

1927.
NEW ZEALAND.

EDUCATION: PRIMARY EDUCATION.

[In continuation of E.—2, 1926.]

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 1926.

TABLE A1.—NUMBER OF PUBLIC SCHOOLS, DECEMBER, 1926, 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., 1926.
0	1-8	70	8	20	30	31	21	19	16	13	228
I	9-20	219	56	58	61	78	52	113	82	51	770
II	21-35	154	30	40	31	52	25	91	58	53	534
III	A 36-50	110	29	21	12	14	13	50	27	29	305
	B 51-80	70	22	29	19	21	10	47	23	27	268
IV	C 81-120	43	9	7	14	14	8	19	17	4	135
	A 121-160	16	4	9	6	5	4	8	5	5	62
V	B 161-200	4	4	5	3	7	2	5	1	1	32
	C 201-240	6	2	3	3	6	3	10	2	5	40
VI	A 241-280	9	1	3	1	5	2	3	1	..	25
	B 281-320	4	..	2	1	4	..	3	3	2	19
VII	C 321-360	8	1	3	1	6	1	4	4	..	28
	A 361-400	8	2	3	4	..	..	3	3	1	24
VIII	B 401-440	11	1	..	2	2	..	5	3	2	26
	C 441-480	5	..	..	..	4	..	1	1	..	11
IX	A 481-520	8	..	1	3	..	..	..	1	..	13
	B 521-560	6	..	2	2	3	..	2	4	..	19
X	C 561-600	2	1	2	1	..	..	6	1	1	14
	D 601-640	4	1	1	1	4	..	3	3	1	18
XI	E 641-680	7	..	..	..	2	1	1	..	1	12
	F 681-720 .. ..	..	..	..	..	1	..	2	1	..	4
XII	G 721-760 .. ..	..	1	..	..	2	..	1	..	..	4
	H 761-800	2	..	1	..	1	..	2	..	..	6
XIII	I 801-840	2	..	..	..	..	..	..	..	..	2
	J 841-880 .. ..	..	..	..	1	..	..	..	..	..	1
XIV	K 881-920 .. ..	..	..	..	..	..	..	..	..	..	..
	L 921-960 .. ..	..	..	..	..	..	..	1	..	..	1
Totals for 1926		768	172	210	196	262	142	399	256	196	2,601
Totals for 1925		757	171	211	191	258	143	394	257	198	2,580
Difference		+11	+1	-1	+5	+4	-1	+5	-1	-2	+21

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 1926.
(Excluding Secondary Departments of District High Schools.)

Education District.	Roll Numbers.		Mean of Average Weekly Roll of Four Quarters, 1926.			Average Attendance for Whole Year (Mean of Average Attendance of Four Quarters).			Average Attendance as Percentage of Average Weekly Roll, 1926
	Pupils at 31st December, 1925.	Pupils at 31st December, 1926.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Auckland	65,070	65,888	34,042	31,308	65,350	30,593	27,878	58,471	89.5
Taranaki	11,474	11,674	5,883	5,459	11,342	5,351	4,928	10,279	90.6
Wanganui	17,218	17,220	8,909	8,100	17,009	8,064	7,259	15,323	90.1
Hawke's Bay	16,277	16,492	8,438	7,581	16,019	7,713	6,879	14,592	91.1
Wellington	26,972	27,452	13,953	12,846	26,799	12,578	11,480	24,058	89.8
Nelson	7,143	7,118	3,682	3,308	6,990	3,357	3,000	6,357	90.9
Canterbury	36,887	37,384	18,678	17,569	36,247	16,819	15,734	32,553	89.8
Otago	21,360	21,177	10,765	9,839	20,604	9,738	8,853	18,591	90.2
Southland	12,323	12,402	6,337	5,637	11,974	5,664	5,007	10,671	89.1
Totals, 1926 .. ..	..	216,807	110,687	101,647	212,334	99,877	91,018	190,895	89.9
Totals, 1925	214,724	..	110,461	101,435	211,896	101,242	92,346	193,588	91.4
Difference .. ..	..	+2,083	+226	+212	+438	-1,365	-1,328	-2,693	-1.5

TABLE B2.—AVERAGE ATTENDANCE FOR THE YEAR 1926 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.									Totals for Primary.	Secondary Department.	Total Primary and Secondary.
		Auck-land.	Tara-naki.	Wanga-nui.	Hawke's Bay.	Wellington.	Nelson.	Canter-bury.	Otago.	South-land.			
0	1-8	413	49	116	170	208	116	133	94	60	1,359	..	1,359
I	9-20	3,148	831	755	777	1,059	713	1,696	1,089	704	10,772	..	10,772
II	21-35	4,076	879	1,014	848	1,355	627	2,314	1,548	1,309	13,970	..	13,970
III	A 36-50	4,710	1,186	888	567	570	541	2,068	1,071	1,144	12,745	21	12,766
	B 51-80	4,172	1,312	1,748	1,195	1,241	599	2,773	1,306	1,696	16,042	36	16,078
IV	C 81-120	3,957	854	595	1,362	1,354	779	1,778	1,638	391	12,708	171	12,879
	A 121-160	2,169	543	1,186	842	658	559	1,050	655	664	8,326	123	8,449
	B 161-200	705	663	848	565	1,226	333	878	171	185	5,574	191	5,765
V	C 201-240	1,371	451	665	661	1,292	624	2,148	432	1,056	8,700	587	9,287
	A 241-280	2,236	258	750	247	1,280	531	777	257	..	6,336	399	6,735
VI	B 281-320	1,172	..	623	337	1,184	..	890	905	560	5,671	..	5,671
	C 321-360	2,775	335	1,030	321	1,982	362	1,325	1,344	..	9,474	430	9,904
VII	A 361-400	3,119	750	1,112	1,460	..	..	1,090	1,160	391	9,082	400	9,482
	B 401-440	4,629	404	..	848	820	..	2,117	1,229	811	10,858	249	11,107
VIII	C 441-480	2,259	..	..	..	1,858	..	454	463	..	5,034	62	5,096
	A 481-520	3,873	..	460	1,536	1,557	..	..	461	..	7,887	147	8,034
	B 521-560	3,246	..	1,037	1,063	..	..	1,051	2,098	..	8,495	..	8,495
	C 561-600	1,012	563	1,210	578	2,471	..	3,493	572	605	10,504	97	10,601
	D 601-640	2,456	592	643	607	1,299	..	1,845	1,762	636	9,840	90	9,930
	E 641-680	4,523	..	..	..	661	632	628	..	665	7,109	217	7,326
	F 681-720	..	..	..	..	755	..	1,360	701	..	2,816	..	2,816
	G 721-760	..	747	..	..	769	..	716	..	..	2,232	..	2,232
	H 761-800	1,548	..	744	..	..	..	1,640	..	..	3,832	..	3,832
	I 801-840	1,428	..	..	..	..	..	..	..	..	1,428	..	1,428
J	841-880	..	..	..	864	..	..	..	..	..	864	..	864
K	881-920	..	..	..	..	..	..	..	..	..	..	..	..
L	921-960	..	..	..	..	..	..	930	..	..	930	..	930
Totals for Primary		58,997	10,417	15,424	14,848	23,599	6,416	33,054	18,956	10,877	192,588	3,220	195,808
Totals for Secondary		1,105	47	150	219	305	213	764	321	96	3,220	..	..
Totals, Primary and Secondary		60,102	10,464	15,574	15,067	23,904	6,629	33,818	19,277	10,973	195,808	..	..

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 CI.—AGE AND SEX OF THE PUPILS ON THE SCHOOL ROLLS IN THE SEVERAL EDUCATION DISTRICTS AT THE END OF 1926.
(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.	Boys.	Girls.	Total.
Auckland ..	2,654	2,372	3,787	3,449	3,514	3,170	3,582	3,365	3,795	3,555	3,916	3,689	3,727	3,533	3,636	3,512	3,128	2,803	1,880	1,572	652	428	99	70	34,370	31,518	65,888		
Taranaki ..	367	408	668	644	640	554	622	651	654	651	702	666	656	610	681	567	592	518	326	281	105	73	21	17	6,034	5,640	11,674		
Wanganui ..	573	536	996	895	894	828	990	908	989	941	1,009	950	1,011	929	1,005	953	808	746	547	407	153	106	27	19	9,002	8,218	17,220		
Hawke's Bay ..	640	556	935	816	847	779	900	880	907	879	953	900	968	898	956	869	844	679	512	413	199	116	35	11	8,696	7,796	16,492		
Wellington ..	1,070	962	1,641	1,543	1,422	1,378	1,561	1,488	1,592	1,577	1,609	1,525	1,563	1,454	1,567	1,426	1,309	1,139	714	532	213	129	27	11	14,288	13,164	27,452		
Nelson ..	316	277	394	350	388	370	421	358	397	389	428	351	402	389	390	390	364	312	198	135	46	35	12	6	3,756	3,362	7,118		
Canterbury ..	1,394	1,349	2,068	1,997	1,875	1,840	2,023	1,884	2,105	2,053	2,158	2,095	2,174	2,091	2,035	2,071	1,883	1,702	1,049	905	349	213	51	20	19,164	18,220	37,384		
Otago ..	835	826	1,270	1,178	1,108	1,005	1,135	1,118	1,156	1,173	1,305	1,193	1,222	1,126	1,297	1,109	1,045	980	504	374	125	70	18	5	11,020	10,157	21,177		
Southland ..	526	495	737	699	660	582	704	650	654	642	751	674	747	639	750	686	599	523	312	229	98	37	4	4	6,542	5,860	12,402		
Totals for 1926 ..	8,375	7,781	12,496	11,571	11,348	10,506	11,938	11,302	12,249	11,860	12,831	12,043	12,470	11,669	12,317	11,583	10,572	9,402	6,042	4,848	1,940	1,207	294	163	112,872	103,935	216,807		
Percentage of pupils of each age	7-5		11-1		10-1		10-7		11-1		11-5		11-1		11-0		9-2		5-0		1-5		0-2		100				
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		
Difference ..	-415	-551	+2033	+1916	-240	-522	-160	-396	-553	-72	+282	+530	-29	-238	+282	+408	-93	-337	+70	+154	+30	-33	+18	-1	+1,225	+858	+2,083		

TABLE C2.—STANDARD CLASSES OF PUPILS ON SCHOOL ROLLS IN THE SEVERAL EDUCATION DISTRICTS AT THE END OF 1926.
(Excluding Secondary Departments of District High Schools.)

Education District.	Pupils at End of Year in Standard												Totals.														
	Pupils in Preparatory Classes.			I.		II.		III.		IV.		V.			VI.		VII.										
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.									
Auckland	11,444	9,915	21,359	4,299	3,887	8,186	4,088	3,838	7,926	4,442	4,222	8,664	4,074	3,946	8,020	3,352	3,137	6,489	2,640	2,530	5,170	31	43	74	34,370	31,518	65,888
Taranaki	1,903	1,692	3,595	707	766	1,473	745	746	1,491	785	740	1,525	742	628	1,370	634	543	1,177	483	497	980	35	28	63	6,034	5,640	11,674
Wanganui	2,785	2,429	5,214	1,107	981	2,088	1,093	1,005	2,098	1,175	1,107	2,282	1,050	1,049	2,099	976	856	1,832	803	781	1,584	13	10	23	9,002	8,218	17,220
Hawke's Bay	2,715	2,325	5,040	977	933	1,910	1,068	1,031	2,099	1,120	1,084	2,204	1,038	929	1,967	969	834	1,803	792	633	1,425	17	27	44	8,696	7,796	16,492
Wellington	4,670	4,179	8,849	1,638	1,517	3,155	1,605	1,624	3,229	1,721	1,669	3,390	1,671	1,561	3,222	1,539	1,343	2,882	1,430	1,246	2,676	14	25	39	14,288	13,164	27,452
Nelson ..	1,186	985	2,171	416	326	742	434	444	878	521	472	993	441	414	855	394	400	794	352	307	659	12	14	26	3,756	3,362	7,118
Canterbury	5,836	5,414	11,250	2,331	2,029	4,360	2,336	2,228	4,564	2,423	2,466	4,889	2,403	2,308	4,711	2,094	2,085	4,179	1,725	1,675	3,400	16	15	31	19,164	18,220	37,384
Otago ..	3,310	3,012	6,322	1,252	1,199	2,451	1,400	1,291	2,691	1,412	1,350	2,762	1,417	1,318	2,735	1,210	1,080	2,290	1,010	903	1,913	9	4	13	11,020	10,157	21,177
Southland	1,977	1,724	3,701	786	668	1,454	740	749	1,489	863	744	1,607	794	732	1,536	762	689	1,451	619	552	1,171	1	2	3	6,542	5,860	12,402
Totals for 1926	35,826	31,675	67,501	13,513	12,306	25,819	13,509	12,956	26,465	14,462	13,854	28,316	13,630	12,885	26,515	11,930	10,967	22,897	9,854	9,124	18,978	148	168	316	112,872	103,935	216,807
Percentage of pupils in each standard	31.1			11.9		12.2		13.1		12.2		10.6		8.8		0.1		100									
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
Difference ..	+807	+373	+1180	-29	-390	-419	-561	-259	-820	-249	+99	-150	+373	+356	+729	+371	+121	+492	+453	+538	+991	+60	+20	+80	+1,225	+858	+2,083

TABLE C3.—AVERAGE AGE OF PUPILS AS AT 31ST DECEMBER, 1926.

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.	Yrs. mos.	
Auckland	7 0	9 1	10 1	11 2	12 2	13 2	14 1	9 11	
Taranaki	7 2	8 11	10 0	11 3	12 1	13 1	13 11	10 0	
Wanganui	7 0	8 11	10 0	11 1	12 1	13 1	13 11	10 0	
Hawke's Bay	6 11	8 10	10 0	11 2	12 2	13 2	14 1	10 1	
Wellington	6 11	8 10	9 10	10 11	11 11	12 11	13 9	9 11	
Nelson	6 10	8 8	9 9	10 11	11 11	12 10	13 8	10 0	
Canterbury	6 10	8 10	9 11	11 0	12 1	13 0	13 11	10 0	
Otago	6 9	8 8	9 9	10 11	12 0	12 10	13 9	9 11	
Southland	6 8	8 7	9 8	10 10	11 11	12 10	13 9	9 10	
All districts	6 11	8 11	9 11	11 0	12 1	13 1	13 11	10 0	
Range (difference between highest and lowest)	0 6	0 6	0 5	0 5	0 3	0 4	0 5	0 3	

TABLE C4.—PROFICIENCY CERTIFICATE EXAMINATION RESULTS, 1926, 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	6,029	4,812	79.8	593	9.8	113
Taranaki	1,052	895	85.1	87	8.3	9
Wanganui	1,662	1,246	74.9	233	14.0	26
Hawke's Bay	1,459	1,181	80.9	176	12.1	37
Wellington	2,679	2,014	75.2	410	15.3	156
Nelson	712	569	79.9	102	14.3	18
Canterbury	3,510	2,656	75.6	581	16.5	134
Otago	2,078	1,566	75.4	225	10.8	8
Southland	1,201	860	71.6	219	18.2	33
Totals	20,382	15,799	77.5	2,626	12.9	534
<i>Private Schools.</i>						
Auckland	673	432	64.2	98	14.5	20
Taranaki	155	118	76.1	16	10.3	..
Wanganui	167	123	73.6	27	16.1	2
Hawke's Bay	227	185	81.5	23	10.1	4
Wellington	450	359	79.8	55	12.2	9
Nelson	116	89	76.7	17	14.7	..
Canterbury	636	456	71.7	111	17.6	10
Otago	262	199	75.0	35	17.5	..
Southland	163	125	76.7	20	12.3	..
Totals	2,849	2,086	73.2	402	14.1	45

TABLE C5.—NUMBER OF CHILDREN WHO LEFT THE PRIMARY SCHOOLS IN 1925.

	Auckland.	Taranaki.	Wanganui.	Hawke's Bay.	Wellington.	Nelson.	Canterbury.	Otago.	Southland.	Total.
I. Those who passed Standard VI :—										
Boys	2,193	405	561	568	1,120	267	1,310	949	509	7,882
Girls.. .. .	1,992	384	560	534	1,025	232	1,245	811	447	7,230
Totals	4,185	789	1,121	1,102	2,145	499	2,555	1,760	956	15,112
II. Those who did not pass Standard VI but reached the age of 14 years :—										
Boys	831	159	245	169	286	114	399	251	151	2,605
Girls.. .. .	710	137	184	107	247	77	366	195	104	2,127
Totals	1,541	296	429	276	533	191	765	446	255	4,732
Totals of I and II :—										
Boys	3,024	564	806	737	1,406	381	1,709	1,200	660	10,487
Girls	2,702	521	744	641	1,272	309	1,611	1,006	551	9,357
Grand totals	5,726	1,085	1,550	1,378	2,678	690	3,320	2,206	1,211	19,844

TABLE D1.—REGISTERED PRIVATE PRIMARY SCHOOLS.—NUMBER OF SCHOOLS, PUPILS, AND TEACHERS AT THE END OF 1926.

District.	Number of Schools.				Roll Number.						Average Attendance.	Number of Teachers.					
					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.			
	Undenominational Schools.	Catholic Church Schools.	Other Church Schools.	Total Number of Schools.	Undenominational Schools.	Catholic Church Schools.	Other Church Schools.	Boys.	Girls.	Total.		M.	F.	M.	F.	M.	F.
Auckland ..	10	42	11	63	576	5,458	779	3,085	3,728	6,813	5,842.1	13	22	22	160	9	42
Taranaki ..	2	11	2	15	71	1,155	109	617	718	1,335	1,132.7	..	3	..	34	2	2
Wanganui ..	7	16	7	30	322	1,322	235	811	1,068	1,879	1,633.2	9	15	2	47	1	13
Hawke's Bay	10	13	8	31	281	1,649	230	1,011	1,149	2,160	1,959.6	9	14	3	41	3	12
Wellington..	6	34	11	51	403	3,822	740	2,325	2,640	4,965	4,495.6	3	14	11	109	6	24
Nelson ..	3	6	1	10	56	663	5	340	384	724	666.3	..	4	..	21	..	2
Canterbury	12	44	8	64	511	4,328	860	2,626	3,073	5,699	4,961.7	11	20	10	124	7	24
Otago ..	3	18	4	25	143	1,712	269	924	1,200	2,124	2,010.2	..	7	4	58	4	12
Southland ..	1	11	0	12	51	1,028	..	489	590	1,079	938.1	..	2	..	34	..	..
Totals ..	54	195	52	301	2,414	21,137	3,227	12,228	14,550	26,778	23,639.5	45	101	52	628	32	131

TABLE E1.—SCHOOL STAFF, DECEMBER, 1926 (EXCLUSIVE OF SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS).

Education District.	Number of Schools.	Sole Teachers.		Heads of Schools.		Assistant Teachers.		Total Number of Adult Teachers.			Number of Probationers.	Percentage of Male to Female Adult Teachers.	Yearly Average Attendance (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.				
Auckland ..	768	210	191	278	36	234	892	722	1,119	1,841	213	64.5	58,997	30.3
Taranaki ..	172	35	60	46	30	23	162	104	252	356	47	41.3	10,417	27.4
Wanganui ..	210	45	69	75	16	51	247	171	332	503	56	51.5	15,424	29
Hawke's Bay ..	196	38	79	66	9	51	231	155	319	474	55	48.6	14,848	29.6
Wellington ..	262	31	119	76	17	85	411	192	547	739	84	35.1	23,599	30.2
Nelson ..	142	44	54	32	7	11	101	87	162	249	27	53.7	6,416	24.4
Canterbury ..	399	42	179	153	14	119	516	314	709	1,023	117	44.3	33,054	30.5
Otago ..	256	42	110	97	2	80	285	219	397	616	61	55.2	18,956	29.3
Southland ..	196	48	70	66	10	27	161	141	241	382	40	58.5	10,877	27
Totals, 1926	2,601	535	931	889	141	681	3,066	2,105	4,078	6,183	700	51.4	192,588	29.4
Totals, 1925	2,580	487	938	900	152	621	2,904	2,008	3,994	6,002	641	50.3	194,741	30
Difference	+ 21	+48	-7	-11	-11	+60	+102	+ 97	+ 84	+ 181	+59	+1.1	-2,153	- .6

* Reckoning two probationers as one adult.

TABLE E2.—CLASSIFICATION OF TEACHERS IN PUBLIC PRIMARY SCHOOLS AT 31ST DECEMBER, 1926.

Education District.	All Schools.				Excluding Schools of Grades 0.			
	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 ..	1,658	22	161	1,841	1,656	22	130	1,808
Taranaki ..	319	5	32	356	319	5	24	348
Wanganui ..	451	6	46	503	449	6	28	483
Hawke's Bay ..	416	3	55	474	414	3	27	444
Wellington ..	675	4	60	739	673	4	34	711
Nelson ..	206	1	42	249	206	1	21	228
Canterbury ..	949	5	69	1,023	949	5	51	1,005
Otago ..	565	2	49	616	565	2	34	601
Southland ..	320	13	49	382	319	13	38	370
Totals ..	5,559	61	563	6,183	5,550	61	387	5,998

TABLE E3.—DETAILS OF CLASSIFICATION OF TEACHERS IN PUBLIC PRIMARY SCHOOLS, DECEMBER, 1926.

(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 ..	13	3	16	110	61	171	409	549	958	125	353	478	3	32	35	660	998	1,658
Taranaki ..	1	..	1	11	10	21	55	105	160	27	102	129	1	7	8	95	224	319
Wanganui ..	2	1	3	27	16	43	88	147	235	38	118	156	1	13	14	156	295	451
Hawke's Bay ..	2	..	2	32	9	41	77	155	232	30	102	132	1	8	9	142	274	416
Wellington ..	7	2	9	62	70	132	76	243	319	37	165	202	2	11	13	184	491	675
Nelson ..	..	..	..	14	8	22	43	70	113	18	47	65	1	5	6	76	130	206
Canterbury ..	9	1	10	97	34	131	144	421	565	56	172	228	3	12	15	309	640	949
Otago ..	12	2	14	58	30	88	95	247	342	38	82	120	..	1	1	203	362	565
Southland ..	2	..	2	20	12	32	60	127	187	33	61	94	1	4	5	116	204	320
Totals ..	48	9	57	431	250	681	1,047	2,064	3,111	402	1,202	1,604	13	93	106	1,941	3,618	5,559

TABLE E4.—ADULT TEACHERS IN PUBLIC SCHOOLS (EXCLUDING SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS) CLASSIFIED ACCORDING TO SALARY, WHICH FOR THE PURPOSE OF THIS RETURN INCLUDES HOUSE ALLOWANCE OR AN EQUIVALENT AMOUNT WHERE A RESIDENCE IS PROVIDED.—1926.

Salary.	Male Teachers.						Female Teachers.						Summary.				
	Certificated and licensed.			Uncertificated.			Certificated and licensed.			Uncertificated.			Total.	Un-certifi-cated.			
	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	5	7	14	31	45	52	5	29	34	153	118	271	305	41	316	357
£141-£160	1	..	1	9	1	10	11	41	41	42	23	11	34	76	43	44	87
£161-£180	1	7	8	7	1	8	16	395	395	399	18	16	34	433	407	42	449
£181-£200	2	57	59	9	1	10	69	6	483	489	19	13	32	521	548	42	590
£201-£225	4	51	55	19	..	19	74	5	803	808	20	1	21	829	863	40	903
£226-£250	107	43	150	24	1	25	175	148	304	452	23	3	26	478	602	51	653
Totals not exceeding £250	117	163	280	82	35	117	397	169	2,055	2,224	256	162	418	2,642	2,504	535	3,039
£251-£275	92	41	133	4	..	4	137	163	164	327	2	..	2	329	460	6	466
£276-£300	85	41	126	8	..	8	134	137	183	320	6	1	7	327	446	15	461
£301-£325	106	42	148	4	..	4	152	83	157	240	1	..	1	241	388	5	393
£326-£350	102	52	154	1	..	1	155	59	162	221	..	..	..	221	375	1	376
£351-£375	96	85	181	..	..	..	181	100	108	208	..	..	..	208	389	..	389
£376-£400	158	97	255	..	..	..	255	68	8	76	..	..	..	76	331	..	331
£401-£425	163	23	186	..	1	1	187	24	4	28	..	..	..	28	214	1	215
£426-£450	85	91	176	..	..	..	176	..	2	..	..	..	..	2	178	..	178
£451-£475	90	4	94	..	..	..	94	4	..	4	..	..	..	4	98	..	98
£476-£500	24	6	30	..	..	..	30	..	..	..	..	..	..	..	30	..	30
£501-£525	61	..	61	..	..	..	61	..	..	..	..	..	..	..	61	..	61
£526-£550	40	..	40	..	..	..	40	..	..	..	..	..	..	..	40	..	40
£551-£575	16	..	16	..	..	..	16	..	..	..	..	..	..	..	16	..	16
£576-£600	83	..	83	..	..	..	83	..	..	..	..	..	..	..	83	..	83
£601-£625	2	..	2	..	..	..	2	..	..	..	..	..	..	..	2	..	2
£626-£650 .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
£651-£675	4	..	4	..	..	..	4	..	..	..	..	..	..	..	4	..	4
£676-£700 .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
£701-£725 .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
£726-£750 .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
£751-£775	1	..	1	..	..	..	1	..	..	..	..	..	..	..	1	..	1
Totals, £251-£750	1,208	482	1,690	17	1	18	1,708	638	788	1,426	9	1	10	1,436	3,116	28	3,144
Grand totals	1,325	645	1,970	99	36	135	2,105	807	2,843	3,650	265	163	428	4,078	5,620	563	6,183

TABLE F1.—RECEIPTS AND BANK BALANCES OF THE SEVERAL EDUCATION BOARDS FOR THE YEAR 1926.

