

1931.
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, 1930.]

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 1930.

TABLE A 1.—NUMBER OF PUBLIC SCHOOLS, DECEMBER, 1930, 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., 1930.
0	1-8	63	12	28	30	25	28	22	25	14	247
I	9-20	242	44	63	60	79	46	121	74	56	785
II	21-35	146	39	33	28	51	23	77	50	44	491
III	A 36-50	100	28	24	14	18	14	40	29	29	296
	B 51-80	78	18	29	22	19	7	46	25	19	263
IV	C 81-120	46	9	8	13	14	9	20	12	7	138
	A 121-160	16	8	7	6	10	2	13	9	5	76
V	B 161-200	5	2	6	5	3	3	5	2	1	32
	C 201-240	10	..	2	2	6	1	7	2	4	34
VI	A 241-280	8	3	3	2	3	..	6	..	2	27
	B 281-320	6	..	4	..	7	..	2	3	1	23
VII	C 321-360	5	1	2	6	5	1	4	5	..	29
	A 361-400	7	1	2	..	3	1	3	3	1	21
VIII	B 401-440	8	2	1	4	1	..	1	1	2	20
	C 441-480	6	..	..	..	1	1	4	2	..	14
IX	A 481-520	7	..	2	2	3	..	4	2	..	20
	B 521-560	9	1	1	1	4	1	4	2	..	23
X	C 561-600	6	1	..	1	4	..	4	3	1	20
	D 601-640	2	..	..	1	3	..	1	..	..	7
XI	E 641-680	5	..	2	..	1	..	2	..	2	12
	F 681-720	2	..	..	1	2	..	2	2	..	9
XII	G 721-760	1	..	..	..	..	..	1	..	..	2
	H 761-800	1	1	1	..	..	..	..	..	..	3
XIII	I 801-840 .. ..	..	..	..	..	..	..	..	..	..	..
	J 841-880 .. ..	..	..	..	..	..	..	1	..	..	1
XIV	K 881-920 .. ..	..	..	..	..	..	..	..	..	..	..
	L 921-960 .. ..	..	..	..	..	..	..	..	..	..	..
Totals for 1930		779	170	218	198	262	137	390	251	188	2,593
Totals for 1929		776	173	214	198	258	139	399	255	185	2,597
Difference		+3	-3	+4	..	+4	-2	-9	-4	+3	-4

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 B 1.—ATTENDANCE AT PUBLIC SCHOOLS IN 1930.

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

Education District.	Roll Numbers.		Mean of Average Weekly Roll of Three Terms, 1930.			Average Attendance for Whole Year (Mean of Average Attendance of Three Terms).			Average Attendance as Percentage of Average Weekly Roll, 1930.
	Pupils at 31st December, 1929.	Pupils at 31st December, 1930.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Auckland	67,389	66,990	34,499	31,136	65,635	31,818	28,514	60,332	91.9
Taranaki	11,895	11,959	6,026	5,679	11,705	5,576	5,229	10,805	92.3
Wanganui	16,881	16,610	8,706	7,650	16,356	8,017	6,997	15,014	91.8
Hawke's Bay	16,335	16,345	8,417	7,605	16,022	7,772	6,990	14,762	92.1
Wellington	28,330	28,514	14,476	13,367	27,843	13,361	12,235	25,596	91.9
Nelson	6,872	6,929	3,515	3,218	6,733	3,283	2,987	6,270	93.1
Canterbury	37,155	36,753	18,458	17,259	35,717	17,131	15,951	33,082	92.6
Otago	20,981	20,603	10,398	9,657	20,055	9,673	8,956	18,629	92.9
Southland	12,123	11,995	6,143	5,523	11,666	5,629	5,046	10,675	91.5
Totals, 1930 .. ..	..	216,698	110,638	101,094	211,732	102,260	92,905	195,165	92.2
Totals, 1929	217,961	..	111,502	101,708	213,210	101,792	92,186	193,978	90.9
Difference .. ..	..	-1,263	-864	-614	-1,478	+468	+719	+1,187	+1.3

TABLE C1.—AGE AND SEX OF THE PUPILS ON THE SCHOOL ROLLS IN THE SEVERAL EDUCATION DISTRICTS AT 1ST JULY, 1930.
(Excluding Junior High Schools and Secondary Departments of District High Schools.)

Education District.	5 and under 6 Years.		6 and under 7.		7 and under 8.		8 and under 9.		9 and under 10.		10 and under 11.		11 and under 12.		12 and under 13.		13 and under 14.		14 and under 15.		15 and under 16.		Over 16 Years.		Totals of all Ages.			
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.	
Auckland ..	3,181	2,930	3,751	3,484	3,881	3,656	4,183	3,832	3,936	3,615	4,028	3,667	3,429	2,967	3,189	2,942	2,490	2,201	1,173	806	336	167	33	13	33,610	30,280	63,890	
Taranaki ..	582	504	699	671	710	658	698	709	690	685	722	676	635	603	572	590	470	409	175	137	47	23	6	2	6,006	5,667	11,673	
Wanganui ..	772	629	1,028	841	975	861	986	940	1,030	943	1,007	892	938	783	841	849	673	576	326	232	73	36	18	6	8,667	7,588	16,255	
Hawke's Bay ..	740	700	915	813	972	899	1,032	922	1,039	884	932	895	874	834	832	798	654	592	300	197	76	44	19	8	8,385	7,586	15,971	
Wellington..	1,409	1,242	1,616	1,483	1,708	1,546	1,774	1,675	1,878	1,673	1,683	1,625	1,458	1,436	1,412	1,406	1,013	946	450	276	81	50	5	5	14,487	13,363	27,850	
Nelson ..	314	351	387	359	431	389	388	371	427	382	434	425	379	346	346	323	282	196	102	63	28	10	6	2	3,524	3,217	6,741	
Canterbury ..	1,723	1,565	2,004	1,859	2,128	2,047	2,217	2,182	2,177	1,966	2,149	2,042	1,885	1,888	1,858	1,795	1,501	1,344	622	422	155	69	16	8	18,435	17,187	35,622	
Otago ..	1,053	934	1,151	1,092	1,178	1,188	1,204	1,221	1,267	1,167	1,256	1,149	1,053	1,039	965	778	695	624	327	167	54	27	5	2	10,365	9,642	20,007	
Southland ..	547	533	636	622	688	627	826	712	702	671	712	652	681	537	538	624	496	390	174	99	36	14	1	1	6,097	5,482	11,579	
Totals for 1930 ..	10,321	9,288	12,187	11,224	12,671	11,871	13,308	12,564	13,146	11,986	12,923	12,023	11,332	10,429	10,687	10,292	8,357	7,349	3,649	2,399	886	440	109	47	109,576	100,012	209,588	
Percentage of pupils of each age	9.4		11.2		11.7		12.3		12.0		11.9		10.4		10.0		7.5		2.9		0.6		0.1			100		
Totals for 1929 ..	9,948	9,008	12,456	11,466	13,341	12,509	13,169	12,168	12,915	11,942	11,828	10,768	11,722	11,113	11,538	10,755	8,459	7,460	3,961	2,692	967	487	136	54	110,440	100,422	210,862	
Difference ..	373	380	-269	-242	-670	-638	139	396	231	44	1,085	1,255	-390	-684	-851	-463	-102	-111	-312	-293	-81	-47	-27	-7	-864	-410	-1,274	

TABLE C 2.—STANDARD CLASSES OF PUPILS ON SCHOOL ROLLS IN THE SEVERAL EDUCATION DISTRICTS AT 1ST JULY, 1930.
(Excluding Junior High Schools and Secondary Departments of District High Schools.)

Education District.	Pupils at 30th June in Standards and Forms.										Totals.																				
	Special Classes for Backward Children.		Pupils in Preparatory Classes.		Standard I.		Standard II.		Standard III.				Standard IV.		Form I.		Form II.		Form III.												
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.				
Auckland	62	45	107	10,008	8,741	18,749	4,345	3,981	8,326	4,302	3,852	8,154	4,354	4,045	8,399	3,991	3,753	7,744	3,500	3,068	6,568	2,980	2,715	5,695	68	80	148	33,610	30,280	63,890	
Taranaki	23	11	34	1,944	1,689	3,633	734	682	1,416	735	701	1,436	705	705	1,410	684	652	1,336	598	658	1,256	571	555	1,126	12	14	26	6,006	5,667	11,673	
Hawke's Bay	19	11	30	2,434	2,125	4,559	1,103	951	2,054	1,021	892	1,913	1,041	941	1,982	949	913	1,802	944	937	1,881	839	781	1,620	35	35	70	8,385	7,586	15,971	
Wanganui	20	13	33	2,529	2,063	4,592	1,064	915	1,979	1,102	997	2,099	1,097	949	2,046	1,019	905	1,924	985	919	1,904	829	796	1,625	22	31	53	8,667	7,588	16,255	
Wellington	66	47	113	4,415	3,744	8,159	1,863	1,618	3,481	1,753	1,658	3,411	1,871	1,763	3,634	1,733	1,668	3,401	1,530	1,514	3,044	1,233	1,330	2,563	23	21	44	14,487	13,363	27,850	
Nelson	15	13	28	1,021	873	1,894	408	401	809	415	390	805	451	423	874	432	395	827	415	374	789	352	336	688	15	12	27	3,524	3,217	6,741	
Canterbury	48	24	72	5,189	4,535	9,724	2,306	2,102	4,408	2,281	2,149	4,430	2,262	2,218	4,480	2,281	2,231	4,512	2,182	2,084	4,266	1,807	1,821	3,688	19	23	42	18,435	17,187	35,622	
Otago	33	18	51	2,729	2,370	5,099	1,281	1,213	2,494	1,347	1,375	2,722	1,390	1,350	2,740	1,293	1,197	2,490	1,194	1,116	2,310	1,080	976	2,056	18	27	45	10,365	9,642	20,007	
Southland	10	6	16	1,609	1,421	3,030	776	713	1,489	827	696	1,523	746	728	1,474	740	651	1,391	767	674	1,441	608	577	1,185	14	16	30	6,097	5,482	11,579	
Totals for 1930	296	188	484	31,878	27,561	59,439	13,880	12,576	26,456	13,783	12,710	26,493	13,917	13,122	27,039	13,122	12,365	25,487	12,115	11,344	23,459	10,359	9,887	20,246	226	259	485	109,576	100,012	209,588	
Percentage of pupils in each standard	0.2	28.3	12.6	12.6	12.9	12.2	11.2	9.8	0.2	100
Totals for 1929	287	179	466	32,316	27,911	60,227	13,816	12,423	26,239	13,402	12,569	25,971	13,921	12,833	26,754	13,363	12,501	25,864	12,125	11,589	23,714	10,946	10,122	21,068	264	295	559	110,440	100,422	210,862	
Difference	9	9	18	-438	-350	-788	64	153	217	381	141	522	-4	289	285	-241	-136	-377	-10	-245	-255	-587	-235	-822	-38	-36	-74	-864	-410	-1,274	

TABLE C3.—AVERAGE AGE OF PUPILS AS AT 1ST JULY, 1930.

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

TABLE C3A.—MEDIAN AGES OF PUPILS AS AT 1ST JULY, 1930.

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

TABLE C 4.—PROFICIENCY CERTIFICATE EXAMINATION RESULTS, 1930.

Education District.	Number of Form II Pupils presented.	Proficiency Certificates.			Competency Certificates.	
		Number gained.	Percentage of Number presented.	Average Age of Successful Pupils.	Number gained.	Percentage of Number presented.
		<i>Public Schools.</i>			Yrs. m.	
Auckland	6,456	5,329	82.5	13 9	680	10.5
Taranaki	1,090	901	82.7	13 8	102	9.4
Wanganui	1,595	1,115	69.9	13 9	272	17.1
Hawke's Bay	1,664	1,372	82.5	13 8	178	10.7
Wellington	2,532	1,806	71.3	13 7	484	19.1
Nelson	677	601	88.8	13 3	61	9.0
Canterbury	3,617	2,729	75.4	13 8	513	14.2
Otago	1,998	1,694	84.8	13 8	94	4.7
Southland	1,164	864	74.2	13 7	204	17.5
Totals	20,793	16,411	78.9	13 8	2,588	12.4
		<i>Private Schools.</i>				
Auckland	629	500	79.5	13 10	94	14.9
Taranaki	140	112	80.0	13 8	13	9.3
Wanganui	178	139	78.1	13 9	24	13.5
Hawke's Bay	230	175	76.1	13 9	26	11.3
Wellington	500	412	82.4	13 9	65	13.0
Nelson	105	88	83.8	13 9	11	10.5
Canterbury	618	401	64.9	13 10	109	17.6
Otago	262	218	83.2	13 9	12	4.6
Southland	133	117	88.0	13 10	13	9.8
Totals	2,795	2,162	77.4	13 9	367	13.1
		<i>Native Schools.</i>				
All schools	255	172	67.5	14 3	36	14.1
		<i>Junior High Schools.</i>				
All districts	1,114	961	86.3	13 11	77	6.9
		<i>Secondary and Technical Schools.</i>				
All districts	549	222	40.4	..	150	27.3
		<i>Special Examinations.</i>				
All districts	506	242	47.8	..	99	19.6
Correspondence School	41	40	97.6	14 0	..	..
Grand totals	26,053	20,210	77.6	..	3,317	12.7

NOTE.—Total number of pupils of public schools who passed Form II was 18,999, or 91.3 per cent. of the number presented; total number of pupils of private schools who passed Form II was 2,529, or 90.5 per cent. of the number presented.

TABLE C 5.—AGE AND ATTAINMENT OF PUPILS WHO DEFINITELY LEFT PRIMARY SCHOOLS DURING OR AT END OF YEAR 1930.

Age.	In Form II.						In Form I.		
	Gained Proficiency Certificate.		Gained Competency Certificate.		Had not passed Form II.		Boys.	Girls.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.			
15 years and over	817	480	318	168	360	238	221	96	
14	2,357	1,985	434	331	479	574	553	568	
13	3,052	3,385	244	273	63	84	39	47	
12	1,378	1,592	53	65	11	13	13	16	
11	159	160	2	1	3	5	3	7	
Under 11 years	6	4	..	..	..	..	4	7	
Totals	7,769	7,606	1,051	838	916	918	833	741	
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	52	44	24	14	15	11	1,807	1,051	2,858
14	225	198	55	69	33	22	4,136	3,847	7,983
13	17	19	7	8	7	9	3,429	3,825	7,254
12	8	10	2	3	6	2	1,471	1,601	3,072
11	14	11	6	4	10	..	197	188	385
Under 11 years	11	7	14	10	45	55	80	83	163
Totals	327	289	108	108	116	99	11,120	10,595	21,715

TABLE C 6.—DESTINATION OF CHILDREN WHO DEFINITELY LEFT PRIMARY SCHOOLS DURING OR AT END OF 1930.

