

1917.
NEW ZEALAND.

EDUCATION: PRIMARY EDUCATION.

[In continuation of E.-2, 1916.]

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

CONTENTS.

	Page		Page
Detailed Tables relating to Primary Education ..	16	Appendix B— <i>continued</i> .	
		Reports of Inspectors of Schools— <i>continued</i> .	
APPENDICES.		Hawke's Bay	xi
Appendix A,—		Wellington	xiv
Reports of Education Boards—		Nelson	xvi
Auckland	i	Canterbury	xx
Taranaki	ii	Otago	xxiii
Wanganui	iii	Southland	xxvi
Hawke's Bay	v		
Wellington	vii	Appendix C,—	
Nelson	xi	Manual Instruction in Primary Schools—	
Canterbury	xii	Detailed Tables	i
Otago	xvi	Report of the Inspector of Manual Instruction	iii
Southland	xix	Extracts from the Reports of Inspectors of	
		Schools, Directors and Supervisors of Manual	
Balance-sheets of Education Boards—		Instruction, &c.	v
Auckland	xxii		
Taranaki (January-July)	xxiv	Appendix D,—	
" (August-December)	xxvi	Training of Teachers—	
Wanganui (January-July)	xxviii	Extract from the Annual Report of the Minister	i
" (August-December)	xxx	Detailed Tables, &c.	iii
Hawke's Bay	xxxii	Reports of the Principals of Training Colleges—	
Wellington (January-July)	xxxiv	Auckland	vii
Marlborough (January-July)	xxxvi	Wellington	vii
Wellington (August-December)	xxxviii	Canterbury	viii
Nelson	xl	Otago	x
Grey (January-July)	xlii		
Westland (January-July)	xliv	Appendix E,—	
North Canterbury (January-July)	xlvi	List of Public Schools and Teachers—	
South Canterbury (January-July)	xlviii	Auckland	..
Canterbury (August-December)	l	Taranaki	xxiii
Otago	lii	Wanganui	xxviii
Southland	liv	Hawke's Bay	xxxiv
		Wellington	xl
Appendix B,—		Nelson	i
Reports of Inspectors of Schools—		Canterbury	liii
Auckland	i	Otago	lxviii
Taranaki	vii	Southland	lxxvii
Wanganui	ix		

DETAILED TABLES RELATING TO PRIMARY EDUCATION.

THE following tables relate to Primary Education for the year 1916. The extract from the Minister's Report (E.-1) relating to Primary Education is not being republished this year in this paper.

TABLE A1.—NUMBER OF PUBLIC SCHOOLS, DECEMBER, 1916.
[Classified according to Part I of Fifth Schedule to the Education Act, 1914.]

Grade of School and Average Attendance.			Auckland.	Taranaki.	Wanganui.	Hawke's Bay.	Wellington.	Nelson.	Canterbury.	Otago.	Southland.	Total Number of Schools, Dec., 1916.
0	1-8	..	40	9	12	23	42	13	14	23	13	189
I	9-20	..	192	32	61	43	71	40	108	69	49	665
II	21-35	..	148	39	38	25	50	22	87	59	41	509
III	A 36-80	..	156	53	50	26	44	26	93	57	50	555
	B 81-120	..	22	7	11	15	16	8	23	15	10	127
IV	A 121-160	..	7	5	11	4	5	4	11	6	4	57
	B 161-200	..	13	..	1	3	9	3	8	5	5	47
	C 201-240	..	5	..	1	2	2	1	5	2	2	20
V	A 241-280	..	8	2	5	4	7	3	3	3	2	37
	B 281-320	..	5	1	2	3	2	..	2	..	2	17
	C 321-360	..	5	..	..	5	4	..	6	7	..	27
VI	D 361-400	..	4	..	4	1	2	..	3	..	1	15
	A 401-450	..	1	1	..	..	1	..	1	1	..	5
	B 451-500	..	5	..	4	..	4	..	3	2	1	19
VII	A 501-550	..	4	1	..	..	1	..	3	4	..	13
	B 551-600	..	2	..	..	..	1	..	2	3	..	8
	C 601-650	..	7	1	..	..	..	..	3	5	1	17
	D 651-700	..	1	1	1	1	3	1	2	..	..	10
	E 701-750	..	5	..	..	..	1	..	2	..	..	8
	F 751-800	..	1	..	..	2	..	..	..	..	1	4
	G 801-850	..	1	..	..	..	..	..	..	..	..	1
	H 851-900	..	1	..	..	..	2	..	1	..	..	4
	I 901-950	..	..	..	..	..	..	..	1	..	..	1
	J 951-1,000	..	..	..	..	..	..	..	..	..	..	..
Totals for 1916			633	152	201	157	267	121	381	261	182	2,355
Totals for 1915				964		147	272	128	384	257	186	2,338
Difference ..				+22		+10	- 5	-7	-3	+4	-4	+17

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

TABLE B1.—SCHOOL ATTENDANCE AT PUBLIC SCHOOLS FOR 1916.
(Excluding Secondary Departments of District High Schools.)

Education Districts.			Roll Numbers.		Mean of Average Weekly Roll of Four Quarters, 1916.			Average Attendance for Whole Year (Mean of Average Attendance of Four Quarters).			Average Attendance as Percentage of the Mean of the Mean of Average Weekly Roll of Four Quarters, 1916.
			Pupils at 31st Decem- ber, 1915.	Pupils belonging at 31st Decem- ber, 1916.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Auckland..	..	..	50,632	50,048	25,853	23,712	49,565	22,598	20,441	43,039	86.8
Taranaki ..	..	..	6,365	9,384	4,885	4,430	9,315	4,295	3,901	8,196	88.0
Wanganui ..	..	..	16,137	14,699	7,622	6,926	14,548	6,787	6,078	12,865	88.4
Hawke's Bay	..	..	12,592	12,838	6,498	6,062	12,560	5,749	5,322	11,071	88.1
Wellington ..	..	..	22,723	23,449	12,057	10,962	23,019	10,828	9,691	20,519	89.1
Nelson ..	..	..	6,613	6,600	3,475	3,192	6,667	3,047	2,743	5,790	86.8
Canterbury ..	..	..	32,697	32,939	16,989	15,777	32,766	15,170	13,933	29,103	88.8
Otago ..	..	..	21,651	21,918	11,209	10,351	21,560	10,425	9,515	19,940	92.5
Southland ..	..	..	11,702	11,894	6,020	5,650	11,670	5,437	5,020	10,457	89.6
Totals, 1916			..	183,769	94,608	87,062	181,670	84,336	76,644	160,980	88.6
Totals, 1915			181,112	..	..	..	178,827	84,395	76,500	160,895	90.0
Difference			..	2,657	..	..	2,843	-59	144	85	-1.4

TABLE B2.—SCHOOL ATTENDANCE AT PUBLIC SCHOOLS FOR 1916.
(Including Secondary Departments of District High Schools.)

Education Districts.	Roll Numbers.		Mean of Average Weekly Roll of Four Quarters, 1916.			Average Attendance for Whole Year (Mean of Average Attendance of Four Quarters).			Average Attendance as Percentage of the Mean of Average Weekly Roll of Four Quarters, 1916.
	Pupils at 31st December, 1915.	Pupils belonging at 31st December, 1916.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Auckland.. ..	50,900	50,331	25,991	23,889	49,880	22,721	20,601	43,322	86.9
Taranaki	6,504	9,564	4,981	4,533	9,514	4,382	3,994	8,376	88.0
Wanganui	16,320	14,829	7,690	7,013	14,703	6,848	6,155	13,003	88.4
Hawke's Bay	12,757	13,001	6,589	6,153	12,742	5,835	5,405	11,240	88.2
Wellington	23,004	23,726	12,218	11,125	23,343	10,980	9,843	20,823	89.2
Nelson	6,719	6,734	3,532	3,271	6,803	3,098	2,811	5,909	86.9
Canterbury	33,340	33,596	17,406	16,115	33,521	15,553	14,236	29,789	88.9
Otago	21,968	22,209	11,348	10,532	21,880	10,554	9,683	20,237	92.5
Southland	11,702	11,894	6,020	5,650	11,670	5,437	5,020	10,457	89.6
Totals, 1916	..	185,884	95,775	88,281	184,056	85,408	77,748	163,156	88.6
Totals, 1915	183,214	..	..	..	181,229	85,522	77,570	163,092	90.0
Difference	..	2,670	..	..	2,827	-114	178	64	-1.4

TABLE B3.—AVERAGE ATTENDANCE FOR THE YEAR 1916 AT THE PUBLIC SCHOOLS AS GROUPED IN TABLE A1, AS ESTIMATED FOR DETERMINING THE GRADES OF SCHOOLS. (PART I OF THE FIFTH SCHEDULE TO THE EDUCATION ACT, 1914.)

(Including Secondary Departments of District High Schools.)

Grade.		Auckland.	Taranaki.	Wanganui.	Hawke's Bay.	Wellington.	Nelson.	Canterbury.	Otago.	Southland.	Totals for 1916.
0	1-8	276	42	73	100	196	71	71	148	77	1,054
I	9-20	2,674	468	783	556	931	588	1,510	981	701	9,192
II	21-35	3,632	975	962	653	1,265	519	2,241	1,459	1,105	12,811
III	A 36-80	7,439	2,576	2,445	1,205	2,088	1,231	4,444	2,750	2,298	26,476
	B 81-120	1,969	634	1,019	1,358	1,552	774	2,217	1,378	981	11,882
IV	A 121-160	1,037	634	1,473	449	706	566	1,374	817	541	7,597
	B 161-200	2,314	..	208	496	1,506	525	1,473	853	915	8,290
	C 201-240	1,060	..	184	473	471	215	1,092	402	413	4,310
	A 241-280	1,969	543	1,292	983	1,785	754	702	743	591	9,362
V	B 281-320	1,371	301	606	927	610	..	628	..	620	5,063
	C 321-360	1,704	..	..	1,740	1,347	..	2,025	2,438	..	9,254
	D 361-400	1,603	..	1,498	340	762	..	1,140	..	401	5,744
VI	A 401-450	314	421	..	..	461	..	406	404	..	2,006
	B 451-500	2,294	..	1,912	..	1,905	..	1,396	912	452	8,871
	A 501-550	2,105	528	..	..	506	..	1,616	2,153	..	6,908
	B 551-600	1,124	..	..	..	607	..	1,209	1,740	..	4,680
	C 601-650	4,368	621	..	..	..	..	1,836	3,145	610	10,580
	D 651-700	653	677	636	606	1,977	663	1,255	..	..	6,467
VII	E 701-750	3,462	..	..	..	740	..	1,365	..	..	5,567
	F 751-800	760	..	..	1,469	..	..	..	..	810	3,039
	G 801-850	809	..	..	..	..	..	..	..	..	809
	H 851-900	819	..	..	..	1,519	..	903	..	..	3,241
	I 901-950	..	..	..	..	..	..	905	..	..	905
	J 951-1,000	..	..	..	..	..	..	..	..	..	..
Totals for 1916		43,756	8,420	13,091	11,355	20,934	5,906	29,808	20,323	10,515	164,108
Totals for 1915		..	65,687	..	11,437	20,977	6,053	29,654	20,185	10,264	164,257
Difference		..	-420	..	-82	-43	-147	+154	+138	+251	-149

The following notes are appended in explanation of this table:—

A.—The average attendance as given in Table B3 differs from that in Table B2 for the following reasons:—

(1.) Under certain contingencies the regulations provide for the elimination of one or two quarters' averages in the case of any school or department if the grade of the school or department would be raised or maintained by calculating the yearly average attendance on the mean of the remaining quarters' average. The amended average attendance thus ascertained is reckoned for the sole purpose of determining the grade of the school, and consequently this amended average attendance is used in the compilation of Table B3, which gives the schools according to their grades. For statistical purposes the average attendance as given in Table B2 should be taken.

(2.) The totals of this table are for the mean of the four quarters of each school taken separately, not the mean of the gross quarterly totals of all schools.

(3.) New schools, many of which were open for only part of the year, are included as having an average attendance for the whole year; whereas in Table B2 the average attendance is included only for those quarters during which the schools were open.

B.—This table shows the average attendance for determining the grades of schools. For determining the "primary" staffs of schools, however, the figures require to be reduced by the attendance in secondary departments of district high schools, viz.: Grade IIIA, 13; IIIB, 28; IVA, 105; IVB, 187; IVC, 14; VA, 207; VB, 79; VC, 241; VD, 87; VIA, 100; VIB, 256; VIIA, 105; VIIB, 52; VIIC, 82; VIID, 197; VIIE, 59; VIIF, 71; VIIG, 72; VIIH, 246: total, 2,201.

TABLE CI.—AGE AND SEX OF THE PUPILS ON THE SCHOOL-ROLLS IN THE SEVERAL EDUCATION DISTRICTS AT THE END OF 1916.

Education Districts.	5 and under 6 Years.		6 and under 7.		7 and under 8.		8 and under 9.		9 and under 10.		10 and under 11.		11 and under 12.		12 and under 13.		13 and under 14.		14 and under 15.		Over 15 Years.		Totals of all Ages.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Totals.		
Auckland...	1,999	1,791	2,721	2,427	2,941	2,810	3,095	2,718	2,914	2,690	2,916	2,750	2,798	2,569	2,770	2,635	2,276	2,129	1,261	1,153	508	460	26,199	24,132	50,331.
Taranaki ..	306	321	503	470	573	528	584	524	533	494	559	532	558	523	589	465	440	383	231	218	107	123	4,983	4,581	9,564
Wanganui ..	532	468	813	717	922	848	906	842	860	805	874	845	877	768	830	736	655	632	366	282	138	113	7,773	7,056	14,829
Hawke's Bay ..	497	409	707	652	799	757	826	722	737	732	721	709	714	688	748	665	568	533	296	278	110	133	6,723	6,278	13,001
Wellington ..	981	828	1,348	1,173	1,439	1,371	1,527	1,390	1,430	1,348	1,343	1,222	1,290	1,272	1,278	1,169	1,070	929	519	422	192	185	12,417	11,309	23,726
Nelson ..	351	319	365	411	416	397	398	373	399	307	368	328	413	337	358	321	287	253	93	125	48	67	3,496	3,238	6,734
Canterbury ..	1,534	1,358	1,875	1,792	2,011	1,891	1,989	1,913	1,961	1,813	1,943	1,733	1,814	1,838	1,740	1,575	1,487	1,297	751	660	319	302	17,424	16,172	33,596
Otago ..	1,011	931	1,292	1,159	1,275	1,206	1,294	1,190	1,257	1,233	1,253	1,212	1,249	1,126	1,193	1,186	1,003	833	495	445	192	174	11,514	10,695	22,209
Southland ..	542	520	683	640	725	692	701	724	683	667	676	637	675	608	638	573	507	463	247	188	61	44	6,138	5,756	11,894
Totals for 1916 ..	7,753	6,945	10,307	9,441	11,101	10,500	11,320	10,396	10,774	10,089	10,653	9,968	10,388	9,729	10,144	9,325	8,293	7,452	4,259	3,771	1,675	1,601	96,667	89,217	185,884
Totals for 1915 ..	7,577	6,787	10,231	9,545	11,200	10,275	10,826	10,084	10,883	10,002	10,552	9,909	10,362	9,513	9,451	8,925	8,072	7,503	4,394	3,805	1,759	1,559	95,307	87,907	183,214
Difference ..	176	158	76	-104	-99	225	494	312	-109	87	101	59	26	216	693	400	221	-51	-135	-34	-84	42	1,360	1,310	2,670

TABLE C2.—STANDARD CLASSES OF PUPILS ON SCHOOL-ROLLS IN THE SEVERAL EDUCATION DISTRICTS AT THE END OF 1916.

Education Districts.	Pupils in Preparatory Classes.										Pupils at End of Year in Standard																Totals.		
	I.			II.			III.			IV.			V.			VI.			VII.										
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Auckland	10,102	8,905	19,007	3,454	3,200	6,654	3,257	2,980	6,237	2,954	2,830	5,784	2,708	2,480	5,188	2,212	2,095	4,307	1,342	1,426	2,768	170	216	386	26,199	24,132	50,331		
Taranaki	1,827	1,653	3,480	587	596	1,183	560	525	1,085	614	542	1,156	599	509	1,108	448	401	849	260	251	511	88	104	192	4,983	4,581	9,564		
Wanganui	2,848	2,507	5,355	919	880	1,799	1,066	948	2,014	952	885	1,837	839	698	1,537	659	612	1,271	431	436	867	59	90	149	7,773	7,056	14,829		
Hawke's Bay	2,289	2,041	4,330	857	816	1,673	840	762	1,602	847	765	1,612	752	762	1,514	630	602	1,232	425	430	855	83	100	183	6,723	6,278	13,001		
Wellington	4,316	3,739	8,055	1,465	1,391	2,856	1,558	1,371	2,929	1,352	1,351	2,703	1,408	1,233	2,641	1,191	1,120	2,311	984	939	1,923	143	165	308	12,417	11,309	23,726		
Nelson	1,164	1,125	2,289	437	375	812	428	345	773	451	333	784	418	370	788	335	326	661	191	265	456	72	99	171	3,496	3,238	6,734		
Canterbury	6,258	5,671	11,929	2,107	1,962	4,069	2,011	1,968	3,979	2,067	1,936	4,003	1,923	1,741	3,664	1,708	1,586	3,294	989	989	1,978	361	319	680	17,424	16,172	33,596		
Otago	3,805	3,441	7,246	1,622	1,497	3,119	1,383	1,350	2,733	1,429	1,320	2,749	1,280	1,209	2,489	1,147	1,023	2,170	696	646	1,342	152	209	361	11,514	10,695	22,209		
Southland	2,216	2,043	4,259	760	784	1,544	737	700	1,437	738	679	1,417	693	664	1,357	611	527	1,138	374	346	720	9	13	22	6,138	5,756	11,894		
Totals for 1916.	34,825	31,125	65,950	12,208	11,501	23,709	11,840	10,949	22,789	11,404	10,641	22,045	10,620	9,666	20,286	8,941	8,292	17,233	5,692	5,728	11,420	1,137	1,315	2,452	96,667	89,217	185,884		
Totals for 1915.	34,817	31,025	65,842	11,926	10,970	22,896	11,547	10,794	22,341	11,395	10,430	21,825	10,100	9,508	19,608	8,619	8,282	16,901	5,732	5,607	11,339	1,171	1,291	2,462	95,307	87,907	183,214		
Difference	8	100	108	282	531	813	293	155	448	9	211	220	520	158	678	322	10	332	-40	121	81	-34	24	-10	1,360	1,310	2,670		

TABLE C3.—AGE AND SEX OF PUPILS, DECEMBER, 1916.

Ages.				1916.			Percentages for Five Years.				
				Boys.	Girls.	Total.	1912.	1913.	1914.	1915.	1916.
5 and under 6 years	..	..	..	7,753	6,945	14,698	7.9	8.0	8.0	7.8	7.9
6	..	7	..	10,307	9,441	19,748	10.9	10.6	10.9	10.8	10.6
7	..	8	..	11,101	10,500	21,601	11.9	11.8	11.5	11.7	11.6
8	..	9	..	11,320	10,366	21,716	11.9	11.8	11.7	11.4	11.7
9	..	10	..	10,774	10,089	20,863	11.2	11.7	11.4	11.4	11.2
10	..	11	..	10,653	9,968	20,621	10.8	10.9	11.3	11.2	11.1
11	..	12	..	10,388	9,729	20,117	10.7	10.5	10.5	10.9	10.8
12	..	13	..	10,144	9,325	19,469	10.2	10.2	9.9	10.0	10.5
13	..	14	..	8,293	7,452	15,745	8.2	8.4	8.6	8.5	8.5
14	..	15	..	4,259	3,771	8,030	4.3	4.3	4.4	4.5	4.3
15 and over	..	..	..	94,992	87,616	182,608	98.0	98.2	98.2	98.2	98.2
	..	..	..	1,675	1,601	3,276	2.0	1.8	1.8	1.8	1.8
Totals	..	..	..	96,667	89,217	185,884	100.00	100.00	100.00	100.00	100.00

TABLE C4.—CLASSIFICATION OF PUPILS AT PUBLIC SCHOOLS, DECEMBER, 1916.

(Including Secondary Departments of District High Schools.)

Classes.				Boys.	Girls.	Total.	Percentages for Five Years.				
							1912.	1913.	1914.	1915.	1916.
Class P	..	..	..	34,825	31,125	65,950	36.70	36.22	36.33	35.94	35.48
S1	..	..	..	12,208	11,501	23,709	12.40	12.39	12.11	12.50	12.76
S2	..	..	..	11,840	10,949	22,789	12.25	12.32	12.26	12.19	12.26
S3	..	..	..	11,404	10,641	22,045	11.70	11.90	12.01	11.92	11.86
S4	..	..	..	10,620	9,666	20,286	10.73	10.84	10.80	10.70	10.91
S5	..	..	..	8,941	8,292	17,233	8.85	8.97	9.08	9.22	9.27
S6	..	..	..	5,692	5,728	11,420	5.97	6.02	6.05	6.19	6.14
S7	..	..	..	1,137	1,315	2,452	1.40	1.34	1.36	1.34	1.32
Totals	..	..	..	96,667	89,217	185,884	100.00	100.00	100.00	100.00	100.00

TABLE C5.—AVERAGE AGE OF PUPILS AS AT 31ST DECEMBER, 1916.

Education Districts.				Average Ages of the Pupils in each Class.								Average Ages for all Districts.
				P.	I.	II.	III.	IV.	V.	VI.	1916.	
				Yrs. mos.	Yrs. mos.	Yrs. mos.	Yrs. mos.	Yrs. mos.	Yrs. mos.	Yrs. mos.	Yrs. mos.	
Auckland	..	..	..	7 3	9 4	10 3	11 7	12 6	13 3	13 11	9 10	
Taranaki	..	..	..	7 4	9 4	10 4	11 4	12 3	13 2	13 11	9 11	
Wanganui	..	..	..	7 0	9 2	10 4	11 4	12 4	13 2	13 10	9 9	
Hawke's Bay	..	..	..	7 1	8 11	10 1	11 1	12 2	13 2	13 10	9 10	
Wellington	..	..	..	7 0	8 10	9 11	10 10	11 11	12 10	13 8	9 9	
Nelson	..	..	..	6 10	8 9	9 8	10 10	11 8	12 7	13 4	9 6	
Canterbury	..	..	..	6 11	9 0	10 0	11 1	12 1	12 11	13 9	9 8	
Otago	..	..	..	6 10	8 10	10 0	11 0	12 1	13 0	13 10	9 8	
Southland	..	..	..	6 11	8 11	9 11	11 1	12 1	13 0	13 9	9 7	
Average for Dominion, 1916	..	..	..	7 0	9 1	10 1	11 2	12 2	13 0	13 9	9 9	
Range (difference between highest and lowest)	..	..	..	0 6	0 7	0 8	0 9	0 10	0 8	0 7	0 5	
Average for Dominion, 1915	..	..	..	6 11	9 1	10 1	11 2	12 2	13 1	13 10	9 9	
Range (difference between highest and lowest)	..	..	..	0 6	0 9	0 10	0 9	0 9	0 8	0 9	0 6	

TABLE C6.—EXAMINATION STATISTICS FOR 1916.

Education Districts.	Total Rolls at Time of Annual Examination.	Number present at Examination.	Number presented for Standard VI Certificates.	Proficiency Certificates granted.		Competency Certificates granted.	
				Number.	Percentage.	Number.	Percentage.
Auckland	51,010	48,286	3,024	2,226	73	468	15
Taranaki	9,433	8,922	522	343	66	120	23
Wanganui	14,960	14,242	900	631	70	132	15
Hawke's Bay	13,047	12,498	966	491	51	147	15
Wellington	23,928	23,052	1,920	1,234	64	398	21
Nelson	6,881	6,437	461	264	57	92	20
Canterbury	34,008	32,420	2,236	1,377	62	419	19
Otago	22,241	21,598	1,658	1,258	76	155	9
Southland	11,973	11,624	756	520	69	118	16
Total, 1916	187,481	179,079	12,443	8,344	67	2,049	16
Total, 1915	184,650	176,403	12,232	8,618	70	2,176	18
Difference	2,831	2,676	211	-274	-3	-127	-2

TABLE C7.—NUMBER OF CHILDREN WHO LEFT THE PRIMARY SCHOOLS IN 1915.

District.	Those who passed S6.		Those who did not pass S6 but reached the age of 14 years.		Total.
	Boys.	Girls.	Boys.	Girls.	
Auckland	1,392	1,252	966	713	4 323
Taranaki	177	172	183	139	671
Wanganui	317	273	271	192	1,053
Hawke's Bay	267	235	201	165	868
Wellington	831	633	282	278	2,024
Nelson	193	164	140	76	573
Canterbury	965	799	561	473	2,798
Otago	664	556	334	327	1,881
Southland	350	176	275	162	963
Totals	5,156	4,260	3,213	2,525	15,154

TABLE D1.—REGISTERED PRIVATE PRIMARY SCHOOLS FOR 1916.—NUMBER, AVERAGE ATTENDANCE ROLL, CLASSIFICATION, AND AGES OF PUPILS.

Education District.	Number of Schools.	Average Attendance.	Roll Number.			Pupils in Preparatory Classes.		Ages of Pupils.					
			Boys.	Girls.	Total.	Number.	Percentage of whole.	Under 7.		7 to 10.		Over 10.	
								Number.	Percentage of whole.	Number.	Percentage of whole.	Number.	Percentage of whole.
Auckland	40	3,925	1,895	2,573	4,468	1,494	33·4	882	19·7	1,389	31·1	2,197	49·2
Taranaki	12	840	429	491	920	300	32·6	181	19·6	332	36·1	407	44·3
Wanganui	14	1,080	625	612	1,237	427	34·5	242	19·6	417	33·7	578	46·7
Hawke's Bay	15	1,268	620	792	1,412	454	32·2	261	18·4	434	30·8	717	50·8
Wellington	27	2,107	1,163	1,313	2,476	787	31·8	472	19·1	851	34·4	1,153	46·5
Nelson	8	501	261	319	580	189	32·6	114	19·6	209	36·0	257	44·4
Canterbury	42	3,280	1,702	1,990	3,692	1,290	34·9	746	20·2	1,116	30·2	1,830	49·6
Otago	18	1,495	721	937	1,658	479	28·9	311	18·8	573	34·5	774	46·7
Southland	10	703	370	447	817	261	31·9	135	16·5	289	35·4	393	48·1
Totals	186	15,199	7,786	9,474	17,260	5,681	32·9	3,344	19·4	5,610	32·5	8,306	48·1

TABLE D2.—REGISTERED PRIVATE PRIMARY SCHOOLS FOR 1916.—STAFFING AND EXAMINATION STATISTICS.

Education District.	Average Attendance.	Staffs.		Examination Results.				
		Number of Teachers.	Number of Pupils per Teacher.	Number of S6 Pupils presented for Examination.	Certificates of Proficiency.		Certificates of Competency.	
					Number.	Percentage.	Number.	Percentage.
Auckland	3,925	142	27·6	247	146	59·1	52	21·1
Taranaki	840	29	28·3	56	36	64·3	10	17·9
Wanganui	1,080	40	27·0	78	43	55·1	16	20·1
Hawke's Bay ..	1,268	49	25·9	73	41	56·2	14	19·2
Wellington	2,107	87	24·2	189	152	80·4	22	11·6
Nelson	501	23	21·8	71	30	42·3	11	15·5
Canterbury	3,280	124	26·5	217	132	60·8	40	18·4
Otago	1,495	63	23·7	121	87	71·9	16	13·2
Southland	703	31	22·7	41	23	56·1	8	19·5
Totals	15,199	588	25·8	1,093	690	63·1	189	17·3

TABLE E1.—SCHOOL STAFF, DECEMBER, 1916 (EXCLUSIVE OF SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS).

Education Districts.	Number of Schools.	Heads of Schools.		Sole Teachers.		Assistant Teachers.		Total Number of Adult Teachers.			Pupil-teachers.			Total Number of Adult Teachers and Pupil-teachers.	Percentage of Male to Female Adult Teachers.	Yearly Average Attendance (as in Table E3 less Secondary Depts. of D.H. Schools).	Average Number of Pupils to One Teacher, reckoning Two Pupil-teachers as One Adult.
		M.	F.	M.	F.	M.	F.	M.	F.	Total.	M.	F.	Total.				
Auckland ..	633	201	31	165	169	98	515	464	715	1,179	41	176	217	1,396	64.9	43,471	34
Taranaki ..	152	42	27	22	56	14	107	78	190	268	1	24	25	293	41.1	8,240	29
Wanganui ..	261	70	15	40	71	22	168	132	254	386	11	46	57	443	52.0	12,952	31
Hawke's Bay ..	157	54	10	14	78	27	161	95	249	344	8	35	43	387	38.1	11,186	31
Wellington ..	267	82	12	23	139	54	293	159	444	603	9	45	54	657	35.8	20,629	33
Nelson ..	121	28	12	17	53	5	86	50	151	201	2	20	22	223	33.1	5,786	27
Canterbury ..	381	135	27	31	180	64	387	230	594	824	30	98	128	952	38.7	29,102	33
Otago ..	261	104	5	24	130	54	253	182	388	570	24	52	76	646	46.9	20,026	33
Southland ..	182	54	22	38	66	19	136	111	224	335	11	23	34	369	49.6	10,515	30
Totals, 1916 ..	2,355	770	161	374	942	357	2106	1,501	3,209	4,710	137	519	656	5,366	46.8	161,907	32
Totals, 1915 ..	2,338	792	129	426	889	373	2059	1,591	3,077	4,668	141	485	626	5,294	51.7	162,042	33
Difference ..	17	-22	32	-52	53	-16	47	-90	132	42	-4	34	30	72	-4.9	-135	-1

TABLE E2.—CLASSIFICATION OF TEACHERS IN PUBLIC SCHOOLS AT 31ST DECEMBER, 1916 (EXCLUSIVE OF TEACHERS IN SECONDARY SCHOOLS AND SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS).

Education Districts.	All Schools.				Excluding Schools of Grades 0 and I.			
	Classified Teachers.	Holders of Licenses.	Unclassified and Unlicensed Teachers.	Total.	Classified Teachers.	Holders of Licenses.	Unclassified and Unlicensed Teachers.	Totals.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Auckland ..	821	22	336	1,179	802	21	222	1,045
Taranaki ..	146	8	114	268	141	8	80	229
Wanganui ..	248	4	134	386	243	4	70	317
Hawke's Bay ..	236	6	102	344	228	6	44	278
Wellington ..	442	7	154	603	425	6	61	492
Nelson ..	125	3	73	201	120	2	32	154
Canterbury ..	671	15	138	824	635	11	57	703
Otago ..	430	10	130	570	408	8	60	476
Southland ..	203	7	125	335	197	5	72	274
Totals ..	3,322	82	1,306	4,710	3,199	71	698	3,968

TABLE E3.—CERTIFICATED TEACHERS IN THE SERVICE OF EDUCATION BOARDS AT 31ST DECEMBER, 1916.

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

Education Districts.	Class A.			Class B.			Class C.			Class D.			Class E.			Total.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.
Auckland ..	5	1	6	30	8	38	179	168	347	119	214	333	9	88	97	342	[3]	479
Taranaki ..	1	..	1	2	1	3	29	17	46	18	53	71	4	21	25	54	[2]	146
Wanganui ..	2	..	2	16	7	23	46	43	89	33	75	108	3	23	26	100	[3]	148
Hawke's Bay ..	1	..	1	11	3	14	41	33	74	25	95	120	7	20	27	85	[3]	151
Wellington ..	5	1	6	30	18	48	41	94	135	62	157	219	2	32	34	140	[4]	302
Nelson ..	1	1	2	8	4	12	14	20	34	10	50	60	2	15	17	35	[5]	90
Canterbury ..	8	2	10	46	11	57	83	176	259	73	213	286	11	48	59	221	[10]	450
Otago ..	3	1	4	31	18	49	64	113	177	50	134	184	3	13	16	151	[2]	279
Southland ..	1	..	1	14	7	21	24	36	60	26	71	97	8	16	24	73	[10]	130
Totals ..	27	6	33	188	77	265	521	700	1,221	416	1,062	1,478	49	276	325	1,201	[25]	2,121

NOTE.—Numbers in brackets represent assistants employed in secondary departments of district high schools.

TABLE E4.—AVERAGE SALARIES OF ADULT PRIMARY TEACHERS.

Grade of School and Average Attendance.	Sole Teachers.						Head Teachers.						Assistant Teachers.						All Teachers.					
	Excluding House Allowance and Rents.			Including House Allowance and Rents.			Excluding House Allowance and Rents.			Including House Allowance and Rents.			Excluding House Allowance and Rents.			Including House Allowance and Rents.			Excluding House Allowance and Rents.			Including House Allowance and Rents.		
	M.		F.	M.		F.	M.		F.	M.		F.	M.		F.	M.		F.	M.		F.	M.		F.
	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.
0 (1-8)	34 10 0	38 6 4	34 10 0	38 6 4	34 10 0	38 6 4	34 10 0	38 6 4	34 10 0	38 6 4	34 10 0	38 6 4	34 10 0	38 6 4	34 10 0	38 6 4	34 10 0	38 6 4	34 10 0	38 6 4	34 10 0	38 6 4	34 10 0	38 6 4
I (9-20)	118 9 5	137 2 3	138 9 5	154 1 1	138 9 5	154 1 1	118 9 5	137 2 3	138 9 5	154 1 1	138 9 5	154 1 1	118 9 5	137 2 3	138 9 5	154 1 1	138 9 5	154 1 1	138 9 5	154 1 1	138 9 5	154 1 1	138 9 5	154 1 1
II (21-35)	158 16 1	173 4 2	178 16 1	185 3 3	158 16 1	173 4 2	158 16 1	173 4 2	178 16 1	185 3 3	158 16 1	173 4 2	158 16 1	173 4 2	178 16 1	185 3 3	158 16 1	173 4 2	178 16 1	185 3 3	158 16 1	173 4 2	178 16 1	185 3 3
IIIa (36-80)	222 15 7	198 16 10	252 15 7	228 16 10	222 15 7	198 16 10	252 15 7	228 16 10	222 15 7	198 16 10	252 15 7	228 16 10	222 15 7	198 16 10	252 15 7	228 16 10	222 15 7	198 16 10	252 15 7	228 16 10	222 15 7	198 16 10	252 15 7	228 16 10
IIIb (81-120)	222 15 7	198 16 10	252 15 7	228 16 10	222 15 7	198 16 10	252 15 7	228 16 10	222 15 7	198 16 10	252 15 7	228 16 10	222 15 7	198 16 10	252 15 7	228 16 10	222 15 7	198 16 10	252 15 7	228 16 10	222 15 7	198 16 10	252 15 7	228 16 10
IV (121-240)	222 15 7	198 16 10	252 15 7	228 16 10	222 15 7	198 16 10	252 15 7	228 16 10	222 15 7	198 16 10	252 15 7	228 16 10	222 15 7	198 16 10	252 15 7	228 16 10	222 15 7	198 16 10	252 15 7	228 16 10	222 15 7	198 16 10	252 15 7	228 16 10
V (241-400)	222 15 7	198 16 10	252 15 7	228 16 10	222 15 7	198 16 10	252 15 7	228 16 10	222 15 7	198 16 10	252 15 7	228 16 10	222 15 7	198 16 10	252 15 7	228 16 10	222 15 7	198 16 10	252 15 7	228 16 10	222 15 7	198 16 10	252 15 7	228 16 10
VI (401-500)	222 15 7	198 16 10	252 15 7	228 16 10	222 15 7	198 16 10	252 15 7	228 16 10	222 15 7	198 16 10	252 15 7	228 16 10	222 15 7	198 16 10	252 15 7	228 16 10	222 15 7	198 16 10	252 15 7	228 16 10	222 15 7	198 16 10	252 15 7	228 16 10
VII (over 500)	222 15 7	198 16 10	252 15 7	228 16 10	222 15 7	198 16 10	252 15 7	228 16 10	222 15 7	198 16 10	252 15 7	228 16 10	222 15 7	198 16 10	252 15 7	228 16 10	222 15 7	198 16 10	252 15 7	228 16 10	222 15 7	198 16 10	252 15 7	228 16 10
All grades	146 13 4	118 12 9	167 4 0	135 11 5	146 13 4	118 12 9	167 4 0	135 11 5	146 13 4	118 12 9	167 4 0	135 11 5	146 13 4	118 12 9	167 4 0	135 11 5	146 13 4	118 12 9	167 4 0	135 11 5	146 13 4	118 12 9	167 4 0	135 11 5
Grades I-VII	149 1 3	134 6 9	170 2 0	154 11 7	149 1 3	134 6 9	170 2 0	154 11 7	149 1 3	134 6 9	170 2 0	154 11 7	149 1 3	134 6 9	170 2 0	154 11 7	149 1 3	134 6 9	170 2 0	154 11 7	149 1 3	134 6 9	170 2 0	154 11 7
Grades II-VII	169 2 9	155 13 5	190 17 1	176 4 3	169 2 9	155 13 5	190 17 1	176 4 3	169 2 9	155 13 5	190 17 1	176 4 3	169 2 9	155 13 5	190 17 1	176 4 3	169 2 9	155 13 5	190 17 1	176 4 3	169 2 9	155 13 5	190 17 1	176 4 3

NOTE.—The numbers in parentheses indicate the number of teachers.

TABLE F2.—EXPENDITURE, WITH BANK BALANCES, OF THE SEVERAL EDUCATION BOARDS FOR THE YEAR 1916.

Education Districts.	Staff Salaries, Clerical Assistance, Office Contingencies, &c.				Teachers' and Relieving-teachers' Salaries and Allowances.				Incidental Expenses of Schools.				Conveyance and Board of Pupils.				Libraries—Capitation Grants.				Training of Teachers.				Manual Instruction (excluding Buildings).				Technical Instruction (excluding Buildings).				Buildings, Sites, Fencing, Furniture, House Allowances, &c.				Scholarships, and Expenditure out of Subsidies.				Refunds, and Sundries.				Total Expenditure.				Overdrafts, 1st January, 1916.				Credit Balances, 31st December, 1916.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
	£	s.	d.		£	s.	d.		£	s.	d.		£	s.	d.		£	s.	d.		£	s.	d.		£	s.	d.		£	s.	d.		£	s.	d.		£	s.	d.		£	s.	d.		£	s.	d.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
Auckland	6,291	10	8	245,544	8	14	972	11	8	913	7	9	78	7	7	10,890	14	10	450	11	9	12,513	17	11	37,512	16	7	4,028	6	2	141	7	9	343,338	1	4	..	..	61,017	15	4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

NOTE.—The figures relating to the old Marlborough Board are included in those of the Wellington Board, and the figures relating to the old North Canterbury, South Canterbury, Grey, and Westland Boards are included in those of the Canterbury Board.

TABLE F3.—EDUCATION BOARDS' EXPENDITURE ON ADMINISTRATION AND ON INCIDENTAL EXPENSES OF SCHOOLS.

Board.	Average Attendance.	Administration.			Incidental Expenses of Schools.		
		Total Expenses.	Amount per Head of Average Attendance.	Total Expenses.	Amount per Head of Average Attendance.		
Auckland ..	43,322	£ 7,291 10 8	s. 34	£ 14,972 11 8	s. 69		
Taranaki ..	8,376	1,562 9 11	37	2,311 0 1	55		
Wanganui ..	13,003	3,712 13 6	57	4,665 2 0	72		
Hawke's Bay ..	11,240	2,289 1 6	47	3,681 15 11	66		
Wellington ..	20,823	4,462 3 3	43	7,497 11 6	72		
Nelson ..	5,909	1,700 19 1	58	2,070 13 0	70		
Canterbury ..	29,789	7,088 5 10	48	11,074 16 4	74		
Otago ..	20,237	3,158 14 2	31	6,312 6 3	62		
Southland ..	10,457	2,101 18 3	40	3,943 16 0	75		
Total ..	163,156	33,367 16 2	41	56,529 12 9	69		

TABLE F4.—OFFICE STAFF OF EDUCATION BOARDS AS AT 31ST DECEMBER, 1916.

	Annual Rate of Salary.	Remarks.
Auckland—		
Secretary and Treasurer	£ 600 0	
Assistant Secretary	400 0	
Accountant	190 0	Half salary, with Expeditionary Force
Clerks, 8—1 at £290	290 0	
1 at £112 10s.	112 10	Half salary, with Expeditionary Force.
1 at £190, 1 at £150	340 0	
1 at £82 10s.	82 10	Half salary, with Expeditionary Force.
1 at £150, 1 at £120, 1 at £65	335 0	
Architect	700 0	With actual travelling-expenses.
Draughtsmen, 2—1 at £3 10s. a week, 1 at £2 5s.	299 0	
Truant Officer	175 0	With £10 for town travelling, and actual travelling-expenses in the country.
Total	3,524 0	
Taranaki—		
Secretary and Treasurer	375 0	
Clerks, 4—1 at £150, 1 at £100, 1 at £60, 1 at £52	362 0	
Clerk of Works	312 0	
Truant Officer	140 0	With actual travelling-expenses and allowance for motor-cycle, &c.
Total	1,189 0	
Wanganui—		
Secretary and Treasurer	500 0	
Clerks, 7—1 at £140*, 1 at £245, 1 at £180, 1 at £125, 1 at £95, 1 at £60, 1 at £45 10s.	890 10	*Half salary, with Expeditionary Force.
Architect	275 0	Actual travelling-expenses.
Architect's Assistant	80 0	
Truant Officer	270 0	With travelling-allowance, £40.
Caretaker and Storeman	156 0	
Foreman of Works	260 0	Plus £45, travelling-allowance.
Foreman Painter	195 0	
Total	2,626 10	
Hawke's Bay—		
Secretary and Treasurer	500 0	
Accountant	255 0	
Accountant	112 10	Half pay, with Expeditionary Force.
Clerks, 4—1 at £160, 1 at £120, 1 at £70, 1 at £50	400 0	
Foreman of Works	275 0	With travelling-allowance. £200
Total	1,542 10	
Wellington—		
Secretary and Treasurer	600 0	
Clerks, 5—1 at £300, 1 at £280, 1 at £270, 1 at £200, 1 at £170	1,220 0	
Typists, 2—1 at £110, 1 at £52	162 0	
Temporary Clerks, 3—1 at £300, 2 at £130	560 0	
Clerk of Works	320 0	With travelling allowance.
Draughtsman	180 0	
Truant Officers, 2—1 at £200, 1 at £12	212 0	With travelling-allowance.
Foreman of Works	220 0	„
Total	3,474 0	
Nelson—		
Secretary and Treasurer	350 0	
Clerks, 2—1 at £150, 1 at £148 10s.	298 10	
Total	648 10	
Canterbury—		
Secretary and Treasurer	550 0	
Assistant Secretary	350 0	
Accountant	325 0	
Clerks	1,480 0	
Architect	400 0	With actual travelling-expenses.
Assistant Architect	325 0	
Draughtsman	325 0	
Truant Officers	350 0	With actual travelling-expenses.
Foreman of Works	225 0	
Total	4,330 0	
Otago—		
Secretary and Treasurer	550 0	
Clerks, 5—1 at £320, 1 at £260, 1 at £220, 2 at £160	1,120 0	
Typist	120 0	
Architect	450 0	With actual travelling-expenses.
Draughtsman .. .. .	.. .. .	On leave—active service.
Truant Officer	208 0	With actual travelling-expenses.
Total	2,448 0	
Southland—		
Secretary and Treasurer	365 0	
Accountant	239 0	
Clerks, 2—1 at £132 10s., 1 at £65	197 10	
Typist	89 0	
Architect	390 0	
Assistant Architect	240 0	
Truant Officer	197 0	
Total	1,717 10	
Grand total	21,500 0	

TABLE F5A.—SUMMARY OF EDUCATION BOARDS' INCOME, 1877-1916.

Year.	Balances, 1st January.			Maintenance.			Other Grants from Government.						Local Receipts.				Interest.		Deposits, Refunds, &c.			Total.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
				From Education Reserves.		From Government.	Buildings.		Technical.		Secondary Instruction.		School Fees, &c.		Rents, &c.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
				£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£									s.	d.	£	s.	d.	£	s.	d.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
1877	..	32,490	7 6	16,604	4 3	157,392	15 10	46,812	7 6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

* Including sums raised by School Committees and expended on education without going through the Boards' books.
 and the Otago High School being under the charge of the Education Boards during the year 1877.
 † Including £9,925 7s. 5d. for secondary schools, the Auckland College and Grammar School.
 ‡ Included amongst rents, &c.
 § Included in previous years amongst "Maintenance."
 || Prior to 1915 manual instruction was included in this column.

TABLE F5B.—SUMMARY OF EDUCATION BOARDS' EXPENDITURE, 1877–1916.

Year.	Management by Boards.	Inspection and Examination.	Maintenance of Schools.*	School Buildings.	Secondary Instruction.	Technical.	Interest and Exchanges.	Conveyance and Board of Children, Refunds, Advances, &c.	Balances, 31st December.	Totals.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1877	10,484 14 10	5,606 19 7	173,726 9 7	80,351 16 9	..	..	256 12 6	+14,519 17 10	23,323 0 9	308,269 11 10
1878	10,225 12 2	6,142 14 5	192,736 19 7	89,255 3 7	..	..	252 4 11	3,973 8 11	58,173 3 11	360,759 7 6
1883	9,662 12 9	9,866 11 8	272,269 17 2	86,748 13 0	..	..	214 12 1	2,120 2 3	13,007 11 8	393,890 0 7
1888	9,566 11 10	10,147 10 5	327,085 3 8	30,354 13 9	..	..	61 7 0	332 14 7	47,715 1 2	425,263 2 5
1893	11,360 10 11	11,882 10 3	371,205 1	44,387 2 4	..	..	207 9 0	659 2 4	50,709 13 7	490,411 9 5
1898	12,649 0 6	13,076 16 11	412,373 15 11	52,719 18 0	..	6,112 10 9	271 10 10	1,510 17 4	25,016 11 1	523,731 1 8
1900	14,532 4 0	14,698 18 4	401,977 1 2	51,805 18 3	..	5,720 18 2	327 9 11	1,315 12 4	11,565 8 8	501,943 10 10
1901	15,127 5 1	14,690 9 11	427,659 13 5	60,102 13 0	..	7,610 13 10	241 11 9	746 4 2	6,923 0 3	533,101 11 5
1902	14,693 9 8	14,215 2 10	465,247 15 1	61,763 5 2	..	11,605 7 9	..	790 14 6	18,075 1 5	586,390 16 5
1903	30,493 7 11	..	461,830 3 2	94,990 13 11	..	12,984 9 8	..	809 1 4	6,485 17 11	607,593 13 11
1904	31,980 15 2	..	449,249 11 7	83,509 1 6	20,507 12 11	16,735 7 7	..	1,028 4 3	29,230 11 9	632,241 4 9
1905	32,675 0 0	..	472,064 2 3	101,582 19 8	24,698 1 11	25,055 17 5	..	1,953 13 0	20,923 7 1	678,953 1 4
1906	35,148 10 5	..	527,856 3 4	150,344 5 6	33,002 13 1	36,239 12 8	..	4,214 6 4	59,075 8 11	845,881 0 3
1907	37,831 18 1	..	547,114 19 10	131,228 12 4	32,465 14 9	43,461 15 1	..	5,669 15 2	50,178 1 11	847,950 17 2
1908	39,730 9 7	..	550,846 4 9	157,969 3 8	31,892 8 7	48,212 3 10	..	9,817 1 11	78,144 3 1	916,611 15 5
1909	42,392 0 0	..	620,360 10 9	169,601 5 0	32,135 10 2	47,926 10 10	..	6,764 10 7	29,997 0 9	949,177 8 1
1910	41,395 17 6	..	650,899 6 5	136,716 6 11	32,811 3 11	56,048 13 6	..	10,213 9 4	66,711 11 5	994,796 9 0
1911	43,697 2 9	..	684,193 15 6	175,401 6 9	32,619 17 1	65,194 17 1	..	11,956 6 1	41,528 1 9	1,054,591 7 0
1912	47,772 9 11	..	723,039 19 11	201,682 5 3	33,361 2 4	77,131 7 2	..	21,069 3 7	51,777 10 9	1,155,833 18 11
1913	48,003 18 4	..	757,255 14 5	207,994 17 4	33,072 4 7	82,080 6 9	..	12,511 16 10	31,617 12 0	1,172,486 10 3
1914	48,266 12 5	..	804,960 3 2	219,096 10 4	34,436 8 9	89,349 18 8	..	14,792 10 4	51,501 19 5	1,262,404 3 1
1915	†28,892 3 4	..	952,667 19 11	183,534 4 9	34,961 14 7	§56,109 0 5	..	14,439 15 10	76,527 2 2	1,347,132 1 0
1916	32,967 16 2	..	1,069,708 5 9	147,706 4 3	Miscellaneous. 16,880 17 9	60,733 5 5	..	15,193 5 7	103,765 5 8	1,446,355 0 7

* Maintenance includes teachers' and pupil-teachers' salaries and pupil-teachers' lodging-allowances, and training of teachers. † Including £11,166 2s. for the Auckland College and Grammar School and the Otago High School, which were under the charge of the Board. ‡ Prior to 1913 Inspectors' salaries were included in this column. § Prior to 1913 manual instruction was included in this column.

TABLE F6.—BALANCES AND OTHER MONETARY ASSETS AND LIABILITIES OF EDUCATION BOARDS AS AT 31ST DECEMBER, 1916.

Education Boards.	Monetary Assets.						Liabilities.						Balances.	
	Bank.		Other Assets.		Total.		Overdrafts.		Other Liabilities.		Total.			
	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.
Auckland ..	61,017	15 4	31,812	4 9	92,830	0 1	..	..	7,894	16 11	7,894	16 11	Cr.	84,935 3 2
Taranaki ..	2,792	1 3	6,777	6 8	9,569	7 11	..	..	528	4 5	528	4 5	Cr.	9,041 3 6
Wanganui ..	2,375	2 1	5,310	13 3	7,685	15 4	..	..	6,360	4 9	6,360	4 9	Cr.	1,325 10 7
Hawke's Bay ..	8,403	18 11	4,092	4 11	12,496	3 10	..	..	556	4 11	556	4 11	Cr.	11,939 18 11
Wellington ..	6,781	19 2	9,851	12 1	16,633	11 3	..	..	3,628	6 3	3,628	6 3	Cr.	13,005 5 0
Nelson ..	608	12 9	4,081	14 11	4,690	7 8	..	..	1,496	15 6	1,496	15 6	Cr.	3,193 12 2
Canterbury ..	6,954	19 0	13,142	4 2	20,097	3 2	..	..	10,308	2 3	10,308	2 3	Cr.	9,789 0 11
Otago ..	8,354	14 7	12,305	7 11	20,660	2 6	..	..	2,453	16 6	2,453	16 6	Cr.	18,206 6 0
Southland ..	6,476	2 7	3,903	18 8	10,380	1 3	..	..	196	14 7	196	14 7	Cr.	10,183 6 8
Totals ..	103,765	5 8	91,277	7 4	195,042	13 0	..	..	33,423	6 1	33,423	6 1	Cr.	161,619 6 11

TABLE F6A.—BALANCES AND OTHER MONETARY ASSETS AND LIABILITIES (ALL ACCOUNTS EXCLUDING BUILDINGS OF EDUCATION BOARDS AS AT 31ST DECEMBER, 1916.

Education Boards.		Monetary Assets.						Liabilities.						Balances.	
		Bank.		Other Assets.		Total.		Overdrafts.		Other Liabilities.		Total.			
		£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.
Auckland	..	19,708	18 11	14,017	14 5	33,726	13 4	..	..	2,181	8 9	2,181	8 9	Cr.	31,545 4 7
Taranaki	..	846	4 7	3,461	3 7	4,307	8 2	..	..	306	15 0	306	15 0	Cr.	4,000 13 2
Wanganui	..	4,129	18 1	3,160	19 11	7,290	18 0	..	..	2,488	4 6	2,488	4 6	Cr.	4,802 13 6
Hawke's Bay	..	2,611	18 6	1,887	12 11	4,499	11 5	..	..	342	13 3	342	13 3	Cr.	4,156 18 2
Wellington	..	6,485	12 2	4,580	17 1	11,066	9 3	..	..	267	16 4	267	16 4	Cr.	10,798 12 11
Nelson	..	..	..	2,488	17 0	2,488	17 0	2,936	0 8	890	11 0	3,826	11 8	Dr.	1,337 14 8
Canterbury	..	..	..	4,901	18 1	4,901	18 1	185	3 8	1,190	3 9	1,375	7 5	Cr.	3,526 10 8
Otago	..	8,824	19 7	4,033	10 5	12,858	10 0	..	..	1,152	14 5	1,152	14 5	Cr.	11,705 15 7
Southland	..	4,230	17 7	1,777	11 2	6,008	8 9	..	..	84	11 3	84	11 3	Cr.	5,923 17 6
Totals	..	46,838	9 5	40,310	4 7	87,148	14 0	3,121	4 4	8,904	18 3	12,026	2 7	Cr.	75,122 11 5

TABLE F6B.—BALANCES AND OTHER MONETARY ASSETS AND LIABILITIES, BUILDINGS ACCOUNT (NEW BUILDINGS AND ADDITIONS AND MAINTENANCE OF BUILDINGS, LAND SALES, AND RENTS), OF EDUCATION BOARDS AS AT 31ST DECEMBER, 1916.

Education Boards.	Monetary Assets.						Liabilities.						Balances.			
	Bank.		Other Assets.		Total.		Overdrafts.		Other Liabilities.		Total.					
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	
Auckland ..	41,308	16	5	17,794	10	4	59,103	6	9	..	5,713	8	2	5,713	8	2
Taranaki ..	1,945	16	8	3,316	3	1	5,261	19	9	..	221	9	5	221	9	5
Wanganui ..	..	..	..	2,149	13	4	2,149	13	4	1,754	16	0	3,872	0	3	
Hawke's Bay ..	5,792	0	5	2,204	12	0	7,996	12	5	..	213	11	8	213	11	8
Wellington ..	296	7	0	5,270	15	0	5,567	2	0	..	3,360	9	11	3,360	9	11
Nelson ..	3,544	13	5	1,592	17	11	5,137	11	4	..	606	4	6	606	4	6
Canterbury ..	7,140	2	8	8,240	6	1	15,380	8	9	..	9,117	18	6	9,117	18	6
Otago ..	..	..	..	8,271	17	6	8,271	17	6	470	5	0	1,301	2	1	
Southland ..	2,245	5	0	2,126	7	6	4,371	12	6	..	112	3	4	1,771	7	1
Totals ..	62,273	1	7	50,967	2	9	113,240	4	4	2,225	1	0	24,518	7	10	
													26,743	8	10	
													Cr.	86,496	15	6

TABLE F6C.—BALANCES AND ASSETS AND LIABILITIES (SCHOOL BUILDINGS, MAINTENANCE, AND REBUILDING AND RENTS ACCOUNT) OF EDUCATION BOARDS AS AT 31ST DECEMBER, 1916.

Education Boards.				Ledger Balances at End of Year.	Assets.	Liabilities.	Net Credit Balances at End of Year.
				£ s. d.	£ s. d.	£ s. d.	£ s. d.
Auckland..	..	..	..	49,237 12 6	4,618 8 9	..	53,856 1 3
Taranaki ..	..	..	..	3,699 14 0	1,340 16 4	..	5,040 10 4
Wanganui	..	..	..	17,509 16 2	..	749 8 10	16,760 7 4
Hawke's Bay	..	..	..	15,194 6 5	1,542 17 6	..	16,737 3 11
Wellington	..	..	..	16,091 17 2	1,024 2 1	..	17,115 19 3
Nelson ..	..	..	..	5,180 11 10	695 0 0	..	5,875 11 10
Canterbury	..	..	..	11,689 14 2	..	3,124 0 0	8,565 14 2
Otago ..	..	..	..	7,844 18 3	2,459 4 6	..	10,304 2 9
Southland	..	..	..	7,385 9 5	1,675 7 3	..	9,060 16 8
Totals	..	..	..	133,833 19 11	13,355 16 5	3,873 8 10	143,316 7 6

APPENDIX A.

ABRIDGED REPORTS OF EDUCATION BOARDS.

AUCKLAND.

SIR,—

Education Office, Auckland, 28th March, 1917.

In accordance with the requirements of the Education Act, the Education Board of the District of Auckland has the honour to submit the following report for last year:—

Board.—At the election held in August the following were elected members of the Board: For the Auckland Urban Area—Mrs. R. L. Baume, Messrs. F. W. H. Brinsden, G. J. Garland, and G. W. Murray; for the North Ward—Messrs. J. D. McKenzie and R. C. Smith; for the East Ward—Messrs. E. C. Banks and A. Burns; for the West Ward—Messrs. W. Auld and J. Boddie. Messrs. A. R. Harris and C. T. Barriball retired. The Board regrets to report that Mr. C. T. Barriball recently died. Mr. J. D. McKenzie was elected Chairman of the Board.

Finance.—The total receipts for the year 1916 were £358,069 2s. 1d., and the expenditure was £343,338 1s. 4d., that amount being made up as follows: Teachers' salaries and house allowances, £261,863 1s. 3d.; grants to School Committees, &c., £15,191 1s. 8d.; cost of administration, £6,432 18s. 5d.; secondary education, £2,744 1s. 11d.; manual and technical instruction, £22,964 9s. 8d.; maintenance of school buildings, £13,091 18s. 9d.; new school buildings, £11,401 4s. 10d.; manual and technical buildings, £3,614 15s. 9d.; unclassified expenditure, £6,034 9s. 1d. The amount of £10,000 was recently added to the amount on fixed deposit on account of the fund for the rebuilding of worn-out schools. The amount on fixed deposit on that account is now £40,961 2s. 8d.

Buildings.—During the year fifteen new schools were built; eight were enlarged, and two schools (at Ohaupo and Puni) were built to replace those destroyed by fire. At the end of the year school was held in 492 buildings belonging to the Board and in 138 privately owned buildings. The number of teachers' residences was 205. The improvement, renovation, and larger repairs to schools continue to be undertaken by a competent staff of workmen under the direction of the architect. The smallest-sized schools, known as "shed schools," are usually erected by the Board's own workmen.

Schools.—The number of schools in operation at the end of the year was 630, being a decrease of twelve. 130 half-time schools were in operation. The Inspector's reports on the work of the half-time schools are in general very satisfactory. Owing to the alterations in the boundaries of the education district, eighteen schools in the Awakino and Ohura Counties were handed over to the Taranaki Education Board, and eight schools in the Kaitieke County were handed over to the Wanganui Board, in August last.

Attendance.—The number of scholars on the roll at the end of last year was—Boys, 26,199; girls, 24,132; total, 50,331. This represents a decrease for the year of 569. The average attendance for the year was 43,850, being a decrease of 1,027.

Teachers.—Over 230 teachers have now joined the Forces. The Board regrets to report that ten teachers have been reported killed in action. The Board continues to experience serious difficulty in staffing schools, and it has been necessary to employ, under the provisions of the War Legislation Act, many inexperienced teachers.

Relieving Teachers.—The grant for relieving teachers has again proved to be insufficient. The receipts for last year amounted to £1,156 12s. 7d., whereas the payments were £1,413 7s. 7d. The debit balance on account of relieving teachers at the end of the year was £2,483 4s. The Board grants leave of absence on account of illness to teachers, with salary, as follows: Up to five years' service—maximum, two weeks; over five and up to ten years' service—maximum, one month; over ten and up to fifteen years' service—maximum, two months; over fifteen and up to twenty-five years' service—maximum, three months; over twenty-five years' service—maximum, four months. Provision is made that, under exceptional circumstances, an extension of that scale may be granted by the unanimous vote of the members present. It is also provided that should leave of absence for one month or more have been granted to any teacher at any time that fact shall be taken into consideration in any application for future leave.

Training College.—The number of students in attendance at the beginning of last year was 121. During the absence of Mr. H. A. E. Milnes with the Forces the headmaster of the Normal School, Mr. H. G. Cousins, is acting as Principal and lecturer in education at the University College.

Manual Training.—During the year 1916 Tauranga was the only new centre opened for woodwork and cookery classes. The course of instruction at that centre was limited to three months, during which period the pupils by attending five hours weekly received the sixty hours' instruction in woodwork and cookery. This scheme proved very satisfactory, and it is the intention of the Board to establish similar courses in other country towns. There are at present sixteen manual-training schools open in the Auckland Education District, and new ones are being built at Matamata and at Te Kuiti. There are over seven thousand children in attendance at the woodwork and cookery classes.

Agriculture Instruction.—The rural course was taken by the secondary pupils at Aratapu, Pukekohe, Cambridge, Paeroa, Waihi, and Tauranga District High Schools. There are science-rooms already at Pukekohe and Waihi, and science-rooms are being erected at Paeroa and Aratapu. An application has been made to the Department for a grant in aid of erection of a science-room

at Tauranga. 230 primary schools had recognized classes in agriculture; eighty-five primary schools had recognized classes in agriculture and dairy science (combined course); three schools had recognized classes in dairy science.

Swimming Classes.—Thirty schools held recognized classes in swimming.

Teachers' Classes.—During the year special classes in hygiene (D), botany (D), agriculture (D and C) were held for teachers preparing for certificate examinations, and dairy-science classes were held for instruction of teachers taking dairy-science work in their schools.

Technical Instruction.—[See E.—5, Report on Technical Instruction.]

I have, &c.,

J. O. MCKENZIE, Chairman.

The Hon. the Minister of Education, Wellington.

TARANAKI.

SIR,—

New Plymouth, 23rd April, 1917.

In accordance with the provisions of section 39 (1) of the Education Act, 1914, the Education Board of Taranaki has the honour to submit the following report of its proceedings for the year 1916.

At the beginning of the year the Board comprised the following members: Mr. Harold Trimble (Chairman), Rev. A. B. Chappell, Messrs. G. A. Adlam, A. H. Halcombe, E. Marfell, R. Masters, A. Morton, F. J. Mackay, and J. Young. In accordance with the provisions of clause 16, subsections (1) and (2), of the Education Act, 1914, all the members retired in August, and the following members, elected in July, took office: Rev. Albert Bygrave Chappell and Mr. Sidney George Smith, for the North Ward; Messrs. Robert Masters and Harold Trimble, for the Central Ward; and Messrs. Edwin Dixon and Charles A. Wilkinson, M.P., for the South Ward. At the meeting of the Board held on the 9th August Mr. Robert Masters was elected Chairman.

Schools.—At the end of the year there were 149 schools open, including the forty-two schools taken over from the Auckland and Wanganui Education Districts. Included in this number are sixteen schools which are held in buildings that are not the property of the Board.

Scholarships.—The Taranaki Scholarship was gained by a pupil of the Stratford District High School. Senior National Scholarships were awarded to scholars from the following schools: Stratford District High School, 1; New Plymouth Girls' High School, 1; New Plymouth Boys' High School, 1. Junior National Scholarships were awarded as follows: Ongarue, 1; Mangao-taki, 1; West End, 1; Stratford District High School, 2; Hawera District High School, 2; New Plymouth High School, 2. The Bayly Memorial Scholarship was gained by a pupil of the Stratford District High School.

Teachers.—At the annual examination of pupil-teachers and probationers one gained a pass for the C examination and four for the D. Two gained partial passes for C, and twenty-seven for D. The number of teachers in the service of the Board at the end of the year was 328, graded as follows: Head and sole teachers, 84 female and 63 male; assistants, 119 female and 14 male; pupil-teachers and probationers, 43 female and 5 male.

Finance.—The receipts of the Board from all sources, including £4,296 1s. 1d. credit balance from 1915, amounted to £63,130 1s. 2d., while the expenditure was as follows: Administration, £1,591 6s. 7d.; teachers' salaries, £40,884 11s. 2d.; secondary education, £1,180 3s. 10d.; manual instruction, £1,852 12s. 11d.; technical instruction, £4,778 19s. 7d.; buildings, £4,750 18s. 6d.; training of teachers, £204 9s. 5d.; special funds, £5,094 17s. 11d.: leaving a credit balance of £2,792 1s. 3d.

Regulations.—As the rules and by-laws under which the Board and Committees were worked had not been revised since 1909, it was decided to issue a new and complete set. They have been carefully compiled, and are now in the printer's hands, and will be issued shortly.

Buildings.—New schools have been erected at Hurimoana and Radnor. Additions were made to the Kaimata School; the Huirangi School, destroyed by fire early in the year, has been reinstated; and eighteen schools and eleven residences have been painted. During the year the Board erected suitable workshops, and installed machinery for the manufacture of joinery for the school buildings and desks, &c., for the schools. This has proved to be more economical than under the contract system. Owing to the abnormal conditions obtaining on account of the war great difficulty has been experienced in securing sufficient labour to erect and keep in repair the buildings. The Board, therefore, has been compelled to let a portion of the new work by tender. This is proving an expensive system, as in no single instance has the tender been within the grant made by the Department for the building. The Board will revert to the old system as soon as sufficient labour is available.

School Committees.—The Board desires to place on record its appreciation of the good work done by the Primary and Technical School Committees throughout the district. The Board recognizes the keen interest that continues to be taken by Committees with which they are associated, and is grateful for their cordial co-operation in the administration of educational matters.

Enlargement of District.—Under the provisions of the Education Act, 1914, the district has been enlarged to include the Hawera, Waimate West, Eltham, Ohura, and Awakino Counties, making an addition of forty-two schools, 102 teachers, and an average attendance of 2,542 children. There is a feeling of unanimity existing between the old and the new districts that augurs well for the future development of educational matters throughout the province. Whatever feeling existed previously against the inclusion in the Taranaki District has entirely disappeared, and all concerned are working in harmony for the best interests of the children.

Agriculture Instruction.—Mr. R. A. S. Browne was appointed Director of Agriculture in September, 1916. The late start did not permit of much immediate work in the way of organization, but schemes of work for the future were outlined and adopted. Arrangements have been made to hold a short course of instruction at Easter, 1917, for a fortnight. In this the whole of the suggested scheme of instruction—viz., nature-study, agriculture, and dairy-work—will be covered. It was agreed that all teachers in the Board's service should attend.

Visiting Schools.—During the year the Board adopted a policy of visiting schools, and practically the whole of the schools coming under the Board's jurisdiction through the enlargement of the district have been visited. The personal knowledge gained of the needs of each locality will be a distinct advantage when administering the business of the Board. Further, it has the effect of bringing the School Committees into closer touch with members of the Board to the advantage of all concerned.

I have, &c.,

ROBERT MASTERS, Chairman.

The Hon. the Minister of Education, Wellington.

WANGANUI.

SIR,—

Education Office, Wanganui, 31st March, 1917.

In accordance with the provisions of the Education Act, I submit herewith a report on the progress of education in this district during the year 1916.

Board.—As required by section 16 of the Act, all members of the Board retired in July last. An election for ten members took place on the 19th July, the following being returned: Wanganui Urban Area—Messrs. F. Pirani and R. J. Sewell; Palmerston North Urban Area—Messrs. L. R. Bryant and E. L. Broad; West Ward—Messrs. W. A. Collins and E. F. H. Hemingway; North Ward—Messrs. R. L. Christie and A. J. Joblin; South Ward—Messrs. A. Fraser and H. McIntyre. For the Palmerston North Urban Area and for the North and South Wards only two nominations were received in each case. The only members of the old Board who offered themselves for re-election were Messrs. F. Pirani, A. Fraser, and W. Bruce. At the first meeting of the new Board Mr. F. Pirani was appointed Chairman. During the past ten years the Board was responsible for the introduction, on the advice and with the assistance of the Chief Inspectors, of a number of education reforms and innovations, amongst the most prominent being rural and agricultural education; the development of manual and technical instruction; the Montessori system; the organization of compulsory continuation classes; the appointment of an itinerant instructor in drawing; the appointment of an organizer of school-work; the establishment of a teachers' circulating library; the publication of an official journal for teachers (*The Leaflet*); summer and winter schools for the training of teachers; a scheme for the grading, classification, and promotion of teachers; the importing of school material; and the scheme propounded by members which rendered possible the erection of the Wanganui Technical College, the Wanganui Central Infants' School, and the Board's offices without financial assistance from the Government. In 1906 there was only one technical school in the Wanganui Education District; last year, before the alteration in the boundaries of the district took place, there were twelve well-equipped technical schools. The number of centres at which technical classes were held increased from ten to thirty-five. The annual receipts under the heading of "Manual and Technical Instruction" increased by £6,394, and the expenditure by £5,734. The voluntary contributions received during ten years amounted to £7,501. The number of schools at which instruction in elementary agriculture was given rose from forty-six to 157.

Schools and Attendance.—New schools were opened at Te Rimu, Riariaki, and Rakautangi (Grade 0), Makirikiri Valley, Woodlands, and Potaka Road (Grade 1), part-time schools at Taumatatahi, Marohema, and Ridge Road, and a side school on St. John's Hill, attached to the Queen's Park School. The Makohau School was reopened. The schools at Makowhai, Manui, Mount Curl, Pine Creek, and part-time schools at Taumatatahi and Marohema were closed. The Marohema School was reopened as a full-time school. At the close of the year there were open 195 main schools, three side schools, and four half-time schools, graded as follows: Grade 0, 11; Grade I, 60; Grade II, 37; Grade IIIA, 49; Grade IIIB, 10; Grade IVA, 12; Grade IVB, 1; Grade IVc, 1; Grade VA, 5; Grade VB, 2; Grade Vd, 3; Grade VIA, 1; Grade VIB, 4; Grade VIIb, 1.

The number of children on the rolls at the close of the year was 14,829. Of these, 130 were in the secondary departments of district high schools. The average attendance for the year was 13,774. The attendance expressed as a percentage of the average weekly roll number was 88.5, which is 0.9 lower than the previous year.

By the alteration in the boundaries of the district twenty-five schools, with an average attendance of 2,170, were transferred to the Taranaki District, while eight schools with an average attendance of 588, formerly under the Auckland Board, were added to the Wanganui District. The net loss in the average attendance to this district was therefore 1,582.

The Truant Officer paid 306 visits to schools during the year. 232 summonses were issued to parents. In the 177 cases proceeded with ten were dismissed and 167 convictions were recorded. The fines inflicted and the costs awarded amounted to £90 1s.

Teachers.—The number of teachers in the Board's service on the 31st December, excluding pupil-teachers and probationers, was 436—173 males and 263 females. The number of uncertificated teachers was 156, but of these ten were teachers in charge of Grade 0 schools, and thirteen were teachers holding temporary positions during the war. Of the remainder, fifty-four were in charge of Grade I schools, twenty-one were in charge of Grade II schools, and fifty-eight were assistants. Omitting the teachers in Grade 0 schools, those temporarily employed, and ten teachers who were granted certificates early in the current year, the percentage of uncertificated teachers was 29.7.

Pupil-teachers and Probationers.—There were at the close of the year twelve male and forty-seven female pupil-teachers and five male and nineteen female probationers. The term of service of twenty-seven expired, and thirteen of these entered the training college. Attention is again drawn to the meagre pay provided for those taking up appointments as pupil-teachers and probationers. There are anomalies in the scale of salaries and allowances which might well be removed. For instance, it is difficult to understand why the lodging-allowance should be less for second-, third-, and fourth-year pupil-teachers than that provided for pupil-teachers in their first year. A candidate who has passed the Proficiency Examination receives on appointment a salary of £35 plus £20 lodging-allowance, a total of £55 per annum. At the end of the first year the salary rises to £45 but the allowance falls to £15. The following year the salary rises to £55 and the allowance falls to £10. There is no alteration during the fourth year. A candidate who has passed the Matriculation Examination, probably after several years' attendance at a secondary school, ranks on appointment as a third-year pupil-teacher, and receives a salary of £55 plus £10 lodging-allowance. No increase is granted the following year. It costs a pupil-teacher in the fourth year as much, if not more, to live away from home as it costs a first-year pupil-teacher. Why, then, should the lodging-allowance in the case of the former be only half that of the latter? A more equitable arrangement would be to pay the same lodging-allowance to all and to grant fourth-year pupil-teachers an increment of £10 in salary. The conditions governing the appointment of probationers also require revision. It appears inequitable that a probationer, who in order to receive an appointment must be older and more highly qualified than a candidate eligible for appointment as a first-year pupil-teacher, should receive less salary than the latter. The reluctance of candidates, and particularly those who are highly qualified, to accept appointments as probationers is easily understood. If it is desired to induce the best class of student to enter the teaching profession radical alterations must be made in the scale of salaries and allowances for pupil-teachers and probationers.

The Board wishes also to draw attention to the disability under which trainees from country districts suffer while attending a training college. The lodging-allowance provided is only £25 per annum, and it must be apparent that this sum is altogether inadequate. These trainees should be paid an allowance sufficient to meet the cost of lodging. They would then be on the same footing as the trainees from the city.

Scholarships.—There were in force during the year twelve Board's Junior, twelve Board's Senior, seventeen Junior National, and eight Senior National Scholarships. The total annual value was £1,082 10s. On the result of the examinations held towards the close of the year, at which 128 candidates entered for the Junior and fifty-three for the Senior Examination, twenty-two candidates were awarded Junior Scholarships and six candidates Senior Scholarships.

Lieutenant Gray Scholarship: A sum of money was subscribed by friends of the late Lieutenant J. H. Gray, formerly on the staff of the Campbell Street School, Palmerston North, with the object of establishing a scholarship to perpetuate his memory. The scholarship is open for competition among the boys attending the four public schools in Palmerston North and such other schools as the trustees may from time to time decide, and is of the annual value of £6 6s. Eighteen candidates competed for the scholarship last year, the winner being a pupil of the Campbell Street School. The trustees expect to be able to offer two scholarships at the end of the current year.

Montessori System.—This system of infant-teaching is now established in quite a number of our schools, and it is pleasing to know that the Department is now prepared to do something by way of providing apparatus. The grant of £5 per school will not go far, and it is hoped that a sufficient sum will this year be placed on the estimates to enable the schools which are taking up this work to be properly equipped. The Board is unable to do more than it is doing in this direction, and were it not for the whole-hearted manner in which the teachers of some schools have taken up the manufacture of apparatus the teaching of Montessori would not have made such rapid strides. So far as the usefulness of the system is concerned, and its adaptation to the requirements of that bugbear of schools, the syllabus, after several years' experience it has been clearly proved in our district that it is the best foundation for a good education in its best sense yet introduced into the State schools. The Board looks forward to the time when the system will be in use in every school in the district.

Conveyance and Boarding Allowances.—The total amount paid under this head was £342 11s. The allowance for conveyance was paid on account of seventy children in attendance at eleven schools. Forty children in attendance at sixteen schools received boarding-allowance. The regulations governing the conveyance of pupils leave much to be desired. For example, no allowance is paid for a pupil under seven years of age, irrespective of the distance the child has to travel. The present capitation is ample in a case where several children are driven to school by a senior pupil in a conveyance provided by one of the parents, but for the conveyance of a large number of children in a special vehicle it is altogether inadequate. An alteration is necessary in the regulations if the system is to be utilized to the extent which it might be.

Subsidies or Voluntary Contributions.—The decision of Parliament to extend the system of payment of subsidies on voluntary contributions so as to include primary schools was a wise and proper one. School Committees in this district are availing themselves of the opportunity of securing funds for the extension and improvement of grounds, erection of shelter-sheds and fences, and the establishment of school libraries. In one case half the cost of an urgently needed addition to the school was raised, and in another a portion of the cost of constructing swimming-baths. The total amount of contributions for primary schools received during the year was £820 9s. 5d.

The War.—[A list of officers who have joined the Forces will be found in Appendix B to E.-1.]

Buildings and Sites.—The principal works carried out during the year were the erection of additions to the schools at Taihape, Terrace End, Otakeho; the removal of the Pine Creek School to Ngaturi; alterations and additions to the teacher's residence at Foxton, and the installation of drainage systems at Durie Hill and Mangaweka. Extensive repairs (including painting), erection of shelter-sheds and outoffices, fencing, and clearing sites, &c., were carried out at the following: Matapu, Aramoho, Awahuri, Newbury, Bull's, Kiwitea, Ohakea, Silverhope, Sanson, Taihape, Mosston, St. John's Infants, College Street, West End, Kakarama, Hawera, Alton, Raurimu, Otakeho, Ashhurst, Kapuni, Mangatoki, Whenuakura, Castlecliff, Mangaweka, Crofton, Momohaki, Fitzherbert East, Waverley, Warrengate, Patea, Manutahi, Ohingaiti, Hurleyville, Rangiotu, Feilding, Central Infants, Opaku, St. John's Hill, Carnarvon. Schools were erected by the settlers at Potaka Road and Woodlands. Works now in hand include the erection of new schools at Oreore and Te Pou, and additions at Alton and Te Arakura. Additions to the schools at Manunui and Tiritea, and the erection of new schools at Omataua, Raurimu, Upper Tutaenui, Turakina, and Campbell Street are contemplated. A new site was secured for the Campbell Street School, Palmerston North, and the acquisition of the new site at Aramoho under the Public Works Act was completed.

Manual and Technical Instruction.—The Board desires to again place on record its appreciation of the practical support given by local bodies and individuals throughout the district to technical education. Without this support it would be impossible for the Board to continue the work commenced just over a decade since, and opportunity is here taken of conveying the Board's sincere thanks to all those who have assisted during the year. The total amount received by way of voluntary contributions was £608 19s. 11d.; and when it is remembered that over £8,000 has been received from this source in this district during the past eleven years the existence of local interest is so apparent that to centre the whole control of even this branch of our education system in the hands of the Education Department would be a serious set-back to the cause of education.

General.—The Board regrets that the Department has not yet seen its way to face the question of the payment of teachers' removal expenses. The Board during the past year paid £52 9s. 11d. under this head, but this amount represents only a portion of the expenses incurred by teachers in removing to new positions. There are cases on record of teachers having refused promotion because the expenses of removal would have more than absorbed the difference in salary during the first year or so in the new position. If a school falls in grade the teacher suffers no reduction in salary. The Board, however, is expected to transfer him at the earliest opportunity to another position, and the teacher is practically compelled to accept the transfer. He is put to considerable expense in removing, and it is surely reasonable to ask the State to bear this expense.

In the matter of sick-leave for teachers, it is time that the Department realized its responsibilities and increased the capitation for the payment of salaries of relieving teachers. The Board is compelled to exercise the strictest economy in the matter of granting sick-leave on pay, but even so there was at the close of the year a deficit of £895 13s. 8d. in the account for the salaries of relieving teachers. A teacher who has given years of faithful service, and who requires leave of absence on account of illness is, in the opinion of the Board, entitled to better treatment than can at present, owing to a parsimonious Department, be extended to him during his illness. In the majority of cases the Board is able to allow only one month's leave on pay, and the consequence is that a teacher who cannot afford to accept leave without pay must return to duty before he is fit to do so. The Board believes that such matters as the payment of teachers' removal expenses and adequate provision for payment of salary during absence from duty on account of illness have only to be brought prominently before Parliament by the Government in order to secure the necessary reform.

I have, &c.,

The Hon. the Minister of Education, Wellington.

FRED. PIRANI, Chairman.

HAWKE'S BAY.

SIR,—

Education Office, Napier, 31st March, 1917.

In accordance with the provisions of the Education Act, the Education Board for the District of Hawke's Bay has the honour to submit the following report of its proceedings during the year 1916.

Board.—The personnel of the Board has undergone very considerable change during the year. Pursuant to the provisions of the amending Act of 1915, Napier and Gisborne became urban areas. Messrs. J. H. Sheath and J. Clark Thomson were elected to represent the former, and Messrs. J. H. Bull and G. Wildish the latter. For the rural areas Messrs. J. R. Kirk and W. Oates were elected for the North Ward, Messrs. G. F. Roach and G. McKay for the Middle Ward, and Messrs. P. G. Grant and R. Soundy for the South Ward. Mr. J. H. Sheath was re-elected Chairman of the Board. Rev. A. Grant, Messrs. W. G. Hunter, and S. Ashcroft represented the Board on the Dannevirke High School Board of Governors, Messrs. J. H. Sheath and G. F. Roach on the Napier Technical College Board of Managers, Mr. J. H. Sheath on the Napier High School Board of Governors, Messrs. H. Bull and G. Wildish on the Gisborne High School Board, and Messrs. G. McKay and W. J. Pellow on the Waipawa Technical Associated Classes.

Number of Schools.—The number of schools in operation at the end of 1915 was 148. During 1916 new schools were opened at Pouawa, Mokairau, Otopo, Waiomoko, Motea, Motuhora, Tahora, Te Hua, Putorino, Sherenden, Waikohu, and Waiwhenua, while the schools at Bushy Knoll, Wahanui, Arlington, and Matapiro were closed, leaving 157 schools in operation at the end of the year.

Attendance.—The number of children attending public schools in the district continues to increase. The number on the roll at the end of the year was 13,001, an increase of 244 during the year. The number and virulence of epidemic sicknesses that prevailed last year constitute an unfortunate record. During the first and second quarters of the year infantile paralysis and measles were rampant, and during the second, third, and fourth diphtheria, influenza, and scarlet fever were prevalent.

Teachers and Committees, having been advised that during such epidemics the children are safer at school working under proper control and under healthy conditions, made every effort to induce parents to send their children. Schools were not closed unless under special circumstances, and then only on the advice of the Health authorities. As a result the average attendance is less than that of the previous year, the decrease being 151, while the percentage of attendance fell to 88·2 per cent., the lowest for eight years.

The average roll and attendance for the years 1915 and 1916 were as follows: 1916—Average roll, 12,743; average attendance, 11,240; percentage of attendance, 88·18: 1915—average roll, 12,616; average attendance, 11,393; percentage of attendance, 90·3.

Teachers.—On the 31st December, 1916, there were in the Board's service 428 teachers, classed as follows:—

				Certificated.		Licensed.		Uncertificated.		Total.	
				M.	F.	M.	F.	M.	F.	M.	F.
Head teachers	..	..	..	53	10	..	..	2	0	55	10
Sole teachers	..	..	..	7	20	1	1	7	57	15	78
Assistants	..	..	..	27	128	0	4	2	39	29	171
Totals of adult teachers	..	..	..	87	157	1	5	11	96	99	259
Pupil-teachers	..	..	..	..	..	..	..	..	..	8	36
Probationers	..	..	..	..	..	..	..	..	..	0	26
Totals for 1915	..	..	..	..	..	..	..	..	..	107	321

In addition to the above, the following instructors in special subjects were employed:—

				M.	F.
Agriculture and dairying	..	..	..	2	..
Domestic science	..	..	..	..	2
Woodwork	..	..	..	2	..
Totals	..	..	..	4	2

The Board is proud to record the excellent response of its staff to the call for men to fight the battles of the Empire. During 1914 seven teachers and two of its office and shop staff enlisted in the Expeditionary Forces, in 1915 one teacher and one clerk, and in 1916 a further fifteen teachers and two clerks enlisted.

Instruction of Teachers.—Owing to the departmental request to economize where possible, the Board reduced its original proposals in the matter of teachers' classes. Saturday training classes in art and elementary hygiene were held at Gisborne, Napier, and Dannevirke, at all of which centres satisfactory work was done. The Board's course of instruction by correspondence was continued, the number of pupils enrolling in these classes being thirty-two. Of these, twenty-one took Group 1, eighteen Group 2, five Group 3, and six Group 4. About 50 per cent. of these students did earnest and conscientious work, and sixteen obtained a pass in one or more groups in the recent examination for Class D. In connection with the correspondence course, a summer school was held at Hastings from the 4th to the 23rd December. Eighteen students attended, and the subjects treated were elementary hygiene, elementary agriculture, dairy-science, and methods of teaching.

District High Schools.—[See E.—6, Report on Secondary Education.]

Manual and Technical Instruction.—In practically all the schools in the district some form of handwork was taken by the pupils. In 121 schools classes were formally "recognized." Of these the following table shows the subjects of instruction, number of schools at which instruction was given, and the average attendance of the classes receiving such instruction:—

				Number of Schools.	Average Attendance.
Handwork	..	..	..	121	10,705
Elementary agriculture	..	..	..	58	883
Agriculture and dairy science	..	..	..	41	961
Elementary experimental science	..	..	..	7	575
Woodwork	..	..	..	15	669
Cookery	..	..	..	15	621
Dressmaking	..	..	..	15	593
Swimming and life-saving	..	..	..	1	..

The Napier woodwork, cookery, and dressmaking classes are held in the Napier Technical College. The limited time during which the College class-rooms are available to primary classes has prevented many of the Napier pupils from obtaining advantages which accrue from attendance at these classes. Moreover, on several occasions the Board's Director has complained that the work accomplished at this centre does not reach his requirements, and compares unfavourably with the work done at other Hawke's Bay centres. He has long recommended the establishment of a manual-training centre for primary-school pupils, and in this he is strongly supported by your local Inspectors. The Board sincerely hopes that when next reporting to you it will be in a position to place on record its appreciation of the establishment of such a building as is suggested, and to report the increased efficiency and additional achievements due to the additional facilities.

Physical Instruction.—During the early part of the year the Department's instructors in physical exercises paid a visit to many of the schools in the district, and where possible held special classes of instruction for teachers. The Inspectors report that the requirements in the matter of physical instruction have been systematically carried out, except in some of the more remote schools, the teachers of which have had no opportunity of receiving instruction. It is hoped to hold this year special classes in physical instruction in connection with the teachers' summer and winter schools for uncertificated teachers. Those teachers who in the past have not received instruction under the supervision of the Department's experts will be required to attend.

Scholarships.—Scholarships in tenure at the end of 1916 were—Board Junior, 26; Board Senior, 9; Wairoa County Council, 2; Junior National Scholarship, 16; Senior National Scholarship, 3.

Buildings.—During the year a new school was erected at Waingake, and some extensive alterations to a cottage at Te Uri have been carried out to enable the building to serve as a school and residence. The main building of the Napier School was destroyed by fire in November last. This is a serious loss at a time like the present, and will cost a great deal to replace. The building was erected on a site which was much too small for the convenience of the large number of children that attended the school. The Board hopes that you will see your way to assist in acquiring a larger site. The question bristles with difficulties; but the Board trusts these may be overcome and an improved site secured for this important school.

The following buildings (which include some of the largest schools in Hawke's Bay) were painted and thoroughly renovated inside and out by the Board's workmen: Schools—Gisborne, Gisborne North, Gisborne West, Gisborne Technical, Hastings Main, Hastings Infant, Hastings Technical, Pukahu, Pakowhai, Mecanee; residences—Hastings, Havelock, Pukahu, Pakowhai, Mecanee. Old furniture continues to be replaced by single and dual desks. Owing to the increased cost of iron standards used, the output was this year much lower than heretofore; 400 duals and 144 singles have been installed. In a number of the old larger schoolrooms partitions have been erected and changes made in regard to lighting and ventilation. The sloping or gallery floors have been levelled in many town and country schools, and a large quantity of blackboard material for teachers' and pupils' use has been erected.

Finance.—The receipts for the year totalled £87,028 7s. 9d., and the expenditure was £81,207 3s. 3d. The cash balance at the 31st December, 1916, was £7,963 2s. 5d.

I have, &c.,

The Hon. the Minister of Education, Wellington.

J. H. SHEATH, Chairman.

WELLINGTON.

SIR,—

Education Board, Wellington, 31st March, 1917.

In accordance with the requirements of the Education Act, 1914, I beg to submit the following report of the Education Board of the District of Wellington for the year 1916.

The outstanding event of the year was the amalgamation of the former Wellington and Marlborough Districts into one new education district, with headquarters in Wellington.

Board.—The Board membership of the old districts was: Wellington—The Hon. J. G. W. Aitken, M.L.C., Sir Walter Buchanan, M.L.C., Messrs. W. Allan, C. M. Luke, H. Freeman, W. H. Field, M.P., J. Kebbell, A. W. Hogg, and T. Moss. Marlborough—Messrs. J. J. White, R. McCallum, M.P., J. S. Storey, C. Ferguson, C. Nees, A. Mackay, J. Fulton, and E. H. Penny. The vacancy caused by the death of Mr. John Connolly was not filled. The Minister made the first division of the new district into wards, all members retired on the 8th August, and, an election having previously been held, the Board was composed of—Urban areas: (1) Wellington City and Boroughs of Karori, Onslow, and Miramar—Hon. J. G. W. Aitken, M.L.C., Messrs. William Allan, Thomas Forsyth, and R. A. Wright, M.P.; (2) Hutt and Petone—Messrs. G. T. London and E. P. Richworth. Rural area: (1) Hutt-Horowhenua Ward—Messrs. W. H. Field, M.P., and John Kebbell; (2) Wairarapa Ward—Messrs. A. W. Hogg and T. Moss; (3) Marlborough Ward—Messrs. E. H. Penny and A. Mackay. The Hon. Mr. Aitken, the retiring Chairman of the Wellington Board, was elected Chairman of the new Board. The Board placed on record its warm appreciation of the educational services of Sir Walter Buchanan. The Board's representative Managers of Technical Schools were: Wellington—The Hon. J. G. W. Aitken, M.L.C., Messrs. Allan, Field, M.P., C. M. Luke, and G. L. Stewart; Petone—Messrs. J. W. McEwan and D. McKenzie; Masterton—Mr. A. W. Hogg. The membership of the Committee of Advice of the Training College was: Wellington—The Hon. Mr. Aitken, M.L.C. (Chairman), Senior Inspector Fleming; other education districts served by the College—The Hon. G. Carson, M.L.C.; Professorial Board, Victoria College—Professor Kirk.

Number of Schools.—The following table showing the grading of schools in operation in each district at the time of amalgamation (31st July) will be of interest :—

Grade.	Pupils.	Schools.		
		Wellington.	Marlborough.	Total.
0	1-8	8	33	41
I	9-20	37	32	69
II	21-35	41	13	54
III	36-120	43	10	53
IV	121-240	10	1	11
V	241-400	13	..	13
VI	401-500	3	..	3
VII	501 upwards	9	1	10
Totals	..	164	90	254

The most noticeable features of the above table are (1) the large proportion of small schools in Marlborough in Grade 0 (mostly household schools); and (2) the comparatively large number of large schools in the Wellington area. At the end of the year there were in operation 255 schools.

Attendance.—The following table summarizes the separate and the combined numbers of the year :—

	Old Wellington District.		Marlborough District.		Combined Districts.	
	Average Roll.	Average Attendance.	Average Roll.	Average Attendance.	Average Roll.	Average Attendance.
March quarter	20,330	18,460	2,561	2,311	..	..
June quarter	20,661	18,520	2,549	2,272	..	..
September quarter	..	..	..	..	23,425	20,280
December quarter	..	..	..	..	23,847	21,449
First two quarters (mean)	20,496	18,490	2,555	2,292	..	..
Second two quarters (mean)	..	..	..	..	23,636	20,865
Year (mean) combined	..	..	..	..	23,343	20,823

Number on roll at end of year, 23,726, compared with 23,004 at the end of 1915—an increase of 722. The average attendance was 89·2 per cent. of the average roll. The regularity of attendance was over 2 per cent. lower than in 1915. This was due to the prevalence of epidemics in the June and September quarters, and to difficulties originating in war conditions. The epidemic of infantile paralysis was more disturbing than any other disorder which has in recent years prevailed in the district. The Truant Officer acknowledges the friendly assistance of several philanthropic societies in providing clothing for children in need, and also the steady support accorded by the Press to a reasonable enforcement of the law.

Teaching Staff.—The following are the numbers of teachers, pupil-teachers, and probationers in the service of the Board at the end of the year :—

	Men.	Women.	Totals.
Heads of schools	83	13	96
Sole teachers	23	138	161
Assistants	57	304	361
Total adults	163	455	618
Pupil-teachers	8	47	55
Probationers	171	502	673
.. ..	6	43	49
Total, including pupil-teachers and probationers	177	545	722

The corresponding total for 1915 was 702 for the two districts.

Instruction of Teachers.—The following were the arrangements of the year for the instruction of teachers :—

1. Week-end classes at centres : Wellington—Elementary home science and hygiene, drawing and handwork, woodwork and cardboard modelling, singing; Pahiatua—Elementary hygiene, physiology, and first aid; Masterton—Elementary hygiene, physiology, first aid, drawing and handwork, singing.

2. Marlborough: Saturday classes would not benefit those teachers who most require assistance. Arrangements: (1.) Correspondence classes by weekly notes throughout the year. (2.) At the end of the year a course at Blenheim extending over a fortnight was attended by twenty-five teachers. Work for the teacher's certificate was undertaken in English, arithmetic, singing, drawing, dairy science, needlework, and physical instruction. Favourable report has been made of the attention and diligence of those who attended this course.

3. Course extending over a month at the Training College, Kelburn: A course in preparation for the certificate was held in February, 1917, in completion of the year's programme, and was attended by thirteen teachers. Subjects: Agriculture, English, arithmetic, school method, hygiene and first aid, drawing, singing, physical drill. Work was set to be done during the remainder of the year. The teachers studied with commendable earnestness.

4. Spring course of a fortnight in agriculture at Masterton: After preparations were well advanced it was found necessary to abandon the course, owing to the disorganization caused by epidemics.

Training College.—A full statement of the work of the year will be found in the report of the Principal in Appendix D. The following is a brief statement of the statistics of the institution: The total number of students was 114—21 men and 93 women—comprising first-year students, 58; second-year students, 56; and classified thus: Division A, 105; B, 4; C, 4; D, 1. They came from the following districts: Wellington, 45; Wanganui, 20; Hawke's Bay, 15; Taranaki, 8; Marlborough, 8; Nelson, 9; Westland, 7; North Canterbury, 2.

Manual Instruction.—The following table shows in detail the subjects of manual instruction undertaken in school classes, and the number of pupils under instruction:—

Subject.						Number of Pupils.
Agriculture	...	...	...	...	...	1,656
Botany	...	...	...	...	...	58
Chemistry	...	...	...	...	...	153
Cookery and domestic economy	...	...	...	...	...	1,143
Dressmaking	...	...	...	...	...	85
Handwork	...	...	...	...	...	18,058
Laundry-work	...	...	...	...	...	360
Needlework (sole-teacher schools where special instructress is engaged)	...	...	...	...	...	315
Physical measurements	...	...	...	...	...	796
Physical science	...	...	...	...	...	34
Physiology and first aid	...	...	...	...	...	293
Swimming and life-saving	...	...	...	...	...	1,194
Woodwork	...	...	...	...	...	1,374

By the erection of small laundry-rooms instruction in laundry-work was extended to five new laundry centres.

The full rural course was undertaken at six of the nine district high schools, the average attendances totalling 214 pupils. It is satisfactory to note that in the simple nature-study and practical gardening programme of the smaller and in the more advanced programme in agriculture of the larger country schools steady progress is recorded by both Inspectors and instructors. It is not less pleasant to note also the increasing number of schools at which the shelter-belt, the trim hedge, the garden, and the lawn not only proclaim the taste and skill of teacher, children, and Committee, but also assist in developing the artistic sense in others. The Board has for two years endeavoured to assist by the offer of hedge and shelter shrubs to those Committees who would undertake to prepare the ground and plant and protect the trees. Quite a large number of schools have benefited by this offer. The Board wishes to commend highly the efforts of instructors, teachers, and Committees to develop in the child a real love of the plant and its country home and an interest in its life habits, and to develop a love of the country life.

District High Schools.—The work of the district high schools is fully discussed in the report of the Inspectors. The average attendances for the year 1916 were—Carterton, 36; Eketahuna, 21; Greytown, 14; Hutt, 18; Levin, 35; Masterton, 72; Normal, 18; Pahiatua, 34; Petone, 59; total, 307.

Medical Inspection and Physical Instruction.—The Board notes with appreciation the friendly co-operation of parent and teacher with the Medical Inspector and the physical instructors in the effort to remedy physical defect; the establishment of special corrective classes (twenty-six in the city and a number in the Wairarapa) has its entire approval. A word of thanks is accorded to the teachers who have undertaken this special work. The Board notes with satisfaction the report of marked progress in physical instruction. The great importance of perfect bodily development justifies steady, persistent effort to attain high efficiency in this branch of teaching.

Buildings.—The following were the principal building operations of the year: New schools—Hataitai, Woodbank, Pirinoa (replaced after fire); additions—Clyde Quay, Te Horo, Shannon; new residence—Carrington (replaced after fire); septic tanks (9); conveniences, new and improved (8); water services (5); laundry-rooms (5); minor works (23); schools overhauled (36); residences overhauled (23); fencing renewals (4).

Immediately on the amalgamation of the Marlborough and Wellington Districts a rapid though fairly comprehensive survey was made of the Marlborough schools and residences with

the exception of those situated in the Sounds. On the whole the buildings, with a few exceptions, were found to be in a satisfactory state of repair, and with the usual overhaul and painting will have an extended life. Several schools are, however, very old, and will require to be rebuilt in the near future. The schools erected during the last few years are of modern design with every attention to ventilation, light, &c. It is hoped that a complete survey of the remaining buildings will be made during the current year. It has been necessary to postpone a good deal of work owing to scarcity of labour and high prices. When building conditions improve the Board purposes making some improvement in the residences occupied by married country teachers. There being no public drainage system anywhere in Marlborough, the Board before amalgamation had constructed a septic-tank system to a number of its larger schools.

Urgent Works.—In several large centres of population there has been a steadily increasing attendance, and expenditure must be incurred in the near future—*e.g.*, at Masterton, Miramar, Kelburn, and Upper Hutt. In addition, the Board considers the following—already mentioned in previous reports—as of extreme urgency: (1.) Wellington Technical School. The teaching conditions have now become positively discreditable, and in the interests of healthy boyhood and girlhood should be improved at once. The Board urges, as a preliminary step, an immediate settlement of the question of site on the basis of its recommendation. The design can then be developed for execution at the end of the war. (2.) The Main Normal School, Kelburn. The infant department is overcrowded, but apart from this the school should be completed on account of the large number of students who cannot at present obtain at hand the teaching practice which is an essential part of their training.

The War.—The teaching service continues to do honour to itself not only by the generosity of its voluntary enlistments, but by the fine achievement of its representatives in the field. Since last report the following (names not printed here; see Appendix to E.—1) have gone into camp or have proceeded to the front, or are under training in camp, making in all, since the outbreak of war, ninety-six accepted for foreign service, in addition to four discharged as physically unfit after undergoing a large part of their camp training, and one at the front with the Y.M.C.A. As opportunity presented the Board continued its policy of promoting teachers who are on military service abroad.

Finance.—The following table shows in brief the state of the accounts of the two Boards at the time of amalgamation and that of the combined account at the end of the year:—

District.	As at 1st January, 1916. Cr.	Balances as at 31st July, 1916.		As at 31st December, 1916. Cr.
		Cr.	Dr.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Wellington	7,811 18 2	7,437 5 0	.. ..	.. ..
Marlborough	636 6 6	.. ..	245 17 3	.. ..
Wellington (combined district)	.. ..	.. ..	.. ..	6,781 19 2

Much more than the whole of the sums mentioned above will be required in the near future for the rebuilding of old schools.

School Libraries.—Subsidy was willingly paid on a number of donations to school libraries. The Board's desire is that a larger number of Committees should claim it. In this connection the Board wishes to thank the City Council, its Library Committee, the librarian and his staff for the great benefit conferred on the city schools by the lending scheme now in operation. The example is well worthy of imitation by other Corporations. A few figures will indicate the extent of the benefit. To thirteen schools and two side schools were lent 4,375 volumes, an increase of 1,179; there were lent 36,671 individual books, of which half were stories, 5,072 fairy-tales, folk-lore, &c., 1,589 science, 702 useful arts, 1,147 literature, 5,919 travel and history, 2,869 biography. This is a gratifying evidence of an improving taste in books.

Conveyance.—At Levin and Shannon the Board has established lines of conveyance to central schools—two at the former, one at the latter—and a third request has been received. The allowances payable under existing regulations would not by over £100 cover the cost of the best arrangement that can at present be made. The Board submits that, as the State is saved the cost of one or more schools, while the children receive more efficient instruction, the financial arrangements should cover the cost.

Aided Schools.—The problem of the education of the children growing up in the remote parts of the district, especially the Sounds, is one surrounded with much difficulty. There are over forty of such schools in the district. The allowance of £6 per child does not under existing conditions secure the services of a trained teacher; yet the interests of the child must be safeguarded. The Board urges a reconsideration of the matter with a view to effective remedy either (1) by increase of the capitation to something approaching the capitation payable on account of secondary pupils, or (2), alternatively, to establish schools with living-quarters to meet the special needs of these remote districts. As against the disadvantage of separation from their homes there is the positive advantage of the intellectual stimulus of numbers, and also that of the more efficient training to be obtained at the hands of a trained staff. The provision for part-time schools does not here meet the requirements.

I have, &c.,

The Hon. the Minister of Education, Wellington.

J. G. W. AITKEN, Chairman.

NELSON.

SIR,—

Nelson, May, 1917.

In accordance with the provisions of the Education Act, the Nelson Education Board has the honour to submit the following report for the year 1916:—

The Board.—The members of the Board are Messrs. G. H. Gothard and D. J. Williams, representing the West Ward; Messrs. F. W. O. Smith and E. J. Scantlebury, representing the Eastern Ward; Messrs. W. C. Baigent and T. Symes, representing the North Ward; and Messrs. W. Lock and E. E. Boyes, representing the Nelson City Urban Area. The redistribution of the rural wards was attended with some difficulty in view of the necessity of equalizing the roll number of children in the schools. Mr. Gothard was elected Chairman of the Board, and twelve meetings were held during the year.

Primary Schools.—The number of schools at the end of the year was 114, a decrease of seven—all small household schools. A side school to Karamea was opened at Oparara, and a school at Woodstock was reopened after being closed for some years. Included in the number of schools are nine household schools. The number of these schools is being greatly reduced; some of the schools have reached Grade I, and in several cases settlers in the backblocks avail themselves of the grant provided towards the cost of boarding children who have to live away from home in order to attend school.

District High Schools.—[See E.—6, Report on Secondary Education.]

Scholarships.—The raising of the standard of the National Scholarship Examination and the abolition of Education Board Scholarships were responsible for a reduction in the number of successful candidates. Only three candidates were successful in securing Junior National Scholarships, and five candidates Senior National Scholarships.

Attendance.—The total number of children on the roll of the public schools at the end of the year was 6,734, and the average attendance for the year 5,909. The decrease in the average attendance for the year, 107, is wholly attributable to the large number of epidemics of an infectious character. Early in the year a great many schools were closed for quite long periods on this account. Never before have epidemics been so largely responsible for the poor attendance.

Buildings.—The number of school buildings belonging to the Board is 117, while fifteen schools are conducted in buildings not belonging to the Board. There are fifty-one schools with teachers' residences. New schools were erected at Motueka (side) and at Owen Junction. Two residences were written off during the year. The repair and maintenance of buildings is now costing considerably more owing to high prices of material and labour. In a number of instances School Committees have exercised a proper oversight over properties under their control, and generally speaking the condition of the buildings may be regarded as satisfactory. The Board has refrained from authorizing new works of any consequence, and particular attention has been paid during the year to the matter of repairs. Unfortunately, in many instances there appears to be little attention directed to minor repairs, which School Committees are asked to undertake on their own responsibility. The Inspectors have had occasion to refer a number of such cases to the Board. Outbuildings are frequently found to be in a neglected condition and not properly looked after. To secure more effective oversight over all buildings the inspection reports are now taken as the basis of all matters requiring attention, and a more general improvement in the condition of the buildings will, I hope, be the result.

Manual Instruction.—Good progress is being maintained with respect to instruction in manual work and handwork. The principal manual classes are conducted at three centres—Nelson, Westport, and Wakefield. Woodwork and cookery are the chief subjects, but an interesting course of metal-work is taken in the place of woodwork at the Westport centre. Owing to inability to secure the services of a competent instructor to take cookery classes at Reefton the Board was unable to arrange for classes to be held at that centre during the year, a fact much regretted. This year the appointment of an additional instructress at Westport enables a very complete course to be conducted at all centres. Instruction in agriculture or dairy-work is carried on in the majority of the country schools above Grade I under the supervision of the Board's itinerant instructor. Satisfactory progress was reported from a number of schools. This year the whole of this work has been reorganized and a more systematic inspection of the classes arranged for. A gift of some thousands of yearly *Pinus insignis* trees was made to the Board by Mr. Kingsland, of Appleby, and the trees were distributed to a large number of schools to be planted and cared for by the children, the intention being later on to transplant the trees on the waste lands. Swimming was not so extensively taught, and it is a matter of regret that more opportunity is not afforded for instruction in swimming and life-saving. Various branches of handwork were undertaken in the majority of schools, but the failure of teachers to conduct their classes according to the regulations deprived the Board of a certain amount of capitation, but I am glad to say that such a state of affairs will not occur in future.

