

1926.
NEW ZEALAND.

EDUCATION:
PRIMARY EDUCATION.

[In continuation of E.-2, 1925.]

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

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DETAILED TABLES RELATING TO PRIMARY EDUCATION.

The following tables relate to primary education for the year 1925.

TABLE A1.—NUMBER OF PUBLIC SCHOOLS, DECEMBER, 1925, CLASSIFIED ACCORDING TO GRADE.

Grade of School and Average Attendance.			Auckland.	Taranaki.	Wanganui.	Hawke's Bay.	Wellington.	Nelson.	Canterbury.	Otago.	Southland.	Total Number of Schools, Dec., 1925.
0	1-8	..	54	11	21	26	31	21	15	15	15	209
I	9-20	..	235	50	61	61	76	51	127	79	54	794
II	21-35	..	150	33	33	29	50	25	82	57	47	506
III	A 36-50	..	111	25	25	13	19	16	46	32	33	320
	B 51-80	..	66	25	30	18	15	10	44	22	23	253
	C 81-120	..	42	10	7	17	15	8	21	18	7	145
IV	A 121-160	..	16	4	11	5	5	3	7	7	5	63
	B 161-200	..	4	3	2	2	7	1	6	..	..	25
	C 201-240	..	3	2	2	2	8	4	9	2	6	38
V	A 241-280	..	11	1	5	2	2	1	3	1	1	27
	B 281-320	..	7	..	1	1	7	2	2	4	1	25
	C 321-360	..	8	2	3	2	6	..	5	2	1	29
VI	A 361-400	..	8	1	3	4	..	..	5	3	..	24
	B 401-440	..	6	..	..	1	2	..	3	3	2	17
	C 441-480	..	4	..	1	..	2	..	1	2	..	10
VII	A 481-520	..	9	1	1	4	2	..	..	1	..	18
	B 521-560	..	5	..	1	1	2	..	2	5	1	17
	C 561-600	..	5	1	2	1	..	..	7	..	..	16
	D 601-640	..	4	1	..	..	2	1	2	3	..	13
	E 641-680	..	4	1	1	1	3	..	2	..	2	14
	F 681-720	..	2	..	..	..	1	..	2	1	..	6
	G 721-760	..	1	..	..	..	2	..	1	..	..	4
	H 761-800	..	2	..	1	..	1	..	1	..	..	5
	I 801-840	..	..	..	..	..	..	..	..	..	..	..
	J 841-880	..	..	..	..	1	..	..	..	..	..	1
K 881-920	..	..	..	..	..	..	..	..	..	..	..
L 921-960	..	..	..	..	..	..	..	1	..	..	1	
Totals for 1925			757	171	211	191	258	143	394	257	198	2,580
Totals for 1924			753	172	209	187	258	144	395	260	196	2,574
Difference ..			+ 4	- 1	+ 2	+ 4	..	- 1	- 1	- 3	+ 2	+ 6

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

TABLE B1.—SCHOOL ATTENDANCE AT PUBLIC SCHOOLS IN 1925.

(Excluding Secondary Departments of District High Schools.)

Education District.	Roll Numbers.		Mean of Average Weekly Roll of Three Quarters, 1925.			Average Attendance for Whole Year (Mean of Average Attendance of Three Quarters).			Average Attendance as Percentage of Average Weekly Roll, 1925.
	Pupils at 31st December, 1924.	Pupils at 31st December, 1925.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Auckland	64,689	65,070	33,906	31,134	65,040	30,780	28,036	58,816	90.4
Taranaki	11,310	11,474	5,904	5,387	11,291	5,415	4,927	10,342	91.6
Wanganui	16,983	17,218	8,846	8,030	16,876	8,117	7,329	15,446	91.5
Hawke's Bay	15,865	16,277	8,369	7,576	15,945	7,665	6,910	14,575	91.4
Wellington	26,533	26,972	13,790	12,691	26,481	12,681	11,548	24,229	91.5
Nelson	7,074	7,143	3,705	3,348	7,053	3,411	3,065	6,476	91.8
Canterbury	36,853	36,887	18,685	17,608	36,293	17,126	16,033	33,159	91.4
Otago	21,749	21,360	10,883	10,012	20,895	10,174	9,312	19,486	93.2
Southland	12,234	12,323	6,373	5,649	12,022	5,873	5,186	11,059	92.0
Totals, 1925	..	214,724	110,461	101,435	211,896	101,242	92,346	193,588	91.4
Totals, 1924	213,290	..	109,451	100,416	209,867	99,412	90,821	190,233	90.6
Increase ..	..	1,434	1,010	1,019	2,029	1,830	1,525	3,355	0.8

TABLE B2.—AVERAGE ATTENDANCE FOR THE YEAR 1925 AT THE PUBLIC SCHOOLS AS GROUPED IN TABLE A1, AS ESTIMATED FOR DETERMINING THE GRADES OF SCHOOLS.

(Including Secondary Departments of District High Schools.)

Grade.	Primary Department.										Secondary Department.	Total Primary and Secondary.	
	Auck-land.	Tara-naki.	Wanga-nui.	Hawke's Bay.	Wellington.	Nelson.	Canter-bury.	Otago.	South-land.	Totals for Primary.			
0	1-8	315	75	118	132	217	113	103	78	70	1,221	..	1,221
I	9-20	3,332	708	858	806	1,099	714	1,992	1,080	810	11,399	..	11,399
II	21-35	4,131	908	809	755	1,352	587	2,126	1,489	1,173	13,330	..	13,330
III	A 36-50	4,740	999	1,047	608	761	680	2,037	1,500	1,388	13,760	..	13,760
	B 51-80	4,100	1,479	1,844	1,136	978	665	2,693	1,308	1,419	15,622	48	15,670
IV	C 81-120	3,895	988	598	1,678	1,458	789	2,028	1,658	614	13,706	185	13,891
	A 121-160	2,241	591	1,588	689	719	416	896	957	674	8,771	132	8,903
V	B 161-200	705	523	349	344	1,259	166	1,064	..	..	4,410	189	4,599
	C 201-240	668	443	420	428	1,802	839	1,968	430	1,263	8,261	436	8,697
VI	A 241-280	2,817	254	1,313	495	540	246	741	251	285	6,942	353	7,295
	B 281-320	2,237	..	311	323	2,057	611	585	1,247	293	7,664	139	7,803
VII	C 321-360	3,010	724	1,033	684	2,033	..	1,690	693	401	10,268	257	10,525
	A 361-400	3,095	370	1,130	1,546	..	..	1,943	1,109	..	9,193	528	9,721
VIII	B 401-440	2,509	..	..	415	892	..	1,265	1,269	834	7,184	212	7,396
	C 441-480	1,842	..	481	..	943	..	483	888	..	4,637	80	4,717
IX	A 481-520	4,513	404	521	2,050	1,057	..	..	482	..	9,027	96	9,123
	B 521-560	2,653	..	562	536	1,134	..	1,103	2,742	579	9,309	144	9,453
X	C 561-600	3,098	584	1,136	577	..	..	3,991	..	..	9,386	216	9,602
	D 601-640	2,939	611	..	..	1,223	655	1,232	1,835	..	8,495	91	8,586
XI	E 641-680	2,629	723	664	566	1,917	..	1,335	..	1,292	9,126	..	9,126
	F 681-720	1,485	..	..	..	686	..	1,418	696	..	4,285	..	4,285
XII	G 721-760	788	..	..	..	1,461	..	731	..	..	2,980	49	3,029
	H 761-800	1,600	..	772	..	794	..	775	..	..	3,941	..	3,941
XIII	I 801-840	..	..	..	..	..	..	..	..	..	..	..	..
	J 841-880	..	..	..	889	..	..	..	..	..	889	..	889
XIV	K 881-920	..	..	..	..	..	..	..	..	..	..	..	..
	L 921-960	..	..	..	..	..	..	935	..	..	935	..	935
Totals for Primary		59,342	10,384	15,554	14,657	24,382	6,481	33,134	19,712	11,095	194,741	..	..
Totals for Second-ary		1,042	36	135	228	368	145	707	416	78	..	3,155	..
Totals, Primary and Secondary		60,384	10,420	15,689	14,885	24,750	6,626	33,841	20,128	11,173	..	..	197,896

NOTES.

The average attendance as given in Table B2 differs from that in Table B1, for the following reasons:—

(1.) Under certain contingencies the regulations provide for the elimination of one or two quarters' averages in the case of any school or department if the grade of the school or department would be raised or maintained by calculating the yearly average attendance on the mean of the remaining quarter's average. The amended average attendance thus ascertained is reckoned for the sole purpose of determining the grade of the school, and consequently this amended average attendance is used in the compilation of Table B2, which gives the schools according to their grades. For statistical purposes the average attendance as given in Table B1 should be taken.

(2.) The totals of this table are for the mean of the three 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 B1 the average attendance is included only for those quarters during which the schools were open.

TABLE C1.—AGE AND SEX OF THE PUPILS ON THE SCHOOL ROLLS IN THE SEVERAL EDUCATION DISTRICTS AT THE END OF 1925.
(Excluding Secondary Departments of District High Schools.)

Education District.	5 and under 6 Years.		6 and under 7.		7 and under 8.		8 and under 9.		9 and under 10.		10 and under 11.		11 and under 12.		12 and under 13.		13 and under 14.		14 and under 15.		15 and under 16.		Over 16 Years.		Totals of all Ages.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.
Auckland ..	2,700	2,475	3,247	2,907	3,474	3,268	3,723	3,457	3,896	3,714	3,672	3,501	3,763	3,723	3,567	3,320	3,156	2,874	1,845	1,503	645	448	116	76	33,804	31,266	65,070
Taranaki ..	435	453	563	494	630	611	628	622	671	639	671	644	671	556	670	622	567	515	328	263	111	87	16	7	5,961	5,513	11,474
Wanganui ..	625	570	825	748	986	888	976	941	996	951	1,031	942	1,039	931	948	889	916	818	474	414	179	102	26	9	9,015	8,203	17,218
Hawke's Bay ..	624	557	756	717	881	872	910	898	977	900	1,004	851	939	892	956	813	769	733	523	379	160	106	35	25	8,534	7,743	16,277
Wellington ..	1,099	1,078	1,333	1,229	1,446	1,396	1,533	1,538	1,623	1,508	1,546	1,417	1,622	1,452	1,521	1,431	1,340	1,198	721	554	240	109	23	15	14,047	12,925	26,972
Nelson ..	292	311	366	362	405	365	410	360	448	358	431	357	394	378	418	373	334	337	189	149	54	35	14	3	3,755	3,388	7,143
Canterbury ..	1,573	1,495	1,746	1,714	1,908	1,865	2,071	2,039	2,128	2,024	2,192	2,020	2,034	2,077	2,008	1,955	1,847	1,737	1,058	818	312	224	23	19	18,900	17,987	36,887
Otago ..	899	854	1,023	952	1,137	1,101	1,205	1,193	1,319	1,199	1,247	1,116	1,285	1,196	1,242	1,166	1,100	995	510	390	132	78	15	6	11,114	10,246	21,360
Southland ..	543	539	604	532	721	662	642	650	750	639	755	665	752	702	705	606	636	532	324	224	77	51	8	4	6,517	5,806	12,323
Totals for 1925 ..	8,790	8,332	10,463	9,655	11,588	11,028	12,098	11,698	12,802	11,932	12,549	11,513	12,499	11,907	12,035	11,175	10,665	9,739	5,972	4,694	1,910	1,240	276	164	111,647	103,077	214,724
Percentage of pupils of each age Totals for 1924 ..	8.0		9.4		10.5		11.2		11.5		11.2		11.4		10.8		9.5		5.0		1.5		..		100.0		
Difference ..	+1213	+1477	-424	-560	-383	-387	-608	-174	+541	+569	+49	-378	+364	+463	-90	-155	+168	+366	-194	-102	-106	-121	-61	-33	+469	+965	+1,434

TABLE C2.—STANDARD CLASSES OF PUPILS ON SCHOOL ROLLS IN THE SEVERAL EDUCATION DISTRICTS AT THE END OF 1925.
(Excluding Secondary Departments of District High Schools.)

Education District.	Pupils at End of Year in Standard Classes.																		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.	Boys.	Girls.	Total.	Boys.	Girls.	Total.						
Auckland	11,221	9,797	21,018	4,140	3,836	7,976	4,331	4,107	8,438	4,389	4,203	8,592	3,988	3,832	7,800	3,218	3,113	6,331	2,515	2,325	4,840	22	53	75	33,804	31,266	65,070			
Taranaki	1,873	1,746	3,619	748	723	1,471	768	665	1,433	775	700	1,475	724	623	1,347	608	574	1,182	446	457	903	19	25	44	5,961	5,513	11,474			
Wanganui	2,775	2,387	5,162	1,116	994	2,110	1,114	1,081	2,195	1,187	1,119	2,306	1,074	962	2,036	924	909	1,833	814	738	1,552	11	13	24	9,015	8,203	17,218			
Hawke's Bay	2,565	2,319	4,884	1,081	1,048	2,129	1,126	1,091	2,217	1,154	1,007	2,161	1,013	936	1,949	904	729	1,633	684	603	1,287	7	10	17	8,534	7,743	16,277			
Wellington	4,459	4,074	8,533	1,590	1,519	3,109	1,644	1,596	3,240	1,774	1,639	3,413	1,620	1,456	3,076	1,549	1,372	2,921	1,403	1,248	2,651	8	21	29	14,047	12,925	26,972			
Nelson	1,148	1,003	2,151	416	405	821	535	427	962	487	442	929	435	416	851	433	357	790	295	333	628	6	5	11	3,755	3,388	7,143			
Canterbury	5,835	5,372	11,207	2,270	2,131	4,401	2,349	2,259	4,608	2,570	2,449	5,019	2,225	2,274	4,499	2,008	2,012	4,020	1,634	1,478	3,112	9	12	21	18,900	17,987	36,887			
Otago	3,213	2,941	6,154	1,421	1,295	2,716	1,396	1,284	2,680	1,505	1,427	2,932	1,385	1,297	2,682	1,182	1,108	2,290	1,009	889	1,898	3	5	8	11,114	10,246	21,360			
Southland	1,930	1,663	3,593	760	745	1,505	807	705	1,512	870	769	1,639	813	733	1,546	733	672	1,405	601	515	1,116	3	4	7	6,517	5,806	12,323			
Totals for 1925	35,019	31,302	66,321	13,542	12,696	26,238	14,070	13,215	27,285	14,711	13,755	28,466	13,257	12,529	25,786	11,559	10,846	22,405	9,401	8,586	17,987	88	148	236	111,647	103,077	214,724			
	30.9			12.2			12.7			13.3			12.0			10.4			9.4			0.1			100					
Totals for 1924	34,580	30,753	65,333	14,349	13,462	27,811	14,321	13,116	27,437	14,244	13,617	27,861	12,927	12,086	25,013	11,487	10,558	22,045	9,075	8,235	17,310	195	185	380	111,178	102,112	213,290			
Difference	+439	+549	+988	-807	-766	-1,573	-251	+99	-152	+467	+138	+605	+330	+443	+773	+72	+238	+360	+326	+351	+677	-107	-37	-144	+469	+965	+1,434			

TABLE C3.—AVERAGE AGE OF PUPILS AS AT 31ST DECEMBER, 1925.

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

TABLE C4.—PROFICIENCY CERTIFICATE EXAMINATION RESULTS, 1925, IN PUBLIC AND PRIVATE SCHOOLS.

Education District.	Number of S6 Pupils presented.	Proficiency Certificates.		Competency Certificates.		Endorsed Competency Certificates (included in previous column). Number.
		Number.	Percentage.	Number.	Percentage.	
<i>Public Schools.</i>						
Auckland	5,710	4,478	78.4	708	12.4	218
Taranaki	1,041	841	80.7	119	11.3	17
Wanganui	1,598	1,053	65.8	276	17.3	92
Hawke's Bay	1,328	1,124	84.6	118	8.9	19
Wellington	2,662	2,035	76.4	363	13.6	122
Nelson	668	504	75.4	113	16.9	34
Canterbury	3,150	2,421	76.8	484	15.3	126
Otago	2,212	1,870	84.5	181	8.1	13
Southland	1,168	858	73.5	193	16.5	32
Totals	19,537	15,184	77.7	2,555	13.7	673
<i>Private Schools.</i>						
Auckland	605	416	68.7	96	15.8	41
Taranaki	97	70	72.1	13	13.3	2
Wanganui	213	125	58.7	35	16.4	7
Hawke's Bay	225	165	73.3	29	12.9	..
Wellington	502	403	82.8	62	12.3	6
Nelson	99	80	80.8	15	15.1	2
Canterbury	636	446	70.0	109	17.1	13
Otago	262	195	74.4	34	12.9	..
Southland	122	96	78.7	22	18.0	2
Totals	2,761	1,996	72.3	415	15.0	73

TABLE C5.—NUMBER OF CHILDREN WHO LEFT THE PRIMARY SCHOOLS IN 1924.

	Auckland.	Taranaki.	Wanganui.	Hawke's Bay.	Wellington.	Nelson.	Canterbury.	Otago.	Southland.	Total.
I. Those who passed Standard VI :—										
Boys	1,845	317	563	302	959	265	1,287	855	449	6,842
Girls	1,659	146	507	250	841	250	1,207	819	417	6,096
Totals	3,504	463	1,070	552	1,800	515	2,494	1,674	866	12,938
II. Those who did not pass Standard VI but reached the age of 14 years :—										
Boys	627	308	239	104	314	133	503	310	171	2,709
Girls	478	122	215	88	260	100	430	266	120	2,079
Totals	1,105	430	454	192	574	233	933	576	291	4,788
Totals of I and II :—										
Boys	2,472	625	802	406	1,273	398	1,790	1,165	620	9,551
Girls	2,137	268	722	338	1,101	350	1,637	1,085	537	8,175
Grand totals ..	4,609	893	1,524	744	2,374	748	3,427	2,250	1,157	17,726

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

District.	Number of Schools.				Roll Number.						Average Attendance.	Number of Teachers.					
	Undenominational Schools.	Catholic Church Schools.	Other Church Schools.	Total Number of Schools.	Undenominational Schools.	Catholic Church Schools.	Other Church Schools.	Total Roll.				Undenominational Schools.	Catholic Church Schools.		Other Church Schools.		
								Boys.	Girls.	Total.			M.	F.	M.	F.	M.	F.
Auckland ..	8	42	11	61	521	5,535	733	3,049	3,740	6,789	5,524.9	8	21	12	137	4	29
Taranaki ..	2	11	2	15	47	1,123	107	614	663	1,277	1,167.0	..	2	..	30	1	3
Wanganui ..	5	14	8	27	327	1,134	273	770	964	1,734	1,469.0	11	14	2	35	3	11
Hawke's Bay	8	12	8	28	184	1,569	237	932	1,058	1,990	1,774.7	7	10	3	37	5	15
Wellington	6	31	9	46	440	3,648	657	2,185	2,560	4,745	4,392.3	4	17	11	103	11	22
Nelson ..	2	5	2	9	36	594	26	315	341	656	634.9	..	2	..	18	..	3
Canterbury	11	44	9	64	478	4,391	822	2,602	3,089	5,691	4,975.9	10	20	12	130	9	22
Otago ..	3	17	4	24	133	1,620	268	862	1,159	2,021	1,962.9	..	8	4	55	2	9
Southland ..	..	10	1	11	..	968	62	479	551	1,030	914.4	..	..	..	31	..	4
Totals ..	45	186	54	285	2,166	20,582	3,185	11,808	14,125	25,933	22,816.0	40	94	44	576	35	118

TABLE E1.—SCHOOL STAFF, DECEMBER, 1925 (EXCLUSIVE OF SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS).

