

1915.
NEW ZEALAND.

E D U C A T I O N : S E C O N D A R Y E D U C A T I O N :

[In continuation of E.-6, 1914.]

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

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1. EXTRACT FROM THE THIRTY-EIGHTH ANNUAL REPORT OF THE
MINISTER OF EDUCATION.

SECONDARY EDUCATION.
NUMBER OF SCHOOLS.

Secondary education was carried on at secondary schools, district high schools, day technical schools, Maori secondary schools, and private secondary schools. The secondary schools may be classified as follows :—

(a.) "Endowed secondary schools" within the meaning of section 89 of the Education Act, 1908, and included in the Eighth Schedule to the Act	27*
(b.) Secondary schools within the meaning of the same section (89), but established by the Minister under section 94	4
(c.) Other endowed secondary schools not coming within the definition of section 89	2
Total	33

* One separate department for girls regarded as a separate school.

Of the endowed secondary schools only twenty-three were in operation during the year. Of the other four—Akaroa, Greymouth, Hokitika, and Waimate—the last three have never been in operation, and the first existed as a small struggling high school for a few years only ; but a permanent increase of population might lead to the establishment (or re-establishment) of one or more of them at any time. Meanwhile, secondary education is carried on in the secondary departments of the district high schools established in each of these four centres, and statutory provision exists whereby the income derived from the endowments of the secondary schools may be devoted, if the Minister thinks fit, wholly or in part to the maintenance of these district high schools.

The number of district high schools was sixty, day technical schools eight, and Maori secondary schools ten. In addition there were a number of private secondary schools, thirteen of which were inspected by the Department's Inspectors.

With the passing of the Education Act, 1914, day technical schools will be called technical high schools.

ROLL AND ATTENDANCE.

The total number of pupils attending the twenty-nine secondary schools in the last terms of 1913 and 1914 respectively was—

	1913.			1914.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Roll (exclusive of lower departments)	3,413	2,390	5,803	3,606	2,450	6,056
Number in lower departments	222	129	351	236	126	362
Totals	3,635	2,519	6,154	3,842	2,576	6,418
Number of boarders (included above)	765	169	934	804	161	965

The following are some of the figures in connection with the roll and attendance of schools in which secondary education is given :—

(a.) SECONDARY SCHOOLS.		Boys.	Girls.
Number on roll at beginning of 1914, lower departments excluded		2,471	1,650
Number admitted during 1914, lower departments excluded	...	1,636	1,104
Number who left during 1914, lower departments excluded	...	501	304
Number on roll at end of 1914, lower departments excluded	...	3,606	2,450
Number on roll at end of 1914, lower departments included	...	3,842	2,576
Of whom the number under twelve years of age was	...	98	63
And the number over eighteen years of age was	...	178	111
Number of boarders was	...	804	161
Average attendance, lower departments excluded	...	6,138	
Average attendance, lower departments included	...	6,475	

(b.) SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS.

Number of district high schools open at end of 1914	...	...	60
Mean of average weekly roll of secondary departments	...	...	2,100
Number on roll at end of 1914	...	...	1,896
Average attendance of secondary departments	...	...	1,923

(c.) DAY TECHNICAL SCHOOLS.

	Boys.	Girls.
Number on the rolls during 1914	860	979

(d.) SECONDARY SCHOOLS FOR MAORIS.

Number on rolls at end of 1914	...	...	435
Average weekly roll number for 1914	417

(e.) PRIVATE SECONDARY SCHOOLS.

Number on rolls during 1914	850
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The total number of children receiving secondary education at these four classes of schools is shown below. The Department has no statistics of private secondary schools, which are not subject to inspection.

				Average Weekly Roll.	
				1913.	1914.
Secondary schools	...	...	...	5,803*	6,056*
District high schools	...	...	...	2,073	2,100
Day technical schools	...	...	...	1,664†	1,839†
Maori secondary schools	...	...	...	419*	435*
Private secondary schools	...	...	...	545	850
Totals	...	...	...	10,504	11,280

* Roll at end of year.

† Actual number on roll during year.

It will thus be seen that the number receiving secondary education during 1914 shows a slight increase over that for the previous year.

Based on the estimated population of New Zealand as at the 31st December last the proportion of persons receiving some form of day secondary education is 98 per 10,000 of population, as compared with 93 for the previous year.

SCHEMES OF CONTROL OF SECONDARY SCHOOLS.

Section 89 of the Education Act, 1914, which secures to Education Boards and parents of pupils representation on the Boards of Governors of certain secondary schools, for which such provision had not previously been made, and section 90, which determines fully the constitution of the governing bodies of certain other secondary schools, necessitated the revision of the schemes of control in these cases or the drawing-up of new schemes where none had existed before. Under section 92 of the Act schemes for nineteen secondary schools in all were submitted to the Council of Education, and, on the recommendation of that body, received Ministerial approval and were gazetted. Provisions were included in the schemes, in accordance with the Act, dealing with courses of study, fees, the respective powers of the governing body and the principal, and other matters.

FREE SECONDARY EDUCATION.

Under the regulations free places are divided into two classes—junior and senior—both being tenable at secondary schools and district high schools, or, under somewhat different conditions, at technical schools.

Generally speaking, junior free places are tenable for two years, with a possible extension in certain cases to three years. In the case of their being held at district high schools they are tenable to the age of seventeen. The qualifications are a certificate of proficiency, or a junior scholarship, or special Junior Free Place Examination. Senior free places may be obtained on passing the Intermediate Examination, or without external examination after the satisfactory completion of a two-years secondary course, on the recommendation of the principal of the school attended, to which the Director of Education concurs. The latter form of qualification is becoming increasingly applicable, there being 791 cases of complete

exemption from examination and 33 cases of partial exemption in 1914. Senior free places in secondary schools, district high schools, and technical high schools are tenable up to the age of nineteen. To technical schools other than technical high schools this age-limit does not apply.

The following are some of the figures for 1913 and 1914 in regard to free places in secondary schools:—

	1913.	1914.
Number of secondary schools giving free tuition ..	30	30
*Total roll number, excluding lower departments ..	5,803	6,056
Number of free-place holders ..	4,592	5,061
Free-place holders as a percentage of roll number ..	79 per cent.	84 per cent.
Total annual payment by Government for free places ..	£51,917	£56,186
Cost to Government per free pupil ..	£10 15s. 11d.	£11 2s. 0d.

* The total roll of all secondary schools is taken, including Wanganui Boys' and Girls' Colleges and Christ's College, but these three schools are not included in the number of secondary schools giving free tuition during 1914. Wanganui Girls' College will be open to free-place holders as from the beginning of the current year.

It will thus be seen that there are now very few pupils—only 16 in every 100—who pay fees for admission into secondary schools. That the free-place system has undoubtedly been fully taken advantage of by the people of New Zealand is evidenced by the enormous increase in free places in the last few years. In 1903 there were 1,600 free pupils at secondary schools; now the number is more than three times as great.

In order to arrive at the total number of pupils in New Zealand receiving free secondary instruction it will be necessary, however, to include also 171 holders of scholarships or exhibitions carrying free instruction not otherwise enumerated, which are granted by the secondary schools included above or by endowed secondary schools not coming under the conditions for free places, 2,100 pupils in attendance at district high schools, almost all of whom were free pupils, 107 Maori pupils receiving free education in Maori secondary schools, and 1,674 holders of free places in day technical schools. Consequently, there are approximately 8,942 pupils receiving free secondary education in the Dominion, exclusive of those holders of free places in technical schools (mostly evening students) who, while not taking full day courses, were nevertheless receiving free education of secondary grade.

The following table gives a summary of the various secondary free places at the end of the year for which payment was made by Government:—

FREE PLACES IN DECEMBER, 1913 AND 1914.

	1913.			1914.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
(i.) Secondary schools—						
(a.) Junior free pupils ..	1,815	1,466	3,281	2,024	1,556	3,580
(b.) Senior free pupils ..	759	552	1,311	864	617	1,481
Totals ..	2,574	2,018	4,592	2,888	2,173	5,061
(ii.) District high schools ..	900	937	1,837	1,067	1,033	2,100
(iii.) Maori secondary schools ..	53	55	108	48	59	107
(iv.) Day technical schools—						
(a.) Junior free pupils ..	611	729	1,340	703	792	1,495
(b.) Senior free pupils ..	65	102	167	71	108	179
Grand totals ..	4,203	3,841	8,044	4,777	4,165	8,942

SCHOLARSHIPS HELD AT SECONDARY SCHOOLS AND DISTRICT HIGH SCHOOLS.

These scholarships are of four kinds,—

- (i.) National Scholarships;
- (ii.) Education Board Scholarships;
- (iii.) Foundation (or Governors') Scholarships, given by the governing bodies of secondary schools;
- (iv.) Private scholarships, endowed by private owners.

(i.) *National Scholarships.*

Junior National Scholarships have up to the present been allotted to the several education districts practically on the basis of population, as in each district there has been offered annually one scholarship for each 4,000 or part of 4,000 children

in average yearly attendance at public schools. The scholarships are awarded by the Education Boards on the results of an examination conducted by the Education Department, and the Boards exercise a certain control over the holders, and pay over to them from time to time the amounts falling due.

Under the Education Act, 1914, and regulations issued under its authority, the arrangements for scholarships have been remodelled. Junior and Senior National Scholarships, to be awarded under a national scheme, replace the older Junior National and the Education Board Junior Scholarships and the Education Board Senior Scholarships respectively. The University Entrance Scholarships, which have hitherto been called Senior National Scholarships, will in future be known, in accordance with the University Amendment Act, 1914, as University National Scholarships.

Under the scheme thus introduced junior and senior scholarships, in the proportion of nine to five, are to be awarded, the standard of qualification in any year for the respective grades being determined beforehand in such manner as approximately to provide one scholarship for every five hundred in yearly average attendance. For pupils of schools below Grade III a slightly lower standard is to be provided:

The qualifications of candidates for Junior National Scholarships will be tested in an examination of somewhat greater difficulty than the certificate of proficiency examination. For the testing of the qualifications of applicants for the new Senior National Scholarships there will be, alternative to the examination based on the Public Service Entrance Examination, an examination of equal difficulty provided to suit the needs of those candidates who are being instructed on the lines of the rural or domestic courses now adopted in many schools.

The following summary to Table L 4, showing the number and value of Junior National Scholarships current in December, 1913, and December, 1914, respectively, deals only with the Junior National Scholarships of the older conditions. The first award of scholarships under the new conditions will be made as from the beginning of next year:—

Number of scholarships,—							1913.	1914.
Boys	..	..	..	..	..	..	68	76
Girls	..	..	..	..	..	..	62	59
Totals	..	..	..	..	..	..	130	135
Number receiving boarding-allowance (included in the above total)							72	77
Number receiving travelling-allowance (similarly included)							2	3
Number held at secondary schools							114	117
Number held at district high schools							16	18
Total annual rate of payment							£3,460	£3,650

(ii.) *Education Board Scholarships.*

The scholarship funds of the Boards have for many years up to the present been provided by grants which amounted to 1s. 6d. per head of the average attendance. The conditions of the scholarships have been determined by regulations approved in the case of each Board by the Minister of Education. For the award of the junior scholarships all the Boards have now for some years used the Junior National Scholarship Examination, and for their senior scholarships the Intermediate Examination as arranged for scholarship candidates; but the awards themselves and the subsequent control of the holders have been entirely in the hands of the Boards. The number and the value of the Board scholarships in the various districts are shown in Table L 5, the totals of which are for the whole of New Zealand, as follows:—

							Scholarships.
At £40 per annum	..	..	..	..	..	..	118
At £35 per annum	..	..	..	..	..	..	5
At £33 per annum	..	..	..	..	..	..	3
At £30 per annum	..	..	..	..	..	..	50
Under £30 and not under £20 per annum	..	..	..	..	..	..	14
Under £20 and not under £10 per annum	..	..	..	..	..	..	239
Under £10 and not under £5 per annum	..	..	..	..	..	..	159
Under £5 per annum	..	..	..	..	..	..	38
Total	..	..	..	..	..	..	626

Number of scholarships,—							Scholarships.
Boys	..	..	..	..	..	..	388
Girls	..	..	..	..	..	..	238
Total	..	..	..	..	..	..	626
Total expenditure of Boards on scholarships,—							£
In 1910	..	..	..	..	..	..	9,232
In 1911 ..	..	..	..	..	..	..	9,244
In 1912 ..	..	..	..	..	..	..	9,976
In 1913 ..	..	..	..	..	..	..	9,924
In 1914 ..	..	..	..	..	..	..	10,466

As will be seen from the above summary, the value of the scholarships hitherto given by Boards varies considerably. In five out of the thirteen education districts scholarships of the value of £40 have been offered for competition, while in another the highest scholarship offered was of the value of £24. Further, four Boards did not give scholarships of a lower value than £10 per annum, whereas others offered scholarships of a value of £2 10s. In general, holders of Education Board scholarships are also, in virtue of their scholarship qualifications, holders of secondary free places.

Future awards of junior and senior scholarships will entitle the holders to receive, in addition to free places, the sums of £5 and £10 a year respectively, in addition to a lodging-allowance of £35 a year if they are required to live away from home to prosecute their studies at the secondary school, or its equivalent, which is approved by the Minister for the purpose. The Board scholarships current will gradually disappear until they are entirely replaced by national scholarships.

(iii.) *Foundation (or Governors') Scholarships.*

These are of two kinds, those offered by the Governors of secondary schools not granting free places under the Act, and those offered as additional scholarships by the Governors of schools providing free places.

(iv.) *Private Scholarships.*

These are derived from funds provided by private donors at certain schools, by bequest or otherwise.

The number of foundation and private scholarships in the last term of 1914 was 198. Of the holders, forty-five were also Government free pupils under the regulations. The total annual value of the scholarships in cash was £826. In addition, free tuition was given by the schools to holders of foundation and private scholarships to the value of £1,858 19s. 8d., the value of the Government free places already mentioned not being included in this amount.

STAFF.

The staffing of the secondary schools was as follows:—

	1912.			1913.			1914.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.
Regular staff	163	118	281	168	120	288	172	127	299
Part-time teachers	46	38	84	46	33	79	41	32	73

The average number of pupils per teacher (excluding part-time teachers), as estimated on the roll number at the end of the year, was 20·8 in 1912, 21·4 in 1913, and 21·5 in 1914.

The head teacher of a district high school generally takes some part in the secondary instruction, and receives from the Government the sum of £30 in addition to the salary he would receive as head teacher of a primary school of the same size. In 1913 there were 88 special secondary assistants—37 men and 51 women. In 1914 there were 39 men and 49 women. Leaving out of consideration the head teachers, the average number of pupils per teacher was, on the roll number at the end of the year, 21·5, on the average attendance for the year, 22·1.

SALARIES AND STATUS OF SECONDARY TEACHERS.

The total amount paid as salaries to the regular staffs of secondary schools as at the rates paid in December last was £71,992, as against £69,856 for the previous year. Full particulars will be found in Table K 4. The following summary shows the average salary paid to principals and assistants :—

AVERAGE SALARIES IN SECONDARY SCHOOLS.						
1913.			1914.			
M.	F.	All.	M.	F.	All.	
£	£	£	£	£	£	
Principals ...	531	391	484	524	397	482
Assistants ...	249	161	211	248	163	211
Whole staff ...	286	182	243	283	183	241

NOTE.—The salaries of part-time teachers are not taken into consideration in the above summary.

The average salary of all women was £183 4s. 7d., and the average salary of all men was £283 5s. 4d. Conditions have been made under the Act of 1914 ensuring certain minimum salaries better than the present average salaries, so that higher average salaries may be expected at the end of the current year.

In the secondary departments of district high schools salaries are uniform, in accordance with the schedule to the Act. The average salaries actually paid to secondary assistants, exclusive of the sums paid to head teachers by way of extra salary, were, in December, 1913 and 1914, as follows :—

			1913.			1914.		
			£	s.	d.	£	s.	d.
Male assistants ...	...	...	193	0	0	209	19	5
Female assistants ...	...	...	164	7	9	182	8	7
All secondary assistants ...	...	...	174	8	9	194	12	9

(The scale of salaries is the same for men and women.)

The total amount paid in salaries to teachers in secondary departments of district high schools, including the special payments to head teachers, was £18,929 as against £17,295 for 1913.

The professional qualifications of the secondary-school teachers of the Dominion are as follows :—

STATUS OF SECONDARY TEACHERS (REGULAR STAFF ONLY), DECEMBER, 1914.

		Secondary Schools.	District High Schools (Secondary Departments).
Principals,—			
Graduates ...	...	32	20
Holding certificates or other qualifications (excluding graduates) ...	...	1	40
Assistants,—			
Graduates ...	...	217	54
Certificated (excluding graduates) ...	...	17	27
Uncertificated ...	...	32	7
Totals ...	...	299	148

FINANCES OF SECONDARY SCHOOLS.

The income of secondary schools is derived from the following sources :—

- (i.) Rents from the special reserves allocated to them by statute :
- (ii.) Statutory grants given in lieu of special reserves :
- (iii.) Interest upon moneys derived from the sale of reserves and invested in accordance with the Education Reserves Act :
- (iv.) Income from the secondary-school reserves controlled by the Land Boards, divided among the secondary schools in the several land districts in proportion to the number of pupils in average attendance, lower departments excluded :
- (v.) Government payments—(a) Statutory capitation upon free pupils under the Act ; (b) subsidies on voluntary contributions for the general purposes of the school :

- (vi.) Government payments — (a) Capitation for manual-instruction classes ; (b) subsidies on voluntary contributions for manual-instruction purposes :
- (vii.) Special Government grants for buildings and apparatus :
- (viii.) Tuition fees of pupils :
- (ix.) Boarding fees of pupils :
- (x.) Miscellaneous sources, such as interest on moneys (other than those obtained by the sale of reserves), donations, and special endowments (for scholarships, prizes, &c.), rent of premises, loans raised, &c.

The revenue derived from the sources (i) to (iv) is the income derived from endowments, and the “net annual income derived from endowments” is the average of this revenue for the three preceding years, less the expenditure upon the endowments and investments and subject to some qualification upon buildings, and less mortgage and other charges. In regard to new buildings the Education Act, 1914, provides that the expenditure shall not be deducted unless the Minister is satisfied that the buildings are necessary for the purposes of the secondary school.

The Tenth Schedule to the Education Act, 1914, provides for more liberal payments than formerly to secondary schools admitting free pupils. In addition to a lump sum of £100 payable yearly to each school, the maximum rate of capitation for each free pupil has been increased from £12 10s. to £13 10s. per annum, and other rates proportionately. The schedule lays down certain conditions as to staffing and salaries of teachers as necessary before full rates of payment on account of the attendance of free pupils can be claimed.

The following is a summary of the receipts and expenditure of all secondary schools for the year 1914 :—

TABLE K.—SUMMARY OF THE ACCOUNTS OF INCOME AND EXPENDITURE FOR 1914 FURNISHED BY THE GOVERNING BODIES OF SECONDARY SCHOOLS.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Credit balances on 1st January, 1914	34,723	1 2	Debit balances on 1st January, 1914 ..	23,855	18 1
Endowment reserves sold, mortgage-moneys repaid, and insurance ..	607	1 6	Expenses of management	5,056	11 7
Rents, &c., of reserves vested in Boards	36,594	15 11	School salaries	78,086	7 6
Interest on moneys invested	1,246	0 5	Boarding-school Account	22,512	17 7
Reserves revenue (not apportioned) ..	8,671	6 10	Scholarships and prizes	2,771	16 4
Government payments—			Printing, stationery, fuel, light, &c. ..	6,061	2 10
For manual instruction, capitation, and subsidies	1,712	16 10	Land, buildings, furniture, insurance, rent, and rates	50,848	10 2
For free places, capitation, and subsidies	54,986	2 2	On endowments	6,999	11 5
Grants for buildings, sites, furniture, &c.	9,714	10 11	On manual instruction, exclusive of buildings.. ..	1,513	19 8
Statutory grant (Marlborough High School)	400	0 0	On technical instruction	2,574	10 5
School fees (tuition).. ..	19,307	19 5	Interest and repayments of mortgages ..	11,029	8 6
Boarding-school fees, &c.	30,338	1 4	Temporary advances to pupils, and sundries not classified	9,237	10 4
For technical instruction, from Government and other sources	2,908	6 9	Credit balances, 31st December, 1914 ..	32,106	19 10
Transfers from Capital Account, loans and sundries not classified	31,213	4 9			
Debit balances, 31st December, 1914 ..	20,231	16 3			
	<u>£252,665</u>	<u>4 3</u>		<u>£252,665</u>	<u>4 3</u>

The following table gives a comparison of the chief items of income and expenditure for the years 1912, 1913, and 1914 :—

	INCOME.		
	1912. £	1913. £	1914. £
Income from reserves and endowments ..	42,156	48,492	46,512
Grants from Government (exclusive of building grants)	53,548	54,848	57,099
Building grants	5,254	4,964	9,715
Tuition fees (exclusive of boarding-school fees)...	17,973	18,784	19,308

EXPENDITURE.

Salaries of staff	69,806	74,523	78,086
Working-expenses (lower departments excluded)	4,336*	11,701	11,802
Buildings, &c.	37,982	44,982	50,849

* Expenses of management only.

Thirteen of the secondary-schools Boards in operation show a credit balance at the end of the year and eleven a debit balance. The net credit balance of all schools taken together is £11,875, as compared with £17,008 in 1913. The decrease is mainly owing to building operations carried on during the year.

For the whole Dominion, if there are taken into account only the secondary schools that admit free pupils under the Act, we find from Table K 6 in E.—6 the following position as at the 1st March, 1914:—

	1912.	1913.	1914.
Total number of pupils, excluding lower departments (roll number beginning of first term, 1914)	5,515	5,693	6,009
Total net income from endowments (average of three years ended 31st December, 1914) ...	£12,373	£11,533	£9,781
Net income from endowments per head ...	£2·24	£2·02	£1·63
Approximate annual rate of capitation ...	£10·77	£10·79	£10·60
Total available net income per free pupil for salaries and management	£13·01	£12·82	£12·23
Total expenditure on salaries of staff	£56,682	£60,297	£62,805
" working-expenses	£3,152*	£9,909	£9,804
" staff salaries, and working-expenses	£59,834	£70,206	£72,609
Expenditure per head on staff salaries	£10·28	£10·59	£10·45
" per head on working-expenses	£0·57*	£1·74	£1·63
Total expenditure per head on staff salaries, and working-expenses	£10·84	£12·33	£12·08

* Management expenses only.

The last figure given shows as nearly as may be the actual cost per annum for each pupil, exclusive of those in the lower departments. Further details of the income and expenditure of the secondary schools will be found in Tables K 7 and K 8.

Lower Departments.—The Education Act provides that pupils who have not obtained a certificate of competency in the subjects of Standard V or a higher standard of the public-school syllabus may be admitted to a lower department of a secondary school if they are taught in a separate building or class-room, and if no part of the actual cost of their instruction is met out of the endowments of the secondary school. There were lower departments in thirteen secondary schools during 1914; the total number of pupils in those departments was 362; the total expenditure on salaries of teachers was £2,400; the total amount of fees received on their account was £3,152. (See Table K 10.)

2. REPORT OF THE INSPECTOR OF SECONDARY SCHOOLS.

SIR,—

I have the honour to furnish you with a report on secondary education in the Dominion for year, 1914.

Secondary education is carried on in three different classes of schools—endowed secondary schools, private secondary schools, and district high schools. The course of instruction in these three classes of schools is, in general, similar, but the work of schools of the first class is usually carried further, and reaches in its highest form the standard of attainments of the University Junior Scholarship. In a few of the largest district high schools the highest form reaches a somewhat similar standard of work. In some of the secondary schools three definite courses of instruction are provided for boys and girls respectively. The courses are usually defined in boys' schools as—(a) Classical or general; (b) commercial; (c) agricultural. In girls' schools course (c) is named home science. This differentiation

is possible only in separate schools for boys and girls, or where the school is large enough to have in its lowest forms teachers for boys and girls respectively. English, arithmetic, mathematics, history, geography, and a branch of science are common to all. Latin and French are added in the case of (a); book-keeping and allied subjects as alternatives to Latin and French for (b); and agriculture and other topics closely related for (c) (boys), and subjects having a direct bearing on house-craft for (c) (girls). The work is arranged in all secondary schools to reach the Intermediate Certificate in two years. The pupils of course (a) reach the University Junior Scholarship Examination in four or five years. The three courses thus indicated are provided for in a few of the secondary schools only. They are not found in the secondary schools in the cities and largest towns. In some of the schools, even in the country towns, the curriculum is almost identical with course (a). This is surely a mistake, for New Zealand must depend largely on the products of the soil, and if the education of its boys ought to be related to their future life-work the course of instruction should make suitable provision for intelligent teaching in agriculture. In most of the district high schools the rural course has been adopted, and where facilities are provided for individual laboratory practice and an area of land has been set aside for observational and experimental work very satisfactory results are being achieved. It is not desired that the curriculum should be mainly of a vocational nature, for a good sound general education is a matter of paramount importance. Purely technical education is not advisable, but as good a training in the principles of science can be obtained from the rural course drawn up by the Department as from any of the other sciences. In some of the secondary schools and district high schools the home-science course has been introduced. It has been felt that there is a considerable number of girls whose tastes and capacities lie altogether in a direction away either from professional or office work. Accordingly some of the secondary schools and district high schools have made a beginning with a course of instruction in which hygiene, first aid, cookery, dressmaking, and art have been substituted for the foreign languages and mathematics of course (a), and for the book-keeping and closely allied subjects of course (b). The value of a course such as this can scarcely be overrated. In fact, it might fairly be contended that every girl in our secondary schools, whether Government or private, ought to be taught the elements of household management.

It is a matter for regret that in some ruralized secondary schools the course in agriculture has received such a small measure of support that it had to be abandoned or occupy a decidedly inferior position. Almost without exception course (a) is the most popular in both the cities and large towns as well as in the smaller centres. This is probably due to two causes: Firstly, for a long time this course was usually taken by boys and girls, and is still regarded as the most suitable one by parents, even when their children do not intend to enter on a professional career. This course, moreover, has an examination of one kind or another as its goal, and examinations still exercise considerable fascination; secondly, there is an idea in many quarters that the agriculture course is intended only for pupils who wish to take up rural pursuits in after-life. This arises from a misconception of the aim and scope of this course. When it is clearly recognized that the agriculture course can provide as good a training in secondary subjects as either the professional or the commercial courses, and that the work is not necessarily of a strictly technical character suitable for the future farmer, the agriculture course will no doubt receive the consideration it merits. General intellectual equipment can be obtained from a course in which agriculture is the branch of science taught as well as from any other. Its chief recommendation lies in the obvious fact that it draws most of its illustrations from phenomena with which the pupils are familiar from childhood, and is not based on theoretical instruction from text-books. Moreover, the programme of work in English, history, geography, arithmetic, and mathematics is practically the same as that of the professional and commercial courses.

Organization.—The organization of the schools varies considerably. In some a form master or mistress is appointed who is responsible for the general progress, home lessons, behaviour, &c., of that form. This is the teacher to whom the pupil would go if he wished some slight adjustment in his course. In general, the teacher chosen would be responsible for a substantial amount of the work of that form. In some schools the teacher of English is appointed to that position. In other cases—usually few in number—there is no form master or mistress, as the teachers are teachers of subjects primarily. Specialization is of considerable importance in school-work as well as in other departments, but it must be a great drawback and a source of bewilderment to a boy or girl who enters a secondary school from a primary school to have a number of teachers every day. It must take him a considerable time to get his bearings. Moreover, the loss is greatest in that side of school life which is of the highest importance—viz., the formation of character. It is surely indisputable that the continual influence of the teacher on the pupil throughout practically the school day is the determining factor in character-building. Where the personal element is in the background—and it must be so where there are as many diverse influences as there are separate teachers—the work of producing a regular beneficial influence on the pupil is seriously hampered. There is little opportunity for mutual expressions of confidence which lie at the back of the formation of ideals of conduct. In some schools meetings of the staff are held to discuss the progress of individual pupils, the amount of home lessons, schemes of work, the way in which the various subjects of the curriculum can be correlated, &c. These meetings cannot fail to be highly beneficial in improving the efficiency of the teaching staff.

English.—The teaching of English is, in general, good. The English language is in most schools taught in a systematic manner by carefully graded lessons for the various forms. The main grammatical distinctions are taught in the lowest forms, and the detailed study is left for subsequent treatment. In some schools, however, too much detail is taught in the earlier stages. In the teaching of spelling the spelling-book containing isolated words, the meaning of which is often not known, is still sometimes used. Such a practice should be discontinued. The vocabulary of pupils must be extended, but the words should be learned from their context in the passage in which they occur, and not from lists of isolated words. An extensive course of reading is the best method to follow, and if good lessons in word-building are associated with the reading lessons accurate spelling will be the result. In many schools

the lessons in English literature are used with considerable effect. The literature and language lessons are regarded as complementary, and one is used to re-enforce the teaching of the other. The aim in literature is, *inter alia*, to enable the pupils to understand the thought of the works studied. Notes should be employed only so far as they are necessary for this purpose. If the lessons consist largely of notes on geography, history, philology, &c., the thought of the passage under consideration is apt to be buried under the wealth of detailed information supplied. There is frequently a tendency to neglect simple, homely illustrations taken from the pupils' experience, and to furnish instead text-book explanations. Detailed knowledge—often given by inexperienced teachers—is apt to confuse rather than to shed light on obscure passages. In not a few schools the beauties of the choicest pieces are well taught, and the pupils' appreciation of the charm of the figures of speech is appealed to with considerable effect.

The test of effective teaching is the ability of the pupils to express their own ideas in well-chosen language. Some of the schools devote a considerable amount of care and thought to this aspect of their work, and steps are taken by means of specimen lessons with suitable blackboard teaching to show how ideas should be logically set out.

The most difficult phase of composition is the ability to divide the essay into paragraphs, and, as might be expected, it is here that the pupils' own efforts are least satisfactory. The unity of the paragraph is often destroyed by the introduction of irrelevant matter, and by frequent digressions from the main idea with which the paragraph deals. A careful study of a good standard author would go a long way in removing some of the defects referred to. Of course, it is not to be expected that pupils who have been in a secondary school for two years should have more than an elementary knowledge of the nature of a paragraph.

The teaching of history in some instances consists largely of taking down notes at the teacher's dictation. This method is of little value, and is more likely to create a feeling of dislike in the minds of the pupils for the facts of history than to stimulate a desire on their part to know how our Empire has grown and how our great privileges have been obtained. Text-books—and their number is legion—are available at small cost. The most important thing is the way in which they are used. As an auxiliary to teaching they are indispensable, but they should not be used as a substitute. A good oral lesson with a reasonable use of the blackboard and other aids should precede the pupils' reading of the text-book at home. If the teachers' exposition is stimulating, the preparation of the reign or epoch at home will be carried out in an intelligent manner. In this way, especially if a few important dates are memorized, a reasonable understanding may be obtained of the leading facts of English history. As far as possible a knowledge of the remote should be gained by a reference to everyday happenings.

In geography the facts of political geography are associated with the physical aspects of the subject, and the interdependence of the two is generally recognized; but here it is sometimes found that pupils are able to describe with considerable detail the leading facts set out in the text-book without seeing the bearing of these on the locality in which they are living. It goes without saying that a knowledge of the geographical facts of distant countries and the phenomena of the tides, seasons, climate, &c., should be based upon a first-hand knowledge of the world which is the pupil's everyday environment. There is a tendency to teach too many place-names. When it is borne in mind that most of the text-books in use have been written from the English point of view it will be seen that the topography needs revision to bring it into line with our New Zealand standpoint.

Most schools teach Latin by the traditional method, but in a few instances the "direct method" is used. Where the former method is in use an easy reading-book is often introduced during the second or third term. Some teachers, however, keep their pupils unduly long with the uninteresting repetition of the sentences in the text-books. The sentences have been selected to illustrate the grammar, and as there is no connection between the thought of one sentence and another there is little to maintain the interest. The success of the lesson depends primarily on the ability of the teacher to create interest in the work and not on the interest which ought naturally to arise if there was a unity in the subject-matter. To avoid the tedious nature of sentences designed to drill the pupils in case endings, &c., some teachers introduce an easy reading-book and question in Latin on the piece read; others have introduced text-books in which, largely through oral exercises, the grammar is learned to some extent as it is learned in acquiring a knowledge of the mother-tongue. More than this in the series of direct methods is rarely attempted. I notice, however, that a text-book very recently published exemplified a still further step in this desired direction, and the method is commended to the notice of teachers. In the preface the author says, "This book attempts to embody, in the teaching of Latin, those scientific principles upon which a fairly general agreement has been reached. The lessons are dramatic in form, and the teacher has the difficult task of judging how far the pupils understand words which are not to be translated." He adds that "by following the order of nature it should be possible to dispense with the use of English in acquiring Latin and so realize the direct method."

In French the direct method is adopted in almost every school, the grammatical method being used in those smaller district high schools where the teacher has two or three divisions to teach. Even here the pupils almost invariably begin with reading French and learn the grammar incidentally. The main difference between the teaching of French in these schools and in those in which there is a teacher for each form is the small amount of question and answer on the piece that has been read. In some schools excellent oral practice is given in French, and considerable facility of expression is attained. Good use is also made of pictures or objects which form the basis of conversation. Ordinary everyday topics, such as the weather or recent occurrences, are used with great effect in some instances. The teaching of French in the best schools has reached a high standard, and there is almost complete unanimity among teachers of the superiority of the direct over the grammatical method. The interest created from the first in using a language as a means of communicating thought is a matter of such outstanding merit that any unprejudiced critic could not fail to pronounce in favour of the oral method. It certainly makes greater demands on the teacher, but this is amply compensated for by the interest of the pupils and the rapid progress made.

Many teachers complain that the work of teaching a foreign language is greatly hampered by the lack of knowledge of the English language which their pupils have at the time of entering a secondary school. This defect is much more serious in Latin than in French, where the inflexions present difficulty from the beginning, but it is evident that a knowledge of the main functions of words and the elements of analysis of sentences would be of considerable benefit to pupils who are endeavouring to learn a foreign language.

In some schools too many pupils begin the study of two foreign languages, French and Latin, at the time of their entry on secondary work. The attempt to learn the elements of two languages in addition to the systematic study of the mother-tongue imposes a heavier burden than many pupils are able to bear. It would be much better if only one foreign language were taught in the first year, except in the case of scholarship-holders, who presumably are the cleverest pupils. This would enable the head teacher to decide who were of undoubted linguistic ability, and consequently might begin the study of a second foreign language after the end of the year with a reasonable prospect of success.

Mathematics, including arithmetic, reaches a high state of efficiency in some schools, especially where the value of the concrete is recognized in the initial stages. In some instances, however, the study is purely of an abstract character and out of relation to the world of facts. Too much of the pupils' time is taken up in purely mechanical operations in long multiplication, division, &c. If this work were confined to modest dimensions, and problems of a practical character were given, more interest would be aroused and greater progress secured. In geometry the pupils are sometimes taught the strict geometrical proofs without a suitable preparatory course of practical work being gone through. Numerous simple aids should be used to shed light on the abstract side of this subject. In some schools field-work is done with great benefit. The practical work should be regarded as a suitable introduction to the abstract point of view—Euclid's proofs. "The average boy or girl does not derive benefit from the so-called proofs of these early propositions; he gets a better hold of the propositions themselves if they are treated more freely as matters of observation and intuition, and he makes a better start with deduction if he begins this process with the application of these propositions to obtain fresh results than if he begins by applying it to prove results which he already accepts. Some seem to think that there is something loose or unsound or dangerous to a boy's intellectual health in letting him thus assume statements which it has been customary to 'prove.' This idea rests on a misunderstanding of the proposals put forward or of the nature of a geometrical system"—memorandum by the English Board of Education on the teaching of geometry in secondary schools. This is equally true of arithmetic where a considerable amount of time is spent in working out purely mechanical examples which are of no practical value whatever. The only justification for their retention is the training in accuracy which they afford; but this could be secured without such tedious processes. More might be made of approximations, although in some schools this aspect of arithmetic receives considerable attention. Many of the examples in arithmetic text-books are not sufficiently related to the pupils' experience. If the examples chosen appealed directly to the children's groups of ideas the answers would be viewed as reasonable or otherwise by them, and if considered unreasonable the method of solution would be immediately scrutinized with a view to using a fresh method. In a number of cases where pupils were finding discount or present worth they had the haziest ideas of the meaning of a bill of exchange or promissory note. The leading features ought to be explained and a bill of exchange shown them. Formulæ are still employed in the solution of problems. One of the chief reasons for teaching mathematics is the value of such studies as a training in consecutive thinking; if formulæ are used this object is defeated.

In no subject has such thorough change been introduced into the methods of teaching as in the teaching of science, and few schools attempt to deal with any branch of science unless facilities are afforded for individual laboratory practice. But important as the science laboratory is as an adjunct to the teaching, it is in the attitude to the phenomena considered that the greatest change has come. In the best schools the pupils are investigators, endeavouring to find out by interrogating nature what her secrets really are. Material is dealt with in some definite fashion under the skilled direction of the teacher, the results are carefully noticed and set down, and inferences are drawn. The results obtained may be unsatisfactory, and the inferences may be crude, but they represent the pupils' own investigations, and so the method is sound. It is the method of inquiry—facts are brought under strict scrutiny, and conclusions are drawn from observation and experiment. The main aim is to cultivate a spirit of inquiry—"the endeavour is made to inculcate the habits of observing accurately, of experimenting exactly, of observing and experimenting with a clearly defined and logical purpose, and of logical reasoning from observation and the results of experimental inquiry." In this connection the following statement by Huxley has a direct bearing on the subject: "Not only are men trained in mere book-work, ignorant of what observation means, but the habit of learning from books alone begets a disgust of observation. The book-learned student will rather trust to what he sees in a book than to the witness of his own eyes." It is the method of science that is of paramount importance, not the mere acquisition of facts. In most schools this is clearly recognized, as an inspection of the procedure adopted by the teacher and of the pupils' notebooks would abundantly testify. Two different methods are followed in making notes—for in the best laboratories the notes are made by the pupils, not dictated by the science master—either they are made in the laboratory in a permanent form, or a rough copy is made at the time and entered up by the pupil at home. In a few cases the notes had not been revised by the teacher. Systematic revision makes fairly large demands on the teacher's spare time, but when the pupils know that their books are regularly scrutinized it acts as a wholesome influence in eliminating careless work. There were isolated instances or too much reliance on the text-books. The pupils verified the statements set out therein and did not attempt to make an inquiry on their own account. It is obvious that this is contrary to the method of science, which is in essence the faculty of observing and of reasoning from observation and experiment. "Be

it remembered that all branches of natural science are based on facts slowly and patiently accumulated by experiment and observation, truth having been sifted from error, but gradually and sometimes with great difficulty ; and it is unreasonable to suppose that the results of the prolonged labours of innumerable inquirers can be properly brought home to and usefully assimilated by untrained workers in a few short hours. Experience shows that they are not."