Technical Instruction.—[See E.—5, Report on Technical Instruction.]

Finance.—The credit balance on all accounts at the end of the year was £608 12s. 9d. Generally speaking, the Board's financial position has improved considerably. Inclusive of all money assets and liabilities on the 31st December the General Account was in debit £1,337 7s. 1d., the Technical Account in debit £512 9s. 9d., and the Building Account in credit £4,955 18s. 6d. The payment of manual and technical capitation more promptly is a matter for congratulation. The General Account is not entirely satisfactory, and the Board has taken steps to reduce the deficit as much as possible this year. The expenses of administration have been heavy during the year, but they include some non-recurring items. The Technical Account is greatly improved, and I hope that in the course of a year or two this deficit will be entirely wiped off.

I have, &c.,

GEO. H. GOTHARD, Chairman.

The Hon. the Minister of Education, Wellington.

CANTERBURY.

SIR,—

Christchurch, 1st June, 1917.

I have the honour to present the following report of the proceedings of the Education Board of the District of Canterbury for the five months ending 31st December, 1916.

Amalgamation of Education Districts.—The outstanding feature of the year's proceedings has been the amalgamation of the education districts of South Canterbury, Grey, and Westland with the North Canterbury District under the provisions of the Education Act, 1914, and the Education Amendment Act, 1915. The new Canterbury Education District came into existence on the 9th August, 1916, on which date the members elected took office. It is improbable that all the advantages anticipated will result from the change. That the expenditure in administration will be less is extremely doubtful. As regards the old North Canterbury District, the amalgamation will not, generally speaking, be beneficial. South Canterbury was in many ways a model education district, so efficiently and economically administered that it is scarcely to be expected any great improvement will result to the educational interests of what was formerly the South Canterbury Education District. The West Coast districts, comprising mostly small schools situated far apart, were not generally attractive to the teachers there. They now appreciate the advantage of being attached to a larger Education Board, their chances of promotion being more frequent.

It is hoped that before long all the teachers in the Board's schools will be certificated, an advance that will be of distinct advantage to education. The undertaking of elementary agricultural education by the new Board is much appreciated on the West Coast, where very shortly it is proposed to station an agricultural instructor. Judging from the enthusiasm that has been shown by educationists, it is hoped that the venture will meet with much success. From their isolation the late Westland and Grey districts have no doubt in the past suffered considerably in respect to manual and technical instruction. With regard to manual instruction in public schools, very little has been done, especially in connection with the smaller schools. Although woodwork and cookery rooms have been in existence at Hokitika and Greymouth for some time, no classes had been held at Hokitika for a year or at Greymouth for the past six months. The chief difficulty lay in the fact that suitable instructors could not be found. With the larger Board it has been possible to get over these difficulties, and this work is now being carried on vigorously. With regard to technical instruction, although much has been done in the past, it is the intention of the new Board to push on this important phase of education and give as far as practicable to the small centres the same educational advantages as come within the scope of those living in the larger towns.

The Board.—The following were elected members of the Canterbury Education Board: Christchurch Urban Area—Mr. C. H. Opie, Mr. E. H. Andrews, Mr. J. Jamieson, Mr. A. Peverill; Timaru Urban Area—Mr. C. S. Howard, Mr. J. Maze; North-west Ward—Mr. H. J. Bignell, Mr. J. Grimmond; Middle Ward—Mr. W. A. Banks, Mr. T. W. Adams; South Ward—Mr. G. W. Armitage, Mr. W. M. Hamilton.

At the first meeting of the Board, held on the 9th August, Mr. C. H. Opie was elected Chairman of the Board. The following Standing Committees have also been set up, the Chairman of the Board being *ex officio* member of each Committee: Agriculture—Messrs. T. W. Adams, W. A. Banks, H. J. Bignell, J. Grimmond, W. M. Hamilton, C. S. Howard, J. Maze; Appointments—Messrs. T. W. Adams, E. H. Andrews, H. J. Bignell, W. M. Hamilton, C. S. Howard; Buildings—Messrs. G. W. Armitage, W. A. Banks, J. Grimmond, J. Jamieson, J. Maze, A. Peverill; Finance—Messrs. E. H. Andrews, G. W. Armitage, W. A. Banks, J. Jamieson, A. Peverill.

Board's Representatives.—At the end of the year 1916 the Board's representatives on the several High School Boards and Boards of Managers of Technical Classes were as follows:—High School Boards: Akaroa—Mr. W. K. Virtue, Mr. R. Latter; Ashburton—Mr. J. Tucker, Mr. W. B. Denshire; Greymouth—Mr. W. R. Kettle; Hokitika—Mr. H. Michel; Rangiora—Mr. H. Boyd, Mr. W. A. Banks; Timaru—Mr. C. S. Howard; Waimate—Mr. W. Lindsay, Mr. W. M. Hamilton. Boards of Managers of Technical Classes: Christchurch—Mr. C. H. Opie, Mr. M. Dalziel, Mr. S. C. Owen; Banks Peninsula (Akaroa)—Mr. J. D. Bruce; Ashburton—Mr. J. Tucker; Kaiapoi—Mr. J. H. Blackwell, Mr. T. Douds; Timaru Main—Mr. G. J. Sealey, Mr. J. G. Gow, M.A.; Temuka—Mr. D. McInnes, Mr. G. Thompson; Waimate—Mr. W. M. Hamilton, Mr. E. Hassall; Fairlie—Mr. F. Foden; Pleasant Point—Mr. J. Maze.

Buildings.—The new District High School at Greymouth, the erection of which was authorized by the old Grey Education Board, was completed during the year; also new schools at Bruce Bay, Shirley, Waitaha, Waipara, and Warren Estate. Additions were made to the Birdling's Flat, Elmwood, Hornby, Marshland, and Ruatapu Schools, and temporary buildings to provide increased accommodation were erected at Beckenham, Bligh's Road, Linwood, and St. Albans. The Horsley Down School was moved to a new site, and partitions were erected at the Kaikoura Town, Linwood, and Riccarton Schools. The Cashmere and Heathcote Valley Schools were connected with the city sewerage system, and new lavatories were constructed at St. Albans. In the case of each of the following school buildings a sum of over £50 was expended either on repairs, renovations, or furniture, or on improvements to school-grounds: Addington, Aranui, Ashburton, Buckenham, Belfast, Brookside, Bromley, Broomfield, Christchurch East, Christchurch West, Cobden, Culverden, Cust, Dobson, Fairview, Glenavy, Hatter's, Hokitika, Hunter's, Kakahu Bush, Kanieri, Kumara, Methven, New Brighton, Normal School, Omihi, Orari South, Oxford East, Papanui, Paroa, Port Levy, Pleasant Valley, Rangitata Island, Rangitata Station, Roa, Ross, Sydenham, Southbeach, Southbridge, Timaru Main, Taylorville, Waddington, Waiau, Woolston. On the 3rd August, 1916, the Methven School was destroyed by fire, and a new up-to-date building is now in course of erection. The necessary negotiations in connection with the acquisition of a new site of 5 acres, and the disposal of old site and teacher's residence, have caused unavoidable delay. In the meantime the children are being taught in two halls.

The Board has taken over the building and painting staffs of the old South Canterbury Board, and has an assistant architect stationed in Timaru. The workshops there are being used for the manufacture of school furniture, joinery, &c. The Board has decided to establish a workshop in Christchurch on similar lines. A foreman of works is stationed in Greymouth for the supervision of school buildings on the West Coast. The Board has repeatedly drawn the Department's attention to the need of an adequate grant being made to put the schools on the West Coast, more particularly those in the Grey District, in good order. Although the actual expenditure on rebuilding during the year was small, a substantial amount has been set apart for the renewal of portions of several schools which are very old and out-of-date. Grants have been made by the Department for new schools at Laghmuor, Sherwood Downs, and Paroa, which will be commenced as soon as practicable. School-sites have been secured at Parnassus, Tormore, and Diamond Harbour, and additional land has been purchased at Elmwood, Fendalton, Hook, and Sumner. New technical schools were erected at Geraldine and Oxford East, and an addition was also made to the Kaiapoi Technical School.

Finance.—As this is the first report of the proceedings of the Canterbury Education Board, it is only right that reference should be made to the financial position as obtaining on the 1st August, the date on which the Board came into existence. After taking into consideration assets and liabilities, the General Accounts of the several old Boards showed the following credit balances: North Canterbury, £1,465 1s.; South Canterbury, £3,134 6s. 10d.; Westland, £140 11s. 7d.: total, £4,739 19s. 5d. This apparent credit balance, however, was more than absorbed by deficits which could only be made good out of the Ordinary Account, as follows. North Canterbury—Sites, £1,808 15s. 6d.; relieving teachers, £669 2s. 2d.: total, £2,477 17s. 8d. South Canterbury—Sites, £646 14s. 4d. Grey—General Account, £848 6s. 11d.; relieving teachers, £71 5s. 5d.; teachers' salaries, £365 16s. 5d.; Committees' incidentals, £175 2s. 10d.: total, £1,460 11s. 7d. Westland—Relieving teachers, £50 15s. 11d.; teachers' salaries, £196 6s. 11d.: total, £247 2s. 10d.: grand total, £4,832 6s. 5d.: leaving a deficit of £92 7s. It will thus be seen that on coming into existence the Canterbury Education Board not only had no funds with which to carry on its general administration, but was actually faced by a deficit. The matter has been placed before the Department, and an application made for an advance at least sufficient to cover the old Boards' deficits on Sites Account. The Board regrets that so far the Minister has not seen his way to accede to the request, except to make an additional grant of £400 towards the cost of enlarging the Elmwood school-site. The Board wishes to place on record the very unsatisfactory position disclosed, and to ask that as a matter of urgency its reasonable request may be granted without delay.

The total expenditure on buildings for the year 1916 was £19,609 4s. 2d., as follows:—

	Maintenance.			Rebuilding.			New Buildings.			Total.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
For period 1st January to 31st July:—												
North Canterbury..	3,996	6	9				3,544	7	4	7,540	14	1
South Canterbury..	2,354	3	2	669	8	6	764	3	8	3,787	15	4
Grey ..	244	10	7				1,403	1	7	1,647	12	2
Westland ..	995	12	7	146	5	6	300	18	0	1,442	16	1
										14,418	17	8
For period 1st August to 31st December:—												
Canterbury ..	3,749	19	5				1,255	19	4	5,005	18	9
Rebuilding schools destroyed by fire										184	7	9
Total for year ..										19,609	4	2

Conveyance and Board of Children.—The expenditure on account of the conveyance of children to school and for the board of children living a long distance from a school was £2,969 11s. 4d. The number of children conveyed to school was 651, in addition to fifty children conveyed to manual-training centres. Boarding-allowance during the year was paid in respect of seventy-six children.

Maintenance.—The total expenditure on primary salaries for the year 1916, including £3,369 2s. 11d. for house allowance, £703 11s. 4d. for relieving teachers, and £9,148 18s. 7d. war bonuses, was £166,651 3s. The salaries paid to teachers in secondary departments amounted to £6,532 10s. 1d. The following table shows the expenditure on salaries and incidentals for the year mentioned:—

Year.	Salaries.			Incidental Expenses.			Totals.			Average Attendance.
	£	s.	d.	£	s.	d.	£	s.	d.	
1880 ..	55,318	17	8	8,071	12	2	63,390	9	10	16,412
1890 ..	73,129	1	1	8,187	18	0	81,316	19	1	23,728
1900 ..	70,978	18	7	8,064	13	10	79,043	12	5	23,806
1910 ..	110,388	16	3	6,359	5	11	116,748	2	2	25,587
1916 ..	166,651	3	0	11,074	16	4	167,873	9	5	29,728

School-sites.—The expenditure on school-sites during the year 1916 was £778 11s. 4d.

Incidental Expenses of Schools.—The matter of incidental expenses of schools is one to which the Board has given anxious consideration. The adoption of a scale absorbing approximately £900 over and above the allowances calculated under the Eighth Schedule of the Education Act, 1914, is ample proof of the Board's desire to do its utmost in assisting Committees to meet their incidental expenses. Whilst admitting that the allowances agreed upon are still inadequate, the Board is also compelled to recognize the fact that any further provision from its general funds is impracticable. In view of the undoubted increase that has taken place the last few years in the cost of labour, fuel, and material, and feeling that the grant made by the Department is insufficient to meet this increasing expenditure, the Board recently called a conference of School Committees and members of Parliament to discuss the matter in all its bearings. The Board trusts that the resolutions carried at the Conference will convince the Department that it is absolutely necessary that the grant should be increased if the public schools of the Dominion are to be maintained in good order and sanitary condition.

Resolutions passed at Conference held on the 9th February, 1917:—

"That the Government has recognized the increased cost of living in all departments of administration except in the provision for local administration of its primary schools such provision remaining the same as in the pre-war period, for which period it was really insufficient, and is now utterly inadequate. This Conference, having full knowledge of the matter, declares it impossible on the sum now granted to defray the necessary administrative expenses of the Boards, and with the balance to maintain the public schools in a state of ordinary cleanliness, comfort, and decency, and therefore demands, in the vital interests of the children attending them, that the Government grant for the above purposes be increased forthwith to at least 13s. *per capita* on the average attendance."

"That this Conference entirely repudiates the principle of any funds being raised locally for the ordinary necessary maintenance expenses or equipment of public schools, whether sums so raised be subsidized by the Government or not."

"That other Boards throughout the Dominion having expressed themselves in sympathy with the Canterbury Education Board's effort to secure an increased capitation allowance, the Canterbury Education Board and the Canterbury School Committees Association be requested to convene a Dominion Conference on the matter during the next session of Parliament, at which Conference all New Zealand Education Boards and School Committee Associations shall be represented."

Irregular Attendance.—During the year the names of 2,107 children were either sent in by head teachers or taken direct from the various school registers by the Truant Officer (North and South Canterbury). Arising from these 1,736 ordinary notices to parents and 191 of a final nature were issued. Court proceedings were taken in eighty-nine cases, in fifty-six of which fines amounting to £17 12s. were inflicted, in addition to costs £12 12s. The Truant Officer reported that during the year, as regards the lower classes, the attendance at a great many schools had been seriously affected owing to illness among the children. On the other hand, the attendance of children in the upper standards throughout the whole district had been very good. In the town and suburban districts many inducements are held out for children to leave school before obtaining the necessary qualifications. This difficulty, the Truant Officer reports, is becoming more acute, and will require very careful attention in the future. A Truant Officer has also been appointed for the West Coast districts, and all head teachers have been requested to forward to him the names of children who attend irregularly. The Board relies upon members of School Committees and parents generally to co-operate with the teachers in securing a good attendance, as otherwise good progress cannot be made.

Scholarships.—There were 426 candidates for Junior National Scholarships—194 girls and 232 boys. Of these, fifty-seven qualified—twenty-four girls and thirty-three boys. Three successful candidates had been attending sole-charge schools, seven schools of Grade III, and forty-seven schools of Grade IV and upwards. For the Senior Scholarships there were 105 candidates—sixty-two girls and forty-three boys. Of the twenty-three successful candidates, nine were girls and fourteen boys. For the two Gammack Scholarships there were ten candidates. The first four in order of merit having qualified for National Scholarships, the Board has awarded Gammack Scholarships to the two next candidates on the list, both of whom passed the Junior University Examination with credit.

Schools.—The number of schools in operation at the end of the year, including thirty-four aided schools, but excluding seven side schools, was 378, classified as follows:—

Grade.	Pupils.	Schools open at End of Year.
0	1-8	15
I	9-20	108
II	21-35	88
III	36-120	113
IV	121-240	21
V	241-400	15
VI	401-500	4
VII	501-700	9
VIII	701 and upwards	5
		378

During the year schools were opened at Taipo, Big River, Warren Estate, and Skipton, and closed at Ethelton, Slaty Creek, Notown, Haast, Lower Otira, Camla, and Rangitira Valley. The undermentioned table shows the number of schools at the end of the year of each decade

given and at the end of the year 1916, also the number of children on the rolls, the approximate number in average attendance, and the percentages of attendance :—

Year.	Total of Schools.	On Roll at End of Year.	Average Attendance.	Percentage of Attendance.
1880	185	23,086	16,412	71.10
1890	268	29,605	23,728	80.14
1900	335	27,930	23,806	81.60
1910	360	29,778	25,587	85.90
1916	378	34,054	29,728	87.20

School Staffs.—There were 969 teachers in the Board's service at the end of 1916. Of these, 373 (165 males and 208 females) were head teachers or in sole charge; 478 (73 males and 405 females) were assistants; and 118 (26 males and 92 females) were pupil-teachers. There were in addition 82 (7 males and 75 females) probationers and 25 sewing-mistresses in small schools in charge of male teachers.

Manual and Technical Instruction.—During the year the increase in attendance at the Christchurch classes has further accentuated the need of an additional centre. In domestic science the work of Standard V classes has improved as a result of the extra quarter-hour given at each lesson, besides providing more facilities for housewifery. The introduction of bread-making as part of home science and of metal-work in combination with woodwork, both vocational subjects, has increased the interest of the pupils in their work. The classes at outlying centres have been continued on much the same lines as in previous years, those at Ashburton, Kaiapoi, Rangiora, Temuka, Timaru, and Waimate having well maintained the high character of work done in a multiplicity of subjects. As regards the teachers' classes held in Christchurch, owing to the small support accorded cookery and woodwork the Board has discontinued these subjects, in both of which, it may be remarked, students in training have opportunity of receiving instruction. Owing to the amalgamation of districts it became necessary to appoint a Supervisor whose whole time would be available for the direction and supervision of the work, a change to the necessity of which Mr. Howell, the Board's Director, himself drew attention, although involving his own retirement. For the past ten years Mr. Howell has discharged his duties with much success, his ability as organizer and Director of the Christchurch classes having been especially noteworthy. The appointment of Supervisor has been given to Mr. Ritchings Grant, whose long experience (in South Canterbury and elsewhere) and enthusiasm for the special duties to be undertaken are a guarantee that every endeavour will be made to co-ordinate the work with the ordinary school subjects and place the classes throughout the whole district on a satisfactory basis.

Training College.—During the past year the enrolment of students (forty-six second-year and sixty-nine first-year) constituted a record in the history of the Training College. One hundred and three were ex-pupil-teachers or ex-probationers (Division A) eight of Division B (matriculated) and four of Division C (University graduates), the students of the two latter groups not having had any previous experience as teachers. The limitation of space, to which the Department's attention has been repeatedly called, has been much in evidence. As the Hon. the Minister of Education has made himself acquainted by personal inspection with the urgent need for improved working-conditions, there is ground for belief that the Board may shortly be authorized to commence the erection of a new College more suitable in every way than the building at present in use for training purposes. In his report the Principal also emphasizes the need of a hostel, more particularly for the women students, who, living away from home as many of them do, at present lack those facilities for study as well as other benefits which a suitable hostel in close proximity to the Training College would provide. The Principal's report deals with many matters of interest, and furnishes general information relating to the staff and courses of study.

Inspection.—To most of the 385 schools open at the close of the year two visits of inspection were paid, while forty-one private schools were also visited. The number of pupils examined in subjects of the Sixth Standard and the results achieved are given in the following table :—

	Number Examined.	Proficiency Certificate.	Competency Certificate.
Public schools	2,236	1,377	419
Private schools	225	131	42
Special examinations	203	99	65
	2,664	1,607	526

The important duties in connection with medical inspection have been solely discharged with energy and enthusiasm by Dr. E. Baker, who, it is pleasing to note, will in future be able to avail herself of the School Nurse recently appointed by the Department. In many of the schools a very high level of efficiency in physical training has been reached, due to the untiring efforts of the instructors, ably seconded by the whole-hearted co-operation of the teachers.

Agriculture.—The number of schools having recognized classes was 186, compared with 173 for the previous year. The total number of children receiving instruction in school-gardening during the year was 3,066. Mr. Martin reports that the adoption of a uniform syllabus of instruction and the holding of the spring school of instruction have resulted in important work being done at many schools. The rural course has been carried on at the District High Schools

at Darfield, Kaiapoi, Kaikoura, Lincoln, Oxford, Pleasant Point, Temuka, and Waimate, while it is expected to be introduced during the present year at Akaroa, Geraldine, Greymouth, and Hokitika. In the southern portion of the district definite educative results have been obtained by the testing of several varieties of lucerne, green-manuring with mustard, ryecorn, and vetches, and by variety tests with mangels and potatoes. Mr. Moodie also reports that in fruit-tree culture and nursery-work the majority of the teachers in his district have now a good grasp of the subject, the results on the whole being most gratifying. Mr. Moodie further reports that there is ample evidence of a real live interest in the work not only by teachers and pupils, but also by parents as well. In proportion to the enlarged sphere of operations it has been necessary for the Board to increase its special staff of instructors. The Board regrets that owing to ill health, consequent upon the strain and physical injury suffered during his period of service with the Expeditionary Forces, Mr. B. Moodie, who was appointed assistant instructor towards the close of the year, has been compelled to send in his resignation.

The War.—During the year 1916 sixteen teachers, five Training College students, and two members of the Board's office staff joined the Expeditionary Forces, making altogether sixty-six (forty-six teachers, eighteen students, and two members of the office staff) who have taken part in the defence of the Empire. At the date of this report sixteen additional teachers have joined the Forces since the 1st January.

I have, &c.,

The Hon. the Minister of Education, Wellington.

C. H. OPIE, Chairman

OTAGO.

SIR,—

Education Office, Dunedin, 31st March, 1917.

In accordance with the requirements of the Education Act, 1914, the Education Board of the District of Otago has the honour to present the following report of its proceedings for the year 1916:—

Board.—At the beginning of the year the Board was constituted as follows: North Ward—Messrs. Donald Borrie, James Mitchell, and George Livingstone (elected in the room of Mr. Andrew McKerrow, deceased); Central Ward—Messrs. William Scott, James Wallace, and William R. Brugh (elected in the room of Mr. G. C. Israel, deceased); South Ward—Messrs. D. T. Fleming, Parker McKinlay, M.A., and James Smith. The alteration of the wards, rendered necessary under the provisions of the Education Act, 1914, and the Education Amendment Act, 1915 (No. 2), took effect on the 8th August, 1916, and the elections held in accordance with these Acts resulted in the return of the following members: Urban Area—Messrs. William R. Brugh, James Wallace, James H. Wilkinson, and Robert H. S. Todd; North Ward—Messrs. George Livingstone and Donald Borrie; Central Ward—Messrs. James Smith and James Horn; South Ward—Messrs. David T. Fleming and Parker McKinlay, M.A. The Board is thus composed of ten members instead of nine as previously. At the first meeting of the new Board in August Mr. D. T. Fleming was elected Chairman. The following were the Board's representatives on various educational bodies: Council of the University of Otago—Mr. P. McKinlay, M.A.; Otago High Schools Board—Messrs. D. T. Fleming and William R. Brugh; Waitaki High Schools Board—Mr. James Mitchell; Boards of Management of Associated (Technical) Classes—Dunedin, Messrs. P. McKinlay, M.A., James Wallace, and W. R. Brugh; Oamaru, Messrs. James Mitchell and F. S. Aldred; Milton, Messrs. P. McKinlay, M.A., and W. B. Graham.

Number of Schools.—The number of schools in operation at the 31st December, 1916, was 261, being an increase of four on the figures for the previous year. Two were half-time schools, seven were household schools, and one was the small school at the Pleasant Valley Sanatorium. Nineteen had an average attendance below 9, seventy-three from 9 to 20, fifty-nine from 21 to 35, fifty-seven from 36 to 80, fifteen from 81 to 120, six from 121 to 160, five from 161 to 200, two from 201 to 240, three from 241 to 280, seven from 321 to 360, one from 401 to 450, two from 451 to 500, four from 501 to 550, three from 551 to 600, and five from 601 to 650. Household schools were started at Wilden, Barewood, and Killermont, and the household school at Shannon was discontinued.

Teachers.—On the 31st December there were in the Board's service 756 teachers, classified as under:—

	Males.	Females.	Totals.
Head teachers	105	5	110
Sole teachers	24	127	151
Assistant teachers	57	268	325
Total of adult teachers	186	400	586
Pupil-teachers	25	52	77
Probationers	12	41	53
Teachers of needlework	...	17	17
Manual and technical (special teachers)	14	9	23
Totals for 1916	237	519	756
Totals for 1915	250	492	742
Increase for 1916	—13	27	14

The permanent teachers absent on military service were classed as follows: Head teachers, 3; sole teachers, 13; assistant teachers, 14; pupil-teachers, 3; M. and T. (special teacher), 1; total, 34. There were fifteen male teachers and sixteen female teachers acting as substitutes for those absent on military duty. For the past two years the ratio of male to female teachers has been: Adult teachers—1915, 100 males to 175 females; 1916, 100 males to 215 females. Pupil-teachers and probationers—1915, 100 males to 321 females; 1916, 100 males to 251 females.

There were 115 appointments of adult teachers made (including four made under the War Legislation Amendment Act). There were eleven male and nineteen female pupil-teachers appointed, and seven male and twenty-two female probationers. Of these, twenty-three had passed the Matriculation Examination, thirty-one had passed the Intermediate or the Public Service Junior Examination, and four had passed the Proficiency Examination.

Attendance of Pupils.—The mean of the average roll, average of attendance, and percentage of average attendance for the four quarters of the year were: Average roll, 21,880; average attendance, 20,237; percentage attendance, 92·4. Both the roll number and the average attendance for each quarter were higher than for the previous year. The mean roll number shows an increase of 110 (or 0·5 per cent.) and the mean average attendance an increase of 221 (or 1 per cent.) over the figures for 1915. The mean average attendance for the year is the highest ever attained in this district.

The following table shows for each twenty years since the institution of the Otago Education scheme in 1856 the number of schools, the number of teachers, the number on the rolls, and the average attendance:—

Year.	Schools.	Teachers.	On the Roll.	Average Attendance.
1856-57	5	7	...	236
1876	165	329	13,537	11,210
1896	218	554	22,091	19,502
1916	261	754	21,880	20,237

Junior and Senior National Scholarships.—There were for the Junior Scholarships 264 candidates, of whom six from schools with not more than one teacher gained between 52½ and 62½ per cent. Twenty-seven candidates reached the ordinary standard of qualification (62½ per cent.). There were thus thirty-three Junior Scholarships awarded to pupils in the Otago District. Of the ninety-seven candidates for Senior Scholarships sixteen gained the qualifying percentage of marks. Of the eighty-seven scholarships current at the close of the year, thirty-six were Junior National, eighteen were Senior National, sixteen were Junior Board, and seventeen were Senior Board. Twenty-seven were held by girls and sixty by lads. The Principals of the secondary schools they attended reported that almost without exception the conduct and diligence of these pupils were most exemplary, and their progress was very satisfactory.

Finance.—The following statement shows the main items of expenditure compared with the figures for the previous year:—

	1915.			1916.		
	£	s.	d.	£	s.	d.
Teachers' salaries and lodging-allowances...	99,567	4	0	104,039	8	0
Payments to School Committees for incidental expenses	6,422	2	7	6,312	6	3
School buildings, purchases of sites, house allowances, manual and technical buildings and apparatus	15,215	4	6	15,976	14	9

The war bonus paid to teachers in Otago amounted to £6,568 1s. 2d. The expenditure on school buildings included—General maintenance (repairs, alterations, and small additions), £8,123 14s. 4d.; rebuilding, £1,041; new buildings, £5,238 12s. 5d.; purchase of sites, £152 12s.; house allowances, £1,276 13s. 4d.; manual and technical purposes, £144 2s. 8d.

Ages of the Pupils.—The average ages of the pupils were: Preparatory, 6 years 8 months; Standard I, 8 years 11 months; Standard II, 9 years 11 months; Standard III, 11 years; Standard IV, 12 years; Standard V, 12 years 8 months; Standard VI, 13 years 7 months; Standard VII, 15 years. Compared with the previous year the pupils in 1916 were, on the average, younger by one month in S4, by two months in Class P, S3, S5, and S6, by three months in S2, and by fourteen months in S7; while they were older by three months in S1.

Rural Instruction in District High Schools.—[See E.—6, Report on Secondary Education.]

Manual and Technical Instruction.—Wool-classing classes for adults were held at Herbert, Maheno, Totara, Duntroon, Cromwell, Clyde, Omakau, Lauder, and Poolburn. Instruction in elementary handwork (paper-work, cardboard, plasticene-modelling, brushwork, &c.) was imparted in practically all the schools in the district. Cookery and woodwork training was carried on at various centres, thirty-eight schools participating in the instruction in the former subject and thirty-six in the latter. The average attendance was—Cookery, 1,108 girls; woodwork, 1,150 boys. Special classes for adults in typewriting, book-keeping, beaten-copper work, and painting were held at Milton.

The present trend of agricultural development demands special instruction in agricultural principles and methods. Through the medium of the school-garden an important step is made towards forming a basis for such future instruction by creating a sympathy with rural environment, and establishing correct notions of the elementary principles of agriculture. Instruction with this objective has been carried on in 190 schools under the supervision of the Board's instructors in agriculture. The interest in the school-garden competitions continues to be well sustained. In many cases the products of the school-garden have been disposed of to the material advantage of the local patriotic funds, while the cocksfoot-seed-saving campaign organized among the schools realized £35. This amount was devoted to the purchase of wool for the needlework of the schools that assisted in collecting the seed. During the year three thousand additional trees and native shrubs were distributed from the Training College students' garden to fifty-two schools.

The total number of students receiving instruction at the Dunedin School of Art was 560 including 108 day students, 142 evening students, 123 Training College students, 114 pupil-teachers and probationers, and 73 adult teachers.

The expenditure on manual and technical instruction was: Salaries, material, &c., for school classes, £4,126 2s. 8d.; and for special classes, £1,314 13s.; buildings, furniture, and fittings, £144 2s. 8d.; total, £5,584 17s. 4d., being an increase of £124 19s. 8d. over the previous year.

School classes were held throughout the year at the Municipal Baths in Dunedin, and during suitable weather at the Municipal Baths in Oamaru. Pupils from twenty-two schools participated in the instruction, the average attendance being 640 boys and 536 girls. The cost of the classes was £178 9s., while the amount of Government capitation earned was £147.

Truancy.—The Truant Officer served 353 notices on parents and guardians for infringements of the Act, while 262 cases of irregular attendance were investigated by him. Penalty summonses to the number of sixty-six were issued under section 66 of the Act, sixty-four convictions being obtained and two being withdrawn owing to the children concerned being committed to the industrial school. The fines inflicted and the costs awarded amounted to £24 2s. 3d. Of 108 pupils in classes below Standard VI in Dunedin and suburbs who terminated their school course in December, 1916, two were in Standard I, four were in S2, fourteen were in S3, forty-two were in S4, and forty-six were in S5. All the pupils in question had, however, reached the exemption age of fourteen years. Although the attendance suffered somewhat from epidemics of measles, whooping-cough, and mumps, which occurred in various parts, and from the severe snowfall in the month of August, the percentage of attendance (91·4) for the year is most satisfactory. The shortage of labour in the country districts compelled farmers and others to utilize the services of their older children to a greater extent than usual, but the Board has no reason to believe that children were kept away from school to an unwarranted degree. Very few concessions in attendance were asked, and nearly all the appeals when investigated appeared to be justified. Of the twenty-five city and suburban schools, two attained 96 per cent. of attendance for the year, four attained 95 per cent., twelve attained 94 per cent., four attained 93 per cent., one attained 92 per cent., one attained 91 per cent., and one attained 90 per cent.

Training College.—The total number of students enrolled was 127, comprising 22 men and 105 women. The education districts represented were: Otago, 77; Southland, 29; Canterbury, 20; Nelson, 1. The allowances paid to them or on their behalf were: Bursaries, lodging-allowances, and travelling-expenses, £6,176 15s.; College fees, £1,043 14s.; total, £7,220 9s., or £896 15s. 5d. more than in the previous year. The accommodation provided at the College for the women students is not adequate for more than half the number now attending, and some amelioration of the conditions is most desirable. The question of the boarding arrangements for the women is also a serious one. In connection with this matter the Principal in his report points out that last year sixty-nine women students had to board in Dunedin, and expresses the opinion that the most urgent need of the College at the present time is the provision of a College hostel. With this view the Board concurs, and trusts that the Government may be able at an early date to give this matter the attention it unquestionably deserves.

Certificates.—The number of pupils of the public schools examined for proficiency certificates was 1,658. Of these, 1,258 (or 75 per cent.) obtained the certificate, while 155 (or 9 per cent.) were granted certificates of competency in Standard VI. The number who gained proficiency certificates is about 4 per cent. lower than in 1915.

Incidental Expenses of Schools.—The Board continued during 1916 to pay School Committees according to its own scale instead of limiting the payments to the amounts provided by the statute for this special purpose. This entailed upon the Board the payment out of its General Fund of £365 10s. 9d., making the total payments the Board has made out of this fund to Committees for incidental expenses £950 17s. 4d.

Inspection of Schools.—The Inspectors' estimate of the efficiency of the schools is as follows: Excellent or very good, 20 per cent.; good, 46 per cent.; satisfactory, 24 per cent.; fair to inferior, 10 per cent. These figures indicate a fall of 4 per cent. as shown in the best group, an increase of 6 per cent. in the "good" group, and a fall of 2 per cent. in the two lowest groups. The Inspectors state that when it is remembered that nearly 20 per cent. of the teachers are untrained and uncertificated, the efficiency of the schools may be regarded as very satisfactory. The order, discipline, and tone of the schools are, the Board is pleased to know, being maintained at a very high level.

Buildings.—This year's operations, like those of the previous year, have been confined to works of an urgent nature, and therefore no progress in the way of improvements to either schools or residences can be reported. Care was taken to keep the buildings from suffering through lack of repairs or painting, but no unnecessary expenditure was incurred. New schools were erected at Waenga, Conical Hills, Wyllie's Crossing, and St. Clair; additions were made to the schools at Alexandra and Otekaieke; and alterations to the school at Glenomaru. The Pukema School was shifted to a new site, and a new residence was erected at Waipiata. Up-to-date furniture is being made for all new school buildings, and also where alterations are being carried out.

Pupil-teachers, Probationers, and Training-college Students.—The Board is of opinion that, compared with the salaries obtainable in civil life, the payments made to pupil-teachers, probationers, and training-college students are inadequate to entice in sufficient numbers to the important profession of teaching the youth (especially the lads) of intelligence, character, and energy. It is to be hoped that as soon as normal times return, if not sooner, the Minister may be able to make a decided increase in these salaries. There is also, the Board believes, too much disparity between the salaries of pupil-teachers and probationers. There does not seem any great reason why a pupil-teacher should receive £55 for each of the two years of his course, while a probationer who has passed the same examinations, who goes through almost the same course of training, and who assists almost equally in the teaching work of the school, should receive only £35. The scale of boarding-allowance for pupil-teachers requires amendment: either an equal amount for each year should be allowed as is done in the case of probationers, or the payment should be increased each year, not curtailed. It seems strange that a pupil-teacher should get a boarding fee of

£20 in his first year and only £10 in his fourth year, when he requires much more to keep him. The Board also puts forward a plea for the recognition of the service of pupil-teachers and probationers towards their classification. It sees no reason why the services of these teachers should not count as ordinary service of equal length, as is done in the case of students in the Training College. If this cannot be granted, then probationer service should be counted as half-service, as pupil-teacher service is.

Grade 0 Schools.—The Board desires to emphasize the necessity for increasing the capitation allowed for schools with an average attendance below nine. The interests of the Dominion demand that people shall settle in the back country, and one of the greatest hindrances to the opening-up of the outlying districts is the want of educational facilities. The Board feels warranted in saying that the State should do considerably more than it is doing to bring the children of the remote and isolated localities under the influence of trained and capable teachers.

The War—Roll of Honour.—Since the issue of last report the following thirty-two teachers and officers of the service of the Board proceeded on active service [not printed here; see Appendix B to E.—1.]

Senior Inspector Richardson.—The Board records with profound regret the death, in the month of February last, of Mr. C. R. D. Richardson, Senior Inspector for the district. He had a long and unblemished record, and was held in the highest esteem for his ability and integrity, his devotion to duty, and his sympathy with the teachers of all grades.

I have, &c.,

The Hon. the Minister of Education, Wellington.

D. T. FLEMING, Chairman.

SOUTHLAND.

SIR,—

Education Office, Invercargill, 15th March, 1917.

In accordance with the requirements of the Education Act, 1914, the Education Board of the District of Southland has the honour to submit the following report of its proceedings for the year ending the 31st December, 1916 :—

Board.—At the beginning of the year the Board consisted of Messrs. H. A. Archdall (Chairman), G. E. Amos, J. Findlay, D. Gilchrist, A. Lowrie, J. MacGibbon, H. E. Niven, J. C. Thomson, M.P., and G. T. Stevens. In conformity with the provisions of the Education Act, 1914, this district was divided into urban and rural areas. The rural area was subdivided into wards named Central, East, and West respectively. The urban area was named Invercargill Urban Area. Under the same Act the Board, which previously consisted of nine members, was reduced to eight. The old Board retired from office on the 8th August, 1916. An election of members for the new wards and the new urban area of Invercargill was held in July. Three nominations were received for the Invercargill Urban Area, five for the Central Ward, three for the West Ward, and two for the East Ward. The voting resulted in the election of Messrs. Gilchrist and Stevens as members for the Invercargill Urban Area, Messrs. Amos and Perrelle for the Central Ward, Messrs. Finlay and Thomson for the West Ward, and Messrs. MacGibbon and Niven for the East Ward. At the ordinary meeting held in June the Board accepted with regret the resignation of Mr. H. A. Archdall (Chairman), who had removed to Canterbury, and placed on record its high appreciation of the valuable services he rendered for a number of years as Chairman and member. At the meeting of the new Board held on the 9th August Mr. Gilchrist was elected Chairman of the Board for the ensuing two years, and at the same meeting the Board passed a resolution appreciative of the services of the retiring member, Mr. A. Lowrie. At the November meeting Mr. Amos resigned, and the special election to fill the vacancy on the Board for the Central Ward was fixed for the 9th January, 1917.

The Board's representatives on the Southland Boys' and Girls' High Schools Board are Messrs. G. T. Stevens and J. C. Thomson; those on the Board of Management of the Southland Technical College are Messrs. H. E. Niven, P. A. de la Perrelle, G. T. Stevens, J. C. Thomson, and A. L. Wyllie; those on the Gore High School Board are Messrs. D. Gilchrist, H. E. Niven, and J. MacGibbon; while Mr. Stevens and the Hon. T. MacGibbon, M.L.C., represent the Board on the Training College Committee of Advice and the Otago University Council respectively. During the year to which this report refers twelve ordinary and two special meetings of the Board were held, while the Executive Committee met twenty-two times.

Schools.—The number of schools in operation at the end of the year was 182, being a decrease of three on the figures of the previous year. A household school was opened at The Keys, while the schools at Beaumont, Macetown, Five Rivers, and Half-way Bay—the two last named being household schools—were closed during the year owing to reduced attendance. The 182 schools were graded as follows: Grade 0, 11; Grade I, 50; Grade II, 40; Grade IIIA, 55; Grade IIIB, 7; Grade IVA, 3; Grade IVB, 5; Grade IVc, 3; Grade VB, 3; Grade Vc, 1; Grade VIB, 1; Grade VIIA, 1; Grade VIIc, 1; Grade VIIC, 1.

Demonstration Schools.—In view of the large number of inexperienced teachers in its service, the Board again respectfully urges upon the Department the need for establishing one or two demonstration schools in this district, so that the inexperienced teacher may be sent for a week or two at intervals for the observation of and practice in methods of teaching and school-management. In the absence of a training college in this district the Board trusts that the Department will establish at least one model school to meet the demand which undoubtedly exists.

Attendance.—The attendance at the schools continues to increase steadily. The following are the figures for the past five years :—

		Average Roll.	Average Attendance.	Percentage.
1912	...	10,792	9,552	88.5
1913	...	10,966	9,671	88.2
1914	...	11,322	10,090	89.1
1915	...	11,478	10,223	87.0
1916	...	11,668	10,457	89.6

Included in the numbers recorded above there are 105 Maori or half-caste children—sixty-one boys and forty-four girls. There were at the end of the year nineteen schools in this district where Maori or half-caste children attended. The percentage of average to weekly roll number, as well as the actual average for the year, constitutes a record for this education district. The Board has to express gratification at this result, especially in view of the fact that an abnormal amount of sickness was prevalent in many parts of this district during the latter part of the year. The regulation of the Board requiring teachers to furnish, on a form provided for the purpose, a monthly statement of the attendance at each school, together with the fact that most parents are alive to the value of a sound education for their offspring, has contributed in no small degree to the creditable record of attendance during the year. Although the above regulation was framed partly for the benefit of teachers, the Truant Officer has again and again to report the neglect of a number of teachers to comply with it. Parents and guardians should note that there is now no provision whereby a child may absent himself from school on any one half-day of the week. The Truant Officer in his report to the Board on his year's work states that he has sent out 378 notices to defaulters, issued sixty-nine summonses, and secured fifty-one convictions. The amount of fines inflicted was £13 0s. 6d. As a reward for regular attendance the Board in terms of regulations under the old Act, provided two classes of attendance certificates—viz., first and second class. The former were issued to all pupils who were present on every day on which the school was opened, and the latter to those who were absent not more than five half-days on which the school was opened. In accordance with regulations under section 70 of the Education Act, 1914, the issue of two classes of certificates has been abolished, and in lieu thereof the Department has issued only one form of attendance certificate, which is issued to all pupils who have not been absent more than five half-days on which the school has been opened. The certificate issued by the Department cannot be compared, either in the quality of the paper or in design, with the certificates formerly issued by the Board.

Teachers.—At the end of the year there were in the Board's service 433 teachers. The following table will show the distribution of the teaching staff in the schools under the control of the Board:—

	Men.	Women.	Total.
Head teachers	53	22	75
Sole teachers	39	66	105
Assistants	18	136	154
Pupil-teachers	11	23	34
Probationers	7	22	29
Teachers of needlework	...	28	28
Manual and technical teachers	4	4	8
	132	301	433

Of the adult teachers in the service of the Board at the close of the year 203 were certificated, eight held licenses to teach, and 123 were uncertificated. These figures, as compared with those of the previous year, show a slight decrease in the number of certificated teachers. This reduction of the number of certificated teachers is due almost entirely to the absence at the front of a number of qualified teachers. In 1901 the numbers of male and female teachers were about equal. This year the figures show a proportion of two females to every male. For many years the Board has experienced great difficulty in obtaining the services of male pupil-teachers and probationers. During the year the Board gave notice of dismissal to six teachers who, in spite of frequent warnings, had failed to obtain even partial success in the teachers' examination. In spite of the fact that there is the service of the Board a large number of uncertificated teachers, many of whom have but limited experience and some no experience at all, the work of educating the boys and girls of this district is carried on in a satisfactory manner. For the year 1916 the expenditure on teachers' salaries amounted to £58,119, an increase of £1,850 as compared with the previous year. The amount of the grant from the Department for relieving teachers amounted to £258 17s., while the expenditure amounted to £296 11s.

Instruction of Teachers.—Classes for the benefit of teachers were conducted from the 1st April to the 11th November, two sessions each of thirteen weeks being held. The subjects of instruction were drawing, music, advanced needlework, agriculture, zoology, hygiene, cardboard-work, mathematics, English, and school method. The number of teachers who attended each class was as follows: Drawing (five classes), 91; music, 32; needlework, 57; agriculture (two classes), 42; zoology, 17; mathematics, 19; cardboard-work, 18; English, 21; school method, 28; hygiene (three classes), 88. During the second term, in accordance with the requirements of the Department, the attendance of pupil-teachers and probationers was restricted to classes in drawing, handwork, science, and singing, and the numbers for other classes therefore suffered a reduction. During the term holidays in September special classes in agriculture and hygiene were held for the week to enable teachers who intended to sit for these subjects at the next examination to satisfy the requirements for the certificates in practical work.

It is pleasing to report that the attendance of teachers was quite satisfactory, evidencing the fact that the large majority were doing their best to take advantage of the facilities provided by the Department to enable them to improve their status. Towards the close of each term examinations were held by the instructors, and the results, though in a few cases disappointing, were in advance of those of the previous year. Of those teachers who by reason of the remoteness of their schools could not attend Saturday classes six took advantage of the provision made by the Department to enable them to receive instruction through the medium of correspondence classes.

Scholarships.—For the Junior National Scholarship Examination there were ninety-eight candidates—twenty-six less than in 1915; and for the Senior forty-nine candidates—one more than in 1915. Fifteen Junior Scholarships and three Senior Scholarships were awarded.

Medical Inspection.—During the year the Department's Medical Inspector visited some of the larger schools in this district. In last year's report the Board recognized that a good beginning has been made with the medical examination of school-children, and hopes for the extension of the work as circumstances permit. At present only the larger schools are visited, and the examination is confined to those children in Standard II who appear to be suffering from some physical defect. As a nation's efficiency depends to a large extent on the physical soundness of its men and women, and in view of the fact that we are losing during the present titanic struggle the cream of our manhood, it behoves us to build up a vigorous manhood by laying the foundation in the children of to-day. To assist in attaining the desired object this Board and its officers are only too willing to assist in every possible way the Medical Inspector in improving the condition, both mental and physical, of our boys and girls.

Physical Instruction.—In last report the Board expressed the opinion that the time was ripe for another course of physical instruction to its teachers, and as a result of representations made to the Department steps were taken to hold early in January a "refresher course" under the direction of the Department's instructors. In spite of the fact that these training classes meant the curtailment of the Christmas holidays, the response made by the teachers to the invitation to attend these classes was so gratifying that the Board placed on record its appreciation of the readiness with which teachers had offered to attend the various classes for training. In view of the importance of physical training to the boys and girls attending our schools, the Board has arranged for a competition in physical exercises among the primary schools in Southland. The winning team obtains possession for one year of a handsome shield designed to perpetuate the memory of the late Mr. Galloway, at one time physical instructor to this Board, and presented to the Board by a committee consisting of some of the leading citizens of Invercargill. With the Medical Inspectors and physical instructors co-operating the results must be highly beneficial to the health and general welfare of our young people.

Conveyance and Board of Children.—The amount disbursed by the Board on the conveyance and board of children who live a long distance from the nearest public school was £1,527, as compared with £1,383 in 1915. There are seventy-two schools where parents have availed themselves of the provision thus made by the Department for educating their children—an increase of twenty-one as compared with the previous year. The Board still fails to see the reasonableness of the regulation which authorizes only half the cost of the conveyance of children between the ages of five and seven years, and respectfully recommends the Department to amend the regulation in the direction of allowing the full grant to the younger children. The Board again expresses the opinion contained in last year's report that riding-horses and bicycles should not be excluded from the means of conveyance on account of which the allowance will be made.

School Committees.—The Board desires to express its appreciation of the manner in which School Committees generally have co-operated in the management of the educational affairs of the district. During the year the incidental allowances paid to Committees have totalled £3,944, this sum being £553 in excess of the amount provided by the Government. The Board has been enabled to pay the larger sum owing to economy in various departments under its control. The Board, however, wishes to intimate to School Committees that the scale of payments for incidental expenses is to be reviewed in March, 1917, and, if necessary, modified. Even with the increased allowance the Board recognizes that many Committees, especially those of the lower-grade schools, have great difficulty in keeping on the right side of the ledger. The Board has insured School Committees against liability under the Workers' Compensation and Employers' Liability Acts so far as these apply to caretakers and casual workmen, provided that at the end of each year (31st December) School Committees show clearly on their balance-sheets the payments made for wages during the previous year.

Board's Regulations.—During the year the Board, in consequence of the coming into operation of the Education Act, 1914, was compelled to revise its regulations. These will be printed and circulated in due course.

Buildings.—The Board's building staff has been kept busy during the year. Additions were erected at Invercargill North, Otatau, and Tuatapere, and new sanitary conveniences in brick were erected at East Gore. Works now in hand are additions to the school at Mimiha, replacement of the old school at Myross Bush, and the erection of a new school at East Limehills. The residents of East Limehills showed their public-spiritedness by contributing a handsome sum towards the cost of the school buildings. The usual renovations of a number of schools and residences were undertaken. This work is now carried out entirely by the Board's workmen, and has been systematized in the direction of covering, in rotation every six years or thereabouts, all the school buildings in the district. When the workmen have finished at one school they move to the next nearest, and in this manner the renovations are effected without loss of time or needless expense in moving hither and thither. The Board finds, too, that with a competent staff it can erect new buildings or additions at a minimum cost, and generally of a more substantial nature. Dual desks of an improved pattern are about to be installed in a number of the larger schools. As funds permit the present long desks with which most of the schools are equipped will be replaced by the new furniture. Drainage, fencing, and other works have been attended to, and the buildings are, on the whole, in good order. The environment of a number of our schools, however, could be considerably improved by quickened interest on the part of Committees. A school building and its grounds ought to be cared for as a national institution of the first importance, and should form an object-lesson to the scholars and to the district in order, neatness, and beauty of surroundings.

Finance and Accounts.—For the year just closed the result of the Board's operations financially has been quite satisfactory. From a perusal of the balance-sheet it will be seen that the balance to credit of both General and Buildings Accounts has increased, the former by £1,035 14s. 4d., and the latter by £1,015 18s. 3d. In view of the conditions at present prevailing, however, it behoves the Board to exercise the strictest economy in administering its finances.

I have, &c.,

DUNCAN GILCHRIST, Chairman.

The Hon. the Minister of Education, Wellington.

[illegible]

£	s.	d.	£	s.	d.
..	..	..	46,286	14	7

Bank balance at 31st December, 1916, Cr.

Less unpresented cheques

On Contractors' Deposit Account

On fixed deposit	100
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Total at 31st December, 1916, Cr.

Education Office, Auckland, 8th January, 1917.

Auditor's Certificate.

Examined and found correct, except that there is no authority of law for the transfer of £2,000 from No. 16 to No. 21.—R. J. COLLINS, Controller and Auditor-General.

J. O. McKENZIE, Chairman.
R. CROWE, Secretary.

TARANAKI.

GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE SEVEN MONTHS ENDING THE 31ST JULY, 1916.

NOTE.—See page xxvi for statement for the five months ending 31st December, 1916. The Auditor's certificate does not cover columns (11) and (12). The figures in those columns have been added to the statement by the Education Department from returns supplied by Education Boards.

No.	Name of Account.	As at 1st January.		Cash Transactions during Year.				Transfers.		As at 31st July.			
		Balances.	Deficits.	Receipts.		Expenditure.	Debit.	Credit.	Balances.	Deficits.	Assets.	Liabilities.	
				From Government.	From other Sources.								(9)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
1	<i>General Account.</i> Receipts from 5s. capitation and other sources mentioned in section 33, subsection (2), of the Education Act, 1914, expended on— (a.) Office staff (including Secretary, &c.), salaries and clerical assistance (b.) Office contingencies (c.) Refunds and sundries	851 0 11	..	887 14 2	139 13 2	402 13 2 517 4 0 26 2 6	..	932 8 7	..	..	32 7 9		
2	<i>Special Accounts.</i> Salaries of primary-school teachers	..	369 15 9	18,881 6 6	..	18,880 14 11	..	..	369 4 2	..	17 7 4		
3	Salaries of relieving teachers	..	166 15 6	88 14 11	..	164 6 8	..	..	242 7 3	..	1 18 0		
4	School and class libraries—Government capitation grant	190 6 7	..	..	..	13 5 0	..	177 1 7	..	..	..		
5	Conveyance and board of school-children	18 5 0	..	51 16 0	..	70 6 0	..	..	0 5 0	..	3 2 6		
6	Incidental expenses of schools	..	..	1,175 5 10	..	1,022 19 0	..	152 6 10	..	30 8 1	..		
7	Contributions and subsidies for public-school purposes	19 4 1	..	14 7 0	32 13 1	66 4 2	..	..	..	..	..		
9	Training classes for teachers	24 7 7	..	128 18 3	..	109 8 2	..	43 17 8	..	..	..		
10	Scholarships—	..	92 14 5	207 12 6	1 5 0	104 5 0	..	11 18 1	..	..	..		
11	Board's National District High Schools—	..	45 17 5	240 0 0	..	202 10 0	..	..	8 7 5	..	..		
13	Salaries of staffs of secondary departments	2 17 5	..	527 9 4	..	533 5 8	..	..	3 8 11	..	..		
14	General purposes	74 19 6	..	..	8 0 0	2 10 0	..	80 9 6	..	..	..		
15	Manual instruction—Receipts from capitation, sales, &c., expended on— (a.) Direction and administration (b.) Salaries of instructors (c.) Equipment for elementary handwork (d.) Material	1,146 11 6	..	1,612 17 2	29 6 9	53 19 2 600 11 6 76 14 8 70 8 8	..	1,987 1 5	..	..	12 8 0		
16	Technical instruction—Receipts from capitation, contributions, subsidies, grants for material, fees, sales, &c., expended on— (i.) Salaries of instructors (ii.) Material (iii.) Direction and administration	92 16 10	..	1,064 0 8	186 4 0	1,257 14 1 58 1 1 157 14 4	..	..	130 8 0	42 11 1	80 15 5		

17	Teachers' house allowances	..	47	12	7	619	14	11	..	622	10	7	..	..	50	8	3	..	2	10			
18	Buildings—Maintenance, rebuilding, rent— (a.) Maintenance and small additions, and (b.) ordinary rebuilding	{	..	..	{	1,475	5	0	44	3	3	1,771	17	3	..	3,732	9	2	206	6	2		
	(c.) Rents of buildings and sites for school purposes		4,042			0	8	..	..	..	..	57	2	6			..	..	..	..	..	..	..
19	Rents of buildings for manual and technical instruction		39	13	6	..	..	..	..	..	..	4	9	6	..	35	4	0	16	5	0		
20	Public schools—New buildings, additions, furniture, apparatus, sites		37	14	10	..	384	8	6	..	..	353	11	4	..	68	12	0	135	0	0		
21	New buildings, apparatus, &c., for manual and technical classes— (a.) Manual instruction (b.) Technical instruction	{	..	1,555	11	8	8	4	5	..	..	60	19	11	..	..	1,608	0	2	205	19	8	
	Sites—sales		35	0	0	..	178	18	6	..	..	178	11	6			..	..	35	0	0	..	35	0	0
22	Other separate accounts— Belgian Relief Fund		..	..	..	..	..	..	156	18	6	156	18	6	..	..	..	..	..	..	..	..	
	Totals		6,574	8	5	2,278	7	4	27,546	13	8	598	3	9	27,596	18	10	7,256	8	10	430	3	10
																				609	9	2	

Net balance at 1st January, 1916, Cr. ..	£	s.	d.
	4,296	1	1
Bank balance at 31st July, 1916, Cr. ..	£	s.	d.
Less unrepresented cheques	5,247	6	10
	406	7	2
On hand ..	4,840	19	8
	3	0	0
Total at 31st July, 1916, Cr	£4,843	19	8

Education Office, New Plymouth, 4th November, 1916.

R. MASTERS, Chairman.
P. S. WHITCOMBE, Secretary

TARANAKI—continued.

GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE FIVE MONTHS ENDING THE 31ST DECEMBER, 1916.

NOTE.—The Auditor's certificate does not cover columns (11) and (12). The figures in those columns have been added to the statement by the Education Department from returns supplied by Education Boards.

No	Name of Account. (1)	As at 1st August.		Cash Transactions during Year.				Transfers.		As at 31st December.			
		Balances. (2)	Deficits. (3)	Receipts.		Expenditure. (6)	Debit. (7)	Credit. (8)	Balances. (9)	Deficits. (10)	Assets. (11)	Liabilities. (12)	
				From Government. (4)	From other Sources. (5)								
1	<i>General Account.</i> Receipts from 5s. capitation and other sources mentioned in section 33, subsection (2), of the Education Act, 1914, expended on— (a.) Office staff (including Secretary, &c.), salaries and clerical assistance (b.) Office contingencies (c.) Refunds and sundries	£ s. d. 932 8 7	£ s. d. ..	£ s. d. 873 10 10	£ s. d. 172 16 4	£ s. d. 261 1 10 381 10 11 2 14 2	£ s. d. ..	£ s. d. 460 15 8	£ s. d. 872 13 2	£ s. d. ..	£ s. d. ..	£ s. d. 32 7 9	
2	<i>Special Accounts.</i> Salaries of primary-school teachers	£ s. d. ..	£ s. d. 369 4 2	£ s. d. 22,033 14 2	£ s. d. ..	£ s. d. 22,003 16 3	£ s. d. 405 2 4	£ s. d. ..	£ s. d. 65 16 1	£ s. d. ..	£ s. d. ..	£ s. d. 65 16 1	
3	Salaries of relieving teachers	£ s. d. ..	£ s. d. 242 7 3	£ s. d. 87 7 1	£ s. d. ..	£ s. d. 156 9 1	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. 311 9 3	£ s. d. ..	£ s. d. 1 18 0	
4	School and class libraries—Government capitation grant	£ s. d. 177 1 7	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. 15 9 5	£ s. d. ..	£ s. d. ..	£ s. d. 161 12 2	£ s. d. ..	£ s. d. ..	£ s. d. ..	
5	Conveyance and board of school-children	£ s. d. ..	£ s. d. 0 5 0	£ s. d. ..	£ s. d. ..	£ s. d. 114 15 4	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. 115 0 4	£ s. d. 115 0 4	£ s. d. ..	
6	Incidental expenses of school	£ s. d. 152 6 10	£ s. d. ..	£ s. d. 1,169 14 7	£ s. d. ..	£ s. d. 1,288 1 1	£ s. d. ..	£ s. d. ..	£ s. d. 34 0 4	£ s. d. ..	£ s. d. ..	£ s. d. 34 0 4	
7	Contributions and subsidies for public school purposes (excluding contributions and subsidies for manual instruction)	£ s. d. ..	£ s. d. ..	£ s. d. 126 17 8	£ s. d. 154 6 0	£ s. d. 142 18 4	£ s. d. ..	£ s. d. ..	£ s. d. 138 5 4	£ s. d. ..	£ s. d. ..	£ s. d. 138 5 4	
9	Training-classes for teachers	£ s. d. 43 17 8	£ s. d. ..	£ s. d. ..	£ s. d. 2 8 0	£ s. d. 95 1 3	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. 48 15 7	£ s. d. ..	£ s. d. 34 7 6	
10	Scholarships— Board's	£ s. d. 11 18 1	£ s. d. ..	£ s. d. 51 10 0	£ s. d. ..	£ s. d. 103 0 0	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. 39 11 11	£ s. d. 39 11 11	£ s. d. ..	
11	National	£ s. d. ..	£ s. d. 8 7 5	£ s. d. 102 1 8	£ s. d. ..	£ s. d. 204 11 8	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. 110 17 5	£ s. d. 110 17 5	£ s. d. ..	
13	District High Schools— Salaries of staffs of secondary departments	£ s. d. ..	£ s. d. 3 8 11	£ s. d. 638 15 4	£ s. d. ..	£ s. d. 641 18 2	£ s. d. 4 2 7	£ s. d. ..	£ s. d. 91 9 6	£ s. d. 2 9 2	£ s. d. 2 9 2	£ s. d. ..	
14	General purposes	£ s. d. 80 9 6	£ s. d. ..	£ s. d. ..	£ s. d. 13 10 0	£ s. d. 2 10 0	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. ..	
15	Manual instruction—Receipts from capitation, contributions, subsidies, sales, &c., expended on— (a.) Direction and administration (b.) Salaries of instructors (c.) Equipment and material for elementary handwork (d.) Material for manual instruction	£ s. d. 1,987 1 5	£ s. d. ..	£ s. d. 692 3 3	£ s. d. 40 9 3	£ s. d. 97 1 3 763 6 2 17 18 11 79 13 4	£ s. d. ..	£ s. d. ..	£ s. d. 1,761 14 3	£ s. d. ..	£ s. d. 951 18 7	£ s. d. ..	

WANGANUI.

GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE SEVEN MONTHS ENDING THE 31ST JULY, 1916.

NOTE.—See page xxx for the statement ending 31st December, 1916. The Auditor's certificate does not cover columns (11) and (12). The figures in those columns have been added to the statement by the Education Department from returns supplied by Education Boards.

No.	Name of Account.	As at 1st January.		Cash Transactions during Year.					Transfers.		As at 31st July.			
		Balances.	Deficits.	Receipts.			Expenditure.	Debit.	Credit.	Balances.	Deficits.	Assets.	Liabilities.	
				From Government.	From other Sources.									
					(4)	(5)								(6)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)			
1	<i>General Account.</i> Receipts from 5s. capitation and other sources mentioned in section 33, subsection (2), of the Education Act, 1914, expended on— (a.) Office staff (including Secretary, &c.), salaries and clerical assistance (b.) Office contingencies (c.) Payment to Harbour Board (paid this Board in error)	£ 2,147 1 9	£ s. d.	£ s. d. 2,199 19 2 678 6 8	£ s. d. 91 13 5 ..	£ s. d. { 535 2 0 1,583 0 10 678 6 8 }	£ s. d.	£ s. d.	£ s. d. 2,320 11 6 ..	£ s. d. 38 8 2 ..	£ s. d. 251 11 7 ..			
2	<i>Special Accounts.</i> Salaries of primary-school teachers	..	1,148 13 10	44,646 8 9	2 7 6	39,233 8 1	..	..	4,266 14 4	5 11 11	5,434 13 5			
3	Salaries of relieving teachers	..	862 10 0	219 19 11	..	180 2 1	..	..	..	822 12 2	20 15 0			
4	School and class libraries—Government capitation grant	..	168 9 1	179 4 9	..	..	..	..	10 15 8	..	10 15 8			
5	Conveyance and board of school-children	..	67 11 9	134 12 0	..	208 18 0	..	..	..	141 17 9	6 14 0			
6	Incidental expenses of schools	166 5 0	..	2,745 5 0	17 4 6	3,587 13 9	..	..	..	658 19 3	328 13 0			
9	Training classes for teachers	..	380 6 7	243 15 11	..	263 15 4	..	..	..	400 6 0	75 17 3			
10	Scholarships—	..	..	..	..	..	..	..	..	..	..			
11	Board's	..	257 1 1	536 6 8	..	203 2 9	..	..	76 2 10	35 19 3	143 17 6			
12	National	..	87 15 6	219 7 8	..	287 12 4	..	..	..	156 0 2	48 19 2			
12	Special	..	41 5 0	..	..	..	..	..	..	41 5 0	..			
13	District High Schools—	..	19 9 6	1,484 2 0	..	1,306 19 6	..	..	157 13 0	..	206 15 0			
14	Salaries of staffs of secondary departments	155 18 0	..	..	7 0 0	53 1 3	..	..	109 16 9	2 10 0	14 6 9			
15	General purposes	..	..	..	..	..	..	..	..	..	..			
15	Manual instruction—Receipts from capitation, contributions, subsidies, sales, &c., expended on— (a.) Direction and administration (b.) Salaries of instructors (c.) Equipment for elementary handwork (d.) Material	..	2,064 10 2	1,976 0 2	26 0 3	{ 341 7 0 1,718 1 6 556 16 11 }	..	..	..	2,678 15 2	1,174 14 5 32 19 6			

[illegible]

Net balance at 1st January, 1916, Dr.

Bank balance at 31st July, 1916, Cr.

Less unpresented cheques

On hand

Rees Bequest—

Bank Cr.

On mortgage

Total at 31st July, 1916, Cr.

Education Office, Wanganui, 7th October, 1916.

FRED. PIRANI, Chairman.
W. H. SWANGER, Secretary.

WANGANUI—continued.

GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE FIVE MONTHS ENDING THE 31ST DECEMBER, 1916.

NOTE.—The Auditor's certificate does not cover columns (11) and (12). The figures in those columns have been added to the statement by the Education Department from returns supplied by Education Boards.

No.	Name of Account. (1.)	As at 1st August.		Cash Transactions during Year.				Transfers.		As at 31st December.			
		Balances. (2)	Deficits. (3)	Receipts.		Expenditure. (6)	Debit. (7)	Credit. (8)	Balances. (9)	Deficits. (10)	Assets. (11)	Liabilities. (12)	
				From Government. (4)	From other Sources. (5)								
													£
1	<i>General Account.</i> Receipts from 5s. capitation and other sources mentioned in section 33, subsection (2), of the Education Act, 1914, expended on— (a.) Office staff (including Secretary, &c.), salaries and clerical assistance (b.) Office contingencies	£ 2,320 11 6	£ ..	£ 1,361 7 1	£ 41 8 7	£ 619 18 1 974 12 7	£ ..	£ ..	£ 2,128 16 6	£ ..	£ 28 14 6	£ 64 13 4	
2	<i>Special Accounts.</i> Salaries of primary-school teachers	£ 4,266 14 4	£ ..	£ 28,487 10 10	£ 5 8 4	£ 33,846 15 5	£ ..	£ ..	£ ..	£ 1,107 1 11	£ 152 17 4	£ 1 13 4	
3	Salaries of relieving teachers	£ ..	£ 822 12 2	£ 136 2 6	£ ..	£ 209 4 0	£ ..	£ ..	£ ..	£ 895 13 8	£ ..	£ 0 19 5	
4	School and class libraries—Government capitation grant	£ 10 15 8	£ ..	£ ..	£ ..	£ ..	£ ..	£ ..	£ 10 15 8	£ ..	£ 172 3 3	£ 182 18 11	
5	Conveyance and board of school-children	£ ..	£ 141 17 9	£ 227 3 6	£ ..	£ 133 13 0	£ ..	£ ..	£ ..	£ 48 7 3	£ 131 1 6	£ 85 8 6	
6	Incidental expenses of schools—Grants to School Committees	£ ..	£ 658 19 3	£ 1,739 6 3	£ ..	£ 1,077 8 3	£ ..	£ ..	£ 2 18 9	£ ..	£ ..	£ 983 18 7	
9	Training classes for teachers	£ ..	£ 400 6 0	£ 242 7 3	£ ..	£ 480 12 11	£ ..	£ ..	£ ..	£ 638 11 8	£ 267 15 4	£ 1 7 6	
10	Scholarships— Board's	£ 76 2 10	£ ..	£ 129 15 9	£ ..	£ 342 1 8	£ ..	£ ..	£ ..	£ 136 3 1	£ 128 5 8	£ ..	
11	National	£ ..	£ 156 0 2	£ 289 13 0	£ ..	£ 284 14 0	£ ..	£ ..	£ ..	£ 151 1 2	£ 142 7 0	£ ..	
12	Special	£ ..	£ 41 5 0	£ ..	£ ..	£ ..	£ ..	£ ..	£ ..	£ 41 5 0	£ ..	£ ..	
13	District high schools— Salaries of staffs of secondary departments	£ 157 13 0	£ ..	£ 735 0 0	£ 2 10 0	£ 901 18 4	£ ..	£ ..	£ 97 0 0	£ 9 5 4	£ ..	£ ..	
14	General purposes	£ 109 16 9	£ ..	£ ..	£ ..	£ 15 6 9	£ ..	£ ..	£ ..	£ ..	£ ..	£ ..	
15	Manual instruction—Receipts from capitation, contributions, subsidies, sales, &c., expended on— (a.) Direction and administration (b.) Salaries of instructors (c.) Equipment and material for elementary handwork	£ ..	£ 2,678 15 2	£ 2,092 12 11	£ 24 10 5	£ 238 16 7 1,172 15 10 151 6 6	£ ..	£ ..	£ ..	£ 2,124 10 9	£ 474 0 4	£ 154 12 5	
16	(d.) Material for manual instruction Technical instruction—Receipts from capitation, contributions, subsidies, grants for material, fees, sales, &c., expended on— (i.) Salaries of instructors (ii.) Material (iii.) Direction, administration, &c.)	£ 3,927 16 1	£ ..	£ 3,488 13 8	£ 1,015 0 2	£ 2,588 6 1 164 16 1 775 7 11	£ ..	£ ..	£ 4,900 19 10	£ ..	£ 1,662 15 0	£ 19 5 3	

xxx

[APPENDIX A.]

17	Teachers' house allowances	183	12	10	..	1,055	3	4	..	1,235	6	8	..	..	3	9	6	..	19	13	4	..							
18	Buildings—Maintenance, rebuilding, rent— (a.) Maintenance and small additions, and (b.) ordinary rebuilding (c.) Rents of buildings and sites for school purposes (d.) Voluntary contributions and subsidies	16,940	0	1	..	2,603	0	0	141	4	0	2,718	4	5	..	17,509	16	2	1,660	9	7	2,409	18	5					
19	Rents of buildings for manual and technical instruction— (a.) Manual instruction (b.) Technical instruction Public schools—New buildings, additions, furniture, apparatus, sites	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..						
20	New buildings, apparatus, &c., for manual and technical classes— (a.) Manual instruction (exclusive of elementary handwork) (b.) Technical instruction	..	..	..	..	226	8	9	..	..	0	10	0	18	10	0	335	8	9	72	13	0	..						
21	Sites—sales Contractors' deposits Other separate accounts— Wanganui school-sites War Fund Rees bequest Physical-training classes Prize fund War bonus	..	..	..	..	11,083	6	11	3,509	10	6	..	2,584	5	1	10,158	1	6	147	6	6	9	6						
22	Totals	29,223	18	5	26,298	19	10	52,859	4	1	3,259	11	3	56,668	11	10	..	..	26,796	3	724,421	1	6	5,310	13	3	6,360	4	9

£ s. d.
2,924 18 7

Net balance at 1st August, 1916, Cr. ..

Bank balance at 31st December, 1916, Cr. ..

Less unrepresented cheques ..

Rees Bequest Account—

Bank balance, Cr. ..

On mortgage ..

Total at 31st December, 1916, Cr.

£2,375 2 1

Education Office, Wanganui, 27th April, 1917.

Auditor's Certificate.

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

FRED. PIRANI, Chairman.
W. H. SWANGER, Secretary.

WELLINGTON.

GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE SEVEN MONTHS ENDING 31ST JULY, 1916.

NOTE.—See page xxxviii for statement for five months ending 31st December, 1916. The Auditor's certificate does not cover columns (11) and (12). The figures in those columns have been added by the Education Department from returns supplied by Education Boards.

No.	Name of Account. (1)	As at 1st January.		Cash Transactions during Year.					Transfers.		As at 31st July.			
		Balances. (2)	Deficits. (3)	Receipts.		Expenditure. (6)	Debit. (7)	Credit. (8)	Balances. (9)	Deficits. (10)	Assets. (11)	Liabilities. (12)		
				From Government. (4)	From other Sources. (5)									
													£	s.
1	<i>General Account.</i> Receipts from 5s. capitation and other sources mentioned in section 33, subsection (2), of the Education Act, 1914, expended on— (a.) Office staff (including Secretary, &c.), salaries and clerical assistance (b.) Office contingencies (c.) Refunds and sundries (d.) Board members' travelling-expenses (e.) Truant officers' salary and allowance (f.) School supplies	£ 8,325 17 5	£ ..	£ 2,882 4 2	£ 405 18 2	£ 865 15 1 736 2 4 7 11 0 73 6 0 160 8 4 287 8 5	£ ..	£ 1,084 15 7	£ 8,398 13 0	£ ..	£ 84 0 1	£ 224 12 4		
2	<i>Special Accounts.</i> Salaries of primary-school teachers, including two-fifths of the training-college staff	£ ..	£ 18 7 10	£ 51,492 1 6	£ 44 11 8	£ 51,571 15 3	£ ..	£ ..	£ ..	£ 53 9 11	£ ..	£ 15 4 4		
3	Salaries of relieving teachers	£ ..	£ 791 8 6	£ 288 4 5	£ ..	£ 485 13 2 2 13 10	£ ..	£ ..	£ 3 11 3	£ 988 17 3	£ 2 16 0	£ ..		
4	School and class libraries—Government capitation grant	£ 6 5 1	£ ..	£ ..	£ ..	£ ..	£ ..	£ ..	£ ..	£ ..	£ ..	£ ..		
5	Conveyance and board of school-children	£ ..	£ 205 15 6	£ 199 2 2	£ ..	£ 257 19 0	£ ..	£ ..	£ ..	£ 264 12 4	£ 220 11 9	£ 17 0 0		
6	Incidental expenses of schools	£ 36 16 0	£ ..	£ 3,340 0 3	£ ..	£ 3,937 15 5	£ 1,084 15 7	£ ..	£ 523 16 5	£ ..	£ ..	£ 523 16 5		
7	Contributions and subsidies for public-school purposes	£ ..	£ 31 17 10	£ 28 0 1	£ 293 17 4	£ 238 15 7	£ ..	£ ..	£ 51 4 0	£ ..	£ ..	£ 51 4 0		
8	Training colleges— (a.) Salaries of staff (three-fifths of the total cost) (b.) Special instructors and associated teachers (c.) Allowances and fees of students (d.) Incidental expenses Training classes for teachers (other than students at training college)	£ ..	£ 886 7 9	£ 1,907 9 8	£ ..	£ 1,926 11 9	£ ..	£ ..	£ ..	£ 863 17 4	£ 564 15 7	£ 390 5 10		
9	Scholarships— Board's National District High Schools— Salaries of staffs of secondary departments General purposes Manual instruction—Receipts from capitation, contributions, subsidies, sales, &c., expended on— (a.) Direction and administration (b.) Salaries of instructors (c.) Equipment for elementary handwork (d.) Material..	£ ..	£ 125 6 2	£ 366 15 0	£ 94 3 2	£ 339 4 0	£ ..	£ ..	£ ..	£ 3 12 0	£ 388 6 10	£ 53 0 0		
10	Board's	£ ..	£ 283 18 9	£ 452 5 0	£ ..	£ 278 5 0	£ ..	£ ..	£ ..	£ 109 18 9	£ 182 0 0	£ 45 10 0		
11	National	£ ..	£ 117 2 10	£ 372 11 6	£ ..	£ 506 12 9	£ ..	£ ..	£ ..	£ 251 4 1	£ 331 4 8	£ 82 16 2		
13	District High Schools—	£ ..	£ 12 0 3	£ 1,916 13 4	£ ..	£ 1,918 11 8	£ ..	£ ..	£ ..	£ 13 18 7	£ 1 18 4	£ ..		
14	Salaries of staffs of secondary departments	£ 48 1 3	£ ..	£ ..	£ 1 10 0	£ ..	£ ..	£ ..	£ 49 11 3	£ ..	£ ..	£ ..		
15	General purposes	£ ..	£ ..	£ ..	£ ..	£ ..	£ ..	£ ..	£ ..	£ ..	£ ..	£ ..		
15	Manual instruction—Receipts from capitation, contributions, subsidies, sales, &c., expended on— (a.) Direction and administration (b.) Salaries of instructors (c.) Equipment for elementary handwork (d.) Material..	£ 218 12 1	£ ..	£ 2,003 4 5	£ 99 12 7	£ 245 0 0 1,463 4 3 548 0 0 500 10 1	£ ..	£ ..	£ ..	£ 435 5 3	£ 2,340 0 0	£ 150 0 0		

MARLBOROUGH.

GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE SEVEN MONTHS ENDING 31st JULY, 1916.

NOTE.—This district was added to the Wellington district as from 1st August, 1916, and its receipts and expenditure for the five months ending 31st December, 1916, are therefore included in the Wellington statement for that period. The Auditor's certificate does not cover columns (11) and (12). The figures in those columns have been added by the Education Department from returns supplied by Education Boards.

No.	Name of Account.	As at 1st January.		Cash Transactions during Year.					Transfers.		As at 31st July.			
		Balances.	Deficits.	Receipts.		Expenditure.	Debit.	Credit.	Balances.	Deficits.	Assets.	Liabilities.		
				From Government.	From other Sources.									
													£	s. d.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)			
1	<i>General Account.</i> Receipts from 5s. capitation and other sources mentioned in section 33, subsection (2), of the Education Act, 1914, expended on— (a.) Office staff (including Secretary, &c.), salaries and clerical assistance (b.) Office contingencies	£ 481 10 2	£ ..	£ 362 6 3	£ 2 19 9	£ 355 18 10 177 12 2	£ ..	£ 313 5 2	£ ..	£ ..	£ 7 5 5			
2	<i>Special Accounts.</i> Salaries of primary-school teachers	£ ..	£ 10 15 0	£ 8,764 8 9	£ 19 3 4	£ 8,623 0 8	£ ..	£ 149 16 5	£ 81 1 1	£ ..	£ ..			
3	Salaries of relieving teachers	£ ..	£ 37 2 0	£ 36 4 4	£ ..	£ 80 3 5	£ ..	£ ..	£ ..	£ ..	£ ..			
4	School and class libraries—Government capitation grant	£ 16 8 11	£ ..	£ 29 4 3	£ ..	£ 2 7 4	£ ..	£ 43 5 10	£ ..	£ ..	£ ..			
5	Conveyance and board of children	£ ..	£ 5 2 6	£ 57 1 6	£ ..	£ 89 13 6	£ ..	£ ..	£ 37 14 6	£ 74 9 6	£ 37 7 6			
6	Incidental expenses of schools	£ 92 9 3	£ ..	£ 575 12 0	£ 2 5 0	£ 621 14 1	£ ..	£ 48 12 2	£ ..	£ ..	£ 2 10 0			
7	Contributions and subsidies for public-school purposes (section 159 of the Education Act)	£ 4 14 0	£ ..	£ 4 14 0	£ ..	£ 9 8 0	£ ..	£ ..	£ ..	£ ..	£ ..			
9	Training classes for teachers	£ 28 16 6	£ ..	£ 33 14 3	£ ..	£ 54 19 3	£ ..	£ 7 11 6	£ ..	£ 33 6 8	£ ..			
10	Scholarships— Board's	£ ..	£ 28 10 0	£ 74 15 0	£ ..	£ 34 10 0	£ ..	£ 11 15 0	£ ..	£ 5 15 0	£ 5 15 0			
11	National	£ ..	£ 25 0 0	£ 70 0 0	£ 2 10 0	£ 47 10 0	£ ..	£ ..	£ ..	£ 7 10 0	£ 7 10 0			
15	Manual instruction—Receipts from capitation, contributions, subsidies, sales, &c., expended on— (a.) Direction and administration (b.) Salaries of instructors (c.) Equipment for elementary handwork (d.) Material	£ 195 14 10	£ ..	£ 252 5 3	£ 5 0 0	£ 25 4 6 74 2 1 36 11 7 36 15 3	£ ..	£ 280 6 8	£ ..	£ 190 1 9	£ 8 11 5			
16	Technical instruction—Receipts from capitation, contributions, subsidies, grants for material, fees, sales, &c., expended on— (i.) Salaries of instructors (ii.) Material (iii.) Direction, administration, &c.	£ ..	£ 137 7 3	£ 24 7 0	£ ..	£ 21 12 11 18 7 8 2 8 8	£ ..	£ ..	£ 155 9 6	£ 25 0 0	£ 1 15 9			

17	Teachers' house allowances	..	..	5 14 10	413 8 8	..	392 2 11	..	..	15 10 11	..	..	..
18	Buildings—Maintenance, rebuilding, rent— (a.) Maintenance and small additions, and (b.) ordinary rebuilding	1,245 9 9	..	..	644 10 0	93 1 10	1,649 2 0	..	..	333 19 7	..	250 8 1	343 11 5
20	Public schools—New buildings, additions, furniture, apparatus, sites	..	..	1,279 12 10	..	..	..	..	..	..	1,279 12 10	507 0 0	507 0 0
21	New buildings, apparatus, &c., for manual and technical classes	..	..	100 0 7	..	..	..	..	..	..	100 0 7	..	..
22	Sites-sales	2 0 0	..	..	..	..	..	..	..	2 0 0	..	..	..
23	Contractors' deposits	47 18 6	..	..	..	36 9 6	43 9 0	..	..	40 19 0	..	..	40 19 0
	Other separate accounts— Post Office Savings-bank—Interest	150 9 7	..	..	..	10 9 5	..	..	..	160 19 0	..	..	..
	Totals	2,265 11 6	..	1,629 5 0	11,342 11 3	171 18 10	12,396 13 10	..	..	1,408 1 3	1,653 18 6	1,093 11 0	962 5 6

£ 636 s. 6 d. 6

.. f .. g. d.

1,636	19	1	4
1,882	16		

£245 17 3

Net balance at 1st January, 1916, Cr...

Bank balance at 31st July, 1916, *Cr.* ..
 Less unpresented cheques ..

Total at 31st July, 1916, Dr.

Education Office, Blenheim, 5th December, 1916.

JOHN WHITE, Chairman.
E. HYLTON, Secretary.

WELLINGTON.

(Old Marlborough Board included.)

GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE FIVE MONTHS ENDING 31ST DECEMBER, 1916.

NOTE.—The Auditor's certificate does not cover columns (11) and (12). The figures in those columns have been added by the Education Department from returns supplied by Education Boards.

No.	Name of Account.	As at 1st August.		Cash Transactions during Year.						Transfers.		As at 31st December.			
		Balances.	Deficits.	Receipts.		Expenditure.		Debit.	Credit.	Balances.	Deficits.	Assets.	Liabilities.		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)				
1	<i>General Account.</i> Receipts from ss. capitulation and other sources mentioned in section 33, subsection (2), of the Education Act, 1914, expended on— (a.) Office staff (including Secretary, &c.), salaries and clerical assistance (b.) Office contingencies (c.) Refunds and sundries (d.) Board members' travelling-allowances	£ 8,872 17 2	..	2,149 9 7	£ 454 12 9	£ 1,070 19 10 674 13 8 90 6 8 59 18 7	..	..	9,581 0 9	..	71 1 11	67 8 6			
2	<i>Special Accounts.</i> Salaries of primary-school teachers, including two-fifths of the total cost of the training-college staff.	96 6 6	..	42,810 13 10	8 5 0	42,866 2 0	..	..	49 3 4	..	16 11 6	..			
3	Salaries of relieving teachers	..	1,069 18 4	214 18 9	..	349 17 5	..	..	..	1,204 17 0	4 14 6	..			
4	School and class libraries—Government capitulation grant	46 17 1	..	..	..	1 4 3	..	..	45 12 10	..	257 18 9	..			
5	Conveyance and board of school-children	..	302 6 10	261 15 0	..	265 12 2	..	..	..	306 4 0	306 12 5	..			
6	Incidental expenses of schools	572 8 7	..	2,466 1 3	..	2,938 2 0	..	..	100 7 10	..	80 0 0	..			
7	Contributions and subsidies for public-school purposes (excluding contributions and subsidies for manual instruction)	51 4 0	..	208 18 2	169 18 9	311 16 6	..	..	118 4 5	..	..	118 4 5			
8	Training colleges— (a.) Salaries of staff (three-fifths of the total cost) (b.) Special instructors and associated teachers	..	863 17 4	1,484 13 9	..	1,489 13 11	..	..	..	787 18 7	3 6 8	10 0 0			
9	(c.) Allowances and fees of students (d.) Incidental expenses Training classes for teachers (other than students at training college)	3 19 6	..	2,628 13 1 240 0 0 38 18 0	.. 31 3 6	2,969 2 10 131 1 4 291 1 4	..	..	..	217 0 4	512 10 0	10 0 0			
10	Scholarships— Board's	..	98 3 9	136 0 0	..	302 9 2	..	..	..	264 12 11	305 15 0	..			
11	National	..	251 4 1	248 1 0	..	539 16 3	..	..	..	542 19 4	539 7 11	..			
13	District high schools— Salaries of staffs of secondary departments	..	13 18 7	1,388 16 8	.. 11 9 0	1,386 18 4	..	..	61 0 3	12 0 3	..	..			
14	General purposes—Out of fees from pupils	49 11 3	..	..	..	..	..	..	..	..	..	..			
15	Manual instruction—Receipts from capitulation, contributions, subsidies, sales, &c., expended on— (a.) Direction, administration, and expenses (b.) Salaries of instructors (c.) Equipment and material for elementary handwork (d.) Material for manual instruction	..	154 18 7	2,101 1 9	55 12 7	175 0 0 1,040 18 3 160 18 9 453 10 6	..	..	171 8 3	..	2,278 1 4	50 0 0			

16	Technical instruction—Receipts from capitalisation, contributions, subsidies, grants for material, fees, sales, &c., expended on— (a.) Classes conducted by Board— (i.) Salaries of instructors (ii.) Material (iii.) Direction, administration, &c. (b.) Classes conducted by managers—All services except buildings, equipment, and rent	272 19 8	6 14 1	..	32 10 0 15 15 5 1 0 0 3,498 5 6	..	315 11 0	204 17 1	5 0 0
17	Teachers' house allowances	..	1,299 4 10	..	1,303 0 7	..	..	..	2 10 0
18	Buildings—Maintenance, rebuilding, rent— (a.) Maintenance and small additions, and (b.) ordinary rebuilding (c.) Rebuilding schools destroyed by fire (d.) Rents of buildings and sites for school purposes	14,306 12 11	4,073 15 0	127 9 11	2,762 18 11 7 4 0 473 7 6 150 0 0	..	16,091 17 2	2,429 14 8	1,405 12 7
19	Rents of buildings for manual and technical instruction—Technical instruction (classes conducted by managers)	..	2,172 0 0	39 19 0	3,053 17 2	..	8,232 7 7	1,798 0 0	1,812 7 3
20	Public schools—New buildings, additions, furniture, apparatus	..	..	..	234 2 0	..	..	..	..
21	New buildings, apparatus, &c., for manual and technical classes— (a.) Manual instruction (exclusive of elementary handwork) (b.) Technical instruction (classes conducted by Board) (c.) Technical instruction (classes conducted by managers)	..	684 0 10	..	7 15 8 37 10 0	..	925 18 6	594 0 4	49 13 4
22	Sites sales	63 16 9	79 10 0	80 0 0	1,110 2 0	..	6,756 15 2	445 10 0	..
23	Contractors' deposits	..	..	172 4 3	145 14 3	..	90 6 9	..	90 6 9
24	Other separate accounts— Teachers' war bonus	..	6,331 16 2	..	6,324 12 9	..	7 3 5	..	7 3 5
	Totals	24,102 18 4	16,911 10 7	1,150 14 9	76,864 9 6	..	26,351 13 10	9,851 12 1	3,628 6 3

£ s. d.
7,191 7 9

£ s. d.
341 7 11

1,559 8 9

1,218 0 10

8,000 0 0

£6,781 19 2

Auditor's Certificate.

Education Office, Wellington, 14th May, 1917.

Examined and found correct, except that the Audit Office is unaware of any statutory authority for the investment of the Board's fund in war certificates.—
R. J. COLLINS, Controller and Auditor-General.

JOHN G. W. AITKEN, Chairman.
G. L. STEWART, Secretary.

Total at 31st December, 1916, Cr. ..

Net balance at 1st August, 1916, Cr. ..

Bank balance at 31st December, 1916, Cr.

Less unrepresented cheques ..

On fixed deposit ..

War Loan ..

NELSON.

GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDING 31ST DECEMBER, 1916.

NOTE.—The Auditor's certificate does not cover columns (11) and (12). The figures in those columns have been added by the Education Department from returns supplied by Education Boards.

No.	Name of Account.	As at 1st January.		Cash Transactions during Year.				Transfers.		As at 31st December.														
		Balances.	Deficits.	Receipts.		Expenditure.	Debit.	Credit.	Balances.	Deficits.	Assets.	Liabilities.												
				From Government.	From other Sources.																			
		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.											
1	<i>General Account.</i> Receipts from 5s. capitation and other sources mentioned in section 33, subsection (2), of the Education Act, 1914, expended on— (a.) Office staff (including Secretary, &c.), salaries and clerical assistance (b.) Office contingencies	..	285	14	9	1,548	5	0	75	11	3	{ 691 4 2 1,009 14 11 }		..	362	17	7	55	0	0	109	19	1	
2	<i>Special Accounts.</i> Salaries of primary-school teachers	..	241	13	5	33,839	18	10	15	15	8	33,774	4	5	..	160	3	4	..	..	26	9	0	
3	Salaries of relieving teachers	..	417	6	9	154	16	0	..	..	..	163	13	1	..	426	3	10	..	..	60	16	0	
4	School and class libraries—Government capitation grant	..	81	18	2	66	3	3	..	..	..	7	4	8	..	22	19	7	75	3	3	..	..	
5	Conveyance and board of school-children	..	89	16	4	725	8	7	..	..	..	787	11	8	..	151	19	5	211	14	3	176	11	3
6	Incidental expenses of schools	..	37	17	4	2,104	6	3	16	2	0	2,070	13	0	..	..	..	..	..	..	19	5	0	
7	Contributions and subsidies for public-school purposes (excluding contributions and subsidies for manual instruction)	79	17	11	..	24	5	0	43	0	6	93	11	5	..	..	..	..	37	11	0	91	3	0
9	Training classes for teachers	110	7	8	..	100	0	0	..	..	..	166	11	8	..	..	..	..	..	..	..	..	..	
10	Scholarships— Board's	..	168	5	7	286	0	0	..	..	..	276	0	0	..	158	5	7	60	0	0	..	..	
11	National	..	94	8	0	317	10	0	..	..	..	372	10	0	..	149	8	0	85	0	0	..	..	
13	District high schools— Salaries of staffs of secondary departments	..	7	6	10	1,149	3	4	..	..	..	1,149	3	4	..	7	6	10	..	..	..	..	..	
14	General purposes	1	7	6	..	..	..	..	13	9	0	..	..	..	..	..	..	..	..	..	..	..	..	
15	Manual instruction—Receipts from capitation, contributions, subsidies, sales, &c., expended on— (a.) Direction and administration (b.) Salaries of instructors (c.) Equipment and material for elementary handwork (d.) Material for manual instruction	..	1,223	0	7	1,498	5	5	81	7	1	{ 66 5 0 791 17 11 36 3 6 235 17 5 }		..	773	11	11	67	12	7	61	11	6	

[illegible]

	£	s.	d.
Net balance at 1st January, 1916, <i>Dr.</i>	..	..	667 16 10
Bank balance at 31st December, 1916, <i>Cr.</i>	..	..	
Less unrepresented cheques	..	..	
	230	3	7
	838	16	4

Total at 31st December, 1916, Cr.

Education Office, Nelson, 5th May, 1917.

GEORGE H. GOTHARD, Chairman.
N. R. WILLIAMS, Secretary.

GREY.

GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE SEVEN MONTHS ENDING 31ST JULY, 1916.

NOTE.—This district was included in the Canterbury district as from 1st August, 1916. For statement of accounts for Canterbury Board for the five months ending 31st December, 1916, see page 1. The Auditor's certificate does not cover columns (11) and (12). The figures in those columns have been added by the Education Department from returns supplied by Education Boards.

No.	Name of Account.	As at 1st January.		Cash Transactions during Year.				Transfers.		As at 31st July.			
		Balances.	Deficits.	Receipts.		Expenditure.	Debit.	Credit.	Balances.	Deficits.	Assets.	Liabilities.	
				From Government.	From other Sources.								
													(4)	(5)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)		
1	<i>General Account.</i> Receipts from ss. capitation and other sources mentioned in section 33, subsection (2), of the Education Act, 1914, expended on— (a.) Office staff (including Secretary, &c.), salaries and clerical assistance (b.) Office contingencies (c.) Subsidies for school and class libraries paid out of Board's general fund (section 37 of the Education Act, 1914) (d.) Refunds and sundries	£ s. d. ..	£ s. d. 582 14 10	£ s. d. 272 2 6	£ s. d. 168 19 8	£ s. d. 299 0 0 328 19 7 2 10 0 85 15 1	£ s. d. ..	£ s. d. ..	£ s. d. 857 17 4	£ s. d. 26 3 9	£ s. d. 16 13 4		
2	<i>Special Accounts.</i> Salaries of primary-school teachers	£ s. d. ..	£ s. d. 103 11 9	£ s. d. 5,813 14 2	£ s. d. ..	£ s. d. 5,800 18 10	£ s. d. ..	£ s. d. ..	£ s. d. 90 16 5	£ s. d. ..	£ s. d. 16 0 0		
3	Salaries of relieving teachers	£ s. d. ..	£ s. d. 78 18 9	£ s. d. 29 14 9	£ s. d. ..	£ s. d. 22 1 5	£ s. d. ..	£ s. d. ..	£ s. d. 71 5 5	£ s. d. ..	£ s. d. ..		
4	School and class libraries—Government capitation grant	£ s. d. 52 12 1	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. 52 12 1	£ s. d. ..	£ s. d. ..	£ s. d. ..		
5	Conveyance and board of school-children	£ s. d. 5 6 0	£ s. d. ..	£ s. d. 24 3 0	£ s. d. ..	£ s. d. 15 13 0	£ s. d. ..	£ s. d. 13 16 0	£ s. d. ..	£ s. d. ..	£ s. d. ..		
6	Incidental expenses of schools	£ s. d. ..	£ s. d. 64 11 0	£ s. d. 404 6 3	£ s. d. ..	£ s. d. 514 18 1	£ s. d. ..	£ s. d. ..	£ s. d. 175 2 10	£ s. d. ..	£ s. d. ..		
9	Training classes for teachers	£ s. d. 183 1 11	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. 96 10 6	£ s. d. ..	£ s. d. 86 11 5	£ s. d. ..	£ s. d. ..	£ s. d. ..		
10	Scholarships— Board's	£ s. d. ..	£ s. d. ..	£ s. d. 32 10 0	£ s. d. ..	£ s. d. 32 10 0	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. 10 0 0	£ s. d. 10 0 0		
11	National	£ s. d. ..	£ s. d. ..	£ s. d. 75 0 4	£ s. d. ..	£ s. d. 75 0 4	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. 47 2 4	£ s. d. 47 2 4		
13	District High Schools— Salaries of staffs of secondary departments	£ s. d. ..	£ s. d. 228 15 0	£ s. d. 279 3 4	£ s. d. ..	£ s. d. 308 15 0	£ s. d. ..	£ s. d. ..	£ s. d. 258 6 8	£ s. d. ..	£ s. d. ..		
14	General purposes— (a.) Out of fees from pupils (b.) High School Board's grants	£ s. d. 201 14 0	£ s. d. ..	£ s. d. ..	£ s. d. 5 10 0	£ s. d. 18 11 5	£ s. d. ..	£ s. d. 188 12 7	£ s. d. ..	£ s. d. ..	£ s. d. ..		
15	Manual instruction—Receipts from capitation, contributions, subsidies, sales, &c., expended on— (a.) Direction and administration (b.) Salaries of instructors (c.) Equipment for elementary handwork (d.) Material	£ s. d. ..	£ s. d. 203 3 11	£ s. d. 326 1 9	£ s. d. 7 0 6	£ s. d. 27 0 0 171 0 0 0 16 0 63 7 10	£ s. d. ..	£ s. d. ..	£ s. d. 132 5 6	£ s. d. 10 0 0	£ s. d. ..		

[illegible]

£ 183 19 s. 7 d.

Net balance at 1st January, 1916, Cr. ..

Bank balance at 31st July, 1916, Cr.

Less unpresented cheques

Total at 31st July, 1916, Cr.

Education Office, Greymouth, 7th August, 1916.

H. J. BIGNELL, Chairman.
P. F. DANIEL, Secretary

WESTLAND.

GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE SEVEN MONTHS ENDING THE 31ST JULY, 1916.

NOTE.—This district was included in the Canterbury district as from 1st August, 1916; for statement of accounts for Canterbury Board for the five months ending 31st December, 1916, see page 1. The Auditor's certificate does not cover columns (11) and (12). The figures in those columns have been added to the statement by the Education Department from returns supplied by Education Boards.

No.	Name of Account.	As at 1st January.			Cash Transactions during Year.				Transfers.			As at 31st July.					
		Balances.	Deficits.	Receipts.	Expenditure.	Debit.	Credit.	Balances.	Deficits.	Assets.	Liabilities.						
												(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	
1	<i>General Account.</i> Receipts from 5s. capitation and other sources mentioned in section 33, subsection (2), of the Education Act, 1914, expended on— (a.) Office staff (including Secretary, &c.), salaries and clerical assistance (b.) Office contingencies (c.) Refunds and sundries	256	1	10	..	200	15	6	6	8	9	149	5	8	140	11	7

17	Teachers' house allowances	..	..	8 15 0	204 11 8	..	..	199 3 4	..	..	3 6 8	6 13 4	..
18	Buildings—Maintenance, rebuilding, rent— (a.) Maintenance and small additions	..	495 19 3	..	679 0 0	..	..	995 12 7 146 5 6	304 19 11 3 0 0	..	243 3 3	..	150 0 0
19	(b.) Ordinary rebuilding	..	..	..	..	..	..	..	..	..	..	..	..
	Rents of buildings for manual and technical instruction—	..	..	..	..	..	..	..	..	..	..	..	..
20	Technical instruction	..	..	134 1 11	130 0 0	..	..	19 1 0 300 18 0	..	..	19 1 0	..	..
	Public schools—New buildings, additions, furniture, apparatus, sites	..	..	..	..	..	..	304 19 11	..	..	..	..	..
21	New buildings, apparatus, &c., for manual and technical classes—Manual instruction	..	..	..	..	..	..	3 0 0	..	..	..	..	..
22	Sites-sales	..	..	..	..	24 2 6	..	..	24 2 6	..	..	..	..
	Totals	755 11 1	749 0 9	6,974 12 3	93 18 9	7,618 1 8	384 9 5	384 9 5	200 17 11	743 18 3	197 2 9	177 13 0	..

Net balance at 1st January, 1916, Cr.	..	..	..	£ s. d. 6 10 4
Bank balance at 31st July, 1916, Cr.	..	..	..	£ s. d. 35 0 11
Less unrepresented cheques	..	..	..	613 1 3
On hand (in transit)	..	..	..	578 0 4
Total at 31st July, 1916, Dr.	..	..	..	35 0 0
	..	..	..	£543 0 4

Education Office, Hokitika. 8th August, 1916.

GEORGE PERRY, Chairman.
CHAS. J. KIRK, Secretary.

[illegible]

£ 314 s. 9 d. 0

Net balance at 1st January, 1916, Dr.

Bank balance at 31st July, 1916, Cr.

Less unpresented cheques

[illegible]

Total at 31st July, 1916, Cr.

£3,350 17 7

Education Office, Christchurch, 13th September, 1916.

C. H. OPIE, Chairman.
H. C. LANE, Secretary.

SOUTH CANTERBURY.

GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE SEVEN MONTHS ENDING 31ST JULY, 1916.

NOTE.—This district was included in the Canterbury district as from 1st August, 1916. For statement of accounts for Canterbury Board for the five months ending 31st December 1916, see page 1. The Auditor's certificate does not cover columns (11) and (12). The figures in those columns have been added by the Education Department from returns supplied by Education Boards.

No.	Name of Account.	As at 1st January.		Cash Transactions during Year.				Transfers.		As at 31st July.			
		Balances. (2)	Deficits. (3)	Receipts.		Expenditure. (6)	Debit. (7)	Credit. (8)	Balances. (9)	Deficits. (10)	Assets. (11)	Liabilities. (12)	
				From Government. (4)	From other Sources. (5)								
1	<i>General Account.</i> Receipts from its capitation and other sources mentioned in section 33, subsection (2), of the Education Act, 1914, expended on— (a.) Office staff (including Secretary, &c.), salaries and clerical assistance (b.) Office contingencies (c.) Refunds and sundries	£ s. d. 2,905 18 5	£ s. d. ..	£ s. d. 870 14 7	£ s. d. 130 3 6	£ s. d. 320 16 8 353 1 6 27 7 5	£ s. d. .. 2 10 0	£ s. d. .. 73 14 1	£ s. d. 3,134 6 10	£ s. d. ..	£ s. d. ..	£ s. d. ..	
2	<i>Special Accounts.</i> Salaries of primary-school teachers	£ s. d. 7 17 5	£ s. d. ..	£ s. d. 17,761 2 7	£ s. d. ..	£ s. d. 17,735 8 8	£ s. d. ..	£ s. d. ..	£ s. d. 33 11 4	£ s. d. ..	£ s. d. ..	£ s. d. 33 11 4	
3	Salaries of relieving teachers	£ s. d. 45 16 2	£ s. d. ..	£ s. d. 87 1 2	£ s. d. ..	£ s. d. 119 13 6	£ s. d. ..	£ s. d. ..	£ s. d. 13 3 10	£ s. d. ..	£ s. d. ..	£ s. d. ..	
4	School and class libraries—Government capitation grant	£ s. d. 83 10 3	£ s. d. ..	£ s. d. 7 0 0	£ s. d. 3 0 0	£ s. d. 71 17 2	£ s. d. ..	£ s. d. ..	£ s. d. 21 13 1	£ s. d. ..	£ s. d. ..	£ s. d. ..	
5	Conveyance and board of school children	£ s. d. ..	£ s. d. 11 18 0	£ s. d. 609 17 6	£ s. d. ..	£ s. d. 388 5 6	£ s. d. 41 10 6	£ s. d. ..	£ s. d. 251 4 6	£ s. d. ..	£ s. d. ..	£ s. d. 251 4 6	
6	Incidental expenses of schools	£ s. d. ..	£ s. d. 6 3 0	£ s. d. 1,085 19 6	£ s. d. ..	£ s. d. 1,037 11 0	£ s. d. ..	£ s. d. ..	£ s. d. 42 5 6	£ s. d. ..	£ s. d. ..	£ s. d. ..	
7	Contributions and subsidies for public-school purposes	£ s. d. 271 19 7	£ s. d. ..	£ s. d. 54 3 7	£ s. d. 16 0 0	£ s. d. 297 2 8	£ s. d. ..	£ s. d. ..	£ s. d. 45 0 6	£ s. d. ..	£ s. d. ..	£ s. d. 23 18 10	
9	Training classes for teachers	£ s. d. ..	£ s. d. 7 19 6	£ s. d. ..	£ s. d. ..	£ s. d. 1 0 0	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. 8 19 6	£ s. d. ..	£ s. d. ..	
10	Scholarships— Board's	£ s. d. 12 15 4	£ s. d. ..	£ s. d. 120 0 0	£ s. d. ..	£ s. d. 120 0 0	£ s. d. ..	£ s. d. ..	£ s. d. 12 15 4	£ s. d. ..	£ s. d. ..	£ s. d. ..	
11	National	£ s. d. ..	£ s. d. 53 0 0	£ s. d. 179 15 0	£ s. d. ..	£ s. d. 253 10 0	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. 126 15 0	£ s. d. ..	£ s. d. ..	
12	Special District High Schools—	£ s. d. ..	£ s. d. 13 16 9	£ s. d. ..	£ s. d. 7 4 4	£ s. d. 9 0 0	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. 15 12 5	£ s. d. ..	£ s. d. ..	
13	Salaries of staffs of secondary departments	£ s. d. 0 1 0	£ s. d. ..	£ s. d. 859 3 4	£ s. d. ..	£ s. d. 859 3 4	£ s. d. ..	£ s. d. ..	£ s. d. 0 1 0	£ s. d. ..	£ s. d. ..	£ s. d. ..	
14	General purposes— (a.) Out of fees from pupils (b.) High School Board's grants	£ s. d. 2 10 0	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. 2 10 0	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. ..	
15	Manual instruction—Receipts from capitation, contributions, subsidies, sales, &c., expended on— (a.) Direction and administration (b.) Salaries of instructors (c.) Material	£ s. d. ..	£ s. d. 1,578 9 11	£ s. d. 2,041 10 6	£ s. d. 37 7 5	£ s. d. 175 15 8 367 16 8 588 7 0	£ s. d. ..	£ s. d. ..	£ s. d. ..	£ s. d. 631 11 4	£ s. d. 1,105 0 0	£ s. d. 12 0 0	

[illegible]

	£	s.	d.
Net balance at 1st January, 1916, <i>Cr.</i> ...	3,230	10	11
Bank balance at 31st July, 1916, <i>Cr.</i> —			
Building Account	566	19	4
Maintenance Account	3,689	0	0
	4,255	19	4
Less unpresented cheques—Building Account, £178 10s. 3d.; Maintenance Account, £1,505 1s. 3d.	1,683	11	6
On hand	2,572	7	10
	3	9	0
Total at 31st July, 1916, <i>Cr.</i>	£2,575	16	10

J. S. RUTHERFORD, Chairman.
J. M. MILLER, Secretary.

Education Office, Timaru, 8th August, 1916.

