

1879.

NEW ZEALAND.

EDUCATION.

SECOND ANNUAL REPORT OF THE MINISTER OF EDUCATION.

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

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SIR,—
Office of the Department of Education,
Wellington, 30th June, 1879.
I have the honour, in accordance with the provisions of "The Education Act, 1877," to submit to your Excellency the following report upon the progress and condition of public education in New Zealand during the year ending the 31st day of December, 1878.

I have, &c.,
J. BALLANCE,
Minister of Education.

His Excellency Sir Hercules G. R. Robinson, G.C.M.G.,
Governor of New Zealand.

REPORT.

ALTHOUGH the system of public-school education established by the Act of 1877 came into operation upon the 1st day of January, 1878, yet it was not until four months of the year had elapsed that full effect could be given to several of its more important provisions. The changes which took place in the course of the year in the number and limits of the education districts, and in the constitution of the Education Boards, render it somewhat difficult to present in a complete and perfectly satisfactory manner the whole of the statistical and other information relating to the public schools for the entire year.

EDUCATION DISTRICTS.

The former education districts were conterminous with the provincial districts of the same names, with the exception of the small districts of New Plymouth and Patea, into which the Province of Taranaki had been divided. But by the recent Act numerous changes have been made in the extent and boundaries of the education districts. Small portions of the Provincial Districts of Wellington and Hawke's Bay, within the Counties of East and West Taupo, are now included in the Education District of Auckland. The Counties of Cook and Wairoa, nearly

all of which are in the Auckland Provincial District, are now included in the Education District of Hawke's Bay, to which have been also added another small portion of Auckland Provincial District and two portions of Wellington Provincial District. The Counties of Wanganui, Rangitikei, and Manawatu, in the north-west of Wellington Provincial District, together with Patea County, which is partly in Wellington and partly in Taranaki Provincial District, form the Education District of Wanganui. The Taranaki Education District is conterminous with the County of Taranaki, and includes a small portion of Auckland Provincial District. In the South Island, the Provincial District of Canterbury has been divided into the Education Districts of North Canterbury and South Canterbury, and that of Otago into the Education Districts of Otago and Southland. The County of Kaikoura, in Marlborough, and the Counties of Cheviot and Amuri, in Nelson Provincial District, have been added to the Education District of North Canterbury; and the County of Grey, in the Nelson Provincial District, now forms part of the Education District of Westland. In consequence of these numerous changes, none of the existing education districts correspond in all respects with the former ones. There are now twelve education districts—viz., Auckland, Taranaki, Wanganui, Wellington, Hawke's Bay, Marlborough, Nelson, North Canterbury, South Canterbury, Westland, Otago, and Southland.

EDUCATION BOARDS.

In accordance with the provisions of the Act of 1877, the former Education Boards continued in office until the new Boards were elected under the Act by the School Committees of the respective education districts. The members of the Boards of Auckland, Wanganui, Wellington, and Nelson took office on the 31st day of March, and the members of the eight other Boards a month later. So far, therefore, as the management by Education Boards was concerned the past year may be divided into two periods; the first extending over the three or the four months during which the former Boards continued in office, and the second over the eight or the nine months after the change in the number and boundaries of the education districts had taken effect, and the new Boards constituted by the present Act had entered on their duties.

A very large proportion of the gentlemen who had in past years given their services as members of Education Boards were again elected to the same position by the School Committees, in whom the appointments are now vested. In some districts scarcely any alteration took place in the composition of the new Boards. It was, no doubt, largely owing to this circumstance, and to the retention of most of the Boards' officers, that the change from the former to the present system was satisfactorily effected.

It is provided by the Act that every person, male or female, of full age, resident in the education district, and not specially disqualified, shall be qualified to be a member of the Education Board. The only district in which full advantage was taken of this provision is that of Hawke's Bay, where one lady was elected a member of the Board.

The reports of the several Education Boards, and the general statements of their income and expenditure for the year 1878, are appended. These reports furnish interesting and valuable information respecting the progress and condition of public-school education in the different education districts, and they merit careful perusal.

NUMBER OF SCHOOLS.

The number of public schools reported as having been in operation during the whole or a portion of the year 1878 is 748. A list of the public schools in the several education districts, with a statement of the expenditure on each for the year 1878, and the names, status, and rates of emoluments of the teachers employed in them during the last quarter of the year, is appended (Table No. 7). The following table furnishes information respecting the number of schools in the different districts:—

TABLE A.—NUMBER OF SCHOOLS.

EDUCATION DISTRICTS.	Schools open in the Year 1878.	Total Average Attendance for last Quarter of 1878.	Average Attendance per School in each Education District.	Number of Schools in each Education District in which the Average Attendance for last Quarter of 1878 was										Number of Half-time and Aided Schools included in the preceding.	Number of Small Schools closed.
				Under 15 Pupils.	15 and under 20 Pupils.	20 and under 25 Pupils.	25 and under 50 Pupils.	50 and under 75 Pupils.	75 and under 100 Pupils.	100 and under 150 Pupils.	150 and under 300 Pupils.	300 and under 500 Pupils.	500 Pupils and upwards.		
Auckland ...	193	9,095	47.1	42	30	24	50	15	13	9	6	4	...	36	3
Taranaki ...	25	753	30.1	6	2	2	11	4	...	...	...	...	...	...	2
Wanganui ...	47	2,141	45.5	3	6	9	14	3	5	5	1	...	...	2	1
Wellington...	36	3,374	93.7	...	3	9	6	6	...	5	4	3	...	2	1
Hawke's Bay	32	1,649	51.5	3	1	4	14	6	...	2	2	...	...	4	...
Marlborough	15	776	51.7	2	3	1	4	3	...	1	1	...	...	...	...
Nelson ...	56	2,769	49.5	2	7	6	18	11	5	6	1	...	...	6	2
North Canterbury	109	10,076	92.4	8	6	11	29	19	12	13	6	1	4	3	2
South Canterbury	17	1,877	110.4	...	1	1	8	2	...	1	3	...	1	...	...
Westland ...	36	2,132	59.2	7	6	3	11	3	2	...	2	2	...	2	3
Otago ...	134	13,491	100.7	1	5	8	50	20	12	17	10	7	4	12	...
Southland ...	48	2,506	52.2	2	1	5	28	5	4	...	2	1	...	2	3
Totals for 1878 ...	748	50,639	67.7	76	71	83	243	97	53	59	38	18	9	69	17
Totals for 1877 ...	730	41,773	57.2	96	79	92	200	103	40	46	35	10	7	...	...
Increase ...	18	8,866	10.5	...	...	...	43	...	13	13	3	8	2	...	...
Decrease ...	...	...	...	20	8	9	...	6	...	...	...	...	...	...	...

In the list of schools are included 69 "half-time" and "aided" schools. Thirty-six of these are half-time schools, and are situated in the following districts respectively: Auckland, 30; Wanganui, 2; Wellington, 2; and Westland, 2. These half-time schools are situated in sparsely-settled localities, where the number of children of school age is too small to warrant the establishment of an ordinary public school. The usual course is to place under the charge of the same teacher two of such small schools situated at a convenient distance from each other, on the understanding that the teacher shall divide his time and attention as fairly as possible between the two schools. It does not always happen, however, that two small schools can be established sufficiently near each other to admit of their being placed under the charge of the same teacher; and, besides, it is often extremely difficult to reconcile parents to the idea of having, as they say, "only half of a teacher's time and attention." Some Boards have, consequently, taken advantage of the provisions of section 88 of the Act, which authorizes them to assist small schools "started by private enterprise in outlying districts which it would be premature or inconvenient to constitute school districts." Such schools are designated "aided schools" by the Act, and they probably form the only means by which the advantages of school instruction can be placed within the reach of the children in the remoter districts. Only in one instance does it appear that any Board has yet attempted to meet the difficulty of providing for the education of children in very sparsely-peopled localities by means of "itinerant teachers," as also authorized by section 88. The Auckland Board reports that an itinerant teacher has been appointed for the district of Wairoa North and surrounding localities.

A comparison of Table A with the corresponding summary on page 2 of last year's report shows that a very marked improvement has taken place in the amount of attendance at the smaller schools. The number of schools in which the attendance was less than 15 has been reduced from 96 to 76; while the number with an attendance between 15 and 25 has been reduced from 171 to 154. Along with this, there has been a very large increase in the number of schools with an attendance of 25 and upwards. Column 3 shows that the attendance all over has been raised from an average of about 57.2 to an average of about 67.7 per school.

It may be thought that the increase in the number of schools for the year is not equal to what might have been expected as the result of the passing of the Education Act of 1877. But it must be taken into account that, when the Act came into operation in January, 1878, the Education Boards had not the means at their disposal for the erection of new school buildings at all commensurate with

their increasing requirements, and that it was not until some time had elapsed that the special Parliamentary vote of £100,000 for school-building was distributed amongst them. Besides, the increased attendance at many of the schools already established has rendered the enlargement and improvement of existing buildings a matter of urgent necessity. The Boards' reports, however, show that a number of new schools were approaching completion at the close of 1878; and there is consequently every reason to believe that next year's report will show a very considerable increase in the number of new schools.

The last column of Table A. shows that 17 schools had been closed during the past year. While some of these may have been given up from other causes, many of them have had to be discontinued simply because of the removal from the district of the few families from which the school had drawn its scanty supply of pupils. For example, the stoppage of a saw-mill in a purely bush district almost invariably leads to the closing of the school.

NUMBER OF TEACHERS.

The number of teachers employed on the ordinary staff in the public schools during the last quarter of 1878 is returned at 1,611, being 211 in excess of the number engaged during the corresponding quarter of the previous year. They may be classified as follows: Headmasters, 625; male assistants, 82; male pupil-teachers, 118; head-mistresses, 219; assistant mistresses, 235; and female pupil-teachers, 332. In addition to those on the literary staff may be added 80 work-mistresses or teachers of sewing, whose duties are limited to the giving of lessons to girls in needlework and other industrial branches during a portion of the school time. They are usually employed in schools where the attendance is not sufficient to warrant the engagement, for the whole of the school hours, of a fully-qualified mistress in addition to the master. As already mentioned, full information respecting the teachers employed during the last quarter of 1878 is contained in the Appendix (Table No. 7). The following summary furnishes information respecting the number of teachers employed in the schools of the several education districts. The classification has been carefully made from the returns furnished by the Boards:—

TABLE B.—NUMBER OF TEACHERS.

EDUCATION DISTRICTS.	Number of Teachers employed in the last Quarter of 1878.							8. Average Attend- ance for last Quarter of 1878.	9. Average Number of Pupils per Teacher.	10. Teachers of Sewing not included in the preceding columns.
	Males.			Females.			7. Totals.			
	1. Head Teachers.	2. Assistants.	3. Pupil- Teachers.	4. Head Teachers.	5. Assistants.	6. Pupil Teachers.				
Auckland	157	12	16	28	89	77	379	9,095	24·	33
Taranaki	16	...	8	7	1	4	36	753	21·	...
Wanganui	35	1	1	9	10	15	71	2,141	30·1	...
Wellington	32	6	5	3	24	35	105	3,374	32·1	...
Hawke's Bay	23	...	3	12	5	11	54	1,649	30·5	6
Marlborough	12	1	1	6	3	2	25	776	31·	...
Nelson	31	2	...	25	24	...	82	2,769	33·8	...
North Canterbury	101	17	40	57	41	78	334	10,076	30·1	30
South Canterbury	17	4	7	6	7	18	59	1,877	31·8	4
Westland	29	5	5	7	9	22	77	2,132	27·7	...
Otago	129	30	31	52	20	61	323	13,491	41·8	7
Southland	43	4	1	7	2	9	66	2,506	38·	...
Totals for 1878	625	82	118	219	235	332	1,611	50,639	31·4	80
Totals for 1877	577	71	82	213	236	221	1,400	41,773	29·8	82
Increase	48	11	36	6	...	111	211	8,866	1·6	...
Decrease	...	...	...	...	1	...	...	...	...	2

The large increase in the number of headmasters, as compared with that of head-mistresses and of additional schools established during the year, is mainly owing to the circumstance that a number of the smaller schools which were formerly in charge of mistresses are now placed under masters. The number of pupil-teachers employed at the close of 1878 was 450, of whom 118 were

males and 332 females, showing an increase on the year of no fewer than 147. This points very clearly to the great importance of providing for the thorough education and training of the large number of the youth of the colony who are now preparing for the profession of teaching.

The average number of scholars per teacher over the whole of the schools at the close of the year was 31·4, as compared with 29·8 twelve months previously. This average ranges from 21 in Taranaki District to 41·8 in Otago. The figures in Table A will, to a large extent, account for this very great difference. In a district where most of the schools are very small, the number of teachers must necessarily be large as compared with the number of children under instruction. In Taranaki nearly one-fourth of the schools have an attendance of less than 15 scholars each, and there are only four schools with an attendance of over 50. In Otago, on the other hand, there are very few small schools, and many are so largely attended as to admit of two or more teachers being employed in them. The scholars can therefore be so classified, according to attainments and subjects of study, as to enable one teacher to instruct with success a larger number of pupils than if he were in sole charge of a small school, in which there would necessarily be a number of small classes at different stages of progress.

SCHOOL ATTENDANCE.

Previously to the issuing of the Order in Council regulating the calculation of the attendance at the public schools, the practice followed in regard to the keeping of the school registers and the calculating of the average daily attendance differed widely in the several education districts, and there is reason to believe that in some instances the registers were imperfectly kept, or almost wholly neglected. The uniform attendance-registers and summaries which have been supplied to all the schools, the method of calculating the attendance prescribed by the regulations, and the quarterly returns for each school required under them, greatly facilitate the collection of complete and reliable information of a uniform character respecting school attendance throughout the entire colony. Some of the statements required by the quarterly returns are necessary to enable the Boards to report to the department as to the numbers in attendance; others afford periodical information to the Boards respecting the state of the schools, in such a form as to enable them to judge of the sufficiency or otherwise of the staff employed in each school, and as to the particular section in the school in which the greatest number of pupils is to be found; while other particulars are only actually wanted once a year for the purposes of the Registrar-General's Department. Common experience of the difficulty of getting forms properly filled up justifies the practice of requiring complete returns frequently, in order that those who make them may by habit become expert in making them. Besides, in districts in which there is a frequent change of teachers, it is a wise, and indeed a necessary, precaution to have the more important contents of the school records lodged periodically in the central office of the Board, for it is only in this way that accurate statistics relating to long periods can be obtained. The circular which was issued to Boards with the first supply of return forms (Circular No. 7, 6th June, 1878: Education Report, 1878, p. 114) sets forth very fully the objects contemplated by the regulations.

As the Parliamentary grants for education are paid to Education Boards and to schools almost wholly on the basis of the average daily attendance, it is of the utmost consequence that the school registers and returns should be thoroughly trustworthy. For the perfect accuracy and truthfulness of these registers and returns the department and the Education Boards are almost entirely dependent upon the carefulness and good faith of the teachers, and the attention given to the matter by the School Committees. Apart from the latter, the District Inspector of Schools, over whom the department has no control whatever, is the only person who has an opportunity of examining the school records from time to time, and of checking any neglect or irregularity which may occur.¹

(¹) Since the above was written two Boards have reported the dismissal of teachers by them for falsification of their school registers. The Boards have been informed that the names of the offenders will not be entered in the Lists of Certificated Teachers under the Act. (See Circular No. 31, in the Appendix.)

A return of the whole of the schools in operation during the past year, with an abstract of the enrolments and the average daily attendance, is appended to this report (Table No. 8). The following is a summary of the attendance returns for the several education districts :—

TABLE C.—SCHOOL ATTENDANCE.

EDUCATION DISTRICTS.	On School Roll.				Average Daily Attendance.					
	Number of Scholars belonging at Beginning of Year.	Number admitted during the Year.	Number who attended at all in the course of the Year.	Number belonging at end of Year.	Strict Average.		Working Average.			
					Whole Year.	Fourth Quarter.	Whole Year.	Fourth Quarter.		
								Males.	Females.	Totals.
Auckland	10,917	4,078	14,995	11,928	8,392	8,855	8,672	5,020	4,075	9,095
Taranaki	636	851	1,487	1,016	655	692	698	419	334	753
Wanganui	1,658	2,031	3,689	2,729	1,858	2,097	1,895	1,176	965	2,141
Wellington	3,130	3,796	6,926	4,645	3,114	3,263	3,222	1,925	1,449	3,374
Hawke's Bay	1,281	1,848	3,129	2,008	1,490	1,604	1,526	896	753	1,649
Marlborough	765	559	1,324	1,014	730	753	749	421	355	776
Nelson	2,839	1,574	4,413	3,507	2,521	2,712	2,585	1,446	1,323	2,769
North Canterbury	11,144	8,570	19,714	13,636	8,264	9,943	9,597	5,330	4,746	10,076
South Canterbury	2,064	1,139	3,203	2,666	1,679	1,816	1,754	1,005	872	1,877
Westland	2,701	1,021	3,722	2,689	2,108	2,068	2,129	1,108	1,024	2,132
Otago	10,800	10,517	21,317	16,078	12,320	13,166	12,619	7,046	6,445	13,491
Southland	2,914	1,141	4,055	3,124	2,390	2,466	2,550	1,299	1,207	2,506
Totals for 1878	50,849	37,125	87,974	65,040	45,521	49,435	47,996	27,091	23,548	50,639
Totals for 1877	...	...	71,951	55,688	...	...	40,837	...	...	41,773
Increase	...	...	16,023	9,352	...	...	7,159	...	...	8,866

The regulations provide that the average daily attendance shall be ascertained by dividing the total number of morning and afternoon attendances, taken together, by the total number of times (morning and afternoon reckoned separately) that the school has been open during the period for which the computation is made; but, in order that the capitation allowance may not be unduly affected by bad weather, epidemics, or any unusual occurrence, a second computation is to be made by throwing out of account the mornings and the afternoons on which the attendance has been less than one-half of the number of children then belonging to the school. The result of this second computation is named the “working average,” and upon it the payments to Boards are based. The “strict average” and the “working average” are both given in the foregoing summary; the difference between them being 2,475 for the entire year, and 1,204 for the last quarter. The smaller excess in the working average for the fourth quarter is to be accounted for by the fact that at this season of the year school attendance is usually at its best, and that consequently there are fewer days on which the attendance is so small as to render the second computation necessary. It is the working average which is referred to in other parts of this report where the average daily attendance is mentioned.

The returns show an increase of 7,159 on the average daily attendance for the whole of the year, and of 8,866 for the fourth quarter, as compared with the corresponding periods of 1877. The increase in the total number of scholars entered on the school rolls for the year is 16,023, the enrolments for 1877 and 1878 having been 71,951 and 87,974 respectively. The number belonging to the schools at the close of 1878 was 65,040, as compared with 55,688 twelve months previously, showing an increase of 9,351. The percentage of average attendance to the total number of enrolments for the year is about 54·6. The percentage for the previous year was about 56·8. But very little, if any, reliance can be placed on the number of recorded enrolments for the year, because even for the short period of one quarter the number of scholars who have been enrolled and who have attended at all is found, in ordinary circumstances, to be higher than the number belonging to the school at any one time, and this is much more the case as regards so long a period as a year. It is well known, and it has now become a cause of complaint on the part of the teachers, that many children, especially in towns, change from one school to another in the course of a single year. The

names of such children must therefore be entered on two or more school rolls, and consequently the aggregate number of enrolments in the colony for the year must be regarded as greatly in excess of the number of different children who have actually been in attendance at school, even for the briefest period. It would be well if some method could be devised for checking the excessively frequent changing of children from school to school in the larger towns,—a practice which seems to be greatly on the increase. The form of attendance return now required by the regulations renders necessary the frequent and careful revision of the school roll, and the removal from it of all useless names; and thus the means is readily afforded of comparing the average attendance with the number actually belonging to each school for the same period. Thus the returns for 1878 give nearly 77·9 as the percentage of average attendance to the number belonging to the schools during the last quarter of the year. The corresponding percentage for the last quarter of 1877 was about 75.

Although it is obviously very necessary that the average daily attendance should be made the basis of payments to Boards and to schools, yet the fact should not be overlooked that the average daily attendance does not in itself represent the full number of children who may be deriving advantage from the public schools, for the attendance of many children, owing frequently to circumstances beyond their control, is somewhat irregular, and yet they may be receiving much benefit from their attendance, broken though it may be.

PROPORTION OF ATTENDANCE TO POPULATION.

The following table, compiled from the Registrar-General's returns, shows the number of children who were returned by householders as attending day schools, or as receiving tuition at home, when the Census was taken in March, 1878. The number of children between the ages of five and fifteen years at the same date is also shown, as well as the number returned as attending Sunday schools:—

TABLE D.—NUMBER of CHILDREN returned as Attending SCHOOL, or as receiving Tuition at Home, March, 1878.
(Compiled from Census Results just published.)

EDUCATION DISTRICTS.	At Public Day Schools.	At Private Day Schools.	Receiving Tui- tion at Home.	Total of the three preceding Columns.	Number of Child- ren between 5 and 15 at same date.	Attending Sun- day School.
Auckland	11,559	4,511	2,167	18,237	21,106	13,307
Taranaki	830	344	214	1,388	1,790	1,046
Wanganui	2,273	764	609	3,646	4,652	1,826
Wellington	4,612	1,721	896	7,229	8,505	4,999
Hawke's Bay	1,776	898	551	3,225	4,375	2,366
Marlborough	898	232	190	1,320	1,768	726
Nelson	2,695	505	619	3,819	4,616	2,688
North Canterbury	13,398	2,040	1,205	16,643	19,771	12,884
South Canterbury	2,527	221	348	3,096	4,089	2,231
Westland	4,123	500	373	4,996	5,139	3,386
Otago	15,378	2,336	1,755	19,469	23,560	14,553
Southland	2,797	539	757	4,093	5,837	2,261
Totals	62,866	14,611	9,684	87,161	105,208	62,253

Although the foregoing table may prove interesting, yet it cannot be regarded as of much practical value. A comparison of the number of children reported as attending school or receiving tuition at home with the number between the ages of five and fifteen would mislead, because a considerable number of children under five and over fifteen years are known to attend the public or the private schools, while on the other hand many boys and girls leave school, fairly educated in some instances, before they reach fifteen years. The compulsory-attendance provisions of the Education Act fix thirteen years as the age up to which children may be compelled to attend school. It is evident that the number returned as "receiving tuition at home" is misleading, for it is well known that, except in families in which a tutor or a governess is engaged, home tuition, if imparted at all, is necessarily in most cases of a very indifferent character.

AGES OF THE SCHOLARS.

Appended to this report is a table showing the ages of the scholars of both sexes belonging to the schools in the several education districts during the quarter ending 31st December, 1878 (Table No. 5). The following is a summary of the ages for the entire colony :—

TABLE E.—AGES OF SCHOLARS.

Ages.	Boys.	Girls.	Total.	Percentage.
Under five years	904	872	1,776	2·72
Five and under seven years	7,499	6,751	14,250	21·80
Seven and under ten years	12,623	11,381	24,004	36·72
Ten and under thirteen years	9,936	8,935	18,871	28·87
Thirteen and under fifteen years	2,772	2,674	5,446	8·32
Over fifteen years	415	604	1,019	1·56
Totals	34,149	31,217	65,366	100

INCOME AND EXPENDITURE OF EDUCATION BOARDS.

In addition to the statutory grant of £3 15s. per annum for every child in average daily attendance at the public schools, the General Assembly last year made provision for the following purposes :—

(1.) For grants to Boards at the rate of 10s. per annum for every child in average daily attendance, for distribution amongst the School Committees for local educational purposes. It is required by Order in Council that the whole amount of such grants shall be paid to the School Committees according to a pre-determined scale, based upon the average daily attendance at the schools respectively under their charge, and shall form a portion of the school fund to be disbursed by the Committees in terms of the Act.

(2.) For grants to Boards, at the rate of 1s. 6d. for each child in average daily attendance, for the support of scholarships established by them under the provisions of the Act, being the special and only funds out of grants from the consolidated revenue applicable to this purpose.

(3.) For the distribution amongst Boards of the sum of £4,000 by way of subsidy, with a view to aid and encourage them to make sufficient provision for the efficient inspection of the public schools.

(4.) For grants to Boards for the training of teachers. The amount voted for this purpose was £7,000.

(5.) For a special grant of £100,000 for school-buildings.

The ordinary grants are paid to the Boards monthly in strict accordance with the ascertained average attendance of the preceding three months, as shown by the summary statements of the quarterly attendance returns furnished by them in terms of the Order in Council of 28th May, 1878. A general statement of the income and expenditure of each Board for the year 1878 follows its report. Tables Nos. 1 and 2 in the Appendix contain summaries of the Boards' accounts. The following are the totals of the principal heads of the Boards' receipts :—

	£	s.	d.
Balances on 1st January, 1878	27,417	3	11
Parliamentary grants—Ordinary	£216,666	4	0
" " Buildings	101,257	2	11
	317,923	6	11
Education reserves	8,862	3	9
Local payments (arrears of fees and rates, and sundry receipts)	10,650	16	1
Overdrafts, 31st December, 1878	3,432	5	4
Total receipts for year	£368,285	16	0
Deduct balances and overdrafts	30,849	9	3
Net income for year	£337,436	6	9

The comparatively large sum of £45,944 9s. 4d. was received by the Education Boards in 1877 from local sources such as school fees, capitation rates;

arrears of household and other rates, &c.; but all or nearly all such sources of revenue have been extinguished by the Act of 1877, and the local receipts were consequently reduced last year to £10,650 16s. 1d. Only about one-half of this amount can be regarded strictly as revenue, the remainder being made up of deposits, refunds, &c. The grants from Government during the past year show an increase of £113,718 3s. 7d. over those of 1877, owing to the maintenance of the public schools being now almost wholly thrown upon the colonial revenue, and to the larger attendance at the schools. The special vote for school buildings was also increased from £50,000 to £100,000.

The decrease in the amount of receipts from education reserves for last year has been owing to the appropriation by the General Assembly of one-fourth of the reserves revenue to the promotion of secondary education, and to the circumstance that the School Commissioners in some instances did not pay over the available proceeds to Boards before the close of the year.

The following are the totals of the chief heads of expenditure by the Boards for the year 1878:—

	£	s.	d.
Liabilities on 1st January, 1878	4,065	14	11
Expenses of management by Boards	10,225	12	2
Inspection of schools and teachers' examinations	6,142	14	5
Maintenance: Teachers' salaries and allowances, grants to Committees, scholarships, training of teachers, insurance, &c. ...	191,499	15	5
School buildings	90,491	17	9
Refunds, and sundry extraordinary payments	4,254	2	1
Total expenditure for year	£306,679	16	9
Balances in hand, 31st December, 1878	61,605	19	3
	£368,285	16	0

Table No. 3 of the Appendix furnishes a detailed statement of the expenditure of the different Boards on management and on school inspection, including teachers' examinations, for the past year. The following summary shows the cost per scholar in the different education districts for Boards' management, school inspection, and teachers' examinations, maintenance of schools, and school buildings respectively, based on the average daily attendance for the year. As the amount (£4,254 2s. 1d.) of sundry unclassified payments, which are almost wholly on account of refunds, advances, interest, &c., cannot be properly regarded as ordinary expenditure, it has not been included in the computation. The balances have also been thrown out:—

TABLE F.—EXPENDITURE PER SCHOLAR.

EDUCATION DISTRICTS.	Number of Months in operation.	Average Daily Attendance for 1878.	Cost per Scholar for the Year 1878, based on the Average Daily Attendance.				
			For Management.	For School Inspection and Teachers' Examinations.	Maintenance of Schools.	School Buildings.	Totals.
			£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Auckland	12	*8,888	0 6 2	0 1 10	4 0 0 $\frac{3}{4}$	2 13 0 $\frac{1}{4}$	7 1 1
Taranaki	12	698	0 9 10 $\frac{3}{4}$	0 2 10 $\frac{1}{2}$	3 10 4 $\frac{3}{4}$	1 19 7	6 2 9
Wanganui	9	1,895	0 7 11	0 4 4	4 4 2	3 5 10 $\frac{1}{4}$	8 2 3 $\frac{1}{2}$
Wellington	12	3,222	0 5 0 $\frac{1}{2}$	0 2 6 $\frac{1}{2}$	4 3 5	1 18 0 $\frac{1}{4}$	6 9 0 $\frac{1}{2}$
Hawke's Bay	12	1,526	0 7 8 $\frac{3}{4}$	0 6 9 $\frac{1}{2}$	4 1 4 $\frac{1}{4}$	1 15 11	6 11 9 $\frac{1}{2}$
Marlborough	12	749	0 4 0 $\frac{1}{2}$	0 2 8 $\frac{1}{2}$	4 10 1 $\frac{1}{2}$	2 16 5 $\frac{1}{2}$	7 13 3 $\frac{3}{4}$
Nelson	12	2,585	0 5 0 $\frac{1}{2}$	0 2 7	4 0 9	1 4 7 $\frac{1}{2}$	5 12 11 $\frac{1}{2}$
North Canterbury	12	9,597	0 3 5 $\frac{3}{4}$	0 2 8 $\frac{1}{4}$	4 10 7 $\frac{1}{4}$	2 3 5 $\frac{1}{2}$	7 0 2 $\frac{1}{2}$
South Canterbury	8	1,754	0 6 6	0 2 8 $\frac{1}{4}$	3 14 11 $\frac{1}{4}$	2 11 9 $\frac{3}{4}$	6 15 11 $\frac{1}{4}$
Westland	12	2,129	0 7 7 $\frac{1}{2}$	0 6 2 $\frac{1}{2}$	5 6 0	4 10 5	10 10 2 $\frac{1}{2}$
Otago	12	12,619	0 1 9 $\frac{3}{4}$	0 2 0 $\frac{1}{2}$	3 15 9 $\frac{3}{4}$	0 17 7 $\frac{1}{2}$	4 17 3 $\frac{1}{2}$
Southland	8	2,550	0 4 0	0 2 0 $\frac{1}{2}$	4 2 9	1 4 7 $\frac{1}{2}$	5 13 4 $\frac{1}{2}$
For the colony	...	*48,212	0 4 2 $\frac{3}{4}$	0 2 6 $\frac{3}{4}$	3 19 5 $\frac{1}{4}$	1 17 6 $\frac{1}{4}$	6 3 9

* Including 216 pupils of Girls' High School and training classes.

The rate of expenditure per scholar for management ranges from 1s. 9 $\frac{3}{4}$ d. in Otago to 9s. 10 $\frac{3}{4}$ d. in Taranaki. It was to be expected that, as a rule, the rate for management and for most other purposes would be proportionately higher in

the smaller and more sparsely settled districts, such as Taranaki, with a total average attendance of only 698, spread over a number of very small schools, than in a large and populous district, such as that of Otago, having an average attendance of 12,619, and a considerable number of very large schools. The same rule would to some extent apply to larger districts than Taranaki. Auckland had only about two-thirds of the average attendance of Otago last year; and yet, owing to the greater sparseness of the population, the number of schools and teachers in the former was 193 and 379 respectively, as compared with 134 and 323 in the latter (*see* Tables A and B). The returns furnished by the Boards show, however, that in several instances the rates of expenditure per scholar for management do not follow any such rule, and that the business of some Boards has been less economically managed than that of others during the past year as regards not only the office staff, but such contingencies as law charges, printing, advertising, stationery, and miscellaneous payments.

It must be taken into account, however, that the administration of educational affairs by the Boards during the past year was in a somewhat unsettled condition, owing to the changes made by the Act of 1877 in the number and extent of the education districts, the constitution of the Boards, and other particulars. It has therefore been deemed advisable to obtain from each of the Boards a return showing the number, position, and emoluments of the officers, other than teachers of schools, employed by it at the present time (June, 1879). The information thus obtained is shown in Table No. 4, in the Appendix.

SUBJECTS OF INSTRUCTION.

The following table shows the number of scholars returned by the different Boards as learning the several subjects of instruction specified in section 84 of the Act, during the last quarter of 1878:—

TABLE G.—SUBJECTS OF INSTRUCTION.

EDUCATION DISTRICTS.	Total Attendance.	Reading.	Writing.	Arithmetic.	English Grammar and Composition.	Geography.	History.	Elementary Science.	Drawing.	Object-lessons.	Vocal Music.	Needlework.	Domestic Economy.
Auckland ...	12,204	12,204	11,742	11,679	7,193	8,705	4,562	2,827	5,514	9,521	7,196	3,689	1,196
Taranaki ...	1,016	1,016	963	918	426	565	378	...	...	...	...	...	...
Wanganui ...	2,708	2,708	2,462	2,439	1,418	1,496	790	284	620	1,981	752	531	229
Wellington ...	4,697	4,697	4,507	4,372	2,232	2,529	1,413	606	1,267	3,996	2,127	799	38
Hawke's Bay ...	1,985	1,985	1,778	1,658	722	869	425	259	441	615	516	506	95
Marlborough ...	1,015	1,015	977	946	569	617	313	207	234	505	373	200	117
Nelson ...	3,570	3,570	3,006	2,764	1,329	1,463	774	138	206	221	115	733	...
North Canterbury ...	13,647	13,647	13,019	12,625	6,237	6,695	4,734	1,691	5,219	9,180	8,674	5,103	1,163
South Canterbury ...	2,666	2,666	2,627	3,582	1,010	1,027	725	370	453	997	1,319	484	204
Westland ...	2,704	2,704	2,434	2,358	1,153	1,252	493	3	28	878	1,220	496	...
Otago ...	16,078	16,078	12,960	12,924	7,834	7,900	1,600	1,302	5,427	7,527	10,383	3,787	197
Southland ...	3,076	3,076	2,459	2,416	1,680	1,746	529	208	618	908	577	692	65
Totals ...	65,366	65,366	58,933	58,681	31,803	34,864	16,736	7,895	20,027	36,329	33,252	17,020	3,304

SCHOOL BUILDINGS.

Information respecting the grants received by the several Boards out of the special vote for school buildings, and the amounts expended by them, during the past year, is furnished in Tables 1 and 2 of the Appendix. The total receipts amounted to £101,257 2s. 11d., and the expenditure to £90,491 17s. 9d.; the difference between these sums arising from the circumstance that moneys advanced to Boards in December had not been all paid before the close of the year. Table 7 of the Appendix shows the amounts expended on school buildings and furniture during the year within each of the school districts. Other particulars with regard to the expenditure on school buildings are given in the general statements of accounts attached to the Boards' annual reports, published in the Appendix. These accounts show that a considerable proportion of the moneys expended during 1878 was on account of the enlargement, completion, and improvement of existing buildings. There is reason to believe that the returns for the current year will show that a comparatively large number of new schools has been opened within the year.

Table No. 8 contains information respecting the number of teachers' or custodians' houses in the different districts, and the number of square feet of floor-space in the several schools and class-rooms. The returns under these two heads show that some of the education districts are very much better supplied than others as regards both teachers' residences and school buildings. In the Auckland District there were at the close of the year 193 different schools and only 58 residences. The following particulars respecting the schools have been supplied by the Auckland Board: Number of schools held in churches or church-buildings, 28; in public halls, 13; in houses or rooms usually rented, 25. In the South Island, except in the Westland District, there are comparatively few schools which are not provided with a residence.

In addition to the ordinary education grants, the General Assembly passed a special vote of £50,000 for school buildings for the financial year 1877-78. But in consequence of the strong representations made by Boards as to the very great deficiency of school accommodation, the sum of £100,000 was voted for the financial year now ending. With a view to enable the several Boards to provide somewhat adequately for the greatly increasing attendance at the public schools, the following clause was inserted in "The Immigration and Public Works Appropriation Act, 1878:"—"The Minister for Education may authorize Education Boards to enter into contracts for the erection of school buildings involving an expenditure not exceeding in all two hundred thousand pounds, inclusive of the sum of one hundred thousand pounds appropriated for such purposes by this Act, and in anticipation of a like sum to be voted by the General Assembly for the financial year commencing on the first day of July, one thousand eight hundred and seventy-nine." The amount (£100,000) voted for the current financial year has been distributed, after very careful consideration of the wants, so far as they could be ascertained, of the different education districts. The apportionment was based as far as possible upon the Boards' own returns as to the extent of additional accommodation needed, and such other reliable information as could be obtained; the relative population, school attendance, and other circumstances being also taken into consideration to some extent. The following are the sums granted to the several Boards: Auckland, £18,000; Taranaki, £2,500; Hawke's Bay, £7,500; Wanganui, £5,000; Wellington, £8,000; Marlborough, £2,500; Nelson, £5,000; Westland, £6,500; North Canterbury, £15,000; South Canterbury, £6,000; Otago, £19,000; and Southland, £5,000: total, £100,000. In order to relieve the Westland Board from serious financial embarrassment, it was found absolutely necessary to advance to it the sum of £3,000 in excess of its grant, on the express understanding that a corresponding amount would be deducted from the proportion falling due to the Board out of next financial year's appropriation.

The conditions upon which the school-buildings grants were paid to the several Boards are set forth in Circular No. 15 (2nd November, 1878), a copy of which is published in the Appendix. Notwithstanding the placing of so large a sum as £250,000 at the disposal of the Boards virtually within the space of two years, representations have been made by some of them as to the inadequacy of the amounts received by them to overtake their requirements. With the view of removing misapprehensions which seemed to prevail with regard to the nature of the special votes for school buildings, it was deemed advisable some time ago to issue a circular to Boards on the subject. (See Circular No. 28, 6th May, 1879, printed in the Appendix.)

INSPECTION OF SCHOOLS, AND STANDARDS OF EDUCATION.

The reports furnished by the several Boards upon the inspection of the public schools under their charge are contained in the Appendix. These reports furnish much valuable information respecting the condition of the schools throughout the colony. Tables 2, 3, and 4 of the Appendix furnish full information respecting the expenditure on the inspection of the schools last year, the number of the Inspectors now employed, and the rates of their present salaries and allowances. Owing to the circumstance that the appointment, payment, and control of the Inspectors have been committed by the Legislature to the Boards, the pro-

vision existing for the inspection of the public schools is extremely unequal, and consequently unsatisfactory from a colonial point of view. In the large District of Auckland, with 193 schools and 379 teachers, there is only one Inspector;² while each of the comparatively small Districts of Wanganui, Westland, and Southland, with an aggregate amongst them of only 130 schools and 214 teachers, has an Inspector all to itself. The Boards of Hawke's Bay, Wellington, Nelson, and South Canterbury, with a view to economy, have each conjoined the offices of Secretary and Inspector. The Boards of the large and populous Districts of North Canterbury and Otago employ two Inspectors each, but the schools are so numerous, and many of them so large, that these officers cannot overtake the work. The Board of Marlborough engages the occasional services of the Inspector of the neighbouring District of Nelson, and the schools of Taranaki are inspected by a gentleman whose interest in education has led him to give up a large portion of his time to the work for a salary of £100 a year. But the Taranaki Board some time ago, with the hearty concurrence of its permanent Inspector, engaged for a term of three months the services of a highly competent and experienced teacher as an organizing Inspector.³ From that gentleman's report, which is published along with the others, it will be seen that the expedient has proved very serviceable and satisfactory. It is evident that, if it were possible to apportion the work of school inspection throughout the colony somewhat equally and fairly amongst the present number of Inspectors, the work would, on the whole, be much more effectually and satisfactorily performed. As already stated, the General Assembly last year voted the sum of £4,000 with a view to assist and encourage Boards to make sufficient provision for the inspection of the schools under their charge. The money is distributed at the following rates per annum: To each of the three largest districts, Auckland, North Canterbury, and Otago, £500; to each of the two smallest districts, Taranaki and Marlborough, £200; and to each of the other seven districts, £300. It is very obvious that the distribution of this grant could not have been fairly made in strict accordance with the school attendance in the several districts.

In seven of the education districts the schools have been, to a greater or less extent, and for longer or shorter periods, organized and examined according to certain fixed "Standards of Education." Table No. 6 of the Appendix shows the number of scholars in the several education districts who were classified according to standards at the close of last year. Hitherto, however, these Standards of Education have been fixed by the Boards, acting for the most part upon the advice of their several Inspectors, and those referred to in Table No. 6 are of this character.

In accordance with the requirements of the Education Act an Order in Council has been made containing regulations for the inspection of the public schools, and defining the Standards of Education. These regulations are not all equally stringent. The most stringent are those which relate to reading, spelling, writing, dictation, arithmetic, grammar, composition, geography, and English history. The examination in these subjects is to be so conducted as to enable the Inspector to say of any individual pupil that he has passed, or that he has failed to pass, a given standard. But this is qualified by the rule that "serious failure in any one subject shall not be so reckoned [*i.e.*, as a failure for the standard] if it appear to be due to some individual peculiarity, and be not common to a large proportion of the class under examination." In the application of the standards great liberty is accorded both to the Inspector and to the teacher. The Inspector may decide for himself in what parts of the programme he will conduct a written examination, and in what parts of it he will trust to oral examination by classes as a sufficient means of distinguishing the pupils who fail from those who deserve to pass. The teacher is not compelled to classify the children according to the standards which they have passed, nor to accept the programme as the law by which his teaching is to be controlled. He is advised that "the standards shall

(²) Since the above was written the Auckland Board has reported the appointment of an Assistant Inspector of Schools, as shown in Table No. 4 of the Appendix.

(³) See Report by the Secretary to the Education Department, on a visit to the Taranaki District in November, 1878.

not be understood to prescribe the precise order in which the different parts of any subject shall be taught, but as representing the minimum of attainments of which the Inspector will expect evidence at each stage of a scholar's progress." In some respects the standards are less exacting than those they have replaced. In geography, for example, a "knowledge of places of political, historical, and commercial importance" alone is demanded, instead of that proficiency in minute topography to which some standard programmes seem to point; and, with regard to history, a special note declares that "precise dates will not be required, though a knowledge of them may assist in referring each event to its proper reign." Intelligent teachers, following these indications, will endeavour to awaken an interest in facts of real importance, and in the principles on which these facts depend, instead of loading the memory with long lists of mountains and rivers, and with columns of dates. The earlier standards for arithmetic have been arranged in such a way as to suggest an order of instruction by means of which the intelligence will be cultivated equally with the power of manipulating figures, and the knowledge of one rule will facilitate the learning of another. The later standards for the same subject do not follow a strictly scientific method, for it is very important that those who are likely to leave school soon after they have passed the Fourth Standard (which, by regulation made under the 90th section of the Act, secures exemption from the operation of the compulsory-attendance clauses) should carry with them into their future occupations a sufficient knowledge of practical accounts, and this consideration has affected the arrangement of the standards. It may be remarked, with regard to the standards generally, that it would be unfair to expect an ordinary small school in a country district, subject to all the disadvantages of insufficient teaching power, imperfect classification, irregular attendance, and early removal, to present any large proportion of its pupils for examination in the highest standards. Justice requires that such schools should be held to have achieved great success if good Fourth Standard work be done in them. It is not necessary, however, that they should be judged by a different set of standards.

The case of such small schools has not been overlooked in the framing of the regulations for instruction in those subjects in which the classes, and not the individual children, are to be examined. These subjects are science, drawing, music, &c., with respect to which the following rule is laid down: "Although the scholars will be allowed to pass the standards as defined in Regulation 7, the Inspector will inquire, and, if necessary, report, as to the kind and amount of instruction in other subjects in the case of each class, as follows:" In those cases in which the time of the master is fully occupied with the instruction of many classes in the more important and necessary subjects, the Inspector will probably report that the omission of other subjects is warranted by the circumstances, or will take no notice of it. There may be cases in which, by force of industry, enthusiasm, or genius, the teacher will succeed beyond reasonable expectation in finding room for music, drawing, or science, or all of them; and will deserve, therefore, very special commendation. On the other hand it should be understood that a large school, well classified, and having a sufficient number of teachers, is expected to comply with the fullest requirements of the syllabus. The best teachers may be relied upon to set an example in this respect which others will be induced to follow; and experience will prove that time spent upon elementary science and art is not all wasted so far as the essential subjects of instruction are concerned; that all learning becomes easier in proportion as the general intelligence of the learner is cultivated; that by acquiring a knowledge of things the pupil becomes more quick to recognize the words which are the names of the things; that progress in arithmetic depends on the perception of ratio which is so well illustrated by elementary mechanics; and that an occasional song throws an air of cheerfulness over all the work of a school.

The course of instruction in elementary science may be said to begin with the object-lessons of the First Standard, followed by lessons in natural history and on manufactures. The place which these lessons occupy in the First, Second, and Third Standards sufficiently indicates the simplicity of treatment which ought to characterize them. For the three higher standards the course of instruction is

defined in the 12th Regulation. The different parts of the subjects are described by the names under which they are treated of in scientific books; but the appropriate method of treatment by the teachers is suggested by the fact that this course of lessons is prescribed as a sequel to the object-lessons, &c., of the lower standards, and the elementary character of the instruction required is clearly shown in a note as follows: "The extent of the knowledge indicated by the programme is intended to be not greater than the ground covered by the ten popular lectures contained in Parts II., III., IV., V., and VI. of 'Science Made Easy,' by Thomas Twining, price 1s. each part." The order of instruction is left to the teacher, who is to "prepare a syllabus showing the distribution of these subjects over a three-years' course, having regard to the amount and order of the information contained in the reading-books used in the school." The general definition of the course is given in the following terms: "The teaching of elementary science for Standards IV., V., and VI. shall embrace elementary physics, a small part of elementary chemistry, and elementary physiology; and shall be sufficient for, and be applied to, the purposes of illustrating the laws of health, the structure and operation of the simpler machines and philosophical instruments, the simpler processes of agriculture, and the classification of animals and plants." Though these regulations do not prescribe anything beyond an elementary knowledge of the general ideas and facts which form the common basis of all the special departments of natural and physical science, they by no means interfere with the freedom of a teacher who is able to impart such knowledge in two years instead of three, and who desires to add in the third year the study of a special science, such as botany, chemistry, or geology. Some of the teachers have begun to make small collections of simple apparatus to illustrate their lessons in science. Such a response to the demands of the Act is deserving of special commendation, and it favours the hope that the study of elementary science will be regarded by the teachers not as a matter of mere words and names, of book-learning and unintelligent memory, but as a means of developing the power of observation, and exercising the understanding.

It is provided by regulation that "the examination of schools, at any time earlier than the first day of July, 1879, shall be regarded as merely preparatory to the complete observance of the standards." This concession was considered necessary in consequence of the difference between the standards in use in different districts. They varied in number: in some districts there were six standards; in one there were seven; in another there were four, about to be changed to seven; and in several districts there were none. In one district there were distinct standards for separate subjects, so that a child might be in one standard for reading, and in another for arithmetic. In one district a class, as a whole, passed or failed; in another the individual pupil. In these circumstances it would not have been judicious to bring a general system suddenly into operation; and accordingly a period of nine months was allowed as a time of preparation for the change. In the case of some schools the time will be extended to a much longer period, according to the interval between one examination and another.

EXAMINATION AND CLASSIFICATION OF TEACHERS.

The report of the Inspector-General on the results of the first examination of candidates for teachers' certificates under the Act is published in the Appendix. A list of all teachers holding certificates and licenses under the regulations is also appended.

The general classification of teachers preparatory to the issue of certificates has involved much anxiety and labour. The systems of the Education Boards were very various. Two Boards had issued no certificates; six had adopted a division into three classes, with three grades in each; in two districts the classes were three, with two grades in the first, and two in the second; in another district there were two classes of three grades each; and in one there were nominally two classes, but a certificate was issued on every occasion of appointment, so that a teacher might hold a first-class certificate for one school, who, if transferred to a more important school, would receive only a second-class certificate. In some districts the

class depended on examination, or other evidence of attainments in learning, and the grade upon practical skill in teaching and school management; in others, both kinds of qualification were considered in determining the class, or the grade, or both. In others, again, the second class was distinguished from the third by attainments, but the first from the second by seniority, while the grades in the first and second alike denoted differences of attainment. The greatest number of ranks in any one of these systems is nine, and this number has been adopted in the new scheme. Of the different methods above described, that has been followed which denotes one kind of qualification by the class, and another kind by the grade. The outline of the plan is given in the following regulations:—

1. There shall be five classes of certificates, distinguished (from the highest to the lowest) by the letters A, B, C, D, E.

2. In each class there shall be five divisions, distinguished (from the highest to the lowest) by the numbers 1, 2, 3, 4, 5.

3. The class for which a certificate is granted shall depend upon attainments in learning as proved by examination; the division in the class, upon experience and practical skill in the art of teaching and of school management.

4. The relative values of certificates shall depend in equal degree upon attainments in learning and upon practical skill, as indicated in the subjoined scale, in which the letter and number denoting any one certificate stand opposite to the letter and number which, in any other column, denote a certificate of equal value.

SCALE OF COMPARATIVE VALUES.

A1	...	...	...	...	1st Rank.
A2	B1	...	...	...	2nd "
A3	B2	C1	...	...	3rd "
A4	B3	C2	D1	...	4th "
A5	B4	C3	D2	E1	5th "
	B5	C4	D3	E2	6th "
		C5	D4	E3	7th "
			D5	E4	8th "
				E5	9th "

Of the two kinds of qualification which are here recognized as of equal value, apparent prominence is given to attainments in learning, inasmuch as by them the class is determined, and by the notation adopted the class is noted before the division. The reverse order might have been followed, the class being determined by seniority and good work, and the division by examination as to scholarship. Thus, still using numerals to denote degrees of technical proficiency, and letters to denote degrees of attainment, a table might have been constructed as follows:—

I.A	...	...	...	...	1st Rank.
I.B	II.A	...	...	...	2nd "
I.C	II.B	III.A	...	...	3rd "
I.D	II.C	III.B	IV.A	...	4th "
I.E	II.D	III.C	IV.B	V.A	5th "
	II.E	III.D	IV.C	V.B	6th "
		III.E	IV.D	V.C	7th "
			IV.E	V.D	8th "
				V.E	9th "

A comparison of the two tables will, of course, show that any expression in one of them stands in the same rank as the expression to which it is equivalent in the other; or, which is the same thing, that a teacher would have the same status whichever notation were adopted. As, however, the distinction which depends on examination is likely to be more permanent than that which is affected by promotion according to rule, it seemed natural to denote the first by the class, and the second by the division. The relative values of the two kinds of distinction are

plainly marked by printing, at the foot of each certificate, the principal rules affecting classification, and by arranging teachers' names in the published lists in groups according to ranks, and not in separate classes.

As a first step towards a general classification, an invitation was issued to all teachers whose names appeared in the Boards' lists of certificates, to send in a statement showing in detail the character of the certificates of any kind which they had at any time received from any University or Education Board, or other authority, and the nature and duration of their service as teachers. The statements made by them in reply were submitted to the Inspectors of the respective districts, who were requested to make comments and assign marks according to their estimate of each teacher's practical skill. The information thus supplied by teachers and Inspectors having been carefully considered, every teacher received advice of the classification which it was proposed to award to him, and was requested to return the advice with his full name and address written upon it, to promote accuracy in official records and letters. An opportunity was thus afforded to teachers to direct attention to any qualification or claim which might have been inadequately stated, or have received less consideration than, in their opinion, it was entitled to, and in many cases their representations secured for them higher classification than that which was at first proposed. Some teachers have abstained from signifying their acceptance of the position assigned to them, and therefore their names do not appear in the certificate lists.

The qualifications for the lowest class (E) may be briefly described as consisting of proof of a fair knowledge of the subjects required by law to be taught in primary schools. The programme of examination does not extend beyond the limits of the Sixth Standard, although no doubt an Inspector in granting a pass to a child for that standard would be less rigorous than an examiner ought to be who has to deal with candidates of mature age. The Act requires the teaching of music, drawing, and elementary science in the schools, and therefore the programme of examination for Class E includes these subjects, which however do not stand on an equal footing. Music and drawing may be regarded as accomplishments hopelessly beyond the reach of most adults who have received no instruction in them in their youth; but any adult, whose intelligence and perseverance are such as to make him fit to be a teacher, may easily acquire such rudimentary knowledge of the principles of natural and physical science as is demanded by the standards. Music and drawing, therefore, are simply included in the examination programme, so that proficiency in them will help a candidate to pass, while failure in them will be attended by no serious consequence if atoned for by very good work in other subjects. But in elementary science every candidate must pass in order to obtain a full certificate; and those who, at the first examination held under the regulations, were successful in other subjects, but failed in this, have received only a provisional certificate, to be exchanged for a full certificate upon their passing the science examination at a future time. Similarly, teachers to whom certificates are granted in virtue of their former classification receive only a provisional certificate unless, or until, they have proved that they have a fair knowledge of elementary science; but this rule has been relaxed in favour of some of the older teachers, whose long service warranted the assumption that they either possessed sufficient knowledge of the subject or would set themselves to acquire it. As the teaching of music and drawing becomes more general and efficient, it may be possible to insist more strongly on evidence of competency to give instruction in these subjects.

The regulations numbered 6, 7, 8, and 9 are of general application to candidates for all the classes. Subject to these regulations (which refer to age, experience, and knowledge of science, school-organization, &c.), the special standards for attainments for the higher classes from D upwards to A are fixed by reference to the examinations conducted by the New Zealand University. The matriculation examination of that University has until now been conducted by the affiliated institutions, and consequently the standard has been indefinite. But the University intends to take this examination into its own hands, and it will probably be found practicable to use the examination as a test for Class D.⁴ If in any

(⁴) See Correspondence with Chancellor, in Appendix, p. 130.

respect the requirements of the programme for Class D appear to be lower than for Class E, it is assumed that the greater severity of a University examination will make compensation.

Candidates who pass the University examination intermediate between the matriculation examination and that for the degree of B.A. will be deemed qualified, so far as attainments are concerned, for Class C, and graduates will be deemed so far qualified for Class B, or, if in first- or second-class honours, for Class A. Encouragement is thus offered to young teachers to connect themselves with the University. But the University examinations are not the only means of qualifying for the several classes. The regulation in which these standards are set forth is introduced by the words "Except as hereinafter provided;" and it is provided by the 14th regulation that "generally a certificate of any class may be granted to a candidate whose qualifications, not being precisely those prescribed for such class in Regulation 10, but being sufficiently attested, shall appear to the Minister to be of equal value with the qualifications so prescribed." No doubt such a regulation leaves a very large discretionary power to the Minister, but it would be simply impossible to frame standards explicitly applicable to every variety of proved attainment, and it was absolutely necessary to provide for cases which could not be defined beforehand. No doubt also the decisions which are arrived at under such a regulation will sometimes fail to give satisfaction to the candidates immediately interested in them, who are apt to prize highly their own distinctions, with which they are most familiar, and to think lightly of others of which they know less, and which are brought into comparison with them. Candidates are prone also to expect that much weight will attach to the opportunities which they can show that they have enjoyed, without sufficiently reflecting that only proved and measurable attainments can be taken into account, and that even superior attainments which have not been subjected to a sufficient test cannot be registered. It may be allowed that a teacher who has had considerable early advantages, arising from his family relationships, his social conditions, and the high character of his school or college, is likely to possess qualifications superior to those which are attested by the examinations he has passed; but, on the other hand, a man who has emerged out of the most unfavourable circumstances, and proved that at least he is able to stand the examination test, has proved also a certain strenuousness and force of character that ought not to be ignored in making a comparison. The examination test, though not all-sufficient, seems to be the only one practically available; and, in estimating the value of the many and various qualifications to which it has been necessary to pay respect, the intention has been to put as liberal a construction upon the certificates of each candidate as was consistent with fairness to the general body of the teachers.

"The class for which a certificate is granted being determined by examination, the division within the class shall depend—First, on the number of years during which the teacher has been engaged in school-teaching, one mark being assigned for two years' service, two marks for five years, three marks for eight years, four marks for eleven years, and five marks for fourteen years and upwards; and, second, on the judgment of the Inspector in whose district the teacher is at work, such judgment being expressed by marks numbering 2, 4, 6, 8, or 10, according to the Inspector's estimate of less or greater efficiency; and, the marks of both series being added, fourteen marks shall qualify for the first division, eleven marks for the second, eight marks for the third, five marks for the fourth, and three marks for the fifth. On the 30th day of June in each year, teachers who by length of service, or upon a more favourable judgment expressed by the Inspector before the 31st day of May, shall have become entitled to promotion to a higher division, shall receive such promotion" (Reg. 12). By this arrangement, the Inspector's judgment carries twice as much weight as is accorded to mere seniority. It may be objected that Inspectors are fallible, but it is difficult to see any better way of ascertaining a teacher's efficiency than by accepting the deliberate report of the Inspector. And while it is in the power of an Inspector to procure by his own marks the promotion of a teacher whose work is satisfactory, the regulation gives him no power to degrade a teacher to a lower division.

SCHOLARSHIPS.

The reports of the Boards furnish information respecting scholarships. The following summary shows the number of scholarships now established, their annual value, period of tenure, &c. :—

TABLE H.—SCHOLARSHIPS.

EDUCATION DISTRICTS.	Number established at Close of 1878.	Open to		Annual Value.	Period of Tenure.	For which Sex.	Remarks.
		Pupils of Board Schools.	All Comers.				
Auckland	29	19	10	£ 30 0 0	2 Years.	Both	With free tuition at College and Grammar School.
Taranaki	...	...	...	...	...	...	...
Wanganui	7	7	...	20 0 0	1 and 2	Both	Four for one year; three for two years.
Wellington	7	...	7	...	2	Both	Three at £30; one at £20; two at £15; one at £10.
Hawke's Bay... ..	3	2	1	30 0 0	2	Both	Hitherto held at Nelson College. With free tuition at College. For country scholars only.
Marlborough... ..	2	2	...	40 0 0	2	Boys	
Nelson	4	4	...	40 0 0	2	Boys	
North Canterbury	20	...	20	40 0 0	2	Both	At £25, £30, £35, £40, respectively.
South Canterbury	4	4	...	...	1	Both	
Westland	4	4	...	...	2	Both	Two at £10; two at £50.
Otago	12	...	12	40 0 0	2 or 3	Both	£20 if holders reside at home.
Southland	5	...	5	40 0 0	2	Both	Ditto.
Total	97	42	55	...	...	...	

In addition to scholarships established by the Wellington Board under the Act, the governors of Wellington College, from funds placed at their disposal for the purpose, confer four scholarships on boys from the primary schools of the age of twelve years and upwards. They are tenable to the age of sixteen years. The governors of Nelson College give free education at the College to the scholars of Nelson and Marlborough Boards, and also to two boys from the Nelson City schools who have gained the privilege under the same conditions as the scholarships are awarded.

The departmental regulations respecting scholarships are of a very general character, it being left to each Board to make its own rules, subject to the approval of the Minister. It is required, however, that the Boards' regulations shall set forth,—“(1) Whether the scholarships are open to all children of school age, or are to be competed for by pupils attending public schools only; (2) any other conditions of candidature (for example, as to age); (3) the annual value of each scholarship, the term for which it is to be held, and the condition of tenure (as to good conduct and diligence); (4) the subjects of examination; and (5) the minimum proportion of marks in each subject, and of total possible marks, which will be necessary to qualify for a scholarship.” Nearly all the Boards have submitted their scholarship regulations for approval, but the examinations under them were so recently held in some instances that the scholarships were not awarded until after the close of last year. The numbers in the foregoing summary represent, therefore, the scholarships now established under the regulations, and not those actually held during the year 1878.

TRAINING OF TEACHERS.

Regulations for the management of training colleges were made by Order in Council on 24th September, 1878, and are printed in the Appendix to this report. These regulations are of a somewhat general character, it having been considered advisable to leave it to each Board having the control of a training college to frame, subject to approval by Government, its own rules for the organization and conduct of the institution. It is required that such rules shall relate to “the number, status, salaries, and duties of the officers of the training

college; the term of admission to the college; the time during which each student will be required or allowed to continue at the college; the subjects of study, and the time allotted to each (approximately); the arrangements for employing students in the actual work of teaching, and the proportion of time spent in such work; the relations of the training college and of its officers to the practising school; and the organization of the practising school."

Training institutions on a comparatively large scale have been established at Christchurch and Dunedin by the Education Boards. The Christchurch institution has been in full operation under its present Principal since the beginning of 1877: that of Dunedin was established in January, 1876. Information relating to these institutions is furnished by the Principals' reports contained in the Appendix.

In the Auckland District two classes or departments have hitherto been maintained for the instruction and training of teachers—one in the City of Auckland, the other at the Thames. The Board has recently reported that it has taken charge of one of the city schools, to be used as a practising school; that it intends to erect a suitable building for a training college on land adjacent to the school; and that in the mean time the training classes will be continued. The report of the Board's Inspector of Schools printed in the Appendix furnishes information respecting the training of teachers in the Auckland District.

The Wellington Board has had under consideration the establishment of a training institution, but it has not yet done anything to entitle it to a share of the grant for training schools. The Board has intimated its intention to take the necessary steps in this matter at an early date.

An offer was made some months ago, to each of the Boards which were not receiving grants in aid of a training institution, of the sum of £80 for the current financial year, to enable it to confer upon not fewer than four of the most meritorious and promising of its untrained teachers the means of attending a training institution in the colony for a period of not less than two months, in order that they might acquire, by personal observation, a knowledge of the most approved methods of school management and instruction. A copy of Circular No. 22 (4th December, 1878), setting forth the terms of the proposed grant, is appended. Advantage has been taken of this offer to the following extent: Two masters and two mistresses from Taranaki District have attended Dunedin Normal School; from Marlborough District two masters and one mistress attended the Christchurch institution, and one master that at Dunedin; one master from Westland attended at Christchurch; and two masters and one mistress from Southland attended at Dunedin. Instead of accepting the offer in the form originally proposed, the Boards of Hawke's Bay and South Canterbury asked that the same amount might be granted for defraying the cost of providing technical instruction to the teachers of their respective districts by means of their own Inspectors of Schools. The reply to both requests was to the effect that there would be no objection on the part of Government to the Boards expending the money on the professional training and improvement of their teachers in any form which they might consider most advisable. No report has yet been received as to the results of the course followed by the South Canterbury Board. Information respecting the scheme adopted by the Hawke's Bay Board will be found at p. 116 of the Appendix.

PUBLIC LIBRARIES.

The sum of £5,000 voted by the General Assembly in aid of public libraries, under the provisions of "The Public Libraries Subsidies Act, 1877," has been distributed amongst Boards in proportion to the population of their respective education districts. It was made a condition of payment that each Board should furnish a statement showing the libraries proposed to be subsidized, the amount of voluntary subscriptions or donations received by each library for the year ending December 31, 1878, and the several payments proposed to be made to the libraries by the Board. The following is a summary of the information thus furnished:—

TABLE I.—PUBLIC LIBRARIES.

EDUCATION DISTRICTS.	Distribution of Vote of £5,000.		Abstract of Board's Returns.				
	Population.*	Board's Pro- portions.	Number of Libraries Subsidized.	Local Subscrip- tions for Year 1878.	Grants by Boards.	Expenses(a) or Unappropriated Balances.(b)	Total of Grants to Boards.
		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Auckland	79,140	956 10 6	74	1,252 12 4	945 8 9	611 1 9	956 10 6
Taranaki	7,376	89 3 0	6	68 4 0	89 3 0	...	89 3 0
Wanganui	18,748	226 12 0	8	520 1 9	223 3 4	23 8 8	226 12 0
Wellington	34,398	415 15 0	10	735 16 11	409 10 0	26 5 0	415 15 0
Hawke's Bay	18,014	217 14 6	13	348 12 6	210 0 0	27 14 6	217 14 6
Marlborough	6,775	81 17 8	3	182 0 4	80 17 8	61 0 0	81 17 8
Nelson	22,042	266 8 3	22	392 0 5	266 8 3	...	266 8 3
North Canterbury	75,810	916 5 7	61	1,453 19 8	908 14 7	27 11 0	916 5 7
South Canterbury	17,469	211 2 9	7	199 19 9	206 3 3	24 19 6	211 2 9
Westland	19,433	235 0 0	8	484 10 7	235 0 0	...	235 0 0
Otago	91,010	1,100 0 0	53	1,436 11 0	1,081 17 9	218 2 3	1,100 0 0
Southland	23,459	283 10 9	6	224 19 6	224 19 6	658 11 3	283 10 9
Total	413,684	5,000 0 0	271	7,299 7 11	4,881 6 1	118 13 11	5,000 0 0

* The population given in this column does not show the total population of the colony, for the inhabitants of various islands adjacent to New Zealand and outside education districts are not included.

The Auckland Board classifies its expenditure as follows: Amount to cover excess of expenditure over the previous year's vote, £70 13s.; 4 borough libraries, at 10s. per pound of voluntary subscriptions for 1878, £175 10s.; 66 country libraries, at 15s. 6d. per pound of subscriptions, £682 12s. 6d.; 4 school libraries, at 15s. 6d. per pound of subscriptions, £16 13s. 3d.; to meet further claims, £11 1s. 9d.: total as above, £956 10s. 6d. In each of the other education districts the grants to the libraries were made at a uniform rate per pound of voluntary subscriptions. The Auckland Board makes the grants on the following conditions: All grants are to be allotted in books to be purchased by the Board; lists of books are to be submitted by the library committees for the Board's approval; borough and country libraries are to be incorporated. With a view to facilitate the incorporation of the libraries the Board has issued a circular setting forth the steps necessary to be taken for this purpose under "The Public Libraries Powers Act, 1875." The Board also furnishes printed copies of the forms of declaration required by the Act referred to.

With a view to assist the public libraries in supplying their wants fully and economically, the Board of Otago obtains large supplies of suitable and strongly-bound books direct from Britain. Library committees are at liberty to purchase with their own funds books from the Board's stock or otherwise, and a free grant of books is made to the committee at the rate per pound of voluntary subscriptions upon which the subsidy is based. An opportunity is also afforded to the library committees to procure from the Home Country, through the Board, such particular books, not already in the Board's stock, as they may desire to obtain.

The reports of the Boards furnish with greater or less fulness information respecting the public libraries in their respective districts. The Board of Hawke's Bay has furnished a report on its libraries under the following heads: How managed; number of subscribers; subscriptions for 1878; number of books, classified under Historical, Scientific, Travels, Fiction, General; English and colonial papers; books added during the year. Steps will be taken to secure in future reports more specific information respecting the public libraries in regard to such points as the following: The number of subscribers and readers; the terms of membership; the number and character of the books and periodicals available and read; and the influence which the libraries are believed to be exercising.

SCHOOL SAVINGS BANKS.

It is provided by the Education Act that School Committees, with the approval of the Board, may establish savings banks for the use of the children attending the public schools. With a view to secure uniformity in the keeping of the accounts of school savings banks, Government has decided to supply every approved bank with deposit-books and with the first ledger and journal free of charge, and with subsequent ledgers and journals at cost price. The Boards have accordingly

been furnished with a supply of these books, and with copies of rules prepared by the General Post Office for the management of the banks. A copy of the rules is printed in the Appendix.

REGULATIONS.

“The Education Act, 1877,” by transferring from the local Boards to the central authority certain important powers and functions, gave to the primary education of the country a national character which had previously been wanting. This new character is very clearly exhibited in the 100th section of the Act, which is as follows:—

“The Governor in Council may, subject to the provisions of this Act, from time to time make, alter, and repeal regulations and orders—

“(1.) For the organization and management of the Department of Education ;

“(2.) For defining the principle on which daily average attendance shall be calculated ;

“(3.) For the examination and classification of teachers ;

“(4.) For the employment, education, and examination of pupil-teachers ;

“(5.) For the issue of certificates of competency to teachers ;

“(6.) For the establishment and management of normal or training colleges ;

“(7.) For defining the standards of education which, under the provisions of this Act, may be prescribed by regulations ;

“(8.) For prescribing the times and manner of auditing the accounts of Boards and Committees ;

“(9.) For making such other regulations as may be necessary to secure the due administration of this Act.”

During the past year various regulations authorized by this section and other parts of the Act have been made, and, with one exception, already referred to, have come into force. The great variety which, on comparing the regulations of the several Boards, was found to prevail suggested the necessity of paying respect to the local circumstances to which they owed their origin, and to which they were, in most instances, very well adapted. Some important matters are therefore made the subjects of regulations of the most general character, under which the Boards may frame their own rules, which, however, must receive the approval of the Government before they can take effect. The employment, education, and examination of pupil-teachers, the conditions upon which scholarships may be granted and held, and the management of training colleges are in this way left, in a great measure, to the discretion of the Boards. The list of books which may be used in public schools is merely a catalogue from which the Boards may make a selection, and it includes most of the text-books which they had previously sanctioned or recommended to the approval of the Government. The fees to be paid for the special subjects taught in district high schools have been fixed at different rates in different districts, and in each case the rate proposed by the Board has been adopted. The regulations for standards of education, inspection of schools, and examination and classification of teachers did not assume their present form until they had been fully discussed with the Inspectors of oldest standing in the service of the Boards. They scarcely differ more widely from the local rules now superseded than those rules differed amongst themselves, except in so far as new subjects are introduced for the sake of conformity to the law as it at present stands ; and even in that respect considerable latitude is allowed, and no small degree of elasticity secured. The form of attendance return is almost identical with one that was already in use in a district in which the value of statistical facts was fully recognized. The principles upon which these regulations were framed have already been somewhat fully illustrated in this report, under the subjects to which they severally relate.

It is essential to the successful operation of the system of national education so recently inaugurated that Inspectors and teachers generally should do their utmost to observe all the regulations made under the Act in a loyal spirit. It would be very remarkable indeed if these regulations were not found capable of amendment ; but amendment of rules which have been framed with much care and consideration, after long consultation, and with due regard to experience and precedents, ought only to take place as the result of further experience and honest trial.

The regulations made by Orders in Council since the publication of the former annual report are contained in the Appendix.

INSTITUTIONS FOR SECONDARY AND HIGHER EDUCATION.

It is provided by the Education Act that the Minister of Education shall submit an annual "Report upon the Progress and Condition of Education in New Zealand." In compliance, therefore, with what appears to be clearly required by the Act, it is deemed advisable to embrace in this report some information respecting the work accomplished last year by the institutions of a more or less public character which have been established for the promotion of secondary and higher education. But as the Royal Commission now sitting will submit to your Excellency a very full report on this subject, the information herein furnished is of a briefer character than would otherwise have been necessary.

The higher and secondary educational institutions which have been established by Acts of the Colonial or of the late Provincial Legislatures, and which have been in operation during the past year, are the University of New Zealand; the University of Otago; Canterbury College; Auckland College and Grammar School; Auckland Girls' High School; Wellington College; Canterbury Girls' High School; Otago Boys' High School, and Otago Girls' High School, Dunedin. To these may be added Nelson College, and Christ's College and Grammar School, Christchurch, which are both incorporated by public Acts. The following institutions of a less public character have been affiliated to the University of New Zealand: St. John's College, Auckland; Church of England Grammar School, Auckland; Bishopdale Theological College, Nelson; and Wesley College, Auckland. There are also the Boys' Trust School and the Girls' Trust School, Napier; Wanganui Collegiate or Industrial School; and the Bishop's School, Nelson; respecting all of which information has been readily furnished by the respective governing bodies.

The annual reports respectively of the University of New Zealand, the University of Otago, and the Canterbury College, with correspondence and papers, will be submitted to your Excellency in a separate form. The following summary has been compiled from the returns furnished by the several governing bodies of the secondary schools:—

TABLE J.—SECONDARY OR INTERMEDIATE SCHOOLS.

SECONDARY SCHOOLS.	Originally Instituted.	Date of Act (if any) under which now managed.	Number of Ordinary Staff.*	Ordinary Classes or Forms.	Attendance Last Quarter or Term of 1878.		Ages (where given) Last Quarter or Term, 1878.					Ordinary Day-School Fees per annum.	Number of Resident Boarders.
					On Roll.	Average	Under 10 Years.	10 and under 15.	15 and under 18.	Over 18 Years.	Total.		
For Boys—												£ s. d.	
Auckland College and Grammar School	1850	1877	7	7	214	198	4	142	68	...	214	8 0 0	0
Wellington College ...	1853	1872	6	6	73	71	2	56	13	2	73	{ 16 16 0 } { 12 12 0 }	14
Nelson College ...	1857	1858	5	6	105	100†	...	...	...	...	...	12 12 0	58
Christ's College Grammar School...	1855	1855	9	9	200	190	2	104	81	13	200	{ 15 15 0 } { 12 12 0 }	85
Otago High School, Dunedin ...	1863	1877	8	7	156	147	6	117	33	...	156	8 10 0	23
Parnell Church of England Grammar School, Auckland	1855	...	3	3	73	71	...	...	...	...	...	10 0 0	0
Trust School, Napier...	...	...	2	4	57	51	12	37	7	...	56	8 8 0	9
Collegiate School, Wanganui	...	...	2	...	36†	36†	...	...	...	...	...	{ 7 0 0 } { 6 0 0 }	0
Bishop's School, Nelson	1843	...	2	4	26	25	2	20	4	...	26	8 8 0	...
Totals ...					940	889							189
For Girls—													
Girls High School, Auckland	1877	1878	7	...	150	141	...	...	...	...	...	8 0 0	...
Girls' High School, Christchurch...	1877	...	5	6	93	84	2	65	26	...	93	{ 12 12 0 } { 9 9 0 }	0
Girls' High School, Dunedin	1871	1877	5	6	132	122	2	99	29	2	132	{ 10 0 0 } { 8 0 0 }	15
Girls' Trust School, Napier	...	...	3	6	58	50	29†	29†	...	...	58	4 0 0	6
Totals ...					433	397							21

* Exclusive of visiting teachers. † Approximate number.

The University of New Zealand, the University of Otago, and Canterbury College, which are for the higher education only,—and St. John's College, Auckland; Wesley College, Auckland; and Bishopdale College, which are theological colleges

affiliated to the University of Zealand,—are not included in the foregoing summary.

The Southland Girls' High School was opened at Invercargill on February 16th, 1879, with a roll of fifty-seven pupils, which has been steadily increasing.

The General Assembly passed a number of Acts during the last session (1878) for the establishment and management of high schools in various parts of the colony. Excepting the Auckland Girls' High School none of the proposed high schools have yet been established. The governing bodies have, however, been all constituted. The following summary furnishes information respecting the proposed high schools:—

Name of School.	Governing Body.	Value of Endowment.
Ashburton High School	Seven Governors	Land of absolute value of £5,840.
Auckland Girls' High School	Education Board	Land of absolute value of £5,000.
Christchurch Boys' High School	College Governors	Land of absolute value of £29,436.
New Plymouth High School	Education Board	Land of absolute value of £10,000.
Thames Boys' and Girls' High School	Seven Governors	Land of absolute value of £10,000.
Timaru High School	Seven Governors	Land of absolute value of £16,490.
Waitaki High School	Five Governors	Land of absolute value of £14,740.
Wanganui High School	Education Board	Land of absolute value of £10,000.
Whangarei High School	Seven Governors	3,891 acres, Kioreroa Block.
Wellington Girls' High School	College Governors	Land of absolute value of £3,000.

EDUCATION RESERVES.

“The Education Reserves Act, 1877,” which became law on November 29th 1877, repealed all the previous Acts which had placed the ownership and administration of the general education reserves in the hands of the different Education Boards, and vested them in School Commissioners to be appointed for the several provincial districts. But although compliance with several important requirements of the Act rendered the appointment and constitution of the Commissioners absolutely impossible until a number of months had elapsed, yet no provision whatever was made by it for the legal administration of the reserves in the interval. It was therefore necessary that the Education Boards should continue in charge of the reserves for some time longer, but that they should abstain from granting leases or acting in matters of importance as the legal owners. It was not till July or August last year that the apportionment of all the reserves could be made, and the School Commissioners elected and constituted as required by the Act. The moneys which had been received by the Boards in the interval were accounted for to the Government or to the School Commissioners.

The reports of the School Commissioners, and general statements of their several accounts up to December 31st, 1878, are published in the Appendix.

The following is a summary of the income and expenditure of the School Commissioners of the several provincial districts:—

TABLE K.—SUMMARY OF SCHOOL COMMISSIONERS' ACCOUNTS.

PROVINCIAL DISTRICTS.	Total Receipts to December, 31st, 1878.	Expenditure to December 31st, 1878.							
		Salaries and Office Expenses, including Arbitration Fees.	Expenses of Leasing—Auctioneers' Fees, Advertising, &c.	Expenditure on Reserves—S. rveys, Fencing, &c.	Legal Expenses and Crown Grant Fees.	Paid to Boards for Primary and Secondary Education.	Sundries.	Balance on December 31st, 1878.	Totals.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Auckland ...	884 12 0	35 13 6	92 8 5	51 7 4	38 7 0	...	...	666 15 9	884 12 0
Taranaki ...	473 12 0	78 9 0	14 4 6	14 5 6	2 17 4	60 0 0	...	303 15 8	473 12 0
Wellington ...	155 13 2	5 4 1	...	...	...	...	...	150 9 1	155 13 2
Hawke's Bay ...	624 11 9	45 12 6	...	...	...	300 0 0	...	278 19 3	624 11 9
Marlborough ...	42 18 6	...	...	...	...	...	...	42 18 6	42 18 6
Nelson ...	594 8 9	27 11 4	1 7 0	...	...	557 8 7	...	8 1 10	594 8 9
Canterbury ...	7413 12 9	342 1 8	...	...	3 5 0	5100 0 0	...	1968 6 1	7413 12 9
Westland ...	554 10 0	88 1 8	16 8 6	246 6 3	84 12 6	...	*583 17 7	...	1019 6 6
Otago ...	9455 2 2	177 3 3	...	...	...	1112 11 8	...	8165 7 3	9455 2 2
	20199 1 1	...	...	...	...	...	...	...	...
Westland, debit)	464 16 6	...	...	...	...	...	...	...	...
Totals ...	20663 17 7	799 17 0	124 8 5	311 19 1	129 1 10	7130 0 3	583 17 7	11584 13 5	20663 17 7

* Refunds, £60; interest on overdraft, £45 1s. 8d.; Bank overdraft, £478 15s. 11d: total, £583 17s. 7d.

Nearly all the balances in hand at the close of the year have since been paid over to Boards on account of primary and secondary education respectively.

The following is a summary of the arrears of payments due to the School Commissioners, and their liabilities or engagements, as on the 31st December, 1878 :—

	£	s.	d.
Arrears payable	3,565	9	10
Liabilities and engagements	1,401	5	5

The particulars, as regards each provincial district, are contained in the Appendix.

The apportionment of the primary and secondary education reserves, and the awards made in regard to the endowment reserves for the Otago Boys' and Girls' High Schools, the Southland Boys' and Girls' High Schools, the Christchurch Boys' High School, and the Timaru and Ashburton High Schools, have been published in the *New Zealand Gazette* in terms of the several Acts of the General Assembly relating to them.

EDUCATION.

STATEMENT of EXPENDITURE during the Year ending 30th June, 1879.

Vote.	Item.	Service.	£	s.	d.	£	s.	d.
		New Zealand University	...			3,000	0	0
1	25	EDUCATION DEPARTMENT. <i>Liabilities of 1877-78.</i>						
		Grants to Boards	19,910	15	6			
		Aided schools	56	0	0			
		Inspector-General (salary and removal allowance) ...	225	7	0			
						20,222	2	6
		<i>Year 1878-79.</i>						
37	1	Secretary	650	0	0			
	2	Inspector-General	650	0	0			
	3,4,&6	Clerks and clerical assistance ..	488	3	0			
	5	Travelling expenses	254	9	7			
	6	Late Patea Board, settlement of account ...	75	6	0			
		Aided schools (balance of grants to 30th June, 1878)	493	2	5			
		Teachers' Pension Fund—Calculation of scheme ...	89	10	6			
		Wood-engraver and materials	162	16	6			
		Examination of teachers, March, 1879	438	3	3			
		Contingencies	331	0	5			
	7	Grants to Boards, at £3 15s. per average attendance... .. £186,723 14 0 Less revenue from reserves 17,006 8 9						
			169,717	5	3			
		Special grant to Westland	2,000	0	0			
			171,717	5	3			
	8	Grants to Boards for School Committees, at 10s. per average attendance... ..	24,898	7	6			
	9	Grants to Boards for scholarships	2,023	0	0			
	10	Grants to Boards towards cost of inspection ...	3,994	4	6			
	11	Grants to Boards for training of teachers ...	6,400	0	0			
	12	Wellington College	1,000	0	0			
	13	School of Mines, Canterbury	150	0	0			
	14	School of Mines, Otago	500	0	0			
	15	New Plymouth High School	500	0	0			
	16	Royal Commission on Higher Education	1,638	16	0			
						216,454	4	11
38	1	Public libraries	...			5,000	0	0
		School Buildings—						
97	1	Grants to Boards	103,000	0	0			
	2	Auckland College	2,000	0	0			
						105,000	0	0
						349,676	7	5

A P P E N D I X.

Table No. 1.

INCOME of the several EDUCATION BOARDS for the Year 1878.

(Compiled from the General Statements of Income and Expenditure attached to the Boards' Reports.)

Education Districts.	Months in Operation.	Balances on 1st January, 1878.	From Government.			From Education Reserves.	From Local Sources.				Overdrafts on 31st Dec., 1878.	Totals.
			Ordinary Vote for Maintenance.	Special Vote for School Buildings.	Total.		Arrears of Rates and School Fees.	Sundry School Fees.	Donations or Subscriptions.	Incidental Receipts not Classified.		
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Auckland ...	12	4,230 11 8	40,201 9 11	19,000 0 0	59,201 9 11	295 15 3	3 0 8	834 5 0	964 5 0	675 9 6	...	66,294 17 0
Taranaki ...	12	411 13 5	3,032 2 10	1,400 0 0	4,432 2 10	60 0 0	...	...	...	16 2 8	...	4,919 18 11
Wanganui ...	9	...	6,334 10 6	5,000 0 0	11,334 10 6	...	...	...	50 0 0	66 19 7	216 2 5	11,667 12 6
Wellington ...	12	674 10 10	15,289 7 11	8,000 0 0	23,289 7 11	238 19 0	318 18 1	...	...	2,653 9 0	...	27,175 4 10
Hawke's Bay ...	12	817 6 1	8,657 4 5	7,500 0 0	16,157 4 5	614 5 9	...	...	11 5 0	264 14 6	...	17,864 15 9
Marlborough ...	12	1,239 15 4	2,811 16 10	2,395 16 5	5,117 13 3	21 17 6	175 3 3	...	60 0 0	...	...	6,614 9 4
Nelson ...	12	1,602 16 6	12,022 13 6	5,003 12 0	17,026 5 6	347 11 2	2 0 0	...	10 0 0	42 0 3	...	19,030 13 5
North Canterbury ...	12	16,137 2 1	42,578 8 2	18,194 3 1	60,772 11 3	4,390 0 7	1,171 4 3	...	37 0 0	1,563 6 8	...	83,971 4 10
South Canterbury ...	8	...	4,998 12 1	6,895 16 11	11,894 9 0	925 18 2	44 10 0	...	...	104 14 10	...	12,879 12 0
Westland ...	12	...	11,001 12 11	10,100 0 0	21,101 12 11	47 3 0	386 17 0	...	...	380 4 0	3,216 2 11	25,131 19 10
Otago ...	12	2,303 8 0	62,084 10 6	14,656 9 6	76,741 0 0	1,792 13 1	...	110 0 0	...	584 0 4	...	81,531 1 5
Southland ...	8	...	7,563 14 5	3,291 5 0	10,854 19 5	228 0 3	...	111 6 6	...	10 0 0	...	11,204 6 2
Totals	...	27,417 3 11	216,666 4 0	101,257 2 11	317,923 6 11	8,862 3 9	2,101 13 3	1,055 11 6	1,122 10 0	6,361 1 4	3,432 5 4	436,285 16 0
Deduct Balances	...	27,417 3 11	...	...	...	...	...	...	...	...	3,432 5 4	30,849 9 3
Net Totals for 1878	...	...	216,666 4 0	101,257 2 11	317,923 6 11	8,862 3 9	2,101 13 3	1,055 11 6	1,122 10 0	6,361 1 4	...	337,436 6 9
Net Totals for 1877	...	...	...	...	204,295 3 4	16,604 4 3	...	...	...	...	...	266,753 16 11
Increase ...	...	...	...	...	113,718 3 7	...	...	...	...	...	...	70,682 9 10
Decrease ...	...	...	...	...	...	7,742 0 6	...	...	...	...	...	...

Table No. 2.
EXPENDITURE of the several EDUCATION BOARDS for the Year 1878.
(Compiled from the General Statements of Income and Expenditure attached to the Boards' Report.)

Education Districts.	1. Number of Months in Operation.	2. Balances or Liabilities, 1st January, 1878.	3. Boards. Office Staff, Members' Expenses, Printing, Advertising, Stationery, Law Expenses, and other Office Expenses.	4. Inspection, and Examination of Teachers. Salaries and other Expenses.	B. Maintenance of Schools.						C. School Buildings.						7. Sundry Payments not Classified.	8. Balances, 31st December, 1878.	9. Totals.
					Teachers' Salaries and Allowances.	Committees and Schools for Educational Purposes.	Scholarships.	Insurance of Buildings.	Total.	New Buildings, Enlargement, Repairs, Furniture, Cost of Sites, Rents of Schools, &c.	Professional Services. Plans and Supervision.	Total.							
Auckland ...	12	£ ...	£ s. d. 2,742 16 6	£ s. d. 818 19 1	£ s. d. 31,765 12 4	£ s. d. 3,067 15 4	£ s. d. 500 0 0	£ s. d. 247 1 0	£ s. d. 35,580 8 8	£ s. d. 23,035 9 11	£ s. d. 526 14 6	£ s. d. 623,562 4 5	£ s. d. 935 18 6	£ s. d. 2,654 9 10	£ s. d. 66,294 17 0				
Taranaki ...	12	£ ...	£ s. d. 346 1 5	£ s. d. 100 0 0	£ s. d. 2,457 7 9	£ s. d. ...	£ s. d. ...	£ s. d. ...	£ s. d. 2,457 7 9	£ s. d. 1,381 8 8	£ s. d. ...	£ s. d. 1,381 8 8	£ s. d. 2 15 6	£ s. d. 632 5 7	£ s. d. 4,919 18 11				
Wanganui ...	9	£ ...	£ s. d. 565 15 4	£ s. d. 308 10 0	£ s. d. 5,616 3 9	£ s. d. 354 10 0	£ s. d. ...	£ s. d. 11 15 0	£ s. d. 5,982 8 9	£ s. d. 4,536 1 1	£ s. d. 146 1 11	£ s. d. 4,682 3 0	£ s. d. 128 15 5	£ s. d. ...	£ s. d. 11,667 12 6				
Wellington ...	12	£ 1,732	£ s. d. 1 8 829 14 8	£ s. d. 392 3 6	£ s. d. 12,930 16 2	£ s. d. 460 7 0	£ s. d. ...	£ s. d. 47 5 2	£ s. d. 13,438 8 4	£ s. d. 5,892 7 3	£ s. d. 234 2 6	£ s. d. 6,136 9 9	£ s. d. 2,561 16 9	£ s. d. 2,094 10 2	£ s. d. 27,175 4 10				
Hawke's Bay	12	£ ...	£ s. d. 595 7 3	£ s. d. 512 10 0	£ s. d. 5,398 14 2	£ s. d. 779 8 2	£ s. d. 10 14 9	£ s. d. 19 2 6	£ s. d. 6,207 19 7	£ s. d. 2,524 19 10	£ s. d. 215 4 0	£ s. d. 2,740 3 10	£ s. d. 4 12 6	£ s. d. 7,804 2 7	£ s. d. 17,864 15 9				
Marlborough	12	£ ...	£ s. d. 151 9 2	£ s. d. 101 12 0	£ s. d. 3,028 18 4	£ s. d. 261 4 5	£ s. d. 85 3 9	£ s. d. ...	£ s. d. 3,375 6 6	£ s. d. 2,033 8 11	£ s. d. 80 3 9	£ s. d. 2,113 12 8	£ s. d. ...	£ s. d. 872 9 0	£ s. d. 6,614 9 4				
Nelson ...	12	£ ...	£ s. d. 648 10 2	£ s. d. 335 7 0	£ s. d. 8,916 6 0	£ s. d. 1,358 17 4	£ s. d. 162 2 0	£ s. d. ...	£ s. d. 10,437 5 4	£ s. d. 3,149 11 8	£ s. d. 33 2 6	£ s. d. 3,182 14 2	£ s. d. ...	£ s. d. 4,426 16 9	£ s. d. 19,030 13 5				
N. Canterbury	12	£ ...	£ s. d. 1,666 14 11	£ s. d. 1,288 13 8	£ s. d. 35,846 10 10	£ s. d. 6,741 18 6	£ s. d. 886 4 7	£ s. d. ...	£ s. d. 43,474 13 11	£ s. d. 19,690 14 7	£ s. d. 11,147 4 10	£ s. d. 20,837 19 5	£ s. d. 202 12 0	£ s. d. 16,500 10 11	£ s. d. 83,971 4 10				
S. Canterbury	8	£ ...	£ s. d. 380 19 6	£ s. d. 157 8 6	£ s. d. 3,716 14 7	£ s. d. 667 2 4	£ s. d. ...	£ s. d. ...	£ s. d. 4,383 16 11	£ s. d. 2,843 14 9	£ s. d. 185 7 11	£ s. d. 3,029 2 8	£ s. d. ...	£ s. d. 4,928 4 5	£ s. d. 12,879 12 0				
Westland ...	12	£ 2,333	£ s. d. 13 3 811 16 8	£ s. d. 659 0 0	£ s. d. 9,508 1 3	£ s. d. 1,666 14 4	£ s. d. ...	£ s. d. 109 7 6	£ s. d. 11,284 3 1	£ s. d. 9,192 19 10	£ s. d. 433 3 5	£ s. d. 9,626 3 3	£ s. d. 417 3 7	£ s. d. ...	£ s. d. 25,131 19 10				
Otago ...	12	£ ...	£ s. d. 1,145 13 5	£ s. d. 1,295 1 10	£ s. d. 42,282 5 5	£ s. d. 5,542 11 7	£ s. d. 17 11 6	£ s. d. ...	£ s. d. 47,842 8 6	£ s. d. 10,705 6 6	£ s. d. 411 2 5	£ s. d. 11,116 8 11	£ s. d. ...	£ s. d. 20,131 8 9	£ s. d. 81,531 1 5				
Southland ...	8	£ ...	£ s. d. 340 13 2	£ s. d. 173 8 10	£ s. d. 6,353 9 9	£ s. d. 681 18 4	£ s. d. ...	£ s. d. ...	£ s. d. 7,035 8 1	£ s. d. 2,093 7 0	£ s. d. ...	£ s. d. 2,093 7 0	£ s. d. 0 7 10	£ s. d. 1,561 1 3	£ s. d. 11,204 6 2				
Totals ...	...	£ 4,065	£ s. d. 14 11 10,225 12 26	£ s. d. 142 14 5	£ s. d. 167,821 0 4	£ s. d. 21,582 7 4	£ s. d. 1,661 16 7	£ s. d. 434 11 2	£ s. d. 191,499 15 5	£ s. d. 87,079 10 0	£ s. d. 3,412 7 9	£ s. d. 990,491 17 9	£ s. d. 4,254 2 1	£ s. d. 161,605 19 3	£ s. d. 3,368,285 16 0				

NOTE.—The expenditure on the training of Teachers by the Boards of Auckland, North Canterbury, and Otago is included in Teachers' Salaries and Allowances.

Table No. 3.

DETAILED STATEMENT of the EXPENDITURE of the several EDUCATION BOARDS on Management and on School Inspection (including Examination of Teachers and Pupil-teachers) for the Year 1878.

(Compiled from Detailed Statements of Expenditure furnished by the Boards.)

Education Districts.	Number of Months in Operation.	Management by Boards.*										Inspection of Schools and Examination of Teachers and Pupil Teachers.			
		Staff. Secretary, Treas- urer, Clerks, Messengers, Clerical Assistance.	Allowances to Members of Boards.	Office Rent and Furniture.	Law Expenses.	Printing.	Advertising.	Stationery.	Sundries. (See Boards' Balance- sheets in Appendix.)	Totals as in Column 3, Table 2.	Salaries of Inspectors.	Inspectors' Travelling Expenses.	Costs of Teachers' Examina- tions.	Totals as in Column 4, Table 2.	
Auckland	12	£ s. d. 1,397 0 8	£ s. d. ...	£ s. d. 117 0 0	£ s. d. 276 7 6	£ s. d. 195 5 9	£ s. d. 423 11 3	£ s. d. 144 5 9	£ s. d. 189 5 7	£ s. d. 2,742 16 6	£ s. d. 600 0 0	£ s. d. 111 5 0	£ s. d. 107 14 1	£ s. d. 818 19 1	
Taranaki	12	£ s. d. 169 7 6	£ s. d. ...	£ s. d. 55 2 3	£ s. d. 6 11 10	£ s. d. ...	£ s. d. 38 19 0	£ s. d. 50 14 8	£ s. d. 25 6 2	£ s. d. 346 1 5	£ s. d. 100 0 0	£ s. d. ...	£ s. d. ...	£ s. d. 100 0 0	
Wanganui	9	£ s. d. 170 16 8	£ s. d. 113 16 6	£ s. d. 81 9 8	£ s. d. ...	£ s. d. 63 2 6	£ s. d. 81 1 3	£ s. d. 35 16 3	£ s. d. 19 12 6	£ s. d. 565 15 4	£ s. d. 266 13 4	£ s. d. 33 6 8	£ s. d. 8 10 0	£ s. d. 308 10 0	
Wellington	12	£ s. d. 490 16 8	£ s. d. 39 3 6	£ s. d. 18 10 9	£ s. d. ...	£ s. d. 116 4 9	£ s. d. 94 4 10	£ s. d. 54 19 2	£ s. d. 15 15 0	£ s. d. 829 14 8	£ s. d. 250 0 0	£ s. d. 142 3 6	£ s. d. ...	£ s. d. 392 3 6	
Hawke's Bay	12	£ s. d. 220 0 0	£ s. d. ...	£ s. d. 29 11 9	£ s. d. 4 4 0	£ s. d. 64 17 9	£ s. d. 131 17 8	£ s. d. 65 18 8	£ s. d. 78 17 5	£ s. d. 595 7 3	£ s. d. 358 6 8	£ s. d. 154 3 4	£ s. d. ...	£ s. d. 512 10 0	
Marlborough	12	£ s. d. 106 5 6	£ s. d. ...	£ s. d. 6 10 0	£ s. d. ...	£ s. d. 20 10 6	£ s. d. 16 2 6	£ s. d. 2 0 8	£ s. d. ...	£ s. d. 151 9 2	£ s. d. 62 10 0	£ s. d. 39 2 0	£ s. d. ...	£ s. d. 101 12 0	
Nelson	12	£ s. d. 331 5 0	£ s. d. 18 14 0	£ s. d. 26 13 6	£ s. d. 13 8 0	£ s. d. 56 9 3	£ s. d. 158 16 3	£ s. d. 16 18 7	£ s. d. 26 5 7	£ s. d. 648 10 2	£ s. d. 231 5 0	£ s. d. 104 2 0	£ s. d. ...	£ s. d. 335 7 0	
North Canterbury	12	£ s. d. 1,145 12 6	£ s. d. 15 0 0	£ s. d. ...	£ s. d. 10 10 0	£ s. d. 210 16 0	£ s. d. 160 13 1	£ s. d. 65 17 1	£ s. d. 58 6 3	£ s. d. 1,666 14 11	£ s. d. 775 0 0	£ s. d. 249 11 1	£ s. d. 264 2 7	£ s. d. 1,288 13 8	
South Canterbury	8	£ s. d. 125 0 0	£ s. d. 26 10 6	£ s. d. 155 15 3	£ s. d. ...	£ s. d. 20 2 6	£ s. d. 9 2 4	£ s. d. 44 8 11	£ s. d. ...	£ s. d. 380 19 6	£ s. d. 125 0 0	£ s. d. 32 8 6	£ s. d. ...	£ s. d. 157 8 6	
Westland	12	£ s. d. 313 15 0	£ s. d. 122 9 0	£ s. d. ...	£ s. d. 3 3 0	£ s. d. 77 5 6	£ s. d. 72 8 5	£ s. d. 41 13 3	£ s. d. 181 2 6	£ s. d. 811 16 8	£ s. d. 450 0 0	£ s. d. 209 0 0	£ s. d. ...	£ s. d. 659 0 0	
Otago	12	£ s. d. 691 5 2	£ s. d. 64 16 0	£ s. d. ...	£ s. d. 28 9 8	£ s. d. 149 16 8	£ s. d. 123 16 3	£ s. d. 76 10 8	£ s. d. 10 19 0	£ s. d. 1,145 13 5	£ s. d. 856 15 0	£ s. d. 394 8 5	£ s. d. 43 18 5	£ s. d. 1,295 1 10	
Southland	8	£ s. d. 161 10 0	£ s. d. 58 5 0	£ s. d. ...	£ s. d. ...	£ s. d. 12 10 0	£ s. d. 72 14 0	£ s. d. 14 11 3	£ s. d. 21 2 11	£ s. d. 340 13 2	£ s. d. 166 13 4	£ s. d. ...	£ s. d. 6 15 6	£ s. d. 173 8 10	
Totals	...	£ s. d. 5,322 14 8	£ s. d. 458 14 6	£ s. d. 490 13 2	£ s. d. 342 14 0	£ s. d. 987 1 2	£ s. d. 1,383 6 10	£ s. d. 613 14 11	£ s. d. 626 12 11	£ s. d. 10,225 12 2	£ s. d. 4,242 3 4	£ s. d. 1,469 10 6	£ s. d. 431 0 7	£ s. d. 6,142 14 5	

* The above expenditure is exclusive of payments to Architects or officers employed only on account of school buildings, for returns of which see Tables Nos. 2 and 4.

Table No. 4.
ANNUAL SALARIES paid to EDUCATION BOARD OFFICERS, June, 1879.

Education Districts.	Average Attendance, December, 1878.	Office Staff.—Fixed Salaries of					Inspection Staff.—Fixed Salaries of				
		Secretary.	Treasurer.	Clerk.	Clerk.	Messenger.	Total.	Inspector.	Inspector.	Inspector's Clerk.	Total.
Auckland ...	...	£ s. d. 400 0 0	£ s. d. { 350 0 0 15 0 0 }	£ s. d. 200 0 0	£ s. d. { 125 0 0 60 0 0 }	£ s. d. 30 0 0	£ s. d. 1,180 0 0	£ s. d. 500 0 0	£ s. d. 250 0 0	£ s. d. 200 0 0	£ s. d. 950 0 0
Taranaki ...	...	150 0 0	...	...	...	...	150 0 0	200 0 0	...	...	200 0 0
Wanganui ...	...	300 0 0	...	...	...	...	300 0 0	400 0 0	...	...	400 0 0
Wellington ...	...	250 0 0	...	250 0 0	...	20 0 0	520 0 0	250 0 0	...	...	250 0 0
Hawke's Bay ...	...	250 0 0	...	200 0 0	...	20 0 0	470 0 0	250 0 0	...	...	250 0 0
Marlborough ...	...	100 0 0	...	...	...	25 0 0	125 0 0	120 0 0	...	...	120 0 0
Nelson ...	...	187 10 0	...	100 0 0	...	...	287 10 0	187 10 0	...	...	187 10 0
North Canterbury ...	...	600 0 0	...	300 0 0	150 0 0	65 0 0	1,115 0 0	500 0 0	500 0 0	...	1,000 0 0
South Canterbury ...	...	250 0 0	...	...	...	...	250 0 0	250 0 0	...	...	250 0 0
Westland ...	...	340 0 0	...	...	...	...	340 0 0	400 0 0	...	...	400 0 0
Otago ...	...	400 0 0	...	200 0 0	110 0 0	...	710 0 0	550 0 0	450 0 0	...	1,000 0 0
Southland ...	...	300 0 0	...	...	...	...	300 0 0	500 0 0	...	...	500 0 0
Totals ...	...	3,527 10 0	365 0 0	1,250 0 0	445 0 0	160 0 0	5,747 10 0	4,107 10 0	1,200 0 0	200 0 0	5,507 10 0

In the Districts of Hawke's Bay, Wellington, Nelson, and South Canterbury respectively, the offices of Secretary and Inspector are held by the same officer. In the above table the full salary is divided equally between the two offices. In all the districts, with the exception of Auckland and Hawke's Bay, the Secretary is also Treasurer. In Hawke's Bay the Clerk is Treasurer.

Auckland.—Cadet to assist Treasurer, £15; Cadet Clerk, £60. Second Clerk gives partial service only, and receives salary varying from £100 to £150, according to time employed. All the three Clerks receive 2s. 6d. per hour overtime when required for preparation of departmental returns. Inspectors and their Clerk receive £1 per day travelling allowance. Architect, £250 a year, actual travelling expenses, and 2½ per cent. on all works executed under his supervision. For city schools another Architect receives 5 per cent. on cost of buildings.

Taranaki.—Architect, 2½ per cent. for plans, specifications, and superintendence of buildings.

Wanganui.—The Inspector also receives a fixed allowance of £50 for travelling expenses.

Wellington.—The Inspector also receives a fixed payment of £54 15s. for "forage," and £1 per day when on duty beyond reach of Wellington.

Hawke's Bay.—The Inspector also receives a fixed allowance of £150 for travelling expenses.

Nelson.—The Inspector also receives actual travelling expenses.

Marlborough.—The Board employs the Inspector of Nelson District at £120 per annum, with travelling expenses estimated at about £80. Architect and Inspector of Works, 5 per cent. on expenditure on buildings.

North Canterbury.—Each Inspector also receives a fixed payment of £50 for "forage" and actual travelling expenses.

South Canterbury.—The Inspector also receives actual travelling expenses. A schoolmaster is retained at £150 a year by the Board to supply temporary vacancies, and at other times to assist in office work.

Westland.—The Inspector also receives £5 per month "forage," and actual expenses when travelling.

Otago.—Each Inspector also receives travelling allowance of £1 5s. a day when beyond reach of Dunedin, and railway fares only when within reach of town by rail. Forage allowance of £1 5s. per week is allowed when the Inspector is engaged in the office. Instead of paying a percentage to an architect, the Board has its own Architect, Draughtsman, and Clerk of Works, at the fixed annual salaries of £350, £200, and £240 respectively. The Architect and Clerk of Works are allowed actual travelling expenses.

Southland.—The Inspector's fixed salary includes travelling allowance.

Table No. 5.
AGES of the SCHOLARS on the Books in the several Districts for the last Quarter of 1878.

Education Districts.	Under 5 Years.			5 and under 7 Years.			7 and under 10 Years.			10 and under 13 Years.			13 and under 15 Years.			Over 15 Years.			Totals of all Ages.		
	Males.		Total.	Males.		Total.	Males.		Total.	Males.		Total.	Males.		Total.	Males.		Total.	Males.		Total.
	Females.	Total.		Females.	Total.		Females.	Total.		Females.	Total.		Females.	Total.		Females.	Total.		Females.	Total.	
Auckland ...	19	16	35	1,512	1,220	2,732	2,398	2,104	4,502	1,853	1,568	3,421	544	585	1,129	108	277	385	6,434	5,770	12,204
Taranaki ...	14	17	31	112	92	204	225	162	387	152	144	296	45	42	87	7	4	11	555	461	1,016
Wanganui ...	34	44	78	314	243	557	529	478	1,007	447	354	801	117	97	214	22	29	51	1,403	1,245	2,648
Wellington ...	103	205	308	559	503	1,062	927	738	1,665	705	583	1,288	207	156	363	22	32	54	2,523	2,174	4,697
Hawke's Bay ...	40	38	78	287	217	504	357	342	699	294	250	544	78	70	148	9	3	12	1,065	920	1,985
Marlborough ...	12	19	31	107	101	208	204	208	412	152	119	271	50	44	94	16	3	19	541	474	1,015
Nelson ...	15	20	35	417	447	864	745	616	1,361	510	452	962	145	183	328	6	14	20	1,838	1,732	3,570
North Canterbury ...	287	251	538	1,594	1,435	3,029	2,547	2,379	4,926	2,061	1,894	3,955	520	513	1,033	78	88	166	7,087	6,560	13,647
South Canterbury ...	59	56	115	318	266	584	568	473	1,041	320	367	687	119	92	211	12	16	28	1,396	1,270	2,666
Westland ...	97	85	182	307	338	645	501	499	1,000	325	335	660	107	88	195	18	14	32	1,355	1,349	2,704
Otago ...	185	183	368	1,700	1,587	3,287	3,058	2,860	5,918	2,555	2,386	4,941	700	667	1,367	93	104	197	8,291	7,787	16,078
Southland ...	39	41	80	272	252	524	564	522	1,086	562	483	1,045	140	157	297	24	20	44	1,601	1,475	3,076
Totals	904	872	1,776	7,499	6,751	14,250	12,623	11,381	24,004	9,936	8,935	18,871	2,772	2,674	5,446	415	604	1,019	34,149	31,217	65,366

Table No. 6.
CLASSIFICATION according to STANDARDS in the several Districts for the last Quarter of 1878.

Education Districts.	Total Number attending last Quarter of 1878.	Number Classified according to Standards.										Preparing for Standard										Passed Standard VI.				
		Total Number Classified.		Infants too young for Column next following.		I.		II.		III.		IV.		V.		VI.										
		M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	
Auckland	12,204	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Taranaki	1,016	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Wanganui	2,708	1,463	1,245	2,708	201	199	400	374	716	342	378	327	705	248	193	441	142	114	256	62	46	108	43	15	3	
Wellington	4,697	2,523	2,174	4,697	539	570	1,109	546	991	445	425	348	773	445	370	815	281	226	507	156	133	289	86	45	23	
Hawke's Bay	1,985	254	205	459	...	...	...	...	...	...	129	117	246	61	39	100	57	45	102	7	4	11	...	...	...	
Marlborough	1,015	295	266	561	39	28	67	90	145	55	58	75	133	44	42	86	43	51	94	15	9	24	6	...	...	
Nelson	3,570	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
North Canterbury	13,647	7,087	6,560	13,647	2,004	1,719	3,723	1,240	2,504	1,264	1,234	1,052	2,286	1,157	1,224	2,381	833	816	1,649	456	375	831	148	...	8	
South Canterbury	2,666	1,396	1,270	2,666	474	436	910	217	198	415	207	254	521	162	177	339	156	116	272	92	71	163	27	18	1	
Westland	2,704	1,355	1,349	2,704	346	373	719	278	297	575	247	262	509	195	188	383	152	146	298	80	49	129	46	25	9	
Otago	16,078	8,291	7,787	16,078	2,051	1,874	3,925	1,671	1,579	3,250	1,264	1,251	2,515	1,216	1,150	2,366	1,047	1,013	2,060	746	654	1,400	256	484	38	
Southland	3,076	1,489	1,373	2,862	225	214	439	346	310	656	276	265	541	260	234	494	209	193	402	122	104	226	47	52	4	
Totals	58,223	24,153	22,229	46,382	5,879	5,413	11,292	4,762	4,490	9,252	4,278	3,951	8,229	3,788	3,617	7,405	2,920	2,720	5,640	1,736	1,445	3,181	659	511	1,170	82
																									213	

Table No. 7.

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, with the Expenditure for the Year 1878, and the Names, Status, and Emoluments of the Teachers as in December, 1878.

* In the second last column, "Position in the School," "H." means Head Teacher; "M." Male Teacher; "F." Female Teacher; "A.M." Assistant Male Teacher; "A.F." Assistant Female Teacher; "M.P." Male Pupil-teacher; "F.P." Female Pupil-teacher; and "S." Sewing Teacher.

AUCKLAND.

County or Borough. (The latter distinguished by the letter "B" following in brackets.)	Consecutive No. of District.	Schools.	Consecutive No. of separate Schools.	Expenditure for 1878.			Teachers' Names, including all Teachers and Pupil-teachers on the Staff at the end of Year.	Position in the School.	Annual Salary and Allowances at the rate paid during the last Quarter of 1878.
				Maintenance.		Buildings, Sites, Furniture, and Apparatus.			
				Salaries.	Other Ordinary Expenditure.				
				£ s. d.	£ s. d.	£ s. d.			£ s. d.
Mangonui...	1	Ahipara ¹ ...	1	50 0 0	...	8 16 0	J. B. Simpson ...	M.	100 0 0
		Kaitaia ...	2	...	...	...	E. Shannon ...	M.	100 0 0
		Pukepoto ...	3	100 0 0	5 10 6	...	J. Williamson ...	M.	50 0 0
		Maungatete ² ...	4	8 6 8	...	...	William Bramley ...	M.	80 0 0
	2	Kaero ...	5	90 0 0	...	...	R. Hogwood ...	H.	100 0 0
	3	Mangonui... ..	6	155 0 0	10 14 0	324 0 0	Miss E. Campbell ...	F.P.	30 0 0
		" ...	...	...	...	...	W. H. Blyth ...	M.	120 0 0
	4	Oruru Lower ...	7	120 0 0	...	...	Mrs. Johnson ...	F.	80 0 0
		Oruru Upper ...	8	...	...	...	Mrs. Burchell ...	F.	100 0 0
	5	Totara ...	9	80 0 0	3 10 0	28 10 0	E. J. Magee ...	M.	68 0 0
Hokianga... Bay of Islands	6	Whangaroa North ³ ...	10	88 6 8	...	...	G. B. Ewing ...	H.	160 0 0
	7	Hokianga ⁴ ...	11	22 13 4	4 14 6	7 3 0	Mrs. Wilson ...	A.F.	80 0 0
	8	Kawakawa ...	12	230 0 0	8 7 6	...	Miss Anderson ...	F.	60 0 0
		" ...	...	...	...	...	W. Edwards ...	H.	120 0 0
	9	Okaihau ...	13	60 0 0	...	...	Mrs. Edwards ...	S.	10 0 0
	10	Pakaru ...	14	125 16 8	6 5 0	...	Miss Greenway ...	H.	80 0 0
		" ...	...	...	...	...	Mrs. Hanson ...	S.	10 0 0
	11	Russell ...	15	118 6 8	12 0 0	...	Mrs. Hickton ...	F.	75 0 0
		" ...	...	...	...	...	Thomas Campbell ...	M.	120 0 0
	12	Waimate ...	16	75 0 0	...	...	E. Richards ...	M.	112 0 0
Hobson ...	13	Arapohue ...	17	120 0 0	...	34 15 0	George F. S. Horsey ...	H.	140 0 0
		Wairoa North ...	18	112 0 0	6 10 0	...	Mrs. Wrigley ...	A.F.	30 0 0
	14	Aratapu ...	19	170 0 0	1 10 4	75 0 0	E. R. Watkins ...	H.	140 0 0
		" ...	...	...	...	...	Mrs. Watkins ...	S.	10 0 0
	15	Dargaville ...	20	119 3 4	...	...	Miss Robertson ...	F.P.	20 0 0
		" ...	...	...	...	...	Harry Wells ...	H.	120 0 0
		" ...	...	...	...	...	Margaret Ross ...	S.	10 0 0
	16	Kaiwaka ...	21	130 0 0	...	...	J. H. Wilson ...	M.	80 0 0
		Hakaru ...	22	...	...	...	Mrs. Jarvie ...	S.	...
	17	Matakohe ...	23	105 0 0	22 18 2	14 4 0	William M. Flower ...	H.	120 0 0
Whangarei		Omaru ⁵ ...	24	26 13 4	...	2 12 6	Lucy Little ...	S.	10 0 0
	18	Maungaturoto ...	25	125 0 0	...	24 0 0	T. W. Wilson ...	H.	140 0 0
		" ...	...	...	...	...	Amy E. Bottrill ...	A.F.	45 0 0
	19	Paparoa ...	26	185 0 0	15 2 7	23 0 2	John Lindley ...	H.	120 0 0
		" ...	...	...	...	...	Mrs. Lindley ...	S.	10 0 0
	20	Te Kopuru ...	27	77 10 0	14 0 0	1 16 6	W. M. Clark ...	M.	100 0 0
		" ...	...	...	...	...	Alexander G. Graham ...	H.	160 0 0
	21	Mangawhare ...	28	29 13 2	...	...	Mrs. Rust ...	A.F.	50 0 0
		Kaitangi ⁶ ...	29	...	...	...	Louisa Boulton ...	A.F.	30 0 0
	22	Whangarei ...	30	235 0 0	32 8 11	527 6 0	J. R. Carter ...	H.	140 0 0
Whangarei		" ...	...	...	...	...	Mrs. Carter ...	A.F.	40 0 0
		Kamo ...	31	170 0 0	15 5 7	0 17 6	George Fraser ...	M.	100 0 0
		" ...	...	...	...	...	C. O. E. Möller ...	H.	120 0 0
	23	Whareora ...	32	100 0 0	8 0 0	155 13 0	Mrs. Möller ...	A.F.	40 0 0
		Kaurihohore ...	33	135 0 0	...	...	William Donaldson ...	M.	100 0 0
		" ...	...	...	...	...	W. G. Rogers ...	M.	80 0 0
	24	Mangapai No. 1 ...	34	106 13 4	14 0 0	...	H. Du P. Reynolds ...	M.	100 0 0
		Mangapai No. 2 ...	35	...	...	...	C. P. Jones ...	H.	150 0 0
	25	Maungakarama No. 1 ...	36	95 0 0	...	...	Annie Hay ...	S.	10 0 0
		Maungakarama No. 2 ...	37	...	...	...	Richard Fleet ...	M.	100 0 0
Whangarei	26	Maungatapere ...	38	83 6 8	5 17 0	...	Edward Millington ...	M.	120 0 0
		Otaika ⁷ ...	39	...	...	...	Alfred Freeman ...	M.	120 0 0
	27	Parua Bay No. 1 ...	40	158 6 8	17 0 0	...	R. W. W. Ker ...	M.	60 0 0
		Parua Bay No. 2 ...	41	...	...	...	H. Matthews ...	H.	140 0 0
	28	Ruakaka ...	42	90 0 0	...	5 6 6	Catherine Lewis ...	A.F.	30 0 0
		Ruatangata East ...	43	71 13 4	5 2 6	322 0 6	James Glanfield ...	M.	100 0 0
		Ruatangata West ...	44	...	...	...	Alfred Pratt ...	H.	100 0 0
	30	Waikiekie East ...	45	120 0 0	7 2 0	...	Mary McMillan ...	S.	10 0 0
		Waikiekie West ...	46	...	...	...	H. E. Rowlands ...	H.	140 0 0
	31	Waipu Cave ...	47	55 0 0	...	...	Jessie McKenzie ...	A.F.	45 0 0
Whangarei	32	Waipu Central ...	48	170 0 0	7 16 0	58 17 6	Thomas Broun ...	H.	120 0 0
		" Cove ...	49	100 0 0	...	...	Mrs. Broun ...	S.	10 0 0
	34	Waipu North ...	50	110 0 0	6 15 0	...	...	...	...
		" Upper ...	51	178 6 8	12 9 6	56 7 5	...	...	...
	36	Whangarei Heads ...	52	130 0 0	33 15 2	0 6 0	...	...	...
		" ...	...	...	...	...	...	...	...
		" ...	...	...	...	...	...	...	...
		" ...	...	...	...	...	...	...	...
		" ...	...	...	...	...	...	...	...
		" ...	...	...	...	...	...	...	...

(1) Six months. School opened July, 1878. (2) Two months. School opened November, 1878. (3) Ten months. School closed 31st October, 1878. (4) Four months. School opened September, 1878. (5) Half time with Matakohe, to 31st April, 1878. (6) Three months. School opened October, 1878. (7) Ten months. School closed 31st October, 1878.