Destination.	Auckland.				Taranaki.				Wanganui.				Hawke's Bay.				Wellington.			
	Passed Form II.		Not passed Form II.		Passed Form II.		Not passed Form II.		Passed Form II.		Not passed Form II.		Passed Form II.		Not passed Form II.		Passed Form II.		Not passed Form II.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Post-primary ..	1,641	1,520	45	45	264	251	4	2	431	449	17	13	402	322	7	4	752	779	66	44
Commercial occupations—																				
(a) Clerical (including typing) ..	22	13	4	6	8	5	1	1	5	..	3	2	2	2	1	1	7	6	2	2
(b) Shop and warehouse assistants ..	54	30	25	19	8	..	1	..	13	6	6	4	19	7	4	4	39	18	12	7
Trades—																				
(a) Engineering ..	34	..	9	..	2	..	..	..	8	..	1	..	7	..	2	..	10	..	2	..
(b) Building ..	13	..	6	..	..	..	2	..	3	..	1	..	1	..	4	..	7	..	7	2
(c) Other ..	30	7	20	4	6	..	3	..	12	4	8	3	19	..	4	1	25	13	11	4
Agricultural and pastoral ..	493	45	356	52	130	18	87	14	109	6	89	5	121	..	72	1	87	5	67	3
Other occupations ..	122	71	95	67	20	17	9	8	29	20	24	18	31	13	18	10	21	29	28	49
Home ..	232	821	109	422	34	152	27	93	44	164	30	117	29	204	29	135	84	251	38	167
Not known ..	21	14	78	74	7	20	6	6	5	9	21	9	7	1	10	9	30	6	22	32
Total number of children leaving ..	2,662	2,521	747	689	479	463	140	124	659	658	200	171	638	549	151	165	1,062	1,107	255	310
	Totals.																			
	Nelson.				Canterbury.				Otago.				Southland.				Totals.			
Destination.	Passed Form II.		Not passed Form II.		Passed Form II.		Not passed Form II.		Passed Form II.		Not passed Form II.		Passed Form II.		Not passed Form II.		Passed Form II.		Not passed Form II.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Post-primary ..	221	202	2	2	1,150	1,078	52	45	589	514	11	12	298	291	7	8	5,748	5,406	211	175
Commercial occupations—																				
(a) Clerical (including typing) ..	1	..	..	..	8	4	2	1	3	5	1	9	1	..	..	..	57	35	14	22
(b) Shop and warehouse assistants ..	4	..	3	1	25	20	14	7	19	2	9	1	9	4	6	5	190	87	80	48
Trades—																				
(a) Engineering ..	3	..	1	..	13	..	7	..	5	..	3	..	2	..	..	..	84	..	25	..
(b) Building ..	2	..	3	..	6	..	10	..	3	..	1	..	3	..	5	..	38	..	39	3
(c) Other ..	..	..	..	..	25	3	17	16	7	..	3	1	4	1	2	..	128	28	69	29
Agricultural and pastoral ..	48	5	32	..	179	4	132	7	133	12	83	..	134	10	75	2	1,434	105	983	84
Other occupations ..	15	14	22	6	71	25	52	41	31	21	43	27	17	15	11	9	357	225	302	235
Home ..	20	80	7	31	95	343	72	243	84	270	39	105	35	188	27	81	657	2,473	378	1,394
Not known ..	6	1	4	1	27	20	27	17	21	13	13	5	3	1	8	8	127	85	189	161
Total number of children leaving ..	320	302	75	41	1,599	1,497	385	377	895	837	206	161	506	510	141	113	8,820	8,444	2,300	2,151

TABLE D1.—REGISTERED PRIVATE PRIMARY SCHOOLS.—NUMBER OF SCHOOLS, PUPILS, AND TEACHERS AT THE END OF 1930.

District.	Number of Schools.				Roll Number at End of Year.						Average Attendance.	Number of Teachers.						
	Undenominational Schools.	Catholic Church Schools.	Other Church Schools.	Total Number of Schools.	Undenominational Schools.	Catholic Church Schools.	Other Church Schools.	Total Roll.				Undenominational Schools.	Catholic Church Schools.		Other Church Schools.			
								Boys.	Girls.	Total.			M.	F.	M.	F.	M.	F.
Auckland ..	9	48	13	70	526	5,846	598	3,209	3,761	6,970	6,232.4	10	22	10	169	4	30	
Taranaki ..	..	10	1	11	..	954	39	430	563	993	899.8	..	..	..	32	..	4
Wanganui ..	4	19	7	30	150	1,504	304	899	1,059	1,958	1,810.9	4	10	3	54	8	10	
Hawke's Bay	5	14	9	28	140	1,709	274	993	1,130	2,123	1,923.3	1	8	4	41	9	10	
Wellington	8	35	11	54	296	4,075	736	2,384	2,723	5,107	4,686.0	7	13	10	115	8	27	
Nelson ..	1	6	1	8	27	663	38	334	394	728	655.6	..	1	..	23	..	3	
Canterbury	10	46	10	66	401	4,328	839	2,646	2,922	5,568	5,000.1	8	17	9	133	5	26	
Otago ..	3	20	4	27	113	1,639	215	905	1,062	1,967	1,766.8	..	6	9	50	2	9	
Southland ..	..	11	1	12	..	1,000	37	481	556	1,037	940.7	..	..	3	31	..	4
Totals ..	40	209	57	306	1,653	21,718	3,080	12,281	14,170	26,451	23,915.6	30	77	48	648	36	123	

TABLE D 2.—AGES OF PUPILS IN PRIVATE PRIMARY SCHOOLS IN THE VARIOUS EDUCATION DISTRICTS AS AT 1ST JULY, 1930.

Education District.	5-6 Years.		6-7 Years.		7-8 Years.		8-9 Years.		9-10 Years.		10-11 Years.		11-12 Years.		12-13 Years.		13-14 Years.		14-15 Years.		15-16 Years.		16-17 Years.		Over 17 Years.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		
Auckland ..	299	326	338	367	307	421	354	370	394	463	384	446	318	417	303	411	279	247	145	137	43	72	12	24	6	7	3,182	3,708
Taranaki ..	31	46	60	54	66	57	43	62	43	61	47	62	32	64	50	67	31	41	11	18	1	5	..	..	..	..	415	537
Wanganui ..	52	84	81	88	75	125	117	108	95	122	100	119	110	116	95	123	88	100	42	51	5	17	..	3	..	6	860	1,062
Hawke's Bay ..	80	87	80	119	100	110	91	110	119	111	109	116	116	116	132	134	93	99	38	46	16	26	5	4	18	10	997	1,088
Wellington ..	219	251	216	263	244	290	278	323	229	290	273	335	247	302	263	295	221	230	104	123	49	30	6	4	1	1	2,350	2,737
Nelson ..	48	42	35	46	39	41	25	53	46	37	35	39	26	30	36	44	30	20	13	16	2	10	..	6	..	3	335	387
Canterbury ..	245	230	270	288	281	289	284	345	310	320	318	364	278	330	309	306	207	217	79	133	29	25	8	6	1	1	2,619	2,854
Otago ..	75	82	93	93	104	99	104	93	108	128	103	119	98	129	105	137	68	107	29	43	5	8	2	1	..	..	894	1,039
Southland ..	40	30	45	65	46	41	52	64	49	46	56	71	48	70	70	59	43	62	23	26	5	5	1	2	..	..	478	541
Totals ..	1,089	1,178	1,218	1,383	1,262	1,473	1,348	1,528	1,393	1,578	1,425	1,671	1,273	1,574	1,363	1,576	1,060	1,123	484	593	155	198	34	50	26	28	12,130	13,953

TABLE E 1.—SCHOOL STAFF, DECEMBER, 1930 (EXCLUSIVE OF SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS).

Education District.	Number of Schools.	Sole Teachers.		Heads of Schools.		Assistant Teachers.		Total Number of Adult Teachers.			Number of Probationers.	Percentage of Male to Female Adult Teachers.	Yearly Average Attendance.	Average Number of Pupils to One Adult Teacher.
		M.	F.	M.	F.	M.	F.	M.	F.	Total				
Auckland ..	779	215	188	276	61	266	948	757	1,197	1,954	165	63.2	60,205	30.8
Taranaki ..	170	50	41	52	24	29	180	131	245	376	32	53.5	10,628	28.3
Wanganui ..	218	56	65	71	20	50	246	177	331	508	39	53.4	15,207	29.9
Hawke's Bay ..	198	41	75	68	10	66	234	175	319	494	41	54.9	14,805	30.0
Wellington ..	262	34	99	88	21	106	438	228	558	786	64	40.3	25,720	32.7
Nelson ..	137	36	49	34	11	15	105	85	165	250	22	51.5	6,181	24.7
Canterbury ..	390	49	158	146	25	165	527	360	710	1,070	89	50.8	33,094	30.9
Otago ..	251	59	82	90	11	95	280	244	373	617	55	65.4	18,749	30.4
Southland ..	188	57	54	66	8	38	155	161	217	378	31	74.2	10,751	28.4
Totals, 1930..	2,593	597	811	891	191	830	3,113	2,318	4,115	6,433	538	56.3	195,340	30.4
Totals, 1929..	2,597	578	829	912	180	780	3,159	2,270	4,168	6,438	547	54.5	195,359	30.3
Difference..	-4	+19	-18	-21	+11	+50	-46	+48	-53	-5	-9	+1.8	-19	+0.1

TABLE E 2.—CLASSIFICATION OF TEACHERS IN PUBLIC PRIMARY SCHOOLS AT 31ST DECEMBER, 1930.

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 ..	1,782	4	168	1,954	1,767	3	138	1,908
Taranaki ..	354	..	22	376	350	..	16	366
Wanganui ..	467	1	40	508	451	1	28	480
Hawke's Bay ..	436	..	58	494	433	..	32	465
Wellington ..	736	1	49	786	715	1	47	763
Nelson ..	206	1	43	250	202	1	21	224
Canterbury ..	997	..	73	1,070	990	..	59	1,049
Otago ..	570	..	47	617	562	..	31	593
Southland ..	349	..	29	378	342	..	23	365
Totals ..	5,897	7	529*	6,433	5,812	6	395*	6,213

* Included in these totals are 352 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, 1930.

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

Education District.	Class A.			Class B.			Class C.			Class D.			Class E.			Total.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.
Auckland ..	8	4	12	165	102	267	432	683	1,115	95	273	368	1	19	20	701	1,081	1,782
Taranaki ..	..	1	1	36	15	51	65	143	208	23	67	90	1	3	4	125	229	354
Wanganui ..	2	1	3	41	22	63	93	186	279	32	80	112	1	9	10	169	298	467
Hawke's Bay ..	2	..	2	45	21	66	92	175	267	26	72	98	..	3	3	165	271	436
Wellington ..	4	3	7	87	94	181	98	299	397	23	121	144	2	5	7	214	522	736
Nelson ..	1	..	1	19	13	32	47	78	125	11	37	48	..	..	..	78	128	206
Canterbury ..	12	3	15	125	62	187	160	458	618	41	127	168	2	7	9	340	657	997
Otago ..	10	..	10	78	49	127	111	231	342	30	59	89	1	1	2	230	340	570
Southland ..	1	..	1	44	19	63	87	125	212	25	46	71	..	2	2	157	192	349
Totals ..	40	12	52	640	397	1,037	1,185	2,378	3,563	306	882	1,188	8	49	57	2,179	3,718	5,897

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.—1930.

Salary.	Male Teachers.										Female Teachers.					Summary.					
	Certificated and Licensed.					Uncertificated.					Certificated and Licensed.					Uncertificated.					
	Sole and Head Teachers.		Assistants.			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.	Sole and Head Teachers.	Assistants.	Total.	Sole and Head Teachers.	Assistants.	Total.	Sole and Head Teachers.	Assistants.	Total.	Sole and Head Teachers.	Assistants.	Total.	Certificated and Licensed.	Uncertificated.	Total.
Not exceeding £140	8	4	12	14	103	117	14	103	117	129	51	29	80	113	251	364	444	92	481	573	
£141-£160	1	14	15	2	..	2	1	..	2	17	13	143	156	14	..	14	170	171	16	187	
£161-£180	16	11	27	1	..	1	1	..	1	28	16	175	191	4	..	4	195	218	5	223	
£181-£200	12	44	56	..	1	1	..	1	1	57	8	361	369	4	2	6	375	425	7	432	
£201-£225	8	56	64	1	..	1	1	..	1	65	7	944	951	3	..	3	954	1,015	4	1,019	
£226-£250	64	33	97	6	..	6	6	..	6	103	77	340	417	2	2	2	419	514	8	522	
Totals not exceeding £250	109	162	271	24	104	128	24	104	128	389	172	1,992	2,164	138	255	393	2,557	2,435	521	2,956	
£251-£275	140	43	183	1	1	2	1	1	2	185	141	144	285	..	..	..	285	468	2	470
£276-£300	174	42	216	2	..	2	2	..	2	218	173	185	358	..	..	..	358	574	2	576
£301-£325	74	78	152	2	..	2	2	..	2	154	61	230	291	..	..	..	291	443	2	445
£326-£350	97	43	140	2	..	2	2	..	2	142	79	148	227	..	..	..	227	367	2	369
£351-£375	94	114	208	..	..	..	..	..	..	208	112	135	247	..	..	..	247	455	..	455
£376-£400	146	108	254	..	..	..	..	..	..	254	85	15	100	..	..	..	100	354	..	354
£401-£425	168	23	191	..	..	..	..	..	..	191	38	6	44	..	..	..	44	235	..	235
£426-£450	128	105	233	..	..	..	..	..	..	233	2	3	5	..	..	..	5	238	..	238
£451-£475	86	2	88	..	..	..	..	..	..	88	1	..	1	..	..	..	1	89	..	89
£476-£500	30	5	35	..	..	..	..	..	..	35	..	..	..	..	..	..	..	35	..	35
£501-£525	61	..	61	..	..	..	..	..	..	61	..	..	..	..	..	..	..	61	..	61
£526-£550	48	..	48	..	..	..	..	..	..	48	..	..	..	..	..	..	..	48	..	48
£551-£575	28	..	28	..	..	..	..	..	..	28	..	..	..	..	..	..	..	28	..	28
£576-£600	67	..	67	..	..	..	..	..	..	67	..	..	..	..	..	..	..	67	..	67
£601-£625	3	..	3	..	..	..	..	..	..	3	..	..	..	..	..	..	..	3	..	3
£626-£650	2	..	2	..	..	..	..	..	..	2	..	..	..	..	..	..	..	2	..	2
£651-£675 .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
£676-£700 .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
£701-£725 .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
£726-£750 .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
£751-£775 .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals, £251-£775	1,348	563	1,911	7	1	8	7	1	8	1,919	692	866	1,558	..	..	..	1,558	3,469	8	3,477
Grand totals	1,457	725	2,182	31	105	136	31	105	136	2,318	864	2,858	3,722	138	255	393	4,115	5,904	529	6,433	

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, 1930.

