

1938.

NEW ZEALAND.

EDUCATION: PRIMARY AND POST-PRIMARY EDUCATION.

[In continuation of E.-2 of 1937.]

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

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1. REPORT OF THE CHIEF INSPECTOR OF PRIMARY SCHOOLS.

SIR,—

I have the honour of submitting my report on the primary schools for the year ended the 31st December, 1937 :—

THE INSPECTORATE.

The District Inspectorial staff numbers thirty-seven. The most significant event of the year was the transfer of Mr. A. F. McMurtrie, Senior Inspector of Schools at Wanganui, to the position of Staff Senior Inspector in the Head Office. This was necessitated by the great increase of work due to the many problems which of recent years have arisen in the sphere of primary education.

Mr. McMurtrie's place was filled by the transfer of Mr. W. J. Boden, Senior Inspector of the Nelson District. To the vacancy thus created, Mr. H. C. N. Watson, of the Wellington Inspectorate, was promoted, but within a few months his sudden and untimely passing left the position again vacant. For the remainder of the year Mr. E. Partridge, of the Wellington Inspectorate, discharged the duties of the position in a very capable manner. Education also lost a very enthusiastic and efficient officer in the late Mr. N. H. S. Law, Inspector of Schools, Auckland, within a year of his anticipated retirement from the service. A tribute must be paid to the loyal and efficient service of Mr. G. T. Palmer, of Otago, who retired in the middle of the year.

Consequential changes included two new appointments, those of Messrs. A. C. Rowe and J. H. M. Finlayson, to the Otago Inspectorate, and the transfer of Mr. R. W. D. Maxwell from Otago to Auckland.

The Inspectors have rendered excellent service to the schools and the Department, and in their professional capacity their advice has been freely sought by the Boards and as ungrudgingly given. As there seems to be misunderstanding on this point by some outside the Education Service, it is pertinent here to say that the Inspectors are consulted by the Boards on practically every aspect of education except that of finance, while it is the invariable practice of Boards to have the Senior Inspector sit with them at their meetings. Experience has shown that this can be done without embarrassment to either Board or Department.

The outstanding feature of 1937 was the abandonment of the annual examination of the pupils of Form II (Standard VI) for Certificates of Proficiency and Competency. Legislation in 1936 and the issue of regulations in 1937 to implement this legislation have now left in the hands of teachers in charge of schools the responsibility of issuing to pupils that have completed a course in Form II a Primary School Certificate. This certificate will replace both the Proficiency and the Competency Certificates formerly issued.

The change has been welcomed by both teachers and Inspectors of Schools. It has saved the Inspectors the labour involved and the time spent in preparing tests and in assessing the merits of the candidates, though it must be said that the evolution of the previous system had been in the direction of accrediting without examination a higher and higher percentage of the pupils recommended by the teacher in charge.

To the teachers the change has brought a more real sense of freedom and a relaxation of the nervous tension caused by the anxiety of parents that their children should secure a Certificate of Proficiency, and by the tendency of the public to assess the efficiency of a school by the percentage of such certificates gained. Within the class itself the curriculum can now be better adapted, so far as such circumstances as staffing and equipment allow, to the needs of the individual pupils; in the past where external tests were applied great care had to be taken to ensure that these tests covered work which all Form II pupils throughout New Zealand could reasonably be expected to have done. This, however, did not preclude originality of treatment or richness of curriculum, and such were gradually developing under the system of accrediting; but the fact remained that there was in many schools a natural tendency to keep within the orbit of the papers usually set. The inclusion, also, of English and arithmetic as compulsory subjects caused an undue amount of time to be spent on them, to the detriment of other aspects of cultural development.

Now, however, freedom is felt to be much more real; the aptitudes and consequent needs of individual pupils can be recognized, suitable courses can be planned, and so long as the pupil has completed the course a Primary School Certificate will be issued carrying with it all the privileges formerly associated with the Certificate of Proficiency. It is only natural that many teachers have asked what is meant by completing the course. It was not deemed wise at this early stage to lay down any definite rules, for the teachers should have time to reflect and discuss the matter among themselves. It was said, however, that the pupils concerned should have attended regularly, applied themselves with diligence, and have gained a reasonable knowledge of the work. Teachers, of course, do not want to grant or withhold a certificate if other teachers are not granting or withholding certificates in the case of pupils of similar ability. A request was also made that in doubtful cases an Inspector of Schools should decide; but as this would probably involve the setting of some test and the subsequent reintroduction of an external examining authority it was felt that the teacher in charge should assume the responsibility. The issue of such a certificate naturally raises the questions: Is the certificate to represent, like the Certificate of Proficiency, an absolute standard of attainment by which the public may be guided in its selection of persons for employment, or is it to be regarded chiefly as an indication that the pupil has reached a stage at which he should transfer to a post-primary school? It is interesting to note that in England no certificate is issued at the conclusion of the primary stage.

The amendment of the regulations referred to above makes it possible for a pupil who has gained a Primary School Certificate to enter upon a free place in any post-primary school, and also for any pupil over the age of fourteen and not possessing a Primary School Certificate to enter upon a similar free place. Under the previous regulations a pupil of the latter type could take up a free place in a technical high school only. Now the doors of every secondary school and of the secondary departments of district high schools are open. Add to this the facilities offered by the Correspondence School, and free post-primary education is at the service of every young person in the Dominion over the age of fourteen. The Education Act permits exemption from attendance at school to any young person over the age of fourteen, and to those over the age of thirteen provided they hold a Primary School Certificate. Unfortunately, there are a fair, though diminishing, number of parents who avail themselves of this right to terminate prematurely their children's education. Such children obviously have the capacity to profit by a further period at school.

One interesting development in some schools has been the suspension of the ordinary time-table for one afternoon each week, or for an hour a day, to allow for the regrouping of the pupils not according to standards, but to the inclinations of the pupils. Thus, on such occasions, a school may reform itself into classes or clubs each devoted to some pursuit, such as the study and practice of literature, drama, art and crafts, popular science, and music. Apart from the gain to the pupil, this system offers distinct inducement to the teachers to make themselves specialists in some subject.

A further enrichment of the school curriculum will be possible next year through the recent appointment of a Museum Educational Officer to each of the four Training Colleges. The salaries of these officers will be provided partly by the Carnegie Corporation of New York and partly by the Education Department. It will be the duty of these officers to reveal to college students and teachers the educational value of a museum, to arrange specimens for exhibition in the schools, to conduct pupils through the museums, and generally to ensure that the museums become, so far as children are concerned, a department of the school itself. Thus we hope to get an organized and rapid extension of work that has been slowly developing for some years in the education system.

NEW EDUCATION FELLOWSHIP.

An outstanding event of the school year was the visit in August of the New Education Fellowship delegates to New Zealand. The Department arranged with Education Boards to readjust their normal school holidays and close their schools for a week wherever teachers desired to attend the meetings. Teachers took full advantage of the opportunity thus afforded of hearing the lecturers. Such enthusiasm was a tribute to the knowledge our teachers possess of educational progress and to the work of our Training Colleges and University departments of education. It was a unique opportunity of hearing at first hand of the many interesting innovations in education systems or individual schools or school districts beyond New Zealand and of the aspirations of those who had made certain aspects of education their particular study. The addresses were an inspiration to teachers and administrators alike; and those who were already working along somewhat similar lines will no doubt go forward with increased assurance, while all undoubtedly will experience a broadening in outlook and an improvement in technique therefrom. Already branches of the Fellowship are being formed in various centres, with a view to seeing in how far the ideas gained can be incorporated into our education system. Much, however, will depend upon the way in which we can equip our schools; in this respect we suffer, as I have previously mentioned, under the disadvantage of having about two thousand five hundred primary schools, of which over one-half are one-teacher schools, scattered over an area little less than that of the British Isles, but with a population only equal to that of Liverpool and Manchester together. There are, in addition, over three hundred other Government schools. It is this dissipation of resources both in money and teaching power, that is one of the principal obstacles to educational development. One hopeful sign, however, is the rapidly increasing demand for the consolidation of small schools. In this respect it is very pleasing to note that one Education Board with an extensive system of pupil transport speaks of not a single casualty during the year.

Further obstacles to a thorough-going reform in educational methods are lack of class-room space and lack of equipment. Up till recently each room of a school was supposed to accommodate so many pupils that these had of necessity to work almost entirely with books and writing-materials. This is certainly the cheapest method of education and in some respects the easiest, but it has serious defects. It keeps the pupils physically immobile for long periods at a time, and this alone is detrimental to the growing child. Modern ideas of education demand that a class shall every now and then be broken into groups for semi-independent work or for the gathering together of those who need special attention or have special interests they wish to explore and develop. A schoolroom, too, should be so equipped that it can be quickly rearranged or even cleared for many kinds of work—*e.g.*, physical exercises and dramatic work, for these demand large clear spaces if efficiency or reality is to be achieved. The remedy, of course, is larger rooms or smaller classes, or a combination of both. Tables and chairs should be, and are now gradually being, substituted for the present desks.

Education through the hand and eye working at the direction of the will is necessarily strictly limited under present conditions. The desks are too small, even if the material supplied were sufficient. We have for many years achieved a partial solution of the problem by sending the pupils of Forms I and II (Standards V and VI) to manual training centres for woodwork and cookery for two hours a week. But this occurs only where it is possible in general to keep an instructor employed full time. Very good work is done; but, apart from the waste of time in travelling, which is often considerable, particularly in country districts, the scope of the work is too limited. Work in wood alone does not reveal to the boy anything like his full creative capacity. Craftwork, too, should proceed hand in hand with art-work. Much of the craftwork done should grow out of the daily work in other subjects. That

the race may be aware of its wonderful capacity for creative work, an awareness that has been forced beneath the threshold of consciousness in this age of machine-made goods, demands that a school be so equipped that every pupil will have opportunities daily for expressing himself through his hands. For some years past the policy in England has been to equip every fair-sized school with a craft-room in charge of a teacher whose professional status is on a level with that of his fellow-teachers in the same school.

Suggestions concerning lines of future development have been published in the *Education Gazette*. It is not at present considered advisable to amend the existing syllabus, which has always been merely suggestive, nor has it been decided whether a new syllabus should be issued at all. It might be advisable to adopt the policy of the Board of Education (England), which issues an excellent Handbook of Suggestions for Teachers. Meanwhile, during this period of transition, it is probably better to allow head teachers and their staffs to discuss the matter among themselves and with the Inspectorate and the Training Colleges, and proceed accordingly.

LIBRARIES.

Libraries are a very essential part of school equipment. Without them the pupils cannot learn the art of reading for information, nor can the teachers use their time to the best advantage unless they treat subjects of discussion in such a way as will stimulate the pupils to resort to books to supplement the knowledge already gained. If the pupil is to continue his education in after-school days he must while at school have opportunities for experiencing the delight a well-stocked library can give. Books in the mass must fascinate rather than repel him.

It is sometimes said that we should train our children to think, rather than teach them facts. But this is one problem and not two: thinking must be based on information, and this information must be as full and accurate as possible. The trouble is not so much that people do not think but rather that they have insufficient facts to enable them to reach accurate conclusions. This, however, does not prevent them from reaching conclusions of a kind. A good library can give many points of view, and, as every writer is in a sense a teacher, a well-stocked library properly used increases greatly the teaching strength of any school.

The sum of £5,000 was granted for libraries last year and distributed to Education Boards *pro rata* to school population. The distribution of the grants was left to the discretion of the Boards. In some cases direct grants were made to schools, in some voluntary contributions were subsidized, while in others grants were made to central libraries which circulated books through the schools. The flood of interesting books pouring from the printing press of the Empire is amazing in variety, cheapness, and suitability: never before has it been so easy to form a library, given the will and the means.

When the time is opportune to increase the grants, care should be taken to see that full value is obtained: the general practice whereby each school built up its own library resulted as a rule in many books becoming stale: it is with pleasure, therefore, that one hears of central libraries being formed from which constant supplies of books are kept circulating through the schools. Some of these libraries are further stimulated by subscriptions from the schools enjoying their service.

TRAINING COLLEGES.

The four Training Colleges have done excellent work, with a total enrolment of 1,350 students. An innovation in the selection of students was the formation in each centre of a Selection Committee of three persons comprising the Senior Inspector of Schools and two other persons nominated by the Education Board of the district. Formerly the onus of interviewing candidates and recommending them was on the Senior Inspector alone. Generally speaking, it was difficult for the North Island districts to find a sufficient number of students with the requisite academic, physical, or personality qualifications to fill their quota. The South Island was, however, more than able to make good the deficiency.

As the North Island has twice the population of the South, but only the same number of Training Colleges, difficulties of accommodating the students arise when, as at present, we are training an unusual number of students. Unless the North Island colleges are to be unduly overcrowded, it becomes necessary to send some of the North Island students to the South Island and to transfer some Canterbury students to Dunedin. When the Wellington Training College is rebuilt, it will be necessary to pay particular attention to this problem of accommodation. With the return of better times it is becoming increasingly difficult to find suitable accommodation for those students who have to live away from home. The question of hostel accommodation is being investigated.

An essential part of student-training is adequate practice in handling classes, and the problem of finding such classes within convenient reach of the Colleges becomes more acute the greater the number of students. To each college a Normal School is attached for this purpose: but these schools were established when the number in training was only a fraction of that at present. As most of the students leaving college will take charge of small schools of many classes, or act as assistants in two-teacher schools, a pressing need is the provision in the vicinity of the Training Colleges of a number of so-called "Model" Schools—that is, single-room schools in which are brought together pupils from Primers to Form II (Standard VI) or pupils from Primers to Standard II. It is practice in schools of this kind that is so necessary for the young teacher. The problem is under investigation.

The Training College is in much more intimate touch with the schools than formerly: not only do the lecturers see their students at work in the practising schools of the city in which the college

is situated, but there is gradually developing a practice of schools releasing some of their staff to attend special courses—*e.g.*, in art and crafts—arranged at the college for their particular benefit.

College lecturers are more and more in demand for brief refresher courses arranged privately by teachers in districts remote from the college. The Department is pleased to expedite such arrangements whenever this can be done without embarrassment to the college itself. But much development along such lines would not be possible without some duplication of college staffs.

THE CORRESPONDENCE SCHOOL.

The Correspondence School continues to give excellent service to all those to whom the ordinary primary or post-primary school is not available. The roll at the end of the year comprised 1,772 primary and 891 post-primary pupils. At the end of the year sixteen pupils passed either the University Entrance Examination or the School Certificate Examination, or both, while two obtained partial passes. At the same time twenty-five either passed the Training College Entrance Examination or secured a partial pass. One ex-pupil whose secondary education had been entirely with the Correspondence School obtained her M.A. degree with honours, while another who owes her whole primary education to the school has just obtained her M.B., Ch.B. degrees.

Innovations during the year included the introduction of light woodwork, shorthand, and typewriting into the curriculum, and the establishment, in conjunction with the Post Office, of a schools savings-bank. Arrangements were also made for the school to broadcast to its pupils for half an hour weekly. It has also been decided to hold in suitable centres a special course for Correspondence School pupils, when particular attention will be paid to physical training, music, speech, and other cultural and social activities that cannot well be promoted through the medium of correspondence. The first of such courses will be held in the premises of the Gisborne High School during the May vacation. Arrangements will also be made to send a member of the staff to visit the homes of the pupils to advise the parents of the best conditions under which the pupils can work and to discuss any problems which may have arisen, especially those of supervision of lessons, about which some parents have been unnecessarily concerned.

SPECIAL CLASSES.

The thirty-four Special Classes for retarded children are doing fine work for those pupils who cannot receive in a normal class the amount of individual attention necessary to their progress. It is to be regretted that there are still some parents who will not take advantage of these classes, thus depriving their children of almost the only opportunity they have of becoming in some degree self-supporting and self-respecting citizens. The Institute for the Care of Backward Children (Auckland) has done much to increase the happiness, self-respect, and self-reliance of a number of children who are not able to receive the necessary attention even in special classes. A tribute must be paid to the Committee of this Institute for its excellent organization. Another organization, the After-care Association, is developing along similar lines in Wellington and doing similarly appreciated work, and only requires more funds and a more suitable environment to enable its enthusiastic committee to extend its activities and enrich the curriculum.

There has arisen of late a demand for some provision for the education of the mentally retarded children scattered here and there throughout our rural areas, but too few in any one locality to make possible the establishment of a special class. Some of these are fit subjects for special classes; others are below that level, yet still capable of being trained to live a happier and more social life. It would appear, therefore, that two institutions might be necessary each with boarding-accommodation, and both in the North Island, for, whereas in the South Island Otekaike and Richmond cater for boys and girls respectively of the retarded but fairly educable type, and Templeton and Stoke for the less educable, there are no corresponding homes in the North Island, from which the demand principally comes.

Another problem which in some countries is now beginning to receive expert attention is that of the child who, though of normal mental capacity, cannot make the progress usually associated with such ability. Some of these children present behaviour problems, and are perhaps anti-social in character; others quite fail to become proficient in one or more subjects. To the parent and the class-teacher such children often present an insoluble problem, since neither the parent, the teacher, nor the child itself knows the source of the trouble. It is because of this that child-guidance clinics are now being established to which these non-normal children may be taken for diagnosis. Appropriate treatment may be given at the clinic, or by the child's teacher or parent acting on the advice of the clinic. Tentative experiments in this matter have already been made by some of the psychological laboratories of our University Colleges, but the staffs and equipment available are not sufficient to cope adequately with the problem. It is intended to investigate the matter next year.

PHYSICAL EDUCATION.

During the year a conference was held to discuss the matter of physical education in schools, and valuable recommendations were made concerning text-books, instructors, school furniture, physical-welfare camps, and other matters affecting the general health of the children. The recommendations of the conference are under consideration. Meanwhile schools are proceeding as before. Every student in the Training Colleges receives a sound training in the present system. The principal obstacle to the success desired is the lack of instructors, whose duty it would be to visit the schools, see the work in progress, advise the teachers, and hold refresher courses periodically. In few aspects of education is expert advice so necessary.

Education Boards have been recommended to advise teachers to make fuller use of their playgrounds in the interests of physical welfare. Where grounds are ample they should be in continuous use throughout the day by the various classes both for formal exercises and organized games. Special emphasis has been laid on the fact that such use must be in the interests of every pupil and not of selected individuals only. Recreation, including swimming, is to be regarded as coming within the school day and not merely as something to be taken at the option of the teacher after school hours. A tribute however, must be paid to those teachers, and there are many such, who give so much of their spare time to fostering the love of healthy recreation in their pupils.

SWIMMING AND LIFE-SAVING.

Deep public interest in the question of swimming and life-saving has been aroused by the large number of cases of drowning among children and adults. Owing to the geniality of our climate and to improvements in transport facilities there is a rapidly increasing interest in the pastime, an interest that demands corresponding attention in the schools.

Every student in our Training Colleges for many years past has had to show himself proficient in swimming and life-saving before receiving a Teacher's Certificate. There is thus in our schools a very large number of proficient teachers of swimming, and since 1928 the syllabus of instruction for primary schools has laid it down that, wherever possible, swimming and life-saving are to be taught.

In all too many cases, however, there are no readily available facilities. Even the Training Colleges labour under disadvantages, for of the four colleges only one, Auckland, has a swimming-bath in its grounds. It is true that a very large number of students enter college able to swim, but if these are to become really proficient and enthusiastic teachers of swimming and life-saving they should have facilities for the almost daily practice of the art.

Education districts differ widely in the facilities provided: thus we find towns like Wanganui with no fewer than four school swimming-baths, yet in another case a whole education district possesses only one. To some considerable degree initiative in this matter is determined by local climate. Where the swimming season is relatively long, there enthusiasm runs high. But as better highways and swifter transport are taking people in fast increasing numbers to seaside, lake, and river, and the cult of personal cleanliness and physical fitness comes more and more into favour, mere local initiative, particularly as far as children are concerned, is not enough. More positive action is necessary to see that every child has an opportunity of acquiring the art. And such instruction must be carried as far as possible to the point of perfection, for in this subject, especially with children, a little learning is a dangerous thing.

The institution of the Learn-to-Swim Week in December proved a very popular and successful innovation, and the proposal to suspend the ordinary February time-table and conduct school activities principally out of doors should do much to foster the art.

SAFETY MEASURES.

During the year considerable attention has been devoted to teaching the principles of safety in connection with such matters as highway traffic, fire, and electricity. The rapidly increasing speed and density of road traffic, a similar development of electricity for industrial and domestic purposes, the growing density of population in certain areas, and the increasing leisure for sport and recreation have created a situation of which the schools are not yet fully conscious.

During the year a road-safety code with special applicability to children was compiled by the Transport Department and the Road Safety Council in collaboration with the Education Department, and issued to parents through the medium of the schools. Copies were also made available to every student in the Training Colleges, whose Principals were asked to arrange for the students to receive theoretical and practical instruction therein. Statistics of road accidents to children have been published in the *Education Gazette*, and through the same medium teachers have been asked to report through their Education Boards any cases where in their opinion the routes by which their pupils reach school could be improved. Replies have been submitted to the Transport Department. Explicit advice has also been given through the *Gazette* in reference to the safest ways of traversing the highways on foot. One must acknowledge the keen continuing interest of the Transport Department in this problem.

Warnings against touching stray detonators have been published, and a fresh supply of charts with dummy detonators and advice will shortly be circulated. With the co-operation of the Police Department and the Wellington Acclimatization Society, advice has been given on the safe use of firearms.

It is now proposed to collate all this "safety first" information and issue it in pamphlet form to schools, so that teachers will have at hand for ready reference the most recent advice on these matters. It is proposed to make use of the *School Journal* for the regular issue of safety-first slogans, which will serve as a daily reminder to pupils and teachers alike of the importance of this problem in the life of the nation.

Under this heading may also be included the inculcation of the principle of temperance, and from the Inspectors' reports it appears that this subject is receiving due attention in most schools. It is interesting to note that in some countries this particular subject is being treated from the standpoint not so much of the physiological effects of alcohol on the individual as of the danger to

innocent people of intemperance in any form in a highly industrialized and mechanized society, for man has called to his aid intricate and highly efficient, yet potentially dangerous, machines which only the sober can safely be trusted to manipulate.

Safety-teaching, then, is not a thing apart; it is not for special occasions or for exhibition purposes; it is a daily need.

RADIO AND CINEMA.

The equipment of schools with radio proceeds steadily. There are now over seven hundred schools with forty-six thousand pupils participating in the weekly educational broadcasts. The Department has made arrangements whereby schools are enabled to obtain radio sets at a very considerable reduction in ordinary retail-price. Every radio so obtained is guaranteed to give very satisfactory output. During the year a conference of organizers of programmes for schools was held, to ensure more complete co-ordination in the compilation of broadcasts. In Auckland and Christchurch the Training Colleges assume the major responsibility for the broadcasts; in Wellington, however, the programme is in the hands chiefly of persons outside the Training College. The broadcasts are given every week between 2 p.m. and 3 p.m. Arrangements have been made for the Correspondence School to broadcast information and advice to its pupils for half an hour weekly. This should prove a valuable means of ensuring closer contact between the school and its far-flung pupils.

The film as a medium of education has been the subject of some interesting experiments, particularly in Auckland, where there is a Visual Education Association whose members have at their disposal a considerable number of films of more or less educational value. The Wellington Film Society has also done much to arouse interest in the matter.

A conference on the subject of visual education expressed a wish for the subject to be given a trial in selected centres. In this matter many problems are involved—*e.g.*, the relative value (and cost) of sound and silent films and projectors, the establishment of a film library with a staff of dispatchers and technicians to repair projectors and films, the question of subsidy or grants in aid of projection equipment, Customs duties on projectors, and the design of rooms to secure the exclusion of light but not of fresh air. On some points there appears general unanimity of opinion: that for school purposes the smaller 16 millimetre film is preferable to the 35 millimetre used in public theatres, and that music and superadded commentary are by no means always an advantage to a teaching film. The 16 millimetre film is not only the much cheaper film, but its non-inflammability renders unnecessary those expensive precautions that have to be taken in the ordinary theatre.

The use of the film is more common in France, Germany, and the United States of America than elsewhere. In Germany the cost is borne entirely by the institutions benefited, the pupils paying about 1s. 6d. a year and University students about 3s. 6d. Of this revenue, one-half is spent on projectors and the remainder on the production of suitable films. In America, with its huge concentrations of population, many firms make both projectors and films: in some cases the projectors are obtained on very easy terms if the schools concerned undertake to hire the firm's films. There, hundreds of films are available for hire or for outright purchase. In England, the question is one for the local education authority: so far, progress in England has not been rapid, only approximately eight hundred and fifty schools being equipped. The problem is to a considerable extent one of finance, and, as in equipment generally, New Zealand is under the severe handicap, compared with more populous lands, of having its small school population distributed among nearly three thousand schools.

While on the question of cost, mention must be made of a very much less expensive form of visual education, that of the film-strip and its projector. The film-strip consists of a number of pictures from, say, twenty to one hundred, of any one subject—*e.g.*, scenery, industry, and history—arranged on non-inflammable film. This film is passed through a small projector one picture at a time. Picture follows picture only when the previous one has been properly explained by the teacher. The projector costs approximately 25 per cent. of a cheap silent-picture projector, and the film-strip about 5 per cent. of the average moving-picture film. The films are so small that a couple in their containers can be carried in a vest pocket. Any teacher familiar with a camera can take his own pictures or select them from various sources and have them photographed on a strip. A number of schools are now purchasing this equipment.

On the whole, one feels that the enthusiasm which has characterized the schools in the past will be maintained, and that though school activities will be wider and the treatment of the pupils more individual, this will not be at the expense of thoroughness, for if our system is fully to justify its existence it must ensure—to quote a recent writer—"that at every point, at every issue, a desire to tackle a problem, a willingness to grow, a personal pride in achievement and habits of social use and of self-discipline are encouraged."

I have, &c.,

JAS. W. McILRAITH,

Chief Inspector of Primary Schools.

The Director of Education, Wellington.

2. REPORT OF THE CHIEF INSPECTOR OF SECONDARY SCHOOLS.

SIR.—

I have the honour to present the report for the year 1937 :—

STAFF.

During the greater portion of 1937 the staff numbered three only—Miss M. W. May, who took over the duties of Miss Hetherington during her absence on leave, Mr. J. E. Leaming, and Mr. E. Caradus. Mr. Caradus acted as Chief Inspector of Secondary Schools during my own absence on sick-leave throughout the whole year.

Mr. H. B. Tomlinson, M.A., formerly Principal of the Wairarapa High School, was appointed Acting-Inspector in June, but did not take up his duties until 1st August.

ROUTINE WORK.

Owing to the epidemic of infantile paralysis, no school opened before 1st March, and many schools were closed subsequently for periods of as much as six weeks' duration. In consequence partly of the shortened school year and partly of the fact that the strength of the Inspectorate was below normal, it was not possible to carry out as many inspections as usual. During the first half of the year full inspections were made of fourteen secondary and combined schools, and at various times during the year twenty-two registered private secondary and endowed schools were inspected and reported upon. The secondary departments of one district high school (Hokitika) and of the Correspondence School were also visited for inspection purposes.

During the second half of the year the usual visits were paid to all secondary and combined schools in connection with the award of senior free places and of higher-leaving certificates by recommendation and with the annual classification of assistant teachers. With the elimination of the distinction between junior and senior free places the Inspectors will not, in future, be required to devote so much of their time to the work of the Fourth Forms, but will be able to see more of the work of the school as a whole and to be of much greater assistance to teachers.

Only one teacher lodged an appeal against his classification, but this appeal was subsequently withdrawn.

SCHOOL ROLLS AND STAFFING.

The number of departmental secondary and combined schools remained the same as in 1936 (forty and six respectively), but Sacred Heart Girls' College, Timaru, was added to the list of registered private secondary schools, the total of which is now fifty-three.

The total rolls of the forty-six schools on 15th March (the date fixed for determining the grades of secondary schools) was 18,513, as compared with 18,960 on 1st March, 1936, and of the fifty-three registered private secondary schools 4,797, as compared with 4,451 on 1st March, 1936. The decrease in the first group was not unexpected, and was undoubtedly due in the main to the delayed opening of schools at the beginning of the year.

The number of pupils residing in the school hostels was 1,475, as compared with 1,133 in 1935 and 1,284 in 1936. This increase bears testimony to the returning prosperity of the country, but the number of boarders is still 16 per cent. lower than it was in 1929.

In consequence of falling rolls, twenty secondary schools dropped in grade in 1937, and in order to prevent disorganization arising from reduction in staffing and possible hardship to teachers it was decided to modify the normal staffing of schools in cases in which the Board of the school made application to the Department for favourable consideration. Seventeen of the above-mentioned schools and four others were given an additional assistant in a D grade position until 28th February, 1938. Not all schools, however, experienced a fall in the roll, and some twelve schools actually rose in grade in 1937.

FREE PLACES AND LEAVING CERTIFICATES.

The number of senior free places granted to pupils from departmental secondary and combined schools on the Principals' and Inspectors' recommendations was 4,268 (3,962 in 1936). Of the candidates who failed to obtain free places by this method, 373 sat for the Intermediate Examination in November (278 in 1936), but only 45 of these—that is, 12·1 per cent.—succeeded in securing senior free places by passing the examination. The increase in the number of candidates sitting the Intermediate Examination was undoubtedly due to the fact that for the first time for some years no fee was charged for the examination. As was to be expected, there was a very marked increase in the number of failures (328, as against 234).

The School Certificate Examination has now been held for a fourth time in conjunction with the University Entrance Examination. For the conjoint examination 4,340 candidates sat, as against 4,132 in 1936. The number of those who sat for the certificate alone fell slightly from 233 to 225. Unfortunately, these in the main still comprise the weaker types of candidates. Only 24 per cent. of them succeeded in obtaining certificates, whereas of those who sat for the conjoint examination 54 per cent. were successful.

The total number of certificates granted was 2,416, as against 2,411 in the preceding year. Partial passes were obtained by 804 candidates. Of the subjects not prescribed for University Entrance book-keeping still maintains its popularity, with 98 candidates. Technical drawing and technical electricity were the only subjects showing increases, from 16 to 19 and from 10 to 13 respectively. Considerable decreases were shown in economics, physiology and hygiene, needlework, and shorthand and typing. The number of candidates offering applied mechanics and housecraft fell to 3 and 4 respectively.

Higher-leaving certificates to the number of 870 were awarded to pupils from departmental secondary and combined schools, with an additional 234 to pupils from endowed and registered private secondary schools. This represents a distinct increase over the corresponding numbers 746 and 158 for the year 1936, the increase being undoubtedly due to the fact that a higher-leaving certificate is once more a qualification for the award of a University bursary.

UNIVERSITY BURSARIES.

The number of those holding bursaries of all classes—University national bursaries and special bursaries—has now increased threefold. From 1931 to 1936 the number current had steadily decreased from 1,220 to 348, owing to the fact that in the years 1932 to 1936 University national bursaries were no longer awarded on a higher-leaving-certificate qualification, but only on the results of the University Entrance Scholarships Examination. In 1937 the higher-leaving certificate again became a qualification for the award of a University national bursary, with the result that in that year the total number of bursaries of all classes held by University students rose to 1,168. At the same time the maximum value of an "ordinary" bursary (a University national bursary without boarding-allowance) was raised from £10 to £20, while there was an award of 69 "boarding" bursaries, each entitling the holder to a boarding allowance of £30 in addition to the £20 allowance for fees of an "ordinary" bursary. Forty of these boarding bursaries are reserved for candidates who are not resident in a University town and who are compelled to live away from home in order to attend the nearest University College or recognized professional school. Provision has also been made for those who are resident in a University town and who, in order to prosecute their studies at a recognized professional school, are obliged to live away from home or who, from financial reasons, are unable to avail themselves of an ordinary bursary without further assistance.

These boarding bursaries are awarded on the results of the University Entrance Scholarships Examination or, if a sufficient number do not qualify in this manner, on the higher-leaving-certificate qualification. In 1937 no awards were made to candidates who possessed only the latter qualification.

The following table shows the increase in the number of bursaries awarded in 1937 and the increased expenditure under that heading:—

Class of Bursary.	Total current in 1936.	Expenditure for Calendar Year 1936.	Total current in 1937.	Expenditure for Calendar Year 1937.
		£		£
Agricultural	18	1,080	23	1,610
Architectural	6	357	4	226
Engineering	13	780	12	723
Fine arts	2	62	6	339
Home science	17	1,020	26	1,760
Ordinary	292	2,237	1,028	16,454
Boarding .. .. .	..	..	69	1,870
	348	5,536	1,168	22,982

It is thus evident that the path to a University education has been made very much easier for a considerable number who would otherwise have found it difficult or impossible to attend University classes, and that the special circumstances of candidates living in the country or in the smaller towns and of those in need of monetary assistance have received particular attention.

FREE SECONDARY EDUCATION.

Towards the end of the year new regulations were issued governing the awards and tenure of free places in post-primary schools. These are conceived on very generous lines, and from 1938 onwards every child who has completed a primary-school course can proceed without let or hindrance into a secondary or technical school. Moreover, the old distinction between junior and senior free places has been done away with, and every child commencing his free education in a post-primary school now has the right to continue with it until he reaches the age of nineteen years.

This is in all probability a much more generous provision than is in force anywhere else in the world, and must result in increased roll numbers and therefore increased staffing. The schools will thus have an opportunity to enrich their curricula, so that pupils will have a choice of courses from which a selection may be made to suit the individual child. So far as the regulations deal with the syllabus of work, they continue to be definitely framed so as to give Principals as free a hand as possible, merely ensuring that a core of essential subjects shall not be neglected.

These changes, taken in conjunction with the more generous provision of University national bursaries and boarding and travelling allowances of various kinds, bring the ideal of free education from the kindergarten to the University very appreciably nearer.

EXAMINATIONS.

With the elimination of the distinction between junior and senior free places, the necessity for an examination of intermediate standard at the end of the pupil's second year no longer exists, and the Intermediate Examination will, in consequence, not be held after 1937. The "syllabus" of this examination served a useful purpose in giving teachers some idea of the standard which their pupils might reasonably be expected to reach at the end of their second post-primary year, and this syllabus will still be necessary for the purposes of the Public Service Entrance Examination, discontinued in 1932 and reintroduced by the Public Service Commissioners in 1937. For this examination 1,123 candidates entered, 662 of whom were successful. The standard of the Public Service Entrance Examination is substantially the same as was that of the Intermediate Examination, except in English, arithmetic, Latin, French, mathematics, and history. In these subjects separate papers of a slightly higher standard are set.

THE NEW EDUCATION FELLOWSHIP CONFERENCE.

One of the most outstanding events of the year was the visit of the New Education Fellowship lecturers, who spent some time in New Zealand on their way to Australia. Organized by the New Zealand Council for Educational Research, the conferences of the four main centres were notable for the keen enthusiasm and animated discussion which they aroused. The numbers attending the conferences were sufficient evidence of the keenness of teachers to keep abreast with modern educational developments. The system of grading and inspection in vogue in New Zealand was severely criticized, emphasis being laid on the idea that the inspectorial function should be to supervise and assist rather than to grade and criticize. However, when one looks back on the chaotic state of affairs as regards salary and grading from which the present system rescued us, one is naturally chary about throwing that system overboard without a careful scrutiny of what is to take its place. Examinations also came under fire, but the general opinion was not in favour of abolition, but of a variety of tests in examination plus an accumulation of information derived in all sorts of ways. Possibly, however, the greatest value of the visit was the renewal of the interest of the public in educational problems, the eradication of any spirit of satisfaction with the *status quo* which is so inimical to progress, and the stimulating breadth of the Fellowship's concept of education.

SCHOOLS OVERSEAS.

A report on her impressions has been furnished by Miss Hetherington on her return from her year's leave abroad. Miss Hetherington visited about fifty schools and colleges and was also present at several educational congresses. She reports a marked change in the spirit of the schools in England since her last visit, but not such marked changes in methods of teaching as she had anticipated. Considerable expansion in the upper sections of the primary schools and in the lower forms of central and secondary schools will be necessitated by the raising of the school age, and she found preparations to meet this problem in progress. Great impetus has also recently been imparted to the movement for physical training amongst both school pupils and adults. Generally speaking, she considered the chief advantages of the "orthodox" type of post-primary school to lie in better accommodation and better staffing, the opportunities for more specialization for the teachers, the existence of better libraries, and better equipment in the "subject" class-rooms such as those for history and geography. In many of the departments of school life she thought the standard attained here came remarkably close to that of English schools. She was also much impressed by the opportunities and advantages of some of the schools—private ones—imbued with the principles of the New Education Fellowship. She considered that the moral and spiritual values fostered in them by the absence of irritating restrictions, the framing of curriculum and instruction in accordance with the pupil's individual interests, the belief in the cultivation of initiative and in tranquil mental growth, and many other good features might be aimed at and attained under progressively improved material conditions here.

SCHOOL LIBRARIES.

It must be admitted that, when compared with the library equipment provided in other countries, that obtaining in our own secondary schools is strikingly and disappointingly meagre. With two or three notable exceptions our school libraries are quite inadequate, both in range and in numbers of books, and are in many cases very poorly housed. But a library is as essential for work in such subjects as English, history, and geography as are the laboratories for work in any of the sciences. It is merely a platitude to say that the situation regarding libraries needs serious attention.

At present the only source of income to meet the necessary expenditure on libraries is the incidentals grant, but Boards of Governors, though in nearly all cases sympathetic towards the claims of libraries, find the other demands upon this fund so urgent that there is usually extremely little money left for the purchase of books. This is especially the case with the smaller- and middle-sized schools, where the incidentals grant is only just sufficient to meet current administrative expenses. It would appear that one solution of the present difficulty would be to create an additional capitation grant, somewhat similar to the existing grant for science and manual classes, payable to Boards for the sole purpose of establishing and maintaining suitable school libraries. Principals and teachers of literary subjects would undoubtedly welcome and appreciate such assistance.

CONCLUSION.

The Inspectors' reports show that the standard of teaching reached during the year continued to be of a very high average quality, in spite of the many difficulties caused by the epidemic. Many staffs of the closed schools made valiant attempts to carry on by means of correspondence lessons, in some cases with the aid of the local newspapers, but pupils and teachers alike were glad to see the reopening of the schools.

For the Inspectors, too, the year has been a very trying one, and I feel grateful for the very efficient way in which they have carried on in my long absence.

I have, &c.,

E. J. PARR,

Chief Inspector of Secondary Schools.

The Director of Education, Wellington.

3. REPORT OF THE SUPERINTENDENT OF TECHNICAL EDUCATION.

As this is the last report which I shall make as Superintendent of Technical Education, it may not be out of place for me to present a short review of some points which have emerged from my experience of fifteen years as Director of the Wellington Technical School, followed by nineteen years as Superintendent of Technical Education. During the whole of this time my work has been closely connected with all phases of manual and technical instruction as conducted under regulations first issued under the 1900 Act.

So far as handwork and drawing in the primary schools were concerned, the technical and art schools provided, during the last decade of the nineteenth and the first decade of the present century, training for teachers in drawing and handwork, usually on Saturday mornings, besides which, in some districts, there was a system of supervision of drawing in the primary schools, with somewhat elaborate arrangements for annual examinations. Manual-training classes in woodwork and cookery were begun in the first years of the present century, and conducted largely through the technical schools, which were at that time more directly under the District Education Boards. With the establishment of Technical School Boards largely independent of their controlling authorities, and the development in the Teachers' Training Colleges of special courses in handwork and drawing, the close connection which technical schools had with handwork and manual training in the primary schools has largely disappeared in the main centres, but has continued in some smaller centres, though mainly as regards woodwork and cookery, &c., for Forms I and II.