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—*continued.*
 AUCKLAND—*continued.*

County or Borough. (The latter distinguished by the letter "B" following in brackets.)	Consecutive No. of District.	Schools.	Consecutive No. of separate Schools.	Expenditure for 1878.			Teachers' Names, including all Teachers and Pupil-teachers on the Staff at the end of Year.	Position in the School.	Annual Salary and Allowances at the rate paid during the last Quarter of 1878.
				Maintenance.		Buildings, Sites, Furniture, and Apparatus.			
				Salaries.	Other Ordinary Expenditure.				
			£ s. d.	£ s. d.	£ s. d.			£ s. d.	
Rodney ...	37	Albertland North ...	53	75 0 0	20 0 0	...	William Tunks ...	M.	100 0 0
	38	Hoteo North ...	54	60 0 0	10 0 0	2 1 0	Mrs. E. Sharpe ...	F.	60 0 0
	39	Dome Valley ...	55	55 0 0	...	23 16 0	R. W. Craig ...	H.	100 0 0
		" ...	...	...	...	...	Nellie Horsley ...	S.	10 0 0
		Kaipara Flats ...	56	70 0 0	...	16 12 6	A. McNaughton ...	M.	60 0 0
		Warkworth ...	57	145 0 0	28 6 3	47 10 0	A. Campbell ...	H.	120 0 0
		" ...	...	...	...	...	Mrs. E. Cutler ...	S.	10 0 0
		" ...	...	...	...	...	Annie Southgate ...	F.P.	15 0 0
	40	Mahurangi Heads ...	58	100 0 0	71 10 2	...	Peter Greenhill ...	M.	100 0 0
		Matakana Lower ...	59	105 0 0	13 5 0	6 3 0	C. W. Greenwood ...	M.	100 0 0
		Mullet Point ...	60	...	...	...	...	...	...
	41	Matakana Upper ...	61	110 0 0	5 12 0	398 19 6	W. G. Morgan ...	M.	100 0 0
		Big Omaha ...	62	...	...	...	W. C. Clark ...	M.	100 0 0
	42	Omaha (Little) ...	63	110 0 0	4 0 0	...	Mrs. Haszard ...	F.	24 0 0
		Otamatea (Native) ¹ ...	64	27 0 0	...	...	E. M. Gravatt ...	M.	80 0 0
	43	Pakiri ...	65	80 0 0	...	12 0 0	B. M. Gubb ...	H.	120 0 0
	44	Port Albert ...	66	149 13 4	0 12 6	8 17 0	Mrs. Heffard ...	S.	10 0 0
		" ...	...	...	...	...	Albert Smith ...	M.P.	26 0 0
	45	Puhoi ...	67	190 0 0	...	...	Martin Krippner ...	H.	140 0 0
		" ...	...	...	...	...	Mrs. Krippner ...	A.F.	40 0 0
		" ...	...	...	...	...	Mrs. Carroll ...	S.	10 0 0
	46	Te Arai ...	68	95 0 0	...	...	Charles Haselden ...	M.	80 0 0
	47	Te Pahi ² ...	69	74 11 8	3 0 0	...	Amelia Fisher ...	F.	80 0 0
	48	Wainui ...	70	106 13 4	12 0 0	244 8 6	Frederick Goertz ...	H.	120 0 0
		" ...	...	...	...	...	Mrs. Goertz ...	S.	10 0 0
	49	Wellsford ...	71	65 0 0	...	...	Mrs. Rushbrook ...	F.	80 0 0
	50	Wharehine ...	72	80 0 0	2 15 0	0 2 0	A. Steventon ...	M.	80 0 0
Waitemata	51	Devonport ...	73	321 4 0	16 3 8	363 16 6	Thomas H. Smith ...	H.	190 0 0
		" ...	...	...	...	...	Eleanor Bridson ...	A.F.	90 0 0
		" ...	...	...	...	...	Edith M. Smith ...	A.F.	40 0 0
		" ...	...	...	...	...	Alfred McCracken ...	M.P.	60 0 0
		" ...	...	...	...	...	Catherine Kilfoyle ...	F.P.	40 0 0
	52	Helensville ...	74	80 0 0	20 6 3	35 14 0	Caroline E. White ...	F.	80 0 0
		Woodhill ...	75	146 13 4	9 0 0	458 17 6	W. R. Fosbroke ...	H.	120 0 0
		" ...	...	...	...	...	Mrs. Fosbroke ...	A.F.	40 0 0
	53	Henderson's Mill ...	76	67 10 0	...	...	Helen D. Hanson ...	F.	80 0 0
	54	Hobsonville ...	77	120 0 0	10 7 0	150 0 0	C. B. Davis ...	M.	120 0 0
		Kumeu ...	78	...	...	...	...	...	...
	55	Kaukapakapa ...	79	161 13 4	4 14 0	15 7 0	W. G. Murray ...	H.	140 0 0
		" ...	...	...	...	...	Mrs. Marks ...	S.	10 0 0
		" ...	...	...	...	...	Edith Marks ...	F.P.	20 0 0
56	Lake ...	80	80 0 0	19 0 0	...	Susie Seaman ...	F.	80 0 0	
57	Lucas Creek ³ ...	81	90 0 0	5 0 0	153 3 6	...	...	...	
58	Pukeatua ...	82	...	...	...	Thomas Ritchie ...	M.	120 0 0	
59	Riverhead ...	83	105 0 0	8 10 0	2 17 6	S. F. Mayhew ...	H.	140 0 0	
60	Stokes Point ...	84	107 14 0	19 3 3	...	Mrs. Mayhew ...	S.	10 0 0	
	" ...	...	...	...	...	Benjamin Carroll ...	M.	100 0 0	
61	Titirangi ...	85	83 6 8	...	10 0 0	Henry Lloyd ...	M.	100 0 0	
62	Wade ...	86	100 0 0	10 0 0	225 3 4	Henry Worthington ...	H.	355 0 0	
Auckland [B]	63	Wellesley Street ...	87	935 0 0	240 19 6	432 5 2	C. H. Nicholson ...	A.M.	180 0 0
		" ...	...	...	...	...	Annie Jerram ...	A.F.	80 0 0
		" ...	...	...	...	...	Elizabeth Dunning ...	A.F.	70 0 0
		" ...	...	...	...	...	Leonora Kilfoyle ...	A.F.	50 0 0
		" ...	...	...	...	...	Jeannie Burnett ...	A.F.	70 0 0
		" ...	...	...	...	...	Robert Baird ...	M.P.	60 0 0
		" ...	...	...	...	...	F. T. Maclean ...	M.P.	80 0 0
		" ...	...	...	...	...	J. L. Sinclair ...	M.P.	60 0 0
		" ...	...	...	...	...	J. W. Jervis ...	M.P.	60 0 0
		" ...	...	...	...	...	Arundel M. Beale ...	F.P.	60 0 0
		" ...	...	...	...	...	Lydia De Carteret ...	F.P.	60 0 0
		" ...	...	...	...	...	Ella S. Hill ...	F.P.	40 0 0
		" ...	...	...	...	...	Margaret Henry ...	F.P.	30 0 0
		" ...	...	...	...	...	Martha Munro ...	F.P.	40 0 0
		" ...	...	...	...	...	Arabella Ryan ...	F.P.	48 0 0
		" ...	...	...	...	...	Ella Swain ...	F.P.	60 0 0
		High Street ...	88	206 5 0	64 6 2	319 9 11	Marianne Wann ...	H.	155 0 0
		" ...	...	...	...	...	Florence Taylor ...	A.F.	40 0 0
		" ...	...	...	...	...	Margaret Macky ...	F.P.	50 0 0
		" ...	...	...	...	...	Jane Sinclair ...	F.P.	40 0 0
		Choral Hall ⁴ ...	89	259 3 4	83 1 2	319 9 11	Josiah Martin ...	H.	200 0 0
		" ...	...	...	...	...	Sarah Howard ...	A.F.	50 0 0
		" ...	...	...	...	...	Annie Drought ...	A.F.	50 0 0
	" ...	...	...	...	...	Mary C. Howard ...	F.P.	30 0 0	
	" ...	...	...	...	...	Henry R. Hyatt ...	M.P.	35 0 0	

(1) Aided. (2) Eleven months. School opened February, 1878. (3) Nine months. School closed 31st September, 1878. (4) Eight months. School opened May, 1878.

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—*continued*.
AUCKLAND—*continued*.

County or Borough. (The latter distinguished by the letter "B" following in brackets.)	Consecutive No. of District.	Schools.	Consecutive No. of separate Schools.	Expenditure for 1878.			Teachers' Names, including all Teachers and Pupil-teachers on the Staff at the end of Year.	Position in the School.	Annual Salary and Allowances at the rate paid during the last Quarter of 1878.			
				Maintenance.		Buildings, Sites, Furniture, and Apparatus.						
				Salaries.	Other Ordinary Expenditure.							
				£ s. d.	£ s. d.	£ s. d.			£	s.	d.	
Auckland [B] —contd.		Choral Hall—contd. ...	...	...	...	...	Percy Smallfield ...	M.P.	60	0	0	
		" ...	...	...	...	...	Harriet Longdill ...	F.P.	30	0	0	
	64	" ...	...	...	...	...	Jessie Edmiston ...	F.P.	30	0	0	
		Nelson Street ...	90	350 8 4	163 17 5	2,894 2 9	John Brabazon ...	H.	245	0	0	
		" ...	...	...	...	...	Mrs. Brabazon ...	A.F.	50	0	0	
		" ...	...	...	...	...	E. G. Wallace ...	A.F.	80	0	0	
		" ...	...	...	...	...	Lydia Carr ...	A.F.	70	0	0	
		" ...	...	...	...	...	Marion Dunning ...	A.F.	50	0	0	
		" ...	...	...	...	...	James Hogwood ...	M.P.	100	0	0	
		" ...	...	...	...	...	J. A. Litten ...	M.P.	60	0	0	
		" ...	...	...	...	...	Annie Harkis ...	F.P.	40	0	0	
		65	Hepburn Street ...	91	696 13 4	102 14 6	4 17 0	E. M. C. Harrison ...	H.	305	0	0
			" ...	...	...	...	...	W. H. V. Bindon ...	A.M.	135	0	0
			" ...	...	...	...	...	Mary T. Taylor ...	A.F.	70	0	0
	" ...		...	...	...	...	Elizabeth Sinclair ...	A.F.	70	0	0	
	" ...		...	...	...	...	Frances Longmore ...	A.F.	60	0	0	
	" ...		...	...	...	...	Agnes Carr ...	A.F.	55	0	0	
	" ...		...	...	...	...	Thomas M. Minchen ...	M.P.	60	0	0	
	" ...		...	...	...	...	Herbert Woodham ...	M.P.	60	0	0	
	" ...		...	...	...	...	Mary McIver ...	F.P.	30	0	0	
	" ...		...	...	...	...	Mary C. Tregear ...	F.P.	60	0	0	
	" ...		...	...	...	...	Lydia Wright ...	F.P.	30	0	0	
	" ...		...	...	...	...	Annie Currie ...	F.P.	35	0	0	
		Howe Street ...	92	160 0 0	...	...	Annie Barton ...	H.	100	0	0	
	" ...	...	...	...	...	Annie Revell ...	A.F.	60	0	0		
Onehunga [B]	66	Onehunga Boys' ...	93	295 0 0	55 4 0	2 0 6	Kate Hungerford ...	F.P.	30	0	0	
		" ...	...	...	...	...	Alexander Grant ...	H.	155	0	0	
		" ...	...	...	...	...	Herbert Mason ...	A.M.	120	0	0	
		" ...	...	...	...	...	William Tole ...	M.P.	30	0	0	
		" ...	...	...	...	...	William Cooper ...	M.P.	60	0	0	
		Onehunga Girls' ...	94	360 0 0	21 13 0	2 10 6	Mrs. Grant ...	H.	155	0	0	
		" ...	...	...	...	...	Eliza F. Young ...	A.F.	80	0	0	
		" ...	...	...	...	...	Catherine Hart ...	A.F.	55	0	0	
		" ...	...	...	...	...	Isabella Bissett ...	A.F.	40	0	0	
		" ...	...	...	...	...	Augusta Gillman ...	F.P.	30	0	0	
		" ...	...	...	...	...	Esther M. Gill ...	F.P.	30	0	0	
		" ...	...	...	...	...	Peter Leonard ...	H.	170	0	0	
Parnell [B]	67	Parnell ...	95	222 10 0	44 5 0	12 19 0	Annie Henry ...	A.F.	60	0	0	
		" ...	...	...	...	...	Eliza J. Holder ...	F.P.	60	0	0	
		" ...	...	...	...	...	Agnes Grice ...	F.P.	30	0	0	
		" ...	...	...	...	...	Annie Maxwell ...	F.P.	30	0	0	
		Ellerslie ...	96	122 10 0	20 15 3	...	Thomas Howells ...	M.	115	0	0	
		69	Grafton Road ...	97	380 0 0	62 12 3	2,226 10 0	James Martin ...	H.	200	0	0
	" ...	...	...	...	...	Mary C. Hopper ...	A.F.	80	0	0		
	" ...	...	...	...	...	Emily J. Kemp ...	A.F.	70	0	0		
	" ...	...	...	...	...	Elizabeth Archibald ...	A.F.	30	0	0		
	" ...	...	...	...	...	Kate Allan ...	F.P.	60	0	0		
	" ...	...	...	...	...	Elizabeth Martin ...	F.P.	30	0	0		
	" ...	...	...	...	...	Agnès O'Brien ...	F.P.	30	0	0		
Eden ...	70	Mount Albert ...	98	210 0 0	11 3 9	30 15 5	Alexander French ...	H.	160	0	0	
		" ...	...	...	...	...	Eva Dickson ...	A.F.	50	0	0	
		" ...	...	...	...	...	Jessie French ...	F.P.	30	0	0	
		71	Mount Eden ...	99	280 0 0	69 3 2	2 1 0	Percy E. Stevens ...	H.	160	0	0
			" ...	...	...	...	...	Jane Hogwood ...	A.F.	80	0	0
		" ...	...	...	...	...	Clara Sykes ...	A.F.	60	0	0	
	" ...	...	...	...	...	Maud Nicholson ...	F.P.	40	0	0		
	72	Mount Hobson Boys' ...	100	243 6 8	30 8 0	400 3 6	Isaac Coburn ...	H.	160	0	0	
		" ...	...	...	...	...	John Stallworthy ...	A.M.	100	0	0	
		" ...	...	...	...	...	Jeannie McAskie ...	F.P.	60	0	0	
		Mount Hobson Girls' ...	101	181 13 4	20 19 1	404 3 6	Mrs. Harden ...	H.	150	0	0	
		" ...	...	...	...	...	Mrs. Dent ...	F.P.	80	0	0	
		" ...	...	...	...	...	Rose H. Moss ...	F.P.	45	0	0	
		" ...	...	...	...	...	Emily Carew ...	F.P.	35	0	0	
		" ...	...	...	...	...	Eleanor P. Bates ...	F.P.	30	0	0	
	73	Newton East ...	102	605 0 0	70 2 2	123 12 6	William Johnson ...	H.	275	0	0	
		" ...	...	...	...	...	Mrs. Skeen ...	A.F.	130	0	0	
		" ...	...	...	...	...	Matilda Taylor ...	A.F.	80	0	0	
		" ...	...	...	...	...	George Thwaites ...	A.M.	70	0	0	
		" ...	...	...	...	...	Elizabeth Hungerford ...	A.F.	70	0	0	
		" ...	...	...	...	...	J. W. Standfield ...	M.P.	60	0	0	
		" ...	...	...	...	...	Clara Binney ...	F.P.	40	0	0	
		" ...	...	...	...	...	Annie Braithwaite ...	F.P.	30	0	0	
		" ...	...	...	...	...	Jessie McGlashan ...	F.P.	30	0	0	
		" ...	...	...	...	...	Alice Pettitt ...	F.P.	30	0	0	
		" ...	...	...	...	...	Ann Williamson ...	F.P.	30	0	0	
		Newton West ...	103	353 15 0	69 16 3	10 15 3	John Edwards ...	H.	185	0	0	
	" ...	...	...	...	...	H. E. Brabazon ...	A.M.	100	0	0		
" ...	...	...	...	...	Jane Edwards ...	A.F.	70	0	0			

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—*continued.*
AUCKLAND—*continued.*

County or Borough. (The latter distinguished by the letter "B" following in brackets.)	Consecutive No. of District.	Schools.	Consecutive No. of separate Schools.	Expenditure for 1878.			Teachers' Names, including all Teachers and Pupil-teachers on the Staff at the end of Year.	Position in the School.	Annual Salary and Allowances at the rate paid during the last Quarter of 1878.								
				Maintenance.		Buildings, Sites, Furniture, and Apparatus.			£	s.	d.						
				Salaries.	Other Ordinary Expenditure.												
				£	s.	d.	£	s.	d.								
Eden—contd.		Newton West	...	...	...	...	Louisa Leckie	...	A.F.	35	0	0					
		"	...	...	...	...	Maria Walker	...	F.P.	30	0	0					
	74	Panmure	...	104	215	8	4	29	15	8	604	2	0				
		"	...	...	...	...	James Simms	...	H.	160	0	0					
	75	Ponsonby	...	105	257	18	4	112	5	11	1,700	0	0				
		"	...	...	...	...	Miss Foster Kells	...	A.F.	50	0	0					
		"	...	...	...	...	Benjamin Bailey	...	H.	155	0	0					
		"	...	...	...	...	Sarah Good	...	A.F.	55	0	0					
		"	...	...	...	...	Ellen Gaze	...	F.P.	20	0	0					
		"	...	...	...	...	Kate Lloyd	...	F.P.	40	0	0					
Manukau ...	76	Whau	...	106	187	10	0	14	4	9	...	...	H.	130	0	0	
		"	...	...	...	...	James Glenney	...	...	...	...	...	A.F.	50	0	0	
		"	...	...	...	...	Mrs. Burns	...	...	...	...	...	F.	120	0	0	
	77	Tamaki West	...	107	120	0	0	7	15	0	4	4	0	M.	100	0	0
	78	Ararimu	...	108	108	6	8	10	7	8	5	11	6	M.	100	0	0
		Maketu	...	109	137	10	0	19	5	0	10	7	6	H.	120	0	0
		"	...	...	...	...	...	...	...	...	...	...	S.	10	0	0	
	79	Ardmore	...	110	90	0	0	...	...	...	4	12	0	M.	80	0	0
	80	Awitu No. 1	...	111	55	0	0	...	...	...	...	...	...	M.	60	0	0
		Awitu No. 2	...	112	55	0	0	...	...	...	...	...	...	M.	60	0	0
	81	Bombay	...	113	320	0	0	10	17	6	...	...	...	H.	160	0	0
		"	...	...	...	...	...	...	...	...	...	...	...	A.F.	80	0	0
	82	Drury	...	114	120	0	0	11	15	0	249	8	0	M.	120	0	0
		Papakura	...	115	240	0	0	58	4	11	102	10	9	H.	160	0	0
		"	...	...	...	...	...	...	...	...	...	...	...	A.F.	80	0	0
	83	Flat Bush	...	116	100	0	0	...	...	...	0	17	6	F.	100	0	0
		Harrisville	...	117	110	0	0	...	...	...	7	15	6	F.	120	0	0
	84	Tuakau	...	118	220	0	0	84	15	0	133	13	9	H.	160	0	0
		"	...	...	...	...	...	...	...	...	...	...	...	A.F.	60	0	0
	85	Howick	...	119	150	0	0	41	5	0	139	5	6	H.	120	0	0
		"	...	...	...	...	...	...	...	...	...	...	...	S.	10	0	0
	86	Hunua	...	120	110	0	0	5	4	0	266	10	0	M.	120	0	0
	87	Mangere	...	121	175	0	0	23	5	0	...	...	...	H.	140	0	0
		"	...	...	...	...	...	...	...	...	...	...	...	A.F.	35	0	0
	88	Maungatawhiri Valley	...	122	50	0	0	1	18	2	...	...	...	M.	100	0	0
		Pokeno Hill	...	123	195	0	0	40	19	6	120	0	0	H.	140	0	0
		"	...	...	...	...	...	...	...	...	...	...	...	A.F.	50	0	0
		Queen's Redoubt	...	124	102	10	0	...	...	...	...	...	...	M.	105	0	0
	89	Otahuhu	...	125	257	10	0	64	2	2	50	1	0	H.	160	0	0
		"	...	...	...	...	...	...	...	...	...	...	...	A.F.	70	0	0
		"	...	...	...	...	...	...	...	...	...	...	...	F.P.	30	0	0
	90	Otara	...	126	257	10	0	24	5	0	2	1	6	H.	150	0	0
		"	...	...	...	...	...	...	...	...	...	...	...	A.F.	80	0	0
		"	...	...	...	...	...	...	...	...	...	...	...	F.P.	20	0	0
	91	Pakuranga	...	127	230	0	0	41	11	11	...	...	...	H.	160	0	0
		"	...	...	...	...	...	...	...	...	...	...	...	A.F.	70	0	0
	92	Papakura Valley	...	128	116	13	4	1	0	0	...	...	...	H.	100	0	0
		"	...	...	...	...	...	...	...	...	...	...	...	S.	10	0	0
		Turanga Creek	...	129	100	0	0	...	...	...	522	3	0	M.	100	0	0
	93	Pollock	...	130	40	0	0	...	...	...	...	...	...	M.	40	0	0
	94	Pukekohe East	...	131	120	0	0	12	0	0	...	...	...	F.	120	0	0
	95	Pukekohe West	...	132	200	0	0	11	12	6	404	3	6	H.	160	0	0
		"	...	...	...	...	...	...	...	...	...	...	...	A.F.	40	0	0
	96	Wairoa South	...	133	270	16	8	56	11	0	250	7	6	H.	160	0	0
		"	...	...	...	...	...	...	...	...	...	...	...	A.F.	80	0	0
	"	...	...	...	...	...	...	...	...	...	...	...	F.P.	25	0	0	
	Ness Valley	...	134	100	0	0	4	0	0	8	5	6	M.	100	0	0	
97	Woodside ¹	...	135	43	6	8	...	...	...	64	15	6	M.	100	0	0	
(Aided)		Manukau Heads ²	...	136	34	0	0	50	17	6	...	...	...	F.	100	0	0
		Whatipu Saw-mills ³	...	137	27	0	0	...	...	...	...	...	...	H.	140	0	0
	98	Patumahoe	...	138	160	0	0	15	0	0	270	3	0	H.	140	0	0
		"	...	...	...	...	...	...	...	...	...	...	A.F.	30	0	0	
		"	...	...	...	...	...	...	...	...	...	...	S.	10	0	0	
		Puni ⁴	...	139	16	13	4	...	...	15	5	3	M.	100	0	0	
	99	Waiuku	...	140	205	0	0	30	9	9	59	12	6	H.	140	0	0
		"	...	...	...	...	...	...	...	...	...	...	...	S.	10	0	0
		"	...	...	...	...	...	...	...	...	...	...	...	A.F.	40	0	0
		"	...	...	...	...	...	...	...	...	...	...	...	M.P.	30	0	0
Raglan ...		Brookside ⁵	...	141	45	0	0	...	...	...	...	...	...	H.	80	0	0
		Kohekohe	...	142	85	0	0	...	...	...	...	...	...	S.	10	0	0
		"	...	...	...	...	...	...	...	...	...	...	F.	100	0	0	
		Maio ⁶	...	143	91	13	4	...	...	...	...	...	M.	120	0	0	
		Waipipi	...	144	120	0	0	...	...	...	...	...	F.	100	0	0	
		Waitangi	...	145	100	0	0	...	...	44	15	0	M.	100	0	0	
	100	Harapipi	...	146	100	0	0	4	10	0	24	12	0	M.	100	0	0
	101	Raglan	...	147	105	0	0	...	...	...	...	...	H.	80	0	0	
		"	...	...	...	...	...	...	...	...	...	...	S.	10	0	0	
	102	Ruapuke	...	148	130	0	0	...	...	147	14	0	H.	120	0	0	
	"	...	...	...	...	...	...	...	...	...	...	S.	10	0	0		

(1) Three months. School opened October, 1878. (2) Ten months. School closed 31st October, 1878. (3) Ten months. School opened March 1878. (4) Three months. School opened October, 1878. (5) Nine months. School closed 30th September, 1878. (6) Eleven months. School closed during March 1878.

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—*continued.*
AUCKLAND—*continued.*

County or Borough. (The latter distinguished by the letter "B" following in brackets.)	Consecutive No. of District.	Schools.	Consecutive No. of separate Schools.	Expenditure for 1878.			Teachers' Names, including all Teachers and Pupil-teachers on the Staff at the end of Year.	Position in the School.	Annual Salary and Allowances at the rate paid during the last Quarter of 1878.		
				Maintenance.		Buildings, Sites, Furniture, and Apparatus.					
				Salaries.	Other Ordinary Expenditure.						
				£ s. d.	£ s. d.	£ s. d.			£	s.	d.
Raglan-cont. Waikato ...	103	Waitetuna ...	149	111 13 4	5 16 0	...	James La Trobe ...	M.	100	0	0
	104	Cambridge ...	150	206 6 8	6 10 0	19 16 0	C. J. Ashwell ...	H.	150	0	0
Hamilton East [B]	105	" ...	...	...	...	...	Martha Alford ...	A.F.	70	0	0
	105	Hamilton East ...	151	240 0 0	15 10 0	188 6 6	A. O. Field ...	H.	160	0	0
	105	" ...	...	...	...	...	Mrs. Field ...	A.F.	70	0	0
	105	" ...	...	...	...	...	Kate Allen ...	F.P.	20	0	0
Waipa ...	106	Hautapu ...	152	101 13 4	...	84 15 6	Robert MacLaurin ...	H.	100	0	0
	106	" ...	...	...	...	...	Catharine MacLaurin ...	S.	10	0	0
	107	Mercer ...	153	120 0 0	8 10 0	95 1 8	Mrs. Willmott ...	F.	120	0	0
	108	Rangiriri ...	154	106 12 6	4 5 0	11 5 6	H. R. Reid ...	M.	106	10	0
Hamilton West [B]	109	Taupiri ...	155	100 6 8	40 19 4	4 12 3	G. C. E. Thom ...	M.	100	0	0
	110	Alexandra ...	156	190 16 8	30 13 3	289 2 10	C. C. Rookes ...	H.	140	0	0
	111	" ...	...	...	...	...	Mrs. Rookes ...	A.F.	60	0	0
	111	Hamilton West ...	157	252 10 0	84 17 6	298 16 9	J. M. Murray ...	H.	175	0	0
Coromandel	112	" ...	...	...	...	...	Mrs. Murray ...	A.F.	50	0	0
	112	" ...	...	...	...	...	Susan Murray ...	F.P.	20	0	0
	112	Kihikihi ...	158	130 0 0	...	...	Norman Matheson ...	H.	120	0	0
	113	" ...	...	...	...	...	Mrs. Tristram ...	S.	10	0	0
	113	Ngahinepouri ...	159	67 10 0	10 0 0	...	Ella J. Goble ...	F.	70	0	0
	114	Ngaruawahia ...	160	102 10 0	19 6 0	...	Thomas W. Scott ...	H.	165	0	0
	115	" ...	...	...	...	...	Mrs. Giffney ...	A.F.	40	0	0
	115	Ohaupo ...	161	135 0 0	2 0 0	111 8 0	W. J. Brown ...	H.	120	0	0
	116	" ...	...	...	...	...	Emily Krippner ...	F.P.	15	0	0
	116	Paterangi ...	162	115 0 0	63 8 0	5 0 0	C. A. Stevens ...	M.	100	0	0
	117	Pukerimu ...	163	145 0 0	45 16 0	...	B. Bedford ...	H.	120	0	0
	118	" ...	...	...	...	...	Mrs. Bedford ...	A.F.	40	0	0
	118	Rangiaohia ...	164	115 0 0	...	1 12 6	Mrs. Schofield ...	F.	100	0	0
	119	Te Awamutu ...	165	117 0 0	35 6 0	115 5 6	A. R. Miller ...	H.	100	0	0
Thames [B]	120	" ...	...	...	...	...	Mrs. Driller ...	S.	10	0	0
	120	Te Rahu ¹ ...	166	55 0 0	...	53 7 6	T. H. W. Coulter ...	M.	100	0	0
	121	Whatawhata ² ...	167	91 13 4	7 5 0	276 15 6	...	...	...	...	...
	121	Coromandel ...	168	249 19 8	14 15 0	10 0 0	H. T. Gibson ...	H.	160	0	0
Thames [B]	122	" ...	...	...	...	...	Mrs. Caldwell ...	A.F.	90	0	0
	122	Driving Creek ...	169	262 9 6	18 17 11	450 13 0	J. B. Rockliff ...	H.	160	0	0
	123	" ...	...	...	...	...	Mrs. Faithfull ...	A.F.	100	0	0
	123	" ...	...	...	...	...	Sarah Coupland ...	F.P.	20	0	0
	123	" ...	...	...	...	...	Sarah Marshall ...	F.P.	20	0	0
	123	Mercury Bay ...	170	120 0 0	...	...	W. J. B. Crauford ...	M.	120	0	0
	124	Whangapoua ...	171	100 0 0	...	...	Josiah Box ...	M.	100	0	0
	125	Kauaeranga Boys' ...	172	532 8 0	77 14 10	0 4 0	G. N. Phillips ...	H.	275	0	0
	125	" ...	...	...	...	...	A. Gerring ...	A.M.	120	0	0
	125	" ...	...	...	...	...	Emily E. Day ...	A.F.	55	0	0
	125	" ...	...	...	...	...	Mary A. Lumsden ...	A.F.	40	0	0
	125	" ...	...	...	...	...	James Agnew ...	A.M.	40	0	0
	125	" ...	...	...	...	...	Clara Day ...	F.P.	25	0	0
	125	" ...	...	...	...	...	Mary J. Harris ...	F.P.	20	0	0
	125	" ...	...	...	...	...	Nellie Jones ...	F.P.	40	0	0
	125	" ...	...	...	...	...	Annie Puckey ...	F.P.	30	0	0
	125	" ...	...	...	...	...	Augusta L. Rayson ...	F.P.	15	0	0
	125	Kauaeranga Girls' ...	173	407 10 0	78 5 3	17 12 0	Frances Haselden ...	H.	200	0	0
	126	" ...	...	...	...	...	Emilia A. Boon ...	A.F.	80	0	0
	126	" ...	...	...	...	...	Mary Lovatt ...	A.F.	55	0	0
	126	" ...	...	...	...	...	Esther Keven ...	A.F.	45	0	0
	126	" ...	...	...	...	...	Mrs. Floyd ...	S.	20	0	0
	126	" ...	...	...	...	...	Clara Chilcott ...	F.P.	15	0	0
	126	" ...	...	...	...	...	Charlotte Joynte ...	F.P.	15	0	0
126	" ...	...	...	...	...	Mary Murrish ...	F.P.	40	0	0	
126	" ...	...	...	...	...	Ada Probert ...	F.P.	15	0	0	
126	" ...	...	...	...	...	Kate Spencer ...	F.P.	30	0	0	
126	Tararu ...	174	418 13 4	179 17 11	258 4 0	Thomas Halliwell ...	H.	226	0	0	
127	" ...	...	...	...	...	Sarah Gott ...	A.F.	80	0	0	
127	" ...	...	...	...	...	Mrs. Fuljames ...	S.	20	0	0	
127	" ...	...	...	...	...	W. H. O. Smeaton ...	A.M.	100	0	0	
127	" ...	...	...	...	...	Annie Cleveland ...	F.P.	20	0	0	
127	" ...	...	...	...	...	Louisa Joslyn ...	F.P.	30	0	0	
127	" ...	...	...	...	...	Kate Truscott ...	F.P.	25	0	0	
127	Eureka ...	175	90 0 0	...	...	Mrs. McManus ...	F.	90	0	0	
127	Thames ...	176	208 8 4	10 14 0	720 0 0	R. J. Moore ...	H.	241	0	0	
127	" ...	...	...	...	...	Charles Gribble ...	A.M.	100	0	0	
127	" ...	...	...	...	...	Wilhelmina Clarke ...	A.F.	40	0	0	
127	" ...	...	...	...	...	Mrs. Tregonning ...	S.	20	0	0	
127	" ...	...	...	...	...	Mary McIlhone ...	F.P.	15	0	0	
127	" ...	...	...	...	...	Eliza J. McNiece ...	F.P.	25	0	0	
127	" ...	...	...	...	...	Janet Williams ...	F.P.	30	0	0	
127	Waiotahi Creek ...	177	326 16 8	140 11 6	1,078 1 0	W. C. S. Gray ...	H.	170	0	0	
127	" ...	...	...	...	...	Mary A. Stanton ...	A.F.	100	0	0	

(1) Eleven months. School opened February, 1878.

(2) Eleven months. School closed 30th November, 1878.

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—*continued.*AUCKLAND—*continued.*

County or Borough. (The latter distinguished by the letter "B" following in brackets.)	Consecutive No. of District.	Schools.	Consecutive No. of separate Schools.	Expenditure for 1878.			Teachers' Names, including all Teachers and Pupil-teachers on the Staff at the end of Year.	Position in the School.	Annual Salary and Allowances at the rate paid during the last Quarter of 1878.		
				Maintenance.		Buildings, Sites, Furniture, and Apparatus.			£	s.	d.
				Salaries.	Other Ordinary Expenditure.						
Thames [B] —contd.		Waiotahi Creek—contd.	...	£ s. d.	£ s. d.	£ s. d.	Agnes Hamilton ...	A.F.	£	s. d.	
		"	...	...	...	...	Elizabeth J. Cooper ...	F.P.	40	0 0	
		"	...	...	...	...	Mary McNiece ...	F.P.	15	0 0	
		"	...	...	...	...	Mrs. Osboldstone ...	F.P.	15	0 0	
		Punga Flat	178	115 0 0	...	...	George B. Horgan ...	H.	100	0 0	
		"	...	...	...	...	Mrs. Horgan ...	S.	10	0 0	
	128	Paeroa	179	110 0 0	19 18 9	11 10 4	John Ritchie ...	M.	100	0 0	
		Puriri	180	100 0 0	19 18 9	4 6 0	C. K. Cornforth ...	M.	100	0 0	
		Waitekauri	181	91 13 4	19 18 9	7 1 0	Thomas Murphy ...	M.	100	0 0	
	129	Hastings	182	96 10 0	11 10 0	23 0 0	J. Murray ...	H.	120	0 0	
		"	...	...	...	...	Mary Murray ...	A.F.	35	0 0	
		"	...	...	...	...	Miss R. M. O'Brien ...	S.	10	0 0	
	130	Parawai	183	215 0 0	66 18 6	20 9 0	F. G. Compton ...	H.	160	0 0	
		"	...	...	...	...	Ellen Bennett ...	A.F.	55	0 0	
		"	...	...	...	...	Mrs. Macky ...	F.P.	30	0 0	
	131	Tairua ¹	184	83 6 8	...	...	Samuel Croker ...	H.	100	0 0	
		"	...	...	...	...	Mrs. Davies ...	S.	10	0 0	
	132	Turua	185	100 0 0	15 0 0	...	William B. Graham ...	M.	100	0 0	
Piako ...	133	Waitoa	186	95 0 0	...	...	William H. Pooley ...	M.	100	0 0	
Tauranga	134	Greerton	187	60 0 0	...	...	Margaret J. Allely ...	F.	60	0 0	
(Aided)	135	Katikati No. 1 ²	188	45 0 0	205 0 0	229 17 6	G. K. Mulligan ...	M.	80	0 0	
(Aided)		Maketu (Native)	189	10 0 0	...	...	Alfred Pinker ...	M.	10	0 0	
		Tarawera Lake (Native)	190	8 6 8	...	...	Mrs. Haszard ...	F.	20	0 0	
	136	Tauranga	191	249 15 0	...	...	J. S. Goodwin ...	H.	160	0 0	
		"	...	...	...	...	Mrs. Goodwin ...	A.F.	80	0 0	
Whakatane	137	Opotiki	192	240 0 0	...	82 2 0	Eliza Allely ...	F.P.	15	0 0	
		"	...	...	...	...	Thomas E. Wyatt ...	H.	160	0 0	
(Aided)		"	...	...	...	...	Miss A. Parkinson ...	A.F.	50	0 0	
		Whakatane (Native)	193	10 0 0	...	...	Alexandrina Tinling ...	A.F.	30	0 0	
							Robert O. Stewart ...	M.	10	0 0	
Auckland [B]		Training Class	194	26,577 17 6	3,748 1 2	20,712 19 5	H. Worthington ...	H.	150	0 0	
Thames [B]		"	...	200 0 0	3 17 6	...	J. L. Sinclair ...	A.M.	50	0 0	
Auckland [B]		Training Class	195	50 0 0	20 0 0	...	Thomas Halliwell ...	M.	50	0 0	
		Girl's Training and High School	196	1,385 0 0	246 14 2	15 8 6	Neil Heath ...	H.	500	0 0	
		"	...	...	...	...	Mrs. Snell ...	A.F.	150	0 0	
		"	...	...	...	...	Miss Harrison ...	A.F.	150	0 0	
		"	...	...	...	...	Miss Mann ...	A.F.	150	0 0	
		"	...	...	...	...	Miss Blades ...	A.F.	80	0 0	
		"	...	...	...	...	Miss McElwain ...	A.F.	80	0 0	
		"	...	...	...	...	Miss Von Klosterlein ...	A.F.	180	0 0	
		"	...	...	...	...	Kennett Watkins ...	...	75	0 0	
		"	...	...	...	...	J. Brown ...	...	50	0 0	
Gisborne [B]	138	Gisborne ³ ...	197	28,212 17 6	4,018 12 10	20,728 7 11	George Maberley ...	H.	190	0 0	
		"	...	109 3 4	74 13 0	273 0 0	Mrs. Maberley ...	A.F.	80	0 0	
		"	...	...	...	...	Jane Brown ...	A.F.	50	0 0	
		"	...	...	...	...	Florence Sheppard ...	F.P.	30	0 0	
	139	Matawhero ³ ...	198	57 13 4	11 0 0	...	E. C. Bolton ...	M.	140	0 0	
	140	Ormond ³ ...	199	33 6 8	...	...	Miss Burns ...	F.	100	0 0	
		Tologa Bay (Native) ³	200	3 6 8	...	...	S. A. Parker ...	M.	10	0 0	
Wairoa ...	141	Frasertown ³ ...	201	33 6 8	...	...	J. S. Taylor ...	M.	100	0 0	
							Thomas Cranwell, Auckland ⁴	Teacher of Music	250	0 0	
							John Grigg, Thames ⁵	do.	150	0 0	
				28,449 14 2	4,104 5 10	21,001 7 11					

TARANAKI.

Taranaki ...	1	Okato ⁶	...	1	63 4 7	...	7 3 9	R. J. Cattley	M.	65 12 0
		Tataraimaka ⁶	...	2	59 7 9	...	52 12 10	"	M.	58 9 0
	2	Oakura	...	3	115 4 5	...	...	William Richards	M.	119 0 0
		"	...	4	107 3 3	...	0 18 0	Alice Mace	F.P.	4 0 0
New Ply-mouth [B]		"	...	5	147 6 1	1 1 6	114 0 0	G. W. Potts	M.	113 16 0
		"	...		...	...	...	John Jury	M.P.	4 0 0
		"	...		...	...	...	W. J. McKee	M.	162 16 0
		"	...		...	...	...	A. Morton	M.P.	4 0 0

(1) Eleven months. School opened February, 1878.
(4) Four months from September.

(2) Six months. School opened July, 1878.

(5) Three months from October.

(3) Schools transferred to Hawke's Bay Board,
(6) Half-time schools.

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—continued.

TARANAKI—continued.

County or Borough. (The latter distinguished by the letter "B" following in brackets.)	Consecutive No. of District.	Schools.	Consecutive No. of separate Schools.	Expenditure for 1878.			Teachers' Names, including all Teachers and Pupil-teachers on the Staff at the end of Year.	Position in the School.	Annual Salary and Allowances at the rate paid during the last Quarter of 1878.		
				Maintenance.		Buildings, Sites, Furniture, and Apparatus.					
				Salaries.	Other Ordinary Expenditure.						
New Plymouth [B]—cont.		Kawau Pah ...	6	£ s. d. 92 18 6	£ s. d. 0 11 0	£ s. d. 185 9 5	L. E. Shaw ...	F.	152	2	0
		" ...		...	...	...	Mary St. George ...	A.F.	5	0	0
Taranaki ...		Gill Street ...	7	90 15 3	0 17 6	30 0 0	A. Reeve ...	F.	151	14	0
		" ...		...	...	...	Jane Cock... ..	F.P.	2	10	0
		" ...		...	...	...	Mary Leatham ...	F.P.	2	10	0
		East ...	8	171 0 8	...	4 3 4	G. O'Connell ...	M.	170	4	0
		" ...		...	...	...	C. Gray ...	M.P.	4	0	0
		Welbourne ¹ ...	9	31 18 0	...	16 5 0	R. Morgan ...	M.	...	...	...
		Frankley Road ² ...		53 19 6	...	185 7 9	" ...	M.	126	4	0
	4	Mangorei Lower ³ ...	10	43 15 9	...	39 6 6	A. Ross ...	M.	73	2	0
		Mangorei Upper ³ ...	11	47 16 6	...	31 6 6	" ...	M.	79	12	0
	5	Kent Road ...	12	104 10 7	...	15 0 0	R. A. N. Earl ...	M.	117	2	0
		Kent Road Upper ⁴ ...		...	...	2 0 0	" ...	...	...	...	...
		Albert Road ...	13	93 5 10	...	15 0 0	J. Crean ...	M.	110	12	0
		Egmont Village ...	14	48 9 0	...	20 0 0	J. Hill ...	M.	68	4	0
	6	Egmont Lower ⁵ ...		...	...	100 18 0	" ...	...	...	...	...
		Smart Road ...	15	107 9 6	...	15 5 0	W. Collis ...	M.	111	18	0
		Bell Block Boys' ...	16	123 6 10	0 10 0	10 15 0	T. Bennett ...	M.	124	12	0
		" ...		...	...	...	W. Rowe ...	M.P.	4	0	0
		Bell Block Girls' ...	17	98 10 7	...	22 19 6	C. Hogarth ...	F.	101	8	0
	7	Waitara West ...	18	113 2 4	...	25 4 6	F. Bluck ...	M.	130	18	0
		" ...		...	...	...	J. Nelson ...	M.P.	4	0	0
		Waitara East ...	19	114 5 7	...	184 17 0	W. H. Tobin ...	M.	130	2	0
	8	Manutahi ...	20	146 10 6	0 14 6	37 12 6	J. Hall ...	M.	133	6	0
		" ...		...	...	...	A. Hunt ...	M.P.	4	0	0
		Huirangi ...	21	55 5 8	...	15 15 0	M. Brooking ...	F.	101	8	0
	9	Tikorangi ...	22	93 5 6	1 13 6	25 16 0	E. George ...	F.	109	4	0
		" ...		...	...	...	H. Faull ...	M.P.	4	0	0
	10	Urenui ...	23	70 5 0	...	20 0 0	J. Colesby ...	F.	122	4	0
	11	Inglewood Boys' ...	24	122 9 11	...	61 1 3	R. Stevens ...	M.	117	14	0
		" ...		...	...	...	R. Langley ...	M.P.	4	0	0
		Inglewood Girls' ...	25	113 8 8	...	137 1 10	M. Surrey ...	F.	80	12	0
		" ...		...	...	...	J. Corney ...	F.P.	4	0	0
		Norfolk Road ⁶ ...		...	...	5 10 0	" ...	...	...	...	...
		Unclassified Expend.		...	5 8 0 199 17 11						
				2,428 15 9	205 5 11	1,381 8 8					

WANGANUI.

Wanganui [B]	1	Wanganui Boys' ...	1	...	...	...	W. West ...	H.	295	10	0
		" ...		...	...	...	F. Watson ...	A.M.	140	0	0
		" ...		...	...	...	Frank Parkes ...	M.P.	30	0	0
		" ...		...	...	...	Elizabeth West ...	F.P.	30	0	0
		" ...		...	...	...	Sarah Patterson ...	F.P.	22	10	0
Wanganui		Wanganui Girls' ...	2	593 18 1	33 16 3	2,207 2 9	Emma Cooper ...	H.	182	10	0
		" ...		...	...	...	S. H. West ...	F.P.	25	0	0
		" ...		...	...	...	Maggie Hoey ...	F.P.	25	0	0
		" ...		...	...	...	Mary N. Hoey ...	F.P.	30	0	0
	2	Brunswick ...	3	62 0 0	3 7 6	271 10 0	James Dawson ...	M.	48	0	0
	3	Brownlee ...	4	57 16 8	4 0 0	...	Mary Macdonald ...	F.	54	0	0
	4	Denlair ⁷ ...	5	17 0 0	2 0 0	52 8 10	" ...				
	5	Goat Valley ...	6	92 16 3	6 7 6	...	D. H. Guthrie ...	M.	130	0	0
	6	Kaitoki ...	7	79 10 0	5 7 6	13 17 0	D. Thompson ...	M.	84	0	0
	7	Maxwelltown ...	8	64 13 6	5 12 6	258 11 5	David Scott ...	M.	119	10	0
Rangitikei	8	Mars Hill ...	9	92 3 4	5 12 6	140 0 0	D. Quinlan ...	M.	96	0	0
	9	Matarawa ...	10	83 0 0	4 5 0	...	E. J. Collins ...	M.	80	0	0
	10	Mataongaonga ...	11	131 6 0	7 12 6	80 0 0	J. Harre ...	M.	145	0	0
	11	Mosstown ...	12	103 0 0	7 2 6	257 13 0	J. W. Kells ...	M.	116	0	0
	12	Upokongaro ...	13	101 6 8	5 12 6	...	J. Nelson ...	M.	96	0	0
	13	Bull's ...	14	238 7 8	13 6 0	45 0 0	J. W. Postans ...	H.	207	14	0
		" ...		...	...	...	Mary Tyreman ...	A.F.	75	0	0
		" ...		...	...	...	Mary Campion ...	F.P.	25	0	0
	14	Crofton ...	15	72 5 0	6 0 0	95 14 10	A. P. Burnham ...	M.	136	0	0
	15	Glen Nevis ...	16	42 6 8	3 12 6	33 0 0	C. Bollinger ...	M.	56	0	0
	16	Greatford ...	17	65 13 4	5 10 0	...	Rosa Dawson ...	F.	88	0	0
	17	Lower Rangitikei ⁸ ...	18	...	...	...	J. A. McGrath ...	M.	138	0	0
	18	Parawanui ⁸ ...	19	118 3 4	3 0 0	...	" ...				
	19	Mount View ...	20	78 10 9	7 7 6	195 15 0	Ellen Stevens ...	F.	116	9	0
	20	Marton ...	21	319 0 5	14 12 6	165 0 0	J. W. Gillett ...	H.	261	10	0
		" ...		...	...	...	Catherine Wakefield... ..	A.F.	75	0	0
		" ...		...	...	...	Johan McDonald ...	F.P.	40	0	0
		" ...		...	...	...	Agnes McDonald ...	F.P.	30	0	0

(1) Closed. (2) In lieu of Welbourne, (3) Half-time schools, (4) Not yet finished, (5) Not opened, (6) Not finished, (7) Closed, (8) Half-time schools.

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—*continued.*WANGANUI—*continued.*

County or Borough. (The latter distinguished by the letter "B" following in brackets.)	Consecutive No. of District.	Schools.	Consecutive No. of separate Schools.	Expenditure for 1878.			Teachers' Names, including all Teachers and Pupil-teachers on the Staff at the end of Year.	Position in the School.	Annual Salary and Allowances at the rate paid during the last Quarter of 1878.
				Maintenance.		Buildings, Sites, Furniture, and Apparatus.			
				Salaries.	Other Ordinary Expenditure.				
				£ s. d.	£ s. d.	£ s. d.			£ s. d.
Rangitikei— <i>contd.</i>	21	South Makirikiri ...	22	76 3 11	6 0 0	19 10 0	G. S. Fort ...	M.	100 0 0
	22	Turakina Valley ...	23	58 5 0	4 17 6	9 0 0	Annie Astbury ...	F.	63 0 0
	23	Turakina ...	24	216 8 0	12 10 3	...	A. W. Williamson ...	H.	212 13 0
	24	Upper Tutaenui ...	25	146 14 3	10 6 1	5 0 0	S. A. Boddy ...	A.F.	75 0 0
	25	Western Rangitikei ¹ ...	26	...	...	75 12 2	Joseph Southwick ...	M.	166 15 0
Manawatu	26	Wangaehu ...	27	5 13 4	...	25 0 0	Emma Aiken ...	F.P.	30 0 0
	27	Awa-Huri ...	28	88 15 0	4 12 6	133 8 9	C. M. Lee ...	M.	68 0 0
	28	Carnarvon ...	29	65 10 0	5 0 0	...	E. M. Menzies ...	M.	96 0 0
	29	Foxton ...	30	210 0 0	13 5 0	39 13 9	G. E. Chatwin ...	F.	88 0 0
		" ...	...	...	...	...	Chas. Hulke ...	H.	210 10 0
		" ...	...	...	...	...	Elizabeth Sedcole ...	F.P.	30 0 0
	30	Halcombe ...	31	224 17 6	13 13 0	26 6 0	Ann Ellen Nash ...	F.P.	25 0 0
		" ...	...	...	...	...	W. H. Harris ...	H.	200 10 0
		" ...	...	...	...	...	Sophia Harris ...	A.F.	75 0 0
	31	Karere ...	32	86 1 4	7 15 0	24 14 0	Sarah Charlotte Gray ...	F.P.	25 0 0
	32	Motoa ...	33	31 10 0	1 12 6	21 15 4	A. Gower ...	M.	140 10 0
	33	Stoney Creek ...	34	75 5 0	5 17 6	12 14 4	E. Grace ...	F.	84 0 0
	34	Sandon ...	35	235 1 10	12 8 6	26 10 0	Emily Roberts ...	F.	75 0 0
		" ...	...	...	...	...	A. England ...	H.	219 2 0
		" ...	...	...	...	...	E. England ...	A.F.	75 0 0
	Palmerston [B]	35	Taonui ...	36	113 4 0	6 2 6	4 0 0	Ann Sanson ...	F.P.
36		Waitohi ...	37	15 3 4	...	10 13 0	A. J. S. Seaton ...	M.	130 12 0
37		Feilding ...	38	209 2 4	14 8 9	...	Annie Stevens ...	F.	54 0 0
Patea ...		" ...	...	...	...	...	R. C. Dowling ...	H.	197 0 0
		" ...	...	...	...	...	Sarah Dowling ...	A.F.	75 0 0
	38	Palmerston North ...	39	214 12 5	13 8 0	20 19 11	Elizabeth J. Trevena ...	Mon	12 0 0
		" ...	...	...	...	...	C. H. W. Lock ...	H.	198 18 0
		" ...	...	...	...	...	M. Lock ...	A.F.	75 0 0
	39	Carlyle ...	40	213 7 6	14 7 0	7 11 10	Mary Goodison ...	F.P.	22 10 0
		" ...	...	...	...	...	H. H. Dyer ...	H.	232 0 0
	40	Hawera ...	41	204 8 5	11 15 11	32 10 8	Rebecca Williams ...	A.F.	75 0 0
		" ...	...	...	...	...	A. Mair ...	H.	209 10 0
	41	Kakarama ...	42	117 8 6	7 17 6	...	Kate Brook ...	A.F.	75 0 0
	42	Kohi ...	43	44 3 4	5 0 0	9 16 0	R. T. Brown ...	H.	168 18 0
	43	Manutahi ...	44	94 16 8	4 5 0	38 10 0	P. McOmish ...	M.	72 0 0
	44	Waverley ...	45	187 15 9	12 10 3	18 12 6	C. M. Lee ...	M.	140 0 0
		" ...	...	...	...	...	C. J. Hansard ...	H.	186 5 0
	45	Whenuakura ...	46	111 8 4	5 17 6	...	Ethel Hall ...	A.F.	75 0 0
46	Waitotara ...	47	86 6 8	4 17 6	...	W. L. Weiss ...	M.	92 0 0	
47	Normanby ...	48	97 4 8	6 17 6	152 2 0	M. E. Jordan ...	F.	92 0 0	
				5,642 3 11	354 10 0	4,529 13 1	J. C. Hill ...	M.	152 4 0

WELLINGTON.

Wellington [B]	1	Thorndon ...	1	1,015 9 1	25 6 0	141 2 6	William Mowbray ...	H.	370 0 0
		" ...		...	...	...	W. H. Lewis ...	M.	200 0 0
		" ...		...	...	...	J. K. Manning ...	M.	150 0 0
		" ...		...	...	...	E. M. Scott ...	A.F.	80 0 0
		" ...		...	...	...	A. E. Robertson ...	A.F.	100 0 0
		" ...		...	...	...	A. Davies ...	F.P.	50 0 0
		" ...		...	...	...	S. Dimant ...	F.P.	45 0 0
		" ...		...	...	...	L. Medley ...	F.P.	45 0 0
		" ...		...	...	...	T. Watson ...	F.P.	35 0 0
		" ...		...	...	...	A. Bright ...	F.P.	35 0 0
	2	Terrace ...	2	695 13 2	24 10 3	1,162 8 6	J. Young ...	H.	310 0 0
		" ...		...	...	...	C. Watson ...	M.	200 0 0
		" ...		...	...	...	Mrs. Young ...	A.F.	112 10 0
		" ...		...	...	...	R. Beresford ...	A.F.	100 0 0
		" ...		...	...	...	Miss Young ...	F.P.	40 0 0
		" ...		...	...	...	G. Lindsay ...	F.P.	35 0 0
	3	Te Aro ...	3	871 19 0	18 12 0	5 15 0	W. H. Holmes ...	H.	330 0 0
		" ...		...	...	...	D. Gordon ...	M.	200 0 0
		" ...		...	...	...	M. Richmond ...	A.F.	110 0 0
		" ...		...	...	...	P. Watson ...	A.F.	100 0 0
		" ...		...	...	...	N. Redward ...	F.P.	30 0 0
		" ...		...	...	...	J. M. Steele ...	F.P.	30 0 0
		" ...		...	...	...	N. Barnard ...	F.P.	45 0 0
		" ...		...	...	...	A. Davis ...	F.P.	30 0 0
	4	Mount Cook Boys' ...	4	1,256 1 2	57 15 7	626 15 7	G. Everiss ...	H.	360 0 0
		" ...		...	...	...	E. K. Lillington ...	M.	200 0 0
		" ...		...	...	...	H. McGowan ...	A.F.	110 0 0
		" ...		...	...	...	J. McGowan ...	A.F.	110 0 0

(1) Not yet opened.

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—*continued.*
WELLINGTON—*continued.*

County or Borough. (The latter distinguished by the letter "B" following in brackets.)	Consecutive No. of District.	Schools.	Consecutive No. of separate Schools.	Expenditure for 1878.			Teachers' Names, including all Teachers and Pupil-teachers on the Staff at the end of Year.	Position in the School.	Annual Salary and Allowances at the rate paid during the last Quarter of 1878.	
				Maintenance.		Buildings, Sites, Furniture, and Apparatus.				
				Salaries.	Other Ordinary Expenditure.					
			£ s. d.	£ s. d.	£ s. d.			£ s. d.		
Wellington [B]—cont.		Mount Cook Boys' ... —continued	...	...	...	T. F. Reeve	A.M.	140 0 0		
		"	...	...	...	E. Gooder	A.F.	80 0 0		
		"	...	...	...	E. McGowan	A.F.	100 0 0		
		"	...	...	...	T. Coneys	A.F.	80 0 0		
		"	...	...	...	E. A. McNeill	F.P.	50 0 0		
		"	...	...	...	N. S. Jones	F.P.	50 0 0		
		"	...	...	...	A. Shrempf	F.P.	50 0 0		
		"	...	...	...	W. N. Dempsey	M.P.	55 0 0		
		"	...	...	...	M. Macdonald	F.P.	35 0 0		
		Mount Cook Girls'	5	785 5 8	9 14 6	351 15 9	K. Tarn	H.	240 0 0	
		"	...	...	...	L. M. Devereux	F.	150 0 0		
		"	...	...	...	E. Helyer	A.F.	112 10 0		
		"	...	...	...	M. Swan	A.F.	100 0 0		
		"	...	...	...	E. Maunder	A.F.	80 0 0		
		"	...	...	...	S. E. Wallis	F.P.	50 0 0		
		"	...	...	...	A. Whitehouse	F.P.	50 0 0		
		"	...	...	...	A. R. Warren	F.P.	45 0 0		
		Mount Cook Infants'	6	657 15 10	13 11 0	535 1 4	Mrs. Francis	H.	240 0 0	
		"	...	...	...	...	Mrs. Wilkinson	F.	150 0 0	
		"	...	...	...	...	Mrs. Huntley	A.F.	100 0 0	
		"	...	...	...	...	B. Meek	A.F.	100 0 0	
		"	...	...	...	...	G. Sutherland	F.P.	40 0 0	
		"	...	...	...	...	E. Rutter	F.P.	40 0 0	
		"	...	...	...	...	E. Reeve	{ Moni- tress }	12 0 0	
		"	...	...	...	...	E. Smith		12 0 0	
Hutt	5	Kaiwara	7	144 18 0	0 16 0	7 7 6	G. Evans	H.	160 0 0	
		"	...	...	...	...	C. Storey	F.P.	40 0 0	
	6	Karori	8	238 17 9	...	24 7 6	W. Marten	H.	180 0 0	
		"	...	...	...	...	Mrs. Marten	F.	75 0 0	
	7	Makara S. and N.	9, 10	177 17 0	1 8 0	33 13 0	J. J. Prendeville	H.	190 0 0	
	8	Johnsonville	11	185 17 1	1 4 0	...	D. Browne	H.	180 0 0	
	9	Ohariu	12	110 3 9	...	19 0 0	A. Nott	H.	120 0 0	
	10	Tawa Flat	13	257 3 6	1 12 0	292 13 4	J. Horne	H.	200 0 0	
		"	...	...	...	...	A. Duncan	F.P.	45 0 0	
	11	Porirua	14	102 16 6	...	...	E. Jupp	H.	100 0 0	
	12	Pahautanui	15	198 15 0	...	18 13 6	W. Singer	H.	160 0 0	
		"	...	...	...	...	Miss Singer	F.P.	45 0 0	
	13	Horokiwi	16	122 1 9	...	0 10 0	F. W. Connell	H.	120 0 0	
	14	Korokoro	17	105 13 6	1 10 0	22 8 2	C. R. Josslin	H.	120 0 0	
	15	Lower Hutt	18	418 18 8	2 16 0	9 9 11	H. Willis	H.	240 0 0	
		"	...	...	...	...	Mrs. Willis	F.	110 0 0	
		"	...	...	...	...	G. Hall	M.P.	45 0 0	
		"	...	...	...	...	Miss Boulcott	F.P.	35 0 0	
		Wainuiomata	19	99 4 2	0 10 6	...	E. Palmer	H.	100 0 0	
		Taita	20	258 1 0	3 0 0	2 9 1	R. Johnston	H.	200 0 0	
		"	...	...	...	...	A. Milne	F.P.	40 0 0	
		Upper Hutt	21	389 10 4	1 14 0	64 1 7	J. Hurley	H.	240 0 0	
		"	...	...	...	...	Mrs. Evans	F.	100 0 0	
	Wairarapa East	19	Featherston	22	422 5 6	3 10 0	46 3 1	N. Stevens	F.P.	35 0 0
			"	...	...	...	...	J. Gurr	H.	240 0 0
		"	...	...	...	...	E. W. Gurr	M.P.	55 0 0	
		"	...	...	...	...	H. Gurr	F.P.	35 0 0	
		"	...	...	...	...	A. Cox	F.P.	45 0 0	
20		Tauherenikau	23	88 18 0	1 1 0	...	Mrs. Hansen	H.	100 0 0	
21		Kaiwairai	24	129 5 0	4 9 0	23 2 0	E. W. Austin	H.	140 0 0	
22		Kaitara	25	101 13 6	2 4 0	13 11 0	R. H. Huntley	H.	100 0 0	
23		Waihenga	26	153 2 8	...	301 12 0	J. Badland	H.	150 0 0	
24		Greytown	27	454 14 10	...	2 8 6	T. Wakelin	H.	270 0 0	
Wairarapa West		"	...	...	...	...	M. Humphries	F.	100 0 0	
	25	Matarawa	28	105 3 6	...	217 0 0	James Leete	H.	160 0 0	
	30	Carterton	29	308 16 6	1 12 0	64 12 6	C. A. Richards	H.	220 0 0	
		"	...	...	...	...	Mrs. Jones	F.	80 0 0	
		"	...	...	...	...	J. M. Giles	M.P.	45 0 0	
		"	...	...	...	...	E. Peters	F.P.	35 0 0	
		"	...	...	...	...	F. Fairbrother	M.P.	40 0 0	
	27	Clareville	30	264 13 0	1 0 0	232 16 5	D. Barry	H.	200 0 0	
		"	...	...	...	...	A. G. Rathbone	F.P.	40 0 0	
	28	Waingawa	31	114 11 2	...	...	J. Berry	H.	120 0 0	
Wairarapa East	29	Park Vale ¹	...	...	...	...	...	...	...	
	26	Gladstone ¹	32	...	...	...	...	...	...	
	31	Masterton	33	444 9 0	...	396 15 9	J. J. Pilkington	H.	270 0 0	
		"	...	...	...	...	L. Keeling	F.	80 0 0	
		"	...	...	...	...	M. Robins	F.P.	40 0 0	
		"	...	...	...	...	M. Baillie	F.P.	30 0 0	
	"	...	...	...	...	C. McKenzie	F.P.	35 0 0		
32	Fern Ridge	34	157 3 0	1 8 0	24 4 0	F. Gover	H.	170 0 0		

(1) School not open yet.

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—*continued.*
WELLINGTON—*continued.*

County or Borough. (The latter distinguished by the letter "B" following in brackets.)	Consecutive No. of District.	Schools.	Consecutive No. of separate Schools.	Expenditure for 1878.			Teachers' Names, including all Teachers and Pupil-teachers on the Staff at the end of Year.	Position in the School.	Annual Salary and Allowances at the rate paid during the last Quarter of 1878.	
				Maintenance.		Buildings, Sites, Furniture, and Apparatus.				
				Salaries.	Other Ordinary Expenditure.					
				£ s. d.	£ s. d.	£ s. d.			£ s. d.	
Wairarapa West	33	Te Nui ...	35	90 10 6	...	13 9 6	C. F. Scale	H.	105 0 0	
Wairarapa East	34	Opaki ...	36	97 3 10	...	236 7 6	E. Mathews	H.	120 0 0	
	35	Mauriceville ...	37	131 16 0	...	191 3 6	L. Johnstone	H.	140 0 0	
	36	Eketahuna ...	...	...	...	...	...	...	...	
				11,156 7 11	179 3 10	4,080 18 0				
Included in Wanganui District since 1st April, 1878.										
Manawatu		Foxton ...	...	72 9 6	4 12 0	...	...	...	...	
		Palmerston ...	...	71 19 6	...	...	...	...	...	
		Sandon ...	...	65 17 8	2 19 0	...	...	...	...	
		Carnarvon ...	...	23 3 10	...	...	...	...	...	
		Feilding ...	...	69 9 9	2 0 0	...	...	...	...	
		Karere ...	...	17 16 7	...	...	...	...	...	
		Stony Creek ...	...	38 14 10	...	...	...	...	...	
		Moutoa ...	...	19 18 6	5 14 6	...	...	...	...	
		Halcombe ...	...	41 5 0	6 0 6	...	...	...	...	
		Awahuri ...	...	31 4 3	...	...	...	...	...	
		Taonui ...	...	13 6 8	...	20 14 6	...	...	...	
	Rangitikei		Turakina ...	...	84 8 0	...	...	...	...	...
			Glen Nevis ...	...	9 7 0	...	2 2 0	...	...	...
			Turakina Valley ...	...	37 2 0	0 6 6	...	...	...	...
		Marton ...	...	103 5 9	...	...	...	...	...	
		West Rangitikei ...	...	6 12 3	...	...	...	...	...	
		Makirikiri ...	...	43 0 4	3 0 0	...	...	...	...	
		Greatford ...	...	24 0 0	...	...	...	...	...	
		Mount View ...	...	6 5 0	...	...	...	...	...	
		Bull's ...	...	69 14 0	...	...	...	...	...	
		Upper Tutaenui ...	...	67 5 0	...	...	...	...	...	
		Parewanui ...	...	...	...	...	...	...	...	
		Lower Rangitikei ...	...	42 17 6	...	...	...	...	...	
Wanganui			Upokongaro ...	...	37 3 6	...	...	...	...	...
			Kaitoke ...	...	41 3 6	...	...	...	...	...
		Mataongaonga ...	...	53 11 9	...	0 18 0	...	...	...	
		Mars Hill ...	...	45 6 6	...	...	...	...	...	
		Matarawa ...	...	25 14 0	...	...	...	...	...	
		Denlair ...	...	12 0 0	...	...	...	...	...	
		Brownlee ...	...	30 0 0	...	...	...	...	...	
		Wanganui Grammar ...	...	134 5 0	4 12 0	...	...	...	...	
Wanganui [B]		Wanganui Girls' ...	...	64 6 0	...	...	...	...		
Patea ...		Waitotara ...	...	30 17 9	...	...	...	...	...	
		Waverley ...	...	44 1 0	...	...	...	...	...	
Wanganui		Maxwell ...	...	15 16 8	1 5 0	...	...	...	...	
		Goat Valley ...	...	27 11 4	3 14 0	...	...	...	...	
		Brunswick ...	...	31 5 8	...	...	...	...	...	
Patea ...		Kohi ...	...	37 9 0	...	...	...	...	...	
Wanganui		Moston ...	...	35 17 0	...	...	...	...	...	
				12,801 19 6	213 7 4	4,104 12 6				

HAWKE'S BAY.

Cook ...	1	Tologa Bay ...	1	6 8 4	...	...	S. A. Parker	M.	28 0 0
Gisborne [B]	2	Gisborne ...	2	245 10 5	50 3 6	...	G. Maberly	H.	215 12 0
		" ...	...	...	...	...	Mrs. G. Maberly	F.	90 0 0
		" ...	...	...	...	...	J. Brown	A.F.	50 0 0
		" ...	...	...	...	...	F. E. Shepherd	F.P.	30 0 0
	3	Ormond ...	3	79 10 10	17 15 0	...	A. Baker	F.	144 0 0
	4	Matawhero ...	4	100 6 9	25 15 5	...	E. Bolton	M.	149 5 0
		" ...	...	...	...	...	M. Batty	F.P.	20 0 0
Wairoa ...	5	Frazertown ...	5	63 5 0	15 14 2	33 0 0	S. Taylor	M.	100 0 0
	6	Wairoa ...	6	209 9 5	27 3 5	28 10 0	L. Gosnell	F.	157 9 0
		" ...	...	...	...	...	F. Peakman	F.P.	20 0 0
Hawke's Bay	7	Clive East ...	7	171 8 6	39 4 0	...	S. W. Hardy	M.	150 0 0
		" West ...	8	136 19 4	...	171 10 0	J. Hardy	S.	12 0 0
		" ...	...	...	...	...	J. S. Ballantine	M.	136 16 0
		" ...	...	...	...	...	Mrs. J. Ballantine	S. & F.P.	16 0 0
	8	Hastings ...	9	154 8 1	21 15 3	47 13 9	W. O. McLeod	M.	152 10 0
		" ...	...	...	...	...	F. Dooney	F.P.	30 0 0
	9	Havelock ...	10	215 14 7	25 10 7	...	E. Bissell	M.	149 15 0
		" ...	...	...	...	...	Mrs. E. Bissell	S.	12 0 0
		" ...	...	...	...	...	A. Bee	F.P.	20 0 0
	10	Meance ...	11	136 4 0	33 0 0	...	A. L. Coveney	F.	144 0 0
		Taradale ...	12	123 1 9	...	92 17 0	J. Smith	M.	174 4 0
		" ...	...	...	...	...	J. Keenan	A.F.	60 0 0

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—*continued.*
HAWKE'S BAY—*continued.*

County or Borough. (The latter distinguished by the letter "B" following in brackets.)	Consecutive No. of District.	Schools.	Consecutive No. of separate Schools.	Expenditure for 1878.			Teachers' Names, including all Teachers and Pupil-teachers on the Staff at the end of Year.	Position in the School.	Annual Salary and Allowances at the rate paid during the last Quarter of 1878.								
				Maintenance.		Buildings, Sites, Furniture, and Apparatus.			£	s.	d.						
				Salaries.	Other Ordinary Expenditure.												
				£	s.	d.	£	s.	d.		£	s.	d.				
Hawke's Bay— <i>contd.</i> Napier [B]	11	Taradale— <i>contd.</i> ...	...	...	...	...	...	...	...	E. Frame ...	F.P.	20	0	0			
		" ...	...	...	...	...	...	...	...	A. Hunt ...	S.	12	0	0			
		Napier ...	13	584	4	10	99	2	0	1,571	5	8	G. Wright ...	M.	219	16	0
		" ...	...	...	...	...	...	...	...	...	Mrs. Wright ...	F.	90	0	0		
		" ...	...	...	...	...	...	...	...	...	F. Gush ...	M.	219	16	0		
		" ...	...	...	...	...	...	...	...	...	Mrs. F. Gush ...	F.	90	0	0		
		" ...	...	...	...	...	...	...	...	...	E. Robottom ...	A.F.	45	0	0		
		" ...	...	...	...	...	...	...	...	...	J. Monteith ...	F.P.	20	0	0		
		" ...	...	...	...	...	...	...	...	...	F. Reed ...	F.P.	20	0	0		
		" ...	...	...	...	...	...	...	...	...	G. Walker ...	M.P.	20	0	0		
		" ...	...	...	...	...	...	...	...	...	E. McAlpin ...	M.P.	20	0	0		
Hawke's Bay Waipawa ...	12	" ...	...	...	...	...	...	...	...	K. Harrison ...	F.P.	20	0	0			
		" ...	...	...	...	...	...	...	...	M. Cowell ...	M.P.	20	0	0			
		Port Ahuriri ...	14	112	11	6	25	0	0	...	M. Annett ...	F.P.	20	0	0		
		Petane ...	15	80	4	7	15	15	0	51	9	11	M. Herlihy ...	F.	147	18	0
		Puketapu ...	16	124	5	8	15	10	0	18	13	0	A. Hamilton ...	M.	100	0	0
		Tarawera ...	17	47	3	9	...	...	...	...	F. Oliver ...	F.	100	0	0		
		Ashley Clinton ...	18	90	10	4	15	14	2	...	P. Wilson ...	M.	100	0	0		
		Danevirk ...	19	26	9	0	17	10	0	...	C. Morton ...	M.	100	0	0		
		Hampden ...	20	146	19	8	13	7	6	...	A. P. Tennent ...	M.	141	0	0		
		" ...	...	...	...	...	...	...	...	A. McLeod ...	M.	142	0	0			
		Kaikoura ...	21	159	0	9	25	15	0	...	F. Vincent ...	S.	12	0	0		
		Patangata ...	22	116	12	6	...	...	...	...	W. Thompson ...	M.	141	0	0		
		Norsewood ...	23	161	2	5	25	15	5	12	0	0	F. Maning ...	M.	100	0	0
		Ormondville ...	24	109	8	2	7	10	0	...	E. Thomson ...	F.	152	15	0		
		Porangahau ...	25	77	6	2	17	17	6	...	F. Gundrie ...	F.	110	0	0		
		Tamumu ...	26	109	2	3	11	15	0	...	E. Doria ...	F.	100	0	0		
		Te Aute ...	27	72	13	8	10	0	0	...	J. Stewart ...	M.	56	0	0		
		Te Ongaonga ...	28	4	7	6	...	...	...	...	W. Lysnar ...	M.	100	0	0		
		Waipawa ...	29	211	15	7	24	16	7	365	0	0	E. Smart ...	F.	52	10	0
		" ...	...	...	...	...	...	...	...	...	W. Waite ...	M.	152	10	0		
		Waipukurau ...	30	233	9	1	22	14	7	45	3	0	J. Waite ...	A.F.	35	0	0
		" ...	...	...	...	...	...	...	...	...	J. Poole ...	M.	150	5	0		
		Woodville ...	31	95	17	8	22	5	0	322	4	0	Mrs. Poole ...	A.F.	35	0	0
		" ...	...	...	...	...	...	...	...	...	W. G. Crawford ...	M.	151	15	0		
		Bonus distributed for 1878 ...	...	...	...	...	...	...	...	...	Mrs. M. Crawford ...	S.	12	0	0		
		Payments made in January for December, 1877 ...	...	...	...	296	12	5	...	...	...	...	...	...	...	...	
						314	7	6	...	...	...	...	...	...	...	...	
				5,398	14	2	626	4	1	2,759	6	4					

MARLBOROUGH.

Blenheim [B]	1	High School ...	1	...	...	...	H. P. Macklin ...	H.	300 0 0
		Lower Boys' ...	2	...	...	...	James Doherty ...	M.	180 0 0
		Girls' ...	3	858 8 4	15 6 0	1,509 19 1	Kate Macklin ...	A.F.	60 0 0
		" ...	...	...	...	...	Anne Macklin ...	A.F.	75 0 0
Picton [B]		Infants' ...	4	...	...	...	Kate Macklin ...	F.	105 0 0
		" ...	...	...	...	...	Mary Macklin ...	F.P.	45 0 0
	2	Picton ...	...	339 0 0	10 16 0	137 0 0	H. W. Harris ...	H.	200 0 0
		" ...	...	...	...	...	Alice Jones ...	F.	110 0 0
Marlborough		" ...	...	...	...	...	Sarah Mouat ...	F.P.	30 0 0
	3	Havelock ...	5	269 0 0	8 7 9	23 7 6	F. Severne ...	H.	170 0 0
		" ...	...	...	...	...	Caroline Severne ...	F.	90 0 0
	4	Renwick ...	6	233 0 0	8 18 9	22 11 0	William Tissiman ...	H.	180 0 0
		" ...	...	...	...	...	Charles Bary ...	M.P.	30 0 0
	5	Spring Creek ...	7	158 0 0	6 10 6	47 5 0	John Squire ...	H.	150 0 0
	6	Tua Marina ...	8	183 18 4	8 6 9	16 16 8	Charles Peake ...	H.	170 0 0
		" ...	...	...	...	...	Mrs. Peake ...	F.	40 0 0
	7	Marlborough Town ...	9	69 15 0	3 11 3	...	Celia E. Cheesman ...	H.	65 0 0
	8	Kaituna ...	10	130 0 0	3 11 3	226 15 6	Andrew Everiss ...	H.	120 0 0
	9	Canva's Town ...	11	130 0 0	3 7 6	20 14 1	Henry Leigh Severne ...	H.	130 0 0
	10	Grove Town ...	12	135 13 4	6 16 6	46 4 0	Walter Andrews ...	H.	140 0 0
	11	Waitohi ...	13	110 0 0	5 1 6	33 0 6	Marian Robertson ...	H.	110 0 0
	12	Wairau Valley ...	14	90 0 0	2 8 9	18 18 4	Emma A. Dolamore ...	H.	90 0 0
	13	Kekerangu ...	15	85 0 0	3 7 6	...	J. I. Hart ...	H.	80 0 0
	14	Fairhall ...	16	123 0 0	4 14 3	3 5 0	Henry Charles Amner ...	H.	120 0 0
	15	Omaka ...	17	15 0 0	...	...	William Moore ...	H.	20 0 0
				2,929 15 0	91 4 3	2,105 16 8			

Annexed to North Canterbury District since 1st May, 1878.

Kaikoura	Kaikoura ...	...	54 3 4	...	7 16 0	...	...
	Kaikoura Suburban ...	...	45 0 0	...	...	...	...
			3,028 18 4	91 4 3	2,113 12 8		

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—*continued.*NELSON—*continued.*

County or Borough. (The latter distinguished by the letter "B" following in brackets.)	Consecutive No. of District.	Schools.	Consecutive No. of separate Schools.	Expenditure for 1878.			Teachers' Names, including all Teachers and Pupil-teachers on the Staff at the end of Year.	Position in the School.	Annual Salary and Allowances at the rate paid during the last Quarter of 1878.	
				Maintenance.		Buildings, Sites, Furniture, and Apparatus.				
				Salaries.	Other Ordinary Expenditure.					
Buller— <i>continued.</i>	26	Addison's Flat ...	48	£ s. d. 103 15 0	£ s. d. 5 0 0	£ s. d. ...	Miss Mills...	...	H.	£ s. d. 103 15 0
	27	Charleston Boys' ...	49	244 10 0	...	...	R. Delany...	...	H.	164 6 8
		" Charleston Girls' ¹ ...	50	80 15 0	65 12 0	...	Miss Quin ...	...	A.F.	79 3 4
		" Brighton ...	51	91 10 0	24 10 0	...	Mrs. Gaskin ...	...	H.	126 10 0
Inangahua	28	Reefton ...	52	372 0 0	6 0 0	602 2 0	Miss Clissold ...	...	A.F.	77 5 0
		" Karamea ...	53	153 0 0	20 0 0	404 6 7	Mrs. Murphy ...	...	H.	91 10 0
Buller ...		Capleston ² ...	54	59 0 0	...	...	R. Chattock ...	...	H.	272 0 0
		Pakawau ³ ...	55	14 17 6	...	...	Miss Chattock ...	...	A.F.	100 0 0
		Lyell ⁴ ...	56	7 17 6	...	...	R. Ray ...	...	H.	153 0 0
							Mrs. Rogers ...	...	H.	59 0 0
							H. O'Ledge ...	...	H.	59 10 0
							Miss Williams ...	...	H.	31 10 0
				8,239 10 4	589 8 0	2,824 14 4				

WESTLAND.

Westland ...	1	Stafford ...	1	363 18 8	...	19 2 0	J. Palmer ...	H.	230 0 0
		" ...	...	...	...	...	Hester A. Cox ...	A.F.	110 0 0
		" ...	...	...	...	...	Susan Hogg ...	F.P.	25 0 0
		Goldsborough ...	2	321 1 4	168 12 8	8 0 0	J. Mulhearn ...	H.	184 0 0
Kumara [B]		" ...	...	...	...	...	Jane Hogg ...	A.F.	98 18 0
		" ...	...	...	...	...	Nancy Martin ...	F.P.	25 0 0
		Greeks ...	3	126 0 0	...	5 0 0	W. C. Kelsey ...	M.	125 0 0
		Callaghan's ...	4	110 0 0	...	...	Mrs. Tougher ...	F.	110 0 0
Greymouth [B]		Kumara ...	5	761 8 4	...	1,031 8 4	H. Phillips ...	H.	280 0 0
		" ...	...	...	...	...	Mrs. Horneman ...	A.F.	149 10 0
		" ...	...	...	...	...	Miss Crowther ...	A.F.	135 0 0
		" ...	...	...	...	...	Mrs. Phillips ...	A.F.	100 0 0
Grey ⁵ ...		" ...	...	...	...	...	Janet Cornfoot ...	F.P.	25 0 0
	2	Greymouth ...	6	1,540 11 2	...	1,921 10 4	A. B. Thompson ...	H.	374 0 0
		" ...	...	...	...	...	R. Goulding ...	A.M.	242 0 0
		" ...	...	...	...	...	R. L. Clements ...	A.M.	242 0 0
Hokitika [B]		" ...	...	...	...	...	Mrs. Magoffin ...	A.F.	164 16 8
		" ...	...	...	...	...	Miss Stanley ...	A.F.	164 16 8
		" ...	...	...	...	...	Harriet Gilroy ...	F.P.	30 0 0
		" ...	...	...	...	...	E. Batchelor ...	F.P.	20 0 0
Westland ...		" ...	...	...	...	...	E. Brown ...	F.P.	25 0 0
		" ...	...	...	...	...	S. Perkins ...	F.P.	25 0 0
		" ...	...	...	...	...	Eliza Ewing ...	F.P.	20 0 0
		" ...	...	...	...	...	C. Brown ...	F.P.	20 0 0
Grey ⁵ ...		Paroa ...	7	178 5 0	...	...	C. T. Smythe ...	M.	161 0 0
		Wallsend ...	8	158 15 0	...	...	Mrs. Gordon ...	F.	143 15 0
		" ...	...	...	...	...	Minnie Courtney ...	F.P.	15 0 0
		" ...	...	...	...	...	E. B. Dixon ...	H.	374 0 0
Ross [B] ...	3	Hokitika ...	9	1,431 4 8	...	2,779 7 10	R. Soundy ...	A.M.	242 0 0
		" ...	...	...	...	...	L. D. Easton ...	A.M.	227 0 0
		" ...	...	...	...	...	Miss Batten ...	A.F.	136 1 8
		" ...	...	...	...	...	Miss Patrick ...	A.F.	164 16 8
Westland ...		" ...	...	...	...	...	James Carr ...	M.P.	35 0 0
		" ...	...	...	...	...	Thomas Marr ...	M.P.	30 0 0
		" ...	...	...	...	...	E. Kennaugh ...	F.P.	30 0 0
		" ...	...	...	...	...	M. Willberg ...	F.P.	20 0 0
Westland ...		" ...	...	...	...	...	Margaret Turnbull ...	F.P.	20 0 0
		" ...	...	...	...	...	R. McLean ...	M.P.	25 0 0
		South Spit ...	10	59 3 4	...	...	...	...	...
	4	Kanieri ...	11	400 16 8	...	947 9 8	C. J. Sale ...	H.	230 0 0
Grey ⁵ ...		" ...	...	...	...	...	Mrs. Sale ...	A.F.	120 0 0
		" ...	...	...	...	...	Jane Milner ...	F.P.	20 0 0
		Woodstock ...	12	149 18 4	...	421 0 3	A. Roulston ...	M.	140 0 0
		" ...	...	...	...	...	Jane Staines ...	F.P.	20 0 0
Ross [B] ...		Blue Spur ...	13	204 0 0	132 0 0	264 8 9	Walter Tipler ...	M.	161 0 0
		" ...	...	...	...	...	R. Beck ...	M.P.	25 0 0
		Upper Crossing ...	14	143 15 0	...	...	G. B. McAlpine ...	M.	143 15 0
		Arahura Road ...	15	150 19 2	...	205 15 0	L. G. Vincent ...	M.	161 0 0
Westland ...		" ...	...	...	...	...	James Kirk ...	M.P.	20 0 0
	5	Dunganville ...	16	130 16 3	...	10 10 0	N. W. McAuley ...	M.	145 0 0
		Greenstone ...	17	125 0 0	98 10 3	...	J. O'Neil ...	M.	125 0 0
		Marsden ...	18	146 19 9	...	73 17 0	J. Malcolm ...	M.	145 0 0
Westland ...		Maori Gully ...	19	147 5 5	...	254 7 0	J. A. Bromley ...	M.	150 0 0
	6	Ross ...	20	626 7 4	...	71 19 0	James Woodward ...	H.	286 0 0
		" ...	...	...	...	...	W. D. McKay ...	A.M.	161 0 0
		" ...	...	...	...	...	Mrs. Kenny ...	A.F.	138 0 0
Westland ...		" ...	...	...	...	...	C. De Bakker ...	F.P.	25 0 0
		" ...	...	...	...	...	Jane Andrews ...	F.P.	20 0 0
		" ...	...	...	...	...	Eliza Roberts ...	F.P.	20 0 0
		Donoghue's ...	21	132 12 10	...	2 0 0	Mrs. Murphy ...	F.	115 0 0

(1) Opened four months. (2) Aided school. (3) Aided, Open one quarter. (4) Aided, Closed. (5) Grey County was annexed to Westland Education District on 1st May, 1878.

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—*continued.*
WESTLAND—*continued.*

County or Borough. (The latter distinguished by the letter "B" following in brackets.)	Consecutive No. of District.	Schools.	Consecutive No. of separate Schools.	Expenditure for 1878.			Teachers' Names, including all Teachers and Pupil-teachers on the Staff at the end of Year.	Position in the School.	Annual Salary and Allowances at the rate paid during the last Quarter of 1878.	
				Maintenance.		Buildings, Sites, Furniture, and Apparatus.				
				Salaries.	Other Ordinary Expenditure.					
			£ s. d.	£ s. d.	£ s. d.			£ s. d.		
Westland— <i>continued.</i> Grey ¹ ...		Donoghue's— <i>contd.</i>	...	...	...	Lucy Thiele	...	F.P.	20 0 0	
	7	Cobden ...	22	58 6 8	...	19 13 9	C. Bruford	...	M.	200 0 0
		" ...	...	...	...	...	Hester Thompson	...	F.P.	20 0 0
		Brunnerton	23	147 0 0	14 0 6	11 0 0	W. Hale	...	M.	207 0 0
		"	...	...	...	...	J. Elliot	...	F.P.	15 0 0
	8	"	...	...	...	...	Sarah Middleton	...	F.P.	15 0 0
	9	No Town ...	24	54 3 4	10 0 0	...	J. H. Ralton	...	M.	145 0 0
	10	Hatter's Terrace	25	42 10 0	13 7 6	...	F. O'Reilly	...	M.	145 0 0
		Ahaura ...	26	95 16 8	...	...	E. Edridge	...	M.	143 15 0
		Totara Flat	27	53 17 8	7 12 3	...	F. W. Campbell	...	M.	125 0 0
		Orwell Creek	28	83 6 8	...	...	Miss Brunetti	...	F.	125 0 0
		Waipuna & Granville	29	71 5 0	...	...	H. M. Millar	...	M.	160 0 0
	11	Okarito ...	30	100 0 0	23 15 0	...	J. O. Wilson	...	M.	100 0 0
	12	Gillespie's ...	31	146 8 9	40 0 0	61 1 0	C. M. Neilson	...	M.	172 10 0
	13	Arawata Flat	32	102 1 8	...	225 15 0	Mrs. Porter	...	F.	115 0 0
		Arawata Town	33	153 10 0	9 18 3	10 2 0	George Adams	...	M.	140 0 0
		Okuru ...	34	138 12 5	...	65 15 3	H. Bussell	...	M.	125 0 0
	Rangiriri ...	35	152 10 0	...	37 7 8	M. Robertson	...	M.	160 0 0	
	Teacher of Gymnastics	...	138 19 2	29 15 0	...	...	...	...	...	
			8,947 6 3	831 10 6	8,446 9 10					

NORTH CANTERBURY.

Kaikoura ...	1	Kaikoura Suburban ...	1	53 0 7	36 10 0	...	A. Sayers	...	150 0 0
		" ...	...	...	...	...	Mrs. Sayers	...	50 0 0
Amuri ...	2	Kaikoura Town ...	2	133 2 5	42 1 0	10 0 0	H. H. Knowles	...	180 8 0
		" ...	...	...	...	...	Mrs. Knowles	...	60 0 0
Ashley ...	3	Waiau ² ...	3	52 0 0	...	...	G. Crockett	...	65 0 0
		Ashley Bank ...	4	280 7 0	67 13 9	30 0 0	J. Thompson	...	190 0 0
		" ...	...	...	...	...	Mrs. Whiteside	...	80 0 0
		" ...	...	...	...	...	L. Fawcett	...	16 0 0
	4	Balcarrn ...	5	112 19 4	37 18 3	829 4 9	C. D. Husband	...	150 0 0
		" ...	...	...	...	...	Mrs. Husband	...	50 0 0
	5	Carleton ...	6	147 14 9	17 6 4	16 3 1	T. A. Hamilton	...	156 0 0
		" ...	...	...	...	...	E. Musson	...	12 0 0
	6	Cust ...	7	408 13 8	78 18 8	579 4 11	R. Meredith	...	253 0 0
		" ...	...	...	...	...	A. Chapman	...	109 6 8
		" ...	...	...	...	...	A. Cookson	...	30 0 0
		" ...	...	...	...	...	H. Cooper	...	20 0 0
		Cust (side) ³ ...	8	...	...	...	...	...	...
	7	Eyreton ...	9	192 17 10	58 2 1	61 19 9	T. May	...	195 0 0
		" ...	...	...	...	...	E. Sealey	...	24 0 0
		" ...	...	...	...	...	Mrs. May	...	12 0 0
	8	Eyreton West ...	10	178 13 6	27 15 7	7 6 0	Rev. J. W. Alloway	...	160 0 0
	9	Fernside ...	11	237 10 0	22 6 7	43 5 5	L. G. Wright	...	160 0 0
		" ...	...	...	...	...	Mrs. Wright	...	60 0 0
		" ...	...	...	...	...	A. Gray	...	20 0 0
	10	Flaxton (main) ...	12	299 14 8	75 18 9	69 19 10	H. E. Goodeve	...	228 0 0
		" ...	...	...	...	...	Mrs. Goodeve	...	60 0 0
		" ...	...	...	...	...	F. Mulcock	...	20 0 0
		Flaxton (side) ...	13	...	...	...	E. Monk	...	70 0 0
		Glentui ² ...	14	50 0 0	...	...	J. Duffill	...	40 0 0
		" ...	...	...	...	...	Martha Ford	...	55 0 0
	11	Hurunui ...	15	104 5 4	42 7 10	20 15 6	M. Sheard	...	130 0 0
		" ...	...	...	...	...	Mrs. Sheard	...	12 0 0
Kaiapoi [B]	12	Kaiapoi ...	16	933 0 3	168 1 1	1 19 8	E. Rayner	...	403 0 0
		" ...	...	...	...	...	J. Veysey	...	50 0 0
		" ...	...	...	...	...	J. E. Meakes	...	138 0 0
		" ...	...	...	...	...	J. Pashby	...	45 0 0
		" ...	...	...	...	...	M. Veysey	...	32 0 0
		" ...	...	...	...	...	M. H. Kaufmann	...	105 0 0
		" ...	...	...	...	...	A. Taylor	...	24 0 0
		" ...	...	...	...	...	M. Todd	...	10 0 0
Ashley ...	13	Kaiapoi Island ...	17	130 0 0	23 3 1	17 0 0	D. Davidson	...	130 0 0
	14	Kaiapoi Island North	18	99 9 4	23 7 6	...	C. Nicholls	...	130 0 0
		" ...	...	...	...	...	Mrs. Nicholls	...	12 0 0
	15	Kowai North (main)	19	141 0 0	55 15 3	1,013 7 7	R. M. Spurr	...	165 0 0
		" ...	...	...	...	...	E. Robertson	...	80 0 0
		Kowai North (side) ...	20	131 15 0	...	...	R. McCandless	...	100 0 0
	16	Leithfield ...	21	285 17 10	39 6 8	6 5 2	M. Amy	...	190 0 0
		" ...	...	...	...	...	A. B. May	...	75 0 0
		" ...	...	...	...	...	W. Smellie	...	20 0 0
	17	Loburn ...	22	192 10 6	52 3 9	18 1 0	H. Peat	...	175 0 0

(1) Grey County was annexed to Westland Education District on 1st May, 1878. (2) Aided school. (3) School not yet open.

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—*continued*.
NORTH CANTERBURY—*continued*.

County or Borough. (The latter distinguished by the letter "B" following in brackets.)	Consecutive No. of District.	Schools.	Consecutive No. of separate Schools.	Expenditure for 1878.						Teachers' Names, including all Teachers and Pupil-teachers on the Staff at the end of Year.	Position in the School.	Annual Salary and Allowances at the rate paid during the last Quarter of 1878.					
				Maintenance.		Buildings, Sites, Furniture, and Apparatus.											
				Salaries.	Other Ordinary Expenditure.		£	s.	d.			£	s.	d.	£	s.	d.
Akaroa— <i>continued.</i>	42	Pigeon Bay (main) ...	49	146	4	8	41	1	0	409	3	6	F. W. Thompson ...	H.	135	0	0
		" Pigeon Bay (side) ...	50	29	3	4	...	...	...	...	...	...	C. W. Pitcaithly ...	S.	12	0	0
	43	Port Levy ...	51	130	0	0	17	15	0	...	...	...	M. Pitcaithly ...	F.	85	0	0
	44	Robinson's Bay ...	52	142	0	0	25	11	11	32	19	8	H. Jaggar ...	H.	130	0	0
Selwyn ...		" ...	...	...	...	...	...	...	...	...	...	J. Victor ...	H.	130	0	0	
	45	Wainui ...	53	60	0	0	20	4	3	4	7	6	Mrs. Victor ...	S.	12	0	0
	46	Aylesbury ¹ ...	...	...	...	...	13	2	5	...	...	...	K. M. Lowe ...	F.	60	0	0
	47	Broadfield ...	54	144	13	5	30	1	10	79	3	5	G. C. Manning ...	H.	153	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Mrs. Manning ...	S.	12	0	0
	48	Brookside ...	55	437	5	0	61	2	10	379	2	3	J. Baldwin ...	H.	303	0	0
Christchurch [B]		" ...	...	...	...	...	...	...	...	...	...	A. Kitchingman ...	F.	97	0	0	
		" ...	...	...	...	...	...	...	...	...	...	W. Stirling ...	M.P.	20	0	0	
		" ...	...	...	...	...	...	...	...	...	...	P. Kine ...	M.P.	20	0	0	
	49	Christchurch East— Gloucester Street ...	56	2,124	2	5	634	5	5	...	...	...	J. Curnow... ...	H.	500	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	C. Wykesmith ...	M.	345	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	O. A. Field ...	M.	180	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	A. J. Morton ...	M.	105	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	G. Gilling ...	M.	70	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	C. F. Bowley ...	M.P.	50	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	A. Flinders ...	M.P.	40	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	G. Pengelly ...	M.P.	40	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	W. J. Hawley ...	M.P.	20	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	C. Francis... ...	M.P.	20	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	S. S. Haughton ...	F.	256	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	M. Field ...	F.	157	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	E. Innes ...	F.	105	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	J. Roberts... ...	F.	65	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	K. Ford ...	A.F.	50	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	K. Flinders ...	F.P.	32	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	C. Jones ...	F.P.	32	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	M. J. Blyth ...	F.P.	32	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	A. Spence ...	F.P.	32	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	A. Barker ...	F.P.	16	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	M. Blyth ...	F.P.	16	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	S. L. Robinson ...	F.P.	16	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	M. Harband ...	F.P.	16	0	0
	" ...	...	...	...	...	...	...	...	...	...	...	M. Wells ...	F.P.	16	0	0	
	" ...	...	...	...	...	...	...	...	...	...	...	E. Kissell ...	F.P.	16	0	0	
	" ...	...	...	...	...	...	...	...	...	...	...	A. M. Craddock ...	F.P.	16	0	0	
Selwyn ...		Bingsland ...	57	421	0	0	...	...	...	...	...	J. B. E. Taylor ...	H.	253	0	0	
		" ...	...	...	...	...	...	...	...	...	...	E. Woodford ...	A.F.	65	0	0	
		" ...	...	...	...	...	...	...	...	...	...	J. Reid ...	M.	70	0	0	
		" ...	...	...	...	...	...	...	...	...	...	M. Young ...	F.P.	24	0	0	
Christchurch [B]		Phillipstown ...	58	115	10	0	...	...	...	...	...	K. Woodford ...	F.P.	24	0	0	
		" ...	...	...	...	...	...	...	...	...	...	M. E. Page ...	F.	95	0	0	
		" ...	...	...	...	...	...	...	...	...	...	M. Elmslie ...	F.P.	16	0	0	
		South Town Belt ...	59	210	0	0	...	...	...	...	...	J. M. Bailie ...	F.	160	0	0	
		" ...	...	...	...	...	...	...	...	...	...	C. Harvey... ...	F.P.	16	0	0	
		" ...	...	...	...	...	...	...	...	...	...	M. Zinggraf ...	F.P.	16	0	0	
		" ...	...	...	...	...	...	...	...	...	...	M. Spence... ...	F.P.	16	0	0	
	50	Christchurch West ...	60	2,066	17	11	344	13	1	194	1	3	Rev. J. Cumming ...	H.	418	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	T. S. Foster ...	M.	295	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	J. B. Chisholm ...	M.	190	0	0
	" ...	...	...	...	...	...	...	...	...	...	...	E. S. Brittan ...	F.	315	0	0	
	" ...	...	...	...	...	...	...	...	...	...	...	J. R. Cooke ...	F.	165	0	0	
	" ...	...	...	...	...	...	...	...	...	...	...	A. Harband ...	F.	130	0	0	
	" ...	...	...	...	...	...	...	...	...	...	...	E. Callender ...	F.	60	0	0	
	" ...	...	...	...	...	...	...	...	...	...	...	A. Mayne ...	M.P.	50	0	0	
	" ...	...	...	...	...	...	...	...	...	...	...	T. Pole ...	M.P.	50	0	0	
	" ...	...	...	...	...	...	...	...	...	...	...	R. Irvine ...	M.P.	50	0	0	
	" ...	...	...	...	...	...	...	...	...	...	...	M. Ansley... ...	F.P.	40	0	0	
	" ...	...	...	...	...	...	...	...	...	...	...	A. Pike ...	F.P.	40	0	0	
	" ...	...	...	...	...	...	...	...	...	...	...	H. Hunt ...	F.P.	40	0	0	
	" ...	...	...	...	...	...	...	...	...	...	...	J. Eastwood ...	F.P.	32	0	0	
	" ...	...	...	...	...	...	...	...	...	...	...	A. Taylor ...	F.P.	32	0	0	
	" ...	...	...	...	...	...	...	...	...	...	...	J. Currie ...	F.P.	32	0	0	
	" ...	...	...	...	...	...	...	...	...	...	...	A. Hepburn ...	F.P.	24	0	0	
	" ...	...	...	...	...	...	...	...	...	...	...	W. Robinson ...	M.P.	20	0	0	
	" ...	...	...	...	...	...	...	...	...	...	...	H. Kelly ...	F.P.	16	0	0	
	" ...	...	...	...	...	...	...	...	...	...	...	E. Lee ...	F.P.	16	0	0	
	" ...	...	...	...	...	...	...	...	...	...	...	M. Clark ...	F.P.	16	0	0	
	51	Colombo Road ...	61	1,411	7	10	329	16	1	2,027	0	4	J. Cumberworth ...	H.	308	0	0
		" ...	...	...	...	...	...	...	...	...	...	J. Bowmaker ...	F.	209	0	0	
		" ...	...	...	...	...	...	...	...	...	...	J. J. Elliott ...	M.	145	0	0	
		" ...	...	...	...	...	...	...	...	...	...	E. B. Rowley ...	F.	120	0	0	

(1) School not yet built.

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—*continued.*
NORTH CANTERBURY—*continued.*

County or Borough. (The latter distinguished by the letter "B" following in brackets.)	Consecutive No. of District.	Schools.	Consecutive No. of separate Schools.	Expenditure for 1878.			Teachers' Names, including all Teachers and Pupil-teachers on the Staff at the end of Year.	Position in the School.	Annual Salary and Allowances at the rate paid during the last Quarter of 1878.								
				Maintenance.		Buildings, Sites, Furniture, and Apparatus.			£	s.	d.						
				Salaries.	Other Ordinary Expenditure.												
				£	s.	d.	£	s.	d.								
Christchurch [B]—con.		Colombo Road—contd.	...	...	...	...	C. S. Hawley	...	F.	90	0	0					
		"	...	...	...	...	K. Thornton	...	A.F.	60	0	0					
		"	...	...	...	...	J. E. Watts	...	A.F.	50	0	0					
		"	...	...	...	...	L. Suckling	...	M.	50	0	0					
		"	...	...	...	...	J. Braithwaite	...	M.P.	50	0	0					
		"	...	...	...	...	J. O. Taylor	...	M.P.	50	0	0					
		"	...	...	...	...	C. Hardie	...	M.P.	40	0	0					
		"	...	...	...	...	R. Dutton	...	F.P.	40	0	0					
		"	...	...	...	...	A. Seager	...	F.P.	40	0	0					
		"	...	...	...	...	M. Dymes	...	F.P.	40	0	0					
		"	...	...	...	...	A. D. King	...	F.P.	32	0	0					
		"	...	...	...	...	E. L. Sadler	...	F.P.	32	0	0					
Selwyn ...		"	...	...	...	...	R. Candish	...	F.P.	32	0	0					
		"	...	...	...	...	E. Howard	...	F.P.	16	0	0					
		"	...	...	...	...	A. Cooper	...	M.P.	20	0	0					
	52	Courtenay	62	142	0	0	24	7	0	53	19	8	F. N. Foster	H.	130	0	0
		"	...	...	...	...	...	...	...	...	...	Mrs. Foster	S.	12	0	0	
	53	Dunsandel ¹	...	...	...	0	16	3	...	...	...	...	...	...	...		
	54	Greendale	63	156	6	2	27	5	10	8	13	0	J. Simpson	H.	150	0	0
		"	...	...	...	...	...	...	...	...	...	Mrs. Simpson	F.	50	0	0	
	55	Greenpark	64	200	0	0	37	5	8	53	8	1	T. L. Garrett	H.	150	0	0
		"	...	...	...	...	...	...	...	...	...	Mrs. Garrett	A.F.	50	0	0	
	56	Halkett	65	205	0	0	42	13	6	...	...	...	P. Cheyne	H.	155	0	0
		"	...	...	...	...	...	...	...	...	...	Mrs. Cheyne	F.	50	0	0	
	57	Halswell ²	66	277	18	11	50	7	10	37	5	9	...	...	...		
		"	...	...	...	...	...	...	...	...	...	E. Gardiner	F.P.	24	0	0	
	58	Harewood Road	67	200	0	0	31	18	2	...	...	...	T. Mulligan	H.	150	0	0
		"	...	...	...	...	...	...	...	...	...	G. Somerset	A.F.	50	0	0	
	59	Heathcote Lower	68	530	15	6	129	3	11	127	9	0	Rev. G. Wilks	H.	264	0	0
		"	...	...	...	...	...	...	...	...	...	...	J. Buxton	F.	140	0	0
		"	...	...	...	...	...	...	...	...	...	...	M. Taylor	F.	70	0	0
		"	...	...	...	...	...	...	...	...	...	...	A. Webber	M.P.	40	0	0
		"	...	...	...	...	...	...	...	...	...	...	A. McHarg	F.P.	16	0	0
	60	Heathcote Upper	69	366	5	0	52	10	8	0	13	0	W. G. Wray	H.	230	0	0
		"	...	...	...	...	...	...	...	...	...	...	M. E. G. Bowles	F.	85	0	0
		"	...	...	...	...	...	...	...	...	...	...	J. Langbridge	A.F.	50	0	0
	61	Heathcote Valley	70	254	13	3	47	19	3	...	...	...	W. Wollstein	H.	155	0	0
		"	...	...	...	...	...	...	...	...	...	...	J. Sinclair	F.	75	0	0
	62	Hillsborough	71	383	4	10	64	6	10	73	11	2	W. Souter	H.	227	0	0
		"	...	...	...	...	...	...	...	...	...	...	G. Thomson	F.	100	0	0
		"	...	...	...	...	...	...	...	...	...	...	A. McCormick	A.F.	50	0	0
		"	...	...	...	...	...	...	...	...	...	...	M. Duncan	F.P.	16	0	0
	63	Hororata	72	236	0	0	37	17	2	34	10	2	J. R. B. Digby	H.	168	0	0
		"	...	...	...	...	...	...	...	...	...	...	C. W. Baker	F.P.	32	0	0
		"	...	...	...	...	...	...	...	...	...	...	A. E. Digby	F.P.	24	0	0
		"	...	...	...	...	...	...	...	...	...	...	N. Baker	S.	12	0	0
	64	Irwell ¹	...	...	...	...	0	16	8	...	...	...	...	...	...	...	
	65	Killinchy	73	229	0	10	42	15	5	186	19	9	W. E. Foster	H.	180	0	0
		"	...	...	...	...	...	...	...	...	...	...	Mrs. Foster	F.	60	0	0
		"	...	...	...	...	...	...	...	...	...	...	M. McKee	F.P.	16	0	0
	66	Kimberley	74	152	0	8	24	10	0	74	11	3	W. F. Morton	H.	130	0	0
		"	...	...	...	...	...	...	...	...	...	...	Mrs. Morton	S.	12	0	0
	67	Kowai Bush	75	131	11	2	22	16	8	41	6	5	G. Jefferson	H.	130	0	0
		"	...	...	...	...	...	...	...	...	...	...	M. Smith	S.	12	0	0
	68	Kowai Pass	76	167	6	1	16	6	7	113	4	8	J. Slipper	H.	158	0	0
		"	...	...	...	...	...	...	...	...	...	...	A. Scay	F.P.	32	0	0
	69	Lakeside	77	114	14	0	17	8	0	34	16	0	W. H. Gorton	H.	130	0	0
		"	...	...	...	...	...	...	...	...	...	...	Mrs. Gorton	S.	12	0	0
	70	Leeston (main)	78	419	3	1	132	15	10	394	9	6	W. Ford	H.	263	13	4
		"	...	...	...	...	...	...	...	...	...	...	E. S. Collins	F.	112	13	4
		"	...	...	...	...	...	...	...	...	...	...	J. Woodward	M.P.	20	0	0
		"	...	...	...	...	...	...	...	...	...	...	D. McVinnie	M.P.	20	0	0
		"	...	...	...	...	...	...	...	...	...	...	S. Pearce	F.P.	16	0	0
		Leeston (side)	79	80	16	1	...	...	...	...	...	...	H. Smith	F.	80	0	0
	71	Lincoln	80	346	13	4	56	9	2	131	4	0	G. Bishop	H.	222	0	0
		"	...	...	...	...	...	...	...	...	...	...	M. A. Gordon	F.	100	0	0
		"	...	...	...	...	...	...	...	...	...	...	A. Pannett	A.F.	50	0	0
	72	Malvern	81	212	1	8	64	1	7	22	16	4	J. Blythen	H.	150	0	0
		"	...	...	...	...	...	...	...	...	...	...	Mrs. Blythen	A.F.	50	0	0
	73	Malvern South ³	...	...	...	...	5	3	9	845	17	11	...	...	...	...	
	74	New Brighton	82	149	0	0	15	139	...	109	11	2	W. De Troy	H.	138	0	0
		"	...	...	...	...	...	...	...	...	...	...	Mrs. De Troy	S.	12	0	0
	75	North Road	83	143	10	11	42	3	11	25	12	8	H. Wilson	H.	135	0	0
		"	...	...	...	...	...	...	...	...	...	...	Mrs. Wilson	S.	12	0	0
	76	Papanui	84	425	0	0	62	11	0	36	16	0	E. Morgan	H.	219	0	0
		"	...	...	...	...	...	...	...	...	...	...	J. Jennings	F.	150	0	0
		"	...	...	...	...	...	...	...	...	...	...	M. Derrett	A.F.	60	0	0

(1) School not yet built. (2) Places of master and mistress vacated by end of November. (3) School not yet opened.

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—*continued.*
NORTH CANTERBURY—*continued.*

County or Borough. (The latter distinguished by the letter "B" following in brackets.)	Consecutive No. of District.	Schools.	Consecutive No. of separate Schools.	Expenditure for 1878.			Teachers' Names, including all Teachers and Pupil-teachers on the Staff at the end of Year.	Position in the School.	Annual Salary and Allowances at the rate paid during the last Quarter of 1878.
				Maintenance.		Buildings, Sites, Furniture, and Apparatus.			
				Salaries.	Other Ordinary Expenditure.				
				£ s. d.	£ s. d.	£ s. d.			£ s. d.
Selwyn— <i>continued.</i>	77	Prebbleton...	85	205 0 0	48 11 4	35 1 8	W. H. Comerford	H.	155 0 0
		"					H. V. Williams	A.F.	50 0 0
	78	Rakaia Little	86	142 10 0	19 16 7	6 14 8	P. H. Cannon	H.	130 0 0
		"					Mrs. Cannon	S.	12 0 0
	79	Riccarton (main)	87	347 13 4	47 0 1	12 9 0	W. H. Wilson	H.	212 0 0
		"					A. E. Hookham	F.	107 0 0
		"					E. Jaggar	A.F.	50 0 0
		Riccarton (side)	88	192 12 6			G. Culverhouse	H.	175 0 0
		"					C. Tully	A.F.	50 0 0
	80	Russell's Flat	89	144 11 8	26 7 2	16 10 0	R. P. Pole	H.	137 0 0
		"					Mrs. Pole	S.	12 0 0
	81	St. Albans (main)	90	696 5 0	256 5 4	58 4 9	E. Mitchell	H.	283 10 0
		"					T. Smith	M.	155 0 0
		"					S. Fee	F.	80 0 0
		"					M. A. Bennetts	F.	80 0 0
		"					J. Newell	M.P.	40 0 0
		"					J. Nicholl	M.P.	30 0 0
		"					M. A. Alexander	F.P.	24 0 0
		St. Albans (side)	91	62 15 0			A. E. Foster	F.	75 0 0
		"					A. Finney	F.P.	16 0 0
	82	Selwyn	92	231 10 0	32 3 11	13 10 0	J. D. Harper	H.	150 0 0
		"					B. Jack	F.	67 0 0
	83	Southbridge	93	502 8 6	65 0 0	705 10 0	J. J. Elwin	H.	258 0 0
		"					C. A. Edwards	F.	115 0 0
		"					G. Andrews	M.	60 0 0
		"					E. J. Andrews	M.P.	50 0 0
		"					J. McKay	F.P.	16 0 0
	84	Springston	94	289 0 9	41 9 0	126 8 0	T. A. Gates	H.	172 0 0
		"					S. E. Derry	F.	82 0 0
		"					H. A. Grant	M.P.	20 0 0
	85	Sumner	95	134 4 5	13 19 3		W. B. Camfield	H.	130 0 0
		"					Mrs. Camfield	S.	12 0 0
	86	Tai Tapu	96	279 11 11	57 0 10	15 9 4	D. A. Borthwick	H.	170 0 0
	"					M. Zweibruck	F.	80 0 0	
	"					C. Champion	F.P.	8 0 0	
87	Templeton	97	307 0 0	46 1 6		G. Mayo	H.	209 0 0	
	"					Mrs. Mayo	F.	64 0 0	
	"					F. Blake	F.P.	32 0 0	
88	Weedon	98	196 15 10	31 18 1	6 16 6	A. Proudlock	H.	147 0 0	
	"					J. Gow	A.F.	50 0 0	
89	West Melton	99	189 7 2	27 2 10	9 12 0	J. Murray	H.	155 0 0	
	"					E. Watson	A.F.	50 0 0	
90	Yaldhurst	100	227 10 0	40 2 1		H. Hookham	H.	180 0 0	
Christchurch [B]		Normal School, Practising Department	101	2,187 2 9	412 7 6	790 15 0	J. Hookham	F.	50 0 0
		"					J. R. Thornton	H.	280 0 0
		"					J. J. Patterson	M.	205 0 0
		"					G. Watson	M.	150 0 0
		"					A. M. Patterson	F.	280 0 0
		"					K. J. Kesteven	F.	150 0 0
		"					A. Mackett	F.	150 0 0
		"					M. A. Kelly	F.	110 0 0
		"					C. Whyte	F.	90 0 0
		"					M. Hall	F.	60 0 0
		"					F. Bartram	F.P.	40 0 0
		"					M. Allison	F.P.	40 0 0
		"					M. Leach	F.P.	32 0 0
		"					A. Radcliffe	F.P.	32 0 0
		"					L. Crump	F.P.	32 0 0
		"					M. Cole	F.P.	24 0 0
		"					E. Rowe	F.P.	24 0 0
Ashburton		"					E. Edwards	F.P.	24 0 0
		"					H. Smith	F.P.	16 0 0
		"					E. Crump	F.P.	16 0 0
	91	Alford Forest (main)	102	135 3 6	52 11 3	66 7 3	C. F. Exall	H.	130 0 0
		Alford Forest (side) ¹	103	42 15 11					
	92	Ashburton	104	608 11 8	164 18 6	943 18 10	A. Stott	H.	310 10 0
		"					J. Stewart	F.	120 0 0
		"					R. McKenzie	A.M.	100 0 0
		"					A. Henderson	F.P.	40 0 0
		"					C. Henderson	F.P.	40 0 0
Ashburton		"					F. W. Wake	M.P.	40 0 0
		"					K. McDonnell	F.P.	16 0 0
	93	Ashburton Forks	105	139 12 7	28 5 8	8 8 0	J. T. Allsop	H.	135 0 0
		"					Mrs. Allsop	S.	12 0 0
	94	Ashburton South	106	194 14 7	26 17 0		B. Low	H.	150 0 0
	"					Mrs. Low	F.	50 0 0	
95	Barr Hill	107	73 18 1	35 17 0	762 2 10	T. Walke	H.	130 0 0	

(1) Place of mistress vacant.

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—continued.
NORTH CANTERBURY—continued.

County or Borough. (The latter distinguished by the letter "B" following in brackets.)	Consecutive No. of District.	Schools.	Consecutive No. of separate Schools.	Expenditure for 1878.			Teachers' Names, including all Teachers and Pupil-teachers on the Staff at the end of Year.	Position in the School.	Annual Salary and Allowances at the rate paid during the last Quarter of 1878.
				Maintenance.		Buildings, Sites, Furniture, and Apparatus.			
				Salaries.	Other Ordinary Expenditure.				
				£ s. d.	£ s. d.	£ s. d.			£ s. d.
Ashburton— continued.	96	Chertsey ¹ ...	...	...	10 17 6	1,038 13 3	...	...	...
	97	Kyle ¹ ...	...	...	10 6 2	467 9 2	...	...	...
	98	Longbeach (main)	108	147 0 0	63 14 4	91 4 8	H. Collins...	H.	138 0 0
		"	...	...	...	...	Mrs. Collins	S.	12 0 0
		Longbeach (side)	109	135 10 0	...	...	W. H. Wake	H.	130 0 0
		"	...	...	...	...	Mrs. Wake	S.	12 0 0
	99	Mount Somers ²	110	...	6 4 9	...	...	...	...
	100	Rakaia South	111	200 0 0	26 8 10	27 2 0	W. Cox ...	H.	150 0 0
		"	...	...	...	...	Mrs. Cox ...	A.F.	50 0 0
	101	Seafiel ¹ ...	...	...	6 4 10	321 9 6	...	...	...
102	Wakanui ...	112	140 18 4	36 17 10	1 15 0	W. McClure	H.	136 0 0	
	"	...	...	...	...	Mrs. McClure	S.	12 0 0	
	Westerfield ³	113	73 2 6	...	8 10 0	W. J. Davison	H.	91 0 0	

Schools handed over to new Education District of South Canterbury on 1st May, 1878.

Geraldine ...	1	Claremont ...	...	...	2 16 0	413 19 8	...	...	...
	2	Geraldine ...	1	131 18 4	27 18 8	1 10 0	...	...	...
	3	Kakahu ...	2	53 13 4	10 0 0	7 5 0	...	...	...
	4	Milford ...	3	70 3 4	13 15 7	7 14 0	...	...	...
	5	Pareora ...	4	49 4 6	6 6 0	9 19 5	...	...	...
	6	Pleasant Point ...	5	66 13 4	21 11 5	8 16 3	...	...	...
	7	Pleasant Valley ...	6	56 13 4	19 5 6	...	...	...	...
	8	Rangitata Island ...	7	46 6 8	30 3 2	303 3 11	...	...	...
	9	Scotsburn ...	8	30 11 4	22 18 6	47 1 8	...	...	...
	10	Temuka ...	9	161 16 0	40 0 0	...	...	...	...
Geraldine[B]	11	Timaru ...	10	738 3 5	172 15 4	300 7 11	...	...	...
Geraldine ...	12	Totara Valley ...	...	...	7 11 9	...	...	...	...
	13	Waihi Bush ...	11	66 13 4	15 8 0	6 5 6	...	...	...
	14	Waitohi Flat ...	12	52 16 8	14 12 3	...	...	...	...
	15	Washdyke... ..	13	54 18 3	4 10 0	6 4 0	...	...	...
Waimate ...	16	Winchester ...	14	107 3 4	10 0 0	...	...	...	...
	17	Hunter ...	...	...	4 1 10	9 5 5	...	...	...
	18	Makikihi ...	...	...	3 12 9	8 8 0	...	...	...
	19	Otaio ...	15	27 10 0	16 10 9	223 18 4	...	...	...
Waimate[B]	20	Otaio Upper ...	...	...	...	...	...	...	...
	21	Waimate ...	16	217 13 4	21 14 3	85 4 5	...	...	...
				33,850 18 6	6,735 8 2	20,241 11 6			

SOUTH CANTERBURY.

