

1936.

NEW ZEALAND.

E D U C A T I O N :

PRIMARY AND POST-PRIMARY EDUCATION.

[In continuation of E.-2 of 1935.]

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

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1. REPORT OF THE CHIEF INSPECTOR OF PRIMARY SCHOOLS.

SIR,—

I have the honour of submitting my report on primary education for the year ending the 31st December, 1935 :—

THE INSPECTORATE.

The Inspectorate at the end of the year numbered thirty-eight, as compared with thirty-seven in 1934 and with forty-four in 1930. The following staff changes occurred during the year: Mr. A. Bain, B.A., Senior Inspector of Schools, New Plymouth, was promoted to the position of Senior Inspector of Schools, Auckland; Mr. C. N. Haslam, B.A., Senior Inspector of Schools, Invercargill, was transferred to a similar position in New Plymouth, while Mr. S. J. Irwin, of the Canterbury Inspectorate, was promoted to the position of Senior Inspector of Schools, Invercargill. Mr. M. Priestley, Acting Senior Inspector, Auckland, retired on superannuation, and Messrs. D. M. Rae, F. C. Lopdell, and J. G. Polson returned to duty in the Training Colleges, while Messrs. S. M. Mills, M.A., M. J. O'Connor, B.A., and A. Lake, B.A., joined the Inspectorate.

Owing to the great disparity between the size of the various education districts, it was found necessary, as during the past few years, to ask the Inspectorate in relatively well staffed districts to assist in the inspection of the relatively understaffed. The number of officers in the Inspectorates ranges from eleven in Auckland to one in Nelson; this is unsatisfactory both for the Inspectors and the schools of the smaller districts.

The principal function of the Inspector is to serve as a source of inspiration to teachers. Unfortunately his power for good is severely limited by his duties: an inspection report must be written annually on every school, public and private, and on every teacher in a public primary school, in order to meet the requirements of the annual grading of teachers. Unless our limited staff of Inspectors is increased, all this cannot be done and adequate time left for inspiring the work of the schools. The grading of teachers has become too intimately linked with inspection. We have now under consideration a simpler system of grading at less frequent though regular intervals, a system that will make unnecessary an annual inspection visit to schools conducted by highly competent teachers.

TRAINING COLLEGES.

At the beginning of the year the Teachers' Training Colleges in Auckland and Christchurch resumed operations after having been closed for twelve months. Four hundred and thirty students were admitted, four hundred in Division A (two-year students) and thirty in Division C (one-year students, graduates).

These colleges are functioning more effectively than ever before: the curriculum is broader, placing greater emphasis on the cultural aspect of subjects, while more intensive practice is given in the technique of teaching. A very gratifying feature was the standard of excellence attained in the technique of teaching by the one-year University graduate students, an indication of the value of a high standard of intelligence in college entrants.

The Auckland College, with the co-operation of the Normal School, resumed its practice of conducting a refresher course for teachers, some hundreds of whom attended. This association of the Inspectorate, the College, and the Normal School with the teachers cannot be too highly commended. It is not only a source of inspiration for the schools, but also a forum where advice can be given and misconceptions removed. Such refresher courses are a necessity in our country; in older and more populous countries teachers have almost daily opportunities of renewing and extending their knowledge and technique by attendance at special courses or occasional lectures.

CONSOLIDATION OF SCHOOLS.

Consolidation of small rural schools is proceeding steadily. There are now about one hundred centres to which children are conveyed, and this has represented the closing or the non-establishment of some hundreds of small schools. The wonderful improvement of roads and of road transport during the past decade or two makes it increasingly possible to take the children to the school instead of the school to the children. The result is a better all-round education—academic, physical, and social. We still have, of course, the contrast between communities that consistently refuse consolidation and those that as persistently demand it. Reports indicate that once consolidation is accomplished there is no looking back; for consolidation really means that for the first time in our history the country child can remain in its own district and enjoy the educational advantages of its city fellow. Such is surely one of the most effective ways of making rural life attractive to people with families, for if the consolidated school is large enough facilities for post-primary and manual education can be made available thereat. The fear is sometimes expressed that if country children are educated, even for five hours a day, in a fair-sized country town, they will acquire a taste for town life and rural depopulation will follow; but this assumes not only that there will be no movement from town to country, but also that there is something essentially evil in town life and that a child born in the country should remain in the country. The problem of retaining and increasing our rural population will not be solved by denying the country child opportunity for the development of his personality. It is this right of the individual to the fullest development that is of primary importance; for when he approaches manhood he will have the right, and we should have given him the capacity, to choose his own career.

EFFICIENCY OF THE SCHOOLS.

The reports from the various Inspectorates show that the enthusiasm of the teachers has been well maintained in regard in both the mental and the physical activities of the pupils. The tone of the schools is the subject of very favourable comment. There seems to be a definite improvement in organization: classes are more frequently subdivided into groups, the teacher concentrating more on the weaker groups and allowing the more advanced to do independent work.

It is noted also that, in consequence of the refresher course conducted by Training College lecturers in the previous year, the standard of work in physical training and in art and craft work is definitely higher. A nicer appreciation of literature and particularly of plays and poetry is also evident.

In two respects our primary schools are severely handicapped—the lack of diversified libraries and of provision for creative manual work. The library should be the academic workshop of the school where the more advanced pupils could learn, with the minimum of guidance, the art of building up for themselves a body of organized knowledge on any topic. The creative genius of our children on the manual side needs greater opportunities for expression; our lack of special craft-rooms with suitable equipment remains an obstacle. The present manual centres do very good work with the pupils of Forms I and II, but the contact between these classes and the schools from which the pupils come is not sufficiently intimate, the work is consequently insufficiently diversified, and the periods spent at the work—*i.e.*, one a week—too infrequent for an aspect of education of such practical and cultural value. The Training Colleges are making a forward move in the subject of Arts and Crafts: to make full use of teachers so trained, our schools will need a measure of adaptation in design and equipment.

Inspectors have noted with satisfaction the attention given to the teaching of the principles of health and temperance. Instruction in the rules of safety on the highways and of fire-prevention is now a common feature in our system.

Character-training is, and always has been, one of the most important functions of the school. It, of course, is not and never can be a separate subject of instruction. Such training should inevitably flow from every school subject: every honest endeavour, every approach to accuracy and beauty in mental, manual, and physical activities, every gain in self-confidence and every consideration for the rights of others—all these are elements that go to the formation of character. No good teacher need complain of any lack of opportunity in this respect. It is not likely that an older generation will ever be completely satisfied with the character of a younger, yet our schools are doing good work, and there is little to show that our youth on leaving school do not compare in this respect quite favourably with those of other countries. Nor must the fact be ignored that the child spends but one-fourth of its yearly waking life at school; for the remaining three-quarters it is under the influence, beneficial or otherwise, but certainly potent, of an older generation.

PHYSICAL EDUCATION.

While the playground activities of the schools are well conducted and the natural instincts of the young for bodily exercise are satisfied, the position of formal and corrective physical training is not quite satisfactory. The present text-book is in many respects a radical departure from those previously in use, and shortly after its introduction the itinerant physical instructors were withdrawn. Teachers for the greater part untrained in the method failed to grasp the principles enumerated and lost faith in a system they never really understood. A few short refresher courses have been held; but, as the subject is at least as important as any other in the education of the child, matters will not be satisfactory till the teachers are thoroughly familiar with a suitable text-book through both study and practice and have their work supervised periodically by experts. The Training Colleges are doing good work in this respect, but not nearly as good as they might, since at the present time far too many of their students, coming direct from the post-primary schools, have not received adequate preliminary training in a similar system. Valuable opportunities are therefore lost through lack of a co-ordinated system of physical training extending throughout school life. We need a system planned with such care that every pupil will receive individually such attention as will guarantee that he will not leave school physically illiterate. In England a system has just been inaugurated whereby the itinerant instructors of any Education District will, if called upon, assist in organizing "Keep Fit" classes among the adult community. The aim is an A1 nation physically.

Swimming and life-saving have received much attention in many districts. Facilities for this work vary very much from district to district. Where such are available there is no subject in which greater enthusiasm is shown.

INTERMEDIATE SCHOOLS.

The intermediate schools and departments continue to do fine work with their Forms I and II. Such a school or department implies the consolidation of Forms I and II of neighbouring schools in one central institution where the numbers in these forms can be sufficiently large to enable classification to be made in various sub-forms, and where the staff can be composed almost entirely of specialists. Few who have seen such schools in operation

would willingly continue the almost universal practice of retaining Forms I and II as part of an ordinary primary school where as a rule each of these Forms has the benefit of only one teacher who cannot possibly be expected to be highly efficient in all subjects. Local opposition to the transfer of Forms I and II to such schools is often based on grounds that are not strictly educational: loss of capitation consequent on a reduction in roll number is feared, the prestige of the contributing school will, it is felt, be lowered, while it is sometimes asserted that equally good work could be done in an ordinary school if it were similarly staffed and equipped. As regards the last point, it is not reasonable or possible to provide three, four, or five sets of specialist staffs and specialist equipment where one would suffice. These young persons, entering on adolescence, enjoy their life in a school where the absence of infant and lower standard classes affords the fullest opportunity for the most suitable form of discipline and control. No community with these schools ever asks for a reversion to the older order. The contributing schools themselves, having lost their senior classes, find that the highest remaining class, S. IV, develop qualities of leadership and responsibility hitherto unsuspected. Throughout English-speaking countries this change in the school system is rapidly developing, and in no place more rapidly than in England. Our intermediate system coincides with that of England in so far as it terminates the primary stage at eleven years; but it differs inasmuch as while in New Zealand *all* the eleven-plus pupils enter the intermediate schools before passing to the post-primary stage, in England up to approximately 25 per cent. of the academically brightest are at the age of eleven diverted to central and secondary schools for a four- or six-year course leading to commerce and the professions, the remainder being drafted into "senior" schools for a course up to the age of fourteen.

DISTRICT HIGH SCHOOLS.

The District High Schools show a steady advance in both efficiency of work and diversification of curriculum. The institution of the School Certificate has freed them from the restrictive influence of the University Entrance Examination, though, of course, many parents still insist on their children taking the latter course. Music, art, and craftwork courses are gradually developing. Unfortunately many of these post-primary departments are so small as to have only one or two teachers, who naturally cannot be expected to have all the necessary gifts. The time has come to consider the advisability of merging Forms I and II of the primary department of the school with the secondary department, and perhaps the Forms I and II of neighbouring schools also. Only thus can the advantages of a staff with diversified gifts be obtained for the centres of scholarship and culture in rural areas. The possibilities of the Correspondence School providing for some of these pupils courses which a small district high school staff is unable to supply is also being explored.

CORRESPONDENCE SCHOOL.

The Correspondence School continues to increase its enrolment, which at the end of the year comprised 1,444 primary and 519 post-primary pupils. It provides a most useful service for all children living in isolated localities and for post-primary pupils not within convenient reach of post-primary schools. Among the pupils are 250 suffering from a degree of physical disability which precludes their attendance at any ordinary school. Sickness in this school does not involve any break in instruction, since every pupil's education is individual. Six hundred and fifty girls are learning needlecraft in a department specially organized for this purpose.

Several post-primary pupils living near primary schools enrol in these schools and have assignments of work sent to them. These they work under the supervision of the head teacher, who also corrects the work. Experience has shown that this is not a very satisfactory procedure; the routine of a small school distracts the student's attention, and the teacher himself seldom can give the intimate supervision and expert advice which the specialist staff of the Correspondence School can give. There is a temptation for small schools to enrol such pupils in order to maintain or raise the grade of the school, but such enrolment is apt to be at the expense of the pupils. A change of teachers in the school may mean that the pupil cannot receive from the second teacher the assistance the first was able and willing to give. The pupils are then faced with the alternative of leaving school or of beginning afresh in the Correspondence School.

At the end of the year 59 pupils completed their primary course, 10 passed the School Certificate Examination, 8 University Entrance, while 4 gained higher leaving certificates, and 5 partial passes in the Training College Entrance Examination.

EXAMINATIONS.

During recent years the examination system has been much discussed. It is appropriate here to say that during the eight years of the primary course only one external official examination generally known as the Proficiency Examination is held. This examination is taken by pupils in Form II, as Standard VI is now called. In addition to this examination the head teacher holds and records the results of two half-yearly examinations; this enables him to keep more intimately in touch with his school and assists him materially in determining promotions at the end of the year. The analogy which is sometimes made between such

examinations and the pulling up of plants to see how they are growing is too wide of the mark to need comment. All teaching implies examination, since it involves a continual testing of knowledge in order that advance in any particular subject may with confidence be undertaken.

The Proficiency Examination is held for pupils of Form II (Standard VI) level—that is, for pupils on the average between thirteen and fourteen years of age, and of eight years' school experience. It is the only external examination to which the primary schools are subjected. This year 81·5 per cent. of the pupils in the public primary schools gained Certificates of Proficiency and 13·5 per cent. Certificates of Competency, 95 per cent. of Form II pupils thus completing a satisfactory primary course. Such percentages are of doubtful value, since the percentage will rise or fall according to strictness or otherwise of the teachers' tests for promotion from Form I to Form II.

An innovation was made last year, the Inspectors accepting the recommendations made by the head teachers up to in some districts 60 per cent. of the total roll number in Form II. The remainder were given a test common to the whole Dominion. To reach finality the results of this examination were compared with the internal examinations conducted by the head teachers. It is interesting to note that, of the total number recommended by head teachers, 9 per cent. failed to obtain the certificate, while 20 per cent. of those not so recommended succeeded in the examination. These results are so satisfactory that accrediting this year will be on a much more liberal scale, especially in those schools where teachers show that they have the initiative to take advantage of the privilege, accorded since the syllabus was introduced, of drawing their own syllabuses according to the needs of their schools.

The object of this non-competitive examination, which was instituted in 1904, is twofold—to determine if possible what pupils are sufficiently advanced to profit by post-primary education, and to afford the public some idea of the capacity of the young people seeking employment. Doubt is being cast upon the value of the examination for both of these objects. The gradual extension of the free-place system in our post-primary schools has made such a qualifying examination almost unnecessary in this respect. A more serious objection to this test, which in itself is not an unreasonable one, is that it makes teachers concentrate unduly upon its requirements and on these alone. Hence, in spite of the freedom which teachers have of drafting their own syllabuses in various subjects in the different standards, the curriculum assumes too uniform an aspect, and English and arithmetic—the two subjects examined—occupy an undue amount of school-time to the exclusion of much work of an artistic, cultural, and creative nature, which is not susceptible of adequate examination by any external test common to all schools. As the examination is common to the whole Dominion, the tests in English and arithmetic must be of a fairly constant pattern, and it is this pattern and this pattern alone by which the teaching is too often fashioned. Hence a very undesirable uniformity and lack of initiative develop.

This uniformity is, however, not a necessary corollary of the examination; but so strongly has the examination impressed itself upon the minds of the parents and the public that the great majority of teachers feel that their public reputations are assessed in direct ratio to the percentage of proficiency passes obtained in their schools. Hence few subjects receive the broad cultural treatment they deserve, and the further the pupil advances from the preparatory stage of his schooling the greater becomes the temptation to concentrate on those subjects, and the narrowest aspect of these, that will ultimately be tested in the Proficiency Examination.

This problem of examinations is engaging the attention of educationists everywhere. What is envisaged is some form of school record, based in part on internal examinations, which will serve as a reliable guide to parents and public and determine the form of education by which the young person is most likely to benefit, accompanied by a measure of inspection to ensure that the school does not fritter the pupil's time away by aimless wanderings from one topic to another or by concentrating unduly on matters because such happen to be hobbies of the teacher. To quote the eminent English educationist, Sir Michael Sadler: "Examinations are necessary: they are a stimulus, an audit, the only alternative to patronage. But they can be misapplied. Democracy rightly demands equality of opportunity. Competitive examinations seem to secure more equal opportunity of advancement . . . what then is the remedy for our discontent? Not abolition of examinations. . . . To close down examinations—*i.e.*, without adequate safeguards—would be to give the signal for educational Saturnalia."

SURPLUS TEACHERS.

The year began with a considerable surplus of teachers above the ordinary schedule staffing. Of these about 250 were required for ordinary relieving purposes. (The efficient working of our system necessitates a reserve of teachers in non-permanent positions who can always be drawn upon to fill temporary vacancies caused by retirements, sickness, or death.) A number were employed as additional assistants allowed for by regulations in different schools. It was decided to keep the remainder in continuous work in positions where conditions were relatively different. During the year over 450 were lost to the service, and as the readmission of the five-year-olds was approved at the end of the year a shortage of teachers is anticipated towards the end of 1936.

SPECIAL CLASSES.

The Special Classes, established for the education of mentally retarded children who cannot make appreciable progress in an ordinary class, continue to do very good work.

Two new classes were established during the year.

Many parents still show a disinclination to allow their children to take advantage of these classes, owing to some degree of social inferiority which they think attaches to any pupils therein. Unfortunately, there is no other way of educating these children in large centres of population, since they require constant individual attention. Everything is done to avoid segregating these pupils: the classes are conducted as part of an ordinary public school, the pupils associate with the other pupils in all playground activities, including physical training and games, they may take some class-room lessons—*e.g.*, singing—in common, and the older girls and boys attend the ordinary manual-training centres. Whatever stigma (if any) may attach to a pupil while in such classes, it is as nothing compared with that attaching to the children if they leave school uneducated and untrained.

These pupils generally leave at the age of fourteen, though there is statutory provision for retaining them to a later age. Employment committees reported last year that whereas it was relatively easy to place these specially trained young persons in employment with a reasonable hope of their being able to retain their positions, the reverse was the case with those who had not attended a Special Class. The committees also recommended that these pupils should not be allowed to leave school till some suitable form of employment had been found for them.

The Special Class established in Auckland City for those children and young persons too retarded to profit by instruction even in an ordinary Special Class continues to do fine work. The pupils are happy in having opportunities for enjoying social life, and, under the influence of music, physical exercises, games, and elementary handwork, their speech and behaviour approaches more and more to the normal. Such a class frees the mother from the never-ending task of supervision, and this in itself reacts to the benefit of the child. Two permanent teachers are attached to this class. In addition, a number of retired infant-mistresses of outstanding ability give constant advice and direct aid in conducting the class, while a committee of women provides for the physical welfare of the children. There is a strong demand for the extension of these activities on behalf of such children, and on behalf also of those children in isolated areas who, though mentally retarded, are quite capable of profiting by ordinary Special Class instruction.

BROADCASTING TO SCHOOLS.

There is a steady increase in the number of schools listening-in to the YA stations in Auckland, Wellington, Christchurch, and Dunedin (which rebroadcasts the Wellington programme). Reports of householders' meetings indicate an increasing interest in the subject. Over 500 schools are now able to "listen-in." The principal aim is not to supplant the teacher, nor to supplement the syllabus, but to introduce into schools the mental stimulus which experts in their subjects are so well able to impart. Teachers in many schools may thereby learn new methods of presenting subjects, but of more importance is the fact that pupils in every school may have their imaginations stimulated in listening to people speaking of their daily vocations, their special studies, and their travels. An innovation during the year was a series of broadcast talks on French pronunciation to Correspondence School pupils. In addition, the pupils acquire the art of listening intently for a period, of discriminating between the quality of the programmes, and of criticizing the standard of speech and of reception. Wireless may thus serve as a connecting-link between the schools and the broad stream of the nation's life.

Last year the Broadcasting Board offered a small fee to school broadcasters; but if the intrinsic quality of the matter and the manner in which it is delivered are in all cases to reach a sufficiently high standard, we must be prepared to pay a higher fee; this would enable us to demand a higher quality in the broadcaster's script, and to insist upon the broadcaster submitting to a transmission test. With the completion of the new high-power 2YA Station, and with the co-operation of the post-primary schools, a much better service should be available. Competent speakers at a distance from the transmitting-station could have their talks recorded for broadcasting.

TEACHERS ON EXCHANGE.

During the year the system of exchanging teachers with other parts of the British Commonwealth was continued: ten went to England, three to Canada, two each to Victoria and New South Wales, and one each to South Australia, Western Australia, and Tasmania—a total of twenty.

I have, &c.,
 JAS. W. MCLLRAITH,
 Chief Inspector of Primary Schools.

The Director of Education, Wellington.

2. REPORT OF THE CHIEF INSPECTOR OF SECONDARY SCHOOLS.

SIR,—

I have the honour to present the report for the year 1935:—

STAFF.

At the commencement of the year Mr. J. E. Leaming, M.A., took up his duties as an Inspector, filling the vacancy caused by the retirement of Mr. Mawson in the preceding year. Mr. Leaming was formerly Senior Assistant at the Rotorua High School, and his work has been chiefly, though by no means entirely, in connection with languages, history, and accountancy.

ROUTINE WORK.

During the first half of the year seventeen secondary and combined schools were fully inspected, as well as the secondary departments of the twenty-four district high schools in the Wellington, Nelson, Hawke's Bay, and Wanganui Education Districts. In addition, sixteen registered private secondary schools were inspected and reported on at various times during the year. In the later part of the year all departmental secondary and combined schools were visited in connection with the annual classification of assistant teachers and the award of senior free places and higher-leaving certificates by recommendation.

For the first time on record no appeals were lodged by teachers against their classification, and accordingly no time was occupied in attending sittings of the Appeal Board.

The numbers of departmental secondary and combined schools remain at thirty-eight and six respectively. On the 1st March their aggregate roll was 18,046, as compared with 17,786 in the preceding year. This is the first occasion on which the roll has exceeded the 18,000 mark, a testimony to the returning prosperity observable in 1935. The roll number in December was comparatively low—only 15,622, as against 15,876 in 1931; this disparity is also an indication of better times, as during the past year there has been in many centres a keen demand for boys with a secondary-school training, whereas in 1931 most avenues of employment were closed to them.

Another cheering symptom of the passing of the depression has been the steady increase in the number of pupils residing in school hostels; this rose from 964 in the preceding year to 1,133 in 1935. Most hostels, however, are far from full even now, and the total number of boarders is still 37 per cent. below that for the peak year (1929). It is extremely improbable that the numbers obtaining in the years immediately preceding the depression will be reached again for many years to come; many children in remote districts are now catered for by the Correspondence School, at infinitely less cost to the parents.

During the year the St. Mary's Catholic Boys' School at Invercargill was added to the list of registered private secondary schools. As one other school was removed from the list the number of registered private schools remains at fifty-two. Their aggregate roll on 1st July was 4,077 (1,795 boys and 2,282 girls).

FREE PLACES AND LEAVING CERTIFICATES.

The number of senior free places granted to pupils from departmental secondary and combined schools on the Principals' and the Inspectors' recommendations was 3,748 (3,602 in 1934). Of the candidates who failed to obtain free places by this method, some 345 sat the Intermediate Examination in November, but only 58 of these—i.e., less than 17 per cent.—succeeded in securing senior free places by passing the examination.

The recently instituted School Certificate Examination has been held for a second time in conjunction with the University Entrance Examination. As was explained in my last report, the number of candidates sitting for the certificate only, as apart from the University Entrance, cannot be expected to increase appreciably until purely certificate courses become more firmly established in our schools. For the conjoint examination 4,307 candidates sat, as against 3,985 in 1934; the number of those who sat for the certificate alone rose slightly from 212 to 285. Unfortunately, these in the main comprised the poorer types of candidates; only 24 per cent. of them succeeded in obtaining certificates, whereas of those who sat the conjoint examination 52 per cent. were successful.

The total number of certificates granted was 2,310, as against 1,876 in the preceding year. Partial passes were obtained by 770 candidates. Of the subjects not prescribed for University Entrance book-keeping maintains its lead in popularity, with 138 candidates; shorthand and typing showed an increase with 34, but needlework (18) and housecraft (17) fell away badly; physiology (17), technical drawing (15), technical electricity (12), applied mechanics (12), and economics (10) met a very limited demand, whilst there were no candidates at all in either biology or heat engines.

It must be admitted that the efforts of the Department and of the post-primary schools to popularize the school certificate and to secure for it the recognition that it deserves from business men in general and from employers in particular have not met with much success. It is true that the problem is not peculiar to New Zealand; educational journals reveal a similar position elsewhere. The faith of the employer in the efficacy of an examination which is specifically designed to discover whether the candidate is fitted to pursue an academic course at a University is as deeply rooted in England as it is here. One obvious remedy that might well be applied in New Zealand is to raise the standard of University Entrance

to that that would be reached in one year's work beyond the present entrance or certificate requirements. This proposal has very much in its favour, and its adoption would undoubtedly benefit those who actually enter the University after passing the Entrance Examination. Another possible solution is to dispense entirely with a University Entrance test; this would enable the University teachers to maintain their first-year work at a uniformly satisfactory level, the responsibility of determining his fitness to cope with the work resting with the individual student himself. The proposal is not without its commendable features.

The demand for higher-leaving certificates continues to remain at a level much lower than that prevailing when the certificate entitled the holder to a University Bursary. It was expected that with the re-opening of the Training Colleges last year and the possibility of better prospects in the teaching profession there would be a marked increase in the number of pupils studying for the certificate, as it undoubtedly provides the most effective preliminary qualification to young people wishing to enter the teaching service. The number of candidates has, however, shown a slight decrease. A possible explanation lies in the fact that the increase in business activities during last year drained the Sixth Forms of an unusually large number of pupils by offering them suitable positions in commerce and industry; it was noticeable, too, that in some schools many pupils, both boys and girls, preferred to concentrate upon an accountancy course, which precluded their qualifying for the certificate. Only 688 certificates were awarded in 1935 to pupils from departmental secondary and combined schools, and an additional 132 were awarded to pupils from endowed and registered private secondary schools. The lower-leaving certificate is no longer awarded.

UNIVERSITY BURSARIES.

The disquieting features in connection with University Bursaries that were referred to in my last report have become no less pronounced. The Bursary Examination is in evident disfavour, especially in centres outside the University towns. Candidates who sat for the bursary alone have become fewer and fewer during the four years in which the examinations have been held; last year there were only 56 such candidates, a decrease of nearly 20 per cent. from the preceding year. The number who sat for the Bursary and Entrance Scholarship concurrently remained about stationary (232).

As was pointed out last year, the value of the bursary (a little over £8 per annum on the average) is so small that it is of very little assistance to the student who is compelled to live away from home in order to attend a University College. Of the 183 candidates who qualified in 1935, only 58 took up their bursaries in the following March; so far as can be gathered, only seventeen of these came from homes outside the four University centres.

These figures speak for themselves, and merely serve to emphasize the fact that the present bursaries are not sufficiently valuable and are not an adequate reward for a selection based on a severe competitive examination. I have only to repeat the hope that I expressed last year—that steps may soon be taken to make the University Bursary more attractive and of more assistance to the country student.

Bound up with this question is the vexed one of "terms students"—that is, the practice of giving tuition in secondary schools to students preparing for degree examinations. Attention has been drawn by more than one Professorial Board to the abuse of the privilege of exemption from University lectures on the part of secondary-school pupils. There is no need to repeat that it is not in the students' best interests to pursue his University studies whilst still at school, but it must be recognized that for many a student there is no alternative; his financial resources may be so straitened that it would be impossible for him to pay his way whilst attending lectures at a University away from his home town. The addition of a moderate boarding-allowance to a University Bursary awarded on a competitive basis would, in my opinion, do much to mitigate any tendency to abuse the existing system of exemption from lectures.

CLASSIFICATION OF TEACHERS.

In my report for 1933 I dwelt at length on the present system of classification of teachers in secondary schools—its development, its manifold benefits, and its defects, especially in a time of arrested expansion of school enrolments. The situation referred to in that report had not appreciably changed last year, and there was still considerable dissatisfaction among the younger male teachers especially, many of whom found themselves blocked from promotion to a Grade C position in their own school and with very little prospect of securing advancement on the staffs of other schools owing to the now commonly adopted practice of internal promotion. Of the 298 male assistants who were employed last year in purely secondary schools, 54 per cent. held positions below the grade corresponding to their own personal grading; 40 per cent. of the women were in a similar position. (In neither case are D Grade teachers included.) The dissatisfaction among C Grade teachers is aggravated by the knowledge that in combined and technical schools all salaries up to the maximum C Grade salary depend entirely on the teacher's personal classification. If any amelioration is to come, it must be in the direction of removing the existing bar between C and D Grade salaries.

HOMEWORK.

The vexed question of homework appears to be always with us, but a somewhat vigorous recrudescence of the old controversy has again been in evidence in some centres in New

Zealand. In England, too, there has been much searching of heart; in the pages of the various educational journals there have been numerous discussions on the subject, and the question of forbidding homework entirely has even been recently discussed in the House of Commons. To abolish all home-preparation in secondary schools would be extremely unwise; there is undoubted value to the pupil in his carrying out independent work involving individual effort; powers of organization and initiative are developed and habits of concentration and self-reliance fostered. In subjects such as English and history time must be found out of school-hours for additional reading and the desire for wider reading stimulated by these means. There are too many pupils who are quite content to sit back and passively absorb all that the teachers do for them; for these some form of home-preparation is highly desirable.

There is, however, the other side; excessive homework is a very real evil and exercises a blighting effect upon scores of young people at a very critical stage of their development. Girls are apt to suffer more than boys. "The female," it has been pointed out, "is more literal, more conscientious in her application to an appointed task, and, in the realm of study, normally finds the task more difficult than the male." Whilst the evil is, perhaps, not so rife here as it appears to be in England, where it is stated that cases are not unknown of boys and girls committing suicide through overstudy, it must be admitted that some of our secondary schools do offend in requiring too much homework, especially from their Fifth and Sixth Form pupils. In many cases the mathematics teachers are the chief sinners, far too much routine work in arithmetic and algebra examples being set by some of them. Class work is often hindered, it may be added, by the time taken up in explaining and working out the problems done in the previous night's homework. The writing-up of science notebooks has also been made unnecessarily elaborate and burdensome in a few schools, though there has been an improvement in this respect in late years. The chief source of abuse in several schools is the failure to restrict the number of subjects in which preparation is demanded on any one night.

It is interesting to note that parents in the main are not opposed to homework being set, provided that it is reasonable in amount. In a recent investigation conducted by the Principal of one of our large boys' schools it was found that 78.5 per cent. of the parents were definitely in favour of homework. Similar results have been obtained in investigations in England. On the other hand, parents in various centres have pointed out that in some cases the work is unevenly distributed over the week, in others that there is no check on the over-zealous teacher, or that there is apparently little correlation between the teachers setting the preparations. Where the pupil is taught by five or six different specialists during each day the evils of excessive homework are prone to be intensified; the pupil who spends most of his day under one "general practitioner" is more likely to be in a happier position.

And the remedy? In some schools in England and in one or two private schools in New Zealand the difficulty has been overcome by lengthening the school-day and devoting the last two or three periods of it to preparation; in some cases no pupil is allowed to take books home on any pretext whatever. This solution has manifest disadvantages where, as in nearly all our New Zealand schools, many pupils travel long distances to school. Where there are school hostels a careful observation of the ability or otherwise of the resident pupils to cope with the preparation set each night will readily detect deficiencies or excesses in homework, and Principals are advised not to neglect this means of keeping a check on the amounts set.

The views of the Secondary Inspectors on the whole question have been explained to various Principals from time to time, but they may, perhaps, bear summarizing and repetition once again. Every pupil should be provided with a homework time-table, on which are set out for each night the subjects and the approximate time allowance for each; a copy of this time-table should be posted conspicuously in the Form's classroom—better still if it be written prominently and permanently on the wall blackboard; the number of subjects per night should be limited to three, possibly to two in Third Forms (this, incidentally, would tend to eliminate the most undesirable practice of carrying heavy loads of books to and from school); the aggregate time required each night should not exceed one or one and a quarter hours for Third Forms, one and a half hours for Fourth Forms, and two hours for senior pupils; no "voluntary" homework should be expected in addition to the amounts set according to the schedule; and there should be no additional amount set for Saturday or the week-end, except possibly the reading of some English literature. I feel confident that if these suggestions are followed there will be no complaints from perturbed parents, and, at the same time, sufficient preparation work will be accomplished to enable pupils to maintain a reasonable rate of progress during their school course.

PARENTS' ASSOCIATIONS.

Probably a half of our departmental secondary schools have availed themselves of the assistance of parents' associations. In some countries these bodies have become even more firmly established than in New Zealand, and have developed their functions more extensively than ours have. In Canada and in the United States of America, for example, they are organized into federations or congresses, which exert a considerable influence on educational thought and progress. In France nearly every school has a parents' association; they are

recognized by the State and receive active support from the Ministry of Education. In Russia, in Holland, and in Austria parents' councils have developed amazingly. In England, on the other hand, the system has so far made but little appeal either to parents or to schools. It is estimated, for example, that only 4 per cent. of the boys' secondary schools in that country have associations.

Whilst several schools in New Zealand are undoubtedly reaping benefits from healthy and vigorous associations working on their behalf, the Principals of others have hesitated to enlist the interest and the intelligent sympathy of the parents. Some have openly expressed their hesitation or aversion to the Inspectors. There is no doubt, however, that the weight of evidence is distinctly in favour of the associations. There are social and educational advantages to be gathered from their existence and co-operation, but even from the materialistic point of view their benefits as evidenced in swimming-baths, cinema equipment, ground improvements, motor-lorries, &c., proclaim their value in no uncertain terms.

CONCLUSION.

In general, the work in the schools has proceeded satisfactorily during the past year. Though progress towards the equipping of all secondary schools with suitable workshops for manual work has naturally been retarded during the past few years, additional facilities for such work have nevertheless been provided in a few centres. The percentage of boys learning woodwork in purely secondary schools is slowly rising, and now stands at 21·6; metalwork on the other hand has not maintained its position during the past year. Among other subjects taught in purely secondary schools, it may be noted that the percentage of boys taking agriculture has risen to 11·9 and of girls learning shorthand to 28·7, and typing to 21·9.

A matter for sincere regret is the starved state, or the total absence in some cases, of the school libraries in many of our schools. The governing bodies, it may be pointed out, are not to blame in this connection as they have practically no funds available for either their establishment or their maintenance. School libraries should be regarded as an essential part of the equipment for teaching, and it is hoped that with the return of more prosperous times adequate assistance for their rehabilitation may be forthcoming.

In conclusion I wish to express my appreciation of the continued loyal and efficient co-operation of my colleagues during the year under review.

I have, &c.,

E. J. PARR,

Chief Inspector of Secondary Schools.

The Director of Education, Wellington.

3. REPORT OF THE SUPERINTENDENT OF TECHNICAL EDUCATION.

SIR,—

I have the honour to present my report for the year 1935:—

GENERAL.

The number of schools, including technical high schools and combined schools, offering full-time day technical courses remains the same as in the previous year. In nearly every case an increase of roll number is shown over the number for the corresponding period of 1934. Enrolments in technical courses in combined and in all courses in technical high schools numbered 6,282 boys and 4,943 girls on the 1st July, 1935, as against 6,142 boys and 4,913 girls on the 1st July, 1934. It is instructive to note that the increase of numbers was due to a large increase within the age-group 13 to 15 years, accompanied by a slight drop in the number below thirteen years of age, and a very considerable drop of over seven hundred in the number of pupils over fifteen years of age.

Enrolments in evening classes at the 1st July, 1935, numbered 7,145 males and 3,217 females, as against 6,036 males and 3,059 females at the same date in 1934.

The increase in evening-class rolls was probably mainly due to transfers in the early part of the year from the full-time day classes, nearly 900 pupils having left the technical high schools during this period, owing to a steady demand for young workers in business and industry.

The increases in evening classes are to be found chiefly in students of commercial and general subjects, in which the enrolments were higher than in any of the previous six years. Some concern has been expressed by Principals and Boards that a corresponding increase has not taken place in classes in trade subjects, particularly those which cater for apprentices in the building, engineering, and allied trades. The fear has been expressed in regard especially to the building and allied trades that a shortage of skilled labour may be experienced in the near future.