The place of handwork in the infant school has become firmly established during the last thirty years, and the essential conditions for its right content and treatment are being more generally recognized as the psychology of the world of infant life becomes better understood.

In the comparatively stable period of child life lying between infancy and the onset of adolescence, handwork has also received considerably more attention during the last thirty years. It may, however, be doubted whether too much weight is not still given to direct disciplinary preparation of an academic type for adult life and too little to more indirect methods of shunting the energies of the child into suitable channels and of sublimating rather than repressing the less civilized characteristics of its racial inheritance. It is hoped that the abolition of the Proficiency Examination will give teachers the necessary freedom to develop the curricula of their pupils with due regard to these important matters. Thus for both the infant and the elder child the school world has become more real, more closely connected with its life and interests, and also with the adult world, of which in so many aspects the child is surprisingly aware.

Fifty years ago children were apprenticed to trades at nine years of age. To-day few are apprenticed before they reach the age of fourteen or fifteen years, though children of thirteen may go to work if they have completed their primary-school course.

The compulsory school age will soon be raised to fifteen. In some States it is already eighteen, in many sixteen.

The problem of the education of the adolescent is therefore not so much one of choosing the right types of training for a fixed proportion of the youth of the country, but of providing for rapidly changing groups and a continually growing fraction of the total population.

In 1912 there were 2,114 students in the University; in 1937 there were 4,462. In 1912 there were 5,542 pupils in secondary schools, 1,815 in district high schools, 1,526 in technical day schools; in 1937 there were 14,101 in secondary schools, 2,113 in combined schools, 4,389 in district high schools, and 7,833 in technical high schools. The population of the Dominion increased from 1,115,069 in 1912 to 1,573,927 in 1936.

On the average, pupils stay two years nine months in secondary schools, two years three months in district high schools, and two years one month in technical high schools.

For the adolescent, who is beginning to put away childish things and to turn eager eyes towards the interests and occupations of the adult world, it is even more necessary than for the primary-school child that the school, which for the great majority is taking the place of the early apprentice training inherited from the stone age, should be closely representative of adult conditions and occupations.

Indeed, where the abilities and interests of an adolescent mark him out for a particular occupation or group of occupations, the last two to five years of his training in school and college may well be devoted to a special study of the science and art of his chosen occupation. This has, of course, been

recognized and observed for many years in the professions. The length of this pre-vocational training must depend in general on the age at which the adolescent leaves school to go to work as a learner or apprentice in his particular trade or occupation.

If he leaves school at fifteen, he will have on the average not more than two years after leaving primary school for this pre-vocational training.

For ordinary trades, industries, and commerce most authorities are agreed that two years is the minimum period that should be occupied in full-time pre-vocational training. This is, for example, the practice in the junior technical schools in England. Where a pupil can remain for a longer time in a post-primary school, intensive pre-vocational training can be postponed to the last two years of school life.

Just as in the primary school the education should be complete, so far as it goes, so in the post-primary school the course for a pupil who will leave at fifteen or sixteen years of age should be *sui generis* and complete as far as it goes, granting always, as in the case of the primary school, its suitability for further extension which may be in the continuation and technical classes of the part-time day and evening technical school.

While it is advisable, even in the most academic treatment, that educational work should not be too far removed from the pattern of everyday life, in pre-vocational training it is above all necessary that the teaching should be in the hands of competent practitioners, whether it be in a medical school, a law school, an engineering school, or in a post-primary-school course for some trade or commercial or domestic occupation.

In the professional schools of University rank the principle has been widely recognized, but it applies perhaps with greater force to pre-vocational courses for young adolescents in post-primary schools. In these it is essential that the teachers should have an intimate up-to-date knowledge of the trade for which they are preparing their pupils, and that the pupils should be surrounded as far as possible with the equipment and environment of the trade. Thus for an agricultural course in a post-primary school with a boys' hostel the school farm should be run as a commercial proposition by skilled farmers on the teaching staff with the boys as partners in its management and working, and the whole course built round its activities. Such a course would not aim at preparing boys for entrance to an Agricultural College of University rank, but rather for practical farming, with short courses from time to time for adult instruction not solely on farming topics.

Similarly, the engineering-trades course should be under the direct management of an engineer, with up-to-date knowledge of engineering-shop practice, if the school is to prepare boys for ordinary apprenticeships, and the shop should contain such machines as may be found in general engineering-works. The course itself should be built round the activities of the engineering workshop in English and civics and history not less than in science, mathematics, and the technology of workshop materials and practice.

It is to be remembered always that there is in all school-work a strong tendency to academize every subject, and that the so-called practical subjects even in the hands of trade teachers are just as susceptible of this process as languages, history, science, and mathematics. Unfortunately, the academizing of a pre-vocational course destroys its essential character as a bridge between school and work, leaving the work end of the bridge in the air.

A direct, intimate, and continuous connection between school and industry is therefore essential in every pre-vocational course. To secure this, all the teachers in the course must have close contact with practical conditions in industry, and it is also advisable that competent representatives of the industry concerned should be closely associated with the management of the course in the school.

The first of these conditions is best satisfied by appointing a well-trained practitioner in the industry as full-time teacher in charge, and others with similar training as teachers in as many parts of the course as possible, and by associating with the full-time teachers as part-time instructors persons employed in positions of responsibility requiring special knowledge and skill in the practice of the industry. If, further, the full-time day pupils in the pre-vocational courses are taught by the same persons and in the same surroundings and with, to the measure of their capabilities, the same equipment as apprentices and learners in the industry who attend for part-time day or evening instruction, then the conditions for a smooth interlacing of the pattern of school life with that of apprenticeship and adult life are greatly improved. The general management of pre-vocational and vocational courses is considerably strengthened when the school authorities can command the services of an advisory committee of experts in each particular industry or group of industries for which a course is provided.

The problem of the provision of suitable pre-vocational courses for boys and girls taking post-primary day tuition for only two or three years after obtaining the Proficiency or Competency Certificate in the primary schools first arose in acute form in New Zealand when Seddon and Hogben instituted the system of free places in post-primary schools in the years 1901-03. The establishment of schools more or less corresponding to the English higher-grade schools of that period had been advocated for New Zealand before that date, in particular in a long and able report to the House of Representatives in 1898 by A. D. Riley, my predecessor at the Wellington Technical School.

In 1900, post-primary education was in the hands of secondary schools, most of which had been established by special Acts before or shortly after the Education Act of 1877 consolidated primary education in New Zealand. There were, however, some thirteen district high schools, eleven of them in the South Island, which had been established under section 55 of the Education Act, 1877.

For district high schools, section 56 provided as follows :

"All the branches of a liberal education, comprising Latin and Greek classics, French and other modern languages, mathematics and such other branches of science as the advancement of the colony and the increase of the population may from time to time require, may be taught in such school. For such higher education fees shall be paid by the pupils at such rates as shall be fixed by regulations."

It is to be noted that the word "science" in this section is used in the older unrestricted sense. The several Acts under which the secondary schools were established provided for a similar type of education, based more or less directly on the traditional practice of the English public schools, many of which, however, such as Oundle, Dulwich, and Bedford, had for some considerable time before 1900 reorganized their work on more modern lines.

It is interesting to note that the Consolidated Education Act of 1908 repeats in sections 86 and 87 word for word sections 55 and 56 of the 1877 Act, with the addition of a provision for free places in district high schools. Fees for tuition in district high schools were fixed by regulation for each district, and ranged up to about £10 per annum for a full course; fees in the secondary schools ranged from £6 to £13 per annum for boys, and on the average £2 less for girls. At secondary schools the total attendance for the last term of 1899 was 2,544, of whom 490 were boarders, about 325 holders of Education Board Scholarships from the primary schools, besides which about 280 other pupils were receiving free tuition. Thus nearly a quarter of the pupils in the secondary schools were receiving free education.

The first step in the provision of further facilities for post-primary as well as for primary education was contained in those sections of the Manual and Technical Instruction Act, 1900, which related to school classes. These sections provided for the payment of capitation in respect of classes for manual training (woodwork, cookery, &c.,) and for technical instruction (including dairy science, elementary agriculture, elementary physics, or elementary chemistry) established in secondary and district high schools within ordinary school hours.

In the same Act provision was made for special and associated classes in continuation and technical subjects. On 17th January, 1901, regulations under the 1900 Act were first issued practically covering the same field as regards continuation, commercial, art, and technical subjects as those at present in operation.

In establishing school classes earning special capitation within ordinary school hours it was the expressed desire of Inspector-General Hogben to encourage from the infant classes upwards through the standards and into the high schools the use as instruments of education of subjects directly connected with the life and activities of the child and of the community. Especially was he concerned to see that the "direct" method in language training and "heuristic" methods in the treatment of mathematics and other sciences should be adopted as widely as possible.

The next step in the extension of facilities for post-primary education appears to have been taken in a circular memorandum to Education Boards dated the 8th January, 1901, stating that a vote of £550 was available for district high schools to provide, in addition to the statutory grant of £3 15s. per pupil, up to £6 per pupil in the case of free pupils taking at least three secondary subjects in addition to English. Regulations on the same lines were issued on the 14th February, 1902.

Provision was also made in the 1901-2 appropriations for £1,000 for technical scholarships, repeated in 1902-3 but not spent; and, in 1902-3, £500 for scholarships and free secondary education (in addition to the usual appropriation of £8,000 for 1s. and 6d. capitation allowance to Education Boards for scholarships.)

On the 11th December, 1902, a circular memorandum was sent to Secondary School Boards outlining a scheme for the admission of additional free-place holders to secondary schools. Certain Boards accepted the scheme and accordingly admitted pupils with a Certificate of Proficiency who were under fourteen on the 31st December. Regulations on the lines of this memorandum do not appear to have been gazetted, but the final and ultimately effective step of opening the secondary schools to the Proficiency pupils of the primary schools was taken in the passing of the Secondary Schools Act, 1903, on the 23rd November, and the issue of regulations under this Act on the 16th December, 1903. The appropriations for 1903-4 included £9,000 for capitation and grants-in-aid for district high schools, and £4,000 capitation for secondary schools and colleges. By regulations dated 18th June, 1903, provision was made for free-place capitation to be payable in respect of junior technical scholars at the rate of 3d. for each pupil hour, additional to the statutory rates for all recognized classes. The 1903-4 appropriation for technical scholarships was £2,000, but only £151 10s. was spent in that year, and £875 15s. 8d. in the following year.

The provision of free places in district high schools produced an immediate effect, and "at the end of 1902 there were 1,426 pupils who, having passed Standard VI, were receiving free instruction in secondary subjects. The number of such schools, which during 1901 had increased from thirteen to twenty-one, rose to thirty-eight at the end of 1902" (p. 5, E.-12, 1903).

Hogben in 1902 and again in 1903 warned the district high schools against "giving the secondary pupils a little Latin or French and a little elementary algebra or Euclid and avoiding science and manual and commercial training" (E.-12, 1903).

It was not, however, until 27th May, 1909, that the free-place regulations included special provision for payment of £5 10s. per annum for free pupils in district high schools taking an approved agricultural course; and the subject of practical agriculture and dairy science was not made compulsory in certain district high schools until a later date.

In his report of the 30th October, 1901, Hogben expressed the view that it would be neither necessary nor expedient to establish district high schools in centres where there were secondary schools in order to provide for the towns the same free-place facilities which had been given to country children attending the existing district high schools. On the other hand, he expected that as increased facilities were being provided for technical instruction the demand

for secondary education other than technical would necessarily be kept from growing too rapidly.

The junior technical scholarships provided for in the regulations of the 18th June, 1903, were intended to be held in part-time day or evening classes by students who had left school to go to work.

In 1903 the Wellington Technical School was handed over as a going concern by the Education Board to a board of managers constituted under the Act and including representatives from the Education Board, the City Council, and the Industrial Association, which were contributing bodies.

Thus when I took charge early in 1904 the school had been thrown entirely on its own resources, the Education Board having no longer any responsibility for any loss that might be incurred in working.

The position in regard to free places was that the Wellington Colleges were not inclined to open their doors except to the most highly qualified applicants, while the prospect of an inrush of pupils to part-time day or evening classes at the technical school was not promising.

Further, it was soon apparent that the conditions under which the evening classes were conducted were unsatisfactory, and proposals were made to the Department and approved for the establishment under the regulations for manual and technical instruction in full-time day technical courses for junior free pupils.

The following extract from my 1904 report (pp. 22–23, E. 5, 1905) states some of the conditions which led to the establishment of the day technical school.

“In regard to the classes generally, a certain amount of reorganization appeared to be necessary in order to bring the school more into line with modern developments, especially in the engineering and other technical classes, which seem to have received less attention hitherto than their importance demands. A great difficulty has been the lack of uniformity of students in the various classes of the school, and the absence of gradation of the work. Elementary and advanced students attended the same class, with the inevitable result that the teacher’s time was frittered away in individual tuition in many cases where class-teaching would have been much more suitable. There has been, and still is, a painful lack of proper accommodation and equipment for many of the classes outside the art department, and even for these art classes the rooms and equipment are far from being entirely suitable. Another disadvantage under which the school labours arises partly from the floating character of the population of the town, and partly from the fact that in any miscellaneous class more advanced students are with difficulty kept, so that for both reasons the class itself tends to become a procession of students, who stay for a term or two and then leave the school, with the merest smattering, to make room for fresh students.

“Under the system of having four terms in the year, and of admitting students at half term as well as at the beginning of each term, this evil is exaggerated. This system, however, has been adopted in order, apparently, to maintain the number in attendance as high as possible, so as to keep the revenue of the school at a sufficiently high level to meet the expenditure. It is by no means certain that in this respect the system does not defeat its own object. At the same time, we would suggest that classes in advanced subjects, being, as a rule, small in numbers, should be able to earn capitation at a much higher rate than the large elementary classes. It appears, however, that by running large elementary classes sufficient capitation may be earned to make up the loss in fees and capitation on the more advanced classes, and it is in this direction that a solution of the financial question may be found. These elementary classes must be made a satisfactory nursery for future advanced students if the system is to become self-supporting in every sense on the basis of the present scale of fees and capitation. With our present limitations of room, and having regard to the class of evening student that we can attract, these elementary classes must be conducted during the daytime, and must therefore be confined largely to younger boys and girls undergoing preparation for apprenticeship. We are in hopes that arrangements may be made for admitting apprentices to day classes in future years, so that the science of his trade may be learned by the apprentice at the same time as the practice. It is only by a connected training beginning as soon as the student leaves the preparatory school, and extending up to the end of his apprenticeship, that we can hope to prepare the young New-Zealander to meet competition from men trained in other parts of the world. Unless we can give the student such preparation we feel that the system must fall short of its object. Under the arrangements subsisting hitherto, a long hiatus generally occurs in the education of the student, lasting from the time that he leaves school till the time—often some five or six years later—when he wakes up to the fact that his knowledge is not sufficient for his trade or profession. After this hiatus the student enters the evening classes of the technical school, and attempts to pick up the lost threads of his training, and to furbish up knowledge, which was probably of the wrong kind to begin with, and has lain rusting under the dust of years since he left school. The process is painful to the student and heartbreaking to the teacher, and has the serious drawback of discouraging further effort and of postponing—often indefinitely—any real advance of the student in the knowledge for which he comes thirsting to the school. The courses of the school have been reorganized for the year 1905, by permission of the Department, in the following ways: (1) The evening classes have been arranged so as to separate more completely elementary and advanced students: (2) day classes for the preparation of boys and girls for apprenticeship have been established with a view to providing a nursery for the evening classes, and so meeting as far as possible the present difficulties of the evening work.”

It will be observed that some of the difficulties referred to still vex the principals of technical schools. However, the objects secured by establishing the day technical school were—(1) Settled finances under existing regulations ; (2) a considerable full-time staff to develop the several courses and provide the skeleton of the school organization ; (3) training for the pupils by specialist teachers in close touch with industry and with experts from industry engaged for part-time evening instructions ; (4) the use for the day pupils of the equipment of all kinds available for trade classes, and their constant association with the work of advanced evening students.

The day technical school was started in 1905 with a specific purpose—that of providing pupils leaving the primary school and wishing to prepare for a definite trade or occupation two or more years of pre-vocational training in general and special subjects connected with their chosen occupation.

From their inception these schools have been almost entirely free from conditions as to curricula and from the paralysing influence of external examinations. Their sole object has been to study local conditions and to prepare their pupils for their future occupations and for further technical training as part-time pupils after they have become apprentices, or in special cases, which were provided for in the original scheme, for going on to higher professional training. On the whole, they have served their purpose very successfully of providing a nursery for evening classes.

The organization of the technical high school is radically different from that of a secondary school. Its several courses are separate entities, the scope and treatment of each subject depending on the course to which it belongs, and this applies even to general subjects such as English, which is taken in all courses.

The technical high school is a necessary and organic part of the technical school, which exists for a definite purpose in the community, and neither the technical high school nor the evening classes can function properly the one without the other.

No other school can fill the place of the technical high school unless it actually forms an organic part of the technical school, bearing in all its courses the same relationship to the evening school. Nor is it possible for any school which is not an organic part of a technical school to perform the functions of the technical high school. It has neither the means nor the opportunity.

By its nature the technical high school is subject only to such educational changes as affect the technical schools, and these during the past thirty years have been confined to minor details so far as training for industry and commerce are concerned.

In comparing the statistical position in regard to technical education in, say, 1912 with that in 1937, it is necessary to take account of changes in the scope of work done in technical schools, as well as alterations in the mode of presentation of statistical data in available parliamentary papers and returns.

Table I, which gives comparative figures for the numbers of evening students following certain occupations, probably affords a fairly true picture so far as these occupations are concerned. The fall in the numbers of students following agricultural pursuits is probably due in the main to the increase in attendance at district high schools and other post-primary schools, and the consequent discontinuance of country classes in elementary agricultural subjects which were formerly popular in some districts.

It will be observed that the increases are mainly in those pursuits which are characteristic of the commercial and industrial activities of the larger towns, in which the increase of population during the same period has been in approximately the same ratio.

TABLE I.—CERTAIN OCCUPATIONS : PART-TIME STUDENTS IN TECHNICAL SCHOOLS.

Occupation.	Number of Students.	
	1912.	1937.
Agricultural pursuits	902	226
Engineers and mechanics	594	1,461
Electricians	221	531
Plumbers and metal-workers	642	541
Woodworkers	515	560
Painters, plasterers, &c.	140	83
Printers	89	187
Employed in shops and offices	1,055	1,449
Clerical pursuits	1,396	4,007
Dressmakers, milliners, &c.	206	219
Engaged in various other trades and industries	543	1,183
Totals	6,303	10,447

Table II gives figures for the numbers of classes, other than classes in technical high schools, held in certain schools in the years 1912 and 1937 respectively. The schools listed are the only ones in which a reasonably accurate comparison can be made. In all other cases radical changes in the constitution of the schools and therefore in the mode of presentation of data prevent comparison by numerical records.

Table II shows that where strictly comparable figures are available there is proof that, in addition to the extraordinary development of the technical high school, which has substituted in a large measure full-time day training for the part-time classes envisaged in 1903, when the first regulations for junior technical scholarships were issued, the evening classes have also increased in numbers and importance.

TABLE II.—NUMBERS OF CLASSES OTHER THAN CLASSES AT A TECHNICAL HIGH SCHOOL.

Technical School.	Art and Trade Drawing: Number of Classes.		Civil, Mechanical, and Electrical Engineering: Number of Classes.		Wood, Iron, and Lead Working: Number of Classes.		Science, Mathe- matics, &c.: Number of Classes.		Agriculture, &c.: Number of Classes.		Domestic: Number of Classes.	
	1912.	1937.	1912.	1937.	1912.	1937.	1912.	1937.	1912.	1937.	1912.	1937.
Auckland ..	20	15	27	22	19	41	19	20	2	..	25	9
Wellington ..	27	51	11	15	11	33	12	24	2	..	5	6
Christchurch ..	7	17	3	10	21	57	4	33	6	7	23	25
Dunedin ..	6	35	6	17	13	17	13	27	4	1	19	4
Invercargill ..	19	10	..	12	3	16	5	5	5	..	5	5
Totals ..	79	128	47	76	67	164	53	109	19	8	77	49

Technical School.	Commercial: Number of Classes.		Continuation Classes: Number of Classes.		Totals: Number of Classes.		Total Pupils.		Population of Centre.		Population per Pupil.	
	1912.	1937.	1912.	1937.	1912.	1937.	1912.	1937.	1912.	1937.	1912.	1937.
Auckland ..	18	63	21	34	151	204	1,006	2,728	109,000	214,200	108	79
Wellington ..	11	46	26	31	105	206	1,155	2,390	73,150	151,700	63	63
Christchurch ..	16	45	17	31	97	225	988	2,396	84,011	133,200	85	56
Dunedin ..	20	49	24	41	105	191	966	1,587	67,290	82,100	70	52
Invercargill ..	3	15	8	9	48	72	290	619	16,827	26,000	58	42
Totals ..	68	215	96	146	506	898	4,405	9,720	350,278	607,200	..	..

Observations over a long series of years also convince me that the general standard of work in these evening classes has likewise gradually improved, with the result that in art, in engineering, and particularly in commerce, students are regularly prepared for the higher professional examinations. I cannot complete this report without expressing my thanks and gratitude to yourself, to the Inspectors of Technical Schools, and to all my fellow-officers in the Education Department, as well as to the Education Boards, Technical and Secondary School Boards, their Principals, staffs, and teachers, who have all by their generous kindness and co-operation made the performance of my duties a much enjoyed privilege.

NOTABLE ADVANCES DURING THE YEAR.

Perhaps the most important educational advancement during the year was made by the appointment of Vocational Guidance Officers and Careers Teachers. Eight Vocational Guidance Officers were appointed, two attached to each of the technical schools in the main centres, and to certain selected post-primary schools Careers Teachers were appointed to work in collaboration with the Vocational Guidance Officers; close co-operation with the Labour Department was maintained during the preliminary discussions, and the outcome has been the establishment of a "Youth centre" at each of the four main cities, where all problems relating to educational and vocational guidance for youths are considered jointly by officers of the Education and Labour Departments. The help and co-operation of the officers of the Labour Department are gratefully acknowledged.

Considerable difficulty has been experienced by certain associations of technical classes, and also by Secondary Schools Boards conducting technical classes, in providing for all necessities from the incidental allowances payable on such classes, particularly where expensive materials were required for the classes as in plumbing, welding, wool-classing, invalid cookery, and the like. In the case of large schools having many classes of a theoretical type, where costs are relatively low, allowances on the whole have been sufficient for the needs of the school. To meet the needs of the smaller type of technical school the regulations have been amended so that in lieu of incidentals calculated in the ordinary way a straight-out grant up to a limit of £200 may be made at the discretion of the Minister of Education.

During the year consideration was given to the supply of typewriting-machines for all post-primary schools offering commercial courses, and the Government set aside a sum sufficient to provide four hundred machines. Distribution of some of these machines was made towards the end of the financial year, and the remainder will be distributed as supplies come forward.

The year under review was one of great activity in technical education; many schools passed all previous enrolment records, and as a consequence heavy pressure was put on both accommodation and equipment; and many grants were made by the Government to provide improved accommodation and more equipment.

The most important of these additions are enumerated below, the schools being considered in geographic sequence.

Auckland.—In the Auckland Technical School, equipment to the value of more than £5,000 was provided by direct grant. This was distributed among the engineering workshops, where provision was made for a universal grinder; the junior engineering workshops, which received a new equipment; and the woodwork machine-shop, which was equipped in part with new machinery.

In order to provide land for the development of an agricultural course and a site for a hostel to be run in conjunction with it, the Government agreed to the lease of an area of 36 acres of land administered by the St. John's College Trust Board. The scheme is now in process of development.

Pukekohe Technical School.—Additional equipment was provided for the engineering workshop, which has been reorganized, and is now reasonably well equipped for the courses provided in the school.

Feilding Technical School.—A new refectory block has been added to the hostel accommodation; three additional class-rooms have been authorized.

Hawera Technical School.—Owing to the closing of the Manaia District High School at the end of 1936, and the conveyance of these pupils to Hawera, increased accommodation became urgently necessary, and three new rooms have been approved.

Additions to the equipment included welding and brazing plants for the engineering and plumbing workshops. An additional area of land, known as Bayley Park, of an area of approximately $3\frac{1}{2}$ acres, was purchased. The land is situated right opposite the school, and will in the meantime provide an additional playing-area of great benefit to the school.

Stratford Technical School.—During the year the engineering block was enlarged and completed, and the equipment was improved by the addition of machine tools, so that a good course in metalwork can now be provided at the school. A property of some 9 acres in extent close to the school was purchased for experimental work in connection with the school's agricultural course.

Palmerston North Technical School.—During the recess the main school was plastered and redecorated.

Two properties adjoining the school-site were purchased, to allow of expansion when necessary.

The equipment of the workshops was added to extensively; a new junior workshop was equipped, and equipment was also provided for advanced work in electrical and motor engineering. The woodworking machinery was reorganized and additional equipment approved.

Wellington Technical School.—The north-eastern wing was added to by the building of a range of class-rooms, to be used for commercial and general work.

The main school block has now been completed according to the original design of the architects. A substantial grant for equipment, chiefly for motor engineering, was approved during the year.

Petone Technical School.—The evening school load at this technical school continues to grow at a greater rate than that of the day school, so that urgent additions to the workshop accommodation were authorized and put in hand. The new workshops are for electrical engineering and cognate subjects.

During the year additions were made to the woodworking-shop of a band-saw; to the engineering department of welding and panel-beating equipment. The art department also had additional equipment, including a guillotine and looms.

Wairarapa College.—Following upon the decision of the Government, the Wairarapa High School and the Masterton Technical School were combined as from the beginning of the year 1937, and the combined school was given the name "Wairarapa College." The buildings occupied by the Masterton Technical School were abandoned, and comprehensive new accommodation was erected in the grounds of the Wairarapa High School. This comprised a workshop block with provision for engineering, woodwork, plumbing, wool-classing, mechanical drawing, and associated theory classes; a home-science block with two kitchens, a laundry, art and applied-art rooms, and a practice flat above; a class-room block for general class-work. The new buildings represented the accumulated ideas concerning school buildings gained in recent years and incorporated all points that experience had shown to be necessary and desirable. All blocks were equipped in a most complete way with the most suitable equipment obtainable, so that the new school started off on its career with all material advantages.

In passing, a tribute must be paid to the work accomplished over a long period of years by the Masterton Technical School, which went out of existence as an entity at the end of 1937. Devoted service during the period of its existence by Board members, by the Principals and staffs of the school, had made it an institution of high repute and of great service to the community throughout the Wairarapa.

There is no doubt that its successor, the Wairarapa College, with its immensely superior material resources and with its body of practical teachers drawn from the late technical school intact, will quickly take its place in the estimation of the public as a worthy successor to the institution which has come to an end after serving them so well for many years.

Christchurch Technical School.—During the year negotiations for the purchase of the brewery-site were completed, but possession cannot be obtained until next year.

The main building was considerably improved by the remodelling of the entrance hall and stairways, giving a much better appearance and improved access to the upper story. The staff-room accommodation has also been entirely remodelled and greatly improved, a work that was necessary.

Ashburton Technical School.—At this school an assembly hall was erected, the cost being subsidized by the Government. The equipment of the engineering department was improved by the addition of more machines and an oxy-acetone welding-plant.

A notable piece of work during the year was the critical examination of the lighting standard throughout the school. This proved to be seriously defective by artificial light, and a scheme suggested by the Engineer of the Power Board was adopted. The result has been an immense improvement in the standard of lighting in the various class-rooms, with but little additional cost for electricity.

Similar action might with advantage be taken in many other schools, since it is obvious to any observer that illumination is insufficient in many of our evening classes.

Timaru Technical School.—The equipment in the departments of applied mechanics and electricity has been improved and added to during the year. The most notable addition was that of a motor-generator set to the electrical laboratory.

Dunedin Technical School.—The new art school was completed in time for the reopening of the technical school after the summer vacation. The new building has been planned to fit a very awkward site on rising ground above the main building and has succeeded admirably in fitting itself unobtrusively into its surroundings in a residential quarter, yet not without dignity and with a sense of coherence. The school inside is well planned for its purpose and has been furnished to meet the needs of the many activities of such a school. It is expected that the school will soon establish itself as a valued link in the aesthetic activities of the city.

Westport Technical School.—Improvements to grounds and buildings have been made. All walls and ceilings were renovated and desks and cupboards cleaned and restained and other essential repair work done.

Additions were made both to the engineering and woodwork shops, and additional equipment for each was approved.

Levelling and top-dressing were carried out over the whole of the play area, and tar-sealing of the main drive and paths was carried out.

Greymouth Technical School.—During the year substantial grants for the equipment of the new home science and workshop blocks were approved.

Manual Training.—During the year one manual-training centre (woodwork) was rebuilt, two which had fallen into disuse were again operated, and three new ones were erected.

At Huntly two new rooms (woodwork and cookery) were erected and are now in operation.

At Hunterville the rooms which had been disused for some years were recommissioned and again put into regular operation.

A new manual-training centre was authorized for Hawarden, and work on it was commenced towards the end of the year, but it was not ready for occupation by the close of the financial year.

The Dunedin North Intermediate School was improved by the addition of manual-training rooms of pleasing design and equipped in a way that experience has suggested to be the most suitable. In the meantime the manual-training rooms at Arthur Street (Dunedin North Manual Training Centre) have been lent to the Dunedin Training College for training college purposes.

At Milton (Tokomariro District High School) the old woodwork room, which was in a very bad state, has been demolished, and a new room with new equipment has been erected to take its place.

At Oamaru the disused room at the Middle School has been equipped for manual-training purposes, thus bringing in country schools around Oamaru for instruction, which was impossible hitherto.

TECHNICAL EDUCATION IN THE RURAL COMMUNITY.

In my report last year it was shown that manual-training facilities are availed of by primary-school children in proportion to the grade of the school they attend. Thus 100 per cent. of children in the upper standards of Grade VII schools receive manual-training instruction, whereas only 6·5 per cent. of eligible children in Grade I schools do so. It is only natural that the smaller schools generally remote from populous areas should find it more difficult to reach manual-training facilities than the larger schools; but by the erection of further buildings, and by making freer use of road transport where it is convenient to do so, opportunities have been created for the wider spread of instruction in woodwork and cookery at the primary stage. There has accordingly been a notable increase in the number of schools brought within reach in Auckland, Otago, and Wanganui, and similar developments are anticipated in other education districts.

The position is somewhat more satisfactory in district high schools, though there are still a few cases, particularly in Hawke's Bay and Auckland, where at present no provision exists for instruction in woodwork and practical cookery for pupils at either the primary or secondary stage, except such as may be given in rather inadequate quarters by the primary staff or by

part-time teachers. The total numbers of secondary departments of district high schools in each district, and of those with proper manual-training facilities, are shown in the subjoined table :—

District.							Number of Secondary Departments.	Number with Proper Manual- training Facilities.
Auckland .. .. .	..	..	..	..	..	..	30	22
Taranaki .. .. .	..	..	..	..	..	..	3	3
Wanganui .. .. .	..	..	..	..	..	..	4	4
Hawke's Bay .. .. .	..	..	..	..	..	..	7	3
Wellington .. .. .	..	..	..	..	..	..	7	7
Nelson .. .. .	..	..	..	..	..	..	6	4
Canterbury .. .. .	..	..	..	..	..	..	14	11
Otago .. .. .	..	..	..	..	..	..	10	10
Southland .. .. .	..	..	..	..	..	..	3	3
Totals .. .. .	..	..	..	..	..	..	84	67

Of the seventeen schools without their own manual-training rooms, four are within easy reach of other centres, which they attend, three have some instruction in woodwork at least, and the others are so isolated that it is difficult to group them into circuits that would justify the appointment of full-time itinerant instructors. No other solution of this problem is likely to be satisfactory, for it is almost axiomatic that the specialist equipment that must be provided for manual training requires specially trained and equipped instructors for its efficient use and care.

The extension of part-time commercial instruction to the secondary departments of district high schools has helped further to broaden the curriculum with the aid of specialist instructors and has correspondingly lightened the teaching load of the regular staff. In some cases one instructor serves two or more schools owing to occasional difficulties in securing suitable teachers at times when they are themselves normally engaged in their businesses. In two cases this has developed into full-time employment for a specialist teacher, whose work as is that of other specialist teachers, is subject to review by Inspectors of Technical Schools and who is classified with other technical teachers.

Itinerant instructors in agriculture also assist to some extent in the teaching of their special subjects in district high schools, and generally make special efforts to promote an interest in the more technical aspects of the work. It is no longer possible, however, for the agricultural instructors to visit the schools at frequent intervals, owing to the steady increase of their other interests in primary schools. This curtailment of activity of instructors in agriculture is a matter for some regret in these days, when efforts are being made to assist the district high schools to provide a curriculum better related to the interests of those pupils who will remain in a rural environment. Indeed, it is not unreasonable to suggest that if rural high schools are to make for themselves a national reputation, and if they are to meet in full measure the cultural needs of the adult members of their community, the present normal method of staffing could with advantage be reversed, so that "specialist" teachers should be the first appointees to full-time positions, and the teachers of "academic" subjects should, if necessary, be on the part-time itinerant staff. It is possibly the relative paucity of specialists and the abundant supply of general teachers that has brought about the present position, as well as the insistent demand of the people for opportunities that will enable their children to seek employment in the cities on equal terms with the town-bred youth. One need not condemn utterly "the urban drift," which is probably necessary to maintain the virility of the urban population, and which is part of the price paid for the successful attack on the problem of food scarcity; but one may well deplore the relatively poor development of courses of more general culture or of more typically rural interest.

The real problem of technical education in the rural community is, however, not to be solved until the net is more widely spread to bring in those young people who at present do not obtain any form of post-primary education. Figures from E.-2 for 1937 disclose the following facts in the tables relating to destination of pupils leaving primary schools during or at the end of 1936 :—

	Boys.	Girls.
Total number leaving	11,364	10,455
Number entering post-primary schools	6,580	6,294
Number entering agricultural and pastoral pursuits	2,067	123
Number returning home	511	2,732

The number of boys entering agricultural and pastoral pursuits, and the number of girls returning home, is in each case far in excess of the number that is attracted at this stage (the end of primary school) to any other occupation. Indeed, in the case of boys it is 43 per cent. of those leaving school for work and in the case of girls 65 per cent.

Figures supplied in the same tables also show, however, that of the 2,067 boys referred to, 952 had not passed Form II; 1,142 girls of the 2,732 whose destination is described as “home” were in like case. Thus about 47 per cent. of boys entering farming pursuits from the primary school had a comparatively low standard of education, whereas only about 20 per cent. of all boys leaving primary school had not passed Form II. The inference to be drawn from these figures, which have remained substantially the same for some years, is that farm labour is largely recruited from boys who have not reached an average educational standard. The weakness of the position is further emphasized by a consideration of the educational attainments of all pupils who leave school for farming pursuits, the relevant figures being—

Leaving primary school, not passed Form II	..	..	952, or 29 per cent.
Leaving primary school, passed Form II	..	..	1,115, or 33 per cent.
Leaving intermediate schools	..	..	65, or 2 per cent.
Leaving post-primary schools	..	..	851, or 26 per cent.
Leaving secondary departments, district high schools	..	..	320, or 10 per cent.
Totals	..	..	3,303 100

We are thus faced with the somewhat disquieting fact that of each three recruits to the Dominion's greatest single industry one has not passed Form II, one had passed that standard and left, and one has had one or more years of post-primary education.

The efforts made to provide further educational facilities in the rural districts have not met with a very favourable response. Opportunities exist there, as elsewhere, for the formation of technical classes under fairly easy conditions; but there have been remarkably few examples of the successful establishment of technical classes in subjects that have any bearing on the life of the rural community. It may be that the more highly organized attempts now being made in the Feilding district by the board of managers of the technical High School to extend its sphere of influence into the surrounding villages and to attract country people to use the equipment available in the town through the medium of meetings which are essentially technical classes will give us some positive assistance in devising better methods for dealing with the problem. It may be that existing organizations, of which the youngest is the Federation of Young Farmers' Clubs, sponsored by the Department of Agriculture, will become centres of culture in their communities. But whatever may happen for the benefit of the adult members of the rural community it is surely desirable that, with the raising of the school age, the increased facilities for transport, and the provision of a more liberal boarding-allowance, secondary departments of district high schools and other post-primary schools serving typically rural communities should be prepared to meet in adequate fashion the reasonable demands of those who for one reason or another at present elect to take no advantage of the educational opportunities presented to them.

W. S. LA TROBE, Superintendent of Technical Education.

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The Director of Education, Wellington.

PRIMARY EDUCATION.

4. TABLES RELATING TO PRIMARY EDUCATION AND REPORTS (EXTRACTS) OF EDUCATION BOARDS.

TABLE A 1.—NUMBER OF PUBLIC PRIMARY SCHOOLS CLASSIFIED ACCORDING TO GRADE, AND INTERMEDIATE SCHOOLS AND DEPARTMENTS, DECEMBER, 1937.

Grade of School and Average Attendance.				Auckland.	Taranaki.	Wanganui.	Hawke's Bay.	Wellington.	Nelson.	Canterbury.	Otago.	Southland.	Total Number of Schools, Dec., 1937.
0	(1-8)	..	..	22	4	15	14	18	25	15	19	6	138
I	(9-20)	..	..	201	36	62	62	60	47	109	70	54	701
II	(21-35)	..	..	144	37	33	27	40	28	74	42	42	467
III	A (36-50)	..	..	96	29	19	18	21	9	40	25	24	281
	B (51-80)	..	..	101	24	21	20	17	13	39	20	20	275
	C (81-120)	..	..	48	8	14	9	14	8	19	13	7	140
IV	A (121-160)	..	..	18	4	3	9	7	3	8	7	6	65
	B (161-200)	..	..	7	4	3	3	7	2	6	4	4	40
	C (201-240)	..	..	12	3	3	5	8	..	7	1	1	40
V	A (241-280)	..	..	11	1	2	1	5	1	4	1	1	27
	B (281-320)	..	..	7	..	5	2	5	1	3	6	1	30
	C (321-360)	..	..	4	1	3	..	2	..	4	2	1	17
VI	A (361-400)	..	..	11	2	3	8	6	1	4	1	1	37
	B (401-440)	..	..	8	..	..	1	1	1	2	3	..	16
	C (441-480)	..	..	8	1	..	1	..	..	2	2	1	15
VII	A (481-520)	..	..	10	2	2	..	6	..	4	3	1	28
	B (521-560)	..	..	5	..	..	1	4	..	7	3	..	20
	C (561-600)	..	..	5	..	1	..	2	1	3	1	..	13
VIII	D (601-640)	..	..	6	..	1	1	4	..	1	1	1	15
	E (641-680)	..	..	..	..	..	1	..	..	2	..	1	4
	F (681-720)	..	..	..	..	..	..	1	..	..	..	..	1
IX	G (721-760)	..	..	1	..	..	..	..	..	1	..	..	2
	H (761-800)	..	..	1	1	1	..	..	..	..	..	..	3
	I (801-840)	..	..	..	..	..	..	..	..	1	..	..	1
X	J (841-880)	..	..	..	..	..	..	..	..	..	..	1	1
	K (881-920)	..	..	..	..	..	..	..	..	1	..	..	1
Intermediate schools and departments				7	..	1	1	2	..	2	3	..	16
Totals for 1937				733	157	192	184	230	140	358	227	173	2,394
Totals for 1936				750	164	208	184	239	136	371	233	175	2,460
Difference				-17	-7	-16	..	-9	+4	-13	-6	-2	-66

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

TABLE A 2.—ATTENDANCE AT PUBLIC PRIMARY SCHOOLS AND IN FORMS I AND II OF INTERMEDIATE SCHOOLS AND DEPARTMENTS IN 1937.

