

1928.
NEW ZEALAND.

E D U C A T I O N : P R I M A R Y E D U C A T I O N .

[In continuation of E.—2, 1927.]

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 1927.

TABLE A1.—NUMBER OF PUBLIC SCHOOLS, DECEMBER, 1927, 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., 1927.
0	1-8	79	10	19	36	29	26	14	25	9	247
I	9-20	235	54	60	60	76	53	115	79	53	785
II	21-35	139	35	35	27	51	21	97	58	52	515
III	A 36-50	113	25	28	11	16	13	39	30	24	299
	B 51-80	72	22	25	23	18	10	49	19	27	265
	C 81-120	41	12	9	11	14	8	18	14	8	135
IV	A 121-160	11	4	8	7	7	4	8	6	4	59
	B 161-200	7	2	4	3	5	2	6	1	2	32
	C 201-240	5	2	2	4	7	2	9	2	4	37
V	A 241-280	8	1	4	1	5	..	4	1	1	25
	B 281-320	6	..	2	..	5	1	4	3	1	22
	C 321-360	7	1	2	3	2	..	3	4	..	22
VI	A 361-400	6	2	4	3	1	2	4	3	1	26
	B 401-440	11	1	..	2	4	..	2	3	2	25
	C 441-480	9	..	1	..	1	..	3	2	..	16
VII	A 481-520	4	..	1	2	2	..	1	2	..	12
	B 521-560	6	..	1	3	3	..	4	2	..	19
	C 561-600	4	2	1	2	1	..	2	3	..	15
	D 601-640	4	..	1	..	1	1	4	1	2	14
	E 641-680	7	..	1	..	5	..	2	..	1	16
	F 681-720 .. ..	..	..	..	..	..	..	2	1	..	3
	G 721-760	2	1	1	..	1	..	..	..	..	5
H 761-800 .. ..	..	..	..	..	2	..	2	..	..	4	
I 801-840	1	..	..	..	..	..	..	..	..	1	
J 841-880 .. ..	..	..	..	1	..	..	..	..	..	1	
K 881-920 .. ..	..	..	..	..	..	..	..	..	..	..
L 921-960 .. ..	..	..	..	..	..	..	..	1	..	..	1
Totals for 1927		777	174	209	199	256	143	393	259	191	2,601
Totals for 1926		768	172	210	196	262	142	399	256	196	2,601
Difference		+9	+2	-1	+3	-6	+1	-6	+3	-5	..

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

TABLE B1.—ATTENDANCE AT PUBLIC SCHOOLS IN 1927.

(Excluding Secondary Departments of District High Schools.)

Education District	Roll Numbers.		Mean of Average Weekly Roll of Four Quarters, 1927.			Average Attendance for Whole Year (Mean of Average Attendance of Four Quarters).			Average Attendance as Percentage of Average Weekly Roll, 1927.
	Pupils at 31st December, 1926	Pupils at 31st December, 1927.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Auckland	65,888	67,621	34,643	31,471	66,114	30,724	27,724	58,448	88.4
Taranaki	11,674	11,719	5,932	5,551	11,483	5,248	4,875	10,123	88.2
Wanganui	17,220	17,266	8,884	8,047	16,931	7,883	7,043	14,926	88.2
Hawke's Bay	16,492	16,567	8,505	7,646	16,151	7,520	6,712	14,232	88.1
Wellington	27,452	28,042	14,133	13,102	27,235	12,628	11,598	24,226	89.0
Nelson	7,118	7,023	3,656	3,260	6,916	3,310	2,928	6,238	90.2
Canterbury	37,384	37,890	18,954	17,816	36,770	17,094	16,001	33,095	90.0
Otago	21,177	21,370	10,775	9,924	20,699	9,899	9,050	18,949	91.5
Southland	12,402	12,447	6,307	5,636	11,943	5,765	5,088	10,853	90.9
Totals, 1927 .. ..	..	219,945	111,789	102,453	214,242	100,071	91,019	191,090	89.2
Totals, 1926	216,807	..	110,687	101,647	212,334	99,877	91,018	190,895	89.9
Difference .. ..	..	+3,138	+1,102	+806	+1,908	+194	+1	+195	-0.7

TABLE B2.—AVERAGE ATTENDANCE FOR THE YEAR 1927 AT THE PUBLIC SCHOOLS AS GROUPED IN TABLE A1, AS ESTIMATED FOR DETERMINING THE GRADES OF SCHOOLS. (Including Secondary Departments of District High Schools.)

Grade.	Primary Department.										Secondary Department.	Total Primary and Secondary.
	Auck-land.	Tara-naki.	Wanga-nui.	Hawke's Bay.	Welling-ton.	Nelson.	Canter-bury.	Otago.	South-land.	Totals for Primary.		
O 1-8	477	57	106	208	202	129	112	144	51	1,486	..	1,486
I 9-20	3,402	779	754	786	1,038	731	1,665	1,132	735	11,022	..	11,022
II 21-35	3,755	986	819	739	1,334	559	2,492	1,557	1,346	13,587	..	13,587
III { A 36-50	4,818	973	683	483	645	518	1,635	1,281	947	11,983	..	11,983
{ B 51-80	4,459	1,392	1,481	1,443	1,131	600	2,989	1,189	1,567	16,251	85	16,336
{ C 81-120	3,887	1,111	827	1,068	1,311	762	1,783	1,334	792	12,875	134	13,009
IV { A 121-150	1,493	589	1,133	930	807	535	1,070	806	534	7,897	121	8,018
{ B 161-200	1,225	353	689	503	873	365	1,029	176	395	5,608	264	5,872
{ C 201-240	1,162	473	437	884	1,340	395	1,959	444	867	7,961	692	8,653
V { A 241-280	2,010	258	1,008	246	1,320	..	1,049	263	259	6,413	326	6,739
{ B 281-320	1,789	..	604	..	1,560	290	1,186	882	298	6,609	120	6,729
{ C 321-360	2,403	326	653	1,008	649	..	1,050	1,359	..	7,448	397	7,845
VI { A 361-400	2,305	779	1,429	1,047	408	780	1,503	1,135	382	9,768	466	10,234
{ B 401-440	4,664	408	..	817	1,700	..	843	1,217	801	10,450	164	10,614
{ C 441-480	4,096	..	438	..	448	..	1,363	898	..	7,243	183	7,426
{ A 481-520	2,032	..	498	1,008	1,007	..	513	957	..	6,015	63	6,078
{ B 521-560	3,185	..	525	1,615	1,700	..	2,177	1,112	..	10,314	102	10,416
{ C 561-600	2,402	1,171	582	1,149	577	..	1,168	1,735	..	8,784	94	8,878
{ D 601-640	2,457	..	619	..	614	649	2,431	627	1,226	8,623	246	8,869
{ E 641-680	4,543	..	650	..	3,273	..	1,386	..	685	10,542	..	10,542
VII { F 681-720	..	..	..	..	..	..	1,432	697	..	2,129	..	2,129
{ G 721-760	1,384	766	736	..	765	..	..	..	..	3,651	..	3,651
{ H 761-800	..	..	..	..	1,539	..	1,553	..	..	3,092	..	3,092
{ I 801-840	815	..	..	..	..	..	..	..	..	815	..	815
{ J 841-880	..	..	..	807	..	..	..	..	..	807	..	807
{ K 881-920	..	..	..	..	..	..	..	..	..	..	..	..
{ L 921-960	..	..	..	..	..	..	911	..	..	911	..	911
Totals for Primary	58,763	10,421	14,671	14,741	24,246	6,313	33,299	18,945	10,885	192,284	3,457	195,741
Totals for Second-ary	1,112	80	188	241	285	229	844	331	147	3,457	..	..
Totals, Primary and Secondary	59,875	10,501	14,859	14,982	24,531	6,542	34,143	19,276	11,032	195,741	..	..

NOTES.

The average attendance as given in Table B 2 differs from that in Table B 1, 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 B 2, which gives the schools according to their grades. For statistical purposes the average attendance as given in Table B 1 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 B 1 the average attendance is included only for those quarters during which the schools were open.

TABLE C1.—AGE AND SEX OF THE PUPILS ON THE SCHOOL ROLLS IN THE SEVERAL EDUCATION DISTRICTS AT 30TH JUNE, 1927.
(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 ..	3,251	2,784	3,839	3,462	3,939	3,578	3,590	3,237	3,568	3,378	3,918	3,607	3,632	3,405	3,452	3,386	2,799	2,434	1,383	988	404	244	66	30	33,841	30,623	64,464	
Taranaki ..	465	461	602	633	711	674	655	601	637	647	653	678	680	611	640	583	532	420	252	170	63	33	9	1	5,899	5,512	11,411		
Wanganui ..	705	645	1,033	932	970	891	987	860	957	923	984	994	1,059	923	937	855	759	677	335	229	102	54	10	4	8,836	7,987	16,823		
Hawke's Bay ..	732	593	932	829	995	899	890	826	875	881	941	865	921	900	949	829	711	638	361	235	121	67	13	17	8,441	7,579	16,020		
Wellington ..	1,264	1,203	1,673	1,547	1,669	1,628	1,514	1,411	1,537	1,544	1,671	1,596	1,572	1,464	1,424	1,360	1,085	924	484	324	102	63	10	12	14,005	13,076	27,081		
Nelson ..	309	286	432	349	429	399	390	359	373	341	434	369	400	369	365	364	319	262	132	115	34	16	10	3	3,627	3,232	6,859		
Canterbury ..	1,587	1,557	2,120	1,935	2,132	2,089	2,016	1,857	1,998	1,908	2,166	2,151	2,120	2,029	2,126	2,046	1,595	1,417	715	554	179	86	20	13	18,774	17,642	36,416		
Otago ..	949	936	1,256	1,147	1,237	1,154	1,095	1,088	1,185	1,085	1,237	1,182	1,242	1,148	1,144	1,032	897	808	368	234	76	35	9	1	10,695	9,860	20,545		
Southland ..	647	559	689	664	727	640	697	600	632	655	740	666	702	668	723	600	564	471	191	131	47	18	8	2	6,367	5,674	12,041		
Totals for 1927 ..	9,909	9,024	12,576	11,498	12,809	11,952	11,834	10,839	11,762	11,362	12,744	12,108	12,328	11,607	11,760	11,055	9,261	8,051	4,219	2,980	1,128	616	155	83	110,485	101,175	211,660		
Percentage of pupils of each age	9.0		11.4		11.7		10.7		10.9		11.7		11.3		10.8		8.2		3.4		0.8		0.1		100				

NOTE.—In previous years the above information has been shown as at the end of the year. Commencing with the year 1927 the information will be shown as at 30th June.

TABLE C.2.—STANDARD CLASSES OF PUPILS ON SCHOOL ROLLS IN THE SEVERAL EDUCATION DISTRICTS AT 30TH JUNE, 1927.
(Excluding Secondary Departments of District High Schools.)

Education District.	Pupils at End of Year in Standard												Totals.														
	I.			II.			III.			IV.						V.			VI.			VII.					
	Pupils in Preparatory Classes.			Total.			Boys.			Girls.			Total.			Boys.			Girls.			Total.					
Auckland	10,511	8,799	19,310	4,012	3,715	7,727	4,169	3,780	7,949	4,286	4,088	8,374	4,210	4,037	8,247	3,587	3,359	6,946	3,009	2,775	5,784	57	70	127	38,841	30,623	64,464
Taranaki	1,696	1,591	3,287	713	635	1,348	659	682	1,341	795	794	1,589	735	676	1,411	702	604	1,306	573	506	1,079	26	24	50	5,899	5,512	11,411
Wanganui	2,639	2,342	4,981	983	781	1,764	1,052	993	2,045	1,172	1,050	2,222	1,084	1,045	2,129	1,019	958	1,977	874	805	1,679	13	13	26	8,836	7,987	16,823
Hawke's Bay	2,444	2,033	4,477	972	879	1,851	922	922	1,844	1,101	1,063	2,164	1,098	1,026	2,124	1,002	884	1,886	883	742	1,625	19	30	49	8,441	7,579	16,020
Wellington	4,446	3,985	8,431	1,547	1,478	3,025	1,663	1,576	3,239	1,702	1,697	3,399	1,669	1,630	3,299	1,563	1,436	2,999	1,403	1,244	2,647	12	30	42	14,005	13,076	27,081
Nelson	1,035	832	1,867	423	358	781	398	345	743	470	476	946	491	434	925	444	409	853	353	361	714	13	17	30	3,627	3,232	6,859
Canterbury	5,277	4,714	9,991	2,209	2,101	4,310	2,304	2,047	4,351	2,429	2,348	4,777	2,325	2,350	4,675	2,325	2,225	4,550	1,882	1,831	3,713	23	26	49	18,774	17,642	36,416
Otago	2,860	2,620	5,480	1,292	1,197	2,489	1,271	1,182	2,453	1,470	1,322	2,792	1,371	1,322	2,693	1,290	1,213	2,503	1,137	987	2,124	4	7	11	10,695	9,850	20,545
Southland	1,778	1,550	3,328	758	609	1,367	758	663	1,421	798	809	1,607	826	711	1,537	757	700	1,457	682	629	1,311	10	3	13	6,367	5,674	12,041
Totals for 1927	32,686	28,466	61,152	12,909	11,753	24,662	13,196	12,190	25,386	14,223	13,647	27,870	13,809	13,231	27,040	12,689	11,788	24,477	10,796	9,880	20,676	177	220	397	110,485	101,175	211,660
Percentage of pupils in each standard	28.9			11.6			12.0			13.2			12.8			11.5			9.8			0.2			100		

NOTE.—In previous years the above information has been shown as at the end of the year. Commencing with the year 1927 the information will be shown as at 30th June.

TABLE C3.—AVERAGE AGE OF PUPILS AS AT 30TH JUNE, 1927.

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

NOTE.—In previous years the above information has been shown as at the end of the year. Commencing with the year 1927 the information will be shown as at 30th June.

TABLE C4.—PROFICIENCY CERTIFICATE EXAMINATION RESULTS, 1927, IN PUBLIC AND PRIVATE SCHOOLS.

Education District.	Number of 86 Pupils presented.	Proficiency Certificates.		Competency Certificates.		Endorsed Competency Certificates (included in previous column). Number.
		Number.	Percentage.	Number.	Percentage.	
<i>Public Schools.</i>						
Auckland	6,231	5,324	85.4	532	8.5	127
Taranaki	1,037	930	89.7	77	7.4	2
Wanganui	1,595	1,307	81.9	195	12.2	25
Hawke's Bay	1,622	1,366	84.2	185	11.4	53
Wellington	2,746	2,104	76.6	402	14.6	162
Nelson	701	580	82.7	97	13.8	23
Canterbury	3,629	2,744	75.6	566	15.6	126
Otago	2,234	1,753	78.5	163	7.3	6
Southland	1,256	954	76.0	190	15.1	24
Totals	21,051	17,062	81.1	2,407	11.4	548
<i>Private Schools.</i>						
Auckland	606	436	71.9	105	17.3	22
Taranaki	156	130	83.3	13	8.3	..
Wanganui	169	131	77.5	27	16.0	..
Hawke's Bay	261	215	82.4	27	10.3	8
Wellington	528	434	82.2	60	11.4	25
Nelson	111	89	80.2	17	15.3	1
Canterbury	545	352	64.6	117	21.5	7
Otago	316	249	78.8	23	7.3	..
Southland	124	95	76.6	19	15.3	1
Totals	2,816	2,131	75.7	408	14.5	64

NOTE.—Total number of pupils of public schools who passed Standard VI, was 19,469, or 92.5 per cent. of the number presented; total number of pupils of private schools who passed Standard VI, was 2,539, or 90.2 per cent. of the number presented.

TABLE C5.—NUMBER OF CHILDREN WHO LEFT THE PRIMARY SCHOOLS IN 1926.

	Auckland.	Taranaki.	Wanganui.	Hawke's Bay.	Wellington.	Nelson.	Canterbury.	Otago.	Southland.	Total.
I. Those who passed Standard VI :—										
Boys	2,385	463	614	669	1,138	292	1,451	804	515	8,331
Girls	2,281	454	591	569	1,028	260	1,393	746	453	7,775
Total	4,666	917	1,205	1,238	2,166	552	2,844	1,550	968	16,106*
II. Those who did not pass Standard VI but reached the age of 14 years :—										
Boys	1,055	149	252	164	353	84	412	253	151	2,873
Girls	919	94	204	157	304	59	420	236	98	2,491
Total	1,974	243	456	321	657	143	832	489	249	5,364†
Totals of I and II :—										
Boys	3,440	612	866	833	1,491	376	1,863	1,057	666	11,204
Girls	3,200	548	795	726	1,332	319	1,813	982	551	10,266
Grand totals	6,640	1,160	1,661	1,559	2,823	695	3,676	2,039	1,217	21,470

* 65 per cent. of the largest age-group (*vide* Table C 1, 1927 report).

† 22 per cent. of the largest age-group

TABLE C5A.—AGE AND ATTAINMENT OF PUPILS WHO DEFINITELY LEFT PRIMARY SCHOOLS DURING OR AT END OF YEAR 1927.

Age.	In Standard VI.								In Standard V.	
	Gained Proficiency Certificate.		Gained Endorsed Competency Certificate.		Gained Competency Certificate.		Had not Passed Standard VI.		Boys.	Girls.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		
15 years and over ..	1,104	738	85	54	211	115	348	246	262	165
14 "	2,659	2,302	111	98	235	226	531	514	603	592
13 "	3,214	3,159	39	63	94	143	87	96	70	76
12 "	1,306	1,276	6	7	22	12	22	22	25	34
11 "	175	155	..	..	..	..	1	2	6	13
Under 11 years ..	16	3	..	..	..	..	1	1	..	1
Totals	8,474	7,633	241	222	562	496	990	881	966	881

TABLE C5A.—AGE AND ATTAINMENT OF PUPILS WHO DEFINITELY LEFT PRIMARY SCHOOLS DURING OR AT END OF YEAR 1927—*continued*.

Age.	In Standard IV.		In Standard III.		In Standard II or lower.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.
15 years and over ..	73	49	18	12	8	6	2,109	1,385	3,494
14 "	281	190	95	58	32	18	4,547	3,998	8,545
13 "	41	33	16	17	6	6	3,567	3,593	7,160
12 "	10	7	5	3	2	11	1,398	1,372	2,770
11 "	10	9	6	9	4	10	202	198	400
Under 11 years ..	2	5	6	7	44	42	69	59	128
Totals	417	293	146	106	96	93	11,892	10,605	22,497

NOTES : (1) In previous reports the latest information regarding pupils leaving school which the Department has published has been that in respect to the last year but one preceding the year of publication. Commencing with the present report the information will be published in the form shown above in respect to the year preceding the year of publication.

(2) From the above table it is evident that of the pupils who definitely left school 78.4 per cent. had passed Standard VI. This is equal to approximately 71 per cent. of the largest age-group given in Table C 1.

TABLE C 6.—DESTINATION OF CHILDREN WHO DEFINITELY LEFT PRIMARY SCHOOLS DURING OR AT END OF 1927.

Destination.	Auckland.				Taranaki.				Wanganui.				Hawke's Bay.				Wellington.			
	Passed Standard VI.		Not passed Standard VI.		Passed Standard VI.		Not passed Standard VI.		Passed Standard VI.		Not passed Standard VI.		Passed Standard VI.		Not passed Standard VI.		Passed Standard VI.		Not passed Standard VI.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Post-primary	1,524	1,381	26	16	314	241	2	6	449	460	16	14	509	413	9	8	826	708	24	9
Commercial occupations—																				
(a) Clerical (including typing)	51	43	18	10	3	1	..	..	21	9	2	2	6	6	..	..	21	8	2	2
(b) Shop and warehouse assistants	89	76	23	34	19	6	..	5	21	9	10	5	19	13	10	5	46	24	22	26
Trades—																				
(a) Engineering	53	..	16	..	10	..	1	..	8	..	6	..	14	..	3	..	13	1	6	1
(b) Building	50	..	15	..	8	..	1	..	17	..	1	..	10	..	5	..	33	..	15	..
(c) Other	96	27	46	14	9	1	3	..	28	2	5	..	15	1	6	..	47	17	14	5
Agricultural and pastoral	388	52	378	45	129	14	102	4	111	5	101	2	124	10	54	3	80	2	84	4
Other occupations	145	85	114	80	10	11	10	5	42	15	20	9	39	11	35	22	47	29	23	37
Home	179	747	111	482	25	154	26	98	39	164	23	141	19	179	26	80	30	217	57	153
Not known	52	37	79	59	2	5	11	7	25	16	15	15	16	9	10	10	33	18	21	11
Total number of children leaving	2,627	2,448	826	740	529	433	164	125	761	680	199	188	771	642	158	128	1,176	1,024	268	248
	Totals.																			
	Nelson.				Canterbury.				Otago.				Southland.				Totals.			
Destination.	Passed Standard VI.		Not passed Standard VI.		Passed Standard VI.		Not passed Standard VI.		Passed Standard VI.		Not passed Standard VI.		Passed Standard VI.		Not passed Standard VI.		Passed Standard VI.		Not passed Standard VI.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Post-primary	201	202	..	3	1,152	1,054	26	36	545	439	12	7	337	250	5	..	5,857	5,148	120	99
Commercial occupations—																				
(a) Clerical (including typing)	1	2	..	..	13	4	..	5	7	7	5	1	1	1	1	..	124	81	28	20
(b) Shop and warehouse assistants	9	2	..	..	75	27	34	12	26	23	11	10	19	8	7	1	323	188	126	98
Trades—																				
(a) Engineering	4	..	3	..	12	..	5	..	8	..	8	..	4	..	1	..	126	1	49	1
(b) Building .. .. .	..	..	..	..	19	..	12	1	11	..	5	..	2	..	2	..	150	..	58	1
(c) Other	3	1	1	..	41	15	47	10	33	7	31	6	6	..	2	1	278	71	155	36
Agricultural and pastoral	47	6	50	6	160	13	139	7	141	11	106	2	104	12	84	6	1,284	125	1,098	79
Other occupations	14	5	25	6	69	46	82	74	38	33	38	33	18	20	15	10	422	255	362	276
Home	23	82	13	40	77	346	66	215	68	276	39	187	48	207	36	87	508	2,372	397	1,483
Not known	4	3	2	1	47	12	45	44	16	6	27	10	10	4	12	4	205	110	222	161
Total number of children leaving	306	303	97	56	1,665	1,517	456	404	893	802	282	256	549	502	165	109	9,277	8,351	2,615	2,254

TABLE D 1.—REGISTERED PRIVATE PRIMARY SCHOOLS—NUMBER OF SCHOOLS, PUPILS, AND TEACHERS AT THE END OF 1927.