In the main, fluctuations during the year in the rolls of full-time day pupils in technical high schools and from year to year in those of evening classes reflect, without appreciable lag, the fluctuations in employment in business and industry.

In general, pupils leave day school during the course of the year as soon as openings are available which are considered desirable in the ruling economic conditions. Thus there is a decided rush from school into employment towards the end of a depression when the demand for young workers becomes strong, the parents being less able than at other times to keep their children at school. Attendance at evening classes follows trade fluctuations very closely, mainly because students do not enrol in special courses until they have secured employment in the occupation which they wish to follow. Both these tendencies are unfortunate. The first can be eliminated by sufficiently raising the upper limit of compulsory full-time attendance at school.

The tendency for the number of learners in any given trade or industry to fluctuate violently with the rise and fall of employment in that trade or industry produces a kind of resonance effect on unemployment, since too many tradesmen are trained in good times and too few in bad times. This is felt most acutely in trades in which the period of apprenticeship is fairly long. The problem of maintaining for every occupation a supply of learners adequate but not excessive for its future requirements is also complicated by the general difficulties of forecasting when occupations are "changing, disappearing, and being created with bewildering rapidity."

It appears, however, to be evident that any regulation of the supply of trained workers in industry can only be effective if the recruitment and training of young workers is made independent of the demands from moment to moment of industry. Surges of entrants into employment first in one direction and then in another can hardly contribute to a steady state of industrial activity, and are quite inconsistent with reasonable observance of the principles of vocational guidance and placement.

The establishment of trade schools was advocated in one centre during the year, in connection with one or two occupations, and it is perhaps in this direction that a solution of the difficulties of apprenticeship may ultimately be found possible. The practicability of such schools depends mainly on the concentration of the industries served, and in many much more thickly populated countries, with immensely greater industrial concentrations, trade schools are by no means the regular training-grounds of young workers.

BUILDINGS, EQUIPMENT, AND APPARATUS.

The remarks made in regard to buildings, equipment, and apparatus in my report for 1934, apply also to the year 1935.

During the year 1935, however, greater activity was displayed by Technical School Boards in making provision for school libraries.

In the matter of building and general equipment progress was made in several centres, while more attention was paid to repairs and maintenance than in the worst years of the depression.

At Auckland, partly by the aid of grants, provision was made for adding a story to the large workshop building, including a gymnasium and class-rooms.

Grants were approved and plans prepared for the addition of a library and laboratory to the Pukekohe Technical School.

At Hamilton Technical School additions to the science wing of the main building were completed and brought into use, providing an electrical engineering laboratory and a physics and mechanics laboratory.

At Hawera a library was built, and accommodation for engineering classes rearranged and improved.

At Gisborne High School, a workshop block, giving facilities as for a technical high school, was erected.

At Palmerston North Technical School the workshop block was extended to provide an additional engineering workshop.

At Petone a third floor was added to the workshop block, together with extensions of the ground floor for the engineering workshop. Arrangements were also made for replacing the main building by more extensive and suitable accommodation.

At Wellington the erection of the home-science wing and the assembly-hall were begun, and will be completed during the year 1936.

The new Papanui Technical High School was erected during the year, and will be ready for occupation at the beginning of the second term of 1936. It will be managed by the Christchurch Technical School Board. The same Board completed during the year 1935 a large Memorial Hall with some valuable auxiliary accommodation.

At the Timaru Technical School new homecraft-rooms were provided.

Grants were approved and plans prepared for a building for the art department at the Dunedin Technical School.

New workshop blocks were erected during the year in the position assigned in accordance with the general scheme of development at the Invercargill Technical School.

At the Nelson Boys' Combined School a workshop block was erected, providing accommodation for metalwork, woodwork crafts, agriculture, &c.

New buildings for manual training were authorized at Cromwell, Waiuku, Te Puke, and Opotiki, and will be ready for occupation early in 1936.

Preparations were also made in Dunedin for establishing a manual-training centre at Moray Place to relieve the pressure on the other centres in the city.

COURSES AND QUALITY OF INSTRUCTION.

The courses in combined and technical high schools show no radical departures from accepted practice in either content or treatment, but continue to be developed in a satisfactory way having regard to the facilities at the disposal of each school.

The instruction in evening classes is, in general, well organized and efficiently supervised, and provides a valuable contribution to the well-being of the community.

TRAINING OF TEACHERS IN TECHNICAL SCHOOLS.

This question is one that has always presented much difficulty, especially with regard to instructors of trades subjects in which it is essential that the instructor should have had a sound and systematic industrial training before he becomes a teacher. It is obvious that the existing courses of training for teachers would not be at all suitable for giving the kind of training required, nor would the candidate, in most cases, be able to comply with the necessary conditions for entry into training colleges.

Partial solution of the problem may, however, be found and put into practice relatively easily in some such ways as are suggested below:—

(1) The Department has made provision in its regulations for the employment of part-time student teachers in evening classes, it being intended that such student teachers should use this opportunity of testing their aptitudes for teaching and for acquiring technique under the guidance of experienced teachers while continuing their daily work as tradesmen. These student teacherships have hitherto been seldom taken up.

(2) The appointment of a well-qualified tradesman as a full-time teacher to assist an experienced teacher with large classes for a period of not less than one year. During this period the assistant teacher will learn much of teaching method, and will usually become ready to take a position of full responsibility after his period of training. This method is particularly applicable to the training of teachers of handicraft for manual-training purposes, and, though it has given excellent results where prudently applied, it has many obvious limitations.

(3) The holding of refresher courses and sectional conferences of selected teachers. In order that such conferences may be successful they must be organized on other than a voluntary basis, and with the co-operation of the Education Department and of the appropriate teachers' organization. Something in this direction has already been done with successful results.

(4) The granting of leave of absence, with pay and allowances, to selected teachers to enable them to visit schools in this or in other countries. Such visits should be planned so as to be purposeful and effective, and detailed reports would be expected of teachers who were thus privileged to visit other schools. Such visits may be made under the existing regulations, and have been made from time to time; but much good would come from an increase of facilities.

It must be pointed out that suggestions (3) and (4) would both entail additional expenditure, but the cost of putting schemes into operation on a moderate scale would be much less than that now spent on the training of teachers for primary-school work.

ART AND INDUSTRY IN EDUCATION.

The connection between art and industry is a matter which vitally concerns the technical schools. In all countries increasing attention is being paid to the design of industrial products, not only that these may function more efficiently, but also that they should present a more attractive appearance. The evidences of this trend are to be seen around us every day, in motor-cars, buildings, furniture, printing, textiles and clothing, packeted foodstuffs, and indeed in almost every commodity in daily use. In the past there has been a tendency to regard questions of design which are non-structural in character as being matters for the art instructors but not of much concern to the engineer or carpenter; and there has, in fact, often been a lack of reasonable co-operation between the art departments of schools and those departments engaged in construction. On the other hand, where close co-operation exists, as is the case in some schools, the results of such co-operation have been strikingly good. For a perfect combination it is necessary that the artist should have knowledge of industrial processes, and that the craftsman should have had a sound training in the principles of art; only in so far as these conditions are fulfilled can there be a real communion one with the other.

It is because these conditions are essentially lacking in the technical schools of New Zealand that the art departments of these schools have had up to the present no discernible effect upon industrial design in this country; the greater part of their activities is concerned with the teaching of drawing and painting upon traditional lines, and they are not greatly interested in the impingement of design upon the everyday life of ordinary people.

This is not the case in other countries; changes, amounting almost to a renaissance, have taken place in the art schools of Great Britain in the post-war period, and the advance is even more marked in certain continental countries, notably in Austria, Czechoslovakia, Italy, Germany, Switzerland, and France. In these countries the closest possible co-operation exists between the art schools and local industries, and this connection is deliberately fostered by the action of the Governments of the countries concerned. If the manufacturing industries

of New Zealand are to flourish, and are to hold their own, judged by merit, when compared with the products of other countries with which they must compete, there is no doubt that much more active steps must be taken to secure a *rapprochement* between industry and art, and that the art and technical schools of New Zealand must take a vital part in the process.

MANUAL TRAINING.

The total number of pupils receiving instruction in woodwork, metalwork, or domestic subjects under special instructors at manual-training centres was 44,122 as compared with 45,420 in 1934. The numbers attending from primary schools were 16,187 for woodwork, 111 for metalwork, and 15,239 for domestic subjects. Secondary departments of district high schools sent 1,615 pupils for woodwork and 1,760 for domestic subjects. From Forms I and II of intermediate schools there were 2,190 pupils for woodwork, 839 for metalwork, and 2,099 for domestic subjects. Private schools sent 1,976 pupils for woodwork and 2,106 for domestic subjects.

The pupils attending from primary schools included some pupils from Standard IV, especially in country centres. The great majority of the pupils from primary and intermediate schools came, however, from Forms I and II.

The following notes and tables refer exclusively to pupils of Forms I and II attending from public primary and intermediate schools and departments.

There were 132 manual-training centres which were attended by Forms I and II from public schools and intermediate schools and departments. All intermediate schools and departments were provided with facilities for manual instruction.

Of 85 district high schools in existence in December, 1935, 62 had local provision for manual training, from another 6 classes were able to visit manual-training centres attached to other schools, while the remaining 17 were unprovided for. Of these 17, 11 were in the Auckland District—namely, Howick, Kaikohe, Kaitiaki, Katikati, Kawakawa, Ngatea, Rawene, Te Puke, Opotiki, Waiuku, and Warkworth. A manual-training building has recently been opened in Waiuku, and centres are also being established at Opotiki and Te Puke.

In the Hawke's Bay District there are 4 district high schools with no facilities for manual training—Norsewood, Te Karaka, Tolaga Bay, and Wairoa.

Hawarden in Canterbury and Kurow in Otago still await suitable provision.

TABLE I.—MANUAL-TRAINING CENTRES, 1935.

Manual-training Centres.	Separate or attached to Primary Schools.	Attached to District High Schools.	At Intermediate Schools or Departments.	At Technical, Combined, or High Schools.	Totals.	School Population per Centre (Roll at 31st December, 1935)	School Population served per Centre. (Approximate.) (a)	Percentage of Schools above Grade O served by the Centres.
Auckland	12	15*	6	2	35	1,789	1,240	26.0
Taranaki	5	3	..	1	9	1,220	925	35.0
Wanganui	2	4	..	2	8	1,835	1,030	13.6
Hawke's Bay ..	2	3	1	1	7	2,077	1,120	14.8
Wellington .. .	7	7	2	1	17	1,520	1,320	39.1
Nelson	2	5	..	2	9	701	550	36.2
Canterbury .. .	10	11†	2	2	25	1,317	1,139	43.3
Otago	7	8	1	..	16	1,132	941	25.4
Southland .. .	3	3	..	..	6	1,838	1,332	46.1
Totals	50	59	12	11	132	1,494 (Average)	1,113 (Average)	30.4

* Plus 2 which are also intermediate schools. † Plus 1 which was also an intermediate school.

(a) The figures in this column are based on the returns of pupils attending manual-training centres—see Table F of E.—2. These returns give the total enrolment during the year, and the percentage of children attending obtained by dividing the average school population served, 1,113, by the average school population per centre, 1,494—namely, 74.5 is probably somewhat too high. The figure 70.4 in Table II below is probably somewhat too low.

Table I shows the distribution of manual-training centres over the several education districts, and the school population per centre. Pupils in Forms I and II number about 24 per cent. of the total roll, so that on the average there are about 360 pupils per centre in these two forms. The normal load of a centre with one woodwork and one cookery room is about 480 pupils.

These pupils therefore could not provide more than three-quarters of full load if they all attended. Table II, however, shows that about 71 per cent. do attend, and this gives a load of rather more than half the capacity of the centres. The centres, however, take secondary pupils in Forms III, IV, and, in some cases, Form V, besides primary pupils from private schools, and with these additional classes the actual average load is about two-thirds of full load.

A few of the centres work only one day weekly, many for half-time, while city centres generally have a very heavy load, taking about 250 pupils weekly per teacher for approximately two hours each pupil. About two-thirds of the centres work less than full-time.

The school population per centre varies considerably from district to district, being lowest in Nelson and highest in Hawke's Bay. There are several reasons for this variation. In the first place, a fully loaded centre will accommodate up to 500 pupils, corresponding to a school population of over 2,000. The numbers actually served are in all districts much less.

In districts where there are large towns the number served per centre tends to be high, provided that the remaining population is not too scattered and too great in proportion. In districts where the conveyance of pupils to centres is easily arranged, the number served per centre is higher. Where there are no large centres, and a considerable scattered population, the numbers served per centre are necessarily low.

The school population per centre may be large for two very different reasons, one that there are large towns, where centres can be worked to capacity, and the other that there are many small schools so isolated that it is not possible to serve them. The school population served per centre depends mainly on the number of full-time centres as compared with the number of part-time centres in the district. The percentage of schools served depends on the proportion of small country schools which cannot be or have not been brought into the system of manual training.

In comparing one district with another, it must be remembered that the proportion of small schools not readily accessible varies considerably from district to district. Auckland, for example, has 36 per cent. of all the Grade III schools, but only 28 per cent. of the schools above that grade, and 30 per cent. of schools of Grades I and II.

Hence the school population per centre is high. On the other hand, the population served by each centre is also relatively high, due to the large easily served population in Auckland City, with its battery of twelve full-time centres.

Nelson, with 5 per cent. of all the schools under Grade IV and above Grade O, and only 3 per cent. of all those above Grade III has no full-time centre, while at the same time communications are easy for travelling instructors to cover the district. Consequently a greater proportion of the schools is served than in the case of Auckland, but at the expense of very small numbers per centre.

Southland is an excellent example of the possibilities in a district with convenient conveyance and good communications. It has nearly 8 per cent. of the schools under Grade IV, and rather less than 5 per cent. of the schools of Grade IV and upwards, but is able to concentrate classes from 46 per cent. of its schools into centres which serve on the average a considerably higher school population per centre than any other district.

Hawke's Bay, on the other hand, with 9 per cent. of the schools above Grade III and 7 per cent. of those of Grades I, II, and III, has scattered knots of population which cannot easily be brought into centres, and the school population per centre is nearly double that actually served.

Wanganui, with nearly 9 per cent. of the schools of Grades I, II, and III, and 7 per cent. of those above Grade III, finds almost equal difficulty in providing for its scattered population.

Table II shows the proportion of schools in each grade from which pupils come to attend manual-training classes.

TABLE II.—PERCENTAGE OF PUPILS IN EACH GRADE OF SCHOOLS AND PROPORTION ATTENDING MANUAL-TRAINING CLASSES.

Grade.	Percentage of Children in each Grade.	Percentage of Schools in each Grade attending Manual Training.	Approximate Percentage of Total Number of Children in all Grades I-VII attending Manual-training Centres from each Grade.	Approximate Percentage of Attenders at Manual-training Centres coming from each Grade of Schools.
I	6.2	6.5	0.4	0.6
II	7.8	15.3	1.2	1.7
IIIA	6.8	27.2	1.9	2.7
IIIB	8.8	36.9	3.2	4.5
IIIC	7.2	61.2	4.4	6.2
IVA, B, C	13.0	81.0	10.5	14.9
VA, B, C	13.5	94.4	12.3	17.5
VI A, B, C	14.9	98.3	14.7	20.9
VII A, B, C, D, E, F, G, H, I	21.8	100.0	21.8	31.0
	100.0	..	70.4	100.0

Roughly speaking the chance of a child getting training at a woodwork or cookery centre is directly proportional to the size of the school which he attends, being a certainty for a Grade VII school, and about 1 in 200 for a Grade O school.

Almost 1 child in 16 attends a Grade I school, but only about 1 in 160 of those attending manual-training classes comes from a Grade I school. Above Grade IIIc a reasonable percentage of the schools is served; below Grade IIIc the percentage is very low.

Table III gives details according to district of the numbers of schools in the several grades, excluding Grade O, from which attenders at manual-training classes are drawn.

TABLE III.—PERCENTAGE OF PUBLIC PRIMARY SCHOOLS SERVED BY MANUAL-TRAINING CENTRES, INCLUDING SCHOOLS CONTRIBUTING TO INTERMEDIATE SCHOOLS AND DEPARTMENTS.

(NOTE.—Columns A, Fraction = $\frac{\text{Number served}}{\text{Number in Grade}}$; Columns B, Percentage served.)

Grades of Schools	I.		II.		III.		IV.		V.		VI.		VII.		Totals.	
	9-20.		21-35.		36-120.		121-240.		241-360.		361-480.		481-840.		A.	B.
Average Attendance per School	9-20.		21-35.		36-120.		121-240.		241-360.		361-480.		481-840.		A.	B.
A. Fraction = $\frac{\text{Schools served}}{\text{Schools in Grade.}}$	A.	B.	A.	B.	A.	B.	A.	B.	A.	B.	A.	B.	A.	B.	A.	B.
B. Percentage of Schools served	A.	B.	A.	B.	A.	B.	A.	B.	A.	B.	A.	B.	A.	B.	A.	B.
Auckland	$\frac{5}{222}$	2.3	$\frac{15}{151}$	9.9	$\frac{78}{237}$	32.9	$\frac{24}{33}$	72.7	$\frac{17}{20}$	85.0	$\frac{24}{24}$	100.0	$\frac{21}{21}$	100.0	$\frac{184}{705}$	26.0
Taranaki	$\frac{2}{40}$	7.5	$\frac{3}{41}$	12.2	$\frac{23}{37}$	51.7	$\frac{10}{11}$	90.9	$\frac{10}{10}$	100.0	$\frac{10}{10}$	100.0	$\frac{21}{21}$	100.0	$\frac{57}{157}$	35.0
Wanganui	$\frac{0}{70}$	0.0	$\frac{0}{42}$	0.0	$\frac{2}{56}$	7.1	$\frac{1}{16}$	71.4	$\frac{1}{2}$	100.0	$\frac{1}{1}$	100.0	$\frac{1}{1}$	100.0	$\frac{26}{103}$	13.5
Hawke's Bay	$\frac{0}{68}$	0.0	$\frac{0}{49}$	0.0	$\frac{2}{56}$	7.1	$\frac{1}{16}$	56.3	$\frac{1}{2}$	83.3	$\frac{1}{1}$	85.7	$\frac{1}{1}$	100.0	$\frac{25}{139}$	14.2
Wellington	$\frac{3}{57}$	1.8	$\frac{7}{49}$	14.2	$\frac{46}{112}$	41.3	$\frac{16}{20}$	95.0	$\frac{14}{14}$	100.0	$\frac{7}{7}$	100.0	$\frac{14}{14}$	100.0	$\frac{81}{207}$	39.1
Nelson	$\frac{3}{48}$	7.0	$\frac{9}{42}$	29.2	$\frac{12}{19}$	64.3	$\frac{8}{8}$	100.0	$\frac{2}{2}$	100.0	$\frac{1}{1}$	100.0	$\frac{1}{1}$	100.0	$\frac{38}{105}$	36.2
Canterbury	$\frac{2}{11}$	19.8	$\frac{2}{11}$	25.0	$\frac{5}{8}$	57.3	$\frac{2}{2}$	85.7	$\frac{2}{2}$	100.0	$\frac{2}{2}$	100.0	$\frac{17}{17}$	100.0	$\frac{14}{32}$	43.3
Otago	$\frac{3}{15}$	2.8	$\frac{4}{15}$	10.4	$\frac{5}{8}$	25.0	$\frac{10}{12}$	83.3	$\frac{6}{6}$	100.0	$\frac{7}{7}$	100.0	$\frac{1}{1}$	100.0	$\frac{52}{207}$	25.4
Southland	$\frac{1}{5}$	20.7	$\frac{1}{5}$	41.9	$\frac{3}{4}$	63.8	$\frac{8}{9}$	88.9	$\frac{3}{3}$	100.0	$\frac{4}{4}$	100.0	$\frac{4}{4}$	100.0	$\frac{75}{165}$	46.1
Totals	$\frac{48}{740}$	6.5	$\frac{78}{110}$	15.3	$\frac{246}{355}$	37.6	$\frac{115}{142}$	81.0	$\frac{68}{72}$	94.4	$\frac{57}{58}$	98.3	$\frac{73}{73}$	100.0	$\frac{685}{2250}$	30.4

The table applies to the conditions at the 31st December, 1935, so far as the grades of the schools are concerned.

Intermediate schools and departments are represented by their contributing schools, which are regarded as the schools from which the attenders at manual training in the intermediate school or department really come.

In addition to the schools accounted for above Grade O, one Grade O school, in the Southland district, sent pupils to a manual-training centre in 1935.

As already pointed out, the variations between districts are explicable probably in a very large measure by conditions of communication and concentration of population over which the authorities controlling the schools have little or no control.

It is certain that extension of manual-training facilities, especially in more remote country districts, must involve the establishment of centres operating at the most only half-time. Thus Waiuku, Opotiki, and Te Puke centres which will come into operation in 1936, are all half-time. Other projected centres will in general be worked little more than one day weekly. Such centres can only be conducted by full-time teachers where two or more can be worked by travelling instructors. In other cases part-time teachers must be employed, but competent part-time teachers of these subjects are very seldom available in small country centres, where alone they would be needed. Without efficient instruction the comparatively heavy cost of establishing a manual-training centre for only one or two days' work weekly would be difficult to justify. At the same time there is no doubt that these classes are most necessary and most beneficial for the children in the thinly populated country districts, where there is a clamant demand for the provision of manual training in domestic subjects and in woodwork and ironwork, as having a more direct bearing on life in the country than crafts which can be practised in the ordinary class-room.

In this connection there is another very important aspect of manual training to be taken into consideration. This is the need for close association of manual-training subjects with the other subjects of the school curriculum, and therefore close association of the manual-training teachers with the other teachers concerned in the education of the children.

This association is difficult and in many cases impossible where the manual-training centre is away from the school, and the children go to the centre often unaccompanied by a teacher of the school from which they come.

In the intermediate schools and departments the manual-training teachers are full-time members of the staff, or, at least, have close association with the other teachers in charge of the pupils, and the same conditions hold in the case of consolidated schools with manual-training centres attached, such as Piopio, Otorohanga, and Ruawai.

In the larger intermediate schools and departments specialist teachers in drawing and in crafts of various kinds are employed, and in consolidated schools also there is more room for specialist teachers who have had a third year in the training colleges.

Attempts have been made in one or two districts to provide in some measure for the needs of boys in isolated schools by the teaching of light woodwork with a small equipment of tools under the instruction of the regular staff of the school, but the results are necessarily limited, not only by lack of teachers with skill and experience in woodwork, but also by the lack of equipment and accommodation.

Whatever the advantages and disadvantages of consolidation of schools and of the establishment of intermediate schools and departments may be in other respects, there can be no gainsaying that they are essential conditions to the extension and full use of facilities for manual training, and for all arts and crafts needing specialist teachers and more or less elaborate equipment and accommodation.

In Te Awamutu, for example, five schools outside the borough sent classes for manual training in 1935, but if an intermediate school were established some sixteen schools could contribute, and all their children would receive manual training under conditions that could be very much better than if they sent classes once a week to the manual-training centre, even if transport could be satisfactorily arranged for their attendance in Te Awamutu once a week.

In the towns also, now served mainly by separate manual-training centres, the establishment of intermediate schools would enable the manual training, art and craft work to be developed and consolidated.

In this connection it is to be remembered that visual conceptions incapable of being expressed in words assume greater importance in developing the mental activity of a child in proportion as his powers of verbal expression and logical thought are less capable of development, and that the training of the child in forming and expressing such conceptions must be done through handwork, and, further, that the child like the adult cannot do handwork of any kind without forming visual conceptions and expressing them, however awkwardly, in concrete form.

Design, therefore, lies at the root of all handwork and manual training in our schools.

The question is not whether design shall be taught or not taught. Every teacher of handwork of whatever kind is necessarily teaching design. In another part of this report are some notes on art and industry, which have a very direct bearing on manual training in our primary and intermediate schools as well as on the more advanced work in secondary and technical schools.

There is no doubt that reasonably effective training in design can only be given by those who have themselves a cultivated taste and a sound knowledge of the principles of design. For this reason also, it is necessary that specialist teachers in manual training should include as far as possible those who are able to guide the work of the schools on sound lines. The establishment of intermediate and consolidated schools will tend to ensure full utilization of specialist teachers, without which satisfactory teaching of design as the basis of all handwork will hardly be possible.

EXAMINATIONS.

At the August examinations for the teachers' handicraft certificates there were thirteen candidates, of whom two were successful in qualifying for the award of certificates. Of the remaining eleven candidates, three were successful in completing Section I of the examination, one was successful in completing Section II, while two candidates who had previously passed all but one subject of Section I completed that section and also Section II. Three other candidates also improved their examination status. Of the thirteen candidates who sat the examination, two failed to improve their position.

The following is a summary of the results of the technological examination held in November, 1935:—

Plumbing: Preliminary—Five sat, four passed. Intermediate—Five sat, three passed. Final—Nine sat, five passed.
 Motor Mechanics (Major Course): Preliminary—Two sat, one passed. Final—Two sat, one passed.
 Motor Mechanics (Minor Course): Preliminary—Two sat, two passed. Intermediate—Four sat, three passed. Final—One sat, one passed.
 Carpentry and Joinery: Preliminary—One sat, none passed. Intermediate—Eight sat, two passed. Final—Seven sat, one passed.
 Cabinetmaking: Intermediate—Two sat, two passed. Final—Four sat, three passed.
 Electrical Fitting: Intermediate—Two sat, two passed.
 Mechanical Engineering: Preliminary—Three sat, three passed. Intermediate—Three sat, three passed. Final—Four sat, three passed.

For the whole examination the results were as follows: Preliminary, thirteen sat, ten passed; intermediate, twenty-four sat, fifteen passed; final, twenty-seven sat, fourteen passed; the totals being sixty-four sat for the examinations and thirty-nine passed.

In 1934 the total number who sat for the examinations was sixty-four, of whom forty-two passed.

The examinations of the City and Guilds of London Institute continue to be held in New Zealand by the Education Department, but only in the subject of electrical engineering practice and in special subjects for which no provision is made in connection with the Department's own technological examinations.

During 1935 candidates for the City and Guilds Examinations were as follow:—

- Electrical Engineering Practice: Preliminary Grade (Direct Current)—Eighty-seven sat, forty-three passed.
 Electrical Engineering Practice: Preliminary Grade (Alternate Current)—Nineteen sat, eleven passed.
 Electrical Engineering Practice: Intermediate Grade (Direct Current)—Forty sat, thirteen passed.
 Electrical Engineering Practice: Intermediate Grade (Alternate Current)—Twenty-seven sat, eighteen passed.
 Electrical Engineering Practice: Final Grade—Ten sat, one passed.
 Radio Communication: Preliminary Grade—Two sat, one passed.
 Radio Communication: Intermediate Grade—One sat, one passed.
 Typography: Intermediate Grade, Section A (Compositors' Work)—One sat, none passed.
 Typography: Intermediate Grade, Section B (Machine and Press Work)—One sat, one passed.
 Typography: Final Grade, Section A (Compositors' Work)—One sat, none passed.
 Minor Course in Gas Works Practice: One sat, none passed.
 Technology and Chemistry of Oils, Fats, and Waxes: One sat, none passed.

The total number of individual candidates was 166, of whom eighty were successful in passing in some section of the examination. As individual candidates are at liberty to enter for both sections of Grade I or Grade II of electrical-engineering practice in the same year, the total entries for all sections of the examinations is in excess of the total individual entries.

In conclusion, I wish to express my deep appreciation of the loyal and efficient service in the cause of technical education and manual training given by my colleagues in the Department and by Principals and teachers in schools and classes during the year under review.

I have, &c.,

W. S. LATROBE,

The Director of Education, Wellington.

Superintendent of Technical Education.

PRIMARY EDUCATION.

4. TABLES RELATING TO PRIMARY EDUCATION AND REPORTS
(EXTRACTS) OF EDUCATION BOARDS.TABLE A1.—NUMBER OF PUBLIC PRIMARY SCHOOLS CLASSIFIED ACCORDING TO GRADE, AND
INTERMEDIATE SCHOOLS AND DEPARTMENTS, DECEMBER, 1935.

Grade of School and Average Attendance.			Auckland.	Taranaki.	Wanganui.	Hawke's Bay.	Wellington.	Nelson.	Canterbury.	Otago.	Southland.	Total Number of Schools, Dec., 1935.
0	(1-8)	.. ..	27	16	16	15	17	27	19	23	11	171
I	(9-20)	.. ..	227	40	72	72	64	48	112	75	59	769
II	(21-35)	.. ..	157	41	43	28	49	25	37	50	43	523
III	A (36-50)	.. ..	102	27	19	14	16	14	45	24	24	285
	B (51-80)	.. ..	99	22	22	18	23	6	29	21	16	256
	C (81-120)	.. ..	40	9	15	12	11	9	21	8	9	134
IV	A (121-160)	.. ..	13	5	2	8	8	4	8	8	4	60
	B (161-200)	.. ..	11	3	3	5	4	1	6	3	3	39
	C (201-240)	.. ..	10	3	3	2	8	..	7	1	2	36
V	A (241-280)	.. ..	6	..	5	2	5	1	4	3	1	27
	B (281-320)	.. ..	6	..	2	..	4	1	3	4	1	21
	C (321-360)	.. ..	10	2	5	5	5	1	3	1	..	32
VI	A (361-400)	.. ..	11	1	..	4	3	1	3	5	2	30
	B (401-440)	.. ..	7	..	1	2	4	..	4	2	1	21
	C (441-480)	.. ..	8	1	..	1	1	..	2	..	..	13
VII	A (481-520)	.. ..	5	2	1	..	5	..	7	2	..	22
	B (521-560)	.. ..	3	..	..	..	5	1	7	3	1	20
	C (561-600)	.. ..	7	..	2	2	2	..	..	2	1	16
	D (601-640)	.. ..	2	..	..	..	..	..	1	..	..	3
	E (641-680)	.. ..	1	..	..	..	1	..	1	..	..	3
	F (681-720)	.. ..	..	1	..	..	..	..	1	..	1	3
	G (721-760)	.. ..	..	..	1	..	..	..	..	..	..	1
	H (761-800)	.. ..	..	..	..	..	..	..	..	..	..	..
	I (801-840)	.. ..	..	..	..	..	..	..	1	..	..	1
	J (841-880)	.. ..	..	..	..	..	..	..	..	..	..	..
Intermediate schools and departments			7	..	1	1	2	..	2	3	..	16
Totals for 1935			759	173	213	191	237	139	373	238	179	2,502
Totals for 1934			764	179	220	196	248	138	380	244	179	2,548
Difference			-5	-6	-7	-5	-11	+1	-7	-6	..	-46

NOTE.—Ten half-time schools and forty-one 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 A2.—ATTENDANCE AT PUBLIC PRIMARY SCHOOLS AND IN FORMS I AND II OF INTERMEDIATE
SCHOOLS AND DEPARTMENTS IN 1935.

(Excluding Secondary Departments of District High Schools, but including pupils in special classes and Standard VII.)

	Roll Numbers.		Mean of Average Weekly Roll of Three Terms, 1935.			Average Attendance for Whole Year (Mean of Average Attendance of Three Terms).			Average Attendance as Percentage of Average Weekly Roll, 1935.
	Pupils at 31st De- cember, 1934.	Pupils at 31st De- cember, 1935.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Auckland Education District	61,046	60,807	31,060	28,271	59,331	28,556	25,849	54,405	91.70
Taranaki ..	11,288	10,980	5,583	5,222	10,805	5,193	4,831	10,024	92.77
Wanganui ..	14,536	14,410	7,290	6,739	14,029	6,806	6,293	13,099	93.37
Hawke's Bay ..	14,338	14,222	7,340	6,555	13,895	6,821	6,063	12,884	92.72
Wellington ..	25,886	25,421	12,883	11,844	24,727	12,050	11,023	23,073	93.31
Nelson ..	6,299	6,308	3,197	2,949	6,146	2,977	2,743	5,720	93.07
Canterbury ..	32,974	32,378	16,474	14,975	31,449	15,175	13,711	28,886	91.85
Otago ..	17,973	17,546	8,836	8,133	17,019	8,296	7,584	15,880	93.31
Southland ..	11,036	11,036	5,569	5,123	10,692	5,217	4,808	10,025	93.76
Intermediate schools and departments	4,279	4,163	2,266	1,970	4,236	2,124	1,847	3,971	93.74
Totals, 1935	..	197,265	100,548	91,731	192,329	93,215	84,752	177,967	92.53
Totals, 1934	..	199,655	101,936	92,748	194,684	93,287	84,544	177,831	91.34
Difference	..	-2,390	-1,388	-967	-2,355	-72	+208	+136	+1.19

NOTE.—The corresponding figures for the secondary departments of district high schools will be found in Table G 1 on page 48 of this paper, and the corresponding figures for Form III of the separate intermediate schools in Table B 1 on page 34 of this paper.

TABLE A 3.—AGE AND SEX OF THE PUPILS ON THE ROLLS OF PUBLIC PRIMARY SCHOOLS AND INTERMEDIATE SCHOOLS AND DEPARTMENTS AT 1ST JULY, 1935.
(Excluding Secondary Departments of District High Schools and Form III of Intermediate Schools and Departments, but including special classes, Forms I and II of all Intermediate Schools and Department, and Standard VII.)

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.		16 Years and over.		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	428	3,488	3,406	3,905	3,619	4,009	3,762	4,093	3,739	4,103	3,828	3,736	3,439	3,425	3,111	2,560	2,087	1,021	650	245	108	26	13	30,949	28,168	59,117	
Taranaki	65	620	562	678	659	714	661	713	663	718	664	691	660	650	612	482	457	197	146	38	25	2	..	5,568	5,182	10,750	
Wanganui	128	134	796	869	906	933	884	903	863	1,004	865	917	795	799	766	589	520	261	200	52	16	5	1	7,256	6,740	13,996	
Hawke's Bay	73	881	770	919	875	892	845	939	855	958	886	897	788	834	732	627	501	274	154	53	43	4	6	7,351	6,527	13,878	
Wellington	170	1,550	1,462	1,642	1,552	1,580	1,510	1,625	1,532	1,623	1,543	1,589	1,440	1,425	1,359	1,095	998	484	296	111	42	9	4	12,906	11,895	24,801	
Nelson	45	379	362	419	379	407	331	378	383	373	395	367	370	380	349	272	218	130	79	17	12	2	2	3,169	2,923	6,092	
Canterbury	212	1,936	1,745	2,047	1,821	2,024	1,859	2,057	2,002	2,123	2,055	1,991	1,829	1,891	1,768	1,349	1,172	597	387	156	68	11	6	16,389	14,895	31,284	
Otago	144	1,040	991	1,099	1,047	1,132	1,071	1,127	1,058	1,192	1,057	1,064	1,003	977	915	707	573	280	169	58	31	4	..	8,824	8,039	16,863	
Southland	66	78	619	648	695	608	707	690	660	692	669	634	607	639	600	565	417	163	103	26	18	3	1	5,505	5,089	10,594	
Intermediate schools and departments
Totals for 1935	1,331	12,269	11,309	10,736	12,273	11,466	12,398	11,594	12,435	11,756	12,863	12,037	12,350	11,424	11,798	10,882	8,828	7,460	3,711	2,395	835	399	76	37	100,207	91,455	191,662
Percentage of pupils of each age	11.4	11.5	12.4	12.5	12.6	13.0	12.4	12.6	13.0	12.4	11.8	8.5	3.2	0.6	0.1	100.0
Totals for 1934	1,061	960	11,661	10,774	12,551	11,726	12,551	11,848	12,835	11,881	12,473	11,614	12,581	11,729	12,360	11,456	8,766	7,294	3,769	2,561	825	386	87	24	101,520	92,253	193,773
Difference	+270	+309	-352	-38	-278	-260	-153	-254	-400	-125	+390	+423	-231	-305	-562	-574	+62	+166	-58	-166	+10	+13	-11	+13	-1,313	-798	-2,111

TABLE A5.—AVERAGE AGE OF PUPILS OF PUBLIC PRIMARY SCHOOLS AS AT 1ST JULY, 1935.