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

	Roll Numbers.		Mean of Average Weekly Roll of Three Terms, 1937.			Average Attendance for Whole Year (Mean of Average Attendance of Three Terms).			Average Attendance as Percentage of Average Weekly Roll, 1937.
	Pupils at 31st December, 1936.	Pupils at 31st December, 1937.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Auckland Education District	65,300	65,278	32,969	30,451	63,420	30,240	27,792	58,032	91.50
Taranaki	11,617	11,213	5,778	5,339	11,117	5,377	4,916	10,293	92.59
Wanganui	15,350	14,980	7,722	7,058	14,780	7,109	6,476	13,585	91.91
Hawke's Bay	15,003	14,829	7,563	6,891	14,454	6,971	6,341	13,312	92.10
Wellington	26,971	26,681	13,400	12,550	25,950	12,518	11,660	24,178	93.17
Nelson	6,771	6,709	3,386	3,149	6,535	3,155	2,944	6,099	93.33
Canterbury	34,429	33,871	17,161	15,676	32,837	15,857	14,416	30,273	92.19
Otago	18,610	18,109	9,321	8,398	17,719	8,698	7,815	16,513	93.19
Southland	11,814	11,596	5,878	5,408	11,286	5,478	5,034	10,512	93.14
Intermediate schools and departments	4,257	4,338	2,417	2,021	4,438	2,291	1,904	4,195	94.52
Totals, 1937	..	207,604	105,595	96,941	202,536	97,694	89,298	186,992	92.33
Totals, 1936	210,122	..	106,182	97,352	203,534	97,981	89,597	187,578	92.16
Difference	..	-2,518	-587	-411	-998	-287	-299	-586	+0.17

NOTE.—The corresponding figures for the secondary departments of district high schools will be found in Table G 1 on page 51 of this paper, and the corresponding figures for Form III of the separate intermediate schools in Table B 1 on page 37 of this paper.

TABLE A3.—AGE AND SEX OF THE PUPILS ON THE ROLLS OF PUBLIC PRIMARY SCHOOLS AND INTERMEDIATE SCHOOLS AND DEPARTMENTS AT 1ST JULY, 1937.

(Excluding Secondary Departments of District High Schools and Form III of Intermediate Schools and Departments, but including special classes, Forms I and II of all Intermediate Schools and Departments, and Standard VII.)

	5 and under 6 Years.		6 and under 7.		7 and under 8.		8 and under 9.		9 and under 10.		10 and under 11.		11 and under 12.		12 and under 13.		13 and under 14.		14 and under 15.		15 and under 16.		16 Years and over.		Totals of all Ages.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.		
Education District—																											
Auckland ..	2,839	2,640	3,843	3,498	3,719	3,567	3,778	3,695	3,985	3,709	4,072	3,813	3,792	3,564	3,479	3,225	2,317	1,938	894	616	184	120	12	6	32,914	30,391	63,305
Taranaki ..	492	428	633	607	622	643	657	580	655	629	677	624	683	616	666	598	464	399	169	108	30	15	5	..	5,753	5,247	11,000
Wanganui ..	610	575	894	753	927	863	865	852	890	909	901	860	867	808	854	725	564	443	195	159	43	28	1	2	7,611	6,977	14,588
Hawke's Bay ..	673	598	893	826	814	800	873	810	895	853	870	813	912	806	793	765	540	405	222	154	38	32	9	4	7,532	6,866	14,398
Wellington ..	1,240	1,112	1,596	1,495	1,573	1,513	1,559	1,515	1,594	1,483	1,610	1,581	1,504	1,442	1,398	1,349	943	777	322	227	54	32	1	..	13,394	12,526	25,920
Nelson ..	351	320	390	375	364	349	388	385	405	371	405	362	382	365	346	350	233	186	95	52	16	10	..	..	3,375	3,125	6,500
Canterbury ..	1,483	1,340	1,939	1,832	1,883	1,876	2,011	1,879	2,057	1,877	2,029	1,808	1,948	1,920	1,881	1,792	1,325	1,023	556	353	112	66	7	4	17,231	15,770	33,001
Otago ..	904	778	1,127	976	1,086	1,056	1,083	1,027	1,108	1,021	1,064	1,053	1,018	960	998	886	621	458	234	126	38	15	2	1	9,283	8,357	17,640
Southland ..	539	476	637	646	650	616	631	636	680	596	700	663	674	653	673	603	456	354	174	115	25	11	..	1	5,889	5,370	11,209
Intermediate schools and departments	..	..	..	..	..	..	..	..	..	1	40	38	469	436	882	800	675	544	274	186	78	32	7	3	2,425	2,040	4,465
Totals for 1937 ..	9,131	8,267	11,952	11,008	11,638	11,283	11,845	11,379	12,269	11,449	12,368	11,615	12,249	11,570	11,970	11,093	8,138	6,527	3,135	2,096	618	361	44	21	105,357	96,669	202,026
Percentage of pupils of each age	8.6	..	11.4	..	11.3	..	11.5	..	11.7	..	11.9	..	11.8	..	11.4	..	7.3	..	2.6	..	0.5	..	*	..	100.0	..	..
Totals for 1936 ..	9,157	8,496	11,228	10,735	11,828	11,260	12,165	11,347	12,462	11,784	12,466	11,777	12,717	11,874	11,566	10,634	8,335	6,907	3,362	2,413	740	300	78	41	106,304	97,568	203,872
Difference ..	-26	-229	+724	+273	-190	+23	-320	+32	-193	-335	-98	-162	-468	-304	+404	+459	-197	-380	-427	-317	-122	-61	-34	-20	-947	-899	-1,846

* Insignificant percentage.

TABLE A 4.—STANDARD CLASSES OF PUPILS ON THE ROLLS OF PUBLIC PRIMARY SCHOOLS AND INTERMEDIATE SCHOOLS AND DEPARTMENTS AT 1st JULY, 1937.
(Excluding Secondary Departments of District High Schools and Form III of Intermediate Schools and Departments, but including special classes, Forms I and II of all Intermediate Schools and Departments and Standard VII.

	Special Classes for Backward Children.				Pupils in Preparatory Classes.				Pupils at 1st July in Standards and forms.																Totals.											
									Standard I.				Standard II.				Standard III.				Standard IV.								Form I.				Form II.			
	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.	
Education District—																																				
Auckland ..	107	83	190	11,211	9,855	21,066	4,058	3,796	7,854	3,892	3,725	7,617	3,834	3,488	7,322	3,891	3,658	7,549	3,264	3,085	6,349	2,609	2,642	5,251	48	59	107	32,914	30,391	63,305						
Taranaki ..	12	1	13	1,871	1,651	3,522	700	632	1,332	646	619	1,265	657	616	1,273	682	606	1,288	672	595	1,267	502	522	1,024	11	5	16	5,753	5,247	11,000						
Wanganni ..	24	10	34	2,546	2,184	4,730	900	902	1,802	871	883	1,754	929	772	1,701	868	802	1,670	767	760	1,527	699	654	1,353	7	10	17	7,611	6,977	14,588						
Hawke's Bay ..	24	10	34	2,552	2,249	4,801	966	900	1,866	888	841	1,729	787	721	1,508	922	803	1,725	755	720	1,475	629	613	1,242	9	9	18	7,532	6,866	14,398						
Wellington ..	61	38	99	4,324	3,836	8,160	1,679	1,507	3,186	1,564	1,509	3,073	1,452	1,424	2,876	1,618	1,487	3,105	1,485	1,468	2,953	1,200	1,248	2,448	11	9	20	13,394	12,526	25,920						
Nelson ..	20	11	31	1,078	953	2,031	432	409	841	394	334	728	382	361	743	385	345	730	375	361	736	303	346	649	6	5	11	3,375	3,125	6,500						
Canterbury ..	71	25	96	5,375	4,780	10,155	2,092	1,913	4,005	1,978	1,768	3,746	1,894	1,772	3,666	2,012	1,855	3,867	1,997	1,912	3,909	1,800	1,728	3,528	12	17	29	17,231	15,770	33,001						
Otago ..	36	13	49	3,081	2,689	5,770	1,161	1,013	2,174	1,109	991	2,100	1,030	974	2,004	1,114	992	2,106	952	924	1,876	792	753	1,545	8	8	16	9,283	8,357	17,640						
Southland ..	8	7	15	1,951	1,730	3,681	732	667	1,399	687	603	1,290	664	578	1,242	637	643	1,280	645	614	1,259	511	519	1,030	4	9	13	5,839	5,370	11,209						
Intermediate schools and departments	1,239	1,072	2,311	1,186	968	2,154	2,425	2,040	4,465					
Totals for 1937 ..	363	198	561	33,989	29,927	63,916	12,720	11,739	24,459	12,029	11,273	23,302	11,629	10,706	22,335	12,129	11,191	23,320	12,151	11,511	23,662	10,231	9,993	20,224	116	131	247	105,357	96,669	202,026						
Percentage of pupils of each standard	..	..	0.3	..	..	31.6	..	..	12.1	..	..	11.5	..	..	11.1	..	..	11.6	..	..	11.7	..	..	10.0	..	..	0.1	..	..	100.0				
Totals for 1936 ..	368	183	551	33,656	30,113	63,769	12,328	11,313	23,641	10,986	10,069	21,055	12,931	11,694	24,625	12,731	12,025	24,756	12,324	11,744	24,068	10,809	10,225	21,034	171	202	373	106,304	97,568	203,872						
Difference ..	-5	+15	+10	+333	-186	+147	+392	+426	+818	+1043	+1,204	+2,247	-1302	-988	-2,290	-602	-834	-1,436	-173	-233	-406	-578	-232	-810	-55	-71	-126	-947	-899	-1,846						

TABLE A5.—AVERAGE AGE OF PUPILS OF PUBLIC PRIMARY SCHOOLS AS AT 1ST JULY, 1937.

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

TABLE A6.—MEDIAN AGES OF PUPILS OF PUBLIC PRIMARY SCHOOLS AS AT 1ST JULY, 1937.

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

TABLE A7.—The annual Proficiency Examination has been abolished, having been held for the last time in 1936.

TABLE A8.—AGE AND ATTAINMENT OF PUPILS WHO DEFINITELY LEFT PRIMARY SCHOOLS DURING OR AT END OF YEAR 1937.

Age.					In Form II.				In Form I.	
					With Primary School Certificate.		Without Primary School Certificate.			
					Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
15 years and over	861	549	161	99	191	111				
14 „ under 15	2,597	2,107	309	278	616	477				
13 „ „ 14	3,608	3,903	29	40	63	52				
12 „ „ 13	1,476	1,850	4	7	7	10				
11 „ „ 12	107	152	1	2	3	2				
Under 11 years	2	6	..	..	2	1		
Totals, 1937	8,651	8,567	504	426	882	653				

Age	In Standard IV.		In Standard III.		In Standard II or lower.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.
15 years and over	68	30	18	11	18	11	1,317	811	2,128
14 „ under 15	264	185	94	55	47	25	3,927	3,127	7,054
13 „ „ 14	28	24	14	11	14	9	3,756	4,039	7,795
12 „ „ 13	5	3	1	..	3	5	1,496	1,875	3,371
11 „ „ 12	1	2	..	1	3	5	115	164	279
Under 11 years .. .. .	..	1	1	10	20	19	25	37	62
Totals, 1937	366	245	128	88	105	74	10,636	10,053	20,689

TABLE A 9.—DESTINATION OF CHILDREN WHO DEFINITELY LEFT PRIMARY SCHOOLS DURING OR AT END OF 1937.

Destination.	Auckland.				Taranaki.				Wanganui.				Hawke's Bay.				Wellington.			
	With Primary School Certificate.		Without Primary School Certificate.		With Primary School Certificate.		Without Primary School Certificate.		With Primary School Certificate.		Without Primary School Certificate.		With Primary School Certificate.		Without Primary School Certificate.		With Primary School Certificate.		Without Primary School Certificate.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Post-primary	1,782	1,856	22	16	351	340	9	4	583	548	21	14	427	431	13	3	958	963	37	22
Commercial occupations—																				
(a) Clerical	21	19	3	3	1	..	..	..	2	3	..	..	7	4	1	..	5	18	3	..
(b) Shop and warehouse assistants	89	98	74	53	16	5	6	4	26	10	18	5	15	10	19	4	45	48	25	19
Trades—																				
(a) Engineering	43	..	17	..	3	..	5	..	5	..	2	..	7	..	4	..	19	4	10	4
(b) Building	23	..	8	..	1	..	..	..	13	..	2	..	6	..	3	..	2	..	10	1
(c) Other	65	20	47	20	2	..	5	..	13	1	5	..	10	5	7	..	18	15	26	26
Agricultural and pastoral	359	26	294	15	84	11	79	2	71	4	68	2	91	2	82	3	49	1	50	10
Other occupations .. .. .	..	..	84	51	12	15	8	9	24	15	19	10	8	12	13	18	36	34	28	38
Home	91	481	88	304	12	112	14	77	25	96	25	89	26	103	24	76	14	104	15	50
Not known	21	22	42	44	3	3	5	2	2	3	1	5	1	1	4	5	12	8	2	7
Total number of children leaving, 1937	2,575	2,607	679	506	485	486	131	98	752	680	161	125	598	568	170	109	1,158	1,195	206	177

Destination.	Nelson.				Canterbury.				Otago.				Southland.				Totals.			
	With Primary School Certificate.		Without Primary School Certificate.		With Primary School Certificate.		Without Primary School Certificate.		With Primary School Certificate.		Without Primary School Certificate.		With Primary School Certificate.		Without Primary School Certificate.		With Primary School Certificate.		Without Primary School Certificate.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Post-primary	198	218	1	4	1,224	1,222	27	9	581	539	3	5	359	342	11	5	6,463	6,459	144	82
Commercial occupations—																				
(a) Clerical .. .. .	..	1	..	..	7	4	2	..	5	..	..	..	..	..	..	..	48	49	9	3
(b) Shop and warehouse assistants	8	3	10	1	39	34	18	8	23	23	6	7	15	3	9	3	276	234	185	104
Trades—																				
(a) Engineering	1	..	..	..	17	..	5	..	8	..	2	..	1	..	4	..	104	4	49	4
(b) Building	1	..	..	..	9	..	5	..	2	..	3	1	2	..	1	..	47	..	34	2
(c) Other	5	..	13	..	25	10	29	10	21	9	13	17	7	1	6	..	166	61	151	73
Agricultural and pastoral	35	2	40	3	125	3	76	1	61	1	57	1	64	2	48	3	939	52	794	40
Other occupations	11	14	9	8	43	46	48	32	33	18	37	35	10	7	37	12	238	246	283	213
Home	25	76	12	28	52	196	31	98	26	117	74	74	18	125	27	78	1,404	259	874	874
Not known	1	1	1	..	11	8	11	17	3	8	10	6	7	4	1	5	61	58	77	91
Total number of children leaving, 1937	285	315	86	44	1,552	1,317	252	175	763	715	156	146	483	484	144	106	8,651	8,567	1,985	1,486

TABLE A 10.—SCHOOL STAFF, DECEMBER, 1937 (EXCLUSIVE OF SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS, BUT INCLUSIVE OF FORMS I AND II OF ALL INTERMEDIATE SCHOOLS AND DEPARTMENTS).

	Number of Schools.	Sole Teachers.		Heads of Schools.		Assistant Teachers.		Total Number of Adult Teachers.			Percentage of Male to Female Adult Teachers.	Yearly Average Attendance, 31st December, 1937.	Average Number of Pupils to One Adult Teacher.
		M.	F.	M.	F.	M.	F.	M.	F.	Total.			
Education District —													
Auckland	726	227	103	332	44	260	998	819	1,145	1,964	71·5	58,032	29·5
Taranaki	157	46	27	59	24	34	176	139	227	366	61·2	10,293	28·1
Wanganui	191	66	37	77	8	55	230	198	275	473	72·0	13,585	28·7
Hawke's Bay	183	55	45	66	13	57	223	178	281	459	63·3	13,312	29·0
Wellington	228	44	68	81	24	136	418	261	510	771	51·2	24,178	31·3
Nelson	140	38	53	36	8	24	92	98	153	251	64·1	6,099	24·3
Canterbury	356	92	98	140	19	156	489	388	606	994	64·0	30,273	30·5
Otago	224	72	54	83	11	92	259	247	324	571	76·2	16,513	28·9
Southland	173	73	26	62	9	46	161	181	196	377	92·3	10,512	27·9
Intermediate schools and departments	16	..	..	*6	..	76	71	82	71	153	115·5	4,195	27·4
Totals, 1937	2,394	713	511	942	160	936	3,117	2,591	3,788	6,379	68·4	186,992	29·3
Totals, 1936	2,460	736	577	925	153	836	3,037	2,497	3,767	6,264	66·3	187,578	29·9
Difference	—66	—23	—66	—17	—7	—100	—80	—94	—21	—115	—2·1	—586	—0·6

* There are five Principals of separate intermediate schools. The other one is a head teacher of a District High School to which is attached an intermediate department, and is not shown elsewhere.

TABLE A 11.—CLASSIFICATION OF TEACHERS IN PUBLIC PRIMARY SCHOOLS, AND IN FORMS I AND II OF INTERMEDIATE SCHOOLS AND DEPARTMENTS, AT 31ST DECEMBER, 1937.
(Teachers in Secondary Departments of District High Schools are excluded.)

	All Schools.			Excluding Schools of Grade 0.		
	Classified Teachers.	Unclassified Teachers and Holders of Licenses.	Total.	Classified Teachers.	Unclassified Teachers and Holders of Licenses.	Total.
Education District —						
Auckland	1,788	176	1,964	1,787	164	1,951
Taranaki	337	29	366	337	24	361
Wanganui	427	46	473	427	31	458
Hawke's Bay	409	50	459	409	35	444
Wellington	684	87	771	684	70	754
Nelson	213	38	251	212	17	229
Canterbury	901	93	994	898	83	981
Otago	508	63	571	508	44	552
Southland	345	32	377	345	26	371
Intermediate schools and departments ..	125	28*	153	125	28*	153
Totals, 1937	5,737	642	6,379	5,732	522	6,254
Totals, 1936	6,053	211	6,264	6,048	81	6,129
Difference	—316	—431	—115	—316	—441	—125

* Twenty-seven of these intermediate-school teachers are not the holders of teachers' certificates, but are classified as secondary or technical school teachers, and one is an exchange teacher.

TABLE A 12.—DETAILS OF CLASSIFICATION OF TEACHERS IN PUBLIC PRIMARY SCHOOLS, AND IN FORMS I AND II OF INTERMEDIATE SCHOOLS AND DEPARTMENTS, DECEMBER, 1937.
(Teachers in Secondary Departments of District High Schools are excluded.)

	Class A.			Class B.			Class C.			Class D.			Class E.			Total.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.
Education district—																		
Auckland ..	10	1	11	268	110	378	432	682	1,114	64	219	283	..	2	2	774	1,014	1,788
Taranaki ..	2	..	2	48	20	68	73	132	205	8	53	61	..	1	1	131	206	337
Wanganui ..	2	1	3	64	29	93	99	162	261	22	46	68	..	2	2	187	240	427
Hawke's Bay	3	..	3	47	24	71	94	172	266	17	52	69	..	..	..	161	248	409
Wellington ..	4	2	6	96	75	171	109	292	401	17	87	104	1	1	2	227	457	684
Nelson ..	3	..	3	33	10	43	46	91	137	6	24	30	..	..	..	88	125	213
Canterbury ..	17	3	20	153	67	220	157	399	556	31	73	104	..	1	1	358	543	901
Otago ..	15	1	16	82	56	138	97	206	303	23	28	51	..	..	..	217	291	508
Southland ..	3	..	3	65	19	84	85	126	211	17	30	47	..	..	..	170	175	345
Intermediate schools and departments	10	1	11	43	26	69	14	23	37	..	8	8	..	..	..	67	58	125*
Totals, 1937	69	9	78	899	436	1,335	1,206	2,285	3,491	205	620	825	1	7	8	2,380	3,357	5,737
Totals, 1936	64	7	71	919	477	1,396	1,232	2,510	3,742	212	623	835	2	7	9	2,429	3,624	6,053
Difference	+5	+2	+7	-20	-41	-61	-26	-225	-251	-7	-3	-10	-1	..	-1	-49	-267	-316

* This total (125) gives only the number of those teachers in Forms I and II of intermediate schools and departments who have teachers' certificates. Of the other 28, however, 27 are classified as secondary or technical school teachers, and one is an exchange teacher.

TABLE A 13.—ADULT TEACHERS IN PUBLIC SCHOOLS (EXCLUDING SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS AND ALL INTERMEDIATE SCHOOLS AND DEPARTMENTS), CLASSIFIED ACCORDING TO GRADE OF SALARY RECEIVED AT 31ST DECEMBER, 1937.

Grade of Salary (See Note below).	Males.		Females.		Totals.	
	Certificated.	Uncertificated.	Certificated.	Uncertificated.	Certificated.	Uncertificated.
<i>Sole Teachers and Head Teachers.</i>						
O (£15 per pupil in average attendance)	1	31	5	87	6	118
I (£170-£200)	..	..	..	..	640	4
II (£210-£270)	..	..	..	..	452	1
IIIA (£265-£295)	..	..	..	..	260	..
IIIB (£280-£310)	..	..	..	..	270	..
IIIC (£280-£325)	..	..	..	..	132	..
IV (£325-£355)	..	..	..	..	128	..
V (£360-£405)	..	..	..	..	70	..
VI (£405-£425)	..	..	..	..	60	..
VII (£435-£465)	..	..	..	..	98	..
Relieving ..	..	..	..	..	72	9
Totals	..	..	..	..	2,488	132
<i>Assistants.</i>						
Probationary assistants*	..	152	..	287	..	439
1 (men £160-£205, women £140-£175)	191	..	1,475	1	1,666	1
1 (£140-£175 with additional £25 per annum)†	..	..	132	..	132	..
2 (men £230-£280, women £205-£260)	362	..	594	..	956	..
2 (£205-£260 with additional £30 per annum)‡	..	..	127	..	127	..
3 (men, £300-£330, women £285-£315)	109	..	127	..	236	..
4 (£340-£385)	..	..	..	..	..	..
Special§	3	..	3	..	6	..
Relieving ..	36	4	263	33	299	37
Supernumerary	1	2	..	4	1	6
Totals	702	158	2,721	325	3,423	483

* There were 496 positions for probationary assistants in the year 1937, but only 439 ex-Training College students were available to serve in that capacity. The remaining positions were filled by the appointment of substituted assistants and relieving teachers.

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

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

§ Certain teachers in normal schools and special classes.

N.B.—In addition to the grade salary shown in the table the regulations provide for the payment of additional amounts by way of grading increment, married allowance, house allowance, normal school allowance, and an allowance to head teachers of District High Schools.

TABLE A 14.—REGISTERED PRIVATE PRIMARY SCHOOLS.—NUMBER OF SCHOOLS, PUPILS, AND
TEACHERS AT THE END OF 1937.

District.	Number of Schools.				Roll Number at End of Year.							Average Attendance.	Number of Teachers.					
	Undenominational Schools.	Catholic Church Schools.	Other Church Schools.	Total Number of Schools.	Undenominational Schools.	Catholic Church Schools.	Other Church Schools.	Total Roll.			Undenominational Schools.		Catholic Church Schools.		Other Church Schools.			
								Boys.	Girls.	Total.			M.	F.	M.	F.		
Auckland ..	10	56	15	81	312	7,056	969	4,105	4,232	8,337	7,473	..	20	11	200	24	41	
Taranaki ..	..	11	1	12	..	1,118	27	532	613	1,145	1,056	..	..	..	37	..	3
Wanganui ..	2	16	8	26	44	1,614	310	998	970	1,968	1,770	..	3	3	52	14	12	
Hawke's Bay ..	3	14	6	23	81	1,602	187	888	982	1,870	1,721	..	6	5	42	6	11	
Wellington ..	3	42	10	55	206	4,379	807	2,559	2,833	5,392	4,892	7	6	11	122	7	31	
Nelson ..	1	5	1	7	15	538	75	278	350	628	563	..	1	..	20	..	3	
Canterbury ..	6	48	10	64	293	4,454	602	2,625	2,724	5,349	4,802	3	19	11	138	14	20	
Otago ..	1	22	3	26	42	1,922	201	1,047	1,118	2,165	1,908	..	4	9	67	3	8	
Southland ..	1	11	..	12	36	1,041	..	516	561	1,077	996	..	3	3	32	..	..
Totals, 1937	27	225	54	306	1,029	23,724	3,178	13,548	14,383	27,931	25,181	10	62	53	710	68	129	
Totals, 1936	30	224	55	309	953	23,728	3,028	13,398	14,311	27,709	24,743	9	59	49	706	57	112	
Difference	-3	+1	-1	-3	+76	-4	+150	+150	+72	+222	+438	+1	+3	+4	+4	+11	+17	

TABLE A 15.—AGES OF PUPILS IN PRIVATE PRIMARY SCHOOLS IN THE VARIOUS EDUCATION DISTRICTS AS AT 1ST JULY, 1937.

Education District.	5-6 Years.		6-7 Years.		7-8 Years.		8-9 Years.		9-10 Years.		10-11 Years.		11-12 Years.		12-13 Years.		13-14 Years.		14-15 Years.		15-16 Years.		16-17 Years.				17 Years and over.		Total.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Auckland	355	382	406	415	440	484	447	494	474	458	469	475	517	491	449	455	293	322	121	165	28	49	9	13	2	2	4,010	4,205	
Taranaki	45	48	62	58	73	67	44	59	52	66	61	63	60	70	57	76	54	41	16	27	6	13	..	8	..	2	2	530	598
Wanganui	68	88	98	90	115	106	89	105	106	102	98	100	123	126	136	111	92	55	43	49	7	15	1	1	..	..	977	948
Hawke's Bay	74	66	90	91	88	98	108	110	90	111	99	102	110	128	93	113	73	97	26	46	7	19	1	15	..	5	859	1,001	
Wellington	262	242	269	322	296	319	265	302	289	332	294	289	250	326	253	334	149	233	64	73	15	21	7	..	3	..	2,416	2,733	
Nelson	23	33	32	30	31	28	24	28	22	31	27	32	34	33	24	35	25	25	9	9	1	..	..	..	..	..	252	284
Canterbury	223	218	259	293	278	276	294	274	294	333	318	361	316	317	312	329	198	208	87	76	18	25	1	5	..	2	2,598	2,717	
Otago	97	79	101	123	115	119	118	125	106	150	117	130	104	135	112	121	66	82	38	19	9	2	4	..	3	..	990	1,085	
Southland	46	54	60	49	65	64	46	62	66	51	56	79	60	63	51	69	29	38	6	15	..	..	..	..	..	..	485	544
Totals, 1937	1,193	1,210	1,377	1,471	1,501	1,561	1,435	1,559	1,499	1,634	1,539	1,631	1,574	1,689	1,487	1,643	979	1,101	410	479	91	144	23	42	9	11	13,117	14,175	
Totals, 1936	1,195	1,167	1,451	1,486	1,399	1,591	1,474	1,561	1,490	1,580	1,556	1,597	1,543	1,735	1,423	1,593	1,034	1,140	438	535	112	139	30	41	4	7	13,149	14,172	
Difference	-2	+43	-74	-15	+102	-30	-39	-2	+9	+54	-17	+34	+31	-46	+64	-50	-55	-39	-28	-56	-21	+5	-7	+1	+5	+4	-32	+3	

TABLE A 16.—LOWER DEPARTMENTS OF SECONDARY SCHOOLS, 1937.—AVERAGE ATTENDANCE, ROLL CLASSIFICATION, AND STAFF.

School.	Average Attendance, 1937.	Roll Number at 31st December, 1937.		Classification according to Standards of Pupils on Roll at 1st July, 1937.																Totals.			Number of Teachers on Staff.		
				Class P.	S1.		S2.		S3.		S4.		Form I.		Form II.		Totals.								
				Boys.	Girls.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.						
New Plymouth Boys' High	19	22	..	..	..	..	..	1	..	3	..	4	..	4	..	8	..	20	..	20	1	..
Wanganui Girls' College	46	..	51	..	3	..	4	..	..	..	7	..	8	..	12	..	15	..	49	49	..	2
Nelson College	32	33	..	..	..	..	..	..	..	2	..	6	..	10	..	14	..	32	..	32	1	..
Nelson Girls' College	41	..	44	..	..	..	..	..	6	..	7	..	8	..	12	..	10	..	43	43	..	2
Timaru Boys' High	51	58	..	2	..	5	..	2	..	11	..	6	..	7	..	22	..	55	..	55	1	1			
Timaru Girls' High	14	..	18	..	3	..	2	..	2	..	4	..	2	..	3	..	..	..	16	16	..	1
Totals, 1937	203	113	113	2	6	5	6	3	8	16	18	16	18	21	27	44	25	107	108	215	3	6			
Totals, 1936	193	94	120	5	6	1	2	10	18	10	17	10	19	21	22	36	33	93	117	210	3	6			
Difference	+10	+19	-7	-3	..	+4	+4	-7	-10	+6	+1	+6	-1	..	+5	+8	-8	+14	-9	+5	..	..	

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

	Average Weekly Roll.	Roll Number at 31st Decem-ber.	Special Class for Backward Children.		Classification according to Standards of Pupils on Roll at 1st July.																		Total.	Number of Teachers on Staff on 31st December.	
					Class P.		S1.		S2.		S3.		S4.		F1.		F2.		Adult Section.		Totals.				
Boys.	Girls.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	M.	F.	B.	G.	M.	F.						
1937	1,763	1,803	24	33	327	333	102	115	83	102	93	91	63	88	51	73	49	61	12	1	804	897	1,701	8	33
1936	1,657	1,658	16	14	327	316	86	111	84	88	59	88	65	70	65	80	55	63	..	..	757	830	1,587	2	31
Difference	+106	+145	+8	+19	..	+17	+16	+4	-1	+14	+34	+3	-2	+18	-14	-7	-6	-2	+12	+1	+47	+67	+114	+6	+2

REPORTS (EXTRACTS) OF EDUCATION BOARDS.

AUCKLAND.

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

Teachers' Residences.—The Board appreciates the action of the Government in authorizing grants for the provision of residences at several schools during last year.

The shortage of accommodation for teachers in country districts is, however, still very acute, and the Board is continually receiving complaints from Committees that schools have lost the services of highly graded teachers owing to the lack of suitable accommodation.

The Board urges that favourable consideration be given to applications for grants for the erection of teachers' residences, particularly at schools of Grade III and higher grades, which are always likely to attract the services of married men.

Consolidated and Intermediate Schools.—There is an increasing demand throughout the district for the establishment of consolidated and intermediate schools. The great majority of parents fully recognize the benefits to be obtained by the attendance of their children at such schools.

The Board trusts that the Government will be able at an early date to authorize grants in respect of the applications which have been submitted for the establishment of consolidated and intermediate schools.

Bible-reading in Schools.—The Nelson system of Bible-reading is in operation in 236 schools, the number of children attending the classes being 26,860.

Five minutes' devotional exercises are taken in 129 schools, of which 53 have also the Nelson system. The attendance of children is, of course, entirely voluntary.

Medical and Dental Services.—The Board desires to place on record its appreciation of the efficient services rendered by the School Medical Officers and Nurses and Dental Officers. The Board is gratified to learn of the restoration of the payment of subsidies on local contributions for the erection of dental clinics.

It is hoped that, in connection with the proposals for the extension of arrangements for the dental inspection and treatment of school-children, provision will be made by the dental-caravan system or some other means to meet the requirements of country districts where the services of dentists are not available.

Conveyance and Boarding Allowance.—The Board desires to renew its representations for riding-allowance to be granted under similar conditions to those stipulated in the case of children conveyed to school by vehicle. A return obtained towards the end of last year shows that about 800 country children would benefit by the granting of the allowance.

The increase in the amount of the boarding-allowance to 7s. 6d. weekly is much appreciated.

Grading of Schools.—The Board appreciated the further concession that has been granted in grading primary schools on the average roll number for the first four weeks of the December term.

The new basis for primary schools and the grading of secondary departments of district high schools on the roll on the 1st March have resulted in much better staffing of schools than was allowed under the old system of grading on the average attendance.

The grants to Committees and the Board have also been materially increased as a consequence of the new basis for grading of schools.

Supply of Teachers.—Owing to the shortage of teachers, the Board experienced difficulty in the staffing of country schools. Several advertised vacancies for Grade I female assistants attracted no applicants.

During the December term 140 married women were employed as relieving teachers. The Board also found it necessary to call upon the services of superannuated teachers for relieving work, and in a few cases had no option but to employ uncertificated teachers.

Staffing of Schools.—The Board and Committees are concerned at the frequent changes that take place in the teaching staffs of schools. It is recognized, however, that the changes are unavoidable under the present Act and regulations.

The Board understands that the question of modifying the scale for staffing of schools and teachers' salaries is now under consideration, and hopes that, as a result, many of the staffing changes will be obviated.

TARANAKI.

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

District High Schools.—The two district high schools at Opunake and Ohura continue to render good service, and the attendance will increase if it is possible to extend the conveyance arrangements.

Agriculture, and Boys' and Girls' Clubs.—A generally satisfactory course of rural science instruction has been carried out at all schools; and the reports of the three instructors indicate that the work is being maintained at a high standard. One remark is particularly striking: "Oral response is better than at previous third term visits, and this is doubtlessly due to the disappearance of the Proficiency Examination, in preparation for which teachers were inclined to concentrate on technique in written examinations at the expense of oral expression."

Instructors met in conference at Hawera early in the year and arranged definite courses of work ; and in May they attended a conference convened by your Department in Wellington. They returned gratified and stimulated by the frank exchanges of experiences and of ideas for the advancement of various aspects of school work in agriculture, dairy science, and nature-study.

A number of School Committees have sought plans for ground improvements, and many schools are establishing varieties of native plants in their nurseries in preparation for the Centenary functions of tree-planting.

The total entries in all the projects offered by the executives of the agricultural clubs to pupils was over two thousand, excluding pig club entries and bee clubs. In many schools interest appears to have been quickened by the formation of school clubs, which furnish reports of their activities to the general executive. Practical agriculturalists such as local farmers and officers of the Agriculture Department have given addresses, and the local press has consistently given in full lengthy reports and details of the club competitions.

Conveyance of Pupils.—Approximately five hundred children were conveyed to school in Government buses or contract service buses, and, in addition, about six hundred pupils were paid the prescribed conveyance allowance, so that approximately 10 per cent. of the school population is now being conveyed to school by motor-vehicles. Twenty-nine pupils were in receipt of the prescribed boarding-allowance.

Ground Improvements.—An extensive amount of valuable work has been carried out during the year towards permanent improvements to school-grounds.

Uneven and unusable surfaces have been excavated and levelled, and are now converted into valuable playing-areas. Asphalt and concrete falling-in squares and basketball areas have been laid down, and many schools have received valuable help for this work through the Public Works Department.

Your influence in making such work possible is greatly appreciated.

Health and Physical Education.—Towards the end of the year the Health Department completed arrangements for the supply of milk to schools in the New Plymouth area. The organization appears to be completely satisfactory in all respects.

My Board works in complete accord with the Health Department, and thanks the School Medical Officer, Colonel Dawson, and his officers for much valuable advice and assistance.

WANGANUI.

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

Efficiency of the Schools.—The Board is indebted to the Inspectors for their very useful report on the year's work. It is printed in full at the end of this report.

The table showing the Inspectors' assessment of the general efficiency of the schools indicates a pleasing increase in the standard of work. For 1937 schools classified "Very Fair" or better were 96.9 per cent. of the total, as compared with 93.8 per cent. for the previous year.

The "Very Good" and "Excellent" groups also showed an increase of 3.1 per cent., these schools now representing 17.2 per cent. of the total.

The foregoing results are particularly creditable when it is remembered that schools did not open until 1st March and that several schools were closed for varying periods through infantile paralysis. The Board records its thanks to all teachers whose work helped to raise the general standard of efficiency.

It is pleasing to note the reference by the Inspectors to the valuable work carried out by the secondary departments of the district high schools. The Board feels that the good work accomplished in these departments is not sufficiently known and appreciated by many country parents. These departments were established to give country children facilities for secondary education, and it is only by the whole-hearted support of the country parents that an efficient system can be provided. As pointed out by the Inspectors, it is very difficult to provide liberal courses in small secondary departments. Increased roll numbers mean increased staffing and greater efficiency.

The policy of consolidation on district-high-school centres will no doubt be the means of encouraging a fuller use of secondary facilities.

School Environment.—Commendable interest has again been evinced in this matter by School Committees and teachers. Subject to the limits of its finances, the Board is always pleased to assist Committees which can bring forward suitable schemes representing a fair measure of local initiative and practical support.

Teachers.—The number of full-time teachers employed at the end of the year was 511, an increase of one over 1936.

The Board is indebted to the Board of Studies and the Principal for reports on the work and progress of the students from this district. Personal contact with the students was also established by a visit to the college by the Senior Inspector, accompanied by two senior Headmasters.

School Committees.—No report of the Board would be complete without recording its recognition of the most useful services rendered by the members of School Committees throughout the whole of the district.

In accordance with the Board's usual policy, official visits were made to many schools, and in all cases there was ample evidence of keen local interest in the schools. The Board is very fortunate in

having the services of so many parents and friends of the schools to work in co-operation with the teachers for the benefit of the children.

Consolidation of Schools.—This has constituted one of the major activities of the Board for the year, and the prediction in the 1935 report —“as the advantages become more widely known and appreciated, the parents themselves will take the initiative by asking for consolidation”—has been amply justified.

Fourteen schools were closed during the year, and the children conveyed to larger schools.

Intermediate School System.—In April the Director of Education visited Palmerston North and laid the advantages of this system before a very representative meeting of School Committees. As a result, the meeting unanimously decided in favour of the establishment of an intermediate school in Palmerston North.

A sub-committee of the Board later investigated the matter of location of the proposed school, and, at the end of the year, negotiations were almost finalized for the purchase of a site of $7\frac{1}{2}$ acres. As the establishment of such a school will relieve the accommodation difficulties at a number of city schools, the Board trusts that the necessary grant for the erection of buildings will not be unduly delayed.

HAWKE'S BAY.

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

Maintenance Grant.—During the year, owing to the fact that increased funds were available, maintenance work, including painting, proceeded steadily, and all but a few of the schools are now in a reasonable state of repair. Some of the buildings are, however, so old that heavy expenditure for renovation is not warranted, and their replacement by new buildings must be considered.

In this connection should be mentioned the provision of funds by the Government for the purchase of material for ground-improvement schemes, the labour being provided out of the Employment Promotion Fund. A great deal of work has been done by this means, but, unfortunately, while the Public Works Department in Napier has been able to proceed with the work authorized, no progress has been made in the Poverty Bay district with the fairly substantial jobs that have been authorized in that area. The Board trusts that further provision will be made for ground-improvement schemes, as still more can be done to improve the school-grounds both from the utilitarian and aesthetic points of view.

A fairly heavy programme of work was undertaken at the Department's request in connection with the maintenance of Native schools.