District.	Number of Schools.				Roll Number.						Average Attendance.	Number of Teachers.					
	Undenominational Schools.	Catholic Church Schools.	Other Church Schools.	Total Number of Schools.	Undenominational Schools.	Catholic Church Schools.	Other Church Schools.	Total Roll.				Undenominational Schools.	Catholic Church Schools.		Other Church Schools.		
								Boys.	Girls.	Total.			M.	F.	M.	F.	
																	M.	F.	M.	F.
Auckland ..	10	45	10	65	529	5,831	774	3,445	3,689	7,134	6,062.60	11	29	13	157	15	22
Taranaki ..	1	12	2	15	21	1,156	79	606	650	1,256	1,114.60	..	1	..	38	..	4
Wanganui ..	6	17	8	31	243	1,685	271	982	1,217	2,199	1,980.80	5	14	2	55	4	13
Hawke's Bay	11	14	7	32	275	1,708	272	1,048	1,207	2,255	2,002.34	5	20	5	39	9	7
Wellington..	6	33	12	51	349	3,862	723	2,352	2,582	4,934	4,346.13	..	24	11	107	4	33
Nelson ..	2	6	1	9	50	677	5	328	404	732	688.40	..	3	..	20	..	1
Canterbury	7	47	10	64	288	4,447	911	2,628	3,018	5,646	4,948.24	6	20	16	125	12	24
Otago ..	3	20	3	26	124	1,824	195	1,009	1,134	2,143	1,895.30	..	8	4	63	3	9
Southland ..	1	11	..	12	50	1,009	..	469	590	1,059	921.75	..	3	4	34	..	..
Totals ..	47	205	53	305	1,929	22,199	3,230	12,867	14,491	27,358	23,960.16	27	122	55	638	47	113

TABLE E 1.—SCHOOL STAFF, DECEMBER, 1927 (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 (see Table B, less Secondary Depts. of D.H. Schools).	Average Number of Pupils to One Adult Teacher.
		M.	F.	M.	F.	M.	F.	M.	F.	Total.				
Auckland ..	777	210	208	268	41	235	892	713	1,141	1,854	188	62.5	58,763	31.7
Taranaki ..	174	40	56	43	33	27	165	110	254	364	31	43.3	10,421	28.6
Wanganui ..	209	50	64	76	14	50	247	176	325	501	46	54.2	14,671	29.3
Hawke's Bay	199	35	82	70	8	56	233	161	323	484	41	49.8	14,741	30.5
Wellington ..	256	42	103	79	17	95	415	216	535	751	68	40.4	24,246	32.3
Nelson ..	143	39	58	34	8	16	98	89	164	253	20	54.3	6,313	25.0
Canterbury ..	393	44	174	149	14	139	514	332	702	1,034	90	47.3	33,299	32.2
Otago ..	259	45	112	95	2	81	274	221	388	609	51	57.0	18,945	31.1
Southland ..	191	50	65	65	9	34	157	149	231	380	32	64.5	10,885	28.6
Totals, 1927	2,601	555	922	879	146	733	2,995	2,167	4,063	6,230	567	53.3	192,284	30.9
Totals, 1926	2,601	535	931	889	141	681	3,006	2,105	4,078	6,183	700	51.4	192,588	31.1
Difference	..	+20	-9	-10	+5	+52	-11	+62	-15	+47	-133	+1.9	-304	- .2

TABLE E 2.—CLASSIFICATION OF TEACHERS IN PUBLIC PRIMARY SCHOOLS AT 31ST DECEMBER, 1927.

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 ..	1,692	17	145	1,854	1,688	17	101	1,806
Taranaki ..	334	3	27	364	334	3	19	356
Wanganui ..	468	3	30	501	461	3	18	482
Hawke's Bay ..	431	2	51	484	430	2	17	449
Wellington ..	699	3	49	751	697	3	23	723
Nelson ..	203	1	49	253	203	1	23	227
Canterbury ..	968	1	65	1,034	968	1	51	1,020
Otago ..	577	2	30	609	569	2	13	584
Southland ..	358	3	19	380	358	3	11	372
Totals ..	5,730	35	465*	6,230	5,708	35	276*	6,019

* Included in these totals are 108 probationary assistants who are not uncertificated teachers in the ordinary sense. These assistants have completed a term of service as probationers and training-college students, and as part of their training are now serving a term as probationary assistants. When this term is completed nearly all the assistants concerned will be granted trained teachers' certificates.

TABLE E 3.—DETAILS OF CLASSIFICATION OF TEACHERS IN PUBLIC PRIMARY SCHOOLS, DECEMBER, 1927.

(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	123	61	184	410	597	1,007	121	334	455	3	27	30	670	1,022	1,692
Taranaki ..	1	..	1	16	14	30	57	124	181	25	92	117	1	4	5	100	234	334
Wanganui ..	3	..	3	35	25	60	84	154	238	43	112	155	1	11	12	166	302	468
Hawke's Bay ..	2	..	2	32	9	41	78	171	249	37	94	131	1	7	8	150	281	431
Wellington ..	8	3	11	73	79	152	96	255	351	29	144	173	2	10	12	208	491	699
Nelson ..	..	..	..	16	6	22	47	71	118	16	44	60	..	3	3	79	124	203
Canterbury ..	10	2	12	108	44	152	143	424	567	52	171	223	3	11	14	316	652	968
Otago ..	9	2	11	61	39	100	98	248	346	41	79	120	..	..	..	209	368	577
Southland ..	2	..	2	30	15	45	77	137	214	37	57	94	..	3	3	146	212	358
Totals ..	48	10	58	494	292	786	1,090	2,181	3,271	401	1,127	1,528	11	76	87	2,044	3,686	5,730

TABLE E 4.—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.—1927.

Salary.	Male Teachers.						Female Teachers.						Summary.				
	Certificated and licensed.			Uncertificated.			Certificated and licensed.			Uncertificated.			Total.	Total.			
	Sole and Head Teachers.	Assistants.	Total.	Sole and Head Teachers.	Assistants.	Total.	Sole and Head Teachers.	Assistants.	Total.	Sole and Head Teachers.	Assistants.	Total.					
													Total Male Teachers.	Total Female Teachers.			
Not exceeding £140 ..	1	23	24	18	29	47	71	13	102	115	179	101	280	395	139	327	466
£141-£160 ..	1	3	4	3	1	4	8	6	31	37	8	15	23	60	41	27	68
£161-£180 ..	10	5	15	4	4	8	23	12	295	307	8	5	13	320	322	21	343
£181-£200 ..	5	53	58	8	1	9	67	4	536	540	9	8	17	557	598	26	624
£201-£225 ..	3	75	78	11	1	12	90	6	806	812	11	..	11	823	890	23	913
£226-£250 ..	94	39	133	13	..	13	146	112	297	409	12	2	14	423	542	27	569
Totals not exceeding £250 ..	114	198	312	57	36	93	405	163	2,067	2,220	227	131	358	2,578	2,532	451	2,983
£251-£275 ..	124	47	171	..	..	..	171	187	151	338	..	..	..	338	509	..	509
£276-£300 ..	93	42	135	5	1	6	141	161	182	343	5	..	5	348	478	11	489
£301-£325 ..	87	51	138	2	..	2	140	72	169	241	..	..	..	241	379	2	381
£326-£350 ..	80	52	132	1	..	1	133	79	161	240	..	..	..	240	372	1	373
£351-£375 ..	101	89	190	..	..	..	190	94	119	213	..	..	..	213	403	..	403
£376-£400 ..	140	92	232	..	..	..	232	61	7	68	..	..	..	68	300	..	300
£401-£425 ..	195	26	221	..	..	..	221	26	5	31	..	..	..	31	252	..	252
£426-£450 ..	118	89	207	..	..	..	207	..	3	3	..	..	..	3	210	..	210
£451-£475 ..	88	5	93	..	..	..	93	3	..	..	..	..	..	..	96	..	96
£476-£500 ..	22	5	27	..	..	..	27	..	..	..	..	..	..	..	27	..	27
£501-£525 ..	58	..	58	..	..	..	58	..	..	..	..	..	..	..	58	..	58
£526-£550 ..	39	..	39	..	..	..	39	..	..	..	..	..	..	..	39	..	39
£551-£575 ..	23	..	23	..	..	..	23	..	..	..	..	..	..	..	23	..	23
£576-£600 ..	76	..	76	..	..	..	76	..	..	..	..	..	..	..	76	..	76
£601-£625 ..	4	..	4	..	..	..	4	..	..	..	..	..	..	..	4	..	4
£626-£650 ..	2	..	2	..	..	..	2	..	..	..	..	..	..	..	2	..	2
£651-£675 ..	4	..	4	..	..	..	4	..	..	..	..	..	..	..	4	..	4
£676-£700 ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
£701-£725 ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
£726-£750 ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
£751-£775 ..	1	..	1	..	..	..	1	..	..	..	..	..	..	..	1	..	1
Totals, £251-£775 ..	1,255	498	1,753	8	1	9	1,762	683	797	1,480	5	..	5	1,485	3,233	14	3,247
Grand totals ..	1,369	696	2,065	65	37	102	2,167	836	2,864	3,700	232	131	363	4,063	5,765	465	6,230

TABLE E 5.—ADULT TEACHERS IN PUBLIC SCHOOLS (EXCLUDING SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS), CLASSIFIED ACCORDING TO GRADE OF SALARY RECEIVED AT 31ST DECEMBER, 1927.

Grade of Salary.	Males.		Females.		Totals.	
	Certificated and Licensed.	Uncertificated.	Certificated and Licensed.	Uncertificated.	Certificated and Licensed.	Uncertificated.
<i>Sole Teachers and Head Teachers.</i>						
0 (£15 per pupil in average attendance) ..	2	20	17	189	19	209
I (£170-£200)	254	23	393	25	647	48
II (£210-£270)	216	6	258	5	474	11
IIIa (£265-£295)	169	1	96	..	265	1
IIIb (£280-£310)	224	..	35	..	259	..
IIIc (£280-£325)	128	..	5	..	133	..
IV (£325-£355)	122	..	2	..	124	..
V (£360-£405)	59	..	1	..	60	..
VI (£405-£425)	58	..	..	..	58	..
VII (£435-£465)	104	..	..	..	104	..
Special*	6	..	..	..	6	..
Relieving	27	15	29	13	56	28
Totals	1,369	65	836	232	2,205	297
<i>Assistants.</i>						
Probationary assistants (male £140, female £135)	19	28	47	80	66	108
1 (men £160-£205, women £140-£175) ..	157	4	1,722	21	1,879	25
1 (with an additional £25 per annum)† ..	..	..	118	..	118	..
2 (men £230-£280, women £205-£260) ..	353	..	503	..	856	..
2 (with an additional £30 per annum)‡ ..	..	..	176	..	176	..
3 (men £300-£330, women £285-£315) ..	133	..	141	..	274	..
4 (£340-£385)	4	..	3	..	7	..
Special*	17	1	12	..	29	1
Relieving	13	4	142	30	155	34
Totals	696	37	2,864	131	3,560	168

* Certain teachers in junior high schools and normal schools.

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

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

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

TABLE F 1.—RECEIPTS AND BANK BALANCES OF THE SEVERAL EDUCATION BOARDS FOR THE YEAR 1927.

Education Board.	Receipts from Government.															Total Receipts.	Workshop Account.	Cash Balances, 1st January, 1927.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)				(16)
	Administra- tion Grants.	Teachers' and Relieving- teachers' Salaries, and Allowances.	Libraries (Capitation and Grant).	Conveyance and Board of Pupils.	Incidental Expenses of Schools.	Training of Teachers.	Manual Instruction.	Technical Instruction.	Public School Buildings (including Rebuilding, Site, Furni- ture, &c.)	Rent and Maintenance of School Buildings.	Scholarships, Subsidies, and Miscellaneous.	Total from Government.	Receipts from Local Sources.	Workshop Account.	Total Receipts.	Cash Balances, 1st January, 1927.		
Auckland	10,590	559,902	685	10,574	31,761	50,383	25,360	858	55,661	33,328	9,339	788,441	20,939	..	809,380	11,539		
Taranaki	2,425	103,820	117	1,866	6,205	254	5,439	8,962	7,398	2,797	2,797	139,283	7,076	1,714	148,073	5,668		
Wanganui	3,497	145,746	249	1,441	8,293	..	408	21,604	10,618	580	580	198,398	5,697	382	204,477	3,066		
Hawke's Bay	3,245	134,855	207	4,844	7,569	131	7,315	14,094	7,778	2,632	2,632	183,101	4,396	599	188,096	2,588		
Wellington	4,724	208,590	304	2,975	11,610	43,439	9,688	45,034	16,145	2,902	2,902	345,850	16,234	..	362,084	10,874		
Nelson	1,836	71,580	96	1,744	4,103	14	2,227	6,728	5,248	1,412	1,412	94,988	3,178	..	98,166	5,340		
Canterbury	6,300	308,961	450	12,062	17,229	36,873	12,407	28,720	22,879	5,655	5,655	446,738	12,151	177	459,066	6,339		
Otago	4,049	177,306	236	4,942	10,050	31,262	7,243	10,688	14,693	3,130	3,130	263,718	5,353	385	269,456	4,309		
Southland	2,484	107,115	298	2,911	6,581	44	4,553	4,076	7,612	1,846	1,846	137,520	5,427	238	143,185	7,158		
Totals	39,150	1,812,875	2,642	43,359	103,401	162,400	80,194	2,457	195,567	125,699	30,293	2,598,037	80,451	3,495	2,681,983	56,881		

TABLE F 2.—PAYMENTS AND BANK BALANCES OF THE SEVERAL EDUCATION BOARDS FOR THE YEAR 1927.

Education Board.	Payments											Total Payments.	Cash Balances, 31st December, 1927.	
	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.	Subsidies, Scholarships, Refunds, and Sundries.			Workshop Account.	Total Payments.	Cash Balances, 31st December, 1927.
Auckland	9,701	559,544	724	11,353	32,182	50,118	23,701	988	73,379	26,185	18,604	692	807,171	13,748
Taranaki	3,152	103,836	130	1,941	6,163	228	5,150	..	9,925	4,496	5,408	7,322	147,751	5,990
Wanganui	3,705	145,807	457	1,875	8,355	13	5,617	464	20,767	11,698	1,236	3,797	203,791	3,752
Hawke's Bay	4,028	135,189	221	4,902	7,597	94	6,310	618	11,771	5,747	5,978	3,288	185,743	4,941
Wellington	5,734	208,917	278	2,952	12,481	43,618	8,598	467	50,028	22,745	8,362	..	364,180	8,778
Nelson	2,675	71,485	102	1,836	4,049	47	1,822	34	10,110	5,775	1,988	..	99,023	3,583
Canterbury	5,844	304,131	282	11,797	17,212	36,528	13,124	181	29,167	14,156	9,731	14,504	456,657	8,748
Otago	4,215	177,240	174	5,345	9,878	31,067	6,650	130	10,614	10,772	7,051	5,930	269,066	4,699
Southland	3,734	107,220	512	2,942	6,565	..	3,945	47	5,809	6,454	4,797	4,645	146,670	3,673
Totals	42,788	1,813,369	2,880	44,943	104,482	161,713	74,917	2,929	221,570	108,028	63,155	40,178	2,680,952	57,912

TABLE F3.—PAYMENTS OF EDUCATION BOARDS ON ACCOUNT OF ADMINISTRATION AND OF INCIDENTAL EXPENSES OF SCHOOLS, 1927.

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	59,578	9,701	3-3	32,182	10-8
Taranaki	10,198	3,152	6-2	6,163	12-1
Wanganui	15,115	3,705	4-9	8,355	11-1
Hawke's Bay	14,460	4,028	5-6	7,597	10-5
Wellington	24,500	5,734	4-7	11,891	9-7
Nelson	6,464	2,675	8-3	4,049	12-5
Canterbury	33,939	5,844	3-4	17,212	10-1
Otago	19,286	4,215	4-4	9,879	10-2
Southland	11,000	3,735	6-8	6,565	11-8
Totals	194,540	42,789	4-4	103,893	10-7

TABLE F 4.—OFFICE STAFFS OF EDUCATION BOARDS, AS AT 31ST DECEMBER, 1927.

	Yearly Rate of Salary. £		Yearly Rate of Salary. £
AUCKLAND.			
Secretary and Treasurer	800		
Assistant Secretary	575		
Accountant	600		
Chief Clerk	450		
Clerks, 7—2 at £375, 1 at £335, 1 at £275, 1 at £250, 1 at £210, 1 at £190	2,010		
Typists, 6—2 at £205, 1 at £190, 1 at £185, 2 at £160	1,105		
Cadets, 3—1 at £135, 1 at £95, 1 at £80*	310		
Cadet-typist	90		
Office-boy	65		
Attendance Officer	200		
<i>Architect's Branch.</i>			
Architect	750		
Assistant Architect	450		
Draughtsman	300		
Foreman	400		
Clerk	335		
Typist	185		
Cadet	135		
<i>Manual and Technical Branch.</i>			
Advisory Inspector and Supervisor	750		
Clerk	210		
Typists, 2—1 at £205, 1 at £185	390		
Total	10,110		
TARANAKI.			
Secretary	550		
Assistant Secretary	320		
Accountant	380		
Clerk-typists, 3—1 at £180, 1 at £165, 1 at £150	495		
Typist	80		
Attendance Officer (also employed as Carpenter)	162		
<i>Architect's Branch.</i>			
Architect	600		
Clerk-Draughtswoman	165		
Workshop Foreman	364		
Outside Foremen—2 at £312	624		
Total	3,740		
WANGANUI.			
Secretary	665		
Assistant Secretary	410		
Accountant	360		
Assistant Accountant	235		
Clerk-typists, 5—1 at £215, 1 at £165, 1 at £145, 1 at £110, 1 at £52	687		
<i>Architect's Branch.</i>			
Architect	575		
Architect's Assistant	275		
Foreman Carpenter	†364		
Workshop Foreman	312		
Foreman Painter	‡299		
Total	4,182		
HAWKE'S BAY.			
Secretary and Treasurer	700		
Assistant Secretary and Accountant	450		
Clerks, 4—1 at £375, 1 at £320, 1 at £285, 1 at £150	1,130		
Typists, 3—1 at £220, 1 at £210, 1 at £145	575		
<i>Architect's Branch.</i>			
Architect	700		
Architect's Clerk and Draughtsman	360		
Total	3,915		
WELLINGTON.			
Secretary	800		
Assistant Secretary	550		
Supplies Clerk and Attendance Officer	375		
Staffs Officer	350		
WELLINGTON—continued.			
Book-keepers, 2—1 at £260, 1 at £210	470		
Assistant Supplies Clerk	200		
Typists, 6—1 at £220, 2 at £170, 1 at £145, 1 at £90, 1 at £80	875		
Clerk, Training College	135		
Junior Clerk	95		
<i>Architect's Branch.</i>			
Supervisor of Buildings	500		
Draughtsmen, 2—1 at £375, 1 at £190	565		
Clerks of Works, 2—1 at £350, 1 at £180	530		
Typist	210		
Total	5,655		
NELSON.			
Secretary	600		
Accountant	400		
Chief Clerk	310		
Clerks, 2—1 at £150, 1 at £105	255		
Attendance Office and Storeman	180		
<i>Architect's Branch.</i>			
Architect	450		
Painters, 2—1 at £299, 1 at £286	585		
Total	2,780		
CANTERBURY.			
Secretary	650		
Assistant Secretary	460		
Accountant	390		
Clerks, 5—1 at £290, 1 at £190, 1 at £140, 1 at £90, 1 at £60	770		
Typists, 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 £235	555		
Foremen, 4—3 at £450, 1 at £325	1,675		
Workshop Clerks, 3—1 at £182, 2 at £95	372		
Workshop Foreman	350		
Buyer	325		
Typist	100		
<i>Manual and Technical Branch.</i>			
Manual and Technical Clerk	275		
Total	7,587		
OTAGO.			
Secretary and Treasurer	560		
Chief Clerk	405		
Clerks, 6—1 at £350, 1 at £250, 1 at £220, 1 at £150, 1 at £100, 1 at £75	1,145		
Typists, 2—1 at £165, 1 at £100	265		
Attendance Officer	350		
<i>Architect's Branch.</i>			
Architect	600		
Draughtsman	475		
Clerks, 2—1 at £380, 1 at £240	620		
Workshop Foreman	340		
Total	4,760		
SOUTHLAND.			
Secretary	700		
Assistant Secretary	490		
Accountant	440		
Clerks, 2—1 at £150, 1 at £75	225		
Typists, 3—2 at £115, 1 at £75	305		
Attendance Officer and Janitor	240		
<i>Architect's Branch.</i>			
Architect	575		
Assistant Architect	450		
Stores Clerk	313		
Total	3,738		

* One plus £25 and one plus £35 boarding-allowance.

† Plus 5s. per day country allowance.

‡ Plus 4s. 4d. per day country allowance.

§ Includes £100 for services as Secretary of the Southland High School Board.

DETAILED TABLES RELATING TO TRAINING COLLEGES.

TABLE P 1.—NUMBER OF STUDENTS IN THE FOUR TRAINING COLLEGES IN 1927.

Training College.	Division A.		Division B.		Division C.		Division D.		Totals.	Totals under Headings—Males and Females.						
	M.	F.	M.	F.	M.	F.	M.	F.		M.	F.	Total.				
Auckland	First year ..	60	137	..	..	1	4	2	4	208	63	145	} 285	423
	Second year ..	55	119	14	18	206	69	137			} 187	264
	Third year ..	4	3	2	9	6	3					} 199	282
Wellington	First year ..	28	82	..	..	2	3	..	4	119	30	89	} 187	264
	Second year ..	31	88	6	5	130	37	93			} 199	282
	Third year ..	9	5	1	15	10	5					} 145	231
Christchurch	First year ..	35	95	2	1	1	2	1	1	138	39	99	} 231	322		
	Second year ..	37	90	4	10	141	41	100			} 231	322
	Third year ..	2	..	1	3	3	..					} 145	231
Dunedin	First year ..	21	56	..	2	3	2	4	5	93	28	65	} 145	231		
	Second year ..	46	71	2	3	122	48	74			} 145	231
	Third year ..	7	4	3	2	16	10	6					} 145	231
Totals ..	335	750	35	41	7	11	7	14	1,200	384	816	1,200				

TABLE P 2.—INITIAL STATUS ON THEIR ADMISSION TO THE TRAINING COLLEGES OF STUDENTS WHO LEFT IN 1927.

	Teachers' Class C Examination.	Class D Examination with Partial Success towards Class C.	Class D Examination.	Total.	Credited with some Subjects towards the Teachers' Examination.	University Degrees or other status.	Matriculation.	Higher Leaving-certificates.	Lower Leaving-certificates.	Other Qualification accepted for admission to College.	Total Number of Students.
AUCKLAND.											
Third-year students (Divisions A and B)	4	4	2	..	..	3	..	..	9
Second-year students (Divisions A and B)	70	70	83	..	1	34	..	5	193
First-year students (Divisions A and B)	6	6	1	..	..	3	..	..	10
„ (Division C)	5	..	..	..	..	5
„ (Division D)	1	1	5	..	..	..	..	..	6
Totals	81	81(a)	91(b)	5	1	40	..	5	223
WELLINGTON.											
Third-year students (Divisions A and B)	3	3	9	..	..	3	..	..	15
Second-year students (Divisions A and B)	..	1	31	32	60	..	..	32	..	..	124
First-year students (Divisions A and B)
„ (Division C)	5	..	..	..	..	5
„ (Division D)	1	1	3	..	..	..	..	..	4
Totals ..	1	..	35	36(c)	72(d)	5	..	35	..	..	148
CHRISTCHURCH.											
Third-year students (Divisions A and B)	2	2	..	..	..	1	..	..	3
Second-year students (Divisions A and B)	..	1	54	65	49	..	4	15	..	..	133
First-year students (Divisions A and B)
„ (Division C)	3	..	..	..	..	3
„ (Division D)	2	..	..	..	..	..	2
Totals ..	1	10	56	67(e)	51(f)	3	4	16	..	..	141
DUNEDIN.											
Third-year students (Divisions A and B)	1	2	3	..	..	10	..	..	16
Second-year students (Divisions A and B)	1	44	45	..	..	24	..	..	114
First-year students (Divisions A and B)
„ (Division C)	5	..	..	..	..	5
„ (Division D)	2	2	7	..	..	..	..	..	9
Totals	2	48	50(g)	55(h)	5	..	34	..	..	144
Grand totals ..	2	12	220	234	269	18	5	125	..	5	656

(a) Including 55 students who passed matriculation. (b) Including 42 ditto. (c) Including 19 ditto. (d) Including 46 ditto. (e) Including 54 ditto. (f) Including 40 ditto. (g) Including 40 ditto. (h) Including 32 ditto.

TABLE P3.—EXAMINATION STATUS OF TRAINING-COLLEGE STUDENTS WHO LEFT IN 1927.