Education Board.	Receipts from Government.										Receipts from Local Sources.	Workshop Account.	Total Receipts.	Cash Balances 1st January, 1926.		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)					(11)	(12)	(13)	(14)	(15)	(16)
	Administration Grants.	Teachers' and Relieving teachers' Salaries and Allowances.	Libraries (Capitation Grant).	Conveyance and Board of Pupils.	Incidental Expenses of Schools.	Training of Teachers.	Manual Instruction.	Technical Instruction.	Public School Buildings (including Rebuilding, Sites, Furniture, &c.)	Rent and Maintenance of School Buildings.	Scholarships, Subsidies, and Miscellaneous.	Total from Government.				
Auckland	10,639	557,288	748	9,346	31,788	44,431	25,667	1,402	106,566	31,995	11,230	831,100	23,082	974	855,156	6,625
Taranaki	2,433	102,090	132	1,598	6,100	223	4,890	..	15,027	7,452	2,508	142,453	5,122	1,178	148,753	6,845
Wanganui	3,459	142,243	195	1,363	8,202	176	6,223	928	17,874	10,623	724	192,010	7,965	1,335	201,310	4,968
Hawke's Bay	3,186	133,703	209	3,856	7,533	370	5,828	2,120	14,611	7,859	2,347	181,622	4,842	725	187,189	2,387
Wellington	4,780	208,425	307	3,082	12,846	47,217	15,724	738	53,252	21,474	18,388	385,733	27,839	..	413,572	11,487
Nelson	1,851	71,953	83	1,508	4,216	69	2,239	..	11,505	5,224	1,357	100,005	2,117	..	102,122	4,666
Canterbury	6,476	305,672	423	9,338	17,293	36,976	12,035	104	40,033	22,241	5,093	455,684	9,160	2,413	467,257	7,661
Otago	4,082	180,665	249	4,708	10,360	34,252	6,548	149	28,979	15,655	4,398	290,045	8,840	461	299,346	1,536
Southland	2,579	106,239	415	2,565	6,703	40	4,231	..	21,468	9,101	3,076	156,417	6,080	371	162,868	5,534
Totals	39,485	1,808,278	2,761	37,364	104,541	163,754	83,385	5,441	309,315	131,624	49,121	2,735,069	95,047	7,457	2,837,573	51,709

TABLE F2.—PAYMENTS AND BANK BALANCES OF THE SEVERAL EDUCATION BOARDS FOR THE YEAR 1926.

Education Board.	Payments										Subsidies, Refunds, and Similar.	Workshop Account.	Total Payments.	Cash Balances 31st December, 1926.	
	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 Rebuilding, Sites, Furniture, &c.)	Rent and Maintenance of School Buildings.					
Auckland	11,603	557,598	643	10,294	31,634	44,500	24,024	2,654	107,957	27,320	30,848	850,242	1,167	850,242	11,539
Taranaki	3,466	102,002	108	1,576	6,292	141	4,911	..	12,772	5,298	3,801	149,930	9,563	149,930	5,668
Wanganui	3,525	142,320	386	1,145	8,263	170	6,149	464	17,024	11,086	4,080	199,120	4,508	199,120	7,158
Hawke's Bay	3,291	133,911	199	4,072	7,434	314	5,870	2,685	12,386	6,132	4,649	186,988	6,045	186,988	2,588
Wellington	5,451	208,074	334	2,851	12,629	46,663	14,294	642	59,301	22,902	41,044	414,185	..	414,185	10,874
Nelson	2,024	71,968	87	1,542	4,092	26	2,121	25	11,849	5,239	2,475	101,448	..	101,448	5,340
Canterbury	6,404	306,089	723	9,872	17,434	36,945	12,608	101	36,324	17,302	8,590	468,579	16,187	468,579	6,339
Otago	4,354	180,768	258	5,264	10,332	34,384	6,462	139	27,855	13,143	5,804	296,573	7,810	296,573	4,309
Southland	3,618	106,489	440	2,574	6,567	54	4,506	134	20,267	6,427	3,865	161,244	6,303	161,244	7,158
Totals	43,736	1,809,219	3,178	39,190	104,677	163,197	80,945	6,844	305,735	114,849	105,156	2,828,309	51,583	2,828,309	60,973

TABLE F3.—PAYMENTS OF EDUCATION BOARDS ON ACCOUNT OF ADMINISTRATION AND OF INCIDENTAL EXPENSES OF SCHOOLS, 1926.

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	59,571	11,603	3·8	31,634	10·6
Taranaki	10,325	3,466	6·7	6,292	12·2
Wanganui	15,480	3,525	4·6	8,263	10·7
Hawke's Bay	14,808	3,291	4·4	7,434	10·0
Wellington	24,357	5,451	4·5	12,629	10·4
Nelson	6,564	2,024	6·2	4,092	12·5
Canterbury	33,316	6,404	3·8	17,434	10·5
Otago	18,909	4,354	4·6	10,332	10·9
Southland	10,767	3,618	6·7	6,567	12·2
Totals	194,097	43,736	4·5	104,677	10·8

TABLE F4.—OFFICE STAFFS OF EDUCATION BOARDS AS AT 31ST DECEMBER, 1926.

	Yearly Rate of Salary.	Remarks.
AUCKLAND—		
Secretary and Treasurer	£ 800	
Assistant Secretary	575	
Accountant	600	
Chief Clerk	450	
Clerks, 8—2 at £375, 1 at £335, 1 at £250, 1 at £230, 1 at £190, 1 at £155, 1 at £135	2,045	One plus £15 boarding-allowance.
Typistes, 7—2 at £205, 1 at £190, 1 at £185, 1 at £160, 1 at £145, 1 at £75	1,165	
Cadets, 3—1 at £115, 1 at £95, 1 at £65	275	
Attendance Officer	200	
<i>Architect's Branch.</i>		
Architect	725	
Draughtsmen, 4—1 at £450, 1 at £6 per week, 1 at £275, 1 at £115	1,152	Two temporary.
Foreman	375	
Clerk	335	
Typiste	185	
<i>Manual and Technical Branch.</i>		
Advisory Inspector and Supervisor, Manual and Tech- nical Instruction	750	
Clerk	375	
Typistes, 2—1 at £205, 1 at £185	390	
Total	10,397	
TARANAKI—		
Secretary	550	
Accountant	380	
Assistant Secretary	320	
Clerk-typistes, 3—1 at £180, 1 at £165, 1 at £150	495	
Typiste	80	
Attendance Officer	150	Also employed as carpenter.
<i>Architect's Branch.</i>		
Architect	600	
Clerk-Draughtswoman	165	
Workshop Foreman	330	
Outside Foreman, 2 at £312	624	
Total	3,694	
WANGANUI—		
Secretary	665	
Assistant Secretary	410	
Accountant	360	
Assistant Accountant	235	
Typiste and Clerks, 3—1 at £165, 1 at £145, 1 at £110..	420	
Typiste	215	
Clerk	52	
<i>Architect's Branch.</i>		
Architect	575	
Architect's Assistant	275	
Foremen Carpenters, 2—1 at £364, 1 at £301 12s. ..	665/12	Plus 5s. per day country allowance.
Workshop Foreman	312	
Foreman Painter	299	
Workshop Storeman	260	
Total	4,743/12	
HAWKE'S BAY—		
Secretary and Treasurer	700	
Accountant and Chief Clerk	450	
Clerks, 4—1 at £375, 1 at £315, 1 at £250, 1 at £115 ..	1,055	
Typistes, 3—1 at £220, 1 at £210, 1 at £125	555	
<i>Architect's Branch.</i>		
Architect	700	
Architect's Clerk and Draughtsman	360	
Total	3,820	

TABLE F4.—OFFICE STAFFS OF EDUCATION BOARDS AS AT 31ST DECEMBER, 1926—*continued.*

	Yearly Rate of Salary.	Remarks.	
WELLINGTON—			
Secretary	£ 750		
Assistant Secretary	500		
Supplies Clerk and Attendance Officer	375		
Staffs Officer	350		
Book-keepers, 2—1 at £240, 1 at £200	440		
Typistes, 5—1 at £210, 2 at £170, 1 at £120, 1 at £70 ..	740		
Junior Clerk	65		
Assistant Supplies Clerk	180		
Clerk, Training College	115		
<i>Architect's Branch.</i>			
Supervisor of Buildings	500		
Draughtsman	350		
Typiste	200		
Junior Draughtsman	180		
Clerks of Works, 3—1 at £350, 1 at £312, 1 at £180 ..	842		
Total	5,587		
NELSON—			
Secretary	575		
Accountant	385		
Chief Clerk	300		
Clerks, 2—1 at £135, 1 at £90	225		
Attendance Officer	60		
<i>Architect's Branch.</i>			
Architect	425		
Painters, 2—1 at £270 8s., 1 at £257 8s.	527/16		
Total	2,497/16		
CANTERBURY—			
Secretary	650		
Assistant Secretary	460		
Accountant	375		
Clerks, 5—1 at £260, 1 at £190, 1 at £175, 1 at £125, 1 at £80	830		
Typistes, 4—3 at £190, 1 at £120	690		
Attendance Officers, 2—1 at £275, 1 at £100	375		
<i>Architect's Branch.</i>			
Architect	600		
Draughtsmen, 2—1 at £320, 1 at £200	520		
Typiste	100		
Buyer	325		
Foremen, 4—3 at £450, 1 at £325	1,675		
Workshop Clerks, 3—1 at £156, 2 at £95	346		
Workshop Foreman	350		
<i>Manual and Technical Branch.</i>			
Manual and Technical Supervisor	575		
Clerk	170		
Total	8,041		
OTAGO—			
Secretary	750	Retired on superannuation, 31/12/26.	
Acting-Secretary	550		
Chief Clerk	390		
Clerks, 5—1 at £340, 1 at £230, 1 at £130, 1 at £85, 1 at £60	845		
Record Clerk	220		
Typistes, 2—1 at £150, 1 at £85	235		
Attendance Officer	350		
<i>Architect's Branch.</i>			
Architect	600		
Draughtsman	465		
Clerks, 2—1 at £380, 1 at £225	605		
Workshop Foreman	340		
Total	5,350		
SOUTHLAND—			
Secretary	675		Includes £100 for services as Secretary of the Southland High School Board.
Assistant Secretary	475		
Accountant	425		
Clerks, 2—1 at £156, 1 at £117	273		
Attendance Officer and Caretaker	240		
Typistes, 3—2 at £90, 1 at £65	245		
<i>Architect's Branch.</i>			
Architect	550		
Assistant Architect	425		
Stores Clerk	300		
Total	3,608		

APPENDIX A.

REPORT OF THE CHIEF INSPECTOR OF PRIMARY SCHOOLS.

SIR,—

Wellington, N.Z., 31st August, 1927.

I have the honour to submit the following report for the year ended 31st December, 1926. Several changes in the staff of the Inspectors occurred during the year. Consequent upon the retirement of the Director (Mr. Caughley), Mr. T. B. Strong, late Chief Inspector, was appointed Director of Education, the Senior Inspector of the Wellington District (Mr. W. W. Bird) being transferred to the position of Chief Inspector. The vacancy in Wellington was filled by the transfer of Mr. D. A. Strachan, Senior Inspector of Southland, Mr. J. A. Robertson of Otago succeeding him. Mr. J. A. Valentine, Senior Inspector of Taranaki, retired on superannuation during the year, and his place was taken by Mr. N. R. McKenzie, of the Wellington staff.

The reports of the Senior Inspector of each district express sincere appreciation of the enthusiasm displayed by the teachers, who continue to exert a powerful influence for good over the character of the pupils and among the communities in which they are placed. Especially do they appreciate the fine spirit of, and shown by, young teachers in country schools.

There is little evidence in the reports of the Senior Inspectors to show that the year has been marked by any general advance in methods of teaching. Indeed, they report that the methods of previous years are still those employed in most schools, and that a majority of the teachers show much conservatism, the older ones from habit, and the younger ones from the example of the older ones.

While it is recognized that the development of the individual to the fullest capacity along his own peculiar and particular lines is of paramount importance in the first instance to the pupil himself and ultimately to the State, few teachers modify their methods to meet this end. The Inspectors realize the difficulty in the case of large classes, but suggest that every class should be sectionalized, and thus some attempt made to cater for the various capabilities of the pupils. On the other hand, some attention has been given during the year to modern methods of examination and classification, which must in time react upon the methods of teaching, especially leading to the more rapid promotion of the accelerated pupil and to remedial measures in the case of the retardate.

With the object of assisting the teachers in sole-charge schools, a scheme of "adoption" by a "parent" school has been devised by the Senior Inspector in Auckland. The plan is simply that the large city or suburban schools should adopt a small country one and endeavour to assist its teacher to raise his standard of efficiency. The results of the experiment have been so successful that the plan is now being followed in several of the education districts.

In connection with the education of children in remote localities, reference must be made to the work of the Correspondence School, which continues to give effective help to children who by reason of distance are unable to attend any school. As the result of experience gained during the year the operations of the school are being extended, more subjects being treated, and the work generally shows creditable progress, particularly in regard to the difficult matter of providing suitable instruction for children in the infant or preparatory stage. Letters from the children and parents to their teachers show to what extent the work of the school is appreciated and personal relations established between pupils and teachers.

Another branch of the Department's more recent activities is the establishment of special classes for backward children. Nine new classes have been opened during the year, bringing the total to nineteen. The Department's efforts have received the whole-hearted support of primary school teachers, and the real purpose of the classes is becoming more definitely appreciated.

"The term 'backward,'" says Dr. Burt, "may be limited to those who without being mentally deficient nevertheless do not derive full benefit from the ordinary curriculum and teaching methods of the ordinary elementary school, and who cannot approach the level of attainment which the ordinary school-child is expected to acquire before he leaves. I should therefore regard as specifically 'backward' all those who in the middle of their school career would be unable to do the work even of the class below that which is considered normal for their age. Thus a child of ten with attainments equivalent only to Standards I or II would be regarded as backward."

The function of the special class is, therefore, to give these children, by means of individual attention and special methods, an opportunity for development that they cannot receive in the ordinary school classes. The selection of children is made with the greatest care, the transfer to the special class being effected only after consultation among the teacher, the Schools Medical Officer, and the Department's special officer. These children appear to be far happier in special classes than they were in the ordinary school, and the special training they receive should give them a better chance in life than they would otherwise get, and enable them to develop gifts of real utility and pleasure to themselves.

Less rigid and formal methods of instruction than those too frequently found in lower classes are used in special classes, whose aim is "to provide the backward children with an atmosphere that gives greater scope to natural interests and abilities, where less pressure is exerted to incite them to struggle with uncongenial 'academic' tasks." In establishing these classes New Zealand is but following the example of other countries. For many years such classes have been in operation in Great Britain and in America. Their value to society is without question, as nothing can be more wasteful educationally than to subject pupils to methods of teaching that are unsuited to their needs.

The Inspectors' reports show that greater attention is being shown to speech-training, with the object of counteracting incorrect habits of speech out of school. In this connection it may be mentioned that the pamphlet prepared by the Department is being much appreciated by teachers and is now in general use.

The intellectual aspect of reading—"reading for content," as it is called—is receiving greater attention from the teachers, and in most of the schools good class libraries are to be found. The traditional reading lesson, which consists of having each child reading aloud a few lines in turn without previous preparation while the rest of the class are required to follow word by word, has now almost disappeared. But it is a mistake to think that reading aloud, in order to give pleasure to an audience, should not still receive its merited share of attention. Clearness of utterance, audibility, fluency, and expression based upon comprehension are the essential qualities of good reading aloud, and it is most desirable that attention should still be given to secure these in our pupils. Further, it is generally recognized that reading aloud is the most potent means which a teacher possesses for awakening in his pupils an appreciation of literature, and frequent reading by the teacher of specially chosen passages in order to stimulate the interest of the class or to form their taste cannot be too strongly recommended as the means of enforcing the appeal of literature.

It would appear that the Inspectors generally are of opinion that too much time is still given to arithmetic which, being regarded as the most important subject in the school, has devoted to it not only the prescribed period but any spare time in addition. The simplification of the syllabus in arithmetic as promulgated in the *Education Gazette* had for its object the bringing of the subject more into accord with the requirements of life, to ensure a good foundation in the basic processes, and to reduce the time formerly devoted to it. Here again it would seem that teachers are too generally dominated by the text-book, the chief use of which is to afford the necessary revision and mechanical work, and not to define the course of instruction.

Revision of the Syllabus.—The revision of the syllabus referred to in last year's report, has been placed in the hands of a special committee appointed by the Hon. the Minister. The task is one that requires considerable thought and care, and cannot be accomplished in a limited time.

The revision of the syllabus will naturally be followed by a revision of the class-books authorized for use in schools, and this is, without doubt, very desirable. As it is, the most progressive teachers have moved away from the present text-books as regards both the scope of the work and also its treatment. Particularly is reform necessary in the text-books in English language, the teaching of the mother-tongue being of paramount importance in the primary schools. The Inspectors of Wellington District, for example, report that "without doubt the most difficult subject in the curriculum, and yet the most important, constructive English, is still possibly the worst handled, and will continue to be so unless it is quickened by the personal enthusiasm of the teacher, and not strangled by the warping influence of any text-book which prescribes for every child not only the subject on which he shall write, whether he likes it or not, but the very ways in which he is to think about it."

The Senior Inspector of Hawke's Bay District calls attention to the need for inculcating to a greater extent habits of thrift. He points out that the children could economize in their use of the ordinary school requisites to an extent that would probably reduce appreciably the expense to which their parents are put on this account. There is no doubt a good deal of truth in his remarks, and the attention of teachers should be directed to the desirability of developing in their pupils the habits of judicious saving in both material and money.

In this connection it may be stated that the provision in the Education Act for the establishment of schools savings-banks for the use of children attending the schools is not made use of to any great extent. This is a matter for regret, as there is no habit more desirable, and, indeed, none in more urgent need of fostering amongst children at the present time, than that of thrift.

The following extracts from the Inspectors' reports contain their views upon other matters related to the general work of the schools.

READING.

Wellington District.

The practice of taking a whole class for oral reading dies hard. We are forced to the conclusion that the reason is to be found in the lack of preparation of questions for testing silent reading, for silent reading *must* be carefully supervised and tested if it is to be at all effective. Further, there is perhaps the baseless fear that silent reading will not help the pupils to read orally. The art of reading aloud should certainly not be lost sight of, but should be cultivated as a distinct accomplishment, wholesome and pleasure-giving. It does not, however, encourage a love for natural reading. If children are reading naturally, they will not be content with one book; and, indeed, we frequently find this to be the case.

The method of teaching the first steps in reading varies with the teacher—we have laid down no royal road to be followed. In general, phonics is still an important factor, and its virtue in training

the child to independent action is still recognized. In the infants' departments, where too frequently the classes are too large for effective work, much individual reading is practised. The conditions render it very difficult for this to be done in an entirely satisfactory manner, and grouping must, therefore, be adopted. At this stage it is most important that the teacher shall hear the child speak distinctly, in order that any defects may be noted for special treatment, and with this object in view oral work must receive due attention.

In the standard classes comprehension is receiving greater attention, and the use of continuous readers and the extension of libraries are leading to a love of reading. A few teachers are doing good work in developing in their pupils an appreciation of literature, and we hope that this important matter will receive more general attention.

Auckland District.

Thanks to an awakening among teachers to the necessity of suitable class libraries, considerable progress has been made in this all-important subject. The elocutionary side is adequately met, while the institution in a few schools of small reading sections has given more practice in reading aloud to those most in need of this phase, without inflicting illimitable boredom on the rest of the class. We have found that a better appreciation of literature obtains than was previously the case. Generally speaking, reading is much better taught in the primer departments than it is in the middle and senior divisions of the school. Here too often modern methods of individual and group teaching give place to class teaching from the *School Journal*, with occasional lessons from a continuous reader. Fully one-half of the class thus sit idle and uninterested throughout the lesson. In Standards V and VI more often than not only one continuous reader is read during the year. So-called readers in history and geography are open to grave objection. Such books aim primarily at imparting information; and even when information is imparted in the guise of a story children are quick to distinguish between the real and the sham. The child should be encouraged to regard reading as a pleasurable occupation; he should read books for the sake of their contents. This is indeed the most effective means by which he can gain a liking for literature, can widen and arrange his ideas, and add to his stock of information. The teacher must, of course, exercise a general supervision over their reading, and it is desirable that he should have sufficient knowledge of each book in circulation in the class as to satisfy himself that an actual effort is being made to master its contents, and, secondly, to acquaint himself with the nature of the difficulties which the children are likely to encounter. The books chosen for individual reading should deal in the main with human action and with motives which can easily be understood; the story element should predominate. It is recognized that reading aloud at least once or twice weekly, especially with the less proficient pupils, is necessary in order to correct mispronunciation of words, to secure clearness of utterance, and reasonable fluency—but as a general rule pupils above ten years of age should be afforded frequent opportunities of reading silently for the purpose of study and pleasure. We desire to utter a word of warning here. Too many teachers fail to recognize that there is another aim in reading besides those just mentioned, and that is the transference of the author's thoughts to the reader's mind—in other words, comprehension of the reading-matter. Time and again one will listen to a reading lesson in which practically the whole of the period is devoted to the correct saying of words, little or no attention being given to the general import of the passages studied. Correct pronunciation and enunciation are in themselves important, especially in connection with speech-training; but, seeing that reading aloud is very little required in post-school life compared with the vital necessity of cultivating the silent-reading habit, it appears to us that there is urgent necessity for training the pupils to acquire the thought-content of the reading-matter. It is comparatively easy to teach pupils to say words and to group them; it requires much more skill to get them to comprehend what they read—much more concentration and effort on the part of both teacher and pupil are required. It does not follow that because a pupil reads a passage fluently and correctly, and with apparent intelligence, he therefore comprehends what he reads. Teachers should make certain that comprehension receives more attention. At a very early age, after the initial stages of oral reading (word-recognition) have been passed, various devices, so successfully resorted to by the best primer teachers, can be made use of to test a pupil's ability to understand what he reads. As he passes through the standards, exercises of increasing difficulty should constantly be set, so that by the time he becomes a candidate for a proficiency certificate he will have received a thorough training in searching out the thought-content of the reading-matter. A limited amount of oral reading, decreasing from year to year, accompanied by a large amount of silent reading, increasing from year to year, followed in general by some form of comprehension test, will do much to bring about a much-desired improvement.

SPEECH-TRAINING.

Taranaki District.

The attention given to speech-training varies widely from school to school. In some cases it is praiseworthy, the pupils' enunciation being clear and pleasing. Too often, however, this very important aspect of education is neglected or is treated in a perfunctory manner, with consequences that leave much to be desired. The excellent pamphlet on speech-training recently issued by the Department has been supplied to every teacher in the education district, and good results may be expected during the current year. It is stressed that in all oral work clear and distinct enunciation should be insisted on.

Auckland District.

After the issue by the Department of Pamphlet No. 14 it would be natural to expect an improvement in the speech of the pupils, and to find that improvement manifested in more distinct enunciation in reading and recitation, as well as in all oral work. Our experience has been that little use has been made of the excellent material contained in the pamphlet, and that the speech in our schools does not show the improvement that might reasonably be expected. Seldom do we find any mention of the pamphlet in the schemes of work. Those teachers who have followed the suggested courses have achieved creditable results; many, however, consider the subject as one to be dealt with entirely in conjunction with oral composition. There are a few teachers, but their number is very small, who give lessons in voice-training and the purity of vowel sounds, but the effort on the part of both teacher and pupil lasts only for some ten minutes per week.

Canterbury District.

The teaching of composition proceeds in much the same manner as in previous years. In our best schools the quality of the written essays is distinctly creditable both in diction and in orderly arrangement of ideas. Where the work is inferior, the fault lies not so much with the pupils as with the teacher. "A pupil's written composition is predetermined by his oral practice and habit," and we are constantly impressing on our teachers the value—and, indeed, the necessity—of training in oral expression in connection with all lessons as the basis of well-constructed written essays. Here and there we have noticed a tendency to underestimate the oral composition lesson in the upper classes. This is to be deprecated, for, apart from its importance as an aid to written work, the power of exact oral expression is of use in every phrase of social and public life.

Auckland District.

Probably the most useful accomplishment for the adult is to be able to express himself clearly either orally or by writing; hence the teaching of composition is the most important part of a teacher's formal work; yet in no subject is there such a difference in the results obtained. With the adoption of print-script in the primer department written expression has become more popular with teachers and scholars. It is quite common to find children in Primer 3 writing most creditable stories, and pupils in Standards I and II reproduce stories and deal with subjects autobiographically in a most pleasing way. In the higher classes, however, there seems to be a lack of purpose or plan. "Give and mark" appears to be the usual practice. Pupils who read widely always present the best exercises in composition; and in those schools where provision has been made for well-stocked libraries, and where special encouragement has been given to silent reading in school combined with home reading, composition is usually of a high standard. Definite teaching in sentence-structure is needed, and an attempt should be made to develop in the pupils an appreciation of good English. Part of the time now devoted to arithmetic and to formal grammar might well be given to the study of gems of literature, both prose and poetry. System in the choice of subjects is also necessary; the imaginative type too frequently predominates. Grammar, as a rule, is fairly well taught; but it is often treated in isolation, instead of in conjunction with composition. Quite a number of teachers appear to think that the presence in the schoolroom of the books by Feasey, Kerr, and Glover is likely to exert a magic influence; these works are not used as they might be as real aids to the teaching of English. The prominence given to the teaching of analysis is to be regretted. Teachers focus their attention on this phase of the subject, with consequent neglect of synthesis, variation in the form of sentences, and the study of the functions of words. The wide range of errors set for correction appears to be a weakness, and an investigation into the errors actually made by pupils in composition exercises would seem to be well worth while. The teaching of grammar to Standard II still persists in some schools, and some quite advanced schemes in this subject for this class have been noted.

Otago District.

The work in this subject is not as strong as we should like, especially when the advance from Standard IV to Standard VI is considered. We find generally that there is little gain except in the length of the essays. The vocabularies of the senior pupils are often so meagre as to suggest that very little work is done towards enlarging the pupils' knowledge of the language. Sentence-structure is nearly always correct, but, speaking generally, we find only fair ability in organizing material and in arranging paragraphs. We should like to see more extended study of paragraphs of good prose and well-selected descriptive extracts. We recommend that the pupils should occasionally select from their reading-books examples of good English for careful study. The value of the oral composition lesson as a basis for written work and for the teaching of the mother-tongue does not appear to be fully appreciated. We urge that not only in the set composition lesson, but in such subjects as history, geography, and nature-study, pupils should be encouraged and required to discuss freely the topics that arise in class-work. Formal grammar still receives too much attention, and is not sufficiently taught as the handmaid to composition.

SPELLING.

Auckland District.

Spelling is by no means a strong subject. It is too often simply "taken" day by day, and not "taught" at all; in other words, it is just a "learn and test" subject. The short time during which the children attend the primary schools renders it impossible to dispense with direct instruction in

spelling ; but the more closely spelling is connected with reading and composition the more effectively it will be taught. A good teacher should find no difficulty in making this apparently incidental instruction genuinely systematic. Spelling of words learned is often well done at spelling-time, but one frequently finds the same words wrongly spelled in composition.