One of the most pressing needs in the district is the provision of further school residences and the improvement of existing residences. Regarding the latter, the Board has been engaged in a survey on the lines of the housing survey conducted in the cities and larger towns of New Zealand, and as a result it is found that many of the residences are by no means up to the standard of comfort, convenience, and hygiene which should be provided. The Board is hopeful that during 1938 it will be able to proceed with a definite programme of improvements to residences, but as the funds which it can provide for the purpose out of maintenance are limited it may be necessary to ask for special assistance in order to complete the programme. Some of the teachers' residences in the Board's district should be condemned as not worth further expenditure.

Grading and Staffing of Schools.—Undoubtedly one of the most progressive moves in educational administration in recent years was the decision to adopt 100 per cent. of the average roll as the basis for grading and staffing of schools instead of the average attendance as in the past. Further, the decision has been applied in a manner to give the schools the very greatest benefit, because the average roll is not taken over the whole year, as the average attendance used to be taken, but for a period of only four weeks—the first four weeks of the third term. Happily, now all the adjustments that had to be made when the average attendance was adopted as a basis are no longer necessary; and the grading of the schools, the staffing of the schools, the finances of School Committees, &c., will no longer be subject to the fluctuations in attendance caused through epidemic sickness, bad weather, and so on.

There was a distinct shortage of teachers during the year, particularly from the commencement of the second term, and the position was acute towards the end of the year. Married women ex-teachers were employed as relieving teachers, but by the end of the year it was difficult to obtain any more of these teachers for temporary work in the schools. Another result of the shortage was that schools which could well have done with some extra assistance could not be provided with it because the teachers were not available.

The Board learned with pleasure of your decision to increase still further the enrolments at the training colleges, with the object not only of overtaking the leeway in the training of teachers, but in order to provide extra teachers for reduction in the size of classes.

School Committees.—The increased grant provided during the last two years to School Committees has resulted in a definite improvement in the finances of Committees, and has enabled them to increase the wages of their cleaners and caretakers, to purchase adequate supplies of fuel, and generally to make better provision for the little amenities which help to make school life more enjoyable. Apart from the ground-improvement work which has been done by the Public Works Department, School Committees themselves have carried out many commendable improvements to school-grounds. The Committees continue to fill a very necessary part in local educational administration, and members have given willingly of their time and energy in the carrying-out of their duties.

Intermediate Schools.—The Napier Intermediate School continues to fulfil successfully the purpose for which it was established, and the gradual increase in the roll number by the enrolment of pupils from schools other than contributing schools indicates that its value as an important link in our educational system is becoming more and more appreciated by the parents. The roll is growing steadily.

Definite proposals are now before the Department for the establishment of an Intermediate school in Gisborne, where complete unanimity in favour of the establishment of such a school has been reached by all those interested.

Similarly at Hastings the School Committees and the Hastings High School Board have agreed to the establishment of an intermediate school, a suitable site already being available.

WELLINGTON.

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

Schools and Attendance.—The attendance during the first term was affected to a great extent by the unfortunate outbreak of infantile paralysis. The position became so acute that for a time the Board was forced to close all schools in its district. A system of correspondence tuition was operating throughout the district within twenty-four hours of the decision to close the public schools, and the Board records its warmest thanks for the helpful co-operation received from the proprietors of the *Dominion* and *Evening Post*, the National Broadcasting Service, the Post and Telegraph Department, the headmasters' associations, and all others who helped to make for the success of the scheme in a time of emergency.

The Education Department's Child Welfare Branch has again earned the Board's thanks for the help given in dealing with the more difficult cases of irregularity, both in the city and country areas, and in causing parents to realize more fully the obligations which are imposed on them in regard to their children's welfare.

Training College.—In previous years attention has been drawn to the need for the provision of a new college. The Board desires to thank the Hon. the Minister, and express appreciation of his decision to secure a new site.

When the plans of the new building are drawn and application is made for a grant it is hoped that the same sympathetic consideration will be given and that the middle University district will be served by a college up to date in design and thoroughly equipped for the important work of teacher-training.

Children's Sports.—The Board appreciates the efforts of those teachers who have organized sports gatherings in various parts of the district and who have done so much to encourage children in learning to swim. The work of some of the schools is most praiseworthy and extremely beneficial to the pupils.

School Committees.—The Board records its deep appreciation of the work undertaken by the members of School Committees throughout the year. They have displayed a keen interest in the welfare of the children and a general desire to still further improve the environment of the schools. The Board again expresses the hope that the Government will soon be in a position to assist the Committees by restoring the subsidy system. As far as possible the Board has subsidized the efforts of School Committees in connection with improvements to the school premises.

Medical and Dental Services.—The medical and dental school services continue to confer valuable benefits and are much appreciated. The requests for widening the scope of school dental treatment are so insistent that the Board trusts the Government will shortly extend the service. The Board again records its appreciation of the successful efforts of School Committees and teachers in raising the required quotas for the maintenance of the dental clinics.

NELSON.

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

Health of Children.—During the whole of 1937 the Board was without the services of a permanent School Medical Officer. Dr. P. Moir was loaned by the Health Department for several short periods during the year. Nurse C. Doneghue continued with her good work throughout the year in spite of the heavier duties which devolved on her through the absence of a permanent doctor. The health camp was held at Tahunanui in December and January.

Dental Service.—There were nineteen dental clinics in operation throughout the year. With few exceptions all schools throughout the district are now able to receive the services of a Dental Nurse. The matter of the disestablishment of a central clinic and the institution of separate clinics in the town schools is still under investigation, and it is hoped that matters will be finalized in the near future.

Physical Instruction.—The Board is disappointed that itinerant Physical Instructors have not yet been appointed by the Department. It is hoped that these appointments will be effected during the coming year, as teachers still find difficulty in interpreting the drill manual.

Manual Instruction.—The reinstatement of sewing capitation is being greatly appreciated by the smaller schools. In practically all schools under sole charge of male teachers the services of an outside instructress were availed of in order to provide needlework instruction for the girls.

Handwork instruction was given in every school, the amount available making it possible to make a liberal supply of materials.

Training College Students.—The new method of selecting trainees by a selection committee again proved successful. The selection committee set up consisted of the Chairman of the Board, the Senior Inspector, and the Secretary.

Thirty-five students were selected from this district and entered the Christchurch Training College.

CANTERBURY.

(Chairman, Mr. J. W. PREEN.)

Afforestation.—The Board's educational afforestation scheme was carried on during the year at Reserve 1579, North New Brighton, the usual city and suburban schools participating in planting operations.

Elementary Handwork in Primary Schools.—Handwork exercises as a medium for hand and eye training were carried on in the primary schools throughout the year. It was found possible to issue material on a slightly more liberal basis than heretofore, and this has no doubt resulted in a greater measure of success being attained in this subject of the curriculum.

Manual Training.—The usual courses of work were conducted during the year at all the manual-training centres controlled by the Board. It is pleasing to note that greater interest in this aspect of education is being manifested by parents and the public generally, particularly in country districts.

Agricultural Instruction and Related Activities.—The prolonged holidays at the beginning of 1937 adversely affected the agricultural work of the schools, particularly as regards preparatory operations for autumn efforts. Approximately 80 per cent. of the schools in Canterbury applied for and received trees and shrubs required for ornamentation and other purposes.

The St. Martins Nursery is serving a very useful purpose in providing such a service at a low operating-cost to the Board.

Physical Instruction.—The importance of physical instruction in the present-day life of the child is generally acknowledged by teachers, and the Board is glad to learn that this important subject receives careful attention.

Teachers render excellent service in the supervision and direction of sports and games. Arrangements for football, hockey, cricket, and swimming contests all denote much preparation during hours outside the time-table. The community owes a debt of gratitude to teachers for the time ungrudgingly given to activities that make for physical development and tend to the building-up of intellectual vigour and moral worth.

Members, however, view with concern the recent alarming increase in the number of drowning accidents and fatalities which in practically all cases have been attributable to inability to swim. The Board is of opinion that the time has arrived when swimming and life-saving instruction should receive definite and urgent attention, and suggests that the capitation which was payable in pre-depression years to teachers who gave such instruction might now with advantage be restored, and that subsidies in aid of baths should again be made available.

OTAGO.

(Chairman, Mr. J. WALLACE, O.B.E.)

Dunedin Training College.—Towards the end of the year intimation was received of a grant for the erection of a new training college. The preparation of plans and specifications will be put in hand at once, and it is anticipated that the new building will be ready for occupation during the first term in 1939.

School Dental Service.—The Board anticipates the establishment of several new clinics as additional Dental Nurses become available. At present there are twenty-five trained Dental Nurses in the Otago District. Strong dental-clinic committees are in charge of each treatment centre, and it is largely due to their tactful management that the contribution system continues to operate so satisfactorily.

School Committees.—The School Committees continue to faithfully carry out all the duties devolving upon them. The Board is indebted to many School Committees for initiating improvements in the school environment; indeed, more and more Committees are taking the initiative in asking for the remodelling of buildings and the improvement of the grounds. There is evidence of an increasing consciousness on the part of School Committee men that what was good enough for them is not good enough for their children.

School Libraries.—The Board is co-operating with the Dunedin City library in a scheme which will eventually offer to all country schools at a small charge the lending-service facilities at present given to Dunedin schools as part of the city service to its ratepayers.

Plans have also been completed for the establishment of reference libraries for children's use in all schools willing to take advantage of special subsidies offered by the Board. With the new freedom in the schools, the Board is satisfied that a library of good reference books for the children has become a necessity.

The Government grant, together with subsidies from the Board, provided schools with 12,195 additional supplementary readers.

SOUTHLAND.

(Chairman, Mr. S. RICE.)

District High Schools.—It is pleasing to record the establishment of two additional district high schools in the Southland District. After the establishment of Forms III at Nigteaps and Queenstown as temporary measures, the district high schools commenced operations on the 1st February and 14th June respectively. The establishment of these two schools will be of great advantage to two isolated districts. Secondary education for children from the Nigteaps district was only available by attending the Riverton or Invercargill schools, necessitating long train journeys or boarding. No facilities for secondary education were available for the Queenstown children. Both these districts are growing, and it is anticipated that the roll numbers of the secondary departments will increase during the current year.

Special Schools.—Great difficulty has been experienced during the last year to maintain the maximum roll number at the special school. On her annual visit the Supervisor of Special Classes recommended thirteen children for the class as vacancies occurred. This number was exhausted half-way through the year, the reason being that the majority of parents objected to their children attending the special school. It is to be regretted that parents are short-sighted in this matter and do not appreciate the excellent work that is being done.

Technical Instruction.—The Board has again to place on record its appreciation of the work being done by the Women's Division of the Farmers' Union in organizing adult classes in dressmaking. During the year there were seventy-eight classes in operation, fifty-seven being day and twenty-one evening classes. Eight hundred and ninety-three students were under instruction, and the two instructresses were employed full time throughout the year.

Agriculture, Science, and Nature Study.—The appointment of an additional Agricultural Instructor to the district was mentioned in the Board's report for 1936. The past year has shown the benefits that are to be derived by the employment of two instructors. Besides the advantage of instructors being able to visit each school more than once per annum, the opportunity has been given to foster the work of the boys' and girls' clubs.

School and Class Libraries.—Increased grants have been made available for the purchase of library books. Acting on the recommendation of the Senior Inspector, the Board has given teachers the opportunity to select fiction, historical, geographical, or other reference works according to the needs of each particular school library. In schools of Grade IV and upwards it was insisted upon that a portion of the grant be allocated to the infant department.

Radio in Schools.—During the year nine schools took advantage of the Department's special grant towards the cost of installing radio sets. In country districts where finances have not allowed the purchase of sets a number of teachers have fitted up the school and used their private machines. It is anticipated that in the near future there will be very few schools without radio sets.

Intermediate Schools.—Preliminary steps have been taken towards the establishment of two intermediate schools in Invercargill. During the year the Department's Chief Inspector visited Invercargill and addressed the Board on the advantages of intermediate education. It is anticipated that the erection of the buildings will take place during the current year.

INTERMEDIATE EDUCATION.

5. TABLES RELATING TO INTERMEDIATE SCHOOLS AND DEPARTMENTS.

TABLE B1.—ROLL NUMBER AND CLASSIFICATION OF PUPILS IN ATTENDANCE AT AND STAFFS OF INTERMEDIATE SCHOOLS AND DEPARTMENTS.

Intermediate School or Department.	Number of 1936 Pupils on Roll at beginning of 1937.	Number admitted during 1937.	Number on Roll at 31st December, 1937.	Average Attend- ance for the Year ending 31st December, 1937.	Classification of Pupils on Roll as at 1st July, 1937.												Number of Full-time Assist- ant Teachers.		
					Form I.		Form II.		Form III.		All Forms.		Total.	M.	F.	Total.			
					Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
(a) Whangarei ..	148	161	279	276	78	66	73	76	..	..	151	142	293	6	5	11	
(b) Otahuhu ..	120	139	234	226	55	53	73	61	..	..	128	114	242	3	3	6	
(c) Kowhai ..	463	508	820	821	222	204	193	181	24	58	439	443	882	13	16	29			
(d) Northcote ..	118	136	225	210	58	67	47	54	..	..	105	121	226	3	4	7	
(d) Matamata ..	87	106	168	161	53	37	40	45	..	..	93	82	175	3	5	8	
(e) Waihi ..	67	103	150	146	47	46	34	31	..	..	81	77	158	3	2	5	
(a) Rotorua ..	76	125	189	178	48	51	44	49	..	..	92	100	192	3	3	6	
(c) Wanganui ..	174	209	339	335	91	84	101	70	4	7	196	161	357	5	6	11			
(c) Napier ..	194	256	415	394	113	111	104	96	2	2	219	209	428	6	5	11			
(a) Rongotai ..	117	146	250	232	126	..	127	..	..	..	253	..	253	9	..	9
(a) Marlborough ..	98	133	200	208	55	60	55	47	..	..	110	107	217	6	4	10	
(c) Shirley ..	147	200	327	314	87	102	75	70	..	..	162	172	334	5	5	10	
(a) West Christ- church ..	110	155	251	237	63	57	70	64	..	..	133	121	254	3	4	7	
(a) Waitaki Boys' ..	69	78	138	133	67	..	73	..	..	..	140	..	140	6	..	6
(a) Waitaki Girls' ..	51	67	107	105	..	61	..	55	..	..	..	116	116	..	6	6
(c) Dunedin North ..	149	174	295	288	76	73	77	69	4	..	157	142	299	4	4	8			
Totals, 1937	2,188	2,696	4,387	4,264	1,239	1,072	1,186	968	34	67	2,459	2,107	4,566	78	72	150			
Totals, 1936	2,301	2,541	4,307	4,135	1,166	947	1,203	1,005	35	64	2,404	2,016	4,420	76	71	147			
Difference ..	-113	+155	+80	+129	+73	+125	-17	-37	-1	+3	+155	+91	+146	+2	+1	+3			

(a) These are intermediate departments, consisting of Form I and Form II pupils, which have been attached to secondary schools.
(b) This school is a technical high school to which is attached an intermediate department.
(c) These schools are separate intermediate schools.
(d) District high schools including a primary-school department up to Standard IV, an intermediate or junior secondary department consisting of the former Form I and Form II pupils, and a senior high school or senior secondary department.
(e) District high school with intermediate department attached.

TABLE B2.—AGES OF PUPILS IN ATTENDANCE AT INTERMEDIATE SCHOOLS AND DEPARTMENTS AT 1ST JULY, 1937.

Intermediate School.	Under 11 Years.		11 Years and under 12.		12 Years and under 13.		13 Years and under 14.		14 Years and under 15.		15 Years and under 16.		16 Years and under 17.		17 Years and under 18.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Whangarei ..	2	..	27	35	50	65	39	28	23	11	9	3	1	..	..	..	151	142
Otahuhu ..	1	..	27	29	52	43	37	32	11	10	..	..	..	..	..	..	128	114
Kowhai ..	5	8	93	87	152	151	125	124	46	59	16	13	1	1	1	..	439	443
Northcote ..	6	13	26	24	31	39	29	37	10	6	2	2	1	..	..	..	105	121
Matamata ..	2	5	21	25	33	34	25	15	10	1	2	2	..	..	..	..	93	82
Waihi ..	..	..	15	16	28	29	21	19	15	9	2	4	..	..	..	..	81	77
Rotorua ..	..	..	17	18	27	39	37	26	8	13	2	4	1	..	..	..	92	100
Wanganui ..	3	2	34	38	70	63	51	39	27	14	9	4	2	1	..	..	196	161
Napier ..	1	2	35	42	76	75	71	65	28	25	8	..	..	..	..	..	219	209
Rongotai ..	9	..	67	..	100	..	56	..	14	..	7	..	..	..	..	..	253	..
Marlborough ..	2	2	25	25	38	45	24	23	16	10	4	2	1	..	..	..	110	107
Shirley ..	..	..	6	7	52	72	65	64	30	26	9	2	..	1	..	..	162	172
West Christchurch ..	4	4	31	30	59	47	28	32	9	8	2	..	..	..	..	..	133	121
Waitaki Boys' ..	3	..	21	..	56	..	31	..	24	..	5	..	..	..	..	..	140	..
Waitaki Girls' ..	..	2	..	27	..	38	..	32	..	13	..	4	..	..	..	..	..	116
Dunedin North ..	2	1	24	33	60	61	48	33	17	12	6	2	..	..	..	..	157	142
Totals, 1937 ..	40	39	469	436	884	801	687	569	288	217	83	42	7	3	1	..	2,459	2,107
Totals, 1936 ..	49	62	500	438	792	740	638	513	330	206	84	54	10	3	1	..	2,404	2,016
Difference ..	-9	-23	-31	-2	+92	+61	+49	+56	-42	+11	-1	-12	-3	..	..	..	+55	+91

SECONDARY AND TECHNICAL EDUCATION.

6. SOME PARTICULARS RELATING TO POST-PRIMARY EDUCATION FOR THE YEARS 1936 AND 1937 (1ST JULY).

	1936.				1937.			
	Secondary Schools.	Combined Schools.	Technical Schools.	District High Schools.	Secondary Schools.	Combined Schools.	Technical Schools.	District High Schools.
1. Number of schools ..	40	6	21	84	40	6	21	86
2. Number of full-time pupils on roll—								
Boys	8,259	1,294	4,989	2,347	7,952	1,358	5,167	2,308
Girls	7,391	939	4,174	2,402	7,375	972	4,241	2,641
Totals	15,650	2,233	9,163	4,749	15,327	2,330	9,408	4,949
3. Number of free full-time pupils on roll—								
Boys	8,130	1,278	4,955	2,326	7,868	1,344	5,138	2,290
Girls	7,347	927	4,120	2,380	7,327	965	4,207	2,628
Totals	15,477	2,205	9,075	4,706	15,195	2,309	9,345	4,918
4. Number of evening or part-time pupils on roll—								
Boys .. .. .	..	652	7,815	..	..	559	8,739	..
Girls .. .. .	..	354	3,660	..	..	325	3,807	..
Totals .. .. .	..	1,006	11,475	..	..	884	12,546	..
5. Number of free evening or part-time pupils on roll—								
Boys .. .. .	..	376	4,509	..	..	303	5,144	..
Girls .. .. .	..	221	1,998	..	..	210	2,157	..
Totals .. .. .	..	597	6,507	..	..	513	7,301	..
6. Number of full-time assistants—								
Men	337	54	243	122	337	55	253	127
Women	277	39	148	85	277	39	151	93
Totals	614	93	391	207	614	94	404	220

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

TABLE D 1.—POST-PRIMARY SCHOOLS (EXCLUSIVE OF DISTRICT HIGH SCHOOLS): AVERAGE ATTENDANCE, ROLL, NUMBER OF GOVERNMENT FREE-PLACE HOLDERS, AND STAFF.
(Statistics of part-time pupils will be found in Section 8.)

School.	Roll Numbers (Full-time Pupils).				Average Attendance for 1937. (Year ending December.)	Number of New Pupils admitted during 1937.	Number of New Pupils who commenced their Post-primary Education in 1937.	Number of Free Pupils on Roll at 1st July, 1937.		Full-time Staff (including Principals), (December, 1937).			
	At 1st March, 1937.	December, 1937.						Junior.	Senior.	M.	F.		
		Boys.	Girls.	Total.									
A. Secondary Schools.													
Whangarei High School ..	466	450	213	189	402	373	278	201	174	335	114	12	6
Auckland Grammar School ..	910	868	818	..	818	840	631	303	259	511	341	34	..
Mount Albert Grammar School ..	676	646	606	..	606	609	450	244	212	415	220	25	..
Auckland Girls' Grammar School ..	549	532	..	500	500	501	335	241	223	388	144	..	21
Epsom Girls' Grammar School ..	614	606	..	569	569	567	392	241	207	406	186	..	23
Takapuna Grammar School ..	457	446	215	206	421	415	292	183	155	279	164	11	7
Thames High School ..	190	179	79	81	160	168	127	65	58	117	62	6	3
Hamilton High School ..	440	418	195	185	380	399	298	155	128	250	162	10	8
Rotorua High School ..	213	201	90	85	175	184	118	98	88	145	56	6	3
Wanganui Girls' College ..	381	369	..	344	344	348	247	143	119	244	114	..	15
Palmerston North Boys' High School ..	414	388	349	..	335	373	280	149	119	227	160	17	..
Palmerston North Girls' High School ..	275	256	..	235	235	243	181	100	91	179	76	..	12
Gisborne High School ..	566	542	252	231	483	505	344	229	216	392	143	14	8
Hastings High School ..	452	429	199	186	385	388	265	190	183	186	241	13	7
Dannevirke High School ..	347	333	177	128	305	315	208	139	126	230	103	9	5
Wairarapa High School ..	292	283	132	119	251	249	190	98	100	176	103	9	2
Hutt Valley High School ..	445	415	228	159	387	396	265	196	174	303	112	11	7
Wellington College ..	707	658	621	..	621	639	481	238	214	407	244	27	..
Rongotai Boys' College ..	304	271	257	..	257	275	204	100	98	172	97	14	..
Wellington Girls' College ..	463	427	..	383	383	399	311	161	149	293	132	..	19
Wellington East Girls' College ..	360	338	..	306	306	317	223	147	131	240	96	..	16
Marlborough High School ..	301	286	122	135	257	257	163	146	139	205	80	7	6
Rangiora High School ..	190	182	82	79	161	160	106	88	80	135	47	6	3
Christchurch Boys' High School ..	585	564	505	..	505	529	411	187	174	358	193	23	..
Christchurch Girls' High School ..	508	494	..	472	472	463	350	166	151	287	207	..	20
Avonside Girls' High School ..	370	347	..	316	316	331	219	158	153	200	147	..	16
Christchurch West High School ..	475	442	238	164	402	358	273	208	200	354	87	12	7
Ashburton High School ..	253	246	133	101	234	221	162	94	90	168	75	7	5
Timaru Boys' High School ..	401	378	344	..	344	351	283	136	126	250	124	17	..
Timaru Girls' High School ..	362	350	..	325	325	326	221	141	122	226	124	..	14
Waimate High School ..	188	183	87	72	159	164	115	75	70	128	54	5	3
Waitaki Boys' High School ..	312	306	269	..	269	305	198	122	112	198	104	14	..
Waitaki Girls' High School ..	302	299	..	276	276	270	185	119	109	195	103	..	13
Otago Boys' High School ..	467	437	397	..	397	431	343	141	123	251	180	19	..
Otago Girls' High School ..	555	544	..	514	514	518	349	223	206	375	168	..	21
King's High School ..	256	244	229	..	229	235	157	102	94	196	48	11	..
South Otago High School ..	203	185	77	99	176	175	121	82	73	132	52	6	3
Gore High School ..	254	237	105	103	208	216	147	115	108	175	60	7	5
Southland Boys' High School ..	304	294	275	..	275	276	201	110	98	186	107	13	..
Southland Girls' High School ..	262	254	..	245	245	242	163	103	94	164	87	..	11
Totals A, 1937 ..	16,069	15,327	7,294	6,807	14,101	14,331	10,287	6,137	5,546	10,078	5,117	365	289
Totals A, 1936 ..	16,577	15,650	7,297	6,705	14,002	14,562	10,788	6,337	5,588	10,346	5,131	365	289
Difference ..	-508	-323	-3	+102	+99	-231	-501	-200	-42	-268	-14	..	..

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

School.	Roll Numbers (Full-time Pupils).			Average Attendance for 1937 (Year ending December).	Number of 1936 Pupils on Roll at beginning of 1937.	Number of New Pupils admitted during 1937.	Number of New Pupils who commenced their Post-primary Education in 1937.	Number of Free Pupils on Roll at 1st July, 1937.		Full-time Staff (including Principals), (December, 1937).
	At 1st March, 1937.	At 1st July, 1937.						Junior.	Senior.	
		Boys.	Girls.								Total.	M.	F.
B. Combined Schools.										
New Plymouth Boys' High School ..	524	497	455	475	311	233	196	337	155	21
New Plymouth Girls' High School ..	377	358	328	335	224	163	143	263	94	15
Napier Boys' High School ..	376	353	310	335	220	171	154	272	80	15
Napier Girls' High School ..	245	232	211	214	143	107	95	161	69	11
Nelson College ..	527	508	451	473	320	217	174	337	163	23
Nelson Girls' College ..	395	382	358	357	257	146	127	240	138	16
Totals B, 1937 ..	2,444	2,330	2,113	2,189	1,475	1,037	889	1,610	699	59
Totals B, 1936 ..	2,383	2,233	1,986	2,086	1,545	936	812	1,481	724	58
Difference ..	+61	+97	+127	+103	-70	+101	+77	+129	-25	+1
C. Technical Schools.										
Auckland Technical School ..	1,516	1,359	668	1,131	703	813	795	1,206	147	37
Elam School of Art ..	71	70	38	65	36	44	16	25	34	4
Otago Technical School ..	446	420	142	337	251	227	209	318	102	12
Pukekohe Technical School ..	271	248	90	218	155	127	116	186	59	9
Hamilton Technical School ..	575	515	232	480	321	271	264	422	91	14
Hawera Technical School ..	384	370	165	328	202	199	167	273	96	9
Stratford Technical School ..	342	322	145	269	203	146	140	224	98	4
Wanganui Technical School ..	632	577	358	535	376	275	253	422	151	22
Foelding Technical School ..	288	251	163	242	150	134	123	189	73	10
Palmerston North Technical School ..	478	430	140	390	209	261	246	366	64	12
Masterton Technical School ..	211	192	88	167	89	134	117	163	25	6
Petone Technical School ..	253	212	91	195	104	148	145	199	12	6
Wellington Technical School ..	953	852	381	757	489	521	499	733	113	25
Westport Technical School ..	122	115	40	106	76	49	46	85	30	6
Greymouth Technical School ..	273	273	110	259	175	126	121	204	69	9
Christchurch Technical School ..	1,246	1,176	651	1,037	603	684	645	1,010	162	28
Canterbury College School of Art ..	164	155	27	153	101	72	49	87	42	7
Ashburton Technical School ..	321	297	115	266	157	178	174	249	48	7
Timaru Technical School ..	252	234	99	192	126	132	126	194	39	6
Dunedin Technical School ..	749	695	271	640	344	421	406	620	74	20
Invercargill Technical School ..	671	645	247	576	305	387	378	579	63	16
Totals C, 1937 ..	10,218	9,408	4,283	8,431	5,175	5,349	5,035	7,754	1,592	274
Totals C, 1936 ..	10,245	9,163	4,062	8,134	5,567	5,143	4,810	7,479	1,596	264
Difference ..	-27	+245	+221	+297	-392	+206	+225	-275	-4	+10
Grand totals, 1937 ..	28,731	27,065	12,793	24,951	16,937	12,523	11,470	19,442	7,408	698
Grand totals, 1936 ..	29,205	27,046	12,475	24,782	17,900	12,416	11,210	19,306	7,451	687
Difference ..	-474	+19	+318	+169	-963	+107	+260	+136	-43	+11

TABLE D 2.—CLASSIFICATION ACCORDING TO AGES OF FULL-TIME PUPILS ON ROLL OF POST-PRIMARY SCHOOLS (EXCLUSIVE OF DISTRICT HIGH SCHOOLS) AS AT 1ST JULY, 1937.

Type of School.	Number of Schools.	Ages of all Pupils on Roll as at 1st July, 1937.																									
		Under 11 Years.		11 Years.		12 Years.		13 Years.		14 Years.		15 Years.		16 Years.		17 Years.		18 Years.		19 Years.		20 Years.		21 Years and over.		Total, all Ages.	
		B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.		
Secondary ..	40	..	..	10	8	310	367	1,502	1,717	2,168	2,074	1,998	1,762	1,243	917	536	438	139	75	37	16	7	..	2	1	7,375
Combined ..	6	..	..	1	1	35	41	225	224	448	289	327	214	180	130	98	61	32	9	8	2	4	1	..	..	1,358
Technical ..	21	..	..	4	1	139	164	1,224	1,102	1,819	1,503	1,341	981	443	301	141	124	37	30	7	11	4	6	8	18	5,167
Totals, 1937	67	..	..	15	10	484	572	2,951	3,043	4,435	3,866	3,666	2,957	1,866	1,348	775	623	208	114	52	29	15	7	10	19	14,477
Totals, 1936	67	1	..	11	20	513	552	2,710	2,784	4,448	3,964	3,550	2,861	2,078	1,551	848	547	305	161	62	36	8	10	8	18	14,542	
Difference	-1	..	+4	-10	-29	+20	+241	+259	-13	-98	+116	+96	-212	-203	-73	+76	-97	-47	-10	-7	+7	-3	+2	+1	-65	+84

TABLE D 3.—CLASSIFICATION ACCORDING TO YEARS OF ATTENDANCE OF FULL-TIME PUPILS ON THE ROLL OF POST-PRIMARY SCHOOLS (EXCLUSIVE OF DISTRICT HIGH SCHOOLS) AT 1ST JULY, 1937.

Type of School.	First-year Pupils.		Second-year Pupils.		Third-year Pupils.		Fourth-year Pupils.		Fifth-year Pupils.		Sixth-year Pupils and Later.		Totals.	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
Secondary ..	2,712	2,726	2,296	2,195	1,524	1,314	986	718	348	336	86	86	7,952	7,375
Combined ..	507	364	401	275	232	181	136	89	57	45	25	18	1,358	972
Technical ..	2,712	2,162	1,520	1,274	658	560	194	157	62	50	21	38	5,167	4,241
Totals, 1937 ..	5,931	5,252	4,217	3,744	2,414	2,055	1,316	964	467	431	132	142	14,477	12,588
Totals, 1936 ..	5,784	5,025	4,181	3,866	2,486	2,096	1,359	951	576	429	156	137	14,542	12,504
Difference ..	+147	+227	+36	-122	-72	-41	-43	+13	-109	+2	-24	+5	-65	+84

TABLE D 4.—CLASSIFICATION ACCORDING TO AGE AT DATE OF ADMISSION OF FULL-TIME PUPILS (EXCLUSIVE OF DISTRICT HIGH SCHOOLS) WHO COMMENCED POST-PRIMARY EDUCATION IN 1937.

Type of School.			Under 12 Years.		12 Years.		13 Years.		14 Years.		15 Years and over.		Totals.	
			B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
Secondary ..	..	..	33	28	542	650	1,269	1,449	723	529	217	106	2,784	2,762
Combined ..	..	..	6	10	62	95	251	180	148	69	57	11	524	365
Technical ..	..	..	14	13	365	398	1,292	1,036	884	589	284	160	2,839	2,196
Totals, 1937 ..	..	..	53	51	969	1,143	2,812	2,665	1,755	1,187	558	277	6,147	5,323
Totals, 1936 ..	..	..	53	92	1,699	1,257	2,596	2,462	1,785	1,078	541	244	6,074	5,133
Difference ..	..	..	..	-41	-130	-114	+216	+203	-30	+109	+17	+33	+73	+190

TABLE D 5.—FULL-TIME PUPILS AT SECONDARY, COMBINED, AND TECHNICAL HIGH SCHOOLS ON 1ST JULY, 1937, ACCORDING TO COURSES OF INSTRUCTION.

School.	Professional or General, with Two Foreign Languages.				Professional or General with One Foreign Language.				Industrial.				Commercial.		Agricultural.		Art.		Home Life.		University Degree and Advanced Work.		Totals.		Grand Totals.	
	B.		G.		B.		G.		B.		G.		B.		G.		B.		G.		B.		G.			
Secondary Schools.																										
Whangarei High School..	29	53	147	67	..	..	..	..	..	1	80	47	..	..	..	..	..	..	..	13	9	4	233	217	450
Auckland Grammar School..	506	..	132	..	..	..	..	..	..	218	..	..	..	..	..	..	..	..	..	..	12	..	..	868	..
Mount Albert Grammar School ..	342	..	181	..	..	..	..	..	..	85	159	35	..	..	..	..	..	..	..	..	3	..	..	646	..
Auckland Girls' Grammar School ..	..	227	..	96	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	50	..	..	..	532	606
Epsom Girls' Grammar School ..	..	352	..	254	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	606	218
Takapuna Grammar School ..	75	77	83	69	..	..	..	..	..	70	72	..	..	..	..	..	..	..	..	..	..	..	..	446	94
Thames High School ..	27	25	45	28	..	..	..	..	..	..	41	13	..	..	..	..	..	..	..	..	..	..	..	85	179
Hamilton High School ..	91	62	38	25	..	..	..	..	..	56	47	5	..	..	..	..	..	..	..	69	15	10	205	213	418
Rotorua High School ..	29	23	56	25	14	..	..	..	..	..	30	10	..	..	..	..	..	..	..	14	..	..	109	92	201
Wanganui Girls' College ..	..	111	..	90	..	..	..	..	..	..	107	..	..	..	..	..	..	..	..	55	..	2	..	369	369
Palmerston North Boys' High School	76	..	163	..	..	..	..	..	..	87	..	62	..	..	..	..	..	..	..	..	..	..	388	..	388
Palmerston North Girls' High School	..	36	..	64	..	..	..	..	..	..	88	..	..	..	..	..	..	..	..	..	..	17	..	256	256
Gisborne High School ..	70	53	126	60	54	..	..	..	..	1	112	28	..	..	..	..	..	..	..	51	..	..	279	263	542
Hastings High School ..	46	56	98	77	20	..	..	..	..	36	53	25	..	..	..	..	..	..	..	38	..	..	225	204	429
Dannevirke High School ..	60	24	65	42	33	..	..	..	..	19	73	17	..	..	..	..	..	..	..	18	..	..	194	139	333
Wairarapa High School..	41	13	55	58	..	..	..	..	..	27	30	29	..	..	..	..	..	..	..	30	..	..	152	131	283
Hutt Valley High School ..	66	22	178	86	..	..	..	..	..	3	60	..	..	..	..	..	..	..	..	..	..	..	247	168	415
Wellington College ..	352	..	..	..	287	..	..	..	..	19	..	..	..	..	..	..	..	..	..	..	..	..	658	..	658
Rongotai College ..	108	..	112	..	42	..	..	..	..	7	..	..	..	..	..	..	..	..	..	..	2	..	271	..	271
Wellington Girls' College ..	..	95	..	97	..	..	..	..	..	..	144	..	..	..	..	..	..	..	..	65	..	1	..	427	427
Wellington East Girls' College ..	..	124	..	51	..	..	..	..	..	..	97	..	..	..	..	..	..	..	..	66	..	..	338	338	686
Marlborough High School ..	15	3	72	59	25	..	..	..	..	33	61	..	..	..	..	..	..	..	..	18	..	..	145	141	286
Rangiora High School ..	1	..	45	27	13	..	..	..	..	22	41	14	..	..	..	..	..	..	..	19	..	..	95	87	182
Christchurch Boys' High School ..	301	..	263	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	564	..	564
Christchurch Girls' High School ..	..	193	..	180	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	121	..	..	..	494	494
Avonside Girls' High School ..	..	81	..	44	..	..	..	..	..	..	189	..	..	..	..	..	..	..	..	..	..	..	..	347	347
Christchurch West High School ..	91	33	130	10	17	..	..	..	..	24	101	..	..	..	..	..	..	..	..	33	..	..	262	180	442
Ashburton High School..	35	31	77	61	..	..	..	..	..	5	14	23	..	..	..	..	..	..	..	36	..	..	140	106	246
Timaru Boys' High School ..	103	..	87	..	63	..	..	..	..	57	..	62	..	..	..	..	..	..	..	..	6	..	..	378	378
Timaru Girls' High School ..	..	59	..	118	..	..	..	..	..	..	78	..	..	..	..	..	..	..	..	95	..	..	350	350	700
Waimate High School ..	19	17	52	11	..	..	..	..	..	9	24	16	..	..	..	..	..	..	..	31	4	..	100	83	183
Waitaki Boys' High School ..	57	47	98	..	27	..	..	..	..	62	112	62	..	..	..	..	..	..	..	38	..	..	306	299	606
Waitaki Girls' High School ..	..	..	..	102	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	437	437
Otago Boys' High School ..	322	..	115	..	..	..	..	..	..	..	121	..	..	..	..	..	..	..	..	42	..	..	544	544	1088
Otago Girls' High School ..	..	205	..	176	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	244	..	244
King's High School ..	97	..	147	..	8	..	..	..	..	19	27	10	..	..	..	..	..	..	..	12	..	..	82	103	185
South Otago High School ..	20	31	25	33	13	..	..	..	..	25	40	..	..	..	..	..	..	..	..	17	..	..	117	120	237
Gore High School ..	41	28	38	35	..	..	..	..	..	4	..	6	..	..	..	..	..	..	..	..	3	..	294	294	594
Southland Boys' High School ..	94	..	187	..	..	..	..	..	..	..	63	..	..	..	..	..	..	..	..	20	..	..	..	254	254
Southland Girls' High School ..	..	67	..	104	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals	3,114	2,148	2,815	2,149	616	..	..	..	..	889	2,064	464	..	..	..	29	951	54	34	7,952	7,375	..	..	15,327	15,327

TABLE D 5.—FULL-TIME PUPILS AT SECONDARY, COMBINED, AND TECHNICAL HIGH SCHOOLS ON 1ST JULY, 1937, ACCORDING TO COURSES OF INSTRUCTION—continued.