	Completed Examination Requirements for a Teacher's Certificate.					Incomplete Examination Qualifications for a Teacher's Certificate.			Total Number of Students.	
	Class A.	Class B.	Class C.	Class D with Partial Success towards Class C.	Class D.	Total.	Credited with some Subjects towards a Teacher's Certificate.	No Examination Status.		Total.
AUCKLAND.										
Third-year students (Divisions A and B)	8	1	..	..	9	..	..	..	9
Second-year students (Divisions A and B)	..	27	146	13	..	186	7	..	7	193
First-year students (Division A)	1	..	7	2	10	..	..	..	10
" (Division B)
" (Division C)	4	..	..	..	4	1	..	1	5
" (Division D)	2	3	..	5	1	..	1	6
Totals	40	149	23	2	214	9	..	9	223
WELLINGTON.										
Third-year students (Divisions A and B)	14	1	..	..	15	..	..	..	15
Second-year students (Divisions A and B)	..	24	81	16	..	121	3	..	3	124
First-year students (Division A)
" (Division B)
" (Division C)	4	..	1	..	5	..	..	..	5
" (Division D)	4	..	4	..	..	..	4
Totals	42	82	21	..	145	3	..	3	148
CHRISTCHURCH.										
Third-year students (Divisions A and B)	2	1	..	..	3	..	..	..	3
Second-year students (Divisions A and B)	..	24	75	34	..	133	..	..	..	133
First-year students (Division A)
" (Division B)
" (Division C)	3	..	..	..	3	..	..	..	3
" (Division D)	2	..	2	..	..	..	2
Totals	29	76	36	..	141	..	..	..	141
DUNEDIN.										
Third-year students (Divisions A and B)	12	4	..	..	16	..	..	..	16
Second-year students (Divisions A and B)	..	21	72	20	..	113	1	..	1	114
First-year students (Division A)
" (Division B)
" (Division C)	4	..	..	..	4	1	..	1	5
" (Division D)	7	1	8	1	..	1	9
Totals	37	76	27	1	141	3	..	3	144
Grand totals	148	383	107	3	641	15	..	15	656

TABLE P4.—HIGHEST STATUS ON ADMISSION OF ALL STUDENTS WHO ENTERED TRAINING COLLEGES IN 1927.

	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 ..	2	6	83	55	..	51	..	..	197
Division B ..	..	..	..	..	..	..	..	..	..
Division C ..	..	..	..	..	5	..	..	..	5
Division D ..	..	..	1	5	..	..	..	..	6
Totals ..	2	6	84	60	5	51	..	..	208
Wellington—									
Division A ..	..	6	23	55	..	26	..	..	110
Division B ..	..	..	..	..	..	..	..	..	..
Division C ..	..	..	..	..	5	..	..	..	5
Division D ..	..	..	1	3	..	..	..	..	4
Totals ..	..	6	24	58	5	26	..	..	119
Christchurch—									
Division A ..	1	9	49	41	..	30	..	..	130
Division B ..	..	..	..	1	..	1	1	..	3
Division C ..	..	..	..	..	3	..	..	..	3
Division D ..	..	..	..	2	..	..	..	..	2
Totals ..	1	9	49	44	3	31	1	..	138
Dunedin—									
Division A ..	..	2	20	15	..	40	..	..	77
Division B ..	..	..	..	1	..	1	..	..	2
Division C ..	..	..	..	..	5	..	..	..	5
Division D ..	..	..	2	7	..	..	..	..	9
Totals ..	..	2	22	23	5	41	..	..	93
Grand totals	3	23	179	185	18	149	1	..	558

APPENDIX A.

REPORT OF THE CHIEF INSPECTOR OF PRIMARY SCHOOLS.

SIR,—

Wellington, N.Z., 9th August, 1928.

I have the honour to submit the following report for the year ended 31st December, 1927.

Of the staff of Inspectors, Mr. W. A. Ballantyne, B.A., of Taranaki, retired on superannuation, having completed over forty years' service, the vacancy thus caused being filled by the appointment of Mr. J. A. Henry, B.A., Dip. Ed. Owing to ill health, Mr. J. T. G. Cox retired on superannuation from the Auckland staff, while Mr. R. B. Clarke, M.A., was appointed to a vacant position in Dunedin.

The reports of the Senior Inspectors of Schools in the various districts show that the standard of education is, in general, well maintained throughout the Dominion. Indeed, as far as the examination for the certificate of proficiency is concerned, the percentage of passes was the highest yet reached—viz., 81.1. The modern type of question has made the examination more searching in character, while at the same time it offers the pupil a fair chance of proving his claim. This year, also, the system of accrediting was more extensively used and appears to have worked quite successfully.

The "adopted" school scheme referred to in last year's report has now been put into operation in several districts, and the reports certainly indicate that the outlying schools are materially assisted by their "parent" schools.

The Correspondence School conducted by the Department still meets the needs of the children in remote places in a satisfactory manner, and is much appreciated by the parents.

The number of special classes established for backward children has now reached twenty, and proposals for additional ones are being made. By the courtesy of Professor Johnston, Principal of Vinelands Institution, New Jersey, U.S.A., two New Zealand teachers of special classes spent six months in training in the best-known school in America, and there they gained much valuable experience. A New Zealand teacher of special classes is proceeding to England shortly on a year's exchange with an English teacher engaged in similar work, and her experience abroad should add greatly to our knowledge of the technique necessary in dealing with the children concerned. At the same time I do not think that we can at present form a true estimate of retardation in the Dominion. There are so many different causes assigned for retardation that it would seem necessary to fix in some way or other a standard by which it is to be judged. The inability of a child to perform the work of the class below that which is considered normal for its age depends very largely upon the soundness of the classification of the teacher who makes it. This would seem to require that a uniform standard of achievement for each class be first set up—a matter which requires a considerable amount of experiment and research. Of the subjects of the curriculum, arithmetic appears to be the one most fruitful of retardation, and this can hardly be justified when it is prescribed by the regulations that the classification of pupils shall be made on the basis of English and not arithmetic. The modification of the present programme in arithmetic and the increased appreciation of English contained in the new syllabus should lessen the retardation that may have arisen from this cause.

In reference to the various subjects of the curriculum, the Inspectors report that a much wider field is now covered in reading. Very few schools have no library, and where formerly the pupils read one book it is safe to say that they now read twenty. Indeed, so much time is now devoted to silent reading that there is some danger of oral reading receiving too little attention. Reading aloud is a valuable art, giving pleasure as well as entertainment to the listeners, and should still find an important place in the day's work.

Spelling appears still to exercise the attention of Inspectors, several of whom fail to find systematic teaching of the subject. Even though it may be said that spelling has no great educational value, it must be admitted that "Society looks upon ability to spell correctly as one mark at least of an educated person." "Amongst business and professional people, nothing so immediately discounts the chances of an applicant as the misspelling of words in common use. The school must take note of this feeling on the part of society in general and respect it." ("Programme of Studies," Alberta.) Suggestions for the treatment of spelling on modern lines have been recently circulated in the *Education Gazette*.

In regard to writing, there is a consensus of opinion that a boy or girl leaving the primary school should write a cursive hand, and that the use of print-script should be confined to the preparatory classes unless it is required for some special purpose, such as mapping. This view is in agreement with many English authorities, and appears to be adopted throughout America, where efforts are concentrated in securing a speedy hand through cursive writing.

As has been suggested above, there is still some drag in arithmetic, particularly in the lower and middle divisions. The tests issued by the Department for use in the examination for certificates of proficiency did not appear to make too severe a demand upon the pupils, while they covered the syllabus to a much fuller extent and were far more practical and useful in character than the type of question set in former years. After all, the arithmetic of most value, both from its practical application and from its affording evidence of mental alertness in dealing with number, is not done up in paragraphs.

In this connection it may be stated that in determining the requirements in arithmetic for the new syllabus the Department, through the Senior Inspectors, obtained from representative business men in each centre their opinions as to the kind of arithmetic that a boy should know. The replies, if not all of service for the special purpose, were interesting and helpful, and the spirit in which the response was given was much appreciated.

The Inspectors do not consider that English composition has reached the standard of excellence that its importance demands, and it would appear that there is insufficient constructive effort and guidance on the part of the teachers. The writing of ordinary letters apparently does not receive sufficient attention in some districts, and, as this frequently offers the only direct evidence of educational attainment, it is a matter that should engage the best efforts of all teachers.

The revision of the syllabus has been the most important business of the year. The special committee set up by the Minister of Education to deal with the matter, and representative of both lay and professional opinion, performed its difficult task with much care and enthusiasm, and the results of its deliberations should prove of value to the Department. A full conference of Inspectors will be called during the summer recess to review the recommendations of the Syllabus Committee and to revise the primary-school syllabus. The Department has also to recognize the cordial assistance offered by the New Zealand Educational Institute in connection with the same matter.

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

Subjects of Instruction.—In many schools pupils are being led to take some responsibility for their own education, to learn by their own activities, and to adopt a true team spirit of work to that end. We believe that the more general introduction of these methods is partly due to recommendations or suggestions made during our visits of the preceding year, but we willingly acknowledge that much of it has arisen spontaneously among earnest teachers who are themselves assiduously following the trend of modern opinion, and there is no doubt that much is due to the influence of the training college. It must not be thought, however, that the movement is confined to the younger teachers only. Many teachers of experience have shown that they are still capable of appreciating new ideas and of putting them into effective practice. Individual work is being given a larger place, and when this method is sanely applied we have found nothing but good results. There have not been wanting, however, instances where this kind of work has been conducted in a slipshod manner or carried to excess. We have had on many occasions to deplore the absence of good oral class lessons, the stimulating effects of which cannot be denied, even when they are delivered with full Herbartian formality. Particularly painful has it been sometimes to witness an oral lesson which consists in the pupils reading from the text-book "round the class" with a few comments from the teacher. We have found ourselves under the necessity of reporting on such "lessons" in fairly caustic terms. We hope in the future to be spared this necessity.—(*Otago*).

English Composition.—Perhaps the most outstanding feature this year was the superiority in composition and letter-writing of many of the country schools over the town schools. The work of the latter, though structurally and grammatically correct, was too often lacking in spontaneity and naturalness. In many cases it was marred by an artificiality that bordered on jargon. It displayed a lack of imagination: the pupils so failed to describe what they had seen as to lead to the conviction that they could not see. In place of a faithful and vivid record of observed facts, they gave too often a stereotyped recital of conditions which were as artificial as they were absurd. On reading such essays one feels that the pupils had been the victims of that over-zealous teaching which supplies them with "model" essays. That letter-writing is an art that can become perfect only by much practice in the writing of letters to real people was amply proved by the undeniable superiority of the letter-writing of the boarding-schools over that of the day schools. Compared with the former, with their fullness of fact and warmth of expression, the latter were arid and unemotional. Here again the superiority lay unquestionably with the country child; probably the town dweller feels less the social necessity for the writing of letters.—(*Hawke's Bay*).

This subject was not tested in our survey, but the information was elicited that composition is the most heartily disliked subject of the curriculum. Further investigations should be made to discover the reason. Perhaps the lack of incentive to write is one cause of the distaste for the subject. Teachers should do their best to provide a motive—for example, by encouraging actual correspondence with children in our own country or abroad. The pupils' essays are usually satisfactory. Letter-writing is generally good. We wish to stress the importance of teaching the proper forms of social and commercial letters.—(*Taranaki*).

In the teaching of English, oral expression by the pupils is being diligently fostered. The old lecture type of lesson in history and geography is being assessed at its proper value, and, by the aid of class libraries, the children are being trained in independent study of topics in these subjects. The habit of private reading, too, is steadily growing, and many of the teachers are to be commended for their efforts in the establishment of class libraries.—(*Canterbury*).

Reading.—In general, this subject is receiving good treatment. In some cases silent reading is not properly supervised and tested; it is often given to the pupils merely as an occupation and to some who cannot benefit by it. Many children are not trained to use their vocal powers sufficiently to make an expressive, clear, and distinct rendering of the passage read. Care should be taken that this defect does not develop as the outcome of individual reading; there is no reason that it should. Sufficient opportunity for reading aloud should be given to enable the children to cultivate clear and expressive utterance, and in this connection more attention should be given to accurate phrasing. In the upper-standard classes a portion of every reading lesson should be devoted to appreciation of the literary merit of the matter read. Teachers will find that time spent in this exercise will be reflected in an improvement in the quality of the style in composition.—(*Wanganui*).

Recitation.—We found some improvement both in treatment of the matter and in the selection of the pieces to be studied, especially in the case of the younger teachers. The efficiency of the subject, however, is very variable on the whole. In the matter of appreciation we found, at one end of the scale, schools where every poem was torn into what may be termed “rags of comprehension,” while at the other end there were schools where the pupils had little or no idea whatever of the general meaning of the lines they had tried to commit to memory. A middle course between these two extremes leads to deeper interest, easier and more complete memorization, and a natural and fluent delivery. There has been rather a tendency to leave too much of the material to the pupil’s own choice. Where this has been done to excess, disaster has almost invariably followed. Guidance in selection should always be given. This can be done by the provisions of suggestive lists for each class. Every class library should contain suitable anthologies of poetry for reference by the pupils—(Otago.)

Speech Training.—With scarcely any exceptions, this subject now occupies a definite period of five minutes daily on all time-tables. We have asked that for each class or group of classes a detailed scheme should be prepared. These short periods are intended for the cultivation of purity of speech, and not for instruction in free oral expression or grammatical construction.—(Wanganui.)

Regular attention is being paid to speech training in most schools, and instances of imperfect speakers are rare as far as consonantal forms are concerned. In these cases a study of the placement of the various organs of speech will usually suggest the necessary remedy. Faults of vowel sounds are harder to detect and more difficult to cure. A tendency is sometimes noticed to distort certain vowel sounds—e.g., “day” being pronounced as “die,” “my” as “moy,” “now” as “neow.” In all these cases it is the first part of the diphthong that is wrongly sounded, and if the teacher carefully analyses these sounds and leads the pupil to pronounce the initial sound correctly the children can be led to distinguish the correct from the incorrect sound of the diphthong.—(Southland.)

Spelling.—There is nothing definite in the treatment of spelling, the teaching appears to be in a confused condition, and the subject is by no means a strong one in our schools. Some teachers prepare lists based on the words met with in the year’s schools operations; others use ready-made lists which are compiled mainly with regard to graduated difficulty but which have little connection with the pupils’ general studies; and others again cling affectionately to the ancestral “page to page of lessons read” system. Probably the most successful are those who not only blend the above methods, but also really and specifically teach spelling, making free use of devices which appeal to the eye and the ear. Outstanding weaknesses in the compilation of lists are (1) poor gradation (too difficult words being given to young children), (2) overlapping, (3) isolation of words from general work of the school. In a large number of schools the subject is an untaught one. Teachers consider that if children can be persuaded to read widely they will spell creditably before they leave school. In the meantime their composition, their history, their geography papers, are marred by misspelt words. A few years ago spelling was made a fetish in our schools; to-day the pendulum has swung too far the other way. Direct instruction in spelling is necessary. But the practice of oral spelling of lists of words apart from the written or printed symbol in their context is of doubtful value, inasmuch as, with nearly all children, the eye plays a more important part than the ear, in the process of learning to spell.—(Auckland.)

We consider this to be one of the least satisfactory subjects in our schools, and have urged upon teachers the desirability of effecting an improvement. The words given to the Proficiency candidates were all in common use, but the number of mistakes made was surprising. All teachers do not realize that the greater part of the lesson should be spent in teaching the correct spelling of words, and not in testing what the children have been set to learn without help. The importance of frequent revision of words commonly misspelled should not be overlooked. It seems to us that in many schools too much time is being spent by the children in writing out the spelling words in sentences. We doubt whether this method as usually practised really helps much in the learning of spelling. While finding much to commend in the various published spelling lists, we are of opinion that all teachers would be well advised to supplement these with words which their own children use and misspell.—(Wanganui.)

Spelling is the only English subject with which we are not satisfied. It seems to be tested more than taught. There are too many errors in the ordinary written work, especially in the essays. Even where the subject is taught from lists the same fault is noted. We propose giving special attention to spelling this year.—(Nelson.)

Satisfactory methods of taking the formal lessons in this subject are adopted in most schools, and the spelling of the words treated in such lessons is generally well known. We find, however, that in essays the spelling of common and familiar words is often very bad indeed. The chief lines of improvement in the treatment of spelling appear to be—(1) More careful attention to pronunciation; (2) prevention of overlapping by the adoption of a progressive and co-ordinated minimum spelling list for the whole school; (3) more careful supervision of the work; (4) keeping of individual lists of errors, the words being taken from *all* written exercises.—(Otago.)

Writing.—It is pleasing to note a distinct improvement in the quality of the writing of many pupils, not only in formal exercises but also in the ordinary class-work. We have advised teachers to give some practice in more rapid writing in Standard V and Standard VI. The use of print-script during the first year and a half in the primer classes has been recommended; after that we are of opinion that cursive writing should be taught, but we have done nothing to discourage the use of print-script throughout all the classes.—(Wanganui.)

At the request of the Department we made some investigations of writing in the schools. The tests in quality and speed were conscientiously carried out. With regard to quality, the great variety in the standard of marking is partly explained by the fact that some teachers used the *Gazette* scale of writing as their basis of marking, even for Standard II. High marks were rarely awarded by some

teachers who appeared reluctant to give more than twenty out of twenty-five. In classes S2 to S6, where writing is on single lines, the investigation shows that there is a steady improvement as the child passes up the school. The speed tests show that our children cannot write nearly as fast as American children of the corresponding classes. Representative American norms on the Gettysburg scale are—Standard I, 44 letters per minute; Standard II, 55 letters per minute; Standard III, 64 letters per minute; Standard IV, 71 letters per minute; Standard V, 76 letters per minute; Standard VI, 79 letters per minute. In Standard VI our median was 55 letters per minute.—(*Wellington.*)

Arithmetic.—Arithmetic causes us little or no anxiety with regard to the measurable result achieved, though we have grave doubts as to the educational value of some of the methods adopted. If the aim of the subject is merely to enable the boys and girls to do the sums with which they (or a few of them) may expect to be confronted in the practical affairs of adult life, the work of the schools must be regarded as successful. If, however, arithmetic is to be regarded as a means of giving the mind something of that mode of training which is supposed to be the peculiar outcome of mathematical study, then we must confess that the end attained represents a very small achievement. If both aims are to be attained in the primary school, we believe that it would be wise to restrict the arithmetic of the upper standards to strictly utilitarian bounds, and to give the pupil some training in, say, elementary algebra.—(*Otago.*)

The results of the Proficiency Examination indicate that in the past our pupils have been allowed to saunter through their arithmetic. Though the number of sums was doubled and the time reduced 20 per cent., many pupils completed their work in faultless style in from forty to forty-five minutes. It is interesting to note that a symposium of local commercial men's opinions as to the essentials in arithmetic revealed that high among the qualities they demanded was neatness of setting forth.—(*Hawke's Bay.*)

Geography.—The improvements in the indoor treatment of this subject have most frequently taken the form of the construction of posters, albums, and the like. The fresh interest and the new orientation of the work consequent on the collection and arrangement of material are much to the good, but we still fail to find in most cases evidence of regular outdoor work and a systematic study of local conditions, which lead to the broader understanding of the subject. As noted in last year's report, the pupils as a whole do not yet show much ability in the discussion of topics arising out of the instruction, though signs are not wanting that there is some improvement in this respect.—(*Otago.*)

History.—Forward movements in this subject are the study of local history (especially where the pupils find out the facts for themselves) and the more general adoption of pictorial time-charts and other visual aids. As in geography, pupils as a whole have not yet arrived at the point where they are able to give free, connected, and accurate accounts of what they have learned. In both geography and history the oral lesson appears to be in many schools a thing of the past. We have been at some pains to impress upon the teachers the instructional value of the well-prepared lesson, vividly and interestingly delivered, well illustrated, carefully summarized, and fully discussed. We hope that our recommendations may bear fruit in the near future.—(*Otago.*)

This subject is not a popular one with either teachers or pupils. In the survey of last year a plebiscite of pupils' likes and dislikes indicated that history was the most disliked subject in Standard VI, and in no class was it a popular subject. We are of opinion that the teachers' programmes for the year have been in most cases too ambitious, and that the pupils themselves have too often been mere passive recipients. History is not a story only of kings, queens, and battles. There are victories in peace as well as in war, and much of the best of our Empire story is so closely interwoven with the story of great men and women as to suggest that biography should form a special feature of history teaching. In one portion of the district local history has featured largely. In this respect we find the pupils intensely interested. They have in many cases pieced together a story that would be well worth preserving for future generations. We are in agreement with those teachers—practically all in the district—that a more suitable text-book should be authorized.—(*Taranaki.*)

Health and Temperance.—Health and temperance are now very satisfactorily treated. In the latter subject we have given the teachers a short scheme of minimal requirements.—(*Nelson.*)

In general we found that provision for temperance instruction was made in all schemes of work. We should be pleased to see a little more enthusiasm displayed in approaching this subject.—(*Otago.*)

Temperance is taught in connection with health, temperance in food, drink, and other matters. The heading is regularly looked for in the schemes and in the work-books. It forms a subject of inquiry at visits of inspection, and essays deal with various aspects. There appears no doubt that teachers realize and impress its importance. Frequently it deals with matters that come within the experience of the children; and at times they show that they have already decided opinions drawn from that experience. The instruction given by the teachers is reinforced by that of members of extra-mural bodies and clubs.—(*Wellington.*)

Vocal Music.—We are pleased to note improvement in school singing, especially with respect to voice-training. Specialization in singing is being practised in some of the larger schools. In some of the infant-rooms we found attention being given to eurhythmics—due, no doubt, to the influence of an English "exchange" teacher who spent some weeks in the district. Now that many schools are equipped with gramophones we should like to see these instruments more fully used for the purposes of appreciation of music.—(*Otago.*)

While in most schools singing is given a set time on the time-table, we feel that in many cases better results should be obtained. In too many cases a number of songs are learned by ear, and little instruction is given in voice-production or in reading simple music by sight.—(*Southland.*)

Nature-study.—The methods of instruction in this subject still leave much to be desired, the lesson being too formal in character and often a mere recital of dry facts by the teacher. Frequently the programmes submitted are not planned to harmonize with the school environment and outdoor

lessons, and informal talks on plant, bird, and animal life of the pupil's own district are not sufficiently general. Fewer lessons on such technical matters as pollination, dissection of flowers into petals, stamens, pistils, &c., are needed; and direct observation of and contact with Nature herself by the pupils should receive more encouragement.—(*Canterbury.*)

School-gardens.—Practically all schools above Grade I have school-gardens, and in many cases these add materially to the attractiveness of the school-grounds. But beside the æsthetic value there is an educational value in observing processes of nature and drawing correct conclusions from these observations. From the turning-over of the first sod in the garden the inquiring spirit should be at work (Why do we dig the garden?) up to the reaping of the fruits of the pupils' labour (Why is this crop so poor, or so good?) Practical outdoor experiments have been suggested for teachers to carry out, but in many cases with little results—"a change of teachers," "a dry season," or, "a wet one," "the growth of weeds during the holidays," "depredations by rabbits and other animals," being the commonest reasons assigned for failures. Enthusiasm on the part of the teacher and pupils can overcome most of these, and valuable lessons may frequently be learned from so-called failures. We should like to see more simple experimental work carried on indoors to illustrate and explain the processes at work in connection with plant-life, and suggestions will be made to teachers in connection with this phase of the garden-work.—(*Southland.*)

Physical Instruction.—Physical instruction should not be looked upon as a subject; there should be developed in the pupil an attitude towards life, an attitude never to be relaxed. It is not so much what the pupil does in the squad: the crucial question should be, Is he so trained at school that in every hour of his waking life he carries himself in a manner that is physically healthy and pleasant to look upon? One significant remark will give point to this statement: A School Medical Officer, in reporting on applicants for probationerships, said that there were very few candidates among the young women who knew how to carry themselves properly. If this be so, one wonders what effect such teachers will have on the pupils with whom they come in contact. We have a physically vigorous school population. It would be a pity that with such a fine foundation the pupils could not also be distinguished for their striking bearing.—(*Hawke's Bay.*)

Most teachers are keenly interested in this branch of their work. Some of the classes make an excellent showing, and their displays bear testimony to the thoroughness and efficiency of the instruction. In most of our schools outdoor games and sports are well organized and supervised, and a word of praise is due to those teachers who devote so much of their spare time in encouraging their pupils in rational and healthy recreation.—(*Canterbury.*)

The physical exercises seen during our visits were performed in nearly all schools with precision and smartness. From this point of view we were quite satisfied. We did not find, however, that all teachers paid sufficient attention to the posture of the pupils during drill, and there was rather too little evidence that the lessons (if any) on the carriage of the body were being put into practice in the class-room. Further, we frequently find that the lessons which were presumably learned at school have not been carried into the street, the park, and other public places. We ask all teachers to make a special note of this aspect of physical instruction. We found little indication that the practical work of the drill period had been properly correlated with the lessons on health—a correlation which the Senior Physical Instructor has consistently and strongly urged.—(*Otago.*)

Handwork.—At the woodwork and cookery centres the pupils are receiving efficient instruction on right lines. The handwork in the schools has not yet reached a sufficiently high standard, but we expect an improvement during the coming year. Many of the handwork lessons seen by us give evidence of too little preparation on the part of the teachers. Young teachers, especially in the lower classes, cannot present an effective manipulation of the material they are using unless they have previously made a practical personal preparation for the lesson they are taking. There is no reason why a finished model should not be shown as a standard of work to be aimed at.—(*Wanganui.*)

Infant Departments.—The continued improvement in the instruction of the infant departments of the larger schools is very noticeable and very pleasing. Modern methods, including the classification of pupils according to ability, and the use of concrete material for individual work, are being everywhere adopted with gratifying results. We note also with appreciation that similar methods are being more extensively used in the smaller schools, in some of which the help given by the organizing teacher has had a very fine influence.—(*Otago.*)

Environment.—Attention to both the exterior and interior environment continues to be a prominent feature of school activity. Many of the interiors, especially of the newer schools, are made very attractive by the judicious arrangement of pictures; while there is evident a conscious desire in the arrangement of walls, tables, and notices such as time-tables, to secure as much beauty as possible. The tradition that the interior of a school need be no other than that of the dreariest of homes dies hard; but the tide has obviously turned. The co-operation of the public has been secured. In a few cases, staff-rooms have been furnished and decorated like a sitting-room, though in this respect we lag behind many good English schools. We fail to draw upon that great and ever-ready reservoir, the wonderful creative ability of the school child. We have not yet succeeded in organizing that ability for the public good, or even for the good of the school. Many school-grounds are most attractive, but it is to be regretted that in too many cases this is the result of hired labour. That this is quite unnecessary is evident from the beautiful grounds of some large schools where the whole effect is due to the pupils alone. Rightly organized, these grounds could give a fine training in the appreciation of applied art and in civic duty. In more than one school attention has also been given to the orderly arrangement of the road immediately adjacent to the school. In fact, our schools might become a potent factor in making our countryside a thing of beauty and a joy to all.—(*Hawke's Bay.*)

Retardation.—An analysis of the annual class lists discloses the fact that retardation is all too common in our schools. Some few years ago retardation was especially noticeable in the primer

departments, pupils being kept an inordinate time before being promoted to the junior division. To-day the centre of retardation has been transferred to Standards IV and V; and even when allowance is made for natural causes, such as immigration, change of schools, entering school at seven years, foreign or Maori birth, there is an excessive number of pupils who are ranked in age as retardates. We hesitate to express the opinion that pupils are deliberately retarded in Standard V so that a good showing may be made by the Standard VI pupils in the Proficiency Examination. Certainly it does not appear that steady efforts are being made to give special attention to the older pupils, who, by virtue of their age and normal intelligence, should be a class or two higher than they really are. "Once a retardate, always a retardate," seems to be a doctrine with many head teachers, especially if the retardate is an import from another school. This should not be. It is pleasing to note that the evil of retardation is less noticeable in sole-charge and two-teacher schools than in large town schools.—(Auckland.)