Geraldine ...	1	Burke's Pass ¹	...	1	...	0 11 1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
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(1) School not yet open. (2) School not open during the year. (3) Aided school. (4) Opened during the year.

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—*continued.*
SOUTH CANTERBURY—*continued.*

County or Borough. (The latter distinguished by the letter "B" following in brackets.)	Consecutive No. of District.	Schools.	Consecutive No. of separate Schools.	Expenditure for 1878.			Teachers' Names, including all Teachers and Pupil-teachers on the Staff at the end of Year.	Position in the School.	Annual Salary and Allowances at the rate paid during the last Quarter of 1878.								
				Maintenance.		Buildings, Sites, Furniture, and Apparatus.			£	s.	d.						
				Salaries.	Other Ordinary Expenditure.												
				£	s.	d.	£	s.	d.	£	s.	d.					
Timaru [B] <i>continued.</i>		Timaru— <i>continued</i> ...	...	...	...	...	N. Müller ...	M.	150	0	0						
		" ...	...	...	...	...	F. W. Mansfield ...	M.	75	0	0						
		" ...	...	...	...	...	L. Hibbard ...	F.P.	32	0	0						
		" ...	...	...	...	...	T. Chapman ...	M.P.	20	0	0						
		" ...	...	...	...	...	D. Ogilvie...	M.P.	20	0	0						
		" ...	...	...	...	...	M. Shepherd ...	M.P.	20	0	0						
		" ...	...	...	...	...	M. Forbes ...	F.	265	0	0						
		" ...	...	...	...	...	F. Gillon ...	F.	158	0	0						
		" ...	...	...	...	...	M. Griffin ...	F.	75	0	0						
		" ...	...	...	...	...	F. Cramond ...	F.	60	0	0						
		" ...	...	...	...	...	M. Craigie ...	F.P.	40	0	0						
		" ...	...	...	...	...	L. Cameron ...	F.P.	8	0	0						
		" ...	...	...	...	...	E. Melton ...	F.P.	16	0	0						
		" ...	...	...	...	...	A. Pearson ...	F.P.	16	0	0						
		" ...	...	...	...	...	A. H. Quinlan ...	F.	150	0	0						
Geraldine ...		" ...	...	...	...	...	J. Huggins ...	A.F.	50	0	0						
		" ...	...	...	...	...	E. Allan ...	F.P.	32	0	0						
		" ...	...	...	...	...	M. Fisher ...	F.P.	24	0	0						
		" ...	...	...	...	...	R. Shappere ...	F.P.	24	0	0						
		" ...	...	...	...	...	M. Mahan ...	F.P.	16	0	0						
	17	Totara Valley ¹ ...	17	...	1	15	0	...	...	...	...						
	18	Totara ² ...	18	...	0	7	8	...	...	...	...						
	19	Waihi Bush ...	19	133	6	8	26	7	0	15	12	6					
		" ...	...	...	...	...	D. Murray ...	H.	150	0	0						
		" ...	...	...	...	...	Mrs. Murray ...	F.	50	0	0						
20	Wai-iti ² ...	20	...	0	16	1	...	...	...	...							
21	Waitohi Flat ...	21	105	3	4	13	5	0	A. Mahan ...	H.	150	0	0				
	" ...	...	...	...	...	...	Mrs. Mahan ...	S.	12	0	0						
22	Washdyke ...	22	128	10	0	27	17	5	J. Kirby ...	H.	144	0	0				
	" ...	...	...	...	...	...	Mrs. Kirby ...	F.	50	0	0						
23	Winchester ...	23	166	7	9	31	8	8	27	18	11	A. Dunnett ...	H.	160	0	0	
	" ...	...	...	...	...	...	A. L. Cox ...	F.	75	0	0						
	" ...	...	...	...	...	...	A. Young ...	F.P.	32	0	0						
Waimate ...	24	Hunter ² ...	24	...	1	5	0	794	6	9	...	...	...	...			
	25	Makikihi ² ...	25	...	...	...	...	5	0	0	...	...	...	...			
	26	Otaio ³ ...	26	75	0	0	18	13	4	45	0	0	J. Willis ...	H.	130	0	0
	27	Otaio Upper ² ...	27	...	...	...	...	5	0	0	...	...	...	...			
	28	Waiho ² ...	28	...	15	0	0	...	...	...	...	...	...	...			
	29	Waimate ...	29	401	6	8	84	19	0	125	18	8	W. Ward ...	H.	315	0	0
		" ...	...	...	...	...	...	...	...	...	...	O. W. Exall ...	M.	120	0	0	
		" ...	...	...	...	...	...	...	...	...	...	M. A. Lillie ...	F.P.	32	0	0	
		" ...	...	...	...	...	...	...	...	...	...	M. A. Grant ...	F.P.	32	0	0	
		" ...	...	...	...	...	...	...	...	...	...	A. Williams ...	F.P.	16	0	0	
		" ...	...	...	...	...	...	...	...	...	...	S. Bruce ...	F.P.	8	0	0	
		" ...	...	...	...	...	...	...	...	...	...	M. Rugg ...	F.P.	16	0	0	
		" ...	...	...	...	...	...	...	...	...	...	J. Horgan ...	M.P.	20	0	0	
	30	Waituna Creek ² ...	30	...	0	13	5	...	...	...	...	...	...	...	...		
					3,716	14	7	667	2	4	3,029	2	8				

OTAGO.

Waitaki ...	1	Maerewhenua ...	1	154 5 0	20 10 0	20 0 0	John Anderson ...	H.	160 0 0
	2	Ngapara ...	2	106 18 0	15 10 0	...	W. H. Walker ...	H.	110 0 0
	3	Awamoko ...	3	120 0 0	16 0 0	20 0 0	Thomas Monteath ...	H.	130 0 0
	4	Papakao ...	4	171 10 0	25 5 0	...	T. H. Meeking ...	H.	155 0 0
	5	Pukeuri ...	5	197 8 5	39 15 0	...	W. G. Wallace ...	H.	195 0 0
[B]	6	Oamaru High ...	6	1,224 18 2	140 10 0	718 2 7	Margaret Watson ...	F.	100 0 0
		" ...	...	...	...	...	Robert Peattie ...	H.	370 0 0
		" ...	...	...	...	...	Louisa Cleary ...	F.	155 0 0
		" ...	...	...	...	...	William Fidler ...	A.M.	240 0 0
		" ...	...	...	...	...	Ebenezer Hewat ...	A.M.	140 0 0
[B]		" ...	...	...	...	...	Mary Crawford ...	A.F.	100 0 0
		" ...	...	...	...	...	Elison Thomas ...	A.F.	100 0 0
		" ...	...	...	...	...	William Todd ...	M.P.	60 0 0
		" ...	...	...	...	...	Mary King ...	F.P.	30 0 0
		" ...	...	...	...	...	Mary J. Wilding ...	F.P.	25 0 0
[B]		" ...	...	...	...	...	Mary Scott ...	F.P.	25 0 0
		" ...	...	...	...	...	Sophia Ferens ...	F.P.	40 0 0
		" ...	...	...	...	...	David Fleming ...	H.	247 0 0
		" ...	...	...	...	...	Marian Kernahan ...	F.	115 0 0
		" ...	...	...	...	...	David Todd ...	A.M.	130 0 0
[B]		" ...	...	...	...	...	Mary Nicol ...	F.P.	50 0 0
		" ...	...	...	...	...	John H. Rice ...	H.	223 0 0
		" ...	...	...	...	...	Jane Cook ...	F.	110 0 0
		" ...	...	...	...	...	Margaret Crawford ...	F.P.	25 0 0

(1) District reproclaimed as Totara and Opihi. (2) Not yet opened. (3) Opened during the year.

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—*continued.*
OTAGO—*continued.*

County or Borough. (The latter distinguished by the letter "B" following in brackets.)	Consecutive No. of District.	Schools.	Consecutive No. of separate Schools.	Expenditure for 1878.			Teachers' Names, including all Teachers and Pupil-teachers on the Staff at the end of Year.	Position in the School.	Annual Salary and Allowances at the rate paid during the last Quarter of 1878.	
				Maintenance.		Buildings, Sites, Furniture, and Apparatus.				
				Salaries.	Other Ordinary Expenditure.					
				£ s. d.	£ s. d.	£ s. d.			£ s. d.	
Waitaki— <i>continued.</i>	7	Waiareka ...	9	132 10 3	24 10 0	...	Frank Joseph ...	H.	150 0 0	
	8	Teaneraki ...	10	133 15 0	23 0 0	20 0 0	Ebenezer Piper ...	H.	150 0 0	
	9	Kakanui ...	11	235 10 0	33 0 0	25 0 0	James MacLymont ...	H.	177 0 0	
		" ...	...	...	...	...	Katherine MacLymont ...	S.	20 0 0	
		" ...	...	...	...	...	Victor MacLymont ...	M.P.	40 0 0	
	10	Maheno ...	12	229 10 0	32 5 0	...	Peter McGregor ...	H.	165 0 0	
		" ...	...	...	...	...	Mary McGregor ...	S.	20 0 0	
		" ...	...	...	...	...	Augusta Gordon ...	F.P.	30 0 0	
	11	Otepopo ...	13	394 11 8	57 10 0	21 14 6	Alexander Pirie ...	H.	225 0 0	
		" ...	...	...	...	...	Annie P. Neish ...	F.	110 0 0	
		" ...	...	...	...	...	Jane O. Henderson ...	F.P.	40 0 0	
		12	Hampden ...	14	279 0 0	43 10 0	...	John Watt ...	H.	203 0 0
Vincent ... [B]		" ...	...	...	...	...	Margaret Watt ...	F.	100 0 0	
	13	Moeraki ...	15	130 17 0	18 5 0	...	Thomas Tily ...	H.	130 0 0	
	14	Kawarau ...	16	115 0 0	14 5 0	8 0 0	Jane Goulding ...	H.	130 0 0	
	15	Cromwell ...	17	184 9 10	39 15 0	...	Thomas Walker ...	H.	175 0 0	
		" ...	...	...	...	...	Mary Walker ...	F.	80 0 0	
	16	Bannockburn ...	18	199 0 0	33 5 0	...	Alexander Anderson ...	H.	179 0 0	
		" ...	...	...	...	...	Anna Graham ...	S.	20 0 0	
	17	Clyde ...	19	280 10 0	44 10 0	...	John E. Stevens ...	H.	179 0 0	
		" ...	...	...	...	...	Dora Stevens ...	F.	100 0 0	
	[B]	18	Alexandra ...	20	284 12 3	47 0 0	...	Frederick S. Aldred ...	F.	183 0 0
		" ...	...	...	...	...	Annie Goulding ...	F.	100 0 0	
	Maniototo... [B]	19	Drybread ...	21	163 1 6	20 10 0	...	Mungo Allison ...	H.	135 0 0
20		Black's ...	22	108 0 3	16 0 0	...	John Simpson ...	H.	110 0 0	
21		Nevis ¹ ...	23	84 12 6	...	...	Samuel A. Potter ...	H.	100 0 0	
22		Ida Valley ¹ ...	24	72 8 9	4 5 0	...	Neil Kennedy ...	H.	100 0 0	
23		St. Bathans ...	25	130 0 0	14 5 0	...	Ralph C. Darling ...	H.	130 0 0	
24		Cambrian ...	26	125 8 4	16 15 0	...	Michael W. Stack ...	H.	130 0 0	
25		Blackstone ¹ ...	27	101 5 0	4 0 0	...	James Graham ...	H.	100 0 0	
26		Naseby ...	28	387 0 0	51 0 0	336 13 4	John Menzies ...	H.	215 0 0	
		" ...	...	...	...	...	Annie Clarke ...	F.	110 0 0	
		" ...	...	...	...	...	Frederick Blair ...	M.P.	50 0 0	
27		Kyeburn ...	29	111 0 0	16 0 0	...	John Wright ...	H.	115 0 0	
28		Hamilton and Sowburn ...	30	146 5 0	21 5 0	...	Thomas H. Giles ...	H.	145 0 0	
Waikouaiti [B]	29	Hyde ...	31	148 15 0	24 0 0	20 0 0	Theodore H. Ritchey ...	H.	130 0 0	
	30	Shag Valley ...	32	145 15 0	18 15 0	...	Margaret Trotter ...	H.	155 0 0	
	31	Palmerston ...	33	578 10 0	91 5 0	...	William Porteous ...	H.	269 0 0	
		" ...	...	...	...	...	Jane Black ...	F.	115 0 0	
		" ...	...	...	...	...	Thomas D. H. Foster ...	A.M.	130 0 0	
		" ...	...	...	...	...	Patrick Clarke ...	M.P.	40 0 0	
		" ...	...	...	...	...	Janet Fleming ...	F.P.	25 0 0	
	32	Inch Valley ...	34	92 13 6	7 5 0	10 0 0	Thomas C. Farnie ...	H.	130 0 0	
	33	Dunback ...	35	21 13 4	5 0 0	...	Thomas Kernahan ...	H.	130 0 0	
	34	Macrae's ...	36	118 15 9	22 10 0	...	Charles C. Hubbard ...	H.	130 0 0	
	35	Flag Swamp ...	37	160 10 0	28 15 0	20 0 0	James Philips ...	H.	179 0 0	
	[B]	36	Waikouaiti ...	38	484 6 8	85 10 0	...	Samuel Moore ...	H.	269 0 0
[B]		" ...	...	...	...	...	Maria Thompson ...	F.	115 0 0	
		" ...	...	...	...	...	William Maule ...	A.M.	110 0 0	
		" ...	...	...	...	...	Janet D. Mill ...	F.P.	30 0 0	
		" ...	...	...	...	...	Charles Bassett ...	M.P.	40 0 0	
	37	Merton ...	39	141 10 0	22 0 0	...	Philip Bremner ...	H.	140 0 0	
	38	Seacliff ...	40	142 0 0	23 15 0	...	Martin Bourke ...	H.	150 0 0	
	39	Blueskin ...	41	306 10 0	47 10 0	...	Donald Stewart ...	H.	207 0 0	
		" ...	...	...	...	...	Sarah Cross ...	F.	100 0 0	
	40	Evansdale ...	42	128 15 0	16 5 0	...	George Sydney Pope ...	H.	135 0 0	
	41	Purakanui ...	43	121 5 0	21 10 0	...	James Fairlie Morris ...	H.	120 0 0	
	42	Lower Harbour ...	44	106 1 6	14 15 0	...	James F. Shiel ...	H.	130 0 0	
	[B]	43	Port Chalmers ...	45	1,060 16 8	143 10 0	25 7 10	William B. Mackay ...	H.	370 0 0
[B]		" ...	...	...	...	...	Mary Sinclair ...	F.	160 0 0	
		" ...	...	...	...	...	John Macfarlane ...	A.M.	275 0 0	
		" ...	...	...	...	...	Annie Robertson ...	A.F.	110 0 0	
		" ...	...	...	...	...	Sarah Moore ...	A.F.	100 0 0	
		" ...	...	...	...	...	William P. Marris ...	M.P.	60 0 0	
		" ...	...	...	...	...	Isabella Manson ...	F.P.	30 0 0	
		" ...	...	...	...	...	Mary Lean ...	F.P.	30 0 0	
		" ...	...	...	...	...	Charles Smith ...	M.P.	40 0 0	
		" ...	...	...	...	...	Amelia Bott ...	F.P.	25 0 0	
	44	Mount Cargill ...	46	118 10 0	21 0 0	3 8 0	Peter Murray ...	H.	120 0 0	
	45	Sawyer's Bay ...	47	275 5 0	47 5 0	12 9 0	Kenneth Sutherland ...	H.	191 0 0	
		" ...	...	...	...	...	Elizabeth Gillies ...	F.	100 0 0	
46	St. Leonards ...	48	108 10 0	15 5 0	100 0 0	Frederick J. Fraser ...	H.	110 0 0		
[B]	47	Ravensbourne ...	49	270 12 6	40 10 0	245 18 0	Alexander Kyle ...	H.	187 0 0	
[B]		" ...	...	...	...	...	Elizabeth Donald ...	F.	100 0 0	
		" ...	...	...	...	...	Margaret Aitken ...	F.P.	25 0 0	
	48	Pine Hill ...	50	130 0 0	21 0 0	...	Robert Fergus ...	H.	135 0 0	
	49	Puki-iviti ...	51	35 8 4	...	...	W. McLeod (temporary) ...	H.	106 5 0	

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LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—*continued.*
OTAGO—*continued.*

County or Borough. (The latter distinguished by the letter "B" following in brackets.)	Consecutive No. of District.	Schools.	Consecutive No. of separate Schools.	Expenditure for 1878.						Teachers' Names, including all Teachers and Pupil-teachers on the Staff at the end of Year.	Position in the School.	Annual Salary and Allowances at the rate paid during the last Quarter of 1878.					
				Maintenance.			Buildings, Sites, Furniture, and Apparatus.										
				Salaries.	Other Ordinary Expenditure.												
				£	s.	d.	£	s.	d.	£	s.	d.			£	s.	d.
Waikouaiti —cont. [B]	50	North-East Valley ...	52	600	3	4	86	10	0	305	18	4	James Reid ...	H.	292	10	0
		" ...	...	...	...	...	...	...	...	...	...	...	Agnes Short ...	F.	115	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Wm. Arthur Worsop ...	A.M.	145	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Barbara Grey ...	F.P.	40	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Mary Duncan ...	F.P.	30	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	David M. Mason ...	M.P.	40	0	0
Dunedin [B]	51	Union Street ...	53	1,544	15	8	199	15	0	1,237	1	9	Alexander Stewart ...	H.	416	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Jane Spratt ...	F.	150	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	William Murray ...	A.M.	270	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	George Balsille ...	A.M.	220	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Walter Hislop ...	A.M.	175	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Christina White ...	A.F.	105	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Janet W. Paterson ...	A.F.	100	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Catherine Haig ...	F.P.	50	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Helen Alexander ...	F.P.	50	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	John Dagger ...	M.P.	40	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Hugh McIntyre ...	M.P.	40	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Mary Gibson ...	F.P.	30	0	0
[B]		Arthur Street ...	54	1,504	7	0	185	0	0	155	9	8	Mary A. Robertson ...	F.P.	30	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Abraham Barrett ...	H.	386	10	0
		" ...	...	...	...	...	...	...	...	...	...	...	Isabella Hay ...	F.	145	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	John H. Chapman ...	A.M.	250	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	James Macpherson ...	A.M.	190	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Mary McLaren ...	A.F.	110	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	James H. Smith ...	A.M.	130	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Sarah Halliwell ...	A.F.	100	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Helen Galloway ...	F.P.	50	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Jessie Kinvig ...	F.P.	50	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Annie Lowry ...	F.P.	50	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Frances Hawkes ...	F.P.	40	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Jane Wilson ...	F.P.	30	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Alexander Lindsay ...	M.P.	40	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	George Williamson ...	M.P.	40	0	0
[B]		William Street ...	55	1,202	7	10	151	10	0	480	13	11	James Barrett ...	M.P.	40	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	John B. Park ...	H.	367	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Mary Nichols ...	F.	155	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	David White ...	A.M.	260	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Ida Spedding ...	A.F.	95	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Alfred S. Webber ...	A.M.	110	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Annie Anderson ...	A.F.	100	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Rankeilor Stewart ...	F.P.	60	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Mary Macintosh ...	F.P.	50	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Eleanor Coull ...	F.P.	50	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Mary Flamank ...	F.P.	40	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Mary Owen ...	F.P.	25	0	0
[B]		Albany Street ...	56	1,330	17	3	165	10	0	50	0	0	John L. Ferguson ...	H.	382	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Jeannie Adam ...	F.	165	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	John H. Cook ...	A.M.	250	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Lillias A. Fowler ...	A.F.	115	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	James A. Rix ...	A.M.	150	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Agnes McNaughton ...	A.F.	105	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Alexander Sutherland ...	M.P.	70	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Jane Blakely ...	F.P.	40	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Jane D. Hooper ...	F.P.	40	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Jane Smith ...	F.P.	40	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Selina Amy Spedding ...	F.P.	40	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Mary Ellery ...	F.P.	30	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Mary Johnston ...	F.P.	30	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	George Stewart ...	M.P.	40	0	0
[B]		Normal ...	57	1,551	13	4	218	9	5	296	11	9	Alexander Montgomery ...	H.	450	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	James Lindsay ...	A.M.	292	10	0
		" ...	...	...	...	...	...	...	...	...	...	...	William H. Kneen ...	A.M.	237	10	0
		" ...	...	...	...	...	...	...	...	...	...	...	William Millar ...	A.M.	175	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	William J. Cattan ...	A.M.	100	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Emma Stevens ...	A.F.	175	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Marjory Huie ...	A.F.	150	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	William Fitzgerald ...	M.P.	60	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	James Fitzgerald ...	M.P.	60	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	John Knox ...	M.P.	40	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Alexander Nichol ...	M.P.	40	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Helen Martin ...	F.P.	60	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Louisa Wicks ...	F.P.	50	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Ellen Harper ...	F.P.	50	0	0
[B]		Bath Street ...	58	145	0	0	47	5	0	36	0	0	Jane Whitman ...	H.	100	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Jane Todd ...	F.P.	30	0	0
[B]		Stafford Street ...	59	160	0	0	39	15	0	...	...	...	Jane Dow ...	H.	100	0	0
Taieri	52	Waikari ...	60	274	5	0	42	5	0	39	4	0	William A. Paterson ...	H.	179	0	0
		" ...	...	...	...	...	...	...	...	...	...	...	Catherine Falconer ...	F.	100	0	0

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—*continued.*
OTAGO—*continued.*

County or Borough. (The latter distinguished by the letter "B" following in brackets.)	Consecutive No. of District.	Schools.	Consecutive No. of separate Schools.	Expenditure for 1878.			Teachers' Names, including all Teachers and Pupil-teachers on the Staff at the end of Year.	Position in the School.	Annual Salary and Allowances at the rate paid during the last Quarter of 1878.								
				Maintenance.		Buildings, Sites, Furniture, and Apparatus.			£	s.	d.						
				Salaries.	Other Ordinary Expenditure.												
				£	s.	d.	£	s.	d.	£	s.	d.					
Taieri— <i>continued.</i>	53	Kaikorai ...	61	757	0	0	101	0	0	190	18	8	David McLauchlan ...	H.	332	0	0
		" ...											Isabella Turnbull ...	F.	120	0	0
[B]		" ...											William Anderson ...	A.M.	170	0	0
		" ...											Jane Kippenberger ...	A.F.	100	0	0
		" ...											Mary Stuart ...	F.P.	50	0	0
		" ...											Jessie Ross ...	F.P.	50	0	0
		" ...											Georgina Blair ...	F.P.	30	0	0
[B]	54	Caversham ...	62	915	2	8	122	10	0	404	10	0	William Milne ...	H.	368	0	0
		" ...											Jeannie A. Finlay ...	F.	125	0	0
		" ...											Patrick Legertwood ...	A.M.	210	0	0
		" ...											Margaret McLoskey ...	A.F.	110	0	0
		" ...											Mary McEwan ...	A.F.	100	0	0
[B]		" ...											Mary Milne ...	F.P.	60	0	0
		" ...											Mary Allan ...	F.P.	60	0	0
		" ...											Marion Bennett ...	F.P.	40	0	0
		" ...											Mary Anderson ...	F.P.	30	0	0
		" ...											Margaret Finlay ...	F.P.	25	0	0
[B]	55	Mornington ...	63	552	0	0	82	10	0	265	7	6	Andrew Russell ...	H.	286	0	0
		" ...											Janet McIntosh ...	F.	115	0	0
		" ...											James A. Will ...	A.M.	145	0	0
		" ...											Annie Wilkinson ...	F.P.	40	0	0
		" ...											Julia Kerr ...	F.P.	40	0	0
[B]	56	Green Island ...	64	564	12	11	81	15	0				William Duncan ...	H.	277	0	0
		" ...											Helen Horne ...	F.	115	0	0
		" ...											William Johnston ...	A.M.	110	0	0
		" ...											Mary Mills ...	F.P.	40	0	0
		" ...											Maria Mills ...	F.P.	25	0	0
[B]	57	Fairfield ...	65	268	0	0	46	0	0	20	0	0	John Blair ...	H.	187	0	0
		" ...											Jessie Mills ...	F.	100	0	0
	58	Saddle Hill ...	66	147	15	0	22	10	0				John McBryde ...	H.	140	0	0
	59	Brighton ...	67	103	5	0	10	0	0	20	0	0	Esau Fisher ...	H.	110	0	0
	60	Kuri Bush ¹ ...	68	73	8	9	2	5	0				Thomas McCudden ...	H.	100	0	0
[B]	61	Otakia ...	69	156	15	0	28	10	0				Peter Leitch ...	H.	155	0	0
	62	Greytown ...	70	215	0	0	43	0	0	21	19	3	William W. Brown ...	H.	167	0	0
		" ...											Anne Brown ...	F.	80	0	0
	63	East Taieri ...	71	334	14	6	56	10	0				James Waddell ...	H.	235	0	0
		" ...											Annie Shand ...	F.	110	0	0
[B]	64	Mosguel ...	72	356	10	0	51	5	0	12	10	0	James A. Waddell ...	M.P.	40	0	0
		" ...											Donald McLeod ...	H.	197	0	0
		" ...											Mary Algie ...	F.	100	0	0
		" ...											Christina Gow ...	F.P.	50	0	0
	65	North Taieri ...	73	353	13	4	56	15	0				George B. Anderson ...	H.	251	0	0
[B]		" ...											Christina Winder ...	F.	100	0	0
	66	Whare Flat ...	74	123	10	0	17	10	0				Henry Mitchell ...	H.	110	0	0
	67	Outram ...	75	372	11	8	56	5	0				David A. McNicoll ...	H.	235	0	0
		" ...											Eliza Derham ...	F.	110	0	0
		" ...											John Grant ...	M.P.	40	0	0
[B]	68	West Taieri ...	76	145	5	0	24	10	0	230	0	0	Robert S. Gardiner ...	H.	145	0	0
	69	Maungatua ...	77	225	9	2	30	0	0				Thomas Halliwell ...	H.	163	0	0
		" ...											Catherine Graham ...	F.P.	60	0	0
	70	Lake Waipori ...	78	161	13	4	26	15	0				William Macandrew ...	H.	145	0	0
	71	Forbury ...	79	664	8	4	88	10	0	628	17	6	George Reid ...	H.	294	0	0
[B]		" ...											Ellen Gourley ...	F.	95	0	0
		" ...											William H. Arnold ...	A.M.	170	0	0
		" ...											Mary Walker ...	A.F.	100	0	0
		" ...											Richard Whetter ...	M.P.	70	0	0
		" ...											Charles Young ...	M.P.	60	0	0
[B]		" ...											John C. Brown ...	M.P.	50	0	0
	72	Kensington ...	80	346	5	6	63	5	0	55	5	4	William J. Moore ...	H.	215	0	0
		" ...											Mary A. Sinclair ...	F.	110	0	0
		" ...											Alexander McLean ...	A.M.	130	0	0
	73	Anderson's Bay ...	81	314	10	0	43	15	0	304	11	8	George Hume ...	H.	207	0	0
Peninsula ...		" ...											Mary A. Murray ...	F.	100	0	0
		" ...											Margaret Somerville ...	F.P.	25	0	0
	74	North-East Harbour ...	82	164	10	0	22	15	0				George Bell ...	H.	180	0	0
	75	Highcliffe ...	83	158	0	0	29	15	0				William O. Duthie ...	H.	155	0	0
	76	Broad Bay ...	84	132	5	0	17	5	0				William Drysdale ...	H.	110	0	0
[B]	77	Portobello ...	85	216	3	4	29	5	0	102	13	4	James Barton ...	H.	159	0	0
		" ...											Rosalie McGeorge ...	F.	100	0	0
	78	Sandymount ...	86	138	10	0	28	5	0				David Cosgrove ...	H.	143	0	0
		" ...											Jane Cosgrove ...	S.	20	0	0
	79	Taiaroa Heads ...	87	130	0	0	15	10	0				John D. Yorston ...	H.	110	0	0
Bruce ...	80	Taieri Ferry ...	88	158	5	0	26	0	0				Charles H. Morgan ...	H.	171	10	0
	81	Waiholā ...	89	194	0	0	34	0	0	16	0	6	Wynter Blaythwayt ...	H.	175	0	0
		" ...											Jane Watson ...	F.	100	0	0
	82	Taieri Beach ...	90	143	5	0	23	10	0	20	0	0	George B. Clarke ...	H.	145	0	0
	83	Waiholā Gorge ...	91	217	10	0	36	15	0				Alexander Ayson ...	H.	187	0	0

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LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—*continued.*OTAGO—*continued.*

County or Borough. (The latter distinguished by the letter "B" following in brackets.)	Consecutive No. of District.	Schools.	Consecutive No. of separate Schools.	Expenditure for 1878.			Teachers' Names, including all Teachers and Pupil-teachers on the Staff at the end of Year.	Position in the School.	Annual Salary and Allowances at the rate paid during the last Quarter of 1878.										
				Maintenance.		Buildings, Sites, Furniture, and Apparatus.			£	s.	d.								
				Salaries.	Other Ordinary Expenditure.														
				£	s.	d.	£	s.	d.	£	s.	d.							
Bruce—con. [B]	84	Waiholo Gorge—contd.	...	...	...	...	Margaret Ayson	...	S.	20	0	0							
		Tokomairiro High	92	952	18	0	114	0	0	40	5	6	William Malcolm	...	H.	365	0	0	
		"	...	...	...	...	...	...	...	...	...	...	Margaret Ritchie	...	F.	150	0	0	
		"	...	...	...	...	...	...	...	...	...	...	Thomas Brown	...	A.M.	220	0	0	
		"	...	...	...	...	...	...	...	...	...	...	George W. Carrington	...	A.M.	120	0	0	
		"	...	...	...	...	...	...	...	...	...	...	Forrestina E. Grant	...	A.F.	100	0	0	
	85	Fairfax	93	192	6	8	32	0	0	212	10	0	Jonathan Golding	...	M.P.	50	0	0	
		"	...	...	...	...	...	...	...	...	...	...	Jessie C. Brown	...	F.P.	40	0	0	
		"	...	...	...	...	...	...	...	...	...	...	John Lyttle	...	H.	171	0	0	
		"	...	...	...	...	...	...	...	...	...	...	Annie Stevenson	...	F.	100	0	0	
		"	...	...	...	...	...	...	...	...	...	...	Neil McLeod	...	H.	100	0	0	
		"	...	...	...	...	...	...	...	...	...	...	Archibald Douglas	...	H.	100	0	0	
	Tuapeka [B]	86	Akatore ¹	94	92	18	9	4	10	0	15	0	0	Alexander McDuff	...	H.	120	0	0
		87	Table Hill ¹	95	99	12	6	3	5	0	...	...	...	John A. Grey	...	H.	130	0	0
		88	Manuka Creek	96	131	0	0	23	15	0	...	...	...	Henry Henderson	...	H.	110	0	0
		89	Glenore	97	122	15	0	16	15	0	...	...	...	John McBirnie	...	H.	100	0	0
		90	Southbridge	98	105	0	0	14	15	0	...	...	...	John Youngson	...	H.	115	0	0
		91	Adams Flat ¹	99	88	6	3	3	5	0	...	...	...	William Christie	...	H.	100	0	0
		92	Lovell's Fat	100	124	10	0	17	10	0	...	...	...	Thomas A. Flood	...	H.	100	0	0
		93	Stony Creek ¹	101	97	11	3	4	5	0	3	8	8	George Steven	...	H.	179	0	0
		94	Hillend ¹	102	83	13	9	3	4	6	...	...	...	Amelia Osborne	...	F.	100	0	0
		95	Kaitangata	103	303	0	0	45	10	0	...	...	...	George Hislop	...	M.P.	40	0	0
		"	...	...	...	...	...	...	...	...	...	...	Henry McColl	...	H.	100	0	0	
		96	Wangaloa ¹	104	94	18	9	4	0	0	...	...	...	Duncan M. Scott	...	H.	140	0	0
[B]	97	Tuapeka Mouth	105	111	8	0	19	5	0	...	...	...	John T. Campbell	...	H.	203	0	0	
	98	Roxburgh	106	298	8	4	41	10	0	...	...	...	Elizabeth Brophy	...	F.	100	0	0	
	"	...	...	...	...	...	...	...	...	...	...	James Guthrie	...	H.	125	0	0		
	99	Moa Flat	107	122	10	0	21	15	0	...	...	...	James U. Murray	...	H.	130	0	0	
	100	Heriot	108	135	0	0	17	0	0	...	...	...	Richard B. Heriot	...	H.	193	0	0	
	101	Tapanui	109	306	13	4	49	5	0	...	...	...	Selina Bennett	...	F.	100	0	0	
	"	...	...	...	...	...	...	...	...	...	...	Sarah Emma Bowden	...	F.P.	40	0	0		
	"	...	...	...	...	...	...	...	...	...	...	James T. Bryant	...	H.	115	0	0		
	102	Beaumont	110	90	18	4	15	5	0	...	...	...	Robert P. Smith	...	H.	140	0	0	
	103	Evans Flat	111	138	5	0	20	5	0	...	...	...	Alexander Drain	...	H.	135	0	0	
	104	Tuapeka Flat	112	120	5	0	9	10	0	...	...	...	Langley Pope	...	H.	175	0	0	
	105	Weatherstone	113	264	0	2	46	15	0	...	...	...	Sarah Blewitt	...	F.	100	0	0	
[B]	106	Lawrence Dist. High	114	836	5	0	100	5	0	...	...	...	John Stenhouse	...	H.	375	0	0	
	"	...	...	...	...	...	...	...	...	...	...	Jane Fowler	...	F.	145	0	0		
	"	...	...	...	...	...	...	...	...	...	...	Thomas Johnston	...	A.M.	200	0	0		
	"	...	...	...	...	...	...	...	...	...	...	Henry Darton	...	M.P.	50	0	0		
	"	...	...	...	...	...	...	...	...	...	...	Elizabeth Morrison	...	F.P.	40	0	0		
	"	...	...	...	...	...	...	...	...	...	...	Sarah Ponsonby	...	F.P.	40	0	0		
	"	...	...	...	...	...	...	...	...	...	...	Annie Silk	...	F.P.	30	0	0		
	"	...	...	...	...	...	...	...	...	...	...	Bessie Bushell	...	F.P.	25	0	0		
	107	Clarke's Flat	115	123	0	0	14	10	0	...	...	...	James Rix	...	H.	130	0	0	
	108	Waitahuna	116	314	15	0	56	0	0	...	...	...	John Stables	...	H.	220	0	0	
	"	...	...	...	...	...	...	...	...	...	...	Christina Miller	...	F.	110	0	0		
	109	Waitahuna Gully	117	263	15	0	46	5	0	100	10	0	Alexander Anderson	...	H.	175	0	0	
Clutha ...	"	...	...	...	...	...	...	...	...	...	...	Ellen Anderson	...	F.	100	0	0		
	110	Waipori	118	247	0	0	33	0	0	...	...	...	Walter A. Reilly	...	H.	165	0	0	
	"	...	...	...	...	...	...	...	...	...	...	Jane McLachlan	...	S.	20	0	0		
	"	...	...	...	...	...	...	...	...	...	...	Ewen Pilling	...	M.P.	40	0	0		
	111	Bluespur	119	293	15	0	51	5	0	...	...	...	Francis Dalziel	...	H.	205	0	0	
	"	...	...	...	...	...	...	...	...	...	...	Jessie Pope	...	F.	110	0	0		
	112	Crookston ¹	120	20	3	9	...	...	...	...	...	Janet Edie	...	H.	100	0	0		
	113	Te Houka	121	116	5	0	15	5	0	...	...	...	Thomas McKay	...	H.	115	0	0	
	114	Waitapeka	122	195	0	0	32	0	0	...	...	...	John Porteous	...	H.	159	0	0	
	"	...	...	...	...	...	...	...	...	...	...	Jane Porteous	...	S.	20	0	0		
	115	Warepa	123	187	15	0	25	10	0	...	...	...	William Waddell	...	H.	185	0	0	
	116	Kaihiku	124	226	8	8	24	0	0	...	...	...	Alfred C. Augur	...	H.	135	0	0	
[B]	"	...	...	...	...	...	...	...	...	...	...	John Wright	...	M.P.	40	0	0		
	117	Waiwera	125	122	11	6	16	10	0	...	...	...	Charles W. G. Selby	...	H.	130	0	0	
	118	Clinton	126	118	17	9	22	0	0	...	...	...	Francis Golding	...	H.	145	0	0	
	119	Wairuna	127	152	0	0	28	7	8	...	...	...	Thomas Harrison	...	H.	150	0	0	
	120	Glenkenich	128	115	0	0	16	15	0	...	...	...	David Pearson	...	H.	110	0	0	
	121	Port Molyneux	129	102	14	5	15	0	0	...	...	...	Andrew Purves	...	H.	110	0	0	
	122	Balclutha	130	413	0	0	68	5	0	84	10	0	Alexander Grigor	...	H.	243	0	0	
	"	...	...	...	...	...	...	...	...	...	...	Harriet Darton	...	F.	110	0	0		
	"	...	...	...	...	...	...	...	...	...	...	William Renton	...	M.P.	70	0	0		
	123	Ahuriri ¹	131	89	8	9	4	5	0	...	...	...	George H. Querini	...	H.	100	0	0	
	124	Puerua	132	231	5	0	28	10	0	...	...	...	James McEwen	...	H.	175	0	0	
	Lake ...	"	...	...	...	...	...	...	...	...	...	...	Daniel McEwen	...	M.P.	60	0	0	
125		Inch Clutha	133	159	10	0	30	0	0	22	0	6	James McNeur	...	H.	155	0	0	
126		Owake	134	121	11	8	21	10	0	20	0	0	William R. Speid	...	H.	120	0	0	
Handed over to new Education District of Southland on 1st April, 1878. (From January to March, three months.)																			
Lake ...	...	Macetown	...	30	0	0	2	7	6	...	...	...	...	...	...	...	...		
		Cardrona	...	43	15	0	2	12	6	...	...	...	...	...	...	...	...		
		Arrow	...	58	15	0	6	17	6	...	...	...	...	...	...	...	...		

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—continued.
 OTAGO—continued.

County or Borough. (The latter distinguished by the letter "B" following in brackets.)	Consecutive No. of District.	Schools.	Consecutive No. of separate Schools.	Expenditure for 1878.			Teachers' Names, including all Teachers and Pupil-teachers on the Staff at the end of Year.	Position in the School.	Annual Salary and Allowances at the rate paid during the last Quarter of 1878.
				Maintenance.		Buildings, Sites, Furniture, and Apparatus.			
				Salaries.	Other Ordinary Expenditure.				

Handed over to new Education District of Southland—continued.									
Lake—contd.				£ s. d.	£ s. d.	£ s. d.			£ s. d.
[B]		Lower Shotover		43 15 0	3 12 6	...			...
		Queenstown		112 4 1	10 0 0	...			...
		Miller's Flat		40 15 0	2 15 0	...			...
Southland...		Bluff		50 0 0	7 2 6	...			...
		Clifton		32 10 0	4 0 0	...			...
		Edendale		30 0 0	2 17 6	...			...
		Flint's Bush		32 10 0	3 2 6	...			...
		Dipton		33 0 0	2 0 0	...			...
		Grove Bush		31 0 0	2 10 0	...			...
[B]		Invercargill District...		139 15 0	28 2 6	8 15 0			...
		Invercargill Grammar		320 8 4	39 10 0	...			...
		Longbush... ..		39 10 0	5 0 0	...			...
		Lime Hills		41 5 0	4 0 0	...			...
		Limestone Plains ...		28 15 0	2 10 0	...			...
		One-Tree Point		31 15 0	3 12 6	...			...
		Oteramika		20 15 0	1 10 0	...			...
		Otaria		...	...	50 0 0			...
		Myross Bush		31 5 0	3 2 6	...			...
		Roslyn Bush		10 0 0	3 2 6	1 13 4			...
		Waianiwa		16 16 6	4 2 6	...			...
		Waikivi		62 0 0	10 2 6	...			...
		Woodlands		56 0 0	5 0 0	...			...
		Switzers		33 15 0	5 7 6	...			...
[B]		Winton		55 0 0	6 5 0	...			...
		Wyndham		31 10 0	3 2 6	...			...
		South Wyndham		18 6 8	...	...			...
		Fortrose (Toetoes) ...		28 5 0	2 17 6	...			...
		Mataura		56 5 0	6 5 0	...			...
		Mimihau		27 15 0	2 5 0	...			...
		Waikaka		26 15 0	2 0 0	...			...
		Tuturau		24 15 0	2 5 0	...			...
		Waikaia		20 0 0	2 5 0	...			...
Fiord ...		Martin's Bay		15 0 0	...	...			...
Wallace ...		Groper's Bush		39 5 0	3 17 6	...			...
		Gummie's... ..		39 15 0	3 7 6	...			...
		Orepuki		37 5 0	3 15 0	...			...
[B]		Riverton		102 5 2	12 12 6	...			...
		Riverton South		22 10 0	4 0 0	...			...
		Wallacetown		30 15 0	2 7 6	...			...
		Wild Bush		28 0 0	2 2 6	...			...
Stewart Isld.		Half-Moon Bay		21 10 0	1 17 6	5 0 0			...
Amount paid to Southland Education Board ...				719 3 4	77 3 4	2,006 5 0			...
New school furniture, appliances, &c. ...				...	...	687 1 11			...
Supervision of erection of school buildings, plans, &c. ...				...	...	411 2 5			...
				139,989 1 1	5,619 14 11	211,529 2 9			...

SOUTHLAND.

Southland...	1	Athol ³ ...	1	25 0 0	...	...	John Bennet ...	H.	100 0 0
	2	Bluff ...	2	141 14 8	23 13 4	...	Eric Mackay ...	H.	186 4 0
	3	Clifton ...	3	104 5 0	17 2 1	...	James Murdoch ...	H.	147 0 0
	4	Dipton ...	4	77 8 9	2 13 4	...	Charles Kerr ...	H.	81 5 0
	5	Edendale ...	5	88 6 4	14 14 2	...	William Barr ...	H.	138 0 0
	6	Flint's Bush ...	6	100 16 8	10 0 0	...	John McLeod ...	H.	136 13 4
	7	Fortrose ...	7	95 13 4	15 18 4	...	David Wassell ...	H.	138 13 4
	8	Forest Hill ⁴ ...	8	95 5 0	4 7 6	...	Thomas Horan ...	H.	140 6 8
	9	Gore ⁵ ...	9	38 0 0	...	450 0 0	James Milne ...	H.	152 0 0
	10	Grove Bush ...	10	108 0 0	8 6 8	...	Andrew McDonald ...	H.	161 6 8
[B]	11	Invercargill District	11	1,105 1 2	162 13 4	869 12 0	Angus Macgrigor ...	H.	382 13 6
		High School					George McLeod ...	A.M.	233 12 0
		"					Thomas B. Bennet ...	A.M.	203 12 0
		"					Herbert A. Wild ...	A.M.	150 0 0
		"					Charlotte E. McIvor...	A.F.	143 12 0
		"					Christina Bain ...	A.F.	135 0 0
		"					Margaret M. Sangster	F.P.	70 0 0
		"					Emily Wentworth ...	F.P.	70 0 0

(1) This amount includes £1,551 13s. 4d., amount expended in salaries in the Normal School Practising Department. (2) To this amount must be added the sum of £1,593 11s. 2d., expended in progress payments on new schools in the following districts: Goodwood, Swift Creek, Tuapeka West, and Waipahi. (3) Three months. (4) Six months.

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—*continued.*
SOUTHLAND—*continued.*

County or Borough. (The latter distinguished by the letter "B" following in brackets.)	Consecutive No. of District.	Schools.	Consecutive No. of separate Schools.	Expenditure for 1878.			Teachers' Names, including all Teachers and Pupil-teachers on the Staff at the end of Year.	Position in the School.	Annual Salary and Allowances at the rate paid during the last Quarter of 1878.
				Maintenance.		Buildings, Sites, Furniture, and Apparatus.			
				Salaries.	Other Ordinary Expenditure.				
				£ s. d.	£ s. d.	£ s. d.			£ s. d.
Southland— <i>continued.</i>		Invercargill District High School— <i>contd.</i>	...	...	...	...	Jane Fairweather	F.P.	40 0 0
[B]		"	...	...	...	...	Florence Muggleton	F.P.	30 0 0
		Invercargill North	12	490 2 8	...	...	James Orr	H.	297 8 0
		"	...	...	...	...	Katharine McKenzie	F.	140 0 0
		"	...	...	...	...	Jane G. Smith	A.F.	110 0 0
		"	...	...	...	...	Alice Bailey	F.P.	40 0 0
		"	...	...	...	...	Fanny Bethune	F.P.	30 0 0
		"	...	...	...	...	Agnes McNeillage	F.P.	25 0 0
12		Longbush ¹	13	77 10 0	18 10 6	...	John McMillan	H.	104 0 0
13		Limehills	14	113 1 8	17 8 4	...	Atherton S. Fuller	H.	137 0 0
14		Limestone	15	92 13 4	8 6 8	...	John Officer	H.	130 13 4
15		Myross Bush	16	98 16 8	15 17 6	...	Thomas Warnock	H.	133 6 8
16		Mataura	17	162 16 8	22 1 3	...	Alexander White	H.	163 0 0
		"	...	...	...	...	Mrs. Hamilton	S.	20 0 0
17		Mimihau	18	92 3 4	8 0 0	...	James Lumsden	H.	132 13 4
18		One-Tree Point	19	98 8 4	9 16 8	...	F. J. Popplewell	H.	132 13 4
19		Oteramika	20	64 6 8	...	...	C. C. Stevens	H.	106 13 4
20		Otarua	21	73 2 6	...	...	John Steele	H.	82 10 0
21		Roslin Bush	22	116 4 0	9 3 4	75 0 0	Kenneth McDonald	H.	134 14 8
22		Switzers	23	69 13 4	13 0 0	...	(Vacant)	...	...
23		Tuturau	24	68 0 0	3 0 0	...	W. J. Williams	H.	80 0 0
24		Waianiwa	25	105 8 4	11 12 6	...	W. A. Rowe	H.	154 6 8
25		Waikiwi	26	145 6 10	32 0 10	...	Henry Hawson	H.	182 0 8
26		Woodlands	27	189 0 0	19 13 4	...	George Hardie	H.	158 13 4
		"	...	...	...	...	Mrs. Hardie	S.	20 0 0
		"	...	...	...	...	Mary Milne	F.P.	45 0 0
[B]	27	Winton	28	197 8 11	17 10 0	...	Dugald Cameron	H.	196 17 8
		"	...	...	...	...	Mrs. Cameron	F.	100 0 0
28		Waikaia	29	57 18 4	3 0 0	...	Mrs. Gray	H.	80 0 0
29		Wyndham	30	77 12 6	4 3 4	...	Andrew Murray	H.	92 10 0
30		Wyndham South ¹	31	64 3 4	15 12 0	...	A. B. Tuson	H.	133 6 8
31		Waikaka	32	95 10 0	8 10 0	...	John L. Field	H.	142 0 0
Wallace	32	Groper's Bush	33	75 0 0	12 5 10	...	Thomas Jolly	H.	143 0 0
	33	Gummie's Bush	34	111 18 4	10 6 8	...	Earnest H. Ingpen	H.	141 13 4
	34	Orepuki	35	116 18 4	3 15 0	...	Walter Sercombe	H.	154 13 4
		"	...	...	...	...	Mrs. Sercombe	S.	20 0 0
[B]	35	Riverton	36	342 3 0	35 10 0	...	Edmund Webber	H.	229 10 8
		"	...	...	...	...	Mary A. Smith	F.	115 0 0
		"	...	...	...	...	Henry Young	A.M.	70 0 0
		"	...	...	...	...	Alice A. Smith	F.P.	25 0 0
	36	Wallacetown	37	104 11 8	9 16 8	...	Henry Lapham	H.	151 0 0
	37	Wild Bush ¹	38	58 0 0	7 2 6	...	H. E. Elwell	H.	120 0 0
Lake	38	Arrow	39	233 13 4	...	60 0 0	William McHutchison	H.	220 0 0
		"	...	...	...	...	Mrs. McHutchison	F.	100 0 0
	39	Macetown	40	66 5 0	27 17 11	...	J. G. Closs	H.	67 10 0
	40	Millar's Flat	41	100 4 2	8 13 4	...	C. J. Anderson	H.	96 3 4
	41	Queenstown	42	274 14 5	32 10 0	...	Robert Neill	H.	184 16 0
		"	...	...	...	...	Susan Tunnicliffe	F.	100 0 0
		"	...	...	...	...	J. A. Johnson	M.P.	70 0 0
	42	Shotover Lower	43	117 5 0	11 0 0	...	John Neill	H.	140 6 8
	43	Shotover Upper ²	44	22 13 4	...	75 0 0	M. O'Calloghan	H.	90 13 4
	44	Half-Moon Bay	45	49 18 4	2 10 10	...	William Peterson	H.	109 16 8
				6,202 3 3	658 3 9	1,529 12 0			

(1) Six months. (2) Three months.

Table No. 8.

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, with the Number of Teachers' and Custodians' Houses, the Area of each School, and the Attendance of the Pupils, for the Year 1878.

AUCKLAND.

Schools. All which belong to one School District connected by bracket.	Number of Teachers' or Custodians' Houses in each District.	Number of Square Feet of Floor-space in School- and Class-rooms.	School Roll.				Average Attendance.					
			Number belonging at beginning of Year.	Number admitted during the Year.	Number who attended at all in the course of the Year.	Number belonging at end of Year.	Strict Average.		Working Average.			
							Whole Year.	Fourth Quarter.	Whole Year.	Fourth Quarter.		
										Boys.	Girls.	Total.
{ Ahipara	...	340	...	20	20	19	10	19	10	9	10	19
{ Kaitaia (half-time)	...	220	17	2	19	14	13	11	13	6	5	11
{ Pukepoto "	...	...	9	1	10	5	6	5	6	2	3	5
{ Maungatete	...	384	...	25	25	25	5	21	5	10	11	21
{ Kaeo	...	600	33	6	39	24	14	14	15	5	10	15
{ Mongonui	1	640	53	3	56	35	29	30	30	15	16	31
{ Oruru Lower (half-time)	...	330	10	3	13	13	10	11	10	7	4	11
{ Oruru Upper "	...	300	9	3	12	12	9	9	11	5	5	10
{ Totara	1	480	21	3	24	21	12	14	12	8	6	14
{ Whangaroa North	...	...	42	...	42	30	24	15	24	9	6	15
{ Hokianga	...	483	5	20	25	25	9	19	8	10	10	20
{ Kawakawa	...	...	92	22	114	83	66	72	66	40	32	72
{ Okaihau	...	240	20	3	23	19	12	13	12	7	7	14
{ Pakaru	1	263	37	4	41	31	24	23	24	15	8	23
{ Russell	...	...	29	6	35	20	18	16	18	8	8	16
{ Waimate	...	...	21	11	32	30	18	17	19	11	9	20
{ Arapohue	1	384	38	12	50	36	23	26	27	18	8	26
{ Wairoa North	...	...	26	1	27	27	25	25	25	10	15	25
{ Aratapu	...	...	55	15	70	64	47	51	52	29	22	51
{ Dargaville	...	...	31	19	50	45	28	33	30	21	13	34
{ Kaiwaka (half-time)	1	384	25	2	27	25	21	21	21	11	11	22
{ Hakeru "	...	600	15	2	17	11	9	9	10	4	7	11
{ Matakohē "	...	...	27	5	32	23	16	15	19	12	7	19
{ Omaru "	...	216	6	2	8	7	7	6	7	4	2	6
{ Maungaturoto	...	680	49	1	50	32	32	31	32	15	16	31
{ Paparoa	...	680	64	9	73	57	45	44	45	27	17	44
{ Te Kopuru	...	...	50	10	60	40	31	28	31	13	15	28
{ Mangawhare (half-time)	...	...	...	11	11	11	2	8	2	4	5	9
{ Kaitangi "	...	...	...	10	10	10	2	9	2	3	6	9
{ Whangarei	1,600	112	9	121	119	85	87	85	55	32	87	87
{ Kamo	1	...	61	7	68	67	44	44	45	27	19	46
{ Whareora	...	...	30	2	32	25	20	21	20	11	10	21
{ Kaurihore	1	800	35	19	54	54	39	46	39	21	25	46
{ Mangapai No. 1 (half-time)	...	...	12	6	18	18	11	13	11	6	7	13
{ Mangapai No. 2 "	...	...	27	8	35	25	15	16	16	8	9	17
{ Maungakaramēa No. 1 "	...	...	17	...	17	9	9	7	10	7	1	8
{ Maungakaramēa No. 2 "	...	350	24	3	27	16	13	9	14	4	6	10
{ Maungatāpere (half-time)	...	...	14	1	15	15	14	14	14	6	8	14
{ Otaika "	...	...	10	...	10	9	7	6	8	3	6	9
{ Parua Bay No. 1 (half-time)	...	448	31	7	38	31	24	23	25	11	14	25
{ Parua Bay No. 2 "	...	300	23	1	24	18	17	16	18	8	9	17
{ Ruakaka	...	...	16	3	19	19	15	15	15	6	9	15
{ Ruatāngata East	...	455	12	10	22	22	11	18	11	8	10	18
{ Ruatāngata West	...	455	10	7	17	17	7	12	9	9	6	15
{ Waikiekie East (half-time)	...	...	13	...	13	10	10	10	10	6	4	10
{ Waikiekie West "	...	300	14	...	14	12	13	12	13	5	7	12
{ Waipu Cave	...	192	18	3	21	14	14	13	15	7	8	15
{ Waipu Central	1	800	60	24	84	55	36	44	37	25	20	45
{ Waipu Cove	...	375	36	12	48	32	21	22	21	14	8	22
{ Waipu North	...	640	41	15	56	45	23	22	23	10	12	22
{ Waipu Upper	1	756	100	11	111	94	68	73	72	40	33	73
{ Whangarei Heads	1	432	46	1	47	35	24	22	25	12	12	24
{ Albertland North	...	...	26	6	32	21	12	12	14	6	8	14
{ Hoteo North	...	...	20	2	22	20	12	12	13	5	9	14
{ Dome Valley	...	600	30	11	41	26	22	20	22	8	12	20
{ Kaipara Flats	...	483	12	7	19	19	12	15	14	9	8	17
{ Warkworth	1	484	57	14	71	57	44	44	46	21	23	44
{ Mahurangi Heads	...	480	27	3	30	23	19	16	23	11	8	19
{ Matakana Lower (half-time)	...	437	19	1	20	11	10	10	10	3	7	10
{ Mullet Point "	...	330	26	2	28	19	18	15	19	11	5	16
{ Matakana Upper "	...	437	11	3	14	10	8	8	8	5	3	8
{ Big Omaha "	...	437	14	14	28	28	16	24	16	11	13	24
{ Kaipara Heads	...	...	...	...	...	...	...	...	...	...	...	...
{ Little Omaha	...	504	31	3	34	33	25	24	25	13	11	24
{ Otamatea (Native, aided)	...	...	13	1	14	5	6	5	6	3	2	5
{ Pakiri	...	300	14	1	15	15	12	14	14	7	9	16
{ Port Albert	...	600	50	23	73	73	35	37	36	19	19	38
{ Puhoi	1	455	64	1	65	56	46	37	47	16	22	38
{ Te Arai	...	150	27	2	29	12	9	13	9	3	7	10
{ Te Pahi	...	...	...	14	14	14	12	12	14	7	5	12
{ Wainui	...	455	35	10	45	30	18	14	19	8	8	16
{ Wellsford	...	600	25	3	28	20	14	12	15	3	10	13
{ Wharehine	...	...	23	5	28	22	12	12	13	7	6	13

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—*continued.*
 AUCKLAND—*continued.*

Schools. All which belong to one School District connected by bracket.	Number of Teachers' Houses or Custodians' Houses in each District.	Number of Square Feet of Floor-space in School- and Class- rooms.	School Roll.				Average Attendance.					
			Number belong- ing at beginning of Year.	Number ad- mitted during the Year.	Number who attended at all in the course of the Year.	Number belong- ing at end of Year.	Strict Average.		Working Average.			
							Whole Year.	Fourth Quarter.	Whole Year.	Fourth Quarter.		
										Boys.	Girls.	Total.
Devonport ...	1	1,221	119	31	150	145	106	108	112	74	40	114
{ Helensville ...	...	...	21	8	29	17	16	15	16	7	8	15
{ Woodhill ...	1	600	37	10	47	47	38	35	39	23	13	36
{ Henderson's Mill ...	...	...	...	25	25	25	16	16	17	10	8	18
{ Hobsonville (half-time) ...	1	...	22	2	24	19	17	18	17	10	8	18
{ Kumeu ...	...	...	18	1	19	14	13	13	13	7	6	13
{ Kaukapakapa ...	...	...	46	6	52	51	42	42	47	22	21	43
{ Lake ...	...	...	28	6	34	25	19	18	20	9	10	19
{ Lucas Creek (half-time) ...	...	480	18	...	18	...	11	...	11	...	...	...
{ Pukeatua ...	...	455	18	...	18	...	9	...	9	...	...	...
{ Riverhead ...	...	...	35	15	50	25	25	27	29	19	8	27
{ Stokes Point ...	...	880	23	18	41	41	26	31	36	23	16	39
{ Titirangi ...	1	540	25	...	25	24	18	23	22	20	8	28
{ Wade ...	...	455	26	7	33	24	15	12	18	8	6	14
{ Auckland East—Wellesley Street ...	...	5,010	409	143	552	526	499	481	499	280	201	481
{ Auckland East—High Street ...	...	...	212	74	286	126	120	101	120	58	43	101
{ Auckland East—Choral Hall ...	...	...	128	165	293	258	142	214	142	147	67	214
{ Auckland West—Nelson Street ...	...	3,316	189	191	380	354	200	251	201	144	124	268
{ Auckland West—Hepburn Street ...	...	...	473	175	648	452	329	326	336	191	135	326
{ Auckland West—Howe Street ...	...	...	115	11	126	104	92	89	93	65	25	90
{ Onehunga Boys' ...	...	...	160	34	194	164	112	125	112	125	...	125
{ Onehunga Girls' ...	3,680	...	157	42	199	177	106	129	106	...	129	129
{ Parnell ...	...	...	145	76	221	189	134	150	134	80	70	150
{ Ellerslie ...	...	600	22	26	48	48	27	31	28	14	17	31
{ Grafton Road ...	...	2,986	221	147	368	254	186	207	186	116	91	207
{ Mount Albert ...	...	940	101	18	119	97	69	64	70	42	25	67
{ Mount Eden ...	...	1,296	87	28	115	115	80	81	82	46	35	81
{ Mount Hobson Boys' ...	...	1,701	101	27	128	109	85	90	85	90	...	90
{ Mount Hobson Girls' ...	...	2,070	104	37	141	100	69	73	72	15	60	75
{ Newton East ...	...	3,696	428	264	692	464	313	354	317	211	144	355
{ Newton West ...	...	1,750	214	58	272	213	160	148	160	90	58	148
{ Panmure ...	...	1,840	98	41	139	98	53	50	67	29	34	63
{ Ponsonby ...	...	4,186	188	47	235	178	125	126	127	78	49	127
{ Tamaki West ...	...	...	34	12	46	46	32	37	32	19	18	37
{ Whau ...	1	...	64	25	89	82	45	49	47	30	22	52
{ Ararimu ...	...	...	33	10	43	34	21	27	22	14	13	27
{ Maketu ...	1	...	38	23	61	43	31	32	31	13	20	33
{ Ardmore ...	...	300	30	4	34	25	18	19	19	8	12	20
{ Awhitu No. 1 ...	...	400	15	3	18	15	13	11	16	5	7	12
{ Awhitu No. 2 ...	...	...	12	2	14	10	10	10	10	5	5	10
{ Bombay ...	1	828	126	6	132	117	74	74	80	38	38	76
{ Drury ...	...	600	37	14	51	40	31	29	31	15	14	29
{ Papakura ...	...	1,375	103	9	112	82	65	60	65	30	30	60
{ Flat Bush ...	...	600	39	7	46	35	22	23	22	10	13	23
{ Harrisville ...	...	600	32	13	45	45	31	37	31	16	21	37
{ Tuakau ...	1	800	80	17	97	97	64	66	67	36	32	68
{ Howick ...	...	680	52	12	64	43	30	34	30	13	21	34
{ Hunua ...	...	600	24	14	38	38	26	30	28	18	12	30
{ Mangere ...	1	...	61	11	72	60	45	53	45	29	24	53
{ Maungatawhiri Valley ...	1	600	...	23	23	23	18	17	21	13	8	21
{ Pokeno Hill ...	1	600	48	8	56	51	35	34	41	18	17	35
{ Queen's Redoubt ...	...	...	32	11	43	29	24	24	24	11	13	24
{ Otahuhu ...	1	1,296	102	66	168	124	75	80	75	46	34	80
{ Otara ...	...	...	100	34	134	92	70	70	70	34	36	70
{ Pakuranga ...	1	640	111	22	133	120	66	68	69	41	31	72
{ Papakura Valley ...	...	600	20	25	45	45	28	33	30	16	20	36
{ Turanga Creek ...	1	600	17	11	28	28	22	22	22	11	11	22
{ Pollock (half-time) ...	...	...	12	2	14	11	8	8	9	3	6	9
{ Pukekohe East ...	...	...	39	9	48	48	34	39	34	21	18	39
{ Pukekohe West ...	1	1,400	143	43	186	148	74	83	77	48	40	88
{ Wairoa South ...	1	...	111	20	131	105	67	69	68	33	38	71
{ Ness Valley ...	...	...	...	28	28	28	20	25	20	14	11	25
{ Woodside ...	1	550	...	39	39	39	7	30	7	14	16	30
{ Manukau Heads (aided) ...	...	...	...	13	13	13	11	12	11	8	4	12
{ Whatipu Saw-mills (aided) ...	...	...	...	15	15	15	13	13	13	6	8	14
{ Patumahoe ...	...	800	74	13	87	68	37	40	40	16	26	42
{ Puni ...	...	600	...	53	53	53	35	35	38	22	16	38
{ Waiuku ...	1	1,340	79	20	99	99	55	52	59	28	30	58
{ Brookside ...	...	400	18	...	18	...	7	...	7	...	...	...
{ Kohekohe ...	...	375	21	10	31	25	15	18	16	9	10	19
{ Maio ...	...	600	30	4	34	29	25	26	25	12	15	27
{ Waipipi ...	1	435	44	9	53	29	21	22	25	18	11	29
{ Waitangi ...	...	400	30	5	35	32	20	22	21	7	15	22
{ Harapipi ...	1	600	...	28	28	28	18	21	19	14	9	23
{ Raglan ...	1	...	26	9	35	25	17	19	17	12	7	19
{ Ruapuke ...	1	600	28	1	29	19	18	14	18	10	5	15
{ Waitetuna ...	1	485	19	3	22	16	10	10	13	5	6	11

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—*continued.*
AUCKLAND—*continued.*

Schools. All which belong to one School District connected by bracket.	Number of Teachers* or Custodians' Houses in each District.	Number of Square Feet of Floor-space in School- and Class- rooms.	School Roll.				Average Attendance.					
			Number belong- ing at beginning of Year.	Number ad- mitted during the Year.	Number who attended at all in the course of the Year.	Number belong- ing at end of Year.	Strict Average.		Working Average.			
							Whole Year.	Fourth Quarter.	Whole Year.	Fourth Quarter.		
										Boys.	Girls.	Total.
Cambridge ...	I	665	93	30	123	114	65	78	67	48	32	80
Hamilton East ...	I	1,150	114	52	166	138	80	87	89	48	42	90
Hautapu ...	I	600	50	10	60	36	22	28	24	20	13	33
Mercer ...	I	760	50	29	79	41	30	30	30	14	16	30
Rangiriri ...	...	...	20	4	24	24	14	13	16	5	11	16
Taupiri ...	...	600	...	19	19	19	15	13	16	8	5	13
Alexandra ...	I	868	82	17	99	71	41	40	42	24	19	43
Hamilton West ...	I	1,150	60	90	150	150	96	120	110	74	58	132
Kihikihi ...	I	680	35	10	45	39	27	27	27	17	10	27
Ngahinepouri ...	...	...	17	2	19	11	10	10	10	6	4	10
Ngaruawahia ...	...	870	83	19	102	80	45	45	46	23	23	46
Ohaupo ...	...	720	43	5	48	43	35	36	39	17	20	37
Paterangi ...	I	...	41	18	59	35	24	22	26	9	14	23
Pukerimu ...	I	600	37	8	45	42	31	32	34	19	17	36
Rangiaohia ...	I	...	35	10	45	40	28	29	29	20	12	32
Te Awamutu ...	I	...	46	20	66	30	25	23	25	9	14	23
Te Rahu ...	I	600	...	33	33	33	24	23	24	12	11	23
Whatawhata ...	I	680	34	4	38	38	25	27	26	14	15	29
Coromandel ...	...	1,296	84	36	120	89	68	76	75	44	32	76
Driving Creek ...	I	1,022	110	24	134	105	80	80	80	54	26	80
Mercury Bay ...	...	...	38	12	50	36	33	31	34	19	14	33
Whangapoua ...	...	...	23	8	31	15	13	12	13	8	5	13
Kauaeranga Boys' ...	...	3,105	331	123	454	429	301	307	304	229	79	308
Kauaeranga Girls' ...	...	1,674	321	81	402	270	193	209	193	41	168	209
Tararu ...	...	3,105	240	38	278	225	168	162	171	93	70	163
Eureka ...	...	300	35	11	46	35	22	24	20	10	14	24
Thames ...	...	...	268	79	347	254	205	206	210	123	83	206
Waioatahi Creek ...	...	1,872	170	54	224	166	129	121	129	67	54	121
Punga Flat ...	I	400	20	4	24	17	16	16	25	17	8	25
Paeroa ...	...	600	37	17	54	54	27	33	28	19	15	34
Puriri ...	I	480	...	25	25	25	22	22	23	16	7	23
Waitekauri ...	I	480	16	9	25	20	15	18	17	12	6	18
Hastings ...	I	600	40	4	44	38	42	34	42	20	14	34
Parawai ...	I	1,200	100	46	146	87	72	65	72	35	30	65
Tairua ...	...	...	...	38	38	38	25	29	25	15	15	30
Turua ...	...	...	21	11	32	18	18	15	22	11	8	19
Waitoa ...	I	600	19	16	35	22	15	16	15	9	7	16
Greerton ...	...	336	15	10	25	24	12	15	13	9	7	16
Katikati No. 1 ...	...	455	...	24	24	24	12	13	14	7	9	16
Maketu (Native aided) ...	...	...	11	1	12	8	9	7	9	3	4	7
Tarawera Lake (Native aided) ...	...	...	...	6	6	6	4	5	4	1	4	5
Tauranga ...	I	1,024	102	48	150	97	73	72	73	45	27	72
Opotiki ...	I	980	120	21	141	117	83	88	85	54	35	89
Whakatane (Native aided) ...	...	...	14	7	21	19	15	19	15	7	12	19
Training Class, Auckland ...	...	...	10,917	4,078	14,995	11,928	8,392	8,855	8,672	5,020	4,075	9,095
Training Class, Thames ...	...	...	64	39	103	99	65	51	75	6	45	51
Girls' High School ...	...	...	18	9	27	26	18	15	19	1	15	16
Totals ...	58	...	11,102	4,186	15,288	12,204	8,597	9,062	8,888	5,027	4,276	9,303

TARANAKI.

Okato ...	...	294	21	16	37	26	17	18	19	17	7	24
Tataraimaka ...	...	294	12	12	24	15	12	11	12	7	6	13
Oakura ...	I	325	34	25	59	38	26	27	28	17	13	30
Omata ...	I	485	23	29	52	41	19	25	20	13	13	26
West School ...	I	796	48	51	99	64	55	56	55	56	...	56
Kawau Pah ...	...	675	44	84	128	93	56	65	58	25	42	67
Gill Street ...	...	800	28	78	106	79	47	57	48	...	59	59
East School ...	I	691	24	71	95	67	51	51	51	53	...	53
Welbourne ...	...	...	11	...	11	...	2	...	3	...	...	...
Frankley Road ...	...	484	...	37	37	33	13	19	15	13	11	24
Mangorei Lower ...	...	280	13	5	18	16	11	11	11	9	3	12
Mangorei Upper ...	...	280	20	10	30	22	18	15	19	10	7	17
Albert Road ...	...	294	18	13	31	20	9	9	11	8	4	12
Egmont Village ...	...	351	12	9	21	20	11	11	12	9	4	13
Kent Road ...	...	294	26	14	40	27	15	14	19	6	11	17
Kent Road Upper ...	...	395	...	...	...	...	...	...	...	...	...	...
Egmont Lower ...	...	395	New.	...	...	...	...	...	...	...	...	...
Smart Road ...	...	280	12	11	23	19	9	13	10	10	3	13
Bell Block Boys' ...	I	487	36	12	48	42	30	29	39	32	...	32
Bell Block Girls' ...	...	294	22	27	49	37	23	25	25	...	28	28
Waitara West ...	...	700	21	56	77	57	31	40	32	18	25	43
Waitara East ...	...	672	45	41	86	38	31	26	32	17	9	26

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—continued.

TARANAKI—continued.

Schools. All which belong to one School District connected by bracket.	Number of Teachers' or Custodians' Houses in each District.	Number of Square Feet of Floor-space in School- and Class- rooms.	School Roll.				Average Attendance.					
			Number belong- ing at beginning of Year.	Number ad- mitted during the Year.	Number who attended at all in the course of the Year.	Number belong- ing at end of Year.	Strict Average.		Working Average.			
							Whole Year.	Fourth Quarter.	Whole Year.	Fourth Quarter.		
										Boys.	Girls.	Total.
{ Manutahi	I	692	34	50	84	61	30	33	38	22	20	42
{ Huirangi	...	574	19	29	48	40	20	25	22	14	14	28
{ Tikorangi	...	470	32	32	64	58	31	34	34	20	14	34
{ Urenui	...	280	15	15	30	16	14	12	14	7	5	12
{ Inglewood Boys'	I	588	25	59	84	46	28	25	31	29	...	29
{ Inglewood Girls'	...	679	41	65	106	41	46	43	49	7	36	43
{ Norfolk Road	...	520	New.	...	...	...	...	...	...	...	...	...
	7	...	636	851	1,487	1,016	655	692	698	419	334	753

WANGANUI.

{ Wanganui Boys'	...	3,198	209	330	539	369	263	299	263	170	129	299
{ Wanganui Girls'	...	936	...	...	...	...	...	...	...	...	...	...
Brunswick	I	414	21	26	47	15	15	11	15	5	6	11
Brownlee	...	234	20	4	24	13	15	13	16	8	5	13
Denlair (closed)	...	209	...	18	18	...	4	...	4	...	...	...
Goat Valley	I	432	23	23	46	37	25	30	25	17	13	30
Kaitoke	I	600	22	9	31	24	21	22	21	16	5	21
Maxwelltown	...	393	16	27	43	37	23	32	24	19	14	33
Mars Hill	I	480	26	16	42	27	22	20	22	10	11	21
Matarawa	I	400	18	25	43	27	18	22	19	15	7	22
Mataongona	...	569	35	19	54	37	31	30	31	21	9	30
Mosstown	...	400	16	26	42	38	26	28	27	19	11	30
Upokongaro	...	258	30	3	33	29	12	20	23	13	10	23
Bull's	I	902	69	116	185	131	79	96	82	53	44	97
Crofton	...	400	...	45	45	37	20	30	20	19	12	31
Glen Nevis	I	216	...	22	22	20	10	12	11	10	7	17
Greatford	I	266	18	15	43	30	25	20	25	6	14	20
Lower Rangitikei (half-time)	...	280	23	9	32	25	18	15	19	6	11	17
Parawanui	...	405	10	19	29	13	9	5	10	4	4	8
Mountview	I	426	16	54	70	63	32	49	32	22	27	49
Marton	I	2,084	106	90	196	168	113	121	117	77	51	128
South Makirikiri	I	420	35	13	48	35	24	25	25	14	11	25
Turakina	I	665	83	49	132	86	70	64	72	38	29	67
Turakina Valley	...	639	25	7	32	25	20	21	20	9	12	21
Upper Tutaenui	I	419	61	24	85	61	50	55	51	33	23	56
West Rangitikei ¹	...	237	...	...	...	...	...	...	...	...	...	...
Wangaehu	...	384	...	19	19	19	4	17	4	11	7	18
Awahuri	...	400	20	37	57	49	21	30	21	21	9	30
Carnarvon	...	450	23	10	33	28	20	21	21	7	14	21
Foxton	...	1,180	75	93	168	126	103	108	103	60	48	108
Halcombe	...	800	37	137	174	143	81	106	83	53	54	107
Karere	I	340	30	26	56	44	32	36	34	18	19	37
Motoa	I	354	...	24	24	24	9	21	8	9	12	21
Stoney Creek	...	386	26	23	49	40	23	27	23	11	15	26
Sandon	I	1,008	77	55	132	96	66	76	68	46	32	78
Taonui	...	400	...	55	55	41	25	30	26	22	10	32
Waitohi	...	260	15	4	19	19	5	17	4	5	12	17
Feilding	I	684	83	103	186	90	86	77	86	35	43	78
Palmerston North	I	1,170	69	119	188	149	85	108	86	55	53	108
Carlyle	I	1,120	59	83	142	116	84	89	82	50	41	91
Hawera	I	1,221	45	76	121	97	60	74	60	43	32	75
Kakarama	I	442	32	20	52	48	30	33	30	22	11	33
Kohi	...	234	26	8	34	24	19	17	19	7	10	17
Manutahi	I	459	18	17	35	21	17	17	17	12	5	17
Normanby	I	589	22	44	66	47	29	37	30	24	13	37
Waverley	I	1,400	72	45	117	93	72	72	72	37	35	72
Whenuakura	I	459	18	26	44	36	21	23	22	14	10	24
Waitotara	...	468	19	18	37	32	21	21	22	10	15	25
	25	...	1,658	2,031	3,689	2,729	1,858	2,097	1,895	1,176	965	2,141

WELLINGTON.

Te Aro	...	2,560	267	375	642	392	259	267	270	152	129	281
Thorndon	...	3,081	315	387	702	477	318	321	320	194	127	321
Terrace	...	2,332	185	183	368	272	204	225	208	152	78	230
{ Mount Cook Boys'	...	5,328	150	556	706	508	379	392	379	394	...	394
{ Mount Cook Girls'	...	1,920	149	376	525	381	232	236	232	...	236	236
{ Mount Cook Infants'	...	3,232	575	405	980	525	283	334	316	178	177	355
Kaiwarawara	I	368	47	52	99	77	50	58	54	34	26	60
Johnsonville	I	480	27	62	89	42	33	27	39	15	14	29

(1) Not yet open.

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—*continued.*WELLINGTON—*continued.*

Schools. All which belong to one School District connected by bracket.			Number of Teachers' or Custodians' Houses in each District.	Number of Square Feet of Floor-space in School- and Class- rooms.	School Roll.				Average Attendance.					
					Number belong- ing at beginning of Year.	Number ad- mitted during the Year.	Number who attended at all in the course of the Year.	Number belong- ing at end of Year.	Strict Average.		Working Average.			
									Whole Year.	Fourth Quarter.	Whole Year.	Fourth Quarter.		
												Boys.	Girls.	Total.
Tawa Flat ...	...	...	1	520	62	22	84	76	54	59	56	35	26	61
Porirua ...	...	...	1	320	28	17	45	32	20	21	21	15	7	22
Pauhatanui ...	...	...	1	680	48	28	76	66	47	43	50	17	36	53
Horokiwi ...	...	...	...	400	31	8	39	34	24	20	26	13	11	24
Karori ...	...	...	1	656	61	41	102	82	56	59	59	34	28	62
{ Makara South	...	...	...	392	19	15	34	23	20	18	21	11	8	19
{ Makara North	...	...	...	480	19	18	37	28	18	18	19	9	11	20
Ohariu ...	...	...	...	656	30	33	63	51	24	30	25	17	14	31
Hutt ...	...	...	1	1,344	115	84	199	158	114	108	122	68	48	116
Upper Hutt ...	...	...	1	720	102	86	188	138	111	107	112	57	53	110
Taita ...	...	...	1	816	66	56	122	88	53	55	55	29	28	57
Wainuiomata ...	...	...	1	392	16	21	37	28	24	22	21	14	8	22
Korokoro ...	...	...	...	296	20	21	41	19	17	14	18	8	7	15
Featherston ...	...	...	1	1,280	136	120	256	171	131	144	136	73	74	147
Greytown ...	...	...	1	1,344	150	91	241	132	116	97	116	58	44	102
Kaitara ...	...	...	1	480	25	15	40	26	20	20	22	10	10	20
Tauherenikau ...	...	...	1	360	24	15	39	24	16	21	20	10	12	22
Kaiwairangi ...	...	...	1	480	28	12	40	32	25	26	25	18	8	26
Waihenga ...	...	...	1	464	27	11	38	34	26	30	26	16	14	30
Masterton ...	...	...	1	1,848	146	263	409	267	172	179	172	106	73	179
Fern Ridge ...	...	...	...	560	22	45	67	40	25	21	26	13	14	27
Carterton ...	...	...	1	984	80	188	268	176	91	113	98	66	51	117
Waingawa ...	...	...	...	576	27	12	39	27	18	22	19	19	5	24
Clareville ...	...	...	1	848	63	68	131	80	55	54	59	29	28	57
Gladstone ¹ ...	...	...	...	480	...	...	...	...	...	...	...	...	...	...
Mauriceville ...	...	...	1	656	22	53	75	54	31	43	31	27	16	43
Matarawa ...	...	...	1	480	...	33	33	33	10	22	10	12	11	23
Opaki ...	...	...	...	500	28	9	37	30	20	19	21	13	8	21
Te Nui ...	...	...	1	210	20	15	35	22	18	18	18	9	9	18
			22	...	3,130	3,796	6,926	4,645	3,114	3,263	3,222	1,925	1,449	3,374

HAWKE'S BAY.

Ashley Clinton ...	...	...	...	290	15	23	38	35	21	22	21	13	10	23
{ Clive East ...	...	...	...	520	55	28	83	60	42	40	42	17	23	40
{ Clive West ...	...	...	1	650	32	84	116	62	33	33	33	17	17	34
Danevirk ...	...	...	...	300	31	9	40	32	29	31	31	17	14	31
Frasertown ...	...	...	...	500	29	26	55	31	22	24	24	13	11	24
Gisborne ...	...	...	1	1,510	159	181	340	254	158	181	164	118	81	199
Hastings ...	...	...	1	500	28	64	92	57	42	50	47	27	24	51
Havelock ...	...	...	1	750	44	65	109	82	55	64	55	37	28	65
Hampden ...	...	...	1	480	24	29	53	42	29	36	29	18	18	36
Kaikoura ...	...	...	1	520	39	30	69	41	32	33	32	22	11	33
Matawhero ...	...	...	...	300	52	35	87	79	52	59	53	35	26	61
Meanece ...	...	...	...	240	26	49	75	53	32	33	34	17	18	35
Napier, Emerson Street	...	...	1,250	26	393	419	224	202	226	205	...	...	...	...
Napier, Protestant Hall	...	...	1,400	77	218	295	146	149	143	149	108	118	...	226
Napier, Suburban, Boys'	...	...	600	99	19	118	...	55	...	55	77	66	...	143
Napier, Suburban, Girls'	...	...	600	55	17	72	...	38	...	38	...	...	...	...
Norsewood ...	...	...	...	500	61	30	91	84	56	53	56	30	23	53
Ormond ...	...	...	...	600	32	33	65	64	21	37	23	20	19	39
Ormondville ...	...	...	...	190	...	28	28	49	12	29	15	23	12	35
Petane ...	...	...	...	200	20	5	25	24	15	22	15	10	12	22
Puketapu ...	...	...	1	400	21	19	40	28	21	22	21	9	13	22
Patangata ...	...	...	1	525	22	2	24	22	19	25	19	15	10	25
Porangahau ...	...	...	...	610	22	10	32	35	13	28	13	12	16	28
Port Ahuriri ...	...	...	...	500	65	52	117	39	49	32	49	18	14	32
Taradale ...	...	...	...	900	60	78	138	112	66	100	66	50	50	100
Tamumu ...	...	...	...	210	16	5	21	20	16	18	16	10	8	18
Te Onga Onga ...	...	...	...	150	...	15	15	15	3	13	4	4	10	14
Te Aute ...	...	...	...	500	...	36	36	34	15	31	16	17	16	33
Tologa Bay ...	...	...	...	100	...	8	8	8	4	8	4	7	1	8
Tarawera ...	...	...	...	150	8	2	10	8	7	9	7	6	4	10
Waipukurau ...	...	...	1	750	46	32	78	49	42	41	43	26	16	42
Wairoa ...	...	...	...	800	69	61	130	94	56	65	60	37	30	67
Waipawa ...	...	...	1	600	48	85	133	60	52	51	52	36	16	52
Woodville ...	...	...	...	280	...	77	77	65	32	45	35	30	18	48
	10	...	1,281	848	3,129	2,008	1,490	1,604	1,526	896	753	1,649		

MARLBOROUGH.

Blenheim ...	...	...	1	3,252	234	165	399	338	234	239	238	148	101	249
Picton ...	...	...	1	1,818	112	64	176	151	104	112	105	63	53	116

(1) Closed.

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—continued.

MARLBOROUGH—continued.

Schools. All which belong to one School District connected by bracket.	Number of Teachers' or Custodians' Houses in each District.	Number of Square Feet of Floor-space in School- and Class- rooms.	School Roll.				Average Attendance.					
			Number belong- ing at beginning of Year.	Number ad- mitted during the Year.	Number who attended at all in the course of the Year.	Number belong- ing at end of Year.	Strict Average.		Working Average.			
							Whole Year.	Fourth Quarter.	Whole Year.	Fourth Quarter.		
										Boys.	Girls.	Total.
Havelock ...	I	976	85	28	113	85	61	70	63	35	35	70
Renwick ...	I	632	64	20	84	70	60	54	62	25	30	55
Spring Creek ...	I	480	35	12	47	44	31	33	35	23	12	35
Tua Marina ...	I	375	33	71	104	79	58	61	59	36	25	61
Marlborough Town ...	I	756	40	32	72	22	17	17	17	8	10	18
Kaituna ...	I	416	23	10	33	23	19	17	20	9	9	18
Canva Town ...	...	340	21 ^e	7	28	24	19	20	19	12	8	20
Grove Town ...	I	600	26	67	93	51	34	34	35	20	17	37
Waitohi ...	...	600	28 ^z	53	81	48	30	31	31	15	17	32
Wairau Valley ...	I	320	18	11	29	19	14	11	15	3	8	11
Kekerangu ...	...	280	18 ^m	2	20	20	18	19	18	7	12	19
Fairhall ...	I	252	21	16	37	34	26	29	26	14	15	29
Omaka ...	...	...	7	1	8	6	5	6	6	3	3	6
	II	...	765	559	1,324	1,014	730	753	749	421	355	776

NELSON.

Nelson, Bridge Street, Boys'	...	600	35	19	54	31	25	25	25	25	...	25
"	...	1,240	115	70	185	138	111	110	111	110	...	110
"	...	900	109	54	163	135	97	103	98	104	...	104
Nelson, Hardy Street, Girls'	...	864	59	39	98	97	68	81	69	...	81	81
"	...	720	74	61	135	103	69	73	70	...	73	73
"	...	648	85	74	159	117	75	75	79	...	78	78
Nelson, Haven Road...	...	1,512	161	98	259	177	147	145	149	96	49	145
Nelson, Hampden Street	...	1,332	132	64	196	139	122	117	124	77	43	120
Nelson, Port ...	...	720	56	30	86	66	50	57	50	28	24	52
Nelson, Toitoti Valley	...	540	36	91	127	84	50	61	52	28	35	63
Hillside ...	I	576	24	1	25	25	19	19	20	9	11	20
Happy Valley ...	I	294	25	5	30	24	17	16	18	8	9	17
Clifton Terrace ...	I	228	23	11	34	25	18	16	20	7	10	17
Stoke ...	I	798	69	19	88	78	56	66	59	37	29	66
Richmond Boys'	...	741	61	25	86	73	55	55	55	55	...	55
Richmond Girls'	...	741	55	14	69	61	54	50	55	...	52	52
Ranzau ...	I	578	42	20	62	41	31	32	32	19	15	34
Hope ...	I	450	41	22	63	54	38	37	38	18	19	37
River Terrace ...	I	512	71	26	97	73	57	58	58	29	31	60
Spring Grove ...	I	720	93	24	117	100	72	75	73	38	37	75
Lower Wakefield Boys'	...	858	68	23	91	79	46	57	48	38	19	57
Lower Wakefield Girls'	...	600	39	11	50	39	25	28	27	...	29	29
Eighty-Eight Valley ...	I	356	26	8	34	28	20	20	20	10	10	20
Upper Wakefield ...	I	720	44	22	66	53	41	46	43	22	23	45
Foxhill ...	I	540	48	21	69	50	38	41	39	23	19	42
Motupiko ...	I	480	33	5	38	...	25	...	18	...	...	...
Waimea West (north)	I	540	30	7	37	33	25	27	26	16	13	29
Waimea West (village)	I	420	46	7	53	48	30	33	33	25	11	36
Sarau ...	I	832	70	10	80	67	51	55	52	27	28	55
Neudorf ...	I	648	55	10	65	57	42	43	43	26	18	44
Lower Moutere ...	I	665	62	24	86	76	48	52	49	26	28	54
Motueka ...	...	1,160	115	53	168	145	102	113	104	54	61	115
Ngatimoti ...	I	336	19	29	48	28	16	17	16	6	12	18
Dovedale ...	I	336	33	22	55	43	25	28	31	12	19	31
Pangatotara ...	...	330	30	12	42	33	23	21	26	12	14	26
Riwaka ...	I	640	95	9	104	91	73	75	76	40	40	80
Brooklyn ...	...	252	27	6	33	33	23	26	23	15	12	27
Upper Motueka (aided)	...	...	10	1	11	10	10	9	10	3	6	9
Tadmire (aided)	...	260	...	21	21	21	4	16	4	8	8	16
Lower Takaka ...	I	768	31	18	49	42	26	26	27	15	13	28
Long Plain...	I	396	23	10	33	28	20	22	21	10	13	23
Motupipi ...	...	540	27	10	37	34	22	23	24	13	12	25
East Takaka ...	I	640	30	6	36	32	22	21	24	11	13	24
Collingwood ...	I	800	41	14	55	46	35	36	35	20	16	36
Ferntown ...	...	1,000	18	7	25	25	19	20	19	11	9	20
Westport Boys' and Juniors	I	1,800	210	48	258	191	138	143	139	99	44	143
Westport Girls'	...	900	36	24	60	44	32	33	32	...	33	33
Addison's Flat ...	...	...	45	5	50	35	35	38	35	16	22	38
Charleston Boys'	...	...	76	82	158	87	88	65	90	69	...	69
Charleston Girls'	...	...	...	84	84	84	29	72	30	...	75	75
Brighton ...	...	640	30	10	40	39	25	27	27	13	16	29
Reefton ...	...	...	56	118	174	174	100	152	100	90	62	152
Karamea ...	I	220	...	24	24	12	13	16	13	5	12	17
Capleston ...	...	...	...	25	25	23	22	23	22	14	9	23
Pakawau ...	...	300	...	21	21	21	4	17	4	9	8	17
Lyell (no return)	...	...	...	...	...	...	...	...	...	...	...	...
	27	...	2,839	1,574	4,413	3,507	2,521	2,712	2,585	1,446	1,323	2,769

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—*continued.*
NORTH CANTERBURY.

Schools. All which belong to one School District connected by bracket.	Number of Teachers' or Custodians' Houses in each District.	Number of Square Feet of Floor-space in School- and Class-rooms.	School Roll.				Average Attendance.					
			Number belonging at beginning of Year.	Number admitted during the Year.	Number who attended at all in the course of the Year.	Number belonging at end of Year.	Strict Average.		Working Average.			
							Whole Year.	Fourth Quarter.	Whole Year.	Fourth Quarter.		
										Boys.	Girls.	Total.
Kaikoura Suburban ...	1	646	51	51	102	48	38	34	40	22	12	34
Kaikoura Town ...	...	684	79	79	158	70	60	55	60	29	27	56
Waiau (aided) ...	...	...	16	16	32	13	11	11	11	5	6	11
Ashley Bank ...	1	1,500	100	55	155	115	68	72	72	36	41	77
Balcairn ...	1	800	...	70	70	55	27	38	31	23	17	40
Carleton ...	1	600	54	24	78	66	38	48	39	24	25	49
{ Cust (main) ...	1	1,638	102	46	208	174	121	124	125	60	64	124
{ Cust (side) ¹ ...	...	600	...	...	...	...	...	...	...	...	...	...
Eyreton ...	1	650	59	14	73	58	46	45	49	26	20	46
Eyreton West ...	1	540	51	14	65	53	38	34	41	22	15	37
Fernside ...	1	950	73	47	120	104	62	76	66	39	39	78
{ Flaxton (main) ...	1	1,550	83	36	119	103	68	82	77	40	42	82
{ Flaxton (side) ...	...	990	30	19	49	33	24	24	25	10	14	24
Glentui (aided) ...	...	...	...	21	21	11	11	11	12	6	5	11
Hurunui ...	1	600	17	11	28	18	18	15	18	9	6	15
Kaiapoi ...	1	4,730	321	189	510	397	260	284	262	159	125	284
Kaiapoi Island ...	1	380	11	20	31	12	13	11	13	5	6	11
Kaiapoi Island North ...	1	620	33	9	42	32	23	23	23	7	16	23
{ Kowai North (main) ...	1	903	...	157	157	117	69	81	71	42	39	81
{ Kowai North (side) ...	1	820	64	27	91	24	14	15	14	9	6	15
Leithfield ...	1	760	92	66	158	83	66	61	69	30	31	61
Loburn ...	1	1,010	62	28	90	79	51	56	54	23	33	56
Mandeville Plains ...	1	540	47	29	76	61	39	44	41	25	20	45
Mount Grey Downs ...	1	1,080	107	40	147	113	82	81	83	48	35	83
Oxford East ...	1	1,350	137	111	248	141	95	102	102	69	37	106
Oxford West ...	1	1,140	94	81	175	132	80	93	88	54	43	97
Rangiora ...	2	4,970	285	172	457	310	227	238	232	132	106	238
Saltwater Creek ...	1	880	65	25	90	75	58	58	59	31	28	59
Southbrook ...	1	1,060	94	81	175	129	77	78	80	44	36	80
Stoke ...	1	480	31	21	52	34	26	25	28	16	12	28
View Hill ...	1	600	38	33	71	49	32	33	35	19	17	36
Waikuku ...	1	540	39	23	62	53	34	42	35	20	22	42
Woodend ...	1	1,600	140	43	183	157	108	114	109	64	52	116
Akaroa ...	1	1,600	138	104	242	162	118	122	124	75	55	130
Barry's Bay ...	1	520	38	23	61	31	24	21	26	12	9	21
Duvauchelle's Bay ...	1	540	58	29	87	48	36	30	37	15	15	30
French Farm ...	1	660	16	9	25	19	14	14	14	5	9	14
Gebbie's Valley ...	1	480	27	22	49	25	20	18	21	7	11	18
{ German Bay (main) ...	1	540	34	15	49	42	28	32	29	14	18	32
{ German Bay (side) (aided) ...	...	...	8	5	13	13	11	11	11	7	4	11
Governor's Bay ...	1	420	31	19	50	36	22	22	24	13	11	24
{ Gebbie's Pass Road ¹ ...	1	600	...	...	...	...	...	...	...	...	...	...
{ Charteris Bay ¹ ...	...	600	...	...	...	...	...	...	...	...	...	...
Le Bon's Bay ...	1	600	49	32	81	65	41	42	47	23	23	46
Little Akaloa ...	1	560	36	18	54	47	31	34	32	19	16	35
Little River ...	1	540	48	28	76	56	36	42	38	21	21	42
Lytelton ...	2	9,840	559	259	818	588	481	464	486	243	221	464
Okain's Bay ...	1	520	46	22	68	53	43	46	45	22	24	46
{ Pigeon Bay (main) ...	1	540	31	44	75	22	21	21	23	13	9	22
{ Pigeon Bay (side) ...	...	400	...	28	28	25	10	21	10	8	13	21
Port Levy ...	1	540	20	6	26	17	16	16	16	9	7	16
Robinson's Bay ...	1	600	17	35	52	27	21	20	21	15	5	20
Wainui ...	1	600	8	7	15	12	8	10	8	1	9	10
Broadfield ...	1	520	45	20	65	49	48	41	38	23	18	41
Brookside ...	1	1,395	114	40	154	110	84	86	91	41	47	88
{ Christchurch East, Glo'ster Street ...	1	16,720	1,039	906	1,945	1,130	809	856	832	475	381	856
{ Christchurch East, Bingsland ...	1	2,100	191	137	328	220	136	147	136	78	69	147
{ Christchurch East, Phillipstown ...	...	1,410	86	125	211	139	87	102	87	52	50	102
{ Christchurch E., South Town Belt ...	1	2,992	139	188	327	172	120	130	125	68	62	130
Christchurch West ...	2	11,032	816	819	1,635	997	700	735	721	374	361	735
Colombo Road ...	1	8,926	701	584	1,285	888	582	659	596	351	308	659
Courtenay ...	1	540	32	24	56	34	24	23	25	14	10	24
Greendale ...	1	590	46	38	84	67	37	43	41	21	25	46
Greenpark ...	1	520	68	25	93	72	48	48	52	27	23	50
Halkett ...	1	770	49	41	90	71	40	48	48	31	20	51
Halswell ...	1	1,540	106	61	167	97	62	61	65	34	28	62
Harewood Road ...	1	650	57	24	81	70	50	53	49	25	28	53
Heathcote Lower ...	1	2,260	245	116	361	264	178	199	179	117	84	201
Heathcote Upper ...	1	2,110	99	77	176	116	83	84	85	41	44	85
Heathcote Valley ...	1	720	62	55	117	90	61	66	61	31	35	66
Hillsborough ...	1	1,360	130	75	205	153	107	111	114	63	50	113
Hororata ...	1	1,250	60	30	90	78	57	67	61	31	37	68
Killinchy ...	1	700	72	62	134	105	69	69	72	44	30	74
Kimberley ...	1	540	30	24	54	47	26	28	28	18	12	30
Kowai Bush ...	1	540	29	3	32	24	19	16	21	8	9	17

(1) Not yet open.

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—*continued*.NORTH CANTERBURY—*continued*.

Schools. All which belong to one School District connected by bracket.	Number of Teacher's or Custodians' Houses in each District.	Number of Square Feet of Floor-space in School- and Class- rooms.	School Roll.				Average Attendance.					
			Number belong- ing at beginning of Year.	Number ad- mitted during the Year.	Number who attended at all in the course of the Year.	Number belong- ing at end of Year.	Strict Average.		Working Average.			
							Whole Year.	Fourth Quarter.	Whole Year.	Fourth Quarter.		
										Boys.	Girls.	Total.
Kowai Pass ...	1	550	62	30	92	72	41	54	42	26	28	54
Lakeside ...	1	540	45	21	66	45	29	31	33	17	16	33
{ Leeston (main) ...	1	2,150	151	103	254	205	126	116	144	63	59	122
{ Leeston (side) ...	...	568	40	24	64	48	29	30	30	14	17	31
Lincoln ...	1	1,460	108	72	180	149	93	114	96	62	53	115
Malvern ...	1	600	91	35	126	87	56	59	62	33	31	64
New Brighton ...	1	540	37	25	62	51	35	35	35	20	15	35
North Road ...	1	600	19	29	48	38	24	28	24	16	12	28
Papanui ...	1	2,450	137	104	241	183	114	130	118	71	60	131
Prebbleton ...	1	1,660	92	50	142	118	71	83	74	45	40	85
Little Rakaia ...	1	540	40	21	61	43	27	30	29	16	16	32
{ Riccarton (main) ...	1	1,572	107	48	155	130	90	100	96	51	51	102
{ Riccarton (side) ...	1	779	69	22	91	67	54	50	55	24	27	51
Russell's Flat ...	1	550	28	36	64	56	26	38	30	13	25	38
{ St. Alban's (main) ...	1	4,690	304	215	519	379	219	235	226	123	113	236
{ St. Alban's (side) ...	1	...	41	56	97	67	45	52	47	24	28	52
Selwyn ...	1	1,070	70	42	112	78	53	55	58	24	34	58
Southbridge ...	1	2,080	190	115	305	259	155	175	165	97	80	177
Springston ...	1	1,430	101	88	189	136	75	97	80	57	44	101
Sumner ...	1	600	21	16	37	25	20	20	20	9	11	20
Tai Tapu ...	1	1,520	83	50	133	98	68	70	70	41	29	70
Templeton ...	1	1,490	109	73	182	136	82	92	87	46	50	96
Weeden ...	1	940	47	44	91	60	37	38	42	26	15	41
West Melton ...	1	540	35	49	84	50	37	44	37	22	22	44
Yaldhurst ...	1	540	54	34	88	73	47	56	48	29	27	56
Normal School ...	1	9,770	711	735	1,446	935	717	745	717	388	357	745
{ Alford Forest (main) ...	1	575	28	11	39	32	21	22	22	11	11	22
{ Alford Forest (side) ...	...	380	17	4	21	13	11	9	8	6	3	9
Ashburton ...	1	2,640	214	321	535	396	243	297	256	163	134	297
Ashburton Forks ...	1	600	30	7	37	31	21	21	22	13	9	22
Ashburton South (Willowby) ...	1	700	57	38	95	56	37	35	42	17	20	37
Barr Hill ...	1	600	...	25	25	23	12	18	13	7	14	21
Long Beach (main) ...	1	800	45	18	63	55	31	33	33	15	19	34
Long Beach (side) ...	1	600	30	22	52	43	19	23	22	13	13	26
Mount Somers ¹ ...	1	540	...	...	...	...	...	...	...	...	...	...
Rakaia South ...	1	900	66	82	148	104	62	79	66	46	33	79
Wakanui ...	1	600	37	51	88	73	30	48	32	29	21	50
Westerfield ...	...	...	13	17	30	22	15	15	13	16	1	17
	104	...	11,144	8,570	19,714	13,636	8,264	9,943	9,597	5,330	4,746	10,076

SOUTH CANTERBURY.

Claremont ...	1	600	...	32	32	29	11	23	11	12	12	24
Geraldine ...	1	1,600	141	69	210	197	114	124	117	75	53	128
Kakahu ...	1	560	46	8	54	45	30	32	31	14	18	32
Milford ...	1	560	57	29	86	66	37	47	40	27	20	47
Parcora ...	1	410	47	13	60	50	28	34	30	21	16	37
Pleasant Point ...	1	1,240	83	82	165	125	73	100	75	59	41	100
Pleasant Valley ...	1	840	57	16	73	62	46	48	47	24	24	48
Rangitata Island ...	1	600	31	16	47	41	24	30	26	15	16	31
Scotsburn ...	1	600	25	12	37	28	17	18	21	10	9	19
Temuka ...	1	2,330	217	195	412	311	153	185	171	108	82	190
Timaru ...	2	9,530	650	433	1,083	1,003	672	691	694	373	358	731
Waihi Bush ...	1	990	55	15	70	58	47	49	48	32	18	50
Waitohi Flat ...	1	520	55	18	73	60	34	39	38	20	21	41
Washdyke ...	1	520	57	20	77	46	35	41	37	23	18	41
Winchester ...	1	1,280	120	24	144	97	69	60	70	32	31	63
Otaio ...	1	600	22	14	36	37	21	24	22	14	10	24
Waimate ...	1	5,120	401	143	544	411	268	271	276	146	125	271
	18	...	2,064	1,139	3,203	2,666	1,679	1,816	1,754	1,005	872	1,877

WESTLAND.

{ Stafford ...	...	1,309	...	...	...	113	89	92	93	43	49	92
{ Goldsborough ...	...	1,128	...	...	...	96	71	69	69	39	35	74
{ Greeks ...	...	140	...	...	...	11	10	10	10	4	6	10
{ Callaghan's ...	...	288	...	...	...	17	13	10	14	6	6	12
{ Kumara ...	1	2,900	...	...	...	271	194	197	201	111	100	211

(1) Closed.

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—*continued.*WESTLAND—*continued.*

Schools. All which belong to one School District connected by bracket.	Number of Teachers or Custodians' Houses in each District.	Number of Square Feet of Floor-space in School- and Class-rooms.	School Roll.				Average Attendance.					
			Number belonging at beginning of Year.	Number admitted during the Year.	Number who attended at all in the course of the Year.	Number belonging at end of Year.	Strict Average.		Working Average.			
							Whole Year.	Fourth Quarter.	Whole Year.	Fourth Quarter.		
										Boys.	Girls.	Total.
{ Greymouth ...	I	6,965	...	...	...	495	376	363	370	193	177	370
{ Paroa ...	...	288	...	...	...	50	28	33	31	17	18	35
{ Wallsend ...	...	288	...	...	...	41	28	23	27	11	16	27
{ Hokitika ...	...	6,965	...	...	...	489	414	401	414	211	190	410
{ Southspit ...	...	150	...	...	...	...	19	...	19	...	...	...
{ Kanieri ...	...	1,012	...	...	...	106	74	70	74	39	41	80
{ Woodstock ...	I	500	...	...	...	51	32	33	33	20	14	34
{ Bluespur ...	...	500	...	...	...	62	45	45	46	22	25	47
{ Upper Crossing ...	...	450	...	...	...	28	22	19	22	12	9	21
{ Arahura Road ...	...	500	...	...	...	49	39	42	41	20	22	42
{ Dunganville ...	...	140	...	...	...	28	19	26	22	15	12	27
{ Greenstone ...	...	140	...	...	...	25	18	18	19	13	6	19
{ Marsden ...	...	585	...	...	...	29	22	24	22	13	11	24
{ Maori Gully ...	...	500	...	...	...	41	29	32	29	19	13	32
{ Ross ...	...	2,400	...	...	...	233	197	194	197	103	91	194
{ Donoghue's ...	...	800	...	...	...	49	38	40	38	13	28	41
{ Cobden ...	...	720	...	...	...	62	46	52	47	25	27	52
{ Brunnerton ...	...	459	...	...	...	77	66	60	69	34	28	62
{ No Town ...	...	...	...	...	...	27	17	25	17	11	14	25
{ Hatter's Terrace ...	...	...	...	...	...	40	29	26	30	15	14	29
{ Ahaura ...	...	...	...	...	...	34	28	29	28	17	12	29
{ Totara Flat ...	...	...	...	...	...	16	15	14	15	7	8	15
{ Orwell Creek ...	...	...	...	...	...	27	15	16	15	8	8	16
{ Waipuna (half-time) ...	...	...	...	...	...	10	11	10	11	7	3	10
{ Granville ...	...	...	...	...	...	19	10	14	10	8	6	14
{ Okarito ...	...	...	...	...	...	14	13	11	15	6	7	13
{ Gillespie's Beach ...	...	...	...	...	...	25	22	23	22	10	14	24
{ Arawata Flat ...	...	288	...	...	...	19	19	15	19	13	3	16
{ Arawata Town ...	...	288	...	...	...	14	21	15	21	11	5	16
{ Okuru ...	...	...	...	...	...	5	7	5	7	2	3	5
{ Rangariri ...	...	200	...	...	...	16	12	12	12	10	3	13
	3	...	2,701	1,021	3,722	2,689	2,108	2,068	2,129	1,108	1,024	2,132

OTAGO.

Maerewhenua ...	I	540	43	4	47	43	34	31	38	21	14	35
Ngapara ...	I	540	33	5	38	32	26	31	28	18	13	31
Awamoko ...	I	346	30	12	42	42	25	30	25	14	17	31
Papakaio ...	I	700	39	9	48	47	36	34	38	19	17	36
Pukeuri ...	I	921	62	56	118	101	74	86	75	50	38	88
{ Oamaru District High School ...	...	5,704	127	593	630	481	372	379	376	214	176	390
{ Oamaru North ...	...	2,396	163	150	313	207	186	179	192	106	97	203
{ Oamaru South ...	...	1,940	105	250	355	241	180	196	183	99	105	204
{ Waiareka ...	I	630	34	43	77	61	47	52	48	32	20	52
{ Teaneraki ...	...	...	38	26	64	50	43	48	44	28	24	52
{ Kakanui ...	I	750	60	45	105	89	65	76	65	35	41	76
{ Maheno ...	I	600	53	54	107	63	54	52	54	29	23	52
{ Otepopo ...	I	...	127	76	203	182	131	147	132	81	68	149
{ Hampden ...	I	773	62	82	144	123	85	91	87	48	46	94
{ Moeraki ...	I	375	31	41	72	45	31	30	32	21	9	30
{ Kawarau ...	I	300	26	11	37	33	28	27	28	12	15	27
{ Cromwell ...	I	666	63	47	110	103	75	79	75	46	33	79
{ Bannockburn ...	I	810	67	25	92	76	59	60	60	34	27	61
{ Clyde ...	I	1,250	87	41	128	105	81	79	82	43	37	80
{ Alexandra ...	I	828	94	50	144	104	88	87	90	47	43	90
{ Drybread ...	I	511	47	16	63	50	34	33	40	23	15	38
{ Black's ...	I	924	37	17	54	36	31	31	31	20	12	32
{ Nevis ...	...	600	26	1	27	27	23	25	23	14	11	25
{ Ida Valley ...	I	240	17	2	19	16	13	14	13	8	6	14
{ St. Bathans ...	I	625	23	10	33	27	21	18	21	11	8	19
{ Cambrian ...	I	300	27	7	34	30	24	24	25	11	14	25
{ Blackstone ...	I	724	22	19	41	24	16	16	19	12	8	20
{ Naseby ...	I	1,083	115	78	193	156	114	112	114	69	43	112
{ Kyeburn ...	I	432	31	16	47	44	32	35	32	12	23	35
{ Hamilton and Sowburn ...	I	...	29	25	54	45	39	42	40	22	21	43
{ Hyde ...	I	289	43	23	66	61	48	52	48	30	22	52
{ Shag Valley ...	I	375	25	37	62	40	31	34	32	18	17	35
{ Palmerston ...	I	1,881	178	202	380	271	201	215	208	124	98	222
{ Inch Valley ...	I	308	47	24	71	31	27	27	32	11	16	27
{ Dunback ...	I	...	...	34	34	34	6	23	6	14	9	23
{ Macrae's ...	I	800	42	13	55	53	44	42	44	26	16	42
{ Flag Swamp ...	I	560	48	56	104	83	51	66	53	39	31	70
{ Waikouaiti ...	I	1,962	176	162	338	280	217	229	221	132	102	234

(1) Closed.

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—*continued.*
OTAGO—*continued.*

Schools. All which belong to one School District connected by bracket.	Number of Teachers or Custodians' Houses in each District.	Number of Square Feet of Floor-space in School- and Class- rooms.	School Roll.					Average Attendance.					
			Number belong- ing at beginning of Year.	Number ad- mitted during the Year.	Number who attended at all in the course of the Year.	Number belong- ing at end of Year.	Strict Average.		Working Average.				
							Whole Year.	Fourth Quarter.	Whole Year.	Fourth Quarter.			
										Boys.	Girls.	Total.	
Merton	1	576	24	52	76	51	30	36	33	21	17	38	
Seacliff	1	391	50	33	83	67	49	53	50	29	26	55	
Blueskin	1	1,239	98	102	200	123	91	93	94	49	45	95	
Evansdale	1	630	40	45	85	52	38	39	39	20	20	40	
Purakanui	1	395	51	5	56	34	34	28	36	14	19	33	
Lower Harbour	1	390	24	22	46	29	21	21	24	11	13	24	
Port Chalmers	1	...	309	410	719	458	368	352	409	204	205	409	
Mount Cargill	1	355	31	29	60	46	37	38	39	13	27	40	
Sawyer's Bay	1	...	83	79	162	125	102	102	104	52	51	103	
St. Leonard's	1	336	29	18	47	33	23	19	25	12	14	26	
Ravensbourne	1	1,440	52	154	206	160	99	120	101	65	58	123	
Pine Hill	1	567	23	39	62	40	36	33	37	14	19	33	
Puki-iviti	1	240	...	36	36	32	13	26	13	14	12	26	
North-East Valley	1	...	204	218	422	346	249	286	257	154	140	294	
Dunedin, Union Street	1-1	5,389	405	621	1,026	762	623	642	629	340	302	642	
Dunedin, William Street	1-1	3,750	389	272	661	510	436	461	439	221	240	461	
Dunedin, Arthur Street	1-1	6,227	367	835	1,202	734	564	612	566	335	277	612	
Dunedin, Albany Street	1	3,892	409	442	851	627	554	557	556	284	273	557	
Dunedin, Normal	1	...	611	216	827	676	595	615	599	289	326	615	
Dunedin, Bath Street	...	...	72	97	169	100	79	74	79	38	36	74	
Dunedin, Stafford Street	...	...	78	61	139	71	53	56	53	30	26	56	
Waikari	...	750	69	119	188	120	80	84	86	43	44	87	
Kaikorai	1	3,320	224	237	461	356	292	304	304	170	142	312	
Caversham	1	3,474	270	389	659	529	374	433	378	237	200	437	
Mornington	1	2,330	172	200	372	285	223	245	239	133	112	245	
Green Island	1	2,311	218	136	354	236	187	198	197	110	100	210	
Fairfield	...	1,093	89	76	165	134	99	115	99	62	53	115	
Saddle Hill	1	681	40	13	53	46	32	38	35	23	16	39	
Brighton	...	399	28	9	37	35	20	24	22	14	12	26	
Kuri Bush	1	392	9	14	23	19	15	17	15	10	7	17	
Otakia	1	540	70	22	92	72	54	56	54	33	23	56	
Greytown	1	531	76	110	186	124	96	108	98	60	50	110	
East Taieri	1	1,280	122	85	207	156	102	123	107	58	66	124	
Mosgiel	1	1,336	117	74	191	126	101	106	102	56	50	106	
North Taieri	1	1,428	98	34	132	115	97	103	97	57	46	103	
Whare Flat	1	312	39	9	48	37	29	29	30	16	15	31	
Outram	1	1,304	132	63	195	153	126	135	126	77	58	135	
West Taieri	1	1,155	35	42	77	48	42	42	45	20	24	44	
Maungatua	1	864	53	44	97	86	64	76	64	41	35	76	
Lake Waipori	1	648	49	24	73	58	43	45	43	24	21	45	
Forbury	...	2,491	231	252	483	385	255	397	257	154	153	307	
Kensington	...	1,280	138	227	365	205	165	165	165	75	90	165	
Anderson's Bay	1	1,596	78	108	186	131	96	100	100	51	50	101	
North-East Harbour	1	648	36	37	73	53	37	41	39	25	17	42	
Highcliff	1	404	32	36	68	57	50	49	50	35	14	49	
Broad Bay	1	600	41	11	52	38	30	29	30	10	19	29	
Portobello	1	1,093	47	44	91	79	57	59	58	30	34	64	
Sandymount	1	720	43	51	94	78	59	66	59	33	33	66	
Taiaroa Heads	1	418	21	6	27	24	24	24	24	13	11	24	
Taieri Ferry	1	560	50	31	81	64	49	53	51	29	26	55	
Waiholā	1	994	56	69	125	110	88	102	88	53	49	102	
Taieri Beach	1	360	42	22	64	57	39	47	40	31	17	48	
Waiholā Gorge	1	980	72	31	103	81	66	71	67	36	35	71	
Tokomairiro	1	3,417	225	150	375	352	280	303	286	164	142	306	
Fairfax	1	1,314	53	89	142	96	71	77	91	46	31	77	
Akatore	1	348	23	18	41	29	16	20	20	10	14	24	
Table Hill	1	...	14	21	35	16	19	18	20	9	11	20	
Manuka Creek	1	392	32	29	61	47	38	38	39	22	18	40	
Glenore	1	360	31	19	50	35	29	29	29	13	16	29	
Southbridge	1	...	29	12	41	38	25	34	26	17	17	34	
Adams Flat	1	450	13	11	24	20	17	16	17	8	8	16	
Lovell's Flat	1	675	39	36	75	46	32	35	34	19	17	36	
Stony Creek	1	400	22	16	38	35	21	29	22	15	15	30	
Hillend	1	280	17	5	22	18	15	17	15	6	12	18	
Kaitangata	1	1,506	80	103	183	134	93	98	97	41	59	100	
Wangaloa	1	329	20	24	44	28	17	28	22	14	14	28	
Tuapeka Mouth	1	247	22	18	40	40	31	37	33	20	19	39	
Roxburgh	1	1,167	75	103	178	151	92	90	98	60	42	102	
Moa Flat	1	356	51	21	72	57	36	25	44	25	21	46	
Heriot	1	600	36	25	61	48	29	38	31	17	22	39	
Tapanui	1	1,512	40	137	177	160	105	128	105	58	70	128	
Beaumont	1	600	31	28	59	39	26	25	27	15	12	27	
Evans Flat	1	717	30	43	73	60	33	42	36	20	22	42	
Tuapeka Flat	1	405	26	16	42	37	22	26	25	13	14	27	
Lawrence	1	3,129	221	149	370	299	253	281	254	142	142	284	
Weatherstone	1	1,000	97	42	139	111	82	87	82	49	38	87	
Clarke's Flat	1	247	33	7	40	30	21	23	23	11	13	24	

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—*continued.*
OTAGO—*continued.*

Schools. All which belong to one School District connected by bracket.		Number of Teachers' or Custodians' Houses in each District.	Number of Square Feet of Floor-space in School- and Class- rooms.	School Roll.				Average Attendance.					
				Number belong- ing at beginning of Year.	Number ad- mitted during the Year.	Number who attended at all in the course of the Year.	Number belong- ing at end of Year.	Strict Average.		Working Average.			
								Whole Year.	Fourth Quarter.	Whole Year.	Fourth Quarter.		
											Boys.	Girls.	Total.
Waitahuna	...	1	1,222	127	38	165	163	110	136	125	65	71	136
Waitahuna Gully	...	1	640	93	44	137	97	80	80	81	41	39	80
Waipori	...	1	905	74	32	106	72	59	57	61	26	32	58
Bluespur	...	1	1,460	135	53	188	178	130	141	132	69	72	141
Crookston	...	...	208	...	23	23	23	5	19	5	6	13	19
Te Houka	...	1	320	26	17	43	39	25	32	27	20	15	35
Waitepeka	...	1	493	68	18	86	67	48	51	53	32	24	56
Warepa	...	1	600	48	32	80	58	43	47	46	23	27	50
Kaihiku	...	1	631	47	24	71	59	37	43	39	24	22	46
Waiwera	...	1	352	33	33	66	44	21	33	23	16	18	34
Clinton	...	1	540	38	28	66	53	42	44	42	26	18	44
Wairuna	...	1	...	47	18	65	53	44	45	45	27	18	45
Glenkenich	...	1	1,350	33	12	45	38	27	30	28	19	12	31
Port Molyneux	...	1	570	22	36	58	37	27	32	28	13	19	32
Balclutha	...	1	1,859	141	171	312	226	167	175	167	92	83	175
Ahuriri	...	1	600	23	6	29	27	19	21	21	11	12	23
Puerua	...	1	510	56	21	77	61	51	56	52	33	23	56
Inch Clutha	...	1	...	52	42	94	71	49	48	51	34	17	51
Owake	...	1	741	54	64	118	77	42	43	45	34	18	52
		125	...	10,800	10,517	21,317	16,078	12,320	13,166	12,619	7,046	6,445	13,491

SOUTHLAND.

