

according to rank, sex, and certificate, the totals for the two previous years being given for the sake of comparison :—

| Rank.                  | Male. | Female. | Total. | Certified. | Licensed. | Uncertified. |
|------------------------|-------|---------|--------|------------|-----------|--------------|
| Head teachers .. .. .  | 53    | 24      | 77     | 76         | 1         | ..           |
| Sole teachers .. .. .  | 40    | 63      | 103    | 40         | 5         | 58           |
| Assistants .. .. .     | 18    | 128     | 146    | 94         | 4         | 48           |
| Pupil-teachers .. .. . | 10    | 20      | 30     | ..         | ..        | ..           |
| Probationers .. .. .   | ..    | 24      | 24     | ..         | ..        | ..           |
| 1914 totals .. .. .    | 121   | 259     | 380    | 210        | 10        | 106          |
| 1913 „ .. .. .         | 126   | 238     | 364    | 202        | 11        | 104          |
| 1912 „ .. .. .         | 122   | 230     | 352    | 179        | 7         | 115          |

The proportion of uncertificated teachers remains practically the same as for the previous year, a fact that is to be regretted. For lack of qualified applicants the Board was compelled during the year to appoint to positions in its service no fewer than forty uncertificated teachers, more than half of whom had had little or no previous experience in teaching. While it must be remembered that many of these teachers are no doubt doing good work, and that most of them are engaged in small schools, still the position cannot be considered satisfactory.

The Board has continued to conduct Saturday classes for the training and tuition of teachers, has encouraged those teachers who are not within the reach of Invercargill by rail by paying a proportion of their fees for tuition, and has brought pressure to bear upon those uncertificated teachers who are not making a reasonable effort to improve their scholastic status ; yet it has apparently failed to reduce the number of unqualified teachers. The Government also has done much with the same object in view, having, in the new Education Act, made provision for increased salaries in these small schools, and for a number of “ model schools ” for the purpose of assisting in the practical training of inexperienced teachers. It now remains for the Board to take advantage of the new provisions referring to the establishment of “ model schools,” which are urgently required if the number of uncertificated teachers is to be materially decreased.

*School Committees' Allowances.*—The Board is pleased to be able to announce that, through the efforts of its representatives who were delegated to give evidence before the Education Committee, Parliament was induced to embody in the new Education Act a Dominion scale of allowances for School Committees. While the scale does not yet give full justice to Southland, where winters are longer and rainy days more frequent than in the favoured districts of the north, and consequently the cost of fuel and upkeep of schools greater than elsewhere, still the Board is thankful for a change that will greatly benefit districts, like ours, where there is a great number of small schools. The concession thus gained will mean an increase of over £300 per annum in the amount available for distribution among the Committees of the district. This, together with the increase of capitation proposed in the Bill, will mean an addition of over £500 to the incidental allowance to Committees, and should tend to dispel some of the present dissatisfaction.

*Physical Training.*—Instruction in the physical exercises prescribed by the Department is regularly given in all schools. The impetus given to the movement by the fortnight's training of the teachers in 1913, under expert instructors, has not yet spent itself, and there is no doubt that the training is proving beneficial to the pupils. A comparatively large number of newly appointed teachers, however, have had no training, and the necessity for holding a supplementary instruction class for such teachers should be kept in view.

*Buildings.*—The more important works undertaken during the year were new schools at Waihopai, St. George, Winton (infant school), Waianiwa, and Wild Bush ; a new residence at Wild Bush ; additions to schools at Dacre and Papatotara ; and additions to the residences at Papatotara, Brydone, Pine Bush, and Thornbury. The new schools at the three first-named places are substantial buildings in brick, and in plans, conveniences, and arrangements surpass buildings previously erected by the Board. The St. George and Waianiwa Schools are being built by day labour, because the Board considers that the works can be carried out more economically in that way. Unfortunately, the economy rendered necessary by the great struggle in which the nation is at present engaged has prevented the Government from making grants for buildings except in very urgent cases, and consequently many Committees and teachers will have to put up with inconveniences for some time to come.

*School Committees.*—The Board desires to record its appreciation of the good work done by the School Committees of the district. The Board recognizes the keen interest that continues to be taken by the Committees in the schools with which they are associated, and values the willing and efficient assistance that is rendered to the Board in carrying out its functions.

*Department.*—The Board desires to acknowledge the courtesy and consideration which the applications submitted have received from the Minister and officers of the Department.

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The Hon. the Minister of Education, Wellington.

H. A. ARCHDALL.