instrumental drawing—These two branches of drawing were treated as fully as time would permit. In model-drawing the instructor found it necessary to commence with first principles. The models were then treated singly in the undermentioned order—cube, hexagonal prism, cylinder, cone, ring; next, groups of two models were set, and finally a test group was set containing three models. In instrumental drawing a number of the students made a very poor attempt at the various problems set. This was due to the subject being entirely new to them. The course in practical hygiene included first aid to the injured, ambulance-work, and the dissection of hearts, kidneys, livers, lungs, rabbits, &c. The students also attended a demonstration lesson given by Dr. Reid on the dissection of a sheep. During the session thirty hours were devoted to practical work in agriculture and dairying. This work included the following: Measurements of length, area, and volume; English and metric system; purification of liquids by filtration, evaporation and condensation; methods of finding the specific gravity of liquids. Methods of testing milk, skim-milk, cream, butter, and cheese for percentage of butter-fat. Creaming of milk: (a) Shallow-pan setting; (b) deep-pan setting; (c) dilution method; (d) hand separator. Testing milk for acidity; preparation of the decinormal alkaline solution; preparation of the indicator. Experiments with the following preservatives: (a) Formalin, (b) boric acid, (c) salicylic acid. Use of thermometers and lactometers; use of lactometer in estimating total solids, &c.

The course in agriculture included demonstration lessons in pruning and spraying, prepara-

The course in agriculture included demonstration lessons in pruning and spraying, preparation of cuttings, methods of budding; demonstration lesson in trenching school-garden; methods of applying lime and manures; seed-testing. Experimental work: Finding specific gravity of different soils, experiments showing osmosis, capillarity, retentive power, porosity, transpiration, the presence of starch in leaves, the giving-off of oxygen from leaves and carbonic oxide from germinating seeds; experiments with various substances to show power of flocculating clay particles; tests with soils to show presence of nitrates, phosphates, &c.; experiments in seed-

testing, &c., and essentials of germination.

Whilst acknowledging the good work done by the instructors of the correspondence course, and also paying a tribute to the earnestness of the students, I must state emphatically that I do not expect the first year's work to be productive of any great results. If these teachers are enabled to break themselves into methodical habits of study and to accustom themselves to answering examination-papers, I am firmly convinced that with this foundation an excellent year's work

can be done next year, 1914.

The evening technical work, commenced in 1912, at Woodville and Hastings, was continued At Woodville only two classes were formed—a class in shorthand with a roll number of sixteen and an average attendance of nine, and a woodwork class, roll twelve, average attendance nine. The response to the endeavours to inaugurate classes at this centre has clearly proved that (1) insufficient pupils are available, or (2) there is no demand for technical education in this centre. At Hastings a very promising start was made. Well-attended classes in the undermentioned subjects were formed: Plumbing, wool-classing, wood-carving, cookery, cabinetmaking, millinery, dressmaking. For the first quarter over a hundred students were on the evening rolls. The attendance was regular, and excellent work was being done. The second quarter opened with an attendance under fifty, and as winter approached the attendance in a number of classes dropped to below the minimum, and these classes were closed. As no improvement took place when the warm weather approached it was decided that all classes should shut down at the end of the quarter. I must confess that I was greatly disappointed at the failure of this school, especially after the success of 1912 and the promising beginning in February, 1913. There are, however, a number of reasons that contend against attendance at evening technical schools: Many boys do not leave work until 6 o'clock, and as the classes commence at 7.30 p.m. an hour and a half is insufficient to reach home, change, have tea, and get to school in time. Many pupils live a long distance from the school, and their parents object to them being out late at night. Many pupils have night-work occasionally, and their absence breaks the continuity of the work, and hence interest in the work is lost, and the pupils gradually drop away from school. Perhaps the greatest factor in the want of interest shown in the work of the Technical School lies in the ease in which positions are obtained. There is such a large demand for boylabour that as soon as a boy obtains his Sixth Standard leaving certificate he can obtain a position. In fact, instead of a boy or girl having to compete against a number of their sex for a position, it is more the reverse—the employers competing for the services of the boys, &c. In conclusion, I am forced to state that before an evening Technical School will be a success in Hastings it will be necessary for the School Committees at Hastings, Mahora North and South to ask the Board to put into force the regulations governing compulsory attendance at evening classes of all pupils (boys and girls) under seventeen years of age.

ERNEST G. LOTEN, Director.

Statement of Receipts and Expenditure for the Year ending 31st December, 1913, in respect of Special Classes conducted at Dannevirke, Gisborne, Hastings, Waipawa, and Woodville by the Hawke's Bay Education Board.

Receipts.	£	s.	d.	Expenditure.	£	s.	đ.
Cr. balance at beginning of year	. 207	11	10	Salaries of instructors	247	9	6
Capitation on classes	98	18	9	Office expenses (including salaries, sta-			
Furniture, fittings, apparatus	5	17	6	tionery, &c.)	13	10	3
Material	33	10	0	Advertising and printing	6	12	8
Subsidies on voluntary contributions	46	15	0	Lighting, heating, and cleaning	12	17	2
Fees	-80	17	0	Insurance and repairs	1	5	6
Sales	. 20	18	2	Rent	8	8	0
Transfer of Dr. balance Teachers' Classes				Material, &c., for class use	42	3	10
Account (as on 31st December, 1912)	7	6	8	Buildings	3	19	0
				Furniture, fittings, and apparatus	20	1	0
•				Cr. balance at end of year	140	8	0
	£496	14	11		£496	14	11