OTAGO.
GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDING 31ST DECEMBER, 1916.

NOTE.—The Auditor's certificate does not cover columns (11) and (12). The figures in those columns have been added by the Education Department from returns supplied by Education Boards.

No.	Name of Account.	As at 1st January.		Cash Transactions during Year.				Transfers.		As at 31st December.			
		Balances.	Deficits.	Receipts.		Expenditure.	Debit.	Credit.	Balances.	Deficits.	Assets.	Liabilities.	
				From Government.	From other Sources.								(9)
		(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	
1	<i>General Account.</i> Receipts from ss. capital and other sources mentioned in section 33, subsection (2), of the Education Act, 1914, expended on— (a.) Office staff (including Secretary, &c.), salaries and clerical assistance (b.) Office contingencies (c.) Subsidies for school and class libraries paid out of Board's general fund (d.) Refunds and sundries	8,203 18 10	..	5,066 0 0	237 6 0	2,065 17 3 1,092 16 11 26 1 8 21 18 0	..	..	10,300 11 0	..	..	..	
2	<i>Special Accounts.</i> Salaries of primary-school teachers (including two-fifths total cost training-college staff)	..	116 12 11	104,033 11 8	..	104,039 8 0	..	..	..	122 9 3	42 10 2	..	
3	Salaries of relieving teachers	661 1 0	678 15 7	506 4 0	..	614 3 8	..	..	624 5 9	786 15 3	..	624 5 9	
4	School and class libraries—Government capitation grant	..	..	..	..	36 15 3	..	..	..	..	..	..	
5	Conveyance and board of school-children ..	..	264 5 5	1,710 4 10	..	1,846 5 0	..	..	..	400 5 7	461 18 1	461 18 1	
6	Incidental expenses of schools	..	585 6 7	5,973 6 6	..	6,312 6 3	..	..	..	924 6 4	..	..	
7	Contributions and subsidies for public-school purposes (excluding contributions and subsidies for manual instruction)	..	85 2 1	135 15 8	89 7 7	204 19 5	..	..	..	64 18 3	64 18 3	..	
8	<i>Training colleges—</i> (a.) Salaries of staff (three-fifths total cost) (b.) Special instructors and associated teachers (c.) Allowances and fees of students (d.) Incidental expenses (e.) Training College Trust Account Training classes for teachers (other than students at training college)	..	220 17 11	3,399 12 9 238 15 0	..	3,397 5 5 340 18 9	..	..	..	258 5 4	117 12 2	..	
9	Scholarships— Board's National Special District High Schools— Salaries of staffs of secondary departments General purposes—Out of fees from pupils Manual instruction—Receipts from capitation, contributions, subsidies, sales, &c., expended on— (a.) Direction and administration (b.) Salaries of instructors (c.) Equipment and material for elementary handwork (d.) Material for manual instruction]	200 0 0	128 8 10	377 12 9	8 0 0	295 8 6	..	..	200 0 0	46 4 7	122 10 0	661 10 7	
10	Board's	..	325 0 0	901 13 4	..	764 3 4	..	..	..	187 10 0	187 10 0	..	
11	National	..	565 0 0	505 0 0	..	863 6 8	..	..	..	423 6 8	423 6 8	..	
12	Special	..	..	..	30 0 0	30 0 0	..	..	..	..	..	..	
13	District High Schools—	8 12 7	..	2,715 5 0	3 0 0	2,723 17 7	..	..	175 6 8	..	..	..	
14	Salaries of staffs of secondary departments	172 6 8	..	..	..	..	..	..	..	..	..	..	
15	General purposes—Out of fees from pupils	..	..	..	..	..	..	..	..	..	..	..	
	Manual instruction—Receipts from capitation, contributions, subsidies, sales, &c., expended on—	..	..	..	..	..	..	..	..	..	..	..	
	(a.) Direction and administration	..	..	..	..	..	..	..	..	..	..	..	
	(b.) Salaries of instructors	..	..	..	..	..	..	..	..	..	..	..	
	(c.) Equipment and material for elementary handwork	1,068 13 7	..	6,066 14 5	152 19 5	280 0 0 2,267 3 5 584 7 3	..	..	3,162 4 9	..	2,236 12 9	..	
	(d.) Material for manual instruction]	..	..	..	..	994 12 0	..	..	..	..	..	..	

[illegible]

Net balance at 1st January, 1916, Cr.

Bank balance at 31st December, 1916, Cr.	..
Less unpresented cheques..	..

On fixed deposit, Bank of New Zealand, Dunedin	..
On deposit, Post Office Savings-bank	..

Total at 31st December, 1916, Cr...

Education Office, Dunedin, 26th February, 1917.

Auditor's Certificate.

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

D. T. FLEMING, Chairman.
S. M. PARK, Secretary.

SOUTHLAND.

GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE FOR THE YEAR ENDING 31ST DECEMBER, 1916.

NOTE.—The Auditor's certificate does not cover columns (11) and (12). The figures in those columns have been added from returns supplied by Education Boards.

No.	Name of Account.	As at 1st January.		Cash Transactions during Year.				Transfers.		As at 31st December.			
		Balances.	Deficits.	Receipts.		Expenditure.	Debit.	Credit.	Balances.	Deficits.	Assets.	Liabilities.	
				From Government.	From other Sources.								
(1)		(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
1	<i>General Account.</i> Receipts from 5s. capitation and other sources mentioned in section 33, subsection (2), of the Education Act, 1914, expended on— (a.) Office staff (including Secretary, &c.), salaries and clerical assistance (b.) Office contingencies (c.) Subsidies for school and class libraries paid out of Board's general fund	1,807 17 11	..	2,543 15 4	384 2 10	1,113 10 9	29 14 5	20 0 0	2,843 12 3	..	7 10 0	27 17 6	
2	<i>Special Accounts.</i> Salaries of primary-school teachers	279 11 10	258 19 2	57,805 7 5	56 11 2	57,823 5 6	..	..	241 17 10	220 6 1	24 0 0	..	
3	Salaries of relieving teachers	561 17 5	..	258 17 0	..	296 11 0	..	..	475 3 8	..	..	..	
4	School and class libraries and free school books—Government capitation grant	..	34 2 2	1,489 1 4	..	1,527 9 9	..	..	..	72 10 7	431 19 7	..	
5	Conveyance and board of school-children	..	438 10 1	3,390 7 2	..	3,943 16 0	..	..	..	991 18 11	..	..	
6	Incidental expenses of schools	442 1 2	..	18 11 6	..	304 13 5	..	187 0 0	..	31 0 9	106 14 2	..	
9	Training classes for teachers	..	..	..	..	..	..	..	..	..	..	..	
10	Scholarships— Board's	..	50 13 4	326 17 6	..	326 5 0	..	..	..	50 0 10	..	..	
11	National	..	87 10 0	733 10 0	..	646 0 0	..	..	..	..	..	..	
13	District High Schools—Salaries of staffs of secondary departments	14 19 10	..	..	..	..	..	..	14 19 10	..	..	..	
15	Manual instruction—Receipts from capitation, contributions, subsidies, sales, &c., expended on— (a.) Direction and administration (b.) Salaries of instructors (c.) Equipment and material for elementary handwork (d.) Material for manual instruction	2,540 5 7	..	2,755 7 6	433 2 3	266 1 1 1,370 7 5 369 17 7	128 0 8 44 8 7	99 14 5 5 0 0	2,941 8 10	..	1,005 10 6	..	
16	Technical instruction—Receipts from capitation, contributions, subsidies, grants for material, fees, sales, &c., expended on— (a.) Classes conducted by Board— (i.) Salaries of instructors (ii.) Material (b.) Classes conducted by managers—All services except buildings, equipment, and rent	..	692 1 8	32 14 3	174 6 10	118 18 9 112 13 4 3,467 16 0	1 0 2 212 0 0	240 9 11	..	615 12 6 265 0 9	166 16 8 35 0 3	12 17 4 43 16 5	

17	Teachers' house allowances	..	62	5	6	978	17	8	..	1,044	8	10	..	127	16	8	..	..								
18	Buildings—Maintenance, rebuilding, rent— (a.) Maintenance and small additions	..	6,369	11	2	6,289	17	6	589	1	2	{ 2,502 3,542 16 1 77 17 8	..	..	..	..	..									
	(b.) Ordinary rebuilding	..											..	..	..	..	..	..	..	..	..	..	..	..	..	..
	(c.) Rents of buildings and sites for school purposes	..											..	..	..	..	..	..	..	..	..	..	..	..	..	..
19	Rents of buildings for manual and technical instruction—Technical instruction (classes conducted by Board)	..	18	0	0	..	..	..	..	..	..	..	..	18	0	0	..	..								
20	Public schools—New buildings, additions, furniture, apparatus, sites	..	3,268	9	3	3,381	0	0	100	0	6	1,482	13	7	..	..	..	..								
21	New buildings, apparatus, &c., for manual and technical classes—Technical instruction (classes conducted by managers)	..	3,356	15	8	269	14	8	..	..	..	269	14	8	..	..	..	..								
22	Sites sales	..	368	4	3	..	..	..	..	..	..	..	..	..	..	..	..	..								
23	Contractors' deposits	..	13	13	0	..	..	..	..	..	..	12	18	6	..	..	..	..								
	Other separate accounts—	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..								
24	Museum	..	24	9	2	..	..	..	15	5	0	71	18	7	..	..	..	..								
25	War bonus to teachers	..	..	..	..	3,275	19	2	..	..	..	3,283	9	2	..	..	..	..								
26	Children's collections, Belgian Fund	..	..	..	..	..	..	..	1,182	1	4	1,182	1	4	..	..	..	..								
27	Teachers' removal expenses	..	..	..	..	7	4	4	..	..	..	7	4	4	..	..	..	..								
28	Suspense account and petty cash	..	..	..	..	..	..	..	11	0	0	11	0	0	..	..	..	..								
	Totals	..	12,054	7	1	8,635	11	1	86,836	7	6	87,001	2	9	616	4	4	7,427	3	9	3,903	18	8	196	14	7

£ s. d.

3,418 16 0

£ s. d.

6,788 2 6

312 14 5

6,475 8 1

0 14 6

£6,476 2 7

Net balance at 1st January, 1916, Cr.

Bank balance at 31st December, 1916, Cr.

Less unrepresented cheques

No. 2 Account

Total at 31st December, 1916, Cr...

Education Office, Invercargill, 27th March, 1917.

DUNCAN GILCHRIST, Chairman.
F. G. STEVENSON, Secretary.

APPENDIX B.

REPORTS OF INSPECTORS OF SCHOOLS, 1916.

AUCKLAND.

SIR,—

Auckland, 31st January, 1917.

We have the honour to submit for the year 1916 our annual report on the public primary schools of the Auckland Education District, and on those private schools whose inspection was undertaken by the Department.

At the close of the year the number of public schools in operation was 630, a decrease of thirteen on the previous year, owing mainly to the transference of twenty-one schools to the Taranaki District and eight schools to the Wanganui District, as a result of the changes brought about by the recent readjustment of education districts. Thirty Native schools, thirty-one Roman Catholic diocesan schools, and nine other private schools were also inspected.

The following table gives the number on the roll and the number present at the annual examination in the case of each class of the public primary schools:—

					Number on Roll.	Present at Annual Examination.
Standard VII	...	...	...	...	372	310
„ VI	...	...	...	...	3,135	3,024
„ V	...	...	...	...	4,353	4,234
„ IV	...	...	...	...	5,231	5,114
„ III	...	...	...	...	5,767	5,603
„ II	...	...	...	...	6,272	6,021
„ I	...	...	...	...	6,817	6,480
Preparatory	...	...	...	...	19,063	17,500
					51,010	48,286

This table shows a decrease for the year of 303 on the roll number, and 618 on the number at the annual examination. The total enrolment in the Roman Catholic Schools was 3,849, of whom 3,609 were present at the annual examination.

During the year, but chiefly towards its close, a total number from all schools of 3,574 candidates were examined for Standard VI certificates; of these, 2,477 obtained certificates of proficiency and 569 certificates of competency, five of the latter securing merit endorsement. This result shows that of those examined 69 per cent. obtained proficiency and 16 per cent. obtained competency certificates.

Nearly all schools were visited twice during the year. The demands of duties elsewhere and the closing of schools, or the absence of teachers when Inspectors happened to be in the neighbourhood of their schools, prevented our paying two visits in every case.

About the middle of the year Mr. Warren, who had already enlisted for military service, was transferred to Hawke's Bay for a few weeks prior to going into camp. Since Mr. Warren's appointment to the inspectorate he has rendered highly efficient service, and all who know him, though greatly appreciating his sense of duty and patriotic spirit, will regret his absence from a field of activities in which he has been such a conspicuous success. Towards the end of the year Mr. Alexander McGregor, headmaster of the Whangarei School, came to our assistance for a short time, and carried out the duties of inspection with much care and thoroughness.

GENERAL.

Buildings.—A good deal of attention of late years has been directed to school buildings with special reference to ventilation. So important has this phase of education become that we hear much nowadays of the “open-air school,” opinion in some quarters expressing itself in terms highly condemnatory with regard to even the more modern building. A good deal of misconception still exists as to the term “open-air school.” There are, of course, such schools, but these are almost entirely confined to the needs of physically defective children, who require special treatment under special conditions. It is impossible to get rid of the necessity for class-rooms of some kind, and what is really meant by an open-air school is a building admitting the maximum amount of fresh air. The planning of such a building presents considerable difficulty, and if it consists of a number of connected class-rooms, obviously, the majority of these cannot be open on more than two sides. The importance of fresh air in the case of children, however, is so great that no effort should be spared to secure a plentiful supply in all cases, and we would do well to ask ourselves if the type of building hitherto considered as satisfactory should not give place to something more in keeping with modern requirements. We note with satisfaction that

already some Boards have made a beginning in this matter with the erection of class-rooms offering the maximum amount of ventilating-area, so that in time, with the gain of experience, we may hope for the gradual evolution of the ideal hygienic structure. Nowhere in New Zealand are conditions more favourable for the introduction of open class-rooms than in this district, and we look forward to seeing the extension of some such buildings as the Board proposes to erect in connection with the Tauranga District High School.

Entrance to Training Colleges.—Each year a number of pupil-teachers and probationers fail to qualify by examination for entrance to the training college. Owing to the difficulty of obtaining an adequate supply of teachers these young people almost invariably secure employment, and are sent out to country centres as assistants or sole teachers. We fully recognize the grave objections to lowering the attainments qualification for entrance to the training college, the level of which should tend to rise rather than fall as the years pass; but just now, when trained teachers are so urgently needed, we are of opinion that some relaxation of regulation whereby the candidates we refer to could be admitted to the training college would be a distinct gain to the community. These young people have already been through two or more years' training, and have reached a stage when the experience of the training college is most likely to be followed by the best results; they begin to teach without this experience, and many of them remain in the service. Having done so much towards equipping them for their future work, should not the State, in the interests of its children and in view of the existence of the necessary facilities, make it possible for them to complete the training already begun?

Supply of Teachers.—The difficulty of obtaining an adequate supply of efficient teachers has become increasingly great owing partly to the number of teachers who have enlisted for military service, and partly to the rapid expansion of settlement. The result has been that we have been obliged to sanction the appointment of a large proportion of uncertificated teachers, including a considerable number of those who under normal conditions would be regarded as inefficient, and would fail to secure employment.

Training of Inexperienced Teachers.—In this large and growing district, with so much out-lying settlement, no problem is more urgent than that of the training of inexperienced teachers. The output of the training college is rapidly absorbed, and we are obliged to accept the services of those absolutely without experience. The usual method of procedure is to allow a candidate for employment to attend a suitable school for a few weeks for observation and practice, and to require the head teacher to report on the candidate's general fitness for the work of teaching. If the report is favourable and the candidate is recommended by an Inspector he is informed accordingly, is allowed to apply for suitable vacancies, and frequently secures appointment. His teaching experience extends over only a few weeks, his knowledge equipment may be measured by a standard slightly in advance of that reached by a Sixth Class pupil, and his ability to manage a school is an unknown quantity, and yet we are obliged to accept his services or leave a number of our schools unstaffed. What opportunities have many of these teachers for improvement, and what chances have the unfortunate children of obtaining adequate training and instruction? It is true the teachers might attend the training college for short courses, but many of them have not sufficient knowledge or experience to profit by the training, and others are too poor to bear the necessary expense. The Inspector does what is possible to advise and help, but the limited time available for each school prevents him from giving the necessary assistance.

Several remedies suggest themselves. An increase in the number of Inspectors would enable more time to be devoted to visits of inspection, and hence greater assistance to be given where this was needed. A supply of organizing teachers specially selected for their ability to cope with the conditions described, whose work would consist in showing the inexperienced what is meant by successful method, and who would spend sufficient time at each school to be of real service to the teacher, would go far in the direction of promoting increased efficiency. The setting-up of observation schools with suitable staffs where promising beginners would have opportunity of noting the operation of approved management would probably be the most economic and effective way of dealing with this very important matter. In several of our former reports we have referred at some length to the need for the "observation school," and we would again urge the pressing claims of existing conditions for this or some similar remedy.

Standard VI Certificates.—The examination for the award of these certificates takes place towards the end of the year, and is confined for the most part to the subjects English and arithmetic. Regular and efficient instruction in other subjects is also demanded, but these, hitherto, have not been tested at the time of examination. In our last year's report we stated regretfully that there were good grounds for believing that in many schools, between the dates of the Inspector's visit-with-notice and the Sixth Standard examination, subjects other than English and arithmetic are very largely if not entirely neglected, a method of procedure quite contrary to the spirit and intention of the syllabus. We have hitherto refrained from setting papers in subjects carrying merit marks, believing as we do that these thrive best under treatment leading to oral tests; but our warning of last year appears in many cases to have borne but little fruit, and we are reluctantly obliged to announce that in future the written examination will from time to time include tests in the subjects referred to. The strictures embodied in this paragraph do not apply to all schools, many of which continue to work on full programmes throughout the entire year, but only to those schools whose teachers fail to realize their responsibility to syllabus-regulation and education demands.

Promotion and Classification of Pupils.—There are still an appreciable number of schools, both large and small, where pupils remain too long in the preparatory department, with the result that their progress through the classes is permanently retarded. The normal child—and the great majority of children are normal—should be able to dispose of the work of the preparatory department within two years, and teachers should realize how essential it is that no unnecessary delay should occur at any stage of the child's progress. It is not an uncommon experience to

meet with pupils in a primer class who have mastered a good deal of the work usually included in the programmes of Standard I. In such cases not only is progress appreciably retarded, but incentive to work is actually discouraged. We notice further a tendency to exact an unduly high standard of attainments before promoting to Standard VI, the result in some cases being to deprive pupils of the opportunity of gaining Sixth Standard certificates of competency. We would again point out that the test of efficiency in the case of either teacher or school is not the percentage of pupils promoted from class to class, nor the number of successful candidates presented for Standard VI certificates, but, amongst other considerations, the general level of attainments obtaining throughout all classes and the degree of discretion shown in determining promotions generally. In connection with the question of promotions, two other matters demand attention. Some teachers are in the habit of promoting pupils immediately after the Inspector's visit-with-notice, which may take place at any time during the latter half of the year. To do this is to act contrary to both letter and spirit of syllabus, and perhaps to do an injustice to the pupils concerned, for one of the reasons for requiring promotions in all schools to be made at the same time is to secure, so far as possible, uniformity of progress, so that when pupils move from one school to another they are liable to continue work under approximately similar conditions, and so minimize the disturbing influence so frequently accompanying change of teacher. The making of promotions at any other time but at the beginning of the year might, obviously, interfere very seriously with the progress of pupils obliged to move from school to school. Further, it tends to give the Inspector a false impression of the efficiency of the school, for he may be examining pupils who have been nearly twelve months in their respective classes, whereas, had promotions been made at the proper time, the experience gained in these classes would be measured by a much shorter period. Another form of promotion to which we wish to draw attention is that known as the "provisional" promotion. We recognize that this at times is quite justified, frequently acting as an incentive to greater effort, and hence, under certain circumstances, should be freely made. The cases of provisional promotions to which we take strong exception are those in which the promoted pupils are put back into lower classes a few weeks before the Inspector's annual visit, for here again the Inspector, knowing nothing of the matter, is apt to form an erroneous opinion of the progress and general efficiency of the school. Should it become necessary to move pupils into lower classes at the time indicated, the matter should be fully reported to the Inspector, otherwise the teacher's action may bear an unpleasant construction.

Schemes of Work.—The importance of these can hardly be overestimated, for next in importance of teaching-ability are the arrangement of studies and the details of programmes. A carefully compiled, well selected, and suitably co-ordinated scheme of work applied with skill and energy can hardly fail in securing successful achievement, whereas no amount of skill and energy can wholly compensate for ill-chosen, badly assorted, and feebly correlated schemes. We are glad to note that teachers in general are beginning to realize the truth of these contentions, and are showing both skill and earnestness in the preparation of schemes of work. There are, however, still a number of schools where the programmes in use leave a good deal to be desired, and where co-ordination between the various subjects of instruction is wholly or in part lacking. This is noticeable mainly in composition and English, and to a lesser degree in geography and nature-study.

Teaching Notes.—Closely allied with schemes of work are the plan and method of presenting lessons, and, if these are to do justice to selected programmes, they must appear in logical sequence and give evidence of careful preparation. We regret to say that many teachers, especially those in small schools, do not fully realize the necessity for adequate preparation and very frequently come before the class with an altogether imperfect conception of plan and method. It is almost unnecessary to add that, unless the lesson-plans have been carefully thought out beforehand so that each lesson follows logically upon the preceding one, the teaching must necessarily lack definiteness and aim, and hence fail to secure the results desired. We are of opinion that neglect of preparation is the cause of a good deal of disappointing work, and we would strongly urge the necessity, especially in the case of the younger and less experienced teachers, of making the regular and systematic preparation of lesson-plans an essential feature of their work.

Keeping of Records.—Though in the main these are methodically labelled and carefully kept, there are still a number of schools where very little system is shown; where such important documents as the Inspection and Syllabus Regulations, the inspection report, not to mention the papers worked by pupils at the periodical examinations, are not immediately available, but are finally discovered in the depths of an untidy cupboard amidst a jumbled mass of books, utensils, and miscellaneous material. Many teachers, in short, fail to realize the need for developing a sense of orderliness and its importance in school environment.

Physical Instruction and Medical Inspection.—During the year short courses of physical instruction have been brought within the reach of a large number of teachers, who have gladly availed themselves of the opportunities offered. The plan adopted in the case of country districts has been to assemble teachers within a suitable area at some convenient centre for a three-days course of instruction, their schools being closed for that period. On the conclusion of the course the instructors move on to another centre, where a similar three-days course is held. The Medical Inspector accompanies the instructors, and is occupied partly in an examination of one or more classes in the central school and partly in giving short addresses and practical demonstrations to the assembled teachers. These "refresher" courses are mainly intended to stimulate interest and augment the instruction previously received, and the success which has followed their introduction and working is highly gratifying. In addition to country classes others have been held in the Auckland area, where the instructors have also visited a considerable number of schools and have been of great assistance to teachers.

Intervals.—There is a tendency in some schools to deprive pupils, even those in the preparatory classes, of an afternoon interval, and to shorten the midday recess. A short interval in the afternoon is an absolute necessity in the case of younger children, and where these are concerned in no case can its abandonment be sanctioned. The midday recess in all cases should extend over at least one hour; any shorter time than this, even in the case of country schools, is insufficient to enable pupils to obtain the needed relaxation from class-room effort. To act as some teachers are doing in the matter of shortening or abandoning the intervals set apart for relaxation is to ignore methods that scientific investigation has proved to be of great hygienic value.

School-grounds.—It is gratifying to find that increased attention is being paid to the matter of improving the appearance of the school-grounds by planting and fencing, and, what is of greater importance, by arousing in pupils a feeling of pride in their surroundings and a desire to prevent injury to school property. In many cases the appearance of the playground has been very appreciably improved and brightened by the formation of a garden in which both pupils and parents are interested. The amount of work done by the pupils themselves, however, in connection with the playground varies considerably from school to school, and this is just the kind of work likely to bear fruit in after-years. What we mean is, that it is still a common experience to find hired labour doing work which could readily be undertaken by some of the pupils—*e.g.*, trimming hedges, erecting light fences, digging rough ground, removing tree or small roots. Such work under the direction of the teacher would be enjoyed and respected by pupils, and would assist in no small degree in encouraging and developing that spirit of self-help and self-reliance, one of the main objectives of education.

Conference of Teachers.—About the middle of the year we had a conference with the members of the Headmasters' Association, to which teachers generally were invited. A representative gathering assembled in the hall of the Training College, where a pleasant and profitable day of two sessions was spent. The subjects for discussion were selected by a committee of teachers and the Senior Inspector, and included some of the larger questions and problems of education in which the people of the Dominion are interested. In addition to this conference, at which all the Inspectors were present, others were held between individual Inspectors and teachers from time to time, at which methods of instruction and school-management, aims and details of work-schemes, construction of time-tables, staffing arrangements, training of pupil-teachers and probationers, and other similar subjects were freely and frankly discussed. We are more than ever convinced of the great importance of these meetings between Inspectors and teachers, which offer such splendid opportunities for the removal of misunderstandings, the solution of difficulties, the clearing-up of misconceptions and the explanation of policy, and which tend towards promoting a feeling of mutual confidence and respect. In many parts of the world a strong feature is made of the meeting of Inspector and teachers in conference, and we look forward in this district to a gradual increase in what has already been done in this direction.

INSTRUCTION.

Progress.—In view of the difficulties, already mentioned, of procuring and maintaining a supply of efficient teachers, we regard the general progress of education in this district as satisfactory, for although, as we indicated in a former paragraph, much remains to be done in the direction of further improvement, we can point to a relatively large proportion of efficient schools whose influence is gradually extending, and to a large number of zealous teachers fully alive to the importance of modern developments and genuinely anxious to discharge their onerous and responsible duties in the interests of the community and of the State.

Reading, Comprehension, and Recitation.—In a considerable number of schools reading is well taught, pupils being able to read with ease and fluency and to reproduce in their own words the meaning of the passage read with some fullness and accuracy. There are still, however, many schools where these conditions do not obtain. In spite of the regulations issued four years ago making the use of a continuous reader mandatory and that of a miscellaneous reader optional, a number of teachers persist in postponing the use of the continuous reader till late in the year. They place it last instead of first. In such cases there is a lack of silent reading, one of the most fruitful methods of encouraging and developing the reading habit. In some schools simultaneous reading still persists, and in others, where simultaneous reading has been abandoned, simultaneous recitation is still retained. Simultaneous work of this kind destroys individual responsibility, conceals individual defects, and obscures individual merits. If it does not actually substitute noise for quality, it undoubtedly tends to do so. These remarks do not apply to simultaneous recitation in the preparatory department.

Comprehension of the matter read shows improvement; but there are still too many schools where an unduly large proportion of the time which ought to be devoted to reading is occupied in explaining the meaning of words in such a way as to isolate them from the context. Comprehension should aim at leading pupils to appreciate the meaning of the text, and, although understanding the significance of each word in a paragraph will undoubtedly assist in the process, the weary monotony of the method as frequently applied can hardly fail to discourage interest and check any desire to read for information or pleasure. We have frequently during the course of our visits tested pupils by asking them to read a few lines of simple matter and then explain them, and the results in many cases were altogether disappointing. No method of teaching reading, which must include what is known as "comprehension," can be deemed satisfactory which does not aim at training pupils to follow with intelligence the author's meaning from paragraph to paragraph and have some appreciation of the general sense of chapter or book.

There is a growing practice, much to be commended, of selecting classic extracts for recitation. It is doubtful, however, if any good purpose is served by the memorizing of a number

of disconnected scraps of from two to five lines in length, as we have observed in many schools. Further, examination of the pieces selected, in quite a number of cases, makes one suspect that the teacher's acquaintance with literature does not extend much beyond the class reading-book. Again, we not infrequently find that the same selections are used year after year, so that a shrewd pupil in a lower class may quite conceivably in his passage through the school learn the pieces he may be required to recite when he reaches Standard VI. Though these remarks do not apply to the majority of schools, we regret to say that they do apply to a very considerable number.

Spelling.—It is only in recent years that educationists have come to realize that a child has three vocabularies—(1) its reading vocabulary, (2) its spoken vocabulary, and (3) its written vocabulary. The first is the most extensive, and the third is the smallest; and yet we require a child to spell correctly all the words in his reading-book—*i.e.*, practically all the words he can read. A glance at any of the reading-books in use in our schools will reveal the fact that they—one and all—contain large numbers of words which are outside the written vocabulary of the reader; and in the Fifth and Sixth Standard books are many words that the average person would never use in writing. Then, again, spelling is seldom taught; a number of words, varying from a dozen to twenty or thirty, are set for homework, and the pupil is expected to be perfect in the spelling of these next day. The words set are generally the longest, the most uncommon, and the most irregular in the lesson, while the pupils' composition exercises show that it is usually the small, everyday words that are misspelt. Further, it would appear that, as a rule, spelling is regarded as a visual exercise, whereas those who have interested themselves in the psychology of the subject are of opinion that there are children who learn more readily through the ear than through the eye, and some who learn only by writing the word a number of times. With a little trouble on the part of the teacher spelling could be made much less burdensome, and probably more accurate than it is. If, in each class, *three* new words were *taught* per day—not merely as words, but as words in sentences: written on the blackboard, spelled aloud, and embodied in sentences by the class—the child would have a written vocabulary of about six hundred words a year, or over four thousand during his school life; and four thousand words, properly chosen, would more than suffice for the written expression of the thoughts of Standard VI pupils.

Writing.—Experiments in the direction of securing greater speed combined with legibility have been made in a number of schools. In some cases the results are hopeful, in others they are disappointing. There is little doubt that the speed attained in the majority of our schools is not sufficiently high, and that pupils are prone to regard a writing test as the one exercise which on no account must be hurried, as something detached from ordinary written work, and hence as an end instead of a means to an end. We wrote at some length on this subject in our report for 1914, and do not propose to repeat what has already been said, further than again to draw attention to what is being successfully accomplished in other countries. When a pupil reaches Standard V or Standard VI he should have developed such control over the muscles used in writing as will enable him to write legibly at least from ten to fifteen words per minute. The writing test set at the recent examination for Standard VI certificates consisted of two words to be written in text-hand and a prose extract of 212 words to be written in the pupil's ordinary hand, for which the time allowed was half an hour. If five minutes were spent on the two text-hand words—and this appears to be a very liberal allowance—there would still remain twenty-five minutes in which to write 212 words: *i.e.*, the exercise could be completed in the allotted time at an average speed of eight and a half words per minute. Only a very small percentage of pupils were able to complete the exercise, and a large number wrote less than half the words set. The quality of the writing in the schools remains much the same as in former years.

Composition.—We cannot discover much improvement in this subject. In the larger and more efficient schools it is well taught and well advanced, pupils in the upper classes being able to write easily and at some length on any suitable subject. In other schools, however, we notice the same weakness and faults as in former years, and in some but little effort towards improvement. It should never be forgotten that the ability to evolve ideas, marshal them in logical sequence, and find for them suitable expression is not given to every child—indeed, is the heritage of but few—and hence in the great majority of cases regular and systematic instruction is necessary. Children must be taught how to deal with and expand a subject, how to follow out lines of reasoning, how to exhaust one phase before passing to another, and how to arrange details so as to bring out effective expression. We are more than ever convinced that where the subject shows weakness the reason lies in want of teaching, failure to realize the importance of oral composition, and lack of appreciation of the value of good models suitably dealt with.

English.—Closely allied with composition is the subject commonly known as "English," a comprehensive term, but here applied to instruction in such portions of grammar, analysis, synthesis as are needed to enable pupils, amongst other things, to express themselves easily and readily either orally or in writing. No subject requires greater care in the preparation of a suitable scheme, no subject lends itself in larger degree to co-ordination with other phases of work, and no subject, if well handled, gives more encouraging results. A good scheme must have its roots in the lowest classes, gradually grow through the standards, expanding as it rises, and present an unbroken surface throughout its entire length. We fear these obvious truisms are too often lost sight of, and that many teachers do not fully appreciate the possibilities in a good scheme of English, nor the necessity for exercising extreme care in its preparation. Much useful assistance in drawing up schemes in this subject may be obtained from the following publications: "Model Class Books of English," Chambers and Ker (Blackie); "Teaching Composition," Feasy (Pitman); "On the Writing of English," Warner (Blackie); "The Writing of English," Brewster (Home University Library); "A First Book in Writing English," Lewis (Macmillan).

Arithmetic.—In many schools this subject is well and logically taught, and the results achieved are most encouraging. To those schools where progress is not satisfactory the following remarks apply: The pupils in the preparatory department have not a clear and accurate knowledge of number up to the limit professed, and have not learnt to dissociate the abstract from the concrete: *i.e.*, they can add or subtract with the aid of counters, but are unable to perform simple operations when these aids are removed. Here, as elsewhere, teaching, where possible, should be practical and make large use of the concrete; but when once the relationship between numbers has been established and the principles underlying operations understood pupils should be trained to memorize and apply the discoveries made. We referred to this matter last year, and are more than ever convinced that the disappointing results too often met with in all the lower classes spring mainly from lack of ready and accurate knowledge of tables. In Standard I, and to a lesser extent in Standard II, mental arithmetic is not always satisfactory, pointing to lack of systematic and continuous effort. Most of the work in these two standards should be mental in character. The appearance made in the upper standards showed a slight improvement, though pupils in Standard V are still unable to deal effectively with much of the prescribed syllabus. We are inclined to think that some of the programmes selected for this class are too ambitious in scope and aim, with the result that thoroughness in the understanding and application of principles to some extent suffers. The work of the two upper standards is very similar in character, becoming progressively difficult towards the close of the higher course, and teachers sometimes fail to grasp that the more advanced work in the programmes common to both classes should be excluded from the schemes of Standard V. In few schools do we find any attempt to apply short methods, and yet from both utility and educative standpoints these are the methods which promise to secure the most hopeful results during school life and after.

History and Geography.—We have nothing further to add to what has already been said in former reports on these subjects. In some schools they are dealt with in a highly gratifying and successful way, and pupils show a sound appreciation of the liberal programmes presented. In others the level reached, though by no means high, in view of conditions of teaching and circumstances generally may be regarded as satisfactory. In addition to the schools included in these groups there are still a considerable number left where results are disappointing, and where the use of suitable text-books would be of considerable service. We have always been of opinion that the teaching in these subjects gains considerably by the judicious use of appropriate books. The text-book alone will not be sufficient; no amount of “learning” on the part of the pupil will compensate for lack of oral instruction, which must always be a strong feature in the selected programme; but the assistance which the text-book can be made to render, under judicious guidance, is too valuable to be ignored. We should like to see the civics programme extended and made a stronger feature in many cases, in view of the importance of the considerations with which the subject deals and the far-reaching effects attending its successful development.

Drawing.—In many schools some very fine work is being done, and the requirements of the syllabus are being fully met. In many, however, drawing falls far short of requirements both in scope and in quality. It should be noted that syllabus-demands cover the following: (1) Free drawing, including drawing from nature and drawing from fashioned objects; (2) instrumental drawing; (3) design; (4) colour work. Practically all schools take nature drawing, and, as a rule, the work is very creditable. Most schools also take object-drawing, but, owing partly to failure to teach the principles in a methodical way and partly to the choice of unsuitable objects, the treatment in far too many cases is by no means satisfactory. Good results cannot be expected unless there is some definite teaching of the foreshortening, first of circles in different positions, and then of straight-line objects, such as boxes, cubes, open doors, &c. In the schools where brushwork is taken as a handwork subject, colour work is as a rule well done, and some highly artistic work is produced. Many, however, do not take it up seriously, and in these the results are poor. Instrumental drawing, too, does not receive the attention it deserves. In every class from S1 upwards there should be regular practice in the use of instruments, starting in the lower classes with the ruler and set-square and in the senior division including compass and protractor. In schools where woodwork is taken the drawing done in connection with it is usually good. In schools where woodwork cannot be taken the instrumental drawing of S5 and S6 ought to be connected with cardboard-modelling. Design is probably the least satisfactory branch of drawing. Though occasionally we find a school where really excellent work obtains, in the great majority either practically no attempt is made to teach it or the results are poor. The poor work is usually due to failure to teach the elementary principles, repetition, alternation, symmetry, radiation, &c., and failure to connect the work with some useful purpose in the pupils' lives. Blackboard drawing is taken by nearly all schools in classes P, S1, and S2. In the best infant departments some very fine work is shown, chiefly in nature and object drawing and in imaginative drawing. The value of blackboard drawing in classes above S2 is not appreciated. If a few minutes during each lesson—or, better, about five minutes every day—were devoted to free-line practice on the blackboard, it would be found to have an excellent effect in training the muscles to obey the will and in thus giving freedom with the pencil and brush. Straight lines, circles, spirals, trefoils, and leaf-forms will be found useful for this purpose. The work should be done almost at arm's length and at a fair speed, and the lines should be gone over several times, the aim being to develop facility of movement. The drawing syllabus seems to involve a considerable amount of work, but by directly correlating it with other subjects, or one branch of drawing with another, much can be done to lessen the amount of time actually devoted to it. For instance, most of the nature drawing can be done in connection with nature-study; the apparatus set up for different experiments in the science course, the thermometer, barometer, and rain-gauge, will provide useful examples for object-drawing; whilst instrumental drawing can be linked with paper, carton, or cardboard work. Colour work can be done in various ways:

some will prefer to tint free pencil drawings, or even instrumental drawings; others, again, will prefer to do free nature drawings in colour without the aid of the pencil; while still others may prefer to combine colour work and design.

Nature-study and Agriculture.—One of the main objects of nature-study is to put the children in sympathy with nature, to give them an intelligent interest in their environment, and to develop a desire for beautiful surroundings; but it is not enough that nature-study should aim merely at creating “an atmosphere.” Such teaching is in danger of becoming hazy, indefinite. It is quite possible to lead children to an appreciation of the beauty of nature and at the same time to give it a distinct utilitarian bias. It adds greatly to the effectiveness of teaching to have in view some definite purpose, and in a country like ours that definite purpose should be to prepare the way for subsequent lessons in elementary agriculture. Hence a large part of the nature-study work in every rural school should consist of lessons on plant-life, with a few on insects and other topics directly or indirectly connected with agriculture or horticulture. The lessons on plant-life should be so chosen that by the time a pupil is ready for promotion to S5 he will be able to recognize the weeds and grasses in the school-ground, and have a fair knowledge of such topics as the following: Conditions necessary for germination and growth, the more obvious functions of roots, stems, leaves, flowers, and fruit, and how these functions are discharged; the life-history (including the seed and mode of germination) of a few typical plants, say two per year—*e.g.*, bean, wheat, potato, &c. Such a course would form a very good foundation for a course in agriculture, or in agriculture and dairy science combined. Further, this kind of work in the lower classes, followed by a course largely agricultural or horticultural in S5 and S6, is well suited for many town schools, for why should not the town boy be fitted and encouraged to take up country life if he so wishes? We find it necessary again to draw attention to the lack of co-ordination between indoor and outdoor work in many schools where elementary horticulture forms part of the curriculum. It is most necessary that pupils should be familiar with actual gardening operations, but it is equally necessary that the training involved should not be limited to purely manual effort. And yet we constantly find schools where training in horticulture is practically confined to operations in the garden itself, and where little or no class-room work is provided for in the programme. We would refer teachers to the remarks on this matter made in our annual report for 1913.

Handwork.—Though the teaching of handwork is in many schools really very good, there are a great many in which the treatment is not nearly so satisfactory. It is essential that handwork should be developed in an orderly and systematic way, and that in each school there should be a definite progressive scheme of work. Such a scheme is often wanting. The handwork in the infant classes is usually good, that in S1 and S2 frequently so, and that in S5 and S6 usually very good where provision is made for cookery and woodwork. In S3 and S4, however, results are too often disappointing. In most infant-rooms modelling in plasticene is most creditable, and some very fine imaginative work is done in the illustration of stories. In the junior classes the value of modelling as an aid to nature-study and free drawing is not fully understood. The problem in drawing and modelling is twofold—first to train pupils to observe and appreciate form, and second to represent form; and there is no more effective means of securing this appreciation of form than actually fashioning the object—leaf, twig, or fruit—constantly comparing the representation with the reality. Not only is the drawing improved, but the powers of observation are trained, and the knowledge gained in the nature-study lessons is made more real and definite. In paper-work, too, the chief fault lies in a failure to make the best use of it as an aid to other subjects, or rather as a means of teaching other subjects. Paper-tearing can be used to illustrate stories; paper-cutting can be used in connection with early lessons in design; paper folding and cutting should be used in order to make elementary geometrical notions real to the child, and to give him a training in certain parts of arithmetic; and in all these occupations there will be found opportunities for training in language. Obviously deftness of fingers and neatness and accuracy of work should be amongst the objectives, but the primary aim should be to use the paper-work as a means of teaching other subjects. It is to be regretted that more schools do not undertake a course of carton and cardboard work in S2, S3, and S4. It would provide an interesting and extremely effective way of teaching instrumental drawing, geometry, and mensuration.

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We have, &c.,

E. K. MULGAN.	MAURICE PRIESTLY.
CHAS. W. GARRARD.	N. T. LAMBOURNE.
WILLIAM BURNSIDE.	JAS. W. MCILRAITH.
J. T. G. COX.	N. R. MCKENZIE.
G. H. PLUMMER.	M. MCLEOD.

The Director of Education, Wellington.

TARANAKI.

SIR,—

New Plymouth, 13th March, 1917.

We have the honour to submit for the year 1916 our annual report on the public primary schools of the Taranaki Education District and of the private schools inspected.

At the end of the year the number of public schools in operation was 149, including six half-time schools. Of this number seventy-five were in charge of sole teachers. The private schools inspected number fifteen, with a total roll of 996.

The following table shows for each of the standard classes the number on the roll and the number present at the annual examination:—

					Number on Roll.	Present at Annual Examination.
Standard VII	...	...	...	...	52	49
„ VI	...	...	...	...	554	522
„ V	...	...	...	...	832	790
„ IV	...	...	...	...	1,102	1,066
„ III	...	...	...	...	1,158	1,119
„ II	...	...	...	...	1,076	1,027
„ I	...	...	...	...	1,178	1,127
Preparatory	...	...	...	...	3,481	3,222
					9,433	8,922

Inspection.—With few exceptions the schools received two visits during the year. In August the enlargement of the district came into operation, resulting in the addition of forty-five public and six private schools, and it was found that to pay annual visits to all the schools and to give the usual time to the larger ones was not feasible. As the whole district was new ground to one Inspector and part of it was so to the other, an attempt was made to gain acquaintance with as many schools and teachers as possible, and this proved a very strenuous task. The northern part of the new district, owing to the wide distribution of the schools and the bad roads, offered special difficulties.

Conditions.—With reference to conditions under which the schools are in operation, it is satisfactory to report that in spite of the fact that dairy and other farming forms the main occupation of the people the regularity of the attendance is commendable. Owing to the free use of horses few pupils have to walk long distances, and there is hardly any sign of mental weariness sometimes attributed to the children in a dairying district. It is satisfactory to note that a full school year is maintained. It is usual, except where epidemics have reduced the number, to find that the schools have remained open on at least 420 half-days during the year.

The district suffers from the general scarcity of trained and qualified teachers, especially in connection with the smaller schools. Of the head and sole teachers and assistants 126, or 45 per cent., are uncertificated. Many of these have, however, obtained partial passes or have passed the Intermediate Examination. The training of the teachers offers a real difficulty. Owing to facility in obtaining assistantships in favoured localities the pupil-teachers and probationers have a tendency to avoid attendance at the training college. There are also a large number of teachers that have not had any training, and as many of these are in remote districts it is not easy to meet their requirements. The teachers near the larger centres are provided for by Saturday and other classes, and an effort will be made to assist those in sole charge of the smaller schools by correspondence.

Efficiency.—The general efficiency of the schools is creditable to the teaching staff of the district. Occasionally some slackness is evident, but the great majority of the teachers exhibit earnest endeavour and keen interest. Of the 149 schools, thirty-one are recorded as very good, forty-five as good, forty-four as satisfactory or very satisfactory, eighteen as fair or very fair, and only one as very weak. Commendable results were presented in the private schools, the teachers of which are keen to adopt methods enabling them to maintain efficiency.

Standard VI.—The number of pupils examined for certificates, mostly at the end of the year, was 600. Of these, 388 were awarded proficiency and 135 competency certificates, a percentage of 64 and 23 respectively. A number of the candidates found difficulty in connection with the arithmetic, and the teachers concerned will find it advisable to discover the cause of any defective results.

Preparatory Classes.—While there is a general recognition of the importance of this section of the schools, increased application of kindergarten and other sound methods is demanded. In the larger schools this criticism applies to a very small extent. In one school the ordinary routine of the infant-room is supplemented in the lower class by the occasional employment with good effect of Montessori methods. In some parts of the district phonic methods are used in the early steps in reading. The use of wall blackboards and the application of concrete illustration and occupations require fuller attention.

Course of Instruction.—The presentation and selection of the course has received wide and careful attention. The general schemes of work and programme followed by pupil-teachers and probationers were usually drawn up methodically and intelligently. The results of term tests were also duly recorded. In spite of the time occupied by special courses in woodwork, or cookery, and in agriculture, a considerable number of schools presented sound work in the full requirements of the syllabus of instruction.

English Subjects.—Composition and grammar have both received intelligent treatment in the majority of the schools. Reading and recitation have usually been well prepared, and the inflexion and general expression were fairly good. While spelling is by no means a weak subject, the teachers will increase the utility of its study if in the respective classes attention is concen-

trated on the preparation of words fairly within the vocabulary employed in composition, and by refraining from the attempt to prepare the extended list of words that the pupils are able to master in reading. The writing in general gives evidence of careful instruction, and the written exercises are in most schools worked with neatness and intelligence.

Arithmetic.—The results in this subject varied considerably. Where oral exercises and a careful study of the elements form the basis of the instruction, with practice under strict conditions, the final appearance will not be disappointing. The exercises in mental arithmetic set during the annual visits were not attended by a sufficiently high degree of success. Owing to the number of new elements and processes introduced in the syllabus for the Fifth Standard the necessity for thorough methods exists to the greatest extent in that class.

Geography.—In this subject the local institute of teachers drew up and issued to the members a detailed course, and where this was presented it was accepted as suitable. The subject usually received satisfactory treatment, except that the mathematical, physical, and commercial branches were not sufficiently correlated.

Drawing.—Good line work in freehand, largely from copies, and the preparation of geometrical exercises, formed in the majority of schools the main course in the subject. Drawing in outline from objects and elementary design, with some use of colour, were included in a few schools, and should form an important part of the course in all schools.

History.—This subject receives a fair amount of attention. The sectional treatment, sometimes adopted, compares unfavourably with the concentric plan, in which biography is prominent in the studies of the younger pupils, and the growth of the Empire and the development of free institutions in those of the older ones.

Elementary Science and Nature-study.—A very prominent part of the course is agriculture. Dairy testing is included, and a large number of schools have suitable school-gardens. The laying-out of the grounds owes a great deal to local effort, and special encouragement is provided by the Tisch and Cuthbert Shields, which are open to competition by the various schools. In arranging the course it is essential to include lessons in health, embodying very elementary physiology, and, if possible, at least occasional lessons to boys in physical measurements. The cookery, health lessons, and needlework will also form the nucleus of instruction in home science to the girls. There is scope therefore for careful consideration of the requirements, while avoiding the temptation to occupy too large a portion of the available school time.

Handwork.—It is seldom found that, at least in the preparatory classes, a course in handwork is not in operation. Sticklaying, paper-folding, and carton-work, with woodwork and cookery in the higher classes, where the opportunity of vicinity to larger centres renders instruction in the latter feasible, are the branches chiefly embodied. Modelling in plasticine and brushwork are selected by some teachers. It is usual to find a number of good specimens of work. There is, however, some need for stricter methods and of correlation with oral expression.

Physical Instruction.—All schools the teachers of which have received special instruction include a course of exercises. Exception cannot be taken so much to the degree of precision and interest exhibited in the exercises (although in some cases these are not sufficiently in evidence) as to the general absence of progression in the preparation of the course. In some schools, although the teachers have received special training, barely eight tables have been attempted. Swimming has formed a prominent feature of the physical training in a number of schools. Swimming-baths are available in several centres, and a pool in an adjacent creek furnishes a substitute in other places.

Singing.—It was usual to find good tone and tune in the rendering of school songs. In very few cases, however, had notation and reading from sight received attention. A careful study of the requirements of the syllabus of instruction will indicate a suitable method and course.

Needlework.—In this subject the schools reached a high standard. As in previous years efforts were directed to the support of Red Cross and patriotic movements.

Discipline.—It is pleasing to note that there is a wide appreciation of the importance of method in the instruction. It is frequently overlooked, however, by the younger teachers that true discipline arises from the training and occupation of the pupils, and is a matter almost apart from mere class drill. If the work is planned with due attention to gradation and correlation, and if oral exercises are largely employed, natural interest is aroused in the pupils and easy control is an inevitable result. Although there is need to emphasize the importance of this aspect of school-management, it is satisfactory to note that it is receiving increasingly wide recognition.

We are, &c.,

The Director of Education, Wellington.

A. J. MORTON,
W. A. BALLANTYNE, } Inspectors.

WANGANUI.

SIR,—

Wanganui, 31st March, 1917.

We have the honour to present our report for the year ended 31st December, 1916.

Inspection.—At the end of the year there were in operation 220 public schools and private registered schools. Two visits of inspection were paid to all but a few tiny household schools situated in remote parts of the district. We found that a number of schools needed more attention than could be given at the regular visits, but with the present staff of three Inspectors we found it impossible to give them more assistance. The appointment of "organizing teachers" to take charge of groups of country schools, or, under the direction of the Inspectors, to work among the less efficient country schools, would do much to enable us to secure greater efficiency, and release the Senior Inspector for more general organizing work affecting the district as a whole. We do not think it at all economical for an Inspector to spend as much as three days in visiting

schools the total attendance at which in some cases does not in the aggregate exceed thirty pupils. The work of guiding the teachers of such tiny schools could be done just as well by a skilled teacher, acting under the general direction and oversight of the Inspector.

The call to arms has, without doubt, seriously affected the efficiency of our schools. The appointments to the vacancies caused by enlistments are temporary, and involve in not a few cases the employment of teachers who either have had no experience at all, or who in the ordinary course would have been expected still further to prove their efficiency in the lower grades. In the main, however, the schools of Grade III and upwards have well maintained their efficiency, and in the larger schools we are of the opinion a definite advance has been made. In their case we have sought to secure a closer control by the head teachers of the details of organization, and a more intimate share in general class teaching; in both matters we have met with loyal support.

Instruction.—With regard to the subjects of instruction and the methods of teaching, we have urged the importance of bringing the lessons into closer relation one to another—*e.g.*, history to geography, drawing to handwork, &c.—and bringing the instruction into closer relation to the needs of the people. We hope, therefore, to find considerable improvement in the teaching of mental arithmetic, including devices for shortening calculations, and to find history and civics taught more from the view of what the nation requires of its citizens. Formal composition or grammar, as far as is specified in the syllabus, receives careful attention in very many schools, but we regret to note that while the composition—*i.e.*, thought-expression—in the junior division is of excellent promise, that of the senior division in general shows lack of definite advance from class to class. Reading is fluent, but the cultural value of this subject, and of recitation, is not widely enough recognized. The consequence of this is that expressive reading and recitation are rarely heard. One reason given for the weakness is the difficult and uninteresting character of the lessons in the miscellaneous reader; but another reason is lack of temperament in the teacher. If the poetry produces no glow in the teacher's soul it is not likely the pupil will feel any thrill of interest. As regards history, we are glad to say we are much better pleased than we have been for some years past. Geography still suffers from lack of intelligent treatment; but there are notable exceptions among the schools. Drawing and handwork are both improving, thanks to the indefatigable efforts of the Board's special instructor.

Physical Instruction and Games.—A very satisfactory advance is being made in all the schools in the direction of giving more attention to the pupils' physical development. During the year refresher courses of training for teachers were held in Hawera, Wanganui (on three occasions), Marton, and Palmerston North. The teachers were greatly interested in these courses, and the schools benefited to a corresponding extent. Organized games now form an important feature of the playground activities of the pupils, and there are few teachers who fail to give adequate attention to playground duty. During the coming year we hope the physical instructor and the medical officer will formulate some simple system of testing the effects of the drill and games, so that we may have more reliable data than we have at present on which to base our conclusions. The time has arrived, too, when more attention should be given to corrective exercises designed to remedy physical defects in children. So far very little has been done in this direction.

Buildings and Grounds.—In the main the buildings and grounds are in good order, and there are very few instances of neglect under the present administration. The Board's staff of painters has, however, not yet been able to overtake past deficiencies, and consequently some of the buildings are suffering. During the coming year we propose to make full notes, as far as our ability goes, on the state of the buildings throughout the district. During the year local efforts have resulted in the improvement of several of the school-grounds, and both teachers and Committees are to be complimented on their zeal in this direction. While some of the grounds, particularly in the case of a few of the larger schools, are still somewhat unsightly, we are glad to report that, on the whole, a very satisfactory degree of interest is shown in the school environment.

Training of Teachers.—The academic training of teachers, both as regards the special Saturday classes and the correspondence classes, has been exceedingly well carried on during the year. The reports of the instructors show that, except in the case of singing, the arrangements made have been effective in securing both the attendance and progress of our uncertificated teachers and trainees. The usual winter school for teachers working in the remote parts of the district was held, and was well worth the money expended on it. We have every confidence in assuring the Department that the grant made for the training of teachers is well and economically expended. We still feel the need of the model country school for training purposes referred to in our last annual report, and trust that the importance of this matter will not be overlooked.

District High Schools.—[See E.—6, Report on Secondary Education.]

Education of the Maori.—[See E.—3, Report on Education of Maori Children.]

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We have, &c.,

T. B. STRONG, M.A., B.Sc.

JAMES MILNE, M.A.

DAVID STEWART.

The Director of Education. Wellington.

HAWKE'S BAY.

SIR,—

Napier, 8th March, 1917.

In accordance with your instructions, we have the honour to present the following report on the schools in the Hawke's Bay Education District during the year 1916 :—

At the close of the year there were 157 public schools in operation, as compared with 148 at the end of the previous year. During the year ten Roman Catholic schools, nine private registered schools, and the primary divisions of five high schools came more or less under review. In addition the Inspectors in Hawke's Bay have now to inspect the Native schools—twenty-nine in number—situated in the district.

The following table shows the number on the roll and the number present at the teachers' annual examination :—

Public Schools.

					Number on Roll.	Present at Examination.
Standard VII	...	...	...	...	195	182
„ VI	...	...	...	...	850	816
„ V	...	...	...	...	1,208	1,172
„ IV	...	...	...	...	1,503	1,463
„ III	...	...	...	...	1,626	1,575
„ II	...	...	...	...	1,617	1,567
„ I	...	...	...	...	1,674	1,629
Preparatory	...	...	...	...	4,374	4,094
Totals	...	...	...	...	13,047	12,498

Roman Catholic Schools.

					Number on Roll.	Present at Examination.
Standard VII	...	...	...	...	32	31
„ VI	...	...	...	...	88	84
„ V	...	...	...	...	99	97
„ IV	...	...	...	...	119	116
„ III	...	...	...	...	134	129
„ II	...	...	...	...	118	108
„ I	...	...	...	...	140	134
Preparatory	...	...	...	...	431	415
Totals	...	...	...	...	1,161	1,114

We are unable to give the corresponding statistics in respect to the private and high schools, numbering fifteen altogether, owing to the fact that some of the returns have not yet come to hand.

New Schools.—New schools have been opened during the year at the following places: Pouawa, Mokairau, Otopo, Waikomoko, Motea, Motuhora, Tahora, Tarewa, Te Hua, Putorino, Sherenden, Waikohu, and Waiwhenua. The following schools were closed: Bushy Knoll, Wahanui, Arlington, and Matapiro.

School Buildings.—The condition of the school buildings in the district is generally satisfactory, and they are kept in good order. Complaints have been made in a few cases that the premises have been left in an untidy state after being used for local entertainments. We think that in such circumstances the authorities should invariably make provision for having the rooms properly cleaned and set in order for the following day's work. The increase in population in the northern part of the district has led to the necessity for the enlargement of some of the schools there. Additional accommodation is still required to meet the needs of various localities. So far no experiments with open-air schools have been made in Hawke's Bay, though the climatic conditions are perhaps more favourable for such purpose than in many other parts of the Dominion. The epidemics which have occurred during the year have led us to think that it is advisable to provide for the early erection of at least one such building, in order that its efficiency may be tested in relation to the health of the children. The Medical Inspector of Schools, in her valuable report on the epidemic of diphtheria, says, "For the Hawke's Bay climate it would be excellent if greater facilities were afforded for open-air teaching. Open-air class-rooms might be used to relieve the congestion of crowded infant departments." The old-fashioned long desks are still in use in many schools, and there are even cases where two of these are placed end to end without a space between. Proper supervision of the pupils cannot be achieved under such conditions. Further, the sloping and gallery floors which are found in a considerable number of schools should be levelled as soon as possible. Modern desks should not be supplied until this has been done.

School-grounds.—The school-grounds continue to receive reasonable attention at the hands of teachers and Committees. The ornamentation of the school-grounds might receive considerable assistance by the raising of suitable shrubs and trees by the pupils taking agriculture in schools situated in localities adapted for such work.

Physical Instruction.—The requirements under this heading have been systematically carried out, except in the more remote schools, where the teachers themselves have had no opportunity of receiving instruction. We hope to take advantage of the presence of the physical instructor during 1917 to arrange central classes for the benefit of these particular teachers. Early in the year we were advised that only schools with an attendance of upwards from 120 were to be included in the itinerary of the physical instructor. We are of opinion that all schools of

Grade III and upwards, if within convenient radius from the larger schools, should be visited, and we have arranged accordingly. Classes in physical instruction for teachers were held on Saturdays at various centres, and proved of much benefit. We are glad to note that in one school at least systematic instruction is afforded in swimming and life-saving, and we hope that this important subject will receive more attention, especially where facilities for bathing are provided.

Medical Inspection.—No Medical Inspector has paid a visit to the Hawke's Bay schools in the ordinary way since July, 1915, while the Poverty Bay schools appear not to have been visited since August, 1914. Some years ago expensive weighing-machines were sent to different schools. Cases are known where these have never been used, and they have fallen into a state of disrepair. When the epidemic of diphtheria was at its height, urgent representations were made for the services of the Medical Inspector of Schools. Dr. Paterson accordingly visited the district, and made systematic investigations in every school where the disease was prevalent, with the result that in quite a short time the trouble was overcome. Immediately upon the appearance of an epidemic there arises a demand from the parents that the school should be closed. While we have every regard for the feelings of parents at such times, we would point out that the mere closing of the school does not prevent the spread of the disease, nor does it render the children less liable to attack. In this connection we may again quote from Dr. Paterson's report: "I may add that an unsatisfactory feature of all schools closing on account of an epidemic is the impossibility of controlling the movements of the children during that period. Thus, on being set free from school, hundreds go to the cinematograph, or play about in the streets, and are probably exposed to infection to a greater degree than they would be at school."

General Efficiency.—The following remarks are submitted in respect to the quality of the work shown during the year in the various subjects of the curriculum:—

Reading.—The reading is, on the whole, satisfactory, and the recitation fair. We think that in every class more attention should be given to securing an intelligent comprehension of the subject-matter, so that the pupils can express in their own language the sense conveyed by the passage read. It is desirable also that a more natural method of teaching reading should be introduced into many of the infant classes. This should certainly include a larger amount of teaching phonics than is at present made use of, and the earliest lessons should be taught, as suggested in the syllabus, chiefly from the blackboard or from reading-sheets, the primer being withheld until a somewhat later stage. Further, we would draw attention to the fact that, especially in the junior classes, an abundant supply of reading-books is essential. The custom of confining the reading-matter to one or two small books per year is still followed in many schools. The result is that these pupils, whose verbal memory is at its keenest pitch, do not read but simply recite the lesson by heart, and this practice is enhanced in cases by an undue recourse to simultaneous reading. The child should be encouraged to regard reading not as a school task, but as a pleasurable occupation, and as the most natural means of adding to his stock of knowledge. Inquiries made in several cases showed us that there was little or no home reading, especially among country children, whose time is fully occupied by home requirements. The opportunity must therefore be given them for reading as widely as possible at school. This implies a more extensive use of silent reading, suitable books being read rapidly for the sake of their contents. The knowledge of New Zealand history in our schools has undoubtedly been largely increased by the children's own reading in the *School Journal*, and in the books written by the late Dr. McNab, to whose endeavours to create an interest in the story of their own land the children in this district owe very much.

Writing.—Very good writing is common in the district, and the subject may be regarded as being satisfactorily taught. We find, however, that the text adopted in each standard varies when different subjects are being dealt with, children in Standard II, for instance, using full text in their written compositions and exercises, and half-text in their copybooks. The overuse of full text does not tend to the production of a fluent hand; the text of the copybook adopted for each standard class should be employed throughout all the written work of that class.

English Composition.—In many of the larger schools the English composition is taught with commendable efficiency, but in many of the remaining schools the work falls below the standard that should be expected. The schemes prepared for the early stages of the work lack system, and there are grounds for thinking that the selection of topics for composition lessons is too often haphazard. The value of oral composition is not sufficiently recognized, and it is more or less discontinued beyond Standard II. After consideration of the work submitted we are led to conclude that the subject does not receive the active teaching that its importance demands, and that there is not sufficient practice given in it. Further, the many mistakes in spelling, and the frequent misuse of simple words, point to the need of more adequate supervision and careful correction. The grammar also shows need of more consistent treatment, the results being disappointing. We have formed the opinion that for the less experienced teachers the requirements in this branch of English are too vaguely expressed, and that a more definite programme for each standard should be provided. The only other course open is to issue specimen schemes for the guidance of the weaker teachers.

Arithmetic.—The arithmetic may be regarded as fairly satisfactory; the need for more extensive practice in mental and oral work has, however, been impressed upon us. The wise teacher is he who takes mental work day after day, without fail. We have noted among the teachers of the infant and lower standard classes a tendency to exceed the provisions of the syllabus in respect to number at the expense of a thorough grounding in the composition of the numbers prescribed and of proper drill in the tables summarizing the results of their practical work. If the composition of the first twenty numbers be taught as thoroughly as it should be, the teachers will find that there is ample work contained in the process to fully occupy the time usually devoted to preparatory work.

Geography, &c.—Geography, history, and science have received reasonable attention during the year, though the need of a more definite scheme in the two former subjects is very much felt by the teachers in the smaller schools. Certainly the history of New Zealand, its laws and institutions, should receive more adequate recognition.

Drawing and Handwork.—A good many teachers do not fully comprehend the requirements of the syllabus in drawing, and in this subject, while good work has been done, it has seemed desirable that we should prepare a more detailed programme embodying the minimum requirements of the syllabus. Suggestions have been included therein as to the branches of handwork which may be correlated with the drawing. This has been issued to all teachers, and an opportunity has been afforded them of discussing it with us.

Singing.—The purposes of the singing-lessons as defined in the regulations are not widely observed in this district, and while we find that songs are well enough rendered in many schools, there is very little attention paid to voice-training and musical notation, most of the songs being taught by ear. We should like, therefore, to see the teachers have an opportunity afforded them of undergoing a course of lessons in illustration of the syllabus in singing, and are considering how best this can be achieved.

Sewing.—The lady teachers have taken up sewing for patriotic purposes with much enthusiasm, and have in this way done very serviceable work. A programme was specially drawn up with the object of adapting the requirements of the syllabus to war needs, and we have been content to accept this in lieu of the more definite demands of the regulations. In schools where this programme is not carried out the ordinary course in sewing is followed.

Agriculture and Dairy-work.—These subjects are organized by Mr. E. G. Loten, Director of Manual and Technical Education under the Board, under whose guidance a large proportion of the schools do valuable work. The programmes of instruction are supervised by the Director, and in this way a duly correlated course of study is followed. Especially in the dairying centres the pupils show much keenness, which is derived from the fact that the school-work has a direct bearing on the home interests. Mr. Loten also arranges the classes of instruction in practical science when teachers are brought to centres, and the courses provided are calculated to give the teachers a proper attitude towards the subject, besides affording them such training as will subsequently be of direct benefit to them in their own schools.

Training of Teachers.—That the pupil-teachers receive, as a rule, reasonable and satisfactory instruction at the hands of the headmasters is borne out by their success at the examinations for certificates. A course of lessons and a time-table are arranged by the head teacher, and a diary, countersigned by him, is kept by the pupil-teacher. Drawing and hygiene are taught at Saturday classes, while for practical-science subjects a summer school was this year arranged, extending over a period of two weeks. Advantage was taken of this occasion to include instruction in school method. We consider that a great deal of improvement would be effected were a regular series of criticism lessons taken by headmasters with their pupil-teachers, in order to afford the latter more guidance and tuition in the actual work of teaching.

Uncertificated Teachers.—To assist the uncertificated teachers in obtaining their certificates a course of instruction by correspondence was arranged, the practical work in science subjects being taken at the summer school referred to above. The results have just come to hand, and the success achieved has amply justified the expense connected with the classes. It is proposed for the year 1917 to hold a winter school at Gisborne during the first term holidays, the course of instruction extending over a fortnight. The programme of work suggested comprises dairy science, elementary agriculture, school method, and physical instruction. If this proposal is given effect to it will be of undoubted assistance to the teachers in the more remote part of the district, who have, in fact, no other opportunity of receiving practical instruction. For the uncertificated teachers in the southern part of the district it is proposed to hold a summer school on similar lines in December.

District High Schools.—[See E.—6, Report on Secondary Education.]

Manual Instruction.—There are five centres at which special facilities are provided for teaching woodwork and cookery—viz., Woodville, Dannevirke, Waipawa, Hastings, and Gisborne.

In Napier the pupils have in the past attended classes at the Napier Technical School, but we understand that accommodation will not be available for the boys during the coming year. The result is that unless they take cardboard-work, a subject of less practical utility to them, the boys cannot satisfy the requirements of the regulations in respect to handwork for Standards V and VI. It is a serious matter, at a time when industrial training is recognized as being an essential feature of education, that the only provision existing for it in the principal town in the district should be thus cut off, and we consider that the need for a special building, for which application has already been made to the Department, is emphasized by the present position.

Grading of Teachers.—The local grading scheme ceased to be operative during the year, and the Board adopted the Dominion grading scheme as its new basis of classification and promotion. It is not intended, however, to apply the principle of Dominion transfer until a full measure of reciprocity is shown by other Boards.

We have, &c.,

W. W. BIRD.

D. A. STRACHAN,

R. G. WHETTER,

} Inspectors.

The Director of Education, Wellington.

WELLINGTON.

SIR,— Wellington, February, 1917.
We have the honour to submit our report on the work and condition of the primary schools in the Wellington District.

The total number of schools in active operation at the end of the year was 259, together with ten side schools, making 269 in all. During the year a new (aided) school was opened at Lowlands, a new school was erected at Woodbank, and the schools at Akitio, Pori, and Pencarrow were reopened. The Native school at Okautete was inspected by us for the first time. Three schools were closed—namely, Akatarawa, Mangapari, Whakaponi—and Kekerangu was closed for the greater part of the year, no suitable accommodation being available for the teacher. A side school was opened at Worser Bay, and the Roseneath Side School was transferred to new school buildings at Hataitai. In addition to these schools there were twenty-eight registered private schools with a roll number of 2,656, and two special schools with a roll number of 238.

Particulars as to standard numbers and average ages, &c., of the 259 State schools are set out in the following table:—

					Number on Roll.	Present at Examination.
Standard VII	...	...	...	...	320	309
„ VI	...	...	...	...	1,943	1,920
„ V	...	...	...	...	2,331	2,284
„ IV	...	...	...	...	2,651	2,611
„ III	...	...	...	...	2,878	2,820
„ II	...	...	...	...	2,983	2,904
„ I	...	...	...	...	2,890	2,806
Preparatory	...	...	...	...	7,932	7,398
					23,928	23,052

The total number of schools inspected was thus 299, with 26,822 pupils in attendance. In addition to these St. Patrick's College and Scots College were inspected. The following figures show the roll number for the last five years:—

					Roll.	Increase.
1911	...	...	...	...	18,089	...
1912	...	...	...	...	18,379	290
1913	...	...	...	...	18,865	486
1914	...	...	...	...	19,691	826
1915	...	...	...	...	20,534	843
1916 (old Marlborough district included)	...	...	...	...	23,928	3,394

General Efficiency.—On summarizing our inspection and examination reports we gauge the efficiency of the schools as follows: Satisfactory to very good, 209; fair to satisfactory, 35; inferior, 7. With two exceptions the schools which are classed as less than satisfactory are in Grades 0, I, or II. The two exceptions are in Grade III. In the majority of the weaker schools their condition is largely due to frequent changes of teachers.

The number of Standard VI certificates issued was—Proficiency, 1,234, or 64·3 per cent. of S6 pupils present at examination; competency, 398, or 20·7 per cent. of S6 pupils present at examination.

The following table shows the number of certificates issued in public schools in each of the last five years:—

Year.	Proficiency.	Competency.	Percentage of S6 Roll.	
			Proficiency.	Competency.
1912	1,160	324	72·8	20·3
1913	991	367	64·0	23·7
1914	1,017	380	63·2	23·6
1915	1,265	405	67·3	21·5
1916	1,234	398	64·3	20·7

The percentage for 1916 in both grades of certificates is less than in 1915, but the change in the Proficiency Regulations can hardly be held responsible for this, as a reference to the figures for 1913 and 1914 shows. As a matter of fact, in applying the new regulations to the examination schedules of 1915 it was found that the difference was so small as to be almost negligible, being less than ½ per cent.

Owing to pressure of work some thirty primary schools, chiefly in the northern part of the district, received only one visit. Our estimate of the efficiency of the primary schools (Marlborough Ward not included) in the several groups of subjects is shown in the following table:—

Subject.	Number of Schools.			
	Weak.	Fair to Very Fair.	Satisfactory to Very Satisfactory.	Good to Very Good.
English	1	22	92	22
Arithmetic	8	24	69	36
Drawing and handwork	2	6	71	58
Class subjects	3	28	65	41

Of the class subjects there is a decided improvement in history and in political geography, such improvement being due probably to the great interest created by the war.

The true position of handwork in a scheme of education is gradually receiving greater recognition at the hands of the teachers. The woodwork of S5 and S6 is now more popular than formerly, and work ranging from satisfactory to good has been done at the different centres. The senior instructor in woodwork who visits these centres from time to time reports that "Good efficient work has been done throughout the year in the fifty-seven primary and nine secondary classes."

Nature-study and practical gardening constitute the science of most of the small country schools, and in work of this class satisfactory progress is being made. In the larger country schools a more advanced programme in elementary agriculture is adopted. A three-years programme has been drawn up to combine experimental work inside the school with practical work in the garden. The senior instructor in agriculture reports, "The course has been working for three years and has proved very satisfactory."

In addition to the science programme lessons in health and temperance have been given regularly during the year.

The exhibitions held in Wellington of needlework, &c., done by the children for patriotic purposes clearly show that, in general, the teaching of this subject is good. Without doubt the keen interest taken by all in work for our soldiers has given the teachers an opportunity which they have not been slow to make use of in improving the quality of such work. Hardly a school in the country has failed to forward some articles useful for the soldiers at the front, or for the orphaned children of Belgium.

During the year fifty-five primary classes (S5 and S6) have taken lessons in home science, including practical work in cookery, at the various centres; nineteen have taken lessons in laundry-work. This latter branch of the work will be extended during the year when the other centres for laundry-work are completely fitted up. The Marlborough Ward is excluded from these figures.

In the Marlborough Ward satisfactory progress has been made in reading, spelling, recitation, and writing. Arithmetic was generally good in the larger schools, but more attention should be given to mental arithmetic, which was decidedly weak in S6. A great improvement was noticeable in the composition of S6. The essays were greater in length, better arranged, and the punctuation satisfactory. Geography and history are being better taught, and the results of the oral examinations were generally satisfactory. Drawing varies in quality, but the blackboard drawing in coloured chalks was particularly good. Singing is receiving more attention, and in some of the larger schools good part singing was heard. Sight reading is neglected, and very little is known of the value of time signs or their names. In the Blenheim Technical School good progress has been made in the woodwork and the cookery classes. In the cookery class more attention has been given to the making of plain, useful dishes, and lessons in theory and economical methods have not been neglected. In the primary classes paper-work, carton-work, and modelling are favourite subjects, and in some schools, where the teacher has artistic tastes, excellent brush drawing was on exhibition.

Physical Instruction.—Marked progress is being made in the physical training now carried out in all our schools. The report of the physical instructors show that, in general, the work done is of a satisfactory character. The instructors, however, call attention to a few defects here and there, such as "want of attention to the fundamental position" when a class is under instruction, and the failure in some cases to use the tables so as to "ensure a gradual but steady and continuous progression in the teaching of physical exercises throughout the whole school life." Their reports, in general, confirm our report of last year, which we need not repeat. A few of the teachers have been content with giving the exercises once or twice a week, but their attention has been called to the fact that these exercises to be rendered valuable must be given daily.

In the Marlborough Ward the majority of the teachers have received some instruction in the new exercises as taught by the Physical Inspectors, and the result of the training is beginning to show itself. Children carry themselves better, and in the larger schools the exercises are of special merit. In some cases a carelessness in posture is noticed in the schoolroom. This should not be, as dual desks of the Zero type are now in all the Board schools. Organized games form part of the exercises, and in the larger centres swimming is regularly practised in the summer months.

Corrective Classes.—Corrective classes have been established by the Medical Inspector in a few schools in the Wairarapa, and in about twenty-six schools in and round the City of Wellington. In conjunction with the physical instructors special tables of exercises have been drawn, and in each school teachers have been selected to carry out these exercises for a short period twice a day. It is yet too soon to make a definite report on the result, but the Medical Inspector assures us that, although in operation only for a short time, there is already sufficient evidence to justify the establishment of such classes.

District High Schools.—[See E.—6, Report on Secondary Education.]

Training of Teachers.—The summer school for uncertificated teachers held at the Training College in February, 1916, was attended by twenty-nine teachers, fifteen from Wellington, six from Taranaki, five from Nelson, and three from the Grey district. Much interest was taken by these teachers in all departments of their work. The Principal in his report states, "The general attendance and diligence displayed by all was quite satisfactory." As all the schools had been closed for some time on account of the epidemic of infantile paralysis, it was considered advisable to postpone the spring school for instructions in agriculture which is usually held at some centre in the Wairarapa. Saturday classes for the instruction of pupil-teachers, probationers, and uncertificated teachers were held at Wellington and Masterton. Instruction is given in drawing, handwork, home science, hygiene, physiology, and singing. The reports of all the instructors show that the progress made by those who attended during the year was generally satisfactory. In the Marlborough Ward correspondence classes for uncertificated teachers were conducted during the year. Good progress was made, and satisfactory results achieved at the teacher's examinations. A three-weeks course was held in December, and the instructors speak highly of the diligence of the teachers. Positions which a few years ago would have been sought after by certificated teachers are now going begging, and have to be filled by unqualified teachers.

Maori Children.—[See E.—3, Report on Education of Maori Children.]

Buildings, Grounds, &c.—Eight of the school buildings are not owned by the Board, and in the majority of cases are either very small schools or are used as temporary buildings merely. Of those marked "Inferior," in two cases—Ohariu and Pongaroa—provision is now being made for more satisfactory accommodation. With regard to the others the Board has at various times been in communication with the Department regarding more suitable arrangements. In seven cases the buildings are marked "Moderate," but the majority of these are schools of an old type, badly arranged and badly lighted. Those cases where it is reported that the fences are in need of repair and that the offices are unsatisfactory have already received the attention of the Board, and steps are being taken by the clerk of works to put matters right. An improvement in the condition of many of the grounds is noticeable, due to the fact that more prominence is being given to the study of agriculture in the country. The senior instructor in agriculture reports, "In most cases trees and hedges have grown well and Committees have co-operated in the care of them. These trees and hedges with flower-plots have helped to make many of the school-grounds the most attractive places in the district." The same, however, cannot be said of many of the inadequate playgrounds in the city and suburbs.

We have, &c.,

T. R. FLEMING,	} Inspectors.
F. H. BAKEWELL,	
F. G. A. STUCKEY,	
DAVID A. STURROCK,	

The Director of Education, Wellington.

NELSON.

SIR,—

Nelson, 31st March, 1917.

We have the honour to present our annual report on the schools of the Nelson Education District for the year 1916.

One hundred and fourteen schools were at work during the last quarter of the year, the number including two half-time schools reckoned as one. There were in addition ten side schools, a new one at Oparara having been attached at Karamea. Nine very small schools were closed during the year; and one at Woodstock, after being closed for some years, has been reopened.

One hundred and thirteen schools were inspected by us, and in most cases more than once, though the time available for the first visit, usually the greater part of the first half of the year, was very much curtailed by the pressure of other work, especially that pertaining to departmental examinations. Three small outlying schools were left unvisited, but these should receive attention early in the coming year.

Twelve private schools and two special schools within the education district have also been subject to inspection. The total roll of these schools, all of which are outside the jurisdiction of the Education Board, was 867, and the attendance 815. The attached summary affords an estimate of the general efficiency of the instruction imparted in them: One school, good; eight schools, satisfactory to good; three schools, satisfactory; two schools, fair to satisfactory. In all sixty-nine pupils were presented for examination in Standard VI, and by these thirty-four proficiency and twelve competency certificates were obtained.

Some slight increase is again apparent in the number of children on the rolls of the public schools of the district, the average weekly number for September quarter being 6,818, or eighty-seven larger than for the corresponding quarter of last year. A glance at the average attendance, however, reveals a tale of woe, the yearly average having fallen from 89.6 to 86.5 per cent. For the whole Dominion the attendance per cent. of roll for the year 1915 was 90. The district has

probably suffered more this year than in any previous one from the prevalence of a variety of epidemics. Measles, scarlatina, whooping-cough, diphtheria, and infantile paralysis, the two latter having each made their appearance in two school districts, have all laid toll upon the attendance, and necessitated the temporary closing of many of the schools. In all, forty-five schools have been closed for some weeks on account of sickness, one school being so unfortunate as to be closed for a term in each of three quarters, and in others epidemics have clung to school districts for almost the whole of the year. In consequence the attendance has suffered severely (one of our larger schools making a return of only 71 per cent. for one quarter, during two weeks of which less than half the roll were present), and the school year has in many cases been materially shortened. The quarterly attendance returns show that only eighty-two schools have been working for a full forty-weeks period throughout the year, and only thirty-seven have been kept at work for 420 half-days. This, a reasonable term of school service even after due allowance has been made for legitimate and recognized holidays, would in normal times be expected from every school. We are satisfied that many intellectual shortcomings are due to insufficient schooling, and throughout this trying year the effects have been often exemplified. In regard to regularity of attendance but few schools escaped disaster, yet some of these maintained excellent attendance. Among them were five Grade 0, mostly household schools, with 100 per cent.; Umere, 96 per cent.; Karamea, 95 per cent.; Nelson Boys', 94 per cent.; and Fairdown, Pakawau, Seddonville, and Upper Takaka, each 93 per cent. At fifteen schools, on the contrary, the attendance was below 80 per cent.—that is to say, the children on those occasions when the schools were open (fewer than usual this year) were not present four days out of five.

Little change is to be noted in the status of the teaching staff. On the 31st December 204 teachers were employed by the Board, and classified as follows:—

				Certificated.	Uncertificated.	Total.
Head teachers	...	...	...	39	1	40
Assistants	...	...	...	64	29	93
Sole teachers	...	...	...	22	49	71
				125	79	204
For 1915	...	...	...	126	88	214

Among the year's appointees are two returned soldiers who after active service have resumed school duty, and have now received appointments as head teachers. In addition twenty-two pupil-teachers and eighteen probationers were in the employment of the Board.

Classes of instruction for the training of teachers were held at Nelson in drawing, botany, and elementary chemistry, and at Westport in drawing and elementary hygiene. A few teachers remote from a training centre took lessons by correspondence, and six availed themselves of the opportunity kindly afforded by the Wellington Training College to attend a short summer session.

The following details of classes throughout the district are supplied in the Inspectors' annual return:—

				Number on Roll.	Present at Examination.
Standard VII	...	...	...	138	122
„ VI	...	...	...	483	465
„ V	...	...	...	676	644
„ IV	...	...	...	772	731
„ III	...	...	...	818	785
„ II	...	...	...	824	781
„ I	...	...	...	832	788
Preparatory	...	...	...	2,338	2,121
				6,881	6,437
Totals for 1916...	...	...	...	6,881	6,437
Totals for 1915...	...	...	...	6,811	6,611

Included in Standard VII are the roll numbers of the secondary classes of the district high schools, which have increased to a sum total of 120. Standard V shows an increase of eighty-three, and the preparatory a decrease of sixty-four, the proportion which the number in the preparatory class now bears to the whole roll having fallen to 33·9 per cent. Last year the Dominion percentage was 35·9, “the lowest that has obtained for some years.” Variations in other class totals are less noticeable, but there is a persistent drop from class to class in going from S1 to S6, indicating that nearly half the children never reach the Sixth Standard. The decreases are greatest in the higher standards, so that in many cases the period of school life terminates too abruptly, or the passing from S4 to S5, and from S5 to S6 is beyond the capacity of a large proportion of our children. Last year S4 presented the main difficulty, and this time it is S5. In spite of the increased roll number the number present at the annual examinations was much less than in 1915, probably a result of the continuance of epidemics to the close of the school year. Similar arrangements to those previously existing were made for the examination of Sixth Standard candidates for certificates. All children within easy reach were centralized at one or other of the following schools—Westport, Granity, Motueka, Richmond, Wakefield, Reefton, Nelson Boys', and Nelson Girls'—at which 321 pupils from the primary schools were assembled. Those who could not be easily centralized for examination under the supervision of an Inspector were examined at their own schools at the time of the announced visits, and numbered in all 140. The pupils from private schools were assembled with the others at the centres mentioned above. In addition fifty-six candidates sat for the examination, some being pupils of secondary schools, some who had left the public school, some who had during the year

applied for special examination, and others from primary schools who were represented at a central examination. The following is a summary of results :—

	Number presented.	Proficiency Certificates.		Competency Certificates.		Total per Cent.
		Number.	Per Cent.	Number.	Per Cent.	
Primary school pupils ..	461	264	57	92	20	77
Private school pupils ..	69	34	49	12	17	66
Miscellaneous ..	56	25	45	18	32	77

The percentages of certificates granted for the whole Dominion in 1915 were: Proficiency, 70 per cent.; competency, 18 per cent. The proportion gained in this district has always been somewhat low in comparison, but more nearly approximating the limit (60 per cent.) suggested by Mr. Hogben as Inspector-General and recommended for adoption by a former Inspectors' Conference. The excessive range of former years (in 1915 it varied from 52 to 80) is, we consider, largely attributable to the peculiarities of examiners in their interpretation of the requirements and standard of marking adopted.

The new regulations coming into force in October increased the difficulty of obtaining either certificate, but the effect was markedly apparent only in regard to the competency certificate, the percentage of passes having fallen from 26 to 20. A junior free place at a technical school has been extended to the holder of a competency certificate, provided that his certificate is endorsed with special merit in handwork and elementary science. Only seven competency certificates were thus endorsed by us in 1916. The loss of time and irregularity of attendance consequent upon a broken school year would naturally have more effect upon the preparation of the children and the prospects of qualifying for a pass examination of fixed standard than upon other phases of school life. Hence when the special drawbacks of the year are taken into consideration it is rather a matter of surprise to find that the decrease (2 per cent.) in the number of proficiency certificates obtained is so slight.

The falling-off is more apparent in the general efficiency of our public schools, a less proportion being able to attain to a satisfactory stage. A general estimate is given and a comparison made with the results of the previous year: Good, 25 schools; satisfactory to good, 29; satisfactory, 41; fair to satisfactory, 13; fair, 4: total, 112. Efficient—For 1916, 95 schools; for 1915, 106; non-efficient, for 1916, 17; for 1915, 8.

As we have before shown, the status of our teaching staff, already weakened by war conditions, has made little or no improvement during the year, and in this special time of stress occasioned by the prevalence of sickness among the children many teachers have found a difficulty in maintaining the efficiency of their schools. The summary of subjects given below shows that the loss is not peculiar to any one subject, but is very generally distributed :—

		Number of Schools.				
		Reading.	Writing.	Spelling.	Composition.	Arithmetic.
1916.						
Efficient ..	..	81	92	76	80	68
Non-efficient ..	..	28	17	33	28	41
1915.						
Efficient ..	..	92	102	79	86	77
Non-efficient ..	..	22	12	35	28	37

English.—Reading is usually satisfactory, and in a great many schools the teachers are making very commendable efforts to foster the reading habit in the pupils, and at the same time materially to widen their range of reading. Well-chosen books are to be seen in most of the school libraries. As regards the reading-lesson, weakness was often found in the ready comprehension of the language of the lesson and in the ability to use many of the words in well-formed sentences. Spelling remains in much the same position as last year. In the majority of schools the words occurring in the ordinary reader are usually well known. In S6 the unseen test in dictation is frequently poorly done. More practice in unseen work of this kind should enlighten the teacher as to the deficiency of his pupil's knowledge of words in common use. Recent amendments to the syllabus emphasize the necessity for such attention, and accordingly advise a recasting of methods of teaching spelling. Some children find in spelling an insurmountable difficulty, but where the fault is common in a school it generally is the result of the teacher's incapacity or careless correction. Here again we cannot refrain from repeating that recent teachers' examinations show that in this subject also the qualifications of many candidates for the service are of very low standard. In all classes the dictation passage might well be delivered more rapidly than is usually the case, while the weekly time allotted to spelling and dictation is frequently excessive. An hour and a quarter should meet all requirements. Writing shows a somewhat poorer result than last year. The copybook writing and the formal writing exercise are usually satisfactorily done. It is in the ordinary school-work that weakness in handwriting is more

noticeable, and this rather than any formal test will in future be taken as a criterion in assessing the quality of the work. Too much attention cannot be given by the teacher to the close supervision of all written work. The weaknesses most evident are undoubtedly due to want of care by the pupil, so that the continued repetition of badly formed letters mars the legibility and general appearance of the writing.

Arithmetic.—In this subject the results of the year show a falling-off in efficiency of 5 per cent. of the schools of the district, undoubtedly largely attributable to the unfavourable working-conditions already referred to. In most of the schools we find the teaching of the subject carried out in a satisfactory manner. In some, however, the practical side of the subject should be more fully dealt with, so that the pupil may the more readily solve such everyday problems as present themselves to the tradesman or to the business man. Mental arithmetic was not a uniformly strong branch of the subject, and we would once again suggest that daily practice be given in mental work that will tend to ensure speed and accuracy in dealing with written problems. In this connection we very often found S6 pupils unable to apply short methods to cases that required ordinary intelligence. Clearness of method and care in setting out the necessary details of the work should be aimed at in all classes. In the junior and preparatory divisions concrete methods are largely utilized, and the subject is generally made as interesting as possible to the younger children. With such methods regular and thorough memorization of results is most essential, or otherwise, as the pupil advances in the subject he will continually find it necessary to employ the concrete illustrations adopted in the earlier stages.

Drawing.—This subject on the whole reached a satisfactory standard. Nowhere has greater improvement taken place than in the lower classes, where blackboard drawing has been very generally adopted. Instrumental drawing does not appear to receive as much attention as other branches of the subject. The selection of objects for object-drawing is occasionally made with little judgment or regard for the capacities of the pupils. The syllabus suggests appropriate selections for each division of the school.

Other Subjects.—Other subjects, too, we found had suffered somewhat in fullness and thoroughness of treatment, the limited time at the teacher's disposal usually inducing him to concentrate his energies upon those only which he considered to be essential. Temperance instruction, a subject brought prominently into notice by a circular memorandum from the Minister of Education, has received very varied treatment. It has rarely been treated scientifically, but a really scientific treatment is almost impossible in an ordinary public school, and would be unintelligible to the ordinary school pupil. With the help of temperance charts and diagrams, however, some useful temperance instruction has been given in many schools, especially in connection with health lessons, and the results have been frequently tested by us. The following have been recognized as classes for manual instruction: Elementary agriculture, 44 classes; dairy-work, 10; physiology and first aid, 11; swimming, 18; elementary physical measurements, 2; metal-work, 12; woodwork, 12; cookery, 21. The last three subjects have been usually taught by special teachers at one or other of the four centres, Nelson, Wakefield, Westport, and Reefton. Unfortunately, through the Board's inability to provide a separate teacher of cooking for the small centre, Reefton was not opened this year, and the number of classes in woodwork and cookery is reduced accordingly. In all, sixty-nine schools, or 57.5 per cent., have taken some form of manual instruction.

District High Schools.—[See E.-6, Report on Secondary Education.]

Maori Children.—[See E.-3, Report on Education of Maori Children.]

School Buildings.—The condition of the school buildings varies considerably in different parts of the district. To a very great extent their state depends upon the interest displayed in the school by the local authority. In many rural districts we find much indifference and neglect of buildings on the part of Committees. The system by which repairs and painting are effected only after application by the Committee is unmethodical, and fails to keep the buildings in a sound state of repair and preservation. Throughout the district are many buildings of an old type that cannot in the present day be regarded as educationally suitable. Many of these will soon have to be rebuilt. On the West Coast, on account of the severe weather-conditions, the buildings fall more quickly into disrepair. Painting is required in many cases, and the postponement of it for the present on account of the increased expense is a policy that must eventually prove costly to the Board. During the past few years the seating-accommodation has been greatly improved. The old-fashioned long desks have been discarded, and most of the schools are now equipped with modern dual desks. In many instances sweeping, dusting, and cleaning of rooms might be much better carried out. Some schools appear to be always in want of a thorough cleaning. Both from an educational and a health standpoint absolute cleanliness is an essential. Regular attention to out-offices is marked by much slackness on the part of some Committees. Difficulty in obtaining the necessary labour is one of the chief drawbacks. Where a regular sewage system exists no difficulty prevails, but to establish a satisfactory and sanitary system in most of the rural schools by the generally adopted methods requires the utmost vigilance and attention on the part of those in charge of school buildings. The latest form of outside office introduced by the Board seems likely in suitable localities to do away with many existing difficulties. This is on a modified septic-tank system, and though of too great expense for smaller localities is economical and effective in the larger country schools where the subsoil is of a sufficiently porous nature.

Physical Instruction and Medical Inspection.—Visits of physical instructors and of Medical Inspectors were paid to the larger schools of the district. They operated partly from Canterbury as well as from Wellington, to which latter this district has for this purpose been attached. The three main centres and larger schools in the neighbourhood were also visited by the medical officer and instructor conjointly for the purpose of establishing physical corrective classes. Children whose physical defects were such as to warrant special treatment were selected by the doctor, and a course of physical exercises adapted to their special needs was prescribed for them, and the

teachers were instructed in the mode of application. The arrangements made for the medical and physical inspection of the district are gradually becoming more systematic, and we hope to see the advantages of the system extended to every school. Though our experience of this important branch of instruction has been but brief, we cannot refrain from extolling the advantages conferred on the rising generation by the inauguration of such a system.

We have, &c.,

The Director of Education, Wellington.

G. A. HARKNESS, M.A.,
A. CRAWFORD, B.A., } Inspectors.

CANTERBURY.

SIR,—

Christchurch, 16th March, 1917.

We have the honour to present our annual report on the schools of the Canterbury Education District, formed during the year by the amalgamation of the former districts of Grey, Westland, North and South Canterbury.

The new district embraces a very large area, and will entail upon the Board and its officers the solution of many problems of management. Upon the efforts of those administering educational affairs will depend the success or failure of the experiment which is being made. Theoretically there should be no question on the score of cost of administration, for one central Board should be able to work far more economically than four Boards working within the same boundaries. So far as the teachers are concerned, there is no doubt that amalgamation will give a brighter outlook; promotion will be more certain, and it is the hope of promotion that furnishes one of the greatest incentives to good work. The cause of education in the smaller districts must be materially benefited, for the closer relationship with large centres should conduce to a wider range of vision, and give room for a higher standard of achievement. We have every reason to anticipate that the efforts of those engaged in the cause of education in the enlarged district will meet with even greater success than has been achieved in its several parts in the past.

Visits paid.—The number of schools open at the close of the year was 385. To each of these, with very few exceptions, two visits were paid. Similar visits were also paid to forty-one private schools. In addition to the ordinary work of inspection, examinations for the purpose of awarding certificates of proficiency were held at a great many centres during the year, the method of procedure being that, as far as possible, candidates should be examined in their own schools. Where this was impracticable examinations were conducted in convenient centres at which pupils of neighbouring schools assembled. In the case of schools in outlying districts, proficiency candidates were taken at the time of the annual visit to the school. All examinations were personally supervised by one or other of the Inspectors. The following is a summary of the results of examinations for Standard VI certificates:—

	Number examined.	Proficiency Certificates.	Competency Certificates.
Public schools	2,236	1,377	419
Private schools	225	131	42
Special examinations	203	99	65

Government.—The children, on the whole, are quiet, orderly, obedient, and well-mannered, and the general atmosphere in our schools furnishes abundant evidence that, with few exceptions, our pupils are wisely governed. The majority of our teachers are sincere and consistent, unreservedly giving of their best to those under their charge, between whom and the teachers good relations almost invariably prevail. When present conditions with respect to the tone of our schools are compared with those which existed some thirty years ago there is a striking evidence of moral development. Honesty in school work, politeness, respectful demeanour, and consideration for the feelings of others stand on a much higher plane than formerly. We have again to congratulate the teachers upon the very fine work done by their pupils in connection with the Red Cross and other organizations.

Schools and Grounds.—The interiors of a great many of the schools are bright and cheerful, with material and apparatus under careful supervision. Still, however, there are teachers who see nothing wrong in untidy cupboards, badly hung maps, and neglected material. The room and grounds are mainly the direct expression of the personality of the teacher, and if those responsible show good taste, and by the force of example inculcate desirable habits, the general surroundings soon present an improved appearance. The excellence of the gardens attached to some of the schools is a just cause for pride, and we cannot too highly praise those teachers who have made their playgrounds the beauty-spots of their immediate neighbourhood. There is still room for improvement as regards some of the rooms in which the junior divisions are receiving instruction. To spend an hour or two in a well-equipped room is a delightful experience. The brighter the atmosphere for the little ones, the easier is the educational training. Indirectly, too, this may be an important means of securing regular attendance. The condition of the buildings, with the exception of those in one or two parts of the district, is mainly satisfactory. There are some, however, which have outlived the natural term of their existence, and it will be incumbent upon the Board in the near future to replace these ancient structures by new buildings of modern design. It will also be necessary to divide some of the existing rooms so as to obtain more comfortable teaching-conditions. Where graded floors still exist level floors should be substituted, in order to give opportunity for rearrangement of desks, and thus secure improved lighting-conditions where these are defective.

District High Schools.—[See E.—6, Report on Secondary Education.]

Medical Inspection.—The most important fact in connection with medical inspection has been the starting of corrective classes. These have been carried out during the year, and the results are most satisfactory, even exceeding expectations. The Medical Inspector has discharged

her duties in her usual energetic and enthusiastic manner, and has succeeded in getting through a vast amount of work. She will be able to make her inspection even more effective when she avails herself of the services of the school nurse, whose appointment it is hoped will form a new link between the school and the home.

Physical Instruction.—In nearly every school in the district the value of physical training is becoming increasingly evident. Few of the periods of the school day are enjoyed more than the time set apart for the practice of the exercises and the allied games. In many of the schools a very high level of efficiency is reached. But we should like to point out that the principles of correct position so strongly insisted upon during the exercise periods should govern every attitude that the pupil assumes in school. Harmful positions in the desk will undo all the good derived during the exercises. We have been very much pleased with the whole-hearted manner in which the teachers have carried out their part of the work. The physical instructors have discharged their duties in a most faithful manner, and by their tact and enthusiasm have secured the hearty co-operation of all.

Quality of Instruction.—As we shall be meeting the teachers from time to time, and dealing in detail with the various subjects of the curriculum, we do not propose to refer to the quality of instruction, except very briefly and in general terms.

Reading.—Though usually fluent, in only a moderate number of our schools does the subject reach a high standard of quality. Too many of our teachers are satisfied if their pupils give a fair rendering of a passage; but more than that is necessary. The child after reading a paragraph should so get the thought that it can reproduce the substance of it. In some schools little effort is made to correct errors in enunciation. Greater attention should be paid to the use of the vocal organs, and every teacher should endeavour to acquire special knowledge of the qualities of good articulation. The cultivation of light and shade, with a bolder style, should be the aim in all schools, but this can be secured only by a regular process of development begun in the preparatory division and continued in the standard classes, where at all stages the interpretation of thought should be the guiding principle.

Recitation.—This subject has not made much material progress during the year, and too often the results give the impression of hurried preparation, for although the pupils may be able to repeat the requisite number of lines, they have often little knowledge of the aim and scope of the poem. The selection of passages, too, is in many instances conditioned by the ease with which they can be memorized rather than by their intrinsic merit. Recitation is a subject which needs careful teaching, and cannot be left to look after itself. The necessity of frequent revision cannot be too strongly emphasized, for such poems should be a life-long possession and treasure.

Formal English and Composition.—In these subjects a slight improvement is shown in formal English, but while this is the case there are still many schools in which the knowledge acquired in the grammar lesson has not been made use of to help out the sentence structure in composition—a fatal divorce between two subjects so intimately connected. The formal English that is taught is not serving its purpose unless the pupils have been placed in such a position as they can apply its rules to, and show its practical bearing on, their written exercises. Although composition as a whole is good, there is still room for a better gradation of the subject. The oral work in P classes is generally most satisfactory, and the majority of pupils express themselves clearly. In S1 and S2 written exercises are presented, and the quality is distinctly on the upgrade. S3, S4, and S5, however, do not maintain this advantage, and it is to the grading of the work of these classes that attention must be principally directed. But in S6 the work is again good, and the essays presented at the proficiency examinations are very creditable productions, showing pleasing style, very fair imagination, and considerable originality. In too many schools punctuation was disappointing.

Spelling.—Spelling is usually satisfactory, but we should like to impress upon teachers that greater attention should be paid to the spelling of common words, for it is of far more importance that the pupils should be able to spell correctly words of everyday use than that they should learn the spelling of difficult words that do not form part of their vocabulary. The close adherence to the words furnished by the reading-book cannot be recommended, as it does not always furnish a good basis for the effective teaching of spelling. If teachers made out a graded list for their classes, and taught and tested such words in dictation exercises where the words were used in correct relation to the context, the results would be much more satisfactory than at present. Constant practice in clear articulation and enunciation would prevent many of the errors made by our pupils through careless habits of speech.

Arithmetic.—In the preparatory classes and the junior division this subject is usually very well treated. Most of our teachers have made their exercises practical, and have built up the tables necessary in multiplication and addition. In the senior division, however, there is less accuracy and less grasp of principle. This is in a large measure due to lack of suitable mental exercises in illustration of new principles and of systematic recapitulation of the rules dealt with. It is surprising to find in how many cases failure to gain certificates in S6 or S5, failure to qualify in National Scholarship examinations, and inability to satisfy the demands for the teacher's certificate, are due to weakness in arithmetic. This weakness seems to be largely due to defective teaching. Sameness in the style of questions, too narrow a range of mental exercises, lack of training in the mental concentration necessary for the solution of problems, and want of accuracy are contributing causes. It behoves all concerned to endeavour to use the best methods in dealing with this important subject. As Burnett says in his "Essentials of Teaching," "He [a certain type of teacher] is too easily pleased with approximate results or half-finished work. Thoroughness, we like to think, is a virtue specially British, owing to which, as much as to anything else, we have built up our respect for industrial and commercial efficiency." And it is thoroughness that makes for success in the teaching of arithmetic.

Geography.—There is perhaps no subject in the curriculum which shows so wide a range of values. While in very many schools the programme is so arranged as to make possible the

interrelation of physical and economic geography, there are still many schools in which the two forms are taught as if the one had no bearing on the other. The chief source of weakness in the teaching of the subject is that there has been too much adherence to text-book information, and too little inquiry into the reasons why certain conditions, physical or political, exist; and how they affect "man and his markets." There is still room for better preparation of lessons; for more readiness in devising simple and easy experiments to illustrate the facts of physical and mathematical geography; and for quick and ready use of diagrams and sketch-maps in all forms of geographical teaching. Ideas and facts may be gained from the text-books, but graphic illustration and experiment should characterize the teaching. Such conditions do exist in a large number of our schools, and in these the teaching of geography is not only interesting but highly effective.

History and Civics.—The work is still unsatisfactory in a large number of schools. Schemes often show no general plan, while in many cases reliance is placed entirely upon a succession of isolated lessons with no connected lines of thought. Too often there is no definite aim, and consequently the results are disappointing. Civics should be taught in connection with the history, and the scheme as drawn up should show how this is to be carried out. A considerable amount of teaching energy might be conserved if the pupils had a suitable text-book, which after the lesson had been given could be used for memorizing facts and recapitulation of subject-matter. History subjects as themes for composition might be used much more extensively.

Handwork.—In view of the growing importance attached to handwork, interest in the subject is gradually increasing. Although nearly all the schools in the district have made an attempt to teach some form of handwork, the results in a great many cases are disappointing. This seems to be largely due to lack of continuity; for subjects are often taken up in one class and dropped in the next. In all schools plasticine and paper-folding should be taken in the junior classes as forming the best media for developing sense of form and colour, whilst in the larger schools other branches might be added. In S3 and S4 cardboard and carton work should be taken as a fitting introduction to more advanced cardboard-work and woodwork. In the upper classes cookery, woodwork, dressmaking, advanced needlework, swimming and life-saving have been taken up; but interest centres principally round the woodwork and domestic-science classes. Although a fairly satisfactory number of schools have been reached, there are still a great many country children who have no opportunity of attending such classes. To meet successfully the demand additional cookery and woodwork centres are necessary. In all districts where baths are available instruction is given in swimming and life-saving, and every credit is due to those teachers who have devoted so much time and trouble to the work.

Agriculture.—In some parts of the district agriculture has been taken up with enthusiasm, and the instructors have every reason to be satisfied with the success which has attended their efforts. There are, however, too many teachers who are carrying on the subject in a half-hearted manner. This is to be regretted, as there is no subject that has greater possibilities. In country districts the work of the school should bear a direct relationship to the life of the community, and hence the teaching of agriculture ought to be regarded not as a "fad" but as a necessity. The instructors are energetic and enthusiastic, and we hope that they will receive every support from the teachers so that agriculture may "come into its own" as an essential subject in our rural school courses.

Nature-study.—In the better types of schools nature-study is a very pleasing subject. It is training the children to observe correctly, fostering a love of nature, and strengthening the reasoning-powers. Round this lesson should revolve much of the work of the lower classes, and by careful correlation and co-ordination its great possibilities made use of. All programmes presented for the standard classes should exhibit a connective and logically conceived course of study. Scraps of lessons or mere details of information have little educational value. Lessons that are too formal and technical fail to interest. For success the teacher must arouse the child's sympathetic interest in the plant and animal life of his surroundings, and in his environment generally.

Teachers.—We again wish to bear testimony to the efficient and loyal service rendered by the teachers of the district. We would especially wish to pay a well-deserved tribute to those who have faithfully discharged their duties in remote and isolated localities. Their responsibility is great, and too often they receive little assistance and encouragement, yet in spite of all difficulties they are conscientiously doing their duty by the backblocks child, and we trust that their spirit of self-sacrifice will meet with a fitting reward when claims for promotion are under consideration. Our teachers as a body have "high ideals and standards by which they regulate their professional conduct," and most of them "can inspire their pupils with proper ideals of life and conduct." It would be a pity if it were otherwise, for these surely are "the responsibilities for which a teacher must give account to the State." As Bagley puts it, "Every teacher who comes in contact with the plastic material that we designate as childhood and youth can add a touch to that creative process—can influence definitely, tangibly, unerringly, the type of manhood and womanhood that is to dominate the succeeding generation."