Education District.	Number of Schools.	Sole Teachers.		Heads of Schools.		Assistant Teachers.		Total Number of Adult Teachers.			Pupil-teachers.			Total Number of Adult Teachers (including Pupil-teachers).	Number of Probationers.	Percentage of Male to Female Adult Teachers.	Yearly Average Attendance (as in Table E2, less Secondary Depts. of D.H. Schools).	Average Number of Pupils to One Teacher.	
		M.	F.	M.	F.	M.	F.	M.	F.	Total.	M.	F.	Total.						
Auckland ..	757	187	202	277	38	213	883	677	1,123	1,800	33	62	95	1,895	196	60.3	59,342	* 32	† 30
Taranaki ..	171	31	62	46	31	19	152	96	245	341	7	15	22	363	39	39.2	10,384	29.5	28
Wanganui ..	211	41	70	79	15	40	232	160	317	477	12	24	36	505	52	50.5	15,554	32	30
Hawke's Bay ..	191	34	79	67	8	47	221	148	308	456	6	6	12	468	67	48.0	14,657	32	30
Wellington ..	258	34	112	75	20	86	398	195	530	725	15	41	56	781	83	36.8	24,382	32	31
Nelson ..	143	38	60	33	7	13	92	84	159	243	5	7	12	255	23	52.8	6,481	26	25
Canterbury ..	394	38	173	153	19	113	483	304	675	979	30	44	74	1,053	94	45.0	33,134	33	31
Otago ..	257	38	111	100	3	69	287	207	401	608	13	16	29	619	62	51.6	19,712	33	31
Southland ..	198	46	69	70	11	21	156	137	236	373	8	16	24	397	25	58.1	11,095	29	28
Totals, 1925	2,580	487	938	900	152	621	2,904	2,008	3,994	6,002	129	231	360	6,362	641	50.3	194,741	32	30
Totals, 1924	2,574	474	929	884	180	591	2,764	1,949	3,873	5,882	180	333	513	6,335	805	50.3	190,837	31	29
Difference	+ 6	+ 13	+ 9	+ 16	- 28	+ 30	+ 140	+ 59	+ 121	+ 180	- 51	- 102	- 153	+ 27	- 164	..	+ 3,904	+ 1	+ 1

* Reckoning two pupil-teachers as one adult, but excluding probationers.

† Reckoning two pupil-teachers or two probationers as one adult.

TABLE E2.—CLASSIFICATION OF TEACHERS IN PUBLIC PRIMARY SCHOOLS AT 31ST DECEMBER, 1925.

Education District.	All Schools.				Excluding Schools of Grades 0 and I.			
	Classified Teachers.	Holder of Licenses.	Unclassified and Unlicensed Teachers.	Total.	Classified Teachers.	Holder of Licenses.	Unclassified and Unlicensed Teachers.	Total.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Auckland ..	1,606	20	174	1,800	1,468	12	85	1,565
Taranaki ..	282	7	52	341	253	7	21	281
Wanganui ..	400	8	69	477	363	7	25	395
Hawke's Bay ..	386	5	65	456	350	4	16	370
Wellington ..	659	8	58	725	599	6	17	622
Nelson ..	193	5	45	243	153	4	13	170
Canterbury ..	920	6	53	979	817	1	17	835
Otago ..	562	5	41	608	499	3	12	514
Southland ..	293	9	71	373	272	4	24	300
Totals ..	5,301	73	628	6,002	4,774	48	230	5,052

TABLE E3.—DETAILS OF CLASSIFICATION OF TEACHERS IN PUBLIC PRIMARY SCHOOLS, DECEMBER, 1925.

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

Education District.	Class A.			Class B.			Class C.			Class D.			Class E.			Total.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.
Auckland ..	15	4	19	101	50	151	375	510	885	128	379	507	3	41	44	622	984	1,606
Taranaki ..	1	..	1	7	10	17	48	84	132	25	99	124	1	7	8	82	200	282
Wanganui ..	1	1	2	17	12	29	79	130	209	41	104	145	2	13	15	140	260	400
Hawke's Bay ..	1	..	1	29	7	36	75	138	213	31	95	126	1	9	10	137	249	386
Wellington ..	8	2	10	57	63	120	77	226	303	41	168	209	2	15	17	185	474	659
Nelson ..	..	..	..	10	10	20	44	58	102	20	45	65	1	5	6	75	118	193
Canterbury ..	15	1	16	84	33	117	134	399	533	58	176	234	3	17	20	294	626	920
Otago ..	10	2	12	47	27	74	92	247	339	42	92	135	1	1	2	192	370	562
Southland ..	2	..	2	17	10	27	52	111	163	31	61	92	3	6	9	105	188	293
Totals ..	53	10	63	369	222	591	976	1,903	2,879	417	1,220	1,637	17	114	131	1,832	3,469	5,301

TABLE EA.—ADULT TEACHERS IN PUBLIC SCHOOLS (EXCLUDING SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS) CLASSIFIED ACCORDING TO SALARY, WHICH FOR THE PURPOSE OF THIS RETURN INCLUDES HOUSE ALLOWANCE OR AN EQUIVALENT AMOUNT WHERE A RESIDENCE IS PROVIDED.—1925.

Salary.	Male Teachers.						Female Teachers.						Summary.			
	Certificated and licensed.			Uncertificated.			Certificated and licensed.			Uncertificated.			Total.	Un-certificated.		
	Sole and Head Teachers.	Assistants.	Total.	Sole and Head Teachers.	Assistants.	Total.	Sole and Head Teachers.	Assistants.	Total.	Sole and Head Teachers.	Assistants.	Total.				
													Total Male Teachers.	Total Female Teachers.		
Not exceeding £140 ..	2	2	4	10	3	13	17	4	28	32	146	47	193	225	36	242
£141-£160 ..	..	..	..	3	..	3	3	1	45	46	16	66	82	128	46	131
£161-£180 ..	1	3	4	10	..	10	14	4	394	398	16	17	33	431	402	445
£181-£200 ..	3	44	47	18	1	19	66	7	340	347	39	36	75	422	394	488
£201-£225 ..	10	43	53	44	1	45	98	10	817	827	53	4	57	884	880	982
£226-£250 ..	79	58	137	22	1	23	160	144	351	495	31	3	34	529	632	689
Totals not exceeding £250 ..	95	150	245	107	6	113	358	170	1,975	2,145	301	173	474	2,619	2,390	2,977
£251-£275 ..	71	41	112	11	..	11	123	139	161	300	4	..	4	304	412	427
£276-£300 ..	111	29	140	9	..	9	149	140	202	342	7	..	7	349	482	498
£301-£325 ..	37	43	80	1	..	1	81	65	119	184	1	..	1	185	264	266
£326-£350 ..	84	58	142	4	..	4	146	65	158	223	..	..	..	223	365	369
£351-£375 ..	97	74	171	..	2	2	173	102	105	207	..	..	..	207	378	380
£376-£400 ..	158	94	252	..	1	1	253	63	69	69	..	..	..	69	321	322
£401-£425 ..	176	33	209	..	..	..	209	26	3	29	..	..	..	29	238	238
£426-£450 ..	101	82	183	..	..	..	183	1	2	3	..	..	..	3	186	186
£451-£475 ..	102	2	104	..	..	..	104	4	..	4	..	..	..	4	108	108
£476-£500 ..	20	5	25	..	1	1	26	..	..	..	..	..	..	..	26	26
£501-£525 ..	71	..	71	..	..	..	71	1	..	1	..	..	..	1	72	72
£526-£550 ..	23	..	23	..	..	..	23	..	..	..	..	..	..	..	23	23
£551-£575 ..	26	..	26	..	..	..	26	..	..	..	..	..	..	..	26	26
£576-£600 ..	79	..	79	..	..	..	79	..	..	..	..	..	..	..	79	79
£601-£625 ..	..	1	1	..	..	..	1	..	..	..	..	..	..	..	1	1
£626-£650 ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
£651-£675 ..	2	..	2	..	..	..	2	1	..	1	..	..	..	1	3	3
£676-£700 ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
£701-£725 ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
£726-£750 ..	1	..	1	..	..	..	1	..	..	..	..	..	..	..	1	1
Totals, £251-£750 ..	1,160	461	1,621	25	4	29	1,650	607	756	1,363	12	..	12	1,375	2,984	3,025
Grand totals ..	1,255	611	1,866	132	10	142	2,008	777	2,731	3,508	313	173	486	3,994	5,374	6,002

TABLE F1.—RECEIPTS AND BANK BALANCES OF THE SEVERAL EDUCATION BOARDS FOR THE YEAR 1925.

Education Board.	Receipts from Government.											Workshop Account.	Total Receipts.	Cash Balances, 1st January, 1925.		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)				(12)	(13)	(14)	(15)	(16)
Auckland	10,318	534,869	500	5,775	30,920	44,859	23,022	6,591	130,936	31,054	27,242	846,086	15,287	£	£	12,796
Taranaki	2,469	99,663	128	1,451	6,032	242	4,260	35	15,042	7,026	2,692	139,049	5,602	634	145,285	5,725
Wanganui	3,400	138,113	226	620	8,218	238	4,937	..	20,080	10,071	3,508	189,411	5,210	829	195,450	228
Hawke's Bay	3,271	128,449	301	3,030	7,346	519	4,361	5,174	13,166	7,525	7,013	180,155	4,068	376	184,599	4,553
Wellington	4,645	202,791	298	1,996	11,452	51,938	8,178	1,085	40,960	15,821	10,509	349,673	23,238	..	372,931	11,361
Nelson	1,881	67,315	102	1,089	4,110	203	1,789	..	14,099	5,158	4,322	100,068	2,106	..	102,174	3,916
Canterbury	6,379	292,219	422	6,470	17,038	36,609	10,487	421	42,853	23,058	16,174	452,130	9,707	2,027	463,864	14,188
Otago	4,281	177,795	253	3,564	10,424	36,662	5,245	589	6,022	13,881	7,278	265,994	9,578	1,113	276,685	13,018
Southland	2,535	103,270	177	1,866	6,669	87	3,306	..	10,978	7,541	2,711	139,140	6,323	304	145,767	8,032
Totals	39,179	1,744,484	2,407	25,861	102,209	171,357	65,594	13,895	294,136	121,135	81,449	2,661,706	81,139	5,283	2,748,128	73,817

TABLE F2.—PAYMENTS AND BANK BALANCES OF THE SEVERAL EDUCATION BOARDS FOR THE YEAR 1925.

Education Board.	Payments.											Workshop Account.	Total Payments.	Cash Balances, 31st December, 1925.	
	Staff Salaries, Clerical Assistance, Office Contingencies, &c.	Teachers' Salaries and Allowances.	Libraries (Capitation Grants.)	Conveyance and Board of Pupils.	Incidental Expenses of Schools.	Training of Teachers.	Manual Instruction.	Technical Instruction.	Public School Buildings (including building, furniture, &c.)	Rent and Maintenance of School Buildings.	Subsidies, Scholarships, Refunds, and Sundries.				Subsidiaries, Scholarships, Refunds, and Sundries.	(14)	(15)	(16)
Auckland	12,231	535,023	506	6,256	30,928	43,304	27,631	6,178	130,808	38,676	31,854	867,544	4,149	£	6,625
Taranaki	3,175	100,242	230	1,202	5,893	259	4,495	26	10,807	6,067	3,932	144,165	7,837	6,845	6,845
Wanganui	3,757	138,325	159	797	8,271	113	5,700	464	17,708	9,517	5,558	194,819	4,450	859	859
Hawke's Bay	3,577	128,863	276	3,229	7,406	127	5,144	5,536	10,844	5,331	9,645	186,765	6,787	2,387	2,387
Wellington	6,219	202,751	135	2,129	10,010	51,974	8,093	1,298	42,598	14,389	33,208	372,804	..	11,488	11,488
Nelson	1,972	67,537	104	1,163	4,007	134	2,055	33	14,889	4,268	5,262	101,424	..	4,666	4,666
Canterbury	6,003	292,183	915	6,803	17,566	36,879	11,566	379	43,902	16,855	20,041	470,391	17,299	7,661	7,661
Otago	4,510	177,946	243	4,318	10,543	36,740	6,043	641	10,637	12,590	13,589	288,167	10,376	1,536	1,536
Southland	3,271	103,457	671	1,862	6,464	99	4,328	90	10,545	6,095	6,146	148,264	5,236	5,535	5,535
Totals	44,715	1,746,327	3,239	27,759	101,088	169,629	75,055	14,645	292,738	113,788	129,235	2,774,343	56,125	47,602	47,602

TABLE F3.—PAYMENTS OF EDUCATION BOARDS ON ACCOUNT OF ADMINISTRATION AND OF INCIDENTAL EXPENSES OF SCHOOLS, 1925.

Education Board.	Average Attendance.	Cost of Administration.		Incidental Expenses of Schools.	
		Total.	Per Unit of Average Attendance.	Total.	Per Unit of Average Attendance.
		£	s.	£	s.
Auckland	58,816	12,231	4.2	30,928	10.5
Taranaki	10,342	3,175	6.1	5,893	11.4
Wanganui	15,446	3,757	4.9	8,271	10.6
Hawke's Bay	14,575	3,577	4.9	7,406	10.2
Wellington	24,229	6,219	5.1	10,010	8.3
Nelson	6,476	1,972	6.1	4,007	12.4
Canterbury	33,159	6,003	3.6	17,566	10.6
Otago	19,486	4,510	4.6	10,543	10.8
Southland	11,059	3,271	5.9	6,464	11.6
Totals	193,588	44,715	4.6	101,088	10.4

TABLE F4.—OFFICE STAFFS OF EDUCATION BOARDS AS AT 31ST DECEMBER, 1925.

	Yearly Rate of Salary.	Remarks.
AUCKLAND—		
Secretary	£ 800	
Assistant Secretary	575	
Accountant	600	
Assistant Accountant	500	
Chief Clerk	450	
Clerks, 5—1 at £375, 1 at £335, 1 at £320, £1 at £205, 1 at £200	1,435	
Typistes, 6—1 at £205, 1 at £200, 1 at £190, 1 at £175, 1 at £160, 1 at £130	1,060	
Cadets, 5—2 at £135	270	One plus £15 boarding-allowance.
1 at £115, 1 at £95, 1 at £80	290	One plus £25 boarding-allowance.
Attendance Officer	200	
<i>Architect's Branch.</i>		
Acting-Architect	700	For twelve months from 25/10/25.
Assistant Architect	450	
Foreman	450	
Foreman Carpenter	350	
Draughtsmen, 2—1 at £290, 1 at £6 per week	502	Temporary.
Foreman Painter	286	
Clerk	325	
Typiste	175	
Cadet	95	Plus £25 boarding-allowance.
<i>Manual and Technical Branch.</i>		
Advisory Inspector and Supervisor Manual and Technical Instruction	750	
Clerk	375	
Typistes, 2—1 at £205, 1 at £175	380	
	11,018	
TARANAKI—		
Secretary	550	
Accountant	355	
Assistant Secretary	320	
Clerk-Typistes, 2—1 at £170, 1 at £155	325	
Typistes, 2—1 at £145, 1 at £120	265	
Caretaker and Storeman	100	
Attendance Officer	143	
<i>Architect's Branch.</i>		
Architect	600	
Draughtsman	156	
Workshop Foreman	330	
Buildings Foremen, 2 at £312	624	
	3,768	
WANGANUI—		
Secretary	665	
Assistant Secretary	410	
Accountant	360	
Assistant Accountant	235	
Clerk and Typistes, 4—1 at £145, 1 at £120, 1 at £90, 1 at £65	420	
Typiste	215	
Storeman	260	
Attendance Officer	255	Plus actual travelling-expenses.
<i>Architect's Branch.</i>		
Architect	575	Plus actual travelling-expenses.
Architect's Assistant	250	
Foremen Carpenters, 2—1 at £364, 1 at £301 12s.	665/12	Plus 5s. per day country allowance.
Workshop Foreman	312	
Foreman Painter	299	Plus 4s. 2d. per day country allowance.
	4,921/12	
HAWKE'S BAY—		
Secretary	700	Plus £100 from High School Board.
Accountant and Chief Clerk	450	
Clerks, 3—1 at £365, 1 at £305, 1 at £240	910	
Junior Clerk	100	
Typistes, 3—1 at £215, 1 at £205, 1 at £115	535	
<i>Architect's Branch.</i>		
Architect	680	
Architect's Clerk and Draughtsman	345	
	3,720	

TABLE F4.—OFFICE STAFFS OF EDUCATION BOARDS AS AT 31ST DECEMBER, 1925—continued.

	Yearly Rate of Salary.	Remarks
WELLINGTON—		
Secretary	750	
Assistant Secretary	500	
Supplies Clerk and Attendance Officer	375	
Staffs Officer	325	
Book-keepers, 2—1 at £230, 1 at £210	440	
Typistes, 5—1 at £200, 2 at £170, 1 at £160, 1 at £90	620	
Junior Clerk	85	
Assistant Supplies Clerk	170	
<i>Architect's Branch.</i>		
Architect	500	
Clerk of Works	400	
Draughtsman	325	
Typiste	190	
Junior Draughtsman	180	
Clerks of Works, 2—1 at £180, 1 at £312	492	
Clerk, Training College	115	
	5,467	
NELSON—		
Secretary	550	
Accountant	365	
Chief Clerk	285	
Clerks, 2—1 at £120, 1 at £75	195	
Attendance Officer	60	
<i>Architect's Branch.</i>		
Architect	400	
Painters, 2—1 at £241 16s., 1 at £228 16s.	470/12	
	2,325/12	
CANTERBURY—		
Secretary	575	
Assistant Secretary	385	
Accountant	375	
Clerks, 5—1 at £280, 1 at £180, 1 at £150, 1 at £110, 1 at £65	785	
Typistes, 3—3 at £180	540	
<i>Architect's Branch.</i>		
Architect	565	
Draughtsmen, 2—1 at £320, 1 at £182	502	
Typiste	90	
Foremen, 5—3 at £450, 1 at £300, 1 at £312	1,962	
Buyer	300	
Workshop Clerks, 3—1 at £145, 2 at £95	335	
Attendance Officers, 2—1 at £275, 1 at £100	375	
	6,789	
OTAGO—		
Secretary	750	
Chief Clerk	460	
Clerks, 6—1 at £350, 2 at £310, 1 at £200, 1 at £100, 1 at £70	1,340	
Typistes, 2—1 at £135, 1 at £70	205	
Attendance Officer	350	
<i>Architect's Branch.</i>		
Architect	590	
Draughtsman	450	
Clerks, 2—1 at £370, 1 at £208	578	
Workshop Foreman	325	
	5,048	
SOUTHLAND—		
Secretary	575	
Assistant Secretary	475	
Accountant	425	
Clerk	144	
Typistes, 3—1 at £170, 1 at £75, 1 at £65	310	
Junior Clerk	104	
Attendance Officer and Caretaker	240	
<i>Architect's Branch.</i>		
Architect	525	
Assistant Architect	400	
Stores Clerk	234	
	3,432	

TABLE G1.—MANUAL INSTRUCTION AND ELEMENTARY NEEDLEWORK, 1925.