Athol ...	...	...	23	...	23	20	6	23	6	12	11	23
Bluff ...	...	...	85	6	91	65	59	51	56	29	23	52
Clifton ...	...	576	68	26	94	69	40	46	44	30	19	49
Dipton ...	...	600	26	20	46	24	22	24	23	14	12	26
Edendale ...	...	391	41	31	72	48	37	39	39	21	18	39
Flint's Bush ...	...	540	42	12	54	46	32	36	34	20	16	36
Fortrose ...	...	480	42	18	60	53	37	42	37	21	21	42
Forest Hill ...	...	...	30	30	60	60	21	48	21	26	22	48
Gore ...	...	1,232	40	30	70	70	13	50	13	19	31	50
Grove Bush ...	...	420	36	27	63	58	36	39	37	22	17	39
Invercargill District High ...	...	3,672	423	121	544	481	397	404	483	224	184	408
Invercargill North ...	...	2,500	337	43	380	323	263	249	273	132	120	252
Longbush ...	...	684	46	27	73	38	39	39	41	20	19	39
Limehills ...	...	520	41	17	58	46	35	39	36	23	18	41
Limestone ...	...	432	23	25	48	31	26	27	27	13	16	29
Myross Bush ...	...	...	41	38	79	47	29	30	32	16	17	33
Mataura ...	...	...	65	57	122	103	68	78	68	40	38	78
Mimihau ...	...	336	34	3	37	34	27	27	28	12	16	28
One-Tree Point ...	...	...	32	28	60	49	28	31	34	15	19	34
Oteramika ...	...	375	20	13	33	27	21	20	21	13	8	21
Otaria ...	...	240	32	25	57	44	24	26	25	11	16	27
Roslyn Bush ...	...	525	37	15	52	36	28	27	31	12	18	30
Switzers ...	...	...	64	9	73	35	40	29	43	17	14	31
Tuturau ...	...	468	32	12	44	31	22	24	24	12	13	25
Waianiwa ...	...	648	44	37	81	66	51	55	53	25	31	56
Waikiwi ...	...	1,200	107	30	137	93	81	77	82	43	34	77
Woodlands ...	...	455	66	22	88	54	51	49	55	27	27	54
Winton ...	...	1,314	94	29	123	85	78	76	78	36	40	76
Waikaka ...	...	...	52	15	67	53	37	40	41	18	24	42
Waikaia ...	...	300	24	3	27	25	21	20	21	10	10	20
Wyndham ...	...	800	28	19	47	25	19	19	19	9	10	19
Wyndham South ...	...	500	32	6	38	29	26	26	27	17	9	26
Groper's Bush ...	...	391	33	27	60	49	35	37	37	22	16	38
Gummie's Bush ...	...	432	42	12	54	46	35	33	36	17	16	33
Orepuki ...	...	...	51	15	66	57	49	52	48	21	22	43
Riverton ...	...	1,520	170	109	279	231	156	179	160	86	93	179
Riverton South(?) ...	...	...	70	9	79	48	27	...	27	...	...	...
Wallacetown ...	...	400	59	11	70	48	44	43	45	20	23	43
Wild Bush ...	...	...	21	9	30	30	27	26	28	18	9	27
Arrowtown ...	...	1,080	92	44	136	101	86	84	86	42	45	87
Kingston ¹ ...	...	...	14	10	24	4	9	...	10	...	...	...
Macetown ...	...	...	21	1	22	22	18	22	19	13	9	22
Millar's Flat ...	...	725	24	25	49	33	23	26	25	18	9	27
Shotover Lower ...	...	...	46	8	54	38	35	33	37	12	22	34
Shotover Upper ...	...	288	21	4	25	25	22	22	22	13	9	22
Queenstown ...	...	2,211	100	43	143	87	81	73	87	46	27	73
Half-Moon Bay ...	...	480	24	20	44	35	23	26	25	12	16	28
Martin's Bay ⁽¹⁾ ...	...	450	19	...	19	2	6	...	6	...	...	...
	48	...	2,914	1,141	4,055	3,124	2,390	2,466	2,550	1,299	1,207	2,506

(1) Closed.

REPORTS OF EDUCATION BOARDS FOR THE YEAR ENDING DECEMBER 31, 1878.

[NOTE.—It has been deemed unadvisable to swell the dimensions of the report by including in it matters of purely local interest where such can be conveniently omitted, but most of the tables and papers which accompanied the Boards' reports are either printed as received, or the information they furnish is embodied in the tables and summaries.]

AUCKLAND.

IN conformity with section 102 of the Act, the Board presents the following report of its proceedings during the year ended 31st December, 1878:—

BOARD.—At the election which took place in March, 1878, 46 candidates were nominated; 136 School Committees, out of a total number of 146, recorded their votes; and the following nine members were elected, seven of them being members of the old Board: John Logan Campbell (Chairman), Joseph McMullen Dargaville, Theodore Minet Haultain, David Mitchell Luckie, Hugh Hart Lusk, Joseph May, William Pollock Moat, George Maurice O'Rorke, and Frederick Lambert Prime. Mr. Lusk's seat having become vacant by resignation in May, Mr. Samuel Luke was elected, out of seven candidates, to fill the vacancy. The members who will retire on 31st March, 1879, are Colonel Haultain, Mr. Luckie, and Mr. O'Rorke. Thirty-three meetings of the Board have been held during the year, with an average attendance of six members. Ordinary meetings are held fortnightly, and an executive committee of the Board meets once a week.

PUBLIC SCHOOLS.—By the annexation of Cook and Wairoa Counties to the Education District of Hawke's Bay, five schools were, in April last, removed from the Board's control. The number of primary schools in operation during the whole or part of the year was, exclusive of those five, 193, showing an increase of seven beyond the number for 1877. Of these, thirty are half-time schools, six are schools aided under section 88 of the Act, and one school (Wairoa North) is conducted by an itinerant teacher, who visits four settlements in turn. In addition to these schools, the Board has had under its administration the two training classes for teachers at Auckland and the Thames, and the Auckland Girls' High School, which is now constituted under a special Act of the Assembly. The Auckland College and Grammar School was transferred to a Board of Governors in April, 1878. The number of school districts on 31st December, 1878, was 147.*

TEACHERS.—The number of teachers in the service of the Board during the last quarter of the year was as follows:—

	Male.	Female.	Total.
Head teachers	157	28	185
Assistant teachers	12	89	101
Pupil and probationary teachers	16	77	93
Sewing teachers	0	33	33
	185	227	412

These numbers show a very large increase upon the numbers for 1877, due not so much to the opening of new schools as to the increased attendance of scholars in many of the larger schools. As the classification of teachers under the new regulations will not be known until June next, it is impossible in this report to give any statistics as to certificates. The examination of pupil-teachers, usually held at Christmas, was postponed until March, so as to be held simultaneously with the teachers' examination.

ATTENDANCE AND AGES.—The following table shows, comparatively, for the December quarters of 1878 and 1877, the attendance at the primary schools in this district:—

	No. of Schools.	Numbers on Roll.			Average Attendance.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.
December quarter, 1878 ...	193	6,424	5,504	11,928	5,020	4,075	9,095
" " 1877 ...	186	6,271	5,107	11,378	4,398	3,397	7,795
Increase	7	153	397	550	622	678	1,300

In explanation of these figures it is necessary to state that, during the past year, the numbers on the roll have, in almost every school, been reduced by striking off, every quarter, the names of those who did not attend. In this and in future reports a more precise statement will be presented as to the numbers actually receiving instruction and as to the regularity of attendance. The adoption of the compulsory clauses in certain districts has, to some extent, tended to increase the percentage of average attendance; but it is hardly to be expected that School Committees will take the necessary trouble, or incur the odium, of enforcing those provisions of the Act. The issue of "good-attendance certificates" has, in some schools, afforded a stimulus to increased regularity.

It will be seen from a return accompanying this report that 385 scholars above the age of fifteen years have attended the schools of this district during the past year. The Board seeks, as far as possible, to encourage the attendance of children above school age. On the other hand, it has been found desirable to exclude from attendance children under four years of age; and teachers are directed not to include any such children in their returns of attendance.

* By various divisions and amalgamations of districts taking effect from 1st January, 1879, the number of school districts is now altered to 153.

STANDARDS AND SUBJECTS OF INSTRUCTION.—Standards were not introduced during the past year, but, upon receipt of the Government regulations, teachers were instructed, from and after January, 1879, to prepare their scholars for examination thereunder; and future returns will exhibit the classification according to standards.

By the temporary appointment of visiting teachers at Auckland and the Thames, special attention has been given to vocal music, which is taught by them on the Tonic Sol-fa method. As only three months have elapsed since the system was introduced, it is premature to speak of results. Classes for the instruction of teachers on this method are held twice a week, and are well attended.

The Board is strongly impressed with the opinion that no system of education can be called complete which does not include provision for physical training, and an effort will be made, during the ensuing year, to provide gymnastic apparatus of a simple and useful kind for some at least of the larger schools. Already good results in this directions have been accomplished by the introduction of military drill into one or two schools.

FINANCE.—The accounts and balance-sheet, forwarded herewith, show respectively the Board's income and expenditure during the past year, and its financial position at 31st December. It will be seen that by exercising the strictest regard to economy the Board has been enabled to keep its expenditure within the income. The chief difficulty in this district is to be found in the very large number of small schools which have to be maintained at an actual pecuniary loss. It was found during the year that the cost of maintaining schools having an average of twenty and under exceeded by £2,000 per annum the income derivable from capitation allowance in respect of those schools, and the Board was reluctantly obliged to resort to a special means (to which reference will be made in a later paragraph of this report), in order to meet the deficiency: a means which, it is feared, will very likely cause much discouragement and inconvenience to teachers.

The Board was glad to observe in the report for 1877 by the Minister of Education that the question of making special provision for the support of small schools in remote and sparsely-inhabited country districts has already engaged the attention of Government. To be restricted to the ordinary capitation allowance for these schools will be to compel the Board to decline many requests for the means of education in new settlements. The Board is always careful to obtain, from reliable sources, the fullest information before sanctioning the opening of a new school.

BUILDINGS.—With the aid of the special grant for school buildings, and upon the authority given to incur liabilities in excess of the grant, the Board has been enabled to erect, or contract for the erection of, thirty-two new schoolhouses and fifteen teachers' residences. Twenty-nine school-buildings have also been enlarged and improved at a considerable expense: it is found by experience that a large outlay in this direction is necessary from year to year. In very many cases the Board has been obliged, from want of funds, to postpone the erection of buildings most urgently required. During the past year the Board has frequently had occasion to bring under the notice of Government the special claims of this district to a larger grant for building purposes. It need now only be added that in many instances within the Board's knowledge children have been seriously exposed to cold and damp, or to the injurious effects of crowded and ill-ventilated rooms, through inability on the Board's part to meet the demand for school-buildings. In the last report special reference was made to the necessity for the erection of teachers' residences. During the past year the want of these has been constantly urged upon the Board's notice. It is almost impossible to procure and retain the services of efficient teachers without offering them the inducement of a permanent residence. A reference to Table No. 2, accompanying this report, will show that only fifty-eight schools, less than one-third of the whole number, are provided with residences. The Board cannot too strongly press this matter upon the attention of Government. It is satisfactory to report that in many districts the inhabitants have shown their earnestness in a practical manner by liberal gifts of money and land for school-buildings.

RESERVES.—In August last the administration of the education reserves was assumed by the School Commissioners appointed under "The Education Reserves Act, 1877." The Board has submitted its claim to participate in the revenues accruing respectively from primary and secondary reserves; but up to the present date no appropriation has been made by the Commissioners. The Board would suggest the necessity of action being taken to Crown-grant or convey the reserves or portions of reserves occupied as school sites, which, under the Act, are vested in the Board.

COMMITTEES.—SCHOOL FUND.—The Board has received much valuable assistance from School Committees during the past year. Owing to the introduction of a new law, certain questions have arisen, as to practice and course of procedure, which, for the most part, have been settled satisfactorily. It is perhaps to be regretted that, in some respects, the relative duties of the Board and of Committees are not more explicitly defined in the Act. A change in the system, as regards this district, has been effected by the regulations, which require that payment be made of the capitation allowance to the school fund of each district. Previously the practice had been to deal with each application from a School Committee on its merits, and to make such a grant as would be sufficient, with the help in nearly every instance supplied by the district itself, to meet the requirements of the case. In arranging the distribution of this capitation allowance, the Board, after due consideration, adopted a scale giving the largest rate of allowance to the smallest schools. The object of this arrangement was to enable the Committees in remote and sparsely-peopled districts to supplement the teacher's salary beyond the capitation allowance of £3 15s., which, in many instances, would be quite insufficient for the teacher's subsistence. It also became necessary to prescribe the ordinary objects of expenditure, to be met by Committees out of this fund, and the following objects were specified accordingly: "Cleaning school-room and outbuildings; supplies of brooms, dusters, &c.; fuel for school use; water supply; gas or other light (if used); appliances for drinking and washing; all repairs to school and school property, ordinary wear and tear alone excepted; carriage or freight of school furniture and other requisites; stationery, advertising, and printing for the use or on account of the Committee." The Board is not yet in a position to report how far this alteration has proved beneficial or otherwise.

SCHOLARSHIPS.—Appendix No. 6 contains a list of the scholarships held during the year, copies of the papers set for the examination held in December, 1878, and the programme of subjects of examination for 1878 and 1879. The number of scholarships now current is twenty-nine—viz., ten open and nineteen restricted to pupils of the primary schools within the education district. Each scholarship entitles the holder to an allowance of £30 per annum, and to free tuition at the Auckland College and Grammar School. The Board has extended the competition for scholarships to girls as well as boys. The capitation allowance of 1s. 6d. per head is found to be barely sufficient to meet the cost of maintaining these scholarships; but the Board trusts that the Government will see their way to increase the allowance for those districts where, as in Auckland, the system has been for many years successfully established.

PUBLIC LIBRARIES.—A list, showing the distribution of the grant allotted to Auckland under "The Public Libraries Subsidies Act, 1877," is appended hereto. By special permission of the Government, the Board was enabled to grant pound for pound of the voluntary subscriptions actually received by each library during the year 1877. Except in one or two special cases, the grant was made in books, purchased by the Board from lists selected (subject to approval) by the committee or managers of each library. At the request of the Government, grants were made in equal proportion to the borough libraries, upon condition of their managers undertaking to comply with the provision of the Act, by opening their reading-rooms to the public free of charge. The Board would suggest that some definition of the term "public library" should be prescribed, and that for this purpose it might be well to bring into practical operation the provisions as to incorporation of libraries contained in "The Public Libraries Powers Act, 1875."

GIRLS' HIGH SCHOOL.—This school, which was opened in 1877, has increased in a very remarkable manner during this year. At Easter, 1878, consequent upon the resignation of the lady-principal, a resident headmaster, Mr. Neil Heath, was appointed, and Mrs. Heath undertook the supervision of the boarding department. The number of scholars increased during the year from 103 to 153.* The income from fees was £791 10s., and the expenditure £1,767 3s. 4d.

By the passing of "The Education Act, 1877," the authority which previously existed for the maintenance of this school was apparently repealed; but during the last session of the General Assembly a special measure was introduced and passed, placing it under the control of this Board. That Act contains provision for an endowment of land to the value of £5,000, but some time must necessarily elapse before any revenue can be derived from this source. Hitherto the Board has endeavoured, with the help of the capitation grant allowed for the numbers at this school, to meet the excess of expenditure out of the ordinary funds at its disposal; but it is clear that this arrangement cannot be continued without severe injury to the Board's financial position. One of the objects held in view by the promoters of this school was to supply a means of training for female teachers, and the Board desires, if possible, to carry out, with the sanction of the Government, some arrangement of the kind. The Board trusts that measures will be taken, during the next session of the Assembly, to place this school on a footing equal to that occupied by similar institutions in other parts of the colony. The erection of a suitable and permanent building, with separate accommodation for boarders, and with ample area for playground, is absolutely essential for its future success.

TRAINING COLLEGE.—The Board has entered upon certain arrangements, preliminary to the opening of a normal school or college, for the training of teachers in this district.

In conclusion, the Board desires gratefully to acknowledge the valuable advice and assistance which has been afforded by the Minister and the officers of the Education Department during the past year. Adopted at a meeting of the Board this 28th day of March, 1879.

J. LOGAN CAMPBELL, Chairman.

GENERAL STATEMENT of INCOME and EXPENDITURE for Year ended 31st December, 1878.

<i>Income.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
To Balance, 1st January, 1878—Maintenance Account ...	2,260	0 7	By Office and Board—		
Balance, 31st December, 1877—Buildings	1,970	11 1	Office staff, salaries ...	1,241	9 8
Grants from Government—Ordinary ...	40,291	9 11	Clerical assistance ...	155	11 0
" " Buildings ...	19,000	0 0	Departmental contingencies ...	1,345	15 10
Education Reserves—Net receipts (less management, £65 15s. 6d.; cost of deeds, £22 4s. 6d.) ...	295	15 3	Inspection—Salaries ...	600	0 0
Arrears of rates collected ...	3	0 8	" Travelling expenses ...	111	5 0
Fees for Higher Education—Girls' High School ...	791	10 0	" Examination of teachers ...	107	14 1
Fees for Higher Education—Training-class fees ...	42	15 0	Teachers' salaries and allowances ...	27,478	16 6
Subscriptions and Donations—School buildings ...	964	5 0	Teachers' salaries, Girls' High School ...	1,767	3 4
Incidental—Forfeited deposit ...	10	0 0	School Committees for educational purposes ...	3,067	15 4
" Grammar School Trust ...	431	14 3	Insurance on buildings ...	247	1 0
" Refunds, school books ...	211	2 3	Scholarships ...	500	0 0
" Refunds, rents ...	19	10 0	Training of teachers ...	2,519	12 6
" Refunds, law costs ...	3	3 0	Buildings—Works, &c. ...	23,035	9 11
			" Plans and supervision ...	526	14 6
			Count de Zaba's History Charts ...	75	0 0
			Teachers' Library ...	46	8 6
			Teachers' travelling expenses ...	33	15 9
			School books (see Income) ...	211	2 3
			Rates on property held by Board ...	25	2 0
			Grammar School Trust ...	466	10 3
			To replace cash stolen from Treasury ...	77	19 9
			Balance in hand ...	2,654	9 10
	<u>£66,294</u>	<u>17 0</u>		<u>£66,294</u>	<u>17 0</u>

* Since January, 1879, the number of scholars has increased to 200; and, in consequence of the inadequacy of the accommodation in the Wesley College premises, the Board has been obliged to incur an expenditure of £350 in the erection of a temporary schoolroom, with power of removal at the expiration of the lease of those premises.

DETAILS.—Office Staff: Secretary, £400; Treasurer, £350; two clerks, £375; extra clerk, £69 11s. 8d.; messenger, £46 18s.; total as above, £1,241 9s. 8d. Departmental Contingencies: Office rent, £117; legal expenses, £276 7s. 6d.; printing, £195 5s. 9d.; advertising, £423 11s. 3d.; stationery, £144 5s. 9d.; payment to auditor, £20; office seal, £12; cleaning offices, fuel and light, freight and carriage of parcels, telegrams, and sundries, £157 5s. 7d.: total as above, £1,345 15s. 10d. Buildings: Expenditure on new schools, enlargements and improvements, £20,586 18s. 6d.; purchase of sites, £674 8s.; furniture and apparatus, £245 4s. 11d.; school furniture, £245 4s. 11d.; purchase of site with Reserve Suspense Fund, £360; expenditure on new schools, £923 13s. 7d.: total as above, £23,035 9s. 11d.

Total of preceding statement, £66,294 17s.; add Public Libraries Account, £1,025 7s.; cost of reserves management, £88; refund by Government for plans of buildings, £27 1s. 3d.: total, corresponding with total of audited balance-sheet, £67,435 5s. 3d.

STATEMENT OF ASSETS AND LIABILITIES on 31st December, 1878.

<i>Assets.</i>			<i>Liabilities.</i>		
	£	s. d.		£	s. d.
Bank balance ...	347	3 10	Unpaid accounts ...	175	13 0
Due from Native Department ...	190	0 0	Teachers' salaries, &c., for December, 1878	2,615	0 0
Due for scholarships ...	120	0 0	Payments to Committees ...	795	0 0
Refund due for advances on Furniture Account ...	3,974	2 4	Miscellaneous, including scholarships ...	275	0 0
Advances to be accounted for ...	50	0 0	Balance ...	854	3 2
Miscellaneous ...	6	10 0			
	<u>£4,714</u>	<u>16 2</u>		<u>£4,714</u>	<u>16 2</u>

BUILDING FUND.—STATEMENT OF ASSETS AND LIABILITIES on 31st December, 1878.

<i>Assets.</i>			<i>Liabilities.</i>		
	£	s. d.		£	s. d.
Bank balance ...	2,262	10 2	Unpaid accounts ...	192	9 4
Balance of £18,000 grant in aid of school buildings ...	10,000	0 0	Liabilities for works under contract and for grants authorized ...	15,084	14 2
Balance ...	6,988	15 8	Liabilities, furniture ...	3,974	2 4
	<u>£19,251</u>	<u>5 10</u>		<u>£19,251</u>	<u>5 10</u>

VINCENT E. RICE, Secretary.

TARANAKI.

SIR,—

New Plymouth, 31st March, 1879.

The Taranaki Education Board, in compliance with the directions of the 102nd section of "The Education Act, 1877," has the honor of presenting to the Hon. the Minister of Education a report of its proceedings and of the state of its district during the year ended 31st December, 1878.

ATTENDANCE.—During the year there was an increase both in the enrolment and average attendance of the children at the public schools; but there were, at the same time, both in the town and country portions of the district, a number of neglected children growing up in ignorance. These were chiefly the offspring of ignorant persons, unable to estimate aright the value of education. Such persons were unaffected by the compulsory clauses of the Act, by reason of the Local Committees, in some instances, being unable to exercise the powers conferred by these clauses on account of insufficient accommodation for the children existing; and, in other instances, from fear of resentment from neighbours, or from a disinclination to engage in legal contests.

SCHOOLS.—The Board has been compelled to close two schools—Albert Road, in a remote forest district, on account of a small and decreasing attendance of children; and Welbourne, in a sawyers' village, on account of the saw-mill and operatives having been removed to another district. The Board hopes to be able to reopen the forest school as a half-time school so soon as it can erect a school-building in an adjoining subdistrict, where another half-time school is purposed to be established. Several new schools were established during the year, and steps were taken for the establishment of others in new and rapidly-increasing districts. Some of the schoolhouses were repaired, and rendered more comfortable to the children; others were enlarged to meet the needs of increased attendance; and steps were taken towards further enlargements and improvements.

TEACHERS.—Heretofore the educational progress of the district had been much retarded by the want of trained teachers. The Board's teachers were, fortunately, mostly persons of estimable moral character, and of fair attainments; but, in nearly every instance, they were unacquainted with the art of collective teaching according to the new and improved methods. This want was in a measure met by a concession of the Central Department, by which four of the Board's teachers were enabled to have the benefit of instruction in the Dunedin Training School, and by the temporary appointment of an organizing master to the district. Improvements in school furniture were introduced where it was possible to do so. Dual desks were supplied to the new schools. Mounted and varnished maps, showing the boundaries of the counties of the colony, were furnished to each of the schools. Other improvements were also projected.

HIGH SCHOOL.—During the year an Act was passed granting to the Board land of the estimated value of £10,000, as an endowment for a high school in the Town of New Plymouth; also a valuable building site. A grant of £500 towards the erection of a high-school building was also made. At the end of the year the educational prospects of the district were of a hopeful character.

GENERAL.—The Board held twelve ordinary and four special meetings during the year. The Board had no district high school, gave no scholarships, had no training college, and no schools aided under the 88th section of the Act. It had no evening classes. It had four half-time schools. Savings banks were established in two of the schools, but the Board exercised no control over them. In no instance was compulsory attendance adopted.

The Hon. the Minister of Education, Wellington.

BENJAMIN WELLS, Chairman.

Having so far provided for the boys, the Board has in view the necessity of establishing a girls' district high school, and purpose erecting a suitable building as soon as a site can be procured. Negotiations are on foot with the Borough Council and Government with a view of obtaining three acres of what is known as the Queen's Gardens for this desirable object, and when a legal title is obtained no time will be lost in commencing the work. It will further be the Board's duty to ascertain whether other centres of population cannot be supplied with the means of obtaining a more liberal education. Patea, Feilding, Foxton, Marton, &c., are making rapid strides, and it is not unlikely that some of these places will lay claim to the advantages contemplated by the Act.

SCHOLARSHIPS.—From the Government grant for that purpose, the Board established seven scholarships, of the annual value of £20 each, in accordance with the regulations already forwarded to the Department of Education. Four of these were tenable for one year, and three for two years. A competitive examination will be held in January.

EXAMINATION OF TEACHERS.—An examination of candidates for third-class certificates, and of pupil-teachers for classification, was held in the Wanganui Grammar School on the 13th September, and the report of the examiners will be found in the Appendix.

STANDARDS.—When the Board took office, upon the recommendation of their Inspector they adopted the six standards of the Wellington Board. These have since been superseded by the Order in Council of 24th September, to which the Board will direct the Inspector to give effect. In so doing, they will also direct him to define the relative values of the old and the new standards, and to instruct the teachers accordingly, to the intent that confusion may be avoided on the one hand and disappointment and loss of marks on the other. A list of the different subjects taught will be found attached to the Inspector's report.

TEACHERS.—The Board has 71 teachers in its employ. Of these, 37 are male, and 34 female. Upon the whole, they are efficient, as well as zealous and active in the discharge of their duties. Great difficulty has been experienced in filling up vacancies in the small schools; the scale of payment being based upon average attendance, the salaries at these schools are necessarily small, and although the Board has endeavoured to induce the Committees to supplement them, such a system appears to be precarious, and not by any means universally approved of. It is manifest that the Board cannot pay teachers more than it receives from the Government, and, although it has endeavoured to mitigate the evil by a carefully graduated scale of salaries, which gives teachers of small schools a greater capitation than those with a larger attendance, the salaries of the former are still very poor, and totally inadequate for the purpose.

RULES AND REGULATIONS.—The Board established a set of rules and regulations for the guidance of teachers and Committees. These will be revised where necessary, so as to bring them into harmony with the various Orders in Council. The standards will now of course be obsolete.

REES BEQUEST.*—The late Dr. Rees having bequeathed a sum of money to this Board, the amount, within a small sum, has been invested in mortgages on freehold securities, and the proceeds of these investments will be devoted towards paying the salary of the headmaster of the District High School.

THE EDUCATION ACT.—The Board has endeavoured to carry out the spirit of the Act (which may be said to be on its trial) to the best advantage. When it is considered that this is the only new Board which has been constituted in the North Island, that it is working under a new Act, and with a large number of small schools to provide for, it may fairly claim that its efforts should be regarded as of a tentative nature, rather than the result of experience, of which other Boards have had the advantage.

Although the Board recognizes the object contemplated by the Act in a uniform capitation allowance for the colony, experience proves that the results obtained do not by any means equal the anticipated expectations. The rate of £3 15s. may, as a whole, be sufficient, but this Board is of opinion that an amendment in the Act substituting two rates would be desirable. The Board would therefore suggest one rate for towns with comparatively large populations, and another for less favoured centres. It is only by some such equitable distribution of the grant that Boards like this can continue to afford the means of education by small schools in outlying districts.

It has been found that the duties of the Committees and the Board are not well defined. The powers are divided and indefinite, especially as regards their relations to teachers; and in this respect the Act does not work altogether smoothly. A spirit of emulation seems to pervade the actions of the Committees in the execution of their duties, and there is evidently an increasing desire to advance the cause of education. The Board is, however, of opinion that, if the Act were clearer and more explicit with reference to the respective duties of the two bodies, it would be advantageous to both, and they would beg especially to bring this matter under your notice.

FINANCE.—In Table No. 3, part 1, you will find the general receipts and expenditure under the heading of Maintenance; and part 2 shows the state of the School Building Account. It will be seen that the General Account is overdrawn to the extent of £582 19s. 5d., whilst there is a sum of £366 17s. unexpended from the first grant for school buildings. In the administration of its affairs, the Board has observed every possible economy, and the overdraft referred to is quite unavoidable. The Board would therefore here point out some of the reasons which have necessitated it. In the first place it has a large number of schools scattered over an extensive district, and many of these, instead of leaving a surplus of revenue to meet contingent expenses, are on the contrary a great tax upon the Board's resources. Again, extraordinary and unavoidable expenses consequent upon the formation of a new Board have been incurred, and some debts left by the old Wellington Board have been paid, and for such contingencies no funds have been provided. Further, when the Board came into office it found a scale of teachers' salaries in excess of its income. Some little time was unavoidably lost before the Board got into working order, and a new scale could be adjusted. After this was accomplished it was considered necessary to give teachers three months' notice of the proposed change before it could be brought into operation. It will thus be seen that, whilst the capitation grant may be ample for the

* See memorandum following.

requirements of established Boards, with comparatively few schools and large attendances, Boards like this with a number of small schools to provide for are unable to meet the demands made upon them. The very inadequate remuneration offered to teachers of small country schools, consequent upon this state of things, results in frequent changes and much disappointment to the Committees. The Board would therefore beg to bring these matters forcibly under your consideration, to the end that some means may be devised to relieve it of the serious responsibility which they entail.

INSPECTOR'S REPORT.—The accompanying report of the Inspector should furnish you with a full statement of the condition of the schools, as well as with a comprehensive account of the state of education throughout the district, and the Board trusts that it will be in accordance with your wishes.

I have, &c.,

The Hon. the Minister of Education, Wellington.

W. H. WATT, Chairman.

THE REES BEQUEST FUND.—(Memorandum by Secretary of Education.)

UNDER a decree of the Supreme Court of New Zealand, the Education Board of Wanganui, as representing the former Board of the Education District of Wellington, now holds in trust a sum of money, being the proceeds of a bequest by the late Dr. Rees. The following is an extract from the decree of the Court: "That the plaintiff, Henry Shafto Harrison, do convey and assign and assure all such portions of the personal estate which, at the time of the death of the survivor of the testator's wife and sister remained unsold, and do transfer and pay over such portions of his the said testator's said estate as shall consist of Government debentures, or other Government securities, or other securities whatsoever, or money or other effects whatsoever, subject to the deduction before mentioned, unto the Board of the Education District of Wellington, upon trust, to be appropriated by the said Board to the education of European children being the descendants of Europeans, in some school to be established under the authority and control of the said Board in the Town of Wanganui, in the Provincial District of Wellington; and this Court doth further order and decree that the said Board shall keep a separate account of the annual rents, profits, and income arising from the said trust property," &c. The following is a statement of the moneys received under the decree:—

	£	s.	d.
Received by Wellington Board from Registrar of Supreme Court...	2,591	4	3
Less legal expenses paid to Messrs. Izard and Bell ...	47	7	0
Balance as per Wellington Board's General Statement ...	2,543	17	3
Legal expenses to Messrs. Brandon and Quick ...	148	8	8
Balance received by Wanganui Board ...	£2,395	8	7

The Board has furnished the following statement of the Rees Bequest Account, as at 31st December, 1878. It has been resolved by the Board to appropriate the annual proceeds of the bequest towards the support of the District High School established in the Town of Wanganui.

STATEMENT of the REES BEQUEST ACCOUNT for the Year ending 31st December, 1878.

	£	s.	d.		£	s.	d.
To amount of bequest received from the estate				By Loan returned (Education Fund)	500	0	0
of the late Dr. Rees ...	2,395	8	7	Investments—Loans on interest	2,100	0	0
Mortgage paid off...	70	0	0	Interest account ...	0	19	4
Interest on mortgage ...	1	15	0	Balance at the Bank	393	3	2
Interest on deposit ...	26	18	11				
Loan, Education Fund ...	500	0	0				
	£2,994	2	6		£2,994	2	6

GENERAL STATEMENT of INCOME and EXPENDITURE for the Year ended 31st December, 1878.

<i>Income.</i>				<i>Expenditure.</i>			
	£	s.	d.		£	s.	d.
To Grants from Government—General ...	6,334	10	6	By Office and Board—			
Buildings ...	5,000	0	0	Secretary ...	170	16	8
Donations " ...	50	0	0	Allowance to members of Board ...	113	16	6
Incidental Receipts—Refunds paid in error ...	63	19	11	Departmental contingencies ...	281	2	2
" From Patea Board ...	2	19	8	Inspection—Salary, eight months at £400	266	13	4
Balance ...	216	7	5	" Travelling expenses ...	33	6	8
				Pupil-teachers' examinations ...	8	10	0
				Teachers' salaries and allowances ...	5,616	8	9
				Committees for educational purposes ...	354	10	0
				Insurance of buildings ...	11	15	0
				School Buildings—Works ...	4,536	1	1
				" Plans, supervision, &c. ...	146	1	11
				Sundries—Interest, &c. ...	12	10	6
				" On account of Wellington Board	46	4	11
				" Refund to Patea Board ...	70	0	0
	£11,667	17	6		£11,667	17	6

Departmental Expenditure: Office rent, £27 10s.; furniture, £53 19s. 8d.; printing, £63 2s. 6d.; advertising, £81 1s. 3d.; stationery, £35 16s. 3d.; cheque-books, stamps, office-cleaning, &c., £14 16s.; not specified, £4 16s. 6d.; total as above, £281 2s. 2d. Details of School-building Expenditure: New schools, £2,670 16s. 9d.; new residences, £716 8s. 10d.; enlargements and improvements, £372 13s. 6d.; purchase of sites, £276 2s.; total as above, £4,536 1s. 1d. Grand total as above, £11,667 17s. 6d.; add bank deposit, £4,000; Public Library Account, £185 9s.; Rees Bequest, £500; total as per Board's audited statement £16 353 6s. 6d.

ASSETS and LIABILITIES upon 31st December, 1878.

General Account (Maintenance.)							
				£	s.	d.	£ s. d.
To Bank overdraft ...	...	...	...	582	19	5	By Balance ... 780 16 6
School Fund, due to Committees for quarter ending 31st December ...	...	...	...	197	17	1	
Balance ...	...	...	...	£780	16	6	£780 16 6

Building Account.							
				£	s.	d.	£ s. d.
To Outstanding contracts, &c. ...	...	...	...	4,396	12	6	By Amount of grant unexpended ... 365 17 0
							Balance ... 4,030 15 6
				£4,396	12	6	£4,396 12 6
Balance ...	...	...	...	£4,030	15	6	

A. A. BROWNE, Secretary.
W. H. WATT, Treasurer.

WELLINGTON.

SIR,—

Wellington, 27th March, 1879.

As directed in clause 102 of "The Education Act, 1877," and in terms of circular letter No. 14, of the 31st October last, the Wellington Education Board present a report of their proceedings for the calendar year ended 31st December, 1878. During the year 1878 the Board met thirty-two times, inclusive of the regular meetings held on the third Wednesday of every month. For the first three months of the year the Wellington Education District included the whole of the late provincial district. On receiving instructions from the Education Department, this Board made the election required by the Education Act for both the present Wellington and Wanganui Districts; and, from the 1st April last, the Wellington District, as at present defined, has been administered by this Board. An agreement has since been come to between the two Boards, whereby their separate liabilities at the time of severance were accepted by each.

PUBLIC SCHOOLS, TEACHING STAFF, AND MAINTENANCE.—Attached to this report will be found a list of the schools under this Board, showing also the teaching staff of each school, their salaries, and the cost of maintenance of each and all of the schools for the year. A similar return of schools included in the Wanganui District, on and after the 1st April last, is given for the quarter ended 31st March last. The schools returned in this list of the present Wellington District for the year 1878 are all full-time schools, except two at Makara worked on the half-time system. Where the average attendance of schools falls below 25, it is intended, in future, to apply the plan of aided schools set forth in the rules and regulations.

ATTENDANCE.—In the Appendix will be found a return showing the total number of pupils attending each school, the average attendance of each school, and the accommodation provided. At the end of the year 1878 there were 38 male and 67 female teachers in the service of this Board, as compared with 37 male and 54 female teachers for 1877. The number of children on the books at the end of 1878 consisted of 2,511 boys and 2,134 girls, making a total of 4,645, as compared with 1,660 boys and 1,167 girls, making a total of 2,827, for the previous year, within the same area. The average attendance for the last quarter of 1878 was 3,374, and for the last quarter of 1877 it was 2,365, showing an increase of 1,009 on the average attendance, within the present area of the district. At the beginning of the year large new schools were opened in the City of Wellington, and, owing to the great demand for school accommodation, caused by the immense increase in population, these schools rapidly filled. Other parts of the city are in urgent need of increased school accommodation. The Board are about to erect large new schools in the Thorndon and Te Aro districts, and in the populous suburb of Newtown, to meet pressing requirements.

The following table will show how many children of school age there are within the district, and how many are actually attending Board schools:—

	All Children of School Age. March, 1878.	On the Books of Board Schools. December, 1878.
Wellington City ...	4,408	2,555
Wellington country districts, including Hutt ...	1,841	942
Wairarapa ...	2,042	1,148
Total ...	8,291	4,645

IMPROVEMENTS TO SCHOOL PROPERTIES.—Class-rooms, with convenient cap-rooms and lavatories, have been added to the Terrace, Mount Cook Girls', and Masterton Schools. A new school was opened during the year at Opaki, and teachers' residences have been built at Tawa Flat, Clareville, and Wai-henga. The Government have set apart two sections of the reclaimed land at Pipitea Point, and placed them at the service of the Board for school purposes. Additional sites much required have been purchased in Sydney Street, Wellington; at Tawa Flat, Carterton, Upper Hutt, and Wai-henga.

INCOME AND EXPENDITURE.—In the Appendix will be found a statement of the Board's accounts for the year, showing an expenditure for maintenance of £16,966 14s. 8d., and for school buildings of £9,670 7s. Details of departmental expenditure accompany this return.

AGES AND STANDARDS OF PUPILS.—In the Appendix will be found a return of children of certain ages, the standards for which they were being prepared, and the number receiving instruction in each subject prescribed by the Act. The report of the Inspector of Schools will give more specific information on these subjects.

SCHOLARSHIPS.—No scholarships were awarded by the Board during the past year. The only scholarships held were given by the College governors from the proceeds of moneys standing over from a public savings bank account. These moneys were placed in the hands of the College governors to found primary scholarships. These scholarships are awarded to boys of the age of twelve years and upwards, and are tenable to the age of sixteen years. The following scholarships were held during 1878: Charles Pownall and Louis Barnett, Thorndon School; and Samuel Knight, Lower Hutt School.

TRAINING SCHOOL.—This Board has considered, at several meetings, the question of the establishment of a normal school. A letter was received from the Education Department in May last, stating that £1,000 would be at the disposal of the Board for a training school. The Board wish that this sum may be used for the purpose of erecting a lecture-room and teachers' library room on a section of land in Thorndon, recently acquired by the Board. If the Government will make a sufficient grant next year, the Board will appoint a normal master, and at once commence the work of normal training. The necessity of this work, and further suggestions on the matter, are more fully treated of in the Inspector's report.

SCHOOL INSPECTION.—A very full report of the state of education in this district for the past year will be found in the report of the Inspector of Schools attached.

RULES AND REGULATIONS.—The rules and regulations of this Board have been thoroughly revised during the past year. A list of books in use is included in the rules and regulations.

LIBRARIES.—No school or public libraries are established in connection with the Board.

SCHOOL DISTRICTS.—The Board have during the past year divided the whole of the education district into school districts, and fixed their boundaries; and School Committees have been elected for each district, in terms of the Act. A map has been made showing the boundaries of the districts.

EXAMINATION OF TEACHERS.—An examination of teachers for third-class certificates only, and for all pupil-teachers for classification, was made in July last. In Appendix No. 7 will be found a report of the examiners, and copies of the papers set.

SUGGESTIONS FOR AMENDMENT OF THE ACT.—The Board wish to call the attention of the Government to the case *Doherty v. the Education Board*, and to append a copy of the judgment given in the case. The decision in this case has involved the Board in the payment of very heavy costs; and, in order to avoid the risk of a similar one occurring again, which is always possible as the Act now stands, it is, in the opinion of the Board, advisable that an amendment should be made in the clause providing for dismissal of teachers. They would suggest the addition of the word "insubordination" after the words "immoral conduct," in clause 47, so that the latter portion of the clause would read as follows: "Nothing contained in this Act shall preclude or prevent the Committee from suspending, and the Board from peremptorily dismissing, any school-teacher for immoral conduct, insubordination, or gross misbehaviour."

The Board would also draw the attention of the Government to clause 77, which provides for the acquiring of school sites "on the application of the Committee." If this is read (and it seems the only construction) to mean that there is no power to purchase except after such application, it is obviously a matter which requires amendment, as the Board, recognizing it to be one of its principal duties to provide the necessary schools, may often find it advisable to acquire sites without having previously received such application.

The Board would also request the Government to take into consideration the advisability of providing that the Inspectors shall be appointed by, and be under the direct control of, the Education Department instead of the Boards; it being, in the opinion of this Board, very desirable that the schools under their control should be subject to inspection by an officer entirely independent of themselves.

CONFERENCE.—The Board recommend that the Government should invite a conference of the Chairman of the Education Board and the Chairmen of School Committees, in order that any points of "The Education Act, 1877," which appear to them uncertain, or capable of improvement, may be brought before the notice of the Government.

I have, &c.,

The Hon. the Minister of Education.

C. J. PHARAZYN, Chairman.

GENERAL STATEMENT of INCOME and EXPENDITURE for the Year ended 31st December, 1878.

<i>Income.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
To Balance on 1st January, 1878 ...	674	10 10	By Balance, Bank of New Zealand, old account	1,732	1 8
Grants from Government—General ...	15,289	7 11	Office and Board—		
" Buildings ...	8,000	0 0	Staff ...	490	16 8
Net receipts from education reserves ...	238	19 0	Allowance to members of Board ...	39	3 6
Arrears of rates and fees collected ...	318	18 1	Departmental expenses ...	299	14 6
Incidental Receipts—			Inspection—Salary (half) ...	250	0 0
Refund, teachers' salaries ...	21	3 4	" Travelling expenses ...	142	3 6
" half cost of fencing ...	3	13 6	Teachers' salaries and allowances ...	12,930	16 2
" tracing supplied to Wanganui ...	1	1 0	Committees, for educational purposes ...	460	7 0
School requisites—transfer ...	1	6 11	Insurance of buildings ...	47	5 2
Rent of school site ...	15	0 0	Buildings—Works, &c. ...	5,892	7 3
Sale of school site ...	20	0 0	" Plans, supervision, &c. ...	234	2 6
Rees Bequest Fund ...	2,591	4 3	Sundries—Commission on rates and fees ...	16	10 8
			" Interest ...	1	8 10
			" Balance Rees Bequest ...	2,543	17 3
			Balance in hand ...	2,094	10 2
	<u>£27,175</u>	<u>4 10</u>		<u>£27,175</u>	<u>4 10</u>

Details of expenditure:—Office Staff: Former Secretary, £33 6s. 8d.; half of conjoined offices of Secretary and Inspector, £250; clerk, £187 10s.; messenger, £20: total, as above, £490 16s. 8d. Departmental Expenses: Office furniture, £18 10s. 9d.; printing, £116 4s. 9d.; advertising, £94 4s. 10d.; stationery, £54 19s. 2d.; audit of accounts of former Board, £15 15s.: total, as above, £299 14s. 6d. School-buildings: New schools, £1,601 17s. 4d.; enlargements and improvements, £3,596 2s. 1d.; purchase of sites, £617 2s.; schoolhouse rents, £77 5s. 10d.: total, as above, £5,892 7s. 3d. Total of statement, as above, £27,175 4s. 10d; Public Libraries Account, £556 7s.: total of Board's audited statement, £27,731 11s. 10d.

ASSETS AND LIABILITIES upon 31st December, 1878.

<i>Assets.</i>			<i>Liabilities.</i>		
	£	s. d.		£	s. d.
Balance of building grant for financial year ending 30th June, 1879, not yet drawn...	5,000	0 0	Balance due for purchase of school site in Sydney Street ...	1,650	0 0
Balance at Bank, 31st December, 1878 ...	2,094	10 2	Contract for Mungaroa School ...	265	0 0
			Payments due to School Committees for quarter ended 31st December, 1878 ...	400	0 0
			Balance of contract for additions to Mount Cook Girls' School ...	220	0 0
			Balance of contract for erection of new school at Opaki ...	95	0 0
			Purchase of site for school at Tawa Flat ...	100	0 0
			Sundry repairs to school properties ...	41	0 0
	<u>£7,094</u>	<u>10 2</u>		<u>£2,771</u>	<u>0 0</u>
Deposit at Trust Loan and Investment Company ...	£486	18 7	Legal expenses* ...	£362	17 6

* Legal expenses do not include the plaintiff's costs at the trial—the account for which has not yet been received.—C.J.P.

HAWKE'S BAY.

SIR,—

Board of Education, Napier.

In accordance with section 102 of the Education Act, the Board of the Education District of Hawke's Bay has the honor to submit its report upon the general working of the Education Act in this district for the year ending 31st December, 1878.

BOARD.—The following are the names of the members of the Board: Miss Herbert; R. Harding, Esq.; S. Locke, Esq., R.M.; G. E. Lee, Esq.; J. D. Ormond, Esq., M.H.R. (Chairman); Captain Russell, M.H.R.; F. Sutton, Esq., M.H.R.; Rev. D. Sidey; J. N. Williams, Esq. At the election of members in April last Henry Kenrick, Esq., R.M., was one of the successful candidates, but, Mr. Kenrick having resigned immediately afterwards, Mr. Locke was elected to the vacancy. Seventeen meetings have been held by the Board during the year, at which ninety-seven attendances were made by all the members present at all. The average attendance at each meeting was 5·7.

DISTRICT.—The powers of the Board are limited by the Act to the Counties of Cook, Wairoa, Hawke's Bay, and Waipawa, embracing an area of 8,578 square miles, and possessing a European population of about 19,000 persons. During the year several changes have taken place in the extent of the district, and the number of schools under the control of the Board. In April, the schools in the Cook County—viz., Gisborne, Matawhero, Ormond, and Frazertown—and formerly connected with the Auckland Board, were transferred to this Board in accordance with the Second Schedule of the Act; and since June the denominational schools in the district have received no Government subsidy, and have consequently ceased to be under the supervision and inspection of the Board.

SCHOOLS.—There are thirty-one schools in active operation in the district: of these, four are subsidized schools, but they are subject in every respect to the regulations and supervision of the Board. During the year the Woodville and Ormondville Schools have been opened in temporary buildings to meet the pressing wants of those districts. The schoolhouse at Ongaonga, which was closed in the early part of the year, has been reopened as a subsidized school, and is at present under the charge of a mistress.

BUILDINGS UNDER CONTRACT, ETC.—Great efforts have been made by the Board during the past few months to supply with school buildings a number of districts where school accommodation is urgently needed. According to the number of children in the district, and compared with the present school space, it is estimated that accommodation will be required for about 2,000 children. No new schools have been completed, but schoolhouses are being erected at Napier, Clive, Taradale, Waipawa, Takapau, Woodville, and Matawhero, which, when completed, will afford accommodation for 1,000 children. Plans are also in preparation for schools at Port Ahuriri, Gisborne, Te Aute, Ormondville, Blackburn, Makaretu, and Wainui, which will provide accommodation for about 600 children. It is expected that by the end of June, 1879, all the contracts for schools will have been completed, and due provision made in those districts requiring the most urgent attention of the Board.

EXPENDITURE ON SCHOOL BUILDINGS.—The amount expended on the purchase of sites for schools and school buildings for the year was £2,759 6s. 4d., but this amount only shows progress payments on buildings which are nearing completion. The Building Fund schedule of accounts will show the various items connected with this expenditure.

SCHOOL ATTENDANCE.—The great changes in the district, and the unsuitability of the temporary buildings hired for school purposes, have affected greatly the attendance at the schools. The summarized quarterly attendance returns in the Appendix will show the number in attendance at the schools for the four quarters ending 31st March, 30th June, 30th September, and 31st December, 1878. It will be seen that the numbers attending the district schools show a gradual increase on each previous quarter, and when the new schools are opened it may safely be predicted that a large influx of children will find their way into public schools. The number of children actually attending the district schools on the 31st December is stated in the returns to be 1,985.

STANDARDS.—The children have been classified preparatory to the introduction of the standards as issued by the Education Department. The following tabulated statement gives the number of children who will be examined in the various standards at the result examination, which commences in July, 1879:—

Below Standard I.		Standard I.		Standard II.		Standard III.		Standard IV.		Standard V.		Standard VI.	
M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
...	...	143	160	129	117	61	39	57	45	7	4	Nil	Nil

TEACHERS.—Last year 27 paid teachers were employed by the Board. Since the adoption of new regulations in July, the number of teachers has risen to 54—namely, 28 males and 26 females, besides 8 sewing mistresses, who are employed at least three hours each school week. The offer of the Education Department to grant £80 towards the training of teachers in this district has been accepted by the Board, and untrained teachers will be enabled to receive technical instruction from the Board's Inspector when the Napier District School is completed.

REGULATIONS.—Regulations relating to the following subjects have been passed by the Board, and approved by the Education Department:—1. For the payment of teachers' salaries, and for regulating the teaching staff employed in the district schools. 2. For the employment, education, and examination of pupil-teachers. 3. For the examinations for scholarships. 4. For the distribution of the school grant amongst district Committees.

LIBRARIES.—The grant made by the Government for distribution amongst the district libraries under the Public Libraries Act was distributed as follows:—1. Bush Settlement, £19 4s.; 2. Hampden, £19 4s.; 3. Hastings, £19 4s.; 4. Meanee, £19 4s.; 5. Ormond, £19 4s.; 6. Petane, £10 10s.; 7. Puketapu, £11; 8. Porangahau, £10; 9. Tamumu, £13 2s.; 10. Wairoa, £19 4s.; 11. Waipukurau, £19 4s.: total, £179.

INCOME AND EXPENDITURE.—The income on account of the School Fund for the year was £9,622 11s. 2d., which, added to the balance on 31st December, 1877, makes a total income of £10,439 17s. 3d. The expenditure for the same period was £7,490 8s. 4d., leaving a balance to the credit of the School Fund on 31st December of £2,949 8s. 11d. A detailed statement of the income and expenditure will be found in the Appendix.

Signed by order and on behalf of the Board,

The Hon. the Minister of Education.

H. HILL, Secretary.

GENERAL STATEMENT of INCOME and EXPENDITURE for the Year ended 31st December, 1878.

<i>Income.</i>		£	s.	d.	<i>Expenditure.</i>		£	s.	d.
To Balance on 1st January, 1878	...	817	6	1	By Office and Board—	...	...	...	...
Grants from Government—General	...	8,657	4	5	Office staff	...	220	0	0
" " Buildings	...	7,500	0	0	Departmental contingencies	...	375	7	3
Net receipts from reserves (£624 7s. 3d., less £10 1s. 6d.)	...	614	5	9	Inspection—Salary	...	358	6	8
Donations and subscriptions (per Rule 2)	...	11	5	0	" Travelling expenses	...	154	3	4
Incidental Receipts—Sale of school books	...	5	0	0	Teachers' salaries and allowances	...	5,398	14	2
" " Sale of old buildings	...	114	0	0	Committees, for general educational purposes	...	779	8	2
" " Interest	...	145	14	6	Scholarships (preliminary expenses)	...	10	14	9
					Insurance of school buildings	...	19	2	6
					School buildings—Works	...	2,524	19	10
					" Plans, supervision, &c.	...	215	4	0
					Interest	...	3	0	0
					Libraries (advertising)	...	1	12	6
					Balance in hand...	...	7,804	2	7
		£17,864	15	9			£17,864	15	9

DETAILS.—Departmental Contingencies: Furniture for office, £29 11s. 9d.; law expenses, £4 4s.; printing, £64 17s. 9d.; advertising, £131 17s. 8d.; stationery, £65 18s. 8d.; fuel, cleaning, &c., £78 17s. 5d.: total as above, £375 7s. 3d. School buildings: New buildings, £1,207 4s.; furniture, £44 17s.; improvement of old buildings, £287 8s. 2d.; rents for schools, £60 16s. 8d.; purchase of sites, £924 14s.: total as above, £2,524 19s. 10d. Total of general statement as above, £17,864 15s. 9d.; Public Libraries Account, £179; reserves management, £10 1s. 6d.: total as per Board's general statement, £18,053 17s. 3d.

MARLBOROUGH.

SIR,—

Blenheim, 6th May, 1879.

In accordance with "The Education Act, 1877," I have the honor to forward you a report of the proceedings of the Board of Education for the District of Marlborough for the year ended 31st December, 1878, together with Tables 1 to 4; a balance-sheet of revenue and expenditure; a list of scholarships held during the year 1878, and the examiner's papers and report thereon; and report of the public schools by the Inspector.

INSPECTION OF SCHOOLS.—Satisfactory arrangements have been made with W. C. Hodgson, Esq., Inspector of Schools in the District of Nelson, to visit and inspect our schools twice in each year. The salary paid to him for these services is £120 a year and his travelling expenses. The Board is of opinion that the cost of inspection under this arrangement will not exceed the £200 granted for this purpose. Mr. Hodgson's services are highly appreciated.

LIBRARIES.—The money sent to the Board for distribution under the Public Libraries Subsidies Act has been paid over in due proportions to the libraries at Blenheim, Picton, and Canvas Town, these libraries being free to the public.

SCHOLARSHIPS are but two in number; are set apart by the governors of the Nelson College, who remit the tuition fees. The Board pays £40 a year for each. The qualification is for all boys between the ages of twelve and fifteen attending a public school. One scholarship is given each year, and is tenable for two years. The last examination was held in December, 1878, when eleven candidates competed. The successful pupil was E. J. Robinson.

EXPENDITURE.—The balance in hand at the beginning of the year and the receipts from arrears of rates and fees collected, together with the payment of £60 due under an arbitration award to the late Board, has enabled this Board to pay its way. However, while showing a credit balance at the end of the year, it will be seen that the Board has expended £3,725 13s. 8d. on the schools and departmental expenses and libraries, while the amount received from Government was only £2,931 0s. 4d. Thus the Board has expended £795 13s. 4d. in excess of the amount granted to it for these purposes. The Board has exercised throughout the strictest economy, but it cannot continue to maintain the schools under its charge unless further assistance is granted to it. The Board, therefore, feels it cannot too strongly urge upon the Government the necessity of increasing the grant to some extent in those cases where education has to be administered for the benefit of a population somewhat thinly scattered over a large area.

I have, &c.,

The Hon. the Minister of Education.

A. P. SEYMOUR, Chairman.

GENERAL STATEMENT of INCOME and EXPENDITURE for the year ending 31st December, 1878.

<i>Income.</i>		£	s.	d.	<i>Expenditure.</i>		£	s.	d.
To Balance on 1st January, 1878 ...	...	1,239	15	4	By Office and Board—	...			
Grants from Government—General ...	...	2,811	16	10	Office salary ...	...	106	5	6
" " Buildings ...	...	2,305	16	5	Departmental contingencies ...	...	45	3	8
Arrears of rates and fees collected ...	...	175	3	3	Inspection—Salary ...	...	62	10	0
Net receipts from education reserves ...	...	21	17	6	" Travelling expenses ...	...	39	2	0
Donation ...	...	60	0	0	Teachers' salaries and allowances ...	...	3,028	18	4
					School Committees, for general educational purposes ...	...	261	4	5
					Scholarships ...	...	85	3	9
					Buildings—Works ...	...	2,033	8	11
					" Plans and supervision ...	...	80	3	9
					Balance in hand ...	...	872	9	0
		£6,614	9	4			£6,614	9	4

DETAILS.—Office Staff: Secretary, £100; messenger, £6 5s. 6d.: total as above, £106 5s. 6d. Departmental Contingencies: Office rent, £6 10s.; printing, £20 10s. 6d.; advertising, £16 2s. 6d.; stationery, £2 0s. 8d.: total as above, £45 3s. 8d. School-buildings: New schools, £1,375 18s. 6d.; enlargement and improvements, £642 18s. 11d.; purchase of sites, £14 11s. 6d.: total as above, £2,033 8s. 11d. Total of general statement as above, £6,614 9s. 4d.; Public Libraries Account, £97 6s.: total of Board's general statement, £6,711 15s. 4d.

NELSON.

SIR,—

Nelson, 25th March, 1879.

I have the honor to lay before you, in compliance with the requirements of "The Education Act, 1877," a report of the proceedings of the Education Board of this district for the year 1878.

The statistical information applied for in Circular No. 14, issued by the Education Department, 31st October, 1878, will be found in Tables 1 to 4, appended to this report. Information required in the same circular, as to inspection, school books, scholarships, and libraries, is also given. At the first meeting of the new Board, held April 4th, J. W. Barnicoat, Esq., was unanimously re-elected Chairman. From April to December, 1878, the Board has met eleven times, the average number of members present at each meeting being eight.

The number of scholars in the district has steadily increased during the past year, the working average for the March quarter being 2,357, that for December being 2,770.

The grant of £5,000 for school buildings, the whole of which will have been expended by the close of the financial year, has enabled the Board to meet the demand for more school accommodation, caused by the additional number of scholars, and also to replace several old and inconvenient schools with more roomy and better-designed structures.

The rate of attendance continues to be high, even in the remoter schools, the percentage for the December quarter of 1878 having been 76. Nor does it appear that more than a very small proportion of children of school age within reach of any public school in the Nelson District habitually absent themselves from school. Under these circumstances, School Committees have not thought it expedient, except in a single instance, to adopt the compulsory clause.

The difficulty of filling up vacancies, especially in small country schools, with competent teachers is increasing. Applicants for posts worth from £200 to £300 a year are plentiful enough; but country schools, where the emoluments consist of £120 a year with a house, are frequently closed for considerable periods, because no suitable applicants are forthcoming.

By order of the Education Board.

W. C. HODGSON,
Secretary.

The Hon. the Minister of Education,

GENERAL STATEMENT of INCOME and EXPENDITURE for the Year ended 31st December, 1878.

<i>Income.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
To Balance on 1st January, 1878—			By Office and Board—		
Maintenance Account ...	1,357	5 2	Office staff ...	331	5 0
Buildings ...	245	11 4	Allowance to members of Board ...	18	14 0
Grants from Government—General ...	12,022	13 6	Departmental contingencies ...	298	11 2
" " Buildings ...	5,003	12 0	Inspection—Salary (half) ...	231	5 0
Net receipts from reserves ...	347	11 2	" Travelling expenses ...	104	2 0
Arrears of rates collected ...	2	0 0	Teachers' salaries and allowances ...	8,916	6 0
Donation ...	10	0 0	School Committees, for educational pur-		
Incidental Receipts—Refund, Town Com-			poses (including school-books to		
mittee ...	3	14 0	scholars, £854 4s.) ...	1,358	17 4
" " Interest ...	38	6 3	Scholarships ...	162	2 0
			Buildings—Works, &c. ...	3,149	11 8
			" Plans and supervision ...	33	2 6
			Balance in hand ...	4,426	16 9
	£19,030	13 5		£19,030	13 5

DETAILS.—Office Staff: Half of joint salary of Secretary and Inspector, £231 5s.; clerk, £100: total as above, £331 5s. Departmental Contingencies: Furniture, £26 13s. 6d.; legal expenses, £13 8s.; printing, £56 9s. 3d.; advertising, £158 16s. 3d.; stationery, £16 18s. 7d.; incidental expenses, £26 5s. 7d.: total as above, £298 11s. 2d. Buildings: New schools, £2,187 3s. 1d.; enlargement and improvement, £819 0s. 7d.; purchase of sites, £72; rents of buildings, £71 8s.: total as above, £3,149 11s. 8d. Total of general statement as above, £19,030 13s. 5d.; Public Libraries Account, £312 18s.: total of Board's audited general statement, £19,343 11s. 5d.

NORTH CANTERBURY.

SIR,—

Christchurch, 31st March, 1879.

I have the honor, in accordance with section 102 of the Education Act, to submit the following report of the proceedings of the Education Board of the District of North Canterbury during the year ended 31st December, 1878:—

CONSTITUTION OF BOARD AND DISTRICT.—The year is to be divided into two portions, for, though the system established by "The Education Act, 1877," came into operation on the 1st of January, 1878, the formation of the Education Board of North Canterbury, and the constitution of the Board on its present footing, were not accomplished till the 30th April. During the first four months of the year, the Board constituted under the provisions of "The Education Boards Act, 1876," continued in office, having jurisdiction, as previously, over the whole Provincial District of Canterbury. The Board thus existing was composed of nine members (one seat being vacant)—viz., J. Inglis, Esq., A. Duncan, Esq., T. W. Hall, Esq., W. Montgomery, Esq., W. Rolleston, Esq., Hon. E. W. Stafford, H. J. Tancred, Esq., J. N. Tosswill, Esq., H. R. Webb, Esq. It held nine meetings, the average attendance of members being five. On the 30th April the change provided by "The Education Act, 1877," took effect. The portion of Canterbury lying south of the Rangitata was formed into a separate education district, with a Board of its own; and the remainder, with the addition of the Counties of Kaikoura, Amuri, and Cheviot, in the Provincial Districts of Marlborough and Nelson, became the present Education District of North Canterbury. The Board of the North Canterbury District, as elected on 4th April, consisted of J. Inglis, Esq., W. Montgomery, Esq., W. Rolleston, Esq., H. J. Tancred, Esq., A. Duncan, Esq., C. C. Bowen, Esq., H. R. Webb, Esq., J. V. Colborne-Veel, Esq., A. Saunders, Esq. The first meeting was held on the 30th April, when J. Inglis, Esq., was elected Chairman. Two vacancies have since occurred. The Rev. W. J. Habens, who had been Secretary to the Board since 1st January, 1877, resigned that position on receiving the appointment of Inspector-General, and Mr. J. V. Colborne-Veel, who, though elected a member of the Board, had not taken his seat, was appointed Secretary. The vacancy thus created was filled on the 4th July by the election of the Rev. C. Fraser. On the 1st August Mr. Rolleston sent in his resignation, on account of his continued absence from the district, and on the 5th September E. C. J. Stevens, Esq., was elected as his successor. The Board has continued to meet on the first and third Thursdays of each month; the number of members present since 30th April has averaged very nearly six (5.94). No meeting, either in the previous or latter part of the year, lapsed for want of a quorum. At a meeting held on 19th December, it was determined by ballot that Mr. Montgomery, Mr. Duncan, and Mr. Bowen should be the members to retire on 31st March, 1879.

SCHOOL DISTRICTS.—During the year 1878 nine new school districts were constituted—viz., Chertsey, Hunter, Kyle, Totara Valley, Seafield, Makikihi, Tinwald, Aylesbury, Loburn North. Of these, Hunter, Totara Valley, and Makikihi are in the southern part of the provincial district now forming the Education District of South Canterbury. The boundaries of Ashburton and South Ashburton were altered by the inclusion of a part of each in the new district of Tinwald, and the name of the South Ashburton district was changed to Willowby. In the constitution of several of the above-named districts considerable difficulty was found to arise from the operation of section 36 of the Education Act, according to which, as the Board is advised, if the boundaries of a new school district are so arranged as to include any part of a district already existing, the proceedings take no effect till the commencement of the next school year—i.e., till the next 1st January. The Board has received applications for the constitution of new districts in no less than eleven localities—six in Ashburton County, two in the County of Selwyn, and three in the County of Ashley. Since the 1st January, 1879, one of these districts has been formed, and the preliminary steps taken towards the formation of several others.

NEW SCHOOLS.—Within the last few weeks tenders have been accepted for the erection of school buildings in Dunsandel and Irwell Districts, and a site acquired for a side school in the District of West Christchurch. These demands have exhausted the means at the disposal of the Board, and it has been found necessary to leave many applications to be dealt with during the next financial year.

The rapid growth of settlement renders it evident that a large expenditure will annually be required to provide in any satisfactory manner for the wants of the increasing population. The total expenditure on buildings during the year amounted to £20,774 5s. 3d., of which £1,439 3s. 6d. was spent during the first four months in the southern part of the district now forming South Canterbury. A detailed statement of the expenditure, showing the exact amount spent in each school district, is given in Table No. 1.

GRANTS TO SCHOOL COMMITTEES.—The system of allowances to School Committees in force during the latter half of the year has involved the Board in considerable difficulty. The sum granted is, in the aggregate, not sufficient for the Committees' requirements. The total amount received from the Government under this head for the six months ended 31st December, 1878, was £2,365 12s. 6d., or at the rate of £4,731 5s. for the year. But the expenditure during the year amounted to £6,741 18s. 6d. Deducting £800 for insurance—a practice which the insufficiency of funds under the new arrangement has obliged the Board to discontinue—and £400 paid during the first four months of the year to Committees of districts south of the Rangitata, now under the Board of South Canterbury, there still remains an expenditure of £5,541 18s. 6d., as against an allowance of £4,731 5s. For this year the Board was able to supply the deficiency, as, in addition of the grant of £3 15s. per head of the average attendance, it received £1,171 as arrears of rates levied under the Provincial Ordinance of 1875. But this source of income was of an entirely incidental character, and cannot recur. In another year the Board will have no resource beyond the statutory allowance of £3 15s., which is absorbed by the cost of the maintenance and inspection of schools, and other general expenses, leaving no margin available for supplementing the grants to Committees. In another respect, too, the difficulty will be much increased. For the allowance made by the Government is at the rate of 10s. per annum per head of the total average attendance throughout the district; but in the distribution the smaller schools are necessarily paid in a higher proportion to their attendance than the larger ones, the scale ranging from 7s. 4d. per head to upwards of 20s. During the year 1879 at least twelve new schools will be opened, probably more. In the majority of these, the attendance may be expected to be for some time comparatively small. Each of them will therefore represent a considerable extra charge upon the Board, which will be required to pay their Committees at the rate of 15s. or 16s. per head of the attendance, while receiving from the Government on account of them at the rate of only 10s. Several Committees have made urgent representations of their inability to meet their necessary current expenses under the present system of distribution. The Board therefore trusts that the Government will place it in such a position as will enable it to make provision for the reasonable requirements of all the schools under its charge.

EXPENDITURE.—The total expenditure during the year 1878 on the maintenance of schools, exclusive of office expenses, inspection, and drill instruction, was £33,850 18s. 6d., of which £1,931 18s. 6d. was spent in South Canterbury. The expenditure in the North Canterbury District was £31,919. The following table shows the amount expended in North and South Canterbury respectively in salaries and incidental expenses:—

Periods.	Salaries.			Incidental.			Total.		
	£	s.	d.	£	s.	d.	£	s.	d.
North Canterbury (from 1st January to 31st December)	31,919	0	0	6,276	6	9	38,195	6	9
South Canterbury (from 1st January to 30th April)	1,931	18	6	465	11	9	2,397	10	3
	£33,850	18	6	£6,741	18	6	£40,592	17	0

The average attendance for the year 1878, in the schools of North Canterbury, was 9,641, so that the entire cost of maintaining the schools, with all incidental expenses, was at the rate of nearly £3 19s. 3d. per child, and the cost of instruction only at the rate of nearly £3 6s. 3d. It will be observed that a comparison of the reports from 1876 inclusive to the present year shows a progressive diminution in the average expense. The cost of instruction for the period ended 31st March, 1877, was £3 12s. 9½d. for each child in average attendance. For the year 1877, it was £3 9s., and for the year covered by the present report it was £3 6s. 3d. This is in each case exclusive of all incidental and general expenditure. Table I. appended to this report shows under separate heads the exact sums spent for salaries and incidental expenses in each school district of North Canterbury. It also gives a nominal return of the teachers employed in each school, with the salary and allowances payable to each teacher. The total number of teachers employed under the Board at the close of the year (besides thirty sewing-mistresses) was 334, of whom 118 were pupil-teachers. The average attendance for the December quarter was 10,076, giving an average of 30·1 to each teacher.

RETIRING ALLOWANCES TO TEACHERS.—The Board is of opinion that provision should be made for aged teachers. Several applications for retiring allowances have been received, but at present there are no regulations under which such cases can be dealt with. The establishment of some system which would insure to teachers the means of support when disqualified by age or infirmity from the active duties of their profession is a subject which the Board desires to commend to the Government as deserving of their best consideration.

STATISTICS.—At the end of the March quarter, 1878, there were under the control of the Education Board of Canterbury 119 schools, including the Normal School and three aided schools at German Bay, Glentui, and Westerfield. The school at Glentui has since been closed. The number of children on the rolls was 15,107, and the average attendance (working average) 10,964. On the 30th April the change effected by "The Education Act, 1877"—deferred for one month by an Order in Council made under the authority conferred by section 18 of the Act—came into operation. The South Canterbury

Board then succeeded to the charge of 16 of the above schools, the Board of North Canterbury retaining 103, and also having allotted to it two schools established in the County of Kaikoura, and an aided school at Waiau. The number of children on the rolls of schools in the North Canterbury District was, on 30th April, about 12,167, with an average attendance of about 9,323. These figures are not absolutely correct, as the Board had no return for the March quarter from the Kaikoura schools, the attendance at which is estimated from the Inspector's reports; but any error arising from this cause must be but very small. At the end of the year the number of schools was 110; the number of children on the rolls, 13,359; and the average attendance, 10,076. It has been usual, in former reports, to draw up a tabular comparison of the number of schools and of the attendance year by year, beginning from the first establishment of the Provincial Board of Education in 1863. Such a statement cannot be presented in this report. As has been already explained, the boundaries of the district are materially altered. Under these circumstances no comparison can be drawn with the past years, and it is only possible to supply such data as will, from a fresh starting-point, form a basis of comparison for the future. It is meanwhile satisfactory to note that the average attendance has already so increased as to have made up a considerable part of the numerical loss sustained by the division of the district, and it may be anticipated that in another twelve months the numbers will fully equal those which, two years previously, had belonged to the whole area of North and South Canterbury.

SCHOLARSHIPS.—The examinations for scholarships were held in June, and were conducted by Professor Cook and J. V. Colborne-Veel, Esq. The number of candidates examined was 86—viz., in Class A (under eleven years of age), 22 boys and 5 girls; in Class B (under twelve), 22 boys and 7 girls; in Class C (under thirteen), 20 boys and 6 girls; in Class D (under fourteen), 3 boys. On this occasion the boys and girls, for the first time, competed on equal terms as to age. The successful candidates were—in Class A, J. Turner, Catherine Lamb, and J. Zachariah; in Class B, Ellen Pitcaithly, E. Searrell, and Margaret Lorimer; in Class C, Leonard Chapman and Herbert McClelland Inglis. No scholarship was awarded in Class D, as none of the competitors succeeded in making the required minimum of marks.

NORMAL SCHOOL.—The Normal School exhibits a rate of progress equal to that of the other branches of the work of the Board. The number of students, which at the end of the year 1877 was 53, had increased by the end of 1878 to 63, and at one time during the year had reached 71. A large number of the students have completed their course of training, and are going in for the certificate examinations. An important addition was made in the latter part of the year to the plan of the institution by the establishment of a kindergarten school, under the superintendence of Mrs. Crowley, a lady of great skill and experience in the principles and methods of kindergarten teaching, who has been specially engaged by the Board for the management of this department. It is intended to proceed at once with the building of the kindergarten schoolroom—a most necessary work—the plans for which have been for some time in preparation. The report of the Principal of the Normal School will be found in the Appendix.

SCHOOL INSPECTION.—The reports of the Inspectors, Mr. Restell and Mr. Edge, are also given in the Appendix. They have evidently been prepared with care, and, while affording encouraging hopes of progress, do not fail to draw attention to such matters as, in the judgment of the Inspectors, stand in need of improvement. They will be read with interest by all who seek for reliable information as to the present state of teaching in this district.

COMPULSORY ATTENDANCE.—The Board is not yet in a position to make any definite report as to the effect of the compulsory clauses of the Education Act. It must be observed that these clauses come into operation only by resolution of a School Committee, and then only within the district under the supervision of such Committee. There is nothing in the Act to require a Committee to report to the Board the fact of its having passed such a resolution, but it is believed that few of the Committees have decided on adopting the clauses. The Board is aware of only one instance in which they have actually been put in force. Possibly, in some cases, a sense of a certain degree of unpopularity likely to attend a stringent enforcement of the law may not be without its influence, and many Committees are disposed to view these clauses as a useful instrument *in terrorem*, and prefer to trust to their indirect efficacy rather than attempt to overcome indifference or hostility by direct compulsion. But the principal reason for allowing these clauses to remain inoperative is a consideration of the expense. The Board has no funds available for the purpose, and any cost incurred by a Committee in using the power vested in it by law must be defrayed from the incidental allowance, which is already insufficient for its ordinary expenditure. The Board regrets its inability to afford the needful assistance, and trusts that the Government will recognize the importance of supplying such means as are required to enable the Committees to discharge the duties which the Legislature has intrusted to them.

PUBLIC LIBRARIES.—Appended is a list of public libraries which have received a share of the subsidy voted by Parliament. In this district, however, the libraries are not under the control of the Board, but are established under the Public Libraries Act or Ordinance, and managed by committees elected by the subscribers. But, although there is no legal connection between them and the Board, it sometimes happens that the committee of the library and the School Committee consist of the same persons, and that the library itself is kept in the school or in a building forming part of the school premises. In such cases the Public Libraries Subsidies Act may ultimately have the effect of bringing the libraries into some degree of relation to the general school system.

REGULATIONS.—The Board has been acting during the past year under the regulations which were in force at its commencement. Many of these have become obsolete, or have been more or less set aside by subsequent Orders in Council, and the whole will require revision in order to bring them into harmony with the state of the existing law. The Board will give early consideration to this matter, and the results will find their proper place in the report of next year.

The Hon. the Minister of Education.
8—H. 2. (App.)

I have, &c.,
JOHN INGLIS, Chairman.

GENERAL STATEMENT of INCOME and EXPENDITURE for the year ended 31st December, 1878.

<i>Income.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
To Balance on 1st January, 1878—			By Office and Board—		
Maintenance Account ...	6,322	14 5	Office staff ...	1,145	12 6
Buildings ...	9,814	7 8	Allowance to members ...	15	0 0
Grants from Government—General ...	42,578	8 2	Departmental contingencies ...	506	2 5
" " Buildings ...	18,194	3 1	Inspection—Salaries ...	775	0 0
Net receipts from reserves ...	4,290	0 7	" Travelling and other expenses ...	249	11 1
Arrears of rates collected ...	1,171	4 3	" Examinations ...	264	2 7
Subscriptions and donations... ..	37	0 0	Teachers' salaries and allowances ...	34,170	6 2
Incidental Receipts—Sale of school sites ...	65	1 6	School Committees, for educational pur-		
" " Deposits on contracts ...	413	10 3	poses ...	6,741	18 6
" " Bank interest ...	1,084	14 11	Scholarships ...	886	4 7
			Training Institution ...	1,676	4 8
			Buildings—Works, &c. ...	19,690	14 7
			" Plans and supervision ...	1,147	4 10
			Refunds of deposits on contracts ...	202	12 0
			Balance ...	16,500	10 11
	£83,971	4 10		£83,971	4 10

DETAILS.—Office Staff: Secretary, £600; two clerks, £501 15s.; messenger, £43 17s. 6d.: total as above, £1,145 12s. 6d. Departmental Contingencies: Law expenses, £10 10s.; printing, £210 16s.; advertising, £160 13s. 1d.; stationery, £65 17s. 1d.; gas, fuel, stamps, &c., £58 6s. 3d.: total as above, £506 2s. 5d. Buildings: New buildings, £7,614 7s. 4d.; enlargement and improvement, £12,062 13s. 1d.; furniture, £13 14s. 2d.: total as above, £19,690 14s. 7d. Total of general statement as above, £83,971 4s. 10d.; transferred to South Canterbury Fund, £8,403 19s. 9d.: total of Board's general statement, £92,375 4s. 7d.

DRILL INSTRUCTOR'S REPORT.

SIR,—

Christchurch.

I have the honor to submit, for the information of the Board, the following general report referring to the teaching of drill and gymnastics at public schools, for the year ending December 31st, 1878 :—

Instruction Classes.—During the past year 900 squads have been present for instruction. The usual course has been followed—viz., for boys: Military drill, gymnastics on fixed apparatus, free exercises, fencing, boxing, and clubs. For girls: Calisthenics and deportment.

Gymnastics and Drill.—The instruction classes held for masters and pupil-teachers have given considerable impetus to the practice of gymnastics and drill, and the result for the year may be considered very satisfactory.

Apparatus.—The gymnastic apparatus at the different schools throughout the province, except in a very few cases, is in very fair repair.

Gymnastic Competition for 1877.—The yearly competition for prizes given by the Board was held in the Gymnasium on the 9th February, 1878. The competitors were in three classes—students, pupil-teachers, and school-boys. A number of spectators were present, and the different competitors acquitted themselves very creditably. The competition for 1878 will be held early in February, 1879.

Gymnastic Exhibition.—During the past year two gymnastic exhibitions were held in the Gymnasium. On each occasion friends and those interested in physical training were invited to be present. On the last occasion five teachers took part, showing very excellent and advanced gymnastics. These exhibitions are found to give a stimulus to the practice of gymnastics.

Lady-Teachers' Classes.—These classes continue to be well attended, the Saturday class sometimes numbering over thirty. The result is seen in the improved walk and general carriage of the girls at many of the schools, where these lady-teachers very successfully carry on the instruction in calisthenics, &c., between my visits.

Lady-Students.—A number of ladies have been very regular in attendance at this class. There are, however, several whose names do not appear on the attendance register.

Male Students.—These gentlemen have been very regular in their attendance, and the result is very satisfactory. The time is generally divided between drill and gymnastics. On some occasions each one in turn takes charge of the squad for drill under my supervision. These gentlemen will be competent to take charge of drill and gymnastics at the schools to which they may be appointed.

Male Pupil-teachers.—The improvement of those attending this class is very satisfactory indeed, both in drill and gymnastics. Very excellent work was shown in the yearly competition. Of this number, Mr. L. Suckling, of Colombo Road, Mr. G. Gilling, of East Christchurch, and Mr. C. Hardy, of Colombo Road, deserve special mention. This class, however, is very small, several pupil-teachers not having put in an appearance for months. From the known benefits the young receive from gymnastic training, and considering the facilities offered, I would recommend to the consideration of the Board that the male pupil-teachers and assistants be required to pass an examination in easy gymnastics before receiving a master's certificate.

The Gymnasium.—The gymnasium, completed during the year, is found to meet every requirement, and the easy access from the drill-shed is found to be very convenient for combining instruction in drill and gymnastics.

I have, &c.,

JAMES Q. WALKER,

Gymnastic and Drill Instructor to Public Schools.

The Chairman of the Board of Education.

SIR,—

I have the honor to submit the general report of the Board of Education for the eight months of the year ending 31st December, 1878, during which the Board has been in operation.

BUILDINGS.—The new school districts of Claremont, Hunter, Makikihi, Upper Otaito, and Totara Valley had been proclaimed by the Northern Board, and contracts had been entered into for the erection of school-buildings at Claremont and Hunter, which were completed under our own Board. The Makikihi and Upper Otaito buildings were subsequently contracted for, and the schools were ready for occupation at the end of the year. After considerable inquiry it was decided to divide the Totara Valley District into two districts, and it was accordingly re-proclaimed as the Totara and Opihi. School-buildings in these two districts are in course of erection. The Board has during the year proclaimed the new school districts of Waiho, Waituna Creek, Fairlie Creek, Burke's Pass, North Orari, South Orari, and Wai-iti. No contract for school-buildings in these districts had been let before the end of the year, but the whole of the buildings are now in course of erection. A considerable addition to the Timaru School has been sanctioned by the Northern Board, and the work has since been completed. The rapid development of the South Canterbury District has necessitated large expenditure in new school-buildings and in additions to existing schools, but on account of the insufficiency of the Government grant for buildings many claims have been refused.

EXAMINATIONS.—Towards the end of the year the department authorized the Board to hold an examination of teachers; and certificates were granted to the following candidates:—Mr. G. Barclay, Class III., Division III. Mr. J. Stewart, Class III., Division II. Mr. J. M. Beechy, Class III., Division III. Miss F. Cramond, Class III., Division I. Mr. J. Bellemin, Class III., Division III. The annual examination of pupil-teachers and the examination for scholarships did not take place until the first week in March, 1879.

PUBLIC LIBRARIES.—The grant for 1878 under the Public Libraries Subsidies Act was not received before the end of the year, but has since been distributed as follows: Government grant, £211 2s. 9d.; expenses of advertising, £4 19s. 6d.; net amount for distribution, £206 3s. 3d. Distribution by Board: Waimate, £59 0s. 10d.; Temuka, £53 19s. 7d.; Geraldine, £45 7s. 2d.; Hilton (Kakahu), £14 13s. 4d.; Winchester, £16 19s. 8d.; Pleasant Point, £9 15s. 10d.; Waitohi Flat, £6 6s. 10d.: total, £206 3s. 3d.

SCHOOL BOOKS.—In the absence of any special regulations on the matter, Committees and teachers have been allowed to choose their text-books from the published list sanctioned by the Education Department.

The Hon. the Minister for Education.

HERBERT BELFIELD, Chairman.

<i>Income.</i>	£	s.	d.	<i>Expenditure.</i>	£	s.	d.
To Grants from Government—General ...	4,998	12	1	By Office and Board—			
Buildings ...	6,805	16	11	Office staff (half) ...	125	0	0
Net receipts from education reserves ...	925	18	2	Members of Boards ...	26	10	6
Arrears of rates collected ...	44	10	0	Departmental contingencies ...	229	9	0
Interest on current account ...	104	14	10	Inspection—Salary (half) ...	125	0	0
				" Travelling expenses ...	32	8	6
				Teachers' salaries and allowances ...	3,716	14	7
				School Committees, for educational pur-			
				poses ...	667	2	4
				Buildings—Works, &c. ...	2,843	14	9
				" Plans and supervision ...	185	7	11
				Balance in hand ...	4,928	4	5
	<u>£12,879</u>	<u>12</u>	<u>0</u>		<u>£12,879</u>	<u>12</u>	<u>0</u>

DETAILS.—Departmental Contingencies: Office rent, cleaning, and fuel, £17 5s. 6d.; furniture and fittings, £138 9s. 9d.; printing, £20 2s. 6d.; advertising, £9 2s. 4d.; stationery, £14 8s. 11d.: total, as above, £229 9s. The grants from Government include the following sums handed over by North Canterbury Board: General, £1,598 2s. 10d.; buildings, £6,805 16s. 11d. Total of general statement as above, £12,879 12s.; repaid to North Canterbury, £206 3s. 10d.: total of Board's general statement, £13,085 15s. 10d.

STATEMENT OF ASSETS AND LIABILITIES as at 31st December, 1878.

<i>Assets.</i>			<i>Liabilities.</i>		
1878—Dec. 31.	£	s. d.	1878—Dec. 31.	£	s. d.
To Cash in Bank—Maintenance	...	1,451 10 2	By Liabilities—		
" Buildings ...	...	3,476 14 2	Maintenance—Office liabilities	...	86 4 8
Building grant for 1878-79	...	6,000 0 0	Buildings—Works in hand and sanctioned	...	9,268 10 0
			Balance—Maintenance	...	1,365 5 6
			" Buildings	...	208 4 2
	<u>£10,928</u>	<u>4 4</u>		<u>£10,928</u>	<u>4 4</u>

WESTLAND.

SIR,—

Hokitika, 13th March, 1879.

I have the honor, in compliance with the provisions of clause 102 of "The Education Act, 1877," to present the following report of the proceedings of the Education Board of the District of Westland for the year ended 31st December, 1878:—

BOARD.—The Board, at the commencement of the year 1878, consisted of the following gentlemen: E. Patten, Esq. (Chairman), W. H. Revell, Esq., J. Greenwood, Esq., G. Mueller, Esq., J. Plaisted, Esq., G. A. Paterson, Esq., F. A. Learmonth, Esq., R. J. Seddon, Esq., and W. Todd, Esq. The first election of a Board under the Act took place in April, when the following persons were elected: W. H. Revell, Esq., E. Patten, Esq., J. Greenwood, Esq., R. J. Seddon, Esq., G. Mueller, Esq., R. C. Reid, Esq., J. Plaisted, Esq., G. A. Paterson, Esq., and F. W. Morgan, Esq. G. Mueller, Esq., was elected Chairman of the Board, in place of E. Patten, Esq., who refused re-election. In addition to two special meetings, the Board have held eleven regular monthly meetings during the past year. The average duration of the Board's meetings was nine and a half hours; the longest sitting (in the month of August) occupied fifteen hours—the shortest, six hours. The average attendance of members was six. E. Patten, Esq., and H. L. Robinson, Esq., were appointed by the Board to be School Commissioners for the Westland Provincial District, under the provisions of subsection (2) of clause 11 of "The Education Reserves Act, 1877."

SCHOOLS AND TEACHERS.—At the commencement of the year 1878, there were 27 schools in operation under the control of the Board, and 59 teachers were employed therein. Of these, 18 were pupil-teachers—namely, 3 males and 15 females. Of the adult teachers, 24 were males and 17 females. On the 31st December last, the number of schools in operation was 35, and the number of teachers (including those whose engagements terminated at the end of the year) was 78—namely, 34 male and 17 female adults, and 5 male and 22 female pupil-teachers.

Appendix A shows the schools that have been in operation; the name, status, and annual salary of every teacher employed; the average daily attendance; and the number on the roll for each school for the last quarter of the year. By a careful examination of the table (which shows the staffs and salaries before and after the recent retrenchments), it will be seen that the staffs allotted to the various schools were, as a rule, about equal to those allowed in other districts and colonies for similar schools; and the salaries were, in many cases, below what would be paid elsewhere, notwithstanding the acknowledged extra cost of living on the West Coast. The Board, however, have been compelled, owing to the insufficiency of the capitation allowance to meet the requirements of the district, to decrease the staff of three of the most important schools; to make sweeping reductions in the salaries of their teachers and officers; to abolish the house allowance and bonus for results; and have not been able—even after all these reductions—to pay their teachers with that regularity which is so desirable. The Board, moreover, have been compelled to close some schools, and open others as half-time schools, as shown in Table A. The prejudicial effects of such a course of action are already apparent. One of the very best teachers in the Board's employ has already left, others are only waiting an opportunity to do so, and all are more or less dissatisfied and unsettled. These reductions, occurring at a time when the requirements of the new code demand extra exertion and superior attainments on the part of the teachers, if the work prescribed is to be efficiently performed, cannot but have a very unfavourable effect upon the welfare of education in this district; and the Board feel sure that had the peculiar circumstances of the district, and the disadvantages attending a residence here, been fully understood by the Government, they would not have been compelled to make these reductions. The Board desire further to state that, while obliged by the action of the Government (in limiting them strictly to the capitation allowance) to take these steps, they do not consider that (with the exception of closing some of the smallest schools) any part of this retrenchment was called for; neither salaries nor staffs, as before stated, being excessive.

The Board desire most respectfully, but most urgently, to draw the attention of the Hon. the Minister to the necessity of giving the relief to the district which its peculiar circumstances so imperatively demand; and, as a reason for asking for such relief, would point out that the Act at present in force was supposed to place all parts of the colony on an equal footing educationally, and that abundant proof is now before the Government that it utterly fails to do so. The Board would respectfully submit the following suggestions as to the manner in which some relief may be given to the district, to meet its exceptional case: 1. That the amount due to the district as capitation allowance be

calculated in the manner recommended by the Inspector in his report for the past year. 2. * That a special allowance of per head be granted as gold-fields allowance, in this following the method adopted with other departments. 3. That the Government defray the whole cost of inspection. 4. That the district be extended to include the whole of the West Coast gold fields, thereby in some degree modifying the injustice committed in adding to the Westland District that part of the Nelson District most miserably provided educationally.

The following are the schools affected by the alterations:—Reduction in staff: Hokitika, Greymouth, Kumara. Schools made half-time instead of full-time schools: Arawata Town and Arawata Flat, Marsden and Dunganville, Totara Flat and Orwell Creek, Greek's Gully and Callaghan's. Schools brought under the 88th clause: Upper Crossing, Greenstone. Schools closed: Okuru, South Spit, Wallsend. Unless some relief be given, as suggested, further alterations will be found necessary, and eight or ten more schools will either be brought under the 88th clause or closed altogether. Up to the period (October, 1878) at which the reductions were decided upon, the Board had in operation regulations fixing the staffs to be allotted to schools according to average attendance, but were then compelled to rescind them, and are now guided by financial considerations, instead of by what are the actual requirements of a school or district, or by what is fair to the teachers and most beneficial to the scholars. It may here be pointed out that the average daily attendance for the quarter ended 31st December was 2,132, whereas the number of pupils who passed at the result examination in December was 2,434, or 302 more than the Board received payment for.

BUILDINGS.—Nearly the whole of the original Westland Education District is now well provided with school-buildings, the following having been opened during the past year: Kanieri, Blue Spur, Woodstock, Arahura Road, and Arawata Flat. All the new buildings in the part of the district above referred to have been carefully designed with reference to the purpose for which they are intended, being well ventilated, and a liberal allowance of floor space having been given—matters so conducive to successful teaching. They are also well supplied with maps and apparatus of every description. The Board will find it necessary to build a schoolhouse during the present year at the Kokatahi, there being fifty children of school age in the neighbourhood. In that part of the district, which at one time was under the charge of the Nelson Board, and which comprises nine schools, taken over by this Board, a very different state of affairs is in existence. There are only one or two buildings which belong to the Board, the schools, in most cases, being carried on in buildings rented, and which are, in every case, dilapidated and generally unfit for the purpose. The Board therefore hope that the Government will make them as liberal an allowance as possible out of the sum of £100,000 to be voted for the next financial year. The schools are in some degree better off than when the Board took charge, they being now well supplied with maps, &c. Since the Board commenced operations in the year 1875, they have erected twenty-one school-buildings and purchased seven others, upon which latter, in every case, some expenditure has been necessary.

There is one want, which was referred to in the Board's report for 1877, which is still severely felt—namely, that of residences for teachers. The absence of these buildings in every part of the district (with only two exceptions) is now more severely felt than hitherto, owing to the Board having been compelled to discontinue payment of house allowance. This, taken in connection with the reduction of salaries, will no doubt make it very difficult for the Board to retain the services of efficient teachers, and thereby will materially retard the progress of education in the district. Table C shows the expenditure upon buildings, school furniture, fencing, clearing, and draining sites and playgrounds, in the various districts, for the past year.

SCHOLARSHIPS.—The amount placed at the disposal of the Board for the purpose of establishing scholarships has enabled them to offer two, one of the value of £50, and the other of £40 per annum, both tenable for two years. The regulations framed with regard to these scholarships have been submitted to, and have received the sanction of, the Minister of Education. The establishment of scholarships, as a valuable stimulus and incentive to exertion both on the part of teachers and scholars, has been frequently recommended by the Board's Inspector; but want of funds has hitherto prevented the adoption of any of his suggestions. The Board are therefore much gratified at being placed by the Government in a position to offer these prizes, and thereby give to the two most promising pupils at the public schools of the district the highest educational advantages which the colony affords. It is the more gratifying in that the proceeds from the reserves set apart for secondary education in this district will not for some time to come be sufficient to enable the Board to provide a higher class of instruction within their own district.

SCHOOL DISTRICTS.—The following new districts were constituted during the past year under clauses 60 and 61 of the Act: Nelson Creek, Ahaura, Arnold, and Brunnerton. The following were constituted new districts under clause 36 of the Act: Kanieri, Hokitika, Arahura, Kumara, Marsden and Greymouth; the Kokatahi and Christchurch Road being outlying districts.

MILITARY DRILL AND PHYSICAL TRAINING.—Taking the provisions of clause 85 of the Act in a literal sense, the Board secured the services of a competent instructor in the branches there referred to, but were obliged to dispense with his services when making the general reductions. Nothing which the Board found themselves compelled to do caused them greater regret; as the extremely beneficial results of good physical training were, in the short time the advantage was enjoyed, most strikingly apparent. The Board hope that the time may not be far distant when the Government will be able to make provision for thoroughly scientific physical instruction in all the schools in the colony.

EXAMINATION OF SCHOOLS.—Two examinations were held by the Inspector during the past year—one in June, and the result examination in December. The result of the latter in the case of the larger schools is extremely satisfactory; but, though fairly satisfactory in all cases, there is evidence sufficient to show that many of the teachers in the smaller schools suffer from the want of special

* With reference to the special allowance above mentioned, the Board are of opinion that a fair allowance would be 10s. per head of average attendance.

DETAILS.—Departmental Contingencies: Legal expenses, £3 3s.; printing, £77 5s. 6d.; advertising, £72 8s. 5d.; stationery, £41 13s. 3d.; miscellaneous, £153 14s.; expenses of election of Committees, £27 8s. 6d.: total as above, £375 12s. 8d. Teachers' Salaries, &c.: Ordinary salaries, &c., £8,947 6s. 3d.; travelling expenses of teachers from other colonies, £170 15s.; aided schools, £390: total as above, £9,508 1s. 3d. School Buildings: New schools, £6,955 15s. 8d.; clearing, fencing, &c., £1,271 16s. 1d.; furniture, £854 15s. 7d.; rents of buildings and sites, £110 12s. 6d.: total as above, £9,192 19s. 10d. Total of general statement as above, £25,131 19s. 10d.; Public Libraries Account, £211 4s.: total of Board's audited general statement, £25,343 3s. 10d.

STATEMENT OF ASSETS AND LIABILITIES ON BUILDING ACCOUNT, 31st December, 1878.

<i>Assets.</i>				<i>Liabilities.</i>			
		£	s. d.			£	s. d.
Balance	...	2,667	13 5	Debit balance, 31st December, 1878	...	1,996	12 3
				Liabilities on buildings	...	671	1 2
		<u>£2,667</u>	<u>13 5</u>			<u>£2,667</u>	<u>13 5</u>

I certify that the above is a correct statement of the assets and liabilities of the Education Board of the District of Westland on Building Account. EDWARD PATTEN, Auditor.

STATEMENT OF ASSETS AND LIABILITIES ON GENERAL ACCOUNT, 31st December, 1878.

<i>Assets.</i>				<i>Liabilities.</i>			
		£	s. d.			£	s. d.
Balance	...	2,940	7 7	Debit balance, December 31st, 1878	...	1,219	10 8
				School material	...	539	12 7
				Capitation allowance for Committees for			
				December quarter	...	206	15 1
				Balance of teachers' salaries for 1878	...	135	5 8
				Payments for results for 1878	...	472	9 0
				Payments for instructing pupil-teachers for			
				1878	...	213	0 0
				Sundry accounts	...	153	14 7
		<u>£2,940</u>	<u>7 7</u>			<u>£2,940</u>	<u>7 7</u>

I certify that the above is a correct statement of the assets and liabilities of the Education Board of the District of Westland on the General Account. EDWARD PATTEN, Auditor.

OTAGO.

SIR,—

Education Office, Dunedin.

In accordance with the provisions of "The Education Act, 1877," the Board of the Education District of Otago has the honor to submit its report for the year 1878.

CONSTITUTION OF DISTRICT AND BOARD.—By the Act of 1877 the Provincial District of Otago was divided into the two separate Education Districts of Otago and Southland; but, as the Southland Board did not enter upon its duties till the 1st of May, 1878, the schools of the Southland District continued under the control of the Otago Board during the first four months of the year. The Governor, by Order in Council, having postponed the date first fixed for the election of the Board, it was not until the month of February that the nominations by School Committees of persons qualified to become members of the Education Board were received. Sixty-nine persons in all were nominated, and the 10th day of April was fixed for the final election, which resulted in the appointment of the following gentlemen: Messrs. James Green, C. A. de Lautour, Horace Bastings, John Shand, Donald Reid, James Fulton, Henry Clarke, Michael Fraer, and William Elder. The members of the previous Board continued to act until the appointment of their successors, whose first meeting was held on the 9th day of May, when Mr. Donald Reid was unanimously chosen Chairman. At its first meeting, the Board, with the object of facilitating its business, appointed two Committees from among its members—one to advise the Board with reference to all financial matters, and the other to advise regarding the appointment and promotion of teachers. There have been held during the year twenty-three regular meetings of the Board, ten meetings of the Finance Committee, and seven meetings of the Appointments Committee. The only change that took place in the constitution of the Board during the year was the retirement of Mr. De Lautour, and the election and appointment of Mr. A. C. Begg in his stead. It was determined by ballot, on the 19th of December, that Messrs. Reid, Green, and Fraer should be the retiring members for 1879.

NUMBER OF SCHOOLS.—At the close of the year 1877 there were 173 schools in operation under the Board, employing, on the 31st December, 356 teachers—viz., 188 schoolmasters, 61 schoolmistresses, 19 teachers of sewing, 26 male pupil-teachers, and 62 female pupil-teachers. Of the above number of schools, 43, employing 66 teachers—viz., 42 schoolmasters, 6 schoolmistresses, 7 teachers of sewing, 2 male pupil-teachers, and 9 female pupil-teachers—were, early in the year, handed over to the Board of the Education District of Southland, leaving under control of this Board 130 schools, 146 schoolmasters, 55 schoolmistresses, 12 teachers of sewing, 24 male pupil-teachers, and 53 female pupil-teachers. New schools have been established and opened during the year at Dunback, Crookston, Pukeviti, and Nevis. The number of schools in operation at the end of the year was 134. In these 134 schools 334 teachers were employed—viz., 161 schoolmasters, 72 schoolmistresses, 8 teachers of sewing, 32 male pupil-teachers, and 61 female pupil-teachers. This shows an increase of 44 teachers during the year. The large increase in the number of teachers, as compared with the number of additional schools, is due to the increased attendance at the schools in nearly every part of the district. In addition to the schools which have been opened during the year, the Board has sanctioned the establishment of schools at Waikoikoi, Circle Hill, Bendigo, Eweburn, Duntroon, Waipahi, and Bald Hill Flat. The new buildings at Swift Creek, Tuapeka West, Waipahi, Goodwood, and Duntroon are almost com-

pleted, and will be opened early in January. Temporary buildings have been secured at Bendigo and Bald Hill Flat. These schools will also be in operation about the middle of January. There are several applications for the establishment of schools which have not yet been finally disposed of by the Board.

SCHOOL ATTENDANCE.—A table showing the attendance of the different schools, the amount expended upon each school, and the name, status, and emoluments of each of the teachers, is hereunto appended. The following is an abstract of the attendance at the Dunedin public schools and the other public schools of Otago, from the institution of the Otago education scheme, in the year 1856, to the present time:—

YEAR.	No. of Schools.	No. of Teachers.	No. of Pupils who attended at all in the Course of the Year.			Average Daily Attendance for the Year.			Attendance at the Close of the Year.		
			Dunedin.	All other Schools.	Totals.	Dunedin.	All other	Totals.	Dunedin.	All other Schools.	Totals.
1856-57	5	7	...	...	...	115	121	236	...	...	...
1857-58	9	11	...	...	...	128	195	323	...	...	...
1858-59	13	15	...	...	...	114	333	447	...	...	...
1859-60	17	19	...	...	...	127	456	583	...	...	...
1860-61	18	20	220	744	964	125	486	611	...	...	...
1861-62	20	22	228	1,021	1,249	129	632	810	205	705	910
1862-63	23	30	1,024	1,366	2,330	653	758	1,411	734	907	1,641
1864	38	51	1,418	2,148	3,566	771	1,148	1,919	996	1,500	2,496
1865	46	65	1,295	2,416	3,711	918	1,415	2,333	1,046	1,747	2,793
1866	51	71	1,193	2,754	3,947	888	1,680	2,568	934	2,136	3,070
1867	56	85	1,216	3,151	4,367	897	2,045	2,942	919	2,436	3,355
1868	68	103	1,262	3,622	4,884	953	2,325	3,278	1,047	2,763	3,810
1869	77	119	1,431	4,017	5,448	1,085	2,472	3,557	1,149	3,206	4,355
1870	97	150	1,423	5,496	6,919	1,151	3,529	4,680	1,215	4,416	5,631
1871	116	175	1,647	7,015	8,662	1,257	4,449	5,706	1,355	5,391	6,746
1872	127	190	1,631	8,197	9,828	1,315	5,376	6,691	1,309	6,448	7,757
1873	140	219	1,762	9,688	11,451	1,393	6,032	7,425	1,495	7,676	9,171
1874	154	266	2,176	11,505	13,681	1,467	6,886	8,853	1,592	8,073	10,665
1875	157	288	2,620	13,477	16,097	1,710	8,112	9,822	2,001	10,107	12,096
1876-77	165	329	3,094	15,256	18,350	2,067	9,143	11,210	2,378	11,159	13,537
1877	173	356	3,191	16,422	19,613	2,176	9,573	11,749	2,585	11,943	14,528
1878	*134	334	4,875	16,660	21,535	2,912	9,707	12,619	3,480	12,598	16,078

The figures for the year 1878 show a very great increase in the average attendance at the public schools of the district. Owing to the separation of the Southland District (including Southland County, Wallace County, Lake County, Fiord County, and Stewart Island County), the number of schools were reduced from 173 to 130. But, notwithstanding this diminution, the average attendance in the Otago District proper for the year is 870 in excess of that for the combined Otago and Southland Districts in 1877. This increase has usually been most conspicuous in town and village schools, and the Board has every reason to believe that it would have been much larger but for the great difficulty that has been encountered in getting adequate accommodation provided. In Dunedin, the increase in average attendance has been considerably less than was to be expected, and has been the result rather of crowding the existing accommodation to the utmost than of the erection of the much-needed additional schools and class-rooms.

The average number of attendances made by every child that attended at all during the year amounts to 59 per cent. of the possible attendances, being 3 per cent. less than in 1877. In the Dunedin schools this average was 60, and for the other schools in the district 58. The falling off of 3 per cent. in the above average appears to be mainly due to the large number of pupils who entered the schools during the latter portion of the year, and to the unusual severity of the winter. During the six months from July to December, the average number of attendances made by every child that attended at all during these six months amounted to 70 per cent. of the possible attendances, a result which is greatly above that of any of the five preceding years. It is worthy of remark that during the above six months the salaries paid to teachers have, to a small extent, depended upon the average attendance at the schools, and that the remarkable increase in the percentage has, to all appearance, followed from the influence the teachers have exercised towards promoting more regular attendance. It would thus appear that the object the Board had in view in making the salaries vary somewhat with the average attendance has been already largely attained, to the great benefit of those under instruction.

FINANCE.—Appended hereto is an abstract of the income and expenditure of the Board for the year 1878, certified by the auditor appointed by the Governor. A table showing the amounts contributed by the Board to each school for teachers' salaries, including bonuses, allowances to Committees, and school-buildings, is shown in Appendix A. The sum paid for teachers' salaries, including the

* Exclusive of Southland.

practising department of the Normal School, was £39,989 1s. 1d. Before the present Education Act came into force, the salaries of teachers were derived partly from certain grants made by the Board, and partly from school fees. A fixed amount was paid by the Board to the head teachers of all schools of the same grade (main or side schools) without regard to size, while lesser amounts were paid to assistants, according to the position they held. The rest of the salaries was derived from school fees. From these a sum sufficient to meet current expenses was withdrawn, and the surplus was paid to the teacher where there was but one, or was distributed in various proportions between the headmaster and his assistants. In all the larger schools the fee element in the salaries was the more important, for the Board's contribution to the salary of the headmaster of a school of 500 was no greater than to that of a school of 50. Under this system, the remuneration of teachers similarly situated was subject to great inequalities, owing to variations in the rates of fees charged, to the numbers of pupils attending the schools, and also to the manner in which they were apportioned by Committees. The entire abolition of fees by the Act of 1877 made it compulsory for the Board to reconsider the whole question of salaries. The establishment of a fair, and, as far as possible, of a liberal, scale of salaries for teachers, was a question which received anxious and patient consideration. After mature deliberation and a careful approximate estimate of the Board's probable income and expenditure, the method of payment now in force was adopted by the Board. The present method of computing salaries involves a new principle to which the Board attaches considerable value—namely, the payment of an annual bonus, increasing according to the classification, in addition to a fixed payment based on the average attendance at the schools. It is believed that this arrangement will operate in the direction of improving the scholarship and general qualifications of the teachers, and that many will by this means become entitled to an addition to their salaries. On the introduction of the new system there was a great demand for additional teachers. In order to deal with such applications on fixed principles, the Board had to consider the best method of allotting the teaching staff in proportion to the number of pupils attending the schools. In adopting the present method of allotment, the Board was influenced by the feeling that it was better for the interests of education in the district to have liberally paid and more efficient teachers, than a larger number of teachers less liberally paid and presumably less capable. The smallness of the sum available for paying salaries, the uncertainty of its amount, which depends on the average attendance, and the difficulty in accurately estimating the expenditure, made it necessary for the Board to act with caution in fixing this scale. It has every expectation, however, that its prospective income, owing to increased attendance, will enable it at an early date to fix the scale of staff and salaries on a more liberal footing. In connection with this, the Board desires to express its conviction that, for many reasons, some system by which parents would be liable to contribute directly towards the expense of the education of their children, either by paying school fees or by a capitation tax, would be much preferable to the present system. It believes that a number of the parents in the district are desirous of such an alteration, and would be glad to see an amendment of the Act in this direction. A table is appended showing the scale of staff in a number of countries where popular education receives much attention, from a perusal of which it will be seen that that adopted by the Board is relatively not illiberal.

INSPECTION.—The reports of Messrs. Petrie and Taylor, the Board's Inspectors, are given in full in the Appendix. These reports are of a highly satisfactory character, and give evidence of steady improvement in the efficiency of the schools as a whole. The scanty supply of trained teachers, to which the unsatisfactory condition of a number of schools is attributed, has caused some difficulty and no little anxiety. In the early part of the year, particularly, a number of vacancies had to be filled up by persons who, although possessed of sufficient educational abilities, had no experience in, or training to, the work of teaching, with the result that several, by natural aptitude and diligent application, have proved useful teachers, while others have failed to discharge satisfactorily the duties undertaken by them, and are only retained until they can be replaced by more qualified teachers. During the latter part of the year the Board's efforts to secure the services of trained and experienced teachers have been attended with greater success, and it is expected that the inducements held out will, in future, secure a sufficient supply.

NORMAL SCHOOL.—The report of the Rector of the Normal School is appended. As in past years, owing to the great demand for teachers in the country districts, the majority of the students in the second year's course of study have been required for various appointments, and had to leave before their course of training was completed. Four model schools and a gymnasium are now being added to the school, which will render its equipment much more complete.

DRAWING-MASTER'S DEPARTMENT.—The report of the headmaster of the Drawing Department follows the report. The total number that received instruction in drawing during the year 1878 was 3,710, being an increase of 256 over the previous year. The classes were attended by 303 students—namely, 64 teachers and pupil-teachers; 41 lady-students at the afternoon classes; and 198 artisans and other students in the evening. During the year it was found necessary to increase the staff of the school by the appointment of two pupil-teachers. On the recommendation of the headmaster, Mr. Alfred Walsh and Miss Louisa Burnside, two of the most promising pupils of the school, were appointed. There are now five teachers of drawing—three males and two females. The total expenditure on this department for the year was £800 16s. The sum of £110 was received as fees (ladies' class).

SCHOLARSHIPS.—There were no scholarships in connection with the Board at the end of the year 1877. The liberal provision made for the establishment of scholarships throughout the colony enabled this Board, early in the year, to intimate that 12 scholarships—6 junior and 6 senior—would be open for competition in December. The examinations were held at various centres throughout the education district on the 17th, 18th, 19th, and 20th December, when 72 candidates presented themselves—21 senior and 51 junior.

SCHOOL-BUILDINGS.—The sums expended on school-buildings during the year ended 31st December, 1877, amounted to £13,122 13s. 11d. At the beginning of the financial year, the Board furnished you with a detailed estimate of the amount of money required to meet the claims lodged with the Board by Committees for the erection, enlargement, repair, and completion of school-buildings. This estimate

amounted to the sum of £46,355. The Board was greatly embarrassed when informed, a few months afterwards, that the sum of only £19,000—considerably less than half the amount required—had been allotted to this district for meeting the cost of buildings so urgently needed and so clamorously called for. At present, the principal schools in the district are, almost without exception, greatly over-crowded, and, in a good many cases, admission has had to be refused to numbers of pupils, even after all available outside buildings have been turned to account to supplement the accommodation. In all these cases, the immediate erection of additions or of new schools to relieve the pressure is imperatively required. Numerous claims for the establishment of schools in newly-settled or rapidly-growing districts continue to be brought forward, which cannot be granted for want of funds, and a large number of school-buildings that have done service for many years have so fallen into disrepair, and are so unsuitable, because of inferior construction and faulty arrangement, as to render it imperative to replace them by more suitable ones at the earliest possible moment. Another serious source of expense lies in the necessity for furnishing a considerable number of schools that are otherwise well-appointed. In the face of all these calls upon its funds, and well knowing the great hardships and even injury inflicted upon both teachers and pupils in numerous instances on account of limited accommodation, the Board regrets exceedingly that it is powerless to make anything like adequate provision for the educational wants of the district, because the means absolutely necessary for doing so have been so seriously curtailed. Works to the value of £29,000 have already been authorized, and fresh claims for further works are being lodged every week. A site for a school so urgently required at the north end of Dunedin has at length been secured, and suitable school-buildings will be erected forthwith.

PUBLIC LIBRARIES.—No additional libraries have been established during the year. Books to the value of about £2,000 have been ordered from Britain for the use of the public libraries. The first shipment left in December, and will be ready for distribution to the various committees in March. Other large orders were to follow. These books will be distributed in accordance with the provisions of "The Public Libraries Subsidies Act, 1877." In addition to this, library committees will be entitled to purchase, with their own funds, from the Board's stock, such books as they may desire, the object of the Board being to place it in the power of such committees to obtain for their libraries strongly-bound and suitable books at a reasonable cost.

GENERAL.—The Board respectfully request the attention of the Minister of Education to the question of securing school sites in towns and villages where no public lands are available. The cost of purchasing a suitable school site in the City of Dunedin, in its immediate suburbs, or in any of the larger inland towns, is equal to that of the erection of school-buildings thereon; and the Board submit that such expenditure should not be made a charge on the funds at its disposal for general educational purposes. The Board would again urge the desirability of funds being made available for purchasing sites in such localities in advance of the school requirements, and before the enhanced value, which immediately follows an increased population, accrues. The Education Act has been based on the system of free and compulsory education, but, in the absence of an adequate supply of school-buildings and teachers, or of the means of providing them, the compulsory clause is a dead-letter. The Board is charged primarily with the advancement of the interests of education in this education district, and it feels it would fail in its duty if it did not point out the utter inadequacy of the funds at its disposal for carrying out the objects of the Act.

The Board desires to point out that, in the absence of provision for voters' rolls, and for the taking of a poll at the elections of School Committees, the cumulative system of voting does not work well, and suggests that the Act be amended to remedy this.

By order of the Board.

The Hon. the Minister of Education.

P. G. PRYDE, Secretary.

GENERAL STATEMENT of INCOME and EXPENDITURE for the Year ended 31st December, 1878.

<i>Income.</i>		£	s.	d.	<i>Expenditure.</i>		£	s.	d.
To	Balance on 1st January, 1878 ...	2,303	8	0	By	Office and Board—			
	Grants from Government—General ...	62,084	10	6		Office staff ...	691	5	2
	Buildings ...	14,656	9	6		Members of Board ...	64	16	0
	Net receipts from education reserves ...	1,792	13	1		Departmental contingencies ...	389	12	3
	School Fees—Drawing-master's department ...	110	0	0		Inspection—Salaries ...	856	15	0
	Incidental Receipts—					Travelling expenses ...	394	8	5
	Sale of school sites ...	121	7	9		Examinations of teachers ...	43	18	5
	Bank interest ...	70	10	3		Teachers' salaries and allowances ...	40,088	18	9
	Balance, Libraries Account ...	392	2	4		School Committees £5,619 14s. 11d., less			
						£77 3s. 4d. paid to Southland ...	5,542	11	7
						Scholarships—Preliminary expenses ...	17	11	6
						Training Institution ...	2,193	6	8
						Buildings—Works, &c. ...	10,705	6	6
						Plans and supervision ...	411	2	5
						Balance in hand ...	20,131	8	9
		£81,531	1	5			£81,531	1	5

DETAILS.—The amount actually received from Government was £79,543 11s. 8d.; but of this sum £2,802 11s. 8d. has been charged against the new Southland Board, leaving £76,741 as above. Staff: Secretary, £398 15s. 2d.; clerk, £205; clerk, £87 10s.; total, as above, £691 5s. 2d. Departmental Contingencies: Law expenses, £28 9s. 8d.; printing, £149 16s. 8d.; advertising, £123 16s. 3d.; stationery, £76 10s. 8d.; fire, gas, &c., £10 19s. Teachers' Salaries, &c.: Ordinary teachers, £38,437 7s. 9d.; Practising Department, Normal School, £1,551 13s. 4d.; Drawing-master's Department, £800 16s.; drill, £18 5s.; less £719 3s. 4d. paid to Southland: total, as above, £40,088 18s. 9d. Buildings: Works, &c., £11,401 11s. 6d.; purchase of sites, £1,310; less £2,006 5s. paid to Southland: total, as above, £10,705 6s. 6d.

Total of general statement, as above, £81,531 ls. 5d.; transferred to Southland Board Account, £2,802 11s. 8d.; Public Libraries Account, £1,052 3s. 8d. and £135 17s. 10d.; total of Board's audited general statement, £85,521 14s. 7d.

STATEMENT of ASSETS and LIABILITIES as at 31st December, 1878.

1878.	Assets.	£	s.	d.	1878.	Liabilities.	£	s.	d.
Dec. 31.	To Cash in hand—				Dec. 31.	By Liabilities—			
	Available ...	20,131	8	9		Buildings—Work in hand and			
	Public Library deposits ...	135	17	10		under contract ...	16,664	0	0
						Repairs, &c....	168	16	0
						Maintenance—			
						Office ...	39	7	8
						Public libraries ...	528	0	2
						Scholarships ...	23	13	6
						Normal School ...	20	11	0
						Drawing-master's department	2	16	0
						By Balance ...	2,820	2	3
		<u>£20,267</u>	<u>6</u>	<u>7</u>			<u>£20,267</u>	<u>6</u>	<u>7</u>

DRAWING-MASTER'S REPORT.