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)	9	16	56	123	65	139
I (£170-£200)	319	5	372	10	691	15
II (£210-£270)	235	2	228	..	463	2
IIIa (£265-£295)	170	2	105	..	275	2
IIIb (£280-£310)	200	..	60	..	260	..
IIIc (£280-£325)	122	..	9	..	131	..
IV (£325-£355)	128	..	1	..	129	..
V (£360-£405)	75	..	..	..	75	..
VI (£405-£425)	56	..	..	..	56	..
VII (£435-£465)	103	..	..	..	103	..
Special*	4	..	..	..	4	..
Relieving	36	6	33	5	69	11
Totals	1,457	31	864	138	2,321	169
<i>Assistants.</i>						
Probationary assistants (male £140, female £135)	..	102	..	246	..	348
1 (men £160-£205, women £140-£175) ..	175	..	1,658	2	1,833	2
1 (with an additional £25 per annum)† ..	..	..	119	..	119	..
2 (men £230-£280, women £205-£260) ..	376	..	554	..	930	..
2 (with an additional £30 per annum)‡ ..	..	..	168	..	168	..
3 (men £300-£330, women £285-£315) ..	139	..	138	..	277	..
4 (£340-£385)	1	..	1	..	2	..
Special*	2	..	5	..	7	..
Relieving	32	3	215	7	247	10
Totals	725	105	2,858	255	3,583	360

* Certain teachers in junior high schools and normal schools. (One vacant at 31st December, 1930.)

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

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

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

TABLE F 1.—RECEIPTS AND BANK BALANCES OF THE SEVERAL EDUCATION BOARDS FOR THE YEAR 1930.

Education Board.	Receipts from Government.													Total Receipts.	Workshop Account.	Cash Balances, 1st January, 1930.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)				(14)	(15)	(16)
Auckland	10,914	589,852	1,197	20,859	35,067	48,815	33,199	69,669	27,919	9,327	817,339	48,351	32	865,722	21,961	
Taranaki	2,480	108,999	138	3,489	6,668	..	6,832	7,771	6,965	2,233	145,575	4,520	802	150,897	5,428	
Wanganui	3,631	146,265	248	3,845	8,929	..	5,808	12,633	9,860	835	197,368	4,629	412	202,409	3,022	
Hawke's Bay	3,214	139,558	345	7,291	8,341	..	7,424	13,436	7,345	3,006	190,537	4,860	415	195,812	5,606	
Wellington	4,931	221,110	352	4,617	13,156	42,532	11,260	31,379	15,715	2,643	348,205	20,660	..	368,865	8,217	
Nelson	1,893	70,951	142	2,379	4,279	..	2,305	22,890	4,911	1,817	111,477	11,573	..	113,050	2,813	
Canterbury	6,393	320,142	528	16,126	18,681	38,767	14,325	48,113	21,666	4,108	488,946	19,767	324	509,037	9,177	
Otago	3,947	182,493	326	6,569	10,930	33,734	9,733	20,485	13,554	3,286	285,057	5,879	296	291,232	2,640	
Southland	2,509	106,561	278	5,807	6,993	..	5,152	4,711	7,476	2,020	141,507	4,234	288	146,029	1,371	
Totals	39,822	1,885,931	3,554	70,982	113,044	163,848	96,038	231,087	115,411	29,275	2,726,011	114,473	2,569	2,843,053	60,235	

TABLE F 2.—PAYMENTS AND BANK BALANCES OF THE SEVERAL EDUCATION BOARDS FOR THE YEAR 1930.

Education Board.	Payments											Total Payments.	Cash Balances, 31st December, 1930.	
	Staff Salaries, Clerical Assistance, Office Contingencies, &c.	Teachers' Salaries and Allowances.	Libraries (Capitation Grants).	Conveyance and Board of Pupils.	Incidental Expenses of Schools.	Training of Teachers.	Manual Instruction.	Technical Instruction.	Public School Buildings (including building), Sites, Furniture, &c.*	Rent and Maintenance of School Buildings.*	Subsidies, Scholarships, Refunds, and Sundries.			Workshop Account.	(16)
Auckland	14,818	590,300	1,692	22,044	32,227	48,723	33,334	1,234	79,631	30,552	19,752	781	875,088	12,595
Taranaki	3,437	108,840	148	3,480	6,190	..	7,288	..	5,519	6,907	3,430	6,185	150,524	5,801
Wanganui	4,309	145,955	60	3,371	8,300	..	5,668	6,705	13,912	9,406	1,171	4,639	203,496	1,935
Hawke's Bay	4,168	139,854	312	7,825	7,803	..	8,200	658	11,984	7,038	7,220	4,188	199,250	2,168
Wellington	6,703	221,285	187	4,688	13,883	42,666	11,848	35,734	21,854	21,854	10,920	..	370,450	6,632
Nelson	2,164	70,936	132	2,552	4,283	..	2,305	..	20,861	5,371	3,572	..	112,196	3,667
Canterbury	6,409	320,447	504	18,906	18,044	39,056	15,450	118	40,244	23,826	8,170	15,967	507,141	11,073
Otago	4,713	182,535	303	7,202	10,118	33,859	9,487	..	15,772	11,038	6,138	8,761	289,926	3,946
Southland	3,021	106,709	396	5,386	6,953	..	4,499	25	4,245	6,631	4,557	4,035	146,457	943
Totals	49,742	1,886,861	3,754	75,454	107,801	164,304	98,079	221,902	115,411	121,723	64,930	44,556	2,854,528	48,760

* The cost of the Architect's Branch is apportioned between these two items of expenditure.

TABLE F3.—PAYMENTS OF EDUCATION BOARDS ON ACCOUNT OF ADMINISTRATION AND OF INCIDENTAL EXPENSES OF SCHOOLS, 1930.

Education Board.	Average Attendance.	Cost of Administration.*		Incidental Expenses of Schools.	
		Total.	Per Unit of Average Attendance.	Total.	Per Unit of Average Attendance.
Auckland	61,920	£ 14,818	s. d. 4 9	£ 32,227	s. d. 10 5
Taranaki	10,906	3,437	6 4	6,190	11 4
Wanganui	11,916	4,309	7 3	8,300	13 11
Hawke's Bay	15,065	4,168	5 6	7,803	10 4
Wellington	25,941	6,703	5 2	13,883	10 8
Nelson	6,486	2,164	6 8	4,283	13 2
Canterbury	34,010	6,409	3 9	18,044	10 7
Otago	19,048	4,713	4 11	10,118	10 7
Southland	10,808	3,021	5 7	6,953	12 9
Totals	196,093	49,742	5 1	107,801	11 0

* Excluding cost of Architect's Branch.

TABLE F4.—OFFICE STAFFS OF EDUCATION BOARDS AS AT 31ST DECEMBER, 1930.

Position.	Annual Rate of Salary as at End of Year.	Position.	Annual Rate of Salary as at End of Year.
AUCKLAND.		WELLINGTON— <i>continued.</i>	
Secretary and Treasurer	800	Attendance Officer	250
Accountant	600	Staffs Officer	220
Advisory Inspector	575	Shorthand-typists, 7—1 at £190, 3 at £145, 1 at £110, 1 at £100, 1 at £90	925
Chief Clerk	500	<i>Architect's Branch.</i>	
Clerks, 9—2 at £395, 1 at £355, 2 at £335, 1 at £295, 1 at £275, 1 at £230, 1 at £155	2,770	Architect	575
Cadets, 2—1 at £135, 1 at £115	250	Draughtsmen, 2—1 at £410, 1 at £260	670
Office-boy	65	Clerk of Works	350
Clerk-typiste	240	Shorthand-typist	190
Typists, 2—1 at £205, 1 at £160	365	Assistant Draughtsman	150
Cadet-typists, 4—1 at £115, 1 at £90, 2 at £75	355	Temporary Draughtsman	208
Attendance Officer	200	Total	6,163
<i>Architect's Branch.</i>		NELSON.	
Architect	775	Secretary	700
Assistant Architect	450	Accountant	350
Working Foreman	400	Clerks, 3—1 at £165, 1 at £110, 1 at £75	350
Clerk	355	Attendance Officer and Storeman	225
Second Draughtsman	350	<i>Architect's Branch.</i>	
Draughtsman*	312	Architect	500
Typiste	205	Painters, 2—1 at £299, 1 at £286	585
<i>Manual-training Department.</i>		Apprentice Painter	52
Clerk	295	Total	2,762
Typists, 2—2 at £205	410	CANTERBURY.	
Total	10,272	Secretary	725
TARANAKI.		Assistant Secretary	525
Secretary	600	Accountant	450
Assistant Secretary	335	Salaries Clerk	310
Accountant	375	Typists, 4—2 at £220, 1 at £163, 1 at £155	758
Clerks, 4—1 at £190, 1 at £125, 1 at £115, 1 at £80	510	Clerks, 4—1 at £180, 1 at £125, 1 at £85, 1 at £65	455
Attendance Officer	325	Typist-clerk	143
Custodian	234	Attendance Officers, 2—1 at £150, 1 at £100	250
<i>Architect's Branch.</i>		<i>Architect's Branch.</i>	
Architect	600	Architect	675
Workshop Foreman	364	Assistant Architect	450
Building Foreman, 2—2 at £338	676	Foremen, 3—1 at £475, 1 at £450, 1 at £365	1,290
Clerk	165	Buyer	375
Total	4,184	Draughtsmen, 2—1 at £365, 1 at £300	665
WANGANUI.		Workshop Foreman	350
Secretary	665	Typists, 2—1 at £105, 1 at £78	183
Assistant Secretary	435	Workshop Clerk	230
Accountant	385	<i>Manual and Technical Branch.</i>	
Assistant Accountant	250	Supervisor, Manual and Technical	290
Senior Typist	160	Typist	133
Clerk	175	Total	8,257
Clerk-typists, 5—1 at £150†, 1 at £85, 2 at £70, 1 at £52	427	OTAGO.	
Storeman	260	Secretary and Treasurer	650
<i>Architect's Branch.</i>		Assistant Secretary	450
Architect	625	Accountant	385
Architect's Assistant	300	Clerks, 4—1 at £295, 1 at £200, 1 at £195, 1 at £60	750
Clerk	100	Record Clerk	220
Foreman of Works‡	370	Typists, 2—1 at £160, 1 at £90	250
Workshop Foremen, 2—1 at £312, 1 at £260	572	Attendance Officer	350
Foreman Painter§	299	<i>Architect's Branch.</i>	
Total	5,023	Architect	600
HAWKE'S BAY.		Draughtsmen, 2—1 at £485, 1 at £275	760
Secretary and Treasurer	725	Workshop Foreman	355
Assistant Secretary and Accountant	490	Total	4,770
Clerks, 4—1 at £405, 1 at £350, 1 at £320, 1 at £100	1,175	SOUTHLAND.	
Junior Clerk	95	Secretary|| .. .. .	525
Typists, 3—1 at £250, 1 at £185, 1 at £90	525	Accountant	450
<i>Architect's Branch.</i>		Chief Clerk	250
Architect	715	Clerks, 2—1 at £145, 1 at £95	240
Architect's Clerk and Draughtsman	390	Clerk-typist	175
Total	4,115	Typists, 2—1 at £175, 1 at £85	260
WELLINGTON.		<i>Architect's Branch.</i>	
Secretary	800	Architect	495
Assistant Secretary	550	Architect's Cadet	120
Clerks, 5—1 at £275, 1 at £220, 1 at £110, 1 at £100, 1 at £90	795	Foreman	300
Minute Clerk	230	Attendance Officer and Caretaker ¶	240
Supplies Officer	250	Total	3,055

* Temporary country allowance.

† School Medical Officer's Clerk.

‡ Plus 5s. per day country allowance.

§ Plus 3s. 4d. per day

|| Includes £100 payable by High School Board.

¶ Includes £55 for caretaking Manual School.

DETAILED TABLES RELATING TO TRAINING COLLEGES.

TABLE P1.—NUMBER OF STUDENTS IN THE FOUR TRAINING COLLEGES IN 1930.

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 ..	56	132	1	4	2	4	199	374	59	140	264	374
	Second year ..	48	119	..	..	..	..	..	..	167		48	119
	Third year ..	3	5	..	..	..	..	..	..	8		3	5
Wellington	First year ..	31	84	123	244	31	92	193	244
	Second year ..	19	98	..	..	..	..	..	..	117		19	98
	Third year ..	1	3	..	..	..	..	..	..	4		1	3
Christchurch	First year ..	39	91	1	..	1	6	..	1	139	306	41	98	220	306
	Second year ..	42	120	..	..	..	..	..	..	162		42	120
	Third year ..	3	2	..	..	..	..	..	..	5		3	2
Dunedin	First year ..	21	76	1	8	..	3	109	230	22	87	175	230
	Second year ..	25	75	..	..	..	..	..	..	100		25	75
	Third year ..	8	13	..	..	..	..	..	..	21		8	13
Totals	296	818	1	..	3	25	2	9	1,154	302	852	1,154			

TABLE P2.—INITIAL STATUS ON THEIR ADMISSION TO THE TRAINING COLLEGES OF STUDENTS WHO LEFT IN 1930.

	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)	5	5	2	..	1	..	..	..	8
Second-year students (Divisions A and B)	..	3	18	45	66	78	3	1	..	..	148
First-year students (Divisions A and B)
„ (Division C)	5	..	..	..	..	5
„ (Division D)	1	2	3	3	..	..	..	..	6
Totals	3	19	52	74(a)	83(b)	5	4	1	..	..	167
WELLINGTON.											
Third-year students (Divisions A and B)	1	1	3	..	..	..	..	..	4
Second-year students (Divisions A and B)	9	10	19	80	1	..	..	..	100
First-year students (Divisions A and B)
„ (Division C)	7	..	..	..	..	7
„ (Division D)	1	1	..	..	..	..	..	..	1
Totals	9	12	21(c)	83(d)	7	1	..	..	..	112
CHRISTCHURCH.											
Third-year students (Divisions A and B)	4	4	1	..	..	..	..	..	5
Second-year students (Divisions A and B)	..	1	8	55	64	80	..	..	..	..	144
First-year students (Division B)	1	..	..	..	..	1
„ (Division C)	7	..	..	..	7
„ (Division D)	1	..	..	..	..	1
Totals	1	8	59	68(e)	83(f)	7	..	..	..	..	158
DUNEDIN.											
Third-year students (Divisions A and B)	3	7	10	3	..	2	6	..	21
Second-year students (Divisions A and B)	17	33	50	32	..	..	..	..	82
First-year students (Divisions A and B)
„ (Division C)	9	..	..	..	9
„ (Division D)	3	..	3	..	..	..	..	..	3
Totals	23	40	63(g)	35(h)	9	2	6	..	..	115
Grand totals	4	59	163	226	284	28	7	7	..	..	552

(a) Including 31 students who passed matriculation.
(e) Including 65 ditto.

(b) Including 48 ditto.
(f) Including 78 ditto.

(c) Including 15 ditto.
(g) Including 58 ditto.

(d) Including 79 ditto.
(h) Including 32 ditto.

TABLE P 3.—EXAMINATION STATUS OF TRAINING-COLLEGE STUDENTS WHO LEFT IN 1930.

