gresses. Although during the first six months there is apparently scope for little beyond physical exertion, much may be learned incidentally as to the nature of soil, the reason for the methods employed in preparing the plots, and the causes which produced the particular class of soil under cultivation. It is needless to suggest to the thoughtful teacher the possibilities here opened up for a series of lessons in geography, embracing natural features and agencies stretching from the mountain-tops to the ocean-beach, and all connected, directly or indirectly, with the garden-plot. The plan of the garden and the arrangement of the rows will afford opportunities for exercises in drawing, while in the measurement and calculation of areas of plots, paths, &c., and the computation of quantities and cost of seeds, manures, crops, &c., per acre may be found material for numberless problems in arithmetic. In this connection I would suggest that a suitable size of plots for a large school is 33 ft. by 11 ft., which gives exactly $\frac{1}{120}$ of an acre, thus facilitating arithmetical calculations. For small schools and localities where space is limited half the size would suffice. As the season advances, and the crops make their appearance to add to the interest of the garden, the work of comparing results and taking notes needs attention, and all the time there is going on the steady formation of habits which should last the child through life—habits of neatness, industry, observation, patience, and a love of Nature and all her wondrous ways. With regard to the indoor work, space will only permit me to say further, that it should be treated as experimentally as circumstances will allow, and that one simple experiment carried out by the child personally, and the results of which are noted carefully, is worth many elaborate ones in which the pupil has no share. It is surprising how many valuable experiments, especially in plant-life, may be carried out with such simple appliances as a few pots and bottles and a shelf in the corner of the schoolroom. It is a matter of regret that the Government grants to classes in agriculture are not adequate to the requirements. The initial grant of 10s. per head up to £7 10s. is not more than sufficient to buy tools and perhaps provide part of the cost of fencing the garden-plots, leaving nothing for the purchase of apparatus for illustrating indoor lessons. Many of our teachers have, with praiseworthy effort, raised small sums by means of entertainments, and in this way, with the aid of the pound-for-pound subsidy granted by the Department, have provided the necessary apparatus. Gratifying as this exertion on the part of the teachers undoubtedly is, it cannot in fairness be expected that they should thus add to their already considerable burden of work, and it is to be hoped that more liberal provision will ere long be made in the way of an increased initial grant and a higher rate of capitation. If the former were raised to 12s. 6d. and the latter to 5s. per head, the requirements of the case would, I think, be met. In conclusion, I wish to express my thanks to the Town Lands Trust and other local bodies in the Wairarapa for their substantial monetary assistance to the High School classes; to the School Committees and the A. and P. Associations for the kindly interest and practical encouragement they have extended to the rural education movement; to Mr. Thomas Horton, of Pahiatua, who gratuitously provided the teachers' class with a day's valuable instruction and practice in grafting, budding, pruning, and other horticultural operations; and finally to the teachers, without whose sympathy and willing co-operation the cheering results of the past year could not possibly have been achieved.

WM. C. DAVIES.

EXTRACT FROM THE REPORT ON THE CARTERTON TECHNICAL CLASSES.

Classes in English, arithmetic, book-keeping, shorthand, and drawing were held. The number of pupils in all classes was small. The average attendance for the English and arithmetic class was seven. The English literature book taken was "A Tale of Two Cities." The programme for the commercial class was altered to include also *précis* and commercial correspondence, and commercial arithmetic and shorthand was dropped owing to there being only three pupils. The average attendance for this class was about six. The School Committee was approached by local employers to request the establishment of a class for mechanical drawing. This class met for one term, and the work done was highly commended by the employers. The average attendance was about six. Although the attendance at all classes was small, yet the Committee considered that it was advisable to keep the classes going even at a loss in the hope that in 1907 there would be a decided improvement. This hope has been realised. As a result of the year's work it has been found that four terms' work is too much in one year, and in future three terms of about twelve lessons each will be arranged. The Committee has every confidence that the staff have carried out their duties with great efficiency during the year.

Statement of Receipts and Expenditure for the Year ending 31st December, 1906, in respect of Special Classes conducted at Carterton.

Receipts.	£	s.	d.
Balance at beginning of year	45	2	2
Capitation on classes	52	19	0
Fees	8	10	0
Voluntary contributions	7	7	0
Plumbers' donation, £10 (afterwards refunded, less costs)	10	0	0
Sale of material	2	16	0
Balance at end of year	19	18	4
	£146	12	6

Expenditure.	£	s.	d.
Salaries of instructors	67	2	0
Office expenses (including salaries, stationery, &c.)	13	5	6
Advertising and printing	3	7	0
Lighting and heating	0	11	6
Insurance and repairs	0	3	0
Material for class use	19	10	9
Instructors' train fares	1	1	8
Balance of plumbers' donation	7	18	0
Alterations to building, trees, labour, &c.	32	19	1
Incidentals	0	14	0
	£146	12	6

G. L. STEWART.