WRITING.

Hawke's Bay District.

Writing continues to be good, though in the upper classes no conscious attempts at speed are made. All the schools practice the cursive style, since it is obvious that the commercial community as a whole is not yet prepared to accept print-script. Yet print-script has an undoubted artistic and commercial value. Whoever keeps his eyes open as he walks abroad sees everywhere increasing evidence of its use, in office and shop or picture-theatre. As an aid to legibility and artistic expression it should be used some time every day, especially in arithmetic and drawing of all kinds. It could be used entirely in the infant department.

Wellington District.

There has been much discussion of late in respect to the writing in schools, especially in regard to print-script. In our opinion, while print-script is naturally suited to the initial stages of handwriting, we do not think it serves the ordinary purposes of writing, and should not be accepted in the higher classes. Pupils who leave school should *write*, not *print*, and, if print-script is taught, it should only be part of a system of training that ends in the cursive style. We feel, too, that we should record our opinion that neatness in writing should be required. It is true that speed and legibility are very desirable ; but the person to judge of the legibility is not the writer, but the reader, and speedy writing is not of much use if it is difficult or impossible to read. Moreover, it is surely worth while training pupils to give their best always. Slackness is of all qualities the most liable to be transferred from one form of activity to another. It is important that a good habit of writing should be established at the outset, and there is no better preparation than that propounded by Montessori.

Auckland District.

Writing may be said to be of very fair quality ; in only a few schools is it very good. As a general rule, print-script is taught in the primer classes and cursive writing in the standards. There are, however, some schools in which print-script is the style adopted throughout all classes, and does not develop into a running-hand at all. Seeing that the business world demands good cursive writing, it is doubtful whether it is a wise proceeding not to teach it. Dr. Ballard says, " If print-script is to fulfil its proper function in the school, if it is to be a real reform which will distinctly raise the general standard of the nation's handwriting, it must be taught as a progressive system. Life is too short to permit of our writing to our friends or clients as though we were presenting them with illuminated addresses. The writing ultimately reached must look like writing and not like a bad imitation of print. It must have character, and depart from the stark neutrality of straight line and circle. In fact, though it begins as printing, it must end as writing." T. E. Raw has published an excellent little copybook showing how print-script can be developed into a good running-hand. In some schools, where cursive writing is most successfully taught, the copybook has been reintroduced. The number of pupils who write with the left hand varies from school to school, but, on the whole, it appears to be increasing. It seems that many children begin using the left hand in writing in just the same way as many infants hold the spoon in the left hand. In the latter case it requires a little attention on the part of the parent to induce the child to hold the spoon in the right hand ; so in the former a little tact and perseverance on the part of our infant-teachers would induce their pupils to use the right hand, and thus avoid that appearance of awkwardness, which may be detrimental when school-days are over.

HISTORY AND GEOGRAPHY.

Auckland District.

Geography is fairly well taught, though on somewhat narrow lines. It is desirable that during his school career every pupil should receive some instruction concerning all the principal countries of the world, special attention being given to his own country, to the British Empire, and to countries that compete with New Zealand for the markets of the Home-land. The natural interweaving of physical, mathematical, and political geography is not often carried out. There is also evident on the pupils' part a lack of familiarity with maps, which seems to indicate that insufficient use is made of the atlas. The *drawing* of maps does not seem to merit much expenditure of time, but the filling-in of a traced or mimeographed map is a valuable exercise. A more definite study of the map by the pupil himself would enable him to discover half of the information he requires about any country, and would certainly serve to fix such information firmly in his mind. The use of pictures and models is capable of extension, and a fuller use might be made of the examples nature provides in the neighbourhood of many schools. In history there has been some little improvement, but it is still one of the least satisfactorily taught subjects of the curriculum. Where improvement is noticeable it is due to the fact that teachers have given more time to the subject, have prepared time-charts, and have used drawings and pictures to create interest. The urgent necessity still exists for the driving-home of certain fundamental facts—the attainment of accurate and sure knowledge—facts which form the groundwork of all further progress. Too often the lessons given are too diffuse and the detail too scattered, with the result that no definite impression is left in the child mind.

Otago District.

Geography.—We found generally that the pupils had acquired a good knowledge of facts, but in many cases there was little evidence of any mental reaction on the information supplied by the teacher, pupils showing poor ability to discuss important topics. An outstanding weakness was the lack of first-hand information in a subject which is of high value as a means of training in observation and in reasoning.

History.—We are pleased to note improvement in the instruction in history. The practice of interesting the pupils in the early stages by means of stories of fine achievement, the introduction of New Zealand and, in some cases, local history, the preparation and use of the time-chart, are commendable features in the treatment of this subject. The historical material supplied at the Dunedin Exhibition has been very thoroughly used by the teachers.

Canterbury District.

History and Civics.—The teaching of civics should for the most part be informal and indirect, and we are pleased to note that in many of our upper classes the heavy formal programmes are disappearing, such topics as banking, free-trade, and protection being reserved for more mature years. Ideas of good citizenship should develop from the history lesson. A sense of duty and responsibility should be gained from school games and organizations, and from a proper attitude towards authority in general, rather than from stiff formal talks by the teacher. While there is still a tendency on the part of some teachers to load the lessons with unnecessary details, the programmes of work are, generally speaking, of a suitable nature. We have frequently directed the attention of teachers to the value of simple narrative as a means of presenting historical facts.

Geography.—In no other school subject is there so much diversity of attainment as in geography. In some schools, indeed, where the subject has been intelligently treated and thoroughly taught, the pupils' attainments leave little to be desired. In others, again, while much effort has been expended, it has been ill-directed and wasteful, with the result that the pupils carry away with them but little real geographical knowledge. On the whole, the useful generalizations of physical geography are carefully taught, but many fail to apply them systematically when dealing with different regions. The commercial and industrial aspects of geography receive a good deal of attention; but in some cases the relations between trade products and industry on the one hand and physical conditions on the other are not sufficiently established.

Wellington District.

History.—This subject is better taught than formerly, and more time is devoted to it. Many teachers have arranged a supply of good reading-material from which pupils gain information for themselves. Time-charts have been made in most schools, and serve a useful purpose, but greater use should be made of pictures. We find also that too much time is spent in the earlier periods of English history, and we meet the ancient Britons and Julius Caesar so frequently that we should be glad to be introduced for a change to the Maori voyagers, Tasman and Cook, the early settlers, and men who have made New Zealand.

Geography.—Except in a few cases where emphasis is still laid on mere names, geography is receiving more rational treatment, and it is pleasing to note the interest shown.

DRAWING AND HANDWORK.

Wellington District.

In many cases drawing does not receive the attention it deserves. As a means of expression it should be more closely related to the other subjects in the curriculum. The progress from class to class is not so great as might be expected, and there is no organized scheme running through the school. Teachers who have grasped the right principles in teaching the subject present very successful work, while those who still labour in the old formal way have little to show. The quick sketch in light lines is a better medium for cultivating perception and manual dexterity than the production of a laboured and "finished" drawing.

The value of handwork as a means of teaching, and not as an end, is still largely unrecognized, and much time is wasted under this heading in the fabrication of useless articles. Thus plasticine is frequently used in an aimless way by children merely to keep them busy, when they would be more profitably employed in, say, reading.

Canterbury District.

Drawing.—During the year a considerable amount of really good work came under our notice, but it seems to us that too heavy a price was paid for the results obtained. In general, the children were afforded no choice of subjects, and the instruction followed traditional lines. The great body of teachers have caught little inspiration from the illuminating articles which have appeared in the *Education Gazette* during the past two years. Their conservatism has resulted in unnecessarily laboured efforts on the part of the children and in very restricted programmes. Rapidity of execution and originality of treatment are not common. There has been, however, an improvement in technique.

Handwork.—The woodwork and cookery classes continue to be popular with the children, many of whom exhibit considerable skill in the technique of these two subjects. It is doubtful, however, whether the woodwork programmes of the various centres or the carton-work programmes of the majority of our schools study sufficiently the real interests of the child. There is too much emphasis

on principles, and insufficient deference to the interest of the pupil or to his desires to create and construct. This applies particularly to carton-work, in which the lessons too frequently degenerate into a mechanical copying of detailed measurements supplied by the teacher.

One branch of handwork which has made a noted advance during the year is needlework. In Christchurch and in various centres, some as remote as Kaikoura and Fairlie, refresher courses were conducted by Miss Burns, till lately Supervisor for the district. Through her skill and inspiration a new spirit has been breathed into this hitherto drab subject, and teachers and pupils alike are enthusiastic over the improvements they have been able to make.

Wanganui District.

Drawing.—On the whole, the drawing in the schools is of good quality as far as the representation in line of the form of the object is concerned. Many an otherwise good drawing is marred by the crude attempts made at representing light and shade. Too often they consist of a mere scribbling with the pencil on the paper, followed by a rubbing with the finger.

Definite instruction in the manipulation of the pencil to produce a pleasing effect is necessary, and where this has been done the drawing in many cases is excellent.

The design-work in colour in many cases is very crude. Any good text-book on the subject will give hints for the application of the colour to produce an even tone. One defect noticeable in the teaching of drawing is the lack of continuity in the instruction in the subject. Objects for drawing appear to be selected at random, thus precluding a definite course of instruction in the subject.

Handwork.—The woodwork and cookery taken at the various centres by the special instructors maintains the high standard of efficiency that has been noted in previous reports.

It cannot be said that in most schools a high or even a satisfactory standard has been reached in the treatment of handwork. In many cases it is regarded entirely as an occupation, and the pupils acquire little manipulative skill or reproductive ability. Probably it is most successfully used for illustrative and correlative purposes, but even then the crudeness of much of the work shows a lack of hand-and-eye training. We wish to see teachers taking a keener interest in this subject, and by study and practice making themselves skilful in handling the material that is supplied to them.

NATURE-STUDY AND SCIENCE.

Wellington District.

Nature-study in classes Primer to Standard II is, on the whole, not very satisfactory. This is not to say that the subject is neglected, but it too often takes the form of the old-fashioned object-lesson without the object. The weakness here is due to want of interest and lack of knowledge on the part of the teachers. Ex-trainees in nearly all cases are helpless in this subject.

As the science is largely in the hands of special instructors, there is a growing tendency for it to become divorced from the remainder of the syllabus. There is no question of the earnestness of the instructors, who, indeed, have given considerable assistance to teachers in preparing suggestive schemes in science. Improvement is shown in the pupils' notes of their observations, but generally we consider that the science is not a strong feature of the work in our schools.

Wanganui District.

Agriculture.—Notwithstanding the enthusiasm and assistance of the instructors, some aspects of this subject have not been so satisfactory as could be wished. As pointed out last year, the work may be divided into three sections—(a) that dealing with environment; (b) gardening; (c) indoor experimental work. In many schools the unusually wet year interfered seriously with gardening operations, but in others more work might have been done. Perhaps the least satisfactory aspect of the subject was the indoor experimental work, which was too often limited in scope and indifferent in quality. It was felt by all that the courses of instruction in nature-study and agriculture should be revised and systematized.

Canterbury District.

Nature-study.—We have no reason to complain of the neglect of this important subject, but we have more than once had to take exception to the courses planned, and to the faulty conception and treatment. Programmes of work are frequently too wide, and consequently do not lend themselves to the cultivation of the power of minute observation for which the subject is designed. However, it is frequently excessive zeal, and not indifference, that is the cause of weakness.

Agriculture.—The outstanding feature in connection with the agricultural work of the district during the past year was the number of sole-charge teachers who applied for permission to take school-gardening as a class subject.

There was a noticeable increase also in the interest displayed by teachers, pupils, and School Committees in beautifying school-grounds; and now that forestry-work is being encouraged a marked improvement in the environment of many of our schools may be looked for in the near future.

Root-growing competitions and the identification of grasses also claimed the attention of schools in various parts of the district, and these received encouragement from agricultural and pastoral societies and other organizations.

Otago District.

Nature-study.—We regret that we were not, in general, favourably impressed with the work in this very important subject. Programmes were seldom drawn up with respect to the special environment of the school, while nature-study excursions were very rarely undertaken. In a few schools, however, enthusiastic teachers had done really fine work, and the pupils were deeply interested in the natural phenomena, the plant and animal life, and the many interesting problems which presented themselves for observation and study.

SINGING.

Canterbury District.

Although in some schools the educational value of singing does not receive the recognition to which it is entitled, the majority of teachers, we are pleased to note, are evincing increased interest in this important cultural subject. The Supervisor of School Music, Mr. E. D. Tayler, paid short visits to a few schools and delivered public addresses, at which large numbers of teachers were present. These addresses and the helpful articles in the *Education Gazette* have been much appreciated, and have contributed towards a more generous treatment of the subject, so that in the near future a marked advance is confidently anticipated, and singing may eventually take its rightful place in the school curriculum.

Wanganui District.

In many schools splendid work is being done by the teachers in voice-production, with the result that the pupils sing with pleasing tone and expression. The introduction of the gramophone has had a beneficial influence upon the attitude of the pupils to the subject, and the time spent in musical appreciation cannot fail in producing a keener interest in music generally.

Where musical instruments are not available, and, indeed, even where they do exist, more could be done in the teaching of singing in the use of the Tonic Sol-fa. Very few classes are to be found possessing the ability to read music at sight or to learn the songs without the aid of the instrument. During the year a decided forward movement has been made by the Schools' Musical Association in one of the larger centres in the appointment of a visiting instructor who personally directs the teaching of singing in the schools. His work therein, coupled with the enthusiasm stimulated among the teachers, has resulted in most creditable work being done. The establishment of school choirs is a valuable feature of the work.

Otago District.

We are pleased to report that greater interest is being taken in this subject, stimulated, without doubt, by the visits and lectures of the Supervisor of School Music and by the publication of articles in the *Education Gazette*. In many schools the teachers are making good use of the gramophone both for recreative purposes and for the appreciation of music.

Auckland District.

Singing is better taught than in previous years, and it is now quite exceptional for a teacher to plead that he cannot take singing with his class. The gramophone has given the most diffident the necessary confidence to make a start. Once the teacher's initial nervousness has been overcome, the pleasure of the children in the lesson has keyed him to display his latent ability to teach simple folk-songs and traditional songs, with often surprisingly successful results. Teachers would be well advised to allow unison singing to bulk more largely than part-singing. Singing in two parts should always be reserved for the senior classes, though even there it should supplement and not supplant unison singing. Whenever the song has a definite alto part the teacher must be on his guard against the danger of causing injury to the child's voice at the time of the adolescent break. Nor should the same children always take the same part. It will often be advisable for those who have been singing alto on one occasion to sing treble on the next. A class should never be divided so that the boys always sing alto and the girls treble. In contradistinction to singing *for* children, some teachers make the mistake of singing *with* them, and others of making too much use of the piano. In junior classes the piano is almost a necessity in helping the children over the technical difficulties of a new song, but its continued use as a support to the children is to be deprecated. Simple breathing and voice-training exercises are well taken in many schools. The excellent articles which have appeared in the *Education Gazette* on "Musical Matters" by the Supervisor of Musical Education have done much to arouse enthusiasm in the teachers.

PHYSICAL INSTRUCTION.

Auckland District.

This subject is, on the whole, well taught, and in only a few schools is it neglected. "Unfavourable weather conditions" is sometimes an excuse offered for a temporary cessation of the lessons. As a general rule, however, indoor drill is taken with creditable results when wet weather has prevented the usual outdoor exercises being taught. In some large schools a beginning has been made with the teaching of folk-dancing and eurhythmics. The educative value of games properly organized is generally recognized; good work is being done in all schools in the matter of competitive sport—*e.g.*, football, cricket, hockey, and basketball.

Otago District.

Practically all the teachers are doing their best with this subject, and realize that physical education, properly conducted, is a subject that aids the children in all their other work. It is noted that the younger teachers recently from training college are doing very good work.

Wanganui District.

The report of the physical instructors shows that throughout the district good work is being done, and we have frequently commented very favourably on the quality of the instruction, and on the alertness and precision with which the exercises are done.

Canterbury District.

The physical instructors continue to do good work, and practically all our teachers are keenly alive to the benefits to be derived from this important branch of school culture. In addition to their regular duties in connection with the training college and the schools of the district, the instructors paid a second visit to those small schools which were most in need of assistance.

We take this opportunity of again recording our appreciation of the efforts of those teachers who spend hours of their own time in fostering school games and other outdoor activities.

TEMPERANCE.

Nelson District.

Temperance and Moral Instruction.—The tone and discipline of our schools as a whole show that due attention is being paid to the moral training of the children. By precept and example our teachers generally are endeavouring to give much-needed moral training and instruction in the principles of temperance, to foster the civic spirit, and to inculcate patriotism and loyalty to duty.

Wanganui District.

Health and Temperance.—Most schemes of work make provision for the teaching of this subject, but all time-tables do not allot a definite period for the instruction. We have asked that this be done.

ENVIRONMENT.

Auckland District.

A pleasing effort is being made in most districts to improve the appearance of the playground. Flower borders and ornamental shrubs are not uncommon, and the value of this environmental influence can hardly be overestimated. In this connection we desire to acknowledge the good work done by the agricultural instructors and School Committees. Indoor decorations, too, are becoming more tasteful, and now that quite good pictures are comparatively cheap there is little reason why every schoolroom should not be an artistic place. There are, however, some teachers who do not value the cultural effect of an orderly and attractive school, and who cling with seeming affection to useless and unhygienic lumber in cupboards and corners. It must be admitted that the drabness of the interior of a number of schools makes it very difficult to give them a pleasing appearance. The schools in such a district as the northern gum lands have a special claim to being made as clean and bright inside as fresh painting can make them, thus giving a suitable background for the teacher's efforts.

Southland District.

Most teachers appreciate the advantages, both educational and social, that accrue from a proper internal environment, and not a few rooms are sufficiently attractive to win the approval of interested visitors. The internal decoration in a large school should indicate at once which class occupies any given room. To the room with bare walls the pupil, as in Shakespeare's time, still goes unwillingly, but to the homelike sanctum with a hundred interests on every wall it is the period of absence that is deplored.

Wanganui District.

In our opinion, the environment of the schools ranges from good to excellent, some of the grounds being real beauty-spots in the district. This highly satisfactory condition is frequently due to the whole-hearted manner in which the Committee and parents co-operate with the teachers and pupils in beautifying the surroundings of the school. The large sums of money raised locally for improvement schemes is the best indication of the interest of the parents.

DISCIPLINE.

Wellington District.

In general the discipline in our schools is of a satisfactory character. We consider that there is very little to complain of in regard to severity. It is realized that an atmosphere pervaded by fear is not conducive to healthy mental growth. But there are cases in which we have something to say on the other side. We still think that it is a good thing for pupils to behave in a decent manner, to show respect and courtesy to their fellows, their teachers, and their seniors, and to respect the rights

of other members of the class and community. It has been said that nobody is free to do as he pleases. Checks and restraints are ever hampering and controlling our actions, and to ignore these is folly and to struggle against them is useless. "Free" discipline which arises naturally from a mutual understanding between teacher and pupils is undoubtedly a fine ideal for which all teachers should strive, but it must be carefully distinguished from that licence which is bad discipline.

Taranaki District.

Some teachers do not realize that discipline implies training in self-control, and that, while the modern child is very properly allowed greater freedom than his parents enjoyed in their childhood, he must pay due respect to the rights of others. In Dr. Montessori's phrase, he should be allowed "liberty within the law."

PROBATIONERS.

Wanganui District.

A scrutiny of a return asked for during the year showed that in a few schools too much of the instruction had been delegated to the assistant teachers, and during our visits we have occasionally commented on the undue number of special lessons that do not appear to have been given in the presence of the head teacher. We are of opinion that head teachers should make themselves personally responsible for at least three-fifths of the instruction and special lessons.

EXPERIMENTATION.

Canterbury District.

No marked advance in experimentation was noted during the year. A few enthusiastic teachers made a judicious use of intelligence tests, and followed these up with a more or less searching inquiry into the private and school history of their pupils. The data collected modified the class-room organization to the extent of freeing the brightest pupils for independent work in certain subjects; but there was no extensive application of either individual or group methods. This was due to two reasons—the hesitation on the part of teachers to depart from traditional practice, and the absence of suitable class libraries.

Taranaki District.

As already mentioned, the teachers of the district have displayed a keen interest in modern methods of examination and classification. These matters have been discussed at meetings in different centres, and many teachers have adopted the new type of examination in their school-work. The Inspectors, too, are as far as possible using modern methods of examination. There is ample evidence that the older type of examination is largely futile, if not actually harmful.

In the past we have been too much preoccupied with methods of teaching applicable only to some 50 per cent. or 60 per cent. of our pupils, and have paid insufficient attention to the proper classification of the children. We have overlooked the fact that children of widely differing mentality cannot profit by the same curriculum and the same methods of teaching. It is hoped that in the near future the children of this district will be classified on a scientific basis, and that as far as possible the school-work will be adjusted to their needs.

HOMEWORK.

Hawke's Bay District.

The subject of homework has been much discussed. We are of opinion that homework should not be set as a task, but that the pupils should be encouraged to develop hobbies along the lines of literature, art, music, and handwork. Teachers should keep in close touch with and direct in some measure the home activities of their pupils; and these activities should certainly be calculated to train the pupils in the right use of leisure.

Nelson District.

An interesting experiment is being tried in the Nelson Boys' School to test the effect of abolishing home lessons. It is premature yet to pass judgment, though the popularity of the venture with the pupils is undoubted.

DISTRICT HIGH SCHOOLS.

Auckland District.

The district high schools continue to render valuable service to the communities in which they are situated. The total roll number of the secondary departments of these schools is more than one thousand pupils; and when it is remembered that but for the establishment of these schools few, if any, pupils in these localities would receive any form of secondary education, the importance of their work cannot be exaggerated. The difficulty of securing and retaining the services of qualified and experienced teachers for these schools is still a most serious problem. We are pleased to note that the standard of efficiency is increasing, as is evidenced not only by the successes gained by pupils in Matriculation and departmental examinations, but also by reports of Inspectors. During recent years the headmasters have taken a keener and more intelligent interest in the secondary departments, many of them not only arranging the courses of work, but also teaching for several hours a week, the

secondary department now being considered—and rightly so—as an integral part of the whole schools Science as a subject has shown considerable improvement, a result due largely to the frequent visit of the Board's agriculture instructors, who not only advise the teachers, but also make themselves responsible for a portion of the science-teaching.

Canterbury District.

During the year fourteen district high schools were in operation, and it is pleasing to note that the majority showed an increase in attendance. The rural or scientific course, including the domestic, is followed for the first two years, while in the next two some of the manual work is dropped in order to allow more time for pupils to prepare for special examinations. In most centres there is a keen demand for commercial work—shorthand, typewriting, book-keeping, and commercial correspondence—and there is no doubt that if adequate provision could be made for teaching these subjects the school rolls would be considerably augmented. We must admit that there is a great deal to be said in favour of the introduction of these subjects into the curriculum. Provided they are combined with a sound general education, including cultural subjects like music and art, they will prove of greater benefit to many pupils than will a foreign language or mathematics.

Our district high schools provide a very fair type of secondary education for many to whom it would otherwise be denied. They continue to be efficiently managed, and the successes gained at the various public examinations, especially by some of the smaller schools, are worthy of much commendation. As a rule, approved courses of instruction are in operation, and good methods, for the most part, are employed; but in order to keep step with modern developments there is need for a reconsideration of the text-books now in use.

A visit by the secondary Inspectors was this year paid to each centre.

Southland District.

The visits of the Secondary School Inspectors should increase the usefulness of these classes by correlating their work with that of the larger secondary schools, and by bringing the schemes and text-books into line.

Wanganui District.

In April the Chief Inspector of Secondary Schools visited Ohakune, Taihape, and Hunterville secondary classes, and gave much valuable and helpful advice on the courses of instruction and the methods of the teaching. It is hoped that these visits will be continued, because they should have the effect of raising the standard of attainment and efficiency, and of bringing the methods of teaching, particularly in languages and mathematics, nearer to the standard that obtains in the best secondary schools.

While it is rather disappointing that only a little over 40 per cent. of the pupils return to school after their first year, yet it is very gratifying that over 60 per cent. of these remain for at least a third year.

The agricultural instructors have visited the classes once a month for four hours at a time to advise teachers in regard to schemes, methods, and experimental work in science. Their visits have proved of great help and benefit to the teachers with whom the responsibility for the instruction rests. With the expert assistance of the instructors the science course has been revised and, it is hoped, placed on a sounder footing.

Towards the end of the year a circular was issued to the secondary classes with a view to systematizing the courses of study in the various subjects and further increasing the efficiency of the work that is being done. In general, the course of study followed should aim at the standard required for Public Service Entrance at the end of the second year, and for Matriculation at the end of the third or fourth year. It has been suggested that singing and drawing be included wherever possible, even if it be necessary to extend the school hours on two or more days during the week.

The efficiency of the instruction in the secondary classes is, on the whole, good, and the enthusiasm of the teachers is undoubted. In one way and another, much is being done to give the pupils the educational advantages enjoyed by the children of larger centres. The secondary classes are not yet supplied with adequate reference libraries, and an effort is to be made in 1927 to remove this disadvantage.

THRIFT.

Hawke's Bay District.

A point that needs emphasizing in this time of financial stress in home and State, is the need for economy in school material. Few will deny that there is much avoidable waste in writing and drawing materials. In the first place, writing-materials of too expensive a quality is used for all work in the preparatory department and in Standard I, and for the majority of work in arithmetic throughout the whole school. In all these cases unglazed newspaper print, bought in bulk, cut, shaped, stitched, covered, and decorated by the pupils themselves, would serve admirably and at the same time afford good lessons in handwork. In the second place, an unconscionable waste of the available space often occurs—half a dozen words of spelling on a page, a life-size sketch of a plum, with nothing overleaf. What is needed is that the imagination and the artistic instincts should be brought into play to fill the written page neatly and artistically, and to surround the main drawing copy with related sketches or derived designs—at the same time, or, better still, some subsequent date.

I have, &c.,

WILLIAM W. BIRD,

The Director of Education.

Chief Inspector of Primary Schools.

APPENDIX B.

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

1. 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 1926 :—

Board.—During the year no changes took place in the personnel of the Board, the members being : Auckland Urban Area—Mrs. N. E. Ferner, 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.