	Completed Examination Requirements for a Teacher's Certificate.						Incomplete Examination Qualification for a Teacher's Certificate.	Total Number of Students.
	Class A.	Class B.	Class C.	Class D with Partial Success towards Class C.	Class D.	Total.		
AUCKLAND.								
Third-year students (Divisions A and B)	..	2	6	..	..	8	..	8
Second-year students (Divisions A and B)	..	11	118	16	..	145	3	148
First-year students (Division C)	..	5	..	..	..	5	..	5
„ (Division D)	..	1	5	..	..	6	..	6
Totals	..	19	129	16	..	164	3	167
WELLINGTON.								
Third-year students (Divisions A and B)	..	2	2	..	..	4	..	4
Second-year students (Divisions A and B)	..	8	78	10	1	97	3	100
First-year students (Division C)	..	7	..	..	..	7	..	7
„ (Division D)	1	..	..	1	..	1
Totals	..	17	81	10	1	109	3	112
CHRISTCHURCH.								
Third-year students (Divisions A and B)	..	2	3	..	..	5	..	5
Second-year students (Divisions A and B)	..	4	103	36	..	143	1	144
First-year students (Division B)	1	1
„ (Division C)	..	7	..	..	..	7	..	7
„ (Division D)	1	1
Totals	..	13	106	36	..	155	3	158
DUNEDIN.								
Third-year students (Divisions A and B)	..	7	14	..	..	21	..	21
Second-year students (Divisions A and B)	..	7	68	7	..	82	..	82
First-year students (Division C)	..	1	8	..	..	9	..	9
„ (Division D)	3	..	..	3	..	3
Totals	..	1	22	85	7	115	..	115
Grand totals	..	1	71	401	69	543	9	552

TABLE P 4.—HIGHEST STATUS ON ADMISSION OF ALL STUDENTS WHO ENTERED TRAINING COLLEGES IN 1930.

	Teachers' Class C Examination.	Teachers' Class D Examination with Partial Success towards Class C.	Class D.	Some Teachers' Certificate Qualifications.	University Degree or Partial Success towards Degree.	Higher Leaving-certificate.	Matriculation.	Lower Leaving-certificate.	Total Number of Students.
Auckland—									
Division A	.. 2	7	60	115	..	3	1	..	188
Division B	.. ..	..	..	..	..	..	..	..	..
Division C	.. ..	..	..	..	5	..	..	..	5
Division D	.. ..	1	2	3	..	..	..	..	6
Totals	.. 2	8	62	118	5	3	1	..	199
Wellington—									
Division A	.. ..	4	29	81	1	..	..	..	115
Division B	.. ..	..	..	..	..	..	..	..	..
Division C	.. ..	..	..	..	7	..	..	..	7
Division D	.. ..	..	1	..	..	..	..	..	1
Totals	.. ..	4	30	81	8	..	..	..	123
Christchurch—									
Division A	.. ..	3	39	88	..	..	..	..	130
Division B	.. ..	..	..	1	..	..	..	..	1
Division C	.. ..	..	..	..	7	..	..	..	7
Division D	.. ..	..	..	1	..	..	..	..	1
Totals	.. ..	3	39	90	7	..	..	..	139
Dunedin—									
Division A	.. 1	12	32	51	..	..	1	..	97
Division B	.. ..	..	..	..	..	..	..	..	..
Division C	.. ..	..	..	..	9	..	..	..	9
Division D	.. ..	3	..	..	..	..	..	..	3
Totals	.. 1	15	32	51	9	..	1	..	109
Grand totals	.. 3	30	163	340	29	3	2	..	570

APPENDIX A.

REPORT OF THE CHIEF INSPECTOR OF PRIMARY SCHOOLS.

SIR,—

During the year there have been a number of changes in the personnel of the Inspectorate. At the beginning of the year there were forty-four Inspectors, and at the end forty-three. In February the Department and the Service sustained a very severe loss by the sudden death, on the eve of his retirement, of Mr. C. W. Garrard, B.A., late Senior Inspector at Auckland. Seven Inspectors—Messrs. M. McLeod, B.A. (Christchurch); G. Dalglish, B.A. (Nelson); F. G. A. Stuckey, M.A. (Dunedin); M. Lynskey, M.A. (Nelson); A. Crawford, B.A. (Wanganui); J. J. Adams, B.A. (Wanganui); and G. H. Plummer, LL.B. (Auckland)—retired on superannuation after long and valuable service in the cause of education. Mr. J. Robertson, B.A., B.Sc., was appointed Senior Inspector at Auckland; Mr. A. McNeil, M.A., Senior Inspector at Christchurch; Mr. D. McCaskill, B.A., Senior Inspector at Napier; Mr. W. A. Service, M.A., Senior Inspector at Invercargill; Mr. W. G. Blackie, M.A., B.Sc., Senior Inspector at Wanganui; and Mr. T. J. Griffin, B.A., Senior Inspector at Nelson. Mr. N. H. S. Law was transferred, at his own request, from Wanganui to Auckland. The following new appointments were made from the primary-school service: Messrs. P. G. Lewis, M.A. (Wanganui); R. W. D. Maxwell, M.A., Dip. Ed. (Dunedin); A. R. Merrington, M.A. (Wanganui); G. T. Palmer, M.A. (Invercargill); E. Partridge, M.A. (Wanganui); G. H. Stubbs, M.A. (Wellington); and J. P. Hawke, M.A. (Taranaki).

Towards the end of the year Mr. W. W. Bird, M.A., Chief Inspector of Primary Schools since 1926, expressed a wish to retire on superannuation, but in view of his unique knowledge of the Maori race and the island people it was decided to retain his services in another position, that of Superintendent of Native and Island Education. Mr. Bird's experience as an Inspector of Native Schools, and as a Senior Inspector of Public Schools in two education districts, made him a particularly valuable administrative officer.

While the standard of efficiency in the large schools has been well maintained, a distinct advance is recorded in country schools, more particularly in the backblocks. This is accounted for by the disappearance of uncertificated teachers, whose places have been taken by young trained teachers, who by their skill and enthusiasm have transformed the school life of large numbers of country children.

As stated last year, it is not expected that any radical changes will result from the introduction of the new syllabus. What is looked for is the gradual growth of the spirit of liberty as far as methods of teaching and courses of work are concerned. It may be too much to expect successful teachers of long experience to abandon well-tried methods which they are applying with a minimum of effort. Nevertheless, many of the teachers show originality in the compilation of programmes of work and have adopted means of giving scope for individual effort in conjunction with class-teaching. The study of modern developments in education in other lands is undertaken seriously by every progressive teacher, and this study, while not leading to a revolution in methods, at least is gradually paving the way for the adoption of the best. In general, teaching methods are modern, and tend to develop the individuality of the pupils as far as working-conditions in the schools permit. There are still some traditional methods of doubtful educational value that survive as being effective with large classes or with teachers who, while striving for freedom, are afraid to leave the well-worn paths and seek new avenues; this, too, in spite of the spirit of the new syllabus and the encouragement given by Inspectors to teachers showing originality and initiative. There is reluctance to abandon a sure method—that is, one sure to produce good measurable results—for a plan that may show poor results on a formal test. Younger teachers are more exploratory in the realms of methods than many older ones who have very fine records in the Service. Might it be suggested that these latter, with their success in control, management, and organization, need have no fear of failure under the new system.

It is in the matter of discipline that there has been the most noticeable change for the better, attributable to a closer observation of the temperament and study of the psychology of the child. The habits of self-control inculcated in the preparatory classes were until recently sometimes nullified by inexperienced teachers in charge of Standards I and II, but headmasters have now realized that greater efficiency of the school as a whole is gained with capable teachers in charge of these classes. Advance along æsthetic paths is distinctly encouraging, notable progress having been made in singing, more particularly in the production of pleasing tone. Musical appreciation has some capable exponents among the teachers; others are finding their way to better treatment. Literary appreciation is making rather tardy progress, but artistic drawing and handwork are more in evidence. Teachers are, however, sometimes reluctant to spend time on what appears not to give immediate testable results, overlooking entirely the fact that oral and written expression will through these branches of the curriculum rise to a practical and æsthetic standard hitherto considered impossible. Our schools hardly receive enough credit for the interest displayed by both teachers and pupils in what may be called social and civic activities. Most schools have branches of one or more of the following—Junior Red Cross, Dr. Barnardo's Young Helpers' League, Navy League, S.P.C.A.—in which the pupils take a keen and active interest.

The vast majority of the teachers are imbued with a high sense of duty. They display a pleasing willingness to adapt their methods and organization to modern requirements and, where weaknesses are indicated, to adopt the necessary remedial measures. Their untiring efforts in furthering the welfare of the young people under their charge cannot but have good results in the formation of habits of loyalty to duty, of true patriotism, and of sound character, which should form a sure foundation for the life work of the future citizens of the Dominion.

Speech-training.

In this subject the first essential is that the teacher should set a good example. In the second place, the teacher's influence should succeed in establishing in his class a pleasure in listening to good models, a keen ear for correctness, and an earnest desire to speak well. Without these the good effects of work done in school are not carried beyond the doors. This speech-consciousness having been established, a natural consequence will be that the participation by the teacher in school games will tend to check slovenly speech, which may thus in time disappear. Inspectors report favourably upon the progress made in formal speech-training exercises, and remark that good results are more noticeable among the younger pupils. This is only natural, and it may confidently be expected that as these pupils progress through the school they will show continued improvement. Oral expression exhibits, on the whole, only slight improvement, the progress made in many infant departments not being continued in the upper classes. There appears to be too great a tendency to get pupils to write rather than to speak. In everyday life, for which education ought to prepare, clear and correct oral expression is demanded infinitely more often than written expression. Progress in nearly every subject is still hampered by the inability or unwillingness of pupils to discuss the subject with the teacher.

Oral Reading—Recitation.

The Inspectors credit oral reading with some improvement during the year. They are, however, of the opinion that in too many classes undue attention is given to silent reading. To this may be traced one of the outstanding weaknesses that appear when pupils read aloud—namely, the tardy recognition of the less familiar words. Unless silent reading is properly supervised and tested it is possible for some of the time devoted to it to be unprofitably employed. Fine expression in the oral reading seems to have been neglected during recent years; seldom do the Inspectors find in any department of the school the expressive intelligent reading that was so often met with in the larger schools ten or fifteen years ago.

The Inspectors note with appreciation the commendable interest displayed by teachers and pupils in school libraries, and feel certain that valuable work is being done in encouraging reading for pleasure or information. Pupils nowadays explore a wider field of literature in search of poems which appeal to their taste. There is a deeper interest in poetry, and in many of the schools daily studies of poetical and prose selections are skilfully conducted and appreciation of good literature is being developed. The success of these laudable efforts is becoming noticeable in the oral expression of the pupils, but more often in the written expression. Following upon the growth of interest in literature, there is a pleasing advance in recitation, towards a better understanding of diction and rhythm. It is noted that in those schools where children are encouraged to attempt verse-making themselves they are more prone to commit to memory a wide range of poems. In an increasing number of schools dramatic work is attempted, and is being recognized as one of the finest methods of training for correct, pleasant, and natural speech. Play-acting not only appeals to a deeply rooted instinct in children, but it also supplies them with a strong motive for developing speech of high quality.

Handwork.

The teachers generally now recognize in handwork a subject that has definite methods and a culture of its own. There has been during the year ample evidence of intenser study of the various branches of the subject with a view to the introduction of forms which lend themselves to education on lines not only practical, but also aesthetic. The work along well-defined courses with the conventional materials supplied to all schools has been varied by the use of waste materials within immediate reach, such as timber, leather, motor-tubes, flax, raupo, match-boxes, manuka, rushes, sugar-sacks, &c. The practical value of many of the articles thus made gives scope for the creative instincts of the child and provides a valuable incentive to effort; initiative is developed and sound economic habits fostered. In many cases decorative designs, appropriate and artistic, form a pleasing feature of the finished articles. In connection with such subjects as history, geography, nature-study, reading, and stories the children are called upon to give concrete expression to new ideas. Light woodwork, introduced as an experiment in a small number of country schools out of reach of manual-training centres, has been taken up with enthusiasm and has proved a great success.

Health and Temperance.

The good work of the Medical and Dental Branches has added practical interest to the treatment of these subjects, and a marked influence is being exerted upon the pupils in the matter of the formation of sound health habits. Credit is due more particularly to teachers of the preparatory classes who during morning inspection and talks have impressed upon their charges the simple rules of health. We may well take pride in the high standard of cleanly habits of the young people of the Dominion. A glance round the pupils of our schools convinces one that they are, in the matter of

health, a credit to both mothers and teachers. We should like to commend the practice of some teachers in carrying out tooth-brush drill, and should like to see the practice extended to a larger number of schools. The girls of some city and suburban schools have had the benefit of a series of valuable health and first-aid lessons given by representatives of the Red Cross Association. Such has been the interest aroused by these lessons that very many of the girls have voluntarily sat for the First-aid Examination and secured certificates.

A programme of lessons in temperance is included in all the schemes of work, and, on the whole, the treatment of the subject is satisfactory.

Elementary Science and Nature-study.

The treatment of these subjects varies considerably. In nature-study it is the attitude of mind more than anything else that counts, and this is contagious. Where the teacher is interested and imbued with the correct spirit, the children are enthusiastic. The pupils must be trained daily to be observant, and to take an active interest in the outer world that surrounds them and of which they themselves are a part. They should, as far as possible, be trained to study the natural phenomena in their natural settings, and for this purpose the pupils must be taken out-of-doors whenever opportunity offers. If this subject is approached in the correct way, a spirit of inquiry will be aroused, and by training the pupils in the use of suitable works of reference the teacher will supply a means of satisfying this spirit of natural curiosity. Occasionally Inspectors find a scheme including a list of topics the material for the successful treatment of which is unprocurable or unseasonable. Failure must attend such a scheme, because the result can only be an accumulation of facts which cannot be discovered in the right way by the pupils themselves. It is the teacher's business to guide the observation and to help the pupils to draw the correct inference. The pupils' notebooks are often a list of facts dictated by the teacher or copied from the blackboard; a better training would be afforded if these were a record of the child's own impressions of the directed studies of the class. Careful supervision of all notes is, of course, essential for effective work, as well as for giving the character-training afforded by thoroughness and accuracy. Nature-study has not yet come into its own, but if the young teachers follow the lead given in the training colleges the time should not be far distant when the treatment of the subject will be on sound lines. In the treatment of elementary science there is need to stress the importance of a training in correct, logical reasoning, and the need for clearer and more explicit exposition during the statement of facts observed and inferred. In many schools science work is now closely associated with practical work in the garden-plots, and some very pleasing work has been done in this connection. An interesting development in some schools is the collection of flower and vegetable seeds. This is an activity which might well be extended by groups of schools specializing in certain seeds and by a system of exchange effecting a considerable saving in expense, in addition to giving a valuable educational training.

Optional Subjects in Forms I and II.

The Inspectors have not been impressed with the generality or the effectiveness with which the optional courses have been taken up in Forms I and II. The best work in French has usually been done in those district high schools where teachers of the secondary department take this subject, and where they are laying, in an interesting way, a foundation for future study in higher forms. In other instances, where the teaching has been inexpert or the standard of English has been low, concentration on the mother-tongue has been recommended. It was never intended that all the pupils of these forms should take up French at this stage, and teachers of large classes have found that the time they can spare for oral work with the best pupils is not sufficient to warrant the introduction of the subject. Optional mathematics is not so widely taught as anticipated or as the value of such studies renders desirable. The opinion that, for pupils who are not intended for academic education, Latin is a more useful study than French, has now many advocates.

Junior High Schools.