Board's Staff.—In bringing our report to a close we wish to thank the Board and its officials for the unvarying courtesy shown to us during the year.

We have, &c..

WM. BROCK,	} Inspectors.
JAS. GIBSON GOW,	
CHAS. D. HARDIE,	
S. C. OWEN,	
J. B. MAYNE,	
J. A. VALENTINE,	

The Director of Education, Wellington.

OTAGO.

SIR,—

Dunedin, 14th March, 1917.

We have the honour to submit herewith our annual report on the work of the schools in this district for the year 1916.

The following table gives a summary of inspection results for the public schools :—

				Number on Roll.	Present at Annual Examination.
Standard VII	...	...	...	249	237
„ VI	...	...	...	1,428	1,372
„ V	...	...	...	2,135	2,093
„ IV	...	...	...	2,436	2,405
„ III	...	...	...	2,731	2,683
„ II	...	...	...	2,757	2,710
„ I	...	...	...	3,131	3,058
Preparatory	...	...	...	7,374	7,040
Totals	...	...	...	22,241	21,598

During the year 261 schools were in operation. Of these, two were half-time schools, seven were household schools, and one was the small school at the Pleasant Valley Sanatorium, in which the hours and courses of study have to be suitably modified to meet the physical condition of the pupils.

With the exception of five household schools and one full-time school, which was temporarily closed towards the end of the year, all the schools were inspected, and in nearly all cases two visits were paid. In addition to visiting the public schools, the Inspectors visited and reported on seventeen private schools. In the first visits to some of these schools Mr. Gill was associated with one of the local Inspectors. The omission of the second visits to some of these and to some of the public schools was due to the dislocation of inspection-work caused by the enlistment of Mr. Robertson in May, and to the temporary withdrawal of Dr. Don for the inspection of secondary schools.

Throughout the district the school buildings are well cared for, and in only eight cases have the reports on buildings been lower than satisfactory. Fences are, on the whole, kept in satisfactory condition, while the work of planting trees, shelter-belts, and ornamental shrubs has been extended, in most cases with material supplied from the Training College nursery plot. In several instances the attention of the Board has been directed to the prevalence of noxious weeds in teachers' glebes, and teachers will do well to note that the Inspectors are requested to furnish special reports on this matter after each visit. In all the larger and in many of the smaller schools the condition of the playgrounds reflects great credit on the interest shown by Committees in the maintenance of comfortable surroundings for the pupils, but there are still a few districts in which the apathy of Committees and parents is very marked. Last year we referred to the pressure on the accommodation in some of the schools in the city area, and this year the position has become acute at Maori Hill, where the pupils of the infant department are housed in the Municipal Hall, a building quite unsuitable for the purpose; and at Macandrew Road, where the Sixth Standard pupils are working under conditions that are very uncomfortable, not to say unhygienic. In several of the rural schools provision has been made for the accommodation of the junior classes by converting play-sheds into temporary class-rooms—an expedient that is not at all satisfactory, owing to difficulties connected with lighting and ventilation. On the whole, the interiors of the schools are tidily kept, and the furniture is generally well cared for.

Uncertificated Teachers.—At the end of the year the number of uncertificated teachers employed in this district was considerably higher than at the corresponding period in 1915. The scarcity of suitable qualified applicants for vacancies, particularly in the rural areas, became acute about the month of June—a fact that seems to point to the necessity for increasing the output from the training colleges, either by increasing the enrolment there or by allowing students, after a year's training, to take a position for a year or two, and then complete the training-college course. Owing to the reduction of the grant for training teachers, the classes for assisting uncertificated teachers were materially curtailed. Courses of instruction in first aid, agricultural botany and chemistry, and elementary hygiene were held in Dunedin; while during the early part of the year Mr. D. W. M. Burn kept in touch by correspondence with some of his students of 1915, and towards the end of the year met them at Owaka for personal tuition. The students at the city classes showed keen interest in their work, and Mr. Burn's students are deeply grateful to him for his earnest efforts to help them to improve their educational status.

Medical Inspection.—Prior to her transfer to Wellington Dr. A. G. Paterson visited the Training College and some of the schools of Grade IV and upwards, in several of which special attention was given to the selection of pupils for corrective work. In addition, the Medical Inspector met parents at several of the schools and delivered addresses on matters pertaining to the welfare of children. These meetings were well attended, and are indicative of an increasing parental interest in the work of medical inspection. During the latter part of the year the work of medical inspection was continued by Dr. McCahon.

Physical Instruction.—As in the case of medical inspection, the visits of the physical instructors have been confined to schools of Grade IV and upwards, to the Training College, and to the corrective classes at the large schools in Dunedin and Oamaru—in all, about forty schools. Their reports show that the work done in these schools has been generally satisfactory. In schools below Grade IV the work in physical instruction was reported on by Inspectors at their annual visits.

In these schools the quality of the instruction varies considerably, owing to the fact that in this group are to be found nearly all the untrained teachers—the very class that should receive the help and direction of the Department's experts. The enthusiasm shown immediately after the training courses of 1915 has waned in many cases, while in others the pupils have been kept at work on a few tables until the work has become formal and uninteresting. Though the exercises are usually well done, with such attention to detail as will entail conscious exercise of the muscles, many teachers do not appear to attach the importance to the recreative effects that they do to the physical and hygienic. This is evidenced by the seriousness and perfunctoriness that frequently characterize the organized games, and suggests that some teachers have an inadequate conception of the scope of games in educational curricula. If teachers fully realized the value of games in developing a well-balanced character, in securing prompt response to the call of duty, in producing true manliness, in arousing a just ambition to excel in every phase of the battle of life, they would throw much more personal enthusiasm into this branch of school-work than many of them do now. Change of work and change of play are equally important, and teachers should be alert to prevent the games from becoming monotonous, by giving sufficient attention to natural tastes and aversions. This is particularly necessary in the case of girls, for the physiological cost at which their mental powers are developed will produce injury if physical instruction be not so regulated that muscular exercise will be associated with such games and recreations as cheer and elate the participants. It is with regret that we have to report the discontinuance of systematic training of pupil-teachers and probationers in physical instruction. The practical effects of this will be felt in all the large schools during the incoming year, for in such schools will be found from four to eight young teachers unable to render efficient help in the work of physical instruction, and that at a time when the demands of the corrective classes make it imperative that the teaching-power be increased.

District High Schools.—[See E.—6, Report on Secondary Education.]

Manual Instruction.—Imbued with a notion that a primary-school system should concern itself only with the literary and mathematical side of education, for some years many of our teachers evinced a want of appreciation of the aims and educative values of manual instruction, with the result that the manipulative exercises were regarded as additional subjects, and their inclusion was justified on the grounds that they were only counter-irritants to bookwork; but as the result of different leavens a fermentation of ideas set in, and manual work is now treated not as a new subject, but as a new method of applying the principles of Pestalozzi, which have for their objective the promotion of the child's development, morally, physically, and intellectually. Not infrequently have we found that pupils who appeared abnormally dull and irresponsible in the literary work have been wonderfully stimulated in self-expression through the exercise of the motor activities; while with all, in the hands of thoughtful teachers, such work generates the habit of self-reliance, keeps the interest and the attention cheerfully engaged, and reduces the disciplinary function to a minimum. From the point of view of the practical educationist the manual dexterity is developed at the age at which it should be developed if it is to reach the pitch needed in maturer years. Where the subjects of manual instruction are judiciously co-ordinated with the other subjects of study, and the schemes of work are carefully graded, we find the results most satisfactory; but in those few cases where the subjects are isolated, and the schemes lacking in continuity or constructiveness, a powerful educational factor is rendered inoperative and its efficiency impaired through careless treatment or want of appreciation of the aims and scope of manual instruction. Handwork is taken in all schools, the branches for the junior classes being in the main paper-work, colour work, and basket-work, and we record with satisfaction a more extensive use of plasticine. In the middle classes the favourite branches are colour work and carton-modelling. In the former branch we note a growing interest in the application of colour work in the drawing of natural objects, while in the latter there is still a lack of close co-ordination with measurement and number work.

In the senior classes, brushwork, woodwork, and cookery have been continued at the manual-training centres, while in the majority of the rural schools the pupils continue the elementary agriculture in connection with garden plots. In this subject much more might be done in regard to the principles underlying the subject, and in future we shall insist on this phase of the work receiving more attention than it has hitherto received. During the year the swimming classes at the Oamaru and Dunedin municipal baths were conducted with highly satisfactory results.

Maori Children.—[See E.—3, Report on Education of Maori Children.]

Efficiency of the Schools.—With regard to efficiency, the schools may be grouped as follows: Excellent or very good, 20 per cent.; good, 46 per cent.; satisfactory, 24 per cent.; fair to inferior, 10 per cent. This shows a fall of 4 per cent. in the best group, an increase of 6 per cent. in the "good" group, and a fall of 2 per cent. in the two lowest groups. When it is considered that nearly 20 per cent. of the teachers are untrained and uncertificated, the efficiency of the schools as a whole may be regarded as very satisfactory. The order, discipline, and tone of the schools are being maintained at a very high level.

Proficiency Examinations.—As in previous years, we have as far as possible continued the practice of examining pupils at their own schools at the dates of our announced visits, and have resorted to the centralizing examination only to a very limited extent. For the certificate of proficiency 1,658 pupils presented themselves from the public schools. Of these, 1,258, or 75 per cent., secured the certificate of proficiency, and 155, or 9 per cent., gained the certificate of competency. None of these certificates were endorsed. From private schools 133 candidates presented themselves for examination. Of these, 93, or 70 per cent., were awarded the certificate of proficiency, and 19, or 14 per cent., the certificate of competency. So far as the public schools are concerned, the percentage of candidates winning the certificate is about 4 per cent. lower than that of the previous year. In our opinion this is not to be traced to the effect of the regulations issued in October last.

Notes on Subjects: Reading.—At no period were our pupils so well provided with books as at present, the free competition among firms producing works of excellent quality at reasonable prices, and the Government making liberal provision for those unable to bear the cost of private purchase, so that every facility is offered to our youth for becoming acquainted with good literature. As the importance of implanting a taste for such during adolescence cannot be overestimated, we regret to note that the successful efforts made by many School Committees in starting school libraries have not been continued. We are of opinion that the present prosperity should leave some permanent mark on educational institutions, and we hope that our teachers will remind the Committees of the liberal subsidies offered by the Board for establishing and extending school libraries. We regard the existence and use of an up-to-date school library as material evidence of the teacher's influence on his environment. The continuous reader is appropriately used to introduce the pupils to the works of standard authors, the work being directed to gathering up the thought-content and expressing it in the reader's own words. This affords a ready opportunity for oral composition—a subject that still requires greater attention on the part of our teachers, many of whom are satisfied with the matter, and pay little regard to the manner of the expression. At times we have found classes at silent reading, but the want of objective deprived the exercise of much of its value; and a similar remark applies to much of the so-called "preparation of reading." We have endeavoured to impress upon teachers the necessity for familiarizing their pupils with the objects of the different reading exercises, and so securing a definiteness of aim. At the risk of repetition, we cannot too forcibly impress upon teachers the necessity for watchfulness and good example in reference to oral expression; for all through life the art of speaking with persuasive distinctness is highly esteemed, and is productive not only of pleasure but of profit. The miscellaneous reader is well used as a medium by which the literary vocabulary is enlarged and logical analysis may be practised. Primarily it is used for reading aloud prepared selections, but some teachers have not considered that the art of reading can be acquired only through well-directed practice based upon a good model. As a consequence, the expressiveness of the reading is frequently impaired through careless articulation and want of inflection. We have insisted upon definiteness of aim in the reading-lesson, and would remind teachers again that one of the most important aims in this branch is to train pupils to use readily books of reference. It is surprising how seldom pupils know how to use a dictionary, or the purpose of the list of contents of even their class-books. On the whole we find that the dissemination of this literature is enlarging the views of the pupils, increasing their general knowledge, and improving both their written and oral expression.

Writing.—With the commendable purpose of securing rapidity some teachers have been experimenting and adopting methods that require increased muscular flexibility in arm or wrist. It is rather early to generalize, but, so far as our observations extend, the results are certainly satisfactory in the higher classes, though the correctness of form that was consciously aimed at, and that generally characterized the work done by the methods previously adopted, is not secured in the lower classes. Authorities are agreed that the condition requisite for effective and fluent writing is that the pen be held so lightly that muscular action is not restricted. If this be insisted on in the lower classes, the chief impediment to rapidity in the upper classes will be removed; and though precise conformity to a standard pattern may not result, correct and effective writing will be produced, and scope allowed for the individuality of the pupil. In the two highest classes we are of opinion that only those copybooks that give pattern business forms should be in use, so that pupils will apply their energies to some practical purpose. This will add interest to the lesson, and incidentally give the pupils much useful knowledge.

Geography.—In a number of country schools this subject showed signs of unskilful treatment. The real educative character of the instruction was neglected. In the junior division greater use should be made of field excursion and outdoor presentation, in order that the child may be able as far as possible to supply from observation the data to be used by constructive imagination in reproducing more remote environments. The mere acquisition of a fact by the child can scarcely be called knowledge. The more important step is so to work upon the fact that by experience and association it develops into actual knowledge. In the senior division the treatment of physical and mathematical geography must be objective if tangible results are to be obtained, for the knowledge a child gets by discovery is worth far more than that which is obtained by word of mouth. An attempt should be made to trace the interdependence of commercial or economic geography and physical geography.

History.—This subject is still regarded as a dry record of the past by some teachers, who seem to think that for its successful presentation only a text-book and a blackboard are needed. But school must educate for life. Motives must be inferred from actions, and character from deeds, and it is to this class of mental operations that the history lesson introduces our pupils. The purpose of the history lesson is not to amass information, but to use information in constructing a vivid picture of how and why men did this and that, achieved their successes and met with their failures. Habits of observation, inference, and judgment can thus be formed if the history lesson is properly conducted.

Arithmetic.—In general, arithmetic has been well taught. There are still some teachers who fail to recognize that the real secret of success in acquiring accuracy and speed is constant practice in oral work, which should form the basis for more advanced problems. The oral work should be of such a character as will give the pupils ability to apply number to everyday problems, and practical exercises in counting, measuring, weighing, and in giving change should be performed by the children themselves. The condition of mental arithmetic in the schools is not satisfactory, and this we attribute to two causes: first, insufficient *viva voce* work; and, secondly, the fact that mental calculations are not insisted on in all mechanical operations in arithmetic.

Drawing.—We are not at all satisfied with the condition of this subject in our schools. Like handwork, it is too often treated as an isolated subject, and the schemes, if any, are frequently

not graded. It is not common to find drawing used as a means to aid and extend expression in such subjects as geography, nature-study, and composition; and until it is so used, and used freely, the treatment of the subject cannot be considered satisfactory. The fault lies largely with the teachers themselves, for they seldom give indications that they are able to use chalk or crayon for illustration and explanation. No matter how crude a drawing may be from an artist's point of view, it is often invaluable from a teacher's standpoint, and it encourages the pupil to follow the teacher's lead. In the treatment of design considerable advance has been made, but there is room for improvement in both accuracy and neatness in the geometrical drawing of S3 and S4.

Composition.—In composition the quality of the written work in the senior classes does not show material improvement, nor does it reveal so great an advance on the work of S2 and S3 as it is reasonable to expect. Better sequence of matter, improved arrangement, greater variety of expression, richer vocabulary, and more originality must be aimed at by the teachers of the senior classes before the composition of their pupils can be graded as good. In the preparatory and junior divisions the oral composition is generally of very satisfactory quality, but there is a marked falling-off in this branch in the senior classes. Formal grammar is being well kept up, and we note a slight improvement in the punctuation of essays.

Morals and Health.—These branches of instruction are receiving suitable direct treatment, and full advantage is taken of incidental opportunities for inculcating good habits of life and conduct. The Minister's desire that due attention should be given to instruction in temperance is being fulfilled. In this topic we note that teachers treat the subject from three points of view—viz., the physiological, the economic, and the moral. We suggest that teachers should deal with at least one of these phases in each school term, instead of crowding the whole of the instruction into the last term, as is now too frequently the case.

Patriotic Efforts.—Good practical work continues to be done in our schools. The statements sent in by 246 schools showed that during the year a large sum had been raised by the schools for patriotic purposes; 2,376 boys and 5,801 girls were engaged in knitting, while 71,035 useful articles had been made for our soldiers.

Singing.—We are pleased to find earnest attempts made in connection with voice and ear training. The war has exercised an influence in the choice of songs, and there are but few schools in which this subject does not receive as much attention as the circumstances admit; but there are still some teachers who underestimate the recreative effect of incidental singing, and who restrict the vocal efforts of their pupils to the time set down in the time-table, the old notion that "time does not permit" manifesting great tenacity of life.

Nature-study.—This subject is now viewed in proper relationship to the rest of the school-work, and with due regard to its purpose as an educative medium. As a result we have systematic training in observation, with intelligent interest aroused in the pupils' environment, and, though much useful knowledge is acquired, the subject itself is rightly treated as the stepping-stone to science.

Though in this report we have referred to some of the defects, we consider that educative methods have been generally adopted, and that the exemplary character of our teachers is exercising a fine influence on the minds and the conduct of their pupils.

We have, &c.,

C. R. RICHARDSON,	} Inspectors.
C. R. BOSSENCE,	
J. R. DON,	
JAS. HENDRY,	
M. J. LYNSEY.	

The Director of Education, Wellington.

SOUTHLAND.

SIR,—

Invercargill, 10th March, 1917.

We have the honour to submit our report on the schools of this district for the year ended 31st December, 1916.

The following table gives information as to number on the rolls and classification of the pupils attending the public schools of the district:—

					Number on Roll.	Present at Annual Examination.
Standard VII	...	...	...	...	22	17
„ VI	...	...	...	...	730	711
„ V	...	...	...	...	1,143	1,107
„ IV	...	...	...	...	1,367	1,332
„ III	...	...	...	...	1,420	1,391
„ II	...	...	...	...	1,431	1,403
„ I	...	...	...	...	1,571	1,529
Preparatory	...	...	...	...	4,289	4,134
Totals	...	...	...	...	11,973	11,624

Of the 181 public schools that were open at the end of the year, all but two household schools—namely, Te Anau and Key, of the Lakes—were examined. In the earlier part of the year unannounced visits were made to 125 schools. In the case of a number of weak sole-teacher schools an additional visit was paid for the purpose of assisting the teachers in organization and advising them in regard to methods.

Teachers.—In the quality of young persons offering themselves for employment as pupil-teachers and probationers at the beginning of the year 1916 there was a very perceptible improvement, while the numerical disparity in the sex of those appointed was much less than before. Our experience leads us more and more to esteem physique and personality as against mere scholarship. For anaemic, diffident, painfully self-conscious candidates, for book-worms and educational trophy-hunters pure and simple, there is no room in the teaching profession. Our teachers must have both physical and mental vigor, plenty of initiative, and abundant readiness and enthusiasm for the strenuous life they have chosen. It cannot be denied that the increasing frequency of changes in the teaching staff is having a decidedly adverse effect on the quality of the instruction and on general educational progress in this district. Moreover, the cumulative effect of inefficient instruction by untrained, partially qualified teachers, a class that has for years filled a large percentage of the positions in the Board's service, is beginning to leave its mark on primary education. The number of uncertificated teachers in the service shows no prospect of diminution, and the gravity of the situation has been accentuated by the withdrawal of some of our most promising male teachers who have gone to the war. While a fair proportion of "war-time appointments" will doubtless turn out satisfactorily in the end, full efficiency in these cases will not be attained for some years, and in estimating the ultimate effect on the education system of such appointments allowance must be made for the inevitable failure of a very considerable proportion to "make good."

Proficiency Examinations.—The proficiency examinations were held at twenty-seven centres (four less than last year) during the months of November and December, and at seventy-seven schools in remote districts (including Lakes District) on the occasion of the Inspector's visit during September, October, or November. Thus the pupils of 104 schools were examined for proficiency certificates at their own schools, and proficiency candidates from the remaining seventy-seven schools were required to travel to the nearest centre to be examined. The following table shows the results in the public schools compared with those of 1915 :—

Year.	Number of Candidates.	Proficiency Certificates.		Competency Certificates.		Failed.	
		Number.	Per Cent.	Number.	Per Cent.	Number.	Per Cent.
1915	792	586	74.0	127	16.0	79	10.0
1916	756	520	68.8	118	15.6	118	15.6

The increased percentage of absolute failures may in part be reasonably attributed to the higher percentage of marks now required for a competency certificate and to exceptional circumstances that affected some of the larger schools, while the lower percentage of proficiency certificates gained may be attributed to the circumstances mentioned in the preceding paragraph.

Organization.—The practice of making tentative promotion of pupils on the understanding that such promotion is to be reviewed, and if necessary reversed, at the end of the first term has grown to the dimensions of an evil. In most cases of that kind it is safe to anticipate that the promotion will not prove justifiable at the end of the term; the teacher will nevertheless be strongly tempted to avoid friction by retaining the pupil concerned in a class for which he is not fit. Another somewhat common instance of weakness in classification is the practice of granting promotion in English whilst withholding it in arithmetic. Although the dual classification of a pupil is permitted by the regulations, its frequent adoption is deprecated as tending to undue complexity. Dual classification should be adopted only as an exceptional and temporary expedient: the earliest opportunity should be taken of unifying the classification of the exceptional pupil. After all, the very general adoption of the expedient of grouping classes for instruction in English should make it unnecessary to classify the average pupil differently in different subjects. In general it may be said that no good end is served by classifying a pupil in a higher standard in English than in arithmetic, unless there is a probability that such pupil's standard of attainment in arithmetic will within the year be brought level with his standard of attainment in English. We are convinced that a considerable number of the brighter pupils in the preparatory classes might be advanced to S1 more rapidly than is done. The average age of the pupils entering S1 in 1917 is seven years and ten months. While the average for the district is not unsatisfactory, the average for some schools is too high. The attention of teachers is directed to the following passage in the regulations: "In the preparatory division, especially where it contains three or more classes, it will generally be necessary to make promotions of pupils at other times besides the beginning of the year." It is in the preparatory division that a pupil falls into the class group that will in the ordinary course of events accompany him throughout his school life; and in the interests of the brighter pupils, if any individual in that division is found to be distinctly superior in ability to the group in which he is placed when enrolled he should be promptly promoted to the next higher group.

Registers and Records.—Very few cases have been reported of neglect in regard to the marking and the entering-up of registers. In a good many schools, however, this necessary work might be made less onerous if it were made more systematic. The entries in the daily, weekly, and admission registers should be brought up to date once a week—say, as the last duty to be performed on Friday—and head teachers should distribute the work amongst their assistants. A good many irregularities were found in the examination registers; the scale of marks for the different subjects was more frequently at variance with than in accordance with the regulations;

the date of the teacher's annual examination was sometimes omitted, and even the year in some cases was not specified, while, worst of all, in some instances the new classification for the following year was omitted. As this register is now the only school record of the progress of individual pupils, it ought to be correct in form and complete in detail.

Time-tables.—The time-tables as a whole show a just apportionment of the available time among the various subjects of instruction, and a fair recognition of the principles on which a time-table ought to be constructed. It has been necessary, however, especially in sole-teacher schools, to recommend shorter periods and a more varied daily programme for the preparatory classes. Inexperienced teachers find it extremely difficult to break off in the middle of a lesson in the upper classes to scan the work of the juniors, bestowing praise or blame and suggesting improvements, and to resume the interrupted lesson without serious loss of time. Only the most careful preparation of the plan of work for the day will enable teachers to acquire facility in the art of keeping several classes constantly employed at useful and interesting work.

Schemes of Work.—A model scheme of work prepared in this office has been supplied to uncertificated teachers in sole charge of a school. While some of these teachers simply copied the scheme as it stood, a fair proportion expanded the notes more or less fully and used the scheme intelligently. Altogether the experiment has been a distinct success up to a certain stage. It will be necessary, however, to remodel the scheme in the light of experience. Teachers who have passed through the Training College are exercising a beneficial influence by lending schemes to inexperienced teachers. While the methods employed in the best of our schools are undoubtedly good, there are a good many schools where the teaching is on mechanical lines. Our young teachers, and a good many of our older teachers too, need to be reminded that teaching is not "setting" and "hearing" lessons; that preparation for teaching is most essential, and that if concrete illustration is not available much may be done with a blackboard and a supply of chalk.

English.—If the sole aim of teaching reading were to afford means of self-improvement and solitary recreation in after-life, it might safely be said that reading is being satisfactorily taught in our schools. If, however, pupils are to read for the benefit of others, much fuller tone, clearer articulation, and more sympathetic interpretation are necessary than obtain at present in most of our schools. In only comparatively few cases can one listen with understanding and pleasure to the reading of even the senior pupils in a school. If this state of affairs is to be remedied, tone, articulation, and inflection must have careful and systematic attention paid to them from the outset. It is useless to expect that essential qualities such as those named can be acquired in the closing years of school life. In the best of our schools, where the reading is of striking merit, that result is obtained only by sustained effort kept up in all the classes.

As regards recitation, we fear that in some cases ease of memorizing, rather than intrinsic excellence and suitability, has been the determining factor in the choice of pieces. In the majority of cases the meaning of the more difficult phrases and the content of the individual stanzas are well known; on the other hand, the total value of the poem is often poorly appreciated.

As compared with the previous year, while writing, especially rapid writing in the upper standards, shows a little improvement, and spelling is perhaps a little weaker, there is not sufficient variation in these subjects to call for special comment.

Both oral and written composition are frequently of outstanding merit in the lower classes. In S4 and S5 the quality does not improve as much as might reasonably be expected. In S6 the written composition is usually fluent and comparatively free from grammatical errors, but occasionally disjointed in structure. A more careful choice of subjects should be made; a fairly frequent error is wandering away from the subject, if this is at all unacknowledged, and introducing irrelevant matter from previously approved efforts. Exercises in oral composition should be better graded; the style of reproduction of passages read is frequently no better in S6 than in S3. A lively interest might be given to such exercises by the introduction occasionally of short debates on suitable topics. The analysis and synthesis of sentences are generally fairly well done, but certain portions of formal grammar, such as the use of the possessive case, and exercises designed to extend the vocabulary, appear to be neglected. Moreover, there is too frequently a tendency to regard the exercises on the test-cards as ends in themselves, and not as subsidiary to the art of composition. Business and other notes are generally neatly written but weak in form. The vocabulary of the pupils is still limited, and very little use is made of figures of speech. That most of these defects can be overcome is evident from the excellent work done by some of our best schools.

Arithmetic.—Arithmetic receives its full share of attention. Indeed, it may be confidently asserted that no other subject so thoroughly engrosses the earnest efforts of teachers and pupils. The results, although in a good many schools not by any means commensurate with the time devoted to arithmetic, are in most cases satisfactory. Where failure has been reported it has frequently been due to a want of correlation between the programmes of succeeding standards, the work of each standard not being carefully grafted on to that previously done. In other words, there is too little revision and too little overlapping. The main desideratum is a more solid grounding in the four simple and four compound rules. The examination tests have revealed inaccuracy in mechanical operations as the commonest form of weakness, while errors in working have very frequently been traced to careless figuring and untidy setting out. In the simple and compound rules errors are more frequent in subtraction and division than in addition and multiplication, indicating that more practice is required in the two former rules. Very great diversity of attainment is shown in mental arithmetic; in some schools the pupils are both quick and accurate, while in others they are so slow that we are forced to conclude that the daily practice in this exercise has been very perfunctory.

Drawing and Handwork.—Year by year drawing from objects is displacing drawing of copies from cards. Considering how inexhaustible is the supply of natural objects and the advantage of each pupil being supplied with one for his own use, it is surprising that more use is not made of them. In regard to fashioned objects, the list is often very badly graded. It gives one a shock, for example, to find a cup and saucer in the infant course of one school and in the S6 course of another. Colour and design work are in more general use than last year. The helpful correlation of drawing and handwork with other subjects of instruction—*e.g.*, carton-work and geometrical drawing with arithmetic—is not sufficiently recognized. Woodwork and cookery are taken with good results by a very considerable proportion of the upper standard pupils. By the moderation and discretion of the Board and its officers the objections of parents to the attendance of their children at centres for manual instruction have been almost overcome. In the case of schools remote from these centres cardboard-work has been taken with results ranging from fair to good. There was some difficulty in obtaining an adequate supply of material, with the result that the teaching of the subject suffered to some extent. The teachers' Saturday class in cardboard-work has been responsible for very considerable improvement in this subject. In the junior and preparatory divisions the handwork subjects mainly serve the purpose of providing variety in the day's occupations: their value as instruments of education is not fully recognized except in the best schools.

Nature-study and Elementary Science.—With few exceptions the schools of this district have taken elementary agriculture as their science subject. Mr. Gibb's supervision of the school-garden work meets with our hearty approval. The answers to the paper on rural science at the proficiency examination were surprisingly good, and showed that habits of careful observation and reasoning were being successfully cultivated through the medium of the school-garden work. A gradual improvement is being manifested in the conception of nature-study as a school subject. Still, in too many instances the nature-study lessons are lessons in botany. In some schools it is gratifying to find practical nature-study associated with drawing, colour work, and composition.

Geography.—The teaching of geography may, with some qualifications, be called satisfactory. The knowledge of maps and of map-reading is deficient in many ways. Even in the upper classes inaccuracies regarding the points of the compass are frequent. More use should be made of rough maps, and there is no reason why the elements of map-reading should not be thoroughly mastered. The practice of memorizing notes is quite common. Mathematical geography is still on the decline, as is also to some extent the concrete treatment of physical geography, the teaching of which tends more and more to rely upon text-books. Sand-trays, for example, are now more rarely in use than formerly, and outside observation is not used as fully as it should be.

History.—The teaching of history has been steadily deteriorating, with the result that in a considerable number of schools it is now of little value. It is quite obvious that a considerable number of teachers have very slight knowledge of history and little appreciation of its value as a school subject. The regulation that requires every head or sole teacher to draw up his own scheme of work in history has, except in the case of the most experienced, been a disadvantage rather than an advantage. The divisions of historical time and the idea of the growth of the present out of the past are generally ignored in these schemes. As a general rule the only events satisfactorily treated as a series in an evolution are the incidents in the material expansion of the British Empire. An earnest effort is required in order to restore history to its due place in our schools.

Singing.—The tone of the singing in our schools is improving year by year, and there is a slight, but not a quite satisfactory, increase in the number of schools in which modulator work, ear-tests, &c., are professed. Much still requires to be done before singing can be said to receive the recognition it merits.

Health.—Half an hour per week is usually devoted to instruction in the laws of health. In most schools useful precepts relating to health, disease, and injuries are inculcated. Although an effort is made to teach in an elementary way the principles underlying such precepts, the instruction is mainly empirical. The material contained in the temperance wall-sheets is, by special instruction of the Board, being used in connection with lessons in health.

Needlework.—The needlework done during the past year has been mainly for patriotic purposes. Very great zeal has been shown in this work. In this connection the art of knitting by hand has been revived, and has been found very useful. In the light of the present situation it might be considered whether the syllabus ought not to be revised so as to include knitting.

Physical Instruction.—The physical exercises are regularly practised in the schools. In a comparatively small number of schools the instruction is really good; but owing to the fact that many of the teachers themselves have had no training, there is a large number of schools in which the instruction is only fair. The visits of the Department's instructors have been productive of good in schools where the teachers have received a training. In our opinion it is desirable that all schools of Grade III and upwards should be visited by the instructors. It is hoped that the teachers' classes held early in 1917 will give a much-needed stimulus to physical training in the schools of this district. Correct posture is the first essential of successful physical drill. Some teachers appear to think that when the physical exercises of the day are over the necessity for enforcing correct posture is over. So it is that during the lessons hunched backs, sprawling bodies, spread-eagled arms, and general physical relaxation are much too common in our schools. Persistent yet unobtrusive supervision of posture throughout the day is necessary in the interests of health. It is encouraging to remember that correct posture in standing or sitting, if regularly practised, becomes easy and habitual; the same is, unfortunately, true of unhygienic posture.

Buildings, &c.—Though there are notable exceptions, it is unfortunately still the case that the school buildings and grounds of the district are far from presenting an attractive appearance. The great majority of the buildings are of wood, requiring repair at fairly frequent intervals; these repairs, from want of watchfulness and lack of interest on the part of teachers and Committees, are too often deferred till serious expenditure has to be incurred in dealing with them. By the operations of various patriotic leagues the trashy “pictures” which used to decorate the interiors of our schoolrooms have been displaced in a good many instances by suitable engravings in decent frames, but in many cases much remains to be done to render schoolrooms homelike and attractive. The difficulty of obtaining caretakers is no doubt responsible for the dirt and discomfort characteristic of a good many schoolrooms in this district. In some places where this difficulty has been encountered the plan of co-operative cleaning by the elder pupils, when discreetly managed, has been very beneficial. In a climate like ours it is essential that playgrounds should be as well drained and gravelled as possible to enable games and physical exercises to be carried out in comfort and with efficiency. Gravel is plentiful in most parts, but the flatness of the country and the nature of the subsoil in many instances make drainage both difficult and expensive. In a number of cases the spread of gorse has occasioned considerable trouble; it is very difficult to sheet home the blame to the parties responsible. Plantations of trees and shrubs have been made pretty widely throughout the district, but more with the view of providing shelter than of ornamenting the grounds. It would be wrong to leave this subject without commenting adversely on the want of cleanliness in the outhouses. It is the exception rather than the rule to find the closets decently clean, while the urinals and the grounds in their vicinity are in a great many cases in an unsavoury condition. The question of finding the necessary labour again arises here, and this time in acute form, since in this case the work to be done is of a distinctly unpleasant nature. The conscience of the public and of the School Committees will require a rude awakening before vigorous steps are taken to cope with this evil.

We have, &c.,

A. L. WYLLIE,	} Inspectors.
A. INGLIS,	
A. MCNEIL,	

The Director of Education, Wellington.

APPENDIX C.

MANUAL INSTRUCTION IN PUBLIC SCHOOLS.

No. 1. DETAILED TABLES.

TABLE G1.—SOME PARTICULARS RELATING TO ELEMENTARY HANDWORK AND MANUAL INSTRUCTION IN PUBLIC SCHOOLS FOR THE YEARS 1910 TO 1916 INCLUSIVE.

	1910.	1911.	1912.	1913.	1914.	1915.	1916.
Number of public schools	2,096	2,166	2,214	2,255	2,301	2,338	2,355
Number of schools taking elementary hand-work	1,196	1,273	1,319	1,382	1,513	1,793	1,898
Number of schools taking manual subjects	786	979	1,139	1,227	1,298	1,398	1,445
Number of classes for manual subjects, <i>e.g.</i> —							
Woodwork and ironwork	281	321	390	419	507	587	657
Cookery, laundry-work, and dressmaking	461	502	574	615	782	929	1,001
Agriculture and dairy-work	666	832	1,005	1,087	1,199	1,382	1,446
Elementary science	305	273	260	223	234	376	373
Swimming and life-saving	165	200	222	233	254	257	260
Number of district high schools providing approved rural courses	16	17	28	33	34	37	38
	£	£	£	£	£	£	£
Capitation for elementary handwork ..	5,775	5,308	5,430	5,906	6,456	6,869	7,623
Capitation for manual instruction ..	10,838	11,745	15,804	18,563	18,016	20,574	21,939
Capitation for rural courses	1,491	2,896	3,047	5,705	6,888	7,007	7,794
Cost to Government of conveyance of pupils to manual-training centres	2,689	2,940	2,203	3,796	4,566	5,414	6,335
Receipts of Education Boards	26,206	28,634	37,123	45,379	35,270	41,551	47,807
Expenditure of Education Boards ..	26,719	30,385	40,521	42,646	35,111	42,582	42,827

TABLE G2.—ELEMENTARY HANDWORK AND MANUAL INSTRUCTION, 1916 (PUBLIC SCHOOLS).

Education District.	Elementary Handwork.		Manual Instruction.						
	Number of Schools.	Number of Schools.	Number of Secondary Pupils taking Rural Courses at District High Schools.	Subjects and Number of Classes.					
				Domestic Subjects.	Woodwork and Ironwork.	Elementary Science.	Swimming and Life-saving.	Agriculture, Dairy-ing, &c.	Total Number of Classes.
Auckland	479	331	204	377	188	30	44	359	998
Taranaki	109	108	109	48	35	55	7	120	265
Wanganui	183	156	147	61	49	30	24	158	322
Hawke's Bay	121	92	138	60	30	27	5	117	239
Wellington	199	125	214	104	77	82	27	116	406
Nelson	70	46	..	17	19	10	9	45	100
Canterbury	316	233	211	145	133	55	82	218	633
Otago	260	224	187	88	65	68	54	201	476
Southland	161	130	..	101	61	16	8	112	298
Totals for 1916 ..	1,898	1,445	1,210	1,001	657	373	260	1,446	3,737
Totals for 1915 ..	1,793	1,398	1,225	921	587	376	257	1,382	3,531

TABLE G3.—HANDWORK AND MANUAL INSTRUCTION.—INCOME AND EXPENDITURE, TOGETHER WITH MONETARY ASSETS AND LIABILITIES, OF EDUCATION BOARDS FOR THE YEAR ENDING 31ST DECEMBER, 1916.

Education Boards.	Income.			Expenditure.				Liabilities.		Monetary Assets.		Difference.
	Grants for Buildings and Equipment.	Receipts from other Sources.	Total Income.	Salaries.	Working-expenses (including Administration).	Buildings and Equipment.	Total Expenditure.	Dr. Balance at 31st December, 1916.	Other Liabilities.	Cr. Balance at 31st December, 1916.	Other Assets.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Auckland	8,469 0 4	2,095 8 10	11,562 17 1	5,917 2 1	4,533 9 8	1,019 8 10	11,470 0 7	5,739 19 1	850 0 0	..	6,524 0 0	Dr. 65 19 1
Taranaki	2,212 17 2	161 19 3	2,428 10 6	1,363 17 8	308 5 1	180 10 2	1,852 12 11	..	..	1,581 13 8	987 0 0	Cr. 2,568 13 8
Wanganni	4,054 3 1	85 10 8	4,404 7 2	2,506 1 0	1,673 3 4	490 3 6	4,669 7 10	3,640 2 5	155 0 0	..	474 0 0	Dr. 3,321 2 5
Hawke's Bay	3,200 11 0	206 17 9	3,442 8 9	1,537 10 2	1,517 3 4	235 14 3	3,290 7 9	215 0 3	30 0 0	..	857 0 0	Cr. 611 19 9
Wellington	4,356 11 5	155 5 2	4,511 16 7	2,218 0 8	2,536 4 7	291 15 7	5,046 0 10	400 1 3	70 0 0	..	2,588 0 0	Cr. 2,117 18 9
Nelson ..	1,498 5 5	111 7 1	1,609 12 6	791 17 11	338 5 11	..	1,130 3 10	821 12 7	62 0 0	..	98 0 0	Dr. 785 12 7
Canterbury	9,520 14 8	690 19 10	10,371 18 10	3,935 10 11	3,210 19 6	1,110 4 8	8,256 15 1	1,570 4 8	400 0 0	..	3,134 0 0	Cr. 1,163 15 4
Otago ..	6,066 14 5	152 19 5	6,219 13 10	2,052 17 8	2,073 5 0	129 19 0	4,256 1 8	..	..	2,621 6 2	2,236 0 0	Cr. 4,857 6 2
Southland	2,726 0 3	518 19 10	3,256 4 7	1,370 7 5	1,484 13 11	..	2,855 1 4	..	..	2,941 8 10	1,005 0 0	Cr. 3,946 8 10
Totals	42,104 17 9	4,179 7 10	47,807 9 10	21,693 5 6	17,675 10 4	3,457 16 0	42,826 11 10	13,954 0 3	..	25,047 8 8	..	Cr. 11,093 8 5

No. 2. REPORT OF THE INSPECTOR OF MANUAL INSTRUCTION.

SIR,—

Education Department, 13th July, 1917.

The maintenance of the steady growth during the year in the number of schools taking one or more forms of elementary handwork may be regarded as indicating the growth of clearer ideas in regard to the value and place of handwork in a scheme of education. It is becoming the exception rather than the rule to find teachers who treat the better-known branches of handwork as isolated subjects, and while there is still evidence of hazy notions and a failure from many causes to make the best use of the concrete method in teaching, the growth of clearer notions and of a desire to know and apply them is unquestionable, due in not a few cases to an interest in and study of the Montessori method.

Increased attention is being given to cardboard-work, particularly in districts where it is not practicable to provide facilities for instruction in woodwork. In one district the Board has made carton and cardboard work compulsory for all pupils in Standards IV, V, and VI unable by reason of distance from a centre to attend classes in woodwork and cookery, and has provided a special course of instruction for the teachers. It is difficult to understand why this subject is not more popular. In addition to its value as an aid to manual dexterity, it provides opportunities for useful exercises in elementary mensuration and instrumental drawing, while many of the completed models are very suitable for lessons in free drawing, and incidentally for exercises introducing pupils to first notions of capacity or volume.

The opportunities afforded to students at all the training colleges of gaining a sound knowledge of the methods and aims of the more elementary forms of handwork encourage the hope that, apart altogether from the aid in mental, moral, and physical training which handwork in schools provides if rightly applied, the possibilities the exercises afford of helping to create and increase the manipulative skill of the nation will not be lost sight of. During the past few years the value, as a national asset, of a large body of skilled hand-workers has been brought home to us with poignant force, and the earlier the training of the hand in common with the training of the intellect is begun the better for the child and therefore for the nation. The boys and girls that can "use their hands" as well as their brains are national assets not to be lightly esteemed.

Reference is again made to the decline in the number of approved classes in elementary physical measurements. It is recognized that, speaking generally, an increase in the number of subjects to be studied is undesirable, but for pupils unable to attend classes in woodwork and cookery a course in elementary physical measurements, besides providing a series of exercises in mechanical manipulation, affords an excellent and interesting introduction to scientific method.

It is pleasing to record that steady progress has been made in teaching the more specialized forms of handwork in the direction of the elimination of non-essential matter, and the inclusion in the instruction of elements which assist pupils to assume the right mental attitude towards the work, with the result that improvements in both drawing and bench-work are apparent in the woodwork classes. The stimulation of the creative and aesthetic faculties is not neglected, and new and original forms of some of the older models have been devised by pupils, and in some instances original surface decorations suggested. It appears necessary again to call attention to the necessity of instructors demanding in the bench-work a closer relation between the dimensions of the finished model and those of the drawing. In many instances there is too much disparity. The drawing is not made without purpose. It is for the guidance of the pupil as to the form and dimensions of the model, and it is not too much to expect of Standard VI pupils that the completed model should, in all dimensions, be within $\frac{1}{8}$ in. of those shown on the drawing. The ability to read a drawing and to work to it accurately are valuable acquisitions for a lad and for the future mechanic. This naturally leads to the question, Which is more important, quality or quantity of work? The answer appears to be obvious. If quality is the desired goal, then much more time will have to be given to each model, and with the view of sustaining the pupil's interest until the model is completed the models will have to be of a type calculated to interest the boys. The average boy loves to make something which he can use, and if this is constantly kept in mind by instructors there should be no difficulty in devising the most educative and interesting models. In one district a small and useful bookshelf is included in the second-year models. The sample made by the instructor is used as a suggestion, and pupils are encouraged to alter the form and dimensions, and are allowed to carry out any alterations, provided they can furnish good reasons for so doing. The accuracy and finish of some of the completed examples appear to indicate that the pupils' interest had been sustained during the process of construction.

The truth of the generally accepted statement that the greater the resistance offered by a material the greater the accuracy that may be attained in working it appears to be borne out by the standard of accuracy attained in a course of combined wood and metal work; the simple, useful, and sometimes decorative metal additions to the model appear to have a most salutary effect upon the work generally. At the centre where a complete course in manual-training metal-work is carried out a carefully graded and interesting set of models has been arranged; on comparing the average work of the classes with that of classes where the metal-work is taken after a year of woodwork the conclusion was arrived at that a higher standard of accuracy was attained in the case of the combined course. As both courses may be regarded as in the elementary stages, the present conclusion that the average pupil just entering on a course of

manual training finds the resistance offered by metals too much for him effectively to overcome, with the result that the insidious "near enough" creeps in, may in the light of wider experience prove to be wrong. Both courses are being watched with a good deal of interest.

A feature worthy of mention is the improvement in the lettering and figuring of the manual-training drawings, and the practice in one district of giving special lessons in this subject has much to commend it.

The desirability of working occasionally to decimal and metric measurements should not be lost sight of.

A survey of the work of classes in subjects related to the home shows that there is little, if any, foundation for the statement that has occasionally appeared in connection with the classes in cookery, to the effect that too much fancy cookery and cake-making is included in the course of instruction. An examination of the syllabus of instruction and of the actual work of most of the classes shows that the larger part of the time given to practical work is devoted to the preparation of plain and economical dishes, and that the preparation and cooking of such important articles of diet as potatoes and porridge are not altogether neglected. Incidentally the increase in the cost of bread has pointed to the necessity for instruction in breakmaking in the home, and at many centres this matter, together with the use of compressed yeast, has received adequate attention. Speaking generally, the instruction in plain cookery is on thoroughly sound and economical lines. Patriotic purposes have during the period of the war diverted the instruction to the making of special sweets and cakes, but the ordinary average household menu, with useful and at times necessary variants thereon, forms the basis of the instruction. The extension of the practice of giving pupils in their second year the opportunity of arranging a simple three-course meal, purchasing the material and preparing, cooking, and serving it, is worthy of note. Laying and decorating the table, making the most of the simplest material, and serving the viands in an appetising form are not regarded as unimportant items in this part of the instruction.

Elementary principles underlying the culinary art and general housewifery are receiving increased attention. Without in any way depreciating the excellent pioneer work done by instructors in the past, a comparison of the lessons given then with those given at many of the centres now is mostly in favour of the latter. The trained teacher having a substantial store of knowledge gained in the laboratory of chemistry, physics, physiology, hygiene, and allied subjects and their relation to foods, with a good all-round training in the kitchen, should, in the natural order of things, become a more efficient instructor in domestic subjects than one who has received all her training in the kitchen. The deeper and wider knowledge, the broadened outlook, and the better general training of the teachers of domestic subjects is having its effect upon the classes, and the value of their work both to the individual and to the State is unquestionable.

Instruction in housewifery is confined to the cookery kitchen, and is in the circumstances as thorough as it can be. In these days when the value of economy in all things is stressed it has been said that time and effort are wasted in the cookery-room in the cleaning and polishing of things that are neither dirty nor dim. The only answer to this appears to be that the direct value to the girls of the lessons in housewifery lies in the treatment of the subject, and that as dirty tables and dull taps cannot very well be supplied to each class for practice purposes, the best possible use is made of the available soiled apparatus in the room for instructional purposes in a subject so closely related to the life and comfort of the home.

Laundry-work and dressmaking continue to be taken in some districts as part of the training in domestic subjects, and viewed as a whole the instruction is sound and the information imparted is available for practical use.

Steady progress continues to be made both in the number and work of classes receiving instruction in elementary agriculture, and in a combined course of elementary agriculture and dairy-work. It appears unnecessary in these days to emphasize the indirect value to the pupils of the instruction given. By means of the school-garden, experimental plots, and the correlated nature-study, habits of accurate observation and reasoning are being successfully inculcated. The instruction in dairy-work has in many instances proved of immediate value, as tests made by pupils on the home herd have assisted in the discovery and elimination of animals that have become useless for dairy purposes. The amount of experimental work that can be carried out in this subject in the class-room and garden of a public school is limited, but there is little doubt, speaking generally, that the instruction has a high value in creating and intensifying interest in matters relating to plant-life.

Viewing manual training generally, it can be safely asserted that in spite of the limitations of both teachers and pupils the work as a whole is assisting in the development of what has been aptly designated as "the thinking hand."

E. C. ISAAC,
Inspector of Manual Instruction.

No. 3. EXTRACTS FROM THE REPORTS OF INSPECTORS OF SCHOOLS, DIRECTORS AND SUPERVISORS OF MANUAL INSTRUCTION, ETC.

[For Reports on Rural Courses in District High Schools see E.-6, Report on Secondary Education.]

AUCKLAND.

EXTRACT FROM THE REPORT OF THE SUPERVISOR OF MANUAL AND TECHNICAL INSTRUCTION.

During the year the only new centre established for woodwork and cookery classes was Tauranga. There are now open in this district the following manual-training centres: Te Kopuru, Dargaville, Helensville, Whangarei, Devonport, Ponsonby, Newton, Newmarket, Otahuhu, Pukekohe, Hamilton, Cambridge, Te Aroha, Waihi, Thames, and Tauranga. A manual-training school has been built at Matamata, and will be opened in June, 1917. At Te Kuiti £350 was raised by local subscription towards the cost of a manual and technical school, and the building, which is in course of erection, will include a science laboratory for use of the secondary pupils of the District High School. The sum of £400 has been given by the Northcote and Birkenhead Borough Councils towards the cost of erection of a manual-training school at Northcote, and application will be made to the Education Department to approve of the establishment of a manual-training school there.

The Tauranga centre was opened early in October, 1916, and by the end of the year the pupils (over two hundred in all) had completed their sixty hours of woodwork and cookery. The pupils attended five hours weekly—those from distant schools attending for one full day each week, and those from the Tauranga primary and secondary departments attending for two two-hour and one one-hour lesson weekly. This scheme was extremely satisfactory, and the attendance of the pupils was remarkably good. The equipment used at Tauranga was that belonging to the Helensville centre, the pupils at the Helensville centre having completed their sixty hours' attendance by the end of September, 1916. To avoid expense in transferring equipment the Tauranga centre will be opened for 1917 immediately after the summer holidays, and by early in May the pupils (250 in number) will have attended for sixty hours the woodwork and cookery classes. The equipment will then be taken back to Helensville, and that centre will be opened for 1917 work on the 31st May.

A woodwork-room was erected at Tauranga, but the cookery lessons were taken in a rented building which was fitted up for the purpose. The Tauranga Borough Council gave the free use of the electrical apparatus and current, and the Tauranga Gas Company were also very liberal in their assistance.

I strongly recommend this system as being suitable for many of the smaller centres of population. The work is more satisfactory both to the instructors and to the pupils. The instructors, who are living on the spot, can do more efficient work than can possibly be done by them when visiting a centre for one or two days weekly. Under this system it is possible for a woodwork and a cookery instructor to visit three centres in the year and give sixty hours' instruction at each centre, and it is to be noted that one set of equipment will serve for the three centres.

Owing to the small number of pupils at Te Kopuru and Dargaville the manual-training classes there during 1916 were run at a very heavy loss to the Board, so it was decided that for 1917 the pupils should be required to attend for four or five hours weekly. By the end of May most of the classes will have completed their sixty hours. The instructors will then be transferred to other centres for the remainder of the year.

An important step was taken by the Board in deciding that in future any girl to be appointed as teacher-in-training at a city centre must possess certain educational qualifications which will enable her at the end of her two years' training in the cookery centre to gain a home-science bursary at the Otago University. It is recognized that a science training is a necessity for instructresses if the domestic-science course is to be efficiently carried out.

Over seven thousand children are in regular attendance at the woodwork and cookery classes, and there is urgent need for more accommodation to provide for the ever-increasing numbers in Auckland City and suburbs. New centres should be established—one at Onehunga and another at Kingsland or Avondale.

The secondary boys at Waihi as part of their woodwork course added a porch, 12 ft. by 12 ft., on to the woodwork-room. At Tauranga the senior boys lined the woodwork-room. At Pukekohe the secondary boys are adding a teachers' room, 8 ft. by 8 ft., to the cookery-room. The whole of the work in each of the above cases has been done by the boys under the direction of their instructor.

For 1916 230 schools had recognized classes in agriculture, eighty-five schools had classes for the combined course in agriculture and dairy science, and three schools had dairy-science classes. Twenty-two schools were awarded certificates of merit for their agriculture and school-garden work. Thirty schools had recognized classes in swimming and life-saving.

TARANAKI.

EXTRACT FROM THE REPORT OF THE DIRECTOR OF AGRICULTURAL INSTRUCTION.

A system of short visits at frequent intervals has been established in connection with the primary-school classes for agriculture, each instructor taking a share of this. All teachers are to have a short course of instruction at Easter. A strong effort is being made to improve the surroundings of the schools by planting flower borders and plots of native shrubs and trees and

of shade trees. Especial attention is being paid to the propagation in each school of plants suitable for distribution to surrounding schools. A great deal of attention is also given to the study of pasture plants and to the cultivation of lucerne and other fodder crops suited to dairy-farming and to our climate and soil. A point requiring attention is the overrunning of the school-grounds by horses, either those of pupils or those of residents on the occasion of entertainments. Until this practice is stopped by the fencing-off of a portion for a horse-paddock, in many schools no improvements worth mentioning can be attempted.

WANGANUI.

EXTRACT FROM THE REPORT OF THE DIRECTOR OF MANUAL AND TECHNICAL INSTRUCTION.

Agriculture.—The supervisors of the work in this branch report that the outdoor work on the whole showed a decided improvement. Outside environment received considerable attention in a number of schools, a feature being made of Arbor Day. Tree-planting was much in evidence. In Wanganui the borough gardener presented the schools with a large number of trees, and it is satisfactory to note that a good percentage of these are growing well. Improvement could be made in some of the gardens by undertaking some definite work, and not merely filling the gardens with plants. The necessity for doing work in the garden to answer questions that have been proposed during the term preceding the beginning of outdoor work in the spring is stressed. The experiments should be followed carefully, and the results of the observations noted regularly. Much good work is begun but never finished. Sometimes this result is brought about by trying too much, and sometimes by being too late with the various crops.

Notebooks in most schools showed an improvement, but some of the larger schools have not quite reached the required standard in this respect. There is still room for improvement in the character of the indoor experimental work, notwithstanding the definite instructions laid down in the *Leaflet* issued by the Board. The work should, as far as possible, be experimental and observational. The scheme should show a number of principles that are to be dealt with during the winter period. Experiments to illustrate these principles should then be selected, the pupils being given an opportunity of trying to devise experiments. It is surprising how fertile in ideas some pupils are. Several experiments in the list issued by the Board were suggested by pupils. When the experiment has been worked and understood a record should be entered in the notebook.

Secondary pupils from the Wanganui Technical College and the Taihape, Hunterville, Marton, Bull's, and Feilding District High Schools carried out work at the Marton School farm throughout the year, and attended the annual stock camp at Almadale and the annual shearing and wool-classing camp at Mount Stewart. At the Marton Farm the work was carried on with some difficulty owing to the uncertainty of the weather and the difficulty of procuring horses and implements when required. A change in the method of working these plots is contemplated. The thanks of the Board are due to Sir James Wilson for his generosity in giving the Board the use of the land and for providing horses and implements.

The stock camp at Mr. Short's Almadale farm was held in March. Thirty-seven boys attended. Lessons were given on Clydesdales, Romneys, and Herefords. The outstanding features of each breed were taught, and then other animals were studied by way of comparison. Several visits were paid to Mr. Short's Parorangi farm, where Mr. Short himself showed the boys over the granary, greenhouse, garden, and stables, and in addition gave some very interesting talks on culling and flock-marking. The examination of the boys occupied about a day and a half, and was arranged for by Mr. Short, who examined the papers on Clydesdales and Romneys, Mr. Swift taking those on Herefords. In each case animals were selected that were new to the boys. Mr. Short generously donated a gold medal to the winner in each class. In addition to the revisal lessons in camp two lectures, illustrated by lantern-slides, were given.

The shearing and wool-classing camp was held in December at Mount Stewart, twenty-four boys being in attendance. Some 850 sheep and lambs were shorn, and the owner, Mr. A. Matthews, expressed his great satisfaction at the character of the work done. In addition to the actual work of shearing, instruction was given in the grinding and setting of shears, wool-classing, pressing and branding, drafting, &c. A work-list was set up each day to ensure that each boy received instruction in all branches of the work.

For the training of teachers, pupil-teachers, and probationers classes were held at Wanganui, Feilding, and Mangaweka throughout the year. As it was decided that a two-years course was necessary to enable students to qualify for the certificate in practical work in science, first-year students were given a course in general science and second-year students a course based on the requirements for Class D agriculture. In the latter class the majority of the students did a very considerable part of their experimental work at home. This work was almost wholly confined to germination and growth, but it is hoped that next year the work will include the study of soils and insect and fungus pests. The instruction given at the classes was not only on the lines of giving a training in the science of agriculture and in the practice of the art, but in the methods of teaching agriculture in the schools. Except in a few cases the work of the students was satisfactory. Home exercises were set each week, and on the whole were well done. A winter school for uncertificated teachers was held in July. The junior students were given a course in general science, and the seniors a course in agriculture for the D certificate. Lessons in first aid and ambulance were given in the evenings.

Woodwork and Domestic Science.—Classes were held at Wanganui, Patea, Marton, Bull's, Rongotea, Feilding, Palmerston North, Foxton, Apiti, Pohangina, Kimbolton, Hunterville, Taihape, and Ohakune. 668 pupils from twenty-nine schools took woodwork, and 653 pupils from

twenty-eight schools took domestic science. These numbers are higher than those for 1915, and would, of course, have shown a much larger increase but for the change in boundaries. New centres were established at Foxton and Ohakune. It is the intention this year to give to the pupils of country schools who can conveniently travel to training centres an opportunity of attending classes. Instructors' reports indicate that good work was done at all centres. In the woodwork classes many of the articles made by the boys were donated by them for patriotic purposes. The work of the secondary pupils of the district high schools consisted of making farm-gates, picket gates, step-ladders, Morris chairs, book-cases, piano-stools, bed-ends, palm-stands, dovetailed boxes, reinforced-concrete fencing-posts, troughs, &c. At Hunterville a small shed was erected, the floors being of concrete, and about 50 ft. of concrete path was laid. At Taihape a sloping concrete retaining-wall about 60 ft. in length was built. The building-construction course (theory) included lime, cement, mortar, bricks, brickwork, foundations, floors, walls, and roofs suitable for farm buildings. Farm sanitation and plumbing, including the construction and functions of a septic tank, were dealt with. A course in farm mechanics was also covered. The care, sharpening, and management of tools were made special features in the curriculum of the woodwork classes.

In domestic science the primary pupils received instruction in cookery, home-management, and hygiene. The secondary pupils received, in addition, a course of instruction in dress-making. Arrangements are being made this year to instruct the secondary pupils in laundry-work also.

Art Instruction.—Arrangements were made by the Board to allow of more time being devoted to this work by the Supervisor, and in consequence a much wider field was covered than in past years. Upwards of 130 schools were visited, including all the main schools, almost all the medium-sized ones, and a large number of the small ones. The work of the pupils was carefully examined, and lessons were given to all classes in the various branches of drawing, design, &c. Matters relating to schemes of work and to methods of teaching were fully discussed with teachers, the subject of blackboard demonstration being extensively dealt with. Opportunity was taken to embody in the written reports suggestions of a practicable nature deemed helpful to the teachers concerned. Various articles—some of them illustrated—bearing upon the teaching of drawing and design were prepared by the Supervisor and published in the *Leaflet*, and it is gratifying to find that these have been helpful to teachers. An examination in drawing in connection with the Proficiency Examination was held at the close of the year. The work sent up showed generally a satisfactory improvement upon that of previous years, and it is reported that, taking a general survey of the work of the year, there was an increased interest in drawing all round on the part of both teachers and pupils, and a distinct advance in the quality of the work done.

It is proposed during the ensuing year to give a number of demonstration lectures to teachers. These will be held at convenient centres, and will entail little or no expense on those teachers who attend. Teachers' classes were held at Feilding regularly throughout the year, with an attendance of between forty and fifty students, the majority of whom were pupil-teachers and probationers. The work of these classes was planned so as always to keep in view the matter of the teaching of art in the primary school. Each day's lesson was followed by a regular home-work exercise related thereto, and the great use of this has been fully proved by the very satisfactory progress made by the students. Teachers' classes in this subject were also held at Mangaweka (thirteen students) and at Wanganui (forty-five students).

Handwork.—Recognized classes in handwork were held at 184 schools. Difficulty was experienced in securing supplies of material, the cost of which has advanced considerably. As no increase has been made in capitation we have had to some extent to curtail supplies to schools, and it is likely that a still further curtailment will be necessary.

Swimming and Life-saving.—786 pupils received instruction in this subject, being an increase of 186 over 1915, the figures for which included the schools transferred to the Taranaki Education Board. The erection of baths for the Campbell Street School, Palmerston North, which are to be open to the pupils of other schools also, will mean a considerable increase in the number of children in the district who will this year receive instruction in this important subject.

Rural Course.—The rural course for district-high-school pupils was continued at each of the six district high schools, the number of pupils who took the course being 176.

Needlework and Dressmaking.—Special teachers of needlework were employed at thirty-one schools. At four schools instruction was given to seventy-five pupils in advanced needlework and dressmaking.

Other Subjects.—Classes in physical measurements were held at seven schools and physiology and first aid at one school. It is interesting to note that, although the net loss to this district in school population owing to the change in boundaries was 1,582, the numbers who were receiving instruction at the close of the year in woodwork, domestic science, handwork, and swimming and life-saving show a considerable increase in the figures for 1915.

HAWKE'S BAY.

EXTRACT FROM THE REPORT OF THE DIRECTOR OF MANUAL AND TECHNICAL INSTRUCTION.

Elementary Handwork Classes were carried on under the Manual and Technical Regulations in 121 schools during last year. The numbers of pupils receiving instruction in the various groups of classes were: P-S2, 5,893; S3-S4, 2,849; S5-S6, 1,963: total, 10,705. The subjects taken included plasticine-modelling, sticklaying, paper-folding, crayon-work, paper-cutting,

carton-work, cardboard-work, and brush drawing. Teachers are recognizing that it is necessary, in order to obtain the greatest educational value from this class of instruction, to arrange that the manual work should be both progressive and continuous from the infant classes to the upper standards.

Needlework Classes recognized under clause 26 (c) of the Manual and Technical Regulations were held in nine schools. The total number of girls on the rolls was 120, and the average yearly attendance was 107.

Woodwork Classes.—In order to obtain the best results from manual training it is essential that all pupils attending these classes should have received a sound training in a properly graded and progressive course of elementary handwork. For boys who are destined to receive instruction in the upper standards in woodwork a preparatory course should include instruction in paper-folding, paper-cutting, carton-work, and cardboard-modelling. It is allowed now by all educational authorities that mental development of the child proceeds more quickly when manual instruction is included in his course of studies, and the child who has not been taught to combine both hand and eye training is to a certain extent the loser in mental qualities. The course of instruction in woodwork in this district extends over four years (primary classes two years and secondary classes two years), and consists of a carefully graded series of models well suited to the ability of the pupils. The course in instrumental drawing has a direct bearing on the class models. In the secondary work more attention should be paid to lessons on various kinds of timber, to its growth and structure, fibre and grain, and the uses of the common varieties. These lessons should be illustrated by longitudinal and cross-sections of the kinds of timbers used by builders. In Gisborne, Hastings, and the southern centres the drawing and bench-work has reached a high standard of excellence. The woodwork exhibit made by the woodwork boys at Hastings, Waipawa, Dannevirke, and Woodville centres, at the Hawke's Bay agricultural and pastoral show in October last was an excellent one, and reflects great credit upon instructor and pupils, particularly the agricultural section of the exhibit. The woodwork at Napier centre is still far from satisfactory. The drawings are inaccurate and carelessly finished, and the bench-work is just what would be expected from such drawings. Thirty-four classes in woodwork were held during the year, with a roll number of 803. The attention of all instructors must be called to the great necessity of continually stressing the importance of neatness, accuracy, and finish of both drawings and models. It is only by careful attention to the finished product that teachers and parents alike will come to realize that this form of education is playing a useful part in the education of the present generation.

Domestic Science, Cookery, and Dressmaking Classes.—These classes are conducted at Gisborne, Napier, Hastings, Waipawa, Dannevirke, and Woodville centres. The two years' work with primary pupils consists of the theory and practice of cookery, with experimental work (elementary) in the chemistry of foods. The secondary work, in addition to the above, includes a course in invalid cookery, personal hygiene, and home-management. Good work is being done at all centres, and the girls are receiving a particularly sound training in this branch of work. There were thirty-four classes in domestic science and cookery with a roll number of 736, and thirty-four classes in dressmaking with a roll number of 678. The scheme of work in dressmaking is based on the departmental syllabus, and includes drafting from the pupils' own measurements, and making a skirt and blouse. During last year, however, a number of the classes were engaged in patriotic sewing.

Elementary Agriculture and Dairy Science.—Classes in elementary agriculture and dairy science were recognized by the Department in ninety schools throughout the district. The number of classes in operation was ninety-nine, with a roll number of 1,978. It is felt that a number of teachers have failed to realize the aims of elementary agricultural training in the primary schools. The primary schools cannot teach farming any more than the woodwork classes can turn out carpenters. Both of these results are beyond the aims and powers of the primary schools. The primary schools should aim at creating a live interest in the country and in rural pursuits. It is during the primary-school period that tastes and interests are formed that ultimately find expression in the desire to go on the land. By nature-study and its adjunct the school-garden the pupils can be brought into close touch with nature and with nature's ways. Avenues of fresh interest can be continually presented to the pupils by the enthusiastic teacher, and whatever can be done to make elementary agriculture and school-gardening systematic and definite will increase its educational value. It is noticed that too often the school-garden is large and cumbersome, and the labour entailed in keeping it free from weeds becomes irksome and causes lack of interest on the part of the pupils as well as the teacher. It should be remembered that irregular and insincere work in the garden is harmful both to pupils and teacher, and in addition discredits the whole movement towards practical education. For the coming year teachers are recommended to limit the size of the garden plot, especially where schools have dropped in attendance. It is also suggested that a special plot be set aside in the school-garden for the teachers, and that this plot should be used to furnish most of the material for the nature-study lessons of the school. A greater correlation between school-garden and the indoor work should exist than does at present. For example, the garden should contain all types of roots mentioned to the pupils in a lesson on "plant-roots," and the pupils should be taken into the garden and shown the different types. When insect pests are being discussed those in the garden or school-ground should be known first. The study of seasonal changes in plants, propagation, the conditions of growth, the character of soils, &c., are all subjects that if treated from the correct viewpoint must bring class-room and garden into a closer relationship than at present exists. It is in work of this kind—i.e., something done with a definite aim—that the primary school can best play its part in agricultural education.

Swimming and Life-saving.—Gisborne School is still the only centre where swimming and life-saving is taught on a systematic plan. Considering the importance of this art, and the splendid exercise it is, it is to be regretted that other centres where facilities exist have so far not attempted to hold regular classes.

Elementary Experimental Science.—Classes in elementary science were conducted at Hastings, Napier Main, Port, West, South, and North, and at Gisborne Main. The total number of classes was sixteen, and the yearly average 575.

CANTERBURY.

EXTRACT FROM THE REPORT OF THE EX-DIRECTOR OF MANUAL TRAINING.

School Classes.—The only new classes in attendance have been from Shirley and Redcliffs Schools, but there has been a decided increase in the total average attendance, and some classes have been embarrassingly large. From the point of view of manual training it will be a very great advantage to the working of the Department when an additional centre is erected and the division of these large classes is rendered possible.

Teachers' Classes.—These have been held in dressmaking, cookery, and woodwork. The class in dressmaking held at the Technical College has been attended by nineteen teachers, and the class in woodwork at the Normal School by seven teachers, but in cookery the average attendance has been only four. There is always sufficient demand to make a good dressmaking class, and if the numbers do not justify a class in cookery all teachers who wish to increase their domestic-science qualifications would do well to take this subject.

Domestic Science.—An important change has been effected this year in making the time for all Standard V classes one hour and three-quarters in place of one hour and a half. The instructors are unanimous as to the improvement which this renders possible in their work, especially in the direction of providing extra facilities for housewifery. I am certain that a further lengthening of the period would make the work still more efficient, although this need not involve any increase beyond the sixty hours per annum. If it could be arranged to give Standard VI twenty lessons of three hours and Standard V thirty lessons of two hours a more satisfactory programme would be possible and greater progress would be made.

The instructors have constantly tried to co-ordinate more closely the work of the home and the school by encouraging the application at home of the skill and knowledge gained at the centres. Certain credit has been given for such work, and the fact that the pupils bring to school for criticism samples of what they have done at home shows that the system has served to stimulate interest.

The introduction of breadmaking, rendered possible and easy by the use of compressed yeast, has been greatly appreciated, and some of the pupils were successful in gaining awards at the competitions held at the Industrial Exhibition at Easter.

Some of the classes have been taken to visit steam-laundry and biscuit and confectionery works, and the further development of such a practice, accompanied as it is by observation and description on the part of the pupils, is, I think, desirable.

Woodwork.—The practice adopted during the last two years of encouraging the boys in the senior classes to think out their own designs and adapt them to standard exercises has been continued, with very satisfactory results, especially in the direction of creating interest. In many cases boys have been so anxious to spend their whole time on the woodwork and drawing that they have preferred to do at home the notes on tools and material. In order to facilitate this a summary outline of the lesson has been drawn up by the class, and this has proved valuable in confining the subsequent detailed description to the more essential parts of the lesson.

Metal-work.—The introduction of metal-work has been greatly appreciated. It calls for higher skill, and its combination with woodwork has made the course much more interesting. A number of pupils decorated their exercises by the addition of copper and brass trays, whilst others were content to work with tin procured from empty petrol-cans. The latter has proved an economical source of material for this class of work. Among the articles made were soldiers' packing-tins of various sizes, introducing development in setting out, bending, and soldering. Having the definite object in view of sending Christmas boxes to the soldiers in the trenches, these exercises were very popular.

EXTRACT FROM THE REPORT OF THE NEWLY APPOINTED DIRECTOR OF MANUAL TRAINING.

I beg to submit a report on the handwork done in the Canterbury District during the year 1916. In view of the growing importance attached to handwork in our primary schools, the interest in all subjects connected therewith is gradually on the increase. In nearly all of the 376 schools of the district an attempt was made to teach some form of handwork, although in some cases the results obtained were often disappointing, whilst in others really good work was done. In what is known as elementary handwork the subjects of instruction varied too much. Perhaps the fault lies in the fact that there are too many subjects on the syllabus from which to choose, thus allowing teachers to take up subjects which, although having considerable educational value in themselves, lead to nowhere as it were. Of course, a teacher will naturally take up a subject according to his or her bias, but much of the value of the instruction is lost when a subject is taken up in one class and dropped in the next, thus spoiling the continuity of the work. In all schools plasticine and paper-folding should be taught in the P to S2 classes, as forming the best media for developing form and colour, whilst in the larger schools some other adjuncts might be added. In S3 and S4 cardboard and carton work should be taken as an

introduction to the advanced cardboard-work and woodwork in the upper standards. These subjects have been well taught in many of the schools. Brushwork in the hands of a capable teacher has a very great value, and many of our teachers do excellent work in this subject, but very often the teaching is done in a perfunctory manner, with the result that the drawing suffers considerably.

In what is known as advanced handwork classes have been recognized all over the district, the principal subjects taken up being cookery, woodwork, agriculture, dressmaking, advanced needlework, botany, chemistry, physical science, swimming and life-saving, &c. Most of the interest centred round the woodwork and cookery classes, as woodwork forms a handwork subject for S5 and S6, and cookery counts both as science and handwork for these standards. A great many centres have been established in different parts of the district, and where practicable pupils have been conveyed by rail, tram, and coach to receive instruction. Much has been done, but much more remains to be done, as not a tenth part of the available pupils in the district is receiving instruction in these, the highest form of handwork. Why should the country pupil be denied the advantages of the town pupil? The work might very well be extended by creating more centres and providing a lighter equipment where instruction could be given in a modified form. In the larger centres much good work has been done on sound principles by competent instructors, but in some of the smaller centres the work was often very mediocre. The trouble lies in the difficulty in securing competent instructors; very often a local artisan, cook, or cabinet-maker is appointed who has to grope in the dark, and is not capable of correlating the work with the other standard subjects. Much of this difficulty might be obviated by the appointment of itinerant instructors who would be thoroughly capable as teachers. Laundry-work has been taught in all the large centres, and it is hoped that equipment will be provided to enable instruction to be given in the smaller centres as well. Advanced dressmaking and needlework have been taught at many of the schools by itinerant instructors. This should prove of great benefit to girls who are unable to travel to convenient centres to take cookery.

In connection with the above subjects, the needs and wants of our boys at the front have not been forgotten, as many a box of dainty edibles has been filled and sent from the cookery-room by the cookery instructresses and their willing assistants. At the woodwork and dressmaking classes also numbers of useful articles have been manufactured for Red Cross and patriotic purposes.

In a country like New Zealand, where there is so much water, it is very important that all boys and girls should be taught the principles and practice of swimming and life-saving, and due attention has been given to this subject during the past year. In all centres where swimming-baths were available instruction was given in the art of swimming and in the principles and practice of resuscitation. Many of the teachers have devoted a good deal of extra time and trouble to the work of instruction, and in the larger centres it is a very rare thing to find a boy or girl who is unable to swim. In the country districts, where no swimming-baths are available, it is difficult to know how instruction may be provided.

EXTRACT FROM THE REPORT OF THE CHIEF INSTRUCTORS IN AGRICULTURE.

North Canterbury.

During the year two schools have found it impossible to give the required time to school-gardening, while three others have taken up the course in the North Canterbury area, making the present number of schools 106. In the South Canterbury area the number of schools is seventy-one, as against sixty-four last year. Four schools on the West Coast had recognized classes.

		1915.		1916.	
		Schools.	Children.	Schools.	Children.
North Canterbury	...	105	2,260	106	1,844
South Canterbury	...	64	1,029	76	1,186
Westland and Grey	...	4	34	4	36
Totals...	...	173	3,323	186	3,066

The adoption of a uniform syllabus of instruction has fully justified the step taken this year. Many teachers have shown much improvement, partly as a result of the knowledge that their work followed accepted lines, and partly because of the spring school of instruction held in September. Once again it is necessary to report that quite a percentage of the teachers fail to appreciate the truth of the axiom "No impression without expression," hence the notebooks are not often what they might be. Many of the schools are continuing to take careful records of soil temperatures, rates of growth, rainfall, &c. During the year playground-improvement schemes were devised and supervised at a number of city and suburban schools.

South Canterbury.

During this year all of the seventy-six schools in this district taking agriculture as a class subject were visited except one. The three district high schools—Waimate, Temuka, and Pleasant Point—were visited weekly, and Geraldine District High School once a month.

The experimental work at these schools is giving promising results. At Waimate, of the seven varieties of lucerne obtained from the Government Department by the Headmaster and tested here under his supervision, three of them made strong growth during the winter months, while the others were at a standstill. Should this again prove a characteristic, seed will be saved and the varieties further propagated. At Pleasant Point, by means of green-manuring

with mustard, ryecorn, and vetches, definite educative results have been obtained. In addition to the increased fertility as indicated by the crops, the physical condition of the soil has been decidedly improved.

At all our schools an endeavour is made to carry out our work on the lines of modern scientific teaching, and, furthermore, to correlate it as far as practicable with that of local farm practice. Variety tests are under way with mangolds and potatoes. Southland Up-to-Dates are being tested alongside of local. Keen interest is evinced throughout the whole district in the potato-growing competition (1916-17). With regard to our fruit-tree culture and nursery-work, the majority of the teachers here have now a good grasp of the subject. The results on the whole are most gratifying. At the Main School alone upwards of 350 trees have been successfully budded or grafted this year, and will be removed to the pupils' home gardens. Several hundreds have also been worked at our district high schools. With the surplus trees from these orchards are being built up at teachers' residences where desired.

I have much pleasure in stating that throughout the whole district there is ample evidence of a real live interest in the work not only by teachers and pupils, but by parents as well.

OTAGO.

EXTRACT FROM THE REPORT OF THE INSPECTORS OF SCHOOLS.

Imbued with a notion that a primary-school system should concern itself only with the literary and mathematical side of education, for some years many of our teachers evinced a want of appreciation of the aims and educative values of manual instruction, with the result that the manipulative exercises were regarded as additional subjects, and their inclusion was justified on the grounds that they were only counter-irritants to book-work; but as the result of different leavens a fermentation of ideas set in, and manual work is now treated not as a new subject, but as a new method of applying the principles of Pestalozzi, which have for their objective the promotion of the child's development morally, physically, and intellectually. Not infrequently have we found that pupils who appeared abnormally dull and irresponsible in the literary work have been wonderfully stimulated in self-expression through the exercise of the motor activities; while with all, in the hands of thoughtful teachers, such work generates the habit of self-reliance, keeps the interest and the attention cheerfully engaged, and reduces the disciplinary function to a minimum. From the point of view of the practical educationist the manual dexterity is developed at the age at which it should be developed if it is to reach the pitch needed in maturer years. Where the subjects of manual instruction are judiciously co-ordinated with the other subjects of study, and the schemes of work are carefully graded, we find the results most satisfactory; but in those few cases where the subjects are isolated and the schemes lacking in continuity or constructiveness, a powerful educational factor is rendered inoperative and its efficiency impaired through careless treatment or want of appreciation of the aims and scope of manual instruction. Handwork is taken in all schools, the branches for the junior classes being in the main paper-work, colour work, and basket-work, and we record with satisfaction a more extensive use of plasticine. In the middle classes the favourite branches are colour work and carton-modelling. In the former branch we note a growing interest in the application of colour work in the drawing of natural objects, while in the latter there is still a lack of close co-ordination with measurement and number work.

In the senior classes brushwork, woodwork, and cookery have been continued at the manual-training centres, while in the majority of the rural schools the pupils continue the elementary agriculture in connection with garden plots. In this subject much more might be done in regard to the principles underlying the subject, and in future we shall insist on this phase of the work receiving more attention than it has hitherto received. During the year the swimming classes at the Oamaru and Dunedin municipal baths were conducted with highly satisfactory results.

SOUTHLAND.

EXTRACT FROM THE REPORT OF THE DIRECTOR OF MANUAL AND TECHNICAL INSTRUCTION.

Elementary Handwork.—Elementary handwork forms now a regular part of the curriculum in practically all the schools of this district. As in former years, the subjects that have received most attention are paper-folding, plasticine-modelling, and cardboard-work. In addition to the value of these subjects in affording opportunities for useful manipulative exercises, teachers now appreciate more fully the usefulness of this work in aiding by concrete illustration the teaching of other subjects of the syllabus. Undoubtedly the more intimate the correlation the greater the value of the instruction imparted. For colour work in connection with drawing the use of pastels in the lower classes has greatly increased, and the number of schools taking brushwork shows a corresponding decrease. For the upper standards, however, brushwork is still popular.

In all schools where the children of the upper classes do not attend at the special centres for instruction in woodwork and cookery a course in cardboard-work is being followed. This subject, in addition to being one of the best substitutes for the course in woodwork, is, in the hands of the intelligent teacher, of the greatest assistance in such subjects as drawing, geometry, and arithmetic. Not only is the constructional work interesting to a child, but it calls for care and accuracy of the highest order if the finished results are to be satisfactory, and for this reason as a preparatory training for a course in woodwork it cannot be excelled.

Woodwork and Cookery.—About 40 per cent. of the schools in the district received instruction in these subjects, the number of schools in attendance at each centre being as follows: Invercargill No. 1, 8; Invercargill No. 2, 25; Gore, 24; Riverton, 14. In addition to these, two classes from the High School attended the Gore centre for both cookery and woodwork, and in the case of Invercargill main centre a class of girls and two classes of boys from the Technical High School also received instruction. In connection with the latter school, owing to the increase in the number of classes from primary schools it was found impossible to set apart one whole day as in the past for secondary-school classes, and it is evident that it is but a matter of time before the services of the instructors will have to be devoted entirely to primary-school work.

In the case of the town schools the interest taken in their work by quite a number of boys was evidenced by their eagerness to be allowed to work during other than school hours. In addition to the ordinary class-work it should be mentioned that a considerable amount of work of a patriotic nature was also undertaken by the primary-school boys, who were responsible for the making of 2,800 tent-runners for the Defence Department and sixty Red Cross packing-boxes for the local branch of the society.

Towards the close of the year an exhibition of the work done in both the cookery and the woodwork classes was held in conjunction with the Technical College display, and created considerable interest, the woodwork display being specially meritorious. Particular interest was taken also in the work of the ex-pupil of the Summer Institute for the Deaf and Dumb. As in the previous year, the parents of children in attendance at these classes from the town schools were afforded an opportunity of seeing these classes at work, and those who availed themselves of the invitation assuredly went away with a better understanding of the value of the instruction imparted.

Elementary Agriculture.—The enthusiasm of the agricultural instructor and of the teachers is reflected in the evident interest taken by the children in their garden-work and in the intelligent answers given by them under examination. A comprehensive scheme of indoor experimental work, based on the subject of soils, was drawn up, the experiments being interesting and well within the understanding of the children concerned, in addition to being of highly educational value in the hands of the intelligent teacher. In regard to the outdoor practical work a series of experiments in the growing of potatoes was carried out. The scheme provided for the planting of scabbed potatoes treated with formalin, and for comparisons to be made in the results obtained from cut *versus* whole potatoes and sprouted *versus* unsprouted. In addition each school was provided with three kinds of field-turnip seed and a variety of vegetable and flower seeds. A supply of lime and manure was also sent out. In this way efforts were made to impart a knowledge of correct garden procedure, to provide material for nature-study, and by beautifying the school-grounds to cultivate the aesthetic taste. On the visits of the instructor to the various schools opportunity was taken to give instruction in regard to the noxious weeds of the district and their eradication. The life-histories of various insects, both beneficial and destructive, were also fully dealt with, as well as the best means of destroying or controlling such as are pests.

In a number of schools excellent work was done in the garden, and results were obtained that were a credit alike to the teacher and the children; but there are still cases to be found where the somewhat untidy and neglected state of the plot shows only too plainly that the teacher has not grasped the value of this subject of instruction in stimulating the mental activity and intellectual growth of a child. Where an intelligent scheme of co-ordination is practised the teaching of such subjects as composition, arithmetic, drawing, mensuration, &c., is materially assisted.

The Board was much indebted to the local manure-merchants for generously providing all the manures required for the garden plots, the total value of the donations amounting to £10 13s. 6d. For the improvement of their gardens eight schools during the year forwarded applications for subsidy on voluntary contributions to the amount of £27 2s. 11d. in cash and £10 2s. in material.

Advanced Needlework.—The number of schools receiving instruction in this subject during the year was forty-one, an increase of fifteen over the corresponding figures for the previous year. Recognizing the latent possibilities of these classes in the way of assisting to relieve distress amongst those in the Home lands who were suffering as a result of the ravages of war, the Board provided material for these classes for the making of children's garments, and the girls entered most enthusiastically into the work. Altogether over three thousand garments were made and sent Home for distribution. The work sent in from all the schools was highly creditable alike to the teachers and the girls concerned, and a special word of commendation is due to them for their zeal in what was evidently a labour of love.

As regards the other manual subjects, there is little that requires special reference. The number of schools where instruction was given in physical measurements was exactly the same as last year. In classes for swimming and life-saving there was an increase of five, making a total of eight schools receiving instruction. I can but repeat what was stated in my last report that surely it should be possible to have a larger number of schools where competent instructors could be found willing to devote the necessary time to the teaching of a subject that should be made compulsory in all schools where reasonable facilities exist. The fact that the capitation earned, less a small percentage for administration expenses, is paid to the instructor is evidently not a sufficient inducement.

APPENDIX D.

TRAINING OF TEACHERS.

No. 1.—EXTRACT FROM THE FORTIETH ANNUAL REPORT OF THE MINISTER OF EDUCATION.

TRAINING OF TEACHERS.

There are four training colleges situated in the four principal centres of the Dominion, which are open to four classes of students, as follows: Division A, ex-pupil-teachers, ex-probationers, or ex-trainees of recognized kindergarten schools; Division B, other students who have passed Matriculation or obtained a higher leaving-certificate; Division C, University graduates admitted for one year; and Division D, teachers entering on short-period studentships. The numbers of students in attendance during the last quarter of 1916 under the various divisions were—Division A, 381; Division B, 44; Division C, 9; and Division D, 8; the total being 442, as compared with 390 for the previous year. These figures do not include students absent with the Expeditionary Forces.

The numbers of students at each training college during the last quarters of 1915 and 1916 respectively are indicated in the following table:—

				1915.			1916.		
				Men.	Women.	Total.	Men.	Women.	Total.
Auckland	...	...	...	33	79	112	29	85	114
Wellington	...	...	...	17	69	86	11	91	102
Christchurch	...	...	...	14	78	92	18	92	110
Dunedin	...	...	...	16	84	100	21	95	116
Totals	...	...	...	80	310	390	79	363	442

The number of students in 1916 shows a considerable advance over the number for the preceding year, the increase being among the women students. The necessity for men students taking up military duties upon reaching the required age naturally results in a large reduction in their number at training colleges.

The ordinary course of training is for two years, so that if the training colleges had their full complement of students (125 in each case) the number of students annually completing their training and passing into the schools would be about 250. Under certain conditions a one-year course is provided for in the case of University graduates or matriculated students who have completed a two-years course at an agricultural college or a school of home science recognized by the University of New Zealand. In addition, there are short-period studentships, of not less than three months' or more than one year's duration, for the benefit of teachers who have been already employed in teaching and are deemed worthy of further training in professional work, the allowances payable to such students being the same as those payable to students under Division B. The actual number of students completing one or other of these courses at the end of 1916 was 210.

For the teaching practice of students the normal practising schools forming part of the training college in each case are available, and opportunities of observation are now extended so as to embrace specially selected teachers and classes in neighbouring schools. Each normal school includes—(a) a main school, organized as a "mixed school"; and (b) such "model schools" as may

be approved by the Minister, each model school being of one of the following types: (i) A rural public school under a sole teacher; (ii) a junior school under one teacher with not more than 45 children of classes P to S2 on the roll; (iii) a class representing the secondary department of a district high school; (iv) a class for backward children; (v) a junior kindergarten.

Each training college is required to provide for its students a course in agriculture, and provision for the further training of selected students in this subject has recently been made. Agricultural bursaries may be awarded to such students at the end of their first year, enabling them to complete their training during a one-year or two-years course at a State experimental farm or an agricultural college. Further provision on a wider scale for the training of teachers and others in agriculture is also in contemplation on the lines of the recommendations of the Council of Education, to be carried into effect as soon as circumstances permit.

From tables it appears that at the beginning of the two-years course at the training colleges 70 students held Class D certificates, and at the end of the course 6 students held Class B certificates, 112 Class C certificates, and 56 Class D certificates.

The amounts paid to Education Boards in 1915-16 and 1916-17 for the training of teachers were as follow:—

I. Training colleges—				1915-16.		1916-17.	
Salaries of staffs (two-fifths charged to public-school salaries)				£	£	£	£
Students' allowances and University fees				12,700		13,268	
Special instruction, libraries, and incidentals				25,858		27,541	
Buildings, sites, and equipment				1,106		1,307	
				6,081		942	
II. Other training—				—	45,745	—	43,058
Grants for special instruction in certificate subjects, including science, agriculture, and hand-work, of teachers other than training-college students				2,355		1,595	
Railway fares of teachers and instructors				5,944		5,374	
Sundries				16		...	
				—	8,315	—	6,969
				£54,060		£50,027	
Less recoveries... ..				34		...	
Totals				£54,026		£50,027	

PROVISION FOR UNCERTIFICATED TEACHERS.

Apart from the provision for training colleges, a grant of £2,800 was approved last year for payment to Education Boards for the maintenance of training classes for teachers. Unexpended balances from previous grants amounting to £1,820 were included in this sum, so that only £980 really constituted the new grant for 1916-17, as compared with £3,275 and £4,000 granted in the two previous years. The purposes for which the grant was applied were—

- (1.) Central classes for the direct personal tuition of uncertificated teachers (exclusive of pupil-teachers and probationers) in subjects required for the D certificate.
- (2.) Tuition and training in Class D subjects of uncertificated teachers (exclusive of pupil-teachers and probationers) by means of correspondence classes under the control of Education Boards, in cases in which it is found highly inconvenient to bring teachers to classes. Under this heading, however, no correspondence classes in science subjects are recognized unless the Board makes adequate provision for practical work.
- (3.) Courses of practical work in physical and natural science, in subjects of manual instruction other than those usually taught by special instructors, in vocal music, and in drawing.

Certain conditions were imposed last year with the object of ensuring that the classes were attended only by teachers who were making conscientious use of the instruction afforded for the purpose of improving their status or teaching ability, and only half-fees were paid for tuition by correspondence except in special cases.

In the distribution of the grant the amounts allotted to the various Education Boards varied from £125 to £925.

There appears still to be considerable difficulty in some quarters in providing adequate assistance to inexperienced teachers who, especially during the present emergency, are filling positions in country schools. Further consideration of proposals, including suggestions for the establishment of model schools where such teachers could receive a short training, and also for the appointment of organizing teachers or Inspectors having special charge of groups of small country schools, is deferred only until the conclusion of peace.

No. 2.

DETAILED TABLES.

TABLE P1.—THE NUMBER OF STUDENTS IN THE FOUR TRAINING COLLEGES DURING THE LAST QUARTER OF 1916.

(a) As classified by Divisions; (b) as classified by Years.

Training Colleges.			As classified by Divisions.								As classified by Years.				Totals.				
			Division A.		Division B.		Division C.		Division D.		First Year.		Second Year.						
			M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	Total.		
Auckland	..	..	23	77	3	4	..	1	3	3	22	54	7	31	29	85	114		
Wellington	..	..	10	84	1	2	..	4	..	1	6	55	5	36	11	91	102		
Christchurch	..	..	15	83	3	5	..	4	..	..	13	53	5	39	18	92	110		
Dunedin	..	..	16	73	5	21	..	..	..	1	10	51	11	44	21	95	116		
Totals, 1916			..	..	64	317	12	32	..	9	3	5	51	213	28	150	79	363	442
Totals, 1915			..	..	62	276	12	21	..	8	6	5	56	185	24	125	80	310	390

Division A.—Ex-pupil-teachers or ex-probationers. Division B.—Students other than ex-pupil-teachers or ex-probationers who have passed Matriculation or some higher University examination. Division C.—University graduates admitted for one year of training. Division D.—Short-period studentships.

NOTE.—Students on leave with the Expeditionary Forces are not included in the table; their names are printed in Appendix B to E.—1.

TABLE P2.—INITIAL STATUS OF DIVISION A AND B STUDENTS COMPLETING THEIR COURSE IN 1916 ON THEIR ADMISSION TO THE TRAINING COLLEGE IN 1915.

Division.	Training College attended.	I. Teachers' Certificate Examinations.							II. University Exams.					
		Full Passes.			Partial Successes.				Matriculation.	Credit Entrance Scholarship or other Undergraduate Qualification (not including 8).	Total.	Leaving Certificate only.	Total Number of Students.	
		Class C.	Class D.	Total.	Partial Success towards C and D.	Partial Success towards D only (not included in 4).	Total.	Total Certificate Qualifications.						
1	2	3	4	5	6	7	8	*9	10	11	12			
Status at admission, 1915 (2nd year students)	A	Auckland	..	20	20	1	12	13	33	20	..	20	1	41
		Wellington	..	13	13	1	14	15	28	39	..	39	..	51
		Christchurch	..	21	21	3	11	14	35	29	..	29	..	43
		Dunedin	..	15	15	2	14	16	31	34	..	34	..	40
		Totals	..	69	69	7	51	58	127	122	..	122	1	175
	B	Auckland	..	..	..	..	..	..	..	2	..	2	1	3
		Wellington	..	..	..	..	..	..	..	..	..	..	..	..
		Christchurch	..	..	..	..	1	1	1	2	..	2	..	2
		Dunedin	..	1	1	..	..	..	1	14	1	15	..	16
		Totals	..	1	1	..	1	1	2	18	1	19	1	21
	Total students admitted in 1915		..	70	70	7	52	59	129	140	1	141	2	196

* Graduates (if any) admitted under Division C.

TABLE P3.—EXAMINATION STATUS OF ALL TRAINING COLLEGE STUDENTS WHO COMPLETED THEIR COURSE IN 1916, AS REVISED AFTER THE CERTIFICATE EXAMINATIONS OF JANUARY, 1917.

Division.	Training College attended.	Full Passes.					Sectional Passes.			Grand Totals.	
		Class A.	Class B.	Class C.	Class D.	Totals.	Sectional C and D.	Sectional D only (not included in 6).	Totals.		
		1	2	3	4	5	6	7	8		9
Students admitted in 1915. Two years course)	A	Auckland	..	..	19	15	34	6	1	7	41
		Wellington	..	4	24	20	48	..	1	1	49
		Christchurch	..	1	34	9	44	..	..	..	44
		Dunedin	..	1	26	5	32	8	..	8	40
		Totals	..	6	103	49	158	14	2	16	174
	B	Auckland	..	..	..	2	2	..	..	..	2
		Wellington	..	..	..	..	..	1	..	1	1
		Christchurch	..	..	2	..	2	..	..	..	2
		Dunedin	..	..	7	5	12	3	2	5	17
		Totals	..	..	9	7	16	4	2	6	22
Totals (second year students)		..	6	112	56	174	18	4	22	196	
Students admitted in 1916 for one year only. Division C students	Auckland	..	..	..	..	..	..	..	..	..	
	Wellington	..	3	..	1	4	..	..	..	4	
	Christchurch	1	3	..	..	4	..	..	..	4	
	Dunedin	..	..	..	..	..	..	..	..	..	
	Totals	1	6	..	1	8	..	..	..	8	
Students admitted in 1916 for period not exceeding one year. Division D students	Auckland	..	..	2	2	4	..	1	1	5	
	Wellington	..	..	..	..	..	..	..	..	..	
	Christchurch	..	..	..	..	..	..	..	..	..	
	Dunedin	..	..	1	..	1	..	..	..	1	
	Totals	..	..	3	2	5	..	1	1	6	
Totals (students admitted for one year only)		1	6	3	3	13	..	1	1	14	

TABLE P4.—NAMES AND SALARIES OF STAFFS OF TRAINING COLLEGES AS AT 31ST DECEMBER, 1916.

Note.—Teachers acting in place of teachers on leave, or in place of teachers temporarily filling other positions, are shown in italics.

Name.	Position.	University Status.	Classification.	Grading.	Salary.
AUCKLAND.					
					£ s. d.
{ *Milnes, Herbert A. E. ..	Principal	B.Sc.	..	..	[550 0 0]
{ Cousins, Herbert G. ..	Acting Principal	M.A.	A 1	1	550 0 0
{ Murdoch, Albert ..	Assistant lecturer and deputy headmaster	..	C 1	91	[400 0 0]
{ McClune, Hugh F. ..	Acting assistant lecturer and deputy headmaster	..	C 1	320	390 0 0
{ *Penlington, William A. G. ..	Tutor and librarian	B.A.	B 2	529	[300 0 0]
{ Cornes, John J. S. ..	Acting tutor and librarian	..	..	..	290 0 0
{ Cousins, Herbert G. ..	Headmaster, Norman School	M.A.	A 1	1	[475 0 0]
{ Murdoch, Albert ..	Acting headmaster, Normal School	..	C 1	91	475 0 0
{ McClune, Hugh F. ..	First assistant	..	C 1	320	[340 0 0]
{ Binsted, Henry ..	Acting first assistant	..	C 1	777	340 0 0
Newman, Margaret S. ..	Kindergarten mistress	..	D 1	166	300 0 0
{ Binsted, Henry ..	Assistant	..	C 1	777	[320 0 0]
{ Green, Samuel ..	Acting assistant	..	D 1	1,357	310 0 0
Kennedy, Agnes ..	Assistant	..	D 1	1,425	270 0 0
{ Green, Samuel ..	.. ..	..	D 1	1,357	[290 0 0]
{ Harper, Edgar G. ..	Acting assistant	..	C 4	2,590	230 0 0
Baylis, Margaretta ..	Assistant	..	C 2	1,564	240 0 0
Foster, Mabel K. ..	.. ..	..	D 2	2,086	200 0 0
Hare, Ada E. H. ..	.. ..	..	D 3	2,467	200 0 0
Anderson, Millicent C. M. ..	.. ..	..	D 2	1,834	200 0 0
Lord, George H. ..	Teacher, Model Country School	..	C 2	711	310 0 0
Shearer, Florence ..	.. Junior Model School	..	D 1	1,182	190 0 0
Shrewsbury, Elsie ..	.. Secondary department	M.A.	A 1	177	330 0 0
Statham, Isabella M. ..	Junior kindergarten mistress	..	C 2	1,488	200 0 0
Part time,— (Names of instructors not available)	Instructor, domestic science	..	..	..	60 0 0
	.. Art	..	..	..	30 0 0
	.. Woodwork	..	..	..	30 0 0
	.. Agriculture	..	..	..	30 0 0
	.. Photography	..	..	..	10 0 0
	.. Swimming	..	..	..	8 10 0
Total	.. ..	..	..	..	£5,193 10 0
WELLINGTON.					
Tennant, John S. ..	Principal	M.A., B.Sc.	B 1	..	650 0 0
Lomas, Edmund K. ..	Assistant lecturer and deputy headmaster	M.A., M.Sc.	A 2	..	370 0 0
Hetherington, Jessie I. ..	Tutor and librarian	..	..	..	300 0 0
Webb, James C. ..	Headmaster, Normal School	B.A.	B 1	79	475 0 0
Kidson, George R. ..	First assistant	..	B 1	410	410 0 0
Maitland, Winifred ..	Kindergarten mistress	..	..	..	300 0 0
Hall, Alice Louise ..	Assistant	..	D 1	833	300 0 0
Hitchcock, Maria ..	.. ..	..	D 1	463	270 0 0
Robertson, Charles ..	.. ..	..	C 2	1,775	270 0 0
{ *Bowler, Daniel C. ..	.. ..	..	C 2	1,834	[260 0 0]
{ McRae, Rebecca F. ..	Acting Assistant	..	D 3	2,031	240 0 0
Fallows, Mary R. E. ..	Assistant	..	D 2	2,534	200 0 0
Thornton, Marion G. ..	.. ..	..	C 2	1,834	200 0 0
Garnham, Grace ..	.. ..	..	C 2	2,294	200 0 0
Little, Isabel D. B. ..	.. ..	..	C 3	2,229	190 0 0
Hunter, Dorothy (Mrs.) ..	.. ..	..	..	..	210 0 0
Tamblyn, Joseph ..	Teacher, Model Country School	M.A.	B 1	320	330 0 0
Taylor, Grace A. (Mrs.) ..	.. Junior Model School	B.A.	B 2	1,564	220 0 0
Sinclair, Mary Anne ..	.. secondary department	B.A.	B 1	463	330 0 0
Armitage, Rose E. ..	Junior kindergarten mistress	..	D 2	2,359	200 0 0
Part time,—					
Parker, Robert ..	Instructor, singing	..	..	..	50 0 0
Wellington Technical School staff	.. drawing	..	..	..	80 0 0
Howe, Edwin ..	.. woodwork and handwork	..	..	..	50 0 0
Wilson, Miss L. K. ..	.. domestic science	..	..	..	45 0 0
Total	.. ..	..	..	..	£5,890 0 0
CHRISTCHURCH.					
Foster, Thomas S. ..	Principal	M.A.	A 1	..	650 0 0
Purchase, John E. ..	Assistant lecturer and deputy headmaster	M.A.	A 1	18	400 0 0
Wilson, Joseph H. ..	Tutor and librarian	M.A.	B 2	..	320 0 0
Aschman, Christopher T. ..	Headmaster, Normal School	..	C 1	18	475 0 0
{ †Lynskey, Michael ..	First assistant	M.A.	A 1	120	[350 0 0]
{ Pearson, Robert S. ..	Acting first assistant	..	D 1	320	340 0 0

* On leave with Expeditionary Forces.

† On leave—Temporary Inspector, Education Department.

TABLE P4.—NAMES AND SALARIES OF STAFFS OF TRAINING COLLEGES AS AT 31ST DECEMBER, 1916
—continued.

Note.—Teachers acting in place of teachers on leave, or in place of teachers temporarily filling other positions, are shown in italics.

Name.	Position.	University Status.	Classification.	Grading.	Salary.
CHRISTCHURCH—continued.					
Inkpen, Agnes F. R. . .	Kindergarten mistress . . .	..	D 1	305	£ 300 0 0
Wagstaff, Jessie W. (Mrs.) . .	Assistant teacher . . .	..	D 1	939	320 0 0
{ Irwin, Samuel John . .	..	..	C 1	490	[290 0 0]
{ Mottram, Francis J. . .	Acting assistant teacher . . .	..	B 2	1,116	280 0 0
Wauchop, William S. . .	Assistant teacher . . .	M.A.	A 2	711	270 0 0
Grand, Ellen . .	..	..	D 1	1,357	240 0 0
Jameson, Esther D. . .	..	..	D 2	2,086	200 0 0
Ansley, Annie . .	..	..	D 1	2,294	175 0 0
{ Pearson, Robert S. . .	Teacher, Model Country School . . .	..	D 1	320	[320 0 0]
{ Irwin, Samuel J. . .	Acting teacher, Model Country School . . .	..	C 1	490	310 0 0
Ormandy, Florence E. . .	Teacher, Junior Model School . . .	..	C 2	1,425	200 0 0
Irwin, James . .	.. secondary department . . .	..	C 1	350	350 0 0
Williams, Florence W. A. . .	Assistant teacher, secondary department . . .	B.A.	B 1	1,048	230 0 0
Schmidt, Helene G. . .	Junior kindergarten mistress . . .	..	C 3	2,412	200 0 0
Part time,—					
(Names of instructors not available)	Instructor ambulance . . .	..	..	..	17 0 0
	.. drawing . . .	..	..	..	91 0 0
	.. singing . . .	..	..	..	60 0 0
Total	..	..	..	..	£5,428 0 0
DUNEDIN.					
Pinder, Edward . .	Principal . . .	M.A.	A 1	..	650 0 0
Moore, John Alex. . .	Assistant lecturer and deputy head-master . . .	M.A., B.Sc.	A 1	79	400 0 0
Davis, Thomas B. . .	Tutor and librarian . . .	B.A. B.Sc..	A 2	434	300 0 0
McElrea, William . .	Headmaster, Normal School . . .	B.E.	B 1	7	475 0 0
McMillan, Hugh . .	First assistant . . .	..	D 1	276	350 0 0
Maxwell, Jessie . .	Kindergarten mistress . . .	..	D 1	223	300 0 0
Partridge, Ernest . .	Assistant teacher . . .	M.A.	A 2	777	320 0 0
McMillan, Mary S. . .	..	..	E 1	463	270 0 0
{ *Luke, Gabriel M. . .	..	..	C 3	1,707	[270 0 0]
{ Greaves, Alice . .	Acting assistant teacher . . .	..	D 1	1,299	260 0 0
Falks, Kate . .	Assistant teacher . . .	..	D 1	2,031	240 0 0
{ Greaves, Alice . .	..	..	D 1	1,299	[200 0 0]
{ Carrington, Martha L. (Mrs.) . .	Acting assistant teacher . . .	..	D 4	3,802	190 0 0
White, Dora . .	Assistant teacher . . .	..	C 2	2,294	200 0 0
{ Henderson, Elizabeth C. . .	..	..	C 3	1,967	[200 0 0]
{ Pollock, Daisy W. (Mrs.) . .	Acting assistant teacher . . .	..	D 3	3,277	210 0 0
Alexander, Ann C. . .	Assistant teacher . . .	..	D 1	1,631	200 0 0
Marryatt, Ernest . .	Teacher, Model Country School . . .	..	C 1	604	320 0 0
Macpherson, Gertrude C. . .	.. Junior Model School . . .	..	D 1	570	200 0 0
Stewart, Charles A. . .	.. secondary department . . .	M.A.	A 2	490	350 0 0
Kenyon, Helen M. . .	Assistant teacher, secondary department . . .	B.A.	B 2	1,357	240 0 0
Crawley, Janet L. . .	Junior kindergarten mistress . . .	..	D 1	777	200 0 0
Part time,—					
Hawcridge, Robert . .	Instructor, drawing . . .	..	..	..	36 0 0
Hutton, Nellie L. D. . .	..	..	..	..	104 0 0
Wakelin, Walter C. . .	.. woodwork . . .	..	..	..	25 0 0
Green, Edward S. . .	.. agriculture . . .	..	..	..	60 0 0
Total	..	..	..	..	£5,960 0 0

* On leave with Expeditionary Forces.