School.	Professional or General, with Two Foreign Languages.				Professional or General, with One Foreign Language.				Industrial.		Commercial.		Agricultural.		Art.		Home Life.		University Degree and Advanced Work.		Totals.		Grand Totals.		
	B.		G.		B.		G.		B.		G.		B.		G.		B.		G.		B.			G.	
<i>Combined Schools.</i>																									
New Plymouth Boys' High School	128	110	228	73	62	..	28	148	35	27	16	..	497	..	497	..	497	..	497		
New Plymouth Girls' High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Napier Boys' High School	102	51	105	62	70	..	50	85	26	34	353	..	353	..	353	..	353		
Napier Girls' High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Nelson College..	122	103	224	..	93	..	29	..	36	4	..	508	..	508	..	508	..	508		
Nelson Girls' College	..	..	..	113	..	..	..	110	..	..	..	..	..	56	..	..	..	..	..	..	..	..
Totals	352	264	557	248	225	..	107	343	97	..	..	..	..	117	20	..	1,358	972	1,358	972	..	2,330
<i>Technical High Schools.</i>																									
Auckland	..	..	..	..	600	..	172	385	28	..	..	..	..	166	4	4	804	555	804	555	..	1,359
Elam School of Art	..	36	54	20	82	..	10	88	31	..	..	..	..	45	..	..	17	53	17	53	..	70
Otahuhu	54	6	47	39	30	..	7	67	23	..	..	..	..	20	..	..	231	189	231	189	..	420
Pukekohe	..	..	..	..	156	..	81	149	42	..	..	..	..	3	..	..	113	135	113	135	..	248
Hamilton	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	281	234	281	234	..	515
Hawera	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	181	189	181	189	..	370
Stratford	55	47	56	28	45	..	9	68	..	..	..	..	..	..	..	..	167	155	167	155	..	322
Wanganui	58	47	63	31	37	9	50	75	37	..	8	5	..	46	..	..	427	150	427	150	..	577	
Feilding	..	..	226	24	106	..	9	38	98	..	..	..	..	15	..	..	162	89	162	89	..	251
Palmerston North	..	4	50	32	..	..	23	117	..	..	4	2	..	110	..	..	201	229	201	229	..	430
Masterton	..	..	..	..	174	..	17	36	..	..	..	..	..	40	..	..	116	76	116	76	..	192
Petone	..	..	..	..	99	..	25	53	..	..	4	5	..	36	..	..	118	94	118	94	..	212
Wellington	..	..	148	94	89	..	66	158	..	..	27	27	..	105	..	..	468	384	468	384	..	852
Greymouth	..	..	..	..	227	..	22	69	..	..	..	..	..	33	..	..	125	148	125	148	..	273
Canterbury College School of Art	17	14	30	32	56	..	..	..	..	..	33	122	..	..	..	..	33	122	33	122	..	255
Christchurch	..	..	..	..	..	..	166	207	50	..	..	..	..	221	..	..	748	428	748	428	..	1,176
Westport	..	..	23	22	532	..	2	44	..	..	..	..	..	..	..	..	49	66	49	66	..	115
Ashburton	..	..	..	..	24	..	9	86	24	..	..	..	..	89	..	..	131	166	131	166	..	297
Timaru	..	..	..	..	98	..	16	46	..	..	..	..	..	68	..	..	120	114	120	114	..	234
Dunedin	..	..	..	..	104	..	109	247	..	..	6	14	..	95	..	..	339	356	339	356	..	695
Invercargill	..	..	11	3	216	..	77	185	32	..	..	..	..	121	..	..	336	309	336	309	..	645
Totals	195	157	708	325	2,899	9	881	2,195	379	..	101	231	..	1,320	4	4	5,167	4,241	5,167	4,241	..	9,408			

TABLE D 6.—SUBJECTS TAKEN BY PUPILS IN SECONDARY, COMBINED, AND TECHNICAL SCHOOLS, 1937.

Subject.	Secondary Schools.		Technical Schools.		Combined Schools.	
	Number of Pupils taking Subjects.		Number of Pupils taking Subjects.		Number of Pupils taking Subjects.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Accountancy	44	7	9	2	13	..
Agriculture	560	29	731	25	66	25
Applied mechanics .. .. .	..	..	89	..	54	..
Arithmetic	7,506	6,725	3,489	4,076	1,295	933
Art or art appreciation	194	205	115	234	..	..
Bee-keeping .. .. .	..	..	28	..	..	..
Biology or zoology	426	238	110	..	91	..
Blacksmithing .. .. .	..	..	92	..	..	..
Book-keeping	2,404	2,172	2,210	2,864	547	335
Botany	128	614	379	97	3	107
Building-construction	3	..	241	..	..	..
Business methods	97	23	116	55	..	..
Chemistry	6,174	197	1,455	379	950	1
Commercial art	6	22	12	61	29	..
Commercial correspondence .. .. .	..	33	170	215	6	64
Cookery	10	2,538	92	2,223	..	371
Dairy science	332	..	419	..	65	..
Design and crafts	160	1,632	773	2,446	173	198
Dietetics .. .. .	..	157	..	153	..	..
Drawing—						
Blackboard	15	38	4	10	..	..
Engineering .. .. .	..	..	466	..	133	..
Freehand	3,248	4,219	2,495	3,008	361	783
Instrumental	2,438	203	3,259	568	281	..
Trade .. .. .	..	..	1,425	..	91	..
Dressmaking .. .. .	..	252	..	948	..	..
Economics	104	21	63	84	22	..
Elocution	1,221	2,411	12	155	169	232
Engineering : Electrical, mechanical, or motor	93	..	1,012	..	244	..
English	7,950	7,374	5,163	4,153	1,347	972
Farm mechanics .. .. .	..	..	41	..	..	..
French	6,732	5,193	1,292	597	789	552
General experimental science	4,539	3,267	1,969	684	803	234
Geography	4,136	5,005	1,820	1,844	628	789
German .. .. .	..	33	..	..	..	..
Greek art and literature .. .. .	..	13	..	..	..	..
Heat and light	68	3	205	..	11	..
Heat engines .. .. .	..	..	151	..	71	..
History	7,491	7,025	4,650	3,672	1,168	925
Home nursing and first aid	80	665	..	783	..	219
Home science	8	6,039	14	2,133	..	829
Horticulture	1	10	33	43	..	..
Housecraft .. .. .	..	146	30	426	..	34
Hygiene and physiology	98	1,529	5	1,408	..	216
Latin	3,114	2,219	240	162	434	266
Laundrywork .. .. .	..	..	..	201	..	..
Leatherwork .. .. .	..	..	..	114	..	..
Lettering .. .. .	..	..	388	449	..	..
Live-stock	14	..	80	..	26	..
Magnetism and electricity	1,254	23	998	..	271	..
Mathematics	7,345	4,411	4,041	429	1,208	470
Mechanics	170	..	2,225	..	12	..
Metalwork	543	..	2,792	37	350	14
Millinery .. .. .	..	..	..	240	..	..
Modelling .. .. .	..	4	45	148	..	..
Music	598	581	59	13	60	..
Musical appreciation .. .. .	..	620	..	117	..	382
Needlework .. .. .	..	3,454	..	2,677	..	666
Office routine .. .. .	..	30	212	385	..	..
Painting .. .. .	..	4	14	47	..	..
Patternmaking .. .. .	..	..	228	..	..	..
Physics .. .. .	..	5	467	14	..	..
Processes .. .. .	..	..	395	..	..	..
Quantities and estimates .. .. .	..	..	2	..	..	..
Saddlery	29	..	..	..	..	..
Scripture .. .. .	..	464	..	..	..	..
Shorthand	186	2,120	306	2,196	51	341
Singing	5,538	5,623	1,824	2,453	815	955
Steam .. .. .	..	..	59	..	..	..
Strength of materials .. .. .	..	..	4	..	..	..
Technical electricity .. .. .	..	..	773	..	70	..
Textiles .. .. .	..	67	..	35	..	..
Typing	94	1,807	606	2,236	81	347
Typography .. .. .	..	..	52	..	..	..
Weaving .. .. .	..	..	..	15	..	..
Woodwork	2,181	18	2,802	20	805	..
Wool-classing	230	..	133	..	..	..
Workshop theory and practice .. .. .	..	..	336	..	82	..

TABLE D7.—NUMBER OF PUPILS AT 1ST JULY, 1937, BOARDING AWAY FROM HOME TO ATTEND SECONDARY SCHOOLS, COMBINED SCHOOLS AND LOWER DEPARTMENTS THEREOF, AND TECHNICAL HIGH SCHOOLS.

School.	Secondary Departments.						Total.		Lower-department Pupils boarding at School Hostels.
	Boarding at School Hostels.		Boarding at Establishments approved by Principal.		Boarding privately.				
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
A. Secondary Schools.									
Whangarei High School	41	51	..	..	15	22	56	73	..
Auckland Grammar School .. .. .	..	..	..	..	68	..	68	..	..
Mount Albert Grammar School	57	..	..	..	..	..	57	..	..
Auckland Girls' Grammar School .. .. .	..	..	..	..	..	45	..	45	..
Epsom Girls' Grammar School .. .. .	..	..	..	54	..	51	..	105	..
Takapuna Grammar School .. .. .	..	..	..	..	16	10	16	10	..
Thames High School .. .. .	..	..	..	..	1	2	1	2	..
Hamilton High School .. .. .	..	31	..	..	15	19	15	50	..
Rotorua High School .. .. .	..	..	..	..	10	9	10	9	..
Wanganui Girls' College .. .. .	..	92	..	..	..	36	..	128	5
Palmerston North Boys' High School	34	..	..	..	12	..	46	..	..
Palmerston North Girls' High School .. .. .	..	..	..	..	..	17	..	17	..
Gisborne High School	27	26	..	..	12	19	39	45	..
Hastings High School .. .. .	..	..	..	..	9	17	9	17	..
Dannevirke High School	22	..	..	..	15	21	37	21	..
Wairarapa High School	17	..	..	..	9	17	26	17	..
Hutt Valley High School .. .. .	..	..	..	..	1	1	1	1	..
Wellington College	63	..	..	..	15	..	78	..	..
Rongotai College .. .. .	..	..	..	..	1	..	1	..	..
Wellington Girls' College .. .. .	..	..	..	..	..	11	..	11	..
Wellington East Girls' College .. .. .	..	..	..	..	..	14	..	14	..
Marlborough High School .. .. .	..	..	..	..	14	18	14	18	..
Rangiora High School	8	..	..	..	2	6	10	6	..
Christchurch Boys' High School	48	..	..	..	16	..	64	..	..
Christchurch Girls' High School .. .. .	..	56	..	..	..	35	..	91	..
Avonside Girls' High School .. .. .	..	..	..	..	..	7	..	7	..
Christchurch West High School .. .. .	..	..	..	..	9	..	9	..	..
Ashburton High School .. .. .	..	..	..	..	14	12	14	12	..
Timaru Boys' High School	101	..	..	..	10	..	111	..	17
Timaru Girls' High School .. .. .	..	42	..	..	..	29	..	71	1
Waimate High School .. .. .	..	..	..	..	13	4	13	4	..
Waitaki Boys' High School	126	..	..	..	6	..	132	..	..
Waitaki Girls' High School .. .. .	..	46	..	..	..	9	..	55	..
Otago Boys' High School	43	..	..	..	2	..	45	..	..
Otago Girls' High School .. .. .	..	..	..	..	..	32	..	32	..
King's High School .. .. .	..	..	..	..	5	..	5	..	..
South Otago High School .. .. .	..	..	..	..	3	9	3	9	..
Gore High School	23	19	..	..	4	8	27	27	..
Southland Boys' High School .. .. .	..	..	3	..	31	..	34	..	..
Southland Girls' High School .. .. .	..	..	..	..	..	58	..	58	..
Totals, 1937	610	363	3	54	328	538	941	955	23
Totals, 1936	555	305	15	46	386	465	956	816	26
Difference	+55	+58	-12	+8	-58	+73	-15	+139	-3

TABLE D 7.—NUMBER OF PUPILS AT 1ST JULY, 1937, ETC.—continued.

School.	Secondary Departments.						Total.		Lower-department pupils boarding at School Hostels.		
	Boarding at School Hostels.		Boarding at Establishments approved by Principal.		Boarding privately.						
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.			
B. Combined Schools.											
New Plymouth Boys' High School	145	..	..	..	44	..	189	..	13
New Plymouth Girls' High School	58	..	..	..	23	..	81	..
Napier Boys' High School	44	..	..	..	8	..	52	..	..
Napier Girls' High School	29	..	..	..	15	..	44	..
Nelson College	181	..	..	..	25	..	206	..	13
Nelson Girls' College	55	..	13	..	29	..	97	3
Totals, 1937	370	142	..	13	77	67	447	222	29
Totals, 1936	298	126	..	7	69	61	367	194	19
Difference	+72	+16	..	+6	+8	+6	+80	+28	+10
C. Technical High Schools.											
Auckland Technical School	38	17	38	17	..
Elam School of Art	3	..	3	..
Otahuhu Technical School	10	3	10	3	..
Hamilton Technical School	4	..	..	27	23	27	27	..
Pukekohe Technical School	4	10	4	10	..
Hawera Technical School	5	8	5	8	..
Stratford Technical School	8	9	8	9	..
Wanganui Technical School	37	19	..	..	19	9	56	28	..
Feilding Technical School	90	..	..	..	..	..	90	..	..
Palmerston North Technical School	2	9	2	9	..
Masterton Technical School	1	..	..	..	6	8	7	8	..
Petone Technical School	2	1	2	1	..
Wellington Technical School	5	4	5	4	..
Westport Technical School	1	1	1	1	..
Greymouth Technical School	5	17	..	..	1	3	6	20	..
Christchurch Technical School	23	30	..	..	23	8	46	38	..
Canterbury College School of Art	1	10	2	8	3	18	..
Ashburton Technical School	7	11	7	11	..
Timaru Technical School	10	3	10	3	..
Dunedin Technical School	11	18	11	18	..
Southland Technical School	21	16	21	16	..
Totals, 1937	156	70	1	10	202	172	359	252	..
Totals, 1936	121	45	24	30	146	145	291	220	..
Difference	+35	+25	-23	-20	+56	+27	+68	+32	..
Grand totals, 1937	1,136	575	4	77	607	777	1,747	1,429	52
Grand totals, 1936	974	476	39	83	601	671	1,614	1,230	45
Difference	+162	+99	-35	-6	+6	+106	+133	+199	+7

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

—	Average Weekly Roll.	Roll Number at 31st December.	Classification according to Forms of Pupils on Roll at 1st July.										Total.	Number of Assistant Teachers (December).	
			Form III.		Form IV.		Form V.		Form VI.		Totals.				
			B.	G.	B.	G.	B.	G.	B.	G.	B.	G.		M.	F.
1937 ..	885	818	259	330	71	107	46	84	9	55*	385	576	961	17	17
1936 ..	752	758	220	297	57	99	31	68	4	10	312	474	786	11	14
Difference	+133	+60	+39	+33	+14	+8	+15	+16	+5	+45	+73	+102	+175	+6	+3

* Includes 25 Junior Assistants in Native Schools.

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

TABLE E 1.—CLASSIFICATION OF PART-TIME STUDENTS ON THE ROLL OF COMBINED AND TECHNICAL SCHOOLS OR CLASSES AT 1ST JULY, 1937, ACCORDING TO OCCUPATIONS.

	Engineers and Mechanics.	Electricians.	Plumbers, Metal-workers, &c.	Woodworkers.	Painters, Plasterers, &c.	Printers, &c.	Agricultural Pursuits.	Professional Pursuits.	Clerical Pursuits.	Domestic Pursuits.	Dressmakers, Milliners, Tailloresses, &c.	Employed in Shops or in Warehouses.	Engaged in various other Trades and Industries.	Labourers.	No Occupations.	Occupations not stated.	Totals.
Combined Schools—																	
Males	94	22	29	24	7	4	8	7	142	..	..	66	70	10	67	9	559
Females .. ..	..	..	..	..	..	..	..	33	108	31	3	38	11	..	87	14	325
Technical Schools—																	
Males	1,467	507	512	556	76	168	210	182	2,404	..	14	1,044	928	135	396	140	8,739
Females .. ..	..	2	..	..	..	15	8	200	1,353	704	202	367	244	..	640	72	3,807
Totals, 1937 ..	1,561	531	541	580	83	187	226	422	4,007	735	219	1,515	1,253	145	1,190	235	13,430
Totals, 1936 ..	1,236	431	508	522	72	153	271	437	3,637	889	225	1,473	1,067	73	1,253	234	12,481
Difference	+325	+100	+33	+58	+11	+34	-45	-15	+370	-154	-6	+42	+186	+72	-63	+1	+949

TABLE E 2.—CLASSIFICATION OF PART-TIME STUDENTS ON THE ROLL OF COMBINED AND TECHNICAL SCHOOLS OR CLASSES, ACCORDING TO AGES, AT 1ST JULY, 1937.

	Under Twelve Years.	Twelve Years.	Thirteen Years.	Fourteen Years.	Fifteen Years.	Sixteen Years.	Seventeen Years.	Eighteen Years.	Nineteen Years.	Twenty Years.	Twenty-one Years.	Over Twenty-one.	Totals.
Combined Schools—													
Males .. ..	..	..	9	41	88	113	83	60	58	39	10	58	559
Females .. ..	..	..	13	25	50	66	57	30	16	11	4	53	325
Technical Schools—													
Males	16	30	63	497	1,199	1,782	1,600	1,086	738	453	279	996	8,739
Females	14	31	57	235	623	737	704	382	202	147	133	542	3,807
Totals, 1937 ..	30	61	142	798	1,960	2,698	2,444	1,558	1,014	650	426	1,649	13,430
Totals, 1936 ..	17	25	160	759	1,849	2,374	2,062	1,601	1,002	627	620	1,385	12,481
Difference	+13	+36	-18	+39	+111	+324	+382	-43	+12	+23	-194	-264	+949

TABLE E 3.—FREE PART-TIME PUPILS CLASSIFIED ACCORDING TO YEAR OF ATTENDANCE AND OTHERS ON THE ROLL OF COMBINED AND TECHNICAL SCHOOLS OR CLASSES AT 1ST JULY, 1937.

				Year of Post-primary Course.					Totals.	Other Students.	Grand Total.
				Junior.		Senior.					
				First Year.	Second Year.	Third Year.	Fourth Year.	Fifth Year and over.			
Combined Schools—											
Males				36	54	83	57	73	303	256	559
Females				34	26	58	46	46	210	115	325
Technical Schools—											
Males				787	838	1,194	1,104	1,221	5,144	3,595	8,739
Females				218	290	625	568	456	2,157	1,650	3,807
Totals, 1937				1,075	1,208	1,960	1,775	1,796	7,814	5,616	13,430
Totals, 1936				1,006	1,133	1,701	1,574	1,690	7,104	5,377	12,481
Difference				+69	+75	+259	+201	+106	+710	+239	+949

TABLE E 4—TABLE SHOWING COMBINED ROLL NUMBERS AT DAY AND EVENING CLASSES AT 1ST JULY, 1937.

Controlling Body.	Schools and Classes.	Technical High Schools.				Other Technical Classes.				Totals.		Grand Totals.
		Day.		Evening.		Totals.						
		M.	F.	M.	F.	Males.	Females.					
Education Board	Auckland (Dargaville, Onehunga, Ruawai, Taumarunui, Tauranga, Te Aroha, Te Puke, Thames, Waikoi)	..	..	178	169	338	178	160	338	178	160	338
	Otago Technical School ..	231	189	420	..	..	398	229	627	398	229	627
	Wellington (Lower Hutt) ..	..	..	..	..	..	127	90	217	127	90	217
	Canterbury (Ellesmere, Rangiora)	..	..	..	..	..	25	13	38	25	13	38
	Otago (Milton) ..	..	..	..	..	..	20	11	31	20	11	31
High School Board	Southland (forty-seven country centres)	..	..	..	..	..	274	274	548	274	274	548
	Whangarei Technical School ..	..	..	..	..	..	41	34	75	41	34	75
	Rotorua Technical School ..	..	..	..	..	..	22	..	22	22	..	22
	Palmerston North Technical School ..	261	229	430	1	20	417	246	684	619	495	1,114
	Dannevirke Technical School ..	..	..	..	..	..	4	..	4	4	..	4
Secondary Education Board	Gisborne Technical School ..	..	..	..	..	..	91	60	151	91	60	151
	Blenheim Technical School ..	..	..	..	..	..	8	..	8	8	..	8
	Oamaru Technical School ..	..	..	..	..	..	56	38	94	56	38	94
	Gore Technical School ..	..	..	..	..	..	27	33	60	27	33	60
	New Plymouth Combined School ..	497	358	855	..	..	246	152	398	743	510	1,253
Technical School Board	Napier Combined School ..	353	232	585	..	..	179	50	229	532	282	814
	Nelson Combined School ..	508	382	890	..	..	134	123	257	642	505	1,147
	Masterton Technical School ..	116	76	192	1	4	120	64	189	237	144	381
	Auckland Technical School ..	804	555	1,359	..	..	1,913	441	2,354	2,717	996	3,713
	Elam School of Art ..	17	53	70	6	31	69	76	182	92	160	252
University College Board	Hamilton Technical School ..	281	234	515	..	..	245	113	358	526	347	873
	Pukekohe Technical School ..	113	135	248	..	..	..	..	..	113	135	248
	Hawera Technical School ..	181	189	370	..	..	70	49	119	251	238	489
	Stratford Technical School ..	167	155	322	..	..	29	12	41	196	167	363
	Wanganui Technical School ..	427	150	577	..	2	171	99	272	598	251	849
	Feilding Technical School ..	162	89	251	..	..	18	24	42	180	113	293
	Petone Technical School ..	118	94	212	..	..	504	164	668	622	198	820
	Wellington Technical School ..	468	384	852	45	94	1,337	360	1,776	1,850	778	2,628
	Westport Technical School ..	49	66	115	..	..	22	27	49	71	93	164
	Greymouth Technical School ..	125	148	273	..	..	73	49	122	168	197	365
	Christchurch Technical School ..	748	428	1,176	48	100	1,238	328	1,714	2,034	856	2,890
	Ashburton Technical School ..	131	166	297	..	2	113	76	191	244	244	488
	Timaru Technical School ..	120	114	234	..	7	216	98	321	336	219	555
	Kaipoi Technical School ..	..	..	..	..	..	16	..	16	16	..	16
	Temuka Technical School ..	..	..	..	..	..	12	..	12	12	..	12
Dunedin Technical School ..	339	356	695	50	82	897	346	1,375	1,286	784	2,070	
Invercargill Technical School ..	336	309	645	1	..	291	138	430	627	448	1,075	
Canterbury College School of Art ..	33	122	155	15	63	97	161	276	145	286	431	
Totals, 1937	Totals, 1937 ..	6,525	5,213	11,738	166	429	9,132	3,763	13,430	15,823	9,345	25,168
	Totals, 1936 ..	6,283	5,113	11,396	130	697	8,337	3,497	12,481	14,750	9,127	23,877
	Difference ..	+242	+100	+342	36	178	+795	296	+949	+1,073	+218	+1,291

TABLE F.—SOME PARTICULARS RELATING TO PUPILS ATTENDING SPECIAL MANUAL-TRAINING CENTRES DURING THE YEAR ENDED 31ST DECEMBER, 1937.

Education District.	Number of Manual-training Centres.	Public Primary, and Native Schools.			Intermediate Schools.			Secondary Departments of District High Schools.			Private Schools.			Totals.		
		Number of Schools from which Pupils attended.	Number of Pupils attending Centres.		Number of Schools from which Pupils attended.	Number of Pupils attending Centres.		Number of Schools from which Pupils attended.	Number of Pupils attending Centres.		Number of Schools from which Pupils attended.	Number of Pupils attending Centres.		Number of Schools from which Pupils attended.	Number of Pupils attending Centres.	
			Boys.	Girls.		Boys.	Girls.		Boys.	Girls.		Boys.	Girls.		Boys.	Girls.
Auckland ..	39	214	4,475	4,304	7	1,065	1,026	24	691	757	46	625	590	291	6,856	6,677
Taranaki ..	9	60	968	900	..	..	..	2	49	43	9	124	99	71	1,141	1,042
Wanganui ..	10	39	1,002	929	..	..	..	4	122	135	8	156	132	52	1,471	1,350
Hawke's Bay ..	8	22	777	728	1	217	207	3	57	47	11	136	215	37	1,187	1,197
Wellington ..	18	78	2,351	2,338	2	363	107	7	182	187	16	219	94	103	3,115	2,726
Nelson ..	8	42	480	511	..	..	..	5	64	87	4	44	74	51	588	672
Canterbury ..	27	163	3,120	2,910	2	295	293	13	217	246	43	535	519	221	4,167	3,968
Otago ..	19	64	1,340	1,257	3	293	258	10	140	188	16	41	211	93	1,814	1,914
Southland ..	5	80	982	980	..	..	..	3	38	35	7	83	125	90	1,103	1,140
Totals, 1937 ..	143	762	15,495	14,857	16	2,424	2,045	71	1,560	1,725	160	1,963	2,059	1,009	21,442	20,686
Totals, 1936 ..	138	708	15,740	14,759	16	2,372	1,947	69	1,557	1,603	167	1,919	2,246	960	21,588	20,557
Difference ..	+5	+54	-245	+98	..	+52	+98	+2	+3	+120	-7	+44	-187	+49	-146	+129

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

TABLE G I.—SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS.—AVERAGE ATTENDANCE, ROLL, NUMBER OF GOVERNMENT FREE-PLACE HOLDERS, AND OF TEACHERS FOR 1937.

Name of School.	Roll Numbers (Full-time Pupils).					Average Attendance for Year ended December, 1937.	Number of 1936 Pupils on Roll at beginning of 1937.	Number of New Pupils admitted during 1937.	Number of New Pupils who commenced their Post-primary Education in 1937.	Number of Free Pupils on Roll at 1st July, 1937.		Full-time Staff (excluding Principals), December, 1937.	
	At 1st March, 1937.	At 1st July, 1937.	December, 1937.							Junior.	Senior.	M.	F.
			Boys.	Girls.	Total.								
AUCKLAND EDUCATION DISTRICT.													
Cambridge	93	89	36	40	76	82	56	47	36	60	28	2	2
Dargaville	150	136	52	69	121	126	83	68	64	108	28	3	3
Helensville	62	61	25	31	56	57	40	25	24	42	19	2	1
Howick	17	11	10	4	14	13	6	8	7	8	3	1	..
Huntly	88	84	40	37	77	78	42	52	49	68	15	2	2
Kaikohe	62	54	16	30	46	50	29	37	31	40	11	2	1
Kaitaia	64	64	29	31	60	59	32	35	33	47	17	2	1
Katikati	33	28	10	15	25	28	22	12	11	23	5	1	1
Kawakawa	49	52	29	21	50	48	29	27	26	38	14	1	1
Matamata	191	178	79	77	156	164	89	106	98	142	36	4	3
Morrinsville	106	102	39	51	90	95	47	62	55	83	19	2	2
Ngatea	78	73	23	40	63	67	43	38	36	53	20	1	2
Northcote	101	99	43	42	85	91	45	61	59	83	16	1	3
Opotiki	86	79	29	37	66	70	68	38	38	57	22	2	1
Otorohanga	56	55	25	25	50	51	31	27	25	44	11	1	1
Paeroa	67	66	36	19	55	58	44	28	24	49	17	2	1
Piopia	25	26	7	11	18	21	10	16	13	20	5	1	..
Putaruru	41	37	11	18	29	34	21	24	23	34	3	1	1
Rawene	21	21	6	12	18	18	14	8	7	18	3	1	..
Ruawai	52	47	19	22	41	44	32	22	19	33	14	1	1
Taumarunui	117	107	45	48	93	99	43	77	70	89	18	2	2
Tauranga	113	112	51	43	94	101	64	61	48	84	26	3	1
Te Aroha	72	76	30	37	67	69	42	39	32	51	25	2	1
Te Awamutu	110	106	45	55	100	99	52	62	56	89	17	2	2
Te Kuiti	104	102	47	44	91	93	54	56	44	65	37	2	2
Te Puke	49	48	20	20	40	43	22	27	27	38	10	1	1
Waihi	139	128	51	58	109	116	101	59	56	89	39	3	2
Waiuku	52	44	20	18	38	41	29	25	22	30	14	1	1
Warkworth	44	38	10	24	34	37	26	20	18	30	8	1	1
Whakatane	81	75	30	34	64	70	29	60	53	65	10	2	1
Totals	2,323	2,198	913	1,013	1,926	2,022	1,245	1,227	1,104	1,680	510	52	41
TARANAKI EDUCATION DISTRICT.													
Ohura	39	40	17	20	37	36	21	21	19	39	1	1	1
Opunake	63	58	24	25	49	53	28	39	33	51	7	1	2
Totals	102	98	41	45	86	89	49	60	52	90	8	2	3
WANGANUI EDUCATION DISTRICT.													
Foxton	54	49	21	20	41	45	32	23	22	35	14	1	1
Marton	92	87	35	41	76	81	48	55	42	65	21	2	2
Ohakune	88	76	35	22	57	67	47	45	40	59	17	2	1
Taihape	102	102	29	56	85	84	53	58	50	80	21	2	2
Totals	336	314	120	139	259	277	180	181	154	239	73	7	6
HAWKE'S BAY EDUCATION DISTRICT.													
Norsewood	29	25	11	11	22	24	13	17	16	22	3	1	..
Te Karaka	42	70	34	31	65	67	56	35	33	45	25	2	1
Tolaga Bay	26	27	14	10	24	25	11	16	16	22	5	1	..
Waipawa	68	69	31	34	65	67	37	38	31	48	20	2	1
Waipukurau	63	58	27	29	56	56	40	30	25	39	19	2	1
Wairoa	61	61	26	29	55	57	28	40	34	49	12	2	1
Woodville	23	21	12	9	21	21	12	15	12	17	4	1	..
Totals	312	331	155	153	308	317	197	191	167	242	88	11	4

TABLE G 1. — SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS. — AVERAGE ATTENDANCE, ROLL, NUMBER OF GOVERNMENT FREE-PLACE HOLDERS, AND OF TEACHERS FOR 1937—*continued*.

Name of School.	Roll Numbers (Full-time Pupils).					Average Attendance for Year ended December, 1937.	Number of 1936 Pupils on Roll at Beginning of 1937.	Number of New Pupils admitted during 1937.	Number of New Pupils who commenced their Post-primary Education in 1937.	Number of Free Pupils on Roll at 1st July, 1937.		Full-time Staff (excluding Principals), December, 1937.	
	At 1st March, 1937.	At 1st July, 1937.	December, 1937.							Junior.	Senior.	M.	F.
			Boys.	Girls.	Total.								
WELLINGTON EDUCATION DISTRICT.													
Carterton	54	49	17	27	44	47	26	28	28	42	7	2	..
Eketahuna	38	34	16	19	35	35	16	26	19	26	8	1	1
Featherston	55	51	20	26	46	49	36	21	20	39	9	1	1
Greytown	44	39	17	19	36	38	42	16	15	27	12	2	..
Levin	211	201	80	104	184	192	126	92	83	143	56	4	4
Martinborough ..	47	41	16	27	43	42	29	23	18	31	10	1	1
Pahiatua	50	46	20	14	34	42	24	26	26	33	13	1	1
Totals	502	461	186	236	422	445	299	232	209	341	115	12	8
NELSON EDUCATION DISTRICT.													
Collingwood	18	17	5	10	15	17	..	20	16	16	1	1	..
Dennistown	31	29	13	9	22	26	20	12	11	19	9	1	..
Granity	63	64	23	35	58	59	44	23	18	42	20	2	1
Motueka	75	79	30	35	65	70	44	38	33	64	15	2	2
Murchison	22	19	3	12	15	17	13	9	9	13	6	1	..
Reefton	43	31	15	13	28	29	32	13	12	19	12	2	..
Takaka	46	44	15	23	38	41	25	25	21	20	24	1	1
Totals	298	283	104	137	241	259	178	140	120	193	87	10	4
CANTERBURY EDUCATION DISTRICT.													
Akaroa	38	37	15	21	36	35	22	17	14	26	11	1	1
Fairlie	28	28	5	22	27	26	12	20	19	23	5	1	..
Geraldine	80	81	39	37	76	77	43	40	37	60	21	2	1
Hawarden	45	43	21	21	42	40	24	23	23	36	7	1	1
Hokitika	100	102	41	50	91	92	65	43	37	65	36	2	2
Kaikoura	33	32	19	9	28	28	16	18	16	27	5	1	1
Lytelton	35	31	11	17	28	29	19	16	15	22	9	1	1
Methven	51	49	19	28	47	47	28	24	24	38	11	1	1
New Brighton ..	37	36	23	15	38	36	21	21	16	17	19	1	1
Oxford	28	27	10	17	27	26	15	16	13	20	7	1	..
Pleasant Point ..	63	61	26	33	59	57	58	29	26	44	16	1	2
Southbridge	80	74	28	43	71	69	46	34	33	59	14	2	1
Sumner	35	35	17	14	31	32	26	10	10	19	16	1	1
Temuka	80	76	33	33	66	69	16	36	35	58	18	2	1
Totals	733	712	307	360	667	663	441	347	318	514	195	18	14
OTAGO EDUCATION DISTRICT.													
Alexandra	46	46	18	19	37	40	27	22	21	30	14	1	1
Cromwell	43	44	16	27	43	41	17	31	23	34	10	1	1
Kurow	21	22	6	12	18	20	14	8	6	10	12	1	..
Lawrence	39	35	11	22	33	35	27	15	14	24	8	1	1
Mosgiel	82	81	34	30	64	72	54	43	40	64	16	2	1
Owaka	44	42	21	17	38	39	28	16	15	29	15	1	1
Palmerston	57	60	23	29	52	52	39	26	23	44	16	2	1
Roxburgh	47	44	15	25	40	42	30	20	17	28	15	1	1
Tapanui	32	30	4	21	25	27	12	20	19	27	3	1	1
Tokomairiro	30	28	10	14	24	27	14	16	15	24	2	1	1
Totals	441	432	158	216	374	395	262	217	193	314	111	12	9
SOUTHLAND EDUCATION DISTRICT.													
Nightcaps	28	29	11	17	28	28	..	24	18	26	3	1	1
Queenstown .. ..	..	10	3	7	10	9	..	11	9	10	..	..	1
Riverton	18	19	6	11	17	17	12	8	8	13	6	1	..
Winton	25	29	13	16	29	26	15	15	15	19	10	..	1
Wyndham	34	33	6	16	22	28	23	14	11	26	11	1	1
Totals	105	120	39	67	106	108	50	72	61	88	30	3	4
Grand totals, 1937	5,152	4,949	2,023	2,366	4,389	4,575	2,901	2,667	2,378	3,701	1,217	127	93
Grand totals, 1936	5,146	4,749	1,961	2,109	4,070	4,371	3,037	2,564	2,259	3,544	1,162	122	85
Difference	+ 6	+200	+62	+257	+319	+204	-136	+103	+119	+157	+55	+5	+8

TABLE G 2.—AGES OF PUPILS IN ATTENDANCE AT SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS AT 1ST JULY, 1937.

Education District.	Ages of Pupils on Roll at 1st July, 1937.													
	Under 13 Years.		13 and under 14 Years.		14 and under 15 Years.		15 and under 16 Years.		16 and under 17 Years.		17 Years and over.		Totals of all Ages.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Auckland ..	43	66	228	287	356	353	255	271	120	121	47	51	1,049	1,149
Taranaki ..	3	1	8	12	21	24	10	9	5	2	2	1	49	49
Wanganui ..	10	9	28	37	52	48	34	46	17	14	7	12	148	166
Hawke's Bay ..	7	4	35	41	58	37	36	39	20	25	12	17	168	163
Wellington ..	14	21	52	60	59	73	47	54	30	34	6	11	208	253
Nelson ..	6	9	22	42	38	54	33	32	17	15	10	5	126	157
Canterbury ..	12	18	68	85	99	128	91	94	39	43	18	17	327	385
Otago ..	12	9	43	70	49	85	52	41	20	26	11	14	187	245
Southland ..	..	4	10	19	16	18	13	23	6	5	1	5	46	74
Totals, 1937	107	141	494	653	748	820	571	609	274	285	114	133	2,308	2,641
Totals, 1936	109	140	513	542	730	799	566	533	279	269	150	119	2,347	2,402
Difference	2	1	19	111	18	21	5	76	5	16	36	14	39	239

TABLE G 3.—CLASSIFICATION OF PUPILS ON ROLL OF SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS AT 1ST JULY, 1937, ACCORDING TO YEARS OF ATTENDANCE.

Education District.	First Year.		Second Year.		Third Year.		Fourth Year.		Fifth Year.		Sixth Year.		Totals.		Grand Totals.	Number of New Entrants in 1937 who had not previously received Secondary Education	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.		B.	G.
Auckland ..	506	544	287	327	152	169	82	86	18	23	4	..	1,049	1,149	2,198	538	566
Taranaki ..	25	26	19	18	2	2	2	2	1	1	..	..	49	49	98	27	25
Wanganui ..	75	78	38	46	20	22	11	7	4	12	..	1	148	166	314	78	76
Hawke's Bay ..	87	70	43	40	22	23	11	20	3	7	2	3	168	163	331	96	71
Wellington ..	91	104	64	80	33	39	12	21	6	6	2	3	208	253	461	106	103
Nelson ..	44	65	33	55	27	16	10	12	7	6	5	3	126	157	283	53	67
Canterbury ..	140	170	99	111	53	63	28	28	5	10	2	3	327	385	712	148	170
Otago ..	78	107	51	68	34	39	15	24	8	7	1	..	187	245	432	82	111
Southland ..	22	36	13	17	10	10	1	5	..	4	..	2	46	74	120	23	38
Totals, 1937	1,068	1,200	647	762	353	383	172	205	52	76	16	15	2,308	2,641	4,949	1,151	1,227
Totals, 1936	1,034	1,080	681	690	331	369	183	161	99	75	19	27	2,347	2,402	4,749	1,110	1,149
Difference ..	+34	+120	34	+72	+22	+14	11	+44	47	+1	3	12	39	+239	+200	+41	+78

TABLE G 4.—DISTRICT HIGH SCHOOLS: CLASSIFICATION ACCORDING TO AGE AT DATE OF ADMISSION OF PUPILS WHO COMMENCED POST-PRIMARY EDUCATION IN 1937.

Year.				Age at which Post-primary Course commenced.										Total.	
				Under 12 Years.		12 Years.		13 Years.		14 Years.		15 Years and over.			
				B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
1937	..	..	..	20	20	256	335	506	552	290	261	79	59	1,151	1,227
1936	..	..	..	12	26	255	321	486	489	278	246	79	67	1,110	1,149
Difference				..	..	..	..	..	..	..	..	..	..	..	..
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
								

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

Subject.	Number of Pupils taking Subjects.		Subject.	Number of Pupils taking Subjects.	
	Boys.	Girls.		Boys.	Girls.
Accountancy	3	..	General experimental science ..	1,308	1,539
Agriculture	1,385	83	Geography	1,622	1,847
Arithmetic	2,223	2,539	History	2,241	2,575
Art and musical appreciation ..	57	79	Home science	31	1,605
Arts and crafts	420	1,258	Home nursing and first aid ..	..	19
Biology	271	211	Horticulture	38	28
Book-keeping	768	1,203	Housecraft .. ..	..	4
Botany	144	196	Hygiene .. ..	..	23
Business methods	3	12	Latin	103	89
Chemistry	653	498	Maori	1	..
Commercial correspondence ..	31	72	Mathematics	1,668	1,461
Cookery .. ..	..	1,670	Office Routine	12	25
Dairy science	444	82	Physics	32	18
Drawing	580	683	Physiology	25	32
Dressmaking .. ..	..	46	Scripture	49	66
Economics	40	35	Sewing .. ..	..	1,296
Education	1	2	Shorthand	279	913
Electricity and magnetism ..	1	..	Singing	1,423	2,067
Elocution	18	21	Typing	293	945
English	2,298	2,626	Woodwork	1,514	..
Farm course	52	..	Wool-classing	6	..
French	1,500	1,421			

11. TABLES RELATING TO PRIVATE SECONDARY AND TECHNICAL SCHOOLS.

TABLE J1.—ENDOWED SCHOOLS AND REGISTERED PRIVATE SECONDARY AND TECHNICAL SCHOOLS; ROLL NUMBER, ETC., AND STAFF.