A further year's experience of the junior high school serves but to confirm a previously expressed belief in its effectiveness. The classification of pupils in accordance with native ability and acquired knowledge, made possible by aggregation, the employment of full-time specialist teachers, and the superior equipment, are advantages more immediately apparent; but, in addition, there is the enhanced social and intellectual environment with which the pupil is brought into contact. When pupils are gathered together into the larger centres they are brought into a sphere where there are more opportunities for developing the powers of leadership, and where the brightest of our future citizens may be given the opportunity of working up to the full measure of their capacity.

District High Schools.

Valuable work is being done, and an honest attempt is being made to break down those traditions which formerly made these departments mere junior copies of city high schools. Wide options are encouraged, so that pupils may have an opportunity of developing along their own particular lines. Much credit is due to teachers who have qualified themselves in a wide range of subjects in order to meet this situation. The continued increase in attendance is probably due to the broadening of the curriculum and the more widespread recognition of the value of secondary education. The adoption of two main courses, academic and commercial, tends to group the pupils largely in accordance with

scholastic ability, with the result that those in the mathematics and French classes profit more by the teaching and make more rapid progress than formerly. The rural course continues to be taken in all country district high schools, these being provided with well-equipped laboratories and experimental plots to provide means for that practical work which should, and does, form the backbone of the course.

With respect to the teaching of science and commercial subjects, secondary departments are handicapped by small staffs, necessarily limited by small roll numbers. This difficulty, together with that of giving continuity of instruction, is being met to a limited extent in some schools by specialized teaching from Form I up, teachers of all forms being utilized as their special abilities suggest. Such a plan might with advantage be more fully applied in the anticipation of the junior-high-school organization. Most of the head teachers and assistants take a broad view of their responsibilities, and are giving to their pupils much more than a mere scholastic training. It is perhaps true that external examinations dominate the policy and teaching on the academic side of these institutions, but, in spite of these demands, the scholars are obtaining a grounding in social service and in elementary civic responsibility. In addition, the refinements of art and music are not altogether neglected.

Probationers.

The probationers are of a good type, well equipped educationally, physically, and personally. Enthusiasm is in no degree lacking, studies are assiduously pursued, and duties are conscientiously carried out.

Probationary Assistants.

The consensus of opinion is that there has been a steady improvement in the professional equipment of the trainees. Few are the cases where enthusiasm is wanting. A good knowledge of methods of teaching gives these beginners confidence in managing a class for the first time, and saves them from reverting to practices in teaching which are relics of the past. Moreover, they have been the means of disseminating fresh ideas, which have been welcomed by the older members of the staff. The influence of the teachers with special training—that is, those who have had three years' training—is gradually beginning to make itself felt. Headmasters of schools in which they have been placed in most cases appreciate their services and give them ample scope. In some cases weakness in general class teaching and management have militated against success with the special subjects. This emphasizes the necessity for the exercise of the greatest vigilance and care in the selection of students for a third year of training, and they should not be allowed to go out to schools with the title "specialist" unless they have given evidence of ability to apply their special knowledge in such a manner as to impress their individuality upon the classes entrusted to them.

Music.

Training Colleges.—Good work is being done in all the colleges, and the students are being trained to use the official "Scheme of School Music" and songs of the best quality. At Auckland a class of thirty women took special infant-work, and sixty took eurhythmics. The Lecturer in Music has given three special lectures to three hundred teachers on "The Dominion Song-book," which was specially compiled for the schools, and, as a result, hundreds of copies have been purchased by the schools. Since 1928 ten third-year music specialists have been trained, of whom nine are in temporary or permanent appointments and are doing excellent work. There are four third-year music specialists for 1931. At Wellington much attention is being given to practical work. The third-year student in music took special piano lessons, and the Lecturer has a piano class on the "Bavin" system for students. There is an orchestra and choir. At Christchurch two third-year students specialized in music. The Lecturer's remarkable scheme of music classes for children has been carried successfully through a second year; about 1,500 children (twice as many as in 1929) were enrolled for the study of piano, stringed and wind instruments, musical appreciation, choral and operetta work. A four days' festival was held in October, at which a large orchestra performed, in addition to choral, operatic, and other items. At Dunedin much practical work is being done. There were four third-year students. The Lecturer has given organ recitals to students, and has also trained a remarkably fine college choir. He has also lectured to high-school children and to parents, and has started a school for group instruction in piano-playing.

"*The Dominion Song-book.*"—The school song-book has been well received and is being increasingly adopted everywhere. It is hoped that this, together with the good songs being circulated through the training-college work, will do much towards raising the standard of choice in school songs and in using them for a definite purpose—*e.g.*, correlation with history and geography, &c.

The Schools.—Music in the schools shows promise, a good sign being the increased interest in it in high schools, and notably among the boys. Orchestras and choirs are growing in numbers, and the teaching of instrumental music has made a good beginning in many places. Much, however, remains to be done before the subject reaches the standard aimed at.

Special Classes.

During the past year the work of the special classes has continued satisfactorily. One unfortunate circumstance is the fact that children ready to leave school are experiencing difficulty in obtaining employment. In Christchurch a scheme of vocational guidance has been worked out in co-operation with the Psychological Department of Canterbury College, and the After-care Committee has rendered assistance in obtaining employment for a number of children.

Several of the classes have in the past year given particular attention to athletics, with the result that a great many children have learned to swim, while quite a number have become useful members of football and cricket teams. The value of having classes attached to a school has been demonstrated by the fact that the boys and girls can mix freely, and even compete with the children in the ordinary classes. Prowess in athletics stimulates the respect of non-special-class pupils and tends to remove any stigma that might otherwise be attached to children of poor scholastic powers.

Co-operation with the Mental Hospitals Department has resulted in the removal of a large number of uneducable children, formerly a burden on special classes, and it is anticipated that as a consequence special-class teaching will, in the future, be more effective.

Physical Education.

This important part of the work of the school continues to make very good progress. The subject includes physical exercises, organized games, swimming and life-saving, athletics, folk and country dancing, and rhythmic exercises. Up-to-date methods are used, and both teachers and children are entering into the true spirit of the work. At the training colleges more attention than ever before is being paid to the subject, and the students are consequently more capable of giving instruction when they go out into the schools. Twelve specially selected students undertook a third year's course in physical education at the Dunedin Training College. Folk and country dancing is being taught in a larger number of schools throughout the Dominion. As a means of producing good deportment this phase of the subject is most valuable from the point of view of the girls. Corrective classes are held for children with postural defects who have been selected for treatment by the School Medical Officer. Good progress continues to be made in swimming and life-saving. Last year 14,168 certificates were issued to pupils in primary and secondary schools.

I have, &c.,

N. T. LAMBOURNE,

Chief Inspector of Primary Schools.

The Director of Education, Wellington.

APPENDIX B.

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

I. EXTRACTS FROM REPORTS.

AUCKLAND.

(Chairman, Mr. A. BURNS.)

School Accommodation.—The Board regrets that the Government has been compelled, owing to the financial depression, to reduce the grants for the provision of school accommodation. The Board feels assured, however, that the most urgent of its requirements in respect of new school buildings, and the enlargement of existing school buildings, will receive consideration as soon as funds are available. In order to render assistance to the Department during the time of financial stress, the Board has continued to make contributions from its Rebuilding Fund towards the cost of works in connection with school buildings.

Open-air Schools.—The question of erecting open-air schools has received careful consideration by the Board. The Architect was authorized to visit Taranaki and Canterbury in order to inspect open-air schools erected in those districts. Subsequently the Architect submitted a design of what he considered to be the best type of open-air school buildings, and one such building has recently been erected as an experiment at Avondale South.

Teachers' Residences.—The Board is still experiencing considerable difficulty in the staffing of rural schools owing to the lack of suitable accommodation for the teachers. The Board recognizes, however, that, owing to lack of funds, it is necessary to postpone the erection of residences.

Training College.—The Board regrets that the matter of the unemployment of ex-students of the training college is still very acute. At the present time there are 248 ex-students who have not yet obtained permanent employment. Of these, 123 are now temporarily employed as relieving teachers for periods varying from two weeks to a term. During the early part of the year fifty-four other ex-students were given temporary employment. There are, however, seventy-one such teachers to whom the Board has not yet been able to give even temporary employment this year.

District High Schools.—The secondary departments of district high schools have proved to be of the greatest benefit in providing for the post-primary education of children of country districts. The results obtained by the pupils at the Matriculation Examination, Public Service Entrance, and other annual examinations, are very gratifying. The Board greatly appreciates the fact that suitable arrangements have now been made for the training of training-college students for the work of teaching in secondary schools. The Board is pleased to report that arrangements have been made for the establishment of a district high school at Northcote, which school will not only make provision for the secondary education of pupils of that district, but will greatly relieve the overcrowding in the secondary schools in Auckland City.

Junior High Schools.—The junior high schools at Kowhai, Matamata, and Northcote continue to render most efficient service. The Board desires to renew its request that the numbers of the members on the School Committees at Matamata and Northcote be increased by the election of two members by the parents of pupils. During the year, the Government authorized a grant for the erection of a new school building at Otahuhu South, and a junior high school has been established therein.

Subsidies.—During the year over £6,000 was raised by local contributions for improvements at schools. The Board regrets, but fully recognizes, the financial stringency which has necessitated the curtailment of subsidies on voluntary contributions, and trusts that the withdrawal of subsidies will be only a temporary expedient, and that they will be reinstated at the earliest possible date. The Board considers that the spirit of self-help evidenced during the past years by the very generous contributions made by parents throughout the district should be fully encouraged.

Staffing of Schools.—Certificated teachers have now practically replaced uncertificated teachers. Even in respect of aided schools the Board has in very many cases been able to secure the services of certificated and trained teachers.

Medical and Dental Inspection of Schools.—The Board highly appreciates the efficient work being undertaken by the Medical and Dental Officers of the Health Department in connection with the schools in this district. The Board fully appreciates the action already taken by the Government in establishing school dental clinics in many parts of the Dominion, but desires to renew the representations that provision be made for the dental treatment of school-children in country districts where the services of dentists are not available.

Organizing Teachers.—The two organizing teachers continued to do good work, and their services have resulted in a greatly improved standard of work in several schools under the charge of inexperienced teachers. The Board regrets that, owing to financial considerations, it has been necessary to withdraw the services of organizing teachers, and hopes that such teachers will be again employed in the work of country schools, as soon as financial conditions improve.

Consolidation of Schools.—Several applications have been received for the establishment of consolidated schools, and arrangements are now being made for one to be opened at Katikati. The difficulty in respect of many of the cases is the high cost of conveyance.

TARANAKI.

(Chairman, Mr. S. G. SMITH.)

Buildings.—The free-air type of class-room designed by our Architect has been the subject of inquiries from various parts of the Dominion and is very popular with the teachers.

Shields.—The Cuthbert Shield, awarded to schools of Grade 3A and upwards for arrangement and care of school-grounds, was won by Waitara School. The Tisch Shield, awarded to schools below Grade 3A for arrangement and care of school-grounds, was won by Makaka and Waitaanga Schools. A large number of certificates have been issued to individual pupils for exceptionally good work in agriculture.

Afforestation.—Experimental work to determine the best time for sowing seeds and planting the nursery plants has been undertaken, and the planting of unused or rough areas has been encouraged.

Boys' and Girls' Clubs.—Interest in the Boys' and Girls' Clubs is still well maintained, and much valuable assistance is rendered by the agricultural and pastoral associations and by the officers of the Agriculture Department. In the calf-rearing competitions 283 animals were judged during the year. The movement is now becoming so large and of such educational and economic importance that the closest supervision of the club work is essential.

Conveyance and Consolidation of Schools.—My Board has in several cases submitted proposals to your Department for the closing of small schools and the conveyance of pupils to a centre. The Haparua School has been closed under this scheme and the pupils conveyed to Ohura, and the arrangements are working satisfactorily. The Board's experience of the benefits of conveyance of pupils to central schools has been so satisfactory that members are strongly of opinion that, wherever practicable, consolidation of schools should be adopted. The Board regrets greatly that approval was not given to the schemes which were submitted to the Department during the year—schemes favoured by all the local authorities and by the parents concerned.

Necessary Reforms.—In reviewing the year's operations the Board is led to the conclusion that, whatever other reforms may be effected, the most pressing matters now are (1) the consolidation of groups of schools; (2) the stabilization of school staffs and reduction in size of classes; (3) the adjustment of allowances made to School Committees.

WANGANUI.

(Chairman, Mr. W. A. COLLINS.)

Teachers.—It is worthy of note that, with the exception of one school, which happens to be situated in a very remote locality, there are no uncertificated teachers employed in schools above Grade 0, and that of the thirty-one Grade 0 schools no less than eighteen are under the charge of certificated teachers.

Organizing Teacher.—Owing to the greatly reduced number of uncertificated teachers now employed, it has been possible to utilize the services of the organizing teacher to a certain extent in visiting schools under the charge of young teachers who had taken up sole-charge work immediately after the completion of their period of training.

Health Camp.—A children's health camp under the direction of Dr. Elizabeth Gunn, School Medical Officer, was held during part of February and March, 1930, in the Awapuni Racecourse grounds, Palmerston North, kindly placed at our disposal by the Manawatu Racing Club. The number of children taken into camp was 128, and of this number there was no child who did not show physical improvement as a result of camp life. Unfortunately the weather conditions were not all that could have been desired, but apart from this the camp was a complete success. Early this year a gentleman, who at the present juncture desires that his name be not disclosed, donated to the Board an area of 20 acres, situated within the Wanganui City area, as a site for a permanent health camp. For this generous gift the Board extends to the donor its sincere gratitude, and it is hoped that in the not-far-distant future it will be possible to erect suitable buildings on this site and to establish a permanent camp.

School Environment.—That a high standard of environment at the schools is being maintained is evidenced by the fact that for the year 1930 no fewer than fifty-five schools which had qualified for environment certificates in previous years had their certificates endorsed by virtue of the continued excellence of their surroundings, while twelve schools reached for the first time the standard required for the issue of a certificate. In many other cases commendable improvements were observed, which, if continued, will no doubt result in the schools concerned obtaining environment certificates later on.

HAWKE'S BAY.

(Report not received.)

WELLINGTON.

(Chairman, Mr. T. FORSYTH.)

Training College.—The Board places on record that its hopes of better conditions for the Training College to bring it into line with the increased requirements of the district have been disappointed, and at the moment no steps have been taken to give relief. It repeats the comment of 1929 that the existing buildings are overcrowded. The accommodation for both students and staff is totally inadequate, notwithstanding that many students are sent for training to other centres, a matter of increased cost to the Department and to some extent a loss of teaching-power for the area served by the Wellington Training College. A new college site and building sufficiently spacious to meet the requirements of the Middle University District is a matter of the utmost importance.

Report of Inspectors.—The Board notes with pleasure the higher estimate of the efficiency of the schools recorded therein, and it thanks all those teachers who by honest endeavour have contributed to this result.

Centralization and Conveyance.—There are indications that where the conditions are favourable there is a growing preference for a centralizing conveyance service. Several proposals originating in country districts for closing small schools and conveying pupils to large schools are under consideration, but action is in several instances being deferred owing to financial considerations.