No. 3.

EXTRACTS FROM THE REPORTS OF THE PRINCIPALS OF TRAINING COLLEGES.

AUCKLAND.

The chief feature of the year has been the absence of the Principal on military service, and the consequent reorganization of the staff. The headmaster, deputy headmaster, first, second, and third male assistants were each advanced one place, and an ex-student was appointed to fill the vacancy thus left. This arrangement has proved satisfactory, especially in preserving a continuity of aims and methods both in the school and in the College. Other changes in the staff also became necessary during the year.

The first term opened with a record number of students—119—four more than in 1915. The number was made up as follows: First year—Men 22, women 55, total 77; second year—men 9, women 33, total 42; grand total, 119. Of this number, three men left during the year to serve their country in arms, and two women (both of Division D) withdrew before the close of the year, leaving the roll number 114. Under the circumstances the small proportion of male students is not surprising, for there is little doubt that the small number is largely due to the demands of the war. On the women's side the College space has been unduly taxed, and more accommodation may soon be urgently required. In 1908, when the College was built, the regulations provided for only eighty students; in 1916 the number of women alone exceeded this number by eight. Before the end of the year a number of students enlisted for military service besides the three mentioned above who actually went into camp. As the reality of the war came more and more closely into the College life and the call for men became keener, students found it harder to settle calmly to a studious life. This very natural tendency was particularly noticeable in the case of men awaiting their turn to go into camp after enlistment. In the face of this unrest a number of students were conspicuously assiduous in their studies, and achieved highly satisfactory results. In the Teachers' C and D examinations, as well as in those for University terms and for sections of the B.A. degree, the results have been very gratifying indeed.

In the giving of practical training to the students the staff was again assisted by a number of associated teachers in other city and suburban schools, whose services have been very helpful, and in some cases exceptionally valuable. The College staff rendered excellent service in this normal-school work, an extremely important part of the students' training.

As in other years, on Wednesday afternoons a number of visits of observation were made with the purpose of enlarging the students' outlook. Among the places visited were Mount Eden, Rangitoto, the Museum, the Art Gallery, the Herald Printing-works (to see the printing of the *Weekly News*), the sugar-refinery, and Messrs. Ambury's milk-factory. I think the visits have been of considerable benefit to the students, and later should lead them as teachers to make use of their school environment as fully as possible.

As in previous years, the sport side of college life was a noticeable feature of its activity, and to this must be largely attributed the continuance of the general good health of the students throughout the year. Experience makes it more and more evident that this essential of our college life is the best safeguard against overstrain. In hockey our senior ladies' team had the honour once again of winning the association's banner in the season's championship competition.

In concluding this report I wish to pay a tribute to the loyal and able services of the staff. A man of strong personality like Mr. Milnes cannot be absent without his loss being strongly felt. I believe that every teacher in the school and college has felt the obligation to put forth in Mr. Milnes's absence their best efforts to compensate for his loss. Our joint aim has been to carry on his work in the way he would have done it, and thus to maintain the traditions which he has fostered. As Acting-Principal I take this opportunity of acknowledging my personal indebtedness to these ladies and gentlemen, with whom I have been proud to work. Without their loyal and earnest help I should not have been able to face the task that suddenly devolved upon me.

WELLINGTON.

Terms.—The College opened on the 28th February, and closed on the 8th December, a working session of thirty-nine weeks, exclusive of the vacations.

Roll.—Fifty-one senior students returned to complete their training, and sixty-six new students entered. During the year four students left and one entered, leaving a roll of 114 at the close of the year. This is exclusive of enlistments, which are dealt with in another place. The students were classified as follows: Division A, 105; Division B, 4; Division C, 4; and Division D, 1.

Curriculum.—The course of study prescribed by regulations was arranged as follows: History and principles of education (senior classes), hygiene, child-study, and nature-study—the Principal; method—the headmaster; science and geography—Mr. E. K. Lomas, M.A., M.Sc.; kindergarten methods—Miss Maitland; music—Mr. R. Parker; domestic science—Miss. L. Wilson,

B.Sc.; handwork—Mr. Howe; drawing—Mr. Vivian Smith (of the Technical College Staff); needlework—Miss McRae; physical culture—Mr. Kidston. In addition to this, Miss J. Hetherington, M.A., gave special courses in English literature, history, phonetics, and history of education.

University College Classes.—The attendance at University lectures was as follows: English, 39; Latin, 23; French, 16; German, 2; mental science, 22; education, 46; history, 7; economics, 1; mathematics, 9; biology, 22; chemistry, 1. The results of the University work were: 22 students kept first-year terms, 10 students kept second-year terms, 7 students kept third-year terms, 31 students gaining first-class passes, 77 second-class passes, and 82 third-class passes. These class results, both in numbers and quality, are the best I have had to record, though the "terms" results mean that relatively few students are proceeding to take the degree in three years. Only one of our students was proceeding to the science degree. While regretting the fact that so small a proportion of students are preparing for the important work of science-teaching, the demands of the sciences in the matter of time practically limit our students to one of these subjects.

Certificate Results.—Fifty-six students completed their training in December last, and the joint results of the various examinations and the Training College recommendations were as follows: D certificate, 3; D and partial C certificate, 23; C certificate, 21; B certificate, 9. There is still a feeling abroad that these certificates do not represent as much as those gained exclusively through departmental examinations. While I acknowledge that the only conclusive proof to the contrary is the proved worth of our trainees as teachers, it is due to those holding the T.T. certificate to state that recommendations are made in certain definite subjects (of the C syllabus) in cases where the candidate has quite attained the standard required by the external examination, and, further, that the candidate has done a large amount of work quite outside the five subjects required—*e.g.*, an external candidate can obtain his C certificate on passing in English, education, physiography, handwork, and woodwork. Every Training College student has probably done, in addition, method, hygiene, agriculture or domestic science, kindergarten principles, music, swimming, nature-study, phonetics, and history, these extra subjects being in most cases carried two years beyond what might be called the D standard.

Teaching Practice.—The College is still placed at a very decided disadvantage owing to the distance between the College and the practising school. So far we have not taken advantage of section 4 (2) of the Training College Regulations, which provides for appointing associated normal teachers. The increasing number of students and the difficulties mentioned above render some such course now necessary. The latest Training College Regulations prescribe a minimum of 200 hours' teaching in each year, but, as in previous years, the bulk of the practice has been placed in the second year. The annual visit of our senior students to the city schools was paid in September, and was in every way successful.

Staff.—Owing to the increased attendance at the Kelburn Infant School, Miss Hursthouse was in August appointed to the new position thus created; otherwise the staff has remained unchanged. No provision has yet been made for transferring the Main Normal School to Kelburn, which, as a large and rapidly growing district, has claims for the accommodation of the older children quite apart from the necessities of the students in training.

Enlistments.—During the year eleven men students left the College to go into camp. This now makes a total enlistment of eighty-eight past and present students. Up to the present time 128 men have passed through the College, so that the percentage of enlistments is a credit both to the spirit and to the physique of our younger teachers. A further and interesting fact is that twenty-four of these men have won commissions in open competition either here or on the field. The casualty list up to date has been a heavy one, the following twelve students having made the supreme sacrifice. [Names not printed here—See Appendix B to E.—1.] In addition, ten of our men have been wounded and five have been invalided while on active service.

War Work.—A very creditable amount of work was done during the year by both pupils and students for our soldiers and for various charities, and in addition a substantial sum was raised by concerts held at the Normal Schools and at the Training College.

Inspections.—The Medical Inspector spent the first week in June with the students; the Normal Schools were examined in July; the Assistant Director inspected the whole institution in October; and the Manual and Technical Inspector examined the students in handwork in December. In addition, the Department's physical instructor gave the junior women students a special course in March, and the senior women students a similar course in December.

Summer School.—During February the usual special course for uncertificated teachers was given.

CHRISTCHURCH.

Forty-six students enrolled the previous year returned to complete their course of training, and sixty-nine new ones were admitted. During the year three men volunteered and were accepted for active service. One woman student withdrew owing to ill health, and one for urgent domestic reasons. The roll at the end of the year contained 110 names. Eight students in

Division B, and four University graduates in Division C, have not had any previous experience as teachers. The great majority—103—were ex-pupil-teachers or ex-probationers. In a total enrolment of 115 only twenty-one were males. This reduced proportion is partly due to the war, which accounts for the absence of five men who, under ordinary conditions, would have taken a second year of training. Moreover, three pupil-teachers who had qualified for admission to the College enlisted on the conclusion of their term of apprenticeship.

Only a limited number—the more advanced in scholarship and also of robust physique—took the full course at Canterbury College for a University degree, but several others studied for the purpose of gaining University certificates of proficiency in one or more subjects, with the view of qualifying for a teacher's certificate of Class B. All of the students take one or more courses each year, and enjoy the advantages derived from participation in the life and activities of a University college. The working-conditions of the students at Canterbury College have been greatly improved by the marked forward movement made in the way of structural additions, including the provision of commodious common rooms.

Suitable opportunity for practice in teaching and for observation of methods employed by expert teachers has been afforded to the students on the lines indicated in last year's report. Their teaching of classes or drafts has been closely and effectively supervised, and ample provision is made for individual assistance and criticism. During the two-years course of training each student is offered facilities for studying approved methods in use in practically every class in the main school, as well as in those model schools which more especially deal with the type of work which the student is likely to undertake after leaving the Training College.

In order to avoid interference with their practice in teaching, which is arranged for three separate groups of students at three separate hours of the daily morning session, lectures given by the Principal and Tutor are duplicated—*i.e.*, a lecture delivered at the first morning period is repeated in the third period to another group of students who are not required for teaching practice at that hour. The afternoon periods are devoted entirely to the instruction of students by the several members of the permanent or visiting staff.

Physical instruction has been given by the Department's officers when their services have been available. A good start in this direction was made by opening the College session with a week's continuous course of training. Associated with the work of these classes and with the lectures on school hygiene delivered by Dr. Eleanor Baker, drafts of school-children whose physical defects required special attention were given a daily course of suitable corrective exercises. Under capable and sympathetic instruction the improvement effected in the physique of these children was very noticeable.

The usual correspondence classes were continued during the year, and those teachers in remote schools who worked systematically and industriously made substantial progress. Such teachers should be encouraged by the further concessions made by the Department in the direction of simplifying the steps by which a teacher's certificate may be acquired.

Extensive use has been made by country teachers of the opportunities afforded them for observing the working of the model schools. It would be profitable if local Committees could arrange to close their schools at a time when such teachers as so desire could arrange to observe the working of the model and other schools in the district.

The limitation of space, to which attention has been drawn in previous reports, was especially noticeable during the past year, in which the highest enrolment in the history of the Training College was recorded. The lack of accommodation was recognized by the Hon. the Minister of Education after personally inspecting the premises. A subsequent report on the Training College by the Assistant Director of Education emphasized the urgent need for improved working-conditions. An application made shortly before the beginning of the war for a vote for a new building has been renewed. An excellent site in close proximity to the Normal School was secured over three years ago, and it is to be hoped that a suitable building will be shortly erected thereon. The need for improved sanitary arrangements, the provision for which has been demanded by the local Health Officers, was also brought under the Minister's notice by the Education Board. The urgency of the claim was recognized, and at the present time much-needed improvements are being effected.

Though no structure specially adapted for the purpose is available, yet the arrangement of the school buildings, which enclose an asphalted courtyard, affords valuable facilities for open-air teaching, for which the past season has been notably favourable. In fine weather classes or drafts in suitable forms of work are taught by students under healthy and pleasing conditions. In connection with the classes in nature-study, visits to the public gardens and the Museum have been paid, with beneficial results.

In the course of the year an inspection visit of a week's duration was paid by the Assistant Director of Education. He notes in his report that some of the students at the time of their admission had not passed in some of the ordinary subjects for the D certificate, and that the attempts to repair this omission made an undesirable demand on the time of the College tutor.

A students' class in first aid was conducted by Dr. Borrie, all the members of the class qualifying for the certificate awarded by the St. John Ambulance Association. Swimming classes were held, as in previous years, in the public baths.

With the increase in the number of students who live away from home, the demand for a hostel, more particularly for the women students, grows more urgent. Careful inquiry is made with the object of ensuring that the students select quarters where facilities for study are afforded; but the present arrangements can be regarded only as preliminary to something better, as they lack the opportunities for proper supervision and the development of that corporate spirit that is a prominent and desirable feature of community life.

DUNEDIN.

Number at Present.—There were admitted in 1916 10 men and 54 women, the total numbers at the beginning of the year being 22 men and 105 women. Of these, 2 men and 8 women left during the year, making the present numbers 20 men and 97 women, viz.: First-year students, 9 men and 52 women; second-year students, 11 men and 45 women.

Volunteered for Active Service.—Of the men who entered College in 1913, nineteen volunteered out of twenty-one; in 1914, eleven volunteered out of eleven; in 1915, nine volunteered out of twelve, the last return not being complete. The 1916 entrants are mostly too young, but it is thought that there will not be more than four senior men in College next year. Most of the above are at the front. Three have been killed and several wounded. It will be a fine thing for the teachers of the coming generation to have among their ranks such a large number of men who have fought and risked all for their country, and any present sacrifice is worth it from every point of view.

The subjects taught were as follows:—

Subject.	First-year Students.	Second-year Students.	Number of Hours per Week.
1. At College:—			
Education (junior and senior)	61	44	2 and 5
Method, &c.	61	56	7 and 2
Handwork	61	56	2 and 1
Home science	40	42	3 and 3
Agriculture	21	22	2 and 3
Drawing	61	56	3 and 1
Vocal music	53	53	2 and 1
Drill	61	56	1 and 1
Hygiene	61	56	2 and 1
Needlework	17	..	1 ..
Kindergarten	..	45	.. 1
Nature study	61	..	1 ..
Elocution	61	..	1 ..
Physical measurements	9	..	2 ..
Woodwork	9	..	2 ..
2. University subjects:—			
Education	18	44	5
English (junior)	38	..	3 or 5
English (senior)	1	9	4
English (C.)	39	32	3
Latin (junior)	9	..	5
Latin (senior)	6	6	4
French (junior)	2	..	5
French (senior)	6	5	5
Mental science	2	3	5
Mathematics	1	1	5
Economics	12	9	3
History	2	5	3
Physics (junior)	1	1	9
Chemistry	..	3	9
Geology	..	2	7

At the University class examinations students passed as follows: Third class, 138; second class, 65; first class, 4. Of the present students, two have passed the first section of the B.A. degree, and are sitting for the second section; thirteen are sitting for the first section of B.A., and one for first section of B.Sc. degree.

Accommodation.—There are 117 students, of whom ninety-seven are women. The College was built to accommodate eighty students, in ratio as to sexes 1 : 2—i.e., fifty-three women. It has therefore to accommodate ninety-seven instead of fifty-three. The crush may be imagined when both-years students come together.

Boarding Arrangements.—There are not any. Sixty-nine young women from outside Dunedin have to find board as they best can. I have before expressed the need there is for a College hostel. The advantages would be (1) unity and control of supervision; (2) boarding arrangements to suit College work, and consequent economy of time and energy; (3) increase of College spirit and greater unity among students, and therefore more lasting result of College training. To these might be added better health arrangements as to exercise and baths, &c. I regard this boarding question as the most pressing one in connection with training colleges.

Medical.—In connection with the health of students I think that arrangements might be made for the Medical Inspector of Schools stationed at Dunedin to attend at College once a month and inspect the health condition of students, especially the women. This could easily be done in connection with drill, and a record kept of condition, &c., of each district. Many cases of nervous weakness would then be detected in time. It seems odd that Medical Inspectors should be instructed to examine the school-children but not the students of the institution. In fact, I think that pupil-teachers and probationers should be examined also during their course, which could then be adjusted to their health-capacity on such lines. The health of women students decidedly needs more supervision. Too many of them come here fresh from the worries of teaching large classes, and also from the worry of the January examinations, and in anything but a fit state to undertake a College course without regular and compulsory medical supervision. It is impossible to pay for it out of their meagre allowance, and it seems to me that the Medical Inspector should take over this work as a regular part of routine. The fact that so many students are away from home care intensifies the need.

Home science continues to supply the main scientific training for female students. Professor Boys-Smith, whose department supplies the teaching, complains that the C programme in domestic science is too diffuse and needs to be unified. The students have three hours a week each year at this subject, and should benefit by the course, more so if it were improved.

General Science Subjects.—As will be seen by the return of University classes, science subjects continue at a disadvantage compared with other subjects. The reason is that a University science class takes from seven to nine hours a week, yet for a certificate only counts as one subject. English counts as a C subject with only two to three hours a week. If a science subject up to degree standard were to count as two subjects for C instead of one, or if a student taking a University science were allowed to drop English as a compulsory C subject (provided it was taken up to Matriculation standard) there would be a more equal division of effort and result.

Pupil-teachers and Probationers.—The question continually comes up for discussion as to the connection between pupil-teacher or probationer training and training-college training. Which should come first? A considerable number of pupil-teachers and probationers never go through the training college, but proceed straight to positions, satisfied with the practical training they have received. On the other hand, pupil-teachers or probationers who have been through the College freely admit the benefit they have received. As to which form of training should come first there are opinions on both sides. There is no doubt that a preliminary course of practical teaching before entering college tends to make the student more awake to the problems involved in an adult attempting to teach a child; but, on the other hand, it also tends to give the student preformed ideas, often narrow and mechanical, as to methods which solve these problems. We find these two results in our practice with students: (1) The student who has not been a pupil-teacher or probationer is often unaware that there is any problem to be faced in teaching a child. To him words must carry the same idea to all classes of mind. On the other hand, (2) the student who has been a pupil-teacher thinks that he has the proper one and only method of teaching a subject. He tends to revert to this method which he has used every day for at least two years, and leave the new one which he has seen for only a few hours altogether and has practised with a certain lack of responsibility inseparable from mere practice lessons. One of last year's students expressed the opinion, after being in charge of a sole-teacher school for a year, "If I could go back to college now wouldn't I learn and notice far more than I did before!" I think the ideal way would be to combine both elements: First one year at college, then one or more years responsible teaching, then a second year at college.

Students' Practice.—We have made considerable use of associated schools, nearly half the senior students gaining their practice and observation in them, of course, in rotation. I do not see how it can be otherwise. If 117 students are to find each 200 teaching-practice-observation hours in the year in the Normal School, both that practice and the work of the school must be very much cut up. Then what becomes of the school as a model one—for the children at each stage would necessarily be ill prepared owing to constant interruption? Of course, the plan of associated schools has its weak points. The greatest is the prevalent opinion (due to the more or less mechanical manipulation of large classes) that teaching method is evolved and perfected, "cut and dried," to be acquired imitatively and applied universally. There is also, of course, the question of control. Nevertheless, the students appreciate the privilege of seeing different

teachers at work, and I think on the whole the advantages outweigh the disadvantages. I think that head teachers of associated schools should be paid a bonus as well as the class teacher. The intrusion of a student would be then more a part of the regular school duty.

Specializing.—I notice that the Department is calling for offers from students willing to specialize in a further one or two years' course in agriculture. I think this is a good departure. There is no reason why students should not be encouraged and selected to specialize in handwork, agriculture, science, and physical drill. An extension of their course for two or three years would be necessary on slightly more liberal terms. The Department would thus be providing special instructors in these special subjects who were also trained teachers—a combination that is not always obtainable.

General.—The work of the College has proceeded on its usual lines. The conduct of the students has been very satisfactory. I am privileged each year to come into contact with a very considerable number of young men and women who are really in earnest about their work, and who cannot but be in the future towers of strength to the service.

APPENDIX E.

PUBLIC SCHOOLS AND TEACHERS.

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, with the Average Attendance, Grade of School, and Names, Position, Classification, Grading, and Salaries of the Teachers, as in December, 1916.

The names of teachers absent on military service are given in E.-1 (Report of the Education Department).

NOTE 1.—The schools are placed in alphabetical order, the grade for 1916 being shown in column 2.
NOTE 2.—The average attendance of half-time schools is shown for each school as well as for the group—viz., Awakino (25) and Mokau (19); similarly the attendance of main and side schools, and of the primary and secondary departments of district high schools, is shown separately for each school or Department.
NOTE 3.—In column (5), "H" means head of school; "S," sole teacher; "I," infant-mistress (in schools of Grades Vc and VII); "A," assistant; "Pt," pupil-teacher; "Pr," probationer; and "D," assistant in secondary department of a district high school. In the case of normal schools "N" means assistant; "N (I)," kindergarten mistress; "N (S)," teacher of model school; "N (D)," assistant in secondary department. Teachers on leave of absence (excepting those on military service) are shown, the teachers who are relieving them being indicated by "Sub."
NOTE 4.—A residence is either provided for the sole or head teacher, or house allowance is paid according to the following scale: Grades I and II, £20 per annum; Grade III, £30 per annum; Grade IV, £40 per annum; Grades V, VI, and VII, £50 per annum.
NOTE 5.—Headmasters of district high schools (other than normal district high school) receive £30 per annum in addition to salary shown in column (8).

AUCKLAND.

Schools.			Teachers.				
Name.	Grade, 1916	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Ahuroa Nos. 1 (7) and 2 (10)	1	17	Wiesner, Rose B.	S	C3	3135	£ 150
Aka Aka	3A	50	Hoey, Reuben L.	H	C2	1182	215
			Snell, Amelia A.	A	..	..	117
Albany	3A	40	Potter, Ethel May	H	C2	604	210
			Bosceawen, Kathleen E. (Mrs.)	A	..	..	146
Albertland North	1	10	Hutchings, Mary K.	S	..	..	110
Alexandra	3B	82	Brown, Isabella M. K. (Mrs.)	H	C1	529	230
			Clark, Bellmar A.	A	D5	..	120
			Brownlee, Flora.	A	..	..	110
Amiona	1	13	Fitzgerald, Annie	S	..	..	110
Amodeo Bay	0	6	Strongman, Vivienne M.	S	..	..	24
Aoroa	3A	57	Fox, Norman S.	H	C2	1246	215
			Cobbald, E. L.	A	..	..	117
Aranga	2	22	Gregory, Ernest D.	S	..	..	126
Arapae	1	16	Humberstone, Gladys R.	S	..	..	126
Araparara (8) and Mangakura (11)	2	19	Colgrave, Charles H.	S	..	..	180
Arapohue	3A	51	Lawton, Herbert W.	H	C3	1707	210
			Kidd, Ivy B.	A	C3	3502	140
Ararimu (7) and Paparimu (7)	1	14	Fecht, Albert E.	S	..	..	162
Ararua	3A	36	Wills, George H. A.	H	D2	1425	210
			Wairn, Hilda A.	A	..	..	110
Aratapu District High School—	4A	159	Hockin, Harry	H	D1	350	290
Primary (125), secondary (34)			Heywood, Edith M.	A	D3	2666	160
			Foster, Clara E.	A	..	..	117
			Hollis, Eileen	Pt2	..	..	45
			Gavey, Annie L.	D	C1	777	..
Aratoro	1	18	Gillanders, Helen A.	S	..	..	110
Ardmore	3A	40	Wright, John	H	D3	2294	210
			Smith, Hazel	A	..	..	117
Aria	2	24	Daldy, Phebe E.	S	..	..	126
Avoca	2	30	Dale, William S. J.	S	..	..	126
Avondale (465) and side school (32)	7B	497	Darrow, Harry A.	H	B1	31	420
			Shepherd, Arthur J.	A	C1	289	320
			Newton, Edith M.	I	D1	463	240
			Gough, James T.	A	C1	570	240
			Ingram, Dorothy R.	A	E1	1299	200
			Waddell, William H.	A	C2	1116	220
			Small, Annie T.	A	E1	1631	160
			Bull, Evelyn F.	A	C2	2467	140
			Astley, Gladys C. A.	A	C3	3135	120
			Kelland, Louisa M.	Pt4	..	..	65
			Laing, Cecil J. F.	Pt4	..	..	65
			Greeves, Charles	Pt3	..	..	55
			Frond, Florence J.	Pt2	..	..	60
			Ellis, Clara J.	Pr1	..	..	30

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Awakanae	1	13	Kelso, Archibald	S	..	..	£ 110
Awakeri	1	17	Johnson, Jessie M.	S	..	..	110
Awanui	3A	73	Abercrombie, Harry B.	H	..	..	180
			Hirst, Katie	A	..	..	110
Awaroa (12) and Matira (9)	2	21	Regan, Michael D.	S	E2	3448	210
Awitu Central	2	25	Matthews, Hilda M. (Mrs.)	S	..	..	135
Awitu No. 2	1	13	King, Roland	S	..	..	110
Babylon	1	9	Rayner, Lilly C. (Mrs.)	S	B4	..	110
Bayfield	7C	603	Bowden, Alfred N.	H	C1	49	420
			Jones, Thomas R.	A	C1	223	300
			Thompson, Frances E.	I	D1	320	240
			Hayson, Bertrand W.	A	C1	570	260
			Caldwell, Alice M.	A	D1	1048	200
			Jones, Ruth B.	A	C1	990	200
			Cole, Adelaide A. M.	A	D2	1967	170
			Stretton, Ernest C. N.	A	C2	2086	140
			Barker, Sara (Mrs.)	A	E2	2963	160
			Quinn, Annie	A	D4	3774	120
			Jamieson, Rubina G.	Pt4	..	..	65
			Ashley, Emma	Pt4	..	..	65
			Douglas, Caroline H. A.	Pt3	..	..	65
			Smith, Lincoln J. R.	Pt3	..	..	65
			Fricke, Hilda E.	Pt2	..	..	45
			Maloney, Mary K.	Pt1	..	..	55
			Bell, Caroline M.	Pr1	..	..	30
Belmont	4B	171	Harrison, Rupert P. C.	H	B1	223	270
			Benton, Arthur	A	C3	1564	200
			Chapman, Ellen N. I. M.	A	E2	1834	160
			Vialoux, Kate V.	A	D2	2534	120
			Neary, Stephanie A.	Pt4	..	..	65
			McNaughton, Henry L.	Pr1	..	..	30
Beresford Street	7B	613	Gatenby, William J.	H	B1	233	410
			Moor, William J.	A	D1	529	310
			McIlhone, Mary J.	A	E1	660	240
			Dempsey, Walter S.	A	C1	891	230
			Forsyth, Caroline (Mrs.)	I	D1	660	220
			Gillibrand, Emma	A	D1	891	200
			Davison, Mary E.	A	D1	1357	180
			Seats, Ethel F. A.	A	D2	2294	140
			Hattaway, Martha	A	D2	2895	120
			Patterson, Lavinia C.	A	C3	3066	120
			Cousins, Eric G.	Pt4	..	..	55
			Wilson, Beatrice A.	Pt4	..	..	65
			Millett, Ivy	Pt4	..	..	65
			Finlayson, Mary	Pt3	..	..	65
			McGinley, Ruby V.	Pt3	..	..	55
			McAuley, Isabel A.	Pt1	..	..	35
			Garbolino, Margaret A.	Pr2	..	..	60
			Drever, Donald D.	Pr1	..	..	55
Bickerstaffe	2	22	Watts, Eliza A. (Mrs.)	S	..	..	110
Birkdale	3B	96	Brook, Julian	H	D1	939	250
			McCowan, Aileen	A	..	..	110
			Rose, Amy E.	A	C3	3209	120
Bombay	3A	77	Corbett, Robert J.	H	C1	463	230
			Wootten, Jessie C.	A	D2	2666	140
Bream Tail (6) and Waipu Cove (21)	2	27	Connell, William J.	S	E1	..	200
Brigham's Creek	2	28	Taylor, Minnie I.	S	C2	1967	155
Broadwood	2	23	Newton, Lilian F.	S	..	..	126
Brynavon (6) and Whareora (11)	1	17	Williams, Violet L.	S	..	..	126
Brynderwyn	2	22	Greville, Alice	S	D4	2534	150
Buckland	3A	70	Wily, Harry H. D.	H	D1	660	230
			Bagnall, Alice M. G.	A	C3	3066	130
			Delaney, Clara	Pr2	..	..	60
			Flavell, Lucy	Pr1	..	..	30
Cabbage Bay	3A	48	Moore, Daniel V.	H	C4	1564	210
			Shiress, Hilda V.	A	..	..	110
Cambridge District High School— Primary (288), secondary (13)	5B	301	Campbell, Robert	H	C1	135	330
			Mohr, Edwyna E.	A	C4	2963	180
			Brenkley, Annie	A	C3	2467	160
			McPherson, Delia H.	A	C3	2412	160
			Williams, Florence A.	A	Lic.	..	114
			Hodge, Robert P.	Pt2	..	..	60
			Callaway, Ronald P.	Pt2	..	..	45
			Brown, Zoe A.	Pr2	..	..	60
			Meredith, Charles	D	C1	833	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Cambridge West	3B	73	Gelling, William M. ..	H	C1	939	£ 250
			Broom, Lavinia E. ..	A	D2	2666	135
Cape Colville (8) and Moehau (4) ..	1	12	Barker, Mabel L. (Mrs.) ..	S	..	..	153
Churchill	1	15	Hyde, Albert W. ..	S	..	..	110
Clevedon	3A	72	Crispe, Colin R. R. ..	H	C1	777	210
			Murray, Amy V. E. ..	A	..	..	117
Cook's Bay	0	8	Fraser, Christina ..	S	..	..	48
Coromandel District High School—	4B	175	Elliott, James ..	H	C1	320	260
Primary (154), secondary (21)			Jamieson, Robert E. ..	A	D2	1299	200
			McPhail, Laura R. ..	A	D4	3013	150
			Broadgate, Ruby E. ..	A	..	..	126
			Howell, Rita F. ..	Pt1	..	..	55
			Myers, Hannah ..	Pr2	..	..	35
			Gatland, Mary ..	Pr1	..	..	30
			Hurdsfield, Edgar C. ..	D	..	..	..
Dacre's (10) and Tawharanui (16) ..	2	26	Redwood, Horace S. ..	S	..	..	189
Dairy Flat (17) and Fernilea (9) ..	2	26	Ross, Alice G. (Mrs.) ..	S	D2	3066	20
Dargaville	5A	251	Lloyd, William ..	H	D1	135	320
			McCowan, Henry ..	A	C3	1707	240
			Telfer, Violet M. ..	A	C3	2467	160
			Turner, Margaret W. ..	A	C3	2294	150
			Widdup, Florence G. ..	A	C4	3502	120
			Smith, Ada H. ..	Pt4	..	..	65
			Warmington, Verley R. ..	Pt3	..	..	65
			Ashby, Clarice E. ..	Pr1	..	..	55
Devonport	7F	760	Armstrong, James ..	H	D1	31	420
			Sheppard, Albert L. ..	A	C1	209	300
			Grant, Jane D. ..	A	B1	371	240
			Perkins, Edward ..	A	C1	711	260
			Pratt, Edward ..	A	C2	1425	220
			Wildman, Eliza J. (Mrs.) ..	A	E1	1048	200
			Robertson, Evelyn M. ..	A	E2	1834	180
			Halls, Winifred E. ..	A	D3	2895	120
			Haszard, Miriam K. ..	A	D4	3398	120
			Fenton, Alice ..	A	C4	..	120
			Worthington, Frances D. ..	A	D4	..	120
			Whiting, Dorothy H. ..	A	C3	3135	120
			Brown, Winifred E. (Mrs.) ..	I	D3	3066	140
			Carpenter, Henry E. D. ..	Pt4	..	..	65
			Crossman, Mabel R. ..	Pt4	..	..	55
			Cleary, Elsie E. ..	Pt4	..	..	65
			York, Evan P. ..	Pt2	..	..	45
			Clarke, Ruth E. ..	Pt2	..	..	45
			Elliott, Gertrude T. ..	Pt2	..	..	45
			Clarke, Annie ..	Pr2	..	..	35
			Ross, Barbara A. E. ..	Pr2	..	..	35
			Naylor, Alice W. ..	Pr1	..	..	30
			White, Jocelyn P. ..	Pr1	..	..	55
Dome Valley	2	38	Murphy, Clarence J. ..	S	C2	1564	190
Drury	3A	58	McNaughton, James D. ..	H	D1	604	230
			Smythe, Madeline E. C. ..	A	D3	3066	140
			Bycroft, Frances R. ..	Pr2	..	..	60
East Tamaki	3A	47	Allen, Frederick N. ..	H	C3	1564	200
			Moore, Irene B. ..	A	C4	3209	130
Edendale	7C	613	Semadeni, Casper A. ..	H	C1	62	420
			Rowe, Adrian M. ..	A	C1	434	320
			Millington, Ellen ..	A	B1	604	240
			Stubbs, George H. ..	A	C3	1357	260
			Mahon, Rose M. ..	I	D1	570	200
			Kelly, Roy D. ..	A	C3	1299	230
			Mahon, Eileen A. ..	A	C1	1182	160
			Foley, Veronica M. ..	A	D3	3135	140
			Harrison, Emily A. ..	A	D2	2726	130
			Barnes, Adina L. (Mrs.) ..	A	D3	3066	140
			Walker, Mary E. ..	Pt4	..	..	55
			Reid, Ellenor K. ..	Pt3	..	..	65
			Walsh, Mary ..	Pt3	..	..	65
			Lee, Gerald T. ..	Pt3	..	..	55
			Meiklejohn, Nora ..	Pt1	..	..	35
			Sceates, Winifred A. ..	Pt1	..	..	35
			Anderson, Irene F. ..	Pr2	..	..	60
			Richards, Minnie M. M. ..	Pr1	..	..	30
			McLeod, Kathleen J. ..	Pr1	..	..	35

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Ellerslie	5D	378	Wooller, Joseph	H	C1	110	£ 330
			Moon, Mark H.	A	D1	711	260
			Astley, Ellen	I	E1	777	200
			Clark, Florence R.	A	D2	1775	200
			Phipps, Doris D.	A	C3	2590	140
			Webber, Elsie E.	A	C3	2726	140
			Hamley, Gladys A. C.	A	D3	3209	120
			Slater, Kathleen S.	Pt4	..	..	55
			Ernest, Anne	Pt4	..	..	55
			Hill, Beryl M.	Pt3	..	..	65
			Jones, Cyril E.	Pr1	..	..	30
			Gray, Dorothy H.	Pr1	..	..	55
Elstow	3A	38	Jenkins, James	H	D3	1834	210
			Davies, Florence A.	A	C4	3502	120
Epsom	7A	524	Isemonger, Thomas	H	D1	79	420
			Crawford, Hugh W.	A	C1	233	320
			Carnachan, Blanche E.	I	E1	660	230
			Squire, Donald S. B.	A	C1	529	260
			Shroff, Maud A.	A	C1	833	200
			Fordyce, Johanna C.	A	C1	1246	200
			Skelley, Mary E. C.	A	C3	2895	150
			Rankin, Elsie E.	A	C3	2666	120
			Hyland, Eileen M.	Pt3	..	..	55
			Drummond, William G.	Pt3	..	..	55
			Bates, Violet W.	Pt2	..	..	45
			Kennedy, Annie R.	Pt1	..	..	35
			Miller, Lydia A.	Pt1	..	..	35
			Mathew, Dorothy M.	Pr2	..	..	35
Eureka	3A	42	Cooke, Violet M.	H	E3	1834	200
Fairburn's Road	1	16	Given, Isabella O. G.	A	C4	3534	130
Fernilea (half-time). See under Dairy Flat.			Carse, Harry	S	D2	3398	150
Flat Bush	3A	35	Tidmarsh, Henry H. C.	H	D2	1564	210
			Norris, Mabel S.	A	C4	3277	130
Frankton	4B	223	Matthews, George H.	H	C1	209	300
			Latimer, Constance M.	A	..	..	135
			Seddon, Dorothy M.	A	C2	1631	160
			Blackett, Isabella H.	A	C3	2086	140
			Worsley, Alice M.	A	D4	..	110
			Chell, Louisa E.	Pt2	..	..	45
			Carr, Frederic H.	Pr1	..	..	55
Glenbervie	1	20	Bedlington, Viva	S	D4	3398	130
Glenbrook	2	42	Cooke, Jessie B.	H	E1	1775	190
			Forrest, Grace I.	A	D4	3613	120
Glenfield	3B	72	Chappell, William, B.A.	H	B1	390	230
			Whitmore, Ella J.	A	D2	2784	140
			Radford, Amy L.	Pr2	..	..	60
			Howlett, Edna	Pr1	..	..	30
Glen Massey	3A	58	Cooper, Hubert J.	H	C3	1488	210
			Westfield, Margaret J.	A	B4	3502	130
Glen Murray	1	14	Keenan, Sara	S	..	..	110
Goodwood	3A	41	Piggott, Ellen M.	H	C3	1967	200
			Macredie, Muriel A.	A	C4	3661	120
Gordon	1	21	Grigg, Albert E.	S	E3	3209	130
Gordonton	3A	61	Gledhill, Eunice A.	H	E1	2048	210
			Thompson, Charlotte E. L. M.	A	..	..	117
			Sainsbury, Mary S.	Pr2	..	..	35
Grafton	7C	619	Scott, Augustus N.	H	B1	11	420
			Ramsay, James B.	A	B1	150	310
			Egan, Mary F.	I	E1	604	240
			Scott, Charles E.	A	C1	1048	230
			Holloway, Annie E.	A	D1	490	200
			Robinson, Florence K.	A	D1	1116	200
			Campbell, Annie E. (Mrs.)	A	E1	2159	170
			Sykes, Elsie B.	A	D3	3398	120
			Campbell, Maggie (Mrs.)	A	D3	3398	140
			Bell, Ivy E.	A	C3	3334	120
			Thorpe, Elsie M.	Pt4	..	..	55
			Underwood, Emily M.	Pt4	..	..	65
			Carmichael, Joan	Pt3	..	..	55
			Carr, Doris E.	Pt2	..	..	45
			McMillan, Flora E. G.	Pt2	..	..	60
			Mitchell, Mary	Pt1	..	..	35
			Jarvie, Doris E.	Pr1	..	..	60

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Graham's Fern.	3A	36	Hawson, Oscar M.	S	..	..	£ 180
Great Barrier (7) and Katherine Bay (20)	2	27	Hunter, Edward J.	S	..	..	189
Greenhithe (12) and Long Bay (17)	2	29	Brett, Reginald E.	S	C3	1967	210
Greerton	3A	43	Le Cocq, Walter A.	H	D2	1564	215
			Spence, Vera R.	A	D5	..	130
Grey Lynn	7D	653	Campbell, John (iii)	H	C1	749	420
			Boden, William J.	A	C1	233	310
			Shroff, Kate S. M.	I	C1	289	240
			Harden, Cecil J.	A	C2	777	230
			Fuller, Mary M.	A	D1	660	200
			Gillibrand, Winifred	A	E2	1902	200
			Dark, Nellie L.	A	D4	..	150
			Eslick, Violet I.	A	D2	2963	140
			Baird, Roberta E. A.	A	E2	2590	140
			Young, Edith M.	A	..	..	110
			Dormant, Mildred A.	A	D4	2844	120
			Tierney, Esma	Pt4	..	..	65
			Williams, Ada M.	Pt4	..	..	65
			Sims, Arthur R.	Pt3	..	..	55
			Strong, Sydney J.	Pt2	..	..	45
			Brown, Leslie O. M.	Pt1	..	..	55
			Hill, Minnie E. L.	Pt1	..	..	55
			Clark, Ada M.	Pr1	..	..	30
			Cox, Cyril J.	Pr1	..	..	30
Gumtown (12) and Whenuakite (10)	1	22	Mealand, Henry A.	S	..	..	126
Hakaru (13) and Tara Road (16) ..	2	29	Bongard, Emily.	S	D2	1357	210
Hamilton East	5D	407	Stevens, Percy E.	H	C1	209	330
			Tooman, Francis	A	C1	371	270
			Roche, Emily	I	D1	1299	200
			Graham, Jane A.	A	D2	1488	200
			Christie, Jane B.	A	C3	2844	130
			Barton, Lucy F. K.	A	C3	2844	130
			Milnes, Esther M.	A	..	..	110
			Henderson, Veda	Pt3	..	..	65
			Smith, Ruihi B.	Pt2	..	..	60
			Restell, Frances G.	Pt1	..	..	35
			Beach, Edith M.	Pr2	..	..	35
			McMiken, Margaret G.	Pr2	..	..	35
Hamilton West	7A	603	Worsley, William H.	H	D1	85	420
			Day, Arthur E.	A	C1	305	320
			Nixon, Amelia M.	I	D1	371	240
			Fenwick, Herbert	A	B2	1048	260
			Fawcett, Elizabeth M.	A	C2	1357	190
			Thorne, Jessie L.	A	C3	2086	200
			Clark, Ada	A	C3	2031	180
			Wilks, Doris E.	A	C3	2467	140
			Burbush, Nellie M.	A	C3	3135	120
			Sutton, Margaret B.	A	D4	3816	120
			Rogers, Victor S.	Pt3	..	..	65
			Wilson, Doris R. M.	Pt3	..	..	55
			Rochfort, Nora A.	Pt3	..	..	65
			Keat, Pearl	Pt2	..	..	45
			Cumming, Laura C.	Pt1	..	..	35
			Carter, Gladys R.	Pt1	..	..	35
			Chivers, Florence P.	Pr2	..	..	35
Hangatiki	3A	29	Molloy, John J.	S	C3	1357	200
Hareranga	0	4	Frissell, Alice E. C.	S	..	..	24
Harrisville	3A	71	Hill, Alfred E.	H	D2	1357	225
			Bell, Nora A.	A	C3	2844	130
Hautapu	3A	47	Admiston, Jessie H.	H	E1	1048	200
			Bellingham, Winifred	A	..	..	110
Helena Bay	1	16	Foote, Winnifred L.	S	..	..	110
Helensville	4C	206	Hill, Arthur J.	H	C1	177	290
			Wilson, Alice	A	D4	..	190
			Ganley, Hilda E.	A	D2	2086	160
			Short, Violet	A	..	..	126
			Ward, Sylvia B.	A	C4	3334	120
			Burgess, Maude M.	Pt1	..	..	55
			Wilkins, Winifred A.	Pr1	..	..	55
Henderson	4B	183	Innes, Joseph L.	H	C1	305	270
			McChesney, Hugh H.	A	C3	1967	200
			Casey, Clara E.	A	E2	1902	160
			Smith, Violet M.	A	D3	3066	130
			Rogers, Marion R.	Pt3	..	..	55

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Henderson Valley	2	15	Evans, Evelyn B.	S	..	..	£ 126
Herekino	3A	36	Walsh, John	H	C3	1834	200
Hikuia (18) and Puketui (11)	3A	29	Barker, Dorothy B.	A	..	..	117
Hikurangi	4B	166	Insull, Herbert W.	S	D3	1902	270
			Rust, Alexander M.	H	D1	1488	285
			Pendergrast, Arthur S.	A	D4	2590	180
			Terry, Elizabeth S.	A	D4	2726	170
			McKenzie, Edith A.	A	..	..	110
			McCaskill, Christina D.	Pt3	..	..	55
Hikutaiia	3A	50	Walters, Ernest J.	H	D2	1299	230
			Beamish, Mabel	A	..	..	117
Hillside	1	18	Lawry, Norah E.	S	C3	2159	140
Hinuera	2	27	Hawkes, Emma	S	D2	2086	160
Hinuera Valley	2	23	Peters, Valaporia A.	S	..	..	135
Hobsonville	3A	60	Johnson, Joseph B.	H	C1	891	230
			Carley, Hilda B.	A	..	..	117
Honikiwi	1	16	Smith, William	S	..	..	126
Hora Hora	4B	178	Higginson, Frank	H	C1	371	290
			Sones, Louisa E. (Mrs.)	A	D3	1707	180
			Pegler, Amy B. A.	A	..	..	135
			Wylie, Olive E. B.A.	A	B4	2844	130
			Adams, Alice M.	Pt3	..	..	65
			Footc, Ileene M.	Pr1	..	..	55
			McKenzie, Margery M.	Pr1	..	..	30
Hora Hora Rapids	0	7	Hogwood, Ethel M.	S	..	..	48
Horotiu	3A	54	Wood, Ernest A.	H	C2	1488	200
			Osborne, Dora M. W. (Mrs.)	A	D4	3802	140
Horsham Downs	1	19	Boswell, Stella E.	S	D3	3448	140
Hoteo North	2	17	McClune, Joseph S.	S	..	..	135
Houhora	3A	38	Hutchinson, Walter H.	H	..	..	180
			Taaffe, Rita E.	A	..	..	117
Houto (14) and Parakao (18)	2	32	Brown, Alfred A.	S	..	..	180
Howick	3A	37	Judkins, Alfred J. T.	H	C2	939	230
			Barker, Meta	A	D2	2963	140
Huarau	3A	44	Beasley, Arthur	H	C3	1902	250
			Hames, Alice L.	A	C4	3613	130
Huhue (10) and Mahurangi Heads West (12)	2	22	Scott, Frank J. L.	S	D4	3013	210
Huia	1	10	Wright, Doris B. O.	S	..	..	110
Hukatere	2	23	Wright, Amy I.	S	..	..	126
Hukerenui South	3A	60	Gray, Daniel	H	C2	1631	220
			Sullivan, Winifred C.	A	..	..	117
Huntly	5C	298	Garland, Frank W.	H	C1	529	330
			Lang, Violet	A	..	..	180
			Palmer, Gertrude	A	E2	1631	200
			Wylie, Ada E.	A	C3	2086	190
			Carter, Barbara (Mrs.)	A	..	..	130
			Stirling, Linda M.	A	D3	3209	130
			Herd, Katie R.	Pt2	..	..	45
			Sleep, Lilian R.	Pt1	..	..	55
Hunua	2	29	Hillam, Ernest B.	S	..	..	126
Jordan (12) and Pa (17)	2	29	Campbell, Josephine	S	C4	3277	200
Kacaea (19) and Rira (14)	2	33	Duckworth, Thomas P.	S	..	..	180
Kaeo	3B	80	Rodgers, Thomas	H	D1	604	230
			O'Donnell, Hanorah	A	D4	..	130
			Boag, Lily M.	A	..	..	110
Kaharoa (6) and Oturoa (19)	1	25	McRae, Fergus A.	S	Lic.	..	190
Kaiawa (11) and Miranda (9)	1	20	Hare, Hubert D.	S	..	..	126
Kaihera	1	28	Black, William	S	..	..	110
Kaihu	3B	88	Bullen, Frederick R. S.	H	C1	529	240
			Fraser, Lucy St. M. McK.	A	D2	2412	140
			Binning, Nellie N.	A	..	..	110
Kaikohe	3A	56	Church, George P.	H	D2	1707	210
			McLeod, Nezzie I.	A	..	..	117
Kaimai	1	12	Knowles, Isabella (Mrs.)	S	..	..	110
Kaimamaku	1	17	Fletcher, Raymond	S	B4	2784	140
Kaipara Flats	2	35	Manson, Janette C.	S	D1	1564	160
Kaipara Hills	0	2	Came, Violet E.	S	..	..	12
Kaitaia	3A	60	Vos, Victor R.	H	D3	1967	200
			Thorne, Bessie E. B.	A	Lic.	..	123½
Kaitangeweka	2	25	Stewart, Christopher J.	S	..	..	135
Kaiwaka	2	22	Meiklejohn, Lemuel S. A.	S	D3	2590	190
Kakapuka	2	30	Wells, Henry J. H.	S	..	..	126

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Kamo.. .. .	3B	84	Newhook, Clara J. .. .	H	..	..	£ 180
			Campbell, Willa E. .. .	A	D3	3277	140
			Morgan, Elizabeth E. .. .	A	..	..	110
			McLeod, Kate M. .. .	Pr2	..	..	35
			McPhee, Margaret .. .	Pr1	..	..	35
Kara (15) and Kokopu (15) .. .	2	30	Kruger, Herman .. .	S	C4	2359	210
Karaka .. .	2	23	Hewlett, Mary E. .. .	S	C4	3774	140
Karamu .. .	2	21	Baigent, Harold R. .. .	S	C4	2666	155
Karangahake (230) and side school (34) .. .	5C	264	Hamilton, Robert J., M.A., B.Sc. .. .	H	A1	115	340
			Blow, Harold L. .. .	A	D2	1116	260
			Coombe, Jessie W. .. .	A	D1	1246	200
			Hotson, Claud .. .	A	D2	1048	220
			Gibb, Christina C. .. .	A	..	..	117
			Andersen, Nora A. C. .. .	A	..	..	110
			Rohan, Gertrude C. .. .	Pt4	..	..	55
Kare Kare, No. 2 .. .	1	9	King, Phyllis M. .. .	S	..	..	110
Kare Kare (17) and Whatipu (10) .. .	2	27	Gamlen, Richard B., M.A. .. .	S	B4	2294	210
Kariaotahi .. .	3A	38	Tisdall, Estelle A. .. .	H	D2	1116	200
			Durrieu, Pauline .. .	A	..	..	110
Katherine Bay (half-time). See under Great Barrier.							
Katikati No. 1 .. .	1	17	Scott, Olive A. C. .. .	S	..	..	110
Katikati No. 2 .. .	3A	28	Mackay, Edward H. .. .	S	C3	2294	200
Katikati No. 3 .. .	2	25	Crickett, Nellie .. .	S	C4	2963	150
Katui .. .	2	22	Sale, Gilbert .. .	S	D4	2726	140
Kauaeranga Valley .. .	1	18	Adams, Jessie E. .. .	S	..	..	110
Kaukapakapa .. .	3A	52	Koller, Frederick R. .. .	H	C1	660	225
			Waddell, Myra B. .. .	A	D4	3334	135
Kaurihohore .. .	2	21	McCaskill, Margaret de L. .. .	S	D4	2895	160
Kauroa .. .	2	19	Moore, William .. .	S	D3	1775	170
Kawa .. .	1	9	Clarke, Mona K. M.] .. .	S	..	..	110
Kawakawa .. .	3A	66	Read, Thomas .. .	H	D1	660	210
			Mansfield, Winifred M. .. .	A	C4	3277	130
			Wilson, Frances E. .. .	Pr2	..	..	35
Kawhia .. .	3A	51	Armstrong, William T. .. .	H	C3	1299	210
			Kilgour, Muriel A. .. .	A	D4	3703	120
			Martin, Richard J. .. .	S	..	..	126
Kennedy Bay .. .	2	22					
Kereta (half-time). See under Tapu.							
Kerikeri .. .	2	26	Carse, Dorothy .. .	S	..	..	126
Kerikeri Inlet .. .	1	14	Empson, Mary C. (Mrs.) .. .	S	..	..	126
Kerepehi (19) and Ngatea (24) .. .	2	43	Salisbury, Josiah .. .	S	..	..	189
Kihikihi .. .	3A	64	Perry, Arthur M. .. .	H	D1	350	230
			Maunder, Nina M. (Mrs.) .. .	A	..	..	146
Kimihia .. .	3A	34	Browne, Lilian M. .. .	S	D2	1631	210
Kinohaku No. 1 .. .	1	19	Aimer, Edmond B. .. .	S	..	..	110
Kinohaku No. 2 .. .	2	26	Chalmers, Charles C. .. .	S	..	..	135
Kiokio .. .	3A	48	Ellicott, Kenneth, W. B. .. .	H	..	..	180
			Pattinson, Eliza R. .. .	A	..	..	117
			Hill, Mavis .. .	Pr1	..	..	30
Kirikopuni .. .	2	22	Finlayson, Alexander M. .. .	S	..	..	135
Kiripaka .. .	3A	54	Haeusler, Rudolph H. .. .	H	D5	2844	200
			McGregor, Georgina] .. .	A	..	..	117
Kiwitahi .. .	1	12	Bell, Mary .. .	S	..	..	126
Kohanga .. .	2	15	Bowen, Rosanna .. .	S	C1	..	140
Kohekohe .. .	2	23	McSporran, Robert, B.A. .. .	S	B3	2467	150
Kohukohu .. .	4A	117	Philips, Henry W. C. .. .	H	D1	1182	260
			Gilbert, Constance E. (Mrs.) .. .	A	D4	3398	170
			Spender, Elizabeth (Mrs.) .. .	A	..	..	130
Kokopu (half-time). See under Kara.							
Komakorau .. .	2	32	Smith, Jeanette G. C. .. .	S	..	..	171
Komata .. .	2	19	Baskett, Georgina C. (Mrs.) .. .	S	E3	3209	140
Komata North .. .	2	28	Wiesner, Emily .. .	S	D4	2086	150
Komiti .. .	1	23	Bryce, Howard M. .. .	S	..	..	110
Kopu .. .	3B	72	Rennick, James .. .	H	D1	529	250
			Anderson, Margaret F. L. .. .	A	Lic.	..	123½
Kopuku .. .	1	11	Reed, Thomas J. .. .	S	..	..	110
Korakonui .. .	2	21	Philpot, Owen J. .. .	S	C3	2534	160
Koromatua .. .	2	21	Clarke, Mary .. .	S	..	..	135
Koutu .. .	2	31	Mitchell, Catherine .. .	S	..	..	126
Kuaotunu .. .	3A	41	Nimmo, William .. .	H	..	..	180
			Nimmo, Jane (Mrs.) .. .	A	D3	..	120
Kutarere .. .	3A	40	Rouse, George .. .	H	..	..	189
			Reeve, Iza .. .	A	..	..	117

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Lichfield	1	16	Sullivan, Bertha J.	S	D4	..	£ 110
Limestone Island	2	20	Ingerson, William L.	S	E4	3398	140
Lindum Grange	1	10	Snee, Agnes C.	S	..	..	110
Lochnorrie	1	18	Frood, Nida	S	..	..	117
Long Bay (half-time). See under Greenhithe.							
Mahurangi Heads (8) and Mullet Point (10)	2	18	Algie, Annie (Mrs.)	S	E3	..	200
Mahurangi Heads West (half-time). See under Huhue.							
Mairoa (15) and Waitanguru (21) ..	3A	36	McCambridge, Hugh	S	D2	1488	270
Makarau (14) and Tahekeroa (19) ..	2	33	Kay, James	S	C4	2590	210
Maketu	3A	38	Naylor, Harriet M. (Mrs.) ..	H	D2	1488	200
			Peake, Lucy K.	A	..	..	110
Mamaku	3B	105	Webster, Harold E.	H	B1	1116	240
			Haslett, Esther B. (Mrs.) ..	A	Lic.	..	172
			Tobin, Blanche K. L.	A	C5	..	110
			Gillibrand, Kathleen	Pr1	..	..	55
Manawahe	1	17	Nichols, Emily F. A.	S	..	..	117
Manawaru	3A	75	Keaney, John J.	H	C1	833	230
			Knight, Daisy A.	A	..	..	117
Mangaiti	2	29	Keaney, Annie	S	E1	1182	185
Mangakura (half-time). See under Araparara.							
Mangapai	3A	53	Byles, Frank R.	H	D2	1425	210
			McLeod, Margaret M.	A	..	..	117
Mangapehi	3A	63	McGrath, Francis	H	C2	939	210
			Murphy, Lucy M.	A	..	..	110
Mangapiko	2	30	Hewitt, Dorothy O.	S	D3	2229	150
Mangarata (11) and Paradise (14) ..	2	25	Rendell, Alfred G.	S	Lic.	..	190
Mangatarata	0	8	Ridsdale, May	S	..	..	48
Mangateka	2	21	Burrow, Selwyn	S	..	..	126
Mangatete	2	25	Cooper, Charles W.	S	D2	1182	230
Mangatu (15) and Tutamoe (11) ..	2	26	Musgrove, Frederick A. ..	S	Lic.	..	190
Mangawai Beach	3A	43	Hickson, Walter	H	D1	1048	210
			McLennan, Jane A. (Mrs.) ..	A	E2	3567	150
Mangawhero	1	15	Clifford, Kathleen	S	..	..	110
Mangere	3A	60	Clark, Charles W.	H	D2	2229	230
			Feist, Emma J. (Mrs.)	A	D2	3066	150
Mangere Bridge	3B	96	Jaffrey, Henry C.	H	C1	371	245
			Sadler, Nora	A	D3	2844	140
			Smith, Stella I.	A	..	..	110
			Muir, Elizabeth F.	Pr1	..	..	55
Mangonui	2	38	Farnell, Wilfred J.	S	C3	2031	150
Man-o'-War Bay (half-time). See under Waiheke Central.							
Manukau Heads	2	18	Wright, Janet S. (Mrs.) ..	S	E2	2963	140
Manurewa	4B	165	McNaughton, David W. ..	H	C1	253	260
			Rankin, Lizzie B.	A	D3	..	150
			Stewart, Mary A.	A	D1	1488	150
			Cooper, Lucy	A	C3	2467	130
			Blennerhassett, Raymond ..	Pt3	..	..	65
Mapiu	3A	38	Bacon, Gladys M. (Mrs.) ..	H	D2	2534	200
			Davidson, Rose J.	A	..	..	110
Maraetai Nos. 1 (13) and 2 (13) ..	2	26	Mabbett, Arthur	S	..	..	180
Maramarua	2	21	Macmillan, Lilian M. E. D. B.	S	D4	3334	140
Mareretu (23) and Mareretu N. (10)	2	33	Law, George H. B.	S	..	..	180
Marlow (8) and Ruapekapeka (6) ..	1	14	Williamson, William	S	..	..	126
Maromaku	3A	33	Hart, Ernest	H	C2	1182	210
			Slattery, Margaret	A	..	..	117
Maropiu	2	33	Jones, Stanley C.	S	C3	2159	160
Marsh Meadows	2	36	Mackay, Mary C.	S	D3	2086	150
Marua	3A	36	Carter, Emily (Mrs.)	H	D3	2086	210
			McKenzie, Sarah M.	A	..	..	110
Mata (17) and Ruakaka (24) ..	2	41	Murdock, Alfred J.	S	D3	1967	270
Matahuru Nos. 1 (12) and 2 (20) ..	2	32	Ansley, Arthur F. T.	S	D2	1967	270
Mataitai	2	18	Wilson, Alice K.	S	C4	3066	160
Matakana	3A	53	de Montalk, Ethel J. (Mrs.)	H	D2	1048	210
			McLean, Mary F. E.	A	D4	..	130
Matakohe	3A	39	Fraser, Jessie A.	H	E1	891	210
			Dawson, Ethel	Sub.	D3	..	[200]
			McIntosh, Ivy M.	A	..	..	110
Matakohe, No. 2	1	9	Hyde, Alfred E.	S	..	..	126

For explanatory notes see page 1.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Matamata	3B	129	Malcolm, George H.	H	..	..	£ 180
			Crawshaw, Emma H.	A	C3	2895	130
			Munro, Ruth	A	..	..	110
Matangi	3A	66	McGuire, Mary A.	Pt3	..	..	65
			Robinson, Ernest T.	H	C1	833	220
			Hanlon, Margaret K.	A	C5	..	120
Matapouri (10) and Tutukaka (11)	2	21	Thompson, Ellen J.	Pr2	..	..	35
Mati	2	23	McKenzie, Clifton H.	S	D4	2726	210
Matira (half-time). See under Awaroa.			Blennerhassett, Annie M.	S	D3	2294	140
Mauku West	3A	60	Gutry, George A.	H	D2	1048	230
			Kenny, Kathleen E. B.	A	..	..	117
Maungakaramaea	3A	66	Lamb, William O.	H	C1	410	230
			Parkes, Margaret D. B.	A	D3	3334	135
Maungatapere	3A	56	Goss, Esther M. (Mrs.)	H	D2	1488	220
			Barker, Lilyan G.	A	..	..	117
Maungatautari	3A	39	Atkins, Harry	H	D2	1834	200
			O'Neill, Daisy C.	A	..	..	110
Maungatawhiri Valley	3A	39	Bretherton, Joseph E.	H	..	..	189
			Moyes, Ethel B. A.	A	D4	3741	120
Maungaturoto	3A	47	Collins, William	H	D1	1246	230
			Hart, Doris M.	A	..	..	110
Maungawhau, Auckland	7C	658	Ohlson, Frederick J.	H	C1	18	410
			Edgerley, William W.	A	C1	253	310
			Eastgate, Florence T.	A	C1	529	230
			Broun, James S.	A	C1	570	250
			Wells, Florence M.	I	D1	463	190
			Bannister, Harold	A	D2	1116	240
			Duffus, Elizabeth P.	A	E1	2031	150
			Clark, Dinah	A	C3	2031	120
			Lang, Mary C.	A	C4	3502	120
			Wharfe, Annie E.	A	D3	2784	120
			Guest, Owen J.	Pt4	..	..	55
			Coulthard, Marjorie	Pt3	..	..	55
			Bayliss, Beryl E.	Pt3	..	..	55
			Wilson, Ralph C.	Pt3	..	..	65
			Whitton, Dorothy A.	Pt3	..	..	55
			Pulman, Katherine E.	Pt2	..	..	60
			Solomon, Teuila	Pr2	..	..	60
			James, Agnes M.	Pr1	..	..	30
Maunu	3A	36	Barton, Robert	S	C2	1299	210
Meadowbank	4A	135	Warn, John M.	H	C1	233	260
			Ince, Eleanor E.	A	D1	2031	150
			Herrich, Edith E.	A	E3	3448	130
			Nutsford, Hazel	Pt3	..	..	55
Mercer	3B	81	Edwards, Charles T.	H	D1	490	235
			Nutsford, Enid	A	C4	3448	130
			Cardno, Isabella A.	A	C4	3661	120
			Leatham, Margaret F.	Pr1	..	..	55
Mercury Bay	3B	96	Dean, William F.	H	C1	490	240
			Bond, Alice	A	D4	3567	130
			Weiser, Vera	A	..	..	110
Miranda (half-time). See under Kaiawa.							
Moechau (half-time). See under Cape Colville.							
Mokai	3A	42	Merrington, Alfred R.	H	B3	777	200
			Gifford, Isobel (Mrs.)	A	D5	..	140
Mokauiti	3A	39	Forbes, Ada	H	C3	2159	200
			Given, Marguerita E. F.	A	..	..	117
Monavale (12) and Pukerimu (19) ..	2	31	Schmidt, William H.	S	C2	1564	200
Morrinsville	4C	210	Campbell, Donald R. F.	H	C1	233	280
			Harper, Mary M.	A	D1	777	190
			Young, Emily E.	A	..	..	135
			Shaw, Alice E. (Mrs.)	A	C3	3398	160
			Fraser, Lucinda (Mrs.)	A	D4	2895	130
			Mackenzie, Florence E. A.	Pt4	..	..	55
Motukaraka	3A	38	Downard, Henry J. F.	H	C2	1357	250
			Douglas, Gertrude A.	A	..	..	117
Motumaoho	2	32	Carrick, Margaret C.	S	C4	2467	140
Motutara (13) and Muriwai (15) ..	2	28	Rudall, John H.	S	C2	1631	210

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*AUCKLAND—*continued.*

Schools.			Teachers.					
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
Moumoukai	1	15	Armour, Marion A.	S	..	..	£ 121½	
Mount Albert	7C	656	Whitaker, Joseph R.	H	D1	44	420	
			Barber, George	A	C1	289	310	
			De Montalk, Emily L.	I	D1	320	240	
			Hintz, Alfred A. S.	A	D1	990	250	
			Conway, Mabel E.	A	D1	833	200	
			Heath, Andrew W., M.A.	A	A2	939	200	
			Smith, Gertrude I.	A	D1	1488	160	
			Worthington, Minna L.	A	D3	2534	120	
			Ross, Gertrude E.	A	C2	2086	140	
			Fooks, Alice C.	A	C4	3334	110	
			Barton, Hilda T.	Pt4	..	..	65	
			Hilford, Arnold H.	Pt3	..	..	65	
			Langham, Rita	Pt3	..	..	55	
			Robbins, Stella	Pt2	..	..	60	
			Bennett, Faith	Pt2	..	..	45	
			Jones, Elsie G.	Pt2	..	..	45	
			Lee, Minnie C.	Pr2	..	..	60	
			Berridge, Reginald S.	Pr1	..	..	30	
Mount Eden	7A	809	Wakerley, Isabel I.	Pr1	..	..	30	
			Hill, William W.	H	D1	31	420	
			Kenny, Arthur A.	A	B1	223	320	
			Robinson, Elizabeth A.	I	C1	434	240	
			Roberts, John F.	A	B1	434	240	
			Rohan, Mary E.	A	D4	..	200	
			Russell, Magdalen L.	A	C1	604	200	
			Daniels, Caroline G.	A	E1	1299	180	
			Walker, Hilda M.	A	D1	2086	140	
			Massey, Edith F.	A	C3	2895	120	
			Barriball, Ada J. W.	A	B4	3013	120	
			Olberg, Olive G.	A	..	..	110	
			Barr, Evelyn J.	A	D4	3741	110	
			Grant, Jessie M.	A	D3	3209	120	
			Adams, Doris M.	Pt4	..	..	55	
			Ballard, Hilda W.	Pt3	..	..	55	
			Bell, Janie P.	Pt3	..	..	55	
			Burgin, Eric W.	Pt3	..	..	55	
			Macgregor, Winifred I.	Pt3	..	..	55	
			Freeman, Lila M.	Pt2	..	..	45	
			Lamb, Winifred E.	Pr1	..	..	60	
			Boyd, Mona A.	Pr1	..	..	30	
Mount Maunganui	3A	32	McLoughlin, Elizabeth M.	S	C4	2590	140	
Mount Roskill	5A	247	Paterson, Robert H.	H	C1	85	330	
			Brew, Frederick C.	A	B2	1048	210	
			Waddingham, Florence M.	A	C1	1048	160	
			Anderson, Isabella C.	A	C2	2159	160	
			Oliver, Mabel L.	A	C3	2784	130	
			Gregory, Eva	Pt4	..	..	55	
			Mason, Edna M.	Pt3	..	..	55	
			Stewart, Agnes E.	Pr2	..	..	60	
			Prescott, Emily R.	Pr2	..	..	60	
Mullet Point (half-time). See under Mahurangi Heads.								
Muriwai (half time. See under Motutara.								
Napier Street, Auckland	7C	607	Carter, Charles M.	H	D1	70	420	
			Purdie, Edmund C.	A	D1	209	320	
			Arey, Alice M.	I	E1	371	240	
			Menzies, Albert G.	A	C1	660	270	
			Day, Frederick C.	A	C3	2726	200	
			Stubbs, Margaret M.	A	D1	1246	200	
			Tills, Ethel E.	A	E2	1357	180	
			Earle, Jane M.	A	D2	2467	120	
			Duffin, Annie (Mrs.)	A	E2	1967	160	
			Krause, Yetta (Mrs.)	A	Lic.	..	134	
			Eaves, Harold	Pt4	..	..	55	
			Worsley, Kathleen M.	Pt4	..	..	65	
			Wily, Iris	Pt3	..	..	65	
			Molloy, Alice M.	Pt2	..	..	60	
			Trotter, Margaret I.	Pt1	..	..	55	
			Moxsom, William A. P.	Pr2	..	..	35	
			McRae, Bertha W.	Pr2	..	..	60	
			Marshall, Lizzie	Pr1	..	..	35	

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Naumai	3A	53	Stone, Alfred E. .. .	H	D2	990	£ 230
Nelson Street, Auckland ..	7B	511	MacLean, Mary A. C. .. .	A	..	..	110
			Trayes, Alfred E. .. .	H	D1	70	420
			Cliffe, Albert S. .. .	A	C1	371	320
			Wilson, Janet .. .	A	D1	320	240
			Coltman, Archibald R. .. .	A	C3	1631	260
			Burns, Jessie A. .. .	I	E1	660	200
			Hughes, Wilfred L. .. .	A	C2	1246	230
			Gilmore, Nellie .. .	A	D1	2031	150
			Smith, Eliza M. .. .	A	Lic.	..	133
			Hill, Horace R. .. .	Pt4	..	..	55
			Salmon, Eleanor A. .. .	Pt4	..	..	55
			Simpson, Eva G. .. .	Pt4	..	..	55
			Moore, Margaret .. .	Pt3	..	..	65
			Jameson, Winifred A. .. .	Pt3	..	..	65
			Forde, Dorothy .. .	Pt2	..	..	45
			Keane, Percy T. .. .	Pr2	..	..	35
			Farrow, Rosa K. .. .	Pr1	..	..	55
			Drever, Christina K. .. .	Pr 1	..	..	60
Ness Valley	0	6	Hutchinson, Myrtle .. .	S	..	..	36
Netherton	3A	61	Phillips, John S. .. .	H	D2	1564	210
			Thomson, Elizabeth .. .	A	..	..	117
New Lynn	5A	230	Ellis, Howard J. S. .. .	H	D1	135	330
			McPherson, Donald A. .. .	A	C1	604	235
			Wilson, Mary J. K. .. .	A	C2	1707	160
			McGregor, Margaret McM. (Mrs.) .. .	A	E2	3013	180
			McIsaac, Catherine M. .. .	A	D3	3066	140
			Spargo, Dorothy M. .. .	Pt4	..	..	55
Newmarket	6B	455	Walker, William R. C. .. .	H	B1	49	380
			Moore, Rupert C. .. .	A	C1	289	270
			Sinclair, Ellen E. .. .	I	A1	371	200
			Gilbert, John K. W. .. .	A	C3	1425	240
			Scott, Margaret R. .. .	A	C1	1488	160
			Tracy, Ada R. .. .	A	D3	2784	150
			Goldsworthy, Clara G. .. .	A	E1	2294	140
			Connell, Margaret I. .. .	A	D4	3066	120
			Lamont, Hypatia B. .. .	Pt4	..	..	65
			Coleman, Frederick W. .. .	Pt3	..	..	55
			Lamont, Isabella M. .. .	Pt3	..	..	55
			Nicholson, Arthur M. .. .	Pt3	..	..	65
			Cutforth, Leslie R. .. .	Pr2	..	..	60
			Warren, Lila .. .	Pr1	..	..	30
Newton East	7H	819	Metge, Daniel D. .. .	H	D1	31	420
			Bell, Alexander .. .	A	C1	490	310
			Wilson, Estelle R. .. .	I	E1	463	240
			Webster, Robert S. .. .	A	C1	711	270
			Simpson, Euphemia .. .	A	C1	390	200
			Holloway, Evelyn M. .. .	A	E1	604	200
			Shaw, Ada (Mrs.) .. .	A	..	..	155
			Cartwright, Jessie M. .. .	A	C2	2590	130
			Warner, Louisa (Mrs.) .. .	Sub.	..	..	[130]
			Farrell, Eunice R. (Mrs.) .. .	A	C4	3334	140
			Macdonald, Edith D. .. .	Sub.	..	..	[110]
			Firth, Ellen (Mrs.) .. .	A	Lic.	..	130
			Johnston, Janet .. .	A	C3	3334	120
			Smith, Jessie R. .. .	A	C3	2294	120
			Andrews, Margaret S. .. .	A	C3	2844	120
			Howard, Vera L. .. .	A	D4	..	110
			Stanton, Alice E. .. .	A	C3	3135	120
			French, Gertrude C. .. .	Pt4	..	..	65
			Carr, Madge S. .. .	Pt4	..	..	55
			Searle, Constance M. .. .	Pt3	..	..	65
			Downey, Joseph C. .. .	Pt3	..	..	55
			Strong, Nora R. .. .	Pt1	..	..	55
			McKay, Lilly M. J. .. .	Pt1	..	..	55
			Harley, Mary .. .	Pr2	..	..	35
			Pennalligen, Rita K. .. .	Pr2	..	..	35
			Pennalligen, Hazel B. .. .	Pr1	..	..	30
Newton West	7E	709	Webber, Alfred S. .. .	H	C1	11	420
			Hook, Percy J. .. .	A	C1	233	320
			Bayly, Jessie J. .. .	A	D1	570	240
			Hill, John H., B.A. .. .	A	B1	711	270
			Fowler, Constance M. .. .	A	D2	2086	220
			Barr, Muriel L. .. .	I	D1	833	200

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Newton West— <i>continued</i>	..	..	Simpson, Mary J. M. (Mrs.)	..	A	E2	2412
			Clark, Margaret..	..	A	D3	2726
			Worrall, Edith I.	..	A	C3	2590
			Murray, Kathleen B.	..	A	C4	3398
			Hodkinson, Sarah.	..	A	D3	2895
			Fenton, Mattie ..	..	A	C3	2784
			Knight, Mavis M.	..	Pt4	..	65
			Wilkinson, Meta N.	..	Pt4	..	65
			Coulam, Allan G.	..	Pt3	..	55
			Woods, Gladys M.	..	Pt1	..	55
			Donald, Raymond	..	Pt1	..	35
			Simpson, Bernice M.	..	Pt1	..	35
			Rankin, Elizabeth M.	..	Pr2	..	35
			Wilkinson, Ada C.	..	Pr2	..	60
			Kelly, Sarah R...	..	Pr1	..	30
			Little, Thelma M.	..	Pr1	..	30
Ngapuke	2	28	Bush, Samuel E.	..	S	..	126
Ngararatunua	3A	47	Laing, Arthur E.	..	H	C2	1425
			Simpson, Dorothy M. H...	..	A	C5	3741
Ngarua	2	24	Tooker, Francis A.	..	S	..	126
Ngaruawahia	4C	218	Colhoun, John S.	..	H	C1	150
			Hannken, Wilfred P.	..	A	B3	1775
			Murphy, Ellen (i)	..	A	D2	1631
			Kimber, Ella F.	..	A	D3	3013
			Maxwell, Stella E.	..	A	C4	3661
			Kay, Alice (Mrs.)	..	Sub.	..	[110]
			Ghezze, Evelyn M.	..	Pt3	..	65
			Duffull, Hilda H.	..	Pr2	..	60
			Paterson, Vera I. L.	..	Pr1	..	30
			Sweet, Charles ..	..	S	..	126
Ngataki	2	19					
Ngatea (half time). See under Kerepehi.							
Ngawaro (11) and Tē Pu (10) ..	2	21	Burgess, Charles M.	..	S	..	126
Ngongotaha	3A	43	Hawkes, Annie E.	..	H	C3	1834
			Hewitt, Alfreda	..	A	..	110
Ngunguru	2	20	Croker, Ethel M. (Mrs.)	..	S	D2	2086
Ngutunui	1	15	Stein, Ethel M. ..	..	S	..	110
Normal District High School and four model schools (at Training College)—Normal primary (379); Model schools—Type (i), rural (30); type (ii) junior P.-S.2 (26); type (iii), secondary (20); type (v), junior kindergarten (average not reckoned: children under 5 years of age)	6B	455	Murdoch, Albert	..	H	C1	91
			Binsted, Henry ..	..	N	C1	777
			Newman, Margaret S.	..	N(I)	D1	166
			Green, Samuel ..	..	N	D1	1357
			Kennedy, Agnes	..	N	D1	1425
			Harper, Edgar G.	..	N	C4	2590
			Bayliss, Margaretta A.	..	N	C2	1564
			Foster, Mabel K.	..	N	D2	2086
			Hare, Ada E. H.	..	N	D3	2467
			Anderson, Millicent C. M.	..	N	D2	1834
			Lord, George H.	..	N(S)	C2	711
			Shearer, Florence	..	N(S)	D1	1182
			Statham, Isabella M.	..	N(S)	C2	1488
			Shrewsbury, Elsie, M.A.	..	N(D)	A1	177
Northcote (513) and side school (88)	7C	601	Murphy, Francis	..	H	C1	62
			Crosby, Edward, M.A.	..	A	A1	209
			Flatt, Caroline J.	..	I	E1	711
			Turbott, Thomas	..	A	C1	604
			Turnbull, Katherine A.	..	A	D1	1299
			Newbegin, Martha A.	..	A	E2	1246
			Stretton, Clarice	..	A	D1	1775
			Fraser, Ethel M.	..	A	C2	2294
			Harvey, Freida M. (Mrs.)	..	A	D2	..
			Watson, Florence (Mrs.)	..	A	Lic.	..
			Carter, Annie ..	..	A	E3	3277
			Crocker, James F.	..	Pt4	..	55
			Middleton, Annette M.	..	Pt4	..	65
			Brown, Isabella	..	Pt4	..	55
			Entwistle, William H.	..	Pt3	..	55
			Whitten, Iris R.	..	Pt3	..	65
			Ravenhill, Dorothy	..	Pr2	..	35
Ohaeawai	2	30	Gillespie, Hilda W.	..	S	D2	1488
Ohaupo	3B	91	Tooman, George	..	H	D1	891
			Gledstane, Helen	..	A	D3	2895
			Hawkes, Louisa A.	..	A	E3	3862
			Rouch, Frank C.	..	Pr1	..	35

For explanatory notes see page 1.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Ohinewai	3A	40	Baston, Florence I. .. .	H	C2	1182	£ 200
Okahu Nos. 1 (9) and 2 (9) ..	2	18	Moor, Daisy E. .. .	A	..	..	110
Okaihau	2	30	Evans, Dorothy A. C. .. .	S	..	..	180
Okaihau No. 2 (9) and Utakura Valley (17)	2	26	Reece, Arthur G. .. .	S	Lic.	..	142½
Okarea	1	20	Flood, Robert P. .. .	S	Lic.	..	190
Okauia	3A	36	Gilpin, Mary E. L. .. .	S	..	..	110
Okupata	0	5	Fogerty, Thomas C. .. .	H	D3	1902	210
Okupu (9) and Tryphena (8) ..	1	17	Webb, Jessie L. I. .. .	A	..	..	117
Omaha, Little	1	12	Petty, Elsie R. .. .	S	..	..	30
Omahine	3A	38	Surman, Walter T. .. .	S	..	..	126
Omana	1	14	Greenwood, Ada (Mrs.) .. .	S	E4	3875	110
Omanawa (5) and Omanawa Falls (17)	2	22	Sinclair, Jessie A. M. .. .	H	..	..	180
Omapere	3A	27	Watson, Margaret J. .. .	A	D4	..	120
Omokoroa	2	26	Crawford, Patrick .. .	S	..	..	110
Onehunga	7B	670	McLaren, William W. .. .	S	..	..	180
			Hendry, George McL. .. .	S	D2	1488	210
			Butcher, Elizabeth G. .. .	S	..	..	144
			McIntosh, William N. .. .	H	D1	101	440
			Robb, James .. .	A	D1	..	310
			Bull, Effie S. .. .	A	D1	604	230
			Blakey, Frank E., B.A. .. .	A	B1	711	270
			Robb, Helen .. .	A	D1	939	200
			Stemson, Jane E. (Mrs.) .. .	I	D1	939	210
			Bower, Jessie .. .	A	E1	1631	180
			Bower, Eva .. .	A	D1	2086	140
			Fraser, Anne B. .. .	A	C3	1902	140
			Pilcher, Doris .. .	A	D2	2467	120
			Ross, Hazel E. .. .	A	D3	3334	120
			James, Roy A. .. .	Pt3	..	..	55
			Rohan, Gladys M. .. .	Pt3	..	..	55
			Taylor, Dorothy M. .. .	Pt3	..	..	55
			Green, Dorothy C. .. .	Pt2	..	..	45
			Mynott, Isabella .. .	Pt2	..	..	45
			McArthur, Kathleen J. D. .. .	Pt1	..	..	35
Onerahi	3A	56	Ormiston, Edward N. .. .	H	D1	529	210
Onewhero	3A	71	Niccol, Kathleen A. .. .	A	..	..	110
Oniao	1	10	Bark, John A. .. .	H	C2	777	210
Opahi	2	34	Jones, Frederica K. .. .	A	..	..	110
Oparau	1	25	King, Muriel .. .	S	..	..	110
Opotiki	4B	187	Stewart, Albert .. .	S	..	..	126
			Morine, Katie (Mrs.) .. .	S	..	..	131½
			Wilson, Henry B. .. .	H	C1	305	290
			Moffitt, Henry A. .. .	A	..	..	135
			Draper, Mary D. .. .	A	D4	..	150
			Silvester, Vera .. .	A	C3	2534	140
			Stephenson, Edna M. .. .	Pt1	..	..	35
Opouriao North	3A	76	Teesdale, Jacob T. .. .	H	C1	490	250
Opouriao South	3A	49	Lau, Chrissie .. .	A	..	..	117
Opua	2	25	Rogers, Cornelius J. .. .	H	C1	604	230
Opuawhanga (21) and Otonga (20)	3A	41	French, Mary (Mrs.) .. .	A	E5	..	120
Oputeke	1	10	Walker, William .. .	S	C3	1488	185
Oratia	2	33	Worsley, George A. .. .	S	D2	1246	200
Orere	0	6	Alder, Henry E. .. .	S	..	..	110
Orini	3A	41	Joyce, May F. .. .	S	D2	2294	150
			Ashby, Gladys .. .	S	..	..	36
			Lyall, William C. .. .	H	D3	2159	200
			Paltridge, Mary E. .. .	A	..	..	110
Oropi	3A	41	McLean, Neil .. .	H	D3	3448	200
			Kensington, Florence C. B. .. .	A	..	..	117
Orauiti (13) and Upper Orauiti (7)	1	20	Brownlie, James A. .. .	S	..	..	153
Oruru	2	31	Berry, Lavinia M. (Mrs.) .. .	S	E2	1707	180
Otahuhu	5D	407	Hall, Alfred J. C. .. .	H	C1	150	330
			Caddy, Edward W. B. .. .	A	C1	777	240
			Somerville, Frances A. .. .	I	E1	891	200
			Muir, Margaret M. .. .	A	D1	1357	200
			Puckridge, Margaret I. .. .	A	D2	2844	140
			McArthur, Jessie E. .. .	A	C3	2784	140
			Jones, Florence M. D. .. .	A	..	..	110
			Mack, Louie M. .. .	Pt4	..	..	65
			Raine, Daisy M. .. .	Pt4	..	..	65
			Atkinson, Grace R. J. .. .	Pt2	..	..	45
			Tidmarsh, Henry .. .	Pr2	..	..	35

For explanatory notes see page 1.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Otaika	3A	38	Boswell, George	H	D4	2159	£ 200
Otaika Valley	1	13	Walter, Mary K.	A	..	..	110
Otamarakau	1	9	Frost, Ida V. D.	S	D4	3135	130
Otara	2	22	Sadler, Hester M.	S	..	..	110
Otara East (13) and Tirohanga (8)	2	21	Lees, Eliza A. (Mrs.)	S	D3	3013	140
Otaua	3A	63	White, Nellie	S	..	..	189
Otewa	3A	37	Selby, Johnson	H	D1	1048	230
Otonga (half - time). See under Opuawhanga.			Hudson, Lillian I.	A	..	..	110
Otoroa	1	15	Kennedy, Aileen J. (Mrs.)	S	D3	2229	190
Otorohanga	4A	146	Dolphin, David E.	S	..	..	144
			Hall, William H. V.	H	D1	711	270
			Hall, Margaret H. (Mrs.)	A	E1	..	150
			Bushnell, Ida A.	A	D5	..	120
			Henry, Margaret H.	Pt1	..	..	55
Otumoetai	3A	32	Cooney, Hugh O.	S	C2	1299	210
Oturoa (half - time). See under Kaharoa.							
Oue	1	17	Weiss, William L.	S	..	..	117
Owhiwa (8) and Taraunui (17) ..	1	25	Beasley, Charles J.	S	D4	3448	150
Pa (half time). See under Jordan.							
Paemako (21) and Wairiri Falls (16)	2	37	Funk, Ernest E.	S	D3	2086	250
Paengaroa	3A	48	Badger, Holly H. H.	H	D3	1631	200
			Daines, Annie E.	A	..	..	110
Paeroa District High School—Primary (328), secondary (27)	5C	355	Dunlop, David W.	H	C1	49	340
			Bishop, Stanley J.	A	C2	1425	250
			Shaw, Minnie	I	E1	939	200
			Gibson, Elizabeth M.	A	E1	1299	190
			Dare, Elizabeth A.	A	D3	2895	130
			Harper, Ellen M.	A	C4	3398	120
			Walker, Ellen L.	A	..	..	110
			Corbett, Dorothy	Pt3	..	..	65
			Fitzgerald, Mary K.	Pt2	..	..	45
			Rolton, Winifred M.	Pr2	..	..	35
			Adlam, Norma B.	Pr1	..	..	30
			Clinch, John A.	D	..	..	..
			Ross, Nellie	D	B4	..	..
Paiaaka	2	24	Foy, James H.	S	..	..	153
Pakanac	3A	33	McCowan, John T.	S	..	..	180
Pakaraka	2	23	Snell, Harold G.	S	..	..	126
Pakaru	2	29	Fowler, Christina (Mrs.)	S	D2	1967	160
Pakantukua (7) and Port Charles (9)	1	16	Jackson, Flossina H.	S	..	..	126
Pakiri	1	17	Frean, Alice	S	..	..	110
Pakotai	2	25	Craig, William H.	S	..	..	135
Pakuranga	3A	52	Jameson, Frank	H	C1	711	230
			Muir, Minnie	A	E2	1967	130
Panmure	3B	86	Cahill, William J.	H	D1	604	230
			Walker, Ethel M.	A	D4	3567	140
			Ogden, Mary	A	..	..	110
Papakura	4C	213	Jones, David W.	H	D1	233	280
			Hutton, Alexander L.	A	C3	2412	190
			Westwood, Millicent M.	A	C3	2590	160
			Anderson, Mary	A	C3	2895	140
			Hardy, Leila M.	A	C4	3613	120
			Turner, Mary C.	Pt4	..	..	65
			Scott, Mary	Pr2	..	..	60
			Hunt, Percy R.	Pr1	..	..	30
Papakura Valley	2	16	Cranch, Bertha M.	S	..	..	126
Papakura Valley, No. 2	2	36	Hill, Lydia M.	S	E1	1182	190
Papamoa, No. 1	2	26	Douglas, Effie	S	D3	1902	160
Papamoa, No. 2	1	10	Hunter, Gladys M.	S	..	..	110
Paparata	2	25	Booth, Frederick	S	E1	1182	190
Paparimu (half-time). See under Ararimu.							
Paparoa	3A	59	Stephenson, Edward W.	H	C1	529	230
			Sherlock, Fanny	A	..	..	117
			Milne, Edith E.	Pr2	..	..	60
Papatotoc	4B	187	Andrew, Henry P.	H	C1	166	290
			Allison, David A. B.	A	C3	1834	200
			Grant, Annie J.	A	D2	2031	160
			Foster, Olive C.	A	D3	2895	130
			Walsh, Cecil J.	Pt1	..	..	55
			Percy, Albert C.	Pr2	..	..	35

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Paponga	1	10	Aitkin, Ann A. (Mrs.)	S	..	..	£ 110
Paradise (half-time). See under Mangarata							
Parahicka (15) and Rotopotaka (14)	2	29	Shanks, Ernest A.	S	D4	..	200
Parakao (half-time). See under Houto.							
Paranui (11) and Taipa (6) ..	2	17	Smith, Coralie F.	S	C3	2590	200
Parenga	1	12	Beazley, James V.	S	..	..	110
Parikura (7) and Tiroa (11) ..	1	18	Smith, Norman R.	S	..	..	126
Parkhurst	3A	33	Johnson, Phyllis M.	S	..	..	144
Parnell	7C	612	Harc, Frederick W.	H	C1	200	410
			Shepherd, Adina L. (Mrs.) ..	A	C1	604	190
			Astley, Hannah	I	D1	570	240
			Hutton, Robert G.	A	C1	660	270
			Moodie, Agatha G.	A	D1	1246	190
			Johnston, Susanna	A	D1	1182	200
			Cardno, Elizabeth	A	E1	1775	180
			Newick, Florence (Mrs.) ..	A	D2	2229	160
			Donovan, Mary E.	A	D2	2294	140
			Short, Emma M.	A	E2	3845	120
			Markey, Aileen M.	Pt2	..	..	45
			Paterson, Frances D.	Pt2	..	..	45
			Meale, Joseph S.	Pt1	..	..	55
			Sim, Marian E.	Pt1	..	..	55
			Taylor, Dorothy C.	Pt1	..	..	35
			Wright, Ellen L.	Pt1	..	..	55
			Cleary, Henrietta	Pr2	..	..	60
			Phillips, Beryl M.	Pr2	..	..	60
			Wells, Kathleen E.	Pr1	..	..	45
Parua Bay, Nos. 1 (21) and 2 (37)	3A	58	Wight, George F.	S	C3	1246	270
Paterangi	3A	42	Bates, Agnes J. (Mrs.) ..	H	D1	711	220
			Corbett, Julia	A	D4	3741	120
Patetere	1	9	Potter, Norman F.	S	..	..	110
Patetonga	2	37	Rogers, Daniel J.	S	D3	1357	190
Patumahoe	3A	72	Graham, James (ii)	H	C2	1182	230
			Dacey, Kathleen G.	A	..	..	117
Peria	3A	41	Warburton, Abel	H	B2	1631	215
			McKay, Nellie	A	..	..	117
Piopio	3A	65	Johnson, Robert N.	H	Lic.	..	180
			Humberstone, Kate	A	..	..	117
Pipiroa	3A	37	Large, George E.	S	B2	1357	200
Point Chevalier	5C	368	McInness, Donald	H	C1	91	330
			Fawcett, Jacob	A	C2	777	250
			Fawcett, Frances H.	I	E1	1299	190
			Marsdon, Annie M. (Mrs.) ..	A	E1	1564	210
			Lepine, Inez E.	A	C3	2895	130
			Stephenson, Marianne A. ..	A	C3	2229	140
			Lang, Charlotte M.	A	C3	3277	120
			Windust, Miriam A.	Pt4	..	..	55
			Alexander, Annie S.	Pt3	..	..	55
			Thruston, Eva	Pt2	..	..	60
			Gregson, Florence M.	Pr2	..	..	35
Pokapu	1	17	Herbert, Laura A. F.	S	..	..	110
Pokeno	3A	61	Lippiatt, George, M.A. ..	H	A1	350	230
			McEwan, Mary G.	A	D4	3741	130
Pollock	2	22	Ryan, Elizabeth M.	S	Lic.	..	180½
Ponga	1	14	Tatton, Joseph A.	S	D2	2359	140
Pongakawa	2	17	Benner, Amy R.	S	..	..	126
Ponsonby	7E	705	Dickinson, James C.	H	D1	31	420
			Wooler, Harold J.	A	C1	209	330
			Ingall, Eva K. M.	I	D1	371	240
			Skinner, Percy F.	A	C1	833	260
			McLean, Charles J.	A	D1	891	220
			Ramson, May	A	D1	891	190
			Vellenoweth, Jessie	A	C1	1299	150
			Jackson, Beryl A.	A	B3	2359	120
			Officer, Dorcas E. (Mrs.) ..	A	E2	..	130
			Casey, Agnes W.	A	D4	3703	120
			Garland, Violet	A	C4	3013	120
			Darrock, Bertha H.	A	..	..	110
			Hughes, Lionel	Pt4	..	..	65
			Jenkins, Charlotte M. ..	Pt4	..	..	65
			Price, Elsie A.	Pt4	..	..	55
			Mason, Irene E.	Pt3	..	..	55
			Curtis, Marie R.	Pt3	..	..	55
			Andrew, Freda R.	Pt2	..	..	60
			Thorpe, Ewart R.	Pt1	..	..	35
			Boag, Mabel G.	Pr1	..	..	30

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Port Albert	3A	42	Smith, George H.	H	C1	490	£ 230
Port Charles (half-time). See under Pakautukua.			Knight, Helen J.	A	..	..	110
Poutu	1	16	Nairn, Robert R.	S	..	..	110
Puahue	2	21	Maxwell, Mabel D.	S	D4	..	140
Puhoi	3A	56	Goodwin, Frank R.	H	D2	1425	210
			Smith, Ida J.	A	C4	2726	140
Pukekaroro	1	11	Armstrong, Joseph	S	..	..	110
Pukekawa	3A	32	Heath, Herbert W.	S	..	..	180
Pukekohe District High School—Primary (260), secondary (31)	5B	291	Flavell, Dennis R.	H	D1	529	330
			Barton, William M.	A	Lic.	..	238½
			Hamlin, Alethea S. O.	A	E1½	1357	170
			Rogers, Johanna	A	D3	2086	150
			Hewlett, Edith M.	A	C3	2590	140
			Rogers, Ellen M.	Pt4	..	..	55
			Cathcart, Mary K.	Pt1	..	..	55
			Neal, Grace C.	Pr1	..	..	30
			Freeman, Mabel E. (Mrs.), M.A.	D	A4	1425	..
Pukekohe East.. .. .	3A	42	Meiklejohn, James T., M.A.	H	B2	939	220
			Earle, Ivy D.	A	..	..	110
Pukemiro Collieries	3A	36	Graham, Patrick	S	..	..	171
Pukenui	1	10	Campbell, Mary H.	S	..	..	110
Pukerimu (half-time). See under Monavale.							
Puketotara	0	7	Yeates, Alice G.	S	..	..	42
Puketui (half-time). See under Hikuai.							
Puketurua	2	23	Jonathan, Arthur G. S.	S	..	..	126
Punakitere	2	16	Glass, George K.	S	..	..	126
Puni	3A	50	Johns, William F.	H	D2	1116	230
			Chalmers, Helen M.	A	..	..	126
Purerua	1	10	Plaw, Hazel F.	S	..	..	110.
Puriri.. .. .	3B	82	Upton, Frederick G.	H	D1	939	215
			Hunt, Sarah A.	A	C3	3209	130
			Dunlop, Mabel S.	A	..	..	110
			Comer, Valetta F.	Pr1	..	..	55
			Weiser, Alma E.	Pr1	..	..	35
Purua	1	16	Owen, Owen P.	S	..	..	110
Putake (8) and Waitomo Caves (6)	1	14	Paterson, John H.	S	..	..	126
Putaruru	3A	42	Roberts, William P.	H	C1	604	230
			Tomalin, Beatrice A.	A	..	..	117
Raglan	3A	47	Blackett, George	H	D2	1902	230
			Hawkins, Winifred I.	A	D4	3398	130
Ramarama	3A	48	Lewins, William, B.Sc.	H	B1	410	250
			Reynolds, Emma I.	A	D3	2726	130
			Allen, May E.	Pr1	..	..	30
Rangiahua (24) and Upper Waihou (22)	3A	46	Attwood, Frederick C.	S	B1	604	260
Rangiahia	2	27	Smith, Gordon	S	..	..	135
Rangiatea	1	21	Ollernshaw, Reginald A.	S	..	..	110
Ranginui (14) and Tokanui (20)	3A	34	O'Brien, Daniel	S	..	..	234
Rangiriri	2	17	Angove, Lilly M. (Mrs.)	S	..	..	135
Raupo	3A	51	Gant, Albert H.	H	C2	1246	210
			Turner, Josephine C.	A	..	..	117
Rawene	3A	55	Shaw, Norman F.	H	C3	1902	210
			Clark, Rose A. A.	A	..	..	126
			King, Mary W.	Pr1	..	..	55
Rawhia	2	21	Harrison, Robert J.	S	..	..	198
Red Hill	1	19	Smith, Elizabeth A. E.	S	..	..	110
Remuera	7E	660	Munro, Colin R.	H	C1	18	420
			Taylor, George H.	A	C1	223	320
			Hawkins, Elizabeth F.	I	E1	350	240
			Shepherd, Frederick H. M.	A	C1	833	250
			Herbert, Mary E.	A	D1	463	200
			Davis, Ethel W. B.	A	D1	939	200
			Crawshaw, Richard G.	A	C3	1967	200
			Benge, Lorna R.	A	D2	2590	140
			Dupree, Margaret (Mrs.)	A	D3	3013	140
			Lewenberg, Emilie A.	A	C4	2963	120
			MacLennan, Effie W.	A	C3	3703	120
			Hutchings, Clara M.	Pt4	..	..	55
			Clark, Alice E. C.	Pt3	..	..	55
			Clarke, Hilda A.	Pt3	..	..	55
			Ross, Margaret	Pt3	..	..	55

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Remuera— <i>continued</i>	..	..	Shannon, Annie K.	Pt1	..	..	55
			Moloughney, Phoebe	Pt1	..	..	55
			Zinzan, Sybil M.	Pr2	..	..	60
			Hannah, Joe E.	Pr2	..	..	60
			Becroft, Hubert C.	Pr1	..	..	60
			Forde, Winifred E.	Pr1	..	..	35
Richmond Road	7E	718	Wells, Thomas U., B.A.	H	B1	3	420
			Carnachan, Robert	A	C1	200	330
			McGibbon, Helen M. S.	I	D1	289	240
			Smith, William H. (i)	A	C1	604	260
			Hook, Alfred C.	A	C1	711	220
			Eastgate, Mildred M.	A	C1	711	200
			Windust, Patience A. (Mrs.)	A	C1	1182	190
			Crellin, Muriel L.	A	C2	2294	120
			Campbell, Mary B.	A	C3	2467	120
			McSporran, Grace G.	A	D4	3661	120
			England, A. (Mrs.)	A	..	..	130
			Worrall, Winifred M.	A	..	..	110
			Ross, Enid L.	Pt4	..	..	65
			Stephenson, Alice M.	Pt4	..	..	65
			Hosking, Ethel J.	Pt3	..	..	55
			Matheson, Mona	Pt3	..	..	55
			Woods, Aubrey M.	Pt3	..	..	55
			Meiklejohn, Charlotte E.	Pt2	..	..	45
			Prendergast, Nora E.	Pr1	..	..	30
Richmond West	4B	177	Vuglar, James	H	C1	190	300
			Bryant, Catherine A.	A	E1	1834	160
			McLean, Linda (Mrs.)	A	C2	1707	150
			Lee, Alice F.	A	D3	2726	130
			Theet, Petrina M.	Pt3	..	..	65
			Sands, Mabel	Pr2	..	..	60
Rira (half-time). See under Kaeaea.							
Riverhead	3A	48	Masson, William	H	C1	891	230
			Yeo, Doris W.	A	..	..	117
Riverslea	1	21	Stanton, William T.	S	..	..	110
Rotokauri	2	25	Lowe, Jessie L.	S	..	..	153
Rotokakahi (12) and Salt Springs (9)	2	21	Clarke, Henry N.	S	..	..	180
Rotopotaka (half-time). See under Paraheka.							
Rotorangi	2	26	Lloyd, Adelina F.	S	..	..	126
Rotoroa Island.	0	7	Fletcher, Joseph E.	S	..	..	36
Rotorua District High School—	5C	320	Tanner, Thomas B.	H	D1	150	320
Primary (303), secondary (17)			Floyd, Alfred B.	A	C2	777	250
			Allen, Harriette M.	I	E1	1357	200
			McDonogh, Aimée M.	A	E2	1425	200
			Burton, Ella	A	C4	3066	140
			Bridle, Mary (Mrs.)	A	D2	1967	120
			Green, Ivy	Pt3	..	..	65
			Dukeson, Elsie E. M.	Pt3	..	..	65
			Greenwood, Fred W.	D	B3	1564	..
Rototuna	3A	49	Totman, Leonard W.	H	C2	1448	210
			Wharfe, Clara J.	A	D3	2784	130
Ruakaka (half-time). See under Mata.							
Ruakuri	1	22	Benjamin, Margaret (Mrs.)	S	D3	3567	110
Ruapekapeka (half-time). See under Marlow.							
Ruapuke	0	11	Galvan, Margaret A.	S	..	..	110
Ruatangata East	1	15	Smith, Dorothy H.	S	..	..	110
Ruatangata West	2	20	Fraser, Ethel E.	S	..	..	135
Ruawai	3A	50	McKinley, John E.	H	..	..	180
			Robertson, Bessie N.	A	..	..	110
Rukuhia	2	28	Hamley, Florence E.	S	E2	1631	160
			Hogwood, Eleanor D. M.	Sub.	D4	3448	[140]
Russell	3A	57	Darby, Edward J.	H	D1	529	230
			Williams, Laura M. (Mrs.)	A	D3	..	140
St. Heliers	4A	142	Brown, Daniel C.	H	C1	253	270
			Holder, Marion C.	A	E2	2229	150
			Glasgow, Ellen E.	A	D3	3013	130
			Wilcox, Ivy S.	Pt4	..	..	65
Selwyn (11) and Tapapa (12)	2	23	Foggin, Arthur H.	S	D3	1631	200
Silverdale	3A	50	Johns, William E.	H	E2	990	215
			Hale, Dorothy B.	A	C4	2963	130
Springdale	3A	50	Keyes, Edwin T.	H	D4	2895	210
			Reaks, Jean P.	A	..	..	110

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Stanley Bay	5A	241	Wilson, George (i)	H	C1	209	320
			Finch, Thomas	A	D1	939	240
			Findlay, Mary M.	A	E1	1246	170
			Longdill, Kate W.	A	D2	1834	150
			Bass, Elsa G.	A	C4	3334	130
			Matheson, Roy C.	Pt3	..	..	65
			Way, Dorothy A.	Pt1	..	..	35
			Cleary, Doris H.	Pr1	..	..	55
Swanson	3A	44	Duncan, Kate	H	E2	2159	210
Tahaia	3A	31	Barriball, Letitia L.	A	C4	3209	130
Tahekeroa (half-time). See under Makarau.			Smith, Albert M.	S	..	..	180
Tahuna	2	22	Reaks, Henry J.	S	E2	2159	170
Taikawhana	1	9	Cameron, Christina C.	S	..	..	110
Taipa (half-time). See under Parauui.							
Tairua	2	20	Gracie, Thomas	S	..	..	126
Takahue	1	23	Sherman, Magdalene E.	S	..	..	110
Takapuna	5A	258	Brown, Francis H.	H	C1	91	320
			Mooney, Thomas B.	A	D1	1048	215
			Tidd, Emily E.	A	E1	1488	160
			Currie, Kathleen A. M.	A	C3	1834	150
			Harty, Ruth	A	C2	2726	135
			Phillips, Elizabeth M.	A	D3	3334	130
			Holmes, Olive	Pt4	..	..	55
			Turney, Margaret T. G.	Pt1	..	..	35
			Powell, Ethel A.	Pr2	..	..	35
			Allen, John	Pr1	..	..	30
Takiri	1	11	Foot, Thurza I.	S	..	..	110
Tamahere	3A	36	McGruther, John	S	D2	1834	200
Tangaihi	1	11	Dunn, Reginald M.	S	..	..	110
Tangihua, No. 2	1	9	Buckle, Donald	S	..	..	126
Tangiteroria	3A	34	Mullins, Francis J.	H	D3	1834	250
			Cleary, Mary A.	A	..	..	110
Tangoao	1	17	Sankey, Arthur W.	S	..	..	110
Tangowahine	2	23	Ballance, Alfred C.	S	E2	..	140
Tangowahine Valley	1	10	McMillan, Christina M.	S	..	..	110
Taotaoroa, No. 1	2	28	Jack, Janet R.	S	..	..	126
Tapu (24) and Kereta (13)	3A	37	Twist, Joseph	S	D4	2467	260
Tapuhi	2	33	Claringbull, James F.	S	..	..	144
Taraunui (half-time). See under Owhiwa.							
Tara Road (half-time). See under Hakaru.							
Taringamutu	3A	42	Winter, Nathaniel A., B.A.	H	B1	711	200
			McPherson, Willa	A	..	..	117
Tatarariki	2	23	Jeffs, Maud C. A.	S	D3	..	140
Tauhei, No. 2	2	29	Walker, Carl F.	S	..	..	171
Tauhoa	2	29	Bird, Agnes G. (Mrs.)	S	D1	2412	190
Taumarunui	5B	243	Davidson, George A.	H	D1	390	330
			Woods, Archibald H.	A	C2	1631	250
			Louch, Isabella	A	C3	2229	165
			McKinnon, Margaret J. W.	A	C3	2294	160
			Pirrit, Ruth	A	C3	2844	130
			Crickett, Eunice K.	Pt3	..	..	65
			Robertson, Gladys M.	Pt1	..	..	55
Taupaki	3A	44	Ingram, William N.	H	C1	570	230
			French, Winnifred M.	A	C4	3502	130
Taupiri	3B	91	Joll, William A.	H	B1	434	245
			McCarthy, Irene M.	A	..	..	126
			McMillan, Georgina H.	A	C4	3661	120
			O'Connor, Winifred M.	Pr2	..	..	60
Taupo	3A	28	Usher, Agnes	S	E2	1357	210
Tauranga District High School—Primary (329), secondary (34)	5C	363	Law, Norman H. S.	H	C1	62	330
			Revell, George C.	A	C3	1048	260
			Barton, Mary V.	I	D3	2412	200
			Daines, Susan R.	A	C3	2031	200
			Blomquist, Henrietta V.	A	C3	3066	130
			Hearn, Matilda L. S.	A	..	..	117
			Goodyear, Frances M.	A	..	..	110
			Butcher, Dorothy B.	Pt1	..	..	35
			Tanner, Clara	Pt1	..	..	35
			Goodyear, Ethel V.	Pr2	..	..	35
			Robbins, Alice E.	Pr2	..	..	35
			Spence, Maggie	Pr1	..	..	30
			Walker, Edmee L.	Pr1	..	..	30
			Taylor, Fanny J., B.A.	D	B2	1048	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—continued.