School.	Roll Numbers (Full-time Pupils).					Average Attendance for 1937.	Number of 1936 Pupils on Roll at beginning of 1937.	Number of New Pupils admitted during 1937.	Number of New Pupils who commenced their Post-primary Education in 1937.	Full-time Staff (including Principals),	
	December, 1937.			Total.	M.					F.	
	At 1st March, 1937.	At 1st July, 1937.	Boys.								Girls.
Dilworth School, Auckland	40	36	30	..	30	35	22	18	18	4	..
St. Stephen's Maori Boys' School, Bombay, Auckland	84	75	71	..	71	73	53	40	40	6	..
Auckland Diocesan High School, Epsom, Auckland	139	136	..	134	134	126	81	59	43	..	10
St. Cuthbert's College, Epsom, Auckland	176	177	..	176	176	164	131	71	50	..	11
St. Patrick's School, Wellington Street, Auckland	24	24	..	20	20	21	12	12	12	..	1
St. Mary's Convent High School, Hamilton	60	61	..	57	57	55	37	27	21	..	3
Marist Brothers' High School, Hamilton	41	38	34	..	34	35	28	14	12	2	..
Waikato Diocesan School for Girls, Hamilton	79	76	..	77	77	70	39	41	30	..	5
King's College, Middlemore, Auckland	214	213	205	..	205	202	146	66	52	12	..
St. Benedict's Convent, Newton, Auckland (Technical)	63	61	..	62	62	56	38	30	29	..	2
Wesley Training College, Paerata, Auckland	51	55	47	..	47	53	25	35	31	4	..
Sacred Heart College, Ponsonby, Auckland	347	334	309	..	309	314	185	164	151	13	..
St. Mary's Convent High School, Ponsonby, Auckland	101	105	..	100	100	98	54	52	40	..	6
Sacred Heart Convent High School, Remuera, Auckland	45	43	..	40	40	39	24	18	13	..	7
Sacred Heart Convent High School, New Plymouth	39	39	..	33	33	34	22	16	16	..	2
Wellington Diocesan School for Girls, Nga Tawa, Marton	111	105	..	114	114	111	71	42	16	..	14
Sacred Heart Convent High School, St. John's Hill, Wanganui	95	97	..	87	87	90	45	36	42	..	5
Wanganui Collegiate School, Wanganui	297	287	280	..	280	280	196	107	87	19	..
Palmerston North Convent, Palmerston North	60	55	..	51	51	49	30	30	26	..	3
St. Mary's Convent High School, Island Bay, Wellington	79	79	..	76	76	74	42	38	25	1	9
Woodford House, Havelock North	138	137	..	137	137	132	95	37	22	..	10
Sacred Heart High School, Napier	50	47	..	42	42	44	22	32	29	..	2
Te Aute College, Pukehou	86	87	91	..	91	84	60	31	25	5	..
St. Mary's Convent High School, Blenheim	32	32	..	22	22	21	13	22	22	..	1
St. Patrick's College, Wellington	205	199	174	..	174	195	119	92	88	12	..
Sacred Heart Convent High School, Island Bay, Wellington	42	42	..	41	41	41	29	19	15	..	8
Marsden Collegiate School, Karori, Wellington	149	144	..	141	141	137	123	53	49	..	12
Sacred Heart College, Lower Hutt, Wellington	52	51	..	47	47	46	28	27	22	..	2
St. Matthew's Collegiate School for Girls, Masterton	36	37	..	36	36	32	19	18	14	..	4
Scots College, Miramar, Wellington	99	94	89	..	89	91	66	30	28	7	..
St. Patrick's College, Silverstream, Wellington	237	222	212	..	212	220	138	86	63	13	..
Solvay Girls' College, Solway, Masterton	102	102	..	98	98	99	62	45	26	..	8
Queen Margaret College, Wellington	131	129	..	125	125	122	83	50	43	..	10
St. Mary's College, Wellington	156	143	..	143	143	139	92	68	63	..	5
Sacred Heart High School, Nelson	43	42	..	38	38	40	29	15	14	..	3
St. Mary's College, Westport	52	46	8	34	34	43	34	15	13	..	3
Cathedral Grammar School, Christchurch	17	18	18	..	18	16	6	11	11	2	..
Christ's College, Christchurch	343	339	317	..	317	320	244	161	83	17	..

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

School.	Roll Numbers (Full-time Pupils.)				Average Attendance for 1937.	Number of 1936 Pupils on Roll at beginning of 1937.	Number of New Pupils admitted during 1937.	Number of New Pupils who commenced their Post-primary Education in 1937.	Full-time Staff (including Principals), December, 1937.	
	At 1st March, 1937.	At 1st July, 1937.		December, 1937.					M.	F.
		Boys.	Girls.								Total.
Sacred Heart Girls' College, Christchurch	110	111	103	103	98	68	49	45	..	5
St. Andrew's College, Christchurch	166	157	140	140	142	124	45	32	8	..
St. Margaret's College, Christchurch	115	115	115	115	110	71	47	37	..	8
St. Mary's Collegiate School, Christchurch	66	66	61	61	56	27	39	37	..	3
Marist Brothers' High School, Greymouth	47	46	44	44	39	22	25	27	2	..
St. Mary's High School, Greymouth	69	65	62	62	59	48	23	23	..	4
St. Bede's College, Papanui, Christchurch	151	148	137	137	139	81	71	61	10	..
Craighead Diocesan School for Girls, Timaru	25	34	35	35	32	21	16	11	..	4
Sacred Heart Girls' College, Timaru	..	..	51	51	52	..	34	29	..	3
Archerfield School, Dunedin	65	64	63	63	59	47	17	11	..	8
Christian Brothers' High School, Dunedin	99	111	106	106	104	65	46	46	5	..
John McGlashan College, Dunedin	61	59	56	56	56	46	16	10	5	..
St. Dominics College, Dunedin	81	77	71	71	75	52	28	24	..	5
St. Hilda's Collegiate School, Dunedin	53	51	50	50	48	30	21	18	..	2
St. Philomena's College, Dunedin South	60	60	58	58	59	33	29	26	..	5
St. Kevin's College, Redcastle, Oamaru	70	91	89	89	87	63	37	34	5	..
Columba College, Roslyn, Dunedin	75	74	72	72	73	40	37	27	..	8
Marist Brothers' High School, Invercargill	47	43	40	40	38	30	18	17	2	..
St. Catherine's Convent High School, Invercargill	49	49	41	41	40	24	24	21	..	3
Totals, 1937	5,524	5,419	2,497	2,713	5,167	3,435	2,312	1,918	154	204
Totals, 1936	5,100	4,982	2,399	2,410	4,752	3,386	2,096	1,658	151	199
Difference ..	+424	+437	+98	+303	+415	+49	+216	+260	+3	+5

TABLE J 2.—AGES OF PUPILS ON ROLL OF REGISTERED PRIVATE SECONDARY AND TECHNICAL SCHOOLS AND ENDOWED SCHOOLS AT 1ST JULY, 1937.

Ages of all Pupils on Roll at 1st July, 1937.																									
10 Years and under 11.		11 Years and under 12.		12 Years and under 13.		13 Years and under 14.		14 Years and under 15.		15 Years and under 16.		16 Years and under 17.		17 Years and under 18.		18 Years and under 19.		19 Years and under 20.		20 Years and under 21.		21 Years and over.		Totals.	
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
..	1	4	6	83	128	404	519	660	660	663	705	508	483	224	198	72	60	10	4	6	1	19	1	2,653	2,766
Totals for all schools																									

TRAINING OF TEACHERS.

12. TABLES RELATING TO TRAINING COLLEGES.

TABLE K 1.—NUMBER OF STUDENTS IN THE FOUR TRAINING COLLEGES IN DECEMBER, 1937.

Training College.	Division A.		Division C.		Totals.		
	M.	F.	M.	F.	M.	F.	Total.
Auckland (first year)	97	137	8	14	105	151	256
„ (second year)	93	111	..	..	93	111	204
Wellington (first year)	37	73	6	9	43	82	125
„ (second year)	56	102	..	..	56	102	158
Christchurch (first year)	60	85	12	11	72	96	168
„ (second year)	62	111	..	..	62	111	173
Dunedin (first year)	45	73	5	11	50	84	134
„ (second year)	48	78	..	..	48	78	126
Totals, 1937	498	770	31	45	529	815	1,344
Totals, 1936	393	664	50	71	443	735	1,178
Difference	+105	+106	—19	—26	+86	+80	+166

TABLE K 2.—INITIAL STATUS ON THEIR ADMISSION TO THE TRAINING COLLEGES OF STUDENTS WHO LEFT IN 1937.

				University Degree or equivalent.	Other Qualification accepted for Admission to College.	Training College Entrance Examination.	Partial Pass in Training College Entrance Examination.	Total Number of Students.
AUCKLAND.								
Second-year students (Division A) .. ..	..	..	..	11	60	70	48	189
First-year students (Division C) .. ..	..	..	..	22	..	..	..	22
Totals .. ..	..	..	..	33	60	70	48	211
WELLINGTON.								
Second-year students (Division A) .. ..	..	..	..	5	53	43	46	147
First-year students (Division C) .. ..	..	..	..	15	..	..	..	15
„ (Division D) .. ..	..	..	..	..	1	..	..	1
Totals .. ..	..	..	..	20	54	43	46	163
CHRISTCHURCH.								
Second-year students (Division A) .. ..	..	..	..	3	15	89	55	162
First-year students (Division C) .. ..	..	..	..	23	..	..	..	23
Totals .. ..	..	..	..	26	15	89	55	185
DUNEDIN.								
Second-year students (Division A) .. ..	..	..	..	5	13	56	43	117
First-year students (Division C) .. ..	..	..	..	13	..	..	..	13
Totals .. ..	..	..	..	18	13	56	43	130
Grand totals, 1937 .. ..	..	..	..	97	142	258	192	689
Grand totals, 1936 .. ..	..	..	..	139	1	285	88	513
Difference .. ..	..	..	..	—42	+141	—27	+104	+176

TABLE K 3.—EXAMINATION STATUS OF TRAINING-COLLEGE STUDENTS WHO LEFT IN 1937.

				Completed Examination Requirements for a Teacher's Certificate.			Incomplete Examination Qualification for a Teacher's Certificate.	Total Number of Students.
				Class B.	Class C.	Total.		
AUCKLAND.								
Division A (two-year students)	..	..		19	163	182	7	189
„ C (one-year students)	..	..		21	..	21	1	22
Totals	..	..	..	40	163	203	8	211
WELLINGTON.								
Division A (two-year students)	..	..		23	120	143	4	147
„ C (one-year students)	..	..		15	..	15	..	15
„ D (one-year students)	..	..		..	1	1	..	1
Totals	..	..	..	38	121	159	4	163
CHRISTCHURCH.								
Division A (two-year students)	..	..		22	125	147	15	162
„ C (one-year students)	..	..		23	..	23	..	23
Totals	..	..	..	45	125	170	15	185
DUNEDIN.								
Division A (two-year students)	..	..		16	93	109	8	117
„ C (one-year students)	..	..		13	..	13	..	13
Totals	..	..	..	29	93	122	8	130
Grand totals, 1937	..	..	..	152	502	654	35	689
Grand totals, 1936	..	..	..	200	268	468	45	513
Difference	..	..	..	-48	+234	+186	-10	+176

TABLE K 4.—QUALIFICATIONS ON ADMISSION OF STUDENTS WHO ENTERED TRAINING COLLEGES IN 1937.

Training College.	Division A.								Division C.	Division D.	Totals.
	Training College Entrance Examina- tion.	Partial Pass in Training College Entrance Examina- tion.	University Degree or Partial Success towards Degree.	Teachers' Class D Examina- tion with Partial Success towards Class C.	Partial Pass in Teachers' Class D Examina- tion.	Higher Leaving Certificate.	University Entrance Examina- tion.	Other Qualifi- cation.	University Degree.	Teachers' Class D Examina- tion.	
Auckland ..	114	89	4	..	..	25	..	1	23	..	256
Wellington ..	45	49	1	1	..	12	..	..	17	1	126
Christchurch ..	51	65	22	1	..	7	..	..	24	..	170
Dunedin ..	37	64	13	1	..	1	1	..	15	..	132
Totals ..	247	267	40	3	..	45	1	1	79	1	684

TABLE K 5.—SUBJECTS TAKEN BY TRAINING-COLLEGE STUDENTS AT UNIVERSITY COLLEGES, 1937.

Subject.	Auckland University College.			Victoria University College.			Canterbury University College.			Otago University.			Totals.		
	M.	F.	T.	M.	F.	T.	M.	F.	T.	M.	F.	T.	M.	F.	T.
Biology	5	1	6	..	..	..	..	..	..	..	..	..	5	1	6
Botany	4	3	7	1	3	4	2	..	2	1	..	1	8	6	14
Chemistry	3	1	4	3	..	3	9	3	12	1	..	1	16	4	20
Commercial	6	..	6	3	3	6	1	2	3	..	..	..	10	5	15
Commercial French .. ..	..	..	..	1	..	1	1	..	1	..	..	..	2	..	2
Economics	10	1	11	2	5	7	4	3	7	..	..	..	16	9	25
Economic geography	3	..	3	..	..	..	..	1	1	..	..	..	3	1	4
Economic history	1	..	1	1	..	1	..	..	..	..	..	..	2	..	2
Education	42	33	75	40	35	75	29	32	61	36	29	65	147	129	276
Diploma of Education .. ..	..	..	..	3	3	6	2	6	8	2	4	6	7	13	20
English	48	28	76	21	35	56	20	11	31	34	36	70	123	110	233
French	30	25	55	4	9	13	17	27	44	6	13	19	57	74	131
Geography .. ..	..	..	..	8	2	10	30	15	45	..	..	..	38	17	55
Geology	9	1	10	..	..	..	1	..	1	2	1	3	12	2	14
Greek history, art, and literature .. ..	..	..	..	..	2	2	..	1	1	..	..	..	..	3	3
Greek	1	2	3	..	..	..	1	3	4	..	..	..	2	5	7
History	26	19	45	8	7	15	24	22	46	31	7	38	89	55	144
Latin	15	10	25	5	10	15	7	6	13	1	..	1	28	26	54
Mathematics	26	8	34	15	6	21	17	7	24	..	..	..	58	21	79
Music	2	3	5	..	..	..	2	5	7	1	..	1	5	8	13
Philosophy	6	4	10	5	13	18	8	7	15	8	10	18	27	34	61
Physics	2	..	2	2	..	2	2	2	4	1	..	1	7	2	9
Political Science .. ..	..	..	..	..	..	..	..	2	2	..	..	..	..	2	2
Sociology .. ..	..	..	..	..	..	..	..	..	..	..	1	1	..	1	1
Zoology	4	2	6	..	1	1	1	..	1	..	..	..	5	3	8

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

AUCKLAND.

Staff Changes.—Early in the year Mr. Campbell Boyle, B.A., was appointed as Lecturer in Methods of Teaching. About mid-year, Mr. Ramsie Howie was appointed as Assistant Lecturer in Music. The third new appointment was that of Librarian. This post is filled by Miss B. Bowden.

College Hall.—The great event of 1937 was the opening of our assembly hall on Saturday, 12th June. This ceremony was performed by the Hon. the Minister of Education, the Hon. Peter Fraser. We were honoured on the occasion by a large and representative gathering of Auckland's citizens. Now that it is in daily use we realize how fortunate we are in having such a commodious and well-appointed hall. We can now comfortably accommodate all our students at assembly; we can stage our plays and make provision for our full social life with dignity and comfort. Our thanks are due to the Education Board, to the Department, to the Minister, and to our local member, Mr. W. T. Anderton, M.P.

University Work.—At the commencement of the 1937 University year 109 took up University work, two subjects only being allowed as a maximum course. In order to enable the students to undertake University work with a reasonable chance of success, it was arranged by the training college that one day per week should be available for University study by all students. This concession was made in addition to those hours for University lectures that occurred during training-college hours.

Library.—It gives me very great pleasure to report that the college library is now organized on the Dewey system. It has 3,627 volumes of modern books, and it is being enthusiastically used by all students.

Standard of Work.—The group of students leaving this year are a fine body of young people. They have taken every advantage of what college had to offer, and will, I feel sure, do excellent work in the schools of this Dominion.

WELLINGTON.

The Year's Activities.—The college reassembled on 1st March. The programme of work had been modified as a result of a year's experience, and work continued with keen enthusiasm. Increase of staffing added to the efficiency of the college, and in general a very satisfactory year has resulted. There are, nevertheless, serious deficiencies of equipment and especially of library books that must be made good before college can claim to be functioning satisfactorily.

Organization.—The increased roll necessitated a change in the organization which had the effect of upsetting the balance between theoretical study and teaching practice. In order to reduce the number of students at the one time in the college, the period of practical training was increased this year from three to four days per week during the session, and this caused a corresponding reduction in time available for lectures, discussions, and study. There is general agreement among staff and students that the present organization imposes too heavy a burden, especially on University students, and adversely affects both training college and University work. Until the new college is built there can be no completely satisfactory solution of the problem, since the urgency for more trained teachers will demand for some years a roll at least as large as the present one. In the meantime we shall revert to three days a week in the practising schools and grant one day to reading in the University or training college library.

Head Teachers' Conference.—The extension of the summer vacation afforded an opportunity for a conference of head teachers of Wellington, of training college staff, and Inspectors. How to make the greatest use of the freedom arising from the abolition of the Proficiency Examination had been exercising the minds of teachers, and this subject became the general theme of the three days' conference. The discussions and reports of committees were of undoubted value in clarifying ideas and in advancing sound principles of practice for general guidance, and from the point of view of the college had a most beneficial result in identifying the staff of the college with teachers and Inspectors in the solution of educational problems.

Refresher Courses.—An outcome of the conference was the establishment in the college of refresher courses in art and handwork.

Visual Education.—This college was represented by the Principal and Miss Browne, Lecturer in Science, at a Visual Education Conference, called by the Education Department. The Department is fully acquainted with the importance of visual-education equipment in general, but there is likely to be some differences of opinion as to the relative advantages for teaching purposes of the various types of mechanical aids. The staff of this college has carefully considered our requirements from two points of view: (a) Aids to presentation of matter imparted to students; (b) the familiarization of students with the use of such aids as they should find in the schools. We have forwarded for your consideration a well-considered proposal for a beginning in this work which should provide a timely follow up to interest already created by the N.E.F.

CHRISTCHURCH.

Academic.—The course of academic training was arranged to cover the course leading to the Teachers' C Certificate or to the B Certificate in the case of students who had obtained a University degree. Exemption from lectures was granted to students who had already been credited with a pass in any subject, but all were required to attend a course of lectures dealing with the preparation of schemes of work and methods of teaching, &c., in each subject where exemption had been granted.

Courses were arranged so that second-year students could complete their academic work in October prior to the University examinations. This plan is amply warranted, as the strain of a double course is particularly heavy. Moreover, it allows the final assessment to be more thoroughly done than when final examinations are left till the last week, as was done formerly.

General Comments.—Students almost without exception have taken an intelligent interest in their teaching practice, and the development from the raw recruit at the commencement of the training to the more confident teacher at the end is in most cases very marked.

Owing to an increased enrolment of students the co-operation of more schools and more teachers was enlisted. Nevertheless, the organization of teaching practice ran very smoothly, and I am grateful to the Headmasters and staffs of the Normal and associated primary schools for their loyal assistance. Every opportunity was given to students to grasp the technique of schoolroom practice and to practise the art of teaching.

I wish also to express gratification at the cordial co-operation of the Principals and staffs of the four Christchurch high schools, the two Christchurch technical colleges, and the two intermediate schools. Students allotted to these schools and colleges were mainly Division C students who expect eventually to do post-primary teaching.

The practice of allotting not more than one student to a class except in the Normal School was adhered to as far as possible, and as the size of groups varied during the year many teachers were left free from student-training for at least one period of four or five weeks during the year.

All Division A students returned to college on one afternoon a week for discussion of the week's work in the schools and of problems that had arisen during their practice teaching. This proved a very valuable period, and will be continued. The second period on the same afternoon was devoted to "clubs," students being free to join up with one of the following groups—Choral Society, Drama, Modern Literature, Debating, Current Events, or Poster Club. These also proved popular and educational.

Division C students returned to college also for a day and a half while carrying out teaching practice for lecture work as well as for clubs and games.

Special Features of the Year's Work.—Full opportunity was taken by most of the students to profit by the New Education Fellowship Conference, approximately two hundred enrolling. Several male students rendered valuable service during the Conference by taking charge of the book-stall, acting as doorkeepers and ushers, &c.

Under the direction of Miss Baster, Head of the infant department at the Normal School, a special course of infant-room practice, together with a display of apparatus and equipment, was provided in the third term for male students who expected sole-charge work or country service. Miss Baster also organized visits to kindergarten schools for female students specializing in infant-work.

As opportunity offered, groups of students paid visits to various industrial or agricultural places under Mr. McCaskill's direction, such trips being pleasurable and profitable.

The local broadcasts to schools from 3YA were organized by the training college staff, and these seemed to be acceptable to the schools listening in.

The diamond jubilee of the college was celebrated in the May vacation. It took the form of a conversazione and roll call in the afternoon, followed by a social and dance in the evening. The function was well supported, and a very happy re-union of past students resulted.

DUNEDIN.

The fifteen students who entered on a post-graduate course this year were generally of a very fine type. Their attitude towards college work and life was quite satisfactory, and most of them gave promise of becoming successful teachers of either primary or secondary pupils. With one exception all had pursued at the University courses of study suitable for secondary teaching; twelve had graduated in arts and three in science. Two of the science graduates have been granted an additional year in which to specialize in the study and teaching of science and mathematics.

Board and Residence.—Considerable difficulty has been experienced by the Warden, Miss Barrowclough, in securing suitable accommodation for students who are obliged to live away from home. This difficulty is likely to become still more acute next year owing partly to the increased numbers of students and partly to a growing disinclination on the part of private householders to keep boarders. During the current year only 79 of our students were able to live at home, 47 were accommodated at St. Margaret's College, thus leaving over 130 to be provided for elsewhere, singly or in small groups. The cost of really desirable board has increased considerably, which points to the need for increasing the boarding-allowance granted to students. Two training college hostels, each accommodating about thirty students, would ease the situation considerably.

Teaching Practice.—This was conducted on the accustomed lines, students being sent for practice and observation to nearly all the public schools in the city and suburbs. The secondary schools, the technical high school, and the intermediate school also assisted by granting facilities for Division C and a few second-year Division A students. Our practice for many years before the depression was to provide a course of demonstration and practice lessons in all branches and grades of school-work. Now that the Normal School has been decapitated, this department of teacher-training has had to be curtailed as there are practically no pupils above S. 4. We had hoped to have this year a fairly large F. 1 class at the Normal School, as parents had expressed a desire that their children should be allowed to continue their education there. Unfortunately, both the wishes of parents and the needs of students had to yield to other considerations.

FINANCIAL TABLES.

14. EDUCATION BOARDS.

TABLE L 1.—RECEIPTS AND BANK BALANCES OF THE SEVERAL EDUCATION BOARDS FOR THE YEAR 1937.

Education Board.	Receipts from Government.										Receipts from Local Sources.	Workshop Account.	Total Receipts.	Cash Balances, 1st January, 1937.		
	Grant for General Purposes.	Teachers' and Relieving teachers' Salaries (Capitation Grant) and Allowances.	Libraries and Board of Pupils.	Conveyance	Incidental Expenses of Schools.	Training of Teachers.	Manual Instruction.	Technical Instruction.	Public School Buildings (including Rebuilding), Sites, Furniture, &c.	Rent and Maintenance of School Buildings.					Scholarships, Subsidies, and Miscellaneous.	Total from Government.
Auckland ..	£ 9,605	£ 603,537	£ 2,589	£ 33,845	£ 49,955	£ 54,331	£ 27,914	£ 13,245	£ 130,047	£ 41,873	£ 954	£ 967,895	£ 32,509	£ ..	£ 1,000,404	£ 18,347
Taranaki ..	£ 2,351	£ 103,117	£ 377	£ 6,281	£ 9,383	..	£ 6,915	..	£ 10,985	£ 7,298	£ 130	£ 146,837	£ 2,727	£ 1,428	£ 150,992	£ 4,066
Wanganui ..	£ 3,654	£ 141,412	£ 537	£ 5,911	£ 12,201	..	£ 4,724	£ 449	£ 16,782	£ 9,664	..	£ 195,691	£ 5,074	£ 399	£ 201,164	£ 6,782
Hawke's Bay ..	£ 3,018	£ 136,249	£ 599	£ 7,766	£ 11,785	..	£ 4,968	..	£ 24,943	£ 9,665	£ 82	£ 199,075	£ 2,781	£ 577	£ 202,433	£ 3,440
Wellington ..	£ 4,489	£ 223,494	£ 788	£ 8,216	£ 17,883	£ 38,103	£ 10,012	£ 428	£ 48,535	£ 16,127	£ 222	£ 368,297	£ 10,388	..	£ 384,685	£ 4,663
Nelson ..	£ 1,723	£ 70,225	£ 217	£ 2,438	£ 6,116	..	£ 2,465	..	£ 10,878	£ 5,058	£ 232	£ 99,352	£ 1,012	..	£ 100,364	£ 1,347
Canterbury ..	£ 5,299	£ 298,199	£ 1,312	£ 16,370	£ 24,704	£ 41,234	£ 16,474	£ 77	£ 26,828	£ 22,071	£ 347	£ 452,915	£ 23,384	£ 505	£ 476,804	£ 1,907*
Otago ..	£ 3,422	£ 171,688	£ 720	£ 9,426	£ 14,120	£ 30,350	£ 10,949	£ 4	£ 20,026	£ 14,023	£ 117	£ 275,445	£ 12,018	£ 331	£ 287,794	£ 3,657
Southland ..	£ 2,353	£ 105,265	£ 342	£ 7,658	£ 9,508	..	£ 5,394	£ 68	£ 11,594	£ 8,062	£ 801	£ 151,045	£ 3,924	£ 143	£ 155,112	£ 2,840
Totals ..	£ 35,914	£ 1,853,186	£ 7,481	£ 97,911	£ 155,655	£ 164,018	£ 89,815	£ 14,271	£ 300,618	£ 134,741	£ 2,942	£ 2,856,552	£ 99,817	£ 3,383	£ 2,959,752	£ 43,235

* Overdraw.

TABLE L 2.—PAYMENTS AND BANK BALANCES OF THE SEVERAL EDUCATION BOARDS FOR THE YEAR 1937.

Education Board.	Staff Salaries, Clerical Assistance, Office Contingencies, &c.	Teachers' Salaries and Allowances.	Librarians' (Capitation Grants).	Conveyance and Board of Pupils.	Incidental Expenses of Schools.	Training of Teachers.	Manual Instruction.	Technical Instruction.	Public School Buildings (including Re- building) Sites, Furniture, &c.	Rent and Maintenance of School Buildings.	Subsidies, Scholarships, Refunds, and Sundries.	Workshop Account.	Total Payments.	Cash Balances, 31st December, 1937.
Auckland	£ 16,194	£ 603,555	£ 2,437	£ 33,219	£ 47,391	£ 54,391	£ 30,509	£ 13,642	£ 137,328	£ 36,522	£ 25,575	£ 1,456	£ 1,002,419	£ 16,332
Manawatu	£ 3,211	£ 103,107	£ 455	£ 6,453	£ 9,622	£ ..	£ 7,157	£ 17	£ 8,117	£ 6,174	£ 315	£ 7,106	£ 151,734	£ 3,324
Ngarekuri	£ 4,158	£ 141,422	£ 156	£ 6,018	£ 12,307	£ 8	£ 4,399	£ 539	£ 13,546	£ 7,194	£ 2,016	£ 6,010	£ 197,773	£ 10,173
Hawke's Bay	£ 3,770	£ 136,234	£ 165	£ 8,888	£ 12,064	£ ..	£ 5,329	£ ..	£ 23,957	£ 5,637	£ 1,556	£ 4,393	£ 202,013	£ 3,860
Wellington	£ 8,864	£ 224,039	£ 195	£ 8,457	£ 18,238	£ 38,804	£ 9,875	£ 474	£ 48,540	£ 19,758	£ 6,689	£ ..	£ 383,943	£ 5,405
Nelson	£ 2,286	£ 70,201	£ 200	£ 3,170	£ 5,935	£ ..	£ 2,226	£ ..	£ 9,862	£ 3,683	£ 433	£ ..	£ 97,986	£ 3,725
Canterbury	£ 7,348	£ 298,918	£ 670	£ 17,056	£ 23,702	£ 41,141	£ 16,723	£ 93	£ 23,321	£ 17,135	£ 19,568	£ 7,955	£ 473,630	£ 1,267
Orango	£ 4,555	£ 171,393	£ 391	£ 9,684	£ 14,017	£ 30,152	£ 11,343	£ 48	£ 24,111	£ 9,611	£ 3,929	£ 8,562	£ 287,796	£ 3,655
Southland	£ 3,086	£ 105,406	£ 98	£ 8,090	£ 10,366	£ 9	£ 5,120	£ 744	£ 12,010	£ 5,400	£ 2,441	£ 3,652	£ 156,422	£ 1,530
Totals	£ 53,472	£ 1,854,275	£ 4,767	£ 101,035	£ 153,842	£ 164,505	£ 92,681	£ 15,557	£ 300,792	£ 111,134	£ 62,522	£ 39,134	£ 2,953,716	£ 49,271

* Overdrawn.

TABLE L 3.—OFFICE STAFFS OF EDUCATION BOARDS AS AT 31ST DECEMBER, 1937.

Position.	Annual Rate of Salary as at End of Year (to nearest £1).	Position.	Annual Rate of Salary as at End of Year (to nearest £1.)
AUCKLAND.		WELLINGTON.	
Secretary and Treasurer	900	Secretary	700
Accountant	600	Assistant Secretary and Attendance Officer	400
Assistant Secretary	550	Accountant	400
Clerks—1 at £425, 1 at £400, 3 at £355, 1 at £345, 2 at £315, 2 at £280, 1 at £137	3,562	Supplies Officer	260
Office-boy	78	Staffs Officer	300
Clerk-typist	260	Bookkeeper	240
Typists—2 at £205, 1 at £185, 2 at £150, 1 at £112, 1 at £75	1,082	Typists and Minute Clerks—1 at £230, 1 at £220	450
		Typists—2 at £190, 1 at £180, 1 at £120	680
		Clerks—1 at £220, 1 at £150, 1 at £96	466
<i>Architects' Branch.</i>		<i>Architect's Branch.</i>	
Architect	775	Draughtsman Supervisor	387
Assistant Architect	450	Buildings Inspector	387
Foreman	450	Draughtsmen—1 at £312, 1 at £280, 1 at £198	790
Assistant Foreman	312	Typists—2 at £70	140
Draughtsmen—3 at £338, 1 at £286	1,300		
Typists—1 at £205, 1 at £104	309	Total	5,600
<i>Manual and Technical Branch.</i>		NELSON.	
Clerk	365	Secretary	700
Typists—1 at £205, 1 at £90	295	Accountant	350
Total	11,288	Clerks—2 at £170, 1 at £120, 1 at £52	512
		Storekeeper, Caretaker, and Attendance Officer	250
		Architect	450
		Foreman Painter	313
		Painters—2 at £287	574
		Total	3,149
TARANAKI.		CANTERBURY.	
Secretary	600	Secretary and Treasurer	725
Assistant Secretary	335	Assistant Secretary and Accountant	550
Accountant	376	Chief Clerk	416
Clerks—1 at £220, 1 at £195, 1 at £104, 1 at £60	579	Clerks—1 at £315, 1 at £290, 3 at £273, 1 at £94	1,518
Caretaker and Storeman	234	Clerk-typists—1 at £240, 1 at £210	450
Architect	600	Typists—1 at £235, 1 at £217, 1 at £173, 1 at £170, 1 at £120, 1 at £104	1,019
Workshop Foreman	364	Chief Draughtsman	475
Truant Officer, &c.	325	Draughtsman	260
Building Foreman	364	Foremen—1 at £450, 1 at £375, 1 at £350	1,175
Total	3,777	Workshop Clerk	143
		Attendance Officer	260
		Total	6,991
WANGANUI.		OTAGO.	
Secretary and Treasurer	680	Secretary and Treasurer	700
Assistant Secretary and Accountant	500	Chief Clerk	445
Assistant Accountant	350	Accountant	380
Cashier	200	Clerks—1 at £290, 1 at £230, 1 at £215, 1 at £200, 1 at £180, 1 at £39	1,154
Clerks—1 at £337, 1 at £125, 1 at £78	540	Typists—1 at £200, 1 at £156	356
Clerk-typist	156	Architect	575
Typists—1 at £144, 1 at £90	234	Draughtsmen—1 at £325, 1 at £59	384
Architect	715		
Buildings Clerk	240	Total	3,994
Draughtsman	300		
Total	*3,915		
HAWKE'S BAY.		SOUTHLAND.	
Secretary and Treasurer	725	Secretary	600
Assistant Secretary and Accountant	515	Accountant	420
Clerks—1 at £380, 1 at £260, 1 at £104, 1 at £52	796	Chief Clerk	280
Typists—1 at £270, 1 at £215, 1 at £95	580	Clerks—1 at £273, 1 at £80	353
Architect	575	Typists—2 at £180, 1 at £143	503
Draughtsmen—1 at £286, 1 at £52	338	Architect	575
		Assistant Architect	300
Total	†3,529	Janitor	156
		Total	3,187
		Grand total	£45,430

* Includes approximately £350 for work performed for the Wanganui Girls' College Board.
Secondary Education Board.

† Includes £375 for work performed for the Napier

TABLE L4.—COST OF EDUCATION BOARDS' ADMINISTRATION AND OF INCIDENTAL EXPENSES OF SCHOOLS FOR YEAR ENDING 31ST DECEMBER, 1937.

Education Board.			Average Attendance.	Administration.		Incidental Expenses of Schools.	
				Total.*	Per Unit of Average Attendance.	Total.	Per Unit of Average Attendance.
				£	s. d.	£	s. d.
Auckland	..	..	61,618	10,627	3 5	47,591	15 5
Taranaki	..	..	10,382	3,046	5 10	9,621	18 6
Wangamui	..	..	14,197	3,603	5 1	12,307	17 4
Hawke's Bay	..	..	14,023	3,475	4 11	12,064	17 2
Wellington	..	..	24,623	6,435	5 3	18,238	14 10
Nelson	..	..	6,358	2,188	6 11	5,935	18 8
Canterbury	..	..	31,250	6,875	4 5	23,702	15 2
Otago	..	..	17,196	4,197	4 11	14,025	16 4
Southland	..	..	10,620	2,911	5 6	10,366	19 6
Totals	..	..	190,267	43,357	4 7	153,849	16 2

* Excluding buildings and technical classes.

TARANAKI.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDED 31ST DECEMBER, 1937.

Name of Account.	Balance, 1st January, 1937.		Income.		Expenditure.		Balance.		Amounts due to Board.				Amounts owing by Board.
	£ s. d.		£ s. d.		£ s. d.		£ s. d.		Due from Department.		Due from other Sources.		
									£	s. d.	£	s. d.	
<i>Special Accounts.</i>													
Teachers' salaries	98,888 14 8	98,888 14 8	..	..	..	..	6 15 8	..	..	£ s. d. 3 16 10	
House allowances	2,543 8 7	2,543 8 7	..	..	..	..	..	..	..	..
School libraries	1 17 1	338 7 6	340 4 7	..	..	..	..	26 11 1	..	..	34 8 11	
Conveyance, &c.	6,376 15 9	6,376 15 9	..	..	..	..	277 3 4	..	..	40 1 0	
Grants to School Committees	452 11 11	9,486 19 4	9,621 9 10	..	..	318 1 5	..	..	..	..	..
District high school salaries	1,552 16 2	1,552 16 2	..	..	..	..	0 8 4	..	..	..
Manual instruction	209 7 5	7,525 1 3	7,362 4 2	..	..	372 4 6	..	1,014 18 9	11 5 5	..	65 14 8	
Technical instruction	20 5 10	30 19 2	35 1 9	..	..	16 3 3	..	19 18 2	..	..	11 1 0	
Buildings : Maintenance	1,717 2 4	9,333 17 0	8,173 15 4	..	..	2,877 4 0	..	876 7 0	9 11 6	..	65 4 3	
New buildings	11,059 9 1	11,059 9 1	..	..	..	..	1,467 17 5	..	..	119 9 9	
Workshop Account	4,622 8 0	7,455 13 9	7,303 2 7	..	..	4,774 19 2	..	..	{ 2,461 1 2* 433 4 9 }	..	113 5 8	
Sites sales	45 12 6	45 12 6	..	..	..	..	..	34 17 6	..	71 8 7	
Subsidies	0 3 7	
Total of Special Accounts	7,023 12 7 1,148 17 1	154,637 14 9 3,699 11 6	153,302 15 0 3,570 9 0	..	..	8,358 12 4 1,277 19 7	..	3,689 19 9 101 11 5	2,950 0 4 231 3 7	..	524 14 3 135 14 11	
<i>General Account</i>	
Grand total	8,172 9 8	158,337 6 3	156,873 4 0	..	..	9,636 11 11	..	3,791 11 2	3,181 3 11	..	680 9 2	

* Stocks on hand.

BALANCE-SHEET, 31ST DECEMBER, 1937.

<i>Debit Bank Balances and Moneys owing by Board.</i>				<i>Credit Bank Balances and Moneys due to Board.</i>			
Amounts owing—		£ s. d.		£ s. d.		£ s. d.	
Special accounts	524 14 3	Cash at bank on current account	..	2,985 16 4	..
General Account	135 14 11	Less unrepresented cheques	..	916 10 3	..
Credit balances—	Deposits at call—New Plymouth Savings-bank	2,089 6 1	..	..
Special accounts	8,358 12 4	Post Office Saving-bank	817 18 4	..	..
General Account	1,277 19 7	Amounts due—	437 1 7	..	..
	Special accounts	6,640 0 1	..	..
	General Account	332 15 0	..	..
		£10,297 1 1	..	..
		£10,297 1 1	..	..

HAWKE'S BAY.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDED 31ST DECEMBER, 1937.

Name of Account.	Balance, 1st January, 1937.	Income.	Expenditure.	Balance.		As at 31st December, 1937.			
				Amounts due to Board.		Amounts owing by Board.			
				£	s. d.	£	s. d.	£	s. d.	£	s. d.
<i>Special Accounts.</i>									
Teachers' salaries ..	..	£ 127,231 5 10	£ 127,231 5 10	..	£ 20 6 9	£ 0 14 6	£ 28 11 7	..	..
House allowances ..	..	3,399 9 3	3,399 9 3	..	0 11 8	..	..	..	..
School libraries ..	..	620 16 11	620 16 11	..	7 13 6	..	478 17 5	..	..
Conveyance, &c. ..	..	8,930 14 10	8,930 14 10	..	1,553 16 3	..	42 13 6	..	..
Grants to School Committees ..	..	11,789 14 4	11,789 14 4	..	..	..	144 15 5	..	..
Voluntary contributions ..	..	..	..	..	..	..	76 15 10	..	..
Health camp funds ..	..	383 18 0	383 18 0	..	..	43 16 7	288 18 10	..	..
Makotuku School trust ..	..	118 8 10	118 8 10	..	..	1 18 10	113 12 5	..	..
District High School salaries ..	..	5,632 4 5	5,632 4 5	..	0 16 8	..	..	..	..
Manual instruction ..	873 0 7	5,599 12 5	5,682 7 5	790 5 7	864 1 7	33 6 10	14 3 5	..	..
Technical instruction ..	7 10 10	38 12 0	38 12 0	7 10 10	38 12 0	..	38 12 0	..	..
Rebuilding ..	475 1 7	80 0 0	69 5 0	485 16 7	..	..	..	..	..
Buildings : Maintenance ..	2,167 3 2	9,893 12 11	7,496 18 10	4,563 17 3	133 18 0	2,188 11 6	1,227 18 4	..	..
New buildings ..	..	17,515 14 10	17,515 14 10	..	1,967 16 5	..	..	..	..
Workshop Account ..	1,736 12 2	4,175 3 6	4,652 16 3	1,258 19 5	..	20 16 8	..	..	..
Sites sales ..	130 6 9	122 10 0	122 10 0	130 6 9	..	..	..	..	..
Contractors' deposits ..	..	450 0 0	450 0 0	..	..	..	255 0 0	..	..
Other building works ..	..	8,155 9 7	8,155 9 7	..	252 8 8	25 10 0	..	..	..
Total of Special Accounts ..	5,389 15 1	204,137 7 8	202,290 6 4	7,236 16 5	4,840 1 6	2,314 14 11	2,706 18 9	..	..
<i>General Account</i> ..	1,581 3 2	4,776 8 1	4,356 3 0	1,961 8 3	20 4 9	896 11 8	23 2 11	..	..
Grand total ..	6,970 18 3	208,913 15 9	206,646 9 4	9,198 4 8	4,860 6 3	3,211 6 7	2,733 1 8	..	..

