork. These figures show a very considerable increase over previous years. Forty-five schools participated in cookery and woodwork instruction, the total number of pupils being 42 per cent. in excess of that of the previous year. School-gardens were in operation in connection with eighty-four schools. The principle of central school instruction, which has been in operation in Dunedin for some years, has been extended to Oamaru, Balclutha, and Tokomairiro, and the pupils of several schools on the railway-line have been taken there for instruction in cookery and woodwork.

Day and evening classes for adults as noted below have been established and directly controlled by the Board. The figures show the number that attended each class.

	Typewriting.	Shorthand.	Cookery.	Dressmaking.	Wool-classing.	Book-keeping.
Balclutha .. ..	9	10	14	31	13	..
Milton .. ..	16	16	27	28	19	38
Lawrence .. ..	9	7	..	24	..	21
Clinton .. ..	..	..	..	18	..	..
Owaka .. ..	..	..	..	24	..	..
Waiwera .. ..	..	..	..	18	..	..
Stirling .. ..	..	..	..	13	..	..

These classes have proved extremely successful. The Board records with pleasure the hearty local interest evinced and support accorded in connection with the most of them, and believes there is good ground for anticipating for them similar success in future years. The financing of these country classes for adults must, however, always be a serious consideration, as, after providing for the emolument of the teachers employed, there is but little, if any, margin from the fees and capitation to meet contingencies.

*School of Art:* The total number of pupils receiving instruction by means of the School of Art was 643, including 116 day students, 176 evening students, 133 day students of the Technical School, 139 teachers attending Saturday classes, 33 teachers attending week-day classes, 41 teachers attending at Oamaru special classes, 100 Training College students, and 13 teachers attending a special course to prepare them for their certificate examination.

Training-classes for teachers were carried on as follows: Dunedin—Drawing, design, brushwork, modelling, cookery, needlework, dressmaking, physiology and first aid, agriculture (elementary and advanced), vocal music, elocution, physical training. Oamaru—Drawing, design, brushwork, modelling, elocution. The capitation received for all manual and technical instruction classes during the year was £2,615 6s. 7d., or £580 2s. 3d. more than for 1910.

*Rural Instruction at District High Schools:* The advisability of introducing at the district high schools in this district the Department's scheme of rural instruction was considered by the Board in 1910, but in consequence of the disfavour with which it was regarded by the majority of the School Committees and headmasters concerned the Board did not deem it prudent to proceed with it at that time. The question was, however, reopened in June last, when it was found that the attitude of the School Committees and headmasters had so altered that they had withdrawn all opposition to the scheme, and were prepared to give it the very heartiest support. The Board accordingly decided to make arrangements for the introduction of the scheme at the beginning of 1912. The work of initiating the scheme has been very heavy, involving as it has done the drafting of suitable programmes of instruction, the appointment of two qualified teachers in agricultural science, one teacher in woodwork, one in cookery, and one in dressmaking, besides the erection of the following buildings: Balclutha—Cookery and science rooms and enlarging of woodwork room; Tokomairiro—Cookery and science rooms and alteration of woodwork room; Lawrence—Woodwork, cookery, and science rooms; Mosgiel—Science room; Tapanui—Woodwork, cookery, and science rooms. All these buildings are now in course of erection. A grant for the necessary rooms at Palmerston has not yet been sanctioned by the Government. As may be inferred, the cost of providing the above-mentioned technical rooms has been large, and the acknowledgments of the Board are due to the Government for the favourable consideration accorded to the applications for grants in connection therewith that the Board has found it necessary to make. As much expedition as was possible has been exercised in the erection of the buildings, but much yet remains to be done before the scheme can be considered in proper working-order. So far, however, the prospects are most encouraging, and the Board believes it is not too optimistic in expecting from the scheme, when fully inaugurated, the most beneficial results.

Owing to the public-spiritedness of local bodies and private persons at Roxburgh, Alexandra, Clyde, Cromwell, and Naseby in agreeing to provide for two years half the salary of an Instructor in Rural Science, the Board was enabled to engage a third agricultural instructor, whose work will be confined exclusively to the goldfields district.

The following is a summary of the receipts and expenditure in connection with the special and school classes for manual and technical instruction for the year 1911: Expenditure—Maintenance (salaries, materials, &c.), £3,696 18s. 8d.; buildings, fittings, and apparatus, £630 13s. 5d.: £4,327 12s. 1d. Receipts—From Government: Capitation, £2,615 6s. 7d.; buildings, fittings, and apparatus, £678 2s. 4d.; fees, £549 2s. 3d.: £3,842 11s. 2d. Dr. balance for year, £485 0s. 11d.

**FINANCE.**—A statement of the Board's income and expenditure for the year is given in Appendix B. The following statement shows the sums expended under the various headings during the past three years: Teachers' salaries, including lodging-allowances—1909, £72,542 19s. 9d.; 1910, £75,554 13s. 7d.; 1911, £78,048 10s. 5d. Payments to School Committees for incidental expenses—1909, £5,947 10s. 9d.; 1910, £5,416 14s. 9d.; 1911, £6,220 12s. 5d. Erection, enlargement, and improvement of school buildings, purchase of sites, house allowances, manual and technical buildings, and apparatus—1909, £23,607 8s.; 1910, £15,576 1s. 6d.; 1911, £16,302 13s. 2d. The receipts for school buildings include grant for maintenance, £10,728; special grants for new buildings, £4,155 4s.; house allowances to teachers, £938 13s. 1d.; rents, £30 6s.; rebuilding, £8; local contributions, £155 18s. 11d.; deposits on contracts, £118 13s.; special grants for technical school buildings, and furniture, fittings, &c., for same, £678 2s. 4d.: total, £16,812 17s. 4d. The main items of expenditure on buildings were: General maintenance (repairs, alterations, and small additions), £10,201 1s. 8d.; rebuilding, £8; new buildings,

£4,547 11s. 8d.; house allowances, £915 6s. 5d.; manual and technical purposes, £630 13s. 5d.; rents of buildings, &c., £20 11s.; refund of cash deposits, £175 10s. 9d. At the end of the year the Board's Building Account was in credit to the amount of £822 8s. 1d.

**INSPECTION OF SCHOOLS.**—Mr. C. R. Richardson, B.A., who has been on the Inspectorial staff of the Board for the past sixteen years, was appointed Chief Inspector in the room of Mr. P. Goyen, who retired in December, 1910, and in January, 1911, Mr. John Robertson, B.A., headmaster of the Lawrence District High School, was appointed Assistant Inspector. The Inspectors group the schools according to their efficiency as follows: Excellent, very good, or good, 69 per cent.; satisfactory, 27 per cent.; fair, 3 per cent.; inferior, 1 per cent. They express the hope that in the near future the proportion of "good" schools will be raised to 75 per cent. The order, discipline, and tone of the schools are reported to be good.

**DRILL AND PHYSICAL EXERCISES.**—Satisfactory attention has been given throughout the various schools to the requirements of the Act regarding the practice of drill and physical exercises, including breathing-exercises.

**BUILDINGS.**—Owing to the ever-increasing cost of labour and material, the Department's grant for new buildings, based on estimates previously given, have in some instances proved inadequate, and applications for supplementary grants have had to be made. The cost of connecting sanitary conveniences with the sewerage system in various centres has been heavy, and the Board regrets that the Minister has not seen his way to make special grants to meet the cost of such works. The Board is keenly impressed with the necessity for improving a number of the teachers' residences, and, so far as its funds would permit, has endeavoured by alteration and addition to make them more commodious, and by the supply of baths, wash-tubs, &c., to bring their domestic equipment somewhat into line with modern ideas. The Board appreciates the action of the Government in making grants from time to time to aid in this most necessary work, but regrets that these payments are not more numerous. If the Board did not anticipate the grants, and, as opportunity offered, effect the improvements mentioned out of their maintenance grant, the discomfort and inconvenience of a large number of the teachers' homes would be infinitely greater than is the case.

**TRUANCY.**—Eight hundred and ninety notices were posted to or served on parents and guardians for infringements of section 153 of the Education Act. Seventeen notices under section 152 were served on parents whose children were not on the roll of any school. One hundred and sixty-three cases of irregular attendance were investigated. Sixty-five penalty summonses were issued under section 153. Under the above sixty-five summonses, sixty-three convictions were obtained, two being withdrawn owing to the production of medical certificates. The total amount of fines inflicted for the year was £12 13s.

**TRAINING COLLEGE.**—Forty-two male and fifty-eight female students were enrolled at the Dunedin Training College. Of these, fifty-eight were from Otago, thirty-four came from Southland, and eight came from South Canterbury. Seventy-eight of them had been either pupil-teachers or probationers. The allowances paid to the students (including bursaries, lodging-allowances, and travelling-expenses) amounted to £4,423 12s. 4d., and the College fees paid to the University authorities on their behalf to £870 9s.; total £5,294 1s. 4d., which is an increase of £174 12s. 4d. on the similar expenditure for the previous year.

**CERTIFICATES.**—Proficiency certificates were gained by 977 pupils, or fifty-four more than in 1910; while 164 pupils, or four less than in the previous year, qualified for competency certificates of Standard VI.

**INCIDENTAL EXPENSES OF SCHOOLS.**—The total sum paid to School Committees to meet incidental expenses amounted to £6,220 12s. 5d., which was £803 17s. 10d. more than in 1910. Pending an amendment in the Board's scale of payments for services comprised under the term "incidentals," the extra statutory capitation of 9d. per unit of average attendance has been paid over to the Committees by the Board. The total payment under this head made last year was equal to 6s. 7½d. per unit of the average attendance, or 1s. 1½d. per unit above the minimum which the Board is required by law to pay.

**SECONDARY CLASSES AT DISTRICT HIGH SCHOOLS.**—In December last the numbers in the secondary classes at these schools were as follows: Tokomairiro, 46; Balclutha, 40; Lawrence, 33; Normal, 30; Tapanui, 28; Mosgiel, 21; Palmerston, 18; Port Chalmers, 16; Naseby, 14; total, 246, or 17 less than in December, 1910.

**SCHOOL LIBRARIES.**—Subsidies ranging in amount from £2 10s. to 10s., and totalling £44 6s. 4d., were paid to thirty-five School Committees to assist in providing books for school libraries. In their report the Inspectors bear tribute to the excellent effect which the extension of school libraries throughout the district is having upon the general intelligence of the pupils.

**CONVEYANCE OF CHILDREN.**—The capitation allowance for these services was claimed in respect of thirty-eight schools, or five more than in the previous year, the total payment being £1,093 6s. 9d., an increase of £44 19s. 7d. The capitation payments of 2s. 6d. per head for the board of children who have to live away from home to attend school amounted to £34 17s. 6d.

**SUPERANNUATION.**—The Board has now framed a regulation, operative from 1st January, 1912, requiring all female teachers in its service to retire on attaining the age of fifty-five years. In the previous year it had notified all male teachers and officers that their service with it would be terminated on their reaching the age of sixty-five years.

**SCHOOL COMMITTEES.**—The Board records its appreciation of the valuable assistance rendered by the various School Committees in the administration of educational matters during the past year.

I have, &c.,

THOMAS FERGUS, Acting Chairman.

The Hon. the Minister of Education, Wellington.

## SOUTHLAND.

SIR,—

Education Office, Invercargill, 29th March, 1912.

In accordance with the provisions of the Education Act, 1908, I beg to submit the following report of the Education Board of the District of Southland for the year ended 31st December, 1911.

**THE BOARD.**—The members of the Board whose term of office expired under section II of the Act were Messrs. W. N. Stirling, John Fisher, and George James Anderson, representing the Central, West, and East Wards respectively. Nominations to fill the vacancies were invited, as required by the Act, but with the result that for the East Ward no nominations were received. The Board, acting under legal advice, and in conformity with the provisions of section 31 of the Act, thereupon appointed Mr. John MacGibbon, of Gore, to fill the vacancy. The vacancies for the Central and West Wards were filled by the re-election of the retiring members. At the ordinary meeting of the Board held on the 1st September, Mr. Duncan Gilchrist was unanimously elected chairman for the ensuing term. Messrs. W. Macalister (re-elected) and W. N. Stirling were appointed as the Board's representatives on the Southland Boys' and Girls' High Schools Board; and, similarly, Mr. Thomas MacGibbon was re-elected a member of the Board of Governors of the Gore High School. The Board's Executive Committee is still composed of all the members of the Board for the time being. The Board held twelve ordinary and one special meeting during the year, and the Executive Committee met twenty-three times. The attendance of members was, on the whole, very satisfactory.

**SCHOOLS AND ATTENDANCES.**—The number of schools reported as in operation at the close of the year 1910 was 170. New schools were opened during the year in the districts of Kingston, Redan Valley (these two schools reopened after being closed for many years), Nokomai, Glenorchy II, Sunnyside, and Five Rivers, the two last named being household schools established for the benefit of individual families living in remote localities. The schools at Minaret (household) and Croydon Siding were closed during the year, thus making the number of schools in existence on the 31st December, 174, a net increase of four during the year. In the districts of Kingston and Redan Valley the buildings previously in use were repaired and brought again into requisition; at Glenorchy a new building was erected; and at the other places suitable temporary class-rooms were provided by the residents for the benefit of whose families the schools were established. As settlement in this education district continues to expand, the necessity for the extension of educational facilities will also in a corresponding degree have to be provided for.

Regarding the attendance, there is but little unusual to report. The mean average weekly roll-number for the four quarters of the year was 10,556, and the average attendance 9,449. These numbers show an increase of 327 and 548 in the weekly roll and average attendance respectively as compared with the corresponding figures for 1910. The percentage of average attendance to weekly roll is thus 89·5, a gratifying increase of 2·5 over the preceding year, and the highest yet recorded in this education district. The increase may be set down to a variety of causes, chief amongst which is probably the absence of any serious epidemic amongst the school-children during the year. The fact, now generally known, that the law provides no loophole of escape for parents careless or indifferent to the educational welfare of their children has also doubtless exercised a salutary influence on the attendance. As in past years, Mr. J. B. Cosgrove's services as Truant Officer have also greatly assisted in maintaining a more regular attendance. Truancy returns are furnished to the Board by the teachers at the end of each month during the year, and the information contained therein forms the basis of action by the Board's officer to compel compliance with the law in all cases where no valid excuse can be given for irregular attendance. Fines and expenses amounting to £16 13s. 6d. were recovered from defaulting parents during the year.

The following figures compiled from a new form of return, prepared for the first time this year, will show the numbers in the various classes and the ages of pupils on the rolls of our schools as on the 31st December last:—

		Boys.	Girls.	Totals.
Preparatory	...	2,046	1,807	3,853
Standard	I	702	659	1,361
"	II	653	652	1,305
"	III	650	610	1,260
"	IV	602	564	1,166
"	V	524	479	1,003
"	VI	385	357	742
"	VII	31	38	69
		5,593	5,166	10,759
		Boys.	Girls.	Totals.
5 years and under	6	433	432	865
6	7	641	572	1,213
7	8	685	611	1,296
8	9	662	624	1,286
9	10	614	581	1,195
10	11	589	572	1,161
11	12	564	555	1,119
12	13	564	542	1,106
13	14	483	401	884
14	15	259	210	469
Above 15 years	...	99	66	165
		5,593	5,166	10,759

In the December quarter there were in attendance at fifteen schools in the district 134 Maori or half-caste children—seventy-six boys and fifty-eight girls. These pupils are, of course, also included in the numbers recorded above.

TEACHING STAFF.—In the service of this Board at the close of the year 1910 there were 124 male and 203 female teachers of all grades. The number has increased to 333 during the past year, classified according to status as follows:—

	Males.	Females.	Totals.
Heads of schools	49	10	59
Sole teachers	45	69	114
Assistants	16	86	102
Total adult teachers	110	165	275
Probationers	...	15	15
Pupil-teachers	12	31	43
Totals	122	211	333

A glance at the foregoing statement will probably cause some disquietude to those who dread the consequences of the passing of the education of our youth into the hands of the gentler sex. The fact remains, however, that to whatever cause it may be attributed, the proportion of males to females on the teaching staff of our schools is gradually on the decrease. This Board's report for the year 1899—only twelve years ago—gives the numbers of male and female teachers as 124 and 117 respectively; and the report of the succeeding year (1900) records the fact that the sexes were then about equally represented. Now the percentage is roughly as 37 to 63. What the future holds in store in this connection can, of course, be only a matter of surmise. This Board holds the opinion that the question is one of national importance, and should receive the most careful consideration at the hands of the central authorities. Entry into the profession should in some way be made even more attractive than it now is to young men of the right stamp.

Taking the adult teachers only into account, it is found that there are seventy-five males and ninety-three females holding certificates of competency, four males and three females who have licenses to teach, while there are thirty-one males and sixty-nine females who are possessed of neither qualification. It has to be noted, however, that a considerable number in the class last mentioned are to be credited with Civil Service or matriculation honours, and so are fairly well qualified for their high office from an educational standpoint.

Acting under the spur of a resolution adopted by the Board in the early part of the year, a large number of the less highly qualified teachers notified their intention to present themselves for the teachers' examination to be held in January, 1912. This is a hopeful sign for the future. This district, the Board is aware, is not singular in the matter of the employment of uncertificated teachers, but shares with other education districts the disadvantages which such a system necessarily involves.

Referring to the pupil-teacher system, slowly but surely being superseded, the Board has to report that nearly all of the appointees have secured passes in either matriculation or Civil Service examinations. The numbers, therefore, who have to present themselves for the ordinary pupil-teacher examination has almost reached the vanishing point.

*Scholarships.*—The annual examination for the scholarships was held in November and December last at three centres—Invercargill, Gore, and Arrowtown—when eighty-three junior and twenty-six senior competitors entered the lists. To those gaining the highest aggregate of marks the following scholarships were awarded: Junior National—To Mary O. I. Preston, of Invercargill; Ian G. McInness, of Riversdale; and Chrystal I. Pearce, of Invercargill. Board's Senior—To Dorothy J. Lambeth, John M. Bingham, Hubert J. Ryburn, Arthur A. Reid, and Christine L. Cumming, all of Invercargill. Board's Junior—Six scholarships of the value of £30 each (to non-resident candidates), and sixteen of the value of £5 each (to resident candidates) were also awarded.

The following extract from the regulations of the Board indicates the basis of allocation so far as the distribution of Board's Junior Scholarship funds between town and country schools is concerned: "In each year two Junior Scholarships shall be awarded to qualified candidates from schools having not more than thirty-five pupils in average attendance; and, further, two Junior Scholarships to qualified candidates from schools having more than thirty-five but not more than 200 in average attendance. The remaining scholarships available shall be awarded to candidates from all classes of schools in order of merit, provided that no candidate shall hold two scholarships concurrently. No Junior Scholarship shall be awarded to any candidate that does not pass the Junior National Scholarship Examination."

The tenure of the Junior National and Board's Senior Scholarships is three years, and that for Board's Junior Scholarships two years. It is worthy of mention that this year the two candidates highest on the junior list were awarded National Scholarships, the first to a pupil in a school with an average over 200, the second to a pupil in a school with an average of 36 to 200. No pupil in a school with an average of under 36 qualified for the third available scholarship, which was therefore awarded to a pupil from a school in the next highest grade. All scholarships are tenable at an approved secondary school.

PHYSICAL CULTURE.—The provisions of the Act so far as they relate to the practice of physical exercises have been complied with in the large majority of schools throughout the district with, the Board has reason to believe, highly beneficial results to the pupils in attendance. Mr. I. G. Galloway's services as Instructor have been retained under conditions similar to those previously existing.

SCHOOL COMMITTEES' ALLOWANCES.—In order to comply with the letter and spirit of the Education Amendment Act, 1910, the Board made a substantial addition to the scale of payments hitherto allowed to School Committees for incidental expenses. The increase, amounting to £208

per annum, was paid in one sum on the 1st July last, as a special allowance varying according to the grade of the school from two-fifths to one-quarter of the usual quarterly payment. The allocation was made so as to benefit more largely the smaller country schools, and at a time of the year when the strain on the Committees' resources was most urgent.

The aggregate amount paid to School Committees during the year was £2,708 5s. 4d., and this sum works out at almost 5s. 8½d. per pupil on the mean average attendance for the year, or 2½d. (equal to £108 per annum) per pupil in excess of the sum stipulated in section 4 of the Act previously referred to.

**FREE CLASS-BOOKS.**—From the terms of a circular recently issued, the Board notes the intention of the Department to continue and extend the privilege of free class-books for pupils in attendance at public schools, and notes also with some degree of satisfaction the introduction in certain standards of the substitution of grants for the purchase of stationery in lieu of certain books to be purchased by the pupils. This innovation, strongly recommended in a more complete sense by this and other Board's in their annual reports for the year 1910, indicates a desire on the part of the central authority to accept reasonable suggestions for an amendment of the past system. This Board believes that the Department might, with manifest advantage to all concerned, extend the principle thus introduced so that it might apply to all classes and to all text-books. The vote for free class-books (and stationery) might advantageously be applied to the purchase of all requisites necessary for use in school or for home exercises. The portion of the grant so far set free is quite insufficient to provide an adequate supply of stationery for the whole year's work. It is generally agreed that to provide supplies of stationery which would in effect perish in the using would be infinitely preferable to purchasing text-books which, under the conditions of the grant generally applied, can never fully serve the end sought for. The danger to the pupils from a hygienic point of view of handling indiscriminately the text-books used by all and sundry would thus be avoided, and the expense saved to parents would be approximately as great in the one case as in the other. The Board, however, while admitting that it may be quite fair to expect School Committees, out of their present too meagre allowance, to provide an amount equal to that disbursed for stationery as an equivalent for the substitution of one text-book in each standard, considers that it would be an intolerable burden were they expected to provide a sum equal to that spent in the purchase of stationery in substitution for all text-books.

**INSPECTION OF SCHOOLS.**—This subject is adequately dealt with in the general report on the year's work furnished by the Inspectors, a copy of which has been supplied to your Department.

**TECHNICAL INSTRUCTION.**—The report of the Director of Manual and Technical Instruction sets forth in full all that is necessary to be recorded in respect of this branch of our educational system.

**SCHOOL BUILDINGS AND FINANCES.**—In addition to the highly essential work of maintaining the school buildings, teachers' residences, outbuildings, fences enclosing school-grounds, and glebes in an efficient state of repair, the Board has undertaken during the year several very important new works. The erection in brick of new infant schools in the districts of Mataura, North Invercargill, and Waihopai has been completed at a cost exceeding £800 in each case; new schools have been established and buildings provided at Glenorchy and North Makarewa; additions to schools at Nightcaps and Orepuki have also been completed; while new residences have been provided for the teachers at Waikaka Siding and Edendale, the latter in place of an old and worn-out building past profitable service. More detailed information respecting these works is given in Departmental Return No. 1. Additional new works, grants for which have been approved by the Department, are now in progress, of which full particulars will appear in next year's report.

According to last year's balance-sheet, the Maintenance and Rebuilding Account showed a credit balance of £7,795 7s. 7d. The Public Schools (New Buildings) Account, however, showed a debit balance of £4,989 14s. 8d.

As has been explained in a letter to your Department under cover of which was forwarded the Board's balance-sheet and allied returns, the deficit on the Public Schools Account has arisen in consequence of the past imperfect system of debiting to that account expenditure in excess of the grants for new works actually approved by the Department. As indicated in last year's report, it is proposed in this year's balance-sheet to remove this long-standing anomaly of carrying forward from year to year an unexplained deficit by a transfer of £3,345 18s. 8d., the acceptance of which will place both accounts (Maintenance and Public Schools) on a satisfactory basis. The only alternative to this proposal is to ask for a special grant from the Department to extinguish the deficit, an alternative not seriously contemplated.

The Board notes with great satisfaction that the new form of balance-sheet approved by Audit and Education Departments respectively, brought into use for the first time in the preparation of the 1910 accounts, promises to work quite satisfactorily. This Board advocated such a reform for many years prior to its introduction. The improved form of the return makes it possible to show each account separately, with the balances standing to debit or credit of each as the case may be. The various items of income and expenditure are shown in the balance-sheet itself, and need not here be repeated; while the detailed expenditure as it applies to individual schools and districts is fully set forth in Departmental Return No. 7. Return No. 5, Statement of Assets and Liabilities, gives further particulars respecting the Board's financial position. The total balance to the credit of the Board at the close of its financial year (31st December) amounts to £5,216 11s.

The Board has reason to congratulate itself on the completion of another year's successful administration, and the maintenance of a credit balance sufficient, with accruing revenue, to meet all reasonable demands which may arise in the year now current.

In conclusion, the Board records its hearty appreciation of the facilities granted by the Department for the promotion of the educational interests of the important district which it has the honour to represent.

DUNCAN GILCHRIST, Chairman.

The Hon. the Minister of Education, Wellington.

STATEMENT OF RECEIPTS AND EXPENDITURE OF EDUCATION BOARDS.

AUCKLAND.

GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDING 31ST DECEMBER, 1911.

No.	Name of Account. (1)	As at 1st January.		Cash Transactions during Year.				Transfers.		As at 31st December.		Liabilities. (13)
		Balances. (2)	Deficits. (3)	Receipts.		Expenditure. (7)	Debit. (8)	Credit. (9)	Balances. (10)	Deficits. (11)	Assets. (12)	
				From Government. (4)	Reserves Revenue. (5)							
1	Salaries of teachers*	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
2	Teachers' house allowances	1,232 5 1	93 0 11	146,423 10 0	3,899 4 5	7 10 0	1,114 2 6	..	..	1,308 0 1	1 10 0	
3	Salaries of relieving-teachers	..	1,533 2 1	5,434 10 4	..	1 6 11	44 8 4	..	..	117 1 8	0 8 4	
4	Conveyance of school-children	..	280 1 10	599 14 3	..	1,108 3 0	..	..	..	1,747 17 3	..	
5	Board of school-children	..	13 12 6	33 10 0	..	304 10 5	..	15 2 0	..	96 3 5	96 3 5	
6	Free school-books	..	78 2 5	..	..	22 2 6	0 7 6	..	..	1 17 6	9 10 0	7 12 6
7	General administration	10,013 15 3	..	21,804 9 6	..	1,399 12 11	680 2 8	2,602 5 5	9,704 10 6	1,477 15 4	1,477 15 4	..
	(a.) Incidental expenses of school- Inspection, &c.): salaries and clerical assistance	..	..	..	..	11,064 19 2	..	..	..	..	..	..
	(b.) Office staff (including Secretary, Inspectors, &c.): salaries and clerical assistance	..	..	..	..	6,035 10 1	..	..	..	..	..	..
	(c.) Office contingencies	..	..	..	..	3,044 8 10	..	..	..	..	..	..
	(d.) Refunds and sundries	..	..	..	..	182 13 4	..	..	..	..	..	..
	(e.) Correspondence classes for un- certificated teachers	..	..	..	..	135 19 11	..	..	..	..	225 0 0	203 8 8
8	Training colleges— Salaries of staff (half of the total cost)	..	153 0 0	1,724 15 6	..	..	..	..	..	..	216 14 0	..
9	Allowances for students..	..	17 1 4	4,971 5 9	..	..	..	..	..	..	24 10 8	..
10	Incidental expenses	..	1,337 11 9	5 0 0	..	..	1,411 1 11	..	..	..	108 0 0	..
	Secondary education— Scholarships— Board's ..	..	669 6 7	3,058 14 9	..	..	32 5 2	..	..	..	79 7 7	..
11	National ..	..	..	700 0 0	..	..	..	..	..	..	..	..
12	Special ..	..	..	..	..	..	..	..	..	..	..	..
13	District high schools— Salaries of staff of secondary de- partments	..	30 7 6	2,669 10 8	..	..	..	..	..	..	..	..
14	General purposes— (a.) Voluntary contributions and subsidies	..	..	..	..	..	..	..	117 2 6	..	..	117 2 6
15	(b.) Fees from pupils	253 10 3	..	..	..	49 0 0	..	302 10 3	..	..	..	..
16	(c.) High School Boards' grants	..	..	..	..	..	..	..	..	..	..	..
17	Manual and technical— School classes— Capitation ..	..	299 9 8	3,484 13 2	..	344 1 5	142 18 0	598 5 3	..	846 15 7	2,025 11 1	810 2 4
18	Voluntary contributions and be- quests and subsidies	..	..	..	..	229 6 5	..	..	..	..	229 6 5	30 8 6





	27	28	29	30	31	32	33	34	35	Totals								
Buildings : Maintenance, rebuilding, rent—																		
Maintenance and small additions (a) and ordinary rebuilding (b)	2,294 1 10																	
Refunds		2,485 0 0																
Rebuilding schools destroyed by fire		700 0 0																
Rents of buildings and sites for school purposes		246 11 7																
New buildings, furniture, additions, sites—																		
Public schools		908 6 7	1,138 4 3															
Manual instruction		600 6 8	60 6 1															
Technical instruction			98 6 8															
Rent of buildings for manual-instruction purposes	3 0 0																	
Rent of buildings for technical-instruction purposes	14 19 0		9 16 0															
Sites-sales																		
Other separate accounts—																		
Contractors' deposits	6 0 0																	
Totals	3,798 2 1	2,617 8 11	32,353 0 10	2,448 17 8	883 10 5	35,832 19 4												

\* Exclusive of secondary departments of district high schools, salaries and allowances of pupil-teachers, and half of the total cost of the training-college staff.  
 † In terms of the Order in Council of 18th February, 1911, but exclusive of cost of works paid for out of Government grant for maintenance of school buildings and included below under that heading.

	£	s.	d.
Bank balance at beginning of year, Cr., net balance	1,180	13	2
Bank balance at end of year, Cr.	1,957	0	10
Less unrepresented cheques	923	18	7
On hand..	1,033	2	3
	0	0	6
Total at end of year, Cr.	£1,033	2	9

Education Office, New Plymouth, 1st May, 1912.

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

No audited balance-sheet was received at the time of going to press.





WELLINGTON.  
GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDING 31ST DECEMBER, 1911.

No.	Name of Account.	As at 1st January.		Cash Transactions during Year.					Transfers.			As at 31st December.		
		Balances.		Receipts.		Expenditure.	Debit.	Credit.	Balances.	Deficits.	Assets.		Liabilities.	
		£	s. d.	£	s. d.						£	s. d.		£
1	Salaries of teachers*	718	0 1	5,303	4 3	65,328	12 3	114	19 2	122	12 3	12	10 0	
2	Teachers' house allowance	..	..	..	..	2,026	17 10	..	..	..	..	..	..	
3	Salaries of relieving-teachers	..	..	..	..	397	15 10	790	7 6	2,018	2 7	12	3 11	
4	Conveyance of school-children	..	..	..	..	197	17 9	12	11 3	397	15 10	783	3 6	
5	Board of school-children	1	2 6	..	..	235	8 9	..	..	..	..	50	2 3	
6	Free school-books	..	..	..	..	14	7 6	..	..	..	..	4	17 6	
7	General administration	3,368	5 5	..	..	560	13 4	120	16 2	652	2 4	29	7 2	
	(a.) Incidental expenses of schools†	..	..	..	..	4,403	1 3	..	..	..	..	..	..	
	(b.) Office staff (including Secretary, Inspectors, &c.): salaries and clerical assistance	..	..	..	..	3,245	0 0	..	..	..	..	..	..	
	(c.) Office contingencies	..	..	..	..	..	..	..	..	..	..	..	..	
	(d.) Refunds and sundries	..	..	..	..	..	..	..	..	..	..	..	..	
8	Training colleges—	..	..	..	..	..	..	..	..	..	..	..	..	
	Salaries of staff (half of the total cost)	11	5 0	..	..	1,498	2 4	..	..	..	..	..	..	
9	Allowances for students..	..	..	..	..	..	..	..	..	..	..	..	..	
10	Incidental expenses	69	16 11	..	..	1,649	11 9	..	..	..	..	..	..	
	Secondary education—	..	..	..	..	5,662	13 4	..	..	..	..	..	..	
	Scholarships—	..	..	..	..	407	15 10	..	..	..	..	..	..	
	Board's	..	..	..	..	..	..	..	..	..	..	..	..	
	National	..	..	..	..	1,133	18 0	..	..	..	..	..	..	
	Special	..	..	..	..	278	10 0	..	..	..	..	..	..	
	District high schools—	..	..	..	..	..	..	..	..	..	..	..	..	
	Salaries of staffs of secondary departments	4	13 1	..	..	2,733	13 10	..	..	..	..	..	..	
	General purposes—	..	..	..	..	..	..	..	..	..	..	..	..	
	(a.) Voluntary contributions and subsidies	75	12 10	..	..	701	4 6	..	..	..	..	..	..	
	(b.) Fees from pupils	..	..	..	..	10	4 9	..	..	..	..	..	..	
	(c.) High School Boards' grants	..	..	..	..	..	..	..	..	..	..	..	..	
14	Manual and technical—	..	..	..	..	..	..	..	..	..	..	..	..	
	School classes—	..	..	..	..	..	..	..	..	..	..	..	..	
	Capitation	494	3 8	..	..	3,784	9 7	..	..	..	..	..	..	
	Voluntary contributions and bequests and subsidies	..	..	130	11 0	94	18 3	..	..	..	..	..	..	
		..	..	74	2 2	182	6 4	..	..	..	..	..	..	
		..	..	..	..	200	0 0	..	..	..	..	..	..	
		..	..	..	..	660	0 1	..	..	..	..	..	..	
		..	..	..	..	2,127	7 8	..	..	..	..	..	..	
		..	..	..	..	145	10 11	..	..	..	..	..	..	

















27	Buildings: Maintenance, rebuilding, rent—	..	1,245 0 0	..	{ (a) 390 9 1 } { (b) 131 11 2 }	..	124 10 0	..	418 13 6	125 1 0		
28	Maintenance and small additions (a) and ordinary rebuilding (b)	..	..	..	..	..	..	..	..	..		
29	Rebuilding schools destroyed by fire	..	..	..	..	..	..	..	..	..		
	Rents of buildings and sites for school purposes	777 10 11	31 13 0	24 13 6	..	..	..	1,344 7 8	..	..		
	New buildings, furniture, additions, sites—	..	..	..	..	..	..	..	..	..		
30	Public schools ..	..	617 0 0	..	836 7 9	..	..	838 10 4	284 13 4	301 2 6		
31	Manual instruction ..	..	..	..	68 9 10	..	..	330 1 0	60 0 0	68 9 10		
32	Technical instruction ..	..	..	..	..	..	..	..	..	..		
33	Rent of buildings for manual-instruction purposes	..	..	..	..	..	..	..	..	..		
34	Rent of buildings for technical-instruction purposes	..	..	..	..	..	..	..	..	..		
35	Site-sales ..	..	..	..	..	..	..	..	..	..		
36	Other separate accounts—Contractors' deposits ..	1 11 0	..	..	18 0 0	19 11 0	..	..	..	..		
	Totals ..	1,162 7 1	986 18 0	11,693 8 5	384 6 11	145 15 2	12,204 12 4	209 19 9	1,727 5 5	1,532 18 2	1,038 2 6	592 1 1

\* Exclusive of secondary departments of district high schools, salaries and allowances of pupil-teachers, and half of the total cost of the training-college staff.  
 † In terms of the Order in Council of 18th February, 1911, but exclusive of cost of works paid for out of Government grant for maintenance of school buildings and included below under that heading.

Bank balance at beginning of year, Cr...	£	s.	d.
	175	9	1
Bank balance at end of year, Cr...	£	s.	d.
Less unrepresented cheques ..	306	19	6
	112	12	3
Total at end of year, Cr.	£194	7	3

H. J. BIGNELL, Chairman.  
 P. F. DANIEL, Secretary.

Education Office, Greymouth, 29th February, 1912.

*Auditor's Certificate.*

The balance-sheet has been duly examined by the Audit Office, but cannot be certified as correct inasmuch as various transfers therein, together with the expenditure of £100 of the Board's fund on Coronation celebrations and the payment of fixed allowance in lieu of actual travelling-expenses of members, are without authority of law.—R. J. COLLINS, Controller and Auditor-General.









**SOUTH CANTERBURY.**  
**GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDING 31ST DECEMBER, 1911.**

No.	Name of Account.	As at 1st January.		Cash Transactions during Year.				Transfers.			As at 31st December.		
		Balances.		Receipts.		Expenditure.	Debit.	Credit.	Balances.	Deficits.	Assets.	Liabilities.	
		£	s. d.	From Government.	From other Sources.								Reserves Revenue.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	
1	Salaries of teachers*	1,189	19 7	2 10 5	19,253 16 3	2,669 11 6	1 10 0	23,079 2 8	..	35 14 8	0 8 3	36 2 11	
2	Teachers house allowances	..	..	..	283 12 10	..	2 1 8	287 1 5	..	..	4 1 1	0 3 9	
3	Salaries of relieving-teachers	34	13 5	..	127 11 8	..	..	139 9 9	..	22 15 4	..	..	
4	Conveyance of school-children	2	19 9	..	513 7 3	..	0 17 0	512 6 9	..	4 17 3	143 17 9	143 17 9	
5	Board of school-children	..	..	..	96 17 6	..	..	96 5 0	..	0 12 6	21 10 0	22 2 6	
6	Free school-books	..	..	..	..	..	..	131 19 5	..	..	132 19 5	..	
7	General administration	1,136	13 9	..	3,311 13 0	..	..	1,452 15 0	..	1,533 0 5	..	40 0 0	
	(a.) Incidental expenses of schools†	..	..	..	..	..	..	1,235 9 8	..	..	..	..	
	(b.) Office staff (including Secretary, Inspectors, &c.): salaries and clerical assistance	..	..	..	..	..	..	..	..	..	..	..	
	(c.) Office contingencies	..	..	..	..	..	..	436 19 7	..	..	..	..	
	(d.) Refunds and sundries	..	..	..	..	..	..	..	..	..	..	..	
	(e.) Rents	..	..	..	..	..	..	17 7 7	..	..	..	..	
	(f.) Interest on fixed deposits	..	..	..	..	..	130 6 6	..	..	..	..	..	
	(g.) Truancy fines	..	..	..	..	..	80 0 0	..	..	..	..	..	
	(h.) Inspection, private schools	..	..	..	..	..	0 8 0	..	..	..	..	..	
	Secondary education—	..	..	..	..	..	..	..	..	..	..	..	
	Scholarships—	..	..	..	..	..	..	..	..	..	..	..	
11	Board's	..	..	..	188 11 7	..	..	351 13 2	..	..	164 18 6	169 10 0	
12	National	..	..	..	127 10 0	..	..	140 0 0	..	..	35 0 0	50 0 0	
13	Special	..	..	..	..	..	..	..	..	..	..	..	
14	District high schools—	..	..	..	..	..	..	..	..	..	..	..	
	Salaries of staffs of secondary departments	2	1 8	..	999 19 4	..	..	995 5 5	..	6 15 7	..	6 15 7	
15	General purposes—	11	13 7	..	150 13 5	..	73 13 4	127 2 2	..	113 8 2	1 10 0	..	
	(a.) Voluntary contributions and subsidies	..	..	..	..	..	..	..	..	..	..	..	
16	(b.) Fees from pupils	1	10 0	..	..	..	3 10 0	..	..	..	..	..	
17	(c.) High School Boards' grants	..	..	..	..	..	39 10 0	40 0 0	..	..	..	..	
	Manual and technical—	..	..	..	..	..	..	..	..	..	..	..	
	School classes—	..	..	..	..	..	..	..	..	..	..	..	
18	Captation	..	..	..	1,163 13 5	..	119 10 3	1,338 11 7	..	..	995 8 11	1,254 17 0	
19	Voluntary contributions and bequests and subsidies	..	..	930 1 0	81 12 3	..	183 16 9	265 9 0	..	..	..	46 17 1	







SOUTHLAND.  
GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDING 31ST DECEMBER, 1911.

No.	Name of Account.	As at 1st January.				Cash Transactions during Year.				Transfers.			As at 31st December.				
		Balances.		Deficits.		Receipts.		Expenditure.		Debit.	Credit.	Balances.	Deficits.	Assets.		Liabilities.	
		£	s. d.	£	s. d.	£	s. d.	£	s. d.					£	s. d.		£
1	Salaries of teachers*	..	..	1,504	8 11	4,781	2 9	42,765	10 6	1,430	12 9	100	10 4	..	..	25	4 11
2	Teachers' house allowances	26	11 2	..	..	455	18 11	..	..	..	..	..	..	..	..	18	15 0
3	Salaries of relieving-teachers	225	12 3	..	..	207	2 4	..	..	..	..	..	..	..	..	..	..
4	Conveyance of school-children	..	..	0	2 0	..	..	599	7 0	..	..	0	2 0	..	..	189	14 6
5	Board of school-children	..	..	..	..	..	..	38	15 0	..	..	..	..	..	..	11	5 0
6	Free school-books	..	..	0	15 6	..	..	214	16 8	..	..	10	8 10	..	..	10	8 10
7	General administration	2,835	14 5	..	..	232	12 10	..	..	1,430	12 9	..	..	..	..	38	3 1
	(a.) Incidental expenses of school†	..	..	..	..	..	..	2,708	5 4	..	..	..	..	..	..	639	17 9
	(b.) Office staff (including Secretary, Inspectors, &c.): salaries and clerical assistance	..	..	..	..	..	..	1,912	11 8	..	..	..	..	..	..	..	..
	(c.) Office contingencies	..	..	..	..	..	..	1,040	14 6	..	..	..	..	..	..	..	..
	(d.) Refunds and sundries	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	Secondary education—	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	Scholarships—	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
11	Board's ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
12	National ..	637	10 0	..	..	..	..	638	15 0	..	..	..	..	..	..	..	..
13	Special ..	232	10 0	..	..	..	..	310	0 0	..	..	77	10 0	..	..	72	10 0
	District high schools—	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	Salaries of staffs of secondary departments	388	9 11	..	..	..	..	415	6 4	..	..	26	16 5	..	..	33	1 5
14	General purposes—	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
15	(a.) Voluntary contributions and subsidies	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
16	(b.) Fees from pupils	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
17	(c.) High School Boards' grants	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	Manual and technical—	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
18	School classes—	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
18A	Capitation ..	850	1 2	..	..	..	..	1,406	15 3	..	..	..	..	..	..	1,929	19 8
19	Apparatus ..	23	16 7	..	..	..	..	..	..	..	..	..	..	..	..	390	5 7
	Voluntary contributions and bequests and subsidies	1,971	4 9	..	..	99	15 8	..	..	..	..	..	..	..	..	109	15 0
20	Special classes—	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
21	Capitation ..	362	3 9	..	..	..	..	800	3 7	..	..	..	..	..	..	99	6 0
22	Material ..	27	5 0	..	..	..	..	132	12 11	..	..	..	..	..	..	5	1 3
	Voluntary contributions and bequests and subsidies	26	5 0	..	..	179	7 6	..	..	..	..	..	..	..	..	5	8 6
23	Fees from pupils at special classes	..	..	..	..	392	11 11	..	..	..	..	..	..	..	..	25	0 0
24	Free-place holders	..	..	..	..	..	..	..	..	..	..	..	..	..	..	78	6 0





## APPENDIX B.

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

## EDUCATION RESERVES.

By the provisions of the Education Reserves Amendment Act, 1910, the School Commissioners ceased to hold office on the 31st March, 1911, and all reserves and endowments vested in them were vested in the Crown in trust for the purposes for which they were reserved, and were placed under the administration of the several Land Boards. The revenues derived from these reserves, after being subject to a charge for expenses of administration, are paid by the Receivers of Land Revenue into the Public Account to the credit of a separate account for each provincial district.

The above provisions of the Act apply only to revenue derived from reserves since the day on which the Act came into force. There is a further provision that all funds, mortgages, and investments vested in the School Commissioners on 1st April, 1911, should be taken over by the Public Trustee, and administered on the same trusts as they were held by the School Commissioners. The revenue is dealt with similarly to that received by Land Boards.

All revenue paid into the Treasury in respect of education reserves, whether received from Land Boards or from the Public Trustee, is distributed quarterly by the Minister of Finance among Education Boards and High School Boards on a basis provided by statute, and in the case of Education Boards amounts equal to such sums are deducted from the payments made for teachers' salaries.

It will thus be seen that four Departments are concerned in the administration of the Act—viz., Lands and Survey, Public Trust, Treasury, and Education. As the year under review has been a year of transition, the Education Department has taken the liberty of summarizing the transactions of these four Departments, but in future only those directly pertaining to the Education Department will be dealt with in this report.

The total area of education reserves in the hands of Land Boards was, on the 31st December, 1911—

	Total Area. Acres.
Primary reserves .. .. .	800,748
Secondary reserves .. .. .	41,593
Total .. .. .	842,341

The estimated capital value of these reserves was as follows, on the same date :—

	Estimated Capital Value. £
Primary reserves .. .. .	1,186,264
Secondary reserves .. .. .	192,255
Total.. .. .	£1,378,519

Table G is a summary of the income and expenditure of the Land Boards in connection with the reserves. In order not to make a break with the figures given in last report, the accounts of the School Commissioners for the March quarter, 1911, have also been taken into consideration.



## II. DETAILED TABLES, ETC.

TABLE G1.—TOTAL AREA AND CAPITAL VALUE OF EDUCATION ENDOWMENT RESERVES AS AT 31ST DECEMBER, 1911.

Land Board.	Area of Reserves in Acres.			Estimated Capital Value (to nearest Pound).		
	Primary.	Secondary.	Total.	Primary.	Secondary.	Total.
				£	£	£
Auckland .. .. .	116,013	10,333	126,346	108,483	22,379	130,862
Taranaki .. .. .	49,206	2,353	51,559	117,285	46,940	164,225
Wellington .. .. .	93,958	12,178	106,136	178,716	53,869	232,585
Hawke's Bay .. .. .	70,422	7,484	77,906	134,335	37,769	172,104
Marlborough .. .. .	1,155	266	1,421	15,050	2,107	17,157
Nelson .. .. .	8,623	801	9,424	9,295	2,350	11,645
Westland .. .. .	14,613	4,448	19,061	21,401	4,659	26,060
Canterbury .. .. .	70,160	1,024	71,184	280,920	4,160	285,080
Otago .. .. .	44,299	2,101	46,400	66,202	13,147	79,349
Southland .. .. .	332,299	605	332,904	254,577	4,875	259,452
Totals .. .. .	800,748	41,593	842,341	1,186,264	192,255	1,378,519

TABLE G2.—SHOWING RESERVES REVENUE PAID TO EDUCATION BOARDS AND DISTRIBUTION OF SAME.

*Reserves Revenue, for the Year 1911.*

## PRIMARY EDUCATION.

Provincial District.	Revenue received.	Distribution of Revenue.	
		Education Board.	Amount paid to each Board.
	£ s. d.		£ s. d.
Auckland .. .. .	5,973 18 1	Auckland .. .. .	5,513 10 9
Taranaki .. .. .	4,770 5 3	Hawke's Bay .. .. .	460 7 4
Wellington .. .. .	9,164 3 9	Auckland .. .. .	102 2 8
Hawke's Bay .. .. .	5,044 13 0	Wanganui .. .. .	1,532 9 3
Marlborough .. .. .	489 0 4	Taranaki .. .. .	3,135 13 4
Nelson .. .. .	780 6 2	Wanganui .. .. .	3,275 15 6
Westland .. .. .	812 13 7	Wellington .. .. .	5,888 8 3
Canterbury .. .. .	20,153 15 10	Hawke's Bay .. .. .	5,044 13 0
Otago .. .. .	17,058 0 6	Marlborough .. .. .	467 14 3
		North Canterbury .. .. .	21 6 1
		Nelson .. .. .	642 19 9
		Grey .. .. .	55 17 11
		North Canterbury .. .. .	81 8 6
		Grey .. .. .	406 11 0
		Westland .. .. .	406 2 7
		North Canterbury .. .. .	16,010 13 7
		South Canterbury .. .. .	4,143 2 3
		Otago .. .. .	11,703 2 8
		Southland .. .. .	5,354 17 10
	64,246 16 6		64,246 16 6

## SUMMARY.

## AMOUNT PAID TO EACH EDUCATION BOARD.

	£ s. d.		£ s. d.
Auckland .. .. .	5,615 13 5	Brought forward .. .. .	26,063 14 1
Taranaki .. .. .	3,135 13 4	Grey .. .. .	462 8 11
Wanganui .. .. .	4,808 4 9	Westland .. .. .	406 2 7
Wellington .. .. .	5,888 8 3	North Canterbury .. .. .	16,113 8 2
Hawke's Bay .. .. .	5,505 0 4	South Canterbury .. .. .	4,143 2 3
Marlborough .. .. .	467 14 3	Otago .. .. .	11,703 2 8
Nelson .. .. .	642 19 9	Southland .. .. .	5,354 17 10
Carried forward .. .. .	26,063 14 1		64,246 16 6



## APPENDIX C.

## REPORTS OF INSPECTORS OF SCHOOLS, 1911.

## AUCKLAND.

SIR,— Auckland Education Office, Auckland, 27th March, 1912.

We have the honour to submit for the year 1911 our annual report on the public schools of the Auckland Education District, as well as on those private schools whose inspection was undertaken by the Board in compliance with clause 170 of the Education Act.

At the close of the year the number of public schools in operation was 571, being an increase of 28 since the end of 1910. In general the new schools are small, and some of them are household schools.

Nearly all schools were visited twice, with the exception of certain smaller schools where specially commendable work was in progress, and others whose inaccessibility rendered a second visit impossible in view of the pressure of work awaiting attention.

Our thanks are due to Mr. C. R. Munro, who was good enough to leave his school and come to our aid during the last few months of the year. Mr. Munro brought energy, ability, and sound judgment to bear on the work of inspection, and rendered efficient and valuable service to the cause of education in the district.

In addition to the above, 27 Roman Catholic diocesan schools, 5 other private schools, and the Anglican Orphan Home School were inspected.

The following table is a summary of results for the whole district:—

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in each Class.
Standard VII ... ..	154	113	Yrs. mos. 14 10
" VI ... ..	2,364	2,219	14 1
" V ... ..	3,500	3,416	13 4
" IV ... ..	4,224	4,117	12 5
" III ... ..	4,722	4,616	11 6
" II ... ..	5,043	4,893	10 5
" I ... ..	5,313	5,092	9 4
Preparatory ... ..	17,064	15,771	7 3
Totals ... ..	42,384	40,237	9 9

This table shows an increase for the year of 2,757 on the roll number, and 2,613 on the number of pupils present at the annual examination. Both of these totals are considerably in advance of those obtaining at the close of 1910, and furnish unmistakable evidence of the steady advance made by settlement in many parts of the district. The difficulty of providing adequate and efficient instruction in outlying districts, where newly formed settlements have sprung up and where matters are further complicated by the absence of suitable roads—indeed, in some cases by the entire absence of roads—is very real and at times very pressing, and it says something for the desire of all concerned to place education facilities within reach of everybody that but few children in this large district live in such isolation as to be deprived altogether of the means of State education.

The total enrolment of pupils in the Roman Catholic schools was 3,134, of whom 2,971 were present at the annual examination, both totals showing an increase when compared with those of last year. The number of pupils on the rolls of other private schools visited by us was 517.

During the latter part of November and in December 2,326 candidates from the public schools sat for Standard VI certificates. Of these, 1,725, or 74 per cent., obtained certificates of proficiency, and 275, or 12 per cent., obtained certificates of competency. A comparison of this result with that obtaining during 1910 shows a slightly higher percentage of successes amongst those securing certificates of proficiency, and a slightly lower percentage of those obtaining certificates of competency.

From the Roman Catholic schools 152 candidates were presented for Standard VI certificates, and of these 99, or 65 per cent., obtained certificates of proficiency, and 33, or 22 per cent., obtained certificates of competency. In this case a comparison with the figures for 1910 shows that whereas fewer candidates entered for the examination last year, a considerably larger percentage obtained the higher certificate, a result which points either to more efficient instruction or to a more judicious selection of candidates.

COMPULSORY ATTENDANCE.—The Act very properly requires every child between the ages of seven years and fourteen years who does not hold a certificate of exemption to have his name enrolled on the register of some public school, and to attend the school whenever it is open. In

the case of pupils attending a private school, the head teacher thereof may apply for and receive from the Chairman or Secretary of the Board a general certificate of exemption for such children, upon satisfying the Board that efficient and regular instruction is given at such school. The only means by which the Board can satisfy itself that the instruction is efficient is by requiring its Inspectors to report. The wording of the Act in this connection is not quite clear—*i.e.*, it seems doubtful whether or not an Inspector can insist on entering a private school with the object of inspecting methods of instruction and conditions generally; but the intention of the Act is quite plain—*viz.*, to safeguard the interests of the State by providing that children living under normal conditions shall be regularly and efficiently taught. All children between the ages specified attending private schools who have not obtained certificates of exemption are considered as not attending any school, and their parents or guardians are liable to be prosecuted and fined for non-compliance with the terms of the Education Act. The Board has very properly determined no longer to issue general certificates of exemption until advised to do so by its Inspectors, so that all private schools applying for these certificates—whether or not they have applied to be inspected—will be visited by an Inspector of Schools. We consider it right that those private schools which have not applied for exemption certificates should be reminded of the position in which the parents of the children comprising their enrolment may at any time find themselves placed. As it is evidently the intention of the Act to bring about the inspection of all private schools, it is to be hoped that the immediate future will witness the introduction of such amendments as will cease to make it optional on the part of schools to apply for general certificates of exemption. It is quite possible for small, inefficient schools to be overlooked and exist in a community for years, to the manifest detriment of those attending; whereas were they required by law to apply for exemption their presence would become known and the efficiency of their methods would be inquired into.

**RURAL EDUCATION IN DISTRICT HIGH SCHOOLS.**—We regret to say that owing to a number of vexatious, though perhaps unavoidable, delays in providing accommodation and equipment it was found impossible to introduce into our district high schools before the end of the year the full scheme of rural education to which reference was made in our last report. Two of these schools, however, have already entered on the course, and, with the erection and equipment of manual-training centres at Waihi, Pukekohe, and the Northern Wairoa, the schools in the immediate neighbourhood of these centres will follow, so that the close of the present year should witness a considerable expansion of the work already begun. We are most anxious to see this particular form of instruction more widely diffused, feeling sure that its introduction cannot fail to be of very real and direct benefit to our young people.

**INSTRUCTION IN AGRICULTURE.**—The newly appointed instructor in agriculture entered on his duties at the beginning of the year, and by his energy and enthusiasm has already stimulated teachers to further effort, and has become a very real factor in the promotion of greater efficiency in that phase of school-work coming more directly within his sphere of influence. During the progress of the year two short courses of instruction in elementary agriculture were provided, and gladly attended by an adequate enrolment; whilst at the beginning of January another course was specially arranged for those teachers who were unable to attend previously. Considerable benefit was undoubtedly derived by all who were able to take advantage of the instruction thus imparted, though both instructor and students felt the absence of a suitable garden in which to demonstrate, experiment, and observe. With the object of making some provision for this necessary part of the special work to which reference is herein made, the Board applied to the City Council for the use of a plot of ground in the Domain; this, we trust, the authorities will see their way to grant, so that before many months have passed greater facilities for enabling teachers to understand the details of gardening operations, and appreciate the possibilities opened up by this phase of school-work, it is hoped, will be forthcoming. It is proposed that the ground in question be made available not only for teachers attending future courses of instruction, but also for students at the Training College, and pupils taking up work in elementary agriculture at the Technical College.