Our survey revealed the fact that the class in which a child is placed is no clear indication of either his mental capacity or of his academic progress. In every class the mentality ranges from deficiency to genius, and the pupils' achievement in school-work corresponds to this range. The overlapping of classes in point of achievement indicates that an unsatisfactory state of affairs exists with regard to our classification. Something like a condition of chaos exists. One of the most necessary reforms is a more scientific system of classification which will make due provision for the needs of children who deviate from the normal—especially those who have little academic ability and those whose mentality is of a very high order. The country cannot afford to neglect these children.—(Taranaki.)

In our opinion the ages fixed for determining retardation are too low. The number of retardates taken at the present ages is disproportionately large. This year, for instance, there were as many as 196 extreme cases—*i.e.*, two years above the ages fixed. An examination of the schedules shows that there are good reasons for most cases. Remedial measures appear most effective in the preparatory to Standard II classes. Retardation in the preparatory classes of our largest schools has been almost eliminated.—(Nelson.)

Retardation on the score of arithmetic is disappearing, but is not unknown. To counteract the tendency towards such retardation it might seem advisable to encourage dual classification on a large scale—*i.e.*, the placing of a pupil in a different standard in arithmetic from his standard in English if the former subject is relatively backward. We regret to say that there is still, as in the past, a tendency to allow arithmetic to dominate the classification of pupils, and that the promotion tests in this subject set by some headmasters go beyond syllabus requirements.—(Canterbury.)

We hope that teachers will make a further effort to reduce retardation. A solution probably will be found along the lines of classification on a scientific basis. It should be borne in mind that a pupil may be regarded as retarded when he is not usefully employing his natural powers, and is not undergoing continuous maximum development according to those powers. During the year we used the Stanford reading test, which is applicable to Standard III to Standard VI. A consideration of a group of recorded results reveals the fact that 37 per cent. of Standard V pupils and 12½ per cent. of the Standard IV pupils made scores equal to or greater than the Standard VI median score, and 15 per cent. of Standard VI pupils and 27 per cent. of Standard V made scores equal to or less than the Standard IV median score. These facts are significant: the pupils of Standard IV and Standard V in the first category are retarded; those of the Standard VI and Standard V in the second category are overweighted. A proper use of appropriate tests in the classification of pupils would go far towards the removal of the causes of retardation and ineffective teaching.—(Wellington.)

Proficiency Examinations.—With adequate safeguards it is hoped that it will be possible further to extend the accrediting system. We are of opinion that the added responsibility placed upon headmasters, many of whom are potential Inspectors, will raise their professional status, and at the same time the element of chance which is always a factor in a single examination test will be eliminated. It is to be noted that the children respond by steady effort throughout the year, when it is known that the result of such effort will be the award of certificates without further examination of an exterior nature. The inculcation of the habit of steady effort is in itself sufficient justification for the introduction of the new system.—(Auckland.)

This year a more intensive use of the synchronous method and of the system of accrediting was made. Most head teachers, among whom we are pleased to note not a few of the younger teachers, formed quite reliable estimates of their pupils' work; but others, some of them with considerable experience, appeared to have rather an exaggerated estimate of the examination work done by their pupils. The new form of examination in arithmetic and English is a distinct improvement. One advantage is that a greater variety of questions gives a better chance of finding out whether adequate courses have been covered. Another is that emphasis is now set on the more important phases of a subject—*e.g.*, on rapid oral or mental work in arithmetic, on the understanding and appreciation of English prose and verse, and on the synthetic side of grammar rather than on the analytic. The papers, too, are much more easily marked, and there are now fewer requests for reconsideration of arithmetic, it being generally recognized that a pupil who fails in this subject cannot lay the blame on the difficulty or unevenness of the tests.—(Canterbury.)

Libraries.—In the great majority of the schools of this district libraries have been established. Books are now comparatively inexpensive, and publishers offer a variety that extends from the primers upwards. The recognized correlation between reading and intelligence opens up a wide field for teachers, whose labours will be lightened and rendered more profitable by the systematic encouragement of the use of library books. There are well-stocked teachers' libraries at two centres in the district, and the Board pays outward postage.—(Taranaki.)

Probationers.—In nearly all our schools the probationers are receiving thorough training, both academic and practical. At the end of the year practically all of the probationers qualified for entrance to the training college. Incidentally it may be stated that the wealth of material allows of a much wider choice, and that consequently there are fewer of the proverbial round pegs in square holes entering the profession. Head teachers have carried out satisfactorily their duties in regard to the instruction and training of their probationers, most of whom improved materially their examination status during the year. A number of head teachers now hold themselves personally responsible for the greater part of the instruction given in the school classes. We are pleased to be able to record the enthusiasm and promise shown by the probationers.—(*Wanganui.*)

Probationary Assistants.—The work of our probationary assistants, although as yet there are few of them, shows that they have benefited by their two years' experience at training college. The plan of spending the fourth year of training in class-teaching at approved schools appears to be working out well.—(*Nelson.*)

Special Classes.—The Board has been fortunate in obtaining a staff specially competent to do effective work with children of the non-academic type. Some of the pupils are subnormal and respond more readily to manipulative exercises than to work of the ordinary type. At all three centres most encouraging success has attended their operation. Retardates have in cases been able to return to their normal classes. Under skilful direction the self-disciplinary and organizing powers of the children have made distinct advance. It will be profitable to develop classes of this nature; and, incidentally, better accommodation should improve results. Two of the staff have gone abroad to study recent developments in this direction. A liaison committee is now required to act as a connecting-link between school and vocation, so that the good work done in class may be continued by providing a safe launching into citizen occupations. A health camp was instituted and continued for three weeks, the success being sufficient to warrant renewal annually as a permanent feature.—(*Wellington.*)

Adopted Schools.—The "parent" and "adopted" school scheme, which had its inception in this district in 1925, was continued last year, and again was markedly successful. Some fifty city, suburban, and large country schools acted as "parents," each adopting a sole-charge country school. For the complete success of the scheme enthusiasm on the part of both parent and adopted teacher is required, and we take this opportunity of thanking personally the headmasters and assistants of parent schools for the assistance they have afforded—assistance which has not only greatly benefited, but which has also been greatly appreciated by the adopted teachers. In one case some pupils of the adopted school during their school holidays attended the parent school for a week, were placed in the classes, and received manifest advantages. The expense involved in connection with the scheme for the year is extremely small when compared with the value received, being made up principally of cost of postage on letters and parcels sent. The total cost to the Board amounted to £2 2s. 10d., which for fifty parent and fifty adopted schools averaged 5d. per school.—(*Auckland.*)

I have, &c.,

WILLIAM W. BIRD,
Chief Inspector of Primary Schools.

The Director of Education, Wellington.

APPENDIX B.

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

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 1927 :—

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. The Board met on the first and third Wednesdays in each month. Twenty-four meetings of the Board were held during the year, with an average attendance of twelve.

Schools.—During the year the following schools were opened : Aomarama, Aongatete, Apata, Golden Cross, Huarau, Kohua Road, Moehau, Ngawaro, Pekapekarau, Piripiri, Rangitoto Island, Rotongaro, Taipuha Station, Te Huahua, Te Karaka, Trooper's Road, Waikato Hospital, Wapuna Valley, Wiltsdown. The following schools were closed : Glen Murray, Newton East, Okupata Road, Port Charles, Puketiti, Taikawhana, Te Matai, Te Werenga, Topuni Station, Waiorongomai, Waitekauri.

Buildings.—During the year eleven new schools were built and twenty schools were enlarged. In order to meet the cases of emergency, two temporary buildings were also erected. Six schools were remodelled : five teachers' residences were provided during the year, and one was 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. It has again to be urged, however, that the accommodation question in the Auckland Education District needs the very serious consideration of the Department.

Finance.—The income for the year ending 31st December, 1927, totalled £815,722 13s. 8d., and the expenditure £818,771 17s. 3d.

Maintenance Fund.—During the year the Board kept a close scrutiny on the Maintenance Fund, and so managed that no liabilities existed at the end of the year. The Board, however, considers that the fund should be strengthened if the whole of the necessary work in maintenance is to be carried out and the buildings kept in a proper state of repair.

District High Schools.—The Board is glad to record that the improvement in the efficiency of tuition in secondary departments of district high schools still continues. At the close of the year seventy pupils of district high schools obtained full passes in the Matriculation Examination, 164 gained senior free places, nine obtained full passes for the whole of the Teachers' D Certificate Examination, and two passed the first section of the B.A. Degree Examination. The Board recognizes that these results were largely due to the keen interest displayed by the Senior Inspector and his colleagues in the work of district high schools, and their competent guidance, and to the earnest and capable work of the teachers. During the year the Board continued to urge the introduction of definite commercial subjects into the syllabus of instruction for district high schools, and is now pleased to note that authority for such introduction has recently been received.

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. The Board is satisfied that the principle of consolidation has been established, and that its operation should be extended.

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 £4,200 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. Junior teachers give evidence of interest in their academic studies. The number who have now failed to qualify for entrance to the training college is comparatively small. The Board is pleased to note that the regulations have been so altered as to permit of the grading of schools for the year ending 30th September. This amendment has already had a beneficial effect upon the staffing of the schools, and the Board is satisfied that each year will prove its efficacy.

Organizing Teachers.—The organizing teachers in this district continue to do good work. They have considerably improved the standard of efficiency in rural schools.

"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.

School Banks.—The movement to encourage thrift among the pupils attending the schools of the district by the establishing of savings-banks, inaugurated during 1926, proved highly successful, and is gradually being extended.

Conveyance.—The Board has found some difficulty in the matter of arranging for the conveyance of pupils within the scheduled allowance.

District School Authorities.—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.

Conclusion.—In conclusion the Board desires to thank you for many acts of kindness and consideration during the past year. You have at all times been willing to give courteous consideration to the various matters brought under your notice by the Board. The Board further desires to thank, through you, the officers of your Department for courtesy and attention received.

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 1927 :—

Board Members.—The representative members of the three wards and one urban district are as follows: Central Ward (seventy-two schools)—Rev. J. L. A. Kayll, Mr. F. H. Sims; North Ward (fifty-eight schools)—Messrs. H. Dempsey, P. J. H. White; South Ward (thirty-six schools)—Messrs. H. J. Eaves, A. Lees; Urban District of New Plymouth (six schools)—Messrs. R. J. Deare, S. G. Smith. Twelve ordinary meetings and one special meeting of the Board were held during the year.

Schools.—The following schools were opened during the year: Dawson's Falls (Grade O); Turuturu (Grade IIIc).

Organizing Teachers.—The efficient state of the majority of the smaller country schools is due to no small extent to the zeal of the two organizing teachers, who have carried out their duties to the complete satisfaction of the Board and the Inspectors. Many of the schools allotted to them have been in charge of ex students of the training college, and it is found that these young people, though equipped with much theoretical knowledge, receive great benefit from the visit of the organizing teachers, which helps them to meet the practical difficulties of sole-charge schools.

Teachers' Refresher Course.—Prior to the schools reopening a very successful refresher course for teachers was held in New Plymouth. The course of instruction aimed at being of practical use to teachers in their daily work, and subsequent reports on schools prove the stimulative effect of the course, particularly in such subjects as agriculture, handwork, singing, and eurhythmics.

Dental Clinics.—In July a new dental room was opened at the Eltham School. There are now three dental rooms in Taranaki, and this popular service is meeting a very real need.

District High Schools.—At the end of the year there were three District high schools in operation. The aim of the course at each school is to provide a good general education with a marked bias towards agriculture, and including such subjects as natural sciences, dairy science and agriculture, afforestation, farm carpentry, metal-work (for boys), home science (for girls), poultry and bee keeping, and elementary book-keeping and accounts.

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

	£	s.	d.
Credit balance on all accounts brought forward, 1926	5,668	2	8
Receipts from all sources, 1927	157,736	9	4
Total	163,404	12	0
Total expenditure and disbursements, 1927	147,414	5	1
Leaving a credit balance on all accounts on 31st December, 1927, of	£5,990	6	11

Buildings.—It is to be regretted that two school-buildings were again destroyed by fire—Matau School and Tataraimaka residence. On the 31st December, there were 163 school-buildings belonging to the Board, and twelve for which either a rental was paid or, being household schools, no rental was paid. There were eighty-one teachers' residences, of which two were not occupied by the teacher, and ninety-four schools without residences attached.

Manual and Technical Instruction.—Agriculture: In spite of certain difficulties, this important branch of the curriculum has made a pronounced advance in country schools. Recognizing the national importance of agriculture, my Board requires all schools in the district to have a rural bias. The special branches of agricultural effort in the schools have developed in an astonishing degree. The boys' and girls' agricultural club movement is extending, and it is noticeable that the keenness of the pupils is reflected in the parents and farmers. In South Taranaki the work has so developed that an association including the Farmers' Union, the Chamber of Commerce, the Rotary Club, and other interested bodies has been formed to control the administration. The number of children competitors approximates one thousand. The competitions include calf-rearing, judging dairy types of cows and calves, root-growing, &c. The development of senior clubs throughout Taranaki aims to make possible a continuation of education in agriculture from the school to the farm.

The lessons of the past few years in *afforestation* have been well learned, and plants can now be seen in all stages of development, from seedlings to planted-out trees. Rough portions of school-sites, once a source of danger and expense from noxious weeds, are gradually being planted out, and will in time be a valuable asset to the Board. In town schools where facilities for larger operations do not exist the Board has been content to develop cottage gardening.

Survey of Schools.—Early in the year a survey was made of all pupils attending the primary schools with the object of comparing the standard of attainment, &c., of Taranaki children at various ages with children from other districts and countries. So far as can at present be judged, Taranaki children reach the recognized standard in most subjects, and in some subjects are actually above the standard in England and America. A special arts and crafts class to provide for those children who do not readily respond to the ordinary conventional methods of teaching was established at West End School, and is proving an unqualified success.

Medical Inspection.—The Health Department has made New Plymouth the headquarters of the District Medical Officer, Dr. Mecredy, who also acts as School Medical Officer. During the year the Board's offices were enlarged to provide office accommodation. The arrangement has proved most satisfactory, and shows the value of active co-operation between the two departments.

School Libraries.—A large number of supplementary readers were provided to all schools, and school libraries are now established in the majority of the schools.

Conveyance of School-children.—Approximately 215 children travel by conveyance to school, for which a grant of 6d. per return trip is made; 105 travel by school buses under contract; 690 children ride 620 horses to school, many long distances, and board allowance was paid in respect of 20 children; 185 children were also conveyed to manual training centres. The aggregate cost of these services was £2,331 11s. 2d.

School Committees.—On behalf of my Board I wish to pay a tribute to the fine work done by Committees during the year. Never have so many applications been made to subsidize money voluntarily collected to improve sanitary conveniences, grounds, and the interiors of schools. I should like to take this opportunity to acknowledge the splendid spirit of co-operation and loyalty existing between my Board and the Committees, which reflects the smoothness with which the present system of administration is working.

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, 1927:—

Board.—During the year Mr. W. W. Hedges, one of the members for the Wanganui Urban Area, resigned from the Board, the vacancy being filled by the election of Mr. A. Hickford. 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. D. W. Low and W. S. Woodroffe (Palmerston North Urban Area); and Messrs. J. Aitken and A. Hickford (Wanganui Urban area).

Schools and Attendances.—New schools were opened at Otamakapua and Omatane, and the Ngawaka School was reopened. The Kirikau, Hinau, Mangahoe, Tiriraukawa, and Whareroa Schools were closed during the year.

Efficiency of the Schools.—The Inspector's reports reveal that the estimated efficiency of the schools was as follows: Good to very good, 81; very fair, 102; fair, 15; weak, 3. This shows an increase over last year of two in the number of schools classified as good to very good, and of seventeen in those under the heading of very fair.

"Adopted" Schools.—The system of adopted schools was continued throughout the past year, and the results obtained have far exceeded anticipations. It has been found that the adopted schools have derived valuable help from the larger schools, and a noticeable feature is the improvement in the quality of the work done by the pupils of small schools. The success so far attained is largely due to the enthusiasm of the teachers taking part in the scheme, and the thanks of the Board are due to all concerned.

Organizing Teacher.—Valuable work continues to be done by the organizing teacher in improving the efficiency of small country schools, which are in charge of teachers with little experience. The number of schools visited was nineteen.

Conveyance and Board of Children.—The total expenditure for conveyance and board allowances was £1,589 5s. 3d. The average number of children conveyed was 261, in attendance at thirty-nine schools; and the average number of children for whom boarding-allowance was paid was forty-three, in attendance at nineteen schools.

Voluntary Contributions.—Voluntary contributions received during the year totalled £2,776 11s. 8d. The main purposes of the contributions were the improvement of buildings and grounds, the purchase of new sites and additional land, the installation of septic tanks, the purchase of pianos, gramophones and records, pictures and special equipment, and the establishment and enlargement of school libraries. 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.—Dr. Elizabeth Gunn, School Medical Officer, reports that during the year some ten thousand children were examined, as well as two hundred candidates for the teaching service. The medical inspection of the tiny tots—*i.e.*, the two- to five-year-old children—was carried out both in Wanganui and Palmerston North. Of these 403 were examined. The practice of giving a height and weight chart to each child, with a gold star attached to the chart of each one physically fit, has resulted in stimulating interest on the part of the parents.

The seventh annual health camp was held in November and December, 112 children being in camp, in spite of very wet and cold weather the results were good, although not quite so satisfactory as in other years, when the weather was better. Every child showed improvement as the result of the camp life. To Mr. and Mrs. B. P. Lethbridge the Board again accords its grateful thanks for their generosity and assistance, and for their continued interest in the children. Without the help so willingly given by Mr. and Mrs. Lethbridge it would not be possible to hold these camps. The Board is indebted also to Dr. Elizabeth Gunn and her assistants for the manner in which they carried on the camp under somewhat trying conditions.

Physical Instruction.—The Inspectors report that physical instruction on sound lines is being carried out.

Manual and Technical Instruction.—Agriculture: The reports of the Department's Inspector show that the high standard reached in former years was well maintained. The continued success of the boys' and girls' clubs is a pleasing feature.

Buildings and Sites.—A new school was erected at Tunanui Road. During the year the Pohangina School was destroyed by fire. This was replaced by the removal and re-erection on the school-site of the Technical School building, which had been closed for some years. A new building was erected at Ohakune for the accommodation of the secondary department of the District High School. The Kakaramea School was rebuilt, and at Terrace End the school was partially rebuilt in brick, and two additional class-rooms erected. Additions were made to the Kopane, Manunui, Upokongaro, and Wanganui East Schools, and remodelling-work was carried out at the Lytton Street and Manunui Schools. At the Palmerston North Central School the steel windows throughout the main building were converted to casements, in order to provide a greater degree of safety without loss of efficient ventilation; the main building and out-offices were also provided with pitched iron roofs in place of the flat roofing with which the school was previously covered. A central heating system was installed at the Marton District High School. Additional out-offices were erected at the Wanganui East School, and septic-tank systems installed at the Kai Iwi and Waverley Schools. A residence was purchased for the accommodation of the teacher at Sanson, and improvements were carried out to the teachers' residences at Parewanui and Whenuakura.

The improved facilities provided in the new workshop have been the means of reducing the cost of the manufacture of school furniture. The work can now be carried out in a more efficient and expeditious manner than was the case in the old shop, and it is possible, without undue pressure, to cope with the growing demands for furniture and equipment of various descriptions. During the year furniture to the approximate value of £1,750 was made up and supplied to schools.

Finance.—The annual financial statements are submitted herewith. After allowing for liabilities and cash assets, the net credit balance at the end of the year was £1,232 1s. 1d.

The late Hon. D. H. Guthrie.—It is with sincere regret I have to record the death of the Hon. D. H. Guthrie, who was for many years a teacher in this district, and subsequently a member of the Board. The late Mr. Guthrie was an enthusiastic worker in the cause of education, and his kindly personality endeared him to all.

General.—I desire to extend to the members of School Committees throughout the district the Board's appreciation of the valuable services so willingly given for the welfare of the schools in their charge. I would also convey to the teachers the Board's thanks for the loyal manner in which they have carried out their duties during the year. The Inspectors, as ever, have at all times given of their best, and to them, and especially to the Senior Inspector, Mr. Lambourne, I would convey the Board's appreciation of their unvarying courtesy and of their assistance and advice in many directions. The Secretary and his staff, the Architect and staff, and the Manual Instructors have the Board's hearty thanks for the efficient manner in which they have performed their duties.

In conclusion, I would like to convey to the Minister and the officials of the Department my appreciation of the courteous consideration which they have invariably given to the Board's requirements.

The Hon. the Minister of Education, Wellington.

I have, &c.,
W. A. COLLINS, Chairman.

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 1927 :—

The Board.—The personnel of the Board at the end of the year was as follows : Napier Urban Area—Messrs. J. Clark Thomson (Chairman) and R. C. Wright ; Gisborne Urban Area—Messrs. J. S. Wauchop and T. A. Coleman ; Hastings Urban Area—Messrs. G. A. Maddison and C. Lassen ; North Ward Rural Area—Messrs. G. McKay and A. King ; South Ward Rural Area—Messrs. R. P. Soundy and W. Cuthbertson. The only change in the personnel during the year was occasioned by the retirement of Mr. G. Crawshaw, who did not seek re-election. The Board has placed on record its appreciation of the long and valuable services rendered to education by Mr. Crawshaw in various capacities. Mr. T. A. Coleman was elected unopposed to fill the vacancy.