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

TABLE A6.—MEDIAN AGES OF PUPILS OF PUBLIC PRIMARY SCHOOLS AS AT 1ST JULY, 1935.

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

TABLE A.7.—PROFICIENCY CERTIFICATE EXAMINATION RESULTS, 1935.

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>			Yr. m.	
Auckland	5,337	4,540	85.1	13 8	590	11.1
Taranaki	1,079	869	80.5	13 5	144	13.3
Wanganui	1,383	1,100	79.5	13 6	215	15.5
Hawke's Bay	1,332	1,110	83.3	13 6	165	12.4
Wellington	2,642	2,237	84.7	13 7	258	9.8
Nelson	730	586	80.3	13 5	103	14.1
Canterbury	3,421	2,615	76.4	13 7	534	15.6
Otago	1,856	1,455	78.4	13 4	285	15.4
Southland	1,073	848	79.0	13 5	155	14.4
Totals	18,853	15,360	81.5	13 6	2,449	13.5
		<i>Private Schools.</i>				
Auckland	686	579	84.4	13 8	65	9.5
Taranaki	116	95	81.9	14 0	13	11.2
Wanganui	225	169	75.1	13 8	36	16.0
Hawke's Bay	213	174	81.7	13 10	29	13.6
Wellington	522	484	92.7	13 9	26	5.0
Nelson	86	72	83.7	13 5	10	11.6
Canterbury	554	443	80.0	13 10	73	13.2
Otago	249	194	77.9	13 3	28	11.2
Southland	115	77	67.0	13 7	21	18.3
Totals	2,766	2,287	82.7	13 8	301	10.9
		<i>Native Schools (including Native Mission and Chatham Islands).</i>				
All schools	324	244	75.3	14 4	42	13.0
		<i>Intermediate Schools.</i>				
All districts	2,085	1,671	80.1	13 8	259	12.4
		<i>* Secondary, Combined, and Technical Schools.</i>				
All districts	508	188	37.0	..	145	28.5
		<i>Correspondence School.</i>				
Correspondence School	62	56	90.3	14 2	3	4.8
		<i>Special Examinations.</i>				
All districts	533	264	49.5	..	129	24.2
Grand totals, 1935	25,131	20,070	79.9	..	3,328	13.2
Grand totals, 1934	25,350	20,235	79.8	..	3,321	13.1
Difference	-219	-165	+0.1	..	+7	+0.1

* The great majority of pupils in secondary, technical, and combined schools secured proficiency certificates before entry. The 508 candidates represent only about 2 per cent. of the pupils in these schools and the weakest section of the schools (those who failed to secure proficiency before entry). These pupils, also those sitting for special examinations during the year, will not, of course, be pupils of Form II.

TABLE A 8.—AGE AND ATTAINMENT OF PUPILS WHO DEFINITELY LEFT PRIMARY SCHOOLS DURING OR AT END OF YEAR 1935.

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	737	449	283	139	299	161	215	132
14 „ under 15	2,208	1,828	462	390	445	502	667	593
13 „ „ 14	3,286	3,449	271	253	51	60	52	52
12 „ „ 13	1,683	1,829	56	49	7	9	21	13
11 „ „ 12	139	179	4	8	2	2	9	1
Under 11 years	2	4	..	..	..	..	1	..
Totals, 1935	8,055	7,738	1,076	839	804	734	965	791
Totals, 1934	8,113	7,959	1,071	837	924	785	1,001	801
Difference	-58	-221	+5	+2	-120	-51	-36	-10

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	66	39	13	7	4	3	1,617	930	2,547
14 „ under 15	320	236	103	75	39	39	4,244	3,663	7,907
13 „ „ 14	28	27	11	15	10	3	3,709	3,859	7,568
12 „ „ 13	4	4	1	..	2	2	1,774	1,906	3,680
11 „ „ 12	3	2	1	3	3	5	161	200	361
Under 11 years	2	..	1	2	15	18	21	24	45
Totals, 1935	423	308	130	102	73	70	11,526	10,582	22,108
Totals, 1934	459	295	166	94	100	60	11,834	10,831	22,665
Difference	-36	+13	-36	+8	-27	+10	-308	-249	-557

TABLE A 9.—DESTINATION OF CHILDREN WHO DEFINITELY LEFT PRIMARY SCHOOLS DURING OR AT END OF 1935.

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 ..	1,778	1,575	38	20	339	303	10	13	423	502	15	8	431	390	2	3	934	892	71	48
Commercial occupations—																				
(a) Clerical ..	10	7	1	1	2	4	..	..	5	..	..	..	5	1	3	..	8	10	1	..
(b) Shop and warehouse assistants ..	93	65	61	41	9	6	..	..	33	8	13	..	27	5	4	..	53	34	23	30
Trades—																				
(a) Engineering ..	..	..	22	1	2	..	1	..	6	..	1	..	9	..	1	..	19	..	8	..
(b) Building ..	..	..	16	..	1	..	..	..	1	..	1	..	1	..	1	..	5	..	4	..
(c) Other ..	..	..	25	..	9	..	..	..	8	..	..	..	..	..	..	..	39	18	29	14
Agricultural and pastoral ..	487	40	363	23	115	9	127	5	101	5	89	1	103	5	109	2	67	3	87	10
Other occupations ..	93	87	32	37	17	17	19	23	25	14	27	15	13	19	23	9	69	86	52	49
Home ..	86	624	91	431	22	177	21	88	25	178	26	114	22	157	19	96	35	177	24	105
Not known ..	30	24	39	32	1	1	5	1	7	..	6	5	2	..	5	4	3	2	10	17
Total number of children leaving, 1935 ..	2,699	2,425	760	631	477	517	184	430	704	707	184	145	624	576	171	117	1,252	1,222	309	272
Total number of children leaving, 1934 ..	2,789	2,495	839	822	488	510	154	118	747	726	263	187	698	368	194	132	1,158	1,203	294	236
Difference ..	-90	-69	-79	+6	-11	+7	+30	+12	-43	-10	-79	-42	-74	+8	-13	-15	+95	+19	+15	+37
Destination.	Nelson.				Canterbury.				Otago.				Southland.				Totals.			
	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 ..	224	208	2	2	1,276	1,213	33	28	603	535	8	4	363	399	8	7	6,401	5,928	187	133
Commercial occupations—																				
(a) Clerical ..	..	..	..	..	3	2	..	..	3	1	..	..	1	..	..	..	37	25	5	1
(b) Shop and warehouse assistants ..	12	2	4	..	45	20	17	22	19	15	9	5	15	6	3	2	309	161	141	105
Trades—																				
(a) Engineering ..	..	..	3	..	14	..	1	2	9	..	1	..	3	..	2	..	111	..	40	3
(b) Building ..	..	..	..	..	11	..	7	1	7	..	..	..	6	..	4	..	61	..	35	1
(c) Other ..	..	..	..	..	30	7	21	9	14	2	10	3	7	..	4	..	166	41	106	32
Agricultural and pastoral ..	41	5	24	3	131	6	138	10	112	2	10	3	81	8	72	4	1,268	84	1,113	61
Other occupations ..	15	10	11	13	79	56	74	51	49	25	55	41	14	9	23	8	370	323	337	296
Home ..	20	92	21	43	60	225	55	237	42	198	37	162	27	129	41	82	339	1,957	585	1,286
Not known ..	..	3	3	2	11	7	4	8	14	2	16	5	1	19	8	13	69	58	96	87
Total number of children leaving, 1935 ..	324	321	72	61	1,660	1,536	350	368	872	783	200	163	518	480	165	117	9,131	8,577	2,395	2,005
Total number of children leaving, 1934 ..	316	304	102	70	1,648	1,671	415	353	838	854	222	185	502	465	177	131	9,184	8,796	2,650	2,035
Difference ..	+8	+17	-30	-9	+12	-135	-65	+15	+34	-71	-22	-22	+16	+15	-12	-14	-53	-219	-255	-80

TABLE A 10.—SCHOOL STAFF, DECEMBER, 1935 (EXCLUSIVE OF SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS, BUT INCLUSIVE OF FORMS I AND II OF ALL INTERMEDIATE SCHOOLS AND DEPARTMENTS).

	Number of Schools.	Sole Teachers.		Heads of Schools.		Assistant Teachers.		Total Number of Adult Teachers.			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.			
Education District—													
Auckland	752	265	123	303	42	242	860	810	1,025	1,835	79.0	54,405	29.6
Taranaki	173	59	34	57	23	27	167	143	224	367	63.8	10,024	27.3
Wanganui	212	72	49	74	13	51	210	197	272	469	72.4	13,099	27.9
Hawke's Bay	190	64	45	69	7	46	215	179	267	446	67.0	12,884	28.9
Wellington	235	38	84	83	21	107	406	228	511	739	44.6	23,073	31.2
Nelson	139	55	40	32	7	16	94	103	141	244	73.0	5,720	23.4
Canterbury	371	86	119	141	17	150	488	377	624	1,001	60.4	28,886	28.9
Otago	235	69	65	77	17	95	264	241	346	587	69.7	15,880	27.1
Southland	179	64	46	62	5	38	145	164	196	360	83.7	10,025	27.8
Intermediate schools and departments	16	..	..	*7	..	71	77	78	77	155	101.3	3,971	25.6
Totals, 1935	2,502	772	605	905	152	843	2,926	2,520	3,683	6,203	68.5	177,967	28.7
Totals, 1934	2,548	720	634	927	176	959	3,191	2,606	4,001	6,607	65.1	177,831	26.9
Difference	-46	+52	-29	-22	-24	-116	-265	-86	-318	-404	+3.4	+136	+1.8

* There were five Principals of separate intermediate schools. The other two were head teachers of District High Schools to which were attached intermediate departments, and are not shown elsewhere.

TABLE A 11.—CLASSIFICATION OF TEACHERS IN PUBLIC PRIMARY SCHOOLS, AND IN FORMS I AND II OF INTERMEDIATE SCHOOLS AND DEPARTMENTS, AT 31ST DECEMBER, 1935.

(Teachers in Secondary Departments of District High Schools are excluded.)

	All Schools.			Excluding Schools of Grade 0.		
	Classified Teachers.	Unclassified Teachers and Holders of Licenses.	Total.	Classified Teachers.	Unclassified Teachers and Holders of Licenses.	Total.
Education District—						
Auckland	1,829	6	1,835	1,811	3	1,814
Taranaki	366	1	367	350	1	351
Wanganui	469	..	469	454	..	454
Hawke's Bay	443	3	446	431	..	431
Wellington	738	1	739	722	..	722
Nelson	238	6	244	219	..	219
Canterbury	999	2	1,001	981	1	982
Otago	584	3	587	565	..	565
Southland	360	..	360	349	..	349
Intermediate schools and departments	128	27*	155	128	27*	155
Totals, 1935	6,154	49	6,203	6,010	32	6,042
Totals, 1934	6,559	48	6,607	6,374	32	6,406
Difference	-405	+1	-404	-364	..	-364

* These twenty-seven intermediate-school teachers are not the holders of teachers' certificates, but are classified as secondary or technical school teachers, and are in a totally different category from those listed in the upper portion of this table.

TABLE A 12.—DETAILS OF CLASSIFICATION OF TEACHERS IN PUBLIC PRIMARY SCHOOLS, AND IN FORMS I AND II OF INTERMEDIATE SCHOOLS AND DEPARTMENTS, DECEMBER, 1935.

(Teachers in Secondary Departments of District High Schools are excluded.)

	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.
Education district—																		
Auckland	12	..	12	275	111	386	459	712	1,171	62	195	257	1	2	3	809	1,020	1,829
Taranaki	1	1	2	52	27	79	78	149	227	12	45	57	..	1	1	143	223	366
Wanganui	1	1	2	63	28	91	110	188	298	23	54	77	..	1	1	197	272	469
Hawke's Bay	1	..	1	57	27	84	101	188	289	19	49	68	..	1	1	178	265	443
Wellington	8	1	9	102	100	202	96	320	416	21	87	108	1	2	3	228	510	738
Nelson	4	..	4	29	15	44	58	96	154	9	27	36	..	..	..	100	138	238
Canterbury	18	3	21	151	82	233	177	462	639	29	75	104	1	1	2	376	623	999
Otago	10	..	10	96	66	162	112	240	352	24	36	60	..	..	..	242	342	584
Southland	1	..	1	59	26	85	88	141	229	16	29	45	..	..	..	164	196	360
Intermediate schools and departments	7	1	8	38	23	61	20	29	49	1	9	10	..	..	..	66	62	128*
Totals, 1935	63	7	70	922	505	1,427	1,299	2,525	3,824	216	606	822	3	8	11	2,503	3,651	6,154
Totals, 1934	55	10	65	922	530	1,452	1,372	2,767	4,139	228	657	885	4	14	18	2,581	3,978	6,559
Difference	+8	-3	+5	..	-25	-25	-73	-242	-315	-12	-51	-63	-1	-6	-7	-78	-327	-405

* This total (128) gives only the number of those teachers in Forms I and II of intermediate schools and departments who have teachers' certificates. The other 27 are, however, classified as secondary or technical school teachers.

TABLE A 13.—ADULT TEACHERS IN PUBLIC SCHOOLS (EXCLUDING SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS AND ALL INTERMEDIATE SCHOOLS AND DEPARTMENTS), CLASSIFIED ACCORDING TO GRADE OF SALARY RECEIVED AT 31ST DECEMBER, 1935.

Grade of Salary (See Note below).	Males.		Females.		Totals.	
	Certificated.	Uncertificated.	Certificated.	Uncertificated.	Certificated.	Uncertificated.
<i>Sole Teachers and Head Teachers.</i>						
0 (£15 per pupil in average attendance)	26	2	55	11	81	13
I (£170-£200)	437	2	277	2	714	4
II (£210-£270)	277	..	214	..	491	..
IIIA (£265-£295)	174	..	82	..	256	..
IIIB (£280-£310)	207	..	34	..	241	..
IIIC (£280-£325)	117	..	8	..	125	..
IV (£325-£355)	124	..	1	..	125	..
V (£360-£405)	77	..	..	..	77	..
VI (£405-£425)	61	..	..	..	61	..
VII (£435-£465)	77	..	..	..	77	..
Special†	..	..	3	..	3	..
Relieving	38	..	9	1	47	1
Relieving (rationing scheme)||	50	1	59	1	109	2
Totals	1,665	5	742	15	2,407	20
<i>Assistants.</i>						
1 (men £160-£205, women £140-£175)	153	..	1,321	..	1,474	..
1 (with additional £25 per annum)*	..	..	127	..	127	..
2 (men £230-£280, women £205-£260)	338	..	499	..	837	..
2 (with additional £30 per annum)†	..	..	122	..	122	..
3 (men £300-£330, women £285-£315)	98	..	115	..	213	..
4 (£340-£385)	..	..	..	..	..	..
Special‡	1	..	2	..	3	..
Relieving	7	..	22	..	29	..
Relieving (rationing scheme)||	63	1	299	1	362	2
Relieving (rationing scheme—Prob. Assts.)||	112	..	340	..	452	..
Totals	772	1	2,847	1	3,619	2

* This grade of salary is paid to infant-mistresses in schools of Grade IIIC.

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

‡ Certain teachers in normal schools and special classes.

|| Of the rationed teachers 96 males and 341 females received £112 per annum and 20 males and 19 females received £142 per annum. The remainder received scale rates.

N.B.—In addition to the grade salary shown in the table the regulations provide for the payment of additional amounts by way of grading increment, married allowance, house allowance, and normal school allowance. The rates quoted are according to scale but are subject to the reductions under the Finance Act, 1931, and the National Expenditure Adjustment Act, 1932, and to the increases under the Finance Act (No. 2), 1934, and the Finance Act, 1935.

TABLE A 14.—REGISTERED PRIVATE PRIMARY SCHOOLS.—NUMBER OF SCHOOLS, PUPILS, AND TEACHERS AT THE END OF 1935.

District.	Number of Schools.				Roll Number at End of Year.						Average Attendance.	Number of Teachers.					
					Undenominational Schools.	Catholic Church Schools.	Other Church Schools.	Total Roll.				Undenominational Schools.	Catholic Church Schools.		Other Church Schools.		
	Boys.	Girls.	Total.	M.				F.	M.	F.			M.	F.			
Auckland	9	56	14	79	242	6,735	761	3,796	3,942	7,738	6,884	21	12	195	13	25	
Taranaki	1	11	1	13	10	1,111	23	538	606	1,144	1,063	1	..	36	..	3	
Wanganui	3	16	8	27	49	1,591	315	1,022	933	1,955	1,727	4	3	54	13	11	
Hawke's Bay	2	14	8	24	44	1,562	247	840	1,013	1,853	1,647	2	1	5	41	6	
Wellington	4	38	12	54	190	4,170	741	2,420	2,681	5,101	4,596	4	5	10	115	6	
Nelson	1	5	1	7	19	499	26	247	297	544	494	1	..	19	..	2	
Canterbury	9	48	9	66	391	4,451	524	2,565	2,801	5,366	4,712	5	20	11	137	5	
Otago	2	22	3	27	70	1,924	168	1,062	1,100	2,162	1,927	5	7	64	2	7	
Southland	..	12	1	13	..	969	37	481	525	1,006	880	..	..	4	35	1
Totals, 1935	31	222	57	310	1,015	23,012	2,842	12,971	13,898	26,869	23,930	11	58	52	696	46	
Totals, 1934	31	221	55	307	882	22,903	2,851	12,762	13,874	26,636	23,385	8	64	40	719	50	
Difference	..	+1	+2	+3	+133	+109	-9	+209	+24	+233	+545	+3	-6	+12	-23	-4	+4

TABLE A 15.—AGES OF PUPILS IN PRIVATE PRIMARY SCHOOLS IN THE VARIOUS EDUCATION DISTRICTS AS AT 1ST JULY, 1935.

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.		17 Years and over.		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.	Boys.	Girls.
Auckland	235	258	412	474	432	428	451	441	461	451	485	424	490	313	133	171	44	56	4	7	1	4	3,722	3,987				
Taranaki	15	21	61	69	68	76	65	48	49	68	66	74	67	62	22	40	4	7	..	..	..	..	528	597
Wanganui	60	40	89	101	102	104	116	97	126	121	112	122	92	77	43	48	13	22	1	3	..	2	1,015	933				
Hawke's Bay	64	66	86	106	91	88	84	111	88	123	101	87	143	108	31	59	11	22	..	16	..	3	851	1,072				
Wellington	209	194	266	284	278	315	292	274	261	318	327	288	327	171	79	82	23	15	12	6	6	..	2,425	2,665				
Nelson	32	39	21	26	31	31	29	32	26	31	32	31	29	25	10	12	..	1	..	..	..	..	247	293
Canterbury	185	174	273	253	282	304	279	316	305	318	324	297	338	257	77	94	19	25	..	5	..	2	2,553	2,747				
Otago..	105	81	119	119	116	129	101	130	121	114	115	111	133	61	29	34	14	4	3	..	1	..	1,047	1,058				
Southland	50	30	52	56	60	60	47	62	51	58	74	48	67	38	15	8	3	5	..	..	..	..	472	519
Totals, 1935	955	903	1,379	1,488	1,460	1,535	1,464	1,511	1,488	1,602	1,534	1,482	1,686	1,156	439	548	131	157	20	37	8	11	12,860	13,871				
Totals, 1934	985	897	1,360	1,443	1,454	1,451	1,348	1,533	1,427	1,656	1,434	1,479	1,654	1,137	502	560	111	182	27	48	1	25	12,549	13,866				
Difference	-30	+6	+19	+45	+6	+84	+116	-22	+61	-54	+100	+3	+32	+19	-63	-12	+20	-25	-7	-11	+7	-14	+311	+5				

TABLE A 16.—LOWER DEPARTMENTS OF SECONDARY SCHOOLS, 1935.—AVERAGE ATTENDANCE, ROLL CLASSIFICATION, AND STAFF.

School.	Average Attendance, 1935.	Roll Number at 31st December, 1935.		Classification according to Standards of Pupils on Roll at 1st July, 1935.														Totals.	Number of Teachers on Staff.					
		Boys.	Girls.	Class P.		S1.		S2.		S3.		S4.		Form I.		Form II.			Totals.		M.	F.		
				B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.		B.	G.				
New Plymouth Boys' High	8	9	4	..	5	..	9	..	9	1	..
Wanganui Girls' College	43	..	55	..	1	..	5	..	2	..	8	..	8	..	15	..	15	..	54	..	54	..	2	
Gisborne High	8	5	4	..	..	..	1	2	..	..	1	1	1	..	2	1	5	4	9	..	9	..	1
Nelson College	29	31	..	..	..	..	..	..	2	..	6	..	8	..	15	..	31	..	31	..	31	1	..
Nelson Girls' College	37	..	41	..	1	..	7	..	5	..	10	..	8	..	9	..	40	..	40	..	40	..	2	
Timaru Boys' High	32	38	..	..	1	..	4	..	5	..	7	..	7	..	9	..	33	..	33	..	33	1	1
Timaru Girls' High	16	..	17	..	4	..	2	..	..	..	..	..	1	..	5	..	4	..	16	..	16	..	1
Totals, 1935	173	83	117	..	5	1	8	5	11	7	13	14	20	20	28	31	29	78	114	192	3	7		
Totals, 1934	153	69	99	2	5	..	1	4	7	8	11	14	19	17	22	24	35	69	100	169	4	7		
Difference	+20	+14	+18	-2	..	+1	+7	+1	+4	-1	+2	..	+1	+3	+6	+7	-6	+9	+14	+23	-1	..		

TABLE A 17.—CORRESPONDENCE SCHOOL, PRIMARY DEPARTMENT.—AVERAGE WEEKLY ROLL CLASSIFICATION, ETC.

—	Average Weekly Roll.	Roll Number at 31st December.	Classification according to Standards of Pupils on Roll at 1st July.														Total.	Number of Teachers on Staff (December).			
			Class P.		S1.		S2.		S3.		S4.		F1.		F2.			Totals.		M.	F.
			Boys.	Girls.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.					
1935	1,375	1,444	238	280	96	98	74	97	67	88	71	85	54	77	33	57	633	782	1,415	5	22
1934	1,325	1,326	214	234	80	93	85	82	96	101	61	80	44	66	43	57	623	713	1,336	5	18
Difference	+50	+118	+24	+46	+16	+5	-11	+15	-29	-13	+10	+5	+10	+11	-10	..	+10	+69	+79	..	+4

REPORTS (EXTRACTS) OF EDUCATION BOARDS.

AUCKLAND.

(Chairman, Mr. T. U. WELLS.)

School Accommodation.—The Board appreciates that the Government was able to authorize several grants for the erection of school buildings in districts where there was no school accommodation, and for the enlargement of existing school buildings which were overcrowded.

The Board desires to renew its representations that in districts where the permanence of the settlement is assured the use of halls or other privately owned buildings be discontinued and proper school accommodation provided.

Unsatisfactory conditions also exist in many schools where two teachers are obliged to work in the one room. The Board urges that grants be allocated for the remodelling and subdivision of such buildings as early as possible.

The Board trusts that funds will permit of a number of the older type of school buildings being replaced each year by modern buildings.

Intermediate Schools.—The reports on the Kowhai Intermediate School and the Intermediate Departments attached to the Matamata, Northcote, and Waihi District High Schools and the Otahuhu Technical High School show the great value of these schools.

In the Board's opinion the intermediate-school system has been fully justified, and should be extended to other centres as soon as possible.

Wireless Broadcasts to Schools.—Under the direction of the Principal of the Auckland Training College, and with the co-operation of the Broadcasting Board, arrangements for school educational sessions were continued during the year. At the beginning of the year 162 public schools and 8,410 children listened in to the broadcasts. During the year the numbers increased to 305 schools and approximately 14,000 children. Included in this number are a number of schools situated outside the Auckland District, and a number of private schools.

Auckland Institute and Museum.—During the year the Auckland Institute and Museum continued its educational work amongst schools. Specimen cases were loaned, in rotation, to over sixty schools in the district. One hundred and twelve classes attended at the Museum for lectures, the total number of children approximating 5,000. Other activities included visits of the Education Officer to schools, visits of teachers to the Museum, answers to inquiries and identification of specimens, organization of children's clubs and competitions, loan of lantern slides and cinema films to schools, and co-operation in educational broadcasting.

With the reopening of Training College it was found necessary to curtail the time devoted to Museum work by the Education Officer, his services being made available for Museum work during the afternoons only of week-days.

The Board recognizes that work of a very high educational value is being undertaken by the Museum authorities, and again desires to record its high appreciation of the services rendered in this connection.

TARANAKI.

(Chairman, Mr. J. A. VALENTINE, B.A.)

Agriculture.—The year's work in rural-science instruction has been generally satisfactory. Schools under the close supervision of the instructors, have been allowed full latitude in the framing of their schemes, so long as the syllabus requirements are satisfied. Agriculture and dairy science have been almost universally accepted by teachers, and a good appreciation of the practical essentials is apparent.

Good science work has been done at all three District High Schools, and the Board's Senior Instructor in Agriculture considers there is evidence of a general quickening in the attitude towards broader and more thorough education as contrasted with the narrow prescriptions of the examination.

Boys' and Girls' Club Work.—The interest in the club work in the schools is unabated. Good entries in both stock-raising and plot work were received. Continued efforts are being directed towards making the club instruction broadly cultural and educative. Articles have been regularly contributed to the press by leading members of the executive, and these articles are being used in a number of our schools.

Entries for season 1935-36 totalled 1,549.

The instructional staff has devoted considerable time to helping the organization of the club's competitions and to the despatch of the seeds and manures, all of which were donated by sympathetic firms. Teachers render splendid support to the work. Pupils' note-books and charts were up to the usual good standard, and the demonstrations given by the farmer judges were much appreciated.

Physical Instruction.—Realizing that the new scheme of physical instruction is not the type of work that can be mastered merely by perusal of an official text-book, arrangements were made through the courtesy of the Auckland Education Board for Mr. K. C. Reid, Instructor at the Auckland Training College, to conduct intensive courses for teachers in this district, and thanks to the tact, skill, and enthusiasm of the Instructor, all gatherings were highly successful.

The closing of the schools, however, resulted in some comment from the Committees, and my Board hopes that you will be able to appoint qualified men and women to take charge of this important side of education.

School Committees.—Year by year the value of the service of School Committees in Taranaki is more and more manifest. The work of improvements in and around the schools is only one indication of the interest householders take in the welfare of the schools. In many cases this interest extends further. The schools are becoming centres of social and educational welfare activities. Some Committees are working in conjunction with the Red Cross Society and the Plunket Society, boy scouts, &c. Many are associated with sports clubs for tennis, basketball, football, and swimming; and in turn these clubs are assisting the Committees.

Several Committees have complained that the capitation allowances are inadequate for them to properly carry out their main functions.

My Board proposes to make a very thorough comparative search when the books are sent in for audit and will present to you a full report for your information.

WANGANUI.

(Chairman, Mr. E. F. HEMINGWAY.)

School Environment.—The passing of section 4 of the Education Amendment Act, 1934–35, which limited the Board's expenditure on school-grounds to 5 per cent. of the income in Maintenance of Buildings Account was a severe handicap, and, despite representations from all the Boards, the position is still unchanged. The unrestricted spending of money in Maintenance Account has been the prerogative of Boards for years past, and the Boards, with their knowledge of local conditions, are in the best position to judge all applications received from School Committees for assistance with ground-improvement works. To many Committees a subsidy or grant of a few pounds is the Board's practical recognition of their labours, and is a definite incentive to further progress. This Board can justly claim that any money spent on ground-improvement works has resulted in the creation of permanent assets for the schools concerned, and has not resulted in any undue restriction of expenditure on other works for which the Maintenance Account is mainly designed.

The local enthusiasm of teachers and Committees in creating and maintaining the present excellent standard of environment will undoubtedly receive a severe check if the Board is unable, through the legislative restriction now imposed, to give financial assistance, where it considers such to be warranted.

New environment certificates were issued to eleven schools, the certificates of eighty-one schools were endorsed, and letters of commendation were sent to Committees and teachers of eighteen schools.

Training of Teachers.—The further decrease in unemployment among teachers, and the decision of the Government to readmit the five-year-olds to school in 1936, made it necessary to provide for a larger supply of trainees than was the case last year. It is pleasing to report that the Government has found it possible to make the training-conditions more attractive by increasing the allowances payable. The temporary lowering of the entrance qualification to Higher Leaving Certificate standard resulted in the receipt of ninety-two applications for admission to college, and the Board was thus able to fill its quota of sixty-one students. Of this number, thirty-five were females and twenty-six males, the latter number representing a gratifying increase over the number admitted in the previous year—namely, 5.

School Committees.—The members of the various School Committees have again completed a most satisfactory year's work—for the most part under trying financial conditions. It speaks volumes for the enthusiasm of the citizens—who so ungrudgingly give their services to this work—that the school equipment, buildings, and grounds of the district are maintained at their present high standard, despite the handicap of restricted grants. This happy result is undoubtedly due to the splendid spirit of co-operation and enthusiasm that has marked the work of Committees and teachers.

The Board looks forward to the easing of the Committees' financial responsibilities by the provision of additional grants for incidentals, and the restoration of subsidies on locally raised money.

Intermediate School.—Having watched the progress and development of the Wanganui Intermediate School for a period of three years, the Board is in a position to state that the school has fully justified its existence, and proved that the intermediate system is a definite advance in New Zealand educational methods. The growth of the system in other parts of the world leaves no doubt as to overseas opinion on the matter.

It is, therefore, disappointing to record that, when the Board wished to extend the benefits of the system to the Gonville district, there was decided opposition from the majority of householders. The Board realizes, of course, that the great majority of parents were not conversant with the system, and that the "verdict" was based more on loyalty to the local school than on any other consideration. The matter is, however, one which is, or should be, far above the considerations of local pride—it should be judged solely from the point of view of the effect on the child. In the opinion of the most prominent educationalists in New Zealand, there is no doubt that the intermediate system is a definite improvement on the present system. Every parent who denies his child the opportunity of attending an intermediate school is unconsciously penalizing him.

HAWKE'S BAY.

(Chairman, Mr. G. A. MADDISON.)

Grading and Staffing of Schools.—This is a matter which gave the Board very serious concern during the year. Owing to the fall in roll numbers and attendance, quite a number of schools were de-graded, involving the transfer of assistants because the schools were overstaffed, and also involving the transfer of head teachers and assistant teachers because their salaries became over-scale. This constant changing of staffs had a detrimental effect on the efficiency of a number of the schools, and it is to be regretted that more elasticity was not provided by the Act and regulations, so that it might have been possible to secure some degree of stability in the school staffs. The Board gratefully acknowledges the decision of the Government to readmit the five-year-olds as from the beginning of 1936, but, unfortunately, another period of adjustment of staffs will have to be faced consequent on the up-grading of many of the schools. There is urgent need for a system which will prevent the enforced transfer of teachers through a slight fluctuation in the roll number and attendance.

During the second term a shortage of teachers was experienced for the filling of relieving positions. This difficulty was overcome, however, by the temporary employment of surplus teachers from other districts.

District High Schools.—The secondary departments of these schools had a successful year, and have met reasonably the need for post-primary education in the smaller town centres. The schools were on the whole well-supported in the country districts, and the keenness of many of the pupils is shown by the regularity of their attendance, more especially owing to the fact that they have long distances to travel to pursue their post-primary education. The Inspectors' reports on the work of the secondary departments show that on the whole the work is of a satisfactory standard.

Special Classes.—Only two Special Classes for Retardate Children were in operation in 1935, the same number as during the past few years. The total enrolment at the end of the year was thirty.

The teachers in charge are very earnest in their work, and these less fortunate children have benefited from the instruction they have received.

WELLINGTON.

(Chairman, Mr. W. V. DYER.)

Children's Sports.—The Board appreciates the efforts of those teachers who have organized sports gatherings in various parts of the district, and trusts that those in charge of schools, particularly in the larger centres, will consider seriously the question of reviving the excellent gatherings which were a feature of school life a few years ago.

Manual Instruction.—The report of the Supervisor indicates that another satisfactory year's work has been accomplished, and this opinion was again fully confirmed by the excellence of the exhibit from the manual classes displayed at the Easter Show. The training which the boys and girls are receiving under this heading must prove of great benefit to them when they leave school.

Special Classes.—Although the total number of pupils enrolled in these classes is only 114, the Board is convinced that their establishment has been fully justified, judging by the excellent results so far achieved. Great credit is due to the specialist teachers for the very patient manner in which they have carried out their duties and for the undoubted success of their work.

School Committees' Voluntary Contributions.—As far as possible the Board continued to subsidize the efforts of School Committees in connection with improvements to the school premises and the enlargement of school libraries. In the latter connection, the Board records its deep appreciation for the restoration of part of the grant for school libraries, and expresses the hope that the Government will soon be in a position to restore the subsidies which were formally granted on moneys raised by School Committees.

NELSON.

(Chairman, Hon. W. H. McINTYRE, M.L.C.)

School Age of Admission.—The announcement that the five-year-olds would again be admitted to the schools was received with the greatest satisfaction. Ever since the proposal to raise the school age of admission was mooted this Board strenuously opposed it, and from the moment the legislation was put into effect has consistently urged its repeal. The admissions to all schools throughout the district at the beginning of this year bear ample evidence of the parents' appreciation of the Government's action in again opening the primary school door to the five-year-old child.

Rationing Scheme.—The improved rate of pay for teachers employed under the rationing-scheme, combined with the guarantee of a full year's work for all certificated teachers without permanent positions, gave general satisfaction. All the young teachers engaged under the scheme gave of their best, and appreciated the fact that the scheme was only a temporary measure made necessary by abnormal conditions that were gradually being adjusted.

School Grounds.—The standard of school environment continues to improve, and at the end of the year the Board awarded seven new certificates and endorsed forty-one of those previously awarded. Letters of commendation were sent to the teachers in charge of a further thirteen schools. The environment certificate, which was introduced by the Board in 1930, has proved an undoubted success, but it is felt that the conditions governing the award could be improved. It is therefore proposed to put amended conditions into operation at an early date.

School Committees.—The Board once again records its grateful appreciation of the splendid and unselfish work carried out by members of School Committees throughout the year. The continued improvement in school environment is in a very large measure due to the enthusiasm and interest of the School Committees throughout the district.

CANTERBURY.

(Chairman, Mr. C. S. THOMPSON.)

Elementary Handwork in Primary Schools.—For the first time since the application of the emergency economy measures in education, handwork material was provided by the Department for use in the schools. The quantity supplied, however, was not sufficient to cater adequately for the needs of the district, consequently it had to be distributed on a very much reduced *pro rata* basis compared with pre-depression years. As yet there is no sign of a restoration of the capitation which was hitherto available for the payment of sewing mistresses at small schools staffed only by male teachers. In a few cases ladies of the district carried on the instruction voluntarily, and the Board's thanks are due to those who assisted in this direction.

Technical Classes at Small Centres.—Although the day of technical classes at small centres is passing, due to the rapid mechanization of farming activities and other causes, classes in subjects such as dress-making, wool-classing, sheep-shearing, and woodwork were again conducted at Rangiora, Temuka, and Kaiapoi. Some difficulty was experienced in financing these classes. It was felt that if the Department's policy of deducting students' fees from the capitation earned were discontinued this disability would largely disappear.

Manual Training.—Two new manual-training centres were established in Christchurch during the year, one at Christchurch West and one at Shirley. Their establishment, apart from the local advantage, has made for a more even distribution of the manual-training pupils attending Christchurch centres.

During the year extensive renovations were carried out at various manual-training centres, and where necessary additional equipment was provided.

Physical Instruction.—The Board is gratified at the work which has been carried out under the direction of Mr. H. E. Longworth and Miss J. Brownlie. Special attention is now given to organized games, opportunities for enjoyment of which have brought a fuller school life to many children. Members would like to testify to the tact and energy with which the instructors have carried out their duties.