SIR,—

I have the honor to submit the following report on the School of Art and the work done in the various public schools in which drawing is taught. The total number that received instruction in drawing in or through the agency of the school during the year 1878 has been 3,710, showing an increase of 256 over last year. The number of attendants at the various classes was as follows:—Normal School: Students, 31; teachers and pupil-teachers, 64; ladies' afternoon class, 41; mechanical and architectural, 72; free-hand model drawing, 90; modelling in clay, &c., 5. Public schools: North Dunedin, 410; South Dunedin, 247; Middle Dunedin, 559; Albany Street, 308; Normal, 467; Port Chalmers, 179; Caversham, 262; North-East Valley, 218; Mornington, 153; Kensington, 111; Kaikorai, 186; Forbury, 253; Anderson's Bay, 54.

The teachers' and pupil-teachers' class was open every Tuesday and Thursday, from 5.45 to 6.45 p.m., for the study of free-hand outline drawing from the flat and from solid models, practical geometry, and perspective drawing. There was a large increase in the attendance at this class, and it has been marked by the same steady progress that characterized it in former years. The same remark is also applicable to the students' class. The ladies' afternoon class was open on Mondays, Wednesdays, and Fridays, from 2 to 4 p.m., for the study of the elementary subjects, and for painting in oil and water-colours from copies and from nature. The interest and close application of several of the students deserve special mention. Sixteen of their works, painted from nature, were shown at the Otago Art Society's Exhibition, and were very favourably criticised. The evening classes for artisans and others engaged during the day were open on Mondays, Tuesdays, Wednesdays, and Thursdays, from 7 to 9 p.m. Mondays and Wednesdays were devoted to free-hand drawing from flat examples and from the round, drawing from the antique, painting in monochrome, and modelling in clay; and Tuesdays and Thursdays to practical plane and solid geometry, mechanical, and architectural drawing.

Experience has taught me that, where manufactures requiring artistic talent and skilled labour are carried on, the great mass of those requiring instruction are of the artisan class, whose education in art ought to embrace all those subjects which are most useful and most closely connected with their various occupations. This I always bear in mind when conducting such a class, so that the work done may be of the most useful description.

I desire, in connection with this class, to make special mention of the names of two of the students, J. Barr and J. Gow; the former for his designs and well-executed set of drawings for a compound engine, the latter for his faithfully-executed model of the "Discobolus"—works of great merit. The present condition of those classes demands an increase of accommodation in order that the students modelling may be separated from those drawing from the antique.

PUBLIC SCHOOLS.—The most elementary instruction was given in the public schools. It consisted of free-hand outline drawing from blackboard exercises, drawing from the flat and from solid models, practical geometry, and perspective drawing. Each class received one hour's instruction per week. Near the end of the session I recommended that additional assistance should be provided in order to carry on the work in a more systematic manner. The Education Board approved of my recommendation, and appointed Miss Burnside and Mr. Welsh, who were students, as assistants. Since then additional classes have been commenced in the junior divisions of these schools, and I think by the beginning of next session all the classes from Standard I. to Standard VI. will be receiving instruction in the subjects enumerated in the regulations issued by the Governor in Council.

It affords me great pleasure to state that the progress of the pupils has been very satisfactory. Miss Wright and Mr. Butter have laboured with zeal and energy in the various duties they have had to perform, and I have the satisfaction of saying that they have assisted me greatly in all my work. I have supplied the following schools with copies:—Anderson's Bay: 1 box solid models, $\frac{1}{2}$ set Dyce's outlines, 1 set flowers, 1 set De La Rue objects. Forbury School: 1 box solid models, $\frac{1}{2}$ set Dyce's outlines. Mornington School: 1 box solid models. Kaikorai School: 1 box solid models. Kakanui School: $\frac{1}{4}$ set Dyce's outlines, 1 set flowers, 1 set De La Rue objects. Otepopo School: 1 set De La Rue objects, 1 set flowers. Caversham School: 1 box solid models. Ravensbourne School: $\frac{1}{2}$ set Dyce's outlines, 1 set De La Rue objects. North-East Valley: 1 box solid models.

The annual exhibition of the students' works took place in December, and was largely attended by all classes of the citizens. The drawings were more numerous, and the free-hand and mechanical drawings were far in advance of those of any previous year. The best paintings, twenty-four in number were exhibited in the Otago Art Society's Gallery.

Analysis of the occupations of the students attending the evening classes in the School of Art during 1878: 3 architects, 4 bricklayers, 6 blacksmiths, 4 boiler-makers, 2 brass-founders, 1 banker,

18 carpenters, 6 clerks, 5 coach-painters, 6 civil engineers, 3 drapers, 1 gardener, 2 goldsmiths, 8 joiners, 2 ironmongers, 3 iron-turners, 2 jewellers, 4 lithographers, 24 mechanical engineers, 5 masons, 5 painters, 5 plumbers, 4 pattern-makers, 2 plasterers, 3 photographers, 3 surveyors, 4 tinsmiths, 4 teachers, 2 tailors, 1 wood-carver, 16 students.

The Secretary to the Otago Education Board.

I have, &c.,

DAVID C. HUTTON.

SOUTHLAND.

SIR,—

Invercargill, 31st March, 1879.

In compliance with the provisions of clause 102 of "The Education Act, 1877," I have the honor, by direction of the Board, to lay before you a report of the proceedings of the Education Board of the District of Southland for the period of nine months ended 31st December, 1878. The Board did not assume office till the 1st day of May, but it has been deemed expedient, for the quarterly payment of teachers' salaries and other matters of detail, to include the month of April also.

BOARD.—The Board, as constituted on the 1st of May, consisted of the following members: The Hon. Dr. Menzies, the Hon. Sir John Richardson, Messrs. George Lumsden, John McArdell, C. C. Sproull, Alfred Baldey, James Mackintosh, and Thomas Moran Macdonald (who was unanimously elected chairman). Ten meetings have been held, at the third of which it was found necessary to appoint an Executive Committee, consisting of five members, by whom all applications for new schools, permanent repairs, increase of staff, &c., are carefully considered, and their recommendations embodied in a report, which is laid before the next meeting of the Board, when its various clauses are dealt with *seriatim*, and finally disposed of. In the beginning of December an extraordinary vacancy was caused by the death of the Hon. Sir John Richardson, whose exertions for the promotion of the educational interests of the district were most untiring. Steps in pursuance of the provisions of the Act have been initiated for the election of his successor. The three retiring members, as ascertained by ballot, are Messrs. Lumsden, McArdell, and Mackintosh.

SCHOOLS.—When the Board came into office six new schools had been sanctioned in this district by the Board of Otago—viz., Athol, North Forest Hill, Upper Shotover, Gore, South Invercargill, and Moke Creek. The first four schools are in full operation; that at Invercargill will be opened after the holidays; and the erection of that at Moke Creek has been delayed owing to the difficulty of obtaining a suitable site. Two new schools at Ryal Bush and Forest Hill Railway Crossing respectively will be opened early in January, and the erection of new schools at South Forest Hill and Otautau is in progress. To meet the requirements of the large and daily-increasing population in the suburban municipalities of North Invercargill and Gladstone, two new school districts have been defined, and schoolhouses capable of accommodating 600 pupils will be erected forthwith. At the former place a building used for religious meetings has been temporarily leased, and will be opened as a school early in January. In various parts of the district the population has greatly increased owing to the sale of land on the "deferred payment" system, and new schools are required to meet the educational wants of the settlers. The erection of new schools in the Kingston and Nokomai, Pukerau, Chatton, Lumsden, Oreti Plains, and Pembroke districts, the boundaries of which have been defined and approved of, has been sanctioned by the Board. At Riverton, the South School, which was never recognized by the Otago Board, has been discontinued, and, the principal school being in a most dilapidated condition, it is proposed to erect a new school containing four or five class-rooms of sufficient dimensions to contain all the children of school age in the town. The District High School, and the North Public School, Invercargill, have been inconveniently crowded since the Act came into operation, and a large number of children have been refused admission. The erection of an infants' room in connection with the former, and the South Public School, now nearly completed, will, it is expected, meet the requirements of the town, at least for a time.

BUILDINGS.—The sum of £5,000 allocated by the Government to this district for school-buildings has been found to be quite inadequate to meet the various claims for the erection of schoolhouses and residences from all parts of the district. The liabilities incurred by the Board for works entirely necessary are much in excess of this sum, and it is hoped that the Government will act in a liberal spirit, and authorize the Board to draw, to the extent of at least three-fourths, on the Building Fund of next year. If this is not done it is evident that not a few localities in various parts of the district will be without the means of education for their children, who will, in the meantime, be growing up in ignorance and neglect.

SCHOOL FURNITURE AND APPLIANCES.—Not a few of the older edifices, which at the time of their erection were considered comfortable and convenient, have, through the supineness of School Committees or the want of funds, fallen into decay, which will necessitate extensive repairs and alterations. In a large number of schools, the furniture, usually consisting of double-desks in the centre of the room, or single ones placed along the walls, will require to be renewed, and arranged in accordance with the improved plans adopted in the State schools of other countries. School appliances have been very insufficiently supplied, and there are almost daily demands for maps, ball-frames, blackboards, primer cards, &c. From a return lately made by the teachers, it has been ascertained that no fewer than two hundred maps are required for the schools in the district. So long as these are wanting, efficient and intelligent teaching cannot be expected, and a scheme is under consideration for providing a supply of the requisite appliances at a moderate expense.

INSURANCE OF SCHOOL-BUILDINGS.—Shortly after the Board took office its attention was directed to the subject of the insurance of school-buildings within the district, and a resolution was passed for making special arrangements for the insurance of all the school-buildings and residences belonging to the Board. In carrying out this resolution tenders were invited from all the insurance companies in town, and the result was the insurance of all the school-buildings at a very reasonable rate, and much lower than if left to the action of the several Committees. The estimated value of the property thus insured amounts to £17,500, and the total premiums £80, being at the average rate of 9s. per cent.

The money thus expended by the Board in the first instance is recouped by quarterly deductions from the School Fund of the premiums payable on the estimated value of the property insured in each school district.

TEACHERS AND SALARIES.—A large proportion of the schools in this district show an average attendance of 30 and under, the salaries attached to which are insufficient to secure the services of competent teachers. The Board has had great difficulties to contend with in this direction, and has been obliged in not a few instances to employ young men of limited experience as a temporary expedient for supplying the demand for teachers in the "weak schools." As population increases, however, the difficulty will gradually disappear, and the opportunity afforded by the Government of sending to a training school for two months in the year some of the young teachers of promising ability will have the excellent effect of improving their knowledge of method and school organization. Teachers' salaries in some individual instances may be lower under the new Act than under the Otago Ordinance, but on the whole there is an upward tendency, as may be shown by the following table:—

No. of Schools in	Under £100.	£100-£150.	£150-£200.	£200-£250.	£250-£300.
1877	11	15	9	2	1
1878	7	20	11	2	3

It is to be hoped that next report will show a marked improvement on the incomes of teachers, for unless a good salary is provided it cannot be expected that young men will devote themselves to a profession the emoluments of which are less than the annual wages of an artisan, or even of a common labourer.

ATTENDANCE.—The compulsory clause of the Education Act has been adopted by a few School Committees, but I am not aware that in any district it has been put in force. As regards attendance, however, there is no ground for dissatisfaction: the percentage which the average attendance bears to the number enrolled for the last quarter of 1878 is 86·2, while in the Australian Colonies it ranges from 45·2 to 51·6, showing a very great disparity between the working average and the number enrolled. But it must be borne in mind that in Australia, when a child's name is once enrolled, it remains there till the end of the year, and thus swells the number of enrolments, and also that in a country having a number of large towns, containing two or more schools, the children have much greater facilities for moving about from one school to another, and, in doing so, unduly augment the number enrolled. As there is only one town in Southland with more than one school, and as the names of those children who leave school are expunged from the roll, the facilities for duplicate attendances are at a minimum. In instituting a comparison between the attendances in the schools in Australia and those in New Zealand, due weight ought to be given to these considerations. Still, in all State schools where education is free, a stringent compulsory clause is a *sine quâ non* in order to insure regularity of attendance, which is so essential to the steady progress and proficiency of the pupils. "The Education Act, 1877," requires amendment in this direction.

SCHOOL STATISTICS.—Considering the short period which this report covers, it cannot be expected that statistical tables, showing the progress made in the schools, can be presented. It will be sufficient to state that, at the end of the year, the number of schools in operation was 46; about to be opened with an estimated attendance of five hundred pupils, 4; new school-buildings sanctioned in old district, 3; in new districts, 7; extension of present buildings, 2; new districts defined, 7; number of teachers, 69; of pupils enrolled, 2,900, and in average attendance 2,507. The ages of the pupils, their classification as regards the prescribed standards, and the numbers learning the various branches of the school course, may be ascertained by a reference to Table IV. Besides what are usually called the common branches, history has been taught in nineteen schools to 529 pupils; elementary science in twelve schools to 208 pupils; drawing in twenty-one schools to 618 pupils; object-lessons in fifteen schools to 908 pupils; vocal music in eight schools to 577 pupils; sewing in nine schools to 692 pupils; and domestic economy in three schools to 65 pupils. It may be expected that the next annual report will show a marked increase in the number of schools in which these branches of instruction are taught. Teachers should be disabused of the idea which seems to be prevalent among them that these subjects are entirely optional, and reminded that, by the Education Act, they form a part of the school course, and should therefore find a place in the time-table of every public school.

DRILL INSTRUCTION.—School drill, as a means to an end, viz., discipline, without which the work of instruction can never be satisfactorily or successfully carried on, has been very much neglected in the schools of this district. The Board has not overlooked its importance and necessity, and has resolved to place in the hands of every teacher a copy of Norman's "Schoolmaster's Drill Assistant," in order that systematic drill may be daily practised in every public school. For those situated in the centres of the population properly-qualified instructors have been appointed. The importance of drill as an aid to discipline cannot be over-estimated. Success in this, as in every other branch of instruction, depends in a great measure on the character and energy of the teachers themselves, for it is a well-known adage "As is the teacher so is the school;" but, if drill is introduced and honestly carried out, habits of order, sustained attention, steady work, and good conduct will be the inevitable results.

REGULATIONS, ETC.—Rules for determining the staff necessary for each school, the amount of salary paid to teachers, and the distribution of the School Fund among the various Committees, based on the average daily attendance, have been adopted by the Board.

Regulations for the instruction and remuneration of pupil-teachers, as well as a programme for their examination, have been prepared and sanctioned by the Education Department.

A syllabus has been drawn up to regulate the course of instruction in the special branches taught in the District High School.

GIRLS' HIGH SCHOOL.—Shortly after the Board took office its attention was directed to the establishment of a Girls' High School in the city, in accordance with the provisions of "The Southland Boys' and Girls' High Schools Act, 1877." A Board of Governors was appointed, consisting of the Mayor, *ex officio*; Messrs. Harvey and Cuthbertson, on the part of the Education Board; and Messrs. Joyce and Jagers, on that of the Government. An excellent site has been secured, but it has been considered expedient to defer the erection of the necessary buildings till the funds at their disposal will enable them to do so. As a temporary arrangement, one of the public halls has been leased and fitted up as class-rooms. The school was opened about the beginning of February, with a staff consisting of a lady-principal and a senior and junior assistant, under whose management there is every prospect of its assuming a high position as an educational institution.

OFFICE OF THE BOARD.—I cannot close this brief report without bringing under your notice the very inadequate accommodation which the Board possesses for the transaction of its daily business. The room which is occupied as an office is in the old Government Buildings, and contains the Supreme Court library, to which the members of the legal profession have access at all times. It measures only 15 feet by 12 feet, and, being occupied on two sides by the library, very little space is left for office conveniences and necessary furniture. Altogether it is most unsuitable either for the daily transaction of business or for holding the stated meetings of the Board. The Inspector has not a separate office, and all the business of his department, as well as that of the Secretary, is transacted in the same room. On several occasions the Board has been laid under deep obligations to the County Council and the Resident Magistrate for the use of their rooms for holding meetings. It is most desirable that larger and more commodious offices should be provided. If this is not done very soon, I venture to predict that, from the daily accumulation of documents, and the want of space for a sufficient number of depositories, the business of the Board must be greatly retarded by the confusion which is certain to ensue.

PUBLIC LIBRARIES.—It is intended to take immediate action for the distribution of the grant by Government among the various public libraries in the district, in accordance with the provisions of "The Public Libraries Subsidies Act, 1877." The grant for the financial year ending 30th June, 1878, will be available in books when the catalogue, now being prepared, shall have been received: that for the year ending 30th June, 1879, will be distributed in money; in both cases in proportion to the amount of voluntary subscriptions received by each library. A list of the libraries in the district is given in Appendix.

The Hon. the Minister of Education.

I have, &c.,

JOHN G. SMITH, Secretary.

GENERAL STATEMENT of INCOME and EXPENDITURE for Eight Months from 1st May to 31st December, 1878.

<i>Income.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
By Grants from Government—General ...	7,563	14 5	By Office and Board—		
" " Buildings ...	3,291	5 0	Office staff ...	161	10 0
Net receipts from reserves ...	228	0 3	Members of Board ...	58	5 0
Special fees for higher education ...	111	6 6	Departmental contingencies ...	120	18 2
Incidental Receipt—Rent of school site...	10	0 0	Inspection—Salary ...	166	13 4
			" Examination of teachers ...	6	15 6
			Teachers' salaries and allowances ...	6,353	9 9
			School Committees, for educational pur-		
			poses ...	681	18 4
			Buildings ...	2,093	7 0
			Bank interest ...	0	7 10
			Balance in hand ...	1,561	1 3
	£11,204	6 2		£11,204	6 2

Grants from Government include £2,802 11s. 8d. transferred from the Otago Board. Departmental Contingencies: Printing, £12 10s.; advertising, £72 14s.; stationery, £14 11s. 3d.; sundries, £21 2s. 11d.: total, as above, £120 18s. 2d.

REPORTS OF INSPECTORS OF SCHOOLS.

(It has not been considered necessary, as a rule, to print those portions of the Inspectors' reports which relate to particular schools.)

AUCKLAND.

SIR,—

I have the honor to submit the following report for the year ended 31st December, 1878 :—

The number of primary schools in the education district in the first quarter of 1878 was 172; in the second, 176; in the third, 176; and in the fourth quarter, 179. In these numbers every two half-time schools are counted as one school. The actual number of schools taught half-time was, in the last quarter of the year, 30. The attendance of pupils is shown in the following table :—

Quarter ending	Number of Schools.	Roll Number.			Average Attendance.		
		M.	F.	Total.	M.	F.	Total.
March 31 	172	6,675	5,552	12,227	4,866	3,765	8,631
June 30 	176	7,171	5,901	13,072	5,152	3,879	9,031
September 30 	176	6,201	5,203	11,404	4,773	3,663	8,436
December 31 	179	6,424	5,504	11,928	5,020	4,075	9,095

The modification of the system which existed in the district before the passing of "The Education Act, 1877," and my visit to the southern parts of the colony in connection with that modification, have taken up a great deal of time, and interfered considerably with the work of inspection. The object of my visit to the South was mainly, as the Board is aware, to see the working of the normal schools in Christchurch and Dunedin. Through the kindness of the Inspector-General, of the Inspectors in Canterbury and Dunedin, and of the masters of the training and practising schools, I was enabled to acquire a tolerably complete acquaintance with the manner in which these schools are carried on.

The training of teachers has been carried on here hitherto by means of classes held in the evening and on Saturdays at Auckland and the Thames; and by the employment of probationers. A number of junior assistants are also employed. These junior assistants are virtually pupil-teachers, but are not articulated. The master of the Auckland classes receives at the rate of £150 a year, and his assistant, £50. At the Thames the master, who has no assistant, receives £50 a year. The classes are attended by junior assistants and probationers, and by some others who, though not employed as teachers, attend by special permission of the Board. The probationers are persons whom the Board think likely to make useful teachers, and who are taken on probation for periods of three months. An allowance ranging from £2 10s. to £5 a month is paid to each. There are three classes of junior assistants receiving salaries of from £20 to £60 a year. Further, for the guidance of teachers, minute instructions as to school management and methods of teaching have been drawn up and printed. These have been found a valuable guide to young and inexperienced teachers, who are but little qualified to separate the wheat of text-books of school management from the chaff. Of these classes, the Auckland class has been very successful: that held at the Thames has not, I regret to say, given satisfactory results. It is now proposed to establish a regular training school, and the Board have procured a site in Wellesley Street, adjoining the district school, on which to erect the necessary buildings. It is intended to use the Wellesley Street school as a practising school. For admission to the training school it will be required that candidates shall have reached sixteen years of age, and shall have passed an examination somewhat equivalent to that for Class E. They will be required to spend in public primary-school teaching two years out of the first three years after leaving the training school. It is now intended also to have the pupil-teachers articulated, but I cannot see much to be gained by this.

What I have learned with respect to the system of training existing elsewhere leads me to believe that the methods adopted for that end here cannot be held to be altogether unsatisfactory or ineffectual. No doubt, under a reasonable system of management the establishment of a normal school in Auckland will be productive of much good. What I mean by a reasonable system is one which shall have for its aim to train young people to be useful teachers in primary schools—such a system as will not bewilder students with too much of the upholstery of the profession, and one which will sedulously avoid cramming. It appears to me that in New Zealand, just now, too much value is attached to the mere acquirements of a teacher, and too little to the rare gift of imparting knowledge. A teacher should be first made fit to teach a class, and then to teach a school. These simple ends seem to me to be often in a measure lost sight of. They are hidden from the student in the upholstery of theories, and systems, and endless talk. It is forgotten that the function of the teacher is to assist Nature, not to encumber her with help. Nature might be trusted a little. Some educationists seem consciously or unconsciously to think, "How foolish are the birds that live in thickets and eat berries!" They would save the birds from such mistaken courses; would shut them up in cages, and administer to them hard-boiled eggs and saffron. Teachers trained where these ideas run riot are but too likely to become expensive and injurious failures.

There has been a considerable improvement in the organization of the schools, in discipline, and in instruction during the last year. The use of the American desks, each holding two pupils, and the method of arranging them adopted, have been of great assistance to teachers in preserving discipline. The discipline of the schools has been somewhat injuriously affected in two ways. It has been put forward by the Press that in no case can a teacher inflict corporal punishment without making himself liable to legal penalties. This mischievous fiction has done much harm. Instances, I regret to say, have occurred of School Committees being guilty of the grave error of encouraging the insubordination of pupils towards their teachers. The evil of this proceeding is not confined to the schools under the charge of these Committees; it extends to the whole colony. All instances of serious insubordination, whether in pupils or assistant teachers—and almost every act of insubordination is a serious one—should be reported by the head teacher to the Board as well as to the School Committee. The Board will, I think, find it necessary, in the interest of the entire country, to apply to all symptoms of insubordination very stringent measures. Isolated acts of too great severity on the part of teachers are easily dealt with: they bring no danger to the State. The growth of a turbulent law-defying generation is a very real danger.

I have mentioned that the instruction given in the schools has improved. Teachers are beginning to see more clearly that all instruction should have training mainly for its object. This has for some time been impressed on teachers in this district, and special attention is drawn to it in the instructions issued by the Board. But many teachers have been, and some are still, slow to learn that mere hearing of lessons is not true teaching. Reading is more intelligently taught. It now appears to be generally understood that learning reading without an intelligent apprehension of what is read is certain to produce pernicious effects on the character of the child. Again, teachers now see that, in transcribing from books, not even the smallest error should be passed over—mainly for the purpose of producing habits of accuracy. The habits of investigation, thoroughness, and carefulness, produced by an enlightened teaching of these and other subjects, will show themselves in after-life—it may be in the household work of the girl, or in the field work of the boy. If habits of slurring over work and carelessness are allowed to be acquired in school, these two will show themselves, when the girl or boy grows up, in the slovenly household or neglected farm. I am glad to be able to say that a great improvement in composition is very generally shown. It is really wonderful that this acquirement, the most practically useful of all, should have been for so many generations virtually ignored by teachers and their advisers. It is still hard to get it intelligently taught. The methods of teaching are dealt with in the Board's instructions. A teacher of singing has been appointed for the schools in and near Auckland, and another for the Thames schools. They teach on the Tonic Sol-fa system. The results, so far, are satisfactory. Drawing and sewing are more generally taught than hitherto. A knowledge of the laws of health is becoming more generally diffused. I trust that the effort made here for some years to teach this subject will be found to bear fruit in time to come. Wherever one goes abundant evidence is found of what ignorance on the subject prevails. We find houses built close to the ground, no adequate provision for drainage and ventilation, the windows of the bedroom and sittingroom not hung, and looking away from the sun, or, if they should face the sun, his light is carefully excluded by blinds, as well as in some instances by trees growing close by. "Where the sun does not enter the doctor must." The effect of ignoring sanitary laws is seen in the great amount of "little health" which prevails. The beneficial effects of trees on the climate of a country are not enough understood. I regret to say that it has been found difficult in some instances to make teachers attend properly to the ventilation of their schools. I look on this administering of slow poison to their pupils as little less than criminal.

I have been for some time forcibly impressed with the necessity which exists for providing some system of gymnastics for girls. A very large number are growing up with narrow chests and round shoulders, and with a general want of development in the frame. The chests and other upper parts of the body of boys even are not sufficiently developed. Almost all the games which they play tend to develop the lower extremities alone. They have no such games as hand-ball or racquets: it is very much to be wished that they had. But I consider the case of girls, the future mothers of a people, as even more important than that of boys. I trust that, before long, a simple gymnastic apparatus for both sexes will be provided for every school. Where space and means allow, lawn-tennis, that most excellent game, should be introduced. I think it would be well to appoint a teacher of gymnastics here, as is done elsewhere. I would here commend to the attention of teachers and parents the question, "Why should girls be weaker and less healthful than boys?" There is something—are there not many things?—radically wrong in the usual methods of bringing up girls.

More than one Inspector of Schools in New Zealand has found it necessary to animadvert on the unnecessary amount of statistics now required from teachers. The completion of these superfluous returns takes up the teacher's time, tries his temper, and tends to unfit him to teach. It is not an unusual delusion that to accumulate school statistics is to educate a people. In England this has grown to such an extent as to attract the attention of Parliament. Penny banks, too, are another device for laying violent hands on the teacher's scant leisure, and for further trying his patience. I quite agree with Mr. Petrie, when he says that the business of a teacher is to teach. As little as possible else should be exacted from him. To penny savings banks, it appears to me, graver objections exist than that of their taking up the teachers' time. They will tend to generate habits of hoarding, which are very different from habits of thrift. They will tend to produce a love of money for itself alone, and, as I believe, a feeling that it must be got, no matter how. A little consideration will make it plain that, in the majority of instances, children cannot procure money except by begging it from their parents or friends, or by still worse means.

Standards have not yet been adopted in this district. Measures are being taken to introduce them during the current year. I think it right to say that I have grave doubts whether the effects on education of the introduction of standards will be beneficial. I fear that they will encourage cramming and a mechanical style of teaching, and, as a consequence, discourage training and education in the higher sense of the word. However, what the law requires must be faithfully given effect to.

The present Education Act has worked well in this district. But vigilance will be required on the part of the Board to insure that the Act is honestly carried out everywhere. Symptoms of a desire to evade the provisions respecting religious instruction have shown themselves in one or two places. There are found persons who seek, of their own mere motion, to enact an amendment to the Education Act. It has not probably occurred to them that their example must have an injurious effect on the youth of the country, whom every one should desire to see growing up honest and law-abiding. Be that as it may, it seems to me that the law of the land cannot be allowed to be set at naught by any persons, no matter how good their intentions may be.

I have, &c.,

The Chairman of the Board of Education, Auckland.

RICHARD J. O'SULLIVAN,
Inspector of Schools.

TARANAKI.

1. REPORT by the SECRETARY of EDUCATION on the TARANAKI SCHOOLS.

Hon. Mr. BALLANCE.

My stay at Taranaki extended over nine and a half days, exclusive of two Sundays. Five days were wholly occupied by me in visiting, along with the Board's Inspector, sixteen schools in different parts of the district. I was present at two meetings of the Education Board. The second meeting was held after I had seen a number of the schools, and I had therefore an opportunity of laying before the Board the result of my observations, and of making a number of suggestions of a practical character. The remainder of my time was occupied in discussing school subjects with the Board's Secretary and Inspector, and in procuring information respecting the education reserves. I also saw the Native Commissioner (Captain Brown) and others in reference to the state of education amongst the Native children. I am in hopes that my visit will prove of service to the Board, its officers and teachers, all of whom received me cordially.

STATE OF EDUCATION.—I was pleased to find that educational matters, although behind what I have seen in other parts of the colony, are not so backward and unsatisfactory as might have been expected considering the disorganized state of affairs consequent on the Native disturbances, the lack of funds, the scattered nature of the population, the "out-of-the-way" situation of the district, and other unfavourable circumstances. The Education Board is composed of gentlemen of business habits and ability, who seem to have managed educational affairs with earnestness, good sense, and economy. I do not know that, under the circumstances, and with the means at their disposal, the present Board and its predecessors could have done much more as regards education than has been effected. Besides, they have laboured under the disadvantage of not having the assistance of any one in the district fully and practically acquainted with the more recent and approved methods of school management.

INSPECTION.—The Board's Inspector is sensible, kindly in manner, zealous, and painstaking, and it was very evident to me from what I everywhere witnessed that he possesses in a large degree the respect and confidence of the Board, the teachers, the scholars, and the settlers generally. He seemed to me to hold sound views on the subject of school education, and he has had some experience long ago as a teacher in Europe, and more recently as a master of a private school in Taranaki; but he has never had an opportunity of gaining a practical acquaintance with school management and method according to the more recently approved systems. He has rendered good service to education in the Taranaki District, and I am disposed to think that in the past disorganized and impoverished condition of the settlement his services have been perhaps even more valuable than those of a smart Inspector with abundance of technical knowledge, but wanting in the colonial experience, the kindly heart and manner, and the good sense which characterize Mr. Crompton's official action. He seems to have been exercising a humanizing influence in his intercourse with the settlers and their children in the remoter bush localities. His salary is only £100 a year, yet he spends the greater part of his time in visiting and inspecting schools and in intercourse with the teachers and settlers.

TEACHERS.—None of the teachers whom I saw seem to have received any professional training worth mentioning. But, somehow or other, the Board has managed to get hold of a number of men and women who possess in a greater or less degree many of the essential and more important qualifications of a teacher, such as good personal bearing, kindliness of disposition, and that force of character and knowledge of human nature which enable a teacher to control his pupils and to train them by right means to correct habits. But they are greatly wanting in that technical knowledge and skill which would enable them to organize their schools, and classify and instruct their pupils, in such a manner as to get through much more school work in a given time with less effort to themselves and more advantage to the pupils.

SCHOOL-BUILDINGS.—The school-buildings are on the whole better than I expected. A number of them were formerly "block-houses," and are tolerably substantial. But they are, as a rule, too narrow, and not well finished. They are poorly furnished, and are very defective as regards the shape and arrangement of the desks and seats. A considerable portion of the Board's grant is needed to furnish and fit up properly the existing school-buildings.

SCHOOL COMMITTEES.—Owing to several causes, such as the very small number of schools and the difficulty in many cases of getting a Committee of sufficient business capacity and intelligence to manage the local school affairs, the present Board and its predecessor had got into the way of taking the whole charge of the school business, which, in most other educational districts, is usually managed by the School Committees. No doubt the Education Act expressly provides that the School Committees should take charge of the local details and the expenditure of the School Fund, and the Order in Council enjoins that the disbursing of their own share of the 10s. grant should be intrusted to the respective School Committees; but the knowledge I have gained at Taranaki shows me that in some school districts it is as yet very difficult, if not impossible, to get Committees competent to take the work in hand—that, in fact, the parents are not themselves sufficiently educated. But though this may be the case with

regard to some districts, more particularly the remoter bush settlements, yet in other localities in the Taranaki District I met men who seemed quite able and willing to do all that is wanted of a School Committee, and who complained of the state of tutelage in which they had been kept by the Board. I felt it to be my duty, therefore, to impress upon the members of the Board the advisability of using greater efforts to encourage the parents and the Committees elected by them to take an interest in school matters, by giving more effect to their views and representations, and by intrusting them with the expenditure of money on local requirements.

FUNDS.—The sparseness of the population, and the circumstance that so much of the settlement is in the bush, render necessary the maintenance of a comparatively large number of very small schools. In the Town of New Plymouth, instead of one large school, there are four small ones. The very large number of small schools, and the entire absence of schools having a large or even a medium attendance, press very hard upon the Board's funds, and render it necessary to exercise very rigid economy, as well as to keep the teachers' salaries at very low rates. The Board, in order to pay even the very small salaries at present received, has found it necessary to make use of a portion of the Committees' grant of 10s. for the purpose. The sudden withdrawal of this money from salaries, in order to give it to Committees to spend on other objects, would press very hard upon the already poorly-paid teachers. The proposed establishment of a large school in New Plymouth, and the gradually-increasing attendance, will, I am in hopes, place the Board in a better pecuniary position in the course of a short time.

As a result of my visit and inquiries, I submit the following recommendations :—

1. **SCHOOL INSPECTION.**—The very small number of schools would not warrant the employment all the year round of a thoroughly competent Inspector of Schools. You have sanctioned the payment of £200 a year as inspection subsidy to Taranaki District, but the gentleman performing the duty receives only £100 a year, and the other £100 is therefore still available. I recommend that this sum be offered to the Board for the purpose of employing for not less than three months the services of a thoroughly competent schoolmaster as an organizing master or inspector, who would visit all the schools frequently, and instruct the teachers in school organization and management, and in approved methods of instruction. There are twenty-five schools, and by taking two in one day he could make a number of visits to each, and I am sure a suitable man would bring about an immense improvement. Such a gentleman would also be able to advise the Board with regard to the establishment of the proposed district high school.

2. **IMPROVEMENT OF THE TEACHERS.**—There is likely to be an unexpended balance of the vote for the training of teachers. I recommend that each Board which receives no share of this vote for training-school purposes should be offered the sum of (say) £80 for the purpose of sending to a training institution in the colony for two months not fewer than four of their most meritorious and most promising untrained teachers (two of each sex, if possible), to enable them to gain a knowledge of school organization and management, and the best methods of instruction. This plan would meet, to some extent, the necessities of such districts as Taranaki, and would probably prove very beneficial. The Inspector-General concurs in this and the preceding recommendation.

3. **FUNDS.**—In connection with what I have reported as to the Board's funds and its relations to School Committees, I recommend that the Board be informed that, until the close of the current financial year, Government will forego absolute compliance with the terms of the regulation with regard to the payments to Committees, but that at the same time, where there are Committees willing to take the duty in hand, such Committees should be fully recognized, and encouraged to attend to local requirements, and, as far as practicable, put in possession of the requisite funds.

4. **PLANS.**—I recommend that the Board be furnished with plans and specifications of school-buildings. The cost of copying some of those in the office of the department would be trifling.

Wellington, 26th November, 1878.

JOHN HISLOP.

2. ORGANIZING INSPECTOR'S REPORT.

SIR,—

Dunedin, 17th June, 1879.

I have the honor to submit to the Board a report on the Taranaki schools, and an account of the work that I have done in connection with them.

A preliminary visit to all the schools in the district afforded me an opportunity of forming an opinion as to their condition generally, and enabled me to decide what measures should be adopted to render them thoroughly efficient.

None of the schools presented all the characteristic features of a good school. Some were defective in one respect, some in another, while several of them were, on the whole, decidedly weak.

The following conditions are, I conceive, fulfilled in every good school :—

1. The schoolhouse is sufficiently large, and is well ventilated. The desks are of such a kind, and are so placed in the school, that (a) the teacher is always able, without shifting his position, to see every child in the room; (b) that it is possible for the classes to go to, or to leave, their seats with very little noise, and without confusion; (c) that the teacher can, in a very short time and without disturbing the rest of the children, place himself beside any pupil that requires assistance, or whose work has to be examined. The school is provided with all necessary apparatus, such as black-boards, maps, printed lesson-cards, diagrams, illustrations of natural history, ball-frame, &c.

2. The teacher is actively engaged in actual teaching during the whole of the school time. No pupil ever has "nothing to do," but all are profitably employed during every minute of the day.

3. The work to be done in the school has been carefully determined upon and arranged in accordance with a definite plan: (a) a fixed proportion of the whole school time is devoted to each subject, regard being had to its relative and its intrinsic importance; (b) the order in which the lessons are to be taken is decided on. This has been so carefully done that any departure from the order would manifestly be a change for the worse. The system adopted is embodied in a document called the "Time-table." This time-table is in all cases rigidly adhered to. A visitor to the school, at any time, finds every pupil in every class engaged in the work set down in the time-table for that hour of the day.

4. In order that the attention of the pupils may not be overstrained, the lessons on each subject are short, and follow, one after another, in such a way that an agreeable variation of work is maintained throughout the day.

5. In a good school it is never found to be the case that, while a few of the pupils in the highest class are pretty well advanced, the lower classes have gained little or nothing by their attendance at school, except the power to read in a slovenly manner and to write a little, with possibly some vague notions about the easier parts of the multiplication-table and the ability to work very little sums incorrectly; while they have been contracting a habit of being idle and disorderly, which it will be very difficult to cure.

6. The pupils are classified in accordance with the recognized standards, and not with reference to their ages, their social position, or incorrect notions of parents with regard to their children's proficiency.

7. The teacher is able to keep order by means of his personal influence alone, and rarely requires to have recourse to punishment of any kind. The pupils are quiet, attentive, and fond of their work. They are regular and punctual in their attendance. They are well drilled, and march into and out of school in an orderly manner, and all changes in the positions of classes are effected without confusion, and with very little noise.

8. The pupils, while being examined, are able not merely to answer questions correctly, but to answer them in such a way as to show that they have been taught to think clearly and intelligently, and not merely to repeat, parrot-fashion, words and phrases which they only imperfectly understand.

9. The written work of the pupils is neat and accurate, and their knowledge is thoroughly sound as far as it goes. What the children know they know thoroughly, and an examination in "back-work" has no terrors for them or their teachers.

10. The pupils work independently: prompting and copying are unknown in the school.

To arrange matters so that the requirements here sketched out should be satisfied in each school, as far as its circumstances would permit, was the work that I had to carry out.

If the teachers with whom I had to deal had been careless, or altogether unskilled in their profession, it is very plain that the attempt to reach so high a standard would have been utterly futile. Fortunately, however, the Taranaki teachers are earnest and energetic, and some of them possess very considerable professional ability. Besides this, they nearly all seemed anxious to become acquainted with the methods used in the modern systems of primary education. Owing to circumstances on which it is unnecessary here to dilate, they were, for the most part, entirely unfamiliar with these methods.

Thanks, too, to the untiring efforts of the Inspector, Mr. Crompton (whose aid and co-operation during my visit to Taranaki were very valuable indeed), very considerable advances had been made towards preparing the way for the new organization.

Thus the task which had to be performed was vastly less difficult than it would have been if nothing had been done previously, or if the teachers had passively resisted the introduction of the new system.

After the preliminary visits had been paid, I spent two days in each school. On the first day all the children were examined and classified according to the "Standards of Education." Then a time-table suited to the wants of the school was drawn up. On the second day I took charge of the school and taught it myself, in order that the teacher might see the work actually done as specified in the time-table. This was successfully accomplished in every case, even when the pupils were quite new to the work and unfamiliar with the methods employed. It was confidently expected that after a little practice on the part of teachers and scholars the new system would be found to work quite smoothly.

The work of organizing was finished on the 17th of May. Since then I have paid twenty-five visits of inspection, and have found that very gratifying improvement has taken place in nearly every school.

I was unable to pay final visits to the two Mangorei schools, as two of the other schools had to be visited twice instead of once. The Inspector, however, kindly undertook to visit these two schools, and to report on them.

The appended detailed report on each separate school in the Taranaki Education District will give a tolerably exact idea of its present condition.

In conclusion, I would wish to direct your attention to my reports on some of the school-buildings, and more especially to those on the Gill Street and Waitara West Schools. It is not possible for the school work to be properly carried on in the present buildings. It may be that there are financial difficulties in the way, and that the Board is not in a position to provide suitable buildings for these important schools, owing to the urgent demand for new schools in the country districts. It has occurred to me that the Government might be induced to take into consideration the fact that the relatively backward condition of education in this district is, in the main, the result of its having had in bygone years frequently to fight the battles of the colony. While the other provinces had time and opportunity to attend "one to its farm, and another to its merchandise," and while, with the wealth flowing in from such sources, their more fortunate fellow-colonists were able to build good schools and to satisfy educational wants generally, the people of Taranaki were struggling for existence, and sometimes had to bear up against the whole weight of "the Native difficulty." I venture to suggest that if the Government would look at the matter in this way, and would propose a comparatively small special grant for school-buildings in your district, the difficulty might be overcome, and the Board be placed in a fair position for carrying on the work of education.

I have, &c.,

The Chairman, Taranaki Education Board.

JAMES H. POPE.

APPENDIX.—DETAILED REPORT ON THE TARANAKI SCHOOLS.

I.—*Gill Street Girls' School.* (Head Teacher: Miss Reeve.) Visited, 20th May, 1879. Present, 66 (average about 80).

Building.—Unsuitable, and far too small: in its present state it might hold forty pupils conveniently.

Furniture.—Possibly good for a church; certainly bad for a school.

Attainments of Pupils.—Very fair. Sound and rapid progress is being made in spite of difficulties.

Discipline.—Pretty fair. School drill is carried on as well as it can be under the circumstances. There is often a considerable amount of noise and some disorder in the school. This arises mainly from the crowded state of the school. The tone is good.

Instruction.—Satisfactory throughout the school. Singing is taught.

Remarks.—Two pupil-teachers are required here, as a considerable amount of advanced work is done in the school. The teacher deserves a much better schoolroom.

VIII.—*Bell Block Boys' School.* (Teacher: Mr. Bennett.) Visited, 30th May. Present, 22.

Building.—Large enough, but very narrow.

Furniture.—Three rows of dual desks are required.

Attainments of Pupils.—Fair.

Discipline.—The boys are well drilled, and the order is excellent, but it struck me that the boys were sometimes spoken to rather too harshly by the teacher. Firmness is not incompatible with great kindness of manner. Discipline, if really good, is *mild* as well as *firm*.

Instruction.—Very great improvement; but the time-table should be more strictly adhered to. The children are not punctual. This is the reason assigned for the irregularity; but to depart from the order of the time-table on that account is to introduce unnecessarily a second evil, and to throw the whole school "out of gear." Singing is well taught here by Mrs. King.

Remark.—Mr. Bennett is a diligent and enthusiastic teacher. He is doing excellent work in the school and in the district.

XII.—*Kent Road, Mixed School.* (Teacher: Mr. Earl.) Visited, 23rd May. Present, 28.

Building.—Rather too small. A porch is much needed.

Furniture.—Wall desks are in use here; there is scarcely room for dual desks.

Attainments of Pupils.—Moderate. Rapid improvement is taking place.

Discipline.—This has greatly improved since my first visit. A further advance in this direction should be striven for. No child should be allowed to whisper in school, or to leave its place without having received permission to do so. The manners of the children in this school are not bad, but they might be much improved. The use of the expressions "Sir," "If you please," &c., might advantageously be introduced.

Instruction.—Most satisfactory improvement in this respect. Singing and drawing are efficiently taught here.

Remark.—It is very obvious that great good has resulted from the introduction of the new system into this school.

3. MR. CROMPTON'S REPORT.

SIR,—

New Plymouth, 31st December, 1878.

I have the honor to submit my report of the schools in charge of the Board of Education for the half-year ending this day. I have visited almost all the schools twice, and some more frequently, during the half-year elapsed, and examined in detail all the pupils present during my visits for that purpose. The regulations published on the 24th September last reached me too late to carry out the examinations in the manner therein prescribed. As yet the state of the schools will not permit one visit per annum for the purposes of general inspection to be sufficient.

I regret to state that, taken as a whole, the progress made by the fourth classes is not what I expected: there has been a lull in their efforts which I cannot account for. The Huirangi and East Schools are exceptions. The other classes show progress. The black-boards are not used as much as they ought to be. I would suggest that my recommendation may be carried out, that no school have less than two, and the large schools three, black-boards. In many of the schools, the Government regulations, which ought to be suspended in the schools, are either lost or mislaid: the time-tables are not written out in an easily legible form, and suspended in the schoolroom, as I have frequently wished them to be. All the schools should be supplied with terrestrial globes, and writing cards for the junior classes to copy from. The whole of the books used in the schools require inspection; many are in rags or deficient in pages, and some are quite useless. I would suggest that "Instructions to Teachers," similar to those promulgated in Otago, be printed and circulated here, and suspended in the school-rooms. They may save me a good deal of petty fault-finding, which I greatly object to. I have come to the conclusion, and lately I find others have too, that the more advanced histories of England should not be used in any class below the fifth. Such books as Collier's "British Empire" are too advanced except for the best pupils in the Gill Street and East Schools. It is excessively difficult to give vitality to such lessons in the minds of colonial-bred boys. In the course of my examinations I have sometimes endeavoured to impart life to the lessons by giving descriptions from my own personal knowledge, and showing prints of scenes, but the effect has only been transient, I fear. I wish to suggest that "Pictures from English History," and the six Royal Readers with their Sequels, be alone used in the schools. I do not know why it should be so, but, almost universally, the Fourth Reading Book, hitherto supplied, fails to excite the interest or imagination of the children, though it contains stories referring to New Zealand and Australia which ought to attract them. I again request the attention of the Board to the miserable rubbish in the shape of pens and copy-books, &c., parents supply their children. The bad writing which is so general in the schools is greatly aggravated by it. I felt annoyed at the amount of bad writing and the various sorts of copy-books exposed to Mr. Hislop's eye in the schools he visited. I see, in the London *Spectator*, this question of writing has arisen in England, and Vere Foster's copy-books are spoken very highly of: Mr. Petrie, of Otago, in his report dated 15th April last, refers to them. I would suggest that Vere Foster's copy-books, exercise-books, and figure copies be alone used in the schools, especially the last, as the figures on the slates and paper are almost universally bad.

With few exceptions, I have not been able to improve the classification of the pupils: irregularity of attendance owing to inclement weather was partly the cause. Collective teaching has not been carried out as I wished it to be; nevertheless I am glad to say that the amount of individual teaching is greatly diminished.

* * * * *

Reading is somewhat improved in most of the schools, but still there is too much muttered and indistinct utterance. Provincialisms in pronunciation are nearly extinct. There is a great want of intelligence in the reading. When questioned on the subject read, the answers are generally feeble and incorrect. This is especially the case among the girls. At — I found they did not know the meaning of the principal words read: they have been put into books beyond their comprehension. There is no vivacity or eagerness to answer questions. I do not think many of the teachers realize the amount of valuable instruction which can be given in a reading lesson. I wish the teachers to excite a spirit of inquiry among their pupils, and lead them to ask questions when they do not understand anything, and to feel that a short reading lesson, thoroughly explained and understood, is worth far more than pages read which convey no other impression than that of sound. I have begun to introduce simultaneous reading in the junior classes, and, where the utterance is hurried, I have found syllabic pronunciation produce a good result. I may here incidentally mention that I have been much pleased by cases of pupils whom I have met with in my journeys asking me questions as we went along, and bringing things they had found for me to tell them "all about it."

Arithmetic is not much advanced, except in the East School, where the fourth class, if tested, would, I think, pass the Fifth or even the Sixth Standard of the new regulations. There is also a great advance in the Huirangi School. Some pupils in the Inglewood Girls' School were very fairly correct; but still, on the whole, there is too much inaccuracy in the work, and not sufficient mind employed in finding out how to do a sum of very ordinary character. I have urged more attention to notation, and am glad to report a marked improvement, though not to the extent I require. Tables have generally been very accurately learnt. Except in the West and East Schools, mental arithmetic has not been attended to so much as it must for the future.

The progress made in English grammar, with the exception of the East, Bell Block Boys', and Huirangi Schools, is very unsatisfactory. This lesson seems to be degenerating into a monotonous use of phrases. There is a great variety of grammars scattered through the schools (a remnant of former days). I should like to see the whole withdrawn, and Cornwall's Grammar used; and that it be taught orally, with a very free use of the black-board, so that the minds of the pupils may be exercised properly.

In geography some progress has been made, especially in that of New Zealand. At the Kent Road School some very good sketch maps were submitted to me, and also at the West and Inglewood Boys' Schools. At the Omata School, which is greatly improving in most respects, I found a satisfactory knowledge of the political geography of Europe; but I think it is greatly to be desired that more attention were paid to physical geography in the first instance. Some of the volunteered recitations of poetry were very satisfactory.

I find in many of the schools that children present themselves who are not supplied by their parents with books, slates, &c. These individuals are a great source of noise and disturbance in school hours. As education is now gratuitous, the masters should have the right of refusing admittance to such children, unless they bring the money necessary to purchase them from the master.

Quietness of demeanour, attention, diligence, and silence during school hours have greatly increased throughout the schools, with the exception of those already referred to. The introduction of "Norman's School Drill" will effect still greater improvements.

Irregularity and want of punctuality in attendance are still the great hindrances to progress. I learned from Mr. Hislop that in some districts public opinion has been brought to bear on parents, and it is deemed a disgrace if the children do not attend as they ought. Neither the injury done to the children nor the injustice to the teachers seems to be at all understood. Something should be done to get hold of the children of a certain class, who attend no school whatever. In the list annexed I omit all reference to the first quarter of the past half-year. The weather was then exceptionally bad. It shows the number in each school who have not attended even half the number of days it has been open during the last quarter. If necessary, I can furnish the names of the truants. I have been requested to suggest an alteration in the rules as regards holidays. The Michaelmas holidays are objected to as coming during the stormy weather, and there is nothing for the children to do. The first six weeks at least of the January quarter are very irregularly attended, as it is then harvest time, and there are endless anniversaries, picnics, &c. I would suggest that one day only be allowed at Michaelmas, and two days at Easter; and the days thus struck off be added to the midsummer holidays. This, I believe, will be a boon to many.

I have, &c.,

WM. M. CROMPTON,
Inspector of Schools.

B. Wells, Esq., Chairman of the Education Board,
New Plymouth.

WANGANUI.

SIR,—

Education Office, 29th January, 1879.

I have the honor to present my first report upon the schools which I examined between 1st May and 31st December, 1878, according to the prescribed standards. These schools are 47 in number, and are situated in the Counties of Patea, Wanganui, Rangitikei, and Manawatu, which constitute my district. The number of children in attendance, according to returns made by each school at the time of its inspection, was 2,348, and the number of children on the books 2,680, which shows that parents are not always sufficiently careful to send their children to school on the day of inspection.

METHOD OF INSPECTION.—The children put forward under the First, Second, and Third Standards I examined orally; and those put forward under the three higher standards I examined on paper. The children presented in the First Standard I examined in four subjects, viz., reading, writing, arithmetic, and spelling; and in addition to these subjects, I examined those present in the Second and Third Standards, in grammar and geography. In the examination schedule, I placed against the name of the child a red cross to indicate a satisfactory result in any subject, and a blue cross to indicate an unsatisfactory one. The minimum number of red crosses to constitute a pass was two in the First Standard and three in the Second and Third Standards. These schedules will be very helpful to the teachers in reclassifying their children, so as to meet the requirements of the new colonial standards, for they will indicate the subject in which any child showed weakness. To the Fourth, Fifth, and Sixth Standard work I attached values. The minimum was 100, and the maximum 200. The examination schedule was so drawn as to show the particular subject in which the pupil indicated weakness or the reverse. All the teachers have been supplied with duplicates of said schedules.

WRITTEN PAPERS.—The number of written leaves handed in by the competitors for the Fourth, Fifth, and Sixth Standard honors was 1,654. These I revised and valued at home.

UNIFORMITY IN EXAMINATION.—The examination in all the schools was conducted upon an uniform principle. The same set of questions, under the different standards, was used almost without exception. The mode in which the questions were framed was slightly different from that to which the children had been accustomed, and this feature, in a great measure, accounts for so many failures in subjects with which the pupils were otherwise well acquainted. Any question set which involved the smallest modicum of thought was not even attempted, but invariably passed over. I would strongly urge upon teachers the desirability of abolishing from their schools all mere rote work, and recommend them to adopt a system of teaching through which their scholars would be correctly taught to think. In not a few cases the memory appeared to be the only faculty brought into play. Mere cram will in future be found to compare very unfavourably as regards the satisfactoriness of its results, as brought out under examination, with the better method of grounding thoroughly in first principles. I am of opinion also—and now that I am speaking of the overloading of memory by the pernicious cramming which obtains, and the leaving undeveloped, which is consequent on that, of the other faculties, I may say—that teachers would do well to minimize the home lessons, which are, sometimes at least, so laborious that, far from helping on the education of pupils, they do but injure the overtaxed brain. An hour set apart daily for the preparation of next day's lessons in the school, and under the superintendence of the teacher's skill, would be much to be preferred to the present plan, through which at present the mind of the pupil is kept at work till far on in the evening.

TEACHERS.—Of the teachers in my district I have generally spoken with the greatest respect, as I am of opinion that, taken altogether, they are a meritorious and painstaking body. A brother Inspector has said, "I sometimes wish for one or two more of what I must call heaven-born teachers, those who combine enthusiasm with patient drudgery, vivifying and stimulating teaching with a clear appreciation and forecasting of all the learner's difficulties, with the mode, not of removing them for him, but of inducing him to confront, grapple, and surmount them himself, which awakens in the pupil a love of study, and makes him feel a sensible interest in each connected and progressive lesson." I indorse most heartily the wish thus expressed, and hope soon to find men in all our public schools with the ability and desire, when opportunity offers, to prepare for the high school the more promising pupils. I would have it to be known and understood that attention to development of character, and training to cheerful obedience, honor, and honesty, will be highly prized by your Board and by the community at large. It appears to me that, if they do so, varied benefit will accrue to many.

CONCLUSION.—Such, Sir, is a fair, candid, and unvarnished account of the state of education in the Wanganui District, over which you so worthily preside. Shortly after you did me the honor of appointing me first officer of your Board, I visited all your schools for the purpose of general inspection. You were pleased to receive and adopt my report thereon. I set papers for and conducted the largest examination ever held in Wanganui for pupil-teachers, classed assistants, and candidates for certificates of merit. I revised and valued the written leaves which were handed in, and submitted a report on them, for which your Board were good enough to compliment me. I again visited the schools within the district, and examined all the children put forward under the different standards. The result of this examination you have heard. I framed papers for, and held the first of, the examinations it is proposed to hold regularly for scholarships, and I am glad to say that the awards have given satisfaction.

From these unprecedented vantage-grounds I note the following: (a.) That all your schools have given indications of the existence of talent, which, if properly developed, guided, and trained (and many of the teachers are capable of doing that), will produce a class of citizens for the future second to none in any of the colonies. (b.) That, with a class of settlers all along this West Coast so industrious, independent, and intelligent, and who are so keenly alive to the importance of having their children educated, district high schools, high schools, and colleges will be planted in all the centres of population. And, in conclusion, I observe that the necessary tendency of colonial education is to "centralization and uniformity, to the comprehension and systematic unification of all grades of schools from the common school to the University; to an uniformity of course, method, text-books, literature, qualification, and character of teachers; the whole enforced by law and rendered compulsory." That there is a happy future in store for this Island cannot be doubted. My one ambition would be to be privileged to see the high position, educationally, which Wanganui is sure to occupy some twenty years hence.

I have, &c.,

R. FOULIS, F.E.I.S.,

Inspector of Schools.

W. H. Watt, Esq., Chairman, Education Board,
Wanganui.

WELLINGTON.

SIR,—

Education Office, Wellington, March 26, 1879.

I have the honor to present my fifth annual report on the state of education in the primary schools of the Wellington District.

SCHOOL ACCOMMODATION.—In this district, as at present constituted, there are now 37 schools in operation, containing 4,590 children, of whom 4,119 were present on the days of examination. In the previous year there were 38 schools, numbering 3,595 children, of whom 3,094 were examined. Although the number of schools this year remains about the same as last year, the attendance has increased in one year by a thousand children; and I have actually seen and examined within the same area a thousand more children this year than last year. As I have pointed out in previous reports, this large increase in the work to be undertaken should be well borne in mind in estimating the value of the work done, as the increase in the attendance consists at present for the most part of children whose education is in a backward state. As the settlement of the country proceeds, we may expect to find for years to come not only a normal increase arising from natural increase in the settled population, but also an abnormal influx of children from without the district. As, however, the state of education is improving in the mother-country and throughout this and the other Australian Colonies, we may hope that the progress of education will meet with less check year by year. I believe the country districts are now fairly supplied with schools, and no great increase in the number of schools need be looked for until the natural increase in settlement demands it. In Wellington City the case is different. This year there are 2,425 on the books in the city schools alone, as compared with 1,704 last year, showing an increase of 721 attending. But the Registrar-General informs us that there are 4,400 children of school age in Wellington City, and therefore 2,000 children are to be accounted for. The number of pupils in high schools and private schools cannot exceed seven or eight hundred. Accommodation is therefore required for another thousand children at least. Moreover, the Thorndon schools are much too crowded, and all the other city schools are quite full. It has not been the aim of your Board to unnecessarily multiply schools, and the benefit of having large schools is apparent, both as to efficiency and economy of working. It is not now desirable that other schools should be erected in Wellington, including Newtown, than those already proposed by your Board, but that the new schools should be large and capable of extension if required.

RESULTS OF THE LATE EXAMINATION.—The examination just completed has been made in the six standards, the schedule of which was prepared in my last report, and adopted by your Board. Pass cards have been issued to all the pupils classed in the standards. This is the first examination made in six standards, covering six years' work, so that results cannot well be compared with the results of former years classed in four standards, covering eight years' work. I am, however, satisfied that the results generally show a great improvement on those of last year, and that the work is improved by an extension of programme, as well as by the progress of the classes in last year's subjects. There are now 2,868 children over eight years of age, and 2,530, exclusive of 471 absentees, classed in standards. It is presumed that a child is not able to pass a standard until he is eight years of age. The number therefore passed in any standard closely approximates the number of age to take up the work. Of the 2,530 classed in the standards, about 1,000 are classed higher than Standard II., and 85 are passed in Standard VI. The number passed in old Standard IV. last year was 31—a standard harder than Standard VI. in some respects, but less comprehensive. I am not willing to make any close comparison between the old four standards and this year's six standards, as they differ in construction; but I am certain in my own mind that the results shown during the work of examination, and the general management of the schools, are, taken as a whole, much improved, and that the improvement is more marked this year than in any former year. But in order to show this to the satisfaction of your Board, I shall now give in detail (1) a statement showing the extent to which each of the subjects is taught, with some observations on the methods employed; and (2) a separate report of the working and condition of each school. Next year the means of testing the work done will be much more simple, as the standards of examination this year sufficiently approach in calibre the new standards prescribed by Order in Council to permit of passes in the one being assumed to be of equal value to those to be made in the other. At the next examination all children now classed in any standard will be expected to pass the next higher standard, according to the schedule of the Education Department. Practically, then, we are now in a position not only to take up the Government standards, so far as is possible, without loss of time, but to assume that the schools are already classed in them. I have not attempted this year to show how many children have passed from a lower to a higher standard; nor do I think it advisable to give this year the percentage of expected passes made in each school, owing to the change in the standards, and consequently to the fewness of expected passes as compared with the number presented for examination. Such a statement would, for many reasons, be misleading.

READING.—The longer I am acquainted with educational work the more I am persuaded of the vast importance of this subject. Reading, if properly cultured, is an art useful and æsthetic. In many cases, if pupils in primary schools are only able to read intelligently, they hold, in these days of cheap literature, the keys of knowledge. I make these remarks simply with the view of impressing the importance of the subject upon some teachers, who continue to take a commonplace view of reading, teaching it more or less mechanically. In a large proportion of the schools of the Wellington District reading is well taught first by blocks or sheets, then by simultaneous reading from cards in lower classes, the words being grouped in delivery; and afterwards from the Royal Reader series of six well-arranged books. Instruction is given partly on the simultaneous plan, and partly by individual class-reading, the teacher often reading a passage as a model. Reading has always been marked high in our standard examinations; and I think the results in this subject are very much improved. In a late report I characterized the reading in the Wairarapa schools as a wretched mumble throughout. It is now much improved in most of the schools, and is positively good at Masterton, Waihenga, Featherston, Clareville, and Fernridge. In the City of Wellington schools the reading is generally a very good feature, especially in the Mount Cook Girls', Terrace, and Thorndon schools. All our schools are fairly well supplied with books; but more perfect copies—a school set—should be found

by the School Committee for the younger classes at least. I have been particularly careful to supply the newest reading tablets and cards for the infant classes in schools. Reading "sticks," for word-building, I have only seen in two schools. The most expressionless reading with neglected aspirate is met with in several of the Wellington country district schools.

SPELLING.—There are few schools in which the spelling is positively bad. This I attribute to five years' use of standards. No pupil can pass a standard who makes more than three mistakes in the dictation exercises, and any bad spelling in the composition exercises of the higher standards is also fatal. It is equally true that there are few schools in which the spelling is positively good, and there are many schools in which great improvement should be made. In looking through my notes I find certain classes in nearly all the schools weak in spelling. The good examples are Thorndon, Lower Girls' School Mount Cook, Taita, Upper Hutt, Wainuiomata, Masterton, Featherston, Waihenga, Opaki, Fernridge, Tenui, and Porirua. Spelling is now generally taught by various means—learning by heart, dictation, spelling words round class after reading lesson, lessons on similar sounds, transcript exercises, home lessons, and sometimes by school spelling bees. Teachers who depend wholly on dictation exercises are often disappointed at the results. On the whole I recommend teachers to aim at attaining greater accuracy in this subject, and to associate the meanings more with the spelling of the words. Hard passages for dictation will form part, and an essential part, of the higher standard work. Hitherto in Standards V. and VI. only composition exercises have been given, in which the pupils could choose their own words if in doubt as to the spelling of any word. Practice has convinced me that such a test of spelling was not a sufficient one, though a good auxiliary. Clear enunciation in reading is a great aid to spelling. Good reading and good spelling generally are found side by side, as would be expected. In the best schools there are of course chronic bad cases of children who never will spell. On the whole, spelling continues to improve year by year. The best method of correcting dictation in class is still an open question. One good method in use in the lower standards is for the teacher to write the passage in good round-hand on the board, with its back turned to the class, whilst the dictation is being called out. Afterwards the board is turned round, and the pupils correct their exercises by the written model.

WRITING.—This subject is generally well taught, the teachers for the most part treating it analytically on the black-board, and not depending wholly on copy-books. The use of the script exercises has been beneficial, if only in calling attention to a good model. At Waihenga, and in other good schools, copies are set by the teacher in preference to using printed head-lines. In some instances I have found advanced pupils imitating writing on the board, which does not make a good model. Teachers should endeavour, as far as possible, to put down all their explanations on the board in clear handwriting. I would recommend teachers to aim at teaching form in letters rather than the thickness of up-and-down strokes, to confine the writing to round-hand until Standard III. is reached, and to associate writing with drawing, where drawing is taught. I do not attach much value to angular hand for girls. Transcription exercises should be employed, not only for spelling, but to cultivate the neat effect of good writing in quantity. Children as a rule should not be allowed to divide words in writing. Any number of copies of the script exercises will be supplied by the Board on application.

ARITHMETIC.—Formerly this was a weak subject in the school curriculum, but the standards have directed and regulated the teaching of the subject, and enforced that amount of practice necessary to secure accuracy in examination. Still it is perhaps the most difficult subject to teach, and requires the largest share of the school time. One hour a day at least should be given to it. A fresh impetus has been given to the subject during the past year by the introduction of mental arithmetic into the standards. An examination in slate arithmetic, followed by *viva voce* work, enables an examiner to form a better estimate of the value of the teaching than would be obtained by slate arithmetic alone. The learning of tables and exercises in numeration and notation are always carefully done in good schools, but sometimes omitted in less satisfactory ones. In point of fact some teachers err very much in overlooking or missing out portions of the work, or in leaving the teaching of it until just before an examination. The arithmetic work in the lower standards is generally satisfactory throughout the district; and in the large city schools, Thorndon, Terrace, and Mount Cook Boys', and at Tawa Flat, Pahautanui, Lower Hutt, Taita, Upper Hutt, Featherston, Waihenga, and Fernridge, advanced accurate work is done in the upper classes. Arithmetic is now generally carefully taught on the black-board without much use of books, except in the advanced classes. Practice in examples is obtained by home lessons, now generally given, arithmetic making a capital subject for home lessons, as the work cannot be shirked if done at all. I am pleased to find the standard arithmetic cards are getting into common use for this purpose. Neatness in arithmetic work is becoming more common. The Waihenga and Taita Schools are foremost in this respect. After the compound rules, if not after the simple rules, should come, in my judgment, an elementary knowledge of fractions, taught by diagrams and practical examples with much oral illustration; then a few simple rules, say practice and a little simple proportion, and afterwards a more complete knowledge of fractions. When fractions are once thoroughly mastered the principles of arithmetic are known. In my examinations I have given plenty of work in arithmetic, generally setting eight or ten sums in the higher standards and four in the lower. The questions set are not taken from books, and different sets are given in each school, catch questions being avoided. Numeration forms part of the test, and, as a part of the subject, is generally, but not always fairly, taught. I have reason to be fully satisfied with the progress made in the teaching of arithmetic, and with the present knowledge of the subject. Teachers must be prepared for the introduction of more questions in which the candidates set their own sums from dictation. Teachers do not always appear sensible of the amount of practice required to enable a pupil to bear examination well. For instance, in simple rule-of-three, I should say from a thousand to fifteen hundred examples should be worked before a pupil is fit for examination.

GEOGRAPHY.—Several teachers have neglected to teach the geography required for the lower standards this year. Even in some good schools the subject was weak in certain classes. The schools

are generally well supplied with maps. I should like to see in each school a map showing the topography of the place. Geography is well taught by outline maps made on the board at Thorndon, Featherston, the Terrace, and Waihenga, and more or less in a few other schools. The new large county map of New Zealand will be supplied to all schools which have not yet received one. Maps should be more frequently before classes during reading and history lessons, and the places mentioned pointed out. For this reason maps are best rolled up and put away on racks when not in use, and not fixed to the walls, except they can be seen plainly from any part of the room.

GRAMMAR AND MEANINGS OF WORDS.—The new standards have directed more particular attention to word-meaning and word-knowledge. I was pleased on the whole with the result this year. It is often difficult to give an answer on the spur of the moment, although the pupils know the meaning. It is one thing to know and another to tell. This subject should receive more attention in many schools. The knowledge of English grammar is generally good in the respective standards, and the work in the higher standard is frequently very satisfactory. Grammatical instruction is best imparted in the following schools: Featherston, Thorndon, Terrace, Johnsonville, Pahautanui, Taita, and Masterton. In these schools the children write good composition exercises, and parse with a correct knowledge of inflexion and of the construction of sentences.

HISTORY.—History is only required in the higher standards. There are few teachers who succeed in making history interesting. The reading of detailed passages from good historians I have found very interesting and very instructive. A boy who has once heard Macaulay's description of the Siege of Londonderry read is not likely to forget it; and he will imbibe a taste for reading, which no epitome of history will cultivate. It is true there is not much time for this, but it may be done occasionally. A master has also to make simple the philosophy of history; and history should always be treated in connection with geography when possible. Biography is admirably suited for schools; and the lives of great men will always form an important part of the subject included in the standard. The most intelligent historical knowledge was shown at Featherston, Taita, Thorndon, and the Terrace.

SINGING.—Singing has always been encouraged as a most important part of education, and as tending to refine school life and make it more cheerful. Teachers who are thoroughly musical have taken up the subject so far as they could spare the time, or so far as they had the appliances to teach it. Class singing from notes is efficiently taught in the Mount Cook Infant, Thorndon, Featherston, and Wainuiomata schools. School songs are rendered with more or less culture in ten other schools. Until this subject is taken in hand by an able professional master, and instruction imparted in the principles of music, in the art of singing, and in the teaching of class singing, it is too much to expect teachers either to pass an examination as to their own ability to impart instruction, or to expect them to attempt the work in their schools.

ELEMENTARY SCIENCE.—Instruction is nominally given in physical science in twelve schools, including four large city schools. No special examination has been made, and I am not aware that any classes are yet presentable in any definite programme of work. I do not think the subject can at present be taught with anything like systematic class experimental teaching by more than one or two teachers. Until a normal school is provided, in which instruction can be imparted, not only as to knowledge required, but also as to the methods of class-teaching, and until the necessary apparatus is provided, it appears to me unreasonable to expect it to be taught in schools. General knowledge of common things, or even of physical phenomena as found in reading-books, can hardly be accepted as teaching in elementary science.

MILITARY AND SCHOOL DRILL.—Company drill is taught efficiently at Te Aro and Featherston, and squad or assembly drill in nine other schools. Cadet corps, having musical bands, are found at Te Aro and Featherston. We have no proper gymnasium attached to any school, and the Terrace School is the only one which possesses parallel bars, though many schools have swings. Gymnastics are nowhere systematically taught. I should like to see cadet corps established in connection with the Mount Cook Boys', Thorndon Boys', and Terrace Schools. A knowledge of drill could be imparted to teachers by the drill-sergeants, or it would be easy to arrange for an officer to give instruction in connection with a normal school.

DRAWING.—Like singing, drawing requires special faculty in the teacher, and the subject can only be taught where the faculty exists. The drawing hitherto taught is that of outline objects on slates or on paper. In the two highest standards drawing is required, but the past year is the first year in which it was asked for. Outline copies, elementary and advanced, have been sent to all schools requiring them, and more can be obtained on application to the Board. Drawing is at present taught fairly in the Mount Cook Boys', Featherston, Pahautanui, Te Aro, and Thorndon Schools; and less efficiently in the Terrace, Kaiwara, Wainuiomata, Tenui, Karori, Taita, Greytown, Masterton, Porirua, Tawa Flat, Waingawa, Waihenga, Johnsonville, and Tauherenikau Schools. I hope to see, year by year, much improvement made in this subject, as soon as teachers can be trained for the work.

NEEDLEWORK.—Needlework has not generally been taken up. Many teachers and school managers are of opinion that sewing can well be taught at home, and in many districts such is the case. In large city mixed schools it would much disturb the organization. The result is that sewing is confined to the following schools: Mount Cook Girls', Kaiwara, Te Aro, Wainuiomata, Tenui, Karori, and Tauherenikau. The work done in most of these schools appears to me, so far as I am a judge, fairly satisfactory. I do not regret the limited teaching of needlework, although its value must be readily admitted; but there is a danger of the programme being too full, and in the past more essential subjects have been looked to. We have no "fancy" work.

OTHER SUBJECTS.—Latin (1st Principia) is taught at Featherston to fourteen pupils, and one pupil in Greytown receives instruction in Latin, and one in algebra. The kindergarten system of infant teaching is adopted at the Mount Cook Infant Schools, in the Thorndon School Infant Department, and in the Featherston School Infant Department. Object-lessons are commonly given in all schools. I am pleased to report that there is in most schools a marked improvement in the discipline and in the manners of the pupils, although I think teachers, in many instances, attach too little importance to the latter subject, if they do not eschew common politeness altogether. The use of bad

language, even by little children who do not understand what they say, will become a serious evil, unless it can be stamped out. This arises from a deep-rooted social evil. In town and country, children cannot pass along the streets without hearing barbarous and disgusting language spoken aloud, without regard to their presence. I am pleased to notice that learning to swim is being encouraged by swimming matches for boys in the City of Wellington.

THE GOVERNMENT STANDARDS.—Your Board has already recognized the difficulty teachers will be under in taking up the programme of work included in the standards for the colony; and Regulation 7, clause vii., on page 5 of your Board's new regulations, will in part meet the difficulty. But teachers are anxious to know—(1) What values will attach to the several subjects; (2) what will constitute a pass; (3) how far other subjects mentioned in clause 9, par. viii., of the Order in Council will enter into the standard pass; and (4) whether it is necessary that the drawing and needlework programme should be attempted at once, or worked up to year by year. I think it is important that these questions should be answered, and, with the permission of the Board, I will suggest,—(1) That the subjects be marked, in the three higher standards at least; and that about the same relative values be attached to the subjects as in the Board's standards lately in use. (2.) That 60 per cent. of possible marks constitute a pass, except in cases of girls proficient in needlework, when, according to State Regulations, 10 per cent. less marks will suffice. (3.) That, "Other Subjects," &c., being treated as one subject by the regulations of the Board, only moderate marks, for a year or two, be attached to each subdivision; and that these marks be so appropriated that failures in science, drill, singing, and needlework will not occasion such a loss of marks as will make it a very hard matter for a scholar to pass, who is well up in all the ordinary subjects. (4.) That teachers be recommended to take up at first only so much of the drawing and needlework programme as they can do justice to, and that it shall not be imperative on any teacher to attempt to teach any extra subject in his school which he does not feel qualified to undertake satisfactorily.

A REVIEW.—When standards were first introduced into this province five years ago, the programme was intentionally made exceedingly simple, and they were cast at intervals of two years' work, so as not to interfere more than was thought necessary with the individual character of each teacher's work. Moreover, the first examination was confined to two standards. Six months afterwards an examination was made in three standards, but very few children were candidates for the third. A year later the Fourth Standard was introduced. Afterwards the standard programme was enlarged, and last year they were increased to six in number, with a much wider programme. The change from four to six standards was made in view of the impending changes to be effected by the Education Act; but for small schools, and in some respects for large schools, the four standards had many advantages over the six. Next examination the standards prescribed by Order in Council last September will be used. There is this point of difference between the Government standards and those lately in use by your Board: In the Government standards, singing, drawing, needlework, drill, and elementary science are included, and therefore are made compulsory; whilst in the Board's standards these subjects were all, except drawing, excluded; but a bonus was offered to schools in which thorough systematic instruction was given in any two of the extra subjects. The Board considered that it could not compel the teaching of subjects which required special training, if not special faculty, on the part of the teacher. But now that the State insists on teachers coming up for examination in singing, drawing, needlework, elementary science, and drill, and on instruction being given by teachers in all schools in all these subjects, it is imperative on the part of the State that teachers shall have means of obtaining instruction in these subjects before they can be examined in them; and that they shall be trained in the art of class-teaching before they can be expected to teach them. As things are, the teachers of this district are set to plough without a coulter, and afterwards to sow without a drill, what little seed they have picked up by chance. This mode of culture should hardly obtain in the present day.

In this review I cast no reflections on the teachers, whose sympathies are with me, and who as a body have worked hand in hand to raise the standard of education. Those who are new to the work and have not had the benefit of any special training for it are looking forward to any opportunities which your Board may afford them of attending a training institution, and seeing the work of model schools. In our educational progress the Rubicon is now crossed; and, as we are to extend our borders by teaching sewing, singing, elementary science, drill, and drawing, it is necessary that our system be complete. Hence the profession of a teacher must be attended with special qualifications, and of these special qualifications the most essential are the training and experience required to make a disciplinarian, an organizer, and a class teacher not only of a few subjects, but as far as possible of all subjects prescribed by the State.

I feel specially interested in the establishment of a system of normal training and of model schools, because I was years ago the master of the upper division of a very large practising school attached to one of the principal training colleges at Home; and my duties at that time mainly consisted in giving instruction to relays of students in methods of teaching, and I well remember how few young men, even those who had been five years pupil-teachers in provincial towns in Britain, were acquainted with the best methods of instruction, or thoroughly skilful in handling a subject before a class. If that were the case in England, how much greater need is there in New Zealand of candidates for the office of teacher or of pupil-teachers being instructed in the art of teaching, and in school management! It would be idle for me thus to urge upon your Board the importance of the question except at a time when I feel sure the work can be successfully undertaken. A large normal school, with an experienced staff of professors, is not required. Only a few students might come forward at first, and only a portion of our teachers could be liberated at one time from their work. The institution may start very humbly with a lecture-room, a students' room, a room used for a teachers' library and school appliances, and a small spare room for private reading. A normal master can be found who could at once be available for the work, either devoting his time entirely to the duties, or for a time carrying on the work in connection with his present duties. He need be the only full salaried officer for a year or two. The normal master would take classes in the art of teaching, in

the class subjects of examination for Class E, and would practically instruct in school organization and management. Sectional instruction should also be given in drawing, singing, chemistry and physics, drill and gymnastics, and in sewing. Masters thoroughly competent in their several departments, and, in some sections, as in singing and drawing, professional teachers who have special qualifications for the work of training in their subjects, are fortunately at hand. In addition to the city schools, which would, in some instances, form good model schools, it is necessary that there should be a model school of the ordinary size of a country school, attached to the normal school. Tenders are already called for a suitable building at Kaiwara, and a master can be found in the service who possesses ability as an instructor in method.

Hon. C. J. Pharazyn,
Chairman, Wellington Education Board.

I have, &c.,
ROBERT LEE.

HAWKE'S BAY.

Napier, 28th February, 1879.

SIR,—

I have the honor to present a general report upon education for the seven months ending December 31st, 1878. As a number of supplementary reports have from time to time been submitted for your approval, it will not be necessary for me to refer again to the subjects contained in those reports. During the few months I have held the position of Inspector of Schools in the district my time has been occupied in visiting and examining the public schools; in classifying the children according to the Government standards issued by the Education Department; in holding examinations of teachers, pupil-teachers, and children for scholarships; and in attending to the many calls made upon my time as Secretary to the Board.

EXTENT OF DISTRICT.—The Education District of Hawke's Bay includes the Counties of Cook, Wairoa, Hawke's Bay, and Waipawa, situated on the east coast of the North Island, and having an area of 8,578 square miles. Separately, the area for each county is,—Cook, 2,790 square miles; Wairoa, 1,780 square miles; Hawke's Bay, 2,136 square miles; and Waipawa, 1,872 square miles.

POPULATION IN THE DISTRICT.—The European population, according to the census lately published, is nearly 19,000. Taking one-sixth of the population as being of school age, at least 3,100 children ought to be in attendance at school. At the commencement of the year I do not think that little more than one-half the estimated number could have been attending the public and private schools, and at the close of the year it is certain that not more than two-thirds were in average attendance. The following table will show the number of children attending the district schools for the quarters ending September 30th and December 31st, 1878:—

Quarter.	Number at the Beginning of the Quarter.	Number at the Close of the Quarter.		Average Attendance.	
		M.	F.	M.	F.
September 30	1,763	986	868	840	740
December 31	1,954	1,066	919	896	753

SCHOOL ACCOMMODATION.—The total school area in all the district schools possessed by the Board is only sufficient to provide for the accommodation of about 900 children. It is chiefly in Napier and the larger townships that school accommodation is urgently needed, and where it has been found necessary to hire rooms for school purposes until provision could be made by erecting suitable schoolhouses in the districts. I consider it will be necessary for the Board to provide accommodation for at least 1,800 children.

NUMBER OF SCHOOLS AND TEACHERS.—Thirty-one schools are under my inspection, four of which are subsidized only, the attendance not being sufficiently high to guarantee a fixed salary to the teachers. At the close of the year, 54 teachers were employed in the district schools—viz., 28 males and 26 females.

GENERAL REMARKS.—The year that has just closed may be looked upon as of great importance in connection with the question of general education. It is the first year under the new system which requires each education district to produce similar work under similar conditions. If the various school districts in the colony had had equal advantages before the passing of the Education Act similar work might have been expected in each district, but, where former conditions have been so very unequal, some time must elapse before it will be possible to make correct comparisons on the basis of the Government requirements. It is hard to judge of the success or otherwise of the new education system. This is especially the case in my district, where the work has been only of a preliminary character. Until the passing of the Act no attempt appears to have been made to introduce a definite educational system into the district: hence it happens that schoolhouses have to be built, apparatus supplied, teachers to be trained, and schools organized, before even entering upon the threshold of the standard work required by the Government. It would seem that the Education Act of 1877 entirely threw out of gear the work in the few schools which were established in the district before the passing of that Act. The denominational schools, formerly recognized by the Provincial Government, passed from the Board's control, and it was found necessary, in the early part of the year, to make temporary and consequently incomplete arrangements to supply accommodation for the large number of children who flocked to the free public schools in Napier and many other places. The want of funds at such a time proved a great hindrance to education generally, for the temporary buildings could not be supplied with the most ordinary apparatus, without which even skilful teachers cannot succeed. In Napier, for

example, a district school, with an average attendance of nearly 250 children, had to manage for more than seven months with a single desk, capable of accommodating fifteen children. A class-room, 11 feet by 11 feet, belonging to the same school, was used for the training of between forty and fifty infants. The building grants promised by the General Government will materially assist in providing numerous districts with schoolhouses and suitable appliances, and when these have been completed I hope to see the dawn of a new era for the children attending the schools in the Hawke's Bay Education District.

CONDITION OF DISTRICT SCHOOLS.—I have examined and classified all the children attending the district schools. From the tabulated results already forwarded to you, it will be found that only about 5 per cent. of the children passed Standard IV.; 5 per cent., Standards III. and II.; and 10 per cent., Standard I.; thus leaving above 84 per cent. of the children in the district to be presented in Standard I. at the next result examination.

Generally, I have found the work in the schools unsatisfactory. There are several very creditable exceptions to this statement, which will appear from my reports appended herewith. The great difficulties against which the teachers have had to contend may, in some measure, account for the indifferent condition of the majority of the schools, but, from what I have seen after one, two, and in some cases three, visits to the schools, I am inclined to believe that it is mainly referable to the incompetency of the teachers themselves. By this, I would be understood to refer only to their want of practical skill,—the technical part of their work. Generally untrained and inexperienced, the teachers employed in the district schools have been called upon to perform their work under most trying circumstances. Without suitable buildings, without apparatus, without assistance, and without system, they have been plodding on doing their best, and it is not my intention to blame them if they have not been successful. My aim is rather to point out to the teachers the necessity of considering carefully what should be done by them in the future, if they desire to work successfully under the new system.

The Education Act, and the regulations for the examinations in the standards, require that discipline, organization, and classification shall be satisfactory in every school. They require that certain results shall be shown amongst the children attending the district schools, whether the teacher be trained or untrained, certificated or uncertificated. It can hardly be expected that teachers who have never seen the working of a good school, and do not realize the value of organization and classification, will produce equal results with the trained and experienced teacher. But this is exactly what the Government requires should be done, and the Inspector has no authority to modify the work on account of the capabilities of the teachers. Although the standard work required by the Education Department is very high, considering the educational disadvantages under which this district has been labouring, still I should be sorry to see it lowered, for I hope to find at no distant date all the teachers employed by the Board fully prepared to carry out the work which is required from them. It will be necessary for the teachers under the Board to bestir themselves, and seek for practical knowledge in school management. They must see a model school, and study it. School management, as found in books, will prove a useful aid, but it is the machinery at work, and not as it might be supposed to work, that the teachers in this district require to see. To describe an imaginary model school is a very easy matter, but it is another thing to see one in actual working order. There are difficulties in school-keeping which the imaginative and the theorist never can conceive, but the true teacher knows the imaginary model school is only imaginary after all. What is required by the teachers in this district is to see a good public school in full working order, and to have an opportunity of noticing the methods employed in teaching the different subjects. It would create in their minds a picture of a reality and a possibility, and would afford them convincing proofs of the advantages to be derived from due attention to discipline, organization, and method. With the permission of the Board, I intend adopting this plan in the training of the teachers employed in the district. In a new district, it seems to me that the Inspector must also be the organizing master, and I propose therefore asking those teachers who have received no special training for their work to visit Napier in the month of April or May for a fortnight's technical instruction and training in the Napier District School. With the help of the trained teachers in the school, together with that of Mrs. Hill, I purpose giving a series of model and criticism lessons on various subjects; and untrained teachers will thus be able to receive instruction in the practical working of a district school, and obtain hints on how best to impart knowledge to the young. Without some such training the Board can never hope to see this district competing for educational honors with those districts where there has been for years past a system of standards in the public schools. The grant of £80, which the Education Department has so willingly placed at the disposal of the Board for the special training of teachers, will go far towards covering all the expenses likely to be incurred in carrying out my proposal, but I hope the Board will consent to the work being carried out, even should it cost the district an extra hundred pounds. I feel sure the opportunity of obtaining information in the practical part of their work would be gladly embraced by the teachers, who are only waiting to be shown how to do the work which is required from them.

PUPIL-TEACHERS.—In making arrangements for the practical instruction of untrained teachers I am not forgetful of the junior branch of the profession, which has been introduced into the district during the past few months. I refer to the pupil-teachers. The short time which has elapsed since the first pupil-teachers were appointed is hardly sufficient to enable me to judge of their success. I have several times seen the pupil-teachers at work in the Napier and Taradale schools, and generally I was satisfied with their apparent progress in teaching. To the pupil-teachers the district must look for its future supplies of masters and mistresses; it therefore becomes very necessary to see that they are well trained and taught. Regulations have been passed by the Board for the employment, education, and examination of pupil-teachers, and I hope the Board will impress upon District Committees the necessity of seeing that the regulations are fully carried out. As an incentive to promising boys and girls to become pupil-teachers, I think it would be advisable for the Board to offer a bonus of £20 or £30 to each pupil-teacher who completed his or her apprenticeship with credit, and passed the examination for entrance into one of the normal colleges for teachers in the colony.

SCHOOL COMMITTEES.—In making the necessary preparations for the successful working of the Education Act, the Board might be materially assisted by the District School Committees. At present the duties of Committees are new to many of those who undertake to act as committeemen. A School Committee working in harmony, and desirous of promoting the interest of the district school, can greatly influence for good both teacher and pupils. I should like to see each Committee appoint, either monthly or quarterly, a sub-committee, who would be expected to visit weekly the district school, to see if anything required their special attention. Plenty of work is waiting to be done before the district schools under the Board become models of neatness, and worthy the imitation of children. Schoolhouses require painting; the schoolrooms and windows require to be cleaned of the dirt and cobwebs which form such special features in some schools; the grounds must be fenced and well ordered; gymnastic apparatus erected; and proper arrangements must be made for supplying suitable and separate conveniences for the boys and girls. There is no power so competent to carry out the above works as the District Committees, and it should be the aim of such Committees to make the schoolrooms and grounds pleasant and attractive to the children, and worthy of their appreciation. For it must be remembered the training of the young does not consist merely in cramming them with geography and arithmetic: education has a far higher aspect than the merely mental one, and Committees that set before the children neat and orderly-kept schoolrooms and grounds are performing a good work, and materially assisting the work of the teacher.

COMPULSORY CLAUSE.—The power conferred upon School Committees of enforcing attendance is, in the majority of cases, a dead-letter, and will continue to be so until the clause in the Act is modified. Either direct compulsion must be enforced by the Government, or the power must be placed in the hands of the Board, but only to be carried into effect on the recommendation of the School Committees. I think the Committees generally would like to see the compulsory clause introduced, but no Chairman or Secretary is willing to perform the duties of a policeman, especially if he happens to be a storekeeper or man of business in the district. I think a modification in the Act might be introduced with great advantage in section 89, which provides that a child shall be sent to school "for at least one-half of the period in each year during which the school is usually open." Two hundred and fifty attendances can be made in little more than half a year, and I do not think they are too many to expect from every child attending the public school, where the education is free.

LIBRARIES AND MUSEUMS.—I hope the Board will see its way clear to assist in the formation of a school library in every school district where there is no public library. Section 57 of the Education Act states that "the Board may from time to time expend in the purchase of books, to be placed in the school library, any sum or sums of money equal to any sum of money which shall have been raised by public subscription or otherwise." Perhaps, if the Board offered to grant aid for twelve months, in accordance with the above section, a number of School Committees might avail themselves of the grant. A school library, and a case of objects, I believe to be two of the greatest aids in the successful training of children, and I shall not rest satisfied until the library, and the embryo museum, are to be found in every school under my inspection. Bacon has said, "Reading makes a full man." I think he might have said, with equal truth, that "observation makes a thoughtful man." It is the combination of reading and observation that I am anxious to see forming a part of the training in the district schools. By the process of exchanges, a large collection of objects might be obtained in every school. Children living near the sea might collect shells, sea-weeds, bits of sponge, and scores of other beautiful objects, and, through their teachers, forward samples to the country schools in exchange for wild flowers, ferns, leaves of trees, woods, grasses, mosses, lichens, &c. The amount of knowledge stored in such little things as here mentioned cannot be estimated. The observant faculties of children would be thus aroused to every object of interest around them, and science, which the present educational system requires to be taught, would become a reality in the schools from the study of common things.

BUSH SCHOOLS.—I should like to see the attention of the Government drawn to the condition of education in the bush settlements in this district. It is impossible for the Board to spend large sums of money on the erection of schools, and the payment of teachers' salaries, where the population is so scattered; but certainly no people in the country have greater claims for assistance than these pioneers of settlement. There must be at least 350 children of school age in the Blackburn, Makaretu, and the other settlements of the Forty-Mile Bush, who are receiving no education whatever. The difficulty might be easily met by the Government making a special grant for the employment of itinerant teachers in the bush settlements.

NATIVE SCHOOLS.—It seems to me a cause for regret that the Native schools in the district are not under the direct control of the Board. Mr. Gill, the Under Secretary for Native Schools, has requested me to visit and examine these schools. I have done so in several cases, but their condition is such that I am inclined to believe they would be better closed. Native children can be well taught, as exemplified in the two Native girls' schools established in Napier, both of which might well be imitated by the majority of the district schools under the Board.

MORAL TRAINING.—Before concluding this report, I venture to draw the attention of the Board to what I consider an important omission in the new education system now being introduced. When the Government decides upon a national plan of education, it is absolutely necessary to inquire what subjects should be taught in the schools, and why they should be taught. To be complete, the training of children should be of three kinds—mental, physical, moral. Any system of education which does not recognize these three is necessarily imperfect, and cannot produce the results indispensable to the well-being of a community. The recent system deals with the mental and physical training of children, but I regret to find that direct moral training has been entirely ignored. Why, I am at a loss to understand, for, after many years' experience as a teacher, I am fully convinced that the moral training of children cannot be neglected. In my opinion it is a vicious system to teach children to imagine that the culture of the intelligence is "the be-all and the end-all" in learning. Because we have a nation of educated men, it does not follow that virtue and integrity will abound, but both these qualities are essential to the well-being of a nation, and moral training is the fountain-head from whence

these qualities proceed. Mr. Lancaster, writing upon moral training, says, "The province of the school is to train children in the practice of such moral habits as are conducive to the welfare of society, as well as to impart instruction in useful learning." Now that the Bible has been expunged from the list of school-books as issued by the department, practically there is no standard of morality to be recognized by the teachers, but I sincerely hope that the present educational machinery, good as it is in many points, may be perfected by permitting the introduction of the Bible as a reading-book into the public schools, guarded only by the adoption of a conscience clause, similar to that adopted by the Home Government.

CONCLUSION.—I have to express my thanks to you personally as Chairman, and to the members of the Board, for the kind courtesy shown to me during my short term of office as Secretary and Inspector; and I also desire to acknowledge the ready assistance afforded me by the various School Committees in my first visit as a stranger to their districts.

J. D. Ormond, Esq.,

Chairman, Hawke's Bay Education Board.

I have, &c.,

H. HILL, B.A.,

Inspector of Schools.

MARLBOROUGH.

SIR,—

Nelson, 28th October, 1878.

I have the honor to lay before you the report on the result of my first examination of the schools within the Marlborough Education District. This examination has been hampered by certain difficulties, which will not recur on my next visit. I was a stranger alike to teachers and scholars, and could only glean a scanty knowledge of what had been done hitherto from a perusal of the report of the last examinations made by my predecessor eighteen months ago.

In compliance with the express wish of the teachers (who represented to me that a bonus had been promised them for every scholar who passed in the higher standards used by the late Inspector), I consented to make use of a set of standards which, whatever their peculiar merits might be, were unfamiliar to me, and which, moreover, were destined to be superseded shortly by the new standards issued by the Education Department. I have felt, therefore, throughout my late examination, much like one walking in fetters, which were all the more irksome that I had no hand in the forging of them. With every desire to preserve something like consistency between the results obtained by means of these standards and my own opinion as to the general merits of each school, I have been unable to avoid several glaring discrepancies between the figures and the written portion of the report. A single example will suffice to show what I mean. In Standards III. and IV. ten marks are the maximum allowed for writing, eighty being given for arithmetic. But it is impossible to admit that the latter subject is worth eight times as much as the former. Knowing how advancement in almost every direction is nowadays debarred against any one who lacks the passport of a quick and legible handwriting, I should be disposed to fix a value to penmanship not much lower than that usually assigned to arithmetic, which indeed threatens to become altogether too prominent in schools, to the exclusion, amongst other things, of anything like literature. I have been reduced, therefore, by way of restoring the balance, to record my sense of the goodness or the badness of writing in several schools in my short summary on each.

On the whole, I was favourably impressed with the Marlborough schools. Looking, indeed, to the slenderness of the remuneration—especially in the smaller and remote schools—which the means at the disposal of the Board enable it to offer, and to the slight prospect of promotion within so limited a field of employment, I think the Board may be congratulated on having secured the services of the present body of teachers. So far as I can judge from a single visit, they are, as a rule, thoroughly in earnest, and fairly equal to the work hitherto demanded of them. How some may fare under the far more stringent requirements of the code is another matter. The general conclusion I have come to as to the way in which the several subjects hitherto prescribed are being dealt with is that, with a few exceptions—which are pointed out in my short notice of each school—the three most important subjects, reading, writing, and arithmetic, are well taught. But the exceedingly meagre and inaccurate answers that I have too often received to comparatively simple questions in grammar, geography, and, above all, history, excite serious misgivings as to the result of imposing such additional subjects as music, drawing, and natural science. To say nothing of the confessed inability of many of the present staff to handle these subjects at all, it is clear to me that, if several engrossing subjects are to be tacked on to the existing school course, either the teaching staff must be augmented, or such essentials as reading and writing must inevitably suffer. I can conceive of nothing more disastrous than the latter result; yet it is difficult to see how, under the present scale of payments to Boards, any considerable increase in the number of teachers can be made. Many of the schools were but poorly supplied with reading- and copy-books. In some instances two or three scholars were obliged to read from a single book; in other cases two quite different sets of reading-books were in use in the same class.

On my next visit I shall endeavour to ascertain, what I have had but little opportunity of observing on this occasion, the method of teaching pursued in each school, and the behaviour of the scholars. As yet all my time and attention have been taken up with the mere gauging of results. I purpose also reorganizing the schools, with the help of the teachers, in order that teachers, scholars, and Inspector may be prepared to meet the requirements of the new regulations as to standards. The number of passes made in Standards III. and IV., though far in excess of what was obtained at the previous examinations, was not larger than I should have expected from the age and length of school life of the majority of those who passed. Out of the 967 scholars on the roll, 803 were present at my examinations, the average attendance for the last quarter having been 718. So long a period has elapsed since the Marlborough schools were last reported on that I thought the interests of the Board would be best consulted by my sending in this report at once, without waiting until I had examined the small school at Kekerangu.

I subjoin a short account of the state of each school, the schools being given in the order in which I examined them.

The Chairman, Marlborough Education Board.

I have, &c.,

W. C. HODGSON.

NELSON.

SIR,—

January 31st, 1879.

I have the honor to lay before you my report on the Nelson public schools for the half-year ending December, 1878. No tabulated statements are appended, because a mass of statistics (almost embarrassing from their fulness of detail), required by the Education Department, will form part of the Board's report for 1878, shortly to be published. As the new system of standards has not yet been brought into operation, this report will deal almost exclusively with the discipline, organization, and methods of teaching in our schools—that is to say, rather with processes than with results—and is especially intended for the guidance of teachers.

THE NEW STANDARDS.—The method of examination which has been followed for so many years in Nelson must, as a matter of course, cease after the end of the present year, when the new standards will be adopted throughout the colony. The change is a grave one. Under the former system, the success or failure of every pupil, in each subject, was recorded, and, while the teacher was allowed much more latitude, the mere number of passes made played a less important part than will probably be the case in future. The advantages of an uniform and highly elaborate scheme of examination are, so far as the central authorities are concerned, sufficiently obvious. By applying to the whole colony a rigid and precise series of tests, the task of comparison will, up to a certain point, be rendered easy. So far as mere *instruction* goes,—as distinguished from *education*,—a glance at a row of tabulated statements will suffice to show the relative percentage of those who have got the prescribed minimum of instruction in the several education districts. The shortcomings in this respect of any especially backward neighbourhood, or even school, will also be readily detected by the same compendious process. But the gain to the workers in each school district is by no means so evident. It is scarcely the highest aim of Inspectors and teachers to secure absolute uniformity in the style of teaching, or to endeavour to turn out all the children within their district as nearly as may be of the same pattern. And it should be, it seems to me, more than ever the especial duty of an Inspector to see that the new standards are not so worked as to crush all individuality out of both teachers and scholars—to encourage originality wherever found, and to counteract, as much as possible, the inevitable leaning of those who are constrained to work within a certain prescribed groove to rest content with the bare minimum laid down as necessary to secure a pass.

INSPECTION AND EXAMINATION.—Having lately completed a tour of inspection, I shall be at liberty, during the first half of this year, to co-operate with the teachers in reorganizing their schools in conformity with the requirements of the new standards. The most practical way of doing this will be to put the children in each school (who will have been re-classified at the beginning of the year) through a preliminary examination in the standards. Although the results of this examination will not be published, a service will have been rendered to head teachers, by showing them where their scholars are likely to fail, and where they have been badly classified. At the final examination, towards the close of the year, far greater stress will be laid upon general intelligence than upon verbal memory. The utmost care will also be taken, in the short estimate of the condition of each school, which has always formed, and will continue to form, a part of my reports, to check the tendency to routine teaching that so frequently follows the adoption of any set of standards, however skilfully devised. The teacher whose work is sound, even if his standard be pitched somewhat low—and who can show well-trained scholars and a good tone in his school—may rest assured that his merits shall not pass unrecognized. I make this explanation to guard against an error which some of our teachers may easily fall into,—that of taking for more than it is worth the passing of a large percentage of scholars in the higher standards. This, of itself, is by no means sufficient to constitute a good school, and must not be allowed to influence unduly a good teacher's plans. There will be a greater likelihood of the scholars in the Nelson District being well taught if their teachers will bear steadily in mind the fact that standards are a means, not an end—that they are, at best, nothing more than an imperfect machinery for measuring a portion only of the work of a school.

REARRANGEMENT OF SCHOOL WORK.—The addition of several subjects, notably science, drawing, and vocal music, to the course, will necessitate an entire change in the apportionment of the school hours. Music and drawing must, for obvious reasons, continue to be optional subjects, for some time to come at least, but no valid excuse can be urged for omitting science. To this subject, therefore, I shall at present confine myself. Knowing the difficulty of wedging even a single extra item into our already crowded time-tables, I have been at some pains to devise such a scheme as will burden teachers and scholars to the smallest extent compatible with efficiency. And in doing this I have followed as closely as possible the advice of one who is, perhaps, the first living authority on such a question, and who has, besides, done more than any other man to introduce the study of science to the schools of Great Britain—Professor Huxley. These are his words: "Every educational advantage which training in physical science can give is obtainable from the proper study of these two [botany and physics], and I should be contented for the present if they, added to physical geography, furnished the whole of the scientific curriculum of schools." I propose then, with the permission of the Board, that, during the current year, Huxley's Introductory Science Primer, after being mastered by the scholars preparing for Standards V. and VI., shall be put into the hands of those training for Standard IV. Geikie's Physical Geography (which has already been read by most of the older scholars) may be used as the text-book for Standard V., Balfour Stewart's Physics being given to the Sixth. Next year botany may be substituted for physics as a study for Sixth Standard scholars. I am aware that many of the experiments proposed in the primer on physics cannot be performed without a costly apparatus, and that this objection applies yet more strongly to the chemistry primer. Still, the greater part of the former book can be made intelligible to children, by the exercise of a little ingenuity on the part of the teacher, even without any outlay on apparatus. All of these primers may also be used with advantage as reading-books, by which plan we may at once meet half-way Professor Huxley's demand, "that science should have at least as much time given to it as to any other single subject, say four hours a week in each class of an ordinary school."

HOME LESSONS.—In this report several references to home lessons will be found. In some cases I have commented on the total absence of any evening work; in others, on the excessive length of the tasks imposed. Being anxious not to be misunderstood on a point as to which I hold very decided opinions,—opinions that have only been confirmed by increased experience,—I will state, once for all, and as definitely as possible, what, to my thinking, should be the measure of work after school hours. Children under eight or nine years old ought not to do any tasks at all after leaving the schoolroom. The five school hours, well employed, are enough, and, in many instances, more than enough. From children between nine and twelve years old no more home work should be expected than can be fairly accomplished within an hour by scholars of average capacity. An hour and a half's work nightly is as much as should be required of scholars between twelve and fifteen. It is true that nearly twice as much as this is demanded from many children in our public schools, and, unfortunately, from many more who attend private schools, to say nothing of the institutions which, under the name of high schools and colleges, now abound in New Zealand. Notwithstanding the popularity of this system of high-pressure, with both parents and teachers, I shall venture to assert, at whatever risk of giving offence, that its prevalence merely proves one of three things—(1) Either that the teaching staff is not numerous enough to do justice to the scholars and to keep them fully employed during school hours; or (2) that the teachers do not know how to make the best use of the time at their disposal; or (3) that far too much is attempted. Probably all three causes are at work. Even in the case of boys intending to take part in the examinations for the college scholarships, the preparation for which involves the severest strain to which pupils in our primary schools are ever subjected, I maintain that the amount of night-work I have indicated is sufficient. If a master finds that an hour and a half's work nightly, steadily continued throughout a twelvemonth, does not enable any candidate to keep well abreast of his work, the teacher may reasonably conclude that he has formed a mistaken estimate of his pupil's powers, and should withdraw him from a competition that he ought never to have attempted. Whatever may be the immediate result, I believe that, in the long run, the moderate, but continuous, effort I recommend will give a better mental training than can be got from the detestable system of over-burdening the unripe brains of children, which is one of the besetting sins of the age. The sound mind in a sound body, surely the true aim of all education, will be best attained by those who have not been sacrificed to the paltry vanity of teachers and parents.

I have, &c.,

W. C. HODGSON,

Inspector.

The Chairman, Education Board, Nelson.

NORTH CANTERBURY.

1. MR. RESTELL'S REPORT.

SIR,—

Education Office, Christchurch, 29th March, 1879.

I have the honor to report the inspection and examination of 54 schools, of, in all, 6,153 scholars, for the year 1878. In this enumeration separated schools, such as side, boys', girls', infants', have been reckoned together as one school, and of two or more visits, not mainly affecting the results, only the latest is reported, although otherwise a larger number of schools inspected and scholars examined would be represented. Under the change in the staff and the rearrangement of the special districts for North Canterbury, I have inspected and examined a number of schools, either not previously or not now in my own special district. Of these, those reported on are denoted by an asterisk in the lists annexed. Several schools, which the tempestuous weather and swollen rivers on my journeys, or other circumstances, prevented me from visiting, will be taken so soon as the interruptions from the protracted harvest season and the appointment of new teachers will render inspection desirable: these are Glentui, Kowai Bush, Kimberley, and Mandeville Plains.

I have much pleasure in reporting the generally good tone and the well-sustained efficiency of the schools in North Canterbury. My high opinion of the tone and demeanour of the scholars is supported by that of Inspectors and eminent visitors from other parts of New Zealand and from Australia, who have warmly expressed the favourable impressions they have formed from visits to some of the Christchurch and suburban schools. Good order is usually maintained by keeping the scholars well employed, under efficient supervision, and without undue severity. The energy and influence of the teachers are, however, in some instances crippled by too much interference on the part of parents and members of Committees. The repression of legitimate means of punishment will tend to the substitution of under-hand expedients for maintaining a semblance of subordination.

It would needlessly swell this report to include in it those on the discipline, order, tone, and efficiency of each school examined and duly reported to the Board; and to state again the defects which have been pointed out and already corrected. I think that the general efficiency or inefficiency which be sufficiently shown in the tabular statements annexed. The method of testing the efficiency of the teaching-power and ascertaining the proficiency of the scholars by examination in standards continues to be attended with decisive results. There is nothing in this system to preclude an Inspector from observing and recording the *morale* of a school. Nor is there anything in the effecting of the standard routine which is antagonistic to the best organization and discipline, and the highest tone. And even the labour entailed upon the Inspector is not very much greater than before in districts in it has been the custom to test individual progress, or to class the scholars in order of merit. The definitive results attained in the several districts must impart a more intelligible and correct impression than any estimate of the differently-grounded opinions of several Inspectors.

Inefficiency in the moral fails also in the mental culture. A bad school may produce a few showy and startling effects, but the best results year after year will only coincide with sound *morale* and a healthy tone. The indolence, negligence, or inconsistency of the staff will be seen, as in a mirror, in

the tabular results. Comments in detail upon the reading, writing, and other subjects and points examined are but a waste of time, type, ink, and paper by paraphrasing the remarks and complaints made even since school-inspection began. "Under unskilful teaching the mechanical and rote acquirements and the mere tasks of the memory may 'pass,' the exercises of the intelligence 'fail,' the notation is bad; the arithmetical examples are wanting in intelligent method; the grammar is downright nonsense."

I concur with other Inspectors who attribute such failures to "negligence" and "unskilful teaching;" and, as to grammar, that "many teachers will have to change not merely their modes of teaching, but even their entire conception of the subject;" and that "numbers, in the higher classes, fail as to the syntax relations." The worst failures in grammar in Canterbury are, however, in some measure attributable to a capricious treatment of it as a "non-essential," and also to teachers having overlooked the subject while dazzled by a laudable aim at an advanced course. The subject being the most difficult one taught in the common schools, children of a debased vernacular tongue cannot, during their school life, fully overtake the present requirements and the nicer distinctions of the language; but it is the duty of teachers to lay a greater stress upon the intelligent study of the subject, and of their Inspector not to pass such gross errors as "he see," "he seen," "him throne," "him and the ship was blowed to pieces." Results can only be stated strictly, and I deplore any such laxity as will give a false impression of a scholar's proficiency: for instance, that he has passed either the grammar or the arithmetic of his standard when such is not the case.

I have not yet had the thorough satisfaction of proving by irrefragable evidence that all the success I had expected has been attained by massing large numbers in central schools; for "the average age per standard passed" is often lower in the smaller than in the larger districts—under diligent and efficient teaching in outside districts than under nominal and superficial supervision in large town schools. This will be fully exemplified by comparing the average-age table annexed with that showing the number and percentage of standards passed; but, to quote a single instance, *cæteris paribus*, as to tone and discipline, but with even inferior *matériel*, the scholars at Leithfield are better brought on for their age than in the Christchurch schools. To illustrate the discrepancy more fully: a reference to Table I. will show a larger proportion of "scholars in attendance," "presented in standards" at Ashley Bank, Brookside, Cust, Fernside, Leithfield, Loburn, Riccarton, and Woodend—successful country schools—than in those of Christchurch, Lyttelton, Kaiapoi, Rangiora, and St. Albans. These larger schools cannot, therefore, have yet attained their full efficiency. The best strength in them is either wasted in nominal supervision, or concentrated upon the teaching of comparatively small numbers of advanced scholars at the head of the school; while large classes of backward scholars remain in the hands of the junior teachers. The remedy consists, I think, in the more even distribution of the staff, so as to strengthen the infants' department in the larger schools, also in granting the staff according to the number in each department, instead of upon the gross attendance; in economizing the time spent in fruitless supervision by devoting more of it to practical teaching, and so giving a more complete responsibility to each competent teacher in charge either of a department of the main school or of a side school.

But I think that the only immediate and absolute cure for the instinctive ambition to produce a comparatively few and advanced scholars to the detriment of the lower classes will be found in a good system of "payment by results," such as will render it as important to "pass" a unit from the infants' as from the highest classes. Due allowance must, however, be made that, until recently, and even now, we have wanted buildings suitable and teachers competent for the conduct of large infant schools. Teachers of some few years' practice and experience, added to their training at a normal school for this special work, are those really required. In their absence, the appointments have necessarily been filled up by persons of little, if any, fitness for the work they have undertaken, and by young persons whose training and experience have not, as yet, been sufficient to qualify them for the charge of infants' schools.

In any special commendation of the efficiency of the teaching staff, it is very satisfactory to be able to report that the English-trained masters specially brought out from Home must deservedly occupy a prominent place: their schools are always noticeable among those producing the best results of orderly conduct and proficiency. The same remark may be applied generally to schools conducted by other well-trained teachers. And I believe that the good work done has reacted upon the general staff by creating a wholesome emulation; for several schools, conducted by teachers new to the work in Canterbury, vie with those under the English-trained masters in producing similar results.

A general tendency to improvement in the teaching staff appears also to have been imparted by the issue of the new regulations for the examination and classification of teachers and scholars; the requirements have had the good effect of directing the energies of right-minded teachers, eager for self-culture and earnest in their work, to the matters most worthy of their attention, and to the judicious employment of the large amount of leisure at their disposal. The educational lectures and the classes for drill have been numerous attended. Facilities are sought for obtaining instruction in drawing and singing. Manuals of instruction in science are in great request. It is highly important that the fullest encouragement should be given to this general desire for improvement, not merely by popular and entertaining lectures, but, further, by practical illustrations and classes for instruction, and the more especially during the harvest season of each year, when the country schools have a long vacation, and, even when open, are but thinly attended.

Many teachers require a course of instruction and a series of exercises in preparing time-tables and notes of lessons—not merely a reference to the best publishers and text-books, but rather to see the work done, and to hear it illustrated by a normal expert. Many would be glad of a course of instruction in elementary science, others in drawing, others in singing. If harvest classes could be formed for instruction in these and other requirements, with a view to their being rendered as fully beneficial as possible, attendance at them should be compulsory upon all pupil-teachers, assistants, and candidates for certificates living within their reach.

In the meantime, however, and more especially with reference to singing, and since many schools

have no provision for teaching this important branch of instruction, I respectfully suggest that great benefit to some of the larger and more accessible schools would be derived from the appointment of a master whose duty it should be to visit certain schools at stated intervals, and to teach in them the theory and practice of vocal music. Such instruction should be by regular and not by casual visits; for desultory lessons by a casual visitor, at irregular intervals, harass the permanent staff and disorganize the school routine.

Appended to this report are Schedule I., giving "the number of children who have passed from a lower to a higher standard in the year 1878," as required by the regulations; and Schedule II., showing the average age per standard in which presented.

John Inglis, Esq., Chairman,
North Canterbury Education Board, Canterbury.

I have, &c.,
J. P. RESTELL,
Inspector of Schools.

2. MR. EDGE'S REPORT.

SIR,—

Education Office, Christchurch, 11th March, 1879.

I have the honor to submit the following general report for the four months ending 31st December, 1878:—

Owing to my time being so fully occupied in examining for results, correcting papers, and writing reports, I have had very little opportunity to form an accurate estimate of the ordinary routine, methods of instruction, &c., of the schools in my district. Moreover, the new regulations issued in September—shortly after I entered on my duties as Inspector—have made important alterations in the standards, and further provide that all examinations at any time earlier than the 1st day of July, 1879, shall be regarded as merely preparatory. Taking these circumstances into consideration, I do not propose to make this a very lengthy report.

The number of schools in the district assigned to me is 54. Of this number I examined 44, the remaining 10 being examined by other Inspectors. The number of scholars on the books of these 44 schools at the time of examination was 5,442; the number present being 4,464, or 82 per cent. of the roll number. Of the number present on day of examination, 2,949 were presented for examination in standards, the remaining 1,515 forming the infant or initiatory classes. Table No. I. shows the number presented in each standard, the average age, the number passed, and the percentage.

TABLE No. I.

Standard.	Number presented.	Average Age.	Number passed.	Percentage.
VI.	49	13·7	17	34·6
V.	194	12·8	94	48·4
IV.	435	11·4	206	47·3
III.	779	10·5	460	59·05
II.	754	9·5	592	78·5
I.	738	7·4	535	72·4

In view of the introduction of the new standards, I endeavoured to make my examinations as thorough as possible, allowing only those children to pass who were in my opinion capable of going on with the work of the next standard. This accounts, in some measure, for the low percentages, but until the children presented for examination attend school with greater regularity no very marked improvement can be expected in this respect. That only a very few of the pupils attend school without missing a number of days can be seen by looking down the attendance columns of the class lists filled in by the teachers for the annual inspection. The teachers, though at present considerably exercised about the new regulations, are, generally speaking, in favour of the standard system; some are trying, as far as possible, to conform to the new order of things.

Table No. II. shows the percentage of passes gained by each standard in the different branches of instruction.

TABLE No. II.

Standard.	Number Examined.	Reading.	Spelling.	Writing.	Arithmetic.	Grammar.	Geography.	History.	Composition.
VI.	49	96·7	72·3	98·8	47·3	38·2	69·8	70·4	37·2
V.	194	94·5	71·8	96·8	49·7	48·6	73·2	83·6	38·2
IV.	435	89·7	62·01	84·3	61·2	54·6	63·05	48·2	...
III.	779	91·3	70·4	84·1	63·5	61·6	71·8	...	...
II.	754	81·2	88·9	90·04	70·4	...	...	...	...
I.	738	86·7	83·7	85·3	81·5	...	...	...	...

It will be seen by the foregoing table that arithmetic, grammar, and composition are the most unsatisfactory. I spent a great deal of time in examining the papers worked in these subjects, and I must say that, as a whole, they do not say much for the teaching.

ARITHMETIC.—This subject is taught indifferently in at least one-half of the schools examined by me. The children evidently know very little about their tables, and in the junior classes are quite unable to add or subtract mentally with any degree of smartness, using their fingers or making strokes on their slates instead. The teaching is not practical, and the great majority of the scholars in these schools fail to work correctly easy questions requiring the least thought. Teachers would do well to confine their attention, especially in the upper classes, to what will be really useful to their pupils after they leave school, and so fit them for the business of every-day life.

GRAMMAR.—In setting papers on grammar, I carefully avoided, even in the case of the Sixth Standard, catch questions; yet the results are far from creditable. The work is done in a careless and mechanical style, and the parsing shows little or no intelligent perception of the relation of words in a sentence. Too much dependence is placed on text-books, and whole pages are committed to memory without any attempt being made to explain or illustrate the meaning. In a few schools the teaching is thorough, and the scholars have acquired a fair knowledge of the subject, but in the great majority the methods of instruction are evidently inferior. Fully 50 per cent. of those presented in the Sixth Standard had not the slightest knowledge of derivations and meanings of prefixes and affixes.

COMPOSITION.—Out of 243 examined in composition, 69 failed to get beyond the heading of their papers, 93 wrote less than eight lines, and the remainder, with but few exceptions, showed that their acquaintance with the construction of sentences and the principles of punctuation was very slight. This subject is now included in the requirements of the Fourth Standard, and, I think, wisely so. Very few of the scholars attending our public schools, especially in the country districts, remain long enough at school or attend with sufficient regularity to get beyond the Fourth Standard, and I am sure that every attempt to make this, the main test, as thorough as possible, will give satisfaction to those who take a real interest in educational matters. Seeing that I have had very few opportunities of visiting the schools, and especially of seeing the teachers at work, it would be useless to theorize on the causes of failure.