**SCHOOL GARDENS AND PLAYGROUNDS.**—The Board's offer of prizes for the best school gardens and school-garden courses had the effect of drawing a large number of schools into the competition. In appraising the work special stress was laid on the degree to which the garden became a means of education, teachers' aims and methods, pupils' notes and drawings, co-ordination of garden-work with other school subjects, the utility and success of the operations undertaken being duly considered in making the final award. In quite a number of cases highly creditable work was done, both inside and outside the building, and very pronounced interest was displayed by pupils in the operations involved; the appearance of the playground, too, was greatly improved—to the undoubted benefit of school and neighbourhood. During the course of his visits the instructor in agriculture emphasized the importance of regarding the playground as the unit, the garden being a highly important portion thereof, and working in the direction of improving the entire school environment. This should undoubtedly be borne in mind when considering any general plan having for its object the evolution of the school garden: *i.e.*, the position of the garden should be determined by its surroundings—*e.g.*, school buildings, approaches thereto, entrance to grounds, neighbouring roads—and not merely, as is frequently the case, be made to depend on aspect, quality of soil, or a desire to utilize a hitherto unused and possibly worthless corner. The preparation of the garden, in short, should form part of a scheme for making school environment more attractive, and should be undertaken concurrently with such other work as will tend towards the gradual improvement of school surroundings. In quite a number of cases we are unable to congratulate either teacher or Committee on the general appearance of the playground, little or no trouble being taken to secure even moderate tidiness—to say nothing of moderate improvement. When the importance of environment as a factor in moral education is borne in mind it is obvious how needful it is that the appearance of each school, both within and

without, should reflect such order, method, dignity, refinement, and beauty as are rendered possible by local conditions, reinforced by local appreciation and aid. To their credit be it said, however, that many of our teachers and Committees fully recognize the importance of this matter, and are earnestly striving, with praiseworthy zeal, to make the utmost of conditions within their reach.

**STAFFING OF SCHOOLS.**—During the course of the year the Headmasters' Association called the Board's attention to the effect of the present staffing regulations, with special reference to growing schools in Grades VI to IX. In their report they state: "Notwithstanding the improvements in staffing which have been introduced in recent years, it is still possible, under present regulations, for some schools to be so understaffed that the pupils are debarred from proper education, and teachers are subjected to overstrain." Of the truth of this contention there can be but little doubt. It frequently happens in this district, where the number of children of school age is increasing so rapidly that a school may rise from a lower to a higher grade, so far as the actual average attendance is concerned, and maintain a rising average for some considerable time, before obtaining an increase of staff. It seems unreasonable under certain circumstances to delay additions to staff when an average attendance of a permanent nature once declares itself, and we consider that the difficulty—which in this particular district, with its large number of growing schools, is very real and very pressing—could be overcome to a great extent by requiring additions to staffs to depend on Inspectors' reports. If in the Inspectors' opinion the increase in attendance in the case of any particular school is such as permanently to bring such school into a higher grade, or the decrease in attendance such as permanently to lower the grade in which the school is placed, the addition to or withdrawal from the staff should at once be made. Another matter to which we wish to direct attention is the regulation which requires the withdrawal of pupil-teachers from schools of grades V and VI, and foreshadows the gradual abolition of pupil-teachers from all grades of schools. The substitution of assistants for pupil-teachers is highly desirable, and we shall be the first to welcome this most necessary step in educational progress; but we cannot ignore the fact that the difficulty in this district of obtaining suitable head teachers and assistants for isolated country schools is becoming greater each year—notwithstanding the output of the Training College—so that it is questionable whether, in the interests of the service, it would be wise to advocate any further reduction of pupil-teachers just at present. To strengthen the staffs of the higher-grade schools by the withdrawal of pupil-teachers and the appointment of assistants would certainly tend to accentuate the difficulty of obtaining suitable applicants for our small sole-charge schools, and would undoubtedly result in the appointment to low-grade schools—and these comprise a large majority in this district—of relatively inferior teachers.

**TRAINING COLLEGE REGULATIONS.**—The issue of regulations early last year was responsible for several changes in the management and work of the training colleges. One of the most important of these makes it possible for those who, admitted as students of Division A or Division B, have satisfactorily completed the prescribed course of work during the period spent in the Training College, to obtain without further examination a teacher's certificate which shall rank in respect of attainments with certificates of Class C or Class D, as the case may be. The award of the certificate will be made on the recommendation of the Principal of the Training College, subject to the approval of the Inspector-General of Schools. This innovation is in keeping with the spirit of modern progress, which rightly attaches importance to courses of instruction rather than to examination tests—the latter by no means an infallible gauge either of accuracy or depth of knowledge. It is the course of instruction and the preparation for examination which really count, so that if due precaution be taken to ensure that these are liberal, suitable, and efficiently dealt with, and if application, ability, and general progress in the case of each student concerned be carefully considered, the test applied will be more severe, and the results in many cases more satisfactory, than under conditions obtaining heretofore.

**CORRESPONDENCE CLASSES.**—Towards the close of last year the Department notified the Board that a small grant was available for the purpose of assisting uncertificated teachers in outlying districts to obtain a full qualification. This was to be accomplished either by maintaining at suitable centres training classes for teachers in subjects essential to the award of a teacher's certificate of Class D or by establishing a system of tuition by correspondence. As so many of our uncertificated teachers are at work in schools remote from large centres, and for the most part situated in places to and from which it would be difficult to travel, it was decided to adopt the second proposal. The classes, a full enrolment for which was readily forthcoming, have been of considerable benefit to teachers, and it is gratifying to know that they are to be continued for at least another year. But little time was available last year for completing arrangements, owing to the late date at which notice of the existence of the grant was received. This year, however, it will be possible to provide for courses of practical work in science subjects demanded by the new Examination Regulations, and so place the classes on an altogether more satisfactory footing. We are of opinion, however, that, apart from the practical work in science subjects which the Boards might be asked to provide for, it would be in the interest of all concerned for the Department to arrange for the whole of the work throughout the Dominion being undertaken in Wellington. This would result in greater economy and efficiency, and would relieve the Boards of much anxiety.

**FREE CLASS-BOOKS.**—Into the thorny question of the advisability of supplying free class-books to pupils we have no wish at present to enter. The supply of free class-books has been a feature of our schools for some time past, and this year a liberal grant has been allowed in the case of the two upper standards. Acting on the recommendation made by the Inspectors at their last conference, the Department, in the regulations governing the grant, has made it possible for the Boards to require pupils to purchase miscellaneous reading-books. We altogether welcome this

modification of former regulation, feeling convinced that the advantages arising from the pupils being the owners of these books are many and great. For the present year it is proposed to confine the purchase of miscellaneous reading-books to pupils in the two upper classes. Next year it is our intention to recommend that all pupils shall be required to provide themselves with such miscellaneous reading-books as are necessary for their instruction.

**SCHEMES OF WORK.**—We regret having again to direct attention to the need for drawing up full and suitable schemes of work early in the year. In many of our schools—notably in those of higher grade—this matter receives most gratifying consideration, with the result that exhaustive, wisely selected, carefully graded, and well co-ordinated courses are available for reference and discussion during our visits. There are, however, quite an appreciable number of cases where, owing either to a feeling of diffidence or to a spirit of procrastination, or in consequence of disinclination to put forth the mental and physical effort the work demands, schemes of instruction are conspicuous by their absence, or so meagre in scope and so unambitious in aim as to be of but little use to any one. It is highly desirable that teachers should know exactly the kind and amount of work it is proposed to undertake in each subject during each period into which the year has been divided, and at the same time have a just appreciation of the manner in which the correlation of subjects is best secured. It is highly desirable also that an Inspector when visiting a school should be in a position to judge of the value and educative prospects of the teacher's contemplated programme. In view of these considerations, quite apart from the demands of clause 5 (a) of the Regulations for the Inspection and Examination of Schools, it is most necessary that due attention be bestowed on the preparation of schemes of work, and we would again bring under the notice of those to whom these remarks specially apply the paragraph dealing with schemes of work in our annual report of last year.

**EXAMINATION OF STANDARD VI PUPILS.**—In general very gratifying results were obtained at this examination, especially in the large schools, where, indeed, there were but few failures, and where, moreover, in most cases the work was of a uniformly high order. The plan adopted during the previous year of examination by Inspectors at convenient centres was extended as far as circumstances allowed. This examination, which must of necessity be taken as close to the end of the year as possible, unfortunately comes at a time when other work and other examinations are claiming attention, so that there is a limit to possible extension in a large district like our own, where schools are widely scattered and conveniences for moving rapidly from place to place are not always available. This is to be regretted, for we realize how important it is in cases where there is doubt as to what, if any, certificates should be awarded, that opportunities should be afforded us of coming into personal contact with the candidates in question, and of consulting with teachers as to their ability, powers of application, and progress, and their general claims on the service for the certificate sought. Most of the failures were due to weakness in arithmetic or faulty composition, both of which subjects will be referred to subsequently. With respect to some of the subjects of instruction we beg to make the following remarks:—

**READING.**—It is gratifying to record that this subject continues to be one of the most satisfactory in the syllabus—indeed, it is quite the exception to find a school where pupils, especially those in the upper classes, are unable to deal more or less correctly with unseen passages. In some schools the reading effort is particularly good, and though we should like to find a larger percentage of children throughout the schools who are able, by voice and general expression, to show a better appreciation of the passage read, we frankly admit that much has already been accomplished, especially in the case of large classes. The "reading habit" to which we referred last year continues to spread, and in many schools is being wisely fostered by the growth of class libraries. The additional reading-matter supplied this year through the medium of free class-books should have a further effect in the same direction. Notwithstanding constant reference in annual and other reports to what is commonly known as "comprehension," this phase of reading still leaves much to be desired. We quite recognize the difficulty which children cannot fail to experience in finding fitting expression for the thought-content of the passage; still, they must be trained to discover this if ability to read is to result in the enrichment of mind and acquisition of knowledge. Too much attention is frequently paid to requiring pupils to paraphrase word by word the sentence dealt with, whereas what is really required is that they should express in their own language its general meaning—a relative simple matter when compared with the difficulties besetting the path of all who attempt the word-by-word process. We are not at all certain that too much time is not being devoted to written comprehension. There can be little doubt as to the value of requiring pupils (especially those in the upper standards) to express in full and accurate written language the meaning of what they read; but the process demands a good deal of time, and is not always satisfactory. We consider that most of the comprehension should be dealt with orally, and that written work in this connection should be confined to pupils in the higher classes, and even then should not be permitted to encroach unduly on time devoted to English subjects. Oral drill in this, as in other subjects, enables a good deal of ground to be covered in a short time; it also affords opportunities for training in ability to overcome difficulties, and is frequently the means of drawing attention to the writer's characteristics of style, choice of words, wealth of illustration, beauty of diction, as well as to other matters on which emphasis should be laid.

**WRITING.**—In most of the large schools this subject continues to be well taught throughout, and in many cases highly creditable progress has been achieved. In the smaller schools the gratifying appearance made by the lower classes, however, is not always maintained when pupils reach the upper standards. There is frequently a very noticeable difference between the quality of the sample presented as a "writing test" and that sent up in composition and other exercises, pupils being apparently unable to combine moderate speed with reasonably neat, legible penmanship. This is specially the case in Standard VI, and shows itself more particularly in the exercises

submitted by Standard VI pupils at the examination for certificates. We consider that when pupils reach Standard V they should have acquired such skill in the formation, spacing, and joining of letters as will enable them to cultivate successfully a free, running hand, based on the system taught through the medium of copybooks. Amongst the "Suggestions for the Consideration of Teachers" published with English "Code," the following paragraph appears under the heading of "Writing": "In any lesson which is not in itself a lesson on handwriting, overlaborious attention to copybook neatness is out of place just as much as the use of the ruler. Teachers should insist on written exercise being done with the maximum degree of rapidity consistent with full legibility." This does not imply laxity of attention to uniformity of height and slope and to general neatness, but merely emphasizes our contention that towards the close of school life pupils should have acquired the rudiments of a formed hand and have reached the stage when the laboured copybook style of earlier years ceases to be a distinguishing characteristic.

**SPELLING.**—The remarks made under this heading in our report of last year demand the earnest consideration of many of our teachers. In the lower standards—indeed, throughout the classes—response to the tests applied, which below Standard VI were reading-books in use, was in general highly satisfactory, and furnished unmistakable evidence of careful, systematic, and successful teaching. The "unseen" test in Standard VI, however, brought forth results which in many cases showed considerable weakness. The passage selected for dictation should have been well within the reach of pupils sitting for the leaving certificate, and, so far as we could judge, presented no greater difficulty than many of the paragraphs appearing in the class reading-books. The failure to do justice to this test, we consider, may fairly be attributed to want of systematic teaching of spelling, through the medium of word-building, which appears not to have received the attention it deserves in the upper classes, where pupils are capable of profitably studying the spelling of words appearing in the fairly wide range of reading-matter supplied to all schools, and of going through a course of word-building suited to their stage of mental development. This should be done during the ordinary course of school routine—*i.e.*, some such method of treatment should find expression in a scheme of instruction co-ordinating the English subjects in the higher classes.

**COMPOSITION.**—Much creditable work is being done in this subject, and, speaking generally, the levels of attainment gained is highly gratifying. There are still, however, a considerable number of schools where ability to find fitting garb for idea and thought leaves much to be desired, and indicates want of attention to principles which obviously must underlie successful teaching. And here we would again emphasize what has been said so often, that the basis of all instruction in this subject should be *oral*. To quote from a well-known authority: "No matter how advanced the composition may be, oral exercises should never be discontinued." The really good oral work which in many schools is begun in the preparatory classes is not always continued as pupils rise through the standards, with the result that the natural limitations inseparable from early mental growth become more pronounced. To obviate this we must lift the pupil out of his limited plane of mental activity, break down the barriers obscuring his range of available thought, and enable him to realize and understand some of the possibilities presented by the varied subjects arising for discussion in the class-room and elsewhere. This can be done only by training him to use his faculties of observation and reasoning, and find suitable verbal expression for the thoughts to which the use of these faculties give rise. In short, oral expression of thought should form part of every lesson in the school. By its means not only are the various subjects which comprise the syllabus unified and co-ordinated, but also the power of ready speech, written as well as oral, is encouraged and strengthened. We are inclined to think that too frequently the teaching of "English"—this term is now applied to what formerly was known as grammar and analysis—is unduly dissociated from composition, whereas every lesson in English should have a very real and marked bearing on composition, and should be given with a definite object—*e.g.*, to illustrate or drive home some rule, to teach such grammatical terms as are deemed necessary, to clear away difficulties in the matter of joining statements, to enable pupils to acquire some knowledge of analysis; but all this should be so interwoven with composition as to form part of a general scheme having for its object the ability to think and speak, or think and write, clearly, readily, and with some variety and beauty of expression. We should like to see in all schools—it has already been done in many—a definite scheme in English and composition, setting forth with some fulness the work it is proposed to deal with from class to class, and showing an unbroken bond of co-ordination and unification from the preparatory department to Standard VI. We consider, moreover, that when selecting material for composition or English lessons a more liberal use of exercises written by pupils themselves might with advantage be made. A child is much more interested in his own product or in that of a classmate than he is in an extract from, to him, an unknown author. The interest thus aroused tends to promote attention, develop originality, and encourage the growth of that spirit of self-help which should form one of the goals of all teaching effort. The English test submitted by Standard VI candidates at the certificate examination in some cases pointed to a preparation—we cannot call it teaching—which appeared to be confined to working out the contents of English cards set in former years. As a preparation for examination this plan may be effective, but as an educative, progressive, and useful training in English with a view to extending the pupil's vocabulary, widening his mental outlook, and increasing his power of expression, it is wholly to be condemned.

**ARITHMETIC.**—We have but little to add under this heading to the remarks made in former years. In the larger schools number was well dealt with in the preparatory classes, teachers realizing the true objective of the training involved—*viz.*, to enable pupils to think clearly and systematically about number, to understand as far as possible the reasons for the processes they employ, and to have some knowledge of the principles underlying the various steps. In the smaller schools the work was not so satisfactory, and in an appreciable number of cases was dis-

tinctly disappointing. This to some extent is undoubtedly due to the many and great demands on the teacher's attention, and hence to the relatively limited time available for direct personal teaching. Still, we consider that more might be done in these schools by connecting the study of number with language lessons and other school-work, and by utilizing opportunities as they present themselves towards the end in view. The great importance of mental drill in the earlier stages of arithmetic-teaching is strongly insisted on in a paper read by Mr. Marshall Jackman before the Imperial Education Conference of last year. Mr. Jackman, a teacher of long experience, is strongly of opinion that all arithmetic-teaching for pupils below ten years should be oral. Some years ago he determined to test his theory, and "decided to withdraw the teaching of all but the simplest of arithmetic processes from the curriculum of classes below what is known as the Fourth Standard in our elementary schools." (Below Standard IV would mean in this case normal children below the age of ten years.) "I decided," he adds, "to confine my syllabus in these classes to mental work, and directed that no complex processes should be taught. Simple questions were to be answered orally or on paper, and all problems set were to be simple and easily understood. The numbers used were to be such as the children could readily grasp." The results of this experiment, which have had ample time to declare themselves, have been most encouraging, and have won the approval of the Chief Inspector of Schools for London and other authorities well qualified to pronounce judgment on the matter. It is unwise, however, to reach conclusions from the result of a single experiment, and it may be that Mr. Jackman, being an enthusiast and perhaps working under specially favourable conditions, was able to accomplish more than could reasonably be expected from the average school. But there seems little doubt that more oral work is needed in the lower classes, where arithmetic in general should be of a simpler character than usually obtains under present conditions. Standard I was for the most part tested orally, and did not always give encouraging results, pointing to insufficient mental drill, and possibly to teaching-methods failing to appreciate the thoroughness which the initial stages of arithmetic demand. The appearance made in Standards II, V, and VI was not always satisfactory. In the first two of these groups the syllabus makes large demands on the intelligence and power of application of pupils, which it is hoped the amended regulations about to be issued will to some extent reduce. A large number of the failures in the examination for Standard VI certificates was due to pronounced weakness in arithmetic.

**GEOGRAPHY.**—The instruction given in Course A is not always satisfactory, owing largely to an unduly extensive use of text-book and to a somewhat limited reliance on local conditions. There are few schools in this district where the activity and result of natural forces cannot be observed and where pupils are unable to gain some knowledge of cause and effect from their own experience. The work of river and sea, the effect of heat and cold, wind and rain, the action of the atmosphere in bringing about slow or rapid changes in environment, can all be observed and noted. In this, as in other kindred subjects, the value lies not so much in the actual knowledge acquired as in the process of acquisition; not so much in the thing taught as in the method applied. Much of the work in all classes, but specially in Standards II, III, and IV, is merely nature-study, and, as such, should rest on a basis of experiment and observation. Text-books may be, indeed are, essential so far as the teacher is concerned, but tend to defeat the object of the instruction when placed in the hands of pupils. We have no great objection to their use in Standards V and VI, but feel strongly that they should be carefully avoided in the lower classes, where in nearly every case local conditions will supply the groundwork for suitable and stimulating courses of instruction. Course B, we are glad to say, is slowly acquiring the importance it undoubtedly deserves, and teachers are beginning to realize that the use of the text-book, unaided by a definite scheme of well-selected lessons duly impressed by vivid personal teaching, cannot result in enabling pupils to acquire such equipment of geographical knowledge as boys and girls should possess before leaving school.

**HISTORY AND CIVICS.**—In some schools too much reliance still continues to be placed on the reading-book, with the result that little real grasp of the subject has been acquired. As we have stated in former reports, history requires to be *taught*; to rely on the historical reading-book and omit oral teaching is to court disaster. As in the case of geography, to which reference has already been made, a definite course of history, based on the reading-book if need be, should be plotted out early in the year and impressed through the medium of oral teaching. Where teachers have realized this, knowledge and appreciation of the storied past and of the lessons to be learnt therefrom formed a marked characteristic of the effort. Instruction in civics is well carried out in many of the schools, wisely chosen and comprehensive courses—in some cases having their roots in Standard III—being treated with highly gratifying fullness and success. In view of present-day conditions, social unrest, labour troubles, demands for improved sanitation, fierce industrial and commercial competition, there can be no doubt of the importance of this phase of history. The responsibilities which lie before our young people, the majority of whom carry their education no further than the primary-school stage, and many of whom fail to reach Standard VI, render it all the more necessary for the primary school to supply such teaching as will help to equip them with some understanding of the principles which underlie efforts at social reform, and with some knowledge of elementary economic laws, and so will enable them worthily to discharge the rights and privileges of citizenship. To this end it would be wise to include in the programmes of instruction some consideration of such subjects as "law of supply and demand," "conditions regulating wages," "purchasing-power of money," "functions of the Arbitration Court and Conciliation Board," "causes of unemployment, with some of the suggested remedies," "true significance of strikes," and other similar topics which will readily occur to those to whom the possibilities of the subject appeal. Instruction of the kind must of necessity be elementary in character and treatment, but there seems no reason why pupils leaving our schools with a Sixth Standard certificate should not have a reasonable, intelligent, and interested appreciation of the significance of these highly important matters.

**NATURE-STUDY.**—This subject is so closely connected with that of school gardening that there seems but little reason to make special reference to it. Still, there are a large number of schools where gardening does not form part of the curriculum, but where nature-study lessons are regularly given. We do not feel disposed to refer to the remarks appearing in last year's report, except to say that we have been glad to notice something of a breaking-away from old traditions in the matter of the elimination of a good deal of the elementary botany, with its tiresome terminology, so laboriously worked up in the lower classes, and the introduction of a simpler and more rational method of dealing with the initial stages of the subject. We should like to draw attention to the demands of the syllabus, which makes it necessary that instruction in nature-study shall be given in all schools, provided that in schools below Grade IV a special programme in nature-study is not required. Some of our country schools have allowed the teaching of this subject to fall into abeyance, except in so far as Course A geography enables them to meet the demands of the syllabus. It is quite true that this branch of geography, if properly treated, is a very direct and useful training in nature-study; but it should be borne in mind that geography is not compulsory until pupils reach Standard III, is seldom taught below Standard II, and is quite unsuitable for children in the preparatory classes, where not only syllabus regulation but also educational authority and common-sense demand instruction in nature-study. Reading, writing, a little number work and drawing comprise the only subjects taught in the preparatory classes in quite a number of schools, and writing—a thing abhorred by the average intelligent, active-minded child—looms largely, too largely, in the day's work. Few of the subjects as taught, in short, provide opportunities for making the child "talk," and it is for this reason that nature-study is deservedly so highly esteemed. No subject in the curriculum provides such golden opportunities for developing the child's powers of observation, reasoning, and expression. It opens up a new world for him. Here is a topic he can discuss. It encourages him to work, to seek, to think, to speak, and, added to this, it interests him, which in itself is a sufficient argument for its more extensive adoption. We do not wish in any way to add to the already heavy burden borne by sole-charge teachers, but we are desirous of seeing that the intention of the syllabus is carried out, and that justice is done to the training of our younger pupils, and we consider, moreover, that the introduction of suitable nature-study lessons into the curriculum of the lower classes is a very real and valuable aid to general progress. The programme attempted need not be extensive, and the simple treatment required should make no very heavy demands on knowledge equipment, so that there should be little or no difficulty in taking up this work in the way we have indicated. We hope during the course of the present year to see some form of nature-study introduced into the curriculum of all classes in every school.

**MORAL EDUCATION.**—Some misapprehension appears to obtain as to what was intended or implied in our remarks last year having reference to the "preparation of a short programme of moral instruction." We certainly did not mean to convey the impression that we considered it necessary to prepare a programme at the beginning of the year and rigidly adhere to it as the months passed; such a plan would certainly fail to achieve the results we hope to see arising from wise and earnest moral instruction. What we wished to convey to the service was that each head teacher should have a clear idea of what was being done towards furthering moral education within the limits of his school, and, as the need for direct moral teaching is generally admitted, should know what special efforts have been made to secure the instruction required, and under what special circumstances certain lessons were given. It would be a fatal mistake to prepare and adhere to a fixed programme regardless of incidents in the corporate life of the school, or of daily happenings within the compass of the community and elsewhere. These could not fail to present splendid opportunities for valuable teaching, and should certainly find a place in any scheme of instruction submitted. On the other hand, it is necessary that teachers should realize the necessity for this teaching, should know beforehand—*i.e.*, early in the year—the lines they propose to follow, and should gradually prepare a programme suitable to the special circumstances of school or class. The growth of such a programme may be slow, and in all probability will not be accomplished without much anxious thought; but its potential value as a factor in education is so obvious and so great that but few will hesitate to demand its inclusion in the curriculum of school-work.

**THE SERVICE.**—Before bringing this report to a close we wish to put on record our appreciation of the zeal, earnestness, and enthusiasm displayed by the great body of teachers in the discharge of onerous duties, and of the careful consideration they are ever ready to give to suggestions coming from ourselves, and to modifications of aim and method, inseparable from progress, reaching them from other sources. With but few exceptions all have worked with energy, and have displayed a self-sacrificing devotion to duty which cannot fail to leave its impress on this large and rapidly growing district. There is much comfort in the conviction that the service of so many who are faithful in the ministry of teaching comes from a sense of vocation, that they hear and obey the call, and give of their best so freely and ungrudgingly. So long as these conditions obtain there can be but little apprehension as to future development and progress.

E. K. MULGAN,	} Inspectors.
JAMES GRIERSON,	
C. W. GARRARD,	
WM. BURNSIDE,	
J. T. G. COX,	
G. H. PLUMMER,	
M. PRIESTLY,	

The Secretary, Auckland Education Board.

## TARANAKI.

SIR,—

Education Office, New Plymouth, 11th March, 1912.

We have the honour to submit our annual report for the year ending 31st December, 1911.

At the beginning of the year ninety-three schools (including four half-time schools) were in operation, and during the year new schools were established at Ackland, Mount Messenger, and Tongaporutu Township. The school at Kotare was closed.

The following table contains a summary of the examination results :—

Classes.					Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in each Class.
Standard VII	...	...	...	...	124	112	Yrs. mos. 15 2
" VI	...	...	...	...	369	354	13 11
" V	...	...	...	...	496	486	13 1
" IV	...	...	...	...	605	598	12 4
" III	...	...	...	...	695	680	11 3
" II	...	...	...	...	730	715	10 4
" I	...	...	...	...	755	737	9 5
Preparatory	...	...	...	...	2,449	2,292	8 0
Totals	...	...	...	...	6,223	5,974	10 1

Compared with the return for 1910, the roll number shows an increase of 156, while the increase in the number present at the Inspector's annual visit was 189.

We would again point out that a serious leakage of pupils occurs principally between Standard IV and Standard VI. Seeing that at the end of 1910 the roll number of Standard V and Standard IV was respectively 491 and 629, it might reasonably be expected that these numbers would be a fair index of the roll of Standard VI and Standard V for 1911. Instead of this being the case, we find Standard VI represented by only 369 pupils and Standard V by 496. Last year the standard of exemption was raised to Standard VI, and this should tend to lessen the leakage between Standard V and Standard VI, but in order to prevent the serious loss that still takes place it seems to us that the age of exemption might well be raised from fourteen to fifteen years.

CATHOLIC SCHOOLS.—The following is a summary of examination results for each of the Catholic schools examined and inspected by us :—

Convent Schools.	Number on Roll.	Present at Annual Examination.	Standard VI Certificates granted.		Quality of the Instruction.	Order, Discipline, and Tone of the School.
			Proficiency.	Competency.		
New Plymouth	113	112	5	2	Very satisfactory	Very good.
Inglewood	113	113	4	4	Good	Good.
Stratford	150	149	5	...	Very good	Very good.
Opunake	52	46	1	2	Satisfactory	Good.

GENERAL EFFICIENCY.—Each school has been visited by us twice during the year, and the work tested has been of a very satisfactory character, and gives ample evidence that the Board has in its service a conscientious body of teachers, who are doing their utmost to raise the standard of education in this district to a high state of efficiency. While there is little we should like to add to what has already been said in previous reports with regard to the treatment of the various subjects of the syllabus, we have, however, thought it advisable to touch on a few defects which we should desire to see remedied, and on a few points that call for attention.

PROMOTIONS.—Some teachers have made it a practice to promote their pupils immediately after the Inspector's annual visit, though according to the Regulations for the Inspection and Examination of Schools the classification should be determined at the beginning of the year, as the result of the teacher's annual examination held in November or December in conjunction with the prescribed periodical examinations. As this practice of promoting before the end of the year tended to destroy the uniformity of classification, and frequently made it difficult to classify pupils entering from other schools, it was found necessary to forward a circular calling the attention of teachers to clause 4 of the Department's regulations. In this connection we would point out that the classification of pupils is sometimes rendered unnecessarily difficult, because they have not been provided with transfers by the teacher of the school previously attended. It also frequently happens that the transfer is incompletely filled in.

**INSTRUCTION OF UNCERTIFICATED TEACHERS.**—We are pleased to report that the Department has come to the assistance of the Board by making a grant for the instruction of uncertificated teachers. This is a step in the right direction, as it affords an opportunity to those teachers who are in districts remote from the larger centres to qualify for the teachers' certificate.

Arrangements have now been made to establish classes for instruction at Stratford, Urenui, and Opunake.

**TEACHER'S SATURDAY CLASSES.**—Saturday classes for the training of teachers were again held during the year at New Plymouth and Stratford, and included, among other subjects, drawing, cookery, physiology, dairy-work, cardboard, plasticine modelling, and chemistry. In all eighty-two teachers attended the classes, forty-one at each centre. As far as numbers are concerned, this is very gratifying, although the regularity of attendance was somewhat disappointing. This was surprising, seeing that the teachers are so accustomed to exact regular attendance from their pupils. As evidence of the benefit of these classes, it may be mentioned that at the end of the session several of the teachers qualified for certificates in handwork at the examination conducted by the Education Department's Inspector. For the City and Guild's Examination in cookery six teachers presented themselves, and were all successful in securing a first-class pass. Two teachers were also successful in gaining a second-class pass in freehand, model, and geometrical drawing at the South Kensington Examination. A number likewise qualified in the subjects of dairy-work and physiology for the Teachers' Certificate Examination. We feel, however, that a large proportion of those who attended the classes have not earnestly endeavoured to take full advantage of the instruction imparted, otherwise a greater percentage would have presented themselves for these examinations.

**SCHOOL MANUAL CLASS.**—During the year there were ninety-five schools in operation in the district, and the greater number of these took up handwork in some form or other. In addition to the ordinary handwork subjects, instruction in woodwork, cookery, agriculture, dairy-work, chemistry, physiology and first aid, physical measurements, advanced needlework, botany, swimming, dressmaking, elementary surveying, ironwork, &c., was recognized in 142 cases. The classes in cookery and woodwork conducted at Stratford and New Plymouth as centres continue to be as popular as ever. During the year Inglewood was also made a centre for these classes. Instruction in agriculture and dairy-work has been made a special feature. Thirty-nine classes have been in operation throughout the district during the year. Most of the schools taking up these subjects are now well equipped with the apparatus necessary for carrying on the experimental work so essential in these subjects. We are pleased to see that teachers are beginning to recognize the importance of giving prominence to these subjects in a district such as ours, the prosperity of which depends almost entirely on agriculture and dairying. We are of opinion that no child who intends to follow rural pursuits should be permitted to leave school without having an intelligent grasp of the principles of agriculture and dairy-work.

The rural classes that have been carried on at the Stratford District High School for the past two years have now got beyond the experimental stage, and have fully justified their establishment. Fifty-six pupils (twenty-seven boys and twenty-nine girls) were enrolled, with an average of forty-seven for the year.

**PUNCTUALITY AND REGULARITY OF ATTENDANCE.**—We are glad to see that many of our teachers recognize the importance of inculcating habits of regularity and punctuality, and in our best schools various devices are adopted to achieve this end. A few teachers, however, make no effort in this direction. They do not even take the trouble to obtain the Department's certificates for those pupils who attend regularly. Much can be done to secure regularity and punctuality by arousing the interest of the parents in the work of the school. In some districts good results have been obtained by keeping the parents in closer touch with the progress of their children by means of quarterly reports showing, *inter alia*, the pupils' marks, times late and times absent. These reports, after being signed by the parents as evidence that they have perused them, are returned to the school.

**THE TISCH SHIELD.**—The shield presented in 1909 by the late Mr. Tisch to encourage schools to improve their surroundings was this year secured by the Korito School. The following schools were also highly commended for the efforts put forth to beautify the school-grounds and premises: Kaimiro, Marco, Oaonui, Frankley, and Huiakama. In connection with the improvement of the school-grounds, it is now quite a common occurrence to hear of a "working bee," when parents assemble at the school, and, under the teacher's direction, set about improving the grounds. The tactful teacher has no trouble.

**SCHEMES OF WORK.**—We are impressing on the teachers the absolute necessity of preparing definite and comprehensive schemes of work, not only as a guide to us when we examine the work, but also as a means of preventing random teaching and the overlapping of the instruction in the various standards. Though in many instances there is still much room for improvement, we are pleased to record a marked advance in the way these schemes are drawn up. It is provided by the Board's Regulations that a teacher, on resigning his position, must leave in the school a copy of his schemes of work for the information and guidance of the incoming teacher. We regret to report that in some instances teachers have overlooked this regulation, with the result that the new teacher has been largely in the dark as to the ground covered by the pupils prior to his taking up his duties.

**RETURNS.**—The following extract from the report of an Inspector of Schools is not without some bearing on the accuracy of the returns furnished by the teachers in this district: "I cannot report favourably on the manner in which returns are compiled. I have not in any year known so many errors in the returns sent in at the end of each quarter. Ten only of my thirty-seven schools succeeded in furnishing, at first try, four correct quarterly returns during the past year,

whilst two teachers each had to have their returns sent back for correction four times, another two had to make a second try on three separate occasions. If teachers fully recognized the inconvenience and additional work caused by their sending in inaccurate returns, no doubt they would exercise more care in their compilation. A return has little value unless it is absolutely correct, and the teacher who averred that the Inspector who had sent back a return for adjustment 'seemed to have a passion for accuracy' indicated, in a crude way, an attitude of mind which one hopes is not very general."

**CARELESS CORRECTION.**—Closely related to the above is the lack of careful correction of the exercises worked by the pupils. As we consider it absolutely essential to good work that all exercises should be carefully supervised and corrected, we have made it a practice at our inspection visit to examine the pupils' exercise-books in order to see how the corrections have been made, and it is not altogether strange that we almost invariably find that those teachers who are inaccurate in compiling their returns are the most careless in the supervision and correction of the pupils' exercises. Moreover, we could go a step further, and state that much of the indifferent teaching is due to this want of care and thoroughness, and we fail to see how it is possible to secure good results where this laxity exists.

**ARITHMETIC.**—As before reported, the chief weakness noticeable in this subject is due to mechanical inaccuracy arising partly from inadequate memorizing of the tables and partly from lack of training in the mental processes underlying the work. In addition to mental arithmetic being used as a means to explain the principles of every type of question worked, a special time should be set apart on the time-table for this subject. The neglect of mental calculations is especially noticeable in the working of the bill in Standard IV and Standard V. We have made it a rule when drawing up our examination-papers to set questions to test whether the pupils of these standards have a ready knowledge of the rules for calculating mentally scores, dozens, aliquot parts, &c.

**DRAWING.**—In many of our schools too little attention is paid to drawing. Very often no attempt is made to meet the requirements of the syllabus. Instrumental drawing should be treated more fully and systematically. The problems, as a rule, are neatly entered in the drawing-books, but when the pupil is asked to construct the figure on the blackboard he not infrequently shows that he has failed to intelligently grasp the process. The knowledge of geometry gained by the pupils of the upper standards might well be extended to the teaching of design. Solid geometry and model-drawing require more intelligent treatment. In teaching model-drawing exercises should be carefully graduated, and the principles of vanishment should be fully explained and demonstrated. We would recommend teachers to procure a copy of "A Manual of Drawing," Parts I and II, by W. W. Rawson.

**NEEDLEWORK.**—It is our experience that the neatness and accuracy which is demanded in other subjects is very often absent in the samples of needlework presented to us. We seldom or never see the blackboard used as a means of illustrating the more common errors. Nor in many schools is the prescribed course fully covered. The examining of the sewing is frequently rendered unnecessarily difficult on account of the indifferent manner in which the samples are arranged for our inspection, the samples in many cases being neither labelled nor set out in standards.

**PHONICS.**—We have repeatedly pointed out that in a number of our schools the reading and recitation are often marred by faulty enunciation and impurity of vowel sounds. This is a matter that might be given more attention to in the training of our teachers. They have otherwise a very great difficulty in applying a remedy. It is only by constant watching on the part of the teacher that much improvement may be looked for. It is admitted that a large proportion of the children when they enter our schools has already acquired habits of slovenly speech and defective methods of breathing in connection with the organs of speech. Many teachers seem to overlook the fact that the speaking mechanism itself has got a defective bias which can, as a rule, be best remedied by a course of phonic drill. The vocal organs must be exercised or drilled in such a way that they acquire the power of producing pure vowel or consonant sounds. Intelligent and systematic practice in correct speaking will gradually overcome such common defects—the result largely of the child's surroundings outside of the school—as distorted vowel sounds, the clipping of words, and the smothering of certain endings; but such practice must be based on a knowledge of the elements of phonics. We can recommend as a suitable guide on this subject "The Science of Speech" (Dumville).

**RESULTS.**—The following table shows the State schools that gained the highest results in 1911. [The table, being mainly of local interest, is not reprinted.]

It is gratifying to note that this year there are eighteen schools that have received "good" or a higher mark for efficiency, and "very good" or a higher mark for order, discipline, and tone, as against ten for last year.

We are, &c.,

W. A. BALLANTYNE, B.A., } Inspectors.  
R. G. WHETTER, M.A., }

The Chairman, Taranaki Education Board.

## WANGANUI.

SIR,—

Education Office, 29th February, 1912.

We have the honour to present our annual report for the year ended 31st December, 1911.

It will be gathered from the statistics submitted that on the whole the schools are in a satisfactory condition, and that there are not wanting signs of progress.

**INSTRUCTION.**—With respect to instruction, a perusal of the Inspectors' monthly reports shows that the Inspectors refer again and again to arithmetic and reading, or, concerning the latter subject, more specifically to the pupils' articulation, as being of an unsatisfactory character, and with a like frequency they have suggested remedies. It is not altogether easy to explain why arithmetic should fare so badly. The shortcoming may be due (1) to the nature of the syllabus, (2) to the nature of the teaching, (3) to insufficient time for study, or (4) most probably to all three. That the syllabus is not ideal, especially in the matter of arrangement, may be readily admitted, and that less time is now given to the subject than previously may also be admitted, but the fact remains that it is the teaching that is mainly in fault. Insufficient attention is given to the logical development of the subject as the pupils move from class to class, and blackboard demonstration has to a great extent been disused. The remedies are obvious: better schemes and more frequent blackboard demonstration are required. With respect to the pupils' articulation and intonation, concerning which so much has been said in this and other districts, while we acknowledge the faults, we at the same time hold that the remedies are more completely in the teachers' hands than ever before. At no time in the history of education has more attention been paid to the production of the characteristic sounds used in the English language. Our system of teaching reading is purely phonic, and if our pupils' speech is marked by slovenly articulation or false intonation the cause must be sought for either in overmastering home influences or in failure on the teachers' part to continue throughout the pupils' school course the practice of the phonic system so well begun in the lower classes. Referring, in a word, to handwriting, we may say that the pupils who presented themselves for the Proficiency Examination wrote their papers in a uniformly creditable manner. This may be due to some extent to the fact that the writing is judged by the style of the work presented, and the pupils accordingly give of their best. It must be admitted, however, that the average writing-lesson affords a conspicuous example of "how not to do it." The pupils' posture is bad, their method of holding the pen is bad, the method of correcting unsatisfactory work is bad, and blackboard instruction is badly neglected.

**ORGANIZATION.**—In this respect considerable advance has been made by the substitution of assistant teachers for pupil-teachers in large infant departments. This arrangement, too long delayed, will place the work of infant-teachers on a new and better footing. The substitution of additional assistants in place of pupil-teachers in schools of Grades V and VI, in pursuance of the Department's plan for the gradual extinction of pupil-teachers, will place these schools in an improved position with respect to staffing, and enhance their efficiency.

**OBSERVATION SCHOOLS.**—We are again glad to testify to the excellent services rendered by these schools to uncertificated and inexperienced teachers. The special certificate awarded by the Board to the head teachers of such schools will be a permanent record of the value of work well and freely done. The proposed model infant department to be established in connection with the new infant school at Wanganui will doubtless lead to an all-round improvement in infant-teaching throughout the district.

**ENVIRONMENT.**—The progress in this direction that we noted in our last annual report continues. Not only have the teachers interested themselves in the matter, but many of the Committees have also shown themselves deeply interested in the improvement of the school grounds. It is to the infinite credit of both teachers and Committees that the bare and forbidding building hitherto known as the school is disappearing, and its place taken by a building surrounded by flower-pots and shrubs, with an experimental garden near by.

**DISTRICT HIGH SCHOOLS.**—These schools occupy a difficult position. Much is expected from a staff that is very inadequately paid. On the one hand the schools are supposed, through the Matriculation Examination, to be in touch with the universities, and, on the other, to be in touch with the primary industries of the district in which they are placed. It is to their credit that they have served these purposes so well. It is not every year that a district high school has the class of pupil to make a success at matriculation, but each of two of our schools gained four matriculation passes last December, not to mention Civil Service passes. Very important is the work of the schools in supplying secondary education to pupils destined for practical pursuits, and, looking at their efficiency from this point of view, we are pleased to note a great improvement on the previous year's work. The staff and the instructors now understand and realize better the Department's intentions. The Board is fortunate in commanding the services as science instructor of Mr. Martin, whose zeal and ability have enlisted the hearty co-operation of the pupils. Great interest was taken by the boys in the purely farm work, as was evidenced by the visits to Mr. Short's Almadale Farm, and no less interest was taken by the girls in their advanced cookery, dressmaking, household management, and hygiene.

**SCHOLARSHIPS.**—The rural course, which has by some been hitherto regarded as a kind of interloper, has at last, by the appropriation of a proportion of the Board's Senior Scholarships to pupils taking the course, been put on an equal footing with the literary course. We may and do supply too many candidates for the public service and the professions to absorb with advantage, but we cannot do too much for the girls and boys who are to produce the country's wealth from the country's primary resources. We have already had proof that in ability the rural-course pupils are in no way inferior to those taking the literary course, and it is satisfactory to know that with respect to scholarships both classes of pupils are to be treated alike.

**CLASSES FOR UNCERTIFICATED TEACHERS.**—The classes established at Mangaweka towards the end of last year were eagerly attended by teachers, who came from far and near. We have reason to know that the work was taken up with enthusiasm by the instructors and the students, and that solid progress was made. The correspondence classes were not so greatly sought after, but with the beginning of the educational year there is reason to think that many of the teachers in remote parts of the district will be glad to embrace the opportunity of securing the tuition necessary for the attainment of their certificates free of cost.

**HOUSECRAFT.**—The special examination in cookery, needlework, and hygiene for Standard VI pupils was held as usual with very satisfactory results. We are glad to acknowledge the services rendered to the cause of domestic training by the ladies who examined the girls in cookery and needlework, and also the services of the medical men who at some centres took classes in first aid.

**PROFICIENCY EXAMINATION.**—It should be put on record that the Committees, through their Chairmen, willingly made suitable arrangements for the supervision of the Proficiency Examinations. It is no small matter for a lady or gentleman to spend a whole day at the somewhat monotonous work of supervision, and it must be taken as a testimony to the interest taken by the Committees in the cause of education that satisfactory arrangements are made with so little difficulty.

**WORK OF THE ORGANIZING INSPECTOR.**—Mr. Stewart visited a large number of the more remote schools in the district, spending two to three or four days in each as necessities of the case required. He devoted himself without stint to his work, and there is ample evidence to show that it was appreciated and that its effects will be permanent.

**APPOINTMENT OF A SPECIAL INSTRUCTOR IN DRAWING.**—If there is in our district one need more than another that should be supplied it is the need of better instruction in drawing. It is with pleasure that we welcome the proposal of the Board to appoint Mr. Watkin as instructor of this branch of primary-school work. Mr. Watkin's visit to schools, to meetings of teachers, and to teachers' instruction classes will, we feel sure, have a great and immediate effect upon the quality of the drawing done in our schools.

**BOARD'S LENDING LIBRARY.**—The library now contains over three hundred volumes, of which between thirty and forty were added during the year; a printed catalogue was also issued. We are glad to be able to assure the Board that the library plays no mean part in stimulating the more studious of the teachers, and in preventing their methods from becoming stereotyped. This year seventy-nine teachers made use of the library, and more than two hundred books were issued. There was a greater demand for works dealing with special subjects, such as the teaching of geography, drawing, handwork, &c., than for those dealing with educational principles, psychology, &c. Books of the latter type were issued to several teachers studying for the higher certificates, and no doubt proved of great service.

**DISCIPLINE.**—Throughout the year there was no serious complaint from any of the Inspectors regarding the discipline of the schools. This means much more than appears from the bald statement. It means that the pupils behave well in school and on the playground; it means that they take their work and play in the right spirit, and that they have a lively sense of the honour of their schools. It is, of course, to the teachers' feeling of responsibility that we must trace this satisfactory state of affairs—to their resource, tact, and power of adaptability. In proof of their adaptability it may be stated that the Board's recent requirement that provision should be made at all schools for organized games during play-hours has in the great majority of cases been fulfilled in the spirit as well as in the letter. In the scheme-books a description of the games is given, and in the playgrounds they are played. It is easy to see how great an aid to the discipline of the schools this arrangement is.

**SOLIDARITY.**—In conclusion, while we remember the great work that the teachers are doing, we must not forget the services rendered by Mr. Grant and Mr. Browne and the other instructors associated with us in the work of primary-school education. Each and all have contributed their quota to the solid body of work done, and we rest in the assurance that service so faithful will not fail of its purpose.

**TABLES.**—The subjoined tables have been prepared partly for the sake of the information that they convey and partly for the purposes of comparison and reference.

TABLE 1A.

Classes.	Number on Roll at Annual Examination.	Present at the Annual Examination.	Average Ages of Pupils in each Class.
Standard VII (including secondary pupils in D.H.S.)...	254	223	Yrs. mos. 15 0
" VI ... ..	919	897	14 0
" V ... ..	1,261	1,237	13 2
" IV ... ..	1,488	1,460	12 2
" III ... ..	1,774	1,717	11 3
" II ... ..	1,656	1,603	10 4
" I ... ..	1,923	1,842	9 3
Preparatory ... ..	5,552	5,095	7 2
Totals ... ..	14,827	14,074	9 10

TABLE IB.

The following are the numbers from the eleven Roman Catholic schools:—

Classes.						Number on Roll at Annual Examination.	Present at the Annual Examination.	Average Ages of Pupils in each Class.
Standard VII	..	..	..	..	..	13	13	Yrs. mos. 14 11
" VI	..	..	..	..	..	63	56	14 3
" V	..	..	..	..	..	86	85	13 4
" IV	..	..	..	..	..	94	92	12 3
" III	..	..	..	..	..	112	112	11 2
" II	..	..	..	..	..	107	106	10 4
" I	..	..	..	..	..	95	94	9 2
Preparatory	..	..	..	..	..	402	379	7 0
Totals	..	..	..	..	..	972	937	9 8

Six other private schools had a total roll of 111 pupils. Hence the total number of pupils on the rolls of the inspected schools in the district at the teachers' annual examination was 15,910, an increase of 580 on the number for 1910.

TABLE II.

In this table are shown the proportion of pupils in the various classes and the average age, both being compared with those for the Dominion.

Classes.	Dominion (1910).		Wanganui (1911).	
	Per Cent.	Average Age.	Per Cent.	Average Age.
Preparatory ...	37.15	Yrs. mos. 7 0	37.45	Yrs. mos. 7 1
Standard I	12.17	9 2	12.97	9 3
" II	11.94	10 2	11.17	10 4
" III	11.44	11 3	11.97	11 3
" IV	10.39	12 3	10.04	12 2
" V	9.10	13 1	8.51	13 2
" VI	6.16	14 0	6.17	14 0
" VII	1.65	15 0	1.72	15 0

The above comparison shows no such striking difference as was noted in last year's report. The percentage of pupils in the preparatory classes continues to rise, but not by as large an increment as was the case for the Dominion.

TABLE III.

Here a comparison is made with the numbers given in 1909 and 1910 for the State schools of the district:—

Classes.		Number on Roll, 1909.	Number on Roll, 1910.	Number on Roll, 1911.	Average Ages, 1909.	Average Ages, 1910.	Average Ages, 1911.
Standard VII	..	273	266	254	Yrs. mos. 14 11	Yrs. mos. 15 0	Yrs. mos. 15 0
" VI	..	912	947	919	13 11	14 0	14 0
" V	..	1,242	1,269	1,261	13 2	13 0	13 2
" IV	..	1,465	1,488	1,488	12 3	12 3	12 2
" III	..	1,602	1,592	1,774	11 4	11 3	11 3
" II	..	1,619	1,727	1,656	10 3	10 1	10 4
" I	..	1,735	1,749	1,923	9 1	9 3	9 3
Preparatory	..	5,117	5,363	5,552	7 0	7 2	7 1
Totals	..	13,965	14,401	14,827	..	..	..

From the table it will be seen that during 1911 there was an increase of 426 pupils on the rolls of the State schools. It is interesting to note that one-third of this increase is due to the

rapid growth of the Waimarino schools. In that district in 1908 there were eight schools with a roll of 399; in 1911 there were fourteen schools with a roll of 808, an increase of 103 per cent. in the three years.

With reference to the proportion of pupils in the preparatory classes, the following are the percentages from 1907 to 1911, inclusive: 33·41, 36·66, 36·6, 37·24, 37·45—a steady increase. We have come to the conclusion that this increase is probably due in the main to natural causes, though in particular cases there is no doubt teachers have kept their pupils too long in the preparatory classes.

[Tables IV and V, being of merely local interest, are not reprinted.]

TABLE VI.—INSPECTION OF SCHOOLS.

Number of State schools inspected during 1911	...	...	...	201
Number of Roman Catholic schools inspected	...	...	...	11
Number of other private schools inspected	...	...	...	6
Total number of schools inspected	...	...	...	218
Number of schools inspected during 1908	...	...	...	199
"    "    "    1909	...	...	...	205
"    "    "    1910	...	...	...	207

TABLE VII.—EFFICIENCY OF SCHOOLS.

The following table shows how the schools in the district stood as regards efficiency:—

	Schools.
Very good to excellent	13
Good	24
Satisfactory	104
Fair	42
Weak	26
Inferior	9

The table includes eleven Roman Catholic schools and six other private schools.

TABLE VIII.—STANDARD VI: PROFICIENCY EXAMINATION.

At this examination 932 pupils were presented, of whom 639 gained the proficiency certificate and 193 the competency certificate. Table VIII tabulates the results for the last three years.

Year.	Proficiency Certificates.	Percentage of Passes.	Competency Certificates.	Percentage of Passes.	Total Percentage of Passes.
1909	578	63·2	194	21·2	84·4
1910	552	58·8	230	24·5	83·3
1911	639	68·6	193	20·7	89·3

The 1911 results were substantially the same as those given for the Dominion in 1910. These were—Proficiency, 68·74 per cent.; competency, 20·53 per cent.; total passes, 89·27 per cent.

TABLE IXA.—JUNIOR SCHOLARSHIP EXAMINATION, 1911.

{Summary only reprinted.}

Number of pupils presented, 82; number of pupils qualified, 57.

The number of schools competing for Junior Scholarships was less this year than in 1910, and only eight new schools entered the arena. The percentage of passes, however, was higher—70 per cent. in 1911 as against 62 per cent. in 1910; but it is disappointing to note that the number of passes was only 0·4 per cent. of the total number of pupils in the district, and only 6·6 per cent. of the Standard VI roll. We do not think our teachers are showing sufficient interest or enterprise in availing themselves of the opportunity this examination offers to win honours for their schools, and at the same time secure the benefits of higher education for their pupils.

With respect to the quality of the work done at the examination, it is very satisfactory to note that 40·7 per cent. of the number of candidates who passed gained more than 500 marks, 400 being required for a pass—a result surpassed but by only one other district, which secured the high percentage of 47·8. We have good reason, therefore, to congratulate those teachers who sent up successful candidates on the excellence of their teaching. Taken in conjunction with the increased percentage of proficiency passes, the Junior Scholarship results plainly point to increased efficiency in the teaching of Standard VI, from which the candidates are mainly drawn.

[Table IXB, being of merely local interest, is not reprinted.]

TABLE X.

This table shows with respect to some of the larger schools what becomes of the pupils who leave after passing Standard VI.

[Summary only reprinted for twelve selected schools included in the table.]

	High School.	Technical School.	Competency-holders remaining at School.	Home.	Farm.	Trade.	Office.	Shop.	Unskilled Labour.
Totals .. .. .	95	74	34	36	20	22	11	12	6

From the above it appears that about 30 per cent. of the pupils who left entered a secondary school, and 25 per cent. attended evening technical classes or entered Wanganui Technical College; while 44 per cent. of those who gained only a competency certificate remained another year to prepare for the proficiency certificate.

## DISTRICT HIGH SCHOOLS.—SECONDARY DEPARTMENTS.

TABLE XI.

[Summary only reprinted.]

	Roll at End of 1911.	Average Roll during 1911.	Admitted at Beginning of 1911 from—		Number of Pupils who during 1911 were spending their—			
			Town Schools.	Country Schools.	First Year.	Second Year.	Third Year.	Fourth Year.
Totals (in eight schools) .. .. .	213	250.4	109	69	178	83	43	10

According to the above table 314 pupils actually attended the secondary classes during the year. It appears from this and previous returns that about half the pupils leave after spending one year in the classes; but it is gratifying to note that during 1911 there were nearly twice as many third-year pupils as in 1910, whilst the number of fourth-year pupils more than doubled.

TABLE XII.

The following table has been compiled to show to what extent the secondary departments in district high schools are of service in country districts. The returns show that more than 30 per cent. of the pupils travel over five miles to school, a fact which proves in a very decisive manner the value of such schools in farming districts.

[Summary only reprinted.]

	Number of Pupils who during 1911 were living at a distance from School of—			
	Not more than One Mile.	Between One and Three Miles.	Between Three and Five Miles.	Over Five Miles.
Totals .. .. .	141	43	31	93

TABLE XIII.

This table is submitted to show to what extent secondary pupils in the district high schools avail themselves of the special rural course of instruction.

[Summary only reprinted.]