Education District.	Number of Public Primary Schools at which Manual Instruction (not including Instruction in Elementary Needlework) was taken.	Subjects and Number of Schools on account of which Capitation was claimed for 1925.							
		Public Primary Schools.					Private Schools.		
		Domestic Subjects.	Woodwork and Ironwork.	Elementary Science.	Agriculture and Dairy-work.	Needlework.	Domestic Subjects.	Woodwork and Ironwork.	
Auckland	464	183	180	27	409	123	32	29	
Taranaki	163	33	35	2	163	26	7	6	
Wanganui	183	36	36	2	183	32	7	5	
Hawke's Bay	155	20	20	13	147	19	5	5	
Wellington	205	58	61	50	167	23	9	4	
Nelson	105	37	36	4	103	29	3	3	
Canterbury	306	140	143	14	272	27	15	15	
Otago	235	42	39	10	225	34	..	..
Southland	141	86	77	3	133	35	5	3	
Totals, 1925	1,957	635	627	125	1,802	348	83	70	
Totals, 1924	1,804	575	567	106	1,671	352	73	70	

APPENDIX A.

REPORT OF THE CHIEF INSPECTOR OF PRIMARY SCHOOLS.

SIR,—

Wellington, 4th June, 1926.

I have the honour to present my annual report for the year ended 31st December, 1925.

The only changes that took place in the inspectorial staff during the year were the retirement of Mr. W. Brock, M.A., Senior Inspector in charge of the Canterbury District; the transfer of Mr. M. McLeod, B.A., from Hawke's Bay to succeed Mr. Brock; the appointment of Dr. J. W. McIlraith as Senior Inspector to succeed Mr. McLeod; and the appointment of a successor to the vacancy caused by the death of Mr. J. Nicolson, for many years head teacher and latterly an Inspector in the Otago District.

Stated in general terms the duties of an Inspector of Schools in New Zealand comprise the grading of teachers, the making of at least two unannounced visits to the schools in his charge, the setting and marking of papers for the Junior National Scholarship Examination and occasionally for other public examinations, and the sole responsibility of conducting the Standard VI examinations for proficiency certificates. The awarding of grading-marks to teachers occupies from a fortnight to three weeks in the larger districts; the consideration of appeals against grading and the determination of interim gradings through the year absorb additional time, and when further periods occupied in examination work are deducted there is too little time left for the actual work of inspecting schools. It must not be thought that the inspection of schools in this country is at all a formal matter. Every Inspector recognizes that constructive work in improving the methods of teaching and the general efficiency of the instruction constitutes the major portion of his duty. The word Inspector does not by any means describe his main work. Every Inspector regards with pleasure and satisfaction the improvements he has been able to effect in the schools under his charge. Many an uncertificated teacher who entered the ranks without any training has been assisted to reach an honourable position in the service through the constructive work done by the Inspectors who visited his school. The efforts of the Inspectors in this respect have been ably seconded by an efficient staff of organizing teachers.

Last year seventeen organizers were employed throughout the Dominion, but mainly in the North Island districts, where, owing to the more rapid advance of settlement, the number of remote schools manned by uncertificated teachers is larger than in the South Island. The number of uncertificated teachers has been very substantially reduced owing to the much larger number of trained teachers prepared by the training colleges. In the year 1923 there were 1,000 uncertificated teachers employed; last year there were only 465, and of this number a large proportion are only one or two subjects short of the full examination requirements. It is very satisfactory to learn from the Inspectors that only about thirty of these are doing unsatisfactory work, and they will soon be replaced by more efficient trained teachers. It would, I think, be unwise to dispense with the organizing teachers, since young people who pass through the training college cannot possibly have sufficient practice and training in the management of country schools to enable them to do satisfactory work there without some further assistance. It is, however, apparent that as the number of trained and certificated teachers increases the services of organizers will not be so urgently required, and their places may be taken in certain districts by a fully qualified Inspector of Schools.

It is perhaps not generally realized that the work of an Inspector involves duties of a very arduous nature and demands a strong physique and capacity for enduring discomfort cheerfully. Many of the schools, particularly in the North Island districts, can be reached only by riding on horseback, and the distances in many cases are long and the roads bad. I have before me the diary of an Inspector whose journeys for one week consisted in travelling on horseback in a very lonely part of the country over distances varying from twenty to thirty miles daily. On some occasions he succeeded in visiting two very small schools in the course of his daily journey, and one can well understand how, during that period, ordinary official hours were entirely disregarded.

The staffing of primary schools is from year to year being considerably improved, mainly owing to the power now possessed by the Department of granting an increase in school staff wherever classes are unduly large. The scale of staffing is now such as to reduce the number of pupils per teacher to 40 in Grade IV schools, 45 in Grade V, 48 to 50 in Grade VI, and from 45 to 47 in Grade VII, the calculation being based on the maximum average attendance in each grade; but in order to cope with the special difficulties in organization, presented by unsuitable accommodation on the one hand and by rapidly increasing attendance on the other, the Department grants additional assistant teachers wherever it is clear these are urgently needed. Two years ago there were approximately five hundred classes containing over sixty pupils on the roll, and at the end of the year 1925 this number was reduced to about two hundred. There were at the same time about nine hundred classes with less than forty-one pupils on the roll. It may seem anomalous that there should be such a large number of small classes and at the same time a proportion of excessively large classes; but it has to be remembered that in many instances small classes are placed in charge of probationary assistants who have not finished

their course of training, and in other cases the accommodation is such that it is impossible to avoid forming a certain number of very small classes. Many of the older school buildings were not very intelligently planned, and contain not only some rooms of huge size, but also some very tiny rooms, intended evidently to house drafts of pupils taken by a pupil-teacher from the larger classes. Until schools of this kind are remodelled it will be impossible to arrange classes of a more even size. As far as I am able to judge, little more can be done to increase the teaching staff until more adequate and more suitable accommodation is provided. The reduction of all classes to not more than forty pupils is, however, the Department's aim, and as a very large sum of money is being spent annually on remodelling unsuitable school buildings the number of classes of reasonable size is being gradually increased.

In my report of last year I drew attention to the lack of originality in the primary schools. During the year very little information reached me showing that much original work was being attempted by the teachers. I am told by some that our rigid syllabus, our rigid methods of inspection, and our rigid system of grading are responsible for this shortcoming, but I am inclined to think that these excuses are very considerably exaggerated, and do not explain the lack of originality. I am assured by the inspectorial staff that originality is encouraged in capable teachers, but that too frequently those of less capacity are inclined to flit from method to method and to concentrate their efforts in no one definite direction. Whatever may be the explanation the fact remains that little is heard of any original work beyond some attention in intelligence tests.

Attention to the rights and needs of the individual child has brought us to realize the necessity for differentiation in primary education, as well as in secondary and technical education. There are and always have been in our schools some pupils whose native intelligence is not sufficiently great to enable them to benefit by education along ordinary lines. Their powers lie in the direction of manual occupations rather than in the mastery of the three Rs. It is futile to attempt to prepare such pupils for avenues of employment that can be reached only through the medium of the Standard VI Proficiency Examination, yet they are quite capable of becoming useful members of society. A beginning has been made to establish special classes for such children, and it is most gratifying to note the skill they soon acquire in the use of their hands. It is remarkable, too, how the acquisition of such skill reacts on their power to advance in literary subjects. Such pupils are certainly enabled to advance to the limit of their capacity in such subjects when they are in a happy environment and doing work in which they can excel and which, therefore, yields them the maximum degree of satisfaction. I hope that it will be possible to extend such classes, and to establish them in the near future in all the main centres. As our public-school classes are reduced in size teachers will be enabled to give individual attention to those pupils of normal intelligence who have been retarded by some misfortune during their school career. Such pupils require only an opportunity to make up the leeway they have lost. If the country could afford it, this could be done most effectively in what are sometimes called opportunity classes, but it appears to me that our first care should be the education of those children who are of somewhat subnormal intelligence, and these can be educated satisfactorily only in classes specially organized for the purpose.

For many reasons, too, a revision of the syllabus appears desirable. It could be enriched not only in the direction of utilizing more freely training in handwork, but also by giving a stronger bias towards the study of English literature and towards the more practical side of elementary mathematics. Facility in English composition, both oral and written, has greatly increased in recent years, and teachers now secure as well-written composition in Standard II as was in former years thought possible only in Standard IV. There was a time when the syllabus specified six sentences in composition for a Standard III lesson. Our pupils in the higher infants' classes far exceed this allowance. At the same time there is no doubt that too much attention is being paid to the mechanical aspects of the teaching of English. Grammar has, in my opinion, far more than its rightful share of attention, and much time is still being wasted on the spelling of difficult words, words that are not in the last likely to enter the child's vocabulary for several years. More attention should be paid to good English literature in order that pupils before they leave the primary schools may be imbued with an appreciation of and a love for some of the finer work of our best authors. Time for this broader study of English can also be secured by reducing the amount of time usually allotted to arithmetic. This subject has been overdone in the past, and is still being overdone. It is, indeed, not too much to say that with many teachers it is the principal subject in the curriculum. We have already jettisoned a great deal of useless work in arithmetic, and I think there is still some lumber to be got rid of. The arithmetic taught in the primary schools is not a disciplinary subject, nor does it enable a child to develop a faculty for overcoming the financial difficulties he may meet with in after-life. Its content should, however, be closely related to life needs. Real life situations provide abundant material for even the most ardent arithmetician, and I think that in this direction the scope of the subject should be widened to include those simple practical problems in geometry that most men and women meet with in some shape or form. If the primary syllabus were modified along these lines—that is, in the direction of utilizing more fully the handwork and manual-training subjects in the direction of making the arithmetic more practical and more suited to everyday needs, and in the direction of widening the study of English—I think the primary schools would themselves advance a long way towards gaining some of the advantages which the junior high school is intended to provide.

The training of teachers is being very effectively carried on at the four training colleges. Some very fine work is being done by the students, many of whom attempt at the same time their University studies. This task proves in many instances a very heavy burden, and it would be much to the advantage of the young student if he could complete his University course before undertaking the specialized training at a teachers' training college. Towards the end of the year the Department

formulated a plan by which the number of students entering each training college would be controlled in order that there might be a direct relation between the number of students in the colleges and the staff requirements in the primary schools. The number of probationers appointed in each education district was also controlled in the same manner. There appears, therefore, no likelihood of the supply of teachers being in excess of the demand in future years. Briefly, the plan of training is one year probationary course in the schools, two years' training at college, and one year post-college probationary course in the schools. At the end of the fourth-year period the student, if he has qualified academically, can become certificated. The training of teachers is carried further by means of refresher courses of instruction, which are organized by Education Boards. During the epidemic period of 1925 refresher courses were held in every district in New Zealand, and were of immense benefit to the teachers. It is intended to continue instruction classes of this kind as far as is practicable, as they undoubtedly form an invaluable aid to teachers who have taught long enough to know what their special teaching difficulties are. It is hoped by means of these classes to modernize the treatment of handwork, and to enable teachers to become acquainted with the best methods of teaching such special subjects as singing, drawing, and science. Already specialization in these subjects is being encouraged: there is a staff of experts in agricultural science in every district, and the appointment of a Supervisor of School Music will, no doubt, soon encourage specialization in this direction also. In drawing we have, so far, no specialized teachers outside the four training colleges, but it is hoped that in this direction also it will soon be possible to organize a staff of special instructors. The teaching of musical appreciation received an impetus last year by the payment of liberal subsidies, enabling schools to purchase gramophones and records. No records that have not been approved by the Senior Inspector are permitted to be used in the schools, and although as yet little definite teaching has been introduced in connection with the gramophone a beginning has been made to familiarize the pupils with the music of famous composers. The importance of physical instruction is recognized by all teachers, and neglect of this important work is now very rarely reported. In numbers of schools very careful measurements are taken, and the improvement shown by the pupils, not only in their general physique, but in their height, weight, and carriage, has been most marked. Teachers have also become impressed with the value of such instruction so far as the pupil's advancement in his ordinary studies is concerned; *mens sana in corpore sano* is now much more than a catchword among teachers.

The Department's Correspondence School had, during the year, a roll of approximately five hundred pupils, but the staff was quite inadequate to deal satisfactorily with such a large number. Courses of instruction are still incomplete, and it is found very difficult for the teacher in charge of so many pupils to maintain personal contact and establish friendly relations with each. Unless this is done the teachers cannot secure the maximum degree of efficiency in their work. At the same time there is not the slightest doubt that the school is proving a boon to many settlers in remote parts of the Dominion. I feel sure that when the results of the work done by the Correspondence School staff are more fully felt the amount of retardation in the ordinary schools due to pupils beginning their school life at a somewhat late period will largely disappear. From time to time reports come to hand showing that pupils transferring from the Correspondence School roll to the ordinary schools take quite a satisfactory position.

As is customary, each Senior Inspector in his annual report deals fully with the state of education in the primary schools in his district, and comments on the efficiency of the instruction in the various subjects of the school curriculum.

The Director of Education.

I have, &c.,
T. B. STRONG,
Chief Inspector of Primary Schools.

APPENDIX B.

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

I. REPORTS.

AUCKLAND.

SIR,—

In accordance with the requirements of the Education Act, the Education Board of the District of Auckland has the honour to submit the following report for the year 1925 :—

Board.—During the year no changes took place in the personnel of the Board, the members being : Auckland Urban Area—Mrs. N. E. Forner, Mr. G. Brownlee, Mr. W. J. Campbell, Mr. H. S. W. King, Mr. J. P. McPhail, and Mr. T. U. Wells ; Hamilton Urban Area—Mr. S. B. Sims and Mr. F. A. Snell ; North Ward of the Rural Area—Mr. J. D. McKenzie and Mr. R. Hoe ; East Ward of the Rural Area—Mr. E. C. Banks and Mr. A. Burns ; West Ward of the Rural Area—Mr. J. Boddie and Mr. J. Patterson. The Board meets on the first and third Wednesdays in each month. Twenty-three meetings of the Board were held during the year, with an average attendance of twelve.

Schools.—During the year the following schools were opened : Lower Waimai, Kaiawa No. 2, Te Tii, Arapuni, Hoe-o-tainui, Mangawara, Waitawheta, Okupata Road, Beachlands, Waitapu, Campbell's Bay, Kairara, Fern Flat, Dove's Bay, Iwiroa, Mataraua. The following schools were closed : Tapairu, Te Wairoa, Waitomo, Valley Road, Rotongaro, Okaihau No. 2, Te Rauamo No. 2. The number of schools open at the end of the year 1925 was 749, an increase of 107 during the last ten years.

Buildings.—During the year twenty new schools were built and thirty-five schools were enlarged. In order to meet cases of emergency five temporary buildings were also erected ; five schools were remodelled ; seven teachers' residences were provided during the year, and five were enlarged. The Board has again to acknowledge that the grants made by the Department during the year enabled the Board to adopt a vigorous policy with reference to the provision of school accommodation in the Auckland Education District. The Board cannot yet, however, consider that the accommodation requirements have been even approximately overtaken. In several schools the accommodation is congested and inadequate. A large number of halls and other private buildings are still being used to provide school accommodation. The provision of teachers' residences is still a serious necessity in this district, especially in rural areas. The Board finds considerable difficulty in properly staffing the rural schools from lack of living-accommodation for teachers.

Maintenance Fund.—During the year, notwithstanding a monthly review of the position, the Maintenance Fund has not been adequate to meet the Board's requirements.

Training College.—By the courtesy of the Auckland City Council the Board was allowed till the end of the year the use of the annexe for the purpose of providing additional accommodation for the training of the teachers. At the end of the year, however, owing to the progress in the erection of the Training College on the Eden-Epsom site, the annexe was handed over to the City Council. The Board must express its whole-hearted gratitude to that body for permitting the use of the annexe for so long a period, and so overcoming a serious difficulty with which the Board was confronted. During the year the erection of the north-east wing of the Training College was authorized, and arrangements were made so that it might be completed in time for the use of the students early in the year 1926.

Training College Hostel.—The Training College Hostel continues to prove a boon to many of the women students of the Auckland Training College, and is now fully occupied. The hostel is self-supporting, and plays an important part in the corporate life of the women students of the Training College.

District High Schools.—Reports of Inspectors indicate that the improvement noted in my last report in the efficiency of the tuition in the secondary departments of district high schools continues. The results of the annual examinations support this view. Indeed, the results from most secondary departments are now highly gratifying. The value of such institutions in rural districts cannot be over-estimated, and every year sees an increasing number of young people taking an advantage of them. The Board again wishes to place on record its appreciation of the good work done by the Senior Inspector and his colleagues in connection with post-primary education. It is largely due to their efforts that the improvement to which attention has been drawn herein has been of so marked a nature.

Junior High Schools.—The junior high school established in 1922 at Kowhai Road had a roll number at the end of the year of 819, and an average attendance of 790. During the year junior high schools were established at Matamata and Northcote, the former with a roll number of 166 and the latter 218. Both schools are superimposed upon the primary department, and form a useful experiment in this

direction. In the case of Matamata the junior high school has worked in conjunction with a district-high-school department. Educational authorities who have visited junior high schools in this district are satisfied that in the case of the one that has been in existence now some years the experiment has been a success, and that it will prove a success in the cases of the others just established.

Subsidies.—The Committees of the Auckland Education District still continue to show keen interest in the schools under their charge. During the year several thousand pounds were contributed by residents for the improvement of the school-grounds and surroundings, and for the establishment of libraries and other school requirements. It is evident that parents in general are becoming more fully alive to the importance of education in the future life of the child.