READING.—Judging by the high percentage, it might be deemed that this subject is taught in a very satisfactory manner, but such is not the case. There is a great difference between a mere pass and really good reading, and I will venture to say that not more than 30 per cent. of the number examined in the higher standards passed creditably. The lesson for the day is evidently very seldom prepared by either teacher or pupils, and is hurried through without any attempt being made to explain the words, phrases, and allusions. In very few instances were the children able to give any explanation of what they had just been reading, and, such being the case, it is not a matter of surprise that they read the portion allotted to them in a dreary and unnatural tone that was at times positively unpleasant. In some schools the reading was so indistinct that it was quite impossible to form any estimate of the value of the teaching. Greater attention should be paid to the junior classes, and they ought to receive some special instruction as to the management of the organs of speech, position of body when reading, holding of books, and acquirement of clear and distinct utterance. Repetition of verses has not received much attention, and its value in improving articulation and expression is generally overlooked.

SINGING and DRAWING are taught in comparatively few schools. Now that a large number of the teachers have attended full courses of lectures on the theory of education, and are, or ought to be, thoroughly proficient in drill, some attempt might be made to afford them instruction in these subjects.

BUILDINGS, FURNITURE, ETC.—The schools are generally well arranged, suitably furnished, and provided with ordinary school appliances. Most of the playgrounds have a neglected appearance, and a few trees, judiciously planted, would be a considerable protection from the winds, and would materially improve the sites. It is the exception to find due provision for the separation of the boys and girls in the playgrounds, and some teachers think that it is no part of their duty to pay any attention to them while there.

ORGANIZATION.—The registers, with but few exceptions, are carefully kept. In seven schools I found no time-table, and in several others those in use were undoubtedly time-tables, but wholly unsuited to the circumstances of the school. I pointed out the defects to the teachers, and in some instances I know that the alterations suggested have been made. The classification is fairly satisfactory, and in this particular, if in no other, the standard system has been of great use to untrained teachers.

DISCIPLINE AND DRILL.—In the town schools, and in some of the best district schools, the discipline is, so far as an Inspector can judge, in every way satisfactory. The scholars enter and leave school in an orderly manner, and behave properly while there. When they form in class, or take their places for examination, their movements are made simultaneously, and without undue noise or confusion. In such schools it is a pleasure to examine. In others just the reverse is the case. Though the teachers may be good disciplinarians, yet they utterly fail to secure order. The children are fidgety, and the examiner finds great difficulty in preventing talking, copying, and such like faults. A large number of the teachers have a practical acquaintance with drill, but seem to think that it should be kept exclusively for the playground.

QUARTERLY EXAMINATIONS.—That some teachers are to a great extent unacquainted with the attainments of their pupils is evident from their distressed looks when they see the papers written at the examination of their schools. I have not the slightest doubt that if searching examinations were held at the end of each quarter the number of failures would be much smaller. The children would thus become familiarized with the work, and would be less likely to give way to nervousness on the day of inspection. The teacher would be able to gain a thorough knowledge of the progress of his school, and at the same time detect the weak points in his methods of instruction. Masters of adjoining districts might exchange questions, and, provided that the marks were properly kept, the results of such tests might be made the basis of the prize-giving at the end of the year.

EXERCISE-BOOKS.—I make it a rule to see some of the exercise-books in each school that I visit, and I must say that a large number of them show great carelessness in the doing, and very little attempt at correction after they are done. It is quite useless, and a great waste of time and paper, to

give sentences to be parsed and composition to be written if no attempt be afterwards made to correct such exercises, point out the mistakes, and cause correct copies of the same to be made. In several instances I have noticed that teachers expect too much way in the way of home lessons. It would be far better to give short lessons, and insist on their being properly prepared.

EXTRA WORK.—The only school that attempted any work beyond what is prescribed by the Government standards was East Christchurch. The elder boys have made some progress in Latin, algebra, and geometry.

Schedule showing condition of schools inspected is appended.

John Inglis, Esq.,

Chairman, North Canterbury Education Board.

I have, &c.,

W. L. EDGE, M.A.

SOUTH CANTERBURY.

SIR,—

Education Office, Timaru, May, 1879.

I have the honor to submit my general report for that part of the year ending December 31st, 1878, during which I have held office under your Board.

I entered on my duties at the date of my appointment, July 1st, and it was at once evident that the exceptionally pressing work of organizing the new education district would prevent much active inspection of the well-established schools before the end of the year. My attention has therefore been mainly devoted to the organizing and executive work of the office, and to fostering the formation of new school districts and the erection of schools. In the work of inspection not much has been done. The South Canterbury District had been previously under my immediate inspection as a part of the Canterbury District, and, in continuing the work of inspection under the new Board, all schools urgently requiring inspection were visited before the end of the year.

The routine of examination pursued was the same as that previously in force under the Canterbury Board, and I have to report very little change in the results attained. Our schools are, comparatively speaking, efficiently officered, and the work done will probably compare favourably with any produced in similar schools in New Zealand. At the same time, I am far from resting satisfied with the results already produced. Two main defects are perceptible in a greater or less degree in almost all our schools. They are, a lack of thorough, easy discipline, and a want of continuity, firmness, and method in the teaching. Both defects are attributable to a want of training in the teachers. To try, in some measure, to remedy these defects will be one of my principal works for the current year. It has long been evident that most of our district masters and untrained teachers required something more than periodical inspection of their schools, and it has often been the expressed wish of teachers that the Inspector should spend a day or two in their schools and practically demonstrate the means of improvement recommended in method of teaching and in organization. The £80 "training grant" given by the department has been supplemented by the Board, and a certificated master has been engaged, who will be available, in pressing cases, for temporary service as master, and who at other times will so relieve me of office work that I shall be able to give the material help to teachers so long shown to be necessary.

Another matter claiming the best attention of the Board is the inefficient training and education obtained by our pupil-teachers. A considerable number of these young persons are now in the service of the Board, and, apart from the question of ultimate benefit to the Board and the profession, they may fairly demand an effective training in return for their term of service. The employment of pupil-teachers, however, appears to be generally looked upon as a happy means of disposing of the drudgery of teaching the lower classes, and as, even in this duty, they receive comparatively little training for their work, the infant classes are generally deplorably backward, and depressed by an utter want of tone; and the pupil-teachers themselves, at the expiration of their term, are quite unfit for responsible positions, and possess very little knowledge of their profession. At a recent examination, in answer to a question on school management, I was informed that a first-year pupil-teacher should do little more than "fill ink-wells, fetch slates and books, and tell who speaks." I regret that I did not ascertain this candidate's views on the duties of senior pupil-teachers. While such ideas prevail there is ample work for an organizing Inspector. The Board has, in its recent regulations, made the most liberal provision for the training and remuneration of pupil-teachers, and will be justified in expecting commensurate results.

The institution of a separate Board for the South Canterbury District has facilitated the formation of many school districts necessitated by the rapid development of the country. At the end of the year 1878, 17 schools were at work in the education district. By the end of the current year 31 schools should be in active operation. The Board has made great efforts, with the means at its disposal, to meet all pressing demands for school-buildings, and the work of subsequent years should be comparatively easy.

All the new schools will be well supplied with furniture and apparatus of the most suitable description. The schools already established are in most cases well furnished. In one respect, however, there is a deplorable exception. In none of our larger schools has any attempt been made to properly arrange and furnish the infant departments. This defect has been brought prominently forward, and provision has been made for properly furnishing and organizing the infant departments in all cases. To supply them with suitable apparatus will be a more difficult matter, as our principal school stationers appear to have entirely overlooked infant-school requirements. The school grounds and premises generally are, in many cases, far from presenting that neat, clean, and well-kept appearance that is essential to the proper training of the children. It is no uncommon thing to find dirty grounds and petty damages to buildings and apparatus standing in the same condition at two or more visits to a school, or leading, in the course of months, to further serious damage, causing considerable outlay. The same excuse is invariably given by Committees—"We have no funds." It is abundantly evident that the incidentals

grant is not sufficient for the legitimate requirements of Committees, and, unless the grant can be augmented by Government or supplemented by the residents themselves, the efficiency and tone of the schools must continue to suffer.

No provision has yet been made by the Board for uniformly enforcing the provisions of clause 85 of the Act, which relates to military drill and physical education. The Board cannot, probably, follow the course adopted by some of the larger Boards, and appoint a drill instructor for the district; but it appears desirable that suitable gymnastic apparatus should be supplied to all schools, and that a short code of regulations should be issued for the guidance of teachers.

All classes of teachers feel keenly the difficulties occasioned by irregular attendance, and anxiously await the institution of active measures for bringing the compulsory clauses of the Act into operation. At present irregular attendance is the great hindrance to progress. I can fully indorse the opinion of an Inspector of Schools in England—where matters appear to be little better—thus expressed: "The evil exists everywhere, and its consequences are most serious. It contributes more than any other cause towards keeping down the standard of attainment, and preventing the realization of those better results which from year to year we have been looking for in vain."

Before closing my report, I wish to record my appreciation of the valuable work done by School Committees. Their efforts are considerably cramped from insufficiency of funds, but their onerous duties have been carried out with considerable energy. Their absence would be seriously felt, especially in new districts, and their presence creates an active interest in the education of the district which otherwise would be almost entirely wanting.

H. Belfield, Esq., Chairman,
South Canterbury Education Board.

I have, &c,
HENRY W. HAMMOND,
Inspector of Schools.

WESTLAND.

SIR,—

Hokitika, 15th January, 1879.

I have the honor to submit my report for the year ending 31st December, 1878.

All the schools in the district, with the exception of those south of the Waitaha, have been thoroughly examined twice during the past year. A full account of the midwinter examination was given in my report to the Board on 9th August. During the past year I have held fifty-nine full examinations of schools, each examination having occupied from one to four days, exclusive of the time employed in travelling. I have also made numerous casual visits to schools, and accompanied the Inspector-General on his tour through the district, when we visited the principal schools between Ross and Greymouth. In the month of March I travelled through the Grey Valley—then about to be added to the Westland Education District—for the purpose of ascertaining the nature and extent of school accommodation then existing, as well as the probable requirements of the district. Upon this subject I prepared and submitted a full report, which was adopted; and the estimates and recommendations therein contained were incorporated with your last annual report. I have also conducted one examination of candidates for teachers' certificates, and one of pupil-teachers. The remainder of my time has been occupied in the preparation of examination papers, in examining the work of candidates and pupils, in compiling the tables of results, in preparing reports on various matters, in travelling and detention by floods, and in rendering occasional assistance to the Secretary.

The weather during the past year has operated very unfavourably upon educational matters in this district. The almost constant rainfall that has prevailed has materially reduced the average daily attendance, and consequently affected to some extent the progress of the children, while it has also seriously diminished the anticipated income of the Board, since the increase in the average daily attendance has been much less than there was good reason to expect. Admitting that the weather during the past year has been more than usually wet, yet the fact that the meteorological returns show the rainfall of the West Coast to be about five times as great as the average of all the other stations in New Zealand would surely justify the Board in urging upon the Government the necessity of modifying, in the case of this district, the present method of calculating the amount receivable for educational purposes. The present concession of every day on which the attendance falls below 50 per cent. of the number on the roll is practically useless, as it produces very little difference in the average attendance for the quarter; and it may become mischievous if it should induce Committees or teachers to discourage the presence of children on wet days, in order that the attendance on those days may fall below the 50 per cent., and thus entitle them to exclusion from the "working average." A glance at the quarterly returns will show how seldom this happens at present, and how small is the effect produced on the returns by the omission of such days. Taking the September quarter of the past year, the difference between the "actual average" and the "working average" for all the schools in the district is approximately 29·8, while at three of the largest schools—namely, Hokitika, Greymouth, and Ross—there is no difference whatever, although the attendance frequently fell very nearly, but not quite, 50 per cent. I therefore venture to suggest that the Government be requested, in the case of Westland, to raise the percentage entitling to exclusion from the calculation for the working average from 50 to 75 per cent.; and, when it is remembered that the staff employed at any school must really be determined more by the number on the roll than by the average attendance, I do not think this would be asking too much, if due consideration is given to the peculiar circumstances of the district. Next, and in addition to the unfavourable weather, irregularity of attendance from other causes helps to produce a low average.

Although all the School Committees have professedly adopted the compulsory clauses (89-92) of the Act, they remain, virtually, a dead-letter; and, from the manner in which clause 89 is worded, it can scarcely be otherwise. It provides that children shall attend school for at least one-half of the period in each year during which the school is open, so that children may be kept away from school for six months without their parents being liable to prosecution under the Act. If, however, a certain number

of attendances per month, or even per quarter, could be insisted on, the difficulty would be considerably reduced, though even then some pressure would perhaps be necessary to induce local Committees to undertake the unpleasant and unpopular duty of enforcing the Act. The exemptions provided for in clause 90 are sufficiently liberal to guard against any real hardships arising from such an alteration as the one proposed.

Allowing eight weeks out of the year for holidays, there remain 220 school days per annum. The following list shows how many children have failed to attend on 100 days during the year. No doubt some of these represent children leaving or entering the schools during the year, but, as the list does not include children below the First Standard, it will probably nearly represent the number of children in the district whose parents are liable to prosecution for insufficient attendance; and there still remain the children who have not attended any school during the year:—Number of children who have attended school on less than 100 days during the past year: Stafford, 1; Goldsborough, 2; Callaghan's, 1; Kumara, 33; Greymouth, 26; Hokitika, 44; Paroa, 5; Wallsend, 7; Woodstock, 4; Kanieri, 6; Blue Spur, 5; Upper Crossing, 3; Arahura Road, 5; Marsden, 2; Dunganville, 2; Greenstone, 1; Ross, 8; Donoghue's, 1; Cobden, 16; Brunnerton, 5; Hatter's, 2; Ahaura, 2; Orwell Creek, 1: total, 182.

The total number of children examined at the schools named in Table No. 1, attached, was 2,434; and the numbers and percentages of passes in each standard are given below.

Standard.	Number of Passes.	Percentage of Total Number examined.
VII.	7	·28
VI.	33	1·35
V.	116	4·76
IV.	193	7·93
III.	243	10·00
II.	332	13·64
I.	362	14·87
Below Standard I.	1,148	47·17
Total	2,434	100·00

In comparing the results obtained at the various schools, as shown in the table, it must be remembered that the large schools, with from three to five adults, and from three to six pupil-teachers, have an immense advantage over the small schools, each conducted by a single teacher, yet containing nearly as many classes as the largest. In the first case each teacher has one or at the most two classes to manage, and that in a room by himself; whilst in the second the whole work falls upon one, and that, too, under other unfavourable conditions. It would therefore be most unfair to expect as good results from the small or third-class schools as may be looked for in a school of the first class. Second-class schools, such as Kanieri, Stafford, and Goldsborough also labour under similar disadvantages, though not to the same extent. I have not thought it necessary on this occasion to give a separate report upon each school, as the table of results will speak pretty distinctly as to their relative efficiency; but, in forming an opinion on the matter, the remarks made above respecting the small schools must be borne in mind, and before comparing any two schools it must be ascertained whether they are working under similar conditions as regards attendance, staff, class-room, &c. In order to facilitate such comparison, I have grouped together schools that somewhat resemble each other in these respects:—(a.) Hokitika and Greymouth. (b.) Kumara and Ross. (These schools are about the same size, but Ross has hitherto had a staff considerably less than that of Kumara.) (c.) Stafford, Goldsborough, Kanieri, Cobden, and Brunnerton. (The two last are at a disadvantage in having only recently commenced to work under the Westland system, and in having no adult female assistant.) (d.) Woodstock, Blue Spur, Donoghue's, and Arahura Road. (Allowance must be made for the two last, which have been open only a year.) (e.) Greeks, Callaghan's, Maori Gully, Paroa, Wallsend, Upper Crossing, Dunganville, Greenstone, and Marsden. (f.) No Town, Hatter's, Ahaura, Totara Flat, Orwell Creek. (g.) Waipuna and Granville (half-time schools). This arrangement has reference only to the present examination. Next year the conditions will be considerably varied, as several schools will become half-time schools, and probably a few will be carried on under the 88th clause of the Act. It is perhaps almost unnecessary to remark that a difference of 2 or 3 per cent. does not warrant the conclusion that one school is better or worse than another with regard to efficiency; such a difference may easily arise from purely accidental circumstances.

In my last annual report, in speaking of the Greymouth School, after giving due prominence to the fact of its having been very successful at the Christmas examination, I expressed a doubt as to whether the progress made was really as great as it appeared to be. This misgiving arose from a recollection of the fact that the 4th and 5th classes had done badly in two or three subjects at the previous June examination; and, as there had been no opportunity of testing the pupils who then failed, in the same standards, I considered that I was perfectly justified in expressing those doubts. At the last midwinter examination the Greymouth School was first on the list, and did so well that I admitted that the results went far to remove from my mind the doubts I had expressed six months before. More than this I could not conscientiously say, since the schools were examined then in the same standards that they had passed in the previous December. Now, however, another examination has taken place, and the Greymouth School has again placed itself at the head of the list; and on this occasion I consider that I am in possession of sufficient evidence to warrant my stating decidedly that the pupils of this school have not suffered in the slightest degree from the action taken by the head-

master in presenting his classes at Christmas, 1877, in a standard higher than he was obliged to do; but that the progress made by the pupils at Greymouth during the last three years has been sound and satisfactory. No doubt the foundation of this success was laid in the judicious classification of the children on the first establishment of the school. To say this now is a simple act of justice, but to have said it after the June examination, having in memory the comparative weakness of two important classes at the previous June examination, would have been jumping to a conclusion from very insufficient premises. And I have no doubt that my remarks on the two occasions referred to, though very unpalatable to those concerned at the time, have not been without some influence in bringing about so satisfactory a conclusion.

I have frequently had to complain of the great number of scholars absent on the day of examination, and I am glad to be able on the present occasion to report a very great improvement in this respect, fewer children having been absent this year than at any previous examination. This is a very gratifying fact, and shows that parents are beginning to understand the system of standards, and to see the importance of sending their children to be examined, and consequently classified for the ensuing year. And it is, perhaps, to be regretted that a new system of standards must now be adopted—a system which, however well suited to the conditions of larger and more populous districts, is evidently too ambitious for the majority of our schools.

On the whole, I am satisfied with the progress made during the year, and with the efficiency of the schools generally. Making all due allowances for the various drawbacks which have been alluded to, there are only six schools where the results can be described as bad. In the table of results I have added a column in each class above the second to show how many pupils passed with credit—that is, gained more than 75 per cent. of the possible marks. Column 11 shows the percentage of those examined who passed, and column 12 the percentage of passes in all classes above infants. In column 11, anything above 90 may be considered an excellent result; 80 to 90, very good; 70 to 80, good; 60 to 70, poor; and below 60, bad. Column 12 shows the percentage as in Victoria, except that there the infants are included. It is a very fallacious method of estimating the efficiency of a school, as a glance at the table of results will show. In the case of school No. 8, the percentage of passes is very good (80), although only 32 per cent. of those examined passed. Again, school No. 13 makes 83 per cent. of passes, but only 42 per cent. of the children examined passed. If the infants were included the discrepancy would be still greater. And yet upon this system of passes it was seriously proposed to base the bonus payments! In Victoria, where a third of the teachers' salaries depends upon their results, the case is very different, but even there it must be a very poor criterion of the *relative* merits of schools.

NEW STANDARDS.—I do not think it will be possible to adopt the new programme in its entirety at any of our schools during the present year; nor is it, in my opinion, advisable to attempt to introduce the subjects mentioned in Regulations 11 and 12 into any of the smaller schools. The powers of the teachers of such schools are already taxed to the uttermost to maintain them in an average state of efficiency, nor is it probable that many of them would be able at present to undertake the teaching of such subjects; and this is evidently anticipated in No. 15 of the "Regulations for the Examination and Classification of Teachers," which allows teachers two years to prepare for examination in elementary science. If the introduction of the subjects referred to be insisted on, it is to be feared that, in the absence of some provision for a small extra payment for teaching such subjects as music, drawing, &c., many of the teachers, especially those who have migrated from Victoria, will seek employment where they will be able to obtain equal or larger salaries for teaching the ordinary subjects of an elementary school course, and where extra subjects are paid for, and taught outside the ordinary school hours.

A supply of the text-books recommended by the Minister has been ordered, but will not arrive in time to enable any teachers, who may be disposed to do so, to comply with the instructions contained in clause 12 of the "Regulations," which provides that "the head teacher of each school shall prepare a syllabus showing the distribution of these subjects over a three years' course." I must, however, admit that I cannot see how, after teaching reading, writing, spelling, grammar, arithmetic, geography, history, English composition, mental arithmetic, and (in the case of girls) needlework, any time can be spared out of the twenty or twenty-five hours a week appointed by the Act (sec. 84) for teaching music, drawing, or science, however elementary. But as clause 9 of the regulations allows scholars to pass the standards without being instructed in these extra subjects, I imagine that Boards have the power to adopt or reject the remainder of the syllabus as they may think fit, and, if I am correct in drawing this conclusion, I strongly advise the Board to insist, for the present, upon the subjects of the standards as set forth in Regulations 7, 9 (omitting singing and drawing), and 10, and to leave the adoption of the remainder of the programme to the discretion of the teachers, or to some future date. The prudence of this course will, I think, be apparent, if we compare the new programme with that which it has superseded. It will be seen that not only is each standard in the new programme nearly equal to the next higher in the old, but the treatment of the subjects themselves is expected to be far more comprehensive. To verify the foregoing statement, it is only necessary to compare Standards IV., V., and VI. of the new, with Standards V., VI., and VII. of the old programme. It must not, however, be supposed that the adoption of the above suggestion will have the effect of altogether banishing elementary science from our schools. The admirable reading-books supplied by the Board abound in most valuable lessons on scientific subjects, and of these I propose to make use at the next annual examination.

NEEDLEWORK.—Needlework, which is taught at all our schools having one or more female assistants, is not looked upon with favour by a few teachers, who regard the time so spent as, if not wasted, at least filched from subjects which they consider more important, and by which the passing or failing of a pupil is estimated. Under the new regulations, however, all girls who are systematically and efficiently instructed in this branch will be allowed a reduction of 10 per cent. of the marks necessary to pass the standards. This concession should go far to remove the disfavour with which this subject has been, in some cases, regarded. Great complaints are made by the teachers of girls absenting themselves, by the desire of their parents, on those afternoons when sewing is taught. I have, in several instances, suggested a remedy for this evil.

HALF-TIME SCHOOLS.—The remarks made in former parts of this report with respect to small schools apply with ~~twofold~~ force to half-time schools, and will render necessary a modification of even that portion of the programme embraced by Regulation 7. On the principle that it is better to do a few things thoroughly than a greater number indifferently or badly, I think it would be wise to limit the compulsory subjects of examination at half-time schools to reading, spelling, writing, grammar, and arithmetic. This would probably be quite sufficient work, both for teachers and scholars, to occupy the twelve or fifteen hours per week which would be available. The scholars might be examined in any other subject of the programme included in Regulation 7, at the discretion of the teacher, but if they passed in those above-named they should be considered to have passed the standard, providing, however, that certificates issued under Regulation 4 should, in such cases, specify the subjects in which the scholars have been examined.

* * * * *

SCHOLARSHIPS.—In connection with the recent examination of candidates for the scholarships offered by the Board, I think it only right to mention that three of the candidates nominated from the Hokitika School have recently left the district, and that these were the three most advanced scholars. One of them would have remained to compete, but for the fact of his being a little past the age fixed by the Board, and, judging from his work for the last two years at the ordinary school examinations, this boy would have had a very good chance for the first place.

With respect to future examinations, it has been objected that the introduction of Latin, algebra, and Euclid into the programme of examination will virtually confine the benefits of the scholarships to the four or five principal schools of the district; and there is some force in this objection, which did not strike me when I sketched out the regulations. Should the Board consider the objection to be valid, one of two courses might be adopted: (1) To strike out the subjects objected to altogether; or (2) to retain them in the case of the first scholarship, but to dispense with them in the case of the second.

While on this subject I may be permitted to remark that all scholarships supported wholly by grants from the General Government ought to be competed for, as nearly as possible, under the same conditions. At present there may be, and no doubt is, a great difference in the regulations fixing the age of candidates, the subjects of examination, and other matters; and a scholar in one part of New Zealand may gain a scholarship with ease, while an equally well taught boy in another district may fail. If the Minister of Education could make regulations that should be applied to all scholarships supported by public money, and in some manner secure a certain uniformity in the examination papers, not only would all competitors throughout New Zealand stand on the same footing, but a comparison could then be instituted between what may be called "the pick" of the pupils from the elementary schools of all the education districts of the colony.

PUPIL-TEACHERS.—In order to enable both pupil-teachers and their instructors to have the full benefit of the holidays, I made arrangements this year to hold the examination of pupil-teachers concurrently with the examination of the schools in which they are employed. Although this plan necessarily caused me some considerable extra work for the time, yet, since it saved both teachers and pupils some suspense, trouble, and expense, I am well satisfied to have done so. Hitherto, as you are aware, the pupil-teachers have generally been examined at the two chief centres of population during the holidays. The number of pupil-teachers examined was 25, who have been classed as follows: First class, 3; second class, 7; third class, 10; fourth class, 2; while three remain unclassified, not having passed the examination.

I will now repeat a suggestion I made on a former occasion with respect to pupil-teachers of the first class—namely, that it is highly desirable to make some permanent arrangement with such of them as may be recommended for the purpose, to encourage them to remain in the service of the Board after the expiration of their term of apprenticeship. They might be ranked as junior assistants, and be eligible for the first suitable vacancy that might occur in their schools. At present a first-class female pupil-teacher receives £35 per annum, and I would suggest that an agreement be drawn up, by which pupil-teachers, at the end of their last year's apprenticeship, might be bound to remain in the service of the Board for two years, at a salary of £50 for the first and £60 for the second year; and that, in the event of a suitable vacancy occurring in the district, such pupil-teacher, or junior assistant, should be appointed to the situation, at such salary as the Board might think fit.

SUPPLEMENTARY.—Since writing the foregoing, I have had an opportunity of visiting Jackson's Bay and Rangiriri, concerning which places I have the honor to report as follows:—

The schools in the Jackson's Bay District have not made so much progress as I expected, and it will be seen by the table of results that they rank among the least satisfactory of the schools in the district. There are, however, some extenuating circumstances which, in justice to the teachers, must be taken into consideration. In the first place, these schools were examined for results in March last, and, consequently, have only had ten months in which to do the work of twelve. Secondly, the recent examination took place immediately after the long vacation, which necessarily placed the scholars at some disadvantage. In the case of the Arawata Flat School, the destruction by fire of the building used as a schoolroom some time before the completion of the new building caused an additional loss of several weeks' time. With respect to the Bay School, and without reference to the results of the late examination, I cannot but consider the position of affairs as highly unsatisfactory. I found about one-third of the children of school age were not attending the school, and ascertained that the cause of their absence was the dissatisfaction of their parents with the conduct of the teacher; and, upon referring the persons complaining to the Local Committee, I learned that that body—if it existed at all—was divided against itself, and that one party thereof refused to take any notice whatever of complaints against the teacher. The consequence had been that the Chairman had ceased to call meetings, and that the Committee had virtually ceased to exist some months before. In the absence of any Committee, and not having received any formal complaint, I did not consider myself called upon to make any official inquiry into the merits of the case; but, from what I heard from both sides, I arrived at the conclusion that the teacher, by injudiciously taking a somewhat prominent share in the party strife that has long prevailed there, has naturally rendered himself obnoxious to one section of the community,

who, consequently, are indisposed to overlook *laches* on his part which, under other circumstances, would probably have been passed over in silence. I may say that the charges brought against the teacher, so far as they came to my knowledge, were somewhat vague, but indicated a belief that the care of his cattle, and other private business, absorbed an undue portion of his time and attention, and that the school work was hurried over and neglected. As a new Committee has since been elected, I hope that a more satisfactory condition of affairs will soon prevail. During my stay in the Bay, I attended at the school on every school day, and gave instruction to one or other of the classes in the presence of the teacher.

RANGIRIRI.—The progress made by the children attending this school has been quite as great as could be expected, especially considering the fact that during the last quarter of the year, when the experiment of making it a half-time school with Jackson's Bay was being tried, the school was only open four days in a fortnight. The number of children on the roll is 20; the average attendance for last quarter was 13, and the number present at the examination was 16.

I have, &c.,

G. Mueller, Esq.,
Chairman, Westland Education Board.

JOHN SMITH,
Inspector of Schools.

OTAGO.

1. MR. PETRIE'S REPORT.

Dunedin, 31st March, 1879.

SIR,—

I have the honor to submit the following report for the twelve months ended 31st December, 1878:—

During the year I made one or more surprise visits to forty-three schools, chiefly in the central and northern parts of the district, and examined in detail forty-three schools, including one of the district high schools. I also conducted, in conjunction with Mr. Taylor, the ordinary examinations of teachers and pupil-teachers, and, in conjunction with Messrs. Fitzgerald and White, the annual examination for the Board's scholarships.

The initiation of the system laid down by "The Education Act, 1877," and the new relations of the Department of Education to the Board and to the teachers of Otago, imposed upon me a great deal of work extraneous to my proper duties, and occupied my entire attention for a large portion of the year. In consequence, I have not managed to visit or examine a considerable number of the schools in my district, and at the end of the year the examination of three of the district high schools had to be abandoned.

STATISTICS FOR THE YEAR.—During the first four months of the past year the Southland Education District remained united to that of Otago, and such of the Southland schools as were examined during that time are included in the statistics and returns of this report. The following tabular statement shows the total number of pupils examined by me, and the total number of passes in reading, spelling, writing, arithmetic, and grammar, the subjects in which the pupils were examined individually:—

TABLE I.

		SUBJECTS.				
		Reading.	Spelling.	Writing.	Arithmetic.	Grammar.
Number Presented ...	3,600	3,481	3,045	3,415	2,716	1,684
Number of Passes ...	100	97	85	95	75	72

The lower column shows the percentage of passes in each subject. The next table shows the same results, each standard being kept separate.

TABLE II.

Standard.	Number Presented.	NUMBER OF PASSES IN				
		Reading.	Spelling.	Writing.	Arithmetic.	Grammar.
I.	845	817	749	801	645	...
	100	97	89	95	76	...
II.	1,071	1,036	900	1,002	774	...
	100	97	84	93	72	...
III.	879	845	700	827	677	688
	100	96	80	94	77	78
IV.	564	545	468	550	433	374
	100	97	83	98	77	66
V.	186	183	175	182	141	120
	100	98	94	98	76	65
VI.	55	55	53	53	46	37
	100	100	96	96	84	67

The lower line in each pair shows the percentage of passes

A comparison of the results in the above tables with those contained in last year's report shows a considerable improvement in the percentage of passes in nearly every subject, and affords evidence of substantial progress. The proportion of passes in spelling has risen in a marked manner, especially in Standards III. and IV.; reading and writing, though examined more strictly than in any former year, have in no way declined; while arithmetic and grammar have advanced considerably, though in both the percentage is short of what I hope to see attained.

ORGANIZATION.—Fewer cases of faulty organization have been encountered during the past year than for any former period of like duration. In most schools the work is suitably arranged, the classification correct, and the time-table satisfactorily laid out and duly adhered to. In former years there was great laxity in regulating and superintending the desk work of pupils in small schools, and it has taken a long time to get better arrangements and superintendence introduced, but at length the difficulty is getting fairly surmounted. In a very few schools the same time-table has adorned the walls for two or three years together, in spite of considerable changes of circumstances and repeated remonstrances. Generally, however, time-tables are promptly revised if changes in the number of classes or in their relative proportions render it needful. It has always been a matter of serious difficulty in small schools having five or six classes to assign a fair division of the teacher's time for each class and subject, and I fear that in such schools, with the enlarged course of instruction required under the new Act, this difficulty will become all but insoluble. Experience may suggest expedients that cannot at present be foreseen.

INSTRUCTION.—The gradual increase in the percentage of passes affords unequivocal proof that the instruction in the Board's schools is becoming more and more efficient. Apart from this tangible proof, I am satisfied that failures to come up to the standard are becoming year by year less and less frequent. Furthermore, in the parts of the district I have lately visited, the number of well-managed and efficiently-taught schools appears to be steadily increasing. At the same time there are not a few in which little or no progress can be noted. The majority of the schools of this character are the victims of untoward circumstances, though some owe their lowly position to inattention or incompetence, or both, on the part of their teachers. The year just past has witnessed an unusual dearth of qualified teachers. There has been in consequence an extraordinary frequency of changes in the mastership of many small rural schools, while not a few have been temporarily closed for a longer or shorter period. These frequent changes in the master and occasional breaks in the continuity of the school work, combined with the forced employment as teachers of persons deficient in practical experience in the work of education, appear to me sufficient to account for the unsatisfactory condition of a large proportion of the more backward schools.

As regards the subjects of instruction, I have noted considerable improvement in reading, spelling, writing, and arithmetic. Reading is now more generally taught with care, and not merely practised as an accomplishment natural to every one. Comprehension continues much short of being satisfactory, and in a good many schools the necessity for aiming at intelligence in the work is as urgent as ever. The introduction of Foster's copy-books has given a great stimulus to writing, and in some schools the improvement in the work has surpassed my expectations. On the whole, however, the teaching of writing continues to be less satisfactory than it should be, and in a good many schools the superintendence remains lax and unmethodical, and the use of the black-board is greatly neglected. In small schools having a good many classes it is very difficult to have the writing lesson taken by itself, unaccompanied by some other lesson; but this every teacher should arrange to do, if not every day, at least every alternate day. The teaching of grammar has improved slightly since I last reported, but it is still not infrequently marked by a want of accuracy and intelligence. The results of the examination of the highest classes were, on the whole, disappointing, and in some cases discreditable. The geography of New Zealand is becoming more carefully taught, and in most cases it is very fairly known, though sometimes too minute and detailed a knowledge is attempted. I think the thick type in my text-book on New Zealand sufficient for almost any school, with a more minute acquaintance, however, with Otago. As regards the general geography of the world, I cannot say that the instruction has improved greatly. The chief difficulty in the subject is the want of a suitable text-book, and I believe that in the average school little improvement can be looked for until a suitable book is in the hands of the scholars. Should my leisure permit, I purpose to make an effort to supply this great want.

Singing continues to be taught in a fair number of schools, in some very efficiently. It is strange that so few teachers qualify themselves to give instruction on this subject. I am confident that many more could, with a little attention and study, fit themselves to give useful and interesting lessons; and, to stimulate them to do so, I would recommend the payment to teachers giving efficient instruction in singing of a small bonus of £5 or £10 a year, according to the Inspector's judgment of the work.

The needlework submitted for examination during the year has been superior to anything I have previously seen, and the attention of the teachers to this branch of the school work has been, with rare exceptions, most satisfactory. Several complaints have been made, especially in the larger schools, of the amount of extra time that is required for the preparation and fixing up of the work. There can be no doubt that many mistresses have devoted a great deal of their own time to this, and that the strain upon their energies which this addition to their regular work produced was sufficient to justify loud complaints. But this extra work has almost wholly arisen from a mistaken and injurious system of teaching sewing—in fact, from the teachers doing for their pupils what it was, and is, intended these should do for themselves. To fold down a hem is surely not a very difficult operation for a pupil to learn, yet much of a mistress's over-time is spent in doing this. No doubt, if very young children are receiving instruction in sewing, much, if not all, of their work will have to be fixed for them, but the proper remedy for that is not to begin the subject until the pupils are fit to take it up with fair prospects of doing it successfully. I believe that no children below six years of age should receive lessons of any kind in sewing, and that the attempt to teach mere infants to sew costs an infinite deal more time and money than it is worth. With girls over that age, what fixing up

and preparation of work are inevitable could easily be done in a few minutes by the elder pupils under the mistress's superintendence. Thus the incubus of extra work would be removed, the elder girls would learn to do for themselves what is in no way less important than the mechanical work of practising various kinds of stitches, and the instruction in sewing would be more thorough and efficient. In Victoria there are great numbers of State schools having much larger average attendances than any in Otago, and there no such grievance as this pressure of school work outside school hours is felt, simply because the pupils are taught to do for themselves what has in the past in many Otago schools been done for them. This appears to me the only satisfactory remedy for the alleged over-work of mistresses. I do not refer to the laborious preparation of work for a grand exhibition at the end of the year, because it is quite unnecessary, and is a gratuitous addition to the teacher's recognized duties.

As a body, the teachers of the schools with which I come into contact are earnest, hard-working, conscientious men and women, faithful servants of the public, eager to improve their methods and advance the efficiency of their schools and classes. Many are persons eminently fitted for the work in which they are engaged. The most common fault is the want of the sympathy and the cheerful kindness of manner and feeling which stamp the true teacher. Only a very few regard the work with indifference, and perform their duties in a formal perfunctory way, without enthusiasm or interest. Though nearly all lead most exemplary lives, there are few who attain to the exercise of a wide and weighty social influence. Many appear to invest themselves with a spirit of isolation and seclusion, which greatly impairs the effect they might produce on the character of the children and on the *morale* of the district in which they are settled. Frequent changes from place to place tend to confirm these traits, and to reduce a teacher's influence outside the school to a minimum.

The pupil-teachers as a whole continue to do excellent work. In many schools they even become valuable teachers, and long before their course is completed would compare very favourably with many a trained teacher. In some schools, however, they do very indifferently; either because badly selected in the first instance, or more commonly from the prevalence of a bad tone in the school, indifferent management by the head teacher, or failure on his part to advise and secure the confidence of the novice. In nine cases out of ten, the incompetence of a pupil-teacher is due to the neglect or incompetence of the headmaster. Their annual examination continues to show better education and higher intelligence, and the proficiency of those from some of the larger schools was extremely creditable.

DISCIPLINE.—In the great majority of the schools there was good discipline. The drill exercises are becoming more generally known, and their execution is not seldom very creditable. I believe that these exercises have had a most salutary effect on the discipline of the schools in which they are practised, and in rural schools they have developed an air of smartness and order which is missed in similarly situated schools where drill is neglected. It is not easy to judge of the average order, attention, and interest of scholars, but I am of opinion that the schools of the district are in these respects in a healthy and sound condition. It is with pleasure that I record considerable improvement in the tone of a large number of schools, and my conviction that the examinations of the past year were answered not only with greater readiness and method, but also with greater honesty and independence than in any former year. My appeal in last year's report to teachers about the necessity of more strict attention to the manners and behaviour of their pupils has not been altogether without effect; but there is still, and will long be, ample scope for amendment in this by no means trifling matter.

BUILDINGS.—Very few new buildings have been erected during the year, but a large number are now under contract, and will soon be available. There are several small but not unimportant matters in which the buildings recently erected are deficient. A roomy press, provided with shelves, pigeon-holes, and a compartment for maps, should, I consider, be supplied for every new school. There should not be fewer than two black-boards, one at least provided with an easel. A number of brass-headed nails driven at intervals into the walls are required for suspending diagrams, wall-cards, &c.; and a map-stand, cross-shaped at the top and mounted on a stable foot, should be considered indispensable. The porches or lobbies, as at present designed, are much too small, and necessitate the objectionable practice of hanging some of the hats and cloaks in the schoolroom. The ventilation also needs improvement. There is generally a sufficient outlet for foul air provided in the roof, but there is no special inlet for fresh and pure air beyond the doors and windows. It is necessary that every room should have two or three such inlets, independent of windows, and they should be so under control as to be readily closed in the very boisterous weather which prevails more or less at certain seasons in every part of the district. Sooner or later the Board will have to undertake a complete refurnishing of many of the older schools. Under the old system, the School Committees erected school-buildings, the Board contributing two-thirds of their cost, and the people of the district the remaining third. As there was no recognized or lawful way of raising this moiety, Committees, even the most zealous, experienced great difficulty in getting it subscribed, and so the cheapest buildings that would at all meet requirements were generally erected. As a result of this ill-devised system, the Board inherits a great number of badly-designed schools, devoid of ventilation, and above all provided with furniture and appliances of the most meagre and unsuitable kind. There can be no doubt that the efficiency of the teaching, the disciplinary training of the pupils, and the comfort and convenience of both scholars and teachers are in such cases very greatly impaired, and that no time should be lost in turning all unsuitable seats and desks to firewood and replacing them by commodious furniture. I have repeatedly impressed on various School Committees the urgent need for providing ventilation, a sufficient number of black-boards, properly-constructed desks and seats, and other necessary improvements; but in few cases has anything been done. In many instances the sum now allowed by the Board for these and cognate purposes has been swallowed up in meeting liabilities incurred under the old system, while in a few a large proportion of it is spent in a secretary's salary. Whatever may be the causes, it is certain that few Committees effect such improvements and repairs as the funds at their disposal would with good management compass. A considerable number of schools are still unfenced, and a great many

are in need of painting. The cost of fencing and painting also will no doubt have to be borne by the Board; and it might be advisable with regard to the latter to give the Inspectors power to authorize the Chairman of the Committee to have the work done by tender.

THE DISTRICT HIGH SCHOOLS.—In consequence of my time being largely occupied in the course of the year by extraneous duties, I have been unable to overtake much of my usual work, and, in particular, three of the district high schools were not examined—viz., the Oamaru District High School, the Milton District High School, and the Port Chalmers District High School. I managed, however, to visit the Lawrence District High School, which had not been examined the previous year, owing to the prevalence of scarlet fever in the district. The school was found to be in a very efficient condition, though the extra work was not advanced. The following statement shows the extra work gone over, and the quality of the answers at the examination:—

Subject.	Class.	Pupils Examined.	Work done.
Latin ...	I.	5	Principia Latina, Part I. to page 63.
French ...	I.	8	Ahn, Part I., 120 Exercises.
	II.	4	Ahn, Part II. to Exercise 60.
Geometry ...	I.	1	Euclid, Book I.
	II.	5	Euclid, Book I., Props. 1 to 20.
Algebra ...	I.	12	Todhunter's Algebra for Beginners, to page 54.
English ...	I.	2	The Merchant of Venice, and part of Richard II., in Nelson's Shakespeare Reader.

Latin.—The work was almost too elementary for examination. The translation was excellent, and the accidence good. A senior pupil who had read the Fifth and Sixth Books of Caesar's Gallic War left the school shortly before the examination.

French.—The papers of the senior class were accurate, and showed a good acquaintance with the subject. The others were above fair.

Geometry.—This subject was well known.

Algebra.—The questions set were most accurately answered. A more advanced pupil left shortly before the examination.

English.—The paper on this subject was very fairly answered.

BOARD'S RULES AND INSTRUCTIONS TO TEACHERS.—The operation of the rules adopted by the Board has been carefully observed by me during the year, and I desire here to call attention to some matters in which alterations are needful, or would at least be advantageous. According to present arrangements schools having an average attendance below 25 are subsidized at the rate of £4 5s. for every child in average attendance, and not entirely supported by the Board. With the remarkable increase in the average attendance which the past year witnessed, and the consequent corresponding increase of income, I think that all schools having an average attendance of 20 or more might be supported wholly by the Board. This extension of the free schools would not cause any serious increase of expenditure, as the number having an average attendance between 20 and 25 is not at all great. I am of opinion also that a more liberal teaching staff should be allowed for schools having attendances between 40 and, say, 200; and further, that instruction in needlework should be provided wherever there is an average attendance of, say, 15 girls. If the Board could afford to make these alterations, the provisions for education in the district would be much more complete, and the staff as liberal as could be expected under a free but not costless system of education.

With regard to the instructions to teachers, I cannot say that they are so generally or so carefully carried out as I could desire. The maps and other appliances are in many cases very carelessly looked after, and instances have occurred where I have found it necessary to set an example of repairing them somewhat. Reading-cards and ball-frames, particularly, get rapidly destroyed, and have to be replaced in many cases with excessive frequency. There is usually considerable indifference about keeping and taking care of the school records. It appears impossible to make some teachers understand that an unlimited number of copies of the Education Act, the Board's rules, the Instructions to Teachers, the Scholarship Regulations, &c., &c., cannot be supplied to schools, and that the copies of these documents forwarded to them are not meant for themselves personally, but for the teacher of the school as such for the time being. It is almost unusual to find a teacher leave a position without taking most and sometimes all of the school records with him, leaving his successor to work in the dark and wait for the Inspector's next visit for an order for these necessary documents. It is really too bad that there should be so much trouble and annoyance about this simple matter, and that thoughtlessness and carelessness should so prevail in connection with it. In a large number of schools no concern is shown about the books of the pupils, and the recommendation that their being covered should be insisted on is frequently neglected. Upon School Committees devolves the duty of effecting small repairs in connection with school-buildings, and a sum of money is placed in their hands for that purpose. In Dunedin and a good many other districts such matters are most promptly attended to. In many cases, however, I have noticed great and unnecessary delays in effecting repairs, to the grievous annoyance and discomfort of teachers and pupils, and sometimes to the permanent injury of the school-buildings. At my surprise visit to Evansdale School, I found that neither the door of the porch nor that of the school could be closed, owing to the breaking of the locks. Forms had to be barricaded against the door; but every now and then the wind would force back these obstacles, and fill the room with a whirlwind of dust and sand. This had gone on for several weeks before my visit, although the teacher had more than once brought the matter under the notice of the Committee. I added my remonstrance to the teacher's, and I hope the matter was at length attended to. In other cases, broken windows are allowed to remain unrepaired for weeks, causing no end of colds and discomfort. Stoves are generally removed from the schools during the summer season. In one or two cases the

pipe through the roof was removed as well, and this opening had been allowed to remain all through the season when fires can be dispensed with, promoting ventilation certainly, but allowing the roof, floor, and furniture to be seriously damaged. Two cases of great want of consideration for the comfort of the school children deserves specially to be mentioned. In the important and largely-attended public schools in Oamaru, the School Committee declined to spend any of the money handed over to them for that express purpose on fuel, and the wholly uncalled-for hardship to which the school children were subjected was but partially and tardily relieved by the generosity of some liberal and kind-hearted citizens of the town. At the Inch Valley and Dunback schools very much the same sort of thing happened. It is with great regret that I feel compelled to refer so pointedly to the delays and neglect of some of the School Committees during the past year. In many cases, no doubt, thoughtlessness, and ignorance of the inconvenience and discomfort their remissness causes, may account for the want of prompt attention; but I sincerely hope that such things will not in future be considered any extenuation of neglect of apparently trifling, but really important, duties.

SCIENCE.—Little or nothing has been done as yet in the direction of introducing science and history into the course of instruction. The want of a sufficient supply of suitable books will delay the general introduction of history for some time; and the same difficulty will also impede the introduction of science. The great extension of the subjects of instruction under the new Act has caused the teachers of small schools no little consternation. In the past they have found it no easy matter to teach their five or six classes the subjects formerly included in the school course, and they do not see how it is possible to give efficient instruction in the work now required. I have, after mature consideration, been constrained in such cases to advise them to relax none of their attention to the fundamental branches of an English education—namely, reading, spelling, writing, arithmetic, and grammar and composition—and to do thereafter as great justice to the other subjects as the circumstances of their schools will permit. In small schools I am assured that it will be found impossible to do efficient work in all the branches laid down, and it seems plain that efficient work in a smaller number of subjects is far preferable to a wider but shallower range of study. For schools where a large proportion of the work has to be done at the desks under the teacher's general superintendence, it appears to me greatly to be regretted that a text-book in science of a simple and elementary character has not been prescribed. To meet this want I have recommended many teachers to try to take the senior pupils through Professor Balfour Stewart's *Physics Primer*, and to get them to have that little book as a text-book. In the absence of apparatus, without which all teaching of science is apt to be of little or no value, the illustrative figures will greatly aid the pupils in following and making themselves familiar with the principles of the subject. In the larger schools the science lessons can be more easily and more adequately overtaken, but here also some book in the hands of the pupils appears indispensable, at least till apparatus is provided. The set of apparatus required for illustrating the *Physics Primer* costs about £19, a sum which teachers cannot be expected to spend for that purpose out of their own pockets. I would suggest that the Board should undertake to provide by degrees the apparatus necessary for teaching elementary physics. By way of beginning, twenty or thirty sets might be ordered from England, and the apparatus, together with a suitable press for their safe keeping, should be offered to Committees at half-price. I feel sure that many Committees would avail themselves of such an offer as this, and that thus and thus only can that portion of elementary science contained in Balfour Stewart's little book be efficiently and intelligently taught in our schools. By-and-by it might be found possible to add a set of chemical apparatus to that for physics, but to have provided the latter alone will be no mean or worthless beginning.

REGISTRATION OF ATTENDANCE, ETC.—Ever since payments have been made to the Board on the basis of average attendance, I have bestowed considerable pains on the examination of the registers, and I have found them, with trifling exceptions, clearly marked and accurately computed. The registers now in use are very well adapted for the purpose, and afford teachers a ready means of checking the accuracy of their computation of attendances. I may here advert to the elaborate character of the returns required by the Education Department. Four times a year has a teacher to make a return of the number of pupils "under five years; five, and under seven; seven, and under ten; ten, and under thirteen; thirteen, and under fifteen; above fifteen years." Three of these returns are quite useless, and the time and trouble spent in making them up are gratuitously added to the already onerous duties of head teachers. Four times a year has a teacher to make a return of the number of infants, of those preparing for Standard I., Standard II., Standard III., Standard IV., Standard V., Standard VI., and passed Standard VI.; though the statistics for the year, published by the department, can require no more than one such return, that for the last quarter being usually the most suitable. Again, four times a year has a teacher to make a return of the number of pupils learning reading, writing, and the other ten subjects of the school course, although the return for one quarter only can be of service to the department. In addition to these returns, fifteen columns of figures, extracted with considerable trouble from the registers, have to be filled up quarterly, merely to ascertain the strict average daily attendance, and the working average. Of these fifteen columns some appear to me of no use in the world; for instance, the answers to the following queries: "What is the average weekly number on the roll during the quarter?" and "What has been the largest attendance on any half-day this quarter?" The latter question in large schools is not at all easy to answer, for it compels the headmaster to make out and keep a daily summary of the attendance in all the departments of the school, a form for which should be supplied by the department if this return is to be held necessary in future. There are other respects in which the returns required by the department appear unnecessarily elaborate, but, as they may subserve some useful end, I refrain from saying anything about them. Quite recently steps have been taken to bring school savings-banks into operation, and in many cases it will be morally compulsory for the teachers to take charge of them. Any one who is acquainted with the requirements of the course of instruction laid down for the public schools, and who knows the great and almost insuperable difficulty of overtaking it, cannot but deplore the numerous encroachments on a teacher's working time rendered inevitable by so many extraneous and secondary matters. The worst of it is that the trans-action of all these unnecessary duties falls almost entirely on headmasters, whose time is so valuable,

and who need to devote every spare moment to superintendence of their assistants and pupil-teachers. It seems particularly strange that a community that has excluded from the public schools all reference to religion should reckon the cultivation of frugal and saving habits of such vital importance. A teacher's work is emphatically to teach, and the less there is to interfere with the exercise of his proper vocation the better it will be for the country. Savings-banks, cadet companies, voluminous statistics, and so forth, are no doubt most useful things in their way, but, if the benefits they confer are to be secured by adding to the already sufficiently weighty and responsible duties of the public school teachers, the country may one day find that it is possible to pay far too dearly for them.

I have, &c.,

DONALD PETRIE, M.A.,
Inspector of Schools.

The Secretary, Otago Education Board.

2. MR. TAYLOR'S REPORT.

SIR,—

Dunedin, 31st March, 1879.

I have the honor to submit my report for the year 1878.

During the year I made forty-two visits without notice, and fifty-one visits of inspection to schools situated chiefly in the southern part of the district. I also visited a number of outlying places for the purpose of selecting sites for new schools. The remainder of my time was occupied with the usual examinations, and with office work. The following table shows the total number of pupils examined by me, and the total number of "passes" in each of the undermentioned subjects:—

TABLE I.

			SUBJECTS.				
			Reading.	Spelling.	Writing.	Arithmetic.	Grammar.
Number Presented	...	2,111	1,957	1,644	1,978	1,380	668
Number of Passes	...	100	93	80	94	65	70

The lower line shows the percentage of passes in each subject. The next table shows the same results, each standard being kept separate.

TABLE II.

Standard.	Number Presented.	NUMBER OF PASSES IN				
		Reading.	Spelling.	Writing.	Arithmetic.	Grammar.
I.	538	489	447	533	425	...
	100	91	83	99	79	...
II.	633	580	546	580	435	...
	100	91	86	91	69	...
III.	489	451	336	445	264	326
	100	92	69	91	54	67
IV.	345	333	230	322	204	269
	100	97	67	93	59	78
V.	104	102	83	96	52	72
	100	98	80	94	50	69
VI.	2	2	2	2	...	1
	100	100	100	100	...	50

The lower line in each pair shows the percentage of passes.

Comparing these tables with those of last report, they do not show that much advance has been made in the percentage of passes in the various subjects. This is at first sight somewhat disappointing, as I had calculated on considerable improvement. But when it is taken into account that the tables of last report included the results obtained in the largest and most efficient schools, and that those given here show the results obtained for the most part in small, outlying, and, in some cases, badly-equipped schools, the comparison may be considered very favourable. The results in arithmetic, it will be observed, are not so good as in the other subjects; they fall, too, as the standards rise. The inference to be drawn from this is that the junior classes have been well worked up in the elementary and mechanical part of the subject, but that the reasoning powers of the senior classes have not been sufficiently cultivated to enable them to deal very successfully with applications of the rules requiring for their solution some degree of thought.

The work of examination was conducted during the past year in very much the same way as formerly, and was accomplished much more smoothly. A better understanding existed as to what had to be done, and how to do it. Although in a few schools the work dragged considerably, as the result of insufficient preparation and the want of thoroughness in the instruction, yet in the great majority

of cases it was done with an amount of readiness and intelligence that was quite gratifying. The pupils were generally self-reliant and earnest, and showed considerable improvement in the style of their written papers.

Instead of referring more particularly to the various subjects taught in the schools, I shall now make some remarks regarding their general management.

I have to state that good order and discipline prevail in most of the schools I have visited. This is satisfactory, as effective teaching without them would be an impossibility. The introduction of drill and proper class-movements has had a beneficial effect on the demeanour and ready attention of the pupils, and has rendered good government a matter of less difficulty. I saw in one school the plan adopted of making the dux of each class responsible for its good order and proper movements. It seemed to work admirably. It gave the pupils themselves an interest in preserving good order, and afforded a certain amount of relief to the master, and economized time as well. I would recommend its adoption in schools where the teacher has charge of several classes. It is to be regretted that there should exist one exception to the usual orderliness that prevails in the schools. Pupils who are badly governed suffer incalculable loss. In some instances the furniture is so arranged, the appliances so few, and the accommodation so limited, that good order is not easily secured; but in a school where little was wanting in these respects I have seen much confusion allowed to prevail—for some time after the pupils entered the school, especially. The simultaneous talk of about a hundred children, the stamping of feet, and the rattling of slates, were almost unbearable. Suffice it to state that in this school it was impossible to prevent copying, and the results were poor indeed.

Classification, with very few exceptions, has been made with increased judgment and discrimination, and to this fact is due, in a great measure, improvement in the results. A few instances were found in which there was a tendency to advance the pupils too rapidly, and some in which the classes were kept too long at the same work. The results, of course, were much more favourable in the latter than in the former, though not fairly merited.

Considerable difficulty seems to be experienced by some teachers in keeping all their classes busily and usefully employed, and employed at the right thing at the right time. There does not seem to be a suitable connection between the different parts of the work. A class should be prepared with a transcription, dictation, or some other exercise which could be conveniently examined when the class appears for direct instruction; and a class, having received instruction on some subject, should, by means of written exercises, be required to put in practice the knowledge received. In some such way as this, every class could be fully and profitably occupied during school hours, the tendency to idleness and wrong-doing would be checked, a suitable connection between the different parts of school work secured, and a considerable saving of time effected. I have noticed, too, during surprise visits, that a teacher failed to manage effectively even one class numbering from fifteen to twenty pupils. Instead of taking up such a position in relation to it as would enable him to command with his eye and insure the attention of all his pupils, he so stationed himself that he could see only a few of them at a time, and was not aware that the others were gazing about quite heedless of his instructions. In questioning the class, too, he was satisfied to receive answers from two or three pupils only, while the others remained disregarded and unconcerned. Such a profitless way of managing a class, whether the result of ignorance or indifference, shows the teacher to be ill-suited to the important position he holds. Every individual pupil should be made to do his full share of the work, and induced to take an interest in all that is being done, and the dullest and most inattentively disposed should be called upon most frequently.

I have, in several instances, experienced great difficulty in obtaining from pupils answers to the simplest questions. I could only account for this by inferring that the instruction they had been in the practice of receiving had been defective in amount or method, or both. Pupils are not likely to answer readily on examination days who are not trained to do so on ordinary occasions, and whose intelligence has not been carefully educated by judicious questioning on the various subjects which they study. Timidity in pupils is often assigned as a reason for their backwardness; but, if they are so timid that they cannot be induced to speak, I am pretty sure that it is the result of a defect in the teacher's manner of dealing with them. A frigid look, a sarcastic remark, a harsh tone, are quite sufficient to seal the mouths of most children and prevent them from expressing themselves. The teacher who can enter into sympathy with his scholars, who can come down to their level, who is ready to make the most of the answers given him, and who has patience and skill if the answers are not exactly what he would like to educate to the right ones, will inspire such confidence in, and will induce such co-operation on the part of, his pupils that they will have little hesitation in readily responding to the calls he may make on their intelligence.

In conclusion, it is satisfactory to be able to express the conviction that considerable improvement has been made in the general tone and work of the schools visited by me during the past year. Almost all the teachers have anxiously endeavoured to bring their schools into a state of efficiency, and to satisfy the requirement of the Board's regulations. With the exception of a few schools, in which the management and methods of teaching were defective, their efforts have been rewarded with success.

I have, &c.,

WILLIAM TAYLOR,
Inspector of Schools.

The Secretary, Otago Education Board.

SOUTHLAND.

SIR,—

Invercargill, 19th February, 1879.

I have the honor to forward my general report for the year ending 31st December, 1878. I was appointed to my position in the end of July, but did not begin my duties till the 2nd of September. The year being then far advanced, instead of beginning at once to examine the schools, I determined to

make myself acquainted with my district, and with the teachers, and their methods of teaching and organizing. By adopting this course I have been able to visit most of the schools in the district, to examine the District High School in the higher branches, and to conduct the examination of teachers, besides attending to many other matters in conference with Local Committees and with the Board's architect, and preparing regulations, writing reports, &c. In my district there are 46 schools in operation, and 10 in course of erection. With a few exceptions the buildings are of a suitable and substantial nature. All those now in course of erection are every way so.

FURNITURE AND APPARATUS.—In the majority of schools the desks are too cumbrous and lumbering, taking up far more room than can be spared in buildings eighteen or twenty feet wide. In some instances the teacher is absolutely without room to teach, to say nothing about class movements. In new schools this defect is being remedied, and I have recommended Local Committees to apply to the office for plans of desks, whenever these are wanted. For the most part the plans of school furniture have hitherto been supplied by local carpenters, who cannot reasonably be expected to know much about what is or what is not suitable furniture. Few schools have a good supply of black-boards and maps. Even the smallest schools should have at least three black-boards. These play so important a part in collective instruction that it would be most injudicious to stint their supply. The idea that there should be only as many black-boards as teachers is an erroneous one; it would be nearer the truth to say that there should be one for every class. I regret to say, however, that the majority of our teachers are not alive to the importance of using the black-board in all their lessons. In no instance have I seen it used in the reading lesson; hardly at all in grammar, geography, and dictation; and only occasionally in arithmetic. But I trust that this state of matters will soon be improved off the face of the district.

ORGANIZATION.—Under this head I include the arrangement of the furniture, the classification of the pupils, the distribution of the teaching power, and time-tables. In many, indeed in most, of our schools the arrangement of the furniture is to be condemned. The desks are generally disposed latitudinally, instead of longitudinally, and this of course necessitates the placing of one class behind another to the extent of the number of classes: an arrangement that is now condemned by all organizers. This error cannot, in many instances, be corrected without an alteration in the floor of the school; but, wherever practicable, I have recommended teachers to dispose their desks longitudinally. In all the schools now in course of erection this arrangement is adopted. So far as I have been able to test it, the classification is satisfactory in about a half of our schools: in the rest it ranges from indifferent to bad. In the latter, proficiency in reading alone appears to be adopted as a test for promotion, for the pupils can generally read with fair fluency, but are inexcusably ignorant in almost every other subject of instruction. For the guidance of our inexperienced teachers I wish to make, in passing, a few observations on the basis and method of classification. Pupils should be classified not according to ability to read, to cipher, or to do any single subject; but according to proficiency in at least three subjects, regard, however, being always had to the activity and strength of comprehension of the child's mind. A clever child who is a little deficient in one or two test subjects should not be kept back on account of this deficiency. His mental activity and strength will soon more than compensate for this weakness. Age, too, should be considered, as, along with it, there is usually a maturity of mental growth that will enable a child to soon outstrip his junior classmates. It is better to class such a child with those whose attainments are superior than with those whose attainments are inferior to his own. These are special cases, and must be dealt with by special rules. I would suggest, as test subjects, three of the following four: Reading, arithmetic, grammar, and geography. Proficiency in three of those, of which reading should be one, should entitle a pupil to promotion. Periodical test examinations should be held; but a child's promotion should by no means depend upon his passing any one of those examinations. These final tests are held mainly to invest promotion with as much of ceremonial as possible; but the merit of the pupil should be measured almost wholly by the work done by him during the period intervening between the ceremonial examinations. During this time the teacher should carefully note the industry and progress of the child, and upon the result recorded should depend in a large measure the child's promotion. But this does not render the final examinations unnecessary, for the more of ceremonial with which we can invest our school work the more of reverence and respect will the pupils have for the school and the teachers. The almost utter absence of ceremony in many of our schools will account for much of the ill-manners noticeable in the children. Pupils should be promoted in groups, and not singly (unless under exceptional circumstances), and too many divisions in the school should be carefully guarded against. Some conscientious but unskilful teachers of small schools, in their anxiety to provide for minute differences in individual ability, multiply their classes unnecessarily, and, by consequence, reduce their teaching power to a mere shadow. I have found eight and nine divisions in schools with an average attendance of about thirty. Where a system of collective instruction obtains the classification cannot possibly be perfect. Nothing but an approximate to equality of ability and attainment should be attempted. The question to be solved is not, Are these pupils absolutely equal in point of attainment? but, Are they so nearly equal that they can be profitably instructed together? The classification of our schools is sadly interfered with by irregular attendance. Pupils are often absent from school months together, and when they return, notwithstanding that so many "stitches have been dropped," are allowed to resume their old places. Not only is this an injustice to the more regular attendants, but it is also an injustice to the absentees themselves; for the latter are unable to undertake the work of the class, and the former are kept back by needless explanations and repetitions. Such pupils should be reclassified on their return to school: in fact, they should be treated as new pupils.

With regard to the distribution of the teaching power, it may be said that in the larger schools—schools in which assistants are employed—this is generally satisfactory, by which I mean that the junior pupils are taught by an adult teacher. Yet I should like to see more than this attempted. It is the duty of the head teacher not only to assign certain work to the schoolmistress, assistants, and pupil-teachers, but also to assist them in the performance of this work, to instruct them in method, and

generally to give them the benefit of his experience and training. He should on no account confine his attention to one class. His influence should be felt throughout the whole school by both teachers and pupils. Every large school should be a training school in the practical sense of that term. One of the Board's regulations requires head teachers to instruct their pupil-teachers in the art of teaching; but I regret to say that this regulation is more honored in the breach than in the observance. In future no pupil-teacher will be classed until he or she has passed a satisfactory examination in teaching: a lesson must be given before the Inspector. I would recommend, therefore, the giving of systematic instruction in the art of teaching. The headmaster should give model lessons before his pupil-teachers, and thereafter cause each of them to give, in turn, a lesson before himself and their fellow pupil-teachers, the lesson to be followed by criticism and instruction. In the criticism those pupil-teachers who were not teaching should take part. Of course this method of procedure should be systematic and not spasmodic, and should be, moreover, continuous throughout the year. By adopting such a course head teachers would be amply compensated for their trouble by the increased efficiency of their pupil-teachers and assistants. The distribution of the teaching power in most of the country schools is not at all satisfactory. Here teachers devote by far too much time to the instruction of the upper classes, forgetful altogether of the fact that, unless children are well taught in the junior classes, no amount of coaching up in the senior classes can possibly compensate for the neglect. I have frequently seen the first and second classes kept at the same exercises for one hour, one hour and a half, and even two hours, without a single word of instruction or correction. If such a method, or rather lack of method, yielded only a negative result the extent of the evil would be trifling; but positive injury is done to the children's brains, first, by the length of the lessons being out of all proportion to the power of the juvenile brain to sustain the strain; and, secondly, by the tendency, where errors are uncorrected, to contract, and by repetition to intensify, habits of carelessness, listlessness, and inattention. Better far that the children should be running in the playground.

Of time-tables I cannot report favourably. In many schools I found none at all, and one teacher informed me that he did not see how it was possible to work by one! Even where I found a time-table that document was, except in a few instances, so injudiciously constructed that I was unable to pass it. The following suggestions may be of some use to teachers: In drawing up a time-table, consider (a) the subjects to be taught (see Syllabus), (b) the relative importance of those subjects, (c) the order in which they should be taken up by each class—(two subjects exacting a heavy mental strain should not follow each other. Relieve a heavy subject by a light mechanical one. The first lesson, after coming from the playground, should never be a writing lesson. Two noisy lessons should not be going on in one room at the same time),—(d) the time to be daily given to each subject by each class (this is determined partly by b, and partly by the proficiency of the class in any particular subject), (e) the teaching power. Where there is a teacher for every class the last presents next to no difficulty; but where there is only one teacher for four or five classes the difficulty presented is manifestly very great, and cannot be overcome without employing monitors. These, however, should be employed sparingly, and should be intrusted with only mechanical work. The teacher should devote some time, too, to their training. In only one school have I seen this done (Lime Hills School). Mr. Fuller's monitors teach really well. To every time-table should be appended its analysis, showing the time devoted daily to every subject by every class. This analysis will often reveal glaring errors, and thus save the teacher much adverse criticism. In my next report I purpose publishing the names of those teachers whom I find without time-tables.

READING.—This is a subject much heard, but little taught. The so-called teaching of reading is not teaching at all: it is simply hearing. Except in a few of the larger schools and three or four of the smaller ones, the correction, if any, seldom goes beyond the pronunciation of a word, almost never extends to the phrase and sentence, and never, that I have seen, to the paragraph. Indeed, it is a common thing for the teacher himself to give the correct pronunciation of a word, and then to allow the pupil to pass on heedless of the correction. The pupil corrected should always repeat the correction a time or two; and, if the error is one of importance, and likely to be committed by other members of the class, the whole class should repeat the correction simultaneously. The more prominent defects noticeable in the reading of our schools are, indistinct utterance—mere mumbling, defective intonation, and want of intelligent reading. Distinct utterance and correct intonation are mainly mechanical; intelligent reading depends on the comprehension of the meaning of the passage read. Those can be acquired by having plenty of practice *in imitation of a good model*; this by getting at the meaning of the author. For the acquisition of the two first, pupils must have plenty of simultaneous reading, followed by individual practice, both in imitation of a model; and for the acquisition of the last they must be trained to think out the meaning of the passage read. It is not enough, however, to take up the explanation of words—a matter, indeed, to which the pupils can themselves attend in the home preparation of their lessons, if they have a dictionary; but the teacher should aid his pupils in translating difficult phrases and sentences into simpler ones, and in making a kind of running commentary on the whole, phrase by phrase and sentence by sentence, till, by illustration and homely paraphrase, the writer's ideas are fully grasped by the class. The simultaneous reading, however, must be simultaneous in the sense that the term is understood by educationists—a thing, I am sorry to say, almost unknown in my district. Still, most teachers profess to teach it. For an outline of the method of teaching this subject, I cannot do better than refer teachers to Mr. Gladman's School Method—a little work that should be in the hands of every teacher. One exception, however, I must take to Mr. Gladman's directions: the teacher must *not* read with his pupils. While they are reading he should be all eyes and ears, in order that no error may escape undetected. The enunciation and grouping of the words and phrases, the intonation, the observance of the pauses, grammatical and logical, must all be attended to. The passage must be read as if by one person: no one must be out of time or tune. If the teacher reads with his pupils, he can never be sure that this result has been achieved. When the class can read the lesson well simultaneously, it should be broken up into small draughts for individual practice. Of course, the best readers of the class should have charge of the draughts. The practice of

consecutive reading hitherto in vogue in this district is to be condemned. A child should never know when he or she is to be called upon to read. There should always be the feeling that any one is liable to be called upon at any moment. Unless this is so, the lesson will be more fruitful of inattention than instruction.

ARITHMETIC.—In this subject there is very little class-teaching. Pupils generally work from books, little care being taken that the principles underlying the sums are understood. In fact, the subject is treated as a mechanical, and not as an intellectual, one. Rules are taught, and not principles. Pupils are *told* what to do, instead of being led to *infer* what to do. Hence they are generally groping in the dark: they seldom know why this is done, or why that. Where a subject appeals so much to the reasoning faculties as arithmetic, it is surely amazing that it should be taught without reasoning at all—that it should be reduced to a system of rote and rule, and not made an instrument of mental training. In this, as in other subjects, the principles should be taught through the medium of easy examples well within the pupils' grasp. The known should be made the medium to the unknown, the concrete to the abstract. When the principles underlying a rule are known, the pupils can themselves evolve the rule. But in this case they are not the passive instruments of dogmatic teaching, but active workers in a campaign of conquest. Treated thus, the subject is one of interest and pleasure, and not one of disgust and aversion. My advice to the teacher is, Use the black-board and chalk very liberally in teaching arithmetic. These are better instruments, if skilfully used, than all the books ever printed. Still, do not discard books, but use them judiciously. They are valuable as affording abundant examples for practice. Besides a knowledge of the how and the why, pupils should acquire facility and accuracy in the working of examples; and these are best acquired by plenty of practical work.

In the junior classes of most of our small schools, even the mechanical portion of the subject is much neglected. Here the addition, subtraction, and multiplication tables ought to be thoroughly mastered—so thoroughly, indeed, that the answer should be forthcoming immediately upon the statement of the question. Unless this facility is acquired here, it will be vain to expect it in the higher classes. To quote Mr. Sheridan, "The seeds of expertness in calculation must be sown in the junior classes. If proper culture be there neglected, no matter how plentifully the seeds may be scattered afterwards, the crop will be poor." This is no theory, and every educationist of experience will indorse the statement. Mr. Robinson's method of teaching these tables is so good that I cannot do better than refer teachers to his excellent manual. They will also find Gladman of good service in the intelligent teaching of the principles of arithmetic. His suggestions and methods are generally excellent. I have not found mental arithmetic systematically taught in any of our schools.

GEOGRAPHY.—This is an ill-taught and much-neglected subject. Seldom does it happen that geography is taken up by the same class more than two, or at most three, times a week, and then not in a manner to make a very lasting impression on the children's minds. To teach it effectively, the teacher himself must know the subject well, and not be reduced to the humiliating position of having to look every moment or two at his book for information, and to grope over the map in search of this place or of that. To the extent of the lesson *at least*, both book and map must be known for the teaching to be effective. Unless this is so, there can be nothing done worth the name of teaching. To those teachers who are the slaves of books and maps—and there are too many by far—I would recommend a perusal of Horace Mann's description of a geography lesson given in a German school.* The constructive method so graphically described by Mr. Mann should be the prevailing method in our highest classes. But, whether the teacher draws his own maps on the black-board, and fills in what information he wishes to teach and no other, or uses the ordinary wall maps, there must be much more thoroughness in the style of teaching, as well as much more time devoted to the subject, if even fair results are to be got. To overtake the work of the Syllabus, about half an hour a day should, I think, be given to all classes above the third. I have not seen any attempts made to familiarize young children with maps by drawing on the black-board a plan of the school, or of the street or road, or a map of the locality in which they live.

GRAMMAR.—From the lowest class learning the subject to the highest, grammar is almost invariably taught from text-books. The order of the text-books is strictly adhered to, and altogether the subject is made one of the most uninteresting of the whole school course. Grammar is no doubt abstruse enough; nevertheless it is capable of being made simple. But to treat it as a system of definitions and rules is not the way to make it simple. This is teaching a subject of a highly abstract nature through the medium of the abstract—a violation of the fundamental principle, from the concrete to the abstract. In dealing with the noun, for instance, treat first of the thing and thereafter of its name. Train the pupils by copious easy examples to see the distinction between the two—between the reality and its symbol. Having clearly apprehended this distinction, they should be told that in grammar those names are called nouns. Get them to educe their own definition. Continue the exercise until the children have acquired the *habit* of mentally distinguishing between things and their names. But the names of parts should be dealt with as well as the names of wholes. Suppose, for example, a pin to be under review. Hold it before the class. There is the whole—pin; and there are the parts—point, head, shank, middle, top, bottom, &c. Place these words on the black-board. The pupils know that these are names, and they also know that names are nouns; therefore they say these names are nouns, and so on with scores of other objects. The verb should next be attacked, and not the adjective, as children cannot in their grammar course begin too soon, after mastering the noun, to construct sentences. A list of nouns should be written on the black-board, and the pupils be required to complete the sentence by stating after each noun what the thing does, or what is done to it. (Teacher shows how to do this by a few easy examples on the black-board.) The idea to be developed is that certain words are used to tell what things do, or what is done to them. Continue the exercise with easy examples until the idea is well grasped, and then tell the pupils that these words are in grammar called verbs. Get them to educe their own definition. Even at this stage children can be trained to see that every sentence consists essentially of two parts, the thing spoken of and what is said of it;

* See Currie's Common School Education, page 445.

and, as this analysis is a matter of some moment in connection with the comprehension of the reading lesson, it should be begun as soon as the noun and verb are understood. Grammar and reading should be made to mutually assist each other. The adjective should be next taken up, the idea to be developed being that certain words are used to tell what kind of thing we are reading or speaking about. Develop the idea by plenty of examples, and get the children to educe their own definition. In a similar spirit should the adverb be treated, and its connection with the verb shown, and thereafter its connection with other adverbs, and with adjectives. The remaining parts of speech will now present little difficulty. When the elementary principles of the subject have been mastered in the spirit here indicated, a text-book may be adopted; but the rules and definitions should on no account be learnt until the principles underlying them are understood. In all their grammar exercises pupils should be accustomed to give a reason for the statements they make. For fuller details as to the manner of teaching grammar, see Morrison, Robinson, and Gladman.

WRITING.—Cleanly well-written copy-books are the exception; smeary ill-written ones the rule. Even where the books are clean and without smears, one cannot examine a single line critically without discovering some of the many errors into which learners are liable to fall when not subject to close supervision and criticism. Teachers have, with evident pride, handed to me for inspection books that in point of neatness and cleanliness were a credit to both master and pupil, but that would not bear a moment's criticism. It is not sufficient that the writing shall be neat and cleanly: it must be like the head-line in stroke, inclination, distance of letters and words, relative lengths and heights of letters, curves, loops, point of juncture, and, indeed, every other respect. Failing in any one of these, the writing is to that extent faulty. The children should be made to understand that the head-line must be imitated, and that every deviation from it will be visited with public exposure. Every error should be exposed on the black-board, and the mistakes of one made a text for the correction of errors that are sure to be common to a large number of the class. During the writing lesson the black-board should be in constant requisition; the subject should be *taught*, and not left to the chapter of accidents. Formal lessons should occasionally be given, when the letters should be analyzed into their elements, as pointed out by Mulhäuser in his system of teaching writing. In the junior classes, indeed, this should be a matter of daily occurrence. Here pupils should be taught to analyze and, if I may be allowed the expression, to synthesize the letters. They should be able not only to break up letters into their elements, as for example the letter *a* into double curve, right line, and link; but also to put these elements together—that is, to build up the letter *a*—and so on with other letters. If these principles are thoroughly taught in the junior classes, the writing lesson will give very little trouble in the senior.

SPELLING AND DICTATION.—Oral spelling is well taught in most schools; but the dictation exercise is not generally well managed. Too much time is given to actual dictation, and not enough allowed for the correction of errors. About half the time allotted to the subject should be devoted to correction. Unless the errors are thoroughly corrected, the exercise is a positive evil, for the very effort required to write a word in a certain manner tends to impress that manner of spelling on the mind. Dictation is not *wholly* a test exercise. All the words in which mistakes are made should be written on the black-board, and the pupils who made the errors compelled to write the words correctly ten or twelve times. Those having no mistakes should transcribe from their reading-books until the time allotted to the subject has expired. It is a mistake to dictate, except occasionally, long passages *verbatim et literatim*. A sentence or two so dictated are quite enough to keep up a knowledge of the more common words. It is a waste of time to be ever writing such words as “but,” “of,” “the,” and a host of others of which many occur in almost every sentence. It is sufficient to dictate the harder and more uncommon words in the lesson, together with one or two sentences.

DRILL.—Drill is not taught so generally as one could wish. In only one or two schools is it anything like well taught. The turnings and wheelings are done in a most careless and slipshod fashion, and the marching is nothing but a stampede—no time and no order, the boys gabbling all the while. In the drill lesson no child should be allowed to speak, and every movement should be performed with precision. Unless this is so, the exercise is worse than useless. The practice of causing all the children to fall into line in the playground and march into school to time is not adopted in more than a few schools. When the weather permits, this course should invariably be followed; but no thumping with the feet should be allowed. It is a capital plan to cause the children to sing a song while marching over the school floor. I hope to see drill more generally and more thoroughly taught during the ensuing year.

SINGING AND DRAWING.—These subjects now form a part of the ordinary course of instruction, and I hope to be able to give a good account of them in my next report. Instead of, in our larger schools, confining instruction in singing to the first and second classes, head teachers should, if at all practicable, have the subject taught to all classes throughout their schools. This is already being done in two schools. In appointing assistants it might be worth while to regard ability to teach singing as an important qualification.

DISCIPLINE.—In discipline there is room for improvement, and, strange to say, less in our small than in our large schools. Too much talking and lounging are allowed, and teachers do not insist sufficiently on that sprightliness and simultaneity of movement which are the mark of well-disciplined classes, and which are essential to the management of large numbers and the economizing of time and teaching-power. A little more attention to good manners, too, is most desirable; and more adequate provision ought to be made for supervising the children in the playground.

REGISTERS.—I regret to say that in many instances I have found the most culpable carelessness in the keeping of the register—absolute falsification in one case, and in another the roll had not been marked for three days; but the teacher of the latter very naively informed me that he could recollect all the attendances perfectly well. Some call the roll only once a day, and some mark it after the children are dismissed at night, and all this notwithstanding the very explicit instructions printed at the back of every register. If this indifference to instructions be persisted in, I shall recommend the Board to inflict a fine.

DISTRICT HIGH SCHOOL.—This school was examined by me in the extra branches in the beginning of December. I subjoin a statement of the subjects, the number of pupils examined, and the work compassed, together with a few notes on the subject:—

Subject.	Class.	No. of Pupils Examined.	Work compassed.
English ...	I.	4	Goldsmith: "The Traveller" and "The Deserted Village." Grammar.
French ...	I.	12	Dr. Ahn's First French Course, Ex. 1-54.
	II.	4	Dr. Ahn's First French Course, Ex. 1-54, and to Ex. 20 in his Second Course.
	III.	1	Dr. Ahn's First and Second Courses; and to page 28 of Charles XII.
Latin... ..	I.	9	Dr. Smith's Principia Latina, Part I. to the verb <i>sum</i> .
	II.	6	Dr. Smith's Principia Latina, Part I. to page 53.
	III.	1	Dr. Smith's Principia Latina, Part I. to page 53. Cæsar, Book I.
	IV.	3	Virgil, Book II. and Book III., lines 1-400. Cæsar, Book IV., cc. 20-56. Arnold's Latin prose to Ex. 49.
Greek... ..	I.	3	Dr. Smith's Initia Græca, Part I., and a small portion of Part II.
Algebra ...	I.	11	Todhunter's Algebra for Beginners, Ex. I.-VII.
	II.	1	Todhunter's Algebra for Beginners, Ex. I.-XIII.
	III.	3	Todhunter's Algebra for Beginners, Ex. I.-XXVII.
Geometry ...	I.	3	Euclid, Book I., Props. i.-xv.
	II.	1	Euclid, Book I.
	III.	2	Euclid, Books I. and II.
	IV.	3	Euclid, Books I.-VI.
Trigonometry ...	I.	2	Chambers's Practical.
Physics ...	I.	20	Physics Primer, pp. 1-30.
Physiology ...	I.	5	Physiology Primer, pp. 1-40.

English.—The result gained was on the whole excellent. The weakest points were paraphrasing and derivations.

French.—First Class: The French-into-English translation was well done; the English-into-French badly. In the latter division of the subject most of the pupils lost a large number of marks. Still, on the whole, the result gained must be considered very satisfactory.—Second Class: The English-into-French translation was very badly done; the French-into-English well; the grammar only fair.—Third Class: I gave two passages from Charles XII., neither of which was well translated. Of the 27 marks given for this portion of the subject the pupil gained only 16. The grammar was good.

Latin.—First Class: In this class two pupils gained highly satisfactory results; two, satisfactory results; and five, results that appear unsatisfactory. In estimating the result gained by these five, however, it should be borne in mind that most, if not all, of them had undertaken the Latin language before acquiring even a fair knowledge of the grammar of their own.—Second Class: Translation from Cæsar, good; that from Principia, only fair. Parsing, good.—Third Class: The passage from Cæsar was well translated, but those from the Principia only fairly so. The parsing was good.—Fourth Class: Three passages from Virgil were given. The first was well translated by one boy, and fairly by the two others; the other passages were only fairly construed by all. Latin composition, fair; grammar, fair.

Greek.—Considering the difficulties of the Greek language to beginners, the result gained was highly satisfactory.

Algebra.—The first class can hardly be said to have passed fairly, as the highest percentage gained was only 43. It should be mentioned, however, that several of the pupils had been learning the subject only a short time.—Second Class: The result gained was very good indeed.—Third Class: The percentage gained by one boy was excellent; that by one boy, good; and that by the other, below fair.

Geometry.—First Class: One boy passed fairly; the two others failed utterly. In the other classes the percentages gained were generally highly satisfactory. One boy in the highest class gained 100 per cent.

Trigonometry.—One boy passed a splendid examination, and the other a very fair one.

Physics.—Result fair.

Physiology.—Result excellent.

CONCLUSION.—In conclusion I must apologize for the extravagant length of this report, and express the hope that so long a one will not again be needful. I have applied the knife vigorously, but the remedy has invariably been suggested; and I may add that, in all my inspections, far more time has been devoted to the correction than to the reporting of errors. Most of the teachers have taken my suggestions and corrections in the kindly spirit in which they were given, and I am hopeful that, at no distant date, I shall be able to report that in most, if not all, of our schools good work is being done.

I have, &c.,

P. GOYEN,

Inspector of Schools.

The Secretary, Southland Education Board.

SYLLABUS FOR THE DISTRICT HIGH SCHOOL.

First-Year Students.

Latin.—Principia Latina, part 1 of Part I., and the Fables in Part II.

French.—Ahn's First French Course, and De Fivas' Grammaire des Grammaires to page 81.

Algebra.—To the end of least common multiple in Todhunter's Algebra for Beginners, or its equivalent.

Geometry.—First Book of Euclid.

Second-Year Students.

Latin.—Part 2 of Principia Latina, Part I.; Smith's Small Latin Grammar to syntax of adjectives, § 356; First Book of Cæsar's De Bello Gallico; the mythology and a portion of the history in Principia Latina, Part II.

Greek.—Initia Graeca to verbs in $-\mu$ inclusive.

French.—De Fivas' Grammaire des Grammaires; and Histoire d'un Conscrit de 1813, twelve first chapters.

Algebra.—Todhunter's Algebra for Beginners to the end of quadratic equations, or its equivalent.

Geometry.—First three Books of Euclid.

Trigonometry.—To be learning the subject.

Third-Year Students.

Latin.—Smaller Latin Grammar; Books V. and VI. of Cæsar; one Book of Virgil; and Arnold's Latin Prose Composition to Exercise 50.

Greek.—Smaller Greek Grammar, and first two Books of Zenophon's Anabasis.

French.—De Fivas' Grammaire des Grammaires; and the whole of Histoire d'un Conscrit de 1813.

Algebra.—The whole of Todhunter's Algebra for Beginners, or its equivalent.

Geometry.—The first six Books of Euclid (only as much of Book V. as is necessary to understand the Sixth).

Trigonometry.—To the solution of triangles, inclusive, in Todhunter's Trigonometry for Beginners, or its equivalent.

CERTAIN NATIVE SCHOOLS.

The INSPECTOR-GENERAL of SCHOOLS to the Hon. the MINISTER of EDUCATION.

SIR,—

Education Department, Wellington, 5th December, 1878.

I have the honour to report that on the 11th ult. I visited the Native school at Wairoa, Lake Tarawera. The master, Mr. Haszard, appears to be a competent man. His wife is a trained teacher, and, though she does not teach in the school, it is probable that her advice is of some value to him. The school when I saw it was seriously disorganized, and in such an abnormal state that I could form no opinion as to its ordinary condition. The part of the building which is devoted to the use of the master and his family was undergoing enlargement. The works had been standing still for two months, owing, as I was told, to a difficulty as to a supply of timber. The schoolroom was on this account being used as a dwelling, and the children were receiving their instruction out of doors, upon the grass. They were however brought into the schoolroom, to the number of two or three and twenty (which is below the average number), that I might ask them a few questions. I found it difficult to make myself fully understood by them, the master having occasion several times to assist me by representing my meaning in Maori. It seems to me that, though it is almost necessary that the master of a Native school should be able to speak Maori, that language ought to be very little, if at all, used in the school, except in dealing with the children who have been only a short time in attendance. I saw some fair writing, found some children able to do a little arithmetic—very little,—and observed that the master has succeeded in interesting his pupils in geography. I believe that some of the best scholars were absent on the day of my visit, and altogether no fair opportunity of judging of the merits of the school presented itself. Mr. Haszard has the confidence of the Native residents.

On the 12th I held a public meeting of Europeans and Maoris at Ohinemutu. Mr. Gill, of the Native Office, had desired me to tell the people there that the Government would shortly build a school on the telegraph reserve. I could not ascertain that any one had claimed or would claim the right to receive a message as representing the community, and I learned that several sites had at various times been offered by the Natives for school purposes, and that there had been differences of opinion as to the most suitable place for a building. Not knowing how much or how little of this might have been submitted to the notice of the Government, I thought it right in the circumstances to call a meeting. There was a large attendance. I stated that the Government intended to build on the telegraph reserve, and I asked for full information as to the sites and the titles, and the probable number of children who would attend a school. The Natives who spoke were Pirimi, Taekata, Niramona, and Taupua. Mr. Morrison and Mr. Wilson spoke on behalf of the settlers. All appeared to be very earnest in their desire to have a school, and some expressed very strongly their impatience at long delays, to which they referred. There appeared to be a general consent to the suitability of the telegraph reserve as a temporary site, but great stress was laid on the fact (or what was stated to be such) that the Government has only a leasehold interest in it, to expire in eighteen years. Some would prefer the acceptance of one of their offers of land, and the erection of a school upon such land, but would be glad, failing that, to have a school on the telegraph reserve. Three sites have been spoken of: I was pressed to accept any one of them, or to ask the Government to accept either of them. The Natives publicly offered to conduct me to the sites, that I might form an opinion; and on the following day Niramona and another, acting for the people, showed me a small site of about two acres, and another of 70 acres (more or less). They

gave me to understand that the 70-acre block was, in their judgment, the best for the purpose. With regard to a third block (which I have heard estimated at 200 acres, extending back to the forest), they said it was too far away for us then to visit it, and that it was not suitable.

The 70-acre block appears to me to be one which, if acquired by the Government, would be of great value for purposes of settlement. It is bounded (according to the description given to me on the ground) by the road to Sulphur Point, by a track diverging from that road, and extending to the lake, and by the shore. I have reason, however, to believe that on one side it does not extend to the shore. At Tauranga, I saw Mr. Mitchell, the surveyor, who told me that he had once furnished a plan of this land, and that part of Sulphur Point was excluded from it. He said that this plan would be found in the Native Office. A plan corresponding to his description appears attached to a paper signed by Niramona Pini and others, 26th December, 1876, which, with another paper on the same subject, dated 27th September, 1878, will be found along with a letter from H. Brabant, Esq., 2nd October, 1878, in file N and D, 78-4318. Mr. Brabant speaks of the 70-acre site as unfit for school purposes, but "undoubtedly a valuable endowment." The correspondence referred to shows that the Natives clearly understand what is meant by an endowment.

Pirimi stated that, including the children at Mokoia, Te Ngae, Whakarewarewa, and Horohoro, there are probably two hundred of school age, but I think that thirty Maori children and fifteen Europeans are as many as are likely to attend. People of both races are willing to work together, and they propose to have a mixed committee to supervise the arrangements of the school.

I promised to make strong representations of the importance of attending to the want which seems to be so deeply felt, and to report what I had heard. I attach brief notes of the speeches made. Pirimi, referring to the lock-up, said that the people considered it was not required, and wished to see it occupied at once as a school. It is, however, very unsuitable, and moreover it is now already occupied by an officer of Constabulary.

Maihi te Rangikaheke, who was too ill to attend the meeting, called on me to state his views as to the kind of school that is wanted. He said that he had formerly proposed to the late Sir D. McLean to set aside the Island of Mokoia as an endowment for a school, and that Sir D. McLean then proposed that Government should give £200 and the Natives £100 for a school building at Rotorua. This was, however, as he thought, totally insufficient to meet the wants of the people. What he wanted to see was a college for the whole Arawa Tribe, not excluding other Maoris, and admitting also the children of neighbouring settlers. Children were sometimes sent to school or college, and there made drudges of, receiving only so much teaching as would be given to European children who were to become labourers, and not enough to open any profitable or honourable career to them. Let them have a college, where their children could be properly taught and treated under their own eyes.

On the 13th I went to see the Native school at Rotoiti. The attendance there for two or three months has been very low, owing to the sitting of the Land Court at Maketu, meetings at Tauranga, planting, and a *tangi* at Mokoia. On the occasion of my visit three pupils were present, which number was increased to five after the mid-day recess. It is impossible to give an opinion as to the general efficiency of a school in such circumstances. One boy was able to write very fair translations from Maori into English, and *vice versa*. His reading was slow and laborious, but accurate, as was that of the girl who was the next-best pupil. The spelling of the younger ones was very fair indeed. They are making some progress with arithmetic. But I suspect that irregularity of attendance will render the master's efforts unavailing to produce any very valuable results.

The building (timber, lined with raupo) is without a fireplace, and has many broken windows. The chimney in the master's kitchen (if that be the proper designation: he has but two rooms) is very much out of repair.

I do not know whether it is wise on the part of the master to conform himself so nearly as he does to Maori usage as to dress. A shirt and a blanket or shawl constitute his working attire.

On the 14th I made a call at Te Awahou School. It was a wet day, the hour half-past nine, time for the opening of the school. Two children were ready for school. The master said he did not suppose any others would come that day, as it was wet, and most of the people were away planting. The average attendance is about a score, some of the pupils making very rare attendances, as might be expected from their ages, which vary from three or four up to thirty-four. The building is the property of the Natives. It is unlined, and must be very cold in winter. It is very ill furnished, and the people appear to use it as a lumber-room, having some old chests and a quantity of raupo stored in it. On looking at the register I noticed that it was almost the rule to have one or two days' holiday out of every five.

On the 21st instant I went with the Hawke's Bay Inspector of Schools to see the Native school at Te Aute. Here are admirable buildings, perfect discipline, good teaching, and good manners. Real and useful work is being done, not of a high class, but such as to secure to the thirty-seven boys in attendance a good practical English education if they stay long enough to profit by it, as some evidently do. The Hawke's Bay Inspector (Mr. Hill) has been asked to examine the school, and has promised to do so. I did not know, until it was too late to arrange for a visit, that at Napier there are schools for Natives. Had I known I should have tried to see them.

The Hon. the Minister of Education.

I have, &c.,

WM. JAS. HABENS.

NOTES OF SPEECHES at Meeting at Ohinemutu, 12th November, 1878.

Pirimi.—Many have come to speak to us about this before. Endowments have been solicited and granted. Yet we have no school, and we had given up all hope of one. But now we should like you to settle everything at once. I am glad to have an opportunity of saying what we think and wish. Mr. Brabant arranged to have school on telegraph reserve, and we agreed, because we wish to see the building, which is already there, and is not wanted as a gaol, converted into a school. Settle this now for both races in Ohinemutu. We did wish for a Native Committee to supervise, both as to cost and as to conduct. We wish to have a voice, and not that the Government should act alone. We should

like some Europeans on the Committee. In Ohinemutu, Mokoia, Te Ngae, Whakarewarewa, and Horohoro are a great number of children, perhaps two hundred. We grieve very much to see such ignorance. Long ago, when Mr. Tait was here, the children did know a little English. If that had continued till now they would have been almost like Europeans. The house is ready [the lock-up], only the teacher is now wanting. Hitherto Native schools have been under the influence of Native Committees, but we are willing to mingle. We have had to send some of our children to Napier to school.

Taekata.—I wish to speak of the endowment. I agreed to placing the school on telegraph reserve, though it is only under lease, because Mr. Brabant said the school would be there only for a time, and would be removed when the lease elapsed. It is not like the property of the Government. I and others own land given by Ngatiwhakaue, and situated elsewhere. We should like you to see it, and we would conduct you to it—given by the tribe as endowment. We should like you to see that, and build there. It is given permanently. Let us show it to you to-morrow.

Niramona.—I am glad to see you about a school. Other sections of the Arawa have schools: we have none. It is not from our neglect, but from Government apathy. Four years ago we gave an endowment—Arawa—70 acres or more. The land was not accepted. We submit it again for your acceptance now. Probably, like your predecessors, you will return "No" for an answer. If so, build on the reserve, but that can only be for eighteen years, and the site is yours no longer.

Taupua.—I object to schools—first, because I am tired of hearing of them; second, because I have given three sites for schools. When I began to grow grey this question was started. I offered a piece of land at the back, then another, then a piece of forest. Therefore I say I am tired of hearing of it. But now that you have called us together I will renew my consent. My children are growing up in ignorance. They are living as dogs. Perhaps, now that you have come, we may succeed. If you will accept the first piece that was offered I should like to see the school there. If you say you prefer the second, you can have that. If you accept the third—well and good; or, if you prefer the telegraph reserve, that is right, if Government promise to give it up when lease expires.

Pirimi (again).—As to what Taupua and Niramona have said, it is well for you to go and see all the places and judge. The telegraph reserve is the best place, and the proper place for the present, and afterwards the school can be removed to a permanent site. We should like you to take steps to get the school started there at once.

Mr. Morrison.—Settlers and Natives are very earnest in their desire to have a school. The Maoris were so earnest as to offer 70 acres as a free gift. The idea of using the telegraph reserve temporarily is right. There are enough white children to make an average of fifteen or more. We wish you to do everything you can as soon as you can.

TRAINING INSTITUTIONS.

1. CHRISTCHURCH.

SIR,—

Normal School, Christchurch, 8th March, 1879.

I have the honor to submit my report on the work of the Normal School for the year ending 31st December, 1878. But the object of such a report would be only very partially attained if it did not take cognizance alike of the present and the future as well as of the past, and apply the results of previous experience to the solution of the problems awaiting immediate consideration. And this is more practicable now than it would have been two months since, as we can more calmly review the past, and more truthfully estimate the value of the work done, while we have had the advantage of the additional experience, enabling us to gauge more accurately future requirements, and to correct the mental forecast made at the close of the last year's work. I purpose, therefore, with your permission, to discuss in this report some matters intimately connected with the welfare of the institution, and which will, I conceive, demand urgent attention at no very distant date. The year has been one of the greatest anxiety to all engaged in the working of the school, and the strain on me personally has been at times intense. There was a time when I considered the efficiency of the work seriously imperilled, and the suspense is not entirely over yet, though things look somewhat more hopeful. Under these circumstances, it would have been satisfactory to find that the school had not retrograded; and it is especially satisfactory to find that, in spite of many and serious drawbacks, the year has been one of perceptible progress in every department of our work.

The number of students in training has varied slightly from time to time, but for the greater part of the year has shown a general tendency to increase. The highest number on the books at any one time has been 71; the present number is 63—namely, 47 females and 16 males—as against a total of 53—namely, 39 females and 14 males—at the corresponding period last year. Some have been with us for nearly two years, several for more than one, and they, almost without exception, show decided aptitude for the teacher's profession, of which a larger proportion than hitherto have had some previous experience. The majority of the students will remain until after the certificate examination, though some most promising ones will leave immediately, unable longer to bear the pecuniary strain. After March we shall have a general exodus, and at present I see little prospect of so many students next year unless we should receive unexpected accessions from other districts. But we shall doubtless have sufficient to supply our own immediate needs, and the success of the school will depend less on the number of its students than on its efficiency, to which, perhaps, large numbers do not greatly conduce. During the year I received with much pleasure numerous letters of inquiry from distant localities, but the expense of training has in every instance proved too great for the candidates to bear. It certainly seems to me that this burden ought not to be laid upon them at all. The work is of such great national importance that every possible facility for training should be afforded to eligible candidates. Any money so spent would prove one of the wisest possible investments of the public money. The lady-students greatly outnumber those of the opposite sex. The proportion is nearly three to one. No improvement in this respect is perceptible, and the matter is becoming serious. The only remedy seems to be to offer special inducements to male students. So many trades and professions are open to them, offering an immediate and substantial pecuniary reward for their labour, that we cannot be surprised at the preference shown for these callings, especially when we remember that the ultimate advantages they confer are far greater than those to be realized in the scholastic profession. There is a considerable annual leakage from the ranks of the pupil-teachers for the same reason. But even this is not the full extent of the evil. Many pupil-teachers who remain in the profession do not realize the value of training, nor are they likely to do so while School Committees seem so insensible to its advantages. What then can be done to remedy these evils? Direct pressure cannot well be brought to bear, but perhaps indirect pressure might be exercised in some one or more of these various ways: (a.) A year's training might be given to a specified number of candidates who passed their final examinations as pupil-teachers with especial credit, and thus gave *prima facie* evidence of exceptional fitness for the profession. (b.) Pupil-teachers, who at the end of their third year of service passed particularly well, might be allowed to spend the last year of their apprenticeship in the training school, receiving that pecuniary assistance during the time which they would have been entitled to as pupil-teachers of the fourth year. (c.) Scholarships might be offered to students in training, thus holding out a reasonable hope of assistance to any of more than average ability, and enabling them, if they wished it, to continue their studies for an additional period. (d.) District School Committees might be recommended—other things being equal—to give the preference to trained teachers in any appointments they were called upon to make.

I am the more anxious to secure some pecuniary aid for our students as they are now placed on a different footing from those in the sister institution at Dunedin, and we are thus unfairly handicapped in the friendly competition. But, apart from personal considerations, on public grounds, in the best interests of education, something should be done in this matter, or we shall never be able to secure an adequate supply of skilled schoolmasters. The training pupil-teachers get in the great majority of cases is not worth consideration. They have been taught or led to adopt certain modes of work, but have very little knowledge of principles, and have not made their profession the subject of scientific study. They reproduce generally the system of the school in which they were brought up, good or bad. They go on working in a stereotyped way, but, having no competent theoretical knowledge to guide their practice, make serious blunders, exhibit the gravest defects, and find out only by long and painful experience what they might easily have been prepared for at the outset. In the majority of cases the headmasters

of our schools lack training, and, lacking it, are wanting in one of the most important qualifications for rightly directing the powers of others; and, moreover, their time is generally so fully occupied in teaching that they can devote little attention to the shortcomings of their subordinates. The consequence is that teachers, coming from some of our best schools, have most objectionable ways of doing work, attaining in the end results which could have been secured at half the expenditure of time and labour, and with much greater pleasure to both teacher and scholar. And, further, it must be borne in mind that in the course of years even trained teachers are apt to fall into particular grooves of work, and thus their pupil-teachers have not the opportunity of acquiring that wider knowledge of methods which would enable them perhaps to choose one better adapted to their own individual requirements. On every ground, therefore, it is desirable that the training-school course should be made as far as possible an integral part of the pupil-teacher routine. Even then it will be necessary to enlighten the general public on the matter, and awaken them to a sense of the importance of special training for the teacher's work. The phrase, which is becoming a stereotyped part of most advertisements for country schoolmasters, "A married man preferred," would lead to the supposition that in the general opinion a wife was the all-essential qualification for the office. Practically, this is offering a premium to early and ill-considered marriages, and in England the tendency of this has been to permanently impoverish teachers and their families. I have gone into these matters at some length as the interests of the Normal School are clearly bound up in them, and my attention has of necessity been frequently called to them during the past year.

The staff of the training department has been strengthened during the year by the appointment of Mr. A. C. Newton, B.A., one of the most respected teachers of the district, as second tutor. This arrangement has enabled me to devote more time to the work of the students employed in the practising schools. I cannot speak too highly of the pains Mr. Newton has bestowed on every detail of his work, and of the thoroughness with which he has at all times sought to carry out my wishes. Mr. Watkins continues his labours with all his former enthusiasm and success. His exceptional ability as a teacher, and his knowledge of training work, render his assistance invaluable to me. The curriculum of study remains substantially the same as before, but the time-table has been modified during the past term in order to give the students leaving shortly a thorough final preparation in accordance with their individual necessities. Our great aim, however, continues to be general culture rather than the special requirements of a particular examination. Lengthened experience convinces me that this is by far the truest, most enduring work—the work that in the long run succeeds best in every way. On the whole, I have every reason to be satisfied with the diligence and progress of the students. With very few exceptions all have given ample proof of an honest endeavour to make the most of the powers they possess, and I am glad to feel that the regulations of the Board will make these exceptions still rarer in 1879.

During the past year a resolution was adopted by the Board permitting advanced students to carry on their general studies at Canterbury College, receiving technical instruction and professional training only in the Normal School. One student only, however, was able to avail himself of this permission, and, anxious as I am to see the work of the two institutions more closely assimilated, I am greatly afraid that few of our students will be able to profit by attendance at the University classes, and for these reasons:—(a.) The lectures are of too advanced a character for the many, the University course commencing where the ordinary course of training ends—the D certificate, the highest immediate aim of the great majority of our students, being about equivalent to matriculation. (b.) The requirements of the professors are such as to tax to the utmost the abilities of those who can devote their whole time to the preparation of the work. Many students engaged during the day find it almost impossible to keep abreast of others in their college course, and those who do so, do so in some instances at great risk to bodily health; and all our students would be required to devote considerable time to professional improvement every day. (c.) The lecturers have so much ground to cover in a little time that it is impossible for them to go into details so minutely and to do the work so thoroughly as we require. (d.) The College course embraces only a very limited number of our subjects, and it would be therefore still more difficult for our students than for others to concentrate their attention sufficiently on these to insure progress in them commensurate with that of others. (e.) The University year commences in March, when our best students will be leaving us, and ends in October, just at the time when we might hope to have some eligible to enter with profit on a course of higher instruction.

I hope and believe that, eventually, many of our students will proceed to their degree, and that the thorough grounding they have received, the habits of wise study that have been fostered, the enthusiasm for it that has been kindled, will all be found to conduce to their ultimate success. But I do not think many will be able to pursue with advantage both courses at once.

The arrangements for the theoretical training of the students continue as in my last report. That they have worked well has been abundantly proved by the results witnessed in the practising schools, the ability displayed in the criticism lessons, and the decided improvement shown in each successive essay. I have rarely heard better lessons than were given by some of the students this year, and the power of educative analysis displayed by the others in their criticisms was a gratifying indication that they were able to recognize true principles under methods the most diverse. The system of criticism lessons is sometimes condemned. I believe the arguments against it, however plausible, rest on no solid foundation, while, as a means of training, I regard the practice as simply invaluable. I have made still more use this year than previously of the school-management discussions among the students, and the papers read by them have all shown traces of decided ability, and afforded pleasing evidence of personal professional study. Next year I propose to avail myself still more largely of this means of training and shall give fewer lectures on methods of teaching, but, having laid a solid foundation of principles of education, shall endeavour to lead the students on to devise for themselves the methods most suitable in special cases.

In the course of the year several students have been sent to take temporary charge of schools, and the reports of their work have been uniformly satisfactory. But it will be, I think, necessary to remind Committees that they have no claim on us in this matter, and it is advisable that students should

only be sent under very exceptional circumstances, as these interruptions to work militate seriously against general progress. And students thus employed derive little or no compensating benefit from the experience, because, however unsatisfactory the methods they find in use may be, it would be unwise in them to make radical changes, seeing they are only temporarily in charge, and thus they get familiarized with methods of which they had far better remain in ignorance.

The work of the training department is still hampered, as it was twelve months since, by the want of a large lecture-hall or theatre, to be used for lectures to the whole body of students and teachers in general, as a demonstration room, for criticism lessons, and general purposes. I hope this may shortly be supplied. The lavatory and cloak-room accommodation is also very defective. In any new buildings that may be erected, arrangements should be made for Principal's room and common-room, as now I have no room in which to see any one privately, and there is no room other than the lecture-room to which students can retire for purposes of general conversation. Arrangements have been made during the year by which greater practice in the schools, under competent supervision, has been secured to the students. They now devote about two-fifths of their whole time to professional studies.

The practising department has had to contend with unusual difficulties during the past twelve months, but has made good progress in spite of them. The numbers on the roll this time last year were—Boys, 405; girls, 399: total, 804. The present numbers are—Boys, 484; girls, 451: total, 935. The average attendance for 1877 was 616, or 76·6 per cent. In 1878 the average was 745, or 80·1 per cent.; showing not only an actual increase in point of numbers, but greater regularity on the part of those attending. There have been about thirty children present every time the school was open during the year, to whom certificates to this effect have been given by the Board.

The chief step taken in a new direction during the year has been the opening of the much-desired kindergarten in connection with the Infant Department. A thoroughly and specially trained and highly competent directress, Mrs. Crowley, was secured in England, and arrived in July. She has already worked a considerable revolution in her department. But until suitable premises are erected it is impossible for her to exhibit the system fairly to the public, and until she has a sufficient staff of competent assistants progress must of necessity be slow. But I am convinced that the work is sound in principle, and that, so far as circumstances have permitted, the principles have been honestly and ably carried out. We could scarcely have secured a teacher more capable in every way than Mrs. Crowley. She is a most valuable addition to our staff. But the department is altogether under-officered. It is an essential in a kindergarten that there should be an ample supply of competent teachers. Every infant school should be more liberally treated in this matter than a common school, and in kindergarten work it is especially necessary. The tax on the teachers' powers is great and unremitting, and the strain under present circumstances most severe—greater, I believe, than can with safety be borne. I do hope that the contemplated new buildings will be commenced without delay, as the physical difficulties of the work are at present enormous. But I cannot say how glad I am that the kindergarten system is gaining favour in New Zealand. It is one of the most hopeful indications of the educational future; and in our special work a kindergarten is invaluable. It is pre-eminently the school for teachers, a school in which they soon become conscious of their weakness, and learn other lessons calculated to make them both wiser and humbler.

By the appointment of Mr. Curnow to the headmastership of the East Christchurch District Schools in August last, the boys' school was deprived of its head. Mr. Curnow had been identified with the Normal School from its opening in April, 1876, and had seen it grow from comparative insignificance to its present importance as the second largest school in the district. His place is still vacant. Mr. Thornton, second master, has done his utmost to maintain the efficiency of the school, and with all the success that could be expected from an untrained and comparatively inexperienced teacher. I desire to bear my testimony to his industry and zeal. But a trained teacher, a man of wider experience and greater knowledge of technical details, and so a more competent assistant in the work of training others, is what the department needs. It would then be placed on a footing of equality with the others, and might be expected to become as good a model of style. This at present it is not, and never has been, although the results of the work have been in other respects very satisfactory.

The new standards of examination were introduced into the school during the year, and our experience of their working hitherto is, on the whole, favourable. Whether or not it will be practicable in country schools to work up to them is another matter. We have, of course, some special advantages which they lack, but, taking it for granted that the upper classes will only be expected gradually to exhibit the results specified, and not to have worked fully up to them at the Inspector's next visit, there seems nothing so impracticable in these requirements as some would have us believe. At any rate, it is well to set a high standard before the teachers as something to aim at, letting it be distinctly understood that the law is to be leniently interpreted by the Inspectors, and that every due allowance shall be made for local conditions, and the special difficulties individual teachers have to contend with.

Mrs. Patterson (late Miss Perry) continues in charge of the girls' senior division, and there is no department that gives me more complete satisfaction. The tone of the school is all that could be wished, and much of the work of a very high order of merit, although the staff is by no means so efficient as is desirable. The difference of the work of the trained and untrained teachers is only too apparent.

The girls' junior department has suffered an almost irreparable loss during the year by the unexpected and deeply-lamented death of its mistress, Miss Julia Seager, whom in my last report I mentioned as the successor of Miss Dunnage in the junior girls' department. She was one of the first to enter as a student in the training department, and she soon showed herself the ablest, as she was undoubtedly the best-beloved by all. As a schoolmistress she seemed to impress her influence instantly on all who surrounded her, and quickly made her school a model one—one which arrested the attention of all visitors, and elicited their warmest commendations. Miss Seager's place has been temporarily supplied by Miss Mary Page, an ex-student, but as she has recently obtained a permanent appointment this unfortunate division of the school is again without a head. The discipline has of necessity suffered somewhat, and I am particularly anxious to secure, without delay, the services of a teacher who will carry on Miss Seager's work in very much the same spirit as herself.

The vacancies in the staff seemed to present a favourable opportunity for the reorganization which had long been felt necessary. The school had from the first been worked on very wrong lines. The practising department was opened ten months before the training department, three months before even a Principal was appointed, and eight months before his arrival. A normal school in name, it was officered by a numerous staff of teachers who, with one solitary exception, had no knowledge whatever of normal-school work, and, though some were highly intelligent, they were almost all young inexperienced teachers, and in some cases anything but efficient. The true purpose of the school was lost sight of, and it soon came to be regarded merely as a district school of the ordinary type. As numbers increased, additions to the staff were made—the best that could be got doubtless, but not qualified for training work in any way. Accordingly, a Commission was appointed in September last, to consider the working of the institution, and, if possible, to bring the two departments into a closer relation. Their report was, by the courtesy of the Board, submitted to me, and, deeming it in many respects impracticable, I had the honor to submit a counter scheme of reorganization. Both reports are still under consideration. Meanwhile, as a necessary preliminary to the reconstruction of the staff, which both reports contemplated, three months' notice was given to all teachers in the practising department. These notices expired early in December, when, as nothing was settled for the future, they were renewed for another three months. The insufficiency of the staff and the long suspense have of course entailed much anxiety on me personally, and if the various departments are to be maintained in efficiency it is imperative that the work of reorganization should be speedily accomplished.

There has been an unusual degree of sickness among the students this year: 15 per cent. of them have been absent from illness at one time; and it shows a tendency to increase. Students have been completely broken down in health, and been obliged to abandon all hope of continuing their training, and there are few whose studies have not been seriously interrupted. I attribute the illness to various causes, *inter alia* the unusually trying season, natural weakness of constitution, over-anxiety prompting some to unwise application at home, the change from an active desultory life to a sedentary and regular one, but more than anything else to the unhealthy condition of the practising schools. I am glad to know that this is a matter to receive early attention.

The public lectures on education were brought to a close in October, and were well attended up to the last. It is satisfactory to find, from the reports of Inspectors, that they have, in many instances, borne good fruit. The teachers' technical library was well used until the lectures came to a close. Since then, there has been a considerable falling off, but it is highly appreciated by the students, who use it to good purpose. Perhaps some arrangement can be made for opening the library on drill-days, so that it may still be made available for country teachers. It might be strengthened with advantage in some of its special departments, if the Board should be able to set apart any portion of its funds for this purpose during 1879.

Appended is a list of the students in training, December, 1878, with notices of such as have left during the year.

Thanking you all for the kindness I have received at your hands,

I have, &c.,

CHARLES C. HOWARD,
Principal.

The Chairman of the Board of Education, Christchurch.

STAFF OF NORMAL SCHOOL.

Principal: Charles C. Howard, Esq., F.R.G.S.

Training Department.—First Tutor, E. Watkins, Esq.; Second Tutor, A. C. Newton, Esq., B.A.

Practising Department.—Boys' School: First Master, vacant; Second Master, Mr. J. R. Thornton; Third Master, Mr. J. J. Patterson; Fourth Master, Mr. George Watson; Mistress in charge of Junior Division, Miss Mackett. Girls' School: First Mistress, Mrs. Patterson; Second Mistress, Miss Kesteven; Third Mistress, Miss Kelly; Mistress of Junior Division, vacant. Kindergarten and Infant School: First Mistress, Mrs. Crowley; Second Mistress, Miss C. Whyte; Third Mistress, Miss Hall. Pupil-teachers: Misses Allison, Bartrum, Leach, L. Crump, A. Radcliffe, M. Cole, E. Edwards, E. Crump, E. Rowe, and H. Smith.

2. DUNEDIN.

SIR,—

I have the honor to submit, in accordance with your instructions, my report for year ending 31st December, 1878.

The students of this session were divided as follows:—Juniors: Students who had passed the entrance examination, pupil-teachers who had passed their final examination, and teachers recommended for admission by Inspectors—males, 11; females, 20: total, 31. Seniors: Students of 1877 holding III. Class certificates, and teachers recommended for admission by Inspectors—males, 5; females, 8: total, 13. The course followed by the juniors was similar to that of previous years, still greater care being taken to combine the theory of school management with the practice actually afforded at the time in the practising school. As they were ready for examination in December, and as the services of some of them would be required in the public schools before the examination in March, the Minister of Education gave permission to hold the Otago examination in December as usual. With the exception of one, all who had been with us for the session passed the III. Class certificate examination. The students of 1877 who succeeded in passing the III. Class certificate examination, and were not immediately required for service in the public schools, entered at the beginning of the session on the course of preparation necessary for II. Class B certificate examination; but, as in 1877, the demand for teachers was such that, with the exception of those attending classes at the University of Otago, all were directed to apply for appointment to schools, and the class was gradually dissolved. I have, on behalf of those students who attended the University, to thank the Board for

the privilege of being permitted to complete the session, and to express the hope that in future years the same privilege may be granted to all students who are, with profit, attending the University classes. Under the Otago regulations several of our students would now have been entitled to a II. Class B certificate on account of the "passes" taken by them at the University in Latin, mathematics, English, and German. This certificate would have placed them in Class D under the New Zealand Regulations, 1878, but without the certificate no value can be obtained for these "passes." As the students had entered on their course eighteen months before the adoption of the New Zealand Regulations, and as I am certain that the educational value of the discipline they have undergone in obtaining their "passes" is equal to that of Class D, I beg to suggest that their case receive favourable consideration. I would also suggest that the students of 1876 who have now completed their two years of probation should receive their full Otago certificate. The period of probation having passed, the provisional certificate ceases to be of value beyond the evidence of an examination pass, and its place should be taken by the full certificate. The Board in its regulations promised certificates, not simply classification, and, although these certificates are not now of value in the public schools of New Zealand, the possession of them might elsewhere be of great importance. Under Regulation 14, No. VI., 1878, the Board has still power to issue certificates that are due.

As the normal schools are now open to pupil-teachers from all education districts (Regulation X., 3), considerable difficulty may arise from the use by each district of its own standards for examination of pupil-teachers, and I would strongly recommend that, as in the case of scholars and teachers, the pupil-teacher standards should be the same throughout New Zealand. In connection with this I would again recommend that geography and history be taken up during the pupil-teacher course in such a manner as to warrant its omission from the teachers' syllabus, and so make room for work that will afford better mental discipline. The time now spent at this almost profitless work by normal-school students would enable them with profit to take a class at the University.