	Average Number of Pupils who during 1911 took the—	
	Literary Course of Instruction.	Special Rural Course of Instruction.
Totals .. .. .	156	117

TABLE XIV.—CANDIDATES FOR ENTRANCE TO THE TEACHING PROFESSION.

Year.	Total Number of Candidates.	From Secondary or District High Schools.	From Primary Schools.	Scholarship.			
				Passed Matriculation.	Passed Civil Service Junior.	Passed Senior Free Place.	Passed Standard VI only.
1911 .. ..	44	38	6	7	13	10	14
1910 .. ..	55	36	19	5	7	6	37
1909 .. ..	42	29	13	17	5	..	20

We are, &c.,  
 GEO. D. BRAIK.  
 JAS. MILNE.  
 T. B. STRONG.

The Chairman, Education Board, Wanganui.

## WELLINGTON.

Wellington, February, 1912.

SIR,—

We have the honour to submit our annual report on the educational work of this district for the year 1911.

STATISTICS.—The total number of schools in operation during the past year was 169, an increase of six on the number for 1910. The following summary shows the numbers in the various classes, with the average ages of the pupils in attendance:—

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in each Class.
Standard VII .. ..	306	292	Yrs. mos. 15 3
" VI .. ..	1,478	1,451	13 9
" V .. ..	1,749	1,721	12 11
" IV .. ..	1,979	1,945	11 8
" III .. ..	2,034	1,988	11 0
" II .. ..	2,199	2,127	9 9
" I .. ..	2,082	2,007	9 1
Preparatory .. ..	6,262	5,895	6 11
Twelve Catholic schools .. ..	18,089 1,453	17,426 1,379	9 9 ..
Totals .. ..	19,542	18,805	..

These totals show an increase in Preparatory, Standard II, Standard IV, Standard VI, and a decrease in Standard I, Standard III, Standard V, and Standard VII, leaving a balance of 207 more children for the year.

	Pre- paratory.	Stan- dard I.	Stan- dard II.	Stan- dard III.	Stan- dard IV.	Stan- dard V.	Stan- dard VI.	Stan- dard VII.	Schools.
1911 .. ..	6,262	2,082	2,199	2,034	1,979	1,749	1,478	306	169
1910 .. ..	6,139	2,151	2,041	2,050	1,906	1,855	1,386	365	163
	+123	-69	+158	-16	+73	-106	+92	-59	+6

Compared with those of last year these figures call for no special comment, except in the case of Standard VII, where we find a decrease of nearly 20 per cent. This is due to circumstances over which we have no control—in the city it is accounted for by the increased accommodation provided by the secondary schools, in the country by the unsuitability of the railway time-table. The establishment of a district high school at Eketahuna should more than compensate for the decrease in the rural high schools.

One feature, however, of the local distribution of our numbers calls for some remark. Though the steady annual increase in the roll-number for the district as a whole is maintained, the increase is practically confined to city and suburban schools and the schools on the Manawatu

line. In fact, if the Masterton town schools are included with the city schools, there is a marked decrease in the roll-numbers of the rest of the district, as a comparison with the corresponding totals of ten years ago clearly shows:—

	1901.	1911.
Roll of schools on Manawatu line ... ..	1,060	1,722
Roll of city and suburban schools, including Masterton ...	9,770	12,321
Roll of schools in rest of Wellington District ... ..	4,411	4,046
	15,241	18,089

which means that, omitting the two Masterton schools, the rolls of the schools north of the Rimutaka and south of the Hawke's Bay line show a decrease of 9 per cent. in ten years, although the actual number of schools has in the same period increased from 92 to 103.

EFFICIENCY.—A summary of details contained in our examination and inspection reports gives the following result for 1911 as compared with 1910:—

	1911.	1910.
Satisfactory to very good ... ..	151	135
Fair ... ..	12	18
Inferior ... ..	6	10
	169	163

This shows a most commendable improvement—the fact that 90 per cent. of our schools are in a satisfactory condition is a matter for congratulation to all concerned. The unsatisfactory condition of small rural schools and the disabilities under which they work have been specially commented on by the parliamentary Education Committee, and various remedies have been suggested by educational authorities. We have recognized that the problem is one most difficult to deal with in a sparsely settled country. Whatever else might be done, our duty in the matter was obvious, and with practically no exceptions we have given the maximum amount of time to the lower grade schools, in every case carefully examining and classifying all pupils, and, where necessary, paying a third visit. We have been gratified at the response made by our country teachers. The weakness of the school has often been the result simply of the teacher's want of experience. The advice willingly received and acted on has resulted in immediate improvement. For example, in the Pongaroa district, where backblock disadvantages certainly reach their maximum, we have this year been able to report that fifteen schools out of the total of sixteen are classified as satisfactory to good.

During Mr. Tennant's absence in England the Board made use of the services of Mr. W. T. Grundy as an Inspector. As Mr. Grundy is a teacher of high standing and long experience, both in England and in the Dominion, it may be of interest to give some of the impressions formed by him while engaged on inspectorial work. He writes: "In most of the small country schools I was impressed with the fact that the teachers were striving loyally and earnestly to do their best for the children, and the work was in many cases of a higher order of merit than I had expected to find. There was close supervision of written work, which in most cases was very neatly done, and evidently an earnest endeavour was being made to meet the requirements of the standards of education in every possible way. The children, too, were more responsive than I had expected to find them, and it is evident that the leaven of the spirit of the new education is working, and is having a beneficial effect on education in these remote districts. Great credit is due to many of the country teachers for the care they bestow on the upkeep of the Board's property. In connection with some of even the smallest schools there are beautifully kept gardens in which the pupils work, and from which, educationally, they undoubtedly obtain much profit as well as enjoyment."

A reference to the annual report of the Inspector-General of Schools shows that apparently no explanation satisfactory to the Department has been forthcoming with regard to the increased proportion of children in the preparatory classes, the length of time they are kept there, and the consequent increase in the average age of Standard VI. While careful to acquit Inspectors and teachers of any direct blame, the report this year again emphasizes the gravity of the position, and it is evidently the desire of the Department that district authorities should make some attempt to remedy matters—presumably by accelerating the promotions into standard classes. The question is undoubtedly one for very serious consideration, and we append a table showing a comparison between the average standard ages for Wellington District and for the Dominion:—

Average Ages.	Preparatory.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
	Yrs. mos.	Yrs. mos.	Yrs. mos.	Yrs. mos.	Yrs. mos.	Yrs. mos.	Yrs. mos.
Dominion ...	7 0	9 2	10 2	11 3	12 3	13 1	14 0
Wellington ...	6 11	9 1	9 9	11 0	11 8	12 11	13 9

Percentage of pupils in preparatory classes—Dominion, 37.15 per cent.; Wellington, 34 per cent.

First, as to the length of time children are kept in the preparatory classes. In our district, this increase in the preparatory age has been accompanied by a corresponding decrease in the length of time taken to pass through the subsequent standards. Moreover, if the increase has had no more serious result than that of raising the average age of Standard VI by three months (the statistics for the last three years do not indicate the probability of any further increase), we do not see that the primary pupil is necessarily any the worse for such extension of his primary

course; rather, in view of the stress which the syllabus very properly lays on the importance of quality of work as compared with quantity, we think it may be of distinct advantage to him. And as to what would appear from the report to be the more serious objection—viz., “that the present length of the primary course postpones the beginning of the secondary school courses of our boys and girls to a higher age than is desirable”—desirable, that is, in the interest of those taking up the secondary courses—this, after all, may be a matter of opinion, more especially so, seeing that the course of the average secondary school is merely a preparation for Civil Service or Matriculation Examinations. In any case it must be borne in mind that the education of the majority of our youth finishes with the primary schools, and, until it is made perfectly clear that the interests of this majority are not going to suffer, we are not in sympathy with any attempt to shorten the time of the present primary course. If it is thought necessary or even desirable to begin secondary work a year earlier, this result should be attained, as we have said before, by a closer correlation of primary and secondary curricula, and not by a mere process of “speeding up” the pupil’s progress through the primary course as at present constituted.

**STAFFING AND APPOINTMENTS.**—The difficulties of management owing to inadequate staffing have hitherto been most acute in Grades V and VI, but the extension by the Department of some of the provisions of the Education Amendment Act, 1908, to schools in these grades will afford most welcome relief, and we confidently look forward to improved efficiency in organization and general work. There is a growing disinclination on the part of certificated teachers to offer themselves as candidates for country positions. The last list of vacancies advertised by the Board brought forth applications from fifteen certificated teachers for a position of £90 to £105 at Wadestown, while for a similar position at Fernridge there was not a single certificated applicant. It is very evident that some definite scheme of making appointments is necessary if the children in the country districts are to receive the benefits of the trained teaching capacity to which they are entitled.

**SCHOOL LIBRARIES.**—It is gratifying to note the improvement that has lately been apparent in the libraries of many of the schools. Committees and teachers have always recognized the importance of the library as a valuable adjunct to school work, but, as their main difficulty in establishing and adding to a library has always been want of money, the Board has declared its willingness to supplement funds raised in the district for the purchase of new books. At the same time, a list of suitable books has been published by the Board. Since the practice of granting subsidies was adopted, more than thirty schools in the country have availed themselves of the Board’s liberality.

**ENGLISH SUBJECTS.**—Reading, on the whole, is accurate and fluent, and, looking at the subject from the point of view of what, after all, is its most important function—viz., as an educational instrument by means of which the child is enabled to acquire information through the intelligent comprehension of written language—we are satisfied that good work is being done; but before we can hope to approach to the ideals in accent, modulation, and delivery which constitute really cultured reading, a higher standard must be set than the term marks of the average teacher would indicate. With the treatment of recitation we have little fault to find, so far as the memorizing of the regulation number of lines is concerned, but only in a limited number of schools do we find it reaching a standard of any elocutionary merit. We, however, attach most importance to it as a means of cultivating in the children some idea of literary taste, and some appreciation of what is really admirable in literary expression, and with this view we are including in our next issue of additional readers a series of poetry books which we hope will be found suited to the requirements of all standards. Composition as judged by the set essay is also satisfactory, and there is evidence of improved freedom of expression, more especially in the lower classes. We attribute this to the more rational treatment of the subject that the present syllabus has made possible. There is now less attempt to teach composition by mechanical grammatical formulæ, and a saner system is being adopted which recognizes that the real essentials for ready verbal expression by the child are ideas, and words with which to express those ideas. As an aid towards this treatment of the subject all junior classes, more especially the preparatory classes, have by means of the Government grant been supplied with varied selections of story-books and continuous readers. The results have been excellent, the teachers taking full advantage of this means of increasing their pupils’ vocabulary, and familiarizing them with model language forms from some of the best specimens of English literature. All this is in the right direction, but, as we point out further on, much more remains to be done before the teaching of English occupies that position in our education system that its importance demands. The efficiency mark for spelling is “good,” and for writing “satisfactory” to “good.” We are not inclined to accept excuse for pronounced weakness in either of these subjects, as we invariably find such weakness the result of defective discipline and careless supervision. Spelling is mainly a matter for the eye, and we have noticed instances where teachers have placed too much reliance on word-building, to the neglect of dictation and the training of the eye during the reading lesson. We do not wish this statement, however, to mean in any way a depreciation of phonics, the use of which we would like to see much extended, nor of word-building—an excellent language lesson and effective aid to the teaching of composition, especially in the lower standards, but it is hopeless to expect to deal with the inconsistencies and contradictions of English spelling by these means alone.

**ARITHMETIC.**—The condition of arithmetic shows no change. Up to and including Standard IV it is “satisfactory” to “very good,” in Standard V it is “weak,” and in Standard VI “fair” to “satisfactory.” We here again express our opinion that the excessive demands made in arithmetic by the ordinary school examinations not only seriously retard the pupil’s progress in other and more important subjects, but absolutely render impossible a rational treatment of the subject itself. In its “Suggestions to Teachers” the English Board of Education lays special emphasis on the danger to the effective teaching of arithmetic arising from undue attention to

abstract and difficult examples. This result of facing the child with problems of undue difficulty and complexity, problems which really belong to the domain of algebra, has been that our teachers are driven to sacrifice instruction in principles to the mere working of examples as types. By constant repetition and mechanical drill the pupil is familiarized with these types, with the very words in which they are expressed (the "cue" words as they have been aptly called), till by wearisome practice he becomes habituated to the processes required for their solution. When examination tests conform to these familiar types, the pupil passes; but when the tests deal with unfamiliar matters, or are expressed in unfamiliar phraseology—that is, when the "cue" words are missing—the pupil fails. The problem in arithmetic makes a threefold demand on the child—(1) comprehension of the language in which the problem is set out; (2) comprehension of what is required to be done in order to solve the problem; (3) knowledge of the mechanical operations in arithmetic necessary to get the answer. The first, as Professor Suzzalo points out, is a question of language; the second is a question of reasoning-power. Our contention is that the bulk of problem work in arithmetic not only deals with facts and circumstances that do not lie within the experience of the average child of twelve or thirteen years of age, but, as a rule, it is beyond the natural scope of his reasoning-powers and comprehension of language, and that, instead of these faculties being cultivated with the object of enabling the child to cope with such work in a rational manner and to derive real educational benefit from it, valuable school time is being wasted in the acquisition of what at best is a merely factitious facility in getting answers. Opinions, of course, differ, but facts speak for themselves. No subject receives so much attention in our primary system as arithmetic: at least 20 per cent. of the child's school life is devoted to it, and it cannot be pretended that the results are in any way commensurate with this expenditure of time and teaching energy. The practical business man is not satisfied with the working knowledge of figures possessed by the boy who enters his office, nor is the secondary teacher satisfied with the arithmetic of the pupil who takes up his secondary course. We have dealt rather at length with this matter, because we feel convinced that reform is necessary, and, in our opinion, this reform should be on the lines set out by the Conference on the Teaching of Arithmetic in the London Elementary Schools, which advocates, in place of the old treatment of arithmetic, a correlation of arithmetic, elementary algebra, and geometry, under the heading of "elementary mathematics," and a return to the solution of all problems in proportion, profit and loss, interest, &c., by means of simple algebraical and graph methods. A reform on such lines would not only be a saving of time at present wasted in useless effort, but, by making possible closer correlation, would go far towards bridging the gap that at present exists between the primary and secondary courses.

**HISTORY.**—History is the least satisfactory of our school subjects. There is a lack of definite aim in its general treatment, and too much reliance has been placed on the dreary compilation of facts and dates which have hitherto done duty for text-books. After most careful consideration, a new publication, "The High-roads of History," has been issued to all our schools. The books have been so selected as to enable the subject to be treated on the periodic system in large schools, while in the case of small country schools it has been thought better (in view of the shorter school life and more broken time of the pupil) to adopt the concentric system. The series, which is beautifully illustrated and possesses high literary merit, provides not only a thoroughly comprehensive course of British and colonial history, but contains also a survey of ancient history sufficient for all reasonable requirements. But, after all, no book can supply the place of intelligent teaching, and no subject is more difficult to teach, or demands more skilful treatment, than history, and we heartily welcome the recent amendment in the Department's regulations which ensures that for the future proper prominence will be given to this subject in the professional training of the teacher himself. The absence of history from the compulsory subjects for a certificate, by depreciating its value in the eyes of the teacher, has in the past encouraged him to neglect what is really a most important branch of English literature.

**GEOGRAPHY.**—There is probably no more hopeful sign that the new education is coming to its own than the vast improvement apparent both in the methods of treatment and in the selection of matter in connection with geography. One proof of this is the fact that it is probably now the favourite subject with the majority of children. Much crude work is still done; too great a dependence is still placed on books, and too much is often attempted, but, notwithstanding these faults, there is much solid gain. We are often asked by teachers, overanxious as to examination results, for a more definite syllabus, and, to a certain extent, we must sympathize with what is really the outcome of a conscientious desire to fulfil official requirements. It should be remembered, however, that these requirements concern mainly competitive scholarship tests, and a return to a definite syllabus would be a return to text-books and the inevitable cram. Except where the teacher is an enthusiast in such work, much of the mathematical geography might reasonably be left for the secondary school course. We are pleased to note the increasing use made by pupils of their own atlases.

**ELEMENTARY SCIENCE.**—Nature-study, elementary agriculture, physiology and first aid, physical measurements, and in a few schools elementary chemistry, are taken in accordance with syllabus requirements. On the whole, good work is being done, more particularly along the lines of deepening the pupil's interests and strengthening the more formal work of the school. Geography, drawing, composition, and arithmetic should specially benefit from a wise correlation with elementary science. We are all too ready in the press of school work to forget that if science is to justify its retention on a primary-school syllabus—a point on which educational authorities are far from being unanimous—it can do so only by giving opportunity for a direct appeal to facts and first-hand experiment. Our teaching still tends to be too didactic. Rousseau (not Professor Armstrong) said, "Let your pupil know nothing because you have told him, but because he has comprehended it himself. He is not to learn science, but to discover it. If you ever substitute authority for reason he will be but the sport of others' opinions." We need not necessarily

pursue this heuristic method to the *reductio ad absurdum* of making every step forward a laboratory experiment. The child is still the "heir of all the ages," and his deductions from information wisely given or facts judiciously brought under his notice may still be heuristic. We are on perfectly safe ground so long as we give the pupil an opportunity of responding either physically or mentally to impressions made in any way by our teaching. Further and more important even from the pedagogic point of view is the continued insistence on clear oral or written statement of facts observed and of inferences drawn. This more than any other factor has conduced to Germany's educational pre-eminence. Critics of German methods have noted the fact that the so-called science lesson is rather a lesson on the command of the mother-tongue than a science lesson *ad hoc*.

Reading, recitation, history, and much of B geography, supplying as they do the humanistic side of our syllabus, apart altogether from their individual importance, afford the teacher the most direct means of appealing to the child's imagination, of cultivating his moral sense, and of building that foundation of "many sided interests" on which alone the future character of the child can be developed. We are aware that to the often bewildered teacher Inspectors' reports at times seem fairly to bristle with suggestions and details of technical criticism, and, for our part, we would willingly forego our special privilege of giving further "counsels of perfection," if by so doing this one aspect of our English teaching could be emphasized. This change in the treatment of English has certainly begun with us, but in no department of school work are we so far behind the older countries. There is no reason why we might not soon be abreast of them: our children are at least as intelligent, and our teachers as capable and painstaking. We lack, perhaps, local traditions and historic associations, but this is only another reason for emphasizing this side of our work. In practice this aim will mean for the pupil less time given to mechanical arithmetic, spelling lists, formal grammar, isolated geographical and historical facts; more time for the reading of literature and biography and the discussion of the romance of history and geography. For the teacher it means wider reading, closer touch with human interests, and higher ideals, for which, though the rewards may not be immediately apparent in examinations, there will surely come a keener interest and a more active mental response in all the work of the school.

NEEDLEWORK AND DOMESTIC ECONOMY.—Of late years there has been a most beneficial movement towards making the girls' training bear more intimate relationship to the home life. Hence the introduction of cookery, laundry work, housewifery, physiology and hygiene, &c. In all these subjects good work is being done in our district, and a wise mean is maintained between their purely vocational and their educational values. There is still room, however, for closer correlation between them and the ordinary school course. In the needlework we feel that some of the syllabus requirements might be modified to allow, particularly in the higher standards, of drawing and design taking the same place with regard to sewing that it now takes with woodwork. In cookery and laundry work arithmetic should lead to the keeping of household accounts, which might be made as truly educative and certainly of more utility for primary children than, say, obsolete computations in compound interest or calculations as to the time required to empty or fill a bath by the somewhat unusual method of keeping the supply and waste pipes open at one and the same time. Physical drill and games should form a natural complement to the more theoretical treatment of physiology and hygiene.

DISTRICT HIGH SCHOOLS.—The number of district high schools in our province remains the same as for 1910, nor has any change been made in the programme of work undertaken. The rural science course inaugurated in 1909 has fully justified its establishment. Good work has been done, and this year there was keen competition for the Board's B or Rural Senior Scholarships reserved for those taking the rural course. Marks are allocated as follows: (1) For Junior Civil Service papers, 1,500; (2) for practical work and oral examination, 50. We were specially pleased to find the general improvement in the practical work as evidenced in these scholarship examinations. Practically all opposition to the introduction of this course in our district high schools has disappeared; in fact, criticism has rather taken the form of "asking for more." In last year's report we stated plainly the limitations of this work—"it was inaugurated to bring about a more intimate relation between the course of instruction in the district high schools and rural pursuits." This purpose it is satisfactorily accomplishing, but parents find that after the completion of two years, students are at the end of a road which should lead right up to an agricultural college—the natural complement to such a course of instruction. Though somewhat outside our province, we would like strongly to support the claim for such an institution. Its absence (for Lincoln College is full, even if it were not so far away) gives some reason for the demand that our district high schools should develop more on the lines of the purely vocational schools of America or Switzerland. We do not wish it to be inferred from these remarks that the "rural course" without this scope-stone of a specialized school of agriculture is in any way a failure even for those boys who intend to go on to the land. Such is not the case, for we feel confident that the high school pupil will take to his life's work an added interest in rural affairs, and a mind quickened to grapple with the problems of the farm.

PHYSICAL INSTRUCTION.—Military drill and physical and breathing exercises are well taught, and the practice adopted of devoting ten or fifteen minutes daily to deep-breathing and a few free exercises is to be commended. These exercises, however, are not sufficiently made use of to influence the bearing and deportment of the children, and we have had to impress upon teachers the necessity of paying attention to "a careful cultivation to correct posture at writing or other lessons." Swimming is taught in a number of schools in the country as well as in the chief towns. Organized games also form part of the physical instruction in the larger schools, and the extra time given by many of our teachers to instruction in sports is commendable. While recognizing the value of games as an important factor in the training of the young, we cannot but feel that a real danger exists in allowing these games to take up too much of the school time, and to occupy

the minds of the scholars to the exclusion of school work. We are constrained to give this warning, as there are signs that in some of our city schools, football, an excellent game in its proper place, has lately been engaging too much of the attention of many of our boys.

**SINGING.**—School music has such an important bearing on the cultivation of taste, the appreciation of rhythmic values, perfect obedience to control and the corporate life of the school, that we submit some lines along which we feel it might be improved: (1) As with physical drill, the substitution of several short intervals in place of the weekly longer lesson; (2) the wiser selection of school music (*vide* Appendix VI, Suggestions to Teachers); (3) the closer correlation with poetry, the masterpieces of prose literature, and great events of history; (4) the continual necessity for demanding sweetness and purity of tone.

We are fortunate in securing for the instruction of our teachers the services of such an expert in music as Mr. Parker. In reporting on this subject he says, "I have given two courses of lessons to teachers and pupil-teachers; one in Wellington and one in the Wairarapa. The lessons included all the points comprised in an adequate treatment of the subject of school-singing, breathing, voice and ear training, time, tune and enunciation, all of which were dealt with as thoroughly as time would allow. The attendance and the work done at the Wellington class was, on the whole, satisfactory, but the Wairarapa class was one of the best I have held. In spite of variable and sometimes very unfavourable weather, some thirty-five teachers from all parts of the district assembled every Saturday and followed the lessons with the keenest interest." Mr. Parker visited several schools during the year, and he adds, "These visits have convinced me of the great improvement which is being made in this branch of school work. Naturally, the results—depending, as they do, so much upon the personality of the teacher—are not of uniform excellence, but I can safely say that the worst singing I heard in these schools was at least equal to the best of a few years ago. Increased attention is now being paid to the important matters of breathing and voice training, both of which have, apart from immediate pleasurable results, far-reaching effects in after life."

**DRAWING AND HANDWORK.**—Steady progress is being made in handwork and in such branches of drawing as freehand, free-arm, and brush work. In object and nature drawing the improvement, however, is slow. While the number of teachers who are using natural objects instead of flat copies only is increasing, a want of the correct knowledge of the underlying principles of drawing is often responsible for a badly graded selection of objects. During her engagement as art instructor to teachers and students, Miss Lee did much to supply this knowledge, and we hope the Board will appoint a successor to continue the work she began so well two years ago. In only a few schools—mainly those where drawing is carefully correlated with such subjects as woodwork, cardboard modelling, physical measurements, and arithmetic—is instrumental drawing effectively taught. In many schools it is a negligible quantity, and in others very little is done. There is no excuse for this neglect of a branch of drawing most important for all children, and in the higher branches more especially for boys. The appointment of an additional instructor in woodwork enabled the number of classes to be increased. In the practical work of cookery and dressmaking a steady advance is being made, and when the lady selected in England for the purpose of supervising the subjects of a domestic course takes up her duties, we look forward to a considerable improvement in the instruction of such subjects as physiology, domestic economy, and hygiene, and we hope to see laundry work added to the programme. When handwork was added to the syllabus it was given a separate place in the work and programme of the school, and treated as an isolated subject introduced for the purpose of forming "a counter-irritant to bookwork." But as teachers gradually perceived that, by correlating different branches of handwork with other subjects of the syllabus, the general work made a steady advance, manual instruction gradually came to be looked upon more as a method than as a subject, and as a method of applying educational principles it has certainly justified its existence. In giving grants for manual instruction certain restrictions as to the time given to practical work have been laid down. These limitations were probably justified while the work was new, but the time has now come when some of them might well be dispensed with. Their retention tends to make a teacher treat the subject as isolated, and hampers him to some extent in applying the methods of manual instruction to other subjects. We are not suggesting a lessening of the time given to practical work, but in cases where handwork has been correlated with such subjects as, say, geography or arithmetic, these restrictions are apt to encourage the teacher to subordinate the interests of the main subject to a lesson on handwork.

**TEACHERS' CLASSES.**—At Wellington and Masterton instruction classes for teachers, pupil-teachers, and probationers were held in freehand, model, blackboard, and geometrical drawing, brushwork, design, woodwork, cardboard modelling, cookery, physiology, physical measurements, singing, and drill, and towards the end of the year Mr. Cumming gave a course of lectures in elementary agriculture at Pahiatua. Those teachers who attended were greatly interested, and improved work in elementary agriculture and nature-study may confidently be expected in their schools. The unfavourable weather-conditions which prevail in the Pahiatua County interfere considerably with the attendance at such a class, but as there are many teachers in this district whose school work would be greatly benefited by these lectures, we hope to see a larger number taking advantage of them this year. Twenty-one teachers, representing fourteen schools, attended at Greytown for two weeks during the month of September for the purpose of receiving instruction in elementary agriculture and nature-study from Mr. Davies and Mr. Cumming. In reporting on the work, the instructors say, "We desire to express our appreciation of the excellent working spirit displayed by the class as a whole, and especially by those teachers in residence who returned to the laboratory night after night, evidently bent on making the most of their opportunity." An inspection visit paid to the school confirmed the good opinion of the work as given by the instructors. During the year the Department made a grant for the purpose of assisting

uncertificated teachers in outlying districts to obtain a "full qualification." As the Board was at liberty to expend this grant either in establishing correspondence classes, or in maintaining classes at a suitable training centre, it decided to give some teachers in the "backblocks" a month's instruction at the Training College. Ten teachers were selected for this purpose, and classes for their instruction are now being held. As these teachers will have the opportunity of observing classes, not only at the Training College but at other schools in the city, this arrangement is preferable to the establishment of correspondence classes alone. Moreover, the instructors at the Training College will also arrange to give assistance by correspondence during the year. The practice of holding such classes at the Training College during either the summer or the winter months is one that will be of such great benefit to the small schools in the country that we strongly recommend its continuance.

In concluding this report we would again express our appreciation of the whole-hearted and spontaneous support afforded to us in the performance of our ordinary duties by our teachers as a whole. We have every reason to know that the Board is fortunate in having in its service a body of men and women whose character and professional attainments are without question, and on our own part we feel we have every reason to congratulate ourselves on our association with fellow-workers whose loyal co-operation and strenuous endeavour have been the chief factors in maintaining the high educational efficiency of the district.

We have, &c.,

T. R. FLEMING,  
F. H. BAKEWELL, } Inspectors.  
J. S. TENNANT, }

The Chairman, Education Board, Wellington.

#### APPENDIX.

##### SUMMARY OF ROMAN CATHOLIC SCHOOLS.

Standard Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in Each Class.
Standard VII ... ..	14	11	Yrs. mos. 14 6
" VI ... ..	111	108	14 4
" V ... ..	140	134	13 4
" IV ... ..	149	143	12 7
" III ... ..	190	178	11 4
" II ... ..	149	145	10 5
" I ... ..	181	172	9 2
Preparatory ... ..	519	488	...
Total ... ..	1,453	1,379	...

#### HAWKE'S BAY.

SIR,—

Inspector's Office, Napier, 2nd February, 1912.

The seven months that have elapsed since my return from England have barely sufficed for visiting all the large and small schools of this extensive district, but the majority of them have been visited, and previous to the commencement of the midsummer vacation Mr. Smith and I had finished the annual visit to all the schools, with four exceptions. These would have been duly examined but for circumstances over which the Inspectors had no control.

One hundred and thirteen Board schools and twelve household schools were in operation at the end of the year. Excluding the household schools, all were visited either once or twice during the year, and, with the exception of four, were duly examined. In addition, nine Catholic and three private schools were examined and reported on in the usual way.

For the year ended 31st December, 1911, the average school roll of attendance was 10,423, and the average attendance 9,223, which represents 88·4 per cent. of regularity of children at school for the year. No records are available to show the regularity of pupils attending other than Board schools, but it would be well if such were sent to the Inspectors for their information, as the same conditions as to attendance at school should operate for all children throughout the district.

Regularity in the attendance of children at school has been hindered very much owing to the existence of sickness. In quite a number of schools children have suffered from measles, mumps, influenza, and fevers, yet the regularity of children in some of the schools has been unusually

good. Thus, at Matamau, a bush district near Dannevirke, the average regularity for the year was 97 per cent. of the roll number, and for three years the same school has maintained a regularity of over 96 per cent. Other schools might be named, notably large ones like Napier Main and Gisborne, where the regularity exceeds 90 per cent., and the small country schools would show even better results than they usually do but for the bad state of roads during the winter months.

The number of teachers in the service of the Board is 321. These include pupil-teachers, probationers, uncertificated teachers, holders of licenses to teach, and those holding certificates of qualification from the Department of Education. These latter number 185. The adult teachers in the schools number 250, of whom sixty-five are without teaching qualifications. The latter form the Ishmaelites of the teaching profession, and something ought to be done to bring them under more effective working conditions. The Inspectors require to be brought into much closer touch with this class of teacher than is the case at present, for school efficiency is an utter impossibility where the Inspectors are so impotent as to be unable to effect any improvement under the present arrangements.

The annual returns, as representing the number of children attending school at the time of the examinations, naturally show different results from those supplied quarterly. On the days fixed for the annual examinations there were 10,595 children returned as belonging to the Board schools, and of this number 10,240 were actually present at examination, or 96.6 per cent. of the whole.

The following tabulation gives grades of schools, number of schools in each grade, and pupils in each standard for all schools in the district. Information is also given with respect to Roman Catholic and private schools:—

Table II.—Catholic Schools (Nine Schools).

	Roll.	Present.
Standard VII ... ..	2	2
„ VI ... ..	54	52
„ V ... ..	100	99
„ IV ... ..	101	94
„ III ... ..	124	114
„ II ... ..	98	105
„ I ... ..	99	78
Preparatory ... ..	334	265
Totals ... ..	912	809

Table III.—Private Schools (Three Schools).

	Roll.	Present.
Standard VII ... ..	0	0
„ VI ... ..	7	7
„ V ... ..	9	9
„ IV ... ..	4	4
„ III ... ..	6	6
„ II ... ..	4	4
„ I ... ..	14	14
Preparatory ... ..	20	18
Totals ... ..	64	62

Table No. 1 [not reprinted], stating the number of schools and total attendance in each grade, shows there are twelve household schools with a total roll of 55 pupils, or 4.6 pupils for each school and teacher; twenty-two schools with a total attendance of 312 pupils, or 14.2 pupils to each teacher; and if the three lowest grades of schools are taken, they include fifty-eight schools, with a total roll of 913 pupils, or an average for each teacher of 15.7 pupils. Including pupil-teachers, probationers, and uncertificated teachers, there was one teacher for every unit of 32.4 pupils in the schools under the Board at the date of the annual examination.

In a former report attention was called to the leakage that goes on in schools in the case of pupils between Standards IV and VI. Thus, Standard V is returned as containing 836 pupils. This was Standard IV for the year 1910, which then contained 1,034 pupils, showing a loss during the year of 198 pupils. In the same way Standard V, at the end of the year 1910, contained 947 pupils, but as Standard VI for the past year they have fallen to 646, or a difference during the year of 301. In other words, over 30 per cent. of Standard V pupils left school without passing Standard VI, and over 19 per cent. of Standard IV pupils left without completing the Standard V course. Results such as these cannot be deemed satisfactory, and unless action is taken to stay the withdrawal from school of so many pupils at the most important period in their training, a great waste of educational effort will go on and a serious injustice will be done to hundreds of children who cannot help themselves.

The annual synchronous examination for proficiency certificates took place on Friday, 15th December, in fifty-six centres—viz., nineteen centres in North Ward, twenty in Middle Ward, and seventeen in South Ward. All the necessary arrangements for candidates are made by each principal teacher of a school where an examination is held, so that supervisors have merely to carry out the instructions sent them from the Board's office. Candidates presented themselves from 100 schools—viz., eighty-seven Board schools, eight Catholic, three private, and two high schools.

The following table shows in summary form the number of certificates earned by the different candidates :—

Number of Schools.	School.	Total Entrants for Examination.	Total examined.	Absent from Examination.	Certificates issued.		Failed.
					Proficiency.	Competency.	
87	Board schools ...	696	634	62	431	134	69
8	Catholic schools ...	63	51	12	34	10	7
3	Private schools ...	8	7	1	5	2	...
2	High Schools ...	19	19	...	12	3	4
100		786	711	75	482	149	80

The examination for proficiency certificates is held after the departmental examination for the Junior National Scholarships, and as late as possible in the school year. This throws a large amount of examination-work to be done during the Christmas holidays, but it has its compensating advantages, for the regularity at school is vastly improved and teachers are able to carry on their own term examination for promotions without anxiety.

It is assumed that the Junior National Scholarship Examination and that for proficiency certificates are based on a similar standard, but a comparison of the results in the two examinations goes to prove that either the old standard of preparation in the Board schools is not being maintained or that the taking of extra manual instruction in the schools is of no benefit, but rather a hindrance in the examination for National Scholarships. Thus, in the recent examination for the Junior National Scholarship 153 pupils from forty-one schools—viz., thirty-eight Board and three high schools—were entered, and of the total number, seventy-two, or a little over 47 per cent., succeeded in obtaining 50 per cent. of the possible marks. Some efficient schools had not a single candidate with 50 per cent. of marks, and very few schools acquitted themselves with credit. These facts are mentioned in order to direct the attention of teachers to the need of studying the trend of the departmental tests in the scholarship examination, because there is no reason, as far as I know, why there should be different standards for the proficiency certificate. The papers examined by myself for the proficiency certificate showed traces of weakness here and there, but, on the whole, the papers gave evidence of careful training and preparation. My *confrères* also who took part in the examination found much of the work satisfactory, and some excellent. Subjects like reading, writing, spelling, elementary agriculture, woodwork, with cookery and dressmaking for girls, form no part of the scholarship examination, but much importance is attached to "general knowledge," in which two separate papers are given. General knowledge, as far as the Inspectors in this district are concerned, is taken orally, and unless more specific directions are given, I fear the children in country districts will be unable to compete against pupils who work under more favourable conditions. Our efforts are made in the direction of making "general knowledge" specially adaptive to environment, and this is fostered by us when visiting the schools representing different aspects of life. A country lad knows a good deal about birds, their nests, their eggs, and a score of similar local and interesting subjects, just as a town lad knows about trains, shops, and scores of other things that are not familiar to country children. Our examination aims to foster observation of a general character as applied to particular localities or conditions, and if the preparation is on wrong lines, the fault, I fear, belongs to myself rather than the teachers, for I conceive that nature-study, if it is to be worthy of the name, must, in the first place, be observational, and, secondly, it must be closely adapted to environment.

But whilst directing attention to certain aspects of examination, the annual class promotions suggest a tendency to pass on into Standard VI pupils who are barely qualified to overtake the full demands of the final standard now that the work has been extended by the introduction of manual instruction. The desire to promote pupils who are somewhat below the requirements offers a great temptation to some teachers, but whilst it may be practised under certain conditions in the lower standard classes, it often leads to disastrous results in the upper. A good broad foundation in the preparatory classes, followed by rapid advancement in the earlier standards, is a plan that might be well adopted with advantage to the children, but above the Third Standard every step taken should aim at thoroughness in detail, and there need be no fear of pupils satisfying all fair tests required under the departmental regulations.

During the past two years the number of children attending the Board schools does not show any large increase. Household schools have increased in number, but there have been no marked increases of pupils in the larger school centres. At the close of the year 1909 the children belonging to the Board schools numbered 10,194, and in December, 1911, the number had increased to 10,595, an increase of 401 in two years, which is less than 4 per cent. There are no districts except Matawai, near Motu, in the Poverty Bay district, where new schools are likely to be required during the year, unless the projected Napier-Gisborne railway formation should cause an influx of workmen with their families, as in the case of Otoko and Matawai.

The school buildings are mostly in good order and condition, and where they are not attention has been called to them already in separate reports. A marked improvement is proceeding in school externals, and teachers are coming to realize the beneficial effects of training the children to cultivate habits of neatness by means of school-gardens and well-arranged grounds. Quite a number of schools might be mentioned where ideal conditions exist, but in all the old-established

schools it would give real pleasure to find suitable provision made for a school-garden. The schools in Napier and Gisborne have no land available for garden purposes, but the purchase or lease of an acre of land in Napier South would supply a great want, as it could be used as a training and experimental plot for pupils at the Technical and Board schools. Land in Gisborne might easily be obtained for a similar purpose.

We would again urge upon the Board the importance of renewing the school-desks in all the older schools, substituting, however, the single desk whenever a change is being made. In all Canadian schools the single desk is in use, and the dual desk is being replaced by the single desk in England and Scotland in all the newer schools. In the case of apparatus and appliances the Inspectors are of opinion that the old plan of supplying the schools was preferable to the present arrangements.

It has been pointed out that every school should keep an apparatus-book in which lists are kept of all apparatus and appliances, with date of supply. This should be examined by the Inspector at the date of his visit, and the latest information would be available in the office whenever applications for apparatus or appliances were made by a Committee.

The rapid changes that now take place in the case of pupil-teachers and probationers have not been advantageous to educational progress. Formerly an Inspector was able to exercise a good deal of influence upon young teachers during their long period of training, but the new plan of examination, the shortening of the training period, and the seeming hurry that exists to pass them on to a training college have tended to lessen their technical training. Formerly this was given by a headmaster, with the guidance and encouragement of a visiting Inspector. It used to be to me a real pleasure to observe the growing power of young teachers who showed aptitude and interest in their work. But this plan has almost gone out of fashion, for the probationers and pupil-teachers pass through the schools at almost kaleidoscopic speed, the certificate of qualification being the one aim, and the preparation of a text-book will seemingly do it all. In the report for 1909 attention was called by us to the character of the departmental examinations in relation to probationers, &c., and we made suggestions as to the necessity of regulations being drawn requiring probationers and pupil-teachers to be tested in reading, writing, and practical teaching, such as was done when the Board carried out the training and examination of pupil-teachers on its own scheme of instruction and technical training. Among the finest teachers to-day in the Board's service are those who went through a critical course of training as pupil-teachers, and we are of the opinion that the old system of technical training should be continued, or that pupil-teachers should be abolished from the school and arrangements made for training candidates for teacherships in a training-continuation school previous to admission to a normal school. Certainly the present plan is not satisfactory.

Attention has been drawn to the large proportion of unclassed and untrained teachers in the service of the Board. The plan suggested in a separate report for their training would, it is believed, strengthen the smaller schools. Unless something is done the majority of small schools must continue to be carried on with little hope of success. The departmental regulations require all Board schools, as a general rule, to be visited at least twice in every year, and omitting household schools, which are balanced by private and Catholic schools, there is practically no time available which one could devote to the benefit of teachers in the smaller schools. If one could omit the "efficient" schools from inspection, the case would be different, but this is not possible under the regulations, and the only way out of the difficulty is that already recommended.

Saturday classes for teachers who reside so far away from a centre are quite useless, and yet it is in the outlying districts that influences are wanted to operate, and where the school-garden, carton-work, dressmaking, and similar practical and useful employments are particularly wanted, but are necessarily neglected because under present regulations the teaching of useful and particular subjects has become a question of earning money to provide for instructors! The plan as now recognized paralyses true educational advancement in sparsely scattered districts, and lovers of education are apt to lose heart when they find so many useless official lions in the way.

In the keeping of records and making of returns a good deal remains to be done by most teachers, and, on the whole, it can hardly be said that time-tables, both general and class, are neatly drawn. Of course, there are some splendid exceptions to be found. The schemes of instruction to be drawn up by teachers under Regulation 5 do not usually give sufficient detail as to the sequence of lessons in a given subject, it being understood by some teachers that the division of the arithmetic course of a standard under the regulations into three-term periods represents a scheme of work. In some of the schools visited trouble has arisen in the matter of free books, and either the new plan of supplying the necessary books to the schools does not work well or teachers fail to realize the importance of reporting to the office any delay in receiving the necessary supplies. In the matter of class-books for the use of teachers, it should be clearly understood by every teacher in charge of a school or a class that the absence of a class-book supplies the very best evidence that a lesson has not been prepared beforehand. It is feared that much of the ineffective reading in the schools may be traced to absence of preparation on the part of teachers themselves.

The freedom of classification and promotion that was conceded to teachers some years ago has been sufficiently long in operation to test the wisdom of the course adopted. The preparatory classes continue to be made up of a comparatively large percentage of the whole number belonging to the schools, but it is probable there is a tendency to send children to school earlier than was the case a few years ago, and in the upper classes, as already pointed out, the leaving-age is correspondingly lowered. Where good preparatory departments are found the time spent in widening the foundation-work is time well spent, and we are satisfied that a course of sound preparation in the lower department is of more importance to young children, and to education generally, than the hurried lop-sided promotions that are sometimes made by teachers. One noticeable

feature in the schools is the tendency to memory preparation. Pupils in the upper classes will describe an event in history or give the mountains and rivers of the continents without difficulty, and the same plan is followed very largely when essentially observational preparation is necessary. Thus in quite a number of schools a description of the thermometer, barometer, and rain-gauge is prepared, but the instruments are not provided for the schools, and the children are quite ignorant of their use and practical value. We are at times surprised at the absence of scientific method in the schools, and the surprise tends to increase when the necessary instruments are obtainable at comparatively small cost. If teachers would foster observational and experimental work more, school-keeping would be robbed of its seeming tediousness, and children would come to express themselves freely and in a natural way. Self-reliance is almost looked on as a fault in some cases, because the preparation and use of school-books has become such a feature in our present many-sided scheme of education.

Infant and preparatory training does not just now occupy the prominent position that it held in the Board schools before the issue of special grants for manual instruction. Subjects of manual instruction should be taken in the case of preparatory children when the conditions are favourable. Such instruction should be fostered, not forced. Each school has an individuality of its own, and at times it is all important to give particular heed to fundamental work, but this aspect of training is too often overlooked, and school efficiency has come to be judged largely in proportion to the amount earned in the manual-instruction classes. It is cause for regret to find a growing tendency for teachers to lose their own individuality in trying to carry out, not what they themselves think, but what others order. Sense-training, which ought to occupy a high place in all preparatory classes, receives far too little attention. No schemes are to be found in the lower departments of the schools, where systematic instruction is carried on in eye and ear training, nor do I remember a single lesson given to young children on the subject of taste or smell or feeling. And yet sense cultivation properly employed is fraught with great possibilities in the encouragement of observation, the quickening of the perceptive faculties, and in the cultivation of expression of language. In fact, sense-training is the cultivation of true science, as it is purely experimental, and every child, whilst passing through the preparatory school course, should undergo systematic instruction in this vital aspect of school training.

Teachers who are in charge of the lower department in the schools should give more heed to the study of subjects that are limited by the environment of their pupils. The real strength and success of a school depend in a large measure on the quality of the teaching in the preparatory school. This is well understood in all the best schools of Great Britain, where the infant school occupies a much more important place than in this country. In the upper classes of many schools signs are not wanting to show there is a growing tendency to provide pupils with a kind of ready-made knowledge instead of laying a foundation that will train the children to think, judge, and act for themselves.

In the school examinations as now conducted the time at an Inspector's disposal enables him to study critically methods of instruction, and the effects of different methods upon different classes of pupils. Defects are always to be found in the schools where young and inexperienced teachers are employed, but the tendency to foster the individuality of teachers under the regulations for the inspection and examination of schools is largely discounted by the adoption of capitation payments for special subjects under the manual regulations.

Attention is again called to the infrequency of good reading in the schools. There is an absence of precision, phrasing, naturalness, and good enunciation among pupils in the higher classes, which imply defective instruction in the earlier stages of preparation. In the infant schools at Home the mistress in charge is a trained specialist. Particular methods of instruction are adopted in different schools, but everything is done to make as thorough as possible all the foundation-work in essential subjects like reading and arithmetic.

Writing continues to be well taught in the majority of schools, but less attention appears to be given to neatness and method than was the case a few years ago. The increasing number of school subjects may account for this. Some schools—notably Standards V and VI, Gisborne, Makauri, Otoko, Pohui, Tolaga Bay, Omahu, Pukahu, Whetukura, and Ormondville—showed some excellent specimens of penmanship, and the average results may be set down as satisfactory.

The effects of training children to habits of self-reliance are most noticeable in arithmetic as between town and country. In the smaller schools where teachers have to deal with two, three, or more classes a lot of responsibility is necessarily thrown on the children themselves in the preparation of their work, particularly in a subject like arithmetic. In a large school the position is quite different. There the class teacher does too much teaching, instead of directing and controlling the studies of his pupils. The duty of a teacher is to train by suggestion and otherwise, but it is no less the duty of children to learn what to do themselves, after general principles have been explained. Class teachers might lessen their own labours considerably by fostering self-reliance more among the children, particularly in arithmetic.

Geography in these days of commercialism is too important a subject to be neglected, and yet it does not occupy the prominent place it used to do in the school course. It is hardly the syllabus that is at fault, for in many respects it is intensely practical, but with so many subjects to prepare, the shadow of knowledge is more sought after than the substance. One might set down here some of the curious answers of Standard VI pupils in the late examinations, but they all point to the same weakness—viz., too many subjects and insufficiency of time for preparation.

Instruction in English receives much painstaking attention in many schools. In the smaller schools, where one, two, or three pupils make up the two upper classes, difficulties exist that make it necessary to use text-books for working exercises. But most good is being done by encouraging pupils to read simple books. The school library is mandatory in every school of Great Britain receiving Government aid, and it should no less be mandatory here. The conver-

sational lessons that are carried on in some schools are highly beneficial to children, and the "School Newspaper Record," in which the best pupil in a senior class writes down his composition, is a feature that might well become general. Woodville District High School has kept its record newspaper for a number of years.

The fostering of manual instruction in woodwork, elementary agriculture, cookery, and dress-making is causing much less time to be given to other essential work. As far as it is understood, nature-study is taught in the schools, and if some better plan than the present capitation grants were adopted to foster manual instruction and nature-study in all schools, a vast amount more good might be done than is at present accomplished. Some excellent school-gardens and experimental plots are to be found throughout the district, among which must be specially named Matamau, Otane, and Petane, and a score of the teachers might be named who have qualified to carry on instruction in woodwork and elementary agriculture. Manual work is popular where carried on, but where it would be perhaps most useful there no instruction is given. In every country school it is desirable to foster an agricultural bias, and but for the capitation spectre this and other subjects of manual instruction might occupy a most important place in the training of the children. If manual instruction is considered worthy of a place in the schools, provision should be made for it in all the Board schools, irrespective of size or locality.

Military drill continues to form a regular part of school training in the senior classes of the larger schools, but instruction is also given to the girls in calisthenics, and to the younger pupils in physical exercises. Breathing exercises have come to be recognized as a necessary part of physical training, and they are of undoubted benefit to the children.

During my absence in England last year a large amount of additional duty was thrown upon my colleague, Mr. Smith, and Mr. Crawshaw, the Secretary, but the duty was cheerfully undertaken, and I wish here to express my thanks to them and to each member of the Board for the sympathy and consideration shown during my term of absence on sick-leave. To have returned to duty in good health is something, but the travelling in so extensive a district requires, in my opinion, the services of a much younger man than I am, and, with the approval of the Board, I propose to retire from active duty early next year. In the meantime my efforts will be directed to the best interests of education in the district, and I hope, with the help of my colleague, to leave the schools in a high state of working efficiency.

In conclusion, I would add that, although during my absence from New Zealand many public schools in various countries were visited, which were handsomer, larger, and more luxuriously furnished than one is accustomed to see in this country, I met no teachers more earnest or more able than are met with in New Zealand, and I certainly saw no better results than one usually sees in this district and in other parts of the Dominion.

Comparisons are necessarily difficult, because the social and industrial conditions are so different in Great Britain and other co-related countries, including our own. Our children are brought up under better and freer conditions than exist at Home. Formalism and class distinctions are less pronounced with us, but under a freer discipline the children of the Dominions are as manly, as thoughtful, and as apt as in any of the countries visited. What is wanted just now is the broadening of the teachers' aims and ideals, and to do this something must be done to help them to visit other lands, so as to act as incentives to progressive thought here. Education is the watchword in all civilized lands, but that land will best succeed that anticipates the world of to-morrow and adapts the education of its future citizens to the coming change.

I am, &c.,

H. HILL,  
Chief Inspector of Schools.

The Chairman, Board of Education, Napier.

#### MARLBOROUGH.

Blenheim, March, 1912.

SIR,—

I have the honour to present my eighth general report on the schools of Marlborough.

**NUMBER OF SCHOOLS.**—During 1911 there were ninety-five schools open. Eleven of these operated less than four quarters. Eighty-eight were open at the close of the year, and the tables of numbers in standards and ages are compiled from the schedules returned by these.

**INSPECTION.**—Visits of inspection were paid to ninety-one public schools, five private schools, and the Technical School, Blenheim. "Annual visits," in the latter half of the year, were made to eighty-three public schools and five private schools. In December Standard VI was also examined by myself at nine centres. Various other visits were paid to observe teachers' classes in operation, to test pupil-teachers and probationers, and to meet the teachers assembled in institute. Only three schools, none of which operated more than two months, were unvisited. In future a number of the smaller schools will probably be met only once in the year.

**OBSERVATIONS MADE AT FIRST VISIT.**—In too many schools clocks were not in working-order. In five instances the registers were inaccurate. Instruction 7 of the Examination Register was frequently neglected; if the scheme-of-work book were fairly detailed, a reference to it would do. The log-book is a valuable historical record that should be carefully posted up to date. Organization was usually satisfactory, but in several schools the average age of Class P. was high. Time-tables generally provide a fair distribution of time and due sequence of subjects.

In a number of cases the schemes of work omitted mention of some subjects that were, in fact, taught—usually moral instruction, health, temperance, singing, needlework, drill. The former three need not appear on the time-table, but the scheme of work should indicate how they are dealt with. I requested the teachers to include sample schemes among the exhibits sent to the summer school, but none were forthcoming. This was due to diffidence, for, although there is much crudity in individual schemes, a number are commendably well arranged, clearly detailed, and reveal a modern treatment and progressive attitude. Attendance certificates rightly employed are a valuable incentive, and omission to apply for them should not occur where they have been fairly won. The furniture is usually carefully preserved, and the rooms made neat and attractive. Books of the free issue were sometimes in disrepair; a covering of cloth would make them last longer. The average picture displayed on the school walls is not yet of an adequate standard of taste; there is here an opportunity not only for the teacher but for the generosity of pupils and citizens. In several of the smaller schools inspection is rather a matter of advice than of criticism.

**BUILDINGS, GROUNDS, AND FENCES.**—[Notes in detail not printed]\* New schools are supplied with dual desks, and a good many of the older desks in other schools have been superseded by duals, Havelock and Picton being the largest schools supplied. Hyloplate continues to displace the old cumbersome blackboard and easel, and incidentally increases the amount of floor-space which, under the Department's regulations, is not by any means too generous.

**ATTENDANCE.**—Epidemics were very prevalent last year; sometimes three or four kinds of disease attacked a school at one time: thus at Wairau Pa the children suffered from measles, mumps, typhoid, and pneumonia. Other troubles were whooping-cough, chicken-pox, and influenza. In a preparatory class at Blenheim, with an enrolment of about sixty, only seven pupils escaped measles. Floods also seriously affected the schools of the Lower Wairau region, Blenheim and Riverlands being affected from this cause for weeks. The result was that, although the standard of duty was 420 half-days for the year, only ten schools reached the standard.

Forty-four schools were open 400 half-days; of these, thirty-six recorded 90 per cent. of attendance. That disease and floods were responsible for the absence of the children is indicated by the fact that omitting "excepted" half-days the average attendance for the year is a record for the district. The pupils evidently did their best to make up for lost time.

Mr. Thomas, Truant Officer, reports: Informations, 51; convictions, 48; fines, £5 19s.; costs, £1 1s. By regulation of the Department, Standard VI is now the standard of exemption.

**EXAMINATION AND CLASSIFICATION.**—The following table is extracted from my return to the Education Department. It summarizes enrolment at the end of the year.

Classes.						Number on Roll.	Present at Annual Examination.	Average Age of Pupils in each Class.
								Yrs. mos.
Standard VII	...	...	...	...	...	36	27	14 10
" VI	...	...	...	...	...	155	152	14 0
" V	...	...	...	...	...	215	209	13 3
" IV	...	...	...	...	...	253	246	12 4
" III	...	...	...	...	...	328	319	11 2
" II	...	...	...	...	...	273	267	10 1
" I	...	...	...	...	...	301	295	9 0
Preparatory	...	...	...	...	...	774	744	7 0
Totals for 1911						2,335	2,259	9 11
" 1910						2,293	2,206	10 0

Some teachers in compiling their schedules of enrolment in December represent as still in Standard VI pupils who have passed out of that standard by gaining the proficiency certificate in the course of the year. This was done in the case of thirteen pupils whom I have transferred to Standard VII. The average age of Standard VI, including those thirteen pupils, would still have been fourteen years. The roll-number in Standard VI is considerably less than that for the previous year (187). All the other classes except Class P show increase. Although the number in Standard VI is low for Marlborough, it is above the average for the Dominion. In several schools the pupils are late in escaping from Class P. It should be the exception to find a child eight years of age in that class. In some schools there is a waste of time due to not treating the pupils seriously at that stage. The methods adopted may be different from those employed in higher classes—*e.g.*, there may be more of education through play—but still the educational purpose must be always in the background. Handwork, in addition to cultivating the child's manipulative powers, his observing faculties, and his sense of cause and effect, should, for those very reasons, so brighten his general intelligence and throw so much interest into his work that he is smoothly and quickly led along the educational highway. A teacher who altogether omits handwork thereby proves incapacity, for it is a valuable aid, and should not be neglected; his course is not so interesting to the child as it should be. The school in this district that uses handwork most wisely has also maintained its place among the "good" schools for general excellence in the ordinary subjects, and successfully prepared for scholarships pupils from its highest standard.