Consolidation.—It is evident that parents are beginning to realize the benefits derived from consolidation. In the near future it is hoped that several small schools will unite in this way and thus provide improved educational facilities.

School Committees.—The Board desires to thank School Committees for the assistance rendered by them in the administration of the Act. In many cases those responsible for the local management of schools have shown a resourcefulness and self-help beyond all praise, especially in the improvement and maintenance of grounds. In this way they have provided a valuable object-lesson by making their premises artistic and cheerful, notwithstanding the drawbacks and disappointments met with owing to the unsatisfactory financial conditions prevailing. (It would be a distinct encouragement to Education Boards and School Committees if the subsidy system were restored.)

OTAGO.

(Chairman, Mr. J. WALLACE.)

Training of Teachers.—In last year's report the opinion was expressed that the case for the reinstatement of training facilities in each University centre would be very much stronger in 1936 when the normal number of students would be again in training. The Education Board's Association, at its annual conference, supported the request for the reopening of the colleges, and efforts were made throughout the year to secure a favourable decision from the Government. It was not until after the General Election, when a new Government was in office, that the announcement came that the Dunedin Training College would be reopened in 1936. This welcome intimation brought to a close four years' unremitting effort in which the Board had the backing of all sections of the community throughout Otago and Southland.

During the year fifty Otago students attended the Christchurch Training College—forty-one representing our own quota and nine as part of the Wellington quota.

Milk for School-children.—Ten town schools supplied milk to the children, the Board again assisting the School Committees in meeting the cost of free milk in all necessitous cases.

School Committees.—The School Committees continue to do good work in the filling of a very necessary part in local education administration. Men of vision and progress are to be found on most Committees, and they willingly give their time and energy to the work of improving the school and its surroundings. In cases where Committees confine their work to little more than the disbursement of the incidental grant, it is usually found that the teacher has not placed before them a programme of improvements.

It is too early yet to judge whether or not the biennial election has tended to lessen interest in school-committee work. This Board favours the annual meeting of householders with the retirement of a proportion of members annually.

It is evident that many Committees do not find the Incidental Grant sufficient for the purposes it is expected to cover. On the other hand, quite as many Committees appear to find no difficulty in balancing their General Account without local aid. It would seem that a uniform increase all

round would not be the best solution. Many local factors must be taken into account, such as proximity to fuel-supply, severity of winter, scarcity of suitable labour for cleaning, and so on. An additional amount placed at the disposal of each Board would result in assistance being given where it was most required.

The amount paid to School Committees for incidental expenses was £9,607. Last year thirty-eight Committees suffered a reduction in the Incidental Grant, and this year a further twenty-seven; while over the two years only fourteen received increases.

School Libraries.—The gradual depletion of stocks of continuous readers through the withdrawal of the Government grant over a period of five years caused the Board to make a special offer to School Committees of a subsidy at the rate of £2 for £1. Practically every Committee took advantage of the offer, which entailed an expenditure of £292 10s. 6d. from the Board's General Fund. The usual library subsidy of up to £2 10s. per annum to any one school was also available, but subsidies claimed totalled only £67 6s. 10d.

SOUTHLAND.

(Chairman, Mr. S. RICE.)

Special School.—Some difficulty was experienced during the year in maintaining a maximum roll number at the "Isabella Dryburgh" School. In two or three cases parents did not take the advantages of the special instruction which was offered, and consequently for a great part of the year the maximum number of sixteen was not maintained. However, a waiting-list has now been provided, and it is hoped to make necessary transfers with as little delay as possible.

Unemployed Teachers.—The need for the rationing-scheme appears to have disappeared, and the Board was pleased to learn that it was proposed to revert to payment of probationary and substituted assistants and relieving teachers at regulation rates. At the beginning of the year seventy-four teachers, sixteen male and fifty-eight female, were employed under the rationing-scheme. At the end of the year sixty were similarly employed, thirteen having been appointed to permanent positions. It is anticipated that before the end of 1936 there will be a shortage of teachers in this district.

Woodwork and Home Science.—Each year the Board has found it necessary to exclude certain schools from the manual-class time-table. This has caused a little dissatisfaction among parents who wish their children to receive instruction in woodwork and cookery. It is hoped to submit a scheme to your Department whereby all schools within a reasonable distance of a centre may receive instruction. The scheme will mean the appointment of assistant instructors, but it will not involve an increase in accommodation or equipment.

Health Camp.—A permanent health-camp site has been established at Oamui, fifteen miles from Invercargill. The camp was made possible by the interest of local citizens, and the Board has assisted in supplying materials, blackboards, &c., and finding suitable teachers so that school-time has not been lost. The Board is pleased to report that the children attending the camp have shown a great improvement in health.

Milk in Schools.—The introduction of a daily milk ration to the children of the town schools has met with general approval. Here again the movement has been fostered by local citizens, and an Invercargill Primary Schools Milk Fund has been established. The town members of the Board have been associated with the movement and have given valuable assistance. The greatest difficulty, of course, is that of finance, and the Board would respectfully draw your attention to this matter with a view to making a special grant for this purpose each year.

INTERMEDIATE EDUCATION.

5. TABLES RELATING TO INTERMEDIATE SCHOOLS AND DEPARTMENTS.

TABLE B 1.—ROLL NUMBER AND CLASSIFICATION OF PUPILS IN ATTENDANCE AT AND STAFFS OF INTERMEDIATE SCHOOLS AND DEPARTMENTS.

Intermediate School or Department.	Number of 1934 Pupils on Roll at beginning of 1935.	Number admitted during 1935.	Number on Roll at 31st December, 1935.	Average Attendance for the Year ending 31st December, 1935.	Classification of Pupils on Roll as at 1st July, 1935.										Number of Full-time Assistant Teachers.*		
					Form I.		Form II.		Form III.		All Forms.		Total.	M.	F.	Total.	
					Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.					
					Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.					
(a) Whangarei ..	161	129	268	252	47	61	81	81	..	..	128	142	270	5	5	10
(b) Otahuhu ..	121	141	238	222	58	57	64	65	..	..	122	122	244	4	4	8
(c) Kowhai ..	447	467	760	766	180	185	182	187	31	59	393	431	824	12	16	28	
(d) Northcote ..	145	129	241	227	64	54	58	68	..	..	122	122	244	4	5	9
(d) Matamata ..	82	130	179	168	59	59	44	31	..	..	103	90	193	4	3	7
(e) Waihi ..	62	69	124	121	40	28	29	31	..	..	69	59	128	3	2	5
(a) Rotorua ..	72	109	157	145	43	45	34	39	..	..	77	84	161	3	3	6
(c) Wanganui ..	169	191	314	294	84	64	89	76	14	6	187	146	333	4	5	9	
(c) Napier ..	200	197	328	332	93	72	94	76	10	6	197	154	351	5	6	11	
(a) Rongotai ..	89	109	193	184	91	..	103	..	..	..	194	..	194	6	..	6
(a) Marlborough	162	122	257	241	55	64	80	65	..	..	135	129	264	5	7	12
(c) Shirley ..	163	188	326	312	80	87	82	86	..	..	162	173	335	4	4	8
(e) West Christchurch	116	159	252	242	71	58	64	69	..	..	135	127	262	4	5	9
(a) Waitaki Boys'	68	77	128	124	73	..	63	..	..	..	136	..	136	6	..	6
(a) Waitaki Girls'	66	79	136	126	..	72	..	65	..	..	137	..	137	..	7	7
(c) Dunedin North	182	207	323	334	94	76	81	76	11	7	186	159	345	4	7	11	
Totals, 1935	2,305	2,503	4,224	4,090	1,132	982	1,148	1,015	66	78	2,346	2,075	4,421	73	79	152	
Totals, 1934	2,087	2,792	4,369	4,164	1,091	962	1,233	1,066	79	52	2,403	2,080	4,483	84	77	161	
Difference ..	+218	-289	-145	-74	+41	+20	-85	-51	-13	+26	-57	-5	-62	-11	+2	-9	

(a) These are intermediate departments, consisting of Form I and Form II pupils, which have been attached to secondary schools.
 (b) This school is a technical high school to which is attached an intermediate department.
 (c) These schools are separate intermediate schools.
 (d) District high schools including a primary-school department up to Standard IV, an intermediate or junior secondary department consisting of the former Form I and Form II pupils, and a senior high school or senior secondary department.
 (e) District high schools with intermediate departments attached.
 * This total includes the teachers of Form III, also teachers of manual and technical subjects, part of whose time is devoted to the senior school, and hence is slightly greater than the total given in Table B 1 of E. 1.

TABLE B 2.—AGES OF PUPILS IN ATTENDANCE AT INTERMEDIATE SCHOOLS AND DEPARTMENTS AT 1ST JULY, 1935.

Intermediate School.	Under 11 Years.		11 Years and under 12.		12 Years and under 13.		13 Years and under 14.		14 Years and under 15.		15 Years and under 16.		16 Years and under 17.		17 Years and under 18.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
	Whangarei ..	2	1	24	38	46	57	36	32	14	11	5	3	1	128	142
Otahuhu ..	4	3	25	27	45	51	38	29	7	11	3	..	..	..	..	1	122	122
Kowhai ..	9	9	76	92	152	144	85	108	56	64	15	13	..	1	..	..	393	431
Northcote ..	10	6	29	38	41	35	26	31	12	12	4	..	..	..	..	..	122	122
Matamata ..	6	5	35	31	31	30	20	16	7	6	3	2	1	..	..	..	103	90
Waihi ..	..	1	6	12	25	16	19	22	18	8	1	..	..	..	..	..	69	59
Rotorua ..	..	3	14	16	22	32	28	25	12	8	1	..	..	..	..	..	77	84
Wanganui ..	1	3	33	36	58	38	56	40	30	24	7	3	1	2	1	..	187	146
Napier ..	3	5	36	33	75	58	48	34	19	17	13	7	3	..	..	..	197	154
Rongotai ..	8	..	49	..	65	..	55	..	14	..	3	..	..	..	..	..	194	..
Marlborough	5	1	18	30	34	40	33	33	34	21	10	4	1	..	..	..	135	129
Shirley ..	1	19	32	37	54	40	41	59	24	16	10	1	..	1	..	..	162	173
West Christchurch	2	5	28	23	51	42	30	39	18	13	5	4	1	1	..	..	135	127
Waitaki Boys'	10	..	28	..	35	..	35	..	22	..	5	..	1	..	..	..	136	..
Waitaki Girls'	..	6	..	40	..	47	..	31	..	11	..	2	..	..	..	..	..	137
Dunedin North	8	9	31	42	50	49	56	43	32	13	8	3	1	..	..	..	186	159
Totals, 1935	69	76	464	495	784	679	606	542	319	235	93	42	10	5	1	1	2,346	2,075
Totals, 1934	67	80	453	447	816	745	655	535	307	224	97	46	8	3	..	..	2,403	2,080
Difference	+2	-4	+11	+48	-32	-66	-49	+7	+12	+11	-4	-4	+2	+2	+1	+1	-57	-5

SECONDARY AND TECHNICAL EDUCATION.

6. SOME PARTICULARS RELATING TO POST-PRIMARY EDUCATION FOR THE YEARS 1934 AND 1935 (1ST JULY).

	1934.				1935.			
	Secondary Schools.	Combined Schools.	Technical Schools.	District High Schools.	Secondary Schools.	Combined Schools.	Technical Schools.	District High Schools.
1. Number of schools	38	6	21	81	38	6	21	85
2. Number of full-time pupils on roll—								
Boys	7,940	1,251	4,891	2,691	7,988	1,265	5,017	2,765
Girls	6,778	893	4,020	2,320	6,923	911	4,032	2,566
Totals	14,718	2,144	8,911	5,011	14,911	2,176	9,049	5,331
3. Number of free full-time pupils on roll—								
Boys	7,809	1,232	4,860	2,637	7,877	1,246	4,981	2,723
Girls	6,722	886	3,923	2,292	6,855	908	3,972	2,544
Totals	14,531	2,118	8,783	4,929	14,732	2,154	8,953	5,267
4. Number of evening or part- time pupils on roll—								
Boys .. .. .	..	434	5,681	..	..	522	6,712	..
Girls .. .. .	..	344	3,138	..	..	356	3,243	..
Totals .. .. .	..	778	8,819	..	..	878	9,955	..
5. Number of free evening or part- time pupils on roll—								
Boys .. .. .	..	231	3,324	..	..	288	3,891	..
Girls .. .. .	..	196	1,865	..	..	189	1,957	..
Totals .. .. .	..	427	5,189	..	..	477	5,848	..
6. Number of full-time assist- ants—								
Men	321	54	229	126	322	54	234	129
Women	252	35	147	98	256	36	149	100
Totals	573	89	376	224	578	90	383	229

7. TABLES RELATING TO FULL-TIME PUPILS IN POST-PRIMARY SCHOOLS (EXCLUSIVE OF DISTRICT HIGH SCHOOLS).

TABLE D 1.—POST-PRIMARY SCHOOLS (EXCLUSIVE OF DISTRICT HIGH SCHOOLS): AVERAGE ATTENDANCE, ROLL, NUMBER OF GOVERNMENT FREE-PLACE HOLDERS, AND STAFF.

(Statistics of part-time pupils will be found in Section 8.)

School.	Roll Numbers (Full-time Pupils).			Average Attendance for 1935. (Year ending December.)	Number of 1934 Pupils on Roll at beginning of 1935.	Number of New Pupils admitted during 1935.	Number of New Pupils who commenced their Post-primary Education in 1935.	Number of Free Pupils on Roll at 1st July, 1935.		Full-time Staff (including Principals), (December, 1935).			
	At 1st March, 1935.	At 1st July, 1935.	December, 1935.					Boys.	Girls.		Total.	Junior.	Senior.
Whangarei High School ..	348	331	172	140	312	169	157	252	79	11	3		
Auckland Grammar School ..	972	912	827	850	827	326	301	580	319	34	..		
Mount Albert Grammar School ..	641	603	533	559	533	270	226	397	192	24	..		
Auckland Girls' Grammar School ..	514	487	451	463	451	265	181	363	122	..	20		
Epsom Girls' Grammar School ..	608	601	563	564	563	218	183	390	201	..	23		
Takapuna Grammar School ..	515	471	219	190	409	189	174	317	150	12	8		
Thames High School ..	202	192	89	85	174	79	79	131	61	6	3		
Hamilton High School ..	439	413	193	194	387	141	120	259	150	11	6		
Rotorua High School ..	193	186	101	64	165	74	65	124	60	5	3		
Wanganui Girls' College ..	356	351	342	331	342	145	120	223	112	..	14		
Palmerston North Boys' High School ..	432	411	374	385	374	168	138	273	134	17	..		
Palmerston North Girls' High School ..	266	256	242	235	242	121	109	174	79	..	11		
Gisborne High School ..	465	446	238	169	407	215	199	329	110	13	5		
Hastings High School ..	497	470	201	200	401	205	192	337	131	12	7		
Dannevirke High School ..	268	253	151	85	236	123	115	189	63	7	4		
Wairarapa High School ..	316	303	157	117	274	137	123	201	101	9	4		
Hutt Valley High School ..	438	412	215	164	379	163	145	288	121	10	6		
Wellington College ..	786	731	681	679	681	252	222	459	263	29	..		
Rongotai Boys' College ..	334	288	256	310	256	99	97	186	102	14	..		
Wellington Girls' College ..	491	466	434	440	434	188	176	321	142	..	19		
Wellington East Girls' College ..	430	407	374	384	374	173	164	295	107	..	17		
Marborough High School ..	327	310	143	121	264	152	145	243	65	7	5		
Rangiora High School ..	229	220	106	90	196	87	87	154	66	6	4		
Christchurch Boys' High School ..	679	653	594	594	474	187	181	381	257	25	..		
Christchurch Girls' High School ..	507	496	481	481	481	320	193	325	171	..	18		
Ayonside Girls' High School ..	356	341	307	307	307	175	164	266	74	..	14		
Ashburton High School ..	243	229	115	97	212	90	87	148	79	7	4		
Timaru Boys' High School ..	431	412	373	373	373	134	119	249	148	17	..		
Timaru Girls' High School ..	365	350	327	327	327	123	109	228	119	..	15		
Waimate High School ..	153	145	77	60	137	54	47	98	45	4	3		
Waitaki Boys' High School ..	313	294	278	301	278	125	102	189	101	13	..		
Waitaki Girls' High School ..	262	255	238	238	238	103	94	178	76	..	12		
Otago Boys' High School ..	756	696	631	671	631	217	192	418	266	28	..		
Otago Girls' High School ..	573	541	499	507	499	217	203	386	151	..	22		
South Otago High School ..	205	188	86	170	174	72	65	127	61	6	3		
Gore High School ..	252	232	93	101	194	86	77	158	71	7	5		
Southland Boys' High School ..	340	319	294	305	294	101	92	176	139	14	..		
Southland Girls' High School ..	241	240	232	226	232	92	82	152	80	..	10		
Totals A, 1935 ..	15,743	14,911	7,195	6,453	13,648	13,804	10,269	5,375	4,768	348	288		
Totals A, 1934 ..	15,535	14,718	7,228	6,259	13,487	13,507	10,156	5,786	4,981	346	265		
Difference ..	+208	+193	-33	+194	+161	+297	+113	+89	-213	+2	+3		

A. Secondary Schools.

TABLE D I.—POST-PRIMARY SCHOOLS (EXCLUSIVE OF DISTRICT HIGH SCHOOLS): AVERAGE ATTENDANCE, ROLL, NUMBER OF GOVERNMENT FREE-PLACE HOLDERS AND STAFF—continued.

School.	Roll Numbers (Full-time Pupils).				Average Attendance for 1935 (Year ending December).	Number of 1934 Pupils on Roll at beginning of 1935.	Number of New Pupils admitted during 1935.	Number of New Pupils who commenced their post-primary Education in 1935.	Number of Free Pupils on Roll at 1st July, 1935.		Full-time Staff (including Principals), (December, 1935).	
	At 1st March, 1935.	At 1st July, 1935.		Total.					Junior.	Senior.	M.	F.
		Boys.	Girls.									
E. Combined Schools.												
New Plymouth Boys' High School ..	491	452	394	394	425	319	179	167	290	158	21	..
New Plymouth Girls' High School ..	324	312	279	279	284	196	130	127	209	109	..	12
Napier Boys' High School ..	365	343	308	308	311	238	146	134	215	124	15	..
Napier Girls' High School ..	245	234	210	210	210	159	98	88	165	69	..	11
Nelson College ..	497	470	435	435	444	319	191	152	296	163	22	..
Nelson Girls' College ..	381	365	348	348	348	243	139	129	234	131	..	16
Totals B, 1935 ..	2,303	2,176	1,137	1,974	2,022	1,474	883	797	1,409	745	58	39
Totals B, 1934 ..	2,251	2,144	1,109	1,919	1,936	1,490	806	734	1,354	764	58	38
Difference ..	+52	+32	+28	+55	+86	-16	+77	+63	+55	-19	..	+1
C. Technical Schools.												
Auckland Technical School ..	1,373	1,219	500	435	960	662	727	709	1,038	176	32	17
Elam School of Art ..	105	103	26	51	84	60	50	19	37	38	4	2
Otahuhu Technical School ..	421	395	194	143	358	318	196	187	316	79	11	6
Hamilton Technical School ..	540	501	232	169	447	286	273	257	384	115	13	9
Pukekohe Technical School ..	238	209	73	99	185	140	93	92	156	51	8	4
Hawera Technical School ..	333	312	144	121	280	210	130	125	217	93	8	4
Stratford Technical School ..	336	295	129	123	266	211	130	124	197	98	8	5
Wanganui Technical School ..	682	647	400	145	589	399	308	286	463	177	21	9
Fellding Technical School ..	263	249	130	93	216	164	103	92	169	80	9	4
Palmerston North Technical School ..	430	387	167	198	341	209	222	197	302	85	12	5
Masterton Technical School ..	211	192	75	59	162	101	113	106	154	37	6	4
Petone Technical School ..	222	213	73	59	172	117	116	107	191	22	5	3
Wellington Technical School ..	995	878	314	690	801	560	505	472	741	130	25	15
Westport Technical School ..	136	124	62	43	114	99	42	41	72	52	6	2
Greyouth Technical School ..	315	293	118	123	257	211	112	102	198	94	9	6
Christchurch Technical School ..	1,170	1,068	557	305	976	577	626	578	907	158	25	18
Canterbury College School of Art ..	190	190	27	148	188	103	95	81	130	29	7	2
Ashburton Technical School ..	249	225	70	121	200	126	127	123	186	39	6	7
Timaru Technical School ..	255	222	86	92	209	114	144	139	183	37	7	3
Dunedin Technical School ..	802	721	272	279	657	400	414	399	645	76	19	15
Invercargill Technical School ..	645	606	241	240	505	306	351	333	525	76	14	9
Totals C, 1935 ..	9,906	9,049	3,947	3,376	7,967	5,373	4,877	4,569	7,211	1,742	255	149
Totals C, 1934 ..	9,721	8,911	3,903	3,280	7,892	5,378	4,673	4,377	6,986	1,797	250	147
Difference ..	+185	+138	+44	+96	+75	-5	+204	+192	+225	-55	+5	+2
Grand totals, 1935 ..	27,952	26,136	12,279	10,666	23,793	17,116	11,635	10,671	18,584	7,255	661	456
Grand totals, 1934 ..	27,507	25,773	12,240	10,349	23,335	17,024	11,265	10,327	17,890	7,542	654	450
Difference ..	+445	+363	+39	+317	+458	+92	+370	+344	+694	-287	+7	+6

TABLE D 2.—CLASSIFICATION ACCORDING TO AGES OF FULL-TIME PUPILS ON ROLL OF POST-PRIMARY SCHOOLS (EXCLUSIVE OF DISTRICT HIGH SCHOOLS) AS AT 1ST JULY, 1935.

Type of School.	Number of Schools	Ages of all Pupils on Roll as at 1st July, 1935.																								Total, all Ages.	
		Under 11 Years.		11 Years.		12 Years.		13 Years.		14 Years.		15 Years.		16 Years.		17 Years.		18 Years.		19 Years.		20 Years.		21 Years and over.			
		B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.		
Secondary ..	38	..	..	16	10	309	355	1,445	1,596	2,215	2,074	1,882	1,598	1,170	778	588	362	286	124	68	24	8	2	1	..	7,988	6,923
Combined ..	6	..	..	..	1	39	35	225	192	336	276	298	224	211	110	103	57	42	15	11	1	..	..	..	..	1,265	911
Technical ..	21	..	..	5	5	157	218	1,052	1,062	1,652	1,275	1,302	892	528	356	214	129	80	47	13	15	11	11	3	22	5,017	4,032
Totals, 1935	65	..	..	21	16	505	608	2,722	2,850	4,203	3,625	3,482	2,714	1,909	1,244	905	548	408	186	92	40	19	13	4	22	14,270	11,866
Totals, 1934	65	2	..	20	22	510	618	2,620	2,613	3,904	3,610	3,218	2,479	2,060	1,367	1,173	684	474	220	83	41	7	13	11	24	14,082	11,691
Difference ..	..	-2	..	+1	-6	-5	-10	+102	+237	+299	+15	+264	+235	-151	-123	-268	-136	-66	-34	+9	-1	+12	..	-7	-2	+188	+175

TABLE D 3.—CLASSIFICATION ACCORDING TO YEARS OF ATTENDANCE OF FULL-TIME PUPILS ON THE ROLL OF POST-PRIMARY SCHOOLS (EXCLUSIVE OF DISTRICT HIGH SCHOOLS) AT 1ST JULY, 1935.

Type of School.	First-year Pupils.		Second-year Pupils.		Third-year Pupils.		Fourth-year Pupils.		Fifth-year Pupils.		Sixth-year Pupils and Later.		Totals.	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
Secondary ..	2,685	2,574	2,266	2,112	1,513	1,203	916	651	450	277	158	106	7,988	6,923
Combined ..	439	338	328	242	235	170	151	97	81	47	31	17	1,265	911
Technical ..	2,494	1,933	1,495	1,253	672	538	231	183	89	70	36	55	5,017	4,032
Totals, 1935	5,618	4,845	4,089	3,607	2,420	1,911	1,298	931	620	394	225	178	14,270	11,866
Totals, 1934	5,394	4,682	3,974	3,394	2,275	1,932	1,419	1,027	755	489	265	167	14,082	11,691
Difference ..	+224	+163	+115	+213	+145	-21	-121	-96	-135	-95	-40	+11	+188	+175

TABLE D 4.—CLASSIFICATION ACCORDING TO AGE AT DATE OF ADMISSION OF FULL-TIME PUPILS (EXCLUSIVE OF DISTRICT HIGH SCHOOLS) WHO COMMENCED POST-PRIMARY EDUCATION IN 1935.

Type of School.	Under 12 Years.		12 Years.		13 Years.		14 Years.		15 Years and over.		Totals.	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
Secondary ..	41	56	610	725	1,210	1,208	634	528	199	95	2,694	2,612
Combined ..	4	7	81	90	190	162	128	71	50	14	453	344
Technical ..	20	20	342	375	936	861	875	601	338	151	2,561	2,008
Totals, 1935	65	83	1,033	1,190	2,386	2,231	1,637	1,200	587	260	5,708	4,964
Totals, 1934	81	97	1,038	1,238	2,464	2,220	1,436	1,009	528	218	5,547	4,782
Difference ..	-16	-14	-5	-48	-78	+11	+201	+191	+59	+42	+161	+182

TABLE D 5.—FULL-TIME PUPILS AT SECONDARY, COMBINED, AND TECHNICAL HIGH SCHOOLS ON 1ST JULY, 1935, ACCORDING TO COURSES OF INSTRUCTION.

School.	Professional or General, with Two Foreign Languages.		Professional or General, with One Foreign Language.		Industrial.		Commercial.		Agricultural.		Art.		Home Life.		University Degree and Advanced Work.		Totals.		Grand Totals.	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.		
	<i>Secondary Schools.</i>																			
Whangarei High School	59	35	75	31	..	..	6	79	..	..	..	..	..	..	..	4	5	181	150	331
Auckland Grammar School	505	..	102	..	264	..	..	..	..	..	..	..	..	..	..	41	..	912	..	912
Mount Albert Grammar School	336	..	124	..	..	..	79	..	..	..	..	..	..	..	..	18	..	603	..	603
Auckland Girls' Grammar School	..	196	..	84	..	..	..	154	..	..	..	..	..	..	..	..	..	..	487	601
Epsom Girls' Grammar School	..	342	..	259	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	601
Takapuna Grammar School	100	85	68	33	..	..	91	73	..	..	..	..	..	..	..	..	..	259	212	471
Thames High School	32	31	54	26	..	..	..	36	13	..	..	..	..	..	..	..	..	99	93	192
Hamilton High School	97	68	53	48	..	..	61	24	..	..	..	..	..	..	..	..	..	211	202	413
Rotorua High School	35	14	55	21	..	..	7	33	21	..	..	..	..	..	..	..	..	118	68	186
Wanganui Girls' College	..	107	..	73	..	..	..	93	..	..	..	..	..	..	..	..	..	..	351	351
Palmerston North Boys' High School	89	..	119	..	..	..	119	..	84	..	..	..	..	..	..	..	..	..	411	411
Palmerston North Girls' High School	..	48	..	68	..	..	..	75	..	..	..	..	..	..	..	..	..	..	256	256
Gisborne High School	64	46	143	31	..	..	11	76	44	..	..	..	..	..	..	..	..	262	184	446
Hastings High School	52	35	92	101	33	..	47	52	27	..	..	..	..	..	..	..	..	251	219	470
Dannevirke High School	45	36	51	12	..	..	24	43	42	..	..	..	..	..	..	..	..	162	91	253
Wairarapa High School	42	21	39	17	..	..	59	60	33	..	..	..	..	..	..	..	..	173	130	303
Hutt Valley High School	67	33	158	71	..	..	3	70	10	..	..	..	..	..	..	..	..	238	174	412
Wellington College	459	..	263	..	..	..	9	..	..	..	..	..	..	..	..	..	..	731	..	731
Rongotai College	183	..	67	..	26	..	12	..	..	..	..	..	..	..	..	..	..	288	..	288
Wellington Girls' College	..	114	..	101	..	..	..	154	..	..	..	..	..	..	..	..	..	..	466	466
Wellington East Girls' College	..	165	..	52	..	..	..	114	..	..	..	..	..	..	..	..	..	..	407	407
Manborough High School	17	3	61	46	22	..	53	61	23	..	..	..	..	..	..	..	..	176	134	310
Rangiora High School	3	..	45	24	17	..	27	28	25	..	..	..	..	..	..	..	..	117	103	220
Christchurch Boys' High School	374	..	279	..	..	..	..	..	..	..	..	..	..	..	..	..	..	653	..	653
Christchurch Girls' High School	..	197	..	196	..	..	..	..	..	..	..	..	..	..	..	..	..	..	496	496
Avonside Girls' High School	..	80	..	29	..	..	..	195	..	..	..	..	..	..	..	..	..	..	341	341
Ashburton High School	16	30	87	55	..	..	4	16	21	..	..	..	..	..	..	..	..	128	101	229
Timaru Boys' High School	89	54	145	64	24	..	74	122	80	..	..	..	..	..	..	..	..	412	..	412
Timaru Girls' High School	..	9	38	18	..	..	13	21	19	..	..	..	..	..	..	..	..	81	64	145
Waimate High School	64	..	90	..	38	..	50	..	51	..	..	..	..	..	..	..	..	294	..	294
Waitaki Boys' High School	..	47	..	75	..	..	..	103	..	..	..	..	..	..	..	..	..	..	255	255
Waitaki Girls' High School	439	..	257	..	..	..	..	..	..	..	..	..	..	..	..	..	..	696	..	696
Otago Boys' High School	..	228	..	151	..	..	..	141	..	..	..	..	..	..	..	..	..	..	541	541
Otago Girls' High School	25	31	31	25	..	..	15	26	17	..	..	..	..	..	..	..	..	93	95	188
South Otago High School	46	30	42	39	..	..	32	43	..	..	..	..	..	..	..	..	..	120	112	232
Gore High School	..	..	92	..	..	..	92	..	14	..	..	..	..	..	..	..	..	319	..	319
Southland Boys' High School	121	..	..	104	..	..	..	46	..	..	..	..	..	..	..	..	..	..	240	240
Southland Girls' High School	..	65	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals	3,368	2,147	2,630	1,854	424	..	888	1,938	607	..	1	11	..	..	..	70	27	7,988	6,923	14,911

TABLE D 5.—FULL-TIME PUPILS AT SECONDARY, COMBINED, AND TECHNICAL HIGH SCHOOLS ON 1ST JULY, 1935, ACCORDING TO COURSES OF INSTRUCTION—continued.

School.	Professional or General, with Two Foreign Languages.		Professional or General, with One Foreign Language.		Industrial.		Commercial.		Agricultural.		Art.		Home Life.		University Degree and Advanced Work.		Totals.		Grand Totals.
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	
	<i>Combined Schools.</i>																		
New Plymouth Boys' High School	112	109	168	37	78	..	31	128	42	..	..	..	..	..	21	..	452	312	452
New Plymouth Girls' High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Napier Boys' High School	103	44	97	39	51	..	56	104	36	..	..	..	..	..	..	..	343	234	343
Napier Girls' High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Nelson College	112	80	198	108	74	..	41	100	37	..	..	..	..	..	..	..	470	365	470
Nelson Girls' College	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals	327	233	463	184	203	..	128	332	115	..	..	21	..	141	29	..	1,265	911	2,176
<i>Technical High Schools.</i>																			
Auckland	..	..	19	..	435	..	144	369	69	..	..	..	..	..	6	..	673	546	1,219
Elam School of Art	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	37	66	103
Otago	77	51	..	..	88	..	20	68	48	..	..	..	..	..	..	..	233	162	395
Pukekohe	12	6	31	31	25	..	5	50	23	..	..	..	..	..	..	..	96	113	209
Hamilton	..	..	..	..	162	..	74	130	46	..	..	..	..	..	..	..	291	210	501
Hawera	61	44	31	12	39	..	24	62	16	..	..	..	..	..	..	..	171	141	312
Stratford	46	37	67	30	32	..	7	76	..	..	..	..	..	..	..	..	152	143	295
Wanganui	238	19	..	..	112	..	74	89	48	..	..	..	..	..	..	..	482	165	647
Feilding	8	..	56	30	..	..	8	46	76	..	..	..	..	..	..	..	148	101	249
Palmerston North	..	..	..	..	158	..	15	84	..	..	..	..	..	..	..	..	177	210	387
Masterton	..	..	..	..	85	..	14	50	..	..	..	..	..	..	..	..	99	93	192
Petone	..	..	..	..	103	..	19	46	..	..	..	..	..	..	..	..	122	91	213
Wellington	..	..	142	67	233	..	73	160	..	..	..	..	..	..	..	..	497	381	878
Greymouth	..	..	56	45	71	..	24	69	1	..	..	..	..	..	..	..	152	141	293
Canterbury College School of Art	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Christchurch	..	..	..	..	445	..	164	205	83	..	..	..	..	..	..	..	692	376	1,068
Westport	..	..	39	26	28	..	6	25	..	..	..	..	..	..	..	..	73	51	124
Ashburton	..	..	..	..	65	..	7	54	21	..	..	..	..	..	..	..	93	132	225
Timaru	..	..	..	..	87	..	20	32	..	..	..	..	..	..	..	..	107	115	222
Dunedin	..	..	..	..	230	..	133	227	..	..	..	..	..	..	..	..	374	347	721
Invercargill	..	..	9	6	198	..	76	126	34	..	..	..	..	..	..	..	317	289	606
Totals	442	157	450	247	2,596	..	907	1,968	465	..	..	151	274	1,385	6	..	5,017	4,032	9,049

TABLE D 6.—SUBJECTS TAKEN BY PUPILS IN SECONDARY, COMBINED, AND TECHNICAL SCHOOLS, 1935.