School Fund Allowance.—During the year your Department continued the payment of a special grant in aid of the School Fund allowance to Committees. This has proved a great benefit to School Committees, who without the extra grant would have been unable to cope with the many difficulties they have to contend with.

Religious Instruction in Schools.—During the year the Committees of a few schools applied for and were granted authority to establish the Nelson system of Bible-reading in schools in their districts.

Staffing Conditions.—A steady improvement has taken place year by year in the staffing of schools, and the regulations drawn up towards the end of last year will at last make provisions for adequate staffing. The substitution of probationary assistants in lieu of pupil-teachers will greatly overcome the staffing difficulty. Certificated teachers are gradually replacing uncertificated teachers, and the number of the latter now in the Board's employ has considerably decreased. The teaching profession still continues to prove attractive to young people who have had a secondary education. The number of applicants for positions as probationers increases every year, and their academic qualifications become greater. Junior teachers give evidence of interest in their academic studies, so that the number who fail to qualify for entrance to the Training College is now comparatively small. The number of teachers employed at the end of June, 1925, was as follows:—

	Males.	Females.	Total.
	842	1,386	2,228
Pupil-teachers and probationers—			
Second grade	36	52	88
First grade	56	152	208
Total			2,524

Appointment of Teachers.—During the year the Board expressed to your Department its view that all schools of Grade 3B and upwards should have a male head teacher, and ascertained from other Boards that in several cases their views were similar. The Board considers that on account of the number of older boys in such schools it is desirable that they should be in charge of a man. The Board desires that your Department will initiate legislation to make this possible.

Medical and Dental Inspection of Schools.—The Medical and Dental Officers of the Health Department continue to do much good work in the primary schools in this district. Their number should, however, in the opinion of the Board, be materially increased so that they may adequately cope with the needs of a district containing more than sixty-seven thousand children. During the year several dental clinics were established in this district, and these are receiving the hearty support and co-operation of the parents whose children attend them.

Unauthorized Expenditure.—The Board has directed me to express to you its thanks for your action in increasing the maximum of unauthorized expenditure to £100. The Board's experience was that the former authorization was totally inadequate.

Honoraria to Chairmen.—The Board desires me to express to you its thanks for promoting legislation whereby Education Boards are enabled to grant honoraria to Chairmen. The Board felt that the position was anomalous and invidious.

School-sites.—The Board desires me to express its thanks for your action in approaching the Lands Department and bringing about the decision of that Department to consult Education Boards before approving plans of large subdivisions of land. As a result of this action it is hoped that many school-sites will in the future be reserved to the Board from subdivisions.

Organizing Teachers.—The organizing teachers in this district continue to do good work. Their number was supplemented by one this year. With his inclusion it is considered that the staff of organizing teachers is now sufficiently strong to visit all rural schools that are not in a satisfactory state of efficiency. The organizing teachers have during recent years greatly improved the standard and tone of the teaching of rural schools.

Adopted Schools.—During the year, with the approval of the Board, the Senior Inspector inaugurated a scheme of adopted schools which cannot but prove of great benefit to teachers in outlying districts. The underlying principle is that a highly efficient school shall adopt one or more small schools, and by correspondence and interviews direct to some extent the work of the latter. The Board considers that the Senior Inspector's plan is full of promise.

School Libraries.—During the year school libraries were further extended and improved. The Senior Inspector has prepared a list of books suitable for school libraries, and this has been printed and circulated to the different schools in the district. The list acts as a guide to teachers in selecting books. Already the teachers have found the benefit of the list.

Use of Schools as Polling-booths.—During the year the Board emphatically protested against the use of schools as polling-booths in districts where halls or other suitable premises were available. Wherever possible, Returning Officers met the Board in a spirit of compromise, so that schools were not so extensively used as formerly.

Infantile Paralysis.—Until the middle of April the schools were closed owing to an epidemic of infantile paralysis. During that time a refresher course for teachers was held and was much appreciated. During the latter part of the period the children were taught by correspondence: in the case of many of the rural schools by visits to the home of the teacher. In this way the ill effects of a long period of closure were to some extent neutralized.

Mr. W. E. Spencer.—The Board desires me to express to you its high appreciation of the services of Mr. W. E. Spencer, who for many years was Officer in charge of Sites and Buildings Branch of the Education Department. The relations existing between Mr. Spencer and the Board and its officers were most cordial. The Board found Mr. Spencer just and reasonable.

Conclusion.—In conclusion the Board cannot but express satisfaction with the cordial relations existing between the Board, the School Committees, the teachers, and the Education Department.

The School Committees have shown great interest in all matters pertaining to the welfare of the schools under their jurisdiction.

The teachers have done the utmost for the pupils under their care; and the Department has met the requirements of this education district so far as was possible with limited financial resources.

I have, &c.,

A. W. BURNS,
Chairman of Board.

The Hon. the Minister of Education, Wellington.

TARANAKI.

SIR,—

In accordance with the requirements of the Education Act, 1914, I have the honour, on behalf of the Taranaki Education Board, to present the following report of our proceedings for the year 1925:—

Board Members.—The personnel of the Board during the year was as follows: Central Ward—Rev. J. L. A. Kayll and Mr. F. H. Sims; North Ward—Messrs. H. Dempsey and P. J. H. White; South Ward—Messrs. H. J. Eaves and A. Lees; Urban District of New Plymouth—Messrs. R. J. Deare and S. G. Smith. Twelve ordinary, special, and extraordinary meetings were held during the year, and individual members have again given much valuable time to meetings and sub-committees, and in visiting various localities for purposes of administration.

The following schools were opened during the year: Mackford Household (0), Croydon (1), and Westown (IVB). Marangae (0), Pehu (0) and Frankley Side schools were closed. The Ahititi and Tongaporutu Schools were combined as half-time schools, and District High Schools were established at Opunake and Manaia.

Buildings.—The past year has again been very active in general building operations. The following new works were completed: New schools in concrete at Eltham and Westown. The building at Eltham consists of a range of five class-rooms, including a dental clinic and teachers' rooms, and was erected on a very fine new site to form a nucleus of a complete new school for Eltham. The school at Westown, consisting of four rooms, is now overtaxed, although only opened barely twelve months, and a grant for an additional room is now authorized. New schools of a movable type were erected at Mangakara, Croydon Road, and Everett Road, and also two movable teachers' baches at Hillsborough and Turoto Road; a new school in wood (replacement) was completed on a new site at Pembroke; additional class-rooms in concrete were also completed at Waitara and Fitzroy; additions and remodelling for the Fraser Road School and remodelling at the Albert School. New residences were erected at Awakino and Norfolk Road. In addition to the above, twenty-seven schools and thirteen residences were painted and renovated throughout. The movable type of building erected to meet temporary needs is proving very satisfactory. The Board has also had a very complete workshop, and practically the whole of its building, furniture, and joinery work is carried out by its own staff.

The Cuthbert Shield, awarded to schools of Grade 3 and upward for arrangement and care of school-grounds, instructional, indoor, and experimental work, was won by the Ohangai School which gained the highest aggregate marks.

The Tisch Shield, presented in 1909 by Mr. Tisch for the same purpose for which the Cuthbert Shield was presented, now limited to schools below Grade 3, was won by Ararata School.

Handwork.—The supplies were ample and of good quality and came to hand in good time for distribution during the early months of the year. This subject is now universally recognized as an important adjunct to education, and teachers and instructors make good use of the supplies sent to them.

Agriculture.—During the year, in addition to ordinary practical garden-work, schools have been equipped with charts, gauges, and barometers for observations upon the weather. Many of the teachers manifest a very keen interest in the aims and objects of rural education, and much of the work done is very creditable. In addition to the work in general agriculture and nature-study, several of the schools include dairy science in the course of instruction. Interest in afforestation work has been stimulated in all schools in the district, and members have noted with pleasure many instances where valuable results are being obtained.

Medical Inspection.—The School Medical Officer paid several visits to the district during the year.

Dental Treatment of Children.—The dental clinic at Courtenay Street School has quite justified its establishment. Parents and teachers alike comment favourably upon the noticeable improvement upon the health of the children now receiving regular dental treatment; and my Board looks forward to the time when clinics are established not only in the large town centres, but also in rural districts. In New Plymouth nearly two thousand children are benefiting by the treatment. They are re-examined at least once every six months, and such attention as is necessary is given at other times free of cost.

Conveyance of School-children.—I have again to express satisfaction with the policy of conveyance to central schools. The reports upon the attendance of pupils from Ngariki Road and Glenn Road who are conveyed to Rahotu and Manaia Schools are very favourable. In a scattered district like this a very large number of children ride long distances daily to school, and these are among some of the most regular attenders. The total amount paid to parents and contractors for riding and conveyance allowance on account of children attending primary schools and manual classes is now £1,616 15s. 2d.

School Committees.—It is pleasing to again report the harmonious relations existing between School Committees and my Board. By their active co-operation many improvements have been effected, including heating, sanitation, and the environment of the school generally. Large sums have been raised by local effort for the improvement of the grounds, boundaries, and buildings; and much valuable assistance has been rendered in the administration of education throughout the district.

General.—In conclusion I wish, on behalf of my Board, to express our appreciation of the sympathetic consideration given by the Department to our representations, and to cordially wish you success in your new sphere of activities.

To the Inspectorate we extend our hearty thanks for their ungrudging assistance and co-operation.

I have, &c.,

S. G. SMITH, Chairman.

The Hon. the Minister of Education, Wellington.

WANGANUI.

SIR,—

I have the honour to submit the following report on the proceedings of the Board for the year ending 31st December, 1925 :—

Board.—During the year Mr. J. J. Pilkington and Dr. D. M. Mitchell (North Ward) and Mr. E. V. Laws (Wanganui Urban Area) resigned from the Board.

The personnel of the Board at the end of the year was as follows: Messrs. W. A. Collins (Chairman) and E. F. Hemingway (West Ward), Messrs. A. Fraser and H. McIntyre (South Ward), Messrs. A. J. Joblin and W. Adams (North Ward), Messrs. W. R. Birnie and W. F. Durward (Palmerston North Urban Area), and Messrs. J. Aitken and W. W. Hedges (Wanganui Urban Area).

Schools and Attendance.—New schools were opened at Harataha, Kopane, Waimarino, and Putahi; the Waipuru School was reopened. The schools at Kaukatea and Mangoihe, and the side school at Winiata, were closed during the year.

Efficiency of the Schools.—It is pleasing to note that of 164 reports scrutinized the Inspectors estimate that the general efficiency of the schools of Grade 1 and upwards was good to excellent in 48 schools, very fair in 111, while only 5 were as low as fair, and, further, that in general very fair work was done in the Grade 0 schools, some of the work of their Standard VI pupils being very pleasing.

Organizing Teachers.—A staff of two organizing teachers was maintained during the year, excellent work being done by them. The number of uncertificated and inexperienced teachers has now been reduced to such an extent that during the current year one organizing teacher will be sufficient to cope with the work.

Voluntary Contributions.—Voluntary contributions received during the year totalled £2,196 4s. 8d., a decrease of £425 17s. 4d. as compared with the year 1924. The main purposes of the contributions were the improvement of buildings and grounds; the purchase of new sites and additional land; the installation of septic tanks; the purchase of gramophones and records, pictures, and special equipment; and the establishment and enlargement of school libraries.

Health of Children.—Apart from the infantile-paralysis epidemic in the early part of the year the attendance was not seriously affected by sickness. Dr. Elizabeth Gunn and her staff did excellent work, particularly at the Children's Health Camp, held at Turakina for a period of five weeks during November and December. One hundred and eighteen children were taken into camp, and the improvement in the general health of the majority was very marked. Four such camps have now been held in this district, and the Board is so satisfied as to their value that it intends to make every effort to continue holding them. The method of financing the camps is not altogether satisfactory. Apart from a grant of £50 from the Health Department, the Board has to depend on voluntary contributions to meet expenses. The cost of the last camp was £322, but this would have been much higher but for the assistance of Mr. and Mrs. B. P. Lethbridge, whose generosity in various ways saved the Board a considerable sum. Opportunity is here taken of conveying to Mr. and Mrs. Lethbridge the Board's sincere thanks for the generous spirit in which they have on the occasion of each camp assisted the Board, and for the kindly interest they have shown in the comfort and welfare of the children. To all those who contributed in cash or in kind the Board expresses its grateful thanks. The Board believes that the results of these health camps have proved their value, and that the time has arrived for the State to shoulder the financial responsibility involved.

School Dental Clinics.—While the Board appreciates the work done by the Health Department in establishing a number of school dental clinics in this district, it would urge more rapid progress in this direction, as the need for such institutions, particularly in the country districts, is very great.

Physical Instruction.—The work of physical instruction, if properly carried out, must have an important bearing on the health of the children. It is advisable, therefore, that the visits of Instructors to the schools should be as frequent as possible so as to ensure that instruction along proper lines is given by the teachers. The Board believes that good work is being done by the Department's Instructors attached to this district.

Manual and Technical Instruction.—A report from the Director of Technical and Manual Instruction is attached hereto.

Buildings and Sites.—New schools were erected at Kopane and Waimarino, and a new building for the accommodation of the pupils of the secondary department at the Marton District High School. A new site was acquired at St. John's Hill, Wanganui, and an additional area of land secured for the Manchester Street School, Feilding.

General.—School Committees throughout the district did excellent work, in co-operation with the teachers, in improving the interior and exterior environment of the schools, and generally in promoting the welfare of the children, and the teachers themselves gave loyal and efficient service.

The Inspectors, under Mr. F. G. A. Stuckey, gave the Board every possible assistance during the year, and the Secretary and the Architect, and their staffs, and the manual instructors, carried out their duties to the entire satisfaction of the Board.

To all of the above I tender the thanks of the Board.

I wish, also, to convey to the Minister and officials of the Department appreciation of the manner in which attention was given to the Board's requirements during the year.

I have, &c.,

W. A. COLLINS, Chairman.

The Hon. the Minister of Education, Wellington.

HAWKE'S BAY.

SIR,—

In accordance with the provisions of the Education Act, 1914, the Education Board of the District of Hawke's Bay has the honour to submit the following report of its proceedings for the year 1925 :—

The Board.—The personnel of the Board remained unchanged, and at the end of the year was as follows: Napier Urban Area—Messrs. J. Clark Thomson and R. C. Wright; Gisborne Urban Area—Messrs. G. Crawshaw and J. S. Wauchop; Hastings Urban Area—Messrs. G. F. Roach and G. A. Maddison; North Ward Rural Area—Messrs. W. Oates and J. R. Kirk; Middle Ward Rural Area—Messrs. G. McKay and A. King; South Ward Rural Area—Messrs. R. P. Soundy and W. Cuthbertson. Mr. G. F. Roach was the Chairman of the Board.

Finance.—The Maintenance Account, which for several years past has been in an unsatisfactory state, has through careful administration been placed in an improved position. Notwithstanding the restriction which had to be placed on expenditure from this account, all schools have been kept in a satisfactory state of repair. During the year a grant of £1,000 was approved by the Government for the replacement of long desks with dual desks. The sum of £811 4s. 7d. was also expended out of the Rebuilding Fund.

Schools opened.—Excluding household schools, new schools were opened during the year at Makarika, Mangaorapa, Napier South, and Putere. The school at Kereru was reopened after a temporary closure.

Junior National Scholarships.—The number of Junior National Scholarships gained at the examination held at the end of 1925 was 21, compared with 19 in 1924 and 23 in 1923.

Teachers.—The question of the employment of uncertificated teachers has been given considerable attention by the Board during the year. Except in the household schools, where certificated teachers are not employed, no uncertificated teacher has been retained in his position unless he has been reported on as efficient by the Senior Inspector, and unless he has completed the majority of the subjects for the D certificate. Further, all positions have been advertised, and the positions in which uncertificated teachers are employed are those in remoter districts for which certificated teachers have not applied. Over the past few years the decrease in the number employed has been substantial: 1922, 78; 1923, 54; 1924, 49; 1925, 26—numbers in household schools and relieving teachers being excluded.

The Hastings Technical High School, at present under the Board's administration, was staffed as follows at the end of the year: Director, 1 male; assistants, 5 males, 5 females: total, 6 males, 5 females. A student teacher is attached to the staff of this school.

Instructors employed in teaching special subjects: Agriculture and dairy science, 2 males; woodwork, 3 males; domestic science, 3 females: total, 5 males, 3 females.

Instruction of manual-training classes at Woodville is given by teachers on the staff of the Palmerston North Technical School.

Organizing Teachers.—The Inspectors report most favourably on the efficient state of the smaller country schools, and in a great measure this happy result is due to the efforts of the organizing teachers, who have carried out their duties whole-heartedly and to the complete satisfaction of the Board and

Inspectors. During the year two organizing teachers were employed, one in the northern and one in the southern portion of the district. The number of uncertificated teachers is, however, decreasing to such an extent that possibly by 1927 one organizing teacher will be sufficient.

Training of Teachers.—No Saturday classes for the training of pupil-teachers and probationers in elementary science, drawing, and handwork were conducted in 1925, owing to the cost of transit and the difficulty of securing qualified instructors. The classes have been reinstated in 1926.

The Board places on record its appreciation of the action of the Department in the steps it has taken to ensure a fairer enrolment of students in the four training colleges. Undoubtedly, the North Island districts have suffered in the past. The number of qualified applicants seeking admission has always been greater in the North Island than in the South Island, yet the same number of studentships have been available in each Island. The scheme now adopted ensures that applicants in each education district will have equal opportunities for admission. One immediate result has been that practically the whole of the Hawke's Bay students who qualified in 1925 have been admitted to South Island colleges in 1926. In this connection also the Department has acted most fairly, two return fares being granted the students each year to ensure that their expenses will not be greater than if they had been admitted to North Island colleges.

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

The average attendance of the secondary department for each district high school for the year was as follows: Te Karaka, 50; Waipawa, 64; Waipukurau, 43; Wairoa, 32; Woodville, 39; total, 228.

The establishment of the Te Karaka and Wairoa District High Schools was provisional. Both have, however, fully justified their establishment, and steps to erect permanent buildings are now being taken.

Hastings Technical High School.—This school has made steady progress, not only in numbers but in efficiency, and fulfils a long-felt want in the district. The roll number at the end of 1925 was 204, compared with 220 in 1924. The development of the school has been hampered by the absence of permanent buildings, but the handsome new buildings of the most modern type, situated on a splendid site of 20 acres, were occupied from the beginning of 1926. Full particulars regarding the work of the school last year are contained in the report of the Director, which has already been forwarded to you.

Gisborne Technical School.—Evening technical and continuation classes have been conducted by the Board during the past year at Gisborne. Twelve classes were held, the roll number being 102.

Physical Instruction.—An Instructor is permanently located in the district, and full attention has been given to this important branch of the work. Special remedial classes have been conducted in many of the schools, with a most appreciable physical improvement to the children.