BALANCE-SHEET, 31ST DECEMBER, 1937.

<i>Debit Bank Balances and Moneys owing by Board.</i>			<i>Credit Bank Balances and Moneys due to Board.</i>		
	£	s. d.		£	s. d.
Amounts owing—	..	..	Cash at bank on current account ..	3,319	12 5
Special accounts	..	2,709 18 9	Less unrepresented cheques ..	2,331	19 7
General Account ..	..	23 2 11			
Credit balances—	..	..	Cash in hand ..	..	..
Special accounts	..	7 236 16 5	Fixed deposits ..	..	..
General Account	1,961 8 3	Post Office Savings-bank
	Amounts due—
	Special accounts
	General Account
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
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WELLINGTON.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDED 31ST DECEMBER, 1937.

Name of Account.	Balance, 1st January, 1937.		Income.		Expenditure.		Balance.		As at 31st December, 1937.				Amounts owing by Board.	
	£ s. d.		£ s. d.		£ s. d.		£ s. d.		Due from Department.		Due from other Sources.		£ s. d.	
<i>Special Accounts.</i>														
Teachers' salaries	211,635 2 2	..	211,635 2 2	..	..	..	227 3 2	..	..	..	..	..
House allowances	4,741 17 2	..	4,741 17 2	..	..	..	3 0 0	..	..	..	75 0 0	..
School libraries	54 11 5	632 2 0	..	204 13 5	..	482 0 0	..	..	0 1 6	..	..	878 5 2	..
Conveyance, &c.	8,587 15 10	..	8,587 15 10	..	..	..	1,268 4 6	..	..	..	..	..
Accidents to children and others	23 13 0	..	23 13 0	..	..	..	..	..	..	..	..	..
Advances	258 10 0	..	258 10 0	..	..	..	..	..	..	..	..	..
Chalk and stationery	31 6 9	28 17 4	..	19 12 3	..	40 11 10	..	..	47 17 7	..	..	..	..
Contractors' deposits	523 7 9	..	523 7 9	..	..	..	..	..	..	..	352 11 3	..
Contributions and subsidies	290 8 3	..	290 8 3	..	..	..	..	..	..	..	14 0 0	..
District High School—														
Salaries	7,355 10 1	..	7,355 10 1	..	..	..	8 6 7	..	..	..	..	..
Part-time salaries	106 10 0	353 2 9	..	288 6 5	..	171 6 4	..	353 2 9	..	..	..	2 0 0	..
Technical instruction : Lower Hutt	9 15 8	477 3 6	..	483 17 5	..	3 1 9	..	26 16 2	..	2 0 0	..	1 18 8	..
Rebuilding of worn-out schools	468 0 0	94 11 0	..	50 0 0	..	512 11 0	..	..	..	..	..	..	..
Education Board new building	346 5 6*	2 0 0	..	3 5 0	..	347 10 6*	..	..	..	..	..	..	..
Education Department's Trust	879 15 2	..	879 15 2	..	..	..	..	773 2 4	..	..	995 4 7	..
Furniture replacement—														
Buildings branch	154 0 6	26 16 7	..	19 8 10	..	161 8 3	..	..	..	..	..	..	..
General	664 4 5	123 13 10	..	468 12 6	..	319 5 9	..	..	..	..	..	..	..
Heckler Scholarships	34 2 5	1 0 8	..	..	..	35 3 1	..	..	..	..	..	..	..
Incidental expenses of schools	783 15 0	18,571 12 4	..	18,228 13 6	..	1,126 13 10	..	..	2,772 0 6	..	..	1 19 6	..
Kelburn Normal School	68 19 9	336 0 11	..	304 2 10	..	100 17 10	..	..	..	..	..	16 13 8	..
Maintenance of—														
School buildings	3,410 18 1	18,418 14 5	..	17,507 12 4	..	4,322 0 2	..	..	26 13 6	..	..	1,394 18 6	..
Ground improvements No. 1	137 12 9*	137 12 9	..	..	..	..	..	..	..	..	..	..	..
Ground improvements No. 2†	0 13 11	102 11 4	..	26 15 10	..	76 9 5	..	..	..	..	..	..	..
Ground improvements No. 3	593 12 0	..	175 15 4	..	417 16 8	..	..	..	..	..	36 2 6	..
Manual—														
Conveyance	145 0 8	..	145 0 8	..	..	..	88 0 4	..	..	..	4 0 0	..
General	343 13 10	2,809 12 3	..	2,464 15 6	..	688 10 7	..	305 16 0	..	..	..	270 12 10	..
Handwork	144 7 8	..	..	..	..	..	31 19 4	..	..	..	..	..
Instructors' salaries	6,819 13 8	..	6,819 13 8	..	..	..	1 13 8	..	..	..	..	..
Instructors' expenses	539 15 10	..	539 15 10	..	..	..	48 2 2	..	..	..	..	..
Marlborough Sounds Library	10 19 6	..	..	..	..	10 19 6	..	..	..	..	..	..	..
Milk depots	421 13 8	..	421 13 8	..	..	..	..	3 10 2	..	..	..	..
Motor-cars Replacement Fund	284 1 9	140 8 0	..	253 13 5	..	170 16 4	..	..	..	..	..	..	..
Necessitous children's requisites	274 0 1	..	274 0 1	..	..	..	33 0 2	..	..	..	4 5 9	..
Office Social Fund	21 19 11	155 3 3	..	149 19 1	..	27 4 1	..	..	..	..	..	100 17 9	..
Ōtaki Health Camp	184 2 10	..	184 2 10	..	..	..	..	..	..	..	10 1 6	..
Removal expenses of teachers	196 6 10	..	196 6 10	..	..	..	10 0 0	..	..	..	..	..

WELLINGTON—continued.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDED 31ST DECEMBER, 1937—continued.

Name of Account.	Balance, 1st January, 1937.	Income.	Expenditure.	Balance.	As at 31st December, 1937.							
					Amounts due to Board.				Amounts owing by Board.			
					Due from Department.		Due from other Sources.					
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
<i>Special Accounts—continued.</i>												
Rents of buildings and sites	..	1,012 6 1	1,012 6 1	..	263 18 1	..	..	..	..	228 15 5	..	..
School Committee—										240 15 0	..	..
Funds	..	258 9 11	258 9 11	..	..	..	..	..	..	50 0 0	..	..
Ground improvements	..	..	1,549 17 0	102 4 2	..	..	..	..	..	..	..	..
Works	..	431 2 2	431 2 2	..	..	..	..	..	..	..	..	..
Sites: Board's sales, &c.	..	184 16 6	185 16 6	10 8 1	3 18 6	..	..	..	..	..	..	..
<i>Special grants—</i>												
New buildings	..	37,924 18 6	37,924 18 6	..	3,076 10 11	..	..	..	..	2,871 8 8	..	..
Manual buildings	..	94 7 5	94 7 5	..	1 3 0	..	..	..	..	0 0 1	..	..
New sites	..	14,223 2 0	14,223 2 0	..	370 9 1	..	..	..	..	5 4 0	..	..
Training colleges	..	316 3 0	316 3 0	..	200 8 9	..	..	..	..	..	..	..
Training Colleges—												
Incidentals	..	684 9 2	542 19 10	171 2 3	..	..	..	..	..	30 16 10	..	..
Normal School	..	4,998 14 1	4,998 14 1	..	30 9 5	..	..	..	..	..	..	..
Staff	..	4,723 15 4	4,723 15 4	..	50 8 7	..	..	..	..	..	..	..
Students	..	27,469 10 0	27,469 10 0	..	..	..	..	..	..	6 11 5	..	..
Books Account	..	441 10 1	441 10 1	..	..	..	..	..	..	26 6 9	..	..
<i>Unemployment Relief Works—</i>												
Scheme No. 5	..	758 14 5	758 14 5	..	43 11 0	10 16 6	..	..	..	..	..	..
Scheme No. 13	..	511 4 0	511 4 0	..	..	78 16 0	..	..	..	..	..	..
<i>General Account</i>												
Total of special accounts	7,656 16 10	380,058 18 3	379,112 14 8	8,603 0 5	6,446 2 2	3,715 18 1	7,618 9 10	..	..	..	..	..
	772 5 3*	9,045 14 11	8,860 1 11	586 12 3*	..	110 3 3	42 13 8	..	..	..	..	..
Grand total	6,884 11 7	389,104 13 2	387,972 16 7	8,016 8 2	6,446 2 2	3,826 1 4	7,661 3 6	..	..	..	..	..

* Overdrawn.

* Overdrawn.
† Contingent liabilities amounting to £4,398 have not been taken into account in the amount owing by the Board.
‡ Contingent liabilities amounting to £70 0s. 5d. have not been taken into

BALANCE-SHEET, 31ST DECEMBER, 1937.

<i>Debit Bank Balances and Moneys owing by Board.</i>			<i>Credit Bank Balances and Moneys due to Board.</i>		
	£	s. d.		£	s. d.
Amounts owing—			Cash at bank on current account ..	4,753	11 5
Special accounts	7,618	9 10	Less unrepresented cheques ..	547	7 8
General Account	42	13 8			
Credit balances—Special accounts ..	8,603	0 5	Cash in Post Office Savings-bank		4,206 3 9
			Amounts due—		1,199 4 5
	16,264	3 11	Special accounts		10,162 0 3
Debit balance—General Account ..	586	12 3	General Account		110 3 3
	£15,677	11 8		£15,677	11 8

NELSON.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDED 31ST DECEMBER, 1937.

Name of Account.	Balance, 1st January, 1937.		Income.		Expenditure.		Balance.		As at 31st December, 1937.			
	£	s. d.	£	s. d.	£	s. d.	£	s. d.	Amounts due to Board.		Amounts owing by Board.	
									Due from Department.		Due from other Sources.	
<i>Special Accounts.</i>									£	s. d.	£	s. d.
Teachers salaries	62,844 4 1	62,844 4 1	..	..	8 3 9	..	..	..	..	..
House allowances	2,431 0 6	2,431 0 6	..	..	0 3 4	..	..	..	..	..
School libraries	3 5 10	209 17 10	188 8 0	24 15 8	..	13 6 11	..	..	..	..	..
Conveyance, &c.	2,767 11 2	2,767 11 2	..	..	521 16 9	25 6 8	..	..	117 7 6	..
Grants to School Committees	402 18 5	6,103 14 5	5,919 7 4	587 5 6	..	..	..	..	..	..	..
Teachers' classes	7 4 11	..	..	7 4 11	..	..	..	..	..	..	..
District High School salaries	4,920 7 8	4,920 7 8	..	..	22 8 6	..	..	..	..	..
Manual instruction	2,575 6 7	2,425 11 6	218 18 11	..	259 4 9	135 17 9	..	..	212 15 5	..
Rebuilding	69 3 10	..	10 13 7	..	..	..	..	..	..	..	..
Buildings: Maintenance	10 13 7	5,594 17 10	4,445 7 11	1,419 1 11	..	636 3 6	22 8 0	..	..	985 8 11	..
New buildings	269 12 0	11,293 1 6	11,293 1 6	..	..	316 15 1	..	..	..	1,739 16 0	..
Sites sales	86 2 0	86 2 0	..	..	5 15 6	..	..	..	5 5 0	..
Contractors' deposits	70 18 6	70 18 6	..	..	..	..	..	..	13 19 0	..
Total of special accounts	762 18 7	98,897 2 1	97,402 13 9	2,257 6 11	..	1,783 18 1	183,12 5	..	..	3,074 11 10	..
General Account	310 5 2	2,563 13 3	2,510 13 10	363 4 7	..	..	52 4 0	..	..	49 11 2	..
Grand total	1,073 3 9	101,460 15 4	99,913 7 7	2,620 11 6	..	1,783 18 1	235 16 5	..	..	3,124 3 0	..

BALANCE-SHEET, 31ST DECEMBER, 1937.

<i>Debit Bank Balances and Moneys owing by Board.</i>		<i>Credit Bank Balances and Moneys due to Board.</i>	
Amounts owing—	£ s. d.	Amounts due—	£ s. d.
Special accounts	Cash at bank on current account ..	4,232 15 11
General Account	Less unpresented cheques ..	1,007 15 11
Credit balances—	..		3,225 0 0
Special accounts	Fixed deposits Post Office Savings-bank ..	500 0 0
General Account	Amounts due—	1,967 10 6
	..	Special accounts ..	52 4 0
	..	General Account ..	..
	..		£5,744 14 6

OTAGO.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDED 31ST DECEMBER, 1937.

Name of Account.	Balance, 1st January, 1937.		Income.		Expenditure.		Balance.		As at 31st December, 1937.			
	£ s. d.		£ s. d.		£ s. d.		£ s. d.		Due from Department.		Amounts due to Board.	
	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.
<i>Special Accounts.</i>												
Teachers' salaries	161,793 10 10		161,594 17 10		198 13 0		..	..	16 17 4	
House allowances	25 8 4	1,877 8 2		1,902 16 6		..	0 11 8	..	..	..	..
School libraries	601 0 9		515 0 5		86 0 4	1 4 7	92 15 6	..	451 2 8	
Conveyance, &c.	9,770 3 11		9,770 3 11		..	1,457 6 1	1 2 6	..	1,070 4 8	
Grants to School Committees	329 6 7	14,162 10 0		13,806 12 5		685 4 2	..	..	..	409 5 10	
Training colleges	26 11 8	30,308 11 4		30,191 10 7		143 12 5	192 14 8	..	0 5 1	84 19 0	
Training Colleges Trust Account	223 5 0	8 10 0		5 0 0		226 15 0	..	..	..	..	..
Teachers' classes	23 6 2	40 13 4		48 14 3		15 5 3	..	..	..	..	..
Scholarships: Special	477 8 0	19 9 10		20 0 0		476 17 10	..	..	..	..	..
District high school salaries	7,914 6 0		7,912 1 0		2 5 0	..	..	..	..	..
Manual instruction	577 4 2	11,924 5 4		11,902 5 8		599 3 10	810 17 3	30 0 0	..	265 15 0	
Technical instruction	65 3 1		61 4 7		3 18 6	48 0 0	..	..	13 4 7	
Buildings: Maintenance	133 17 3	15,135 9 7		14,050 0 3		1,219 6 7	112 9 10	1,158 0 1	..	118 4 4	
New buildings	27,875 15 2		27,875 15 2		..	8,728 7 6	157 13 6	..	323 9 1	
Workshop Account	2,528 16 9	14,397 9 4		14,023 2 5		2,903 3 8	..	6,532 17 9	..	5,535 18 1	
Contractors' deposits	89 1 6		89 1 6		..	..	..	..	1 0 0	
Other accounts	2,825 4 4	2,715 11 11		2,734 17 6		2,805 18 9	66 9 6	476 2 11	..	1,795 2 7	
Total of Special Accounts	7,170 8 3	298,699 0 1		296,503 4 0		9,366 4 4	11,418 1 1	8,448 17 4	..	10,085 3 2	
<i>General Account</i>	9,003 4 11	10,811 4 8		10,306 15 1		9,507 14 6	91 13 3	5,468 2 2	..	122 7 8	
Grand total	16,173 13 2	309,510 4 9		306,809 19 1		18,873 18 10	11,509 14 4	13,916 19 6	..	10,207 10 10	

BALANCE-SHEET, 31ST DECEMBER, 1937.

Debit Bank Balances and Moneys owing by Board.				Credit Bank Balances and Moneys due to Board.			
£ s. d.				£ s. d.			
Debit balance at bank ..	..	..	2,615 19 3	Fixed deposits ..	..	..	1,200 0 0
Amounts owing—	..	..	..	Investments ..	..	..	5,070 15 1
Special accounts ..	..	..	10,085 3 2	Amounts due—	..	..	..
General Account ..	..	..	122 7 8	Special accounts ..	..	..	19,866 18 5
Credit balances—	..	..	..	General Account ..	..	..	5,559 15 5
Special accounts ..	..	..	9,366 4 4				
General Account ..	..	..	9,507 14 6				
			£31,697 8 11				£31,697 8 11

SOUTHLAND.

STATEMENT OF INCOME AND EXPENDITURE, AND ASSETS AND LIABILITIES, FOR THE YEAR ENDED 31ST DECEMBER, 1937.

Name of Account.	As at 31st December, 1937.									
	Balance, 1st January, 1937.		Income.		Expenditure.		Balance.		Amounts due to Board.	
	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.
<i>Special Accounts.</i>										
Teachers' salaries ..	100,573	9 8	100,573	9 8	100,573	9 8	..	..	26	2 3
House allowances ..	1,927	17 6	1,927	17 6	1,927	17 6	..	..	0	19 3
School libraries ..	370	4 9	370	4 9	370	4 9	..	..	280	18 9
Conveyance, &c. ..	8,051	18 0	8,051	18 0	8,051	18 0	..	..	927	17 4
Grants to School Committees ..	1,284	13 8	9,529	10 6	10,347	4 10	466	19 4	..	..
Boys' and girls' agricultural clubs ..	..	..	46	5 5	46	5 5	..	..	..	..
Teachers' classes ..	151	16 11	..	..	9	1 6	142	15 5	..	..
Dryburgh special class ..	..	..	3	0 0	3	0 0	..	..	..	..
Radio installations ..	..	..	26	1 6	26	1 6	..	..	..	..
District high school salaries ..	..	..	2,842	14 11	2,842	14 11	..	..	..	1 17 0
Manual instruction ..	350	16 0	5,953	8 4	5,691	3 1	613	1 3	5	13 0
Technical instruction ..	81	15 6	720	7 8	814	9 11	12	6 9*	216	17 2
Boarded-out children ..	..	..	17	11 10	17	11 10	..	..	..	..
Buildings: Maintenance ..	889	16 3	12,486	17 2	11,346	8 5	2,030	5 0	10	5 4
New buildings ..	..	..	13,776	4 8	13,776	4 8	..	..	952	19 11
Free school-books ..	..	..	30	14 11	30	14 11	..	..	1,929	19 6
Sites sales ..	..	..	883	16 2	883	16 2	..	..	30	14 0
Contractors' deposits ..	..	..	200	0 0	200	0 0	..	..	264	10 11
Subsidies ..	..	..	567	4 2	567	4 2	..	..	..	..
Total of Special Accounts ..	2,758	18 4	158,007	7 2	157,525	11 3	3,240	14 3	6,038	13 8
General Account ..	1,659	5 6	3,683	19 2	3,740	7 8	1,602	17 0	4	12 0
Grand total ..	4,418	3 10	161,691	6 4	161,265	18 11	4,843	11 3	6,043	5 8
									838	14 11
									3,568	7 10

* Overdrawn.

BALANCE-SHEET, 31st DECEMBER, 1937.

Debit Bank Balances and Moneys owing by Board.				Credit Bank Balances and Moneys due to Board.			
Amounts owing—		£	s. d.	Cash at bank on current account ..		£	s. d.
Special accounts—		Less unrepresented cheques ..		1,395	0 0
General Account				375	1 6
Credit balances—							
Special accounts		Investments ..		1,019	18 6
General Account		Amounts due—		510	0 0
				Special accounts		6,457	0 9
				General Account		424	19 10
						£8,411	19 1

15.—SECONDARY, COMBINED, AND TECHNICAL SCHOOLS AND CLASSES.

TABLE M 1.—RECEIPTS OF SECONDARY-SCHOOL BOARDS AND ENDOWED SCHOOLS FOR THE YEAR 1937.

Board.	Endowment Income Account.				Endowment Capital Account.		Buildings and Sites Account.				Lower Department Account.				Hostels Account.			Transfers and Sundries.
	Balance, 1st January, 1937.	From Reserves.		Interest, &c.	Balance, 1st January, 1937.	Sales of Endowments.	Balance, 1st January, 1937.	Government Grants and Subsidies.	Voluntary Contributions and Miscellaneous.	Transfers from other Accounts.	Balance, 1st January, 1937.	Fees.	Sundries.	Balance, 1st January, 1937.	Boarding Fees.	Advances to Boarders refunded.		
		Vested in Boards.	Administered by Land Boards.															
A. Secondary Schools.																		
Whangarei High School	£ 489	£ 306	£ 289	£ 102	£ 368	£ 11	£	£ 400	£	£ 13	£	£	£	£ 96*	£ 4,646	£	£	
Auckland Grammar School	10,698	11,436	2,416	398	1,844	..	160	..	..	3	..	..	..	808	3,743	689	..
Thames High School	2,450	882	116	233	..	..	507*	312	321	2,124	..	..	..	..	..	..	..
Hamilton High School	373	109	339	..	..	..	..	..	..	..	..	..	..	60*	1,763	126	44
Rotorua High School	..	1,339	185	..	..	..	..	421	..	..	..	..	..	..	..	..	..
Wanganui Girls' College	1,025	830	341	..	..	..	451	..	40	1	..	..	..	1,500	5,951	1,533	157
Palmerston North High School	18	..	649	..	..	..	126*	381	305	176	..	..	..	86	5	..	115
Gisborne High School	1,423	..	..	1,793	7	..	25*	257	..	235	..	..	..	98	2,842	223	19
Hastings High School	667	..	587	..	..	..	94*	766	..	5	..	..	..	..	..	..	..
Dannevirke High School	242	..	414	..	..	..	32*	421	..	..	..	..	..	102	933	..	..
Wairarapa High School	441	..	273	..	..	..	..	39,787	..	..	..	..	..	2,028	946	61	44
Hutt Valley High School	285	..	376	..	..	..	..	2,281	951	..	..	..	..	2,417	3,614	87	518
Wellington College	7,041	12,681	1,775	865	54	..	5,031*	1,326	14,808	7,126	..	..	..	..	..	..	..
Marlborough High School	399	..	84	400	..	..	..	..	..	..	..	..	..	..	..	..	..
Rangiora High School	102	204	..	..	..	..	165	..	..	17	..	..	..	485*	..	..	56
Christchurch Boys' High School	2,187	5,238	..	121	..	..	1,524*	..	..	6,614	..	..	..	293	1,905	..	39
Christchurch Girls' High School	..	366	3	..	..	..	2,400	8,816	..	..	..	..	..	43*	2,357	..	111
Avonside Girls' High School	..	..	..	..	..	..	..	4,027	..	..	..	..	..	..	..	..	..
Christchurch West High School	..	..	..	..	..	..	..	34	..	..	..	..	..	1,950*	..	..	..
Akaroa High School	2,099	220	..	8	..	..	23	..	..	..	..	..	..	..	..	..	..
Hokitika High School	2,697	177	..	81	70	..	..	557	..	65	..	..	..	..	..	..	..
Ashburton High School	595	631	..	..	..	..	..	..	..	77	..	..	..	..	..	..	..
Timaru High School	1,263	2,230	..	9	..	..	..	..	..	..	..	..	..	..	..	..	..
Waimate High School	518	..	205	..	..	..	..	..	..	21	..	..	..	..	..	..	..
Waitaki High School	785	1,573	425	240	34	..	..	4,102	..	376	..	..	..	1,633	2,735	..	1,480
Otago High School	4,359	4,890	910	928	..	..	213*	5,205	661	..	..	..	..	3,966	2,083	143	301
South Otago High School	118	..	121	..	..	..	70*	283	..	10	..	..	..	..	..	..	..
Gore High School	154	..	161	..	..	..	..	50	..	..	..	..	..	464	1,080	..	10
Southland High School	..	2,140	404	3	..	..	130*	89	..	2,064	..	..	..	..	..	..	..
Totals	40,428	45,252	10,073	5,181	2,377	11	4,553*	69,515	17,086	18,927	421	627	..	12,893	43,115	3,634	4,298	
B. Endowed Schools.																		
Wanganui Collegiate School†	..	2,278	..	..	..	..	..	..	..	..	..	..	..	..	16,709	..	..
Christ's College	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals	..	2,278	..	..	..	..	..	..	..	..	..	..	..	..	16,709	..	..

* Account overdrawn. † Receipts and Payments Account not available for Wanganui Collegiate School, but Income and Expenditure Account and Balance-sheet are printed on pages 89 and 90.

TABLE M 1.—RECEIPTS OF SECONDARY-SCHOOL BOARDS AND ENDOWED SCHOOLS FOR THE YEAR 1937—continued.

Board.	General Account.					Manual and Science Instruction Account.					Special Accounts.			
	Balance, 1st January, 1937.	From Government.		Voluntary Contributions.	School Fees.	Sundries.	Transfers from other Accounts.	Balance, 1st January, 1937.	Government Capitation and Grants.	Sundries.	Transfers from other Accounts.	Balance, 1st January, 1937.	Miscellaneous.	Transfers from other Accounts.
		Teachers' Salaries.	Incidental Expenses.												Subsidies.
A. Secondary Schools.														
Whangarei High School ..	36	10,580	1,338	35	£	1,551	£	64	256	51	£	6	£	£
Auckland Grammar School ..	2,864	37,990	8,102	..	568	5,165	11,437	621*	1,521	..	..	..	88	..
Thames High School ..	363*	3,970	585	..	..	65	482	43*	..	10	..	111	3	..
Hamilton High School ..	809	6,479	1,985	..	59	998	479	..	79	..	5	352	210	..
Rotorua High School ..	293	5,905	770	..	24	452	1,446	36	69	6	..	4	..	..
Wanganui Girls' College ..	757	3,652	973	..	149	1,689	1,108	72*	171	7	11	1,505	59	..
Palmerston North High School ..	466	11,543	1,788	20	29	1,035	489	113	346	..	..	576	31	..
Gisborne High School ..	85	6,914	1,349	4	81	828	1,695	134*	163	..	..	386	958	..
Hastings High School ..	510	7,600	1,107	..	228	444	811	..	262	..	7	..	..	..
Dannevirke High School ..	88	4,895	922	..	..	1,220	404	48*	208	..	..	88*	142	..
Wairarapa High School ..	480	4,835	784	49	14	120	228	144	..	..	..	..	..	..
Hutt Valley High School ..	137	7,167	1,095	..	..	307	285	171	167	6	..	13	..	..
Wellington College ..	1,001*	27,480	4,680	..	175	549	8,120	116*	976	77	..	532	4,947	..
Marlborough High School ..	125	7,690	972	..	7	493	443	195	..	..	..	..	..	..
Rangiora High School ..	357	3,855	583	..	2	122	224	51*	..	..	..	243*	1,138	..
Christchurch Boys' High School ..	171	10,478	1,338	..	109	487	43	28	138	..	..	..	..	..
Christchurch Girls' High School ..	922	6,570	1,227	..	..	1,076	..	722	227	..	..	..	..	..
Avonside Girls' High School ..	87	5,455	953	..	..	194	16	102	244	..	..	..	..	..
Christchurch West High School ..	43*	10,518	1,325	2	7	231	..	56*	163	..	..	..	..	..
Akaroa High School ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Hokitika High School ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Ashburton High School ..	611*	4,138	709	..	7	611	622	35*	73	..	..	51	45	..
Timaru High School ..	1,092*	10,885	1,934	..	75	282	1,467	71*	213	..	..	185	6	..
Waimate High School ..	76*	3,260	571	..	4	287	180	8*	130	1	..	12	85	..
Waitaki High School ..	924	13,372	1,901	..	..	2,421	1,774	63*	474	..	..	202*	200	222
Otago High School ..	3,692	16,870	3,170	56	76	1,656	5,035	429	710	24	..	3,318	177	20
South Otago High School ..	191	3,480	606	1	..	636	174	42	..	..	..	90	139	..
Gore High School ..	120	4,315	712	..	14	72	252	77*	53	..	..	1,243	985	..
Southland High School ..	252	10,079	1,536	..	36	786	284	162*	230	..	..	..	..	..
Totals ..	10,180	249,975	42,115	167	1,664	23,777	38,697	489	6,958	182	23	7,851	9,213	242
B. Endowed Schools.														
Wanganui Collegiate School†	..	..	..	..	..	..	7,414	..	..	..	..	..	..	..
Christ's College ..	1,250	..	..	..	10,131	1,627	..	..	..	..	..	..	..	..
Totals ..	1,250	..	..	..	10,131	1,627	7,414	..	..	..	..	..	..	..

* Account overdrawn. † Receipts and Payments Account not available for Wanganui Collegiate School, but Income and Expenditure Account and Balance-sheet are printed on pages 89 and 90.

TABLE M 2.—PAYMENTS OF SECONDARY-SCHOOL BOARDS AND ENDOWED SCHOOLS FOR THE YEAR 1937.

Board.	Endowments Income Account.				Endowments Capital Account.		Buildings and Sites Account.				Lower Department Account.			
	Office Salaries and Expenses.	Expenditure on Endowments.	Transfers to other Accounts.	Balance, 31st December, 1937.	Purchase of Endowments and Transfers.	Balance, 31st December, 1937.	Expenditure on Buildings, Sites, Furniture, and Apparatus.	Loans repaid.	Interest on Loans and Sundry.	Balance, 31st December, 1937.	Teachers' Salaries.	Incidental Expenses.	Miscellaneous.	Balance, 31st December, 1937.
A. Secondary Schools.														
Whangarei High School	£ 15	£ 53	£ 766	£ 352	£ 22	£ 357	£ ..	£ 400	£ 13	£ ..	£ ..	£ ..	£ ..	£ ..
Auckland Grammar School	483	3,006	11,437	10,022	..	1,844	2,049	..	200	163	..	..	..	..
Thames High School	75	81	2,455	1,069	..	..	..	..	..	..	..	..	..	..
Hamilton High School	..	42	479	300	..	..	..	..	..	..	..	..	..	..
Rotorua High School	..	78	1,446	..	..	..	456	..	..	34*	..	..	..	..
Wanganui Girls' College	49	..	1,109	1,039	..	..	1	..	..	490	433	175	124	316
Palmerston North High School	..	..	635	32	..	..	833	..	..	97*	..	..	..	..
Gisborne High School	140	40	1,851	1,185	7	..	386	..	81	..	..	..	..	..
Hastings High School	..	..	811	443	..	..	943	..	7	273*	..	..	..	..
Dannevirke High School	..	..	404	252	..	..	486	..	..	97*	..	..	..	..
Wairapa High School	..	..	229	485	..	..	40,131	..	..	344*	..	..	..	..
Hutt Valley High School	..	..	413	248	..	..	3,440	..	728	208*	..	..	..	..
Wellington College	323	177	15,246	6,615	..	54	15,754	6,244	..	4,496*	..	..	..	..
Marlborough High School	..	..	443	440	..	..	..	..	..	..	..	..	..	..
Rangiora High School	..	..	224	82	..	..	81	..	..	101	..	..	..	..
Christchurch Boys' High School	393	46	6,263	844	..	..	..	4,500	1,721	1,130*	..	..	..	..
Christchurch Girls' High School	31	..	338	..	..	..	10,930	..	..	287	..	..	..	..
Christchurch Girls' High School	..	..	..	..	..	..	4,051	..	..	24*	..	..	..	..
Christchurch West High School	..	..	..	..	..	..	34	..	..	..	..	..	..	..
Akaroa High School	..	137	..	2,189	..	..	..	..	..	23	..	..	..	..
Hokitika High School	47	39	55	2,813	..	..	..	..	..	..	..	..	..	..
Ashburton High School	53	2	634	538	..	70	622	..	..	..	..	..	..	..
Timaru High School	159	348	1,544	1,451	..	..	77	..	..	..	..	..	..	..
Waimate High School	20	..	201	502	..	..	21	..	..	..	..	..	..	..
Waitaki High School	109	72	2,501	341	..	34	4,567	..	..	90*	..	..	..	..
Otago High School	241	507	5,135	5,204	..	..	5,216	..	..	436	..	..	..	..
South Otago High School	..	10	118	111	..	..	399	..	..	175*	..	..	..	..
Gore High School	..	..	212	103	..	..	158	..	..	108*	..	..	..	..
Southland High School	80	121	2,347	..	..	..	763	619	694	55*	..	..	..	..
Totals	2,218	4,759	57,296	36,660	29	2,359	91,398	11,763	3,444	5,631*	433	175	124	316
B. Endowed Schools.														
Wanganui Collegiate School†	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Christ's College	122	289	1,867	..	..	..	..	..	..	..	..	..	..	..
Totals	122	289	1,867	..	..	..	..	..	..	..	..	..	..	..

* Account overdrawn.

† Receipts and Payments Account not available for Wanganui Collegiate School, but Income and Expenditure Account and Balance-sheet are printed on pages 89 and 90.

TABLE M 2.—PAYMENTS OF SECONDARY-SCHOOL BOARDS AND ENDOWED SCHOOLS FOR THE YEAR 1937—*continued*.

Board.	Hostels Account.			General Account.				Manual and Science Instruction Account.			Special Accounts.	
	Total Payments.	Balance, 31st December, 1937.	Teachers' Salaries.	Incidental Expenses.	Maintenance of Buildings, Rent, and Rates.	Sundry.	Transfers to other Accounts.	Balance, 31st December, 1937.	Material, &c.	Balance, 31st December, 1937.	Total Payments.	Balance, 31st December, 1937.
<i>A. Secondary Schools.</i>												
Whangarei High School ..	5,174	96*	11,116	1,071	264	2,020	£	268	246	£	97	£ 4*
Auckland Grammar School ..	5,062	483	49,013	7,745	740	5,953	..	2,676	919	20*	..	..
Thames High School ..	..	..	3,895	532	318	82	9	98*	52	..	4	110
Hamilton High School ..	1,597	276	6,999	958	107	1,157	5	683	84	..	173	388
Rotorua High School ..	..	..	5,995	782	7	890	6	1,211	39	71	..	4
Wanganui Girls' College ..	7,496	1,645	4,448	1,325	94	1,463	11	987	117	..	59	1,505
Palmerston North High School ..	58	148	11,491	1,617	761	735	30	736	187	271	22	585
Gisborne High School ..	3,378	196*	8,473	1,205	263	1,012	70	64*	468	440*	1,143	202
Hastings High School ..	..	..	8,304	978	144	525	4	744	112	158	..	..
Dannevirke High School ..	881	154	5,174	910	163	1,166	..	116	125	36	70	16*
Wairarapa High School ..	1,106	1,974	5,181	760	..	398	..	171	64	80	..	..
Hutt Valley High School ..	..	..	7,449	961	..	268	..	313	112	233	..	14
Wellington College ..	4,666	1,970	34,649	4,541	1,079	490	..	757*	688	249	5,024	455
Marlborough High School ..	..	..	8,138	953	43	560	..	37	231	36*	..	91
Rangiora High School ..	86	515*	3,920	613	125	124	17	343	..	51*	804	..
Christchurch Boys' High School ..	2,029	208	10,489	1,465	43	470	..	159	82	84	..	..
Christchurch Girls' High School ..	2,397	28	6,430	1,067	320	775	..	1,202	231	718	..	..
Avonside Girls' High School ..	..	..	5,331	819	33	158	..	364	100	245	..	..
Christchurch West High School ..	..	1,950*	10,188	1,083	246	277	..	246	101	6	..	..
Akaroa High School ..	..	..	..	..	..	..	..	..	..	..	..	..
Hokitika High School ..	..	..	4,691	472	36	825	..	601*	44	5*	59	37
Ashburton High School ..	..	..	12,509	1,986	204	40	..	1,137*	399	256*	6	185
Timaru High School ..	9,714	2,274	3,409	492	4	371	..	50*	29	94	84	13
Waimate High School ..	4,963	885	14,239	1,971	989	1,956	222	1,015	283	128	231	11*
Waitaki High School ..	2,264	4,228	21,178	3,773	679	1,546	20	3,358	362	801	98	3,417
Otago High School ..	..	..	3,599	601	..	746	..	142	69	27*	173	56
South Otago High School ..	1,494	59	4,519	796	136	..	..	33	107	131*	881	1,346
Gore High School ..	..	..	10,075	1,490	284	671	40	413	125	57*	..	..
Southland High School ..	..	..	..	..	..	..	..	..	..	..	..	..
Totals ..	52,365	11,575	280,992	40,916	7,082	24,678	487	12,510	5,376	2,277	8,928	8,377
<i>B. Endowed Schools.</i>												
Wanganui Collegiate School†	..	..	..	..	..	..	..	..	..	..	..	..
Christ's College ..	16,709	..	10,134	2,740	3,001	2,551	1,250	746	..	..	..	..
Totals ..	16,709	..	10,134	2,740	3,001	2,551	1,250	746	..	..	..	..

* Account overdrawn.

† Receipts and Payments Account not available for Wanganui Collegiate School, but Income and Expenditure Account and Balance-sheet are printed on pages 89 and 90.

TABLE M 3.—RECEIPTS BY COMBINED SCHOOL BOARDS FOR THE YEAR ENDED 31ST DECEMBER, 1937.

School.	Teachers' Salaries, Full and Part Time.		Incidental Allowances.		Buildings, Sites, and Equipment.		Voluntary Contributions.		Endowment Income.			Lower Department.		Hostels.		Fees.			Miscellaneous.	Special.	Total.	Cash Balances, 1st January, 1937.
	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£				
																					</	

TABLE M 4.—PAYMENTS OF COMBINED SCHOOL BOARDS FOR THE YEAR ENDED 31ST DECEMBER, 1937.

School.	Teachers' Salaries, Full and Part Time.		Incidental Expenses.		Buildings, Sites, and Equipment.		Office Salaries and Expenses.		Light, Heat, and Water.		Miscellaneous.		Endowment Income.		Lower Department.			Hostel.	Special.	Total.	Cash Balances 31st December, 1937.
	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£
New Plymouth	16,042	2,062	2,062	..	1,034	410	526	588	588	1,294	50	4	251	65	..	14,496	3	36,825	5,697		
Napier	12,358	682	682	..	1,641	667	509	173	173	3,608	13	652	..	..	..	4,127	1,697	26,559	1,585		
Nelson	16,454	..	..	..	1,480	423	555	295	295	4,237	888	888	..	825	..	16,681	..	42,194	9,251		
Totals	44,854	2,744	2,744	..	4,155	1,500	1,590	1,056	1,056	9,139	63	1,544	..	1,141	..	35,304	1,700	105,578	16,533		

TABLE M 6.—INCIDENTAL EXPENSES OF SECONDARY SCHOOLS, 1937.