\*References to individual schools have in most instances been omitted as of purely local interest.

While leaving certificates are granted by myself, the examination for promotion is in the hands of the head teacher.

Except in a few remote schools Standard VI was examined in December: 174 pupils were presented in Standard VI, 171 were present, ninety-seven gained proficiency certificates, and twenty-eight gained competency.

In view of the discussion initiated by the Inspector-General of Schools as to the average age of pupils of the Dominion, the following table is interesting [summary only printed]:—

	Standard V. Yrs. mos.	Standard VI. Yrs. mos.
Average for the schools .. .. .	13 2	13 11
Average for the Dominion...	13 1	14 0

Only three of the larger schools show fourteen years of average age in Standard VI.

#### CLASSIFICATION OF TEACHERS.

	Certificated.	Licensed.	Uncertificated.	Total.
Head teachers .. .. .	13	..	..	13
Sole teachers .. .. .	14	1	61	76
Assistants .. .. .	12	..	11	23
<b>Totals .. .. .</b>	<b>39</b>	<b>1</b>	<b>72</b>	<b>112</b>
Pupil-teachers .. .. .	..	..	..	3
Probationers .. .. .	..	..	..	3
Cookery and woodwork instructors .. .. .	..	..	..	2
Part-time instructors (agricultural, physical measurements)	..	..	..	2
<b>Grand totals .. .. .</b>	<b>39</b>	<b>1</b>	<b>72</b>	<b>122</b>

Two of the "uncertificated" teachers above have passed the examination for a certificate, and are acquiring the necessary practical experience. There were forty certificated teachers on the staff in 1910.

The number of schools is steadily increasing, but the number of certificated teachers is practically stationary; therefore the percentage of qualified teachers is steadily decreasing. I wish particularly to call the attention of the Board to this fact; if our standards are to be maintained it cannot be ignored. Nor is the prevalence of small schools the sole cause, for thirty-seven uncertificated teachers held positions carrying salaries ranging from £90 up to £150 a year.

Let me put this matter in a different way: Under the departmental regulations each of these teachers pays a penalty of 5 per cent. to 10 per cent. for not having a certificate; unless the salary would thereby drop below £90. Since a number of these teachers have held their positions for several years, and have apparently made no attempt to qualify, the matter may be stated thus: For the privilege of not working for a certificate (only four attempted the examination in January last) the teacher is willing to pay a penalty as under:—

One to pay a penalty of £15 a year, one to pay a penalty of £14 10s. a year, two to pay a penalty of £14 a year, four to pay a penalty of £12 10s. a year, two to pay a penalty of £12 a year, nine to pay a penalty of £10 10s. a year, two to pay a penalty of £10 a year, one to pay a penalty of £7 10s. a year, eight to pay a penalty of £5 a year; seven suffer no deduction, but will not be able to get any annual increment for two years: total, 37. Surely self-interest should cause these to strive for qualification. Meanwhile three teachers from this district, trained at the Wellington Training College, are unable to get suitable situations, and are left to seek places in other districts.

Several of the thirty-seven are good teachers, and do work as good as the fully qualified; but most of them do not, and the children suffer. Unless the holder of a good situation is rendering work of merit equal to that of an average certificated teacher, or is known to be definitely studying for a certificate, the positions should be offered to the young trained teachers that have been in the Board's service. In any case the tenure of an uncertificated teacher is precarious, for under the Act the arrangement is purely temporary, and holds only until the Board can obtain a certificated teacher. One has no wish to be hard on the uncertificated teacher who, in many cases, fills what would otherwise be an awkward gap, but the interests of the children should come first.

**TEACHERS' CERTIFICATE CLASSES.**—The Department now offers a grant to assist the promotion of classes for teaching the unqualified, with a view to their gaining a certificate. Twenty-five teachers have signified their desire to join correspondence classes and fourteen to join Saturday classes in order to take advantage of the grant. This movement deserves success. The classes will begin to operate immediately the form is agreed upon with the Department.

A summer school for teachers was held at the Marlborough High School, Blenheim, from 22nd January to 2nd February, 1912, but it really belongs to the period under review, for all arrangements were made during 1911. This was the third such school held in Blenheim since 1905. The teachers were requested to give up one week of their holidays to these classes, and the Board closed the schools for one week of the school year so that a fortnight might be available.

The following subjects were undertaken by the instructors named: Physical instruction (Sergeant-major Routledge, of the Junior Cadet Staff); medical inspection of school children (Dr. Finch, Chief Health Officer, Canterbury); dairy-work (Mr. F. J. Heatley, M.A., M.Sc., Technical Organizer, Taranaki); vocal music (Mr. Robert Parker, Wellington); book-keeping (Mr. H. Bolton, F.I.A., N.Z., head of the Commercial Department, Wellington Technical College); geometric drawing (Mr. H. Luks, Wellington Technical College); History of New Zealand (Mr. D. A. Strachan, M.A.). In all, ninety-three students were enrolled. Of these, fifty-three were enabled to have twenty hours' practical work in dairying, the programme for the D certificate being covered. The total number of hours given to instruction of all kinds was fifty-two. Accompanying the summer school was an exhibition of school-work, to which between thirty and forty schools contributed. Messrs. Whitcombe and Tombs also provided an exhibit of school books and appliances. Mr. Robert Parker delivered a stimulating address on "Shakespeare and Music," with illustrations by local vocalists. All teachers, male and female, were given an opportunity to practise on a Hazard target. Arrangements were also made for social intercourse and enjoyment. The teacher-students brought to the labours of the fortnight an excellent spirit and desire to make the most of the occasion. The school should have a distinctly reinvigorating effect on the education of the district. The Department kindly yielded all necessary facilities.

#### REMARKS ON SPECIAL SUBJECTS.

ENGLISH.—The suggestions contained in last year's report were applied with good effect by the teachers, who may nevertheless be again referred to them. The youngest teachers do not always know that the letters of the alphabet have both names and sounds; they teach the names laboriously, but omit the phonic values, and then wonder why the children are slow in learning to read. Properly, the names of the letters, although useful for identification, have only a remote connection with reading, whereas the sounds of the letters and letter-groups are fundamental. Although it is advisable for other purposes that the order of the letters in the alphabet should be known, it is not necessary that the youngest children should spend their first week in acquiring a "parrot" knowledge of them; they should know both the names and phonic values of all letters that come into their reading-lessons. In the schools referred to there is a considerable amount of defective utterance, nasality, &c., that careful training in phonics might cure, yet the work is not attempted. There are still about six schools where the ear is offended by misuse of the aspirate, so prevalent as to be a reflection on the teaching. Reading is not by any means a mechanical art; head and heart enter into good reading. The mode in which such a word as "far" is uttered—short in spelling but long in utterance—tells whether the reader is in sympathy with the author; so, too, with many figured expressions—such as the descriptive sentence, the rhetorical question, and the exclamation—which give light and shade and variety to reading. During the past year several libraries have been established, and others have been increased. Collins and Co. have lately issued a fine set of books: "The Old Voyageurs," "Eminent Women," "Nineteenth Century Explorers," &c., which are well suited for young readers. The school library is not intended for adults; its object is to feed young people whose imagination is powerful, the sympathies unblunted and easily aroused; they are anxious to know something of this world in which they have so lately found themselves; they desire information on history, geography, science, &c., but expect it in popular and interesting fashion as through tales of exploration and adventure. The books chosen should as far as possible have literary value: "Dot and the Kangaroo" (by Ethel Pedley, a gifted Australian authoress who died too young), "Little Lord Fauntleroy" (Barnett), and "Tropical Africa" (Drummond) are types which combine a cultured expression with valuable suggestions—geographic, scientific, ethic. In the larger schools class libraries should be established. An occasional half-hour given to discussion concerning books is a great incentive to reading them.

By spelling, not only is a knowledge of literal sequence cultivated, but also a habit of close and accurate observation. It is satisfactory to find that sixty-three schools were efficient in this subject, twenty others were passable, and only seven classed as "weak."

Word-building, unless combined with using the new words in sentences of the pupil's own construction, is a sterile and time-wasting subject. If, however, it is used to increase the pupil's vocabulary in use and his powers of flexible expression the subject becomes a vital and powerful instrument of educational progress. There are not wanting teachers of Fifth and Sixth Standards who leave word-building till they come to the end of the reading-book, where the roots and affixes are. A week's or a fortnight's drill in these is a pallid and bloodless compensation for the interesting symposia that might have accompanied the reading-lessons throughout the year.

Although on principles of close correlation writing is classed with English, it is really a species of handwork. The greatest defect in writing is insufficient attention to the formation and junctioning of letters; some forms of junctioning facilitate the production of a rapid yet clear and easy hand; it is for the teacher to study the subject so as to make his teaching purposive. Too often the ends that ought to be kept in view are overlooked, and general neatness alone studied. The tablet pads used instead of slates are sometimes allowed to become the means of permitting the writing to degenerate into a scribble; where they are used it is necessary to insist on a high standard of general neatness. In some schools Standard VI has not advanced beyond copies ruled in double lines; at that stage they should not need such an aid to the maintenance of an even text. Other schools, fortunately few, do not provide well-ruled slates for Class P, where they are a necessity if the writing is to be more than a time-filling exercise.

Composition in its double aspect of grammar and essay is a matter of perennial interest to the good teacher. Analytical grammar has improved considerably, but one still finds pupils in the higher classes with an imperfect knowledge of the requirements of the syllabus. In a larger school, where the work from standard to standard is not kept in perfect correlation by the head

teacher or by regular meetings of the staff, a weak intermediate class may disorganize the programme of the whole institution. The classes where satisfactory reasons are given in correction of errors are not very numerous; it is a part of the subject that needs more attention, and should be dealt with especially in correlation with the essay and with oral speech. The preposition and the conjunction are not specifically mentioned in the syllabus, but they are indirectly referred to among the links of sentences and phrases. Their distinctive functions should be known. The transposition of passages from direct to indirect form was often defective. Weak sentencing and punctuation were also not rare. It was noticeable, on the other hand, that there had been a vigorous grappling with the small error in the essay—that is to say, the small errors were less numerous; nevertheless, where corrections could be readily made a clear explanation based on function was not sufficiently common.

American novel reading is becoming more and more prevalent in New Zealand, and the result on the language is beginning to be visible in the frequent use of such Americanisms as "belong there," the use of "like" as a conjunction, and even such expressions as "where did you used to see these" (Major) may be found in otherwise good writers. Inasmuch as English is a living, growing, developing language, it will become a problem of the near future how far it may be permissible to accept contributions from the great Anglo-Saxon-Celtic-Latin-Negro race of the West—how far it may be wise to neglect these idioms if we wish to preserve in close relation to each other the great nations that use our speech. It does not seem sufficient to take the opinion of one set of grammarians on the matter; and, as, whether we like it or not, these idioms are becoming common among our people, the question arises as to the function of the grammarian: "Is it his to accept or reject what is commonly used by otherwise good writers—*e.g.*, "like" as a conjunction. Hitherto I have tried to eradicate this, but I find that teachers as well as pupils use the idiom.

The reading of young teachers should include an acquaintance with such writers as Lamb, Addison, Macaulay, Drummond, Ruskin, Chesterton, Keats, Longfellow, Tennyson, Scott, not to mention Milton and Shakespeare; these are all brilliant stylists in different fields. Or if a convenient volume is desired let them get the third "Temple Reader." Too many imagine they can learn taste and acquire good modes of expression by argument, instead of by frequent resort to the great masters. Let the young teacher go often to them and absorb their sublime harmonies. His soul, too, will become sonorous, and he will find the poet's word is true: their "echoes roll from soul to soul and grow for ever and for ever."

Essay-writing takes various forms: Picture description and interpretation, the prose rendering of the plots of poems, the reproduction of geographical and historical matter, imaginative or expressional work in connection with nature-study, the retelling of stories, narration in connection with current events, business and social letters, advertisement-writing, &c.

Some pupils when invited to write out a telegram or an advertisement from given details show a cheerful disregard for brevity. Letters of application are at times fictitious—*e.g.*, a child of thirteen will say he is eighteen, a child in Standard VI will say he has a Standard VI proficiency certificate. Why not state facts? The letter will seem more real.

In some schools the short essay tells its tale of hours given to receptivity rather than to production, where the teacher treats the pupils as persons to impress and not as people to co-operate. If the child's brain is brought into active work the ideas soon begin to spring readily, perception becomes keener, and thought struggles for expression. This is the time for studies in word-building or for direction of the pupil's attention to the works of literary artists; a natural rhetoric will then grow easily and suit itself very simply yet effectively to its subject.

On what does a teacher's choice of poetry for recitation depend?—all too rarely on some well-thought-out scheme. "Here are some extracts in the reading-book; they will do as well as others"—and so the same hackneyed programme is presented year after year. "Is this piece chosen on account of its literary characteristics?" "Is this a concise and vivid descriptive word-painting?" "Does the sound of battle roll through this?" "Is that one touched with the moral 'eros'?" "Does any of my pupils seem in temperament fitted to give a dramatic realization of this poem?" "Have I awakened yet to the fact that all New Zealand poetry is not doggerel, and that some of it is calculated to kindle and keep alight the vestal fires of patriotism?" These are some questions that the teacher may ask himself when choosing his poetry. It is well to preserve a good balance in teaching, using some subjects to humanize the pupils, refining their taste and enlightening their perception, and using others to cultivate those traits of accuracy and power that grow with scientific study. I was therefore pleased to find teachers making a closer study of the literary characteristics of poems. Under the influence of American ideals a wave of utilitarianism is sweeping over the schools, and tends to be felt, especially in Standards V and VI. This will probably be the keynote of the next ten years. It is not altogether disadvantageous, but it is for that reason the more necessary that our teachers should try to keep the balance even.

Sometimes a poem by one author—*e.g.*, the "Story of Horatius"—is presented as a year's programme in recitation. It would seem better to enable the children by means of shorter pieces to acquire some knowledge of different types of poetry.

ARITHMETIC.—In this subject, as in others, there are two aspects—the method and the result. In the lower school good methods should result in automatic accuracy, as well as in a sense of the value of the numbers used. When a child in the standards needs to use his fingers in counting it is obvious that the ground-work has not been efficient. If the method was good, then the industry or the intelligence with which it was applied was at fault. Occasional long-tot practice is useful in every class. Mental arithmetic, which is partly an exercise in power of abstraction and partly the easy presentment of some new rule, should not be overlooked, as it tends to be in small schools where standards are numerous. Mental sums should not be too hard; the problems

chosen should be so simple that it is easy to be accurate, and thus the principle involved receives practically all the attention. Some teachers leave the pupils in a maze of examples without bringing them to a contemplation of the rule; others try to get them to see the rule without sufficient previous work on examples. The subject still tends to be treated in too bookish a manner. It is the exception to find children introduced to real weights and measures (with the balance, or the stepping-out of distances, estimation of areas), to have the cost of common articles dealt with as if in actual shopping—with direction of mind to the articles as well as to the cost. Such direction might seem for the moment to introduce a disturbing element, but where it renders the subsequent calculations intelligible and interesting the teacher soon finds that he is repaid for the attempt to make his subject have a living import. This treatment also soon leads to the adoption of devices like common shop practice, and reveals the utility of other short methods.

**GEOGRAPHY.**—This subject is still one of the weakest, and will continue to be so until the practice of illustration with sketch-maps rapidly drawn on the blackboard becomes a general and persistent feature of each lesson. The little maps inserted in Part I of the *School Journal* are a useful innovation. In some schools one has the impression that much geography is taught, and yet the location of large and important trading towns (*e.g.*, such a town as Southampton, which has extensive trade connections with New Zealand) is unknown or vague. This is clearly due to the omission of sketch-mapping. More use may be made of local industries, and of the visible articles of traffic on boats, railways, and wagons, as starting-points for geographical studies. New Zealand geography should be brought up to date by scrutiny of the latest census returns. Very fine maps modelled in relief by means of plasticine were noticed at Separation Inlet; these maps take some time to construct, but they are invaluable for demonstrating some aspects that otherwise are apt to escape notice—*e.g.*, by this means it would be comparatively easy to show that Asia is a kind of three-sided pyramid with one side sloping north to the Arctic, one south-east to the Pacific, and one south-west to the Indian Ocean and Red Sea. Such a map would explain the direction of rivers, the formation of plains, the grouping of population, the commercial importance of localities, military movements, political boundaries, and differentiation of language from the parent stock. All these are large matters the correlation of which renders intelligible and interesting much that is dry when treated merely in detail. Nature-study of various character receives considerable attention, as indicated by weather records, nature-study note-books, school-collections, and indoor experiments with seeds and plants, lessons on botany, gardening, and agriculture. In all of these there are introduced lessons in physical and chemical science and some training in scientific method.

**HISTORY.**—In the syllabus the following appear: "Colonization and Early Government of New Zealand," "Abolition of the Provinces," "New Zealand and other Forms of Colonial Government," "The Franchise." It had been found that many of the young teachers had no idea how the provinces came into existence, nor how provincial institutions vanished; so opportunity was taken at the summer school to sketch in lightly a course of New Zealand history dealing with the above matters, and taking cognizance of constitutional, industrial, and sociological matters, Native-land tenure and the difficulties that grew out of the interpretation of the Treaty of Waitangi, a brief review in chronological order of the chief doings of our leading men. It is hoped that the teachers will fill in details from their own reading, and so make history what it is intended to be—an explanation of the social web that gathers round each citizen. Lessons in which the virtues of moral or military heroism, the advantages of the reign of law, far-seeing statesmanship and humane legislation, commercial enterprise and social advancement, are held up to the admiration of the young will not be less interesting and attractive when some of the illustrations are drawn from local sources. History becomes a living subject when through vivid and dramatic treatment appeal is made to the emotions as well as to the intellect, the great men of the past become our friends, we sympathize with them in their struggles or wish them success in their pursuit of the ideal.

There is room for more correlation of history and geography; the import of fruit may be a matter due simply to difference of latitude, but the late construction of the North Island Main Trunk Railway was due to Native-land difficulties that are matters of history. So, too, the original settlement was decided according to plains and harbours; the obtaining of the plains became complicated with questions of Native custom and the meaning of the Treaty of Waitangi, and caused such troubles as the Wairau massacre, which ultimately led to the Maori wars. Again, provincial boundaries grew out of poor communication—*e.g.*, in the old days communication between Nelson and Auckland was by way of Sydney. With extension of shipping, roading, railway, telegraph and cable services New-Zealanders came to realize themselves as one people, the provinces and their local parliaments were abolished, and education became a national matter. The needs of commerce in the way of stepping-stones across the ocean has led to various annexations. A relatively large production from a virgin soil has resulted in higher standards of comfort, free education, and probably in a more liberal franchise with subsequent effects on the character of our industrial and social legislation.

By local elections the pupil in Australia is lured to watch parliamentary action. He is thus carried from State to Federal matters, and thence induced to contemplate life in the neighbouring States. In this way his outlook tends to be more cosmopolitan than ours. Something of insular narrowness may be removed by teachers who subscribe to such a magazine as the *Review of Reviews*, and read regularly with the pupils the introductory parts dealing with Australasian and European matters.

Sometimes the selection of topics in civics does not suit the mental development of the pupils—*e.g.*, constitutional matters do not interest Standard III. Even trial by jury may be made too abstract.

**HANDWORK.—(a.) Drawing—Freehand:** There is much less of mere copying from a conventional figure; objects are drawn, in pencil and brush, and to some extent freehand is becoming a real mode of expression; in certain schools drawing and composition go hand in hand. Nature-study drawing reveals a closer study of nature. The abuse of the rule is not yet altogether absent; it was observed not only in model-drawing, but in other freehand studies where a straight line gave opportunity. Model-drawing is still rather weak. Instrumental drawing—Geometric: Some advance has been made in a sporadic way, but this is the weakest class of drawing. Improvement must begin from Standard III. Teachers are requested to give special attention to this matter; the results in the Junior National Scholarship tests were very poor. Geometric drawing is sometimes treated in too abstract a way; the pupil is taught to bisect a line, to raise a perpendicular, to draw lines parallel, to make tangents, &c., as if each problem were an end in itself; whereas if they were requested to draw an archway and in the process found it necessary to bisect a line, raise a perpendicular, draw lines parallel, or describe tangents, the work would gather interest from its observed relation to the practical problems of life. Geometric design serves the same end, and is a form of design of which more may be attempted—not only single figures, but also borders and diapers. Few schools exhibited solid geometry, but a considerable amount is done in connection with the woodwork. Plasticine-modelling, which is drawing in the concrete, resulted in examples of high excellence. Plasticine-modelling is correlated with other subjects in various ways—Nature-study, design, and geography.

**(b.) Needlework:** A few fairly large schools under sole male teachers failed to find a teacher of needlework. The syllabus in this subject is usually faithfully performed; the various uses of the needle are taught and samples prepared, also various articles and garments are cut out and made. Younger teachers would be greatly aided if they studied suitable text-books, such as that of Miss A. Walker or Miss A. K. Smith. The exhibits at the summer school included singularly good samples of the various classes of needlework. There were six schools under sole male teachers where special teachers of sewing were recognized.

**(c.) Other Branches of Manual Instruction:** Seventy-one schools taught some form of handwork, forty-four exhibiting two or more varieties. Gardening (forty-nine public and three private schools). A few of the gardens are libels on the productive capacity of the district; others are busy little laboratories where science is brought to the test of practice, the concrete study of cause and effect being a valuable part of school activity. Here the otherwise dull boy sometimes gains a new self-respect, and physical powers that would run truant are disciplined to the purposes of citizenship. In several schools the notes turn chiefly on a part of botany in which plants are viewed as inanimate objects to be described. The study of plants tends to become more scientific when they are better understood as living things needing air, food, and water, affected by heat and light. The teacher may also find other interesting regions in soil-study, and in the observation of plant and insect pests. Science and good practical gardening do not always run together. Occasionally where there is a good garden a remarkably small amount of scientific information appears in the essay. Children should be encouraged to keep a note of all the operations and the reason for each. Farming is now generally recognized as a branch of science, with a call for the educated man; it is full of interest for the research student. It is also increasingly attractive to the pupils. Some critics affect to despise the big carrot and the big potato, but in so far as these are the result of premeditated preparation and attention to the ground and time of planting they are criteria of good educative work that deserve to be taken into account. Horticultural societies and the agricultural and pastoral associations, by offering special prizes, continue to show an interest in the labours of the pupils. At most schools the tools are carefully housed and protected; in a few they tell a tale of weak discipline and poor management.

Brush drawing (forty-six public and three private schools): Modelling in plasticine, 28; carton, 3; blackboard, 3; tablet-designing, 3; paper-cutting, 1; paper-folding, 4; crayon work, 8; swimming, 3; physical measurements, 1; paper-weaving, 1; kindergarten sewing, 1; school-collections (ferns, grasses, stones, curios), 12.

At Blenheim Technical School: Woodwork and cookery, nine classes each; advanced needlework, seven classes. Pupils are centralized in these subjects from Picton (by rail, eighteen miles), Waitohi (by rail, fourteen miles), Tuamarina (by rail, six miles), Grovetown (by coach, two miles), Blenheim Borough School, Fairhall (four miles), Renwick (by coach, seven miles), Springlands (two miles), The Convents (Blenheim), Marlborough High School (Blenheim). In the teaching of cookery the gas-oven and the range are both used.

At least four classes in dairy-work are expected to come into operation during 1912. Arrangements have been made for teaching swimming and life-saving to the pupils of the upper classes at the Blenheim School.

**(d.) Technical and Continuation Classes:** It may be noted that in Marlborough, of those successful in gaining proficiency certificates, the proportion that proceed to Marlborough High School seems to be above the average of corresponding places in the Dominion, and, as the High School has modernized its programme by the formation of classes in woodwork, cookery, physical measurements, dairy-work, and agriculture, not to mention other classes in pure science, mathematics, and modern languages, it appears that this school also serves the purposes of a technical high school. Further, the technical education thus supplied appears to be quite as sound and extensive as that supplied in any other similar centre of the Dominion. The high school apparently supplies the local need in this respect, which is indicated by the poor support given to evening technical and continuation classes.

**TEACHERS' CLASSES (BLENHEIM).—**These were physical measurements (Miss Ross, M.A.), cookery (Miss Grace), instrumental drawing (Mr. H. Oldham), nature-study and design (Mrs. S. Jones); and the following other classes at the summer school—Instrumental drawing, dairy-work, vocal music, book-keeping, and history of New Zealand.

The new science room at Marlborough High School was found extremely useful for teachers' classes, the course in physical measurements being conducted there on Saturdays, and the practical work in dairying, as prescribed for the D certificate, being effectively carried out at the summer school.

Miss Grace conducted, for nurses, a class in cookery.

As both Blenheim and Picton will probably advance rapidly when the South Island Main Trunk line is completed, it would be well to be provident in securing sites for technical schools at each centre. With a similar object in view the authorities at Christchurch recently secured 11 acres—an example that deserves imitation before the land becomes too costly.

**SINGING.**—Where singing is well taught there is generally a bright and cheerful spirit. If the children are few, singing in unison and scale exercises form the programme; and, provided the songs are sweetly rendered and the words well chosen, one feels that effort in this direction is well worth while. In a very fair number of schools part singing is taught, in others the round is the nearest approach. Ear-tests should be more extensively used. To make the songs a permanent possession the words should be memorized. At the summer school Mr. Robert Parker gave a very valuable course in vocal music well suited to the needs of the teachers.

**PHYSICAL INSTRUCTION, GAMES, HEALTH, AND TEMPERANCE.**—In fifty-six schools drill was considered efficient, and in nineteen others passable. The larger schools usually do well. Younger teachers may be reminded that physical exercises are best liked when the meaning and purpose of each is first explained to the pupils. The Chaytor prizes continue to stimulate interest in shooting.

The teachers assembled at the summer school had each (male and female) an opportunity of practising at a Hazard target, and the ease with which schools could be supplied with one, provided a small local subsidy was raised, was fully explained. Sergeant-major Routledge proved a most successful instructor.

The temperance charts are much used in many schools as texts on which to elaborate lessons on health.

All the larger schools have football and cricket clubs, which compete in inter-school matches. There are also several tennis-courts and croquet-lawns.

**TONE, MORAL INSTRUCTION, DISCIPLINE.**—These are all closely related, for the object of every good teacher is so to train the youth that law may become internal rather than external. One who is actuated by duty serves a much more severe master than one who acts under the sanctions of external law. The skilful teacher knows how, by adding the right ideational elements to the free springing impulses, the latter may be made to pass up into the former. As a mere study in psychology, developments along this line should be interesting, and so make what is usually considered only an aid to good teaching better understood as an integral part of its product. In general, as is noted elsewhere, the schools maintain a very satisfactory tone, and it is comparatively rare to find that this tone is confined to school boundaries. Yet a few teachers may be reminded that instruction in the courtesies of life is not beyond their duty to their pupils; at one school are found good hearts in crude settings, at another there is a general polish and refinement. I had occasion to mention to one teacher my special appreciation of his work in this respect. The children appear to be, for the most part, punctual and of commendable personal neatness.

**Standard VII.**—The following subjects were taught in Standard VII in one or more schools: Latin, physiology, elementary botany, geography, history, elementary mathematics, drawing, arithmetic, agriculture.

The Teachers' Institute endeavoured to promote the educational interests of the province by arranging for special addresses on matters closely related to school work. The subjects were: "The Decimalization of Money," "Geology in Relation to Geography," "Mathematical Geography."

**PUPIL TEACHERS AND PROBATIONERS.**—A report on these appears in the appendix [not printed, printed].

**SCHOLARSHIPS.**—There were forty-seven candidates from nineteen schools. Ten of the candidates were over age, having entered owing to some obscurity in the wording of the Act. Thirteen schools were represented by the twenty candidates, who gained over 400 marks. Among the latter were fifteen candidates under fourteen years of age, one of whom, however, failed to attain the minimum in arithmetic. Of these fifteen, there were five from as many sole-teacher schools. On the whole, the result is satisfactory, especially in view of the amount of time lost last year through flood and epidemic. It may be observed that the weakness noted last year in instrumental drawing is again evident. Country schools, where the pupils cannot reach the woodwork-room, are liable to be handicapped in dealing with this subject. With a view to helping the teachers, a Saturday class in instrumental drawing was formed, and also a class in geometric drawing at the summer school. Three or four teachers sent up the whole of their Sixth Standard without selection; this tends to give needless work to the Department and its Examiners.

**NATIVE SCHOOLS OPERATING UNDER THE BOARD.**—Wairau Pa, Waikawa Pa, Okoha, Otonga, and Onahuku are really Native schools, and the children on the roll are more or less migratory in habits. Where fairly settled conditions occur, as at Onahuku, progress is very satisfactory. In some of these schools the work is much hampered by the backwardness of the parents in providing the ordinary school material—slates, pencils, copy-books, &c.

The year 1911 was marked by the death of Mr. W. B. Parker and Mr. A. J. Litchfield, ex-members of the Board. Both gentlemen had long taken the keenest interest in the progress of education in this district. I wish to place on record my sense of their active sympathy and co-operation.

D. A. STRACHAN, M.A., Inspector.

The Chairman, Education Board, Blenheim.

## NELSON.

SIR,—

Education Office, Nelson, 30th January, 1912.

We have the honour to present our annual report on the schools of the Nelson Education District for the year 1911.

One hundred and eighteen schools were at work during the last quarter of the year. To six of these eight side schools are also attached. Household schools at Aniseed Valley, Drummond's, Moutere Bluffs, and Torrent Bay have during the year been closed, but Nine-mile has reopened, and new household schools have been established at Rainy River, Norris's, Awaroa Bay, Okiwi Bay, and West Haven, so that the total number is higher by two than previously. Further development is expected shortly at Glenhope, Owen Junction, and Braeburn.

One hundred and twelve schools have been inspected, and, as usual, the great majority have been visited at least twice. Those as yet uninspected have been but recently opened. Those inspected but once in the year are small outlying schools in Grades 0 or I.

It is questionable whether too large a proportion of our time is not absorbed in the inspection of small schools, as so little is available for the examination of high schools, the setting of examination-papers, the supervision and criticism of pupil-teachers' training, the consideration and criticism of head teachers' schedules and examinations, the investigation of claims for certificates, the consideration of applications for temporary appointments and of schemes of work, and the drafting of these for inexperienced teachers. We have found that suggestions upon some of the lines indicated above have, when issued to teachers in the form of circulars, been much appreciated, and have quickly influenced a greater number than could be readily reached individually.

The following private schools have also been inspected by us:—

	Roll.	Present.
1. St. Mary's Boys', Nelson	43	38
2. St. Mary's Girls', Nelson	73	68
3. Sacred Heart High, Nelson	62	60
4. Sacred Heart, Reefton	88	86
5. St. Canice's, Westport	266	265
6. Cabragh House, Nelson	15	15
7. Zephyr Lodge, Nelson	16	16
Totals	563	548

The examination of pupils from these schools that were candidates for proficiency certificates was also conducted by us, with the following result:—

Candidates.	Proficiency Certificates gained.	Competency Certificates gained.
42	19	16

Our appreciation of the general efficiency of these schools is briefly expressed as follows: Five satisfactory, two satisfactory to good.

Six special examinations for Sixth Standard certificates were also held, and for these forty-nine candidates presented themselves, and gained twelve proficiency and twenty-six competency certificates.

The total number of children in attendance at the public schools of the district is still increasing, the average weekly roll for September quarter, 6,050, being 153 higher than that for the corresponding term of last year; whilst the return for December quarter, 6,130, shows a higher roll than the district has ever previously recorded.

It is very gratifying to note a marked improvement in the standard of regularity of attendance, 88·5 per cent. of the average weekly roll number, a percentage that for the first time for many years exceeds that of the Dominion for the previous year—namely, 87·7 per cent. Our average attendance for the year was 5,345, as compared with 5,069, or 82·2 per cent., for the year 1910. The operation of section 9 of the Education Amendment Act of 1910, which requires all children to be present whenever school is open, has already had a beneficial effect upon the attendance, and the improvement recorded has been made in spite of an epidemic of measles which seriously affected the attendance of a large proportion of our scholars, those in the Nelson City schools. Almost every school has improved its position in this matter, but the attendance at Waitahu, 75 per cent.; Waiharakeke, 76 per cent.; Glenroy and Takaka Secondary, each 77 per cent.; Inangahua Landing, 78 per cent., is still so poor as to render the attainment of the best teaching results impossible. There were, however, only seven schools below 80 per cent. this year, and twenty-nine below 85 per cent., as compared with eighteen and fifty respectively in 1910. Apart from household schools, excellent attendance was maintained at Seddonville, Rahui (side), and Arapito, each 95 per cent.; Summerlea and Redwood's Valley, each 94 per cent.; Nelson Boys' (main), Cape Foulwind, Land of Promise, and Fairdown, each 93 per cent. Three of our larger schools deserve special commendation for the very marked improvement that has been effected in the attendance during the year—Seddonville's percentage has risen from 87 per cent. in 1910 to 95 per cent., Richmond's from 86 to 92, and Westport's from 83 to 89. In all, forty-five schools record 90 per cent. or more for the year. Of the thirteen Education districts of the Dominion, Otago still holds pride of place for good attendance with 90·5 per cent for 1910, Marlborough being second with 89·2 per cent. Nelson, with 86·4 per cent., was tenth on the list, and classed by the Minister of Education among the districts having the lowest average. Though in all probability other districts may have improved, we hope to secure a higher position this year, and in any case can congratulate the district upon making so great an advance upon any previous effort.

There still is need for vigilance in checking the indulgence in an excessive amount of holiday time. Only thirty schools were kept open 420 times, though one industrious household school was in operation 470 times, and a school in Grade I worked on 454 half-days. Nineteen schools that operated throughout the four quarters, and should in ordinary course have done more, failed to attain to 400 times. In the case of at least six of these, all higher-grade schools, it is only fair to say that their being compelled to close for some weeks on account of the measles epidemic made it difficult for them to reach a high standard.

The classification of the 185 teachers in the employ of the Board on the 31st December is shown in the appended table:—

Grade.	Head Teachers.		Assistants.		Secondary Assistants.		Sole Teachers.		Total.
	Certificated.	Uncertificated.	Certificated.	Uncertificated.	Certificated.	Uncertificated.	Certificated.	Uncertificated.	
0	..	..	..	..	..	..	..	18	18
1	..	..	..	..	..	..	9	18	27
2	..	..	..	..	..	..	25	3	28
3	..	..	..	..	..	..	6	1	7
4	24	..	11	11	..	..	..	..	46
5	6	..	6	1	1	..	..	..	14
6	5	..	6	2	2	..	..	..	15
9	3	..	24	1	2	..	..	..	30
1911 ..	38	..	47	15	5	..	40	40	185
1910 ..	40	..	50	15	5	..	25	51	186

From the above table, in the compilation of which licensed teachers have been counted as certificated, it will be seen that the status of our staffs has much improved, especially in the number of certificated sole teachers. The proportion of uncertificated teachers is 29 per cent., as compared with 35 per cent. in 1910, and 31 per cent. in 1909; whilst that for New Zealand last year, calculated upon a somewhat similar basis, was 26 per cent. If we omit from such a calculation schools in Grade 0, for which a salary of only £6 a head, with a maximum of £48, is allowed, our percentage is 22 per cent. A large proportion of this 22 per cent. should be eliminated, and a beginning might well be made by insisting upon the sole teachers of Grade II schools and the assistants in schools above Grade IV being certificated. There are already in the service certificated teachers who might with advantage be transferred on promotion to such positions.

There were in addition twenty-eight pupil-teachers and ten probationers, the latter being over and above the regular staff of the schools. During the coming year, 1912, the pupil-teachers in schools of Grades V and VI—that is, with attendances of from 81 to 160—are being replaced by assistant teachers, all such changes having to be effected by January, 1913. Provided qualified assistants can in all cases be secured, the staffs of the schools concerned will be greatly strengthened, but we rather regret the prospect of the extinction of the pupil-teacher system, which with all its faults has hitherto proved the best means of supplying the service with capable teachers. We hope that a corresponding extension of the probationer system will be made, so as to enable more to readily gain admission to the service, which has suffered of late years from a dearth of qualified applicants.

Most of the items in the following summary for the public schools of the district form part of the Inspector's annual return:—

Classes.				Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in each Class.	Average Age for the Dominion in 1910.
						Yrs. mos.	Yrs. mos.
Standard VII	...	...	...	137	118	14 7	15 0
" VI	...	...	...	366	350	14 0	14 0
" V	...	...	...	511	495	13 2	13 1
" IV	...	...	...	632	611	12 4	12 3
" III	...	...	...	685	667	11 4	11 3
" II	...	...	...	746	728	10 3	10 2
" I	...	...	...	725	708	9 1	9 2
Preparatory	...	...	...	2,349	2,170	7 0	7 0
Totals for 1911	...	...	...	6,151	5,847	9 9	...
Totals for 1910	...	...	...	5,966	5,671	9 9	9 10

The ages of children have in all cases been computed as on the 1st December. In some, especially of the very small schools, the figures have been taken from schedules prepared at our last inspection visit, but in the main they are compiled from the teacher's class lists, showing the

results of head teachers' annual examinations for promotion. These class lists were usually supplied by head teachers in such good order that we had very little fault to find with either their compilation or with the mode of determining the classification.

Though throughout the decade following 1897 there had been a gradual falling-off in the number of children in the district, since 1907 there has been an increase each year, so that the total now is higher by about 100 than at any previous time. Ninety-nine of those in Standard VII are pupils of the secondary classes of one or other of the four district high schools. Standards V and I are slightly lower than in 1910, and Standard VI is also lower by 59. All other classes are larger, especially the preparatory, in which the number exceeds the previous year's return by 136.

The Inspector-General of Schools in two successive reports has called attention to the marked increase of recent years in the proportion of pupils in the preparatory classes, which in 1910 represented 37.2 per cent. of the whole. For this district the percentage was also 37, but this year it is even higher, 38.1 per cent. His conclusion seems to us inevitable, that the main cause of this increase is that the children now usually spend a longer time in the preparatory classes than they formerly spent; and one or two instances have been noted by us this year of a large class well advanced in work of First Standard quality but still retained in the upper preparatory division. In this district, too, the average age of passing Standard I has also increased of late years; for example, in 1896 it was 8 years 4 months, in 1901 8 years 9 months, in 1906 8 years 10 months, and now 9 years 1 month. In Standards II and III also very similar changes are shown, but years ago the ages of Standards IV, V, and VI more closely approximated those of to-day. In the matter of promotion, we are satisfied that the interests of individual children are too little studied. Very rarely, for example, do we find that exceptionally bright children have passed through two standard classes in the year, though in the lower classes this is quite possible of attainment without any great disturbance of the usual school routine. For the promotion of children from the preparatory classes a higher standard of efficiency than formerly is probably the general practice, and evidently to avoid troubles of organization such promotion, though merited before, is too often deferred till the end of the year. To quote the Inspector-General, "The facts are sufficiently serious to demand very careful examination"; and there is certainly room for questioning whether the average child of to-day is as intelligent as that of, say, five-and-twenty years ago. The presence of certain children very backward, of slow development, those upon whom in ordinary course even a capable teacher can make but little impression, is becoming more common, so that in the larger centres appeals are being made for special schools to be established for the treatment of children of this particular class. Their presence in any numbers—and examples now are to be found in any large school—must tend to increase the proportion that the junior division bears to the whole, and also the average age of that section. From a study of eugenics the cause of such increase might be determined, but that an increase exists a close observer can hardly doubt.

Some subjects of instruction call for special comment or for criticism of the methods adopted.

ENGLISH.—In the treatment of almost all branches of this subject we find much to commend. In reading and writing 88 per cent. of the schools (omitting from the calculation those in Grade 0 as too insignificant for consideration) were thoroughly efficient; in spelling 84 per cent., and in composition 77 per cent. The reading has invariably been tested from prepared text-books, as we consider it unreasonable to expect children to read well at sight from previously unseen matter. The Imperial Reader and the *School Journal* have been most commonly employed, though in some instances the Royal Crown or Graphic Series or the Historical Reader is used. The continuous or supplementary readers supplied to Standards III and IV have been warmly welcomed and fully utilized by a few, but in general they have been too little appreciated. Some have read them as additional readers, but too many teachers have neglected them entirely, contenting themselves with two literary readers only. The fear that such an innovation would involve an additional burden should not be a deterrent to their use, as the interest aroused in the children by such works as those supplied should more than compensate for any additional labour required in their preparation, which should be confined to such brief explanation as would render the general sense of the passage intelligible to the class. In our large schools—those in which each teacher has no more than two standard classes—three readers at least should be in constant use, and one of these might well be a continuous reader. We notice that the issue of free books for 1912 may also include a supply of supplementary or continuous readers for Standards II, I, and preparatory.

In individual cases and in particular schools we still find faults on which we have so often commented, especially of enunciation and vocalization—faults from which some of our teachers are not entirely free; and, although the reading of the scholars is generally fluent and expressive, we are now and then disagreeably surprised at their ignorance of the force and meaning of some of the words employed. Good reading necessitates the correction of faulty mannerisms, the adoption from the first of a natural tone of voice and of the practice of reading in phrases, the ability to group the words correctly, and, most of all, the development of general intelligence, for without it the reader cannot maintain the intimate interdependence of eye, ear, and voice so essential to expression, the product of a thorough appreciation of the author's meaning. In regard to either recitation or reading it is in this, the highest phase of the subject, the entering into the spirit of the author, that failure is most common. Sometimes the teacher's ear, through time and constant abuse, seems to become deadened, and an habitual fault—a whining monotone, for example, or a strained high pitch of voice, that robs the lesson of all delight—is allowed to pass unchecked. In one education district a teacher of elocution has been appointed for the training of teachers, and the best results are anticipated from his direct influence upon the work of the children. The so-called "colonial twang" we in no way condone, but critics are too prone to dilate upon and exaggerate this defect, which suffers little by comparison with the uncouth dialects still frequently

introduced by importation from the Home-land. When we notice how rapidly these barbarisms are softened or disappear under the refining influence of our schools we can congratulate the latter upon possessing and maintaining to some degree the purity of the English tongue.

A review of the marks assigned for writing shows that, in our judgment, the work presented to us was highly appreciated, and the number of schools in which the subject is well taught is larger than before. Where the execution is faulty strict supervision of both copy and exercise—in fact, of all written work—is required, and the insistence upon a hygienic position and a correct and facile hold of the pen. The best results are attainable only under careful supervision and strict discipline.

As in previous years, the dictation and spelling tests were all, except the dictation of Standard VI, taken from the prepared readers, and though, on account of additional length, they were rather more difficult than usual, much greater accuracy was attained than in the two previous years, this branch of English making a more distinct advance than any other. In those few schools 16 per cent., which still find great difficulty with the subject, one or other of the following causes is operating: The teacher, through inability to spell, or from careless reading, fails to correct mistakes; spelling is learned from lists of words instead of from the sentence; systematic word-building is neglected or not continued through the higher classes by a study of roots, prefixes, and suffixes.

Though in composition improvement is also to be noted, in most classes we cannot bestow very warm commendation upon the highest products of the Sixth Standard children, none of our larger schools attaining the "good" limit for that class, although the great majority were thoroughly efficient. We would again emphasize the need for a thorough knowledge of the use of punctuation-marks, especially of the period; for the constant employment of oral composition; and for further practice in essay-writing upon themes that are attractive to the pupils, and upon which the teacher is fully satisfied that the children have abundance of material at command. We have been especially pleased with the way in which the requirements of the syllabus have of recent years been met in Standards I and II, and with a view to strengthening the work of the higher classes, which does not seem to develop in proportion to early promise, more difficult tests in composition were given in Standard III, so that the work, though good, does not show to such advantage as in Standard IV. The chief defect again was the meagreness of matter in essays. A choice of three themes was given from subjects of common observation, all of which might certainly have been treated in the ordinary school course. Some children, through lack of practice, still confine themselves to making up disjointed sentences, instead of writing a connected description. In the Fifth and Sixth a better knowledge of the functions of phrases and clauses was shown, but rarely was a correct use made of familiar homonyms, or of words of somewhat similar meaning but of different application. The meaning of prefixes and suffixes was almost unknown, and in the Sixth scarcely any attempts were made to give the Latin root of a word. In the Sixth Standard test cards the meanings of certain poetic terms and phrases were beyond the capacity of the candidates, and their knowledge of the way in which greater force or emphasis may be attached to words or phrases by a rearrangement of the order was also vague in the extreme.

The Sixth Standard children have found some of the cards set by the Department, especially those for 1911, extremely difficult, and we question whether for a pass examination too much is not demanded from children of fourteen years of age. The connected compositions—essays, letters, or reproduced anecdotes—were usually well rendered, and occasionally in well-chosen English. The vocabulary and diction are gradually improving, and should further improve under the wider course of reading now in vogue.

ARITHMETIC.—As usual, we show in the following table the results obtained throughout the district in this subject:—

	Number of Schools.						
	Standard VI.	Standard V.	Standard IV.	Standard III.	Standard II.	Standard I.	Preparatory.
Excellent ..	6	7	13	9	16	9	4
Good to excellent ..	4	4	7	9	9	10	4
Good ..	5	8	7	4	14	10	18
Satisfactory to good ..	4	4	8	12	5	9	25
Satisfactory ..	10	15	12	20	19	7	29
Efficient ..	29	38	47	54	63	45	80
Fair to satisfactory ..	5	12	10	7	4	8	11
Fair ..	15	9	17	13	15	14	8
Moderate to fair ..	3	2	3	7	4	4	3
Moderate ..	17	12	6	5	4	6	3
Inferior to moderate ..	1	1	1	3	..	1	..
Inferior ..	14	13	11	2	12	6	..
Non-efficient ..	55	49	48	37	39	39	25

In Standard VI the record is much the same as that of last year, when twenty-eight classes were regarded as efficient against fifty-three non-efficient. Of 394 candidates for proficiency certificates 25 per cent. failed to qualify in this subject. The pass requirement is so low that the number failing in arithmetic appears to be considerably greater than should be the case. Thirty-three pupils of Standard VI were presented in Standard V arithmetic. In all the other classes, with the exception of Standard IV, where the result practically agrees with that of last year, considerable improvement is shown.

In the preparatory classes the subject is generally receiving careful and more correct treatment. In a great many schools the composition and grouping of numbers are skilfully worked by concrete examples. The results of these operations should be duly recorded and tabulated, and the principal tables committed to memory. This final stage is essential if the pupil is to possess that readiness in applying the four simple rules with the accuracy and rapidity that are always necessary for success in more advanced stages.

The prominence recently given to mental arithmetic has, we feel sure, resulted in considerable benefit. Frequent practice should be given in this branch of the work. The examples should come as much as possible within the experience of the pupils, and should not in the main be mere book questions. In the upper classes more attention might be given to shorter methods of working, and to producing greater facility in dealing with problems involving the use of units of the metric system.

**GEOGRAPHY.**—In the syllabus in geography no definite course of work has been laid down for the various standards in Course B. A list of suitable topics has been specified, from which the teacher is expected to draw up his own course. The result of this has been that considerable variety has existed in regard to what might be considered a suitable course, while our younger and less experienced teachers, especially in schools in which classes are grouped for the subject, find it difficult to arrange satisfactory schemes of work.

To somewhat help such teachers, early in the year we issued the outlines of a suggested scheme of work, giving alternate courses suitable for schools where two classes were grouped. The limits of work expected were alone stated; the method of treatment and the order of taking the work were left entirely in the hands of the teachers. This scheme was very generally adopted, and led at least to some uniformity in dealing with the subject.

On the whole the instruction appears to have improved, especially in the upper classes of the larger schools. In taking this subject in the examination for proficiency certificates the written answers showed a much more intelligent knowledge of the subject, but it was evident that in some schools the teaching had been limited to the getting-up of facts from a text-book.

The political geography was not generally well known, but would doubtless be improved if there was some continuity between the schemes of work as devised for the various standard classes.

**HISTORY AND CIVICS.**—The instruction in this subject is carried on in much the same way as hitherto—in some schools by means of historical readers, in others by special lessons given by the teacher. In only a few instances has the result been entirely satisfactory. The subject is one that requires a live interest on the part of the teacher if his instruction is to be profitable. There are many evidences that this interest has weakened to a great extent—we note that the subject is not a favourite one with candidates for teachers' certificates.

In many cases we found fault with the schemes of work presented to us as being too meagre, and certainly inadequate when compared with the time given to the teaching of the subject. The latter branch of the work—the civic instruction—showed to greater advantage than history itself.

Since writing the above the question of history-teaching in the primary schools has been adversely commented on at the meeting of the New Zealand University Senate. Much of the criticism reflects our previously expressed opinion that the subject is distasteful, and so it is not taken up with that keenness of interest that its importance demands. The suggestion that it be made compulsory for proficiency certificates might afford at best but a partial remedy for what is undoubtedly a weakness at the present time.

**HANDWORK AND MANUAL TRAINING CLASSES.**—Classes in the following branches of elementary handwork have been recognized in thirty-seven schools:—

	Classes.
Plasticine-modelling	29
Brush drawing	14
Elementary design and colour-work	5
Paper-folding	8
Free-arm drawing	6
Brick-laying	3
Cardboard-modelling	4
Needlework	7

A number of other schools carry on some branch of handwork. In such schools the working-conditions often prevent the fulfilling of the conditions necessary for earning the capitation grant. In this connection a large number of schools have been equipped for free-arm drawing. The subject is a favourite one with the pupils, and excellent work has been done, more especially in several of our infant schools.

Fifty-five schools again receive instruction in manual training, special centres for the first three subjects having been formed at Nelson, Wakefield, Westport, and Reefton. The following branches of work have been taken up:—

	Classes.
Ironwork .....	5
Woodwork .....	11
Cookery .....	16
Agriculture .....	37
Physiology and first aid .....	17
Swimming .....	15
Physical measurements .....	8
Elementary chemistry .....	2
Dairy-work .....	10

The chief increase has taken place in the formation of six new classes for instruction in dairy-work, eight schools now taking a combined course of agriculture and dairy-work. With the exception of Murchison and Karamea, each of the other schools carrying on this instruction was visited in alternate weeks by Mr. Bruce, Instructor in Agriculture, under whose direction the work was conducted. In the case of the two schools mentioned, situated in outlying parts of the district, the work was carried on by the teachers after inauguration by the instructor. The pupils have shown much interest in the work, which has been carried out with considerable skill and success. It is proposed to extend the work in the district high schools over a two-years course, for which a suitable programme of work will be issued. The erection of a science-room at Takaka and the equipment of the room at Motueka will provide very necessary facilities for the conduct of this work. Already a demand for further classes in this subject begins to show some appreciation of the effort to embrace instruction in touch with the environment of the pupils.

Good work continues to be done by many schools in elementary agriculture. In the smaller schools the lack of simple apparatus for carrying out indoor experiments at a distinct disadvantage. The practice of keeping note-books with the pupil's own records of the work we hope to see universally followed.

For proficiency certificates central examinations under the direct supervision of the Inspectors were held at the following schools: Nelson Boys', Nelson Girls', Nelson Technical, Wakefield, Motueka, Westport, and Granity. The children from schools in the immediate neighbourhood attended at one or other of these centres, candidates from more distant schools having been examined at the inspection visit. At some centres, to avoid distraction and economize time, the meanings of some selected words from their readers were required to be written as a test of comprehension of the reading-matter, the oral reading having been taken at the pupils' own schools at the previous inspection visit. In reading, writing, and drawing good marks were gained, proportionately higher than those obtained by lower classes in the schools; but the spelling, tested from a previously unseen paragraph for dictation, with a selection of words from a prepared reader, was weak, the majority of the candidates failing. In arithmetic and geography only a little over one-third of our larger schools sent in what we consider satisfactory work for this class. Under the stimulus afforded by the hope of gaining the highest award given in our schools, promotions are often made without a thorough grounding being assured in the work of Standard V, otherwise it is difficult to account for a falling-off in the highest class. In all, 394 candidates were examined, and the following certificates were obtained: Proficiency, 189; competency, 141.

Classes for the instruction of teachers have again been held at Nelson and Westport, the subjects taken being cookery, woodwork, and various branches of drawing. Classes in chemistry were held at the Nelson Technical School and at Motueka. In Nelson the attendance was quite incommensurate with the advantages accruing from a course of practical work in such a subject.

In the middle of the year Mr. Cockburn, the art instructor from the Nelson Technical School, visited Westport and conducted demonstration lessons in drawing as prescribed in the syllabus as a school subject. His instruction, though extending over a brief period, gave many teachers a fresh insight into the subject, and we were pleased to notice in several schools manifestations of the practical application of the principles demonstrated.

A free issue of school-books has been made to Standard IV and the lower classes, and during the coming year the grant is to be extended to Standards V and VI, so completing the equipment of all the main divisions of the primary school.

The benefits conferred are not fully appreciated, and the granting of free books under the very necessary conditions imposed finds but little favour with many teachers and parents. So far the advantage bestowed can by no means be proportionate to the expenditure involved.

During the year there has been but little new legislation affecting the bearing of the Education Act to record. A section of some importance, however, has been inserted in the Public Service Classification and Superannuation Amendment Act, 1911. This section provides that where a teacher objects to a transfer, such transfer shall (for the purpose of appeal, but not otherwise) be deemed to be a dismissal.

In the latter half of the year the Education Department notified a grant for the purpose of assisting uncertificated teachers in outlying districts to prosecute their studies with a view to obtaining their full qualification. With the objects of the grant we are in entire sympathy, but, unfortunately, the matter came up so late in the year that we could only suggest a provisional arrangement that would in the meantime be of some assistance to such teachers. We trust that the grant will be renewed during the coming year, as there are in our district uncertificated teachers in localities where there are few opportunities of attaining the necessary examination qualification.

Owing to travelling difficulties it is impossible to bring these teachers together for weekly instruction. A short continuous session is of little use, as the requirements demand constant study over a considerable period. In these cases we are left to deal with the matter by correspondence lessons, which, though not applicable to all, afford a degree of help in many subjects.

In many respects the year 1911 has been one of marked educational advancement. The great improvement in regularity of attendance and the growth of the district are encouraging; the

status of our teaching staff has been raised, and in competition with other New Zealand candidates in such examinations as the Junior National Scholarship, Junior Civil Service, and Matriculation the best scholars from the primary and secondary classes still maintain very creditable positions. Above all, there has been a distinct gain in the general efficiency of our schools, our estimate of which is shown in tabulated form below:—

Good	...	...	...	22	} Efficient	90	For 1910.	79
Satisfactory to good	...	...	...	27		} Non-efficient	23	31
Satisfactory	...	...	...	41				
Fair to satisfactory	...	...	...	19	} Non-efficient	23	31	
Fair	...	...	...	4				

Of the twenty-three classes as unsatisfactory fifteen are in Grades 0 or I.

