

repeating those remarks here. The district high schools cannot be expected to give to our scholars the training which is the proper function of a specialized or vocational school, but they can and do give an introduction to such training. They will not make farmers of our boys, but they will give those who wish to become farmers an additional interest in their work, and also a training in scientific method which will assist them materially in their efforts to solve many of the problems of the farm. The weak point in the system is the lack in the North Island of some distinctly vocational institution on the lines of Lincoln College in Canterbury, where our rural scholarship-winners could effectively carry on their agricultural training. Another obstacle to the success of any practical or vocational course is the examination incubus which dominates our system from the University college to the primary school. Many parents contend that their children are handicapped unless they can prepare for the Public Service and Matriculation Examinations, and as these examinations are at present constituted it is not possible for the limited staffs of our district high schools to carry on the practical training and at the same time prepare pupils for matriculation. As far as the Public Service Examinations are concerned, the difficulty might be met by a slight modification of the rural course, such as limiting the branches of science to be taught, and adding elementary mathematics as a subject. The problem, however, is not so easy in the case of matriculation, as a language other than English is necessary for this examination, and to introduce another language into the rural course as a compulsory subject would be of little benefit to the majority of district-high-school pupils who enter on their secondary course at fourteen and leave school within two years.

Statement of Receipts and Expenditure for the Year ending 31st December, 1913, in respect of Special Classes conducted by the Wellington Education Board in Wellington and in certain Country Centres.

Centre.	Receipts.					
	Grants from Government.			Other Receipts.	Dr. Balance at End of Year.	Totals.
	Capitation on Classes.	Apparatus.	Material.			
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Wellington	42 17 0	9 7 6	52 19 0	152 3 4	57 1 1	314 7 11
Masterton	44 16 7	..	..	122 16 8	20 7 10	188 1 1
Otaki	1 7 0	..	..	..	..	1 7 0
Totals	89 0 7	9 7 6	52 19 0	275 0 0	77 8 11	503 16 0

Centre.	Expenditure.					
	Dr. Balance at Beginning of Year.	Administra- tion: Salaries of Instructors.	Material.	Apparatus.	Cr. Balance at End of Year.	Totals.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Wellington	17 6 2	196 19 6	47 19 10	52 2 5	..	314 7 11
Masterton	8 13 0	150 16 8	13 17 6	14 13 11	..	188 1 1
Otaki	..	..	..	..	1 7 0	1 7 0
Totals	25 19 2	347 16 2	61 17 4	66 16 4	1 7 0	503 16 0

G. L. STEWART, Secretary.

EXTRACT FROM THE REPORT OF THE DIRECTOR OF THE WELLINGTON TECHNICAL COLLEGE.

The work of the year 1913 has brought into further prominence the great difficulties attending the development of technical instruction in Wellington. The urgent need of improved equipment, the impossibility of housing classes in the antiquated and ill-designed buildings occupied by the College, and the crying necessity for playing-grounds and rooms devoted to mental and physical recreations have all been felt in an accentuated degree during the year. The accommodation provided is now sadly overtaxed. It is long since it was impossible to provide separate class-rooms, workrooms, and laboratories for special classes, and now the provision of any sort of space for class and laboratory work has become very difficult, so that in several cases it was not only impossible to conduct the classes under fair conditions, but exceedingly hard to find any room at all for many promising students well qualified to benefit by a course at the College. The Technical Education Board has made strenuous efforts during the year to obtain a suitable central site sufficient for buildings large enough to provide for present necessities. Through the generous co-operation of the Wellington City Council and the Wellington Education Board an excellent site, capable of being easily added to as occasion arises, has been promised to the Board. As soon as the consent of the Education Department has been given the Technical Board will be in a position to close with the offers of the City Council and Education Board, and it should not be long before the hopes of the Board are realized and a well-equipped central Technical College worthy of the city is erected.