In some schools there was a tendency to divide the work unnecessarily, and subjects like arithmetic, algebra, and geometry were in the hands of different teachers. English language, literature, and composition were separated, and the translation, prose, and grammar of a foreign language were assigned to different teachers. Specialization is no doubt necessary in teaching some of the highest branches of study, but it is surely carrying this principle too far when closely associated subjects as the branches of mathematics commonly taught in our secondary schools or the language and literature are in the hands of different teachers. To separate subjects in which the interdependence and close connection is so great as in the instances referred to must result in a loss of efficiency in the teaching-power of the staff. There is such a large number of cross-references in most of these subjects that the work in one could not fail to be of mutual assistance to the other.

In the best schools the blackboard is recognized as an indispensable adjunct to effective teaching, but cases are too common of neglect of this excellent ally. A small sketch or drawing, especially if coloured crayons are used, will prove much more effective than the finest word picture. A short summary of a good oral lesson will add considerably to the success of the lesson. Most teachers are alive to the assistance afforded by blackboard illustrations and make the fullest use of the facilities afforded.

The success of a lesson depends in large measure on the teacher's skill in questioning ; and it is a matter of regret when a good oral exposition is weakened by a lack of ability to put suitable questions, either during the progress of the lesson or at its conclusion. Good questioning usually awakens the interest of the class, and is calculated to secure the active co-operation of each pupil. It is therefore obvious that simultaneous answering should be eliminated. Questions ought to be directed to individual pupils or else out forward for the consideration of the class as a whole, with the clear understanding that some one will be called upon for an answer. To allow the first pupil who gets the answer to reply is a direct incentive to the shirker, or a positive discouragement to the pupil whose mind moves rather slowly to the answer.

Whether there should be home lessons is a matter on which there is considerable divergence of opinion among educationists, and much has been written from both points of view. It is generally admitted that if home lessons are given care should be taken to confine them in the lower forms to the preparation of work bearing on topics which have been dealt with in school. As a rule new ground should not be broken by the pupils. If this were done and the amount set were quite reasonable, probably much of the complaint against home lessons would disappear. It is when pupils are asked to deal with matter which is entirely new to them, and work involving hours of preparation is given, that strong protests are raised. From inquiries made at the time of inspection there does not appear to be much justification for the charge of overstrain due to excessive home-work. Most teachers limit the work from an hour to an hour and a half in Form III, from an hour and a half to two hours in Form IV, and from two hours to two and a half hours in the upper forms. This appears to be the average time set apart for home preparation. Of course, in the case of clever pupils the time would be shorter, and with dull pupils correspondingly longer. As far as can be gathered, the common practice is to lessen the work when parents complain that home-work is prejudicial to the health of their children.

Nearly all the principals of the secondary schools utilize the privilege of recommending junior-free-place holders for senior free places when they are satisfied that their pupils' progress justifies the State in continuing their secondary education for a further period. The power which has been placed in the hands of the principals has been used with commendable discrimination, and the change adopted by the Department eight years ago has been eminently successful. It is based on the fact that promotion from grade to grade in the school should be determined by those who are best qualified to judge, and not on the results of a single outside examination, however wisely it may be conducted. "A certificate, to be of value, should certify not only to the attainments of a scholar at one critical moment, but it should testify that he has lived the school life, and should by its comprehensive character take account of the entire school record." There can be no doubt that this method places great responsibility in the hands of our secondary-school teachers—a responsibility to which they have nobly risen, for they have recognized that it gives them an opportunity of introducing improved methods of teaching and of providing to the fullest extent for initiative.

The physical education of the boys and girls receives considerable attention. In addition to the organized school games, swimming and life-saving are taught, the boys have military drill, the girls receive instruction in first aid, and practically all have recognized periods of physical drill under qualified instructors. The provision made for the physical well-being of the pupils is highly satisfactory.

It affords me very much pleasure to testify to the disinterested manner in which the teachers carry out their multifarious duties. No sacrifice seems to be too great where the well-being of their pupils is concerned. Any suggestions made to secure a higher standard of teaching efficiency or any improvement in the organization of the schools receive the utmost consideration. My visits to the schools year by year have strengthened the opinion I formed eight years ago, that the Dominion has every reason to be pleased with the conscientious and capable men and women to whom the secondary education of its boys and girls has been entrusted.

T. H. GILL, Inspector of Secondary Schools.

The Director of Education, Wellington.

3. DETAILED TABLES.

TABLE K1.—ROLL AND FEES OF SECONDARY SCHOOLS, AS IN DECEMBER, 1914.

Schools.	Total Roll for Last Term of 1914.										Lower Departments included in Total Roll.		Boards included in Total Roll.		Annual Rates of Fees.		Average Attendance (Lower Departments excluded).
	Boys.					Girls.									For Tuition.	For Board exclusive of Tuition.	
	Under 12 Years.	12 to 15.	15 to 18.	Over 18.	Total.	Under 12 Years.	12 to 15.	15 to 18.	Over 18.	Total.	Boys.	Girls.	Boys.	Girls.			
Whangarei High School	11	39	3	53	14	34	3	51	9	8	8	0	35	0	0	111	
Auckland Boys' Grammar School	207	399	35	641	126	310	3	439	47	10	10	0				668	
Auckland Girls' Grammar School										10	10	0				456	
Thames High School	21	39		60	7	36	2	45		8	8	0				111	
New Plymouth Boys' High School	20	58	78	14	170					6	6	0	39	0	0	126	
New Plymouth Girls' High School						19	37	8	64	6	6	0	36	0	0	61	
Wanganui Girls' College						4	62	85	15	166	30	79	13	10	0	140	
Wellington Boys' College	147	244	18	409								53	11	17	9	401	
Wellington Girls' College					31	128	168	12	339	29			11	17	9	302	
Napier Boys' High School	6	37	57	10	110					34	15		9	9	0	82	
Napier Girls' High School					15	38	64	3	120	39	28		9	9	0	82	
Gisborne High School	4	38	40	3	85	3	22	31	56	15	6	14	9	0	0	115	
Marlborough High School	17	32	2	51	11	37	3	51					8	11	0	105	
Nelson Boys' College	2	76	120	15	213					20	96		12	0	0	204	
Nelson Girls' College					5	46	102	12	165	7	40		8	8	0	158	
Christchurch Boys' High School	4	106	82	5	197					12			10	10	0	173	
Christchurch Girls' High School					5	113	169	10	297	15			12	12	0	273	
Rangiora High School	14	20	1	35	6	23	2	31		9			9	9	0	69	
Ashburton High School	30	35	1	66	10	35	1	46					6	6	0	111	
Timaru Boys' High School	37	80	6	123							47		9	0	0	124	
Timaru Girls' High School					22	42	7	71					9	0	0	65	
Waitaki Boys' High School	4	81	162	12	259					29	174		7	10	0	238	
Waitaki Girls' High School					14	49	6	69					7	10	0	68	
Otago Boys' High School	99	216	18	333							32		10	0	0	367	
Otago Girls' High School					66	121	14	201					10	0	0	200	
Southland Boys' High School	70	93	4	167									10	0	0	173	
Southland Girls' High School					43	104	3	150					10	0	0	145	
Totals	40	1049	1,736	147	2,972	63	747	1447	104	2,361	157	126	489	161		5,128	

B. Secondary Schools established under Section 94 of the Education Act.

Hamilton High School ..	33	49	..	82	164	25	38	..	63	126	..	..	10 0 0	..	150
Palmerston North High School ..	9	66	82	2	159	26	38	1	65	131	20	32	10 0 0	40 19 0	201
Dannevirke High School ..	19	26	3	48	96	19	19	3	41	81	..	..	10 0 0	..	89
Gore High School ..	16	46	8	70	140	10	33	3	46	92	..	..	10 0 0	..	120
Totals ..	9	134	203	13	359	80	128	7	215	425	20	32	..	..	560

C. Endowed Secondary Schools not coming within Definition of Section 89 of the Education Act.

Wanganui Collegiate School ..	104	111	5	220	440	..	..	..	..	..	173	..	12 0 0	63 0 0	218
Christ's College Grammar School ..	49	122	107	13	291	..	..	..	..	..	59	110	16 10 0	45 0 0	232
Totals ..	49	226	218	18	511	..	..	..	..	..	59	283	10 10 0	42 0 0	450
Grand totals for 1914 ..	98	1,409	2,157	178	3,842	63	827	1,575	111	2,576	236	126	..	..	6,138
Grand totals for 1913 ..	99	1,363	1,995	178	3,635	60	825	1,518	116	2,519	222	129	..	..	5,835
Difference ..	-1	46	162	..	207	3	2	57	-5	57	14	-3	..	..	303

NOTE.—The classification of secondary schools, as shown in the above tables, may be interpreted thus:—

- Schools established under special Acts of the Legislature, with endowments derived from grants of money from the public revenue, or from grants of land. It is optional with these schools to admit free pupils or offer scholarships equal in value to one-fifth of the net annual income derived from endowments.
- High schools established in places where there are no secondary or district high schools. These schools must admit free pupils, for which they receive grants according to scale.
- Schools which, though endowed, do not admit, nor are they empowered to admit, free pupils.

TABLE K2.—PUPILS ON THE ROLL, EXCLUSIVE OF PUPILS IN LOWER DEPARTMENTS.

Schools.	Number on Roll at End of 1913.		Number at Beginning of 1914.		Number admitted during 1914.		Number who left during 1914.		Number at End of 1914.		Net Increase: 1914 over 1913. (Decreases marked —.)	
A. Endowed Schools included in the Eighth Schedule to the Education Act, 1908.												
Whangarei High School ..	Boys. 64	Girls. 52	Boys. 41	Girls. 33	Boys. 22	Girls. 30	Boys. 10	Girls. 12	Boys. 53	Girls. 51	Boys. —11	Girls. —1
Auckland Boys' Grammar School	624	..	445	..	252	..	56	..	641	..	17	..
Auckland Girls' Grammar School	..	412	..	289	..	204	..	54	..	439	..	27
Thames High School ..	58	49	36	25	31	26	7	6	60	45	2	—4
New Plymouth Boys' High School	100	..	75	..	59	..	11	..	123	..	23	..
New Plymouth Girls' High School	..	77	..	48	..	22	..	6	..	64	..	—13
Wanganui Girls' College ..	..	154	..	97	..	52	..	13	..	136	..	—18
Wellington Boys' College ..	414	..	277	..	188	..	56	..	409	..	—	..
Wellington Girls' College ..	..	294	..	203	..	134	..	27	..	310	..	16
Napier Boys' High School ..	82	..	54	..	39	..	17	..	76	..	—6	..
Napier Girls' High School ..	..	83	..	48	..	47	..	14	..	81	..	—2
Gisborne High School ..	50	36	29	23	53	33	12	6	70	50	20	14
Marlborough High School ..	54	47	38	33	25	25	12	7	51	51	—3	4
Nelson Boys' College ..	189	..	145	..	88	..	40	..	193	..	4	..
Nelson Girls' College ..	..	168	..	132	..	47	..	21	..	158	..	—10
Christchurch Boys' High School	186	..	129	..	76	..	20	..	185	..	—1	..
Christchurch Girls' High School	..	231	..	175	..	136	..	29	..	282	..	51
Rangiora High School ..	39	49	24	27	27	9	16	5	35	31	—4	—18
Ashburton High School ..	54	46	46	33	31	19	11	6	66	46	12	..
Timaru Boys' High School ..	97	..	77	..	66	..	20	..	123	..	26	..
Timaru Girls' High School ..	..	66	..	48	..	32	..	9	..	71	..	5
Waitaki Boys' High School ..	197	..	160	..	91	..	21	..	230	..	33	..
Waitaki Girls' High School ..	..	72	..	54	..	24	..	9	..	69	..	—3
Otago Boys' High School ..	308	..	230	..	163	..	60	..	333	..	25	..
Otago Girls' High School ..	..	187	..	136	..	86	..	21	..	201	..	14
Southland Boys' High School ..	138	..	95	..	86	..	14	..	167	..	29	..
Southland Girls' High School ..	..	142	..	102	..	64	..	16	..	150	..	8
Totals	2,654	2,165	1,901	1,506	1,297	990	383	261	2,815	2,235	161	70
B. Secondary Schools established under Section 94 of the Education Act.												
Hamilton High School ..	74	62	58	45	49	36	25	18	82	63	8	1
Palmerston North High School	130	66	91	37	74	36	26	8	139	65	9	—1
Dannevirke High School ..	43	43	24	24	33	28	9	11	48	41	5	—2
Gore High School	85	54	60	38	30	14	20	6	70	46	—15	—8
Totals	332	225	233	144	186	114	80	43	339	215	7	—10
C. Endowed Secondary Schools not coming within the Definition of Section 89 of the Education Act.												
Wanganui Collegiate School ..	196	..	156	..	88	..	24	..	220	..	24	..
Christ's College Grammar School	231	..	181	..	65	..	14	..	232	..	1	..
Totals	427	..	337	..	153	..	38	..	452	..	25	..
Grand totals ..	3,413	2,390	2,471	1,650	1,636	1,104	501	304	3,606	2,450	193	60

TABLE K3.—CLASSIFICATION OF PUPILS IN SECONDARY SCHOOLS IN 1914, ACCORDING TO YEARS OF ATTENDANCE (EXCLUSIVE OF PREPARATORY DEPARTMENTS).

Schools.	First Year.		Second Year.		Third Year.		Fourth Year.		Fifth Year.		Sixth Year.		Total.		Grand Total.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
A. Endowed Schools included in the Eighth Schedule to the Education Act, 1908.															
Whangarei High School ..	20	23	15	15	17	9	1	3	..	..	..	1	53	51	104
Auckland Boys' Grammar School ..	241	..	204	..	109	..	73	..	14	..	..	..	641	..	641
Auckland Girls' Grammar School ..	..	189	..	139	..	76	..	23	..	9	..	3	..	439	439
Thames High School ..	23	14	26	19	10	10	1	2	..	..	..	..	60	45	105
New Plymouth Boys' High School ..	55	..	37	..	16	..	7	..	3	..	5	..	123	..	123
New Plymouth Girls' High School ..	..	21	..	23	..	13	..	6	..	..	..	1	..	64	64
Wanganui Girls' College..	..	42	..	47	..	25	..	12	..	7	..	3	..	136	136
Wellington Boys' College ..	157	..	138	..	57	..	40	..	16	..	1	..	409	..	409
Wellington Girls' College ..	..	122	..	82	..	64	..	20	..	17	..	5	..	310	310
Napier Boys' High School ..	35	..	14	..	10	..	11	..	6	..	..	..	76	..	76
Napier Girls' High School ..	..	42	..	22	..	10	..	4	..	3	..	..	..	81	81
Gisborne High School ..	44	28	9	13	11	5	3	2	3	2	..	..	70	50	120
Marlborough High School ..	21	19	14	14	11	9	3	2	1	5	1	2	51	51	102
Nelson Boys' College ..	88	..	52	..	25	..	19	..	8	..	1	..	193	..	193
Nelson Girls' College ..	..	49	..	47	..	29	..	21	..	7	..	5	..	158	158
Christchurch Boys' High School ..	76	..	44	..	37	..	18	..	8	..	2	..	185	..	185
Christchurch Girls' High School ..	..	136	..	69	..	40	..	22	..	13	..	2	..	282	282
Rangiora High School ..	20	9	8	6	3	8	3	5	1	3	..	..	35	31	66
Ashburton High School ..	29	17	20	10	13	9	4	8	..	2	..	..	66	46	112
Timaru Boys' High School ..	53	..	33	..	25	..	6	..	6	..	..	..	123	..	123
Timaru Girls' High School ..	..	27	..	25	..	10	..	6	..	2	..	1	..	71	71
Waitaki Boys' High School ..	100	..	65	..	39	..	17	..	8	..	1	..	230	..	230
Waitaki Girls' High School ..	..	24	..	20	..	14	..	9	..	2	..	..	..	69	69
Otago Boy's High School ..	131	..	87	..	56	..	38	..	20	..	1	..	333	..	333
Otago Girls' High School ..	..	77	..	59	..	32	..	19	..	12	..	2	..	201	201
Southland Boys' High School ..	83	..	34	..	37	..	7	..	5	..	1	..	167	..	167
Southland Girls' High School ..	..	60	..	43	..	27	..	14	..	6	..	..	..	150	150
Totals	1,176	899	800	653	476	390	251	178	99	90	13	25	2,815	2,235	5,050
B. Secondary Schools established under Section 94 of the Education Act.															
Hamilton High School ..	38	29	32	25	8	3	3	6	1	..	..	..	82	63	145
Palmerston North High School ..	64	33	38	20	23	6	9	5	4	1	1	..	139	65	204
Dannevirke High School ..	27	22	11	11	5	4	2	..	2	3	1	1	48	41	89
Gore High School ..	23	14	26	13	10	14	7	4	4	..	..	1	70	46	116
Totals	152	98	107	69	46	27	21	15	11	4	2	2	339	215	554
C. Endowed Secondary Schools not coming within the Definition of Section 89 of the Education Act.															
Wanganui Collegiate School ..	85	..	52	..	32	..	27	..	20	..	4	..	220	..	220
Christ's College Grammar School ..	56	..	55	..	45	..	38	..	21	..	17	..	232	..	232
Totals	141	..	107	..	77	..	65	..	41	..	21	..	452	..	452
Grand totals for 1914 ..	1,469	997	1,014	722	599	417	337	193	151	94	36	27	3,606	2,450	6,056
Grand totals for 1913 ..	1,330	987	1,056	782	554	319	315	218	108	65	50	19	3,413	2,390	5,803
Difference	139	10	-42	-60	45	98	22	-25	43	29	-14	8	193	60	253

From these figures the following results relating to the number of years pupils remain at the secondary schools are obtained :—

Percentage leaving at end of 1st year or during 2nd year				Boys.	Girls.
" " " 2nd " 3rd "				23·8	26·9
" " " 3rd " 4th "				33·0	33·7
" " " 4th " 5th "				14·1	17·1
" " " 5th " 6th "				15·0	11·7
" " " 6th "				11·0	7·2
Percentage remaining at end of 6th year				3·1	3·4
				100·0	100·0

The average length of stay of the boys is 2·7 years or 2 years 8 months, and of the girls is 2·5 years or 2 years 6 months.

TABLE K4.—STAFFS OF SECONDARY SCHOOLS AND TEACHERS' SALARIES AS IN DECEMBER, 1914.

Schools.	Staffs.				Salaries at Rate paid at End of Year.				Notes.
	Regular.		Part-time.		Regular Staff.		Part-time Teachers.		
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	
A. Endowed Schools included in the Eighth Schedule to the Education Act, 1908.									
Whangarei High School ..	3	2	1	1	£ 750	£ 305	£ ..	£ ..	Paid on capitation basis.
Auckland Boys' Grammar School ..	21	..	..	..	6,055	..	..	..
Auckland Girls' Grammar School ..	..	18	1	1	..	3,247	90	..	
Thames High School ..	3	1	..	..	800	175	..	..	Principal has residence.
New Plymouth Boys' High School ..	7	..	2	..	1,585	..	100	..	Principal and one assistant have residence, one assistant has allowance, and three assistants have board.
New Plymouth Girls' High School ..	..	4	..	..	..	775	..	..
Wanganui Girls' College ..	..	12	2	5	..	2,560	234	67	Principal has board and residence.
Wellington Boys' College ..	19	..	2	..	5,255	..	100	..	
Wellington Girls' College ..	..	17	2	6	..	3,170	85	224	
Napier Boys' High School ..	7	..	2	..	1,632	..	125	..	Two masters have board and residence.
Napier Girls' High School ..	..	7	..	4	..	1,265	..	100	
Gisborne High School ..	5	2	1	2	1,375	320	45	40	Four teachers have allowances.
Marlborough High School ..	3	2	..	..	1,000	300	..	..	Principal has residence.
Nelson Boys' College ..	9	..	1	..	2,475	..	60	..	Principal has board and residence, one assistant has residence, five assistants have board, and two assistants have house allowance.
Nelson Girls' College ..	..	8	..	1	..	1,380	..	50	Principal and five assistants have board and residence.
Christchurch Boys' High School ..	10	..	5	..	3,093	..	560	..	
Christchurch Girls' High School ..	..	16	2	5	..	2,893	94	387	
Rangiora High School ..	3	2	..	..	908	225	..	..	Principal has residence, and two assistants have allowances.
Ashburton High School ..	3	2	..	..	890	335	..	..
Timaru Boys' High School ..	6	..	1	..	1,575	..	20	..	Two assistants have board.
Timaru Girls' High School ..	..	4	..	1	..	870	..	15	
Waitaki Boys' High School ..	9	..	1	1	2,410	..	32	36	Principal has residence, and five assistants have board.
Waitaki Girls' High School ..	..	4	..	1	..	700	..	50	
Otago Boys' High School ..	12	..	3	..	3,555	..	260	..	Principal has residence.
Otago Girls' High School ..	..	9	2	2	..	1,810	125	135	
Southland Boys' High School ..	6	..	2	..	1,810	..	110	..	Principal has residence.
Southland Girls' High School ..	..	7	3	1	..	1,295	130	15	
Totals ..	126	117	33	31	35,168	21,625	2,170	1,119	
B. Secondary Schools established under Section 94 of the Education Act.									
Hamilton High School ..	4	3	..	..	1,095	440	..	..	Principal has residence.
Palmerston North High School ..	7	3	2	1	1,805	500	100	13	Including £100 house allowance for Principal.
Dannevirke High School ..	2	2	..	..	650	355	..	..
Gore High School ..	4	2	1	..	1,210	350	5	..	
Totals ..	17	10	3	1	4,760	1,645	105	13	
C. Endowed Secondary Schools not coming within the Definition of Section 89 of the Education Act.									
Wanganui Collegiate School ..	13	..	1	..	4,714	..	85	..	Principal has residence, and two assistants have board.
Christ's College Grammar School ..	16	..	4	..	4,080	..	364	..	Acting-Principal has residence and £200 allowance, and two assistants have residence.
Totals ..	29	..	5	..	8,794	..	449	..	
Grand totals ..	172	127	41	32	48,722	23,270	2,724	1,132	

TABLE K5.—NUMBER OF PUPILS HOLDING SCHOLARSHIPS AND FREE PLACES IN SECONDARY SCHOOLS DURING THE LAST TERM, 1914.

School.	Number of Holders of Free Places.									Annual Rate of Capitali-	Total Amount paid in Capita- tion for 1914.	Scholarship- holders.		
	Junior.			Senior.			Totals.					Included in Free-place Holders (Column 10).	Not also Holders of Free Places.	Pupils receiving Free Tui- tion, but not Holders of Government Free Places.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.					
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)	(9.)	(10.)	(11.)	(12.)	(13.)	(14.)	(15.)
A. Endowed Schools included in the Eighth Schedule to the Education Act, 1908.														
(i.) Providing Free Places under Section 93.														
Whangarei High School	32	39	71	12	8	20	44	47	91	£ 12.5	£ 1,172.916	9	..	..
Auckland Grammar Schools	420	324	744	193	93	286	613	417	1,030	11.325	11,738.362	125	1	..
Thames High School ..	48	34	82	10	12	22	58	46	104	12.5	1,135.416	9	..	..
New Plymouth High School	67	34	101	29	21	50	96	55	151	9.858	1,453.970	24	..	..
Napier High School ..	46	57	103	30	16	46	76	73	149	10.966	1,621.233	26	..	..
Gisborne High School ..	56	43	99	13	8	21	69	51	120	6.833	797.220	25	1	..
Wellington Colleges ..	281	194	475	92	74	166	373	268	641	9.708	6,247.325	87	..	..
Marlborough High School	36	33	69	14	12	26	50	45	95	12.5	1,218.750	13	1	..
Nelson College ..	104	85	189	61	57	118	165	142	307	12.5	3,858.333	37	..	..
Rangiora High School	30	12	42	7	16	23	37	28	65	12.5	852.083	6	..	..
Christchurch Girls' High School	..	194	194	..	81	81	..	275	275	12.5	3,412.500	47	2	1
Christchurch Boys' High School	95	..	95	60	..	60	155	..	155	{ 6.0 5.833 }	910.166	29	..	1
Ashburton High School	44	28	72	15	13	28	59	41	100	11.329	1,142.358	10	..	9
Timaru High School ..	72	48	120	35	19	54	107	67	174	12.5	2,114.583	23	..	..
Waitaki High School ..	105	41	146	59	26	85	164	67	231	12.5	2,887.500	22	..	..
Otago High School ..	223	129	352	110	71	181	333	200	533	11.175	5,950.687	58	1	..
Southland High School	111	98	209	48	47	95	159	145	304	9.975	3,067.312	59	..	..
(ii.) Not providing Free Places under Section 93.														
Wanganui Girls' Col- lege	..	..	..	..	..	..	..	..	..	..	..	..	25	40
B. Secondary Schools established under Section 94 of the Education Act.														
Hamilton High School	72	52	124	14	10	24	86	62	148	12.5	1,872.916	12	..	..
Palmerston North High School	90	50	140	36	9	45	126	59	185	12.5	2,308.333	14	..	2
Dannevirke High School	40	32	72	11	7	18	51	39	90	11.004	1,017.887	9	..	..
Gore High School ..	52	29	81	15	17	32	67	46	113	12.5	1,406.250	10	..	..
C. Endowed Schools not included in the Eighth Schedule.														
Wanganui Collegiate School	..	..	..	..	..	..	..	..	..	..	..	..	6	24
Christ's College Gram- mar School	..	..	..	..	..	..	..	..	..	..	..	..	9	48
Totals ..	2,024	1,556	3,580	864	617	1,481	2,888	2,173	5,061	*10.603	56,186.100	654	46	125

* £56,186,100 divided by 5,279, average number of free pupils for 1914.

TABLE K6.—NET INCOME FROM ENDOWMENTS, AND COST PER HEAD OF ROLL (EXCLUSIVE OF LOWER DEPARTMENTS).

Secondary School. (1.)	Total Roll at beginning of First Term, 1914. (2.)	Total Net Income from Endowments (Average for Three Years ending 31st December, 1913). (3.)	Net Income from Endowments per Head of Roll. (4.)	Annual Rate of Capitalisation. (5.)	Total Available Net Income per Free Pupil for Salaries and Management. (6.)	Total Salaries of Staff. (7.)	Total Working-expenses (8.)	Total of Staff Salaries and Working expenses. (Cols. 7 and 8). (9.)	Expenditure per Head of Roll on Staff Salaries. (10.)	Working-expenses per Head of Roll. (11.)	Total per Head of Staff Salaries and Working-expenses. (12.)
A. Endowed Schools included in the Eighth Schedule to the Education Act, 1908.											
(i.) Providing Free Places under Section 93.											
Whangarei High School ..	119	Nil	Nil	12·5	12·5	1,152	148	1,300	9·68	1·24	10·92
Auckland Grammar Schools	1,164	1,520	1·304	11·325	12·629	9,561	1,124	10,685	8·21	0·97	9·18
Thames High School ..	118	Nil	Nil	12·5	12·5	997	128	1,125	8·45	1·09	9·54
New Plymouth High Schools	192	563	2·933	9·858	12·791	2,305	437	2,742	12·01	2·27	14·28
Napier High Schools ..	179	305	1·704	10·966	12·670	2,449	222	2,671	13·68	1·24	14·92
Gisborne High School ..	128	938	7·333	6·833	14·166	1,597	315	1,912	12·48	2·46	14·94
Wellington Boys' and Girls' Colleges	781	2,422	3·100	9·708	12·808	8,511	1,341	9,852	10·89	1·72	12·61
Marlborough High School ..	118	Nil	Nil	12·5	12·5	1,249	183	1,432	10·58	1·55	12·13
Nelson Colleges ..	404	Nil	Nil	12·5	12·5	4,586	656	5,242	11·35	1·62	12·97
Rangiora High School ..	85	Nil	Nil	12·5	12·5	903	115	1,018	10·63	1·35	11·98
Christchurch Girls' High School	297	Nil	Nil	12·5	12·5	2,932	374	3,306	9·87	1·26	11·13
Christchurch Boys' High School	195	1,883	9·658	6·0	15·658	3,878	629	4,507	19·88	3·23	23·11
Ashburton High School ..	124	161	1·300	11·329	12·629	1,221	273	1,494	9·85	2·20	12·05
Timaru High Schools ..	213	Nil	Nil	12·5	12·5	2,466	726	3,192	11·58	3·41	14·99
Waitaki High Schools ..	325	Nil	Nil	12·5	12·5	3,066	622	3,688	9·43	1·92	11·35
Otago High Schools ..	596	879	1·475	11·175	12·650	5,867	1,011	6,878	9·84	1·70	11·54
Southland High Schools ..	333	934	2·804	9·975	12·779	3,339	517	3,856	10·03	1·55	11·58
Totals ..	5,371	9,605	..	..	..	56,079	8,821	64,900	10·44	1·64	12·08
(ii.) Not providing Free Places under Section 93.											
Wanganui Girls' College ..	*166	..	..	..	..	2,769	410	3,179	16·68	2·47	19·15
B. Secondary Schools established under Section 94 of the Education Act.											
Hamilton High School ..	163	Nil	Nil	12·5	12·5	1,567	187	1,754	9·62	1·14	10·76
Palmerston N. High School	228	Nil	Nil	12·5	12·5	2,465	315	2,780	10·81	1·38	12·19
Dannevirke High School ..	106	176	1·662	11·004	12·666	1,134	136	1,270	10·70	1·28	11·98
Gore High School ..	141	Nil	Nil	12·5	12·5	1,560	345	1,905	11·07	2·44	13·51
Totals ..	638	176	..	..	..	6,726	983	7,709	10·54	1·54	12·08
C. Endowed Schools not included in the Eighth Schedule.											
Wanganui Collegiate School	220*	..	..	..	..	4,993	882	5,875	22·70	4·01	26·71
Christ's College Grammar School	291*	..	..	..	..	5,630	706	6,336	19·35	2·42	21·77
Totals ..	511	..	..	..	..	10,623	1,588	12,211	20·79	3·11	23·90
Grand totals ..	6,686	9,781	†1·627	‡10·603	\$12·230	76,197	11,802	87,999	11·40	1·76	13·16

* Roll at 31st December, 1914. † Obtained by dividing 6,009 (total roll less Wanganui and Christ's) into 9,781.
‡ Total capitalisation paid in 1914 divided by average number of free pupils for 1914. § Sum of columns (4) and (5).

TABLE K7.—INCOME OF SECONDARY SCHOOLS FOR THE YEAR 1914

School.	Cr. Balances on 1st Jan., 1914.	From Endowments.			Interest on Moneys invested.	From Government.			For Technical Instruction from Government and other Sources.	School Fees.	Boarding- school Fees.	Transfers from Capital Account, Income (not Reserves), Loans, and Sundries unclassified.			Dr. Balances, 31st Dec., 1914.	Totals.
		Sales and Mortgage- repaid, and Insurance.	Vested in High School Boards.	Not ap- portioned.		For Manual Instruction, Capitation, and Subsidies.	Capitation for Free Places and Subsidies.	For Buildings, Sites, Rent, Furniture, and Apparatus.				£	s. d.	£		
A. Endowed Schools included in the Eighth Schedule to the Education Act, 1908.																
Whangarei High School	£ 490 8 8	£ 43 16 6	£ 288 9 9	£ 14 17 3	£ 705 17 4	£ 128 11 8	£ 48 9 0	£ 31 10 0	£ 1,284 11 8	£ 80 3 8	£ 1,257 15 5	£ 6,000 0 0	£ 113 8 0	£ 300 2 6	£ ..	£ 2,600 1 1
Auckland Boys' and Girls' Grammar Schools	13,861 10 10	6,361 2 11	2,117 7 10	..	..	..	..	..	..	..	..	..	887 5 0	..	..	39,741 15 4
Thames High School	496 15 3	288 9 9	705 17 4	14 17 3	975 7 10	796 1 9	..	78 18 9	1,467 4 6	150 0 0	..	..	42 4 0	1,909 7 0	..	7,026 8 8
New Plymouth High Schools	..	..	744 15 0	..	744 15 0	399 0 7	..	110 6 1	..	..	..	..	471 19 6	3,475 10 8	1,057 19 1	9,236 18 8
Wanganui Girls' College	2,869 15 9	..	3,292 2 11	..	629 15 6	15 6	48 7 2	180 12 6	6,166 1 6	..	..	..	2,503 14 2	..	..	10,089 12 3
Wellington Colleges	300 14 8	..	483 12 2	..	966 12 5	6	..	69 12 6	2,235 15 5	..	..	..	1,498 14 1	127 15 3	..	15,764 16 8
Napier High Schools	525 13 1	..	2,138 4 5	..	580 0 6	..	..	78 15 0	879 15 4	39 5 7	353 18 11	..	191 2 1	1,088 18 8	..	7,296 6 7
Gisborne High School	213 4 9	..	..	..	..	88 11 9	..	54 12 6	1,647 18 4	..	..	..	279 16 0	845 5 0	..	5,843 12 0
Marlborough High School	4,145 10 2	..	931 10 0	..	240 3 6	114 15 0	..	156 1 9	3,933 8 3	358 13 7	..	..	86 17 0	57 17 3	..	2,149 1 7
Nelson Colleges	1,888 13 3	..	..	..	58 10 0	95 10 5	..	..	..	..	..	..	1,505 17 6	7,008 4 2	..	18,419 9 5
Greymouth High School	1,679 7 0	..	32 2 6	..	88 6 4	64 0 0	..	..	..	..	..	..	..	..	..	2,042 13 8
Hokitika High School	140 15 1	..	221 3 4	..	..	..	..	..	958 17 9	10 5 6	229 16 1	..	86 12 6	43 12 3	..	1,863 15 10
Rangiora	..	45 18 0	4,856 4 2	..	..	..	..	59 10 0	884 10 3	35 14 9	..	..	519 15 0	..	7,351 15 7	13,707 9 9
Christchurch Boys' High School	1,569 12 10	..	..	..	..	..	..	153 2 11	3,092 1 2	42 14 0	..	..	281 8 0	96 12 2	..	5,942 8 11
Christchurch Girls' High School	646 16 4	..	..	..	..	..	..	82 10 0	1,217 5 7	..	..	..	39 18 0	..	..	813 18 2
Akaroa High School	..	16 0 0	2,228 7 8	..	..	..	..	83 5 0	1,993 17 7	..	..	..	169 2 8	..	..	9,040 10 11
Ashburton High School	..	..	..	..	..	..	..	137 14 5	1,985 8 4	314 10 0	..	..	782 10 0	3 15 0	789 3 4	3,751 8 7
Timaru High Schools	3,223 3 1	..	1,535 1 0	..	189 5 2	..	..	72 5 0	5,524 14 11	1,536 4 3	..	..	444 16 11	4 0 0	2,664 9 8	5,737 7 3
Waimate High School	..	..	2,989 3 1	..	329 12 5	..	..	28 5 0	2,831 10 10	..	..	..	162 10 0	66 12 4	..	13,565 6 3
Waitaki High Schools	..	158 0 0	1,855 14 6	..	200 13 3	42 0 0	..	..	..	..	..	..	..	..	..	7,267 18 2
Otago High Schools	1,922 12 3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Southland High Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals	33,974 13 0	567 1 6	631,222 6 10	7,395 16 3	692 0 0	1,457 5 1	48,731 9 1	583 15 0	10,067 10 5	14,627 8 0	216,433 6 3	189,410 3 3	..	..	..	..
B. Secondary Schools established under Section 94 of the Education Act.																
Hamilton High School	77 0 1	..	43 1 8	160 5 0	..	..	..	118 18 0	1,856 5 0	875 15 9	..	..	90 0 0	..	164 4 0	3,417 17 8
Palmerston North High School	..	..	..	482 18 6	..	..	..	87 18 9	2,021 16 8	100 0 0	2,170 14 9	..	463 17 2	1,292 14 0	301 5 11	6,947 18 0
Dannevirke High School	666 14 5	..	..	543 8 5	..	..	..	24 15 0	1,174 9 9	23 7 6	..	..	25 0 0	..	..	2,492 3 4
Gore High School	..	..	..	88 18 8	..	..	..	24 0 0	1,602 1 8	228 0 0	153 17 0	..	130 0 0	..	81 9 8	2,394 2 9
Totals	743 14 6	..	43 1 8	1,275 10 7	..	..	..	255 11 9	6,654 13 1	1,227 3 3	3,324 11 9	179 4 5	708 17 2	1,292 14 0	546 19 7	15,252 1 9
C. Endowed Secondary Schools not coming within the Definition of Section 89 of the Education Act.																
Wanganui Collegiate School	4 13 8	..	2,499 1 10	..	16 12 4	..	..	..	..	..	..	..	3,666 5 0	12,000 11 6	396 7 10	31,203 3 8
Christ's College Grammar School	..	40 0 0	2,830 5 7	..	537 8 1	..	..	..	..	..	..	..	4,865 6 10	2,417 7 10	2,855 2 7	16,789 15 7
Totals	4 13 8	40 0 0	5,329 7 5	..	554 0 5	..	..	..	..	..	..	..	8,531 11 10	14,417 19 4	3,251 10 5	47,992 19 3
Grand totals	34,723 1 2	607 1 6	636,594 15 11	8,671 6 10	1,246 0 0	51,712 16 10	55,386 2 2	9,714 10 11	2,908 6 9	19,307 19 5	30,338 1 4	431,213 4 9	20,231 16 3	252,655 4 3	..	..

* Includes £400 statutory grant from Government to Marlborough High School Board.

TABLE K9.—SHOWING DISTRIBUTION OF RESERVES REVENUE TO SECONDARY SCHOOLS FOR THE YEAR 1914.

Provincial District.	Revenue received.	Distribution of Revenue.	
		Secondary Schools receiving Payments.	Amount paid to each School.
	£ s. d.		£ s. d.
Auckland	1,492 10 3	Whangarei High School	122 5 0
		Auckland Boys' and Girls' Grammar Schools ..	1,110 3 3
		Thames High School	116 11 0
		Hamilton High School	143 11 0
Taranaki	934 19 8	New Plymouth High Schools	934 19 8
Wellington	2,451 3 8	Wellington Boys' College	926 19 3
		Wellington Girls' College	664 1 4
		Wanganui Girls' College	389 18 11
Hawke's Bay.. .. .	1,797 7 2	Palmerston North High School	470 4 2
		Gisborne High School	492 4 3
		Napier High Schools	837 16 7
		Dannevirke High School	467 6 4
Marlborough	81 4 6	Marlborough High School	81 4 3
Nelson	129 6 8	Nelson Colleges	129 6 8
Westland	138 0 7	Greymouth High School	54 16 2
Otago	693 14 7	Hokitika High School	83 4 5
		Otago Boys' and Girls' High Schools ..	284 17 5
		Waitaki High Schools	161 14 7
		Southland Boys' and Girls' High Schools ..	170 16 4
		Gore High School	76 6 3
Total	7,718 7 1	Total	7,718 7 1

TABLE K10.—LOWER DEPARTMENTS OF SECONDARY SCHOOLS.