Schools.—During the year the following schools were opened : Maiho, Kawau, Waipa Valley, Waimiha, Koutu Household, Piha, Greenwoods, Orere Point, Brixton Road, Tahaia, Falls Camp, Okaihau Public Works, Te Wairoa, Matai Camp, Forest Lake, Wharekohe, Urungaio, Kaipara Hills, Karaka Point, Pungaere. The following schools were closed : Dome Valley, Karaka North, Monavale, Oponae, Anawhata, Orewa, Haunui, Takiri, Wairata, Kaitangiweka, Waipapa, Kaiatea, Ponga, Wairere, Iwiroa, Moehau. The number of schools open at the end of the year 1926 was 754, an increase of 124 during the last ten years.

Buildings.—During the year seventeen new schools were built and fifteen schools were enlarged. In order to meet the cases of emergency seven temporary buildings were also erected ; three schools were remodelled ; eight teachers' residences were provided during the year and eight were enlarged.

Accommodation.—The Board has again to acknowledge that the grants made by the Department during the year enabled a fairly vigorous policy with reference to the provision of school accommodation in the Auckland Education District to be adopted. Accommodation requirements, however, have not yet been even approximately overtaken. In several schools the accommodation is congested and inadequate, and a large number of halls and other private buildings are still used to provide school accommodation.

The provision of teachers' residences is still a serious question in this district, especially in rural areas. The Board finds considerable difficulty in staffing its rural schools owing to lack of living-accommodation for rural teachers. The number of grants made for this purpose is in the Board's judgment entirely insufficient. The Board therefore asks that a substantial sum be placed upon the estimates in order to cope with urgent requirements and to overtake arrears of former years.

Though an understanding had been arrived at between the Board and the Department that at least one of the old schools should be replaced during each year, no grant was forthcoming for the purpose during 1926. The Board, however, recognizes that the Department did its utmost with the funds available.

Finance.—The income for the year ended 31st December, 1926, totalled £857,281 18s. 4d., and the expenditure £856,447 10s. 10d.

Maintenance Fund.—During the year the Board kept a close scrutiny upon the Maintenance Fund, with the result that the fund about righted itself towards the end of the year. The Board undertook during the year the painting of a large number of schools long overdue. The Board does not now, however, consider that the maintenance grant is sufficient for requirements. Owing to lack of funds, the Board was unable to authorize the installation of septic tanks in districts where they are necessary, or the remodelling of out-offices to conform with modern requirements. In the Board's judgment both these works should be a direct charge against new buildings, and not against Maintenance Fund. They are essentially new work.

Training College.—During the year the students were installed in the new building erected on the Epsom site. The building was found to be quite satisfactory in all respects for its purpose. It is desirable, however, that as soon as possible a grant should be made for the completion of the College.

District High Schools.—During the year the Board urged the introduction of definite commercial subjects into the syllabus of instruction for district high schools. Unless such a course is adopted the pupils will be at a disadvantage compared with those of secondary schools when applying for positions in the Public and other Services.

Junior High Schools.—The junior high schools at Kowhai, Matamata, and Northcote are, according to the authorities who have visited them, doing good work. The Board desires that in connection with junior high schools in rural centres the representation of the main district should be fuller than it is at present, and to this end has advocated that the parents of the junior-high-school pupils should have three representatives upon the governing body.

Consolidation of Schools.—The parents of children attending the Piopio Consolidated School are still highly appreciative of the general principle of consolidation. They are satisfied that the quality of the education given to their children is much better than that given in the small schools which were discontinued when consolidation took place, and that the corporate spirit engendered among the children will make for their benefit as citizens in the future. During the year a consolidated school was established at Warkworth, the Dome Valley School having been closed and the pupils conveyed to Warkworth.

Subsidies.—The Committees of the Auckland Education District continue to show keen interest in the schools under their authority. During the year they raised approximately £6,000 for the improvement of the school grounds and surroundings, and for the establishment of libraries and other school requirements. The contribution of so large a sum is an evidence that the parents in general are impressed with the importance of a suitable environment during the school life of their children.

Staffing Conditions.—A steady improvement has taken place during recent years in the staffing of the schools. Certificated teachers are gradually replacing uncertificated teachers, and the number of the latter in the Board's employ is now very small. 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 at the beginning of 1926 was considerably in excess of the number appointed. The Board considers that in order to facilitate the proper staffing of schools at the beginning of each school year the school year should for the purpose of grading schools end on the 30th September. The Board would then have definite information as to the grading of its schools for the ensuing year, and would be in a better position to assess the staff of each and to make the necessary appointments in conformity with the grading of the school.

Appointment of Teachers.—In connection with the appointment of probationers it is desirable that an opportunity should be afforded to pupils of district high schools to obtain entrance to the teaching profession. They are acquainted with rural conditions, and would doubtless make satisfactory teachers. The Board has asked that attendance at a district high school be considered as a special qualification in the appointment of probationers.

Married Women Teachers.—In view of the number of certificated teachers for whom permanent employment has not been available, the Board has been much exercised over the question of the employment of married women teachers whose husbands are in a position to adequately support them. The Board considers that the employment of married women teachers should not be unconditional, but that the Board should have discretion in the matter. The interests of all married women teachers who find themselves in difficult circumstances would not be in any sense prejudiced by the granting to Boards of discretionary power. The Board obtained the opinion of other Boards throughout New Zealand upon the matter, and found that the great majority of them were in full accord with the Board's view.

Swimming in Schools.—The Board again desires to impress upon your Department the desirability of reinstating swimming capitation in order to encourage the teaching of that important subject to pupils of primary schools. Indeed, the Board goes further, and advocates that the teaching of swimming be a compulsory subject in districts where facilities for such instruction exist.

Medical and Dental Inspection of Schools.—The Board acknowledges the good work being done by the Medical and Dental Officers of the Health Department in the primary schools of this district. The number of such officers should, however, in the Board's judgment, be materially increased. The parents of children attending rural schools desire particularly that dental attention should be available for their children. The Board hopes that in the near future the Department will be able to increase the number of dental caravans.

Adopted Schools.—During the year the scheme of adopted schools inaugurated by the Senior Inspector has continued to prove a great benefit to teachers in outlying districts. The underlying principle—that a highly efficient school shall adopt one or more small schools and direct to some extent the work of the latter—has proved quite sound and beneficial.

Board's Offices.—During the year the Board removed its offices to the old Training College, in Wellesley Street East. The building was extensively renovated and remodelled, and has been converted into a very suitable office for the Board's work. The building has already proved a great convenience to Board members and the office staff, and is superior in every way to the old premises.

School Banks.—During the year, after consultation with officers of the Post Office Savings-bank and the Auckland Savings-bank, the Board authorized the establishment of savings-banks in connection with the schools of this district. They have been found to be highly successful in their operations. Already the pupils of our schools have accumulated quite a large amount of savings.

Conveyance.—In the Board's judgment, the allowance for conveyance should be materially increased. The cost of living has gone up in every respect during the past fifteen years, yet the scale of allowance has remained stationary. It is well known that cost of transit has materially increased since the scale was formulated.

Minister of Education.—During the year Sir James Parr retired from the high office of Minister of Education, and the Board placed on record its appreciation of the valuable services he had rendered during his term of office. To the Hon. R. A. Wright, who succeeded Sir James Parr, the Board

extended its congratulations. During the time he has held office the relations between the Board and the present Minister have been of the same cordial nature as characterized those with the former. The Board recognizes that with the means at his command the Minister will do his utmost in the cause of education.

Conclusion.—In conclusion, the Board desires to place on record the loyal co-operation of Inspectors, of teachers, and of School Committees in promoting the cause of education in the Auckland Education District.

I have, &c.,

ARCH. BURNS, Chairman.

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 1926 :—

This Board is divided into three wards and includes one urban district. The representative members are as follows: Central Ward (seventy-two schools)—Rev. J. L. A. Kayll and Mr. F. H. Sims; North Ward (fifty-eight schools)—Messrs. H. Dempsey and P. J. H. White; South Ward (thirty-six schools)—Messrs. H. J. Eaves and A. Lees; Urban District of New Plymouth (six schools)—Messrs. R. J. Deare and S. G. Smith. At the biennial election in August last all retiring members, Messrs. F. H. Sims, P. J. H. White, A. Lees, and S. G. Smith were nominated and returned unopposed. Thirteen ordinary meetings were held monthly during the year, and much valuable time has been freely given by individual members, to sub-committee meetings and in visiting various localities for purposes of administration.

The following schools were opened during the year: Waiteika, Grade 1, 26th April, 1926; Lower Mangorei, Grade IIIA, 2nd February, 1926; and two Grade O Schools—Okara Road and Piko—were closed. The Kent Road School and old Lower Mangorei School were closed and the pupils conveyed by bus to the new Lower Mangorei School.

Your Department wisely procured several suitable sites for schools during the year, including 4 acres at Turuturu, near Hawera; 4 acres at Lower Mangorei; and 5½ acres at West End, New Plymouth. Additional areas were also purchased for Pungarehu and Ararata Schools.

During the year my Board, following its usual policy of endeavouring to visit as many schools as possible, paid several official visits to schools in outlying districts.

It is to be regretted that two good school buildings were totally destroyed by fire—Rotokare and Whangamomona Schools—and also the teacher's residence at Toko.

Buildings.—The Board's building activities have increased considerably during the past year. The following new works were completed: Lower Mangorei, Raekohua, Omata, Waiteika, Whangamomona, Norfolk, Puniho, Tariki, Rahotu, Opunake (concrete), Manaia (concrete), Central, Mokau, Pungarehu, Vogeltown (concrete), Westown (concrete); Kapuni, Rotokare, Roto, and Opua (movable classrooms); Mangatupoto, and Raekohua (movable residences); Toko and Oakura (residences).

In addition to the above, fifteen schools and twelve residences were painted and renovated throughout.

The Board has been able to secure a fine new site for the West End School, and work was started on the removal at the end of the year.

The Board's workshops have more than justified their existence. It has proved a great asset in the equipment and general building work of the Board.

The erection of the new school at the Mangorei Cross Roads enabled the Board to do away with two very old buildings—the Lower Mangorei and Kent Road Schools. The centralization and conveyance of children to the new school has proved a great success.

Awards for Merit.—The Bayly Memorial Scholarship for athletics was won by R. Thomas, of the Hawera Technical High School; there were forty entries. The Cuthbert Shield, awarded to schools of Grade 3A and upwards for arrangement and care of school-grounds, was won by the Ohangai School. The Tisch Shield, awarded to schools below Grade 3, was won by the Matau School.

Medical Inspection.—Five thousand children were examined and 2,089 defects notified to parents. 2,442 children had defective teeth, 74 defective eyesight, 718 obstructed breathing, and 101 skin-disease. Of these, 1,385 defective teeth, 51 defective eyesight, 251 obstructed breathing, and 83 skin-disease were treated.

Dental Treatment of Children.—During the year there have been one thousand nine hundred children under treatment at the New Plymouth clinic and three hundred at the Hawera clinic. In March a dental clinic was opened at Hawera in a small temporary building provided by the Board. The number of pupils treated and the pressing demand from other schools for treatment shows that the establishment was wanted. An improvement in the general health of pupils who are receiving regular dental treatment is noticeable, and it is hoped your Department will increase this service not only in the large town centres, but also in the rural districts.

School Libraries.—There is an increasing demand for school literature. Practically all the schools in Taranaki have a school library or books forming the nucleus of one. Subsidies amounting to £294 7s. 2d., plus the Board's grant of £32, were paid during the year towards the cost of such, and in addition the Board provided supplementary readers.

Conveyance of School-children.—The conveyance of children to school is yearly becoming a more serious matter of administration. In a scattered district like Taranaki a very large number of children ride to school. Approximately 174 children travel by conveyance, for which a grant of 6d. per return trip is paid, costing £662 7s. 6d., and 97 by school buses under contract, costing £720. 151 children were also conveyed to manual-training centres. Board allowance was paid in respect of 18 children.

The Board's thanks are due to School Committees, with whom very harmonious relations continue to subsist.

Speaking generally, the members of School Committees display a keen interest in their schools, and by their co-operation many improvements to school grounds, boundaries, and buildings have been effected. It is in districts where the active co-operation of the teacher and Committee are most noticeable that the best results generally are seen in school.

In conclusion, I wish to acknowledge the consideration given by the Department to this Board's applications. To the Inspectors I extend the thanks of the Board for their advice, and to the Board's officers and staff my thanks for their loyal assistance.

I have, &c.,
SYDNEY 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, 1926 :—

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. H. McIntyre and J. K. Hornblow (South Ward), Messrs. A. J. Joblin and W. Adams (North Ward), Messrs. W. S. Woodroffe and D. W. Low (Palmerston North Urban Area), and Messrs. J. Aitken and W. W. Hedges (Wanganui Urban Area).

Schools.—New schools were opened at Tawhero (Wanganui), Makokomiko Valley, Waipuna, Mangapurua Valley, Mangahoe, and Tauwherenikau. The Huikumu, Kaheke, Manui, Putahi and Waikupa Road schools were closed during the year.

Efficiency of the Schools.—The Inspectors' reports show that the estimated efficiency of the schools was as follows : good to very good, 79 ; very fair, 85 ; fair, 22 ; and weak, 1. This may be regarded as very satisfactory indeed. It is pleasing to note that of seven candidates from Grade O schools six gained proficiency certificates.

Adopted Schools.—On the application of the Senior Inspector the Board approved of the introduction of a system of "adopted schools," having for its object the bringing of some of the smaller and more remote schools into close touch with the town schools. The system was put into operation at the beginning of the current year, and gives promise of good results.

Organizing Teachers.—The substantial reduction in the number of uncertificated or inexperienced teachers made a reduction in the staff of organizing teachers possible. Mr. E. G. Coddington, who was appointed in February, 1925, was transferred to the headmastership of the Aramoho School in April. Mr. D. P. Thurston, who was appointed in October, 1919, was selected for the headmastership of the Manchester Street School in May. From the beginning of August Mr. T. B. Haydon took over the duties of sole organizing teacher.

Lieutenant Gray Prize.—This prize was awarded to Absalom Penman, a pupil of the Palmerston North Central School.

Alexander Scholarships.—In the past these scholarships have been awarded to promising senior pupils of the Wanganui Technical College, with the object of encouraging them to prosecute their studies with a view to becoming teachers in the subjects of engineering, agricultural science, domestic science, or of commercial subjects. The Board, however, on the recommendation of the Senior Inspector, decided to alter its policy in the matter, and from the beginning of 1927 the scholarships will be available only to pupils who have completed their second year in the secondary department of a district high school controlled by the Board. The scholarships will be tenable at the Wanganui Technical College for a period of one year, subject to an extension to a second year on the recommendation of the Director of the Technical College and the Senior Inspector. The annual value of each scholarship is to be £10, with the addition of £40 boarding-allowance. The effect of this change in policy is to provide facilities for further secondary education for country pupils. In making the change the Board had in view also the encouragement of young persons from country districts to enter the teaching profession. The scholarships for the year 1927 have been awarded to Christina Nesbit (Marton District High School), Eleanor Trevor (Ohakune District High School), and Gertrude I. Parton (Taihape District High School).

Conveyance and Board of Children.—The total expenditure for conveyance and board allowances was £1,138 17s. 1d. The average number of children conveyed was 194, in attendance at forty-two schools, and the average number of children for whom boarding-allowance was paid was forty, in attendance at twenty-six schools.

Voluntary Contributions.—Voluntary contributions received during the year totalled £2,801 17s. 10d., an increase of £605 13s. 2d., as compared with the year 1925. 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. In addition to the large sums raised from year to year by means of voluntary contributions, much is done by School Committees and others in the way of voluntary labour for the improvement and beautification of school grounds.

Health of Children.—The annual health camp was held at Turakina in November and December, some 115 children attending. This, the sixth camp, was on the lines of previous camps, and proved equally successful. Dr. Elizabeth Gunn and her staff carried out their onerous duties with enthusiasm and zeal, and the parents and the Board are under a debt of gratitude to them. The Public Health Department undertook the expense of hiring tents and other camp equipment, and the public again responded generously to the appeal for funds. To all those who contributed in cash or in kind the Board expresses its thanks. Mr. and Mrs. B. P. Letherbridge again placed their beautiful grounds at the Board's disposal, and for their continued generosity and their keen interest in the welfare of the little ones it is impossible to adequately express the thanks and appreciation of the Board and the parents of the children.

Tooth-brush drill was carried out regularly in a large number of schools. The value of tooth-brush drill from the point of view of health and the inculcation of habits of cleanliness has passed the experimental stage, and the Board desires to see it continued.

The treatment of cases of goitre, commenced by Dr. Gunn in 1919 at a number of schools, was continued with very beneficial results. The assistance given by teachers in this connection is appreciated. The methods this year have been slightly varied, and pupils attending the infant schools are being given the iodine treatment with a view to the prevention of the disease. These will be carefully watched during their progress through their school life. Previously only the older children, many of whom had well developed goitres, were treated.

A scheme for the medical examination of children between two and five years of age was instituted by Dr. Gunn during the year. A room in the Wanganui Central Infants' School was set aside for the purpose, and mothers were invited to bring their children for free medical examination. About 230 children have been examined since the scheme was inaugurated, and in many cases parents acted on the advice given and had their children treated by the family doctors.

An experiment for the treatment of under-weight children was tried by Dr. Gunn at one of the schools in Wanganui. Selected pupils in Standards II and III were each given half a pint of milk and a wheatmeal biscuit daily, followed by a rest period of twenty minutes, which took the place of physical drill. The arrangements were supervised by a committee of mothers and the assistant mistress in charge of the classes, and her work in this connection was appreciated. The cost was 9d. per child per week, and was found by the parents. Every child improved in weight and general health, and with the improvement in health the class-work itself showed improvement. It is regretted that difficulties in the matter of staff organization prevent the experiment being continued.

Physical Instruction.—The Inspectors report that physical instruction is being given on sound lines throughout the district.

Correspondence Classes.—Applications for the enrolment of thirteen children in the Department's correspondence classes were sent forward during the year.

Buildings and Sites.—A new school was erected at Tawhero (Wanganui), and the Livingstone School was removed to Otamakapua. During the year the schools at Maxwell and Mangaweka were destroyed by fire, new buildings being erected in each case. The Rongotea School was rebuilt, and the school at Ashhurst remodelled and partially rebuilt. Remodelling work was also carried out at the Marton District High School. Additions were made to the Raetihi, Kohi, and Kopane Schools. New out-offices were erected at the Alton, Gonville, and Keith Street Infants' School, and additional lavatory accommodation provided at the Aramoho Schools. The out-offices at Castlecliff were connected up with the city drainage-system. Septic-tank systems were installed at Apiti, Marton Junction, and Turakina. Improvements were carried out to the teacher's residence at Mount View. Works in progress or in prospect include the partial rebuilding of the Terrace End School; the erection of a building to accommodate the secondary pupils and manual classes in cookery and woodwork at Foxton; the remodelling and enlarging of the Manunui School; the erection of further additions at Wanganui East and Kopane; the installation of septic-tank systems at Kai Iwi and Ashhurst, and a central heating-service at the Marton District High School. New out-offices are to be erected at the Wanganui East School. The erection and equipment of the new workshop at Aramoho was completed early in the year. The improved facilities thereby provided will enable the staff to cope more expeditiously and efficiently with the necessary requirements in the way of school-furniture. A large quantity of furniture of all descriptions was manufactured in the workshop during the year. A new site was acquired at Cuba Street, Palmerston North, and additional areas secured for the Lytton Street and Castlecliff Schools, the latter by way of a lease from the Wanganui Harbour Board.

Finance.—The annual statements are submitted herewith. After allowing for liabilities and cash assets, the net credit balance at the end of the year was £1,669 11s. 2d. Against the debit balance of £1,189 17s. 4d. in the Workshop Account must be placed the sum of £1,311 0s. 9d., representing the value of materials in hand and the various works in progress at the end of the year. In addition to the foregoing, the value of the workshop buildings and plant (including machines and lorries), after allowing for depreciation, is shown as £1,997 18s. 4d. The latter amount is, however, subject to a liability of £423 14s. 11d., which was advanced from the Maintenance Account in connection with the

erection and equipment of the new workshop. The debit balance of £1,513 13s. 8d. in the Wanganui School Sites Account includes a liability of £1,520 for rent advanced by the Department for the Wanganui Technical College grounds, to be repaid by the Board at such time as funds are available in the account. The credit balance in the Alexander Bequest Account was £2,598 12s. 9d., and in the Rees Bequest Account £1,493 18s. 5d.

Late Mr. Pirani.—By the death of Mr. Fred Pirani, which occurred during the year, the Dominion lost a keen and able educationist. The late Mr. Pirani was elected to this Board in June, 1895, and after twenty-five years of continuous service resigned in July, 1920, owing to change of place of residence. It may be truly said that Mr. Pirani devoted the best years of his life to strenuous labours in promoting the welfare of the children, and only those who knew him intimately were aware of the extent to which he sacrificed his personal interests in striving to achieve his ideals. With him the interests of the little ones came first, and he regarded his work as a labour of love on their behalf. The many excellent buildings which this district possesses, and the manner in which they are equipped, serve as a monument to the progressive policy which he was largely instrumental in formulating and carrying into effect.

General.—I desire to convey to members of the School Committees throughout the district the Board's hearty appreciation of the interest they have displayed in their schools, and for their willing co-operation with the Board in any undertakings appertaining to the improvement of these schools and their surroundings. I wish also to convey to the teachers the Board's thanks for the loyal manner in which they have carried out their duties. Mr. F. G. A. Stuckey, Senior Inspector, was promoted to the position of Senior Inspector of the Otago District during the year. It was with regret that the Board said farewell to him. Mr. N. T. Lambourne was appointed to succeed Mr. Stuckey. Mr. R. B. Ryder, Assistant Inspector, retired on superannuation after long and efficient service as teacher and Inspector; he was succeeded by Mr. N. H. S. Law. As in former years, the inspectorial staff rendered the Board every possible assistance in the discharge of its duties. The Secretary and the Architect and their staffs, together with the manual instructors, carried out the duties of their respective positions in an entirely satisfactory manner. To the Minister and the officials of the Department the thanks of the Board are due for the sympathetic consideration given to the Board's requirements.

I have, &c.,

W. A. COLLINS, Chairman.

The Hon. the Minister of Education, Wellington.

HAWKE'S BAY.

SIR,—

In accordance with the provisions of the Education Act, 1914, the Education Board of the District of Hawke's Bay has the honour to submit the following report of its proceedings for the year 1926 :—

The Board learned with regret of the retirement from the portfolio of Minister of Education of the Hon. Sir James Parr, from whom the Board had received great consideration and assistance. It desires to congratulate the Hon. R. A. Wright on his appointment to this position, and to assure him of the heartiest co-operation of the Board in regard to all matters educational.

The Board.—The personnel of the Board 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. A. Maddison and C. Lassen; North Ward Rural Area—Messrs. W. Oates and J. R. Kirk; Middle Rural Ward Area—Messrs. G. McKay and A. King; South Ward Rural Area—Messrs. R. P. Soundy and W. Cuthbertson. Mr. J. Clark Thomson was elected Chairman of the Board. The only change in the personnel of the Board at the biennial election in August was that Mr. C. Lassen replaced Mr. G. F. Roach, who did not seek re-election. Mr. Roach was a member of the Board for seventeen years, for ten of which he was Chairman, which position he held on his retirement. During his long service he worked capably and untiringly in the cause of education, and his retirement was a distinct loss to the Board and to the district. The Board has placed on record its high appreciation of his long and valuable services.

Finance.—The credit cash balance on all accounts on the 31st December, 1926, was £2,588 8s. 1d. By the expenditure during the year of the sum of £415 0s. 8d. from the Rebuilding Fund the fund is for all practical purposes now exhausted. During the past seven years the amount of £11,658 5s. 11d. has been expended by the Board from this fund. 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 past three years the sum of £2,396 18s. 7d. has been spent on desk-replacements. That sum included Government grants of £1,291 1s. 9d. and £977 12s. 6d. from the Rebuilding Fund. It is estimated that the cost of completing these replacements is £2,000. The Board trusts that the Department will provide further funds for this purpose.

Schools.—Excluding household schools, new schools were opened during the year in temporary buildings at Arero, East Cape, and Tarawera; and in new buildings at Crownthorpe, Kaiwaka, and Kotemaori. The school at Mangatoro was reopened after a closure of several years. The following schools were closed: Awariki, Mohaka, and Patangata. The Mohaka School was taken over by the Education Department as a Native school on the 1st April. Arrangements were made to convey the Patangata children to Otane School.

Teachers.—The conditions in respect to the supply of trained teachers have vastly improved during the past few years—in fact, at the present time, there appears to be a definite surplus of teachers. There has been little difficulty in the past in absorbing all trained teachers from the Training College, due to the fact that new positions were available, and uncertificated teachers were replaced. The following figures show the substantial progress made in replacing uncertificated teachers: Number of uncertificated teachers (excluding teachers of household schools and relieving teachers)—1922, 78; 1923, 54; 1924, 49; 1925, 26; 1926, 12. A further reduction has been made for 1927. There are two instructors in agriculture, nature-study, and dairy science; four in woodwork; and four in domestic science. 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 the matter of dispensing with the services of one organizing teacher is now under consideration.

Training of Teachers.—No Saturday classes for the training of pupil-teachers and probationers in elementary science, drawing, and handwork were conducted in 1926. The arrangements made by the Department to control the admission of students to the training colleges have proved very satisfactory. In 1925 the majority of the Hawke's Bay students were admitted to the Dunedin Training College, and in 1926 the majority were admitted to the Christchurch Training College. The Board acknowledges the consideration shown by the Department to its recommendations in regard to the admission, for special reasons, of a few students to other colleges.

District High Schools.—At the end of the year there were five district high schools in operation. During the year a Standard VII class under a special assistant was conducted at Tolaga Bay. Approval has also been given to the establishment of a similar class at Norsewood from the beginning of 1927. 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 establishment of the Te Karaka and Wairoa District High Schools was provisional. Both have, however, fully justified their establishment, and the erection of permanent buildings with proper provision for science instruction is now a matter of urgency.

Elementary Agriculture and Dairy Science.—1918 classes (primary and secondary) were recognized for capitation purposes in 1926. During the past year the Board has been able to maintain the equipment and material in schools at a good standard. Elementary afforestation is being successfully undertaken at an increasing number of schools, there being now twice as many schools giving attention to this important branch of work as in the previous year. Valuable assistance in this direction is received from the State Forest Service, which also supplies seeds to approved schools without charge.