Finance.—The credit cash balance on all accounts at 31st December, 1927, was £4,940 18s. 10d. The cost of general administration in 1927 was 5·57s. per pupil in yearly average attendance. It must be stated in this connection that this cost includes administration charges in respect of the Board's workshop and the manual and technical side, to neither of which branch has any special officer been appointed, nor is any special payment or allowance made for services rendered by the Board's staff.

The Maintenance Account, which for several years past has been in an unsatisfactory state, has through careful administration been kept in a fairly satisfactory position. The Board has found it difficult, however, to comply with the requests for assistance towards the installation of septic-tank drainage systems. £225 was spent in 1927, and applications now under consideration would, if approved, involve the Board in an expenditure, under present arrangements for financing the cost, of £293. This special expenditure, with the expenditure on desk replacements referred to in the next paragraph, places a heavy tax on this account, and renders it difficult to find the funds necessary to keep the schools in an efficient state of repair. Judicious expenditure of the amount available has, however, been made, and the painting of the Board's schools buildings has been steadily proceeded with during the year.

During the past three years the sum of £3,315 7s. 1d. has been spent on desk replacements. That sum is comprised of Government grants, £1,291 1s. 9d. ; £996 12s. 6d. from the Rebuilding Fund ; and £1,027 12s. 10d. found by the Board, of which £918 8s. 6d. was provided in 1927. It is estimated that a sum of over £1,000 is still required to complete these replacements. The Board's finances will not permit of this heavy drain upon its funds, and consequently it may be several years before this most necessary work can be completed.

Attendance.—The attendance figures disclose quite an extraordinary position, inasmuch as although the average roll number shows an increase of 152 over the year 1926, the average attendance decreased by nearly 350. This is accounted for by the fact that the attendances were affected by epidemic sickness throughout practically the whole year.

Schools.—A new school was opened at Awapuni (Gisborne) on the 1st July, a small school was reopened in the Board's building at Flemington, and five household schools were recognized. Three household schools were closed during the year, and two schools in temporary buildings at Mutuera and Ruanui.

Proficiency Examination and Junior National Scholarships.—As in former years, a synchronous examination was arranged for the outlying schools, the pupils in other schools being examined either at convenient centres or at their own schools. For the synchronous examination cards in English and arithmetic were provided by the Department, whilst other special papers were prepared by the Inspectors. The Board arranged for responsible supervisors to be present.

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 is a definite surplus of trained teachers. For 1926 and 1927 a fewer number of probationers were appointed than in previous years. The number of students leaving the training colleges at the end of 1928 and 1929 will correspondingly be reduced, and it may be that the supply will the more nearly correspond with the demand in 1929 and 1930.

There were two instructors in agriculture, nature-study, and dairy science, five in woodwork, and four in domestic science. Instruction in 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 greater part of 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 had, however, decreased to such an extent that it was found possible to dispense with the services of one organizing teacher, who was appointed to a position in a school.

District High Schools.—At the end of the year there were six district high schools in operation. Rural-course instruction has been given as in previous years, and every encouragement is given to pupils to proceed to the full length of their secondary education. Science work is conducted on sound lines, and all the secondary departments have the benefit of the advice and assistance of the Board's agricultural instructors.

Manual and Technical Instruction.—Handwork : Classes in elementary handwork were conducted in all schools.

Needlework: This was satisfactorily taught in nearly all schools. Special classes were conducted in those schools in sole charge of male teachers where it was possible to arrange for the services of competent instructresses.

Elementary Agriculture and Science: The numbers of schools taking these subjects, and the numbers of children receiving instruction, were as follows: Elementary agriculture and dairy science—163 schools, 3,293 children; elementary experimental science—11 schools, 872 children; home and natural science—3 schools, 48 children: totals—177 schools, 4,213 children. Equipment and class material have been kept to an efficient standard.

Woodwork and Domestic Science: The Board has made representation 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.

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 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.

Dental Treatment.—Dental clinics are now established at Napier, Hastings, Dannevirke, Waipukurau, Waipawa, and Gisborne, and are proving of great value to the community. Authority has now been given for the establishment of a clinic at Wairoa. 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.

Special Classes.—Opportunity classes are conducted in Napier and Hastings. Both classes have proved of great benefit to those less fortunate children who are incapable of benefiting by instruction in the ordinary schools classes. The number of children under instruction at the end of the year was twenty-six.

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, 619; horseback allowance, 21; board allowance, 109: total, 749. The total expenditure on the above services in 1927 was £4,901 18s. 3d., compared with £4,071 14s. 2d. in 1926. The figures for conveyance indicate a considerable increase in this important service.

Buildings, &c.—A new school of four class-rooms at Awapuni (Gisborne) was erected, and a building of two class-rooms to house the secondary classes at Wairoa District High School, which had previously been accommodated in portable rooms. New one-roomed schools were built at Arero, Clydebank, and Putorino, and additions made to schools at Morere and Muriwai. A new room was added to Clive Grange residence. Accommodation was provided for a Standard VII at Norsewood and desirable improvements were effected at Ormondville. At the close of the year a start had been made with the rebuilding of the Makotuku School, which had been totally destroyed by fire, and also with the provision of three class-rooms to replace portable buildings and provide additional accommodation at Mahora (Hastings). Mangapapa School was connected with sewer drainage system, and septic-tank installations were made at Clive Grange, Muriwai, Porangahau, and Tolaga Bay. Additional shelter-sheds were provided at Clive Grange, Pakowhai, and Puha, and an extension at Te Hapara. Electric-light installation has been effected where desired in those districts to which reticulation has extended. Considerable improvements were made to Napier Central grounds.

A very fair quantity of joinery and school furniture has been manufactured at the Board's workshop during the year. In addition to the provisions of desks for the new buildings above mentioned and to meet increased enrolments, 489 desks were made and supplied for replacement of long desks and forms. The workshop staff carried out all the building programme mentioned above, except works at Arero, Awapuni, Puha, and Te Hapara, as well as a good amount of country maintenance work.

Subsidies on Voluntary Contributions.—During the year the sum of £1,771 7s. 7d., as compared with £2,023 18s. 10d. in 1926, was raised by School Committees and subsidized by the Government for the purposes specified in the regulations. There has been distinct progress during the year in the interest shown by Committees in their schools. In ever greater numbers Committees take advantage of the Government subsidies on voluntary contributions, and during the year large sums have been raised for all purposes incidental to schools. The most outstanding features of the subsidy applications last year were, firstly, the desire of Committees to establish good school libraries to provide suitable and wider reading for the children; and, secondly, to provide facilities to enable the children to cultivate a taste for music. In connection with the latter, more has been done than in any previous year by Committees to obtain pianos, and gramophones and good records, for use in the schools. It must 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 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.

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 staff in every possible way for the well-being of the children. The Board is indebted to the Senior Inspector and his colleagues for their helpful advice

and assistance during the year. The Board 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. The Board also desires to express its appreciation and thanks for capable and faithful services rendered by its Secretary, Architect, and office staff during the year under review. My own thanks are due to my fellow Board members for valuable counsel and assistance in the discharge of the duties appertaining to my office.

I have, &c.,
J. CLARK THOMSON, Chairman.

The Hon. the Minister of Education, Wellington.

WELLINGTON.

STR,—

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 1927 :—

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

Schools and Attendance.—It had been hoped that the reduction in regularity of attendance noticed in 1926 would be only temporary, but a continuance of the series of epidemics throughout last year reduced the percentage still further. Not since the year 1920 has the regularity of attendance been so seriously affected. It was not till the last quarter that an approach to normal was reached, when an increase in the average attendance of 685 over the September quarter was recorded.

Training College.—The report of the Acting-Principal is appended. It records a year of work creditable alike to staff and to students. The Board congratulates Professor Gould on his well-merited appointment to the Chair of Education.

Report of Inspectors.—The following is the Inspectors' estimate of efficiency : Public schools—Very good, 35 ; good, 93 ; satisfactory, 97 ; fair, 14 ; weak, 1 : total, 240. Private schools—Very good, 5 ; good, 12 ; satisfactory, 30 ; fair, 1 : total, 48.

Scholarships.—Two Heckler Memorial Scholarships, tenable for two years from the 1st January, 1928, were awarded to Maxwell B. Rands and William J. Vine.

Instruction of Teachers.—Saturday classes were discontinued, but an excellent refresher course for adult teachers was held at Kelburn during the May term holiday. The subjects were : Infant-room method, 37 (Miss R. Macalister) ; singing, 35 (Miss C. Perry) ; drawing, 31 (Mr. L. Watkin). Such a course confers lasting benefit on many schools.

Manual.—Handwork was undertaken at all schools. In thirty-two schools in charge of male teachers needlework was taught by special instructresses. The woodwork centre at Mount Cook was under construction. Replacement of cookery appliances was effected at Wellington, Levin, Carterton, Eketahuna, and Pahiatua, by generous gifts amounting to nearly £100 in value. The work proceeded well at all centres, with attendance from sixty-four schools. A reduction of eight schools took place owing to the opening of the Blenheim Junior High School.

Agriculture and Science.—The reports of the three instructors in agriculture show quite perceptible advance. Definiteness of aim in this subject was secured by the new scheme of work issued early in the year. The comments of the three instructors in agriculture are quoted at some length in the Inspectors' report.

Buildings.—The building operations of the Board were marked by exceptional difficulty, owing to the very large and rapid increase in the suburban population, due in the Hutt—Petone area to the Government development scheme. Pressure was experienced also in Miramar, Lyall Bay, Island Bay, Ngairo, Karori, and Kaiwarra. Owing to the extreme difficulty in providing secondary accommodation in the eastern area the Board agreed to hand over to the Wellington College Governors the new Rongotai School (eleven rooms) on completion. The following buildings were erected : Waiwhetu (six rooms), Wilford (four rooms), Opouri Valley (one room), Pukerua Bay (one room). Additions were provided at South Miramar (three rooms), Khandallah (one room), Kaiwarra (one room), Karori (one room and remodelled), Seatoun (two rooms for infant department), Petone West (four rooms—infant department). To meet the extraordinary pressure church rooms and halls and a racecourse pavilion were rented. A new residence was erected at Waikanae to replace the former one destroyed by fire. New conveniences were provided at three schools, septic tanks at two, shelter-sheds at three, and improved heating at two. Painting and overhaul were undertaken at fifty-four schools and twenty residences. Towards some of these works local contribution was made. Owing to the continued development further acquirement of sites and erection of buildings becomes urgent. The Board placed an order for 1,500 desks.

School Committees.—The efforts of School Committees for the betterment of school life were of great variety, and productive of very substantial results, as the totals of applications for subsidy clearly show :—

Purpose.						Number of Applications.	Amount of Contribution.
							£ s. d.
Ground improvements	..	..	..	..	..	39	1,157 15 11
First-aid outfits	..	..	..	..	..	3	4 12 0
Gramophones and records	..	..	..	..	..	31	208 3 0
Pianos	..	..	..	..	..	5	150 4 3
Library	..	..	..	..	..	40	344 11 8
Miscellaneous	..	..	..	..	..	28	284 13 11
Totals	..	..	..	..	..	146	2,150 0 9

The corresponding figures for the preceding year were 173 applications for a total sum of £2,603 10s. 8d. The Board highly commends their efforts.

General.—Libraries : Central libraries to serve the Sounds and Akitio County are now established. Those operating at other centres continue to confer much benefit on their school communities, and the teachers in charge will earn the gratitude of the children. Arrangement has been made for the establishment in Wellington of the nucleus of a teachers' reference library by contribution of £30 each by Department and Board. The Wellington Branch of the New Zealand Educational Institute has kindly undertaken care and distribution.

Music : The Royal Choral Society, the Harmonic Society, and the Savage Club orchestra have on different occasions invited the senior scholars of Wellington to entertainments, and the Board acknowledges its obligation to them and to Mr. E. Douglas Tayler for valued assistance in cultivating musical appreciation.

Special classes : Four classes were conducted, at Mount Cook (two), Miramar (one), Petone (one). The teachers merit a word of special commendation. A most successful three weeks' camp at the Central Development Farm, Levin, brought delight, with improved health of body and mind. Much kindness was received from the medical staff, teachers, scholars, and neighbours. The benefit of these camps as there conducted is not open to question. The Board ventures to suggest that, if possible, the place should be kept for the benefit of such children.

Dental and medical service : Appreciation of these valuable and well administered services continues to increase.

Thanks.—The staff of the Board has met the demands of the year with admirable loyalty. The helpfulness and friendliness of the officers of your Department, especially of the Inspectors, have been much appreciated. The Board congratulates Mr. Bird, late Senior Inspector of this district, on his promotion to the position of Chief Inspector of the Dominion : it welcomes his successor, Mr. D. A. Strachan, M.A. The Board tenders you its grateful thanks for your courteous consideration of its representations.

The Hon. the Minister of Education, Wellington.

I have, &c.,

T. FORSYTH, Chairman.

NELSON.

STR,—

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, 1927 :—

Board.—The personnel of the Board at the end of 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 Hon. W. H. McIntyre. Mr. F. W. O. Smith occupied the Chair during the year.

Schools.—The new school at Auckland Point was opened as a mixed school, and the Shelbourne Street Girls' School and Haven Road Side School were closed. The Nelson Central School was converted from a boys' to a mixed school. This marked the closing stages from the change-over from separate girls' and boys' schools to mixed schools in the Nelson City. New schools were opened at Twynham and Omokau, and the Tophouse school was reopened. The Hillside School was closed, and the children conveyed to Clifton Terrace.

Attendance.—The attendance at several schools was again affected by minor epidemics noticeably in the March and June quarters, otherwise the attendance was well maintained, and except in a few instances prosecutions for non-attendance were not necessary.

Teaching Staff.—During the year one of the organizing teachers resigned to take charge of a school and has not been replaced. The other two organizing teachers are rendering excellent service in the small schools.

Scholarships.—Again this year a remarkably large number of scholarships were awarded, no less than twenty-one Junior National Scholarships being gained in the district. It is particularly pleasing to record that thirteen of these were gained by pupils in primary or district high schools.

Buildings.—A considerable amount of building-work was carried out during the year. The new two-story brick school at Auckland Point, Nelson, was completed. New schools were erected at Pakawau (Grade II), Rahu (Grade I), Wangapeka Track (Grade I). The Clifton Terrace School was remodelled and enlarged. The Motueka School (wooden portion) was remodelled and the cookery-room converted into a class-room. Additions were made to the original Manual building providing for a cookery-room in addition to the existing woodwork-room and science laboratory. A combined class-room and science laboratory was erected at Granity. Two additional class-rooms were erected at Hampden Street, Nelson, and a portable building, which was used for an infants' room, was transported and erected at Hira to replace a worn-out school-building. An additional room was built at the Millerton residence. All this work was carried out by contract.

Conveyance and Board.—Parents of children in the backblocks continue to take advantage of the allowances towards the cost of board and conveyance in order to attend schools. Conveyance allowance was paid during the year on behalf of 196 children in attendance at twenty-eight schools, and boarding-allowance to seventy-two children attending twenty-seven schools. There were in addition contracts arranged for the conveyance of forty-eight children to three schools.

Voluntary Contributions and Subsidies.—School Committees have rendered excellent service during the year in raising funds to enable improvements to be carried out in the school-grounds, the establishment of school libraries, and other activities in connection with their schools. Many Committees are taking advantage of the Department's supplies of gramophones and records, and a large number of schools are now equipped with these machines. During the year fifty-three Committees claimed subsidies on cash contributions amounting to £561 1s. 5d. The Board paid £28 7s. 9d. from its General Fund by way of supplementary grants towards school libraries.

Health of Children.—The thanks of the Board are due to the School Medical Officer and his assistants for the good work done in the direction of improving and safeguarding the health of the children. Excellent work has been accomplished throughout the district by the Dental Officers. An up-to-date surgery has been installed and equipped in the Education Office buildings, Nelson, and clinics are also established in Murchison, Motueka, Westport, and Stoke. A clinic is now being erected at Reefton. Appreciation is expressed to the Committees who raised funds towards establishing suitable buildings and towards the necessary expenditure to enable the Dental Officers to efficiently carry out their work.

Physical Instruction.—The Board regrets that no appointment of a physical instructor for this district has been made. The instruction is given by periodical visits from the Wellington District instructors and our own organizing teachers.

Technical Instruction.—Most of the technical classes in the district are under the control of Boards of Managers, but the Board conducts technical classes in cookery, woodwork, and dressmaking at Motueka and Takaka. During the year a small class of instruction in woodwork was inaugurated at Murchison.

Finance.—After taking cash assets and liabilities into account, the net credit balance at the end of the year was £5,816 9s. 4d. The actual bank balance on the 31st December was £3,583 7s. 6d., of which £2,000 was on fixed deposit.

General.—During the year arrangements were made whereby the Board was enabled to move into new offices. The whole of the staffs of the Education Board, Inspectors, Child Welfare Branch, School Medical Branch, and Dental Clinic are now housed in the one building, under conditions which allow of more efficient work to be carried out with a greater degree of comfort. The building previously in use had been occupied for over seventy years.

School Committees throughout the district rendered splendid service in improving the schools and grounds, and in general promoted the children's welfare in no small degree.

To the teachers, Inspectors, the Secretary, the Architect, and their staffs, and the manual instructors, the thanks of the Board are due for the loyal and efficient manner in which they carried out their duties. I wish also on behalf of the Board to convey to the Minister, Director, and officers of the Department appreciation of the courteous attention extended during the year.

I have, &c.,
F. W. O. SMITH, Chairman.

The Hon. the Minister of Education, Wellington.

CANTERBURY.

SIR,—

I have the honour to present the report of the Board for the year ending 31st December, 1927.

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. At the August meeting Mr. C. S. Thompson was elected Chairman. During the year the Board held one special and twelve ordinary meetings.

Schools.—During the year schools were opened at Cattle Creek, Hawarden (consolidated), and Slaty Creek; while those at Boddytown, Evans Creek, Fyvie, Okarito, Horsley Downs, Hurunui, Mason's Flat, Medbury, and The Peaks were closed, the last five being consolidated into one central school at Hawarden.

Buildings.—Considerable difficulty was experienced in dealing with the needs of all those schools requiring extra accommodation due to increased attendance and consequent additions to staffs. The Board has endeavoured (where circumstances warranted) to provide a room for every teacher in charge of a class, but has had to fall a long way short of this ideal. The following shows the districts furnished with new schools, additions, &c., during the year: New schools—Hawarden (consolidated), Training College (east wing); schools rebuilt after fire—Ohoka, Spreydon; schools remodelled—Jack's Mill, Taylorville; additions—Fairlie, Methven, Opawa, Prebbleton, St. Albans, Somerfield, Woodend; new residences—Harihari, Kairakau (addition).

Finance.—By careful administration, the Building Fund has been nursed back into a more healthy condition than has been the case for some time past. It is pleasing to note, however, that the buildings maintenance grant has been reinstated on the old basis, and that the Board will thus be able to carry out works that were in danger of being unduly delayed. The increase of conveyance contracts and consolidation schemes has meant a greater call on the General Fund, and it is apparent that if demands for these services are to be met satisfactorily the Department will have to consider an increased capitation or a review of the whole position. School Committees continue to raise large sums for school requirements, most of which money earns subsidy.

Conveyance and Boarding.—The total number of children who received conveyance-money was 2,034, while 142 who lived too far away from a school to be able to attend regularly were paid boarding-allowance. In addition to the above, special bus services were in operation at Hawarden, Mackenzie, Oxford, Orari, and Tinwald. The total expenditure in the above connection has been £11,796, of which sum the Board has provided £714 from the General Fund.

School Committees.—The great majority of Committees continues to take a very live interest in their schools. Large sums of money are raised for the purpose of improving grounds and buildings, and making alterations that tend to the comfort and welfare of the children. Dissatisfaction certainly exists at the limitation of Committees' powers, more especially in respect to the appointment of teachers, but it must be admitted that misfits due to the present method of selection are not numerous. The Board takes this opportunity of expressing its appreciation of the good work that is being done in a voluntary way throughout the district, and of the loyal co-operation that is displayed by Committees with the Board in its endeavour to promote the welfare of the schools under their charge.

Manual and Technical Instruction.—Reports from all parts of the district clearly indicate that effective use has been made of elementary handwork material as a means of correlating this instruction with other subjects of the syllabus. The material supplied by the Department was of good quality, and there was sufficient to meet all requirements. A limited quantity of infant-room material was also received from the Department, and was distributed to schools selected by the Senior Inspector.

The keenness for agricultural instruction in its various branches has showed no diminution; rather there is evidence to indicate that the interest in this important branch of education is on the increase. Three hundred and eleven schools were recognized as taking elementary agriculture as a class subject during 1927—a marked increase over the previous year's figures.

Favourable reports have been received from the Education Department regarding possibilities of the Education Board obtaining a suitable title to Reserve 1579, New Brighton, on which to carry out a forestry endowment scheme amongst schools situated in Christchurch and its environs. It is expected that the scheme will definitely be put in operation during 1928.

Physical Instruction.—Systematic instruction is carried out by the special instructors, Messrs. G. A. Webb, T. L. Barnes, and Miss I. Greenwood, who endeavour to visit each school at least twice a year. The district to be covered, however, is very wide, and the instructors cannot spend nearly as much time as is desirable in the schools. A very fine display by Christchurch pupils was arranged by Mr. Webb on the occasion of the visit of His Royal Highness the Duke of York.

Medical and Dental Work.—The school doctors and nurses have been kept busy examining pupils and aspirants for the teaching profession. New dental clinics were established at Ashburton East, Pleasant Point, St. Albans, Sumner, Waimataitai, and Winchester.

General.—The relations existing between the Hon. Minister, the Department, and the Board have been most cordial. Visits of the Minister and his departmental officers are always welcomed, as they undoubtedly enable each side to see matters from the other's point of view, and thus eliminate the undesirable misunderstandings that are too prone to arise when discussions have to be carried on solely by means of correspondence.

My warmest thanks are due to my colleagues in office for their loyal support, counsel, and advice, which have been invaluable to me in carrying out the duties appertaining to my office.

I have, &c.,

C. S. THOMPSON, 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 1927 :—

Board.—There has been no change in the personnel of the Board, which is as follows : Urban Area—Messrs. James Wallace, J. H. Wilkinson, R. H. S. Todd, and Leonard Sanderson ; North Ward—Messrs. George Livingstone and James Mitchell ; Central Ward—Messrs. James Smith and James Horn, M.P. ; South Ward—Hon. D. T. Fleming, M.L.C., and Mr. Parker McKinley, M.A. Mr. James Wallace was re-elected Chairman of the Board, it being now his tenth year in that position. Twenty-seven meetings of the Board have been held during the year, the average attendance being nine.

Probationers.—The quota for the Otago District was fifty, as against thirty-six last year. Out of a total of 125 applicants all qualified by examination, twelve males and thirty-eight females were selected, fifteen of whom had higher leaving-certificates and full D, twenty-seven higher leaving certificates and portion of D, three full D, four partial D, and one a lower leaving-certificate and portion of D. The cutting-down of the number of appointments in 1925 and 1926 to about half the number allowed in previous years has had the effect of reducing the number of young people seeking admission to the teaching profession. In 1925 there were 200 applicants for thirty-five vacancies ; in 1926 there were 151 for thirty-six vacancies ; and this year 125 for fifty vacancies. The Inspectors' reports show that about one-fifth of last year's applicants would not make effective teachers, and the Board has thought it necessary to suggest to the heads of high schools and district high schools that they should discourage pupils from endeavouring to qualify themselves by examinations when they know that from the point of view of personality the pupils are unsuitable or have not a reasonable chance of securing an appointment.

Inspection of Schools.—For some reason—possibly that of economy*—the Department did not fill the vacancy created by Inspector Robertson's transfer to Southland at the end of February until the last week in October, the result being that, working shorthanded, the Inspectors found it impossible to visit every school twice. Inspector Robertson's resignation removes from the Otago inspectorate the last of the Inspectors appointed by the Otago Education Board. Not one of the present Inspectors is an Otago-trained man. The Board finds it a decided disadvantage that the members of the inspectorate do not know Otago geographically.†

Efficiency of Schools.—The Inspectors' estimate of the general efficiency of the schools is as follows : Excellent or very good, 11 per cent. ; good, 50 per cent. ; very fair, 34 per cent. ; fair, 5 per cent. This shows a slight decrease in the "very fair" category (36 per cent. last year), and a pleasing increase in the two highest groups. Only about a dozen schools of Grade I and upwards were this year recorded as fair (below satisfactory).