School.	Average Attendance, 1914.	Number of Pupils at End of 1914.	Proportion of Annual Rate of Salary of Teachers.	Total Fees Received for Year.
			£ s. d.	£ s. d.
New Plymouth Boys' High School	41	47	253 10 0	259 17 6
Wanganui Girls' College	30	30	120 0 0	343 12 0
Palmerston North High School	18	20	150 0 0	185 5 0
Wellington Girls' College	24	29	130 0 0	312 7 1
Napier Boys' High School	33	34	240 0 0	303 6 10
Napier Girls' High School	31	39	270 0 0	208 4 6
Gisborne High School	21	21	100 0 0	185 10 0
Nelson Boys' College	19	20	150 0 0	154 0 0
Nelson Girls' College	9	7	100 0 0	78 8 0
Christchurch Boys' High School	11	12	108 0 0	108 0 0
Christchurch Girls' High School	13	15	128 2 0	128 2 0
Christ's College Grammar School	61	59	500 0 0	685 0 0
Waitaki Boys' High School	26	29	150 0 0	200 0 0
Totals	337	362	2,399 12 0	3,151 12 11

TABLE K11.—LIST OF SECONDARY SCHOOLS INCORPORATED OR ENDOWED.

Name.	Act of Incorporation or Institution.	Remarks.
Whangarei High School	1878, No. 63, Local ..	Act may be repealed by <i>Gazette</i> notice under Act of 1885, No. 30.
Auckland Grammar School	1899, No. 11, Local.	
Auckland Girls' Grammar School	1906, No. 18, Local.	
Hamilton High School.. .. .	1908, No. 52, section 94	Scheme of control, <i>Gazette</i> , 1911, Vol. i, p. 1162.
Thames High School	1878, No. 54, Local.	
New Plymouth High School	1899, No. 2, Local.	
Wanganui Girls' College	1878, No. 42, Local ..	Board identical with Education Board.
Wanganui Collegiate School	[Nil]	Endowment, Reg. I, fol. 52. See also D.—16, 1866, p. 9.
Palmerston North High School	1904, No. 20, section 88	Scheme of control, <i>Gazette</i> , 1904, Vol. i, p. 903.
Wellington College and Girls' High School	1887, No. 17, Local.	
Dannevirke High School	1904, No. 20, section 88	Scheme of control, <i>Gazette</i> , 1905, Vol. ii, p. 2407.
Napier High Schools	1882, No. 11, Local.	
Gisborne High School	1885, No. 8, Local ..	Scheme of control, <i>Gazette</i> , 1909, Vol. i, p. 1110.
Marlborough High School	1899, No. 27, Local ..	Board identical with Education Board.
Nelson College	1858, No. 38, and 1882, No. 15, Local.	
Greymouth High School	1883, No. 21, Local ..	Not in operation in 1912.
Hokitika High School	1883, No. 7, Local ..	Not in operation in 1912.
Rangiora High School	1881, No. 15, Local.	
Christchurch Boys' High School	1878, No. 30, Local ..	Under management of Canterbury College.
Christchurch Girls' High School	[Nil]	Under management of Canterbury College
Christ's College Grammar School	Canterbury Ordinance, 1855	Endowment, <i>Gazette</i> , 1878, Vol. i, p. 131. A department of Christ's College, Canterbury.

TABLE K11.—LIST OF SECONDARY SCHOOLS INCORPORATED OR ENDOWED—continued.

Name.	Act of Incorporation or Institution.	Remarks.
Akaroa High School	1881, No. 16, Local ..	Not in operation in 1912.
Ashburton High School	1878, No. 49, Local.	
Timaru High School	1878, No. 26, Local.	Not in operation in 1912.
Waimate High School	1883, No. 19, Local ..	
Waitaki High School	1878, No. 18, Local.	
Otago Boys' and Girls' High Schools	1877, No. 52, Local.	Scheme of control, <i>Gazette</i> , 1908, Vol. ii, p. 1798.
Gore High School	1904, No. 20, section 88	
Southland Boys' and Girls' High Schools	1877, No. 82, Local.	

TABLE L1.—DISTRICT HIGH SCHOOLS: ATTENDANCE, STAFFS, SALARIES, ETC., IN SECONDARY DEPARTMENTS, 1914.

Education District.	Number of Schools.	* Average Attendance, 1914.	Number of Assistant Teachers.			Average of Number of Pupils per Teacher.	Statutory Annual Rate at End of Year.		
			M.	F.	Total.		£	s.	d.
Auckland	11	226	3	10	13	17.4	2,812	0	0
Taranaki	1	132	1	3	4	33.0	723	0	0
Wanganui	8	222	8	3	11	20.2	2,236	0	0
Wellington	9	303	4	10	14	21.6	3,100	0	0
Hawke's Bay	3	131	3	2	5	26.2	1,075	0	0
Nelson	4	90	2	3	5	18.0	1,067	10	0
Grey	1	25	1	1	2	12.5	420	0	0
Westland	1	65	1	1	2	32.5	420	0	0
North Canterbury	10	372	8	7	15	24.8	3,317	9	4
South Canterbury	3	106	3	2	5	21.2	1,073	0	0
Otago.. .. .	9	277	5	7	12	23.1	2,685	0	0
Totals for 1914	60	1,949	39	49	88	22.1	18,928	19	4
Totals for 1913	59	1,880	37	51	88	21.4	17,295	2	8

* This column differs from the column of average attendance in Table L2 for the reason that the numbers in that table are the totals of attendance for the mean of the four quarters of each secondary department taken separately, not the mean of the gross quarterly totals of all schools.

TABLE L2.—SCHOOL ATTENDANCE AT SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS FOR 1914.

	Roll Numbers.			Average Attendance for Whole Year (Mean of Average Attendance of Four Quarters).			Percentage of the Mean of Aver- age Weekly Roll of Four Quarters.
	Pupils at 31st Dec., 1913.	Pupils belonging at 31st Dec., 1914.	Mean of Average Weekly Roll of Four Quarters.	Boys.	Girls.	Total.	
							1914.
Auckland	190	220	237	94	119	213	89.9
Taranaki	116	130	141	77	55	132	93.6
Wanganui	200	194	243	114	107	221	90.9
Wellington	269	281	323	142	159	301	93.5
Hawke's Bay	106	119	139	69	62	131	94.2
Nelson	123	131	104	42	48	90	86.5
Grey	35	26	28	12	13	25	89.3
Westland	55	61	70	42	23	65	92.8
North Canterbury	339	357	408	212	157	369	90.4
South Canterbury	106	103	116	48	56	104	89.7
Otago	287	274	291	125	147	272	93.5
Totals for 1914.	1,826	1,896	2,100	977	946	1,923	91.6

TABLE L3.—FURTHER DETAILS RELATING TO SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS.

Staff and Average Attendance of Secondary Departments of District High Schools, 1914.

NOTE.—In the column for "Position on Staff," (5), "M" and "F" distinguish sex, "H" means Head of a School, and "A" Assistant in the Secondary Department.

The salaries set down in column (6) are in accordance with the rates in the table and paragraph (a) of Part V of the Second Schedule of the Education Amendment Act, 1908.

Each of the four normal schools, although not a district high school, has a secondary department in accordance with the regulations for training-colleges.

(1) School.	(2) Average Attendance, 1914.	Staff.			(6) Statutory Annual Rates of Salary at End of Year.
		(3) Name of Teacher.	(4) Classification or Degree.	(5) Position on Staff.	
Auckland—					£ s. d.
Aratapu	22	Hockin, Harry	D1	H.M.	30 0 0*
		Gavey, Annie L.	C1	A.F.	210 0 0
Cambridge	16	Campbell, Robert	C1	H.M.	30 0 0
		Meredith, Charles	C2	A.M.	210 0 0
Coromandel	18	Tanner, Thomas B.	D1	H.M.	30 0 0*
		Heward, Gladys H.	M.A., B5	A.F.	170 0 0
Normal	23	Cousins, Herbert G.	M.A., A1	H.M.	30 0 0*
		Hall, Alfred J. C.	C1	(Subs.)	30 0 0*
		Shrewsbury, Elsie	M.A., A1	A.F.	270 0 0
Paeroa	31	Dunlop, David W.	C1	H.M.	30 0 0*
		Clark, Olive M.	B.A., B4	A.F.	210 0 0
		Adlington, Hilda J.		A.F.	153 0 0
Pukekohe	11	Flavell, Dennis R.	D1	H.M.	30 0 0*
		Freeman, Mabel E.	M.A., A4	A.F.	170 0 0
Rotorua	23	Warn, John M.	C1	H.M.	30 0 0*
		Greenwood, Fred. W.	C4	A.M.	210 0 0
Tauranga	23	Law, Norman H. S.	C1	H.M.	30 0 0*
		Taylor, Fanny J.	B.A., B3	A.F.	180 0 0
Te Aroha	10	Burton, Alfred F.	D1	H.M.	30 0 0*
		Clayton, Ruth L. G.	B.A., B3	A.F.	170 0 0
Te Kuiti	12	Power, Edward A.	D1	H.M.	30 0 0*
		Crabbe, Norman J.	B1	A.M.	170 0 0
Waihi	37	Wilson, Charles	C1	H.M.	30 0 0*
		Wintersgill, Nellie		A.F.	189 0 0
		Holmden, Dorothy	M.A., A5	A.F.	170 0 0
Taranaki—					
Stratford	132	Tyrer, Florence A. R.	D1	H.M.	30 0 0*
		Bowler, Frederick C.	B.A., Lie.	A.M.	228 0 0
		Geddes, Edith (Mrs.)	B.A., B3	A.F.	180 0 0
		Jackson, Edith A.	M.A., Lie.	A.F.	142 10 0
		Gordon, Jessie	B.A., Lie.	A.F.	142 10 0
Wanganui—					
Bull's	10	Gray, Joseph H.	D1	H.M.	30 0 0*
		O'Connell, Leonard J.		A.M.	153 0 0
Eltham	19	Thomas, Taliesin	C1	H.M.	30 0 0*
		Ongley, Patrick A.	B.A., B4	A.M.	170 0 0
Feilding	72	Richardson, Henry H.	B.A., B1	H.M.	30 0 0*
		Bucley, William E.	B.A., B1	A.M.	210 0 0
		Wyatt, Gladys M.	C2	A.F.	170 0 0
		Billens, Emmie	B.A., B4	A.F.	170 0 0
Hawera	37	Strack, Conrad A.	D1	H.M.	30 0 0*
		McLeod, Janet	M.A., A3	A.F.	210 0 0
		Johnson, Hector C.		A.M.	153 0 0
Hunterville	28	Ironmonger, Edwin L.	D1	H.M.	30 0 0*
		Roulston, James D.	B2	A.M.	210 0 0
Marton	21	Ryder, Robert B.	B1	H.M.	30 0 0*
		Thomas, William W.	B.A., B3	A.M.	210 0 0
Patea	13	Robbie, George A.	B1	H.M.	30 0 0*
		McLeod, David	M.A.B.Sc.B4	A.M.	170 0 0
Taihape	22	Thurston, James F.	C1	H.M.	30 0 0*
		Henderson, Hubert	B.A., B4	A.M.	170 0 0
Wellington—					
Carterton	47	Cowles, Jabez A.	B.A., B1	H.M.	30 0 0*
		Yeats, Duncan M.	D1	(Subs.)	30 0 0*
		Wilson, Marion K.	M.A., A1	A.F.	210 0 0
		Haddrell, Olive V.	M.A., B4	A.F.	170 0 0
Eketahuna	25	Dempsey, Walter N.	D1	H.M.	30 0 0*
		Lazarus, Frances	C3	A.F.	210 0 0
Greytown	19	Davies, William C.	D1	H.M.	30 0 0*
		Jackson, Patrick M.	C2	A.M.	210 0 0
Hutt	13	Burns, Andrew N.	M.A., A1	H.M.	30 0 0*
		Myers, Phoebe	B.A., B1	A.F.	210 0 0
Levin	29	McIntyre, James	D1	H.M.	30 0 0*
		Rockel, Cecil F.	B2	A.M.	210 0 0
		McLandress, Isabella	M.A., B2	A.F.	170 0 0
Masterton	63	Jackson, William H.	D1	H.M.	30 0 0*
		Bee, John G.	M.A., A1	A.M.	240 0 0
		Brown, Alexandra M.	D3	A.F.	170 0 0
Normal	36	Webb, James C.	B.A., B1	H.M.	30 0 0*
		Sinclair, Mary A.	B.A., B1	A.F.	260 0 0
		McRae, Rebecca F.	D3	A.F.	150 0 0
Pahiatua	23	Thomas, Joseph	C1	H.M.	30 0 0*
		Reese, Marion	B.A., B3	A.F.	210 0 0
Petone	48	Foster, William H. L.	M.A., B1	H.M.	30 0 0*
		Lynskey, James H.	B.A., B1	A.M.	240 0 0
		Ross, Christina M.	B.A., B3	A.F.	170 0 0
Hawke's Bay—					
Hastings	58	Pegler, Leonard F.	B.A., B1	H.M.	30 0 0*
		Atkinson, Thomas S.	B2	A.M.	210 0 0
		Hodgson, Ruth J.	B1	A.F.	170 0 0

* Also included in Appendix E, E.-2.

TABLE L3.—FURTHER DETAILS RELATING TO SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS—*continued.*

(1) School.	(2) Average Attend- ance, 1913.	Staff.			(6) Statutory Annual Rates of Salary at End of Year.
		(3) Name of Teacher.	(4) Classification or Degree.	(5) Position on Staff.	
Hawke's Bay— <i>continued.</i>					£ s. d.
Waipawa	47	Watson, John D.	M.A., B1	H.M.	30 0 0*
		Keane, Jeremiah P.	C1	A.M.	215 0 0
		Smith, Rose M.	C1	A.F.	175 0 0
Woodville	26	Stevenson, Andrew	C1	H.M.	30 0 0*
		Hoult, William H.	M.A., A2	A.M.	215 0 0
Nelson—					
Motueka	12	Griffin, Thomas J.	B.A., B1	H.M.	30 0 0*
		Stoddart, Frances	B.A., B1	A.F.	180 0 0
Reefton	26	Rumbold, William A.	C1	H.M.	30 0 0*
		Lundie, George A.	M.A., Lic.	A.M.	199 10 0
Takaka	13	Boyes, William H.	D1	H.M.	30 0 0*
		Ainsworth, Emma F.	B.A., B2	A.F.	180 0 0
Westport	39	Harkness, James H.	B.A., B1	H.M.	30 0 0*
		Gifford, Arthur	M.A., A1	A.M.	235 0 0
		Bryan, Edith .. ..	..	A.F.	153 0 0
Grey—					
Greymouth	25	Adams, Allan A.	D1	H.M.	30 0 0*
		Talbot, Arthur Ernest	D1	A.M.	220 0 0
		Thompson, Marion	D1	A.F.	170 0 0
Westland—					
Hokitika	65	de Berry, Leonard F.	M.A., B1	H.M.	30 0 0*
		Williams, Henry	C1	A.M.	220 0 0
		Neilson, Isabella	M.A., A3	A.F.	170 0 0
North Canterbury—					
Akaroa	21	Hall, Charles	C2	H.M.	30 0 0*
		Gray, Alexander	M.A., A1	A.M.	180 0 0
Darfield	25	Ellis, Leonard R.	E1	H.M.	30 0 0*
		Denne, Archibald H.	C3	A.M.	210 0 0
Christchurch West	187	Caughley, John	M.A., B1	H.M.	30 0 0*
		Waller, Francis D.	B.A., B1	A.M.	315 19 4
		Mayne, Arthur J.	M.A., B1	A.M.	205 0 0
		Finlayson, Annie C.	M.A., A2	A.F.	180 0 0
		Barrell, Arthur F.	B.A., B2	A.M.	180 0 0
		Marriot, Gladys E.	B.A., B2	A.F.	150 0 0
		Slocombe, Mary	B.A., B2	A.F.	150 0 0
Kaipoi	24	Douds, Thomas	B1	H.M.	30 0 0*
		Wilson, Henry L.	B1	A.M.	215 0 0
Kaikoura	13	Allison, Herbert H.	C1	H.M.	30 0 0*
		Mayne, Helga M.	C3	A.F.	170 0 0
Lincoln	18	Cookson, Arthur	D1	H.M.	30 0 0*
		Osborn, Mabel E.	B.A., B2	A.F.	210 0 0
Lyttelton	16	Just, Emile U.	D1	H.M.	30 0 0*
		Gilmour, William O.	C1	A.M.	220 0 0
Normal	29	Aschman, Christopher T.	C1	H.M.	30 0 0*
		Irwin, James W.	C1	A.M.	255 0 0
Oxford East	12	Watson, Lancelot	C1	H.M.	30 0 0*
		Grace, Eleanor A.	Lic.	A.F.	161 10 0
Southbridge	27	Walker, Joseph W. A.	C1	H.M.	30 0 0*
		Glanville, Gertrude M.	C1	A.F.	215 0 0
South Canterbury—					
Pleasant Point	21	Methven, James	B.A., B1	H.M.	30 0 0*
		Marwick, John	M.A., A4	A.M.	210 0 0
Temuka	32	McLeod, Murdoch	B.A., B1	A.M.	30 0 0*
		Connell, Richard P.	B.A., B4	A.M.	210 0 0
		Mills, Mary M. .. ..	..	A.F.	153 0 0
Waimate	53	Pitcaithly, George	B.A., B1	H.M.	30 0 0*
		Laing, Thomas M. M.	B.A., B1	A.M.	240 0 0
		Olliver, Margaret F. L.	M.A., M.Sc., A2	A.F.	170 0 0
Otago—					
Alexandra	18	McLean, Alexander	C1	H.M.	30 0 0*
		Adam, Arthur E.	B4	A.M.	170 0 0
Balclutha	72	Turner, William W.	B.A., B1	H.M.	30 0 0*
		Wade, Robert H.	B.A., B3	A.M.	210 0 0
		Paterson, Janet	M.A., B1	A.F.	170 0 0
Lawrence	32	Jones, Herbert C.	B1	H.M.	30 0 0*
		Botting, Robert W. S.	C3	A.M.	210 0 0
		Jennings, Margaret A.	B.A., B3	A.F.	175 0 0
Mosgiel	23	Moir, John H.	B.A., B1	H.M.	30 0 0*
		Graham, George P.	B.A., B1	Subs.	..
		Bressey, Florence F.	M.A., A1	A.F.	215 0 0
Normal	59	McElrea, William	B.E., B1	H.M.	30 0 0*
		Moore, John A.	M.A., B.Sc., A1	A.M.	260 0 0
		Kenyon, Helen M.	B.A., B2	A.F.	180 0 0
Palmerston	22	Rutherford, John R.	M.A., A1	H.M.	30 0 0*
		Cox, Annie	M.A., A2	A.F.	215 0 0
Port Chalmers	18	Booth, George F.	B.A., B1	H.M.	30 0 0*
		Sinclair, Agnes	C2	A.F.	175 0 0
Tapanui	17	Mackie, William W.	C1	H.M.	30 0 0*
		Campbell, Eliza	M.A., A1	A.F.	215 0 0
Tokomairiro	16	Graham, Walter B.	C1	H.M.	30 0 0*
		Ferguson, Albert J.	M.A., B1	A.M.	220 0 0
Totals, 1914	1,949	..	..	..	18,928 19 4

* Also included in Appendix E, E.-2.

TABLE L4.—NUMBER AND VALUE OF JUNIOR NATIONAL SCHOLARSHIPS.

Education District.	Total Number held in December, 1914.			Receiving Boarding-allowance (included in Total Number).			Receiving Travelling-allowance (included in Total Number).			Number held at Secondary Schools.	Number held at District High Schools.	Total Rate of Annual Payment as at December, 1914.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
Auckland	22	9	31	10	5	15	..	..	..	31	..	£ 760
Taranaki	3	4	7	2	3	5	..	..	..	4	3	220
Wanganui	5	7	12	2	5	7	..	..	..	12	..	330
Wellington	6	8	14	4	4	8	2	..	2	11	3	380
Hawke's Bay	4	4	8	3	3	6	..	..	..	5	3	260
Marlborough	2	1	3	2	..	2	..	..	..	3	..	90
Nelson	5	2	7	5	1	6	..	..	..	7	..	250
Grey	3	1	4	2	..	2	..	..	..	3	1	100
Westland	2	2	4	1	1	2	1	..	1	3	1	110
North Canterbury	6	12	18	4	3	7	..	..	..	15	3	370
South Canterbury	4	2	6	4	1	5	..	..	..	4	2	210
Otago	8	4	12	2	3	5	..	..	..	10	2	270
Southland	6	3	9	5	2	7	..	..	..	9	..	300
Totals, 1914	76	59	135	46	31	77	3	..	3	117	18	3,650
Totals, 1913	68	62	130	39	33	72	2	..	2	114	16	3,460
Difference	8	-3	5	7	-2	5	1	..	1	3	2	190

TABLE L5.—NUMBER AND VALUE OF EDUCATION BOARD SCHOLARSHIPS.

Education District.	Number held in December, 1914.			Period of Tenure.	Boards' Expenditure on Scholarships in 1914.	Annual Value, &c.
	Boys.	Girls.	Total.			
Auckland	89	32	121	Years. 3	£ s. d. 2,824 15 9	54 at £40, 67 at £10.
Taranaki	18	19	37	2	394 0 0	8 at £30, 1 at £11, 1 at £10 10s., 27 at £5.
Wanganui	20	20	40	2 or 3	1,028 0 9	16 at £40, 8 at £24, 2 at £23 2s. 6d., 14 at £10.
Wellington	46	33	79	2	1,221 12 0	23 at £40, 1 at £10, 12 at £6 6s., 43 at £5.
Hawke's Bay	45	24	69	2 or 3	726 19 2	11 at £30, 1 at £20, 1 at £15, 1 at £13 2s. 6d., 2 at £12 10s., 17 at £10, 2 at £8 10s., 3 at £7 10s., 1 at £6 15s. 10d., 1 at £4, 1 at £3 15s., 28 at £2 10s.
Marlborough	7	2	9	2	132 0 0	3 at £33, 2 at £8, 4 at £3.
Nelson	8	12	20	2	431 10 0	7 at £40, 13 at £8.
Grey	4	7	11	2	107 10 0	2 at £30, 9 at £5.
Westland	6	2	8	2	81 0 0	1 at £24, 1 at £20, 2 at £10, 4 at £4.
North Canterbury	39	33	72	2 or 3	962 14 10	8 at £30, 64 at £10.
South Canterbury	16	7	23	2	358 19 8	5 at £35, 3 at £15, 6 at £10, 9 at £7.
Otago	52	26	78	2 or 3	1,370 1 3	18 at £40, 1 at £25, 59 at £10.
Southland	38	21	59	2 or 3	826 13 4	21 at £30, 38 at £5.
Totals, 1914..	388	238	626	..	10,465 16 9	
Totals, 1913..	355	221	576	..	9,923 13 8	

APPENDIX.

DISTRICT HIGH SCHOOLS.—EXTRACTS FROM REPORTS OF EDUCATION BOARDS, INSPECTORS OF SCHOOLS, AND AGRICULTURAL INSTRUCTORS.

AUCKLAND.

REPORT OF SENIOR INSPECTOR OF SCHOOLS.

THE following gives the names of the district high schools in operation at the close of 1914, with the enrolment in the secondary departments: Aratapu roll, 23; Cambridge roll, 17; Coromandel roll, 17; Paeroa roll, 27; Pukekohe roll, 13; Rotorua roll, 22; Tauranga roll, 24; Te Aroha, 9; Te Kuiti roll, 14; Waihi roll, 35; Normal roll, 19: total, 220.

In general the pupils are either qualifying for one or other of the public examinations, or are qualifying for senior free places along other channels. The teaching is characterized by earnestness, and in most cases commendable results are being achieved.

In five schools the rural course is in operation, and in others, which are beyond reach of wood-work and cookery centres, as much of this course as can be overtaken is included in the curriculum. During one day each week the Board's instructors in agriculture visit the schools, taking the rural course, and assist in the teaching of those subjects included in the term "elementary agriculture," and in other kindred subjects.

Considerable difficulty has been experienced in securing suitable male assistants, partly owing to the relatively small salaries offered, and partly because teachers are disposed to regard the secondary departments of district high schools as unprofitable channels for promotion. It is to be hoped that the scale of salaries payable under the new Act will attract a better type of male assistant, and that teachers will come to realize that promotion awaits successful effort in the district-high-school class just as surely as in the standard classes of the primary school.

The majority of the schools are still without suitable laboratory equipment, and, until this is provided, work in the science subjects cannot be followed by the best results.

It is to be regretted that parents and others do not fully realize the benefits to be derived from the presence of district high schools, as shown by the small enrolment in some of the secondary classes. Pupils going to work at the close of primary-school life must necessarily be insufficiently prepared for the discharge of those duties and responsibilities awaiting them, and cannot hope for the same measure of success as others whose school days are more prolonged, and who, in consequence, enter on the real work of life with a better foundation of knowledge and more highly developed intelligence. The rural course, moreover, which will gradually find its way into all district high schools, is specially designed to become a very real and valuable preparation for the work which the majority of our young people in country districts will ultimately find themselves engaged in; so that the attitude of indifference which has led to the closing of certain district high schools, and may lead to the closing of others, can be explained only on the assumption that parents and pupils do not realize the importance of the training provided, or the necessity for taking advantage of its benefits.

TARANAKI.

EXTRACT FROM THE REPORT OF THE INSPECTOR OF SCHOOLS.

There is ample evidence that the rural classes at the Stratford District High School are becoming more popular each year. Nevertheless, it is probable that many people do not even yet realize the excellence of this comprehensive theoretical and practical course. It is intended especially for those who, while not aiming at a University training, or willing to devote themselves for four or five years to those studies which, however interesting and profitable, are yet of no direct and practical use, wish nevertheless to continue their studies for two or more years after leaving the primary school, with a view to enabling them to go back to the land equipped with a thorough knowledge of their business, and able to avail themselves fully of all the aids to success afforded by the intelligent application of scientific principles to their particular needs.

While, however, this aim is kept steadily in view, it is recognized that without a sound basis of general knowledge all such special knowledge fails of its full effect. The students therefore receive a thorough training in English and mathematics. In addition to these staple subjects, the course includes dairy science, agriculture, woodwork, metalwork, surveying, dressmaking, cookery, and laundry-work; and, realizing that the farmer also needs to have some knowledge of accounts, the directors of the course last year included a class in book-keeping, conducted by an expert. The dairy class last year performed individually a large number of experiments on the properties of milk, butter, cheese, and rennet, and on the causes and prevention of defects in the quality of these; and received lessons on such important subjects as the care, feeding, and physiology of the cow, and the manufacture of butter and cheese. They visited the Stratford Butter Factory and the Ngaere Cheese Factory, spending several hours at each, and taking careful notes on the various processes they observed. In the case of wood and metal work, the course pursued is chosen especially with a view to its practical utility on the farm. Instruction is given in mending common articles, and in making things in common use, in hammering out links for chains, in making, mending, and setting up wooden and iron gates, and so forth. The agriculture class during the past year conducted experiments on the effects of manures in common use on various pasture grasses, and on the spraying and pruning of fruit-trees. A good deal of time was devoted to work in the glasshouse, where grape-vines are in their second year, and much benefit was here derived from the instruction and advice of Mr. McMillan, a local amateur expert in viticulture, who kindly paid several visits to the school. On the principle that no man can

work well unless he is fed well, the girls in the cookery classes received competent theoretical and practical instruction in all branches of ordinary useful everyday cookery, and in the economical purchase of supplies. Laundry-work was taken, and the work in this subject will be further amplified and extended next year.

WANGANUI.

EXTRACT FROM THE REPORT OF THE SENIOR INSPECTOR OF SCHOOLS.

Taken all over, the district high schools are doing good work. There is still a tendency on the part of the teachers to lead every pupil to take Latin as part of the course of instruction. In one department, for instance, all the pupils except one take this subject. If the pupils were prepared to give a considerable proportion of their time to the subject for five or six years, it would be excellent, but, if not, there are other subjects of vastly more moment. The teaching of elementary science has been placed on a satisfactory basis at all schools except one, where the small number of pupils and the repeated changes of teachers have made progressive work difficult in any direction. Incidentally I have pointed out to teachers that the following matters should be taken into consideration when they are making up their programme of work for next year :—

- (1.) Elementary surveying should form part of the rural class work.
- (2.) In all work in elementary science a beginning should be made with the execution of practical graphs.
- (3.) The science work entered in the exercise-books should be neat and orderly.
- (4.) The number of subjects forming a rural course should be reduced. Latin, for instance, should form no part of it.

WELLINGTON.

EXTRACT FROM REPORT OF INSPECTORS OF SCHOOLS.

The course of work taken in the district high schools is similar to that of last year—that is to say, it consists of programmes which, while designed to meet the requirements of the rural course, are sufficiently wide to prepare pupils for the Public Service Entrance and Intermediate Examinations. Our reports show that on the whole highly satisfactory work has been done during the year. English is marked in no school lower than “satisfactory,” and the quality of the instruction in some of the classes varies from good to very good. Composition is on the whole very satisfactory, while the pupils show great interest in, and appreciation of, the English authors read during the year. In this connection we recommend the teachers of the secondary classes to make more use of books of literary extracts in addition to the study of one or more complete works—a plan which has been used with conspicuous success at the Hutt District High School. In this way they will widen the pupils’ acquaintance with English literature, develop their love of reading, and introduce them to many authors of whose works they otherwise might remain long in ignorance. Incidentally, also, by the adoption of some such widened course of reading, the pupils will be better able to meet examination requirements. Arithmetic and mathematics are estimated in our reports as from satisfactory to very good. Geography, history, and drawing are all satisfactorily treated. French is an optional subject at two schools, while Latin is taken as a part of the regular course in three schools, and is optional in four others. In both subjects very satisfactory results have been achieved.

Highly satisfactory reports have been received from the instructors in domestic science and wood-work, and these reports were corroborated by the quality of the work done at the practical examination for Senior B scholarship. The science-work comprises agriculture, botany, chemistry, physics, physiology, and hygiene. Our inspection and examination show that in science very satisfactory work is being done. In only one school was the work valued at less than satisfactory. We find, however, that on the whole too much has been attempted, and better work could have been done if the programme had covered less ground. The adoption of the “intermediate” courses in agriculture and in dairy-work as the main science subjects, with subsidiary courses in chemistry, physics, and botany, and with a modified programme of physiology and hygiene, shorter than that of the “intermediate” syllabus, would have a tendency towards greater efficiency. The science of the secondary classes suffers in the first year from the discontinuity of the programmes in nature-study and science in the primary classes. As noted above, however, the majority of the country schools now base their science on the agricultural programme issued by the Board, and this should afford the secondary teachers a good basis for the programmes of their department. Our remarks of last year with respect to the need of an agricultural college for the North Island or of some similar institution where our secondary pupils could continue their work in rural science still hold good, and there is no doubt that the need of such an institution is being more urgently felt every year.

HAWKE'S BAY.

EXTRACT FROM REPORT OF EDUCATION BOARD.

The rural science course in the district high schools is now taken by all first- and second-year pupils. Last year was the most satisfactory since the inception of the course. Provision is now made for the continuation of the work in agricultural science with third- and fourth-year students where needed; at Waipawa and Hastings Matriculation classes in agriculture and dairy science have been formed.

The following tables give details of the attendance in the secondary department of the district high schools during the past year :—

	Roll.	Average Attendance.	Number on Roll, 31st December, 1914.
Hastings	61	58	55
Waipawa	50	47	43
Woodville	28	26	21

The average number of pupils taking the rural course during the year was,—

						First Year.	Second Year.
Hastings	..	..	..	..	..	33	15
Waipawa	..	..	..	..	..	20	15
Woodville	..	..	..	..	..	14	7
						67	37

EXTRACT FROM REPORT OF INSPECTORS OF SCHOOLS.

Hastings, Waipawa, and Woodville still remain the only centres where district high schools are in operation. These have continued to operate successfully on the lines indicated in last year's report. We consider that the scope of a secondary department might be considerably widened by the adoption of a specialized rural course of elementary agriculture, to which should be added botany and a practical knowledge of the grasses that are best adapted to districts like Hastings, Waipawa, and Woodville, where the surrounding rocks are so widely different.

The results of the annual examinations in each district high school were eminently satisfactory, as shown by the following :—

		Board Junior Scholarship.	Qualified for Board Scholarship.	Public Service Junior.	Senior Free Place.	Senior Scholarship.	Qualified for Senior Scholarship.	Matriculation.	Partial Matriculation.	Senior Public Service.	Part of Senior Public Service.
Hastings	..	4	3	12	20	2	8	..	..	..	..
Waipawa	..	6	..	4	10	9	..	3	1	2	2
Woodville	..	3	1	..	7	1	..	..	..	..	1

There is a growing demand for a district high school at Waipukurau, which is the centre of a rapidly increasing district, although situated so near to Waipawa, where there is an excellent school established. Unfortunately, the train arrangements between the two towns are bad, so that the Waipukurau School Committee are prepared to guarantee a minimum attendance at the secondary classes should their application for a district high school be approved. Waipawa and Waipukurau form the centre of an important agricultural and pastoral district, and unless a suitable railway time-table can be provided an understanding between the opposing interests in the two towns might result in the establishment of a special school adapted to meet the wants of all parties.

We again direct attention to the need for a district high school at Wairoa. The town is a centre of considerable and growing importance, but nothing is provided beyond the primary school. Manual and technical instruction, by reason of the isolation of the district, has made little progress. A district high school with a rural course of elementary agriculture would be of special value to the Native and European children of the entire county. Over one hundred Native children attend the Wairoa Public School, and the circumstances present special features for consideration. The County Council are fully alive to the need of something being done for the children in the county, and the annual scholarship established by them is a worthy effort to help the country children to attend a secondary school. Pending the establishment of a district high school for the county the suggestion is made that the Borough of Wairoa might grant a similar scholarship for the benefit of children living within the limits of the town.

EXTRACT FROM REPORT OF DIRECTOR OF MANUAL INSTRUCTION.

Rural Course in District High Schools.—The rural science course approved by the Department is now taken by all first- and second-year pupils in the district high schools. Agriculture, dairy science, and science of common life are taught by Mr. W. Morris, domestic science and dressmaking by Miss V. Hyde, and farm woodwork by Mr. Dandy. The other subjects of the course are taken by the staffs of the different schools. Last year has been the most satisfactory since the inception of the rural course. The standard of work in elementary agriculture and dairy science is that required for the Public Service Entrance Examination. During the year demonstrations were given in budding, grafting, pruning, and the mixing of sprays, by Mr. W. Morris, assistant instructor in agriculture, and the practical work thus demonstrated was performed by the pupils. In the dairy-science work the local factory-managers have been of great assistance to the instructor, inasmuch as they have arranged buttermaking demonstrations, &c., for the benefit of the pupils. The orchard at Woodville is looking very promising, and a number of the trees are bearing. During the year the Hastings School Committee has acquired an additional half an acre for agricultural purposes. This Committee has been greatly interested in the rural course since its introduction three years ago, and the raising of sufficient funds to purchase the extra ground as well as finding sufficient funds to keep going a large school like Hastings shows that in addition to being interested they are alive to the future needs in agricultural education. Although the rural course only extends over two years, provision has been made for continuing the agricultural science with third- and fourth-year pupils where needed. At Waipawa and Hastings special Matriculation classes in this subject were held during the year. It seems necessary at this stage to emphasize the fact that our agricultural education in the district high schools makes no claim at turning out farmers. These schools cannot be expected to give boys a complete agricultural training—that is the function of a purely vocational school; but the district high schools are capable of giving, and do give, an excellent introductory training. I trust the time is not far distant when a purely agricultural high school will be established in central Hawke's Bay which would continue the work of the primary and district high schools and carry it on to the final or University stage.

NELSON.

EXTRACT FROM REPORT OF INSPECTORS OF SCHOOLS.

Four district high schools continue to be in operation—at Westport, Reefton, Motueka, and Takaka. At the time of our annual examination of the secondary divisions of these schools the total roll number was eighty-one, as against seventy-one for 1913. The number in attendance at Takaka shows a further slight decrease. It is a matter for regret that the people of this district apparently fail to appreciate the advantages of such a school in their midst.

At two of the schools a modified rural course has been adopted, the special branches of instruction being under the personal supervision of the Board's instructor, who visits these schools in alternate weeks. Adverse local conditions render this course unsuitable at the other two schools.

In general, the scope of work in the various classes is limited to the requirements laid down in the different subjects for the Public Service Entrance and Matriculation Examinations, and at our examination of the work undertaken the results at each school were quite satisfactory.

GREY.

EXTRACT FROM REPORT OF INSPECTOR OF SCHOOLS.

My report on the secondary department of the Greymouth District High School having been furnished before the close of the year, I was not able to supply any further indication of its efficiency as a whole than was discovered through my own observation. The chief aim of this department has been to prepare candidates for the public examinations, and the results of these are now to hand. One student passed the Junior University Scholarship Examination with credit; two matriculated; one passed the Public Service Competitive and eleven the Public Service Non-competitive Examinations.

WESTLAND.

EXTRACT FROM REPORT OF INSPECTOR OF SCHOOLS.

Hokitika District High School.—At the time of the inspection visit there were sixty-two pupils in the secondary department, distributed as follows: First year, twenty-seven; second year, twenty-one; third year, fourteen.

All the pupils of the second and third year and fourteen of the first year have taken a course selected with a view to the preparation for the Matriculation Examination and for the Public Service Entrance or Intermediate Examinations. The requirements of these examinations are compassed in three years. The subjects include Latin, English, mathematics (arithmetic, algebra, and geometry), history, geography, and science. The English includes a wide course of reading in addition to technical studies. In science the courses consist of physical science for boys and home science for girls. Free use is made of the apparatus and material of the science-room of the Technical School.

A section of the first-year pupils, numbering thirteen, are engaged in a commercial course, consisting mainly of English, arithmetic, book-keeping, typewriting, and science. This division also takes woodwork and cookery.

As the course of the Matriculation Examination is distributed over three years, instead of four as is usually done, it is to be expected that a few scholars will find it necessary at some stage to repeat a single year's work. It is very satisfactory to find that the number of these is very small. Nearly all the pupils of the first and second years and all of the third have prepared a wide course with creditable results. Eleven in the third year and several in the second year entered for the Public Service Entrance or Intermediate Examination, and six of the former presented themselves at the Matriculation Examination.

The first-year pupils taking the full course were very successful in the test in English, geometry, and Latin, and the general result in the remaining subjects is commendable. The commercial class has been well prepared in the whole of the course. The pupils of the second and third years answered very creditably the papers in all subjects in the recent test. The results generally are of exceptional merit and the character of the instruction is worthy of high commendation.