Woodwork and Domestic Science.—Central classes in woodwork and domestic science were in operation at Gisborne, Napier, Hastings, Waipawa, Waipukurau, Dannevirke, and Woodville. The following table shows the number of classes and the roll number of children in attendance at the end of the year:—

Subjects.	Number of Schools.	Number of Classes.	Roll Number.
Woodwork	27	56	1,203
Domestic Science	28	57	1,095

Instruction in these subjects was also given to classes with a roll of 143 from the Hastings High School. The Board has made representations to the Department regarding the necessity for an expansion of the training in the subjects of woodwork and cookery by the establishment of additional centres. The number of pupils receiving this instruction in this district is lower in proportion than that of any other district in New Zealand. Transit to centres presents a difficulty in those cases where no train service is available or where the train service is unsuitable. The Department has had this matter before it for a considerable time, and the Board trusts that some progress in the direction of providing facilities for the instruction of a greater number of children in these important subjects will be made during the current year.

Napier Technical High School.—The Board was the controlling authority of this school, but steps were taken at the end of the year to vest full control in the Board of Managers, and this becomes effective as from the beginning of 1927.

Waipawa Technical Classes Association.—Reports on the activities of this association for the past year have already been sent to you. The association is making every endeavour to increase the interest in the classes conducted, in view of the intimation given by the Department that the approval of the classes may be withdrawn owing to the limited scope of the association's activities and the small number of pupils on the roll.

Hastings Technical High School.—This school, which had been controlled by the Board since its inception in 1921, was constituted a high school from the 1st May, 1926, and is now under the control of the Hastings High School Board.

Gisborne Technical School.—Evening technical and continuation classes have been conducted by the Board during the past year at Gisborne. Thirteen classes were held, the average roll of which was 173.

Physical Instruction.—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 Inspection.—The work has proceeded steadily throughout the year. The School Medical Officer reports that there has been a general improvement in the standard of cleanliness amongst the school-children, and also in their dietary and general well-being, the result being a marked general improvement in the standard of health of the children in this district. The Board is pleased to record that on the whole the teaching staffs co-operate heartily with the medical staff and assist in every possible way in this important branch of school activities. The Board learns with regret of the impending departure of Dr. Clark, School Medical Officer. He is an enthusiast, and has done excellent work in the interests of the health of the children. His departure will be much regretted by the Board.

Dental Treatment.—Dental clinics are now established at Napier, Hastings, Dannevirke, Waipukau, Waipawa, 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, particularly to the children in the country districts, as one of the most pressing matters requiring attention. It is understood that the bar to expansion at the present time is that insufficient nurses are available, and the Board would urge on the Minister the necessity of providing additional facilities for the training of more nurses. Admittedly, considerable additional expense is involved, but the demands for extension are so great that the Board feels confident that the parents would gladly approve of the extra expense if the Government decided to make a definite move to provide the means for a comprehensive extension of the system throughout the Dominion.

Conveyance and Board of School-children.—At the end of the year the number of children in respect of whom allowance was paid (excluding those conveyed on the railways) was as follows: Conveyance allowance, 520; horseback allowance, 23; board allowance, 121; total, 664. The total expenditure on the above services in 1926 was £4,071 14s. 2d. compared with £3,228 14s. 11d. in 1925. A number of fresh contracts for conveyance have been arranged during the year. The Board is pleased to note an increasing tendency on the part of parents to have their children conveyed to an established centre, where such is possible, rather than to have a small school established locally.

Buildings, &c.—A comparatively large programme was undertaken during the year. Extensive remodelling, with the provision of additional accommodation, was carried out at Dannevirke South School. Additions to schools, involving minor remodelling, were made at Frasertown, Hastings Street (Napier), and Tolaga Bay. Additions were made to schools at Mangateretere, Napier South, and Pakipaki. An open-air classroom was erected as an addition to Parkvale School. The Porangahau and Tahoraiti Schools were improved in several respects. New schools were built at Kaiwaka, Kotemaori (railway settlement), Putere, and Terapatiki, and a movable residence at Raukawa. A new residence was erected at Whakaangi; the residence at Tikokino was remodelled and brought up to date; small additions were made to Ongaonga residence; and the washhouse at Puketapu, which had been destroyed by fire, was rebuilt. Installation of hot-water service was effected in thirteen residences. An efficient water-supply was provided at Clive Grange; septic tanks were installed at Te Arai and Tokomaru Bay; shelter-sheds erected at Mangaheia and Mangatu; additional out-offices provided at Hastings West; whilst out-offices at Waipukurau were rebuilt in brick.

The Board's workshop has manufactured a large quantity of joinery and school furniture. In addition to ordinary manufacture of desks to meet increased enrolments, five hundred desks were made for replacement of long desks and forms. As well as carrying out most of the building programme mentioned above, the workshop staff also undertook the removal of portable school buildings to Waikoau (railway settlement) and at Hastings High School.

In view of the provisions of the Town-planning Act, attention is being given to the matter of providing suitable school sites, which will be required when the existing towns increase in population and area.

Subsidies on Voluntary Contributions.—During the year the sum of £2,023 18s. 10d. raised by School Committees was subsidized £1 for £1 by the Government for the purposes specified in the regulations. In this connection it may be noted that the general improvement in the school-grounds recorded in previous reports has been well maintained, this being almost entirely due to the School Committees, who, with the assistance of the teaching staffs, have raised large sums of money voluntarily in order to obtain the Government subsidy for the purpose of carrying out effective beautifying schemes. In addition, there has been displayed a greater appreciation of the need for wider reading by the pupils, with the result that Committees freely raise funds for the establishment of, or additions to, school libraries. Very few schools are now without well-stocked libraries of books specially suitable for pupils' reading. During the year also funds have been raised in many instances for the provision of gramophones and records, and for pianos.

General.—The Board greatly appreciates the valuable co-operation of the School Committees, who have practically without exception taken the greatest interest in their schools, and who have co-operated with the Board and the teaching staffs in every possible way for the well being of the children. The most cordial relations which have existed between the Board and the Senior Inspector and his colleagues have assisted greatly the Board's work. The Board is indebted to the Inspectors for the zeal and enthusiasm with which they have carried out their duties, and for their co-operation and advice on all matters concerning the advancement of education in this district. The Board also desires to record its appreciation of the courteous consideration received from the Minister and the officers of the Department on all matters put forward by the Board during the year.

I have, &c.,

J. CLARK THOMSON, Chairman.

The Hon. the Minister of Education, Wellington.

WELLINGTON.

SIR,—

In accordance with the requirements of the Education Act, 1914, I have the honour to submit the following report of the Education Board of the District of Wellington for the year, 1926 :—

Board.—Urban Areas : (1) Wellington City—Messrs Thomas Forsyth, M.P. (Chairman), J. J. Clark, W. E. Howe, and C. H. W. Nicholls ; (2) Hutt and Petone—Messrs. G. T. London and J. Stonehouse. Rural Areas : (1) Hutt-Horowhenua Ward—Messrs. L. H. Atkins and P. Robertson ; (2) Wairarapa Ward—Messrs. T. Moss and R. McLeod ; (3) Marlborough Ward—Messrs. D. McCallum and W. D. Pike.

It is with the deepest regret that the Board records the death of Messrs. E. H. Penny and F. Pirani, who died in office after very brief illnesses. Each rendered an honorary educational service, long, able, various, and conscientious, of which any man might well be proud, embracing as it did many years' work on School Committee, Secondary School Board, and Education Board.

Training College.—The work of the year is commended. The diversion of students to other training-college centres gave some, but not sufficient, relief from overcrowding. The difficulties arising from the temporary transfer of the duties of the Professor of Education to the Principal on the retirement of Professor Tennant, and of the Principal's duties to the Vice-Principal, Mr. Lomas, were ably surmounted by the loyal co-operation of the staff and students.

Report of Inspectors.—I quote with satisfaction the considered judgment of the Inspectors : " We feel bound to express our satisfaction, especially with the fine spirit of work shown by young teachers in country schools, and we appreciate the interest of the body of teachers in the district." The Board takes this opportunity of expressing its warm appreciation of the faithful services of the teaching staff of the district.

Instruction of Teachers.—Week-end classes in drawing and science were conducted at Wellington, Masterton, Levin, and Blenheim. In addition, a refresher and a certificate course of instruction was held at Wellington during the first term holiday.

Manual and Technical.—Handwork and science were undertaken in nearly all schools. In twenty-two schools under control of male teachers classes in needlework were carried on by special instructresses. The reports emphasize the desirability of securing close co-ordination with the other subjects of the syllabus. Erection of suitable centres at Mount Cook for woodwork and cookery, and at Martinborough for science and cookery, should now proceed. A good start was made with forestry work in sixty-one schools. The reports show that the work of the instructors in agriculture, in woodwork, and in cookery was marked by commendable diligence and earnestness.

Medical and Dental Services.—The Medical and Dental School Services are highly valued, and requests for extension to remote places are increasing in frequency.

Buildings.—The chief works of the year were the following : Roseneath, five rooms to replace the old building partially destroyed by fire ; Trentham and Okaramio, each two rooms ; Awatoitoti and Tuhitarata, each one room. Additions were erected at Pirinoa, Silverstream, Hataitai, Eastern Hutt (portable), Otaki, and Levin, with remodelling. New residences were erected at Pirinoa and Pahiatua. Minor improvements to the limit of the means available were effected at various schools and residences, and maintenance overhauls were carried out at fifty schools and fifteen residences. In order to replace worn-out desks the Board had in hand a substantial order of duals of an improved design. Increasing population will render necessary the early authorization of grants for the following urgent works : Additions—Karori, Mornington, Muritai, Ngaio, Redwoodtown ; new schools—Central and South Miramar, Island Bay, Eastern and South Hutt. The report of last year regarding the Training College still stands. The Board continues to affirm the necessity for early acquirement of sites. Largely through the kindly co-operation of your Department and the Lands Department the difficulties in connection with the Hutt development area are being satisfactorily solved by the acquirement of sites suitably placed to serve the whole district. A new site was acquired at Island Bay.

General.—Exhibition : The very comprehensive and creditable collection of school exhibits sent to the New Zealand and South Seas Exhibition at Dunedin received the very warmest praise. It included every variety of school-work—science and woodwork exhibits, plans, schemes of work, school and college magazines, furniture, &c. The Board is indebted to all who took such care in preparation, to the officers of the Otago Education Board, and to the officers of the Education Court for much kindness received.

Libraries : The excellent Wellington civic school-library scheme continues to confer much benefit. Through the generous gifts of Mr. J. L. Heckler, Wairarapa (amounting to over £100), with other contributions, it becomes possible during the coming year to establish a Sounds school library, an Akitio County schools library, and to strengthen the country section of the Training College library.

Music : The Board heartily approves of the advance in musical education marked by the appointment of Mr. E. Douglas Tayler as Supervisor of Musical Education. Its thanks are due to the Royal Choral Union for the opportunity afforded to over one thousand senior scholars to attend the final rehearsal before each concert.

The Board acknowledges the efforts of many Committees and many teachers to create beauty of environment. The sense of the beautiful grows slowly, but it grows. The Board acknowledges with appreciation the excellent service rendered during the year by the great body of its teachers.

A recent return of long service on School Committees discloses a remarkable body of honorary public service which would be difficult to surpass. The various Committees reporting to the Board

show, the district over, a record of 182 members, present and past, who have served over ten years on School Committees. The following have served over thirty years, and their service is so remarkable as to justify inclusion in this report:—

	Service. Years.	Chairman. Years.
Kaitara—H. Morrison	36	36
J. Thompson	33	—
Stokes Valley—T. Delaney	37	—
Wallaceville—J. Downing	42	—
Upper Hutt—W. Greig	38	5
Spring Creek—T. C. Prichard	31	11
Havelock Suburban—J. A. Moore	31	31
Kaituna—A. Weaver	31	10
Greytown District High School—H. Walden.. .. .	34	1
Wharanui—T. Cripps	30	—
Hamua—J. T. Cavanagh	30	7
Masterton Central—R. Brown (deceased)	30	18

To these and all other faithful Committeemen the Board tenders its grateful thanks.

To the officers of your administrative staff it is much indebted for courteous attention to and assistance in meeting the difficulties of the year. It thanks the Inspectors for much assistance in the solution of educational problems.

In conclusion, the Board desires to tender its heartiest congratulations on your appointment to the important office of Minister of Education. It trusts and believes that notwithstanding recognized difficulties, especially of finance, you will be enabled by sound administration and the co-operation of all concerned to secure satisfying educational advance. You may be assured that this country will strongly support a sufficiently wise expenditure on education.

I have, &c.,

The Hon. the Minister of Education, Wellington.

THOS FORSYTH, Chairman.

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, 1926:—

Board.—The personnel of the Board at the end of the year was as follows: Nelson Urban Area—Messrs. F. W. O. Smith and J. W. Treacher; North Ward—Messrs. W. C. Baigent and C. B. Morris; East Ward—Messrs. E. J. Scantlebury and J. G. Wilkens; West Ward—Mr. J. H. Harkness and the Hon. W. H. McIntyre. Mr. F. W. O. Smith returned from a visit to England and the Continent, and resumed his position of Chairman on the 31st May. During his absence the Hon. W. H. McIntyre occupied the chair.

Schools.—The schools at Baton and Six Mile were reopened, and those at Umere, Awanui, Kairuru, Matakītaki, and Whangarae were closed. A new school was opened at Maruia, which replaced the half-time schools held at Upper and Lower Maruia. Arrangements were made for the conveyance of the children from Umere to Karamea. This scheme has been in operation during the whole of the year, and has proved entirely satisfactory. A similar scheme is being introduced whereby the Hillside School will shortly be closed and the pupils conveyed to the central school at Clifton Terrace.

Attendance.—The attendance at several schools in the district was affected by minor epidemics, particularly during the June and September quarters. Apart from this the attendance was well maintained, and except in one or two instances, prosecutions for non-attendance were unnecessary.

District High Schools.—Secondary departments were in operation at Granity, Karamea, Motueka, Reefton, and Takaka. The largest secondary department was that at Motueka, with a roll number of ninety-one at the end of the year.

Scholarships.—An outstanding feature in connection with the Junior National Scholarship Examination was the excellent result obtained at the Mahana School. From a roll number of nineteen, four candidates were presented, and all were successful, two of them being placed first and second for the Dominion. This is surely a record that will stand for many years.

Buildings.—A large building programme was carried out during the year. The new two-storey brick school at Auckland Point (Nelson) was practically completed, and will be in readiness for occupation on the reopening of schools. New schools were erected at Corbyvale (Grade O), Karamea (Grade IIIA), Longford (Grade I), Maruia (Grade I), Woodstock (Grade I), a new residence at Motueka, and a dental clinic at Stoke. Additional rooms were erected at Burnett's Face School and Reefton residence. Remodelling was carried out at Churchill and Denniston residences. The Pikomanu School was removed and re-erected at the Gowan Bridge, and a new septic-tank system installed at Brooklyn. All of this work was carried out by contract. The Board's painting staff was continuously employed throughout the year, and to facilitate travelling and carriage of painters gear and material a motor-truck was purchased. This has proved a great convenience, and has enabled the painters to shift from school to school without loss of time. During the year fourteen schools and four residences were painted.

Sites.—New sites were acquired at Longford, Maruia, and Woodstock. Additions were made to the existing areas at Motupipi and Bainham.

Conveyance and Board.—As shown by the number of applications, pupils in the backblocks continue to appreciate and take advantage of the allowances towards cost of conveyance and board in order to attend schools. Conveyance-allowance was paid during the year on behalf of 195 children in attendance at twenty-nine schools and boarding-allowance to fifty-nine children attending twenty-seven schools. The total expenditure for the year was £1,542 4s. 1d.

Voluntary Contributions and Subsidies.—School Committees continue to render excellent service in raising funds to enable improvements to be carried out and for the equipment of school libraries. Several Committees have also been successful in obtaining funds for the purpose of installing gramophones and pianos in their schools. During the year sixty-five Committees claimed subsidies on cash contributions amounting to £1,113 18s. 9d. The Board paid £25 5s. 9d. 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. Excellent work has also been done throughout the district by the dental officers. Dental clinics are now established in Murchison, Motueka, Nelson, and Westport, and the dental officers work the outlying districts from these centres. Appreciation is expressed to the Committees who have raised funds towards establishing buildings and facilities for the dental officers to carry out their work. We are hoping to obtain the services of at least two additional nurses next year. This will enable the service to be extended to the Reefton, Karamea, Takaka, and Collingwood areas, which at present do not receive these benefits.

Physical Instruction.—We are still awaiting the promised appointment of a physical instructor for our district, but so far the Department has been unable to accede to our request. The work, however, is kept up by periodical visits from the Wellington District instructors and our own organizing teachers.

Manual Instruction.—Manual training classes were conducted at Denniston, Millerton, Westport, Reefton, Wakefield, Nelson, Motueka, and Takaka. During the year a change-over from metalwork to woodwork instruction was made at the Westport centre, and up-to-date woodwork equipment was installed. Instruction in handwork was given in every school. The material was supplied by the Department in time for early distribution to the schools. The Board is pleased to record that the material was of good quality, although in some lines the quantities allowed were still too small. Special instructors in needlework were employed at thirty-three schools in charge of male teachers. Science equipment was installed at Takaka and Karamea District High Schools.

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.

Teachers' Classes.—Saturday classes of instruction in agricultural science, drawing, hygiene, and home science were held at Nelson and Westport. The classes were attended by uncertificated teachers and probationers. All probationers were successful at the teachers' examinations and one gained a pass with distinction.

Finance.—After taking cash assets and liabilities into account the net credit balance at the end of the year was £4,604 19s. 3d. The actual bank balance on the 31st December was £5,339 10s. 1d., of which £2,500 was on fixed deposit.

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

I have, &c.,

F. W. O. SMITH, Chairman.

The Hon. the Minister of Education, Wellington.

CANTERBURY.

STR,—

I have the honour to present the report of the Board for the year ending 31st December, 1926 :—

The Board.—During the year the respective wards were represented by the members named : 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 or reopened at Cashmere (Children's Fresh Air Home), Evan's Creek, Gough's Bay, Kakapotahi, Mount Parker, Nukiwai, and Watt-Lowry-Temuka (taken over) ; while those at Huntingdon, Kaituna, South Spit, and Westbrook were closed.

Buildings.—New school buildings were erected at Cattle Creek, Kairakau (Chathams), Papanui, Pareora West, Southbridge, Harihari, and the Cashmere Sanatorium ; whilst the south wing of the Training College was also completed. Additions were made at Ashburton (infants), Beckenham,

Christchurch West, Fendalton (fresh air), New Brighton North, Pareora East, Temuka (fresh air), Timaru West, and Waimairi. Remodelling was carried out at Waimataitai. An unusual number of fires took place during the year, the following districts being sufferers in this respect: Belfield, Ohoka, Huntingdon, Waikari, Chertsey (residence). Ohoka and Waikari have been replaced, and arrangements have been made for the children of the Belfield and Huntingdon schools to be conveyed to Orari and Tinwald respectively. A new residence was erected at Seadown and the old school removed to a more central site. Wherever practicable it is intended to construct new schools and additions on the open-air principle. Experiments in this direction have been useful in enabling the Board to arrive at a decision as to the best type of building to be erected.

Sites.—Owing to the shortage of funds it has not been possible to obtain many new sites, but the Board intends to urge the Department to provide for the educational needs of the new districts that are rapidly springing up around the larger towns in Canterbury, particularly Christchurch and Timaru.

Finance.—With the exception of the Buildings Maintenance, Conveyance, and School and Class Library Funds, the Board's accounts are in a satisfactory condition. It is very difficult with funds at the Board's disposal to spend as much as is desirable on the upkeep of buildings, and as a consequence many schools are suffering from this want of attention. With the increasing use being made of motor transport the capitation allowed for conveyance is insufficient to meet all demands, and the Board has perforce to use its own funds to support the various services. The grant of 3d. per head for school libraries is totally inadequate to provide all the reading-matter required by the pupils. An average expenditure of 1s. 6d. per head would be required if the legitimate requirements of the schools were to be met in a satisfactory manner. The total expenditure on all services during the year was £470,933 2s. 1d., being about £1,000 less than in the previous year.

Conveyance and Boarding.—The total number of children who were receiving the conveyance-grant was 1,791, while 128 who were too far distant from a school to enable them to travel daily received a boarding-allowance. The total expenditure on these services was £9,872 4s. 11d., of which sum the Board contributed £435 17s. 1d. from the Administration Fund. Modern means of transport enable children to be conveyed in comfort for comparatively long distances, and settlers living away from centres are beginning to realize the superiority of a well-equipped and well-staffed school over the small single-handed institution, where the teacher may be untrained, or, on the other hand, being trained, may have so large a number to handle that personal attention to all is not possible. It is felt, however, that the Department might be more liberal in its assistance towards motor services, so that more consolidation could be accomplished.

Manual and Technical Instruction.—Reports from all parts of the district clearly demonstrate that elementary-handwork material has again largely been made use of as a means in the development of the mind of the child. The handwork material supplied by the Department was of good quality, and there was sufficient to meet all requirements. Kindergarten material was supplied to all Grade 1 schools. This proved a great boon, as it enabled sole-charge teachers to bring their instruction into line with modern ideas. About thirty thousand children received instruction in elementary handwork. At thirty-five schools where there is no female teacher on the staff tuition in needlework was given by a local instructress. The interest in advanced handwork showed no diminution, and throughout the year there was a great demand for material and apparatus to carry on the work. Attendances at manual-training centres were again excellent. During the year the Board carried out very necessary improvements at the Normal, Sydenham, Greymouth, Kaiapoi, and Rangiora centres. The value of community interest was not lost sight of. In connection with cookery, parents' afternoons were given whenever practicable, and woodwork exercises were invariably given, which had an important bearing on the home life and the school life. At all centres earnest endeavours were made to develop habits of individuality, adaptability and concentration. A great fillip was given to needlework instruction under the supervision of Miss E. M. Burns. An exhibition of pupil's work at the end of the year gave concrete examples showing the progress that had been made.

The interest in agriculture and its allied subjects has been just as great as ever. Two hundred and sixty schools were recognized as taking agriculture. Rural courses of instruction were carried out at eleven district high schools, with an attendance of four hundred pupils. Forest-tree culture received a considerable impetus during the year, the principal activities being the planting-out of seedlings at Temuka and Winchester. A proposal has materialized to carry out an afforestation scheme at New Brighton in connection with primary schools in Christchurch.

Teachers' Classes.—In accordance with the regulations, teachers' classes were successfully conducted at Christchurch, Greymouth, and Timaru in the different branches of agriculture, drawing, and general science.

Physical Instruction.—The instruction has been carried out as heretofore by the three departmental instructors (Mr. G. A. Webb, Mr. T. L. Barnes, and Miss I. Greenwood). All Canterbury schools were visited twice during the year—once for instruction and assistance in any matter in connection with the work, and once for inspection and instruction. The large town schools were visited once for inspection and instruction combined, as also were all schools of the West Coast and Marlborough. In most cases teachers now realize the importance of taking the physical work with unbroken regularity, and in schools where the exercises are performed systematically a marked improvement in both the physical bearing and mental alertness of the children is evident.

Medical Inspection.—The school doctors continue to do valuable work amongst the pupils. Besides conducting the ordinary examination of the children and dealing with special cases that called for more than a mere overhaul, Dr. Baker-McLagan carried out much valuable work in bringing before parents information and advice regarding the cause and prevention of goitre, tuberculosis, and diphtheria. If parents accept this valuable advice as enthusiastically as it is given away a child will have a much brighter future than would otherwise be the case.

Dental Clinics.—Clinics are in operation at Christchurch East, Beckenham, Sydenham, Woolston, Temuka, Timaru, Hokitika, and Greymouth. These institutions are highly appreciated by the parents in the districts in which the clinics are situated, and the Board would like to see similar surgeries or travelling clinics instituted, so that country children may participate in benefits that must be derived from the treatment given.

General.—While the Board has very little opportunity to initiate or carry out desirable reforms (its activities being so severely restricted by regulations), the members and officials have endeavoured to carry out their duties with one main objective—the good of the child. This desideratum is sometimes in danger of being lost sight of under pressure of the claims and importunities of Committees, teachers, and other sections of the community, and the Board, if it can do little else, serves the useful purpose of maintaining the balance between the pupils and those who, perhaps unthinkingly, regard their claims as of more importance.

The Board desires to place on record its appreciation of the unfailing consideration and courtesy shown by the Hon. the Minister on all occasions when matters have been placed before him, and to the officers of the Department for help and advice given during the year.

I have, &c.,

W. P. SPENCER, 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 1926 :—

Board.—The personnel of the Board at the end of the year was 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. T. Fleming, M.L.C., and Mr. Parker McKinlay, M.A.

Attendance.—It is a matter of some concern that the attendance in this province continues to show a tendency to gradually decline. The falling-off between 1924 and 1926 is 739, but of this number fully 415 children are accounted for by the opening of the junior high schools in Oamaru and the high school in Balclutha. The decrease cannot be attributed in any large measure to the growth of attendance at private schools, as during the same period the increase at these schools was 85, and the roll numbers of the primary departments having increased from 1,993 to 2,078. The actual falling-off over the two years may be put down at under 250.

Finance.—The income for the year amounted to £318,190 8s. 4d., and the expenditure to £315,417 13s. 2d. On the 31st December, 1926, the credit balances in Special Accounts totalled £11,032 17s., and in the General Accounts £7,522 17s. 11d. Expenditure shows an increase of £18,282 2s. 8d.

Inspection of Schools.—The Inspectors' estimate of the general efficiency of the schools is as follows : Excellent or very good, 8 per cent ; good, 46 per cent. ; very fair, 36 per cent. ; fair, 10 per cent. This shows a decrease of 13 per cent. in the two higher groups, and a corresponding increase in the two lower groups. The Inspectors report that two reasons may be adduced for this. In the first place, they found that the full effect of the infantile-paralysis epidemic of 1925 really appeared in the work of the upper classes of this year. The second reason they attribute to the prevalence of epidemics, from which very few schools escaped.

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.
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	..
1926	8	46	36	10	..

Proficiency.—For the first time in this district a synchronous examination was carried out by the Inspectors. On the 8th November the pupils of all schools worked specially prepared papers in certain of the subjects, and these were returned to the Inspectors with the head teacher's estimates. On the 30th November the outlying schools were examined in English and arithmetic by means of a further synchronous examination, while the pupils in the city and certain other schools were examined in these subjects by the Inspectors. All the pupils were thus examined in their own schools.