Technical College.—The complete withdrawal of the Technical College from the Board's premises in Mercer Street to the new college on Mount Cook marks a notable advance in technical education. Few now recall the great part the Wellington Education Board, under the able guidance of that pioneer, the late Mr. A. D. Riley, played in the establishment of technical education in New Zealand. Nor must I omit acknowledgment of the splendid support received from the Industrial Association in assisting to provide the Wakefield Street building, and that received from the city, first in the lease of a site for the workshops in Mercer Street, and later by substantial contribution to the cost of the new college.

NELSON.

(Chairman, Hon. Mr. W. H. McINTYRE.)

Conveyance and Board.—Parents of children in remote localities continue to take advantage of the allowance towards conveyance and board of children in order to attend schools.

Voluntary Contributions and Subsidies.—School Committees throughout the district continued to show practical interest in the welfare of their schools by raising various sums by means of voluntary contributions, concerts, &c., with the result that considerable benefits were derived by way of improved grounds, libraries, additional equipment, &c. It was with extreme regret that the Board received the intimation that the Government found it necessary to temporarily withdraw the granting of subsidies. The hope is expressed that subsidies will very soon be restored.

Education Committee's Report.—The report of the Recess Education Committee was received in July last and was the subject of considerable interest. After giving the report very careful consideration the Board came to the conclusion that it contained many excellent recommendations.

CANTERBURY.

(Chairman, Mr. W. A. BANKS.)

School Committees.—Householders generally continue to take a keen interest in their schools, and the Committees they elect to control the destinies of the local centres of learning deserve much thanks for the honorary duties they perform for the sake of the children. Committees sometimes complain that their's is a thankless task, but the Board's experience has been that the parents will respond with ready support if a good lead is given.

Technical Education.—A pleasing feature of the year's work was the resuscitation of interest in technical education in the small centres, particularly at Kaiapoi, Temuka, and in the Ellesmere district. In the last-named district, especially, keen interest and activity were displayed by the Ellesmere Technical Association in the matter of providing technical classes adapted to the needs of the district. The excellent attendances at these classes bear convincing testimony as to their popularity.

OTAGO.

(Chairman, Mr. J. WALLACE.)

Elementary Agriculture.—The Board is satisfied that on both the practical and the theoretical side good work is being done, and that boys and girls going on the land will take with them useful information. The scope of the work has been gradually developed in recent years, and the beautification of the school-grounds is now recognized as an important part of the programme. Both the Inspectors and the Agricultural Instructors have stressed this aspect, and with the further incentive of liberal subsidies teachers and Committees have combined in a ready response, with the result that many

school-grounds are not only a source of pride to the children, but a feature of the district and an attraction to the visitor or the passer-by. The Agricultural Club movement has been reorganized in this district, with control in an executive on which both the Board and the Department of Agriculture are represented. The Board now looks forward to a successful extension of the movement.

Woodwork Classes.—At the beginning of the year the Board provided tools to five selected teachers for the establishment of light woodwork classes in Grade III schools. The Inspectors report that the work undertaken provides a valuable extension of the handwork facilities, and that the experiment is fully justified. It is regretted that through shortage of funds no extension of this work can be undertaken in the meantime.

Conveyance and Consolidation.—The annual increase in the cost of conveyance is brought about principally by the steady progress that is being made in the consolidation of schools and by the establishment of conveyance services in place of building new schools. As an offset against this increase, there are considerable savings for teachers' salaries, Committee grants, and buildings, both at the small schools closed and where the establishment of a school has been rendered unnecessary. The Board does not think there is much to be gained in the combining of two small schools, and it proposes to direct its efforts to the conveyance of pupils from small schools to existing district high schools, or to central schools which could be raised to that status by reason of the influx of conveyed children. The time is not opportune to push consolidation schemes which would mean new buildings or additions, and there is the further reason that the closing of more schools would add to the number of teachers out of work.

School Committees.—Notwithstanding occasional protests against the curtailment of their functions—particularly in the appointment of teachers—most Committees now appreciate the fact that there is an immense amount of useful work for them to do. It may be said that the younger generation of Committeemen now in evidence know nothing of the days when Committees could make a selection from a list of applicants, and they accept the present method as a matter of course. Every year sees an increase in the number of Committees turning their attention to the never-ending work of improving the school surroundings. The withdrawal of subsidies has made the position difficult for Committees, particularly those with works in progress. The Board trusts that the Government will be able to meet all claims for subsidies actually in the hands of the Department or the Boards at the time the decision to withdraw was arrived at. The Board also urges the lifting of the condition requiring claims to be made within twelve months of the receipt by the Committee of a voluntary contribution in respect of all money raised during the year 1930. It is to be hoped that the withdrawal of subsidies will not be prolonged unduly, as this would tend to damp the enthusiasm now evident for improving the school environment and adding to the comfort of the children. There is the further aspect that many Committees cannot meet their liabilities without the assistance of subsidies, and the loss of the fuel subsidy, in particular, is a serious item. The Board is satisfied, however, that all Committees will do their best to make ends meet until better times return.

SOUTHLAND.

(Chairman, Mr. J. C. THOMSON.)

Consolidation of Schools.—In last year's report the Board was pleased to record that five schools had been closed owing to their being consolidated with larger schools in their neighbourhood. The results have proved in every way satisfactory, and the parents concerned would not willingly go back to the old order of things. In the period covered by this report two additional schools were closed—viz., Northope and Riverside—the former being consolidated with Lochiel and the latter with Dipton. In other districts the matter is being seriously considered, and there is every likelihood that at no distant date other cases of consolidation will be in operation.

Attendance.—It is worthy of notice that the very high percentage of attendance recorded for the year constitutes a record for this district. This excellent result can, no doubt, be accounted for by the fact that during the year the district was free from any serious epidemic affecting regularity of attendance. A contributing factor also is the improved facilities now available for getting children regularly to school where consolidation schemes are in operation.

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 ENDING 31ST DECEMBER, 1930.

Name of Account.	Balance, 1929.		Income.		Expenditure.		Balance.		As at 31st December, 1930.				
	£	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	548,495	4 4	548,495	4 4	..	..	14	7 3	..	..	98 15 6
House allowances	17,220	6 7	17,220	6 7	..	..	1,188	4 6	..	..	..
School libraries	1,692	9 11	1,692	9 11	..	..	2,721	3 9	..	..	1,729 2 3
Conveyance, &c.	21,106	19 4	21,106	19 4	..	..	..	..	..	..	..
Grants to School Committees	32,227	1 9	32,227	1 9	..	..	57	14 3	..	..	36 11 8
Training colleges	48,759	14 4	48,759	14 4	..	..	564	3 0	..	..	..
Scholarships—National	3,784	13 7	3,784	13 7	..	..	257	7 5	..	..	4 5 0
District High School salaries	24,549	8 8	24,549	8 8	..	..	..	..	..	..	1,020 19 1
Manual and technical instruction	36,596	18 7	36,596	18 7	..	..	5,044	3 0	..	..	2,257 0 0
Rebuilding	6,080	1 5	6,080	1 5	5,286	4 8	3,265	0 0	308	2 9	5,314 8 5
Buildings—Maintenance	28,249	3 2	27,218	7 2	6,446	3 2	479	10 8	..	..	1,662 7 2
New buildings	74,101	17 4	74,101	17 4	1,396	12 1	7,722	5 2	..	..	..
Workshop Account	920	14 10	920	14 10	..	..	..	..	..	..	..
Sites sales	2,141	0 9	2,141	0 9	391	5 0	..	..	..	..	49 0 0
Contractors' deposits	2,063	19 0	2,063	19 0	..	..	..	..	..	..	402 0 0
Training College Hostel	2,282	6 9	2,029	4 1	823	8 10	..	..	..	..	19 7 11
Voluntary contributions	9,385	12 4	9,385	12 4	..	..	233	16 0	..	..	1,501 14 0
Total of special accounts	18,013	11 6	858,002	6 8	14,343	13 9	21,547	15 0	726	1 9	14,095 11 0
<i>General Account</i>	3,987	6 2	660 13 3†	291 16 3*	6,494	5 6	63	19 6	..	..	..
Grand total	22,000	17 8	873,258	13 11	20,837	19 3	21,611	14 6	726	1 9	14,095 11 0

* Transfer General Account.

† Transfer Suspense Account.

BALANCE-SHEET, 31ST DECEMBER, 1930.

Debit Bank Balances and Moneys owing by Board.		Credit Bank Balances and Moneys due to Board.	
£	s. d.	£	s. d.
Amounts owing—Special accounts	..	Cash at bank on current account	..
..	14,095 11 0	..	10,728 11 7
Credit balances—		Less unrepresented cheques	..
Special accounts	..	..	1,132 17 7
General Account	..	Fixed deposits	..
..	14,343 13 9	..	9,595 14 0
..	6,494 5 6	Amounts due—	..
..	..	Special accounts	..
..	..	General Account	..
..	..	..	22,273 16 9
..	..	..	63 19 6
..	..	..	£34,933 10 3

TARANAKI.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDING 31ST DECEMBER, 1930.

Name of Account.	Balance, 31st December, 1929.			Income.			Expenditure.			Balance.			As at 31st December, 1930.			Amounts owing by Board.						
	£ s. d.			£ s. d.			£ s. d.			£ s. d.			£ s. d.									
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.							
<i>Special Accounts.</i>																						
Teachers' salaries	103,924	11	5	103,924	11	5	..	..	..	15	1	6	..	..	..	92	10	5	
House allowances	3,067	11	1	3,067	11	1	..	..	..	7	0	0	..	..	..	..	..	..
School libraries	142	17	3	142	17	3	40	6	7	..	..	..	..	..	..	..	..	..
Conveyance, &c.	3,544	15	4	..	..	..	432	0	6	..	..	..	..	..	..
Grants to School Committees	23	7	9	6,177	18	0	..	..	..	1	13	9	..	..	..	..	..	..
Scholarships—National	519	11	8	..	..	..	..	..	..	..	..	..	..	..	..
District High School salaries	1,934	18	5	..	..	..	..	..	..	..	..	..	..	..	..
Manual instruction	581	1	5	7,469	7	8	..	..	..	..	..	..	..	..	..	..	..	..
Technical instruction	20	5	10	..	..	..	494	14	10	..	..	..	..	..	..	..	..	..
Rebuilding	122	6	2	..	..	..	20	5	10	..	..	..	..	..	..	..	..	..
Buildings—maintenance	3,470	2	6	7,280	13	1	73	15	8	..	..	..	..	..	..	..	..	..
New buildings	9,160	4	11	1,990	3	1	..	..	..	..	..	..	..	..	..
Workshop Account	6,518	16	4	..	..	..	6,122	7	0	..	..	..	..	..	..
Sites sales	68	15	0	..	..	..	..	..	..	..	..	..	..	..	..
Subsidies	2,270	6	6	..	..	..	..	..	..	..	..	..	..	..	..
Total of special accounts	10,078	12	10	151,994	0	1	8,746	14	11	..	..	..	..	..	..	..	..	..	..
General Account	1,119	7	9	4,021	13	3	1,282	16	7	..	..	..	..	..	..	..	..	..	..
Grand total	11,198	0	7	156,015	13	4	10,029	11	6	..	..	..	..	..	..	..	..	..	..
							157,184	2	5	3,582	1	5	..	..	..	..	..	..	..	..	..	..
							153,325	18	0	8,746	14	11	..	..	..	..	..	..	..	..	..	..
							3,858	4	5	30	3	5	..	..	..	..	..	..	..	..	..	..
							6,212	16	6	3,551	18	0	..	..	..	..	..	..	..	..	..	..
							68	15	0	3,738	7	8	..	..	..	..	..	..	..	..	..	..
							2,270	6	6	143	7	2	..	..	..	..	..	..	..	..	..	..
							8,746	14	11	3,516	7	11*	..	..	..	..	..	..	..	..	..	..
							6,518	16	4	3,516	7	11*	..	..	..	..	..	..	..	..	..	..
							68	15	0	61	10	11	..	..	..	..	..	..	..	..	..	..
							2,270	6	6	..	..	..	..	..	..	..	..	..	..	..	..	..
							7,280	13	1	..	..	..	..	..	..	..	..	..	..	..	..	..
							9,160	4	11	..	..	..	..	..	..	..	..	..	..	..	..	..
							6,518	16	4	..	..	..	..	..	..	..	..	..	..	..	..	..
							68	15	0	..	..	..	..	..	..	..	..	..	..	..	..	..
							2,270	6	6	..	..	..	..	..	..	..	..	..	..	..	..	..
							151,994	0	1	..	..	..	..	..	..	..	..	..	..	..	..	..
							4,021	13	3	..	..	..	..	..	..	..	..	..	..	..	..	..
							156,015	13	4	..	..	..	..	..	..	..	..	..	..	..	..	..

* Stocks on hand.

BALANCE-SHEET, 31ST DECEMBER, 1930.

Debit Bank Balances and Moneys owing by Board.		Credit Bank Balances and Moneys due to Board.		
£	s. d.	£	s. d.	
Amounts owing—				
Special accounts	3,188	19	2
General Account	46	12	11
Credit balances—				
Special accounts	8,746	14	11
General Account	1,282	16	7
Cash at bank on current account	4,657	19	7
Less unrepresented cheques	306	12	3
Fixed deposits	4,351	7	4
Amounts due—				
Special accounts	1,450	0	0
General Account	7,290	5	8
		173	10	7
		£13,265	3	7

WANGANUI.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDING 31ST DECEMBER, 1930.

Name of Account.	As at 31st December, 1930.											
	Balance, 31st December, 1929.		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	139,081 13 9	..	..	139,081 13 9	..	..	87 5 7	2 1 0	309 0 11	8 9 2	
House allowances	3,816 14 0	..	..	3,816 14 0	..	..	..	..	..	..
School libraries	59 8 11	..	..	59 8 11	..	..	59 8 5	..	..	..
Conveyance, &c.	3,401 10 10	..	..	3,401 10 10	..	..	309 18 2	..	924 3 5	14 6 2	
Grants to School Committees	29 11 3	..	..	8,309 0 6	..	..	8 19 11	..	..	..
Teachers' classes	45 12 7	..	..	..	..	..	..	..	..	..
Scholarships—												
National	565 18 10	565 18 10	..	..	29 5 6	..	..	1 10 0	
Special	1 6 0	
District High School salaries	3,335 5 10	..	..	3,335 5 10	..	..	1 6 8	..	535 0 5	22 8 0	
Manual instruction	6,083 7 3	..	..	6,083 7 3	..	..	781 2 7	34 6 6	..	..
Technical instruction	5,517 12 2	..	..	5,517 12 2	..	..	76 4 11	37 10 0	..	..
Buildings—maintenance	1,120 14 10	..	..	11,617 19 2	..	..	813 19 6	87 7 6	458 15 10	..	
New buildings	12,523 12 9	12,523 12 9	..	..	1,043 8 8	209 18 0	486 8 4	..	
Workshop Account	5,810 3 8	4,468 18 2	..	..	..	175 6 1	100 8 7	..	
Sites sales	199 9 3	..	..	100 0 0	..	..	..	..	..	..
Contractors' deposits	12 2 0	12 2 0	..	..	..	..	..	..
Wanganui School site	998 16 0	1,221 1 9	..	..	..	..	..	2,470 0 0*	
Prize Fund and miscellaneous	62 19 0	..	466 2 8	452 19 1	..	..	76 2 7	..	16 17 1	..	
Total of special accounts	Dr. 1,815 7 1	..	201,592 18 7	200,237 15 4	..	..	3,210 19 11	546 9 1	5,348 13 11	..	
<i>General Account</i>	848 16 7	..	4,451 0 4	4,446 14 2	..	..	..	95 5 5	45 15 3	..	
Grand total	Dr. 966 10 6	..	206,043 18 11	204,684 9 6	..	..	3,210 19 11	641 14 6	5,394 9 2	..	