In spite of the defects to which we have referred in this report, most of which are characteristic of very small schools, we acknowledge that the educational results of the teachers' labours are deserving of credit and encouragement.

We have, &c.,

G. A. HARKNESS, M.A.,

A. CRAWFORD, B.A.,

Inspectors.

The Chairman, Nelson Education Board.

### GREY.

SIR,—

Education Office, Greymouth, 30th March, 1912.

I have the honour to submit my general report on the schools of the Grey district for the year 1911.

Inspection and examination visits were paid to thirty-three public and four private (Catholic) schools. One hundred and twenty-two pupils sat for the Sixth Standard examination, of whom eighty qualified for proficiency and twenty for competency certificates. Last year 127 sat for the examination, and sixty-six gained proficiency certificates, so that the Standard VI work this year shows a very marked improvement. One new public and one private school (Catholic) have been opened during the year.

The following table shows the number of pupils on the roll, the number present at the Inspector's annual visit, and the average age of each class for the whole district:—

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in each Class.
Standard VII	47	33	Yrs. mos. 14 9
" VI	126	122	13 8
" V	121	113	13 0
" IV	177	170	11 10
" III	207	201	10 11
" II	199	194	10 1
" I	224	218	8 10
Preparatory	832	743	7 1
Totals	1,933	1,794	9 5

Four Catholic schools were examined, and the results, which must be considered highly satisfactory, are shown in the following summary: Roll number, 481; present at examination, 419; presented in Standard VI, 21; proficiency certificates gained, 21.

In regard to the district generally I am better pleased with the work this year than on any previous occasion. In the upper standards neat, well-written, and attractive papers were the rule.

HISTORY is a weak subject in all but one or two of the larger schools. Now that the difficulty referred to in my last report has been obviated by the introduction of a suitable class-book, provided free of cost to pupils in Standards IV, V, and VI, we may reasonably look for an improvement in this subject.

GEOGRAPHY.—The work in this subject still leaves much to be desired. If a single, definite, complete programme or scheme, embodying portion of each of the two courses now prescribed, were substituted for the present requirements, the change would help to smooth the path for many of our young teachers.

ENGLISH.—Composition is, on the whole, very satisfactory. A fair attempt is made with the essay-work, and the formal questions are usually well done. Writing is, generally speaking, good throughout the district. Reading and spelling are good in the majority of the schools. In the smaller schools the commoner faults in connection with the former subject are, of course, occasionally found—*e.g.*, misplaced aspirate, the dropping of the final "g," &c.—but these rarely occur with certificated teachers. As a rule, the children have a fair comprehension of the matter read.

SINGING is well taught in most of our schools, although there are practically no facilities for the training of teachers in this subject. Working, as they have been, at a disadvantage, the teachers of our five largest schools have nevertheless, with the aid of their Committees,

organized concerts, socials, &c., and purchased either pianos or organs for their schools, and at the present time every school in the district above Grade III has the use of one of these instruments. It would be a boon to teachers in this district if the conditions attached to the annual grant for the teachers' training classes were extended or rearranged so as to allow of teachers' classes in this subject.

**PROMOTION OF PUPILS.**—In schools under certificated teachers promotions in standard classes are almost invariably judiciously made; but in these same schools I have found pupils in the primer classes who could have passed Standard I with ease. There is no ground for—and, under existing circumstances, no compensatory gain in—retarding the progress of scholars in this way. When a child is clearly capable of doing higher work it is a mistake to withhold it from him.

**REGISTRATION.**—In our larger schools mistakes or omissions in registers are rare, but in some of our smaller schools the registers are sometimes not fully posted up at my inspection visit. Entries of the previous examination passes are not made in the registers, and occasionally a teacher is found who, after marking the register, "forgets" to enter the total for a day or two. With a view to correcting such absent-mindedness, all omissions of this nature are conspicuously mentioned in the school report, and a cure is usually speedily effected.

**CORRESPONDENCE CLASSES.**—The grant recently made by the Department was quickly taken advantage of by our teachers, and it is welcome news to them to know that the grant is to be continued for another year, as it is the only possible chance some of our back-country teachers have of obtaining the tuition necessary to enable them to obtain their certificate.

**SCHOLARSHIP AND MEDAL COMPETITIONS.**—Greater interest has been taken this year in the competition for the Board and Junior National Scholarships. A large number of candidates presented themselves, and it is pleasing to note an increase in the percentage of marks gained as compared with previous examinations. The competition for the Seddon Memorial Medals was even keener than that for scholarships, the distinction of being the first in the district to gain the Seddon Medal being more eagerly coveted than even the winning of a scholarship.

**ENVIRONMENT.**—Little has been done as yet in the way of beautifying school-grounds in this district. Two or three years ago suitable trees were supplied free to schools that desired them for planting, but in many cases these have been insufficiently protected, and have not received the attention and care they required. Much could be done by teachers in this matter.

**SECONDARY.**—I have already presented a separate report on the work of the Grey District High School for the year.

**TECHNICAL.**—The following classes have been in operation at the Technical School during the year: Carpentering, Mr. J. Baybutt; model and brush drawing, Mr. H. Bastings; shorthand, Miss Bell; cooking, Miss Blair (Grey District High School), Miss Duncan (Runanga), Miss Barnhill (Cobden), and Sisters of Mercy (Greymouth). Thanks to the Department's liberal assistance, the Board has been enabled to spend £100 in plastering the Technical School and providing heating-apparatus; and the building is now comfortable, warm, and almost free from damp.

**GENERAL.**—As I have already intimated, the work for the year has been generally satisfactory. Teachers have almost invariably done their very best to carry out instructions given.

I have, &c.,

The Chairman, Education Board, Greymouth.

E. A. SCOTT, Inspector.

### WESTLAND.

Sir,—

Education Board Office, Hokitika, 30th January, 1912.

I have the honour to present the report for the year 1911.

The tabulated statement supplies a summary of the numbers and average of the pupils at the end of the school year. Of the pupils in standards, thirty-four received instruction in a lower standard in arithmetic, and four in a higher class in the same subject. While separate classification in arithmetic serves a good purpose in special cases, it has not always been employed as sparingly as it should be.

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in each Class.
			Yrs. mos.
Standard VII	41	36	15 4
" VI	77	72	13 10
" V	81	72	13 1
" IV	124	117	12 5
" III	122	118	10 11
" II	128	122	10 1
" I	114	112	9 1
Preparatory	449	404	6 11
Totals	1,136	1,053	9 9

With reference to the conditions under which the work of the schools has been carried on, one of the most satisfactory is the regularity of the attendance. The percentage of the average roll reached by the average attendance is for the past year 90·2. Very little compulsion has been exercised, and the regularity is due to the good spirit of work that pervades the schools. The

duration of the school year is not so commendable. Only three schools maintained a number of half-days exceeding 420, and seven of the schools that were not closed for part of the year failed to open on 400 half-days. The average number of half-days in the schools that were in operation for the whole year was 407, and this signifies that vacations and holidays reached an average of over eleven weeks. The reduction of opportunity indicated by these figures must lead to either inefficiency or over-pressure. A further condition affecting the majority of the schools is the absence of certificated teachers. Of twenty-nine sole teachers only four hold certificates. It is true that ten others have passed the Junior Civil Service or Matriculation Examination, but quite half the number have no qualification beyond a proficiency certificate. A special effort is being made by means of correspondence classes to enable teachers to prepare for the certificate examination. It must be recognized, however, that the full course for the Teachers' D certificate in one effort is quite beyond the powers of most of the teachers in remote localities, and their studies will be confined for the present to the subjects of the first group. It will be a great relief in such cases if candidates are allowed to take the examination in two sections. There would be the additional advantage that a pass in one of these might be useful as a basis of selection where no applicants for positions hold full certificates.

The schools of the district have maintained a good standard of efficiency. The instruction of the secondary classes of the District High School has been very successful. From the point of view of record at examinations, five of the pupils occupied places among the first hundred in the list for the Dominion in connection with the Junior Civil Service Examination, and a number passed the Matriculation at the end of three years' work. The lower classes give promise of equally good results in the future.

Of the primary schools, the majority have been recorded as at least good in quality of instruction, and the greater part of the remaining number as satisfactory. None of the schools at the end of the year were in an inferior state of efficiency. In spite of the absence of special qualification of a number of teachers, careful classification of the pupils and energetic and persistent attention to good methods of instruction combine to maintain a good standard of work.

The certificates granted to the Sixth Standard pupils were fifty-eight proficiency and eight competency certificates. The number on the roll during the annual visits was seventy-seven. The respective percentages are 75 and 14. It is to be expected that the rate of passes in this district will be high, as in very few localities do the home duties of school-children interfere with their regular attendance. The average age of pupils in Standard VI has fallen this year to thirteen years ten months. While this compares favourably with that of other districts in former years, it is still regarded as high, and the position is affected by the number of pupils retained in the preparatory classes. For the past year the percentage of the latter is 39 of the number on the roll. This is certainly a large proportion, and, as far as teachers can control the conditions, should be reduced. Any pupil that at the beginning of the year has reached the age of seven and has made a fair amount of preparation should be allowed to attempt the work of the First Standard. The raising of the average ages of pupils in standards has been attributed to exaction of an excessive course from the junior classes, and due care should be exercised to prevent at this stage the unnecessary loss of a year.

The English subjects of the course have in general been well prepared. The reading has included careful preparation of a reader, the *School Journal*, geography, history, and health readers, besides in some cases supplementary readers. The treatment of the subject has been intelligent, the chief defect, noticeable to a limited extent, being incorrectness of pronunciation. Pupils, and even teachers, are affected in this respect by their environment, and it is difficult to cope in school with habits formed elsewhere. The grammatical portion of their studies has usually been successfully mastered, and the schools should in future be able to devote greater attention to constructive exercises in composition. While the pupils present few verbal inaccuracies, the form and treatment of subjects is more mechanical and less spontaneous than is desirable. There is too little exercise of imagination and of powers of interesting narration and description.

In arithmetic, wherever steady application throughout the year has been the rule, the pupils seldom find difficulty in either oral or written examples. A good system of numbers is followed in the preparatory classes, and the teaching in all divisions follows good methods. While this is the general rule, there is in a few schools a neglect of clear statement in the working of the exercises. When intelligent presentation and accurate detail are combined the results are completely acceptable, but not otherwise.

The general experience in connection with the preparation of geography is in accord with that of this district. Teachers fail to select from the suggestions of the official programme a course suited to the conditions of the particular school. The mathematical, physical, and commercial geography are not taken in due proportions and correlation. While, for example, a definition of latitude is known, its effect on the climatic conditions of a continent under study is not observed. A detailed course will for the coming year be issued to all sole teachers, and it is hoped that more definite results will be reached.

The drawing has generally been meritorious in execution, although it has usually been limited in scope. Its correlation with other subjects and the extension from the study of models to that of objects based on them in form has not received much attention. Exercises in this direction may well take the place of much of the line drawing from copies.

The additional subjects in most of the schools, including those under sole teachers, have formed an important part of the programme of work. In many of the small schools a course is presented in all these subjects. Apart from the occasional omission of singing and temporarily of handwork, a full programme is presented. While the general value of the preparation in history is low, in a number of schools a limited but definite course is well prepared. Nature-study, health, and needlework form a valuable part of the instruction. Singing is included in the majority of schools. Its value is much reduced by the lack of training in tone.

In view of the large number of small schools under teachers without special training, it has been found necessary to maintain close control of the programmes of work, and a number of teachers have been required to forward for inspection the exercises of the pupils in connection with the periodical tests. This direction of the work will be extended during the coming year. Courses will be defined with special reference to tests in June and December. For these examinations questions will be supplied, and the papers of the pupils will in most cases be forwarded for the Inspector's perusal. While other tests will be made by the teachers, the emphasis of the two main ones will, it is hoped, lead to more thorough preparation. The plan indicated will apply chiefly to schools under sole teachers, but teachers in other schools may find the material issued of value in carrying out their tests and classification.

The five Roman Catholic schools, in which the inspection and classification has been carried out in accordance with the method and requirements of the regulations, have all presented at least satisfactory results. The teachers, equally with those of the public schools, welcome advice, and show due regard for the maintenance of a good standard by the adoption of effective methods and by strictness in the classification of the pupils.

The Chairman, Westland Education Board.

I have, &c.,

A. J. MORTON, Inspector.

#### NORTH CANTERBURY.

SIR,—

Education Office, Christchurch, 25th March, 1912.

We have the honour to present our annual report on the schools of the district for the year 1911.

**VISITS PAID.**—The number of public schools open at the end of the year was 212. To each of these, with the exception of three small household schools and three opened during the last quarter of the year, two visits were paid. Several schools were visited a third time, with the special object of assisting an inexperienced or a newly appointed teacher. For the purposes of the announced visit the pupils of two of the household schools presented themselves at the nearest public school. Two visits were also paid to each of twenty-one private schools enumerated in the appendix to this report. The examinations held for the purpose of awarding certificates of proficiency are not included in the above statement.

**ATTENDANCE.**—The annual examination schedules prepared by the teachers at the end of the year record an enrolment of 21,666 pupils in the Board's schools, with an attendance of 20,124 at the annual examination. This return shows an increase of 507 on the rolls, though the number present at the examination was seventeen less than last year. For such discrepancy the prevalence of epidemics in the last quarter of the year is mainly accountable. Similar returns from the private schools visited showed an enrolment of 1,752 pupils, of whom 1,555 are recorded as being tested for promotion.

**AGE OF PUPILS.**—In each of the classes Standards VII, V, IV, and II, the average age for the end of the year was one month lower than that of the previous year. In the remaining classes the average age for the year 1910 was maintained. In Standards IV, V, and VI the average age of the pupils of private schools was higher (notably in Standard VI) than that in corresponding classes in the public schools.

**STANDARD VI CERTIFICATES.**—The following statement supplies a summary of the results of examinations held for the purpose of awarding certificates of proficiency and competency:—

	Pupils examined.	Certificates of Proficiency.	Certificates of Competency.
Public schools	1,400	985	284
Private schools	131	75	36
Special examinations	61	36	14

**DISTRICT HIGH SCHOOLS.**—The enrolment in the district high schools (295 pupils) shows an advance of twelve on the return for the previous year. The progress made by the pupils is an encouraging sign of their desire to profit by the opportunities afforded them, and of the interest shown by their teachers in their welfare. At two essentially agricultural centres, Lincoln and Kaikoura, the programme of work for the coming year is being arranged on the lines recommended by the Department as suitable for rural district high schools.

**SCHEMES OF WORK.**—An improvement is shown in the form in which the schemes of work have been submitted, and, as a rule, they were ample in scope and educative in aim. Occasionally we have to impress on a teacher the importance of preparing such schemes well in advance, and of having them in full working order at the beginning of the year, with a clear course planned and a definite aim in view. Such admonition should not be necessary, as an instruction to this effect is printed in the scheme-of-work book supplied by the Board.

**CLASSIFICATION.**—The classification of the pupils, on the whole, has been carefully conducted, and instances are rare where the promotion or non-promotion of the pupils has called for adverse criticism. By untrained or inexperienced teachers, whose judgment is apt to be influenced by local pressure, the advice of an Inspector has been frequently sought with beneficial results. On the other hand, occasionally in a larger school there is evidence of needless rigidity in assessing the claims for promotion, and in deciding whether the pupils have satisfactorily completed the course of work up to a given point, arbitrarily fixed, without due regard for the relative importance of the several subjects of the syllabus. More especially in the preparatory classes of such schools is it desirable that the promotion of those who distance the majority of their classmates should be made at frequent intervals, as soon as they show themselves fit for advancement. Such

a practice is adopted in many of our schools, the teachers of which wisely recognize that, by reason of the different rates of progress of the pupils, owing to disparity in ages, degree of maturity, temperament, and health, frequent readjustment is necessary. A more general application of such practice, however, is recommended, to include also cases of outstanding merit in the standard classes. Its operations should prove a determining factor in reducing the average age at which pupils pass the First Standard, and, consequently, at which they can afterwards qualify for admission to a secondary school.

**CENTRAL EXAMINATION.**—These were conducted on the same lines and mostly at the same centres as in the previous year. Experience has shown that such examinations are held under most favourable conditions as regards space, freedom from distraction, and the general comfort of those examined. Moreover, there is no doubt that those teachers who attend such centres profit considerably from the experience thereby acquired, and from the opportunity afforded for comparison of work and of methods of teaching. In the more remote schools candidates for certificates were examined on the occasion of the Inspector's announced visit, which in such cases were purposely paid late in the school year.

**METHODS OF TEACHING.**—Provided that the education of a child is based on sound principles, the success of the teacher to a large extent depends on the adoption of suitable methods. With this proviso your Inspectors have intentionally allowed a wide latitude to teachers in their selection of the methods adopted. A cast-iron uniformity is the last thing we would desire, and every encouragement is given to original thought in dealing with the problems of the class-room. For method after all is greatly a matter of the individual, just as the skilled artisan can work best with his own tools. The improved outlook is well described in the following passage from a recent article by a prominent educational authority: "The sun is well set on the days when teachers regarded method, nay, were even taught to regard it, as a kitful of rules sufficient to ensure their educational salvation, and we can at least flatter ourselves that they enter the teaching arena knowing that method is nothing more than the mind which they can throw into their work, and that in times of doubt and difficulty their cry must be, not 'Back to the books,' but 'back to the child.' . . . Good methods are, one and all, founded on a few principles as old as the hills. And how can we find these principles? Only by knowing the child. Knowing him in mind, and soul, and body, and by making an honest endeavour to get at the laws which govern the healthy development of his powers."

In this connection a powerful stimulus has been exerted by the wider attention given to books on the principles and history of education, resulting from the inclusion of that subject among those compulsory for the Class C certificate. This wise provision not only encourages a more extended outlook on the part of pupil-teachers and students in training, but has also exerted a beneficial influence on many teachers of mature age and experience, who have shown a healthy interest in up-to-date works on education, and have given renewed attention to the subject of child-study.

Of the quality of the instruction given in the several subjects of the syllabus the following brief estimate is submitted:—

**READING.**—With the wider scope and more liberal treatment now accorded to this subject, as illustrated by the wise use made of the *School Journal*, and of Supplementary Readers, a more intelligent comprehension of the matter read is associated with expansion of ideas and improved expression. In endeavouring to produce these desirable features of reading, the importance of clear and distinct enunciation must again be emphasized.

**SPELLING.**—This is, on the whole, a strong subject in our schools. Occasionally, indeed, we note a tendency to give more time to the testing, as distinguished from the teaching of spelling, than is warranted by its relative importance. Mechanical formalism in the testing of isolated words is giving place to more rational methods, which deal with the words in their natural environment. Towards this end, too, the improved treatment of English generally is rendering material assistance.

**WRITING.**—The attainment in writing is, on the whole, satisfactory, and in a goodly number of our schools very creditable, where neatly written and orderly arranged exercise-books and examination-papers are pleasing features of the school routine. In cases where the writing of a school has called for adverse criticism it has generally been associated with a go-as-you-please attitude with regard to such important matters as the holding of the pen, posture at the desk, and fidelity to the set copy, details that may fairly be regarded as indications of defective discipline.

**COMPOSITION.**—In the employment of written exercises on set topics, and in letter-writing, composition continues to receive liberal and successful treatment, more especially in the higher classes. The recent introduction of improved and attractive class-books should prove a valuable aid in teaching the more formal features of this subject. The perusal of answers of candidates for proficiency certificates shows that there is room for improvement in this direction. The questions on the English cards annually issued by the Education Department are of the same type as those used for several years, and consequently no surprise is sprung on the teachers; but satisfactory answers to these questions have not been as general as we could desire. In the junior and preparatory classes much good work is being done. Some teachers, however, still fail to realize the importance of availing themselves of every opportunity to enlarge the vocabulary of their young pupils, and to train them to express themselves clearly and accurately about what they read and observe. The more limited the vocabulary of the home the greater is the need for supplying this deficiency.

**RECITATION.**—To prove of really educative value, this subject requires to be skilfully taught. As far as memorizing poetry is concerned the treatment has been generally satisfactory. Young children have a natural love for rhythmic utterance, and this fact should not be overlooked in selecting passages for repetition. But because the poems are meant for children they need not

be childish. A poem which requires no thought does not stimulate the intelligence. "It is well for young children to have their memories stored with poems that do not lose their sweetness and charm, but, as the mind develops, display a more inward beauty and fresh traits of interest." With the recent adoption of new readers for the higher classes, fresh material will be readily available to take the place of the hackneyed selections that have done duty for so many years—a change that will be gladly welcomed by all concerned.

**ARITHMETIC.**—In this subject the general attainment is satisfactory, and frequently very good. The tests set by the Department for the examination for proficiency certificates were, on the whole, well answered, and the importance of preliminary practice in mental exercises has been more generally recognized. In the lower classes of some schools we should welcome a more ready and accurate knowledge of the memory-work indispensable as a foundation on which to base sound progress. What may be designated the "mechanical part" of mental work can only become automatic by constant and frequent practice.

**GEOGRAPHY.**—Improved methods of teaching this subject have come into more general use. While, as a rule, Course A has received its fair share of attention, a better acquaintance is shown with the political and commercial aspects of geography. The intelligent employment of Geographical Readers supplementary to direct instruction has been put to good purpose.

**HISTORY.**—An improvement in the teaching of history may be looked for from the study of the attractive series of Historical Readers recently supplied to our schools. The judicious use of the book prescribed for the highest class should serve to correct the apparent detachment of the various lessons and the frequent want of continuity and connection in the schemes of work, a feature of weakness to which reference was made in our last annual report. Lessons on the duties of citizenship are, on the whole, well treated.

**DRAWING AND HANDWORK.**—Due provision for the teaching of these subjects has been made in the school time-tables, and the treatment more closely accords with modern demands. In some schools a feature referred to in our report for last year still demands close attention—viz., the need of keeping a definite aim in view, and of preparing a varied and carefully graduated scheme of exercises as a means for carefully developing and systematizing the course of instruction. In the larger schools much of what may be regarded as industrial drawing is done in connection with the woodwork classes. Manual occupations of various kinds form a prominent and popular feature of the instruction given in the lower and preparatory classes, and by the more successful teachers have been successfully co-ordinated with the older subjects of the syllabus.

**NATURE-STUDY AND AGRICULTURE.**—In many quarters much intelligent interest has been shown in the teaching of nature-study. The active co-operation of the pupils has been successfully appealed to, and the course of lessons has been planned to harmonize with the ever open book of nature, as illustrated by the surroundings of the school and local conditions. There are still a few survivals of unprofitable lessons copied direct from useless and obsolete books of notes that might be consigned to the waste-paper basket.

Instruction in elementary agriculture in the higher classes comes as a natural development of nature-study in the lower portion of the school. Those teachers who have realized the aim skilfully and clearly set before them by Mr. Malcolm, the Board's instructor, succeed in making agriculture a truly educative subject by the intelligent combination of lessons on the principle of tillage, with practical and experimental work in the school-garden. It is gratifying to record the hearty support extended to this movement by the parents in several localities, though in one or two unexpected quarters the proposal to establish school-gardens is treated with apathy, if not met with opposition. A need of praise is due to those teachers in sole charge who have shown an active interest in this branch of instruction, and whose school-gardens, besides being of educational value, form attractive features of the school environment.

**SINGING.**—At many of the schools, on the occasions of our visits, suitable songs are creditably rendered. The usual singing-lesson consists of a few simple exercises, followed by some easy songs sung generally in unison, occasionally in two parts. It may be fairly expected that in schools where the teachers are qualified for the task, exercises may be included for the purpose of training the ear, and others for the cultivation of the voice. We feel that much use might be made of bright and cheerful songs as a restful change between lessons. Most children sing naturally, and feel a real pleasure in singing, and any effort expended in developing their musical tastes will be wisely and profitably employed.

**HEALTH.**—In most of our larger schools provision is made for direct instruction under this heading. In the smaller schools attention is directed to its more important aspects incidentally as opportunities offer. Valuable lessons in the *School Journal* have afforded much assistance in this direction. In a few schemes the course of lessons submitted has included elementary instruction in first aid. Physical exercises are most successfully taught when they form part of the daily routine.

**NEEDLEWORK.**—Practically all the girls in the public schools receive instruction in this important branch of the domestic arts. The success of teaching depends to a large extent on the accomplishments of the teacher. The general attainment is satisfactory, and in several schools good, more especially in those districts where a healthy local interest is aroused.

**GENERAL.**—In compiling a summary of the classification results the work of the Inspectors was delayed owing to the scant attention paid by a few individuals to the request for a prompt reply, a few belated returns coming to hand some weeks later, in response to a second circular. While on this matter we may refer to the duty imperative on all members of the teaching service of making themselves thoroughly familiar with the regulations affecting their work. It should not be necessary to apply to the Board for information contained in papers or circulars that at the time are in the possession of the teacher.

We would strongly emphasize the impetus given to professional enthusiasm by the exchange of school visits, more especially in the case of inexperienced teachers in isolated schools. It is in

the power of School Committees to make it possible for teachers to see each other at work, and as much mutual encouragement can be attained in this way as in any other.

To those teachers whose schools have been associated with the various central classes credit is due for the sympathetic interest shown in such subjects as woodwork, cookery, laundry-work, and agriculture. A laudable effort at self-improvement was made by those who, at some personal sacrifice, during their vacation attended the summer school conducted by Mr. Malcolm, and qualified by examination for the certificate in agriculture. There are many, too, who realize the importance of extending the field of their activities outside the sphere of their ordinary duties, thus bringing helpful and stimulating influences to bear on the various communities of which their schools may be considered the centre.

With more enlightened ideals in view there are fewer indications of the purely repressive kind of discipline, and more of that type which aims at developing the pupils' powers of self-control and sense of personal responsibility and honour. The smooth working of the school-cadets movement and of the annual sports demonstration affords striking testimony as to this healthy tendency.

While lessons on morals are not expected to occupy a separate place on the time-table, we always encourage, in the schemes of work, some indication of the features that in several classes are to receive special attention. Profitable use has been made of the various means recommended in the regulations for training and developing moral character. Of these the most powerful are the example and personality of the teacher. With pleasure we testify to the large and increasing number of intelligent and progressive teachers in the Board's service who have developed a professional spirit by earnest and persistent study of their vocation, and whose force of example exerts a powerful influence for good not only in their schools, but on the general community.

We have, &c.,

T. S. FOSTER,  
WM. BROCK,  
CHAS. D. HARDIE, } Inspectors.  
S. C. OWEN,

The Chairman, Education Board, North Canterbury.

## APPENDIX I.

## SUMMARY OF RESULTS FOR THE WHOLE DISTRICT.

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in each Class.
Standard VII	311	298	Yrs. mos. 15 1
" VI	1,325	1,221	13 11
" V	1,982	1,891	13 1
" IV	2,299	2,209	12 2
" III	2,553	2,425	11 3
" II	2,512	2,408	10 1
" I	2,612	2,496	9 0
Preparatory	8,072	7,194	6 11
Totals	21,666	20,142	9 9

## PRIVATE SCHOOLS.—SUMMARY FOR THE DISTRICT.

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in each Class.
Standard VII	11	10	Yrs. mos. 15 7
" VI	140	125	14 8
" V	142	132	13 4
" IV	187	172	12 6
" III	191	175	11 5
" II	203	188	10 1
" I	204	188	8 10
Preparatory	674	565	6 7
Totals	1,752	1,555	9 8

## NUMBER OF PUPILS IN ATTENDANCE AT DISTRICT HIGH SCHOOLS.—SECONDARY DEPARTMENTS.

School.	On Roll at Time of Annual Examination.			Present at Annual Examination.
	Boys.	Girls.	Total.	
Akaroa ... ..	7	7	14	13
Christchurch West ... ..	105	53	158	158
Kaiapoi... ..	11	16	27	26
Kaikoura ... ..	4	12	16	15
Lincoln ... ..	9	13	22	22
Lyttelton ... ..	12	4	16	16
Norman Training College ... ..	6	6	12	9
Southbridge ... ..	13	17	30	30
	167	128	295	289

## STANDARD VI EXAMINATIONS, 1911.—GENERAL SUMMARY OF RESULTS.

	Present at Examination.	Certificates gained.	
		Proficiency.	Competency.
Public schools ... ..	1,400	985	284
Private schools ... ..	131	76	37
Special examinations ... ..	61	36	14
Totals ... ..	1,592	1,097	335

## SOUTH CANTERBURY.

SIR,—

Education Office, Timaru, 25th March, 1912.

We have the honour to submit our annual report on the schools of this district for the year 1911.

At the beginning of the year there were eighty-three schools in operation. The attendance at Kohika fell so low that the school was closed in the third quarter. New schools were established at Rockwood and Hook Bush, and permission was granted for conducting household schools at Struan and Little Roderick. The usual visits of inspection were paid to all the public schools, and to the five Roman Catholic schools in this district.

The following table shows the number of pupils on the roll of the public schools, the number present at the annual examination, and the average age of the pupils in each class :—

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of the Pupils in each Class.
Standard VII ... ..	137	135	Yrs. mos. 15 2
" VI ... ..	444	436	14 0
" V ... ..	484	472	13 4
" IV ... ..	631	608	12 3
" III ... ..	645	634	11 3
" II ... ..	644	621	10 1
" I ... ..	688	662	9 1
Preparatory ... ..	2,096	2,017	7 0
Totals ... ..	5,769	5,585	9 10

The figures in this table show for the year an increase of seventy-five in the roll number, and of this increase fifty-five belong to the Sixth Standard.

The following is the summary for Roman Catholic schools :—

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of the Pupils in each Class.
Standard VII ... ..	12	12	Yrs. mos. 15 8
" VI ... ..	35	30	14 4
" V ... ..	44	44	13 6
" IV ... ..	60	57	12 7
" III ... ..	66	62	11 7
" II ... ..	62	56	10 7
" I ... ..	75	73	9 0
Preparatory ... ..	143	135	6 9
Totals ... ..	497	469	10 3

In 1910 the roll number of our public schools was 5,794, Standards I to VII having 3,596 pupils, and the preparatory classes 2,098, the percentage of the roll in the preparatory classes being 36·8, as compared with 37·2 for the schools of the Dominion as a whole. For the year just ended the roll-number is 5,769, Standards I to VII having 3,673 pupils, and the preparatory classes 2,096, the percentage of the roll in the preparatory classes being 36·3. While the average age of the pupils in the preparatory classes—viz., seven years—holds good for our schools, either taken as a whole or taken in two groups, one of which comprises the seven largest schools, there is a striking difference between the two groups when we come to look at the percentage of the roll in the preparatory classes. For the seven largest schools this is 38·3, and for the rest of the schools it is 34; and, further, this percentage rises to 43·8 in the three Timaru schools. As was pointed out last year, the high percentage of preparatory pupils in the town schools is not to be regarded as arising from a disposition to keep the children an unduly long time from entering on their standard course; it is simply an indication that the proportion of children between five and eight years of age is larger in the towns than in the country.

The average age of candidates for proficiency is this year fourteen years, as compared with fourteen years one month for last year. We do not consider it as particularly desirable that this average should be largely reduced. The chief reason for its reduction is that it would enable those who gain proficiency certificates to enter on their secondary course earlier; but the majority of the primary scholars do not intend to go through a course at a secondary school, and it is decidedly advantageous that we should keep such children at school until they reach the age of fourteen years. It is well to remember that those that are likely to take full advantage of the higher education provided in secondary schools qualify for entrance well under the average age.

In our estimate of their efficiency we group the schools as follows: Good to very good, forty-eight schools, with 4,856 pupils; satisfactory, twenty-four schools, with 561 pupils; fair, eight schools, with 258 pupils; moderate, three schools, with 94 pupils. Of a total of eighty-three schools reported on, seventy-two, with 5,417 pupils, are in a satisfactory condition, the remaining eleven schools, with 352 pupils, ranking below satisfactory. The corresponding figures last year were sixty-five schools, with 5,312 pupils, and sixteen schools, with 379 pupils. The state of the schools as disclosed in this general estimate shows a distinct advance in efficiency, and it is with pleasure that we direct attention to it. At the same time, we regret to point out that three of the schools marked "fair" belong to Grade IV—that is, schools taught by a master and an assistant—and we should be sorry to find them a second time in this position, as it would be hard to frame any valid excuse for their continued inefficiency.

The examination of the pupils of Standard VI was conducted by us in the beginning of December, the examination being held at nine centres. The candidates at Hakataramea, Hakataramea Valley, and Waihaorunga were examined by the Inspector in their own schools. Of the 442 candidates who entered for the examination, 436 were present, 274 gained certificates of proficiency, and ninety-eight gained certificates of competency, the percentage of passes for the higher certificate being 62·8, and for the lower 22·5. The corresponding percentages last year were 62·5 and 23·5. From the Roman Catholic schools thirty-four were presented, thirty-one were present, twenty-one gained certificates of proficiency, and eight gained certificates of competency. The average age of candidates from the public schools was fourteen years, and from the Catholic schools fourteen years four months.

In the following notes we deal with some of the subjects taught in the schools :—

Steady improvement continues to be made in reading. There is much more reading overtaken in the infant and lower standard classes than was the case a few years ago, and the variety and attractiveness of the matter in the supplementary reading-books have awakened a love for reading in many children to whom the more rigid and formal reading-lesson of former days was a weary task. The wider supply of matter that is easy to read and easy to comprehend gives the child confidence and pleasure, and with skillful management he is led to talk freely of what he has read. In the higher classes there is now less difficulty in winning something approaching a clearly expressed statement that will show that what has been read has been understood. We were pleased to find much improvement in this respect in our examination of Sixth Standard pupils, towards whose pass in reading evidence of the comprehension of what has been read

contributes a fair proportion of the marks allotted. We do not lay much stress at this examination on getting the meaning of single words; we aim at inducing the pupils to put in their own words the thought underlying the phrase or sentence. For example, a boy was asked to tell the meaning of the following sentence that occurs in "The Skater and the Wolves": "Every nerve and muscle in my frame was stretched to the utmost tension." He replied in language terse and forcible, if not elegant, "I was going for all I was worth." There was no doubt that this lad had the whole scene in his mind's eye.

We have heard fewer complaints of late from outsiders as to the writing of the primary-school children, and, though we had little sympathy with the recurrent cry against our schools in this matter, it is satisfactory to state that at no time has the writing in the schools as a whole been better than it is. Spelling, which is bracketed with writing in the Department's schedules, receives a full share of attention, and is generally good.

The teaching of composition is, in the main, satisfactory. The greater attention that has been given to the cultivation of oral expression in the lower classes, and the earlier stage at which practice in writing simple narratives has now become general, have resulted in the acquisition of a freer and readier style of essay-writing among the pupils of the higher classes.

Arithmetic continues to be well taught in most of our schools. We have again to call attention to the need for a more careful setting-out of the steps of the reasoning in the solution of problems. It is not enough to arrive at the right answer; every pupil should so set out his work that an examiner will follow the steps of his reasoning with ease. The training that this implies is a strong safeguard in the matter of accuracy, and is at the same time a fine mental discipline.

The favourable comment we made last year on the treatment of the B course of geography must be repeated this year; and we are pleased to report that under present conditions there is little ground for the reproach that pupils were leaving the primary schools with no knowledge of the important places of this and other lands. The picture-cards issued from time to time with the *School Journal* have been most valuable as aids to oral instruction in geography. The trouble has been to have them easily available for use. On our recommendation many of the teachers have used old drawing-books as scrap-albums for preserving the cards, as much of the page of the drawing-book being cut out as will show the letterpress on the back of each card. In the A course some very fine work is being done, though among the less resourceful teachers there are still many evidences that their treatment is so bookish as to deprive the lessons of much of the charm and interest that should belong to them as a part of nature-study.

In the new regulations for teachers' certificates we are pleased to see history and civics included as one of the compulsory subjects. It was full time for its inclusion, as young teachers of late years have been entering the service who knew nothing of history beyond the few scraps they had retained from lessons read during their primary-school course, most of them during their time at the secondary schools and in their preparation for certificates leaving history as an examination subject severely alone. The action of the Department in this matter will conduce to the more systematic treatment of history in the primary schools.

With regard to singing, we are of opinion that, apart from the special singing-lesson, much more might be made of this exercise as a means of frequent recreation during working-hours. The field for the choice of school songs is a wide one, and some of our teachers choose wisely; it is a pity that the choice should ever be otherwise. The school song is a permanent possession, and should therefore be worthy to be retained in the memory.

During the year thirty classes have been recognized in elementary agriculture. The interest in school-gardening is well maintained, and many of the teachers are entitled to praise for the enthusiasm they have shown and the hard work they have expended in making the gardens not only beautiful, but also useful as a field for developing the observational faculties of the children. Handwork in various forms is taken up in the lower classes, and the lessons in cookery and woodwork continue to be given in the higher classes of the large schools with very marked success.

We wish to express our appreciation of the excellent service rendered by many of the teachers in the supervision and direction of the children's sports and games. Inter-school cricket contests, football and hockey matches, running, swimming, and shooting competitions all denote much preparation at hours that lie outside the school time-table. The community owes a debt of gratitude to the teachers for the time so ungrudgingly given to exercises that directly and ostensibly make for physical development, and that indirectly, though less obtrusively, tend to the upbuilding of intellectual vigour and moral worth.

We have, &c.,

JAS. GIBSON GOW, M.A.,  
A. BELL, M.A., } Inspectors.

The Chairman, Education Board, South Canterbury.

## OTAGO.

SIR,—

Education Office, Dunedin, 31st March, 1912.

We have the honour to submit our annual report on the work of the schools of the district for the year 1911.

The following table shows the number of pupils on the roll, the number present at the annual visit, and the average age of each class for the whole district :—

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in Each Class.
Standard VII ... ..	344	313	Yrs. mos. 15 1
"    VI ... ..	1,157	1,102	13 11½
"    V ... ..	1,823	1,780	13 2
"    IV ... ..	2,222	2,172	12 3
"    III ... ..	2,417	2,365	11 3
"    II ... ..	2,404	2,362	10 2
"    I ... ..	2,736	2,672	9 0
Preparatory ... ..	7,595	7,099	6 10
Totals ... ..	20,698	19,865	9 8

There has been a slight decrease in the roll-number in Standard VI and Class P, and in the average ages in Standard VI, Standard I, and Class P, and an increase in the average age of Standard V.

A comparison of the figures in this table with those of the corresponding table in 1909 reveals the melancholy fact that about 45 per cent. of the Standard IV pupils of 1909 had not reached Standard VI in 1911. This affords matter for very serious consideration. The average age of Standard IV is twelve years and three months, and it is clear that many pupils are being withdrawn without having received the modicum of education laid down by the State as essential. The culture and discipline of Standard V and Standard VI are more valuable than those of all the lower classes. It is just here that the child has mastered the use of the tools—reading, writing, and mathematical accuracy—that will tend to give him a taste for intellectual pursuit in after-life. This minimum of instruction is one of the child's birthrights, and it behoves those in authority to see that he is not deprived of it.

The school buildings throughout the district are in good condition, and are, in the main, well cared for. We think more attention should be paid to the planting of shelter-belts and ornamental shrubs. In future, in schools where gardening is taken up, we hope to find a plot devoted to the propagation of plants for this purpose, so that Arbor Day may be made a day of real interest and practical value. In compiling schemes of work teachers should keep the celebration of Arbor Day steadily in view, so that their work in nature-study, recitation, and music may have some direct bearing on the ceremony to be carried out.

The local interest shown by School Committees is very marked throughout the district; but there is one matter to which we wish to direct special attention—the necessity for annually increasing the number of books in the school library. The matter has been referred to repeatedly, but its vital importance on the present and future well-being of the pupils compels us to emphasize it again. If Committees could be made to realize the possibilities of the school library, we feel sure they would allocate annually a pound or two from the prize and picnic funds for the purchase of additional books. Every pound so spent carries a subsidy of 10s. from the Board, and we urge teachers to keep the matter persistently before their committees.

At the close of the year eighty-three teachers were returned as uncertificated. Of these, thirty-four had no recognized educational status and forty-nine had some success towards Class D or Class C. Of the latter group, seventeen have now completed the examination entitling them to their certificates, while the remaining thirty-two have considerably improved their positions. This result is in a large measure due to the grant made by the Department last year for the tuition of uncertificated teachers. Owing to the fact that the grant was not notified until towards the latter part of the year, the full benefits to be derived from the concession were not obtained; but it is to be hoped that the measure of success achieved will induce the Department to renew the grant for the incoming year. It is a concession warmly appreciated by all interested in the advancement of our teachers.

So far as the training and tuition of pupil-teachers and probationers are concerned, we have again to direct attention to the fact that some head teachers are not rising to their responsibility in this connection. We have had applications from head teachers for permission to allow pupil-teachers and probationers to undertake study under private tutors. Such applications are capable of only two explanations. The tuition is part of the emolument of these young people, and must be provided by the staff of the school. By arranging, where possible, to group pupil-teachers and probationers for instruction, the Board has relieved the head teachers of part of the work, and it is not unreasonable to expect that the remaining subjects shall be adequately taught by those responsible for them. In future appointments of probationers we shall be guided in making our recommendations by the practical training given by head teachers.

During the year the Board, after consultation with the Committees and head teachers of five of our district high schools, decided to introduce into these schools a course of instruction that will have some definite relation to the future occupations of the pupils attending them. In this

course arrangements have been made to differentiate between the work of the boys and that of the girls. The latter will receive instruction and practice in cookery, domestic economy, hygiene, and dressmaking. In this way we hope to give the girls a definite, though necessarily limited, course of training in household management. We look upon the scheme introduced by the Department in 1909 as the most important advance in education that has taken place for years; but we recognize that it is only the beginning of a movement that must lead to the establishment of fully equipped agricultural colleges for boys and hostels for complete domestic training for girls. The scheme has been enthusiastically supported by committees and local bodies, and, though the initiation of the scheme has been costly, the Department has been most generous in its grants for buildings.

By the introduction of this scheme the larger schools of the district will also benefit, for it will enable the Board to extend the courses in manual and domestic work further than has been possible hitherto.

With the aims of manual and technical training we are in hearty sympathy, and, while thoroughly recognizing that we are working under conditions that are far from ideal, we believe that, aided by local interest and enthusiastic teachers, we have reasonable expectations of success from the efforts to secure in our district high schools such courses of study as will give due weight to the disciplinary and utilitarian phases of education.

The following figures show the grouping of the schools according to their efficiency: Excellent, very good, or good, 69 per cent.; satisfactory, 27 per cent.; fair, 3 per cent.; inferior, 1 per cent. The first shows a decline of 1 per cent., the second an increase of 6 per cent., the third a decrease of 4 per cent., and the last a decrease of 2 per cent. as compared with the classification of last year. With three exceptions, the schools that fall below "satisfactory" were in charge of uncertificated teachers. From this it will be seen that many of our untrained teachers are doing satisfactory work, and, as many of them have been relieved to a considerable extent from the strain of preparation for certificate examinations, we look for material improvement in the schools now grouped as "satisfactory." We appeal confidently to our teachers to raise the number of "good" schools to 75 per cent.

In most schools satisfactory schemes of work are prepared, but at our unannounced visits we have too often found that they had not been compiled at the beginning of the year, and that in some cases they did not show the work for the whole year. In future we shall expect to find all schemes fully compiled within a fortnight of the resumption of the year's work. The attention of teachers has frequently to be directed to the fact that the amount of work covered in each term is not entered in the term examination-book. The omission of this is a great inconvenience to an incoming teacher. Amongst young teachers the practice of presenting the scheme of the model school is too common, and betokens an inability to modify it to meet the local requirements. Like a modern school time-table, a model school scheme of work has its limits of practical application, a fact that many young teachers fail to perceive.

At the annual examinations 79 per cent. of the pupils presented gained the proficiency certificate, an advance of 9 per cent. on the results of the previous year. This improvement we attribute to—(1) Continued vigilance on the part of head teachers in promoting pupils, (2) the influence of the supplementary readers and libraries, (3) the general knowledge furnished by the *School Journal*, (4) increased accuracy in the mechanical processes in arithmetic and the better memorizing of tables.

There is no doubt that the training in the various branches of handwork, especially in woodwork and cookery, is now making itself felt in this connection also. We are of opinion that where a full course of laboratory or workshop practice is carried out Inspectors should be permitted to use the work done to compensate for weakness in the pass subjects for the proficiency certificate. A precedent for this has already been set in the scholarship regulations, and we hope the Department will see its way to apply the principle in Standard VI.

Generally the classification of the pupils by the head teachers has been satisfactorily carried out. In a few instances where teachers have been unable to withstand the pressure of parents persistent for the advancement of their children the Inspectors have again taken the responsibility off the teacher and reclassified the pupils. These cases were all in rural schools where the peace and comfort of the teacher largely depended on his action in this matter. The most flagrant cases of overclassification that have come under our notice have been in schools from which teachers have removed to other situations, and give rise to the question as to whether all changes in position should not be made at the beginning of the school year. A teacher would then have to reap the reward of his own indiscretion.

ENGLISH.—Of the various branches under this head, reading calls for some comment. In most of the schools it is a strong subject, and especially in those schools where the supplementary readers and library books are freely used. In the upper classes of the schools above Grade 3 it is for the most part good. In these schools the value of silent reading as a means of getting at the thought-content is being more fully realized, although the power of thought-expression through continuous oral statement is not always as good as we could wish. This may be due in part to the fact that in the junior classes teachers have not realized the value of training their pupils in oral story work. No doubt the mechanical difficulties in the early stages of reading are very great, but there is ample scope for giving pupils an opportunity of expressing in simple child language their thoughts on the matter of the lesson. This practice continued through the school course up to Standard III would fix the habit and would be a valuable aid to composition. Similar practice can and ought to be given in nature-study, geography, handwork, drawing, and arithmetic. If it were systematically insisted on, the teacher would find less need for "chalk and talk" on her part, and a keener interest in all branches of work would be manifested by the pupils. Side by side with this, special attention should be given to phonics, a branch in which many of our

young teachers are themselves particularly weak. Most of our pupil-teachers and probationers take up their positions three or four years after leaving Standard VI. They seem to have lost the deliberate and clear reading that characterizes our Standard VI pupils. These naturally go to the infant departments to assist in the training of the junior classes, and the despair of the mistress may be easily imagined when she finds her helpers unable to read well, ignorant of the importance of lip drill, and untrained in the use of the organs of speech so as to produce a pleasant tone. The remedy is in the hands of the head teachers. Let them give the pupil-teachers and probationers regular and systematic training in phonics. Five minutes daily will work wonders in a very short time.

Written composition continues to improve. In those schools where teachers realize that every lesson is, and should be made, a composition lesson, oral composition is rapidly improving, and in these schools the teachers are meeting with their reward in the increased interest of their pupils and in the more easily maintained discipline. In many schools, however, there is a tendency for answers to take a stereotyped form, and to be given even in the upper classes in simple sentences. This tendency may be checked if the teacher keeps before the class a list of suitable connective words that lend themselves to the formation of picturesque sentences. With such helps even the pupils of Standard I soon get into the habit of expressing themselves in easy complex sentences.

We are pleased to report that grammar is gradually coming to its own again, but we must urge upon teachers the necessity for insisting on making it what it should be, the handmaid of composition, both written and oral, especially the latter.

The quality of recitation is being well maintained in the schools, and we seldom have to complain that pupils do not have a good knowledge of the thought-contents of the pieces learned. The picture work showing the child's interpretation of the piece is in most cases exceedingly creditable.

ARITHMETIC.—This is perhaps the best-taught subject in the whole curriculum. To the improvement in mechanical accuracy must in part be attributed the high percentage of proficiency certificates gained at the end of the year. Teachers have been giving more attention to the memorizing of tables and to systematic practice in long tot work. In connection with the memorizing of tables much time is lost, especially in the smaller schools. The writing of tables should always be supplemented by oral repetition for a few minutes two or three times a day when the pupils are quite fresh. Even the assembly and dismissal might be effectively used for this purpose. The success that has followed the systematic work at long tots should induce teachers to give some attention to similar practice in other mechanical work in which short rational methods of great practical value may be applied. The general practice of treating arithmetic as a text-book subject still holds, but we are pleased to record an increase in the number of teachers who act in accordance with the idea that applied knowledge is power. These teachers, by requiring their pupils to weigh and measure objects, and by utilizing their environment as an area for the application of the rules and principles taught, have invested the subject with an interest and a reality productive of the best results.

GEOGRAPHY AND OBSERVATIONAL WORK.—Many of our teachers, uninfluenced by modern educational aims and methods, still allow the text-book too prominent a place. With these the school ramble, having for its object education by means of observation instead of instruction by definition, is seldom undertaken, with the result that the treatment of geography and nature-study lacks reality. Where opportunities of getting first-hand knowledge by observation are utilized the observational faculties are quickened, the accumulation of isolated facts is avoided, and the power to apply the knowledge possessed to the acquisition of further knowledge is strengthened. In nature-study the formal lesson is too common. If this were supplemented by short talks on matters that come within the daily experience of the children the result would be a mental alertness and a facility of expression that would react favourably on every branch of school-work.

HISTORY.—Recently the position of history in the schools of the Dominion has been severely commented on, chiefly by University men, and the matter is one that demands serious consideration. Inspectors throughout the Dominion have repeatedly directed attention to the fact that history has not received its due. We assert most unhesitatingly that the responsibility for this rests not with the teachers of the primary and secondary schools of the Dominion, but with the University authorities and the Education Department.

The work of the secondary schools is largely guided by the requirements for the University Scholarships examination, and for that examination the subject has not been a "paying" one. In the past it has carried only 425 marks, while the marks for other subjects have ranged from 600 to 1,500. Again, if a student takes history as a subject for a degree, he has to couple it with another, such as jurisprudence or constitutional history, thus presenting himself in seven subjects, while by avoiding history he may get his degree in six.

With regard to the history of the primary schools the Department is entirely to blame. History has not been a compulsory subject for teachers' certificates, and no provision has been made for it in the training college course. Until the Department realizes its responsibility in this respect, and staffs our training colleges with competent lecturers in history and geography, by whom every student without exception shall be trained in the best methods of studying and teaching these subjects, it is futile to look for more than we are getting in the schools at present. So little importance has the Department attached to history in the primary schools that its regulation on the subject expressly states that "the requirements of this subject shall be held to be satisfied by the use of reading-books embracing the topics named." A more direct discouragement to the intelligent teaching of the subject it would be difficult to find.

In most of our schools some form of handwork or manual training is undertaken, and in most cases deftness and mechanical accuracy are being developed very satisfactorily. The various subjects taken up lend themselves admirably to the cultivation of the power of oral expression,

a phase of the work that is not receiving its due share of attention at the hands of the teachers. Observation, drawing, and manipulation must be supplemented by oral expression of what is to be done, how it is to be done, and why it is to be done, before manual training produces its full educative result. In order that the benefits of instruction in woodwork and cookery might be extended to pupils in the rural schools in North Otago, the Department sanctioned full day courses in these branches for that centre. This enabled the Board to engage additional teachers for these subjects and at the same time to extend the instruction to pupils in some of our southern schools. We wish to express our gratitude to the Inspector-General for his personal interest and valuable advice in connection with this movement.

In a number of our schools members of the Defence Force have co-operated with our teachers in doing good work in drill, physical exercises, and breathing-exercises; but the full hygienic result cannot be produced unless parents insist on such habitual home practice of the free and breathing exercises as is impossible in school owing to limitation of time and opportunity. In all our schools these exercises are taught; but we repeat that "too seldom do we find them employed incidentally to relieve position or to introduce desirable variety during the progress of ordinary work."

Mr. Hawcridge, of the School of Art, examined the drawing of the proficiency candidates, and his report on the various batches of papers shows that steady improvement is being made in this subject. As too little attention is being paid by teachers to object-drawing, arrangements will shortly be made for Saturday classes in this subject. A similar remark applies to instrumental drawing, which has such an important bearing on the woodwork of the boys.

Throughout the district the order, tone, and discipline of the schools are good, and the teachers are rendering faithful service to the Board and to the pupils under their charge.

During the year we have frequently called upon teachers to take up work that lay outside their ordinary duties, and in every case they have met us with a cheerfulness and readiness that show most convincingly that they are ready to spend and be spent in the interests of their pupils and of their fellow-teachers. In this connection we have to express our high appreciation of the services rendered by city and suburban teachers at the manual training centres and in the teachers' training-classes held throughout the year.

We have, &c.,  
 C. R. RICHARDSON,  
 C. R. BOSSENCE,  
 J. R. DON,  
 J. ROBERTSON, } Inspectors.

The Secretary, Otago Education Board.

#### SOUTHLAND.

SIR,—

Education Board Office, Invercargill, 26th March, 1912.

We have the honour to present our report on the schools of the district for the year ended 31st December, 1911.

The following table gives particulars as to number on roll, classification, and ages:—

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of the Pupils in each Class.
Standard VII	63	55	Yrs. mos. 14 1
" VI	748	728	13 11
" V	984	942	13 0
" IV	1,134	1,098	12 2
" III	1,280	1,217	11 2
" II	1,279	1,224	10 1
" I	1,367	1,295	9 0
Preparatory	3,964	3,678	6 10
Totals	10,819	10,237	9 8

As 1911 marks the beginning of a new decade, it may be interesting to mark the progress made in attendance during the last ten years, both in regard to actual increase and to regularity. The number of schools under the Board's jurisdiction was—in 1901, 149; in 1906, 168; and in 1911, 173; thus showing a total increase for the period of 24 schools. The number on the roll was 9,394 in 1901, 9,653 in 1906, and 10,819 in 1911, an increase for the first half of the period of 259, and for the second half of 1,166. The fact that the number of schools has not increased *pari passu* with the increase in attendance is possibly explained by two considerations: the present condition of the district does not call for such a large proportion of aided schools as formerly, and the increase in attendance has mostly benefited previously existing schools.

In 1903 it was pointed out in the Board's annual report that the average attendance at our schools, which had stood, some years previously, at 74 and 75 per cent. of the average weekly roll, had risen to 85.9. This record had to be abandoned in 1904; while in 1905 and in 1908 the same thing happened, fresh records for these three years (of 86.6, 87.3, and 87.5 respectively) having been established. For 1910 the percentage was 87. Otago (90.5) in this respect headed the educational districts of the Dominion, the other districts superior to Southland being, in order, Marlborough, Westland, Wellington, South Canterbury, Hawke's Bay, and Auckland. It appears to us that though, all circumstances considered, Southland may have done well, she might yet do better.

The remarkable increase (404) in roll number for this year calls for some notice. The greatest increase previously noted was in 1907—252. The increase for the present year exceeds the total increase for the first five years of the period we have been considering by no less than 144, and is considerably more than double that of last year. During the year 34 schools have risen, and 22 have fallen, in grade. In the case of the schools affected in Grades VIa—Xb the changes were uniformly for the better. It is notable that all the schools of one particular grade (VIb) improved their position—East Gore, North Invercargill, Otautau, Waihopai, and Winton. From these facts it is fairly apparent that while Southland has had a liberal share of the prosperity lately prevailing in the Dominion, the urban population has increased at a greater rate than the rural.