Elementary Agriculture.—The report of the Senior Instructor in Agriculture is included in the Inspector's report. The Board notes with pleasure that appreciation of the æsthetic side is finding increased expression annually in the improvement of the school-grounds, and that the cumulative effect of recent years' development of this aspect is now showing to distinct advantage in many of the schools.

School Buildings.—New schools were erected at Buscot (a newly established district), and at Kaihiku, Ranfurly, and Caversham to take the place of worn-out buildings. The erection of the new high-school buildings at Balclutha and two temporary class-rooms at the Otago Boys' High School were also carried out by the Board. Schools added to and remodelled include Miller's Flat, Clinton, Oamaru North, and Oamaru South. Improvements in the direction of remodelling have been effected at St. Leonard's and Tapanui, while in several other cases the lighting and ventilation were improved. Extensive ground improvements have been a feature of the year's work, Pukeuri, Ardgowan, Palmerston, Hillend, Owaka and Maori Hill being cases in point; while more than the average number of schools have been provided with increased asphalted areas. This work has been made possible by the efforts of School Committees in raising money locally.

The interior renovation of residences has called for considerable outlay. There is an increasing tendency for teachers to move on immediately their grading can secure them a better position, and the incoming teacher invariably requires some renovations and improvements which his predecessor was content to do without. It is difficult to resist these demands, as many of the residences are ill-planned, judged by present-day standards, and lacking in those conveniences long since looked upon as necessities in a home.

The cost of upkeep is an ever increasing one, as a very large proportion of the buildings in this district were built upwards of fifty years ago. What with the ravages of time on the one hand and the demand for modern improvements on the other, to say nothing of the increased cost of labour and material, it is not a matter for surprise that the Maintenance Grant does not cover as much ground in the course of a year as it did a decade ago. The Board believes that its building-work is carried out economically. Administration charges are kept as low as is consistent with efficiency. Last year, building expenditure exceeded £48,000, while salaries in the Architect's department amounted to £1,644.

Replacement of Long Desks.—The sum of £2,000 (Department, £750; Board's Rebuilding Fund, £750; Maintenance Fund, £500) was expended in this direction during the year, and some thirty-seven schools were either wholly or partially equipped with dual desks. Approximately 6,100 children now occupy modern furniture, and it will cost about £14,500 to similarly accommodate the remainder. The Board submits that the Department should allocate a definite sum annually for this work, the Board to supplement this with a similar amount from its Maintenance Fund. A total of £1,000 a year from these two sources would complete the work in about fifteen years. If the Maintenance Fund is required to bear the whole cost it may take thirty years, as there is little left for this purpose after satisfying the urgent demands for repairs and renovations. In a large number of the schools still to be equipped the providing of the furniture is only part of the cost, as, to make room for it, galleries must be removed and floors lowered, this necessitating in many cases the lowering and remodelling of the windows also.

Training College.—In August the jubilee of the College was celebrated, and suitable functions were arranged by both present and past students.

Conveyance and Board of Children.—At the end of the year the number of children in receipt of allowances was as follows: Conveyance allowance, 665; horseback allowance, 9; boarding-allowance, 77; total, 751. The total cost of the above services was £5,197 19s. 3d. In most cases the amount of the Government grant is paid direct to the parents concerned, but in twenty-three instances it has been found necessary to let special contracts. In nineteen of these contracts, catering for 236 children, the cost last year exceeded the amount allowed by the Department by £644 8s. 11d. This represents an increase of £118 8s. 2d. on the amount which the Board's General Fund had to find last year. This heavy annual charge is gradually depleting the credit in the General Fund, and the Board, notwithstanding its sympathy with isolated backblock settlers, must aim at a gradual curtailment of expenditure in this direction.

Truancy and Irregular Attendance.—Sixty-eight notices were served on parents and guardians for the irregular attendance of their children. One hundred and eighty-four cases of irregular attendance were investigated. Ten penalty summonses were issued under section 62 of the Education Act, and convictions obtained in all cases. Of eighty-nine pupils in classes below Standard VI in the city and suburban schools who terminated their school course in December 1926, fifty-nine passed Standard V, twenty-eight passed Standard IV, and two passed Standard II.

Instruction of Teachers.—Probationers and probationary assistants attended special classes in drawing under Mr. R. Donn, in singing and speech-training under Mr. A. H. Robinson, and in elementary agriculture under Mr. E. S. Green and Mr. A. Lipscomb.

Retardation of Pupils.—The Inspectors report that the teachers' annual examination reports reveal a rather disquieting state of affairs with regard to retardation. Out of a roll of 21,284 pupils there are 6,105, or 28·7 per cent. retarded. The Inspectors propose to ask head teachers of schools where there is a large amount of retardation to formulate definite plans for the treatment of the retarded pupils.

Balclutha High School.—The control of this school has now been transferred from this Board to a local High School Board. The Board is glad to have been of use in the preliminary work associated with the purchase of the site, the erection of the buildings, the appointment of the staff, and the carrying-on of the school during the first year of its establishment. The roll number at the end of the year was 122.

Special Schools.—During the year the Sara Cohen Memorial School for physically retarded pupils was placed under the Board's control. The Moray Place special school for backward or retarded pupils continues to carry on successfully its useful work. The Board regrets that the special classes at Burns Hall for hard-of-hearing children and speech-defects have had to be discontinued for a time because there is no teacher with special training available. The teacher's report shows that there were twenty-eight day scholars in attendance, and in every case improvement has been affected.

Medical and Dental Inspection.—The value of the work being carried out by the School Medical Officer and school nurses is reflected in the better general health of the pupils. Teachers and parents realize that good is being done and gladly co-operate. The Board appreciates the attendance of the School Medical Officer at its meetings for the purpose of discussing with members various phases of the work. Dental clinics are now established at Oamaru, Mosgiel, Green Island, Lawrence, and Tapanui.

Physical Instruction.—The Senior Physical Instructor reports that practically every school was visited during the year, and that the instruction in this important subject over the whole district may be called very good.

Teachers' Salaries.—It appears to the Board that there are two avenues open for female teachers—standard work and infant work—and these two goals should be made equally attractive. Under the present scale of salaries the third female assistant in schools of Grade VII finds it necessary to seek promotion as an infant-mistress in order to secure the higher rate of salary. The Board believes that an increase of, say, £15 in the maximum salary of the third female assistant in Grade VII schools would tend to remove this anomaly.

Dunedin Exhibition.—The Board rendered all possible assistance in order to make a success of the Education Court at the New Zealand and South Seas Exhibition. Daily demonstrations in cookery and woodwork were continued throughout the period of the Exhibition, while the teachers of the Dunedin and suburban schools loyally assisted in an extensive programme of activities. Typical lessons covering a variety of subjects were given in the demonstration area and the specially equipped class-rooms.

School Committees.—The Board again records its appreciation of the splendid work performed by School Committees. A Committee's usefulness is not limited to the mere carrying-out of the routine duties placed upon it by the Education Act, and every live Committee realizes that it possesses an immense power for good in a school district.

Board's Secretary.—On the 31st December Mr. S. M. Park retired on superannuation after fifty-one years in the Board's service. For sixteen years of that period he had been the Board's highly efficient secretary. His value as the Board's chief executive officer was greatly enhanced by his unique knowledge of the history and progress of primary education in Otago. Suitable tributes were paid to Mr. Park at the time of his retirement by the Board and other educational bodies, but it is fitting to place on record here the Board's high appreciation of Mr. Park's tactful and efficient guidance, which in no small degree has made for the smooth and harmonious progress of primary education in this province, and for the harmonious relations which exist between the Department and the Board. Mr. G. W. Carrington, Chief Clerk in the Board's Office, was unanimously appointed to fill the vacancy, and promises to follow in Mr. Park's footsteps as an efficient and tactful officer.

Department.—The Board desires to thank the Minister and officers of the Department for their careful consideration of the Board's applications and representations. The Board regrets the retirement of Mr. Caughley, Director of Education, and records here its appreciation of the fair treatment and courteous attention given by him to every question. Through its contact with him over a number of years the Board has learned to appreciate Mr. Caughley as an educationist of high ideals and as one who always had the courage of his convictions. Mr. F. G. A. Stuckey succeeded Mr. T. R. Fleming as Senior Inspector, and to him and his colleagues the Board is indebted for willing co-operation and advice.

The Hon. the Minister of Education, Wellington.

I have, &c.,

J. WALLACE, Chairman.

SOUTHLAND.

SIR,—

In accordance with the requirements of the Education Act, 1914, the Education Board of the District of Southland has the honour to submit the following report of its proceedings for the year, 1926 :—

The Board.—The members in office at the beginning of the year were: Messrs. H. Smith (Chairman), A. Bain, G. F. Johnson, A. W. Jones, P. A. de la Perrelle, S. Rice, J. C. Thomson and J. D. Trotter.

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-three times. In addition to the attendance at meetings of the Board, members have given much time in visiting various parts of the district to confer with Committees, parents, and teachers regarding school matters.

Schools.—During the year to which this report has reference two small schools, Caroline and Lynwood, were closed on account of the reduced attendance, and one new school at Cattle Flat was opened. The residents of Cattle Flat provided a suitable class-room in which the work of educating their families could be carried on till it was seen whether the attendance of pupils warranted the Board in making application to the Department for a grant for the erection of a suitable building.

District High Schools.—During the year the work of the secondary departments of the two district high schools—Riverton and Wyndham—has been quite satisfactory. At Riverton five pupils passed the Matriculation Examination and five passed the Public Service Entrance Examination. During the year the Department authorized grants which enabled the Board to improve the accommodation

and equipment for teaching science at the above-named schools. Towards the end of the year, the Board approached the Department for permission to establish a secondary department in connection with Winton School. The necessary approval was granted and the school will function as a district high school as from the 1st February, 1927. It is anticipated that thirty-five to forty-five pupils will avail themselves of the opportunity of securing a secondary education without loss of time in train travelling.

Model School.—The model school at Charlton, which has been in operation since 1923, was disestablished during the year. The need for the school no longer exists, owing to the fact that at the present time the supply of fully trained teachers more than adequately meets the demand.

Hospital School.—This school was established in 1924 for the purpose of providing educational facilities for child patients. These children, though incapacitated from attending an ordinary public school, are sufficiently well to continue their education in a room in the hospital. The teacher of this school acts also as part-time teacher at Waikiwi. The morning is spent at the Hospital and the afternoon at Waikiwi School. The roll number at the Hospital School at the end of the year was three.

Special School for Retardates.—The Board is pleased to report that the Department has practically decided to establish a school in this district for subnormal children. Intimation has been received that the Department's Architect will visit Invercargill early in the current year and will confer with the Board in the matter of accommodation for the proposed special school.

Consolidation of Schools.—During the year members of the Board have, at the request of School Committees, visited various parts of the district with a view to placing before the residents the advantages that must accrue by the closing of small country schools, often staffed by inexperienced teachers, and conveying the pupils to a central school with an experienced staff and a better equipment. Although several parts of this district lend themselves admirably to the scheme, the Board regrets that, so far, it has not been able to secure unanimity amongst the residents concerned, as is necessary before introducing some system of consolidation.

Efficiency of Schools.—The report of the Inspectors shows that all but three graded schools and seven schools of Grade O were visited during the first half of the year, and all the schools were met during the second half. Notwithstanding the fact that there was an abnormal amount of sickness prevalent, not only in this district, but throughout the Dominion during the winter and spring months, the Board is pleased to know that the schools under its control have fully maintained the efficiency of previous years.

The following summarizes the results for 1925 and 1926: 1925—Very good, 10; good, 53; very fair or satisfactory, 113; fair, 13; weak, 3. 1926—Very good, 13; good, 55; very fair or satisfactory, 109; fair, 17; weak, 3.

Attendance of Pupils.—The Attendance Officer, in his annual report to the Board, states that he has sent out 171 notices to defaulters, has issued fourteen summonses, and has secured eight convictions. The amount of fines inflicted was £5 11s. The Board is pleased to be able to express gratification that the very creditable record of the past few years regarding the attendance of pupils has been well maintained. Although the great majority of parents are alive to the value of a good education for their children, it is well to reiterate for the benefit of the few who are indifferent that there is now no provision whereby a child may absent himself from school on any one half-day of the week unless a good and sufficient reason for absence can be shown.

Teaching Staff.—The Board is pleased to report that the educational status of its teaching staff has risen in an appreciable degree. This is due to the fact that the efforts of the Department through its training colleges are bearing fruit by the production of an ample supply of fully trained teachers. During the year the Board terminated the engagement of several teachers who had failed to obtain classification.

Organizing Teachers.—The two organizing teachers, Messrs. D. Brown and H. Romans, continue to do valuable work in assisting the inexperienced and untrained teachers. In view of the fact that the number of uncertificated teachers is rapidly diminishing, the time is not far distant when it will be possible to do without the services of organizing teachers.

Instruction of Teachers.—The usual Saturday classes for instruction of probationers and uncertificated teachers were held during the year at Invercargill and Gore. For the benefit of teachers so situated in remote districts that attendance at Saturday classes was impossible, a special course was arranged to be held during the summer vacation, and a class in general agriculture for "C" was also conducted at the same time for the benefit of those teachers who wished to complete the requirements for a practical certificate in this subject for purposes of the "C" Examination. Following are the particulars in regard to the classes conducted and the roll numbers of teachers in attendance: Saturday classes: Invercargill centre—Drawing and handwork, 33; nature-study and agriculture, 25; general agriculture for "C," 31; dairy science for "C" 26; physical drill, 28. Gore centre—Drawing and handwork, 10; nature-study and agriculture, 9. Summer vacation course: Invercargill centre—General agriculture for "C," 12; elementary practical agriculture, 9; hygiene, 6. In view of the proposal of the Department to discontinue Saturday classes, the Board is glad to know that favourable consideration will be given to proposals for the establishment of holiday refresher courses for the benefit of teachers requiring practical certificates in science subjects for "D" or "C."

Conveyance and Board of Children.—The total amount paid by the Board under this head was £2,573 19s., compared with £1,923 18s. 7d. in 1925.

Medical Inspection.—This important branch of the Health Department continues to do excellent work. The Board cannot speak too highly of the work of the School Medical Officer, Dr. Collier, and her assistants. Children are examined partially and completely by Dr. Collier according to the standard

they are in at the time of the examination. The School Hygiene Division is very desirous of having the parents present at the examination of the children for various reasons :—

- (1) The parent has the opportunity of seeing that the defect, if such exists—as, for example, enlarged tonsils—is a genuine one, and, moreover, one which it is to the advantage of the child to have treated at the earliest possible moment.
- (2) The parent has the benefit of a talk with the School Medical Officer, and is often given very useful advice as to the all-important question of diet, which, alas, even in these days, is too often given but scant attention, to the lifelong misery, in many cases, of the unfortunate child.
- (3) False reports as to the manner of conducting the medical examination cannot receive credence by the parent who has been an eye-witness of the extreme care taken by the School Hygiene staff that the child shall not take cold. Children are not by any means accurate reporters of facts ; consequently parents have been misled in various instances.
- (4) The personal touch, which is so necessary for good results in the work, is obtained, and the school doctor becomes known to the parents of the little ones amongst whom she spends the greater part of her life.

The Board is aware that the notification sent to parents by the School Medical Officer regarding defects in the physical condition of their children are in a great many cases unheeded. The Board suggests that, in the interests of the child, legislation should be introduced to enforce the need for attention by parents.

During the year preventive treatment for diphtheria has been carried out extensively in this district. Over three thousand children have been rendered immune to this terrible scourge, which occasionally descends on us and sweeps away the best and brightest so often from our homes. The school doctor here again is hampered by the short-sighted parent, and the safety of the community is endangered by the one who will not give his consent to the inoculation of his child. The doctors tell us that at the end of six months, at the outside, the immunized children are free from the risk of contracting diphtheria, at any rate, during their school life, and probably for a much longer period. Why, then, does any sane parent object ? In addition to carrying out the preventive treatment for diphtheria, the school doctor has 3,500 children under treatment for goitre. The teachers make the giving of pills a part of their daily work. Excellent results are being obtained.

School Dental Clinic.—Excellent work is being done at the dental clinic in Invercargill. The dental nurses, Misses Kirkpatrick and Miller, have been indefatigable in the discharge of their duties. During the year the dental clinic was opened in Gore, in charge of Nurse Kelly. While the Board appreciates the work done by the Health Department in establishing school dental clinics in Invercargill and Gore, it would urge the Department to make provision for the dental treatment of country children. Where the health of our people is at stake financial obligations should not be allowed to stand in the way of an extension of the scheme. The Board would urge upon the Department the absolute necessity for the appointment of additional nurses, so that children who are far removed from the centres may receive attention.

Physical Instruction.—The Board is satisfied that the good work of previous years is being worthily maintained. The annual competition in physical exercises among the primary schools in Southland was won by Invercargill South School. The winning team obtains possession for one year of the Galloway Memorial Shield.

Needlework.—In forty-five schools where for the whole or a part of the year there was no female teacher on the staff local residents appointed as sewing mistresses carried on the work of instruction in needlework. The average attendance of the girls thus being taught this essential subject totalled 414. Though this represents an increase of nine schools and 70 pupils over the corresponding figures for last year, there are still some schools where girls have been unable to receive any instruction in needlework owing to the impossibility of securing suitable sewing mistresses to undertake the work.

Elementary Handwork.—In all schools throughout the district, instruction in some forms of handwork was given during the year, materials being supplied as required for plasticine-modelling, paper-folding and paper-cutting, brushwork, cardboard-work and raffia-work. The materials supplied by the Department for kindergarten purposes were in such keen demand that the supplies were quickly exhausted.

Agriculture.—Recognized classes in elementary agriculture were carried on during the year at 142 schools, this number being an increase of seven over the corresponding figures for last year. Good work in this subject has continued to be done in most schools, but it is to be regretted that in all cases satisfactory provision has not been made in regard to school gardens being looked after during the summer vacation. It is unfortunate that this vacation occurs just at the time when gardens require constant attention, but the Board feels that it should not be impossible for the teachers and School Committees concerned to make some arrangement whereby the gardens would not be completely neglected.

That keen interest continues to be taken in the improving and beautifying of school-grounds is evidenced by the fact that during the year contributions amounting to £1,019 18s. 1d. were received for the purpose of effecting improvements to school gardens and grounds. With subsidy from the Department, the amount available for expenditure in this direction was, therefore, approximately £2,040. Unfortunately, however, there are still some districts where sufficient enthusiasm in the matter of making school-grounds beautiful and attractive has not yet been aroused. It is impossible under such circumstances to make children grow up with a pride in their school, when no attempt is made to stimulate the æsthetic taste. Certainly we have instances where the school and its surroundings are looked upon as one of the show places of the district, but the number of such cases is far too few.

Woodwork and Cookery.—Classes in these subjects were held during the year in Riverton for one term, Gore for two terms, and Invercargill for the whole year. In Riverton six classes drawn from thirteen schools were held in each subject, the number of pupils in attendance being 144 boys and 145 girls. In Gore ten classes in woodwork and a similar number in cookery were arranged, twenty-six schools being represented. The number of boys who received instruction was 232, and the number of girls 218. To the Invercargill centre came pupils from forty-seven schools for woodwork and from forty-nine schools for cookery, there being thirty-one classes in each subject, with a roll number of 716 boys and 713 girls. The total number of pupils receiving instruction throughout the district was, therefore, 1,092 boys and 1,076 girls, eighty-two public schools and six private schools being represented.

Subsidies on Voluntary Contributions.—Applications for subsidy were received during the year to the number of 113, the contributions forwarded totalling £1,602 9s. 10d. The purposes for which such contributions were raised were as follows: Improvements to school gardens and grounds, £1,019 18s. 1d.; purchase of books for school libraries, £200 4s. 9d.; purchase of pianos, £129 13s. 9d.; school equipment and furnishings, £76 17s. 6d.; fuel and water, £70 0s. 10d.; gramophones, £53 2s. 6d.; pictures, £27 11s. 5d.; installation of hot-water services in residences, £25. From these figures it will be seen that about 63 per cent. of the contributions received were for improvements to school gardens and grounds, and the fact that the amount raised in this connection exceeds that for the previous year by about £335 is evidence of the growing interest being taken by School Committees in the betterment of school surroundings by the provision of shelter-belts, flower and shrub borders, concrete paths, and drilling-areas and improved playing-areas.

School Libraries.—During the year forty-six applications were received for subsidy on contributions raised for the purchase of books for school libraries, the contributions totalling £200 4s. 9d. The grants from the Board in this connection amounted to £39 19s. 8d. It will be seen, therefore, that with the subsidies from the Department a sum of £440 9s. 2d. was available for adding to or establishing school libraries. This would indicate that the value of a good library as an adjunct to a school is becoming increasingly recognized.

School Furniture.—The Board, anxious to make the conditions under which the pupils are housed as hygienic as possible, has replaced, as financial considerations permitted, the obsolete type of desks and forms with the modern dual desks. The sum of approximately £1,814 has been expended by the Board during the year on dual desks. Of this amount £1,014 has been provided out of the Maintenance Fund, £300 out of the Rebuilding Fund, and the balance, £500, by special grant from the Department.

School Environment.—The Board, while recognizing the excellent work done by many School Committees and teachers in improving their school buildings and surroundings, regrets to report that not a few Committees and teachers make practically no efforts to improve the interior of their schools or the grounds surrounding the buildings. Recognizing that the school environment plays a most important part in the right development of the child, the Board would urge Committees and teachers to co-operate with the parents and thus arouse a community interest in the school and its welfare.

New Zealand and South Seas Exhibition, 1925-26.—The Exhibition which was opened in Dunedin in November, 1925, and continued to May, 1926, was an unqualified success from every point of view. A large collection of school-work was forwarded to the Exhibition from this district and was very favourably commented upon by outsiders. The Board desires to thank most sincerely those public-spirited citizens—one of whom was Mr. A. W. Jones, a member of this Board—who were instrumental in providing ways and means whereby no child in Southland was denied the opportunity of visiting the Exhibition and reaping the educational benefits that undoubtedly accrued from the visit.

Building Operations.—Several works of considerable magnitude have been undertaken during the year by the Board's staff. In addition to the ordinary maintenance of school buildings, erection of out-offices, &c., the following works have been undertaken: New school buildings at Ohai, Lora Gorge, and Port Graig, and dental clinic at Gore; completion of the South School; additions to schools at St. George, North Invercargill, Wyndham, and Limehills; removal of teacher's residence at Pembroke to a new site; reinstatement of school building at Limestone Plains, destroyed by fire; while the new infant department for the Invercargill Middle School was nearing completion at the end of the year.

Finance and Accounts.—For the year just closed the Board's operations have been quite satisfactory. The receipts from all sources for the year were £181,541 12s., and the expenditure was £179,918 10s. 8d.

Conclusion.—The Board wishes to return thanks to the Minister and the officers of his Department for the courtesy and attention given to the Board's requirements; to the Inspectors for their valuable assistance; and to the School Committees for the loyal co-operation in the promotion of the educational interests of this district.

I have, &c.,

P. A. DE LA PERRELLE, Chairman.

The Hon. the Minister of Education, Wellington.

WANGANUI.
STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDED 31ST DECEMBER, 1926.

Name of Account.	Balance, 31st December, 1925.		Income.	Expenditure.	Balance.	As at 31st December, 1926.					
	Amounts due to Board.					Due from Department.		Due from other Sources.		Amounts owing by Board.	
	£	s. d.				£	s. d.	£	s. d.		£
<i>Special Accounts.</i>											
Teachers' salaries	135,641 6 9	135,641 6 9	..	67 7 5	3 0 8	..	..	..	5 0 0
House allowances	3,873 11 8	3,873 11 8	..	0 8 4	..	..	..	..	..
School libraries	221 8 3	385 10 4	124 13 6	55 4 0	..	..	..	..	..
Conveyance, &c.	1,141 3 7	1,141 3 7	..	132 5 8	..	..	..	..	321 9 2
Grants to School Committees	8,302 0 0	8,234 13 2	67 6 10	65 5 0	..	..	..	..	24 2 4
Training colleges
Teachers' classes	176 4 7	169 15 11	58 15 1	..	..	..	..	..	..
Scholarships— National	525 13 4	525 13 4	..	..	..	..	..	..	..
Special	6 6 0
District High School salaries	2,724 12 3	2,724 12 3	..	..	..	..	..	..	0 10 0
Manual instruction	6,512 5 3	6,230 17 5	364 2 0	883 17 10	34 0 11	..	..	..	403 2 7
Technical instruction	464 0 0	464 0 0	..	..	..	..	..	..	..
Rebuilding
Buildings—Maintenance	13,616 7 3	12,556 4 6	2,709 3 4	1,002 9 7	48 5 8	..	..	..	1,103 0 11
New buildings	19,937 11 3	19,937 11 3	..	3,192 4 2	252 9 11	..	..	..	3,772 0 1
Workshop Account	5,469 11 4	5,003 15 9	1,189 17 4	Dr. 25 0 0	24 13 10	..	..	..	123 0 5
Sites sales	12 10 0	650 9 3	..	..	..	..	..	12 10 0
Contractors' deposits	140 15 0	140 15 0	..	..	..	..	..	..	40 0 0
Wanganui school sites	998 16 0	1,565 10 4	1,513 13 8	..	..	..	..	..	1,520 0 0
Prize fund and miscellaneous	277 6 10	335 10 3	36 7 6	..	..	35 0 0	..	..	116 10 10
<i>General Account</i>											
Total of special accounts	200,023 13 4	198,943 1 6	1,307 6 6	5,424 2 0	397 11 0	..	..	..	7,447 12 4
..	4,052 11 2	3,735 7 0	363 11 11	160 0 0	105 15 8	..	..	..	34 15 7
Grand total	204,075 4 6	202,678 8 6	1,670 18 5	5,584 2 0	503 6 8	..	..	..	7,482 7 11

BALANCE-SHEET, 31ST DECEMBER, 1926.

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 ..	3,342 8 5
Amounts owing— Special accounts ..	..	Less unrepresented cheques ..	388 16 4
General Account ..	7,447 12 4	Cash in hand ..	2,953 12 1
..	34 15 7	Deposits, Post Office Savings-bank ..	110 18 4
..	..	Investments ..	..
Credit balances—Special accounts ..	1,307 6 6	Amounts due— Special accounts ..	5,821 13 0
Less debit balance Alexander Bequest Account (Separate Account) ..	1 7 3	General Account ..	265 15 8
Credit balance—General Account ..	1,305 19 3		
..	363 11 11		
£9,151 19 1		£9,151 19 1	

NELSON.
STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDED 31ST DECEMBER, 1926.