Proficiency Examination.—The Proficiency Examination was taken wholly as a synchronous examination, the procedure being identical with that adopted in 1926 except that no special supervisors were appointed.

Elementary Agriculture.—The Senior Agriculture Instructor reports that a more intelligent interest in and appreciation of this subject by the pupils is becoming pleasingly apparent in a number of schools. The majority of the school-gardens have reflected systematic attention to the various practical operations. An appreciation of the effect created by a well-kept garden has resulted in a greater recognition by teachers of the importance of improving the school environment generally. The Senior Agriculture Instructor states that in general the year's work has been marked by improvement both in methods and results.

Woodwork, Cookery, and Dressmaking.—The following table shows the number of schools able to take advantage of these classes, and the number of children in attendance :—

Subject.	Number of Centres at which Instruction given.	Number of Schools.	Roll Number.
Woodwork	12	34	1,602
Domestic science	13	37‡	1,440

School-buildings.—The only new work carried out was the erection of four additional rooms at the new Caversham School. Remodelling received attention at the Normal, Musselburgh, Sawyer's Bay, and Tokomairiro Schools. The usual attention was given to maintenance work, and in this connection the Board notes increased expenditure on the upkeep and renewal of out-offices, shelter-sheds, drainage systems, and fences which have outlived their period of usefulness. The Board observes with pleasure a growing desire on the part of Committees to improve the school-grounds, and a considerable sum has been granted by way of subsidy to supplement local efforts in this direction. All reasonable requests for the interior renovation of residences have been granted, but the Board regrets to report that it has had to decline almost every application for the interior painting of schools.

Replacement of Long Desks.—In last year's report the Board pointed out that it would cost £14,500 to complete the equipment of the schools in this district with modern furniture, and the suggestion was made that the Department and the Board should each allocate £500 annually to enable the work to be completed in fifteen years' time. The Board trusts that the Department will yet see its way to make this grant.

* The delay in filling the vacancy was not due in any way to economy as is suggested in the Board's report.

† The present Inspectors have been in the Otago District two years, seven years, and eleven years respectively.

‡ Includes two private schools.

Junior and Senior National Scholarships.—In the Senior Examination eighteen Otago competitors were successful in gaining scholarships. Of the 267 Junior Scholarships awarded in the Dominion, Otago candidates gained 11·6 per cent, and of the 140 Senior Scholarships awarded Otago candidates gained 12·9 per cent.

Conveyance and Board of Children.—The total cost of the above services was £5,299 5s. 7d. There are now twenty-five special conveyance services. The Department provided the full cost of five contracts, but on the remaining twenty, providing for 262 children, the Board required to find £506 19s. 8d. from its General Fund—a decrease of £137 9s. 3d. compared with last year.

Truancy and Irregular Attendance.—Seventy-four notices were served on parents and guardians for the irregular attendance of their children; 162 cases of irregular attendance were investigated; seven penalty summonses were issued, and convictions obtained in all cases.

Special Schools.—The Moray Place Special School and the Sara Cohen Memorial School continue to fulfil with benefit to the pupils the special types of work for which they were respectively established. The Board is glad to learn that the class for hard-of-hearing children and speech defects will be reopened early next year.

1 *Physical Instruction.*—In their comments on this subject the Inspectors state that there was too little evidence that the lessons on the carriage of the body were being put into practice in the classroom, nor were they being carried into the street, the park, and other public places. They ask teachers to make a special note of this aspect of physical instruction.

Medical and Dental Inspection.—Ample evidence of the value of the School Medical Service is to be found in the contents of the monthly report which the School Medical Officer presents personally to the Board. The Board very rarely hears now of a case where a parent objects to the medical inspection of her child. Dental clinics are now in operation at Oamaru, Mosgiel, Green Island, Lawrence, Tapanui, South Dunedin, Kaitangata, and Alexandra, while several other districts are ready to go forward as soon as the services of a dental nurse are available.

Teachers' Salaries Regulations.—The Board considers that the regulations relating to teachers' salaries are unnecessarily complex. The Board is strongly of opinion that salary should be attached to the teacher and not to the position. It should be possible to formulate a scheme based on this principle without adding to the present cost of salaries, and the Board suggests that early consideration be given to this.

Salaries of Relieving-teachers.—The Board is of opinion that the rate of pay allowed ex-training-college students for relieving-work is too low. The Department's reason for giving the lower salary is that the higher one was an inducement to teachers to stay on the relieving staff and not apply for permanent vacancies. The Board does not agree with this contention.

Otago State Primary Schools' Sports Association.—The Board desires to record its appreciation of the large amount of work outside school hours which teachers give to the sports activities of their pupils. Evidence of the enthusiasm and energy of teachers in this direction is to be found in the annual report of the Otago State Primary Schools' Sports Association.

School Libraries and Wall Pictures.—Ninety schools applied for subsidy for library books, and forty-six for subsidy for wall pictures, the Board's expenditure on these objects being £169 13s. and £70 17s. 8d. respectively.

Travelling School Libraries.—The Board is pleased to report that the City Council is now able to proceed with the scheme for travelling school libraries within the limits of Greater Dunedin which was initiated in 1917, but held over until better conditions prevailed in respect of the price of books and the choice of suitable volumes.

Libraries for Teachers.—The Board has given its hearty support to the Department's proposal for the establishment of a library for teachers. A sum of £55 (Department £25, Board £25, Otago Branch of the New Zealand Educational Institute £5) is available for the purchase of books, and the Board has agreed to accept responsibility for the care and upkeep of the library. The Educational Institute will also hand over to the Board the books at present in the Institute Library.

Duke of York's Visit.—The Royal visit to Otago was made during the period 16th–19th March, and the Board undertook arrangements for the assembly of school-children at Oamaru, Dunedin, Ranfurly, Cromwell, and Gore.

School Committees.—Ever since School Committees were deprived of the right to choose teachers there has been evidence of a diminution of interest in School Committee affairs; but there are now signs in many quarters of a broader and more enlightened view of the really useful work which can be performed by this valuable department of public service. The State provides a district with a site and building, but it is the School Committee's privilege, with the aid of subsidies from the Board and the Government, to convert these bare necessities into something bright and attractive, and by so doing create in the children a spirit of pride in the local school.

Department.—Notwithstanding occasional differences of opinion, harmonious relations continue to exist between the Department and the Board. The Board appreciates the periodical visits of the Minister, the Director, and other officers of the Department, as they undoubtedly make for a better understanding of each other's point of view, while they foster that spirit of friendly co-operation which should exist between the Department and the Board in the administration of education. The Board appreciates the attendance of the Senior Inspector at its monthly meetings.

The Hon. the Minister of Education, Wellington.

I have, &c.,

J. WALLACE, Chairman.

SOUTHLAND.

STR,—

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 1927 :—

The Board.—The members in office at the beginning of the year were as follows: Messrs. P. A. de la Perrelle (Chairman), W. Carswell, G. Johnson, A. W. Jones, S. Rice, H. Smith, J. C. Thomson, and J. D. Trotter. No alteration in the personnel of the Board occurred throughout the year. During the year to which this report refers, the Board held twelve ordinary meetings and one special meeting. The Executive Committee, which consists of all the members of the Board, met twenty-four times. In addition to the regular meetings of the Board, members have devoted a considerable amount of time to visiting various parts of the district to confer with Committees and residents on various school matters.

Schools.—Eight schools were closed at the beginning of the year to which this report refers; these schools were Beaumont, Glendhu, Walter Peak, Whitehead, Flint's Bush, Paradise, Skipper's Point, and Cainard. In each of these cases the closing was due to decreased attendance. One new school, Lora Station, was established, and that at Longridge North was reopened.

The Hospital School, established in 1924 for the benefit of child patients, continues to do good work in the way of providing facilities for the continuation of the education of such pupils as are not completely incapacitated.

Attendance of Pupils.—In his annual report to the Board the Attendance Officer states that during the year there were 208 notices sent out to defaulters, forty-six summonses issued, and thirty-nine convictions secured, the fines inflicted totalling £12.

Organizing Teachers.—The Board's two organizing teachers, Messrs. D. Brown and H. Romans, continue to do good work in assisting the untrained and inexperienced teacher, but the steady reduction in the number of such teachers points to a day not far distant when the services of organizing teachers will no longer be required.

Instruction of Teachers.—After having been held regularly every year for more than twenty years, Saturday classes for the instruction of teachers were discontinued last year. In view of the number of fully trained teachers now leaving the training colleges annually, and the fast disappearing number of uncertificated teachers, the necessity for such classes no longer exists. Believing, however, that a refresher course would be helpful, the Inspectors organized a series of classes for adult teachers during the term holidays in August. These classes were conducted by the Inspectors themselves, and, dealing as they did with the various subjects of the school syllabus in as practical a manner as possible, the classes proved decidedly helpful. Altogether 152 teachers were in attendance.

Conveyance and Board of Pupils.—The amount expended by the Board under this heading shows a steady increase year by year, as will be seen from the following figures for the past three years: 1925, £1,923 18s. 7d.; 1926, £2,573 19s.; 1927, £2,942 6s. 11s.

School Medical Service.—Excellent work continues to be done in this most important branch of the Health Department, and the Board would like to place on record its appreciation of the inestimable services rendered to the rising generation by Dr. Collier and her staff. The Board has been pleased to note from the monthly reports submitted the improved conditions now prevailing as a result of the closer co-operation of parents and teachers with the School Hygiene Division. It is to be regretted, however, that the recommendations of the School Medical Officer have not in all cases been given effect to immediately, and that sometimes parents have had to be notified again and yet again. The Board has noted with pleasure the satisfactory reports received in connection with goitre treatment, which has been carried on throughout the district during the year, and it was therefore somewhat of a surprise to hear that the treatment is now to be discontinued. Immunization against diphtheria was carried out in various districts during the course of the year.

Dental Clinics.—Three dental clinics are now in operation in this district, a double-chair clinic in Invercargill and a single-chair clinic at Gore and Otautau. The Board has noted with satisfaction the excellent reports received from the School Medical Officer regarding the improved conditions now prevailing in connection with hygiene of the mouth in the case of pupils in those schools that have been receiving attention. The Board would, however, again urge upon your Department the necessity for the establishment of travelling clinics, to enable the children in the smaller centres to be placed on a similar footing to those more favourably situated in the larger centres.

Physical Instruction.—The high standard of work for which this district has been noted in the past continues to be well maintained in this most important branch of education, and the Board fully recognizes the enthusiasm in this direction displayed by its teachers as a whole.

Instruction in Swimming.—In view of the large number of lives annually sacrificed through lack of a knowledge of how to swim, the Board regrets that there should be so little encouragement offered towards securing a more widespread proficiency in this most valuable art. The Board rejoices at the facilities now available in Invercargill through the erection of up-to-date public baths, which will enable a forward movement to be made in the direction of the establishment of classes for town-school children, but the Board regrets that your Department has not approved of proposals submitted with a view to enabling children coming into Invercargill for manual instruction to receive instruction in swimming also.

Needlework.—In forty-nine sole-teacher schools staffed by males instruction in needlework was given by local sewing-mistresses appointed by the Board. It is to be regretted that in quite a number of schools it was found impossible to secure the services of a local resident able to devote two hours per week to giving girls some instruction in this most important subject.

Elementary Agriculture.—Good work in this subject continues to be done in most schools, but there is considerable room for improvement in many cases. Reference has been made in previous reports to the necessity for some provision being made for school-gardens to be looked after during the summer vacation. It is pleasing to report that this is being done in a large number of schools, but still there are too many gardens to be seen where it is quite evident absolutely nothing was done. It is surely not impossible for the teachers concerned to make some arrangements whereby the gardens would receive some little attention at a period when growth is at a maximum.

Woodwork and Cookery.—Work in these subjects was carried on during the year for one term in Riverton, two terms in Gore, and at both centres in Invercargill for the whole year.

Subsidies on Voluntary Contributions.—Of the contributions for the year under review 66 per cent. was for the purpose of effecting improvements to school gardens and grounds; and when it is stated that these contributions represent an increase of over £333 above the corresponding figures for the previous year, one realizes the increasing interest that is being taken by School Committees and parents in the matter of improving the surroundings of their schools. The extent of the improvements being effected in the way of laying down concrete paths and drilling-areas, improving playing-areas and planting shelter-belts, &c., can be best realized when it is remembered that as the contributions raised carry in nearly all cases pound-for-pound subsidy, a sum of no less than £4,000 was made available for expenditure in the directions indicated. Unfortunately, however, there are still too many instances where the apathy of Committees and teachers is evidenced by the bare and uninviting appearance of the school surroundings.

Visit of Duke and Duchess of York.—In connection with the visit to this district of Their Royal Highnesses the Duke and the Duchess of York, provision was made by the Railway Department for the conveyance of pupils from Standard III and upwards to three centres—Lumsden, Gore, and Invercargill.

School Libraries.—The number of applications received during the year for subsidies on contributions towards the purchase of books for school libraries was forty, the contributions received totalling £133 14s. 6d. The sums contributed by the Board in addition to the pound-for-pound subsidies from the Department amounted to £41 2s. 1d. It will be seen, therefore, that the amount made available during the year for expenditure on school libraries totalled £308 11s. 1d.

School Furniture.—It is pleasing to record that with the close of the year to which this report refers the Board had completed the equipping of all schools of Grade III and upwards with modern dual desks. It remains now, therefore, but to deal with sole-teacher schools, and this matter, which is not without its problems in view of the fact that the school-building is in many places the only building available for public meetings, is due for consideration by the Board at an early date.

Building Operations.—In addition to the usual maintenance of school-buildings, erection of out-buildings, &c., the following works were completed during the year: Bluff—hot-water heating; Roslyn Bush—additions to school; Invercargill North—hot-water heating; Ohai—school and site, and residence; Wyndham—hot-water heating, and remodelling school; Invercargill Middle—infant department; Limestone Plains—rebuilding school; St. George—addition to school; East Gore—hot-water heating; Waikiwi—septic tank, &c. In addition, a new school at Wairio and a residence at Wyndham were nearing completion at the close of the year.

Finance and Accounts.—The total receipts for the year amounted to £142,553 1s. 4d., and the payments made during the same period were £146,037 12s. 9d. It is worthy of mention that the amount of the maintenance grant from the Department for 1927 was £7,127, but in view of the reduction to operate in 1928 the amount available for the year now entered will suffer a decrease to the extent of no less a sum than £1,340. As the expenditure on maintenance of school-buildings for the year under review exceeded the amount of the grant from your Department by £2,750, the Board is faced with the necessity for very considerably curtailing its operations.

Conclusion.—In conclusion, the Board desires to acknowledge the courtesy and fairness with which all applications have been met by your Department. The Board would also express to your Inspectors, Messrs. Strachan, Robertson, Service, and Hunter, its indebtedness for their valuable assistance and advice, and to School Committees for their hearty co-operation in all educational matters.

I have, &c.,

P. A. DE LA PERRELLE, Chairman.

The Hon. the Minister of Education, Wellington.

2. STATEMENTS OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, AND BALANCE-SHEETS OF EDUCATION BOARDS.

AUCKLAND.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDED 31ST DECEMBER, 1927.

Name of Account.	Balance, 31st December, 1926.		Income.		Expenditure.		Balance.		As at 31st December, 1927.					
	£ s. d.		£ s. d.		£ s. d.		£ s. d.		Due from Department.		Due from other Sources.		Amounts owing by Board.	
	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.		
<i>Special Accounts.</i>														
Teachers' salaries	526,322	11 11	526,322	11 11	..	..	4	13 7	14	2 6	..	..
House allowances	17,021	8 4	17,021	8 4	..	..	9	18 1	..	..	..	..
School libraries	121	5 11	685	0 0	37	4 0	..	..	..	..	124	17 2
Conveyance, &c.	420	16 1*	..	..	3,283	11 7	..	..	1,552	8 7
Grants to School Committees	10,895	2 9	..	..	..	..	..	..	407	1 6
Training-colleges	31,762	5 2	..	..	575	2 10	..	..	..	..
Scholarships—					50,117	12 6	..	..	..	..	..	..	..	..
National	4,089	6 11	..	..	1,368	0 3	..	..	..	..
Special	2	10 0	..	..	..	..	..	..	..	..
District High School salaries	15,161	14 1	..	..	16	12 8	..	..	..	..
Manual instruction	4,577	17 0	..	..	6,484	2 10	..	..	1,443	11 6
Technical instruction	Dr. 1,538	16 2	..	..	139	18 4	..	..	3,156	3 9
Rebuilding	4,272	16 6	..	..	2,106	6 3	..	..	9,472	14 7
Buildings—Maintenance	5,112	6 7	..	..	..	..	..	..	..	..
New buildings	65,005	0 0	..	..	1,177	10 6
Workshop Account	151	2 5*	..	..	..	..	..	..	..	..
Sites sales	64,853	17 7	..	..	..	..	..	..	..	..
Contractors' deposits	717	8 11	..	..	..	..	..	..	..	..
Training College Hostel	2,537	5 2	..	..	1,532	3 4	..	..	371	10 0
Voluntary contributions, &c.	764	10 0	..	..	36	17 2
Total of special accounts	803	619 16 1	..	..	167	11 11	..	..	1,906	13 10
<i>General Account</i>	15,082	15 0	..	..	10,467	6 8	17,290	11 1	19,649	8 7
<i>Grand total</i>	Dr. 1,122	12 11	..	..	1,990	4 11	106	16 8	..	..
					13,960	2 1	..	..	12,457	11 7	17,397	7 9	19,649	8 7

* Transfers to General Account. † Transfers to Suspense Account.

BALANCE-SHEET, 31ST DECEMBER, 1927.

Debit Bank Balances and Moneys owing by Board.		Credit Bank Balances and Moneys due to Board.	
£	s. d.	£	s. d.
Amounts owing—Special accounts	19,649	8 7
Credit balances—Special accounts	14,518	15 5
Credit balance—General Account	770	17 2
		13,747	18 3
Amounts due—			
Special accounts	18,252	5 3
General Account	106	16 8
		£32,107	0 2

TARANAKI

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDED 31ST DECEMBER, 1927.

Name of Account.	Balance, 31st December, 1926.		Income.	Expenditure.	Balance.		As at 31st December, 1927.				Amounts owing by Board.	
	£	s. d.			£	s. d.	£	s. d.	£	s. d.		£	s. d.
<i>Special Accounts.</i>												
Teachers' salaries			99,164 10 10	99,164 10 10			62 18 1	62 18 1				3 6 0
House allowances			3,036 16 7	3,036 16 7			2 8 6	2 8 6				..
School libraries			120 1 6	130 9 4			3 1 6	3 1 6				..
Conveyance, &c.	65 3 4		1,978 11 9	1,978 11 9	54 15 6		172 12 2	172 12 2			295 1 4	..
Grants to School Committees	22 7 8		6,123 2 2	6,135 15 9	9 13 1		16 12 6	16 12 6			..	..
Teachers' classes	56 5 3		45 2 5	87 11 4	13 16 4		..	..			..	..
Scholarships—National .. ..	..		1,030 0 0	1,030 0 0	..		..	..			..	..
District High School salaries	924 1 2		1,118 13 10	1,118 13 10	958 2 1		314 14 4	314 14 4			3 5 0	..
Manual instruction	20 5 10		..	5,257 0 9	20 5 10		..	13 15 2			249 14 8	..
Technical instruction	324 19 7		9 7 6	60 16 10	273 10 3		..	..			54 0 8	..
Rebuilding	5,457 9 11		7,822 2 5	8,340 7 5	4,939 4 11		972 3 3	52 19 7			74 7 3	..
Buildings—Maintenance .. ..	..		13,727 5 4	13,727 5 4	..		2,672 0 9	2 0 0			1,918 12 9	..
New buildings .. ..	..		..	..	..		..	49 16 3			141 13 4	..
Workshop Account	1,009 5 1		10,757 8 7	7,614 5 5	4,152 8 3		..	3,754 12 4*			165 9 0	..
Sites sales .. ..	..		..	7 10 0	..		..	..			..	..
Subsidies .. ..	..		3,488 15 3	3,488 15 3	..		..	..			..	..
Total of special accounts	7,882 10 4		153,717 17 4	151,178 11 5	10,421 16 3		4,216 11 1	3,873 3 4			2,905 10 0	..
<i>General Account.</i>	1,344 17 0		4,226 11 9	4,676 4 0	895 4 9		26 0 8	146 7 3			29 18 3	..
Grand total	9,227 7 4		157,944 9 1	155,854 15 5	11,317 1 0		4,242 11 9	4,019 10 7			2,935 8 3	..

* Stocks on hand.

BALANCE-SHEET, 31ST DECEMBER, 1927.

<i>Debit Bank Balances and Moneys owing by Board.</i>		<i>Credit Bank Balances and Moneys due to Board.</i>	
£	s. d.	£	s. d.
Amounts owing—			
Special accounts	2,905 10 0	Cash at bank on current account	5,114 15 11
General Account	29 18 3	Less unpresented cheques	324 9 0
Credit balances—Special accounts	10,421 16 3	Fixed deposits	4,790 6 11
Credit balance—General Account	895 4 9	Amounts due—	1,200 0 0
		Special accounts	8,089 14 5
		General Account	172 7 11
£14,252 9 3		£14,252 9 3	

WANGANUI.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDED 31ST DECEMBER, 1927.

Name of Account.	As at 31st December, 1927.										
	Balance, 31st December, 1926.		Income.		Expenditure.		Balance.		Amounts due to Board.		Amounts owing by Board.
	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	
<i>Special Accounts.</i>											
Teachers' salaries	138,495 5 0	138,495 5 0	3,990 3 8	3,990 3 8	..	..	122 1 8	..	36 5 5
House allowances	342 4 3	466 17 9	1,589 15 3	1,589 15 3	..	..	148 14 3	..	3 6 8
School libraries	67 6 10	8,331 8 11	8,331 8 11	..	..	280 13 10	..	..	35 18 0
Conveyance, &c.	58 15 1	13 2 6	538 5 7	538 5 7	..	..	32 7 6	..	1 1 1
Grants to School Committees	3,311 8 1	3,311 8 1	..	..	..	..	..	..
Teachers' classes	5,544 9 6	5,544 9 6	..	..	..	..	..	..
Scholarships—National	364 2 0	464 0 0	464 0 0	..	..	..	..	..	5 0 6
District High School salaries	2,709 3 4	13,887 11 4	13,887 11 4	..	..	..	..	..	61 15 6
Manual instruction	20,576 3 4	20,576 3 4	..	..	..	..	..	..
Buildings—Maintenance	3,772 19 10	4,345 15 3	..	..	..	..	..	..
New buildings	165 0 0	165 0 0	..	..	..	..	..	..
Workshop Account	998 16 0	1,251 8 10	..	..	..	..	..	1,041 3 9
Sites sales	445 4 9	481 12 3	..	..	..	..	..	3,329 8 3
Contractors' deposits	247 14 1
Wanganui school sites
Prize fund and miscellaneous
<i>General Account</i>	1,307 6 6	202,608 0 6	203,288 11 3	626 15 9	626 15 9	3,624 6 7	356 10 8	6,704 19 7	6,704 19 7
	363 11 11	4,302 19 3	4,061 5 10	605 5 4	605 5 4	150 0 0	118 9 2	64 4 1	64 4 1
	1,670 18 5	206,910 19 9	207,349 17 1	1,232 1 1	1,232 1 1	3,774 6 7	474 19 10	6,769 3 8	6,769 3 8

*£1,768 received from Department on account rent of Wanganui Technical College site and playing-fields.

BALANCE-SHEET, 31ST DECEMBER, 1927.

Debit Bank Balances and Moneys owing by Board.		Credit Bank Balances and Moneys due to Board.	
£	s. d.	£	s. d.
Amounts owing—			
Special accounts	6,704 19 7	Cash at bank on current account ..	4,706 8 11
General Account	64 4 1	Less credit balance, Alexander Bequest Account ..	38 8 8
Credit balances—Special accounts	626 15 9	Less unrepresented cheques ..	1,034 1 10
Credit balance—General Account	605 5 4		
		1,072 10 6	3,633 18 5
			117 19 11
			3,980 17 3
			268 9 2
			£8,001 4 9

Deposits, Post Office Savings-bank

Amounts due—

Special accounts

General Account

£8,001 4 9

HAWKE'S BAY.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDED 31ST DECEMBER, 1927.