Under these circumstances it is natural that applications for new schools and for increased accommodation in established schools should be numerous. It will be necessary to sift all such applications very carefully, and generally to treat them with the utmost caution. The multiplication of small schools at distances which render the transfer of pupils from one to another an easy matter creates many evils of the existence of which we are unhappily cognisant. Pupils are filched by underhand means; teachers resort to very unprofessional advertising and to popularity-hunting; while Committeemen of adjoining districts vie with each other in touting for pupils—all to the detriment of true educational interests. In all cases where the system of centralization by conveyance is possible it should be applied.

Towards the close of the year the examination for the Standard VI proficiency certificate was held at twenty-one centres throughout the district, a considerable number of candidates in the more remote districts having been previously examined at their own schools. In this work we were assisted by Mr. W. Macandrew, a teacher in the Board's service who, having laboured for many years with unflinching fidelity, enthusiasm, and success, was about to retire to a well-earned rest. His services, we need hardly add, were of the utmost value to us. Details of the examination follow:—

Candidates from	Total Present.	Obtained Proficiency Certificate.	Obtained Competency Certificate.	Failed.
(a.) Public schools .. .. .	704	522	60	122
(b.) Private schools .. .. .	29	18	5	6
Totals .. .. .	733	540	65	128
Percentage, all schools, 1911 .. .. .	..	74	9	17
"    "    1910 .. .. .	..	62	13	25

These results are eminently satisfactory as compared with those of former years. They indicate in one respect at least a higher state of efficiency in our schools, and show that the efforts of our teachers have been guided by a clearer view of the scope of the examination than formerly. The youths now leaving our schools can read with fluency ordinary current literature, express their thoughts in writing with clearness, freedom, and in very fair style, and command a knowledge of arithmetic possibly a good deal beyond their future requirements. In two directions, however, we should like to see considerable improvement. The attainments of these pupils in reading warrants us in stating that they have the ability, if not the desire, for self-improvement so far as that can be accomplished through books. As, however, a considerable number of them read and recite indistinctly, mechanically, and with little sympathy or interest, they will, we fear, be found wanting on those social and public occasions in their after-life for which distinct and effective speech is necessary. Nor (judging by the results of the examination) does the value of mental arithmetic seem to be appreciated. True, many useful publications and appliances have of late years learned the necessity for mental calculation. There are still, however, many occasions in life when arithmetical problems have to be solved without the aid of pencil, paper, or mechanical contrivances; and it is very desirable that on such occasions our young people should not be found wanting.

The discrepancy between the number on the roll in Standard VI and the number presented at the Proficiency Examination is still considerable. It arises, we believe, from unwise promotion of weak Standard V pupils to Standard VI. No pupil should be placed in Standard VI who has not a reasonable chance of passing his examination at the end of his year's tuition in Standard VI.

During the year Saturday training-classes, for the benefit mainly of uncertificated teachers, were organized and carried on with satisfactorily results. In addition to this, a departmental grant enabled assistance to be given towards the close of the year, by way of correspondence

lessons, to those teachers who could not attend the classes either at Invercargill or at Gore. We trust that this very useful grant will be repeated, and that it will hereafter be available earlier in the year, so as to enable more satisfactory arrangements to be made for its expenditure.

The action of your Board with respect to uncertificated teachers had the effect of largely increasing the number of candidates for the certificate examination of January, 1912. We trust that, as a result, there will be a considerable accession to the ranks of our certificated teachers. Considering, however, the present rates of remuneration in other walks of life, we are not hopeful of obtaining anything like a full supply of certificated teachers for the more poorly-paid positions in the gift of the Board. These positions, always numerous in Southland, have been rendered more so during the current year by the issue of fresh staffing regulations.

It is possible to take too gloomy a view of the situation. Considering the age of the Dominion, the facilities for education are simply marvellous. The readiness with which sums of money, relatively huge, are voted for the purposes of education is in the highest degree creditable to us as a nation. To have brought even the rudiments of an English education within the reach of practically every child in the remote districts of our Dominion is an achievement the importance of which cannot well be estimated.

During the year a deputation from the local Teachers' Institute conferred with us on the difficulties of backblock teachers. With their views in general we are in sympathy. Until, however, we are in possession of the long-promised new edition of the syllabus we shall have to defer assistance in certain practical matters discussed with the Institute's representatives. We hail with pleasure the division of the D examination into two sections. This will make the attainments of the teacher's certificate easier, and, in great part, solve the difficulties created by the raising of the matriculation standard. The latter change, though from other points of view quite justifiable, must seriously affect the prospects of those pupil-teachers and probationers who enter our service without matriculating, as to enter the training college they must either have matriculated or obtained a partial pass for D. It would seem reasonable, considering the scarcity of matriculated students, that the latter requirement should be made somewhat less exacting than it is at present.

We view with much satisfaction the prospect of the establishment of a technical day school in Invercargill at an early date. Such an institution is entirely necessary. With its sister institutions, the Southland Boys' and Girls' High Schools, it should be most valuable in moulding the characters and developing the capabilities of our young people at a most critical period in their lives, and in fitting them thoroughly for the spheres they will occupy in the future. We wish it every success.

Short notes on the quality of the instruction in the various school subjects follow.

In addition to our remarks on reading and composition in connection with the Proficiency Examination, we have to urge on teachers the necessity for fostering a love of sound literature amongst their pupils. It is in vain that children are taught to read if in after-years they take no interest in good books, or absorb with avidity only the trashy books and magazines with which shops and stalls are now flooded. In actual teaching, increased attention to phonics in the lower classes would lead to clearer articulation and enunciation in the upper, and indirectly be of much benefit in regard to spelling.

The plea that some children cannot be taught to write well is for the most part disproved by the uniformly good quality of the writing of some of the largest classes in the district. Where writing is *taught*, all but a negligible percentage of our scholars acquire a good round, legible hand quite suitable for all ordinary purposes. While the "copperplate" style of our grandfathers has vanished, we venture to say that the average handwriting of pupils is quite equal in quality to that which prevailed in the latter half of the last century. An examination of a sufficient quantity of the excuse notes daily received by teachers will soon convince any one who doubts our assertion on this point.

In arithmetic the teaching is becoming every year more purposeful and systematic. It is still, however, less concrete than it should be, and still insufficiently correlated with such subjects as geometrical drawing and carton-work. In a good many of our smaller schools the teachers are still in bondage to the text-book. This they "go through" with their pupils from A to Z without selection, modification, or alteration of any sort. As a natural consequence, when one of their pupils is confronted with a problem he totally disregards the fundamental principles involved. Instead he places it in the orthodox pen provided by the text-book. If it conform to the type there found it is correctly solved; if not, failure is certain.

Drawing received generous treatment both as to time and attention. Owing to want of forethought, however, and to misunderstanding of the requirements of the syllabus, the results are not always commensurate with the labour expended. We have to intimate that in future, where woodwork or cookery is taken up, freehand and design-drawing only need be professed at the Proficiency Examination by candidates whose progress at the manual-training centres has been satisfactory.

There is little to add to what we have said in previous reports in regard to singing. Its value in affording relief after other school-work of more exhausting nature is understood, but apart from this its place in school life is poorly recognized. We should urge that one or two patriotic songs should always be included in the repertoire of every school, and that the work of the "infants" should be more frequently lightened by song than it is at present.

Due attention is paid to the prescribed course of physical exercises, though in a good many cases only the earlier numbers of the course are mastered. The time seems opportune for bringing our treatment of this very important branch of school-work abreast with the latest developments in other lands.

There is little change to be recorded in regard to the teaching of geography. The results of the written examination in this subject for Standard VI pupils certainly showed some improvement over those of last year. Oral examination throughout the year, however, convinced us that, though this subject is more systematically taught than formerly, too little use is still made of the pupil's own powers of observation and reasoning.

The prescribed books in history are carefully read, and in most cases explained. Unless this form of instruction, however, is supplemented by some other plan more stimulating and aggressive, the mental residuum must be slight. The excellent series of historical pictures issued by the Department is not used so freely as it ought to be.

Very little direct moral instruction is provided in our schools except on special topics, such as intemperance. Nevertheless, we are satisfied that a great deal is done incidentally to elevate the moral tone of our pupils. As regards manners, real discourtesy is very rare indeed: the idea, however, that outward expressions of courtesy are signs of subservience still prevails in not a few districts.

Considerable interest is manifested in hygiene, the lessons given being, if not quite practical enough, satisfactory of their kind. It should be understood that no more physiological detail should be introduced than is necessary to illustrate the hygienic principles and practice treated. The subject, in any case, is too wide to be embraced in a one-yearly course, as is too frequently done.

Nature-study makes little progress in Southland apart from its treatment in connection with geography and school gardening. This is all the more remarkable since there are many districts in Southland which should be valuable fields for the study of natural history. The following books, containing much valuable information and many useful suggestions on the subject, can be cordially recommended to teachers: "A New Zealand Naturalist's Calendar" (G. M. Thomson); "New Zealand Plants and their Story" (L. Cockayne).

At practically every school in the district pupils have the advantage of manual training in some form or other. Our teachers deserve much credit for the unanimity with which they have fallen in with the views of the Board and of its officers in this matter, particularly so when it is remembered that the value of the training is only very gradually obtaining its due recognition. The report of the Director of Manual and Technical Education gives particulars of the establishment at Invercargill, Gore, and Riverton of woodwork and cookery training centres by which no less than thirty-six schools have benefited. Though for some little time the conservatism of the mass in educational matters may cause friction, we believe that before very long the Board's policy will be generally approved, and that it will be given credit for having conferred on many country schools benefits previously limited to town and suburban schools. We wish the new departure much success, and ask parents and teachers to bear with us in the difficulties inseparable from a new enterprise.

In entering upon the labours of another year we have to express our warmest thanks for help we have received during the past year from Committees, teachers, and the office staff, for the courtesy and consideration shown us by the Board, and for the hospitality freely tendered us in all parts of the district.

We have, &c.,

JAMES HENDRY, }  
A. L. WYLLIE, } Inspectors.

The Chairman, Education Board, Invercargill.



## APPENDIX D.

### TRAINING OF TEACHERS.

#### No. 1.

EXTRACT FROM THE THIRTY-FIFTH ANNUAL REPORT OF THE MINISTER OF  
EDUCATION.

THE four training colleges in the chief centres of population all had approximately their full number of students during the year.

Of the 389 students in attendance 339 had already completed their course as pupil-teachers or probationers before entering the training college, or had obtained a University degree or taken a two-years course at an agricultural college (Division A students); forty-three had qualified for admission by passing the Matriculation or some higher University examination, but were without previous teaching experience (Division B students); and seven, although they had not qualified by examination, had been teaching in small schools for two years or more (Division C students). The number of the division first mentioned above has shown an increase of 20 per cent. during the year, this increase being compensated by a corresponding decrease in the other divisions. This is very satisfactory, and entirely in accord with the intentions of the Government. Of the total of 389 students, 131 were men and 258 were women. The following table shows the percentages for the past three years:—

*Percentages of Male and Female Students:*

						Males.	Females.
For the year 1909	..	..	..	..	..	26.33	73.67
"    1910	..	..	..	..	..	31.32	68.68
"    1911	..	..	..	..	..	33.67	66.33

It will thus be seen that the proportion of men to women is gradually increasing, and in view of the fact that men on the average remain very much longer in the service than women, it is considered that the relative number of the sexes within the training colleges is such as fully to secure an adequate proportion of men on the teaching staffs of the schools.

For the teaching practice of students the normal practising schools forming part of the training college in each case are available. By regulation it is provided that each normal school shall include (a) a main school, organized as a district high school, and having an average attendance of not more than 450 pupils, and (b) a "model school," arranged on the lines of a small rural school, with an average attendance of thirty-five to forty. If the Minister approves, there may be (c) a second "model school," organized as a rural school with an average attendance of seventy to eighty, as a junior school with thirty-five to forty children of a standard not higher than S2, or as a rural school with thirty-five to forty children in attendance and under the charge of a sole teacher; and (d) a junior kindergarten class containing not more than forty children between the ages of three and five. For the secondary department of the main school a maximum attendance of not more than fifty is

permitted. The following shows the actual average attendance at the normal schools in each case :—

—				Main School (exclusive of Model Schools and Second- ary Department).	Secondary Department.	Model School.	Junior Model School (P to S2).
Auckland	..	..	..	378	34	31	24
Wellington	..	..	..	267	37	29	35
Christchurch	..	..	..	408	14	33	..
Dunedin	..	..	..	440	31	36	..

The following information is summarized from the tables.

Table P2 shows the University work undertaken by students. At the University college students are required to take at least a course in English in addition to the lectures on education given by the Principals of the training colleges, who for this purpose are recognized as members of the University college staff. Any other University work undertaken varies greatly according to the aims and educational status of individual students, but is necessarily subordinated to the aims and requirements of their special professional training, and the due relation of the two claims (which at times appear to conflict with one another) constitutes one of the chief problems of organization with which the principals of training colleges have to deal. Of such work, Latin, mathematics, and mental science seemed most generally taken by students. Ninety-nine students of the Auckland Training College took a course of voice-production at the University.

Table P3 contains parallel facts for special classes of professional training for which provision has been made within the training college itself or in intimate connection with it. It deals only with students who are in their second year of training. Methods of teaching, elementary handwork and kindergarten, agriculture, and drawing were taken by almost all the students. In some other subjects, such as public-school science, drill and physical culture, and vocal music, practically every student took a course either in his first or second year.

Table P4 classifies the students, and shows the qualification on which they were admitted into the training college. Table P5 shows their examination status at the end of their first and second years. The analysis is of special interest at the present time, in view of the recent abandonment of general certificate examination tests for training-college students after their admission, and the substitution therefor of evidence otherwise furnished of the satisfactory completion of a training-college course as prescribed by the regulations. Five students at admission held Class C certificates, and 114 Class D. By the end of the year one student held a Class A certificate, eleven a Class B, 121 a Class C, and 158 a Class D.

As has already been remarked, the regulations were revised at the beginning of the current year, and make several important changes in the work of the training college. Provision is made for the grant of training-college certificates on the principle stated, for some increase to the staff, for the addition of a second "model school" of one or other of a variety of types with a view to improve the student's opportunities of observation and teaching, and for the admission on special terms of a certain number of graduate students who are prepared during one year of attendance to devote their whole attention to subjects of professional study and practice.

The following table shows the number of male and female students in training in each of the four training colleges\* :—

	1910.			1911.		
	Men.	Women.	Total.	Men.	Women.	Total.
Auckland	41	59	100	37	64	101
Wellington	26	70	96	31	65	96
Christchurch	20	66	86	23	72	95
Dunedin	32	66	98	40	57	97
Totals	119	261	380	131	258	389

\* At end of year

The following is a summary of Table P5 :—

		Number of Students in Attendance in 1911 who qualified by Examination for a Certificate of			
		Class A.	Class B.	Class C.	Class D.
First-year students—					
Division A	...	1	4	16	106
Division B	...	...	...	3	9
Second-year students—					
Division A	...	...	5	90	40
Division B	...	...	2	12	3
		1	11	121	158

The amounts paid to Education Boards in 1910 and 1911 for the training of teachers were as follows :—

I. Training colleges,—		1910.		1911.	
Salaries of staffs (half charged to public-school salaries)		£	£	£	£
Students' allowances	...	17,667		18,495	
University fees of students	...	2,589		2,903	
Libraries ...	...	43		26	
Apparatus	...	124		13	
Buildings	...	4,896		900	
			31,852		29,060
II. Other training,—					
Grants for special instruction in handwork, including agriculture, of teachers other than training-college students		1,735		2,115	
Railway fares of teachers and instructors		2,778		3,477	
			4,513		5,592
Totals			£36,365		£34,652

## No. 2.

## DETAILED TABLES.

TABLE P1.—MORE DETAILED TABLE SHOWING THE NUMBER OF STUDENTS IN THE FOUR TRAINING COLLEGES DURING LAST QUARTER OF 1911.

(a) As classified by Divisions ; (b) as classified by Years.

Training Colleges.	As classified by Divisions.								As classified by Years.						
	Division A.		Division B.		Division C.		Division D.		First Year.		Second Year.		Totals.		
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	Total.
Auckland .. ..	26	54	9	10	2	..	..	..	12	33	25	31	37	64	101
Wellington .. ..	31	63	..	2	..	..	..	..	15	35	16	30	31	65	96
Christchurch .. ..	19	70	3	2	1	..	..	..	18	43	5	29	23	72	95
Dunedin .. ..	28	48	10	7	2	2	..	..	24	36	16	21	40	57	97
Totals, 1911 .. ..	104	235	22	21	5	2	..	..	69	147	62	111	131	258	389
Totals, 1910 .. ..	87	194	28	63	4	3	..	1	75	145	44	116	119	261	380

NOTE.—The number of University graduate students (under clause 14) included in Division A is 5: Auckland, 1 female; Wellington, 1 female; Christchurch, 1 male and 2 females.

Division A.—Ex-pupil-teachers, also University graduates admitted for one year of training.

Division B.—Students other than ex-pupil-teachers who have passed Matriculation or some higher University examination.

Division C.—Uncertificated teachers from small schools.

Division D.—Other teachers admitted without allowances.

TABLE P2.—UNIVERSITY WORK UNDERTAKEN BY STUDENTS.

Subject.	Training College.			
	Auckland.	Wellington.	Christchurch.	Dunedin.
English ... ..	83	81	59	64
Latin ... ..	26	35	39	50
Mathematics ... ..	22	7	15	30
Education ... ..	60	37	56	59
Mental Science ... ..	5	41	7	5
Physics ... ..	...	1	...	4
Biology ... ..	1	5	6	...
Geology ... ..	11	1	...	8
Modern Languages ... ..	5	8	11	8
Economics ... ..	10	5	8	10
Chemistry ... ..	...	3	4	2
Mechanics ... ..	...	...	...	4
Constitutional or Economical History ... ..	1	7	1	1
Commercial Geography ... ..	...	...	7	...
Jurisprudence ... ..	...	1	1	...
Electricity and Magnetism ... ..	...	2	2	...
Voice-production ... ..	99	...	...	...
Botany ... ..	45	2	11	...
Psychology ... ..	...	...	6	...

TABLE P3.—TRAINING COLLEGE WORK UNDERTAKEN BY STUDENTS WHO COMPLETED THEIR SECOND YEAR IN 1911.

Name of Subject.	Training College.							
	Auckland.		Wellington.		Christchurch.		Dunedin.	
	Subjects taken in 1910.	Subjects taken in 1911.	Subjects taken in 1910.	Subjects taken in 1911.	Subjects taken in 1910.	Subjects taken in 1911.	Subjects taken in 1910.	Subjects taken in 1911.
Methods of teaching .. ..	54	56	47	47	38	38	39	39
Elementary handwork and kindergarten ..	45	31	47	47	30	23	39	39
Public-school science .. ..	54	..	47	..	31	4	..	39
Agriculture .. ..	4	56	..	47	19	37	..	17
Physiology .. ..	1	..	..	..	30	..	39	39
Drill and physical culture .. ..	55	56	47	..	36	36	39	17
Vocal music .. ..	55	56	..	47	18	..	39	39
Drawing .. ..	55	56	47	47	7	2	39	39
Cookery .. ..	31	..	5	..	31	..	..	..
Woodwork .. ..	23	5	17	..	..	1	..	..
Sewing .. ..	31	31	30	..	8	1	22	..
Swimming .. ..	1	..	..	..	..	..	..	39
Reading .. ..	1	..	..	..	..	..	..	..
Writing .. ..	1	..	..	..	..	..	..	..
School hygiene .. ..	30	56	..	..	..	30	..	..
Geography .. ..	..	..	..	..	1	..	..	..
Education .. ..	4	..	..	20	..	..	..	..
Physiography .. ..	12	8	..	..	..	..	..	..
Elocution .. ..	..	..	..	..	..	..	..	39
Nature study .. ..	..	..	..	..	..	34	39	..
Military drill .. ..	..	25	..	..	..	..	..	..
Elementary science .. ..	..	56	..	..	..	..	..	..
Domestic science .. ..	..	..	..	30	..	..	..	..
Dress-cutting .. ..	..	..	..	..	..	11	..	..
Composition .. ..	..	..	..	..	21	..	..	..
Number of students .. ..	56	56	47	47	38	38	39	39



TABLE F5.—DIVISION A AND DIVISION B STUDENTS IN ATTENDANCE IN 1911, CLASSIFIED ACCORDING TO THEIR YEAR OF ATTENDANCE AND EXAMINATION STATUS AS REVISED AFTER THE CERTIFICATE EXAMINATIONS OF JANUARY, 1912.

Division.	Training College Attended.	Full Passes.						Partial and Sectional Passes.						Students with no Certificate Qualification.	Grand Totals.		
		1 Class A.	2 Class B.	3 Class C.	Class D.			8 Partial B.	Partial C.			Partial D.					
					4 Alone.	5 With Partial C.	6 With Section of C.		7 Total.	9 Alone.	10 With Col. 5.	11 Alone.	12 With Partial D.			13 Total (Columns 6, 11, 12).	14 Alone.
A	Auckland	1	..	1	14	2	4	20	..	6	..	2	6	10	12	4	42
	Wellington	..	1	3	14	6	6	26	..	7	..	1	7	6	7	10	48
	Christchurch	..	2	9	4	13	15	32	..	18	2	2	19	2	4	1	56
	Dunedin ..	..	1	3	1	8	19	28	..	8	..	5	24	5	10	..	42
	Totals	1	4	16	33	29	44	106	1	39	2	10	56	23	33	15	188
B	Auckland	..	..	..	..	..	..	..	..	1	..	..	..	..	..	2	3
	Wellington	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	2
	Christchurch	..	..	1	..	1	1	3	..	..	1	..	2	..	..	2	3
	Dunedin ..	..	..	2	..	6	8	8	..	2	..	1	7	3	4	1	17
	Totals	..	..	3	..	7	9	9	3	3	1	1	9	3	4	5	25
A and B	Totals first year..	1	4	19	33	31	51	115	1	42	3	11	65	26	37	20	213
A	Auckland	..	2	22	1	8	1	10	..	..	1	3	5	..	..	..	38
	Wellington	..	1	30	1	7	5	13	..	8	..	2	8	2	4	..	47
	Christchurch	..	..	19	1	6	4	11	..	..	2	2	8	2	4	..	36
	Dunedin ..	..	2	19	..	4	2	6	..	7	..	4	6	1	5	1	36
	Totals	..	5	90	3	25	12	40	..	15	3	9	19	5	11	1	157
B	Auckland	..	2	9	..	2	1	3	..	3	..	..	..	..	..	1	16
	Wellington	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	Christchurch	..	..	2	..	..	..	..	..	..	..	..	..	..	..	..	2
	Dunedin ..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	1
	Totals	..	2	12	..	2	1	3	..	3	..	..	..	..	..	1	19
A and B	Totals second year	..	7	102	3	27	13	43	..	18	3	9	19	5	11	2	176
All (A and B)	Auckland	1	4	32	15	12	6	33	..	10	1	5	11	10	12	7	99
	Wellington	..	2	33	15	13	11	39	..	15	..	1	7	8	9	12	97
	Christchurch	..	2	31	5	19	20	44	1	18	5	4	29	4	8	1	97
	Dunedin ..	..	3	25	1	14	27	42	..	17	..	10	37	9	19	2	96
	Grand totals	1	11	121	36	58	64	168	1	60	6	20	84	31	48	22	389

Success in all of the subjects, except one or two for any class (B, C, or D), is treated in the above table as "partial pass" for that class. By a "section of Class C" is meant a lower qualification than "partial C," individual successes in one or more subjects of the special Class C programme being so indicated.

TABLE P6.—NAMES AND SALARIES OF STAFFS OF TRAINING COLLEGES AS AT 31ST DECEMBER, 1911.

1 Name.	2 Position.	3 University Status.	4 Classifica- tion.	5 Salary per Annum.
AUCKLAND.				
Milnes, Herbert A. E. .. ..	Principal .. ..	B.Sc.	..	£ 600 0 0
Cousins, Herbert G. .. ..	Headmaster, Normal School .. ..	M.A.	A 1	400 0 0*
Paterson, Robert H. .. ..	Assistant .. ..	..	C 1	285 0 0
Newman, Miss Margaret S. .. ..	Kindergarten mistress .. ..	..	D 1	255 0 0
Shrewsbury, Miss Elsie .. ..	Assistant .. ..	M.A.	A 1	255 0 0
Harrison, Rupert P. C. .. ..	Headmaster, Model School .. ..	..	C 1	240 0 0
Cottrell, Arthur J. .. ..	Assistant .. ..	M.A., M.Sc.	A 3	225 0 0
Walker, Spencely .. ..	" .. ..	..	C 1	210 0 0
Lightband, Mrs. Sara J. .. ..	" .. ..	..	C 1	165 0 0
Green, Samuel .. ..	" .. ..	..	D 2	150 0 0
Holloway, Miss Annie E. .. ..	" .. ..	..	D 1	150 0 0
Moustedt, Miss Anna M. .. ..	Teacher, Junior Model School .. ..	..	C 2	150 0 0
Statham, Miss Isabella Mary .. ..	Kindergarten assistant .. ..	..	D 4	125 0 0
Newick, Mrs. Florence .. ..	Assistant .. ..	..	D 2	120 0 0
Western, Miss Mildred .. ..	" .. ..	..	C 4	120 0 0
Bayliss, Miss Margaretta A. .. ..	" .. ..	..	..	90 0 0
Part time,—				
Wallace, H. .. ..	Art instructor .. ..	..	..	30 0 0
Gordon, J. B. .. ..	Drawing instructor .. ..	..	..	30 0 0
Tсандall, A. D. .. ..	Woodwork instructor, £30; instructor in photography, £7 10s. .. ..	..	..	37 10 0
Renwick, Miss Margaret C. .. ..	Cookery instructress .. ..	..	..	30 0 0
Heap, Mrs. S. .. ..	Instructress in swimming, £14; instruct- ress in physical culture, £49 10s. .. ..	..	..	63 10 0
Sergeant Morgan .. ..	Rifle-range instructor .. ..	..	..	1 0 0
* £400, and house allowance £50.				
WELLINGTON.				
Gray, William .. ..	Principal .. ..	M.A., B.Sc.	B 1	600 0 0
Webb, James C. .. ..	Headmaster, Normal School .. ..	B.A.	B 1	385 0 0*
Tamblyn, Joseph .. ..	Headmaster, Model School .. ..	M.A.	B 1	300 0 0
Cowles, Jabez A. .. ..	First assistant .. ..	B.A.	B 1	285 0 0
Fitch, Miss Dorothy .. ..	Kindergarten mistress .. ..	..	..	265 0 0
Lomas, Edmund K. .. ..	Assistant .. ..	M.A., M.Sc.	A 3	210 0 0
Sinclair, Miss Mary A. .. ..	Secondary Assistant .. ..	B.A.	B 1	240 0 0
Hall, Miss Alice L. .. ..	Assistant .. ..	..	D 1	180 0 0
Hitchcock, Miss Maria .. ..	Kindergarten assistant .. ..	..	D 2	150 0 0
Iorns, Miss Ivy P. .. ..	Teacher, Junior Model School .. ..	..	D 2	150 0 0
Morice, G. W. .. ..	Assistant .. ..	M.A.	B 3	150 0 0
Thornton, Miss Marion G. .. ..	Kindergarten assistant .. ..	..	C 3	130 0 0
Webb, Miss Hilda M. .. ..	Substitute .. ..	..	C 3	..
Cray, Miss Agnes E. .. ..	Assistant .. ..	..	D 3	120 0 0
Fallowes, Miss Mary R. E. .. ..	" .. ..	..	D 2	120 0 0
Part time,—				
Parker, R. .. ..	Singing instructor .. ..	..	..	50 0 0
Lee, Miss M. .. ..	Drawing and handwork instructress .. ..	..	..	70 0 0
Howe, E. .. ..	Woodwork instructor .. ..	..	..	25 0 0
McIntosh, Miss B. .. ..	Cookery instructress .. ..	..	..	25 0 0
Hamerton, Mrs. S. G. .. ..	Needlework instructress .. ..	..	..	30 0 0
Begg, Dr. Mackie .. ..	Instructor in hygiene and physiology .. ..	..	..	10 10 0
* £385, and house allowance £50.				
CHRISTCHURCH.				
Watkins, Edwin .. ..	Principal .. ..	B.A.	B 1	600 0 0
Aschman, Christopher T. .. ..	Headmaster, Normal School .. ..	..	C 1	385 0 0*
White, George H. .. ..	First assistant .. ..	..	C 1	290 0 0
Inkpen, Miss Agnes F. R. .. ..	Kindergarten mistress .. ..	..	D 1	240 0 0
McIlraith, James W. .. ..	Secondary assistant .. ..	M.A., LL.B.	A 1	275 0 0
Lynskey, Michael J. .. ..	Headmaster, Model School .. ..	..	C 1	255 0 0
Wagstaff, Mrs. Jessie W. .. ..	Assistant .. ..	..	D 1	225 0 0
Graham, Charles H. E. .. ..	" .. ..	..	C 1	195 0 0
Grand, Miss Ellen .. ..	" .. ..	..	D 1	165 0 0
McCullough, Samuel .. ..	" .. ..	..	C 1	150 0 0
Ansley, Miss Annie .. ..	" .. ..	..	D 1	135 0 0
Bevin, Miss Elizabeth E. .. ..	" .. ..	..	D 2	135 0 0
Schmidt, Miss Helene G. .. ..	Assistant kindergarten mistress .. ..	..	C 4	120 0 0
Part time,—				
Wilson, Joseph H. .. ..	Lecturer .. ..	M.A.	B 2	180 0 0
Billson, G. E. .. ..	Instructor in swimming .. ..	..	..	4 4 0
Bennett, J. W. .. ..	Laboratory assistant .. ..	..	..	5 0 0
Williamson, S. .. ..	Teacher of Music .. ..	..	..	50 0 0
Cowan, L. .. ..	Teacher of elocution .. ..	..	..	6 10 0
* £385, and house allowance £50.				

TABLE P6.—NAMES AND SALARIES OF STAFFS OF TRAINING COLLEGES AT 31ST DECEMBER, 1911  
—continued.

1 Name.	2 Position.	3 University Status.	4 Classifica- tion.	5 Salary per Annum.
DUNEDIN.				
White, David R. .. ..	Principal .. ..	M.A.	A 1	£ 600 0 0
Pinder, Edward .. ..	Headmaster, Normal School .. ..	M.A.	A 1	380 0 0
McMillan, Hugh .. ..	Assistant .. ..	..	D 1	285 0 0
Moore, John A. .. ..	Secondary assistant .. ..	M.A.	A 2	240 0 0
Marryatt, Ernest .. ..	Headmaster, Model School .. ..	..	C 2	240 0 0
Maxwell, Miss Jessie .. ..	Kindergarten mistress .. ..	..	D 1	250 0 0
Ironside, John .. ..	Assistant .. ..	..	C 2	220 0 0
McMillan, Miss Mary S. .. ..	.. ..	..	E 1	195 0 0
Lenihan, James .. ..	.. ..	..	C 4	175 0 0
Scott, Miss Marjory T. .. ..	.. ..	..	D 1	125 0 0
Kenyon, Miss Helen M. .. ..	Secondary assistant .. ..	..	B 3	130 0 0
Alexander, Miss Ann C. .. ..	Kindergarten assistant .. ..	..	D 1	130 0 0
Greaves, Miss Alice .. ..	Assistant .. ..	..	D 1	120 0 0
Campbell, Miss Jessie .. ..	.. ..	..	D 2	105 0 0
Part time,—				
Hanna, John .. ..	Gymnastic instructor .. ..	..	..	40 0 0
Hutton, Miss N. L. D. .. ..	Drawing teacher .. ..	..	..	100 0 0
Braik, Alexander M. .. ..	Singing master .. ..	..	..	60 0 0
de Spong, T. .. ..	Teacher of elocution .. ..	..	..	50 0 0

### No. 3.

## TRAINING COLLEGES.

### AUCKLAND.

SIR,—

#### REPORT OF PRINCIPAL FOR THE YEAR 1911.

I have the honour to present my report on the work of the Auckland Training College for the year 1911.

There were 101 students in training, sixty-four women and thirty-seven men. They were classified by regulation as follows: Seventy-eight, Division A—*i.e.*, ex-pupil-teachers or probationers; twenty, Division B—*i.e.*, matriculated students without previous teaching experience; two, Division C—*i.e.*, previous experience in sole-charge schools; one graduate admitted under Regulation 14.

\* \* \* \* \*

*University Work.*—As in previous years, students were carefully sifted as to fitness for advanced work. Fourteen were allowed to work for the degree course, and at the term's examination at the end of the year all fourteen passed, two in four subjects and twelve in three subjects. Premiums were won by students in education and economics. In view of the fact that this work is in addition to the work of the College, and involves night lectures for five days in the week, I think it speaks well for the application of the students concerned.

The subjects usually taken are English, Latin, mathematics, or education, with the addition of economics, mental science, or botany in a few cases. All students took a course in English, and for the first time one in voice-production in connection with the School of Music. All first-year students took the classes in botany and nature-study, and I would like to acknowledge here the courtesy of Professor Thomas in arranging a practical course specially suited to our needs in view of future school-work.

*Curriculum.*—Hitherto the classes held in the College have been such as to enable a student to prepare for the D and C examinations held in January by the Department. Now that an internal certificate is to be granted on the work done during the two years this will in future not be such a prominent feature of our time-table. The granting of an internal certificate is a big step forward, and the power given to the Principals in the recommendations for such certificates is such that it should eliminate the shirkers from our training colleges. In the past students have been able to pass the C examination by means of a judicious cram at the end of the year, but now regular work of a good standard only, coupled with earnest endeavour, will qualify for a recommendation, and this should raise the standard of attainment very materially.

The results for the external C and D examinations have now been published, and are as follows: Of the sixty-five second-year students who have just left us to take up work in the schools, nine have been in the College one year only, thirty-one have obtained a C certificate, fifteen have obtained a D certificate, ten have passed for partial C, one has passed in four subjects for C, and eight have passed in three subjects for C.

Taking Auckland's enervating climate into account, I am satisfied with these results, though results, of course, of this kind are the least thing on which the College should be judged. When

all is said and done, it is the character of the students that will count, and I trust that the members of our 1911 team will have played the game as well as their predecessors when the final whistle blows.

*Practice in Teaching.*—During the year every other week has been spent in school-work, so that a total of seventeen weeks was available for this most important section of our work. The plan followed was detailed in my last report, and a further year's test has confirmed the good opinion held at the end of the first year's trial. I would like to emphasize the importance of the time spent by the students in the library, preparing the lessons to be given by them subsequently. To get up the matter of a lesson thoroughly so as to know what to say, to arrange that matter in the best possible way so as to know how to say it to advantage, are two essentials of a good lesson; and when this preparation is done under experienced guidance, it cannot be overestimated, in my opinion. Hence I think it is essential that in reckoning time spent on school-work there should be a liberal allowance for preparation of this kind. Including time spent in such preparation, 350 hours per year are devoted to school-work, an amount well in advance of the minimum time stipulated in the regulations.

I think the most important event in connection with school-work during the year has been the valuable co-operation of selected teachers in certain of the local schools.

\* \* \* \* \*

To give the students an opportunity of seeing other good teachers at work, besides those in the normal school, I carefully selected, with the help of the Chief Inspector of Schools, several assistants whose work most closely approaches that which we aim at. The teachers concerned, with the headmasters of their schools, co-operated in the scheme, and so some twelve senior students had the privilege of working in these selected classes. Reports were kindly furnished by the teachers concerned, and from intercourse with the students I gathered that they regarded their work in these schools as invaluable in its wider outlook, and in raising their ideals as to what to aim at. This work was done voluntarily by the teachers, and I would like to place on record my appreciation of the help it has been.

\* \* \* \* \*

Besides the ordinary school section work, all the senior students paid visits to the various local schools. Each student had thus an opportunity of seeing four different schools at work for a half-day, the opportunity being valued very highly by the students.

The usual visits were paid to the Mangere Bridge School, and I would like to thank Mr. Lambourne once again for his courtesy to the students.

Miss Butler, the headmistress of the Grammar School, kindly allowed our woman graduate student to visit the school from time to time, and so get a wider insight into secondary work than the high school department of the normal school allows.

*Physical Culture.*—As in past years, my aim has been to induce students to take at least one hour's exercise per day. This, in my opinion, is an absolute necessity if good brain-work has to be done. I have difficulty at first in seeing that this is done, as many of the women students in particular look upon exercise as waste time. They gradually learn, however, that the healthier they are the better they can work, and the anthropometrical measurements taken at the beginning and end of the year show a marked improvement in physique. The various games were indulged in as previously.

The Cadet Officers' Training Corps under Captain McGeachie (student) and the seasoned guidance of Sergeant Moore had a good year's work, but the Department did not sanction a camp this year, which was regrettable in view of the valuable week spent last year.

*General Humanizing Work.*—The usual activities which are not on the time-table were carried on. These included:—

(a.) Visits to business places of interest, such as Plummer's hat-factory, the ostrich farm, Waerenga Experimental Farm, New Lynn School-gardens, biscuit-factory, &c.

(b.) Social gatherings on Saturday evenings.

(c.) A photographic and lantern-slide course. All the men students who have just left us have bought magic lanterns, and propose to use them in school as an aid to their work.

(d.) An exhibition of work done by students, particularly in the direction of illustrating lessons. This was well patronised by teachers, who were on holiday at the time, and the lectures given in connection with it were all crowded. The lecturers and their subjects were as follows: T. W. Leys, Esq., "Libraries"; E. K. Mulgan, Esq., M.A., "Auckland Isthmus"; the Principal, "School Humour." The exhibits in one room were from the Mount Eden School, and illustrated the meaning of co-ordination in school-work, and I take this opportunity of thanking Mr. N. R. Mackenzie and his staff for their able work.

(e.) Debates: A team was entered for the competitions in connection with the Athenæum Cup, and, as our members were all inexperienced, we did well to take third place of the seven teams.

(f.) A College quartette entered for the Auckland competition, and took second place, the judge complimenting the members on their good enunciation and pronunciation.

(g.) The annual reunion of old students was held at Easter, and there was an excellent attendance. A tennis tournament, a swimming race (Past v. Present), and a social gathering formed part of the ceremonies.

The students of the year 1910 presented a fine engraving to the College, and so followed the custom of their predecessors. We have now five large engravings, so that in time the College-walls should be covered with reproductions of the great masters.

The annual hockey match, Past v. Present, was won by neither side, a very keen contest ending in a draw. A shield, to be held by the winners for one year, has been presented for

this event by Mr. A. Rowe, one of our first "Old A's," and it now adorns the central hall. The students of 1911 who have just left the College presented twenty-five well-bound volumes to the College library, and will in due course present an engraving also.

*Normal School.*—There have been changes in the staff during the year to an unusual degree. Miss Toy, who has been assistant in the primer department since the school's commencement, left us for a better-paid post. We were loth to lose her, and trust that at some future time she will resume her work with us. Miss Craig, who was in charge of Standard I, was also promoted to another school. These vacancies have been filled by Miss Bayliss and Miss Western respectively. Mr. Priestly, who had been a year with us in charge of the Model Country School, received promotion to the Inspectorate. We lost his broad-minded services with regret, but feel sure that in his wider sphere he will do valuable work. Mr. R. Harrison has filled the vacancy thus caused, and, as he has had American as well as local experience, he will be of great help in our school-method discussions. Miss A. M. Monstedt has been appointed to the new Junior Model School. Miss Newman returned from her American and European tour reinvigorated, and her chatty accounts of her educational experiences were very interesting.

The various school activities that have been made a feature of have received the usual attention, and success has attended the parents' days, the magic-lantern lessons, the visits to the museum and domain, the keeping of the school-gardens and flower-brackets, and the swimming-sports.

In conclusion, I would like to acknowledge the hearty co-operation of the headmaster and staff in all work connected with the students. I must not forget to thank, too, those gentlemen who gave us their help in lectures to the students, including Mr. G. W. Murray, Professor Brown, the Inspector-General of Schools, and Miss Newman.

The Advisory Committee has met regularly as occasion required, and I find it a great help, the ripe judgment of Professor Thomas and the Chief Inspector (Mr. E. K. Mulgan) being invaluable, backed up as it is by an excellent chairman in Mr. G. J. Garland.

I have, &c.,

The Secretary, Board of Education, Auckland.

H. A. E. MILNES.

## WELLINGTON.

### REPORT OF PRINCIPAL FOR THE YEAR 1911.

SIR,—

Training College, December, 1911.

I have the honour to present my report on the work of the Training College for the year 1911.

*Training College Year and Terms.*—The College year extended from the 21st February to the 1st December, thirty-eight weeks in all, divided into two terms of nineteen weeks. In my last report I set out fully the disadvantage of this arrangement, and it is not necessary to repeat what I said then. Suffice it to say that so long as the University holds to its two-term system—a system that, I feel sure, is not conducive to the best work—so long will it be necessary for the Training College also to hold to a two-term system. It has to be noted, however, that in the case of the Training College the terms are six weeks longer than those at the University. We cannot expect our students to do their best work under the present arrangement; it is little wonder that the last few weeks of study prove burdensome even to the strongest.

*Students admitted.*—Students were admitted from the various districts as follows: Wellington, 37; Wanganui, 24; Hawke's Bay, 18; Taranaki, 4; Nelson, 5; Marlborough, 4; Westland, 3; Grey, 2: in all, 97. All except three were ex-pupil-teachers or probationers.

	Men.	Women.	Total.
First year	15	35	50
Second year	16	31	47
	31	66	97

One graduate was admitted under the special clause for University students. The practical exclusion of Division B students raises the important question, Is the College getting the best students that are offering, those most likely to do justice to all sides of the course of training. I feel bound to say that some of those who have entered might well have been rejected in favour of others applying direct from secondary schools. From these we have in previous years received a fair number of students, and almost without exception they are now giving a good account of themselves in the schools. If we must pick and choose, then we should have the best, and it should be considered to the advantage of a candidate that he has had two or three years' extra secondary-school instruction.

*University Classes.*—Classes were attended as follows: English, 80; mental science, 41; Latin, 36; education, 35; English history, 6; constitutional history, 6; biology, 5; botany, 2; electricity, 2; geology, 1; French, 4; German, 3; chemistry, 3; economics, 5, mathematics, 7; jurisprudence, 1; physics, 1.

English is a compulsory class, and a large number of students enter for it in both years of their training. Mental science is virtually a compulsory subject, and is usually taken in the first year. Latin is taken by those entering on the course for the B.A. English history is now taught at the University, and the class will probably be more largely attended in future. The science courses, necessitating as they do from seven hours to ten hours' attendance (lectures and

laboratory) are outside the range of the majority of our students. I refer to this subject later on in the report.

*University Standing of Students.*—Twenty-five students kept first year's terms, ten second, and three third; total, thirty-eight, or nearly one-fourth of all those who kept terms at Victoria College. Seventeen others had kept terms the previous year, so that of the total of ninety-nine students fifty-five have kept terms. A considerable number besides have passed in two, three, and even four subjects, but have not been able, or have not wished, to keep terms. The proportion keeping terms is just about as it should be, since the Training College students make up about a quarter of those attending University lectures. We are well above the average for first terms, but fall away in second terms. The average Training College student cannot take the three classes required for second term and do justice to the Training College course. The reports by the Professors, received two or three times during the session, on the attendance and progress of the students were, on the whole, satisfactory. I have no sympathy at all with the idea that the students while in training should not aim at a University degree. If they are able to undertake the degree course they should receive every encouragement to do so, even at the sacrifice of some of their practical work. Those who during their first year prove their capacity for University studies should have the option of a three-years' course, so that, if possible, they may be enabled to complete their degree.

*Synopsis of Training College Courses.*—First year—

- (1.) Methods of Teaching (the Principal, headmaster, and Miss Fitch).—Two to three hours per week. (a.) English and arithmetic, as for the standard classes. (b.) A course dealing with all the work of the infant-room.
- (2.) Science (Mr. Lomas).—Four hours per week. (a.) A course of lectures in physiography and physical geography. (b.) Laboratory practice in heat, sound, and light.
- (3.) Drawing (Miss Lee).—Four hours per week. This includes all branches of drawing and a short course in plasticine modelling.
- (4.) Handwork (Mr. Howe and Mrs. Hamerton).—(a.) A course in cardboard modelling taken by all students. (b.) A course for men in woodwork. (c.) A course for women in needlework. This includes class-room work in the various standards.
- (5.) Music (Mr. R. Parker).—One hour per week.
- (6.) Teaching.—(a.) One or two demonstration lessons per week taken in conjunction with method lectures. (b.) Practice lessons in the class-rooms. (c.) Observation of class-room work. (b) and (c) together occupy on the average from two to three hours per week, exclusive of preparation. The whole time under this section amounts to from four to five hours per week.
- (7.) Elementary Psychology (the Principal and Mr. Morice).—A course dealing with fundamental elements in the problem of teaching—*e.g.*, muscular co-ordination in relation to reading and writing, sense perception, memory, &c. The course is entirely practical and observational, and occupies one hour per week.
- (8.) Drill (Mr. Cowles).—(a.) Physical drill, fifteen minutes every day. (b.) Military drill, one to two hours per week. Mr. W. H. Burgess acted as captain of the corps, under direction of Major Cowles. (c.) Swimming, taken in March and November.

Second year—

- (1.) Methods (the Principal).—One to two hours per week. The subjects discussed are those not taken during the first year, more particularly science, geography, history, handwork, and the subjects of the secondary department.
- (2.) Science (Mr. Lomas).—Three to four hours per week. (a.) Agriculture, including chemistry, botany, and gardening (Mr. Tamblyn). Chemistry is taken by men only. (b.) Domestic science, including courses in cookery (forty hours) and advanced needlework (thirty hours) and laboratory experiments related to cookery and hygiene.
- (3.) Handwork (Miss Fitch).—Two hours per week. (a.) A general course, dealing with various aspects of handwork suitable for standard classes. This is taken by all students. (b.) A special course of Infant-room handwork for women students.
- (4.) Drill.—As for first-year students.
- (5.) Music (Mr. R. Parker).—One hour per week. More advanced course.
- (6.) First Aid and Hygiene (Dr. Begg).—A course of twenty hours, half of which was devoted to practical work.
- (7.) Practice in Teaching.—Including the preparation required, this occupies practically the whole five hours of every alternate week. From two to three hours are given to teaching. When the University is not in session, extra time is devoted to observation in the class-rooms.

It will be seen from the above that the Training College course, apart altogether from the University, is a heavy one; taken with a full-degree course, it is much too heavy for the average student. The experience of this year, however, shows that those who attempted most at the University were also among the most successful in the regular work of the college. In practice, too, it is possible to give concessions to good students without in any way interfering with their training.

*Library.*—This now contains upwards of 1,200 volumes, selected chiefly from the point of view of the practical training of the students. A complete card and book-catalogue are kept. Books taken from the library are entered in a record-book. The librarian, a student, devotes

about an hour a day to supervision. The library has to be open all day, and it is inevitable under present arrangements that occasionally books go astray. There is room in an institution like the Training College for a member on the staff who will look after the library and apparatus, and also undertake office duties. A donation of £4 for the purchase of books was made by the Old Students' Association.

*Health of Students.*—On the whole, this has been satisfactory. One case of serious illness occurred, necessitating the retirement of the student early in her second college year. In the case of several other students the value of the work done was greatly minimized through bad attendance, due to frequent illnesses. Students who are constitutionally weak and liable to breakdown should not enter the Training College. The Board should exercise every care in this matter, and pupil-teachers who during their apprenticeship show any weakness should be required to undergo special medical examination before admission.

*Hostels.*—There are now three recognized students' hostels in Wellington—viz., the Women Students' Hostel and the Friends' Hostel, both on the Terrace, and the Hadfield Hostel for men in Kelburne. All of these are conveniently situated, and students speak in terms of appreciation of the advantage they derive from residence in them. The majority of our students live away from home, so that the question of suitable lodging must always be an important one. During the past year about forty were in residence in the hostels; while about the same number were located here and there throughout the town. One or two good private places have regularly taken students, and the number of these is increasing, so that soon there will be recognized private houses which with the hostels will meet the needs of the College in this matter. The position to be reached is that every student shall be placed in a lodging-house recognized by the Board.

*Normal School.*—The total roll, all departments included, is slightly over 400, and the average just over 370. Though this number is below that required by the regulations, it is almost as many as the building under present circumstances will accommodate. It is impossible to make separate classes of Standards I and II, and in other ways the accommodation available limits the size of the school. As a result, the College as a whole is deprived of two teachers, a disadvantage that will be remedied only when the new school is opened. The work in the school has proceeded satisfactorily; the headmaster and staff have worked zealously for the welfare of the students and scholars.

*Staff Changes.*—Mr. E. K. Lomas, M.A., M.Sc., joined the staff of the College as Science Lecturer. Mr. Lomas devotes most of his time to the work of the students. Miss Fallows was reappointed at the beginning of the year on her return from England. Miss Webb and Miss Wilson acted as relieving teachers during the absence on furlough of Miss Hitchcock and Miss Thornton. Miss Lee, who has been in charge of the Art Department during the past two years, leaves now to take up an appointment in England. She has done exceptionally fine work, and her place will be difficult to fill.

*Students' Association.*—This body has, as usual, played a very active part in the life and work of the College. It controls and arranges all the social functions held at College, and through its executive exercises supervision over all the affairs of the students. This year for the first time a debating club was added to the list of institutions. Meetings were held every third Saturday evening, and under the supervision of Mr. Lomas and Mr. Morice good work was done, and quite a number of the students made progress in speaking. The association has done a great deal to promote the general welfare of the students. The president for the past year was Mr. D. McCormack.

*Medals awarded.*—[Not printed.]

*Suggestions for Future Development of College.*—1. That every effort should be made to maintain and strengthen the connection between the Training College and the University. The bond should be more than a connection such as exists at present. The Training College should be a teachers' college affiliated to the University, and recognized as one of its teaching colleges in each centre. It should be on precisely the same footing as the dental, medical, engineering, and mining schools.

2. This would mean that in time other members of the Training College staff beside the Principal would have standing as University Lecturers or Professors. It would mean, for example, that the science course undertaken at the Training College might be a recognized class for terms preparatory to degree, and such a recognition as this would be a great gain to the Training College students, as well as a source of strength all round. The principle might apply in time to other subjects as well.

3. Whether such standing for the Training College is secured or not, the Training College authorities should co-operate with the University Council in its aim, and endeavour to secure such additions to the University staff as will enable day teaching to be given in the more important classes. One of the most serious drawbacks in our present circumstances lies in the fact that for the most part University lectures are held at night.

4. A fuller and more complete equipment should be provided for those aiming exclusively at positions in secondary schools. The practising arrangements are now fairly adequate for primary and district high school needs, but not for the needs of the fully organized secondary school. The training of teachers for these should require observation and practice under special teachers in a fully equipped secondary school. For this purpose it would be necessary to have associated with the Training College for the special training of graduates one of the city high schools, or to provide at the Training College a much larger secondary department, with special teachers for special subjects.

5. A Training College should make provision for all classes of students and for all classes of schools. At present our regulations do not contemplate the fee-paying student, and this fact

imposes a hardship upon the private school of the community. If, as it should be, every kind of school should be required to appoint qualified teachers, then there should be admission to the College of those students who are willing to pay for their course and who do not wish to be subject to the conditions of a bond. I do not mean that the admission-requirements should be lowered—not even for kindergarten trainees; the standard for this should always be equal to the standard of entrance to the University—but access to a training college should be as unrestricted as possible, so that all who have the desire for the qualification may receive a professional training. I have spoken elsewhere of the desirability of allowing students of ability a longer period of training, so that they might continue in University-work if they so desired; a similar opportunity should be given to students desirous of specialization in other directions—*e.g.*, agriculture, kindergarten, woodwork, domestic science. A two-years period suffices for the general training of the average student. Opportunities for following out special lines should be given to those who desire it. On the other hand, students who do not prove their capacity either for professional work or for higher studies should be drafted out at the end of the first year with a certificate of a lower grade, entitling them to take only lower positions in the service.

*Appreciation.*—In concluding this my last report as Principal of the College, I wish to express my great appreciation of the whole-hearted and generous attitude the Board has shown towards all the work of the College. I am deeply conscious of many defects in my administration, and as deeply grateful for the support and consideration I have received at all times from the Board and its officers. To Mr. Webb and the staff of the College I express my thanks for the loyal service they have at all times cheerfully rendered.

The Chairman, Education Board, Wellington.

I have, &c.,

WM. GRAY.

#### CANTERBURY.

SIR,—

Training College, 20th April, 1912.

I have the honour to submit a brief report on the Christchurch Training College for the year 1911.

This duty has devolved on me at short notice, owing to the fact that the preparation of the report usually presented was interrupted by the serious illness of the Principal, which resulted in his decease during the current week.

I have been privileged to peruse some rough notes he had made with a view to his report, and to them and also to assistance kindly rendered by Mr. C. T. Aschman and Mr. J. H. Wilson I am indebted for most of the information herein supplied and for the statistics hereto appended. For obvious reasons, questions of policy are not dealt with on this occasion, nor, in the absence of his consent, can any use be made of any personal opinions expressed in the notes of the late Principal.

The College year began with an enrolment of thirty-eight second-year students, and sixty new students were admitted, making a total of ninety-eight. Of these, five withdrew during the year for one reason or another. Detailed information regarding attendance of students and results of examination are supplied in the statistics attached to the report [not printed].

At the beginning of the year a change was made in the time-table of lectures delivered at Canterbury College, by which the Training College students were enabled, without much interference with their professional training, to take a larger number of lectures than they would have been able to attend had the former time-table continued in operation. The number of lectures students were allowed to take was restricted in nearly every case to what was absolutely necessary in order to keep terms in three subjects at Canterbury College. Encouraged by the facilities afforded, an increased number of students attempted to keep terms, and twenty succeeded in doing so. It appears, however, that the problem of satisfying the demands of the Canterbury College and of the Training College regulations has not yet been solved, and I note reference to the strain experienced by some of the less robust students who endeavoured to meet the requirements of both institutions.

It has been found that the subjects enumerated in clauses 21 and 24 of the Training College regulations cannot be all taken by every student unless the courses in such subjects are very short ones or students are to be debarred from keeping College terms.

The arrangements for the students to observe methods of teaching and to acquire practical skill as teachers have been mainly on the lines that have proved successful in recent years. Staff meetings were held regularly during the year, also profitable discussions on methods of work and on matters bearing on the training of the students. A further development in the same direction—*viz.*, the discussion of the week's work by the class teacher, each with his or her own group of students—has proved a valuable feature in the course of training.

It has been a difficult task to construct a time-table providing for the necessary amount of varied practice for all the students in attendance. This difficulty is aggravated by limitations of space, and by the inconvenient proportions of some of the class rooms. The question of improved accommodation demands earnest consideration in the near future. The question of the establishment of the second model school permitted by the Training College regulations has to be postponed until a suitable room is available for use.