The city and suburban School Committees, by conferring appointments on several of our students, have given them the opportunity they could not otherwise have had of continuing their course at the University with a view to graduation. Several young teachers from outlying districts have also shared this benefit. In making such appointments the Committees not only confer a boon on the individuals themselves, but on the country at large, and will themselves be well served.

I have to thank the Board for granting my request for a gymnasium and four small rooms for small model schools. I hope that the services of the master appointed to the gymnasium may be available not only for instruction of normal-school students, but also of all pupil-teachers within reach, and as many teachers as choose to join his classes. My proposals for the organization of the model schools I shall submit to the Board before the buildings are completed.

I am heartily supported in my work by the headmaster of the practising school, Mr. Montgomery; by the matron, Miss Fitzgerald; and by the whole staff of the practising school.

I have, &c.,

The Secretary, Otago Board of Education.

W. S. FITZGERALD, Rector.

STAFF.

Rector: Mr. W. S. Fitzgerald. Matron: Miss L. A. Fitzgerald. Headmaster of Practising School: Mr. A. Montgomery.

Training Department.—Mr. W. S. Fitzgerald: Theory and practice of school management, arithmetic, mathematics, history. Mr. A. Montgomery: English. Mr. J. Lindsay: Geography. Mr. Beuchler: French. Mr. W. Millar: Vocal music. Mr. D. Hutton and Miss Wright: Drawing. Miss L. A. Fitzgerald: General superintendence of female students; cutting, fitting, and sewing. Sergeant-Major Stevens: Military drill.

Practising Department.—Class Teachers: Messrs. Lindsay, Kneen, Millar, Closs, and Cattan, Misses Stevens and Huie. Mathematics: Mr. Lindsay. Book-keeping: Mr. Kneen. French: Mr. Montgomery. Sewing, &c.: Miss Fitzgerald. Drawing: Mr. Hutton, Miss Wright. Music: Messrs. Kneen and Millar. Military Drill: Sergeant-Major Stevens.

3. MEETING OF TEACHERS AT NAPIER FOR TECHNICAL TRAINING, 26TH MAY TO 6TH JUNE, 1879.

On the 1st May the following invitation was issued by the Board of Hawke's Bay to all its teachers: "To afford opportunities to the teachers in the Hawke's Bay Education District of seeing the management of a district school, and of receiving practical information in school work, it has been decided by the Board to invite teachers to Napier for a fortnight's technical training in the Napier District School. The date of the first meeting of the teachers will be 26th May, and you are requested to make arrangement to be in Napier before that date. The midwinter holidays will commence on the 23rd instant, and will continue till 13th June, 1879."

The following regulations were also issued to those who had been invited: "(1.) All teachers invited to attend at the Napier District School for technical work will have actual travelling expenses paid, and an allowance for lodgings whilst in Napier. (2.) Teachers must be in attendance at the Napier District School at the time specified in the time-table, copies of which will be supplied to teachers in due course. (3.) Should teachers absent themselves from any of the school work without special permission from the Inspector of Schools, they will render themselves liable to have their expenses disallowed. (4.) Full notes upon the various lectures and school work must be prepared by the visiting teachers, and given to the Inspector of Schools, or to the teachers on the permanent staff at the schools, as might be required. (5.) An account of the organization of the school must be prepared and given to the headmaster for corrections at the close of the first week."

The following is a copy of the time-table or programme prepared for the occasion :—

TIME-TABLE for Teachers attending the Napier District School from 26th May to 6th June
(both days included), 1879.

TIME.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
FIRST WEEK.					
10 A.M. to 11	Preliminary arrangement for work.	Kinds of education : Mental. Moral. Physical.	Notes of lessons, and how to write them.	Standard work, and how to prepare it.	Home lessons—Their uses and abuses.
11 to 12	Education as a science. Responsibilities and qualifications of a teacher. Necessity of preparation.	Lesson by Mr. Thompson, and criticism by teachers.	Lesson by Mr. Murray, and criticism by teachers.	Lesson by Mr. Bissell—“Paper.”	Lesson by Mr. McLeod—“The Steam-engine.”
1.30 to 2.30 P.M.	Attending classes in school, taking notes preparatory to notes of a lesson.	Model lesson by Mrs. Stanley, and criticism of lesson.	Time-tables, how to construct them.	Attending classes in school, taking notes preparatory to notes of a lesson.	Practical work at registers, averages, and quarterly returns.
2.30 to 3.30	Lesson by Miss Mann, and criticism by teachers.	Training of intelligence. The best methods.	Lesson by Mr. Hamilton, and criticism thereon—“A Fish.”	Prepare notes of a lesson on some subject to be selected.	Practical work at registers, averages, and quarterly returns.
6.30 to 7.30	Singing lesson.	Drawing.	Lecture by Dr. Spencer on “Yeast.” And afterwards a lesson to children by Mr. Thompson.	Singing lesson.	Drawing lesson.
7.30 to 8.15	Drill: Gentlemen, Mr. Murray. Calisthenics: Ladies.	Preparation of notes. See Rules 4 and 5.		Drill: Gentlemen, Mr. Murray. Calisthenics: Ladies.	Preparation of notes. See Rules 4 and 5.
SECOND WEEK.					
10 A.M. to 11	School organization.	Discipline and infant training.	School arrangements.	Methods of teaching.	Recapitulation of lectures.
11 to 11.30	Class work.	Class work.	Class work.	Class work.	Class work.
11.30 to 12	Singing or lesson.	Singing or lesson.	Singing or lesson.	Singing or lesson.	Singing or lesson.
1.30 to 2.30 P.M.	Lesson by Mrs. Hill, and criticism by teachers.	Lesson by Miss Mann, and criticism by teachers.	Lesson by Mr. Thompson, and criticism by teachers.	Lesson by Mrs. Hill, and criticism by teachers.	Lesson by Mr. Murray, and criticism by teachers.
2.30 to 3	Lesson by teachers— (a) Mr. Maberly. (b) Mr. Bolton. (c) Mrs. Gosnell (infants).	Lesson by teachers— (a) Mr. Smith. (b) Mrs. Oliver (girls). (c) Mr. Hardy.	Lesson by teachers— (a) Mr. Harlock. (b) Mr. Poole. (c) Mrs. Doria (infants).	Lesson by teachers— (a) Miss Coveney (infants). (b) Mr. Stewart. (c) Mr. Tennent.	Lesson by teachers— (a) Mr. Crawford. (b) Mr. Bissell. (c) Mr. McLeod.
6.30 to 7.30	Drawing.	Drawing.	Drawing.	Drawing.	
7.30 to 8.30	Singing or drill.	Singing or drill.	Singing or drill.	Singing or drill.	Public meeting; address by the Rev. D. Sidey, “Moral Influence.” Bible lesson, by Inspector.

At a meeting of the Education Board, held shortly afterwards, the following report from the Inspector of Schools was read: “I have the honor to forward for the information of the Board a short account of the work done by the teachers during their visit to Napier for technical instruction at the district school. The sub-committee, appointed by the Board to make the preliminary arrangements for the meeting, after settling the question of expenses drew out a table specifying the subjects to be taught, the time given to the subjects, and giving such explanations as appeared necessary for the guidance of the visiting teachers. The meeting extended from the 24th May to the 6th June, during which time the teachers were engaged each day from 10 a.m. till 9 p.m., with an interval at 12.30 and at 4 p.m. of one hour and a half. The time-table was so arranged that model and criticism lessons, class work, and lessons on school management, could be studied while the children were in attendance at the school. During the evening, lessons in singing, drawing, and drill were given by Mr. P. Bear and Mr. Murray, both of whom deserve my special thanks for their effective help. The daily work commenced with a model lesson, which afterwards formed the subject for criticism, when the processes or methods adopted by the teacher were called in question. These lessons have a most important bearing upon the methods which should be employed by teachers in treating of the various subjects they are called upon to teach. . . . The other subjects of the time-table were superintended by myself, with the exception of the lecture kindly delivered by Dr. Spencer on “Yeast.” From what I have seen during the recent meeting, and from the notes of the class work and lectures forwarded to me by the teachers, I am convinced that the meeting will be highly beneficial to the teachers themselves and to the cause of education in this district.”

The acting-chairman thought the Board should express some opinion on the fortnight's technical work at the Napier District School. For himself, he might say that he had been highly pleased with it, and he was satisfied that it would prove very beneficial. He noticed that, in a note to Mr. Hill, Mr. Ormond (the Board's Chairman) said, "I congratulate you very much on the success of your work with the teachers. I think the work will be most advantageous to the cause of education." The following resolution was thereupon unanimously carried: "The Board desires to express its thanks to Mr. Hill for the able manner in which he conducted the technical training of the teachers, and believes that it will be highly beneficial to the cause of education."

EXAMINATION OF TEACHERS.

1. REPORT OF INSPECTOR-GENERAL.

SIR,—

Education Department, Wellington, 10th June, 1879.

I have the honour to submit my report on the results of the first examination of candidates for teachers' certificates under "The Education Act, 1877." There were 82 candidates for Class D, and 181 for Class E. A few of them have succeeded in obtaining full certificates; the majority availed themselves of a regulation (applicable to this year only) which allows of the issue of provisional certificates to those who pass in other subjects, but choose to postpone the examination in elementary science. Including those who have qualified for provisional certificates only, the number of candidates who have passed is 28 in Class D, and 57 in Class E. The number would have been much smaller but for your compliance with the request of several examiners and supervisors who asked that music and drawing should be treated as subjects which might be postponed in the same way as elementary science, on the ground that many of the candidates averred that they understood that the regulations warranted them in expecting such a concession. This question cannot arise at another examination, inasmuch as the section which has been misunderstood refers only to this first examination, and provisional certificates can in future be granted only to successful candidates who have not yet attained their majority, or to teachers who may apply for classification in virtue of certificates which they already hold. In some cases in which very good work was done in all but one or two subjects, the candidates are reported as passed, but will be required to submit to re-examination in those subjects before their certificates are issued.

The following table shows the number of candidates and of passes for the several education districts:—

District.	CLASS D.		CLASS E.	
	Candidates.	Passed.	Candidates.	Passed.
Auckland	24	9	126	42
Taranaki	2	1	...	...
Hawke's Bay	1	...	4	...
Wanganui	3	2	5	2
Wellington	4	4	5	...
Blenheim	2	...	3	...
Nelson	...	...	3	...
Hokitika	...	...	2	1
North Canterbury	37	9	15	...
South Canterbury	...	...	...	...
Otago	6	1	13	10
Southland	3	2	5	2
	82	28	181	57

I have selected from the reports made by the examiners some passages which appear to me to be of special importance.

Dr. Powell, who examined in elementary science, says, "Very many of the candidates have come up wholly unprepared, having apparently never opened a book or sought any instruction on the subject. The result is a series of the wildest guesses, and a display of ignorance regarding the most familiar phenomena, which seems to me to be the best possible justification of the Education Department in prescribing a course of elementary science for teachers' certificates."

Mr. Petrie, examiner in arithmetic for Class E, reports as follows: "A very large number of candidates failed to give satisfactory explanations of the principles and processes employed. An extremely common fault has consisted in giving a rule, instead of the principle on which the rule is founded. For example, nearly every candidate gave correctly the rule for finding the remainder when dividing by two factors whose product is the divisor, but not more than half-a-dozen gave any satisfactory reason for multiplying the first divisor by the second remainder, and I am convinced that not more than four or five of all the candidates could explain this rule to children in a way that would be intelligible and clear to them. In like manner the rule for doing 'rule-of-three' questions was generally given with more or less clearness; but the principle that in every proportion the product of the extremes is equal to that of the means, and the consequence flowing from this relation, have been apprehended and explicitly stated by very few indeed. Without dwelling at greater length on this point I would suggest that attention be directed to the defect on which I have been commenting, and that at all future examinations the questions be so framed as to show whether candidates possess a clear apprehension of the principles of the subject. A second point worthy of notice in connection with the examination has been the marked failure of a large number of the candidates in the simplest questions of the paper. The number of errors in making out the cost of the different articles in an invoice was astonishing, while the number of failures in reducing square feet to acres was equally surprising. . . . The more advanced and difficult questions, to which a fixed rule could be applied, were, in general, better answered than several questions intrinsically much easier."

The examiner in geography for Class D (Professor Cook) says, "The prevailing fault is that nothing is done but memory-work. Many of the teachers even answer such questions as those relating to a description of physical features, or of a mountain system, by mere long lists of names.

The last question in the paper was left unattempted by a great number, and the majority of those who tried it wrote only pure nonsense. Can nothing be done to persuade teachers to study such subjects as the tides, winds, seasons, latitude and longitude, &c.?"

Mr. Lee, the examiner in geography for Class E, says, "The results generally indicated want of training, and often of preparation. Many candidates gave very incorrect information in British geography; and much of the work showed a want of neatness and skill in map-drawing, and judgment in taking up the work."

The Rev. J. Crump, who examined in music at Christchurch, recommends "that arrangements be made for the special training in music of pupil-teachers, as the result of this examination indicates that the time given to this subject in many schools is quite wasted."

Mr. G. P. Austing, examiner in music at Dunedin, closes his report with these words: "On the whole, I should judge that, while those who sat for examination have carefully read books of instruction—notably those of Mr. Curwen—scarcely any of them have had the advantage of systematic training in the practice of vocal music, and teaching it in class. Until some opportunity of this sort is placed within the reach of teachers, it will be difficult to get that part of the school curriculum which prescribes vocal music successfully carried out."

The examiners in "school management" express surprise at the great number of teachers who were not able to construct a reasonably good time-table, or even to calculate, and state the rule for calculating, average attendance.

I recommend that next year the regulation which requires candidates to send in their names by the first day of January be strictly observed, and that it be enforced not only in the case of ordinary candidates, but also with respect to teachers who have provisional certificates, and desire to be examined in one or more subjects to complete their title to a full certificate. This year great latitude was allowed as to the time of giving notice, one result being that the necessary arrangements with examiners were somewhat hurriedly made. Now that the regulations are better known there is no reason for leniency in this matter.

I enclose a complete set of examination papers.
The Hon. the Minister of Education.

I have, &c.,
WM. JAS. HABENS.

2. EXAMINATION PAPERS.—MARCH, 1879.

CLASS D.—ENGLISH GRAMMAR AND COMPOSITION.—Examiner: Professor Sale, M.A.

Wednesday, March 26th.—Morning, 10 to 1.

1. Define the terms *subject* and *predicate*. Classify very carefully the subjects and predicates in the following sentence: "To be born a beggar is usually a misfortune; to be born wealthy may be a blessing; but the greatest calamity that can happen to a young man of ability is to be born possessed of a moderate competence."

2. Give the plurals of *cow, brother, hose, penny, pea, fish, people, appendix, memorandum*; and, where there is more than one form of the plural, notice the difference of meaning, if any exists.

3. Explain the construction of *fare thee well, methinks*.

4. Write a passage dictated by the supervisor.

5. Parse the following words in the dictation exercise:—*That, only, like* (twice), *did minister*, *common*.

6. Notice any difference from modern usage in the extract given for dictation.

7. Derive—*Answer, captain, caitiff, daisy, atone, neighbour, conscience, pilgrim, worship*.

8. Point out any peculiarities in the following phrases, and account for or correct them where necessary:—

(1.) He has acted just like I did.

(2.) It was him.

(3.) Either you or I are in the wrong.

(4.) Whom do men say that I the Son of Man am?

(5.) They were an hungry.

9. Spell the words dictated by the supervisor.

10. For short essay—Sketch the plot of any one of Shakespeare's plays; or, sketch the character of any one of Sir Walter Scott's or Dickens's heroes or heroines.

EXERCISE IN DICTATION AND SPELLING.

4. Shakespeare, Cor., Act 1, Sc. 1.—

Menenius.—There was a time when all the body's members
Rebelled against the belly; thus accused it:—
That only like a gulf it did remain
I' midst o' the body, idle and unactive,
Still cupboarding the viand, never bearing
Like labour with the rest; where the other instruments
Did see and hear, devise, instruct, walk, feel,
And mutually participate; did minister
Unto the appetite and affection common
Of the whole body.

9. Spoonful, seize, solicitor, believe, abscess, progeny, valleys, leisure, to fillip, courtesy, honour, traveller, withhold, o'errun.

CLASS D.—ARITHMETIC.—Examiner: Professor Shand, M.A.

Tuesday, March 25th.—Afternoon, 2.30 to 5.30.

1. A number, when increased by two-thirds of itself, amounts to thirty thousand and twenty-four millions six thousand and eighty; find the number, and write it down in words.

2. Divide 16 tons 3 cwt. 1 qr. 20 lb. by $18\frac{1}{2}$.
3. A gentleman spent a guinea and a half daily during the year 1878, and paid besides on the 1st of every month £23 5s. for wages: how much did he save out of an income of £1,000?
4. A log of kauri pine measures in section 5 ft. 3 in. by 4 feet 6 in.; what length of it must be cut off to obtain 630 cubic feet of timber.
5. Find, by Practice, the rent of 142 acres 3 roods 36 poles at £1 6s. 3d. per acre.
6. Simplify $2\frac{2}{3}$ of $\frac{1\frac{1}{2}}{3\frac{1}{2}}$ of $\frac{4\frac{3}{4}}{7\frac{1}{2}}$ of $2\frac{1}{4}$, and $\frac{5\frac{1}{2} - 4\frac{1}{2}}{\frac{1}{2} - \frac{5}{8}} \div \frac{1}{2}$ of $3\frac{1}{2}$.
7. What fraction of half a guinea is $\frac{7}{8}$ of 14s. 6d.?
8. Explain the nature of a decimal fraction; and show the effect on the value of a decimal of pre-fixing and of annexing cyphers to the significant figures.
9. State and prove the rule for converting a pure circulating decimal into a vulgar fraction.
10. Divide 9·333 by ·0144, and also 3·18 by ·145.
11. Find the value of $\frac{2}{3}$ of 13s. 1½d. + 1·72 of 6s. 3d. — 2·16 of 5s.; and express it as the decimal of £2 11s.
12. If $3\frac{3}{4}$ yards of cloth cost £1 2s. 6d., what will be the price of 11·55 yards?
13. A contractor has to ballast 45 miles of railway in 12 weeks, and at the end of 3 weeks finds that with 42 men he has only completed 5 miles: how many additional men must he engage in order to finish his undertaking within the contract time?
14. Extract the square root of '6 to six places of decimals.
15. At what rate per cent. will £120 amount to £147 in 5 years at simple interest?
16. A legacy of £1,500 is payable at the end of two years: find its present value, allowing compound interest at 5 per cent. per annum.
17. When Six per Cent. Preference Stock of the Great Northern Railway is quoted at 124, and New Zealand Five per Cent. Stock at 104, which of the two is the better investment?
18. A sold to B at a profit of 25 per cent. a section which had cost him £180, and B sold it again to C, making a profit of 10 per cent. If A had sold the section directly to C at the same price that C paid for it, what would he have gained, and what would have been his gain per cent.?

CLASS D.—GEOGRAPHY.—Examiner: Professor Cook, M.A.

Wednesday, March 26th.—Afternoon, 2.30 to 5.30.

1. Explain the meaning of the terms—tropic, archipelago, meridian, river-basin, water-parting, ecliptic.
2. Give an account of the mountain system of Europe.
3. Trace the course of a steamer which sails from London to Calcutta, thence to Wellington, returning to England by way of Cape Horn. Mention the oceans, seas, &c., through which it will sail, and any important capes near which it will pass.
4. Draw an outline map of America, exhibiting its mountain and river systems.
5. Characterize the physical features of the North Island of New Zealand.
6. What and where are the following: Tobolsk, Aland, Winnipeg, Saigon, Darling, Sorata, Nippon, Sutledge, Wanaka, Lemberg, Gilolo, Cattegat, Perekop, Upsala, Tararua, Brisbane, Baikal, Messina, Patna, Stromboli?
7. Draw an outline map of Australia, exhibiting its political divisions, and the positions of the most important towns.
8. Enumerate the principal British possessions which are situated in America, or which lie near its coast. Explain the position of each, and give its chief towns.
9. Give the boundaries of Hindostan, its various divisions, and the chief towns of each division.
10. Explain the principal causes which influence the climate of a place.
11. How does the captain of a ship usually determine his place at sea?

CLASS D.—ENGLISH HISTORY.—Examiner: Professor Brown, M.A.

Tuesday, March 25th.—Morning, 10 to 1.

1. What ambitious projects had France in England before the Norman Conquest?
2. Discuss the causes of the fall of the West Saxon kingdom.
3. Compare Canute as conqueror with Canute as king.
4. Show the importance of the growth of boroughs under the Norman kings.
5. Was King John more than a weak voluptuary? Discuss the question.
6. Enumerate the kings who were devoted to aliens, and the disasters that arose from this tendency.
7. Give a brief history of the conquest of Wales.
8. Why were the burgesses and merchants allies of the barons before the reign of Edward I., and afterwards allies of the kings?
9. Point out the peculiarities of the personal character of the Stuarts, and estimate the importance of the effects on English politics.
10. Sketch the history of Ireland's connection with England from Elizabeth's reign up till this century.
11. How would you connect the literature and the events of Elizabeth's reign?
12. State what you know of Stephen Langton, the Bloody Circuit, Ship-money, Richard Cromwell, Domesday Book, Titus Oates.

CLASS D.—GREEK (OPTIONAL).—Examiner: Professor Sale, M.A.

Saturday, March 29th.—Morning, 10 to 1.

1. Decline μήτηρ, ναῦς, ὄσους, οὖτος, ἀληθής.
2. Give comparatives and superlatives of ἀγαθός, πολὺς, μέγας, αἰσχροίς, ταχύς.

3. Give principal tenses of *πάσχω*, *ἔχω*, *λαμβάνω*, *ὄρώ*, *ἐσθίω*, *αἰρέω*, *γινώσκω*.
 4. Give the transitive and intransitive tenses of *ἵστημι*. Give the parts of the verb corresponding to "I am standing," "I was standing," "I stood," "I was placed."

5. Translate—*Μετὰ τοῦτον Ξενοφῶν εἶπεν· Ἐγὼ δ' οὕτω γινώσκω· Εἰ μὲν ἀνάγκη ἐστὶ μάχεσθαι, τοῦτο δὲ παρασκευάσασθαι ὅπως ὡς κράτιστα μαχοῦμεθα· εἰ δὲ βουλόμεθα ὡς ῥᾶστα ὑπερβάλλειν, τοῦτό μοι δοκεῖ σκεπτόν εἶναι ὅπως ὡς ἐλάχιστα μὲν τραύματα λάβωμεν, ὡς ἐλάχιστα δὲ σώματα ἀνδρῶν ἀποβάλωμεν.*

[*ὑπερβάλλειν*=to cross over; *τραύματα*=wounds.]

Parse—*μαχοῦμεθα*, *ἀποβάλωμεν*.

6. Translate—*Ὅμως δὲ δεῖ ἐκ τῶν παρόντων ἄνδρας ἀγαθοὺς τε ἐλθεῖν καὶ μὴ ὑφίεσθαι, ἀλλὰ πειρᾶσθαι ὅπως, ἣν μὲν δυνώμεθα, καλῶς νικῶντες σωζώμεθα· εἰ δὲ μὴ, ἀλλὰ κακῶς γε ἀποθνήσκωμεν, ὑποχείριοι δὲ μήποτε γενώμεθα ζῶντες τοῖς πολεμίοις· οἶομαι γὰρ ἂν ἡμᾶς τοιαῦτα παθεῖν οἷα τοὺς ἐχθροὺς οἱ θεοὶ ποιήσειαν.*

[*ὑφίεσθαι*=to give way; *ὑποχείριος*=in the power of.]

Parse *γενώμεθα*, *ποιήσειαν*.

Explain the use of *ἂν* in the last sentence, and express carefully the meaning of the last clause.

CLASS D.—LATIN (OPTIONAL).—Examiner: Professor Brown, M.A.

Monday, March 24th.—Morning, 10 to 1.

1. Translate into English—Caesar Pompeianis ex fuga intra vallum compulsis nullum spatium perterritis dare oportere existimans milites cohortatus est, ut beneficio fortunae uterentur castraque oppugnarent. Qui, etsi magno aestu—nam ad meridiem res erat perducta—tamen ad omnem laborem animo parati imperio paruerunt. Castra a cohortibus, quae ibi praesidio erant relictæ, industrie defendebantur, multo etiam acrius a Thracibus barbarisque auxiliis. Nam qui acie refugerant milites, et animo perterriti et lassitudine confecti, missis plerique armis signisque militaribus magis de reliqua fuga quam de castrorum defensione cogitabant. Neque vero diutius qui in vallo constiterant multitudinem telorum sustinere potuerunt, sed confecti vulneribus locum reliquerunt protinusque omnes ducibus usi centurionibus tribunisque militum in altissimos montes, qui ad castra pertinebant, confugerunt.

2. (1) Illustrate from the first sentence the differences between Latin syntax and English.

(2) Give the first person singular present and perfect indicative, the first supine, and the present infinitive of *parati*, *paruerunt*, *defendebantur*, *refugerant*, *constiterant*, *reliquerunt*, *pertinebant*.

(3) Parse and explain the case of *beneficio*, *animo*, *imperio*, *praesidio*, *armis*, *ducibus*.

(4) What is the subject of *dare* and of *oportere*? Would either "*a magno aestu fatigati*" or "*castra cohortibus defendebantur*" be admissible? Give reasons for your answer.

(5) Give the etymology of *existimans*, *meridies*, *praesidio*, *auxiliis*, *lassitudine*, *confecti*, *sustinere*, *protinus*, *centurionibus*, *tribunis*.

(6) What is the difference between *oppugnare* and *expugnare*, *aestus* and *aestas*, *castra* and *castrum*, *acies* and *pugna*, *arma* and *tela*?

(7) Mark the quantity of the italicized letters in the following words: *Oportere*, *laborem*, *paruerunt*, *refugerant*, *perterriti*, *plerique*, *reliqua*, and *reliquerunt*.

3. Translate into English—

Jam luerat poenas frater Numitoris, et omne
 Pastorum gemino sub duce volgus erat.
 Contrahere agrestes et moenia ponere utrique
 Convenit. Ambigitur, moenia ponat uter.
 "Nil opus est," dixit, "certamine," Romulus, "ullo:
 Magna fides avium est. Experiamur aves."

Res placet. Alter adit nemorosi saxa Palati:
 Alter Aventinum mane cacumen init.
 Sex Remus, hic volucres bis sex videt ordine. Pacto
 Statur, et arbitrium Romulus urbis habet.

4. (1) Translate into Latin—The general, after storming the enemy's camp, led his army against the fugitives, who had taken refuge in the neighbouring heights. Here his fortune deserted him; for his men, tired by the long march and the heat of the day, and alarmed by the stones that were hurled down from the crags, began to give way, and, though encouraged by him, abandoned their standards and made for the camp.

(2) Translate into idiomatic Latin—(a) They remained at Rome six days. (b) We fear the city will not be taken. (c) I have long been thinking of that. (d) They returned to Italy, but not to Rome. (e) He said he could not spare the town.

5. (1) Decline *bos*, *iste*, *respublica*, *unus*.

(2) Compare *nequam*, *celer*, *humilis*, *bene*.

(3) State the peculiarities of deponent verbs, neuter-passive verbs, and preteritive verbs.

(4) What cases follow *prosum*, *hortor*, *fruor*, *reminiscor*, *versus*, *subter*, *coram*?

(5) State and exemplify the difference in usage between the gerund and gerundive.

CLASS D.—ALGEBRA (OPTIONAL).—Examiner: Professor Cook, M.A.

Saturday, March 29th.—Afternoon, 2.30 to 5.

1. Explain the meaning of the terms, "quotient," "coefficient," "index," "binomial," "root."

2. Express algebraically the following: If the sum of the fourth powers of any two numbers, increased by the product of the squares of those numbers, is divided by the sum of the squares of the numbers, increased by the product of the numbers, the result obtained is the sum of the squares of the two numbers diminished by the product of the numbers. Verify this fact.

3. Prove that $(cy - bz)^2 + (ax - cx)^2 + (bx - ay)^2 + (ax + by + cz)^2 = (a^2 + b^2 + c^2)(x^2 + y^2 + z^2)$.

4. Divide $8x^3 - y^3 + 125z^3 + 30xyz$ by $2x - y + 5z$.

5. Simplify—(1.) $a + \left\{ b - \left[\frac{a-b}{2} - \frac{1}{3}a - \left(\frac{b}{4} - \frac{a}{2} \right) - \frac{b}{12} \right] \right\}$.

(2.) $(x^2 - xy + y^2)(x - y) + \frac{x^2 - y^2}{3} \cdot \frac{x - y}{2}$.

6. Reduce to its lowest dimensions $\frac{x^3 - 3x^2y + 5xy^2 - 6y^3}{5x^3 - 17x^2y + 25xy^2 - 22y^3}$.

7. Simplify $\frac{1}{x+y} - \frac{3x-2y}{x^2-y^2} + \frac{x}{y} \frac{(x+y)}{x(x-y)}$.

8. Substitute $\frac{a}{a+b}$ for x , and $\frac{b}{a-b}$ for y , in the expression $\frac{3x^2-y^2}{x+y} - (x-y)$.

9. Solve the equations—(1.) $ax - bc + c(x-a) = (c-a)x - c(a-b)$.

(2.) $\frac{x^2+8x+12}{x+4} + \frac{x}{3} + \frac{1}{7} = 2 \left(x - \frac{x-1}{3} \right)$.

10. At the taking of the census last year it was found that the whole population of the colony was 410,000, of which half were inhabitants of Canterbury and Otago; the population of Auckland was to that of Canterbury as 82 to 91, and to that of Otago as 41 to 57. Find the population of each of the provincial districts named.

CLASS D.—EUCLID (OPTIONAL).—Examiner: Professor Shand, M.A.

Monday, March 24th.—Afternoon, 2.30 to 4.30.

1. Give definitions of a *right angle*, an *isosceles triangle*, *parallel straight lines*, a *rectangle*, and a *gnomon*.

2. If two angles of a triangle be equal to one another, the sides which subtend these angles shall also be equal.

3. If two triangles have two sides of the one equal to two sides of the other, each to each, but the angle contained by the two sides of one of them greater than the angle contained by the two sides equal to them of the other, the base of that which has the greater angle shall be greater than the base of the other.

4. Parallelograms upon equal bases, and between the same parallels, are equal to one another.

5. To describe a parallelogram equal to a given rectilineal figure, and having an angle equal to a given rectilineal angle.

6. If a straight line be bisected and produced to any point, the rectangle contained by the whole line thus produced and the part of it produced, together with the square of half the line bisected, is equal to the square of the straight line which is made up of the half and the part produced.

7. To divide a given straight line into two parts, so that the rectangle contained by the whole and one of the parts shall be equal to the square of the other part.

CLASS D.—CHEMISTRY (OPTIONAL).—Examiner: Professor Black, M.A., D.Sc.

Saturday, March 29th.—Morning, 10 to 12.

1. Name three substances from which oxygen may be obtained by heat.

2. What is the percentage composition of (a) pure water, (b) atmospheric air?

3. In what respects do chemical compounds differ from mixtures? Give three examples of each.

4. Write down the names and symbols of all the compounds which oxygen forms with nitrogen.

5. Explain how sulphuric acid is made on the commercial scale.

6. Write down the names and symbols of all the acids that contain (a) chlorine, (b) sulphur.

7. Show by an equation how chlorine gas may be made.

8. Write in chemical formulæ or symbols *ammonia*, *bisulphide of carbon*, *carbonic anhydride*, *carbonic oxide*, *phosphoric acid*, *nitrous acid*, *ammonic sulphate*.

9. What are the sources of the carbonic acid of the atmosphere?

CLASS D.—SOUND AND LIGHT (OPTIONAL).—Examiner: Professor Bickerton, F.C.S.

Monday, March 31st.—Morning, 10 to 1.

[NOTE.—Twelve questions correctly answered will carry full marks.]

1. What is the velocity of sound and the temperature of the air, when it is eight seconds after the flash of a cannon before the report is heard, the cannon being 9,000 feet away?

2. State clearly all the circumstances which influence the velocity of a sound-wave. Why does sound travel faster in water than in air?

3. How do you know that sound-waves of all lengths travel with the same velocity?

4. A string stretched by a weight of 20 lb. produces the note C—256 vibrations a second. What weight must be used to cause it to produce upper C?

5. What effect has increase of temperature upon the pitch of organ-pipes and stringed instruments respectively? How are organ-pipes tuned?

6. Describe some method by which we can ascertain the number of vibrations a tuning-fork makes in a second.

7. If a hole be pierced in the shutter of a darkened room, a picture is frequently seen in an inverted position on the opposite wall. How is this?

8. How much faster than sound does light travel in air? (Any temperature may be taken.)

9. How would you show your pupils that the intensity of light diminishes as the square of the distance?

10. Show by a diagram why a name printed on one's cap reads backward in a looking-glass.

11. Clear water looks shallower than it really is. How is this?

12. How is it that on very hot days objects frequently have a wavy indistinct appearance, especially in looking across a sandy plain?

13. Show by a diagram how it is that a double convex lens causes an object to look larger?
14. What is the physical explanation of blue and yellow pigments producing green?
15. Sketch a diagram of the eye. Show what is meant by near sight. How would you correct it?
16. Show what happens to a beam of white light when it is passed through a glass prism. What is a pure spectrum?

CLASS D.—HEAT (OPTIONAL).—Examiner: Professor Bickerton, F.C.S.

Monday, March 31st.—Afternoon, 2.30 to 5.30.

[NOTE.—Twelve questions, correctly answered, will carry full marks.]

1. Give a full account of what heat is.
2. How do you measure quantity of heat and temperature respectively?
3. How would you make a very sensitive thermometer, so that it would show small parts of a degree?
4. Describe the mode of graduating a Fahrenheit and centigrade thermometer. Convert -10°C . and $+10^{\circ}\text{C}$. into degrees F.
5. Describe some of the uses made of the expansion of solids, for manufacturing purposes.
6. Describe clearly the principle upon which ventilation depends. How would you ventilate a schoolroom, a mine, and a ship respectively?
7. Explain fully the principles involved in the ascent of gas- and fire-balloons.
8. Explain the production of land- and sea-breezes and the trade-winds.
9. How would you prevent ice from melting? Why does cotton feel colder than flannel?
10. Fire-grates are generally made with a brick back. Why is this? Give full reasons for your answer.
11. The latent heat of water is said to be 80°C ., and of steam 534°C .. What does this mean? One pound of ice and one pound of boiling-water are mixed: what is the resultant temperature?
12. Ice is frequently made artificially. Describe any method.
13. How is it that standing in a draught in wet clothes is so dangerous? Why are damp places generally cold?
14. Why is it that a foot-warmer is generally a vessel of hot water? Show all its advantages over others.
15. Describe various simple methods by which you would show your pupils that heat can be developed by mechanical means.
16. What is the kind of night most favourable to the production of dew? What is hoar-frost?

CLASS D.—BOTANY (OPTIONAL).—Examiner: Professor Hutton, F.G.S.

Monday, March 24th.—Morning, 10 to 1.

1. How do you distinguish between a root and a stem?
2. What are the different parts of a complete hermaphrodite flower?
3. Name the different orders of cellular plants—that is, plants without any vascular tissue.
4. Define the characteristics of the gymnosperms and the angiosperms.
5. What is the difference between a seed and a spore?
6. What are the functions of foliage leaves?
7. What are the essential differences, chemical and physical, between protoplasm and cellulose?

CLASS D.—ZOOLOGY (OPTIONAL).—Examiner: Professor Hutton, F.G.S.

Monday, March 24th.—Morning, 10 to 1.

1. What is meant by the axial skeleton of a vertebrate animal?
2. What are the morphological differences between a gill and a lung?
3. What are the characteristics of the class Insecta?
4. What are the differences between the Reptilia and the Amphibia?
5. Explain animal heat. Why is the blood of some animals cold?
6. What are the functions of the liver?
7. Why are sponges referred to the animal and not to the vegetable kingdom?

CLASS D.—GEOLOGY (OPTIONAL).—Examiner: Professor Hutton, F.G.S.

Monday, March 24th.—Morning, 10 to 1.

1. What is the difference between a rock and a mineral?
2. How do you distinguish aqueous from igneous rocks?
3. What is a volcano?
4. A rock dips 45° W.N.W. What is its strike?
5. What is a *fault*? Make a diagram showing one.
6. What is *lamination*? To what is it due?
7. What is mica-schist? How was it formed?

CLASS D.—FRENCH (OPTIONAL).—Examiner: Rev. C. Turrell, M.A.

Monday, March 31st.—Morning, 10 to 1.

[NOTE.—Full marks will be given for answers to three-fourths of the following Grammar Paper.]

1. Write out the feminine of the following substantives, and give the meaning of each: *Cousin lion, paysan, jardinier, ours, tigre, traître, voyageur, moteur, directeur*.
2. How do you account for some words ending in *ou* taking an *x*, whereas others take an *s* in the plural?

3. Which are the diminutive suffixes in French?
4. How do the adjectives ending in *gu* form their feminine—for instance, *aigu, contigu, &c.*?
5. From the following substantives, verbs, and adjectives form adjectives: *Pierre, monde, enfant, aile, passage, pointe, comparer, penser, rouge, mou.*
6. Notice any peculiarities about the French numbers.
7. Notice the various expedients the French resort to in order to avoid having a vowel at the end of an article or pronoun (personal, possessive, demonstrative) before a word beginning with a vowel or *h* mute.
8. When is *personne* masculine, and when feminine?
9. Why are there more verbs ending in *er* and *ir* than in any other termination?
10. Give the principal parts of the following verbs: *Aller, courir, couvrir, mourir, vêtir, asseoir, savoir, vouloir, boire, and moudre.*
11. Give some prepositions derived from substantives, adjectives, past principles, and present participles.
12. The following substantives have different meanings according to their gender—show the difference: *Manche, mode, mousse, pendule, page, somme, souris, tour, vase, voile.*
13. Give the plural of the following compound substantives, and state the rule with regard to the plural of such words: *Chat-tigre, chef-d'œuvre, coq-à-l'âne, coffre-fort, tire-bouchon, garde-chasse, garde-manger, ouï-dire, serre-tête, abat-jour.*
14. What is the rule for the plural of such adjectives as—*Aigre-doux, nouveau-né, bleu-foncé*? Which of these vary, and which do not?
15. What are the various meanings of the word *même*?
16. What is the proper meaning of *rien*, and when is it still used in its original meaning?
17. When does the past participle joined to the verb *avoir* vary?
18. When is *si*, meaning *yes*, employed?
19. Explain the difference between *pays, campagne*, and *patrie*; also between *marier, épouser*, and *se marier*.

20. How is the word *own* to be translated in the following sentences?—I did it with my own hand. My own dear child. He lives in a house of his own. One seldom knows one's own faults. It is difficult to speak a foreign language as well as one's own.

Translate into English—"Il y a quelques années, je conçus le projet d'étudier la France, de connaître son sol, ses monuments, ses villes, ses hameaux, et cette vaste ceinture de fleuves, de mers, et de montagnes, qui se déroule des Pyrénées aux Alpes, de la Méditerranée à l'Océan. J'espérais un grand plaisir de cette course; mes espérances ne furent pas trompées. Sous les climats les plus doux, je rencontrai des populations intelligentes et une singulière abondance de tous les biens de la terre. Je vis avec admiration d'innombrables vaisseaux entrer dans nos ports et y verser les richesses des cinq parties du monde; ces richesses, plus de cinquante mille voitures de roulage s'en emparent, et les dispersent çà et là dans le pays, dont elles entretiennent sans cesse le mouvement et la prospérité. Ici, les fers de Norwège s'enflamment et s'amolissent sous le marteau des forgerons; là, se déploient en tissus moelleux les laines d'Espagne et de Cachemire; plus loin, des peuples d'ouvriers reçoivent le coton des Indes, le filent, le tissent, et lui impriment les plus vives couleurs: je trouvai partout les vieux cloîtres et les vieilles abbayes transformés en manufactures: leurs voûtes profondes répétaient les chansons des ouvriers et le bruit sans repos des machines à vapeur. J'étais ravi de tante de bien-être; mais ce qui excita vivement ma surprise, ce fut de voir l'impulsion immense donnée à tout le pays par l'éducation d'un insecte. Du midi au nord, des frontières de l'Italie aux montagnes volcaniques du Vivarais, une chenille excite partout l'activité. A Avignon, à l'Isle, à Vaucluse, on en dévide les cocons. En Normandie, les doigts exercés des femmes attachent ces fils à de légers fuseaux, et jettent mille gracieux dessins sur les mailles aériennes de nos blondes. A Saint-Etienne, ces mêmes fils se tissent en rubans qui se déroulent sur toute la surface de l'Europe. A Nîmes, on en fabrique des étoffes qui bruissent et chatoient comme des métaux. A Lyon, mon beau pays, ils se déploient en velours épais, en gazes transparentes comme l'air et brillantes comme la nacre, en satin, en damas, en lampas. A Paris enfin, la laine rivalise avec le pinceau, et va jusqu'à reproduire, sur les somptueuses tentures des Gobelins, les tableaux des plus grands maîtres. Telle est la richesse de la France. Mais ces chefs-d'œuvre de l'art, ces prodiges de l'industrie, que sont-ils en comparaison des biens que lui prodigue la nature? Vous y voyez tous les climats, vous y rencontrez toutes les cultures: au midi, l'olivier, le citronnier, l'oranger; au nord, le mélèze et le sapin: les deux extrémités de la chaîne botanique. Les arbres de la Perse et des deux Amériques viennent s'y mêler à l'orme féodal et aux chênes de la vieille Gaule; les fruits parfumés de l'Asie au pommier indigène; la flore entière de l'Orient, à l'humble violette, à nos couronnes de bluets, aux bouquets champêtres de la pâquerette et de la mystérieuse verveine. Ainsi la France se couvre des productions du nouveau monde et des trésors de l'ancien. Du haut de ses coteaux chargés de vignes, des fleuves de vin coulent éternellement dans la coupe de tous les peuples; tandis que sur ses larges plaines les moissons ondoient, comme les flots de la mer, sous le vent qui les courbe, sous le soleil qui les mûrit."

Translate also into English—

Déjà la rapide journée
Fait place aux heures du sommeil,
Et du dernier fils de l'année
S'est enfui le dernier soleil.
Près du foyer, seule, inactive,
Livrée aux souvenirs puissants,
Ma pensée erre, fugitive,
Des jours passés aux jours présents.
Ma vue, au hasard arrêtée,
Longtemps de la flamme agitée
Suit les caprices éclatants,
Ou s'attache à l'acier mobile
Qui compte sur l'émail fragile

Les pas silencieux du temps.
Un pas encore, encore une heure,
Et l'année aura sans retour
Atteint sa dernière demeure;
L'aiguille aura fini son tour.
Pourquoi, de mon regard avide,
La poursuivre ainsi tristement,
Quand je ne puis d'un seul moment
Retarder sa marche rapide?
Du temps qui vient de s'écouler
Si quelques jours pouvaient renaître,
Il n'en serait pas un, peut-être,
Que ma voix daignât rappeler.

Mais des ans la fuite m'étonne,
Leurs adieux oppressent mon cœur ;
Je dis : C'est encore une fleur
Que l'âge enlève à ma couronne,
Et livre au torrent destructeur ;
C'est une ombre ajoutée à l'ombre
Qui déjà s'étend sur mes jours ;
Un printemps retranché du nombre
De ceux dont je verrai le cours.
Écoutons ! . . . Le timbre sonore.
Lentement frémit douze fois :
Il se tait . . . Je l'écoute encore,
Et l'année expire à sa voix.
O'en est fait ! en vain je l'appelle :
Adieu ! . . . Salut, sa sœur nouvelle,
Salut ! Quels dons chargent ta main ?
Quel bien nous apporte ton aile ?
Quels beaux jours dorment dans ton sein ?

Que dis-je ?—à mon âme tremblante
Ne révèle point tes secrets.
D'espoir, de jeunesse, d'attraits,
Aujourd'hui tu parais brillante,
Et ta course insensible et lente
Peut-être amène les regrets.
Ainsi chaque soleil se lève
Témoin de nos vœux insensés ;
Ainsi toujours son cours s'achève,
En entraînant, comme un vain rêve,
Nos vœux déçus et dispersés.
Mais l'espérance fantastique,
Répandant sa clarté magique
Dans la nuit du sombre avenir,
Nous guide, d'année en année,
Jusqu'à l'aurore fortunée
Du jour qui ne doit pas finir.

CLASS D.—GERMAN (OPTIONAL).—Examiner: J. von Tunzelmann, Esq.

Monday, March 31st.—Afternoon, 2.30 to 5.30.

1. Which words are declined like the definite article ?
2. Which words are declined like the indefinite article ?
3. Give as many instances as you can of substantives the plural of which is formed (1) in *e*, (2) in *er*, (3) in *n*, (4) in *en*.
4. Which prepositions govern—(a) the dative, (b) the genitive, (c) the dative and accusative ?
5. Give as complete a list as you can of the irregularities of masculine nouns ending in *er*, *el*. How do those ending in *or* form their plural ? What exception is there ?
6. Which nouns are of the masculine, which of the feminine, and which of the neuter gender ?
7. Give as full a list as you can of nouns having a double gender.
8. Which proper nouns have their genitive in *ens*, and dative in *en* ?
9. How is the plural of proper nouns formed ? State the plural of names of male persons, and also of females.
10. Give a list of the following adjectives: (a) demonstrative, (b) interrogative, (c) possessive, (d) indefinite.
11. State, amongst the auxiliary verbs, the three *perfect* ones and the six *modal* ones, and give the present, imperfect, and perfect tenses of each.
12. "The greater number of adjectives are derivatives, and may be known by *syllables* affixed to a substantive or verb." Name some of these *syllables*, and give examples.
13. Give as full a list as you can of the adjectives that do *not* modify their radical syllables in the comparative and superlative.
14. Give the present infinitive, imperfect indicative (1st pers. sing.), and past participle of the following verbs:—To shove, to shoot, to whistle, to remain, to bind, to break, to bend, to pour, to seize, to write, to find, to help, to lose, to enjoy, to yield, to avoid, to sing, to die, to fly, to fight, to suffer, to lend, to drink, to take, to drive, to give, to fall, to send, to beat, to read, to hold, to turn, to let, to call.
15. Translate at sight, from "The Maid of Orleans" ("Die Jungfrau von Orleans"), the 4th Scene of the Prologue:—

Johanna, allein :

Lebt wohl, ihr Berge, ihr geliebten Triften,
Ihr traulich stillen Thäler, lebet wohl !
Johanna wird nun nicht mehr auf euch wandeln,
Johanna sagt euch ewig Lebewohl !
Ihr Wiesen, die ich wässerte, ihr Bäume,
Die ich gepflanzt, grünet fröhlich fort !
Lebt wohl, ihr Grotten und ihr kühlen Brunnen !
Du Echo, holde Stimme dieses Thals,
Du oft mir Antwort gab auf meine Lieder,
Johanna geht und nimmer kehrt sie wieder !
Ihr Plätze alle meiner stillen Freuden,
Euch lass' ich hinter mir auf immerdar !
Zerstreuet euch, ihr Lämmer, auf der Heiden !
Ihr seyd jetzt eine hirtlose Schaar !
Denn eine andre Heerde musz ich weiden
Dort auf dem blut'gen Felde der Gefahr.
So ist des Geistes Ruf an mich ergangen ;
Mich treibt nicht eitles, irdisches Verlangen.
Denn der zu Mosen auf des Horebs Höhen
Im feu'gen Busch sich flammend niederliesz
Und ihm befahl, vor Pharao zu stehen,
Der einst den frommen Knaben Isai's,
Den Hirten, sich zum Streiter ausersehen,
Der stets den Hirten gnädig sich bewies,
Er sprach zu mir auf dieses Baumes Zweigen :
"Geh hin ! Du sollst auf Erden für mich zeugen."

"In rauhes Erz sollst du die Glieder schnüren,
Mit Stahl bedecken deine zarte Brust !
Nicht Männerliebe darf dein Herz berühren
Mit sund'gen Flammen eitler Erdenlust.
Nie wird der Brautkranz deine Locke zieren,
Dir blüht kein lieblich Kind an deiner Brust ;
Doch werd' ich dich mit kriegerischen Ehren,
Vor allen Erdenfrauen dich verklären."

"Denn, wenn im Kampf die Muthigsten verzagen,
Wenn Frankreichs letztes Schicksal nun sich naht,
Dann wirst du meine Oriflamme tragen
Und, wie die rasche Schnitterin die Saat,
Den stolzen Ueberwinder niederschlagen ;
Umwälzen wirst du seines Glückes Rad,
Errettung bringen Frankreichs Heldensöhnen,
Und Rheims befreien und deinen König krönen !"

Ein Zeichen hat der Himmel mir verheizen :
Er sendet mir den Helm, er kommt von ihm,
Mit Götterkraft berührt mich sein Eisen,
Und mich durchflammt der Muth der Cherubim ;
Ins Kriegsgewühl hinein will es mich reizen,
Es treibt mich fort mit Sturmes Ungestüm,
Den Feldruf hör ich mächtig zu mir dringen,
Das Schlachtrosz steigt, und die Trompeten klingen.

[Sie geht ab]

CLASSES D. AND E.—ELEMENTARY SCIENCE.—Examiner: Llewellyn Powell, Esq., M.D., F.L.S.

Thursday, March 27th.—Afternoon, 2.30 to 5.30.

[NOTE.—Two-thirds of the questions correctly answered will carry full marks. Female candidates, if proficient in Needle-work, may substitute for this paper the paper on Laws of Health, &c.]

Physics.

1. What is specific gravity ? An egg sinks in fresh water, but will float in strong brine. Explain this.

2. What is a syphon? Explain its action.
3. With a long screw-driver you can prize up with ease the lid of a locked box, which you could not possibly have pulled open by main force. Explain this.
4. I was watching a man with a gun. I saw by the flash that he had fired, but I heard no sound for over two seconds. How was this, and about what distance off was the man?
5. What is the cause of a musical sound, and on what does the pitch depend?
6. Explain the construction and action of the mercurial barometer. Why is not water used in the barometer instead of mercury?
7. What means would you adopt to prevent the melting of a lump of ice in summer-time?
8. Explain the action of a burning-glass.
9. Why will a thick glass jug crack if boiling-water be poured into it?
10. Enumerate the colours of the rainbow in their order.
11. Why is white clothing considered more suitable to a hot climate than dark materials?
12. If the electric light can be practically and economically applied to house-lighting, in what respects will it be preferable to gas?

Chemistry.

13. What is an element? Give six examples of elements.
14. Give an example of a chemical compound, and state how it differs from a mere mixture of its components.
15. Why does iron rust if left exposed to damp air? and why is gold found in a native state, and iron not?
16. Name the gases composing the atmosphere, and describe their most important properties.
17. How is it that you obtain lime by burning chalk; and what will happen to lime if it be exposed for a length of time to the atmosphere?
18. If a cold plate be momentarily depressed into the flame of a candle it becomes bedewed with moisture. Explain this.

Biology.

19. What is meant by the "circulation of the blood," and how do we know that the blood circulates?
20. What are the uses of the saliva?
21. Why is milk all that is needed for the nourishment of young infants, and why would not water-arrowroot do instead?
22. In what respect does the air which leaves the lungs differ from that which enters them? By what simple means can this difference be demonstrated?
23. How is it that fishes can live in water?
24. How would you measure the cubic capacity of a schoolroom, and what is the minimum cubic space allowable for each child in a well-ventilated schoolroom?

CLASSES D. AND E.—LAWS OF HEALTH.—Examiner: R. J. O'Sullivan, Esq., Inspector.

Thursday, 27th March.—Afternoon, 2.30 to 5.30.

[NOTE.—Female candidates, who are proficient in Needlework, may substitute this paper for the general paper in Elementary Science.]

1. What things must we have to insure good health?
2. Are the germs of scarlet fever long-lived? What kills the fever germs? What practical conclusions do you draw from what you know of fever germs?
3. Explain why women have spinal complaints more frequently than men.
4. Describe shortly the heart, and what you know of the circulation of the blood.
5. State what you know of the organ by which the voice is made. What practice should result from this knowledge?
6. What effect have theine and tannic acid on the digestion?
7. How should food be cooked so as to preserve as much as possible its nourishing qualities?
8. What effects has the growth of trees and plants on—
 - (1) The atmosphere immediately around them?
 - (2) The climate of a country?

CLASSES D. AND E.—SCHOOL MANAGEMENT.—Examiners: W. S. Fitzgerald, Esq., and C. C. Howard, Esq., Principals of Normal Schools.

Thursday, 27th March.—Morning, 10 to 1.

[NOTE.—Candidates may select one question in each section, but not more than one. Sections VI. and VII. are compulsory, and these with four other sections will be sufficient.]

Section I.:

1. Explain clearly the radical differences between education and mere instruction. What is the true function of instruction in the work of education, and at what stages should didactic instruction be most generally employed?
2. By what principles should infant education be governed? Explain generally their application to this branch of the teacher's work.
3. Specify the different kinds of questioning, and the uses to which you would apply them.

Section II.:

1. In what does order consist? What is the difference between order and discipline? Draw up a code of general rules for a young teacher as mechanical aids in securing order.
2. What general principles should guide you in the administration of rewards and punishments?
3. To what extent would you employ corporal punishment? Give your reasons.

Section III. :

1. Compare the relative advantages and disadvantages of the manifold and the standard or single classification.

2. What are the special uses of a time-table, and what principles should guide you in its construction.

3. What are the advantages and disadvantages attending the employment of pupil-teachers, and what are the duties of the principal teacher towards such assistants?

Section IV. :

1. Give an outline of an educative method of teaching the alphabet. What means have been devised for dispensing with alphabetic teaching? Discuss their theoretical and practical value.

2. What specific advantages has transcription over dictation as a means of teaching spelling? What is your opinion of the proposed spelling reform called "phonetic spelling"?

3. What special merits do you recognize in the new standards for arithmetic? Discuss the proper time at which to teach fractions.

Section V. :

Draw up notes of a lesson on (a) geography, or (b) English grammar, or (c) English history, specifying the standard for which it is intended, and the time it is designed to occupy, and exhibiting clearly the method it is proposed to adopt.

Section VI. :

Construct a time-table for (a) such a school as your own, specifying any peculiar circumstances you may have to take into consideration; or (b) for a separate country school of 80 children under a head teacher and a pupil-teacher (second year), showing clearly the work of each; or (c) for an infant school of 40 children with teacher unassisted.

Section VII. :

What is the rule for finding the average quarterly attendance? Find the true average and the working average for a week—given the number on books 120, and the attendances respectively 75, 89, 55, 60, 93, 68, 91, 105, 110, there being one half-holiday.

Section VIII. :

Give a short account (not more than 20 lines) of one of the following:—(a) The kindergarten system, (b) Pestalozzi and his principles, (c) David Stowe and his educational reforms.

CLASS E.—ENGLISH GRAMMAR AND COMPOSITION.—Examiner: Vincent E. Rice, Esq.

Wednesday, March 26th.—Morning, 10 to 1.

1. Write a short essay, not exceeding two pages in length, on one or other of the following subjects: (1) Tact. (2) The study of history.

2. Give the derivation and meaning of the following words:—*Examination, furlong, gossip, hamlet, madam, mystery, phonograph, prejudice, suburban, telegram.*

3. Give the derivation of the following words, and explain the effect of the prefix to each:—*Aspect, circumspect, conspicuous, despise, expect, inspect, prospect, respect, suspect.*

4. In how many different senses is the word *post* used? Give examples of each. Name two other words which have more than one meaning.

5. Distinguish between—*Invent* and *discover*; *prophesy* and *prophecy*; *genuine* and *authentic*; *simile* and *metaphor*.

6. Give two examples (1) of the *degeneration*, (2) of the *elevation*, of words in their use. Give two instances of words commonly used to express meanings which do not properly belong to them.

7. Parse with full syntax the following passage:—

O how much more doth beauteous beauty seem
By that sweet ornament which truth doth give!
The rose looks fair, but fairer we it deem
By that sweet odour which doth in it live!

8. Write down the plurals of the following nouns:—*Crisis, nicety, people, staff, storey, tigress.*

9. How are adverbs compared? Give examples. Write down the comparative and superlative forms of *blithe, lovely, patient, tranquil*.

10. Explain the terms *active, passive, and neuter verbs*; and give examples of each.

11. Give the past tense and past participle of the following verbs:—*Beseech, contend, sow, weave, write.*

12. Correct the errors of grammar in the following sentences:—

(1) We had hoped to have seen a larger number.

(2) Let each mind their own business.

(3) Who do you mean?

(4) Your knowledge, combined with your modesty, please me well.

13. Write a passage dictated by the supervisor.

14. Spell the words dictated by the supervisor.

EXERCISE IN DICTATION AND SPELLING.

13. Dictation exercise: " 'But what are we to do?' exclaims the practical man, impatiently, on every side: 'Descend from speculation and the safe pulpit into the rough market-place, and say what can be done.' O practical man, there seem very many things, here as elsewhere, which practice and true man-like effort, in Parliament and out of it, might actually avail to do. But the first of all things, as already said, is to gird up thyself for actual doing; to know that thou actually either must do, or, as the Irish say, 'Come out of that!'"

14. Spelling exercise: *Wield, scythe, freight, ceiling, subtle, seizure, deliver, parallel, tyranny, ecstasy, preceding, fuchsia, syllogism, accommodate, synonymous, embarrassment.*

CLASS E.—ARITHMETIC.—Examiner: D. Petrie, Esq., M.A., Inspector.

Tuesday, March 25th.—Afternoon, 2.30 to 5.30.

[NOTE.—The full work of every question must be shown. Answers alone will receive no value.]

1. Divide three hundred and four million six hundred and three thousand and eighty by ninety thousand six hundred and three; and write in words the product of the quotient and the remainder.
2. Divide 397265 by 48, using the factors of which the divisor is made up. Explain what each line of the work represents, and how the correct remainder is found.
3. Make out in proper form a bill for the following:—43 yards of Brussels carpet, at 4s. 11d. per yard; 27 yards of Scotch ditto, at 2s. 9½d.; 7½ yards of drugget, at 2s. 11½d.; 13 yards of matting, at 2s. 3d.; 8½ yards of oilcloth, at 2s. 8d.; and three hearth-rugs, at 23s. 9d. each.
4. Reduce 843729 square feet to acres, and express 7 miles 3 furlongs in chains.
5. Find, by practice, the value of 9 cwt. 3 qr. 23 lb., at £13 17s. 9d. per cwt. Explain what value each line of the work represents.
6. Define *ratio* and *proportion*; also explain the principle that enables us to find the fourth term of a proportion, when three of its terms are known.
7. What must be the rate of wages that twelve men may earn in ten days the same amount as nine men earn in fourteen days at 3s. 4d. per day? Give your reason for each of the statings in this question.
8. Give the rule for the addition of vulgar fractions. Simplify $4\frac{7}{8} \div (5\frac{1}{3} - 4\frac{1}{4}) \times \frac{1}{5\frac{1}{2}}$; and express £3 13s. 4d. as a fraction of $\frac{2}{3}$ of $\frac{1}{4}$ of £90.
9. How long would it take to travel 30·2375 miles at the rate of 8·85 miles per hour? Express ·3879 as a vulgar fraction. Write as a vulgar fraction the value of each of the figures 3, 7, 4, in the decimal fraction ·031704.
10. How much will it cost to carpet a room, the floor of which is 609 square feet, with carpet 2 feet 4 inches wide at 5s. 6d. per yard?
11. Find the present worth of £387 12s. 6d. payable at the end of nine months, interest being reckoned at 5 per cent. Explain fully, as you would to a class, the reasons for the process followed in doing this question.
12. A man rows down a river eighteen miles in four hours with the stream, and returns in twelve hours; find the rate at which he rows, and the rate at which the stream flows.

CLASS E.—GEOGRAPHY.—Examiner: R. Lee, Esq., Inspector.

Wednesday, March 26th.—Afternoon, 2.30 to 5.30.

1. Specify fully the questions examined by the science of physical geography.
2. What are the tropics? How far is the area of greatest heat included in the tropics?
3. On what do the volume of water and rapidity of a river depend? Explain the term "bore." How is it that rivers sometimes run, in parts of their course, along a ridge which rises above the level of the surrounding country? Give instances.
4. Name five great geographical discoverers, and state what important discoveries were made by each.
5. Draw, as you would on the black-board in teaching the geography of Standard IV., roughly, but as accurately as you can, an outline map of either the North or South Island of New Zealand, showing clearly the courses of seven of the principal rivers.
6. Explain the names Deccan, Carnatic, and Punjaub.
7. Give a short account of the present political and commercial condition of Egypt.
8. Describe the course of a ship from Shanghai to Wellington, and give approximately the latitude and longitude of both places.
9. Map either (1) the east coast of the North Island of New Zealand, from Cape Maria van Diemen to Cape Kidnappers; or (2) the west coast of the South Island, from Cape Farewell to West Cape.
10. Describe briefly the extent, climate, chief towns, and resources of New South Wales.
11. Make an outline map of France, showing the leading physical features and the position of ten of the largest cities.
12. In what counties are the following British towns—Grimsby, Drogheda, Wigan, Swansea, Cupar, Southampton, Kilmarnock, Rugby, Cashel, and Ely? Give particulars as to the position, population, trade, and importance of any two of them.
13. Draw a map of any three adjacent British counties.
14. Give the locality and heights (actual or relative) of the following mountain peaks: Ben Nevis, Mount Egmont, Vesuvius, Mount Odin, Mount Wellington, Peak of Teneriffe, Ingleborough.

CLASS E.—ENGLISH HISTORY.—Examiner: W. C. Hodgson, Esq., Inspector.

Tuesday, March 25th.—Morning, 10 to 1.

1. Upon what did Harold and William respectively found their claims to the Crown of England?
2. Name the most striking incidents in the Hundred Years' War with France, giving approximate dates.
3. Give the leading events in the reign of Charles II.
4. Name the chief provisions of the Act of Settlement.
5. Give some account of William Pitt, Earl of Chatham.
6. By whom, successively, has the office of Prime Minister been held during the present reign?

3. CORRESPONDENCE WITH CHANCELLOR OF NEW ZEALAND UNIVERSITY.

The INSPECTOR-GENERAL of SCHOOLS to the CHANCELLOR.

SIR,—

Education Department, Wellington, 23rd October, 1878.

I have the honor, by direction of the Hon. the Minister of Education, to enclose for your information copies of regulations for examination of teachers, and to solicit your particular attention, and that of the Senate of the University, to Regulation 10, and especially to the note after the syllabus for Class D.

I am instructed to submit most respectfully the following questions:—

1st. Will the Senate make the matriculation examination uniform and general, instead of intrusting it to several separate local bodies?

2nd. Will the Senate in that case allow teachers to sit at the University examinations to qualify for certificates, though they may not be able to keep terms or to take a degree?

I have, &c.,

WM. JAS. HABENS,
Inspector-General.

The Chancellor of the New Zealand University.

ENCLOSURE.

EXTRACT from Order in Council, dated 24th September, 1878.—Regulation for Examination and Classification of Teachers.

10. Except as hereinafter provided, the special qualifications for the several classes of certificates shall be as follows:—

For Class A.—To have graduated at the University of New Zealand in first- or second-class honors.

For Class B.—To have passed the examination for the degree of Bachelor of Arts in the said University.

For Class C.—To have passed the examination for the compulsory subjects, or for the optional subjects, for the degree of Bachelor of Arts in the said University, and, except in the case of candidates who have passed the examination for Class D, to have passed an examination in the compulsory subjects for Class D.

For Class D.—To have passed an examination in four compulsory and two optional subjects, as follows:—

I.—Compulsory.

1. *English Grammar and Composition.*
2. *Arithmetic.*—Fundamental rules, vulgar and decimal fractions, proportion, and square root.
3. *Geography.*—The chief physical features and principal towns of Europe, Asia, Africa, and North and South America, together with more minute details of the geography of Great Britain and Ireland, Australia and New Zealand.
4. *History.*—Outlines of English history to the end of the eighteenth century.

II.—Optional (*any two*).

1. *Greek.*—Grammar, and very easy passages for translation at sight.
2. *Latin.*—(As for Greek.)
3. *Algebra.*—To simple equations, inclusive, with easy problems.
4. *Euclid.*—Books I. and II.
5. *Elementary Chemistry.*—The non-metallic elements, and the atomic theory.
6. *Elementary Physics.*—Any one of the following branches: (a) Electricity, (b) Sound and light, (c) Heat.
7. *Elementary Natural Science.*—Any one of the following branches: (a) Botany, (b) Zoology, (c) Geology.
8. *Modern Languages.*—Grammar of one modern language (French, German, or Italian), and easy translation at sight.

[NOTE.—If the University of New Zealand shall institute a general examination for matriculation, upon the same scale as the present matriculation examination, candidates will find that the requirements here specified for Class D fall in with the programme for matriculation in such a way that, by taking the four compulsory subjects here prescribed, together with Latin and one other optional subject, they can at one examination matriculate and qualify for Class D. The Senate will be requested in that case to allow candidates for Classes C and D to sit at the University examinations for the purpose of qualifying for a class, although they may not desire to sustain any relation to the University as undergraduates.]

For Class E.—To have satisfactorily passed an examination in the following subjects:—

Reading.

Writing.—Including the setting of copies and writing on black-board.

Spelling.

English Grammar.—The subject generally, including derivation of words.

English Composition.—Accuracy and facility, tested by exercise in dictation, paraphrase, and essay writing.

Arithmetic.—The subject generally, including explanation of processes and rules. A somewhat lower standard in this subject will be accepted from females than from males.

Geography.—The elements of mathematical and physical geography, and the general topography and political geography of the world, with map-drawing from memory of the European countries and the British dependencies.

English History.—From 1603 to 1837, and a very brief outline of the chief events prior to 1603.

The REGISTRAR to the INSPECTOR-GENERAL of SCHOOLS.

SIR,—

University of New Zealand, Christchurch, 7th November, 1878.

I have the honor, by direction of the Chancellor, to acknowledge the receipt of your letter of the 23rd ultimo, and to state in reply that the questions therein contained will be submitted to the consideration of the Senate at its next session. The Chancellor directs me to state that it is his opinion that the Senate is not unlikely to agree to the propositions of the Minister of Education, more especially as steps have already been taken towards establishing a general and uniform matriculation examination.

I have, &c.,

W. M. MASKELL,
Registrar.

The Inspector-General of Schools, Wellington.

The INSPECTOR-GENERAL of SCHOOLS to the CHANCELLOR.

SIR,—

Education Department, Wellington, 4th February, 1879.

I have the honor, by direction of the Hon. the Minister of Education, and in anticipation of the forthcoming meeting of the Senate of the University,* to request you to submit to the Senate the subject-matter of my letter of date as per margin,* relating to the use proposed to be made of University examinations in determining the position of teachers in the classification described in the regulations of September last, of which I enclose a copy.

I beg respectfully to represent that it is desirable that the matriculation examination in arithmetic and English grammar and composition (including spelling) should be a strict one, especially as those subjects are required to be known very thoroughly for the Sixth Standard in the primary schools, as you will see by reference to the standards in the copy of regulations enclosed.

I have, &c.,

WM. JAS. HABENS,
Inspector-General.

The Chancellor of the New Zealand University.

The REGISTRAR to the Hon. the MINISTER of EDUCATION.

SIR,—

University of New Zealand, Christchurch, 28th March, 1879.

I have the honor, by direction of the Chancellor, to inform you that the Senate of the University, at its late session, took into its consideration the subject-matter of your letters of 23rd October, 1878, and 4th February, 1879, relative to the examination and classification of teachers in primary schools, and passed the following resolution thereon:—

“That the Chancellor be requested to reply to the letters of the Minister of Education, dated 23rd October, 1878, and 4th February, 1879, respecting the examination of teachers in primary schools, in the affirmative, and to forward for his information the schedule of the entrance examination as being the general matriculation examination contemplated in the note in the regulations relating to certificates of teachers enclosed in his communication.”

In accordance with the above resolution, I have the honor to enclose to you herewith a copy of the regulations and schedules relating to the entrance matriculation examination, as passed by the Senate during the late session.

I have, &c.,

W. M. MASKELL,
Registrar.

The Hon. the Minister of Education, Wellington.

ENCLOSURE.

REGULATIONS as to the ENTRANCE EXAMINATIONS for MATRICULATION and JUNIOR SCHOLARSHIPS.

I. CANDIDATES for matriculation shall, before they are admitted as matriculated students of the University, be examined in six or more of the following subjects:—(1.) Latin; (2.) English; (3.) Greek; (4.) French; (5.) German or Italian; (6.) Arithmetic; (7.) Algebra; (8.) Euclid; (9.) History; (10.) Geography; (11.) Elementary chemistry; (12.) Elementary physics, one branch; (13.) Elementary natural science, one branch.

II. Each candidate will be required to pass in at least six subjects, of which Latin, English, and arithmetic must be three.

III. The junior scholarships shall be awarded for excellence in any number not exceeding five of the following subjects: (1.) Latin; (2.) English; (3.) Greek; (4.) French; (5.) German or Italian; (6.) Mathematics; (7.) History and geography; (8.) Natural and physical science.

IV. The examination for matriculation and the examination for the junior scholarships shall be combined in one examination, to be termed the “Entrance Examination.”

V. In each subject of the entrance examination, papers shall be framed in two sections, consisting of questions of a lower and a higher standard, each section of the paper being distinguished as (A) pass for matriculation, (B) for junior scholarships, according to the schedule annexed to this regulation.

VI. Candidates shall be at liberty to answer either the A section or the B section of any paper, but not both.

VII. All candidates, in order to pass for matriculation, must obtain the minimum number of marks prescribed for the A section in the compulsory subjects, and in three of the optional subjects, provided that the marks may be obtained either in the A section or the B section of any paper, but not in both.

VIII. Marks allotted to each subject in Section A shall be in accordance with the schedule annexed to this regulation, and the number of marks obtained by each successful candidate in each subject shall be reported by the examiner for the purpose of classification.

* 23rd October, 1878.

The names of the successful candidates at each examination shall be arranged in the order of comparative general proficiency, as ascertained by the aggregate number of marks received by each candidate in all the subjects in which he has passed, no marks being allowed for any subject in which the candidate has not received the minimum number of marks required for passing.

In recording the names of passed candidates for the entrance examination the degree of proficiency in each subject shall be distinguished in the following manner :—

First Class: For each subject in which the candidate shall obtain not less than three-fourths of the maximum number of marks allotted thereto in Section A.

Second Class: For each subject in which the candidate shall obtain not less than one-half of the maximum number of marks allotted thereto in Section A.

Third Class: For each subject in which the candidate shall obtain less than one-half of the maximum number of marks allotted thereto in Section A.

IX. The junior scholarships shall be awarded to those candidates who shall have obtained the highest aggregate of marks on questions in the B section of the papers, in any number not exceeding five of the subjects as hereinbefore specified, and to which subjects the values given in the schedule under Section B shall be assigned: Provided that for the purpose of awarding junior scholarships no marks shall be counted in any subject in which the candidate shall have obtained less than one-fifth of the value assigned to that subject, in the B section.

X. The papers shall be framed for the entrance examination in accordance with the announcements in the Calendar.

XI. Candidates for the entrance examination shall, prior to the examination, pay the matriculation fee required by the University irrespective of their passing or failing to pass the entrance examination: Provided that a candidate who may fail to pass at his first examination shall not be required to pay any further fee on his giving notice of his intention to present himself again for examination.

XII. Every student shall at matriculation make the following declaration: "I do solemnly promise that I will faithfully obey the statutes and regulations of the University, so far as they apply to me; and I hereby declare that I believe myself to have attained the age of fifteen years."

SCHEDULE OF VALUES OF SUBJECTS for ENTRANCE and JUNIOR SCHOLARSHIP EXAMINATIONS.

Section A.

—					Minimum.	Maximum.
I. Latin	...	...	...	...	100	500
II. English	...	...	...	...	60	300
III. Greek	...	...	...	...	60	300
IV. French	...	...	...	...	40	200
V. German or Italian	...	...	...	...	40	200
VI. Mathematics—						
Arithmetic	...	...	...	...	40	200
Algebra	...	...	...	...	30	150
Euclid	...	...	...	...	30	150
VII. History and Geography—						
History	...	...	...	...	40	100
Geography	...	...	...	...	40	100
VIII. Science—						
Chemistry	...	...	...	...	40	100
Physics	...	...	...	...	40	100
Natural Science	...	...	...	...	40	100

Section B.

I. Latin	...	...	...	1,500	V. German or Italian	...	...	750
II. English	...	...	...	1,000	VI. Mathematics	...	...	1,500
III. Greek	...	...	...	1,000	VII. History and Geography	...	...	750
IV. French	...	...	...	750	VIII. Science	...	...	1,000

ANNOUNCEMENTS.

The following is the list of subjects in which candidates will be examined at the entrance examination:—

I. Latin.

A [Compulsory].—Paper *a*: Translation at sight of easy passages from Latin into English. Paper *b*: Translation of easy sentences from English into Latin. Paper *c*: Questions in grammar.

B.—Paper *a*: Translation at sight of more difficult passages than for A, from Latin into English. Paper *b*: Translation at sight of passages from English into Latin. Paper *c*: Questions on grammar, history, and antiquities.

II. English.

A [Compulsory].—Paper *a*: Composition. Paper *b*: Grammar and dictation. Paper *c*: Précis-writing.

B.—Paper *a*: Paraphrase, illustration, and explanation of passages selected from the English historical plays of Shakespeare, and from Milton's poetical works. Paper *b*: Essay on some easily understood subject. Paper *c*: General questions on etymology, grammar, and the uses of words.

III. *Greek.*

- A.—As in Latin.
B.—As in Latin.

IV. *French.*

- A.—As in Latin.
B.—As in Latin, substituting, for Paper *c*, Literature of the Age of Louis XIV.

V. *German or Italian.*

- A.—As in Latin.
B.—German: As in Latin, substituting, for Paper *c*, Literature of the Age of Goethe and Schiller.
Italian: As in Latin, substituting, for Paper *c*, Literature of the Age of Leo X.

VI. *Mathematics.*

A.—Any or each of the following:—Paper *a*: Arithmetic [Compulsory]—Fundamental rules, vulgar and decimal fractions, proportion, and square root. Paper *b*: Algebra [Compulsory for medical students]—To simple equations inclusive, with easy problems. Paper *c*: Euclid [Compulsory for medical students]—Books I. and II.

B.—The whole of the following:—Paper *a*: Arithmetic—The whole subject. Paper *b*: Algebra—To quadratic equations inclusive. Paper *c*: Euclid—Books I., II., III., IV., and VI. Paper *d*: Plane trigonometry—To solution of triangles inclusive, with easy transformations and examples.

VII.—*History and Geography.*

A.—One or both of the following:—Paper *a*: History—History of England from the accession of William III. to the accession of Victoria. Paper *b*: Geography—Chief physical features and principal towns of Europe, Asia, Africa, and America, together with more minute details of the geography of Great Britain, Australia, and New Zealand.

B.—Both of the following:—Paper *a*: History—Outlines of the history of England from the accession of Elizabeth, with especial reference to its colonies. Paper *b*: Geography—Political and physical.

VIII.—*Natural and Physical Science.*

A.—(1.) Elementary Chemistry:—Paper *a*: Chemistry—The non-metallic elements, and the atomic theory. (2.) Elementary Physics—Any one of the following:—Paper *b*: Electricity. Paper *c*: Sound and light. Paper *d*: Heat. Paper *e*: Mechanics. (3.) Elementary natural science—Any one of the following:—Paper *f*: Botany. Paper *g*: Zoology. Paper *h*: Geology.

B.—Any two of the following:—Paper *a*: Inorganic Chemistry. Paper *b*: Electricity. Paper *c*: Sound and light. Paper *d*: Heat. Paper *e*: Mechanics. Paper *f*: Botany. Paper *g*: Zoology. Paper *h*: Geology.

NOTE.—The time allowed for each paper shall be two hours.

REPORTS OF SCHOOL COMMISSIONERS.

AUCKLAND.

SIR,—

School Commissioners' Office, Auckland, 7th March, 1879.

I have honor to forward, for the information of the Government, the following report of the administration by the Commissioners of "The Education Reserves Act, 1877," up to the 31st December, 1878; and also the general statement of receipts and expenditure, made up to the same date, duly certified by the auditor.

The Commissioners held their first meeting on the 16th August, and resolved to meet monthly for the transaction of ordinary business, and at such other times as the Chairman or any two Commissioners may direct for the transaction of special business. The number of meetings held was seven. By-laws, as contained in Appendix A enclosed herewith, were adopted, and submitted to Government for approval on the 7th September.

During the year the leases of thirty-eight lots were offered to competition by public auction, under Conditions carefully framed and adopted by Commissioners, copies of which are herewith enclosed.

The Commissioners opened their accounts as from 1st July, 1878, taking over from the Education Board of Auckland the revenues received from reserves from that date.

On 1st July, 1878, the annual income derivable from reserves let was as follows:—

	£	s.	d.
From reserves—primary	859	16	0
„ secondary	214	1	0

On 31st December, 1878, this income had been increased by the following amounts, viz.:—

	£	s.	d.
From reserves—primary	58	0	0
„ secondary	125	10	0
„ unapportioned	678	7	9

The Commissioners have taken steps, by circular addressed to the District School Committees and the District Highway Boards within the provincial district, to obtain such information relative to education reserves as those bodies may be able to afford.

Before closing this report, the Commissioners desire respectfully to point out to the Government that no provision is made in "The Education Reserves Act, 1877," for the framing of by-laws, and that the Act is also silent on the subject of a "quorum." They venture to suggest that these omissions be rectified by legislation at the next session of the Assembly, and that steps be then taken, if necessary, to validate the leases granted by the Commissioners on the authority of a quorum of their own fixing.

I have, &c.,

The Hon. the Minister of Education,
Wellington.

J. LOGAN CAMPBELL,
Chairman of the Commissioners.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ended 31st December, 1878.

Receipts.

	Primary Educa- tion Reserves.	Secondary Edu- cation Reserves.	Total.
To Arrears due 31st Dec., 1877, collected in year 1878—	£ s. d.	£ s. d.	£ s. d.
Rents, issues, profits, or receipts of reserves ...	160 7 6	5 2 6	165 10 0
Moneys payable and collected within year 1878—			
Rents, &c., of reserves	399 7 3	128 1 0	527 8 3
Moneys collected for rent of lands not apportioned	...	...	188 13 9
Deposit forfeited	...	...	3 0 0
	£559 14 9	£133 3 6	£684 12 0

Expenditure.

	Primary Educa- tion Reserves.	Secondary Edu- cation Reserves.	Total.
By Office—	£ s. d.	£ s. d.	£ s. d.
Salaries and allowances to officers	12 10 0	4 3 4	16 13 4
Printing, stationery, &c.	14 9 2	4 11 0	19 0 2
Expenses of leasing—			
Auctioneer's commission	31 10 11	15 9 9	47 0 8
Advertising and other expenses	28 12 6	16 15 3	45 7 9
Expenditure on reserves—			
Surveying	26 14 7	...	26 14 7
Fencing and other expenditure	20 0 0	...	20 0 0
Legal expenses—			
Crown grant fees	30 17 6	7 9 6	38 7 0
Rates	3 9 3	1 3 6	4 12 9
	£168 3 11	£49 12 4	217 16 3
Balance in hand or in Bank	...	...	666 15 9
			£884 12 0

Arrears.

To Arrears due on 3rd December, 1878—	£ s. d.	£ s. d.	£ s. d.
Arrears at 31st December, 1877, still unpaid ...	10 10 0	1 10 0	12 0 0
Arrears of payments due within year 1878 ...	255 10 0	131 2 6	386 12 6
	£266 0 0	£132 12 6	£398 12 6

Liabilities or Engagements.

By Sundry accounts	£ s. d.	£ s. d.	£ s. d.
	22 16 2	7 12 0	30 8 2
	£22 16 2	£7 12 0	£30 8 2

I hereby certify that I have examined the books and vouchers of the School Commissioners for the Provincial District of Auckland for the period ended 31st December, 1878, and that I find the same to be correct.

7th February, 1879.

L. A. DURRIEN,
Auditor.

TARANAKI.

SIR,—

New Plymouth, 7th June, 1879.

I have the honor to report that the School Commissioners of the Taranaki Provincial District have met monthly during the year ended 31st December, 1878, and have during that period let 3 acres 1 rood of town lands, and 345 acres 2 roods of rural lands, upon the best terms obtainable, and have otherwise administered the education estate of the district to the best of their ability.

I have the honor to state that the Taranaki education endowments are very considerable, and will, without doubt, in process of time, yield a revenue amply sufficient for the educational needs of the district, but that at present they yield but small returns, on account of many of them being forest lands in a state of nature, which can only be let on improvement leases at a low rental.

Also that the Commissioners contemplate, so soon as the present Native difficulty is settled, to re-survey a block of land in the suburbs of New Plymouth, at present let on a monthly tenure as a cattle run, and to let it on building leases for suburban residences.

I have the honor to enclose a statement of accounts, and a copy of the by-laws for the regulation of business.

The Secretary, Education Department,
Wellington.

I have, &c.,
BENJAMIN WELLS,
Chairman.

GENERAL STATEMENT of the RECEIPTS and EXPENDITURE for the Year ended 31st December, 1878.

Receipts.

	Primary Educa- tion Reserves.	Secondary Edu- cation Reserves.	Total.
To Arrears due 31st Dec., 1877, collected in year 1878—	£ s. d.	£ s. d.	£ s. d.
Rents, issues, profits or receipts of reserves ...	110 10 5	43 2 3	153 12 8
Moneys payable and collected in the year 1878,—			
Rents, &c., of reserves ...	208 7 7	111 11 9	319 19 4
	£318 18 0	£154 14 0	£473 12 0

Expenditure.

	£ s. d.	£ s. d.	£ s. d.
By Office—Salaries and allowances to officers ...	56 5 0	18 15 0	} 78 9 0
„ Printing, stationery, &c. ...	2 11 9	0 17 3	
Expenses of leasing—Advertising and other expenses	8 16 6	5 8 0	
Expenditure on reserves—			
Fencing, and other expenditure ...	8 13 0	5 12 6	14 5 6
Legal expenses ...	2 17 4	...	2 17 4
Payments to Taranaki Education Board ...	60 0 0	...	60 0 0
	£139 3 7	£30 12 9	169 16 4
Balance in hand or in Bank ...	...	...	303 15 8
			£473 12 0

Arrears.

	£ s. d.	£ s. d.	£ s. d.
To Arrears at 31st December, 1877, still unpaid ...	27 0 10	5 12 0	32 12 10
Arrears of payments due within year 1878 ...	205 17 5	118 2 6	323 19 11
	£232 18 3	£123 14 6	£356 12 9

Liabilities or Engagements.

Nil.

WM. NORTHCROFT, Secretary and Treasurer.
BENJAMIN WELLS, Chairman.

WELLINGTON.

SIR,—

Wellington, 5th May, 1879.

Adverting to your circular, No. 24, of 17th December, 1878, I have the honor, by direction of the School Commissioners for the Wellington Provincial District, to forward you enclosed copy of regulations passed by the Commissioners for the conduct of the business appertaining to the education reserves under their control.

As the receipts from the reserves have been simply the rents unpaid on and accruing since the date on which the Commissioners took over the books from the Education Board, the funds are small, and consequently no distribution has been made yet.

The Commissioners direct me to inform you that they have nothing to report as to their administration of "The Education Reserves Act, 1877," nor any suggestions to offer on the subject of education reserves.

I have, &c.,

W. H. WARREN,
Secretary and Treasurer.

The Secretary, Education Department.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ended 31st December, 1878.

Receipts.

	Primary Educa- tion Reserves.	Secondary Educa- tion Reserves.	Total.
	£ s. d.	£ s. d.	£ s. d.
To Moneys payable and collected within the year 1878	137 11 2	18 2 0	155 13 2
	£137 11 2	£18 2 0	£155 13 2

Expenditure.

	£ s. d.	£ s. d.	£ s. d.
By Petty cash and sundries	3 16 7	1 7 6	5 4 1
Balance	133 14 7	16 14 6	150 9 1
	£137 11 2	£18 2 0	£155 13 2

Arrears.

To Arrears due 31st December, 1878—	£ s. d.		£ s. d.
Arrears, 31st December, 1877, still unpaid ...	30 18 9	...	...
Arrears due within the year 1878	136 19 10	...	...
	£167 18 7	...	£167 18 7

Liabilities and Engagements.

Nil.

24th May, 1879.

W. H. WARREN,
Secretary and Treasurer.

HAWKE'S BAY.

SIR,—

Napier, 6th February, 1879.

In compliance with the request contained in your circular, No. 24, of 17th December last, I have the honor to report as to the administration of "The Education Reserves Act, 1877," by the School Commissioners of Hawke's Bay, to the 31st December last.

The Commissioners held their first meeting on the 15th July last, at the Council Chambers, at which I was elected Chairman for the ensuing year. By-laws were then framed, under which ordinary meetings are appointed to be held on the first Monday in each month. Mr. Parker, of the Lands Office, was then appointed Secretary. The Commissioners, since that date, had three meetings to the end of the year. No questions relating to moneys have been required to be adjusted between the Education Board and the Commissioners.

The revenue received by the Commissioners to 31st December last, from the reserves leased by their predecessors amounted to £624 11s. 9d. Of this sum, £588 12s. 3d. has been treated as revenue from endowments for primary education, £300 of which was handed to the Education Board within the year, in accordance with subsection 1 of section 21, and the greater portion of the balance, after deducting proportionate charges and working expenses, has since been handed over to the Board. The balance of the amount collected, after deducting one-fourth of the charges and working expenses, now lies at the Union Bank of Australia—at which bank the Commissioners decided that the account should be kept—for appropriation for the advancement of secondary education.

No reserves were leased by the Commissioners during the year. A notification was issued by them that several would be offered on the 10th ultimo. Out of the reserves apportioned for primary education the Commissioners set apart Town Sections Nos. 106 and 107, Napier, as a site for a public school, on the application of the Education Board. No reserves have been so set apart out of those for secondary education.

The leases of seven town sections at Clyde, and one at Clive, have been declared void during the year, through non-payment of the rents by the lessees.

Mr. A. J. Cotterill was appointed Solicitor to the Commissioners; and Messrs. M. R. Miller and Edward Lyndon were appointed auctioneers to the 31st December next, they having offered their services gratuitously for that period, on tenders being invited from the different auctioneers within the district.

I enclose a copy of by-laws framed by the Commissioners, also a copy of the regulations and conditions for leasing the reserves within the district.

The question of the distribution of the revenue in hand from endowments for secondary education has not yet been considered by the Commissioners.

The Secretary Education Department,

Wellington.

I have, &c.,

J. T. TYLIE,

Chairman.

18—H. 2. (App.)

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the year ended 31st December, 1878.

Receipts.

	Primary Educa- tion Reserves.	Secondary Educa- tion Reserves.	Total.
To Arrears due 31st Dec., 1877, collected in year 1878—	£ s. d.	£ s. d.	£ s. d.
Rents	184 1 9	...	184 1 9
Moneys payable and collected within year 1878—			
Rents	399 10 6	35 19 6	435 10 0
Moneys payable in 1879, collected within 1878—			
Rents	5 0 0	...	5 0 0
	£588 12 3	£35 19 6	£624 11 9

Expenditure.

By Office—	£ s. d.	£ s. d.	£ s. d.
Commissioner of Crown Lands for apportionment of reserves ... £25 0 0	34 4 4	11 8 2	45 12 6
Secretary's salary to 15th October ... 12 10 0			
Printing, stationery, &c. ... 8 2 6			
Payment to Education Board	300 0 0	...	300 0 0
Balance in bank	254 7 11	24 11 4	278 19 3
	£588 12 3	£35 19 6	£624 11 9

Arrears.

	£ s. d.	£ s. d.	£ s. d.
To Arrears at 31st December, 1877, still unpaid ...	8 8 0	...	8 8 0
Arrears of payments due within year 1878 ...	54 15 7	6 1 11	60 17 6
	£63 3 7	£6 1 11	£69 5 6

Liabilities or Engagements.

	£ s. d.	£ s. d.	£ s. d.
By Printing and advertising ... £10 11 3	10 5 8	3 8 7	13 14 3
Legal expenses ... 3 3 0			
Borough rates on unleased reserves			
	1 11 2	1 1 5	2 12 7
	£11 16 10	£4 10 0	£16 6 10

W. PARKER,
Secretary.

MARLBOROUGH.

SIR,—

School Commissioner's Office, Blenheim, 7th July, 1879.

I have the honor to enclose you a statement of the receipts and expenditure of the School Commissioners of the Provincial District of Marlborough for the year ending 31st December, 1878.

I have, &c.,

The Secretary, Education Department,
Wellington.

JOHN ROBINSON,
Secretary.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ended 31st December, 1878.

Receipts.

	Primary Educa- tion Reserves.	Secondary Educa- tion Reserves.	Total.
To Arrears due 31st Dec., 1877, collected in year 1878	£ s. d.	£ s. d.	£ s. d.
Moneys payable and collected within year 1878—			
Rents, &c., of reserves	6 0 0	4 13 6	10 13 6
	29 10 0	2 15 0	32 5 0
	£35 10 0	£7 8 6	£42 18 6

Expenditure.

	Primary Educa- tion Reserves.	Secondary Educa- tion Reserves.	Total.
By Balance in hand or in bank	£ s. d. 35 10 0	£ s. d. 7 8 6	£ s. d. 42 18 6
	£35 10 0	£7 8 6	£42 18 6

Arrears.

To Arrears due on 31st December, 1878	£ s. d. 66 15 0	£ s. d. 9 7 0	£ s. d. 76 2 0
	£66 15 0	£9 7 0	£76 2 0

Liabilities or Engagements.

Nil.

JOHN ROBINSON,
Secretary.

NELSON.

THIS first report of the Nelson School Commissioners has reference only to the period from the date of their appointment to the 31st December, 1878. Their first meeting was held on the 13th day of June, 1878, since which they have met monthly; the fourth Thursday in each month being their regular day of meeting. A copy of the regulations for the conduct of their business is appended hereto, as requested in your circular of the 17th December, 1878.

The Commissioners found, in entering upon the administration of the trust, that the reserved property consisted of town and country land which had been reserved from time to time by the Waste Lands Board of the Province, in accordance with the different land regulations in force therein, summarized thus: 199 allotments of land situated for the most part in the settled townships of Westport, Reefton, Ahaura, and Black's Point, a few being included in other sites which have been laid off for future settlement when needed; and an aggregate acreage of 7,412 acres, more or less, of land in the different suburban and country districts of the province.

Of these town and country lands they found that the arbitrators appointed under "The Education Reserves Act, 1877," had apportioned 140 allotments of town and 5,436 acres of country land for the purposes of primary education; and 54 town allotments and 1,876 acres of country land for the purposes of secondary education; the estimated value of the respective appropriations being—

Primary, say	£6,600
Secondary, say	2,000

Of these reservations the annual income to the above appropriations from leases previously issued by the Education Board stood thus:—

Primary—Town, eighteen lots	£ s. d. 61 15 0
Country, 4,034 acres	459 13 4
	£521 8 4
Secondary—Town, six lots	17 12 6
Country, 1,412 acres	144 2 11
	£161 15 5
Making a total income of	£683 3 9

The Commissioners next proceeded to advertise as open for lease by tender all the unoccupied allotments of land, but have only received tenders for sixteen town lots and 133 acres of country land. The increase to the annual income will thereby be—

Primary	£ s. d. 13 0 0
Secondary	15 10 0
	£28 10 0

Of the allotments for primary purposes the Commissioners have, at the request of the Education Board, and in accordance with section 15 of the Act, set aside five sections in the town of Reefton as a site for the public school.

In the month of October the Commissioners apportioned (according to the provisions of the Act) between the three Education Boards comprised within the Nelson Provincial District, the income reserved for primary education which had been received by them to the 30th September, as follows:—

							£	s.	d.
Nelson Board	...	...	...	...	...	...	350	19	2
Westland Board	...	...	...	...	...	...	47	3	0
North Canterbury Board	...	...	...	...	...	...	9	6	5
							£407	8	7

With respect to the income accruing from the reserves for secondary education, they resolved to set it aside with the view of establishing a superior school for girls so soon as the accumulation of funds will permit; and they have, in accordance therewith, lodged in the Union Bank of Australia the sum of £150 as a fixed deposit for twelve months at interest of 6 per cent.

The duly audited accounts to the 31st December, 1878, will accompany this report.

Proper steps have been taken to collect the arrears of rent referred to in the abstract of accounts.

In concluding this report the Commissioners may say that they do not at present expect any large increase to the annual income, as the more immediately available sections both of town and country land have been already taken under lease; and they would therefore take the opportunity of suggesting that the Land Board might be asked to consider the question of recommending additional reserves for educational purposes.

ALFRED GREENFIELD,
Chairman.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ended 31st December, 1878.

Receipts.

	Primary Educa- tion Reserves.	Secondary Educa- tion Reserves.	Total.
	£ s. d.	£ s. d.	£ s. d.
To Balance on 31st December, 1877, handed to Commissioners by Education Board ...	3 8 0	...	3 8 0
Arrears due 31st Dec., 1877, collected in year 1878—			
Rents, issues, profits, or receipts of reserves ...	3 9 9	0 12 6	4 2 3
Moneys payable and collected in the year 1878—			
Rents, &c., of reserves ...	432 5 7	154 12 11	586 18 6
	£439 3 4	£155 5 5	£594 8 9

Expenditure.

	£ s. d.	£ s. d.	£ s. d.
By Office—Salaries and arbitrator's fees ...	15 6 8	7 13 4	23 0 0
Printing, stationery, &c. ...	3 0 11	1 10 5	4 11 4
Expenses of leasing—Advertising and other expenses ...	0 18 0	0 9 0	1 7 0
Payments to Nelson Education Board ...	350 19 2	...	350 19 2
Payments to Westland Education Board ...	47 3 0	...	47 3 0
Payments to North Canterbury Education Board ...	9 6 5	...	9 6 5
Payments towards Secondary Education—Fixed deposit in bank for twelve months ...	...	150 0 0	150 0 0
Balance in bank ...	...	...	8 1 10
	£426 14 2	£159 12 9	£594 8 9

Arrears.

	£ s. d.	£ s. d.	£ s. d.
To Arrears due on 31st December, 1878—			
Arrears at 31st December, 1877, still unpaid ...	20 19 0	4 0 0	24 19 0
Arrears of payments due within 1878 ...	49 19 0	6 0 0	55 19 0
	£70 18 0	£10 0 0	£80 18 0

Liabilities or Engagements.

	£ s. d.	£ s. d.	£ s. d.
By Advertising and Commissioner's seal ...	3 0 4	1 10 2	4 10 6
	£3 0 4	£1 10 2	£4 10 6

I hereby certify that I have examined the above account of receipts and expenditure, and compared the same with the several books and vouchers relating thereto, and find the same correct.

ROBERT POLLOCK, Auditor.

CANTERBURY.

SIR,—

Christchurch, 13th February, 1879.

The School Commissioners assumed the management of the reserves constituting the education estate on the 31st May, 1878.

At that time there was let to tenants of the—

	£	s.	d.
Primary education estate, 27,865 acres; annual rental ...	5,148	3	2
Secondary education estate, 10,959 acres; annual rental ...	994	4	11

Further lettings have since been made of—

Primary estate—Twelve reserves, 3,906 acres; annual rental ...	1,321	10	8
Several township allotments; annual rental ...	43	6	0
Secondary estate—Two reserves, 469 acres; annual rental ...	104	16	6

And there are now unlet, belonging to the primary estate, nineteen reserves, containing 9,312 acres, not yet surveyed, and fifteen reserves, containing 4,118 acres, the surveys of which have been lately completed, and which will be for the most part shortly offered for tender. This 4,118 acres includes one reserve of about 1,400 acres of swamp-land at the Orari, in respect of which the Commissioners were of opinion that it was expedient to have it drained before letting it; and they agreed with the Geraldine Road Board to contribute to the expense of a large main drain which the Road Board proposed to undertake, and which would have the effect of laying this land dry. The conditions of the arrangement with the Road Board were that the owners of land affected by the drain should amongst them subscribe 25 per cent. of the total cost; and to this arrangement all the owners have agreed. The work is on the point of completion, and will effect all that it was intended to effect, and it is expected that the reserve can be offered for letting in the course of a few weeks. The sum payable by the Commissioners as their proportion of the amount subscribed will be about £80.

The secondary estate has passed for the most part from the administration of the Commissioners to the governing bodies of the Christchurch Boys' High School and the Timaru and Ashburton High Schools, which were constituted by statute in the last session of Parliament. Up to the time that these establishments were created, there was no school in the Canterbury Provincial District other than the Girls' High School, Christchurch, that was entitled to participate in the revenues of the secondary education estate, and the grant of £300 mentioned in the cash account herewith was the only grant made by the Board on that account. The Board propose now to distribute the funds in hand belonging to the secondary estate to the governing bodies of the several high schools created last session in the proportions in which the estate itself is divided amongst them.

I have, &c.,

The Hon. the Minister of Education,
Wellington.

JOHN MARSHMAN,
Chairman.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ended 31st December, 1878.

Receipts.

	Primary Education Reserves.			Secondary Education Reserves.			Total.		
	£	s.	d.	£	s.	d.	£	s.	d.
To Moneys payable within 1878 and collected—viz.—									
Half-year's rent payable in advance on the 1st May, 1878—reserves ...	2,565	17	10	994	4	11	3,560	2	9
Other receipts ...	2	0	0	...			2	0	0
Half-year's rent payable in advance on the 1st November, 1878—reserves ...	3,063	18	0	787	12	0	3,851	10	0
	£5,631	15	10	£1,781	16	11	£7,413	12	9

Expenditure.

	£	s.	d.	£	s.	d.	£	s.	d.
By Office expenses and management—									
Salary of steward ...	£233	17	5	259	0	0	86	6	8
Travelling expenses of Commissioners ...	25	4	0						
Printing and stationery ...	30	10	3						
Law expenses ...	3	5	0						
Arbitration fees—apportionment of reserves under "Education Reserves Act, 1877" ...	52	10	0	3,874	1	10	...	3,874	1
Payments to Education Boards—									
North Canterbury ...	...	...	...						
South Canterbury ...	...	...	...	925	18	2	...	925	18
Payments on account of secondary education—				...	300	0	0	300	0
Canterbury College for Girls' High School ...	...	...	...						
	£5,059	0	0	£386	6	8	£5,445	6	8
Balance in Bank of New Zealand 31st Dec., 1878	...	...	...	...	...	...	1,968	6	1
							£7,413	12	9

Arrears.

	Primary Educa- tion Reserves.	Secondary Educa- tion Reserves.	Total.
	£ s. d.	£ s. d.	£ s. d.
To Rents payable in advance 1st May, 1878, still unpaid	8 3 9	...	8 3 9
Rents payable in advance 1st Nov., 1878, still unpaid	192 11 11	232 11 6	425 3 5

Liabilities or Engagements.

	£ s. d.	£ s. d.	£ s. d.
By Contribution towards cost of drain on Reserve No. 1,400	90 0 0	30 0 0	120 0 0
Steward's salary, December, 1878, and sundry claims	60 0 0	20 0 0	80 0 0

JOHN MARSHMAN,
Treasurer.

I certify that I have audited this account, and find it to be correct, and that the balance to the credit of the School Commissioners' account with the Bank of New Zealand on the 31st December, 1878, was as here stated.

13th February, 1879.

J. OLLIVIER,
Auditor.

WESTLAND.

THE first Commissioners were appointed, as directed by "The Education Reserves Act, 1877," as follows:—Nominated by Government—the Hon. J. A. Bonar, Dr. Giles, Matthew Price, Esq.; nominated by Education Board—E. Patten, Esq., H. L. Robinson, Esq.

Upon their appointment the Commissioners proceeded to take all the preliminary steps necessary to enable them to administer the reserves vested in them by the Act. These steps were as follows:—

1. The adoption of by-laws, of which a copy is attached.

2. The engagement of a Secretary at a salary of £50 a year.

3. The taking-over from the Education Board of all books, maps, and documents relating to the reserves.

4. The taking-over of the debit balance of the Education Board on account of reserves at the Bank of New Zealand, amounting to £791 Os. 3d.

The times of meeting were fixed on the second Tuesday in each month; and six ordinary and three special meetings have been held.

Of the property vested in the Commissioners, the only portion from which any revenue has ever been derived is the education reserve at Kumara (excepting a small portion of Reserve No. 112, Grey-mouth), containing 1,000 acres, and on which the Town of Kumara partly stands; and this is the only reserve to which the Commissioners have had to look to pay off or reduce the bank overdraft above mentioned.

The accruing rents from the occupiers of this reserve would have easily effected this had they been paid; but the depression consequent upon the overdoing of every kind of business, which has taken place at Kumara as it has upon all new gold-diggings, has prevented the payment of rents to a very large extent, and has left the Commissioners with a debit balance still against them amounting to £464 16s. 6d.

The amount of the rents payable by the holders of leases on the reserve has been represented as a public grievance, and much pressure has been used to induce the Commissioners to reduce it; but the Commissioners have been advised that they have no power to reduce the rents otherwise than by obtaining a surrender of the leases, or in some way terminating them, and leasing the lands again by public tender or auction; nor, when the bank was pressing for a reduction of the overdraft, did it seem to be open to the Commissioners to release from their bargains those who had made them voluntarily and deliberately. At the same time the Commissioners would willingly, should their financial position admit it, lease the lands in question on more favourable terms to the holders than those which were thought reasonable at a time of greater activity in business and speculation. The subject of this reserve has already been brought before the Government by a petition from the inhabitants. It will be seen, therefore, that the Commissioners have hitherto had nothing better than a deficit to administer for purposes of education in Westland. It is their hope, however, that this state of things may shortly be improved, and that some certain revenue may be available after the payment of expenses. It is also to be hoped that some of the other educational reserves may in time become of some actual value. Attached to the report we forward a copy of the accounts, duly audited, as provided by Order in Council of 19th December, 1878.

JAS. A. BONAR,
Chairman, School Commissioners.

GENERAL STATEMENT of the RECEIPTS and EXPENDITURE for the Year ended 31st December, 1878.

Receipts.

	Primary Educa- tion Reserves.	Secondary Educa- tion Reserves.	Total.
To Arrears due 31st December, 1877, collected in year 1878—	£ s. d.	£ s. d.	£ s. d.
Rents, issues, profits, or receipts of reserves ...	21 1 0	48 1 0	69 2 0
Moneys payable and collected within year 1878—			
Rents, &c., of reserves	88 7 0	342 13 0	431 0 0
Other receipts	19 8 0	35 0 0	54 8 0
Balance	348 12 6	116 4 0	464 16 6
	£477 8 6	£541 18 0	£1,019 6 6

Expenditure.

	£ s. d.	£ s. d.	£ s. d.
By Office—			
Salaries and allowances to officers	54 5 0	18 1 8	72 6 8
Printing, stationery, &c.	11 16 3	3 18 9	15 15 0
Expenses of leasing—			
Advertising and other expenses	12 6 5	4 2 1	16 8 6
Expenditure on reserves—			
Surveying	45 12 6	15 4 2	60 16 8
Fencing and other expenditure	77 4 8	25 14 11	102 19 7
Legal expenses	63 9 4	21 3 2	84 12 6
Kumara Borough Council—rates	61 17 6	20 12 6	82 10 0
Refunds	45 0 0	15 0 0	60 0 0
Interest on overdraft	33 16 3	11 5 5	45 1 8
Overdraft, Bank of New Zealand, 31st December, 1877	359 2 0	119 13 11	478 15 11
	£764 9 11	£254 16 7	£1,019 6 6

Arrears.

	£ s. d.	£ s. d.	£ s. d.
To Arrears of payment due within year 1878 ...	165 10 0	187 0 0	352 10 0
Balance	192 19 10	64 6 8	257 6 6
	£358 9 10	£251 6 8	£609 16 6

Liabilities or Engagements.

	£ s. d.	£ s. d.	£ s. d.
By Overdraft, Bank of New Zealand	348 12 6	116 4 0	464 16 6
Kumara Borough Council—			
Rates	22 10 0	7 10 0	30 0 0
Special rate for making footpaths	67 10 0	22 10 0	90 0 0
Sundry liabilities	18 15 0	6 5 0	25 0 0
	£457 7 6	£152 9 0	£609 16 6

Hokitika, 7th April, 1879.

JAS. A. BONAR,
Chairman, School Commissioners.

I hereby certify that I have examined the above account, compared the same with the vouchers, cash-book, ledgers, bank pass-book, and other documents connected therewith, and find it correct.

EDWARD PATTEN,
Auditor.

* STATEMENT of RECEIPTS and EXPENDITURE on account of the Kumara Reserve for the Years 1876 and 1877.

<i>Receipts.</i>								£	s.	d.
Rents ...	...	...	...	...	...	...	...	3,016	2	6
Mining contracts ...	...	...	...	...	...	...	...	156	6	6
Timber licenses ...	...	...	...	...	...	...	...	38	10	0
Business agreements ...	...	...	...	...	...	...	...	105	16	0
Agricultural areas and timber blocks ...	...	...	...	...	...	...	...	67	7	6
Transfers ...	...	...	...	...	...	...	...	95	10	0
Contributions of section-holders towards making streets ...	...	...	...	...	...	...	...	87	0	0
Miscellaneous (including cost of preparing leases) ...	...	...	...	...	...	...	...	212	18	6
Total receipts ...	...	...	...	...	...	...	...	£3,779	11	0
Balance ...	...	...	...	...	...	...	...	478	15	11
								£4,258	6	11
<i>Expenditure.</i>								£	s.	d.
Clearing and making streets ...	...	...	...	...	...	...	...	759	6	0
Surveyor and survey labour ...	...	...	...	...	...	...	...	447	5	1
Building ...	...	...	...	...	...	...	...	139	0	2
Printing and advertising ...	...	...	...	...	...	...	...	142	7	0
Agent's salary ...	...	...	...	...	...	...	...	82	1	8
Travelling expenses of agent and members of Board ...	...	...	...	...	...	...	...	105	1	6
Fees for Crown grants ...	...	...	...	...	...	...	...	4	2	4
Legal expenses (including preparation of leases) ...	...	...	...	...	...	...	...	233	2	7
Miscellaneous ...	...	...	...	...	...	...	...	291	3	3
Total expenditure ...	...	...	...	...	...	...	...	£2,203	9	7
Paid to Board's Education Fund account ...	...	...	...	...	...	...	...	2,054	17	4
								£4,258	6	11

OTAGO.

SIR,—

In accordance with your circular dated Wellington, 17th December, 1878, forwarding Order in Council relative to auditing of accounts, the School Commissioners of the Provincial District of Otago have the honor to submit their report for the year 1878.

Owing to the length of time necessarily required to complete the apportionment of the reserves in terms of "The Education Reserves Act, 1877," and the delay in the constitution of the Board of School Commissioners caused by various unavoidable circumstances, it was absolutely necessary that the Education Board of Otago should continue to manage the reserves for the first half of the year 1878. The School Commissioners could not possibly begin their administration until the 1st July, 1878, and consequently their accounts date from that period.

The Otago and Southland Reserves were originally granted for primary and secondary education, but no specified proportions were ever assigned for these two classes until March, 1878, when Messrs. J. P. Maitland, the Commissioner of Crown Lands, and James Green, the Chairman of the Otago Education Board, were appointed to classify the reserves in terms of clause 5 of "The Education Reserves Act, 1877."

The first meeting of the School Commissioners was held in Dunedin on the 17th June, 1878, the Board being constituted as follows:—J. P. Maitland, Esq., Hon. W. H. Reynolds, John Bathgate, Esq., appointed by the Governor; Donald Reid, Esq., appointed by the Otago Education Board; and the Hon. Dr. Menzies, appointed by the Southland Education Board.

Mr. Maitland was elected Chairman, and by-laws and regulations were then drawn up and adopted for the conduct of the business. A common seal was obtained, and the tender of the Bank of New Zealand accepted for the transaction of the banking business of the Commissioners.

* The following is an abstract of the Westland reserves accounts from the outset till the 31st December, 1878:—

<i>Receipts.</i>								£	s.	d.
Rents and other receipts for years 1876, 1877 ...	...	...	...	...	...	...	...	3,779	11	0
Rents and other receipts for year 1878 ...	...	...	...	...	...	...	...	554	10	0
Deficiency as per statement for 1878 (bank overdraft) ...	...	...	...	...	...	...	...	464	16	6
								£4,798	17	6
<i>Expenditure.</i>								£	s.	d.
On management, improving reserves, rates, &c., for 1876, 1877 ...	...	...	...	...	...	...	...	2,203	9	7
On management, improving reserves, rates, &c., for 1878 ...	...	...	...	...	...	...	...	540	10	7
Paid to Education Board Fund in 1877 ...	...	...	...	...	...	...	...	2,054	17	4
								£4,798	17	6

If the debit balance (£464 16s. 6d.) on December 31st, 1878, be taken from the amount (£2,054 17s. 4d.) paid to the Education Board Fund in 1877, there remains only a sum of £1,590 0s. 10d. as clear revenue for the three years. But the clear revenue for 1878 was only £13 19s. 5d., while the statement of liabilities as at December 31st, 1878, shows, as owing for Kumara Borough Council rates, £30; borough special rates for making footpaths, £90; and sundry liabilities, £25: or a total of £145. The School Commissioners did not enter on the management of the reserves till about July 1st, 1878, at which date there was a debit balance of £791 0s. 3d., which was taken over by them from the Education Board.

At the end of the September quarter the sum of £1,112 11s. 8d. was available for primary education, and was accordingly paid to the Otago and Southland Education Boards in proportion to their respective populations as taken from the last census; the secondary reserve rents available at the same date were carried on to the next quarter.

At the close of the year ending 31st December, 1878, after deducting the expenses of administration, the following sums were available for distribution—namely, primary £5,844 7s. 2d.; secondary, £2,321 0s. 1d. These amounts have since been paid over to the Otago and Southland Education Boards, and the Otago, Southland, and Waitaki High School Boards, in the manner prescribed by clauses 1 and 2, section 21, of “The Education Reserves Act, 1877.”

The three high schools above-mentioned have each their own reserves vested by Acts of Parliament in respective Boards of Governors; but as there was a delay in appointing said Boards, the School Commissioners collected the rents, and paid them over to the Boards as soon as they were constituted. They have now full control over their own reserves, and collect their own rents.

Annexed herewith is the balance sheet showing the receipts and expenditure from the time when the Commissioners commenced the administration of the reserves till the 31st December, 1878.

The Hon. the Minister of Education,
Wellington.

J. P. MAITLAND,
Chairman of Commissioners.

GENERAL STATEMENT OF RECEIPTS and EXPENDITURE for the Year ending 31st December, 1878.

Receipts.

	Primary Educa- tion Reserves.	Secondary Educa- tion Reserves.	Total.
To Arrears due 31st December, 1877, collected in year 1878—	£ s. d.	£ s. d.	£ s. d.
Rents, issues, profits, or receipts of reserves ...	169 5 9	91 0 9	260 6 6
Moneys payable and collected within year 1878—			
Rents, &c., of reserves ...	2,584 2 9	841 14 5	3,425 17 2
Interest allowed by Bank of New Zealand on credit balances ...			12 9 7
Rent of runs ...	4,345 5 0	1,411 3 11	5,756 8 11
	...	...	£9,455 2 2

Expenditure.

By Office—	£ s. d.	£ s. d.	£ s. d.
Salaries and allowances to officers ...	3 4 0	1 1 5	4 5 5
Printing, stationery, &c. ...	...	...	13 14 10
Payments to Otago Education Board ...	884 11 5	...	} 1,112 11 8
Payments to Southland Education Board ...	228 0 3	...	
Allotting reserves and inspection ...	...	...	159 3 0
Balance in bank ...	5,844 7 2	2,321 0 1	8,165 7 3
	...	...	£9,455 2 2

Arrears.

By Arrears due on 31st December, 1878—	£ s. d.	£ s. d.	£ s. d.
Arrears at 31st December, 1877, still unpaid ...	284 8 0	152 17 9	...
Arrears of payments due within year 1878 ...	639 17 4½	295 13 8½	...
	£924 5 4½	£448 11 5½	£1,372 16 10

Liabilities or Engagements.

By Rents collected on reserves belonging to Southland High School ...	£ s. d.	£ s. d.	£ s. d.
Rents collected on runs belonging to Otago High School ...	...	85 0 1	...
Rents collected on reserves belonging to Waitaki High School ...	...	372 1 0	...
	...	83 2 4	...
	...	£540 3 5	...

REGULATIONS OF HIS EXCELLENCY THE GOVERNOR IN COUNCIL.

I.—Institution of Scholarships by Education Boards. Dated 20th August, 1878.

[Vide New Zealand Gazette No. 81, 22nd August, 1878.]

THE Education Board of any district may make regulations under which scholarships such as are described in "The Education Act, 1877," section 51, may be competed for and held; but such regulations shall not come into operation until they shall have been submitted to the Minister of Education, and shall have been approved of by him; and no such regulations shall be so approved of which do not set forth—

- (a.) Whether the scholarships are open to all children of school age, or are to be competed for by pupils attending public schools only (see section 51 of "Education Act, 1877");
 - (b.) Any other conditions of candidature (for example, as to age);
 - (c.) The annual value of each scholarship, the term for which it is to be held, and the conditions of tenure (as to good conduct and diligence);
 - (d.) The subjects of examination;
 - (e.) The minimum proportion of marks in each subject, and of total possible marks, which will be necessary to qualify for a scholarship.
2. This regulation shall come into force upon the date hereof.

II.—Payment of Grants to Education Boards.

[Vide Gazettes, No. 89, 19th September, and No. 121, 5th December, 1878.]

1. The grant under the Act of three pounds fifteen shillings per annum for every child in average daily attendance at the public schools shall be made to the Boards by monthly payments.
2. The moneys appropriated by the General Assembly, at the rate of ten shillings per annum for each child in average daily attendance, for distribution amongst School Committees for educational purposes, shall be paid to the Boards monthly, and the whole of such moneys shall be distributed by the Boards amongst the School Committees according to a predetermined scale based upon the average daily attendance at the public schools under the charge of the several Committees, and shall form a portion of the School Fund to be disbursed by the Committees in terms of the Act.
3. The moneys appropriated by the General Assembly, at the rate of one shilling and sixpence for each child in average daily attendance, and being the funds made especially applicable to the support of scholarships established by Boards under the provisions of the Act, shall be paid to the Boards once in every three months, or at such other times as the Minister may determine, according to the amount, not exceeding one shilling and sixpence for each child in average daily attendance as aforesaid, shown by the Boards to be actually due in respect of such scholarships.
4. The moneys appropriated by the General Assembly in aid of training institutions and the inspection of schools, for school buildings, and for any other purposes, shall, unless otherwise provided, be paid to Boards in such proportions and at such times as the Minister may determine.
5. In the months of April, July, October, and January respectively, an account shall be taken of the amount of rents or profits received by each Board during the previous quarter in respect of lands or other property vested in the School Commissioners under "The Education Reserves Act, 1877;" and the amount in each case of such rents or profits shall be deducted from the grants thereafter payable to the Board.
6. Grants for special purposes shall be applied by Boards solely and exclusively to those purposes for which such grants have respectively been made; and the Minister may from time to time require from Boards statements showing in detail the application of any such special grant.
7. The monthly payments to Boards shall be made according to the ascertained average attendance of the preceding quarter, as shown by the summary statements of the quarterly attendance returns furnished by them in terms of the Order in Council of 28th May, 1878.
8. The form of the summary statement of quarterly attendance to be furnished by the Boards shall be as follows:—

THE EDUCATION BOARD OF THE DISTRICT OF

SUMMARY OF ATTENDANCE RETURNS FOR THE QUARTER ENDING . . . , 18 .

