

*Appointment of Teachers.*—The appointment of teachers under the Dominion graded list can now be said to be fairly tested. The Board is of opinion that the scheme does not always result in the most efficient teachers being selected for the various positions. This is due partly to the provisions of the Education Act, but more particularly to the unsound basis on which the grading of teachers is carried out. The graded list is not an efficiency list, and until appointments are made on a scheme based entirely on efficiency some teachers will secure promotion before their more efficient confrères. When the grading scheme was introduced the Department stated that an investigation of the appointments made by Boards prior to its introduction showed a chaotic state of affairs, in that many teachers with high grading were in low-paid positions, and that many others with lower grading were in higher-paid positions. The present method of appointment is not going to remedy this, because there is no compulsion in regard to transfer or promotion, and teachers are influenced by domestic reasons, climate, isolation of the particular school, &c., in applying for promotion. Thus, on the average a grading number of twenty-five places lower will secure a position in the northern portion of this district compared with a similar position in the southern portion of the district. An investigation at the present time would no doubt disclose that a state of affairs similar to that pointed out by the Department previously still exists not only in this district, but throughout the Dominion. Compulsory transfer with payment of travelling-expenses is the only remedy. Teachers are now claiming to be paid entirely according to efficiency. There is no doubt as to the merit of such a claim, but those making it appear so far to have overlooked the essential corollary to such a system of payment—namely, that Boards should have the right to place teachers where the greatest value can be obtained from their services. Any steps taken to introduce such a system would have the cordial support of the Board.

*Organizing Teachers.*—A great deal of credit must be given to the organizing teachers for the efficient state of the smaller country schools. They have carried out their duties whole-heartedly and to the full satisfaction of the Inspectors. The Board is of opinion that the results obtained are well worth the expense involved in their employment. The Board frequently receives expressions of great appreciation from country residents respecting the services of the organizing teachers. Before the appointment of these organizers country residents whose children were taught by uncertificated teachers had the feeling that they were somewhat neglected, but they now feel that with the organizing teachers visiting the schools regularly and guiding the teachers they need have no fears that the education of their children is not following right lines.

*Instruction of Teachers.*—Central classes for training pupil-teachers and probationers and uncertificated teachers in elementary science, drawing, and handwork were held at Hastings, Waipukurau, and Gisborne. There were no Saturday classes in 1922. In this district we have found great difficulty in securing efficient instructors for the special subjects for Saturday classes; and, further, the train services and other means of communication are such that it is impossible to concentrate teachers at Saturday classes with a minimum of inconvenience and expense. Apart from this, the Board is firmly convinced that concentrated instruction for a fortnight under the Board's most competent instructors in these subjects gives the students a more efficient training than the intermittent Saturday classes. This opinion is supported by the Inspectors and the headmasters.

*Correspondence Instruction for Country Children.*—The correspondence instruction has proved a boon to many children in the backblock districts. Many applications still continue to be received as the success of the scheme becomes more known, and any prejudice against it is gradually disappearing. The Board desires to repeat its congratulations to the Department on introducing this scheme, which is undoubtedly a great success.

*District High Schools.*—At the end of the year there were four district high schools in operation, the Hastings District High School having been disestablished and a technical school established. As in previous years, the first- and second-year pupils of the secondary departments of district high schools took the rural course. The aim of the course is to provide a good general education in secondary subjects, and also to prepare pupils for the Public Service Entrance Examination. The science work has been continued for the third and fourth years, thus enabling pupils to take science for the Matriculation Examination. Approval was given during the year for the establishment of a district high school at Te Karaka, but owing to the impossibility of securing a teacher the opening of a district high school was delayed until the beginning of 1923.

*Manual and Technical Instruction.*—*Handwork:* Classes in elementary handwork were conducted in all schools. Needlework was satisfactorily taught in all schools. Special classes were conducted in twenty schools in sole charge of male teachers, but in six schools no instruction was given, as it was impossible to arrange for competent teachers. Agriculture, dairy science, and elementary agriculture: 205 classes (primary and secondary) were recognized for capitation purposes in 1922. The capitation grant made by the Department for equipment and material for science subjects has proved adequate for the purpose, and during the past year the Board has been able to substantially increase the equipment and material in each school. The full requirements of all schools have not yet been met, but it is expected that during the current year there should be no reason on this ground why the teachers should not be able to do satisfactory work. The supplies of handwork material arrived late in the year. The Board regrets to have to refer to the very great delay which occurred in the supply of materials, &c., for 1923, and the fact that the quantities were cut down below actual requirements. *Woodwork, cookery, and dressmaking:* These classes were conducted at centres to which pupils from the surrounding schools came for instruction. Classes were in operation at Gisborne, Napier, Hastings, Waipawa, Waipukurau, Dannevirke, and Woodville.

*Physical Instruction.*—An instructress has been permanently located in the district during the past few years, and full attention has been given to this branch of the work.