AUCKLAND—continued.

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Tautari	3A	36	Gall, Elizabeth A. (Mrs.)..	S	E2	..	£ 200
Tawharanui (half-time). See under Dacre's.							
Tawhare	3A	38	Wilson, Evelyn	H	E1	570	220
			Pickering, Ida	A	C3	3209	130
Te Akau	2	24	Edgar, John T.	S	D4	..	140
Te Aroha	5B	241	Burton, Alfred F.	H	D1	276	360
			Kelly, John	A	D2	1116	260
			Bond, Ethel E.	A	D2	1834	160
			Boswell, Mary McL.	A	C3	2844	150
			Menzies, Gladys E.	A	..	..	110
			Wilson, Anne M.	Pt3	..	..	65
			Hamlyn, Roy W.	Pt1	..	..	55
Te Aroha West	3A	42	Black, Bertha, B.A.	H	B2	529	210
			Stevens, Mary E.	A	C4	3209	130
Te Atatu	2	27	Shepherd, Frank M.	S	..	..	135
Te Awamutu	4C	213	MacLaurin, Kenneth C.	H	B1	177	270
			Kime, Charles F.	A	Lic.	..	180½
			Dawson, Marion G. F. (Mrs.)	A	D1	1631	180
			Campbell, Norma	A	C5	..	120
			Bluck, Ethel M. (Mrs.)	A	E3	3502	110
			Wilson, Queenie E.	Pt3	..	..	55
Te Hihi	1	9	Hunter, Constance C B.	S	..	..	110
Te Hoe	2	23	Masters, Alice M. (Mrs.)	S	D3	2159	165
Te Kopuru	4B	166	Elliott, Joseph E.	H	C1	185	310
			McMillan, Norman M.	A	D4	2412	200
			Terry, Annie S.	A	D3	2467	160
			Lowrie, Annie W.	A	D3	2666	130
			McLeod, Ada	Pt3	..	..	55
Te Koraha	0	6	Cowern, Phoebe A.	S	..	..	110
Te Kowhai	3A	82	Gillespie, William R.	H	C1	570	230
			Blackett, Florence M.	A	C2	2229	140
Te Kuiti District High School—Primary (385), secondary (26)	5D	411	Power, Edward A.	H	D1	166	330
			Ogilvie, Wilfred McL.	A	C4	2159	270
			Barry, Catherine E.	A	E1	1902	190
			Bell, Muriel F.	I	C3	2159	200
			Goodyear, Catherine A.	A	D3	2844	130
			Cameron, Annie M.	A	..	..	126
			Daldy, Sarah M.	A	..	..	110
			King, Florence M.	Pt4	..	..	65
			McPherson, Daniel	Pt3	..	..	65
			Robertson, Clara K.	Pt1	..	..	55
			Woulfe, Doris	Pt1	..	..	55
			Wilton, Elizabeth I.	D	..	..	..
Te Mapara	2	24	Claw, Donald R.	S	..	..	126
Te Mata	3A	44	Leech, Joshua S.	H	C3	1707	220
			Black, Charlotte M.	A	..	..	117
Te Matai	2	17	Billing, Vida C.	S	C5	3816	140
Te Mawhai	2	29	Wilson, Hilda K. (Mrs.)	S	E2	1631	150
Te Pahi Nos. 1 (18) and 2 (20)	3A	38	Cupit, John S.	S	Lic.	..	247
Te Pahu	2	36	O'Donoghue, Marguerita A.	S	D4	2895	150
Te Papapa	5B	306	Heward, Humphrey	H	D1	320	320
			Trimmer, John H.	A	E1	660	250
			Hawkins, Margaret A. (Mrs.)	A	D1	1707	165
			Schofield, Ethel C.	A	D3	2229	160
			Ferguson, Evelyn M. C.	A	D2	2467	140
			McElwain, Myrtle	A	C3	2412	130
			Smith, Moya V.	Pt4	..	..	65
			Adams, Edward L.	Pt4	..	..	65
Te Pu (half-time). See under Ngawaro.							
Te Pua	3A	36	Hewitt, Florence N.	H	E2	1048	210
			Tuthill, Mary H.	A	C3	2844	130
Te Puke	3B	122	Bishoprick, Charles	H	C1	660	250
			Alcock, Ellen	A	..	..	126
			Hill, Laura B. C.	A	..	..	110
			Morgan, Lillian M.	Pt4	..	..	65
Te Puke, No. 2	3A	32	McGee, Helen	S	E1	939	200
Te Puna	2	21	Collis, William F.	S	C2	1902	190
Te Rahu	2	23	Hamilton, Josephine	S	E3	2031	160
Te Ranga	2	21	Edmondson, John H.	S	..	..	126
Te Rapa	3A	43	Fielder, Elizabeth M.	H	E2	1564	210
			White, Miriam S. E.	A	D4	3741	120
Te Rauamoa	1	17	Honore, Rudolph C.	S	D3	3013	150
Te Rau Mauku	1	9	Goldthorpe, Hilda (Mrs.)..	S	..	..	110

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Te Rore (10) and Te Tahī (9) ..	1	19	Pound, Oscar ..	S	..	..	£ 126
Te Uku ..	2	21	Peart, Catherine L. ..	S	C4	2590	140
Te Whetu ..	1	13	Jowsey, Frank ..	S	..	..	110
Thames Central ..	6B	478	Newton, William H. ..	H	C1	79	380
			Ferguson, Samuel H. ..	A	C1	253	290
			Smith, Sylvia G. ..	I	E1	570	205
			Boswell, Charles W. ..	A	C2	1116	240
			Wishart, Alice E. ..	A	C2	1902	170
			Newton, Elsie P. ..	A	C2	2086	160
			Maxted, Cecilia G. (Mrs.) ..	A	Lic.	..	162½
			McLeod, Mary M. ..	A	..	..	110
			Thompson, Ronald D. ..	Pt4	..	..	65
			Gavin, Mary I. ..	Pt3	..	..	65
			Fallon, Minnie J. ..	Pt3	..	..	65
			Renshaw, Violet ..	Pt2	..	..	60
			Johnston, Violet A. ..	Pr2	..	..	35
			White, Fergus G. ..	Pr2	..	..	60
Thames North ..	3A	61	Russell, David ..	H	C1	604	250
			Cussen, Eily B. ..	A	D2	2229	140
Thames South ..	6A	314	Wernham, William J. ..	H	C1	85	380
			Hammond, Thomas W. G. H. ..	A	D1	223	290
			Ashman, Eva M. ..	I	E1	570	200
			Needham, Irene C. (Mrs.) ..	A	C4	2844	210
			Dalby, Helen J. ..	A	..	..	144
			Taylor, Elizabeth M. ..	A	C3	3013	140
			McCarthy, Marjorie M. ..	Pt4	..	..	65
			Sykes, Doris E. ..	Pt3	..	..	55
			White, Thelma ..	Pr1	..	..	35
Thornton ..	1	15	Fyers, Christiana (Mrs.) ..	S	D3	3381	140
Ti Point ..	2	29	Shanahan, Margaret A. ..	S	C2	939	185
Ti Rangi ..	1	9	Wright, Vera M. ..	S	..	..	110
Tirau ..	3A	45	Tomlinson, Esther A. (Mrs.) ..	H	D1	1048	230
			Moore, Minnie ..	A	C4	3398	130
			Roberts, Gladys M. ..	Pr1	..	..	30
Tirohanga (half-time). See under Otara East.							
Titirangi ..	1	15	Gilbert, Stephen L. ..	S	..	..	110
Titoki (23) and Wharekohe (15) ..	3A	38	Ping, Spencer L. ..	S	..	..	234
Tokanui (half-time). See under Ranginui.							
Tokatoka ..	2	32	Hirtzel, Clace E. (Mrs.) ..	S	E4	..	140
Tokoroa ..	1	11	Sullivan, Phyllis W. A. ..	S	C5	3875	110
Tomarata ..	2	22	Strumpel, Fritz W. ..	S	..	..	126
Totara ..	3A	49	Laing, Archibald M. ..	H	C2	990	210
			Mitchell, Alexandrina B. ..	A	..	..	117
Tryphena (half-time). See under Ōkupu.							
Tuakau ..	3B	76	Graham, William G. ..	H	C1	434	230
			Frost, Florence H. ..	A	C3	3066	130
			McNally, Margaret J. L. ..	Pr2	..	..	60
Tuhikaramea ..	2	18	Cook, Walter S. ..	S	..	..	135
Turanga-o-moana ..	2	25	Kane, Jane ..	S	D3	3209	170
Turua ..	3A	73	Brownlee, James L. ..	H	D2	1707	230
			Brownlee, Mary F. (Mrs.) ..	A	E2	..	120
Tutamoe (half-time). See under Mangatu.							
Tutekehua ..	2	15	Wright, Wilfred T. H. ..	S	..	..	126
Tutukaka (half-time). See under Matapouri.							
Upper Oruaiti (half-time). See under Oruaiti.							
Upper Waihou (half-time). See under Rangiahua.							
Upper Waiwera ..	2	29	Ford, Barbara ..	S	D2	1631	180
Utakura Valley (half-time). See under Okaihau No. 2.							
Victoria Valley ..	3A	57	Bond, Enoch A. ..	H	B4	2229	200
			Macrae, Janet C. ..	A	..	..	117
Waharoa ..	3A	52	Wade, Catherine (Mrs.) ..	H	D2	..	200
			Connolly, Amy I. ..	A	..	..	110
Waiau ..	1	14	Maloney, Hilda A. ..	S	D3	2359	150
Waiharara ..	3A	44	Schutt, Annie ..	H	..	..	180
			McLennan, Florence E. ..	A	..	..	110
Waiheke Central (23) and Man-o'-War Bay (16)	3A	39	Voysey, William D. ..	S	..	..	234

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Waihi District High School—Primary (390), secondary (62)	6B	452	Wilson, Charles (ii)	H	C1	74	£ 380
			Green, Bertram M.	A	C1	289	290
			Roberts, Laura A.	I	E1	660	200
			Harvey, John H.	A	C2	1246	240
			Hume, Jean H.	A	E1	1775	180
			Daldy, Rhoda C.	A	D2	2534	150
			De Renzy, Janet L.	A	..	..	110
			Heard, Vera R.	Pt4	..	..	55
			Roberts, Beatrice M.	Pt2	..	..	60
			Clarke, Muriel H.	Pt1	..	..	55
			McDonnell, Ellen E.	Pr1	..	..	30
			Crabbe, Norman J.	D	B1	410	..
			Holmden, Dorothy, M.A.	D	A4	1834	..
Waihi East	5A	252	Dean, James	H	C1	161	330
			Pendergrast, Harold E.	A	C2	1488	220
			Murphy, Emma S. (Mrs.)	A	Lic.	..	172
			Clark, Ethel M.	A	..	..	144
			Russell, Eva E. I.	A	C4	3703	130
			Vallance, Leslie M.	Pt4	..	..	65
			McGuire, Gertrude E.	Pt3	..	..	65
Waihi Plains	2	24	Lynch, Peter J.	S	..	..	126
Waihi South	5A	249	Gibson, Henry T. (ii)	H	C1	150	330
			Morgan, Alexander H.	A	D4	..	190
			Currie, Blanch B. (Mrs.)	A	E3	3013	180
			Corbett, Emily	Sub.	..	..	[135]
			De Renzy, Elizabeth	A	D3	2726	150
			Darby, Annie E. M.	A	D4	3448	130
			Conway, Thelma A.	Pt4	..	..	65
			Williams, Gladys R.	Pt2	..	..	60
Waihongi	2	16	Richards, Walter	S	..	..	126
Waihopo	2	42	Thompson, Frederick C.	S	..	..	126
Waihou	3B	93	Hamilton, Gordon K.	H	C1	660	230
			Roberts, Hazel N.	A	D5	..	130
			Parry, Lilian E.	A	D4	3703	120
Waikiekie East (22) and Waikiekie West (24)	3A	46	Walker, Theodore H. A.	S	C2	891	270
Waikino	4B	167	Reid, Robert T.	H	C1	276	260
			Staples, Jane A. (Mrs.)	A	E2	1631	170
			Macken, Ella	A	..	..	135
			Robson, Ida A.	A	..	..	126
			Capper, Dulcie L.	Pt1	..	..	35
Waikokowai	2	21	Watson, Cedric A.	S	..	..	126
Waikoukou	1	12	Stewart, Georgina F.	S	..	..	110
Waikumete	3B	86	Hosking, George F. C.	H	C1	371	230
			Gillanders, Catherine E.	A	C4	3209	130
			Nairn, Euphemia E.	A	..	..	110
Waima	1	10	Dive, May F. (Mrs.)	S	..	..	126
Waimai (8) and Waingaro (8)	1	16	Clark, George B.	S	..	..	126
Waimamaku Valley	2	34	Dunn, Sarah (Mrs.)	S	..	..	144
Waimana	3A	45	Willis, Francis T.	H	D2	1425	210
			Eldridge, Anna A.	A	..	..	110
Waimana Sawmill	1	18	Gledstanes, Helen L.	S	..	..	110
Wainate	3A	51	May, William J.	H	D2	1048	225
			Webb, Marjorie	A	C3	3135	130
Waimate Island	0	6	McNeil, Catherine M.	S	..	..	42
Waimatenui	1	10	Waters, Annie C.	S	..	..	110
Waingakau	1	11	Leith, Frederick E.	S	..	..	110
Waingarara	0	6	O'Reilly, Theresa	S	..	..	42
Waingaro (half-time). See under Waimai.							
Wainui	1	16	Roscoe, Lucy (Mrs.)	S	D2	1902	140
Waiomio	1	15	Colhoun, James A.	S	..	..	110
Waiomou	2	28	Battersby, Florence A.	S	D3	3135	140
Waiorongomai	2	30	Rust, Douglas S.	S	D3	2159	190
Waiotahi	2	11	Airey, Hubert B.	S	..	..	126
Waiotahi Valley	2	25	Gaukrodger, Florence M. (Mrs.)	S	C3	2784	190
Waiotehue	1	10	Mason, Agnes	S	..	..	110
Waiotemarama (21) and Weka-weka (18)	3A	39	Gordon, Forbes B.	S	C3	1834	260
Waipapa	1	11	Hall, William A.	S	..	..	110
Waipari (16) and Wharepuhunga (13)	2	29	Worthington, Herbert	S	..	..	180
Waipipi	3A	57	Harris, Samuel	H	D2	1564	210
			Dowden, Doris E.	A	..	..	117
Waipu Cave	1	10	Lang, Kathleen E.	S	..	..	110
Waipu Central	3A	52	Reynolds, Arthur E.	H	C1	570	215
			Thruston, Mary D.	A	..	..	110
			Strawbridge, George H.	Pr1	..	..	55

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*AUCKLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Waipu Cave (half-time). See under Bream Tail.							£
Waipu North	2	24	Browne, George T. M.	S	D4	2666	170
Waipu Upper	3A	37	McKay, Donald A.	H	E2	1564	200
			Fegan, Hannah	A	C4	3613	120
Waipuna	3A	53	King, Agnes L.	H	D2	2666	200
			Millar, Marion E.	A	..	..	110
Wairakei	0	6	Coulter, Agnes M.	S	..	..	£42
Wairanga	2	25	Ridling, Ellen C.	S	..	..	126
Wairangi Farm	2	29	Stevenson, Jane E. B.	S	..	..	135
Wairere	2	25	Dalton, Maggie B.	S	..	..	126
Wairiri Falls (half-time). See under Paemako.							
Wairoa South	2	24	Allen, John B., M.A.	S	D4	2963	190
Waitakaruru	1	17	Boles, Annette V. M.	S	..	..	110
Waitangaruru (half-time). See under Mairoa.							
Waitangi	2	24	Udy, Annie	S	E2	2590	150
Waitekauri	2	21	Robinson, George	S	..	..	171
Waitetuna	2	19	O'Donoghue, Lucy	S	Lic.	..	133
Waitoa	3A	56	Maclean, Charles (i)	H	D2	1182	225
			Forrest, Hilda A.	A	D4	3502	130
Waitomo Caves (half-time). See under Putake.							
Waituhi	3A	41	Cope, Arthur B. H.	H	D4	..	200
			Cope, Ida M. (Mrs.)	A	..	..	110
Waiuku	4A	161	Harris, Richard J.	H	C1	223	270
			Lake, Lulu A.	A	C3	2294	160
			Sanderson, Dorothy	A	..	..	117
			Scott, Edith H.	Pt3	..	..	65
			Barr, Elizabeth F.	Pr2	..	..	35
Waiwera	1	11	Jennings, Annie M. A.	S	C4	3661	130
Waiwhiu	1	12	Blair, Thomas M. R.	S	..	..	126
Walton	3A	47	Kysh, Frederick W.	H	D1	990	230
			Grigg, Hilda M.	A	C4	3567	130
Warkworth	4B	169	Cox, William L.	H	B1	185	270
			McCarroll, Sarah A.	A	..	..	135
			Goldsworthy, Elizabeth M.	A	D2	1299	170
			Barkley, Mabel	A	..	..	130
			Anderson, Beda A.	Pt1	..	..	55
Wayby	2	14	Torr, Ivy J.	S	D3	2590	140
Wekaweka (half-time). See under Waiotemarama.							
Wellsford	2	46	Smith, Charles H.	H	C4	2726	190
			Shaw, Sarah G.	A	..	..	110
Weymouth	2	16	Mangham, Kathleen A.	S	C5	3774	140
Whakamarama	2	23	Ferguson, William (ii)	S	Lic.	..	142½
Whakapara	3A	55	Burrell, Robert	H	D1	570	210
			MacDonald, Elsie L.	A	..	..	117
Whakatane	4A	177	Snell, Edgar F.	H	C1	253	270
			Joyce, Amie E.	A	E2	2467	160
			Mills, Alice G. (Mrs.)	A	D3	3209	170
			Campbell, Mary C. (Mrs.)	A	C3	2963	150
			Burnett, Archibald F.	Pt3	..	..	65
Whananaki	3A	36	Stuart, Claude G.	H	D3	2031	250
			Humbley, Florence E.	A	..	..	110
Whangae	1	15	Price, Ada	S	..	..	110
Whangaparaoa	2	15	Furse, Peter	S	..	..	126
Whangaparapara	2	17	Crofts, Herbert E.	S	..	..	126
Whangapoua	1	18	Dunning, Alice M. C.	S	..	..	110
Whangarata	3A	32	Rapson, George W.	S	C2	1182	230
Whangarei	6B	454	Macgregor, Alexander	H	C1	49	380
			Harris, Norman R.	A	C2	490	290
			Hardwicke, Eva V.	I	E1	777	200
			Shimmin, James E.	A	D1	833	210
			Litten, Alice I.	A	C2	1967	160
			Ferguson, Alethea	A	D3	2229	150
			Mitchell, Maggie	A	C2	2159	135
			Ormiston, Florence V.	A	C4	3209	120
			Drever, Dorothy M.	Pt4	..	..	55
			Macken, Ian B.	Pt3	..	..	55
			Kelly, Elizabeth	Pt2	..	..	60
			Horn, Daisy M. D.	Pt1	..	..	35
			Christie, John C.	Pr2	..	..	60
			Lupton, Dorothy	Pr2	..	..	35
			Bradney, Isabella M.	Pr1	..	..	60
			Simpson, Stella	Pr1	..	..	30

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—continued.

AUCKLAND—continued.

Schools.			Teachers.					
Name.	Grade, 1916	Average Attendance, 1916.	Name.	Position.	Classification.	Grading	Rate of Salary, Dec., 1916.	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
Whangarei Heads	3A	40	Rigby, Eliza A. (Mrs.)	H	E2	1116	£	200
Whangaripo	1	11	Jagger, Kathleen E.	A	..	..	..	126
Whangaroa North	1	18	Shanahan, Kate	S	..	..	..	110
Wharehine	1	15	Conyngham, John	S	..	..	..	110
Wharekohe (half-time). See under Titoki.			Hooper, Lucy J. E.	S	..	..	..	110
Whareora (half-time). See under Brynavoron.								
Wharepoa	3A	69	Boswell, James	H	C1	777	..	220
			O'Callaghan, Esther M.	A	C4	3209	..	130
Wharepuhunga (half-time). See under Waipari.								
Whatawhata	3A	60	Sutton, James	H	C1	410	..	225
			Dixon, Elsie A.	A	D4	3502	..	120
Whatipu (half-time). See under Karekare.								
Whawharua	0	6	Thomas, Kathleen	S	..	..	..	36
Whenuakite (half-time). See under Gumtown.								
Whitford, No. 1	3A	37	Braithwaite, Frederick C.	H	C2	1425	..	210
			Berryman, Adeline L.	A	D4	3802	..	130
Whitford, No. 2	1	12	Currie, Zena M.	S	..	..	..	110
Woodhill	3A	56	Catran, James G.	H	D1	604	..	230
			Trounson, Ida M.	A	C4	3802	..	120
Young's Point	1	15	Smith, Harry E.	S	..	..	..	110
Total	..	..	..	..	..	..	..	225249

TARANAKI.

Ackland	2	18	Linn, Charlotte E. (Mrs.)	S	..	..	..	126
Ahititi (21) and Tongaporutu (22)	3A	43	McIntosh, Gordon	S	B4	1246	..	260
Albert	1	7	Henderson, Annie H. (Mrs.)	S	E2	2784	..	140
Ararata	1	15	Liggins, William	S	..	..	..	110
Astwood	0	5	Stockwell, Mary C. (Mrs.)	S	..	..	..	24
Auroa	3A	68	Lacombe, Albert F.	H	C4	1564	..	200
			Mason, Doris	A	..	..	..	110
Awakino (25) and Mokau (19) ..	3A	44	Drader, Helena	S	..	..	..	234
Awatuna	3A	36	Cowles, Sarah A.	H	D2	1488	..	220
			McGregor, Charlotte	A	..	..	..	110
Bell Block	3A	71	Meston, Jane M.	H	C2	490	..	210
			Kirton, Muriel	A	D4	3741	..	120
			Bollinger, Marjorie	Pr2	..	..	..	35
Bexley	0	4	Calvert, Margaret C. (Mrs.)	S	..	..	..	24
Bird	3A	42	Berry, Amy M.	H	D2	833	..	230
			Giddy, Alice M.	A	..	..	..	117
Cardiff	3A	43	Bichenno, William C.	H	D5	2666	..	200
			Belcher, Ethel	A	..	..	..	117
Carrington	3A	37	Turner, Edgar	H	Lic.	..	..	190
			Doile, Gladys H.	A	D4	2844	..	130
Central (528) and Vogeltown side school (37)	7B	565	Dempsey, Hector	H	C1	91	..	420
			McIlroy, Robert L., B.A.	A	B1	711	..	320
			Martin, Gertrude E. (Mrs.)	I	E1	660	..	240
			Day, Norman D.	A	C3	1488	..	250
			Dempsey, Hectorine E.	A	D3	1488	..	200
			Henderson, Beattie M.	A	D2	939	..	200
			Waters, Amy (Mrs.)	Sub.	D3	..	..	[210]
			Jemison, Jane W.	A	D4	2784	..	160
			Firth, Frances A. (Mrs.)	A	E3	..	..	140
			Anthony, Agnes K.	A	..	..	..	110
			Wilkes, Amy M. (Mrs.)	A	..	..	..	130
			O'Rorke, Mary E.	A	D4	2844	..	120
			Warren, Alix	Pt3	..	..	..	55
			George, Alice M.	Pt3	..	..	..	55
			Campbell, Kathleen M.	Pt2	..	..	..	45
			Stanton, Vernon W.	Pr1	..	..	..	55
Denbigh	2	19	Cameron, Jessie (ii)	S	..	..	..	139½

For explanatory notes see page 1.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*TARANAKI—*continued.*

Schools.			Teachers.					
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
Douglas	3A	55	Westrup, Agnes C. I.	H	C3	2412	200	
Dudley	1	14	Cameron, Ida	A	D4	3013	130	
Durham	3A	36	Peach, Ada W.	S	..	..	110	
Egmont Village	3A	54	Smith, Kate E.	H	E2	1902	200	
Eltham District High School— Primary (283), secondary (18)	5B	301	McCormack, Susan J.	A	..	..	117	
			Auld, James A.	H	C1	1116	230	
			Nisbet, Cora M.	A	..	..	121½	
			Thomas, Taliesin	H	C1	185	350	
			Lightbourne, Reuben C. D. ..	A	C1	390	270	
			Jenkinson, Margaret B.	A	E1	1425	200	
			Jarratt, Herbert	A	C4	1967	220	
			Phillips, Annie A.	A	C4	3774	140	
			Parrott, Elsie M.	Pt4	..	..	55	
			Parrott, Laura M.	Pt2	..	..	45	
			Cumberworth, Nancy N.	Pr1	..	..	55	
			Granville, Ursula M.	Pr1	..	..	55	
			Baker, Dorothy D.	Pr1	..	..	35	
			Wilson, Margaret L.	D	Lie.	..	..	
			(Allen, Florence (Mrs.)	Sub.	D4	3567	..	
Fitzroy	4A	145	Johnson, Oscar	H	D1	410	280	
			Andrews, Elsie E.	A	D3	2086	160	
			Tolme, Mary F.	A	D4	3567	130	
			Lawn, Doris A.	Pt3	..	..	65	
			Leech, Ethel F.	Pr1	..	..	55	
Frankley	3B	103	Winfield, Thomas B.	H	C1	1182	250	
			Hare, Minnie K.	A	C4	3448	140	
			Moore, Norah D.	A	..	..	110	
Fraser Road	2	28	Poole, May H. (Mrs.)	S	..	..	126	
Hawera District High School and side school—Hawera primary (601), Hawera secondary (20), side school (44)	7C	665	Strack, Conrad A.	H	D1	120	420	
			Nairn, John R.	A	D1	1116	320	
			Lanyon, Harriet B.	I	D1	434	240	
			Henderson, Douglas D.	A	C3	2359	260	
			Slattery, Julia C.	A	E2	833	190	
			Barkley, Ethel I. M. M.	A	E2	1967	190	
			Bourke, Mary	A	D2	1116	150	
			Ellis, Maud (Mrs.)	A	Lie.	..	153	
			Anderson, Barbara (Mrs.) ..	A	D3	3135	140	
			Strack, Uriti M.	A	D4	2963	110	
			Bates, Winifred R.	A	D4	3502	120	
			Tait, Robina M.	A	D4	3845	120	
			Sartori, Ellen	A	..	..	110	
			Sheat, William A.	Pt3	..	..	55	
			Surgenor, Ruby	Pt1	..	..	55	
			Foy, Edna Q.	Pr2	..	..	60	
			Robertson, Katherine G. ..	Pr1	..	..	35	
			Scott, Amy S.	Pr1	..	..	30	
			McLeod, Janet, M.A.	D	A2	660	..	
Hillsborough	3A	40	McCarty, Catherine M.	H	D2	990	230	
			Brown, Alice	A	..	..	117	
Huiakama	3A	38	Lamplough, Marion (Mrs.) ..	H	..	..	180	
			Hill, Rita	A	..	..	110	
Huirangi	3A	44	Mead, Beatrix	H	C2	1048	210	
			Hutcheson, Maida	A	..	..	117	
Huiroa	3A	50	Bocock, James H.	H	E2	1116	230	
			Moir, May	A	..	..	117	
			Evans, Veda M.	Pr1	..	..	55	
Hurford	2	28	Tobin, Kathleen	S	D4	2086	150	
Hurimoana	2	35	Jones, Albert H.	H	..	..	126	
			Graham, Annie	A	..	..	110	
Ihaia	1	15	Hollins, Kate	S	..	..	110	
Inglewood	5A	262	Evans, Dafydd P.	H	C1	289	320	
			Wagstaff, Wilfred L.	A	C4	1631	230	
			Riordan, Margaret A.	A	D2	1631	160	
			Foster, Ivy A.	A	D3	2086	180	
			Larry, Mabel E. H.	A	C4	3277	130	
			Bayly, Madge	Pt3	..	..	65	
			Allen, Catherine	Pt2	..	..	35	
			Merron, Jessie	Pr2	..	..	60	
Kahui	1	9	Longley, Donald	S	..	..	110	
Kaimata	3A	65	Cameron, Sarah (Mrs.)	H	E2	1116	200	
			Parli, Elsie W.	A	..	..	110	
Kaimiro	3A	45	Wilson, Mabel	H	C3	2159	210	
			Gibson, Elsie E. (Mrs.)	A	D3	2666	150	
			Press, Alice E.	Pr2	..	..	60	

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*TARANAKI—*continued.*

Schools.			Teachers.					
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading	Rate of Salary, Dec., 1916.	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
Kaponga	4A	126	Lyall, George A.	H	D1	276	£ 270	
			Lock, Gertrude J.	A	E2	2590	160	
			King, Norah	A	..	..	117	
			Forster, Doris	Pt3	..	..	55	
Kapuni	3A	63	Honore, Abraham T.	H	C3	1357	210	
			Henderson, Doris	A	..	..	117	
Kent	1	19	Peart, Frederick B.	S	E1	2666	110	
Kina	1	13	McKenzie, Catherine (Mrs.) ..	S	..	..	110	
Kiore	2	15	Rowntree, Ethel	S	D3	2666	140	
Kohuratahi	1	9	McCartie, Frances (Mrs.) ..	S	..	..	126	
Korito	2	25	Porter, Amy M.	S	C5	..	140	
Koru	1	22	Barber, James H.	S	..	..	110	
Lepperton	3A	70	Brown, William A.	H	C1	529	230	
			Mouat, Grace B.	A	..	..	110	
Lincoln Road	2	32	McIntyre, Mary (Mrs.)	S	D4	1834	155	
Mahirakau	3A	31	Taylor, Thomas	S	..	..	180	
Mahoe	3A	49	Cumberworth, Frederick J. ..	H	D1	1048	230	
			Surman, Ethel	A	..	..	117	
Mahoenui	2	23	Ramsbottom, Harry V.	S	..	..	126	
Makahu	2	21	McHardie, Lawrence A.	S	..	..	135	
Makaka	1	15	Williams, Edith M.	S	..	..	110	
Manaia	4A	130	Howlett, Henry C., B.A.	H	A1	305	270	
			McEwen, Alethea H. A.	A	E2	3277	160	
			Hilles, Agneta M.	A	..	..	117	
			Corney, Clarice	P.2	..	..	60	
Mangaehu	1	9	Simpson, Thelma	S	..	..	110	
Mangahume	2	23	Buchler, Sarah J. (Mrs.)	S	D4	3209	140	
Mangamingi	1	22	Woodley, Ernest G.	S	..	..	126	
Mangaotaki	1	17	Symonds, Mary L. (Mrs.) ..	S	E2	2590	130	
Mangatoki	3B	87	Curteis, William A.	H	C2	1182	245	
			Prentice, Marion F.	A	D4	3443	120	
			Mead, Dorothy M.	A	..	..	110	
Mangorei Lower	1	13	Mills, Allan	S	..	..	110	
Mangorei Upper	1	14	Amoore, Albert H.	S	..	..	110	
Marakopa	1	13	Bremner, Alex R.	S	..	..	110	
Marco	3A	47	Gleeson, Alice R.	H	D3	3209	200	
			Hodder, Mary E.	A	..	..	117	
Mata	2	21	Aston, Aubrey E.	S	C4	2412	140	
Matapu	3A	45	Laird, Emma P.	H	E2	1425	210	
			Simmons, Olive L.	A	D3	3066	140	
Matau	1	16	Robinson, Doris E.	S	..	..	110	
Matau (household)	0	4	Young, Harriet E. (Mrs.) ..	S	..	..	24	
Matiere	3A	46	Bicheno, Leonard	H	E1	1246	200	
			Greville, Lillian	A	..	..	117	
Meremere	2	21	Palmer, Arthur F.	S	D4	2534	190	
Midhurst	4A	111	Mail, James W.	H	C1	711	270	
			Finnerty, Lilla	A	D3	3135	160	
			Hall, Helen	A	..	..	117	
			Neilson, Harriet J.	P.3	..	..	65	
			Rogers, Mary	Pr2	..	..	60	
Mimi	2	21	Burfitt, Gladys E.	S	..	..	135	
Mokau (household)	0	4	Randell, Ida	S	..	..	24	
Mokau (half-time). See under Awa-								
kino.								
Mokoia	3A	47	Jones, John W. T.	H	D4	1564	210	
			O'Brien, Emily E.	A	..	..	117	
Mount Messenger	1	15	Nolan, Josephine	S	..	..	126	
Muskers	1	13	Wallach, Jean	S	..	..	110	
Newall	2	28	Cassie, Jane	S	..	..	144	
Ngaere	3B	91	Sims, Arthur V.	H	C1	490	250	
			Mills, Sarah A.	A	E1	2412	140	
			Taylor, Ida	A	Lfc.	..	114	
			Rogers, Maurice N.	Pr1	..	..	30	
Nihoniho	2	18	Carroll, Archibald J.	S	..	..	135	
Norfolk	3A	44	Thomas Richard E.	H	C1	350	230	
			Simpson, Dorothy	A	..	..	117	
			Leech, Eileen D.	Pr1	..	..	60	
Normanby	4A	122	Mitchell, George W.	H	C1	660	275	
			Willetts, Elizabeth	A	D3	2412	160	
			Burgess, Emily M.	A	C3	2963	140	
			Reid, Christina	Pt2	..	..	45	
Oakura	2	26	Pearson, Adeline (Mrs.)	S	..	..	126	
Oaonui	3A	66	Evetts, Carvell E.	H	D3	604	210	
			Fleming, Margaret	A	..	..	117	
Oeo	2	22	White, Sydney	S	..	..	126	
Ohangai	3A	59	Sangster, Mary (Mrs.)	H	E2	..	200	
			Leo, Dora K.	A	..	..	117	

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*TARANAKI—*continued.*

Schools.			Teachers.					
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification	Grading.	Rate of Salary, Dec., 1916.	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
Ohura	3A	49	Askew, Laura L. (Mrs.)	H	D2.	2784	£ 200	
Okahukura	2	28	Willis, Violet O.	A	..	..	110	
Okaiawa	3B	86	Woods, Eileen I.	S	..	..	126	
Okato	3A	64	Innes, Thomas	H	C1	529	250	
Okau	2	29	Barkla, Beatrice M.	A	..	..	110	
Okoke	1	8	Morse, D'Arcy	A	..	..	110	
Omata	3A	60	Larsen, Christian R.	H	C2	1564	225	
Ongarue	3A	38	McGregor, Eva	A	D3	2726	130	
Opunake	3B	85	Chapman, Ada V.	S	..	..	126	
Otakeho	3A	92	Murray, Philomena	S	..	..	110	
Otangiwai	3A	36	Meyenberg, Arthur M.	H	C2	1116	230	
Otunui	1	15	Wells, Alice	A	..	..	121½	
Paraketu Valley	0	8	Blewman, Mary	Pr2	..	..	60	
Pehu	0	5	Langdon, Arthur	H	D2	1488	225	
Pembroke	2	28	Blake, Margaret	A	..	..	110	
Pihama	3A	40	Hickey, Stella	H	C2	1425	200	
Piko	1	10	Fleming, Elizabeth	A	..	..	110	
Pitone	1	11	Lewis, Ellinor E.	A	..	..	110	
Pohokura	2	25	Baillie, James	H	E1	711	210	
Pukearuhe	1	18	Roberts, Gladys V.	A	..	..	110	
Pukeho	3A	26	Keppel, Mary	A	..	..	110	
Pukongahu	2	25	Read, Annie E. (Mrs.)	H	D2	2086	200	
Pungarehu	3A	44	{ Broad, Amelia A.	A	..	..	117	
Puniho	2	28	{ Mitchell, Ada	Sub.	..	..	[110]	
Puniwhakau	1	23	Bayly, Clarice E.	S	..	..	110	
Purangi	1	9	Cole, Charlotte B.	S	..	..	42	
Radnor	2	22	Larsen, Clara S. (Mrs.)	S	..	..	36	
Rahotu	3A	67	Boyle, Thomas	S	Lic.	..	180½	
Ratapiko	3A	45	Mason, Frederick W.	H	E2	1246	230	
Raupuha	3A	37	Stitt, Annie B.	A	C4	3209	130	
Rawhitiron	2	29	Gaustad, Phoebe V.	S	..	..	110	
Rerokapa	0	3	Smith, Maurice	S	..	..	110	
Rivoriea	3A	44	Calvert, Agnes P. (Mrs.)	S	D4	3334	140	
Rotokare	1	21	Cartwright, Mary G. (Mrs.)	S	D5	3741	150	
Rowan	2	24	Fenton, Henry C.	S	C4	1707	210	
Stanley	3A	65	Coleman, Grace L.	S	D4	3741	140	
Stratford District High School — Primary (535), secondary (142)	7D	677	Harrison, Jessie I. (Mrs.)	H	D2	891	220	
			Rawlinson, Gwendoline	A	..	..	117	
			McKay, Annie I.	S	E2	1775	170	
			James, Margaret D.	S	..	..	110	
			Hamerton, Annis E.	S	E2	3209	140	
			Breen, Mary	S	..	..	135	
			Manning, William A.	H	D3	833	210	
			Jones, Ivy	A	..	..	112½	
			Wilson, Oney E. (Mrs.)	H	D1	604	220	
			Franklyn, Violet	A	..	..	117	
			Stephenson, Charles H.	Pr1	..	..	35	
			Jensen, Violet (Mrs.)	H	D3	1707	210	
			Branley, Etta	A	..	..	117	
			McNeill, Rose W. (Mrs.)	S	D3	3013	150	
			Hutchins, Mary E. (Mrs.)	S	..	..	18	
			Ewart, Edmond O.	H	D3	1564	210	
			Tobin, Annie	A	..	..	117	
			McKinnon, Empress	S	..	..	110	
			Cameron, Emma J.	S	..	..	135	
			Lilley, Helen	H	E1	891	230	
			Guppy, Annie E.	A	..	..	117	
			Tyrer, Florence A. R.	H	D1	49	420	
			Thomas, Joseph W.	A	C1	371	325	
			Hogg, Susan	I	E1	529	240	
			Dyson, Stanley W.	A	..	..	240½	
			Papps, Mary M.	A	C2	529	200	
			Pearce, Elsie M.	A	C2	891	200	
			Lineham, John T.	A	..	..	135	
			Clemow, Annie L.	A	C4	2963	130	
			James, Rosalie	Pt4	..	..	65	
			Palmer, Bertha M.	Pt4	..	..	65	
			Kelleher, Annie	Pt3	..	..	55	
			Chamberlain, Doris A.	Pt3	..	..	55	
			Sanderson, Muriel	Pt2	..	..	45	
			McAllister, Frances I.	Pr1	..	..	35	
			Bowler, Frederick, B.A.	D	Lic.	..	..	
			Heron, Albert J.	D	..	..	..	
			Jackson, Edith A.	D	Lic.	..	..	
			Lovell-Smith, Constance ⁵¹	D	B3	2844	..	
			Terry, Mary C.	D	..	..	..	

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*TARANAKI—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Tahora	2	37	Winthrop, Alice E. (Mrs.) ..	S	D3	2467	£ 150
Tarata	3A	40	Eggleton, Francis J. ..	H	..	..	180
			Mackie, Myrtle R. ..	A	..	..	110
Tariki	3A	63	Eason, Harry A. ..	H	D1	891	250
			Thompson, Geraldine ..	A	..	..	117
			Hall, John C. ..	Pr1	..	..	35
Tarurutangi	2	32	Balsom, Ivy A. E. (Mrs.) ..	S	D4	2229	150
Tataraimaka	3A	47	Moss, Elizabeth M. (Mrs.) ..	H	E3	1775	210
			Gibson, Hilda ..	A	..	..	117
Tatu	1	19	White, Lily K. ..	S	..	..	110
Te Kiri	3A	43	Edwards, Isabel ..	H	D3	1182	210
			Hunt, Blanche ..	A	..	..	110
Te Roti	3A	47	Hansen, Mary ..	H	D3	2229	200
			Tate, Minnie ..	A	..	..	110
Tikorangi	3A	60	West, Isaac M. ..	H	C2	939	230
			Rowland, Cecily M. ..	A	..	..	110
Tokaora	2	32	Francis, George T. ..	S	Lic.	..	133
Tokirima Road	2	23	Appleby, Eric J. ..	S	..	..	126
Toko	3B	112	Allan, Orlanno L. ..	H	C1	771	250
			Allen, Belle ..	A	..	..	110
			Spence, Lilian M. ..	A	..	..	110
			Blair, Margaret ..	Pr2	..	..	69
Tongaporutu (half-time). See under Ahititi.							
Tuna	3A	33	Matheson, Peter ..	H	D1	1707	210
			Thomson, Marie ..	A	..	..	110
Turoto Road (3) and Turoto Road South (6)	1	9	Christensen, Sidney G. ..	S	..	..	126
Tututawa	2	23	Brereton, Maud A. (Mrs.) ..	S	Lic.	..	152
Urenui	3B	70	Pope, George H. ..	H	D2	1631	250
			Dempster, Mary J. ..	A	..	..	110
Uruti	2	24	Clark, Elsie M. ..	S	D3	2229	180
Vogeltown (side school). See under Central.							
Waiau	1	17	Fleming, Mary ..	S	..	..	126
Waihi	3A	60	Bullians, Andrew ..	H	D1	711	215
			Gilliver, Dorothy ..	A	..	..	110
Waiongong ra	1	16	Worm, Louisa F. ..	S	..	..	135
Waiongona	2	21	Arthur, Edith A. ..	S	C4	2784	140
Waitaanga	1	12	Hagenson, Annie E. (Mrs.) ..	S	..	..	110
Waitara	5A	281	Wyllie, Samuel ..	H	C1	110	330
			Butler, Fenton ..	A	D5	2590	190
			O'Rourke, Margaret ..	A	D4	2159	160
			Evans, Edna A. ..	A	C4	3135	150
			Cocker, Alice ..	A	C4	..	130
			Graham, Janet T. ..	Pr2	..	..	60
			Harrison, Mary E. ..	Pr4	..	..	55
			King, Kathleen L. ..	Pr2	..	..	60
Waitui	2	26	Bunyan, Isabel ..	S	..	..	153
Warea	3A	41	Barak, Mary C. (Mrs.) ..	H	C2	777	225
			Tobin, Margaret ..	A	..	..	117
West End	6A	421	Dowling, Mary (Mrs.) ..	H	C1	18	380
			Bary, Edward ..	A	C2	490	290
			Mynott, Laura E. ..	I	E1	604	200
			Howarth, Oswald J. ..	A	C2	1488	240
			O'Brien, Florence ..	A	D3	1707	160
			Bullard, Margaret S. ..	A	D4	3862	130
			Anthony, Ida M. ..	A	D4	3567	130
			Hirst, Irene M. ..	Pt3	..	..	55
			Mouat, Marjorie ..	Pt2	..	..	45
			O'Brien, Ida ..	Pt2	..	..	45
			Jemison, Katherine E. ..	Pt2	..	..	60
			Barnes, Alice M. ..	Pr2	..	..	35
			Miles, Ida ..	Pr1	..	..	55
Whakamara	2	27	Anthony, Annie (Mrs.) ..	S	..	..	135
Whangamomona	3A	52	Mills, Stanley M. ..	H	D4	1299	215
			McMeekan, Dorcas I. ..	A	D4	..	130
York	3A	31	Strachan, Mary A. ..	H	D1	604	220
			Eason, Rosa M. ..	A	..	..	110
Total	..	..	..	..	..	..	46,227

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—continued.

WANGANUI.

Schools.			Teachers.				
Name.	Grade, 1916	Average Attendance, 1916.	Name.	Position.	Classification	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Alton	3A	54	Bastings, Lyndon, B.A.	H	B4	..	£ 200
			Williams, Margaret A.	A	D4	3502	130
			McDonnell, Stephen J.	Pr2	..	..	35
Apiti	3B	103	Hills, Charles C.	H	C1	570	230
			Clench, Mabel H. (Mrs.)	A	D3	3209	130
			Duncan, Emily L.	A	..	..	110
Aramoho	4C	184	Law, James K.	H	C1	410	310
			Bates, Cyril P.	A	B4	1357	200
			Pitcher, Susan M. E.	A	D2	2726	150
			Cavell, Marion C.	A	D4	3277	120
			Dabinett, Stella E.	A	..	..	110
			Gordon, Ronald K.	Pt1	..	..	55
			Bathgate, Marjorie H.	Pr2	..	..	60
Aratika	1	13	Wilson, Katie E.	S	..	..	110
Ashhurst	4A	129	Robson, John T.	H	C1	305	270
			Piercy, Florence M. S.	A	E2	2086	160
			McLean, Olive C.	A	..	..	110
			Shaw, Esther L.	Pt4	..	..	55
			Shaw, Edith R.	Pr1	..	..	30
Awahou	2	24	Pemberton, Leila E. I., B.A.	S	B4	3448	140
Awahou South	1	11	Priest, Grace W.	S	..	..	110
Awahuri	3A	54	Bousfield, Arthur M.	H	D2	833	210
			Fletcher, Lily H.	A	..	..	110
Bainesse	1	28	Stevenson, Helen	S	..	..	110
			<i>Lynch, Elizabeth</i>	Sub.	..	..	[126]
Beaconsfield	3A	22	Meads, Zenobia	S	C1	1299	200
Bluff Road	1	13	Secker, Eileen M.	S	..	..	110
Brunswick	3A	30	Murray, Norman H.	H	C3	1116	200
			Andrew, Elsie F.	A	C5	..	120
Bull's District High School—Pri- mary (124), secondary (9)	4A	133	Gray, Henry	H	D1	253	290
			Henderson, Aileen M.	A	D3	2666	150
			Meads, Rachael M.	A	D4	2666	140
			O'Brien, Grace	Pt4	..	..	55
			Jamieson, Catherine (i), B.A.	D	B3	1631	..
Bunnythorpe	4A	117	Espinier, George H.	H	C1	350	260
			Argyle, Doris W.	A	D4	2467	150
			Young, Isabella	A	..	..	110
			Espinier, Eileen V.	Pt3	..	..	55
Burnside	0	7	Simpson, Joan	S	..	..	36
Campbell Street (Palmerston North)	7D	636	Watson, Francis E.	H	D1	150	420
			Warden, Charles H.	A	D1	390	330
			Reed, Amelia D.	I	E1	1488	240
			<i>Shortall, Mary R.</i>	Sub.	E1	711	[230]
			Browning, Claude A.	A	D3	1182	250
			Short, Martha C. (Mrs.)	A	C3	1707	220
			Ewing, Ellen	A	E1	1116	190
			Kuhtze, Miriam	A	D2	3013	170
			Kerslake, Ida M.	A	D4	3398	130
			Bradley, Julia M.	A	D3	3448	140
			Read, Bessie A.	A	..	..	110
			Pigott, Emily L.	A	C5	3277	120
			Grant, Kathleen	Pt3	..	..	55
			Park, Eileen N.	Pt3	..	..	55
			Vernon, Thomas R.	Pt3	..	..	55
			Shortall, Thomas N.	Pt1	..	..	55
			Matthews, Verna M.	Pt1	..	..	55
			Heley, Marion W.	Pr1	..	..	30
Carnarvon	3A	44	McCarthy, Adelaide	H	D2	2534	200
			Orr, Adrienne M.	A	Lic.	..	114
Castlecliff	4A	133	Smith, William (ii)	H	D1	490	270
			Gebbie, Margaret E.	A	C2	2031	160
			Huston, Grace L.	A	..	..	121½
			Oliver, Cecil R.	Pt3	..	..	65
Cheltenham	3A	56	McEwen, Malcolm R.	H	C2	990	230
			Arthur, May	A	D4	3567	130
Clydesdale	2	31	Tregurtha, Edward	S	D4	2666	170
Coal Creek (8), and Ridge Road (15)	2	23	Abraham, George C.	S	..	..	180
College Street (Palmerston North) ..	6B	471	Low, David W.	H	B1	135	380
			Bates, Frederic A., M.A.	A	A1	305	290
			Mowbray, Lucy O.	I	C2	1299	215
			Govan, Frances	A	D2	1707	200
			Wilson, Arthur L. C.	A	D3	1707	170
			Staite, Florence M.	A	E3	3013	150
			King, Johannah	A	D2	3013	150
			Bowler, Margaret	A	C5	3502	110
			Sollitt, Florence G.	Pt3	..	..	55
			Seifert, Vida I.	Pt2	..	..	45
			Bowater, Ellen D.	Pt1	..	..	55
			Day, Leslie I.	Pr2	..	..	35
			Martin, Norman M.	Pr2	..	..	60

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*WANGANUI—*continued.*

Schools.			Teachers				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Colyton	3A	39	Broughton, Marian H. (Mrs.)	H	E2	..	200
Crofton (86) and side school (44)	4A	130	Mahoney, Ella M.	A	..	..	117
			Swinbourne, William A.	H	C1	223	260
			Keir, Charlotte H.	A	Lic.	..	142½
			Piercy, Ruby E.	A	D4	3661	120
			Woodford, Heloise A.	A	..	..	110
Denlair	1	12	McCarthy, Ita	A	..	..	110
			Lourie, Archibald	S	..	..	110
			Perry, Florence E.	S	..	..	135
Dunolly	2	28	Nairn, James	H	C1	350	250
Durie Hill	3B	108	Molloy, Ellen C.	A	..	..	126
			Flavell, Lucy	A	D4	..	120
Feilding District High School— Primary (401), secondary (61)	6B	462	Scarrow, Gertrude V.	Pr2	..	..	60
			Richardson, Henry H. B.A.	H	B1	85	380
			Prichard, Herbert D.	A	C2	604	280
			Moore, Mary A.	I	D1	570	200
			Taylor, David	A	C3	2294	210
			Ross, Adelaide W.	A	D4	2726	160
			Crabb, Janet L.	A	D3	2666	160
			Mahoney, Mabel A.	A	D3	2784	140
			James, Stephen C.	Pt3	..	..	55
			Fowles, Alice T.	Pt3	..	..	55
			Bailey, Phoebe	Pt2	..	..	45
			Mills, Dorothy J.	Pr2	..	..	35
			Syme, Roderick	Pr1	..	..	55
			Burley, William E.	D	B1	529	..
			Wyatt, Gladys M.	D	C1	1182	..
			Macleod, Annie H.	H	C3	2031	200
			Howie, Evelyn C.	A	..	..	117
			Jackson, Percy G.	H	C1	120	350
			Gabites, Herbert F.	A	C1	1116	270
			Moxham, Ruth M.	I	B4	1631	190
Fitzherbert East	3A	40	Aitken, James D.	A	..	..	200
			Price, Catherine E.	A	..	..	117
			Hare, Edith L.	A	C4	2963	120
			Rockel, Hasel	A	..	..	110
			McMurray, Phyllis M.	Pt3	..	..	55
			Rawson, Mary	Pt2	..	..	60
			Desmond, Florence M.	Pt1	..	..	35
			Harre, Horace R.	H	D4	1967	200
			Perrett, Estelle	A	..	..	117
			Bowater, Charles H. T.	H	D1	233	330
			Williams, William P.	A	C2	891	260
			Tuffin, Margaret S.	I	D1	1246	200
			Wood, Horace W.	A	C3	1967	220
			Griffiths, Williamina	A	D2	2726	140
			Bain, Agnes S.	A	D4	3661	140
Glen Orua	3A	41	McLean, Frances M. (Mrs.)	A	C4	2963	140
			Martin, Doris B.	Pt4	..	..	55
			Sewell, Mary U.	Pt3	..	..	55
			Curham, Barbara W.	Pt2	..	..	45
			Bowater, Hildreth W.	Pt1	..	..	35
			McCormick, Eileen A.	Pr2	..	..	35
			Rice, Aroha P.	Pr1	..	..	30
			Hamilton, Harry	S	..	..	110
			Stansell, William F.	H	C1	410	240
			Durie, Margaret J.	A	..	..	110
			Perrin, Norah E.	A	..	..	110
			Fitzgerald, Ashley J.	S	Lic.	..	133
			Moor, Dora E.	S	..	..	126
			O'Donnell, Ada R.	S	..	..	135
			Curtis, Nancy	S	..	..	24
Gonville	5D	443	Lange, Ernest H. E.	S	..	..	126
			Butler, Sydney Thomas	H	D3	1707	200
			Clemance, Grace A. D.	A	D3	3703	130
			Robbins, Thorley	S	..	..	126
			Ironmonger, Edwin L.	H	D1	135	290
			Ray, Lydia M.	A	D3	2086	160
			Dement, Unice I. G.	A	C4	3703	120
			Holder, Dorothy L.	Pr2	..	..	60
			Roulston, James D.	D	B2	1357	..
			Small, Gilbert J.	H	D2	1246	215
			McCormick, Mary J. J.	A	D4	3567	130
			Purnell, Edith A.	S	..	..	110
			Mackay, Duncan H.	H	D1	604	230
			Marten, Agnes M.	A	D4	..	130
			Martin, Donald	H	E1	1299	230
Greatford	1	18	Lancaster, Alice	A	..	..	110
Halcombe	3B	101					
Hibitahi	2	23					
Hikimutu	2	32					
Hinau	1	10					
Hiwi	0	4					
Hiwinui	2	26					
Horopito	3A	56					
Hukapapa	2	27					
Hunterville District High School— Primary (117), secondary (17)	4A	134					
Hurleyville	3A	31					
Kaheke	1	16					
Kai-iwi	3A	50					
Kairanga	3A	56					

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*WANGANUI—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Kaitieke	1	15	Gibb, Annie H. .. .	S	C4	3013	£ 120
Kaitoke	3A	59	Whalley, George E. .. .	H	C1	660	230
			Chapman, Edith F. .. .	A	..	..	110
Kakahi	4A	128	Overton, George E. .. .	H	C1	410	260
			Moyle, Elizabeth (Mrs.) .. .	A	D3	2963	180
			Halley, Bessie M. .. .	A	..	..	110
Kakaramea	3A	56	Lotter, Maria L. .. .	Pt3	..	..	55
			Rogers, Edward H. .. .	H	C1	1116	230
Kakariki	2	21	Beamish, Marion G. .. .	A	D4	3066	130
Kakatahi	1	14	Berry, Laxton G. .. .	S	D4	2467	170
Karewarewa	1	12	Harper, Martin R. .. .	S	..	..	110
Kaukatea	1	11	Bennett, Irene .. .	S	..	..	110
Kawhatau	2	21	Pennefather, Umita C. .. .	S	..	..	110
Kelvin Grove	3A	47	Ferguson, Catherine .. .	S	..	..	126
			Walters, Edward H. .. .	H	C2	1048	230
Kimbolton	3A	82	Burley, Renee M. A. .. .	A	D4	3502	130
			Anderson, Bonifacius .. .	H	C1	371	250
Kivitea	3A	46	King, Gwendoline .. .	A	..	..	110
			Bartlett, Alice G. .. .	H	C1	463	230
Koeke	1	14	Murphy, Elizabeth .. .	A	..	..	110
Kohi	1	19	Haase, Agnes M. .. .	S	..	..	110
Komako	1	12	Tregurtha, Richard H. .. .	S	..	..	110
Lacy's Landing (10) and Retaruke (7)	1	17	Currie, Thomas C. .. .	S	..	..	110
Linton	3B	78	Lacy, Mabel .. .	S	..	..	126
			Martin, Frederick W., B.A. .. .	H	B2	711	230
			Gills, Evelyn Hilda .. .	A	D4	3334	130
Livingstone	1	13	Martin, Elisabeth (Mrs.) .. .	A	E1	3277	120
Long-acre Valley	1	10	Horner, Edward O. .. .	S	..	..	117
Longburn	3B	89	Small, Sydney B. .. .	S	..	..	110
			Lyall, Henry .. .	H	D1	490	245
			Sorrensen, Lillian I. .. .	A	C4	3066	130
			Walker, Grace .. .	A	..	..	110
Lytton Street (Feilding) .. .	5A	274	Stewart, Harry C. .. .	H	D1	253	330
			Johnson, Hector C. .. .	A	B4	1631	210
			Walton, Margaret C. .. .	A	D2	2412	170
			Thompson, Lydia C. .. .	A	C2	2031	160
			Mountfort, Janie M. .. .	A	D4	3135	130
			Banks, Maggie C. .. .	Pt2	..	..	60
			Stewart, Gwenda .. .	Pt1	..	..	35
			Hostick, Ethel C. B. .. .	Pr2	..	..	35
Main South Road	1	8	Tunley, Muriel (Mrs.) .. .	S	..	..	110
Makino Road	3A	36	Belton, Joseph .. .	H	C2	891	210
			Hodgson, Inez .. .	A	..	..	110
Makirikiri Valley	1	9	Herrick, Lorrie .. .	S	..	..	110
Makohau	1	7	Lewis, Beatrice .. .	S	..	..	42
Makohine Valley	1	11	Dryden, Queenie .. .	S	..	..	110
Makotuku	2	32	McCann, Thomas .. .	S	..	..	144
Mangaeturoa	1	9	Walker, Dorothy (ii) .. .	S	..	..	110
Mangamahu	1	9	Scott, Flora J. .. .	S	..	..	110
Mangaonoho	3A	31	McConnachie, Charles, M.A. .. .	S	B1	490	230
Mangara	1	13	Woolford, Florence .. .	S	..	..	110
Mangarimu	1	19	Hawson, Constance J. M. (Mrs.) .. .	S	..	..	110
Mangaweka	3B	93	Adams, William .. .	H	D1	320	270
			Edwards, Annie .. .	A	D4	..	120
			McCormick, Ellen K. .. .	A	..	..	110
Mangawhio	1	9	Atkinson, Nora M. .. .	S	..	..	110
Mangoihe	1	12	Montgomery, Wilhelmina E. .. .	S	..	..	110
Manunui	4B	208	Wilson, William C. .. .	H	C2	490	280
			Nickle, Gladys M. (Mrs.) .. .	A	C4	3066	170
			Hill, Eleanor .. .	A	D5	..	150
			Dougherty, Elizabeth P. .. .	A	..	..	117
			Bond, May .. .	Pt1	..	..	55
Manutahi	2	29	Sunderland, Ruth .. .	S	..	..	126
Marton District High School—Primary (282), secondary (17)	5B	299	Ryder, Robert B. .. .	H	B1	101	345
			Burgess, William H. .. .	A	C4	1246	250
			McDonald, Alison .. .	A	E1	833	200
			Cartwright, Elizabeth J. .. .	A	C2	3013	150
			Hull, Eva .. .	A	C4	3209	130
			Hunt, Benjamin W. B. .. .	Pt4	..	..	65
			Wilson, Helen M. B. .. .	Pt3	..	..	55
			McCarthy, Helena P. .. .	Pr2	..	..	60
			Thomas, William W., B.A. .. .	D	B3	2086	..
Matarawa	1	13	Christie, Elizabeth .. .	S	E2	2963	150
Mataroa	3A	30	Taylor, Muriel E. .. .	S	D4	2726	140
Maxwell	3A	49	Ritchie, Thomas R. .. .	H	D3	1488	220
			Beamish, Olive M. .. .	A	Lic.	..	123½
Moawhango	1	11	Levien, Rachel .. .	S	..	..	110
Momohaki	2	21	Eggers, Mabel (Mrs.) .. .	S	D2	1564	190

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*WANGANUI—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Mosston	3B	83	Astbury, Henry E.	H	C1	660	£ 250
			Jones, Annie I.	A	D4	3135	120
			Hampton, Lilly W.	A	..	..	110
Moturoa	1	10	McPhee, Ivy	S	..	..	110
Mount View	2	26	Turnbull, Frances K. (Mrs.)	S	..	..	126
Moutoa	3A	53	Galland, James	H	C2	777	230
			Guylee, Marjorie	A	D4	3334	130
Naumanui	2	17	Goldsbury, Hugh	S	D4	..	140
Newbury	3A	67	Howie, Elizabeth A.	H	E2	1246	220
			Minogue, Annie	A	..	..	110
Ngaturi	1	11	Barham, William J.	S	..	..	110
Ngawaka	2	9	Muirhead, Colin	S	..	..	126
Ngutuwera	2	20	Matthews, Elizabeth	S	D4	2590	140
Ohakea	3A	56	Gabites, Frederick G.	H	C1	660	230
			Bailey, Mary M.	A	D2	2590	140
Ohakune	5B	307	Furrie, Leonard J.	H	C1	410	320
			Cutler, Roland H.	A	C2	711	250
			Kelly, Lucy	A	C3	1631	165
			Dunne, Mary E. (Mrs.), B.A.	A	B2	1967	180
			(Brooke, Violet E.	A	..	..	117
			Ferguson, Olivia F. (Mrs.)	Sub.	D4	3831	[140]
			Nicoll, Ethel V.	A	D4	3703	130
			Herd, Mabel L.	Pt3	..	..	55
Ohingaiti	3A	63	Dodds, Marcella W.	Pt1	..	..	55
			Mowbray, Edith	H	E1	1631	215
Ohutu	1	13	Heise, Mary T.	A	..	..	117
Okoia	3A	40	Macfadzean, James	S	..	..	126
			Clayton, John C.	H	D2	1299	230
Opaku	2	24	Cavell, Elizabeth B.	A	C4	3135	130
Orangimea	0	7	Burns, Andrew S.	S	D4	3277	150
Orautoha	2	21	Duffy, Elizabeth M.	S	..	..	108
Oroua Downs	3A	60	Cooke, George P.	S	D5	..	140
			Liggins, Charles W.	H	C1	463	200
			McKenzie, Florence C.	A	..	..	117
Otairi	1	10	Mason, Louisa C.	S	..	..	110
Owhakura	2	21	Jones, Harry	S	..	..	126
Owhango	4A	150	Masefield, John	H	B1	320	270
			Mead, Mary G.	A	C4	2963	160
			Ericksen, Julia E.	A	..	..	117
			Wither, James A.	Pt3	..	..	65
Pakihikura	1	16	Morecraft, Muriel I.	S	C3	2467	140
Parawanui	2	36	Scott, Helen I. S.	S	C3	1967	185
Patea District High School—Pri- mary (155), secondary (13)	4A	168	Hird, William E., M.A.	H	B1	177	280
			Beardmore, Annie E. (Mrs.), B.A.	A	B3	2534	180
			Walsh, Mary	A	..	..	117
			Warner, Douglas G.	Pt4	..	..	65
			Woodruffe, Laura	Pr2	..	..	60
			Billens, Emmie, B.A.	D	B3	3334	..
Pipiriki	1	12	Bell, Ethel M. W.	S	..	..	110
Piriaka	3A	45	McGreal, Michael S.	H	C2	1246	240
			Hammond, Eileen R.	A	..	..	110
Pohangina	3A	49	Murdoch, James M.	H	C1	990	230
			Wildbore, Cecelia R. M.	A	D4	3703	120
Pohonui	1	15	Young, Edwin R.	S	..	..	110
Porewa	1	10	Thomas, Emily F.	S	..	..	117
Potaka Road	1	12	Durward, Donald F.	S	..	..	110
Poukiore	1	10	Pees, Katherine S.	S	..	..	110
Pukekaha	1	13	Thompson, James E.	S	..	..	110
Pukeokahu	2	18	Platt, Thomas E.	S	..	..	126
Pukeroa	1	12	Beard, Catherine	S	..	..	112½
Queen's Park Wanganui (272) and St. John's Hill side school (28)	5B	300	Payne, Henry M.	H	C1	115	360
			Marshall, George H.	A	C2	990	260
			Ross, Jane W. M.	A	C2	1564	180
			Horneman, Flora M.	A	D2	2590	150
			Box, Lucy E.	A	D4	3703	130
			Woon, Una G.	A	..	..	110
			McDonald, Leslie J.	Pt4	..	..	55
			Mitchell, Mona C.	Pt2	..	..	60
Raetihi	3B	112	Haydon, Thomas B.	H	C1	320	230
			Day, Esther M.	A	C3	2784	150
			Payne, Amy S.	A	B4	3661	120
Rakautangi	0	4	Palmer, Flosselle	S	..	..	24
Rangataua	4A	126	McKay, Farquhar J.	H	C1	490	270
			McDonald, Christina (ii)	A	C3	2229	160
			Keane, Margaret V.	A	..	..	110
			May, Lucy J.	Pt1	..	..	55

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—continued.

WANGANUI—continued.

Schools.			Teachers.					
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
							£	
Rangiotu	3A	60	Walker, Louis J.	H	D2	2159	210	
Rangiwhahia	3A	52	Jamieson, Catherine (ii)	A	D4	3613	120	
Rata	3A	55	Curry, Matthew G.	H	D4	2031	200	
Rata iti	1	10	Anderson, Caroline G.	A	D4	3135	130	
Raukura	2	24	Browning, Joseph	H	D2	529	225	
Raumai	2	22	Hart, Bessy A.	A	D4	2844	130	
Raurimu	3A	52	Purnell, Mary E.	S	..	..	110	
Retaruke (half-time). See under Lacy's Landing.			McColl, Anne C.	S	E3	2590	160	
Rewa	2	25	Smith, Gerald D.	S	..	..	189	
Riariaki	0	2	Taylor, Edgar H.	H	D4	1564	200	
Ridge Road (half-time). See under Coal Creek.			Kennedy, Grace	A	..	..	117	
Rongoiti	1	16	Rees, Reginald	S	..	..	126	
Rongotea	4A	111	Kennedy, Lydia E.	S	..	..	12	
			Powle, Una W.	S	E2	1967	170	
Ruahine	1	18	Kime, Percy, M.A.	H	A1	320	275	
Ruatiti	1	12	Woodruffe, Ida	A	C3	2784	150	
St. John's Hill (side school). See under Queen's Park.			Grant, Nora	A	..	..	110	
Sanson	3A	77	Pussell, Muriel C.	Pt1	..	..	55	
			Douglas, Robert A.	S	..	..	126	
Silverhope	2	36	Barns, Alfred B.	S	..	..	110	
South Makirikiri	3A	40						
			Ratliff, Alfred J.	H	C3	1564	200	
Spur Road	1	12	Malcolm, Ethel	A	..	..	117	
Stanway	2	28	Edwards, Ernest	S	E3	1902	200	
Stony Creek	3A	46	Cook, Olivia M.	H	C3	1967	220	
			Scott, Agnes A.	A	..	..	117	
Table Flat	1	12	Grant, Florence S.	S	..	..	110	
Taihapa District High School and Winiata Side School—Taihapa Primary (339), Taihapa Secondary (22), Winiata Side School (25)	6A	386	Harland, Dugard E.	S	..	..	153	
			Broad, Rowland P.	H	C3	463	210	
			Collingwood, Edith E. H.	A	D4	3703	130	
			Walker, Walter O.	S	..	..	110	
			Thurston, James F.	H	C1	126	370	
			Train, Arthur D. N.	A	C3	1631	280	
			McDonnell, Bedelia M.	I	E1	1246	200	
			Watts, Amy E.	A	C2	1299	190	
			Gordon, Jane Y.	A	D2	1631	180	
			Broughton, Sydney	A	..	..	117	
			Little, Maud E.	A	D3	3567	120	
			McPhee, Jennie	A	..	..	110	
			Boyd, Doris	Pt3	..	..	65	
			Broderick, Nina B.	Pt2	..	..	60	
			Wapp, Alice M.	Pt2	..	..	45	
			Rhodes, Mabel, M.A.	D	B3	1048	..	
Taikorea	3A	35	Lyne, Christopher J., B.A.	S	B2	891	220	
Tangiwai	1	13	McDougall, Elizabeth	S	..	..	110	
Taonui	3A	42	Kendall, Gertrude	H	E2	1116	200	
			Foote, Violette	A	..	..	110	
Taoroa	1	9	Haydon, Aileen (Mrs.)	S	..	..	110	
Taoroa Road	1	14	Percy, Harry C.	S	..	..	126	
Tauakira	0	7	Gair, Marie	S	..	..	48	
Taumata	0	6	Richardson, Ethel	S	..	..	36	
Te Arakura	3A	47	Bailey, Wenonah | .. ..	H	C3	1357	200	
			Wilson, Adelaide	A	..	..	117	
			Dodds, Annie H.	S	..	..	110	
Te Pou	1	13	Glasgow, Mary (Mrs.)	S	..	..	110	
Te Rena	1	12	Neilson, Ada B. (Mrs.)	S	..	..	18	
Te Rimu	0	3	Fairbrother, Thomas F.	H	D1	190	380	
Terrace End (Palmerston North) ..	6B	486	Thompson, Alfred W.	A	C1	463	290	
			O'Donnell, Mary E.	I	E1	1564	200	
			Chapman, Jessie M.	A	D1	1116	200	
			Billens, Kathleen	A	D3	2590	160	
			Andrew, Sarah T.	A	D3	2467	150	
			Oliver, Selina R., B.A.	A	B3	2844	140	
			Gowdy, Vivienne	A	C4	3209	120	
			McKay, Amy R.	Pt2	..	..	60	
			Mackie, Ellen H.	Pt2	..	..	60	
			Cowen, Magdalena	Pt1	..	..	55	
			Tierney, John P.	Pr2	..	..	60	
			Hull, Victoria D.	Pr2	..	..	60	
Tiakitahuna	2	31	Dahl, Alice M. (Mrs.)	S	..	..	126	
Tiriraukawa	1	8	Haydon, Christopher	S	..	..	110	

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*WANGANUI—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Tiritea	3A	40	Macdonald, James A.	H	D4	2359	£ 200
Tokorangi	2	28	Abraham, Beatrice M.	A	D4	3135	130
Torere	3A	49	Burgess, Christine	S	C3	2726	150
Tunakotekote	1	15	Goldsbury, Montague	H	D2	1357	220
Turakina	3A	62	Stevens, Flora A.	A	..	..	110
Turangarere	3A	67	Audley, Ernest H.	S	..	..	110
Umumuri	3B	84	Thurston, Daniel P.	H	B1	371	235
Umutoi	2	21	Loftus, Mabel U.	A	D4	3703	140
Upokongaro	2	36	Grant, Mary A.	H	C1	833	210
Upper Kawhatau	1	14	Day, Hannah	A	..	..	110
Upper Tutaenui	3A	36	Kibblewhite, Forest G.	H	C3	1116	240
Utiku	3B	82	Day, Agnes H.	A	D4	3398	130
Utuwai	2	24	Gormly, Winifred A.	A	..	..	110
Valley Road	2	33	Sunaway, Edith H.	S	E3	2590	190
Victoria Avenue (Wanganui)	6B	493	McCosh, Samuel D.	S	E2	1246	210
			Deighton, Emily S.	S	..	..	126
			Parkinson, Johan J. (Mrs.)	H	E1	777	230
			Parkinson, Doris	A	..	..	117
			Lewis, Percy G.	H	C2	570	225
			McAuliffe, Ethel M.	A	D4	3209	130
			Tuok, Beatrice (Mrs.)	A	..	..	130
			Hall, Amy H.	S	..	..	126
			Guy, Lily J.	S	D4	3066	140
			Aitken, James	H	B1	161	390
			McKenzie, Thomas D. O.	A	B2	410	280
			Gordon, Maria M.	A	D1	1299	200
			McNeill, Elizabeth A.	A	E1	1488	200
			Siddells, Ethel M.	A	D3	2590	165
			Loudon, Mary	A	E1	2590	150
			Spurdle, Ann M. (Mrs.)	A	D3	3209	150
			Williams, Margaret	A	C3	3066	120
			McKenzie, Ian F.	Pt4	..	..	55
			Howie, Bessie Y.	Pt3	..	..	65
			Blanc, Olivia J.	Pt2	..	..	60
			Barnett, Eileen F.	Pt2	..	..	45
			Arnold, Eileen F.	Pr2	..	..	35
			Campion, Marjorie R.	Pr1	..	..	55
Waiata	1	21	Lockwood, Isabella M.	S	..	..	110
Waipuru	2	21	Carr, Mabel (Mrs.)	S	E4	3502	150
Waitohi	2	26	Williams, Agnes M. T.	S	D2	1967	160
Waitotara	3A	36	Matthews, Howard	H	D2	1425	230
Waituna West	2	26	Clemance, Phyllis S.	A	C4	3448	120
Wangaehu	2	21	Sandford, Eliza (Mrs.), M.A.	S	E1	2412	140
Wanganui Central Infants'	5A	242	Clench, Thomas F. J.	S	D4	2294	160
			Bennerhassett, Emily	H	C1	711	260
			Clemance, Winifred M.	A	C1	1048	190
			Gage, Bessie	A	D2	2726	150
			Hall-Jones, Harriet	A	D2	2726	140
			Dabinett, Ethelinda	A	C4	3209	130
			Finlayson, Barbara A.	Pt4	..	..	55
			Sampson, Gwendoline W.	Pt2	..	..	45
			Bain, Monica T.	Pr2	..	..	35
			Bird, Dorothy E.	Pr2	..	..	35
			Swan, Winifred	Pr1	..	..	30
Wanganui East	5D	361	Andrew, William J., M.A.	H	B1	233	340
			Jannings, Frederick C.	A	C1	1048	260
			Carson, Annie M.	I	D1	1425	200
			Miller, Margaret	A	D1	711	200
			Herlihy, Teresa R. M.	A	D4	3277	120
			Haase, Margaret J.	A	C4	3277	130
			Giblin, Vera D.	A	D4	3661	120
			Olsen, Ineawa O.	Pt4	..	..	65
			Andrew, Doris	Pt1	..	..	35
			Cornwall, Kathleen E.	Pt1	..	..	55
			Wheal, Edith B.	Pr1	..	..	30
Wanganui St. John's Infants'	5A	235	O'Brien, Lucy M.	H	E1	190	270
			Sampson, Eileen N.	A	B2	1048	200
			Clemance, Alice E.	A	C4	2229	160
			Bell, Winifred H.	A	C4	3502	130
			McIntyre, Phyllis	A	..	..	110
			White, Marie	Pt4	..	..	65
			Port, Nora	Pt2	..	..	60
Warrengate	3A	48	Anderson, Roy	H	C1	490	230
			Andrew, Hazel J.	A	C3	3066	130

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—continued.
WANGANUI—continued.

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Watershed Road	0	8	Richardson, Maggie	S	..	..	£
Waverley	4A	144	Banks, James	H	D1	276	290
			Cleary, Ethel M.	A	D3	2590	160
			Prideaux, Lucy H.	A	D4	3661	140
			White, Dorothy A.	Pt2	..	..	60
			Catanach, William J.	Pr2	..	..	35
			Warner, Doris K.	Pr2	..	..	60
West End (Palmerston North) ..	5A	269	Buchler, Arthur O.	H	C1	150	320
			Campbell, Fernly C.	A	C2	660	240
			Grant, Francis J.	A	B2	1631	160
			Grant, Christina F.	A	D4	3277	150
			Weston, Christina J.	A	D4	3135	120
			Gill, Wilfred H.	Pt2	..	..	60
			Martensen, Cathinka D.	Pt1	..	..	35
			Jamieson, Margaret	Pr2	..	..	35
Western Rangitikei	1	21	Bartlett, Dulcie G.	S	..	..	110
Westmere	3A	65	Williams, Henty M. (Mrs.)	H	D1	891	230
			McCulloch, Margaret	A	C3	3334	140
Whaka Road	1	13	Haydon, Annie V. (Mrs.)	S	D3	2031	140
Whareroa	0	5	Broderick, Ellen	S	..	..	30
Whenuakura	3A	50	Cheyne, Jemima	H	E1	434	230
			McKee, Alice	A	..	..	117
Winiata (side school). See under Taihape.							
Woodlands	1	15	Horner, Marjorie E.	S	..	..	110
Total	..	..	..	..	..	..	68,005

HAWKE'S BAY.

Argyll East	1	12	Morrison, Annie B. S.	S	..	..	135
Ashley-Clinton	2	23	Smart, Mary P. (Mrs.)	S	D4	3209	140
Awariki	1	14	Sheppard, Anne	S	..	..	110
Blackburn	1	12	Donaldson, Dorcas A.	S	D5	..	130
Clifton	0	3	Piggot, Ethel (Mrs.)	S	..	..	18
Clive	4B	151	Cullen, Arthur R.	H	C1	253	270
			Burns, Evelyn H. M.	A	D2	2031	170
			Tuohy, Norah	A	D3	2844	150
			Ramsay, Jane G.	A	D4	3703	130
			Higgins, Margaret F.	Pt2	..	..	60
			Rathie, Margaret L.	Pr1	..	..	35
Dannevirke North	5B	295	Bagley, Benjamin	H	C1	150	320
			Roe, William B.	A	C4	1631	240
			Cross, Alice M.	A	D1	1834	170
			Hooper, John E.	A	C3	1564	200
			Walsh, Elizabeth A.	A	D3	2963	130
			(McAllister, Flora I. S.	A	C4	3334	130
			Frude, Anna D.	Sub.	D5	3334	[120]
			Mudgway, Alfred W.	Pt3	..	..	65
			Blows, Ruby I.	Pt2	..	..	45
			Bargh, Mavis C.	Pr1	..	..	60
Dannevirke South	5C	306	Harvey, George	H	D1	289	355
			Kibblewhite, Bruce M., B.A.	A	A2	1116	260
			Glanville, Emily H.	A	D1	711	200
			Robertson, Isabella M.	A	D1	891	200
			Rhodes, Lily (Mrs.)	A	..	..	171
			Brewer, Ella M.	A	C2	2534	140
			MacKenzie, Janet C. McK.	A	C2	2844	140
			Reis, Maren	A	..	..	110
			Carston, Henry F.	Pt4	..	..	55
			Goodwin, Hester M.	Pt2	..	..	45
			Olsen, Dorothy	Pr1	..	..	55
Ellingham's	0	3	Porteous, Agnes M.	S	..	..	18
Elsthorpe	3A	36	Phillips, Henry V.	H	C3	1631	200
			Jull, Emilin L.	A	..	..	110
Eskmount	0	3	Stothart, Irene P.	S	..	..	18

For explanatory notes see page 1.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*HAWKE'S BAY—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Fernhill	3A	42	Dugleby, Ethel G.	H	E1	320	£ 210
Frasertown	3B	89	Ross, Evelyn C.	A	..	..	110
			Brown, Clara J. (Mrs.) .. .	H	E1	2534	200
			McKenzie, Eva D.	A	..	..	110
Gisborne	7F	730	Forsyth, Louisa H.	A	..	..	110
			Rowley, Francis J., B.A. . .	H	B1	18	420
			Plank, Louis J.	A	D1	711	310
			Morgan, Louisa	I	C1	434	230
			Daly, John T.	A	C1	891	260
			Lake, Alexander	A	C3	1182	220
			Turnbull, Elizabeth	A	E1	1116	200
			Faram, Edith H.	A	E1	2031	180
			Adams, Florence K.	A	E1	2467	140
			McCartney, Elizabeth J. M. .	A	D3	2666	140
			Black, Grace	A	D2	2726	120
			Rich, Florence V.	A	D4	3613	120
			Barlow, Margaret (Mrs.) . .	A	E2	3868	120
			Harper, Elsie M.	A	..	..	110
			Mortleman, Mary I.	A	D4	3703	120
			Price, Mary	A	..	..	110
			Baty, Christina	Pt4	..	..	65
			McLeod, Thelma	Pt2	..	..	45
Gisborne East	4C	241	Allen, Eileen D.	Pr1	..	..	35
			McLeod, John (iv)	H	C1	320	260
			Fawbert, Emma L.	A	E1	990	200
			Pottinger, William C. . . .	A	D4	2590	160
			Oxenham, Mary A.	A	Lic.	..	133
			Vigers, Doris	A	..	..	110
			Mathews, Annie F.	Pt2	..	..	45
Gisborne North	5D	340	Warner, Grace	Pr1	..	..	55
			Cole, Robert	H	D1	190	330
			Long, Edgar R.	A	C3	2086	250
			Farrington, Kathleen (Mrs.)	A	D1	1425	220
			Strong, Edward A.	A	C4	2666	200
			Pickering, Esther E. . . .	A	E1	2294	140
			Thompson, Bertha H. . . .	I	D3	2726	130
			McCashion, Alice F.	A	D4	3398	120
			Scott, Emily G.	A	Lic.	..	110
			Robb, Mildred A.	Pt3	..	..	55
Gisborne West	5B	340	Mead, Helen M.	Pr2	..	..	35
			Faram, Frank C.	H	C1	161	330
			Scott, Walter R.	A	..	..	207
			Cook, Jessie	A	D1	1425	165
			Taylor, Florence T.	A	D3	2666	160
			Oxenham, Esther	A	D5	3854	120
			Strong, Marion E.	A	D4	3613	120
			Le Quesno, Doris E.	A	..	..	110
			Faram, Mona	Pt2	..	..	45
			Redmond, Kathleen	Pt2	..	..	45
(Greenmeadows (side school). See under Taradale.							
Hastings District High School— Primary (668), secondary (71)	7F	739	Pogler, Leonard F., B.A. . .	H	B1	49	420
			Sefton, Percy J.	A	D1	660	310
			Cumming, Margaret	I	D1	777	240
			Austin, Leslie G.	A	C3	1488	230
			Cornes, Henry A.	A	C3	1357	220
			Gray, Georgina	A	D1	1048	200
			Tucker, Edith C. M.	A	D2	2159	150
			Epps, Fanny A.	A	D3	3135	130
			Dagg, Olive	A	D4	3448	120
			Burden, Mary W.	A	D3	3741	120
			McEwan, Edith C.	A	D3	3334	120
			Anderson, Annie M. L. . . .	A	D4	3334	120
			Brittain, Eva S.	Pt4	..	..	55
			Curran, James A.	Pt3	..	..	55
			Bullen, Alfred W.	Pt3	..	..	55
			Stubbs, Anne A.	Pt3	..	..	65
			Sinclair, Edna G.	Pt2	..	..	45
			Foster, Ada M. C.	Pr4	..	..	55
			Bright, Marjorie	Pr1	..	..	60
			Maney, Cora A.	Pr1	..	..	30
			Ross, Kenneth, M.A.	D	B4	1488	..
			Hodgson, Ruth J.	D	B1	570	..
			Livingstone, Fanny R., M.A.	D	B3	1967	..

For explanatory notes see page 1.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*HAWKE'S BAY—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Hastings North	5C	364	Chaplin, Wilfred T.	H	B1	177	330
			Clapham, James W.	A	D2	1488	240
			Gray, Maggie I.	I	E1	990	200
			Olley, John R.	A	D4	1564	200
			Sinclair, Bertha M.	A	C3	3135	130
			Carter, Rosa E.	A	..	..	117
			Dunning, Nellie M.	A	C4	3277	120
			Cameron, Margaret A.	Pt2	..	..	60
			Castle, Victoria M.	Pt2	..	..	45
			Butler, Margaret A.	Pr2	..	..	60
			McCormick, Adelia R.	Pr1	..	..	30
Hastings West	5A	209	Sinclair, George K.	H	C1	120	320
			Whibley, John C.	A	C4	2229	220
			Gorman, Annie	A	C2	1902	160
			Wellwood, Susan K.	A	E1	2031	150
			Wolstenholme, Elfreda M.	A	D4	..	120
			Webb, Vera V.	Pt4	..	..	55
			Joll, Sydney G.	Pt2	..	..	45
			North, Gwendolen	Pr2	..	..	35
Hatuma	3A	35	Coventry, Harry	H	D1	1048	230
			Russell, Helen R.	A	D3	2963	130
Hatuma South	1	9	Power, Mary M. (Mrs.)	S	..	..	110
Havelock North	4B	181	Marshall, John	H	C1	276	300
			Craighoad, Helen	A	D1	2666	150
			Smith, Ellen C.	A	C2	2590	150
			Lund, Anna S. M.	A	D3	3277	130
			Ross, Nancy J.	Pt2	..	..	60
			Kerr, Evelyn C.	Pr1	..	..	55
Herbertville	1	12	Primrose, Isabella E. C. (Mrs.)	S	D4	3816	125
Heretaunga	1	17	Ross, Ida L.	S	..	..	110
Hihioroa	0	3	Sceats, Ethel	S	..	..	18
Hinerua	2	18	Moore, Elizabeth S.	S	D2	1902	165
Hopelands	2	23	Bastings, Alma I.	S	C5	3868	140
Kaitaratahi	2	44	Matheson, Dorothy E. (Mrs.)	H	D2	1246	150
			McNutt, Amelia	A	..	..	110
Kanakanaia	0	3	Bond, Gladys F.	S	..	..	18
Koreru	1	20	Moss, Mary E. (Mrs.)	S	E2	2844	110
Kiritaki	2	25	Patterson, Edward J. D.	S	C4	3066	200
Koranga	0	8	Harding, Muriel G.	S	..	..	110
Kumeroa	2	28	Milne, Christina T.	S	C3	1967	160
Lower Hangaroa	0	3	Martin, Rachel	S	..	..	18
Maharahara West	1	14	McCall, Gracie M. (Mrs.)	S	D3	3567	140
Makaraka	3B	78	Kay, John	H	D1	939	230
			Darton, Louisa J. (Mrs.)	A	D1	2086	160
			Beckett, Eva	A	..	..	110
Makaretu	2	24	Armstrong, Richard E.	S	E3	3448	180
Makaretu South	1	14	Ingleton, Anastasia	S	..	..	117
Makauri	3B	109	Lawn, George	H	C2	660	250
			Brooking, Lily	A	D3	2359	160
			McDonald, Elizabeth	A	D4	3448	130
			Carter, Margaret W.	Pr1	..	..	55
Makotuku	3B	85	Benson, Herbert N.	H	C1	371	250
			Soundy, Carrie A.	A	E1	2590	140
			Avery, Winifred M.	A	..	..	110
Mangatahi	1	9	Pimley, Gertrude	S	..	..	110
Mangateretero	3A	46	Balfour, Margaret A.	H	D1	660	230
			Malloy, Carita M.	A	D3	3209	135
Mangatoro	1	12	Kerr, Arthur	S	..	..	110
Marakakaho	2	19	McNaughton, Daisy E.	S	D2	1902	165
Maratotara	1	16	Nelson, Kate Ethel (Mrs.)	S	..	..	110
Marakeke	2	28	Smith, Isabel	S	E1	1246	185
Marumaru	1	15	Wilson, Maggie	S	..	..	126
Matahiwi	3A	36	McClure, Jane E.	H	E1	891	230
			Wilson, Marion	Sub.	C3	2726	[200]
			McClure, Lorna C.	A	..	..	110
Matamau	3B	73	Brown, Jonathan	H	C1	833	230
			Prichard, Doris	A	C4	3613	120
			Retemeyer, Dorothy	A	D4	..	110
Matawai	3B	85	Webster, Edward	H	..	..	180
			Greenslade, Mary G.	A	D2	2159	120
			McKenzie, Jeano R.	A	..	..	110
Meeanee	3A	64	Nielson, Albert	H	D2	1299	210
			Atkin, Annie	A	D4	3334	130
			Wakely, Bessie D.	Pr1	..	..	30

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*HAWKE'S BAY—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Mohaka	3A	54	Higgins, Florence J.	H	D2	1775	£ 200
			Webb, Elizabeth M.	A	..	..	110
Mokairau	0	6	Adams, Amelia A.	S	..	..	30
Morere	1	12	Steers, Ellen H.	S	..	..	110
Motea	1	15	May, Eleanor R.	S	..	..	110
Motu	2	29	Player, Gerald G.	S	..	..	135
Motuhora	3A	36	McKonzie, Kenneth	S	C3	1707	210
Murawai	3A	32	Johnston, Margaret A. (Mrs.) ..	H	D2	2590	200
			Gray, Elsie	A	..	..	110
Napier Main	7D	606	Hislop, James	H	C1	49	420
			Garry, Francis A.	A	C1	253	320
			Barnett, Annie H.	I	D1	833	240
			Lindauer, Victor W.	A	C3	1425	230
			Riley, Edgar	A	D4	2359	190
			Palmer, Mary	A	E1	939	200
			McVay, Ella M.	A	E1	1834	180
			Hannay, Amelia W.	A	C2	2963	140
			Earl, Charlotte M.	A	C3	3135	120
			Ward, Dorothy I.	A	C4	2963	120
			Pedersen, Anna D.	A	D3	3567	120
			Goddard, Dorothy	Pt4	..	..	55
			Wilson, Annie	Pt4	..	..	65
			French, Cecil B. . . .	Pt3	..	..	65
			Murphy, Eugene R.	Pt3	..	..	55
			Priestley, Dorothy F.	Pt3	..	..	55
			Finnis, Muriel A.	Pt2	..	..	45
			Carver, Eileen H.	Pr2	..	..	60
Napier North	4A	117	McLennan, Duncan	H	D1	350	270
			Puffett, Annie L.	A	D2	2726	150
			Traynor, Jean W.	A	D4	3567	130
			Hansen, Ingeborg M.	Pt4	..	..	65
Napier Port	5A	243	Bissell, Edward (ii)	H	C1	223	320
			Wills, Webster H., B.A.	A	B4	1357	220
			King, Catherine	A	D2	1967	160
			Harris, Rose E. (Mrs.)	A	E2	2359	160
			Forne, Kate	A	D3	3209	130
			Widerstrom, Ulma A.	Pt2	..	..	45
			Priestley, Marie L.	Pt2	..	..	45
			Hiddlestone, Francis	Pr2	..	..	60
Napier South	5C	342	Martin, William G.	H	C1	135	360
			Driller, William J.	A	D1	1182	270
			Riley, Emma J. . . .	I	D1	604	200
			Mitchell, Georgina M.	A	D1	1357	200
			Christy, Agnes C. M.	A	E1	2895	140
			Hoggins, Mary F.	A	C3	2666	130
			Duncan, Gwendoline	A	C3	3448	120
			Burness, Jane M.	A	D3	2412	120
			Smart, Jane W. O.	Pr2	..	..	35
Napier West	5C	401	Hudson, Edward V.	H	B1	135	330
			Wilmot, David	A	C1	570	270
			Martin, Ethel E.	I	D1	1048	190
			McAllister, Elizabeth R.	A	C3	1488	190
			Miller, Lillie R. (Mrs.)	A	D3	3209	150
			Shepherd, Jane	A	D3	3448	120
			Williamson, Annie P.	A	D4	3854	120
			Primrose, John M.	Pt4	..	..	65
			Halliwell, Isabella E. C.	Pt3	..	..	65
			Gregg, Lucy	Pt1	..	..	35
			Heir, Annabella H.	Pr2	..	..	35
Ngamoko	3A	34	Pearce, Charles W.	H	D3	1425	200
			Ingleton, Elsie	A	..	..	110
Ngapaeruru	1	15	Harris, Elsie J.	S	..	..	110
Ngatapa	3A	50	Cockerill, William M.	H	D4	1246	220
			Priestley, Amelia	A	..	..	110
Ngatarawa	1	24	Fletcher, Lucy	S	D5	3845	120
Norsewood	4B	164	Speight, Hubert	H	C1	390	260
			McPherson, Jeanie C.	A	C3	2294	160
			Cormack, Isabella	A	C2	2467	150
			Caughley, Rachel	A	D3	2590	140
			Gordon, Gladys	Pt3	..	..	65
Nuhaka	2	28	Bayly, Gladys	S	D4	..	140
Ohuka	0	4	Haste, Miriam C.	S	..	..	24
Omakere	1	24	Smith, Ida M.	S	..	..	110

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—continued.

HAWKE'S BAY—continued.

Schools.			Teachers.				
Name.	Grade, 1916	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Ongaonga	4A	94	Cockroft, George W.	H	C1	939	£ 260
			Smith, Mabel E.	A	D4	2534	150
			Barrie, Thurza I.	A	C4	3502	120
			Lucas, Doris	Pr2	..	..	35
Opapa	3A	29	Baldwin, Ilma M.	S	D3	2666	200
Opoutama	2	21	Barclay, Mabel (Mrs.)	S	Lic.	..	133
Ormond	3B	99	Pole, Leonard E.	H	D1	891	230
			Harper, Norah	A	D4	3135	130
			Pedersen, Ruth J.	A	C5	..	110
Ormondville	3A	46	Renton, William (ii), B.A.	H	B2	660	250
			Smith, Clara E.	A	Lic.	..	123½
Otane	3B	86	Cartwright, James	H	C1	990	240
			Hiddlestone, Bernice G.	A	C4	3613	140
			McRae, Mary A.	A	..	..	110
Otoko	2	29	Shaw, Norman H.	S	E1	1967	190
Otope	0	4	McLean, Frederick S.	S	..	..	24
Pakipaki	3A	43	Humphrey, Ernest J.	H	D2	1425	220
			Benton, Cora C.	A	D4	3135	120
Pakowhai	3A	50	Piper, George M.	H	D3	1631	210
			Janett, Edith P.	A	..	..	117
Papatawa	2	32	O'Donnell, William F.	S	..	..	162
Patangata	1	13	Anderson, Nora	S	..	..	110
Patoka	2	20	White, Janet A.	S	D1	1775	160
Patutahi	4A	128	Woodward, John C.	H	E1	490	280
			Rainbow, Winifred G. (Mrs.)	A	B3	1775	170
			Goro, Mary E.	A	D4	3502	130
			Vaughan, May	Pr2	..	..	60
Pehiri	0	7	Mackay, Vera D.	S	..	..	42
Petane	3A	71	Murphy, William J.	H	C3	939	220
			Shugar, Carrie M.	A	D4	3448	140
Porangahau	3A	44	Kemp, Stanley M.	H	C2	1182	225
			Maloney, Margaret	A	..	..	117
Port Awanui	1	12	Shanahan, Margaret (Mrs.)	S	..	..	110
Pouawa	0	8	Brosnahan, Nellie E.	S	..	..	48
Poututu	1	8	Bloor, Eunice	S	..	..	110
Puha	3A	54	Hooper, Eva M. E.	H	C1	833	215
			Martin, Magdalene (Mrs.)	A	..	..	110
			Powell, Ivy L.	Pr1	..	..	30
Pukahu	3A	42	Florance, Robert H.	H	C2	1357	210
			Secker, Phyllis E.	A	..	..	117
Puketapu	3A	38	Jenkins, Alfred E.	H	D3	1631	200
			Clarke, Dorothy M.	A	..	..	110
Puketitiri	1	19	Foll, Leslie	S	..	..	117
Putorino	1	11	Finey, Margaret	S	..	..	110
Rakauroa	2	18	Larking, Frank C.	S	D3	2963	180
Raumati	2	30	Jonasen, Walter W.	S	Lic.	..	133
Rissington	1	19	Tuohy, Catherine	S	..	..	112½
Ruaroa	2	27	Pirrit, Bella	S	..	..	126
Ruataniwha	2	32	McLellan, Grace Y.	S	D1	1116	190
Sherenden	1	12	Lean, Gladys M.	S	..	..	110
Tahora	0	3	Tribe, Gladys H.	S	..	..	18
Takapau	3B	114	Caughley, James	H	C1	434	250
			McBratney, Minnie	A	E2	2963	140
			Enting, Selma A. E.	A	D4	3066	120
Tamumu	1	9	Price, Fanny	S	..	..	110
Tangitere	1	12	Torr, Dorothy	S	..	..	110
Tangoio	0	4	Howson, Laura E.	S	..	..	24
Tanguru	0	3	Packer, Mary	S	..	..	12
Taradale (232) and Greenmeadows side school (53)	5A	285	Williamson, John, B.A. (ii)	H	B1	177	330
			Engelbrechtsen, John A.	A	B3	1357	230
			Smart, Elsie G.	A	C2	2159	165
			Coward, Alice M.	A	D3	2726	160
			Chadwick, Eleanor	A	..	..	121½
			Mountfort, Dorothy L. N. (Mrs.)	A	D4	2774	140
			Wilson, Louisa N.	A	D4	3502	120
			Harding, Lena A.	Pt3	..	..	65
			Le Bas, Adeline	Pt2	..	..	60
Tarewa	0	7	Guscott, Charlotte E.	S	..	..	42
Te Arai	4A	110	Faram, Frederick T.	H	E1	320	270
			Lowman, Elizabeth E.	A	D3	3567	150
			Sadler, Dorothea	A	D4	2963	130
			McIntyre, Madge	Pt3	..	..	65
			Jordan, Winifred M.	Pr1	..	..	55
Te Hauke	2	22	Meyer, Frances I.	S	C3	1707	190
Te Hua	0	2	Hale, Janet	S	..	..	12

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—continued.

HAWKE'S BAY—continued.

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Te Karaka	3B	106	Davidson, William (ii) ..	H	C1	711	£ 245
			Powell, Mabel H. ..	A	D5	3741	120
			Allen, Elsie ..	A	..	..	110
Te Pohue	2	17	Warner, Margaret (Mrs.) ..	S	D3	2590	160
Te Puia Springs	1	9	Ainsworth, Lilian ..	S	D3	3741	125
Te Rehunga	3B	82	Mayo, Ernest ..	H	D2	2294	220
			Bell, Ruth A. ..	A	D2	2844	140
			Greene, Margaret O. ..	A	..	..	110
Te Uri	1	16	de Greenlaw, Cora (Mrs.) ..	S	D3	3334	140
Tikokino	3B	76	Eves, Charles A. ..	H	C1	833	250
			Cooper, Margaret L. ..	A	D4	3661	120
			Judd, Rosina E. ..	A	..	..	110
Tiniroto	1	9	Walshe, Mary V. ..	S	..	..	110
Tipapakuku	3B	71	Quigley, Sydney H. McG. ..	H	C1	390	250
			McClure, Vida E. A. ..	A	D2	2412	140
			Hansard, Ethel Annie (Mrs.) ..	A	..	..	110
Ti-tree Point	1	10	Thomson, Kathleen ..	S	..	..	110
Tokomaru Bay	3B	87	Parlane, Andrew ..	H	D2	1182	230
			Martin, Mary J. ..	A	..	..	110
			Dighton, John L. ..	A	..	..	110
Tolaga Bay	3B	118	Miller, James ..	H	E1	891	250
			Murphy, Fanny M. ..	A	D4	3502	120
			Ellis, Lizzie G. L. ..	A	..	..	110
Tutira	1	12	Ward-Meade, Joseph ..	S	..	..	110
Twyford	3A	58	Bain, Ida W. ..	H	D4	3398	200
			Ross, Ida ..	A	..	..	110
Umutaoroa	2	29	Wills, Edgar J. ..	S	D4	..	150
Viewfield	1	10	Mulholland, Kathleen I. ..	S	..	..	110
Waerengaahika	3A	64	Grigor, Janet P. ..	H	B1	604	220
			Trowell, Elizabeth (Mrs.) ..	A	Lic.	..	134
			Baird, Ellen M. ..	Pt2	..	..	35
Waihan	0	3	Jeffares, Maud ..	S	..	..	18
Waikare	0	5	Byrne, Frances J. ..	S	..	..	36
Waikohu	1	10	Kennelly, Mary M. ..	S	..	..	110
Waimata	0	3	Penny, Myra R. ..	S	..	..	18
Waimata Valley	0	4	Kearney, Meta R. ..	S	..	..	48
Waingake	1	14	Bruce, Doris ..	S	..	..	110
Waiomoko	0	6	MacKinnon, Laura M. ..	S	..	..	36
Waipawa District High School—	5A	282	Smith, William (iii), B.A. ..	H	B1	289	320
Primary (206), secondary (76)			Marsh, Louisa M. ..	A	E1	1834	190
			Bradbury, Annie E. ..	A	D2	2159	160
			Hardy, Florence F. ..	A	D3	3209	150
			Milburn, Olive W. ..	A	C4	3502	120
			Gasson, Myra M. ..	Pt4	..	..	65
			James, Elizabeth E. ..	Pr2	..	..	35
			Keane, Jeremiah ..	D	C1	660	..
			Smith, Rose M. ..	D	C1	490	..
			Smith, William H. (ii) ..	D	C4	2359	..
Waipiro Bay	3A	63	Ellis, Harold L. ..	H	D1	990	245
			O'Callaghan, Agnes J. C. ..	A	..	..	110
Waipukurau	5B	292	Curd, Frank B. ..	H	B1	126	330
			Menzies, David ..	A	C3	1631	260
			Murray, Elizabeth H. ..	A	E1	1834	170
			Noble, Annie C. ..	A	C3	2895	150
			Wilson, Jessie (iv) ..	A	C4	2844	140
			Smith, Jane (i) ..	A	C4	3066	130
			Hopkirk, Dorothy ..	Pt4	..	..	55
			Hartley, Jessie E. ..	Pt4	..	..	55
			Grosvenor, Mary G. ..	Pr2	..	..	35
Wairoa	5A	249	Bowie, John, B.A. ..	H	B1	146	330
			Marshall, James E. ..	A	C2	1048	220
			Brann, Grace L. ..	A	D1	1631	165
			Donnelly, Sarah ..	A	D3	2590	160
			Jeffries, Emily V. ..	A	E3	3661	130
			Torr, Eva ..	A	D5	3502	120
			Fugle, Matilda B. ..	Pr1	..	..	60
Waitahora	1	12	Hammond, Rose ..	S	..	..	110
Waiwhenua	0	5	McClurg, Gladys M. ..	S	..	..	30
Wakarara	2	19	Fletcher, Rose L. (Mrs.) ..	S	..	..	139½
Wallingford	1	15	Campbell, James B. I. ..	S	D2	3816	140
Wanstead	1	14	Walther, Ivy M. ..	S	..	..	110
Weber	3A	40	Patrick, James E. ..	H	C3	1357	210
			McMurray, Sarah A. D. ..	A	D4	3567	120
Whakarau	1	7	Hunt, Ida M. (ii) ..	S	..	..	110
Wharekopae	1	8	Oldridge, Ida F. ..	S	..	..	110
Wharerata	1	8	Burgess, Dorothy ..	S	..	..	110
Whatatutu	2	34	Smith, Jane (ii) ..	S	..	..	126

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*HAWKE'S BAY—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Whotukura	2	34	Webber, Jane	S	D1	2467	£ 140
Wigan	1	11	Dunlop, Norah E.	S	..	..	110
Wimbledon	1	10	Greenshields, Eva (Mrs.)	S	..	..	110
Woodlands	3A	45	Stanton, Harold E.	H	D2	1182	200
Woodville District High School— Primary (305), secondary (22)	5C	327	Brewer, Elsie H. T.	A	C4	3398	130
			Stevenson, Andrew	H	C1	44	340
			Nowell, Ethel	A	..	..	207
			Blackie, Helen W.	A	C1	1967	190
			Sheen, Lois H.	I	C2	1425	200
			Thompson, Linda O.	A	D4	3398	130
			Channon, Florence M.	A	C5	3277	130
			Lehndorf, Chloe R., B.A.	A	B4	3398	120
			Gillespie, Greta G.	Pt3	..	..	55
			Macfarlane, Margaret R.	Pt2	..	..	60
			Travers, Ellen	Pr1	..	..	30
			Tooman, Elizabeth, B.A.	D	B3	1902	..
Total	..	..	..	..	..	..	58,682

WELLINGTON.