Name of Account.	Balance, 31st December, 1925.		Income.	Expenditure.	Balance.	As at 31st December, 1926.												
	£	s. d.				Amounts due to Board.		Amounts due to Board.		Amounts owing by Board.								
						£	s. d.	£	s. d.	£	s. d.	£	s. d.					
<i>Special Accounts.</i>																		
Teachers' salaries	65,623 1 8	65,623 1 8	..	..	..	..	..	..	..	..	..	..	..	..	..	26 4 7
House allowances	2,576 10 2	2,576 10 2	..	..	..	..	..	..	..	..	..	..	..	..	..	93 0 0
School libraries	5 12 2	97 1 3	100 1 9	2 11 8	..	..	..	..	..	..	..	..	..	..	..	..	..
Conveyance, &c.	1,542 4 1	1,542 4 1	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Grants to School Committees	298 5 2	4,234 19 4	4,091 13 5	441 11 1	..	..	..	..	..	..	..	..	..	..	..	..	..
Training colleges	66 17 2	10 2 5	..	..	..	..	..	..	..	..	..	..	..	..	47 9 3
Teachers' classes	2 3 10	74 15 9	66 17 2	10 2 5	..	..	..	..	..	..	..	..	..	..	..	..	..
Scholarships— National	733 14 7	733 14 7	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Special
District High School salaries	3,110 16 2	3,110 16 2	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Manual instruction	63 7 8	2,070 6 5	1,999 9 10	134 4 3	..	..	..	..	..	..	..	..	..	..	..	..	45 6 3
Technical instruction	7 16 0	37 13 2	23 0 1	22 9 1	..	..	..	..	..	..	..	..	..	..	..	..	20 2 9
Rebuilding	786 16 5	47 6 7	325 11 2	508 11 10	..	..	..	..	..	..	..	..	..	..	..	..	246 0 0
Buildings—Maintenance	2,817 8 5	5,259 3 9	5,183 14 5	2,892 17 9	..	..	..	..	..	..	..	..	..	..	..	..	151 8 0
New buildings	12,205 18 11	12,205 18 11	..	..	..	..	..	..	..	..	..	..	..	..	..	1,004 7 1
Workshop Account
Sites sales	36 2 0	62 0 0	..	98 2 0	..	..	..	..	..	..	..	..	..	..	..	..	..
Contractors' deposits	77 19 6	77 19 6	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Voluntary contributions and subsidies	1,735 8 10	1,735 8 10	..	..	..	..	..	..	..	..	..	..	..	..	..	..
<i>General Account</i>
Total of special accounts	4,017 11 8	99,489 0 2	99,396 1 9	4,110 10 1	..	..	..	..	..	..	..	..	..	..	..	..	1,828 12 10
<i>General Account</i>	397 1 6	2,790 12 3	2,693 4 7	494 9 2	..	..	..	..	..	..	..	..	..	..	..	..	166 14 11
Grand total	4,414 13 2	102,279 12 5	102,089 6 4	4,604 19 3	..	..	..	..	..	..	..	..	..	..	..	..	1,828 12 10

BALANCE-SHEET, 31ST DECEMBER, 1926.

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 ..	2,973 7 11
Amounts owing— Special accounts ..	..	Less unrepresented cheques ..	203 4 11
General Account ..	1,828 12 10	Cash in hand ..	2,770 3 0
Credit balances—Special accounts ..	4,110 10 1	Fixed deposits ..	2,569 7 1
Credit balance—General Account ..	494 9 2	Investments ..	..
		Amounts due— Special accounts ..	971 4 3
		General Account ..	122 17 9
			<u>£6,433 12 1</u>

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDED 31ST DECEMBER, 1926.

Name of Account.	Balance, 31st December, 1925.			Income.			Expenditure.			Balance.			As at 31st December, 1926.			Amounts owing by Board.					
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	Due from Department.		Due from other Sources.		£	s.	d.		
													£	s.	d.	£				s.	d.
<i>Special Accounts.</i>																					
Teachers' salaries ..	173,960	11	9	174,003	9	0	174,003	9	0	50	11	2	50	11	2						
House allowances ..	2,056	7	5	2,056	7	5	2,056	7	5	4	8	4	4	8	4						
School libraries ..	3	11	3	242	2	3	242	2	3	10	4	9									
Conveyance, &c. ..				5,196	8	6	5,196	8	6												
Grants to School Committees ..	10,405	13	0	10,405	13	0	10,405	13	0				1,053	3	1	159	10	11	154	1	10
Training colleges ..	11	6	5	34,256	14	0	34,256	14	0	0	3	11	45	10	8						
Training Colleges Trust Account ..	200	0	0	9	10	0	200	0	0	200	0	0	57	13	10						
Teachers' classes ..	2	4	1	146	18	0	146	18	0	20	19	10	151	13	11	13	19	10	18	0	2
Scholarships—																					
National ..	1,105	19	5	1,105	19	5	1,105	19	5				32	3	5						
Special ..	36	10	6	27	1	0	454	2	0												
District High School salaries ..	4,476	6	11	4,473	6	11	4,473	6	11	2	13	4									
Manual instruction ..	6,511	17	6	6,759	2	9	6,759	2	9	2,021	4	2	516	13	8						
Balclutha High School ..	2,151	16	10	2,151	16	10	2,151	16	10				2	10	0						
Technical instruction ..	248	4	5	149	9	1	149	9	1	98	15	4									
Rebuilding ..	6,458	10	2	4,032	17	7	3,305	4	0	3,305	4	0									
Buildings—Maintenance ..	713	4	4	16,521	5	8	926	2	11	926	2	11	162	13	10	3,936	12	5			
New buildings ..	509	4	10	27,386	13	2	27,386	13	2	135	19	6	6,007	2	1	639	0	10	1,400	0	0
Workshop Account ..	983	9	1	13,315	10	10	13,315	10	10	226	12	10				89	0	6			
Sites sales ..	352	10	0	132	4	8	220	5	4										55	18	2
Contractors' deposits ..				57	16	0	57	16	0												
Other accounts ..	989	13	3	2,308	9	0	3,420	9	1				2	11	4				23	8	6
<i>General Account</i>	12,979	12	7	305,112	0	5	11,042	17	0	8,086	15	4	8,086	15	4	4,844	14	4	3,390	10	6
	8,089	0	6	10,607	5	11	7,512	17	11	30	19	1	30	19	1	4,832	0	3	157	8	5
Grand total ..	21,068	13	1	315,719	6	4	18,555	14	11	8,117	14	5	8,117	14	5	9,676	14	7	3,547	18	11

BALANCE-SHEET, 31ST DECEMBER, 1926.

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) ..	2,217 12 3	Cash at bank on current account ..	901 16 0
Amounts owing—		Less unrepresented cheques ..	3,119 8 3
Special accounts ..	3,390 10 6		
General Account ..	157 8 5	Cash in hand ..	1,200 0 0
Credit balances—Special accounts ..	11,032 17 0	Fixed deposits ..	5,326 17 1
Credit balance—General Account ..	7,522 17 11	Investments ..	
		Amounts due—	
		Special accounts ..	12,931 9 8
		General Account ..	4,862 19 4
			£24,321 6 1

APPENDIX C.

TRAINING COLLEGES.

I. DETAILED TABLES.

TABLE P1.—NUMBER OF STUDENTS IN THE FOUR TRAINING COLLEGES IN 1926.

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	60	143	16	17	..	2	3	6	247	366	79	168	247	
	30	79	10	..	..	..	..	119	40		79			
Wellington	36	97	5	6	2	8	2	1	157	282	45	112	193	
	39	71	5	10	..	..	..	..	125		44			81
Christchurch	45	105	5	10	1	1	2	..	169	286	53	116	187	
	43	67	3	4	..	..	..	..	117		46			71
Dunedin	48	76	3	3	..	4	..	2	136	264	51	85	159	
	45	57	9	17	..	..	..	..	128		54			74
Totals ..	346	695	56	67	3	15	7	9	1,198		412		786	1,198

TABLE P2.—INITIAL STATUS ON THEIR ADMISSION TO THE TRAINING COLLEGES OF STUDENTS WHO LEFT IN 1926.

	Teachers' Class C Examination.	Class D Examination with partial success towards Class C.	Class D Examination.	Total.	Credited with some Subjects towards the Teachers' Examination.	University Degrees or other status.	Matriculation.	Higher Leaving-certificates.	Lower Leaving-certificates.	Total Number of Students.
Auckland—										
Division A (two-year students) ..	..	..	24	24	76	..	1	..	1	102
Division B (two-year students) ..	..	..	..	..	..	..	8	..	..	8
Division A (one-year students) ..	..	..	13	13	15	..	..	..	..	28
Division B (one-year students) ..	..	..	..	..	..	..	..	..	..	..
Division C (one-year students) ..	..	..	..	..	..	2	..	..	..	2
Division D (one-year students) ..	1	..	2	3	6	..	..	..	..	9
Totals] ..	1	..	39	40(a)	97(b)	2	9	..	1	149
Wellington—										
Division A (two-year students) ..	..	1	27	28	57	..	4	6	..	95
Division B (two-year students) ..	..	..	..	..	2	1	2	9	..	14
Division A (one-year students) ..	..	..	4	4	8	..	..	..	..	12
Division C (one-year students) ..	..	..	..	..	..	10	..	..	..	10
Division D (one-year students) ..	..	..	1	1	2	..	..	..	..	3
Totals] ..	..	1	32	33(c)	69(d)	11	6	15	..	134
Christchurch—										
Division A (two-year students) ..	..	4	45	49	60	..	1	..	..	110
Division B (two-year students) ..	..	..	..	..	2	..	4	..	..	6
Division A (one-year students) ..	..	..	8	8	15	..	..	..	..	23
Division B (one-year students) ..	..	..	1	1	..	..	..	..	..	1
Division C (one-year students) ..	..	..	..	..	..	2	..	..	..	2
Division D (one-year students) ..	..	..	..	..	2	..	..	..	..	2
Totals ..	..	4	54	58(e)	79(f)	2	5	..	..	144
Dunedin—										
Division A (two-year students) ..	..	2	36	38	36	..	..	17	..	91
Division B (two-year students) ..	..	1	..	1	2	..	..	18	..	21
Division A (one-year students) ..	..	..	2	2	..	..	..	1	..	3
Division B (one-year students) ..	..	..	..	..	1	..	..	..	..	1
Division C (one-year students) ..	..	..	..	..	..	4	..	..	..	4
Division D (one-year students) ..	..	1	..	1	1	..	..	..	..	2
Totals ..	..	4	38	42(g)	40(h)	4	..	36	..	122
Grand totals..	1	9	163	173	285	19	20	51	1	549

(a) Including 27 students who had passed matriculation. (b) Including 37 ditto. (c) Including 20 ditto. (d) Including 44 ditto. (e) Including 52 ditto. (f) Including 47 ditto. (g) Including 33 ditto. (h) Including 27 ditto.

TABLE P3.—EXAMINATION STATUS OF TRAINING-COLLEGE STUDENTS WHO LEFT IN 1926.

	Completed Examination Requirements for a Teacher's Certificate.						Incomplete Examination Qualification for a Teacher's Certificate.			Total Number of Students.
	Class A.	Class B.	Class C.	Class D with Partial Success towards Class C.	Class D.	Total.	Credited with some Subjects towards a Teacher's Certificate.	No Examination Status.	Total.	
Auckland—										
Two-year students (Divisions A and B)	..	12	87	8	..	107	3	..	3	110
One-year students (Division A)	..	3	1	20	2	26	2	..	2	28
One-year students (Division B)
One-year students (Division C)	..	2	..	..	..	2	..	..	..	2
One-year students (Division D)	4	4	1	9	..	..	..	9
Totals	17	92	32	3	144	5	..	5	149
Wellington—										
Two-year students (Divisions A and B)	..	20	76	13	..	109	..	..	..	109
One-year students (Division A)	2	7	2	11	1	..	1	12
One-year students (Division C)	..	4	6	..	..	10	..	..	..	10
One-year students (Division D)	1	2	..	3	..	..	..	3
Totals	4	26	79	22	2	133	1	..	1	134
Christchurch—										
Two-year students (Divisions A and B)	..	21	64	31	..	116	..	..	..	116
One-year students (Division A)	..	1	..	20	..	21	2	..	2	23
One-year students (Division B)	1	..	1	..	..	..	1
One-year students (Division C)	2	..	2	2
One-year students (Division D)	..	1	1	..	..	2	..	..	..	2
Totals	23	65	52	..	140	4	..	4	144
Dunedin—										
Two-year students (Divisions A and B)	..	20	68	18	1	107	5	..	5	112
One-year students (Division A)	1	2	3	..	..	..	3
One-year students (Division B)	1	1	..	..	..	1
One-year students (Division C)	..	4	..	..	..	4	..	..	..	4
One-year students (Division D)	2	..	2	..	..	..	2
Totals	24	68	21	4	117	5	..	5	122
Grand totals	4	90	304	127	9	534	15	..	15	549

TABLE P4.—HIGHEST STATUS ON ADMISSION OF ALL STUDENTS WHO ENTERED TRAINING COLLEGE IN 1926.

	Teachers' Class C Examination.	Teachers' Class D Examination with Partial Success towards Class C.	Class D.	Some Teachers' Certificate Qualifications.	University Degree.	Higher Leaving-certificate.	Matriculation.	Lower Leaving-certificate.	Total Number of Students.
Auckland—									
Division A	..	..	97	103	..	..	3	..	203
Division B	..	..	9	8	..	12	4	..	33
Division C	..	..	..	..	2	..	..	..	2
Division D	..	1	2	6	..	..	..	..	9
Totals	1	..	108	117	2	12	7	..	247
Wellington—									
Division A	..	1	50	69	..	13	..	..	133
Division B	..	..	..	1	..	10	..	..	11
Division C	..	..	..	..	10	..	..	..	10
Division D	..	..	1	2	..	..	..	..	3
Totals	1	..	51	72	10	23	..	..	157
Christchurch—									
Division A	..	16	68	66	..	..	..	..	150
Division B	..	1	1	8	..	..	5	..	15
Division C	..	..	..	..	2	..	..	..	2
Division D	..	1	..	1	..	..	..	..	2
Totals	2	16	69	75	2	..	5	..	169
Dunedin—									
Division A	..	1	59	59	..	..	..	..	124
Division B	..	..	..	6	..	..	..	..	6
Division C	..	..	..	..	3	..	1	..	4
Division D	..	1	..	1	..	..	..	..	2
Totals	1	6	59	66	3	..	1	..	136
Grand totals	5	22	287	330	17	35	13	..	709

II. EXTRACTS FROM REPORTS OF PRINCIPALS OF TRAINING COLLEGES.

AUCKLAND.

I HAVE the honour to submit my report for the year 1926.

Staff.—There have been several important changes in the staff during the year. Dr. Clinch, who spent 1925 abroad, returned at the beginning of the year and took up his work again. Mr. R. A. Falla, B.A., an old student of the College was appointed Lecturer in Nature-study, and had already made his subject an important part of the students' training. Mr. H. Becroft, M.A., also an old student, who has been acting as temporary Lecturer in Psychology pending the appointment of a permanent lecturer, has carried on his classes through the year with enthusiasm and success. Dr. Slocombe, who was appointed to the psychology lectureship, has been compelled to withdraw through ill health. Mr. H. Wallace, who has most capably filled the dual position of Lecturer in Art and Lecturer in Music, reached the age-limit and retired towards the end of the year. Mr. Wallace was a most popular figure in College, a favourite with both staff and students. His fine abilities, his specialized knowledge, and his charm of personality have made an ineffaceable mark on the College, and we have been greatly privileged in our association with him for the last six years. It was decided to appoint two lecturers in his place. Miss Copeland, already known to the College from her work in Kowhai Junior High School, was appointed to the art lectureship. Mr. H. Hollinrake, B.A., Mus. Bac., a young Cambridge man of great promise, was appointed Lecturer in Music. Both new members of the staff have already taken up their work.

College Building and Grounds.—The fine new College at Mount Eden was ready for occupation at the beginning of the year. The building is not only striking to the eye, but set in a dominant position in extensive grounds, and it has practically solved almost all the questions of accommodation that had caused us so many anxieties in the past. The lecture-rooms are spacious, with admirable lighting and ventilation. For the first time I have been able to assign a special room to each lecturer. In addition, the members of the staff have at last private rooms for individual interviews—an incalculable advantage over the old conditions. The students have abundant common-room accommodation, and this has had considerable influence on students' activities and organization. Altogether the first year in the new building has realized most of our expectations, and for the most part the College work is now carried on under the most favourable conditions.

In one or two matters we are still labouring under a handicap. The absence of an assembly-hall has affected College life in many ways. The physical instructors have no room large enough for their work. Outdoor instruction even in the best of weather conditions entails too heavy a strain on the staff, and the weather conditions during winter make instruction outside often impossible. This branch of College work has been maintained only with the greatest difficulty. The hall was intended to serve as a music-room; under present conditions all musical instruction has to be given in one of the larger lecture-rooms. This interferes to a certain extent with the classes held in adjacent rooms. The value of an assembly-hall, where all students can be gathered for discussion of matters of general College interest, and in which outside lecturers can address the whole body of students, was fully demonstrated in the old College and the lack of a common meeting-place is seriously affecting College life. The hall becomes the natural centre of College social life, the rallying-point of College interest and enthusiasm. The cultivation of a true College spirit we have found depends to a greater extent than we had ever believed on the existence of a College hall.

The tennis-courts are not yet formed, and as the level ground around the College is not yet in a fit condition for the other branches of athletics the students have had to hire grounds in various parts of Auckland. This has scattered the students during their playing hours, and has entailed considerable expense upon their funds. We hope to have our own hockey-ground available for next winter, and already the women's cricket teams have found a suitable place for practice.

A swimming-bath would also be of the greatest service both for teaching students who are unable to swim when they enter College and for the life-saving training that forms an important part of the swimming activities during the summer months.

The students have done good work upon the grounds. They cleared the surface of the ground directly in front of the College, and sowed a considerable area of new ground with grass, which has taken well and has greatly improved the front view of the College. A group of enthusiasts made and planted gardens along the front of the building, with most satisfactory results. In addition, the students out of their own funds and by their own labour planted a number of trees at the Epsom Avenue entrance. These trees are growing well, and will be a great asset in future years.

Practical Training.—The practical training of students in methods of teaching has been carried on at the Normal School, Richmond Road School, Curran Street School, Kowhai Junior High School, and the Seddon Memorial Technical College. Probably this has been attended with the average degree of success. Method as a College subject, however, has been heavily handicapped by the lack of Normal School classes for demonstration; and consequently any teaching methods not in everyday use have not been impressed as well as usual. This difficulty it is hoped to remove next year.

This year a new departure was tried, of which I am not yet able to speak definitely. In some respects it has succeeded beyond expectations, but certain difficulties have arisen that will require a slight change of plan next year. On Thursday mornings all the ordinary lecture programme of College was suspended. University students were given the three hours for concentration upon their

University studies. Members of the staff, who are all qualified to teach to University standard, did tutorial work in their own subjects, or gave lectures to students on aspects of their own subjects that presented difficulty to students. In addition, any non-University students who were willing to specialize in any College subject were given the three hours for work along the lines of their particular interests. The lecturers supervised the studies, made assignments, and directed the reading. In most subjects splendid work was done, and many students have gained a range of knowledge and a cultural interest that will be of the greatest use to them in their profession.

In history students specialized in branches of local history. Much admirable work was done in collecting and putting into readable form the early history of various parts of the Auckland Province with which the students are familiar or acquainted. Some investigated the history of the Training College and collected all the available material. This will be of great value to any future historian of the College. A very high standard of work was reached by those engaged in historical research work.

Nature-study, under Mr. Falla, has become one of the most popular and valuable sources in the College curriculum. During the year Mr. Wallace lectured regularly on art-appreciation. The classes have appealed to the majority of students, and have proved of great cultural value. Through the arrival of the full-time Lecturer in Music the English course has been relieved of voice-production. Special attention has been paid this year to expression work. All second-year students have studied modern poetry and drama, and all have had practice in producing plays in the course of the ordinary class-work. Several public performances were given, and a high standard of acting and elocution was reached in most cases.

University.—The Training College is over two miles from the University. In previous years students had simply to walk across the road. They soon adapted themselves to the new conditions, and, on the whole, the arrangements for attendance at the University were easily made. For the ordinary B.A. pass students most of the classes are held late in the afternoon or at night. The more advanced classes, most of which are held during College hours, presented more difficulty; but attendance at the University classes has been arranged with a minimum of interference with the College timetable. The University work of our students has been, on the whole, admirable. Practically all the College students attending the University realized their privileges and made good use of them.

Athletics.—The year 1926 has been an exceptionally good one on the athletic side. The annual tournament with the Wellington Training College has become the great event of the year. This year our representatives travelled to Wellington, and after a splendid contest, remarkable for fine performance and sportmanship, had to lower their colours to the Wellington teams. Wellington also won the debating cup. During the year the women students had five basketball teams regularly in the field, and won two championships in the Auckland basketball competitions. Four women's hockey teams played during the year, the senior team being runners up in their grade. The senior football team played for the first time in the senior grade, and in the final match lost the championship by the narrowest of margins. The men's hockey team won the championship in the second-grade competition. A marathon race for men was included in the College competitions for the first time. This event proved a great success, and will probably become a regular one.

Social.—As in previous years, every encouragement has been given to the development of a vigorous and healthy social life in College. Every year proves more emphatically how important is the influence of the students on one another in the College activities outside the lecture rooms. This year we have had special obstacles to overcome. The students have been compelled to hire halls at some distance from the College for their social functions. We shall not have our social activities on the best footing until we can provide for them all under our own roof.

Outside Social Work.—Again the students have used the opportunity their association as a corporate organization has given to help the sick and orphans in various Auckland institutions. It has not been possible this year to visit regularly the soldier patients in the T.B. shelters at the Domain, but gifts have been sent and a valuable contribution made to the men's library. As in previous years, a visit was paid to the Papatoetoe Orphan Home, and a Christmas party given to the children. The Christmas party at College for the children of the Richmond Road and Onehunga Orphanages was again one of the most successful functions of the year. We were able to increase the number of invitations this year, and this happy gathering—delightful to all the children and their hosts—made a fitting ending to the year's social activities.

Hostel.—The hostel, under Miss Maindonald's capable, kindly, and strong control has played its usual valuable part in the life of the College. It is always filled to its utmost capacity. The health of the students has been excellent, and the hostel has again fully justified the enterprise of its founders.

A number of Mount Eden residents, in response to an appeal made through the local Churches, agreed to take students into their homes, and this, coupled with the opening of a large boardinghouse close to the College, has solved the question of accommodation. As in past years, members of the staff have kept in close touch with the students' boarding arrangements.

The work of the College sustained a severe loss when Mr. N. H. S. Law, headmaster of the Normal School, left Auckland to undertake Inspector's work in the Wanganui District. His fine vision of the ends of education, his unflinching interest and courtesy, and his gracious manner made him particularly well adapted to the position of headmaster of a normal school and trainer of young teachers. Mr. Shimmin, first assistant at the Normal School, and for some years one of the most efficient and enthusiastic of our critic teachers, is also leaving Auckland. The College owes a very great debt of gratitude to these gentlemen.

Once again, I wish to record my appreciation of the unity and good fellowship of my staff, which has contributed so largely to the success of a year which I think is distinctive as the happiest and most profitable the College has known.

WELLINGTON.

I HAVE the honour to submit the following report on the work of the College for the year 1926.

Roll.—In consequence of the excessive demand on the available accommodation, the Department, in 1925, decided to divert the Nelson students to Christchurch Training College. Despite the relief so afforded, our numbers increased to 344, creating a congestion which I felt myself compelled to characterize in my last report as “parlous in the extreme.” This year the Department has granted us a further measure of relief by diverting the Taranaki and Hawke’s Bay students to Christchurch and Dunedin respectively. Hence our roll number has declined from 344 to 282. This, of course, has meant a considerable improvement in the matter of accommodation, though the building is still considerably overtaxed.

Classification.—The classification of students according to their several qualifications was as under: Division A, 243 (pupil-teachers and probationers); Division B, 26 (no previous teaching experience); Division C, 10 (University graduates); Division D, 3 (adult uncertificated teachers).

The corresponding classification for the past five years is given for the purpose of comparison:—

Year.	Number of Students.			
	Division A.	Division B.	Division C.	Division D.
1922	175	86	6	10
1923	213	76	5	0
1924	269	49	5	0
1925	294	41	6	3
1926	243	26	10	3

Once more a decline in the proportion of B students is to be noted. In consequence of the small number of places available for B students and the considerable number offering, it has been possible to make the minimum qualification at least the higher leaving-certificate or its equivalent.

New Students.—In my last report I continued to urge the necessity for raising the standard qualification for admission. I am pleased to report that a marked improvement is noticeable in the new students admitted this year. There are still, however, too many students with only a partial D qualification. On the other hand there is a most gratifying increase in the number with a higher-leaving-certificate qualification or better. The presence of any partial D students cannot be regarded as satisfactory. Indeed, there is almost no justification for them at all. The present facilities for secondary education are so liberal that few who seriously desire to become teachers are unable to follow a full secondary course.

Accommodation.—As already indicated, the restricted numbers have somewhat ameliorated the conditions that prevailed in 1925, though they are still far from satisfactory, especially in regard to staff accommodation, student common-rooms, and science and handicraft facilities. My remarks last year are still in point. We cannot hope to do our best work under the existing conditions.

Staff.—The College staff remains much the same as last year, except that Miss M. E. Joyce, M.A., was promoted to the lecture staff in place of Miss Livingstone. Miss Joyce’s place has been taken by a lecturer’s assistant, Mr. A. E. Campbell. The only changes to record in the Normal Schools are the appointment of Miss Gray (*vice* Miss Jacka) to the special adjustment class at Thorndon, and the confirmation of Mr. Bryant’s appointment at Kelburn. Miss Ray, kindergarten mistress at Kelburn, returned from Canada, where she has been on exchange. The extended experience was of undoubted value to her.

General Work of the College.—The improvement in the quality of the work noted last year has been maintained. As the qualification of the entrants continues to improve so the work of the staff becomes more effective. We were fortunately able to continue the arrangement for music instruction recorded last year. Mr. Robert Parker, who confines himself to the senior students, reports a very great improvement in consequence of excellent grounding these students received under Miss Hargreaves and Miss Perry during their junior year. Both Miss Hargreaves and Miss Perry, however, find the work very heavy. The distance of the College from the Thorndon School, the requirements of preparation and the labour of marking written exercises, as well as the actual conduct of the classes, make heavy demands upon teachers who are already fully taxed by their class-room duties and the direction of students’ teaching practice.