* Represents amount advanced by the Department for rent of Wanganui Technical College site and playing-fields.

BALANCE-SHEET, 31ST DECEMBER, 1930.

<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—		Cash at bank on current account	2,195 0 1
Special accounts ..	5,348 13 11	Less credit balance, Alexander Bequest ..	32 4 8
General Account ..	45 15 3	Less unrepresented cheques ..	310 14 5
Credit balance, General Account ..	853 2 9		
			342 19 1
			1,852 1 0
		Post Office Savings-bank ..	82 12 8
		Debit balance, special accounts ..	460 3 10
		Amounts due—	
		Special accounts ..	3,757 9 0
		General Account ..	95 5 5
			£6,247 11 11

HAWKE'S BAY.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDING 31ST DECEMBER, 1930.

Name of Account.	Balances, 1929.		Income.	Expenditure.	Balance.	As at 31st December, 1930.			Amounts owing by Board.
	31st December, 1929.					Amounts due to Board.		Due from other Sources.	
	£	s. d.				£	s. d.			£	s. d.
<i>Special Accounts.</i>									
Teachers' salaries	131,256 7 4	131,256 7 4	..	17 1 5	..	37 19 3	..
House allowances	3,391 13 2	3,391 13 2	..	..	..	3 6 8	..
School libraries	303 10 2	303 10 2	..	6 3 5	..	63 11 3	..
Conveyance, &c.	7,503 15 4	7,503 15 4	..	335 18 10	..	..	..
Grants to School Committees	7,805 8 10	7,805 8 10	..	61 5 10	..	121 5 7	..
Scholarships—National	768 13 4	768 13 4	..	..	..	..	..
District High School salaries	5,124 12 3	5,124 12 3	..	0 16 8	..	..	..
Manual instruction	7,780 10 10	8,798 3 10	1,318 16 3	1,145 17 10	101 1 0	539 6 8	..
Technical instruction	676 7 0	667 6 7	135 9 2	38 17 3	4 10 0	20 11 9	..
Rebuilding	80 0 0	57 14 8	22 5 4	..	..	..	..
Buildings—Maintenance	7,295 7 8	7,357 5 10	1,036 5 3	..	..	307 14 8	..
New buildings	13,475 12 1	13,475 12 1	..	1,046 2 2	2,227 5 11	..	..
Workshop Account	4,305 3 2	4,446 7 1	1,544 2 7	6 15 0	242 0 6	8 8 6	..
Sites sales	150 0 0	130 6 9	..	..	130 0 0	..
Contractors' deposits	4,153 8 7	..	..	..	887 4 10	..
Voluntary contributions and subsidies
Total of special accounts	194,070 9 9	195,259 19 1	4,187 5 4	2,658 18 5	2,574 17 5	2,119 9 2	..
<i>General Account.</i>	5,376 14 8	5,764 16 6	2,067 7 10	46 19 2	967 8 1	41 17 7	..
Grand total	199,446 14 7	201,024 15 7	6,254 13 2	2,705 17 7	3,542 5 6	2,161 6 9	..

BALANCE-SHEET, 31ST DECEMBER, 1930.

<i>Debit Bank Balances and Moneys owing by Board.</i>		<i>Credit Bank Balances and Moneys due to Board.</i>		
Amounts owing—	£	s. d.	£	s. d.
Special accounts ..	..	..	2,297 10 9	..
General Account ..	..	41 17 7	2,222 3 6	..
Credit balances—				
Special accounts ..	..	..	75 7 3	..
General Account ..	..	2,067 7 10	2,000 0 0	..
Amounts due—				
Special accounts ..	..	..	5,233 15 10	..
General Account ..	..	..	1,014 7 3	..
	£8,415 19 11		£8,415 19 11	

WELLINGTON.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDING 31ST DECEMBER, 1930.

Name of Account.	Balance, 31st December, 1929.		Income.	Expenditure.	Balance.		As at 31st December, 1930.		Amounts owing by Board.
	£ s. d.				£ s. d.		Amounts due to Board.		
	£	s. d.			£	s. d.	Due from Department.	Due from other Sources.	
<i>Special Accounts.</i>									
Teachers' salaries	210,186 5 10	210,186 5 10	210,186 5 10	188 1 3	3 14 7	..	..	..
Teachers' house allowances	5,033 6 0	5,033 6 0	5,033 6 0	27 0 10	..	..	150 0 0	..
School libraries	13 8 10	361 18 6	361 18 6	..	..	..	1,191 4 10	..
Conveyance, &c.	4,990 8 6	4,990 8 6	..	..	..	6 13 0	..
Incidental expenses of schools	12,221 5 0	13,603 10 4	1,164 11 1	..	..	..	..
Training College—									
Staff salaries	6,336 4 9	6,336 4 9	6,336 4 9	..	..	..	..	..
Normal School	6,191 17 10	6,191 17 10	6,191 17 10	20 13 3	..	..	..	..
Associated Normal Schools	2,622 19 11	2,622 19 11	2,622 19 11	..	..	..	3 8 0	..
Special instructors	6 0 0	6 0 0	6 0 0	3 10 0	..	..	..	..
Students	26,756 5 8	26,756 5 8	7 6 0	..	..	..	..
Incidentals	4 15 6	664 13 11	664 13 11	..	3 0 0	..	8 2 3	..
National Scholarships	617 3 3	815 14 8	..	..	..	..	..
Hecker Scholarships	815 14 8	248 10 0	..	..	..	..	..
District High School teachers' salaries	359 13 6	261 14 2	248 10 0	372 17 8	..	..	..	..
Manual Instruction—									
Salaries	6,054 9 7	6,054 9 7	..	..	..	..	..
Expenses	6,432 0 0	6,432 0 0	..	..	..	1 12 11	..
Conveyance	760 0 5	760 0 5	..	..	..	..	..
General	97 10 6	97 10 6	51 18 2	..	..	2 18 6	..
Handwork	1,249 17 6	4,649 6 8	4,649 6 8	9 9 2	..	..	234 4 11	..
Technical instruction—Adjustment Account	243 13 9	243 13 9	781 2 1	..	..	12 16 6	..
District High School part-time teachers	91 14 10	..	..	66 7 10	12 12 0	..	..	..
Rebuilding	88 0 7	555 5 5	559 17 8	83 8 4	..	..	11 11 0	..
Maintenance of school-buildings	212 3 0	147 2 0	65 1 0	..	..	7 0 0	..
Rents of buildings and sites..	..	1,365 1 1	232 0 10	211 8 6	1,385 13 5	..	..	782 3 11	..
Special grants—									
New school-buildings	19,612 2 9	21,049 10 6	2,988 12 7	23 2 10	4 15 0	13 17 4	..
New school-sites	1,309 5 11	1,309 5 11	..	..	..	..	..
Manual instruction	35,131 12 10	35,131 12 10	2,121 18 1	..	..	2,442 15 11	..
Training College—Materials, &c.	955 13 4	955 13 4	237 18 2	..	..	306 17 0	..
Sites sales and purchases	106 7 3	111 6 10	111 6 10	45 19 4	..	..	7 0 0	..
Contractors' deposits	475 0 0	130 6 8	90 4 10	1 2 0	..	20 12 0	..
Contributions and subsidies..	1,044 13 3	1,044 13 3	..	..	..	391 11 3	..
Accidents to children, &c.	3,379 10 9	3,379 10 9	..	..	..	..	..
First-aid outfits	0 15 6	2 7 0	2 7 0	201 6 8	9 12 8	..	..	..
Keiburn Normal—Incidentals	0 15 6	..	..	..	..	..
Thorndon Normal—Incidentals	Dr. 8 1 10	218 3 8	218 3 8	8 11 8	..	..	8 11 8	..
School Committees' funds	245 5 6	250 5 6	..	..	..	..	..
Marlborough Sounds library	338 5 11	338 5 11	..	..	..	..	..
Akitio County library	10 2 10	5 5 0	..	15 7 10	..	..	100 19 4	..
	..	16 5 0	..	2 16 5	13 8 7	..	..	..	..

WELLINGTON—continued.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDING 31ST DECEMBER, 1930.

Name of Account.	As at 31st December, 1930.											
	Balance, 31st December, 1929.		Income.		Expenditure.		Balance.		Amounts due to Board.		Amounts owing by Board.	
	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.		
<i>Special Accounts—continued.</i>												
Unemployment Relief Account (No. 2)	322 13 7	196 13 7	126 0 0	181 13 7	..	..	..	..	181 13 7	..
Education Department's Trust	2,104 4 0	2,104 4 0	..	48 9 5	..	..	..	..	541 14 2	..
School Committees' works	421 6 8	421 6 8	..	..	..	..	..	..	..	..
Motor-car Replacement Fund	..	739 4 8	323 13 10	582 10 8	480 7 10	..	..	..	..	..	..	..
Advances Account	1,074 10 0	1,074 10 0	..	..	..	..	..	..	..	..
Requisites for necessitous children	87 4 2	87 4 2	..	22 4 2	..	..	..	..	501 0 0	..
Office Social Fund	..	21 5 3	99 16 7	105 5 2	15 16 8	..	..	..	..	..	0 19 4	..
Removal expenses of teachers	54 18 10	54 18 10	..	..	..	..	..	..	..	..
Eketahuna library	..	75 6 4	..	75 6 4	..	..	..	..	..	..	..	..
Teachers' library	..	0 2 0	..	..	0 2 0	..	..	..	..	..	..	..
Total of special accounts	362,661 1 9	365,818 15 4	5,407 5 7	805 12 9	5,490 2 0	..	805 12 9	..	6,428 7 5	..
General Account	..	1,161 3 8	6,665 7 0	6,739 14 10	1,086 15 10	..	..	..	83 10 1	..	88 9 10	..
Grand totals	..	9,726 2 10	369,326 8 9	372,558 10 2	6,494 1 5	5,490 2 0	5,490 2 0	..	889 2 10	..	6,516 17 3	..

BALANCE-SHEET, 31ST DECEMBER, 1930.			
Debit Bank Balances and Moneys owing by Board.		Credit Bank Balances and Moneys owing to Board.	
	£	s. d.	
Amounts owing—			
Special accounts	2,647 12 7
General Account	188 2 3
Credit balances—			
Special accounts	2,459 10 4
General Account	4,172 3 6
	6,295 14 9
	83 10 1
	£13,010 18 8

NELSON.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDING 31ST DECEMBER, 1930.

Name of Account.	As at 31st December, 1930.						Amounts owing by Board.			
	Balance, 31st December, 1929.		Income.		Expenditure.		Balance.		Due from other Sources.	
	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.
<i>Special Accounts.</i>										
Teachers' salaries	64,428	3 7	64,428	3 7	..	..	0	3 4	..	33 5 2
House allowances	2,437	12 3	2,437	12 3	..	..	17	14 10	..	..
School libraries .. .. .	..	..	138	15 7	3,046	13 7	..	..	..	24 4 3
Conveyance, &c.	4	14 8	3,046	13 7	4,239	10 9	..	..	..	546 8 6
Grants to School Committees	362	10 6	3,966	12 9	..	..	89	12 6	..	11 2 6
Teachers' classes	10	2 5	..	..	1,070	0 0	10	2 5	..	..
Scholarships—National .. .. .	..	..	1,070	0 0	4,084	0 8	..	..	..	..
District High School salaries .. .. .	..	..	4,084	0 8	2,437	3 0	263	6 6	..	2 8 4
Manual and technical instruction	406	15 2	2,293	14 4	..	..	181	19 8	..	180 4 9
Rebuilding	153	2 7	12	3 0	..	..	..	..	..	..
Buildings—Maintenance	16	14 1*	5,573	2 3	5,483	15 6	1,166	0 1	..	186 9 6
New buildings	1,076	13 4	22,825	19 0	22,825	19 0	..	..	13	0 0
Sites sales .. .. .	..	..	165	10 0	165	10 0	..	..	..	2,404 1 4
Contractors' deposits .. .. .	..	..	134	18 0	134	18 0	..	..	..	84 10 0
Voluntary contributions and subsidies .. .. .	..	..	871	8 0	871	8 0	..	..	..	5 0 0
Earthquake damage .. .. .	..	..	143	0 10	143	0 10	..	..	..	54 11 9
Total of special accounts	2,030	12 9	111,493	10 7	111,493	10 7	1,728	16 0	2,061	13 2
General Account	395	16 6	2,693	5 4	2,613	9 8	475	12 2	..	13 0 0
Grand total	2,426	9 3	113,884	19 2	114,107	0 3	2,204	8 2	2,061	13 2

* Liability shown 31st December, 1929, £310 5s. 6d.; actually expended, 1930, £293 11s. 5d.

BALANCE-SHEET, 31ST DECEMBER, 1930.

Debit Bank Balances and Moneys owing by Board.		Credit Bank Balances and Moneys due to Board.			
£	s. d.	£	s. d.		
Amounts owing—					
Special accounts	3,532	6 1	Cash at bank on current account	1,903	16 6
General Account	33	4 0	Less unrepresented cheques ..	236	16 8
Credit balances—					
Special accounts	1,728	16 0	Fixed deposits	1,666	19 10
General Account	475	12 2	Amounts due—	2,000	0 0
			Special accounts	2,074	13 2
			General Account	28	5 3
				£5,769	18 3

CANTERBURY.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDING 31ST DECEMBER, 1930.