Akitio	0	7	Gregory, Kathleen	S	..	..	30
Alfredton	2	25	Taylor, Frederick H.	S	..	..	135
Ballance	3A	33	Fellingham, Marjorie U.	S	E1	2031	210
Belvedere	3A	44	Stout, Robert	H	D1	990	225
Berhampore (Wellington)	6A	461	Sellar, Margaret M.	A	..	..	110
			Bennett, Francis	H	D1	107	380
			Miller, Henry	A	D1	434	270
			Hurley, Irene N.	I	C1	604	200
			McKenzie, James I. S.	A	D5	..	210
			Sparrow, Eva T., B.A.	A	A3	1967	150
			Scott, Margaret C.	A	D2	2467	140
			Ziman, Rachel L. L., B.A.	A	B2	2159	140
			Gooder, Hazel N.	A	D3	3277	120
			Cameron, Lily I.	A	C4	2895	110
			Hind, Helen M.	Pr1	..	..	35
			Griffiths, Amy C.	Pr1	..	..	35
			Wilkinson, Isabella A. (Mrs.)	S	D1	1488	185
			Murray, Mary J.	S	..	..	30
			Low, Benjamin H., B.A., B.Sc.	H	B1	62	420
Bideford	7A	497	Wedde, Albert A.	A	D1	463	320
			Brown, Mary M.	I	D1	434	240
			Wanden, Elizabeth W.	A	E1	1357	240
			Wilkinson, Mary (Mrs.)	A	E1	1246	200
			Miller, Olga J. (Mrs.)	A	D2	1299	210
			Hilliard, Kathleen	A	C3	3013	160
			Storey, Elsie	A	..	..	126
			Brewer, Gertrude F.	A	C3	3013	120
			Hilliard, Josephine	A	C3	3567	120
			Rothwell, Leah E.	A	C3	3661	120
			McCallum, Margaret R.	Pt2	..	..	45
			Murphy, Bernadette M.	Pt2	..	..	45
			Gibson, Irene	Pr2	..	..	35
			Cresswell, Phyllis M.	Pr1	..	..	30
			Sparks, Hilda	S	..	..	36
Branch Point	0	6	Hopkirk, John B.	H	C1	115	420
Brooklyn (Wellington)	7D	628	Hempleman, Frederick A.	A	D1	434	300
			Fitchett, Jessie H.	I	C1	660	240
			Thompson, Annie L.	A	C2	1299	240
			Graham, Arnold J.	A	B4	1902	190
			Holm, Eva Mary	A	D2	1357	200
			Cook, Ada M.	A	D2	2412	165
			Steedman, Maud M. J.	A	D3	3209	140
			Look, Bertha R. (Mrs.)	A	D2	3066	160
			Andrew, Florence M.	A	D4	3613	120
			Ensor, Dorothy E.	A	D5	3862	120
			McVicar, Flora A.	A	D5	..	110
			Chartres, Mary E.	Pt4	..	..	55
			O'Connor, Eileen J.	Pt3	..	..	55
			Capper, Ethel F.	Pt3	..	..	55
			Worden, Evangeline	Pt2	..	..	45
Bulwer	3A	53	Beetham, Amy M.	Pr2	..	..	60
			McCauley, Evelyne	S	..	..	30
			Finlayson, John H. M.	H	C3	1048	215
Canvastown	..	..	Wadsworth, Bertha E.	A	D2	2294	140
			Stratford, Clarence F.	Pr1	..	..	30

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*WELLINGTON—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Carluke	3A	42	Reader, Guy H.	H	C4	2159	100
Carrington	1	19	Morris, Geraldine .. .	A	..	..	110
Carterton District High School—	5C	330	Wimsett, Herbert L. . .	S	..	..	126
Primary (295), secondary (35)			Foss, Reginald J. . . .	H	B1	320	320
			Baskville, Walter C. L. .	A	D2	1631	230
			Broadbent, Mary A. . .	I	D1	1116	200
			Braithwaite, Lillian B. .	A	E1	1246	200
			D'Emden, Amy I. . . .	A	D4	3567	140
			Armstrong, Mary C. . .	A	C3	3398	140
			Diamond, Mary J. . . .	Pt3	..	..	65
			Osborne, Alice M. . . .	Pt3	..	..	55
			McPhee, Maggie C. . . .	Pr2	..	..	35
			Aitchison, Elsie S. . .	Pr1	..	..	55
			Wilson, Marion K., M.A. .	D	A1	390	..
			Haddrell, Olive V., M.A. .	D	B3	1564	..
Castlepoint	1	17	Ahradsen, Gertrude M. (Mrs.)	S	D4	3448	110
Clareville	3B	70	Beechey, James M. . . .	H	D1	604	250
			Moncrieff, Janet	A	E1	2412	140
			McKenzie, Ivy V. . . .	A	D4	3741	120
Clyde Quay (Wellington) ..	7D	658	Grundy, William T. . .	H	D1	31	420
			Thwaites, John E., B.A. .	A	B1	276	330
			Evans, Fanny	I	D1	777	250
			Kane, Thomas	A	B2	891	250
			Tucker, Albert H. . . .	A	B3	1834	190
			Robinson, Alice	A	E1	1425	200
			Park, Jean G.	A	D3	2895	150
			Godfrey, Grace L. . . .	A	D2	2590	120
			Fogelberg, Hilma E., B.A.	A	B3	2784	120
			Hunt, Winifred M. . . .	A	D4	3448	120
			Crabb, Lillian L. . . .	A	C5	3613	120
			Withers, Rose A. . . .	A	C5	..	110
			Trott, Jessie S. M. . . .	A	D4	3567	120
			Ross, Hilda	A	B4	3277	110
			Johnstone, Dora A. . . .	Pr2	..	..	35
			Wilson, Ella C.	Pr1	..	..	35
Coniston	1	8	King, Isabel	S	..	..	110
Coonor	0	7	Milligan, Mabel M. . .	S	..	..	36
Cross Creek	3A	38	Blake, Charles M. . . .	H	Lic.	..	190
			Reyling, Kathleen R. . .	A	C3	3334	120
Dalefield	3A	37	Nightingale, Henry J., M.A.	H	A1	529	220
			Hall, Lily E.	A	D3	3277	140
Deep Creek	2	44	O'Sullivan, Agnes E. . .	H	C3	2666	140
			Burton, Catherine G. . .	A	..	..	110
Dillons Point	1	9	Huddleston, Olive . . .	S	..	..	110
Dreyer's Rock	1	12	Morrison, Margaret . . .	S	..	..	110
Dyer	2	30	Stephens, Ethel I. . . .	S	D4	2895	140
Eastern Hunt	5B	310	McBain, Alexander . . .	H	D1	200	330
			Olson, Walter H.	A	D2	990	240
			Meager, Ellen A.	A	D1	2159	170
			Fogelberg, Norma E. . .	A	B2	2086	150
			Hurrell, Doris	A	C4	3448	120
			Lea, Norah	A	C4	3334	120
			Donkin, Catherine J. . .	A	D5	3774	110
			Yates, Otho H. E. . . .	Pr1	..	..	30
Eketahuna District High School—	4B	161	Dempsey, Walter N. . .	H	D1	320	280
Primary (140), secondary (21)			Skelley, Harriett M. . .	A	C2	2086	160
			Toohill, Maria H. . . .	A	..	..	135
			Marenzi, Zara M.	Pt2	..	..	45
			Westlake, Amy E. . . .	Pr1	..	..	55
			Lazarus, Frances	D	C3	1116	..
Elaine Bay	0	2	Quartermain, May E. . .	S	..	..	12
Eli Bay	1	9	Stratford, Nea	S	..	..	110
Endeavour Inlet	1	11	Burton, Patrick	S	..	..	110
Epuni	3B	76	Davidson, James	H	D1	1299	245
			Thompson, Laura E. . . .	A	C4	3066	140
			Ongley, Esther E. . . .	A	..	..	110
Fabian's Valley	1	8	Bonser, Ellen M. (Mrs.) .	S	D3	2467	130
Fairhall	2	21	Smart, Lily M. (Mrs.) . .	S	E1	1488	150
Featherston	4A	169	Everton, Frederick C. . .	H	C1	490	290
			Banks, Catherine M. (Mrs.)	A	D4	3567	170
			Kilmartin, Kate	A	..	..	117
			Duley, Edith D.	Pt4	..	..	65
			Butler, Ellen C.	Pr2	..	..	35
Fernridge	3B	89	Combs, Frank L., M.A. . .	H	A1	891	210
			Flood, Gertrude	A	D3	2895	120
			Strong, Florence M. . . .	A	..	..	110
Fitzroy Bay	0	4	Ashton, Barbara	S	..	..	24
Flat Creek	2	23	Thorpe, Caroline E. (Mrs.)	S	Lic.	..	180½
Four-fathom Bay	0	5	Drake, Alice	S	..	..	36

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*WELLINGTON—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
French Pass	1	16	Moore, Bertha H.	S	..	..	£ 110
Gladstone	3A	42	Dixon, Matthew H.	H	C2	1425	200
			Turner, Ethel	A	..	..	117
Grassmere	1	12	Hilliard, Madelene	S	..	..	110
Greytown District High School and side school—Greytown primary (210), Greytown secondary (14), side school (16)	4C	240	Davies, William C.	H	D1	190	305
			Bowie, William S.	A	C2	1048	220
			Davis, Amy G.	A	E1	1967	170
			Armstrong, Doris G.	A	C4	3209	120
			Freeman, Annie E.	A	..	..	110
			Simpson, Dorothy A. G. ..	A	..	..	110
			McCracken, Coila C.	Pt2	..	..	45
			Smith, Fanny L., B.A.	D	B1	320	..
Grovetown	3B	81	Hill, Hollis J.	H	C1	1048	250
			Ladley, Ada B. E.	A	C1	2159	140
			Cheek, Eva	A	..	..	110
			Sheridan, Constance	Pr2	..	..	35
Hakahaka	0	2	O'Leary, Agnes	S	..	..	12
Hamua	3A	43	Barnett, John	H	D2	939	210
			Fouhy, Alice (Mrs.)	A	C2	2359	150
Hastwell	3A	36	Harrison, Jane M. (Mrs.) ..	H	E2	2159	200
			Barnes, Emily J. (Mrs.) ..	A	Lic.	..	143½
Hataitai (side school). See under Roseneath.							
Havelock	3A	65	Barrowelough, Alfred E., M.A., B.C.E.	H	A1	305	225
			O'Connor, Theresa	A	..	..	117
Havelock Suburban	1	16	Arthur, Marewa M.	S	..	..	110
Hillersden	1	16	Mason, Eva	S	..	..	110
Hinemoa	1	8	Cleghorn, Bessie	S	..	..	110
Homewood	0	4	McManus, Elizabeth M. ..	S	..	..	24
Horoea	1	16	Dickinson, William E. ..	S	D4	2467	140
Hukanui	3A	40	Anderson, Wigo.	H	E1	891	230
			Edmed, Mildred C.	A	D3	3135	130
Hurutini	0	5	Cameron, Hilda	S	..	..	30
Hutt District High School—Primary (459), secondary (18)	6B	477	Burns, Andrew N., M.A. ..	H	A1	31	420
			Gould, William H.	A	B1	233	310
			Williams, Ethel (i), B.A. ..	A	B1	891	240
			Meager, Clara	I	E1	1631	240
			Melody, William J.	A	C2	1488	220
			McLeod, David, M.A., B.Sc.	A	B3	1834	200
			Young, Mabel F.	A	D2	2590	160
			McKay, Sophia A. F. C. ..	A	C5	..	120
			Seed, Jessie	Pt4	..	..	55
			Jackson, Albert	Pt3	..	..	65
			Osborne, Alexa E.	Pr2	..	..	35
			Bedingfield, Esther B. ..	Pr1	..	..	35
			Myers, Phoebe, B.A.	D	B1	660	..
Ihuraua Valley	2	21	Dagg, Evaline E.	S	D4	2412	140
Island Bay	5D	377	Haslam, Charles N, B.A. ..	H	B1	101	330
			Proctor, Francis J.	A	C2	1488	250
			Acheson, Catherine E. ..	I	C1	1564	210
			Dempsey, Kate	A	C1	711	200
			Mallabarr, Sophia	A	D2	3066	120
			Marshall, Constance (Mrs.)	A	D2	3066	150
			McCarrison, Ellen	A	C4	3567	120
			Evans, Eurfryn.	A	C5	3661	120
			Armstrong, Beryl	Pt4	..	..	65
			Allen, Eleanor E.	Pr2	..	..	60
			Hind, Queenie M.	Pr1	..	..	35
Johnsonville(242) and side school (30)	5A	272	Bethune, Finlay	H	D1	166	330
			Grant, Colin C.	A	B4	2467	190
			Evans, Ada H.	A	E1	2086	170
			Baker, Sybil E.	A	D1	1116	160
			White, Angusina	A	D3	2590	130
			Renner, Charlotte F.	A	C2	2895	120
			Whitwell, Rebecca R. L. ..	A	..	..	110
Jordan	0	6	Morris, Hilda	S	..	..	36
Judgeford	1	17	Balding, Laura (Mrs.) ..	S	D3	2895	130
Kahautara	2	26	Bodell, Florence A.	S	D2	2159	140
Kaiparoro	2	21	Carson, Frederick G.	S	..	..	148½
Kaitara	2	28	Ussher, Martha J.	S	E1	1488	190
Kaitawa	1	21	Shand, Florence J.	S	Lic.	..	123½
Kaitoke	1	12	Rains, Catherine M.	S	..	..	110
Kaituna	2	31	Kelleher, Caroline H. ..	S	D1	1357	170
Kaituna (Marlborough) ..	1	19	Murphy, Christine	S	..	..	126
Kaiwairai	3A	42	Williams, John F.	H	D1	1116	210
			Monkhouse, Grace J.	A	..	..	110

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*WELLINGTON—*continued.*

Schools.			Teachers.					
Name.	Grade, 1916	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
Kaiwarra	3B	88	Pope, Robert J.	H	..	604	£ 250	
			Dalrymple, Amelia A. (Mrs.)	A	E1	2229	160	
			Aitchison, Evelyn R.	A	D3	2784	120	
Kakapou Bay	0	6	Guard, Daisy	S	..	..	36	
Kakariki	1	21	Udy, Linda A.	S	C3	2086	120	
Karapoti	1	15	O'Donnell, Nora B.	S	D5	3802	130	
Karori	4C	247	McKenzie, Alexander (i)	H	C1	276	310	
			Abraham, Robert H.	A	D4	2666	190	
			Edwards, Dorothy L. W.	A	D2	2086	170	
			Cooper, Ethel R.	A	D2	2229	140	
			Pinder, Constance M.	A	C4	3334	120	
			Norman, Nora P.	Pt4	..	..	65	
			Dwyer, Cecilia M.	Pr1	..	..	35	
Kelburn Infants (side school). See under Normal District High School								
Ketu Bay	0	3	Trischler, Lucy	S	..	..	18	
Khandallah	3B	100	Jenkins, David H.	H	D2	2229	250	
			Haggett, Doris E.	A	C4	3334	120	
			Daniell, Myra D.	A	C4	3448	120	
Kilbirnie	5C	347	Worboys, Joseph H.	H	C1	166	360	
			Feltham, Edgar C.	A	C2	1425	270	
			Benzoni, Francis E. S.	I	D2	2229	190	
			Williams, Enid	A	D2	1967	200	
			Finlayson, Catherine	A	C2	2590	130	
			Chatwin, Fanny M.	A	C4	2784	130	
			White, Ella D.	A	C4	3448	120	
			Dunn, Jessie S.	Pt4	..	..	65	
			Forsyth, Helen J.	Pt4	..	..	55	
			Matthews, Erica M.	Pr1	..	..	35	
Kohiku	0	6	Hamilton, Irene	S	..	..	36	
Kohinui	2	22	Welsh, Margaret M. (Mrs.)	S	D4	2666	140	
Konini	3A	53	Britland, Walter	H	D1	660	230	
			Warren, Minnon F. I.	A	E2	2895	140	
Kopuaranga	2	25	Campbell, Kathleen	S	D1	1182	210	
Koputaroa (58) and side school (18)	3A	76	Forsyth, Donald E.	H	C1	711	215	
			Wilton, Rubina M.	A	D3	2895	130	
			Ahern, Mary	A	..	..	110	
Korokoro North	3A	48	Lea, Sarah E. B.	H	C1	1048	210	
			Rose, Florence	A	D4	3502	130	
Koromiko	3A	28	Howard, Kate A. (Mrs.)	S	D1	490	200	
Korora	1	15	Batt, Charles A.	S	..	..	110	
Lansdowne	5A	250	Drummond, Robert	H	D1	135	330	
			Gordon, Charles S.	A	C3	2031	190	
			Haggett, Gladys E. E.	A	D1	1357	170	
			Atkinson, Mary E.	A	D3	2895	160	
			Sutton, Mary G. (Mrs.)	A	C3	3135	150	
			Feist, Mary V.	Pt4	..	..	65	
			Madelay, Ethel M.	Pt2	..	..	45	
			Hercock, Joseph J.	Pr2	..	..	60	
			Johnston, Elizabeth S.	Pr2	..	..	60	
Leefield	0	2	Brown, Myrtle	S	..	..	18	
Levin District High School—Primary (471), secondary (35)	7A	506	McIntyre, James	H	D1	177	410	
			Harding, Albert J.	A	C1	305	310	
			Hitchcock, Mary L.	I	C2	990	230	
			Connor, James	A	D2	1116	250	
			Jones, Howard J.	A	D4	2229	210	
			Smith, Sara E. (Mrs.)	A	D2	1564	210	
			Bartholomew, Maxwell S. (Mrs.)	A	C3	2534	200	
			Dixon, Annie	A	Lic.	..	114	
			Hornsby, Harriet R.	A	..	..	110	
			Cork, Arnold G. L.	Pt3	..	..	55	
			Malcolm, Marjorie	Pt3	..	..	55	
			Winge, Aziyadee	Pr2	..	..	60	
			McLeavie, Elsie	Pr1	..	..	35	
			Rockel, Cecil F.	D	B2	2359	..	
			Cathie, Winifred A., M.A.	D	A4	1775	..	
Linkwater	2	22	Heffer, Dorothy G.	S	D4	2784	150	
Longbush	1	21	Kidd, Wilfred	S	..	..	110	
Lowlands	0	3	Black, Agnes	S	..	..	18	
Makairo	1	11	Power, Mary E.	S	D3	3066	150	
Makara	1	9	Smith, John A. (ii)	S	D1	2229	150	
Makerua	2	28	Kirby, James R.	S	D4	2590	140	
Makomako	2	22	Whibley, Agnes E. (Mrs.)	S	D1	2086	140	
Makuri	2	29	McLandress, Isabella, M.A.	S	B2	1902	190	
Manakau	3B	87	Mickle, Paul A. D.	H	C1	777	230	
			Jensen, Emma H.	A	D3	3277	130	
			Simons, Rose E.	A	D3	..	110	

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—continued.

WELLINGTON—continued.

Schools.			Teachers.					
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
Manaroa	0	4	Williams, Florence (Mrs.)	S	..	..	£ 24	
Mangahao	1	6	Proctor, Ida D. T.	S	..	..	110	
Mangamahoe	1	13	Bradford, Laura E.	S	..	..	110	
Mangamaire	2	21	Weisner, Hermoine L.	S	D3	3135	140	
Mangaone	1	14	Weitzel, Maria H.	S	D4	3502	125	
Mangapakaha	0	6	Langdon, Gladys K.	S	..	..	30	
Mangarama	2	25	Tew, Winifred E. H.	S	D1	1182	150	
Mangaroa	2	18	Gunn, Elizabeth M.	S	D2	2031	150	
Mangatainoka	3B	94	Thompson, Frederick G.	H	C1	833	230	
			Hughan, Jessie (Mrs.)	A	E1	2229	155	
			Cade, Catherine	A	..	..	110	
Manuhara	1	14	Souness, Grace N.	S	..	..	110	
Maori Bay	0	2	Kerr, Lucy	S	..	..	12	
Mara	1	10	West, Florence M.	S	..	..	110	
Marama	1	14	Mallitte, Constance (Mrs.)	S	..	..	126	
Marauui	6B	522	Blake, Alexander C.	H	B1	91	380	
			Arcus, Laurence H.	A	D2	1048	290	
			Roberts, Florence G., B.A.	I	B1	660	200	
			Harcastle, Arthur A.	A	C4	3448	190	
			Webb, Hilda May	A	C2	1967	160	
			Hind, Florence M.	A	B2	1902	150	
			Hargreaves, Lizzie	A	D3	2666	130	
			Smylie, Wilhelmina	A	D4	3613	120	
			Gilpin, Ann S.	A	D5	..	120	
			Gibb, Muriel B.	A	..	..	110	
			Perrin, Clarence	Pt2	..	..	45	
			Nielsen, Engelhardt	Pr1	..	..	55	
Marathon	1	12	Woodhouse, Ivy	S	..	..	110	
Marima	1	12	Buchanan, Kate E. R.	S	..	..	110	
Marlboroughtown	3A	58	O'Connor, Maurice J.	H	C2	711	220	
			Duggan, Evelyn E.	A	C3	3066	130	
			O'Sullivan, Mary	Pr2	..	..	60	
			Mills, Eileen M.	Pr1	..	..	35	
Marshlands	2	28	Jones, Sarah J. (Mrs.)	S	D1	1116	170	
Martinborough	4B	165	Edie, John K.	H	B1	320	280	
			Ralph, George H.	A	C3	2963	200	
			Clarke, Mary A. C.	A	C2	2412	150	
			Hall, Ethel B.	A	..	..	110	
			Nicol, Dorothy I.	Pt2	..	..	45	
Masterton District High School and side school—Masterton primary (619), Masterton secondary (72), side school (149)	7C	840	Jackson, William H.	H	D1	31	420	
			Leslie, David E.	A	C1	233	330	
			Finlayson, Janet	I	C1	434	230	
			Goldsman, George J.	A	B2	833	260	
			Trainer, James J.	A	D3	2086	200	
			Munro, Isabella (ii)	A	D1	1357	200	
			McGregor, Lois	A	D1	2159	180	
			York, Mary	I	Lic.	..	133	
			Bunting, Elizabeth A.	A	E1	2467	140	
			Hogg, Felicitas M. F.	A	D3	3209	120	
			Elliott, Evelyn M.	A	C3	3066	120	
			Atkinson, Agnes A.	A	D3	3448	120	
			Sellar, Jeannie E.	A	C4	3613	120	
			Sutherland, Olive R.	A	C4	3448	120	
			Jackson, Dorothy E.	A	C3	2963	120	
			Murray, Mary E. E., B.A.	A	B4	3398	110	
			McLennan, Annie M.	Pt3	..	..	65	
			Noble, Eileen M.	Pt2	..	..	45	
			Perry, Lucy M.	Pt1	..	..	55	
			Bee, John G., M.A.	D	A1	660	..	
			Brown, Alexander M., B.A.	D	D2	1834	..	
			McKenzie, Mary B., M.A.	D	A4	3135	..	
Matahiwi	2	24	Freeman, Jessie A.	S	D2	2229	170	
Matarawa	2	29	McGregor, Grace E.	A	D1	1834	140	
Mauriceville	2	37	Harrison, Ada	S	E1	2229	140	
Mauriceville West	2	31	Engstrom, Ellen M. (Mrs.)	S	Lic.	..	133	
Mikimiki	2	28	Woodley, Rosanna B. (Mrs.)	S	E2	2412	140	
Mitchelltown (side school). See under Te Aro.								
Mount Cook Boys' (Wellington) ..	5c	334	Bary, Charles	H	D1	166	355	
			Blake, Bertie N. T., M.A.	A	A1	570	260	
			Cook, Eleanor N.	A	D1	1425	200	
			Messenger, Ernestine, R. G.	A	C2	1775	150	
			Magill, Maggie E.	A	D3	3209	140	
			Jones, Sarah G. (Mrs.)	A	D3	2590	160	
			Gamage, Jessie (Mrs.)	A	D2	2784	140	
			Tait, Annie F.	A	..	..	110	

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*WELLINGTON—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Mount Cook Girls' (Wellington) ..	5A	287	Piggford, Mary H. ..	H	D1	200	260
			Holm, Annie A. ..	A	D1	990	200
			Stevens, Winifred L. ..	A	D2	2294	150
			Ryan, Beatrice S. ..	A	C3	2666	135
			Chatwin, Georgina B. ..	A	C3	3066	120
			Martin, Rachel ..	Pt4	..	..	65
			Harries, Eunice A. K. ..	Pt3	..	..	65
			Dorgan, Beatrice ..	Pr1	..	..	30
Mount Cook Infants' (Wellington)	5C	336	Watson, Phoebe ..	H	E1	350	280
			Wallace, Ellen ..	A	D1	1488	200
			Howden, Jessie E. ..	A	D2	2294	160
			Feist, Hannah E. ..	A	C2	2784	135
			Sievwright, Mary H. ..	A	B3	3013	120
			Hunter, Vera ..	A	D4	3567	120
			Hammond, Gladys M. ..	A	B4	3334	110
			O'Sullivan, Moya ..	A	..	..	110
			Castle, Dorothy M. ..	Pr1	..	..	30
Mount Olympus ..	0	2	Whiteman, Gladys R. ..	S	..	..	12
Muhunoa East ..	1	13	Arcus, Ellen J (Mrs.) ..	S	E1	3334	110
Muritai ..	3B	111	Sanson, Herbert ..	H	D1	777	230
			Cooke, Alice B. ..	A	D2	..	120
			Roughton, Edna G. V. ..	A	D4	3831	110
Newman ..	3A	36	Best, Thornton R. ..	H	D2	777	215
			Evans, Winifred E. ..	A	..	..	110
Newtown (Wellington) ..	7H	787	Parkinson, Henry A., M.A. ..	H	B1	79	440
			Burns, John C., M.A. ..	A	B1	305	320
			Dowdeswell, Adelaide A. ..	I	D1	390	250
			Ward, Edward H. ..	A	D1	1357	260
			Brown, William B. ..	A	B3	1488	220
			Hayes, Amy L. ..	A	D1	1182	190
			Bisset, Elizabeth A. ..	A	D2	2159	150
			Morcom, Annie E. ..	A	C3	2895	130
			Kerr, Kate F. ..	A	B3	2784	120
			Beggs, Mary (Mrs.) ..	A	D2	2031	130
			Sargent, Jane D. ..	A	C3	3066	120
			Neumann, Monica ..	A	C4	3066	120
			Morgan, Kathleen ..	A	D2	2534	120
			McManus, Mary ..	A	..	..	110
			Carrick, Margaret A. ..	A	C4	3502	110
			Wilson, Constance M. ..	Pt3	..	..	65
			Byrne, Norman A. ..	Pt3	..	..	55
			Hall, Walter J. ..	Pt1	..	..	35
			Hislop, Isabella ..	Pt1	..	..	55
			Bingham, Fanny D. ..	Pr2	..	..	60
Ngaio ..	4A	124	Clark, William H. ..	H	D1	463	260
			Whitcombe, Minnie A. ..	A	D2	2031	150
			Brown, Hilda A. (Mrs.) ..	A	D3	..	140
			Budd, Dorothy A. ..	Pt3	..	..	55
			Hogben, Edward N. S. ..	Pr2	..	..	35
			Lynneberg, Helga B. ..	Pr1	..	..	35
Ngaturi ..	1	13	Wallis, William A. ..	S	..	..	135
Nikau ..	1	11	White, Minnie J. ..	S	..	..	135
Nireaha ..	3A	74	Hall, Henry G. ..	H	D3	1902	200
			Morris, Iris ..	A	..	..	110
Nopera Bay ..	1	18	Scott, Helen ..	S	..	..	110
Normal District High and four model schools (at Training College) and Kelburn Infants' side school—Normal primary (306); Model schools—Type (i), rural (28); type (ii), P-S 2 (33); type (iii), secondary (18); type (v), junior Kindergarten (average not reckoned), children under five years of age; Kelburn Infants' side school (176)	7A	561	Webb, James C., B.A. ..	H	B1	79	475
			Kidson, George R. ..	N	B1	410	350
			Maitland, Winifred ..	N(I)	..	..	300
			Hall, Alice L. ..	N	D1	833	300
			Hitchcock, Maria (ii) ..	N	D1	463	270
			Robertson, Charles ..	N	C2	1775	270
			McRae, Rebecca F. ..	N	D3	2031	240
			Fallows, Mary R. E. ..	N	D2	2534	200
			Thornton, Marion G. ..	N	C2	1834	200
			Garnham, Grace ..	N	C2	2294	200
			Little, Isabel D. B. ..	N	C3	2229	190
			Hunter, Dorothy (Mrs.) ..	N	..	..	210
			Hursthouse, Dorothea ..	N	..	..	190
			Tamblyn, Joseph, M.A. ..	N(S)	B1	305	330
			Taylor, Grace A. (Mrs.), B.A. ..	N(S)	B2	1564	220
			Armitage, Rose E. ..	N(S)	D2	2359	200
			Sinclair, Mary A., B.A. ..	N(D)	B1	390	..
Normandale ..	2	25	Stanton, Catherine M. ..	S	D2	2031	170

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—continued.

WELLINGTON—continued.

Schools.			Teachers.				
Name.	Grade, 1916	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Northland	4B	169	Polson, Donald	H	D1	410	£ 270
			Mackellar, Jean L.	A	D1	1834	180
			Stevens, William H.	A	C4	2963	150
			Stone, Blanche P.	A	D3	3135	120
			Johnston, William D.	Pt1	..	..	35
			McKay, Doris J.	Pr1	..	..	30
Nydia Bay	1	13	Trischler, Eleanor	S	..	..	110
Ocean Bay	3A	43	Eager, Edward F., M.A.	H	B2	529	240
			Crump, Aloha	A	..	..	117
Ohana	0	3	Campbell, Elsie	S	..	..	24
Ohariu	3A	54	Dallaston, Charles W.	H	C1	777	225
			Best, Sarah E.	A	D5	..	120
Ohau	3B	86	Henderson, George M.	H	B1	660	240
			Hayes, Ellen V.	A	C3	2086	140
			Thomson, Annie E.	A	..	..	110
Okaramio	2	26	Coward, Adelina M.	S	C5	3567	140
Omaka	1	13	Healy, Annie	S	..	..	121½
Onamalutu	1	16	King, Geoffrey I.	S	B4	..	140
Onauku	1	11	Watson, Jessie (Mrs.)	S	..	..	110
Opaki	2	21	Marryatt, Florence M.	S	D1	1902	190
Opouri Valley	1	12	Gould, Margaret C.	S	..	..	110
Otaki	4B	164	Smith, William B.	H	D1	253	290
			Gray, Catherine	A	C2	1967	165
			Cumpsty, Charles E.	A	..	..	135
			Miller, Edith P.	A	D4	3398	140
			Houlbrooke, Constance	Pt1	..	..	55
			Smith, William B.	Pr2	..	..	35
Otaki (Marlborough)	0	4	Morrison, Mary	S	..	..	24
Packakariki	3A	44	Cooper, Henry T.	H	D1	1182	210
			Evans, Constance M.	A	D4	3741	130
			Pointon, Monica C.	Sub.	D4	3448	120½
Pahautanui	3A	37	Pinhey, Ellen G.	H	C2	1357	210
			Munro, Martha C.	A	D5	..	120
Pahiatua District High School— Primary (201), secondary (33)	5A	234	Chatwin, George W.	H	C1	390	320
			Scott, William W.	A	E2	1834	240
			Ritchie, Annie M.	A	C2	1631	165
			Pattle, Kate A.	A	D3	2726	150
			Hewat, Margaret F.	A	D4	3661	120
			Muir, Oswald	Pt1	..	..	55
			Ruskell, Ida F. M.	Pr2	..	..	35
			Reese, Marion (ii), B.A.	D	B2	1116	..
			McHardie, Winifred E., B.A.	D	B3	1564	..
Paraparaumu	3A	67	Vaughan, Frederick T.	H	D1	990	230
			Neuman, Alice M.	A	D3	3066	130
Parkvale	3A	53	Brockett, Frederick C.	H	C2	1425	220
			Brockett, Margaret F. (Mrs.)	A	..	..	110
Patuki	0	5	Woodhouse, Christina E.	S	..	..	30
Pelorus Bridge	2	21	Mapp, Elsie	S	..	..	126
Petone District High School— Primary (681), secondary (59)	7E	740	Foster, William H. L., M.A.	H	B1	31	420
			King, Eustace, M.A., B.Sc.	A	B1	320	330
			Slater, Jomima	I	D1	390	250
			Stephens, Thomas J. O.	A	B2	711	260
			Stanton, Elizabeth A.	A	D2	1116	200
			Thomson, Isabel S. McL.	A	C2	2359	190
			Ross, Fanny L., B.A.	A	B3	2666	150
			Webb, Alice Hewitt	A	C3	2666	120
			Hitchings, Gladys M. N.	A	C4	3502	120
			Blackier, Henrietta	A	C4	3502	110
			Scott, Isabella	A	..	..	110
			Kydd, Maude	A	..	..	110
			Castle, Constance	A	..	..	110
			Straiton, Mary G.	Pt4	..	..	55
			Dyer, Grace A.	Pt2	..	..	45
			Mather, Winifred M.	Pr2	..	..	35
			Walden, Leah G.	Pr2	..	..	60
			Hunter, Eileen	Pr1	..	..	30
			Lynskey, James H., B.A.	D	B1	305	..
			Ross, Christina McK., B.A.	D	B2	1299	..
Petone West (273) and side school (127)	5D	400	Bedingfield, Douglas S., B.A.	H	B1	146	355
			Robertson, David	A	C1	434	270
			Carter, Elsie	I	C1	990	200
			Ogg, James, B.A.	A	B2	1631	200
			Stanton, Alice J.	A	C2	2086	140
			Haldane, Minnie	A	D3	3135	130
			Braddock, Catherine C.	A	C3	3277	120
			Maynard, Carmelita M.	A	D5	3398	120
			Robinson, Mary E.	Pt4	..	..	65
			O'Donnell, Leo D.	Pt4	..	..	65
			Morris, Isabel N. C.	Pt3	..	..	55
			Woodhouse, Iris H.	Pr2	..	..	60

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*WELLINGTON—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Picton	4B	157	Robinson, Herbert J. ..	H	D1	233	£ 305
			Macalister, Ria ..	A	D2	2467	170
			Macalister, Itta ..	A	C2	2294	160
			Harris, Margaret M. ..	A	D3	3135	120
			Newman, Marita E. H. ..	Pt4	..	..	55
Pinohia	0	5	Cave, Elizabeth ..	S	..	..	36
Pirinoa	2	22	Preece, Olive ..	S	..	..	126
Plimmerton	2	37	Iorns, Olive E. ..	S	C2	1834	190
Ponatahi	2	19	Hurren, Mary P. ..	S	D2	1902	150
Pongaroa	3A	64	Gregory, Frederick W. ..	H	D2	2412	230
			Isles, Flora M. ..	A	D4	3741	130
Pori	0	8	Fairbrother, Gladys ..	S	..	..	42
Porirua	3B	99	Mason, Francis A. ..	H	D1	660	240
			Taylor, Lillias O. ..	A	D2	1834	140
			Waters, Barbara A. ..	A	..	..	110
Poroporo	1	12	Scott, Margaret M. ..	S	..	..	110
Portage	0	6	Burton, Margaret ..	S	..	..	30
Port Gore	0	5	Dalziel, Agnes ..	S	..	..	30
Puketapu Bay	1	9	Lehke, Veronica ..	S	..	..	110
Pukehinau	2	31	Clarke, James T. ..	S	..	..	139½
Pukokoiko	0	6	Atkinson, May O. ..	S	..	..	42
Puketoi	2	20	Leighton, Mary J. (Mrs.) ..	S	E2	..	190
Putara	1	17	Green, Marion (Mrs.) ..	S	D5	..	110
Rakaunui	2	20	Flaws, Emmeline (Mrs.) ..	S	..	..	135
Rangitumau	2	19	Bewley, Daisy R. (Mrs.) ..	S	D3	2031	140
Rapaura	3A	37	Oldham, Hedley ..	H	D1	570	230
			Williams, Beatrice ..	A	..	..	117
Redwoodtown (side school). See under Blenheim.							
Reikiorangi	3A	30	Rockel, Felix E. S. ..	S	D3	2359	210
Benwick	3A	73	Haughey, James ..	H	D1	570	230
			Nevison, Isabella ..	A	D4	3502	140
Resolution Bay	0	6	Woodhouse, Kathleen ..	S	..	..	42
Riverlands	3A	38	Chapman, Florence M. ..	H	C2	1357	200
			Check, Dorothy M. ..	A	C5	3135	120
Robin Hood Bay	1	15	Wither, George B., B.A. ..	S	B2	1425	140
Ronga Valley	1	17	Woulfe, Kathleen ..	S	..	..	126
Rongokokako	3A	38	Warwick, Robert S. ..	H	C2	1834	210
			Clifford, Olive ..	A	..	..	110
Rongomai	2	24	Wilson, Margaret McD. ..	S	C3	1902	140
Roseneath (166) and Hataitai side school (99)	4C	265	Darrock, Robert ..	H	D1	289	320
			Davidson, Jessie L. ..	A	D2	1488	200
			Bird, Florence R. ..	A	E2	2294	160
			Tasker, Kate L. ..	A	B3	2895	150
			Mackay, Emma A. (Mrs.) ..	A	C4	3135	120
			Cumberworth, Dorothy M. ..	A	C4	3567	120
			Hobday, Elsie P. ..	A	..	..	110
			Twomey, Eileen K. ..	Pt3	..	..	55
			Mutter, Nell D. ..	Pt1	..	..	35
Ruawhata	2	26	Frayne, Leonora J. ..	S	C3	2467	150
St. Lawrence	1	6	Clark, Muriel M. ..	S	..	..	110
Saunders Road	1	20	Harnett, Helen M. ..	S	..	..	110
Scarborough	3A	53	Bringans, John ..	H	C1	604	230
			Burge, Agnes H. ..	A	D2	2666	140
Scarborough Run	0	3	MacKenzie, Ellen C. ..	S	..	..	18
Seatoun (side school). See under Worser Bay.							
Seddon	3A	56	Best, Frank D. ..	H	D2	1775	215
			Young, Esther ..	A	..	..	126
Shannon	5A	255	Voysey, William ..	H	D1	200	320
			Tremewan, Maurice A. ..	A	C3	3135	190
			Youngson, Mary G. ..	A	D3	2726	150
			Hughes, Maggie ..	A	..	..	135
			Steele, Jessie M. ..	A	D3	3135	120
			Richards, Anne M. ..	Pt4	..	..	55
			Kempton, Aileen E. ..	Pt1	..	..	60
South Featherston	3A	58	Fieldhouse, Joseph H. ..	H	C2	833	210
			Burbush, Margaret A. ..	A	D3	2895	140
South Wellington	7H	732	Thomas, Joseph ..	H	C1	115	410
			Ballachey, Ernest H., B.A. ..	A	B1	305	300
			Petrie, Flora ..	I	D1	390	250
			Fanning, James F. ..	A	D2	1631	240
			Cooper, Emily M. ..	A	D1	833	200
			Jackson, Patrick M. ..	A	C2	1707	240
			Davies, Annie ..	A	..	..	171

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*WELLINGTON—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
South Wellington— <i>continued</i>	..	..	Watson, Florence ..	A	D2	2467	£ 140
			Feist, Lily ..	A	C3	2784	120
			Kean, Euphemia R. ..	A	D2	2784	120
			Crawford, Ruby M. ..	A	C3	3209	120
			McFarlane, Winifred F. (Mrs.) ..	A	C4	3502	140
			Walls, Margarita ..	A	C4	3613	120
			MacCurdy, Elsie D. ..	A	..	..	110
			Dixon, Lily W. ..	A	..	..	110
			Christie, Florence B. (Mrs.) ..	A	D2	2294	130
			Thomas, Florence H. M. ..	Pr2	..	..	35
Springlands ..	4A	146	Howard, Harry J. ..	H	D1	320	290
			Millington, Emily H. ..	A	D1	1425	165
			Fraser, Christina A. ..	A	C2	3066	135
			Reid, Gwynneth M. ..	Pt3	..	..	55
Starborough Downs ..	1	12	Foley, Cecily ..	S	..	..	110
Sto e's Valley ..	1	8	Chapman, Blanche ..	S	..	..	126
Stronvar ..	0	4	Martyn, Annie P. ..	S	..	..	24
Tablelands ..	1	13	Burgess, Winifred I. ..	S	..	..	110
Taita ..	3B	93	Philip, William H. ..	H	C1	777	230
			Williamson, Isa M. ..	A	D4	3661	130
			Davis, Annie E. ..	A	D5	3868	110
Takapu ..	1	8	Speedy, Hortense ..	S	..	..	110
Tane ..	1	12	Markland, Winifred (Mrs.) ..	S	..	..	110
Taratahi West ..	2	25	Connell, Elizabeth E. (Mrs.) ..	S	E2	2159	170
Taueru ..	2	23	Bartlett, Constance ..	S	B3	3013	140
Tauherinikau ..	2	30	Jeffries, Alice ..	S	..	..	126
Tawa Flat ..	3A	38	Bennett, William D. ..	H	C1	939	230
			O'Meara, Eileen J. ..	A	D4	3567	130
Te Aro, Wellington (455); Mitchell-	7F	798	Malcolm, John H. ..	H	D1	146	420
town side school (140); Te Aro			Kean, Balfour ..	A	B1	434	320
Infants' side school (203)			Ranwell, Annie P. ..	I	D1	833	240
			Woodward, Elizabeth ..	I	D2	1116	240
			Bright, Alice M. ..	A	D1	1246	200
			Mitchell, Janet ..	A	E1	1425	200
			Scott, Mary (iii) ..	A	C2	1775	150
			Coad, Nellie E., M.A. ..	A	B2	2895	140
			Russell, Caroline A. B. (Mrs.) ..	A	C2	2666	160
			Martin, Edith ..	A	D2	3013	120
			Pritchard, Florence ..	A	D1	2467	120
			O'Shea, Mary ..	A	D2	3066	120
			Bland, Elsie M. ..	A	B3	2895	120
			Johnston, Janet S. ..	A	C4	3567	120
			Gordon, Mary J. (Mrs.) ..	A	C3	..	110
			Hargreaves, Catherine (Mrs.) ..	A	D4	3066	130
			McColl, Rita ..	A	..	..	110
			Cameron, Nora ..	Pt4	..	..	55
			Taylor, Daisy D. E. S. ..	Pt3	..	..	65
			Greig, Agnes M. ..	Pr2	..	..	60
			McKinlay, Gertrude F. ..	Pr1	..	..	30
			Hagan, Hannah J. ..	Pr1	..	..	60
Te Awaite ..	0	6	Watson, Henry ..	S	..	..	42
Te Horo ..	3B	91	Joplin, Frank ..	H	..	..	180
			Beetham, Naomi ..	A	D4	3502	140
			Caigou, Melba F. ..	A	C4	3334	120
			Buchanan, Beni L. ..	Pr1	..	..	£60
Te Marua ..	3A	43	Banks, Annie L. ..	H	D1	2159	215
			Welsby, Nina L. ..	A	D5	3868	120
Te Nui ..	2	30	Sutton, Henry ..	S	D1	1834	190
Te Oreore ..	3A	49	Jones, George A. ..	H	C1	604	230
			Ramsay, Lily M. ..	A	..	..	117
Terrace (Wellington) ..	7B	607	MacMorran, George ..	H	D1	31	420
			Erskine, Albert ..	A	C1	185	310
			Murphy, Arthur P. ..	A	C2	1488	230
			Fraser, Sara ..	A	E1	1048	240
			Williams, Mary ..	I	E1	777	200
			Duncan, Myra (Mrs.) ..	A	D3	3135	210
			Van Staveren, Lena ..	A	C2	2294	180
			Gibson, Fanny ..	A	D2	2467	140
			Kirk, Alan A. ..	A	D5	..	110
			Coady, Ellen ..	A	E2	2666	120
			Devlin, Nora A. ..	Pt4	..	..	55
			Rose, Gwendoline H. H. ..	Pt4	..	..	55
			Hulme, Doris A. ..	Pt3	..	..	65
			Kelsey, Brois ..	Pt3	..	..	55
			Jacka, Elsie ..	Pr1	..	..	35
			Keyworth, Marjory G. ..	Pr2	..	..	35

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—continued.

WELLINGTON—continued.

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Te Rou	1	12	Freeman, Frank	S	..	..	£ 110
Tetley Brook	0	7	Mead, Doris L.	S	..	..	42
Te Weka	1	10	Baxter, Henry	S	..	..	110
Te Whiti	1	13	Dorset, Whilimena	S	..	..	110
Titirangi	0	5	Limbrick, Norma	S	..	..	30
Tokomaru	3B	112	Webb, James S. . . .	H	C1	604	250
			Tuely, Catherine B.	A	D2	2086	140
			Stansell, Florence E.	A	..	..	110
Tua Marina	3A	57	Fisher, Horace R.	H	D1	570	250
			Campbell, Frances	A	C3	3135	130
			Wilkins, Dorothy	Pr2	..	..	35
Ugbrooke	1	7	Hood, Lilian A.	S	..	..	112½
Upper Hutt	5B	300	Connell, Frederick W.	H	D1	371	330
			Rodgers, John	A	C2	1357	250
			Paul, Ellen	A	E1	1902	170
			Brown, Winifred E.	A	D2	2229	160
			Douglas, Doris K. (Mrs.)	A	C2	2666	150
			Boyd, Kate R.	A	D4	3613	120
			Thompson, Clarice V.	A	..	..	110
Upton Downs	0	4	Simpson, Lily P.	S	..	..	24
Wadestown	4B	172	Joplin, Charles R.	H	D1	410	285
			Battersby, Margaret N.	A	D2	2294	165
			Parkinson, Arnold E. H.	A	C3	2359	170
			Fellingham, Rebecca	A	E2	3334	140
			Mason, John B. R.	Pt3	..	..	55
			Woodhouse, Alice F. M.	Pr1	..	..	55
Waihakeke	3A	44	Matthews, Laura	H	D1	711	210
			Robinson, Lillie I. F.	A	D3	3661	140
Waihoanga	2	21	Robinson, Alice M.	S	..	..	135
Waihoki	0	5	O'Leary, Cornelius N.	S	..	..	36
Waikakaho	0	3	Gibson, Olive	S	..	..	18
Waikanae	3A	57	Letham, Sara W.	H	E1	1357	200
			Cork, Gladys S.	A	D5	3816	120
Waikawa Bay	0	5	Hamilton, Jean A.	S	..	..	24
Waikawa Pa	2	22	Henderson, Florence E.	S	..	..	126
Waimaru	0	4	Osborne, Alice	S	..	..	24
Waingawa	2	18	Harvey, Charlotte T.	S	C3	2412	160
Wainui-o-mata	2	28	Oswin, Mabel E., B.A.	S	B1	1299	185
Waione	2	21	Russell, Ernest W.	S	..	..	126
Wairau Pa	1	12	Foley, Agatha	S	..	..	110
Wairau Valley	2	22	Brooks, Gordon	S	..	..	144
Waireka	0	5	Snowden, Ella M.	S	..	..	42
Wairongomai	1	11	Campbell, Jessie	S	..	..	110
Waitaria	1	9	Fletcher, Florence E.	S	E3	3448	120
Wallaceville	1	21	Johnson, Edith M.	S	D2	2895	150
Wantwood	1	9	Murray, Margaret P. (Mrs.)	S	C1	434	120
Ward	3A	59	Wallace, Elizabeth A.	H	C2	939	220
			Bell, Susan C.	A	D3	3703	130
Waterfalls	1	10	O'Leary, Kathleen	S	..	..	112½
Waterfalls (Marlborough)	1	12	Curtis, Vera I.	S	..	..	110
Whakatahuri	0	4	Ross, Isabel M. C.	S	..	..	24
Whakataki	1	11	Port, Sarah E. (Mrs.)	S	E2	3013	120
Wharanui	1	23	Walshe, Edward B.	S	..	..	110
Wharau	1	11	Woodhams, Nelson	S	..	..	110
Whareama	3A	37	Turner, Mary E. (Mrs.)	H	D3	1246	200
			Gibbs, Catherine M.	A	..	..	117
Whiteman's Valley	1	14	Harney, Louisa A. (Mrs.)	S	..	..	110
Woodbank	1	10	Trolove, Dorothy	S	..	..	110
Worser Bay (244), and Seatoun side school (43)	5B	287	Rowntree, William W.	H	C1	410	290
			Rendle, Arthur C.	A	C4	2412	210
			McFarlane, Olive V.	A	D2	2412	165
			Duff, Minnie	A	C3	3135	140
			Pettigrew, Robina	A	C4	3502	110
			Massey, Dorothea L. (Mrs.)	A	D3	3277	110
			Boagey, Dorothy G.	Pt1	..	..	55
Total	..	..	..	..	..	..	104136

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

NELSON.

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Addison's Flat	1	17	Power, Mary	S	..	..	£ 117
Anatimo	0	4	Sigley, Z.	S	..	..	24
Aporo	1	22	Small, Leila G. ..	S	..	..	126
Appleby	2	22	Smith, Frances H.	S	D2	2229	185
Arapito	2	15	Allon, Blanche I. ..	S	D3	2726	170
Awaroa	0	5	Ford, Edgar N. ..	S	..	..	30
Bainham	3A	37	Bond, Elson W. ..	H	D3	2086	210
Birchfield	3A	25	Fabian, M.	A	..	..	110
Black's Point	3B	82	Bolton, Pamela E. ..	S	E1	1182	210
			Ching, Harold L. ..	H	D4	3741	200
			Rivers, Mary A. ..	A	D4	3774	130
			Noble, Ethel	A	..	..	110
Blackwater Upper	2	19	O'Donnell, Honora ..	S	D3	2963	140
Brightwater (54) and River Terrace side school (21)	3A	75	Bryant, William H. ..	H	B1	939	230
			Lewis, Marjorie ..	A	C4	3334	120
			Palmer, Ella M. ...	A	..	..	110
Brooklyn	3B	93	Trevella, Arthur ..	H	D1	604	230
			Bundy, Constance ..	A	..	..	117
			Jordan, Gladys N. ..	A	D4	3875	120
Brook Street, Nelson (side school). See under Nelson Boys'.							
Burnett's Face	3B	82	Lloyd, Adelleine (Mrs.) ..	H	D4	..	200
			Sobey, Jane (Mrs.) ..	A	..	..	110
			Power, Alice M. ...	Pt4	..	..	65
			Willis, I. V.	Pt1	..	..	35
Cape Foulwind	3A	39	Kelpe, Caroline ..	H	C1	1116	230
			Bell, Myrtle A. M. ..	A	D4	..	130
Capleston	2	23	Dunne, Ellen M. ..	S	..	..	126
Charleston (12) and Rahui side school (9)	2	21	Bryan, Elizabeth E. ..	H	D3	2784	210
Churchill	1	11	Dove, Sylvia E. A. ..	A	..	..	110
Clifton Terrace	2	25	Nalder, Amy I. ..	S	..	..	126
Collingwood	3A	44	Burnside, Margaret ..	S	C3	3013	150
			Easdale, Mildred J. N. ..	H	C2	2726	200
			Turner, Zilla L. ..	A	D4	..	130
Cronadun	3A	36	Gibbs, Betsey A. H. ..	H	D3	2229	215
			Bishop, Agnes	A	..	..	117
Dall's Creek (side school). See under Rockville.							
Denniston	4A	150	Hiddleston, John F. C. ..	H	D1	463	270
			Seddon, Alice (Mrs.) ..	A	..	..	144
			Peacock, Beatrice ..	A	..	..	135
			Moffitt, Clarice ..	Pt1	..	..	55
			Smith, May L.	Pr1	..	..	55
Dovedale	2	21	McNicoll, David A. ..	S	D1	..	140
Fairdown	1	14	Condell, Kate Lita M. ..	S	D3	3209	150
Fern Flat	1	16	Mears, Eleanor	S	..	..	110
Ferntown	1	17	Dean, Annie E.	S	..	..	110
Foxhill	3A	52	Baigent, Louis O. ..	H	D1	711	220
			Davies, Hilda V. ..	A	Lie.	..	123½
Glenhope	2	12	Power, Catherine F. ..	S	C3	2412	150
Glenroy	1	11	McDowell, Elsie ..	S	..	..	110
Globe Hill	1	30	Morris, Stuart	S	..	..	110
Gordon	0	9	Sloan, L. C.	S	..	..	48
Granity (127) and Hector side school (36)	4B	163	Douglas, Arthur ..	H	C1	166	290
			Alexander, Elizabeth M. ..	A	E2	2467	160
			Satchell, Winifred A. ..	A	D4	2726	160
			Bettjemann, Alma] ..	A	D5	3875	130
			McCormack, Mary ..	A	..	..	110
			Gills, Olive	Pt3	..	..	55
			Torley, Mary	Pr2	..	..	35
Hampden Street, Nelson (side school). See under Nelson Girls'.							
Happy Valley	2	26	Snook, Ada J.	S	E2	1775	180
Haven Road, Nelson (side school). See under Nelson Girls'.							
Hector (side school). See under Granity.							
Hillside	1	11	Horner, Lilian	S	D3	3448	150
Hope	3A	48	Snadden, George ..	H	C3	1902	210
			Salmond, Jessie ..	A	E1	2590	140
Inangahua Landing	1	21	McBeth, Helen	S	..	..	110
Kaituna	2	22	Bastin, Ida E.	S	D2	2726	150
Karama (69) and Oparara side school (8)	3A	77	Gilmor, Edward J. ..	H	C1	990	230
			Connor, Elizabeth A. (Mrs.) ..	A	E2	3703	120
			McNabb, R. L.	A	..	..	110

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—continued.
NELSON—continued.

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Kiwi	2	21	Rowley, Gladys M.	S	D4	3661	£ 140
Korere	2	28	Sloss, F. (Mrs.)	S	..	..	126
Little Grey	2	32	O'Leary, Ellen M.	S	D4	2844	150
Little Wanganui	1	12	Moran, Kate	S	..	..	110
Longford	1	13	Ryan, Maud	S	..	..	110
Long Plain	1	16	Smalley, Percy	S	..	..	110
Mahana	1	12	Dolamore, Emma J.	S	..	..	110
Matai Valley	0	7	Browerton, Annie	S	..	..	112½
Mangarakau	1	12	Fittall, J.	S	..	..	110
Mapua	1	10	Huffam, Runa	S	..	..	110
Marahau	1	16	Ash, Frederick E.	S	..	..	121½
Matariki	1	9	Randerson, Esther	S	..	..	110
Millerton	4A	139	Hutton, James, M.A.	H	B2	1357	270
			Emms, Hilda	A	D3	2467	150
			McDonald, Jessie I.	A	..	..	110
			McNamara, Annie E.	Pt4	..	..	65
Motueka District High School and Whakarewa side school—Motueka primary (191), Motueka secondary (24), and Whakarewa side school (32)	5A	247	Griffin, Thomas J., B.A.	H	B1	28	330
			Turner, Fanny M.	A	C2	1967	190
			Robertson, Catherine M.	A	C3	2844	150
			Fowler, Alina G.	A	..	..	110
			Emms, Olive	A	..	..	110
			McNab, Madge A.	Pt4	..	..	65
			Fowler, Ila E.	Pr2	..	..	60
			Silcock, Harold F. S.	Pr1	..	..	55
			Robertson, May B., B.A.	D	B2	1564	..
Motupiko	2	29	Malloy, Mahala M.	S	D4	..	140
Motupipi	3A	45	Manson, Lydia M.	H	E1	1116	230
			Robertson, Margaret	A	..	..	117
Lower Moutere	3A	60	Sanders, Herbert B. S.	H	D1	833	230
			Jordan, Fanny S.	A	D2	3209	140
Murchison	3A	60	Rogers, Marmaduke	H	C2	1631	225
			Hosking, Jean (Mrs.)	A	C4	3277	130
Nelson Boys' (255), Brook Street side school (118), and Tasman Street side school (150)	7A	523	Gibbs, Frederick G., M.A.	H	A1	1	410
			Irwin, Robert	A	C1	390	290
			Veysey, John T.	A	E1	711	270
			Hughes, Margaret	I	C1	570	200
			Inwood, Keith	A	..	..	164
			Kitching, Mary E.	A	E1	1488	170
			Kidson, Kitty E. (Mrs.)	I	B1	1182	190
			Baird, Agnes R.	A	B3	2784	130
			Karsten, Rona P.	A	B4	2895	120
			Thompson, Phyllis M.	A	D4	3802	120
			Peart, Elvira S.	A	D4	3613	120
			Wratt, Christina E.	Pt4	..	..	65
			Prestidge, Marjory R.	Pt4	..	..	65
			McKenzie, Jean H.	Pt4	..	..	55
			McDowell, Frank M.	Pr2	..	..	60
			Knapp, Thelma M.	Pr2	..	..	60
			Cheel, Eveline	Pr1	..	..	35
Nelson Girls' (225), Haven Road side school (183), and Hampden Street side school (169)	7C	577	Knapp, Frederic V.	H	B1	11	380
			Farnie, Violet C., M.A.	A	A2	777	240
			Johnson, Amy F.	A	B2	1182	200
			Gilbert, Esther E.	I	D1	1116	160
			Wright, Julia C.	I	D2	1902	150
			Wright, Gwendoline F.	A	E2	2844	140
			Shone, Eva E.	A	D3	3013	140
			Small, Hilda E. A.	A	C3	2159	120
			Baigent, Beatrice L. M.	A	C3	3013	120
			Cameron, Sarah	A	D3	2895	110
			Moore, Doris	A	C4	3334	120
			Redgrave, Katharine G.	A	D4	3875	120
			Worley, Winnifred G.	A	D3	3502	120
			Joyce, Mary E.	Pt4	..	..	55
			Robertson, Henrietta McG.	Pt4	..	..	55
			Shirtcliffe, Ruth M.	Pt4	..	..	65
			Win, Eileen A.	Pt4	..	..	55
			Smith, Marjorie E. O'H.	Pr2	..	..	35
			Cropp, Daisy E.	Pr1	..	..	55
			Fittall, Helen McR.	Pr1	..	..	30
Neudorf	3A	45	Thompson, Alfred G.	H	Lic.	..	213½
			Ferbrache, Evelyn A.	A	D3	2726	130
Ngatimoti	2	36	Silcock, Harold S.	S	D3	2895	170
Okiwi Bay	0	5	Sadler, David	S	..	..	30
Onekaka	0	3	Scadden, Maria	S	..	..	24
Oparara (side school). See under Karama.							

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*NELSON—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Orinoco	1	13	Raikes, Alice O. ..	S	D3	3703	130
Owen Junction	1	16	Simpson, Arthur B. ..	S	..	..	110
Pakawha	1	18	Strack, Fritz A. ..	S	..	..	110
Pariwhakaho	1	8	Lewis, Nora C. ..	S	..	..	110
Pokororo	2	18	Clougher, A. P. ..	S	..	..	126
Progress	2	16	Walsh, Elizabeth M. ..	S	D2	2086	185
Puponga	3A	46	Chipperfield, Emily (Mrs.) ..	H	D1	1425	210
Rahui (side school). See under Charleston.			Paterson, Eleanor ..	A	..	..	110
Ranzau	3A	44	Davies, Constance E. ..	H	C3	1834	210
Redwood's Valley	0	6	Hill, Mabel H. ..	A	D4	3567	140
Reefton District High School—Primary (251), secondary (23)	5A	274	Woodman, Kathleen ..	S	..	..	42
			Rumbold, William A. ..	H	C1	74	330
			Lewis, Annie M. L. ..	A	C3	2294	190
			Garth, Isabelle O. ..	A	E3	2895	160
			Moore, Euphemia J. ..	A	E2	2159	160
			Scarlett, Margaret L. ..	A	D3	3661	135
			Montgomerie, Jean ..	Pt2	..	..	45
			Penny, Baden C. ..	Pt1	..	..	35
			Barkley, Doris M. ..	Pr2	..	..	35
			Panckhurst, Nellie ..	Pr1	..	..	30
			Hopkirk, Susan M., B.A. ..	D	B4	2534	..
Richmond	4B	173	Boyce, Charles G. M. ..	H	B1	209	280
			Hill, Ethel I. ..	A	D3	2590	160
			Palmer, Constance M. ..	A	C3	3334	150
			Hagen, Nora M. ..	A	D4	3845	130
			Thorn, Edith H. ..	Pt4	..	..	65
			Wix, Margaret A. R. ..	Pr2	..	..	35
			Papps, Ruth F. ..	Pr1	..	..	35
River Terrace (side school). See under Brightwater.							
Riwaka	3B	96	Street, Samuel W. ..	H	C1	529	250
			Raikes, Margaret W. ..	A	D4	..	120
			Hunter, E. ..	A	..	..	110
			Wadsworth, Cyril T. ..	Pr1	..	..	55
Rockville (45), and Dall's Creek side school (10)	3A	55	Hood, Marion C. ..	H	C1	833	200
			White, Effie P. ..	A	..	..	117
			Allan, Gladys R. ..	A	..	..	110
Rocky River	1	16	Davies, Ralph G. ..	S	..	..	110
Sarau	3A	47	Fair, George O. ..	H	C1	711	230
			Baigent, Ellinor R. ..	A	..	..	110
Seddonville	3A	50	Jordan, James G. ..	H	C2	1425	210
			Doyle, Maud ..	A	D4	3703	130
Sergeant's Hill	2	26	Slowey, Theresa M. ..	S	C2	1834	140
Sherry River	1	16	McKay, Ethel G. ..	S	..	..	110
Six Mile	1	12	Mead, Bertha ..	S	..	..	110
Spring Grove	3A	47	Poole, William E. ..	H	C1	990	230
			Mead, Irene W. ..	A	D4	3013	140
Stanley Brook	1	19	Tuckey, Amy E. ..	S	..	..	110
Stoke	3B	82	Harrison, Robert ..	H	C1	604	230
			Cooke, Gertrude M. ..	A	C3	3135	120
			Tyrell-Baxter, Grace E. ..	A	..	..	110
Summerlea	2	18	Doyle, Nora ..	S	..	..	126
Tadmor	2	28	Quinton, Ellen H. ..	S	E2	2359	190
Tahuna	3A	86	Hall, William A. ..	H	B1	463	225
			Dement, Ida V. ..	A	D4	3448	12
			Shirtliff, Kate W. ..	A	D2	3013	11
			Lublow, Alice G. ..	Pr1	..	..	5
Takaka Central	2	24	Page, May ..	S	E1	1488	190
Takaka East	1	22	Ching, Leonard C. ..	S	..	..	110
Takaka Lower District High School—Primary (92), secondary (18)	3B	110	Boyes, William H. ..	H	D1	233	270
			Craig, G. ..	A	..	..	110
			McFarlane, Esther ..	A	..	..	110
			Manson, Lola M. ..	Pr2	..	..	35
			Ainsworth, Emma F., B.A. ..	D	B2	1299	..
Takaka Upper	1	21	Burley, Jane A. (Mrs.) ..	S	D3	..	110
Tapawera	2	36	Eyles, Edward R. ..	S	C3	2159	170
Tarakohe	3A	36	Gapper, Bernard R. ..	H	E2	2159	230
			McLaren, Eileen ..	A	..	..	110
Tasman Street, Nelson (side school). See under Nelson Boys'.							
Te Arowhenua	0	4	Denton, Nora F. ..	S	..	..	30
Tophouse	0	4	Gibens, Teresa ..	S	..	..	42
Tui	1	19	White, Ivy ..	S	..	..	110

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—continued.
NELSON—continued.

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Tutaki	1	11	Hunter, Charlotte	S	..	..	110
Umere	1	14	Tunnicliff, Robert G.	S	D4	3448	125
Urūwhenua	1	14	Satherley, Vernon	S	..	..	110
Wai-iti	3A	37	Horner, Hugh Henry	H	D1	1357	225
Waimangaroa	3A	47	Gibbs, Alice W.	A	D4	3816	130
Waima West	2	22	Hayes, Frank S.	H	..	..	180
Waingarō	1	12	Bayfield, Daisy G.	A	..	..	117
Waitahu	1	13	Symes, Adelaide L.	S	D3	3613	160
Wai-uta	3A	64	Goodwin, I. (Mrs.)	S	..	..	110
Wakefield Lower	3B	111	McCarthy, Madge	S	..	..	126
Westport District High School— Primary (608), secondary (55)	7D	663	Laird, Annie	H	D1	1043	200
			Mumm, Mary	A	..	..	117
			Coleman, Bernard F. P.	H	B1	939	210
			Bird, Kate B.	A	E2	2784	140
			Morrison, Catherine A.	A	E2	2467	120
			Harkness, James H., B.A.	H	B1	4	420
			Boswell, Edward B. B.	A	C1	891	320
			Martin, Annie	A	E2	2590	240
			Brown, Robert	A	C3	1357	250
			Marris, Amelia	I	D1	529	200
			Hill, Jessie A.	A	C2	1631	200
			Conway, Edith	A	C4	2229	160
			Mills, Eva B.	A	D4	3845	140
			McKay, May	A	D3	3334	140
			Findlay, Elspeth A.	A	D3	3502	120
			Aitken, George G.	Pt4	..	..	55
			Snodgrass, Sadie	Pt4	..	..	55
			Fraser, Mina	Pt3	..	..	55
			Powell-Parsons, Mary	Pt3	..	..	55
			Gibson, Ruby L.	Pt2	..	..	45
			Lassen, Caroline A.	Pt2	..	..	45
			Lovestam, Wilhelmina Z.	Pr2	..	..	35
			Skinner, Mollie T.	Pr1	..	..	55
			Dale, Margaret J., M.A.	D	B3	2159	..
			Fletcher, Mabel F.	D	C4	..	..
Whakarewa (side school). See under Motueka District High School.							
Whangamoa (6) and Whangamoa Beach (3)	1	9	Holmes, Ralph K.	S	Lic.	..	133
Whangarae	1	9	Ford, Leslie	S	..	..	110
Wills' Road	1	13	Goodall, George R.	S	..	..	135
Woodstock	0	7	Forno, Elizabeth	S	..	..	42
Total	..	..	..	..	..	..	33130½

CANTERBURY.

Adair	1	12	Moyle, Mary A.	S	C3	2412	150
Addington	7c	613	Seay, William N.	H	D1	101	420
			Kennedy, Hans	A	C1	434	325
			Shirtcliffe, Mary S.	I	E1	490	245
			Maxwell Robert W. D.	A	C3	777	230
			Beck, Elizabeth	A	D1	1182	200
			Bowden, Bessie E.	A	D1	1299	200
			Wills, Arnold L.	A	C4	3066	170
			Hulston, Clara A. M.	A	C3	3135	130
			Morgan, Gladys R.	A	C4	3277	120
			Burn, Elizabeth R.	A	C4	3398	120
			Hill, Verna	Pt4	..	..	65
			Stackhouse, Vera M.	Pt3	..	..	65
			Heinzman, Margaret	Pt2	..	..	60
			Seay, Margaret J.	Pt3	..	..	55
			Shrimpton, Kenneth G.	Pt3	..	..	55
			Watt, Margaret R. M.	Pt3	..	..	65
			Sinclair, Elsie A. P.	Pr1	..	..	60
Ahaura	2	24	Hargreaves, Alice M.	S	D2	2159	170
Akarōa District High School— Primary (99), secondary, 17)	4A	116	Hall, Charles	H	C1	350	300
			Morrison, Isabella	A	B2	1967	160
			Kerr, Catherine	A	C4	3448	120
			Youngman, Henrietta G.	Pr2	..	..	35
			Garton, Wilfred W., M.A.	D	A1	289	..

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*CANTERBURY—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Albury	3A	53	Lindsay, Alexander	H	D1	570	250
Alford Forest	2	29	Baker, Kata W.	A	..	3502	130
Allandale #	2	20	Treacy, Hilda I.	S	D5	3862	140
Allenton (side school). See under Ashburton.			Copland, Helen S.	S	..	..	126
Amberley	3B	68	Anderson, John	H	C1	711	250
Anama	2	30	Stanton, Edith E. F.	A	E2	3398	140
Annat	3A	42	Thompson, Jane C. (Mrs.)	A	C2	2844	140
Arahura Road	3A	39	Moir, Margaret, B.A.	S	A3	1967	160
Aranui	3A	48	King, Edmund A.	H	C1	1357	225
Arthur's Pass	3A	37	McDowell, Mary	A	..	..	110
Arundel	1	16	Henderson, Margaret E. A.	H	C3	1775	210
Ashburton (371) and Allenton side school (124)	6B	495	Henderson, Margaret (Mrs.)	A	..	..	126
			Harband, Beatrice M.	H	D2	1182	210
			Donnell, Agnes	A	C4	3613	130
			Williams, Owen W.	H	C4	2590	200
			Kealy, Catherine	A	..	..	117
			Henderson, Louisa J. (Mrs.)	S	D3	..	110
			Schneider, George, B.A.	H	B1	18	380
			Allard, Charles W.	A	B2	711	280
			Monzies, Catherine	I	C1	604	200
			Treaise, Mabel	I	D1	833	200
			Wright, James W.	A	..	..	135
			Rapley, Ivy M. A.	A	C2	2229	160
			Makeig, Grace H.	A	D2	2534	150
			Borthwick, Phoebe F.	A	C4	3502	120
			Hayes, Edith M.	A	C3	3277	120
			Stuart, Kate A.	A	D5	..	120
			Humphreys, Lavinia A.	Pt4	..	..	55
			Satchell, Agnes E.	Pt4	..	..	65
			Kerr, Florence M.	Pt3	..	..	55
			Humphreys, Hazel P.	Pr2	..	..	35
			Bryant, Frances M.	Pr2	..	..	60
			Percy, Edna M.	Pr1	..	..	30
Ashburton Forks	1	17	Sloan, Mary	S	..	..	126
Ashley	3A	54	Chambers, Edwin S.	H	..	..	189
Ashley Gorge	2	28	Buckley, Mandaline A.	A	C4	3135	130
Ashton	3A	29	Kerr, Amelia (Mrs.)	S	D1	1116	170
			Le Fleming, Jeanette (Lady)	H	D1	1182	200
			Fraser, Alice S.	A	..	..	110
Ashwick Flat	1	16	Symes, Grace M. (Mrs.)	S	D3	..	110
Ataahua	1	17	Tod, Winifred J.	S	..	..	117
Awaroa	1	7	Pilling, Janet	S	..	..	117
Awatuna	1	6	Hogan, Catherine B.	S	C2	1967	150
Aylesbury	1	27	Bradley, Elizabeth (Mrs.)	S	..	..	155
Balcairn	3A	38	Noble, John	H	C1	777	230
			Wilson, Elizabeth (Mrs.)	A	E4	2086	120
Barrhill	2	21	Mellwraith, Fanny A. (Mrs.)	S	D3	2726	150
Barry's Bay	1	20	Broadhurst, Phyllis A.	S	D5	..	110
Barrytown	1	11	Ryall, Jane	S	Lic.	..	133
Beckenham	4B	204	Maxwell, Alfred C.	H	C1	200	310
			Budden, Amy H.	A	D1	1631	165
			Maguiness, Stanley M.	A	C4	2534	150
			Foster, Sylvia M.	A	C2	2294	140
			Andrews, Phyllis I. C.	Pt3	..	..	55
			Steel, Vera E.	Pr2	..	..	35
Belfast (117) and side school (84) ..	4C	201	Polson, John G., M.A.	H	D1	200	260
			Ritchie, Eliza J.	A	C1	939	220
			Cook, Alice J.	A	E1	2159	170
			Steele, Elizabeth	A	D1	2294	140
			Brown, Lillian A.	A	C3	3209	120
			Webb, Adelaide I.	A	C5	3816	110
			Mann, Walter A.	Pt2	..	..	45
Belfield}	1	17	Carson, Margaret	S	..	..	110
Big River	0	5	Dudley, Emily	S	..	..	30
Birdling's Flat	1	16	Banks, Annie E.	S	..	..	110
Blackball	4C	206	Wickes, Arthur J.	H	C1	209	300
			Wilson, Maud E.	A	D1	891	200
			Dempsey, Agnes	A	D4	2726	160
			Stubbs, Edith	A	..	..	110
			Delaney, Ellen	A	..	..	110
			Glasson, Elizabeth	Pt3	..	..	55
Blaketown (side school). See under Graymouth District High School.							
Bligh's Road (side school). See under Papanui.							

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—continued.

CANTERBURY—continued.

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Bluecliffs	1	21	Kane, Agnes E.	S	..	..	£ 110
Bluespur	1	9	Millner, Evelyn L. M.	S	D5	..	125
Boddytown, ...	1	16	Newlands, Susan	S	..	..	135
Broadfield	2	28	Eagan, Victoria H. W.	S	C1	1357	190
Bromley	3B	92	Pole, Thomas L. P.	H	D1	529	230
			Gilmour, Lily	A	D2	2590	140
			Willis, Margaret J.	A	C5	3661	110
Brookside	3A	32	Stirling, William	H	D2	1631	200
			Simpson, Matilda	A	C5	3831	120
Broomfield	2	30	Townsend, Ethel M.	S	E1	1048	170
Bruce Bay	1	9	Bannister, John W.	S	..	..	126
Burnham	2	28	Wright, Emily H. A.	S	D3	2666	180
Burwood	4A	113	Davidson, George	H	D1	320	280
			Kent, Florence E.	A	C2	1967	160
			Livingstone, Ethel M.	A	..	..	117
			Glen, Cecily	Pt4	..	..	55
			Kennedy, Mildred	Pt2	..	..	35
Bushside	1	15	Lovell-Smith, Ruth M. (Mrs.)	S	..	..	110
Callaghan's	1	13	Campbell, Irene A.	S	..	..	126
			Hogan, Mary	Sub.	..	..	[110]
Cannington	1	20	Mulvaney, Annie	S	C5	3398	120
Carew	2	20	Smith, Annabella P.	S	D3	3398	140
Carleton	3A	37	Pilkington, George M.	H	C2	990	230
			Callaghan, Ada C.	A	..	..	110
Cashmere	3B	105	Stout, William A.	H	C1	371	250
			Newnham, Eliza (Mrs.)	A	D1	1299	160
			Suckling, Gertrude A.	A	D2	2963	120
			Alabaster, Annie B.	Pr1	..	..	35
Cave	2	34	Foster, Kate M.	S	D5	..	140
Chamberlain	3A	28	Watson, Robert G. S.	H	D4	..	200
			Norrish, Daisy P.	A	C5	3868	130
Charing Cross	1	13	Liddy, Ann M.	S	..	..	112½
Chertsey	3A	33	Leversedge, Edith M.	H	D1	529	210
			Wilkinson, Annie M.	A	C4	3502	130
Chorlton	1	19	Lynskey, Winifred A.	S	..	..	110
Christchurch East (632) and South Belt side school (93)	7F	725	Penlington, Benjamin	H	C1	350	410
			Gillanders, James	A	D1	660	310
			Chaplin, Emily A., B.A.	A	B1	410	250
			Kennedy, John S.	A	C1	1488	250
			Thompson, Ethel (i)	A	D1	939	200
			Gilmour, Ruth	I	D1	711	200
			Arnold, Clarence B.	A	B4	2895	150
			Watson, Mary H. C.	A	D2	3135	140
			Seay, Alexandria M.	A	Lic.	..	114
			Parsonson, Florence M.	A	D4	3613	120
			Parsonson, Dorothy G.	A	..	..	110
			Munro, Lois W.	A	C5	3831	110
			Macdonald, Mary	A	C4	3277	110
			Andrews, Agnes C.	A	C2	2666	120
			More, Christina A.	A	C3	3334	120
			Clague, Edith E. M.	Pt4	..	..	55
			Wright, Caroline L.	Pt4	..	..	55
			Keys-Wells, Elizabeth K.	Pt4	..	..	65
			Methven, Ronald	Pt3	..	..	65
			Paine, Ivy	Pr2	..	..	60
			Clarke, Marie A.	Pr2	..	..	35
Christchurch East Infants'	5C	309	Menzies, Annie J.	H	C1	253	290
			Wauchop, Elizabeth L.	A	D1	777	200
			Callaghan, Margaret M.	A	D1	1357	170
			Webster, Elizabeth	A	D2	1902	160
			French, Olive A.	A	C3	3013	140
			Struthers, Elizabeth B.	A	C3	2963	120
			McGregor, Jessie McG.	A	C4	3277	120
			Brewins, Kate E.	Pt2	..	..	45
			Clough, Gladys K.	Pt2	..	..	60
			Thompson, Phoebe M.	Pr2	..	..	35
Christchurch West District High School—Primary (657), secondary (246)	7H	903	Waller, Francis D., B.A.	H	B1	18	410
			Menzies, Peter, B.A.	A	B1	434	310
			Menzies, Jean B.	I	D1	490	250
			Hunnibell, Arthur	A	D1	1246	260
			Smith, Mabel	A	C1	660	200
			Gamble, Victor J.	A	C3	1564	200
			Webster, Isabella	A	D1	1182	180
			Suckling, Frances (Mrs.)	A	..	..	130
			Manifold, Dorothy	A	D2	2229	140

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*CANTERBURY—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Christchurch West District High School— <i>continued.</i>			Cowley, Hilda M.	A	D5	..	£ 110
			Kininmonth, Flora E.	A	C3	3334	120
			Satchell, Ruth H.	A	D4	3502	120
			Wilson, Wilfred	Pt4	..	..	55
			Parson, Edna E.	Pt2	..	..	45
			Watson, Agnes M.	Pr2	..	..	60
			Lund, Dorothy	Pr1	..	..	30
			Clark, Sidney A., B.A.	D	B1	305	..
			Mayne, Arthur J., M.A.	D	B1	891	..
			Finlayson, Annie C., M.A.	D	A1	990	..
			O'Donoghue, Michael F.	D	C5	..	..
			Marriott, Gladys E., B.A.	D	B2	2086	..
			Mayne, Helga M.	D	C3	1631	..
			Vallance, Nellie M.	D	C2	2666	..
Clandeboye	3A	71	Lawlor, Mary K.	H	E3	2031	210
			Goodeve, Mabel C.	A	D5	3862	120
Claremont	3A	36	Black, Flora L. (Mrs.)	H	D1	434	230
			Beck, Constance A.	A	D4	3567	130
Clarkville	3A	50	Berg, Frederick R. N.	H	C3	1707	200
			Roscoe, Helen K.	A	C4	3398	120
Cobden	4C	201	Barrett, Henry R.	H	D1	604	280
			Cornwall, Ivy L. L.	A	C3	2726	190
			O'Brian, Agnes C. S. R.	A	D3	1902	150
			Wylie, Alicia	A	..	..	126
			Dunn, Olive	A	D4	3066	120
			McKnight, Elizabeth	Pt1	..	..	35
Cook's River	0	3	Williams, Elizabeth	S	..	..	24
Cooper's Creek	2	30	Webb, Florence L. (Mrs.)	S	E3	..	150
Courtenay	1	12	Dobson, Beatrice H.	S	D4	2895	120
Cricklewood	1	10	McIntyre, Hester L.	S	..	..	110
Culverden	3A	36	Jones, William H. (i)	H	D3	2359	210
			Moyna, Emily A.	A	C5	3741	130
Cust	3A	82	Reynolds, Jacob H.	H	E1	1048	200
			Treacy, Eileen	A	C4	3334	130
			McDowell, Jessie F.	Pr1	..	..	55
Darfield District High School— Primary (31), secondary (13)	3A	44	Ellis, Leonard R.	H	E1	1246	210
Dillman's (side school). See under Kumara.			Mauger, Ernest	D	C5	3209	..
Dobson	3A	29	Crowley, Annie M. J.	H	D1	777	230
			O'Donnell, Mary	A	D4	3013	140
Domett	2	20	Keys-Wells, Arthur P.	S	C3	2294	190
Dorie	1	17	Jones, Mabel A.	S	..	..	110
Douglas	3A	34	Malling, Francesca E.	H	D3	2159	200
			Malling, Christina	A	C5	3661	120
Doyleston	3A	70	Pratt, Colonel Frank	H	D2	711	240
			Nimmo, Mary	A	C5	3816	130
			Grieve, Alice I.	Pr2	..	..	60
Dromore	2	19	Jeffries, Laura	S	E2	1902	150
Dunganville	1	8	Rooney, Josephine	S	..	..	110
Dunsandel	3A	53	Smith, Frederick	H	B1	529	230
			Douds, Maria	A	E3	3398	130
Duvauchelle's Bay	3A	46	Williamson, Ernest A.	H	B3	1246	210
			(Mackintosh, Charlotte E.	A	C3	2963	130
			McArthur, Christina	Sub.	..	..	[110]
Ealing	1	21	Knox, Eliza	S	C3	1775	150
Eiffelton	1	24	Anderson, Nellie W.	S	C3	1902	155
Elgin	1	16	Donald, Eliza N. (Mrs.)	S	D1	1357	150
Ellesmere	1	21	Doubleday, William H.	S	..	..	110
Elmwood	7B	604	Sinclair, John R.	H	C1	49	420
			Johnston, William H. (i), B.A.	A	B1	166	310
			Smith, Sarah E.	I	E1	490	240
			Barrell, Arthur F., M.A.	A	A2	711	260
			Hodgson, Mabel E.	A	D1	1116	200
			Durose, Florence	A	D1	711	200
			Saunders, Ann	A	D1	1775	160
			Rout, Blanche C.	A	C3	3334	130
			McCullough, Dorothy L.	A	C3	3013	120
			Tindall, Gertrude (Mrs.)	A	D5	3854	140
			Grant, Ruby M. A.	Pt4	..	..	55
			Thornton, Clement N.	Pt4	..	..	55
			Cresswell, Majorie J.	Pt3	..	..	65
			Petrie, Arthur	Pt3	..	..	55
			Bell, Myrtle E.	Pr1	..	..	60
Esk Valley	2	18	Seyb, Louisa	S	C4	1707	140

For explanatory notes see page 1.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—continued.
CANTERBURY—continued.

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Eyreton	2	23	Ladbrooke, Charlotte J. ..	S	D2	1775	£ 190
Eyreton West	3A	39	Opie, Ronald	H	D3	1564	200
Fairlie	4A	137	Horrell, Elizabeth D. H. ..	A	..	..	117
			Piper, Frank	H	D1	233	260
			Anderson, Agnes	A	D2	2666	150
			McLay, Alice E.	A	C3	3135	130
Fairton	3A	58	Marshall, Lionel A.	Pt4	..	..	65
			Andrews, Ada H.	H	E2	1775	210
Fairview	3A	52	Brown, Mary I. E.	A	D4	..	120
			Robertson, Harriet M.	H	C2	711	210
Fendalton	4B	165	Berry, Sarah S. I.	A	D4	3567	130
			Irvine, Thomas	H	B1	253	270
			Anderson, Rosaline	A	D2	2534	160
			Colthart, James	A	D3	2467	180
			Arnott, Lillian F.	A	C3	2844	130
			Thomson, Lawrence F.	Pt4	..	..	55
			Fowler, Ida M.	Pr2	..	..	35
Fernside	3A	57	Pavitt, Norman W.	H	D1	711	220
			Banks, Alma E.	A	C5	3802	120
Flea Bay	0	3	Gemmell, Lillian J.	S	..	..	18
Flemington	1	18	Falconer, Elizabeth A.	S	..	..	135
Four Peaks	1	9	Tizard, Annie	S	..	..	110
French Farm	1	13	Lovell-Smith, Doris E.	S	C5	3831	110
Fyvie	1	13	Daniel, Ludmila E.	S	..	..	110
Gapes Valley	2	29	Thompson, Sarah J.	S	..	..	126
Gebbie's Valley	2	20	Dingwall, Elizabeth (Mrs.) ..	S	D2	2031	160
Geraldine District High School— Primary (210), secondary (18)	5A	228	Bain, Andrew, B.A.	H	B1	28	330
			Hughes, Alice M.	A	C1	777	215
			Pearson, Mia O.	A	E1	1902	170
			Kennedy, Margaret	A	C4	1707	150
			Goulding, Sarah	A	C4	3398	130
			McCullough, Thomas G.	Pt4	..	..	65
			Booth, Alice E.	Pr2	..	..	60
			Farnie, Dorothy C., M.A.	D	B3	..	..
Glenavy	2	28	Renton, William (i)	S	D2	1357	170
Glen-iti	3A	38	Bannerman, Herbert D.	H	B3	1631	230
			Ziesler, Freja L.	A	D2	2844	140
Glen Kowhai	1	14	Brown, Walter A.	S	D3	1902	150
Glenray	1	23	Beattie, Helen M. (Mrs.)	S	Lic.	..	142½
Glentunnel	3B	87	Silock, Frederick A.	H	C2	891	230
			Sloane, Jessie S.	A	..	..	110
			Barlow, Janet B.	A	..	..	110
Goldsborough	1	11	Wogan, Bernice J.	S	..	..	110
Governor's Bay	1	16	Calvert, Sarah S.	S	Lic.	..	142½
Gray's Corner	1	16	Kearton, Ralph T.	S	..	..	110
Greendale	3A	42	Macfarlane, Samuel G., M.A. ..	H	A2	777	220
			Ingley, Mary (Mrs.)	A	E2	3334	160
Greenpark	3A	49	Whitelaw, George	H	C2	939	230
			Collins, Margaret	A	..	..	110
Greenstreet	2	18	Barton, Mary E.	S	D2	2086	155
Greta Valley	2	22	Hoffmann, Ethel A.	S	D5	..	140
Greymouth District High School and Blaketown side school— Greymouth primary (434), Grey- mouth secondary (62); Blake- town side school (93)	7C	589	Adams, Allan A.	H	D1	150	420
			Wilson, James F.	A	C1	350	300
			Skoglund, Wilhelmina C.	I	D1	604	240
			Dunn, Minnie	A	C4	2086	240
			Moore, Ellen, ...	A	D2	1488	200
			Robinson, Barbara J.	I	D3	1425	200
			Williams, Louisa	A	Lic.	..	152
			Allan, Ivy B.	A	D4	3448	130
			Keddell, Catherine	A	..	..	117
			Bignell, Rose	A	..	..	110
			Greaney, Theresa	A	C5	3613	110
			Armstrong, Elizabeth	Pt2	..	..	45
			Waterhouse, Kathleen	Pt3	..	..	65
			Talbot, Harry	Pt4	..	..	65
			Coppersmith, Margaret	Pt3	..	..	65
			Kemphorne, Claris D.	Pr1	..	..	30
			Whitmore, Elizabeth F. (Mrs.), B.A.	D	B3	1246	..
			Thompson, Mary A. E.	D	D1	1116	..
Hakataramea	2	24	Walker, David A. S.	S	C4	..	140
Hakataramea Valley	2	23	O'Connor, Catherine	S	D5	3613	150
Halkett	2	25	Hooker, Elsie	S	C5	3741	140
Halswell	3A	58	Guiney, Samuel P.	H	D1	990	230
			Guiney, Margaret A. (Mrs.)	A	E1	2359	140

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*CANTERBURY—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Hampstead	50	332	Borthwick, James B. ..	H	C1	289	£ 350
			Chapman, Henry J. ..	A	D2	990	270
			Fawcett, Lucy ..	I	D1	1488	190
			Roberts, Georgina ..	A	D2	1707	190
			Kershaw, Lucy D. ..	A	C4	3334	130
			Rydings, Evelina ..	A	C4	3661	130
			Black, Winifred J. B. ..	A	C5	3774	110
			Beaumont, Irene M. ..	Pt3	..	..	55
			Cowan, Thelma ..	Pt3	..	..	55
			Frost, Eileen M. ..	Pr1	..	..	30
Hanmer Plains.. ..	2	34	Dare, Constance H. ..	S	C2	2294	140
Hannaton	3A	37	Dick, David ..	H	D3	1967	215
			Bannerman, Henrietta S. ..	A	D3	3334	130
Hapuku	2	24	Roseveare, Charles J. ..	S	D4	3367	140
Harewood	4A	125	Twose, Richard J. H. ..	H	D1	529	270
			Lockwood, Mabel F. ..	A	C1	1902	160
			McArthur, Sarah A. W. ..	A	C4	3502	120
			McMeekan, Lilian E. A. ..	Pt2	..	..	60
			Stewart, Sybil ..	Pr1	..	..	55
Hatter's	3A	47	Smeaton, Lucy E. (Mrs.) ..	H	E3	1707	200
			Donnellan, Norah ..	A	..	..	117
Hazelburn	2	25	Waugh, Agnes (Mrs.) ..	S	D2	1834	190
Heathcote Valley ..	4A	132	Gates, Thomas A. (ii) ..	H	C1	320	270
			Jamison, Isabella M. ..	A	D2	1902	160
			Wenmouth, Ellen E. ..	A	C3	2963	130
			Johnston, Grace L. ..	Pt3	..	..	65
			Wilson, Amy G. ..	Pr1	..	..	55
Highbank	3A	56	Campbell, John (iv) ..	H	D2	1488	230
			Clarke, Mildred ..	A	D3	..	120
Hilton	3A	46	Morris, Gerald ..	H	D2	891	220
			McLean, Eliza ..	A	..	..	117
Hinds	3A	73	Cook, John ..	H	D1	1048	250
			Hayes, Mary ..	A	C3	3135	130
Hokitika District High School— Primary (276), secondary ¹ (72)	50	348	de Berry, Leonard F., M.A. ..	H	B1	62	345
			Ward, Esther ..	A	D1	463	245
			Wilson, Mary E. ..	I	D3	2534	190
			Goudie, Elizabeth M. ..	A	D1	1116	200
			Wallace, Isabella E. ..	A	D4	2784	140
			Dale, Margaret (Mrs.) ..	A	E3	3567	140
			Aitken, Grace M. ..	Pt3	..	..	55
			Osmers, Doris M. ..	Pt3	..	..	65
			Seebeck, Albert ..	Pr1	..	..	60
			Willetts, Marjorie ..	Pr1	..	..	35
			Williams, Henry ..	D	C1	434	..
			Neilson, Isabella, M.A. ..	D	A3	833	..
			Casey, Ellen C., M.A. ..	D	B4	2359	..
Homebush	2	22	Sloan, Emily ..	S	E2	2412	160
Hook	3A	41	Ford, Margaret ..	H	D2	891	210
			Stevenson, Elizabeth McD. ..	A	E3	3875	140
Hook Bush	1	10	McPherson, Catherine ..	S	..	..	117
Hornby	4B	209	Bowbyes, Alfred C. ..	H	C1	190	285
			Kininmonth, Helen M. ..	A	C2	2031	160
			Gilling, Clarence D. ..	A	C4	2666	160
			Davidson, Alice M. (Mrs.) ..	A	E2	3209	160
			Montgomery, Alma ..	Pt3	..	..	55
			Rowe, Eva M. ..	Pr1	..	..	55
Hororata	3A	59	Scott, Peter ..	H	C3	1425	210
			Cain, Olive F. ..	A	C4	..	130
Horsley Downs ..	3A	33	Davidson, May ..	S	D1	1116	200
Humphrey's	2	36	Simpson, Sophia J. ..	S	..	..	153
Hundalee	1	13	Haine, Sidney G. ..	S	..	..	117
Hunter	2	28	Steel, Ann ..	S	D3	2031	160
Hurunui	1	10	Dierce, Ethel R. ..	S	D5	3448	120
Inchbonnie	1	15	Larkin, Ellen ..	S	..	..	110
Inter Wanganui ..	1	18	Patrick, Anna ..	S	..	..	135
Irwell	3A	40	Thwaites, Leonard J. W. ..	H	B2	1488	240
			Mann, Ida, B.A. ..	A	B4	3502	140
Jack's Mill	1	12	Dempsey, Alexander ..	S	..	..	110
Jackson	1	11	Leamy, Eileen N. ..	S	..	..	110
Kaipoi District High School— Primary (372), secondary (28)	50	400	Douds, Thomas ..	H	B1	62	380
			McKeown, Blaikley A. ..	A	C2	490	270
			Pavitt, Marie A. ..	I	D1	891	200
			Reeves, William H. ..	A	C2	1182	235
			Lynskey, Agnes A. ..	A	D2	2590	160
			Foster, Eileen M. ..	A	C4	3209	130
			Fuldseth, Kathleen M. B. ..	A	D4	3774	110
			Dalley, Clarence G. ..	Pt4	..	..	65
			O'Donnell, Annie M. ..	Pt3	..	..	65
			Stark, Jessie ..	Pt2	..	..	45
			Atkinson, Mary B. ..	Pt1	..	..	55
			Grace, Eleanor A. ..	D	C3	1902	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*CANTERBURY—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Kaiapoi Island	1	18	Shilton, Emma	S	Lic.	..	123½
Kaikoura Suburban	3A	60	Sherrard, William	H	C2	1299	240
Kaikoura Town District High School—Primary (98), secondary (10)	3B	108	Yates, Frances E.	A	D4	3774	120
			Wilson, Henry L.	H	B1	463	250
			McLauchlan, Mabel J. R.	A	D2	2844	140
			Stevenson, Margaret	A	C5	3741	110
			McSwigan, Mary	Pr1	..	..	30
			Reynolds, Mary C., M.A.	D	B5	..	..
Kaimata	1	6	Blair, Nora	S	..	..	121½
Kakahu Bush	1	24	Knight, Mary (Mrs.) (ii)	S	D3	3831	140
Kanieri	3A	46	Potts, Mary J.	H	D1	529	230
			Manson, Elizabeth T. W. (Mrs.)	A	Lic.	..	134
Kapua	3A	33	Treacy, Kathleen	H	D4	2784	200
			McIntosh, Annie M.	A	D4	3875	120
Killinchy	3A	47	Warnock, Selina M.	H	B1	359	230
			Morland, Mildred G.	A	..	..	126
Kimberley	2	29	Rogers, Lily A. C.	S	C2	2359	140
Kingsdown	3A	34	Stewart, Robert	S	B2	1564	230
Kirikiri	2	27	Dynes, Arabella	S	D1	939	190
Kirwee	2	32	Sloan, Caroline	S	E2	2590	160
Kisselton	1	7	McLaren, James W., M.A.	S	B3	2590	120
Kohika	1	12	Fenwick, Eva	S	..	..	110
Koiterangi	2	25	O'Donnell, Agnes	S	..	..	126
Kokiri	2	22	Dixon, Dorothy S.	S	D1	1299	190
Kotuku	1	13	Keddell, Rubina	S	..	..	110
Kowai Bush	2	22	Walker, Dorothy	S	C3	1902	140
Kukupu	0	8	Cassidy, Mary C.	S	..	..	112½
Kumara (88) and Dillman's side school (12)	3B	100	Seebeck, Albert H.	H	D1	410	270
			Bell, Mary J.	A	D2	1775	150
			Ritchie, Annie	A	..	..	110
			Evenden, Frances P.	A	D4	..	120
			Bourke, Catherine	Pr2	..	..	60
Kumara Junction	1	14	Wallace, Elizabeth M.	S	..	..	135
Ladbrooks	3A	44	Rundle, Frederick T.	H	D2	1182	220
			White, Edith E.	A	D4	3774	130
La Fontaine	1	21	Park, Grace J.	S	..	..	110
Lake Kanieri	0	4	Simpson, Lillian	S	..	..	24
Lakeside	2	34	Garmson, Christina I.	S	C3	1834	150
Lauriston	3A	50	Comer, Edith R.	H	D2	1246	215
			Kenna, Mona R.	A	E3	3502	140
Le Bon's Bay	3A	40	Bruce, Robert (i)	H	E1	939	230
			Gudsell, Dora A.	A	..	..	117
Leeston	3A	76	Green, Arthur W. V.	H	D3	1564	210
			Parkin, Alice M.	A	D2	2467	140
Leithfield	3A	39	Wild, Cyril T., M.A.	H	B2	1357	210
			Beattie, Annie H.	A	C5	3845	120
Lincoln District High School—Primary (76), secondary (12)	3B	88	Cookson, Arthur	H	D1	711	250
			Blackmore, Winifred M.	A	C3	2895	140
			Sutherland, Ruby A. E. A.	A	C4	3448	120
			Costello, Rose A.	Pr2	..	..	35
			Osborn, Mabel E., B.A.	D	B1	990	..
Linwood	7B	605	Evans, Francis T.	H	B1	4	420
			Shirlaw, David McF.	A	A2	276	320
			Wills, Mabel M. J.	I	D1	490	240
			Ormandy, Guy N.	A	D1	604	260
			Cradock, Mary A.	A	D1	891	200
			Taylor, Mabel V.	A	C1	990	200
			Wauchop, Margaret S.	A	D2	1902	160
			Fitch, Gladys	A	C3	3135	130
			Spencer, Myrtle J. (Mrs.)	A	D3	3398	140
			Mayne, Myra J. (Mrs.)	A	D3	3277	120
			Brewins, Dorothy M.	Pt4	..	..	55
			Stack, Lucy H.	Pt4	..	..	65
			Berg, Elsie M.	Pr2	..	..	60
			Clague, Robert M.	Pt3	..	..	55
			Laishley, Dorothy	Pt3	..	..	65
Lismore	2	29	Foster, Heath D.	S	C4	3502	140
Little Akaloa	2	20	Philpott, Sarah A.	S	C3	2590	155
Little River	3A	49	Gillman, Herbert A. W.	H	B1	660	230
			Wade, Eliza R.	A	C4	3613	130
Loburn	3A	48	Warner, Frederick S. H.	H	C2	777	210
			Dawson, Ada (Mrs.)	A	E2	2726	130
Loburn North	2	25	Campbell, William M.	S	..	..	126
Long Bay	0	5	Quartermain, Ida	S	..	..	30
Longbeach	2	21	Chapman, Lucy	S	D2	..	140
Lowcliffe	2	28	McIver, Sarah	S	..	..	153
Lower Kokatahi	2	22	McKinnon, Maud	S	E2	2467	170

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*CANTERBURY—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
							£
Lyalldale	2	25	Hewett, Olive M. .. .	S	D3	2086	160
Lyndhurst	3A	47	Hight, Maud L. . . .	H	D1	833	220
			Fitzgerald, Kathleen M. . . .	A	C5	3703	120
Lyndon	1	14	Duncan, Flora .. .	S	..	..	110
Lynnford	2	24	Kearon, Anna M. . . .	S	D3	2294	140
Lynton Downs .. .	1	12	Beattie, Isabella S. . . .	S	..	..	117
Lyttelton District High School—	6B	471	Just, Emile U. . . .	H	D1	49	390
Primary (447), secondary (24)			Blank, Albert R. . . .	A	C2	434	290
			Olliver, Mary E. . . .	I	D1	939	220
			Adams, William R. . . .	A	C4	2031	200
			Colgan, Gertrude M. (Mrs.) . . .	A	D2	1902	170
			Lloyd, Ada C. . . .	A	C3	2031	160
			Gaw, Catherine M. J. (Mrs.) . . .	A	C5	..	140
			Fraser, Helen M. . . .	A	C3	2963	120
			Dowd, Patrick J. . . .	Pt3	..	..	55
			Bennett, Annie E. . . .	Pt3	..	..	65
			Sneddon, Jessie R. . . .	Pt2	..	..	45
			Symonds, Rita T. . . .	Pt2	..	..	45
			Brown, Ailan W. . . .	Pr2	..	..	35
Lyttelton West .. .	4B	180	Blain, Thomas, B.A. . . .	D	B2	833	..
			Kippenberger, Karl . . .	H	C1	777	260
			Murdock, Sarah .. .	A	D1	1564	170
			Dalzell, Flora .. .	A	C3	3135	150
			Harris, Myrtle D. . . .	A	C3	3066	140
			Gunn, Ellen O. . . .	Pt4	..	..	65
			Lilly, Alice I. . . .	Pr1	..	..	55
Mac Kenzie	3B	110	Fletcher, Thomas A. . . .	H	C2	939	210
			Ritchie, Frances M. . . .	A	D3	3502	140
			James, Annie E. (Mrs.) . . .	A	D4	3661	140
			Down, Cherrie .. .	Pr1	..	..	60
Mahitahi	0	5	Condon, Alice .. .	S	..	..	24
Makikihi	3A	34	Goodall, Alexander . . .	H	C1	570	230
			Harris, Rosa A. . . .	A	D4	3854	140
Mananui	1	13	Forsyth, Sarah A. . . .	S	..	..	110
Marsden	1	8	Donnellan, Mary . . .	S	..	..	110
Marshland	3B	115	Voss, Johann .. .	H	C1	711	230
			Turner, Lillian .. .	A	D4	3831	140
			Maxwell, Dorothy . . .	A	D5	3774	110
			King, Constance I. . . .	Pr1	..	..	55
Mason's Flat	2	30	Hickman, Nora M. . . .	S	D3	2031	170
Mayfield	3A	55	Withell, Charles W. . . .	H	D1	777	230
			Patrick, Hannah M. M. . . .	A	E2	3774	140
Mead	2	25	Hayes, Mahala L. . . .	S	C2	1116	185
Medbury	2	17	Brooker, Elda H. (Mrs.) . . .	S	D5	..	140
Methven	3B	126	Irwin, Major George . . .	H	B1	350	230
			Wills, Mary .. .	A	D2	2726	140
			Clark, Rita .. .	A	C5	..	110
			Percy, Mary C. . . .	Pr1	..	..	35
Mikonui	1	9	Anderson, Phyllis . . .	S	..	..	110
Milford	3A	48	Todd, David T. . . .	H	D1	1116	215
			Cartwright, Arletta . . .	A	..	..	117
Moana	1	17	Kelly, Norah E. . . .	S	D4	2412	150
Monavale	2	23	Tizard, Florence L. . . .	S	..	..	126
Moonlight	0	6	Chilton, Florrie .. .	S	..	..	110
Morven	3B	97	McMurtrie, Alexander F., B.A. . . .	H	A2	390	240
			Smart, Alice R. . . .	A	C2	1902	140
			Alexander, Anne E. . . .	A	D3	3277	120
			Opie, Hilda P. . . .	Pr2	..	..	60
Motukarara	2	21	Sheard, Fanny .. .	S	C2	1707	190
Mount Grey Downs .. .	2	27	Newstead, Louisa (Mrs.) . . .	S	D3	2159	160
Mount Somers .. .	3A	41	Sheldon, James C. . . .	H	E2	1902	225
			Bowden, Ethel E. . . .	A	..	..	110
New Brighton (406) and North New Brighton side school (35)	5D	441	Bishop, George W. . . .	H	D1	289	370
			Boyce, William J. . . .	A	D1	891	280
			Ormandy, Dora B. . . .	I	E1	1299	200
			Patrick, Cherrie L. . . .	A	D1	1564	200
			Curtis, Olive I. . . .	A	C4	3209	130
			Hounsell, Mary B. . . .	A	C4	3066	120
			Hunt, Olive E. . . .	A	C4	3613	120
			Hooker, Nellie .. .	Pt4	..	..	55
			Cooke, Ivy E. . . .	Pt3	..	..	55
			Hill, Doris E. . . .	Pt3	..	..	55
			Shepherd, Jessie H. . . .	Pr2	..	..	60
			Hodgson, Mildred E. (Mrs.) . . .	A	C2	2844	150
Newland	1	11	Hamilton, Emma G. . . .	S	..	..	110