Subject.	Secondary Schools.		Combined Schools.		Technical Schools.	
	Number of Pupils taking Subjects.		Number of Pupils taking Subjects.		Number of Pupils taking Subjects.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Accountancy	136	3	21	1	78	38
Agriculture	950	1	131	38	797	14
Animal husbandry	25	..	..	..	..	..
Applied mathematics	3	..	..	..	..	..
Applied mechanics .. .. .	..	..	91	..	274	..
Arithmetic	7,263	6,374	1,147	887	3,481	3,633
Art or art appreciation .. .. .	..	148	..	..	93	261
Bee-keeping .. .. .	..	..	..	..	29	..
Biology or zoology	220	95	23	..	..	12
Book-keeping	2,373	2,054	496	326	1,898	2,708
Botany	99	457	37	102	435	148
Building-construction	34	..	2	..	192	..
Chemistry	5,882	162	901	2	1,113	320
Commercial correspondence .. .. .	..	..	..	74	29	135
Commercial science .. .. .	..	..	..	..	12	22
Cookery .. .. .	..	2,319	..	399	56	2,131
Dairy science	511	..	102	..	420	56
Design and crafts	68	1,390	128	429	690	2,258
Dietetics .. .. .	..	155	..	..	..	19
Drawing—						
Blackboard	6	8	..	..	2	9
Engineering .. .. .	..	..	127	..	86	..
Freehand	3,133	3,859	443	540	2,369	2,421
Instrumental	2,303	188	179	..	3,171	737
Trade .. .. .	..	..	69	..	1,196	..
Dressmaking .. .. .	..	67	..	..	..	1,449
Economics	196	64	67	1	143	138
Education .. .. .	..	1	..	..	..	..
Elocution	1,149	2,034	216	244	148	246
Engineering : Electrical, mechanical, or motor .. .. .	..	..	189	..	1,081	..
English	7,985	6,923	1,251	910	4,933	3,801
Farm management	46	..	..	..	..	..
Farm mechanics	33	..	..	..	69	..
Forge work .. .. .	..	..	..	..	61	..
French	6,714	5,114	712	557	1,215	642
General experimental science	3,894	2,956	617	493	1,627	437
Geography	4,126	4,680	538	766	1,705	1,592
German	1	..	..	..	..	..
Greek	1	..	..	..	..	..
Handwriting and correspondence	10	..	..	..	..	..
Heat and light	62	8	10	..	87	..
Heat engines .. .. .	..	..	87	..	154	..
History	7,480	6,639	1,050	866	4,559	3,435
Home nursing and first aid .. .. .	..	595	..	60	11	616
Home science	1	6,035	10	779	20	2,080
Horticulture .. .. .	..	..	..	..	..	37
Housecraft .. .. .	..	205	..	21	..	419
Hygiene and Physiology .. .. .	..	1,273	..	135	8	1,610
Latin	3,313	2,233	382	199	296	142
Laundrywork .. .. .	..	..	..	..	..	143
Lettering .. .. .	..	..	60	..	474	188
Live-stock .. .. .	..	..	..	..	83	..
Magnetism and electricity	1,095	5	247	..	684	..
Mathematics	7,299	4,148	1,084	385	3,321	350
Mechanics	40	1	18	..	1,029	..
Metalwork	497	..	305	..	2,692	..
Millinery .. .. .	..	..	..	..	..	178
Music	451	320	50	38	40	20
Musical appreciation	211	838	..	365	..	122
Needlework .. .. .	..	3,685	..	510	..	2,947
Office routine .. .. .	..	..	..	..	384	568
Oil engines .. .. .	..	..	..	..	86	..
Patternmaking .. .. .	..	..	..	..	68	..
Physics .. .. .	..	..	..	..	674	3
Processes .. .. .	..	..	..	..	295	..
Quantities and estimates .. .. .	..	..	..	..	3	..
Radio .. .. .	..	..	..	..	1	..
Saddlery	33	..	..	..	..	..
Salesmanship and advertising .. .. .	..	..	..	..	31	21
Scripture .. .. .	..	421	..	..	..	..
Shorthand	268	1,986	52	317	562	1,922
Singing	5,742	5,633	746	889	1,745	2,427
Steam .. .. .	..	..	..	..	57	..
Strength of materials .. .. .	..	..	..	..	3	..
Technical electricity .. .. .	..	..	51	..	480	..
Textiles .. .. .	..	40	..	..	..	..
Typing	201	1,518	96	327	799	1,937
Typography .. .. .	..	..	..	..	47	..
Woodwork	1,727	31	746	..	3,132	26
Wool-classing	247	..	26	..	215	..
Workshop theory and practice .. .. .	..	..	..	..	194	..

TABLE D7.—NUMBER OF PUPILS AT 1ST JULY, 1935, BOARDING AWAY FROM HOME TO ATTEND SECONDARY SCHOOLS, COMBINED SCHOOLS AND LOWER DEPARTMENTS THEREOF, AND TECHNICAL HIGH SCHOOLS.

School.	Secondary Departments.						Total.		Lower-department Pupils boarding at School Hostels.
	Boarding at School Hostels.		Boarding at Establishments approved by Principal.		Boarding privately.		Boys.	Girls.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.			
<i>A. Secondary Schools.</i>									
Whangarei High School	22	22	..	..	19	22	41	44	..
Auckland Grammar School .. .. .	..	..	..	..	47	..	47	..	..
Mount Albert Grammar School	60	..	15	..	31	..	106	..	..
Auckland Girls' Grammar School .. .. .	..	..	..	..	..	29	..	29	..
Epsom Girls' Grammar School .. .. .	..	40	..	3	..	41	..	84	..
Takapuna Grammar School .. .. .	..	..	..	..	7	4	7	4	..
Thames High School .. .. .	..	..	..	..	4	3	4	3	..
Hamilton High School .. .. .	..	22	..	..	18	19	18	41	..
Rotorua High School .. .. .	..	..	..	..	13	3	13	3	..
Wanganui Girls' College .. .. .	..	82	..	..	..	15	..	97	4
Palmerston North Boys' High School	17	..	..	..	12	..	29	..	..
Palmerston North Girls' High School .. .. .	..	6	..	..	..	26	..	32	..
Gisborne High School	18	10	..	..	25	11	43	21	2
Hastings High School .. .. .	..	..	..	..	14	12	14	12	..
Dannevirke High School	12	..	..	..	8	21	20	21	..
Wairarapa High School	13	..	..	..	9	12	22	12	..
Hutt Valley High School .. .. .	..	..	..	..	1	3	1	3	..
Wellington College	59	..	1	..	14	..	74	..	..
Rongotai Boys' College .. .. .	..	..	..	..	6	..	6	..	..
Wellington Girls' College .. .. .	..	..	..	..	..	10	..	10	..
Wellington East Girls' College .. .. .	..	..	..	..	..	16	..	16	..
Marlborough High School .. .. .	..	..	..	..	14	13	14	13	..
Rangiora High School	2	3	..	..	..	..	2	3	..
Christchurch Boys' High School	31	..	5	..	10	..	46	..	..
Christchurch Girls' High School .. .. .	..	48	..	..	..	27	..	75	..
Avonside Girls' High School .. .. .	..	..	..	..	..	10	..	10	..
Ashburton High School .. .. .	..	..	..	..	11	11	11	11	..
Timaru Boys' High School	86	..	..	..	23	..	109	..	11
Timaru Girls' High School .. .. .	..	34	..	..	..	17	..	51	4
Waimate High School .. .. .	..	..	..	..	6	3	6	3	..
Waitaki Boys' High School	111	..	..	..	5	..	116	..	..
Waitaki Girls' High School .. .. .	..	29	..	..	..	9	..	38	..
Otago Boys' High School	41	..	..	..	10	..	51	..	..
Otago Girls' High School .. .. .	..	..	..	..	..	15	..	15	..
South Otago High School .. .. .	..	..	..	..	1	5	1	5	..
Gore High School	8	9	..	..	3	4	11	13	..
Southland Boys' High School	3	..	..	..	24	..	27	..	..
Southland Girls' High School .. .. .	..	..	..	2	..	28	..	30	..
Totals, 1935	483	305	21	5	335	389	839	699	21
Totals, 1934	412	257	21	14	267	337	700	608	21
Difference	+71	+48	..	-9	+68	+52	+139	+91	..

TABLE D 7.—NUMBER OF PUPILS AT 1ST JULY, 1935, ETC.—*continued.*

School.	Secondary Departments.						Total.		Lower-department Pupils boarding at School Hostels.	
	Boarding at School Hostels.		Boarding at Establishments approved by Principal.		Boarding privately.					
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		
<i>B. Combined Schools.</i>										
New Plymouth Boys' High School	88	..	..	..	32	..	120	..	6
New Plymouth Girls' High School .. .. .	..	37	..	..	..	19	..	56	..
Napier Boys' High School	29	..	..	..	8	..	37	..	..
Napier Girls' High School .. .. .	..	14	..	..	..	15	..	29	..
Nelson College	135	..	..	..	29	..	164	..	10
Nelson Girls' College .. .. .	..	42	..	8	..	22	..	72	..
Totals, 1935	252	93	..	8	69	56	321	157	16	
Totals, 1934	224	71	..	..	57	55	281	126	12
Difference	+28	+22	..	+8	+12	-1	+40	+31	+4	
<i>C. Technical High Schools.</i>										
Auckland Technical School .. .. .	..	..	..	..	16	24	16	24	..
Elam School of Art .. .. .	..	..	..	..	..	4	..	4	..
Otahuhu Technical School .. .. .	..	..	..	..	2	4	2	4	..
Hamilton Technical School .. .. .	..	1	..	..	16	15	16	16	..
Pukekohe Technical School .. .. .	..	..	2	7	..	..	2	7	..
Hawera Technical School .. .. .	..	..	..	..	4	12	4	12	..
Stratford Technical School .. .. .	..	..	..	..	2	6	2	6	..
Wanganui Technical School	39	12	..	..	14	5	53	17	..
Feilding Technical School	52	..	..	..	3	10	55	10	..
Palmerston North Technical School .. .. .	..	..	..	..	6	4	6	4	..
Masterton Technical School .. .. .	..	..	1	..	3	4	4	4	..
Petone Technical School .. .. .	..	..	..	..	..	..	..	..	..
Wellington Technical School .. .. .	..	..	..	..	12	8	12	8	..
Westport Technical School .. .. .	..	..	..	..	..	..	..	..	..
Greymouth Technical School	5	..	..	..	1	3	6	3	..
Canterbury College School of Art	1	7	..	..	1	14	2	21	..
Christchurch Technical School	18	11	..	..	14	3	32	14	..
Ashburton Technical School .. .. .	..	..	..	..	3	5	3	5	..
Timaru Technical School .. .. .	..	..	..	..	7	5	7	5	..
Dunedin Technical School .. .. .	..	..	..	..	6	21	6	21	..
Invercargill Technical School .. .. .	..	..	..	..	18	11	18	11	..
Totals, 1935	115	31	3	7	128	158	246	196	..	
Totals, 1934	91	20	1	3	111	119	203	142	..	
Difference	+24	+11	+2	+4	+17	+39	+43	+54	..	
Grand totals, 1935	850	429	24	20	532	603	1,406	1,052	37	
Grand totals, 1934	727	348	22	17	435	511	1,184	876	33	
Difference	+123	+81	+2	+3	+97	+92	+222	+176	+4	

TABLE D 8.—CORRESPONDENCE SCHOOL, SECONDARY DEPARTMENT.—AVERAGE WEEKLY ROLL, CLASSIFICATION, ETC.

—	Average Weekly Roll.	Roll Number at 31st December.	Classification according to Forms of Pupils on Roll at 1st July.										Total.	Number of Assistant Teachers (December).	
			Form III.		Form IV.		Form V.		Form VI.		Totals.			M.	F.
			B.	G.	B.	G.	B.	G.	B.	G.	B.	G.			
1935 ..	525	519	164	233	29	72	24	33	..	6	217	344	561	6	11
1934 ..	423	396	126	160	33	76	28	24	..	..	187	260	447	5	10
Difference	+102	+123	+38	+73	-4	-4	-4	+9	..	+6	+30	+84	+114	+1	+1

8. TABLES RELATING TO PART-TIME PUPILS IN POST-PRIMARY SCHOOLS, AND TO MANUAL INSTRUCTION.

TABLE E 1.—CLASSIFICATION OF PART-TIME STUDENTS ON THE ROLL OF COMBINED AND TECHNICAL SCHOOLS OR CLASSES AT 1ST JULY, 1935, ACCORDING TO OCCUPATIONS.

	Engineers and Mechanics.	Electricians.	Plumbers, Metal-workers, &c.	Woodworkers.	Painters, Plasterers, &c.	Printers, &c.	Agricultural Pursuits.	Professional Pursuits.	Clerical Pursuits.	Domestic Pursuits.	Dressmakers, Milliners, Tailoresses, &c.	Employed in Shop or in Warehouses.	Engaged in various other Trades and Industries.	Labourers.	No Occupations.	Occupations not stated.	Totals.
Combined Schools—																	
Males	68	22	36	23	6	7	15	2	116	..	..	63	38	1	119	6	522
Females .. ..	..	..	..	..	..	..	..	46	82	105	10	35	17	..	61	..	356
Technical Schools—																	
Males	854	278	413	377	63	177	208	128	1,906	3	3	982	624	65	491	140	6,712
Females .. ..	..	..	..	..	..	20	6	144	836	739	155	398	174	..	785	76	3,243
Totals, 1935	922	300	449	400	69	204	229	320	2,940	847	168	1,388	853	66	1,456	222	10,833
Totals, 1934	722	217	357	322	61	134	205	339	2,357	833	141	1,248	631	86	1,704	240	9,597
Difference	+200	+83	+92	+78	+8	+70	+24	-19	+583	+14	+27	+140	+222	-20	-248	-18	+1,236

TABLE E 2.—CLASSIFICATION OF PART-TIME STUDENTS ON THE ROLL OF COMBINED AND TECHNICAL SCHOOLS OR CLASSES, ACCORDING TO AGES, AT 1ST JULY, 1935.

	Under Twelve Years.	Twelve Years.	Thirteen Years.	Fourteen Years.	Fifteen Years.	Sixteen Years.	Seventeen Years.	Eighteen Years.	Nineteen Years.	Twenty Years.	Twenty-one Years.	Over Twenty-one.	Totals.
Combined Schools—													
Males .. ..	..	3	10	48	67	81	99	93	39	27	..	65	522
Females .. ..	..	2	10	32	56	50	50	31	12	16	1	96	356
Technical Schools—													
Males	11	17	66	369	857	1,144	1,187	1,012	596	400	310	743	6,712
Females	6	13	82	278	572	592	538	414	180	124	72	372	3,243
Totals, 1935	17	35	168	727	1,552	1,897	1,874	1,540	827	567	383	1,276	10,833
Totals, 1934	22	35	147	606	1,147	1,705	1,779	1,291	878	543	294	1,150	9,597
Difference	-5	..	+21	+121	+405	+162	-95	+249	-51	+24	+89	+126	+1,236

TABLE E 3.—FREE PART-TIME PUPILS CLASSIFIED ACCORDING TO YEAR OF ATTENDANCE AND OTHERS ON THE ROLL OF COMBINED AND TECHNICAL SCHOOLS OR CLASSES AT 1ST JULY, 1935.

	Year of Post-primary Course.					Totals.	Other Students.	Grand Total.
	Junior.		Senior.					
	First Year.	Second Year.	Third Year.	Fourth Year.	Fifth Year and over.			
Combined Schools—								
Males	46	44	43	58	97	288	234	522
Females	37	30	46	37	39	189	167	356
Technical Schools—								
Males	535	579	905	806	1,066	3,891	2,821	6,712
Females	285	253	497	450	472	1,957	1,286	3,243
Totals, 1935	903	906	1,491	1,351	1,674	6,325	4,508	10,833
Totals, 1934	744	754	1,480	1,315	1,323	5,616	3,981	9,597
Difference	+159	+152	+11	+36	+351	+709	+527	+1,236

TABLE E. 4.—TABLE SHOWING COMBINED ROLL NUMBERS AT DAY AND EVENING CLASSES AT 1ST JULY, 1935.

Controlling Body.	Schools and Classes.	Technical High Schools.			Other Technical Classes.						Grand Totals.	
		Males.	Females.	Totals.	Day.		Evening.		Totals.	Totals.		
					M.	F.	M.	F.		Males.		Females.
Education Board ..	Auckland (Onehunga, Tauranga, Te Aroha, Thames, Waikato)	..	..	..	..	..	103	122	225	336	284	620
	Otauhu Technical School	233	162	395	..	..	78	31	109	78	31	109
	Wellington (Lower Hutt) ..	..	..	..	..	..	80	34	114	80	34	114
	Nelson (Motueka) ..	..	..	..	..	2	1	11	14	1	13	14
	Canterbury (Rangiora) ..	..	..	..	..	..	..	..	20	20	..	20
High School Board ..	Whangarei Technical School	..	..	..	..	..	44	60	104	44	60	104
	Palmerston North Technical School	177	210	387	8	24	332	218	582	517	452	969
	Dannevirke Technical School	..	..	..	..	..	5	..	5	5	..	5
	Gisborne Technical School	..	..	..	..	..	131	73	204	131	73	204
	Blenheim Technical School	..	..	..	..	..	7	..	7	7	..	7
	Oamaru Technical School ..	..	..	..	..	9	36	25	70	36	34	70
	Gore Technical School	..	..	..	..	..	6	20	26	6	20	26
Secondary Education Board ..	New Plymouth Combined Schools	452	312	764	..	..	186	131	317	638	443	1,081
	Napier Combined Schools ..	343	234	577	..	..	153	46	199	496	280	776
	Nelson Combined Schools ..	470	365	835	1	41	182	138	362	653	544	1,197
	Masterton Technical School	99	93	192	3	19	110	65	197	212	177	389
Technical School Board ..	Auckland Technical School	673	545	1,219	..	..	1,433	381	1,814	2,106	927	3,033
	Elam School of Art ..	37	66	103	1	24	69	63	157	107	153	260
	Hamilton Technical School	291	210	501	..	..	205	97	302	496	307	803
	Pukekohe Technical School	96	113	209	..	..	..	..	..	96	113	209
	Hawera Technical School ..	171	141	312	..	..	48	39	87	219	180	399
	Stratford Technical School ..	152	143	295	..	..	..	..	..	152	143	295
	Wanganui Technical School	482	165	647	..	..	154	90	244	636	255	891
	Feilding Technical School ..	148	101	249	..	..	24	33	57	172	134	306
	Petone Technical School ..	122	91	213	..	..	272	67	339	394	158	552
	Wellington Technical School	497	381	878	12	69	1,007	342	1,430	1,516	792	2,308
	Westport Technical School	73	51	124	..	..	18	44	62	91	95	186
	Greymouth Technical School	152	141	293	..	..	43	32	75	195	173	368
	Christchurch Technical School	692	376	1,068	25	89	1,054	345	1,513	1,771	810	2,581
	Ashburton Technical School	93	132	225	1	2	45	61	109	139	195	334
	Timaru Technical School ..	107	115	222	5	8	176	105	284	288	228	516
	Kaiapoi Technical School ..	..	..	..	..	..	15	11	26	15	11	26
	Temuka Technical School ..	374	347	721	..	..	21	13	34	21	13	34
	Dunedin Technical School ..	317	289	606	1	3	770	302	1,072	1,144	649	1,793
	Invercargill Technical School	31	159	190	32	82	239	134	377	557	426	983
University College Board ..	Canterbury College School of Art	..	..	..	..	..	..	..	..	..	..	..
	Totals, 1935 ..	6,282	4,943	11,225	89	372	7,145	3,227	10,833	13,516	8,542	22,058
	Totals, 1934 ..	6,142	4,913	11,055	79	423	6,036	3,059	9,597	12,257	8,395	20,652
	Difference ..	+ 140	+ 30	+ 170	+ 10	- 51	+ 1109	+ 168	+ 1,236	+ 1,259	+ 147	+ 1,406

TABLE F.—SOME PARTICULARS RELATING TO PUPILS ATTENDING SPECIAL MANUAL-TRAINING CENTRES DURING THE YEAR ENDED 31ST DECEMBER, 1935.

Education District.	Number of Manual-training Centres.	Number of Pupils attending from															Total Number of Pupils in Attendance.		
		Primary Schools.			Secondary Departments of District High Schools.			Form I and II of Intermediate Schools and Departments.			Private Schools.			Wood-work.	Metal-work.	Domestic Subjects.			
		Wood-work.	Metal-work.	Domestic Subjects.	Wood-work.	Metal-work.	Domestic Subjects.	Wood-work.	Metal-work.	Domestic Subjects.	Wood-work.	Metal-work.	Domestic Subjects.						
Auckland	35	4,514	111	4,207	639	..	603	825	348	926	605	..	..	625	6,583	459	6,361
Taranaki	9	1,018	..	1,011	52	..	48	199	136	137	114	..	..	117	1,184	..	1,176
Wanganui	9	886	..	790	107	..	167	187	..	145	169	..	..	121	1,361	136	1,215
Hawke's Bay	7	849	..	734	45	..	61	336	..	129	146	..	..	182	1,227	..	1,122
Wellington	18	2,582	..	2,425	167	..	182	..	..	..	176	..	..	103	3,261	272	2,839
Nelson	7	619	..	618	123	..	145	..	..	..	50	..	..	66	792	..	829
Canterbury	27	3,231	..	3,056	255	..	311	354	..	315	555	..	..	593	4,395	..	4,275
Otago	18	1,499	..	1,437	181	..	206	289	83	447	58	..	..	200	2,027	83	2,290
Southland	6	989	..	961	46	..	37	..	..	..	103	..	..	99	1,138	..	1,097
Totals, 1935	136	16,187	111	15,239	1,615	..	1,760	2,190	839	2,099	1,976	..	..	2,106	21,968	950	21,204
Totals, 1934	134	16,520	107	15,758	1,875	84	1,749	2,061	870	2,017	2,100	..	..	2,279	22,556	1,061	21,803
Difference	+2	-333	+4	-519	-260	-84	+11	+129	-31	+82	-124	..	..	-173	-588	-111	-599

9. TABLES RELATING TO SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS.

TABLE G 1.—SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS.—AVERAGE ATTENDANCE, ROLL, NUMBER OF GOVERNMENT FREE-PLACE HOLDERS, AND OF TEACHERS FOR 1935.

Name of School.	Roll Numbers (Full-time Pupils).					Average Attendance for Year ended December, 1935.	Number of 1934 Pupils on Roll at beginning of 1935.	Number of New Pupils admitted during 1935.	Number of New Pupils who commenced their Post-primary Education in 1935.	Number of Free Pupils on Roll at 1st July, 1935.		Full-time Staff (excluding Principals), December, 1935.	
	At 1st March, 1935.	At 1st July, 1935.	December, 1935.							Junior.	Senior.	M.	F.
			Boys.	Girls.	Total.								
AUCKLAND EDUCATION DISTRICT.													
Cambridge	89	89	32	43	75	81	55	44	36	65	24	2	2
Dargaville	127	123	47	65	112	116	69	63	61	92	31	4	1
Helensville	77	73	33	34	67	69	50	31	26	54	19	2	1
Howick	26	22	8	11	19	20	..	27	21	21	1	1	..
Huntly	77	70	23	32	55	65	54	42	38	53	16	1	2
Kaikohe	30	38	12	19	31	33	..	38	33	37	1	1	1
Kaitiaki	59	56	22	29	51	53	26	33	31	42	14	1	2
Katikati	23	21	8	8	16	18	..	23	23	21	..	1	..
Kawakawa	37	38	16	16	32	33	14	27	20	35	3	1	1
Matamata	162	153	61	61	122	135	85	86	75	119	34	4	2
Morrinsville	95	88	45	30	75	81	60	40	33	74	14	2	2
Ngatea	50	47	18	24	42	43	34	17	16	36	11	1	1
Northcote	106	97	43	37	80	87	53	58	58	79	18	1	3
Opotiki	92	85	39	37	76	78	57	38	34	55	28	2	1
Otorohanga	45	47	22	14	36	39	27	23	19	36	10	1	1
Paeroa	50	50	23	18	41	44	24	32	29	39	10	1	1
Piopia	27	25	7	15	22	22	13	14	14	22	3	1	..
Putaruru	46	43	15	20	35	40	25	23	21	33	10	1	1
Rawene	23	23	7	14	21	20	15	9	9	14	9	1	..
Ruawai	37	34	12	19	31	32	25	22	22	27	6	1	1
Taumarunui	109	103	48	36	84	88	53	65	60	81	22	3	1
Tauranga	112	105	49	36	85	91	82	62	50	78	23	2	2
Te Aroha	79	77	40	32	72	71	42	40	36	62	12	2	1
Te Awamutu	113	110	51	48	99	99	63	55	52	82	25	2	2
Te Kuiti	104	98	51	38	89	91	46	62	58	77	17	2	2
Te Puke	42	36	12	15	27	35	26	18	16	27	9	1	1
Waihi	148	136	64	59	123	125	85	65	59	81	55	3	2
Waiuku	49	48	29	16	45	45	22	27	27	36	8	1	1
Warkworth	50	44	16	20	36	41	15	38	36	40	4	1	1
Whakatane	88	84	36	34	70	74	52	40	32	58	25	2	1
Totals	2,172	2,063	889	880	1,769	1,869	1,172	1,162	1,045	1,576	462	49	37
TARANAKI EDUCATION DISTRICT.													
Manaia	48	49	22	19	41	43	34	21	20	36	13	1	1
Ohura	14	11	5	7	12	11	8	7	6	8	2	1	1
Opunake	53	53	20	24	44	48	26	30	26	45	8	1	..
Totals	115	113	47	50	97	102	68	58	52	89	23	3	2
WANGANUI EDUCATION DISTRICT.													
Foxton	57	51	16	26	42	47	35	24	23	35	15	1	1
Marton	109	92	38	39	77	85	64	52	47	67	25	2	2
Ohakune	99	93	45	35	80	83	62	50	40	64	28	2	1
Taihape	103	94	43	42	85	88	49	55	51	73	20	2	2
Totals	368	330	142	142	284	303	210	181	161	239	88	7	6
HAWKE'S BAY EDUCATION DISTRICT.													
Norsewood	24	24	13	10	23	22	13	13	12	19	5	1	..
Te Karaka	51	50	27	19	46	46	40	20	20	31	19	1	1
Tolaga Bay	26	26	9	10	19	20	15	18	16	20	5	1	..
Waipawa	64	59	24	28	52	56	37	35	30	45	12	2	1
Waipukurau	75	70	24	33	57	64	42	40	35	55	15	2	1
Wairoa	71	64	27	25	52	58	35	38	33	54	10	1	2
Woodville	29	30	10	12	22	26	17	17	13	24	4	1	1
Totals	340	323	134	137	271	292	199	181	159	248	70	9	6

TABLE G 1.—SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS.—AVERAGE ATTENDANCE, ROLL, NUMBER OF GOVERNMENT FREE-PLACE HOLDERS, AND OF TEACHERS FOR 1935—*continued*.

Name of School.	Roll Numbers (Full-time Pupils).					Average Attendance for Year ended December, 1935.	Number of 1934 Pupils on Roll at Beginning of 1935.	Number of New Pupils admitted during 1935.	Number of New Pupils who commenced their Post-primary Education in 1935.	Number of Free Pupils on Roll at 1st July, 1935.		Full-time Staff (excluding Principals), December, 1935.	
	At 1st March, 1935.	At 1st July, 1935.	December, 1935.							Junior.	Senior.	M.	F.
			Boys.	Girls.	Total.								
WELLINGTON EDUCATION DISTRICT.													
Carterton	52	51	21	22	43	47	25	30	27	41	10	2	..
Eketahuna	45	44	25	13	38	40	22	20	20	29	14	1	1
Featherston	64	61	24	26	50	54	39	27	25	41	19	1	2
Greytown	40	40	13	17	30	40	24	25	22	30	10	1	1
Levin	203	188	64	102	166	173	158	78	77	119	66	3	4
Martinborough ..	51	46	18	21	39	42	38	14	14	34	12	..	2
Pahiataua	57	52	22	24	46	48	34	23	22	38	14	1	1
Totals	512	482	187	225	412	444	340	217	207	332	145	9	11
NELSON EDUCATION DISTRICT.													
Denniston	23	23	15	7	22	21	15	11	8	17	4	1	..
Granity	48	50	26	22	48	47	36	16	12	28	21	1	1
Motueka	83	77	36	31	67	70	48	34	33	55	19	2	1
Murchison	25	23	6	13	19	21	18	7	6	14	8	1	..
Reefton	57	48	27	18	45	45	21	15	15	31	14	2	..
Takaka	45	45	23	17	40	40	21	28	27	38	7	1	1
Totals	281	266	133	108	241	244	185	117	101	183	73	8	3
CANTERBURY EDUCATION DISTRICT.													
Akaroa	46	38	14	20	34	36	23	23	22	30	8	1	2
Fairlie	23	23	11	10	21	21	16	9	8	16	6	1	..
Geraldine	70	70	25	39	64	65	43	32	24	47	22	3	1
Hawarden	35	36	14	17	31	31	19	20	19	31	5	1	1
Hokitika	118	112	57	43	100	101	68	59	54	80	29	2	2
Kaikoura	37	33	17	10	27	30	32	13	13	20	12	1	1
Lyttelton	53	46	18	19	37	43	39	18	17	33	13	1	1
Methven	55	54	22	28	50	48	30	26	25	44	10	1	1
New Brighton ..	39	38	25	12	37	37	22	19	16	28	10	1	1
Oxford	33	32	12	16	28	30	18	17	15	21	11	1	1
Pleasant Point ..	52	52	27	23	50	48	37	27	26	33	19	1	2
Southbridge	75	68	34	27	61	63	37	34	33	48	20	1	2
Sumner	39	38	18	14	32	33	31	17	15	29	7	1	1
Temuka	62	66	36	23	59	60	43	31	26	43	21	2	1
West Christchurch	541	487	244	164	408	449	363	194	186	345	142	11	8
Totals	1,278	1,193	574	465	1,039	1,095	821	539	499	848	335	29	25
OTAGO EDUCATION DISTRICT.													
Alexandra	59	55	25	20	45	48	37	25	24	40	14	1	1
Cromwell	45	43	12	22	34	39	33	15	14	24	19	1	1
Kurow	40	37	13	16	29	34	15	26	22	28	9	1	1
Lawrence	35	34	14	16	30	32	19	20	18	26	8	1	..
Mosgiel	83	80	38	31	69	71	37	50	47	62	16	2	1
Owaka	36	31	13	15	28	32	14	24	24	25	6	1	..
Palmerston	56	51	28	22	50	49	29	30	28	38	12	1	1
Roxburgh	39	38	13	20	33	34	20	19	19	28	9	1	1
Tapanui	31	30	9	14	23	27	16	15	14	24	6	1	1
Tokomairiro	51	47	14	24	38	44	30	25	24	39	8	2	..
Totals	475	446	179	200	379	410	250	249	234	334	107	12	7
SOUTHLAND EDUCATION DISTRICT.													
Riverton	42	40	11	23	34	36	24	21	18	31	9	1	1
Winton	35	37	17	14	31	32	22	16	14	28	9	1	1
Wyndham	40	38	22	14	36	35	24	16	15	28	10	1	1
Totals	117	115	50	51	101	103	70	53	47	87	28	3	3
Grand totals, 1935	5,658	5,331	2,335	2,258	4,593	4,862	3,315	2,757	2,505	3,936	1,331	129	100
Grand totals, 1934	5,317	5,011	2,319	2,046	4,365	4,564	3,142	2,570	2,355	3,629	1,300	126	98
Difference	+341	+320	+16	+212	+228	+298	+173	+187	+150	+307	+31	+3	+2

TABLE G 2.—AGES OF PUPILS IN ATTENDANCE AT SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS AT 1ST JULY, 1935.

Education District.	Ages of Pupils on Roll at 1st July, 1935.													Totals of all Ages.	
	Under 13 Years.		13 and under 14 Years.		14 and under 15 Years.		15 and under 16 Years.		16 and under 17 Years.		17 Years and over.				
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Auckland ..	42	53	231	227	311	340	256	229	129	110	81	54	1,050	1,013	
Taranaki ..	4	2	5	13	24	17	14	15	4	5	8	2	59	54	
Wanganui ..	6	7	36	39	47	45	41	44	18	14	18	15	166	164	
Hawke's Bay ..	6	6	36	37	50	56	52	37	17	7	13	6	174	149	
Wellington ..	12	8	45	55	77	84	43	60	23	27	22	26	222	260	
Nelson ..	15	10	36	35	33	38	31	16	19	5	11	17	145	121	
Canterbury ..	23	29	137	130	194	143	177	104	85	67	58	46	674	519	
Otago ..	17	25	53	76	56	65	50	43	24	12	15	10	215	231	
Southland ..	3	1	12	19	22	14	14	14	6	5	3	2	60	55	
Totals, 1935	128	141	591	631	814	802	678	562	325	252	229	178	2,765	2,566	
Totals, 1934	111	142	538	596	836	700	596	439	330	284	280	159	2,691	2,320	
Difference	+17	-1	+53	+35	-22	+102	+82	+123	-5	-32	-51	+19	+74	+246	

TABLE G 3.—CLASSIFICATION OF PUPILS ON ROLL OF SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS AT 1ST JULY, 1935, ACCORDING TO YEARS OF ATTENDANCE.

Education District.	First Year.		Second Year.		Third Year.		Fourth Year.		Fifth Year.		Sixth Year.		Totals.		Grand Totals.	Number of New Entrants in 1935 who had not previously received Secondary Education.	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.		B.	G.
	Auckland ..	523	479	260	316	143	127	85	55	31	27	8	9	1,050	1,013	2,063	543	502
Taranaki ..	26	25	19	14	8	9	3	4	3	..	2	59	54	113	113	26	26
Wanganui ..	72	76	44	41	22	27	16	11	8	7	4	2	166	164	330	82	79
Hawke's Bay ..	75	70	51	48	27	21	11	6	6	2	4	2	174	149	323	83	76
Wellington ..	98	92	55	82	41	44	9	30	10	6	9	6	222	260	482	107	100
Nelson ..	55	45	32	38	22	15	21	9	8	10	7	4	145	121	266	54	47
Canterbury ..	239	238	199	165	128	56	63	34	35	18	10	8	674	519	1,193	260	239
Otago ..	99	118	44	69	37	28	27	8	5	5	3	3	215	231	446	109	125
Southland ..	24	24	18	16	12	6	5	6	..	3	1	..	60	55	115	24	23
Totals, 1935	1,211	1,167	722	789	440	333	240	163	106	78	46	36	2,765	2,566	5,331	1,288	1,217
Totals, 1934	1,102	1,106	760	631	422	312	248	165	120	75	39	31	2,691	2,320	5,011	1,188	1,169
Difference ..	+109	+61	-38	+158	+18	+21	-8	-2	-14	+3	+7	+5	+74	+246	+320	+100	+48

TABLE G 4.—DISTRICT HIGH SCHOOLS: CLASSIFICATION ACCORDING TO AGE AT DATE OF ADMISSION OF PUPILS WHO COMMENCED POST-PRIMARY EDUCATION IN 1935.

Year.	Age at which Post-primary Course commenced.											Total.		
	Under 12 Years.		12 Years.		13 Years.		14 Years.		15 Years and over.					
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.		
1935	29	38	315	344	573	562	286	219	85	54	1,288	1,217
1934	26	28	260	319	532	550	274	211	96	61	1,188	1,169
Difference	+3	+10	+55	+25	+41	+12	+12	+8	-11	-7	+100	+48

TABLE G 5.—DISTRICT HIGH SCHOOLS: SUBJECTS TAKEN BY PUPILS.

Subject.	Number of Pupils taking Subjects.		Subject.	Number of Pupils taking Subjects.	
	Boys.	Girls.		Boys.	Girls.
Accountancy	16	2	Greek	1	..
Agriculture	1,828	115	History	2,648	2,493
Arithmetic	2,620	2,464	Heat and light	1	2
Art appreciation	12	14	Home science	16	1,961
Art and music	25	23	Home nursing and first aid	1	24
Arts and crafts	317	1,097	Horticulture	41	94
Biology	154	135	Housecraft .. .. .	..	94
Book-keeping	849	1,095	Hygiene and physiology	28	61
Botany	175	209	Latin	189	79
Building construction	24	..	Laundry .. .. .	..	2
Chemistry	615	194	Mathematics	2,211	1,508
Commercial art	17	20	Mechanics	3	1
Cookery .. .. .	..	1,476	Metalwork	26	..
Dairy science	595	106	Mining	7	..
Drawing	668	758	Physics	28	30
Economics	58	25	Scripture	70	79
Education	3	2	Sewing .. .. .	..	1,345
Elocution	6	13	Shorthand	184	618
English	2,752	2,557	Singing	1,453	1,881
Farm course	38	..	Typing	245	679
French	1,777	1,397	Woodwork	1,686	..
General experimental science	1,631	1,544	Wool-classing	26	..
Geography	1,702	1,612			

II. TABLES RELATING TO PRIVATE SECONDARY AND TECHNICAL SCHOOLS.

TABLE J. I.—ENDOWED SCHOOLS AND REGISTERED PRIVATE SECONDARY AND TECHNICAL SCHOOLS; ROLL NUMBER, ETC., AND STAFF.

