

of this institution has certainly surpassed all expectations, and shows how great is the need for the work it is doing. Yet, though doing much, we are by no means adequately coping with the problem of the education of the great mass of the people. We are far behind most of the English towns, and much further behind some of the German—we who in some departments of our national life are proud to lead the world. For, briefly, the position is this: we are training only the most capable, the most earnest, the most industrious—in short, only those who in comparison with their less fortunate companions need training least—while the great mass of those who are to be the future citizens receive no educational care after they leave the primary schools. Germany changed this years ago, and England is doing much to diminish the lead which her rival has gained. We in New Zealand must bestow upon this problem of continuation education greater care and more money if we are to maintain our relative position in the forefront of progressive communities. In an English town of the size and with the occupations of Christchurch there would be a main Technical School, and in the suburbs four or five or even more branch technical schools to act as feeders to the main institution. The Board of Managers during the past session tried to establish such a branch school at Richmond, but to our great regret the attendance was so very small that it had to be closed after a few weeks. Germany is taking this matter boldly in hand, and in some towns it is obligatory on all young persons from the time they leave the primary schools until the age of seventeen to attend classes for instruction—not in the evening when they are tired out, but during their ordinary working-hours, and this not for four hours per week but for eight or ten. I am becoming strongly convinced that the problem of continuation education will never be satisfactorily solved until our young people are given an opportunity of receiving instruction during the day, while their minds and bodies are in a fit condition to profit by it.

JOHN H. HOWELL, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1912, in respect of Associated Classes conducted at the Christchurch Technical College.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Balance at beginning of year	1,334	17 2	Salaries of instructors	4,972	15 7
Capitation on classes	4,547	9 5	Office and general working-expenses (including salaries, stationery, &c.) ..	1,029	19 4
Capitation on account of free places ..	466	10 8	Advertising and printing	109	12 7
Buildings	2,035	0 0	Lighting and heating	179	8 8
Furniture, fittings, and apparatus ..	1,169	19 7	Insurance and repairs	46	0 0
Material	359	11 3	Rent	18	5 10
Subsidies on voluntary contributions ..	821	9 2	Material for class use	686	15 2
Fees	930	11 6	Purchase of books and stationery ..	284	13 3
Voluntary contributions	882	2 4	Fees and deposit refunds	40	14 0
Sessional charges and deposits	155	14 10	Scholarships	96	13 4
Sales of books and stationery	338	13 1	Prizes	40	6 7
Material refunds	170	15 3	Contracts (new buildings, additions, &c.)..	3,837	7 8
Salaries refunds, Canterbury College ..	94	15 0	Furniture, fittings, and apparatus ..	1,021	19 0
Material refunds, Education Board ..	58	0 0	Balance at end of year	1,163	0 3
Lighting and cleaning refunds, Education Board	61	7 6			
Prize Fund	19	8 6			
Working Account refunds	79	16 0			
Building and property refunds	1	10 0			
	<u>£13,527</u>	<u>11 3</u>		<u>£13,527</u>	<u>11 3</u>

GEORGE SCOTT, Chairman
JOHN H. HOWELL, Secretary } of Managers.

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

The session commenced in February with very satisfactory attendances, though the management was still labouring under the disabilities of former years, the classes being housed in various parts of the town. When, early in July, we took possession of the new school this difficulty disappeared, and both teachers and students fully appreciated the comfort of the new rooms and arrangements, but no one appreciated the fact of having the classes under one roof more than myself, and it has been a lasting wonder to me how the late Secretary managed to put in the vast amount of time that was necessary and keep things together as well as he did, and I should like to mention here the unfailing courtesy and cheerful willingness with which he has at all times helped me to pick up the threads of the work since I have taken up my duties.

The number of individual students on the rolls of technical and continuation classes was 350, with a collective roll number of 538; in addition to this, instruction was given to primary- and secondary-school pupils, including pupils from Springburn, Anama, Rakaia, Chertsey, Dromore, and Fairton, 177 attending woodwork and 134 cookery and domestic economy.

The domestic-science subjects have more than maintained their large roll numbers, cookery having a roll of eighty-seven, dressmaking 137, and millinery forty-eight. The classes for copper-work, wood-carving, &c., with a roll of seven, must have been discontinued had not Mr. de Beer kindly consented to conduct them, and the care and attention with which he has carried out his duties deserves much better support. The drawing and painting class still remains small, but I am convinced that if those who wish to take up drawing and painting would pay a visit to the class at work we should not lack students in this direction. That our students have had favourable Press notices at such a representative exhibition as that of the Christchurch Arts and Crafts speaks volumes for the value of the instruction. The general and commercial classes have all increased, the rolls being—shorthand, 20; book-keeping, 25; typewriting, 25; commercial arithmetic, 40; and commercial English, 40. Wool-classing, with a roll of sixteen in Ashburton and twenty-one in Methven, needs to be more widely known among our farmers; they have only to question those farmers who have taken advantage of the class by sending their sons along to be convinced of the value of the instruction. Though the Methven class only ran for one term, twenty passed the preliminary examination test out of twenty-one.