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*CANTERBURY—*continued.*

Schools.			Teachers.				
Name.	Grade, 1915.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Ngahere	3A	53	Owens, Edith	H	E1	1116	£ 230
Normal District High and four model schools (at Training College)—Normal primary (346); Model schools—Type (i), rural (30); type (ii), P.-S.2 (22); type (iii), secondary (49); type (v), junior kindergarten (average not reckoned, children under five years of age)	6B	447	McLaughlin, Catherine	A	..	..	117
			Aschman, Christopher T.	H	C1	18	475
			(Lynskey, Michael, M.A.	N	A1	120	350
			Pearson, Robert S.	Sub.	D1	320	[340]
			Inkpen, Agnes F. R.	N(I)	D1	305	300
			Wagstaff, Jessie W. (Mrs.)	N	D1	939	320
			Irwin, Samuel J.	N	C1	490	290
			Mottram, Francis J.	Sub.	B2	1116	[280]
			Wauchop, William S., M.A.	N	A2	711	270
			Grand, Ellen	N	D1	1357	240
			Jameson, Esther D.	N	D2	2086	200
			Ansley, Annie	N	D1	2294	175
			Pearson, Robert S.	N(S)	D1	320	320
			Irwin, Samuel J.	Sub.	C1	490	[290]
			Schmidt, Helene G.	N(S)	C3	2412	200
			Ormandy, Florence E.	N(S)	C2	1425	200
			Irwin, James	N(D)	C1	350	..
			Williams, Florence W. A., B.A.	N(D)	B1	1048	..
North New Brighton (side school). See under New Brighton.							
Ohoka	3A	53	Gilling George	H	D1	1048	250
			Haden, Helena I.	A	Lie.	..	123½
Okain's Bay	3A	42	Thomas, Walter	H	D1	777	230
			Trunk, Anne D.	A	D4	3845	130
Okarito	1	8	Donovan, Ellen J.	S	..	..	110
Okarito Forks	0	4	Fluety, Mary	S	..	..	24
Okuku	1	12	Wornall, Martha (Mrs.)	S	D4	..	140
Okuru	1	11	Cuttance, Alice	S	..	..	110
Okute Valley	1	14	Joll, Alice F. M.	S	..	..	110
Omihi	3A	56	Saville, Harriet (Mrs.)	H	D1	604	215
			Ryan, Margaret W. (Mrs.)	A	E2	3613	120
Opawa	5C	341	Colee, Walter C., M.A.	H	A1	91	340
			Morgan, Richard W.	A	C2	1116	260
			Banks, Charlotte M.	I	D1	1299	200
			Pitt, Alfred W.	A	C3	1631	210
			Tulloch, Elizabeth	A	D1	2666	140
			Large, Elsie A.	A	C2	2726	130
			Barrett, Frances J. (Mrs.)	A	..	..	130
			Boyd, Gertrude A.	Pt4	..	..	65
			Owen, Gwen G.	Pt2	..	..	45
			Thomson, Jane V.	Pr1	..	..	35
Opihi	2	22	Macphail, Kate C.	S	..	..	126
Orari	3B	76	Sullivan, Samuel H.	H	C2	711	200
			Shiers, Mary	A	D3	3613	140
			Proudlock, Margaret A.	A	C4	3802	120
			Scrimshaw, Esme M.	Pr1	..	..	35
Orari Bridge	2	29	Mellroy, Annie L.	S	D1	711	180
Orari Gorge	2	26	Shaw, Joseph W.	S	C3	2590	180
Orton	2	13	Townsend, Edith M.	S	E2	2229	150
Orwell Creek	0	8	McAulay, Lucy (Mrs.)	S	..	..	48
Otaio	1	13	Criglington, Ada (Mrs.)	S	..	..	110
Ouruhia	3A	42	Dickie, William	H	C2	777	200
			Walker, Clara R.	A	C5	3703	120
Overdale	1	16	Orr, Charlotte E.	S	E3	3703	140
Oxford East District High School—Primary (109), secondary (15)	4A	124	Watson, Lancelot	H	C1	410	280
			Dalziel, Catherine A.	A	C2	2159	160
			Gainsford, Mabel E.	A	C4	3334	130
			Craig, Mollie E.	Pt2	..	..	60
			Johnson, Olive E.	Pr2	..	..	35
			Best, Isabel W.	D	B3	2726	..
Oxford West	3A	56	Anderson, George	H	D2	990	230
			Thompson, Doris E.	A	C5	3703	120
Papanui (234) and Bligh's Road side school (132)	5C	366	Bourke, Charles, B.A.	H	B1	91	330
			Sargison, James H.	A	C3	2031	250
			Hodgson, Adèle	I	D1	660	200
			Duncan, Mary	I	D1	1775	200
			Cullen, Gladys	A	C2	2534	140
			Struthers, Susan B.	A	B3	2784	130
			Tutton, Fanny	A	C4	3398	120
			Johnston, Muriel S.	A	C4	3334	120
			Struthers, Jane	Pt3	..	..	55
			Sheehan, Mary	Pt2	..	..	60
			Dalley, Arthur C.	Pr2	..	..	60
Pareora East	3A	63	Winnington, Edward	H	D2	939	200
			Gray, Alexandria P.	A	D3	2294	140
			Allan, Elizabeth F.	Pr2	..	..	60

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*CANTERBURY—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Pareora West	3A	34	Glanville, William J. .. .	H	E2	1902	220
Paroa	3A	84	Ferguson, Agnes M. .. .	A	Lic.	..	114
			Griffiths, Elizabeth .. .	H	D1	990	230
			Dowling, Johanna M. .. .	A	Lic.	..	133
			Ryan, Bridget .. .	A	..	..	110
Pendarves	1	21	Maloney, Mary J. .. .	Pr1	..	..	55
Phillipstown Infants (Christchurch)	5C	333	Doak, Annie A. .. .	S	..	..	110
			Robinson, Sarah L. .. .	H	D1	490	270
			Menzies, Agnes, M.A. .. .	A	B1	777	200
			Snowball, Laura E. .. .	A	C2	1299	170
			Sorensen, Marion J. .. .	A	D1	1488	160
			Metherell, Florence R. S. .. .	A	D3	3502	140
			Stevenson, Elsie M. .. .	A	C3	3502	120
			Foster, Rhoda L. .. .	A	C4	3066	120
			Sneesby, Myrtle G. .. .	A	C5	3816	120
Pigeon Bay	1	23	Walker, Hilda .. .	S	D4	2895	120
Pleasant Point District High School	4B	165	Clarke, Robert B. .. .	H	B1	101	270
—Primary (142), secondary (23)			Oliver, Amy E. E. .. .	A	D1	1967	170
			Haskell, Amy E. .. .	A	E2	2412	160
			McLeod, Euphemia H. .. .	Pt3	..	..	65
			Cartwright, George E. .. .	Pr1	..	..	35
			Anderson, Grace M., M.A. .. .	D	A4	1707	..
Pleasant Valley	2	30	Jones, Philip H. .. .	S	C5	3277	140
Poerua Estate	1	13	Feary, Irene E. M. .. .	S	D4	3135	120
Port Robinson	1	10	Wilkinson, Caroline M. (Mrs.) .. .	S	D2	2590	135
Prebbleton	3A	82	Morland, Charles J. .. .	H	C1	490	250
			Forguson, Eva L. .. .	A	C3	2502	130
			McDonald, Emily G. .. .	Pr1	..	..	55
Puaha	3A	34	Bell, Matilda .. .	S	E1	1707	220
Pukokura	1	11	Wright, Christina .. .	S	..	..	110
Rakaia South	4A	123	Judkins, William E. .. .	H	B1	463	260
			Cross, Ada M. .. .	A	D2	2844	160
			McLean, Ann J. .. .	A	C3	3135	120
			Saunders, Herbert A. .. .	Pt2	..	..	45
			Pennall, Mary E. .. .	Pr2	..	..	60
Rangiora	5A	268	Ambrose, Thomas W., B.A. .. .	H	B1	209	330
			Mackenzie, John (i) .. .	A	D4	..	210
			Buchanan, Margaret .. .	A	D1	2086	170
			Wilson, Grace E. .. .	A	D2	2159	160
			Ambrose, Clarice M. .. .	A	C3	3135	140
			Sansom, Elsie P. M. .. .	Pt4	..	..	55
			Thomson, Sylvia M. .. .	Pt3	..	..	65
			McKenzie, Gordon M. .. .	Pr1	..	..	35
Rangiriri	1	11	Fahey, Rose D. .. .	S	..	..	112½
Rangitata Island	1	14	Norrish, Robina C. .. .	S	D5	..	120
Rangitata Station	2	21	Yates, William M. .. .	S	D2	2294	160
Rapaki	1	15	Hastings, Evelyn A. .. .	S	..	..	135
Redcliffe	2	26	Thompson, Agnes .. .	S	D2	1631	150
Redcliffs	3A	91	Kirkpatrick, William D. .. .	H	B1	570	230
			Kirkpatrick, Louisa J. (Mrs.) .. .	A	D2	2666	140
			Beaven, Gwendolen B. .. .	A	C5	3741	110
			Gillin, Patrick J. .. .	S	..	..	110
Rewanui	1	10	English, Henry .. .	H	E1	253	310
Riccarton	4C	218	North, Robert H. .. .	A	C2	1299	240
			Joyce, Blanche .. .	A	D1	1488	170
			Thompson, Emma E. .. .	A	E2	2467	140
			Kinross, Ethel M. .. .	A	B3	3277	120
			Thompson, Albert .. .	Pt3	..	..	55
			McKenzie, Georgina J. .. .	Pr1	..	..	35
Richmond	7D	623	McGregor, John W., B.A. .. .	H	B1	11	420
			Penlington, Henry F. .. .	A	C1	289	320
			Spence, Annie W. .. .	A	D1	833	250
			McGregor, Elizabeth J. .. .	I	E1	660	240
			Bowden, John .. .	A	D2	1707	210
			Aiken, Janet M. .. .	A	C1	990	200
			Connell, John W. .. .	A	C5	3703	150
			Nicholls, Dora .. .	A	E2	3066	130
			Bussell, Lilian E. .. .	A	E2	2895	120
			Bird, Rata A. .. .	A	C4	2844	120
			Hooper, Gwendolen P. .. .	Pt4	..	..	55
			Sparrow, Harry M. .. .	Pt4	..	..	55
			Brewins, Ethel M. .. .	Pt4	..	..	55
			Bell, Mavis L. .. .	Pt3	..	..	55
			McBratney, Stella L. .. .	Pt3	..	..	55
			Zimmerman, Carl .. .	Pt2	..	..	45
			Ellmers, Rhoda E. .. .	Pr2	..	..	60

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*CANTERBURY—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Riverside	1	15	Smith, Elizabeth D.	S	..	..	£ 126
Roa	2	29	Creagh, Kathleen	S	..	..	126
Robinson's Bay	1	10	McDowell, Mary	S	..	..	110
Rockwood	1	10	Crozier, Irene B.	S	D5	3831	110
Rokeby	2	27	Dalby, Margaret G.	S	..	..	135
Rolleston	3A	43	Gilmour, William O.	H	B1	463	240
			White, Dorothy H.	A	D4	3661	130
Rosewill	2	27	Stevenson, Jane	S	C2	1564	165
Ross	3B	89	Winchester, William	H	C1	711	250
			Smith, Daisy A.	A	D2	2412	140
			Wylie, Janet M.	A	..	..	110
			Millner, Jane	Pr2	..	..	60
Rotheram	3A	47	Hamilton, Hugh R. W.	H	E3	..	200
			Lowe, Bertha E.	A	..	..	117
Ruapuna	2	20	Müller, Nicolaus L. F.	S	E2	2229	190
Ruatapu	3A	47	Hogan, Theresa M.	H	D3	1775	200
			Leamy, Catherine T.	A	..	..	110
Runanga	4C	233	O'Flynn, Francis E.	H	D1	711	305
			Crowley, Elizabeth L.	A	D1	1707	215
			Davies, Myra G.	A	C5	..	150
			Duggan, Maggie	A	Lic.	..	133
			Southward, James	A	..	..	110
			Wick, Ada	Pt1	..	..	35
			Hallman, Ellen A.	Pr1	..	..	55
Russell's Flat	1	16	McCurdy, Annie K. A. M.	S	C4	2666	120
St. Albans	7E	592	Sutherland, James, B.A.	H	B1	11	420
			Malcolm, Robert A.	A	B1	233	325
			Lawrence, Grace	I	D1	604	240
			Arnott, David	A	D1	604	250
			Newman, Mabel M.	A	D1	1116	200
			Wardle, Charlotte E.	A	D1	1246	200
			McLeod, John A.	A	C4	3774	160
			Gray, Louie	A	C3	2844	140
			Glanville, Theresa (Mrs.)	A	D2	2784	140
			Calvert, Nellie (Mrs.)	A	C3	3135	140
			Hammersley, Gladys M.	Pt4	..	..	55
			Cobledick, Francis T.	Pt3	..	..	65
			Archenhold, Daphne F.	Pt3	..	..	55
			Wicks, Hilda B. P.	Pt3	..	..	55
			Hampton, Sara E.	Pt3	..	..	65
			Petrie, Jessie F.	Pt3	..	..	55
			Stubberfield, Maude	Pr2	..	..	60
			Grigg, Dolce U. M.	Pr2	..	..	60
St. Andrew's	3B	79	Park, William F.	H	C1	434	245
			Fifield, Amy E.	A	C2	1775	140
			Hume, Dora I.	Pr2	..	..	60
Salisbury	1	18	Ray, Mabel A.	S	D3	1902	150
Saltwater Creek	2	24	Lace, Bessie	S	C2	1902	155
Scargill	1	12	Sloss, Eleanor	S	..	..	110
Scotsburn	2	20	Jefferson, Christina	S	..	..	126
Seadown	2	21	Schmedes, Cornelius F.	S	D1	1425	210
Seafeld	1	10	Mochan, Bertha	S	..	..	110
Seaview	1	14	Shearman, Daisy	S	..	..	110
Sedgemere	2	25	Anderson, Caroline V.	S	D3	2534	160
Sefton	3A	57	Thomson, Hugh F.	H	D2	1182	235
			Partridge, Lilly B.	A	C4	3613	130
Selwyn	1	9	Davis, Annie M.	S	C5	..	110
Shirley Road	5B	315	Balch, William	H	B1	91	320
			Morland, Thomas A., M.A.	A	A1	410	250
			Newton, Kate E.	A	D1	1775	150
			Sapsford, Elsie F. L.	A	C2	2359	150
			Bain, Marjorie H.	A	D5	..	120
			Laycock, Irene L.	A	C4	2590	120
			Hill, Edith E. (Mrs.)	A	..	..	130
			Bradbury, Miriam C. N.	Pr1	..	..	30
Silverstream	2	32	Bates, Jane (Mrs.)	S	E2	1488	180
Skipton	1	9	Freeman, Frederick C. R. W.	S	..	..	110
Somerfield	5C	362	McLeod, John (iii)	H	B1	70	380
			Wilson, James R.	A	C2	410	290
			Adams, Mary A.	I	D1	463	200
			Rainey, Robert J.	A	D3	1834	220
			Picken, Jessie M. D.	A	D1	1246	165
			Menzies, Mercy F. (Mrs.)	A	D3	3209	160
			Whitcombe, Edna M.	A	C3	3066	120
			Aylmer, Dorothy	A	C4	3448	120
			Larsen, Ebba R.	Pr2	..	..	60

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*CANTERBURY—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
South Beach	2	26	Dixon, Ellenor	S	C2	1425	£ 190
South Belt (side school). See under Christchurch East.							
Southbridge District High School—Primary (140), secondary (32)	4B	172	Walker, Joseph W. A.	H	C1	253	280
			Taylor, Elizabeth (i)	A	D1	1631	170
			Moore, Lily Cutler	A	D3	2784	150
			Roi, Delsie	Pt3	..	..	55
			Glanville, Gertrude M.	D	C1	1048	..
			Wills, Kathleen P., B.A.	D	B2	1299	..
Southbrook	4A	132	Brunton, John, M.A.	H	B1	135	275
			Keir, Jessie A.	A	D2	2294	160
			McLean, Jessie M.	A	D4	3502	130
			Breach, Edward L.	Pt4	..	..	55
			Shelley, Bridget	Pr1	..	..	55
Southburn	1	19	Cumming, Eliza	S	E2	1834	180
South Malvern	2	34	McLauchlan, Joseph	S	C2	1707	190
Spencerville	1	9	Wicks, William H.	S	D2	3013	140
Spotswood	2	36	Pocock, Joan (Mrs.)	S	..	..	126
Spreydon	5A	206	Hunnibell, Frederick W.	H	D1	166	330
			Cookson, Walter G.	A	C2	1299	240
			Pilliet, Francesca A.	A	D1	1775	165
			Bevin, Elizabeth E.	A	D1	1775	175
			Bruce, Edith M.	A	C5	..	120
			Dunlop, Jeannie	Pt4	..	..	65
			Moloney, Eleanor W.	Pt3	..	..	55
			Newton, William	Pr1	..	..	55
Springbank	1	10	Fahey, Annie	S	..	..	110
Springbrook	2	33	Browne, William	S	D2	1967	190
Springburn	2	27	Stagpoole, Thomas	S	D2	1631	140
Springfield	3A	44	Parry, John G.	H	D3	1425	210
			Dalby, Louisa L.	A	..	..	117
Springston	3A	60	Jackson, Joseph	H	C2	833	230
			Kime, Henrietta	A	D1	2534	140
Springston South	3A	43	Cooper, Arthur	H	D1	939	210
			O'Farrell, Muriel E.	A	C5	3831	120
Stafford	3A	34	Thomson, Mary M. (Mrs.)	H	D2	1357	220
			Jones, Cecilia M.	A	..	..	110
Stillwater	2	30	Crowley, Johanna	S	D1	1775	170
Summerhill	1	11	Howes, George G.	S	..	..	110
Sumner	4B	209	Allen, George F. (ii)	H	C1	223	280
			Riordan, Annie W.	A	D1	1564	180
			Brown, Grace	A	D1	1357	160
			Jull, Gladys M.	A	C3	2666	140
			Hanham, Dorothy L. N.	A	D3	3448	120
			Williams, Uta C.	Pt3	..	..	55
			Gulliver, Marjory D.	Pr1	..	..	55
Sutherland's	3A	36	Stewart, Jeanie D.	H	D2	1246	200
			Geaney, Anna	A	C5	3875	140
Swannanoa	2	35	Craig, Sarah M.	S	C1	711	210
Swede's Mill	2	37	Leamy, Agnes W.	S	C4	2294	140
Sydenham	7I	905	Bean, William D.	H	B1	18	420
			McGallan, Thomas G.	A	C1	660	330
			Cole, Amy J. (Mrs.)	I	E1	529	270
			McCullough, Samuel	A	C1	660	240
			Morrison, Mary J.	A	C1	833	200
			Colville, Victor W.	A	C4	1834	210
			Pearson, Florence	A	C1	1182	180
			Nightingale, Emily M.	A	C3	3209	130
			Duncan, Robena	A	D1	2895	140
			Warner, Helen A.	A	D2	2590	120
			Hay, Janet R.	A	C3	3277	120
			Bean, Louisa Lawton	A	D3	3334	120
			Whitehead, Marjory M.	A	D4	3448	120
			Robson, Bertha	A	C3	2963	120
			Marsden, Grace E. (Mrs.)	A	C4	2963	120
			Bean, Ethel S.	A	D4	..	110
			Miles, Muriel V.	Pt4	..	..	55
			Barr, Gladys E.	Pt3	..	..	55
			Casserley, Annie S.	Pt3	..	..	65
			Dennis, Ruby L. G.	Pt3	..	..	65
			Stirling, Catherine A. G.	Pt2	..	..	60
			Robins, Arthur H.	Pt2	..	..	60
			Stirling, Annie E.	Pt1	..	..	35
			Irvine, Lucy D.	Pr1	..	..	55

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*
CANTERBURY—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Taipo	0	3	Agnew, Margaret S.	S	..	..	£ 18
Taitapu	3B	74	Graham, Charles H. E.	H	C1	777	235
			Costello, Mary C. A.	A	C4	3398	130
			Lewton, Inez M. E.	A	C4	3613	120
Takamatua	2	23	Gobert, Eleanor M.	SJ	D3	..	150
Taramakau	0	7	Nicholas, Catherine	SJ	..	..	36
Tawai	2	29	Reid, John (ii)	SJ	C1	990	140
Taylorville	3A	54	Malone, Michael	H	D1	939	245
			Malone, Theresa B.	A	Lic.	..	133
			Moore, Mary	Pr2	..	..	60
Teddington	1	18	Buckhurst, Irene M.	S	C4	2726	120
Te Kinga	1	25	Crowe, Nora	S	..	..	126
Te Moana	1	16	Thatcher, Amy V.	S	..	..	135
Templeton	3B	132	Sinclair, David	H	E1	604	250
			Buchanan, Ruby E.	A	Lic.	..	114
			Marshall, Edith E.	A	..	..	110
			McDonald, Christina M.	Pt2	..	..	60
Temuka District High School—	5D	369	Methven, James, B.A.	H	B1	44	320
Primary (336), secondary (33)			Smart, John T.	A	C1	833	270
			Thomson, Jane H.	I	D1	660	200
			Scott, Annie (ii)	A	D2	1357	200
			Swap, Joseph A.	A	C4	3066	140
			Simpson, Anne	A	B4	2895	130
			Anderson, Margaret	A	D4	3398	110
			Todd, Eric McD.	Pt4	..	..	65
			Methven, Iris J.	Pt3	..	..	55
			Bain, Catherine	Pr2	..	..	60
			Ferguson, Albert J., M.A.	D	B1	570	..
			Mills, Mary M.	D	..	..	..
Te Pirita	1	14	Shortell, Mary A.	S	..	..	110
The Peaks	1	11	Chisholm, Annabella	S	..	..	110
Timaru (773) and Timaru West side	7I	896	Dalglish, Gilbert, B.A.	H	B1	7	420
school (123)			Collins, Charles F.	A	C1	253	330
			Avison, Martha	I	E1	529	250
			O'Donoghoe, Edward	A	D1	1182	260
			Seyb, Eliza C.	A	C3	2159	190
			Shirtcliffe, Clara I.	A	E2	1488	200
			Aimers, Amelia	I	D1	529	180
			Black, Mary S.	A	C3	2784	120
			Hartstonge, Anne F.	A	C2	1902	120
			Beckett, Shirley	A	C4	3334	120
			Brown, Donella	A	D3	2895	120
			Sutherland, Vida C.	A	D4	3209	120
			Hart, Frances M.	A	C5	3502	120
			Hawkes, Lilian M.	A	C4	3613	120
			Bainbridge, Eva D.	A	Lic.	..	110
			Joyce, Blanche (ii)	A	..	..	110
			Mayer, William G.	Pt4	..	..	65
			Rudge, Gwendolen E.	Pt4	..	..	55
			Virtue, Eileen	Pt3	..	..	55
			Craven, Marion	Pt3	..	..	55
			Dobson, Sarah E. W.	Pt3	..	..	55
			Robertson, Christina W. M.	Pt3	..	..	55
			Smith, Katie G.	Pt3	..	..	65
			Selwood, Hazel M.	Pr1	..	..	30
			Webster, Dorcas E.	Pr1	..	..	30
Timaru South	6B	478	Palmer, George T., M.A.	H	B1	110	380
			Marriott, William G.	A	D2	1707	290
			Fyfe, Jessie	I	C1	390	200
			Lindsay, Catherine	A	D2	1299	200
			McIntosh, Winifred S. (Mrs.)	A	D1	2359	170
			Jones, Violet M.	A	D3	2294	160
			Millar, Sarah (Mrs.)	A	D3	2895	150
			O'Connor, Jean T. (Mrs.)	A	C4	3209	140
			Ronaldson, Frances E.	A	B4	3066	120
			Storrier, Alice J.	Pt4	..	..	55
			Blyth, Doris	Pt3	..	..	65
			O'Sullivan, Gertrude M.	Pr1	..	..	35
Timaru West (side school). See							
under Timaru.							
Timaunga	1	19	McCallum, Allan	S	..	..	110

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—continued.
CANTERBURY—continued.

Schools.					Teachers.					
Name.	Grade, 1916	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)			
Tinwald	4B	169	Watson, Harold C. N., B.A.	H	B1	320	270			
			Lockwood, Helena	A	C2 ¹	2294	160			
			Cartner, Robert C.	A	D3	2086	200			
			McKelvy, Mary	A	D4	3845	130			
			McClure, Amelia K.	Pt3	..	..	55			
			Gunn, Mary E.	Pr2	..	..	60			
Tormore	1	9	Fraser, Lilian F.	S	..	..	110			
Totara Flat	2	19	Maloney, John W.	S	D1	1834	160			
Totara Valley	1	9	Balfour, Isabel	S	..	..	126			
Tuahiwi	3A	33	Andrews, Samuel H.	H	..	..	180			
			Mooney, Kathleen	A	..	..	110			
			Collinson, Florence	Sub.	..	..	[110]			
Tycho	2	28	Christensen, Laura, M.Sc.	S	A4	2159	140			
			Dyer, Henrietta E., B.A.	Sub.	B3	1488	[140]			
Upper Kokatahi	1	14	Kelly, Eva J. (Mrs.)	S	E3	3013	120			
Upper Otira	3A	62	McGuigan, John J.	H	D4	2159	200			
			Stevenson, Rose H.	A	..	..	117			
View Hill	2	25	Newport, Elizabeth	S	D3	1902	140			
Waddington	3B	86	Wilkins, Thomas C. J., B.A.	H	B2	990	240			
			Bruce, Alice A. D.	A	C5	..	120			
			Leahy, Gertrude	A	..	..	110			
Waiau	3A	81	Aldridge, George W.	H	D2	1116	225			
			Thornton, Margaret	A	C5	..	120			
Waihao Downs	3A	37	McIntyre, John (ii)	H	D3	1357	200			
			Angland, Honora	A	C5	..	120			
Waihaorunga	2	18	Paton, Maud E.	S	D4	2726	140			
Waiho	0	6	Green, Kate	S	..	..	30			
Waikakahi	1	9	Buick, Alice M. W.	S	..	..	110			
Waikari	3A	51	Stout, Thomas	H	C1	939	230			
			Hughey, Annie	A	..	..	126			
Waikuku	3A	41	Cooper, Edith M.	H	D2	1707	200			
			Kay, Winifred A.	A	C5	3816	120			
Waimataitai	7A	554	McCaskill, Donald, B.A.	H	B1	7	420			
			Werry, Alfred E.	A	C1	320	320			
			Fyfe, Evelyn	I	C1	350	240			
			Byers, Mary H.	A	C1	1116	240			
			Allan, Isabella C.	A	D1	777	200			
			Baird, Mary L.	A	C2	1299	200			
			Sunaway, Flora P. M.	A	C3	1967	160			
			Lawry, Bertha M.	A	C4	2844	140			
			King, Eva M.	Pt4	..	..	55			
			Price, Cyril J. R.	Pt4	..	..	55			
			Saunders, Lucy	Pt4	..	..	55			
			McNab, Jeanie C.	Pt2	..	..	45			
			Moore, Melville A.	Pt3	..	..	55			
			Russell, Agnes M.	Pr2	..	..	60			
			McPherson, Olive L.	Pr1	..	..	60			
			Hay, Millie C.	Pr1	..	..	60			
Waimate District High School— Primary (514), secondary (52)	7A	566	Pitcaithly, George, B.A.	H	B1	4	471			
			Henderson, Alexander	A	C1	570	320			
			Crawford, Mary H.	I	D1	463	240			
			Grey, Mary W. (Mrs.)	A	C3	1902	250			
			Smart, Margaret A. L.	A	D2	1564	200			
			Bruce, Sarah C.	A	E2	2086	200			
			Hodges, Muriel E.	A	B3	1425	160			
			Henderson, Adalina L. (Mrs.)	A	C4	3066	130			
			Cottee, Avery B.	Pt4	..	..	55			
			Hayman, Frank H.	Pt3	..	..	55			
			Hodges, George H.	Pt3	..	..	55			
			Hoskins, Albert H.	Pt3	..	..	55			
			Lindsay, Isa K.	Pr1	..	..	35			
			Hutt, Hilda J.	Pr1	..	..	35			
			Laing, Thomas M. M., B.A.	D	B1	833	..			
			Olliver, Margaret F. L., M.A., M.Sc.	D	A2	1048	..			
Wainui	2	16	Sloane, William J.	S	D2	990	210			
Wairewa	1	14	Marlow, Thomas	S	D3	2159	140			
Waitaha	1	12	Bruce, Bessie	S	..	..	110			
Waitohi Flat	1	23	Skinner, Marion Y.	S	D3	2784	140			
Waitohi Upper	1	15	Ferguson, Catherine A. W.	S	E3	2784	140			
Waituna Creek	2	30	Anderson, Mary (Mrs.)	S	D3	1299	150			
Wakanui	2	27	Bennett, Jane E.	S	C3	1902	140			

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*CANTERBURY—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Waltham	7c	609	Adams, John J., B.A.	H	B1	11	£ 420
			Smith, James E. R.	A	C1	371	320
			King, Annie D.	I	E1	463	250
			Denne, Archibald H.	A	C2	1246	240
			Watson, Margaret R.	A	D1	833	200
			Armstrong, Ella	A	D1	1116	200
			Cross, Edward H.	A	C5	3661	150
			Hardey, Mary L., B.A.	A	B2	2294	140
			Lucas, Annie L.	A	C2	2534	140
			Watkins, Beatrice J. B.	A	C4	3448	120
			Grant, Hilda M.	Pt3	..	..	55
			Wilcox, Eleanor A. M.	Pt3	..	..	55
			Grenfell, Decima	Pt2	..	..	45
			Hawkins, Ivy	Pt2	..	..	45
			Stewart, Leslie W.	Pt2	..	..	45
			Williams, Henry	Pt1	..	..	35
			Brough, Gladys, S. E.	Pr2	..	..	35
			Warren Estate	1	12	110	110
			Washdyke	3B	109	230	230
			McIntyre, Hugh	H	D1	529	230
			Parr, Esther A.	A	C5	3567	130
			O'Connor, Mary	A	D4	3661	120
			Seyb, Caroline	Pr2	..	..	35
Wataroa	1	13	Thomson, Annie	S	E2	..	110
			Deziel, Ida M.	S	C3	3066	140
			Ryan, Eliza	S	..	..	30
			Napier, William G.	H	C4	2534	200
Westbrook	0	4	Burrows, Clarice (Mrs.)	A	D4	3277	150
			Killner, Elizabeth D.	S	D2	1488	170
			Alley, Frederic J.	H	B1	131	330
			Mounsey, Robert	A	C2	990	260
Westerfield	3A	51	Harvey, Matilda E.	A	C1	1299	170
			Maxwell, James E.	A	C5	3774	150
			Armstrong, Christina M.	A	E2	2467	140
			Jones, Lina M.	A	C4	3774	140
West Melton	2	26	Riley, Ada E.	Pt4	..	..	65
			Church, Lilian F.	Pt3	..	..	55
			McCurdy, Ivy G.	Pr1	..	..	55
			Barratt, Maude	S	..	..	110
Wharenui	5B	313	Clark, Rose (Mrs.)	H	C2	490	220
			Crawshaw, Linda J.	A	C4	3013	130
			Watson, Joseph	H	E2	1564	230
			Steinmetz, Julia A.	A	..	..	110
Whiterock	1	12	Ferguson, Daniel, M.A.	H	B1	434	230
			Coomber, Olive	A	Lic.	..	123½
			Charles, Lucinda	S	..	..	110
			Hicks, Charles	S	C1	990	200
Willowbridge	3A	41	Farnie, Thomas C., M.A.	H	B1	1116	200
			McLeod, Catherine N.	A	C4	3741	120
			Cutler, Thomas E.	H	C1	320	250
			Handley, Agnes E.	A	D2	2412	140
Willowby	3A	36	Baker, Margaret J.	A	D5	3613	120
			McKay, William D.	H	D1	410	230
			Nancekivell, Alice E.	A	D3	3277	140
			West, William McD.	H	B1	62	420
Winchester	3A	49	Kennedy, William A.	A	C1	463	300
			Barker, Annie E.	I	E1	990	240
			Baird, Samuel	A	D1	350	270
			Mills, Mahala C., B.A.	A	B2	1425	200
Winchmore	1	12	Cook, William E.	A	C4	1488	200
			Ewart, Jane	A	D2	2412	170
			Morgan, Amy B. B.	A	C2	2963	140
			Ditfort, Mabel L.	A	D3	3135	120
Winslow	3A	27	Batchelor, Elsie V.	A	C4	3398	110
			Sharp, William A. H.	Pt4	..	..	65
			Butcher, Florence M.	Pt4	..	..	55
			Chillingworth, Eva	Pt3	..	..	55
Woodbury	3A	40	McGregor, Margaret	Pt3	..	..	55
			Rinaldi, Mary D.	Pt3	..	..	65
			Skelton, Annie L.	Pt3	..	..	55
			Hastings, Gladys	Pr1	..	..	55
Woodend	3B	95	Wilkinson, Henry F.	H	B2	833	215
			Freeman, Hilda F.	A	C4	3334	130
Woodstock	3A	58					
Woolston	7c	614					
Yaldhurst	3A	45					
Total	..	..	..	..	..	..	154254½

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

OTAGO.

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Airedale	1	22	Henaghan, Florence A. ..	S	..	..	£ 110
Akatore	1	12	Tyndall, Nesta	S	..	..	110
Akatore Coast	0	7	Anderton, Mary	S	..	..	48
Albany Street	7c	609	Rennie, James, B.A., B.Sc.	H	B1	70	420
			Abel, William F.	A	C1	276	310
			Little, Caroline E.	I	D1	1357	240
			Moodie, Bedford P.	A	B3	990	230
			Anderson, May	A	..	..	171
			Murray, Hannah B.	A	E1	990	200
			Scott, Marjory T.	A	D1	1488	180
			Cowie, Elizabeth C.	A	D2	2784	130
			O'Shea, Eliza A.	A	D3	3135	120
			Aitcheson, Elizabeth D. ..	A	D4	3448	120
			Finlay, Lillian V.	Pt4	..	..	55
			Henderson, William J. McG.	Pt3	..	..	65
			Healy, Ethel H. E.	Pt3	..	..	55
			Wallace, Elizabeth K. A. ..	Pt3	..	..	55
			King, Olive M.	Pt2	..	..	45
			Taylor, Charles H.	Pr2	..	..	35
			Dunn, Elizabeth P.	Pr1	..	..	30
Alexandra District High School— Primary (152), secondary (23)	4B	175	McLean, Alexander	H	C1	253	310
			Johnson, Alfred G.	A	..	..	155
			Dewar, Janet B.	A	B2	1631	165
			Ashcroft, Catherin L.	A	C4	3613	120
			Simonsen, Bertzow F.	Pt4	..	..	55
			Robertson, Muriel J.	Pr1	..	..	30
			McCorkindale, Elizabeth L. ..	D	B3	1048	..
Allanton	3A	46	Allan, John M.	H	C1	990	230
			Walker, Leonie A. N.	A	..	..	110
Anderson's Bay	5A	276	Coutts, Thomas R. W., B.A.	H	B1	150	320
			Murray, David	A	D1	..	190
			Gunn, Elizabeth J.	A	D1	2229	170
			Long, Mary A.	A	C2	2590	150
			Weir, Helen L.	A	D3	3013	130
			Palmer, Philip J.	Pt3	..	..	55
			Skinner, James	Pt2	..	..	60
			Pearce, Annie E.	Pr2	..	..	35
Ardgowan	1	17	Kay, Margaret	S	D2	1488	180
Arthur Street	7A	519	Barrett, Richard J.	H	C1	44	410
			Begg, Thomas	A	C1	320	310
			Sherriff, Eliza G.	I	C1	233	230
			Hunter, Robert R.	A	B1	529	250
			Bremner, Victor H. T.	A	C3	1834	190
			Pilkington, Jane	A	D1	1425	190
			Orkney, Daisy M.	A	D1	1775	155
			Luke, Bertha A., B.A.	A	B3	2784	125
			Wilson, Elizabeth	A	C3	2666	120
			Smith, Muriel G.	Pt4	..	..	55
			Butterfield, Violet C.	Pt3	..	..	55
			Thomson, Marjorie G.	Pt2	..	..	45
			Menzies, Isobel J.	Pr1	..	..	35
Arthurton	1	12	Vlietstra, Mary E. (Mrs.) ..	S	..	..	110
Awamangu	2	21	Holmes, George	S	..	..	126
Awamoko	3A	57	Burns, William G.	H	D1	990	210
			York, Ethel D.	A	D3	3398	130
Balclutha District High School— Primary (326), secondary (78)	6A	404	Nicolson, John McN.	H	C1	18	370
			Searle, Ernest A.	A	C3	2159	260
			Murray, Ethel M.	I	D1	1116	200
			Gawn, Elizabeth C.	A	C2	1707	200
			Kilgour, Jane G. H.	A	C3	2844	150
			Stevens, Beryl	A	D4	3502	120
			Johnstone, Margaret H. McQ.	Pt4	..	..	55
			Watt, Helen Mary E.	Pt3	..	..	55
			Willocks, Alice I.	Pr2	..	..	60
			Wade, Robert H., B.A.	D	B2	1488	..
			Paterson, Janet, M.A.	D	B1	434	..
			Elder, Violet, B.A.	D	B2	2159	..
Bald Hill	2	22	Morrin, Edward	S	..	..	126
Bannockburn	3A	38	Blair, Robert L. D.	H	D3	2159	225
			Murray, Alice M.	A	..	..	117
Barewood	0	6	Carnie, Jessie S.	S	..	..	36
Beaumont	3A	51	Thomson, Archibald	H	D2	1246	225
			Mason, Isabella W.	A	D4	3845	130
Bendigo	1	19	Oliver, Ellen	S	..	..	112½

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

OTAGO—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Benhar	3A	49	Miller, James McK.	H	C1	410	£ 230
Berwick	2	28	Bennett, Rachel I.	A	C4	3398	130
Black's	3A	45	Sherriff, Margaret R.	S	D1	939	190
Blackstone	0	7	Webber, Edmund	H	C1	..	200
Bluespur	2	30	Telfer, Catherine M.	A	D4	3703	120
Brighton	3A	39	Dent, Catherine E.	S	D5	3875	150
Broad Bay	2	15	Foot, Francis W.	S	C3	2412	190
Cambrians	1	19	Bonnin, Fannie	H	D1	711	200
Caversham	7C	624	Sinclair, Vere C.	A	C3	2784	130
			Landreth, Elizabeth (Mrs.)	S	D1	1425	190
			Rishworth, Margaret	S	..	..	110
			Hardy, James W.	H	B1	18	420
			Wilson, Robert	A	C1	289	330
			Given, Jessie I.	I	D1	410	240
			Robinson, Arthur H.	A	B2	1182	240
			Graham, John	A	D4	1707	200
			Ross, Annie M.	A	D3	2726	200
			Farnie, Grace M.	A	D1	1707	180
			McGregor, Isabella	A	D1	2031	140
			Ryan, Ruby L.	A	D3	3013	120
			Weir, Christina	A	C2	2229	120
			Botting, Ruth N. M.	Pt4	..	..	65
			Smith, Norris Yeoman	Pt4	..	..	65
			Dickenson, Hetty F.	Pt3	..	..	55
			Landreth, Catherine	Pt3	..	..	65
			Coppin, Ezra N.	Pt2	..	..	60
			Stevens, Edward M.	Pt2	..	..	45
			Miller, Elizabeth	Pr1	..	..	35
Chaslands (6) and Tautuku (11)	1	17	Kirkland, Charles J.	S	..	..	135
Chatto Creek	1	10	Flannery, Gertrude M.	S	..	..	126
Clark's Flat	1	16	McMillan, Jessie G.	S	..	..	117
Clinton	3B	88	Beattie, John	H	D1	1775	250
			King, Rosetta R.	A	D2	2726	140
			McColl, Mary	A	..	..	110
			Bringans, Robert	H	C1	833	250
Clyde	3B	93	Smith, Grace M.	A	C4	3398	130
			Ash, Harriet E.	A	..	..	110
			Nind, Horace W.	Pr2	..	..	60
Clydevale	1	14	Keys, Isabel	S	..	..	110
Coal Creek	3A	36	Flanery, James	H	D3	1488	200
			Blackie, Margaret P.	A	B4	..	120
Concord	3B	133	Strong, James William	H	D1	711	250
			Ford, Margaret Orr Traill	A	C2	2086	140
			McIntyre, Sophie	A	C3	2159	120
			Lynn, Leily M.	Pt1	..	..	55
			Morice, Rose A.	Pr2	..	..	35
Conical Hills	1	13	Morgan, Annie H.	S	Lic.	..	114
Cromwell	3B	107	Mechaelis, William R.	H	B1	1048	250
			Garrey, Agnes	A	C4	3613	120
			Chapman, Nellie K.	A	C4	..	110
Crookston	2	21	Eskdale, Isabella J.	S	D4	2467	150
Dunback	3A	54	Mosley, Alexander	H	D4	2666	210
			McKenzie, Nellie	A	D4	3398	130
Dunrobin	2	30	Beresford, Gertrude E.	S	D3	1967	170
Duntroon	3A	67	Labes, Albert A.	H	C2	1488	230
			Willocks, Mary Moir	A	C4	3661	120
Earnsclough	2	36	Restall, Walter	S	..	..	126
East Taieri	3B	73	Waddell, James N., B.A.	H	B1	711	250
			Lothian, Jeanie M.	A	D1	2726	140
			Gillespie, Sarah	A	..	..	110
			Doak, Margaret S.	S	..	..	110
Elderslie	1	21	McHutcheson, Monica S.	S	D4	3802	140
Ettrick	2	33	Percy, David McL.	H	D2	1902	225
Evansdale	3A	41	Bradfield, Mary A.	A	C4	3277	130
			Hogg, Sarah J.	S	D2	1902	190
Evans Flat	2	33	Bremner, Philip	H	D1	2294	230
Flag Swamp	3A	48	Anderson, Olive	A	D5	..	130
Forbury	7C	653	Eudey, Walter	H	C1	79	420
			Nelson, James	A	C1	463	330
			Andrew, Kate	I	D1	1048	240
			Borthwick, James	A	E1	1488	250
			Eggleton, Thomas E.	A	D3	2159	200
			Lawrence, Dora S.	A	D1	1775	200
			Budd, Elizabeth	A	C1	1564	160
			Manson, Jessie	A	B2	1902	140

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*OTAGO—*continued.*

Schools.				Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
Forbury—continued			Easther, Anna C. W.	A	C4	3135	£ 120	
			Nelson, Hannah C.	A	D2	3277	120	
			Robertson, Gordon M.	Pt4			55	
			Phelan, Richard J.	Pt3			65	
			Roberts, Eric M.	Pt3			55	
			Campbell, Isabella R.	Pt3			55	
			Ayson, Annie I. W.	Pt3			65	
			Rennie, Nora M.	Pt2			45	
			Henderson, Annie	Pr2			35	
			Townrow, Walter Howard	Pr2			35	
Galloway	2	30	Richardson, Alfred R.	S			135	
George Street	7B	585	Patterson, Thomas A.	H	B1	107	420	
			Bell, Cecil F. J.	A	C1	777	320	
			Mackenzie, Margaret	I	D1	833	240	
			McPhee, John H. A.	A	B1	1834	240	
			Smith, James C.	A	Lic.		180½	
			Campbell, Verona H. D.	A	E1	1775	200	
			Brown, Isabel E.	A	D2	2467	150	
			Colquhoun, Mary H.	A	B2	2229	130	
			Rennie, Jessie G.	A	C3	3066	120	
			Wylie, Clara E.	A	C3	2294	120	
			Muir, Doris M. K.	Pt4			55	
			Gunn, Isabel A.	Pt3			55	
			Wilkinson, Francis	Pt3			55	
			Bond, William A.	Pt3			65	
			Green, Margaret McG.	Pr1			30	
			Ayson, Emily F.	Pr1			55	
Gimmerburn	1	13	Harrison, Annie.	S			110	
Glenkenich	1	21	Bradfield, Rosetta A.	S	C3	3209	150	
Glenledi	1	9	Sanderson, Marion G.	S			112½	
Glenomaru	3A	47	Burn, David W. M., M.A.	H	B1	939	240	
			Roche, Augustine D.	A	D3	2784	130	
Glenore	1	18	Campbell, Christina	S	C1	1707	150	
Goodwood	0	5	Diehl, Winifred	S			30	
Greenfield	1	11	Nissen, Dorothy	S			110	
Green Island	5C	325	McDonald, William	H	D1	166	360	
			Turner, George A.	A	C1	570	270	
			Robertson, Jane	I	D1	990	200	
			Beilby, George H.	A	C3	1967	220	
			Blair, Isabella	A	C3	3398	130	
			Kirk, Christina	A	D4	3277	130	
			Davidson, Margaret E.	A	D3	2666	120	
			Hackett, Margaret	Pt4			65	
			Carnecross, Edith Jane	Pt4			55	
			McAhan, Gilbert E.	Pr1			35	
Hampden	3B	109	Robertson, Alexander G.	H	C1	305	250	
			Houston, Sarah F.	A	C3	3013	130	
			Widdowson, Florence A.	A	D4	3741	120	
Hawea	3A	37	Lory, Norman P.	H			180	
			Webber, Emily	A	C4	3613	120	
Henley	2	31	Cairney, Thomas	S			189	
Heriot	3A	65	Murphy, Frank G.	H	D2	990	210	
			Bunn, Elizabeth M.	A	C4	2844	120	
Highcliff	3A	51	Rutherford, Donald A. J.	H	C2	1048	215	
			Botting, Grace H.	A	C4	3567	130	
High Street	7A	535	Smith, James W.	H	C1	110	420	
			Robertson, John A.	A	C1	276	320	
			Cooper, Isabella O.	I	D1	490	240	
			Fleming, James J. W.	A	C2	1488	240	
			Sawell, Robert G. A.	A	B3	1775	200	
			Taylor, Mabel A.	A	D1	1048	200	
			Sullivan, Lily, M.A.	A	B1	711	165	
			Clapperton, Catherine	A	B2	2086	140	
			West, Maria A.	A	D3	3209	120	
			Allen, Greeba E.	Pt4			55	
			Nelson, Margaret M.	Pt4			55	
			Tyndall, Cicely	Pt2			60	
			Lockhart, Allan L.	Pr1			60	
Hillend	1	13	Chapman, Sybil A. (Mrs.)	S			110	
Hill Springs	0	4	Watt, Rose	S			24	
Hinahina	1	9	McColl, Annie E.	S	C4		120	
Hindon Railway	1	9	Dillon, Frances L. (Mrs.)	S	E2	2963	140	
Hooper's Inlet	2	19	Elliott, Isabella F.	S	D3	2666	180	
Houipapa	2	25	Mathieson, Elizabeth G.	S	D4	3661	140	

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*

OTAGO—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Hyde	3A	38	McLean, Jessie H. ..	H	..	..	£ 180
Ida Valley	1	18	Hare, Adeline	A	..	..	110
Incholme	2	29	Laing, Henry	S	..	..	135
Inch Valley	1	22	Morrison, William ..	S	..	..	135
Island Cliff	2	32	White, Eliza	S	C1	1488	150
Kahuika	2	23	Dale, Mary	S	C4	2467	160
Kaihiku	2	18	Miller, Leonard W. A. ..	S	..	..	126
Kaikorai	7A	570	Lyders, Dagmar A. M. ..	S	..	..	140
			Allnutt, William C. ..	H	D1	70	420
			Matheson, John	A	D1	660	320
			Ralston, Mary	I	C1	570	240
			Kelk, Henry P.	A	D1	570	240
			Hawke, Vincent J. ..	A	..	..	171
			Dow, Annie C.	A	D1	1116	200
			Callender, Mary	A	E1	2229	170
			Reid, Wilhelmina R. ..	A	D1	2159	140
			Allan, Flora MacD. ..	A	C2	1967	120
			Crawford, Bertha	A	C3	3013	120
			Miller, Doris E.	Pt4	..	..	55
			Kennedy, Donald G. ..	Pr1	..	..	60
			Dallas, Muriel A. G. ..	Pr1	..	..	30
Kaitangata	5C	350	Mathews, Alfred	H	C1	209	350
			Cowen, Martin	A	C3	1488	230
			Christie, Elizabeth G. ..	I	D1	1246	200
			Smith, Ethel B. L. ..	A	Lic.	..	180½
			Duke, Ivy E.	A	B4	3703	130
			Kernohan, Florence C. ..	A	D4	3334	120
			McCaughern, Jane	A	..	..	110
			Nicholson, Maude P. ..	Pt2	..	..	60
			McVie, David T.	Pt2	..	..	45
Kakanui	3A	61	Cron, William	H	C1	711	230
			Wilson, Flora	A	D4	2895	130
Kakapuaka	2	21	Espie, Rebie R. G. M. ..	S	C3	2534	140
Karitane	2	26	Bachop, Annie M.	S	C4	3703	140
Kartigi	2	25	Williamson, Marjory R. (Mrs.)	S	E3	3831	150
Katea	2	21	Newman, Rubina	S	..	..	126
Kauroa	2	18	Connor, Grace M.	S	..	..	126
Kelso	3A	46	Beattie, John W. G. ..	H	Lic.	..	199½
			Earl, Emily C.	A	C4	3613	130
Kensington	5C	368	Stewart, Peter G.	H	D1	190	330
			Harrison, Thomas C. ..	A	E1	..	230
			Farquharson, Elizabeth ..	I	E1	1357	200
			Aitcheson, Louisa M. ..	A	E2	1775	200
			Barth, Irene	A	D3	2963	140
			Carey, Vera B.	A	C3	3398	120
			Botting, Amy I.	A	C3	3066	120
			Hastings, Angela	A	C3	3854	120
			Roseveare, Areta I. E. ..	Pr1	..	..	30
Kia Ora	3A	45	Woodhouse, Margaret A. ..	H	D1	1182	200
			Wilson, Margaret A. ..	A	..	..	110
Killermont	0	2	Robertson, Ida E.	S	..	..	12
Kokoama	1	9	Sparks, William J.	S	..	..	110
Kokonga	1	11	Thomas, Annie (Mrs.) ..	S	D2	3209	120
Kuri Bush	1	8	Orr, Margaret F. McK. ..	S	..	..	110
Kuriwao	1	9	Johnston, Jane F.	S	..	..	110
Kurow	3A	61	Hartstonge, Daniel	H	C3	2086	215
			Sinclair, Cecil M.	A	..	..	117
			Maider, Mary	Pr2	..	..	60
Kyeburn	1	13	Hawkes, Helen (Mrs.) ..	S	..	..	126
Kyeburn Diggings ..	1	9	Smith, Mary M.	S	..	..	110
Lauder	1	16	Bodkin, Alice G.	S	..	..	110
Lauder Railway-station ..	2	33	Bodkin, Evelyn E.	S	C4	3135	150
Lawrence District High School—	4B	176	Jones, Herbert C.	H	B1	115	300
Primary (142), secondary (34)			Darton, Henry L.	A	D1	410	276½
			Brown, Mary	A	C2	2412	160
			Gray, Frances A.	Pt3	..	..	55
			McCorkindale, Margaret ..	Pr2	..	..	35
			Durward, Margaret M. ..	Pr2	..	..	35
			Jennings, Margaret A., B.A.	D	B2	1246	..
			Loudon, Rubina	D	..	..	..
Leith Valley	3A	52	Nesbit, James W.	H	D3	2031	230
			McDougall, Isabel	A	C2	2467	140
Livingstone	3A	46	Reilly, Louis G.	H	D3	2086	230
			Hunter, Elizabeth A. ..	A	D3	3277	130

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*OTAGO—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Lovell's Flat	3A	46	Heward, Edwin H.	H	D3	1116	£ 210
Lowburn	3A	48	Anderson, Ann C.	A	D2	2229	135
Lower Harbour	2	26	Christie, James	H	Lic.	..	199½
Luggate	1	11	Foster, Jessie	A	..	..	110
Macandrew Road	7C	640	Snell, Winifred S. J.	S	..	..	126
			Munro, Donald, B.A.	S	B2	3209	120
			Macdonald, George W. C.	H	B1	74	420
			Smeaton, Charles G.	A	C1	253	320
			Whinam, Lois A. P.	I	D1	1048	240
			Walton, William L.	A	B2	1631	240
			Alloo, Arthur W.	A	B4	2294	200
			Alexander, Rebecca (Mrs.)	A	D1	1182	200
			Hastings, Margaret E.	A	C3	2086	160
			Davie, Victoria R.	A	C2	2666	135
			Hughes, Maggie G.	A	C3	3135	120
			Quin, Myra L.	A	C4	3135	120
			McCrone, Florence E. T.	Pt4	..	..	55
			Read, Alice	Pt4	..	..	55
			Appleby, Dorothy F. E.	Pt3	..	..	55
			Twigg, Mabel F.	Pt3	..	..	55
			Aslin, Lily Irene	Pt3	..	..	55
			Sullivan, Robert McK.	Pt1	..	..	35
			McQueen, Henry C.	Pr2	..	..	35
MacLennan	2	26	O'Connell, Thomas F.	S	..	..	199½
Macrae's	2	28	McErlain, Catherine R.	S	..	..	126
Maerowhenua	2	21	Mee, Helen	S	..	..	126
Maheno	4A	128	Rodger, William	H	B1	253	270
			Harlow, Wilhelmina	A	D1	1631	160
			Green, Jessie A.	A	D3	3135	130
			Gorman, Marjorie	Pt3	..	..	65
			Low, Margaret	Pr1	..	..	35
Makarora	1	7	Moffatt, James	S	..	..	110
Manuka Creek	0	8	Callanan, Margaret K.	S	..	..	48
Maori Hill	5C	362	Fitzgerald, John A.	H	D1	200	330
			Fawcett, Horace	A	C2	1048	240
			Livingston, Catherine	I	D1	1707	190
			Brown, Jane K.	A	D1	604	190
			Valentine, Winifred A.	A	C2	2963	140
			Wilson, Janet C.	A	C2	2359	135
			Brooke, Una	A	C3	3209	120
			Appleby, Olive V. G.	Pt4	..	..	55
			Peake, Frederick M.	Pt3	..	..	55
			Stokes, Gertrude M. E.	Pr2	..	..	35
Maruakoa	0	10	Andrews, Olive	S	..	..	110
Matakanui	2	25	Kennedy, Mary H.	S	..	..	126
Matau	1	14	Welsh, Elizabeth	S	..	..	110
Matea	1	17	Moir, Maria	S	..	..	110
Maungatua	3A	36	Harrison, Thomas	H	C1	833	215
			Bonnin, Muriel G. R.	A	D4	3613	130
Merino Downs	0	9	Cooper, Eva E.	S	..	..	48
Merton	1	22	Atkin, Margaret J. C.	S	D4	3816	110
Milburn	3A	51	Pilling, Ewen	H	E1	1834	230
			Potts, Elizabeth A.	A	C3	3567	130
Miller's Flat	3A	61	Taylor, Robert M.	H	D2	1834	225
			Paterson, Mary H.	A	..	..	110
Moa Creek	3A	37	Hepburn, David J.	H	..	..	180
			Neville, Hannah	A	..	..	110
Moa Flat	1	17	McIntyre, Lucy	S	..	..	110
Moeraki	3A	44	Woods, Llewellyn	H	C2	1488	220
			Smith, Annie F.	A	C3	3066	140
Momona	3A	50	Melville, John	H	D1	490	230
			Argue, Elizabeth	A	..	..	117
Moonlight	1	10	McNeil, William	S	..	..	135
Moray Place	5C	326	Stewart, John N.	H	C1	200	345
			Thomson, Magnus	A	D1	1048	240
			Little, Donella (Mrs.)	A	D1	990	200
			Burke, Richard J. J.	I	D3	2229	210
			Hodges, Bithia L. C.	A	D2	2534	140
			Johnson, Helen C. W.	A	D2	2844	135
			Shaw, Ethel	A	C3	2666	120
			Lymburn, Janet	A	C2	3013	120
			Turner, Malcolm F.	Pr1	..	..	35
			Young, Lilian C.	Pr1	..	..	35

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*OTAGO—*continued.*

Schools.			Teachers.					
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
Mornington	7A	529	Davidson, William	H	D1	107	£	420
			Service, William A.	A	C1	371		320
			King, Mary	I	D1	891		240
			Holgate, Maxwell R.	A	..	..		207
			Murray, Florence	A	D1	1357		200
			Calder, Elizabeth M.	A	D1	1631		200
			Mackisack, Eleanor W.	A	C2	2963		150
			Smith, Lucy E. D.	A	D2	2294		120
			Maxwell, Grace M.	A	..	..		110
			Miller, Mabel I., B.A.	A	B4	3135		110
			Thompson, Doris V.	Pt4	..	..		55
			Yorston, Ethel M.	Pr2	..	..		60
Morven Hills	0	6	Bremner, Vida S.	S	..	..		48
Mosgiel District High School—Pri- mary (323), secondary (34).	5C	357	Graham, George P., B.A.	H	B1	62		320
			Dallas, Thomas W.	A	C4	2467		250
			Scott, Mary	I	D1	990		200
			Jackson, Mary Joan	A	D3	3502		190
			Farquharson, Annie	A	..	..		110
			Marwick, Marion I. M. (Mrs.)	A	C4	3613		140
			Swan, Jessie E.	A	C3	3135		120
			Woolliams, Eva M. E.	A	C4	3334		120
			Murdoch, Jane N.	Pr2	..	..		35
			Davidson, Grace O.	Pr1	..	..		30
			Bressey, Florence F., M.A.	D	A1	604		..
			Milne, Hilda H. (Mrs.)	D	..	..		..
Mount Cargill	2	22	Gillespie, Margaret	S	D3	2534		155
Mount Stewart	1	11	Anderson, Renata V.	S	C4	2590		120
Musselburgh	7B	584	White, John	H	D1	131		420
			Paterson, Thomas	A	D2	1488		300
			Chalmer, Clara E.	I	D1	1488		240
			Kaye, William T. O.	A	C2	990		260
			Cameron, Louisa F.	A	D1	711		200
			Graham, Jane S. B.	A	D2	1246		200
			Farquharson, Janet H.	A	C1	570		180
			McKenzie, Isabella M.	A	D2	2359		135
			Graham, Catherine A. C. de G.	A	C2	2412		120
			Rishworth, Jane G. S.	A	C3	3502		120
			Nelson, Alexander P.	Pt3	..	..		55
			Homan, Edith M.	Pt3	..	..		55
			Bennett, Gwendolyn	Pt2	..	..		45
			Deaker, Arthur J.	Pt2	..	..		45
			Caddie, Hazel McL.	Pr2	..	..		35
Naseby	3B	104	Jack, James A.	H	B1	833		270
			Smith, Mary Muriel D.	A	Lic.	..		114
			Palmer, Catherine	A	..	..		110
			Reilly, Margaret	Pr2	..	..		60
Nevis	1	18	Selby, Edgar A.	S	..	..		110
Ngapara	3A	57	Slater, William T.	H	D3	2229		215
			Wilson, Sarah	A	..	..		117
Ngapuna	2	20	Hubbard, Fanny	S	D4	2784		140
Normal District High School and four model schools (at Training College)—Normal primary (442); Model schools—type (i), rural (38); type (ii), junior P.—S.2 (39); type (iii), secondary (52); type (v), junior kindergarten (average not reckoned: children under five years of age)	7B	571	McElrea, William, B.E.	H	B1	7		475
			McMillan, Hugh	N	D1	276		350
			Maxwell, Jossie	N(I)	D1	223		300
			Partridge, Ernest	N	A2	777		300
			McMillan, Mary S.	N	E1	463		270
			Greaves, Alice	N	D1	1299		260
			Faulks, Kate	N	D1	2031		240
			White, Dora	N	C2	2294		200
			Alexander, Ann C.	N	D1	1631		200
			Pollock, Daisy W. (Mrs.)	N	D3	3277		210
			McMillan, Martha L.	N	D4	3802		190
			Marryatt, Ernest	N(S)	C1	410		320
			Macpherson, Gertrude C.	N(S)	D1	470		200
			Stewart, Charles A.	N(D)	A2	490		..
			Kenyon, Helen McG.	N(D)	B2	1357		..
			Crawley, Janet L.	N(S)	D1	777		200
North-east Harbour	3A	42	Menzies, James K.	H	D1	1182		215
			Morrison, Margaret E. C.	A	D3	3661		140
North-east Valley	7C	619	Flamank, Oscar D.	H	C1	62		420
			Rawlinson, Charles C.	A	C1	190		320
			Andrew, Alice M.	I	D1	990		240
			Abernethy, Allan H.	A	B4	3567		230
			Bowling, Alice G.	A	D1	1048		200
			Jones, Florence A.	A	D1	1564		190

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*OTAGO—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
North-east Valley— <i>continued</i>			McCallum, Louisa M.	A	C2	2031	£ 150
			Hale, Lily G., B.A.	A	B2	2294	130
			Bayley, Stella I.	A	D3	3277	120
			Matheson, Clara R.	A	D4	..	110
			Forsyth, David ..	Pt4	..	..	65
			Charlton, Vida M.	Pt4	..	..	65
			Smith, Margaret Frances ..	Pt3	..	..	65
			Walker, Robert ..	Pt3	..	..	65
			Harland, Huia V.	Pt2	..	..	45
			Wilkie, Netta H.	Pt2	..	..	45
			Chapman, Ruth K.	Pr2	..	..	60
North Taieri ..	2	26	Pretsch, Maria S.	S	D1	891	185
Nugget Point ..	1	13	Lambert, Victoria D. E. S.	S	..	..	110
Oamaru Middle ..	4C	182	Earl, Edwin T., B.A.	H	B1	463	310
			Hanna, Alexander ..	A	D4	1564	210
			Wilding, Mary J.	A	E1	2159	160
			de Lambert, Ethel G.	A	C2	2534	130
			Phillipps, Jessie A.	A	..	..	110
			Watson, Olive McG.	Pt4	..	..	55
			Woods, Eric S. ..	Pr2	..	..	35
			Hall, Gladys I. ..	Pr1	..	..	30
Oamaru North ..	6B	458	Malcolm, James P. F.	H	D1	91	380
			Ironside, John ..	A	C1	490	290
			Thompson, Alicia M.	I	D1	1299	200
			Kibblewhite, Kate E.	A	C2	1701	190
			Edwards, Isabella ..	A	C2	1775	150
			Doak, Mary Frame ..	A	C3	2467	150
			Jones, Eliza J. ..	A	C3	3135	120
			Wood, Alice A. ..	A	C4	3703	120
			Willocks, Margaret M.	A	..	..	110
			Thorby, George W. L.	Pt4	..	..	65
			Beattie, Muriel A.	Pt2	..	..	60
			Kibblewhite, Charles W.	Pr2	..	..	35
Oamaru South ..	5C	350	McLaren, William ..	H	D1	185	320
			Arnold, Cuthbert F., M.A.	A	B3	1834	240
			McNaught, Grace C. S.	I	D1	1182	190
			Hargreaves, Percy W.	A	..	..	171
			Darling, Rosy ..	A	D2	2534	120
			Martyn, Frances R.	A	C3	3277	130
			Swinard, Bertha M.	A	C4	3066	120
			Beattie, Ethelwyn J.	A	C3	3013	120
			Robertson, Mary I., M.A.	Pr1	..	..	35
			Moscrop, Ruth E.	Pr1	..	..	35
Otakou ..	2	29	Cameron, Norman Muir ..	S	..	..	126
Otanomomo ..	1	23	Armour, Kathleen M.	S	..	..	112½
Otekaike ..	3A	41	Guy, Gladys McN.	H	C4	..	200
			Nichol, Hilda G.	A	..	..	110
Otekura ..	1	17	Glanville, Alice ..	S	C4	..	120
Otepopo ..	3B	82	Fleming, James ..	H	C1	1425	250
			Allan, Mary ..	A	C4	3448	120
			(Inglis, Agnes V.	A	C4	3875	120
			Vickers, Mary Jane ..	Sub.	C4	3661	[110]
Otiako ..	1	16	Fleet, Margaret E.	S	..	..	110
Otokia ..	2	24	Wilson, Isabella (Mrs.) ..	S	C3	1834	140
Oturehua ..	2	24	Shea, Ellen ..	S	C4	3774	140
Outram ..	3B	90	Harrison, Samuel J.	H	C1	529	230
			Bagley, Leith V.	A	C2	2159	150
			Harrison, Emily V. F.	A	D3	3567	120
			McDonald, Elizabeth A.	Pr2	..	..	60
Owaka ..	4A	126	Chesney, Andrew ..	H	D1	350	260
			Frazer, Ellen F. ..	A	C2	2844	150
			Willocks, Ada M. R.	A	B4	3567	120
			Gwyn, Mabel B. I.	Pt1	..	..	55
			Hislop, Mabel R.	Pr2	..	..	60
Owaka Valley ..	2	25	Kirk, Robina ..	S	C4	2229	150
Paerau ..	0	4	Taylor, Martha M.	S	..	..	30
Pulmerston District High School— Primary (202), secondary (16)	5A	218	Rutherford, John R., M.A.	H	A1	49	330
			Bennett, William J.	A	C5	2534	210
			Heckler, Louisa A.	A	D1	2467	170
			Botting, Ethel K. M.	A	C2	2229	160
			Muir, Grace C. ..	A	C4	2844	130
			Coutts, Jane Bannerman ..	Pt2	..	..	45
			Hughes, Mabel Phoebe ..	Pr1	..	..	30
			Cox, Annie, M.A.	D	A2	1425	..

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*OTAGO—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Papakao	3A	63	Lawless, Cyril N. .. .	H	B1	390	£ 225
Patearoa	3A	33	Inder, Winifred B. .. .	A	C3	3209	130
Pine Hill	3A	41	Keys, Ursie G. .. .	H	..	..	180
Pleasant Valley	0	5	McIvor, Margaret A. F. .. .	A	..	..	126
Poolburn	1	15	Hawke, John .. .	H	C3	1564	200
Popotunoa	1	10	Ewart, Hannah .. .	A	D3	2963	140
Port Chalmers District High School	6B	454	Smith, Selina A. .. .	S	..	..	30
—Primary (432), secondary (22)			Welsh, Margaret .. .	S	..	..	110
			Hay, Williamina .. .	S	Lic.	..	114
			Booth, George F., B.A. .. .	H	B1	120	380
			Gray, James H., B.A. .. .	A	B1	371	290
			Nicolson, Ada (Mrs.) .. .	I	D1	833	220
			McKenzie, Lionel A. .. .	A	B3	1775	200
			Geddes, Emilie S. .. .	A	E2	1967	160
			McCallum, Maria M. .. .	A	D1	2294	160
			Williamson, Agnes S. .. .	A	D3	3661	135
			Spence, Jean J. .. .	A	D3	2726	120
			Heather, Elizabeth A. A. .. .	Pt4	..	..	55
			Jack, Leslie G. .. .	Pt3	..	..	55
			Sinclair, Agnes .. .	D	C2	1834	..
Port Molyneux	2	23	Gow, Harriet, M.A. .. .	S	A3	2895	150
Portobello	3A	64	Fergus, Robert .. .	H	D1	1182	230
			Hutton, Pearl E. .. .	A	C3	3277	130
Post Office Creek	0	4	Parker, Mary .. .	S	..	..	24
Pounawea	1	17	McMullin, Margaret L. .. .	S	D4	3774	110
Pukeiwhiti	1	30	McGregor, Fanny L. (Mrs.) .. .	S	D1	2086	140
Pukema	0	6	Butcher, Annie E. .. .	S	..	..	36
Pukopito	1	16	Begg, Isabella .. .	S	..	..	110
Puketi	1	11	Blaney, Florence .. .	S	..	..	110
Puketiro	1	13	Appleby, Sophie, M.A. .. .	S	..	..	110
Pukeuri	3A	55	Forrester, Francis E. L. .. .	H	B2	1299	220
			Marwick, Jane .. .	A	B2	2726	140
Purakanui	2	34	Brand, Robert .. .	S	D3	2294	210
Purakaiti	1	12	Adams, Margaret (Mrs.) .. .	S	D3	2412	110
Purekireki	2	19	Couch, George Bond .. .	S	..	..	126
Rae's Junction	1	22	Scully, James Hill .. .	S	..	..	110
Ranfurly	3A	71	McLay, James .. .	H	B2	939	230
			Islip, Ellen G. .. .	A	C4	3613	120
Ratanui	3A	47	Davis, Edward .. .	H	D2	939	230
			Smith, Phyllis Merle .. .	A	..	..	110
Ravensbourne	4B	182	Grant, John Black .. .	H	C1	150	290
			Buchan, John .. .	A	C3	2359	200
			Lear, Constance M. .. .	A	C1	1631	160
			Hutton, Ella B. .. .	A	C2	2844	140
			Dunn, Annie D. .. .	Pt4	..	..	55
Reomoana	2	21	Jeans, Eana B. .. .	S	C3	2784	150
Romahapa	3A	41	Burn, Edgar H. .. .	H	C2	1246	220
			Moss, Doreen H. .. .	A	C4	3502	130
Rongahere	1	11	Lawrence, Ivy B. .. .	S	..	..	110
Roxburgh	4B	152	Williamson, Alexander H. .. .	H	C1	289	270
			Newlands, Marion S. S., B.A. .. .	A	B1	1775	165
			McMullan, Esther .. .	A	D3	2359	160
			Bonnin, Winifred Mary L. .. .	A	D3	3277	130
			Rae, Thomas W. .. .	Pt2	..	..	60
Saddle Hill	1	15	McDonald, Sarah E. .. .	S	D4	3854	140
St. Bathans	3A	33	Phillips, William J. .. .	H	..	..	180
			Quinn, Rosella .. .	A	..	..	110
St. Clair	4C	220	Pope, Langley .. .	H	C1	410	295
			McMullan, John J. M. .. .	A	C3	1834	190
			Hopcraft, Victoria K. .. .	A	D1	2159	160
			Thomas, Minnie A. .. .	A	C2	3013	140
			Russell, Margaret A. (Mrs.) .. .	A	D2	1707	120
			Grant, Charles G. .. .	Pt2	..	..	45
			Begg, Margaret I. .. .	Pr1	..	..	35
			Cormack, Florence B. .. .	Pr1	..	..	35
St. Leonard's	3A	51	Botting, John F. .. .	H	C1	1182	220
			Roseveare, Ethel A. .. .	A	D2	2031	140
Sandymount	3A	44	Campbell, David F. L. .. .	H	D4	2534	200
			Kennedy, Mary .. .	A	..	..	110
Sawyer's Bay	4A	137	Finlay, Thomas A. .. .	H	D1	529	270
			Johnstone, Cecilia .. .	A	E1	2159	160
			Morris, Thirza S. .. .	A	C2	3013	135
			Marshall, Jean H. .. .	Pt3	..	..	55
			Bell, James F. .. .	Pr1	..	..	35

For explanatory notes see page 1.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued*OTAGO—*continued*.

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Seacliff	3A	72	Marshall, Hugh	H	C1	604	230
Shingle Creek	0	9	Currie, Isabella T.	A	D3	2666	140
Southbridge	2	22	Haig, Mary	S	..	..	110
Spylaw Valley	0	10	Henderson, Veda M.	S	C4	3661	140
Stirling	3B	81	Herd, Margaret L.	S	..	..	110
			Ellisson, Lionel E.	H	C1	1048	240
			Duncan, Jessie A.	A	C3	3135	130
			Taylor, Grace I.	A	C4	3613	120
			Fleming, Emily M.	Pr1	..	..	55
Stony Creek	2	21	Booth, Ada K. M.	S	D3	2590	150
Strath Taieri	4A	122	Tindall, Arthur W.	H	C1	891	280
			Paul, Eliza F. M. H.	A	C1	1357	150
			Mackisack, Kathleen E.	A	C4	3209	120
			Mangan, Hugh H.	Pt1	..	..	55
			Cottle, Mary	Pr1	..	..	55
Sutton	2	32	Ewart, Marion (Mrs.)	S	D3	2467	155
Table Hill	1	12	Monfries, Abigail	S	D3	2844	120
Tahakopa	2	24	Oulds, George F.	S	..	..	126
Tahatika	2	24	Eason, Minnie	S	..	..	171
Tahora	0	7	Macdonald, Sheena M.	S	..	..	36
Taieri Beach	1	23	Firth, Elizabeth H.	S	D1	1631	150
Taieri Ferry	2	11	Smith, Janet McG., B.A.	S	B2	1299	190
Tapanui District High School— Primary (147), secondary (21)	4B	168	Mackie, William W.	H	C1	185	290
			Graham, Agnes G.	A	C4	2784	150
			Guffie, Selina	A	D1	1834	160
			Hughes, Martha M.	A	..	..	110
			Crawford, Margaret M.	Pt4	..	..	55
			Graham, Amelia B. P.	Pr1	..	..	35
			Learmonth, Ivy A.	D	..	..	..
Tapui	2	21	Ewart, Emma	S	..	..	135
Tarara	1	12	Overton, Samuel J. G.	S	..	..	110
Tarras	0	7	Campbell, Annie	S	..	..	108
Taumata	1	15	Don, Helen P.	S	..	..	110
Tautuku (half-time). See under Chaslunds.							
Tawanui	2	22	Hewson, Mary N.	S	..	..	135
Teaneraki	3B	66	Calder, George A.	H	D2	1425	230
			Crawford, Elsie J.	A	C4	3613	130
Te Houka	2	24	Currie, Kate W.	S	D5	..	140
Tokarahi	3A	44	Colquhoun, Hercules	H	C4	1299	210
			Finlay, Mary	A	..	..	110
Tokoiti	3B	97	Grant, John B.	H	C1	434	245
			Taylor, Helen	A	C3	2844	140
			Green, Lillian C.	A	C4	3661	110
			Forsyth, Charles E.	Pr1	..	..	55
Tokomairiro District High School— Primary (232), secondary (17)	5A	249	Graham, Walter B.	H	C1	11	330
			McFarlane, Elcena A.	A	D4	3135	190
			Nelson, Jessie R.	A	D1	990	170
			Littlejohn, Elsie S.	A	C3	1775	160
			Edgar, Mary E.	A	D4	3502	120
			Grey, Ella J.	Pt3	..	..	55
			Hislop, Helen A.	Pt2	..	..	45
			Alexander, Sarah J. C.	Pr2	..	..	35
			Mackay, Isabella, M.A.	D	B2	1299	..
Totara	3B	79	Rogers, Walter J.	H	C1	1357	240
			Noone, Isabella	A	D2	2467	140
			Cormack, Margaret (Mrs.)	A	C4	2963	140
Tuapeka Flat	1	16	Hunter, Susannah	S	D3	2726	140
Tuapeka Mouth	3A	37	Graham, James W.	H	..	..	180
			Thomson, Elizabeth M.	A	Lic.	..	123½
Tuapeka West	1	11	McCorkindale, Jessie	S	..	..	110
Upper Junction	2	34	Dippie, Margaret	S	E1	990	185
Upper Nevis	0	3	McDonald, Olive G.	S	..	..	18
Waenga	1	15	McLaren, Ellen M.	S	..	..	110
Waianakarua	2	30	Cameron, Annie R.	S	D3	2229	190
Waihemo	1	9	Rowe, Evelyn L.	S	..	..	110
Waiholā	3A	51	Kirby, Allan M.	H	C2	1425	240
			McRae, Alexandrina	A	..	..	110
Waikoikoi	3A	43	Borrie, John A.	H	D2	1357	230
			Cornish, Lily M.	A	B2	2784	140
Waikouaiti	4A	153	Phillipps, William	H	B1	711	260
			Kirby, Christina E.	A	D1	2229	170
			McLeod, Daisy K.	A	D4	3661	130
			Charlton, Georgina G. A.	Pt4	..	..	65
			Peddie, Margaret G.	Pr1	..	..	55

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*OTAGO—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
							£
Waipahi	2	33	Sinclair, William H. C. ..	S	D3	3209	155
Waipiatā	2	21	Campbell, Janet M. (Mrs.) ..	S	Lic.	..	133
Waipori	2	29	Greer, Flora ..	S	C4	3661	140
Waipori Falls ..	1	16	Outram, Louisa ..	S	..	..	110
Wairuna	3A	33	Luke, Robert L. L. ..	H	D4	1631	200
			Hay, Nettie I. ..	A	C4	3613	120
Waitahuna	3B	93	Stenhouse, Robert A. ..	H	C1	660	230
			Harrison, Elizabeth M. ..	A	D2	2963	140
			Miller, Winifred B. ..	A	C4	..	110
Waitahuna Gully ..	1	18	Sutherland, Margaret A. ..	S	C2	2412	150
Waitahuna West ..	0	11	Rosindale, Agnes ..	S	..	..	110
Waitaki Bridge ..	2	26	Marwick, Ethel ..	S	C2	1246	180
Waitapeka	2	15	Renshaw, Mary E. ..	S	D4	2467	150
Waitati	3B	83	Hilgendorf, Francis ..	H	B1	350	250
			Hare, Emma J. ..	A	C3	3567	130
			Marwick, Bessie B. ..	A	C4	3703	110
			Wilson, Janet E. ..	Pr2	..	..	35
Waiwera	3A	52	McKinnon, Charles ..	H	D1	604	230
			Wright, Mary W. ..	A	D3	2590	140
Wakari	4A	151	Moir, James ..	H	D1	463	280
			Christie, Jessie C. ..	A	D1	2159	160
			White, Rose A. ..	A	B4	..	120
			Woodhill, Florence G. ..	Pt4	..	..	65
			Holmes, Mary ..	Pr2	..	..	35
Walton	3A	57	Harrison, Wilkinson L., M.A. ..	H	A1	434	230
			Grono, Violet A. R. ..	A	C3	1564	140
			Wilden, Olive I. ..	Pr1	..	..	35
Wanaka	1	14	Laing, Ivy B. ..	S	..	..	110
Wanaka Road ..	0	5	Flannery, May E. ..	S	..	..	36
Wangaloa	1	6	Watt, Elsie J. ..	S	..	..	112½
Warepa	2	17	Ross, Sophia ..	S	Lic.	..	147½
Waronui	2	19	Main, Agnes ..	S	D3	2784	165
Wedderburn	2	21	Shaw, Margaret J. ..	S	C2	1488	140
Weston	3A	80	Cowan, Robert ..	H	C1	529	230
			O'Donnell, Eileen ..	A	D4	3741	130
			Gardner, Winney ..	Pr2	..	..	35
West Taieri	3A	34	Kelly, John ..	H	C1	833	200
			Gibb, Elizabeth ..	A	C4	3334	130
Wetherstones ..	1	14	Pope, Josephine M. J. ..	S	E1	2534	150
Whare Flat	1	6	Wishart, Jessie M. ..	S	..	..	110
Wharekuri	1	15	Turner, Beatrice (Mrs.) ..	S	..	..	110
Wharetoa	1	12	Dunn, Annie ..	S	B4	3567	110
Wilden	0	2	Young, Ida W. (Mrs.) ..	S	..	..	12
Windsor	3A	38	Duggan, Patrick J. ..	H	D1	1246	230
			Beattie, Helen M. ..	A	..	..	126
Wylie's Crossing ..	3A	33	Smith, James ..	S	C2	1182	230
Totals	..	..	..	..	..	..	104727½

SOUTHLAND.

Aparima	2	34	Moriarty, Eleanor ..	S	..	..	126
Ardlussa	1	14	Welsh, Euphemia ..	S	..	..	110
Arrowtown	3A	51	Pears, William ..	H	..	..	180
			Gedney, Catherine ..	A	..	..	110
Arthur's Point ..	0	6	McMullan, Patrick ..	S	..	..	48
Athol	3A	36	McKenzie, George ..	H	D3	1425	210
			Anderson, May ..	A	..	..	117
Awarua Plains ..	1	10	Treloar, Ethel ..	S	..	..	110
Balfour	3B	78	Learnmonth, Robert ..	H	D1	463	250
			McDonald, Cora J. ..	A	D4	3703	130
			Sheed, Catherine ..	A	..	..	110
Birchwood	1	16	Schroeder, Herbert ..	S	..	..	110
Bluff	5B	334	Blackie, Walter G., M.A., B.Sc. ..	H	A1	101	320
			Lenihan, James ..	A	C3	1182	250
			Todd, Eliza T. ..	A	D1	1631	180
			Stenhouse, Christina ..	A	D2	2086	160
			Durie, Olive M. M. ..	A	D4	3334	130
			Gifford, Jessie C. ..	A	D4	3135	130
			Clare, Sylvia ..	A	..	..	110
			Matheson, Norman ..	Pt4	..	..	55
			Brown, Ellen S. ..	Pt3	..	..	65
			Francis, Cecil D. ..	Pr1	..	..	60

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*SOUTHLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Brown's	3A	38	Murphy, Kate	H	E1	777	£ 200
Brydone	2	26	Smith, Elizabeth A.	A	..	..	110
Cardrona	1	14	Simmonds, Sarah E. (Mrs.)	S	E2	2359	190
Caroline	1	9	Barr, Beatrice H.	S	B4	..	110
Charlton	2	34	McLeod, Margaret	S	..	..	110
Chatton, East	1	17	Purvis, Patience I.	S	D3	1631	190
Chatton, North	1	17	Monaghan, Mary	S	..	..	110
Clifden	2	30	Brookes, Gladys	S	..	..	110
Clifton	3B	67	Duff, George	S	..	..	135
Colac Bay	3A	64	Smith, Edward (ii)	H	D2	1488	235
			Hannan, Cecilia	A	E3	3334	140
			Hall, Andrew	H	D3	1048	210
			Watson, Jane	A	..	..	110
			Macgregor, Mary	Pr2	..	..	60
Crown Terrace	1	11	Preston, Gwendoline	S	..	..	110
Croydon	2	29	Hamilton, Henry	S	..	..	135
Dacre	2	31	Maidier, Sophia J. M. J.	S	D3	1967	170
Dipton	3A	51	Lea, Albert G.	H	C2	1564	230
			McClymont, Grace	A	..	..	117
Drummond	3A	64	Hanning, Minnie L.	H	E1	570	210
			Rance, Isabel	A	..	..	117
Eastern Bush	2	24	Shand, Alexander	S	..	..	126
East Gore	4B	182	Steadman, David D.	H	C1	233	305
			Ballantyne, Albert	A	..	..	135
			Anderson, Mary A. (Mrs.)	A	D2	2467	180
			Ross, Annie	A	D3	2726	140
			Taylos, Elsie	Pt3	..	..	35
			Johnstone, Olive W. J.	Pr2	..	..	65
Edendale	4A	146	Hiddleston, Archibald H.	H	E1	604	275
			Pryde, Annie	A	D3	2412	160
			Cowie, Elizabeth (Mrs.)	A	C2	..	140
			Regan, Angus	Pt1	..	..	55
			Young, Clarence	Pr2	..	..	60
Elderslie	3A	48	Watson, Isabella H.	H	C1	410	215
			Murray, Jessie E. I.	A	Lic.	..	133
Ermedale	1	21	McNarey, Robert	S	..	..	110
Etalvale	0	6	Ramsay, Johanna	S	..	..	48
Fairfax	2	23	Meek, Ada M.	S	E2	1775	210
Feldwick	1	10	Hassing, George M.	S	E2	1707	120
Ferndale	1	16	Lopdell, Annie	S	..	..	110
Ferdunlaw	1	13	McLauchlan, Ewan	S	..	..	110
Fernhills	3A	45	Anderson, Albertina V.	H	C4	2844	200
			Sutherland, Iris	A	..	..	110
Five Rivers Siding	1	12	Somerville, Agnes	S	..	..	110
Flint's Bush	1	19	McNeill, Rita	S	..	..	135
Forest Hill North	3A	36	Cameron, Jessie (4)	H	D3	1834	230
			McKenzie, Ida	A	..	..	117
Fortification	1	16	Vyner, Daphne	S	..	..	110
Fortrose	3A	48	Millar, William (i)	H	E2	1707	200
			Nicoll, Janet B.	A	..	..	117
			Daplyn, Ethel V.	Pr2	..	..	60
Garston	2	37	Cussack, James	S	E2	..	140
Gibbston	1	11	Allot, Spencer M.	S	..	..	110
Gladfield	2	22	McGearty, Elizabeth	S	..	..	126
Glencee	1	17	Macdonald, Clothilde F.	S	..	..	110
Glendhu	0	1	Ewing, Jean	S	..	..	6
Glenham	2	39	Rose, Margaret E.	H	C4	2412	150
			Potts, Bessie H.	A	..	..	110
Glenorchy	2	21	Wright, James R. I.	S	..	..	126
Gore	6B	452	Golding, Jonathan	H	B1	161	380
			Wood, Rawini E. K.	A	D4	2412	270
			Howes, Edith A.	I	D1	711	200
			Wilson, Elizabeth M.	A	D1	777	200
			Frew, Mary M.	A	C4	2467	150
			Steel, Christina	A	D3	3277	150
			Romans, Louisa A. H.	A	D3	2784	140
			McDowell, Edith M.	A	D4	3741	120
			Lawson, Letitia	Pt4	..	..	65
			Hicks, Phoebe	Pt4	..	..	55
			Stark, David	Pt3	..	..	65
			Anderson, Mabel M.	Pt3	..	..	55
			Smaill, Elizabeth A.	Pr1	..	..	35
			Macdonald, Thomas M.	Pr1	..	..	60

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—continued.

SOUTHLAND—continued.

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
							£
Granity	2	28	Lewis, Lewis R.	S	..	..	126
Greenhills	3A	46	Ward, Agnes (Mrs.)	H	D2	1775	230
			Keenan, Mary E.	A	D4	3613	130
Greenvale	1	13	Fisher, Helen E.	S	..	..	110
Grove Bush	3A	44	Galt, John Morris H.	H	D4	3502	200
			Swap, Marion W.	A	D4	..	130
Gummie's Bush	3A	36	Carnahan, Jessie McP.	S	E1	939	230
Haldane	1	15	Muir, Gavin	S	..	..	110
Half-moon Bay	3A	53	Gregg, Annie (Mrs.)	H	D2	333	225
			Hamilton, Jessie W.	A	D4	3398	130
Hamilton Burn	1	17	Snodgrass, Frances Te Anau	S	..	..	110
Heddon Bush	3A	34	Jackson, Samuel	S	D3	2031	210
Hedgehope Lower	3A	34	Nicoll, Jessie J.	S	D2	891	210
Hedgehope Upper	1	24	Mackay, Isabella	S	..	..	110
Hillend South	2	31	Milne, James (i)	S	E1	990	190
Hokonui	2	27	McDonald, Catherine I.	S	C3	2467	140
Holmesdale	1	17	Gunnion, Elsie	S	..	..	110
Invercargill Middle	7C	610	Featherstone, Arthur E.	H	C1	74	420
			Greig, Alexander	A	B1	434	320
			Birss, Helen L.	A	D1	371	240
			Clapp, Lewis J.	A	D3	1707	260
			Forsyth, Dorothy C. I.	A	C4	2726	200
			Baird, Mary	I	C1	604	190
			Dundas, Jessie A.	A	D2	2726	170
			Harrington, Ethel	A	D3	3661	140
			Falconer, Jessie D.	A	D4	3013	120
			Huffadine, Margaret M.	A	D4	3135	120
			Harper, Mary L.	A	C4	3277	120
			Paul, Alice	Pt4	..	..	65
			McLean, Hughina A. M.	Pt4	..	..	65
			Pearce, Chrystal I.	Pt3	..	..	55
			Stout, Edith M.	Pt3	..	..	55
			Jones, Doreen	Pt2	..	..	35
			Brighton, Olive M.	Pr1	..	..	60
Invercargill North	5A	301	Sproat, William A.	H	C1	126	330
			Baird, Thomas	A	D3	1357	200
			Salmond, Elizabeth I.	A	C2	1707	170
			McDougall, Agnes V.	A	C3	2159	150
			Watson, Annie	A	C3	2895	120
			Garmson, Jane E.	A	C4	3209	130
			MacGregor, Jessie	Pt4	..	..	55
			Shepherd, Francis	Pt3	..	..	55
			Elley, Daisy E.	Pr2	..	..	35
			Finlayson, Helen A.	Pr1	..	..	35
Invercargill Park (side school). See under Waihopai.							
Invercargill South	7F	810	Hain, James	H	D1	126	420
			McLeod, Caroline, M.A.	A	B1	276	290
			McKenzie, Alexander (ii)	A	D3	1564	250
			Sebo, William H.	A	E1	1834	260
			Cameron, George	A	C3	1564	240
			Bellamy, Elizabeth W.	I	D1	660	200
			Ramsay, Wilhelmina A.	A	D2	2359	180
			Turner, Edith M.	A	C3	3277	140
			McKenzie, Emma V. M.	A	C4	3854	120
			Rae, Lillian J. (Mrs.)	A	D3	2895	120
			Cockerill, Myrtle	A	D3	2963	120
			Taylor, Irene	A	C4	3741	110
			Gedney, Mary J.	A	C4	2895	120
			Neas, Ethel	Pt4	..	..	55
			Fraser, John E.	Pt4	..	..	55
			McPherson, Evelyn	Pt3	..	..	65
			Morton, Margaret	Pt3	..	..	65
			Smith, Mary H.	Pt3	..	..	55
			Hamilton, Alice A.	Pt3	..	..	55
			Oughton, Jeannie M.	Pr1	..	..	35
Kaiwera	1	9	Wilson, Agnes	S	..	..	110
Kapuka	2	34	Golden, Agnes	S	D3	2467	175
Kapuka South	1	18	Sutherland, Edna I. J.	S	..	..	110
Kennington	3B	94	Wilson, Robert N.	H	C2	990	230
			Winder, Elizabeth	A	D4	3502	140
			Hardie, Jessie	A	..	..	110
			Vickery, Adeline	Pr2	..	..	60

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*SOUTHLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
							£
Key	0	2	Thompson, Ethel G. .. .	S	..	..	12
Kingston	0	10	Popham, Mabel L. .. .	S	..	..	110
Knapdale	3A	53	White, Mary E. .. .	H	D1	529	220
			Peter, Mary .. .	A	..	..	110
Lillburn	0	6	Duff, Jessie .. .	S	..	..	36
Limehills	3B	95	Murray, Henry E. .. .	H	D1	1246	245
			King, Emily A. .. .	A	D3	2895	130
			Wright, Annie .. .	A	..	..	110
Limestone Plains	3A	38	Miller, John I. .. .	H	D3	777	215
			Duke, Catherine .. .	A	D4	3816	120
Longbush	3A	42	McKay, Leslie D. .. .	H	C3	1707	220
			Butson, Millicent .. .	A	D4	3448	130
Longridge	1	9	O'Sullivan, William .. .	S	..	..	110
Longridge Village	1	10	O'Keefe, Delia .. .	S	..	..	110
Lumsden	3B	122	Clark, William H., B.A. .. .	H	B1	463	250
			Alexander, Elizabeth .. .	A	..	..	117
			Edginton, Elizabeth S. .. .	A	D4	..	120
			McClymont, Elizabeth .. .	Pr2	..	..	35
Mabel	2	32	Linn, Mary I. (Mrs.) .. .	S	E2	1775	210
McNab	2	29	Welsh, Annie .. .	S	D4	2359	170
Maitland Village	3A	42	Mullay, Elvina J. .. .	H	C1	891	210
			Wills, Mary E. L. .. .	A	C4	2963	130
Makarewa	4A	131	Soar, James .. .	H	C1	390	260
			Macdonald, Alexandrina .. .	A	D2	1967	160
			Elley, Ethel M. .. .	A	C4	3334	130
			Rose, Frank .. .	Pt1	..	..	35
			Holtz, Daniel E. .. .	Pr1	..	..	55
Makarewa North	1	14	Gifford, Mary O. .. .	S	..	..	110
Mandeville	1	11	Stephens, Euphemia M. .. .	S	D4	3875	150
Mataura	5B	286	Donald, James .. .	H	B1	320	320
			Brown, Douglas .. .	A	D3	1048	260
			Fowler, Lillian E. .. .	A	D1	1299	180
			Guy, Sarah H. .. .	A	C3	2534	150
			Wright, Eliza J. .. .	A	D3	3448	140
			Pullar, Annie C. .. .	A	D4	3831	120
			Kelly, Bernard .. .	A	..	..	110
Mataura Island	3A	54	Gray, Agnes .. .	H	D2	1246	230
			Brown, Isabel M. K. .. .	A	..	..	117
Menzies Ferry	2	36	Campbell, Mary A. E. .. .	S	E1	1631	190
Merrivale	3A	53	Higgins, George E. .. .	H	D3	1299	200
			Lenihan, Winifred R. .. .	A	..	..	110
Mimihau	3A	53	Leith, Maitland J. .. .	H	C2	1048	210
			Elder, Eunice F. .. .	A	C4	3334	130
Mokoreta	1	18	Bews, Ivy M. .. .	S	..	..	110
Morton Mains	1	21	Kelly, John (iii) .. .	S	Lic.	..	133
Morton Mains Siding	1	28	Hutton-Potts, Jane S. (Mrs.) .. .	S	Lic.	..	133
Mossburn	2	26	Seymour, Samuel P., B.A. .. .	S	B3	1564	210
Moturimu	2	33	Rae, Elizabeth .. .	S	D2	1902	150
Mount Aspiring	0	2	McPherson, Jessie .. .	S	..	..	18
Myross Bush	3A	38	Cushen, John A. .. .	H	C3	1116	220
			Webb, Beatrice J. H. .. .	A	C4	3277	140
New River Ferry	1	15	Howell, Winifred .. .	S	..	..	110
Niagara	1	19	Dunlop, Mary McK. (Mrs.) .. .	S	D4	2229	140
Nightcaps	4A	161	Gray, John .. .	H	D1	253	285
			Wright, Bridget .. .	A	D3	2359	165
			Cosgriff, Margaret .. .	A	..	..	117
			Barber, Ernest H. .. .	Pt3	..	..	65
			Hamilton, Catherine P. .. .	Pr2	..	..	60
Nokomai	1	11	Ryburn, Hubert .. .	S	..	..	110
Opio	1	12	Torrance, Maurice .. .	S	..	..	110
Oraki	3A	39	Orr, Mary (Mrs.) .. .	H	D3	1834	210
			Beer, Ethel C. .. .	A	..	..	126
Orepuki	4B	184	Young, Henry P. .. .	H	D1	253	290
			Kinross, Andrew .. .	A	D4	2726	160
			Fraser, Elizabeth .. .	A	C4	3135	150
			McKay, Mary A. M. .. .	A	..	..	110
			Clode, William H. .. .	Pt2	..	..	60
			Bone, Edna .. .	Pr2	..	..	35
Oreti Plains	3A	40	Gazzard, William Henry D. .. .	H	D3	2031	225
			Porteous, Mary .. .	A	..	..	117
Otahu	0	8	Dawson, Alice .. .	S	..	..	42
Otama	2	22	McGoldrick, William .. .	S	..	..	135

For explanatory notes see page 1.

LIST OF PUBLIC SCHOOLS, THE STAFF ETC.—continued.
SOUTHLAND—continued.

Schools.			Teachers.				
Name.	Grade, 1916	Average Attendance 1916.	Name.	Position.	Classification.	Grading	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Otapiri	2	20	Horan, Thomas ..	S	E2	..	£ 140
Otara	3A	34	Macdonald, Ralph N. ..	H	Lic.	..	190
			Milligan, Lilian ..	A	D4	..	120
Otatara	3A	37	Kelly, Thomas ..	H	D2	1631	216
			McDonald, Christina M. ..	A	D4	3398	130
Otautau	4C	206	McChesney, Hugh ..	H	B1	233	270
			Bluc, Jessie ..	A	D3	2534	190
			Webb, Hannah M. ..	A	C3	2229	160
			Lush, Frances ..	A	..	..	110
			Ambrose, Margaret ..	A	..	..	110
			McPherson, Mary O. ..	Pt3	..	..	55
			Dickson, Mary E. ..	Pr1	..	..	30
Oteramika	2	22	Affleck, Elizabeth ..	S	..	..	126
Oteramika Gorge ..	2	30	Steel, Marion D., B.A. ..	S	B1	1631	180
Pahia	3A	45	Romans, Henry C. ..	H	C3	777	210
			Corkhill, Ruby ..	A	..	..	110
Papatotara	3A	42	Stancombe, Mary (Mrs.) ..	H	E2	2086	210
			Dawson, Elsie J. ..	A	..	..	110
Pembroke	3A	43	Hamilton, Violet A. ..	H	C4	3066	200
			Gray, Mina ..	A	..	..	117
Pine Bush	2	32	Wood, Mary ..	S	..	..	171
Pukerau	3A	52	Macdonald, George C. ..	H	D1	833	230
			Sawers, Lucy M. L. ..	A	C3	2590	130
Pyramid Siding ..	1	11	Miller, Charles ..	S	..	..	110
Quarry Hills (12) and Waikawa Valley (10)	1	22	Murdoch, Vera ..	S	..	..	126
Queenstown	3B	85	Hoddinott, Frederick W., B.A. ..	H	B2	1902	250
			Griffith, Georgina M. ..	A	Lic.	..	133
			Ryan, Sarah C. ..	A	..	..	110
Raymond's Gap	1	6	Russell, Gladys M. ..	S	..	..	110
Rodan Valley	1	10	Frederic, Isabella U. ..	S	D5	3448	130
Rees Valley	1	9	Walsh, Lawrence M. ..	S	..	..	110
Rimu	3A	56	Barron, Isabella F. ..	H	C2	833	200
			McLeod, Margaret I. ..	A	..	..	121½
Riversdale	3A	65	Sutherland, Frederick R. H. ..	H	D1	833	230
			Tait, Helen M. ..	A	C3	3066	140
			Tait, Georgina F. ..	Pr1	..	..	35
Riverside	2	18	Burt, John ..	S	C4	2666	140
Riverton	4B	185	Hewat, Ebenezer C., B.A. ..	H	B1	166	340
			Mackay, Duncan ..	A	..	..	135
			Lucas, Evelyn M. ..	A	D2	2086	160
			Southberg, Eleanor ..	A	E2	3066	140
			Beer, Gladys ..	Pt1	..	..	35
			McKillop, Margaret R. ..	Pr1	..	..	55
Roslyn Bush	1	19	Bain, Mary H. ..	S	..	..	110
Roundhill	3A	36	Tangney, Garret ..	H	Lic.	..	190
			Walter, Doris E. M. ..	A	..	..	110
Ryal Bush	3A	74	Shroeder, Peter ..	H	C2	1357	215
			Long, Gladys ..	A	..	..	117
St. George	5A	290	Robertson, George E., B.A. ..	H	B1	115	330
			Rowe, Alfred C. ..	A	C3	1182	200
			Macdonald, Sarah M. ..	A	E1	1631	170
			McNaughton, Margaret ..	A	C2	1775	170
			Mabson, Maud E. ..	A	C3	2590	130
			Gellatly, Euphemia ..	Pt4	..	..	55
			Wood, Agnes ..	Pt2	..	..	45
			Meffan, James ..	Pr2	..	..	35
Sandstone	1	19	Young, Elizabeth ..	S	..	..	110
Scott's Gap	2	26	Spillane, Hannah ..	S	..	..	126
Seaward Downs ..	3A	54	Enright, Mary A. ..	H	D1	939	215
			Wyeth, Nora ..	A	..	..	117
Shotover, Lower ..	2	25	Armstrong, Robert ..	S	D3	..	190
Skipper's	1	12	Wilson, Howard C. J. ..	S	..	..	110
Spar Bush	2	17	Baxter, Alex F. ..	S	..	..	126
Springbank	1	14	Fraser, Lily B. ..	S	..	..	110
Springhills	2	18	Dalo, Annabella S., B.A. ..	S	B2	1834	170
Sunnyside	0	9	Brewster, Daisy ..	S	..	..	48
Taramoa	1	16	Hardy, James L. ..	S	..	..	110
Taunoa	0	3	Riddell, S. E. V. ..	S	..	..	18
Te Anau	0	5	Roberts, Thomas ..	S	..	..	30
Te Tua	3A	32	McCallum, Mary ..	S	D2	1357	230
Te Waewae	2	24	Kelly, Mary ..	S	D1	990	200

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, THE STAFF, ETC.—*continued.*SOUTHLAND—*continued.*

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Thornbury	3A	47	Diack, William A.	H	C2	1116	£ 230
Tisbury	4A	103	Lovett, Dulcie M.	A	D4	3774	130
			Hamilton, Martha	H	D1	350	290
			Brown, Isabella	A	D3	2784	150
			Witting, Aubrey C.	A	..	..	110
			Junker, Ida E.	Pr1	..	..	35
Tokomui	3A	42	Mackay, Catherine H. ..	H	D2	891	220
Tuatapere	3A	69	McCalman, Christina ..	A	..	..	117
			McFeely, Hugh	H	C3	1182	210
			Wilson, Sybil	A	..	..	117
Tussock Creek	2	23	Ballantine, Archibald ..	S	Lic.	..	142½
Tuturau	2	32	Evans, William S.	S	..	..	126
Waianiwa	3A	60	Griffiths, George F. ..	H	C3	1116	220
			Campbell, Gladys	A	..	..	117
Waihoaka	1	10	Peddie, William A.	S	..	..	110
Waihopai (401) and Invercargill Park side school (134)	6B	535	McNeil, Duncan, B.A. ..	H	B1	7	380
			Henry, James A.	A	B2	604	300
			Dryburgh, Isabella	I	E1	490	200
			Perrin, Margaret C., B.A. ..	I	B1	410	200
			Sproat, Olive C.	A	C3	1902	160
			Harkness, Jessie	A	D2	2726	160
			Macdonald, Donald F. ..	A	..	..	117
			Taylor, Eliza M.	A	D4	3277	120
			Macdonald, Jane McC. ..	A	B4	3502	110
			Rabidge, Edith M.	A	D4	3802	120
			Anderson, William	Pt4	..	..	55
			MacGregor, Christina ..	Pt4	..	..	65
			Findlay, John M.	Pt3	..	..	65
			Dickson, Jessie E.	Pt3	..	..	65
			King, Ethel	Pr2	..	..	60
			Lumsden, Jessie	Pr2	..	..	60
			Webb, Katherine A.	Pr1	..	..	60
Waikaka	3B	100	Clark, Alexander	H	D2	1182	230
			Lloyd, Annie G.	A	..	..	117
			Fraser, Katherine F. ..	A	..	..	110
			McKillop, Robina	Pr1	..	..	55
Waikaka	3B	96	Thomson, Alexander G. ..	H	E1	777	250
			Preston, Lucille	A	..	..	126
			Anderson, Janet	A	..	..	110
Waikaka Valley	2	24	Morton, Agnes	S	C3	2086	180
Waikawa	1	11	McKenzie, Donald F. ..	S	..	..	110
Waikawa Valley (half-time). See under Quarry Hills.							
Waikiwi	4B	201	Greig, David M.	H	B1	150	280
			Gluyas, Flora (Mrs.) ..	A	D3	2590	170
			Hardie, Margaret	A	E2	2159	160
			Howie, Helen M.	A	D3	2784	140
			Henry, Katie	Pt4	..	..	55
			Stuck, Cyril	Pr2	..	..	35
Waikouro	2	20	McInman, Emily M.	S	D2	1834	190
Waimahaka	3A	43	Mackay, Jessie R.	H	B3	939	210
			Melvin, Susanna J.	A	..	..	117
Waimatuku	3A	46	Selby, Bertha G.	H	C1	390	225
			Lindsay, Annie	A	..	..	110
Waimumu	2	40	Park, James H.	H	..	..	135
			Sutherland, Margaret T. ..	A	..	..	117
Waipounamu	2	23	Kelly, Elizabeth J.	S	E3	2359	140
Wairaki	1	19	Cole, Stannard	S	..	..	110
Wairekiki	1	11	Stewart, Annie	S	..	..	110
Wairio	3A	37	Mackay, Eric V.	H	D3	1775	210
			Gallagher, Mary	A	D4	3868	140
Waituna	3A	36	Blick, Adolphus R. E. ..	H	C4	1564	210
			Browne, Margaret	A	..	..	110
Wallacetown	3A	51	Williams, Emma G. (Mrs.)	H	D1	570	215
			Irwin, Mary A.	A	..	..	117
Wendon	3A	40	Calder, Walter S. P.	H	C3	1564	200
			Simon, Leonie	A	..	..	126
Wendonside	2	15	Shepard, Henry	S	E2	3398	170
Wendon Valley	2	21	McCaw, Lindsay A.	S	..	..	135
West Plains	3A	41	Mackay, Annie	H	D1	1299	200
			Watson, May	A	..	..	110

For explanatory notes see page i.

LIST OF PUBLIC SCHOOLS, STAFF, ETC.—continued.

SOUTHLAND—continued.

Schools.			Teachers.				
Name.	Grade, 1916.	Average Attendance, 1916.	Name.	Position.	Classification.	Grading.	Rate of Salary, Dec., 1916.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Whitehead	0	7	Falkner, Mary K. (Mrs.) ..	S	E3	2895	£ 42
Wild Bush	2	27	Lopdell, James W. ..	S	Lic.	..	180½
Winton	4c	207	McKillop, David S. ..	H	B1	223	305
			Cowie, Norman A. McL. ..	A	C3	1902	200
			Melton, Jane B. (Mrs.) ..	A	D2	1707	200
			Anderson, Athol M. St. G.	A	C5	3854	120
			Erickson, Margaret (Mrs.)	A	..	..	110
			Grant, William ..	Pt3	..	..	55
			Hoare, Eric ..	Pr1	..	..	55
Woodlands	3B	110	Menzies, George G. ..	H	B3	990	200
			Affleck, Milly ..	A	..	..	117
			Beer, Annie I. ..	A	D4	3613	120
			Dewe, Elizabeth ..	Pr2	..	..	35
Wyndham	4B	163	Golding, Jabez ..	H	D2	660	290
			Waddell, Joseph A. ..	A	C3	2412	180
			Hamilton, Margaret E. ..	A	E1	1564	160
			McKay, Annie (ii) ..	A	..	..	117
			Webb, Jessie S. ..	Pt3	..	..	65
Wyndham South	3A	36	White, James ..	H	C3	1182	215
			Currie, Ina ..	A	..	..	117
Total	..	..	..	..	..	..	57199½

For explanatory notes see page i.

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