On the social side of student life the influence of the Students' Association has been exerted with renewed energy. A new and interesting feature of college life was the formation, by the students, of a Saturday night club, which has met in the Training College for the purpose of mutual entertainment. Occasional meetings of this description had been held in previous years, but had only been sporadic in character.

After the conclusion of the second term of Canterbury College short courses were provided in swimming and ambulance. Owing to the enthusiasm of the students and their capable instructor, Mr. G. Billson, a good many lessons and practices in swimming were arranged for, and several of the students passed a good examination in swimming and life-saving. It is to be hoped that during the current year arrangements may be made to hold a swimming-class for women students.

The class in ambulance and first aid was held in connection with St. John's Ambulance Association, which kindly provided a special short course for the Training College students. Several of the latter qualified for the association's certificate, but many others could not sit for examination owing to their inability to attend the full number of lectures prescribed for intending candidates.

The Normal School has had a successful year, and, owing to additions to the staff, has been conducted under improved working-conditions. Miss Inkpen, appointed to succeed the late Miss Starkiss as kindergarten mistress, possesses a wide knowledge, obtained in a Training College and schools of high repute in Scotland. The appointment of Mr. S. McCullough as additional assistant, has set the headmaster free to exercise more general supervision of the school and students, a duty he has discharged with tact and zeal and marked professional skill. At the end of the year Dr. J. W. McIlraith resigned the charge of the secondary department to take a position on the Auckland Inspectorate.

As the new regulations permitted the establishment of a junior kindergarten class of pupils from three to five years of age, a beginning was made in this direction during the year. Owing to lack of suitable accommodation, this class is not conducted under such favourable conditions as may be hoped for in the future, but the growing demand for kindergarten schools justified the establishment of such a class without further delay. The large number of probationers in the employ of the Kindergarten Association who have availed themselves of the opportunity to observe the working of this class represents only one phase of its value to the district. The management of this class has been intrusted to a specially qualified teacher, Miss Helène G. Schmidt, a former student of the Training College, who previously had attended a course at the Breslau Kindergarten Seminary, and subsequently had considerable practical experience in organizing kindergarten classes in Wellington. Most of the women students of the second year gained some knowledge of the working of the class. It is proposed that during the current year all women students of the second year shall have much wider facilities for observing the working of the system. Such training is the more important inasmuch as the generally accepted main principles of Fröebel's work supply the basis of the teaching in the infant departments, and at least the lower classes of approved schools in the Dominion.

By the death of the Principal, Mr. Edwin Watkins, B.A., a notable landmark in the history of education in Canterbury has been removed. He has been connected with the Christchurch Training College for thirty-five years, at first as tutor, and for seventeen years as Principal. Hundreds of teachers throughout New Zealand remember with gratitude the kindly interest he took in their welfare and the high standard of conscientious devotion to duty that he constantly placed before them. Those who were more intimately connected with him had abundant evidence of the broad sympathy that characterized all his actions when dealing with his fellow-workers. His high moral character and his concern for the welfare of others will be recorded in the grateful memory of those who knew him best. Among his notes I find a record of his warm appreciation of the loyal support accorded to him by the members of his staff. To Mr. C. T. Aschman a special meed of praise is due for the capable manner in which, in addition to his own responsibilities as headmaster, he also, at a critical period, took the general management of the College for several weeks during the absence of the late Principal.

I have, &c.,

T. S. FOSTER,

Acting Principal.

H. C. Lane, Esq., Secretary, Education Board, North Canterbury.

#### OTAGO.

SIR,—

Training College, Dunedin, 19th December, 1911.

I have much pleasure in presenting the report of the work of the Training College for the year 1911.

*Attendance and Classification of Students.*—We opened with a full attendance of 100 students—fifty-eight women and forty-two men. It is a matter of congratulation to see so many men on the roll; it is the largest number on the roll in any one year since the College was established. Of the total roll this year, forty were in the second and sixty in their first year. The educational status of the students may be gathered from their classification as follows: Seventy-nine in Division A, nineteen in Division B, and two in Division C.

According to our regulations, students are admitted from any education district. The numbers from the different centres were: Otago, 58; Southland, 20; and South Canterbury, 8.

The attendance at classes has been very good, and the health of the students quite satisfactory.

*College Classes and University Classes.*—We have this year added the following branches of instruction in the case of the juniors: Elocution, cookery, practical agriculture, first aid and ambulance work, and for both junior and seniors school gardening and military drill. The new regulations provide for woodwork and hygiene. We shall add these to our curriculum next year.

I am very much dissatisfied with the course of training given in science at the Training College. We dabble in far too many sciences. The course ought to be simplified so as to give a training in scientific methods of teaching rather than trying to overtake a smattering of the whole circle

of the sciences. I have pointed out again and again that our science should consist of (a) a simple course suitable for primary-school work, (b) the elements of one science only for each year, and not two or three as at present. We have a very good course in elementary physics and a well-equipped laboratory for experiment and demonstration; but for the teaching of botany, nature-study, and agricultural botany we have no apparatus and no proper accommodation. I have asked the Board to give us a workshop and conservatory in which to do our work in the natural sciences in a satisfactory way, but so far without result. I am going to bring the matter under the notice of the Board again next year.

With two exceptions the whole of the students attended Otago University classes—one or more classes, as I thought desirable, considering their previous education and the subjects they required to take at the College to complete their teacher's certificate. An analysis of their attendance at University classes shows that some eight or ten attended one class only, some forty two classes only, and some forty-four three classes. They did not do quite so well this year as last, but still the results are very creditable to them when you consider the time they have to give to college-work.

Nineteen seniors and twenty-seven juniors, or a total of forty-six, kept terms. It is approximately correct to say that nearly one-fourth of the students sit annually for the degrees examination of the New Zealand University, and in these examinations they take a very good place alongside their fellow-undergraduates who have more time for reading and study.

*Normal School Training.*—With regard to the amount of practice and observation, I have to report that our students this year have covered more than is required under the Training College regulations. I hope to widen their opportunities in the matter of organization of class-work by establishing a second rural school. I am of opinion that a second school of the same type as we have at present would be the best grade of school, as it is most difficult to arrange to give any adequate practice in one school where there are a hundred students to be trained. Obviously the sole-teacher school, with all the standards, is the most difficult school to manage, and it is just in this kind of teaching that the College is weakest. However, it has been represented that the mistresses of the two-teacher schools, of which there are a considerable number, find their work very difficult, and to meet their case we are going to establish a sole-teacher school with from thirty-six to forty pupils in average attendance, with preparatory classes to Standard II under the control of a mistress.

*Normal School Secondary Department.*—Unavoidable circumstances have reduced the number in the secondary department, and we shall probably have to manage in future with one instead of two teachers. Fewer of the students were prepared to give special time to teaching in the higher branches.

*Kindergarten Schools.*—The kindergarten school—twenty-four pupils—has been taught throughout the year by first-year students under the skilful direction of Miss Alexander. I intend making provision next year for the instruction in kindergarten principles and in the pedagogy of the daily programme work of the kindergarten. Miss Maxwell is well qualified by her training both here and in England to do the work successfully. The Board gave the Kindergarten Free Schools Association permission to send some of their trainees to classes and lectures at the College. The association have availed themselves of the opportunity, and next year four or five kindergartners join our classes. I think this is a step in the right direction, and I have now to ask the Board to allow me to send some of our students to the free kindergarten schools for further practice in kindergarten methods. At present with but one practising school each student obtains only a fortnight's training, but with four other schools affiliated, so to speak, with the College we should have ample opportunity for better training.

*Trained Teacher's Certificate.*—The Board has for many years issued a College certificate to the best students. The condition on which it is issued I explained very fully last year, but to repeat, the student must have passed all the subjects required for a full D or a full C certificate. Teachers for nine or ten weeks during their final year receive eight or ten reports from the member of the staff, and give at least one demonstration of model lesson in the presence of their fellow-students and the Principal. These special and general reports must be, on the whole, satisfactory at least, or a certificate is not issued. Again, each student must satisfy Mr. Pinder and Mr. Hanna that he or she can drill a standard class in their physical exercises in a satisfactory way.

The Education Department now purpose to give the Principal power under certain limitations to issue a trained teacher's certificate. I have not taken advantage of this proposal this year, as it seemed to me that the matter required further consideration; but the Department are now prepared to accept passes at the University Examination up to degree standard in lieu of the Department's examination in the same subjects. This is a very valuable reform, and in many ways will be beneficial to the students, and enable the Principal of the College to give the time of the students hitherto employed in preparing for the January examinations to practical training and class-teaching.

I have directed attention again and again to the absurdity of insisting upon our students duplicating examination in the same subject. The reform has come at last.

*The Needs of the College.*—I have again to ask the Board to provide us with a fives-court. Every other training college—indeed, every high school—has its fives court. Why should we not have one? It is a game which all the students may play, and which can be played at the intervals between classes without prearrangement as in tennis. In the old normal we had one, and it was always occupied. At present students walk aimlessly about at the intervals. If we had a court it would be in daily use, and much appreciated by the students. Last year the students offered a donation to the expense of building a court. I do hope the Board will see its way this year to give us a fives court.

*The Institutional Life of the College.*—The students by means of their association and committees have done good service to the College in many ways. At the annual meeting reports were presented showing that the social, intellectual, and athletic life of the College is not neglected.

Report of the Students' Executive: Mr. Colquhoun, president, and Mr. J. Smith Nelson, secretary, presented a satisfactory report and balance-sheet of the year's work.

Social Committee: Mr. J. G. Menzies, secretary, reports, "The event of the year, the annual social, was held on the 23rd June, and, although much work had to be done, the students proved equal to the occasion. We think that we may fairly claim that this function did honour to our College."

The College Magazine Committee: Editor, Miss D. C. Farnie; business manager, Mr. J. S. Nelson; committee—Messrs. Hicks, Menzies, Marwick, and Grieve. Two very successful numbers of the "College Magazine" have been issued, and the committee hope that their successors will continue the magazine as a very necessary adjunct to the history and life of the College.

Tennis Club Report: Mr. H. R. Anderson, the able and energetic secretary, reports that there are over fifty playing members of the club; out of the sixteen players who represented the University in the various local matches, no fewer than ten were members of the College.

Christian Union: The meetings of the year were very well attended with an average attendance of about thirty students.

Training College Library: The report of the library committee was moved by Mr. Frederick H. Wilson, seconded by Mr. A. G. Sawell. It is interesting to notice the kind of books that have been read. Of the ninety-six volumes taken out, twelve were sciences, twenty-one dealing with education, and fifty-four teaching. Thirty-nine volumes were added this year, and there are now 456 volumes on the shelves of our library.

*The Staff of the School and the College.*—The normal practice school is under the able direction of Mr. E. Pinder, M.A., and his staff of teachers. They are one and all enthusiastic and experienced teachers, and I place the direction and supervision of the students in their hands with the greatest confidence. The pupils of the school are so frequently in the hands of the students that one cannot avoid the suggestion that the training of the former must suffer in consequence. To judge, however, by the Inspectors' reports, this is not so. So far as we are able to gather, the work of the practice-school is quite equal to that of any other school of the same grade.

Miss E. M. Stevens retired from the staff after a long period of service from the foundation of the normal school in 1876. Outside the staff, few are aware of her enthusiastic devotion to her daily duty during her long tenure of office.

Mr. David Stewart, headmaster of the model school, received an appointment as Organizing Inspector at Wanganui. He was a most capable teacher, and we were very sorry to lose him. Mr. Marryatt, his successor, is of great service to us, having special experience in agriculture and school gardening.

My thanks are due to the regular and visiting staff of the College for their willing and ready co-operation during the past year.

I have, &c.,

The Secretary, Otago Education Board.

D. R. WHITE, Principal.



















List of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—continued.  
AUCKLAND—continued.

NAME OF SCHOOL. Schools are entered in the order of the grades in the schedule of the Education Amendment Act, 1968, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Expenditure for the Year.										Names, Classification, and Status of Teachers.		Annual Rates of Payment during Last Month of Year.									
	Average for the Year 1911	Maintenance.					School Buildings and Teachers' Residences.					Classification.	Position in the School.	For Salary, including Lodging, allowances to Pupil-teachers.	[The full rate of salary of teachers on leave is shown, the relieving teacher being marked "Subs."]	For Teachers' House Allowances.						
		(3.) £ s. d.	(4.) £ s. d.	(5.) £ s. d.	(6.) £ s. d.	(7.) £ s. d.	(8.) £ s. d.	(9.) £ s. d.	(10.) £ s. d.	(11.) Teachers on the Staff at the End of the Year.	(12.)						(13.)	(14.) £ s. d.	(15.) £			
GRADE 4—continued.																						
Hikutaitia ..	49	290 0 0	18 19 3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	HM	210 0 0	25	195 0 0	£
Hobsonville ..	69	286 5 0	24 3 9	3 13 10	..	..	..	..	..	..	..	..	..	..	..	..	..	HM	210 0 0	25	195 0 0	£
Houhora ..	50	285 0 0	19 9 0	10 7 8	..	..	..	..	..	..	..	..	..	..	..	..	..	HM	210 0 0	25	195 0 0	£
Howick ..	50	295 0 0	19 10 6	49 2 11	..	..	..	..	..	..	..	..	..	..	..	..	..	HM	210 0 0	25	195 0 0	£
Hukaruni ..	61	275 0 0	22 15 3	28 9 1	..	..	..	..	..	..	..	..	..	..	..	..	..	HM	210 0 0	25	195 0 0	£
Hukerenu North ..	28	232 10 0	18 14 3	54 4 0	..	..	..	..	..	..	..	..	..	..	..	..	..	HM	210 0 0	25	195 0 0	£
Hukerenu South ..	56	285 0 0	24 16 0	64 17 5	..	..	..	..	..	..	..	..	..	..	..	..	..	HM	210 0 0	25	195 0 0	£
Kaeo ..	84	301 13 4	27 3 9	58 8 7	..	..	..	..	..	..	..	..	..	..	..	..	..	HM	210 0 0	25	195 0 0	£
Kakahi ..	81	275 0 0	12 2 0	21 18 11	..	..	..	..	..	..	..	..	..	..	..	..	..	HM	210 0 0	25	195 0 0	£
Katikati No. 2 ..	42	283 15 3	16 7 0	..	..	..	..	..	..	..	..	..	..	..	..	..	..	HM	210 0 0	25	195 0 0	£
Katikati No. 3 ..	38	270 0 0	19 7 0	8 0 11	..	..	..	..	..	..	..	..	..	..	..	..	..	HM	210 0 0	25	195 0 0	£
Katui ..	40	210 0 0	15 15 6	5 9 10	..	..	..	..	..	..	..	..	..	..	..	..	..	M	210 0 0	25	195 0 0	£
Aranga ..	68	287 10 0	24 3 6	19 12 1	..	..	..	..	..	..	..	..	..	..	..	..	..	HM	210 0 0	25	195 0 0	£
Kaukapakapa ..	67	300 0 0	24 3 0	78 15 10	..	..	..	..	..	..	..	..	..	..	..	..	..	HM	210 0 0	25	195 0 0	£
Kawakawa ..	65	318 10 0	23 19 9	24 14 3	..	..	..	..	..	..	..	..	..	..	..	..	..	HM	210 0 0	25	195 0 0	£
Kihikihi ..	55	289 10 0	21 13 6	4 4 0	..	..	..	..	..	..	..	..	..	..	..	..	..	HM	210 0 0	25	195 0 0	£
Kiripaka ..	45	292 17 6	17 7 6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	HM	210 0 0	25	195 0 0	£
Komata ..	75	270 18 4	26 5 0	30 0 0	..	..	..	..	..	..	..	..	..	..	..	..	..	HM	210 0 0	25	195 0 0	£
Kuaotunu ..	82	282 7 7	35 17 9	1 3 6	..	..	..	..	..	..	..	..	..	..	..	..	..	HM	210 0 0	25	195 0 0	£
Mamaku ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	HM	210 0 0	25	195 0 0	£



LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—continued.  
AUCKLAND—continued.

(1.) NAME OF SCHOOL. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908 in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School and inserted in the grade and in their joint attendance.	(2.) Average for the Year 1911		Expenditure for the Year.										Names, Classification, and Status of Teachers.		Annual Rates of Payment during Last Month of Year.				
	Maintenance.			School Buildings and Teachers' Residences.							(11.) Teachers on the Staff at the End of the Year.	(12.) Classification.	(13.) Position in the School.	(14.) For salary, including Lodging-allowances to Full-teachers.	(15.) For Teachers' House Allowances.				
	(3.) £ s. d.	(4.) £ s. d.	(5.) £ s. d.	(6.) £ s. d.	(7.) £ s. d.	(8.) £ s. d.	(9.) £ s. d.	(10.) £ s. d.											
GRADE 4—continued.																			
Paterangi .. .. .	41	270 0 0	16 14 3	45 19 2	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	180 0 0	90 0 0
Patumahoe .. .. .	58	300 0 0	30 17 4	18 17 8	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	195 0 0	105 0 0
Piriaka .. .. .	36	130 0 0	10 2 0	5 0 6	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	180 0 0	180 0 0
Pokeno .. .. .	50	308 0 0	18 13 3	1 9 9	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	195 0 0	108 0 0
Port Albert .. .. .	33	265 17 9	14 0 3	9 6 6	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	195 0 0	195 0 0
Puhoi .. .. .	41	285 0 0	16 0 0	53 19 3	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	185 0 0	100 0 0
Pukekohe East .. .. .	46	285 0 0	23 1 8	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	195 0 0	195 0 0
Puni .. .. .	41	224 3 4	15 13 3	3 15 6	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	195 0 0	215 0 0
Puriri .. .. .	71	311 16 8	25 11 6	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	90 0 0	90 0 0
Putaruru .. .. .	61	285 7 6	23 4 3	21 5 0	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	95 0 0	95 0 0
Raglan .. .. .	64	300 0 0	24 6 6	0 11 7	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	90 0 0	90 0 0
Ramarama .. .. .	63	288 15 0	23 16 0	3 0 0	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	195 0 0	195 0 0
Rangiahua .. .. .	40	210 0 0	11 13 1	1 5 0	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	210 0 0	210 0 0
Upper Waikou .. .. .	34	270 0 0	14 7 9	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	90 0 0	90 0 0
Rangitiri .. .. .	48	272 10 0	19 18 0	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	90 0 0	90 0 0
Rawene .. .. .	47	270 0 0	23 19 9	1 0 6	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	180 0 0	180 0 0
Riverhead .. .. .	48	290 0 0	17 9 3	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	90 0 0	90 0 0
Russell .. .. .	38	290 0 0	15 8 9	3 9 10	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	195 0 0	195 0 0
Silverdale .. .. .	52	285 0 0	19 12 9	61 10 6	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	185 0 0	105 0 0
Tairua .. .. .	35	216 13 4	8 6 5	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	105 0 0	105 0 0
Tangiteroria.. .. .	..	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	215 0 0	90 0 0









Horahora	182	656 5 8	35 0 0	49 2 0	47 18 5	..	..	..	256 10 6	6	Higginson, Frank	C1	HM	265 0 0	35
											Harden, Cecil J.	D3	AM	125 0 0	
											Wells, Florence M.	D2	AF	123 0 0	
											Pegler, Amy B. A.	..	MPPr2	94 10 0	
											Grace, Lionel L.	..	FPPr1	25 0 0	
											Hardy, Leila M.	D1	HM	20 0 0	
											Hall, William H. V.	D2	AF	250 0 0	
											Cormack, Henrietta	D4	AF	125 0 0	
											Graham, Jane A.	..	FPPr2	50 0 0	
											Young, Emily E.	..	FPPr1	45 0 0	
											Murphy, Lucy M.	C1	HM	265 0 0	
											Wilson, Henry B.	D3	AF	145 0 0	
											Browne, Edith B.	..	AF	108 0 0	
											Woodford, Alice O. M.	..	AF	90 0 0	
											Calder, Ruberta J.	D1	HM	245 0 0	
											Davidson, George A.	D2	AF	125 0 0	
											Harper, Mary M.	D4	AF	120 0 0	
											Higham, Mary A.	E3	AF	90 0 0	
											Meyenberg, Doretta J.	D1	HM	255 0 0	
											Power, Edward A.	C2	AM	195 0 0	
											Fox, Norman S.	C2	AF	135 0 0	
											Grattan, Ida V. C.	E2	AF	125 0 0	
											Day, Florence M.	..	MPPr3	55 0 0	
											Voysey, William D.	..	FPPr1	45 0 0	
											Weber, Daisy W. G.	..	MPPr1	20 0 0	
											Gillanders, William D.	C1	HM	250 0 0	
											Smerdon, Stanley V.	C3	AM	180 0 0	
											Gibb, Christina C.	..	AF	108 0 0	
											Murray, Clarice A. F.	D3	AF	120 0 0	
											Tomalin, Beatrice A.	..	FPPr2	50 0 0	
											Carrick, Margaret C.	..	FPPr3	55 0 0	
											Walker, Wm. R. C., B.A.	B1	HM	*290 0 0	
											Caddy, Edward W. B.	C2	AM	195 0 0	
											Keesing, Kate	E1	AF	150 0 0	
											Bull, Evelyn F.	C4	AF	110 0 0	
											O'Neill, Blanche E.	..	FPPr5	55 0 0	
											Webb, Marjorie	..	FPPr4	55 0 0	
											Meredith, Charles	C2	Sac	..	
											Draffin, William H.	D1	HM	290 0 0	
											Easigate, Florence T.	D1	AF	195 0 0	
											Hosking, Vera D.	D3	AF	145 0 0	
											Esliek, Violet I.	D3	AF	120 0 0	
											Rose, Amy E.	..	FPPr4	55 0 0	
											Massey, Edith F.	..	FPPr4	55 0 0	
											Woollex, Joseph	C1	HM	285 0 0	
											Fenwick, Herbert	B2	AM	185 0 0	
											Astley, Ellen	B1	AF	150 0 0	
											McElwain, Olive N.	C3	AF	110 0 0	
											Burton, Ella	..	FPPr4	55 0 0	
											Smith, Ida J.	..	FPPr2	25 0 0	
											Scherer, Hilda A.	..	FPPr2	25 0 0	
											Stevens, Percy E.	D1	HM	270 0 0	
											Bell, Alexander	C2	AM	195 0 0	
											Roche, Emily	D2	AF	145 0 0	
											McCallum, Adina	C1	AF	135 0 0	
											Dougherty, Eliz. P.	..	FPPr2	50 0 0	
											Christie, Rose A.	..	FPPr1	45 0 0	
											Worsley, Harold J.	..	MPPr1	20 0 0	
											Furze, Nancy	..	FPPr2	25 0 0	









LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—continued.  
AUCKLAND—continued.

NAME OF SCHOOL. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1906, and in alphabetical order in "OTHERS." The names of each District High School or Part-time School or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Expenditure for the Year.					Names, Classification, and Status of Teachers.	Annual Rates of Payment, during last Month of Year.									
	(1.)	(2.)	(3.)	(4.)	(5.)			(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)
	Average for the Year 1911	Teachers' Salaries, including Pupils' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Teachers' House Allowances.	Incidental Expenses of Schools.	General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	Rebuilding Schools and Teachers' Residences.	Rebuilding Schools destroyed by Fire.	Rent.	New Buildings, Class-rooms, Additions, Furniture, Apparatus, and Sites.	Teachers on the Staff at the End of the Year.	Classification	Position in the School.	For Salary, including Lodging-allowances to Pupil-teachers.	Of teachers on leave in "OTHERS" being marked.	For Teachers' House Allowances.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	Teachers on the Staff at the End of the Year.	Classification	Position in the School.	£ s. d.	£ s. d.	£ s. d.	
GRADE 8c.—continued.	451	1,441 13 4	..	104 18 0	14 9 5	..	..	..	..	Taylor, Alfred Braithwaite, James H. Wilson, Estelle R. Turnbull, Kath. A. Newbegin, Annie M. Mackay, Freida M. Fraser, Ethel M. Wright, Vera M. Paterson, Lavinia C. Ogilvie, Wilfred M. Cobbald, Ellen E. L. McPhail, Laura R.	D1 C1 E1 D2 E2 D3 C3 .. .. .. .. ..	HM AM AF AF AF AF AF FPt2 FPt4 MPt3 FPt3 FPt1	HM AM AF AF AF AF AF FPt4 FPt4 FPt3 MPt1 FPt2	325 0 0 225 0 0 165 0 0 150 0 0 135 0 0 110 0 0 110 0 0 35 0 0 55 0 0 45 0 0 55 0 0 20 0 0	..	..
GRADE 9A.	521	1,669 7 8	50 0 0	128 7 6	50 1 10	..	11 0 0	367 2 0	..	Christie, James Jones, Thomas R. Thompson, Frances E. Caldwell, Alice M. Stewart, Mary A. Cole, Adelaide A. M. Webster, Harold E. Brenkley, Annie Sissons, Barbara M. Murray, Kathleen B. Robertson, Mary L. Shanks, Ernest A. Matthews, Ruby I.	D1 D1 D1 D1 D2 B3 D4 .. .. .. .. ..	HM AM AF AF AF AF AM FPt4 FPt4 FPt3 MPt1 FPt2	HM AM AM AF AF AF AM FPt4 FPt4 FPt3 MPt1 FPt2	345 0 0 245 0 0 185 0 0 155 0 0 140 0 0 125 0 0 125 0 0 90 0 0 60 0 0 45 0 0 45 0 0 55 0 0	..	50
GRADE 9B.	591	1,744 5 6	..	143 13 4	35 14 3	..	..	34 0 0	..	Whitaker, Joseph R. Campbell, Robert Barber, George de Montalk, Emily L. Conway, Mabel E. Fawcett, Jacob W. Hill, Winifred M. Duffus, Elizabeth P. Bell, Ivy E.	D1 C1 E1 D1 D2 C4 D3 E2 ..	HM AM AM AF AF AM AF AF FPt4	HM AM AM AF AF AM AF FPt4	345 0 0 245 0 0 195 0 0 160 0 0 145 0 0 125 0 0 125 0 0 115 0 0 55 0 0	..	..























LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—continued.  
WANGANUI—continued.

NAME OF SCHOOL. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1906, and in alphabetical order in each grade. Teachers' Salaries, including Pupils' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Expenditure for the Year.										Names, Classification, and Status of Teachers.		Annual Rates of Payment during Year.		
	Maintenance.					School Buildings and Teachers' Residences.					Classification.	Position in the School.	For Salary, including Lodging-allowances to Pupils-teachers.	[The full rate of salary of teachers on leave is shown, the relieving teacher being marked "Subs."]	For Teachers' House Allowances.
	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)					
Average for the Year 1911	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.			£ s. d.	£ s. d.	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	
GRADE 1.															
Ararata ..	11	125 0 0	..	5 7 11	3 0 0	..	..	..	..	..	D4	M	125 0 0	3	
Coal Creek ..	9	90 0 0	..	4 5 5	..	..	..	..	..	..	..	M	90 0 0	..	
Karewarewa ..	12	90 0 0	10 0 0	4 3 9	..	..	..	..	..	..	..	M	90 0 0	10	
Kaukaea ..	8	77 8 3	8 12 0	3 15 0	..	..	..	..	..	..	..	F	90 0 0	10	
Komako ..	9	90 0 0	10 0 0	3 11 3	..	..	..	..	..	..	..	F	90 0 0	10	
Livingstone ..	10	106 6 8	10 0 0	5 1 8	..	..	..	..	..	..	..	M	90 0 0	10	
Longacre Valley ..	15	110 0 0	10 0 0	4 15 0	7 5 10	..	..	..	6 5 0	..	D4	F	105 0 0	10	
Main South Road ..	13	90 0 0	10 0 0	4 7 1	17 9 0	..	..	..	..	..	..	M	90 0 0	10	
Makaka ..	14	90 0 0	10 0 0	5 17 1	10 10 0	..	..	..	..	..	..	F	90 0 0	10	
Makohau ..	10	90 0 0	9 19 10	4 10 5	..	..	..	..	..	..	..	M	90 0 0	10	
Mangaeturoa ..	9	90 0 0	10 0 0	1 3 4	..	..	..	..	..	..	..	F	90 0 0	10	
Mangamahu ..	11	104 15 3	..	4 17 1	..	..	..	..	..	..	..	M	90 0 0	..	
Mangara ..	10	90 0 0	10 0 0	3 9 7	..	..	..	..	..	..	..	F	90 0 0	10	
Mangawhio ..	11	94 10 0	10 0 0	4 7 1	5 13 6	..	..	..	..	..	..	F	90 0 0	10	
Manni ..	12	90 0 0	10 0 0	4 0 10	1 14 8	..	..	..	..	..	..	F	94 10 0	10	
Marohema ..	6	94 10 0	10 0 0	..	10 18 9	..	..	..	..	..	..	F	94 10 0	10	
Moawhango ..	9	86 12 3	9 12 6	3 5 5	..	..	..	..	..	..	..	M	90 0 0	10	
Mount Curl ..	14	106 10 0	10 0 0	4 11 8	..	..	..	..	..	..	..	F	94 10 0	10	
Ohutu ..	12	112 10 0	10 0 0	5 7 11	6 9 4	..	..	..	..	..	..	F	108 0 0	10	
Orangimea ..	10	72 0 0	5 0 0	..	..	..	..	..	0 10 6	..	..	M	112 10 0	10	
Otairi ..	13	90 0 0	10 0 0	4 5 5	..	..	..	..	..	..	..	F	90 0 0	10	
Porewa ..	8	87 16 5	..	3 14 7	6 16 7	..	..	..	..	..	..	F	90 0 0	10	
Pukekaha ..	16	90 0 0	10 0 0	5 18 9	..	..	..	..	6 19 6	..	..	M	90 0 0	10	
Pukeroa ..	16	91 17 6	10 0 0	4 15 5	..	..	..	..	..	..	..	M	90 0 0	10	
Rataiti ..	12	90 0 0	10 0 0	3 15 10	..	..	..	..	..	..	..	M	90 0 0	10	
Rotokare ..	16	108 0 0	10 0 0	5 7 11	2 15 6	..	..	..	..	..	..	F	90 0 0	10	
Tangawai ..	8	90 0 0	10 0 0	4 7 1	..	..	..	..	..	..	..	M	108 0 0	10	
Tararua ..	10	90 0 0	10 0 0	4 13 9	2 12 6	..	..	..	..	..	..	M	90 0 0	10	
Taumatahi ..	15	94 10 0	10 0 0	8 9 7	0 8 9	..	..	..	..	..	..	F	94 10 0	10	
Upper Kawhatau ..	13	108 0 0	10 0 0	4 16 8	..	..	..	..	..	..	..	F	108 0 0	10	
West Rangitikei ..	10	22 10 0	2 10 0	..	25 0 0	..	..	..	..	..	..	F	90 0 0	10	
Whakamara ..	14	90 0 0	..	4 2 1	47 9 4	..	..	..	..	..	..	F	90 0 0	..	
GRADE 2.															
Awahou ..	23	145 0 0	..	9 18 9	5 11 2	..	..	..	..	..	E3	M	145 0 0	..	
Awahou South ..	14	168 6 8	15 0 0	8 5 0	..	..	..	..	..	..	D3	F	135 0 0	15	
Brownlee ..	18	112 10 0	15 0 0	7 0 10	..	..	..	..	..	..	..	M	112 10 0	15	
Clydesdale ..	23	117 0 0	15 0 0	7 12 1	2 18 8	..	..	25 0 0	..	..	..	M	117 0 0	15	



List of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—continued.  
WANGANUI—continued.

(1.)	(2.)	Expenditure for the Year.										Names, Classification, and Status of Teachers.			Annual Rates of Pay-ment during Last Month of Year.		
		Maintenance.					School Buildings and Teachers' Residences.					Teachers on the Staff at the End of the Year.			Classification.	Position in the School.	For Salary, including Lodging-allowances to Pupil-teachers.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)			
Alton	31	191 17 1	..	12 5 0	16 15 0	..	..	..	..	Best, Thornton R.	D3	M	£ s. d.	£			
Auroa	58	275 0 0	..	15 5 0	7 0 10	..	..	..	..	Barrowlough, Alfred E., M.A.	A1	HM	180 0 0	185 0 0			
Brunswick	36	270 0 0	..	14 8 9	3 6 5	..	..	..	..	Harris, Margaret	D4	AF	90 0 0	..			
Carnarvon	31	184 13 4	25 0 0	12 5 0	1 10 0	..	..	..	..	Ritchie, Thomas R.	D4	HM	180 0 0	..			
Cheltenham	47	281 3 7	..	17 17 10	31 14 6	..	..	..	..	Campion, Mary E.	C2	AF	180 0 0	25			
Colyton	42	291 5 0	..	15 5 0	2 10 0	..	..	..	..	Booth, Atwood W.	E1	HM	90 0 0	..			
Crofton	66	282 15 5	..	18 5 0	11 5 0	..	..	..	..	McEwen, Malcolm R.	C2	AF	190 0 0	..			
Fitzherbert East	45	285 7 6	25 0 0	15 5 0	1 8 6	..	..	..	..	Pigott, Bessie	D2	HM	195 0 0	..			
Glen Oroua	51	297 2 9	19 16 6	16 4 6	..	..	..	..	418 14 6	Shortall, Mary E.	D3	HM	90 0 0	..			
Hurleyville	40	271 8 10	..	15 5 0	..	..	..	..	..	Mahony, Ella M.	E1	HM	185 0 0	..			
Kai Iwi	44	290 16 8	25 0 0	15 5 0	4 10 1	..	..	..	..	Shorhall, Mary E.	D2	HM	195 0 0	25			
Kairanga	62	289 10 0	..	19 4 6	1 12 8	..	..	..	..	Swainbourn, Wm. A.	D4	AF	100 0 0	..			
Kaitoke	46	295 17 2	..	15 5 0	2 3 4	..	..	..	..	Palmer, Catherine P.	D4	AF	195 0 0	..			
Kakaramea	51	318 14 2	..	15 5 0	6 7 11	..	..	..	..	Relling, Thorsten F.	D4	AF	195 0 0	..			
Kapuni	61	300 0 0	..	19 4 6	36 4 11	..	..	..	..	Kerslake, Ida	D4	AF	90 0 0	..			
Kelvin Grove	49	302 12 5	..	15 5 0	26 6 7	..	..	..	..	Gibbs, George W.	D2	HM	195 0 0	..			
Linton	53	289 10 0	..	19 4 6	31 6 8	..	..	..	2 12 2	Fowler, Ruby M.	D4	AF	90 0 0	..			
Makino Road	54	287 12 5	..	15 5 0	5 14 9	..	..	..	..	Baillie, James	D4	AF	185 0 0	..			



LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—continued.  
WANGANUI—continued.

(1.)	(2.)	Expenditure for the Year.										Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
		Maintenance.					School Buildings and Teachers' Residences.					(11.)	(12.)	(13.)	(14.)	(15.)
		(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)						
		Teachers' Salaries, including Pupils' teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary District High Schools.	Teachers' House Allowances.	Incidental Expenses of Schools.	General Maintenance, Small Alterations to Buildings, Repairs, &c.	Rebuilding Worn-out Schools and Teachers' Residences.	Rebuilding Schools destroyed by Fire.	Rent.	New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Teachers on the Staff at the End of the Year.	Classification	Position in the School.	For Salary, including Lodging Allowances to Pupil-teachers.	[The full rate of salary of teachers, the relieving teacher being marked "Subs"]	For Teachers' House Allowances.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.			£ s. d.	£ s. d.	£		
GRADE 4—continued.																
Umumuri ..	46	130 19 9	17 8 1	6 19 7	2 2 7	..	5 10 0	1 15 6	Palmer, Arthur F. ..	..	HM	162 0 0	0 0	25		
Upper Tutaeuni ..	49	295 0 0	..	15 5 0	4 9 8	..	..	..	Phillips, Catherine R. ..	E1	AF	90 0 0	0 0	..		
Waitotara ..	61	290 0 0	..	19 4 6	..	..	..	48 3 10	Parkinson, Johan J. ...	D4	AF	195 0 0	0 0	..		
Waituna West ..	37	302 18 3	4 3 4	15 5 0	..	..	..	222 11 3	Dowling, Nina A. ..	D2	HM	200 0 0	0 0	..		
Wangaehu ..	38	289 4 11	..	15 5 0	7 19 4	..	..	..	Mathews, Howard ..	D2	AF	90 0 0	0 0	..		
Warrengate ..	59	289 10 0	..	18 5 0	7 11 4	..	..	..	Hogan, Gertrude M. ...	D2	HM	195 0 0	0 0	..		
Westmere ..	58	310 0 0	25 0 0	19 4 6	8 5 0	..	..	..	Haydon, Thomas B. ...	..	AF	90 0 0	0 0	..		
Whenuakura ..	39	291 5 0	..	15 5 0	13 16 1	..	..	..	Willetts, Elizabeth ..	..	AF	90 0 0	0 0	..		
GRADE 5.									Guylee, Madge ..	D2	FPr1	20 0 0	0 0	..		
Apiti ..	104	385 9 7	..	24 6 0	10 8 2	..	..	..	Walker, Louis J. ..	D2	HM	195 0 0	0 0	..		
Awahuri ..	72	344 13 1	..	24 4 2	4 18 5	..	..	..	Murtagh, Emma ..	C2	AF	103 10 0	0 0	..		
Bunnynorpe ..	113	454 9 3	..	28 19 6	61 9 3	..	..	..	Anderson, Roy ..	C2	HM	195 0 0	0 0	..		
Castlecliff ..	104	395 0 0	30 0 0	27 19 6	..	..	..	..	Coomber, Olive M. ..	D1	AF	94 10 0	0 0	25		
Halcombe ..	98	410 0 0	..	24 6 0	7 14 5	..	..	..	O'Reilly, John J. ..	D4	AF	210 0 0	0 0	..		
Kaponga ..	114	394 4 3	..	28 19 6	20 0 11	..	..	269 10 10	McCulloch, Margt. M. ..	E1	HF	100 0 0	0 0	..		
Kimbolton ..	77	355 0 0	..	20 3 6	0 15 0	..	..	..	Cheyne, Jemima ..	D4	AF	195 0 0	0 0	..		
									Cleary, Ethel M. ..	D4	AF	100 0 0	0 0	..		
									Matthews, James ..	D1	HM	230 0 0	0 0	..		
									Jamieson, Laura ..	D4	AF	110 0 0	0 0	..		
									Guy, Lily ..	E1	FPr2	35 0 0	0 0	..		
									Rogers, Edward H. ..	E1	HM	230 0 0	0 0	..		
									Footo, Violette ..	C1	HM	240 0 0	0 0	..		
									Ray, Lydia Maud ..	D4	AF	120 0 0	0 0	..		
									Crabb, Edna ..	..	FPr2	50 0 0	0 0	..		
									Oliver, Eunice R. ..	D1	FPr1	50 0 0	0 0	30		
									Smith, William ..	D3	HM	230 0 0	0 0	..		
									Gebbie, Margaret E. ...	D3	AF	110 0 0	0 0	..		
									Jones, Ivy A. ..	C2	FPr3	55 0 0	0 0	..		
									Robson, John T. ..	C3	HM	240 0 0	0 0	..		
									Cartwright, Eliz. J. ...	D1	AF	115 0 0	0 0	..		
									Henderson, Aileen M. ..	D1	FPr3	55 0 0	0 0	..		
									Matheson, Peter ..	E3	AF	240 0 0	0 0	..		
									King, Johannah ..	..	FPr2	105 0 0	0 0	..		
									King, Eileen ..	..	HM	50 0 0	0 0	..		
									Astoury, Henry E. ..	C2	HM	240 0 0	0 0	..		
									Brown, Alexandra M. ..	D4	AF	115 0 0	0 0	..		

Longburn	80	370 16 4	..	24 6 0	4 1 4	..	..	22 10 0	..	Hankin, Fredk. S. M.	D1	HM	280 0 0
Manaia	117	420 17 0	..	22 16 0	452 7 1	..	..	..	..	Jamieson, Catherine	D4	AF	105 0 0
Mangatoki	87	390 3 2	..	24 6 0	8 19 0	..	..	..	..	Allwright, George E.	B1	MPt1	50 0 0
Mosston	96	403 17 5	30 0 0	23 17 0	8 13 6	199 2 1	230 0 0	5 0 0	..	Bindon, William H.	E1	HM	245 0 0
Normanby	117	385 19 4	..	32 10 0	15 7 8	..	..	..	..	V., M.A.	C1	AF	94 10 0
Okaiawa	88	395 0 0	..	24 6 0	11 14 10	..	..	..	..	Loudon, Mary	D1	FPt2	45 0 0
Raetihi	121	395 0 0	..	27 19 6	12 5 6	..	..	..	..	Banleyman, Edythe M.	D3	HM	220 0 0
Rongotea	112	451 11 5	..	30 19 6	68 9 2	..	..	..	..	Ansell, Marion	D8	AF	110 0 0
Utiku	81	337 11 3	..	22 3 6	1 10 8	..	..	..	..	Nairn, James	C1	MPt3	20 0 0
GRADE 6A.										Hall, Amy	D4	HM	55 0 0
Ashhurst	146	532 0 6	..	28 19 6	16 18 5	..	..	..	..	Hilles, Agneta	C1	AF	105 0 0
Bull's D.H.S.	145	467 10 0	..	28 19 6	47 15 3	..	4 10 0	..	..	Slipper, Thomas B.	C2	HM	220 0 0
Gonville	210	570 0 0	35 0 0	34 6 0	41 18 0	..	..	..	..	Griffiths, Williamina	D2	MPt3	120 0 0
Hunterville	150	543 15 0	..	28 19 6	36 5 0	..	..	..	..	Loftus, Mabel	D4	AF	55 0 0
Mangaweka	130	545 16 8	..	32 5 6	12 12 0	..	..	..	..	Gould, Sidney H.	C1	HM	240 0 0
Ohakune and side school	196	631 15 4	35 0 0	34 6 0	8 19 5	..	..	..	..	Mitchell, George W.	D4	AF	105 0 0
									..	Cody, Ellen M.	C5	HM	220 0 0
									..	Innes, Thomas	D1	MPt3	120 0 0
									..	Hunger, Mary A.	D2	AF	120 0 0
									..	Graham, Alan	D1	HM	55 0 0
									..	Hird, William E.	B1	MPt3	240 0 0
									..	West, Martha C.	D4	AF	110 0 0
									..	Shaw, Lillian	D4	FPt3	45 0 0
									..	Kime, Percy, M.A.	A1	HM	240 0 0
									..	Frayne, Lenora J.	C4	AF	110 0 0
									..	Hostick, John B.	C4	MPt1	45 0 0
									..	Evans, Edna A.	D2	FPt2	55 0 0
									..	Anderson, Bonifacius	D2	HM	240 0 0
									..	Aris, Frances M.	Lic.	AF	99 15 0
									..	Buchler, Arthur O.	C1	HM	250 0 0
									..	McDonnell, Bedilia M.	E1	AF	125 0 0
									..	Sorensen, Ivy	..	FPt2	55 0 0
									..	Tucker, Leonard E.	..	MPt3	55 0 0
									..	Dons, Emily	..	FPt2	50 0 0
									..	Gray, Joseph H.	D1	HM	*255 0 0
									..	Bailey, Wenonah	C4	AF	120 0 0
									..	King, Gwendolone	..	FPt3	45 0 0
									..	Broughton, Sydney	..	FPt3	45 0 0
									..	Thomas, Wm. W., B.A.	B4	Sec.	..
									577 13 3	Bowater, Charles H. T.	D1	HM	240 0 0
									..	Tuffin, Margaret S.	D2	AF	125 0 0
									..	Andrew, Sarah T.	..	AF	90 0 0
									..	Field, Margaret	..	FPt3	45 0 0
									..	Olberg, Olive G.	..	FPt2	25 0 0
									..	Prideaux, Lucy H.	..	FPt2	50 0 0
									..	Ironmonger, Ed. L.	D1	HM	255 0 0
									..	Yorft, Caroline E.	C2	AF	135 0 0
									..	Day, Esther M.	D4	AF	105 0 0
									29 9 8	Woolford, Florence	D1	FPt1	50 0 0
									..	Adams, William	D1	HM	245 0 0
									..	Edwards, Ernest	E3	AM	145 0 0
									..	Arthur, May	..	AF	90 0 0
									46 10 0	McCormick, May	..	FPt2	55 0 0
									..	Blyth, Thomas A.	E2	HM	245 0 0
									..	Gilman, Winifred M.	D4	AF	120 0 0
									..	Carmody, Margaret	..	AF	90 0 0
									..	Oliver, Selina R.	C5	AF	90 0 0
									..	Nicol, Ethel V.	..	FPt3	55 0 0
									..	Dumbleton, Ruby E.	..	FPt1	45 0 0

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—continued.  
WANGANUI—continued.

NAME OF SCHOOL. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Expenditure for the Year.										Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
	(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
	Average for the Year 1911	Teachers' Salaries, including Pupils' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Teachers' House Allowances.	Incidental Expenses of Schools.	General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	Rebuilding Worn-out Schools and Teachers' Residences.	Rebuilding Schools destroyed by Fire.	Rent.	New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	For Salary, including Lodging-allowances to Pupil-teachers.	The full rate of salary of teachers on leave is shown in the following "Subs." For Teachers' House Allowances.	£ s. d.
GRADE 6A—continued. Waverley .. .. .	159	500 5 11	..	30 5 6	29 11 0	..	..	..	..	Banks, James Thompson, Lydia C. Clemance, Alice E. Wybourne, Kathleen	D1 C3 .. ..	HM AF FPt4 FPt2	265 0 0 125 0 0 60 0 0 35 0 0	..	..
GRADE 6B. Patea D.H.S. .. .. .	163	513 6 8	..	35 2 6	27 9 5	..	..	..	..	Robbie, George A. Lavery, Catherine Beamish, Olive M. Beamish, Marion G. Roots, Arthur Johnson, John	B1 D2 .. .. .. B4	HM AF FPt4 FPt2 MPt2 .. Sec.	*245 0 0 135 0 0 55 0 0 25 0 0 50 0 0 ..	..	..
GRADE 7A. Aramoho .. .. .	202	882 12 5	..	43 4 6	69 5 5	..	..	..	..	Law, James K. Marshall, James E. Barkley, Ethel I. M. M. Lock, Gertrude J. Calman, Gordon J. Ferguson, Catherine Harrison, Ethel E. Stewart, Harry C. Trevena, Albert J. Walton, Margaret C. Carthew, Evelyn M. Gray, Lanra Derolles, Violet Andrew, William J. M. A.	C1 C2 E2 E3 .. .. D1 D2 D2 D4 .. .. B1 C2 D2 D4 .. ..	HM AM AF AF MPt4 FPt1 FPt1 HM AM AF AF AF FPt4 FPt2 HM AM AM AF AF FPt4 FPt2	275 0 0 205 0 0 150 0 0 135 0 0 55 0 0 45 0 0 20 0 0 285 0 0 195 0 0 145 0 0 110 0 0 60 0 0 50 0 0 270 0 0 180 0 0 135 0 0 125 0 0 55 0 0 35 0 0	..	..
Lytton Street (Feilding)	244	857 10 0	40 0 0	34 2 6	6 4 5	..	..	..	..	Stewart, Harry C. Trevena, Albert J. Walton, Margaret C. Carthew, Evelyn M. Gray, Lanra Derolles, Violet Andrew, William J. M. A. Jannings, Frederick C. Carson, Annie M. Siddalls, Ethel M. Andrew, Hazel J. Giblin, Vera	D1 D2 D2 D4 .. .. B1 C2 D2 D4 .. ..	HM AM AF AF MPt4 FPt1 FPt1 HM AM AF AF FPt4 FPt2	285 0 0 195 0 0 145 0 0 110 0 0 60 0 0 50 0 0 270 0 0 180 0 0 135 0 0 125 0 0 55 0 0 35 0 0	..	..
Wanganui East .. .. .	249	805 0 0	40 0 0	41 12 0	13 3 6	..	16 13 4	329 0 9	..	Derolles, Violet Andrew, William J. M. A. Jannings, Frederick C. Carson, Annie M. Siddalls, Ethel M. Andrew, Hazel J. Giblin, Vera	B1 C2 D2 D4 .. ..	HM AM AM AF AF FPt4 FPt2	270 0 0 180 0 0 135 0 0 125 0 0 55 0 0 35 0 0	..	..
GRADE 7B. Marton D.H.S. and side school	314	862 18 8	..	51 16 1	211 8 10	..	3 0 0	..	..	Ryder, Robert B. Train, Arthur D. N. McDonald, Alison Gordon, Jane Y. Ewing, Ellen Meads, Rachel Macdonald, John A. Lyne, Chris. J., B.A.	B1 E3 E1 D2 E1 .. .. B2	HM AM AF AF AF FPt2 MPt2 Sec.	*270 0 0 195 0 0 150 0 0 130 0 0 90 0 0 50 0 0 35 0 0	..	..









Grade	Name	Age	Sex	Religion	Profession	Income	Assets	Liabilities	Net Worth	Other
GRADE 2.	Akatarawa ..	18	M		Johnson, Edith M.	..	..	..	..	D3
	Akitio ..	14	M		Kerr, Arthur	..	..	..	..	D3
	Alfredton ..	23	M		Manson, Nedby M.	..	..	..	..	D3
	Bideford ..	26	F		Wilkinson, Isabella A.	96	8	0	130	0
	Carrington ..	19	F		Feist, Lois M.	365	8	0	108	0
	Horoeka ..	19	M		Bowie, William S.	23	13	7	120	0
	Judgeford ..	20	F		Pinhey, Ellen G.	..	..	..	112	10
	Kaitoke ..	21	F		Armitage, Rose C.	..	..	..	120	0
	Kaituna ..	19	F		Kelleher, Caroline H.	..	..	..	120	0
	Kohinui ..	17	F		Ritchie, Elizabeth M.	127	0	0	145	0
	Korora ..	15	M		Davies, John	..	..	..	120	0
	Longbush ..	23	M		Tattle, Philip G.	..	..	..	112	10
	Makara ..	12	M		Smith, John A.	..	..	..	130	10
	Makerau ..	24	M		Oswin, Mabel E., B.A.	97	18	6	165	0
	Mangahao ..	15	F		Whibley, Agnes E.	..	..	..	130	0
	Mangamaloe ..	16	F		Harrison, Jane M.	..	..	..	150	0
	Mangaone ..	18	M		Blake, Charles M.	..	..	..	120	0
	Marina ..	22	F		Horn, E. Violet	..	..	..	145	0
	Matarawa ..	27	F		Merlet, Isabella A.	..	..	..	108	0
	Ngaturi ..	21	F		Wallis, William A.	..	..	..	120	0
	Normandale ..	21	M		Stace, Iva M.	372	14	8	125	0
	Plimmerton ..	22	F		Bland, Eliza J.	0	10	0	150	0
	Pukehinau ..	28	M		Fosseite, W. E. W. R.	..	..	..	108	0
	Putara ..	18	M		Neilson, Isabella	..	..	..	108	0
Rakaunui ..	14	M		Gilmour, James A.	..	..	..	108	0	
Rongomai ..	18	F		McLauchlan, Mary	..	..	..	175	0	
Stokes Valley ..	17	F		Ziman, Rachel L. L.	..	..	..	140	0	
Taratahi West ..	18	F		Connell, Mrs. Eliz. E.	..	..	..	120	0	
Tauherenikau ..	13	F		Pattie, Katie Alice	..	..	..	125	0	
Wallaceville ..	19	F		Thomson, Florence M.	..	..	..	120	0	
Whakataki ..	18	F		Williams, Mary A.	122	10	0	135	0	
Wharau ..	14	M		Grant, John	..	..	..	112	10	
GRADE 3.	Cross Creek ..	27	M		Warwick, Robert S.	..	..	..	150	0
	Dyer ..	28	F		Lorn, Olive E.	..	..	..	155	0
	Featherston South ..	27	M		Fieldhouse, Joseph H.	..	..	..	160	0
	Ihurua ..	21	F		Pattie, Olive E.	..	..	..	160	0
	Kahautara ..	38	F		Fellingham, Majorie U.	..	..	..	150	0
	Kaitara ..	30	F		Usher, Martha J.	..	..	..	165	0
	Kopuaranga ..	32	M		Rose, Arthur W.	..	..	..	150	0
	Makuri ..	27	M		Beechey, Frederick J.	..	..	..	150	0
	Mangamaire ..	29	F		Mackellar, Jean Logan	110	17	0	155	0
	Mangarara ..	25	M		Macadam, Charles C.	..	..	..	155	0
	Mauriceville ..	28	M		Barnett, John	..	..	..	165	0
	Mikimiki ..	30	M		Bright, Aimée D.	..	..	..	150	0
	Muhunua East ..	30	F		McCaul, Enid I.	..	..	..	150	0
	Mungaroa ..	34	F		Banks, Annie L.	..	..	..	180	0
	Opaki ..	26	F		Marryatt, Florence M.	..	..	..	150	0
	Paekakariki ..	27	F		Cooper, Henry T.	29	7	9	165	0
	Puketoi ..	28	F		Leighton, Mrs. Mary J.	..	..	..	155	0
	Rangitumu ..	24	F		Atkinson, Mary E.	..	..	..	155	0
	Tawa Flat ..	40	F		Coneys, Jessie T.	..	..	..	165	0
	Te Nui ..	26	F		Stuttor, Henry	..	..	..	165	0
	Wainakeke ..	23	M		Matthews, Laura	..	..	..	160	0
	Waione ..	24	M		Jenkins, Charles G.	..	..	..	142	10

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—continued.

WELLINGTON—continued.