Medical and Dental Inspection.—The work proceeded steadily throughout the year. The School Medical Officer reports that the interest and sympathetic co-operation of the teaching staffs in the work of medical inspection has been well maintained, and that there has been a general improvement in the standard of cleanliness amongst the children, and also in their dietary and general well-being, which has resulted in a marked general improvement in the standard of health of the children in this district. School Committees have co-operated admirably with the teaching staff, and any suggestions made by the Medical Officer have been readily carried out. Almost without exception, a high standard of school hygiene exists in the schools throughout the district.

The School Medical Officer (Dr. Clark) is an enthusiast, and he has done excellent work in the interests of the health of the children.

Dental clinics are now established at Napier, Hastings, Dannevirke, Waipukurau, and Gisborne, and are proving of great value to the community. Their value has been fully recognized by the parents in other parts of the district, and insistent demands are made for the establishment of additional clinics. The Board regards the expansion of dental treatment as one requiring urgent attention, and trusts that a larger number of dental nurses will be trained in order that a greater number of children can receive the benefit of this treatment.

Special Classes.—An opportunity class has been conducted in Napier, and has proved a great benefit to those less fortunate children who are capable of benefiting by instruction in the ordinary school classes.

A teacher has also been employed throughout the year at the Napier Public Hospital. Many children while in hospital are quite capable of proceeding with their studies. To them the class has been a boon. Not only has it obviated a break in their education, but it has been a most profitable method of relieving the tedium of their stay in the hospital.

Buildings.—A fairly extensive building programme was carried out during the year.

New schools were erected at Crownthorpe, Morere, and Napier South. Additions to schools were carried out at Mangaorapa, Raukawa, Te Karaka, Turiroa, and Whakaangi. An existing building was purchased and renovated for school purposes at Patoka. Extensive remodelling, with the provision of additional accommodation, was carried out at Mahora, Patutahi, Petane, and Waerenga-hika. Partial remodelling was done at Gisborne School, and a small addition made to the Opoutama School residence.

School Committees.—The Board greatly appreciates the valuable co-operation of the School Committees, who have practically without exception taken the greatest interest in their school and in the well-being of the children. A general improvement in the school-grounds is noticeable

throughout the whole district, this being almost entirely due to the School Committees, who, with the assistance of the teaching staff, have raised large sums of money voluntarily in order to obtain the Government subsidy for the purpose of carrying out comprehensive and effective beautifying schemes. In addition, much has been done by Committees in raising funds for the establishment of or additions to school libraries, for the purchase of pictures to adorn the walls, for the supply of gramophones, and for the provision of hot cocoa or hot lunches for the children.

A number of School Committees find it difficult to carry on with the amount allowed them for incidental expenses, and were it not for moneys raised locally many of them could not have met their ordinary liabilities. The special additional grant made by the Department has enabled the Board to give some relief in the most necessary cases.

Department.—The most cordial relations have existed between the Board and the Senior Inspector and his colleagues. We desire to record our appreciation of the zeal and enthusiasm of the Inspectors and of the valuable work they have performed during the year. The Board is especially indebted to them for their co-operation and advice in all matters concerning the advancement of education in this district.

Mr. M. McLeod, B.A., who was appointed to this district as Senior Inspector in 1924, was transferred during the year to be Senior Inspector in the Canterbury District. Dr. J. W. McIlraith, Litt.D., LL.B., was appointed to succeed him, and he has already proved that he will worthily carry out the duties of his important position.

In conclusion, I desire to extend to you and the officers of your Department the thanks of the Board for the attention given to the many requests it has submitted during the year.

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

The Hon. the Minister of Education, Wellington.

WELLINGTON.

SIR,—

In accordance with the requirements of the Education Act, 1914, I have the honour to submit the following report of the Education Board of the District of Wellington for the year 1925 :—

Board.—The membership at the end of the year was :—Urban Areas : (1) Wellington City—Messrs. Thomas Forsyth (Chairman), R. A. Wright, M.P., J. Clark, and W. E. Howe (in place of Mr. A. J. White, resigned) ; (2) Hutt and Petone—Messrs. G. T. London and J. Stonehouse. Rural Areas : (1) Hutt-Horowhenua Ward—Messrs. C. I. Harkness and L. H. Atkins ; (2) Wairarapa Ward—Messrs. T. Moss and R. McLeod ; (3) Marlborough Ward—Messrs. E. H. Penny and D. McCallum.

Training College.—The work of the year is discussed at length in the report of the Principal appended. The report must be regarded as very satisfactory. When viewed in relation to the difficulties, chiefly of insufficient accommodation, under which the work of the institution has been conducted it is wonderfully good. Notwithstanding the fact that students of the districts it serves have been drafted into other colleges, there remain more than double the number for which the institution was designed. Further, towards amelioration of the unfavourable conditions to which in last year's report the most direct attention was drawn there is no visible progress, whether by adoption of the proposals of the Board, or, these being rejected, by advancing some more acceptable alternative. The recognition by the Board and by the College staff of financial difficulty has led to the very best possible being done in the hope that as soon as practicable adequate provision would be made. The Board now regards it as a public duty to point out that the Training College accommodation question is of extreme urgency, and in fairness to staff, students, and scholars should be no longer disregarded.

Report of Inspectors.—It is very gratifying to observe that, notwithstanding the great handicap of a closed school until after mid-April, the good work of the Board's staff, both in the special allotment and correction of work prior to opening, and in the subsequent effort, resulted in an excellent year's work.

Manual and Technical.—Handwork was undertaken in all schools. In twenty-three schools under control of male teachers classes in needlework were carried on by special instructresses. A new manual centre to serve the eastern schools of the city was erected at Coutts Street. The consolidation of the Mount Cook group will render necessary the erection, at an early date, of a centre for the middle area of the city. Improved provision for science, woodwork, and cookery is not yet supplied at Martinborough. It is doubtful if the withdrawal of the special encouragement accorded to swimming is justified.

Medical and Dental Services.—These services confer untold benefit on the young, and are so much appreciated that there is frequent request for their extension.

Libraries.—The city library and the central schools libraries of the Wairarapa, at Featherston, Carterton, and Masterton, continue to render a most valuable and an increasing service. For much faithful work in management the Board is indebted to the various staffs engaged.

Building and Sites.—The chief rebuilding works of the year were the erection of a new main school at Mount Cook, of chaste and useful design in brick, and of a new school of three rooms at Kaiwarra. A school was erected at Kekerangu and a manual centre at Coutts Street to serve the eastern suburbs. Additions were provided at Seatoun, Paekakariki, Karori, Hataitai, Otaki, Springlands, Plimmerton (portable), Lyall Bay (portable), each one room. Remodelling was undertaken at Paekakariki, Springlands, and Kahutara. The old Clyde Quay Infant-school, which had been damaged by fire, was improved as to lighting in the reconstruction. The Scarborough residence, which had been destroyed by fire, was rebuilt. Kahutara residence was supplied by removal of the Tablelands residence, and Shannon residence was remodelled. Maintenance was carried forward steadily and effectively.

There were overhauled four residences and twenty-four schools, of which seven were painted inside. Shelter-sheds were provided at four and septic tanks at three schools, with other minor work in quantity not here scheduled. Sites or extension of sites were acquired at Coutts Street, Newtown East, Ngaio, Porirua, Pukerua (partly donated by Mr. C. Gray), Trentham (partly donated by Mr. Cottle), Kahutara (gift of Mr. Bidwill), Kekerangu, Seatoun, and Springlands. The Board considers that where future population is assured, especially in urban and suburban areas, the policy of early purchase should be steadily pursued. Thus many sites should be acquired on the outskirts of Wellington and in the Hutt Valley.

Junior High School.—No junior high school has yet been established, though the site has been procured at Coutts Street. In the absence of early provision here heavy capital expenditure will be necessary at the neighbouring primary schools.

Conveyance.—Public opinion is steadily growing in favour of conveyance to central schools from the surrounding country, where suitable arrangements at a reasonable cost can be made, rather than to increase the number of small schools.

General.—The Board has found it necessary to affirm the reasonableness of the opinion expressed by Committees that prior to the recent legislation the frequency of staff changes was in many instances prejudicial to the best interests of the school. Teachers while seeking reasonable promotion will recognize that, even here, the welfare of the child must be the prime determining consideration. The Board acknowledges with thanks its obligation to the great majority of its Committee members who year by year render valuable honorary service to their communities; to its teaching staff for a year's work of such merit as to have earned the commendation of the Inspectors; to the Minister and his officers, including the Inspectors, for much assistance in solving the educational problems of the district.

I also desire on behalf of the Board to thank the Secretary and staff for the faithful service they have rendered during the year.

I have, &c.,

THOS. FORSYTH, Chairman.

The Hon. the Minister of Education, Wellington.

NELSON.

SIR,—

I have the honour to present the following report relative to the activities of the Education Board of the District of Nelson for the year ended 31st December, 1925 :—

Board.—The personnel of the Board at the end of the year was as follows : Nelson Urban Area—Messrs. F. W. O. Smith and E. E. Boyes; North Ward—Messrs. W. C. Baigent and S. B. Canavan; East Ward—Messrs. H. J. Hill and E. J. Scantlebury; West Ward—Hon. W. H. McIntyre, M.L.C., and Mr. J. H. Harkness.

Schools.—The schools at Anatimo and Atapo were closed, and those at Fern Flat, Matariki, and Whangamoa reopened.

Scholarships.—There were sixteen Senior and twenty Junior Scholarships current at the end of the year. The Board would be glad to see the age of candidates for Junior Scholarships reduced to thirteen years. Under the present age-limit the primary-school pupil has to compete with the majority of those in the first year of their secondary course.

Buildings.—The chief item in the Board's building programme was the commencement of the erection of a nine-roomed, two-story brick school at Auckland Point (Nelson). New schools were erected at Mid-Marua (Grade 0), Upper Moutere (Grade IIIA), Riwaka (Grade IVA). The schools at Owen Junction (Grade II) and Waiuta (Grade IIIA) were removed and re-erected on new sites. That at Dall's Creek was removed to Onakaka. Additional rooms were erected at Hampden Street (Nelson), Tahunanui, Brightwater, and Murchison. Remodelling was carried out at Charleston and Murchison Schools and Tadmor residence. Two new sanitary blocks were built at Reefton and shelter-sheds at Westport. A science laboratory was completed at Motueka. Most of the repairs and new buildings were done by contract, but the Board continued to employ its own painting staff.

Sites.—A new site was acquired at Auckland Point (Nelson) and will replace those at Haven Road and Shelbourne Street. Additions were made to the existing areas at Murchison and Richmond, and new sites secured at Onakaka and Owen Junction.

Conveyance and Board Allowances.—These allowances continue to be very much appreciated by pupils situated in backblock areas, and in numerous cases make it possible for children to receive education who would, by reason of the cost to their parents, be otherwise barred. Conveyance allowance was paid on behalf of 156 children in attendance at twenty-eight schools, and boarding-allowance to fifty-eight children attending twenty-nine schools. The total expenditure was £1,162 14s. 9d. During the coming year the Board is negotiating in two or three instances with a view to having small schools closed and the children conveyed to adjoining schools.

Voluntary Contributions and Subsidy.—School Committees continue to render excellent service in raising funds to enable improvements to be carried out. During the year sixty-one Committees claimed subsidies on cash contributions amounting to £365 9s. 7d. The Board paid £22 11s. 3d. from its General Fund by way of supplementary grants towards school libraries.

Health of Children.—To the School Medical Officer and his assistants the thanks of the Board are due for their efforts in the direction of improving the health of the children. The splendid work of the various dental officers throughout the district is worthy of the highest approbation. Dental clinics

are now established at Murchison, Motueka, Nelson, and Westport, and the dental officers work the outlying districts from these centres. There are still certain portions of our district that do not receive the benefit of this great boon, and it is hoped that with the extra nurses that should be available soon the service will be extended.

Physical Instruction.—I regret that once again we have to record failure to secure the appointment of a permanent instructor for this district. Two instructors come over from Wellington for short rushed visits, generally towards the end of each year. Our repeated applications bring the old reply, that the matter of a permanent appointment is under consideration. The district warrants such an appointment, and the Board trusts a full-time instructor will be allotted in the near future.

Manual Instruction.—Manual-training classes were conducted at Denniston, Millerton, Westport, Reefton, Wakefield, Nelson, Motueka, and Takaka.

Classes in agriculture were conducted at eighty-eight schools, and instruction given to 1,388 pupils. Agriculture and dairy work were taught to 316 pupils in twelve schools.

Instruction in handwork was given in every school. The material supplied by the Department arrived earlier than previously, and this enabled early distribution to schools. The Board is also pleased to record that the material was of a good quality, although in some lines the quantities allowed were too small.

Special instructors in needlework were employed at twenty-nine schools in charge of male teachers.

Technical Instruction.—The majority of technical classes in the district are controlled by the Boards of Managers at Nelson and Westport, but the Board continues to conduct technical classes in cookery, dressmaking, and woodwork at Motueka and Takaka.

General.—The Board desires to record its sincere appreciation of the courteous and sympathetic treatment it has received from the Minister and officers of the Department.

To the teachers, Inspectors, Secretary, office staff, Architect, and manual instructors the sincere thanks of the Board are due for the loyal manner in which all have carried out their duties.

I have, &c.,

The Hon. the Minister of Education, Wellington.

W. H. McINTYRE, Acting-Chairman.

CANTERBURY.

SIR,—

I have the honour to present the following report of the proceedings of the Board for the year ending 31st December, 1925 :—

The Board.—During the year the respective wards were represented as follows: Christchurch Urban Area—Messrs. E. H. Andrews, W. Johnson, C. S. Thompson, and W. H. Winsor. Timaru Urban Area—Messrs. J. G. Gow and J. Maze. Middle Ward—Messrs. W. A. Banks and W. P. Spencer. South Ward—Messrs. G. W. Armitage and T. Hughes. North-west Ward—Messrs. H. J. Bignell and R. Wild.

Schools.—During the year schools were opened and reopened at Charwell Forks, Gray's Corner, Gore Bay, Long Bay, Okarito, Taramakau, Wallis Siding; while those at Arthur's Pass, Ashley Gorge, Carleton, Cooper's Creek, Jackson, La Fontaine, Lyttelton Heads, Okarito Forks, Oxford West, were closed, four on account of a consolidation scheme at Oxford.

Secondary departments were added to the Methven and Sumner Schools during the year.

Buildings and Sites.—New school buildings were erected at Clarkville, Dobson, Killinchy, Kumara, Little Akaloa, New Brighton South (portable), Otira, Richmond, Southbridge (portable), Spreydon West, and Woodend. Additions were made at Ashburton East, Cashmere, Fendalton, Linwood, Lyndhurst, Oxford, Shirley, and Wataroa, whilst remodelling was carried out at Belfast (infants'), Rangiora, Runanga, and Waimate. During the year the Te Roto School at the Chatham Islands was, unfortunately, destroyed by fire. A new residence was erected at Ohoka, and remodelling and additions were effected at Lowcliffe. The following works were also put in hand during the year: New schools at Christchurch West (second wing), Harihari, Papanui, Southbridge, and Training College (second wing). A commencement was also made with remodelling at Waimataitai and additions at Timaru West. The Board, through its Architect, has made special features in building modern schools of ventilation and sunlight—in the erection of what may be termed "fresh-air schools." It has expressed itself in favour of the open-air principle, and the experiment of a complete school at Fendalton on the bungalow type will shortly be completed. During the year a sub-committee was set up to select sites for new schools in certain suburban districts in Christchurch.

Finance.—The total expenditure on all services was £471,938 14s. 3d., an increase over the previous year of £13,666 9s. 6d., most of which was for improvement of teachers' salaries. There are only two accounts in respect of which the Board can be said to have any control—*i.e.*, the Buildings Maintenance Fund and the Administration Fund; all the others are severely governed by regulations, and the Board's power consists purely of claiming money that may have been expended or contracted for. While the grant for maintenance of buildings is fixed, the Board is permitted to spend this as it thinks fit. The Board would respectfully but emphatically point out that the maintenance grant is, even with the exercise of the strictest economy, from present-day experience, proving inadequate, for the following reasons: (1.) Most of the older schools, built forty or fifty years ago, have outlived their usefulness and require replacement. They can be maintained and remodelled into a comparative state of efficiency only at considerable expense. (2.) The high prices ruling for labour and material are embarrassing the Board—*e.g.*, the cost of painting has doubled or trebled. At best the Board, with its present grant, is unable to do more than repair the worst of its schools.

Conveyance and Boarding.—The number of children who were receiving the conveyance grant was 1,700, while 120 received boarding-allowance. The total expenditure on these services was £6,803 4s. 6d., of which sum the Board contributed £277 6s. 6d. from its General Fund. Motor-buses for the conveyance of pupils are in operation at Clandeboye, Geraldine, Harihari, Hokitika, Lyndhurst, Mackenzie, Methven, Orari, Oxford, Southbridge, and Waimate.

Manual and Technical Instruction.—Elementary handwork has again formed a feature in the curriculum of the work of the lower standards as a help to the better understanding of other subjects of the syllabus. There was little variation in the course of instruction except that greater use was made of the kindergarten and Montessori methods. The handwork material supplied by the Department was of good quality, and there was sufficient to meet all requirements. Enough kindergarten material was received from the Department to provide all schools in Grades 5, 6, and 7 with a supply. This has been found a great boon, as hitherto the kindergarten work in this district has been much hampered for lack of adequate material and proper apparatus.

Agriculture.—Weather conditions combined with the short year proved factors which greatly militated against the success of the work, in consequence of which the practical results have generally been disappointing both to instructors and pupils. Forest-tree culture received considerable prominence during the year, and with the assistance of the Forestry Department much valuable work has been inaugurated. During the year the Board took in hand a scheme under which it is hoped that waste lands convenient to schools will be planted out with a certain number of trees each year. Two hundred and sixty-one schools were recognized as taking agriculture, and the rural course was carried on at eleven district high schools with an attendance of 404 pupils.

Technical and Continuation Classes.—Outside the large centres very little interest was taken in the conducting of technical and continuation classes. The greatest amount of activity was displayed in the Ellesmere district.

Physical Instruction.—The instruction has been carried out, as heretofore, by the three departmental instructors (Mr. G. Webb, Mr. T. L. Barnes, and Miss I. Greenwood). The curtailed school year allowed of only one visit being made to the schools, but the teachers themselves have been carrying on the instruction satisfactorily. When lessons are taken briskly the benefit is most marked, and the Medical Officers report a very pleasing decrease of spinal curvatures, stooping shoulders, flat chests, &c. A teachers' refresher course under the direct supervision of the special instructors would be much appreciated, and it is hoped that this may be arranged at some suitable time during the ensuing year.