In connection with the examinations held during November and December, two pupils passed the Matriculation Examination, one obtained a partial pass, eleven passed the Public Service Entrance Examination, and thirteen the Intermediate Examination.

REPORT OF EDUCATION BOARD.

The secondary department of the Hokitika District High School opened the year with seventy-five pupils. These were reduced to sixty-one at the end of the year. Thirteen pupils of the first year confined their attention mostly to a commercial course. The remainder studied, in the various stages, the requirements of the Public Service Entrance and Matriculation Examinations. The Board is able to strengthen the staff as a result of assistance from the Hokitika High School Board.

NORTH CANTERBURY.

EXTRACT FROM REPORT OF INSPECTOR OF SCHOOLS.

The returns show 359 pupils on the secondary department rolls, an increase of twenty-four on those of last year. All our district high schools are doing good work, furnishing abundant evidence that they are justifying their existence and giving excellent opportunities for educational advancement to pupils who otherwise would be prevented from taking advantage of higher-grade work. The rural courses are generally working smoothly, and are becoming more popular with parents, who are realizing more fully the direct bearing of such instruction upon the future of an agricultural community. Inspection visits were paid to the district high schools during the last term of the year, and the results were distinctly gratifying, showing that educational work of a good solid character is being carried out

EXTRACT FROM REPORT OF INSTRUCTOR IN AGRICULTURE.

The district high schools at Lincoln, Darfield, Oxford, and Kaikoura continue to do useful work in the subjects of the rural course. The attendance all round is smaller this year than last, especially at Oxford, but there are signs of improvement. The special subjects of instruction in this course have all been taken by Mr. Amess, who shows a real enthusiasm in his work, and who has bestowed that enthusiasm on most of his pupils. Considering what a small percentage of country pupils in North Canterbury get any secondary education, there seems room for several more district high schools, and it is to be regretted that in the very centre of the agricultural industry so very few are getting any special instruction in the subjects of the rural course. I have placed a leaflet in the hands of all pupils passing the Standard VI examination, drawing attention to the necessity for, and character of, our rural instruction in district high schools.

SOUTH CANTERBURY.

REPORT OF INSPECTORS OF SCHOOLS.

The district high schools at Waimate, Temuka, and Pleasant Point are managed by headmasters of long experience and well-proved skill. From the time that such schools were first established in South Canterbury the Board has been careful to select as headmasters men skilled in primary-school work, and as a guarantee of their fitness to take a share in the secondary work and to supervise the assistants in the secondary department the Board has also made it a condition that the headmasters should be University graduates. That this policy has been a wise one has been amply proved by the success of our district high school pupils in the Public Service, Scholarships, Teachers' Certificate and University Examinations. The numbers in attendance at the end of the year were fifty-one at Waimate, thirty at Temuka, and twenty-one at Pleasant Point. The rural-science course as laid down for district high schools has been followed in the three schools. In December the Board received from the Minister notice of the re-establishment of the district high school at Geraldine.

OTAGO.

EXTRACT FROM REPORT OF INSPECTORS OF SCHOOLS.

In six of our district high schools the rural-science course is in full operation. At Port Chalmers and at Alexandra the course followed is in the main directed towards the requirements for the various public examinations.

The scheme of rural science education in the district high schools has now completed its third year of operation. The work followed in these centres has been of a fairly comprehensive character, embracing, *inter alia*, theoretical and practical instruction in agriculture, chemistry, botany, physics, and physiology. In the well-equipped laboratories the pupils are discovering, through demonstration or experiment, new facts and principles (*i.e.*, new so far as the pupils are concerned) or crystallizing into something more definite the knowledge they already possess. By this investigation of principles and by the application of them is cultivated that spirit of inquiry and the scientific method of work that are essential to advancement, particularly with regard to rural pursuits. Part of the outdoor experiment work in agriculture has been conducted in co-operation with the Department of Agriculture. This co-operative work has up to the present been mainly in the nature of variety trials of the various farm crops and fodder grasses. Manurial and spraying tests have also been conducted. Although not in co-operation with the Department of Agriculture, the outdoor work has included the propagation of plants by (*a*) cuttings, (*b*) budding, (*c*) grafting, the principles and practice of pruning, and the treatment of insect and fungoid pests. The success in science subjects of the great majority of the candidates from the district high schools at the Public Service, Scholarship, and Matriculation Examinations, though not the ultimate objective of the rural course, bespeaks the fact that, incidentally to cultivating the scientific attitude, it is possible to meet the requirements of pupils taking these subjects for examination purposes.

Good work is being done in woodwork, cookery, dressmaking, and the pupils are showing a tendency to be self-assertive, practical, and independently constructive. At Tokomairiro the boys of the woodwork classes have completed the erection of a greenhouse for use in connection with the agricultural course, and a similar building is nearing completion at Balclutha. In all the district high schools English is receiving satisfactory treatment; Latin and French are intelligently taught; mathematics, both practical and theoretical, civics, and geography are suitably dealt with. During the strenuous national crisis that arose in August last advantage was taken of the opportunity that offered to arouse in the pupils a live interest in national and international affairs, and the following statement of the work done by the girls of Tokomairiro District High School shows very clearly what may be accomplished under the guidance of enthusiastic and patriotic teachers without in any way interfering with the ordinary work of the school. The work referred to was mainly done before and after school hours and in spare moments. [List of articles made not printed.] That girls of S5, S6, and S7 should be able to turn out these articles is a fine testimony to the excellent training in needlework and in the use of the sewing-machine imparted to the girls of our district high schools. The head teacher in a letter containing the above statement of work says, "The girls of S5, S6, and S7 have now such a command of the sewing-machine that they can sit down to any class of work represented in the above-mentioned garments and work away without guidance from the teachers."

In addition to the practical work already referred to, the school provided a fully equipped horse for an officer of the First Expeditionary Force, handed over £1 5s. to the Ladies' Patriotic Committee, and, by weekly penny contributions up to the date of closing for Christmas holidays, raised £3 6s. for the Belgian Fund. This is surely a record in national service of which the school may well be proud. We are not in a position to give full details of similar work done by other district high schools, but we know that they too have done fine work in the same connection.

REPORTS OF GOVERNING BODIES.

WHANGAREI HIGH SCHOOL.

Staff.

Mr. Roger Lupton ; Mr. H. E. G. Smith ; Miss E. G. B. Lynch, M.A. ; Mr. G. S. Thomson ; Miss E. Blunhardt ;
Mr. F. J. Layzell ; Mrs. Hale.

1. REPORT OF THE BOARD OF GOVERNORS.

In presenting the annual report and statement of accounts of the Board of Governors for the year ended the 31st December, 1914, it will be seen that the school has made satisfactory progress, considering the effects resulting from the drought and war.

In July last the school was inspected by Mr. T. H. Gill, M.A., who reported favourably on the excellent work being carried on by Mr. Lupton and his zealous staff. Miss I. D. Bruce, M.A., who is retiring from the teaching profession, resigned her position as first lady assistant teacher at the end of the first term. Her position was taken by Miss E. G. B. Lynch, M.A. Mr. W. J. Bishop also resigned the position of second assistant master in order to complete his University studies. He was succeeded by Mr. G. S. Thomson.

The school attendance during the year has been satisfactory, and the examination results of pupils who entered for the public examinations proved good.

Quite a number of the old High School boys have gone with the Expeditionary Forces to the war, several of them holding commissions.

Mr. A. H. Mason, one of the two Governors who represent the Auckland College and Grammar School on the Board, resigned, owing to his removal to another district. Mr. E. O. Weaver was appointed to succeed him on the Board. Messrs. W. A. Carruth and J. D. McKenzie, who represent the Auckland Education Board on the High School Board, were reappointed to their positions in April last.

From the statement of accounts it will be seen that the financial position of the Board may be considered satisfactory, the only debt being £800 on the school-site, which the Board hopes in time to wipe out.

J. McKINNON, Secretary.

2. WORK OF THE HIGHEST AND LOWEST CLASSES.

Highest.—English—Special books for Senior Public Service Examination : Chaucer, Prologue, Knight's Tale ; Emerson, History of Language ; Mason, English Grammar ; English Literature, period 1744–1800. Latin—Cicero, selections ; Cæsar, Civil War ; Tacitus, Agricola ; Virgil, *Æneid* II ; Higher Latin Unseens ; Becker, Gallus ; Smith, Smaller History ; Wilkins, Roman Antiquities. French—Weekley, French Prose ; Wellington College French Grammar ; Yorke, French Literature ; Le Cid ; L'Avare ; Voyage aux Pyrénées. Mathematics—Hall and Stevens's Geometry ; Hall's Algebra ; Hall and Knight's Trigonometry ; Ward's Trigonometry Exercises. English History and Geography as for Junior University Scholarship Examination. Science—Stewart's Heat.

Lowest.—English—Jones's English Grammar. Latin—Limen, Part I. French—Siepmann, Part I. Arithmetic—General revision and elementary physical measurements. Geometry—Hall and Stevens, Part I. Algebra—Hall, to simultaneous equations, inclusive. Science—Elementary practical agriculture. Book-keeping—Thornton's First Lessons. English Literature—Addison, Sir Roger De Coverly ; Shakespeare, Merchant of Venice ; Selections from Tennyson. History—Struggle for freedom ; main facts of world history.

AUCKLAND GRAMMAR SCHOOL.

Staff.

Boys' School.—Messrs. J. W. Tibbs, M.A. ; H. J. D. Mahon, B.A. ; J. Drummond, M.A. ; Rev. J. King Davis, M.A. ; E. Caradus, B.Sc. ; P. A. Docherty ; P. Drummond, B.A. ; J. D. Dinneen, B.A. ; H. W. King, B.A. ; F. W. Gamble, M.A. ; A. W. Short, B.A. ; J. L. I. Newhook ; W. Fraser, M.A. ; A. R. Gatland, B.A. ; H. W. Mayo, B.A., B.Sc. ; D. A. Watt, B.A. ; M. D. Rohan, M.A. ; K. J. Dellow, B.A. ; F. A. Taylor, M.A. ; H. F. Brock, M.A. ; E. J. Cronin, M.Sc.

Girls' School.—Misses B. Butler, B.Sc. ; A. C. Morrison, M.A. ; W. Picken, M.A. ; Mrs. S. Heap ; Misses F. V. J. Jacobsen, M.A. ; F. E. Macdonald, B.A. ; J. Moore, B.A., M.Sc. ; C. L. Beaumont, M.A. ; J. Uhlmann ; F. I. Patterson, M.A. ; M. A. Dive, B.A. ; N. I. Maclean, M.A. ; M. McLean, B.A. ; K. V. Edgerley, M.A. ; H. Kirkbride, M.A. ; M. Metcalfe, B.A. ; C. Gray, B.A. ; M. Neal ; Mr. Kenneth Watkins ; Mme. A. Chambers.

1. REPORT OF THE BOARD OF GOVERNORS.

Boys' School.

Progress of the School.—The number on the roll for the first term of 1913 was 674 ; in the first term of 1914 there were 687 boys ; an increase of 13 boys.

Distinctions.—At the examination for Entrance Scholarships of the University of New Zealand held in December, 1913, the school won four Junior Scholarships and eight Senior National, one pupil being first on the list. Six passed "with credit," and fifty-four others passed the Matriculation Examination. Of academic distinctions won outside the Dominion the following deserve special notice : A. G. Marshall, first-class honours in chemistry, and A. Wallace, first-class honours in

mathematics, both at Oxford; E. H. Goodfellow, the Vans Dunlop Scholarship at Edinburgh. From a list published in the *School Chronicle* it appears that considerably over two hundred old boys are on active service beyond the Dominion. Many of these enlisted in England and Australia: two have given their lives for King and Empire.

* * * * *

Prizes.—The prizes, costing £58 14s. 6d., were presented by me in the Town Hall on the evening of Thursday, the 17th December, 1914, when the Hon. J. Allen, M.A., Minister of Education, kindly addressed the audience of over two thousand persons.

New School.—Good progress was made at the new school in that the roof framing and sarking (the wood covering of the roof) were completed, and so the building will be finished by the end of 1915.

Girls' School.

Roll.—The school numbered 477 at the opening of the first term of 1914, and at the end of the year it had decreased 6 per cent.

Inspection.—The school was visited by the Department's Inspectors, Messrs. Gill and Cresswell, who reported favourably of their inspection of the 6th to 9th July, 1914.

Curriculum.—The curriculum of the school has been similar to that of previous years. There were two modern forms in the III, two in the IV, and one in the V.

Distinctions.—Four girls entered for the Junior University Scholarship Examinations. Two gained Senior National Scholarships (one of whom was first in English on the scholarship list); one passed "with credit," and one gained Matriculation on the scholarship papers. Fifteen girls passed Matriculation, and sixty-three girls received senior free places under clause 7 (c) and twenty-five under clause 7 (b). Eighteen girls had their junior free places extended under clause 5 (1).

Heating.—Slow-combustion heating-stoves were installed in the hall and on the staircase.

Prizes.—The prizes, costing £56 17s. 1d., were presented by me on the same evening as the boys' in the Town Hall.

G. MAURICE O'RORKE, M.A., LL.D., Chairman.

2. WORK OF THE HIGHEST AND LOWEST CLASSES.

Boys' School.

Highest.—English—The Spenser Epoch (Arnold); Peacock's Selected Essays; Milton, Comus; Shelley, Adonais; Golden Treasury; Shakespeare, The Tempest; Chaucer, Prologue; Ruskin, Crown of Wild Olive; Matthew Arnold, Sohrab and Rustum. Latin—Sargeant's Latin Prose; Bradley's Arnold; Tutorial History of Rome; Res Romanæ; Postgate's New Latin Primer; Cicero, Pro Lege Manilia and De Amicitia; Virgil, Georgics III and IV; Pliny's Letters; Horace, Odes II; Livy, Book V. French—Duhamel's Advanced French Composition; Wellington College French Grammar; Mémoires d'un Collégien; Hugo, Notre Dame de Paris; Berthon, French Verse Selections; French Unseens for Upper Forms (Blackie). Mathematics—Baker and Bourne's geometry; Todhunter and Loney's Algebra; Hall and Knight's Trigonometry; Ward's Trigonometry Exercises. Science—Drapier's Heat; Newth's Chemistry.

Lowest.—English—Jones's First English Course; Temple Reader; Longfellow, Evangeline; Lamb, Adventures of Ulysses; Junior British History, Giveen and Bewsher; Longmans' Geography, The World. Latin—Elementa Latina; Invasion of Britain; Postgate's First Latin Primer. French—Macmillan's Progressive French Course, First-year; Siepmann's Primary French Course. Mathematics—Loney and Grenville, Shilling Arithmetic; Longmans' Junior School Algebra; Baker and Bourne's Geometry. Science—Gregory and Hadley's Class-book of Physics, Parts I and II.

Girls' School.

Highest.—Junior University Scholarship Syllabus: English—King Lear, Shakespeare; A Book of English Essays, Makower and Blackwell; The Golden Treasury, Palgrave; Selections from Browning, Fowler; Paradise Lost, Books I and II, Sargeant; Selections from Chaucer's Canterbury Tales; Shirley, Bronte; Henry Esmond, Thackeray; Literature Primer, Stopford Brooke; Shakespeare Primer. French—French Composition and Idioms, Hector Ray; Grammaire Française, Renault; Higher French Reader, Weekley; L'Abbé Daniell, Theuriet. Latin—Arnold's Latin Prose Composition, Bradley; Select Orations of Cicero, King; Virgil's Æneid, VII, Calvert; Livy, Book XXII, Melhuish; Horace's Odes, Book I, Page; Shuckburgh's History of Rome; Roman Antiquities. Science—Glazebrook's Heat; Flowering Plants, Part I, Scott; Manual of Botany, Vol. II, Reynolds Green. Mathematics—Trigonometry, Parts I and II, Borchardt and Perrott; Algebra, Borchardt; Geometry, Books I to VII, Baker and Bourne; Arithmetic, Workman.

Lowest.—Senior Free Place Syllabus: English—Literary Reader and Composition, Lewis Marsh; Evangeline, Longfellow; Jan of the Windmill, Mrs. Ewing; Alice in Wonderland, Lewis Carroll; Nesfield's Outlines of English Grammar. French—French Course, Part I, Longman; Contes et Légendes, Querbers. History (English)—Elementary History, Ransome. Geography—Tarr and MacMurray's Geography, Part V. Botany—Elementary Botany, C. Lawrie. Mathematics—Elementary Geometry, Books I–IV, Baker and Bourne; Algebraic Examples, Part I, Borchardt; Practical Arithmetic for Schools, Borchardt.

HAMILTON HIGH SCHOOL.

Staff

Messrs. Eben Wilson, M.A.; John G. Paterson, M.A., M.Sc.; Norman R. Jacobsen, M.Sc.; Harold V. Ramsay; Misses Edith Collins, B.A.; R. E. Rowlandson, B.A.; Teresa Tompkins, M.A.

1. REPORT OF THE BOARD OF MANAGERS.

I have the honour to submit for your information my report on the Hamilton High School for the year ended the 31st December, 1914.

The past year in all respects has been a most successful one, the average attendance being about 160.

It was found necessary during the year to add to the staff, and Miss T. Tompkins was appointed.

The two additional class-rooms mentioned in my last report have now been completed, and will be available for the coming term. These will add greatly to the efficiency of the school, and will be appreciated by both teachers and scholars.

The Board has not lost sight of the necessity for providing hostels and playing-fields, but deemed it best to defer consideration of these matters for the present.

Financially, the Board has made slight progress, but the constant demand for extra furniture and additions and improvements constitutes a heavy drain on its resources. The Board desires to place on record its high appreciation of the splendid work done during the year by the teachers and scholars, evidenced by the reports of the Education Department Inspector and by the results attained in the public examinations.

In conclusion, the Board wishes to thank the officers of the Department, especially the Inspector General, for the kindly and courteous treatment which it has invariably received from them.

GEO. EDGE CUMBE, Chairman.

2. WORK OF THE HIGHEST AND LOWEST CLASSES.

Highest.—Latin—Latin Prose Composition, North and Hillard; Bradley's Arnold; Allen's Latin Grammar; Selections from Latin Authors (Tutorial Press); Elegiac Selections from Ovid; Tacitus, Agricola and Germania; Virgil, Georgics IV. French—French Prose Composition for Middle Forms, Duhamel; Ninet's French Tales; Taine, Voyage aux Pyrénées; Longman's French Grammar, Part II; Corneille, Le Cid; Le Roi des Montagnes, About; Molière, L'Avare; French Vocabularies for Repetition; Wellington College French Grammar; Dictionnaire Français. English—Matriculation English Course (Tutorial Press); Higher English, Campbell; Composition from English Models, Kenny; Anglo-Saxon Primer, Sweet; Laureata; Gray, Poems; Henry Esmond, Thackeray; Goldsmith, Poems; Landor, Pericles and Aspasia; Johnson, Life of Swift; Shakespeare, Henry IV, Part I, Macbeth, Julius Caesar, Merchant of Venice. Mathematics—Algebra, Hall and Knight; Trigonometry, Hamblin Smith; Geometry, Hall and Stevens; Arithmetic, Goyen. Science—Donnington's Class-book of Chemistry; Evans, Botany for Beginners; History—Ransome's Brief History of England. Geography—Longmans' Geography of the World, Part II.

Lowest.—Latin—Decursus Primus, Tucker. French—Longmans' French Grammar, Part I; Siepmann's Primary French Course, Part I. English—West's Abridged English Grammar; Arnold's English Composition; Literary Reader and Composition, Marsh; The Poets' Realm, Browne; Julius Caesar, Shakespeare; Ivanhoe, Scott; Westward Ho, Kingsley. History—Cambridge Intermediate Historical Reader. Geography—Cambridge Intermediate Geographical Reader. Book-keeping—Thornton's First Lessons; Thornton's Exercise Books, Nos. 1-4. Shorthand—Pitman's Shorthand. Science—Donnington's Class-book of Chemistry; Exercises in Practical Physics, Gregory and Simmons; Bailey's Beginners' Botany; The School Garden, Hennessey; The Chemistry of the Garden, Cousins. Mathematics—Hall's School Algebra; Loney and Grenville's Shilling Arithmetic; Borchardt and Perrott's Geometry for Schools.

THAMES HIGH SCHOOL.

Staff.

Messrs. R. E. Rudman, M.A., B.Sc.; J. Metson, B.A.; J. A. Hodges; Miss Haselden, M.A.

WORN OF THE HIGHEST AND LOWEST CLASSES.

Highest.—Junior University Scholarship and Senior Civil Service Standard: Latin—Bradley's Arnold; Allen's Grammar; Virgil, Georgics IV; Tacitus, Agricola and Germania, Limen. French—Rey's Composition; Siepmann's Third Course and Grammar; Selections from French Prose and Verse. English—Nesfield; Shakespeare, Julius Caesar, Merchant of Venice; Gray, Poems; Goldsmith, Deserted Village; Johnson, Life of Swift; Landor, Pericles and Aspasia; Literature, Period 1750-1800. Mathematics—Trigonometry, Loney; Algebra, Hall and Knight; Geometry, Hall and Stevens, Books 1-6. Geography—Wallis. Chemistry—Shenstone.

Lowest.—Algebra, Baker and Bourne to simultaneous equations. Geometry—Hall and Stevens, Book I. Arithmetic—Workman's Arithmetic. English—Nesfield's Manual; Prisoner of Chillon; Lee's Selections from English Literature. French—Siepmann's, Part I. Science—Norris's Mechanics and Physics. Latin—Limen, pp. 1-100. Book-keeping—Thornton's First Lessons.

NEW PLYMOUTH BOYS' AND GIRLS' HIGH SCHOOLS.

Staff.

Boys' School.—Messrs. W. H. Moyes, M.A., B.Sc.; A. R. Ryder, M.A.; R. H. Rockel, M.A.; W. F. Balham; C. G. Bottrill, M.A.; A. W. Diprose; R. H. Espiner; T. Buxton.

Girls' School.—Misses Grant, M.A.; Drew, M.A.; Cross, M.A.; Livingstone, M.A.; Mr. D. Hutton.

1. REPORT OF THE BOARD OF GOVERNORS.

During the past year the Boys' School has made great progress in both the upper and lower schools, but, owing to the very unsatisfactory accommodation available, the Girls' School has experienced a slight falling-off. To remedy the want of accommodation at the Boys' School, owing to

the rapidly increasing numbers of both day boys and boarders, and to provide both boarding and class-room accommodation for the Girls' School on the site recently acquired at the Henui, the Board made arrangements to borrow £9,000 from the Public Trustee on the security of its endowments. It is hoped that the erection of the class-rooms will soon be commenced, as the plans are now awaiting the approval of the Department. The enlargement of the Boys' School is awaiting the result of negotiations to obtain some land from the Borough Council adjoining the school premises.

During the year a large and well-equipped assembly hall and gymnasium has been erected. It was also found necessary, in order to provide for the rapidly increasing number of boarders at the Boys' School, to lease a large private residence adjoining the school-grounds. Another residence near the Girls' School was also leased to put the Girls' boarding-accommodation on a more satisfactory footing, and steps have also been taken to establish a girls' preparatory department at the beginning of next year, 1915.

The following additions to and changes in the staff have been made at the Boys' School during the year: Mr. Buxton was appointed commercial master, and Mr. Espiner junior assistant master. Mr. Fenton resigned the charge of the preparatory department, and Mr. Bottrill was appointed his successor, and, as the number of pupils had increased to forty-two, Mr. Diprose was appointed to assist him. Mr. Hall having resigned in August to go to the front with the First Expeditionary Force the position was not immediately filled, but Mr. H. V. Searle, B.Sc., was appointed subsequently to take up his duties at the beginning of the year. The Lady Principal of the Girls' School, Miss C. D. Grant, M.A., resigned after eighteen years' service, and Miss Hodges was appointed in her place.

The school rifle team gained the great distinction of taking second place in the Empire Challenge Cup competition, being only one point behind the winners.

WALTER BEWLEY, Secretary.

2. WORK OF THE HIGHEST AND LOWEST CLASSES.

Boys' School.

Highest.—Latin—Tutorial Latin Grammar; Tutorial Latin Composition; Coleridge, *Res Romanæ*; Schuckburgh, *Smaller History of Rome*; Stedman, *Latin Examination Papers*; Blackie's *Intermediate Unseens*; Tacitus, *Germania* (Chapters 1–35), *Agricola* (Chapters 1–30); Virgil, *Georgic IV*; Matriculation Selections from Latin Authors (Hayes and Watt). English—Nesfield, *Past and Present*; English Language (Home University Library); Shakespeare, *King Lear*; Wordsworth *Epoch* (Stobart); Chaucer, *Prologue*; Murison's *Composition*; Milton, *Ode on Nativity*, *Lycidas*, *L'Allegro*; Fowler's *English Essays*; Landor, *Pericles and Aspasia*; Sweet, *Anglo-Saxon Primer*; Morris and Skeat, *Specimens*, Part II. French—French Prose Composition, Weekley; Tutorial French Grammar; Molière, *Le Medecin Malgre Lui*; Dumas, *Chicot chez le Roi de Navarre*; Stedman's *Examination Papers*; *Poemes Choisis* (selections); Pellissier's *French Unseens* (selections); Bartlett and Mason's *Advanced French Reader* (selections). Botany—Lowson's *Second Stage Botany*; Strasburger's *Botany*; Thomson's *Introductory Class-book of Botany*. Heat—Edser's *Heat for Advanced Students*; Robson's *Practical Exercises in Heat*; Draper's *Heat*; Jones's *Exercises in Physics*. Mechanics—Elements of Statics and Dynamics (Loney); Hydrostatics (Loney). Mathematics—Geometry, Hall and Stevens, Parts I to VI; Trigonometry, Hall and Knight's *Elementary Trigonometry*; Ward's *Trigonometry Papers*; Algebra, Ross, Parts I and II.

Lowest.—Latin—Ante Limen (Rees). English—Junior Grammar (Walmsley); Junior Composition (Edmonds); Cowper, John Gilpin and other poems; Dickens, *Christmas Carol*; Words, Part I (Chambers and Ker). French—Siepmann, Part I, twenty lessons. Agriculture—Kirk's *Elementary Agriculture*; Van Norman's *First Lessons in Dairying*. Physical Science—Exercises in Practical Physics (Gregory and Simmons); Junior Chemistry (Adie). Mathematics—Hall and Stevens' *Geometry*, Part I; Hall's *Elementary Algebra*, Part I to end of simple equations; Hall and Stevens' *Arithmetic*, Part II. History—Citizen Reader; Tout, Book I. Geography—First Book of Physical Geography (Carey); Man on the Earth.

Girls' School.

Highest.—English—Work as prescribed for Junior University Scholarship Examination. Text books: Senior—English Grammar (Ashton's Revised Mason); Historical Outlines of English Accidence, by Morris; Specimens of Early English (Morris and Skeat); Sweet, *Anglo-Saxon Primer*; Chaucer, *Clerk's Tale*; Gray, *Poems*; Goldsmith, *Deserted Village*; Shakespeare, *Julius Cæsar*, *Merchant of Venice*; Johnson, *Life of Swift*; Landor, *Pericles and Aspasia*. Latin—Work as prescribed for Matriculation Examination. Text-books: Wilson, *Latin Sentences and Prose*; Abbot, *Via Latina*; Cicero, *De Officiis*, III; Horace, *Odes*, II; Cicero, *De Amicitia*. French—Work as prescribed for Junior University Scholarship Examination. Text-books: Siepmann's *Grammar*; Weekley's *French Prose*; Corneille, *Le Cid*; Molière, *L'Avare*; Taine's *Voyage aux Pyrénées*. Mathematics—Work as prescribed for Junior University Scholarship Examination; Tutorial Arithmetic; Hall and Stevens, *Geometry*; Ross, *Algebra*, Parts I and II; Hall and Knight, *Trigonometry*. Botany—Work intermediate between Matriculation and Junior University Scholarship Examination. The text-books were Lowson, *Second-stage Botany*, and Strasburger, *Botany*. Heat—Matriculation Examination standard; the text-books were Glazebrook, Heat, and Edzer, Heat for Advanced Students.

Lowest.—The work is, speaking generally, of a standard intermediate between those for the Junior and the Senior Free Place Examinations. English—Mason's *New English Grammar*, Intermediate, pages 24–124; The Model Class-book of English, Book VI (Chambers and Ker); T. Bennett, *A New English Spelling and Dictation Book*; J. C. Smith, *A Book of Verse*, pages 1–113; Dickens, *A Tale of Two Cities*; Shakespeare, *Julius Cæsar*. Latin—A First Latin Course (Scott and Jones). French

--Siepmann's Primary French Course, Part I; Savoie, *Vivent les Vacances*. Mathematics--In Arithmetic no text-book was used by the pupils. Examples were obtained from Inspectors' Standard VII Examination Cards, and other Examination-papers. Hall's School Algebra, Part I (Chapters 1-10); Hall and Stevens, Geometry, Part I, theorems 1-22 and problems 1-7, with definitions and exercises. Botany--Syllabus for Public Service Entrance Examination. Description, and dissection of common flowering-plants. Text-book: Gillies, Botany of Australasia. Geography--British, French, and German possessions. History--Longmans' Historical Series, Book I (Tout), Chapters 1-24. Civics was taught from "The New Zealand Citizen" (E. K. and A. Mulgan). Drawing--Freehand, model, and geometrical.

WANGANUI GIRLS' COLLEGE.

Staff.

Misses C. M. Cruickshank, M.A., M.Sc.; S. E. Gifford, M.A.; J. Knapp, B.A.; J. R. Currie, M.A.; A. Blennerhassett, B.A.; F. J. Grant, B.A.; L. Beckingsale, B.A.; C. C. H. Rockel, M.A.; O. J. Gruar, B.A.; Mrs. S. A. C. Redwood; Misses J. Cherrett; M. Paton, E. Paton; Mr. D. Seaward; Miss M. L. Browne; Dr. Elizabeth Dunn, M.B.; Miss E. J. Inkster; Mrs. M. S. Watkin; Mr. W. J. Penhall; Madame Emily Briggs.

REPORT OF BOARD OF GOVERNORS.

I have the honour to report as follows for the year ending 31st December, 1914:--

Attendance.—The numbers for the three terms were 180, 184, and 170, of whom 86 were boarders.

Staff.—Miss O. J. Gruar, B.A., appointed to take charge of the lower department, entered on her duties at the beginning of the year. The place of Miss Cherrett, assistant music-teacher, absent on leave for the year, was filled by Miss E. Paton. Miss J. R. Currie returned from a visit to England, and resumed her duties in February. Miss F. J. Grant, who was a valued member of the staff for several years, resigned her position, and relinquished her duties at the end of the year in order to take up an appointment elsewhere.

Distinctions.—At the annual examinations one pupil passed the second and one the first year terms examination in connection with Victoria University College, one passed the University Examination for the first section of the B.A. degree, and one passed with credit the Junior University Scholarship Examination. Four passed, three obtained a partial pass, and one completed the Matriculation Examination. Seven pupils gained Education Board Scholarships, and thirteen others qualified. The music department continues its success, as is evidenced by the fact that forty-four girls passed the Trinity College or Associated Board Examinations. Several prizes for cookery and needlework at the Agricultural and Pastoral Show were won by pupils of the College, and many excellent specimens of work in these subjects, and also in drawing and painting, were shown at the annual display in December.

Building.—The music-rooms added to the assembly hall were completed early in the year. For several years the need for a science-room has been evident, and towards the end of the year the Board decided to undertake the erection of a suitable building.

In conclusion, the Board desires to place on record its appreciation of the excellent work done during the year.

W. J. CARSON, Secretary.

2. WORK OF THE HIGHEST AND LOWEST CLASSES.

Highest.—English, Latin, French, Mathematics, Mechanics, History, as for Degree and Junior University Scholarship Examinations.

Lowest.—English—As You Like It; Heroes; Deeds that Won the Empire; Laureata. Composition—Analysis of simple and easy compound sentences; parsing; spelling. Hygiene—Lyster, Hygiene, with practical work. Geography—British Isles. History—George I to end of Napoleonic wars. French—Méthode Naturelle, early part. Arithmetic—Vulgar fractions; addition, subtraction, and multiplication of decimals.

WANGANUI COLLEGIATE SCHOOL.

Staff.

Messrs. Hugh Latter, M.A.; C. Price, M.A.; H. B. Watson, M.A.; J. E. Bannister, M.A.; F. L. Peck; G. F. McGrath, M.A.; J. A. Neame, B.A.; J. Allen, B.A.; H. M. Butterworth; H. E. Sturge, M.A.; F. H. Latham, B.A.; L. L. Wells, B.A.; L. J. Wild, M.A.; C. M. Bevan Brown, B.A.; A. T. Long; L. J. Watkin, A.M.S.K.

1. REPORT OF THE BOARD OF TRUSTEES.

The Trustees feel gratified to report that the financial result for the year ended the 31st December, 1914, is satisfactory, and that the balance-sheet exhibits a fairly substantial surplus of income over expenditure. The income from fees has largely increased, and there is every prospect of this increase being maintained. On the other hand, the cost of catering has been much heavier, owing in part to the larger school, but mainly to the substantial advance in price of almost all the necessities of life. On account of the change of headmaster the extraordinary expenditure has also been unusually high. A further increase in boarding-costs must for a time at least be anticipated, but next year the extraordinary charges will be less. Throughout the year a large sum has been spent in improving buildings and on the drainage of parts of the estate. This expenditure for the greater part will not recur, and will immediately benefit the rental income. On the whole, it may be said that the immediate financial outlook of the Trust is a subject for congratulation.

During the year an additional loan of £10,000 was obtained from the Australian Mutual Provident Society on terms identical with those of the original loan. The object of this new loan was to reduce the indebtedness of the Trust to the bank, which had advanced by way of overdraft the expenditure in connection with the new college not provided for by the original loan, and thereby to effect a saving of interest, and also to enable the Trustees to go on with the development of the estate by the formation of new streets.

Contracts were let for making Nixon Street and St. Hill Street, also Dublin Street, to connect the two former streets with Victoria Avenue. The work has made steady progress, and when completed will enable the Trustees to lease a large number of attractive and valuable residential sites with considerable advantage to the revenue of the Trust. The new streets will also give proper access to properties already leased on the expectation of the early formation of them.

It is the intention of the Trustees to proceed with street-formation, as they are convinced that in certain localities, particularly in the vicinity of College Street, a good demand exists for building-land. The advisability of this policy with a view to maintaining the continuous increase in estate income is greater because the business sites on our valuable avenue frontages are still undisposed-of, though in the near future a large revenue from them may be confidently expected.

It is hoped the Trustees will move at an early date towards completing the new college building scheme by the erection of the fourth house. The boarding-accommodation of the school, supplemented by the use of the Avenue Boardinghouse, is now taxed to its uttermost. Further, it has become increasingly evident that a fourth house, admittedly very desirable for various reasons, would prove a financial success. Provided the necessary money can be borrowed on good terms, the present might prove an opportune time for building, not merely because a favourable contract would probably be obtained, but also because this course would provide employment for many workers at a time when a general stagnation in the building trade appears threatening.

The headmaster's report for the year is as follows:—

1. *Numbers.*—The numbers of the school at the close of the year were: Boarders, 172; day boys, 47: total, 219. The numbers for the same term of 1913 were: Boarders, 162; day boys, 34: total, 196.

2. *School-work.*—The industry of the school has been very satisfactory, and the general interest in intellectual studies has been growing steadily. The teaching of agricultural science has been introduced during the year, and has aroused considerable interest among the boys. It is intended gradually to extend the instruction in this subject, but care will be taken that there is always a basis of sound general education. The results of the Matriculation Examination (December, 1914) were: Passed, 14; completed the examination, 1; partially passed, 3; failed, 10. In the Junior University Scholarship Examination one pupil gained a Senior National Scholarship; two passed with credit; four qualified for Matriculation.

The absence of Mr. Watson from ill health, of Mr. Neame on leave, of Mr. Long on military service, has thrown on the staff extra work, which has been cheerfully and efficiently carried out.

3. *Improved Accommodation.*—The carpentering class has built a small cricket pavilion, and the printing class has done good and useful work. Both these industries have been moved into more spacious and convenient quarters in what was formerly the school laundry. The new equipment of the chemistry laboratory has been completed. A beginning has been made in reorganizing the school museum.

4. *Cadet Corps.*—Owing to the impossibility of securing instructors, the week's military camp which had been arranged for October had to be abandoned. Increased time and attention has, however, been given to the Cadet Corps, with the result that the efficiency and enthusiasm of the Cadets is steadily increasing.

5. *Health.*—The health of the school has been remarkably good.

6. *Improvements still required.*—The need of a fourth large boardinghouse is increasingly evident. The day boys' accommodation, organization, and supervision have been much improved in the past year, but additional accommodation for them out of school hours is still desirable. The building of a fourth house would set free two rooms for the use of day boys.

A block of music-rooms is also urgently required; our present arrangements for our forty to fifty music-pupils are not satisfactory for the music-teachers, and are disturbing to the rest of the school-work.

The institution of some form of pension or deferred-pay scheme for masters ought also to be considered at once, and the scheme should be put into operation as soon as our finances will permit.

HUGH LATTER, Headmaster.

The principal event of the school year was the transference of the reins of government from Mr. Dove, whose resignation took effect at the end of the first term, to Mr. Latter. The Trustees' appreciation of Mr. Dove's work was expressed in their last annual report, but it ought to be added that the school roll of the last term of his headmastership showed a record number of boarders. Under Mr. Latter the prosperity of the school has been fully maintained, and the Trustees are confident that no effort is being spared to continue the development of the school on the best modern educational lines.

During the year the Trustees have seen their way to expend a considerable sum in laboratory equipment, in providing better accommodation for the day boys, and in other minor but useful improvements. They have also approved the idea of setting apart a portion of the estate to be used for practical work in connection with the agricultural-science teaching begun last year.

It merits record that the school is worthily upholding its traditions in the present national crisis. At the outbreak of the war three boys left the school to serve in the Army, and three of the assistant masters have temporarily left the school to serve in the Army. The places of the three absent masters

are being kept open for them, and the Trustees are paying them so-much of their salary as will make their pay equal to the salary they were receiving at their departure. At the end of the year there were approximately one hundred and fifty old boys with the troops in Egypt, while others were serving the Empire on the western front in Europe. Many old boys, it is known, enlisted in England, some of whom had journeyed for that purpose from Canada, the United States, the Argentine, and India.

The Education Act, 1914, was considered by the Board, and unavailing efforts were made while it was before Parliament to have it amended in points where it seemed unfairly to affect the school. The result of this measure will, however, be better gauged after some experience has been had of its working.

The personnel of the Board remained unchanged. Mr. R. L. Levin, whose term expired during the year was reappointed. During Mr. Gifford Marshall's absence in England, Mr. J. W. Marshall acted on the Board as his attorney. At the annual meeting Mr. A. G. Bignall was re-elected Chairman for the ensuing year.