NAME OF SCHOOL. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1906, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Expenditure for the Year.										Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
	(1.)	(2.)	Maintenance.			School Buildings and Teachers' Residences.				(11.)	(12.)	(13.)	(14.)	(15.)	
	Average for the Year 1911	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	For Salary, including Lodging, Allowances to Pupil-teachers.	For Teachers' House Allowances.	
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£	
GRADE 4.															
Ballance ..	55	304 11 8	25 0 0	19 3 10	4 7 10	..	..	..	..	Thompson, Fred. G. . . . .	D1	HM	210 0 0	25	
Belvedere ..	47	280 0 0	..	17 15 1	12 13 11	..	..	..	..	Kerr, Kate F. . . . .	D4	AF	95 0 0	..	
Dalefield ..	56	272 5 0	..	19 9 9	11 0 5	..	..	..	..	Stout, Robert . . . . .	D2	HM	185 0 0	..	
Gladstone ..	41	289 10 0	..	15 18 4	38 2 6	..	..	..	..	Bodell, Florence A. . . . .	D3	AF	95 0 0	..	
Hamua ..	60	285 0 0	25 0 0	20 2 8	5 7 6	..	..	..	..	Nightingale, Henry J. . . . .	B1	HM	180 0 0	..	
Hastwell ..	41	285 0 0	..	17 2 9	4 19 4	..	..	..	..	Haldane, Minnie . . . . .	D5	AF	90 0 0	..	
Hukanni ..	61	292 10 0	..	19 7 11	21 14 5	..	..	..	..	Piggford, Mary H. . . . .	E1	HF	195 0 0	..	
Kaiparoro ..	37	295 13 4	25 0 0	14 15 7	11 18 10	..	..	..	..	McBeth, Margaret . . . . .	E1	HF	94 10 0	25	
Kaitawa ..	39	273 9 2	..	15 19 11	2 12 6	..	..	..	..	Mickle, Paul A. D. . . . .	C2	HM	195 0 0	..	
Kaiwaiwai ..	52	275 0 0	..	18 11 1	0 14 3	..	..	..	..	Lee, Mary E. . . . .	D5	AF	90 0 0	..	
Konini ..	51	300 0 0	..	18 12 0	7 4 6	..	..	..	..	Gregory, Fred. W. . . . .	D2	HM	195 0 0	..	
Koputaroa ..	57	290 0 0	..	19 5 8	75 3 0	..	..	..	..	Campbell, Alice . . . . .	E1	HM	90 0 0	..	
Korokoro North	34	287 5 0	25 0 0	14 15 1	21 2 9	..	..	..	..	Anderson, Wigo . . . . .	E1	HM	195 0 0	..	
Makomako ..	38	275 0 0	25 0 0	17 16 6	13 4 0	..	..	..	..	Wilson, Margaret M. . . . .	E1	AF	90 0 0	..	
Mauriceville West	31	285 0 0	..	13 11 11	29 2 0	..	..	..	..	Campbell, Kathleen . . . . .	D1	HF	195 0 0	..	
Muritai ..	60	320 0 0	25 0 0	19 3 10	5 10 1	..	..	..	..	Burbush, Margaret A. . . . .	D1	HM	195 0 0	..	
Newman ..	51	289 10 0	25 0 0	18 12 11	7 16 4	..	..	..	..	Forsyth, Donald E. . . . .	C1	HM	180 0 0	..	
Ngaio ..	45	283 6 8	25 0 0	13 11 8	1 2 8	..	..	..	..	Mallabar, Sophia . . . . .	C1	AF	90 0 0	..	
Nireaha ..	61	300 0 0	..	19 6 7	3 7 6	..	..	..	..	King, Edmund A. . . . .	C1	HM	185 0 0	..	
										Healy, Annie . . . . .	D1	AF	90 0 0	..	
										Britland, Walter . . . . .	D1	HM	195 0 0	..	
										Warren, Minnow F. I. . . . .	E2	AF	105 0 0	..	
										Clark, William H. . . . .	D1	HM	195 0 0	..	
										Hall, Lily E. . . . .	D4	AF	95 0 0	..	
										Johnston, Tris. E. N. . . . .	D1	HF	195 0 0	25	
										Kilmartin, Kate . . . . .	D1	AF	94 10 0	..	
										Larsen, Christian R. . . . .	D8	HM	185 0 0	25	
										Hill, Constance . . . . .	D4	AF	90 0 0	..	
										Combs, Frank L. . . . .	C2	HM	195 0 0	..	
										Jensen, Emma H. . . . .	D4	AF	90 0 0	25	
										Sanson, Herbert . . . . .	D1	HM	215 0 0	..	
										Haslam, Emma Jessie . . . . .	D3	AF	105 0 0	..	
										Anderson, Andrew . . . . .	D1	HM	195 0 0	25	
										Hughes, Maggie . . . . .	..	AF	94 10 0	..	
										Page, Margaret . . . . .	D1	HF	180 0 0	25	
										Whitcombe, Minnie A. . . . .	D2	AF	110 0 0	..	
										Hutchens, Emme. E. R. . . . .	E1	HF	210 0 0	..	
										Compton, Winifred . . . . .	..	AF	90 0 0	..	



LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—continued.  
WELLINGTON—continued.

NAME OF SCHOOL. Schools are entered in the order of the grades in the Schedule of the Education Act, 1908, in the alphabetical order, the "D. H. S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Expenditure for the Year.										Names, Classification, and Status of Teachers.		Annual Rates of Payment during Last Month of Year.		
	(1.)	Average for the Year 1911.		Maintenance.			School Buildings and Teachers' Residences.				(11.)	(12.)	(13.)	(14.)	(15.)
	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	Teachers on the Staff at the End of the Year.	Classification	Position in the School.	For Salary, including Lodging Allowances to Pupil-teachers.	[The full rate of salary of teachers on leave is shown, the relevant Subs.]	For Teachers' House Allowances.
GRADE 6A.															
Epuni ..	95	426 5 0	83 15 0	29 15 10	..	..	..	..	..	Manning, William A. Meager, Ellen A.	D3 D1	HM AF	£ 240 125 0 0	0 0	85
Featherston ..	149	540 0 0	..	38 5 1	8 11 6	..	..	..	..	Speedy, Hortense Everton, Frederick C. Stanton, Cath. M. Hughan, Jessie	C1 D2 E1	HM AF AF	£ 255 135 0 0	0 0	..
Lansdowne ..	161	530 0 0	85 0 0	41 15 9	79 7 0	..	..	..	..	Smylie, Wilhelmina Drummond, Robert Haggett, Gladys E. E. Thompson, Andrew Morrison, Margaret Sutherland, Olive	D1 D2 .. .. .. ..	HM AF .. .. .. ..	£ 240 145 0 0	0 0	85
Mangatainoka ..	138	484 10 0	..	37 13 7	12 14 7	..	..	..	..	Sellar, Jeanie Chatwin, George W. Jackson, Patrick M.	C1 C3	HM AM	£ 265 125 0 0	0 0	..
Martinborough ..	112	471 5 0	..	33 10 4	53 7 10	..	0 10 0	..	150 0 0	Cade, Katherine Eddie, John K. Gray, Catherine	C3 C1	HM AF	£ 94 240 0 0	10 0	..
Roseneath ..	146	640 8 4	85 0 0	40 18 11	100 9 9	..	10 0 0	..	..	Jacobsen, Alice G. Darroch, Robert Davidson, Jessie L. Bird, Florence R.	D8 D1 D2 E2	HM HM AF AF	£ 105 255 0 0	0 0	85
Wadestown ..	138	530 0 0	85 0 0	49 10 0	..	..	35 0 0	..	..	Stainton, William H. Davie, John F. Joplin, Charles R.	.. D1 D3	MPr2 HM AF	£ 135 50 0 0	0 0	..
Worser Bay ..	175	650 0 0	85 0 0	42 6 4	23 19 2	..	..	..	331 13 6	Battersby, Margaret N. McManus, Mary Pigott, Emily Rowntree, William W. Smith, Mrs. Sarah E. McFarlane, Olive V. Sargent, Jane D. Fitt, William F.	D3 .. .. D1 D2 D3 D5 ..	HM AF .. HM AF AF MPr2	£ 245 125 0 0	0 0	85
GRADE 6B.															
Mitchelltown ..	207	655 0 0	85 0 0	46 8 2	27 7 6	..	..	..	..	Malcolm, John H. Woodward, Elizabeth Taylor, Helen A. Bissett, Caroline A. B. Mackersey, Errol M...	D1 D2 D2 C4 ..	HM AF AF AF MPr2	£ 245 135 0 0	0 0	85









GRADE 10B. Petone D.H.S.	672	2,288	0	0	50	0	0	125	0	0	..	..	..	71	7	7	140	7	9	50	0	0	672
Foster, W. H. L., M.A.																							
King, Eust., M.A., B.Sc.																							
Slater, Jemima																							
Kean, Balfour																							
Mothes, Frederick W.																							
Stanton, Elizabeth A.																							
Mason, Henrietta R.																							
Armit, Katherine N.																							
Thomson, Isabel S. M.																							
Ross, Fanny L.																							
Kydd, Maud																							
Udy, Linda..																							
Curtis, Vera																							
Boyd, Kate..																							
McCaw, Peter																							
Castle, Constance V.																							
Hitchings, Gladys																							
Maynard, Leta																							
Lynskey, Jas. H., B.A.																							
Ross, Christina M., B.A.																							
Jackson, William H.	809	2,505	11	4	50	0	0	1	0	0	2	0	0	13	9	5	165	9	7	50	0	0	809
Haslam, Charles N.																							
Wolf, Rosabel																							
Miller, Hymen																							
Murphy, Arthur P.																							
Munro, Isabella																							
Munro, Isabella																							
McGregor, Lois																							
York, Mary																							
Buning, Elizabeth																							
Ellen C.																							
Bland, Elsie M.																							
Lezarus, Frances																							
Reynell, Lillian G.																							
McKenzie, Ivy V.																							
Turner, Ethel																							
Hunter, Vera																							
Pryor, David																							
Dagg, Evaline																							
Evans, Constance																							
Bee, John G., M.A.																							
Williams, Ethel, B.A.																							
Flux, George																							
McKenzie, Alexander																							
Petrie, Flora																							
Fanning, James F.																							
Baird, Laura E.																							
Huish, Edith																							
Davies, Annie																							
Watson, Florence																							
Scott, Margaret C.																							
Callum, Mabel A.																							
Hitchcock, Mary L.																							
Williamson, Grace A.																							
Feist, Lily..																							
McColl, Rita																							
Lauchlan, Winifred																							
Fogelberg, Helma																							
Andrews, Florence																							
White, Ella																							
Fairbrother, Gladys																							
Gilpin, Annie																							
South Wellington	778	2,605	10	10	50	0	0	90	0	0	..	..	..	99	15	9	154	1	1	50	0	0	778

GRADE 10B.  
Masterton D.H.S. and  
side school

South Wellington

30812

\*375

HM.

B1

Foster, W. H. L., M.A.

..

125 0 0

..

71 7 7

140 7 9

50 0 0

2,288 0 0

672

GRADE 10B.  
Petone D.H.S.

50

HM.

B1

AM

King, Eust., M.A., B.Sc.

D1

Slater, Jemima

..

225 0 0

..

210 0 0

165 0 0

165 0 0

150 0 0

135 0 0

125 0 0

100 0 0

55 0 0

45 0 0

35 0 0

25 0 0

25 0 0

HM.

AM

D1

King, Eust., M.A., B.Sc.

..

225 0 0

..

210 0 0

165 0 0

165 0 0

150 0 0

135 0 0

125 0 0

100 0 0

55 0 0

45 0 0

35 0 0

25 0 0

25 0 0

HM.

AM

D1

King, Eust., M.A., B.Sc.

..

225 0 0

..

210 0 0

165 0 0

165 0 0

150 0 0

135 0 0

125 0 0

100 0 0

55 0 0

45 0 0

35 0 0

25 0 0

25 0 0

HM.

AM

D1

King, Eust., M.A., B.Sc.

..

225 0 0

..





LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—continued.  
HAWKE'S BAY—continued.

NAME OF SCHOOL. Schools are entered in the order of the grades in the schedule of the Education Amendment Act 1908 and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Expenditure for the Year.										Names, Classification, and Status of Teachers.		Annual Rates of Payment during Last Month of Year.		
	(1.)	(2.)	Maintenance.			School Buildings and Teachers' Residences.				(11.)	(12.)	(13.)	(14.)	(15.)	
	Average for the Year 1911	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	Teachers on the Staff at the End of the Year.	Classification	Position in the School.	For Salaries, including Lodging, allowances for Pupils-Teachers.	For Teachers' House Allowances
<b>GRADE 2—continued.</b>															
Ruanuiwha...	30	155 0 0	14 7 9	17 6 3	..	..	..	..	..	..	McLellan, Grace Y...	D1	F	£ 155 0 0	£ 15 0 0
Wainatiki ..	13	125 0 0	6 15 3	1 0 0	..	..	..	..	..	..	Cooper, Ruth E.	D4	F	£ 125 0 0	£ 15 0 0
Wakarara ..	17	129 0 0	7 17 6	33 5 9	..	..	..	..	..	..	Fletcher, Mrs. Lillian R.	..	F	£ 108 0 0	£ 15 0 0
Wanstead ..	23	118 15 0	11 2 9	..	..	..	..	..	..	..	Beddingfield, M. E. A.	Lic.	F	£ 118 15 0	£ 15 0 0
Whatatutu ..	26	141 0 0	11 15 3	..	..	..	..	..	..	..	Burgess, Christina M.	Lic.	F	£ 114 0 0	£ 15 0 0
Wimbleton ..	12	145 0 0	6 7 6	1 1 0	..	..	..	..	..	..	Longley, Arthur W. S.	D3	M	£ 145 0 0	£ ..
<b>GRADE 3.</b>															
Elsthorpe ..	30	165 0 0	16 0 3	44 6 6	..	..	..	..	..	..	Burns, Evelyn H. M.	D3	F	£ 165 0 0	£ ..
Fernhill ..	28	175 0 0	13 12 3	32 0 9	..	..	..	..	..	..	Dugleby, Ethel G.	E1	F	£ 175 0 0	£ 20 0 0
Kataratahi ..	23	155 0 0	10 15 3	2 12 6	..	..	..	..	..	..	Kay, John ..	D1	M	£ 155 0 0	£ 20 0 0
Makaratu ..	29	149 3 10	13 15 3	6 4 6	..	..	..	..	..	..	Hooper, John E.	C4	M	£ 150 0 0	£ ..
Nganoko ..	30	165 0 0	15 0 3	..	..	..	..	..	..	..	Woodham, Herbert ..	E1	M	£ 165 0 0	£ ..
Raumati ..	30	153 6 8	14 0 3	3 8 1	..	..	..	..	..	..	Patrick, James E.	C4	M	£ 150 0 0	£ 20 0 0
Whetukura ..	27	175 0 0	12 10 3	1 10 6	..	..	..	..	..	..	King, Walter J.	D1	M	£ 175 0 0	£ ..
<b>GRADE 4.</b>															
Frasertown ..	72	274 10 0	31 0 3	..	..	..	..	..	..	..	Kidd, Henry L., B.Sc.	B4	HM	£ 180 0 0	£ ..
Hatuna ..	51	289 10 0	23 14 3	44 7 7	..	..	..	..	..	..	Waters, Margaret S...	E1	AF	£ 195 0 0	£ ..
Kiritaki ..	40	285 0 0	19 2 6	8 8 4	..	..	..	..	..	..	Murphy, Elizabeth M.	C1	HM	£ 195 0 0	£ ..
Kuneroa ..	32	180 0 0	15 2 9	3 12 5	..	..	..	..	..	..	Wilson, Marion ..	C5	AF	£ 90 0 0	£ ..
Mangateretere ..	56	287 1 8	24 9 9	60 3 7	..	..	..	..	..	..	Grigor, Janet P.	B1	F	£ 180 0 0	£ 25 0 0
Matahiwi ..	38	289 10 0	17 12 9	0 3 9	..	..	..	..	..	..	Balfour, Margaret A.	D2	HF	£ 195 0 0	£ 25 0 0
Mecanee ..	49	284 10 0	21 3 6	33 12 6	..	..	..	..	..	..	Noble, Annie C.	D5	AF	£ 95 0 0	£ ..
Mohaka ..	45	300 0 0	20 7 9	24 9 1	..	..	..	..	..	..	McClure, Jane E.	E2	HF	£ 195 0 0	£ 25 0 0
Murewai ..	28	195 0 0	13 12 9	..	..	..	..	..	..	..	Gregory, Emily F.	B2	AF	£ 94 10 0	£ ..
Otoko ..	40	272 10 0	18 9 3	2 7 0	..	..	..	..	..	..	Menzies, W. G., B.A.	B2	HM	£ 190 0 0	£ ..
Pakipaki ..	68	320 0 0	29 17 9	36 8 0	..	..	..	..	..	..	Ellingham, Ida M.	E2	AF	£ 94 10 0	£ ..
Pakowhai ..	39	289 10 0	18 8 9	35 13 1	..	..	..	..	..	..	Nelson, John M.	E2	HM	£ 210 0 0	£ ..
					..	..	..	..	..	..	Thompson, Linda O...	D2	M	£ 195 0 0	£ ..
					..	..	..	..	..	..	Parlane, Andrew ..	E1	HM	£ 180 0 0	£ 25 0 0
					..	..	..	..	..	..	Shaw, Norman H.	B1	HM	£ 210 0 0	£ ..
					..	..	..	..	..	..	Mantoh, Catherine ..	E2	AF	£ 110 0 0	£ ..
					..	..	..	..	..	..	Smith, William, B.A.	E1	HM	£ 195 0 0	£ ..
					..	..	..	..	..	..	Wellwood, Susan K...	E2	AF	£ 195 0 0	£ ..
					..	..	..	..	..	..	Brown, Jonathan	C1	HM	£ 94 10 0	£ ..
					..	..	..	..	..	..	Westmoreland, G. M.	..	AF	£ 94 10 0	£ ..























LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—continued.  
NELSON—continued.

(1.)	(2.)	Expenditure for the Year.										Names, Classification, and Status of Teachers.		Annual Rates of Payment during Last Month of Year.	
		Maintenance.					School Buildings and Teachers' Residences.					Classification	Position in the School.	For Salary, including Lodging Allowances to Pupils-Teachers.	For Teachers' House Allowances.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)				
NAME OF SCHOOL. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1911	Teachers' Salaries, including Pupils-allowances, but excluding Payments to Teachers in Secondary District High Schools.	Teachers' House Allowances.	Incidental Expenses of Schools.	General Maintenance, Small Alterations to Buildings, Repairs, &c.	Rebuilding Schools and Teachers' Residences.	Rebuilding Schools destroyed by Fire.	Rent.	New Buildings, Class-rooms, Additions, Furniture, Apparatus, and Sites.	Teachers on the Staff at the End of the Year.	Classification	Position in the School.	For Salary, including Lodging Allowances to Pupils-Teachers.	For Teachers' House Allowances.	
GRADE 5. Millerton ..	89	£ s. d. 363 1 8	£ s. d. ..	£ s. d. 25 0 0	£ s. d. 52 11 3	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. 50 0 0	Lawn, George .. Hargreaves, Alice E. Taylor, Noel G.	C2	HM AF	£ s. d. 215 0 0 94 10 0	£ ..	
Riwaka ..	85	£ s. d. 395 16 8	£ s. d. ..	£ s. d. 22 10 0	£ s. d. 61 12 0	£ s. d. ..	£ s. d. 4 0 0	£ s. d. ..	£ s. d. ..	Irwin, Robert .. Salmund, Jessie .. Hounsell, Mary .. Street, Samuel W. .. Ingram, Annie M. ..	D1 E1 FPr1 HM AF	HM AF	£ s. d. 230 0 0 120 0 0 50 0 0 230 0 0 110 0 0	£ ..	
Seddonville ..	101	£ s. d. 400 0 0	£ s. d. ..	£ s. d. 25 0 0	£ s. d. 13 0 0	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. ..	Gibson, Joseph F. .. Wilmot, David H. .. Hill, Ethel I. ..	D4 C1	HM AF	£ s. d. 230 0 0 60 0 0	£ ..	
Stoke and Tahuna (side)	106	£ s. d. 456 5 0	£ s. d. ..	£ s. d. 28 0 0	£ s. d. 13 14 6	£ s. d. 1 4 0	£ s. d. ..	£ s. d. 0 18 0	£ s. d. ..	Shirriff, Kate W. .. Boyes, William H. .. Easdale, Mildred J. N. .. Hunter, Isabel ..	D3 D1 C8	AF HM AF	£ s. d. 120 0 0 105 0 0 *240 0 0 120 0 0	£ ..	
Takaka, Lower, D.H.S.	125	£ s. d. 415 0 0	£ s. d. ..	£ s. d. 30 0 0	£ s. d. 53 9 0	£ s. d. ..	£ s. d. ..	£ s. d. 60 12 6	£ s. d. ..	Ainsworth, E. F., B.A. .. Pearce, Frederick B. .. Bird, Kate B. .. Mead, Irene W. ..	B2 E1 E2	Sec. HM AF	£ s. d. *240 0 0 240 0 0 120 0 0 55 0 0	£ ..	
Wakefield, Lower ..	86	£ s. d. 415 0 0	£ s. d. ..	£ s. d. 25 0 0	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. ..	Douglas, Arthur .. Bettjemann, Adelleine .. Power, Catherine .. Dunne, Ellen .. Rumbold, William A. .. Hill, Jessie A. ..	C1 D4	HM AF	£ s. d. 255 0 0 120 0 0 55 0 0 50 0 0 240 0 0 140 0 0	£ ..	
GRADE 6A. Denniston ..	141	£ s. d. 488 6 8	£ s. d. ..	£ s. d. 35 0 0	£ s. d. 29 8 6	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. ..	Mouat, Marion .. Satchell, Ethel F. .. Griffen, Thomas J., B.A. .. White, Kate L. ..	D3 B1	AF FPr2	£ s. d. 90 0 0 35 0 0 *255 0 0 108 0 0	£ ..	
Granity and Hector (side)	153	£ s. d. 509 3 4	£ s. d. 35 0 0	£ s. d. 38 0 0	£ s. d. 38 7 6	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. ..	Boundy, Constance .. Mayo, Alice .. Stoddart, Frances, B.A. .. Boyce, Charles G. M. .. Graham, A. S. F. de L. .. Bartlett, Connie .. Wills, Elsie J. ..	D3 B1 B1 D1	AF FPr2 HM AF	£ s. d. 240 0 0 140 0 0 90 0 0 35 0 0 *255 0 0 108 0 0 45 0 0 55 0 0	£ ..	
Motueka D.H.S. ..	140	£ s. d. 456 8 4	£ s. d. ..	£ s. d. 35 0 0	£ s. d. 23 19 11	£ s. d. 15 2 6	£ s. d. ..	£ s. d. 40 0 0	£ s. d. ..	White, Kate L. .. Boundy, Constance .. Mayo, Alice .. Stoddart, Frances, B.A. .. Boyce, Charles G. M. .. Graham, A. S. F. de L. .. Bartlett, Connie .. Wills, Elsie J. ..	B1 B1 B1 D1	HM AF	£ s. d. 240 0 0 120 0 0 55 0 0 50 0 0	£ ..	
Richmond ..	165	£ s. d. 514 11 8	£ s. d. ..	£ s. d. 35 0 0	£ s. d. 55 8 0	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. ..	Earl, Constance ..	FPr1	FPr1	£ s. d. 50 0 0	£ ..	















List of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—continued.  
NORTH CANTERBURY—continued.

(1.) NAME OF SCHOOL. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D, E, S," are entered after the name of each District High School or Part-time School or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade and in the order of their joint attendance.	(2.) Average for the Year 1911		Expenditure for the Year.										Annual Rates of Payment during Last Month of Year.			
	(3.) £ s. d.	(4.) £ s. d.	(5.) £ s. d.	(6.) £ s. d.	(7.) £ s. d.	(8.) £ s. d.	(9.) £ s. d.	(10.) £ s. d.	(11.) Names, Classification, and Status of Teachers.	(12.) Classification	(13.) Position in the School.	(14.) For Salary, including Lodging - allowances to Pupil-teachers. [The full rate of salary of teachers, the relieving teacher, being marked "Subs.,"]	(15.) £ s. d.			
			Maintenance.		School Buildings and Teachers' Residences.											
			Teachers' House Allowances.		Incidental Expenses of Schools.		General Maintenance, Small Alterations to Buildings, Repairs, &c.		Rebuilding Schools and Teachers' Residences.		Rebuilding Schools destroyed by Fire.		Rent.		New Buildings, Class-rooms, Additions, Furniture, Apparatus, and Sites.	
<b>GRADE 2—continued.</b>																
Sedgemere .. .. .	23	120 0 0	0 0 0	15 12 5	£ 1 8 6	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	120 0 0	.. .. .
Selywyn .. .. .	18	130 0 0	0 0 0	14 10 7	0 1 9	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	120 0 0	.. .. .
Stoks .. .. .	24	123 14 11	0 0 0	16 6 11	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	120 0 0	.. .. .
Summerhill .. .. .	16	125 0 0	0 0 0	12 7 6	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	125 0 0	.. .. .
The Peaks .. .. .	21	115 0 0	0 0 0	14 15 7	47 6 2	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	120 0 0	.. .. .
View Hill .. .. .	25	155 0 0	0 0 0	16 5 6	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	155 0 0	.. .. .
Wakanui .. .. .	22	135 13 6	0 0 0	14 17 5	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	135 0 0	.. .. .
Woodstock .. .. .	18	120 10 0	0 0 0	13 7 6	4 4 0	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	120 0 0	.. .. .
<b>GRADE 3.</b>																
Ashton .. .. .	28	160 0 0	0 0 0	17 11 9	3 15 6	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	160 0 0	.. .. .
Barr Hill .. .. .	27	175 0 0	0 0 0	17 4 4	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	175 0 0	.. .. .
Carleton .. .. .	36	165 4 6	0 0 0	20 0 7	88 6 8	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	165 0 0	.. .. .
Cooper's Creek .. .. .	31	155 0 0	0 0 0	19 2 5	5 7 6	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	142 10 0	.. .. .
Culverden .. .. .	29	150 0 0	0 0 0	17 6 2	39 1 0	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	150 0 0	.. .. .
Darfield .. .. .	24	195 0 0	0 0 0	16 11 2	7 4 0	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	150 0 0	.. .. .
Domett .. .. .	28	155 0 0	0 0 0	17 6 2	10 14 0	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	155 0 0	.. .. .
Dromore .. .. .	25	150 13 6	0 0 0	16 19 1	46 0 0	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	150 0 0	.. .. .
Duvauchelle's Bay .. .. .	32	175 0 0	0 0 0	18 18 0	55 4 9	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	175 0 0	.. .. .
Eyreston .. .. .	31	165 0 0	0 0 0	18 16 3	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	165 0 0	.. .. .
Fairton .. .. .	35	133 9 0	0 0 0	19 1 10	18 7 9	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	165 0 0	.. .. .
Hammer Plains .. .. .	25	152 10 0	0 0 0	16 12 3	0 10 3	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	150 0 0	.. .. .
Hapuku .. .. .	30	150 0 0	0 0 0	18 1 2	19 8 6	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	150 0 0	.. .. .
Horsley Down .. .. .	30	158 19 8	0 0 0	18 12 5	23 5 0	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	150 0 0	.. .. .
Kilinchy .. .. .	29	195 0 0	0 0 0	17 11 9	16 17 3	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	150 0 0	.. .. .
Kirkiri .. .. .	29	155 13 0	0 0 0	17 16 3	0 14 7	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	150 0 0	.. .. .
Kirwee .. .. .	22	165 0 0	0 0 0	15 18 1	0 14 7	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	165 0 0	.. .. .
Lauriston .. .. .	40	165 0 0	0 0 0	21 4 10	5 14 9	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	165 0 0	.. .. .
Leithfield .. .. .	33	160 0 0	0 0 0	18 12 5	5 3 0	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	160 0 0	.. .. .
Loburn .. .. .	36	132 1 9	0 0 0	20 17 7	30 16 6	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	150 0 0	.. .. .
Loburn North .. .. .	31	150 12 6	0 0 0	18 14 7	3 19 8	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	142 10 0	.. .. .
Medbury .. .. .	28	150 7 3	0 0 0	17 13 8	35 12 6	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	150 0 0	.. .. .
Omihi .. .. .	39	150 0 0	0 0 0	22 0 0	25 1 6	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	150 0 0	.. .. .
Rotherham .. .. .	37	163 1 3	0 0 0	21 7 8	6 17 1	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	150 0 0	.. .. .
Ruapuna .. .. .	29	165 0 0	0 0 0	17 15 7	0 9 9	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	165 0 0	.. .. .
South Malvern .. .. .	29	175 0 0	0 0 0	17 15 7	0 5 6	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	175 0 0	.. .. .
Swannanoa .. .. .	36	175 0 0	0 0 0	21 8 6	0 2 0	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	175 0 0	.. .. .
Waikuku .. .. .	30	144 0 0	0 0 0	17 7 5	4 17 2	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	.. .. .	144 0 0	.. .. .



LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—continued.  
NORTH CANTERBURY—continued.

NAME OF SCHOOL. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered at the end of each District High School, and several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Expenditure for the Year.										Names, Classification, and Status of Teachers.		Annual Rates of Payment during Last Month of Year.			
	(2)	Maintenance.			School Buildings and Teachers' Residences.				(10)	(11)	(12)	(13)	(14)	(15)		
		(3)	(4)	(5)	(6)	(7)	(8)	(9)								
GRADE 4—continued.																
Mayfield ..	41	£ 300 0 0	£ 22 4 4	£ 16 11 3	£ 0 7 2	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 195 0 0	£ 105 0 0	25	For Teachers' House Allowances.
Midland Railway ..	33	£ 309 0 0	£ 19 3 9	£ 0 7 2	£ 3 7 4	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 210 0 0	£ 0 0 0	25	For Teachers' House Allowances.
Motukarara ..	45	£ 321 14 3	£ 23 6 3	£ 3 7 4	£ 3 7 4	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 5 13 9	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 99 0 0	£ 0 0 0	..	For Teachers' House Allowances.
Mount Somers ..	40	£ 280 0 0	£ 22 3 1	£ 50 6 11	£ 50 6 11	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 162 0 0	£ 0 0 0	..	For Teachers' House Allowances.
Okain's Bay ..	44	£ 290 0 0	£ 23 6 3	£ 3 7 4	£ 3 7 4	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 68 4 3	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 185 0 0	£ 0 0 0	..	For Teachers' House Allowances.
Oxford West ..	54	£ 307 6 8	£ 26 6 3	£ 15 2 2	£ 15 2 2	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 95 0 0	£ 0 0 0	..	For Teachers' House Allowances.
Puaha ..	33	£ 188 1 1	£ 19 19 2	£ 6 13 1	£ 6 13 1	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 90 0 0	£ 0 0 0	..	For Teachers' House Allowances.
Redcliffs ..	51	£ 300 0 0	£ 25 7 6	£ ..	£ ..	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 180 0 0	£ 0 0 0	25	For Teachers' House Allowances.
Rolleston ..	39	£ 279 1 3	£ 21 14 3	£ 2 0 0	£ 2 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 105 0 0	£ 0 0 0	..	For Teachers' House Allowances.
Sefton ..	74	£ 310 0 0	£ 29 18 9	£ ..	£ ..	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 90 0 0	£ 0 0 0	..	For Teachers' House Allowances.
Spotswood ..	44	£ 276 19 4	£ 23 10 10	£ ..	£ ..	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 100 0 0	£ 0 0 0	..	For Teachers' House Allowances.
Springburn ..	36	£ 285 0 0	£ 25 0 2	£ 1 11 6	£ 1 11 6	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 195 0 0	£ 0 0 0	..	For Teachers' House Allowances.
Springfield ..	49	£ 300 0 0	£ 24 14 11	£ 9 11 0	£ 9 11 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 195 0 0	£ 0 0 0	..	For Teachers' House Allowances.
Springston ..	71	£ 320 0 0	£ 29 7 6	£ 62 17 2	£ 62 17 2	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 105 0 0	£ 0 0 0	..	For Teachers' House Allowances.
Springston South ..	34	£ 290 16 8	£ 20 6 2	£ 4 0 5	£ 4 0 5	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 11 1 6	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 110 0 0	£ 0 0 0	..	For Teachers' House Allowances.
Tuahiwi ..	36	£ 289 10 0	£ 21 19 11	£ 32 13 9	£ 32 13 9	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 195 0 0	£ 0 0 0	..	For Teachers' House Allowances.
Waddington ..	64	£ 292 10 0	£ 28 17 0	£ 0 11 0	£ 0 11 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 195 0 0	£ 94 10 0	..	For Teachers' House Allowances.
Waiau ..	58	£ 280 0 0	£ 25 17 6	£ ..	£ ..	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 90 0 0	£ 0 0 0	..	For Teachers' House Allowances.
Waikari ..	49	£ 285 0 0	£ 24 15 0	£ ..	£ ..	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 0 0 0	£ 195 0 0	£ 90 0 0	..	For Teachers' House Allowances.





















Orton	19	95	0	0	8	10	0	73	6	0	..	Maun, Ida, B.A.	B5	95	0	0	..
Rangitira Valley	10	90	11	11	8	10	0	..	..	..	..	Harris, Rose Ann	Lic.	95	0	0	..
Rangitira Island	15	91	3	10	13	0	0	..	..	..	..	Blue, Jessie	D4	90	0	0	..
Rockwood	12	75	10	9	7	10	0	..	..	..	..	Campbell, Martha	D3	90	0	0	..
Salisbury	17	120	0	0	..	0	0	..	..	..	..	Ray, Mabel A.	..	120	0	0	..
Skipton	8	89	8	4	9	9	5	..	..	..	..	Smith, Cecil M.	..	90	0	0	..
Te Moana	18	90	0	0	10	0	0	27	0	11	..	Leddy, Teresa	..	90	0	0	..
Totara Valley	12	94	10	0	10	0	0	..	..	..	..	Balfour, Isabel	..	94	10	0	..
Waitohi Upper	15	100	0	0	..	..	..	..	..	..	..	Ferguson, Cath. A. W.	E4	100	0	0	..
GRADE 2.																	
Ashwick Flat	15	117	10	0	..	..	..	..	..	..	..	Seyb, Elizabeth	..	108	0	0	..
Belfield	21	138	15	0	10	0	0	..	..	..	..	Farnie, Thos. C., M.A.	B1	120	0	0	..
Burke's Pass	12	124	3	4	1	19	6	..	..	..	..	Mackay, Anne E.	D5	120	0	0	..
Cannington	19	124	13	4	7	0	0	..	..	..	..	Dewar, Janet	C1	150	0	0	..
Cave	26	155	0	0	..	..	..	..	..	..	..	Foster, Mrs. Frances	E2	155	0	0	..
Chamberlain	19	135	0	0	4	10	6	..	..	..	..	Stevenson, Eliz. M.	E4	135	0	0	..
Chandeboye	30	119	10	0	19	4	11	..	..	..	..	Lawlor, Mary K.	E3	120	0	0	..
Esk Valley	17	145	0	0	..	..	..	..	..	..	..	Renton, William	D2	145	0	0	..
Gape's Valley	32	120	0	0	17	0	4	..	..	..	..	Glanville, Elien	C4	120	0	0	..
Hakataramea Valley	19	130	0	0	7	0	0	..	..	..	..	Tomlinson, Thomas E.	C2	130	0	0	..
Kapua	20	112	10	0	..	..	..	..	..	..	..	Treacy, Kathleen	D1	112	10	0	..
Orari Bridge	18	129	3	4	6	0	0	..	..	..	..	McIlroy, Annie L.	D1	145	0	0	..
Orari Gorge	25	114	7	1	16	19	3	260	0	0	..	Wilson, John	E2	108	0	0	..
Otaio	18	145	0	0	..	..	..	..	..	..	..	Mackay, Mrs. Chris. F.	E2	145	0	0	..
Pleasant Valley	20	120	0	0	40	0	6	..	..	..	..	Brunton, Mrs. Jane M.	E3	120	0	0	..
Rangitira Station	21	125	0	0	96	6	2	25	0	0	..	Yates, William M.	D2	125	0	0	..
Rosewill	18	120	16	8	10	0	0	..	..	..	..	Stevenson, Jane	C4	125	0	0	..
Scotburn	15	120	0	0	53	12	11	..	..	..	..	Dick, David	D4	120	0	0	..
Sutherland's	23	120	0	0	2	10	0	..	..	..	..	Stewart, Jean D.	D4	120	0	0	..
Tycho	22	115	0	0	10	3	2	..	..	..	..	Steel, Annie	D4	120	0	0	..
Waihoarunga	16	145	0	0	..	..	..	..	..	..	..	Knight, Mrs. Mary	D4	145	0	0	..
Waitohi Flat	18	145	0	0	..	..	..	..	..	..	..	Moriarty, Minnie F...	D3	145	0	0	..
GRADE 3.																	
Adair	20	150	0	0	33	4	5	..	..	..	..	Thompson, Agnes	D3	150	0	0	..
Cricklewood	22	170	16	8	8	15	0	..	..	..	..	McBratney, Minnie	E3	150	0	0	..
Fairview	33	165	0	0	13	16	4	..	..	..	..	Johnson, Helen C. W.	D2	165	0	0	..
Hakataramea	25	147	17	1	7	6	9	..	..	..	..	Winnington, Edward	Lic.	142	10	0	..
Hazelburn	24	155	0	0	6	2	6	..	..	..	..	Waugh, Mrs. Agnes	D3	155	0	0	..
Hilton	37	180	0	0	1	13	0	..	..	..	..	Morris, Gerald	D2	180	0	0	..
Hook	30	175	0	0	34	9	11	..	..	..	..	Ford, Margaret	D2	175	0	0	..
Hunter's	32	180	0	0	63	2	0	..	..	..	..	McIntyre, Isabella	D2	180	0	0	..
Lyaldale	35	151	13	4	0	15	0	..	..	..	..	Crombie, Jane M.	C3	150	0	0	..
Ophi	27	155	0	0	18	10	9	..	..	..	..	McKenzie, Ida B.	C3	155	0	0	..
Redcliff	28	165	0	0	26	5	4	..	..	..	..	Goodeve, Henry E.	C1	165	0	0	..
Silverstream	37	195	0	0	1	13	3	..	..	..	..	Jones, Mrs. Marion F.	D2	195	0	0	..
Southburn	30	165	0	0	0	8	0	..	..	..	..	Cumming, Eliza	E2	165	0	0	..
Te Ngawai	21	155	0	0	..	..	..	..	..	..	..	Sheard, Fanny	C2	155	0	0	..
Waikakahi	26	149	15	0	..	..	..	0	13	4	..	Dyer, Henrietta	B4	150	0	0	..
GRADE 4.																	
Claremont	48	295	0	0	17	0	0	..	..	..	..	Black, Mrs. Flora L...	D1	195	0	0	..
Glenavy	37	300	0	0	11	2	2	25	0	0	..	Boyd, Annie S.	E3	100	0	0	..
Gleniti	57	325	0	0	17	0	0	..	..	..	..	McIntyre, Hugh	D1	195	0	0	..
Hannaton	43	268	11	5	10	9	8	..	..	..	..	Alexander, Annie E...	D3	105	0	0	..
Kingsdown	43	300	0	0	4	11	9	..	..	..	..	Bannerman, Herbert D.	B3	210	0	0	..
								..	..	..	..	Ziesler, Freja L.	D3	115	0	0	..
								..	..	..	..	Davie, Peter Cousin	D4	180	0	0	..
								..	..	..	..	Evans, Daisy A.	AF	90	0	0	..
								..	..	..	..	Stewart, Robert	HM	195	0	0	..
								..	..	..	..	Stewart, Mrs. Helen	AF	105	0	0	..









LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—continued.  
OTAGO—continued.

(1.)	(2.)	Expenditure for the Year.										Names, Classification, and Status of Teachers.			(14.)	(15.)
		Maintenance.					School Buildings and Teachers' Residences.					Classifications.	Position in the School.			
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)			(13.)	(14.)	(15.)
NAME OF SCHOOL. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Average for the Year 1911.	Teachers' Salaries, including Pupils' Loggings, but excluding Payments to Teachers in Secondary or District High Schools.	Teachers' House Allowances.	Incidental Expenses of Schools.	General Maintenance, Small Alterations to Buildings, Repairs, &c.	Rebuilding Schools and Teachers' Residences.	Rebuilding Schools destroyed by Fire.	Rent.	New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Teachers on the Staff at the End of the Year.	Classifications.	Position in the School.	For Salary, including Lodging Allowances to Pupil-teachers.	[The full rate of salary of teachers on leave is shown, the relieving teacher being marked "Sub."] For Allowances to Teachers.		
GRADE 2—continued.																
Cambrians ..	21	110 16 8	15 0 0	12 4 10	3 10 0	..	..	..	..	..	..	M	108 0 0	£		
Chato Creek ..	27	112 10 0	15 0 0	13 18 9	..	..	..	..	..	..	C4	M	112 10 0	0		
Clark's Flat ..	18	123 15 0	..	10 13 2	..	..	..	..	..	..	B3	F	120 0 0	0		
Clydevale ..	15	135 0 0	15 0 0	10 11 9	67 19 0	..	..	..	..	..	D2	F	135 0 0	0		
Dunrobin ..	25	145 0 0	15 0 0	13 18 10	58 2 3	..	..	..	..	..	D4	F	145 0 0	0		
Ettick ..	23	127 8 4	15 0 0	13 17 4	..	..	..	..	..	..	A3	F	120 0 0	0		
Gimmerburn ..	15	130 12 11	..	9 11 2	..	..	..	..	..	..	C1	F	150 0 0	0		
Glenorch ..	14	145 0 0	..	10 11 9	0 15 6	..	..	..	..	..	..	F	145 0 0	0		
Greenfield ..	23	121 10 0	7 10 0	9 11 1	24 9 6	..	..	..	243 15 9	..	..	F	121 10 0	0		
Hamilton ..	14	125 0 0	..	8 10 4	..	..	..	..	..	..	D3	F	112 10 0	0		
Hillend ..	16	111 0 0	15 0 0	10 11 9	8 15 1	..	..	..	..	..	Lic.	F	125 0 0	0		
Incholine ..	20	145 0 0	..	10 14 2	..	..	..	..	..	..	E1	F	145 0 0	0		
Island Cliff ..	18	125 0 0	..	11 9 2	25 16 7	..	..	..	..	..	C2	F	125 0 0	0		
Kahuika ..	43	141 6 6	..	18 11 8	..	..	..	..	..	..	..	HF	112 10 0	0		
Kaihiku ..	19	125 0 0	..	10 13 8	7 10 0	..	..	..	..	..	D3	F	90 0 0	0		
Kakapuaka ..	28	120 0 0	..	13 19 4	34 19 7	..	..	..	..	..	C3	F	125 0 0	0		
Karigi ..	20	125 0 0	..	11 8 5	1 12 6	..	..	..	..	..	E1	F	120 0 0	0		
Kia Ora ..	25	130 0 0	15 0 0	13 18 8	16 2 3	..	..	..	..	..	D4	M	125 0 0	0		
Lauder Railway ..	27	136 5 0	15 0 0	13 19 7	7 12 6	..	..	..	..	..	D2	F	130 0 0	0		
Luggate ..	23	117 0 0	..	13 2 2	0 17 6	..	..	..	..	..	..	F	150 0 0	0		
Macrae's ..	20	113 12 6	..	11 9 3	80 16 2	..	..	..	..	..	D4	F	117 0 0	0		
Maerewhenua ..	26	150 0 0	..	13 19 5	4 0 0	..	..	..	..	..	D2	F	120 0 0	0		
Matau ..	16	122 10 0	..	10 2 5	..	..	..	..	..	..	D2	F	150 0 0	0		
Merton ..	16	135 0 0	15 0 0	13 0 8	2 10 6	..	..	..	..	..	C4	F	130 0 0	0		
Moa Creek ..	20	108 0 0	..	10 1 4	..	..	..	..	..	..	D4	M	108 0 0	0		
Moonlight ..	17	128 2 6	..	10 12 4	7 5 8	..	..	..	..	..	D1	F	108 0 0	0		
North Tateri ..	30	145 0 0	..	15 12 6	0 14 8	..	..	..	..	..	D4	F	145 0 0	0		
Otiake ..	21	135 0 0	..	12 5 1	27 13 3	..	..	..	..	..	C3	F	135 0 0	0		
Oturehua ..	20	125 0 0	..	10 14 3	2 5 1	..	..	..	..	..	C4	F	108 0 0	0		
Owaka Valley ..	21	131 5 0	..	12 5 8	..	..	..	..	..	..	..	M	108 0 0	0		
Popotunoa ..	14	105 16 8	..	9 11 0	..	..	..	..	..	..	..	F	145 0 0	0		
Port Molyneux ..	25	121 10 0	..	13 18 8	17 15 2	..	..	..	..	..	C4	F	120 0 0	0		
Pukepito ..	10	122 1 8	..	8 7 8	..	..	..	..	..	..	C4	F	120 0 0	0		
Purekireki ..	25	130 0 0	..	13 18 8	11 1 7	..	..	..	..	..	D4	F	130 0 0	0		
Reomoana ..	20	119 15 10	..	11 8 11	..	..	..	..	..	..	D5	F	125 0 0	0		
Rongahere ..	20	145 0 0	..	12 4 10	18 0 8	..	..	..	..	..	D2	F	145 0 0	0		















LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—continued.  
OTAGO—continued.

NAME OF SCHOOL. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade and their joint attendance.	Expenditure for the Year.										Names, Classification, and Status of Teachers.			Annual Rates of Payment during last Month of Year.											
	(1.)	(2.)	Maintenance.			School Buildings and Teachers' Residences.				(10.)	(11.)	(12.)	(13.)	(14.)	(15.)										
	Average for the Year 1911	Teachers' Salaries, including Pupils' allowances, but excluding Pupils' payments for Secondary Departments of District High Schools.	Teachers' House Allowances.	Incidental Expenses of Schools.	General Maintenance, Small Additions and Alterations to Buildings, Repairs, Repainting, &c.	Rebuilding Worn-out Schools and Teachers' Residences.	Rebuilding Schools destroyed by Fire.	Rent.	New Buildings, New Class-rooms, Additions, Furniture, Apparatus, and Sites.	Teachers on the Staff at the End of the Year.	Classification	Position in the School.	For Salary, including Lodging Allowances to Pupil-teachers.	[The full rate of salary of teachers on leave is shown, the relieving teacher being marked "Subs."]	For Teachers' House Allowances.										
	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)											
GRADE 8c. Arthur Street (Dunedin)	462	£ s. d. 1,412 15 0	£ s. d. ..	£ s. d. 101 9 1	£ s. d. 240 15 9	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. ..	Barrett, Richard J. .. Begg, Thomas .. Davidson, Andrew .. Sherriff, Eliza Grant .. Bremner, Victor H. T. .. Pilkington, Jane .. Orkney, Daisy Mary .. Hopcraft, Flora L. .. Thomson, Arthur A. .. Bodkin, Evelyn Edith .. Macdonald, Geo. W. C. .. Smeaton, Charles G. .. Walton, William L. .. Whinam, Lois Anne P. .. Faulks, Flora .. Walker, Mary Maria .. Hastings, Margaret E. .. Davie, Victoria R. .. Alexander, Mrs. R. .. McMullin, Martha L. .. Davidson, William .. Service, William A. .. Walker, David A. S. .. Low, Jessie .. Paterson, Jessie .. Calder, Elizabeth M. .. Wilson, Jessie Banks .. Allan, Janet .. Mackisack, Eleanor W. .. Smith, Grace M. .. Bonnar, Muriel G. R. .. Lomas, Margt. E. L. .. Booth, George F., B.A. .. Gray, James H., B.A. .. Kaye, William T. O. .. Orkney, Eva Marion .. Murray, Hannah B. .. McCallum, Maria M. .. Bott, Amelia .. Crawford, Elsie Jane .. Sinclair, Agnes ..	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. ..
Macedon Road (Dunedin)	464	£ s. d. 1,427 15 2	£ s. d. 45 0 0	£ s. d. 102 1 2	£ s. d. 65 4 3	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. ..	..	B1	HM	£ s. d. 325 0 0	£ s. d. 45											
Mornington ..	469	£ s. d. 1,504 4 8	£ s. d. ..	£ s. d. 104 6 7	£ s. d. 316 15 4	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. ..	..	D1	HM	£ s. d. 325 0 0	£ s. d. ..											
Port Chalmers D.H.S.	401	£ s. d. 1,291 17 0	£ s. d. ..	£ s. d. 98 10 7	£ s. d. 204 6 10	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. ..	..	B1	HM	£ s. d. 325 0 0	£ s. d. ..											



LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—continued.  
OTAGO—continued.

NAME OF SCHOOL. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time schools or the several parts of one school are bracketed here, and are not entered in the grade of their joint attendance.	Expenditure for the Year.										Names, Classification, and Status of Teachers.		Annual Rates of Payment during Last Month of Year.		
	Maintenance.					School Buildings and Teachers' Residences.					Classification	Position in the School.	For Salary, including Lodging Allowances to Pupil-teachers.	[The full rate of salary of teachers on leave is shown, the leaving teacher being marked "Bds."]	For Teachers' House Allowances.
	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)					
(2.)	Teachers' Salaries, including Pupils' teachers' Lodging-allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Teachers' House Allowances.	Incidental Expenses of Schools.	General Maintenance, Additions and Alterations to Buildings, Repairs, Repainting, &c.	Rebuilding of Schools and Teachers' Residences.	Rebuilding of Schools destroyed by Fire.	Rent.	New Buildings, Class-rooms, Additions, Furniture, Apparatus, and Sites.	Teachers on the Staff at the End of the Year.	(12.)	(13.)	(14.)	(15.)		
GRADE 10A. Caversham ..	£ s. d. 2,097 1 8	£ s. d. 50 0 0	£ s. d. 128 3 7	£ s. d. 908 8 7	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. ..	Hardy, James Wm. .. Wilson, Robert .. Renton, William, B.A. Donald, Elizabeth L. Robinson, Arthur H. ... Ross, Annie Murray .. McPherson, Gert. C. ... McGregor, Isabella .. Walton, Margt. A. S. ... Harrison, C. G., B.A. ... Bowling, Alice G. .. Kirk, Christina .. Wooliams, Eva M. E. .. Goudie, John C. B. ... Aitchison, Eliz. D. ..	B1 D1 B2 E1 C4 D1 D2 C2 B4 D1	HM AM AM AF AM AF AF AF AF AF AF FPt4 FPt3 MPT3 FPt2	£ s. d. 370 0 0 270 0 0 210 0 0 180 0 0 165 0 0 150 0 0 150 0 0 120 0 0 100 0 0 90 0 0 60 0 0 55 0 0 45 0 0 35 0 0	£ 50		
GRADE 10B. Forbury ..	£ s. d. 2,351 13 4	£ s. d. 50 0 0	£ s. d. 142 9 7	£ s. d. 99 8 2	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. ..	Eudey, Walter .. Nelson, James .. Boruhwick, James .. Hooper, Jane Dunlop Eggelton, Thomas E. Lawrence, Dorothy S. Raisdon, Mary .. Budd, Elizabeth .. Hopenraft, Victoria K. Brown, Isabel E. .. Lear, Constance M. ... Cowie, Elizabeth C. ... McCrone, Mary .. Vickers, Mary Jane .. Mercer, Rachel Ruby Kernohan, Florence K.	C1 G1 E1 D1 D4 D1 C2 C2 D2 D2 C3 D3	HM AM AM AF AM AF AF AF AF AF AF FPt4 FPt3 FPt2 FPt2	£ s. d. 385 0 0 270 0 0 225 0 0 195 0 0 165 0 0 165 0 0 165 0 0 135 0 0 135 0 0 120 0 0 100 0 0 105 0 0 55 0 0 45 0 0 35 0 0 35 0 0	£ 50		
GRADE 10C. Albany Street (Dunedin)	£ s. d. 2,456 5 0	£ s. d. 50 0 0	£ s. d. 148 12 7	£ s. d. 32 1 9	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. ..	Rennie, J., B.A., B.Sc. McLaren, William .. Phillips, William .. Little, Caroline Eliza Burns, William G. ..	B1 D1 B1 D1 D2	HM AM AM AF AM	£ s. d. 385 0 0 285 0 0 225 0 0 190 0 0 170 0 0	£ 50		











LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—continued.  
SOUTHLAND—continued.

NAME OF SCHOOL. Schools are entered in the order of the grades in the Schedule of the Education Amendment Act, 1908, and in alphabetical order in each grade. The letters "D.H.S." are entered after the name of each District High School. Part-time Schools or the several parts of one School are bracketed here, and reckoned as one School, and inserted in the grade of their joint attendance.	Expenditure for the Year.										Names, Classification, and Status of Teachers.		Annual Rates of Payment during Last Month of Year.	
	(1.)	(2.)	Maintenance.			School Buildings and Teachers' Residences.				(11.)	(12.)	(13.)	(14.)	(15.)
	Teachers' Salaries, including Pupils' Allowances, but excluding Payments to Teachers in Secondary Departments of District High Schools.	Teachers' House Allowances.	Incidental Expenses of Schools.	General Maintenance, Additions and Alterations to Buildings, Repairs, &c.	Rebuilding Schools destroyed by Fire.	Rent.	New Buildings, Class-rooms, Additions, Furniture, Apparatus, and Sites.	Teachers on the Staff at the End of the Year.	Classification	Position in the School.	For Salaries, including Lodging Allowances to Pupil-teachers.	[The full rate of salary of teachers the relieving teacher being marked "Subs."]	For Teachers' House Allowances.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.			£ s. d.	£ s. d.		
GRADE 6A.														
Nightcaps ..	121	467 18 4	27 15 5	11 19 4	..	..	288 9 8	Gray, John .. Wright, Bridget Watson, Annie	D1 D5	HM AF	245 0 0 125 0 0	0 0	..	
Orepuki ..	178	599 19 11	36 9 8	92 3 0	..	..	162 12 5	Fraser, Hugh R. Young, Henry P. Traynor, Marion O.	D1	HM	265 0 0	0 0	..	
Tisbury ..	143	501 11 4	30 17 6	..	..	..	..	Barron, Isabella F. Hall, Norman Hamilton, Martha Macdonald, S. M. M.	D3 D1 E2	AF AM HF AF	112 10 0 90 0 0 255 0 0 185 0 0	0 0	85	
Waikata ..	120	457 11 4	28 19 7	18 16 9	..	..	..	Agnew, George Rose, Margaret E. Steadman, David D. Duncan, Jane	..	MPt4 FPt3 HM	55 0 0 55 0 0 240 0 0	0 0	..	
Wyndham ..	156	483 8 10	34 11 5	2 9 3	..	..	..	Sproat, Hugh G. Cosgriff, Alice C. Golding, Jabez Hamilton, Margaret E.	D2	HM	50 0 0	0 0	..	
GRADE 6B.														
East Gore ..	205	650 0 0	44 0 1	..	..	..	..	McLauchlan, Margaret Pulla, Annie Gilchrist, William Salmoud, Mary Kennedy, Mary J.	..	FPt4 FPt2 HM	55 0 0 50 0 0 255 0 0	0 0	..	
North Invercargill ..	198	636 19 7	42 7 5	131 9 6	..	10 19 5	887 12 0	Robertson, Harriet M. Inglis, Alex., M.A., M.Sc. Hardie, Mary Dale, Annabella S. Garnson, Christina Ross, Alice	E1 A1 C4 D4	AF AF AF AF	125 0 0 50 0 0 265 0 0 145 0 0	0 0	..	
Otautau ..	184	600 2 9	39 12 6	60 5 9	..	..	..	Robertson, Geo. E., B.A. Donnan, Mary R. Saunders, Mary I. McIntyre, Hugh	B1 C3 D4	HM AF AF	240 0 0 125 0 0 120 0 0	0 0	..	
Waihopai and side school	244	716 19 6	44 15 2	190 0 2	..	..	925 10 6	Afleck, Milly V. McNeill, Duncan, B.A. Perrin, Margt. C., B.A. Baird, Mary Griffin, Lillian O. Baird, Thomas Huffadine, Mabel McKenzie, Violet	.. B1 B1 C3 C5	HM AF AF AF MPt4 FPt3	20 0 0 265 0 0 145 0 0 95 0 0 55 0 0 45 0 0	0 0	25	