Medical Inspection.—The two School Medical Officers continue their excellent work in the regular inspection of school-children and in health education. In addition to their routine duties, especially valuable work has been done by Dr. Eleanor Baker-McLagan on the causation and control of goitre, and by Dr. Phillips in rousing public interest in the vital question of ventilation, fresh air, &c. Both render valuable services to the Board by their examination of entrants to the teaching profession. The Medical Officers are ably assisted by their excellent staff of school nurses.

Inspectorate.—During the year Mr. William Brock retired after forty-nine years' service as teacher, Inspector, and Senior Inspector, in Canterbury. Mr. Brock's intimate knowledge of the district and his wide experience in the various branches of the service made him an officer whose opinions were of extreme value to the Board in the administration of its affairs. The retiring officer left with the best wishes of the Board members and his fellow-officers. Mr. Murdoch McLeod was appointed by the Department as Senior Inspector for Canterbury.

General Remarks.—As regards its administrative policy in the future, the Board considers that the following problems insistently demand solution :—

(1.) Sole-charge schools : In the main these schools, comprising over 60 per cent. of the whole, are officered by ex-students, whose professional training of two years has no doubt been the best possible. In view, however, of their comparative lack of experience in their difficult task as teachers in sole charge, in the interests of efficiency, these teachers in their earlier years of service need more assistance and supervision—help in their special difficulties and guidance in the preparation of practical schemes of work and in the promotion of their pupils—than can be given them under existing conditions.

(2.) Secondary education : The provision is urgently needed of a suitable type of secondary education for the large number of pupils who qualify for free secondary education by passing the Proficiency Examination, either by the institution of junior high schools or by some other carefully considered system.

(3.) Appointment of teachers : Despite the loyal service of the staff of Inspectors and the valuable and sympathetic assistance of the Senior Inspector, the experience of this Board proves that in the interest of education a modification of the existing method of appointment by eliminating the mechanical factors of the scheme and the use of the grading scheme as a rigid appointment system is very necessary.

(4.) Consolidation of schools : If the policy of consolidating schools is to become anything more than a pious aspiration, recent experience tends to confirm the Board in the opinion that some comprehensive and well-defined policy should be evolved to make provision for the conveyance of pupils to a central school where such action is desired or deemed necessary.

Department.—Since the close of the year the appointment of Sir James Parr as High Commissioner in London has been announced. The Board desires to place on record its congratulations to Sir James on his elevation to such an important position in the government of the Dominion, and to express its thanks to him for the keen interest he displayed in educational matters during his term of office as Minister of Education, and the uniform courtesy and consideration with which he always met the Board. It is also desired to express appreciation of the cordial relations that have existed between the departmental officers and the Board during the past term.

I have, &c.,

T. HUGHES, Chairman.

The Hon. the Minister of Education, Wellington.

OTAGO.

SIR,—

As required by the Education Act, 1914, I have the honour to present the following report of the Education Board of the District of Otago for the year 1925 :—

Board.—The only change that occurred in the personnel of the Board was by the election of Mr. James Mitchell as one of the representatives of the North Ward in the place of Mr. G. K. Graham, who found it necessary to retire owing to the pressure of private business. The present composition of the Board is as follows : Urban Area—Messrs. James Wallace, J. H. Wilkinson, R. H. S. Todd, and Leonard Sanderson ; North Ward—Messrs. George Livingstone and James Mitchell ; Central Ward—Messrs. James Smith and James Horn, M.P. ; South Ward—Hon. D. J. Fleming, M.L.C., and Mr. George W. K. Wood. Mr. James Wallace continues to occupy the office of Chairman, it being now his eighth year in that position. Thirty-eight meetings of the Board have been held during the year, the average attendance being eight.

Number of Schools.—At the close of the year there were 253 schools in operation—five less than in the previous year. Fifteen (including ten household schools) had an average below 9, seventy-eight had an average from 9 to 20, fifty-four from 21 to 35, thirty-two from 36 to 50, twenty-two from 51 to 80, eighteen from 81 to 120, seven from 121 to 160, two from 201 to 240, one from 241 to 280, four from 281 to 320, two from 321 to 360, three from 361 to 400, two from 401 to 440, and thirteen above 440.

Teachers.—Consequent upon the adoption of a new scheme of entrance to the teaching profession, involving the abolition of the pupil-teacher system, the number of young people admitted to the Education service in this district last year was cut down by about half. Young entrants are now known as probationers, and a quota of positions is assigned for each district by the Department. The number of appointments as entrants was, for the Otago District, 35, and to fill these the Board selected 22 females and 13 males. For these 35 positions there were nearly 200 applicants, most of them very well qualified so far as examination status is concerned, and the Board regretted that it had to disappoint so many of them.

Of the 35 probationers appointed during the year, 34 (97 per cent.) had passed the Matriculation Examination, and 1 had passed the teachers' D examination. Of the 34 who had passed Matriculation, 12 had also passed the teachers' D examination. The advance in examination status of those joining the service during the past few years is shown by the following having passed Matriculation or obtained partial Matriculation : 1920, 44 per cent. ; 1921, 55 per cent. ; 1922, 80 per cent. ; 1923, 82 per cent. ; 1924, 97 per cent. ; 1925, 97 per cent.

The Board's General Fund.—In its report for 1924 the Board directed attention to the inadequacy of the grants made by the Department to the Board's General Fund, and urged that a more liberal payment should be sanctioned. It desires again to emphasize the necessity for increased provision for administrative expenses. A promise was made by the Department that this important matter would receive consideration, but so far nothing has been done. The deficit on the Board's General Fund for the past year was £461 5s.

Inspection of Schools.—The Inspectors' estimate of the general efficiency of the schools is as follows : Excellent or very good, 13 per cent. ; good, 54 per cent. ; very fair, 39 per cent. ; fair, 4 per cent. This is an increase of about 10 per cent. in the schools of the good and very good groups, and a decrease of about 6 per cent. in those of the group which may be classed as below satisfactory. The Inspectors reported that, though the period of school work was much shorter than usual, owing to the enforced closing of the schools by the epidemic of infantile paralysis, the quality of the work was not detrimentally affected. As much ground was not covered as in a full year, but the thoroughness of the teaching more than made up for the deficiency in quantity.

The following table shows last year's results in comparison with those of the previous four years :—

Year.	Excellent or Very Good.	Good.	Very Fair.	Fair.	Weak.
	Per Cent.	Per Cent.	Per Cent.	Per Cent.	Per Cent.
1921	18	44	31	6	1
1922	17·3	50·4	25	7·3	..
1923	10	45	33	9	3
1924	10	47	33	9	1
1925	13	54	29	4	..

Agricultural Instruction.—During the past year instruction in elementary agriculture has formed a definite part of the course of 211 primary schools, and the rural-science programme has been followed in the district high schools. The enforced closing of the schools as a result of the epidemic immediately following the Christmas vacation more or less adversely affected the tangible results of the season's operations, but it can be said that, with the increasing appreciation of the value of the school garden in its various educational relations, an annual improvement is noted in the several phases of the work.

Results of School-garden Competitions.—(1.) Long carrots—1st, Ngapara ; 2nd, Mosgiel ; 3rd, Momona ; short carrots—1st, Momona ; 2nd, Green Island ; 3rd, Ngapara. Beet—1st, Mosgiel ; 2nd, Momona. Onions—1st, Green Island ; 2nd, Waiwera ; 3rd, Mosgiel. Parsnips—1st, Ngapara ; 2nd, Momona ; 3rd, Mosgiel. Marrow—1st, Kakapuaka ; 2nd, Mosgiel. (2.) Potato-growing competition—1st, Mosgiel ; 2nd, Pukepito ; 3rd, Mosgiel ; 4th, Waiwera. (3.) Onion-growing competition—1st, Mosgiel ; 2nd, Green Island ; 3rd, Waiwera ; 4th, Waiwera.

School Buildings.—Five new schools were erected—one at Edievale being a newly established school, while one at Kahuika replaced a building destroyed by fire. The other three—viz., Hillend, Broad Bay, and Waitahuna—take the places of worn-out buildings. A start has also been made with the erection of the new Caversham School (a two-story brick building) upon an entirely new site. Schools to which additions have been built include Forbury, St. Clair, Kensington, and Conical Hills. A small building for the purpose of a dental clinic was erected at Mosgiel. Teachers' cottages were erected at Luggate and Tahakopa. Remodelling at George Street, Waitati, and Oamaru South Schools has given great satisfaction, and the hope is herein expressed that money will be forthcoming from time to time to permit of a great deal more of such work being undertaken. The demand for it is much in excess of the progress being made. Owing to floods, Henley School and residence were frequently unapproachable for lengthy periods, and for this reason both school and residence were shifted to a higher site, where approach is by metalled road. Advantage was taken of the opportunity to remodel the two schoolrooms. The fitting-up of new offices for the Board in that portion of the Moray Place School building which was for many years used as a School of Art was part of the year's work. Rather more than the average amount of maintenance work has been carried out, and it is now hoped that during the coming year all leeway arising from the war period will be recovered.

The improvement of grounds, including much asphaltting, made possible by the efforts of many School Committees in raising money locally, has been a feature of the year's work.

Conveyance of Children.—Applications for the establishment of suitable services for the conveyance of pupils to school are increasing, as is also the cost of these services. For some years past the Board, in order to provide for these conveyances in various districts, has been compelled to pay between £500 and £600 per annum out of its General Fund. This rate of expenditure it cannot continue, as its income for general purposes is quite inadequate to meet the claims upon it. The additional money required to meet the cost of the existing conveyance services must, therefore, for the future be supplied by the Government or by the parents of the pupils conveyed, otherwise some of the existing services will have to be stopped. The difficulties children in some localities have in regularly attending school are fully realized by the Board, and the parents' demand for suitable conveyance for their children has its fullest sympathy, but it regrets that the condition of its finances compels it to curtail its grants for the purpose mentioned.

Tuition by Correspondence.—Throughout the months of March and April, during which time the schools were closed on account of the epidemic, instruction of the public-school pupils was carried on by means of correspondence. An assignment of work for each week fairly suitable for all schools was prepared by a committee of teachers and published in the Dunedin daily papers and in a number of the country papers. The scheme was intended to be a guide to parents to facilitate their supervision of the children's work, and pupils were urged to work independently in their own homes. The work done by the pupils was posted weekly by the parents to the teachers, and the corrected work returned in due course. The teachers were required to remain at their schools and to use their own discretion for carrying out the details of the instruction. The secondary pupils of district high schools were communicated with individually and directed as to their course of study. On the whole it may be said that the measures adopted were the best possible under the circumstances. The cost of this tuition in this district was £186 3s. 1d.

Refresher Courses for Teachers.—Advantage was taken of the enforced closing of schools at the beginning of the year to institute refresher courses for teachers, with the following places as centres: Dunedin, Oamaru, Balclutha, and Alexandra. The Dunedin centre was in charge of an Inspector every day, and teachers acted as supervisors at the other centres.

Special Classes.—Classes in drawing and singing (for pupil-teachers and probationers), the former with Mr. Donn as instructor and the latter with Miss Crawley as instructress, were carried on during the year. Elementary agricultural classes for teachers preparing for the C certificate were conducted at Dunedin by Mr. Green and at Balclutha by Mr. Lipscomb. A very much appreciated course of lectures on "Phonetics," attended by nearly one hundred teachers, was given in Dunedin by Professor G. E. Thompson, of the University of Otago.

Junior High School.—A site comprising about 7½ acres has now been secured for the establishment of one of these schools at South Dunedin, the Government having sanctioned the necessary grant. It is hoped that a start will soon be made with the erection of the school, which it is proposed shall take the pupils of Standards V and VI of the Caversham, St. Clair, and Macandrew Road Schools.

Balclutha High School.—Owing to the large and increasing attendance at the secondary classes of the Balclutha District High School the establishment of a high school at this place has for some time been regarded as inevitable, and authority for its starting was given last year. A fine site of about 12 acres has been acquired, and the first part of the new building is now approaching completion. A competent staff, with Mr. John Reid, B.A., as Principal, has been appointed, and school work commenced with a roll of 135 pupils.

Special School for Retardates.—One of these greatly needed special schools has been started in rooms adjoining the Moray Place School, Dunedin. Two specially qualified female teachers have been appointed, and about twenty pupils selected from the schools of the city and suburbs are receiving instruction specially adapted to their stage of mental development.

Medical Inspection of Schools.—The School Medical Officers have carried out their work on the same lines as in former years. They are always ready to make special visits to schools where child disorders have occurred or where insanitary conditions are reported, and to advise as to the best means of counteracting these conditions. They furnish to the Board health statistics regarding the various schools, and periodically consult with the Board regarding the main features of their work in the schools.

Physical Instruction.—The physical instruction of the junior teachers and of the Training College students is carried on by the Department's physical instructor with manifest zeal and efficiency. As far as time permits he visits the various schools of the district, and the Board has every reason to believe that these visits are welcomed by the teachers and are productive of much physical benefit to the pupils.

School Committees.—Harmonious relations continue to exist between the Board and the School Committees of the district. As in former years, the Board has endeavoured to meet the wishes and requests of School Committees in a reasonable manner, and it cordially recognizes the interest and enthusiasm the majority of them evince in the carrying-out of their useful work. The practical withdrawal from the Committees of any choice in the selection of teachers by the system of appointment now in operation has in some districts, the Board believes, been responsible for the waning of local interest in school affairs. In the majority of cases the School Committees accept without demur the Board's selection of the teacher, but in many cases they reply curtly that they have no recommendation to make; and in not a few they do not reply at all, or ask that a teacher other than the one selected by the Board receive the appointment. In only two or three cases last year did it happen that the Committee had any choice.

Department.—The Board accords its thanks to the Minister and his officers for the careful consideration given by them to its various applications. It desires also to express its appreciation of the ability and tactfulness with which the departmental Inspectors carry out their onerous duties. The death of Mr. J. M. Nicolson, one of the Inspectors, which occurred during the year, was sincerely regretted by the Board. Mr. T. R. Fleming, M.A., who has occupied the position of Senior Inspector in this district for the past eight years, has now retired on superannuation. Throughout his connection with this Board he has proved himself to be an able, just, and wise administrator, and the Board parts with him with much regret.

I have, &c.,

JAMES WALLACE, Chairman.

The Hon. the Minister of Education, Wellington.

SOUTHLAND.

SIR,—

In compliance with the requirements of the Education Act, 1914, the Education Board of the District of Southland has the honour to submit the following report of its proceedings for the year ending 31st December, 1925 :—

The Board.—During the year the constitution of the Board's membership underwent no change. The personnel of the Board at the end of the year was as follows: Invercargill Urban Area—Messrs. A. Bain and A. W. Jones; Central Ward—Messrs. P. A. de la Perrelle and J. D. Trotter; East Ward—Messrs. H. Smith (Chairman) and S. Rice; West Ward—Messrs. G. Johnson and J. C. Thomson.

Board Meetings.—During the year to which this report refers the Board held twelve ordinary and one special meeting, and the Executive Committee, which consists of all the members of the Board, met twenty-two times.

Schools.—At the close of the previous year there were 196 schools in operation. This number was added to by the reopening of the schools at Arthur's Point and Te Tipua. There were thus on 31st December, 1925, 198 schools under the jurisdiction of the Board.

Model School.—The Model School at Charlton, which has been in operation since 1923, has justified its establishment. During the year to which this report refers several young people inexperienced in the art of teaching have been sent to this school to gain an insight into school method and management before taking charge of small household schools, or acting as relieving teachers.

District High Schools.—There are in this district two district high schools, one at Riverton and one at Wyndham, and, judging from reports submitted by the Board, they are doing good work. During the year the Department made a grant for (1) the erection of a class-room and a science room at Wyndham, and (2) a more up-to-date equipment for the teaching of science in the Riverton School. That the residents of the above-named districts fully appreciate the value of their district high schools is evidenced by the fact that the attendance has increased considerably during the year. The attendance in the secondary department of the Riverton and Wyndham Schools for 1925 was fifty and twenty-eight respectively, as compared with forty-three and eighteen for 1924.

Efficiency of Schools.—The report of the Inspectors shows that 192 schools were inspected during the year. Notwithstanding the fact that the schools were not reopened until the end of April on account of the epidemic of infantile paralysis, the Board is pleased to know that the schools under its control have fully maintained the efficiency of previous years. The schools were graded as follows: Very good, 10; good, 53; very fair or satisfactory, 113; fair, 13; weak, 3.

Teaching Staff.—While the Board regrets that the uncertificated teachers still remain with it in considerable force, it is gratifying to be able to report that the educational status of its teaching staff is steadily improving. This is due mainly to the fact that the efforts of the Department through its training colleges are beginning to bear fruit by the production of fully trained teachers.

Organizing Teachers.—The Board desires to record its appreciation of the valuable work done by its two organizing teachers, Messrs. D. Brown and H. Romans. These officers have under their supervision twenty schools staffed by partially trained teachers, and evidence is not wanting that the teachers and pupils under their supervision have made sound progress throughout the year.

Instruction of Teachers.—Saturday classes for the instruction of pupil-teachers, probationers, and uncertificated teachers were held during the year at Invercargill and Gore.

During the period the schools were closed on account of the epidemic of infantile paralysis refresher classes for teachers were held at Gore and Riverton for one week, and at Invercargill for three weeks. The classes held during the first week were attended by practically all teachers able to attend, but only those uncertificated were required to be present at the extended courses of instruction held in Invercargill. The subjects dealt with were agriculture, general science, singing, drawing, physical drill, hygiene, and school method.

Scholarship Regulations, Proposed Amendment of.—The following were the principal resolutions adopted by the Board regarding the proposed alterations in the award of scholarships :—

- (1.) That the Board is strongly of opinion that the policy of awarding scholarships should be maintained.
- (2.) That such scholarships should take the form of free books to pupils who do not need to reside away from home to attend a secondary school; and boarding-allowance, with free books, to pupils who need to do so.
- (3.) That a Trust Fund supplementing scholarships might assist in providing successively the assistance required by promising pupils to enable them to complete courses leading to various professions and callings.
- (4.) That a larger number of scholarships at the University stage should be available in the engineering, dental, and other faculties of like character at the University. At present the Arts and Science faculties have too large a proportion of scholarships.
- (5.) That it is considered inadvisable that any poverty clause should be attached to the award of scholarships.

Conveyance and Board of Pupils.—The amount disbursed by the Board on the conveyance and board of pupils was £1,923 18s. 7d. Conveyance allowance was paid in respect of 402 children, and boarding-allowance in respect of sixty-nine children.

School Medical Service.—Excellent work has been done during the year by the School Medical Officer, Dr. Rosa Collier, and her staff of nurses. It is very gratifying to know that the parents are heartily co-operating with the doctor and her staff, with the result that there is a great improvement in the general health of the children.

Dental Clinic.—This important branch of the Health Department continues to do excellent work in Invercargill. In all, 1,300 children have received treatment during the past year.