All the buildings and improvements on the estate are in good order. The various new residences being erected by tenants continue to improve in value and type.

The work and interests of the Trust continue to be faithfully performed and efficiently conserved by the Secretary, Mr. J. P. Williamson.

A. C. BIGNALL, Chairman.

2. WORK OF THE HIGHEST AND LOWEST CLASSES.

Highest.—English—Shakespeare, Henry IV, Part I; Milton, Lycidas; Dickens, Barnaby Rudge; Palgrave, Golden Treasury; prose selections; Grammar and composition for Junior University Scholarship Examination. French—Corneille, Le Cid; Quatre-Vingt-Treize; Pellissier's Unseens (Upper); Duhamel's Prose; Siepmann's Grammar. Latin—Cicero, Select Letters; Luce's Sight Translation; Bradley's Arnold; Bradley's Aids to Latin Prose; Murray's Classical Atlas. Mathematics—Pendlebury's and Southern Cross Arithmetics; Baker and Bourne's Algebra; Borchardt and Perrott's, Baker and Bourne's, and Hall and Stevens's Geometries. Chemistry—Bailey's Non-metals; Bailey's Metals. Heat—Jones's Heat. The work of the highest form is up to the standard of the Junior University Scholarship Examination.

Lowest.—English—Shakespeare, Merchant of Venice; Scott, Lady of the Lake; English grammar and composition; Arabian Nights. History—Oman (1702-1783). French—Siepmann's First Year; Contes Français. Latin—Scott and Jones, Part I, Extracts from Scalæ Primæ; Kennedy's Shorter Grammar. Mathematics—Arithmetic; mensuration; informal geometry; laboratory-work.

PALMERSTON NORTH HIGH SCHOOL.

Staff.

Messrs. John E. Vernon, M.A., B.Sc.; John Murray, M.A.; J. A. Colquhoun, M.Sc.; W. P. Anderson, M.A.; Basil Brennard; H. Skinner, B.A.; Misses A. F. Ironside, M.A.; M. F. Arnott, B.A.; H. P. Park, B.A.; Messrs. A. Morgan; G. H. Elliott, A.M.; W. Stephenson; Mrs. Woolf.

1. REPORT OF BOARD OF GOVERNORS.

Board.—Of the three members who retired by rotation at the end of 1913, two were reappointed, and the third, Mr. R. McNab, having left the district, declined nomination. Mr. W. F. Durward was elected in his place.

Staff.—At the beginning of the year three assistants left—Miss Haseldean, Mr. L. Jones, and Mr. G. A. Lundie. Their places were taken by Miss H. Park, B.A.; Mr. H. D. Skinner, B.A.; and Mr. J. Mawson, M.A. The last of these, however, resigned his position in November.

Buildings.—These are in good repair. The roof and all the outside woodwork of the school were repainted during the year.

College House.—That there was an average roll of thirty-four boarders is conclusive proof that there is the need of a boardinghouse in connection with the school. The Board, through lack of funds, have been unable to take over the buildings from Mr. Vernon, but trust with some help from the Department to do so at no distant date.

Lower School.—At the request of a number of parents the Board opened a lower school (for boys) at the beginning of the year, and appointed Mr. A. H. Morgan as the teacher in charge. The average roll number for the year was twenty.

Work.—The work of the school still continues to be highly satisfactory, and good passes were obtained at the various examinations. The agricultural course continues to be developed, and it is expected that next year experimental work will be enabled to be carried on to a much greater extent.

Finance.—The balance-sheet shows that we ended the year under a debit balance of over £200. However, if all the grants had been paid up this would have been changed into a small credit balance.

T. R. HODDER, Chairman.

2. WORK OF THE HIGHEST AND LOWEST CLASSES.

Highest.—English—Nesfield's Manual Past and Present; Gray, Poems; Goldsmith, Deserted Village; Shakespeare, Macbeth, Julius Caesar, Merchant of Venice, Midsummer Night's Dream; Landor, Pericles and Aspasia; Selections from Chaucer and Middle English Writers; Murison, Part II; Palgrave's Golden Treasury; Essay-work; precis; general English literature. Mathematics—Algebra, Baker and Bourne; Geometry, Baker and Bourne; trigonometry, Pendlebury; Arithmetic, Pendlebury. Latin—Matriculation selections from Latin authors; Dies Romani; Rivington's Unseens;

Arnold's Latin Prose Composition ; Liddell's Grammar Papers ; Res Romanæ. Science—Electricity, Poyser ; Heat, Wright ; Hygiene, Foster and Shore, Lister, Cartwright. French—Siepmann's Course, Part III ; Siepmann's Grammar ; Weekley, French Composition ; Wellington College French Grammar ; Au Pole en Ballon (V. Patrice) ; Molière, Les Femmes Savantes ; Journal des Débats ; Unseens.

Lowest.—English—Nesfield's Outline of English Grammar ; Nesfield's Junior Course of English Composition ; Great Authors, Second Period ; Meiklejohn's Spelling-book ; Kingsley, Westward Ho ! ; Dickens, Tale of Two Cities. Geography—Longman, Part II ; Shrimpton's Geography of New Zealand. History—Warner's Brief Survey of British History. Arithmetic—Zealandia, Standard VI. Algebra—Baker and Bourne, Part I. Geometry—Baker and Bourne, Parts I and II. French—Siepmann's Primary Course, Part I. Latin—Longmans, Part I ; Scæla Primæ. Science—(a) Physical measurements ; (b) Agriculture, Evan's Botany, Practical Agriculture ; (c) Dairying as for Junior Public Service syllabus ; (d) Chemistry as for Junior Public Service syllabus ; (e) Hygiene—Lister's Hygiene, Practical Home Science. Shorthand—Pitman's Teacher. Book-keeping—Thornton's First Lessons in Book-keeping.

WELLINGTON COLLEGE AND GIRLS' HIGH SCHOOL.

Staff.

Boys' College.—Messrs. J. P. Firth, B.A. ; A. Heine, B.A. ; A. C. Gifford, M.A. ; G. G. S. Robinson, M.A. ; T. Brodie, B.A. ; F. M. Renner, M.A. ; H. B. Tomlinson, M.A. ; O. Williams, M.A. ; J. S. Lomas, B.A. ; W. Alexander, M.A. ; M. H. Dixon, A.C.P. ; H. A. Smithson, M.A. ; J. B. Mawson, M.A. ; J. N. Millard, B.A. ; G. W. Morice, M.A. ; A. E. Caddick, M.A. ; H. T. M. Fathers ; J. Hall, B.A. ; E. G. Jones, B.A.

Girls' College.—Misses M. J. McLean, M.A. ; A. M. Batham, B.A. ; E. A. Newman, M.A. ; G. C. M. Cameron, M.Sc. ; E. R. Ward, M.A. ; R. M. Collins, B.A. ; E. M. Johnston, M.A. ; M. Salmund, B.A. ; E. M. Rainforth, M.A. ; E. M. Hind, M.A. ; F. Cooke, M.A. ; B. Muller, M.A. ; K. M. Hewetson, M.A. ; W. A. Cathie, M.A. ; McDiarmid, M.A. ; Gibson, M.A. ; Allan, M.A. ; Hamerton ; Mr. J. W. M. Harrison ; Miss Suche ; Miss Edmondson ; Mr. L. F. Watkins ; Miss Medley.

1. REPORT OF THE BOARD OF GOVERNORS.

The number of pupils attending in 1914 was—Wellington College, 461, of whom 397 held free places ; Girls' College, 397, of whom 297 held free places ; and 31 were in the preparatory department. This year there are at—Wellington College, 441 pupils, including 378 free-place holders ; Girls' College, 396 pupils, including 327 free-place holders and 30 in the preparatory department. The accommodation at the Girls' College is strained to the utmost, more class-rooms being urgently required. Good work has been done at both the Colleges, as is shown by the following results of the University and other outside examinations—Wellington College—Junior University Scholarship, 1 ; Senior National Scholarship, 2 ; credit pass on Junior Scholarship, 3 ; passed Matriculation on Scholarship Examination, 3 ; passed Matriculation Examination, 29 ; Senior Education Board Scholarship, 5 ; Junior Education Board and National Scholarship, 3 ; credit pass, 3 ; Public Service Senior full pass, 6 ; Public Service Senior partial pass, 4 ; senior free places, 61 ; Public Service Entrance, 49 ; junior free place, 17. Wellington Girls' College—Senior National Scholarship, 1 ; credit on Junior Scholarship papers, 1 ; Matriculation on Scholarship Examination, 5 ; passed Matriculation Examination, 24 ; Public Service Senior Examination, 5 ; Senior Education Board Scholarship, 5 ; Junior Education Board Scholarship, 2 ; senior free places, 75 ; junior free places, 11 ; free places extended, 14.

CHAS. T. POWLES, Secretary.

2. WORK OF THE HIGHEST AND LOWEST CLASSES.

Boys' College.

Highest.—English—Macbeth, Epochs of Chaucer, Spenser, Wordsworth, Tennyson ; Nesfield's Historical English Grammar, parts as for Junior University Scholarship Examination ; Greenough and Kittredge, Words and their Ways ; Nesfield's Manual ; Composition as for Junior University Scholarship Examination ; Questions of English Grammar and Composition, Nicholl and McCormick. Latin—Horace, Odes IV ; Virgil, Georgics II ; Cicero, Pro Lege Manilia ; Bradley's Aids ; Bradley's Arnold ; Horton's Roman History ; Gow's Companion to School Classics ; Wilkins's Primer of Roman Antiquities ; Bennett's Unseen. French—L'Avare ; Selections from Roman History ; Longmans' Advanced Unseens ; Wellington College Grammar (Syntax) ; Exercises on Wellington College Grammar ; Idioms, &c. Science—Poyser's Advanced Electricity and Magnetism ; Draper's Heat ; Junior University Scholarship Examination course. Mathematics—Arithmetic, revision by weekly papers ; algebra, Hall and Knight's Elementary Algebra and Hall and Knight's Higher Algebra ; geometry, Barnard and Child, and Hall and Stevens, Part VI ; trigonometry, Loney, Part I, whole book.

Lowest.—English—Armada ; Ivry ; Horatius (Blackie) ; Treasure Island ; letter-writing ; essays ; elementary parsing ; analysis ; punctuation ; synthesis ; spelling. History—Arnold's Shilling. Geography—Philipp's Outlines. Mathematics—Arithmetic, Laying, Chapters 1–33, 42–43, and easy parts of 51–55 ; algebra, Baker and Bourne, 1–9 selection ; geometry, Godfrey and Siddons, to page 97. Science—Gregory and Hadley's Physics, selections suitable for Public Service Entrance Examination. French—Siepmann, Part I. Latin—Ingles and Prettyman, to page 117.

Girls' College.

Highest.—Latin—Bradley, Arnold ; Res Romanæ ; Roman Antiquities, Wilkins ; First Roman History, Robinson ; Prose Composition, Potts ; Rivington's Unseens, XI and XII ; Virgil, Georgics IV ; Cicero, Letters ; Tacitus, Agricola ; Horace, Satires and Epistles. French—Wellington College

French Grammar; French Composition and Idioms, Rey; French Idioms and Proverbs; Pêcheur d'Islande; Taine, Voyage aux Pyrénées; Corneille, Le Cid; Molière, l'Avare. Mathematics—Workman's Arithmetic; Baker and Bourne's Algebra, Part II; Jones and Cheyne's Algebraical Exercises; Briggs and Bryan's Middle Algebra; Baker and Bourne's Geometry; Pendlebury's Trigonometry; Ward's Examination-papers in Trigonometry. Scripture—Book of Acts, Knox. English—Junior University Scholarship Standard; Short History of English Literature, Baines; Chaucer, Prologue; Shakespeare, Julius Cæsar, Much Ado About Nothing; Browning, Saul, Rabbi Ben Ezra; O'Grady, Matter, Form, and Style; Spenser, Faerie Queene, Book I; Great Englishmen of the 16th Century. General reading, Selected English Essays; World's Classics; W. Browning's Poetical Works; Book of Sonnets. Grammar—Nesfield's Aids to the Study of English Composition. Botany—Junior University Scholarship standard; Lowson's Second-stage Botany; Groom, Botany; Dendy and Lucas, Botany. Physics—Junior University Scholarship standard; Draper, Heat.

Lowest.—English—First English Course, Jones; Book of Verse for Boys and Girls; Tennyson, Princess; Goldsmith, Vicar of Wakefield; Stevenson, Kidnapped. History—Ransome's First History of England. Geography—The World and its People. Hygiene—The Building and Care of the Body, Millard. French—Siepmann, Part I. Latin—Inglis and Prettyman, First Book in Latin. Physiology—Coleman, Hygiene. Botany—Liversidge, Elementary Botany. Mathematics—Loney and Grenville, Shilling Arithmetic; Baker and Bourne, Algebra, Part I; Baker and Bourne, Geometry. Scripture—Acts of the Apostles.

DANNEVIRKE HIGH SCHOOL.

Staff.

Mr. James M. Simmers, M.A.; Misses E. E. Law, M.A.; M. J. Macaulay, M.A.; Mr. G. A. Simmers, M.A.

WORK OF THE HIGHEST AND LOWEST CLASSES.

Highest.—English—Nesfield, English Grammar; Great Authors, First Period; Palgrave, Golden Treasury; Chaucer, Prologue; Shakespeare, Twelfth Night, Macbeth; Prescott, Conquest of Peru; Scott, Kenilworth. Latin—Allen's Grammar; Stedman's Examination-papers; Gallic War, V and VII; North and Hillard's Prose; Bradley's Arnold; Tutorial Latin Reader; Virgil, Georgics IV; Tacitus, Agricola and Germania; Cicero, Oratio in Catilinam; Virgil, Æneid VI. French—Wellington College Grammar; Rey's French Composition; Molière, l'Avare; Taine, Voyage aux Pyrénées; Specimens of Modern French Verse; Corneille, Le Cid; Siepmann's Third French Course. Mathematics—Hall and Stevens's Geometry; Lock's Trigonometry; Baker and Bourne's Algebra; Pendlebury's Arithmetic. Mechanics—Loney's Mechanics and Hydrostatics. Heat—Glazebrook; Stewart's Second Stage Heat.

Lowest.—English—Nesfield's Outlines; Great Authors, Third Period; Byron, Childe Harold, II and III; Hight's English Exercises. Geography—Shrimpton's Geography of New Zealand and Australia; Imperial Geography, S. VI. History—Fearenside's History, Part II; Our Empire Overseas. Arithmetic—Pendlebury's New School Arithmetic. Algebra—Baker and Bourne, Part I. Geometry—Hall and Stevens, Part I, and Practical Introduction. Latin—Scott and Jones, First Course. French—Guerber, Contes et Legendes, Part I; Méthode Naturelle, to p. 60. Physiology and Hygiene—Furneaux, St. John Ambulance. Physical Science—As for Public Service Entrance, Section (a). Book-keeping—Thornton's First Lessons.

NAPIER BOYS' AND GIRLS' HIGH SCHOOLS.

Staff.

Boys' School.—Messrs. F. Heaton, M.A., B.Sc.; E. W. Andrews, B.A.; W. Kerr, M.A.; H. H. Ward; J. B. Gibson, M.A.; S. G. Gascoigne; A. J. Manson; D. L. Smart; J. E. Richardson.

Girls' School.—Misses V. M. Greig, M.A., B.Sc.; C. R. Kirk, B.A.; J. O. Gillies; L. A. Suckling, M.A.; L. A. Hunt, B.A.; D. A. Evans; P. Duncan; M. R. Gore-Martin; I. Sidey.

WORK OF HIGHEST AND LOWEST CLASSES.

Boys' School.

Highest.—Mathematics—Geometry, Godfrey and Siddons; algebra, Hall and Knight's Elementary Algebra; trigonometry, Pendlebury. Latin—Longmans' Latin Course, Part III; Sallust, Catiline; Bennett's Selections from Virgil; Livy, Book XXIV; Sargent's Latin Prose Selections; Macmillan's Latin Grammar; Anderson's Latin Unseens. English—Mason's English Grammar (Senior); Composition; Shakespeare, Henry IV, Parts I and II. French—Weekley's French Course and Public School French Grammar; Au Pole en Ballon; French composition. History—Tout and Powell's English History, 1688–1837. Geography—Longman's Geography, Books II and V; Marshall's Geography of New Zealand. Science—Gregory and Hadley, Heat and Light; Draper, Heat; Blomfield and Jones, Mechanics.

Lowest.—Mathematics—Geometry, Godfrey and Siddons, Part I, Book I; algebra, Baker and Bourne, pp. 1–120; arithmetic, Pendlebury. Latin—Longmans' Latin Course; Beresford, First Latin Reader. English—Marsh, Preparatory Reading and Composition; Edgar, Treasury of Verse; Fitchett, Fights for the Flag; Mason, Junior English Grammar. History—Longmans' Historical Series, Book II. Geography—Southern Cross Geographical Readers; Imperial Geography.

Girls' School.

Highest.—English—Nesfield's Past and Present; Nesfield's Manual (composition work); Shakespeare, Hamlet; The Wordsworth Epoch; Lamb, Essays of Elia; Palgrave, Golden Treasury. Arithmetic—Whole Subject, Pendlebury. Algebra—Matriculation syllabus; Baker and Bourne. Geometry—Matriculation syllabus; Godfrey and Siddons. Geography—Matriculation syllabus; Gill's Geography. Latin—Longmans' Latin Course, Part II; Allen's Latin Grammar; Matriculation Latin Course, Watt and Hayes; Bryan's Cæsar Latin Prose, selected; Latin Prose through English Idiom (Abbott). French—As for Matriculation, Weekley French Course; Longmans' Elementary Unseens; Boileau's French Poetry, selected; M. de Stael, Choiesies 1-18; Vecqueray Examination papers (1-88); Phonetics as prescribed for Matriculation. Natural Science—Science of Common Life (Simmons and Stenhouse), pp. 1-205, and remaining part of the Matriculation syllabus; Botany, Evans, Botany for Beginners, Matriculation syllabus. History—Warner's Brief Survey, pp. 93-252; Warner and Marten's Groundwork of British History, I.

Lowest.—English—Nesfield's Manual of English Grammar and Composition, pp. 1-61; spelling and dictation; essays; analysis and parsing; selected poems from Wilson, Laureata; Lamb's Tales; Shakespeare, Merchant of Venice, Acts I and II; Scott, Ivanhoe, pp. 1-180. French—Hogben, Méthode Naturelle, Part I, pp. 1-91. History—Warner, Survey of British History, pp. 1-152. Botany—Stem; leaf; root; flower; fruit; description of special plants and flowers; nutrition; seed-dispersal. Hygiene and Home Science—Metric measures; weight and density; thermometers; change of state; vaporization; transference of heat; solution; distillation; atmosphere; burning and rusting; expansion. Arithmetic—Pendlebury's New School Arithmetic, pp. 1-226, and miscellaneous. Algebra and Geometry—Baker and Bourne, to page 74, omitting pages 61-64; Godfrey and Siddons, Practical, pp. 1-31; Theoretical, pp. 63-107. Cookery—Elementary, practical, and theoretical work, full course. Geography—Gill's Imperial Geography, pp. 1-202, and special notes for physical geography. Latin—Longman, Elementary Latin Course, Part I, to p. 79; the active voice of the four regular conjugations.

GISBORNE HIGH SCHOOL.

Staff.

Messrs. Frank Foote, B.A., B.Sc.; Fred J. Wilkes, M.A.; Miss J. R. Barr, M.A.; Messrs. P. E. Edmondson, B.A.; G. T. Mauder, M.Sc.; A. P. Castle, M.A.; Misses M. Harding; M. Higgins; Mr. P. S. Hawkins.

I. REPORT OF THE BOARD OF GOVERNORS.

The Governors of the Gisborne High School have the honour to report that during the year the school has been carried on in an efficient manner.

Changes on Staff.—The only change on the staff was in respect of Mr. A. R. Gatland, B.A., who resigned to take up a position on the staff of the Auckland Grammar School, and Mr. P. Edmondson, B.A., was appointed in his stead.

Inspection.—The school was inspected by T. H. Gill, Esq., M.A., LL.B., the Department's Inspector, on the 12th, 13th, and 14th August. In his report Mr. Gill expressed himself as well pleased with the work, tone, and discipline of the school.

Attendance.—The roll numbers for the year were as follows: First term, 148; second term, 154; third term, 146. The great majority of the pupils attend with commendable regularity, a special word of praise being due to those who ride long distances to and from school. Still, however, some parents allow their children to stay away from school for wholly insufficient reasons.

Physical Training.—This phase of school activity is somewhat handicapped by the want of a gymnasium, but the governing body hopes, at an early date, to take steps to erect a suitable building. In addition to their cadet work the boys play cricket and football, while the girls take physical exercises and play hockey, tennis, and basket-ball. A tennis-court is in course of construction in the boys' playground.

The Rectory.—The High School Rectory, under the control of the Rector and Mrs. Foote, continues to provide an excellent home for an increasing number of boys. In the near future it is expected that additional buildings will be required to accommodate the growing numbers.

Girls' Hostel.—As intimated in our report last year, the Board, in order to test the question of the advisability of establishing a girl's hostel, rented a house for the purpose, which was placed under the supervision of Miss Barr, M.A., senior mistress, assisted by Miss Harding, junior mistress. Owing to its not having been started before the school reopened after the midsummer vacation the attendance was not large, as parents had made other arrangements. However, six girls entered as boarders, and four others take lunch, the result, whilst showing a debit balance, being such as to encourage the Governors to make permanent provision on a larger scale.

Not having a suitable site the Board purchased the goodwill of the lease of a primary-school reserve, and entered into negotiations with the Land Board for an exchange of same for one of the secondary reserves vested in the High School Board. The Lands and Education Departments met the Board fairly, and the exchange was duly approved. It was found, however, that legislation was required to give effect to the exchange, and we hope this will be given effect to during the next session of Parliament.

In the meantime the Board had plans prepared, and a contract has been let for a building to accommodate twenty girls, together with the necessary teachers and servants. It is hoped that the building will be ready for occupation in May next. We trust parents and others resident in the country districts will realize that as good advantages are to be had in Gisborne, both as regards education and boarding-accommodation, as elsewhere.

Examination Results.—The school continues to secure a large number of successes at the public examinations.

E. H. MANN, Chairman.
W. MORGAN, Secretary.

2. WORK OF THE HIGHEST AND LOWEST CLASSES.

Highest.—English—Nesfield, Past and Present; Dalgleish, Higher Grade English; Chaucer, Prologue; Shakespeare, Julius Caesar, Merchant of Venice; Milton, Shorter Poems; Gray, Poems; Johnson, Life of Swift; Goldsmith, Deserted Village; Landor, Pericles and Aspasia. Latin—Longman, Part III; Prose Exercises by Clement Bryans; Tutorial Selections from Ovid; Selections from Æneid; Horace, Book III; Tacitus, Germania; Cicero, In Verrem; Virgil, Georgics, Book II; Roman History and Antiquities; Stedman, Examination-papers. French—Siepmann's French Course, Part III; Wellington College French Grammar; Taine, Voyage aux Pyrénées; Corneille, Le Cid; Molière, L'Avare. Mathematics—Geometry, Hall and Stevens; trigonometry, Hall and Knight; algebra, Baker and Bourne, and Hall and Knight; arithmetic, miscellaneous. Science—Heat, Scarlett's School Course in Heat; mechanics, Tutorial Statics, Dynamics, and Hydrostatics. Geography—As for Junior University Scholarship. History—As for Junior University Scholarship.

Lowest.—English—Nesfield, Grammar and Composition; Scott, Lady of the Lake; Cook's Voyages; Extracts from English Classics. Latin—Longmans, Latin Course, Part I; Scalæ Primæ. French—Siepmann, French Course, Part I. Mathematics—Arithmetic, miscellaneous; algebra, Baker and Bourne, Part I; geometry, Hall and Stevens, Books I and II. Geography—Longmans, Book V; Political, no special text-book. History—Warner, Brief Survey of English History. Science—Elementary Physical Science; Furneaux, Elementary Human Physiology; Coleman, Lessons in Hygienic Physiology. Book-keeping—Thornton's First Lessons.

MARLBOROUGH HIGH SCHOOL

Staff.

Messrs. John Innes, M.A., LL.D.; John H. Goulding, M.A.; Henry Rands, M.A., B.Sc.; Misses Ellen M. Allen, M.A.; Harriette M. Jenkins, M.A.

1. REPORT OF THE BOARD OF GOVERNORS.

I have the honour to report as follows on the work of the Marlborough High School for the year ending 31st December, 1914:—

The school roll for the past year has maintained its normal numbers. The number of new pupils enrolled was the same for girls and boys, but on the total roll there was a preponderance of boys. Miss Jenkins, M.A., a former pupil of the school, joined the staff at the beginning of the year, and Mr. Rands, M.A., B.Sc., at the close of the first term, the latter taking the place of Mr. Penlington.

Eleven pupils qualified for Matriculation, and two kept first-year terms under the regulations for exemption from attendance at University lectures.

In August the school was inspected by Mr. Gill and Mr. Cresswell.

The curriculum remains as in former years, but agriculture is now made an alternative subject to French, instead of to Latin as previously. In connection with the practical work in agriculture, we are indebted to the Department of Agriculture and to local merchants for donations of manures and seeds. The abnormally dry season, however, interfered seriously with the experiments. As in previous years, the school gave an exhibition of milk-testing at the annual Agricultural and Pastoral Association's show, and some of the boys acted as junior stewards in connection with the stock and produce exhibits.

During the first term the Cadets held a three-days camp, and were inspected by Colonel Smythe. In May they took part in the inspection parade before General Hamilton. At the end of November Captain Goulding, who had been in command of the corps for eight years, having offered his services to the Defence Department, was granted leave of absence and proceeded to Trentham.

J. J. W. WHITE, Chairman.

2. WORK OF THE HIGHEST AND LOWEST CLASSES.

Highest.—English—Nesfield, English Grammar, Past and Present (Chapters I–XXV); Aids; Lessons and Practice in Composition; Wilson's Literature; Shakespeare, Merchant of Venice; Gray, Poems; Goldsmith, Traveller and Deserted Village; Peacock and Balston, English Prose. French—Wellington College French Grammar; Exercises on Wellington College Grammar; Berthon and Onion's French Composition; Les Travailleurs de la Mer; Corneille, Le Cid; Molière, L'Avare; sight work. Latin—Bradley's Arnold's Latin Prose Composition; Virgil, Georgic IV; Tacitus, Agricola and Germania; Livy, Book XXII (part); Shuckburgh's Roman History; Wilkins's Primer of Antiquities; sight-work. Mathematics—Arithmetic, algebra, geometry, and trigonometry as for Junior University Scholarship. History—Tout's History of Britain; Colonial Settlement and History; Landmarks of European History. Botany—As for Junior University Scholarship.

Lowest.—English—Nesfield's Outline of English Grammar and Composition; analysis and parsing; Composition; Kingsley's Heroes; The Children's Tennyson. French—Dent's New First French Book; Aimard, Les Contrebandeers. Latin—Longmans' Latin Course, Part I; Scalæ Primæ. History—Tout's Britain, Book III to Henry VII. Geography—Lessons based on Arnold's Geographical Handbooks, IV and V, and Maclean-Carey's First Book of Physical Geography. Book-keeping—Jackson's Junior Book-keeping. Mathematics—Algebra, Baker and Bourne, Part I; geometry, Hall and Stevens; arithmetic, Pendlebury, New School Arithmetic, Part I. Botany—Elementary work, demonstration and observation; no text-book used. Agriculture—Newth's Elementary Practical Chemistry; Primrose McCounell, The Soil; Coleman and Addyman, Agricultural Chemistry. Hygiene—Lyster's First Stage Hygiene. Physical Science—As for Public Service Entrance Examination, Sections (a), Elementary Physical Measurements, and (d) Chemistry.

NELSON COLLEGE.

Staff.

Boys' College.—Messrs. H. L. Fowler, M.A.; G. J. Lancaster, M.A.; C. H. Broad, B.A.; J. G. McKay, B.A.; M. J. Morrison, M.A.; A. E. Brockett, M.A.; K. Saxon; C. P. Worley, M.A.; A. Thomson; W. S. Hampson.

Girls' College.—Misses M. Lorimer, M.A.; M. McEachen, M.A.; A. Eastwood, M.A.; C. M. Farrow, M.A.; G. Isaac, M.A.; M. Garland, M.A.; G. Saxon, M.A.; E. Mackenzie; W. Greenwood.

1. REPORT OF THE BOARD OF GOVERNORS.

Pupils.—The average number in attendance at the Boys' College was 233, and the average number of boarders 101. At the Girls' College the average number on the roll was 177, and the number of boarders, 39.

The Governors desire to thank the Old Boys' Association for the gift of a Sports Honours Board, which has been placed in the main entrance to the College.

The Staff.—Boys' College: During the year Mr. Archey left to take the position of assistant curator at the Canterbury Museum; and Messrs. Malthus and Nelson joined the New Zealand Expeditionary Force. The vacancies were filled by the appointment of Messrs. J. M. Morrison, C. P. Worley, and A. Thomson, the latter as master in charge of the lower school.

Girls' College: Mrs. Hamilton resigned the matronship, and Miss Beaumont was appointed to fill the vacancy.

Examinations.—Boys' College: The following are the results obtained in the public examinations held in December and January last: One student gained a Junior University Scholarship, taking the fourth place, and three others obtained "credit" in the same examination. Four passed the Public Service Senior in all subjects, two in four subjects, one in three, and nine in two. The Public Service Entrance Examination was passed by twenty-five, of whom thirteen obtained credit, the Intermediate by twenty-four, in seven cases with credit. Twelve passed the Matriculation Examination, two completed, and one boy was granted a partial pass. One undergraduate pupil passed the first year's "terms."

Girls' College: One pupil passed first year's terms. Two pupils gained University Entrance Scholarships. Two other girls gained places on the credit list, ten passed Matriculation and the allied examinations, two completed that examination, and one obtained a partial pass. Five passed the Senior Public Service Examination, gaining among them the highest places in English, French, and hygiene. Thirty-six obtained the senior free place, for extension, and ten the junior free place.

The war in Europe has caused many old boys to volunteer for the front, amongst them there have been many casualties, and four deaths.

The girls produced at the School of Music a very effective and well-staged entertainment, "The Masque of Empire," which realized for the Belgian and other sufferers by the war the sum of £93 1s.

2. WORK OF THE HIGHEST AND LOWEST CLASSES.

Boys' College.

Highest.—English—Chaucer, Selections; Shakespeare, Merchant of Venice; Golden Treasury of Lyrics; selections from Tennyson, Browning, and Matthew Arnold; Milton, Minor Poems and Paradise Lost, Books 1, 2, and 3; Macaulay, Essays; Brooke's Primer of English Literature; Nesfield's Historical Grammar and Aids to English Composition. Latin—Virgil, Georgics, Book IV; Tacitus, Agricola; verse selections from Ovid, &c.; prose from Cicero; Bradley's Composition and Aids to Latin Prose; Unseens. French—Daudet, Lettres de mon Moulin; Hachette, selections in prose and verse; Rey's Composition and Idioms; Wellington College French Grammar; Dent's Phonetic Reader; Bell's Primer of Philology. Mathematics—Arithmetic, the whole subject; algebra, to permutations and combinations, with binomial theorem; trigonometry, to solution of triangles; geometry, plane, as in Euclid, Books I–IV, VI, and Elementary Solid Geometry. Science (experimental)—Mechanics and Heat, to standard of Junior University Scholarship Examination.

Lowest.—English—The Storied Past; Gillies, Simple Studies in English History; Scott, The Talisman; Kingsley, Hereward The Wake; Mason, First Notions; Nesfield's Junior Composition; Meiklejohn's New Geography, Part I. Latin—Dix, First Lessons. French—Siepmann's Primary French Course, Part I. Mathematics—Arithmetic advanced; algebra to easy equations with graphs; geometry, the properties of triangles and parallelograms, easy exercises. Science—Physical measurements; elementary chemistry; experimental work—use of balance, barometer, levers, pumps; preparation of common gases; properties of the atmosphere; combustion.

Girls' College.

Highest.—English—Shakespeare, Julius Cæsar, Merchant of Venice; Goldsmith, The Deserted Village; Gray, Poems; Landor, Pericles and Aspasia; Johnson, Life of Swift; Nesfield's Historical English and Derivation; A. M. Williams, English Grammar and Composition; Jackson and Briggs, Text-book of Precise-writing; Hales, Longer English Poems; Macmillan's Advanced Reader; Latin—Tacitus, Agricola and Germania; Virgil, Georgics, Book IV; Stedman, Latin Examination-papers; Allen, Latin Grammar; Bradley, Arnold's Latin Prose; Aides to Latin Prose; Watt and Hayes, Selections from Latin Authors; Wilkins, Roman Antiquities; Robinson, A Short Roman History. Mathematics—Barnard and Child, Algebra, Vols. I and II; Pendlebury, Trigonometry; Baker and Bourne, Geometry, Books I–VI; Longmans' Arithmetic. French—Taine, Voyage aux Pyrénées; Molière, L'Avare; Corneille, Le Cid; Wellington College French Grammar; Bué, First Steps in French Idioms; Spiers, Graduated Course of Translation into French. Botany—Lowson, Second Stage Botany.

Physiology—Meachen, Human Physiology. German—Goëthe, Faust, Part I; Lessing, Minna von Barnhelm; Sudermann, Frau Sorge; Buchheim, German Prose Composition; Eve, German Grammar; Second German Exercises.

Lowest.—English—Marsh, Literary Reading and Composition; Jones, First English Course; Dickens, Old Curiosity Shop; Scott, The Lady of the Lake, Canto I; Goldsmith, The Traveller. Arithmetic—Grenville, A Shilling Arithmetic; Dominion Arithmetic. Geography—Shrimpton, A Junior Geography of New Zealand and Australia; Meiklejohn, Comparative Geography. Physiology—Lyster, First Stage Hygiene. Botany—Bailey, Botany for Beginners. History—Tout, A First Book of British History. Home Science—Simmons and Stenhouse, The Science of Common Life.

RANGIORA HIGH SCHOOL.

Staff.

Messrs. R. Cresswell, M.A.; S. A. Clark, B.A.; A. K. Rule; Misses M. C. Reynolds, M.A.; E. A. Vickery, B.A.

1. REPORT OF THE BOARD OF GOVERNORS.

It affords me pleasure to have again to submit a very satisfactory report in connection with the past year's work at this High School; this in spite of the fact that the Principal was absent for part of the year as Acting Secondary Schools Inspector for the Education Department. The work, however, was admirably carried on by the first assistant master, as Acting-Principal. At the various annual examinations the school worthily upheld its reputation, a high percentage of the pupils having passed, and a number with credit. The gratifying success of Mr. H. L. Richards, M.A., in winning the first Rhodes Scholarship for Canterbury has been an excellent advertisement for this school, at which he was for upwards of five years a scholar. The inspection report on the school was again a good one, the agricultural work being specially commended. The High School Defence Cadets have again won the "Victory" Shield. The school boardinghouse has proved a great boon. No similar establishment could be run at a lower tariff or on more satisfactory lines.

ROBERT BALL, Chairman.

2. WORK OF THE HIGHEST AND LOWEST CLASSES.

Highest.—French—As for Junior University Scholarship and Public Service Senior; Taine, Voyage aux Pyrénées; Molière, L'Avare; Corneille, Le Cid; translation into French; Wellington College Grammar; Idioms and Phonetics; French versification and brief survey of French etymology. Latin—As for Junior University Scholarship; Latin Authors (Tutorial Series); Miscellaneous translation; Arnold's Latin Prose Composition; Kennedy's Latin Grammar. English—As for Junior University Scholarship; Palgrave's Golden Treasury; Shakespeare, Merchant of Venice, Julius Caesar; Johnson, Lives of the Poets; miscellaneous essays of Bacon, Lamb, De Quincey, Hazlitt. Mathematics—Arithmetic, advanced; algebra, Baker and Bourne's, to end of permutations; trigonometry, Borchardt and Perrott, Hall and Knight; use of plane-table, angle-meter, and practical outdoor problems. Botany—As for Junior University Scholarship; laboratory and outdoor practical work; Evans's Advanced Botany. Heat—As for Junior University Scholarship; text-books, Draper, Glazebrook, and Stewart.

Lowest.—English—Literature, Gray's Elegy, Coleridge's Ancient Mariner, Cook's Second Voyage, poems selected from Palgrave's Golden Treasury; Grammar, Nesfield's Outlines, pages 1–120, cursorily treated. French—Siepmann's First Course; conversation. Arithmetic—Revision from Pendlebury of fractions, decimals, and with special attention to contracted methods, approximations, and averages. Algebra—Baker and Bourne, to end of problems leading to simple equations, and also Chapter XI, on the removal of brackets. Geometry—Baker and Bourne, pp. 1–80; practical work, mensuration, use of angle-meters, &c. Agriculture—Logan, School Gardening; Cavers, Life-histories of Common Plants; the general structure of plants, soils, and fertilizers; pruning, grafting, common insect pests, and fungoid diseases. Latin—Longmans' Latin Course, Part I.

CHRISTCHURCH BOYS AND GIRLS' HIGH SCHOOLS.

Staff.

Boys' School.—Messrs. C. E. Bevan-Brown, M.A.; W. Walton, B.A.; R. M. Laing, M.A., B.Sc.; A. Merton; T. H. Jackson, B.A.; R. J. Thompson, B.A.; M. C. Gidex, M.A., B.Sc.; R. H. Biggar, M.A.; J. R. Montgomery, M.A.; L. G. Whitehead, B.A.; Lieutenant W. Hoar; Messrs. L. J. Darwin, M.A.; D. B. Macleod, M.A.; Monsieur Malaquin.

Girls' School.—Misses M. V. Gibson, M.A.; K. M. Gresson, M.A.; E. M. Macintosh, M.A.; F. Sheard, M.A., B.Sc. L. Bing, B.A.; E. T. Crosby, B.A.; G. Greenstreet, B.A.; E. B. Baxter, M.A.; M. E. Sims, M.A.; H. P. Leversedge, M.A.; E. D. Graham, M.A.; A. J. McKee; Mrs. Longton; Misses Bone; M. B. Hay; F. Webster; Captain F. Farthing; Misses J. L. Black, Mus. Bac.; E. M. Burns; H. Smith; J. Webster; Mrs. Mayne; Mr. T. S. Tankard.

1. EXTRACT FROM THE REPORT OF THE CHAIRMAN OF THE BOARD OF GOVERNORS.

Boys' School.

The roll number of the school has slightly increased, but considering the opportunities for free secondary education now offered, it appears to me that more should be ready to take advantage of them, but too many parents think that a year or possibly two is quite long enough for a boy to stay at a secondary school to get a "finishing off." When the advantages of a secondary school education are more fully recognized, then this period of school life will be much longer.

