

At the annual examination for pupil-teachers nine pupil-teachers sat, and only two were successful in gaining passes. Five pupil-teachers passed the D examination, and five gained a partial pass.

Of the senior candidates for the Board's scholarships eighteen qualified, and of the junior, thirty-five. Senior scholarships were awarded to four candidates from the New Plymouth High School, seven from the Stratford District High School, and one from the Opunake School; and junior scholarships to six candidates from the Stratford District High School, three from the Central, two from the West End, one from the Inglewood, one from Fitzroy, and one from Omata.

The two National Scholarships allotted for the district were won by Gordon Frederick Saunders, of the Ngaere School, and Mary Elizabeth Rogers, of the Bird School.

Clause 79 (*d*) of the Taranaki Scholarships Act provides that "Not more than one scholarship shall be awarded in any one year to any one school." In the Taranaki Provincial District at the present time there are only four secondary schools, and it is quite possible that in any one year all the pupils qualifying may belong to only one of these schools, and it would appear to the Board that in this event retention of this provision would act harshly and unjustly, and the Board hopes you will see your way to have it eliminated.

There have been thirty-two appointments made during the year, besides those of a temporary nature and appointments of pupil-teachers. Five teachers from other districts received appointments, and eight teachers in the service of the Board received promotion.

A new residence was erected at Tarata, and new schools at Newall and York. The Frankley School has been replaced by a new building, and additions made to the Awatuna, Hillsborough, Kaimiro, Stratford, Te Kiri, Waitara, and West End Schools. Application has been made for new schools at Ackland, Okau, and Whangamomona.

The receipts of the Board from all sources amounted to £36,392 4s., while the expenditure was as follows: Administration, £3,037 8s. 2d.; teachers' salaries, £23,181 11s. 9d.; secondary education, £1,096 4s. 10d.; manual and technical, £2,162 11s. 2d.; buildings, £5,068 15s.; leaving a credit balance of £1,180 13s. 2d. after providing for a debit balance of £404 7s. 5d. at the beginning of the year.

In the majority of our schools physical exercises are taken daily, with a more extended period for instruction once a week. In the larger schools cadet corps are established, and these are formed into two battalions—No. 1 comprising the schools in the northern part of the district, and No. 2 those in the southern.

During the year teachers' Saturday classes were again carried on at New Plymouth and Stratford, and the attendance both as regards numbers and regularity was a considerable improvement on that of previous years. The programme of work undertaken embraced courses in chemistry, dairy science, cardboard modelling, drawing, cookery, agriculture, and education. The rural classes held in connection with the Stratford District High School are now firmly established and doing very satisfactory work. The subjects of instruction comprised farm carpentry, cookery, botany, physical measurements, surveying, dairy science, drawing, agriculture, dress-making, physiology, metal-work, millinery, and book-keeping.

Technical and continuation classes were conducted at New Plymouth, Stratford, and Inglewood. An innovation was made in the establishment of classes for wool-sorting, and this proved to be a step in the right direction, as all classes were largely attended. The total number of students enrolled at all classes was—New Plymouth 360, Stratford 230, and Inglewood 23, as compared with 317, 156, and 15 in 1909. With a view of bringing the benefits of technical education more prominently before the public the Board has appointed Mr. F. J. Heatley, M.A., M.Sc., as Technical Organizer.

Classes for instruction in elementary handwork were conducted at fifty schools, and sewing under the manual regulations at nine. In addition, instruction in agriculture, physiology, and first aid, physical measurements, advanced needlework, swimming, chemistry, botany, cookery, woodwork, dressmaking, metal-work, and dairying was recognized in 104 cases.

As the Boards of School Commissioners will be abolished very shortly and their duties taken over by the Crown Lands Department, this Board is strongly of opinion that Education Boards should be represented on the Crown Lands Boards in future, to watch that suitable sections are set apart for school-sites and education reserves.

During the past year the Board has, in order to fully take advantage of the provisions of the 1908 Act for the transfer and appointment of teachers, adopted what is familiarly known as the "transfer system." It may be of interest to Committees, and remove certain misconceptions, to briefly outline the system. The Inspectors grade all teachers in the Board's employ in four sections—(1) Head teachers, certificated; (2) assistants, certificated; (3) head teachers, uncertificated; (4) assistants, uncertificated. In each grade marks are allotted as follows: Service, 10 (2 years=1 mark); academic attainment, 15; teaching proficiency, 40; personality and discipline, 20; organization, 10; environment, 5; total, 100 marks. From the marks awarded teachers will be classified in ranks as follows: Rank 1, 80 to 100; Rank 2, 70 to 79; Rank 3, 65 to 69; Rank 4, 60 to 64; Rank 5, 55 to 59; Rank 6, 50 to 54; Rank 7, 45 to 49; Rank 8, 40 to 44; Rank 9, 30 to 39; Rank 10, 20 to 29. On a vacancy occurring, a teacher is selected from the list of his grade and to whom the transfer would mean promotion. On the teacher's consent to the transfer being obtained, the name, with his testimonials and all particulars, is forwarded to the Committee with the notification that objections to the transfer must be sent to the Board prior to a certain date. At the next meeting of the Board any objections from any Committee are carefully considered, and if deemed to be reasonable and justified the transfer is not proceeded with. During the six months the system has been in operation nine transfers have been made. The advantages of the new system summed up briefly are: (1) Merit is the basis for the promotion of teachers; (2) teachers whose relations with their Committees become strained