Name of Account.	Balance, 1929.		Income.	Expenditure.	Balance.	As at 31st December, 1930.				Amounts owing by Board.				
	£ s. d.					Amounts due to Board.		Due from Department.			Due from other Sources.			
	£	s. d.				£	s. d.	£	s. d.		£	s. d.		
<i>Special Accounts.</i>														
Teachers salaries	303,971 7 10	303,971 7 10	..	..	123 11 4	123 11 4	6 1 3	..	..	..	..
House allowances	6,089 10 2	6,089 10 2	..	..	41 13 11	41 13 11	..	..	..	..	..
School libraries	584 19 8	504 6 5	80 13 3	..	160 1 5	160 1 5	..	..	..	..	..
Conveyance, &c.	18,844 18 7	18,844 18 7	..	..	1,342 8 11	1,342 8 11	87 15 0	..	..	21 5 8	..	
Grants to School Committees	18,125 1 10	18,136 17 0	..	..	13 2 6	13 2 6	40 15 0	..	..	122 12 9	..	
Training colleges	38,731 15 1	38,763 4 4	..	..	..	..	..	..	..	7 19 7	..	
Teachers' classes	256 12 8	274 17 8	50 16 4	..	..	..	..	..	..	..	..
Scholarships—														
National	1,664 4 4	1,664 4 4	..	..	..	..	..	..	..	..	10 18 10	
Special	570 5 0	570 5 0	..	..	..	..	..	..	..	..	632 13 4	
District High School salaries	10,380 6 4	10,380 6 4	..	..	..	..	..	..	..	..	9 7 7	
Manual instruction	15,776 3 7	15,907 11 2	1,512 6 0	..	1,414 10 9	1,414 10 9	12 6 0	..	..	..	197 6 11	
Technical instruction	121 5 9	117 11 0	3 14 9	..	..	..	..	..	..	..	..
Rebuilding	6 10 0	..	178 15 0	..	..	..	..	..	..	..	..
Buildings—Maintenance	26,988 10 1	29,541 14 5	Dr. 3,746 6 3	..	1,408 17 0	1,408 17 0	163 5 10	..	..	..	..
New buildings	48,464 3 3	48,464 3 3	..	..	3,031 6 8	3,031 6 8	130 10 4	..	..	..	6,194 13 5	
Workshop Account	17,474 13 11	18,698 8 5	14,854 14 2	..	..	..	10,237 16 6	..	..	..	543 16 3	
Sites sales	993 4 0	993 4 0	7 15 1	..	..	..	41 17 3	..	..	..	513 3 11	
Contractors' deposits	185 12 7	185 12 7	..	..	..	..	..	..	..	..	22 15 3	
Burnham Bequest	5,190 3 9	5,190 3 9	611 16 6	..	..	..	..	..	..	..	..
Subsidies, &c.	201 17 0	201 17 0	33 17 2	..	..	..	614 8 0	
Total of special accounts	514,419 8 5	518,298 6 3	13,554 4 10	..	7,760 5 8	7,760 5 8	10,841 14 4	..	..	..	8,891 1 6	
General Account	8,753 9 11	9,000 10 11	7,287 12 3	..	14 0 0	14 0 0	175 18 8	..	..	..	131 15 7	
Grand total	523,172 18 4	527,298 17 2	20,841 17 1	..	7,774 5 8	7,774 5 8	11,017 13 0	..	..	..	9,022 17 1	

BALANCE-SHEET, 31ST DECEMBER, 1930.

<i>Debit Bank Balances and Moneys owing by Board.</i>		<i>Credit Bank Balances and Moneys due to Board.</i>	
£	s. d.	£	s. d.
Debit balance at bank	Cash at bank on current account	Dr. 1,024 1 2
Amounts owing—	..	Less unrepresented cheques ..	5,659 5 7
Special accounts
General Account	Cash in hand ..	..
General Account	Fixed deposits, &c. ..	..
General Account	Amounts due—	..
Special accounts	Special accounts ..	..
General Account	General Account ..	..
		£36,548 0 11	

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDING 31ST DECEMBER, 1930.

Name of Account.	Balance, 31st December, 1929.			As at 31st December, 1930.			Expenditure.	Balance.			Amounts due to Board.			Amounts owing by Board.				
	£ s. d.			£ s. d.				£ s. d.			£ s. d.							
	£	s.	d.	£	s.	d.		£	s.	d.	£	s.	d.		£	s.	d.	
<i>Special Accounts.</i>	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.			
Teachers' salaries	174,610	13	9	174,610	13	9	..	3	4	54	14	3	..	..	..
House allowances	1,957	18	7	1,973	14	1	..	5	3	..	..	..	..	..	..
School libraries	1	3	5	301	17	2	0	13	3	61	17	8	..	..	2	0	0
Conveyance, &c.	..	..	..	6,957	7	0	..	..	..	918	3	7	..	..	1,061	12	10
Grants to School Committees	120	14	11	10,054	0	0	..	3	0	..	..	..	1	13	4	..	..
Training colleges	58	0	2	33,871	12	9	66	14	4	..	..	..	2	10	0	..	..
Training Colleges Trust Account	200	0	0	..	..	..	200	0	0	..	..	..	..	..	58	5	0
Teachers' classes	28	16	2	..	..	..	28	1	2	..	..	..	..	..	..	..	..
Scholarships—	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
National	463	9	1	845	0	0	..	..	..	28	6	8	..	..	..	..	..
Special	18	5	10	37	1	0	468	9	10	..	..	..	..	..	..	..	..
District High School salaries	449	16	11	5,938	12	1	5	19	2	953	2	5	..	..	180	17	10
Manual instruction	..	..	..	10,482	11	7	194	6	5	..	..	..	..	..	..	..	..
Technical instruction	110	11	10	..	..	..	115	16	4	..	..	..	..	..	..	..	..
Buildings—Maintenance	509	16	10	16,716	8	8	14	7	5	3,060	8	3	700	0	0
New buildings	..	..	..	19,511	8	4	..	..	..	425	9	2	..	..	..	..	..
Workshop Account	1,242	16	1	13,042	0	9	1,906	8	10	650	19	8	..	..	700	0	0
Contractors' deposits	13	12	0	6,508	3	3	4,869	7	0
Other accounts	1,659	5	4	4,728	3	6	13	12	0
Total of special accounts	4,883	15	5	299,005	19	5	4,461	8	4	3,260	3	7	10,281	16	1	9,345	9	5
<i>General Account</i>	7,350	10	6	9,818	2	10	7,748	14	6	4,697	5	5	129	8	10	..
Grand total	12,234	5	11	308,824	2	3	12,709	18	1	3,260	3	7	14,979	1	6	9,474	18	3

BALANCE-SHEET, 31ST DECEMBER, 1930.

	Debit Bank Balances and Moneys owing by Board.			Credit Bank Balances and Moneys due to Board.		
	£	s.	d.	£	s.	d.
Amounts owing—
Special accounts
General Account	9,345	9	5	2,211	16	9
<i>General Account</i>	129	8	10	910	15	11
Credit balances—
Special accounts	1,301	0	10
General Account	2,644	10	5
Investments
Amounts due—
Special accounts	13,541	19	8
General Account	4,697	5	5
<i>General Account</i>	£22,184	16	4

SOUTHLAND.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDING 31ST DECEMBER, 1930.

Name of Account.	As at 31st December, 1930.			
	Balance, 1929.		Balance.	
	£	s. d.	£	s. d.
<i>Special Accounts.</i>				
Teachers' salaries ..	102,443	5 10	102,443	5 10
House allowances ..	2,000	11 9	2,000	11 9
School libraries ..	487	7 8	530	3 10
Conveyance, &c. ..	5,229	3 3	5,229	3 3
Grants to School Committees ..	6,475	4 3	6,949	16 9
Teachers' classes ..	242	17 0	101	10 10
Scholarships—National ..			294	16 9
District High School salaries ..	2,320	14 10	2,320	14 10
Manual instruction ..	4,906	13 7	4,820	9 10
Technical instruction ..	33	17 9	25	3 9
Buildings—Maintenance ..	0	19 4	13,230	10 10
New buildings ..	2,895	16 5	5,163	6 2
Workshop Account ..			7,870	2 2
Sites sales ..			4	10 0
Subsidies, ordinary ..	3,315	7 5	3,315	7 5
Boarded-out children ..	17	14 9	17	14 9
Free school-books, necessitous cases ..	65	10 0	65	10 0
<i>General Account</i> ..	3,349	19 1	151,423	7 4
	1,214	2 0	4,094	17 4
	4,564	1 1	155,518	4 8
Total of special accounts ..			154,081	7 11
			4,083	3 0
Grand total ..			158,164	10 11
			691	18 6
			1,225	16 4
			1,917	14 10
			3,308	14 6
			39	6 5
			3,348	0 11
			251	4 6
			527	9 5
			778	13 11
			2,977	14 9
			174	2 6
			3,151	17 3
			52	6 9
			0	6 9
			1,139	16 2
			3	2 6
			4	10 0
			11	8 2
			53	14 8
			90	16 7
			806	15 3
			177	5 8
			140	14 9
			499	1 0
			203	12 7
			1,092	18 9
			52	16 9

BALANCE-SHEET, 31ST DECEMBER, 1930.

Debit Bank Balances and Moneys owing by Board.		Credit Bank Balances and Moneys due to Board.	
£	s. d.	£	s. d.
Debit balance at bank ..	881 15 11	Fixed deposits ..	1,500 0 0
Plus unrepresented cheques ..	175 6 10	Investment—Government of New Zealand inscribed stock ..	500 0 0
Amounts owing—	1,057 2 9	Amounts due—	
Special accounts ..	2,977 14 9	Special accounts ..	3,559 19 0
General Account ..	174 2 6	General Account ..	566 15 10
Credit balances—			
Special accounts ..	691 18 6		
General Account ..	1,225 16 4		
	£6,126 14 10		£6,126 14 10

APPENDIX C.

EXTRACTS FROM REPORTS OF PRINCIPALS OF TRAINING COLLEGES.

AUCKLAND.

Visits to Schools.—During the year members of the College staff have paid weekly visits to city and suburban schools, with consequent profit to the College and happy results to the schools. In music, speech-training, art and handwork, physical education, remedial education, science, and geography, much valuable work has been done by a close co-operation between the practising schools and the College staff. The work in the two normal schools has been of high standard, the parallel classes and the model country schools being keenly sought by students, who realize that in these schools the real problem of organization is being skilfully solved by efficient teachers.

Third-year Students.—I feel that splendid work has been achieved by these third-year students, who have fully justified their extra year's training, and if they are appointed to positions where their gifts and special training can be used the Service will profit.

Post-primary Training.—During 1930 we have made a distinct advance in the training for post-primary students, a comprehensive programme being planned and carried out under the guidance of Dr. Wallace. Valuable help in this work has been given by the Seddon Memorial Technical College, by Kowhai Junior High School, and by the main normal school, where Dr. Wallace has taught two practising groups in Form II for French. I am looking forward to the assistance in 1931 of the local secondary schools, without whose co-operation we cannot round off the practical training of the important group of students who are specializing for post-primary work in the final year at college.

Physical Work.—Excellent work has been done during the year in physical education. In swimming and life-saving the results constitute a record for the College. All the outgoing men can swim, and all but ten of the outgoing women. While considering the question of physical work in college, I have to thank the School Medical Officers for their interest in the health of the students. The co-operation of these officers has been extremely valuable and has had a beneficial effect upon the health of the students.

Improvements.—Fine improvements have been made this year to the College grounds. Basketball-courts have been constructed, tennis-courts laid down, and the playing-areas have been extended. The approach to the College, with its close-cropped lawns, reveals a dignity that will not be without beneficial result upon the students.

WELLINGTON.

To increase the possibilities of teaching practice in country schools, the Thorndon Main School, lower division, was organized into three separate departments, containing all classes from P to Standard II. This arrangement has improved considerably this important part of student-training, and during the year practically all senior students had experience of this type of work. Since a large number of young teachers obtain at first a sole-charge school appointment or else a position in a two-teacher school, it has been our endeavour to make more of this kind of training.

The division "C" students and a few others from division "A" well advanced in their degree courses have again been given teaching practice in the secondary schools of Wellington. This aspect of training is extremely valuable, since some of these students will receive their first appointments in secondary schools.

Very full reports were received from the various Principals, and criticisms and suggestions from them were made available to the students. The College is indebted to the heads and staff of the schools concerned for this evidence of co-operation and interest in the preparation of the young teacher.

A new scheme of observational work was tried out at the Kelburn Normal School. The custom in training colleges for years has been to organize so-called demonstration lessons in large assembly-halls, where a class of pupils was taught by a demonstration teacher and a number of young teachers sat around to see how this set lesson progressed. This method does not appeal to us. It seems to run contrary to a very fundamental educational principle, that school-teaching is fundamentally a study of a child developing, and not the study of these so-called set lessons. This type of demonstration is too artificial, and very often leads to the just criticism that teachers may give such well-staged lessons with apparent wonderful success, but could not carry them out under the ordinary conditions of the class-room.

To replace such demonstrations, we have organized a scheme of observational lessons in all the standards of the Kelburn School, where at certain set times sections of students file into the class-rooms, sit down on the special seats recently provided for this purpose, and observe for a period a lesson given by the class-room teacher. To give the student a right introduction to the lesson, the Kelburn weekly scheme is typed for every student, the syllabus of work for the standard studied, the lecturer in the subject from the College is present at the lesson, and a subsequent method lecture deals with the general principles involved in the particular lesson observed. The scheme has tended to bring into closer contact the practice in the school and the theory taught in the College. The staff of the Kelburn Normal School deserves the highest commendation for the spirit in which the work has been done, and the excellent results obtained.

CHRISTCHURCH.

The students generally give promise of becoming worthy members of the teaching profession. On the professional side they have shown a keenness to excel and a desire to profit by every opportunity offered them that speaks well for their future success.

It is pleasing to record that in all schools the associated teachers went to great pains to provide adequate training for students, and gave of their best to the work. This was reciprocated by enthusiasm on the part of the students, with very few exceptions. The endeavour made by students to get in touch with new methods and to become acquainted with useful apparatus was a particularly noticeable feature.

In addition to preparation for general work, students are encouraged to make a special study of some branch of teaching. For this purpose a class was held for the study of rural-school problems. It was attended by thirty-six men and ninety-three women students, and provided a course of study and discussion for one hour per week throughout the year.

The experiment tried last year for the purpose of giving the men an additional opportunity to become acquainted with infant-room procedure was again carried out this year.

Students preparing to teach in post-primary schools received instruction in secondary-school aims and organization, and in the teaching of most of the subjects in the usual curriculum of post-primary schools. The Boys' and the Girls' High Schools and the Technical College were again available for teaching practice. The sympathetic co-operation of the teachers in the secondary schools is much appreciated. The secondary department of the Normal and West Christchurch Schools again rendered us very good and efficient service.

The work done by the third-year specialists has fully justified their selection for special training. All third-year specialists have had adequate practice in the teaching of general subjects.

The reports on the work of the first- and second-year students show that quite satisfactory progress has been made by most of the students.

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Specialization.—During the past year we had twenty-one third-year students at the Training College. All these students worked diligently and made good progress with their special subjects, as well as in many cases doing satisfactory work in one or more classes at the University. In addition to these third-year specialists, numbers of first- and second-year students also specialized in one subject for an hour weekly.

Physical instruction has again included tuition in swimming and life-saving. All have participated in land drill in life-saving methods.

General.—With very few exceptions, the conduct and diligence of the students have been all that could be desired. As is usual, a small proportion of students worked too hard, while about an equal number are not sufficiently in earnest; most students, however, have done creditable work.

Sports.—Thursday afternoons from 1 to 3 o'clock throughout the year have been devoted to sports of various kinds. For the first time in our college history ladies' cricket has taken its place as a recognized sport, and has become one of the most popular games with a large number of our students.

Clubs.—The Art, Dramatic, Debating, and Handicraft Clubs continued on much the same lines as in previous years. A Music Club and a Saturday-night Club were also inaugurated. Of these, the Handicraft, Dramatic, and Saturday-night Clubs held their meetings most regularly.

Social Life.—The social life of the College was well catered for by various functions, including picnics, rambles, camp-fires, dances, &c.

College Garden.—Our new garden in King Street, taken over when the extension of the Botanical Gardens absorbed the plots we formerly used, has made wonderful progress under the assiduous care and skilful direction of Mr. McCaskill.

Approximate Cost of Paper.—Preparation, not given; printing (975 copies), £64.

By Authority: W. A. G. SKINNER, Government Printer, Wellington.—1931.

Price 1s.]