Name of Account.	As at 31st December, 1927.													
	Balance, 31st December, 1926.		Income.		Expenditure.		Balance.		Amounts due to Board.				Amounts owing by Board.	
	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.		
<i>Special Accounts.</i>														
Teachers' salaries	127,253	3 11	127,253	3 11	..	..	1 16 5	..	21 17 6	..	..	32 19 9
House allowances	3,364	17 10	3,364	17 10	..	..	0 11 8	..	..	..	..	..
School libraries	204	15 3	204	15 3	..	..	3 3 2	..	..	..	..	4 2 10
Conveyance, &c.	4,901	18 3	4,901	18 3	..	..	75 6 10	..	8 16 6	..	..	..
Grants to School Committees	7,594	7 10	7,594	7 10	..	..	33 0 0	..	..	..	..	142 4 0
Teachers' classes	15 17 5	..	78 7 3	4 8	..	..	..	..	..	..	..	..
Scholarships—National	742 6 8	..	..	..	..	..	..	..	..	..
District High School salaries	4,195 5 3	..	..	..	..	..	..	..	..	..
Manual instruction	2,076	17 6	7,236	11 5	2,553	17 4	607 6 8	..	31 10 0	..	..	70 15 7
Technical instruction	13 17 2	..	633 6 0	..	3 6 2	..	56 1 3	..	..	..	..	1 13 7
Rebuilding	0 18 11	..	80 0 0	..	80 18 11	..	..	..	..	..	..	..
Buildings—Maintenance	2,106 0 0	..	7,932 5 3	..	1,755 1 7	..	..	..	2,191 14 4	..	..	763 2 7
New buildings	13,226 17 4	..	..	..	1,235 9 2	..	129 8 1	..	..	..
Workshop Account	180 11 0	..	4,620 17 2	..	1,273 6 2	..	..	..	..	..	..	3 2 6
Sites sales	129 16 9	..	0 10 0	..	130 6 9	..	..	..	..	..	..	..
Contractors' deposits	172 10 0	..	..	..	..	..	..	..	..	65 0 0
Voluntary contributions and subsidies	3,661 1 2	..	..	..	..	..	..	..	..	1,053 14 11
<i>General Account</i>	4,523 18 9	..	185,899 0 7	..	5,796 16 11	..	2,013 6 10	..	2,383 6 5	..	..	2,186 15 9
..	3,185 16 2	..	5,126 11 6	..	3,097 9 4	..	53 0 8	..	1,680 8 5	..	..	39 19 2
Grand total	7,709 14 11	..	191,025 12 1	..	8,894 6 3	..	2,066 7 6	..	4,063 14 10	..	..	2,176 14 11

BALANCE-SHEET, 31ST DECEMBER, 1927.

Debit Bank Balances and Moneys owing by Board.		Credit Bank Balances and Moneys due to Board.	
£	s. d.	£	s. d.
Amounts owing—	..	Cash at bank on current account	4,687 13 9
Special accounts	Less unrepresented cheques ..	1,555 15 6
General Account	Cash in hand ..	3,131 18 3
Credit balances—Special accounts	Fixed deposits ..	19 11 10
Credit balance—General Account	Post Office Savings-bank ..	1,000 0 0
	..	Amounts due—	789 8 9
	..	Special accounts ..	4,896 13 3
	..	General Account ..	1,793 9 1
	..		£11,071 1 2

WELLINGTON.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDED 31ST DECEMBER, 1927.

Name of Account.	Balance, 31st December, 1926.		Income.		Expenditure.		Balance.		As at 31st December, 1927.				
	£	s. d.	£	s. d.	£	s. d.	£	s. d.	Amounts due to Board.		Amounts owing by Board.		
									Due from Department.	Due from other Sources.	£	s. d.	£	s. d.
<i>Special Accounts.</i>													
Teachers' salaries ..	198,285	10 8	198,285	10 8	198,285	10 8	..	..	60	9 9	..	..	..
House allowances ..	4,598	11 7	4,598	11 7	4,598	11 7	..	..	5	13 4	..	..	..
School libraries ..	314	9 3	314	9 3	371	14 2	..	..	..	..	53	18 6	..
Conveyance, &c. ..	2,982	3 9	2,982	3 9	11,695	12 6	..	..	..	..	166	3 0	..
Grants to School Committees ..	11,695	12 6	11,695	12 6	43,316	0 0	122	11 2	237	11 1	365	1 6	..
Training colleges ..	43,438	11 2	43,316	0 0	61	13 11	..	..	30	10 8	..	..	..
Teachers' classes ..	61	13 11	..	..	..	..	..	..	..	..	..	..	..
Scholarships—													
National ..	1,145	3 5	1,145	3 5	..	..	..	..	..	..	..	..	..
Special ..	380	3 5	359	17 6	414	3 0	..	..	..	..	..	..	..
District High School salaries ..	5,176	19 3	5,176	19 3	..	..	..	..	1	16 8	..	..	..
Manual instruction ..	11,053	6 9	9,610	0 9	1,101	9 3	..	..	833	8 8	330	0 0	..
Technical instruction ..	548	5 3	485	9 6	163	7 10	..	..	..	..	..	..	..
Rebuilding ..	169	11 11	264	1 1	2,087	12 3	..	..	..	..	..	..	..
Buildings—Maintenance ..	19,712	14 10	22,830	13 2	4,505	10 1	..	..	2,432	10 10	..	..	..
New buildings ..	48,959	13 2	48,959	13 2	..	..	..	..	..	..	..	..	..
Sites sales ..	83	4 9	90	0 0	128	4 9	..	..	..	..	..	..	..
Contractors' deposits ..	625	11 0	625	11 0	..	..	..	..	..	..	..	..	..
Contributions and subsidies ..	3,401	13 8	3,401	13 8	..	..	..	..	..	..	..	..	..
First-aid outfits ..	10	5 6	10	5 6	..	..	..	..	..	..	..	..	..
School Committees' funds in hand ..	73	7 4	73	7 4	..	..	..	..	..	..	..	..	..
Kelburn Normal School ..	187	3 4	187	2 9	8	11 0	..	..	..	..	..	..	..
Marlborough Sounds library ..	52	3 9	49	5 11	2	17 10	..	..	..	..	..	..	..
Akito County library ..	31	10 0	14	14 0	16	16 0	..	..	..	..	..	..	..
Education Department's Trust ..	4,236	3 3	1,481	5 10	4,928	9 11	..	..	..	..	..	..	..
School Committees' works ..	2,249	7 5	877	4 10	..	..	..	..	323	3 2	..	..	..
Finances Adjustment Suspense ..	..	..	..	..	6	5 6	..	..	2,247	10 5	..	..	..
<i>General Account</i>													
Total of special accounts ..	12,093	18 2	358,908	15 3	13,485	18 7	..	..	5,849	11 5	..	..	1,402
Grand total ..	20	1 0	7,734	5 4	7,179	7 3	574	19 1	12	2 2	500	0 0	..
	12,113	19 2	366,335	1 0	364,088	2 6	13,375	7 10	5,861	13 7	823	3 2	1,402

BALANCE-SHEET, 31ST DECEMBER, 1927.

Debit Bank Balances and Moneys owing by Board.		Credit Bank Balances and Moneys due to Board.	
£	s. d.	£	s. d.
Amounts owing—Special accounts ..	1,402	0 0	..
Credit balances—Special accounts ..	13,485	18 7	..
Credit balance—General Account ..	574	19 1	..
	15,462	17 8	..
Cash at bank on current account ..	2,224	5 1	..
Less unrepresented cheques ..	582	11 7	..
	1,641	13 6	..
Deposits, Post Office Savings-bank ..	7,136	7 5	..
Amounts due—			
Special accounts ..	6,172	14 7	..
General Account ..	512	2 2	..
	15,462	17 8	..

NELSON.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDED 31ST DECEMBER, 1927.

Name of Account.	Balance, 1926.		Income.		Expenditure.		As at 31st December, 1927.				
	31st December, 1926.				Balance.		Due from Department.		Due from other Sources.		Amounts owing by Board.
	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	
<i>Special Accounts.</i>											
Teachers' salaries	65,192 0 9	..	65,192 0 9	..	..	..	..	..	28 7 6
House allowances	2,479 12 2	..	2,479 12 2	..	..	..	..	..	..
School libraries	2 11 8	99 7 0	..	99 9 6	2 9 2	..	..	..	..	90 0 0
Conveyance, &c.	1,836 4 8	..	1,836 4 8	..	..	..	..	..	..
Grants to School Committees	441 11 1	4,115 8 0	..	4,048 11 6	508 7 7	..	..	..	..	..
Teachers' classes	10 2 5	..	..	761 3 4	10 2 5	..	..	..	..	..
Scholarships—National	3,337 4 8	..	3,337 4 8	..	..	..	..	..	..
District High School salaries	2,172 16 1	..	1,949 18 0	357 2 4	..	..	..	..	32 19 2
Manual instruction	134 4 3	..	..	1,949 18 0	..	..	..	..	..	..
Technical instruction	22 9 1	27 4 10	..	26 15 8	22 18 3	..	..	..	..	13 5 0
Rebuilding	508 11 10	..	..	2 17 1	527 19 5	..	..	..	..	..
Buildings—Maintenance	2,892 17 9	5,856 0 8	..	5,894 1 3	2,854 17 2	..	..	..	..	270 6 7
New buildings	6,600 6 8	..	6,600 6 8	..	..	..	..	..	..
Sites sales	98 2 0	84 8 6	..	0 7 6	182 3 0	..	..	..	..	..
Contractors' deposits	83 18 6	..	83 18 6	..	..	..	..	..	29 19 6
Voluntary contributions and subsidies	1,165 13 10	..	1,165 13 10	..	..	..	..	..	264 16 5
Nelson school-sites	3,179 10 0	..	2,256 8 3	923 1 9	..	..	..	..	..
Total of special accounts	4,110 10 1	97,013 4 4	..	95,734 13 4	5,389 1 1	653 0 4	2,250 0 0	..	..	729 14 2
<i>General Account</i>	494 9 2	3,164 11 3	..	3,231 12 2	427 8 3	29 9 0	30 6 8	..	..	..
Grand total	4,604 19 3	100,177 15 7	..	98,966 5 6	5,816 9 4	682 9 4	2,280 6 8	..	..	729 14 2

BALANCE-SHEET, 31ST DECEMBER, 1927.

Debit Bank Balances and Moneys owing by Board.		Credit Bank Balances and Moneys due to Board.	
£	s. d.	£	s. d.
Amounts owing—Special accounts ..	729 14 2	Cash at bank on current account ..	2,175 6 2
Credit balances—Special accounts ..	5,389 1 1	Less unrepresented cheques ..	591 18 8
Credit balance—General Account ..	427 8 3	Fixed deposits ..	1,583 7 6
		Amounts due—	2,000 0 0
		Special accounts ..	2,903 0 4
		General Account ..	59 15 8
			£6,546 3 6

CANTERBURY.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDED 31ST DECEMBER, 1927.

Name of Account.	Balance, 31st December, 1926.		Income.		Expenditure.		Balance.		As at 31st December, 1927.										
	£ s. d.		£ s. d.		£ s. d.		£ s. d.		Due from Department.		Due from other Sources.		Amounts owing by Board.						
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.				
<i>Special Accounts.</i>																			
Teachers' salaries	286,080	3	0	286,080	3	0	..	..	..	..	..	..
House allowances	5,947	19	9	5,947	19	9	..	..	..	..	..	..
School libraries	444	16	9	444	16	9	101	11	4	..	..	15	3	4		
Conveyance, &c. ..	Dr.	61	12	6	..	..	281	12	11	..	..	..	..	..	..	..
Grants to School Committees	12,780	13	6	12,780	13	6	..	..	32	10	0	983	18	4		
Training colleges	17,221	0	11	17,226	18	5	22	17	0	..	..	33	0	10		
Teachers' classes	36,607	10	8	36,553	10	10	53	19	10	..	..	95	18	8		
Scholarships—	91	17	0	4	11	0	87	6	0	..	..	..	..	..
National	2,130	3	6	2,130	3	6	..	..	..	..	..	15	18	4		
Special	484	3	0	494	16	5	Dr.	10	13	5	..	676	10	0		
District High School salaries	12,050	11	0	12,050	11	0	..	..	..	..	..	..	..	..
Manual instruction	2,412	13	5	2,904	0	7	1,677	10	10	..	..	146	4	7		
Technical instruction	232	5	8	..	..	..	..	..	16	5	0		
Rebuilding	860	0	0	716	8	0	..	..	..	..	..	..	..	..
Buildings—Maintenance	30	0	0	30	0	0	173	12	0	..	..	..	..	..
New buildings ..	Dr.	932	17	10	..	..	20,948	7	9	1,392	5	1	..	..	2,344	18	7
Workshop Account	14,585	18	9	33,674	7	5	7,786	14	4	..	..	7,757	19	10		
Sites sales	9	17	1	2	2	0	7	15	1	..	..	11,457	4	0		
Contractors' deposits	611	16	6	124	15	0	25	15	11
Jarvie Bequest	611	16	6	
Subsidies and voluntary contributions	7,457	15	2	7,457	15	2	..	..	..	..	..	200	0	0		
<i>General Account</i>	17,606	7	7	463,108	13	4	11,904	15	3	..	..	11,960	15	0		
	5,965	2	2	7,186	11	1	7,118	6	10	..	..	18	15	0		
	23,571	9	9	471,746	16	9	19,023	2	1	..	..	11,979	10	0		
Grand total	476,295	4	5	476,295	4	5	..	..	12,555	7	3		
	14,239	15	0		
		
Total of special accounts	17,606	7	7	463,108	13	4	11,904	15	3	..	..	12,418	7	4		
General Account	5,965	2	2	7,186	11	1	7,118	6	10	..	..	116	19	11		
		
	23,571	9	9	471,746	16	9	19,023	2	1	..	..	12,555	7	3		
	14,239	15	0		

BALANCE-SHEET, 31ST DECEMBER, 1927.

Debit Bank Balances and Moneys owing by Board.		Credit Bank Balances and Moneys due to Board.	
£ s. d.		£ s. d.	
Debit balance at bank ..	..	Cash in hand ..	..
Amounts owing—	..	Fixed deposits ..	..
Special accounts ..	14,199	Investments, &c. ..	..
General Account ..	40	Amounts due—	..
Credit balances—Special accounts ..	11,904	Special accounts ..	24,379
Credit balance—General Account ..	7,118	General Account ..	135

	£35,006		£35,006
	13		13
	10		10

OTAGO.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDED 31ST DECEMBER, 1927.

Name of Account.	Balance, 31st December, 1926.		Income.		Expenditure.		Balance.		As at 31st December, 1927.		Amounts owing by Board.
	£	s. d.	£	s. d.	£	s. d.	Amounts due to Board.		£	s. d.	
							Due from Department.	Due from other Sources.			
<i>Special Accounts.</i>											
Teachers' salaries	170,338	14 5	170,322	3 6	16	10 11	..	..	£
House allowances	2,099	1 3	2,087	9 7	11	11 8	..	..	s. d.
School libraries	245	15 10	0	16 2	..	..	..
Conveyance, &c.	10 4 9	5,236	7 3	5,299	5 7	..	..	789	18 10	215 11 7
Grants to School Committees	10,038	9 7	9,951	6 0	87	3 7	155	13 5	732 13 6
Training colleges	31,092	16 4	31,078	16 3	14	4 0	32	1 3	344 6 11
Training Colleges Trust Account	0 3 11	..	..	..	..	200	0 0	8	14 2	54 2 3
Teachers' classes	200 0 0	..	..	14	4 8	..	..	..	..	..
Scholarships—	..	20 19 10	22	1 0	..	..	28	16 2	..	..	..
National	1,302	12 5	1,302	12 5	..	..	83	6 8	..
Special	454 2 0	41	6 3	32	1 0	..	..	..	..	..
District High School salaries	2 13 4	4,647	19 10	4,639	13 7	10	19 7	..	..	..
Manual instruction	7,169	12 9	7,404	9 2	1,786	7 9	..	..	136 7 8
Balclutha High School	2,021 4 2	279	16 4	279	16 4	..	..	240	8 6	40 11 7
Technical instruction	98 15 4	122	7 4	120	6 3	100	16 5	56	0 0	..
Rebuilding	3,305 4 0	14	5 0	3,031	4 2	288	4 10	..	..	436 0 0
Buildings—Maintenance	926 2 11	15,015	14 11	15,059	5 8	882	12 2	113	10 0	1,465 0 0
New buildings	135 19 6	8,849	1 7	8,847	4 1	137	17 0	3,597	16 6	..
Workshop Account	226 12 10	19,085	3 9	19,197	15 0	114	1 7	..	..	8,270 3 4
Sites sales	220 5 4	..	..	..	..	220	5 4	..	..	..
Contractors' deposits	139	5 0	139	5 0	..	..	..	..	29 5 0
Other accounts	3,420 9 1	4,347	10 11	4,295	10 0	3,472	10 0	4	7 6	267 15 0
Total of special accounts	11,042 17 0	280,151	1 6	283,357	14 1	7,836	4 5	4,926	3 5	11,998 1 6
General Account	7,512 17 11	11,127	6 6	10,851	19 4	7,788	5 1	30	13 11	146 18 7
Grand total	18,555 14 11	291,278	8 0	294,209	13 5	15,624	9 6	4,956	17 4	12,145 0 1

BALANCE-SHEET, 31ST DECEMBER, 1927.

Debit Bank Balances and Moneys owing by Board.		Credit Bank Balances and Moneys due to Board.	
£	s. d.	£	s. d.
Debit balance at bank .. .. .	..	Cash in hand .. .. .	..
Amounts owing—	..	Fixed deposits .. .. .	..
Special accounts	11,998 1 6	Investments .. .. .	..
General Account	146 18 7	Amounts due—	..
Credit balances—Special accounts	7,836 4 5	Special accounts	17,864 12 0
Credit balance—General Account	7,788 5 1	General Account	5,205 8 1
	28,325 14 3		28,325 14 3

SOUTHLAND.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDED 31ST DECEMBER, 1927.

Name of Account.	Balance, 31st December, 1926.		Income.		Expenditure.		Balance.		As at 31st December, 1927.		Amounts owing by Board.
	£	s. d.	£	s. d.	£	s. d.	Amounts due to Board.		£	s. d.	
							Due from Department.	Due from other Sources.			
<i>Special Accounts.</i>											
Teachers' salaries	102,495	11 8	102,495	11 8	102,495	11 8	..	..	..	..	£ 9 14 11
House allowances	2,304	11 1	2,304	11 1	2,304	11 1	..	..	..	..	..
School libraries	474	14 9	474	14 9	533	16 6	114	6 3	29	10 6	114 0 7
Conveyance, &c.	3,019	2 11	3,019	2 11	3,019	2 11	818	11 5	..	..	819 7 7
Grants to School Committees	6,680	19 2	6,680	19 2	6,567	8 4	553	19 3	..	..	2 16 3
Teachers' classes	253	2 8	..	0 5 8	252	17 0	..	..	..	..	..
Scholarships—National	..	..	220	4 10	220	4 10	..	..	..	..	0 10 1
District High School salaries	1,985	12 3	1,985	12 3	1,985	12 3	..	..	..	..	0 5 6
Manual instruction	4,598	9 4	4,598	9 4	4,447	7 1	Dr. 86	13 0	1	14 1	510 17 6
Technical instruction	..	..	46	11 0	46	11 0	..	0 19 4	..	0 4 0	..
Rebuilding	1,744	2 6	59	12 8	1,615	7 8	188	7 6	..	120 0 0	132 16 0
Buildings—Maintenance	4,434	2 4	13,540	7 0	15,470	6 10	2,504	2 6	684	5 8	181 15 3
New buildings	..	..	4,765	5 0	4,765	5 0	..	..	1,652	19 11	191 19 8
Workshop Account	..	..	10,202	7 11	10,202	7 11	..	..	..	..	..
Sites sales	160	0 0	..	..	..	..	170	0 0	..	..	..
Contractors' deposits	..	..	42	0 0	42	0 0	..	..	..	..	17 10 0
School-books for boarded-out children	..	..	13	19 9	13	19 9	..	..	13	19 9	..
Subsidies	..	..	3,519	5 1	3,519	5 1	..	..	718	8 11	..
<i>General Account</i>											
Total of special accounts	6,968	8 0	153,978	14 5	157,249	3 7	3,697	18 10	4,583	4 1	310 10 3
<i>General Account</i>	2,296	18 5	5,057	10 7	5,235	13 9	2,198	11 3	24	17 7	327 12 0
Grand total	9,265	6 5	159,036	5 0	162,484	17 4	5,896	10 1	4,608	1 8	638 2 3

BALANCE-SHEET, 31ST DECEMBER, 1927.

Debit Bank Balances and Moneys owing by Board.		Credit Bank Balances and Moneys due to Board.	
£	s. d.	£	s. d.
Debit balance at bank	..	Fixed deposits	..
Amounts owing—	..	Amounts due—	..
Special accounts	..	Special accounts	..
General Account	2,997 19 10	General Account	..
Credit balances—Special accounts	..		..
Credit balance—General Account	24 19 10		..
	3,697 18 10		..
	2,198 11 3		..
	£8,996 3 11		..
			£8,996 3 11

APPENDIX C.

EXTRACTS FROM REPORTS OF PRINCIPALS OF TRAINING COLLEGES.

AUCKLAND.

I HAVE the honour to submit my report for the year 1927.

The numbers show an increase of fifty-eight on those of the preceding year. It is to be noted that no corresponding adjustment in staffing was provided for. The problem of providing an effective training for so great a number of students has made the year a very difficult one. Another difficulty that has repeatedly made itself felt throughout the year, consequent upon the increased numbers, has been the impossibility of getting quickly into touch with the many individuals. Another difficulty which made the year a hard one was the lack of a second Normal School. I found it expedient to limit the number of students attached for training to any one school to six, and asked no teacher to train more than one at a time. Training easily becomes nominal; unless we can make it thoroughly effective I consider we are wasting much of what we are expending in other directions. Our difficulty has been one of keeping in touch with so many teachers so widely scattered. I should be both unjust and ungrateful if I did not acknowledge with thanks the services rendered by many of these teachers. The new system of training has discovered for us a number who have the ability, the tact, and the enthusiasm to train students excellently. It is a matter for regret that we are not able to eliminate from such work all who do not possess these qualifications. It is most desirable, I think, that students at the outset should come in contact only with the best, and no pains should be spared to provide, as far as possible, that this may be so.

Staff.—No changes of staff have to be recorded for the year, and, except for the rather serious recent illness of Mr. D. M. Rae, Vice-Principal, the health of its various members has been good.

Students' Health.—The year has been remarkable for the great number of short absences on the part of the students. These have been considerable during the last weeks of the College year, and seem to be associated in many cases with the work pertaining to examinations. Probably in many cases there is a want of sufficient balance in life throughout the year, and the reserve of strength is insufficient to meet the demand made upon it when the stress of pending examinations is being felt. Two students broke down in health immediately before the final College examination, each due, I think, to overwork in preparing for examination.

Organization of College Work.—As in former years, students were organized in groups based on their year and their sex. Of men and women there were eighteen sections in all, averaging about twenty-five individuals in each. Each section was a class unit. For some work two units were grouped, and occasionally three. The general plan of working has been that adopted in former years—*i.e.*, during the first half of each term the first-year students carry on their academic work on the first three days of each week, while the second-year students are learning to teach in the schools; during the latter half of each term the position is reversed; on Thursdays and Fridays all students work at academic work throughout the year, and on Saturday mornings first-year students attend lectures at College.

University Work.—The University work of our students has been on the whole admirable. As in former years, a number have shown themselves capable of carrying on a good University course without failing in their obligations to the Training College. Each year a number who enter enthusiastically upon a University course find themselves overweighted before they have progressed very far. This year the same fact is evident in several cases, and I think each year there will inevitably be some. However, on the whole the University successes of our students have been very creditable. Of the Auckland University College students who graduated during the year with a B.A. degree three-fourths of the number were past or present students of this College (thirty-nine out of fifty-two). One of our students won the only Senior University Scholarship that fell to the lot of Auckland this year.