School.	Roll Numbers (Full-time Pupils).			Average Attendance for 1935.	Number of 1934 Pupils on Roll at beginning of 1935.	Number of New Pupils admitted during 1935.	Number of New Pupils who commenced their Post-primary Education in 1935.	Full-time Staff (including Principals) December 1935.	
	At 1st March, 1935.	December, 1935.						M.	F.
		At 1st July, 1935.	Boys.							Girls.	Total.
Dilworth School, Auckland	27	26	21	24	16	11	11	4	..
St. Stephen's Maori Boys' School, Bombay, Auckland	31	41	40	38	25	19	15	3	..
Auckland Diocesan High School, Epsom, Auckland	116	114	..	108	84	31	23	..	11
St. Cuthbert's College, Epsom, Auckland	159	151	..	142	105	53	45	..	10
St. Mary's Convent High School, Hamilton	51	50	..	44	33	25	24	..	3
Marist Brothers' High School, Hamilton	32	31	30	30	20	12	11	2	..
Wakato Diocesan School for Girls, Hamilton	60	59	..	55	46	13	13	..	5
King's College, Middlemore, Auckland	177	177	173	167	111	68	52	10	..
St. Benedict's Convent, Newton, Auckland (Technical)	50	50	..	56	24	36	26	..	2
Wesley Training College, Paerata, Auckland	52	51	48	48	22	25	22	4	..
Sacred Heart College, Ponsonby, Auckland	276	273	252	252	148	135	117	12	..
St. Mary's Convent High School, Ponsonby, Auckland	93	83	..	81	54	44	36	..	5
Sacred Heart Convent High School, Remuera, Auckland	35	35	..	33	26	18	14	..	4
Sacred Heart Convent High School, New Plymouth	43	42	..	39	25	19	13	..	3
Wellington Diocesan School for Girls, "Nga Tawa," Marton	91	82	..	82	64	31	11	..	10
Sacred Heart Convent High School, St. John's Hill, Wanganui	68	55	..	55	57	36	26	..	5
Wanganui Collegiate School, Wanganui	250	248	237	236	165	88	75	15	..
Palmerston North Convent, Carroll Street, Palmerston North	47	47	..	43	28	20	20	..	3
"Iona" Presbyterian College for Girls, Havelock North	60	62	..	58	33	31	18	..	7
Woodford House, Havelock North	129	127	..	124	94	49	20	..	6
Sacred Heart High School, Napier	22	21	..	19	16	6	6	..	2
Te Aute College, Pukehou	49	49	49	48	32	17	13	3	..
St. Mary's Convent High School, Blenheim	29	32	..	27	20	12	12	..	2
St. Patrick's College, Wellington	186	179	156	163	111	75	71	10	..
Sacred Heart Convent High School, Island Bay, Wellington	37	38	36	37	23	15	5	..	6
Marsden Collegiate School, Karori, Wellington	107	106	105	102	74	34	23	..	9
Sacred Heart College, Lower Hutt, Wellington	32	30	..	28	15	17	16	..	2
St. Matthew's Collegiate School for Girls, Masterton	41	42	..	39	27	15	13	..	4
Scots College, Miramar, Wellington	89	89	90	85	51	41	33	6	..
St. Patrick's College, Silverstream, Wellington	196	191	188	187	120	76	63	12	..
Solway Girls' College, Solway, Masterton	69	68	..	67	36	37	15	..	6
Queen Margaret College, Wellington	115	115	..	106	96	53	39	..	8
St. Mary's College, Wellington	116	110	110	108	68	44	44	..	4
Wellesley College, Wellington	24	24	24	22	12	10	22	3	..
Sacred Heart High School, Nelson	40	41	..	38	19	24	22	..	2
St. Mary's College, Westport	58	51	18	46	40	23	19	..	3
Cathedral Grammar School, Christchurch	40	40	39	38	24	16	15	4	..
Christ's College, Christchurch	313	311	303	299	232	85	73	17	..

TABLE J.1.—ENDOWED SCHOOLS AND REGISTERED PRIVATE SECONDARY AND TECHNICAL SCHOOLS; ROLL NUMBER, ETC., AND STAFF—continued.

School.	Roll Numbers (Full-time Pupils.)				Average Attendance for 1935.	Number of 1934 Pupils on Roll at beginning of 1935.	Number of New Pupils admitted during 1935.	Number of New Pupils who commenced their Post-primary Education in 1935.	Full-time Staff (including Principals), December, 1935.	
	At 1st July, 1935.	At 1st July, 1935.	At 1st July, 1935.	At 1st July, 1935.					M.	F.
	Boys.	Girls.	Boys.	Girls.						
Sacred Heart Girls' College, Christchurch	113	114	112	112	103	63	60	54	..	5
St. Andrew's College, Christchurch	145	146	145	145	137	95	52	44	..	8
St. Margaret's College, Christchurch	101	94	94	94	91	66	38	30	..	7
St. Mary's Collegiate School, Christchurch	..	48	42	42	39	33	18	17	..	3
Marist Brothers' High School, Greymouth	35	35	37	37	34	23	15	15	..	2
St. Mary's High School, Greymouth	65	62	58	58	57	41	28	25	..	4
St. Bede's College, Papamui, Christchurch	128	130	123	123	118	78	57	47	..	8
Craighead Diocesan School for Girls, Timaru	..	36	38	38	36	27	14	10	..	4
Areherfield School, Dunedin	73	70	66	66	60	44	28	20	..	6
Christian Brothers' High School, Dunedin	130	122	103	103	100	98	45	43	..	5
John McGlashan College, Dunedin	69	68	68	68	61	42	27	20	..	5
St. Dominic's College, Dunedin	70	68	66	66	65	52	30	25	..	4
St. Hilda's Collegiate School, Dunedin	47	44	39	39	41	39	8	7	..	5
St. Philomena's College, Dunedin South	46	44	45	45	45	20	27	25	..	2
St. Kevin's College, Redcastle, Oamaru	103	104	102	102	101	64	40	29	..	5
Colamba College, Roslyn, Dunedin	76	78	73	73	67	54	30	17	..	8
Marist Brothers' High School, Invercargill*	..	..	35	35	36	..	19	18	..	2
St. Catherine's Convent High School, Invercargill	32	32	33	33	31	12	23	22	..	3
Totals, 1935	4,737	4,636	2,281	2,227	4,394	3,035	1,923	1,552	140	173
Totals, 1934	4,408	4,339	2,068	2,078	4,039	2,831	1,778	1,425	130	172
Difference	+329	+297	+213	+149	+355	+204	+145	+127	+10	+1

* Registered 10/10/35.

TABLE J.2.—AGES OF PUPILS ON ROLL OF REGISTERED PRIVATE SECONDARY AND TECHNICAL SCHOOLS AND ENDOWED SCHOOLS AT 1ST JULY, 1935.

—	Ages of all Pupils on Roll at 1st July, 1935.														Totals.										
	10 Years and under 11.		11 Years and under 12.		12 Years and under 13.		13 Years and under 14.		14 Years and under 15.		15 Years and under 16.		16 Years and under 17.		17 Years and under 18.		18 Years and under 19.		19 Years and under 20.		20 Years and under 21.		21 Years and over.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
..	..	7	4	62	97	299	389	492	560	530	533	429	399	299	238	196	56	31	5	7	1	2	..	2,354	2,282
Totals for all schools	7	4	62	97	299	389	492	530	533	429	399	299	238	196	56	31	5	7	1	2	..	2,354	2,282

TRAINING OF TEACHERS.

12. TABLES RELATING TO TRAINING COLLEGES.

TABLE K 1.—NUMBER OF STUDENTS IN THE TWO TRAINING COLLEGES IN DECEMBER, 1935.

Training College.	Division A.		Division C.		Totals.		
	M.	F.	M.	F.	M.	F.	Total.
Auckland (first year)	64	141	6	7	70	148	218
Christchurch (first year)	73	120	6	11	79	131	210
Totals, 1935	137	261	12	18	149	279	428
Totals, 1933	154	238	13	34	167	272	439
Difference	-17	+23	-1	-16	-18	+7	-11

TABLE K 2.—INITIAL STATUS ON THEIR ADMISSION TO THE TRAINING COLLEGES OF STUDENTS WHO LEFT IN 1935.

	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 Degree or equivalent.	University Entrance Examination or Higher Leaving Certificate.	Other Qualification accepted for Admission to College.	Total Number of Students.	Training College Entrance Examination.	Partial Pass in Training College Entrance Examination.
AUCKLAND.											
First-year students (Division A)	4	..	..	4	..	..
„ (Division C)	13	..	..	13	..	..
Totals	17	..	..	17	..	..
CHRISTCHURCH.											
First-year students (Division C)	17	..	..	17	..	..
Grand totals	34	..	..	34	..	..

TABLE K 3.—EXAMINATION STATUS OF TRAINING-COLLEGE STUDENTS WHO LEFT IN 1935.

	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.								
First-year students (Division A)	4	..	..	..	4
„ (Division C)	13	..	..	..	13
Totals	17	..	..	..	17
CHRISTCHURCH.								
First-year students (Division C)	17	..	..	..	17
Totals	17	..	..	..	17
Grand totals	34	..	..	..	34

TABLE K 4.—QUALIFICATIONS ON ADMISSION OF STUDENTS WHO ENTERED TRAINING COLLEGES IN 1935.

Training College.	Division A.		Division B.						Division C.	Division D.	Totals.
	Training College Entrance Examination.	Partial Pass in Training College Entrance Examination.	University Degree or Partial Success towards Degree.	Teachers' Class D Examination with Partial Success towards Class C.	Partial Pass in Teachers' Class D Examination.	Higher Leaving Certificate.	University Entrance Examination.	Lower Leaving Certificate.	University Degree.		
Auckland	144	61	..	..	..	..	..	..	13	..	218
Christchurch	134	59	..	..	..	..	..	..	17	..	210
Totals	278	120	..	..	..	..	..	..	30	..	428

TABLE K 5.—SUBJECTS TAKEN BY TRAINING-COLLEGE STUDENTS AT UNIVERSITY COLLEGES, 1935.

Subject.	Auckland University College.			Canterbury College.			Subject.	Auckland University College.			Canterbury College.		
	M.	F.	T.	M.	F.	T.		M.	F.	T.	M.	F.	T.
Biology	4	..	4	..	..	..	Greek history, art, and literature	..	..	..	1	2	3
Botany	..	2	2	1	1	2	Greek	..	1	2	3	..	..
Chemistry	..	4	3	7	5	5	History	14	19	33	27	32	59
Commercial subjects	..	..	3	3	..	..	Latin	..	9	4	13	10	2
Economics	..	2	2	4	4	4	Mathematics	..	16	10	26	20	7
Education	..	18	14	32	20	25	45	Music	..	2	19	21	..
Education, diploma	..	..	8	8	2	8	10	Philosophy	..	4	5	9	7
English	32	25	57	24	20	44	Physics	..	..	..	..	2	1
French	18	30	48	10	23	33	Political science	..	..	2	2	2	1
Geography	..	..	2	2	7	13	20	Zoology	..	..	1	1	..
Geology	..	2	..	2	..	..	..	..	..	1	1	..	..

13. REPORTS (EXTRACTS) OF PRINCIPALS OF TRAINING COLLEGES.

AUCKLAND.

Students taking University College Lectures.—The University work has been somewhat disappointing, though students have worked steadily throughout the year. A number entered having, previous to entry to Training College, commenced University work as extra-mural students.

I feel that while it is desirable that the Department should encourage our men teachers, in particular, to gain degrees, it would be a very great advantage if it were made impossible for students to attempt University courses concurrently with Training-college work. We should encourage those students who wish to enter the post-primary or intermediate schools to complete their graduate course before entering the Training College. It would be very interesting to follow up the careers of those students who commence University work in their first year in College and then go into the country for some years. I believe that the majority of these students have only interrupted their two years' training without securing any advantage from University work.

Training for Post-primary Work.—This department of our work has been steadily developing. With the help of Dr. H. B. Wallace it was very greatly strengthened on the modern language side. His resignation unfortunately left us in mid-year in a very difficult position. Next year I hope to have the help of a lecturer well qualified to carry on the language work of this secondary department. With an increasing number of graduate students coming forward it would seem desirable for us to give close attention to the matter of strengthening the College on the secondary side. Our staff, with a modern-language specialist appointed *vice* Dr. Wallace, will be able to give an attractive one-year course leading to post-primary work. We can provide, too, an interesting and valuable course on psychological foundations of the education of the adolescent. There remains the need to provide for adequate teaching practice, well graded and equally carefully supervised. Though I have to record my appreciation of the help given by Seddon Memorial Technical College and by some of the local secondary schools, I must say that the Board and the Department will ultimately require to provide its own practice school for this work. With the advent of the general purposes post-primary school, where attention is being rightly focused on cultural as well as on purely academic work, and with the needs of the intermediate school reflecting upon the College, it would seem that we must go on developing our Department for training teachers for post-primary schools.

Grounds and Equipment.—The College and Normal School grounds are now reaching a stage where it is possible to regard our facilities for athletic work as complete. We are able to provide on our grounds those athletic activities which should find a place in any good school. All our students personally participate in games, reaching a good standard of proficiency. In the College baths we are able to ensure that every outgoing student is able to reach the standard of the bronze medallion of the Royal Life Saving Society.

This year we have laid down at a cost of £20 a first-class cricket-pitch in grass. It is already in use, and has been so successful that we hope to lay down several more next year. Due to the help of the Auckland Cricket Association we have, each week, the valuable services of Mr. Townsend, the Association's coach. This is possible only now that we have a really good grass wicket.

With the generous help of the Education Board and the Department we have steadily pursued our grounds plan until to-day, with facilities for tennis, cricket, hockey, football, basketball, and swimming in our own grounds, the Board may look with confidence to the young teacher leaving College and taking his place in the school and community with gifts of leadership developed in a department of life that is every day becoming more important.

In connection with these extra-curricular activities of College, I must express my indebtedness to members of my staff who generously give up Saturday afternoons and after-college hours during the weeks in order to give their individual help and encouragement to this part of our work.

The Board will be pleased to know that several adjoining schools use the College grounds for their football and cricket games. In the work of coaching and controlling these games, our students give ready help.

Lectures for Relief Workers.—For several years the College staff has provided each week a lunch-period lecture for the relief men who have been at work on our grounds. The lectures have been given on Fridays, from 12.30 to 1 p.m. (in the men's own time), they have been largely attended, practically every man available being in attendance. History, art, literature, agriculture, sociology, geography, travel, international affairs, science, and education have formed our syllabus of study. The interest taken in the lectures and the subsequent discussions by the men have proved conclusively that there has been a fine field for adult education amongst our unemployed people.

Standard of Work.—I have to report that 1935 has marked a year of very successful work. Students have been somewhat older than formerly, due no doubt to the break in the entry of students in 1933-34. The entrants, however, have been conscious that the rigid selection made for 1935 was in the nature of a challenge, to which they have responded with very good results.

CHRISTCHURCH.

Organization.—As very few of the students had had any practical experience in teaching it was found necessary to alter the organization. Previously it was found expedient for Division A students in the first year of training to devote most time to academic studies so as to consolidate knowledge in the various teaching subjects and a comparatively short time to observation and practice in the schools. This year owing to the lack of experience as probationers, students were given approximately half time in the schools and half time in College.

Professional Training.—The aim of allotting not more than one student to a class has been carried out again this year. This procedure has proved very satisfactory. A class teacher cannot be expected to give adequate opportunity for actual teaching to two or more students. To do so would probably be unfair to the pupils as well as to the teacher.

There were four teaching periods for each student in Division A during the year, the periods being generally of four weeks' duration. In the first period through the kindly co-operation of the head teachers each student was given the opportunity of getting a bird's-eye view of the primary-school course. This was achieved by allowing each student to visit, for a week each, an infant class, a junior class, a middle class, and a senior class with access to schemes of work, work-books, and class records, &c.

In subsequent teaching periods a student remained with one class during the four weeks but returned to College each Friday afternoon for discussion of difficulties that had arisen during the week, and for talks on the technique of teaching.

Academic.—The academic courses followed were those prescribed for Teacher's C Certificate, together with those prescribed in the regulations governing training colleges. Full use was made of the permission granted to vary the content of courses as deemed necessary. In each subject special emphasis was laid on the methods of teaching it. In the first term especial attention was paid to the primary-school syllabus, each lecturer reviewing the requirements in his or her subject and discussing how schemes of work might be prepared.

Broadcasting.—Several members of the staff have again taken a full share in broadcasting to schools which was organized with Professor Shelley in charge. The work of Mr. A. J. Campbell, who acted as secretary to the Radio in Schools Committee is worthy of special mention. The Broadcasting Board have agreed to install a microphone in the College to facilitate this work next year.

FINANCIAL TABLES.

14. EDUCATION BOARDS.

TABLE L 1.—RECEIPTS AND BANK BALANCES OF THE SEVERAL EDUCATION BOARDS FOR THE YEAR 1935.

Education Board.	Receipts from Government.										Workshop Account.	Total Receipts.	Cash Balances, 1st January, 1935.		
	Grant for General Purposes.	Teachers' and Relieving-teachers' Salaries and Allowances.	Libraries (Capitation Grant).	Conveyance and Board of Pupils.	Incidental Expenses of Schools.	Training of Teachers.	Manual Instruction.	Technical Instruction.	Public School Buildings (including Rebuilding, Sites, Furniture, &c.)	Rent and Maintenance of School Buildings.				Scholarships, Subsidies and Miscellaneous.	Total from Government.	Receipts from Local Sources.
Auckland	£ 7,882	£ 503,704	£ 588	£ 26,636	£ 32,681	£ 19,030	£ 21,046	£ 10,612	£ 28,328	£ 29,349	£ 2,005	£ 681,861	£ 8,885	£ 690,754	£ 13,267
Taranaki	2,123	92,637	26	5,502	6,340	5,769	4,527	6,531	6,364	6,148	585	124,040	1,620	127,340	4,009
Wanganui	2,410	122,402	250	2,880	8,304	2,762	2,762	674	12,364	6,148	946	159,140	6,071	165,555	7,036
Hawke's Bay	2,402	116,863	221	6,229	7,782	4,847	4,847	..	6,464	5,560	7,113	157,481	2,344	160,422	4,651
Wellington	3,811	188,190	..	4,774	10,823	221	8,489	453	9,179	9,525	1,598	237,063	40,306	277,369	2,545
Nelson	1,485	60,123	86	1,817	3,991	1,603	1,603	..	1,810	2,851	294	74,060	1,132	75,192	1,617
Canterbury	4,469	271,713	212	13,926	17,077	17,009	12,437	41	13,497	13,049	1,345	364,795	21,135	386,579	1,390†
Otago	2,897	149,689	..	7,063	9,625	7,836	7,836	..	5,430	8,350	733	191,623	7,591	199,214	7,228
Southland	1,998	89,697	..	6,172	6,304	3,835	7,227	..	7,227	4,559	682	120,474	3,670	124,412	1,124
Totals	29,477	1,595,018	1,383	74,999	102,927	36,260	68,644	11,780	90,830	83,918	15,301	2,110,537	92,754	2,206,837	40,087

† Overdrawn.

TABLE L 2.—PAYMENTS AND BANK BALANCES OF THE SEVERAL EDUCATION BOARDS FOR THE YEAR 1935.

Education Board.	Payments										Workshop Account.	Total Payments.	Cash Balances, 31st December, 1935.		
	Staff Salaries, Clerical Assistance, Office Contingencies, &c.	Teachers' Salaries and Allowances.	Libraries (Capitation Grants).	Conveyance and Board of Pupils.	Incidental Expenses of Schools.	Training of Teachers.	Manual Instruction.	Technical Instruction.	Public School Buildings (including Rebuilding, Sites, Furniture, &c.)	Rent and Maintenance of School Buildings.				Subsidies, Scholarships, Refunds, and Sundries.	
Auckland	£ 11,371	£ 504,314	£ 950	£ 20,875	£ 32,974	£ 19,492	£ 21,871	£ 11,218	£ 29,744	£ 27,565	£ 7,103	£ 688,078	£ 601	£ 688,078	£ 15,943
Taranaki	3,266	92,650	115	4,108	6,383	5,764	5,764	..	5,368	4,162	614	128,221	5,791	128,221	3,128
Wanganui	3,396	122,467	126	2,594	8,168	2,916	2,916	545	13,257	5,239	3,189	164,285	2,388	164,285	8,306
Hawke's Bay	3,474	117,086	226	6,435	7,842	5,003	5,003	..	5,717	4,926	7,731	161,375	2,935	161,375	3,698
Wellington	7,259	188,670	33	5,070	11,488	176	8,733	456	9,488	9,548	35,228	276,149	..	276,149	3,765
Nelson	1,965	60,154	100	1,729	3,970	1,644	1,644	..	1,979	3,223	473	75,237	..	75,237	1,572
Canterbury	5,709	272,973	327	15,986	17,246	17,114	13,675	49	12,884	10,625	16,063	387,416	5,665	387,416	2,227†
Otago	3,421	149,771	89	7,086	9,665	7,086	7,086	..	6,058	7,323	6,716	202,792	4,551	202,792	3,650
Southland	2,576	89,470	42	5,952	6,263	3,685	3,685	..	5,739	3,834	3,218	122,647	1,868	122,647	2,889
Totals	42,437	1,596,655	2,008	69,835	103,999	36,782	71,403	12,268	90,234	76,445	80,335	2,206,200	23,799	2,206,200	40,724

† Overdrawn.

TABLE L 3.—OFFICE STAFFS OF EDUCATION BOARDS AS AT 31ST DECEMBER, 1935.

Position.	Annual Rate of Salary as at End of Year (to nearest £1).	Position.	Annual Rate of Salary as at End of Year (to nearest £1).
AUCKLAND.			
Secretary and Treasurer, &c...	823	Secretary and Treasurer	762
Accountant	549	Accountant	366
Assistant Secretary	503	Staffs Officer	274
Clerks—1 at £389, 1 at £361, 2 at £325, 2 at £306, 1 at £288, 1 at £247, 1 at £184	2,731	Supplies Officer	260
Clerk-typist	241	Book-keeper	232
Office-boy	115	Shorthand Typists—1 at £212, 3 at £183, 2 at £174, 1 at £154	1,263
Typists—2 at £198, 1 at £154, 1 at £111, 1 at £101, 2 at £72	906	Clerks—2 at £174, 1 at £154	502
		Office Junior	70
<i>Architect's Branch.</i>			
Architect	709	<i>Architect's Branch.</i>	
Assistant Architect	412	Draughtsman-Supervisor	387
Foreman	366	Supervisor	387
Draughtsmen—1 at £312, 1 at £286	598	Shorthand-typists—1 at £222, 1 at £78	300
Typist	198	Draughtsmen—1 at £260, 1 at £208	468
<i>Manual and Technical Branch.</i>			
Clerk	334	Total	5,271
Typist	198	NELSON.	
Total	8,683	Secretary	640
		Accountant	320
		Clerks—2 at £134	268
		Storekeeper, Caretaker, and Attendance Officer	242
		Foreman of Works	333
		Painters—1 at £276, 2 at £229, 1 at £172, 1 at £78	984
		Total	2,787
TARANAKI.			
Secretary	564	CANTERBURY.	
Assistant Secretary	310	Secretary	591
Accountant	366	Assistant Secretary and Accountant	457
Clerks—1 at £204, 1 at £183, 2 at £140, 1 at £42	709	Chief Clerk	376
Caretaker and Storeman	226	Clerks—1 at £285, 2 at £231, 2 at £156, 1 at £134	1,193
Architect	549	Typists—2 at £231, 1 at £204, 1 at £183, 1 at £140, 1 at £91	1,080
Workshop Foreman	333	Draughtsman	392
Truant Officer, &c.	297	Foremen—2 at £411, 1 at £305	1,127
Building Foreman	333	Workshop Clerks—1 at £110, 1 at £107, 1 at £97	314
Total	3,687	Attendance Officers—1 at £156, 1 at £97	253
		Total	5,783
WANGANUI.			
Secretary and Treasurer	591	OTAGO.	
Assistant Secretary and Accountant	484	Secretary and Treasurer	661
Assistant Accountant	316	Chief Clerk	396
Cashier and Clerk	294	Accountant	337
Typist	210	Clerks—1 at £251, 1 at £188, 1 at £115, 1 at £82, 1 at £46	682
Clerk-typists—1 at £124, 1 at £113, 1 at £108	345	Typists—1 at £174, 1 at £121	295
Clerk	113	Architect	484
Buildings Clerk	226	Draughtsmen—1 at £270, 1 at £208	478
Architect	645	Total	3,333
Total	3,224	SOUTHLAND.	
		Secretary	529
HAWKE'S BAY.			
Secretary and Treasurer	663	Accountant	355
Assistant Secretary and Accountant	448	Clerks—Chief £237, 1 at £180, 1 at £81	498
Clerks—1 at £387, 1 at £331, 1 at £200	918	Typists—2 at £174, 1 at £121	469
Typists—1 at £241, 1 at £179	420	Architect	575
Junior Clerk	52	Assistant Architect	242
Architect	457	Janitor	142
Architect's Clerk and Draughtsman	156	Total	2,810
Total	3,114	Grand total	£38,692

TABLE L 4.—COST OF EDUCATION BOARDS' ADMINISTRATION AND OF INCIDENTAL EXPENSES OF SCHOOLS FOR YEAR ENDING 31ST DECEMBER, 1935.

Education Board.	Average Attendance.	Administration.		Incidental Expenses of Schools.	
		Total.*	Per Unit of Average Attendance.	Total.	Per Unit of Average Attendance.
Auckland	57,778	£ 7,619	s. d. 2 8	£ 32,974	s. d. 11 5
Taranaki	10,126	3,015	5 11	6,383	12 7
Wanganui	13,696	2,781	4 1	8,168	11 11
Hawke's Bay	13,508	3,304	4 11	7,842	11 7
Wellington	23,517	5,397	4 7	11,488	9 9
Nelson	5,964	1,852	6 3	3,971	13 4
Canterbury	30,535	5,454	3 7	17,246	11 4
Otago	16,624	3,162	3 10	9,666	11 8
Southland	10,128	2,443	4 10	6,263	12 4
Totals	181,876	35,027	3 10	104,001	11 5

* Excluding buildings and technical classes.

WANGANUI.
STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDING 31ST DECEMBER, 1935.

Name of Account.	Balance, 1st January, 1935.		Income.		Expenditure.		Balance.		As at 31st December, 1935.					
	£	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	115,124	13 4	115,124	13 4	3,345	3 9	..	..	..	..	48	1 4	..
House allowances	3,345	3 9	3,345	3 9	125	15 8	..	..	12	0 5	..	1 10 2	..
School libraries .. .. .	..	..	2,774	15 11	2,777	8 1	..	..	303	10 6	..	717	3 4
Conveyance, &c.	2 12	2	8,336	17 1	8,404	11 0	..	..	11	9 2	..	257	7 1
Grants to School Committees	90	3 10	..	..	..	..	22	9 11	..	..	..	..	..
Teachers' classes	41	9 11	..	..	..	..	41	9 11	..	..	..	..	..
Alexander Bequest	2,634	19 2	107	5 7	93	13 4	2,648	11 5	..	..	..	..	..
Rees Bequest	2,291	8 7	97	2 11	0	15 0	2,387	16 6	..	..	..	..	..
District High School salaries .. .. .	..	..	3,948	12 1	3,948	12 1	..	..	9	15 7	..	49	0 0
Manual instruction .. .. .	..	..	3,162	5 3	3,072	2 8	..	..	351	8 3	..	103	12 6
Technical instruction .. .. .	..	..	644	5 0	644	5 0	..	..	..	..	..	..	..
Unemployed Wages Account .. .. .	..	..	1,811	1 5	1,811	1 5	..	..	..	..	..	..	..
Buildings—Maintenance	154	12 1	7,295	15 10	6,792	15 2	657	12 9	627	11 9	..	578	7 6	
New buildings .. .. .	..	..	13,317	0 7	13,317	0 7	..	..	1,287	9 6	..	560	5 9
Workshop Account	1,796	6 7	4,166	17 3	3,242	7 6	2,720	16 4	1,523	11 4	904	14 0
Sites sales	95	9 3	..	..	..	..	95	9 3	..	..	..	..	..
Contractors' deposits	109	7 0	109	7 0	7	5 0
Wanganui school-sites	*3,977	1 1	737	0 0	706	0 0	*3,946	1 1	..	..	..	†3,980	0 0
Health camp and miscellaneous	42	12 9	98	16 10	63	7 0	78	2 7	..	..	..	9	11 10
<i>General Account</i>	3,393	9 5	165,202	15 6	163,578	18 7	5,017	6 4	2,603	5 2	1,884	5 7	7,216	18 6
	791	16 2	4,245	10 6	4,267	8 4	769	18 4	5	14 3	321	6 10	66	11 1
Grand total	4,185	5 7	169,448	6 0	167,846	6 11	5,787	4 8	2,608	19 5	2,155	12 5	7,283	9 7

* Overdrawn.

† £3,980 represents amount advanced by Department for rent of Wanganui Technical College site and playing fields.

BALANCE-SHEET, 31ST DECEMBER, 1935.

Debit Bank Balances and Moneys owing by Board.		Credit Bank Balances and Moneys due to Board.				
£	s. d.	£	s. d.			
Amounts owing—						
Special accounts	7,216	18 6	Cash at bank on current account ..	2,395	2 6	
General Account	66	11 1	Less unrepresented cheques ..	219	4 5
Credit balances—				Post Office Savings-bank Accounts ..	2,175	18 1
Special accounts	5,017	6 4	Mortgage	1,910	4 4	
General Account	769	18 4	Inscribed stock	1,110	0 0	
			Amounts due—	3,110	0 0	
			Special accounts	4,437	10 9	
			General Account	327	1 1	
				£13,070	14 3	

HAWKE'S BAY.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDING 31ST DECEMBER, 1935.

Name of Account.	AS AT 31st December, 1935.																		
	Balance, 1st January, 1935.			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			109,118	5	7		109,118	5	7						6	1	4		
House allowances			2,962	13	7		2,962	13	7										0
School libraries			225	7	1		225	7	1						13	17	7		33
Conveyance, &c.							6,433	8	6						349	12	10		0
Grants to School Committees							7,782	10	8										78
District High School salaries			4,933	18	11		4,933	18	11										13
Manual instruction			986	7	8		5,211	18	4										13
Technical instruction			7	10	10					953	18	11			370	19	6		9
Rebuilding			342	5	4					7	10	10							5
Buildings—Maintenance			2,534	1	11					422	5	4							
New buildings							6,334	17	8						632	8	1		792
Workshop Account			1,950	4	2		3,177	6	3						989	11	5		50
Sites sales			130	6	9		117	0	0										
Contractors' deposits							330	0	0										305
Voluntary contributions																			79
Outside building works															337	8	2		
Total of special accounts			5,950	16	8		7,063	15	5						2,699	18	11		1,369
<i>General Account</i>			2,227	9	4		4,165	19	3						51	12	6		142
Grand total			8,178	6	0		164,648	19	2						2,751	11	5		1,511
							160,156	4	0						6,377	12	7		2,265
							4,604	17	8						1,788	10	11		862
							164,761	1	8						8,066	3	6		3,128
																			6
																			6
																			1

BALANCE-SHEET, 31ST DECEMBER, 1935.

Debit Bank Balances and Moneys owing by Board.		Credit Bank Balances and Moneys due to Board.	
£	s. d.	£	s. d.
Amounts owing—			
Special accounts	1,369	11	6
General Account	142	3	7
Credit balances—			
Special accounts	6,277	12	7
General Account	1,788	10	11
Cash at bank on current account	1,373	11	1
Less unrepresented cheques	1,314	19	1
Cash in hand			58
Fixed deposits			139
Amounts due—			3,500
Special accounts			4,965
General Account			914
			£9,577
			18
			7

WELLINGTON.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDING 31ST DECEMBER, 1935.

Name of Account.	Balance, 1st January, 1935.			Income.	Expenditure.	Balance.			As at 31st December, 1935.			Amounts owing by Board.	
	1st January, 1935.					Due from Department.			Due from other Sources.				
	£	s.	d.			£	s.	d.	£	s.	d.		£	s.	d.
<i>Special Accounts.</i>													
Accidents to school-children .. .. .	..	..	..	25 0 4	25 0 4	..	..	..	..	..	..	..	..
Advances Account .. .. .	..	..	..	298 5 1	298 5 1	..	..	..	..	..	..	..	..
Akito County Library .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..
Board and conveyance	1 0 5	..	..	..	..	..	..	..	..	..	..	..	..
Chalk and stationery	12 18 5	..	..	5,039 16 5	5,039 16 5	24 14 9	..	601 18 6	..	..	..	550 5 7	
Contractors' deposits .. .. .	..	..	..	120 16 11	109 0 7	..	..	..	..	..	..	330 10 3	
Contributions and subsidies .. .. .	..	..	..	714 4 5	714 4 5	..	..	..	..	..	..	9 6 9	
District High School teachers' salaries .. .. .	..	..	..	70 16 0	70 16 0	..	..	..	..	..	..	1 11 3	
District High School part-time teachers .. .. .	..	..	..	6,428 3 6	6,428 3 6	..	..	..	..	..	..	..
Education Department's trust	87 0 2	..	..	601 19 4	601 19 4	87 0 2	..	..	737 0 8	..	..	821 17 9	
Furniture replacement—	..	..	..	..	..	..	..	..	..	..	..	..	..
Buildings branch	103 19 7	..	..	23 18 11	..	127 18 6	..	..	..	..	..	..	..
General	494 19 6	..	..	123 15 2	18 14 2	600 0 6	..	..	..	..	..	..	..
Hecker Scholarship	32 9 7	..	..	1 12 5	..	34 2 0	..	..	..	..	..	..	..
House allowances .. .. .	..	..	..	4,302 1 11	4,302 1 11	..	..	2 14 6	..	..	..	..	..
Incidental expenses of schools	328 12 7	..	..	10,755 16 11	10,497 8 3	587 1 3	..	..	1,427 0 3	..	..	35 14 0	
Maintenance of—	..	..	..	..	..	..	..	..	..	..	..	..	..
School buildings	764 6 11	..	..	11,759 4 0	9,578 3 1	2,945 7 10	..	..	28 4 8	..	..	376 5 6	
Ground improvements .. .. .	..	..	..	420 13 0	465 6 11	*44 13 11	..	..	..	..	..	16 10 3	
Manual instruction—	..	..	..	..	..	..	..	..	..	..	..	..	..
Conveyance .. .. .	..	..	..	105 18 4	105 18 4	..	..	57 2 8	..	..	..	..	..
General	68 5 3	..	..	2,259 18 11	2,259 18 11	24 6 3	..	104 17 5	..	..	..	14 9 10	
Handwork	43 8 7	..	..	58 5 3	101 13 10	..	..	11 15 6	..	..	..	0 15 9	
Salaries .. .. .	..	..	..	6,082 18 0	6,082 18 0	..	..	1 18 0	..	..	..	..	..
Expenses .. .. .	..	..	..	482 4 6	482 4 6	..	..	36 14 4	..	..	..	..	..
Marlborough Sounds Library	10 19 6	..	..	..	..	10 19 6	..	..	..	..	..	..	..
Motor-cars Replacement Fund	515 8 0	..	..	619 19 4	990 3 10	145 3 6	..	..	..	..	..	..	..
Necessitous children's requisites .. .. .	..	..	..	510 13 11	510 13 11	..	..	18 13 11	..	..	..	..	0 0 5
Office Social Fund	55 9 5	..	..	131 16 7	131 16 7	39 4 8	..	..	..	..	..	..	..
Otaki Health Camp .. .. .	..	..	..	232 3 0	232 3 0	..	..	..	..	..	..	..	..
Primary teachers' salaries .. .. .	..	..	..	177,874 14 11	177,874 14 11	..	..	206 8 10	..	..	..	..	76 2 10
Rebuilding of worn-out schools	469 1 7	..	..	170 11 4	196 19 2	442 13 9	..	..	..	..	..	..	9 6 4
Removal expenses of teachers .. .. .	..	..	..	334 8 6	334 8 6	..	..	..	..	..	..	..	0 0 2
Rents of buildings and sites .. .. .	..	..	..	815 1 11	815 1 11	..	..	112 3 8	..	..	..	..	..
School Committee's Fund .. .. .	..	..	..	78 6 7	78 6 7	..	..	..	..	..	..	..	..
School Committee works .. .. .	..	..	..	215 9 1	215 9 1	..	..	..	..	..	..	..	..
Sites—Sales and purchases	22 14 1	..	..	25,256 13 9	25,256 13 9	10 16 7	..	..	..	..	..	..	..
Special grants—	..	..	..	..	..	..	..	..	..	..	..	..	..
New buildings .. .. .	..	..	..	10,185 11 0	10,185 11 0	..	..	892 0 11	..	..	..	..	1,575 1 1
New sites .. .. .	..	..	..	172 4 5	172 4 5	..	..	38 14 6	..	..	..	..	49 0 7

WELLINGTON—continued.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDING 31ST DECEMBER, 1935—continued.