University Work.—The University classes attended by students were as under: English, 47; Latin, 13; French, 18; education, 85; philosophy, 64; history, 50; economics, 13; Greek history, art, and literature 4; geography, 6; mathematics, 12; geology, 1; chemistry, 1; physics, 1; botany, 2; zoology, 1; total, 318.

These classes were taken by a total of 143 students, while 139 students obtained their full course at the College. A comparison of the numbers given with those of last year reveals almost no increase in those taking mathematics and science. This is largely accounted for by the fact that lectures by the science faculty were for the first time held during the day. While it is possible, though difficult, to so organize the work of the College that students may be released for attendance at University lectures, it is almost impossible to release them from their teaching practice. At all events it results in complications and a most unsatisfactory interference with the continuity of the practice. Students appreciate this fact, and consequently arrange their University courses to conflict as little as possible with their Training College course.

Science and, to a less extent, mathematics have never been popular with Training College students. This is to be accounted for by the amount of time taken up by the former in practical laboratory work. Students who are doing justice to their Training College work and teaching practice find it almost impossible to find the requisite time—viz., about ten hours per week per subject. This is merely the time of actual attendance at the University, and takes no account of the time required for reading and the preparation of exercises.

In the case of mathematics the circumstances are somewhat different. The time required is not greater than is the case with most other arts subjects. Nor is the subject, at the pass stage, difficult for a student with adequate preparation. One is forced to the conclusion that the preparation of students is inadequate. Whether this is due to unsatisfactory teaching in secondary schools, or whether, on account of its abstract nature, mathematics suffers in popularity when compared with the more concrete subjects that are provided in the enriched secondary course of to-day, it is impossible to say. I am inclined to think the latter is the explanation. Only one thing is certain and that is, despite the fact that in some form or other it is compulsory throughout the primary and secondary courses of all pupils, it fails to attract the interest of the vast proportion of our students.

An analysis of the final terms examination results of Victoria University College shows that our students were credited with the following passes: Honours, 1; diploma, 4; first-class terms, 9; second-class terms, 74; third-class terms, 202; total, 290. These results cannot but be regarded as highly satisfactory. Members of the professorial staff of Victoria College with whom I have discussed the matter all agree as to the improved quality of the students from the Training College, and commend their application.

Students' Teaching Practice.—I have nothing to report in this respect, except to state that the course stated in last report was followed. The new regulations requiring the schools of the city to provide teaching practice as required is to come into operation this year. As I have stated in former reports, this is a distinctly forward step. But I would again reiterate that progress is conditional upon the manner in which the regulation is interpreted. Nothing will have been gained, and much been lost, if the new regulation results in a continuance of the present associate-teacher system, except that those associated do not receive remuneration for the work done. From the point of view of the training of teachers, the only value in the new arrangement is that by increasing the number of classes at our disposal the amount of actual teaching practice obtained can be greatly increased. If, however, the number of class-rooms used is not considerably increased, there can be practically no increase in the amount of the teaching. Moreover, one of the principal objections to the present continuous use of the same classes for students' practice is the effect of the 'prentice efforts of the students upon the pupils. It would be absurd to claim that the student can effectively supplant the experienced teacher, even when under the latter's supervision. Consequently the class-teacher must make good the leeway consequent upon the class being in the hands of the student. This is not a matter of much moment if the period is short, but it becomes increasingly exacting as the period is lengthened. There would appear to me no reason, except distance from the College, why the number of classes co-opted should be limited in any way. The classes are required not for observation and demonstration—the Normal Schools remain to serve this purpose—but for actual practice in teaching under conditions that obtain normally in the schools of the country. For further information I would refer you to my remarks under this heading in my two last annual reports, when I canvassed this matter in considerable detail.

Chair of Education.—In consequence of the resignation of Professor Tennant from the Chair of Education at Victoria University College at the end of the first term, and the failure of the College Council to make provision for a successor to him, arrangements were made whereby I should temporarily take charge of the work, and at the same time exercise a general supervision over the Training College. The Vice-Principal, Mr. E. K. Lomas, was required to assume control of the administrative detail of the College. As no additional assistance was granted, it will be easily seen that we both have had a very full year. Nevertheless I think I may safely say that the work of the Training College has in no way suffered. Mr. Lomas has proved himself in the work of the year. He has maintained the organization and standard of work in a highly creditable manner. Steps have been taken to continue this arrangement for the first half of 1927.

Library.—During the year the College received several excellent donations of books, which, with the subsidies received, have enabled us to make a considerable improvement in the pedagogical section of the library. The donors were—Professor Tennant, recently Professor of Education at Victoria University College and Principal of this College; Miss Piggford, recently headmistress of Mount Cook Girls' School; and Miss C. Haisman, an ex-student of the College. I desire to take this opportunity of expressing our appreciation and thanks to them.

General.—In consequence of the difficulty that is being experienced in absorbing students into the service immediately after the completion of their training, there is a very general impression that the training colleges are training more teachers than are required. While I am, of course, not in a position to make a categorical statement on the matter, I would like to suggest that there is little evidence to warrant the impression. The fault would appear to me to lie not so much in the number being trained as in the fact that so many complete their training simultaneously.

At the end of this year 578 students will leave the four colleges and will seek admission into the service. It is not to be expected that in such a small service, the natural growth and ordinary wastage will provide vacancies for so large a number at one time. The consequence is many students will be compelled temporarily into the ranks of the unemployed. Most, if not all of those, will, however, be absorbed as the year progresses. Indeed, from the information I am able to obtain it would seem that, while there is a plethora of teachers at the beginning of the year, there is a dearth at the end.

The remedy would appear to be not in the curtailment of the number of students in training, but in such an arrangement as would secure the termination of training periods at successive intervals during the year. If the Colleges were turning out one-third of the present number at the end of each term, instead of the whole at the end of the last term, there would, I believe, be little difficulty in absorbing them. Such an arrangement would, so far as this College is concerned, be possible. I am quite aware that any arrangements in the direction I have suggested would involve complications in the enrolment of probationers, but I suggest that the matter is of sufficient moment to warrant at least consideration.

A distinctly forward move has this year been inaugurated by the Department as a temporary measure. In consequence of the excess of ex-students over the available positions, and in order to encourage students to equip themselves for the teaching of mathematics and science, the Department intimated its willingness to approve a third-year course for a limited number of students. In consequence some sixteen students are now undergoing a third-year course. Their Training College work will be wholly along professional lines, while their academic work will be taken at the University.

Social.—The social side of College life has been well maintained. The Students' Association, which, under the supervision of the staff, takes responsibility for social games, and other extra-lecture activities, has been particularly active and competent. The contribution of the association towards the efficiency of the College is by no means inconsiderable. The annual tournaments with the Christchurch and Auckland Colleges again proved most successful both in the development of a College spirit and of that more difficult but more valuable spirit of comradeship in a worthy profession. While these meetings undoubtedly make big demands on the time and energy of both students and staff, they prove themselves of inestimable value in the direction indicated.

I desire again to express my thanks to both the Board and the Department for the support accorded me during the year.

CHRISTCHURCH.

I HAVE the honour to present for your consideration my report on the Christchurch Training College for the year ended 31st December, 1926.

Staff Changes.—The following staff changes occurred during the year: At the end of the first term Miss Ironside was granted twelve months' leave of absence, and left to visit England and Europe. She travelled via South Africa, and during the month there visited some of the more important educational institutions. She was fortunate in securing a temporary appointment within a very short time after reaching London. She joined the staff of the Avery Hill Training College for Girls (London County Council), and spent the last term as a resident lecturer. Her substitute on the staff was Miss Blaikie, B.Sc. in Home Science, a recent graduate of Otago University. She proved herself to be a very efficient teacher, and soon became deservedly popular with members of the staff and students. I am glad to take this opportunity of acknowledging her good work both in the lecture-room and in connection with the social activities of the College life. At the end of the year Dr. Helen Richmond tendered her resignation in view of her marriage and departure for England. Her successor is Miss Dorothy Stewart, M.A., senior mistress at Gisborne High School. Miss Gertrude Batchelor was appointed Assistant Lecturer in English, and has very materially lightened the burden that the Lecturer in English has had to carry. Miss Baster, Lecturer in Infant-school Methods, is visiting England during 1927.

Review of Work.—The reports from the various lecturers on the work of the year indicate that a very satisfactory amount of work was done; that the students were keen, alert, and anxious to satisfy thoroughly the requirements of the College.

Physiography was discontinued as a subject of instruction in favour of a comprehensive scheme in geography. The broader treatment of history has assured a healthy interest in a subject which has not always received adequate recognition.

The work of the senior students in their English classes was most gratifying. This is due to the fact that the examination requirements for C having been satisfied in the first year, a broader treatment was possible. The attitude of the student in many cases was different, the work was more pleasurable, and because of the higher emotional interest was done much more happily and thoroughly. It was no longer a task. Outward evidence of this improved attitude was found in the large number of volumes read and the keener participation in drama and dramatic readings.

We have been seriously handicapped by our inability to secure the services of a thoroughly qualified permanent instructor in art. Although advertisements were inserted in both New Zealand and English papers, the Board did not consider any applicant had sufficiently high qualifications to justify a permanent appointment. The remuneration paid in Great Britain is now so high that the salary offered is not a sufficient inducement to tempt a really desirable man. Our thanks are due to Mr. Nicoll, of the staff of the School of Art, for so arranging his time-table that Messrs. Wallwork and Johnson have been able to visit the College and give instruction in blackboard and book drawing. It has not been possible, however, to make that connection with needlecraft, nature-study, &c., that is so desirable.

The needlework was done probably better than at any other time in the history of the College. The result of the collaboration between Miss Dyer and Miss Burns has given us a very much improved course, and this has been very efficiently taught. The transference of Miss Burns to Hawke's Bay

is a serious loss to Canterbury. If the work is to be carried on in the schools on the lines laid down by Miss Dyer, an instructor must be provided to teach the students at the Training College. This is the quickest method of providing for efficient instruction in the schools, and I strongly recommend that a successor be appointed immediately to complete the work begun by Miss Burns.

The appointment of Mr. Griffiths, M.A., Mus. Bach. (Camb.), as instructor in music has been received with much satisfaction. He begins his work in the first term of 1927.

Practically all entrants have passed the Matriculation Examination, and a large number possess higher leaving-certificates. The standard of attainment becomes higher each year. This is the reason for the increased number taking a degree course at Canterbury College, and explains the success achieved. The value of the longer secondary school training is evident in more ways than by an increased knowledge of subject-matter. One hesitates to use such an abused word as "culture," and yet that just expresses what one expects to find as the chief result of a liberal education. There is abundant evidence of that culture and refinement in the general attitude of the main body of students. This is very gratifying.

It is perhaps necessary to emphasize the fact that the cultural aspect of education should form a most pronounced feature of training-college life. A very great deal is lost because the colleges are not residential, and this makes it all the more necessary that any tendency to regard the college merely as a place where the technique of schoolroom practice is taught should be corrected. It is a relatively easy matter to show students how the subjects in the school course should be taught, but one would not like the work to be merely the teaching of the "tricks of the trade." We have endeavoured to associate with training in professional practice an appreciation of what is involved in the term "all-round development," so that both consciously and unconsciously the students will exercise a very wise influence over the pupils committed to their care. It is pleasing to note that this has not resulted in any lowering of the standard of achievement as measured by examination results; rather the reverse.

The decision of the Department to award a number of third-year studentships marks an important advance in teacher-training. It will give deserving students an opportunity to carry on their University study with very little interruption for at least one year, and thus enable them to complete their degree course. All third-year students are studying science or mathematics, so that they should be available at the end of the year for positions in secondary or district high schools, and help to satisfy the demand for teachers in these subjects.

It is extremely difficult, sometimes impossible, for a student to do the practical work in science subjects unless he is free during the day. The third-year student now has his opportunity. In this connection I would like to point out the effect the recently revised statutes for the B.Sc. degree are having on our students. The increase of the units required together with difficulties in the advanced work in chemistry and physics will probably prevent any from obtaining a science degree. The best they can do will be to include a science—two at most in their arts course. I have every sympathy with the desire to raise the standard of the degree, but that can surely be arranged without depriving teacher students of the possibility of doing advanced work in the subjects included in the B.Sc. degree.

The tables included with this report show the classes attended by our students at Canterbury College and the successes gained. Both the arts and science courses were well attended, and the reports of the professors indicate that very satisfactory progress was made. The number attending science classes shows an increase over previous years.

Very good results were obtained in the last University examinations. One student gained second-class honours in mathematics, three completed the B.A. examination, and three the B.Sc. Seventy-six passed a section for the arts degree, and three a section for the science degree.

The successes gained by past students is very gratifying, and indicates that students persevere in their academic studies when their College days are over. At the last examination nine gained the M.A. degree with honours, fifteen completed the B.A., and twenty-four passed the sectional examination. In science one gained the M.Sc. with honours, two completed the B.Sc., and one passed in another section of that degree. Six passed the examination for the diploma of education and one the examination for the diploma of social science.

DUNEDIN.

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

We opened with 264 students. Of these, 161 had their homes in Otago, 57 in Southland, 9 in Canterbury, 2 in Nelson, 1 in Marlborough, 2 in Wellington, 1 in Taranaki, and 31 in Hawke's Bay.

University Classes.—One hundred and forty-six students attended one or more classes at Otago University. The numbers attending the various classes were: Pass-degree education, 74 students; advanced education, 9; diploma education, 1; pass-degree English, 58; advanced English, 4; pass-degree French, 21; advanced French, 5; pass-degree Latin, 10; advanced Latin, 1; pass-degree history, 62; advanced history, 3; philosophy, 9; pass-degree economics, 23; pass-degree mathematics, 6; advanced mathematics, 1; anthropology, 2; geology, 2; pass-degree chemistry, 2; advanced chemistry, 2; advanced botany, 1; zoology, 1; musical appreciation, 3; theory of music, 1. As a result of class and terms examinations, College students gained 12 first-class, 44 second-class, and 190 third-class passes. The University results for the senior students were, on the whole, satisfactory, as few failed in any of their subjects and no one failed to keep terms in at least

one subject. Of the juniors, five did not succeed in keeping terms in even one subject, though some of them almost reached the pass standard, and all of them, no doubt, benefited by their attendance at the University. In pass-degree history, Mr. Alex. Salmond obtained first place in a class of over 110 students. The same student took first place in the pass-degree education class, which contained about 120 students.

New Zealand University Results.—It is encouraging to note in the Otago list (1926) of successes published in connection with the New Zealand University Degree examinations that the names of students and ex-students of the Training College predominate. Thus they gained eight out of fourteen of the M.A. degrees conferred, twenty-two out of the thirty-seven B.A. degrees, one out of six B.Sc., five out of five diploma in social science, the only B.Com., four out of six diploma of education. It is thus evident that a considerable number of teachers who begin their University course while students at the Training College manage to continue their studies until they achieve some University distinction.

Staff Changes.—Mr. J. G. Anderson, M.A., M.Sc., entered upon his duties at the beginning of the year as Lecturer in Science. Miss M. R. Turnbull, B.Sc., succeeded Miss V. K. Harrison, B.A., B.Sc., as tutor and librarian as from the 1st March. Both new members have entered upon their duties with ability and enthusiasm.

General.—As in previous years, I am pleased to report that the conduct of students has, on the whole, been excellent. Most of them have taken a commendable interest in all departments of College life, and their attitude towards study, teaching, and sport has been highly satisfactory. The results of both College and University examinations, as well as the reports on teaching ability furnished by normal and associated teachers, have reached a pleasingly high standard. I am hopeful that all students leaving College will be able to give satisfaction to parents of pupils and to education authorities, and that they will continue to study and improve in both the theory and practice of their honourable profession.

Sports.—With the exception of the few students composing the orchestra, all took part in some form of outdoor sport—the ladies in basketball and hockey, and men in Rugby or Association football, or hockey. The sports afternoon was well organized and contributed much, not only towards the health of the students, but towards the cultivation of a worthy College tone and spirit. Numbers of students also practised tennis, swimming, and fives at odd times when conditions were favourable. Three football teams entered the local competitions, the A team again winning the junior flag. The junior Otago representative team contained four or five Training College students, who contributed much to its success in the senior interprovincial competitions. Mr. Holden, a second-year student, worthily represented Otago in various interprovincial contests. Our football successes during the past two years have been due in no small degree to the skilled coaching of Mr. Hudson. Six teams—two A grade, two B, and two C—took part in the Dunedin basketball competitions, our A1 team having an unbeaten record, and winning both the shield and the banner. In hockey three teams entered, and stood high in their various grades, the A team losing the cup to Otago after a well-played game. In the intercollegiate tournament Otago was successful in debating, basketball, hockey, and boxing; equal in swimming; and was defeated in football and tennis. The boxing competition was memorable owing to the fact that though one of our team, Mr. W. H. Henderson, slipped during the first round and broke both bones in his forearm, he continued boxing with one hand for the remaining two rounds and won the bout.

The Dramatic Club did excellent work throughout the year. Mr. Fleming and Miss McLeod have again proved their skill in staging most successfully another play of Sir James Barrie's "Dear Brutus." Both the cast and their instructors deserve the highest praise.

The Glee Club and Orchestra continued and thoroughly enjoyed their practices under the directorship of Miss Vickers. Towards the end of the year the Glee Club gave a concert, which was considered a musical treat by all who attended. The orchestra contributed in various ways towards the success of College functions. It assisted at concerts, dramatic representations, and social activities.

The Debating Club met regularly during the first two terms, and did good work, both of a general nature and in preparation for the annual tournament.

Social Life.—The Students' executive continues to manage most successfully the social side of College life. Welcome and farewell picnics, together with socials and dances were held, and the executive, under its president, Mr. Howie, is entitled to the highest praise for the manner in which they were organized and conducted. In the management of the jubilee function—"welcome of present to past students"—the executive excelled itself. It is safe to say that on no occasion in the history of New Zealand have so many teachers met and enjoyed themselves so whole-heartedly.

College Jubilee.—In August the jubilee of the College was celebrated most successfully. Both present and past students worked with the greatest loyalty and enthusiasm. Circulars were sent to about 2,300 ex-students, 750 of whom sent replies and 600 indicated their intention of being present at one or more of the functions planned for the jubilee. It would be almost impossible to name all who helped most willingly, but the names of at least two must be recorded—Mr. A. J. Woods, M.A., who acted as secretary, and who did the greater part of the planning and organizing, and to whom more than to any other the success of the celebrations was due; and Mr. S. M. Park, who so ably prepared the souvenir booklet and arranged for its publication. In connection with the jubilee I desire to thank the Otago Education Board for its liberal donation towards expenses.

Needs of the College.—It is hoped that additional accommodation, including library, workshop, class-room, and offices, plans for which have been prepared by the Board's Architect, and forwarded to the Department, will be authorized immediately and completed at an early date.

Thanks.—My sincere thanks are tendered to all who during the past year have contributed in any way towards the success of the College.

APPENDIX D.

REPORT OF SUPERVISOR OF MUSICAL EDUCATION.

SIR,—

Wellington, 25th August, 1927.

I have the honour to present my report for the year ended 31st December, 1926.

Music in Training Colleges.—I took up duties as Supervisor of Musical Education in the middle of April, commencing with visits to the Auckland Training College immediately on landing, and to Wellington, Christchurch, and Dunedin Training Colleges during May and June. Christchurch and Dunedin were visited again during October. In Auckland and Christchurch work was awaiting reorganization until such times as the newly appointed Lecturers in Music—Mr. H. Hollinrake, Mus.Bac., and Mr. T. Vernon Griffiths, Mus.Bac.—should arrive from England early in 1927. In Wellington and Dunedin the present arrangements are capable of improvement, and when it is practicable these two training colleges should be given the same facilities as are now possessed by Auckland and Christchurch.

Visits to Schools, &c.—During the visits to Christchurch and Dunedin, each of which was extended to more than a week, I took every opportunity of addressing gatherings of teachers, students, School Committees, musical and other societies and clubs, and the general public on the value and use of music in life and education. At the training colleges I gave demonstration lessons to the students. I visited as many schools as possible in each centre, hearing the children sing, talking to them, and giving advice to the staffs. In Wellington I addressed the Teachers' Conference then meeting at the Dominion Farmers' Institute, and also lectured to them at the Victoria University College and to the students at the Training College. In July the Auckland Training College was again visited and the students addressed. Other centres visited comprise Wanganui, Masterton, Ashburton, Timaru, Palmerston North, Oamaru, Martinborough, Marton, Invercargill, Gore, Picton, Blenheim, Havelock, Nelson, Takaka, Motueka, Collingwood, and Levin, in each of which the teachers, and often the general public, were addressed and schools visited. Everywhere I have found great interest and enthusiasm, and the keenest desire to improve the standard of school music.

Condition of School Music.—The music in the schools shows lack of organization and guidance, the chief weaknesses being (a) neglect of instruction in sight singing; (b) lack of connected instruction throughout the standards; (c) faulty methods of voice-training; (d) poor choice of music, without definite aims; (e) insufficient time devoted to music; (f) a narrow outlook upon school music and general unawareness of its possibilities; (g) inability of teachers to play the piano, and scarcity of instruments.

Handbook of Music.—In order to meet the needs of teachers I have, therefore, written a special comprehensive handbook of instruction. It is hoped that this will be printed and circulated to the schools about the end of 1927. It comprises (a) general advice; (b) a complete scheme of instruction in voice-training, ear-training, elementary rhythmical work, theory and sight singing, use of the gramophone, encouragement of musical invention, and a list of songs to form the foundation of instruction; (c) a graded list of songs suitable for extending the school repertoire; (d) a chapter on musical form (design); (e) tables of reference for the correlation of music with the teaching of literature, history, and geography. This has involved a very considerable amount of time, thought, and research.

Books, Articles, and Correspondence.—I have arranged for the supply of musical books helpful to teachers to the libraries at the Wanganui Education Board Office and Christchurch and Auckland Training Colleges. Articles on school music have been regularly contributed to the *Education Gazette*, songs published therein, and a considerable quantity of correspondence has been dealt with giving special help to teachers. Much testimony has been received as to the help given through these last two channels.

Vacation Courses of Lectures.—Arrangements were made to visit and give courses of lectures at the Cambridge summer school and New Plymouth refresher course in January, 1927. This work will be extended.

Examinations in Music.—I investigated the examination system in the subject of music for the teacher's certificates, set the papers for 1926, examined in practical music at Wellington, and marked a large number of the papers. As a result of this investigation recommendations have been made for a change in the scope of the examination in order to make it of greater use. It is most desirable that opportunity should be given for specialization in music, particularly as regards infant work, in training colleges, and that this should be provided for in the musical examination.

Gramophones and Pianos.—Gramophones and pianos tendered for supply to schools were examined and recommendations made.

Discount to Teachers.—By arrangement with the council of the New Zealand Music Trades' Association, a special discount was secured on music supplied to teachers for *bona fide* school use. A list of the music recommended for school use was also supplied to the council.

Free School Song-book.—Negotiations were commenced for the supply to Standards V and VI of a free song-book, which is now in course of publication.

Eurhythmics.—A temporary arrangement has been made for classes in eurhythmics to students at the Wellington Training College, under Miss Eileen Russell, certificated Dalcroze teacher. It would be of great value if eurhythmics could form part of the regular instruction at all training colleges.

General.—My aims throughout the year have been (a) to arouse in the teachers, students, and children an interest in music as something which grows directly out of human life, and which is a powerful aid to health of body and mind and to the creation of corporate happiness and friendship; (b) to give them a wider vision of the possibilities of development; (c) to arouse an enthusiasm that will lead to individual self-help and collective effort musically; (d) to supply definite and detailed guidance for instruction; (e) to arouse the interest of the general public in the value of music as an educational and social power. It is obviously beyond the power of one man to make systematic inspection of the music in all the schools in the country. It has been my endeavour, therefore, in pursuit of the aims outlined above, to visit as many schools as possible, and to present to teachers and children music as a subject of human interest. When the handbook of musical instruction has been circulated, it will be of more value to make systematic inspection as to the results of its use in different grades of school.

There is no lack of natural musical gifts in the children, although it has been difficult in most cases to create an effective musical environment for them. In many schools fine work is being done by individual enthusiasts, and wise use of the gramophone will greatly increase the possibilities of cultivating taste and appreciation of fine music finely performed. It is essential to cultivate the child's powers of musical invention, and already as the result of help and example given to teachers a number of simple melodies of a most promising character have been composed by children in different schools. This is a most valuable means of stimulating interest and promoting understanding of the real significance of music, besides being the natural reason for the study of theory—namely, that one may record permanently the music composed and reproduce it again from the written symbol.

Stress has been laid on the importance of hearing music, as well as composing and performing it, as an essential part of education; and also upon the value of every corporate kind of musical effort, such as the formation of "percussion bands" and school orchestras as well as choirs, frequent informal concerts, &c., in order that the social benefits of music may be realized more fully.

The possibilities of the radio providing a means of imparting direct instruction in nearly all branches of music, especially to schools in isolated districts, must not be forgotten.

Many parts of the country yet remain to be visited; and the use of music in the special schools needs serious consideration, especially as regards the wonderful benefits to be derived from eurhythmics.

I have, &c.,

E. DOUGLAS TAYLER, Supervisor of Musical Education.

The Director of Education, Wellington.

Approximate Cost of Paper.—Preparation not given; printing (1,225 copies), £96.

By Authority: W. A. G. SKINNER, Government Printer, Wellington.—1927.

Price, 1s. 3d.]

Discussed to Teachers.—By arrangement with the Council of the New Zealand Music Teachers' Association a special concert was arranged on a date suitable for some of the school year. A list of the music recommended for schools was also supplied to the Council.

Five School Song-books.—Negotiations were conducted for the supply of Standards V and VI of the song-book which is now in course of publication.

Examinations.—A preliminary examination has been made for classes in civics and standards in the various subjects. The various papers, including the various tests, will be sent to the various schools in due season. It is intended to give them a wider scope than has hitherto been given to them.

There is no lack of material for the various subjects. It has been found that in most cases the material is available in the various schools. It is intended to give them a wider scope than has hitherto been given to them.

The various papers, including the various tests, will be sent to the various schools in due season. It is intended to give them a wider scope than has hitherto been given to them.

E. Douglas Taylor, Supervisor of Physical Education.

The Director of Education, Wellington.