The new dental clinic at Gore will be opened early in 1926. The Board desires to place on record its appreciation of the handsome donation of £100 by the people of Gore towards the erection of the building.

Physical Instruction.—The physical instructor reports that a very high standard of work continues to prevail in Southland. The Board is glad to have the instructor's assurance that the teachers as a whole show keen interest both in the more formal exercises and in organized games.

Agriculture.—Recognized classes for instruction in agriculture were carried on at 135 schools—six more than for the previous year.

Elementary Handwork.—The various branches of handwork received attention during the year, schools being supplied with the necessary materials to enable work to be carried on in plasticine-modelling, paper-folding and paper-cutting, cardboard-work, colour-work, and raffia-weaving. The kindergarten materials also supplied by the Department were much appreciated.

Woodwork and Cookery Classes.—Classes in these subjects were held during the year at the three manual-training centres—Invercargill, Gore, and Riverton.

Subsidies on Voluntary Contributions.—During the year 105 applications were received for subsidy on voluntary contributions, the total amount of the contributions received being £1,311 2s. 11d. In addition, subsidy of £3 10s. was applied for in connection with donations of material valued at £7. It is gratifying to note that more than half of the contributions raised was for the purpose of effecting improvements to school-grounds by providing shelter-belts, shrub and flower borders, laying down concrete or asphalt drilling-areas and paths, levelling and grassing playing-areas, &c.

School Libraries.—During the year forty-three applications were received for subsidy on contributions in aid of the establishment of or purchase of additional books for school libraries. The total contributions received for this purpose amounted to £146 8s. 7d. With pound-for-pound subsidy from the Department, and grants from the Board totalling £31 17s. 6d., a sum of £324 14s. 8d. was thus available for expenditure on the purchase of books.

School Furniture.—The Board desires to thank the Department for its special grant towards the cost of replacing the obsolete long desks with dual desks.

Buildings.—In addition to the maintenance of school buildings, teachers' residences, &c., the Board has undertaken during the year several very important new works. The erection of new schools at Athol, Lora Gorge, Glencoe, Five Rivers Siding; a domestic science room at Gore, additions to schools at Balfour, Waimatua, Greenhills, Tuatapere; removal of Te Tipua and Roslyn Bush Schools to new sites. 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.

Conclusion.—The Board, in conclusion, desires to acknowledge the courtesy and consideration of your Department in dealing with claims for grants; to your Inspectors, Messrs. Strachan, Inglis, and Service, for their assistance in promoting the educational welfare of this district; and to the School Committees for their hearty co-operation in all matters relating to the Board's activities.

I have, &c.,

HUGH SMITH, Chairman.

The Hon. the Minister of Education, Wellington.

HAWKE'S BAY.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDED 31ST DECEMBER, 1925.

Name of Account.	Balance, 31st December, 1924.		Income.		Expenditure.		Balance.		As at 31st December, 1925.				
	£	s. d.	£	s. d.	£	s. d.	£	s. d.	Amounts due to Board.		Amounts owing by Board.		
									Due from Department.	Due from other Sources.	£	s. d.	£	s. d.
<i>Special Accounts.</i>													
Teachers' salaries	125,261	5 6	125,261	5 6	..	..	9 3	0	..	..	..
House allowances	3,545	5 6	3,545	5 6	..	..	3 1	8	..	..	..
School libraries	198	19 10	199	1 5	0	8 0	9 15	5	..	..	23 5 4
Conveyance, &c.	3,228	14 11	3,228	14 11	..	..	95	17 4	42	0 0	..
Grants to School Committees	7,397	14 0	7,397	14 0	..	..	51	10 10	..	..	90 7 8
Training colleges
Teachers' classes	11	7 10	104	17 3	11	7 10	104	17 3	..	..	..
Scholarships—
National	921	1 0	921	1 0	..	..	..	..	..	..	..
Special
District High School salaries	3,870	16 8	3,870	16 8	..	..	0	5 0	..	..	..
Manual instruction	4,708	19 7	5,102	1 10	794	16 6	264	7 0	4	16 0	343 13 4
Technical instruction	5,521	14 7	5,440	16 9	450	15 11	264	4 1	22	6 4	33 9 7
Rebuilding	108	0 0	949	1 0	..	..	..	..	14	5 0	335 19 7
Buildings—Maintenance	7,667	3 10	7,451	10 7	1,318	6 7	..	..	32	17 8	1,452 19 6
New buildings	14,070	3 1	14,070	3 1	..	..	..	..	2,388	0 0	..
Workshop Account	6,922	10 2	6,800	12 11	351	0 9	..	..	..	..	14 0 3
Sites sales	170	0 0	170	0 0	154	16 9	..	..	..	..	45 0 0
Contractors' deposits	3,181	2 11	3,181	2 11	..	..	..	..	..	..	1,016 10 5
Voluntary contributions and subsidies
Total of special accounts	186,878	8 10	187,694	5 4	3,081	12 4	3,224	3 3	2,424	7 8	3,355 5 8
<i>General Account</i>	4,659	18 4	4,719	16 5	3,294	1 0	102	3 9	1,638	9 7	45 4 3
Grand total	191,538	7 2	192,414	1 9	6,375	13 4	3,326	7 0	4,062	17 3	3,400 9 11

BALANCE-SHEET, 31ST DECEMBER, 1925.

Debit Bank Balances and Moneys owing by Board.		Credit Bank Balances and Moneys due to Board.	
£	s. d.	£	s. d.
Debit balance at bank (if any) ..	..	Cash at bank on current account ..	1,982 15 9
Amounts owing—	..	Less unrepresented cheques ..	1,334 13 7
Special accounts ..	..		648 2 2
General Account ..	3,355 5 8	Cash in hand ..	5 8 6
Credit balances—Special accounts ..	45 4 3	Fixed deposits ..	1,000 0 0
Credit balance—General Account ..	3,081 12 4	Post Office Savings-bank ..	733 8 4
	..	Amounts due—	..
	..	Special accounts ..	5,648 10 11
	..	General Account ..	1,740 13 4
	..		£9,776 3 3

WELLINGTON.

[Returns not available.]

SOUTHLAND.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDED 31ST DECEMBER, 1925.

Name of Account.	Balance, 31st December, 1924.		Income.		Expenditure.		Balance.		Amounts due to Board.		Amounts owing by Board.			
	£ s. d.		£ s. d.		£ s. d.		£ s. d.		£ s. d.		£ s. d.			
									Due from Department.		Due from other Sources.			
As at 31st December, 1925.														
<i>Special Accounts.</i>														
Teachers' salaries	101,083	17	1	101,083	17	1	..	..	..	19	13	9
House allowances	2,286	16	7	2,286	16	7	..	..	..	4	3	8
School libraries	62	6	6	739	2	10	70	11	11	170	14	11
Conveyance, &c.	142	10	8	1,863	13	0	298	4	7	1	11	0
Grants to School Committees	250	6	2	6,464	0	4	250	6	2	40	4	9
Training colleges	101	12	5	..	..	..	1	5	8
Teachers' classes	286	0	0	..	..	..	..	..	..
Scholarships—	935	19	2	..	..	..	..	..	..
National	3,939	5	7	..	..	..	..	..	..
Special	90	3	2	..	..	..	..	..	..
District High School salaries	524	18	3	4,408	9	3	34	5	5	781	8	0
Manual instruction	0	19	4	90	3	2	0	19	4	8	5	0
Technical instruction	2,385	0	7	536	6	6	1,633	1	8	..	..	..
Rebuilding	5,559	4	5	13,423	9	10	4,233	15	5	1,478	19	11
Buildings—Maintenance	10,286	19	10	..	..	..	..	..	..
New buildings	9,777	7	2	..	..	..	..	..	..
Workshop Account	4,421	11	11	..	..	..	1,861	1	1
Subsidies, ordinary	26	10	0	..	..	..	34	7	7
Contractors' deposits	13	7	0	..	..	..	..	..	..
Free school-books for boarded-out children	86	13	3	..	..	..	..	..	..
Correspondence tuition
Total of Special Accounts	8,925	5	11	159,999	7	3	6,452	13	8	4,372	8	8
General Account	2,387	16	0	4,598	18	7	2,246	16	4	22	13	3
Grand total	11,313	1	11	160,984	13	11	8,699	10	0	4,395	1	11
												323	11	6
												291	17	3
												615	8	9
												1,626	19	8
												218	16	11
												1,845	16	7

BALANCE-SHEET, 31ST DECEMBER, 1925.

Debit Bank Balances and Moneys owing by Board.		Credit Bank Balances and Moneys due to Board.		
£ s. d.		£ s. d.		
Debit balance at bank (if any) .. .. .	..	215	4	1
Amounts owing—	..	..	..	..
Special accounts .. .. .	..	1,626	19	8
General Account .. .. .	..	218	16	11
Credit balances—Special accounts .. .. .	..	6,542	13	8
Credit balance—General Account .. .. .	..	2,246	16	4
		£10,760	10	8
Cash at bank on current account	703	12	2	
Less unrepresented cheques	918	16	3	
Cash in hand .. .. .	..	..	..	5,750
Amounts due—	..	..	..	0
Special accounts .. .. .	..	..	..	4,696
General Account .. .. .	..	..	..	314
		£10,760	10	8

APPENDIX C.

TRAINING COLLEGES.

I. DETAILED TABLES.

TABLE P1.—NUMBER OF STUDENTS IN THE FOUR TRAINING COLLEGES IN 1925.

Training College.	Division A.		Division B.		Division C.		Division D.		Totals.	Totals under Headings Males and Females.				
	M.	F.	M.	F.	M.	F.	M.	F.		M.	F.	Total.		
Auckland	38	108	11	2	159	49	124	110	216	340
Wellington	60	97	15	9	..	..	..	..	181	75	106	106
Wellington	52	101	5	10	..	6	1	1	176	58	120	118	225	345
Canterbury	48	95	14	12	..	..	..	..	169	62	107	107
Canterbury	47	89	2	6	1	3	148	50	94	98	198	292
Dunedin	38	85	6	15	..	..	..	..	144	44	100	100
Dunedin	51	77	10	18	2	3	5	2	168	68	100	100	187	294
Totals	29	70	10	17	..	..	..	..	126	39	87	87
Totals	363	722	73	87	3	14	6	3	1,271	445	826	1,271		

TABLE P2.—INITIAL STATUS ON THEIR ADMISSION TO THE TRAINING COLLEGES OF STUDENTS WHO LEFT IN 1925.

	Teachers' Class C Examination.	Class D Examination with partial success towards Class C.	Class D Examination.	Total.	Credited with some Subjects towards the Teachers' Examination.	University Degrees or other status for admission as Division C Students.	Matriculation or Higher Leaving - certificates or Equivalent or Higher Qualifications.	Lower Leaving-certificates.	Total Number of Students.
Auckland—									
Division A (two-year students) ..	1	1	56	58	101	..	..	..	159
Division B (two-year students)	7	..	17	..	24
Division A (one-year students)	2	4	6	29	..	..	..	35
Division B (one-year students)	1	..	1
Division C (one-year students)	2	..	..	2
Division D (one-year students)
Totals	1	3	60	64(a)	137(b)	2	18	..	221
Wellington—									
Division A (two-year students)	26	26	105	..	9	..	140
Division B (two-year students)	1	1	4	..	21	..	26
Division A (one-year students)	1	7	8	28	..	2	..	38
Division C (one-year students)	6	..	..	6
Division D (one-year students)	3	..	..	..	3
Totals	1	34	35(c)	140(d)	6	32	..	213
Christchurch—									
Division A (two-year students)	1	37	38	86	..	..	..	124
Division B (two-year students)	3	3	12	..	7	..	22
Division A (one-year students) ..	1	3	7	11	14	..	..	..	25
Division C (one-year students)	3	1	..	4
Division D (one-year students)
Totals	1	4	47	52(e)	112(f)	3	8	..	175
Dunedin—									
Division A (two-year students)	1	38	39	65	..	1	..	105
Division B (two-year students)	1	6	7	12	..	8	..	27
Division A (one-year students)	9	9	13	..	1	..	23
Division B (one-year students)	1	..	1
Division C (one-year students)	5	..	..	5
Division D (one-year students)	1	1	6	..	..	..	7
Totals	2	54	56(g)	96(h)	5	11	..	168
Grand totals ..	2	10	195	207	485	16	69	..	777

(a) Including 43 students who had passed Matriculation or had obtained a partial pass in Matriculation. (b) Including 69 ditto. (c) Including 22 ditto. (d) Including 85 ditto. (e) Including 41 ditto. (f) Including 85 ditto. (g) Including 49 ditto. (h) Including 77 ditto.

TABLE P3.—EXAMINATION STATUS OF TRAINING-COLLEGE STUDENTS WHO LEFT IN 1925.

	Completed Examination Result a Teacher's Certificate						Incomplete Examination Qualification for a Teacher's Certificate.			Total Number of Students.
	Class A.	Class B.	Class C.	Class with Partial Success towards Class C.	D.	Total.	Credited with some Sub- jects towards a Teacher's Certificate.	No Exami- nation Status.	Total.	
Auckland—										
Two-year students (Divisions A and B)	..	8	125	36	..	169	13	..	13	182
One-year students (Division A)	2	10	7	19	16	..	35
One-year students (Division B)	1	..	1	1
One-year students (Division C)	2	..	..	..	2	..	..	2
One-year students (Division D)
Totals	10	126	46	7	190	30	..	30	220
Wellington—										
Two-year students (Divisions A and B)	..	10	123	30	..	163	4	..	4	167*
One-year students (Division A)	1	2	19	4	26	12	..	38
One-year students (Division C)	4	..	..	..	4	2	..	6†
One-year students (Division D)	3	..	3	..	..	3
Totals	15	125	52	4	196	18	..	18	214
Christchurch—										
Two-year students (Divisions A and B)	..	4	109	30	..	143	3	..	3	146‡
One-year students (Division A)	1	10	12	23	2	..	2	25
One-year students (Division C)	3	1	..	4	..	..	..	4
One-year students (Division D)
Totals	7	111	40	12	170	5	..	5	175
Dunedin—										
Two-year students (Divisions A and B)	..	9	96	21	2	128	3	..	3	131§
One-year students (Division A)	17	3	20	3	..	3	23
One-year students (Division B)	1	..	1	1
One-year students (Division C)	..	1	4	..	..	5	..	..	..	5
One-year students (Division D)	1	5	..	6	1	..	1	7
Totals	1	13	97	53	5	159	8	..	8	167
Grand totals	1	45	459	181	28	715	61	..	61	776

* Includes 1 left and 1 dismissed before end of 1925.

† Includes 2 left before end of 1925.

‡ Includes 2 left before end of 1925.

§ Includes 1 deceased.

TABLE P4.—STAFFS OF TRAINING COLLEGES AT 31ST DECEMBER, 1925.

Training College.	Name.	Position.	Salary.	
Auckland	Cousins, Herbert G.	Principal	£ 750	
	Rae, Duncan McF.	Vice-principal	575	
	Clinch, John A.	Assistant Lecturer	525	
	Falla, Robert S.	Relieving Lecturer	300	
	Brew, Fred C.	Assistant Lecturer	495	
	Jones, E. R.	"	460	
	Shaw, J. W. (Rev.)	"	495	
	Wallace, Harry	"	495	
	Kennedy, Agnes	"	445	
	Binstead, Hubert C.	Relieving Lecturer	400	
	Hume, Jeanie	Tutor and Librarian	380	
	Wellington	Gould, W. H.	Principal	750
		Lomas, E. K.	Vice-principal	600
		Watkin, Leonard J.	Art Lecturer	525
		Irvine-Smith, Fanny	Assistant Lecturer	460
Jacobsen, N. R.		"	525	
Loy, E.		"	430	
Aitken, J. W.		"	475	
Kane, Thomas		"	485	
Waghorn, Reg. J.		"	480	
Livingstone, Theodora D.		"	430	
Joyce, Mary E.		Tutor and Librarian	380	
Thomas, Richard J.		Lecturer's Assistant	210	
Canterbury		Sheppard, Olive M.	"	210
		Purchase, John E.	Principal	750
		Polson, John G.	Vice-principal	625
	Maxwell, Robert W. D.	Assistant Lecturer	485	
	Ironsides, Annie F.	"	460	
	Jobberns, G.	"	495	
	Airey, Willis T. G.	"	480	
	Richmond, Helen	"	430	
	Cornes, J. J. S.	Tutor and Librarian	380	
	Otago	Moore, John A.	Principal	750
Macfarlane, Samuel G.		Vice-principal	600	
Fleming, James J. W.		Assistant Lecturer	495	
McLeod, Jane		"	475	
Tucker, Arthur W.		"	525	
Hudson, Eric R.		"	495	
Woods, Alexander J.		"	480	
Harrison, Vera K.		Tutor and Librarian	380	
Donn, Robert		Drawing Instructor	495	

II. EXTRACTS FROM REPORTS OF PRINCIPALS OF TRAINING COLLEGES.

AUCKLAND.

I HAVE the honour to submit my report for the year 1925.

The organization for 1925 was practically the same as that for the preceding year, the annexe being used again exclusively for the women students, who worked part time there, part time at Wellesley Street. As before, we have been badly overcrowded, and some of the work has been carried on with difficulty. Under these conditions it has not been possible to develop work on the "project" system at all systematically, although some good work has been done on this plan in history. The year has been notable for exceptionally good work in physical training, a higher standard having been reached than ever before, particularly on the men's side. It has been gratifying to hear from the physical instructors, who visit the primary schools throughout the district, that the good work being done in College is making itself felt throughout the country as our students go out to take up their positions as teachers.

A distinct advance has been made this year in the study of nature. Weekly rambles have contributed to this result, and students are coming to find a deep interest in a subject that is often regarded only in a formal way. Next year we shall have an additional lecturer, who will be able to give considerable time to this important work. If we are so fortunate as to get a man capable of arousing and maintaining enthusiasm in nature-study the good work of this year will be carried further forward.

A great deal of work has been done in general science and physiography. Some modification of this will be necessary in the future in order that due attention may be paid to school gardening when the opportunity is at hand for the practical side of the work. What I reported last year in regard to the poor equipment of some students is true also for science in 1925. These find it difficult to pursue a course well within the scope of others.

It is, I think, a matter for serious consideration that so few of our students are availing themselves of the opportunity of taking a science course at the University College. The same applies to mathematics. As a good knowledge of these subjects is essential for teachers in district high schools, it is very desirable that a number should be making preparation for their future work by improving their qualifications with a University course. It is not difficult to find the cause of this weakness. The University courses in science require much more time from the students than do subjects like history, economics, and education, and attendance at laboratories is required at set hours, which are often inconvenient. As any University course in conjunction with a training-college course places on a student a heavy burden it is natural that students should avoid making it heavier than the regulations require, so they tend to avoid the sciences and mathematics and to select those subjects in which they are more hopeful of immediate success. The remedy lies, I think, in some specializing in the training for district high school and secondary work, with certain definite requirements insisted upon as to the balance of subjects selected for a course. This, together with a third year for the course, would easily effect the change desirable. As Principal it is one of my duties to approve of the subjects selected for University study by each student, and so I may be regarded as responsible for the position that is arising. I have no wish to shirk the responsibility, but I do not feel justified in disregarding the awkward conditions which lead students to decide upon a course that is often, in my opinion, too narrow for their best development.