Name of Account.	As at 31st December, 1935.			Amounts due to Board.			Amounts owing by Board.		
	Balance 1st January, 1935.			Balance.			Due from other Sources.		
	£	s.	d.	£	s.	d.	£	s.	d.
<i>Special Accounts—continued.</i>									
Superannuation .. .. .	..	..	..	..	..	..	..	..	..
Technical instruction—Lower Hutt ..	..	..	..	..	..	..	..	..	..
Training college—caretaker's salary ..	..	..	..	..	..	..	..	..	..
Unemployment Relief Scheme No. 5 ..	..	..	..	..	..	..	..	..	..
Total of special accounts	3,007	2	2	5,038	10	7	2,984	17	11
<i>General Account</i>	490	5	7	*9	4	6	217	19	4
Grand total	3,497	7	9	5,029	6	1	3,202	17	3

* Overdrawn. † Contingent liabilities amounting to £3,276 16s. 5d. have not been taken into account in the amount owing by the Board.

BALANCE-SHEET, 31st DECEMBER, 1935.

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 ..	2,652	0	3			
General Account .. .. .	..	..	..	Less unrepresented cheques ..	236	12	3			
Credit balances—Special accounts ..	..	..	..	Investments—Post Office Savings-bank ..	..	..	2,415	8	0	
Debit balance—General Account ..	..	..	..	Amounts due—						
	9,101	4	1	Special accounts .. .. .	..	..	..	5,108	14	0
	..	..	..	General Account .. .. .	..	..	..	217	19	4
	£9,091	19	7					£9,091	19	7

CANTERBURY.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDING 31ST DECEMBER, 1935.

As at 31st December, 1935.

Name of Account.	Balance, 1st January, 1935.		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 ..	250,169	2 5	474	6 2	250,169	2 5	..	..	209	4 9	..	..
House allowances ..	4,873	4 1	17,247	14 0	4,873	4 1	..	..	..	..	..	3 4 10
School libraries ..	..	..	14,008	2 4	327	6 3	..	..	..	..	..	..
Conveyance, &c. ..	..	..	40	16 7	15,977	18 1	..	..	147	5 1	..	..
Grants to School Committees ..	26	8 1	89	8 8	17,405	12 6	12	9 7	853	13 4	120	15 0
Training colleges ..	..	..	..	..	17,419	11 0	33	10 0	5	5 0	..	..
Teachers' classes ..	50	16 4	..	..	17,153	15 5	50	16 4	109	3 4	8	5 0
Scholarships—Special ..	..	..	..	..	..	..	..	..	..	..	41	9 11
District High School salaries ..	..	..	17,247	14 0	..	..	..	..	..	..	..	..
Manual instruction ..	1,515	13 3	14,008	2 4	14,749	12 11	774	2 8	1,021	11 4	..	..
Technical instruction ..	..	..	40	16 7	24	15 1	16	1 6	..	..	..	..
Rebuilding ..	212	4 9	8	9 8	..	..	220	14 5	..	..	..	..
Buildings—Maintenance ..	834	1 1*	14,978	2 4	14,425	5 9	281	4 6*	2,249	4 2	61	4 1
New buildings ..	..	..	14,520	2 2	14,520	2 2	..	..	1,355	14 7	..	..
Workshop Account ..	3,772	5 8	5,792	1 8	6,078	3 5	3,486	3 11	..	..	3,647	18 7
Sites sales ..	7	15 1	256	4 2	256	4 2	7	15 1	3	0 11	..	..
Contractors' deposits ..	..	..	518	6 0	518	6 0	..	..	..	..	..	..
Jarvie Bequest ..	..	..	..	..	..	..	..	..	..	..	..	..
Subsidies ..	..	..	87	1 11	87	1 11	..	..	..	..	..	..
Unemployment ..	..	..	11,846	6 7	11,846	6 7	..	..	..	..	..	..
Sundry debtors ..	..	..	1,050	17 6	1,050	17 6	..	..	..	..	1,606	17 9
<i>General Account</i> ..	4,751	2 1	386,768	19 10	387,199	12 11	4,320	9 0	5,954	2 6	5,914	2 3
Total of special accounts ..	936	11 11	6,797	17 9	7,358	12 10	375	16 10	..	..	110	0 0
Grand total ..	5,687	14 0	393,566	17 7	394,558	5 9	4,696	5 10	5,954	2 6	6,024	2 3

* Overdrawn.

BALANCE-SHEET, 31ST DECEMBER, 1935.

Debit Bank Balances and Moneys owing by Board.		Credit Bank Balances and Moneys due to Board.		
£	s. d.	£	s. d.	
Debit balance at bank ..	..	..	..
Amounts owing—	..	..	..
Special accounts ..	8,459	6 3	111	8 0
General Account ..	..	..	1,146	3 0
Credit balances—	..	..	..
Special accounts ..	5,026	1 6	4,110	0 0
General Account ..	28	12 11	864	10 9
Total ..	4,320	9 0	11,868	4 9
..	375	16 10	110	0 0
..	£18,210	6 6	£18,210	6 6

OTAGO.
STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDING 31ST DECEMBER, 1935.

Name of Account.	Balance, 1st January, 1935.		Income.	Expenditure.	Balance.	As at 31st December, 1935.		Amounts owing by Board.			
	£	s. d.				£	s. d.	£	s. d.	£	s. d.
	Due from Department.					Due from other Sources.		Due from Department.		Due from other Sources.	
<i>Special Accounts.</i>											
Teachers' salaries	141,667 9 7	141,667 9 7	..	98 0 11	2 6 4	32 13 9	..		
House allowances	1,703 2 4	1,703 2 4	2 0 0	0 0 7	..	519 3 0	..		
School libraries	610 5 11	608 5 11	..	198 15 1	408 3 0	915 13 9	..		
Conveyance, &c.	7,078 6 3	7,078 6 3	..	1,016 14 5	6 11 0	482 14 9	..		
Grants to School Committees	9,633 17 6	9,607 6 1	31 5 2	..	..	..	..
Training College Trust Account	8 10 0	..	228 15 0	..	..	..	..
Teachers' classes	23 6 2	..	..	..	..
Scholarships—Special	19 6 11	20 14 3	478 0 0	..	..	..	..
District High School salaries	6,413 2 7	6,416 12 2	1 7 0	..	..	..	..
Manual instruction	8,626 11 11	8,702 15 6	257 10 3	528 13 1	..	217 5 2	..		
Buildings—Maintenance	11,172 11 6	11,240 17 7	98 10 4	973 0 5	2,341 8 3	118 19 4	..		
New buildings	6,840 13 5	6,840 13 5	..	1,715 10 8	325 5 7	3,384 3 11	..		
Workshop Account	5,042 8 7	4,718 7 8	2,207 13 4	..	4,540 11 2	17 3 3	..		
Contractors' deposits	67 1 6	58 12 0	8 9 6	..	..	2,841 0 9	..		
Other accounts	5,225 0 11	6,659 5 6	2,923 12 1	..	1,158 5 5	..	..
Total of special accounts	204,108 18 11	205,322 8 3	6,260 8 10	4,530 15 2	8,782 10 9	8,528 17 8	..		
<i>General Account</i>	4,344 5 2	4,561 9 2	8,862 7 7	30 5 8	7,004 16 6	346 10 6	..		
Grand total	208,453 4 1	209,883 17 5	15,122 16 5	4,561 0 10	15,787 7 3	8,875 8 2	..		

BALANCE-SHEET, 31ST DECEMBER, 1935.

Debit Bank Balances and Moneys owing by Board.		Credit Bank Balances and Moneys due to Board.	
£	s. d.	£	s. d.
Amounts owing—			
Special accounts	8,528 17 8	Cash at bank on current account	835 17 10
General Account	346 10 6	Less unrepresented cheques	390 10 9
Credit balances—			
Special accounts	6,260 8 10	Fixed deposits	445 7 1
General Account	8,862 7 7	Investments	200 0 0
		Amounts due—	3,004 9 5
		Special accounts	13,313 5 11
		General Account	7,035 2 2
			<u>£23,998 4 7</u>

SOUTH LAND.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDING 31ST DECEMBER, 1935.

Name of Account.	Balance, 1st January, 1935.		Income.	Expenditure.	Balance.		Amounts due to Board.		Amounts owing by Board.
	£ s. d.				£ s. d.		£ s. d.		
	£	s. d.			£	s. d.	£	s. d.		£	s. d.
<i>Special Accounts.</i>									
Teachers' salaries	86,017 3 4	86,017 3 4	..	..	..	..	321 4 7
House allowances	1,547 2 1	1,547 2 1	..	..	..	..	..
School libraries	28 14 8	28 14 8	..	..	..	..	0 0 11
Conveyance, &c.	5,928 5 8	5,928 5 8	..	..	..	..	14 5 5
Grants to School Committees	6,356 10 3	6,250 7 9	287 3 6	..	..	..	..
Teachers' classes	218 3 10	..	218 3 10	..	..	..	..
District High School salaries	2,166 3 6	2,166 3 6	..	..	..	..	..
Manual instruction	4,089 16 10	3,980 13 11	397 9 1	..	..	..	119 2 0
Technical instruction	9 13 4	..	..	..	..
Subsidies	1,123 19 1	1,123 19 1	..	..	..	..	..
Buildings—Maintenance	7,158 3 9	6,960 0 10	770 14 9	..	..	..	115 2 4
New buildings	7,757 0 1	7,757 0 1	..	..	..	..	170 16 7
Workshop Account	4,143 16 1	4,143 16 1	..	..	..	..	1,790 9 3
Sites sales	596 8 6	596 8 6	..	..	..	..	..
Contractors' deposits	177 0 0	177 0 0	..	..	..	..	36 0 0
Boarded-out children	27 4 9	27 4 9	..	..	..	..	..
Free school-books	12 13 5	12 13 5	..	..	..	..	..
Total of special accounts	127,130 2 0	126,716 13 8	1,683 4 6	..	..	..	3,472 0 3
<i>General Account</i>	3,792 11 1	3,815 19 7	1,586 2 1	..	..	..	75 15 8
Grand total	130,922 13 1	130,532 12 3	3,269 6 7	2,857 11 11	1,070 7 10	3,547 15 11	

As at 31st December, 1935.

BALANCE-SHEET, 31ST DECEMBER, 1935.

<i>Debit Bank Balances and Moneys owing by Board.</i>		<i>Credit Bank Balances and Moneys due to Board.</i>	
£ s. d.		£ s. d.	
Amounts owing—			
Special accounts ..	3,472 0 3	Cash at bank on current account ..	2,998 11 10
General Account ..	75 15 8	Less unprinted cheques ..	619 9 1
Credit balances—		Investments ..	2,379 2 9
Special accounts ..	1,683 4 6	Amounts due—	510 0 0
General Account ..	1,586 2 1	Special accounts ..	3,225 7 3
		General Account ..	702 12 6
			<u>£6,817 2 6</u>

15.—SECONDARY, COMBINED, AND TECHNICAL SCHOOLS AND CLASSES.
TABLE M 1.—RECEIPTS OF SECONDARY-SCHOOL BOARDS AND ENDOWED SCHOOLS FOR THE YEAR 1935.

Board.	Endowment Income Account.			Endowment Capital Account.			Buildings and Sites Account.				Lower Department Account.			Hotels Account.			
	Balance, 1st January, 1935.	From Reserves.		Interest, &c.	Balance, 1st January, 1935.	Sales of Endowments.	Balance, 1st January, 1935.	Government Grants and Subsidies.	Voluntary Contributions and Miscellaneous.	Transfers from other Accounts.	Balance, 1st January, 1935.	Fees.	Sundries.	Balance, 1st January, 1935.	Boarding Fees.	Advances to Boarders refunded.	Transfers and Sundries.
		Vested in Boards.	Administered by Land Boards.														
<i>A. Secondary Schools.</i>																	
Whangarei High School	£ 66	231	212	£ 67	357	160	..	.. 16	20	820	..	..	820	2,122	..	380
Auckland Grammar School	8,667	10,489	2,590	461	1,684	160	..	.. 21	1,355	598	..	..	598	3,294	731	991
Thames High School	1,429	609	152	425	..	499*	..	..	75	..	..	..	..	..	..	..
Hamilton High School	310	77	342	..	..	..	..	..	104	181	..	..	181	1,061	90	30
Rotorua High School	..	1,275	155	..	..	..	..	..	133	..	..	..	..	..	..	..
Wanganui Girls' College	1,030	912	406	..	..	..	..	..	538	564	..	..	564	5,225	1,431	100
Palmerston North High School	59	767	..	..	..	25*	..	..	204	242	..	..	242	395	4	41
Gisborne High School	2,111	1,753	..	64	7	..	..	..	5	873	..	..	873	1,513	94	53
Hastings High School	582	691	..	..	..	1*	..	..	5	..	..	..	..	..	..	..
Dannevirke High School	182	..	375	..	..	..	..	..	33	3	..	..	3	454	..	36
Wairarapa High School	232	..	316	..	..	990*	..	..	69	1,838	..	..	1,838	883	56	48
Hutt Valley High School	404	..	541	..	..	..	..	..	26	..	..	..	..	..	..	..
Wellington College	6,964	10,682	2,480	850	54	..	..	..	1,025	4,899*	..	..	1,064	3,598	..	3,064
Marlborough High School	371	..	340	69	..	..	..	..	610	..	..	..	..	..	..	..
Rangiora High School	..	204	..	..	..	..	..	..	164	101	..	..	..	..	..	..
Christchurch Boys' High School	1,151	4,444	..	541	..	..	..	..	3,000	1,524*	..	..	..	303	..	7
Christchurch Girls' High School	278	356	..	16	..	..	..	..	..	..	..	..	..	1,328	..	20
Avonside Girls' High School	..	..	..	..	..	..	..	..	105	..	..	..	..	2,013	..	229
Akaroa High School	2,285	153	..	4	..	..	..	..	..	23	..	..	..	..	..	..
Hokitika High School	142*	100	..	89	70	..	..	..	..	..	..	..	..	..	..	..
Ashburton High School	554	761	656	..	..	..	..	..	25	..	..	..	..	..	..	..
Timaru High School	..	2,074	..	..	..	..	..	..	1,650	..	..	..	..	..	..	..
Waimate High School	596	..	234	..	..	..	..	..	776	..	..	..	..	..	..	..
Waitaki High School	1,339	1,347	350	62	34	..	..	..	495	..	..	..	..	1,595	..	..
Otago High School	4,261	4,005	846	144	..	30	..	..	8,650	..	..	..	..	2,095	196	253
South Otago High School	30	129	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Gore High School	101	147	..	..	..	..	..	..	..	..	..	..	..	638	..	65
Southland High School	..	1,899	371	..	..	..	..	..	200	..	..	..	..	34	8	463
Totals	33,621	42,197	10,513	2,792	2,206	160	7,254*	17,492	15,883	14,884	566	692	33	26,551	2,666	5,780	
<i>B. Endowed Schools.</i>																	
Wanganui Collegiate School†	..	2,428	..	..	..	..	..	..	..	..	..	..	..	13,690	..	..
Christ's College	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals	..	2,428	..	..	..	..	..	..	..	..	..	..	..	13,690	..	..

* Account overdrawn.

† Receipts and Payments Account not available for Wanganui Collegiate School, but Income and Expenditure Account and Balance-sheet are printed on page 84.

TABLE M.1.—RECEIPTS OF SECONDARY-SCHOOL BOARDS AND ENDOWED SCHOOLS FOR THE YEAR 1935—continued.

Board.	General Account.						Manual and Science Instruction Account.				Special Accounts.			
	Balance, 1st January, 1935.	From Government.		Voluntary Contributions.	School Fees.	Sundries.	Transfers from other Accounts.	Balance, 1st January, 1935.	Government Capitation and Grants.	Sundries.	Transfers from other Accounts.	Balance, 1st January, 1935.	Miscellaneous.	Transfers from other Accounts.
		Teachers' Salaries.	Incidental Expenses.												Subsidies.
<i>A. Secondary Schools.</i>														
Whangarei High School	£ 19	£ 8,475	£ 905	£ ..	£ 502	£ 2,644	£ ..	£ 133	£ 28	£ 51	£ ..	£ 1	£ 18	£ ..
Auckland Grammar School	1,882	34,017	6,076	..	..	815	..	224*	466	..	..	109	..	..
Thames High School	152	3,290	451	..	..	3	..	48	28	..	..	328	234	4
Hamilton High School	740	5,925	848	..	48	223	..	..	53	..	..	4	..	..
Rotorua High School	607	3,800	567	..	29	113	..	2*	43	..	..	..	5	..
Wanganui Girls' College	590	2,865	706	..	182	1,454	..	43*	44	9	62	1,505	65	..
Palmerston North High School	488	9,610	1,398	20	79	115	..	103	194	..	..	560	16	..
Gisborne High School	212	4,207	893	..	82	27	..	46*	75	..	..	222	965	..
Hastings High School	288	6,410	959	..	56	317	..	..	86	1	31	..	..	..
Dannevirke High School	195	3,615	578	..	40	9	..	14*	43	..	..	28*	70	..
Wairarapa High School	1,028	4,452	650	..	14	978	..	66	55	..	..	..	..	..
Hutt Valley High School	20	5,455	867	92	29	60	..	110	78	..	..	13	..	..
Wellington College	1,090*	21,885	4,040	..	259	108	..	254	161	95	..	839	2,217	..
Marlborough High School	70*	6,740	871	..	11	184	..	9*	290	..	..	..	..	..
Rangiora High School	88	3,894	505	4	33	591	..	118*	52	..	..	..	..	..
Christchurch Boys' High School	513	9,899	1,266	..	164	139	..	189	..	6	..	..	..	..
Christchurch Girls' High School	632	5,691	961	..	..	148	..	855	97	78	..	..	..	..
Aronside Girls' High School	236	4,320	712	..	4	77	..	89	48	61	..	..	..	..
Akaroa High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Hokitika High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Ashburton High School	577*	3,238	518	..	36	431	..	29*	42	..	..	108	46	..
Timaru High School	1,025*	10,734	1,572	..	133	100	..	108	..	..	..	185	2	..
Waimate High School	70*	2,320	363	..	21	24	..	15	32	..	..	1*	45	..
Waitaki High School	198	10,574	1,485	..	100	2,072	..	194	120	..	..	203*	116	..
Otago High School	4,267	13,470	2,475	39	154	691	..	465	120	..	..	3,164	225	..
South Otago High School	19	3,113	446	24	..	229	..	1*	30	..	..	82	..	4
Gore High School	514	3,825	539	..	56	89	..	44*	32	..	..	986	69	..
Southland High School	528	8,555	1,232	..	137	197	..	158*	78	1	..	..	..	..
Totals	10,384	200,379	31,883	179	2,169	11,838	33,722	1,941	2,175	302	126	7,874	4,097	8
<i>B. Endowed Schools.</i>														
Wanganui Collegiate School†	..	..	..	..	9,315	1,885	7,339	..	..	..	..	..	..	..
Christ's College	350*	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals	350*	..	..	..	9,315	1,885	7,339	..	..	..	..	..	..	..

* Account overdrawn.

† Receipts and Payments Account not available for Wanganui Collegiate School, but Income and Expenditure Account and Balance-sheet are printed on page 84.

TABLE M 2.—PAYMENTS OF SECONDARY-SCHOOL BOARDS AND ENDOWED SCHOOLS FOR THE YEAR 1935.

Board.	Endowments Income Account.			Endowments Capital Account.		Buildings and Sites Account.				Lower Department Account.				
	Office Salaries and Expenses.	Expenditure on Endowments.	Transfers to other Accounts.	Balance, 31st December, 1935.	Purchase of Endowments and Transfers.	Balance, 31st December, 1935.	Expenditure on Buildings, Sites, Furniture, and Apparatus.	Loans repaid.	Interest on Loans and Sundry.	Balance, 31st December, 1935.	Teachers' Salaries.	Incidental Expenses.	Miscellaneous.	Balance, 31st December, 1935.
	£	£	£	£	£	£	£	£	£	£	£	£	£	£
<i>A. Secondary Schools.</i>														
Whangarei High School ..	12	66	197	301	..	357	..	..	20	..	..	..	..	..
Auckland Grammar School ..	456	3,669	9,360	8,723	..	1,844	1,375	..	..	157	..	..	..	..
Thames High School ..	50	70	97	2,398	..	..	363	..	71	465*	..	..	..	..
Hamilton High School ..	..	29	457	..	..	..	104	..	..	..	..	..	..	..
Rotorua High School ..	63	..	1,368	..	..	..	133	..	..	..	..	..	..	..
Wanganui Girls' College ..	49	..	1,309	991	..	..	6	800	32	410	342	..	196	430
Palmerston North High School ..	..	..	374	451	..	..	924	..	9	28*	..	..	..	..
Gisborne High School ..	100	106	2,329	1,392	..	7	159	..	..	73*	203	..	..	25*
Hastings High School ..	..	..	638	635	..	..	252	..	4	86*	..	..	..	..
Dannevirke High School ..	..	..	306	251	..	..	115	..	..	921*	..	..	..	..
Wairarapa High School ..	..	..	88	459	..	..	..	..	..	..	..	..	..	..
Hutt Valley High School ..	..	..	633	313	..	..	1,051	..	..	..	..	..	..	..
Wellington College ..	307	289	15,088	5,292	..	54	1,336	5,548	14,560	4,331*	..	..	..	..
Marlborough High School ..	..	..	447	333	..	..	..	..	..	..	..	..	..	..
Rangiora High School ..	..	..	106	98	..	..	165	100	6	101	..	..	..	..
Christchurch Boys' High School ..	289	93	3,273	2,481	..	..	..	4,000	2,068	1,524*	..	..	..	..
Christchurch Girls' High School ..	22	1	627	..	..	..	..	..	..	..	..	..	..	..
Avonside Girls' High School ..	..	..	355	2,087	..	..	105	..	..	..	..	..	..	..
Akaroa High School ..	14	24	60	51*	..	..	..	..	..	23	..	..	..	..
Hokitika High School ..	46	21	565	579	..	..	50	..	..	..	..	..	..	..
Ashburton High School ..	133	207	1,824	670	..	70	1,735	652	39	..	..	..	..	..
Timaru High School ..	20	..	316	494	..	..	..	..	21	..	..	..	..	..
Waimate High School ..	100	58	2,398	542	..	34	1,009	..	..	14*	..	..	..	..
Waitaki High School ..	237	81	4,724	4,215	..	..	9,060	..	..	51*	..	..	..	..
Otago High School ..	..	..	86	73	..	..	..	..	..	..	..	..	..	..
South Otago High School ..	..	..	101	147	..	..	..	485	764	66*	..	..	..	..
Gore High School ..	76	47	2,147	..	..	..	..	..	..	..	..	..	..	..
Southland High School ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals ..	1,974	4,761	49,273	33,116	..	2,366	18,708	11,585	17,594	6,881*	545	144	196	405
<i>B. Endowed Schools.</i>														
Wanganui Collegiate School†	117	446	1,866	..	..	..	..	..	..	..	..	..	..	..
Christ's College ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals ..	117	446	1,866	..	..	..	..	..	..	..	..	..	..	..

* Account overdrawn.

† Receipts and Payments Account not available for Wanganui Collegiate School, but Income and Expenditure Account and Balance-sheet are printed on page 84.

TABLE M 2.—PAYMENTS OF SECONDARY-SCHOOL BOARDS AND ENDOWED SCHOOLS FOR THE YEAR 1935—continued.

Board.	Hostels Account.		General Account.						Manual and Science Instruction Account.		Special Accounts.	
	Total Payments.	Balance, 31st Dec., 1935.	Teachers' Salaries.	Incidental Expenses.	Maintenance of Buildings, Rent, and Rates.	Sundry.	Transfers to other Accounts.	Balance, 31st Dec., 1935.	Material, &c.	Balance, 31st Dec., 1935.	Total Payments.	Balance, 31st Dec., 1935.
<i>A. Secondary Schools.</i>												
Whangarei High School	£ 2,789	£ 533	£ 8,517	£ 876	£ ..	£ 2,670	£ ..	£ 22*	£ 217	£ 5*	£ 17	£ 2
Auckland Grammar School	4,737	878	43,535	5,551	693	480	..	2,392	799	557*	..	..
Thames High School .. .. .	..	..	3,305	509	26	3	243	163*	98	22*	3	110
Hamilton High School	1,449	88*	6,371	867	112	211	101	556	86	188	188	378
Rotorua High School .. .. .	..	..	4,528	567	15	412	133	828	34	7	9	..
Wanganui Girls' College	6,166	1,154	4,075	972	263	1,028	87	642	116	43*	60	1,510
Palmerston North High School	572	111	9,795	1,299	224	49	28	513	176	121	8	568
Gisborne High School	1,698	835	6,560	932	219	42	..	2*	71	43*	912	275
Hastings High School .. .. .	..	..	7,065	908	56	275	34	329	118	..	..	..
Dannevirke High School	526	32*	3,774	626	124	20	..	200	39	10*	73	31*
Wairarapa High School	1,027	1,798	4,565	631	21	963	94	1,030	94	28	..	13
Hutt Valley High School .. .. .	..	..	5,937	804	228	132	..	54	139	50	..	..
Wellington College	6,146	1,637	29,453	4,001	1,145	143	..	1,432*	532	22*	2,261	795
Marlborough High School .. .. .	..	..	7,169	828	76	182	..	73*	301	21*	..	..
Rangiora High School	404	409*	3,863	415	16	704	..	118	57	123*	..	..
Christchurch Boys' High School	906	541	10,185	1,337	84	117	..	343	77	118	..	..
Christchurch Girls' High School	2,886	905	5,450	844	35	98	..	1,040	221	809	..	..
Avonside Girls' High School .. .. .	..	..	4,330	616	..	110	..	344	121	77	..	..
Akaroa High School	4	1,920*	..	..	..	..	..	..	..	..	..	..
Hokitika High School .. .. .	..	..	3,817	401	20	484	25	515*	46	33*	52	103
Ashburton High School	106	51	11,733	1,576	287	1	..	1,035*	218	110*	2	185
Timaru High School .. .. .	..	..	2,590	414	41	2	..	93*	43	5	7	36
Waimate High School	1,403	1,548	12,066	1,219	..	1,968	..	515	258	64*	129	216*
Waitaki High School	2,428	3,633	17,951	2,563	282	692	..	4,254	170	416	97	3,293
Otago High School .. .. .	..	..	3,187	540	..	214	..	24*	30	1*	1	86
South Otago High School	674	409	4,089	551	..	270	..	214	36	49*	13	1,042
Gore High School	258	..	8,838	1,042	247	127	311	330	71	150*	..	..
Totals	34,179	11,584	232,748	30,889	4,214	11,397	962	10,341	4,168	378	3,832	8,149
<i>B. Endowed Schools.</i>												
Wanganui Collegiate School† .. .. .	..	..	9,348	2,568	2,566	3,673	..	34	..	..	..	..
Christ's College	13,690	..	..	..	..	..	..	..	..	..	..	..
Totals	13,690	..	9,348	2,568	2,566	3,673	..	34	..	..	..	..

* Account overdrawn.

† Receipts and Payments Account not available for Wanganui Collegiate School, but Income and Expenditure Account and Balance-sheet are printed on page 84.

TABLE M 3.—RECEIPTS BY COMBINED SCHOOL BOARDS FOR THE YEAR ENDED 31ST DECEMBER, 1935.

School.	Teachers' Salaries, Full and Part Time.	Incidental Allowances.	Buildings, Sites, and Equipment.		Voluntary Contributions.	Endowment Income.			Hostels.		Fees.		Miscellaneous.	Special.	Total.	Cash Balances, 1st January, 1935.
			New.	Maintenance.		Vested in Boards.	Administered by Land Boards.	Interest, &c.	Lower Department.	Fees.	Other.	Tuition.					Other Material, &c.
New Plymouth	£ 12,307	£ 2,464	£ ..	£ 754	£ ..	£ 1,342	£ 1,021	£ ..	£ 94	£ 7,118	£ 3,123	£ 91	£ 531	£ 3	£ 28,848	£ 3,234
Napier	£ 10,412	£ 2,220	£ ..	£ ..	£ 79	£ 1,827	£ 908	£ 59	£ 8	£ 2,328	£ 378	£ 115	£ 1,723	£ 660	£ 20,929	£ 1,698
Nelson	£ 13,541	£ 2,836	£ ..	£ ..	£ 15	£ 888	£ ..	£ ..	£ 706	£ 10,930	£ 3,943	£ 261	£ 616	£ ..	£ 33,926	£ 5,001
Totals	£ 36,260	£ 7,520	£ ..	£ 754	£ 94	£ 4,057	£ 1,929	£ 59	£ 808	£ 20,436	£ 7,444	£ 467	£ 2,870	£ 663	£ 83,703	£ 9,933

TABLE M 4.—PAYMENTS OF COMBINED SCHOOL BOARDS FOR THE YEAR ENDED 31ST DECEMBER, 1935.

School.	Teachers' Salaries, Full and Part Time.	Incidental Expenses.	Buildings, Sites, and Equipment.		Office Salaries and Expenses.	Caretaking.	Light, Heat, and Water.	Miscellaneous.	Endowment Income.		Lower Department.		Hostel.	Special.	Total.	Cash Balances 31st December, 1935.
			New.	Maintenance.					Office Salaries and Expenses.	Miscellaneous.	Teachers' Salaries.	Incidental Expenses.					Miscellaneous.
New Plymouth	£ 13,392	£ 1,783	£ 1,053	£ 337	£ 337	£ 552	£ 417	£ 138	£ 50	£ 4	£ 72	£ 33	£ 10,414	£ 3	£ 28,585	£ 3,497
Napier	£ 10,608	£ 608	£ 1,322	£ 457	£ 600	£ 409	£ 124	£ 2,925	£ 16	£ 405	£ ..	£ ..	£ 2,805	£ 761	£ 21,045	£ 1,582
Nelson	£ 13,935	£ ..	£ 693	£ 327	£ 428	£ 455	£ 145	£ 2,082	£ 30	£ ..	£ 733	£ ..	£ 13,612	£ ..	£ 32,440	£ 6,487
Totals	£ 37,935	£ 2,391	£ 3,068	£ 1,121	£ 1,365	£ 1,416	£ 686	£ 5,145	£ 96	£ 409	£ 843	£ 26,831	£ 764	£ 82,070	£ 11,566	

TABLE M 5.—BALANCES AND ASSETS AND LIABILITIES OF SECONDARY-SCHOOL AND COMBINED SCHOOL BOARDS AS AT 31ST DECEMBER, 1935.

Board.	Balance, 1st January, 1935.			Assets.			Liabilities.			Balance, 31st December, 1935.																	
	Amounts owing to Board.			Bank Balances and Investments.			Overdrafts and Loans.			Other Liabilities.			Total.														
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.												
<i>A. Secondary Schools.</i>																											
Whangarei High School	1,021	16	8	1,052	13	4	853	7	1	1,906	0	5	445	6	3	970	6	3	935	14	2						
Auckland Grammar School	13,342	7	6	18,694	18	9	2,911	13	6	21,606	12	3	6,178	13	0	7,798	13	0	13,807	19	3						
Thames High School	794	18	7	1,856	19	8	1,164	3	5	3,021	3	1	1,641	10	6	1,641	10	6	1,379	12	7						
Hamilton High School	1,389	12	0	1,088	16	11	326	9	2	1,415	6	1	410	3	3	410	3	3	1,005	2	10						
Rotorua High School	639	9	7	838	14	3	227	9	5	1,066	3	8	309	3	4	598	14	8	467	9	0						
Wanganui Girls' College	5,924	9	5	5,128	17	3	2,539	5	6	7,668	3	9	476	17	11	476	17	11	7,191	4	10						
Palmerston North High School	1,575	10	9	1,269	1	6	854	11	5	2,123	12	11	337	1	5	337	1	5	1,786	11	6						
Gisborne High School	4,092	6	0	2,416	7	1	1,511	13	0	3,276	2	4	928	3	4	928	3	4	2,893	19	0						
Hastings High School	558	14	5	950	19	8	859	15	3	3,276	2	4	382	3	4	382	3	4	534	1	7						
Dannevirke High School	214	16	11	292	15	5	386	7	9	1,462	12	8	760	15	8	760	15	8	137	7	2						
Wairarapa High School	2,318	9	10	2,394	0	10	720	12	2	3,114	13	0	541	16	0	541	16	0	2,853	17	4						
Hutt Valley High School	132	5	7	429	17	2	94	12	4	524	9	6	20,889	11	8	20,889	11	8	524	9	6						
Wellington College	6,692	17	2	38,252	0	0	6,180	17	8	44,432	17	8	390	3	4	390	3	4	23,153	2	8						
Marlborough High School	151	18	2	239	12	5	1,098	19	1	1,338	11	6	1,207	18	0	1,207	18	0	130	13	6						
Rangiora High School	281	11	9	...	...	...	122	19	3	192	19	3	1,236	18	1	1,452	1	3	1,329	2	0			
Christchurch Boys' High School	Dr. 36,096	1	5	1,959	16	10	4,748	8	7	6,708	5	5	73	6	5	37,073	6	5	Dr. 30,365	1	0						
Christchurch Girls' High School	Dr. 3,582	5	2	4,207	4	5	286	9	0	4,493	13	5	179	17	5	4,313	16	0	Dr. 4,313	16	0						
Aronside Girls' High School	390	11	6	421	9	5	79	14	5	501	3	10	0	8	9	500	15	1	338	5	8						
Akaroa High School	529	4	1	189	15	2	148	10	6	338	5	8	...	...	...	338	5	8	...	...	...			
Hokitika High School	3,865	15	11	2,793	18	4	1,203	0	0	3,996	18	4	152	10	5	152	10	5	3,844	7	11						
Ashburton High School	1,202	2	2	1,160	16	10	657	0	0	1,817	16	10	1,679	7	2	1,679	7	2	1,611	10	4						
Timaru High School	2,372	4	11	2,092	3	1	3,271	3	0	5,363	6	1	712	17	5	2,925	11	8	2,437	14	5						
Waimate High School	308	11	2	442	2	5	114	6	5	556	8	10	387	12	9	387	12	9	168	16	1						
Waitaki High School	3,932	3	1	2,345	6	9	2,652	13	4	4,998	0	1	...	...	...	2,010	3	9	2,987	16	4			
Otago High School	16,405	7	2	15,759	8	1	4,326	7	10	20,085	15	11	3,547	17	4	3,547	17	4	16,537	18	7						
South Otago High School	89	0	3	47	16	5	143	11	9	191	8	2	114	19	10	114	19	10	76	8	4						
Gore High School	2,063	11	7	1,779	13	8	188	15	7	1,968	9	3	80	17	1	80	17	1	1,887	12	2						
Southland High School	Dr. 16,838	4	2	113	17	11	1,688	4	2	1,802	2	1	1,705	16	1	17,379	17	5	Dr. 15,577	15	4						
Totals	20,374	12	3	108,219	3	7	38,361	0	7	146,580	4	2	77,768	0	11	26,850	16	5	104,618	17	4	41,961	6	10			
<i>B. Combined Schools.</i>																											
New Plymouth High School	1,399	13	7	3,406	17	5	1,427	5	1	4,834	2	6	1,706	7	5	2,657	2	11	2,176	19	7			
Napier High School	Dr. 23,675	13	8	6,587	4	5	2,010	8	0	8,597	12	5	2,689	0	11	27,644	19	0	Dr. 19,047	6	7			
Nelson College	Dr. 2,736	6	11	3,430	0	0	1,828	15	11	5,258	15	11	5,202	10	1	9,009	0	4	Dr. 3,750	4	5			
Totals	Dr. 25,012	7	0	13,424	1	10	5,266	9	0	18,690	10	10	29,713	3	10	9,597	18	5	39,311	2	3	Dr. 20,620	11	5

TABLE M 6.—INCIDENTAL EXPENSES OF SECONDARY SCHOOLS, 1935.