Emphasis on Music.—The most gratifying feature of our College work this year has been the success attending the fuller treatment of music as a College subject, made possible by the appointment of a full-time lecturer in this subject. Mr. Hollinrake came to us at the end of 1926 directly from Cambridge University, England, where he had just completed his own academic course. He has proved himself the possessor not only of tact and ability for his work, but also of unbounded enthusiasm for his subject. The result is highly satisfactory, for not only is good work being done within the walls of the College, but there is also evidence that its effect is also being felt in neighbouring schools which Mr. Hollinrake visits from time to time.

Specializing.—It is a matter for regret that it has not been possible this year to organize the work of the College in such a way as to provide for students specializing in certain subjects.

Life-saving.—I regret that it has not been possible to comply completely with the request of the Director of Education that all students should be taught life-saving. However, considerable work has been done in this direction. All the women students have learned (1) the method of resuscitation, (2) the land drill for rescue and release. In addition to this a very considerable number of women and men have received recently from the Life-saving Association certificates and medals in recognition of their efficiency.

Termination of Kindergarten Class.—It is to be recorded, I think with great regret, that our kindergarten class of the Normal School is to cease its existence with the current year. This class, established many years ago, has rendered admirable service in the training of students as well as in the education of its children.

Third-year Students.—For the first time in the history of the College we have had a number of students taking a third-year course. As the arrangement for their remaining in College came on us unexpectedly towards the end of the year, no well-organized scheme of work had been prepared. However, the students proved themselves individually capable of making good use of their time, and took full advantage of the opportunity for useful study both in College and at the University. One regret in regard to the third-year course in 1927 has been the lack of sufficient opportunity for practice in teaching in secondary grade. In many ways the third-year students proved of great help in College, so that I hope it will be possible for us always to have some third-year students.

Students' Social Life.—The students again have shown remarkably fine capacity for organizing their sports and general social life. The well-being of College is largely dependent on this. It is very satisfactory to realize that the majority of students are living a vigorous healthy life with its accompanying happiness. The senior teams in all our sports reached a standard of skill of which the College may well be proud.

Once again I record my appreciation of the kindness, consideration, and courtesy of the Chairman and officers of your Board, and of the officers of the Education Department. To my own staff I am deeply indebted for their loyal and efficient service in a trying year, and I take great pleasure once more in expressing the admiration and pleasure with which I realize their unity and good-fellowship as the strongest factor contributing to efficient College work.

WELLINGTON.

I HAVE the honour to submit the following report on the work of the College for the year 1927.

New Students.—There was again a marked improvement in the qualifications of the Division A students admitted at the beginning of the year. It is obviously quite an opportune time to raise the standard of admission to that of the University Entrance Examination, which is recognized by all authorities as the minimum standard for entrance to the learned professions.

Accommodation.—The most pressing need to-day is for increased accommodation in certain departments which are quite inadequately provided for. An additional laboratory for science work, staff-rooms and students' common rooms are urgently required to provide conditions suitable for efficient organization.

Staff.—There have been numerous changes in the staff since 1926. At the end of the second term Mr. Gould resigned from his position as Principal of the College to become Professor of Education at Victoria University College. In his new capacity he becomes a member of the Board of Advice, and therefore remains closely associated with the work of the College. I was called upon to act in the capacity of Acting-Principal for the remainder of the year. Miss Aitken, Lecturer in English, left at the end of the first term for England to be married, and her place was taken at the beginning of the third term by Miss Paterson, M.A., Edin. Univ. Miss Joyce resigned her position as Lecturer in Nature-study at the end of the year. Miss Sheppard and Mr. Thomas, who had been on the staff for four years as Lecturers' Assistants, terminated their connection with the College at the end of the year.

Warden of Women Students.—A new departure was inaugurated by the Department in the creation of a Warden of women students in each of the Training Colleges. Miss Irvine-Smith, M.A., was selected for the position at this College.

University and College Work.—Owing to the fact that science classes at the University are held during the daytime, the attendance of students at College lectures and at teaching practice is seriously interfered with. The provision of a third-year studentship for certain science students who elect to remain has not solved completely this difficulty, and the position still presents one of the unsolved problems respecting our organization.

Students' Teaching Practice.—There has been a distinct departure from the scheme operating last year. All student practice was previously limited to the Normal Schools and to such class-rooms where the associate teaching system obtained. This necessitated the placing of two or more students under each teacher almost continuously, with the result that the amount of actual training available to each student was all too limited. The new regulations requiring the schools of the city and its environs to provide teaching practice as required came into being at the beginning of the year. The headmasters were asked to co-operate. In general, the plan adopted was as follows: The Kelburn Normal School and Thorndon Associate School continued as hitherto, but the number of students to each class-room was more restricted. The outside schools and the Colleges undertook for a month each term to place one student under one teacher as far as it was found necessary.

Owing to the fact that travelling-expenses have not been allowed to students, the schools in the immediate neighbourhood have carried more than their fair share of teaching practice. A more equitable distribution of this work over all the schools could be obtained at a very moderate cost to the Department if travelling-expenses were provided. With this one reservation as to the incidence of teaching practice it may be said that the new system is entirely satisfactory. This measure of success is due in no small degree to the wholehearted spirit of co-operation shown by the headmasters and their staffs. I cannot adequately express my appreciation of their efforts on our behalf.

Model Schools.—The most important part of the students' teaching practice is that obtained in the model schools at Thorndon, since this is the commonest type of school the young teacher is called

upon to control. It has been in this department that our arrangements have been least effective, owing to lack of sufficient schools. For the number of students in training five such schools should be the minimum number to provide each student with a month's experience in country-school teaching.

Library.—A gift of £25 for the library was received from Mr. J. L. Heckler, of the Wairarapa, from funds donated by him to the Board in memory of his brother who died on active service. The gift carried a pound-for-pound subsidy, and has enabled us to obtain a very welcome addition of books to the library. I desire to express my very great thanks to the donor for his generosity. The books will be labelled to indicate the purpose for which the money was donated.

Social Service.—A very active social-service club has provided various entertainments throughout the year at such institutions as the Ohiro Home, the Ewart Hospital, the Incurable Ward at the General Hospital, and at the Seamen's Mission. Such voluntary service by the student indicates a very commendable sense of social responsibility.

Additional Activities of the College.—There is a more far-reaching purpose back of the activities of that part of the week which is freed from academic subject-matter and teaching practice than mere recreation. We are attempting to develop each student's individuality, each student's special interests and abilities so far as possible. We are trying to train each in the use of his own peculiar abilities for the welfare of those with whom he will come into direct contact. Fields for such activities are provided in such clubs as glee, orchestra, appreciation, dramatic, debating, and social service. Sports activities in the direction of cricket, tennis, football, basketball, hockey, swimming, boxing, and athletics are afforded. There are very few students who do not display average ability in one or more of these forms of recreation.

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

CHRISTCHURCH.

I HAVE the honour to submit my report on the work of the Christchurch Teachers' Training College for the year ending December, 1927.

Staff.—At the beginning of the year Miss Dorothy Stewart, M.A., was appointed Lecturer in English in succession to Dr. Helen Richmond. Miss Stewart, after graduating in New Zealand, spent twelve months in Paris studying methods of teaching French, and then twelve months at London University Training College under Professor P. Nunn, specializing in English. She is thus especially well equipped to undertake the work of training students in those subjects. Mr. T. A. Griffiths, M.A., Mus. Bac. (Cantab.), was selected from a large number of applicants for the position of Lecturer in School Music. Mr. Griffiths also comes to his work thoroughly well prepared to train students along the lines adopted in the English schools. At the beginning of the second term Miss Ironside resumed duty after twelve months' leave of absence in England, where she was for one term lecturer on the staff of the Avery Hill Training College for Teachers (London).

During the month of August the Vice-Principal was released from duty at College in order to visit some of the schools in the district. His itinerary was arranged in consultation with Mr. McLeod, the Senior Inspector, and included (a) city, (b) suburban, (c) country schools. Another factor determining the choice of school was the presence of teachers who had been recently students of the College, so that some idea of the way in which they were tackling their work could be ascertained. The purpose of the visit was to make a general survey whereby (1) the Training College might be brought into closer touch with the work of the schools in order that the effectiveness of the training might be increased; (2) the aims and ideals of the College might be discussed with Inspectors with a view to greater unanimity; (3) the success of the Training College trainees in practice might be estimated. A good deal of very valuable information was gathered, and while in most of the cases the weaknesses exhibited by ex-students were those one expects from inexperienced teachers, there were some that showed where improvements were required in the process of training. These have been carefully tabulated, and will receive due attention.

Among other things the headmasters pointed out the necessity of more cohesion between the courses of study of probationers and the Training College courses, and they suggested that the Principal of the Training College should have some control over the course undertaken by the probationer during his pre-College year, so that his whole scheme of study might proceed without dislocation. It was also suggested that the Principal should issue a study scheme for probationers not taking a degree course, such a scheme to be preparatory to the Training College course of study. At the request of the Senior Inspector special attention was paid to those students not long out of College, in order to judge, if possible, how correct had been the Training College estimate of their teaching ability.

This brings up the question of Training College grading. We feel keenly the impossibility of doing justice to students, and quite frankly admit that our grading, owing to the conditions under which teaching practice is carried on, must many times be incorrect. For instance, the control of the class is the staff teacher's, not the student's. A student may teach quite satisfactorily in such conditions and fail when thrown on his own resources. Again, students are extremely self-conscious and do not do themselves justice while under constant personal supervision. We should be glad, therefore, to know that during the first year or two after the completion of the Training College course special consideration was paid to the grading allotted.

We have always recognized that the provision made in College for training for rural work has been inadequate, and we regret that the Department could not see its way to afford the necessary facilities for railway travelling, which would have enabled us to use two one-teacher schools not far from Christchurch for practice-teacher purposes. That the time spent in the Junior Model by each

student is quite insufficient was the general opinion expressed by those rural teachers who were visited during this year. Failing the increase of facilities, students must in future be classified, and only those desirous of becoming rural teachers sent into the model schools, and these must stay for a longer period than is now possible, so that they will know better how to distribute their time, how to frame schemes of work for grouped classes, and how to keep all the groups profitably employed.

Apparently not much experimental work in the classes is being attempted, though there are noteworthy exceptions. In one or two cases good work is being done under a modified Dalton plan scheme. The use of class or group scrap-books; the production of class journals; the making of relief maps, models, and diagrams; the decoration of walls with friezes illustrating historical topics; the posting of geographic illustrations and data; the use made of travel guides, magazines, and pictures, indicated that there is some attempt to break away from traditional practice.

In addition to the visits paid by the Vice-Principal, arrangements were made to free the Lecturer in Geography and the Lecturer in History for two days a week for a month to enable them to see how their subjects were being taught, to give and to gather inspiration, to hold discussions, and to give illustrative lessons. Both lecturers returned impressed by the value of the school experience and by the personal gain derived.

Teaching Preparation.—In the professional subjects more time has been given to preparation for the work of teaching. In 1928 this emphasis will be still more evident. Very much more professional preparation will be required, especially in the second year, and students will be expected to read more extensively in their own time. Considerable extension has been made in the classes for those proposing to become secondary-school teachers. This portion of the work is distributed among the members of the staff who are qualified instructors in the various subjects.

The teaching practice has been carried on during the year at the Normal School, the Associated Normal School (West Christchurch), Richmond, Linwood, Phillipstown, Sydenham, and East Christchurch Schools, and for secondary-school subjects at the Girls' and the Boys' High Schools and the Technical College. Senior students had three periods of five weeks each in the schools, and the reports indicated that in most cases very satisfactory work was done. In addition, lectures in methods of teaching conducted by the Vice-Principal, the headmaster, and the critic teacher, and supplemented by demonstration lessons, have formed a very prominent part of students' training.

DUNEDIN.

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

The College opened with 230 students. Of these, 119 have their homes in Otago, 70 in Southland, 5 in Canterbury, 1 in Nelson, 1 in Taranaki, 29 in Hawke's Bay, and 5 in Auckland.

New Zealand University Results.—The Otago list of successful candidates, published 11th April, 1927, shows that the proportion of successes gained by College and ex-College students was as follows: Sixteen out of twenty-one M.A. degrees, one out of two M.Sc., twenty-one out of thirty-eight B.A., two out of three Diploma Social Science, and three out of three Diploma of Education. Miss Louie Robertson gained the Tinline Scholarship in English—a rare achievement for a Training College student in competition with purely University students throughout New Zealand.

Staff Changes.—During the year Mr. H. McMillan resigned from the staff of the Normal School, and was succeeded by Mr. J. P. Hawke, M.A. Mr. McMillan was a man of sterling character, and had been honourably associated with the Normal School for many years. He did his work thoroughly, and had an excellent influence on the pupils and students under his charge. Miss Bagley was promoted from Model II to be mistress at St. Clair School. She was an enthusiast, keen on what is best in modern methods, and did very good work for both pupils and students. Her successor, Miss Foster, will not fall short of previous achievements in that department. Mr. Hawke has also made an excellent beginning. Other very important staff changes will occur early next year.

Leave of Absence.—During the greater part of the year Miss Thornton was absent on travel, her work in the College being taken by Miss Allan.

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

Subject.	Number of Junior and One-year Students.	Number of Senior Students.	Hours per Week.	Subject.	Number of Junior and One-year Students.	Number of Senior Students.	Hours per Week.
Education	4	73	3	Drawing	93	121	2 and 1½
Psychology	77	..	1	Handwork	77	121	1 and ½
Method—junior ..	93	..	7	Needlework	55	..	1
Method—senior ..	13	119	½	Music	88	121	2 and 1
Method—secondary ..	..	30	½	Elocution and phonetics	72	..	1
General science ..	75	..	2	Sports	93	121	2 and 2
School and personal hygiene	93	..	1	Physical education ..	93	114	1 and 1
Geography .. ..	..	99	2	" D " subjects—			
Nature-study	93	..	1	Instrumental drawing	5	2	1
Agriculture	72	111	1 and 2	Theory of music	4	..	1
History	79	68	1 and 2	Geography	1	..	1
English " C "	44	8	5	Mathematics	4	1	1
English senior .. ..	..	109	½	First-aid	14	..	12 alto-gether.
Kindergarten principles	..	121	1				2½
Kindergarten practice	..	121	½	Agriculture " C " ..	13	..	

Certificate Recommendations.—On the basis of University and College examination results I have made the following recommendations for second-year students: Nine students for the B certificate, eighty-eight for the C certificate, sixteen for credit towards C in four subjects, four for credit in three subjects, two for credit in two subjects, and one for credit in one subject. Many of those who have been recommended for a full C certificate will be entitled to promotion to B as soon as the results of the New Zealand University examinations are available. Most Division D students have completed their D certificate and made some progress towards qualifying for the C certificate. All Division C students have been recommended for B certificate. It is expected that as soon as New Zealand University results are available, all third-year students will be entitled to B certificates.

General.—The conduct of students, both while in class and at other times, continues to be highly satisfactory. Most students work diligently, and many not only study and teach satisfactorily, but take a commendable interest in College life as a whole, including sports and social functions. No student is considered to have fully discharged his obligations to the College who does not support the Students' Association and make some contribution towards the general good. Every student should be a member of one or more of the College clubs.

Sports.—All students, except those constituting the College orchestra, engaged in organized games on Thursday afternoons for the greater part of the year. The ladies played basketball or hockey, the men Rugby football or hockey. In addition to these we had regular swimming and life-saving practices for all students at the Y.M.C.A. baths, under the direction of Mr. Hanna, assisted by Mr. Roydhouse and Miss Dickson. The swimming lessons covered a period of ten weeks—the seniors practising on Thursday afternoons, the juniors on Friday forenoons. Besides these regular sports arranged for in the College time-table, sections of students practised tennis, fives, boxing, &c., at such times as they found it convenient.

Social Life.—The usual functions, including welcome and farewell picnics, socials, and dances, were held, and were organized and controlled by the students' executive.

Experiments and Innovations.—The most noteworthy of these was, perhaps, the third-year-student group. For the first time in the life of the College (which has now been in existence for fifty-two years) specially selected students were allowed to remain a third year at the Training College, with a view to their qualifying as teachers of science or mathematics. Sixteen students were selected. Of these, ten have kept University terms in chemistry, nine in physics, nine in mathematics (four at the advanced stage), one in botany, six in French, and one in mechanics. In addition, several studied the advanced stage of English, French, history, and education. Their University record was very creditable, there being only two failures out of a possible fifty-seven. These students practised teaching in the Normal and Associated Normal Schools, as well as in the Technical College and the Boys' and Girls' High Schools. In sports these sixteen students took a prominent part. Among them were found some of our strongest representatives in football, basketball, hockey, swimming, boxing, and debating.

Specialization.—A beginning was made in this department. In the past it has been our aim to turn out teachers who might be described as general practitioners. In future this will continue to be our main business, but we shall also endeavour to send out some teachers especially qualified to deal with particular aspects of school-work, such as singing, drawing, agriculture, science, handwork, geography, history, infant-room work, &c.

Visits of Staff.—Members of the staff, as opportunity arose, have been visiting some of the city schools, and keeping in close touch with the work being done in the different subjects. It is safe to say that in most cases benefits have been both received and conferred.

Physical Instruction.—For the past five or six months experiments in connection with physical instruction have been carried out by Mr. White, assisted by Miss Tuckwell and Miss Dickson, and a group of students specially selected and trained. Considerable enthusiasm has been shown by all concerned, including several standards of Normal School pupils.

Swimming.—This year a course in swimming and life-saving was compulsory for all students. At the beginning of the course, fifty ladies and fifteen men reported as being unable to swim. At the end of the course all these, with the exception of three ladies, had learnt swimming. Others had learnt to dive, while the remainder had improved both in diving and swimming, and all had received instruction in life-saving.

Needs of the College.—It is hoped that additional accommodation, including art-room, handwork-room, and workshop, will be ready for occupation at the beginning of next session.

Thanks.—I wish to tender my sincere thanks to all who have contributed towards the success of the College during the past year. Special reference might be made to the staff of the Training College; staffs of the Normal and Associated Normal Schools; numbers of other teachers—primary, secondary, and technical—who assisted in the practical training of students; the students' executive, which controlled social functions and assisted generally; and the Education Board, whose support and prompt assistance in many matters of vital interest is much appreciated.

APPENDIX D.

REPORT OF SUPERVISOR OF MUSICAL EDUCATION.

SIR,—

Wellington, 9th March, 1928.

I have the honour to present my report for the year ended 31st December, 1927.

Music in Training Colleges.—During the year the musical instruction in Auckland and Christchurch Training Colleges has been placed on a sound footing under Mr. H. Hollinrake, Mus. Bac., and Mr. T. Vernon Griffiths, Mus. Bac., respectively. Both these gentlemen are doing admirable work with the students. They are also visiting certain of the schools in their immediate neighbourhood as musical advisers. In 1928 they purpose commencing special classes for teachers from the surrounding districts who desire help in music. In the Training College steps are being taken to allow facilities to students who desire to make a special study of school music. Some students have expressed a desire to take music as a special study during their third year. It is expected that early in 1928 whole-time Lecturers in Music will be appointed to Wellington and Dunedin Training Colleges. I should like to bear testimony to the good work done for many years in Wellington Training College by Mr. Robert Parker, who is about to retire from his duties there.

Eurhythmics.—This work is steadily coming into prominence as a valuable feature in education; as, although primarily for developing the musical responsiveness and perception of the pupil, it has far-reaching effects upon mental and physical poise and control. For this reason it is of the utmost value for retardates, shy and subnormal children. I should like to see this study made a permanent feature in all four Training Colleges.

Vacation Courses, &c.—In January last I gave courses of lectures to teachers at the Cambridge summer school and at New Plymouth for the Taranaki Education Board. In May I gave similar courses at Napier and Gisborne for the Hawke's Bay Education Board. During the winter months I also gave a series of five special lectures to members of the New Zealand Educational Institute at Masterton. Other places visited during the year include Auckland, Aramoho, Christchurch, Dunedin, Eketahuna, Feilding, Greymouth, Hastings, Hawera, Hokitika, Kaiapoi, Pahiataua, Rangiora, Southbrook, Tawhiti, Waimate, Wanganui, and Whangarei. At most of these places addresses and demonstrations have been given to gatherings of teachers, and often to the general public and to various clubs and societies. Personal visits have been made to more than fifty schools. An address was given to the members of the Wellington Education Board on the 22nd June.

Syllabus Revision.—On the request of the Syllabus Revision Committee a revised scheme for musical instruction was drawn up.

Competitions.—A circular has been prepared on the above subject and submitted to the New Zealand Educational Institute, with a view to bringing the scope of the competition festivals into line with educational aims. The competitions exercise a strong influence upon the music of the Dominion, especially as regards the work of children, and present arrangements leave much to be desired. They can, however, be turned to good account educationally, as has been proved in Great Britain.

Teachers' Music Examinations.—A scheme has been tentatively drawn up for making the musical part of the teacher's certificate examinations of greater practical value. The principal aim of the draft scheme is to give opportunity for teachers to obtain special qualification in class singing, musical appreciation, and infant work.

Handbook of School Music. The contract has been placed for the printing and publication of the official handbook of school music prepared during 1926-27, and it is expected to be in circulation among the schools early in 1928. The title of the book is "A Scheme of School Music related to Human Life," and it is designed to meet the needs of all those who take part in the giving of musical instruction in schools and training colleges.

Free Song-book.—During the year the manuscript has been prepared of a book of songs to be issued free to the schools, by the kindness of Messrs. Andrews, Baty, and Co., Ltd., of Christchurch. This has entailed the editing of some three dozen songs, the writing of accompaniments and sometimes of words, together with explanatory matter. The songs include folk-songs, sea-chanties, national songs, songs of different countries, songs by great composers, songs by New Zealand authors and composers, and special songs for Anzac and Empire Days.

Children's Concerts.—An orchestral concert was given to a large audience of primary-school children in Wellington Town Hall on the 16th August, at which I gave an address on the instruments of the orchestra and their use. By the kindness of Mr. H. Temple White and the Wellington Harmonic Society a concert of folk-song was given in similar fashion on the 23rd September, with an address on folk-song. Both these concerts were received with marked enthusiasm.

Education Gazette.—Articles on music have been contributed regularly to the *Education Gazette*, and songs suitable for school use inserted therein.

Gramophones and Pianos.—During the year ninety pianos manufactured by Messrs. Jensen and Moore, of Auckland, and 245 gramophones (His Master's Voice and Columbia) were supplied to the schools through the Education Department. These figures alone testify to the strong interest now being aroused in musical education, especially in the direction of encouraging intelligent listening.

In some schools the gramophone is proving that music used as an accompaniment to handwork and certain other studies has a markedly beneficial effect upon the happiness of the children and upon the work itself. Guidance as to the wise use of the gramophone is included in the "Scheme of School Music."

Broadcasting.—A feature of the experiment in broadcasting to the schools made on the 13th December was a lecture on musical rhythm, and the singing of songs by a choir from the Wellington Girls' College. It has recently been demonstrated in Scotland that musical instruction, including actual class-singing lessons, can be effectively given to the schools by radio. If in the future radio should become part of the equipment of the Dominion schools, it will be possible to give actual singing instruction to remote schools from the studio at Wellington.

Correspondence.—A considerable amount of correspondence has been dealt with, giving help and advice to teachers on many points connected with their musical work.

General.—There is every indication that all over the country a new spirit is being aroused and a new viewpoint reached with regard to school music. The issue of the handbook should be a powerful aid in unifying aims and in supplying a sound and systematic scheme of instruction, and also in stimulating the thought and imagination of teachers with regard to the correlation of music with other subjects, and emphasizing its intimate association with every phase of human life. If at some future date we can follow the example of Great Britain and America, and introduce into the training colleges and schools the wonderful recording and reproducing piano we shall have yet a further valuable aid to the dissemination of musical knowledge.

I should like to emphasize the fact that with modern industrial and commercial developments—machinery and large business concerns—the daily occupation of the masses has been deprived of its personal and artistic qualities to a large extent, and has become increasingly impersonal and mechanical, and consequently unsatisfying to the inner nature of mankind. It has therefore become imperative that we should supply these needs by study of fine and applied arts for the healthy and happy employment of leisure hours, and for the improvement of industrial and commercial environment.

I have, &c.,

E. DOUGLAS TAYLER,
Supervisor of Musical Education.

The Director of Education, Wellington.

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