

**Marton:** Little has been done at this centre outside the training classes for teachers. Very successful dressmaking classes were conducted by Miss Johnston, of Wanganui. A grant having now been sanctioned for a Technical School, the outlook for the future is most encouraging, especially in view of the fact that local interest is very keen. **Huntermville:** Classes in English, arithmetic, book-keeping, and wood-carving met with a fair amount of success. **Mangaweka:** Not a great deal of enthusiasm was manifest in this small township, although a good start was made with the standard class. **Taihape:** In this growing centre there are undoubtedly signs of success for future operations, and before long it will be necessary to erect a small technical school.

A. VARNEY, Director.

EXTRACT FROM THE REPORT OF THE DIRECTOR OF THE FEILDING TECHNICAL SCHOOL.

Classes were commenced on the 15th May for the following subjects: Commercial arithmetic, commercial English, shorthand, book-keeping, and dressmaking. The attendance at these classes gradually increased, and at the request of students classes were also commenced in drawing and painting, photography, Latin, and mathematics. Owing to the large number of pupils attending the wood-carving and dressmaking classes, it was necessary to hold three classes in each of these subjects.

A committee consisting of representatives of the School Committees and the headmasters of the local schools managed the classes, the controlling authority being the Wanganui Education Board. Owing to the success of the classes, the committee decided to erect a suitable building where the classes could be held. A subcommittee was appointed to collect donations and to endeavour to secure a suitable site. On inquiries being made respecting sections it was ascertained that the most suitable sites were railway reserves. The Railway Department was approached to grant the use of the property for the desired object. The assistance of the Minister of Education, the Inspector-General, and Mr. Lethbridge, member for the district, was secured, and after a somewhat lengthy delay the desired permission was granted.

At the end of the first term the attendance at classes numbered 283, as follows: Arithmetic, 54; English, 52; shorthand, 25; book-keeping, 40; wood-carving, 32; Latin, 10; mathematics, 10; dressmaking, 32; drawing and painting, 16; photography, 12. £84 5s. 5d. was received in fees, and £85 14s. 1½d. earned in capitation, whilst £200 was collected or promised in aid of the proposed building. This latter amount was collected from the general public, and all local bodies contributed varying amounts.

During the second term the following new classes were started: Repoussé, agriculture, building-construction, drawing, and elocution; whilst, owing to the attendance, it was found necessary to divide the arithmetic, shorthand, and book-keeping classes into two divisions, and to conduct an extra class for dressmaking.

Twenty-four classes were conducted during the second term, attended by 306 pupils. The fees amounted to £94, and the capitation to £101.

Arrangements were made for the conduct of classes in cookery, but as an instructress could not be obtained it was impossible to hold the class. The Education Board, however, has secured the services of an instructress for next year, and, in addition to evening classes, school classes will also be conducted in this subject. School classes will also be commenced in woodwork. The classes were visited on several occasions by Mr. Braik, the Chief Inspector, and Mr. Varney, Director of Technical Instruction, Wanganui, and the committee are much indebted to these gentlemen for their assistance and valuable suggestions respecting the classes. Mr. Isaac, Inspector of Technical Schools, also inspected the classes, and signified his approval of what was being done. Application has been made to the Education Department for a grant of £3,000 for the proposed Technical School, and if this amount is granted the committee will be in a position to erect a building suitable to the requirements of the district. Meetings have been held at various centres throughout the district—viz., Kimbolton, Rongotea, Halcombe, and Bunnythorpe—and there seems to be every prospect of classes being commenced at these places next year.

H. AMOS, Director.

EXTRACT FROM THE REPORT OF THE EDUCATION BOARD'S INSTRUCTOR IN AGRICULTURE.

I have been engaged in visiting schools and arranging for new gardens; in teaching botany and agriculture, and in taking children for excursions; and in lecturing to teachers at one of the centres—Wanganui, Marton, or Palmerston North. The number of school gardens at the end of 1905 was 22 at the end of 1906, 46. As the time set apart for garden-work is very limited, it is important that it be used effectively. To gain that end the children should know exactly what they have to do before they enter the garden, and when they have accomplished what they set about to do they should begin recording the various operations they have just completed. The garden note-book continues to be a stumbling-block. This book should contain a short record of all the gardening operations. Its value will be increased if it contains a number of drawings representing some of the plants at different stages of their growth. This book should contain the pupil's own observations recorded in his own words. It is not expected that the pupils will make any great discoveries, but if, from this exercise, they learn the habit of accurately observing and recording, then the keeping of the school note-book will not have been in vain. There is still room for improvement in the using and the handling of the garden-tools. Rakes are too often used to break clods, with the result that the teeth and frame are bent. Forks and spades should not be used as levers to remove obstructions encountered in the course of digging. With reasonable care the tools which have been supplied should last a long time. After each day's work the tools should be cleaned before being put in the tool-shed. When time permitted I gave outdoor lessons to the children of the schools I happened to be visiting. In every instance we set out to study some definite object. The children noted what they could, and when they had exhausted their resources help was afforded. Ample opportunity was given for the making of notes and collecting specimens.