Apart from this limitation, the University work of the year has been highly gratifying. Of the fifteen premiums awarded by the University College five came to our students, the subjects being education, history, philosophy, economics, and geology. It is gratifying to find the students of our College taking a prominent place in the University.

To return to our College work, it is a pleasure to report on the good work done in English this year. The lecturer in this subject is showing fine power of developing appreciation of literature, and much good work has been done in this direction among our second-year students. The good effect should be far-reaching.

For a second year we are indebted to Mr. D. B. Wallace for his voluntary services in conducting classes in Maori pronunciation.

In drawing there is little doubt the students are gaining power. There is more confidence, more willingness to essay the difficult and to apply the art in varied directions. In the reports received from critic teachers on the work done by the students attached to their classes it has been very encouraging to me to read of the use students are making of their blackboard drawing in lessons in various subjects. This is also true of the handwork, where the aim has not been limited to development of skill in handling various materials, but has definitely given direction to the application of handwork in many ways.

The improvement in practical teaching noted last year has been well maintained this year. Nothing could be more gratifying than the accumulating evidence from critic teachers that this important phase of College work is stronger than ever. From the outset it has been our main objective. The steady maintenance and advancement of the standard of this work reflects very favourably on our system, which pivots round model or observation lessons given in College to classes from the Normal School by six members of the staff. This year the work has been shared by the First Assistant and Headmaster of the Normal School, the Supervisor of students' teaching, the Lecturer on the teaching of infants, the Vice-Principal, and the Principal. These lessons have followed on lectures or class discussions on method, and themselves have been followed by discussions as to how far the lessons

given had suitable aims and successfully followed them. Such work, though exacting, is stimulating both to staff and students. The system makes for a live College—dynamic, not static. In their own periods of practical teaching the students show themselves generally keen to try out their own ideas developed from observation of the lessons in College. Generally speaking, the reports on the students' teaching testify to their enthusiasm and growing power in their work.

Athletic and Social.—The year has been a very happy one in College. The Social Committee has carried through the usual season's programme with marked success. The general improvement in bearing, dress, &c., as a result of the College social life is marked. I have never felt better pleased with the results achieved than this year. Only those who come into close personal contact with the students can properly realize the value of the good work the College is doing in this way; for those of us who know it is gratifying. The tone has never been finer, I think. In sport, too, the season has been a happy and successful one. Our trophies-cupboard is full of cups and vases won by College teams in various branches of sport. The chief distinction, of which the men are rightly proud, is the winning, for the first time in the history of the College, of the Rugby Union Second-grade Championship by our senior football team. Not one match was lost during the season. On the women's side special distinction was won in basket-ball, our teams winning the Auckland Championships in both first and second grades. On the whole the physique of the students and their keenness in healthy sport has been a feature of the year. Never before have so many persistently kept themselves fit.

Outside Activities.—Among these it will be sufficient to note the students' visits to the invalided soldiers of the open-air shelters, to the Veterans' Home, and to the Papatoetoe Orphanage. A party to the orphan children of Richmond Road Home and the crippled children of the Auckland Hospital was held at the annexe at the close of the year.

Hostel.—The hostel grows in success and usefulness. As soon as funds will permit additional hostels should be established to provide accommodation for all students not able to live at home.

WELLINGTON.

I have the honour to submit the following report on the work of the College for the year 1925 :—
The following shows the enrolment since the establishment of the College in 1906 :—

Year.	Number of Students.			Percentage of Roll.	
	Men.	Women.	Total.	Men.	Women.
1906	12	34	46	26.1	73.9
1916	21	93	114	18.3	81.7
1920	44	142	186	23.7	76.3
1921	49	147	196	25.0	75.0
1922	74	203	277	26.7	73.3
1923	67	227	294	22.8	77.2
1924	100	223	323	30.9	69.1
1925	120	224	344	34.9	65.1

Last year I drew attention to the increasing proportion of men students, and suggested then that the proportion was "probably just as high as is desirable to meet the requirements of the service." It will be noted that this year the proportion is higher still. It is not possible, with the information at my disposal, to speak with any certainty, but I would suggest that the continued increase in the proportion of men students is worthy of consideration. While it is undesirable that there should be a shortage of men teachers in the service, such a condition would be less difficult than a shortage of women teachers. The teaching of infants must always be in the hands of women, while a reasonable proportion of women should be found in the upper departments. The wastage from the ranks of women teachers is very considerably in excess of that from the ranks of men teachers. Consequently if the number of women in the service is to be kept equal to, or greater than, the number of men it is necessary that the number of women among the entrants should be greatly in excess of the number of men. An examination of the above table will show that the matter, though perhaps by no means urgent, should not be lost to sight.

Staff.—Our staff has been again increased, and now consists of Principal, Vice-Principal, nine lecturers, and two assistants. Counting these latter as equivalent to one lecturer, we have twelve full-time teachers for 345 students, giving an average of 28.75 students per teacher. This improvement in staffing has fully justified itself in that it has enabled us to adapt our methods to the individual requirements of students to an extent much greater than in the past. The reduction in the size of classes and the better supervision and direction of "circle" work have resulted in a marked improvement in the quality of the work done and in the confidence gained by the students. The success of our work must be in the main proportioned to the extent to which the student is, and feels himself to be, an active participant. Consequently, as indicated in my last report, our efforts are directed towards a greater activity on the part of the individual student; and these efforts have been effective because of the steady improvement in our staff.

University Work.—The University classes attended by students were as follows: English, 56; Latin, 20; French, 19; education, 72; philosophy, 45; history, 72; economics, 21; Greek History, Art, and Literature, 3; geography, 7; mathematics, 11; geology, 2; chemistry, 1; physics, 1; botany, 2; zoology, 0: total, 342. These classes were taken by a total of 161 students, while 183 students obtained their full course at the College.

An analysis of the final terms examination results of Victoria University College shows that our students were credited with the following passes: Honours, 2; diploma, 3; first-class passes, 4; second-class passes, 60; third-class passes, 202. This is again a very satisfactory result. As far as was possible concessions were made in arranging the College time-table to give as much relief as possible to University students. But the extent of that relief was not very considerable. The work in a training college is essentially directed towards the professional training of the students for the work of teaching. Consequently no subject is taken merely for its content, but in large measure for its pedagogy. The University, on the other hand, is concerned primarily with content and with pedagogy not at all. Hence, even though the same subjects be taken at both the University and the Training College, it is not possible to exempt the student from attending in those subjects at the Training College. This professional approach to all subjects clearly distinguishes the work in a training college, and it is consequently incorrect to infer, as the recent Royal Commission inferred, that the Training College was to any great extent unnecessarily duplicating the work of the secondary schools on the one hand and of the University on the other. If every student before coming to us had completed a full secondary course, or even had graduated with honours from the University, we should still require to cover much the same ground and subjects as we do at present.

This statement is not to be taken as indicating that the preliminary education of our students is a matter of indifference. On the contrary, it is a matter of capital importance, not because a full secondary school course, or even a University course, would render much of our work unnecessary, but because it would render that work much more effective. Consequently we hope that the policy of exacting an ever higher standard of scholarship from entrants to the Training College will be pursued. If, however, this be coupled with a curtailment of the professional course, we think no advantage will accrue.

There is a still further characteristic that distinguishes our work from that of the University and of the secondary school. Both institutions are hampered by an external examination system preparation for which becomes inevitably the major aim. This being so, the content of subjects is emphasized and their cultural value is conceived to lie in the subjects themselves. The Training College, on the other hand, is not trammelled by an external examination system, and consequently can adapt its methods so as to exact from subjects their highest cultural value. It is with this object in view that we have largely superseded the lecture method by methods that make the student an active participator rather than a mere passive recipient.

Certificates.—173 students completed their course of training in December, and on the joint results of examinations and College recommendations the following certificates were issued: Class B, 14; Class C, 125; Class D and part C, 34: total, 173. In addition to these some thirty-eight students were sent into the schools as student-teachers after one year's training. This proceeding has been rendered necessary by the new regulations for the training of teachers. These regulations reduce the pre-college period to one year instead of two, and require a post-college period of one year. The transition from the old system can be effected only gradually, and by the curtailment of the Training-college course in the case of approximately 25 per cent. of the students. The reduction of the course to one year is exceedingly unpopular among both students and staff, and has occasioned a very considerable amount of dissatisfaction. The selection of the students for student-teacherships is far from being a simple matter. Viewed from one aspect we should select the best of our students; but when almost all students earnestly desire the advantages of a second year's training the matter is far from simple. To select students because they have done very good work and have availed themselves of the full opportunities for training is to penalize merit, and pay a premium on inefficiency and laziness. On the other hand, to select the least capable and diligent is to do a disservice to the schools. Again, the latter class consists of just those who most require additional training; but the former comprises those who would profit most by such training. The dilemma is a veritable "crocodilus," and the only possible proceeding is a compromise. Hence the Department instructed us to select student-assistants on the following basis: (a) Those who desire to leave the College, especially women students engaged to be married; (b) students showing ready capacity for practical teaching. We endeavoured to comply as closely as possible with the Department's instructions, doing as little violence as possible to the welfare of the schools, the students, and the College.

Students' Teaching Practice.—The principal change from that maintaining in 1924 was the allocation of the practice of the first-year students to Thorndon Normal School. The object of this was to secure that the first impressions of the students were as favourable as possible. The plan worked very well indeed, though the load carried by the teachers was somewhat heavy. I intend this year to lighten the load somewhat by sharing the work between both Normal Schools.

New regulations on the lines urged in last report have been gazetted. All schools within reasonable distance of the College are, with the approval of the Senior Inspector, to be available for teaching practice. The extent to which we approve of this can be easily gleaned from my 1924 report. The regulations, however, are to be practically held in abeyance until 1927.

There appears to be considerable disagreement as to the manner in which the new system is to be made to operate. Some—I may say most—consider we should select for student practice only those schools and teachers whose work will provide a model for imitation, and concentrate upon these. If this is done, then there will be no essential difference in the new system except that those who do the work will receive no recompense. They will still be required to direct students continuously, and their classes will continue to be largely in the hands of the 'prentice teacher.

This, I am of opinion, is a mistake, not merely because teachers will object to carry a load which rightly should fall upon all, but because it is based on a wrong conception of the function this teaching practice is to serve. Educationists regard the training of the teacher as being based to but a slight extent on conscious imitation. They do not say that there is no room for imitation, but rather that teaching is an individual affair, and each teacher must ultimately evolve his own method. "Nothing," says Dewey, "has brought pedagogical theory into greater disrepute than the belief that it is identified with handing out to teachers recipes and models to be followed in teaching." In another place he says: "But methods remain the personal concern, approach, and attack of an individual, and no catalogue can ever exhaust their diversity of form and tint." This does not imply that there is no room for the teaching of method and for the demonstration of successful teaching—"There exists a cumulative body of fairly stable methods for reaching results, a body authorized by past experience and by intellectual analysis which an individual ignores at his peril"—but it certainly implies that the training of the teacher must not be confined wholly, or even mainly, to the imitation of standardized lessons. For this reason I am strongly of the opinion that during part at least of a student's training he should have the opportunity of practising this "personal concern, approach, and attack" under guidance. Hence almost any class in almost any school will furnish the material for practice, provided there is adequate supervision. The Normal Schools can be relied upon for demonstration and for the first efforts of the student, but the main, and really most effective, practice of the student in his senior year might well be undertaken in the ordinary school under ordinary conditions.

There would appear to be a fairly common opinion that our students do not get sufficient practice in teaching. If it is meant that they do not spend sufficient time in the class-rooms I am convinced the criticism is unfounded. If, however, the critics mean that the student does not get sufficient actual teaching practice, then I am inclined to agree. The reason for this is perfectly obvious. Last year I wrote, "At least a quarter of our students must be in the schools at one time if the requirements of the regulations are to be met. This means that throughout the whole year we must provide for the teaching practice of eighty students—an average of two and a half per class-room. Not only is each teacher required to supervise and provide practice for these students, but his class must suffer the interruption and 'prentice efforts of the students continuously throughout the year. One or both of two things must result: the students' actual teaching must be curtailed or the class be allowed to suffer."

My proposal would obviate this. Not more than one student at a time would be sent into each class-room, and no class-room would be used continuously. Thus it would be possible for the student to spend almost his whole time actively teaching, and because no class-room would be required for more than a few weeks in the year no ill effects would be suffered by the class. The system would require close and careful organization and supervision, and while it would be no more expensive than the present system I am convinced it would be much more effective.

Social Life.—As in past years this aspect of College work received prominence. All the various societies—glee and dramatic clubs, Students' Christian Union, the College orchestra, debating societies, as well as the various sports clubs—had a very successful year. An additional club, the Appreciation Club, was organized and also had a good initial year. While attendance at most of these is optional, yet students clearly understand that no course of training can be considered complete unless it includes active participation in some one or more of them. The consequence is that an increasing number of students is developing interests that must stand them in good stead in developing their personalities as well as in equipping them to become social forces in the districts to which they are sent. The good effect of the work is shown in the increasing number of our ex-students who have established glee, dramatic, and other clubs in rural districts and small towns.

CHRISTCHURCH.

I have the honour to submit the following report on the Christchurch Teachers' Training College for the year ending 31st December, 1925:—

The Science Department made little change in its work. We received with pleasure a request from the Department to suggest changes in the C requirement. One recommendation we desire is that the subject "physiography" be deleted and "geography" inserted. Physiography has been valuable in so far as it enabled certain portions of geography to be taught. A suggested programme of work in geography was forwarded to the Department, a course that we consider very much better for teacher students, but so far no modification of the syllabus has been made. Additional time was given to physical geography at the expense of some of the more strictly geological portion of the syllabus. The course in agriculture and school-gardening was continued. We have not been able to carry out this portion of our work to our satisfaction owing to the difficulty of getting a suitable plot of ground. There are at present two proposals under consideration, one to use a portion of a school-site near Linwood Park, and another to endeavour to obtain the use of a piece of ground in the Botanic Gardens. It is our purpose to emphasize the æsthetic side of school-gardening rather than the more definitely agricultural side in the hope that students will feel impelled to do something to improve the appearance of school-grounds and form gardens where now none exist.

It is pleasing to note that the students are better qualified academically—that is, more have a higher leaving-certificate or have passed the Matriculation Examination; but I wish again to stress the fact that subjects of great importance to teachers are still receiving insufficient attention. Higher qualifications in Latin, French, and mathematics do not compensate for little knowledge in geography,

history, and vocal music. Drawing shows little if any advance on the work done in primary schools. The majority of students make no use of the foreign language or the higher mathematics they have studied for many years, so that it does not seem unreasonable to ask that more time should be given to those subjects that are more important.

It is to be hoped sincerely that greater differentiation will be made in secondary schools between those who are destined for University work and those who will not pursue their studies at a University college after they leave school. For the latter a very much wiser course could be instituted, and the training colleges would be able to devote more time to professional preparation for the work of teaching.

DUNEDIN.

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

University Classes.—158 College students attended one or more classes at Otago University. The classes taken were: Pass-degree education, 83 students; advanced education, 7; pass-degree English, 69; advanced English, 4; honours English, 1; Anglo-Saxon, 1; pass-degree French, 23; advanced French, 7; pass-degree Latin, 5; advanced Latin, 2; pass-degree history, 61; advanced history, 8; honours history, 1; pass-degree economics, 23; advanced economics, 1; pass-degree philosophy, 15; pass-degree mathematics, 9; advanced mathematics, 1; honours mathematics, 1; physics theory, 2; physics practical, 2; chemistry theory, 2; chemistry practical, 2; geology, 1. As a result of class and terms examinations College students gained 7 first-class, 74 second-class, and 207 third-class passes. Only 9 students failed to keep terms in at least one subject, and of these some almost reached a pass standard, so that even they benefited considerably by their attendance at the University.

Staff Changes.—On the staff of the Normal School several changes have occurred. Normal School appointments have ceased to be attractive, and vacancies there have been found very difficult to fill. During the past year teachers were required for the kindergarten and secondary departments as well as for Model I. In the case of the two former positions it was found necessary to advertise a second time, and for the latter even a second advertisement failed to secure an entirely suitable applicant. As all these departments are in a very special sense adjuncts of the Training College, and exist only as specialized training-grounds for students, it can readily be realized to what extent we have suffered this year through the number of changes and the difficulty and delay in filling them. I should like to see positions in the Normal and associated schools made more popular so that our best students would be pleased to return after a few years experience to take up work in them. At present the difference in salaries between these and ordinary appointments in the public schools is not commensurate with the increased responsibilities. A little extra money well spent in this connection would yield a rich return to the Dominion.

General.—The conduct of students on the whole has been excellent. They have taken the keenest interest in all departments of College life, and their attitude towards both work and play has been highly satisfactory. College and University results as well as reports in teaching ability have reached a uniformly high standard. Few students who are finishing their college course this year should fail to give satisfaction to parents and education authorities.

Sports.—Tennis and swimming were popular with large numbers of students, though as winter sports in this climate they often prove disappointing. I consider the sports of the College in a highly satisfactory condition from all points of view—the numbers actually playing, the keenness displayed in practices and matches, and the successes gained in competition with other city teams.

Boxing.—In 1925 for the first time this became one of the recognized events in the intercollegiate tournament. Mr. Hendra organized a boxing club, which, under the able direction of Mr. Farquharson, of Signal Hill, practised in the gymnasium once a week for the greater part of the year.

Dramatic Club, Glee Club, and Orchestra.—These are all new ventures which have done remarkably good and useful work during their first year. The Dramatic Club might be regarded as a section of the College class in English literature. Under Miss McLeod, who was very ably assisted by Miss Vickers and Mr. Fleming, the club presented a modern play in the Allen Hall. The net proceeds amounted to over £15. It is hoped that the Education Department will grant capitation on this amount. The whole is to be devoted to the purchase of English literature. The Glee Club, under the expert leadership of Miss Vickers, met frequently during the latter part of the session. The chief object of the club was to cultivate a taste for music.

Social.—Under the management of the Students' Executive the social side of student life was well catered for. Successful picnics, socials, and dances were held, and the Executive is entitled to praise for the manner in which they organized and conducted all the social functions.

Needs of the College.—Properly managed hostels. These should considerably increase the efficiency of the institution. Additional accommodation would also be of great advantage, new art and hand-work rooms, and a large library where students might occasionally spend an hour, being very much needed.

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