School.	Total Cost.	Cost per Unit of Roll Number at 1st March, 1937.	School.	Total Cost.	Cost per Unit of Roll Number at 1st March, 1937.
	£	£		£	£
Whangarei High School	1,071	2.30	Marlborough High School ..	953	3.17
Auckland Grammar School ..	2,125	2.34	Rangiora High School ..	613	3.23
Mount Albert Grammar School ..	1,258	1.86	Christchurch Boys' High School ..	1,465	2.50
Auckland Girls' Grammar School ..	1,864	3.40	Christchurch Girls' High School ..	1,067	2.10
Epsom Girls' Grammar School ..	1,345	2.19	Avonside Girls' High School ..	819	2.21
Takapuna Grammar School ..	1,153	2.52	Christchurch West High School ..	1,083	2.28
Thames High School	532	2.80	Ashburton High School ..	472	1.87
Hamilton High School	958	2.18	Timaru Boys' High School ..	997	2.49
Rotorua High School	782	3.67	Timaru Girls' High School ..	938	2.59
Wanganui Girls' College	867	2.28	Waimate High School ..	493	2.62
Palmerston North Boys' High School	788	1.90	Waitaki Boys' High School ..	688	2.21
Palmerston North Girls' High School	828	3.01	Waitaki Girls' High School ..	767	2.54
Gisborne High School	1,205	2.13	Otago Boys' High School ..	1,749	3.75
Hastings High School	978	2.16	Otago Girls' High School ..	1,182	2.13
Dannevirke High School	910	2.62	King's High School ..	841	3.29
Wairarapa High School	760	2.60	South Otago High School ..	601	2.96
Hutt Valley High School	961	2.16	Gore High School ..	796	3.13
Wellington College	1,844	2.61	Southland Boys' High School ..	921	3.03
Rongotai Boys' College	1,038	3.41	Southland Girls' High School ..	569	2.17
Wellington Girl's College	986	2.13			
Wellington East Girls' College ..	674	1.87			
			Total	39,941	..
			Average .. ..	..	2.49

TABLE M 7.—RECEIPTS BY CONTROLLING AUTHORITIES OF ALL TECHNICAL HIGH AND DAY SCHOOL CLASSES (FULL-TIME, PART-TIME, AND EVENING COURSES) FOR THE YEAR ENDED 31ST DECEMBER, 1937.

Name of School.	Receipts from Government.						Other Receipts.						Total Receipts.			
	Salaries and Allowances (Full-time, Part-time, and Student Teachers).	Incidental Allowances.	Buildings, Sites, Equipment, and Rent.	Maintenance of Buildings.	Subsidies on Voluntary Contributions.	Miscellaneous.	Total Receipts from Government.	Voluntary Contributions.	Fees.		Scholarships.	Miscellaneous.		Transfers from other Accounts.	Hostel Receipts.	Total other Receipts.
									Tuition.	Other—e.g., Material, Typing.						
Under Education Boards—																
Auckland—																
Small centres	£ 1,325	£ 15	£ ..	£ ..	£ ..	£ 14	£ 1,354	£ ..	£ 302	£ ..	£ ..	£ 4	£ ..	£ ..	£ 306	£ 1,660
Otago—	9,859	1,875	172	..	..	..	11,906	..	204	..	..	90	..	..	294	12,200
Wellington—																
Lower Hutt	405	23	..	..	..	..	428	..	47	..	..	..	..	..	47	475
Canterbury—																
Ellesmere ..	..	..	..	..	..	..	..	..	12	..	..	1	..	..	13	13
Rangiora ..	34	7	..	..	..	..	41	..	..	..	..	..	..	..	..	41
Southland—																
Small centres	..	14	54	..	..	..	68	..	310	..	..	..	..	..	310	378
Otago—																
Small centres	..	4	..	..	..	..	4	..	13	..	..	..	..	..	13	17
Milton ..	..	..	..	..	..	..	..	..	31	..	..	..	..	..	31	282
Under High School Boards—																
Whangarei ..	251	..	..	..	..	..	251	..	21	..	..	..	..	..	21	132
Rotorua ..	111	..	..	..	..	..	111	..	427	261	..	1,160	..	..	1,894	15,295
Palmerston North ..	10,047	1,560	1,752	21	..	21	13,401	46	100	..	..	7	..	..	107	595
Gisborne ..	488	..	..	..	..	..	488	..	15	..	..	..	..	..	15	141
Dannevirke ..	126	..	..	..	..	..	126	..	12	..	..	..	..	..	12	147
Blenheim ..	90	45	..	..	..	..	135	..	37	4	..	..	..	..	76	384
Oamaru ..	278	23	..	7	..	..	308	35	26	..	..	..	..	..	26	29
Gore ..	3	..	..	..	..	..	3	..	..	..	..	..	..	..	..	..
Under Secondary Education Board—																
Masterton ..	4,343	945	..	..	..	101	5,389	..	118	60	..	63	..	..	241	5,630
Under Technical School Boards—																
Auckland ..	27,827	3,902	2,125	1,217	..	1,163	36,234	..	1,812	1,007	..	5,036	..	..	7,875	44,109
Elam School of Art ..	2,421	420	..	15	..	127	2,983	..	307	..	..	104	13	..	424	3,407
Hamilton ..	10,532	2,384	..	35	..	628	13,579	..	206	41	10	287	104	..	648	14,227
Pukekohe ..	5,296	1,348	352	..	..	667	7,663	..	38	64	..	867	..	..	969	8,632
Hawera ..	5,908	1,308	64	10	..	21	7,383	5	125	19	20	345	..	..	514	7,897
Stratford ..	5,908	1,250	350	..	..	340	7,848	..	31	..	..	340	..	..	371	8,219
Wanganui ..	12,841	2,620	348	..	..	570	16,379	..	129	53	..	1,242	..	3,062	4,486	20,865
Felding ..	5,858	1,370	169	..	..	982	8,379	..	25	56	..	160	..	6,904	7,145	15,354
Petone ..	4,936	895	3,647	205	..	48	9,526	40	292	271	..	110	..	..	713	10,239
Wellington ..	23,465	3,144	8,104	137	..	194	35,112	..	1,522	648	94	2,146	..	..	4,410	39,532
Westport ..	3,248	776	137	..	..	71	4,232	61	24	9	..	239	..	..	333	4,565
Greymouth ..	5,504	1,460	..	..	..	207	7,261	4	58	..	..	82	194	1,054	1,668	8,929
Christchurch ..	25,002	4,340	8,191	295	..	1,135	38,963	365	876	512	..	3,028	..	1,987	6,768	45,731
Ashburton ..	5,411	1,254	550	..	..	734	7,949	25	100	46	..	203	..	..	374	8,323
Timaru ..	5,397	1,110	39	78	..	293	6,917	27	196	190	..	241	..	..	634	7,571
Temuka ..	6	..	..	..	..	..	6	16	50	..	..	16	..	..	82	88
Kaipoi ..	28	..	..	..	..	..	28	21	11	..	..	..	..	..	49	77
Dunedin ..	17,130	2,703	1,145	146	..	450	21,574	9	912	307	..	2,069	..	..	3,358	24,958
Invercargill ..	11,155	2,136	..	..	..	337	13,628	63	249	75	43	993	..	..	1,423	15,051
Under University College Board—																
Canterbury College School of Art	5,063	545	120	..	..	..	5,728	11	603	12	..	90	220	..	936	6,664
Totals ..	210,458	37,476	27,319	2,029	..	8,103	285,385	728	9,241	3,734	254	19,137	531	13,007	46,632	332,017

TABLE M 8.—PAYMENTS BY CONTROLLING AUTHORITIES OF ALL TECHNICAL HIGH AND DAY SCHOOL CLASSES (FULL-TIME, PART-TIME, AND EVENING COURSES) FOR THE YEAR ENDED 31ST DECEMBER, 1937.

Name of School.	Salaries and Allowances (Full-time, Part-time, and Student Teachers).	Sites, Buildings, Equipment, and Rent.	Working-expenses.							Other Expenditure.	Transfers to other Accounts.	Hostel Payments.	Total Expenditure.
			Office Salaries.	Office Expenses (including Advertising and Printing).	Material for Class use.	Maintenance of Buildings, Grounds, and Equipment.	Caretaking and Cleaning.	Lighting, Heating, and Water.	Miscellaneous.				
	£	£	£	£	£	£	£	£	£	£	£	£	£
Under Education Boards—													
Auckland—													
Small centres	1,517	154	..	..	80	..	..	..	80	160	..	..	1,831
Otago—	9,894	154	69	..	643	587	311	156	599	2,365	..	..	12,413
Wellington—	..	..	..	..	..	..	..	..	..	..	..	..	..
Lower Hutt	391	..	50	12	..	2	15	6	..	85	..	..	476
Canterbury—	..	..	..	..	..	..	..	..	..	..	..	..	..
Ellesmere	..	3	..	2	..	..	..	..	..	2	..	..	5
Rangiora	..	..	34	..	..	..	..	..	..	36	..	..	36
Southland—	..	..	..	..	..	..	..	..	..	..	..	..	..
Small centres	498	77	25	..	..	..	..	..	..	25	169	..	769
Otago—	..	..	..	..	..	..	..	..	..	..	..	..	..
Milton	40	..	..	..	..	..	8	..	..	8	..	..	48
Under High School Boards—													
Whangarei	196	..	25	..	..	..	33	..	..	58	..	..	254
Rotorua	110	..	..	..	..	..	..	..	..	..	22	..	132
Palmerston North	9,945	1,793	320	132	670	394	316	156	153	2,141	531	..	14,410
Gisborne	576	..	..	93	39	9	65	..	..	206	3	..	785
Dannevirke	68	..	..	..	..	2	..	..	..	2	..	..	70
Blenheim	..	45	100	..	16	..	..	3	..	119	..	..	164
Oamaru	278	..	30	26	..	2	28	18	..	104	..	..	382
Gore	..	..	207	6	..	..	..	..	..	213	..	..	213
Under Secondary Education Board—													
Masterton	4,357	399	147	66	367	42	110	112	119	963	159	..	5,788
Under Technical School Boards—													
Auckland	27,976	3,475	657	385	3,919	1,452	763	472	..	7,648	4,349	..	43,777
Elam School of Art	2,556	4	213	138	161	61	208	61	44	886	125	..	3,571
Hamilton	10,485	126	258	120	546	167	417	138	88	1,734	1,271	..	13,616
Pukekohe	5,265	344	109	166	378	533	356	70	3	1,515	1,380	..	8,604
Hawera	5,882	126	89	171	250	94	339	98	..	1,041	789	..	7,838
Stratford	5,816	487	51	70	149	128	338	73	558	1,367	513	..	8,183
Wanganui	12,841	485	446	209	644	671	563	290	..	2,823	1,685	3,028	20,862
Feilding	5,816	222	149	131	125	32	549	125	15	1,126	1,640	..	15,306
Petone	5,261	4,149	220	161	313	71	277	122	33	1,197	191	..	10,798
Wellington	23,626	10,498	714	628	1,523	449	984	603	151	5,052	1,616	..	40,792
Westport	3,249	156	65	35	204	44	255	69	99	771	155	..	4,331
Greymouth	5,828	107	153	131	260	109	214	97	156	1,120	1,078	1,155	8,788
Christchurch	25,070	9,034	1,120	530	1,247	981	1,570	472	454	6,374	3,815	1,646	45,939
Ashburton	5,427	1,138	156	89	364	270	232	104	112	1,327	573	..	8,465
Timaru	5,208	316	238	150	371	355	229	114	74	1,531	641	..	7,696
Temuka	..	..	13	4	..	..	..	1	1	19	12	..	77
Kaipoi	..	..	38	3	16	..	5	2	..	64	..	..	64
Dunedin	16,626	2,025	686	312	805	466	851	440	1,143	4,703	1,269	..	24,623
Invercargill	11,548	324	440	196	690	213	560	265	869	3,233	831	..	15,936
Under University College Board—													
Canterbury College School of Art	5,150	..	389	..	147	16	295	164	84	1,095	20	..	6,265
Totals	211,046	35,551	7,211	3,966	13,929	7,150	9,891	4,231	4,835	51,213	22,815	12,331	333,307

TABLE M 9.—STATEMENT OF RECEIPTS AND PAYMENTS BY EDUCATION BOARDS FOR THE YEAR ENDED 31ST DECEMBER, 1937, IN RESPECT OF CLASSES FOR MANUAL INSTRUCTION AND ELEMENTARY HANDWORK.

Receipts.

Education Board.	Receipts from Government.					Other Receipts.							
	Salaries (Full-time and Part-time).	Conveyance of Instructors and Pupils.	Capitation and Incidental Allowances.	Refunds in connection with Handwork Supplies.	Sites, Buildings, Rent, Equipment, &c.	Miscellaneous.	Total Government Receipts.	Voluntary Contributions.	Sales of Material.	Payments by Pupils for Material.	Miscellaneous.	Total other Receipts.	Total Receipts.
Auckland	£ 18,382	£ 2,263	£ 5,708	£ 731	£ 626	£ 250	£ 27,900	£ ..	£ 457	£ 591	£ 242	£ 1,290	£ 29,190
Taranaki	4,324	1,020	1,407	..	..	164	6,915	..	59	229	2	290	7,205
Wanganui	2,882	689	756	88	108	201	4,724	..	6	145	113	264	4,988
Hawke's Bay	3,163	395	1,041	139	..	30	4,968	..	..	228	42	270	5,238
Wellington	6,906	683	2,278	104	..	60	10,031	..	354	15	64	433	10,464
Nelson	1,412	342	403	22	200	109	2,488	..	29	21	..	50	2,538
Canterbury	10,682	1,945	3,351	235	82	179	16,474	11	18	402	476	907	17,381
Otago	6,703	1,004	2,259	154	734	95	10,949	59	7	342	153	561	11,510
Southland	2,520	590	1,217	38	29	..	5,394	..	158	..	..	158	5,552
Totals	57,974	9,071	18,420	1,511	1,779	1,088	89,843	70	1,088	1,973	1,092	4,223	94,066

Payments.

Education Board.	Working-expenses.						Total Expenditure.			
	Salaries.	Sites, Buildings, Equipment, and Rent.	Conveyance of Instructors and Pupils.	Office Salaries.	Other Office Expenses.	Class Material and other Incidentals.	Carttaking and Cleaning.	Miscellaneous.	Total Working-expenses.	Total
Auckland	£ 20,191	£ 274	£ 2,322	£ 643	£ 227	£ 6,162	£ 967	£ ..	£ 7,999	£ 30,786
Taranaki	4,622	226	1,316	100	19	788	144	..	1,201	7,365
Wanganui	2,650	373	692	138	40	600	84	72	354	4,649
Hawke's Bay	3,572	354	621	325	50	816	..	..	1,191	5,738
Wellington	7,187	..	683	235	176	1,931	..	..	2,342	10,212
Nelson	1,184	13	407	120	40	292	3	27	482	2,386
Canterbury	11,253	381	1,769	480	485	1,969	..	911	3,825	17,228
Otago	7,316	930	1,263	150	106	1,722	126	202	2,300	11,746
Southland	3,711	29	674	200	100	655	138	..	1,093	5,507
Totals	61,986	2,580	9,684	2,371	1,237	14,935	1,462	1,362	21,367	95,617

TABLE M 10.—SECONDARY, COMBINED, AND TECHNICAL SCHOOL HOSTELS FOR YEAR 1937.—INCOME AND EXPENDITURE.

Hostel.	Number of Boarders.	Income.		Expenditure.											Profit.		Loss.		
		£	s. d.	General Expenses.	Provisions, &c.	Supervision by Teachers.	Wages, Laundry, and Grounds.	Light, &c.	Repairs and Replacements.	Insurance, Rates, Inter-est, and Rent.	Other Expenses.	Depreciation.	Total.	£	s. d.				
A. Secondary.																			
Christchurch Boys'	45	2,032	18 7	43 0 0	660 15 4	108 0 0	599 1 2	252 1 3	102 11 2	1 15 6	63 7 11	298 17 2	2,129 9 6	..	£	s. d.	96 10 11		
Christchurch Girls'	55	2,486	6 9	58 0 0	738 2 1	162 0 0	844 17 0	193 6 1	195 1 9	2 12 10	99 7 4	301 3 5	2,594 10 6	..	..	..	108 3 9
Dannevirke Boys'	24	1,198	14 0	..	489 14 2	187 10 0	171 15 9	94 10 7	97 12 5	74 13 4	11 5 1	74 19 6	1,202 0 10	..	..	..	3 6 10
Gisborne Boys'	35	1,703	14 6	40 0 0	600 18 6	288 15 0	493 1 7	188 2 6	41 7 6	20 17 1	72 11 3	253 0 0	1,998 13 5	..	..	..	294 18 11
Gisborne Girls'	27	1,458	15 0	30 0 0	514 2 10	137 10 0	457 6 0	151 16 8	50 1 7	7 14 8	21 18 2	168 0 0	1,538 9 11	..	..	..	79 14 11
Gore Boys' and Girls'	35	1,623	10 1	37 6 8	587 10 0	85 10 0	432 12 4	110 17 4	91 12 3	..	18 6 6	220 8 9	1,538 4 12	39 5 11	..	..	..
Hamilton Girls'	35	1,729	7 6	89 11 9	380 19 6	162 0 0	370 6 9	82 12 4	34 12 7	263 18 10	25 3 7	30 16 6	1,440 1 20	289 5 8	..	..	..
Mount Albert Grammar Boys'	58	3,763	3 2	135 5 8	1,041 16 9	195 12 0	1,544 9 7	273 7 8	233 5 7	62 4 7	85 6 4	328 19 10	3,900 8 0	..	..	..	137 4 10
Otago Boys'	41	2,265	16 1	65 3 4	589 14 5	25 0 0	771 16 2	170 16 5	125 0 0	141 18 9	105 4 9	260 19 4	2,255 13 2	10 2 11	..	..	..
Timaru Boys'	119	6,404	11 1	100 0 0	2,109 0 0	576 0 0	1,574 13 11	437 13 4	401 13 6	349 19 10	297 12 10	117 0 0	5,963 13 5	440 17 8	..	..	..
Timaru Girls'	42	2,379	17 1	50 0 0	801 7 3	208 0 0	763 3 7	277 9 2	171 5 0	45 16 6	118 6 1	..	2,375 7 7	4 9 6	..	..	..
Wairarapa Boys'	17	1,041	2 8	25 0 0	497 19 11	..	281 12 0	126 7 6	24 16 10	64 9 0	9 0 3	..	1,029 5 6	11 17 2	..	..	..
Waitaki Girls'	52	2,856	12 10	60 0 0	687 17 5	78 0 0	661 15 7	144 4 3	216 13 5	21 6 3	269 12 2	381 19 9	2,521 9 3	335 3 7	..	..	..
Wanganui Girls'	96	8,020	7 11	190 0 0	2,139 9 1	278 0 0	1,630 14 7	629 2 6	76 12 5	9 0 2	276 6 8	273 9 3	7,502 14 0	517 13 11	..	..	..
Wellington Boys'	61	4,019	12 8	127 19 10	1,794 8 2	315 0 0	1,330 11 3	424 2 0	246 16 1	7 13 1	116 0 5	651 14 0	5,014 4 10	..	..	..	994 12 2
Whangarei Boys'	47	2,366	12 3	97 3 10	946 5 5	195 0 0	813 11 4	166 15 2	162 5 1	53 14 1	52 10 9	502 9 4	2,929 15 0	..	..	..	363 2 9
Whangarei Girls'	53	2,632	10 10	98 6 0	835 3 1	255 0 0	865 13 3	179 15 3	78 14 4	11 6 1	52 4 11	206 18 3	2,583 1 2	49 9 8	..	..	..
Totals, A	842	47,983	13 0	1,246 17 1	15,415 3 11	3,256 17 0	13,547 1 43	903 0 4	2,290 1 11	1,139 0 53	694 5 0	4,070 15 1	48,563 2 1	1,698 6 0	2,277 15 1	..	..
B. Combined.																			
Napier Boys'	44	2,876	3 5	111 2 5	976 4 3	342 0 0	720 17 7	181 10 4	..	18 14 8	2 13 9	225 0 0	2,578 3 0	298 0 5	..	..	..
Napier Girls'	28	1,624	6 4	74 6 4	475 14 9	103 14 3	482 2 9	91 11 3	..	23 6 2	2 4 1	100 0 0	1,352 19 7	271 6 9	..	..	..
Nelson Boys'	195	14,414	6 11	350 0 0	4,670 4 7	493 10 6	3,051 16 9	841 5 3	31,569 13 10	35 19 0	2,587 8 1	500 0 0	14,099 18 0	314 8 11	..	..	..
Nelson Girls'	59	4,329	0 0	160 0 0	1,218 6 3	216 0 0	1,016 14 10	244 9 9	724 18 2	19 13 5	469 9 1	130 0 0	4,219 11 6	109 8 6	..	..	..
New Plymouth Boys'	160	9,436	15 5	300 15 4	3,198 11 6	453 1 8	1,351 17 11	707 4 2	967 7 1	580 0 7	1,432 7 6	..	8,991 5 9	445 9 8	..	..	..
New Plymouth Girls'	58	3,582	7 5	109 14 4	1,160 18 6	575 16 0	619 14 6	291 13 8	436 9 7	28 4 5	286 18 2	..	3,509 9 2	72 18 3	..	..	..
Totals, B	544	36,262	19 6	1,105 18 5	11,699 19 10	2,184 2 5	7,243 4 42	357 14 5	3,698 8 8	705 18 34	781 0 8	975 0 0	34,751 7 0	1,511 12 6	..	..	..
C. Technical.																			
Christchurch Boys'	23	1,065	14 10	15 0 0	538 5 4	46 0 0	255 19 8	95 17 4	..	6 10 10	30 11 11	170 0 0	1,158 5 1	..	..	..	92 10 3
Christchurch Girls'	31	1,120	6 6	15 0 0	295 16 11	54 14 0	48 12 6	92 19 5	..	..	51 14 7	170 0 0	728 17 5	391 9 1	..	..	..
Feilding Boys'	88	6,145	8 8	75 0 0	1,602 12 1	146 13 4	1,167 7 4	302 8 6	190 6 11	10 0 10	1,265 5 1	736 0 0	5,515 14 1	629 14 7	..	..	..
Greymouth Boys' and Girls'	21	1,167	18 2	8 7 8	745 3 5	..	225 1 3	94 14 0	..	16 12 2	19 0 3	318 15 0	1,427 13 9	..	..	..	259 15 7
Wanganui Boys'	56	2,665	16 11	75 0 0	1,127 13 4	153 18 0	607 7 9	205 11 8	199 0 9	95 6 8	30 8 7	..	2,494 6 9	171 10 2	..	..	..
Totals, C	219	12,165	5 1	188 7 8	4,309 11 1	401 5 4	2,304 8 6	791 10 11	389 7 8	128 10 6	1,397 0 5	1,414 15 0	11,324 17 1	1,192 13 10	352 5 10	..	..

TABLE M11.—SECONDARY, COMBINED, AND TECHNICAL SCHOOL HOSTELS FOR YEAR 1937.—AVERAGE INCOME AND EXPENDITURE PER BOARDER PER WEEK.

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

* Insignificant amount.

TABLE M 12.—BALANCE-SHEETS OF SECONDARY, COMBINED, AND TECHNICAL HIGH SCHOOL HOSTELS AS AT 31ST DECEMBER, 1937.

Liabilities.

Hostel.	Capital.				Loans.	Depreciation Reserve.	Other Liabilities.	Cash overdrawn.	Accumulated Profits.	Total.
	From Government Grants.	From other Sources.	£	s. d.	£	s. d.	£	s. d.	£	s. d.
<i>A. Secondary.</i>										
Christchurch Boys'	319 11 6	2,449 16 11	6,655 0 0	2,691 11 0	31 6 2	2,829 16 0	1,895 5 7	12,147 5 7	14,031 17 11	2,874 3 0
Christchurch Girls'	2,366 11 2	6,891 3 0	231 14 0	721 9 0	457 0 0	1,444 11 7	909 5 9	9,871 10 10	5,284 7 11	13,526 13 0
Danewake Boys'	1,464 0 0	8,403 13 11	1,051 16 0	135 18 9	3 4 0	255 14 10	370 7 9	901 17 11	16,808 5 2	14,823 8 10
Gisborne Boys'	..	4,235 19 5	1,000 0 0	1,502 17 1	343 2 8	4,677 17 8	727 12 10	12,560 19 11	11,927 16 6	25,722 17 9
Gore Boys' and Girls'	9,000 0 0	3,348 15 6	250 0 0	73 9 7	450 15 8	1,930 3 0	241 14 2	18,545 4 4	49,610 11 11	18,071 2 4
Hamilton Girls'	..	..	2,758 15 5	5,519 3 8	26 3 1	1,930 3 0	4,370 8 8	12,490 14 0	6,320 12 1	245,519 9 0
Mount Albert Grammar Boys'	9,500 11 3	8,727 11 0	2,758 15 5	5,519 3 8	26 3 1	1,930 3 0	4,370 8 8	12,490 14 0	6,320 12 1	245,519 9 0
Otago Boys'	9,130 0 0	..	2,758 15 5	5,519 3 8	26 3 1	1,930 3 0	4,370 8 8	12,490 14 0	6,320 12 1	245,519 9 0
Tinamu Boys'	9,409 10 0	..	2,758 15 5	5,519 3 8	26 3 1	1,930 3 0	4,370 8 8	12,490 14 0	6,320 12 1	245,519 9 0
Timaru Girls'	5,050 0 0	..	2,758 15 5	5,519 3 8	26 3 1	1,930 3 0	4,370 8 8	12,490 14 0	6,320 12 1	245,519 9 0
Wairarapa Boys'	22,452 1 9	1,000 0 0	250 0 0	73 9 7	450 15 8	1,930 3 0	241 14 2	18,545 4 4	49,610 11 11	18,071 2 4
Waitaki Girls'	2,630 0 0	9,295 10 3	2,758 15 5	5,519 3 8	26 3 1	1,930 3 0	4,370 8 8	12,490 14 0	6,320 12 1	245,519 9 0
Wanganui Girls'	4,796 9 0	8,727 11 0	2,758 15 5	5,519 3 8	26 3 1	1,930 3 0	4,370 8 8	12,490 14 0	6,320 12 1	245,519 9 0
Wellington Boys'	11,495 10 1	46,825 13 5	2,758 15 5	5,519 3 8	26 3 1	1,930 3 0	4,370 8 8	12,490 14 0	6,320 12 1	245,519 9 0
Whangarei Boys'	2,547 6 6	..	2,758 15 5	5,519 3 8	26 3 1	1,930 3 0	4,370 8 8	12,490 14 0	6,320 12 1	245,519 9 0
Whangarei Girls'	..	..	2,758 15 5	5,519 3 8	26 3 1	1,930 3 0	4,370 8 8	12,490 14 0	6,320 12 1	245,519 9 0
Totals, A	90,161 11 3	91,178 3 5	15,931 11 5	26,300 14 3	3,436 13 2	1,403 10 11	17,107 4 7	245,519 9 0	22,428 12 10	3,951 13 3
<i>B. Combined.</i>										
Napier Boys'	20,733 2 10	..	3,000 0 0	554 10 0	1 13 3	5,360 0 0	2,997 2 3	67,092 1 10	10,627 1 11	37,931 2 0
Napier Girls'	3,610 9 3	..	3,000 0 0	554 10 0	1 13 3	5,360 0 0	2,997 2 3	67,092 1 10	10,627 1 11	37,931 2 0
Nelson Boys'	38,100 17 3	17,408 15 6	3,000 0 0	554 10 0	1 13 3	5,360 0 0	2,997 2 3	67,092 1 10	10,627 1 11	37,931 2 0
Nelson Girls'	8,487 2 7	..	3,000 0 0	554 10 0	1 13 3	5,360 0 0	2,997 2 3	67,092 1 10	10,627 1 11	37,931 2 0
New Plymouth Boys'	15,472 16 9	5,890 10 7	1,200 0 0	3,724 13 10	615 12 3	2,943 1 8	1,595 16 7	34,254 1 2	176,284 13 0	6,902 10 1
New Plymouth Girls'	21,367 2 3	7,144 10 3	4,200 0 0	14,929 11 2	1,421 13 0	1,595 16 7	15,922 5 0	176,284 13 0	6,902 10 1	8,547 17 4
Totals, B	107,771 10 11	30,443 16 4	4,200 0 0	14,929 11 2	1,421 13 0	1,595 16 7	15,922 5 0	176,284 13 0	6,902 10 1	8,547 17 4
<i>C. Technical.</i>										
Christchurch Boys'	2,700 0 0	3,825 0 0	..	811 17 9	109 18 1	1,088 9 6	2,155 14 3	22,252 2 3	10,750 1 7	36,612 18 4
Christchurch Girls'	15,530 1 7	4,410 0 0	..	3,486 0 0	78 13 8	3,486 0 0	1,331 12 10	22,252 2 3	10,750 1 7	36,612 18 4
Felding Boys'	3,147 6 10	969 10 1	..	2,514 12 2	934 17 9	2,514 12 2	347 11 6	36,612 18 4	85,065 9 7	85,065 9 7
Greytown Boys' and Girls'	34,239 11 10	4,638 11 3	..	..	101 19 10	..	..	..	..	..
Wanganui Boys'	..	1,805 1 8	..	..	233 11 6	..	..	..	..	..
Totals, C	55,617 0 3	15,648 3 0	..	7,900 19 5	1,459 0 10	2,503 5 9	1,937 0 4	85,065 9 7	85,065 9 7	85,065 9 7

TABLE M 12.—BALANCE-SHEETS OF SECONDARY, COMBINED, AND TECHNICAL HIGH SCHOOL HOSTELS AS AT 31ST DECEMBER, 1937—continued.

Hostel.	Hostel Site.	Buildings.	Furniture.	Household Utensils, &c.	Boarding Fees due.	Other Debtors.	Provisions on Hand.	Depreciation Fund Investment.	Other Assets.	Cash.	Net Loss carried forward.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
A. Secondary.												
Christchurch Boys'	2,238 11 0	5,843 12 0	676 18 2	363 5 8	73 18 4	..	2 10 0	1,006 15 0	10 0 0	207 12 7	1,724 2 10	12,147 5 7
Christchurch Girls'	3,640 6 6	6,342 6 7	1,140 2 2	275 1 7	36 0 10	6 9 0	40 0 0	2,523 7 6	..	28 3 9	..	14,031 17 11
Dannevirke Boys'	..	1,464 0 0	273 1 5	105 19 1	206 18 0	..	..	..	..	154 9 2	669 15 4	2,874 3 0
Gisborne Boys'	500 0 0	6,623 0 0	588 4 5	603 19 7	6 10 6	10 0 10	..	501 19 10	..	211 12 2	826 3 6	9,871 10 10
Gisborne Girls'	350 0 0	3,649 15 11	714 6 4	74 19 0	41 13 8	17 13 3	..	..	..	..	435 19 9	5,284 7 11
Gore Boys' and Girls'	2,690 0 7	7,611 0 0	803 0 0	..	559 12 6	..	10 0 0	..	..	59 7 3	1,793 12 8	13,526 13 0
Hamilton Girls'	..	..	616 10 10	..	8 10 9	1 1 5	..	..	..	275 14 11	..	901 17 11
Mount Albert Grammar Boys'	5,500 0 0	7,548 15 4	1,336 0 11	205 8 11	..	0 12 2	28 3 0	1,502 17 1	203 13 9	482 14 0	..	16,808 5 2
Otago Boys'	..	9,430 0 0	539 7 0	367 4 6	42 2 4	110 19 2	26 0 0	4,174 10 9	79 15 3	53 9 10	..	14,823 8 10
Tinamu Boys'	..	9,409 10 0	1,170 5 0	..	488 15 7	..	21 6 5	..	..	1,471 2 11	..	12,560 19 11
Tinamu Girls'	628 9 6	6,815 10 0	1,569 17 4	..	233 9 3	..	20 17 8	1,853 3 9	1 0 0	805 9 0	..	11,927 16 6
Wairarapa Boys'	716 11 0	21,297 15 11	1,451 5 9	..	159 9 2	..	10 0 0	1,800 0 0	..	173 13 3	124 2 8	25,722 17 9
Waitaki Girls'	1,000 0 0	7,679 4 7	2,452 15 2	290 10 1	173 11 4	..	..	..	..	884 12 10	..	12,490 14 0
Wanganui Girls'	500 0 0	12,380 0 0	1,189 1 5	593 13 2	36 19 6	650 0 2	4 13 9	..	1,545 15 5	1,645 0 11	..	18,545 4 4
Wellington Boys'	5,000 0 0	36,983 15 0	1,813 16 9	269 15 10	135 8 4	19 10 1	10 0 0	..	71 6 0	4,214 17 10	2 1	49,610 11 11
Whangarei Boys'	..	11,639 6 10	1,897 3 11	910 2 2	124 5 0	4 1 9	33 4 4	..	1,239 13 9	288 14 9	1,934 9 10	18,071 2 4
Whangarei Girls'	..	3,642 18 7	1,035 17 8	939 18 1	166 3 6	8 16 7	15 2 6	..	1 12 3	109 4 11	400 18 0	6,320 12 1
Totals, A ..	22,763 18 7	158,360 10 9	19,267 14 3	4,999 17 8	2,493 8 7	829 4 5	221 17 8	13,362 13 11	3,152 16 5	11,066 0 1	9,001 6 8	245,519 9 0
B. Combined.												
Napier Boys'	476 2 0	17,502 5 11	2,881 18 8	..	84 12 0	115 8 11	7 10 0	..	..	1,360 15 4	..	22,428 12 10
Napier Girls'	1,370 0 0	1,097 7 11	1,187 17 2	..	36 13 6	21 15 7	4 10 0	..	..	233 9 1	..	3,951 13 3
Nelson Boys'	500 0 0	51,708 5 3	5,240 5 5	2,023 3 3	171 19 7	314 16 0	20 0 0	..	..	7,113 12 4	..	67,092 1 10
Nelson Girls'	..	6,000 0 0	1,770 5 7	850 5 9	117 13 0	110 16 9	10 0 0	..	..	1,592 12 5	175 8 5	10,627 1 11
New Plymouth Boys'	1,831 4 0	26,420 19 6	3,539 11 7	962 6 3	56 1 6	144 0 3	24 10 4	..	1,048 8 9	3,843 19 10	..	37,931 2 0
New Plymouth Girls'	5,393 8 3	26,363 18 9	2,144 15 8	253 11 8	65 9 5	20 14 8	12 2 9	..	..	..	..	34,254 1 2
Totals, B ..	9,570 14 3	129,092 17 4	16,824 14 1	4,089 6 11	532 9 0	727 12 2	78 13 1	..	1,048 8 9	14,144 9 0	175 8 5	176,284 13 0
C. Technical.												
Christchurch Boys'	1,235 0 0	2,011 16 11	847 1 2	92 18 6	41 16 0	..	10 0 0	..	..	..	2,663 17 6	6,902 10 1
Christchurch Girls'	560 0 0	5,862 19 2	988 19 11	149 0 8	42 12 10	..	10 0 0	..	934 4 9	..	..	8,547 17 4
Feilding Boys'	93 2 0	16,672 0 10	1,791 13 3	583 10 2	113 15 4	434 1 1	30 0 0	938 15 1	1,187 12 9	407 11 9	..	22,252 2 3
Greymouth Boys' and Girls'	257 13 6	6,308 16 0	846 0 7	790 11 1	238 3 2	..	..	..	..	..	2,308 17 3	10,750 1 7
Wanganui Boys'	..	34,239 11 10	1,805 1 8	..	27 6 4	..	..	..	..	549 18 6	..	36,612 18 4
Totals, C ..	2,145 15 6	65,095 4 9	6,278 16 7	1,616 0 5	463 13 8	434 1 1	50 0 0	938 15 1	2,121 17 6	948 10 3	4,972 14 9	85,065 9 7

16.—STATEMENT OF AFFAIRS AND BALANCE-SHEET OF THE WHANGANUI COLLEGE BOARD OF TRUSTEES FOR THE YEAR ENDED 31ST DECEMBER, 1937—*continued.*

General Account.

<i>Dr.</i>	£	s.	d.	£	s.	d.	<i>Cr.</i>	£	s.	d.
Interest	30	7	10				Rents	4,674	7	0
Rates	429	0	5				Book-room	144	10	1
Salaries	777	0	0				Garden	2	6	3
Audit fee	23	2	0				Boys' extras—			
Management	128	17	7				School	98	8	11
Office rent	62	0	0				St. George's	14	0	9
Postages, &c.	98	8	6				Commissions	3	16	4
Printing, stationery, &c.	71	19	11							
Repairs and maintenance: Estate	130	10	5					4,937	9	4
Legal expenses	47	19	2				Transfer from Collegiate School Account	848	4	2
				1,799	5	10				
Contribution to Provident Fund				557	15	3				
Tayforth land written off				593	15	8				
Transfer from St. George's School Account				1,974	11	4				
Transfer to Balance Account				860	5	5				
				£5,785	13	6				
								£5,785	13	6

Balance-sheet as at 31st December, 1937.

<i>Liabilities.</i>				<i>Assets.</i>			
	£	s.	d.		£	s.	d.
Balance Account at 31st December, 1936	7,109	12	8	Boys' accounts outstanding—			
Plus—				Collegiate School	1,781	0	8
Bonuses on insurance policies	204	14	0	St. George's School	270	6	9
Transfer from General Account	860	5	5				2,051 7 5
			8,174 12 1	Rent accounts outstanding			1,408 7 9
Sundry creditors			15 10 0	Collegiate School—			
School funds			170 19 11	Buildings	81,705	0	0
Provident Fund			7,929 0 7	Furniture	2,669	0	0
Mortgages—				Pianos	400	0	0
A.M.P. Society	107,773	15	0				84,774 0 0
Less repaid, 1937	817	10	0	St. George's School—			
	106,956	5	0	Buildings	25,797	0	11
Tayforth land	1,455	0	0	Furniture	1,020	0	0
Grey Street house	850	0	0				26,817 0 11
			109,261 5 0	Estate improvements—			
Temporary deposits			6,785 12 2	Roads	13,004	1	11
School Prizes Endowment Fund			596 14 0	Buildings	2,650	0	0
Scholarship endowments			3,716 19 3	Block 1b	650	0	0
Reserve for doubtful debts			684 16 3	Grey Street house	973	4	4
Suspense Account—				Avenue house	340	14	11
Accrued interest	1,288	1	5				17,618 1 2
Rates	694	2	8	Tayforth land			1,500 0 0
Household accounts, &c.	655	5	3	Sinking Funds—			
	2,637	9	4	St. George's loan	6,854	16	3
Less—				First earthquake loan	445	1	6
Fees	181	4	9	Second earthquake loan	290	12	2
Sundries	31	5	5				7,590 9 11
	212	10	2	Sundry debtors			2,842 10 0
			2,424 19 2	Steward's stores on hand			235 3 1
Bank of New South Wales	8,285	2	3	Boys' extras paid but not charged—			
Plus unrepresented cheques	360	13	4	Collegiate School	1,178	17	5
			8,645 15 7	St. George's School	209	3	6
							1,388 0 11
				Steward's cash on hand			96 4 4
				Cash on hand			84 18 6
				Earthquake alterations			2,000 0 0
							£148,406 4 0
							£148,406 4 0

G. W. CURRIE, Chairman.

J. P. WILLIAMSON, Secretary.

AUDITOR'S CERTIFICATE.—I have audited the books and accounts of the Whanganui College Board of Trustees for the year ended 31st December, 1937, and have obtained all the information and explanations required by me. I report that in my opinion the above Balance-sheet is properly drawn up so as to show the true position of the affairs of the Trust according to the best of my information and explanations given to me and as shown by the books.—T. BALLINGALL, F.P.A.N.Z., A.I.C.A., Auditor.

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