School.	Total Cost.	Cost per Unit of Roll Number at 1st March, 1935.	School.	Total Cost.	Cost per Unit of Roll Number at 1st March, 1935.
	£	£		£	£
Whangarei High School ..	902·53	2·59	Wellington East Girls' College ..	787·20	1·83
Auckland Grammar School ..	1642·25	1·69	Marlborough High School ..	828·18	2·53
Mount Albert Grammar School ..	884·09	1·38	Rangiora High School ..	399·50	1·74
Auckland Girls' Grammar School ..	1,039·40	2·02	Christchurch Boys' High School ..	1,336·86	1·97
Epsom Girls' Grammar School ..	1,003·63	1·65	Christchurch Girls' High School ..	844·25	1·67
Takapuna Grammar School ..	981·25	1·91	Avonside Girls' High School ..	616·25	1·73
Thames High School ..	509·49	2·52	Ashburton High School ..	400·85	1·65
Hamilton High School ..	867·80	1·98	Timaru Boys' High School ..	867·72	2·01
Rotorua High School ..	567·35	2·94	Timaru Girls' High School ..	708·19	1·94
Wanganui Girls' College ..	695·08	1·95	Waimate High School ..	389·40	2·55
Palmerston North Boys' High School ..	799·36	1·85	Waitaki Boys' High School ..	425·78	1·36
Palmerston North Girls' High School ..	499·24	1·88	Waitaki Girls' High School ..	385·62	1·47
Gisborne High School ..	932·31	2·00	Otago Boys' High School ..	1,578·98	2·09
Hastings High School ..	908·05	1·83	Otago Girls' High School ..	977·01	1·71
Dannevirke High School ..	626·27	2·34	South Otago High School ..	540·09	2·63
Wairarapa High School ..	631·18	2·00	Gore High School ..	551·07	2·19
Hutt Valley High School ..	804·00	1·84	Southland Boys' High School ..	587·61	1·73
Wellington College ..	1,528·42	1·94	Southland Girls' High School ..	454·45	1·89
Rongotai Boys' College ..	840·65	2·52			
Wellington Girls' College ..	845·01	1·72	Totals ..	30,186·37	1·92

TABLE M 7.—RECEIPTS BY CONTROLLING AUTHORITIES OF ALL TECHNICAL, HIGH, AND DAY SCHOOL CLASSES (FULL-TIME, PART-TIME, AND EVENING COURSES) FOR THE YEAR ENDED 31ST DECEMBER, 1935.

Name of School.	Receipts from Government.							Other Receipts.						Total Receipts.		
	Salaries and Allowances (Full-time, Part-time, and Student Teachers).	Incidental Allowances.	Buildings, Sites, Equipment, and Rent.	Maintenance of Buildings.	Subsidies on Voluntary Contributions.	Miscellaneous.	Total Receipts from Government.	Voluntary Contributions.	Fees.		Scholarships.	Miscellaneous.	Transfers from other Accounts.		Hostel Receipts.	Total other Receipts.
									Tuition.	Other— <i>e.g.</i> , Material, Typing.						
Under Education Boards—																
Auckland—																
Small centres	471	..	..	..	..	..	471	..	..	..	..	..	..	..	4	475
Otahuhu	7,909	1,825	407	..	..	..	10,141	..	..	313	..	..	..	..	632	10,773
Wellington—																
Lower Hunt	390	63	..	..	..	..	453	..	53	..	..	..	..	..	54	507
Under High School Boards—																
Whangarei	283	..	..	..	..	..	283	..	..	32	..	..	..	..	32	315
Palmerston North	8,364	1,375	87	26	..	..	9,874	59	499	205	..	243	..	..	1,006	10,880
Gisborne	713	60	10	..	..	..	783	20	118	..	6	..	..	..	144	927
Dannevirke	51	..	..	..	..	..	51	..	19	..	..	..	..	..	19	70
Blenheim	85	4	..	..	..	..	89	..	19	..	8	..	..	..	27	116
Oamaru	180	12	..	16	..	..	208	35	37	4	..	..	..	..	80	288
Gore	36	9	..	..	..	..	45	40	3	..	..	..	..	..	43	88
Under Secondary Education Board—																
Masterton	3,620	845	..	..	..	..	4,465	..	115	..	..	215	..	..	330	4,795
Under Technical School Boards—																
Auckland	21,974	2,790	254	330	..	..	25,385	..	1,480	674	..	4,094	..	..	6,248	31,621
Elam School of Art	2,389	380	95	19	..	..	2,885	..	359	..	..	101	..	..	460	3,345
Hamilton	8,659	1,819	190	..	..	..	10,805	4	178	37	12	425	..	..	656	11,461
Pukekohe	4,264	1,096	164	109	..	..	5,750	..	7	57	..	164	..	..	228	5,978
Hawera	4,937	1,132	128	20	..	..	6,217	7	90	37	..	215	..	..	349	6,566
Stratford	4,729	1,233	59	..	..	..	6,027	..	5	16	..	171	..	..	192	6,219
Wanganui	10,839	2,319	290	142	..	..	13,601	..	224	237	..	712	..	..	3,792	17,393
Feilding	4,571	1,020	19	5	..	..	5,615	..	64	69	13	68	..	..	2,619	9,433
Petone	3,908	863	3,361	13	..	..	8,149	36	130	143	..	106	..	..	415	8,564
Wellington	19,268	2,705	3,888	71	..	..	25,732	12	1,186	521	171	8,343	..	..	10,233	35,965
Westport	2,696	758	10	..	..	..	3,491	30	58	9	42	..	..	..	139	3,630
Greymouth	4,909	1,088	..	90	..	..	6,100	64	57	30	..	403	..	..	1,127	7,227
Christchurch	19,359	3,239	5,913	467	..	..	29,412	634	845	295	..	6,385	..	..	9,346	38,758
Ashburton	4,269	1,029	..	59	..	..	5,396	38	95	35	..	114	..	..	282	5,678
Timaru	4,590	949	331	..	..	..	5,876	33	210	166	..	168	..	..	577	6,453
Kaiaipoi	30	..	..	..	..	..	30	21	20	22	..	..	..	..	63	93
Temuka	11	..	..	..	..	..	11	28	44	..	..	..	..	..	76	87
Dunedin	14,070	2,290	1,847	..	..	..	18,074	69	770	209	74	1,603	..	..	2,725	20,799
Invercargill	9,313	1,790	919	109	..	..	12,171	10	222	50	..	1,953	..	..	2,235	14,406
Under University College Board—																
Canterbury College School of Art	4,918	355	120	..	..	..	5,393	3	693	..	..	286	..	..	982	6,375
Totals	171,805	31,048	17,692	1,476	..	..	222,971	1,143	7,600	3,161	270	26,157	..	7,983	46,314	269,285

TABLE M.8.—PAYMENTS BY CONTROLLING AUTHORITIES OF ALL TECHNICAL, HIGH, AND DAY SCHOOL CLASSES (FULL-TIME, PART-TIME, AND EVENING COURSES) FOR THE YEAR ENDED 31ST DECEMBER, 1935.

Name of School.	Salaries and Allowances (Full-time, Part-time, and Student Teachers).	Sites, Buildings, Equip-ment, and Rent.	Working-expenses.							Total.	Other Expendi-ture.	Transfers to other Accounts.	Hostel Payments.	Total Expendi-ture.	
			Office Salaries.	Office Expenses (including Advertising and Printing).	Material for Class use.	Mainten-ance of Buildings, Grounds, and Equipment.	Caretaking and Cleaning.	Lighting, Heating, and Water.	Miscel-laneous.						
Under Education Boards—															
Auckland—															
Small centres	734				114										848
Otahuhu	8,436	390		39	236					140	22				9,910
Wellington—															
Lower Hutt	389			33	3					8					464
Under High School Boards—															
Whangarei	283			12	4										344
Palmerston North	8,307	143		245	587					143	95				10,266
Gisborne	728				82					35					890
Dannevirke	59				8					5	1				73
Blenheim	86				23					3					112
Oamaru	199			30						21					308
Gore				63	2										65
Under Secondary Education Board—															
Masterion	3,674	305		130	61					135	46				4,921
Under Technical School Boards—															
Auckland	22,091	961		528	238	3,262				411					31,236
Elam School of Art	2,362	276		182	93	150				54	39				3,415
Hamilton	8,555	750		252	137	522				130	60				11,614
Pukekohe	4,272	246		93	118	343				47					6,166
Hawera	4,850	177		101	138	138				106					6,312
Stratford	4,728	126		70	60	84				56					5,974
Wanganui	10,901	479		394	217	570				254	128				17,169
Feilding	4,646	127		96	72	145				130					5,974
Petone	3,984	7,664		153	77	175				75	10				9,261
Wellington	18,603	3,898		720	291	1,040				443	170				31,893
Westport	2,728	22		107	35	148				74	14				3,517
Greymouth	4,964	33		156	101	178				110	31				7,184
Christchurch	19,246	13,472		952	478	1,096				377	349				41,286
Ashburton	4,157	58		144	93	249				77	98				5,509
Timaru	4,747	610		201	117	302				74	26				6,655
Kaiaoi	36			15		22				6	1				95
Temuka	41			25	9	1				3					86
Dunedin	14,072	2,295		641	310	725				354	828				20,710
Invercargill	9,415	855		324	173	543				197	171				13,480
Under University College Board—															
Canterbury College School of Art	4,803	13		407		125				184	44				5,991
Totals	172,096	32,900		6,113	3,073	11,199				3,652	2,153				264,425

TABLE M 9.—STATEMENT OF RECEIPTS AND PAYMENTS BY EDUCATION BOARDS FOR THE YEAR ENDED 31ST DECEMBER, 1935, IN RESPECT OF CLASSES FOR MANUAL INSTRUCTION AND ELEMENTARY HANDWORK.
Receipts.

Education Board.	Receipts from Government.						Other Receipts.					Total Receipts.
	Salaries (Full-time and Part-time).	Conveyance of Instructors and Pupils.	Capitation and Incidental Allowances.	Refunds in connection with Handwork Supplies.	Sites, Buildings, Rent, and Equipment, &c.	Subsidies on Voluntary Contributions.	Total Government Receipts.	Voluntary Contributions.	Sales of Material.	Payments by Pupils for Material.	Miscellaneous.		Total other Receipts.
Auckland	£ 14,375	£ 2,041	£ 4,303	£ 186	£ 140	£ ..	£ 21,045	£ ..	£ 285	£ 534	£ ..	£ 819
Taranaki	3,539	1,130	1,025	..	75	..	5,769	..	15	245	15	275
Wanganui	1,593	624	490	50	3	..	2,760	..	135	43	144	322
Hawke's Bay	3,150	691	928	76	2	..	4,847	..	..	222	93	315
Wellington	6,116	582	1,741	29	..	..	8,468	..	340	..	65	405
Nelson	863	395	249	95	..	..	1,602	..	48	..	61	109
Canterbury	8,531	1,670	2,399	12	186	..	12,798	13	..	446	79	538
Otago	5,104	775	1,489	85	383	..	7,836	8	..	260	144	457
Southland	2,555	408	869	3	..	..	3,835	..	..	158	6	164
Totals	45,826	8,316	13,493	536	789	..	68,960	21	868	1,908	607	3,404

Payments.

Education Board.	Working-expenses.						Total Expenditure.		
	Salaries.	Sites, Buildings, Equipment, and Rent.	Conveyance of Instructors and Pupils.	Office Salaries.	Other Office Expenses.	Class Material and other Incidentals.		Caretaking and Cleaning.	Miscellaneous.	Total Working-expenses.
Auckland	£ 14,435	£ 113	£ 2,204	£ 499	£ 188	£ 4,578	£ 481	£ 60	£ 5,806
Taranaki	3,477	410	1,192	154	18	656	124	..	5,952
Wanganui	1,592	176	629	97	40	419	100	8	3,061
Hawke's Bay	3,205	296	657	200	40	858	..	..	5,256
Wellington	6,100	..	588	366	..	2,042	..	..	9,096
Nelson	863	4	449	70	30	322	5	1	1,744
Canterbury	8,714	588	1,546	483	158	1,793	178	86	13,546
Otago	5,188	830	858	210	90	1,308	52	..	8,536
Southland	2,672	..	409	150	50	564	133	..	3,978
Totals	46,246	2,417	8,532	2,843	843	12,540	1,073	155	73,806

TABLE M 10.—SECONDARY, COMBINED, AND TECHNICAL SCHOOL HOSTELS FOR YEAR 1935.—INCOME AND EXPENDITURE.

Hostel.	Number of Boarders.	Income.		Expenditure.												Profit.		Loss.	
		£	s. d.	General Expenses.	Provisions, &c.	Supervision by Teachers.	Wages, Laundry, and Grounds.	Light, &c.	Repairs and Replacements.	Insurance, Rates, Inter-est, and Rent.	Other Expenses.	Depreciation.	Total.	£	s. d.	£	s. d.		
A. Secondary.																			
Christchurch Boys' ..	32	1,537	4 2	20 8 1	375 11 4	105 17 3	354 19 1	93 5 10	28 16 6	1 14 2	0 5 10	298 17 2	1,279 15 3	257 8 11	..	..	..
Christchurch Girls' ..	48	2,304	19 1	46 9 1	509 0 10	92 15 11	627 5 8	243 15 1	200 18 8	3 6 0	8 18 10	301 3 5	2,033 13 6	271 5 7	..	..	..
Dunedin Boys' ..	12	702	18 11	..	292 19 8	166 1 9	147 14 8	75 1 2	1 19 0	74 18 9	37 18 3	74 19 6	871 12 9	..	..	..	168 13 10
Gisborne Boys' and Girls' ..	31	1,762	7 4	50 0 0	474 5 4	311 6 8	399 11 6	213 12 0	98 12 9	21 11 2	73 6 9	253 0 0	1,895 6 2	..	..	..	132 18 10
Gisborne Girls' ..	14	645	10 0	15 0 0	207 4 2	54 0 0	233 15 10	68 7 4	33 11 10	34 2 0	1 6 6	212 5 0	892 13 1	..	..	..	16 4 0
Gore Boys' and Girls' ..	23	1,086	16 9	80 2 5	318 8 2	162 0 0	261 19 11	66 10 2	60 5 7	256 16 6	42 15 10	30 18 5	1,279 17 0	..	..	..	247 3 1
Mount Albert Grammar Boys' ..	58	3,483	16 1	98 11 0	877 16 5	180 0 0	929 12 1	258 1 8	91 1 9	88 3 9	139 19 0	283 19 3	2,947 4 11	536 11 2	..	..	193 0 3
Otago Boys' ..	42	2,751	9 5	62 0 0	523 14 3	186 4 6	633 14 1	140 16 9	313 14 1	114 9 7	503 11 7	260 10 0	2,738 14 10	12 14 7	..	..	..
Palmerston North Girls' ..	6	501	12 8	13 10 0	145 6 5	92 16 6	140 17 6	57 4 11	48 11 2	16 8 0	17 8 7	158 14 0	690 17 1	..	..	..	189 4 5
Rangiora Boys' and Girls' ..	5	301	13 0	15 0 0	181 9 4	10 0 0	186 8 11	41 1 0	..	1 2 10	3 4 10	70 0 0	508 6 11	..	..	..	206 13 11
Southland Boys' ..	37	150	13 5	1 4 10	676 9 1	229 14 9	702 0 8	157 1 11	84 10 9	178 9 7	45 6 11	127 5 4	330 12 5	..	..	..	179 19 0
Timaru Girls' ..	14	851	12 8	23 3 2	385 12 1	5 5 0	294 14 2	142 17 8	45 9 4	65 13 2	15 13 3	200 0 0	2,216 16 9	9 4 3	..	..	..
Wairarapa Boys' ..	32	1,672	15 3	60 0 0	615 0 2	78 0 0	433 17 5	91 3 9	40 3 10	20 8 10	79 12 5	251 0 0	1,669 6 5	3 8 10	..	..	126 15 2
Wairarapa Girls' ..	84	6,574	1 5	178 4 4	1,626 12 1	287 13 9	1,436 2 3	641 19 5	110 9 6	10 0 0	1,423 2 5	253 15 8	5,967 19 5	606 2 0	..	..	..
Wanganui Boys' ..	60	3,934	12 7	118 17 2	1,368 18 9	330 0 0	948 10 7	339 6 1	47 14 7	2 10 2	77 3 3	629 6 10	3,862 7 5	72 5 2	..	..	..
Wellington Boys' ..	..	286	4 8	29 14 3	37 19 10	..	40 18 2	15 8 9	43 2 3	10 4 5	67 4 7	243 1 1	487 13 4	..	..	..	201 8 8
Wellington Girls' ..	47	2,423	13 11	159 12 0	818 9 4	292 4 7	983 0 1	191 13 1	95 16 11	19 11 10	40 3 4	966 5 0	3,566 16 2	..	..	..	1,143 2 3
Whangarei Boys' and Girls' ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals, A ..	545	33,198	2 41	1,024 19 6	9,434 17 3	2,584 0 8	8,777 3 0	2,842 11 10	1,346 18 0	997 5 3	32,611 9 1	14,615 0 8	34,234 5 3	1,769 0 6	2,805 3 5	..	..
B. Combined.																			
Napier Boys' ..	29	1,849	19 9	113 10 1	663 9 2	280 12 4	517 16 3	172 11 1	37 9 6	7 10 5	33 15 1	150 0 0	1,976 13 11	..	..	..	126 14 2
Napier Girls' ..	13	808	9 11	78 7 4	342 18 11	61 11 1	274 19 8	103 6 6	65 15 7	27 19 9	40 11 9	55 0 0	1,030 10 7	..	..	..	242 0 8
Nelson Boys' ..	145	12,405	3 4	300 0 0	3,137 0 11	394 0 0	2,197 12 0	664 13 1	599 17 8	33 3 11	3,301 16 10	650 0 0	11,278 4 5	1,126 18 11	..	..	..
Nelson Girls' ..	43	3,274	16 4	150 0 0	995 16 11	272 14 0	836 14 9	201 3 5	121 5 1	17 5 7	7,447 5 11	200 0 0	3,242 5 8	32 10 8	..	..	..
New Plymouth Boys' ..	93	6,084	2 5	180 5 0	2,180 13 2	415 16 7	798 6 4	753 11 6	232 12 4	417 10 8	1,019 12 5	..	6,018 8 0	65 14 5	..	..	..
New Plymouth Girls' ..	37	2,436	7 8	70 6 7	793 13 5	434 4 4	502 19 5	237 17 11	63 0 7	26 19 4	157 18 1	..	2,286 19 8	149 8 0	..	..	..
Totals, B ..	360	26,858	19 5	892 9 0	8,113 12 6	1,858 18 4	5,128 8 5	2,133 3 6	1,140 0 9	530 9 8	5,001 0 1	1,055 0 0	25,853 2 3	1,374 12 0	368 14 10	..	..
C. Technical.																			
Christchurch Boys' ..	19	860	15 0	15 0 0	434 8 10	46 0 0	160 14 9	86 13 4	..	8 3 4	46 13 5	170 0 0	967 13 8	..	..	..	106 18 8
Christchurch Girls' ..	12	498	2 10	15 0 0	164 16 11	54 14 0	604 4 10	226 3 0	144 3 10	4 7 8	852 17 2	330 0 0	3,388 16 8	86 18 4	..	..	53 16 7
Feilding Boys' ..	52	3,475	15 0	40 0 0	1,068 17 1	217 3 1	133 8 0	72 6 7	29 14 2	10 7 7	19 2 5	318 15 0	906 11 7	..	..	..	338 16 11
Greymouth Boys' and Girls' ..	10	567	14 8	..	322 17 10	..	..	..	..	..	..	..	..	..	..	..	..
Wanganui Boys' ..	52	2,153	16 7	37 10 0	958 5 6	156 3 7	561 8 10	216 16 11	185 2 7	96 16 4	83 0 9	..	2,295 4 6	..	..	..	141 7 11
Totals, C ..	145	7,536	4 1	107 10 0	2,949 6 2	474 0 8	1,459 16 5	667 2 8	359 0 7	119 14 11	984 19 5	988 15 0	8,110 5 10	86 18 4	641 0 1	..	..

TABLE M.II.—SECONDARY, COMBINED, AND TECHNICAL SCHOOL HOSTELS FOR YEAR 1935.—AVERAGE INCOME AND EXPENDITURE PER BOARDER PER WEEK.

Hostel.	Income.	Expenditure.										Profit.	Loss.	
		General Expenses.	Provisions, &c.	Supervision by Teachers.	Wages, Laundry and Grounds.	Light, Fuel, &c.	Repairs and Replacements.	Insurance Rates, Interest, and Rent.	Other Expenses.	Depreciation.	Total.			
	£ s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	£ s. d.	s. d.	s. d.
A. Secondary.														
Christchurch Boys'	0 18 6	4 6	1 4	4 3	1 2	0 4	0 1	3 7	0 15 5	3 1	3 1	0 15 5	3 1	..
Christchurch Girls'	0 18 6	4 1	0 9	5 0	2 0	1 7	..	2 5	0 16 4	2 2	2 2	0 16 4	2 2	..
Dannevirke Boys'	1 2 6	9 4	5 4	4 9	0 1	0 1	0 1	2 5	1 7 11	..	..	1 7 11	..	5 5
Gisborne Boys' and Girls'	1 1 10	5 11	3 10	4 11	2 8	1 3	0 11	3 2	1 3 6	..	..	1 3 6	..	1 8
Gore Boys' and Girls'	0 17 9	5 8	1 6	6 5	1 11	0 11	0 11	0 11	1 4 6	..	..	1 4 6	..	6 9
Hamilton Girls'	0 18 2	5 4	2 8	4 5	1 1	1 0	4 4	0 9	1 1 5	..	..	1 1 5	..	3 3
Mount Albert Grammar Boys'	1 3 1	5 10	1 2	6 2	1 8	0 7	0 7	4 7	0 19 6	3 7	3 7	0 19 6	3 7	..
Otago Boys'	1 5 2	4 10	1 8	5 10	1 3	2 10	1 1	4 7	1 5 1	0 1	0 1	1 5 1	0 1	..
Palmerston North Girls'	1 12 2	9 4	6 0	9 0	3 8	3 1	1 1	1 1	2 4 3	..	..	2 4 3	..	12 1
Rangiora Boys' and Girls'	1 3 2	13 11	0 9	14 4	3 2	..	0 1	0 3	1 19 1	..	..	1 19 1	..	15 11
Timaru Girls'	1 3 2	7 0	2 5	7 3	1 8	0 11	0 8	0 6	1 3 1	0 1	0 1	1 3 1	0 1	..
Wairarapa Boys'	1 3 5	10 7	0 2	8 1	3 11	0 6	1 10	0 5	1 6 11	..	..	1 6 11	..	3 6
Waitaki Girls'	1 0 1	7 5	0 11	5 3	1 1	0 6	0 3	3 0	1 0 1	..	..	1 0 1	..	..
Wanganui Girls'	1 10 1	7 5	1 4	6 7	2 11	0 6	0 1	6 6	1 7 4	2 9	2 9	1 7 4	2 9	..
Wellington Boys'	1 5 3	8 9	2 1	6 1	2 2	0 4	..	0 6	1 4 9	0 6	0 6	1 4 9	0 6	..
Whangarei Boys' and Girls'	0 19 10	6 8	2 5	8 0	1 7	0 9	0 2	0 4	1 9 2	..	..	1 9 2	..	9 4
Totals, A	1 3 5	6 8	1 10	6 2	2 0	0 11	0 9	1 10	1 4 2	1 3	1 3	1 4 2	1 3	2 0
B. Combined.														
Napier Boys'	1 4 6	8 10	3 9	6 10	2 3	0 6	0 1	0 5	1 6 2	..	..	1 6 2	..	1 8
Napier Girls'	1 3 11	10 2	1 10	8 2	3 1	1 11	0 10	1 2	1 11 1	..	..	1 11 1	..	7 2
Nelson Boys'	1 12 11	8 4	1 0	5 10	1 9	1 7	0 1	8 9	1 9 11	3 0	3 0	1 9 11	3 0	..
Nelson Girls'	1 9 3	8 11	2 5	7 6	1 10	1 1	0 2	4 0	1 9 0	0 3	0 3	1 9 0	0 3	..
New Plymouth Boys'	1 5 2	9 0	1 9	3 4	3 1	1 0	1 9	4 3	1 4 11	0 3	0 3	1 4 11	0 3	..
New Plymouth Girls'	1 5 4	8 3	4 6	5 3	2 5	0 8	0 3	1 8	1 3 9	1 7	1 7	1 3 9	1 7	..
Totals, B	1 8 8	8 8	2 0	5 6	2 3	1 3	0 7	5 4	1 7 7	1 6	1 6	1 7 7	1 6	0 5
C. Technical.														
Christchurch Boys'	0 17 5	8 10	0 11	3 3	1 9	..	0 2	0 11	0 19 7	..	..	0 19 7	..	2 2
Christchurch Girls'	0 15 11	5 3	1 9	..	2 1	..	..	2 8	0 17 8	..	..	0 17 8	..	1 9
Felding Boys'	1 5 9	7 11	1 7	4 6	1 8	1 1	..	5 7	1 5 1	0 8	0 8	1 5 1	0 8	..
Greymouth Boys' and Girls'	1 1 10	12 5	..	5 1	2 9	1 2	0 5	0 9	1 14 10	..	..	1 14 10	..	13 0
Wanganui Boys' and Girls'	0 15 11	7 1	1 2	4 2	1 7	1 5	0 9	0 7	0 17 0	..	..	0 17 0	..	1 1
Totals, C	1 0 1	7 10	1 3	3 11	1 9	0 11	0 4	2 7	1 1 6	0 3	0 3	1 1 6	0 3	1 8

TABLE M 12.—BALANCE-SHEETS OF SECONDARY, COMBINED, AND TECHNICAL HIGH SCHOOL HOSTELS AS AT 31ST DECEMBER, 1935.
Liabilities.

Hostel.	Capital.		Loans.	Depreciation Reserves.	Other Liabilities.	Cash overdrawn.	Accumulated Profits.	Total.
	From Government Grants.	From other Sources.						
	£ s. d.	£ s. d.						
A. Secondary.								
Christchurch Boys'	319 11 6	2,843 9 11	6,655 0 0	2,132 10 2	33 7 7	..	..	11,983 19 2
Christchurch Girls'	4,766 11 2	6,891 3 0	..	2,250 9 0	37 16 0	..	1,991 13 11	15,937 13 1
Dannevirke Boys'	1,464 0 0	..	231 14 0	571 10 0	310 12 0	31 16 6	..	2,609 12 6
Gisborne Boys' and Girls' .. .. .	..	8,403 13 11	..	1,125 1 5	0 11 1	234 18 7	..	9,764 5 0
Gisborne Girls' .. .. .	..	4,235 19 5	..	..	1 16 9	..	..	4,237 16 2
Gore Boys' and Girls'	9,000 0 0	3,348 15 6	1,051 16 0	..	49 7 1	..	..	13,449 18 7
Hamilton Girls' .. .. .	..	..	..	..	214 16 3	87 17 8	..	631 9 6
Mount Albert Grammar Boys' .. .. .	..	9,500 11 3	1,600 0 0	194 1 10	151 14 2	..	4,046 10 3	16,241 2 9
Otago Boys'	9,130 0 0	..	..	3,975 18 4	163 5 6	..	643 5 5	13,912 9 3
Palmerston North Girls'	4,408 0 0	1,135 7 7	..	942 7 1	7 19 1	..	..	5,718 7 7
Rangiora Boys' and Girls'	318 11 9	1,247 8 3	..	167 0 11	33 0 11	424 4 4	..	2,794 6 8
Southland Boys'	1,029 18 0	1,962 3 9	582 2 7	771 1 5	1,623 12 6	..	..	5,704 6 5
Southland Girls' .. .. .	..	..	604 17 1	506 9 7	..	..	..	604 17 1
Timaru Girls'	5,050 0 0	..	1,902 5 4	..	174 19 11	..	3,292 14 4	12,527 2 8
Wairarapa Boys'	22,452 1 9	1,000 0 0	..	2,107 3 1	340 11 0	1 17 3	..	25,724 13 0
Waitaki Girls'	1,500 0 0	6,821 0 11	200 0 0	1,930 3 0	..	..	..	9,985 8 2
Wanganui Girls'	4,796 9 0	8,727 11 0	..	1,414 7 3	..	..	3,547 10 4	17,485 6 9
Wellington Boys' .. .. .	..	36,571 0 2	13,013 8 8	..	413 16 5	..	..	49,655 0 6
Wellington Girls' .. .. .	..	5,956 8 8	5,500 0 0	533 6 0	70 11 8	..	..	11,989 14 8
Whangarei Boys' and Girls'	14,042 16 7	..	525 0 0	7,418 6 6	15 15 10	..	..	22,001 18 11
Totals, A	78,277 19 9	98,644 13 4	31,866 3 8	26,039 15 7	3,643 13 9	780 14 4	13,656 8 0	252,909 8 5
B. Combined.								
Napier Boys'	20,753 2 10	..	..	300 0 0	..	..	716 2 7	21,749 5 5
Napier Girls'	3,576 14 2	..	..	110 0 0	..	206 5 4	..	3,892 19 6
Nelson Boys'	37,300 17 3	17,408 15 6	3,800 0 0	4,210 0 0	333 2 11	..	2,783 8 10	65,836 4 6
Nelson Girls'	8,487 2 7	..	..	1,761 4 0	7 6 6	..	..	10,255 13 1
New Plymouth Boys'	15,472 16 9	5,191 7 9	1,200 0 0	3,724 13 10	170 10 6	..	10,138 1 3	35,897 10 1
New Plymouth Girls'	21,367 2 3	6,885 7 6	..	2,943 1 8	317 8 1	1,975 15 10	511 13 10	33,950 9 2
Totals, B	106,937 15 10	29,435 10 9	5,000 0 0	13,048 19 6	828 8 0	2,182 1 2	14,149 6 6	171,582 1 9
C. Technical.								
Christchurch Boys' .. .. .	..	3,825 0 0	..	738 6 3	23 16 3	2,133 5 1	..	6,720 7 7
Christchurch Girls'	2,700 0 0	4,410 0 0	..	1,060 15 5	32 19 3	..	..	8,203 14 8
Felding Boys'	15,530 1 7	969 10 1	..	2,370 0 0	96 11 3	..	506 11 3	19,472 14 2
Greytown Boys' and Girls'	3,147 6 10	4,638 11 3	..	2,023 4 8	32 13 1	232 11 10	..	10,074 7 8
Wanganui Boys'	35,984 15 0	..	..	..	19 10 1	13 1 11	11 4 5	36,028 11 5
Totals, C	57,362 3 5	13,843 1 4	..	6,192 6 4	205 9 11	2,378 18 10	517 15 8	80,499 15 6

TABLE M 12.—BALANCE-SHEETS OF SECONDARY, COMBINED, AND TECHNICAL HIGH SCHOOL HOSTELS AS AT 31ST DECEMBER, 1935—continued.

Hostel.	Assets.												Total.					
	Hostel Site.	Buildings.	Furniture.	Household Utensils, &c.	Boarding Fees due.	Other Debtors.	Provisions on Hand.	Depreciation Fund Investment.	Other Assets.	Cash.	Net Loss carried forward.	Total.						
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
A. Secondary.																		
Christchurch Boys'	2,632	4	0	5,843	12	0	361	12	1	107	6	8	1,806	7	7	11,983	19	2
Christchurch Girls'	5,440	6	6	6,740	3	8	281	3	8	80	10	0	905	6	3	15,937	13	1
Dannevirke Boys'	500	0	0	1,464	0	0	105	19	1	101	11	7	665	0	5	2,609	12	6
Gisborne Boys' and Girls'	350	0	0	6,623	0	0	603	19	7	273	18	4	1,067	16	6	9,764	5	0
Gisborne Girls'	2,026	2	6	7,891	9	0	351	12	0	154	2	6	409	1	3	4,237	16	2
Gore Boys' and Girls'	5,500	0	0	7,253	8	6	205	8	11	40	6	0	1,663	13	3	13,449	18	7
Hamilton Girls'	1,000	0	0	1,251	7	1	355	1	3	14	13	4	877	14	4	16,241	2	9
Mount Albert Grammar Boys'	250	0	0	9,280	0	0	483	1	0	33	7	6	75	10	0	13,912	9	3
Otago Boys'	1,000	0	0	3,434	15	6	113	0	0	33	7	6	107	4	8	5,718	7	7
Palmerston North Girls'	250	0	0	900	0	0	129	2	2	33	12	6	508	16	7	2,794	6	8
Rangiora Boys' and Girls'	1,000	0	0	3,407	2	11	788	6	11	49	0	0	549	14	4	5,704	6	5
Southland Boys'	628	9	6	6,303	10	0	1,569	17	4	347	2	5	1,907	3	1	12,527	2	8
Southland Girls'	716	11	0	21,297	15	11	1,451	5	9	132	9	2	1,800	0	0	25,724	13	0
Tairāhiti Boys'	1,000	0	0	4,916	13	2	209	7	8	178	18	0	410	9	5	9,935	8	2
Wairarapa Boys'	500	0	0	12,380	0	0	408	4	1	59	8	6	1,545	15	5	17,485	6	9
Waitaki Girls'	5,000	0	0	37,711	0	8	1,896	9	11	145	17	5	250	18	5	49,655	0	6
Wanganui Girls'	5,024	0	5	4,521	19	9	292	10	0	37	4	8	443	6	0	11,989	14	8
Wellington Boys'	15,282	5	5	15,282	5	5	1,614	3	4	240	1	8	532	18	4	22,001	18	11
Wellington Girls'	31,567	13	11	158,862	16	4	4,616	5	6	1,650	7	6	11,278	16	5	252,909	8	5
Whangarei Boys and Girls'	476	2	0	17,411	19	4	2,845	1	6	36	15	0	348	0	8	21,749	5	5
Totals, A	1,370	0	0	1,000	0	0	1,206	14	2	3	0	0	290	5	2	3,892	19	6
B. Combined.																		
Napier Boys'	500	0	0	51,708	5	3	2,023	3	3	372	15	5	5,659	12	9	65,836	4	6
Napier Girls'	1,831	4	0	6,000	0	0	850	5	9	110	0	0	735	10	5	10,255	13	1
Nelson Boys'	5,239	0	0	26,089	9	11	962	6	3	155	13	0	670	0	0	35,897	10	1
Nelson Girls'	9,416	6	0	26,363	18	9	2,531	11	8	60	9	5	1,018	0	8	33,950	9	2
New Plymouth Boys'	1,235	0	0	128,573	13	3	8,141	2	7	738	12	10	976	13	0	171,582	1	9
New Plymouth Girls'	560	0	0	1,983	11	7	92	18	6	14	0	0	2,537	16	4	6,720	7	7
Totals, B	87	10	0	15,653	15	7	1,493	10	3	87	17	11	193	7	2	8,203	14	8
C. Technical.																		
Christchurch Boys'	257	13	6	6,308	16	0	790	11	1	125	11	2	1,745	15	4	10,074	7	8
Christchurch Girls'	250	0	0	33,989	11	10	1,745	3	2	42	6	4	1,016	12	8	36,028	11	5
Fellding Boys'	2,390	3	6	63,786	5	3	1,616	0	5	277	12	9	4,659	17	1	80,499	15	6
Greyhound Boys' and Girls'																		
Wanganui Boys'																		
Totals, C																		