The results of the public and other examinations at the close of the year were not quite on a par with those of the previous year; one boy obtained a Senior National Scholarship and four were in the credit list. Five obtained Senior Board of Education Scholarships, and three obtained Junior ones. Of those who but lately have gone to the University one obtained a double first, two obtained second-class honours, one obtained a Senior University Scholarship, and another a Research Scholarship. These, with the successes of old boys that have been given in the past prove that a very sound basis is laid during school life to enable the student thoroughly to profit by higher education.

An important step in connection with the school was taken at the beginning of this year—namely, the establishment of a hostel or boardinghouse. For a long time it has been felt that some official boardinghouse ought to be established, so that boys living away from home might be under supervision after school hours. Now and again a boy of considerable promise had failed to keep up to the mark in consequence of a want of this supervision and help. To try and remedy this the hostel has been established tentatively for two years, when it is hoped that it will have become so well known that the Board will be encouraged to make it a permanent department of the school.

As is natural, the present war has appealed to the past pupils of the school, and as in England thousands of public-school men have flocked to support the nation, so in New Zealand each school is sending its quota. Of the Christchurch Boys' High School old pupils an incomplete list gives 170 at the front, of whom four have given their lives.

In the firing for the Imperial Challenge Shield the Cadet Corps was first in New Zealand, and twenty-second of the six hundred teams who compared from among the secondary schools of the Empire.

Girls' School.

Last year it was thought that the attendance at the Girls' High School was quite high enough, but the influx of new scholars this year has rendered necessary the appointment of additional teachers. Personally, I hope that the attendance will not go beyond the present numbers, for a time comes when it is impossible for the headmistress of a large school to have the individual personal knowledge of each pupil, and thus one of the advantages of the school is lost. This cannot happen with our present numbers, which quite fill the school, but if the question of increased accommodation comes forward in a few years time it will be then the time for the Board to decide whether the advantage of numbers outweighs the advantage of personal knowledge.

In the public examination three pupils were placed in the credit list, and though the Gammack Scholarship was offered in order of merit to each only one was found to accept, the reason being that the candidates were young enough to sit again next year for Junior University Scholarships.

During the last few years comparatively few have been qualified to sit for the Junior University Scholarships, owing to the fact that as soon as girls at this school have passed for Matriculation they are taken as pupil-teachers at the primary schools. Thus comparatively few pupils are to be found in the highest form, Upper VI, from which form the best candidates would be chosen for the scholarship examinations.

In the other examinations sixteen matriculated, seven won Education Board Senior Scholarships, two won Junior Nationals, and three Education Board Junior Scholarships.

The necessities of the times have impressed on the girls the need of working for the nation. They have been working hard for the various funds that need help for the sick and wounded, and have voluntarily abandoned their usual terminal entertainment in order that more time and funds may be available for the schemes in hand.

I have referred elsewhere to the passing of the Bill that enabled the salaries of the staff to be raised to something near the amount proportionate to the duties entailed. It was necessary, however, so to arrange the increases that it will take some time before the maximum is reached.

I am sorry to have to record that Miss Crosby, who had been on the staff for ten years, was obliged, owing to ill health, to resign her position, a position that she had filled with ability and earnestness.

2. REPORT OF THE HEADMASTER OF THE BOYS' SCHOOL.

The roll number for the third term was 198, including twelve in the Preparatory class. The number of senior free-place holders was 59, of junior free-place holders 93, and of paying pupils 56. There were in the third term 15 boys holding Senior Board Scholarships, 6 holding Junior Board Scholarships, and 2 holding Junior National Scholarships. 142 boys took the full course including Latin; 44 boys omitted Latin.

The classes have been renamed, those in their second year being in the Fourths—viz., IVA, IVB, IVc; all the first-year boys are in IIIA, IIIB, and IIIC. The highest classes are Upper VI (Junior University Scholarship standard), Lower VI (slightly above Matriculation Standard), and V.

There is an option of woodwork and book-keeping in place of Latin, and of either history or drawing in place of French. No Greek has been taught this year; it is usually alternative with science.

Mr. J. R. Montgomery, late headmaster of Geraldine School, and formerly assistant master at Otago Boys' High School, has been appointed to the vacancy caused by the resignation of Mr. B. K. S. Lawrence.

The new buildings have been a great aid to the more effective teaching of practical science and the better working of the school.

Mr. D. B. Macleod has been appointed science demonstrator, and Mr. L. J. Darwin (both of Canterbury College) has taken this year the Middle VI, mathematics, and a class in heat.

In December last two boys won Senior National Scholarships, four were placed on the Credit List, and four qualified in the Junior Scholarship Examination for Matriculation. Ten boys passed

Matriculation or allied examinations, and three obtained a partial pass. Three boys won Senior Education Board Scholarships. Among old boys Mr. C. M. Stubbs obtained his D.Sc. at Liverpool, and Mr. D. H. Florance the same degree at Manchester.

Mr. J. V. Wilson attained the rare distinction of winning three Senior University Scholarships—viz., for Latin, Greek, and history; Mr. G. S. Lambie obtained first-class honours at the New Zealand University in mental science; Mr. L. Knight a second in Greek and French; Mr. C. S. Marshall a double second—viz., in modern languages and political science; Mr. R. H. D. Broadhead obtained a first-class, Division I, in the Modern Language Tripos at Cambridge; and Mr. R. E. Bevan-Brown a second class, Division I, Classical Tripos, Cambridge; Messrs. A. O. Ponder and R. K. Goodser won exhibitions at Canterbury College. Mr. R. Speight has been appointed Curator of the Museum, and Mr. H. D. Broadhead *locum tenens* Professor of Classics at Canterbury College.

The Cadet Corps, football, and cricket have flourished this year. A tennis-court adjacent to the school has been provided, and a rowing crew has been trained and taken part in an inter-school contest.

The school has had visits from His Excellency the Governor, Earl Grey, Sir Hartmann Just, Dr. Sheldon, Professor Dixon, and Sir Ernest Rutherford. Nearly all these have addressed the boys. In the winter short lectures once a week, often illustrated, were given—*e.g.*, on the “Natural History of the Port Hills,” on “Landmarks of Ancient World History,” &c.

At least 112 old boys are taking part in the war, including 13 from England or other colonies; doubtless, there are others whose names are not yet known. One (Lieutenant O. Garsia) has already died of wounds.

Talks and lessons on the history and origin of the war, and on the geography and history of the European nations involved, have been given from time to time, and, in particular, it has been shown how honour and a stern sense of duty compelled England to take her part.

3. REPORT OF THE LADY PRINCIPAL OF THE GIRLS' SCHOOL.

When the school year began there was an unusually large influx of new pupils, no less than 135 presenting themselves for admittance. The total roll for the year is 328, an advance of 68 over that of 1913.

The rolls for the respective terms were—first term, 314; second term, 306; third term, 297. Average roll, 306; and average attendance, 286.

To meet the larger numbers Miss A. J. McKee and Miss E. D. Graham, M.A., were appointed as temporary assistant teachers for the year, and Mrs. Longton, previously for many years on the staff, returned to fill Miss Sheard's place during the remainder of her term of leave of absence. On account of ill health Miss E. Crosby was granted twelve months' leave of absence from the 1st June, her work meanwhile being taken by Miss D. Bone.

The school was officially inspected by Mr. T. H. Gill and Mr. T. R. Cresswell, and the technical classes by Mr. Isaac. The preparatory class, Standard VI, was examined by Mr. J. B. Mayne. All passed the standard, six receiving proficiency certificates, one a certificate of competency.

Fourteen pupils have resided at the authorized school boardinghouse, the full number that can be taken in the present quarters. Temporary homes were found for others who are waiting for admission. The health of all the girls in residence has been extremely good, and their conduct perfectly satisfactory.

The playground has been levelled, and an asphalt tennis-court laid down.

The general health of the whole school has been good. The girls have taken a wholesome interest in games and school institutions. They hold the Senior Hockey Shield offered for competition by the Christchurch Secondary Schools Hockey Association, and eight pupils gained the Diploma of the Royal Life-saving Society for Proficiency in Life-saving and Resuscitation.

During the year the school was visited by His Excellency Lord Liverpool, the Hon. J. Allen (Minister of Education), and the Inspector-General (Mr. G. Hogben), who paid a brief farewell visit in his official capacity. The girls were also addressed by Professor Boys-Smith of Otago University, and by Dr. Blackmore, Medical Director of the Christchurch Hospital.

The examination results of the year are not yet available.

4. WORK OF THE HIGHEST AND LOWEST CLASSES.

Boys' School.

Highest.—Latin—Cicero, de Amicitia, &c.; Horace, Odes, Book II; Page, Dies Romani; Myths and Legends of Ancient Rome; Bradley's Arnold; Bryan's Latin Prose; Postgate, New Latin Primer; Gepp and Haigh's Latin Dictionary; Horton's History of Rome; Everyman's Library Atlas of Ancient Geography; Cicero, Select Letters. English—George Eliot, Romola; Golden Treasury; Chaucer, The Knight's Tale; Nesfield's Aids to the Study and Composition of English; Nesfield's Historical English; Epochs in English Literature, Vols. VII, VIII, IX. French—Duhamel, Advanced French Composition; Longmans' Advanced French Unseen; Grammaire Française; Molière, Tartuffe; Picciola, Half-hours with Modern French Authors. Mathematics—Borchardt and Perrott's Trigonometry; Baker and Bourne's Algebra; Hall and Stevens's School Geometry, Parts I to VI; Hogben's Trigonometry Tables; Pendlebury's Arithmetic; Ward's Trigonometry Papers. Science—A School Course of Heat; Bailey, Advanced Inorganic Chemistry; Briggs, Synopsis of Non-metallic Chemistry.

Lowest.—Latin—Ante-Limen; Postgate, First Latin Primer. English—(Grammar, literature, and composition). History—Tout's History of Great Britain, Book II. French—Dent, New First French Book. Mathematics—Baker and Bourne's Public School Arithmetic; Hall and Stevens's School

Geometry, Parts I and II, with Lessons in Experimental and Practical Geometry; Baker and Bourne's Elementary Algebra, Part I. Science—Gregory and Simmons's Exercises in Practical Physics. Drawing—Geometrical definitions; freehand drawing from cards and nature objects; followed by design in colour. Geography, writing, and singing.

Girls' School.

Highest.—Work in all subjects to the standard and programme required for Junior University Scholarship Examination. Subjects: Mathematics; English (grammar, composition, literature); Latin; French; physical science (heat); natural science (botany); history.

Lowest.—A first-year course of secondary work of a more elementary character than for scholarship-holders, but on lines for preparation for the Intermediate Certificate Examination. Subjects: English (grammar, composition, literature); arithmetic; French; history; geography; shorthand; book-keeping; hygiene; plain sewing; singing; drawing; drill.

CHRIST'S COLLEGE GRAMMAR SCHOOL.

Staff.

Mr. A. E. Flower, M.A., M.Sc.; Rev. G. S. Bryan Brown, M.A.; Messrs. E. G. Hogg, M.A., F.R.S.; J. Monteath, B.A.; H. Hudson, B.A.; H. B. Lusk, M.A., LL.B.; P. M. Baines, B.A.; Rev. F. G. Brittan, M.A.; Messrs. B. Matthews, M.A.; G. S. Lambie, M.A.; F. Sutton Carter, M.A.; C. S. Marshall, M.A.; H. Lang, B.A.; J. F. D. White, B.A.; M. A. H. Fell, B.A.; G. H. Merton, B.A.; E. Jenkins, M.A.; E. H. Severne, B.A.; C. L. Young; A. J. Merton; J. M. Madden; W. Bridge; Captain F. Farthing.

I. EXTRACT FROM THE ACTING HEADMASTER'S REPORT.

The school has been through a period of trial and experiment, which, to my mind, is of very great value. It has shown us that it is not possible to imprint on us the direct organization of a great English public school without paying due regard to local conditions and customs. It has shown us that, whatever shortcomings we may have had in the past, a very large amount of our work has been carried out on right lines; and there is no doubt in the minds of those of us familiar with past methods and traditions that many of them will have to find a place again permanently in our work. It is not necessary for me to show here that in the past the school has been entirely moulded by men from the best of English public schools with English University training and experience. After over sixty years of this should we not, therefore, have substantially all the essential parts of a good English school with our own traditions and modifications to suit our very different circumstances?

During the last two terms work has been carried on with as little change as possible, but, with an unsettled staff, many of whom are working on lines unfamiliar to them, certain parts of the work have undoubtedly suffered. In spite of the urgent necessity for rearrangement in some directions the best interests of the school have, I think, been served by a period of quiet work, and necessary alterations will doubtless be made before next term begins. In such a case, however, as that of the recently introduced subject of civics, we had to merge it into its proper place in the teaching of history and English, and remove it as a special subject from the school syllabus. Numberless opportunities occur for masters to impress on boys the elementary notions of duty and government that one might class under the head of civics; and, taken as a whole, a large number of the problems that confront a boy later on in the outside world are found on a small scale in a school, and a boy who takes a full part in all the activities provided for in a school of this description is well equipped by the time he leaves, especially if he rises to the status of a senior boy or a prefect. I would here like to mention that the practice of taking away boys at an early age from school when they are just developing is becoming much too common for them to derive full benefit from their school life. The military and engineering side has so far not justified its existence, as provision can be made, and has been made in the past, for boys going in for such professions without attempting to make a separate branch of the school, especially with such numbers as we have.

Since last commemoration Mr. Napier has left to take up work at Otago University; his place was then taken temporarily by Mr. H. V. Rowe, and he was succeeded by Mr. J. F. D. White. Mr. Fell arrived to take over the modern languages at the beginning of the second term, and since then we have managed to keep the staff unchanged. Mr. Matthews has gone into the schoolhouse as house tutor to assist Mr. Carter, who has taken charge of the schoolhouse at the request of the governing body during the last two terms. Mr. Marshall, of Canterbury College, remained to assist us for the rest of the year, filling the vacancy caused by the departure of Mr. Hudson, who left on a visit to England in May. The absence of three members of the permanent staff at the same time has put a severe strain on the teaching resources of the school, and it is impossible to secure the highest efficiency under such conditions.

The lower school has resumed for the time being its *status quo*, and is still an integral part of the school. Mr. Jenkins has had a very successful year there, and has imprinted vigorously on the younger ones many of the habits and ideas that make them so soon fit into their places in the upper school. With regard to the lower school, I am sure boys are admitted to it while too young, and I hope to see the standard as well as the age of admission raised.

The percentage of passes last year was approximately the same as that of the previous year, but the conditions have been so different in the past that a fair comparison cannot be instituted. In addition to the University Scholarship and Matriculation successes, one pupil was awarded an Agricultural Scholarship at Lincoln College, and two passed into Sandhurst. There have been numerous academic successes among ex-pupils of the College.

Into the various outdoor pursuits plenty of life has been infused, both cricket and football having had a large measure of success. The Cadets have had a strenuous year. The camp in the first term with its ambitious programme of work, gave the recruits a good start, and the subsequent steady work of Captain Farthing, Mr. Lambie, and Mr. Lang has produced a very efficient set of young soldiers.

The only big improvement this year is the addition of a new fives-court, the cost of which is being defrayed by the Rhodes Fund. This will be specially reserved for the use of smaller boys. The question of roofing the fives-courts has been postponed, as funds are not available.

The proposed inspection of the school by the Education Department was not carried out for obvious reasons, but we were visited by the Inspector-General, who examined the work of the Sixth Form more particularly. As a result of this two pupils were awarded higher leaving certificates, which carry with them University bursaries, and are accepted in lieu of entrance and other examinations by various Universities and associations. Two others well qualified otherwise could not obtain them as they do Greek instead of science.

Amongst other visitors during the year were Sir Hartmann Just, Professor Dixon, Sir Ernest Rutherford, and Professor Herring, one of our old boys. During the year His Excellency the Governor honoured the school by asking no less than three of its members to assist him as A.D.C.

During the year the Regulations for Junior Somes and Entrance Scholarships have been extended to meet altered conditions, and the result, especially of the latter, has proved the wisdom of the change.

With regard to the particular branches of the schoolwork, I would call attention to the following:—

Mathematics.—At the beginning of the year alterations were made in the organization of the mathematical teaching of the school with a view to increased efficiency in this subject, but the results which should have followed have been only partially achieved, owing to the changes of masters which had to be made during the year, and to the lack of experience in mathematical teaching of some of those to whom the new sets were entrusted; still, much good work has been done, and the recent examinations have shown that the school possesses many boys of promise on the mathematical side who may be expected to do very creditably later on.

English.—The school was examined throughout at the midyear examination, and showed fairly satisfactory work in English. Certain weaknesses in geography and history text-books were made evident, and steps were taken to remedy these faults and to improve the composition. During the final examinations of this month all forms below the Matriculation Class have been examined in composition, grammar, history, and geography. Composition and grammar have made satisfactory improvement, but the several changes of the staff and in the time-table have materially affected some of the lower forms.

The science work was perhaps cut up more than any other subject but it is beginning to make headway again.

French.—There has been really satisfactory progress in the two bottom forms of the upper school. In the rest of the school, owing to unexpected changes that were made in the organization of the forms in the first term of the year, the improvement which had begun to be apparent was swept out of existence, and since then we have been struggling on under conditions which render progress almost impossible. Our greatest difficulty at the present time is that there are no less than five forms in the school to which beginners in French may have to be posted. The changes mentioned did not affect the third forms, and hence the satisfactory improvement; at any rate, it is an improvement in the right place, and will in time be felt all the way up the School.

Latin.—In this work the normal rate of progress has been maintained, but the absence of special facilities for assisting new-comers in Latin has handicapped much of the work in the lower forms.

Greek.—Steady work has been done, but rendered difficult by the fact that boys begin at all ages.

The erection of the much-delayed Hare Memorial Building will be proceeded with before long. The Old Boys' Association have taken definitive steps in the matter, and I hope to see a brisk building programme initiated early next year to provide the much-needed class-rooms and laboratories.

No report at this time would be complete without a reference to the war. Any doubts as to whether this school is doing its duty in turning out true citizens should be set at rest when we look at the last pages of the Register, and find that, as far as we know at present, at least one hundred and fifty of our old boys have taken up arms for their country. There must be many more, and there are several already in the Army and Navy who are doubtless near the front, but we have no direct news of them as yet. We have amongst them a captain of the "Dreadnought," J. E. T. Harper; the colonel in command of the troops at Samoa, C. Harcourt Turner; many captains and lieutenants in the Regular Forces; and majors, captains, and lieutenants in the Expeditionary Forces; and last, but not least, there are non-coms. and privates in dozens. I, who know them all, can safely say that this school has given of her very best.

We are all now looking forward to a long period of prosperity under our new headmaster. With his ripe experience to guide us, and the very suitable raw material that I see at the back to work on we shall mould it into a finished product as good, and perhaps better, than we have in the past.

A. E. FLOWER, Acting-Headmaster.

2. WORK OF THE HIGHEST AND LOWEST CLASSES.

Highest.—Latin—Horace, Odes, Book IV; Cicero, Pro Milone, Chapter 26 to end; 2nd Philippic Oration; selected passages for prose composition and unseen translation; Stedman's Latin Examination-papers; Roman history, literature, and antiquities. Greek—Plato, Crito; Euripides, Medea; selected passages for unseen translation; Sidgwick's Greek Prose Composition; Stedman's Greek Examination-papers. French—Siepmann's French Grammar; selected passages for composition and translation; Cinq Mars; Tartarin de Tarascon. Mathematics—Arithmetic, Longmans' Senior Arithmetic; algebra, Hall and Knight's, Chapters I to XXXVII; geometry, Hall and Stevens, Parts I

to VI; trigonometry, Loney, Chapters I to XVII. English—English Grammar; Nesfield's Past and Present; Historical Grammar Notes; essays; paraphrasing; criticism; literature, general history of, with special treatment of Shakespeare, Milton, and leading authors; Milton, *Paradise Lost*, Book IV; Chaucer's Prologue; Shakespeare, *Julius Cæsar*. Science—Roscoe and Harden's *Advanced Inorganic Chemistry*; Welch's *Chemical Lecture Notes*; Newth's *Smaller Qualitative Analysis*; Glazebrook's *Heat*.

Lowest.—Latin—Allen's *First Latin Exercise-book*, to page 55; Kennedy's *Smaller Latin Primer*, pp. 1-24, 40-60; Olive's *Mirabilia*. French—Siepmann's *Primary French Course*, Part I, first fifteen lessons; special oral work. Mathematics—Arithmetic, Pendlebury's, pp. 1-127; algebra, Hall and Knight, pp. 1-20; Geometry, Hall and Stevens, theorems 1-4; geometrical drawing and practical measurements. English—Arnold's *Junior Geography*; Cambridge *Junior History Reader*, Chapters I-XLII; *Homeland*, Book I; Lang's *Tales from King Arthur*; Grammar, Arnold's *Junior Grammar*, and Wilson's *Grammar and Analysis*. Science—Balfour Stewart's *Physics Primer* (first half).

ASHBURTON HIGH SCHOOL.

Staff.

Messrs. W. F. Watters, B.A.; John Stewart, M.A.; F. F. Adamson, M.A.; Misses F. E. Kershaw, M.A.; M. Kennedy, M.A.

1. REPORT OF THE BOARD OF GOVERNORS.

The personnel of the Board is as follows: Mr. Joshua Tucker (Chairman), His Worship the Mayor (Henry Davis, Esq.), and Messrs. C. Reid, W. B. Denshire, W. H. Collins, W. T. Lill, and Alexander Drummond. The Board held seventeen meetings, the average attendance being six. The Board regrets the loss of the valuable services of Mr. Hugo Friedlander, whose place was filled by the appointment of Mr. A. Drummmond.

Mr. J. A. Gordon, M.A., second assistant, resigned in May in order to visit England. He was succeeded by Mr. F. F. Adamson, M.A., who resigned in the end of November. Both these gentlemen are now serving with the New Zealand Expeditionary Forces in Egypt. Mr. G. C. Beattie, B.Sc., has been appointed to succeed Mr. Adamson.

During the year the Board decided to extend the curriculum by the introduction of a full course in home science for girls, and in December appointed Miss R. Rosevear (diploma in home science, Otago University) as teacher of this subject.

The school roll was 129—seventy-seven boys and fifty-two girls. The enrolment of new pupils was forty-nine—thirty boys and nineteen girls. There were six fee-paying pupils. There were in attendance ten scholarship-holders—two Junior National, three Senior Education Board, and five Junior Education Board; and a very good average attendance was maintained throughout the year. The diligence, progress, and tone of the pupils continue to be very satisfactory. The various school courses were maintained as usual. It is hoped that the recommendation of the Board of Agriculture to accept the Board of Governors' offer of a school reserve of 120 acres for the purposes of an experimental farm will result in a considerable extension of the benefits of agricultural education to the boys, and that an increasingly large number of country boys will thereby be attracted to the school. These advantages to country boys will be greatly enhanced by the erection of the school rectory, just completed. The foundation-stone was laid by the Hon. the Minister of Education on Monday, the 14th September, and the completed building is now ready for the accommodation of boarders. There is accommodation for from twenty-five to thirty boys, and the building is capable of considerable extension. It is a handsome and well-equipped building, well suited in every way for its purpose, and the Board feels that the district is to be congratulated on the possession of school buildings complete in all respects for the educational needs of this large district. The school was visited in September by Messrs. Gill and Cresswell, Secondary-school Inspectors, who forwarded a very satisfactory report on the working of the school.

The Board desires to express its gratification at the passing of the Education Act of 1914, which by its increased financial benefits to secondary schools enables much-needed additions to be made to the salaries of the teachers, and also provides for an increase of staff.

The examination results of the year are as follows: One candidate gained a Senior National Scholarship, and one passed the examination with credit, three candidates passed Matriculation, and one gained a partial pass; five candidates passed the Public Service Entrance Examination, two with credit; eleven candidates passed the Senior Education Board Scholarship Examinations, two with credit; one passed the Senior Free Place intermediate, one the Junior Scholarship Examination, and one the Junior Free Place; eighteen candidates were awarded senior free places without examination, while twelve gained an extension of junior free places for a third year.

JOSHUA TUCKER, Chairman.

2. WORK OF THE HIGHEST AND LOWEST CLASSES.

Highest.—Latin—Virgil, *Æneid* VI; Cicero, *In Catilinam* I, *De Officiis* III; Watt and Hayes's *Matriculation Selections*; Longmans' *Latin Prose*; Walters's *Hints on Latin Prose*; grammar, history, and Antiquities; prosody. English—Shakespeare, *Othello* and *King Lear*; Chaucer, *Prologue*; Milton, *Lycidas*; *L'Allegro*; *Il Penseroso*; *Ode on Nativity*; Macaulay, *Essay on Walpole*; Lees's *English Grammar on Historical Principles*; Williams's *English Grammar and Composition*; Stobart's *Epochs of English Literature* (Tennyson Epoch); selected work from Long's *English Literature*; Magnus's *Introduction to Poetry*. French—Siepmann's *Short French Grammar*; Rey's *French*

Composition, Part II; Colomba; Matriculation French Reader; Unseens; phonetics. Mathematics—Goyen's Advanced Arithmetic; Baker and Bourne's Geometry; Baker and Bourne's Algebra; Bridgett and Hyslop's Trigonometry. Botany—Dendy and Lucas's Botany; special work from Cavers's Matriculation Course; Lowson's Botany; Parker's Biology; Laing and Blackwell's Plants of New Zealand. Heat—Stewart, New Matriculation Heat, additional notes for University Entrance Scholarship requirements.

Lowest.—English—Jones's Practical English Course; Bennett's Spelling and Dictation Book; Macmillan's Senior History Reader; Kingsley's Heroes; Lamb's Tales; Poetica (Ridges). Latin—Longmans' Latin Course, to p. 118; Ora Maritima. French—Stepmann's First Course. Arithmetic—Goyen's Advanced Arithmetic; decimals; interest (simple and compound); profit and loss; averages; alligation; stocks; miscellaneous examples; Elementary Book-keeping (Grierson). Algebra—Baker and Bourne's Elementary Algebra, to p. 98, with factors and easy highest common factors. Geometry—Baker and Bourne's Elementary Geometry, Book I, to proposition 24, with rulers and practical work. Mechanics—Harrison's Elementary Mechanics. Botany—Evans's Plants and their Ways, with practical work in the garden. Agriculture—Kirk's Elementary Agriculture, with practical field-work. Cookery and woodwork—According to Department's syllabus.

TIMARU BOYS' AND GIRLS' HIGH SCHOOLS.

Staff.

Boys' School.—Messrs. William A. Thomas, M.A.; Allan G. Tait, B.A.; W. F. G. Munro, M.A.; Daniel O'Connor, M.A.; E. A. P. Cockroft, B.Sc.; C. A. S. Hind; G. O. Chaplin.

Girls' School.—Misses Barbara M. Watt, M.A.; F. J. W. Hodges, M.A.; E. A. King, M.A.; Margaret Ronaldson, B.A., B.Sc.; Marion Stuart.

I. REPORT OF THE BOARD OF GOVERNORS.

In accordance with the provisions of the Education Act, 1908, I have pleasure in submitting a short report of the proceedings of the Board of Governors for the year ended the 31st December, 1914.

Board.—The Board consists of ten members—viz., Mr. J. Bitchener (Chairman), R. H. Bowie, George Dash, D. Grant, F. A. Raymond, K. Mackenzie, J. McCahon, E. Macdonald, Dr. G. E. Gabites, and Archdeacon Jacobs.

Teaching Staff.—Mr. C. A. S. Hind was added to the staff of the Boys' School during the year. Miss J. Mulholland, M.A., who had been first assistant in the Girls' School for a number of years, died in London whilst on leave, and her place was filled by the appointment of Miss F. J. W. Hodges, M.A.

Attendance.—The attendances at both schools have been extremely satisfactory during the year.

Buildings.—During the year extensive additions to the Rectory, which were commenced in 1913, were completed. This extra space to some extent met the increasing demand from pupils who desired to be resident. Towards the end of the year, however, the accommodation was again being taxed to the utmost.

Swimming-baths, 75 ft. long and 25 ft. wide, were built during the year, and this has proved a great boon to the boys.

Buildings and grounds have been kept in excellent order.

JOHN BITCHENER, Chairman.

2. WORK OF THE HIGHEST AND LOWEST CLASSES.

Boys' School.

Highest.—The pupils are prepared for Junior University Scholarship in the following subjects: Latin, French, mathematics, English, chemistry, history, electricity and magnetism, mechanics. The following books are used: Mathematics—Algebra, Briggs and Bryan; geometry, Hall and Stevens; trigonometry, Borchardt and Perrott. English—Book of English Prose, Fowler; Prologue, Chaucer; Historical English Grammar, Nesfield; Rhetoric and Composition, Lockwood and Emerson; Five Plays, Shakespeare; chief works of Wordsworth, Keats, Shelley, Byron, Coleridge, and Milton; English Composition, Williams. Latin—Matriculation Selections from Latin Authors, Clive; Latin Course, Part III, Longman; Latin Prose, Walters; History of Rome, Shuckburgh; Res Romanae, Coleridge; Livy, XXI. Chemistry—Tutorial Chemistry, Parts I and II. Mechanics—Loney, Mechanics and Hydrostatics. Electricity—Poyser, Magnetism and Electricity; Stewart, Advanced Electricity. History—Tout, History of England. French—French Grammar, Weekley and Wyatt; French Prose, Weekley; Half-hours with French Authors, Part II, Jules Lazare; French Unseens, Pellissier; Vingt Ans Apres, Dumas; Notre Dame de Paris, Hugo.

Lowest.—English—First English Course, Jones; Poetica. French—Stepmann, Book I. Latin—Limen, Walters and Conway, to p. 120. Book-keeping—Junior Book-keeping, Jackson. Arithmetic—Zealandia Arithmetic, Book VI. Agriculture—Rural Science, Green. Algebra—Baker and Bourne, to end of factors. Geometry—Hall and Stevens, Part I.

Girls' School.

Highest.—English—Edmonds, Senior English Composition; A. W. Williams, English Grammar and Composition; Nesfield, Manual of English Grammar and Composition; Blackie, Book of Comparative Prose; Blackie, Book of Comparative Poetry; Shakespeare, The Tempest, King Lear, Macbeth; A Book of English Prose; Innis, History of England. French—Senior French Reader; Matriculation French Essays; Tutorial French Grammar; Bué's Idioms; vocabularies for repetition; Farnacht, French Composition, second course. Latin—Bryan, Latin Prose; Discernenda Latina; Allen,

Elementary Latin Grammar; Matriculation Selections from Latin Authors; Longmans' Latin Course, III; Creighton, History Primer (Rome); Wilkins, Primer of Roman Antiquities. Mathematics—Workman, School Arithmetic; Baker and Bourne, Elementary Algebra; Hall and Stevens, School Geometry; Borchardt and Perrott, Trigonometry; Hall and Knight, Algebra. Botany—Lowson's Second Course; F. Caver, Botany for Matriculation.

Lowest.—English—R. S. Wood, Word-builder and Speller, VI; Nesfield, Oral Exercises in English Composition; Nesfield, Outlines of English Grammar; Selections from English Literature by Elizabeth Lee; Golden Numbers; Longmans, Geography, Book II; Townsend Warner, Brief Survey of British History. French—Siepmann, Primary French Course, Part I. Latin—Longman, Latin Course I. Mathematics—New Southern Cross, Standard VI; Blackie, Elementary Modern Algebra; Hall and Stevens, School Geometry. Botany—First Book of Botany; Science in Common Life. Dressmaking—Cutting-out by the Short system.

WAITAKI BOYS' AND GIRLS' HIGH SCHOOLS.

Staff.

Boys' School.—Messrs. F. Milner, M.A.; M. K. McCulloch, M.A.; D. S. Chisholm, M.A.; H. H. Allan, M.A.; L. S. Jennings, B.A., M.Sc.; W. M. Uttley, M.A.; J. Thompson, M.A.; H. D. Tait; A. K. Anderson; Miss M. McCaw; Mr. F. C. Burry.

Girls' School.—Misses C. Ferguson, M.A.; A. M. Budd, M.A.; M. Samuel, M.Sc.; R. Sutherland; M. McCaw.

1. REPORT OF THE BOARD OF GOVERNORS.

I beg to report that the year just closed has been one of steady progress in regard to both schools under the administration of the Board. A notable change in the personnel of the staff has been the departure for the front on active service of Messrs. L. S. Jennings, M.Sc. (science master), and J. Thompson, M.A. (French master). Their places have been filled by the appointment of Mr. H. Rands, M.A., M.Sc., and the promotion of Mr. A. K. Anderson, B.A.

The equipment of both schools for the teaching of experimental science has been further amplified during the year, and the playing-grounds at the Boys' School have been considerably improved.

DUNCAN SUTHERLAND, Chairman.

2. WORK OF THE HIGHEST AND LOWEST CLASSES.

Boys' School.

Highest.—Latin—Bradley's Arnold's Latin Prose Composition; Bryan's Caesar Prose Composition; Kennedy's Latin Primer; Ramsay's Elementary Roman Antiquities; Horton's History of the Romans; Res Romanæ; Horace, Odes, III; Virgil's Æneid, X and XI; Cicero's Letters (selections). English—Nesfield's English Grammar; Skeat's Primer of Etymology; Shakespeare, Julius Caesar, Hamlet; Hawthorne, Scarlet Letter; Thackeray, Henry Esmond; selections from Keats, Wordsworth, Gray, Burns, &c.; Tutorial History of English Literature. French—Eve and Baudiss Grammar; Abbé Daniel (Blackie); Berthon's Modern French Prose; Berthon's Modern French Verse; Wéekey's French Prose Composition; Spiers's French Vocabulary; Bué's French Idioms; Heath's French Unscens; Pelissier's French Unscens. Mathematics—Baker and Bourne's Algebra, I and II; Hall and Stevens's Geometry, I VI; Hall and Knight's Elementary Trigonometry; Ward's Examination-papers; Barnard and Child's New School Algebra. Science—Heat, Draper; Metals and Non-metals, Bailey.

Lowest.—English—Passages for dictation; Word and Sentence Building; Call of the Homeland; Dunlop's Grammar; Westward Ho!; Historical Ballads; Empire Day Reciter. History and Geography—Short Studies in English History, R. Gillies; Our Empire Overseas; Wallis's First Geography; Kerr, Growth of the British Empire. Mathematics—Hall and Stevens's Algebra; Hall and Stevens's Geometry; Hall and Stevens's Arithmetic. French—Longmans' First French Course; French without Tears, Bell. Latin—Hillard and Botting's Elementary Latin Exercises; Kennedy's First Latin Primer. Physics—Bausor, First Course of Chemistry; Horton and Mathias, Introductory Course of Mechanics and Physics.

Girls' School.

Highest.—English—Milton, Hymn on Nativity; L'Allegro; Il Penseroso; Lycidas; Shakespeare, Henry V; Morell's English Literature; Williams's Grammar and Composition. Latin—Horace, Odes, Book III; Cicero, In Catilinam, I and II; Livy, History, Book XXI; Cicero, Letters (selected); Watt and Hayes's Selections, pp. 157–200; Bryan's Caesar; Arnold's Exercises (finished); Roman History (Merivale). French—L'Avare; Stedman's papers; Boiello's Poetry, to p. 160; Berthon's French Poetry; Renault, to p. 72; Bué, to p. 91; Athalie; Half-hours with French Authors; Wellington College Grammar; phonetics; proses. Botany, Heat, Mathematics—As prescribed for Junior University Scholarship.

Lowest.—English—Laureata; The Discovery of New Worlds; Nesfield's Manual; Kenny's Exercises in Composition. History—Warner's Survey of British History. Geography—Longmans', II, pp. 52–165. Latin—Longmans' Latin Course, to p. 165. French—Dent's, Part I. Botany—As prescribed for Public Service (first year). Hygiene—Coleman's Physiology; Practical Work in First Aid. Arithmetic—Pendlebury. Algebra—Baker and Bourne. Geometry—Baker and Bourne. Scripture—St. Matthew's Gospel. Drawing—Model, freehand, and brush. Physical drill daily.

OTAGO BOYS' AND GIRLS' HIGH SCHOOLS.

Staff.

Boys' School.—Messrs. W. J. Morrell, M.A.; M. Watson, M.A.; F. H. Campbell, M.A.; E. J. Parr, M.A., B.Sc.; W. J. Martyn, M.A.; John Reid, B.A.; Arthur Watt, M.A.; James Pow; T. G. Robertson; E. W. White, M.A.; H. W. Slater, M.A.; C. M. Littlejohn, M.A.; W. L. Phillips; C. M. Smith; D. Sherriff.

Girls' School.—Misses F. M. Allan, M.A.; S. C. C. McKnight, M.A., M.Sc.; F. Campbell, M.A.; L. A. N. Downes, B.A.; M. W. Alves; L. S. Morton, B.A.; H. K. Dalrymple, B.A.; J. B. Reid, B.A.; E. J. Pegg, M.A.; Mr. W. L. Phillips; Misses A. W. Hastings; M. McLeod; Mr. S. Wolf.

1. REPORT OF THE BOARD OF GOVERNORS.

I have the honour to forward the following general report of the Board of Governors, Otago Boys' and Girls' High Schools for year ending 31st December, 1914 :—

The average attendance for the year was 367 at the Boys' School and 200 at the Girls'.

The record of the schools for the year has been of a very satisfactory character. The Department's Inspectors, Messrs. T. H. Gill and T. R. Cresswell, inspected both schools towards the end of the year, and reported favourably thereon.

The boarding establishment at the Rectory under the charge of Mr. F. H. Campbell has been well filled, and the work done there and attention to boarders continues to give entire satisfaction to the Board and to the parents of pupils in attendance. The Board at its last meeting passed a resolution complimenting Mr. Campbell on his able management. The number of boys accommodated at the house was 39.

Mr. C. M. Littlejohn, M.A., joined the staff of the Boys' School at the beginning of the year, and Miss E. J. Pegg, M.A., that of the Girls' School. Mr. W. L. Phillips at the same time entered on his duties as Physical Instructor at both schools.

The new science building, completed at the beginning of 1914, has proved of great value to the Boys' School. This building was named the "Shand Building" in honour of Dr. Shand, C.M.G., a former valued member of the Board for many years, and whose death during the year I have with regret to record. A new shelter-shed, in place of old dilapidated buildings, and the Rector's residence were completed during the year.

At the Girls' School the assembly hall has reached completion, and is a valuable addition to the school.

The enrolment (396) at the Boys' School for 1914 was a record in the history of the school, while that at the Girls' School (222) was well over the average.

It is with deep regret that I have to record the death of the Hon. Thomas Fergus. Mr. Fergus had been a member of the Board for nearly eleven years, and was Chairman at the time of his death.

T. K. SIDEX, Chairman.

2. WORK OF THE HIGHEST AND LOWEST CLASSES.

Boys' School.

