

Statement of Receipts and Expenditure for the Year ending 31st December, 1911, in respect of Associated Classes conducted at the Masterton Technical School.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Capitation on associated classes ..	169	19 9	Balance at beginning of year ..	18	3 3
Capitation on account of free places ..	95	9 0	Salaries of instructors ..	505	2 6
Material ..	6	18 8	Office expenses (including salaries, stationery, &c.) ..	63	11 6
Subsidies on voluntary contributions ..	194	0 4	Advertising and printing ..	14	4 0
Fees ..	247	6 6	Lighting and heating ..	24	7 11
Voluntary contributions ..	164	15 2	Insurance and repairs ..	14	8 11
Rent for use of rooms ..	8	10 0	Rent ..	1	0 0
Sales of material ..	14	0 2	Examinations, &c. ..	3	3 6
			Material for class use ..	10	8 0
			Instructor's travelling-expenses ..	71	13 2
			Cartage, freight, &c. ..	7	0 4
			Bank charges, &c. ..	1	11 0
			Caretaker ..	33	2 6
			Postages, &c. ..	1	12 0
			Furniture, fittings, and apparatus ..	11	2 1
			Balance at end of year ..	120	8 11
	£900	19 7		£900	19 7

W. H. JACKSON, Chairman
N. D. BUNTING, Secretary | of Managers.

HAWKE'S BAY.

EXTRACT FROM THE REPORT OF THE EDUCATION BOARD.

The number of pupils in all subjects of manual and technical instruction has increased. The report of the Director gives in considerable detail the results of the work of the year. The Board is satisfied that excellent work is being done in this department. At Hastings and Woodville District High Schools the whole of the secondary pupils took the rural or scientific course. At Waipawa a few of the pupils continued the literary course. In 1912 it is expected that the whole of them will take up the approved rural course. The work done by the classes taking this course is fully reported on in the Director's report. I may, however, say that the students have taken a great interest and pleasure in the work, and the Board and the parents are satisfied that the change in the syllabus is undoubtedly in the right direction. The Saturday training classes for teachers were held at Gisborne—science and art; Napier—science and art; Dannevirke—science, art, and agriculture; Hastings—agriculture; Woodville—agriculture. The attendance at all these classes was most satisfactory. Examinations were held at the end of each term, and certificates were awarded on the results of the final examination.

EXTRACT FROM THE REPORT OF THE INSPECTORS OF SCHOOLS.

The fostering of manual instruction in woodwork, elementary agriculture, cookery, and dress-making is causing much less time to be given to other essential work. As far as it is understood nature-study is taught in the schools, and if some better plan than the present capitation grants were adopted to foster manual instruction and nature-study in all schools a vast amount more good might be done than is at present accomplished. Some excellent school-gardens and experimental plots are to be found throughout the district, among which must be specially named Matamau, Otane, and Petane, and a score of the teachers might be named who have qualified to carry on instruction in woodwork and elementary agriculture. Manual work is popular where carried on, but where it would be perhaps most useful there no instruction is given. In every country school it is desirable to foster an agricultural bias, and but for the capitation spectre this and other subjects of manual instruction might occupy a most important place in the training of the children. If manual instruction is considered worthy of a place in the schools provision should be made for it in all the Board schools, irrespective of size or locality.

EXTRACT FROM THE REPORT OF THE ITINERANT INSTRUCTORS IN AGRICULTURE.

It is now two years since a systematic course of instruction in elementary agriculture was introduced into the primary schools of this district. At the beginning of last year (1911) the Board introduced into the district high schools an agricultural course which provided for the further development of the primary-school work. Mr. William C. Morris, of the Sydney Teachers' College, and late of the Hawkesbury Agricultural College, was appointed assistant instructor, and to him was intrusted the teaching of the science subjects included in this course.

Primary Schools.—Two Years' Scheme of Work in Agriculture.

CLASS-ROOM WORK.

Part I.—I. The soil: What it is. Soil-makers—(1) Atmosphere, oxygen and CO₂, weathering; (2) water (three forms), physical and chemical action; (3) organic life. II. Classification of soil: Sand, clay, loam, and humus. Physical properties—porosity, capillarity, retentive power, colour, and texture; experiments showing properties as outlined in leaflets. III. The plant: Flowering and non-flowering; parts of a plant; functions and forms of each part—(a) roots, (b) stem, (c) leaves, (d) flowers and fruits. IV. Plant-propagation: Seeds and seed-testing; cuttings, layering, budding, and grafting. V. Relationship between plant and soil: Soil is (1) storehouse for plant-food;