(N.B.—This Summary should be forwarded to the Department of Education not later than one month from the expiry of the quarter to which it relates.)

SCHOOLS (each School to be given separately).	Teachers, including Pupil-teachers.			Sewing Teachers.	At beginning of Quarter.	NUMBERS ON ROLL.						AVERAGE ATTENDANCE.			Remarks.
	M.	F.	Total.			At end of Quarter.			Average Weekly Number.			Strict Average.	Working Average.		
						M.	F.	Total.	M.	F.	Total.		M.	F.	
Totals	...														

Approved—(Signed) _____ Chairman, or Member of Board. (Signed) _____ Secretary to the Board.
Date: _____, 18 .

9. These regulations shall come into force upon the date hereof.

III.—*Examination, Classification, and Certification of Teachers. Dated 24th September, 1878.*

[Vide Gazette No. 92, 26th September, 1878.]

1. There shall be five classes of certificates, distinguished (from the highest to the lowest) by the letters A, B, C, D, E.

2. In each class there shall be five divisions, distinguished (from the highest to the lowest) by the numbers 1, 2, 3, 4, 5.

3. The class for which a certificate is granted shall depend upon attainments in learning as proved by examination; the division in the class, upon experience and practical skill in the art of teaching and of school management.

4. The relative values of certificates shall depend in equal degree upon attainments in learning and upon practical skill, as indicated in the subjoined scale, in which the letter and number denoting any one certificate stand opposite to the letter and number which in any other column denote a certificate of equal value.

SCALE OF COMPARATIVE VALUES.

A1	...	...	...	...	1st Rank.
A2	B1	...	...	...	2nd "
A3	B2	C1	...	...	3rd "
A4	B3	C2	D1	...	4th "
A5	B4	C3	D2	E1	5th "
	B5	C4	D3	E2	6th "
		C5	D4	E3	7th "
			D5	E4	8th "
				E5	9th "

5. An examination for the certificate of the lowest class (E), and, if necessary, for certificates of higher classes, shall be held every year, in the fourth week of the month of March. Candidates for any class must signify to the Minister of Education, in writing, not later than the first day of January immediately before the examination, their intention to present themselves for examination for that class, and must send in at the same time testimonials as to their moral character, and declare that they have either attained the age of nineteen years, or have passed through a course of not less than one year's training in a normal school, or have acted as pupil-teacher for not less than four years, and shall thereupon receive from the department a notification of the time, and of the place within the bounds of the education district in which they reside, at which they will be required to attend for examination.

6. A certificate will not be granted to any candidate who has not attained the age of twenty-one years, or who has not been engaged in school-teaching for at least two years, nor until he has forwarded to the Minister of Education a testimonial, signed by a Public School Inspector, or by the principal of a training institution, certifying to the candidate's fitness to teach and to exercise control.

7. Except as hereinafter provided, every candidate will be required to pass an examination in elementary science, vocal music, and drawing, of such a character as to prove his fitness to impart instruction in these subjects, as defined by the regulations for standards and inspection.

8. Every female candidate will be required to exhibit such proficiency in needlework as to prove that she is qualified to impart instruction therein, as defined in the Regulations for Standards, and, in consideration of such proficiency, shall be allowed to substitute for the examination in elementary science an examination in the practical laws of health and in domestic economy.

9. Every candidate will be required to pass an examination in the principles of school organization and government, of the art of teaching, and of method, including time-tables and notes of lessons.

10. Except as hereinafter provided, the special qualifications for the several classes of certificates shall be as follows:—

For Class A.—To have graduated at the University of New Zealand in first- or second-class honors.

For Class B.—To have passed the examination for the degree of Bachelor of Arts in the said University.

For Class C.—To have passed the examination for the compulsory subjects, or for the optional subjects, for the degree of Bachelor of Arts in the said University, and, except in the case of candidates who have passed the examination for Class D, to have passed an examination in the compulsory subjects for Class D.

For Class D.—To have passed an examination in four compulsory and two optional subjects, as follows:—

I.—*Compulsory.*

1. *English Grammar and Composition.*

2. *Arithmetic.*—Fundamental rules, vulgar and decimal fractions, proportion, and square root.

3. *Geography.*—The chief physical features and principal towns of Europe, Asia, Africa, and North and South America, together with more minute details of the geography of Great Britain and Ireland, Australia and New Zealand.

4. *History.*—Outlines of English history to the end of the eighteenth century.

II.—*Optional (any two).*

1. *Greek.*—Grammar, and very easy passages for translation at sight.

2. *Latin.*—(As for Greek.)

3. *Algebra.*—To simple equations, inclusive, with easy problems.

4. *Euclid*.—Books I. and II.
5. *Elementary Chemistry*.—The non-metallic elements, and the atomic theory.
6. *Elementary Physics*.—Any one of the following branches: (a) Electricity, (b) Sound and light, (c) Heat.
7. *Elementary Natural Science*.—Any one of the following branches: (a) Botany, (b) Zoology, (c) Geology.
8. *Modern Languages*.—Grammar of one modern language (French, German, or Italian), and easy translation at sight.

[NOTE.—If the University of New Zealand shall institute a general examination for matriculation, upon the same scale as the present matriculation examination, candidates will find that the requirements here specified for Class D fall in with the programme for matriculation in such a way that, by taking the four compulsory subjects here prescribed, together with Latin and one other optional subject, they can at one examination matriculate and qualify for Class D. The Senate will be requested in that case to allow candidates for Classes C and D to sit at the University examinations for the purpose of qualifying for a class, although they may not desire to sustain any relation to the University as undergraduates.]

For Class E.—To have satisfactorily passed an examination in the following subjects:—

Reading.

Writing.—Including the setting of copies and writing on black-board.

Spelling.

English Grammar.—The subject generally, including derivation of words.

English Composition.—Accuracy and facility, tested by exercise in dictation, paraphrase, and essay writing.

Arithmetic.—The subject generally, including explanation of processes and rules. A somewhat lower standard in this subject will be accepted from females than from males.

Geography.—The elements of mathematical and physical geography, and the general topography and political geography of the world, with map-drawing from memory of the European countries and the British dependencies.

English History.—From 1603 to 1837, and a very brief outline of the chief events prior to 1603.

11. The programme of examination in elementary science required by Regulation 7 shall be as follows:—

Changes and Indestructibility of matter and energy.

Matter.—Solid—Liquid—Gas—Combination—Decomposition—Displacement.

Energy.—Motion of mass and of particles (heat): bodies separated, but under the influence of forces, such as gravitation, electricity, &c.

Properties of Bodies.—Mass—Weight—Density—Specific gravity of solids, liquids, and gases—Flotation—Balloon—Elasticity of form and volume—Compressibility of gases—Barometer—Pump—Syphon—Diving bell.

Solids.—Compactness—Porosity—Hardness—Brittleness—Toughness—Malleability—Ductility—Tenacity and flexibility.

Liquids.—Pressure of column—Tendency to find level—Waves—Diffusion.

Gases.—Compressibility—Diffusion.

Gravitation.—Falling bodies—Work done against gravity—Wheel and axle—Levers—Pulley.

Sound.—Velocity—Echo—Waves—Pitch.

Light.—Propagation—Velocity—Reflection—Looking-glasses—Refraction—Magnifying glass—Prism—Colour—The eye.

Heat.—Production—Expansion of solids—Liquids and gases—Winds—Conduction—Convection—Steam—Latent heat—Evaporation—Radiation.

Magnetism.—Properties of magnets—Induction—Mariner's compass.

Electricity.—Development of frictional electricity—Attraction—Repulsion—Induction—Conduction—Insulation—Distribution—Lightning conductors—Electric machines—Voltaic electricity—Simple battery—Current—Conductors—Resistance—Heat—Electro-magnet—Telegraph.

Chemistry.—Mixtures and compounds—Combination and decomposition—Elements and compounds—Affinity—The air—Burning—Oxygen: Decomposition and composition of water—Rusting—Igniting splinter—Nitrogen: Not supporter of combustion, neutral element—Hydrogen: Preparation and elementary properties—Atoms—The chief properties and preparation of carbon—Sulphur—Phosphorus and chlorine—The character of the useful metals—Smelting—Lime—Potash and soda—Glass—The uses of clay—Nitrogenous, oleaginous, and amylaceous food—Putrefaction—Decay—Fermentation—Distillation of coal gas—Coke—Uses of tar—Benzol—Aniline colours—Carbolic acid.

Biology.—Properties of living matter—Plants and animals—Plants: Composition and nutrition—Dissemination—Elements of classification—Human physiology: Composition and general form of the body—The bones, muscles, and connective tissues—Names and positions of internal organs—Alimentation—The blood—Circulation—Respiration—The kidneys and their secretion—Animal heat—Senses and nerves—General laws of health—Cleanliness in person, food, water, and air—Clothing and temperance—Elements of classification of animals.

12. The class for which a certificate is granted being determined by examination, the division within the class shall depend—first, on the number of years during which the teacher has been actually engaged in school-teaching, one mark being assigned for two years' service, two marks for five years, three marks for eight years, four marks for eleven years, and five marks for fourteen years and upwards: and second, on the judgment of the Inspector in whose district the teacher is at work, such judgment being expressed by marks numbering two, four, six, eight, or ten, according to the Inspector's estimate of less or greater efficiency; and, the marks of both series being added, fourteen marks shall qualify for the first division, eleven marks for the second, eight marks for the third, five marks for the fourth, and three marks for the fifth. On the 30th day of June, in each year, teachers who, by length of service, or upon a more favourable judgment expressed by the Inspector before the 31st day of May, shall have become entitled to promotion to a higher division, shall receive such promotion.

13. Candidates who fail to pass in the examination for Class E, but who do not fall far short of the requirements for that class, may receive from the Minister of Education a license to teach, which license shall be in force for two years only from the date at which it is issued, but may, at the discretion of the Minister, be renewed from time to time, and which, while it is in force, shall have the force of a certificate.

14. Teachers who hold certificates of Education Boards in New Zealand, such certificates having been granted before the 31st day of December, 1878, shall, subject to the provisions of Regulation 15, receive from the Minister certificates or licenses to teach, such as shall in his judgment be equivalent in value to the certificates which they already hold; and generally a certificate of any class may be granted to a candidate whose qualifications, not being precisely those prescribed for such class in Regulation 10, but being sufficiently attested, shall appear to the Minister to be of equal value with the qualifications so prescribed.

15. A certificate issued under the first part of Regulation 14 shall be only a provisional certificate, unless the teacher in whose favour it is issued can show that he has already passed an examination in some department of physical or natural science, or until he pass the examination in elementary science prescribed by Regulation 11. The holder of such provisional certificate will be expected to pass the examination in elementary science within two years from the date of the issue of the certificate. Similar provisional certificates may be granted to candidates who, at the first examination held under these regulations, comply with every requirement except those expressed in Regulation 11. Provisional certificates may also be granted to candidates under twenty-one years of age who have passed the examination for any class.

16. In the month of June in each year, a list of teachers holding certificates and licenses shall be issued by the Minister of Education, and such list shall set forth, in every case of promotion to a higher class or division, the reason of such promotion; and, after the publication of such list, every teacher who has been so promoted shall be entitled, upon making due application to the Minister, to have a record of his promotion indorsed upon his certificate.

17. The Minister of Education shall have power to cancel any certificate or license to teach if the holder of the certificate shall at any time be proved guilty of immoral conduct or gross misbehaviour, within the meaning of "The Education Act, 1877," or of any subsequent Act.

18. These regulations shall come into force upon the date hereof.

IV.—*Employment, Education, and Examination of Pupil-teachers. Dated 24th September, 1878.*

[*Vide New Zealand Gazette No. 92, 26th September, 1878.*]

1. Subject to the provisions of these regulations, the Board of each education district shall make its own regulations for the employment, maintenance, education, and examination of pupil-teachers, and shall submit such regulations to the Minister of Education, and such regulations shall, upon receiving his approval, come into operation, and shall not be altered or amended without his authority.

2. Any agreement already entered into between any Board and any pupil-teacher, and in force at the date hereof, shall not be affected by these regulations, or by such regulations as the Board shall hereafter make in pursuance of these regulations.

3. The regulations to be made by any Board shall include provisions to the effect that a young person of either sex, to be eligible for appointment as a pupil-teacher, must be at least thirteen years of age, of good character, of good constitution, and free from any bodily or other defect or infirmity detrimental to usefulness or efficiency as a teacher, and must have passed the examination prescribed for the Fifth Standard.

4. The regulations to be made by any Board shall deal with the matters following:—

The nature of the agreement with pupil-teachers, whether indenture of apprenticeship or otherwise.

The term of service, and the number of hours to be spent each day in teaching.

The rate of pay.

The number of hours which head-teachers shall devote to the instruction of pupil-teachers, and the remuneration for the same.

The programme of annual examinations.

5. These regulations shall come into force upon the date hereof.

V.—*Standards of Education, and Inspection of Schools. Dated 24th September, 1878.*

[*Vide New Zealand Gazette No. 92, 26th September, 1878.*]

1. As far as practicable, the work of the Public School Inspectors shall be so arranged as to provide for two visits to every public school in every year, one visit for purposes of general inspection, and the other visit for the purpose of examination according to the standards hereinafter prescribed.

2. At every standard examination of a public school, all scholars in fair attendance shall be expected to pass one standard. No scholar shall be examined in a standard which he has already passed. A scholar who has failed to pass a standard at any annual examination may, at the discretion of the teacher, be presented at the next annual examination, either for the standard which he failed to pass, or for a higher standard; and at any annual examination a scholar may, at the teacher's discretion, be presented for a standard higher than the next to that which he last passed.

3. In all cases the scholars presented for any standard must be prepared to show proficiency in the work also of the lower standards.

4. As soon as possible after the examination of a school the head-teacher shall be furnished, in such manner as shall be ordered by the Education Board of the district, with lists of the names of the scholars who have passed the several standards; and thereupon the head-teacher shall issue to every scholar who has passed a standard at the examination a certificate, in such form as the Board shall prescribe, showing that he has passed such standard; and every scholar transferred from one public school to another shall be required to exhibit his last certificate to the head-teacher of the school, who shall not present such scholar for re-examination in the standard to which such certificate relates.

5. An annual return shall be made by each Public School Inspector, showing, with respect to each public school subject to his inspection, the number of children who have passed from a lower to a higher standard in the year.

6. The standards shall not be understood to prescribe to the teacher the precise order in which the different parts of any subject shall be taught, but as representing the minimum of attainments of which the Inspector will expect evidence at each stage of a scholar's progress. (For example a teacher who finds that in arithmetic he can produce the required results in the Fourth and Fifth Standards as well or better by teaching fractions before practice and proportion, is at liberty to follow his own course, but not to substitute fractions for practice and proportion.)

7. The following are the standards :—

STANDARD I.

Reading.—Sentences composed of words of one syllable, and common words of two syllables, to be read intelligently.

Spelling.—Easy words of one syllable.

Writing.—The small letters and the ten figures, on slate, at dictation.

Arithmetic.—Counting, and oral addition by twos, threes, fours, and fives, up to 100 ; numeration and notation to 999 ; addition sums of not more than three columns ; multiplication of numbers not exceeding 999 by 2, 3, 4, and 5. [*Note.*—The numeration must be applied to the addition and multiplication, and the multiplication known to be a compendious method of addition.]

Object-lessons, Singing, Disciplinary Exercises, &c.—As prescribed in Regulation 9.

STANDARD II.

Reading and Definition.—Sentences containing words of two syllables, and easy words of more than two syllables, to be read intelligently, and the meanings of the words to be known.

Spelling.—Easy words of two syllables.

Writing.—Short words in copy-books, not larger than round-hand. On slate : Capital letters and transcription from reading book of Standard II.

Arithmetic.—Numeration and notation of not more than six figures ; addition of not more than six lines, with six figures in a line ; short multiplication, and multiplication by factors not greater than 12 ; subtraction ; division by numbers not exceeding 12, by the method of long division, and by the method of short division ; mental problems adapted to this stage of progress ; multiplication tables to 12 times 12.

Geography.—Knowledge of the meaning of a ground-plan, and of a map ; of the principal geographical terms ; and of the positions of the continents, oceans, and larger seas.

Other Subjects.—As prescribed in Regulation 9.

STANDARD III.

Reading and Definition.—Easy reading book, to be read fluently and intelligently, with knowledge of the meanings of the words, and with due regard to the distinction of paragraphs, as well as of sentences.

Spelling.—From the same book ; knowledge of words having the same or nearly the same sound, but differing in meaning ; dictation of easy sentences from the reading book of a lower standard.

Writing.—Longer words and sentences, not larger than round-hand ; transcription from the reading book of Standard III., with due regard to punctuation and quotation marks.

Arithmetic.—Numeration and notation generally (one million to be taken as the number of which one billion is the second power, one trillion the third power, and so on) ; long multiplication and long division ; the four money rules (excepting long multiplication of money) ; money tables ; and easy money problems in mental arithmetic.

Grammar and Composition.—The distinguishing of the nouns (and pronouns used in the same way as nouns) and verbs in easy sentences ; also of articles and adjectives (and pronouns used in the same way as adjectives) ; and very simple exercises in composition, to test the pupil's power of putting his own thoughts on familiar subjects into words.

Geography.—Knowledge of the chief towns of New Zealand, and of the principal features of the district in which the school is situated ; of Australian Colonies and their chief towns ; of the countries and capitals of Europe ; and of the principal mountains and rivers of the world.

English History.—Knowledge of the chronological order in which the following periods stand : Roman, Saxon, Norman, Plantagenet, Tudor, Stuart, Brunswick ; and a few of the more interesting facts connected with each period.

Other Subjects.—As prescribed in Regulation 9.

STANDARD IV.

Reading and Definition.—An easy book of prose and verse.

Spelling and Dictation suited to this stage, as represented by the reading book in use ; the dictation to exhibit a knowledge of the use of capitals and of punctuation, but (at inspection) to be confined to prose.

Writing.—Good copies in a hand not larger than round-hand, and transcription of poetry.

Arithmetic.—Long multiplication of money ; reduction ; the compound rules applied to problems in weights and measures ; practice, and the making out of bills of accounts and receipts ; tables of weights and measures ; mental arithmetic to correspond.

Grammar and Composition.—The distinguishing of all the parts of speech in easy sentences ; the inflexions of the noun, adjective, and pronoun ; letter writing on prescribed subjects ; the addressing of letters and envelopes.

Geography.—Knowledge of the countries of the world, with their capitals, and of the principal seas, gulfs, mountains, rivers, lakes, capes, straits, islands, and peninsulas on the map of the world ; geography of Australia in outline ; and the drawing of rough maps of New Zealand, with one set of

principal features (as capes, or towns, or rivers). [In this and the subsequent standards, scholars will be expected to know the situation of places mentioned in their reading books.] Mathematical geography: The form of the earth, day and night, the seasons, the zones, meridians, and parallels; and climate in this connection.

English History.—The succession of Houses and Sovereigns from 1066 A.D. to 1485 A.D., and the leading events of the period known in connection with the reigns and centuries to which they belong, and in their own character. [Precise dates will not be required, though a knowledge of them may assist in referring each event to the proper reign.]

Elementary Science &c.—See Regulation 9.

STANDARD V.

Reading and Definition.—A book of general information, not necessarily excluding matter such as that prescribed for Standard IV.

Spelling and Dictation suited to this stage.

Writing.—Small-hand copies in a strict formal style, and text-hand; transcription of verse in complicated metres, and of prose exhibiting the niceties of punctuation.

Arithmetic.—Proportion; simple interest; the easier cases of vulgar fractions, and problems involving them; mental arithmetic.

Grammar and Composition.—Inflexions of the verb; the parsing (with inflexions) of all the words in any easy sentence; a short essay or letter on a familiar subject, or the rendering of the sense of a passage of easy verse into good prose; analysis of a simple sentence.

Geography.—Knowledge of places of political, historical, and commercial importance in New Zealand, in Great Britain, and on the European Continent; and the drawing of outline maps of New Zealand, Great Britain, and Europe. Physical Geography: Distribution of land and water; mountain and river systems; changes effected by the agency of water; and climate as influenced by mountain, plain, and sea.

English History.—The period from 1485 A.D. to 1714 A.D., treated as the former period is treated in Standard IV.

Elementary Science, &c.—See Regulation 9.

STANDARD VI.

Reading.—A book containing extracts from general literature.

Spelling and Dictation suited to this stage.

Writing.—The copying of tabulated matter, showing bold head-lines, and marking distinctions such as in letterpress require varieties of type (*e.g.*, the copying of these printed standards, or of a catalogue showing division into groups).

Arithmetic.—Vulgar and decimal fractions; interest and other commercial rules; square root, and simple cases of mensuration of surfaces; mental arithmetic generally.

Grammar and Composition.—Complete parsing (including syntax) of simple and compound sentences; prefixes and affixes, and a few of the more important Latin and Greek roots, illustrated by a part of the reading book; essay, or letter; analysis of easy complex sentences.

Geography.—Knowledge of places of political, historical, and commercial importance in Asia, North America, and the British Possessions. Physical geography: Atmospheric phenomena, winds, rain, ice; distribution of the animals and plants of greatest value to man.

English History.—The succession of Houses and Sovereigns, and the leading events of each reign, from the earliest times to the present (precise dates not required); also the elements of social economy.

Elementary Science, &c.—See Regulation 9.

8. In the application of any standard to the case of an individual scholar, marked deficiency in all or most of the subjects, or serious failure in any two subjects, shall be reckoned as failure for that standard; but serious failure in any one subject alone shall not be so reckoned, if it appear to be due to some individual peculiarity, and be not common to a large proportion of the class under examination.

9. Although the scholars will be allowed to pass the standards as defined in Regulation 7, the Inspector will inquire, and, if necessary, report as to the kind and amount of instruction in other subjects in the case of each class, as follows:—

CLASS PREPARING FOR STANDARD I.

Object and Natural History Lessons.—A syllabus of the year's work done to be given to the Inspector, who will examine the class upon some object selected from the syllabus.

Knowledge of the Subject-matter of the Reading Lessons.

Repetition of Easy Verses.—Syllabus and test as for object-lessons.

Singing.—A sufficient number of easy and suitable songs in correct time and tune, and at a proper pitch.

Disciplinary Exercises or Drill.

Needlework.—See Regulation 10.

Drawing.—See Regulation 11.

CLASS PREPARING FOR STANDARD II.

Object-lessons, and Lessons in Natural History and on Manufactures.—A syllabus, as in Standard I.

Knowledge of Subject-matter of Reading Lessons.

Repetition of Verses.—Syllabus showing progress.

Singing.—Songs as before; the places of the notes on the stave, or the symbol used for each note in the notation adopted; to sing the major diatonic scale and the successive notes of the common chord in all keys.

School Drill.

Needlework and Drawing.—See Regulations 10 and 11.

CLASS PREPARING FOR STANDARD III.

Knowledge of Common Things.—A syllabus as for object-lessons in the former standards.

The Subject-matter of the Reading Lessons.

Repetition of Verses.—Syllabus showing progress.

Singing.—Easy exercises on the common chord, and the interval of a second in common time and in $\frac{3}{4}$ time, not involving the use of dotted notes; use of the signs *p.*, *f.*, *cres.*, *dim.*, *rall.*, and their equivalents; songs as before, or in common with the upper part of the school.

Drill.

Needlework and Drawing.—See Regulations 10 and 11.

CLASS PREPARING FOR STANDARD IV.

Elementary Science.—See Regulation 12.

Recitation.—A list of pieces learnt, and one piece (or more) specially prepared for the examination.

Singing.—Easy exercises on the chords of the dominant and sub-dominant, and in the intervals prescribed for Standard III.; exercises in triple time; use of dotted notes; melodies, rounds, and part songs in common with the higher standards.

[NOTE.—It will suffice if this class take the air of the songs, while the other parts are sung by the more advanced classes, and it may be useful to let older scholars lead the parts in a round.]

Drill.

Needlework and Drawing.—See Regulations 10 and 11.

CLASSES PREPARING FOR STANDARDS V. AND VI.

Elementary Science.—See Regulation 12.

Recitation.—Of a higher order than for Standard IV.

Singing.—More difficult exercises in time and tune; strict attention to expression marks.

Drill.

Needlework and Drawing.—See Regulations 10 and 11.

10. All girls in every public school in which there is a female teacher shall learn needlework, and, if the Inspector is satisfied that the instruction in this subject is thoroughly systematic and efficient, he may reduce the minimum number of marks for passing the standards by 10 per cent. in favour of the girls as compared with the boys. The classes for needlework shall be approximately the same as those for the standards, but such changes of children from one class to another in this subject may be made as shall be found necessary to insure the passing of every child through the different stages in the order here stated.

First.—Threading needles and hemming. (Illustration of work: Strips of calico or a plain pocket-handkerchief.)

Second.—The foregoing, and felling, and fixing a hem. (Illustration: A child's pinafore.)

Third.—The foregoing, and stitching, sewing on strings, and fixing all work up to this stage. (A pillow-case, or woman's plain shift, without bands or gathers.)

Fourth.—The foregoing, and button-holing, sewing on buttons, stroking, setting in gathers, plain darning, and fixing. (A plain day or night shirt.)

Fifth.—The foregoing, and whipping, a tuck run, sewing on frill, and gathering. (A night dress with frills.)

Sixth.—Cutting out any plain garment and fixing it for a junior class; darning stockings (fine and coarse) in worsted or cotton; grafting; darning fine linen or calico; patching the same; darning and patching fine diaper.

If Knitting is learnt it shall be in the following order: A strip of plain knitting; knitted muffatees, ribbed; a plain-knitted child's sock; a long-ribbed stocking.

11. The order of instruction in drawing shall be as follows:—

Standard I. Freehand outline drawing from blackboard exercises (on slate).

„ II. The same, but more advanced, and with some use of drawing-book.

„ III. Freehand outline drawing in drawing-book (from copies).

„ IV. Outline drawing from models and other solid objects.

„ V. Practical geometrical drawing.

„ VI. Practical perspective drawing.

[NOTE.—Solid models for Standard IV. can be made by any carpenter: cost in London, 24s.; in New Zealand, 30s. Tate's Practical Geometry (price 1s.) is a good text-book for Standard V., and J. C. Dicksee's Perspective (4s.) for Standard VI.]

12. The teaching of elementary science for Standards IV., V., and VI., shall embrace elementary physics, a small part of elementary chemistry, elementary mechanics, and elementary physiology; and shall be sufficient for and applied to the purposes of illustrating the laws of health, the structure and operation of the simpler machines and philosophical instruments, the simpler processes of agriculture, and the classification of animals and plants. The head-teacher of each school shall prepare a syllabus showing the distribution of these subjects over a three-years' course, having regard to the amount and order of the information contained in the reading books used in the school. The Inspector will see that the syllabus is sufficient, and examine each class in that part of the work with which the class has been engaged during the year. The syllabus shall present a suitable arrangement of the matter contained in the following programme (the portions enclosed within square brackets being, however, optional):—

Conditions of matter—solid, liquid, gaseous; force—gravitation, heat, chemical affinity, electricity, magnetism; properties of solids, compactness, porousness, comparative hardness, brittleness, toughness, &c.; forms of bodies; inertia of rest and motion; comparative density and specific gravity; centre of gravity; acceleration; the mechanical powers; pressure of liquids and gases; pumps, barometers, hydraulic press, &c.

Vibrations; velocity of sound and light; reflection, refraction, &c.; the magnifying glass and the prism; heat expansion, convection, conduction, radiation; thermometer; ventilation; steam; mechanical mixture and chemical combination; [oxygen; hydrogen; nitrogen; chlorine; carbon; sulphur; phosphorus; lime; iron;] composition of water and of air; combustion; [acid and alkali].

[Characteristics of saccharoids; of oils and fats; of fermentation products; of albuminoids; frictional and voltaic electricity; the electric machine; the battery; currents;] the build of the human body, and names and positions of internal parts; constituents of blood, muscle, bone, and connective tissue; alimentation; circulation; respiration; [the kidneys and their secretion;] animal heat; organs of sense; principal divisions of the animal kingdom, and of the vegetable kingdom.

[NOTE.—The extent of the knowledge indicated by this programme is intended to be not greater than the ground covered by the ten popular lectures contained in Parts II., III., IV., V., and VI., of "Science made Easy," by Thomas Twining, price 1s. each part; published by Chapman and Hall, London. The "Science Primers," entitled respectively "Introductory," "Chemistry," "Physics," "Physiology," "Botany," price 1s. each, published by Macmillan and Co., will be useful to teachers, but they go beyond the programme. "Health in the House," by Mrs. Buckton, price 2s., published by Longmans, is a very useful illustration of the application of elementary science to the practical concerns of common life; and Johnston's "Catechism of Agricultural Chemistry," price 1s., published by Blackwood and Sons, should be studied, especially by teachers of country schools.]

13. Standard IV., as defined in these regulations, shall be the standard of education prescribed under "The Education Act, 1877," section ninety, subsection four.

14. These regulations shall come into force upon the date hereof; but the examinations of schools at any time earlier than the first day of July, one thousand eight hundred and seventy-nine, shall be regarded as merely preparatory to the complete observance of the standards as herein defined.

VI.—*Management of Training Colleges. Dated 24th September, 1878.*

[Vide *New Zealand Gazette* No. 92, 26th September, 1878.]

1. The Education Board of any district in which any normal school or training college is situated shall have the entire control and management of such school or college, subject to the provisions hereinafter made.

2. Every normal school or training college shall be so organized as to afford to persons of both sexes, intending to become teachers in public schools, the means of acquiring sufficient knowledge of the subjects which they will afterwards be required to teach, and of theories of education and methods of teaching, and also to afford to such persons sufficient opportunity of practising the art of teaching.

3. The terms of admission to any normal school or training college shall be such as to make no distinction between applicants residing within the bounds of the education district in which such institution is situate, and applicants residing in an education district where there is no such institution.

4. In the arrangement of the plan of study in any normal school or training college, regard shall be had to the opportunities of instruction offered to the students in such school or college, by means of lectures in any neighbouring institution affiliated to the University of New Zealand.

5. Any Education Board having the control of a normal school or training college may establish or maintain, in connection with such school or college, a public school to be used as a practising school; or may agree with the Committee of any school district for the use of any public school within such district as a practising school, subject to such conditions as may be agreed upon with regard to the relations which shall in that case subsist between the principal officer of the training college and the head master of the public school.

6. Every Education Board having the control of a normal school or training college shall frame regulations for the organization and conduct of the institution, and shall submit such regulations to the Minister of Education; and upon receiving his approval such regulations shall come into force, and shall not be altered or amended without his authority. Such regulations shall relate to the matters following:—

The number, status, salaries, and duties of the officers of the training college;

The terms of admission to the college;

The time during which each student will be required or allowed to continue at the college;

The subjects of study, and the time allotted to each (approximately);

The arrangements for employing students in the actual work of teaching, and the proportion of time spent in such work;

The relations of the training college and of its officer or officers to the practising school;

The organization of the practising school.

7. These regulations shall come into force upon the date hereof.

VII.—*Fees for Higher Education, Marlborough and Otago. Dated 24th September, 1878.*

[Vide *New Zealand Gazette* No. 92, 26th September, 1878.]

1. In the district high school at Blenheim, the fees for higher education within the meaning of section 56 of "The Education Act, 1877," shall be ten shillings a quarter for not more than two subjects, and five shillings a quarter for each subject in excess of two.

2. In the district high schools established or to be established under the Education Board of Otago, the fee shall be ten shillings a quarter for one subject or for any number of subjects.

These regulations shall come into force upon the date hereof.

VIII.—*Fees for Higher Education, Carlyle. Dated 13th May, 1879.*

[Vide *New Zealand Gazette* No. 51, 15th May, 1879.]

1. In the District High School at Carlyle, the fee for higher education within the meaning of section 56 of "The Education Act, 1877," shall be fifteen shillings a quarter for one subject or for any number of subjects.

2. This regulation shall come into force upon the date hereof.

IX.—*Class Books for Public Schools. Dated 24th September, 1878.*[Vide *New Zealand Gazette* No. 92, 26th September, 1878.]

1. Subject to such restrictions as the Education Board of any district may impose, any books described in the following list may be used in any public school:—

Reading.—Nelson's Royal Readers (the whole series); Chambers's National Reader (the whole series); Collins's Academic Progressive Reader (the whole series); Philip's New Code Reader, by J. G. Cromwell (the whole series); and, for advanced classes, Macmillan's Sixth Reading Book, Morell's English Literature, and Church's Stories from Homer (Seeley).

Spelling.—Sullivan's Spelling Book Superseded; Jones's Spelling Book for Beginners; Jones's Essentials of Spelling; Christie's Constructive Spelling.

Writing.—Vere Foster's Copy-books (preferred to any others); Darnell's Copy-books; the Public School Copy-books (Daldy).

Arithmetic.—Colenso's Shilling Arithmetic; Colenso's Arithmetical Examples, Parts 1, 2, 3; Chambers's Arithmetical Exercises; Collins's Standard Arithmetic; Collins's Complete System of Practical Arithmetic; Nelson's Royal Arithmetic, Parts 1 to 5; Piper's Elementary School Arithmetic; Manson's Progressive Exercises (Senior and Junior); Irish National School Arithmetic; and, for advanced classes, Colenso's School Arithmetic; Barnard Smith's School Arithmetic; Hamblin Smith's Arithmetic; Piper's Advanced Arithmetic; Barnard Smith's Arithmetical Exercises with Answers; and Barnard Smith's Examination Papers in Arithmetic with Answers.

Grammar.—Lewis's Grammar for Beginners (2d.); Chambers's Grammar Primer (1½d.); Chambers's Introduction to Grammar (6d.); Morrison's Initiatory English Grammar (7d.); Brewer's First and Second English Grammars (4d. and 1s., Philip); Smith's English Grammar Simplified (Nelson); Currey's English Grammar; Morrison's English Grammar; Allen and Cornwell's English Grammar; Collins's English Grammar; Douglas's English Grammar; Chambers's Grammar and Composition; and, for advanced classes, Lewis's English Language, its Grammar and History (2s., Stanford); Smith and Hall's English Grammar (Murray); and Morell's Grammar and Analysis. [Teachers may consult with advantage Tancock's English Grammar.]

Composition.—Chambers's Introduction to Composition; Allen and Cornwell's Young Composer; Collins's Elementary English Composition; Nelson's Exercises in English Composition.

Geography.—Chambers's Outlines of Geography (1½d.); Collins's Young Child's Geography (3d.); Nelson's Geography and Atlas combined; Hughes's Elementary Class Book of Modern Geography; Cornwell's Geography for Beginners; Cornwell's School Geography; Mackay's Outlines of Modern Geography; Murray's School Manual of Modern Geography; Petrie's New Zealand Geography; Bowden's New Zealand Geographies (revised); Collins's Modern Geography—Australia, Tasmania, and New Zealand; Science Primer—Geography; Sullivan's Geography Generalized. Physical Geography: Procter's Elementary Physical Geography (1s. 6d., Longmans, strongly recommended as comprising all the physical geography required for Standards IV., V., and VI.); Geikie's Physical Geography (Science Primer); Hughes's Elementary Physical Geography; and, for advanced classes, Hughes's Class Book of Physical Geography; also Foster's Manual of Geographical Pronunciation (2s.).

History.—Nelson's Brief History of England (7d.); Laurie's Compendium of English History; Edith Thompson's History of England (Macmillan); Nelson's History of Great Britain; Collier's History of the British Empire; Epochs of English History (Longmans); Epochs of Ancient History; Epochs of Modern History; Dr. Smith's Smaller History of England.

Elementary Science.—Berners's First Lessons on Health (1s.); Buckton's Health in the House (Longmans); the Scholar's Handbook of Household Management (Macmillan); Collins's Domestic Economy; Laurie's Home and its Duties; Chambers's Girls' Reading Book (Home-work and Duties); the Science Primers; Irish Agricultural Class Book; Johnston's Agricultural Chemistry; Johnston's Catechism of Agricultural Chemistry and Geology; Mrs. Fawcett's Lessons in Political Economy; Lessons in Political Economy (S.P.C.K.); J. S. Laurie's Sketches of Political Economy; Chambers's Political Economy.

Music.—Tonic Sol-fa Standard Course, and other Tonic Sol-fa publications; Stimpson's Exercises from Singing Class Book (Collins); Nelson's School Songs; Currie's School Songs; Crampton's 24 School Songs; Training School Song Book; 60 Kindergarten Songs and Games (Novello); Child's Garland of Action Songs with Music (Central School Depot).

Drawing.—Tate's Practical Geometry (1s.); J. C. Dicksee's Perspective (4s.).

2. Any Board which may desire to continue temporarily the use of any book not contained in the foregoing list, or to introduce any new book, may, if the Minister for Education see fit, receive special authority for the use of such book.

3. These regulations shall come into force upon the date hereof.

X.—*Class-books for Public Schools. Dated 10th June, 1879.*[Vide *New Zealand Gazette* No. 64, 12th June, 1879.]

The following list of books shall be read as an addition to section one of the Order in Council dated the 24th September, 1878, and authorizing the use of certain class-books in public schools:—

Colonial Fourth Reading Book (Philip and Son).

Sortwell's Second Arithmetic (Philip and Son); Bowden's Mental Arithmetic (Bowden and Sons).

First Geography (Philip and Son); Hughes's Class Book of Modern Geography (Philip and Son);

Bowden's Manual of New Zealand Geography (Philip and Son).

Smith's Primary History of Britain (Murray); History of England for Junior Classes (Nelson).

Richardson's Temperance Lesson Book (W. Tweedie and Co.).

This regulation shall come into force upon the date hereof.

XI.—School Penny Banks. Dated 18th March, 1879.

[Vide *New Zealand Gazette* No. 31, 20th March, 1879.]

1. The Penny Bank shall be under the management of a trustee, a treasurer, and at least one other person, all of whom shall be appointed by the School Committee, and who are hereinafter termed the "managers." In all cases the headmaster, or (with the consent of the headmaster) one of the other teachers of the school, shall be one of the managers. But no Penny Bank shall be opened until the treasurer has furnished, to the satisfaction of the School Committee and the Education Board, security for his intromissions as treasurer, of such amount as shall be fixed by the Committee with the express approval of the Board; and no treasurer shall thereafter take office until he shall have furnished approved security as herein provided.

2. The deposits of the Penny Bank, excepting a balance not exceeding twenty shillings, shall be invested on the day of, or the day after, receipt, in an account to be opened in the nearest Post Office Savings Bank in the names of the trustee and treasurer of the School Penny Bank.

3. The Penny Bank shall be open for the receipt and repayment of deposits on the days and during the hours to be fixed by the School Committee, when not less than two of the managers shall attend, one to enter the transactions in the depositors' books, and the other to receive the deposits, to make repayments, and to enter the transactions in the journal; or, if two managers cannot attend, one of the depositors who may be qualified shall be appointed to act along with the manager in attendance. The depositors qualified for the duty may be appointed in turn by the managers to make the entries in the pass-books, and to post the entries from the journal into the ledger; but the money must be received and the transactions entered in the journal by the treasurer, trustee, or other manager.

4. Deposits of one penny and upwards may be received.

5. Every depositor shall be supplied, on making his first deposit, with a deposit-book free of charge, in which the depositor's name, and the number of the space in which the account will appear in the ledger, shall be written. The deposit will then be entered and the entry initialled by the officer appointed to the duty.

6. The deposit-book must be presented every time that money is deposited or withdrawn.

7. Depositors may withdraw all or any portion of their deposits on giving one week's notice any bank day, and leaving their deposit-book with the managers in attendance.

8. No depositor shall be allowed to have more than £5 in the Bank at one time; and when his deposits amount to £2 he shall be recommended to open a separate account in his own name in the Post Office Savings Bank. A depositor may, if he desires to do so, open an account in his own name in the Post Office Savings Bank when his deposits amount to five shillings.

9. If a depositor loses his book he shall give immediate notice of the loss to the treasurer, and, if it should not afterwards be found, a new book shall be supplied at a charge of one penny.

10. At the close of the Savings Bank business the totals of the receipts and payments shall be entered in the journal, and the cash balanced, as shown in the specimen account given in the journal itself. The balance shall be witnessed by the two managers, or by the manager and the depositor, in attendance.

11. In the ledger a separate account shall be opened for each depositor, showing the number of the deposit-book issued to him and his name. The deposits and withdrawals shall be posted from the journal into the ledger when the transactions take place, or soon afterwards.

12. When a depositor's book has been filled up a new book shall be issued to him free of charge; and when the space allotted to an account in the ledger is filled up the account shall be closed, and the balance transferred to a new space in the ledger, and to a new deposit-book, bearing a corresponding number. (The instructions in the journal show how such a transfer is to be accounted for.)

13. A monthly return of the number and amount of deposits, the number and amount of withdrawals, the number of accounts opened and closed, and the number of accounts remaining open, shall be furnished at the close of every month to the School Committee of the district.

14. The ledger shall be balanced to the 30th June, and to the 31st December in each year, and on the 31st December the interest allowed (if any), together with the balance at the credit of each account, shall be inserted in the ledger and the balance brought forward, as shown in the directions for balancing the ledger, and these entries shall be initialled by the officer who makes them.

15. A copy of the general account of the Penny Bank for the year ending the 31st December, together with a balance-sheet and profit and loss account, audited by the same person and in the same manner provided for the auditing of School Committees' accounts by Order in Council, January 23rd, 1878, shall be forwarded to the School Committee and also to the Education Board of the district in the following month of January.

16. The summary or list of accounts, prepared for the purpose of proving the ledger in accordance with the instructions given in the ledger, shall be open to the inspection of depositors at any time for the purpose of enabling them to satisfy themselves that their deposits have been properly accounted for.

17. All the depositors' books shall be compared by one of the managers with the ledger and ledger summary, after the annual balance has been completed, when the interest allowed (if any) and the balance shall be copied from the ledger into each depositor's book. These entries in the depositor's book must be initialled by the manager who makes them.

18. The journals, ledgers, and depositors' books to be used hereunder shall be supplied by the Minister of Education.

19. Interest may be allowed to each depositor, at a rate to be fixed by the School Committee on the recommendation of the managers, on every complete deposit, fixed in like manner by the School Committee. Such interest shall be calculated from the first day of the month following that in which the deposits are made to the last day of the month preceding that in which they are withdrawn; but it is recommended that no interest be allowed during the first year after the establishment of the Penny Bank.

20. The operations of the bank shall not in any way interfere with school work.
 21. Strict secrecy must be observed respecting all deposits.
 22. These regulations shall come into force upon the date hereof.

CIRCULARS.

(Circular No. 11.)

Education Department, Wellington,

8th August, 1878.

The Secretary to the Education Board, —.

I AM directed by the Minister of Education to inform your Board that the special grant for school Committees, of 10s. per head of average daily attendance, will be paid to Boards on the express condition that the whole of the money shall be distributed among the School Committees according to a predetermined scale, based upon the average daily attendance at the schools under the charge of the several Committees; and that such payments shall form a portion of the "School Fund," to be disbursed by the Committees in terms of the Act.

If your Board has not already done so, I am to request that it may agree upon a scale of payments as soon as possible, and thereafter forward a copy for the information of the Minister.

It is considered that each Board, from its intimate acquaintance with the special circumstances of its district, is best able to adjust its scale of payments to meet those circumstances, either by paying all the Committees at the uniform rate of 10s. per head; or by a carefully graduated scale, giving the smaller schools a somewhat higher rate per head than the more numerous attended ones.

JOHN HISLOP.

(Circular No. 13.)

Education Department, Wellington,

15th August, 1878.

The Secretary to the Education Board, —.

A PERUSAL of the Statements of Estimated Income and Expenditure for the current financial year, furnished by Education Boards in compliance with the request contained in my Circular No. 8 (10th June, 1878), renders it necessary to urge upon Boards the consideration of some points of pressing and practical importance in connection with the expenditure of the moneys intrusted to their disposal by the Legislature. I am therefore directed by the Minister of Education to draw the attention of Boards to the following matters:—

1. *General Expenditure.*—Boards have already been referred by Circular No. 2 (12th February, 1878), and Circular No. 8 (10th June, 1878), to the provisions of the Education Act, and to the proposed appropriations for the current year, which positively limit the amount at present at the disposal of the Government for distribution among the several Education Boards for educational purposes. It is therefore indispensable that Boards which have not already done so should at once so regulate their expenditure for the year, as to keep it from exceeding the income which they have a reasonable expectation of receiving for the same period. As already intimated by Circulars Nos. 7 and 8, the capitation payments to Boards will be made by monthly instalments, according to the actually ascertained average attendance. Any Board, therefore, which permits its expenditure for the year to exceed its income, as specified in Circular No. 8, clearly does so on its own responsibility, and it will have no valid claim upon Government for any further payment.

2. *Grants for Special Purposes.*—As already stated in Circular No. 8, grants for special purposes will only be paid to Boards on their showing that such grants are expended by them solely on the objects so specified.

3. *Scholarships.*—Sections 51 and 43 of the Act clearly specify that scholarships can only be maintained by Boards "out of funds made specially applicable for the purpose," and that no authority is given by the Act to defray any portion of the cost of scholarships out of the ordinary Board funds. Any Board, therefore, which should expend on scholarships any portion of its statutory grants of £3 15s., or of any other special grant than that for scholarships, would be acting contrary to the express provisions of the Act.

4. *Inspection Subsidy.*—Although the cost of school inspection is a legitimate charge against the ordinary Board Fund, yet the Government, as stated in Circular No. 8, have agreed to grant a subsidy to Boards with a view to assist them in making provision for the efficient inspection of the schools; but it is not meant that the amount of the subsidy should in all cases meet the entire cost of inspection.

JOHN HISLOP.

(Circular No. 15.)

Education Department, Wellington,

2nd November, 1878.

The Secretary to the Education Board, —.

I HAVE the honor, by direction of the Minister of Education, to inform you that Government has allotted the sum of £* to your Board, out of the vote of £100,000 for school buildings for the service of the current financial year.

I am also to state that a second sum of £100,000 will be available for school buildings out of the appropriations for the next financial year (1879–80), but that no portion of this latter sum will be paid over to Boards till after the expiry of the current financial year. You will be informed of the proportion of this amount which will be allotted to your Board after Government has had an opportunity of obtaining fuller information respecting the circumstances and wants of the several Education Districts in the matter of school accommodation. Meanwhile your Board is requested to keep in mind that the apportionments may not be made exactly in the same proportions as those fixed upon in the division of the current year's vote.

* Auckland, £18,000; Taranaki, £2,500; Hawke's Bay, £7,500; Wanganui, £5,000; Wellington, £8,000; Marlborough, £2,500; Nelson, £5,000; Westland, £6,500; North Canterbury, £15,000; South Canterbury, £6,000; Otago, £19,000; Southland, £5,000.

The moneys granted for the current financial year will be paid by monthly instalments. You will therefore be good enough to forward, before the 20th of each month, a statement certifying the amount that will be required, in addition to balance of building fund in hand, to meet claims that will become due by the Board during the month next ensuing on account of work done. You are invited, however, to forward, as soon as convenient after the receipt of this letter, a statement of the amount now due, or that will become due by the Board within the current month, on account of works done, and not provided for by any balance of building fund in hand.

The term "school buildings" may be held to include not merely new schools and teachers' residences, with fencing and suitable conveniences, but also the repairing, enlarging, and improvement of existing buildings and grounds; furniture for class-rooms, including maps, apparatus, and other educational appliances; purchase of sites; plans, supervision, and generally all outlay on the buildings and school property of a *permanent* character, as distinguished from "maintenance," under which should be placed all charges for ordinary *current* requirements, including petty repairs, &c.

JOHN HISLOP.

(Circular No. 17.)

The Secretary to the Education Board, —.

Education Department, Wellington,
5th November, 1878.

WITH a view to remove any doubt on the subject, I am authorized by the Minister of Education to inform your Board that Government will pay capitation on all *bonâ fide* scholars attending public schools, although of age outside the limits of the "school age" mentioned in section 83 of the Act.

JOHN HISLOP.

(Circular No. 19.)

The Secretary to the Education Board, —.

Education Department, Wellington,
9th November, 1878.

WITH reference to the regulations of 24th September, for the examination, classification, and certification of teachers, I am directed by the Minister of Education to inform you that whatever reasonable claims to exemption from examination in science are involved in teachers' replies to the circular of the Inspector-General dated April last, will be considered in a liberal sense before teachers are advised what classification is to be granted in each case; and that on their receiving advice on that point, an opportunity will occur for them to put in any fresh claims, which also will receive full consideration.

E. O. GIBBES,
For the Secretary.

(Circular No. 20.)

The Secretary to the Education Board, —.

Education Department, Wellington,
27th November, 1878.

I AM directed by the Minister of Education to inform you that the sum of £5,000 has been voted for public libraries, and that Government is prepared to apportion this amount amongst the several Education Boards for distribution amongst the public libraries within their respective districts, in accordance with the provisions of "The Public Libraries Subsidies Act, 1877."

Your Board's proportion of the vote, according to population, is £* which will be paid on compliance with the following conditions:—

1. That the Board intimate to Government its willingness to distribute the money amongst the several public libraries within its district in accordance with the provisions of "The Public Libraries Subsidies Act, 1877."

2. That the payments to public libraries out of the current vote be made in accordance with the voluntary subscriptions received by them as for the year ending 31st December, 1878, and exclusive of subscriptions in respect of which any portion of last year's vote was paid.

3. That the Board forward, for the information of Government, a statement showing the libraries proposed to be subsidized, the amount of voluntary subscriptions received by each, and the respective payments proposed to be made to them by the Board.

JOHN HISLOP.

(Circular No. 22.)

The Secretary to the Education Board, —.

Education Department, Wellington,
4th December, 1878.

I HAVE the honor, by direction of the Minister of Education, to inform you that Government has resolved to offer to each of the Education Boards which receive no grant in aid of a training school the sum of £80 within the current financial year, to enable them to confer upon not fewer than four of the most meritorious of the *untrained* teachers in its employment the means of attending a training institution in the colony, for a period of not less than two months, in order to acquire by personal observation a knowledge of the most approved methods of school management and instruction.

It is deemed desirable, though it is not absolutely required, that an equal number of male and female teachers should be selected for this purpose. The Boards' Inspectors will, no doubt, be able to advise them as to the most suitable persons for selection.

The proposed payment is intended to defray, or to aid in defraying, the cost of travelling, board and lodging, and attendance fee (if any). In the event of your Board resolving to select fewer than four teachers this year, a proportionate payment will be made on account of the number fixed upon.

It is left to each Board to fix the dates for attendance at the training school. It is believed that the most suitable time for most of the teachers would be the months of February and March, as the harvest vacation occurs in these months in many of the rural districts, and the training schools are then in full operation. It is not anticipated that much difficulty will be experienced in procuring for the teachers the proposed absence from their schools for two months, especially if the ordinary vacation occurs within the period. Even though the school should have to be closed for the whole of the two

* Auckland, £956 10s. 6d.; Taranaki, £89 3s.; Wanganui, £226 12s.; Wellington, £415 15s.; Hawke's Bay, £217 14s. 6d.; Marlborough, £81 17s. 8d.; Nelson, £266 8s. 3d.; North Canterbury, £916 5s. 7d.; South Canterbury, £211 2s. 9d.; Westland, £235; Otago, £1,100; Southland, £283 10s. 9d.

months, the capitation grants would nevertheless be paid, and it is believed that the subsequent gain would, in most cases, more than compensate the pupils for the closing of the school for the period specified.

The money will be passed for payment on your intimating that arrangements have been made by your Board for giving effect to the proposal herein contained, and your forwarding the names of the teachers who have been selected, and the training schools which they will severally attend.

JOHN HISLOP.

(Circular No. 27.)

The Secretary to the Education Board, —.

Education Department, Wellington,

27th January, 1879.

I HAVE the honor, by direction of the Minister of Education, to refer the Board to section 78 of "The Education Act, 1877," and to forward parcel containing books and papers, as per margin, which have been prepared by direction of the Hon. the Postmaster-General for the use of those schools in which the establishment of Penny Savings Banks have been approved by the Board.

I am to request that your Board would be good enough to cause the printed notice and regulations respecting School Penny Banks to be circulated amongst the several School Committees of the Education District, and copies of the ledger, journal, and deposit-book to be forwarded for the use of such School Penny Banks as may be approved by the Board in terms of the Act. I shall be glad to send your Board additional copies of the books on your communicating with me.

JOHN HISLOP.

(Circular No. 28.)

The Secretary to the Education Board, —.

Education Department, Wellington,

6th May, 1879.

WITH the view of removing misapprehensions which seem to exist in connection with the special vote for school buildings, I have the honor, by direction of the Minister of Education, to point out that although the grants to Boards out of such vote must be expended wholly and exclusively upon school buildings and school furniture of a permanent character, yet it is neither intended nor expected that the entire cost of buildings and furnishing should be defrayed out of the special vote, which is to be regarded as simply supplementary to the ordinary capitation grants under the Education Act.

Section 43, sub-section (2), of the Act clearly provides that Boards shall, out of the Board Fund, make payments "for the expense of purchasing or renting school-sites, play-grounds, and buildings, or for erecting, fitting up, and improving school buildings," just as much as "for the payment of teachers' salaries," or for any of the other purposes specified in section 43. This point was placed before Boards in paragraph 5 of Circular No. 2, dated 12th February, 1878,* in the following words:—"While, however, the whole amount of the grants out of the special vote [for school buildings] is intended to be expended on the providing of additional accommodation, Boards are clearly empowered by section 43 to expend also on the same purpose such portion of their ordinary Board Fund as can be spared from the ordinary and necessary current expenditure."

I am to say, therefore, that Government cannot undertake to defray out of the special vote the entire cost of school buildings and furniture, and that it is incumbent upon Boards, in conformity with the spirit and letter of the Education Act, to devote as large a proportion as possible of their ordinary capitation grants to this object, and to regard the special vote as merely supplementary.

JOHN HISLOP.

(Circular No. 31.)

The Secretary to the Education Board, —.

Education Department, Wellington,

25th June, 1879.

I HAVE the honor, by direction of the Minister of Education, to bring under the notice of your Board the circumstance that two Education Boards have reported to him the dismissal of teachers from their service for the falsification of their school registers; and to say that the Minister has ordered that the names of the offenders shall not be included in the list of certificated teachers under the Act.

The Minister feels that it is scarcely necessary to advert to the extreme importance of securing the utmost possible care and accuracy in the keeping of the school registers and the making up of the attendance returns. It is evident that, for the perfect truthfulness of the registers and returns, the Education Boards and the Department are almost wholly dependent upon the good faith of the teachers, and the attention given to the matter by the School Committees. Apart from the latter, the Inspectors of Schools are the only persons who have an opportunity from time to time of testing the accuracy of the school registers and attendance returns, and of checking any inattention or irregularity that may occur.

Although Boards have no doubt already given their Inspectors strict injunctions to check the attendance registers, and to report all cases of inaccuracy not evidently accidental, yet I am to make the occurrence above referred to the occasion of calling attention to a matter of such importance, and of requesting Education Boards to be good enough to press it upon the consideration of Inspectors, School Committees, and teachers, in such manner as they may consider most advisable.

JOHN HISLOP.

* See Education Report, 1878, page 113.

ERRATA ET CORRIGENDA.

THE following alterations in the attached List of Classified Teachers have, in most cases, been rendered necessary in consequence of the receipt, since the date of its first publication, of Inspectors' reports entitling to promotion. An asterisk denotes that a certificate is provisional, or that the issue of the certificate is deferred :—

B2 AND C1.

French, Alexander, *for* B.A. *read* M.A.

B4, C3, D2, AND E1.

Porteous, William, promoted to D1.

Todd, David, *for* Kaiapoi School *read* Christchurch West District School.

Turnbull, Isabella, *for* North Canterbury *read* Otago.

White, David, promoted to C2.

B5, C4, D3, AND E2.

Huie, Marjory Seaton, (misprinted "Hine"), promoted to D2.

Horne, James, *for* D3 *read* D2.

Macklin, Kate, promoted to D2.

Russell, Andrew, promoted to D2.

Stables, John, promoted to D2.

C5, D4, AND E3.

Allison, Mungo, promoted to E2*.

Harris, Hiram William, promoted to E2.

Macandrew, William, promoted to E2.

Ritchie, Maggie, promoted to E2.

Sinclair, Mary, promoted to E2.

Stack, Michael William, promoted to E2.

Steven, George, promoted to D3.

Stevens, Dora Susanna, promoted to E2.

D5 AND E4.

Closs, William John Leech, promoted to E3*.

Cooke, Jean Laird, promoted to E3*.

Golding, Francis, promoted to E3*.

Lyttle, John, promoted to E3*.

Miller, Christina, promoted to E3*.

Pope, Langley, promoted to E3*.

Smith, Rev. Robert Primrose, promoted to D4*.

E5.

Goulding, Jane Elizabeth, promoted to E3*.

Hansen, Hester, promoted to E4*.

LICENSE.

Alford, Martha, classified E2, under which see.

TEACHERS HOLDING CERTIFICATES OR LICENSES UNDER "THE EDUCATION ACT, 1877."

CLASSIFIED LIST OF TEACHERS.

Name and Address.	Education District.	Rank.	Name and Address.	Education District.	Rank.
B1.			B3, C2, AND D1—continued.		
Bowden, Thomas Adolphus, B.A., Wellington	Wellington ...	B1	Grigor, Alexander, Balclutha School ...	Otago ...	C2
Hill, Henry Thomas, B.A., Napier ...	Hawke's Bay ...	B1	Gurr, John, Featherston School ...	Wellington ...	C2
Montgomery, Alexander, Dunedin Normal School	Otago ...	B1	Hardy, Charles James, B.A., Mount Cook Boys' School	Wellington ...	B3
Peattie, Robert, M.A., Oamaru District High School	Otago ...	B1	Haughton, Sophia (Mrs.), Christchurch	N. Canterbury	D1
Scott, James, M.A., Timaru School ...	S. Canterbury	B1	Hawkes, John Henry, Tuakau School...	Auckland ...	C2
Watkins, Edwin, Christchurch Normal School	N. Canterbury	B1	Hill, Emily (Mrs.), Napier ...	Hawke's Bay	D1
			Hodgson, James Lee, Washington Valley	Nelson ...	D1
B2 AND C1.			Howard, Charles Smith, Woodend ...	N. Canterbury	D1
Anderson, George Blyth, North Taieri School	Otago ...	C1	Hurley, Jeremiah, Upper Hutt School	Wellington ...	D1
Brittan, Emily Sophia (Miss), Cashel Street West, Christchurch	N. Canterbury	B2	Jennings, Jane Minor (Mrs.), Papanui, Christchurch	N. Canterbury	D1
Cumming, Rev. James, South Town Belt, Christchurch	N. Canterbury	C1	Johnston, Robert, Taita ...	Wellington ...	C2*
Everiss, George, Bidwell Street, Wellington	Wellington ...	C1	Macbirnie, John, M.A., Adams Flat, Milton	Otago ...	B3
Ferguson, John Lindsay, Albany Street School, Dunedin	Otago ...	C1	Macfarlane, John, Port Chalmers District High School	Otago ...	D1
French, Alexander, B.A., Mount Albert, Auckland	Auckland ...	B2	Mackay, William Bruce, Port Chalmers High School	Otago ...	C2
Grant, Alexander, M.A., Onehunga Boys' School	Auckland ...	B2	MacKenzie, Katharine (Miss), Invercargill North School	Southland ...	D1
Healey, George, B.A., Central School, Waiuku	Auckland ...	B2	McLaughlan, David, Kaikorai School, Dunedin	Otago ...	C2
Macgregor, Angus, Invercargill District High School	Southland ...	B2	McLaughlin, James, B.A., Greenpark...	N. Canterbury	B3
McHutchison, Rev. William, Arrow School	Otago ...	B2	McLeod, George, M.A., Invercargill District High School	Southland ...	B3
Malcolm, William Alexander McDonald, Tokomairiro District High School	Otago ...	C1	McNicol, David Alexander, Outram School	Otago ...	D1
Martin, James, Eden Terrace School, Auckland	Auckland ...	B2	Mair, Alexander, Hawera School ...	Wanganui ...	C2*
Menzies, John, Otakia, East Taieri ...	Otago ...	B2	May, Thomas, Eyreton District School	N. Canterbury	D1
Milne, William, M.A., Caversham School	Otago ...	B2	Mehaffey, William Graham, Invercargill South School	Southland ...	D1
Mowbray, William, Sydney Street School, Wellington	Wellington ...	C1	Meredith, Richard, Cust School ...	N. Canterbury	D1
Rayner, Edwin, Christchurch Normal School	N. Canterbury	C1	Murray, William, Napier...	Hawke's Bay	D1
Reid, George, Forbury School, Dunedin	Otago ...	C1	Newton, Alfred Coombs, B.A., Christchurch	N. Canterbury	B3
Reid, James, North-East Valley School	Otago ...	C1	Nicholls, Alfred, Akaroa School ...	N. Canterbury	D1
Stenhouse, John, Lawrence School ...	Otago ...	C1	Nichols, M. G. (Miss), Dunedin South District School	Otago ...	D1
Stewart, Alexander, North District School, Dunedin	Otago ...	C1	Patterson, Annie Maria (Mrs.), Christchurch Normal School	N. Canterbury	D1
Waddell, William, M.A., Warepa School	Otago ...	B2	Phillips, Horatio, Kumara School ...	Westland ...	D1
Williamson, Alexander Watt, B.A., Turakina School	Wanganui ...	B2	Ritchie, Thomas, West Oxford School	N. Canterbury	D1
Worthington, Henry, Wellesley Street School, Auckland	Auckland ...	C1	Scott, David, Maxwelltown School ...	Wanganui ...	D1
Wykesmith, Charles, Kilmore Street, Christchurch	N. Canterbury	B2	Scott, John George Lawrence, Rangiora Borough School	N. Canterbury	D1
B3, C2, AND D1.			Smith, Aaron Young, Dunedin High School	Otago ...	C2
Amy, Morean, Leithfield School ...	N. Canterbury	D1*	Stevens, Emma (Miss), Dunedin Normal School	Otago ...	D1
Baldwin, John, Brookside School ...	N. Canterbury	D1	Stevens, Joseph Edward, Clyde School	Otago ...	D1
Barrett, Abraham, Middle School, Dunedin	Otago ...	C2	Taylor, John Bruce Easton, B.A., Bingsland School	N. Canterbury	C2
Bell, George Poole, North-East Harbour, Dunedin	Otago ...	C2	Thompson, James, Ashley ...	N. Canterbury	D1
Bishop, George, Lincoln School ...	N. Canterbury	D1	Thornton, James Ronaldson, Christchurch Normal School	N. Canterbury	C2
Campbell, Rev. John, Boys' Trust School, Napier	Hawke's Bay	C2	Waite, William, Waipawa ...	Hawke's Bay	C2
Duncan, William, Green Island School	Otago ...	C2	Watson, Clement, Wellington Terrace School	Wellington ...	C2*
Dyer, Henry Hardwicke, Carlyle School	Wanganui ...	C2*	Webber, Edmund, Riverton Main School	Southland ...	C2
Easton, Lockhart Dobbie, Christchurch	N. Canterbury	C2	Woodward, James, Ross ...	Westland ...	D1
Fitzgerald, Lucy Anne (Miss), Dunedin Normal School	Otago ...	D1			
Freeman, Caroline (Miss), Dunedin University	Otago ...	D1	B4, C3, D2, AND E1.		
Goulding, Richard, Greymouth Borough School	Westland ...	D1*	Anderson, Alexander, Bannockburn ...	Otago ...	D2
			Ayson, Alexander, Waiholo Gorge ...	Otago ...	D2
			Baird, Robert, Whangarei School ...	Auckland ...	D2
			Bindon, William Henry Vereker, Auckland City West No. 2 School	Auckland ...	B4
			Bisley, Frederick, Motueka ...	Nelson ...	D2
			Brabazon, Joseph, Auckland ...	Auckland ...	D2

Name and Address.	Education District.	Rank.	Name and Address.	Education District.	Rank.
B4, C3, D2, AND E1—continued.			B4, C3, D2, AND E1—continued.		
Bridson, Eleanor (Miss), Newton ...	Auckland ...	D2	Ross, John, Lyttelton Borough School ...	N. Canterbury	D2
Brown, Arthur, Westport School ...	Nelson ...	D2	Sadd, James Barton, Nelson ...	Nelson ...	D2
Brown, Thomas, Milton High School ...	Otago ...	D2*	Smith, James, Taradale School ...	Hawke's Bay	D2
Buxton, Jane (Miss), Woolston ...	N. Canterbury	D2*	Soundy, Richard Philip, Waipawa ...	Hawke's Bay	E1
Cameron, Dugald, Winton ...	Southland ...	D2	Souter, William, Opawa ...	N. Canterbury	D2
Campbell, John Taylor, Roxburgh ...	Otago ...	D2	Spright, James, Tai Tapu School ...	N. Canterbury	E1
Clements, Robert Leonard, Greymouth School ...	Westland ...	D2*	Stewart, Donald, Blueskin School ...	Otago ...	D2
Craig, Dugald Bannatyne, Milford ...	S. Canterbury	C3	Stothard, Sophia Sarah (Miss), Nelson ...	Nelson ...	D2
Cuthbert, William, Timaru ...	S. Canterbury	D2	Stout, Agnes Watson (Miss), Lyttelton ...	N. Canterbury	D2*
Cutler, Alice (Mrs.), Addington ...	N. Canterbury	E1	Sunley, Robert Maxwell, Nelson ...	Nelson ...	D2
Désaunais, Eugène, Lower Wakefield School ...	Nelson ...	D2	Thompson, James, Southbrook School ...	N. Canterbury	D2
Dixon, Ezra Brook, Hokitika School ...	Westland ...	D2	Thomson, David, Kaitoke, ...	Wanganui ...	D2
Doherty, James, Blenheim High School ...	Marlborough	D2	Tissiman, William, Renwick School ...	Marlborough	E1
Edmunds, Robert, Appleby ...	Nelson ...	D2	Tobin, William Henry John, Waitara East School ...	Taranaki ...	D2
Elwin, James Jeken, Southbridge School ...	N. Canterbury	D2	Todd, David, Kaiapoi School ...	N. Canterbury	D2
Fidler, William, Oamaru High School ...	Otago ...	D2	Trotter, Margaret (Mrs.), Shag Valley School ...	Otago ...	D2
Fleming, David, Oamaru North School ...	Otago ...	D2	Turnbull, Isabella (Miss), Kaikorai School ...	N. Canterbury	D2
Ford, William Florington, Leeston School ...	N. Canterbury	D2	Waddell, James, East Taieri School ...	Otago ...	D2
Foster, Thomas Scholfield, West Christchurch School ...	N. Canterbury	C3*	Wakelin, Tom, B.A., Greytown ...	Wellington ...	B4
Gillett, John William, Marton School ...	Wanganui ...	C3	Wallace, William Greig, Pukeuri School ...	Otago ...	C3
Goodeve, Henry E., Flaxton School ...	N. Canterbury	D2	Ward, William, Waimate District School ...	S. Canterbury	D2
Goodwin, John Sanderson, Tauranga School ...	Auckland ...	D2	Watt, John, Hampden ...	Otago ...	D2
Gubb, Benjamin Martin, Port Albert ...	Auckland ...	D2	White, David, Dunedin ...	Otago ...	C3
Hardie, George, North Invercargill School ...	Southland ...	D2	Wilkinson, James Reeve, Canterbury College, Christchurch ...	N. Canterbury	C3
Harrison, Clementine Emily Margaret (Miss), Ponsonby ...	Auckland ...	D2	Willis, Henry, Lower Hutt School ...	Wellington ...	D2
Heriot, Richard Brinsley, Tapanui ...	Otago ...	D2	Wilson, Thomas Walker, Paparoa ...	Auckland ...	D2
Hughes, Thomas, Geraldine School ...	S. Canterbury	D2	Wray, William George, Upper Heathcote ...	N. Canterbury	D2
Hulke, Charles, Foxton ...	Wanganui ...	E1	B5, C4, D3, AND E2.		
Hume, George, Anderson's Bay School ...	Otago ...	D2	Anderson, Andrew, Waitahuna ...	Otago ...	E2
Kneen, William Howard, Dunedin Normal School ...	Otago ...	D2	Anderson, John, Livingstone School ...	Otago ...	D3
Kyle, Alexander, Ravensbourne ...	Otago ...	D2	Anderson, William, Linden School ...	Otago ...	D3*
Ladley, Walter, Upper Wakefield ...	Nelson ...	D2	Augur, Alfred Charles, Kaibiku School ...	Otago ...	D3*
Leonard, Peter, Ponsonby ...	Auckland ...	D2	Badland, James, Waihenga School ...	Wellington ...	E2*
Lewis, William Henry, Sydney Street School, Wellington ...	Wellington ...	E1	Bailey, Benjamin, Ponsonby ...	Auckland ...	D3*
Lindsay, James, Dunedin Normal School ...	Otago ...	D2	Baillie, Joanna, Mary (Mrs.), Christchurch ...	N. Canterbury	E2
Lysnar, William Dean, Napier ...	Hawke's Bay	D2	Balsille, George, Opoho ...	Otago ...	E2*
Macdonald, Andrew, Grove Bush ...	Southland ...	D2	Barry, David, Clareville School ...	Wellington ...	D3*
McEwen, James, East Clutha ...	Otago ...	D2	Batten, Annie Elizabeth Blair (Miss), Hokitika ...	Westland ...	E2*
McIntosh, Alexander, Temuka District School ...	S. Canterbury	D2	Bennett, Thomas Baynton, Bell Block School ...	Taranaki ...	E2
Mackay, Eric Kenneth Findlater, Campbelltown School ...	Southland ...	D2	Binnie, Archibald, Christchurch ...	N. Canterbury	D3*
MacLeod, Donald, Mosgiel School ...	Otago ...	D2	Bissell, Edward, Havelock School ...	Hawke's Bay	E2
MacLymont, James Gilbert Murray, Kakanui School ...	Otago ...	D2	Blathwayt, Wynter, Waihola ...	Otago ...	E2
Matthews, Henry, Waipu Central School ...	Auckland ...	D2	Blyth, Sarah Frances Roberta (Miss), Wanganui Girls' High School ...	Wanganui ...	D3*
Mayo, Gilbert, Templeton District School ...	N. Canterbury	D2	Blythen, John, Waddington ...	N. Canterbury	E2*
Menzies, George, Naseby District School ...	Otago ...	D2	Bowmaker, Jessie (Mrs.), Sydenham ...	N. Canterbury	D3*
Mitchell, Eltenton, St. Alban's District School ...	N. Canterbury	D2	Brooking, Mary (Miss), New Plymouth ...	Taranaki ...	E2*
Moore, Richard John, Thames School ...	Auckland ...	D2	Brown, Robert Temple, Kakarama ...	Wanganui ...	E2*
Moore, Samuel, Waikouaiti District School ...	Otago ...	D2	Bruford, Charles Augustus, Cobden School ...	Westland ...	D3*
Moore, William John, Kensington School, Dunedin ...	Otago ...	D2	Camfield, Walter Bathe, Sumner District School ...	N. Canterbury	E2
Morgan, Edward, Papanui ...	N. Canterbury	D2	Canavan, Edward O'Hara, Collingwood ...	Nelson ...	E2
Naylor, John, Stoke School ...	Nelson ...	D2	Chapman, John Hiddlestone, Dunedin Middle School ...	Otago ...	D3*
O'Connor, Edward, Christchurch Catholic School ...	N. Canterbury	E1	Chattock, Richard, Reefton School ...	Nelson ...	E2
Orr, James, Invercargill North School ...	Southland ...	D2	Cheyne, Hester Holland (Mrs.), Halkett School ...	N. Canterbury	E2
Palmer, John, Stafford School ...	Westland ...	D2*	Cheyne, Peter (sen.), Halkett School ...	N. Canterbury	E2
Patterson, John James, Christchurch Normal School ...	N. Canterbury	C3	Collis, William, New Plymouth ...	Taranaki ...	E2
Phillips, Pearce, Lyttelton ...	N. Canterbury	D2	Comerford, William Henry, Prebbleton School ...	N. Canterbury	E2
Pilkington, John James, Masterton School ...	Wellington ...	C3*	Cook, William, Sarau School ...	Nelson ...	E2
Pirie, Alexander, Otepopo ...	Otago ...	D2	Crowthier, Cordelia (Miss), Kumara School ...	Westland ...	E2
Porteous, William, Palmerston School ...	Otago ...	D2	Culverhouse, George, Fendalton School ...	N. Canterbury	D3
Price, William, Wellington ...	Wellington ...	D2	Deck, James George (jun.), Lower Moutere ...	Nelson ...	D3*
Ray, Robert, Kakarama ...	Nelson ...	D2	Delaney, Richard, Charleston School ...	Nelson ...	E2
Revell, George, Papakura School ...	Auckland ...	D2	Densham, Hugh Davy, Dunedin High School ...	Otago ...	D3*
Rice, John Harkness, Oamaru South School ...	Otago ...	D2	Dowling, Richard Compere, Feilding School ...	Wanganui ...	E2
Richards, Charles Alfred, Carterton School ...	Wellington ...	D2	Earl, Robert Albert Nicholson, New Plymouth ...	Taranaki ...	E2
Robertson, Charles Alexander, Auckland College and Grammar School ...	Auckland ...	D2	Edwards, John, Newton West School ...	Auckland ...	E2
Robson, James, Richmond, ...	Nelson ...	D2	England, Arthur Andrew Pearce, San-son School ...	Wanganui ...	D3*

Name and Address.	Education District.	Rank.	Name and Address.	Education District.	Rank.
B5, C4, D3, AND E2—continued.			B5, C4, D3, AND E2—continued.		
Field, Margaretta (Mrs.), East Christchurch Main School	N. Canterbury	E2*	Meeking, Thomas Henry, Papakaio School	Otago	D3
Field, Octavius Adolphus, East Christchurch Main School	N. Canterbury	E2	Montgomery, George, Dunedin High School	Otago	C4*
Forde, Frederick, Bombay ...	Auckland	D3*	Morgan, Richard, New Plymouth ...	Taranaki	E2*
Foster, William Edmund, Halswell School	N. Canterbury	D3	Morton, William Francis, Kimberley ...	N. Canterbury	E2
Fowler, Jane Beatrice (Miss), Lawrence	Otago	E2*	Mulhearn, John, Goldsborough School	Westland	E2
Francis, Catherine Augusta (Mrs.), Mount Cook Infant School	Wellington	E2	Mulligan, Thomas, Harewood Road School, Papanui	N. Canterbury	E2*
Franklyn, William Norris, Spring Grove	Nelson	D3*	O'Connell, George, New Plymouth East School	Taranaki	D3*
Fraser, John Marchant, Waikuku School	N. Canterbury	E2*	O'Donoghue, Denis, Auckland	Auckland	D3
Freeman, Alfred, Waikiekie ...	Auckland	E2	Patrick, Jessie Henrietta (Miss), Hokitika	Westland	E2*
George, Emily (Miss), Tikorangi ...	Taranaki	E2*	Peake, Charles, Tua Marina School ...	Marlborough	E2*
Gillon, Florence Woodhead (Miss), Timaru	S. Canterbury	D3*	Phillips, George Newell, Kauaeranga Boys' School	Auckland	D3*
Glanfield, James, Waipu Cove ...	Auckland	E2	Ponsonby, Gordon, Riwaka	Nelson	D3
Gordon, Donald Campbell Mackey, Masterton	Wellington	C4	Pope, Jessie (Miss), Blue Spur School	Otago	E2*
Gover, Frederick, Fern Ridge School ...	Wellington	E2*	Poppell, Frederick Joseph, One Tree Point	Southland	E2*
Grant, Jane Walker (Mrs.), Onehunga	Auckland	E2*	Porteous, John, Waitepeka School ...	Otago	E2
Greenhill, Peter, Mahurangi Heads ...	Auckland	E2	Postans, Thomas Whaley, Bull's School	Wanganui	D3*
Greenway, Maria Anne (Miss), Russell	Auckland	D3	Quinlan, Denis, Mars Hill School ...	Wanganui	E2*
Guthrie, David Henry, Goat Valley School	Wanganui	E2	Reeve, Anne (Miss), New Plymouth ...	Taranaki	D3
Halliwell, Thomas, Tararu School ...	Auckland	D3*	Reynolds, James, Hastings ...	Hawke's Bay	D3
Hamill, Benjamin, Meanea ...	Hawke's Bay	E2	Riordan, John, Ararimu School ...	Auckland	E2
Hamilton, Martha Gibb (Miss), Christchurch Girls' High School	N. Canterbury	D3*	Ritchie, John, Paeroa ...	Auckland	D3
Harband, Amy Jane (Miss), Christchurch	N. Canterbury	D3*	Rix, James, Forsyth ...	Otago	E2
Harden, Mary Sabin (Mrs.), Remuera	Auckland	D3	Robinson, Emily (Mrs.), Motupipi ...	Nelson	E2
Harre, John, Mataongaonga ...	Wanganui	D3	Rowe, Mary Louisa (Mrs.), Temuka ...	S. Canterbury	E2
Harris, William Henry, Halcombe School	Wanganui	E2*	Rowlands, Horace, Waipu Upper School	Auckland	E2
Harrison, Edward Marmaduke Clarke, Hepburn Street School, Auckland	Auckland	D3*	Russell, Andrew, Mornington ...	Otago	D3
Hine, Marjory Seaton (Miss), Dunedin	Otago	D3	Sait, Elizabeth (Mrs.), Nelson	Nelson	E2
Hogarth, Catherine (Mrs.), Bell Block Girls' School	Taranaki	E2*	Sangster, Margaret Mary (Miss), Invercargill	Southland	D3
Holmes, William Howard, Te Aro School	Wellington	D3	Scott, Agnes (Mrs.), Rangiora ...	N. Canterbury	D3*
Hookham, Annie Emma (Miss), Upper Riccarton	N. Canterbury	D3*	Seaton, Arthur James Stuart, Taonui School	Wanganui	D3*
Hookham, Henry, Yaldhurst ...	N. Canterbury	D3	Severne, Francis, Havelock ...	Marlborough	E2
Hookham, Marian Ada (Miss), Waimate	S. Canterbury	D3*	Shannon, Ephraim, Kaitiaia ...	Auckland	E2
Horne, James, Tawa Flat School ...	Wellington	D3	Sharp, Cecilia Brown (Mrs.), East Pukekohe School	Auckland	E2
Hutt, Mary (Mrs.), Okain's Bay ...	N. Canterbury	E2	Sinclair, Elizabeth (Miss), Newton ...	Auckland	D3
Jagger, Henry, Port Levy ...	N. Canterbury	E2	Singer, William, Pahautanui School ...	Wellington	E2
Kelly, Margaret Anne (Miss), Christchurch Normal School	N. Canterbury	D3*	Skeen, Jane (Mrs.), Auckland ...	Auckland	D3
Kenny, Henrietta (Mrs.), Ross ...	Westland	E2	Smith, Mary Ann (Miss), Invercargill	Southland	E2*
Kirby, James, Washdyke School ...	S. Canterbury	E2*	Smith, Thomas George, Coutts Island School	N. Canterbury	E2*
Kitchingman, Eliza (Miss), Christchurch	N. Canterbury	D3	Smith, Thomas Hardwick, Devonport ...	Auckland	D3*
Knowles, Henry Hamilton, Kaikoura Town School	Marlborough	E2*	Spencer, Sara (Miss), Richmond ...	Nelson	E2
Lillington, Evan Richards, Mount Cook Boys' School	Wellington	E2	Spurr, Rosny Metcalfe, Amberley District School	N. Canterbury	E2
Lindley, John, Te Kopuru ...	Auckland	D3	Squire, John, Spring Creek School ...	Marlborough	E2
Lock, Charles Henry Wilson, Palmerston North	Wanganui	E2*	Stables, John, Waitahuna School ...	Otago	D3
Low, Benjamin, Willowby ...	N. Canterbury	E2*	Stanley, Elizabeth Mary (Miss), Grey-mouth School	Westland	E2*
Lowe, Kate Maria (Mrs.), Wainui ...	N. Canterbury	E2	Stanley, Janet Mitchell Muter (Mrs.), Clive Square School, Napier	Hawke's Bay	E2
Maberly, George, Gisborne School ...	Hawke's Bay	D3	Steedman, Charles, Wanganui High School	Wanganui	D3
McGowan, Jessie (Miss), Wellington ...	Wellington	D3	Stevens, Ellen Tremorran (Miss), Mount View School	Wanganui	E2*
McKee, William, Woodside ...	Auckland	E2*	Straker, Harriette (Mrs.), Dunedin ...	Otago	D3
McKee, William John, New Plymouth West School	Taranaki	E2*	Sutcliffe, Richard, Nga Timote School ...	Nelson	E2
Mackett, Ada (Miss), Christchurch ...	N. Canterbury	E2*	Tarn, Katharine Hooper (Mrs.), Mount Cook Girls' School	Wellington	E2
Macklin, Kate (Mrs.), Blenheim High School	Marlborough	D3	Taylor, Mary (Mrs.), Bingsland ...	N. Canterbury	E2*
MacLymont, Katharine Murray (Mrs.), Kakanui School	Otago	E2	Thompson, William, Kaikora ...	Hawke's Bay	E2
Macpherson, James, Dunedin Middle School	Otago	D3*	Tily, Thomas, Moeraki ...	Otago	E2
Magoffin, Margaret Annie (Mrs.), Grey-mouth	Westland	E2	Twose, Richard James, East Oxford ...	N. Canterbury	D3*
Malcolm, James, Marsden School ...	Westland	E2*	Wake, William Henry, Ashton ...	N. Canterbury	E2
Mann, Julia (Miss), Napier ...	Hawke's Bay	E2*	Wannop, William Blundell, B.A., Otahuhu School	Auckland	C4*
Manning, John Katterns, Thorndon School	Wellington	D3	Watson, Francis Edward, Wanganui Grammar School	Wanganui	D3
Mayne, James Boxer, Christchurch Normal School	N. Canterbury	D3*	West, William, Wanganui Grammar School	Wanganui	D3
Meakes, Jane Elizabeth (Miss), Kaiapoi Borough School	N. Canterbury	E2	Westropp, George William, Little River School	N. Canterbury	E2
			Whyte, Christina (Miss), Prebbleton ...	N. Canterbury	D3*
			Wilson, Henry, Styx ...	N. Canterbury	D3
			Wright, Lewis Garner, Fernside ...	N. Canterbury	D3

Name and Address.	Education District.	Rank.	Name and Address.	Education District.	Rank.
C5, D4, and E3.			C5, D4, AND E3—continued.		
Aldred, Frederick Scott, Alexandra ...	Otago ...	D4*	Dunning, Eliza Louisa (Miss), Auckland ...	Auckland ...	E3*
Alford, Martha (Miss), Cambridge ...	Auckland ...	E3*	Edridge, Edward, Ahaura ...	Westland ...	E3*
Allison, Mungo, Drybread School ...	Otago ...	E3*	Edwards, Caroline Ada (Miss), South-bridge	N. Canterbury	E3*
Anderson, Annie (Miss), Dunedin South School	Otago ...	E3*	Edwards, Jane (Miss), Auckland ...	Auckland ...	E3*
Anderson, Helen (Mrs.), Waitahuna School	Otago ...	E3*	Edwards, William, Kawakawa ...	Auckland ...	E3*
Astbury, Annie (Mrs.), Turakina Valley School	Wanganui ...	E3	Elliot, John James, Christchurch ...	N. Canterbury	E3*
Bain, Christian Middlemass (Miss), Invercargill	Southland ...	E3*	Evans, George Samuel, Wellington ...	Wellington ...	E3*
Barnett, Edwin Frederick, Governor's Bay	N. Canterbury	E3	Everiss, Andrew, Kaituna School ...	Marlborough	E3*
Barton, Annie (Miss), Howe Street School, Newton	Auckland ...	E3	Exall, Charles Francis, Alford Forest Main School	N. Canterbury	E3*
Barton, James, Portobello ...	Otago ...	E3*	Exall, Oswald Walters, Waimate School	S. Canterbury	E3*
Bartrum, Louisa (Miss), Sefton ...	N. Canterbury	E3*	Fee, Sarah (Miss), St. Albans ...	N. Canterbury	E3*
Bennett, Selina Mary (Miss), Tapanui	Otago ...	E3*	Finlay, Jeannie Alexander (Miss), Caversham	Otago ...	E3*
Bennetts, Mary Ann (Miss), St. Alban's	N. Canterbury	E3*	Foster, Ada Emily (Miss), Christchurch	N. Canterbury	E3*
Black, Jane Ann Stuart (Miss), Palmerston School	Otago ...	E3*	Foster, Frederick Nathaniel, Courtenay School	N. Canterbury	E3*
Blair, John, Fairfield ...	Otago ...	E3	Foster, Thomas Davey Hamilton, Palmerston	Otago ...	D4*
Bluck, Lucy (Miss), Harrisville ...	Auckland ...	E3*	Fowler, Lillias Amelia (Miss), North Dunedin	Otago ...	E3*
Bourke, Martin, Warrington School ...	Otago ...	E3	Fraser, Frederick John, Dunedin ...	Otago ...	E3*
Bowles, Minnie Ellen Goldsmith (Miss), Waimate	S. Canterbury	E3*	Fulker, Atherton Landbrooke, Winton	Southland ...	E3*
Box, Josiah, Whangapoua ...	Auckland ...	E3	Garrett, Thomas Lindsay, Greenpark ...	N. Canterbury	E3*
Brock, William, Saltwater Creek School	N. Canterbury	E3*	Gaskin, Caroline (Mrs.), Nelson ...	Nelson ...	E3*
Broun, Thomas, The Kawau ...	Auckland ...	E3	Gates, Thomas Adkisson, Springston ...	N. Canterbury	E3*
Bryant, Annie Mary (Mrs.), Brightwater	Nelson ...	E3	Gerring, Albert, Shortland ...	Auckland ...	E3
Burnett, Jane (Miss), City East School Auckland	Auckland ...	E3*	Gilling, George, Christchurch ...	N. Canterbury	E3*
Caldwell, Margaret (Mrs.), Coromandel	Auckland ...	E3*	Good, Sarah (Miss), Ponsonby ...	Auckland ...	E3*
Cameron, Sarah Johanna (Mrs.), Winton School	Southland ...	E3	Gordon, Mary Anderson (Miss), Christchurch	N. Canterbury	E3*
Campbell, Alexander, Warkworth School	Auckland ...	E3	Gorton, William Henry, Lakeside ...	N. Canterbury	E3
Cannon, Philip Henry, Southbridge ...	N. Canterbury	E3*	Gosnell, Louisa (Mrs.), Wairoa ...	Hawke's Bay	E3*
Carrington, George William, Milton ...	Otago ...	E3*	Gould, Ellen Julia (Miss), Otahuhu ...	Auckland ...	E3*
Cattley, Robert James, Okato ...	Taranaki ...	E3*	Gray, John Anderson, Glenore School	Otago ...	E3
Chambers, Jessie Mary (Miss), Lyttelton	N. Canterbury	E3*	Griffin, Marian (Miss), Timaru ...	S. Canterbury	E3*
Chappell, James, Waipipi District School	Auckland ...	E3	Guy, Eleanor Gertrude (Miss), Motueka	Nelson ...	E3*
Chatwin, Georgina Elizabeth (Miss), Sandon	Wanganui ...	E3*	Hale, William, Selwyn School ...	N. Canterbury	E3
Chilman, John, Mauku ...	Auckland ...	E3*	Hall, Mary (Miss), Christchurch Normal School	N. Canterbury	E3*
Chisholm, James Baird, West Christchurch School	N. Canterbury	D4*	Halliwell, Elizabeth Sarah (Miss), Dunedin Middle School	Otago ...	E3*
Clark, George Bentinck, Taieri Beach	Otago ...	E3*	Hamilton, Thomas Albert, Carleton ...	N. Canterbury	D4
Clark, Samuel Marshall, Portobello ...	Otago ...	E3	Hansard, Charles James, Waverley School	Wanganui ...	E3*
Clarke, Annie (Mrs.), Naseby ...	Otago ...	E3	Hardcastle, John, Castlewood ...	S. Canterbury	E3*
Cleary, Louisa Castle (Miss), Oamaru High School	Otago ...	E3	Hardy, Samuel Whitaker, East Clive School	Hawke's Bay	D4
Coburn, Isaac, Mount Hobson Boys' School	Auckland ...	E3*	Harper, James Davidson, Selwyn School	N. Canterbury	E3
Cole, Susan (Miss), Papakura ...	Auckland ...	E3*	Harris, Hiram William, Picton School	Marlborough	E3
Collins, Eleanor Sarah (Miss), Christchurch	N. Canterbury	E3*	Harrison, Thomas, Wairuna School ...	Otago ...	E3*
Collins, Henry, Longbeach Main School	N. Canterbury	E3*	Haselden, Frances Isabella (Miss), Kauaeranga Girls' School	Auckland ...	D4*
Compton, Thomas Gillett, Thames ...	Auckland ...	C5	Helyer, Elizabeth (Miss), Wellington	Wellington ...	E3*
Cooper, Emma (Mrs.), Wanganui Grammar School	Wanganui ...	E3*	Hendry, James, Dunedin ...	Otago ...	D4*
Cother, Ellen (Miss), Nelson ...	Nelson ...	E3	Henri, Henry, Pleasant Point School ...	S. Canterbury	E3*
Cowles, Edward, Ranzau School ...	Nelson ...	E3*	Hewat, Ebenezer, Oamaru District High School	Otago ...	E3
Cox, William, South Rakaia School ...	N. Canterbury	E3	Hill, Henry George, Neudorf School ...	Nelson ...	E3
Crawford, Mary McKenzie (Mrs.), Oamaru High School	Otago ...	E3	Hislop, Walter, Dunedin North School	Otago ...	D4*
Cross, Sarah (Miss), Blueskin ...	Otago ...	E3*	Hobbs, Celia Elizabeth (Miss), Lyttelton	N. Canterbury	E3*
Darton, Harriet (Miss), Waikouaiti School	Otago ...	E3*	Horneman, Julia Sophia (Mrs.), Kumara	Westland ...	E3
Dement, Mary Anne (Miss), Nelson ...	Nelson ...	E3*	Husband, Charles David, Balcairn School	N. Canterbury	E3*
Derham, Eliza (Miss), Outram ...	Otago ...	E3*	Hutt, Joseph, Okain's Bay ...	N. Canterbury	E3
Derry, Sarah Elizabeth (Miss), Springston	N. Canterbury	E3*	Hyatt, Henry Rushton, Auckland ...	Auckland ...	E3*
Désaunais, Elizabeth Mary (Mrs.), Lower Wakefield School	Nelson ...	E3	Innes, Elizabeth (Miss), Christchurch	N. Canterbury	E3*
Devereux, Lydia Myrtle (Miss), Buckle Street Girls' School, Wellington	Wellington ...	E3*	Jack, Bethia (Miss), Dunsandel ...	N. Canterbury	E3*
Digby, John Richard Bickerton, Hororata	N. Canterbury	E3	Johnston, Thomas, Lawrence ...	Otago ...	E3
Dolamore, Emma Amelia (Miss), Wairau Valley School	Marlborough	E3*	Johnstone, William, Ruapuke ...	Auckland ...	E3
Don, Alexander, Port Chalmers High School	Otago ...	E3*	Jordan, Mary Emily (Mrs.), Waitotara	Wanganui ...	E3*
Donald, Elizabeth Lindsay (Miss), Ravensbourne School	Otago ...	E3*	Joseph, Francis Antonio, Waiholo Gorge School	Otago ...	E3*
			Kells, John Murray, Wanganui ...	Wanganui ...	E3*
			Kelsey, William Charles, Big Dam ...	Westland ...	E3*
			Kemp, Emily Jane (Miss), Auckland ...	Auckland ...	E3*
			Kesteven, Katherine Jessie (Miss), Christchurch	N. Canterbury	E3*
			King, Walter Junius, Pleasant Valley School	S. Canterbury	E3*
			Kippenberger, Lizzie (Miss), Dunedin	Otago ...	E3*
			Kitchingman, Ann (Miss), Brookside ...	N. Canterbury	E3*

Name and Address.	Education District.	Rank.	Name and Address.	Education District.	Rank.
C5, D4, AND E3—continued.			C5, D4, AND E3—continued.		
Ladley, Harry, Foxhill ...	Nelson ...	E3*	Richmond, Maggie (Miss), Te Aro School	Wellington ...	E3*
La Trobe, James, Waitehuna School ...	Auckland ...	E3	Ritchie, Maggie (Miss), Milton High School	Otago ...	E3*
Lee, Clement William, Wangaehu School	Wanganui ...	E3*	Roby, John, Ferntown School	Nelson ...	E3*
Ligertwood, Patrick Beaton, Caversham School	Otago ...	D4*	Rockliff, Joseph Bullen, Driving Creek School	Auckland ...	E3*
Longmore, Frances (Miss), Auckland...	Auckland ...	E3*	Roseveare, Charles, Caversham Industrial School	Otago ...	E3*
Lovatt, Mary (Miss), Shortland ...	Auckland ...	E3*	Rowley, Emma Bannister (Miss), Christchurch	N. Canterbury	E3*
Lusk, Mary Sloan (Miss), Sydenham ...	N. Canterbury	E3*	Sale, Charles James, Kanieri ...	Westland ...	E3
McAlpine, George Benjamin, Upper Crossing School	Westland ...	D4*	Sale, Mary (Mrs.), Kanieri ...	Westland ...	E3
Macandrew, William, Berwick ...	Otago ...	E3	Sandford, Eliza Mary Anderson (Mrs.), Sydenham	N. Canterbury	E3*
McBryde, John, Saddle Hill School ...	Otago ...	E3*	Severne, Henry Leigh, Canvastown ...	Marlborough	E3*
McCaw, Isabella Hafton (Mrs.), Tamaki West School	Auckland ...	E3*	Shaw, Lydia Elizabeth (Miss), New Plymouth	Taranaki ...	E3
McClure, William, Wakanui School ...	N. Canterbury	E3	Short, Agnes E. (Miss), North-East Valley School	Otago ...	E3*
McClure, William David, Barry's Bay School	N. Canterbury	E3*	Simms, James, Panmure ...	Auckland ...	E3*
Macdonald, Kenneth, Roslyn Bush School	Southland ...	E3*	Simpson, John, Greendale School ...	N. Canterbury	E3*
McGowan, Harriet (Miss), Wellington	Wellington ...	E3*	Sinclair, Janet (Miss), Lyttelton ...	N. Canterbury	E3*
McGregor, Peter, A.A., Maheno ...	Otago ...	D4	Sinclair, Mary (Miss), Port Chalmers District High School	Otago ...	E3
McIntosh, Janet (Miss), Mornington...	Otago ...	E3*	Slipper, John, Kowai Pass School ...	N. Canterbury	E3*
McIntyre, John, View Hill School ...	N. Canterbury	E3	Smith, Amy (Mrs.), Wairoa South School	Auckland ...	D4
McIvor, Charlotte Elizabeth (Mrs.), Invercargill District High School	Southland ...	E3	Smith, Henrietta Letitia (Mrs.), Doyleston	N. Canterbury	E3
Mackinlay, John Fortune, Pukekohe West	Auckland ...	D4	Smith, Janet (Mrs.), Ruatangata ...	Auckland ...	E3
McLaren, Mary (Miss), Dunedin Middle School	Otago ...	E3*	Smith, Jeannie Graham (Miss), Invercargill	Southland ...	E3*
MacLeod, John, Flint's Bush ...	Southland ...	E3	Sopp, John Cox, Lyttelton ...	N. Canterbury	E3*
MacLeod, Neil, Akatore ...	Otago ...	E3	Southwick, Joseph, Upper Tutaenui School	Wanganui ...	E3*
McLeod, William Owen, Hastings ...	Hawke's Bay	E3	Spratt, Jane (Miss), Dunedin North School	Otago ...	E3*
Magrath, John Andrew Nicholson, Parawanui	Wanganui ...	D4*	Stack, Michael William, Cambrians School	Otago ...	E3
Mahan, Archibald, Waitohi Flat School	S. Canterbury	E3	Steven, George, Kaitangata ...	Otago ...	D4
Mansfield, Frederick William, Timaru	S. Canterbury	E3*	Stevens, Clifford Arthur, Mount Eden School	Auckland ...	D4
Mason, Herbert, Thames ...	Auckland ...	D4	Stevens, Dora Susanna (Mrs.), Clyde...	Otago ...	E3
Matheson, Norman, Kihikihi ...	Auckland ...	E3	Stevens, Robert, Kurapete School ...	Taranaki ...	E3*
Mathews, Ellen (Miss), Opaki Plain ...	Wellington ...	E3*	Stewart, Jessie (Miss), Ashburton ...	N. Canterbury	E3*
Mauder, George Henry, Mauku ...	Auckland ...	E3*	Sutherland, James Robert Kenneth, Sawyer's Bay	Otago ...	E3
Mayo, Mary Ann (Mrs.), Templeton ...	N. Canterbury	E3	Taylor, Mary (Miss), Colombo Road School	N. Canterbury	E3*
Melrose, George, Turanga Creek School	Auckland ...	E3	Taylor, Mary Crawford Paul (Miss), Auckland	Auckland ...	E3*
Monk, Elizabeth (Miss), Flaxton Side School	N. Canterbury	E3*	Thomas, Matilda Jane (Miss), Akaroa	N. Canterbury	E3*
Monteath, Thomas, Edendale ...	Southland ...	E3*	Thompson, Frederick William, Pigeon Bay School	N. Canterbury	E3
Morgan, Charles Hackett, Taieri Ferry School	Otago ...	E3*	Thompson, Joseph, Sefton ...	N. Canterbury	E3*
Morton, Albert James, Christchurch ...	N. Canterbury	E3*	Thompson, Lucy Eleanor (Miss), Woodend	N. Canterbury	E3*
Muir, James, Papakura Valley School	Auckland ...	E3*	Thompson, Maria (Miss), Waikouaiti...	Otago ...	E3*
Müller, Nicolaus Ludwig Friedrich, Timaru School	S. Canterbury	E3*	Thorburn, George, Hope School, Waimea East	Nelson ...	E3
Murphy, Elizabeth Margaret (Mrs.), Brighton	Nelson ...	E3	Toms, Richard Newberry, Woodlands...	Southland ...	E3*
Murphy, Mary Anne (Mrs.), Donoghue's	Westland ...	E3*	Victor, James, Robinson's Bay ...	N. Canterbury	E3
Murray, Andrew, Wyndham School ...	Southland ...	D4*	Vincent, Frederick Janvrin, Gisborne...	Hawke's Bay	E3*
Murray, George William, Kaukapakapa	Auckland ...	E3*	Walker, Thomas Alexander, Cromwell School	Otago ...	D4
Murray, James, West Melton School ...	N. Canterbury	E3	Wann, Marianne (Miss), Auckland East No. 2 School	Auckland ...	E3*
Murray, James Ure, Heriot School ...	Otago ...	E3*	Watson, George, Christchurch Normal School	N. Canterbury	D4
Murray, John, Hastings School ...	Auckland ...	E3*	Watson, John, Brookside ...	N. Canterbury	D4*
Murray, John Mitchell, Hamilton West School	Auckland ...	E3*	Webber, Alfred Septimus, Dunedin ...	Otago ...	D4
Neill, John, Frankton ...	Otago ...	E3*	White, Alexander Wylie, Mataura Bridge	Southland ...	E3*
Neill, Robert, Blue Spur ...	Otago ...	E3*	White, Christina (Miss), Dunedin ...	Otago ...	E3*
Nelson, John Middleton, Upokongaro School	Wanganui ...	E3*	Wild, Herbert Arthur, Invercargill District High School	Southland ...	D4
Newlyn, John Heath, East Oxford School	N. Canterbury	E3*	Will, James Alexander, Mornington ...	Otago ...	D4
Nicholson, Charles Henry, Auckland ...	Auckland ...	D4	Willis, Effie (Mrs.), Lower Hutt School	Wellington ...	E3*
O'Loughlen, Edith Eliza (Miss), Richmond	Nelson ...	E3*	Winney, Susan (Miss), Toitot Valley ...	Nelson ...	E3
Opie, Charles Henry Adolphus Truscott, Pleasant Point	S. Canterbury	E3*	Woodward, Laura (Mrs.), Pakuranga...	Auckland ...	E3
Ormsby, Robert, Harapipi School ...	Auckland ...	E3	Worsop, William Hurnall Arthur, North-East Valley School	Otago ...	E3*
Page, Mary Elizabeth (Miss) Christchurch	N. Canterbury	D4*	Wright, Elizabeth (Miss), Amberley ...	N. Canterbury	E3*
Pashby, Ellen (Miss), Kaiapoi ...	N. Canterbury	E3*	Young, Ellen (Mrs.), Wellington Terrace School	Wellington ...	E3*
Paterson, William Aird, Waikari ...	Otago ...	E3*			
Peat, Harry, Loburn School ...	N. Canterbury	D4			
Phillips, Mary (Mrs.), Kumara School	Westland ...	E3*			
Piper, Ebenezer, Teaneraki ...	Otago ...	E3*			
Pitcaithley, Margaret (Miss), Pigeon Bay Side School	N. Canterbury	E3*			
Poolle, John, Waipukurau School ...	Hawke's Bay	E3			
Proddlock, Albert, Weedon School ...	N. Canterbury	E3*			
Quinlan, Adelaide (Miss), Timaru School	S. Canterbury	E3*			
Reeve, Rev. Thomas Fifield, Wellington	Wellington ...	D4*			
Reilly, William Andrew, Upper Wai-pori	Otago ...	D4*			

Name and Address.	Education District.	Rank.	Name and Address.	Education District.	Rank.
D5 AND E4.			D5 AND E4—continued.		
Adams, George, Jackson's Bay ...	Westland ...	E4*	Jerram, Annie Galloway (Miss), Auckland ...	Auckland ...	E4
Airey, Walter Henry, Mangare ...	Auckland ...	E4*	Jolly, Thomas, Groper's Bush ...	Southland ...	E4*
Algie, Mary Anne (Miss), Mosgiel ...	Otago ...	E4*	Kinvig, Jessie Dalrymple (Miss), Dunedin ...	Otago ...	E4*
Allan, Kate (Miss), Grafton Road School, Auckland ...	Auckland ...	E4*	Kitchingman, Sarah (Miss), Rangiora School ...	N. Canterbury ...	E4*
Allsop, James Thompson, Tinwald ...	N. Canterbury ...	E4*	Leach, Sarah (Miss), Lower Wakefield ...	Nelson ...	E4*
Anner, Henry Charles, Fairhall School ...	Marlborough ...	E4	Leech, Annie (Miss), Motueka ...	Nelson ...	E4*
Austin, Edward Walter, Te Aro School ...	Wellington ...	E4*	Leggett, Francis Charles, Maketu ...	Auckland ...	E4*
Beale, Arundel Mary (Miss), Auckland ...	Auckland ...	E4	Low, Sabina (Mrs.), Willowby ...	N. Canterbury ...	E4*
Bedford, Bernard, Pukerimu ...	Auckland ...	E4*	Lowry, Priscilla Anna (Miss), Dunedin ...	Otago ...	E4*
Begg, Isabella (Miss), Dunedin ...	Otago ...	E4*	Lumsden, James, Mimihaui ...	Southland ...	E4*
Bennett, Thomas Bradley, Invercargill District High School ...	Southland ...	E4*	Lyttle, John, Fairfax School ...	Otago ...	E4*
Blackmore, Sophia Sarah (Miss), Nelson ...	Nelson ...	E4*	McCracken, Alfred Joseph, Devonport District School ...	Auckland ...	E4*
Blaxall, Emily Martha (Miss), Westport School ...	Nelson ...	E4*	McDonald, Johan Johnston (Miss), Greatford ...	Wanganui ...	E4*
Bremner, Philip, Merton ...	Otago ...	E4*	McEwan, Mary (Miss), Caversham School ...	Otago ...	E4*
Brophy, Lizzie B. (Miss), Roxburgh ...	Otago ...	E4*	Macgeorge, Rosalie (Miss), Dunedin ...	Otago ...	E4*
Bryant, Emma Claypole (Miss), Brightwater ...	Nelson ...	E4*	McIntosh, Mary (Miss), Dunedin South District School ...	Otago ...	E4*
Burnham, Arthur Palmerston, Crofton School ...	Wanganui ...	E4*	Mackay, Margaret (Miss), Newton ...	Auckland ...	E4*
Burrell, Edward Fearon, Dovedale School ...	Nelson ...	E4*	McManus, Honoria (Mrs.), Grahams-town ...	Auckland ...	E4
Callender, Eliza (Miss), Christchurch ...	N. Canterbury ...	E4	Macmillan, Thomas Hamilton, Le Bon's Bay ...	N. Canterbury ...	E4*
Calvert, George, Pokeno Valley ...	Auckland ...	E4*	McNeur, James, Inch Clutha ...	Otago ...	E4*
Campbell, Thomas, Arapohue ...	Auckland ...	E4*	Manson, Elizabeth Anne Jefford (Miss), East Takaka ...	Nelson ...	E4*
Carr, Lydia (Miss), Auckland ...	Auckland ...	E4*	May, Alice Blanche (Miss), Leithfield ...	N. Canterbury ...	E4*
Cattan, William James, Dunedin Normal School ...	Otago ...	E4*	Miller, Christina (Miss), Waitahuna School ...	Otago ...	E4*
Chapman, Alice (Miss), Cust School ...	N. Canterbury ...	E4*	Moore, Sara (Miss), Port Chalmers District High School ...	Otago ...	E4
Closs, William John Leech, Dunedin Normal School ...	Otago ...	E4*	Murdoch, James, Clifton School ...	Southland ...	E4*
Cook, Annie (Miss), Sarau School ...	Nelson ...	E4*	Murray, Mary Anne Jane (Miss), Anderson's Bay School ...	Otago ...	E4*
Cooke, Jean Laird (Miss), Oamaru South School ...	Otago ...	E4*	Neilsen, Charles Marius, Gillespie's ...	Westland ...	E4*
Crawford, William Gibb, Woodville School ...	Hawke's Bay ...	E4	Noakes, Edward Thorby, Dunedin ...	Otago ...	E4*
Darling, Ralph Compton, St. Bathans ...	Otago ...	E4	Osborne, Amy (Miss), Kaitangata ...	Otago ...	E4
Day, Emily Esther (Miss), Parawai ...	Auckland ...	E4*	Pashby, Julia (Miss), Kaiapoi ...	N. Canterbury ...	E4*
Dent, Eleanor (Mrs.), Newmarket ...	Auckland ...	E4*	Paterson, Janet Whithead (Miss), Dunedin ...	Otago ...	E4*
Dohrmann, Sophia (Miss), West Oxford School ...	N. Canterbury ...	E4*	Pearce, Richard John, Maungatawhiri Valley School ...	Auckland ...	E4
Doria, Elizabeth (Mrs), Porangahau ...	Hawke's Bay ...	E4*	Peterson, William, Half-Moon Bay ...	Southland ...	E4*
Dunnage, Florence (Miss), Riversdale ...	N. Canterbury ...	E4*	Phillips, Sarah (Miss), Waitohi ...	Wanganui ...	E4*
Dunnett, Andrew, Winchester ...	S. Canterbury ...	E4*	Pole, Richard Potts, Russell's Flat ...	N. Canterbury ...	E4*
Faithfull, Emily Mary (Mrs.), Driving Creek ...	Auckland ...	E4*	Pope, George Sidney, North Blueskin ...	Otago ...	E4*
Falconer, Catharine Louisa (Miss), Wai-kari ...	Otago ...	E4*	Pope, Langley, Weatherstone ...	Otago ...	E4*
Falla, Annie (Miss), Westport ...	Nelson ...	E4*	Powell, Henry, Wellington ...	Wellington ...	E4*
Fee, Susan (Miss), East Oxford ...	N. Canterbury ...	E4*	Prendeville, John Sweeney, Makara ...	Wellington ...	D5*
Field, John Loney, Pinnacle School ...	Southland ...	E4*	Revell, Annie Elizabeth (Miss), Newton ...	Auckland ...	E4*
Fisher, Amelia (Miss), Te Pahi ...	Auckland ...	E4*	Revell, Mary (Miss), Tuakau School ...	Auckland ...	E4*
Ford, Martha Rebecca (Miss), Leeston School ...	N. Canterbury ...	E4*	Richards, William, Oakura School ...	Taranaki ...	E4
Frank, Annie Christine (Miss), Haven Road School ...	Nelson ...	E4*	Rix, James Arthur, Albany Street School, Dunedin ...	Otago ...	E4*
Galloway, Helen (Miss), Dunedin ...	Otago ...	E4*	Robb, Barbara (Miss), Wakapuaka ...	Nelson ...	E4*
Gaskell, Frances (Miss), Riwaka ...	Nelson ...	E4	Roberts, Jane (Miss), Christchurch ...	N. Canterbury ...	E4*
Gill, Fanny Emma (Miss), Riverside School ...	Nelson ...	E4*	Robertson, Malcolm, Rangiriri School ...	Westland ...	E4*
Gillies, Elizabeth (Miss), Dunedin ...	Otago ...	E4*	Robson, James (jun.), Waimea West School ...	Nelson ...	E4*
Golding, Francis, Clinton School ...	Otago ...	E4*	Rookes, Colonel Charles Cecil, Alexandra ...	Auckland ...	E4*
Gooder, Emma (Miss), Mount Cook School ...	Wellington ...	E4*	Samuel, Edward, Masterton ...	Wellington ...	E4*
Goulding, Annie (Miss), Alexandra ...	Otago ...	E4*	Seaman, Susan (Miss), Lake Takapuna ...	Auckland ...	E4
Gower, Alfred, Karere ...	Wanganui ...	E4*	Sercombe, Walter, Dunedin ...	Otago ...	E4*
Grant, Forrestina Elizabeth (Miss), Tokomairiro District High School ...	Otago ...	E4*	Shand, Annie Gray (Miss), East Taieri ...	Otago ...	E4*
Gribble, Charles, Thames School ...	Auckland ...	E4*	Sheard, Martin, Hurunui School ...	N. Canterbury ...	E4*
Gush, Frederick, Napier ...	Hawke's Bay ...	E4*	Sinclair, James Leask, Newton ...	Auckland ...	E4
Guthrie, James, Moa Flat ...	Otago ...	E4*	Sinclair, Mary Ada (Miss), Mount Clifton ...	Otago ...	E4
Guy, Frances Eliza (Miss), Brooklyn ...	Nelson ...	E4*	Smith, James Waddell, Invercargill ...	Southland ...	E4*
Hall, James, Manutahi School ...	Wanganui ...	E4*	Smith, Rev. Robert Primrose, Evans Flat ...	Otago ...	D5*
Hart, Katherine Mary Evers (Miss), Mangare ...	Auckland ...	E4*	Stanton, Mary Anne (Miss), Grahams-town ...	Auckland ...	E4*
Hookham, Jane (Miss), Yaldhurst ...	N. Canterbury ...	E4*	Steadman, Ella (Miss), Auckland ...	Auckland ...	E4*
Horne, Ellen Jane (Miss), Green Island ...	Otago ...	E4*	Stevens, Percy Edward, Auckland ...	Auckland ...	E4*
Hough, Emily Eva (Miss), Nelson ...	Nelson ...	E4*	Stevenson, Annie (Miss), Fairfax School ...	Otago ...	E4*
Hoult, Annie (Miss), Nelson ...	Nelson ...	E4*	Stevenson, Alfred, Wharehine ...	Auckland ...	E4
Hungerford, Elizabeth (Miss), Auckland ...	Auckland ...	E4*	Stewart, Ralph D., Wairoa South ...	Auckland ...	E4*
Jennings, Edward Ivory, Rangiora School ...	N. Canterbury ...	E4*	Sunley, Ellen (Miss), Nelson ...	Nelson ...	E4*
Jennings, George Clifford Pease, Motueka ...	Nelson ...	E4*	Surrey, Marianne (Mrs.), Inglewood ...	Taranaki ...	E4*
			Symes, Eliza Palmer (Mrs.), Long Plain ...	Nelson ...	E4*

Name and Address.	Education District.	Rank.	Name and Address.	Education District.	Rank.
D5 AND E4—continued.			E5—continued.		
Tait, Jane Ninian (Miss), Wellington...	Wellington ...	E4*	Hansen, Hester (Mrs.), Tauherinikau School	Wellington ...	E5*
Taylor, Matilda Janet (Miss), Auckland	Auckland ...	E4	McLeod, Alexander, Waipawa ...	Hawke's Bay	E5
Tennent, Arthur Philip, Danevirk ...	Hawke's Bay	E4*	Marris, William Percival, Dunedin ...	Otago ...	E5*
Thomas, Jane Elison (Miss), Oamaru High School	Dunedin ...	E4*	Neal, Florence (Miss), Richmond ...	Nelson ...	E5*
Thomson, Georgiana (Miss), Opawa ...	N. Canterbury	E4*	Roulston, Alexander, Woodstock School	Westland ...	E5*
Tipler, Walter, Kanieri ...	Westland ...	E4*	Solomon, Amy (Miss), Dunedin ...	Otago ...	E5*
Walker, Mary Maria (Miss), Dunedin	Otago ...	E4*	Thompson, Hugh James, Richmond ...	Nelson ...	E5*
Wallace, Eliza Gilchrist (Miss), Auckland	Auckland ...	E1*			
Warnock, Thomas, Myross Bush ...	Southland ...	E4*	LICENSE TO TEACH.		
Watson, Jeannie (Miss), Waiholā ...	Otago ...	E4*	Name and Address.		Education District.
Watson, Margaret (Miss), Pukeuri ...	Otago ...	E4*			
Whiteside, Margaret (Mrs.), Ashley Bank	N. Canterbury	E4*	Alford, Martha (Miss), Cambridge School ...	Auckland	
Willis, Robert, Little Akaloa School ...	N. Canterbury	E4*	Blaxall, Lucy Maria (Miss), Westport ...	Nelson	
Winder, Christina (Miss), North Taieri	Otago ...	E4*	Chattock, Hannah (Mrs.), Reefton ...	Nelson	
Young, Eliza Forsaith (Miss), Onehunga Girls' School	Auckland ...	E4*	Dinsdale, Joseph, Napier ...	Hawke's Bay	
Young, Henry Paterson, Riverton ...	Southland ...	E4*	Jones, Alice (Mrs.), Picton ...	Marlborough	
Zweibruck, Mary (Miss), Tai Tapu ...	N. Canterbury	E4*	Leete, James, Matarawa ...	Wellington	
E5.			Maberly, Mary Helen (Mrs.), Gisborne ...	Hawke's Bay	
Buckeridge, Elizabeth Anne (Miss), Toi-toi Valley	Nelson ...	E5*	McKay, William Donald, Ross School ...	Westland	
Chattock, Fanny (Miss), Wakefield ...	Nelson ...	E5*	Norie, Katharine Elizabeth (Miss), Wellington	Wellington	
Goulding, Jane Elizabeth (Miss), Kawarau Gorge School	Otago ...	E5*	Robertson, Marion Rosa (Mrs.), Picton ...	Marlborough	
			Smith, William, Thames ...	Auckland	

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