Highest.—English—Shakespeare, King Lear; Chaucer, Nonnes Prestes Tale; Milton, Paradise Lost, Book II; Pope, Essay on Criticism; Palgrave's Golden Treasury, Book IV (selections); Fowler, English Essays; Smith's English Language; Frazer's English Prose. Latin—Livy, Book XXI; Cicero, In Verrem Actio Prima; Horace, Odes, Book II; Virgil, Georgic II; Sight Translation and Prose Composition; Shuckburgh, History of Rome; Wilkins, Roman Antiquities. French—Daudet, Jack, Part I; Siepmann's Course, Part III; composition, grammar, phonetics, &c. Mathematics—Arithmetic (whole subject); algebra, Barnard and Child, to Chapter XLIII; geometry, Hall and Stevens; trigonometry, Hall and Knight. Science—Chemistry, the metals, revision of non-metals, elementary qualitative analysis; physics, heat.

Lowest.—English—Smith, Book of Verse, Part II; Dickens, Christmas Carol; Swift, Gulliver's Travels; Blakeney, Retreat of Sir John Moore; Gow's Method of English, Part I. History—Tout, First Book of British History, to 1760. Geography—Herbertson, Preliminary Geography. Latin—Macmillan's Shorter Latin Course, Part I; Scott and Jones, First Latin Course. French—Siepmann's Primary French Course, Part I, Lessons 1–15. Mathematics—Loney and Grenville, Shilling Arithmetic; algebra, Baker and Bourne, to simultaneous equations; geometry, Hall and Stevens, theorems 1–28; experimental work. Science—Elementary Physics, Gregory and Hadley; Elementary Inorganic Chemistry, Newth.

Girls' School.

Highest.—English—Chaucer, The Select Chaucer; Shakespeare, Hamlet; Milton, Paradise Lost, Book II, Comus, Lycidas; Carlyle, Heroes and Hero-worship; Historical English Grammar, Nesfield; Composition, &c., Nesfield's Senior Composition; Literature, general, with readings from modern poets; Essays, Mandeville to Ruskin; Macpherson, Comparative Prose and Comparative Poetry; Epochs, Milton, Johnson; poetry, selections. Latin—Livy, Books I and II, twenty-six chapters; Horace, Odes, Book I, twenty odes, six epistles; Cicero, Pro Milone, fifteen chapters; Virgil, Aeneid, Book VI; composition, grammar, &c.; Roman history and antiquities. French—Macmillan's Advanced Exercises; Wellington College Reader; Boielle, Poetry; Pellissier—French Unseens for Upper Forms; Weekley, Higher French Reader; De Payen-Payne, French Idioms and Proverbs; grammar, composition, &c.; Berthon, Specimens of Modern French Verse. Mathematics—Arithmetic, the whole subject; algebra, to permutations and combinations, inclusive; geometry, Euclid, Books I, II, III, V, VI, VII, Baker and Bourne; trigonometry, to Junior University Scholarship standard. Science—Botany, the morphology and physiology of the botanical types specified in the Junior Scholarship Schedule; physics, as defined in the Junior Scholarship schedule.

Lowest.—English—Literature, *Midsummer Night's Dream*; Reader, Poetry, Poetica (Ridges); Grammar, Nesfield's Aids to Study and Composition of English; Geography, Pitman's Commercial; History, Given and Bewsher, Junior British History. French—Hogben, *Méthode Naturelle*, Part I. Latin—Longmans' Part I; Sonnenschein, *Ora Maritima*. Mathematics—Arithmetic, Pendlebury, fractions, decimals, ratio, proportion, areas, cubic content, percentages, profit and loss, interest; algebra, Baker and Bourne, to simultaneous equations, graphs; geometry, Barnard and Child, twenty-four propositions, experimental work. Science—Botany, Laurie's Introduction to Botany and Elementary Botany, 1 to 5; Shorthand, Pitman's Short Course; Book-keeping, Bolton's Business Book-keeping.

GORE HIGH SCHOOL.

Staff.

Messrs. Joseph Hunter, M.A.; J. Ernest Strachan, M.A.; John H. Murdoch, M.A.; Matthew Alexander, M.Sc.; Misses Helen P. Kerse, M.A.; Mary J. Kennedy; Mr. J. McGregor.

WORK OF THE HIGHEST AND LOWEST CLASSES.

Highest.—English—Shakespeare, *Coriolanus*; Gray's Poems; Goldsmith, *Vicar of Wakefield*, *Deserted Village*, *Traveller*; Johnson, *Life of Pope*; Murison's English Composition, Part II; Nesfield's Historical English and Derivation; Palgrave, *Golden Treasury*. Latin—Bradley, *Arnold's Latin Composition*; Merivale and Pullar's *Roman History*; Wilkins, *Roman Antiquities*; Virgil, *Æneid*, Book II; Horace, *Odes*, Book I; Livy, Book XXIV. French—Wellington College French Grammar; Vecqueray's French Examination Papers; Berthon's Specimens of Modern French Prose; Berthon's Specimens of Modern French Verse; Molière, *L'Avare*; Weekley's French Prose Composition. Mathematics—Workman's Arithmetic; Hall and Knight's Algebra; Hall and Stevens's Geometry; Pendlebury's Trigonometry. Science—Senter's Inorganic Chemistry; Magnetism and Electricity, Brooks and Poyser.

Lowest.—English—Palgrave, *Golden Treasury*; Dickens, *Tale of Two Cities*; Carman's Functions of Words; Shakespeare, *Tempest*; Bennett's New English Spelling and Dictation Book; Kenny's Composition from English Models, Book I. Latin—*Elementa Latina*; Beresford's First Latin Reader. French—Longmans' Modern French Course. Mathematics—Workman's Arithmetic (omitting harder examples); Hall and Knight's Algebra, to p. 107; Hall and Stevens's Geometry, to p. 78. Geography—Wallis's First Book of General Geography. History—Meiklejohn's History of England and Great Britain. Science—Laurie's Text Book of Elementary Botany; Elementary Electricity and Magnetism, Hadley; Practical Exercises in Electricity and Magnetism, Hadley; Exercises in Practical Physics, Gregory and Simmons. Commercial Pupils—Thornton's Primer of Book-keeping; Thornton's Easy Exercises in Book-keeping; Æsop's Fables, in shorthand; Pitman's Shorthand Commercial Course; Mills's Elementary Commercial Geography; Bower's Mental Arithmetic and Tot Book.

SOUTHLAND BOYS' HIGH SCHOOL.

Staff.

Boys' School.—Messrs. Thomas D. Pearce, M.A.; John Williams, B.Sc.; J. P. Dakin, B.A.; J. S. McGrath, B.A.; J. B. Struthers, M.A.; A. S. Reid; John Page; J. W. Dickson.

Girls' School.—Misses Nancy Jobson, M.A.; M. H. M. King, M.A.; G. L. Opie, M.A., M.Sc.; M. F. Dale, M.A.; H. Smith, M.A.; A. Watt, B.A.; A. L. Loudon, M.A.; Messrs. John Page; J. W. Dickson; Miss Rhoda Wilson; Mr. Charles Gray.

I. REPORT OF THE BOARD OF GOVERNORS.

I have the honour, on behalf of the above Board, to submit the following report for the year ending 31st December, 1914:—

The Board.—At the end of the year the Board members were—Messrs. William Macalister, B.A., LL.B., and W. N. Stirling, representing the Education Board; Messrs. R. A. Anderson and A. F. Hawke, appointed by the Governor, and His Worship the Mayor, Mr. D. Macfarlane. In January Mr. Macalister was re-elected Chairman. The Board held twelve meetings during the year, the average attendance of members being 3.4.

Teaching Staffs and Salaries.—The staff of the Boys' School at the end of the year was the same as for the previous year, except that Mr. A. S. Reid replaced Mr. P. Edmondson, B.A., who left for Gisborne in June. Of the Girls' School staff, Misses E. Law, M.A., and V. C. Farmie, M.A., resigned early in the year, their places being filled by the appointment of Miss Henrietta Smith, M.A., and Miss Alice Watt, B.A. At the end of the year Mr. W. Cody, B.Sc., was appointed as an additional assistant in the Boys' School, to begin duties in February, 1915. This extra assistant was necessary owing to the increased roll number. The new Education Act provides for increased payments to the Board as capitation for free pupils, but requires in return the payment of increased salaries to the teachers, and the Board welcomes the changes thus made, more especially as it has felt that the teachers, with their high academic qualifications, really deserve better remuneration for their services. The salaries of all the assistants were increased during the year.

Attendance.—The average attendances for the year were—Boys, 173; Girls, 145; total, 318. The numbers for 1913 were—Boys, 148; girls, 140; total, 288. The numbers of new pupils enrolled during the year were—Boys, 86; girls, 64; total, 150; which compare favourably with the numbers for the previous year—52, 53, and 105 respectively. These increases are gratifying to the Board and show that parents appreciate the work done in the schools, and the value of a good secondary education.

Successes of Pupils.—At the public examinations held towards the end of the year the following successes were gained by pupils of the Boys' School: Fourteen matriculated, of whom four gained credit in the University Entrance Scholarship Examination; in the Public Service Entrance and Senior Scholarship Examinations forty-two passes were obtained, thirteen with credit; one Junior Board and four Senior Board Scholarships were won, including the first place in the latter. Twenty-nine boys were granted senior free places as the result of the visit of the Inspectors in October.

Among old boys the following successes may be mentioned: F. Adamson, L. Wild, and C. Wild gained their M.A. degrees with honours; B. H. Gilmour, T. R. Ritchie, T. Wyllie, and W. Brownlie gained their medical degrees—the first two at Otago, the third at Glasgow, and the fourth at Edinburgh University; R. Hawke was gold-medallist at Lincoln Agricultural College, the third Southlander in succession to win the sole annual honour; J. P. Hewat gained the senior scholarship for New Zealand in English (The Tinline Scholarship), and W. T. Cody the senior in electricity; while F. W. Reid was appointed Registrar of the Adelaide School of Mines. It is worthy of mention that in the terms results of last session of Otago University there were the names of some forty old boys, of whom twelve succeeded in winning first places in fifteen subjects. A large number of old boys are serving either with British troops on the Continent or with the New Zealand Expeditionary Forces. A goodly number hold commissions in the Royal Army Medical Corps, or in regiments of horse, foot, or artillery, while others are happy in serving their country in a humbler capacity as privates.

The following are the examination results for the Girls' School for the end of the year: Senior free places awarded on visit of Inspector, thirty; Senior Board Scholarship Examination passes, seventeen places out of thirty-three and six scholarships out of eleven gained by the girls; Matriculation, seven full passes and two partial passes; Junior University Scholarship Examination, the only candidate from the school on her first attempt passed with credit, and gained the highest place in Southland; Class D Examination, 1914, two full passes (one with distinction), and three partial passes; also a Women's Scholarship, Otago University, and a bursary were gained by girls from the school.

Buildings.—With the increased attendance and the increased staffing required by the new Act both schools are somewhat overcrowded, more especially the Boys' School, where one or two more class-rooms are urgently needed. The Board, however, has in view the proposal to sell the present buildings and site, which in many ways are unsuited for a secondary school, and to erect a new school on the fine site of over 16 acres recently acquired at Gladstone. Under the circumstances the Board has made only temporary provision for an extra class-room for the boys till the present crisis through which the nation is passing is over. The Board has also decided to erect a new laboratory for the girls, because of the present arrangements, which necessitate the sending of the girls to the Technical College for practical scientific work, are unsatisfactory, and should be improved upon as soon as possible.

The Government renewed the grant previously made for a girls' hostel, and made it available for boardinghouses for both girls and boys, and plans for these buildings were in course of preparation in July, when the nation was plunged into the present titanic struggle, which has necessitated the reduction of all expenditure as much as possible. Consequently, at the request of the Minister of Education, the Board has decided to postpone further the erection of the much-needed boardinghouses.

Inspection.—Both schools were inspected by Messrs. Gill and Cresswell in October, and in their reports these gentlemen speak in complimentary language of the methods of teaching, organization, and general management. Altogether the Board has reason to believe that the discipline is highly satisfactory, and that the work is in the hands of capable and efficient teachers.

Financial.—The statements of receipts and expenditure, and of assets and liabilities, show that the Board's financial position has improved during the year under review by approximately £700; but all the money in hand and in sight will be needed when the Board's building programme is given effect to.

R. A. ANDERSON, Chairman.

2. WORK OF THE HIGHEST AND LOWEST CLASSES.

Boys' School.

Highest.—English—Shakespeare, Julius Caesar; A Victorian Anthology; Palgrave, Golden Treasury; Chaucer, Prologue; Kingsley, Hereward the Wake; Historical Grammar; Composition and Rhetoric. Latin—Readings in Livy, Cicero, Virgil, Horace; Unseens in Prose and Verse; grammar; composition; history; and antiquities. French—About, Le Roi des Montagnes; Gems of Modern French Poetry; Unseens, phonetics, grammar, composition. Mathematics—Arithmetic, algebra, geometry, and trigonometry to University Scholarship standard. Science—(1) Chemistry, Inorganic; metals and non-metals, qualitative and quantitative analysis. (2.) Electricity and magnetism to University Scholarship standard, with laboratory-work.

Lowest.—English—Reading, Laureata; Favourite Greek Myths; grammar, composition, and spelling; Kingsley, Hereward the Wake. Geography—Physical. History—A brief survey of British history; The Growth of the British Empire, 55 B.C. to A.D. 1485, Warner and Townsend. Latin—Welch and Duffield's Accidence; Gardiner's Translation Primer. French—Moore and Donaldson, Intermediate French Course I; Siepmann's Rapid Reader. Non-Latin students—Book-keeping; commercial arithmetic; European history; elementary agriculture. Non-French Students—Same as for non-Latin students, without the history. Mathematics—Arithmetic, algebra to factors; geometry, as in Barnard and Child's Junior Course. Science—Hooton's Junior Experimental Science, with laboratory-work.

Girls' School.

Highest.—English—Nesfield's Grammar; Nicoll's Composition; Chaucer's Knight's Tale; Julius Cæsar; She Stoops to Conquer; Esmond; Quentin Durward; Boswell's Life of Johnson (selections); Eighteenth Century Anthology; essays. French—Wellington College Grammar; Rey's Composition, II to Lesson xx; Spiers's Rapid Exercises; Taine's Voyage aux Pyrénées; Labiche's Voyage de M. Perrichon; Poèmes Choisis; Phonetics. Latin—Arnold's Aids to Latin Prose; Bradley's Arnold; Ænid V; Horace, Selected Odes; Livy XXII; Cicero's Selected Letters; Senior Unseens; Roman History; Antiquities. Mathematics, as for Junior University Scholarship; arithmetic, Workman's Arithmetic; algebra, Baker and Bourne; geometry, Hall and Stevens; trigonometry, Borchardt and Perrott's New Trigonometry. Botany—As for Junior University Scholarship. Heat—As for Junior University Scholarship; Draper's Heat; Glazebrook's.

Lowest.—English West's English Grammar for Beginners, to p. 84; Poetica; Bewsher's Composition; analysis; synthesis; composition. Gulliver's Travels; Midsummer Night's Dream; The Traveller and the Deserted Village (Goldsmith); Rip Van Winkle; Evangeline; As You Like It; Ivanhoe. French—Dent's First French Book; Scenes from Child Life; French Songs and Conversation; time, dates, numbers, &c. Latin—Longmans' Latin Course, 188; Beresford's Reader, p. 31; two Latin plays. Mathematics—Arithmetic, Loney and Grenville, omitting stocks and discount; algebra, Hall and Knight, to simultaneous equations; geometry, Practical Geometry and Hall and Stevens's Book I, to theorem 6. History—Carter's Outlines, to 1485. Civics—Civics Reader. Geography—British Empire and Europe; mathematical and physical; solar system; winds; thermometer and barometer. Botany—Structure of flowering-plants; plant physiology, with experiments; dispersal of seeds and fruits; study of various trees, and native plants. Mythology—Legends of Greece and Rome; also talks about Roman Emperors (Children's Encyclopædia). Sewing—Children's clothes and articles for Belgians.

STATEMENTS OF RECEIPTS AND EXPENDITURE, AND OF ASSETS AND LIABILITIES, OF THE GOVERNING BODIES OF SECONDARY SCHOOLS.

WHANGAREI HIGH SCHOOL.

GENERAL STATEMENT OF ACCOUNTS FOR THE YEAR ENDED 31ST DECEMBER, 1914.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Balance in hand and in bank at beginning of year	490	8 8	Management—		
From Government—			Office salary	87	13 5
Capitation—			Other office expenses	7	11 5
For free places	1,239	11 8	Other expenses of management	5	3 6
For recognized school classes for manual instruction	80	3 8	Teachers' salaries and allowances	1,152	10 0
Subsidy on voluntary contributions	18	3 9	Boarding-school Account	271	5 0
Endowments—			Prizes	5	3 6
Current income from reserves vested in Board	196	18 6	Printing, stationery, and advertising	21	19 10
Revenue of secondary education reserves	128	4 6	Cleaning, fuel, light, &c.	20	14 9
School fees	113	8 0	Maintenance (including material) of classes for manual instruction	63	6 2
Boarding-school fees	300	2 6	Buildings, furniture, fittings, and apparatus for recognized school classes for manual instruction	16	6 0
Voluntary contributions on account of general purposes of the school	2	3 9	From current revenue—		
Rents from old Supreme Court site, Auckland	5	16 1	Purchases and new works	67	11 11
Sale of timber on reserve	25	0 0	Miscellaneous (rates, &c.)	38	16 6
			Buildings, equipment, &c., for manual instruction	80	17 7
			Endowments, sales account—		
			Site or buildings	286	14 4
			Miscellaneous (surveys, &c.)	16	3 6
			Repairs to cottage on school grounds	32	3 0
			Balance at end of year	426	0 8
	£2,600	1 1		£2,600	1 1

Statement of Monetary Assets and Liabilities at 31st December, 1914.

<i>Assets.</i>		<i>Liabilities.</i>	
	£ s. d.		£ s. d.
Balance in Bank of New Zealand	426 0 8	School prizes	5 0 0
Government capitation, free-place pupils (third term, 1914)	377 1 8	Due on school-site	800 0 0
Outstanding school fees	9 16 0		
Outstanding boarding-fees	5 5 0		
Outstanding rents	48 17 2		
	£867 0 6		£805 0 0

J. McKINNON, Secretary.

HAMILTON HIGH SCHOOL.

GENERAL STATEMENT OF ACCOUNTS FOR THE YEAR ENDED 31st DECEMBER, 1914.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Balance at beginning of year ..	77	0 1	Management—		
Government grant for sites, buildings, furniture, &c. ..	862	2 9	Office salary ..	52	0 0
Government grant for equipment, &c., for manual instruction ..	14	13 0	Other office expenses ..	20	7 10
Government capitation—			Teachers' salaries and allowances ..	1,566	10 0
For free places ..	1,856	5 0	Prizes ..	13	15 6
For recognized school classes for manual instruction ..	118	18 0	Printing, stationery, and advertising ..	23	0 0
Current income from reserves vested in Board ..	43	1 8	Cleaning, fuel, light, &c. ..	74	0 10
Revenue of secondary education reserves ..	160	5 0	Material for classes other than classes for manual instruction ..	3	11 5
School fees ..	90	0 0	Maintenance (including material) of classes for manual instruction ..	188	4 4
Books, &c., sold, and other refunds ..	2	4 0	Sites, buildings, furniture, apparatus, &c. (from Government grant) ..	729	0 0
Travelling expenses refunded ..	30	4 2	Purchases and new works ..	538	14 9
Dr. balance at end of year ..	164	4 0	Fencing, repairs, &c. ..	31	4 9
			Miscellaneous (rates, &c.) ..	21	8 9
			Interest on current account ..	2	7 3
			Travelling-expenses ..	30	4 2
			Papering cottage and commission on letting same ..	3	12 6
			Sports and sports materials ..	39	2 7
			Library ..	5	15 9
			Planting grounds and general upkeep ..	74	16 3
	<u>£3,417</u>	<u>17 8</u>		<u>£3,417</u>	<u>17 8</u>

Examined and found correct, except that (1) the appropriation of £30 4s. 2d. from rents to make good the refund of illegal travelling-expenses of the previous year is unlawful, and the sum must therefore be paid to the Board's account; (2) the overdraft from the bank on the personal guarantee of members of the Board is unlawful.—R. J. COLLINS, Controller and Auditor-General.

Statement of Monetary Assets and Liabilities at 31st December, 1914.

<i>Assets.</i>			<i>Liabilities.</i>		
	£	s. d.		£	s. d.
Cash in hand ..	6	17 9	Balance due on contract for extensions to buildings ..	629	0 0
Fees owing ..	23	6 8	Bank of New Zealand, overdraft ..	171	1 9
Capitation—					
General classes ..	350	16 8			
Technical ..	109	12 6			
Education Department, balance of grant due in respect of extensions to buildings ..	550	0 0			
	<u>£1,040</u>	<u>13 7</u>		<u>£800</u>	<u>1 9</u>

GEO. EDGECUMBE, Chairman.
R. ENGLISH, Secretary and Treasurer.

THAMES HIGH SCHOOL.

GENERAL STATEMENT OF ACCOUNTS FOR THE YEAR ENDED 31st DECEMBER, 1914.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Balance at beginning of year ..	496	15 3	Management—		
Government capitation—			Office salary ..	52	10 0
For free places ..	1,284	11 8	Other office expenses ..	7	0 0
For recognized school classes for manual instruction ..	31	10 0	Teachers' salaries and allowances ..	996	13 4
Endowments—			Prizes ..	8	2 1
Current income from reserves vested in Board ..	605	16 6	Printing, stationery, and advertising ..	7	3 0
Revenue of secondary-education reserves ..	109	13 2	Cleaning, fuel, light, &c. ..	31	15 7
School fees ..	42	4 0	Maintenance (including material) of classes for manual instruction ..	17	11 3
Goldfields revenue ..	91	11 10	Purchases and new works ..	3,477	1 9
Auckland education reserves ..	18	18 6	Fencing, repairs, &c. ..	3	1 6
Interest ..	48	9 0	Miscellaneous (rates, &c.) ..	23	2 4
Rent ..	8	9 0	Endowments—		
Sale of old buildings ..	288	9 9	Management ..	54	10 0
Special loan ..	4,000	0 0	Miscellaneous (surveys, &c.) ..	71	14 10
			School requisites ..	19	9 10
			Conveyance of pupils from distance ..	9	10 0
			Audit fee ..	1	13 4
			Balance at end of year ..	2,245	9 10
	<u>£7,026</u>	<u>8 8</u>		<u>£7,026</u>	<u>8 8</u>

Statement of Monetary Assets and Liabilities at 31st December, 1914.

<i>Assets.</i>			<i>Liabilities.</i>		
	£	s. d.		£	s. d.
Cash in bank	1,370	9 10	Special loan (portion)	4,000	0 0
Mortgage investment	875	0 0	Unpaid purchase-money, new site	2,420	0 0
Unpaid school fees	35	8 0	Balance due on building contracts	3,018	0 0
Unpaid rents	760	14 0	Unpaid accounts	90	11 4
Unpaid charges	2	7 8			
Unpaid capitation	433	6 8			
	<u>£3,477</u>	<u>6 2</u>		<u>£9,528</u>	<u>11 4</u>

HENRY LOWE, Chairman.
JAS. KERNICK, Secretary.

NEW PLYMOUTH HIGH SCHOOL.

GENERAL STATEMENT OF ACCOUNTS FOR THE YEAR ENDED 31ST DECEMBER, 1914.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Government grant for rent	150	0 0	Dr. balance at beginning of year	19	16 0
Government capitation—			Management—		
For free places	1,467	4 6	Office salary	100	0 0
For manual instruction	78	18 9	Other office expenses	20	6 8
Current income from reserves vested in Board	966	3 3	Other expenses of management	31	6 7
Revenue of secondary-education reserves	796	1 9	Teachers' salaries and allowances	2,558	15 8
School fees	471	19 6	Boarding-school account	1,777	3 11
Boarding-school fees	1,909	7 0	Prizes	40	19 0
Books, &c., sold and other refunds of advances to pupils	366	3 11	Printing, stationery, and advertising	124	0 9
Royalty on gravel	9	4 7	Cleaning, fuel, light, &c.	218	5 1
Fire insurance claims	14	17 3	Temporary advances to pupils	472	5 11
Refunds and discounts	3	18 5	Material for school athletics	12	10 0
Sundries	2	19 9	From current revenue—		
Loan of £9,000 from Public Trustee secured by mortgage of Board's revenue—on account	3,000	0 0	Purchases and new works	478	8 8
			Fencing, repairs, &c.	191	12 0
			Miscellaneous (rates, &c.)	233	1 6
			Interest on current account and on mortgage	72	11 9
			Other expenditure, namely—		
			Audit, £12; Taranaki Education Board, refund capitation, £57 19s.	69	19 0
			Law, £4 13s. 6d.; refunds, £1 13s. 9d.	6	7 3
			D. S. Walker, insurance	150	0 0
			Loan expenditure—		
			Repayment balance due on mortgage	900	0 0
			Buildings, equipment, furnishing, &c.	1,699	10 4
			Balance at end of year	59	18 7
	<u>£9,236</u>	<u>18 8</u>		<u>£9,236</u>	<u>18 8</u>

Examined and found correct—R. J. COLLINS, Controller and Auditor-General.

Statement of Monetary Assets and Liabilities at 31st December, 1914.

<i>Assets.</i>			<i>Liabilities.</i>		
	£	s. d.		£	s. d.
Balance at bank	125	1 6	Unpresented cheques	65	2 11
Rents outstanding	34	11 6	Loan by way of mortgage from Public Trustee	3,000	0 0
Tuition fees	38	1 3			
Boarding fees, &c.	139	3 0			
Capitation free places, third term	478	2 7			
Secondary-education reserves revenue, December quarter	247	19 10			
Grant for rent, girls' school	50	0 0			
Advanced on account of pupils	183	4 9			
	<u>£1,296</u>	<u>4 5</u>		<u>£3,065</u>	<u>2 11</u>

E. DOCKRILL, Chairman
WALTER BEWLEY, Secretary.

WANGANUI COLLEGIATE SCHOOL.

GENERAL STATEMENT OF ACCOUNTS FOR THE YEAR ENDED 31ST DECEMBER, 1914.

<i>Receipts.</i>		£	s.	d.	<i>Expenditure.</i>		£	s.	d.
Cash in hand at beginning of year	..	4	13	8	Dr. balance at beginning of year	..	9,071	7	11
Current income from reserves	..	2,499	1	10	Management—				
Interest on moneys invested and on unpaid purchase-money	..	16	12	4	Office salaries	..	352	0	0
School fees	..	2,700	0	0	Other office expenses	..	118	5	2
Boarding-school fees	..	12,000	11	6	Other expenses of management	..	128	10	10
Books, &c., sold and other refunds	..	3,380	19	8	Teachers' salaries and allowances	..	4,992	14	2
Sundry school fees	..	556	15	0	Medical officer	..	131	7	6
Music fees	..	409	10	0	Boarding-school Account	..	6,394	19	9
Sundry school funds	..	46	1	1	Scholarships	..	522	8	10
Sundry creditors	..	192	10	9	Prizes	..	61	3	1
On account of loan from Australian Mutual Provident Society	..	9,000	0	0	Material for classes other than classes for manual instruction (laboratory expenses)	..	45	0	5
Dr. balance at end of year	..	396	7	10	Printing, stationery, and advertising	..	176	16	5
					Books and stationery for sale to pupils, and other temporary advances	..	3,023	11	7
					Fencing, repairs, &c.	..	422	4	6
					Miscellaneous (rates, &c.)	..	339	18	0
					Interest on current account and loan	..	2,702	14	11
					Site or buildings	..	1,742	9	4
					Rent	..	100	0	0
					Sundry school funds	..	615	8	9
					Extraordinary school expenses	..	199	5	4
					Balance at end of year	..	62	17	2
		£31,203	3	8			£31,203	3	8

A. G. BIGNELL, Chairman.

J. P. WILLIAMSON, Secretary.

I hereby certify that the above is a true and correct statement of the Wanganui Collegiate School accounts for the year ended 31st December, 1914.—FRED. BOURNE, F.I.A.N.Z.

Statement of Monetary Assets and Liabilities at 31st December, 1914.

<i>Assets.</i>		£	s.	d.	<i>Liabilities.</i>		£	s.	d.
Rents outstanding .. ..	.. ..	619	0	1	Sundry school funds .. ..	.. ..	470	4	0
Boys' accounts outstanding .. ..	.. ..	1,682	16	11	Sundry creditors .. ..	.. ..	232	0	0
Boys' extras paid but not charged .. ..	.. ..	695	7	4	House accounts for December, 1914, and interest accrued .. ..	.. ..	894	10	8
Sundry debtors .. ..	.. ..	36	13	4	Overdraft at bank .. ..	.. ..	333	10	8
Prize funds .. ..	.. ..	126	14	0	Mortgage to Australian Mutual Provident Society .. ..	.. ..	54,000	0	0
		£3,160	11	8			£55,930	5	4

J. P. WILLIAMSON, Secretary.

WANGANUI GIRLS' COLLEGE.

GENERAL STATEMENT OF ACCOUNTS FOR THE YEAR ENDED 31ST DECEMBER, 1914.

[illegible]

FRED. PIRANI, Chairman.

W. J. CARSON, Secretary and Treasurer.

Examined and found correct—R. J. COLLINS, Controller and Auditor-General.

Statement of Monetary Assets and Liabilities at 31st December, 1914.

<i>Assets.</i>	£	s.	d.	<i>Liabilities.</i>	£	s.	d.
Manual and technical capitation ..	81	10	0	Bank overdraft ..	1,057	19	1
Advances to pupils ..	386	11	5	Sundry accounts ..	4	0	0
Outstanding fees ..	354	2	11	Rent overpaid ..	4	9	0
Outstanding rent ..	177	6	9				
	<u>£999</u>	<u>11</u>	<u>1</u>		<u>£1,066</u>	<u>8</u>	<u>1</u>

FRED. PIRANI, Chairman.
W. J. CARSON, Secretary.

PALMERSTON NORTH HIGH SCHOOL.

GENERAL STATEMENT OF ACCOUNTS FOR THE YEAR ENDED 31ST DECEMBER, 1914.

<i>Receipts.</i>	£	s.	d.	<i>Expenditure.</i>	£	s.	d.
Government grant for sites, building, furniture, &c. ..	100	0	0	Dr. balance at beginning of year ..	200	5	7
Government capitation—				Management—			
For free places ..	2,008	6	8	Office salary ..	50	0	0
For recognized school classes for manual instruction ..	87	18	9	Other office expenses (rent, &c.) ..	12	19	9
Government subsidy on voluntary contributions—secondary schools ..	13	10	0	Other expenses of management (caretaker) ..	134	13	4
Revenue of secondary education reserves ..	482	18	6	Teachers' salaries and allowances ..	2,614	10	8
School fees ..	463	17	2	Boarding-school Account ..	1,292	14	0
Boarding-school fees ..	1,292	14	0	Legal and other expenses ..	23	19	11
Voluntary contributions—On account of general purposes of the school ..	13	10	0	Prizes ..	29	3	7
Interest on Manson legacy ..	10	10	0	Printing, stationery, advertising ..	76	16	3
Class material ..	2	12	3	Cleaning, fuel, light, &c... ..	37	10	3
For technical instruction—				Maintenance of classes (including material) for manual instruction ..	29	13	11
Grants from Government—				From Government grants—			
Capitation on special classes ..	12	1	9	For sites, buildings, furniture, apparatus, &c. (general purposes) ..	100	0	0
Capitation on account of free places ..	1,092	16	6	From current revenue—			
Furniture, fittings, apparatus ..	176	11	0	Purchases and new works ..	297	2	4
Material ..	107	15	11	Fencing, repairs, &c. ..	53	19	10
Subsidies on voluntary contributions ..	138	2	9	Miscellaneous (rates, &c.) ..	50	15	0
Other receipts, namely—				Buildings, equipment, &c., for manual instruction ..	24	18	6
Fees ..	387	0	9	Interest on current account ..	4	0	9
Voluntary contributions ..	113	19	0	Other expenditure, namely—			
On account of maintenance of classes other than special classes ..	20	19	0	Games club ..	10	0	0
Sales of material and sundry receipts ..	16	13	7	Refund, boarding fees ..	23	13	10
Refund, Government, for expenses, exhibits Auckland Exhibition ..	9	16	0	Audit fee ..	4	10	0
Art master's salary, £70; for material, £24 18s. 6d ..	94	18	6	Refund bank for interest overcredited ..	5	5	0
Dr. balance at end of year ..	301	5	11	For technical instruction—			
	<u>£6,947</u>	<u>18</u>	<u>0</u>	Salaries of instructors ..	1,021	11	8
				Office expenses (including stationery, &c.) ..	21	1	8
				Advertising and printing ..	25	19	7
				Lighting and heating ..	78	1	1
				Insurance and repairs ..	59	3	5
				Salary (director) ..	325	0	0
				" (caretaker) ..	52	0	0
				Material for class use ..	122	2	0
				Prizes ..	3	13	0
				Interest, bank overdraft ..	10	17	0
				Buildings, equipment, &c. ..	151	16	1
					<u>£6,947</u>	<u>18</u>	<u>0</u>

T. R. HODDER, Chairman.
WILLIAM HUNTER, Secretary.

Statement of Monetary Assets and Liabilities at 31st December, 1914.

<i>Assets.</i>	£	s.	d.	<i>Liabilities.</i>	£	s.	d.
Balance capitation due, third term, 1914 ..	331	5	0	Sundry accounts—			
Grant for manual classes ..	94	2	10	High School ..	22	0	0
Apportionment reserves revenue, December quarter, 1914 ..	47	2	10	Technical School ..	0	16	9
Technical classes under control of Board—				Debit balance, Union Bank—			
Capitation due on account of year 1914 ..	238	7	6	High School ..	283	7	3
Grants for material ..	43	4	3	Technical Account ..	17	18	8
Grants for apparatus ..	36	10	11				
	<u>£790</u>	<u>13</u>	<u>4</u>		<u>£324</u>	<u>2</u>	<u>8</u>

T. R. HODDER, Chairman.
WILLIAM HUNTER, Secretary.

WELLINGTON COLLEGE AND GIRLS' HIGH SCHOOL.

GENERAL STATEMENT OF ACCOUNTS FOR THE YEAR ENDED 31ST DECEMBER, 1914.

<i>Receipts.</i>		£	s.	d.	<i>Expenditure.</i>		£	s.	d.
Balance at beginning of year	.. ..	2,869	15	9	Management—				
Government capitation—					Office salaries .. ..	.. ..	300	0	0
For free places	.. ..	6,160	7	0	Other office expenses .. ..	.. ..	35	0	0
For recognized school classes for manual instruction	.. ..	180	12	6	Teachers' salaries and allowances .. ..	.. ..	8,628	14	0
Government subsidy on voluntary contributions—secondary schools	.. ..	5	14	6	Prizes .. ..	.. ..	154	15	3
Current income from reserves vested in Board	.. ..	3,292	2	1	Printing, stationery, and advertising	.. ..	231	17	5
Revenue of secondary-education reserves	.. ..	1,629	15	6	Cleaning, fuel, light, &c.	.. ..	665	6	10
School fees (exclusive of Government capitation)	.. ..	1,498	14	1	Books .. ..	.. ..	24	7	9
Books, &c., sold and other refunds	.. ..	111	15	0	Material for classes other than classes for manual instruction	.. ..	3	16	5
Prizes	.. ..	9	16	6	Maintenance (including material) of classes for manual instruction	.. ..	141	13	0
Library Fund	.. ..	5	14	6	Purchases and new works	.. ..	218	12	4
Discount	.. ..	0	9	3	Repayment of loan on buildings	.. ..	1,685	5	7
					Fencing, repairs, &c.	.. ..	806	12	1
					Buildings, equipment, &c., for manual instruction	.. ..	159	14	10
					Interest and bank charge	.. ..	270	14	10
					Endowments—				
					Interest .. ..	.. ..	104	14	6
					Miscellaneous (surveys, &c.)	.. ..	126	4	3
					Commission and exchange	.. ..	2	12	9
					Grant to Games Fund	.. ..	100	0	0
					Legal expenses	.. ..	17	1	6
					Balance at end of year	.. ..	2,087	13	4
		£15,764	16	8			£15,764	16	8

Examined and found correct—R. J. COLLINS, Controller and Auditor-General.

Statement of Monetary Assets and Liabilities at 31st December, 1914.

<i>Assets.</i>		£	s.	d.	<i>Liabilities.</i>		£	s.	d.
Cash in bank—Current account	..	2,169	7	1	Unpresented cheques	.. ..	81	13	9
Sundry debtors—					Loan for College buildings (balance)	..	1,095	0	7
Fees (Wellington College)	..	32	3	0	" Girls' College buildings (balance)	..	3,118	3	4
" (Girls' College)	..	145	1	6	Mortgage on reclaimed-land section	..	2,094	7	6
Rents	..	299	12	8	Sundry creditors—				
Due from Scholarship Account	..	8	14	0	Rents paid in advance	..	1	2	8
					Fees paid in advance (Wellington College)	..	2	0	0
					" (Girls' College)	..	0	16	8
					On open account—				
					Wellington College	..	91	7	9
					Girls' College	..	60	7	0
		£2,654	18	3			£6,544	19	3

JOHN G. W. AITKEN, Chairman.
CHAS. P. POWLES, Secretary.

DANNEVIRKE HIGH SCHOOL.

GENERAL STATEMENT OF ACCOUNTS FOR THE YEAR ENDED 31ST DECEMBER, 1914.

<i>Receipts.</i>		£	s.	d.	<i>Expenditure.</i>		£	s.	d.
Balance at beginning of year	..	666	14	5	Office expenses	..	4	8	9
Government capitation—					Teachers' salaries and allowances	..	1,133	13	9
For free places	..	1,174	9	9	Prizes	..	24	7	4
For recognized school classes for manual instruction	..	24	15	0	Printing, stationery, and advertising	..	36	13	6
Revenue of secondary-education reserves	..	543	8	5	Cleaning, fuel, light, &c.	..	57	18	5
School fees	..	25	0	0	Material for classes other than classes for manual instruction	..	12	6	1
Voluntary contributions on account of general purposes of the school	..	1	10	0	Purchases and new works	..	490	11	11
Rent for grazing school-ground	..	3	0	0	Fencing, repairs, &c.	..	25	7	7
Sale of hyloplate	..	9	18	9	Miscellaneous (rates, &c.)	..	6	17	1
Contractor's deposit	..	19	19	6	Travelling-expenses	..	0	8	0
Technical instruction—					For technical instruction—				
Grant from Government—Capitation on special classes	..	11	1	6	Salaries of instructors	..	24	0	0
Fees and other class payments	..	7	10	0	Lighting and heating	..	1	18	11
Sale of scrap lead	..	4	16	0	Insurance and repairs	..	0	17	4
					Material for class use	..	7	7	1
					Balance at end of year	..	665	7	7
		£2,492	3	4			£2,492	3	4

THOMAS BAIN, Chairman.
THOMAS MACALLAN, Secretary.

Statement of Monetary Assets and Liabilities at 31st December, 1914.

<i>Assets.</i>			<i>Liabilities.</i>		
	£	s. d.		£	s. d.
Cash in Bank of New Zealand	382	8 2	Unpresented cheques	23	14 10
Cash in Post Office Savings-bank	306	4 9			
Cash in hand	0	9 6			
High School fees owing	12	0 0			
Technical fees owing	8	18 6			
	<u>£710</u>	<u>0 11</u>		<u>£23</u>	<u>14 10</u>

THOMAS BAIN, Chairman.

THOMAS MACALLAN, Secretary.

NAPIER HIGH SCHOOL.

GENERAL STATEMENT OF ACCOUNTS FOR THE YEAR ENDED 31ST DECEMBER, 1914.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Balance at beginning of year	300	14 8	Management—		
Government capitation—			Office salary	105	6 3
For free places	2,235	15 5	Other office expenses	12	14 10
For recognized school classes for manual instruction	69	12 6	Other expenses of management	27	2 8
Current income from reserves vested in Board	483	12 2	Teachers' salaries and allowances	2,448	18 2
Revenue of secondary-education reserves	966	12 5	Boarding-school Account	988	18 10
Interest on moneys invested and on unpaid purchase-money	48	7 2	Examinations—Examiners' fees	0	6 2
School fees	191	2 1	Prizes	43	11 0
Boarding-school fees	1,088	18 8	Printing, stationery, and advertising	39	2 5
Books, &c., sold and other refunds	15	0 0	Cleaning, fuel, light, &c.	59	12 9
Interest on current account	25	9 11	Material for classes other than classes for manual instruction	11	19 9
Voluntary contributions on account of general purposes of the school	35	8 8	Maintenance (including material) of classes for manual instruction	184	17 1
Income from property not reserve or endowment	922	7 6	From Government grants for buildings, furniture, fittings, and apparatus for manual instruction	30	15 10
Stationery and Games Account	538	11 10	From current revenue—		
Sundries	24	13 7	Purchases and new works	500	0 11
Fixed deposit matured	350	0 0	Fencing, repairs, &c.	278	13 1
	<u>£7,296</u>	<u>6 7</u>	Miscellaneous (rates, &c.)	127	3 1
			Buildings, equipment, &c., for manual instruction	111	7 0
			Stationery and Games Account	460	11 3
			Sundries	25	16 2
			Balance at end of year	1,889	9 4
				<u>£7,296</u>	<u>6 7</u>

T. C. MOORE, Chairman.

G. CRAWSHAW, Secretary and Treasurer.

NAPIER HIGH SCHOOL.—JUNIOR SCHOOL, 1914.

General Statement of Accounts for the Year ended 31st December, 1914.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Balance at 31st December, 1913	449	6 2	Salaries	543	3 4
Fees—			Office salaries	35	2 1
1914—Tuition	436	1 0	" expenses	4	5 0
1913—Arrears	75	10 4	" (other)	9	0 10
Boarding Account	498	16 0	Cleaning and maintenance	54	10 11
Interest	6	12 5	Boarding Account	448	18 6
			Printing and stationery	13	0 10
			Bank charges	0	10 0
			Balance	357	14 5
	<u>£1,466</u>	<u>5 11</u>		<u>£1,466</u>	<u>5 11</u>

T. C. MOORE, Chairman.

GEORGE CRAWSHAW, Secretary.

Examined and found correct.—R. J. COLLINS, Controller and Auditor-General.

GENERAL STATEMENT OF MONETARY ASSETS AND LIABILITIES ON THE 31ST DECEMBER, 1914.

<i>Assets.</i>			<i>Liabilities.</i>		
	£	s. d.		£	s. d.
Balances—			Contracts in hand—		
Bank of New Zealand	2,562	8 0	Repairs, Girls' High School	67	10 0
Post Office Savings-bank	319	17 4	Painting, Girls' High School	100	0 0
Cash in hand	0	19 6	Electrical installation	100	7 0
Mortgages	1,660	0 0	Desks, &c., for Girls' High School	73	19 0
School and boarding fees, &c., outstanding—			Outstanding cheques	636	1 1
1913	46	12 0			
1914	359	13 1			
Refund of fees due	7	1 1			
Rents outstanding	262	5 9			
Technical capitation	97	17 6			
Government capitation (free places)	495	6 6			
	<u>£5,812</u>	<u>0 9</u>		<u>£977</u>	<u>17 1</u>

T. C. MOORE, Chairman.

GEORGE CRAWSHAW, Secretary.

MARLBOROUGH HIGH SCHOOL.

GENERAL STATEMENT OF ACCOUNTS FOR THE YEAR ENDED 31ST DECEMBER, 1914.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Balance at beginning of year ..	213	4 9	Management—		
Government capitation—			Office salary ..	52	0 0
For free places ..	1,247	18 4	Other office expenses ..	1	2 0
For recognized school classes for manual instruction ..	54	12 6	Other expenses of management ..	4	12 10
Statutory grant for 1914–15 ..	400	0 0	Teachers' salaries and allowances ..	1,248	19 4
School fees ..	86	17 0	Scholarships ..	37	10 0
Books, &c., sold and other refunds ..	34	14 11	Prizes ..	16	4 10
Interest on current account ..	0	10 6	Printing, stationery, and advertising ..	17	16 6
Revenue of secondary-education reserves ..	88	11 9	Cleaning, fuel, light, &c. ..	90	14 0
Alex. Young Scholarship: Interest on bequest ..	12	0 0	Books and stationery for sale to pupils, and other temporary advances ..	4	5 1
Refunds ..	10	11 10	Maintenance (including material) of classes for manual instruction ..	147	13 2
			Purchases and new works ..	20	0 0
			Fencing, repairs, &c. ..	14	11 6
			Miscellaneous (rates, &c.) ..	19	15 2
			Interest on Nosworthy bequest ..	22	10 0
			Balance at end of year ..	451	7 2
	£2,149	1 7		£2,149	7 2

J. J. WHITE, Chairman.
E. HYLTON, Secretary.

Examined and found correct.—R. J. COLLINS, Controller and Auditor-General.

Statement of Monetary Assets and Liabilities at 31st December, 1914.

<i>Assets.</i>			<i>Liabilities.</i>		
	£	s. d.		£	s. d.
Credit balance 31st December, 1914 ..	451	7 2	Nosworthy bequest for Wrigley Scholarship ..	500	0 0
Capitation on free places ..	375	0 0	Alex. Young bequest for Young Scholarship ..	200	0 0
Capitation, manual and technical classes ..	26	5 0	Advertising ..	3	14 0
			Fuel, lighting, and cleaning ..	5	15 10
			Miscellaneous ..	1	4 3
	£852	12 2		£710	14 1

J. J. WHITE, Chairman.
E. HYLTON, Secretary.

NELSON COLLEGE.

STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDED 31ST DECEMBER, 1914.

Endowment Account.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Rents ..	931	10 0	Rates and taxes ..	15	7 0
Interest ..	114	15 0	Insurances ..	5	6 4
Government revenue endowments ..	240	3 6	Printing and advertising ..	5	11 4
			Repairs ..	1	6 6
			Governors' and auditors' fees ..	38	2 2
			Secretary ..	100	0 0
			Office-rent ..	12	10 0
			Office-cleaning and gas ..	8	15 11
			Telephone ..	3	15 0
			Bank charge ..	0	10 0
			Valuation fee ..	1	1 0
			Petty cash, postages, and sundries ..	33	0 0
Total ..	1,286	8 6	Total ..	225	5 3

STATEMENT OF RECEIPTS AND EXPENDITURE—*continued.**Boys' College.*

	£	s.	d.		£	s.	d.
Boarding fees	5,212	3	0	House expenses	3,844	13	10
Tuition fees	883	1	6	Tuition expenses	2,921	12	6
Government capitation—				Stationery	47	6	10
Free places	2,045	0	3	Prizes	20	11	7
Manual instruction	52	12	6	Printing and advertising	62	17	8
Government grant—				Gas	116	5	11
Apparatus, science laboratory	149	19	10	Rates and taxes	105	13	4
Woodwork class	7	3	0	Repairs	133	17	0
Subsidy, donation	100	0	0	Secretary	100	0	0
Donation	10	0	0	Governors' and auditors' fees	39	3	3
Woodwork class, pupils for material	2	5	6	Scholarships—			
Hawke's Bay Old Boys' prize	13	0	0	Endowed	63	6	8
				Foundation	8	0	0
				District High School	40	0	0
				Simmons prize	5	0	0
				Hawke's Bay Old Boys' prize	13	0	0
				Insurances	46	8	11
				Grounds	47	9	0
				Interest on mortgage	500	0	0
				Telephone	4	10	0
				Sports	20	0	0
				Office rent, £6 5s. ; cleaning, £2 12s.	8	17	0
				Law-costs	6	7	11
				Gun-shed, £9 19s. ; bicycle-shed, £19 19s. 3d.	29	18	3
				Concrete steps and water-table	79	4	0
				Quadrangle	73	12	6
				Fives-court	195	18	6
				Rent, rifle range	3	0	0
				Scientific and chemical apparatus and chemicals	181	7	6
				Woodwork class	27	6	10
				Agricultural class	3	3	3
Total	8,485	5	7	Total	8,748	12	3

Girls' College.

	£	s.	d.		£	s.	d.
Boarding fees	1,796	1	2	House expenses	1,411	17	9
Tuition fees	622	16	0	Tuition expenses	1,914	4	4
Government capitation—				Stationery	17	9	10
Free places	1,778	8	0	Prizes	17	15	4
Manual instruction	103	9	3	Printing and advertising	37	5	1
Government grant, apparatus, science laboratory	66	10	9	Gas	76	10	3
				Rates and taxes	10	4	6
				Repairs	60	9	7
				Secretary	100	0	0
				Governors' and auditors' fees	39	3	3
				Insurance	30	5	0
				Telephones	3	15	0
				Grounds	3	6	0
				Office rent	6	5	0
				" cleaning	2	12	0
				Scholarships—			
				Endowed	50	0	0
				Foundation	39	0	0
				District High School	40	0	0
				Fowl-house	19	14	6
Total	4,367	5	2	Total	3,879	17	5

Capital Account.

	£	s.	d.		£	s.	d.
Government grant—Fittings, science laboratory, Girls' College	135	0	0	Furniture, Boys' College	3	19	0
Balance in bank, 31st December, 1913	2,545	10	2	Fittings, science laboratory, Girls' College	13	14	6
Cash on fixed deposit	1,000	0	0	Laundry, Girls' College	315	3	3
Cash on deposit, Post Office Savings-bank	600	0	0	Mortgage	1,100	0	0
				Cash on fixed deposit	3,000	0	0
				Cash on deposit, Post Office Savings-bank	1,000	0	0
				Balance in bank, 31st December, 1914	132	17	9
Total	4,280	10	2	Total	5,565	14	6
Grand total	£18,419	9	5	Grand total	£18,419	9	5

R. CATLEY, Secretary.

*Statement of Loans on Mortgage Account at 31st December, 1914.**A. Mortgage owing to Nelson College.*

	£	s.	d.		£	s.	d.
Balance outstanding on 31st December, 1913	850	0	0	Balance outstanding on 31st December, 1914	1,950	0	0
Mortgage investment, 1914	1,100	0	0				
	<u>£1,950</u>	<u>0</u>	<u>0</u>		<u>£1,950</u>	<u>0</u>	<u>0</u>

B. Mortgages owing by Nelson College.

	£	s.	d.		£	s.	d.
Amount outstanding on mortgage at 31st December, 1913	10,000	0	0	Amount outstanding on mortgage at 31st December, 1914	10,000	0	0
	<u>£10,000</u>	<u>0</u>	<u>0</u>		<u>£10,000</u>	<u>0</u>	<u>0</u>

R. CATLEY, Secretary.

Examined and found correct, except that there is no authority of law for the grant of £15 to the *Nelsonian*.—R. J. COLLINS, Controller and Auditor-General.

Statement of Monetary Assets and Liabilities of Nelson College at 31st December, 1914.

<i>Assets.</i>	£	s.	d.	<i>Liabilities.</i>	£	s.	d.
Mortgage securities	1,950	0	0	Mortgage on college	10,000	0	0
Rents due	127	10	0	Governors' fees	100	0	0
Interest due	33	0	0				
Fees due	486	8	8				
Capitation, free pupils—							
Boys' College	645	16	8				
Girls' College	570	16	8				
Advances to boarders	181	4	0				
" arrears	18	17	9				
Cash in bank	132	17	9				
Cash on fixed deposit	3,000	0	0				
Cash on deposit, Post Office Savings-bank	1,000	0	0				
	<u>£8,146</u>	<u>11</u>	<u>6</u>		<u>£10,100</u>	<u>0</u>	<u>0</u>

R. CATLEY, Secretary.

GREYMOUTH HIGH SCHOOL.

GENERAL STATEMENT OF ACCOUNTS FOR THE YEAR ENDED 31st DECEMBER, 1914.

<i>Receipts.</i>	£	s.	d.	<i>Expenditure.</i>	£	s.	d.
Balance, 31st December, 1913	1,888	13	3	Secretary's salary	10	0	0
Reserves revenue, Treasury	58	10	0	Audit and Bank charges	1	3	4
Interest	95	10	5	Grant—Grey Education Board	142	16	8
				Balance, 31st December, 1914	1,888	13	8
	<u>£2,042</u>	<u>13</u>	<u>8</u>		<u>£2,042</u>	<u>13</u>	<u>8</u>

Statement of Monetary Assets and Liabilities.

<i>Assets.</i>	£	s.	d.	<i>Liabilities.</i>
National Bank	0	3	1	
Post Office Savings-bank	188	10	7	
Grey Borough debentures	1,700	0	0	
	<u>£1,888</u>	<u>13</u>	<u>8</u>	Nil.

W. R. KETTLE, Chairman.
P. F. DANIEL, Secretary.

HOKITIKA HIGH SCHOOL.

GENERAL STATEMENT OF ACCOUNTS FOR THE YEAR ENDED 31st DECEMBER, 1914.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Balance at beginning of year	1,679	7 0	Management—		
Current income from reserves vested in Board	92	2 6	Office salary	15	15 0
Revenue of secondary-education reserves ..	88	6 4	Other office expenses	0	11 0
Interest on moneys invested and on unpaid purchase-money	64	0 0	Subsidy to Westland Education Board ..	125	0 0
			Fencing, repairs, &c.	4	3 6
			Miscellaneous (rates, &c.)	34	17 0
			Balance at end of year	1,683	9 4
	<u>£1,863</u>	<u>15 10</u>		<u>£1,863</u>	<u>15 10</u>

WM. JEFFRIES, *pro* Chairman.

CHAS. KIRK, Secretary.

Examined and found correct.—R. J. COLLINS, Controller and Auditor-General.

Statement of Monetary Assets and Liabilities at 31st December, 1914.

<i>Assets.</i>			<i>Liabilities.</i>		
	£	s. d.		£	s. d.
Credit balance, Bank of New Zealand, current account	83	9 4	Endowment (rents, rates, &c., due) ..	34	14 6
Fixed deposits, Bank of New Zealand ..	1,400	0 0	Office salary (one quarter)	3	18 9
Fixed deposit in Hokitika Savings-bank ..	200	0 0			
Reserves revenue due (December quarter) ..	18	17 7			
Endowment (rents, rates, &c., due)	16	17 6			
	<u>£1,719</u>	<u>4 5</u>		<u>£38</u>	<u>13 3</u>

WM. JEFFRIES, *pro* Chairman.

CHAS. KIRK, Secretary.

RANGIORA HIGH SCHOOL.

GENERAL STATEMENT OF ACCOUNTS FOR THE YEAR ENDED 31st DECEMBER, 1914.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Balance at beginning of year	140	15 1	Management—		
Government capitation—			Office salary	12	0 0
For free places	931	5 0	Other expenses of management ..	31	8 2
Government subsidy on voluntary contributions—secondary schools	15	7 9	Teachers' salaries and allowances ..	902	12 6
Conveyance of children	12	5 0	Prizes	6	5 3
Grant for apparatus	10	5 6	Printing, stationery, and advertising ..	14	6 7
Current income from reserves	189	6 4	Cleaning, fuel, light, &c.	50	19 11
School fees	86	12 6	Material for classes other than classes for manual instruction	48	2 1
Voluntary contributions on account of general purposes of the school ..	40	9 9	Miscellaneous (rates, &c.)	67	13 1
Rent of house	31	17 0	Buildings, equipment, &c.	246	17 7
Miscellaneous	3	2 6	For technical instruction—		
For technical instruction—			Salaries of instructors and office expenses ..	157	4 6
Grants from Government—			Material for class use	22	14 2
Capitation on special classes	51	7 3	Miscellaneous	29	10 0
Capitation on account of free places ..	53	14 0	Balance at end of year	101	8 8
Fees and other class payments	77	3 3			
On account of instruction of classes other than special classes	31	16 0			
Sales of material	15	15 7			
	<u>£1,691</u>	<u>2 6</u>		<u>£1,691</u>	<u>2 6</u>

ROBERT BALL, Chairman.

E. R. GOOD, Treasurer.

Statement of Monetary Assets and Liabilities at 31st December, 1914.

<i>Assets.</i>			<i>Liabilities.</i>		
	£	s. d.		£	s. d.
Union Bank of Australia, Rangiora ..	113	11 11	Unpresented cheques	12	12 1
Cash in hand, Treasurer	0	8 10	Caretaker's salary for December ..	2	15 0
			Secretary's	1	0 0
	<u>£114</u>	<u>0 9</u>		<u>£16</u>	<u>7 1</u>

ROBERT BALL, Chairman.

E. R. GOOD, Treasurer.

Statement of Monetary Assets and Liabilities at 31st December, 1914.

<i>Assets.</i>			<i>Liabilities.</i>		
	£	s. d.		£	s. d.
Capital, Cash Account (balance) ..	1,578	18 5	Emily S. Foster Memorial Fund (held in trust) ..	66	19 2
			Helen Macmillan Brown Memorial Fund (held in trust) ..	101	4 10
	<u>£1,578</u>	<u>18 5</u>		<u>£168</u>	<u>4 0</u>

J. C. ADAMS, Chairman.

GEO. H. MASON, Registrar and Treasurer.

CHRIST'S COLLEGE GRAMMAR SCHOOL.

GENERAL STATEMENT OF ACCOUNTS FOR THE YEAR ENDED 31ST DECEMBER, 1914.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Price of land sold (Capital Account) ..	40	0 0	Dr. balance at beginning of year ..	2,292	4 0
Current income from land ..	2,048	11 4	Total cost of management ..	365	19 7
Current income from scholarships endowments ..	781	14 3	Teachers' salaries and allowances ..	6,130	2 0
Interest on moneys invested and on unpaid purchase-money ..	537	8 1	Boarding-school Account ..	3,040	6 5
School fees ..	4,865	6 10	Examinations ..	78	0 0
Boarding-school Account ..	2,417	7 10	Scholarships ..	680	15 0
Refunds ..	32	9 2	Prizes ..	62	6 11
Repayment of Loans (Capital Account) ..	3,089	15 6	Printing, stationery, and advertising ..	168	17 4
Depreciation fund and sinking fund transferred (see <i>contra</i>) ..	122	0 0	Cleaning, fuel, light, &c. ..	257	1 5
Dr. balance at end of year ..	2,855	2 7	Material for classes other than classes for manual instruction ..	30	16 1
	<u>£16,789</u>	<u>15 7</u>	Fencing, repairs, &c. ..	459	6 2
			Miscellaneous (rates, insurance, &c.) ..	193	6 9
			Interest on current account ..	63	17 2
			Endowments, Sales Account—Proceeds invested ..	2,220	0 0
			Expenses connected with land estate ..	96	3 5
			Grants—		
			Boys' Games Fund ..	428	18 7
			Boys' Cadet Fund ..	84	12 6
			School Chapel ..	15	2 3
			Depreciation and sinking funds transferred (see <i>contra</i>) ..	122	0 0
				<u>£16,789</u>	<u>15 7</u>

C. CHRISTCHURCH, Warden.
W. GUISE BRITTAN, Bursar.

Audited and found correct.—ARMAND McKELLAR, F.I.A.N.Z., Auditor.

Statement of Monetary Assets and Liabilities at 31st December, 1914.

<i>Assets.</i>			<i>Liabilities.</i>		
	£	s. d.		£	s. d.
Cash balances due by Union Bank of Australia—			Dr. balances due to Union Bank of Australia—		
General estate (Capital Account) ..	527	2 1	General Income Account ..	1,007	15 3
Porter's Lodge (Building Account) ..	6	6 10	Buildings Account ..	1,854	6 6
Depreciation Fund Account ..	146	8 10	Boardinghouse (Furniture Account) ..	804	12 7
Boardinghouse Account ..	131	14 0			
Money lent on mortgage—					
General estate ..	6,160	0 0			
Porter's Lodge (Building Account) ..	110	0 0			
Depreciation Fund ..	2,509	9 9			
Total monetary assets ..	<u>£9,591</u>	<u>1 6</u>	Total monetary liabilities ..	<u>£3,666</u>	<u>14 4</u>

W. GUISE BRITTAN, Bursar.

AKAROA HIGH SCHOOL.

GENERAL STATEMENT OF ACCOUNTS FOR THE YEAR ENDED 31ST DECEMBER, 1914.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Balance at beginning of year	646	16 4	Management—		
Current income from reserves	146	15 10	Office salary	7	7 0
Interest on fixed deposits	20	6 0	Typing	0	3 6
			Prizes	2	18 6
			Printing, stationery, and advertising ..	1	14 6
			Cleaning, fuel, light, &c.	10	0 0
			Grant to North Canterbury Education Board	200	0 0
			Books for library	5	3 9
			Bank charges	0	10 0
			Balance at end of year	586	0 11
	<u>£813</u>	<u>18 2</u>		<u>£813</u>	<u>18 2</u>

ETIENNE E. LELIÈVRE, Chairman.

G. W. THOMAS, Secretary.

Examined and found correct.—R. J. COLLINS, Controller and Auditor-General.

Statement of Monetary Assets and Liabilities at 31st December, 1914.

<i>Assets.</i>			<i>Liabilities.</i>		
	£	s. d.		£	s. d.
Fixed deposit	600	0 0	Overdraft at bank	13	19 1
Rent due	13	11 11			
	<u>£613</u>	<u>11 11</u>		<u>£13</u>	<u>19 1</u>

G. W. THOMAS, Secretary.

ASHBURTON HIGH SCHOOL.

GENERAL STATEMENT OF ACCOUNTS FOR THE YEAR ENDED 31ST DECEMBER, 1914.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Government capitation—			Dr. balance at beginning of year ..	1,687	14 3
For free places	1,127	5 7	Management—		
For recognized school classes for manual instruction	82	10 0	Office salary	70	0 0
Government subsidy on voluntary contributions—secondary schools	90	0 0	Other office expenses	5	5 0
Current income from reserves	901	3 4	Teachers' salaries and allowances ..	1,220	18 8
School fees	39	18 0	Prizes	13	18 0
Voluntary contributions on account of general purposes of the school	90	0 0	Printing, stationery, and advertising ..	93	10 3
North Canterbury Education Board refund	1	12 0	Cleaning, fuel, light, &c.	90	0 10
Transferred from Loan Account to General Account	3,250	10 0	Maintenance (including material) of classes for manual instruction	59	5 0
Dr. balance at end of year	3,457	12 0	Purchases and new works	2,310	4 11
			Fencing, repairs, &c.	23	6 6
			Miscellaneous (rates, &c.)	62	10 0
			Interest on Loan Account	99	4 6
			Other expenditure, namely—		
			Subsidy to technical classes	10	0 0
			Inspection of reserves	10	0 0
			Water-supply	34	3 0
			Transferred from Loan Account to General Account	3,250	10 0
	<u>£9,040</u>	<u>10 11</u>		<u>£9,040</u>	<u>10 11</u>

JOSHUA TUCKER, Chairman.

JOHN DAVISON, Secretary.

Examined and found correct.—R. J. COLLINS, Controller and Auditor-General.

Statement of Monetary Assets and Liabilities at 31st December, 1914.

<i>Assets.</i>			<i>Liabilities.</i>		
	£	s. d.		£	s. d.
Amount of capitation due from Education Department, third term	362	16 0	Amount due bank	3,457	12 0
	<u>£362</u>	<u>16 0</u>		<u>£3,457</u>	<u>12 0</u>

JOSHUA TUCKER, Chairman.

JOHN DAVISON, Secretary.

TIMARU HIGH SCHOOLS

GENERAL STATEMENT OF ACCOUNTS FOR THE YEAR ENDED 31ST DECEMBER, 1914.

[illegible]

Examined and found correct, except that there is no authority of law for the expenditure of Board funds on the printing and issuing of a magazine.—R. J. COLLINS, Controller and Auditor-General.

Statement of Monetary Assets and Liabilities as at 31st December, 1914.

<i>Assets.</i>		£	s.	d.	<i>Liabilities.</i>		£	s.	d.
Outstanding rents	..	200	17	2	Dr. balance at Bank of New Zealand, plus	..			
Government capitation—	..				unpresented cheques	..	1,112	6	7
Free pupils	..	700	0	0	New Zealand Government Life Insurance	..			
Manual classes	..	83	7	4	Department (balance of loan)	..	5,616	15	0
School fees	..	3	19	0	Sundry accounts	..	100	0	0
Balance purchase-money of section sold	..	60	0	0					
		£1,048	3	6			£6,829	1	7

JOHN BITCHENER, Chairman.
A. C. MARTIN, Secretary and Treasurer.

WAIMATE HIGH SCHOOL.

GENERAL STATEMENT OF ACCOUNTS FOR THE YEAR ENDED 31ST DECEMBER, 1914.

<i>Receipts.</i>		£	s.	d.	<i>Expenditure.</i>		£	s.	d.
Balance in bank at beginning of year	..	3,223	3	1	Management—	..	20	0	0
Revenue of secondary-education reserves	..	349	3	0	Office salary	..	12	10	0
Interest on moneys invested	..	177	16	0	Other office expenses	..	2	13	4
Exchange	..	0	1	6	Other expenses of management..	..	260	0	0
Interest on Post Office Savings-bank deposit	..	1	5	0	Teachers' salaries and allowances..	..	10	10	0
					Examiners' fees	..	185	0	0
					Scholarships	..	2	2	0
					Prizes	..	4	6	6
					Stationery and advertising	..	7	19	0
					Books	..	600	0	0
					Purchase of other lands	..	10	0	0
					Grant to technical classes	..	9	3	10
					Legal costs	..	0	14	0
					Bank charges	..	0	10	0
					Excess interest refunded..	..	2,675	19	11
					Balance at end of year	..			
		£3,751	8	7			£3,751	8	7

W. H. BECKETT, Chairman.
GEO. BOLTON, Secretary.

Examined and found correct.—R. J. COLLINS, Controller and Auditor-General.

Statement of Monetary Assets and Liabilities at 31st December, 1914.

Assets.			Liabilities.		
	£	s. d.		£	s. d.
On mortgage ..	2,550	0 0	Estimated amount of outstanding accounts	31	17 0
Deposit, Post Office Savings-bank ..	69	0 8			
Bank balance, current account ..	56	19 3			
Outstanding Rent ..	5	0 0			
	£2,680	19 11		£31	17 0

W. H. BECKETT, Chairman.
GEO. BOLTON, Secretary.

WAITAKI HIGH SCHOOLS.

GENERAL STATEMENT OF ACCOUNTS FOR THE YEAR ENDED 31ST DECEMBER, 1914.

Receipts.			Expenditure.		
	£	s. d.		£	s. d.
Government grants—			By Dr. balance at beginning of year ..	739	18 8
For buildings, furniture, fittings, and apparatus for manual instruction ..	314	10 0	Management—		
Capitation—			Office salaries ..	243	15 0
For free places ..	1,985	8 4	Other office expenses ..	5	0 0
For recognized school classes for manual instruction ..	137	14 5	Teachers' salaries and allowances ..	3,216	5 0
Current income from reserves vested in Board ..	1,535	1 0	Scholarships ..	3	10 0
Revenue of secondary-education reserves ..	189	5 2	Prizes ..	5	5 0
School fees ..	782	10 0	Printing, stationery, and advertising ..	56	13 1
Interest on Scholarship Account ..	3	15 0	Cleaning, fuel, light, &c. ..	312	6 9
Dr. balance at end of year ..	789	3 4	Material for classes other than classes for manual instruction ..	39	17 9
			Maintenance (including material) of classes for manual instruction ..	50	10 5
			From Government grants for buildings, furniture, fittings, and apparatus for manual instruction ..	314	10 0
			From current revenue—		
			Purchases and new works ..	440	13 9
			Fencing, repairs, &c. ..	130	15 2
			Miscellaneous (rates, &c.) ..	73	3 8
			Interest on current account ..	51	5 6
			Telephone ..	7	10 0
			Patriotic Fund ..	20	0 0
			Incidentals ..	9	7 6
			Ranger ..	15	0 0
			Audit fee ..	2	0 0
	£5,737	7 3		£5,737	7 3

DUNCAN SUTHERLAND, Chairman.
A. A. MCKINNON, Secretary.

Examined and found correct.—R. J. COLLINS, Controller and Auditor-General.

Statement of the Monetary Assets and Liabilities at 31st December, 1914.

Assets.			Liabilities.		
	£	s. d.		£	s. d.
Rents outstanding ..	312	6 6	Sundry creditors (estimated) ..	188	2 3
Capitation due—General ..	902	1 8	Dr. balance at bank ..	789	3 4
Capitation due—Technical ..	61	0 4			
	£1,275	8 6		£977	5 7

DUNCAN SUTHERLAND, Chairman.
A. A. MCKINNON, Secretary.

OTAGO BOYS' AND GIRLS' HIGH SCHOOLS.

GENERAL STATEMENT OF ACCOUNTS FOR THE YEAR ENDED 31ST DECEMBER, 1914.

<i>Receipts.</i>		<i>Expenditure.</i>	
	£ s. d.		£ s. d.
Government grants—		Dr. balance at beginning of year ..	1,781 3 11
For sites, building, furniture, &c. (general purposes) ..	919 10 0	Management—	
For buildings, furniture, fittings, and apparatus for manual instruction ..	616 14 3	Office salaries ..	281 5 0
Capitation—		Other office expenses ..	45 0 0
For free places ..	5,524 14 11	Other expenses of management ..	23 16 4
For recognized school classes for manual instruction ..	72 5 0	Teachers' salaries and allowances ..	5,817 5 10
Current income from reserves ..	2,973 6 9	Boarding-school Account ..	105 0 0
Revenue of secondary-education reserves ..	329 12 5	Prizes ..	39 0 6
School fees ..	444 16 11	Printing, stationery, and advertising ..	214 2 7
Interest from Prize Fund ..	4 0 0	Cleaning, fuel, light, &c. ..	407 5 4
Share of rectory ground-rent ..	14 6 4	Books and stationery for sale to pupils, and other temporary advances ..	16 4 2
Use of baths (Old Boys) ..	1 10 0	Maintenance (including material) of classes for manual instruction ..	99 16 9
Dr. balance at end of year ..	2,664 9 8	From Government grants—	
		For sites, buildings, furniture, apparatus, &c. (general purposes) ..	919 10 0
		For buildings, furniture, fittings, and apparatus for manual instruction ..	616 14 3
		From current revenue—	
		Purchases and new works ..	2,256 6 4
		Fencing, repairs, and furnishing ..	405 12 2
		Miscellaneous (rates, &c.) ..	135 19 9
		Buildings, equipment, &c., for manual instruction ..	20 5 4
		Interest on current account, &c. ..	225 14 4
		Miscellaneous (surveys, &c.) ..	18 13 8
		House allowance, rector ..	50 0 0
		Sinking fund ..	16 10 0
		Refund of deposits ..	70 0 0
	<u>£13,565 6 3</u>		<u>£13,565 6 3</u>

T. K. SIDEY, Chairman.

P. J. NESS, Secretary.

Examined and found correct—R. J. COLLINS, Controller and Auditor-General.

Statement of Monetary Assets and Liabilities at 31st December, 1914.

<i>Assets.</i>		<i>Liabilities.</i>	
	£ s. d.		£ s. d.
Rents overdue ..	58 17 7	Tradesmen's accounts unpaid ..	105 10 2
School fees overdue ..	12 0 0	Public debt debentures ..	3,300 0 0
Government capitation due on free pupils ..	1,901 12 3	Outstanding cheque ..	22 0 0
Amount at credit of sinking fund ..	128 14 8	Overdraft, 31st December, 1914 ..	2,642 9 8
	<u>£2,101 4 6</u>		<u>£6,069 19 10</u>

Sinking Fund Account for Year ending 31st December, 1914.

	£ s. d.		£ s. d.
Balance on 1st January, 1914 ..	108 3 8	Balance on 31st December, 1914, fixed deposit, Bank of New Zealand ..	128 14 8
Annual payment to sinking fund ..	16 10 0		
Interest on fixed deposit, Bank of New Zealand ..	4 1 0		
	<u>£128 14 8</u>		<u>£128 14 8</u>

GORE HIGH SCHOOL.

GENERAL STATEMENT OF ACCOUNTS FOR THE YEAR ENDED 31ST DECEMBER, 1914.

<i>Receipts.</i>		<i>Expenditure.</i>	
	£ s. d.		£ s. d.
Government grant for sites, building, furniture, &c. (general purposes) ..	228 0 0	Dr. balance at beginning of year ..	51 7 5
Government capitation—		Management—	
For free places ..	1,502 1 8	Office salary ..	70 0 0
For recognized school classes for manual instruction ..	24 0 0	Other office expenses ..	6 0 3
Subsidy on voluntary contributions, secondary schools ..	100 0 0	Teachers' salaries and allowances ..	1,560 0 0
Revenue of secondary-education reserves ..	88 18 8	Prizes ..	11 13 4
School fees ..	130 0 0	Printing, stationery, and advertising ..	28 16 6
Voluntary contributions on account of recognized school classes for manual instruction ..	25 0 0	Cleaning, fuel, light, &c. ..	162 12 8
Refund ..	0 0 9	Material for classes other than classes for manual instruction ..	61 6 11
Southland Education Board fees ..	60 15 0	Fencing, repairs &c. ..	223 16 11
Technical instruction—		Interest on current account ..	3 2 3
Capitation on special classes ..	36 4 6	Furnishing ..	16 11 8
on account of free places ..	22 13 0	Rent of theatre for breakup ..	1 0 0
Subsidies on voluntary contributions ..	50 0 0	School telephone ..	4 3 4
Fees and other class payments ..	44 19 6	Standard Insurance Company, accident ..	2 6 9
Dr. balance at end of year ..	81 9 8	Southland Education Board fees ..	60 15 0
		For technical instruction—	
		Salaries of instructors ..	97 17 6
		Office expenses (including salaries, stationery, &c.) ..	10 10 0
		Material for class use ..	10 19 9
		Director ..	10 10 0
		Refund ..	0 12 6
	<u>£2,394 2 9</u>		<u>£2,394 2 9</u>

Statement of Monetary Assets and Liabilities at 31st December, 1914.

<i>Assets.</i>	£	s.	d.	<i>Liabilities.</i>	£	s.	d.
Rents from reserves and endowments, 1914	23	16	3	Outstanding cheques	62	1	7
Balance of capitation, third term, 1914	375	0	0	Overdraft in Bank of New Zealand	19	8	1
Capitation, technical evening classes, 1914	59	16	2	Outstanding accounts (estimated)	50	0	0
Grant from Gore Borough, 1914	25	0	0				
Government subsidy on same	25	0	0				
	<u>£508</u>	<u>12</u>	<u>5</u>		<u>£131</u>	<u>9</u>	<u>8</u>

GEORGE BRETT, Treasurer.
E. C. SMITH, Chairman.

SOUTHLAND BOYS' AND GIRLS' HIGH SCHOOLS.

GENERAL STATEMENT OF ACCOUNTS FOR THE YEAR ENDED 31ST DECEMBER, 1914.

<i>Receipts.</i>	£	s.	d.	<i>Expenditure.</i>	£	s.	d.
Balance at beginning of year	1,922	12	3	Management—			
Government capitation—				Office salary	75	0	0
For free places	2,831	10	10	Other office expenses	56	10	0
For recognized school classes for manual instruction	28	5	0	Teachers' salaries and allowances	3,339	8	2
Current income from reserves vested in Board	1,772	11	2	Prizes	35	0	6
Revenue of secondary-education reserves	200	13	3	Printing, stationery, and advertising	125	16	7
School fees	162	10	0	Cleaning, fuel, light, &c.	224	12	2
Interest on current account	42	0	0	Material for classes other than classes for manual instruction	32	5	2
Education Board contribution to physical instruction	60	0	0	From current revenue—			
Voluntary contributions	4	2	0	Purchases and new works	594	0	3
Refunds	2	10	4	Fencing, repairs, &c.	120	5	9
Income from rents of buildings and sites	83	3	4	Miscellaneous (rates, &c.)	98	0	4
Insurance of buildings destroyed by fire, &c.	158	0	0	Interest on current account	8	11	6
				Sports	14	0	0
				Physical instruction, technical college	60	0	0
				On endowments	90	16	9
				Balance at end of year	2,393	11	0
	<u>£7,267</u>	<u>18</u>	<u>2</u>		<u>£7,267</u>	<u>18</u>	<u>2</u>

R. A. ANDERSON, Chairman.
A. BELL, Secretary.

Statement of Monetary Assets and Liabilities at 31st December, 1914.

<i>Assets.</i>	£	s.	d.	<i>Liabilities.</i>	£	s.	d.
Fixed deposit, Bank of New Zealand	2,000	0	0	Due to Education Board—cooking capitation	13	2	6
Credit balance, current account, Bank of New Zealand	393	11	0	Repairs	28	0	0
School fees due and unpaid	6	13	4	Fencing, &c.	38	8	6
Reserves rents due and unpaid	297	0	9	Sundry accounts, say	10	0	0
Free-place capitation due from Government	1,002	9	9	Printing and advertising	44	11	2
Rents due for corporation leaseholds	6	0	0	Painting	23	15	0
Revenue from secondary education reserves (due for quarter ending 31st December, 1914), about	70	0	0	Prizes, say	20	0	0
Manual and technical capitation due from Government	45	7	6	Topdressing asphalt	18	10	1
Due for badges from girls' school	13	15	0	Plumbing, repairs to boys' school	35	18	9
	<u>£3,834</u>	<u>17</u>	<u>4</u>	Cement washing	36	10	1
					<u>£268</u>	<u>16</u>	<u>1</u>

R. A. ANDERSON, Secretary.
A. BELL, Secretary.

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